NOT SO WIMPY

FULL YEAR BUNDLE

4th GRADE MATH CURRICULUM

AN ENTIRE YEAR OF MATH LESSON PLANS, POWERPOINTS, ACTIVITIES, ASSESSMENTS & MORE

NOT SO wimpy Teacher

MULTiPLiCATiON & DiViSiON

BACK TO SCHOOL

ARRAYS
Solve this problem using
$6 \times 3 = 18$
6 rows of

EQUAL GROUPS
Solve this problem using equal groups.
$24 \div 4 = \underline{\quad}$
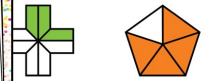24 divided into 4 groups

FRACTiONS

BACK TO SCHOOL

FRACTIONS
Label the fractions shown.
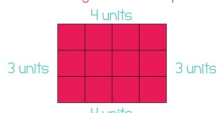
FRACTIONS
What fraction is represented?

AREA & PERIMETER

LET'S THINK
What is area and perimeter?

PERIMETER
We can find the perimeter by adding all the side lengths of a shape.
4 units
3 units   3 units
4 units
$3 + 4 + 3 + 4 = 14$ units

GRAPHiNG & DATA

LINE PLOT
Title
describes what the graph is showing

Spelling Test Scores

Label
tells the reader what the marks represent

Scores

TALLY CHART
Tally charts are an easy way to collect data.

What did you eat for lunch?
Sandwich					
Hot Dog			
Chicken	||||| |||
Pizza						

tally mark

ADDiTiON & SUBTRACTiON

BACK TO SCHOOL

ADDITION
Let's work together to solve this addition problem.
```
  765
+ 274
```

FACT FAMILIES
Let's use fact families to help us solve problems.

REMEMBER!
A fact family is a set of related addition and subtraction number sentences that include the

INCLUDES A BACK-TO-SCHOOL UNIT WITH POWERPOINTS & ACTIVITIES FOR REVIEWING MATH SKILLS.

NOT SO WIMPY TEACHER

UNIT 2: PLACE VALUE, ADDITION, AND SUBTRACTION *at a glance*

Day 1 Number Forms	Day 2 Digit Values	Day 3 Comparing Numbers	Day 4 Rounding	Day 5 Rounding
Day 6 Addition Standard Algorithm	Day 7 Addition Standard Algorithm	Day 8 Addition Give and Take	Day 9 Addition Give and Take	Day 10 Review
Day 11 Subtraction Standard Algorithm	Day 12 Subtraction Standard Algorithm	Day 13 Subtraction Constant Differences	Day 14 Subtraction Constant Differences	Day 15 Estimation
Day 16 Number Patterns	Day 17 Multistep Word Problems	Day 18 Multistep Word Problems	Day 19 PBL	Day 20 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4, 4.OA.3, and 4.OA.5

Notes:

