

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

2010/2011 School Year

Chapter 1 Place Value and Money			
Lesson	Objective	GLCE	Comments
Section A- Place Value Section B – Building Number Sense			
Lesson 1-1: Numbers in the Thousands	To use place value ideas to write multiples of 100 and 1,000 in different ways.	N.ME.04.01 N.ME.04.02 N.ME.04.03	Vocabulary: expanded form, standard form, word form, digits, period Modeling Numbers in the Thousands Use Words Carefully Place Value Cards (OAISD Manipulative)
Lesson 1-3 : Place-Value Patterns	Use place value ideas to write multiples of 100, 1,000, and 10,000 in different ways.	N.ME.04.02 N.ME.04.03	Blocks: Fewer or More Compare and Contrast Ways to name Numbers Trading Blocks
Lesson 1-5: Comparing and Ordering Numbers	Compare and order numbers through 999,999,999.	N.ME.04.01	Note: Our goal for all students is numbers to 1,000,000. Only go beyond this number as an extension for advanced learners. Ordering the Numbers Match the Symbol Comparing Places and Values
Lesson 1-7: The Size of Numbers	Estimate totals made up of large numbers.	N.ME.04.03	Building a Million Ways to make a Million
Section Assessment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Reteaching/Enrichment			
Section C- Money and Decimals			
Lesson 1-9: Using Money to Understand Decimals	Give money amounts in dollars, dimes, and pennies, and in ones, tenths, and hundredths.	N.ME.04.15	Vocabulary: decimal point, hundredth, tenth Place Value and Money A Matter of Money Decimals and Money
Lesson 1-10: Counting Money	Find the value of a given assortment of bills and coins, and tell how to make a given money amount with the fewest bills and/or coins.	Review of previous Michigan GLCEs (M.UN.02.07)	Many Ways to Count Money Sorting and Counting Money Matters
Lesson 1-12: More About Decimals	Read, write, and shade grids to show tenths and hundredths expressed as decimals.	N.ME.04.15 N.ME.04.18	Decimal Parts Picture a Decimal Tenths and Hundredths Decimal Pictures Shade and Say
Section Assessment			
Reteaching/Enrichment			
Chapter Assessment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Chapter 2 Adding and Subtracting Whole Numbers and Money			
Lesson	Objective	GLCE	Comments
Section A- Addition and Subtraction Number Sense			
Lesson 2-1: Mental Math: Adding	Compute sums of numbers mentally.	N.FL.04.36	<p>Note: This section seems like it would be confusing to most students. Both examples, “breaking apart” and “compensation” do not look like the way students would naturally do a problem. I believe the most common way students can picture and do mental addition is to begin with the larger number, add the tens first and then the ones second.</p> <p>For example, $37 + 52$. Begin with 52, add 30 to get 82, then add 7 to get 89.</p> <p>Base ten blocks and/or number lines should be used to increase understanding and help to describe and record their actions.</p>
Lesson 2-2: Mental Math: Subtracting	Compute differences of numbers mentally.	N.FL.04.36	<p>Vocabulary: difference, compensation (Adjusting)</p> <p>Note: Example A seems to use a similar strategy to the mental addition that was described above. Example B only becomes understandable if you model the shift with a numberline. (With this model, the understanding of subtraction as the difference between two numbers becomes critical. Therefore $41 - 16$ is the same as $40 - 15$.)</p> <p>Count On to Find the Missing Number</p>

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

			<p>Note: I recommend only using the first three bullets, with the aid of a numberline, to avoid confusion!</p> <p>For example: $74 - 28$. Begin with $74 - 20 = 54$. Next, think $54 - 8$ to get 46.</p> <p>Note: Base ten blocks and/or number lines should be used to increase understanding and help to describe and record their actions.</p>
Lesson 2-4: Overestimates and Underestimates	Indicate whether an estimate is an overestimate or an underestimate.	N.FL.04.34 N.FL.04.36	<p>Vocabulary: overestimate, underestimate</p> <p>Too Much and Too Little Over or Under? Choose Your Side</p>
Section Assessment			
Reteaching/Enrichment			
Section B- Adding and Subtracting			
Lesson 2-5: Adding Whole Numbers and Money	Add and subtract whole numbers and money amounts (to five digits).	N.FL.04.08 N.FL.04.32 N.FL.04.35	<p>Model Addition (See Accessible Algorithms for Addition – OAISD)</p> <p>Add on the Chart (Consider using the “Show all totals” method as described in the Accessible Algorithms handout.)</p>
Lesson 2-6: Column Addition	Find the sums of three or more whole numbers or money amounts.	N.FL.04.08 N.FL.04.32 N.FL.04.35	<p>Find a Ten (Consider using the “Show all totals” method as described in the Accessible Algorithms handout.)</p> <p>Sentence Completion</p> <p>Columns of Blocks (Use this exactly as described if you want to model the traditional algorithm. You could also use</p>

