# 4th Grade Mathematics

Arithmetic is the art of computing by numbers.  In 4th Grade Mathematics, students continue mastering the concepts and skills that will aid them in further mathematical pursuits.

Course Organization:

- We recommend that students have a binder with dividers for different sections.  Loose leaf paper can then be utilized for written work and filed in a Written Work section.  Here are some suggested binder sections:
  - Mastery Practice
  - Definitions
  - Written work
  - Explore More

Explanation of Daily Schedule:

- Mastery Practice:
  - Mastery practice can be used by teachers in a variety of ways.  Some teachers may choose to give these tasks in a speed test sort of fashion, but others may choose to simply have students put these items on flashcards for practice and review.  Either way, these are items or processes that students should commit to memory and practice frequently.
- Written work:
  - Students should complete their written work in a notebook or binder of some sort.
- Define:
  - This area includes concepts from the text or related materials that students should commit to memory and frequently review.  In addition to defining them on paper, we recommend that students also put these words on note cards to review with their Mastery Practice work.
- Notes:
  - These notes are for the teacher to aid in teaching the student.
- Explore More:
  - These projects help students apply a concept or learn more about a concept.

If parents need access to any of the previous texts used in the Wittenberg Academy Grammar School Mathematics series so as to review, please email **mrsbenson@wittenbergacademy.org**Here is a link to the text: **4th Grade Mathematics**

💬 News forum

## Week 1

**Topics:**

- Properties of Numbers
- Fractions
- Units
- Tens

**Textbook reference and written work:**

- 4th Grade Mathematics p. 1-2

**Materials**

- Math Notebook
- Note cards
- Ruler or Yardstick

**Suggested Daily Schedule:**

Day 1: Properties of Numbers, Multiples and Factors

- Review:
  - What is a unit?
  - What is a ten?
  - Count by 3s to 30
- Written work:
  - 4th Grade Mathematics p. 1-2 (#155)
- Define:

- ○
- Notes:
  - ○

Day 2:

- Mastery Practice:
  - ○ Review p. 1 #155 orally
- Written work:
  - ○ 4th Grade Mathematics p. 2 (#156)
- Define:
  - ○
- Notes:
  - ○ The written work for today will most likely be review for the students
- Explore More:
  - ○ [Listen to Dr. Lane Burgland speak about numbers in the Bible](#)
  - ○ Listen specifically for what he has to say about 3s.
  - ○ Make a list of 3s in the Bible.  Can you add more 3s than the ones Dr. Burgland mentioned?
  - ○ What other interesting points does Dr. Burgland bring to light?

Day 3:

- Mastery practice:
  - ○ Count by 3s to 30
  - ○ Count by 3s to 60
- Written work:
  - ○ 4th Grade Mathematics p. 2 (#157)
- Define:
  - ○
- Notes:
  - ○ Be sure to have students work through their thought process for today's written work: how does the student solve each item?
    - ▪ What operation (addition, subtraction, multiplication, division) is used?
    - ▪ Is there more than one operation that may be used?

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# Week 2     ☐

**Topics:**

- Properties of Numbers
- Numbers to 30
- Operations with numbers to 30

**Textbook reference and written work:**

- 4th Grade Mathematics p. 3-5

**Materials**

- Math Notebook
- Note cards
- Ruler or Yardstick
- A level

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - ○ Count by 3s to 30
- Written work:
  - ○ 4th Grade Mathematics p. 3 (#158)
- Define:
  - ○
- Notes:
  - ○

Day 2:

- Mastery Practice:

- Review p. 3 #158 orally (or on paper)
- Written work:
  - 4th Grade Mathematics p. 3-4 (#159)
- Define:
  - 
- Notes:
  - Students should be ready to explain the process they used to solve each question.  It is recommended that students write out their work to show the process they used.
  - When appropriate, students should label their answers.
- Explore More:
  - 

Day 3:

- Mastery practice:
  - 
- Written work:
  - 4th Grade Mathematics p. 5 (#160)
- Define:
  - Vertical: at right angles to a horizontal plane ORIGIN mid 16th cent. (in the sense 'directly overhead'): from French, or from late Latin verticalis, from vertex
  - Horizontal: parallel to the plane of the horizon ORIGIN mid 16th cent. ( sense 3 of the adjective): from French, or from modern Latin horizontalis, from late Latin horizon, horizont-
  - Square foot
  - Square yard
- Notes:
- Explore more:
  - Using a level, find vertical and horizontal in different locations.  When is accuracy in knowing vertical and horizontal important?
  - Think of a vocation that uses horizontal and vertical lines (nurses when charting, architects, gardeners, etc.)  What are examples of how horizontal and vertical lines are used?
  - Think of a vocation that uses square feet and square yards.  (carpenters, painters, construction workers, farmers, etc.)  What are examples of how square feet and square yards are used?