INCLUDES A PACING GUIDE TO SEE YOUR ENTIRE WEEK AT A GLANCE
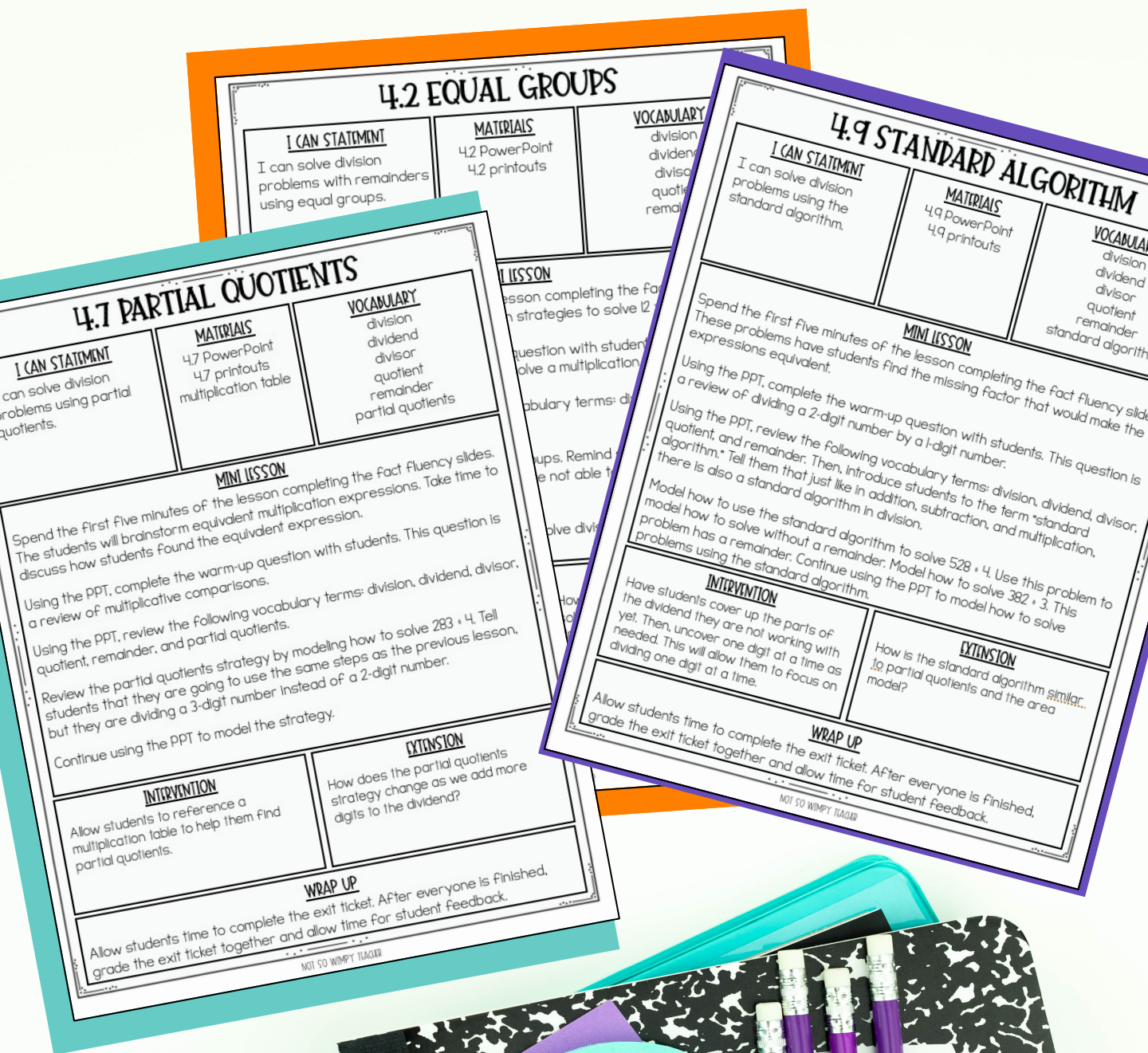
4.2 EQUAL GROUPS

I CAN STATEMENT
I can solve division problems with remainders using equal groups.

MATERIALS
4.2 PowerPoint
4.2 printouts

VOCABULARY
division
dividend
divisor
quotient
remainder

MINI LESSON
...lesson completing the fac...
...n strategies to solve 12...

...question with student...
...solve a multiplication...

...abulary terms: div...

...ups. Remind...
...e not able t...

...olve divis...

4.9 STANDARD ALGORITHM

I CAN STATEMENT
I can solve division problems using the standard algorithm.

MATERIALS
4.9 PowerPoint
4.9 printouts

VOCABULARY
division
dividend
divisor
quotient
remainder
standard algorithm

MINI LESSON
Spend the first five minutes of the lesson completing the fact fluency slide. These problems have students find the missing factor that would make the expressions equivalent.

Using the PPT, complete the warm-up question with students. This question is a review of dividing a 2-digit number by a 1-digit number.

Using the PPT, review the following vocabulary terms: division, dividend, divisor, quotient, and remainder. Then, introduce students to the term "standard algorithm." Tell them that just like in addition, subtraction, and multiplication, there is also a standard algorithm in division.

Model how to use the standard algorithm to solve 528 ÷ 4. Use this problem to model how to solve without a remainder. Model how to solve 382 ÷ 3. This problem has a remainder. Continue using the PPT to model how to solve problems using the standard algorithm.

INTERVENTION
Have students cover up the parts of the dividend they are not working with yet. Then, uncover one digit at a time as needed. This will allow them to focus on dividing one digit at a time.

EXTENSION
How is the standard algorithm similar to partial quotients and the area model?

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

4.7 PARTIAL QUOTIENTS

I CAN STATEMENT
I can solve division problems using partial quotients.

MATERIALS
4.7 PowerPoint
4.7 printouts
multiplication table

VOCABULARY
division
dividend
divisor
quotient
remainder
partial quotients

MINI LESSON
Spend the first five minutes of the lesson completing the fact fluency slides. The students will brainstorm equivalent multiplication expressions. Take time to discuss how students found the equivalent expression.

