

NOT SO WIMPY

UNIT 10:

REVIEW

4th GRADE
MATH CURRICULUM

15 DAYS OF MATH LESSON
PLANS, POWERPOINTS,
AND ACTIVITIES

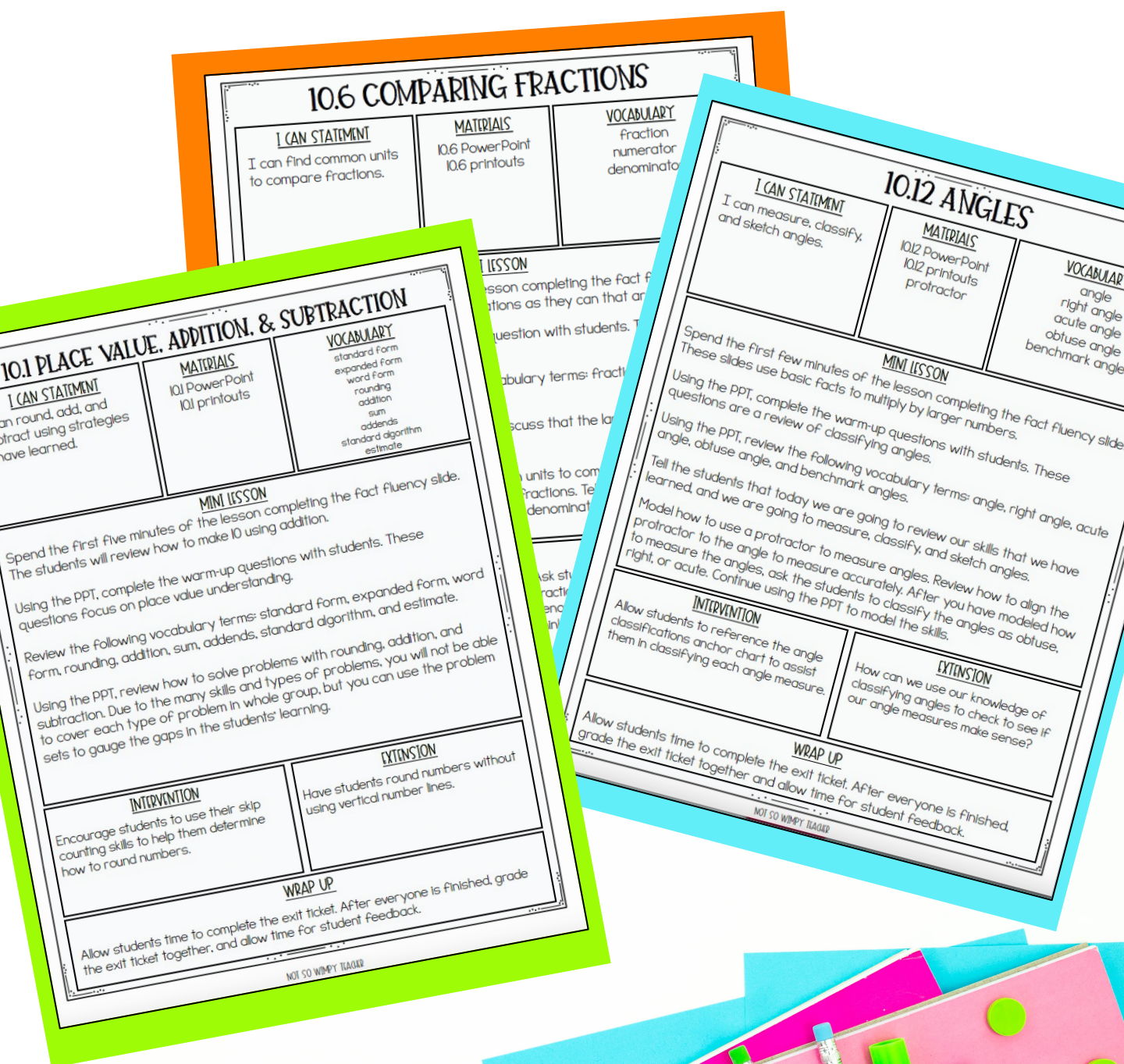




UNIT 10: REVIEW *at a glance*

| | | | | |
|--|--|--|--------------------------------------|--------------------------------------|
| Day 1 Place Value, Addition, and Subtraction | Day 2 Multiplication 1 by 4 | Day 3 Multiplication 2 by 2 | Day 4 Division | Day 5 Division with Remainders |
| Day 6 Comparing Fractions | Day 7 Adding and Subtracting Fractions | Day 8 Adding and Subtracting Mixed Numbers | Day 9 Fractions and Decimals | Day 10 Comparing Decimals |
| Day 11 Classifying Lines | Day 12 Angles | Day 13 Variables | Day 14 Multistep Word Problems | Day 15 Escape Room Review |

Includes a pacing guide to see
your entire week at a glance



10.6 COMPARING FRACTIONS

I CAN STATEMENT

I can find common units to compare fractions.

MATERIALS

10.6 PowerPoint
10.6 printouts

VOCABULARY

fraction
numerator
denominator

10.1 PLACE VALUE, ADDITION, & SUBTRACTION

I CAN STATEMENT

I can round, add, and subtract using strategies we have learned.

MATERIALS

10.1 PowerPoint
10.1 printouts

VOCABULARY

standard form
expanded form
rounding
addition
sum
addends
standard algorithm
estimate

MINI LESSON

Spend the first five minutes of the lesson completing the fact fluency slide. The students will review how to make 10 using addition.

Using the PPT, complete the warm-up questions with students. These questions focus on place value understanding.

Review the following vocabulary terms: standard form, expanded form, word form, rounding, addition, sum, addends, standard algorithm, and estimate.