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

			the blocks to help with the “Show all totals” technique.)
Lesson 2-7: Subtracting Whole Numbers and Money	Use the standard algorithm to find difference using whole number amounts and money amounts.	N.FL.04.08 N.FL.04.32 N.FL.04.35	Vocabulary: inverse operations Model Subtraction (Have students record their actions using the “Expanded Method” described in the Accessible Algorithm for Subtraction handout. Subtract on the Chart (If students do not understand the “Expanded Method”, they will then most likely get confused, or make simple mistakes using this more abstract method.) Inverse and More
Section Assessment			
Reteaching/Enrichment			
Chapter Assessment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Chapter 3 Multiplication and Division Concepts and Facts			
Lesson	Objective	GLCE	Comments
Section A- Multiplication Concepts and Facts			
Lesson 3-1: Meanings for Multiplication	Understand the meanings for multiplication.	N.ME.04.04 N.FL.04.10 N.MR.04.14	Vocabulary: array, factor, product Colorful Arrays (To avoid potential confusion, be sure to write the labels more accurately than shown in the book. The 3 rows should be located on the left side and the 6 columns underneath the diagram.) Speaking of Multiplication... The Last Rectangle (OAISD)
Lesson 3-2: Patterns in Multiplying by 0, 1, 2, 5, and 9	Identify patterns in multiplying by 0, 1, 2, 5, and 9.	N.ME.04.05 N.FL.04.10 N.MR.04.14	Vocabulary: multiple, Zero Property of Multiplication, Identity Property of Multiplication, Commutative Property of Multiplication (Note: Understanding these properties is much more important than memorizing their names...These definitions will most likely never appear on a MEAP until middle school.) Pattern for Multiples All Hands
Lesson 3-3: Using Known Facts to Find Unknown Facts	Use known multiplication facts to find the products for other facts.	N.MR.04.07 N.FL.04.10 N.MR.04.14 N.MR.04.06	Vocabulary: Distributive Property Two-Tone Rectangles Break Apart Facts Arranging the Facts (Note: These are all excellent explorations for developing multiplication fluency!)
Lesson 3-4: Multiplying by 10, 11, and 12	Use patterns to multiply with 10, 11, and 12 as factors	N.MR.04.07 N.FL.04.10	Note: This lesson depends way too much on

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

		N.MR.04.14	abstract thinking for the typical, to low performing math student. I don't understand why they don't use a break model for multiplication. For example, 4×11 is 4×10 and 4×1 . Isn't this a main reason why we introduced the distributive property? This also allows students to multiply a whole number to any teen number. Therefore, you may want to try the activity " Build a rectangle-OAISD ".
Section Assessment			
Reteaching/Enrichment			
Section B- Division Concepts and Facts/ Section C-Algebra			
Lesson 3-6: Meanings for Division	Use sharing and repeated subtraction to solve word problems with division.	N.FL.04.11 N.MR.04.14	Vocabulary: divide, divisor, dividend, quotient Division Towers Getting Equal Parts Dividing Counters
Lesson 3-7: Relating Multiplication and Division	Complete multiplication and division fact families, and write fact families for given numbers.	N.FL.04.11 N.MR.04.13 N.MR.04.14	Vocabulary: fact family, inverse operations Replacing the Signs Arrays with Counters Note: These first two activities are powerful to generate understanding because of their use of visuals to make the connection between multiplication and division.) Inverse Operations Inverse Operation of Not
Lesson 3-8: Division Facts	Divide using a related multiplication fact.	N.FL.04.11 N.MR.04.14	A Bowl of Cherries Dividing the Strips Dividing the Cookies Making Groups
Lesson 3-9: Special Quotients	Give quotients of zero when the number divided is zero, give a	N.FL.04.11 N.MR.04.14	What's My Rule? Can you Divide by 0?