Using the PPT, complete the warm-up question with students. This question is a review of multiplicative comparisons.

Using the PPT, review the following vocabulary terms: division, dividend, divisor, quotient, remainder, and partial quotients.

Review the partial quotients strategy by modeling how to solve 283 ÷ 4. Tell students that they are going to use the same steps as the previous lesson, but they are dividing a 3-digit number instead of a 2-digit number. Continue using the PPT to model the strategy.

INTERVENTION
Allow students to reference a multiplication table to help them find partial quotients.

EXTENSION
How does the partial quotients strategy change as we add more digits to the dividend?

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.

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INCLUDES WHOLE GROUP LESSON PLANS!

NOT SO WIMPY TEACHER

3.16 MEET THE TEACHER

MATERIALS FOR TEACHER: whiteboard, marker, eraser

MATERIALS FOR STUDENTS: whiteboards, markers, erasers

APPROACHING	Write 38 x 23 on your whiteboard. Tell students use the standard algorithm to solve. Talk students each digit by each other, regrouping when find the total product. Ask students to solve 82 x 45 on their solve on your whiteboard. Allow stude problem. Repeat with 12 x 66, 34 x 76, and 4
ON TRACK	Model how to solve 38 x 23 on yo multiplying each digit by each oth adding to find the total produc Ask students to solve 82 x 45 students are finished, have all students are finished, h their work as you solve t Repeat with 12 x 66, 34
MASTERED	Ask students to solve turn their boards ov have them flip their how to solve the p Pair students to whiteboards: 12

NOTES:

3.3 MEET THE TEACHER

MATERIALS FOR TEACHER: whiteboard, marker, eraser

MATERIALS FOR STUDENTS: I set of multiplicative comparison cards each, whiteboards, markers, erasers

PREPARATION:	Print and ___ ne set of multiplicative comparison cards for each ___ & your groups. Use the set of cards th ___ After e ___ set, an ___
ACTIVITY:	Use y ___ comp ___ mod ___ Wit ___ 7 t ___ O ___ s ___

NOTES:

3.5 MEET THE TEACHER

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

MATERIALS FOR STUDENTS: pencils, scissors, glue, journals

APPROACHING	Model how to quickly cut and glue the journal page. H students show you that they can do the same in a tim manner using their journal pages. Complete the first problem with the students. Allow the students to walk you through how to solve the next few problems. Have students solve the last problem on their o and check together.
ON TRACK	Model how to quickly cut and glue the journal page. Have students show you that they can do the same using their journal pages. Model how to solve the first problem. Allow the students to work in pairs to solve each problem. Have the pairs sit quietly until everyone is finished. Have the pairs sit group.
MASTERED	Model how to quickly cut and glue the journal page. Have students show you that they can do the same using a journal pages. Have students complete the sheet on their own. Pair up students up to check their answers. Have them correct any mistakes with their partners.

NOTES:

