# CAR Unit Template

## Unit Title: Mathematics – Multi-digit Multiplication and Division & Fraction Equivalence – Unit 2 – Module B

**Grade level: Grade 4**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**4.NF.A.1** Explain why a fraction a/b is equivalent to a fraction (*n* × *a*)/(*n* × *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.

**4.NF.A.2** 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 < .

**4.NF.B.3** Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.

a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

**4.NF.B.3** Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.

b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*

**Key**: Major Cluster Supporting Cluster Additional Cluster

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT**  **We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- | --- | --- | --- |
| **4.NF.A.1 – WALT** explain why a fraction *a*/*b* is equivalent to a fraction (*n* × *a*)/ (*n* × *b*) by using visual fraction models |  |  |  |  |
| **4.NF.A.1 – WALT** understand that the number and size of the parts of equivalent fractions differ even though the two fractions are the same size |  |  |  |  |
| **4.NF.A.1 – WALT** recognize and generate equivalent fractions |  |  |  |  |
| **4.NF.A.2 – WALT** recognize that, when comparing two fractions, they must refer to the same whole |  |  |  |  |
| **4.NF.A.2 – WALT** record the results of comparison with symbols >, =, or <, |  |  |  |  |
| **4.NF.A.2 – WALT** compare two fractions with different numerators and different denominators by comparing to benchmark fraction such as ½ |  |  |  |  |
| **4.NF.A.2 – WALT** compare two fractions with different numerators and different denominators by creating common denominators and numerators |  |  |  |  |
| **4.NF.B.3a – WALT** addition of fractions can be thought of as joining parts that refer to the same whole |  |  |  |  |
| **4.NF.B.3a – WALT** subtraction of fractions can be thought of as separating parts that refer to the same whole |  |  |  |  |
| **4.NF.B.3b – WALT** decompose a fraction, in multiple ways, into a sum of fractions that have the same denominator |  |  |  |  |
| **4.NF.B.3b – WALT** record each decomposition by an equation |  |  |  |  |
| **4.NF.B.3b – WALT** justify decompositions using visual fraction models |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Summative Assessments (add rows as needed)

| **Summative Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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