## Week 3

**Topics:**

- Properties of Numbers
- Numbers to 40
- Operations with numbers to 40

**Textbook reference and written work:**

- 4th Grade Mathematics p. 6-7

**Materials**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints or craft sticks

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - Count by 3s to 30
  - Count by 4s to 40
- Written work:
  - 4th Grade Mathematics p. 6 (#161)
- Define:
  - 
- Notes:
  - 

Day 2:

- Mastery Practice:
  - Review p. 3 #158 orally (or on paper)
- Written work:
  - 4th Grade Mathematics p. 6-7 (#162-163)
- Define:
  -
- Notes:
  - Students should be ready to explain the process they used to solve each question.  It is recommended that students write out their work to show the process they used.
  - When appropriate, students should label their answers.
- Explore More:

Day 3:

- Mastery practice:
  -
- Written work:
  - 4th Grade Mathematics p. 7 (#164-165)
- Define:
  -
- Notes:
- Explore more:
  - Find a brick building, a tile floor, or a brick/stone paved patio or walkway (or some such item- a tiled backsplash could work, too) with an irregular pattern (not just a normal brick wall).  What sort of patterns do you see?  2s? 3s? 4s?
  - **Find a brick wall or walkway with a regular pattern.**  Using the methods you have worked with this week and last, figure out how many bricks are in the wall or walkway. (Ex. If there are 20 bricks vertically and 50 bricks horizontally, there should be 1000 bricks in the wall or walkway.)

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# Week 4  ☐

**Topics:**

- Properties of Numbers
- Numbers to 40
- Operations with numbers to 40

**Textbook reference and written work:**

- 4th Grade Mathematics p. 8-9

**Materials**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints or craft sticks

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - Count by 4s to 40
- Written work:
  - 4th Grade Mathematics p. 8 (#166-167)
- Define:
  -
- Notes:
  -

Day 2:

- Mastery Practice:
  - Review p. 8 #168 orally (or on paper)
- Written work:
  - 4th Grade Mathematics p. 8 (#168- only part on p. 8)
- Define:
  -
- Notes:

- Students should be ready to explain the process they used to solve each question.  It is recommended that students write out their work to show the process they used.
- When appropriate, students should label their answers.
- Explore More:

Day 3:

- Mastery practice:
  - p. 8 #166 (second part: Count by...)
- Written work:
  - 4th Grade Mathematics p. 9 (#168)
- Define:
  - 
- Notes:
- Explore more:
  - Have students use this chart to extend the measurements they converted on p. 9 #168.  In other words, figure out how many pints are in a peck, etc.

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# Week 5                                                    ☐

**Topics:**

- Properties of Numbers
- Numbers to 50
- Operations with numbers to 50

**Textbook reference and written work:**

- 4th Grade Mathematics p. 9-10

**Materials**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Money (real or pretend)- pennies, nickels, dimes, quarters, dollars, fives, tens, twenties (see Day 2 to determine how much money you will need)

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - Count by 4s to 40, then backward to 4
- Written work:
  - 4th Grade Mathematics p. 9-10 (#169)
- Define:
  - 
- Notes:
  - It would serve the students well on the exercises requiring no additional learning of operations to explain how they got their answer on occasion.  Pick a random item in the exercises for the week and have a student explain the answer.  If students tend toward guessing or following patterns to the detriment of their understanding the process, the teacher may require students to show work on each item in an exercise.

Day 2:

- Mastery Practice:
  - Review p. 8 #166 orally (or on paper) the "Count by..." section
- Written work:
  - 
- Define:
  - 
- Notes:
  - Students should be ready to explain the process they used to solve each question.  It is recommended that students write out their work to show the process they used.
  - When appropriate, students should label their answers.
- Explore More: Calculating totals and counting back change (be sure students actually practice counting back change)
  - Think about the paper and coin money we use in the United States.  Why might it be good to know your 5s well?

- You are selling root beer floats for $2.50 each.  Someone buys 5 root beer floats.  How do you quickly tabulate the total bill?
- A different person buys 3 root beer floats.  They give you a $20 bill.  How do you calculate their total and how do you count back the change?
- Another time you are selling walking tacos.  They are $5.50.  Create a chart showing how much 1 taco, 2 tacos, 3 tacos,... up to 10 tacos could cost.
- Soda is only $1.50 per bottle.  How many sodas can someone get for $5?  How much change do they get back?  How many sodas can someone get for $10?  How much change would they get?