INCLUDES SMALL GROUP/ MEET WITH TEACHER LESSON PLANS

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

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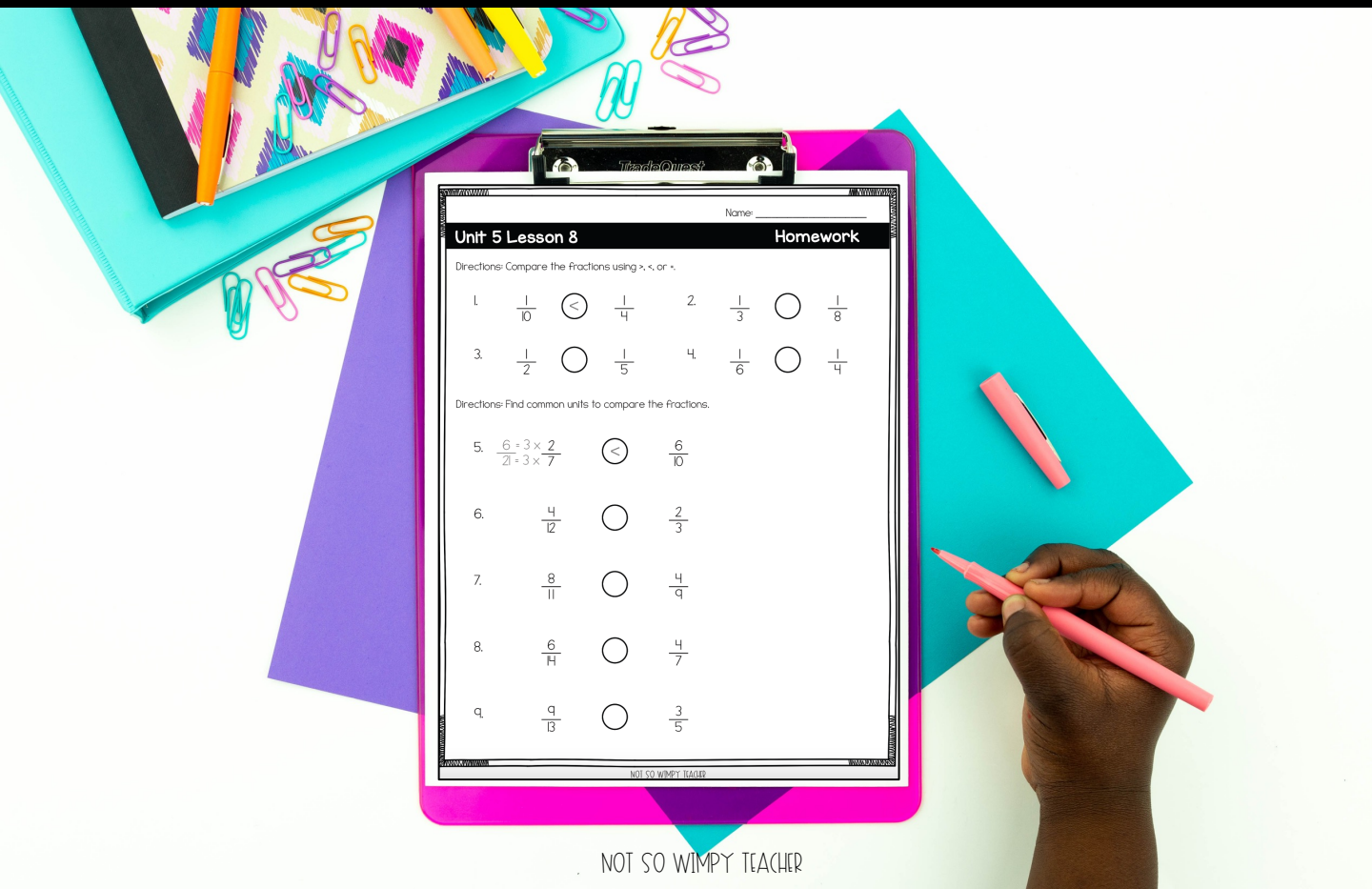
3.8 Partial Products

I can multiply 1 d
4-digit numbers

Fact Fluency

SPEED ROUND

Partial Products

Vocabulary Review:

Multiplication: to add e
quantities

♥ + ♥ + ♥ =

Partial Products

Vocabulary Review:

Partial products: parts of an
er to a multiplication
problem

Partial Products

Write the partial products.

3 × 4,034 = _____

thousands	hundreds	tens	one
●●●●		●●●	●●
●●●●		●●●	●●

Exit Ticket

Directions: Use the place value chart to solve the problem usi

1. 6 × 3,285 = _____

thousands	hundreds	tens	ones

Centers

	MON.	TUES.	WED.	THURS.
GROUP 1	Meet the Teacher	Independent	Meet the Teacher	Independent
	Technology	Math Facts	Technology	Math Facts
GROUP 2	Independent	Meet the Teacher	Independent	Meet the Teacher
	Math Facts	Technology	Math Facts	Technology
GROUP 3	Technology	Math Facts	Technology	Math Facts
	Meet the Teacher	Independent	Meet the Teacher	Independent
GROUP 4	Math Facts	Technology	Math Facts	Technology
	Independent	Meet the Teacher	Independent	Meet the Teacher

INCLUDES DAILY POWERPOINTS FOR TEACHING MATH SKILLS.

CARD 19:
What is the standard form of the decomposed number?

22 hundreds + 8 tens

CARD 8:
What is the value of the 2 in the number?

4,219,017

CARD 24:
Solve using the give and take strategy.