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

	quotient of 1 when a number is divided by itself, and give the number divided as the quotient when dividing by 1.		Operating with 0 and 1
Lesson 3-14: Solving Multiplication and Division Equations	Find the solution to an equation by testing a set of values for the variable.	N.FL.04.12	Vocabulary: equation Solving Equations with Mental Math Putting People into the Equation
Section Assessment			
Reteaching/Enrichment			
Chapter Assessment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Chapter 4 Time, Data, and Graphs			
Lesson	Objective	GLCE	Comments
Section A-Time			
Lesson 4-1: Telling Time	Tell time to the nearest 1 minute and 5 minutes using analog and digital clocks, and identify times as A.M. or P.M.	Review of previous Michigan GLCEs (M.UN.03.01)	Vocabulary: analog clock, digital clock, A.M., P.M. Showing Time What time is it? A.M. or P.M.? (Note: This is a good discussion to have when introducing the A.M. and P.M. vocabulary cards!)
Lesson 4-2: Units of Time	Convert among different units of time, and compare measurements of time.	M.TE.04.05	Vocabulary: second, minute, hour, century, millennium, day, week, month, year, leap year, leap year, decade Note: This GLCE focuses on conversions of time from hours to minutes, minutes to seconds, years to months and weeks to days...in either order! Minutes and Seconds Matching Time Ordering Time
Lesson 4-3: Elapsed Time	Find elapsed time, starting time, or ending time, given two of these.	Review of previous Michigan GLCEs (M.UN.03.02)	<i>Elapsed Time</i> The hands of time Watching time pass <i>Note: For each of these activities, you may want to also use a number line to help students calculate elapsed time. See timeline example – OAISD</i>
Section Assessment			
Reteaching/Enrichment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Section B- Reading and Making Graphs Section C- Interpreting Data			
Lesson 4-8: Bar Graphs	Read, interpret, and make bar graphs.	D.RE.04.01 D.RE.04.03	Vocabulary: bar graph, scale, interval A graph act Long, not tall The bar-graph plan
Lesson 4-11: Problem-Solving Strategy: Make a Graph	Use data in tables and tally charts to make line graphs, bar graphs, and pictographs to solve problems.	D.RE.04.01 D.RE.04.03	Note: The GLCEs only refer to tables and bar graphs. Any problems referring to line graphs are an extension and can be used as extensions for the appropriate students. From a table to a graph Graph it and discuss
Lesson 4-12: Median, Mode, and Range	Find the median, mode, and range for a given set of data.	D.RE.04.02	Vocabulary: median, mode, range Note: Median and range are 4 th grade terms...mode is a 5 th grade GLCE! Pet summary Summarizing data
Section Assessment			
Reteaching/Enrichment			
Chapter Assessment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Chapter 5 Multiplying by One-Digit Numbers			
Lesson	Objective	GLCE	Comments
Section A- Multiplication and Number Sense			
Lesson 5-1: Multiplying by Multiples of 10, 100, or 1000	Multiply any number by 10, 100, or 1,000.	N.MR.04.07 N.FL.04.36 N.MR.04.14	Vocabulary: product Model multiplication Whose product is greatest <i>Note: "Finding products" may be too abstract as the first exposure in this chapter.</i>
Lesson 5-2: Estimating Products	Use rounding and compatible numbers to estimate products.	N.FL.04.34 N.FL.04.35 N.FL.04.36	Vocabulary: rounding, compatible numbers, underestimate, overestimate Using rounding to estimate products Compatible or not compatible Compatible numbers
Lesson 5-3: Mental Math	Mentally multiply two-digit numbers by one-digit numbers by using the Distributive Property.	N.ME.04.09 N.MR.04.14 N.FL.04.36	Vocabulary: breaking apart, compatible numbers <i>Note: This section is setting the stage for multiplying multi-digit numbers and further growth in algebra. Please don't let the title "Mental Math" lead you to believe that this should be done in your head. Having students talk and write about what they are doing will go along way in their journey to computational fluency.</i> Breaking apart Tens and ones in mental math <i>(Note: I suggest only using partial products as the primary strategy for this section. To throw in subtraction at this point</i>