Day 3:

- Mastery practice:
  - p. 8 #167
- Written work:
  - 4th Grade Mathematics p. 10 (#170)
- Define:
  - 
- Notes:
  - 
- Explore more:
  - For the items in exercise #170, explain, using tens and units, why the numbers work as they do.

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# Week 6 □

**Topics:**

- Properties of Numbers
- Numbers to 50
- Operations with numbers to 50

**Textbook reference and written work:**

- 4th Grade Mathematics p. 11-13

**Materials**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Money (real or pretend)- pennies, nickels, dimes, quarters, dollars, fives, tens, twenties (see Day 2 to determine how much money you will need)

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 10 #169 "Find the value of:..."
- Written work:
  - 4th Grade Mathematics p. 11 (#171)
- Define:
  - 
- Notes:
  - Have students write out their answers for each item.  When completed, have students also draw out and speak the process and or answer required by each item.

Day 2:

- Mastery Practice:
  - Review p. 8 #166 orally (or on paper) the "Count by..." section
- Written work:
  - 4th Grade Mathematics p. 11 (#172)
- Define:
  - 
- Notes:
  - 
- Explore More:
  - Once students have written out their answers to #172, engage the students as follows (similar to Jeopardy):

- Give the students an answer (10, for example) and students must come up with the "question." (50÷5, for example). This may be done on paper or on a white or black board.

Day 3:

- Mastery practice:
  - p. 8 #167
- Written work:
  - 4th Grade Mathematics p. 12-13 (#173)
- Define:
  - 
- Notes:
  - 
- Explore more:
  - For the items in exercise #173, have students use real money to count out the amounts noted and simulate the mentioned transaction. Students will already have worked the problems out on paper in their written work, but here they should strive to work the items in their heads.

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## Week 7 ☐

**Topics:**

- Addition and Subtraction

**Textbook reference and written work:**

- 4th Grade Mathematics p. 13-15

**Materials**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 10 #169 "Complete and memorize:" (orally or written)
- Written work:
  - 4th Grade Mathematics p. 13-14 (#174)
- Define:
  - 
- Notes:
  - On p. 13 below the picture, the $t$ stands for tens and the $o$ stands for ones (units)
  - Students should demonstrate with sticks and write the process and answer

Day 2:

- Mastery Practice:
  - p. 11 (#172)
- Written work:
  - 4th Grade Mathematics p. 14 (#175)
- Define:
  - 
- Notes:
  - 
- Explore More:
  - 

Day 3:

- Mastery practice:
  - p. 8 #167
- Written work:
  - 4th Grade Mathematics p. 15 (#176-177)
- Define:
  -

- Notes:
  -
- Explore more:
  - For the items in exercise #173, have students use real money to count out the amounts noted and simulate the mentioned transaction.  Students will already have worked the problems out on paper in their written work, but here they should strive to work the items in their heads.

## Week 8                                                                                                □

**Topics:**

- Addition and Subtraction

**Words to Remember:**

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**Textbook reference and written work:**

- 4th Grade Mathematics p. 16-17

**Materials**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 10 #169 "Complete and memorize:" (orally or written)
- Written work:
  - 4th Grade Mathematics p. 16 (#178-179- to "add; also, subtract")
- Define:
  -
- Notes:
  - On p. 13 below the picture, the *t* stands for tens and the *o* stands for ones (units)
  - Students should demonstrate with sticks and write the process and answer

Day 2:

- Mastery Practice:
  - p. 11 (#172)
- Written work:
  - 4th Grade Mathematics p. 16-17 ( "add; also, subtract" of #179 and #180)
- Define:
  -
- Notes:
  -
- Explore More:
  -

Day 3:

- Mastery practice:
  - p. 17 #177
- Written work:
  - 4th Grade Mathematics p. 17 (#181)
- Define:
  -
- Notes:
  -
  - Have students write out their calculations.
- Explore more:
  -

# Week 9

**Topics:**

- Addition and Subtraction

**Words to Remember:**

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**Textbook reference and written work:**

- 4th Grade Mathematics p. 18-20

**Materials**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 17 #177
- Written work:
  - 4th Grade Mathematics p. 18-19 (#182)
- Define:
  - 
- Notes:
  - Be sure students write out calculations

Day 2:

- Mastery Practice:
  - p. 17 (#181)
- Written work:
  - 4th Grade Mathematics p. 19 ( #183-184)
- Define:
  - 
- Notes:
  - 
  - Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
  - The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
  - Be sure students write out their calculations and label the answer correctly.
  - 
- Explore More:
  - 

Day 3:

- Mastery practice:
  - p. 11 #172
- Written work:
  - 4th Grade Mathematics p. 20 (#185)
- Define:
  - 
- Notes:
  - Be sure to reiterate as the lessons continue that $t$ stands for tens and $o$ stands for ones.
  - 
  - Have students write out their calculations.
- Explore more:

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# Week 10

**Topics:**

- Addition and Subtraction

<span style="color:orange">**Words to Remember:**</span>

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<span style="color:red">**Textbook reference and written work:**</span>

- 4th Grade Mathematics p. 21-22

<span style="color:purple">**Materials**</span>

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular

<span style="color:green">**Suggested Daily Schedule:**</span>

Day 1:

- Mastery practice:
  - p. 17 #177
- Written work:
  - 4th Grade Mathematics p. 20-21 (#185)
    - Review the part of #185 on p. 20 and then continue with the work on p. 21
- Define:
  -
- Notes:
  - Be sure students write out calculations
  - Take the time to have students work through the processes/thinking with the straws/sticks.

Day 2:

- Mastery Practice:
  - p. 19 (#183)
- Written work:
  - 4th Grade Mathematics p. 21-22 ( #186-187)
- Define:
  -
- Notes:
  - Have students write out their calculations.
  -
- Explore More:
  -

Day 3:

- Mastery practice:
  - p. 8 #167
- Written work:
  - 4th Grade Mathematics p. 22 (#188)
- Define:
  -
- Notes:
  - Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
  - The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
  - Be sure students write out their calculations and label the answer correctly.
  -
  -
- Explore more:

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# Week 11

<span style="color:blue">**Topics:**</span>

- Multiplication and Division

<span style="color:orange">**Words to Remember:**</span>

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**<span style="color:red">Textbook reference and written work:</span>**

- 4th Grade Mathematics p. 23-25

**<span style="color:purple">Materials</span>**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular

**<span style="color:green">Suggested Daily Schedule:</span>**

Day 1:

- Mastery practice:
  - p. 22 #187
- Written work:
  - 4th Grade Mathematics p. 23-24 (#189-190)
- Define:
  - 
- Notes:
  - Be sure students write out calculations and label their answers correctly.

Day 2:

- Mastery Practice:
  - p. 19 (#183)
- Written work:
  - 4th Grade Mathematics p. 24 ( #191-192)
- Define:
  - 
- Notes:
  - Have students write out their calculations and label their answers correctly.
  - 
- Explore More:
  - 

Day 3:

- Mastery practice:
  - p. 8 #167
- Written work:
  - 4th Grade Mathematics p. 25 (#193)
- Define:
  - 
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:

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# Week 12 ☐

**<span style="color:blue">Topics:</span>**

- Time
- Multiplication and Division

**<span style="color:orange">Words to Remember:</span>**

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**<span style="color:red">Textbook reference and written work:</span>**

- 4th Grade Mathematics p. 26-27

**<span style="color:purple">Materials</span>**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular

Day 1:

- Mastery practice:
  - p. 24 #191
- Written work:
  - 4th Grade Mathematics p. 26 (#194)
- Define:
  -
- Notes:
  - Be sure students write out calculations and label their answers correctly.

Day 2:

- Mastery Practice:
  - p. 19 (#183)
- Written work:
  - 4th Grade Mathematics p. 27 (the first 8 problems)
- Define:
  -
- Notes:
  - Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
  - The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
  - Be sure students write out their calculations and label the answer correctly.
  -
- Explore More:
  -

Day 3:

- Mastery practice:
  - p. 8 #167
- Written work:
  - 4th Grade Mathematics p. 27 (the last 8 problems)
- Define:
  -
- Notes:
  - Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
  - The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:

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# Week 13

**Topics:**

- Multiplication and Division

**Words to Remember:**

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**Textbook reference and written work:**

- 4th Grade Mathematics p. 28-29 (through #199)

**Materials**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 24 #191
- Written work:
  - 4th Grade Mathematics p. 28 (#196-197)
- Define:
  - 
- Notes:
  - Be sure students write out calculations and label their answers correctly.

Day 2:

- Mastery Practice:
  - p. 19 (#183)
- Written work:
  - 4th Grade Mathematics p. 29 (#198)
- Define:
  - 
- Notes:
  - Be sure students write out their calculations.
- Explore More:
  - 
  - Students should also be challenged to perform exercise #198 orally.