4,972,842
- 392,793
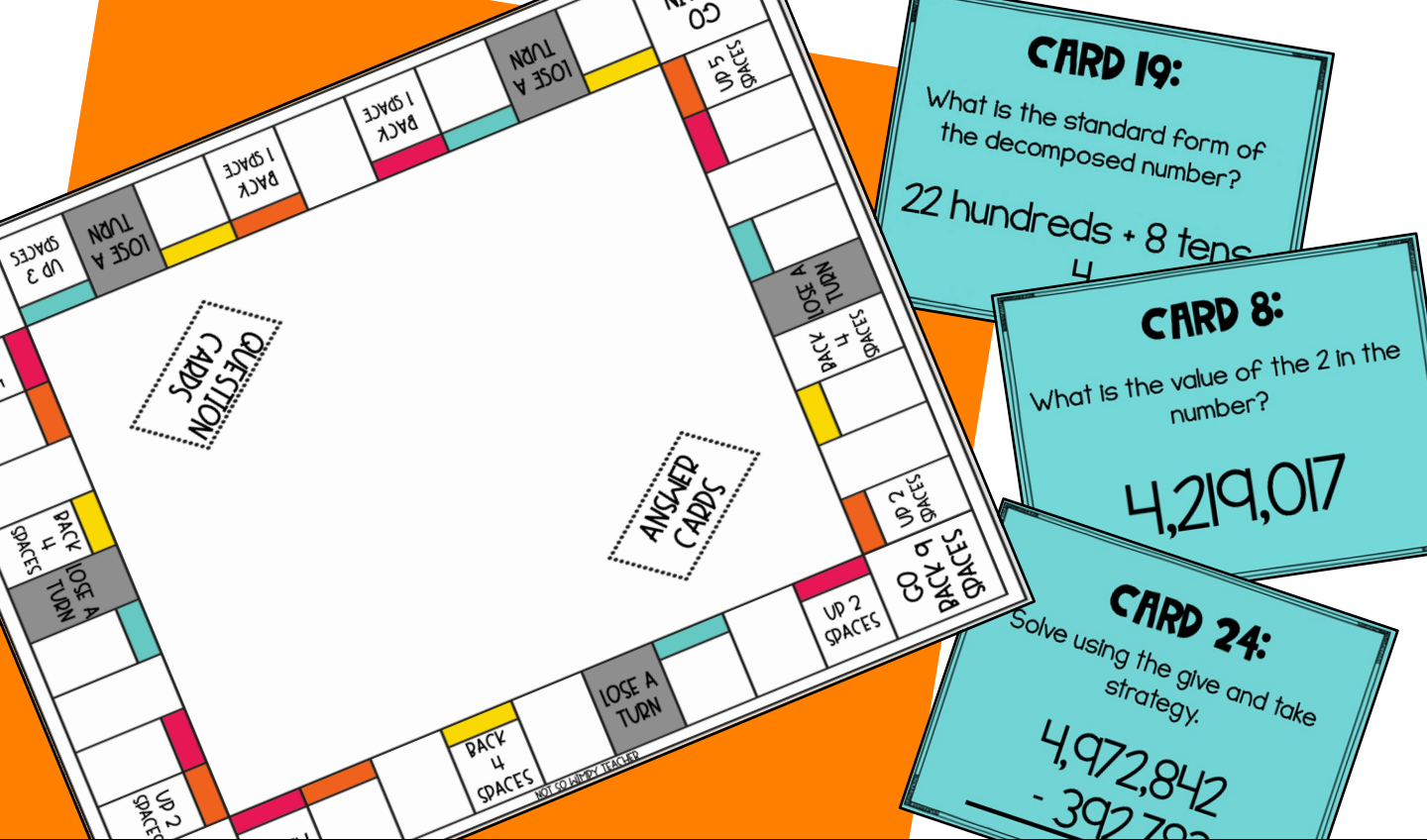
GAMES AND SCOOTS ARE INCLUDED FOR END OF THE UNIT REVIEW

UNIT 4 DIVISION

UNIT 4 DIVISION

UNIT 4 DIVISION TASK CARDS

DIVISION

Name: _____

Directions: Read each card and record your answer in the box.

The café has 33 chairs to set out on the patio. There are 6 tables. How many chairs can the café put at each table? Will any chairs be left over?

equal groups.

4 =

school's ___ will go to 5 houses. How many boxes can ___ sell at each house? ___ give any boxes

Nemes picked 53 strawberries to make strawberry shortcake. He needs ___ each ___

Solve using an area model.

9 =

Ursina has 38 feet of yarn to ___ Each ___ feet of ___

Solve using partial quotients.

Solve using pa___

3) 5 ___

Unit 4

Directions: Write the quotient for each equation

1. $24 \div 8 =$ _____
2. $32 \div 4 =$ _____
4. $49 \div 7 =$ _____
5. $70 \div 7 =$ _____
7. $15 \div 5 =$ _____
8. $36 \div 6 =$ _____

Directions: Solve the problem using each strateg

$12 \div 4 =$ _____

10. Equal Groups

12. Array

Unit 4

Name: _____

Directions: Solve each problem using equal groups. Write the quotie
the line.