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

			<i>may get too confusing for many students.)</i>
Lesson 5-4: Using Arrays to Multiply	Make arrays with place-value blocks to find products.	N.ME.04.09 N.FL.04.10 N.MR.04.14	Products with place-value blocks Writing partial products <i>(Note: This exploration is providing students the opportunity extend their understanding from concrete (in chapter 3) to a more abstract representation using rectangles to multiply two-digit numbers. Please see the power point slide in your resource pages. Also, students may naturally want to write the tens partial product first because when represented, they see the tens first (going left to right). This is totally acceptable and actually how my brain prefers to record multiplication, for what it's worth!)</i>
Section Assessment			
Reteaching/Enrichment			
Section B- Multiplying			
Lesson 5-5: Multiplying Two-Digit and One-Digit Numbers	Use the standard algorithm to multiply two-digit numbers by one-digit numbers.	N.FL.04.10 N.MR.04.14 N.FL.04.35	<i>Note: Please let students know that this is a short cut to recording all of the values and it is totally appropriate to use the partial products algorithm in place of this standard algorithm. If a student can perform multiplication of multi-digit numbers in lesson 5-4, they have demonstrated procedural fluency.</i> Regrouping tens <i>(Note: For some reason, the picture of base 10 blocks in this activity does not represent the problem like our students did in lesson 5-4. Please continue to build rectangular arrays so that when</i>

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

			<p><i>students draw rectangles, they better connect the pictures to the blocks.)</i></p> <p>Multiplying on the grid <i>(Note: Please use picture representation to help students understand the short cuts in this standard algorithm.)</i></p>
Lesson 5-6: Multiplying Three-Digit and One-Digit Numbers	Use the standard algorithm to multiply three-digit numbers by one-digit numbers.	N.FL.04.10 N.MR.04.14 N.FL.04.35	<p>Modeling three-digit by one-digit Multiplication <i>(Note: This is where base 10 blocks get really bulky. You may want to have your students draw pictures as they did in the previous lessons. The only difference will be a third rectangle that represents the “hundreds” place in the expanded notation.)</i></p> <p>Zeros in the tens place <i>(Note: Please use drawings of rectangles and the partial products method to show 207×3 as $(200 + 7) \times 3$.)</i></p>
Section Assessment			
Reteaching/Enrichment			
Section C- Applying Multiplication			
Lesson 5-9: Multiplying Money	Calculate products involving amounts of money.	N.FL.04.33	<p><i>Note: Money can be represented easily with base ten blocks, so students might be better served by drawing rectangles and using the partial products algorithm exactly as they have been doing throughout this entire chapter. Please see the example in your resource packet. Unfortunately, the</i></p>

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

			<p><i>examples on page 286 require students to memorize the rule about decimal placement without actually understanding the concept.</i></p> <p>Multiplying with dollars and cents (<i>Note: You may want to use rectangles to compare whole number multiplication with decimal multiplication.</i>)</p>
Lesson 5-10: Multiplying Three Factors	Use the Commutative and Associative Properties to simplify multiplication with three factors.	N.MR.04.07 N.MR.04.14	<p>Vocabulary: Commutative Property of Multiplication, Associative Property of Multiplication</p> <p>Multiplying three factors Commutative and associative Multiplying three factors mentally</p>
Section Assessment			
Reteaching/Enrichment			
Chapter Assessment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Chapter 6 Multiplying by Two-Digit Numbers			
Lesson	Objective	GLCE	Comments
Section A- Multiplication Number Sense			
Lesson 6-1: Multiplying by Multiples of Tens	Multiply mentally any two-digit number by a multiple of 10, 100, or 1,000.	N.MR.04.07 N.FL.04.36	Make a table Highlighting zeros and basic facts
Lesson 6-2: Estimating Products	Use rounding and place value to estimate products of larger numbers.	N.FL.04.34 N.FL.04.35 N.FL.04.36	Vocabulary: compatible numbers, underestimate, overestimated, range Estimating up and down
Lesson 6-3: Using Arrays to Multiply	Use arrays to find products involving two-digit factors.	N.FL.04.10 N.MR.04.14	Vocabulary: partial products Multiplying with place-value blocks <i>(Note: After doing this with a couple problems, you may want to have them transition to drawing rectangles to represent the multiplication problems.)</i> Color-coding partial products
Section Assessment			
Reteaching/Enrichment			
Section B- Multiplying			
Lesson 6-5: Multiplying by Two-Digit Numbers	Use the partial products and the standard algorithm for multiplying with two-digit factors.	N.FL.04.10 N.FL.04.35 N.MR.04.27	From Arrays to paper and pencil Think it through
Lesson 6-6: Multiplying Greater Numbers	Use the standard algorithm to multiply two-digit numbers by three- or four-digit numbers.	N.FL.04.10 N.FL.04.35 N.FL.04.35	<i>Note: Just like in section 5-5, please remember that this is just a short cut to recording all of the values and it is totally appropriate to use the partial products algorithm in place of this standard algorithm. If a student can perform multiplication of multi-digit numbers using the partial products</i>