Using the PPT, review how to solve problems with rounding, addition, and subtraction. Due to the many skills and types of problems, you will not be able to cover each type of problem in whole group, but you can use the problem sets to gauge the gaps in the students' learning.

INTERVENTION

Encourage students to use their skip counting skills to help them determine how to round numbers.

EXTENSION

Have students round numbers without using vertical number lines.

WRAP UP

Allow students time to complete the exit ticket. After everyone is finished, grade the exit ticket together, and allow time for student feedback.

NOT SO WIMPY TEACHER

10.12 ANGLES

I CAN STATEMENT

I can measure, classify, and sketch angles.

MATERIALS

10.12 PowerPoint
10.12 printouts
protractor

VOCABULARY

angle
right angle
acute angle
obtuse angle
benchmark angle

MINI LESSON

Spend the first few minutes of the lesson completing the fact fluency slide. These slides use basic facts to multiply by larger numbers.

Using the PPT, complete the warm-up questions with students. These questions are a review of classifying angles.

Using the PPT, review the following vocabulary terms: angle, right angle, acute angle, obtuse angle, and benchmark angles.

Tell the students that today we are going to review our skills that we have learned, and we are going to measure, classify, and sketch angles.

Model how to use a protractor to measure angles. Review how to align the protractor to the angle to measure accurately. After you have modeled how to measure the angles, ask the students to classify the angles as obtuse, right, or acute. Continue using the PPT to model the skills.

INTERVENTION

Allow students to reference the angle classifications anchor chart to assist them in classifying each angle measure.

