

Grade 4

Course Code: 5012060F1

2023-2024

Year at a Glance



Please use the code below to join the Elementary Math – Grade 4 Collaborative Schoology Group

(Do not share code with students)

9343-82Q6-QTKCC

The Elementary Mathematics Department would like to thank the Elementary K – 5 Core Adoption Committee for their time and dedication in the selection of the newly adopted Big Ideas Learning Mathematics Series.

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE**

Grade 4 Mathematics

2023-2024

Course Code: 5012060F1

Florida's B.E.S.T. Standards Mathematics

First Nine Weeks

49 Days

August 17, 2023 – October 26, 2023

Topic I – Place Value Concepts 08/17 – 08/30 (10 Days)		Topic II – Multiply by One – Digit Numbers 08/31 – 09/20 (14 Days)	
Lessons	Benchmarks	Lessons	Benchmarks
<ul style="list-style-type: none"> • Lesson 1.1: Understand Place Value • Lesson 1.2: Place Value Patterns • Lesson 1.3: Read and Write Multi-Digit Numbers • Lesson 1.4: Compare Multi-Digit Numbers Using Place Value • Lesson 1.5: Compare Multi-Digit Numbers Using a Number Line • Lesson 1.6: Round Numbers 	<ul style="list-style-type: none"> • MA.4.NSO.1.1 • MA.4.NSO.1.2 • MA.4.NSO.1.3 • MA.4.NSO.1.4 	<ul style="list-style-type: none"> • Lesson 2.1: Multiply Facts and Equations • Lesson 2.2: Understand Multiplicative Comparisons • Lesson 2.3: Multiply Tens, Hundreds, and Thousands • Lesson 2.4: Estimate Products by Rounding • Lesson 2.5: Use the Distributive Property to Multiply • Lesson 2.6: Use Partial Products to Multiply • Lesson 2.7: Multiply Two-Digit Numbers by One-Digit Numbers • Lesson 2.8: Multiply Three-Digit Numbers by One Digit Numbers • Lesson 2.9: Use Properties to Multiply • Lesson 2.10: Problem Solving: Multiplication 	<ul style="list-style-type: none"> • MA.4.NSO.1.4 • MA.4.NSO.2.1 • MA.4.NSO.2.2 • MA.4.NSO.2.5 • MA.4.AR.1.1 • MA.4.AR.2.1 • MA.4.AR.2.2

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Florida's B.E.S.T. Standards Mathematics

First Nine Weeks (Continued)

49 Days

August 17, 2023 – October 26, 2023

Topic III – Multiply by Two – Digit Numbers

09/21 – 10/10 (13 Days)

Topic IV – Divide Multi – Digit Numbers by One – Digit Numbers

10/11 – 10/26 (12 Days)

(Continued in Second Nine Weeks)

<i>Lessons</i>	<i>Benchmarks</i>	<i>Lessons</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> • Lesson 3.1: Multiply by Tens • Lesson 3.2: Estimate Products • Lesson 3.3: Use Area Models to Multiply Two-Digit Numbers • Lesson 3.4: Use the Distributive Property to Multiply Two-Digit Numbers • Lesson 3.5: Use Partial Products to Multiply Two-Digit Numbers • Lesson 3.6: Multiply Two-Digit Numbers • Lesson 3.7: Multiply Three-Digit Numbers by Two-Digit Numbers • Lesson 3.8: Practice Multiplication Strategies • Lesson 3.9: Problem Solving: Multiplication with Two-Digit Numbers 	<ul style="list-style-type: none"> • MA.4.NSO.1.4 • MA.4.NSO.2.2 • MA.4.NSO.2.3 • MA.4.NSO.2.5 • MA.4.AR.1.1 	<ul style="list-style-type: none"> • Lesson 4.1: Division Facts and Equations • Lesson 4.2: Divide Tens, Hundreds, and Thousands • Lesson 4.3: Estimate Quotients • Lesson 4.4: Understand Division and Remainders • Lesson 4.5: Use Partial Quotients • Lesson 4.6: Use Partial Quotients with a Remainder • Lesson 4.7: Divide Two-Digit Numbers by One-Digit Numbers • Lesson 4.8: Divide Multi-Digit Numbers by One-Digit Numbers • Lesson 4.9: Divide by One-Digit Numbers • Lesson 4.10: Problem Solving: Division 	<ul style="list-style-type: none"> • MA.4.NSO.2.1 • MA.4.NSO.2.4 • MA.4.NSO.2.5 • MA.4.AR.1.1 • MA.4.AR.2.1 • MA.4.AR.2.2