Day 3:

- Mastery practice:
  - p. 25 "Find the value of"
- Written work:
  - 4th Grade Mathematics p. 29 (#199)
- Define:
  - 
- Notes:
  - Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
  - The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:

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# Week 14                                                                    ☐

**Topics:**

- Multiplication and Division

**Words to Remember:**

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**Textbook reference and written work:**

- 4th Grade Mathematics p. 29-31 (#202)

**Materials**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 29 #198
- Written work:
  - 4th Grade Mathematics p. 29-30 (#200)
- Define:
  -

- Notes:
  - Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
  - The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
  - Be sure students write out their calculations and label the answer correctly.

Day 2:

- Mastery Practice:
  - p. 24 (#191)
- Written work:
  - 4th Grade Mathematics p. 30 (#201)
- Define:
  -
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
- Explore More:
  -
  - Students should also be challenged to perform exercise #201 orally.

Day 3:

- Mastery practice:
  - p. 25 "Find the value of"
- Written work:
  - 4th Grade Mathematics p. 30-31 (#202)
- Define:
  -
- Notes:
  - Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
  - The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:

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## Week 15    □

**Topics:**

- Multiplication and Division

**Words to Remember:**

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**Textbook reference and written work:**

- 4th Grade Mathematics p. 31 (#203)–32

**Materials**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 29 #198
- Written work:
  - 4th Grade Mathematics p. 31 (#203)
- Define:
  -
- Notes:
  - Be sure students write out their calculations and label the answer correctly.

- Explore more:
  - Students should be challenged to complete at least the last portion of #203 orally.

Day 2:

- Mastery Practice:
  - p. 24 (#191)
- Written work:
  - 4th Grade Mathematics p. 32 (#204-205)
- Define:
  - 
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
- Explore More:
  - 
  - Students should also be challenged to perform exercise #204 orally.

Day 3:

- Mastery practice:
  - p. 25 "Find the value of"
- Written work:
  - 4th Grade Mathematics p. 32 (#206)
- Define:
  - 
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:
  - Students should also be challenged to perform exercise #206 orally.
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# Week 16                                                                                        ☐

**Topics:**

- Multiplication and Division

**Words to Remember:**

- Perimeter

**Textbook reference and written work:**

- 4th Grade Mathematics p. 33-34 (#208)

**Materials**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 32 #204
- Written work:
  - 4th Grade Mathematics p. 33 (#207)
- Define:
  - 
  - Perimeter
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:
  - Using a ruler or yardstick, measure two perpendicular sides of a desk.  How can you figure out the perimeter of the desk without measuring the entire desk? (multiply each side by two and add the answers)
  - Measure the entire desk to test your answer.
  - Do the same task with the room.

- How many times larger is the perimeter of the room than the perimeter of the desk?

Day 2:

- Mastery Practice:
  - p. 24 (#191)
- Written work:
  - 4th Grade Mathematics p. 33 (#208 the first five problems)
- Define:
  - 
- Notes:
  - Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
  - The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
  - Be sure students write out their calculations and label the answer correctly.
- Explore More:
  - 
  - 

Day 3:

- Mastery practice:
  - p. 32 (#206)
- Written work:
  - 4th Grade Mathematics p. 34 (#208 the last five problems)
- Define:
  - 
- Notes:
  - Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
  - The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:
  - 

---

# Week 17 ☐

**Topics:**

- Multiplication and Division

**Words to Remember:**

- Perimeter

**Textbook reference and written work:**

- 4th Grade Mathematics p. 34 (#209)-36

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 32 #204
- Written work:
  - 4th Grade Mathematics p. 34-35 (#209)
- Define:
  - 
  - 
- Notes:

- Be sure students write out their calculations and label the answer correctly.
- Explore more:
  -
Day 2:

- Mastery Practice:
  - p. 24 (#191)
- Written work:
  - 4th Grade Mathematics p. 35 (#210-211)
- Define:
  -
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
- Explore More:
  -
  -
  - Students should also be challenged to perform #210 and #211 orally.

Day 3:

- Mastery practice:
  - p. 32 (#206)
- Written work:
  - 4th Grade Mathematics p. 36 (#212)
- Define:
  -
- Notes:
  - Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
  - The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:

---

# Week 18

**Topics:**

- Multiplication and Division

**Words to Remember:**

- Cubic inch: a cube that is an inch long, an inch wide, and an inch thick

**Textbook reference and written work:**

- 4th Grade Mathematics p. 36 (#213)–39 (#216)

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- Cubic inch template

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 32 #204
- Written work:
  - 4th Grade Mathematics p. 36-37 (#213)
- Define:
  -
  -
- Notes:
  - Be sure students write out their calculations and label the answer correctly.

- Explore more:
  - 

Day 2:

- Mastery Practice:
  - p. 24 (#191)
- Written work:
  - 4th Grade Mathematics p. 37-38 (#214)
- Define:
  - 
  - Cubic inch
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
- Explore More:
  - If wooden cube blocks are not available, students may create cubes with the **Cubic inch template**.

