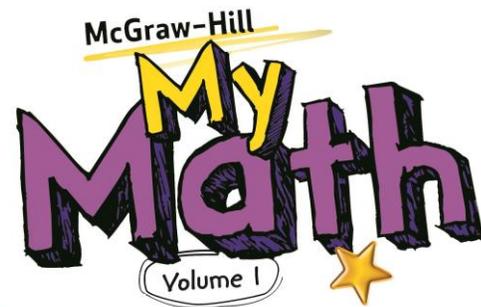
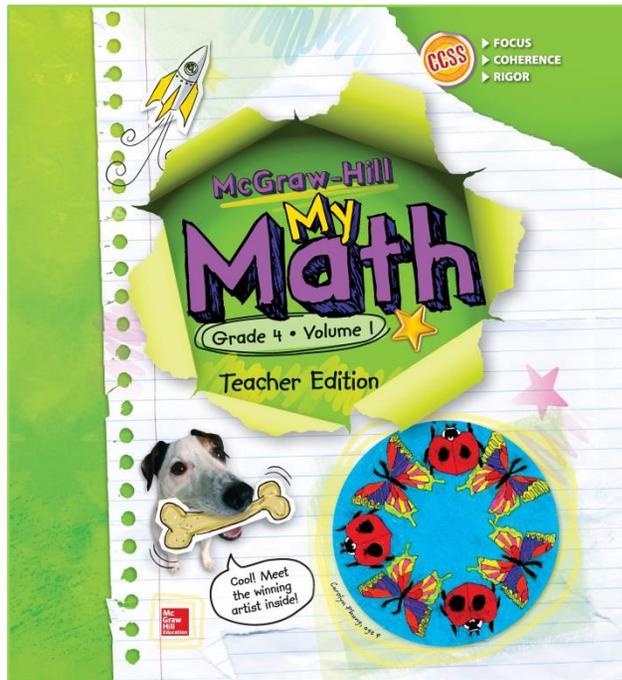




Plainfield Public Schools  
Plainfield, New Jersey  
Grade 4 Pacing Guide



Volumes 1 and 2

Grade 4

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UNIT TITLE	PACING		CCSS STANDARDS	PAGE NUMBERS
1. Understanding and Using Place Value to Multiply and Divide	Teach & Unit Test	25 days	<b>4.NBT.1</b> Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</i>	11–16, 197–202, 329–334
	Reteach/ Enrichment	4 days	<b>4.NBT.2</b> Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	17–22, 23–28, 29–34
			<b>4 NBT.3</b> Use place value understanding to round multi-digit whole numbers to any place.	37–42, 43–48, 79–84, 203–208
			<b>4 NBT.5</b> Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	135–140, 161–166, 167–172, 209–214, 215–220, 229–234, 235–240, 293–298, 299–304
			<b>4 NBT.6</b> Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	135–140, 141–146, 341–346, 347–352, 373–378

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2. Factors and Multiples	Teach & Unit Test	10 days	<b>4.OA.1</b> Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	147–152
	Reteach/Enrichment	3 days	<b>4.OA.4</b> Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	173–178, 485–490, 491–496
			<b>4.OA.5</b> Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>	67–72, 419–424, 425–430, 431–436, 439–444, 445–450
3. Multi-Digit Whole Number Computation	Teach & Unit Test	15 days	<b>4.OA.2</b> Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	153–158
	Reteach/Enrichment	3 days	<b>4.OA.3</b> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	107-112, 113-118, 255-260, 305-310, 311-316, 359-364, 393-398

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			<b>4.NBT.4</b> Fluently add and subtract multi-digit whole numbers using the standard algorithm.	61–66, 73-78, 87-92, 93-98, 99-104
4. Comparing Fractions and Understanding Decimal Notation	Teach & Unit Test	30 days	<b>4.NF.1</b> Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	499-504, 505-510
	Reteach/Enrichment	4 days		
			<b>4.NF.2</b> Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.	517–522, 523–528, 531–536
			<b>4.NF.5</b> Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express <math>3/10</math> as <math>30/100</math>, and add <math>3/10 + 4/100 = 34/100</math>.</i>	651-656, 663-668, 675-680
			<b>4.NF.6</b> Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite <math>0.62</math> as <math>62/100</math>; describe a length as <math>0.62</math> meters; locate <math>0.62</math> on a number line diagram.</i>	631–636, 637–642, 643–648, 657–662

UNIT TITLE	PACING		CCSS STANDARDS	PAGE NUMBERS
			<b>4.NF.7</b> Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual model.	669–674
5. Building Understanding of Addition, Subtraction, and Multiplication of Fractions	Teach & Unit Test	35 days	<b>4.NF.3</b> Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ .	537–542, 543–548, 561–566, 567–572, 573–578, 579–584, 587–592, 593–598, 599–604
	Reteach/ Enrichment	5 days		
			<b>4.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	607–612, 613–618
			<b>4.MD.4</b> Make a line plot to display a data set of measurements in fractions of a unit ( $1/2$ , $1/4$ , $1/8$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>	743–748
6. Solving Problems involving Measurement and Data	Teach & Unit Test	15 days	<b>4.MD.1</b> Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>	697–702, 703–708, 709–714, 715–720, 723–728, 729–734, 735–740, 775–780, 781–786, 801–806
	Reteach/ Enrichment	3 days		

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			<p><b>4.MD.2</b> Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	749-754, 755-760, 795-800, 807-812
			<p><b>4.MD.3</b> Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>	825-830, 839-844, 831-836, 845-850, 851-856
7. Exploring Angles and Angle Measurement	Teach & Unit Test	10 days	<p><b>4.MD.5</b> Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.</p>	887–892, 893–898
	Reteach/ Enrichment	2 days	<p><b>4.MD.6</b> Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>	899–904, 905–910
			<p><b>4.MD.7</b> Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>	911–916

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8. Understanding Properties of Two-Dimensional Figures	Teach & Unit Test	15 days	<p><b>4.OA.5</b> Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p>	413-418, 937-942
	Reteach/Enrichment	2 days	<p><b>4.G.1</b> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>	873-878, 879-884, 919-924
			<p><b>4.G.2</b> Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>	925-930
			<p><b>4.G.3</b> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>	931–936