1. $36 \div 7 =$ _____

2. $49 \div 5 =$ _____

Unit 4 — Assessment

Name: _____

Directions: Use the standard algorithm to solve each problem.

11. $3\overline{)56}$

12. $7\overline{)540}$

14. $4\overline{)2{,}998}$

Rubric Table

Skill	Equal Groups	Arrays	Area Model	Partial Quotients	Standard Algorithm	Place Value	Estimating Quotients	Word Problems	
Student	1–2	3–4	5–6	7–10	11–14	15–22	23–26	27–31	TOTAL
	___/2	___/2	___/2	___/4	___/4	___/8	___/4	___/5	___/31
	___/2	___/2	___/2	___/4	___/4	___/8	___/4	___/5	___/31
	___/2	___/2	___/2	___/4	___/4	___/8	___/4	___/5	___/31
	___/2	___/2	___/2	___/4	___/4	___/8	___/4	___/5	___/31
	___/2	___/2	___/2	___/4	___/4	___/8	___/4	___/5	___/31
	___/2	___/2	___/2	___/4	___/4	___/8	___/4	___/5	___/31
	___/2	___/2	___/2	___/4	___/4	___/8	___/4	___/5	___/31
	___/2	___/2	___/2	___/4	___/4	___/8	___/4	___/5	___/31
	___/2	___/2	___/2	___/4	___/4	___/8	___/4	___/5	___/31
	___/2	___/2	___/2	___/4	___/4	___/8	___/4	___/5	___/31
	___/2	___/2	___/2	___/4	___/4	___/8	___/4	___/5	___/31
	___/2	___/2	___/2	___/4	___/4	___/8	___/4	___/5	___/31
	___/2	___/2	___/2	___/4	___/4	___/8	___/4	___/5	___/31
	___/2	___/2	___/2	___/4	___/4	___/8	___/4	___/5	___/31

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Unit 4 — Pre

Directions: Write the quotient for each equation

1. $24 \div 8 = \underline{3}$
2. $32 \div 4 =$ _____
4. $49 \div 7 = \underline{7}$
5. $70 \div 7 =$ _____
7. $15 \div 5 = \underline{3}$
8. $36 \div 6 =$ _____

Directions: Solve the problem using each strate

$12 \div 4 = \underline{3}$

10. Equal Groups

12. Array

Directions: Read and solve the problem in the space below

14. Vanessa is selling candy bars to raise money
candy has 8 bars of each flavor for a total of
different flavors are in the box?

$64 \div 8 =$

64							
8	8	8	8	8	8	8	8

There are 8 different flavors i

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4. $29 \div 6 = \underline{4\,r\,5}$

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Assessment Answer Key

Name: _____

he word problem solving strategy.

o his wedding. 134 people were not
the aisle sat 8 people. How many
re at Teddy's wedding.

$8\overline{)248}$ — 8×30 — There were 31 rows of people at Teddy's wedding.
-240
8 — 8×1
-8
0

reation ordered 34 crates of mulch
had 283 bags of mulch. Each flower
ch. How many flower beds can they

$283 \times 34 = 9{,}622$ bags of mulch
$9{,}622 \div 5 = 1{,}924$ flower beds with 2 bags left over.
They can fill 1,924 flowers
beds with mulch.

31. Yummy Pizza Company ordered 453 bags of flour. They used
104 bags to make breadsticks. The rest of the flour was used
for pizzas. Each pizza needs 3 bags of flour. How many
pizzas can they make with the flour?

453
-104
349 bags of flour

$3\overline{)349}$ — 3×10
-330
19
-18 — 3×6
1

They can make 116 pizzas
with the flour.

PLACE VALUES

6,789

- millions
- hundred thousands
- ten thousands

PARTIAL PRODUCTS

4 x 128 = 512

hundreds	tens	ones
● ● ● ●	●● ●● ●● ●●	●●●●●●●● ●●●●●●●● ●●●●●●●● ●●●●●●●●

4 x _1_ hundreds   4 x _2_ tens   4 x _8_ ones

```
  128
x   4
   32
   80
+ 400
  512
```

VOCABULARY CARDS AND ANCHOR CHARTS FOR TEACHER AND STUDENTS TO REFERENCE FOR EACH UNIT

PLACE VALUE
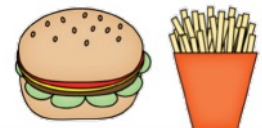the value of each digit

hundreds	tens	ones
3	2	8

STANDARD ALGORITHM
the common step-by-step process to solve a math

```
  42
x  3
```