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

			<i>algorithm, using the standard algorithm will get them to the same answer, they will only do less writing.</i> Partial products Multiplying on grid paper
Section Assessment			
Reteaching/Enrichment			
Chapter Assessment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Chapter 7 Dividing			
Lesson	Objective	GLCE	Comments
Section A- Division Number Sense			
Lesson 7-1: Using Patterns to Divide Mentally	Divide multiples of 10, 100, and 1,000 by a one-digit number.	N.FL.04.36 N.MR.04.14	Vocabulary: quotient (p.146) Pattern models Colors and patterns Beat the calculator
Lesson 7-2: Estimating Quotients	Estimate quotients.	N.FL.04.36	Vocabulary: compatible numbers (p.258), overestimate (p.72), underestimate (p.72) <i>Note: This could be a challenging section due to it's abstractness. Therefore, I'm not sure how long you want to spend on a topic that is not assessable at the state level and does not necessarily have to be mastered before the next section.</i> Under cover Multiply to divide
Lesson 7-3: Dividing with Remainders	Use models to find quotients and remainders.	N.FL.04.11 N.MR.04.13 N.MR.04.14	Vocabulary: remainder Class groupings Finding a remainder Remainder report
Lesson 7-4: Two-Digit Quotients	Use models and the standard algorithm to divide 2-digit numbers by 1-digit numbers.	N.FL.04.11 N.MR.04.13	Divide and share (<i>Note: This activity might be more helpful if students use the base ten blocks to build a rectangle.</i>) Activity 3a and 3b: Build a rectangle – division (OAISD)
Section Assessment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Reteaching/Enrichment			
Section B- Dividing by One-Digit Divisors			
Lesson 7-5: Dividing Two-Digit Numbers	Use a standard algorithm to divide a two-digit number by a one-digit number.	N.FL.04.11 N.MR.04.13	Vocabulary: dividend (p.146), divisor (p.146), quotient (p.146) Show and tell Quotient comparing - Partner games (OAISD) <i>Note: You may want to have students show their work on scratch paper and turn it in with their recording sheets. Some students may still require building a rectangle to help them with the procedure of division.</i>
Lesson 7-6: Problem-Solving Skill: Interpreting Remainders	Decide how to use the quotient and remainder to answer the question in a division problem.	N.MR.04.14 D.RE.04.03	Tables of 4 Lets go rafting Track meet travel
Lesson 7-7: Dividing Three-Digit Numbers	Use the standard algorithm to divide 3-digit numbers by 2-digit numbers.	N.FL.04.11 N.MR.04.13 N.MR.04.14	Activity 3c and 3d: Build a rectangle – division (OAISD) Classifying quotients Great quotients
Lesson 7-8: Zeros in the Quotient	Divide with zeros in the quotient.	N.FL.04.11 N.MR.04.13	Zero zone <i>(Note: You may also want to ask students to draw rectangles such as activity 3d in Build a rectangle, to experience today's topic with picture representations.)</i> Zeros are important
Lesson 7-9: Dividing Money Amounts	Compute and estimate quotients involving money amounts.	N.FL.04.33	Divide the dough Double Divide How much for one?
Lesson 7-13: Dividing by Multiples of 10	Divide multiples of 10, 100, and 1,000 by multiples of 10.	N.FL.04.36	Extending division facts Division steps Solve a simpler problem
Section Assessment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Reteaching/Enrichment			
Chapter Assessment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Chapter 8 Geometry and Measurement			
Lesson	Objective	GLCE	Comments
Section A- Solids and Plane Figures			
Lesson 8-1: Relating Solids and Plane Figures	A plane figure has two dimensions: length and width; and a solid figure has three dimensions: length, width, and height.	G.SR.04.03	Vocabulary: plane figure, solid figure, cube, edge, face, vertex, rectangular prism, pyramid, triangular prism, rectangular pyramid, square pyramid, sphere, cylinder, cone, net
Lesson 8-2: Polygons	Identify and classify polygons.	G.GS.04.02	Vocabulary: polygon, side, vertex (p. 434), triangle, quadrilateral, pentagon, hexagon, octagon
Lesson 8-3: Lines, Line Segments, Rays, and Angles	Identify important geometric terms relating to lines, parts of a line, and angles.	M.TE.04.10 G.GS.04.01	Vocabulary: point, line, line segment, ray, angle, vertex (p. 434), right angle, acute angle, parallel lines, intersecting lines, perpendicular lines
Lesson 8-4: Triangles and Quadrilaterals	Classify triangles and quadrilaterals.	G.GS.04.02	Vocabulary: equilateral triangle, isosceles triangle, scalene triangle, right triangle, acute triangle, obtuse triangle, rectangle, square, trapezoid, parallelogram, rhombus
Lesson 8-5: Circles	Identify geometric terms relating to circles.	G.GS.04.02	Vocabulary: circle, center, radius, diameter, chord
Section Assessment			
Reteaching/Enrichment			
Section B- Geometry and Transformations			
Lesson 8-6: Congruent Figures and Motions	Identify congruent figures, and determine the slide (translation), flip (reflection), or turn (rotation) image of a figure.	G.TR.04.05	Vocabulary: slide (translation), flip (reflection), turn (rotation), congruent figures
Lesson 8-7: Symmetry	Identify and make symmetrical figures, and draw a line or lines of	G.TR.04.04	Vocabulary: symmetric, line of symmetry