Day 3:

- Mastery practice:
  - p. 32 (#206)
- Written work:
  - 4th Grade Mathematics p. 38-39 (#215-216)
- Define:
  - 
- Notes:
  - Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
  - The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:

---

# Week 19 □

**Topics:**

- Multiplication and Division

**Words to Remember:**

- 

**Textbook reference and written work:**

- 4th Grade Mathematics p. 39 (#217)-41

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- **Cubic inch template**

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 35 #211
- Written work:
  - 4th Grade Mathematics p. 39 (#217-218)
- Define:
  - 
  - 
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:
  -

Day 2:

- Mastery Practice:
  - p. 35 (#210)
- Written work:
  - 4th Grade Mathematics p. 40 (#219-221)
- Define:
  - 
  - Cubic inch
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
- Explore More:
  - 

Day 3:

- Mastery practice:
  - p. 32 (#206)
- Written work:
  - 4th Grade Mathematics p. 40-41 (#222-223)
- Define:
  - 
- Notes:
  - Look at the problems. Have students identify the information they know from the problem and the information they need to know from the question.
  - The process of asking what they know and what they need to know is an important habit to establish. It will help students become attuned to information.
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:

---

# Week 20 ☐

**Topics:**

- Multiplication and Division

**Words to Remember:**

- 

**Textbook reference and written work:**

- 4th Grade Mathematics p. 42-43

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- Cubic inch template

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 35 #211
- Written work:
  - 4th Grade Mathematics p. 42 (#224)
- Define:
  - 
  - 
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:
  - 

Day 2:

- Mastery Practice:

- - p. 35 (#210)
- Written work:
  - 4th Grade Mathematics p. 42-43 (#225-226)
- Define:
  - 
  - 
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
- Explore More:
  - 

Day 3:

- Mastery practice:
  - p. 32 (#206)
- Written work:
  - 4th Grade Mathematics p. 43 (#227)
- Define:
  - 
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:

---

# Week 21 ☐

**Topics:**

- Multiplication and Division

**Words to Remember:**

- 

**Textbook reference and written work:**

- 4th Grade Mathematics p. 44-45

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- HTO Places table

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 35 #211
- Written work:
  - 4th Grade Mathematics p. 44 (#228-229)
- Define:
  - 
  - 
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:
  - 

Day 2:

- Mastery Practice:
  - p. 35 (#210)
- Written work:
  - 4th Grade Mathematics p. 44-45 (#230)
- Define:
  - 
  -

- Notes:
  - In teaching and discussion, the <u style="color:red">HTO Places table</u> may be helpful for students to work through the Written Work, but also to practice extra examples.
  - Be sure students write out their calculations and label the answer correctly.
- Explore More:
  - 

Day 3:

- Mastery practice:
  - p. 32 (#206)
- Written work:
  - 4th Grade Mathematics p. 45 (#231-232 only the section on p. 45)
- Define:
  - 
- Notes:
  - Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
  - The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:

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# Week 22　　　　　　　　　　　　　　　　　　　　□

**Topics:**

- Multiplication and Division

**Words to Remember:**

- 

**Textbook reference and written work:**

- 4th Grade Mathematics p. 46-47

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- <u style="color:red">HTO Places table</u>

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 35 #211
- Written work:
  - 4th Grade Mathematics p. 46 (#232-234)
- Define:
  - 
  - 
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:
  - 

Day 2:

- Mastery Practice:
  - p. 35 (#210)
- Written work:
  - 4th Grade Mathematics p. 46-47 (#235)
- Define:
  - 
  -

- Notes:
  - 
- Explore More:
  - 

Day 3:

- Mastery practice:
  - p. 32 (#206)
- Written work:
  - 4th Grade Mathematics p. 47 (#236-237)
- Define:
  - 
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
- Explore more:

---

## Week 23 ☐

**Topics:**

- Multiplication and Division

**Words to Remember:**

- 

**Textbook reference and written work:**

- 4th Grade Mathematics p. 48-50

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- HTO Places table

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 44 #229
- Written work:
  - 4th Grade Mathematics p. 48 (#238- the Copy and Complete section)
- Define:
  - 
  - 
- Notes:
  - Be sure students write out their calculations and label the answer correctly.
  - Have students verbalize their work on some of the problems (say "one hundred, three tens, two ones is one hundred thirty two.")
- Explore more:
  - 

Day 2:

- Mastery Practice:
  - p. 35 (#210)
- Written work:
  - 4th Grade Mathematics p. 48-49 (#238)
- Define:
  - 
  - 
- Notes:
  - 
  - Be sure students label the answers correctly.
- Explore More:

- ○

Day 3:

- Mastery practice:
  - ○ p. 35 (#211)
- Written work:
  - ○ 4th Grade Mathematics p. 49-50 (#239)
- Define:
  - ○
- Notes:
  - ○ Be sure students write out their calculations and label the answer correctly.
- Explore more:

---

# Week 24                                                                    ☐

**Topics:**

- Addition and Subtraction

**Words to Remember:**

- 

**Textbook reference and written work:**

- 4th Grade Mathematics p. 50-52

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- HTO Places table

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - ○ p. 44 #229
- Written work:
  - ○ 4th Grade Mathematics p. 50 (#240- until the Subtract and Prove section)
- Define:
  - ○
  - ○
- Notes:
  - ○ Review how many ones are in a ten, how many tens are in a hundred.
  - ○ The HTO Places table may be useful in helping students work through transferring tens to the ones place and hundreds to the tens place.
  - ○ Be sure students are able to correctly verbalize the transfer of tens to ones and hundreds to tens.  Example: If I take one ten and add it to these six ones, I have sixteen ones.
- Explore more:
  - ○

Day 2:

- Mastery Practice:
  - ○ p. 35 (#210)
- Written work:
  - ○ 4th Grade Mathematics p. 50-51 (#240- the Subtract and Prove section)
- Define:
  - ○
  - ○
- Notes:
  - ○
  - ○ Just as students verbalized the transfer of tens and hundreds during subtraction, check their understanding of transfer during addition by having them verbalize the transfer, at least on some of the problems.
- Explore More:

- ◦

Day 3:

- Mastery practice:
  - ◦ p. 35 (#211)
- Written work:
  - ◦ 4th Grade Mathematics p. 51-52 (#241-242)
- Define:
  - ◦
- Notes:
  - ◦ Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
  - ◦ The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
  - ◦ Be sure students write out their calculations and label the answer correctly.
- Explore more:

---

# Week 25                                                                                                          ☐

**Topics:**

- Multiplication and Division

**Words to Remember:**

- 

**Textbook reference and written work:**

- 4th Grade Mathematics p. 52-54

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- HTO Places table

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - ◦ p. 39 #217
- Written work:
  - ◦ 4th Grade Mathematics p. 52-53 (#243- until the line)
- Define:
  - ◦
  - ◦
- Notes:
  - ◦ Review how many ones are in a ten, how many tens are in a hundred.
  - ◦ The HTO Places table may be useful in helping students work through transferring tens to the ones place and hundreds to the tens place.
  - ◦ Be sure students are able to correctly verbalize the transfer of tens to ones and hundreds to tens.  Example: If I take one ten and add it to these six ones, I have sixteen ones.
- Explore more:
  - ◦

Day 2:

- Mastery Practice:
  - ◦ p. 39 (#218)
- Written work:
  - ◦ 4th Grade Mathematics p. 53 (#243- from the line to the end of the page)
- Define:
  - ◦
  - ◦
- Notes:

- 
  - Check that students are understanding the "carrying" process.  Six times four is twenty-four ones.  Twenty-four ones is also two tens and four ones.  We can only put ones in the ones column, so we must carry the other twenty ones.  Yet, we cannot put ones in the tens column, so we must call the twenty ones by their other name, two tens, and carry the two tens.
  - It is because of "carrying" that students must be certain they understand that units/ones, tens, and hundreds can be called different things; 100 ones can also be called 10 tens or one hundred.  The key is remembering that only one digit can go in a place.
- Explore More:
  - 

Day 3:

- Mastery practice:
  - p. 51 (#241)
- Written work:
  - 4th Grade Mathematics p. 54 (#243)
- Define:
  - 
- Notes:
  - Be sure students write out their calculations.
- Explore more:

---

# Week 26                                                                                 ▢

**Topics:**

- Multiplication and Division

**Words to Remember:**

- Annex: append or add ORIGIN late Middle English: from Old French annexer, from Latin annectere 'connect,' from ad- 'to' + nectere 'tie, fasten.'