ESTIMATE
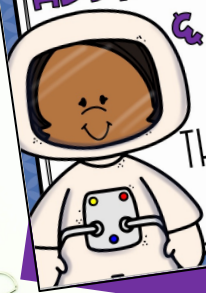when we roughly calculate a number

a burger and fries cost about $10

PBL ACTIVITY
ADDITION, SUBTRACTION, & PLACE VALUE
A SPACE CAMP THEMED PROJECT LEARNING ACTIVITY

COMMENCING ROCKET LAUNCH
Your Space Camp crew has built and launched their rockets. You tried to record all the launch data, but some of it got mixed up! Use the clues on the next page and the mixed-up data box to fill in the data chart.

ROCKET LAUNCH DATA CHART

CREW MEMBER	DISTANCE LAUNCHED
Gabe	

MIXED-UP DATA
- 19 feet
- 17 feet
- 12 feet
- 216 inches
- 227 inches

☆ FLIGHT TEAM ☆
It is now time to put together a flight team for a new space mission! Read the information cards below about the possible members of your flight team.

JAMIE LEWIS — CAPTAIN
Born: 1974
Astronaut since: 2001
Number of flights: 4
Miles Flown in Space: 6,352

JOSH CHEVY — PILOT
Born: 1980
Astronaut since: 2010
Number of flights: 3
Miles Flown in Space: 2,921

KRIS LOWE — CAPTAIN
Born:
Astronaut since:

JENN APPLE — PILOT
Born: 1988
Astronaut since: 2016
Number of flights: 2
Miles Flown in Space: 3,162

JONAH JAY — SPECIALIST
Born: 1972
Astronaut since: 1999
Number of flights: 6
Miles Flown in Space: 8,321

PLANETARY GENIUS
Your first assignment at Space Camp is to calculate how far away the planets are from each other. Use the chart below to answer the questions on the next page.

FROM PLANET	TO PLANET	DISTANCE (IN MILES)
Mercury	Venus	31,248,757
Venus	Earth	25,724,767
Earth	Mars	48,678,219
Mars	Jupiter	342,012,346
Jupiter	Saturn	401,592,178
Saturn	Uranus	900,377,530
Uranus	Neptune	1,011,297,430

PROJECT-BASED LEARNING FOR STUDENTS TO REVIEW THE STANDARDS IN A FUN AND ENGAGING WAY

SPECIAL EVENT
You have decided that the theater will host a special family movie! Some of them have already reserved tickets!

There are already 6 families of 5 people each with reserved seating. Because they reserved tickets, they will get one extra bonus seat for their family.

FAMILY SEATING

MOVIE FIELD TRIP
A local elementary school just finished studying different types of animals. They decided that seeing *Cat vs K9* would be the perfect ending to their unit!

Small $7
Medium $10
Large $14

Small $4
Large $6

Regular $8
Large $10
Jumbo $13

At the snack bar, the class ordered 17 large bags of popcorn, 22 jumbo sodas, and spent $36 on small candy bars.

1. How much money did the class spend in total?
$560

2. How many small candy bars did the class purchase?
9

3. Once in the theater, 3 students sat in the front row, and six times as many sat in the back half of the theater. How many students went to see the movie?

MULTIPLICATION & DIVISION
A MOVIE THEATER-THEMED PROJECT-BASED LEARNING ACTIVITY

MUSEUM OF NATURAL HISTORY
4th Grade Math Test Prep Escape Room

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#2 ADMISSION

...that you have a map of the museum, you can search for your bus dri... ...the admissions office. When you arrive, the manager needs help calcul... ...tion from the past week. Help the manager by answering the questions...

1. The museum sold 54 8-ticket family packs a... family packs on Sunday. How much money di... make on family packs on Sunday?

2. The museum made $3,123 on individual weekday... week. How many individual weekday tickets did the...

3. On Saturday, the museum sold 76 individual tickets a... child tickets. How much money did they make from th... ticket sales?

...ET PRICES
...Weekday: $9
...Family Pack (4): $43
...Individual Weekend: $24
...8): $75

#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.

Gallimimus
$2\frac{1}{4}$ feet

Raptor
$1\frac{5}{8}$ feet

Brontosaurus
$2\frac{1}{8}$ feet

Isanosaurus
$1\frac{3}{4}$ feet

Brachiosaurus
$2\frac{1}{2}$ feet

#6 FOSSIL DATIN...

