# CAR Unit Template

## Unit Title: Mathematics – Place Value and Operations with Whole Numbers – Unit 1 – Module B

## Grade level: Grade 4

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**4.OA.C.5** 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. *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.*

**4.OA.B.4** 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.

**4.OA.A.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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.

**4.OA.A.2** 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.

**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.

**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** |
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| **4.OA.C.5 – WALT** generate a number or shape pattern that follows a given rule |  |  |  |  |
| **4.OA.C.5 – WALT** identify the features of a pattern that are not explicit in the rule |  |  |  |  |
| **4.OA.B.4 – WALT** find all factors pairs for a whole number in the range 1 through 100 |  |  |  |  |
| **4.OA.B.4 – WALT** recognize that a whole number is a multiple of each of its factors |  |  |  |  |
| **4.OA.B.4 – WALT** determine whether a given whole number is a multiple of a given one-digit number in the range 1 through 100 |  |  |  |  |
| **4.OA.B.4 – WALT** determine whether a given whole number is prime or composite in the range 1 through 100 |  |  |  |  |
| **4.OA.A.1 – WALT** interpret multiplication equations as a comparison statement |  |  |  |  |
| **4.OA.A.1 – WALT** represent verbal comparison statements as multiplication equations |  |  |  |  |
| **4.OA.A.2 – WALT** distinguish multiplicative comparison from additive comparison |  |  |  |  |
| **4.OA.A.2 – WALT** multiply and divide to solve word problems involving multiplicative comparisons, using drawings and equations containing a variable to represent the problem |  |  |  |  |
| **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 |  |  |  |  |

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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