EXTENSION

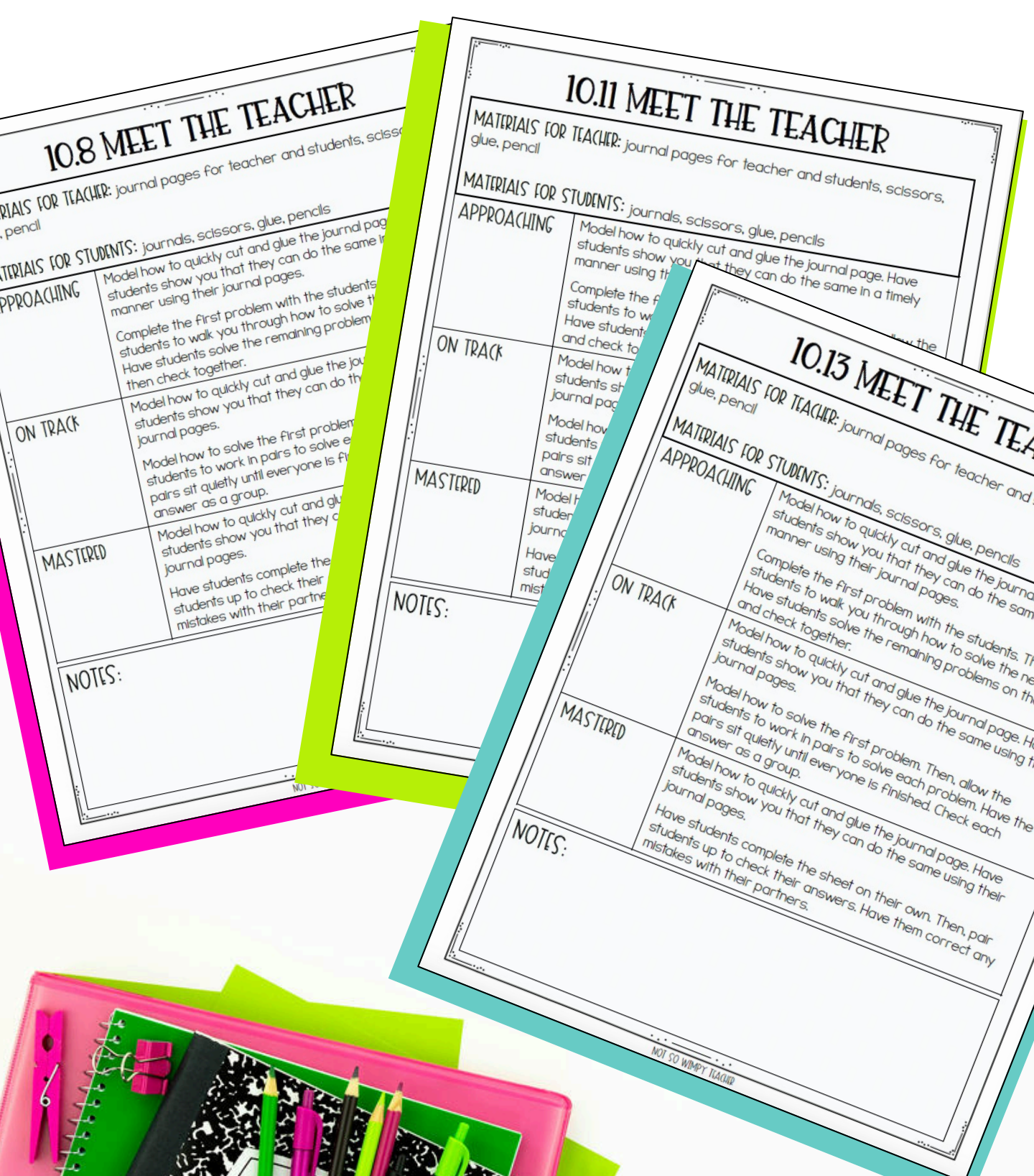
How can we use our knowledge of classifying angles to check to see if our angle measures make sense?

WRAP UP

Allow students time to complete the exit ticket. After everyone is finished, grade the exit ticket together and allow time for student feedback.

NOT SO WIMPY TEACHER

INCLUDES WHOLE GROUP
LESSON PLANS!



10.8 MEET THE TEACHER

MATERIALS FOR TEACHER: journal pages for teacher and students, scissors, glue, pencil

MATERIALS FOR STUDENTS: journals, scissors, glue, pencils

APPROACHING
Model how to quickly cut and glue the journal page. Have students show you that they can do the same in a timely manner using their journal pages.