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

	symmetry.		
Section C- Perimeter, Area			
Lesson 8-10: Perimeter	Find the perimeter of a polygon by adding the lengths of the sides or by using a formula.	M.TE.04.06 M.TE.04.07 M.TE.04.08 M.PS.04.09	Vocabulary: perimeter
Lesson 8-11: Area	Find the area of rectangles and irregular rectangular shapes by counting square units or by using a formula.	M.TE.04.06 M.TE.04.07 M.TE.04.08 M.PS.04.09 M.TE.04.04 M.PS.04.11	Vocabulary: area
Section Assessment			
Reteaching/Enrichment			
Chapter Assessment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Chapter 9 Fraction Concepts			
Lesson	Objective	GLCE	Comments
Section A- Understanding Fractions			
Lesson 9-1: Parts of a Region	Identify and draw fractional parts of a region.	Review of previous Michigan GLCEs	Vocabulary: fraction, numerator, denominator
Lesson 9-2: Parts of a Set	Identify fractional parts of sets or groups and divide sets to show fractional parts.	N.ME.04.20	Vocabulary: fraction (p.500), numerator (p.500), denominator (p.500)
Lesson 9-3: Fractions, Length, and the Number Line	Locate and name fractions on a number line.	N.ME.04.22	
Section Assessment			
Reteaching/Enrichment			
Section B- Fraction Relationships			
Lesson 9-6: Equivalent Fractions	Identify fractions that are equivalent and find fractions equivalent to a given fraction using models and/or a computational procedure.	N.MR.04.21 N.MR.04.23	Vocabulary: equivalent fractions, numerator (p.500), denominator (p.500)
Lesson 9-7: Fractions in Simplest Form	Express fractions in simplest form.	Enrichment skill	Vocabulary: common factor, simplest form
Lesson 9-8: Using Number Sense to Compare Fractions	Determine which of two fractions is greater (or less).	N.MR.04.26	
Lesson 9-9: Comparing and Ordering Fractions	Compare fractions using $>$, $<$, and $=$, and order fractions.	N.MR.04.22 N.MR.04.26	
Section Assessment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Reteaching/Enrichment			
Section C- Extending Fraction Concepts			
Lesson 9-10: Mixed Numbers and Improper Fractions	Read, write, and show mixed numbers, express mixed numbers as improper fractions, and improper fractions as mixed numbers.	N.MR.04.24 N.MR.04.25	Vocabulary: mixed numbers, improper fractions
Lesson 9-11: Comparing Mixed Numbers	Compare mixed numbers.	N.MR.04.22 N.MR.04.26	
Section Assessment			
Reteaching/Enrichment			
Chapter Assessment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Chapter 10 Fraction Operations and Customary Measurement			
Lesson	Objective	GLCE	Comments
Professional Development		N.MR.04.30	
Section A- Adding Fractions Section B- Subtracting Fractions			
Lesson 10-2: Adding Fractions with Like Denominators	Add fractions with like denominators, using models and paper and pencil.	N.MR.04.27 N.FL.04.35 N.MR.04.29	Vocabulary: simplest form
Lesson 10-3: Adding Fractions with Unlike Denominators	Add fractions with unlike denominators using models and paper and pencil	N.MR.04.27 N.MR.04.28 N.FL.04.35 N.MR.04.27	Vocabulary: factor
Lesson 10-4: Subtracting Fractions with Like Denominators	Subtract fractions with like denominators using models and paper and pencil.	N.MR.04.27	
Lesson 10-5: Subtracting Fractions with Unlike Denominators	Subtract fractions with unlike denominators using models and paper and pencil	N.MR.04.27 N.MR.04.28	
Section Assessment			
Reteaching/Enrichment			
Section C- Customary Measurement			
Lesson 10-7: Length and Customary Units	Estimate and measure length to the nearest inch, and choose the most appropriate customary unit of length for a given object or distance.	M.UN.04.01	Vocabulary: customary units of measure, inch (in.), foot (ft), yard (yd), mile (mi)