Your next stop to look for your bus driver is the fossil site. You see an a... examining fossils. You decide to ask him if he has seen your bus driver. Al... hasn't, he does ask for help with determining the age of fossils. Use the clu... next page to match each fossil with its correct age.

1,453,000   3,428,000   4,986,000   2,534,...

PLANT

INSECT

_,_ _ _,_ _ _
years old

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

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Unit 6 Lesson 8

Directions: Solve each problem. Write the difference on the ...

1. $6\frac{2}{3} - 2\frac{1}{3} =$ _____

2. $9\frac{7}{10} - 4\frac{3}{10} =$ _____

3. $12\frac{8}{9} - 7\frac{4}{9} =$ _____

4. $15\frac{6}{7} - 12\frac{2}{7} =$ _____

5. $4\frac{2}{4} - 2\frac{3}{4} =$ _____

6.10 RELATED DENOMINATORS

I CAN STATEMENT	MATERIALS	VOCABULARY
I can add fractions with related denominators.	6.10 PowerPoint 6.10 printouts	fraction numerator denominator decompose

MINI LESSON

Spend the first five minutes of the lesson completing the fact fluency slides. These slides focus on comparing quotients while building division fact fluency.

Using the PPT, complete the warm-up questions with students. These questions are a review of writing improper fractions as mixed numbers and mixed numbers as improper fractions.

Using the PPT, review the vocabulary terms: fraction, numerator, denominator, and decompose.

Model how to add 2 third and 5 sixths by finding a common denominator. Tell students that these fractions are related, so we only need to change one fraction to help us add.

Use tape diagrams to show students how to find the related denominator.

Continue using the PPT to model the skill.

INTERVENTION	EXTENSION
Encourage students to focus on the fractions with the lower denominator and use a tape diagram to partition to find the related denominator.	Challenge students to complete the Level Up sheet to allow an opportunity to solve more rigorous problems involving fractions.

WRAP UP

...mplete the exit ticket. After everyone is finished, ...

Homework

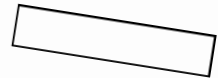...decompose the fraction into the product of a whole

2. $\frac{4}{5}$

$\_\_\_ \times \dfrac{\square}{\square} = \_\_$

...ose the fraction into the product of a whole

4. $\frac{8}{10}$

...tion into the product of a whole number by

6. $\frac{3}{6}$

Related Denominators

What is the difference?

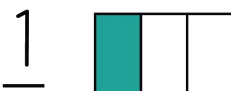## Related Denominators

Decompose one tape diagram to make t... same units.

$\dfrac{4}{5} - \dfrac{1}{10} =$

DENOMINATOR

$\dfrac{1}{\,}$

ASSOCIATIVE PROPERTY

grouping the addends without changing the sum
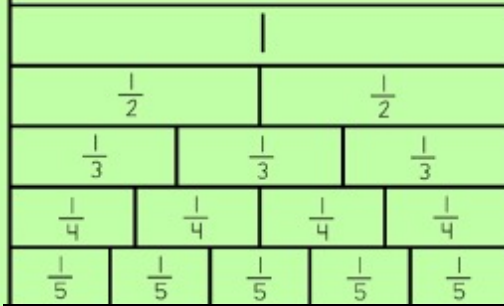
$$\left(\frac{2}{7} + \frac{1}{7}\right) + \frac{5}{7}$$

$$\frac{2}{7} + \left(\frac{1}{7} + \frac{5}{7}\right)$$

MIXED NUMBER

...er and proper

$2\frac{3}{4}$

FRACTION STRIPS

1				
$\frac{1}{2}$		$\frac{1}{2}$		
$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$		$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$

Directions: Cut along the scissor lines. Glue the flaps into a journal. Under each flap, write the sum or difference of each expression.

FRACTIONS
Adding and Subtracting Mixed Numbers

$3\frac{2}{5} + 4\frac{1}{5}$	$7\frac{4}{7} + 2\frac{2}{7}$
$8\frac{3}{4} - 2\frac{1}{4}$	$6\frac{5}{6} - 5\frac{1}{6}$
$12\frac{3}{10} + 18\frac{4}{10}$	$23\frac{7}{15} + 27\frac{5}{15}$

Multiplication Table

1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100

EACH DAY OF MATH IS FULLY PLANNED FOR YOU WITH ALL THE TOOLS YOU'LL NEED!