ON TRACK
Complete the first problem with the students. Have students walk you through how to solve the remaining problems. Have students solve the remaining problems on their own. Then check together.

MASTERED
Model how to quickly cut and glue the journal page. Have students show you that they can do the same using their journal pages.

MASTERED
Model how to solve the first problem. Have students work in pairs to solve each problem. Pairs sit quietly until everyone is finished. Then answer as a group.

MASTERED
Model how to quickly cut and glue the journal page. Have students show you that they can do the same using their journal pages.

MASTERED
Have students complete the sheet on their own. Then, pair students up to check their answers. Have them correct any mistakes with their partners.

NOTES:

10.11 MEET THE TEACHER

MATERIALS FOR TEACHER: journal pages for teacher and students, scissors, glue, pencil

MATERIALS FOR STUDENTS: journals, scissors, glue, pencils

APPROACHING
Model how to quickly cut and glue the journal page. Have students show you that they can do the same in a timely manner using their journal pages.

ON TRACK
Complete the first problem with the students. Have students walk you through how to solve the remaining problems. Have students solve the remaining problems on their own. Then check together.

MASTERED
Model how to quickly cut and glue the journal page. Have students show you that they can do the same using their journal pages.

MASTERED
Model how to solve the first problem. Have students work in pairs to solve each problem. Pairs sit quietly until everyone is finished. Then answer as a group.

MASTERED
Model how to quickly cut and glue the journal page. Have students show you that they can do the same using their journal pages.

MASTERED
Have students complete the sheet on their own. Then, pair students up to check their answers. Have them correct any mistakes with their partners.

NOTES:

10.13 MEET THE TEACHER

MATERIALS FOR TEACHER: journal pages for teacher and students, scissors, glue, pencil

MATERIALS FOR STUDENTS: journals, scissors, glue, pencils

APPROACHING
Model how to quickly cut and glue the journal page. Have students show you that they can do the same in a timely manner using their journal pages.

ON TRACK
Complete the first problem with the students. Have students walk you through how to solve the remaining problems. Have students solve the remaining problems on their own. Then check together.

MASTERED
Model how to quickly cut and glue the journal page. Have students show you that they can do the same using their journal pages.

MASTERED
Model how to solve the first problem. Then, allow the students to work in pairs to solve each problem. Have the pairs sit quietly until everyone is finished. Check each answer as a group.

MASTERED
Model how to quickly cut and glue the journal page. Have students show you that they can do the same using their journal pages.

MASTERED
Have students complete the sheet on their own. Then, pair students up to check their answers. Have them correct any mistakes with their partners.

NOTES:

NOT SO WIMPY TEACHER

INCLUDES SMALL GROUP/ MEET WITH TEACHER LESSON PLANS

Unit 10 Lesson 2 Problem Set

Directions: Use the place value chart and the work space to the right to solve the problem using partial products.

Unit 10 Lesson 2 Homework

Directions: Use the place value chart and the work space to the right to solve the problem using partial products.

Unit 10 Lesson 4 Problem Set


Directions: Use the partial quotients strategy to solve each problem.


Unit 10 Lesson 4 Homework

Directions: Use the partial quotients strategy to solve each problem.

Unit 10 Lesson 9 Exit Ticket

Directions: Use the models to determine the Fraction and decimal represented.