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Lesson 10-8: Fractions of an Inch	Measure and draw lengths to the nearest half, quarter, or eighth of an inch.	M.UN.04.01 M.PS.04.02	
Lesson 10-9: Capacity and Customary Units	Choose the most appropriate customary unit of capacity for a given container, and estimate and measure capacity using customary units.	M.UN.04.01	Vocabulary: capacity, teaspoon (tsp), tablespoon (tbsp), fluid ounce (fl oz), cup (c), pint (pt), quart (qt), gallon (gal)
Lesson 10-10: Weight and Customary Units	Choose the most appropriate customary unit of weight for a given object, and estimate and measure weight using customary units.	M.UN.04.01	Vocabulary: ounce (oz), pound (lb), ton (T)
Lesson 10-11: Changing Units and Comparing Measures	Change units of length, capacity, and weight to equivalent units and compare measures. Note: Use a conversion chart with measurement conversions.	M.TE.04.05	
Section Assessment			
Reteaching/Enrichment			
Chapter Assessment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Chapter 11 Decimals and Metric Measurement			
Lesson	Objective	GLCE	Comments
Section A- Understanding Decimals			
Lesson 11-1: Decimals and Fractions	Relate decimals to common fraction benchmarks, and write decimals in 10ths and 100ths.	N.ME.04.16 N.MR.04.19	Vocabulary: hundredths, tenths, equivalent
Lesson 11-2: Decimal Place Value	Write decimals in tenths and hundredths.	N.ME.04.15 N.ME.04.17 N.ME.04.18	Vocabulary: place-value, expanded form, standard form, word form
Lesson 11-3: Comparing and Ordering Decimals	Write, compare, and order decimals to hundredths.	N.ME.04.18	
Lesson 11-4: Rounding Decimals	Round decimals to the nearest whole number and tenth.	Enrichment skill Note: Good reminder of rounding.	
Section Assessment			
Reteaching/Enrichment			
Section B- Adding and Subtracting Decimals			
Lesson 11-7: Adding and Subtracting Decimals	Add, subtract, and estimate with decimals in tenths, hundredths, and combinations of whole numbers, tenths, and hundredths.	N.FI.04.32 N.FL.04.35	
Reteaching/Enrichment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4

Section C- Metric Measurement			
Lesson 11-9: Length and Metric Units	Estimate and measure length metric units, and choose the most appropriate metric unit of length for an object or distance.	M.UN.04.01	Vocabulary: millimeter (mm) centimeter (cm), decimeter (dm), meter (m), kilometer (km)
Lesson 11-10: Capacity and Metric Units	Estimate and measure capacity in milliliters and liters, and choose the most appropriate metric unit for the capacity of a container.	M.UN.04.01	Vocabulary: liter (L), milliliter (mL)
Lesson 11-11: Mass and Metric Units	Estimate and measure mass in grams and kilograms, and choose the most appropriate metric unit of mass for an object.	M.UN.04.01	Vocabulary: mass, gram (g), kilogram (kg)
Lesson 11-12: Changing Units and Comparing Measures	Change units of length, capacity, and mass to equivalent units and compare measures.	M.TE.04.05	
Lesson 11-14: Temperature	Read temperatures above and below zero on Fahrenheit and Celsius thermometers, and determine appropriate temperatures for given activities.	M.UN.04.03	Vocabulary: degrees Fahrenheit (°F), degrees Celsius (°C)
Section Assessment			
Reteaching/Enrichment			
Chapter Assessment			

Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 4