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Second Nine Weeks

41 Days

October 30, 2023 – January 18, 2024

Topic IV – Divide Multi – Digit Numbers by One – Digit Numbers (Continued from First Nine Weeks)

10/30 – 11/01 (3 Days)

Topic V – Factors, Multiples, and Patterns

11/02 – 11/15 (9 Days)

Topic VI – Understand Fraction Equivalence and Comparison

11/16 – 12/06 (10 Days)

<i>Lessons</i>	<i>Benchmarks</i>	<i>Lessons</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> • Lesson 5.1: Understand Factors • Lesson 5.2: Factors and Divisibility • Lesson 5.3: Relate Factors and Multiples • Lesson 5.4: Identify Prime and Composite Numbers • Lesson 5.5: Number Patterns 	<ul style="list-style-type: none"> • MA.4.NSO.2.1 • MA.4.AR.3.1 • MA.4.AR.3.2 	<ul style="list-style-type: none"> • Lesson 6.1: Model Equivalent Fractions • Lesson 6.2: Generate Equivalent Fractions by Multiplying • Lesson 6.3: Generate Equivalent Fractions by Dividing • Lesson 6.4: Compare Fractions Using Benchmarks • Lesson 6.5: Compare Fractions 	<ul style="list-style-type: none"> • MA.4.FR.1.3 • MA.4.FR.1.4

Topic VII – Add and Subtract Fractions

12/07 – 01/09 (13 Days)

Topic VIII – Multiply Whole Numbers and Fractions

01/10 – 01/18 (6 Days)
(Continued in Third Nine Weeks)

<i>Lessons</i>	<i>Benchmarks</i>	<i>Lessons</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> • Lesson 7.1: Use Models to Add Fractions • Lesson 7.2: Decompose Fractions • Lesson 7.3: Add Fractions with Like Denominators • Lesson 7.4: Use Models to Subtract Fractions • Lesson 7.5: Subtract Fractions with Like Denominators • Lesson 7.6: Model Fractions and Mixed Numbers • Lesson 7.7: Add Mixed Numbers • Lesson 7.8: Subtract Mixed Numbers • Lesson 7.9: Problem Solving: Fractions 	<ul style="list-style-type: none"> • MA.4.FR.2.1 • MA.4.FR.2.2 • MA.4.AR.1.2 	<ul style="list-style-type: none"> • Lesson 8.1: Understand Multiples of Unit Fractions • Lesson 8.2: Understand Multiples of Fractions • Lesson 8.3: Multiply Whole Numbers and Fractions • Lesson 8.4: Multiply Whole Numbers and Numbers and Mixed Numbers <small>(Lesson has been omitted – aligns to Grade 5 benchmark.)</small> • Lesson 8.5: Problem Solving: Fraction Operations 	<ul style="list-style-type: none"> • MA.4.FR.2.4 • MA.4.AR.1.3

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Florida's B.E.S.T. Standards Mathematics