1.  Fraction: _____ Decimal: _____

2.  Fraction: _____ Decimal: _____

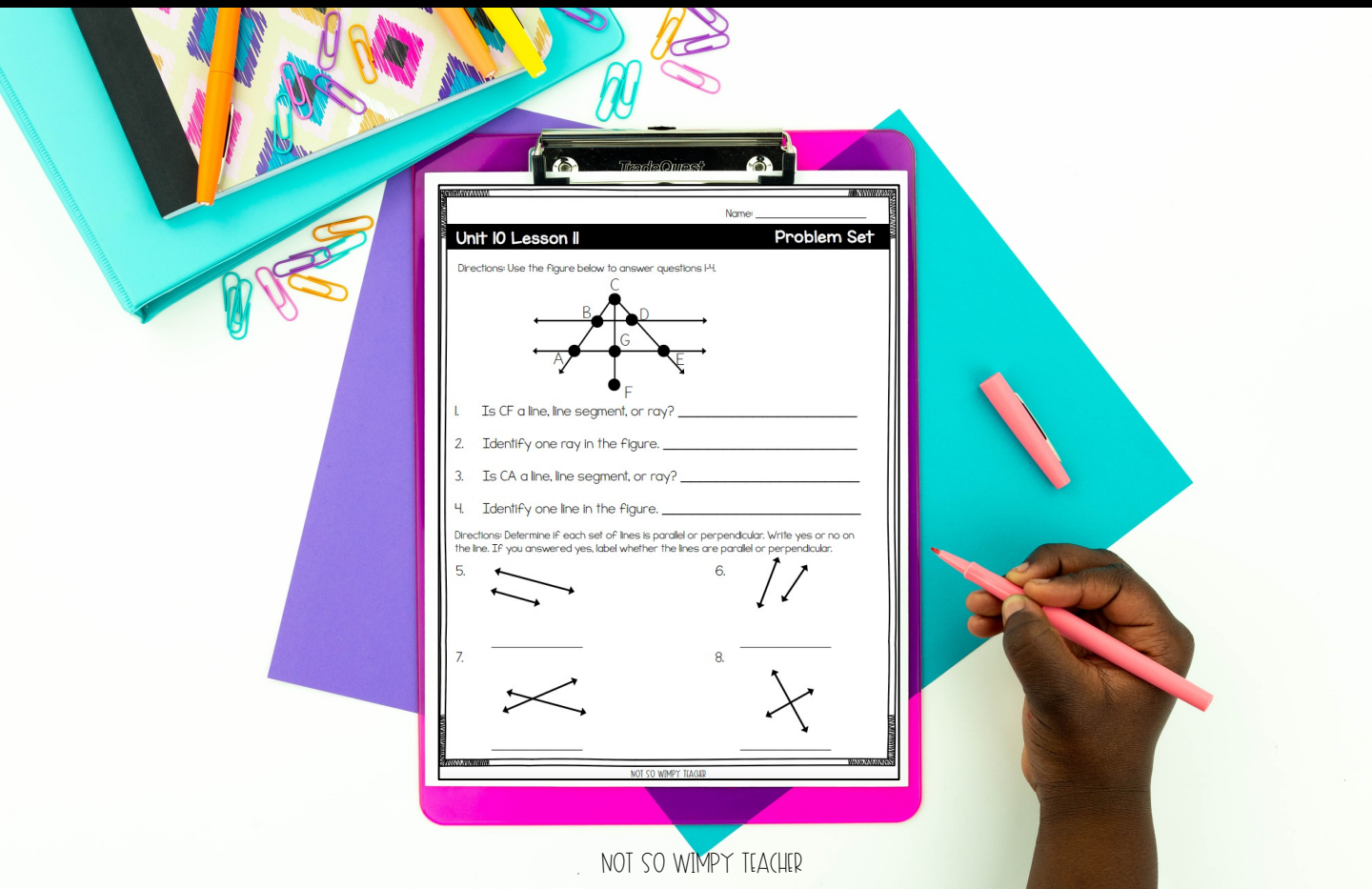
Unit 10 Lesson 12 Exit Ticket

Directions: Use your protractor to measure each angle shown. Write the angle measure on the line and classify each angle as acute, right, or obtuse.

1. Angle measure: _____ Classification: _____

2. Angle measure: _____ Classification: _____

INCLUDES PROBLEM SETS, HOMEWORK, AND EXIT TICKETS FOR EACH DAY



10.12 Angles

I can measure, classify, and draw angles.

