# CAR Unit Template

## Unit Title: Mathematics – Geometry and Measurement – Unit 4 – Module B

**Grade level: Grade 4**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**4.MD.C.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one degree angle,” and can be used to measure angles.

b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

**4.MD.C.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

**4.MD.C.7** 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.

**4.OA.A.3** 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.

**4.NBT.B.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.

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

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.MD.C.5 – WALT** recognize angles as geometric shapes that are formed wherever two rays share a common endpoint |  |  |  |  |
| **4.MD.C.5 – WALT** angles are measured in degrees |  |  |  |  |
| **4.MD.C.5a – WALT** an angle is measured by considering the fraction of the circular arc that is between the two points where the two rays intersect the circle |  |  |  |  |
| **4.MD.C.5a – WALT** a “one degree angle” is defined as 1/360 of the entire circle |  |  |  |  |
| **4.MD.C.5b – WALT** one degree angles can be used to measure angles |  |  |  |  |
| **4.MD.C.6 – WALT** measure angles in whole-number degrees using a protractor |  |  |  |  |
| **4.MD.C.6 – WALT** sketch angles that have a specified measure |  |  |  |  |
| **4.MD.C.7 – WALT** angle measure as additive |  |  |  |  |
| **4.MD.C.7 – WALT** when an angle is decomposed into non-overlapping parts, the angle measurement of the whole equals the sum of the angle measures of its parts |  |  |  |  |
| **4.MD.C.7 – WALT** solve addition and subtraction problems to find unknown angle measures on a diagram in real world and mathematical problems |  |  |  |  |
| **4.OA.A.3 – WALT** solve multi-step whole number word problems that have whole number answers, including problems in which remainders must be interpreted |  |  |  |  |
| **4.OA.A.3 – WALT** represent these problems using equations with a letter standing for the unknown quantity |  |  |  |  |
| **4.OA.A.3 – WALT** assess the reasonableness of answers using mental computation, estimation strategies, and rounding |  |  |  |  |
| **4.NBT.B.4 – WALT** add multi-digit whole numbers using the standard algorithm with accuracy and efficiency |  |  |  |  |
| **4.NBT.B.4 – WALT** subtract multi-digit whole numbers using the standard algorithm with accuracy and efficiency |  |  |  |  |

Benchmark Assessment 1

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

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