**Third Nine Weeks
50 Days
January 22, 2024 – April 9, 2024**

**Topic VIII – Multiply Whole Numbers and Fractions (Continued from Second Nine Weeks)
01/22 – 01/23 (2 Days)**

**Topic IX– Relate Fractions, Decimals, and Money
01/24 – 02/08 (12 Days)**

**Topic X – Understand Measurement Equivalence
02/09 – 02/27 (12 Days)**

Lessons		Benchmarks	
<ul style="list-style-type: none"> • Lesson 9.1: Understand Tenths • Lesson 9.2: Understand Hundredths • Lesson 9.3: Fractions and Decimals • Lesson 9.4: Compare Decimals • Lesson 9.5: Add Decimal Fractions and Decimals • Lesson 9.6: Fractions, Decimals, and Money • Lesson 9.7: Find More or Less • Lesson 9.8: Use Models to Add or Subtract Decimals • Lesson 9.9: Problem Solving: Money 		<ul style="list-style-type: none"> • MA.4.FR.1.1 • MA.4.FR.1.2 • MA.4.FR.2.3 • MA.4.NSO.1.5 • MA.4.NSO.2.6 • MA.4.NSO.2.7 • MA.4.M.2.2 	
<ul style="list-style-type: none"> • Lesson 10.1: Length in Metric Units • Lesson 10.2: Mass and Capacity in Metric Units • Lesson 10.3: Length in Customary Units • Lesson 10.4: Weight in Customary Units • Lesson 10.5: Capacity in Customary Units • Lesson 10.6: Measure Temperature • Lesson 10.7: Units of Time • Lesson 10.8: Problem Solving: Elapsed Time • Lesson 10.9: Problem Solving: Distance 		<ul style="list-style-type: none"> • MA.4.M.1.1 • MA.4.M.1.2 • MA.4.M.2.1 	
Lessons		Benchmarks	
<ul style="list-style-type: none"> • Lesson 11.1: Perimeter Formula for a Rectangle • Lesson 11.2: Area Formula for a Rectangle • Lesson 11.3: Find Unknown Measures • Lesson 11.4: Same Perimeter, Different Areas • Lesson 11.5: Same Area, Different Perimeters • Lesson 11.6: Problem Solving: Perimeter and Area 		<ul style="list-style-type: none"> • MA.4.GR.2.1 • MA.4.GR.2.2 	
<ul style="list-style-type: none"> • Lesson 12.1: Identify and Draw Angles • Lesson 12.2: Understand Degrees • Lesson 12.3: Estimate Angle Measures • Lesson 12.4: Measure and Draw Angles • Lesson 12.5: Add Angle Measures • Lesson 12.6: Find Unknown Angle Measures 		<ul style="list-style-type: none"> • MA.4.GR.1.1 • MA.4.GR.1.2 • MA.4.GR.1.3 	

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Third Nine Weeks

50 Days

January 22, 2024 – April 9, 2024

Topic XIII – Represent and Interpret Data

04/02 – 04/09 (6 Days)

(Continued in Fourth Nine Weeks)

<i>Lessons</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> • Lesson 13.1: Find Median, Mode, and Range • Lesson 13.2: Read and Interpret Line Plots • Lesson 13.3: Make Line Plots • Lesson 13.4: Read and Interpret Stem-and-Leaf Plots • Lesson 13.5: Make Stem-and-Leaf Plots • Lesson 13.6: Problem Solving: Numerical Data 	<ul style="list-style-type: none"> • MA.4.DP.1.1 • MA.4.DP.1.2 • MA.4.DP.1.3

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Fourth Nine Weeks

40 Days

April 11, 2024 – June 6, 2024

Topic XIII – Represent and Interpret Data (Continued from Third Nine Weeks)

04/11 – 04/16 (4 Days)

Topic XIV – F.A.S.T. Spiral Review

04/17 – 04/30 (10 Days)

F.A.S.T. Administration Date 05/01 – 05/31

Topic XV – Place Value Concepts of Decimals

05/01 – 05/13 (9 Days)

Lessons

Benchmarks

Getting Ready for Grade 5

During this time, it is recommended to use spiral review material to assist students with preparing for the Spring F.A.S.T. Assessment.

Resources forthcoming and will address the 2023-2024 Grade 4 District Topic Assessment most deficient benchmarks. Additionally, Getting Ready for Grade 5 Resources will be provided for students needing enrichment.

Topic XVI– Numerical Expressions

05/14 – 05/24 (9 Days)

Topic XVII– Multiplication and Division

05/28 – 06/06 (8 Days)

Getting Ready for Grade 5

Getting Ready for Grade 5

Resources forthcoming and will address the 2023-2024 Grade 4 District Topic Assessment most deficient benchmarks. Additionally, Getting Ready for Grade 5 Resources will be provided for students needing enrichment.

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Florida's B.E.S.T. Standards Mathematics

Mathematical Thinking and Reasoning

Description

MA.K12.MTR.1.1	MA.K12.MTR.2.1
Actively participate in effortful learning both individually and collectively.	Demonstrate understanding by representing problems in multiple ways.
<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. 	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1	
Complete tasks with mathematical fluency.	
<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. 	

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Mathematical Thinking and Reasoning

Description

MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.	MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.
<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers. 	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1 Assess the reasonableness of solutions.	MA.K12.MTR.7.1 Apply mathematics to real-world contexts.
<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications. 	<p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.