Fact Fluency

QUICK THINK!

Use basic facts to multiply by larger numbers.

Warm Up

Is the angle below acute, right, or obtuse?

$$\begin{array}{r} \times 50 = \\ + \end{array}$$

Angles


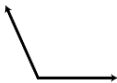
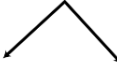

Vocabulary Review:

an angle that measures more than 90 degrees

We can check to see if an angle is acute by drawing a square in the angle. If the

Angles

Label each angle in the table as acute, right, or obtuse.

| ANGLE | LABEL |
|---|-------|
|  | |
|  | |
|  | |
|  | |

Centers

| | MON. | TUES. | WED. | THURS. |
|---------|------------------|------------------|------------------|------------------|
| GROUP 1 | Meet the Teacher | Independent | Meet the Teacher | Independent |
| | | Math Facts | Technology | Math Facts |
| | | Meet the Teacher | Independent | Meet the Teacher |
| | | Technology | Math Facts | Technology |
| | | Math Facts | Technology | Math Facts |
| | | Independent | Meet the Teacher | Independent |
| | | Technology | Math Facts | Technology |

Exit Ticket

Directions: Use your protractor to measure each angle shown. Write the angle measure on the line and classify each angle as acute, right, or obtuse.

1. Angle measure: _____ Classification: _____
2. Angle measure: _____ Classification: _____

INCLUDES DAILY POWERPOINTS FOR TEACHING MATH SKILLS.

MUSEUM OF NATURAL HISTORY

4TH GRADE MATH TEST PREP ESCAPE ROOM

#2 ADMISSION

Now that you have a map of the museum, you can search for your bus driver's map is the admissions office. When you arrive, the manager needs help calculating information from the past week. Help the manager by answering the questions.

TICKET PRICES

| | |
|---------------------|------|
| Individual Weekday: | \$9 |
| Family Pack (4): | \$43 |
| Individual Weekend: | \$24 |
| Child Ticket: | \$75 |

- The museum sold 54 8-ticket family packs and 237 family packs on Sunday. How much money did they make on family packs on Sunday?
- The museum made \$3,123 on individual weekday tickets last week. How many individual weekday tickets did they sell?
- On Saturday, the museum sold 76 individual tickets and 237 child tickets. How much money did they make from those ticket sales?

3 DINOSAUR BONES

The next place you search is the Dinosaur Dig Bone Hall. As you are searching for your bus driver, a paleontologist asks for your help with his research. He is comparing the length of dinosaur bones in different dinosaurs. Use this page to help him answer his research questions.

| | | |
|--|--|---|
| <p>Gallimimus</p> <p>$2\frac{1}{4}$ feet</p> | <p>Raptor</p> <p>$1\frac{5}{8}$ feet</p> | <p>Brontosaurus</p> <p>$2\frac{1}{8}$ feet</p> |
| <p>Isanosaurus</p> <p>$1\frac{3}{4}$ feet</p> | <p>Brachiosaurus</p> <p>$2\frac{1}{2}$ feet</p> | <p>Pterodactyl</p> <p>$1\frac{3}{8}$ feet</p> |

FOSSIL DATING

Ask for your bus driver is the fossil site. You see an animal fossil. Help your bus driver decide to ask him if he has seen your bus driver. All help with determining the age of fossils. Use the chart to help you choose the fossil with its correct age.

| PLANT | ANIMAL | INSECT |
|-----------|-----------|-----------|
| 3,428,000 | 4,986,000 | 2,534,000 |

years old

INCLUDES A SPECIAL MUSEUM-THEMED ESCAPE ROOM ACTIVITY (PRINT & DIGITAL)

10.7 ADDING & SUBTRACT

I CAN STATEMENT

I can add and subtract fractions.

