# CAR Unit Template

## Unit Title: Mathematics – Building Fractions & Decimal Notation – Unit 3 – Module A

**Grade level: Grade 4**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

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

c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

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

d. Solve word problems involving addition and subtraction of fractions, referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

**4.MD.B.4** Make a line plot to display a data set of measurements in fractions of a unit (½, ¼, ⅛). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length* *between the longest and shortest specimens in an insect collection.*

**4.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

a. Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (¼), recording the conclusion by the equation 5/4 = 5 × (1/4).*

**4.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

b. Understand a multiple of *a*/*b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5.   
(In general, n × (a/b) = (n × a)/b.)*

**4.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to

represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how

many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

**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.B.3c – WALT** add and subtract mixed numbers with like denominators |  |  |  |  |
| **4.NF.B.3c – WALT** add and subtract mixed numbers with like denominators |  |  |  |  |
| **4.NF.B.3d – WALT** solve word problems involving addition and subtraction of fractions that refer to the same whole and have like denominators using visual fraction models |  |  |  |  |
| **4.NF.B.3d – WALT** solve word problems involving addition and subtraction of fractions that refer to the same whole and have like denominators using equations to represent the problem |  |  |  |  |
| **4.MD.B.4 - WALT** make a line plot to display a data set of measurements using unit fractions (½, ¼, ⅛) |  |  |  |  |
| **4.MD.B.4 - WALT** use data presented in line plots to solve problems involving addition and subtraction of fractions. |  |  |  |  |
| **4.NF.B.4a – WALT** a fraction *a*/*b* is a multiple of 1/*b* |  |  |  |  |
| **4.NF.B.4b – WALT** a multiple of *a*/*b* is also a multiple of 1/*b* using a visual fraction model |  |  |  |  |
| **4.NF.B.4b – WALT** multiply a fraction by a whole number by using the idea that *a*/*b* is a multiple of 1/*b* \*\* |  |  |  |  |
| **4.NF.B.4c – WALT** solve word problems involving multiplication of a fraction by a whole number, using fraction models and equations to represent the problem |  |  |  |  |

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** |
| --- | --- |
|  |  |

Summative Assessments (add rows as needed)

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

Interdisciplinary Connections

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