MATERIALS

10.7 PowerPoint
10.7 printouts

MINI LESSON

Spend the first five minutes of the lesson. These slides focus on comparing quotients. Using the PPT, complete the warm-up questions are a review of modeling fractions. Using the PPT, review the following vocabulary: denominator. Review how to add and subtract fractions. Then, review how to find a common denominator. Fractions. Tell students that this is similar to compare fractions in the previous lesson.

INTERVENTION

10.5 MEET THE TEACHER

MATERIALS FOR TEACHER: whiteboard, marker, eraser

MATERIALS FOR STUDENTS: whiteboards, markers, erasers

| | |
|--------------------|---|
| APPROACHING | Model how to solve $174 \div 5$ on your whiteboard. Ask students if we can divide 1 by 5. When they say no, ask them what we should do next. Ask the students what number we can multiply 5 by to get 17 or close to 17. Multiply 5×3 and subtract the product from 17. Bring down the 4. Ask students what we can multiply 5 by to get close to or equal 24. Multiply the 5 by 4. Subtract the product from 24. Ask the students if we can divide 4 by 5. If not, that makes 4 the remainder. Have students work on their whiteboards while you work on yours to solve $87 \div 3$ together using the same steps as above. Repeat with $637 \div 4$, $245 \div 8$, and $382 \div 7$. |
| ON TRACK | Model how to solve $174 \div 5$ on your whiteboard. Ask students if we can divide 1 by 5. When they say no, ask them what we should do next. Ask the students what number we can multiply 5 by to get 17 or close to 17. Multiply 5×3 and subtract the product from 17. Bring down the 4. Ask students what we can multiply 5 by to get close to or equal 24. Multiply the 5 by 4. Subtract the product from 24. Ask the students if we can divide 4 by 5. If not, that makes 4 the remainder. Pair students with a partner to work together to solve $87 \div 3$. When each partner pair is finished, check their work and reteach when needed. Repeat with $637 \div 4$, $245 \div 8$, and $382 \div 7$. |
| MASTERS | Ask the students to solve $174 \div 5$ using the standard algorithm on their whiteboards. When all students are finished, ask if anyone feels comfortable to solve the problem for the group. Have the student walk the group through how they solved the problem. Discuss any mistakes and reteach where needed. Repeat with $637 \div 4$, $245 \div 8$, and $382 \div 7$. |

NOTES:

Name: _____
Homework

| | |
|------|------|
| tens | ones |
| | |

$$\begin{array}{r} 328 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 329 \\ \hline \end{array}$$

$$\begin{array}{r} 3294 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6308 \\ \hline \end{array}$$

ame she played at the arcade.
f she played 3 games?

DIVISION: STANDARD ALGORITHM

- STEP 1:**
Divide the first digit by the divisor. Subtract.
- STEP 2:**
Bring down the next digit and repeat.
- STEP 3:**
Bring down the next digit and

$$\begin{array}{r} 4 \overline{)528} \\ \underline{-41} \\ 12 \\ \underline{-12} \\ 08 \\ \underline{-0} \\ 8 \\ \underline{-0} \\ 8 \\ \underline{-0} \\ 0 \end{array}$$

ADDING & SUBTRACTING MIXED NUMBERS

| | |
|--|--|
| ADD WHOLE NUMBERS! $2 \frac{5}{9} + 5 \frac{3}{9} = 7$ | SUBTRACT WHOLE NUMBERS! $7 \frac{8}{10} - 4 \frac{4}{10} = 3$ |
| ADD FRACTIONS! $2 \frac{5}{9} + 5 \frac{3}{9} = 7 \frac{8}{9}$ | SUBTRACT FRACTIONS! $7 \frac{8}{10} - 4 \frac{4}{10} = 3 \frac{4}{10}$ |

Area Model Template

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |

Rounding 100s Chart

| Round Down | | | | | Round Up | | | | | |
|------------|----|----|----|----|----------|----|----|----|----|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |

each day of math is fully planned for you with all the tools you'll need!