**Textbook reference and written work:**

- 4th Grade Mathematics p. 54-55

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- HTO Places table

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 39 #217
- Written work:
  - 4th Grade Mathematics p. 54 (#244)
- Define:
  - 
  - 
  - Annex:
- Notes:
  - Review how many ones are in a ten, how many tens are in a hundred.
  - The HTO Places table may be useful in helping students work through transferring ones to the tens place and tens to the hundreds place.
- Explore more:
  - 

Day 2:

- Mastery Practice:
  - p. 39 (#218)
- Written work:
  - 4th Grade Mathematics p. 55 (#245)

- Define:
  - 
  - 
- Notes:
  - 
  - Check that students are understanding the "carrying" process.  Six times four is twenty-four ones.  Twenty-four ones is also two tens and four ones.  We can only put ones in the ones column, so we must carry the other twenty ones.  Yet, we cannot put ones in the tens column, so we must call the twenty ones by their other name, two tens, and carry the two tens.
  - It is because of "carrying" that students must be certain they understand that units/ones, tens, and hundreds can be called different things; 100 ones can also be called 10 tens or one hundred.  The key is remembering that only one digit can go in a place.
- Explore More:
  - 

Day 3:

- Mastery practice:
  - p. 51 (#241)
- Written work:
  - 4th Grade Mathematics p. 55 (#246)
- Define:
  - 
- Notes:
  - Be sure students write out their calculations.
- Explore more:

---

## Week 27                                                  ◻

**Topics:**

- Multiplication and Division

**Words to Remember:**

- 

**Textbook reference and written work:**

- 4th Grade Mathematics p. 55-56

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- HTO Places table

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 39 #217
- Written work:
  - 4th Grade Mathematics p. 55 (#247)
- Define:
  - 
  - 
  - 
- Notes:
  - Review how many ones are in a ten, how many tens are in a hundred.
  - The HTO Places table may be useful in helping students work through transferring ones to the tens place and tens to the hundreds place.
  - Care should be taken to master each concept
- Explore more:
  - 

Day 2:

- Mastery Practice:
  - p. 39 (#218)
- Written work:
  - 4th Grade Mathematics p. 56 (#248 section A)
- Define:
  - 
  - 
- Notes:
  - 
  - Review how many ones are in a ten, how many tens are in a hundred.
  - The HTO Places table may be useful in helping students work through transferring ones to the tens place and tens to the hundreds place.
  - Care should be taken to master each concept and work carefully through understanding the hundreds, tens, and ones as it relates to division.
  - Sticks or straws will be especially helpful in demonstrating the concepts.
- Explore More:
  - 

Day 3:

- Mastery practice:
  - p. 51 (#241)
- Written work:
  - 4th Grade Mathematics p. 56 (#248 section B)
- Define:
  - 
- Notes:
  - Be sure students write out their calculations.
- Explore more:

---

## Week 28

**Topics:**

- Multiplication and Division

**Words to Remember:**

- 

**Textbook reference and written work:**

- 4th Grade Mathematics p. 56-57

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- HTO Places table

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 39 #217
- Written work:
  - 4th Grade Mathematics p. 56 (#248 section C)
- Define:
  - 
  - 
  - 
- Notes:
  - Be sure students write out their calculations.
- Explore more:
  - 

Day 2:

- Mastery Practice:
  - p. 39 (#218)
- Written work:
  - 4th Grade Mathematics p. 56 (#248: 3-20)
- Define:
  -
  -
- Notes:
  - Be sure students write out their calculations.
- Explore More:
  -

Day 3:

- Mastery practice:
  - p. 51 (#241)
- Written work:
  - 4th Grade Mathematics p. 56-57 (#248:21-38)
- Define:
  -
- Notes:
  - Be sure students write out their calculations.
- Explore more:

---

# Week 29                                            ☐

**Topics:**

- Multiplication and Division

**Words to Remember:**

-

**Textbook reference and written work:**

- 4th Grade Mathematics p. 57-58

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- HTO Places table

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 39 #217
- Written work:
  - 4th Grade Mathematics p. 57 (#248:39-56)
- Define:
  -
  -
  -
- Notes:
  - Be sure students write out their calculations.
- Explore more:
  -

Day 2:

- Mastery Practice:
  - p. 39 (#218)
- Written work:
  - 4th Grade Mathematics p. 56 (#248: 57-62 and 249:1-3)
- Define:

- ○
- ○
- Notes:
  - ○ Be sure students write out their calculations.
- Explore More:
  - ○

Day 3:

- Mastery practice:
  - ○ p. 51 (#241)
- Written work:
  - ○ 4th Grade Mathematics p. 57-58 (#249:4-19)
- Define:
  - ○
- Notes:
  - ○ Be sure students write out their calculations and label the answer correctly.
- Explore more:

---

# Week 30

<span style="color:blue">**Topics:**</span>

- Integers

<span style="color:orange">**Words to Remember:**</span>

- Integer: a whole number ORIGIN early 16th cent. (as an adjective meaning 'entire, whole'): from Latin, 'intact, whole,' from in- (expressing negation) + the root of tangere 'to touch.'
- Figure:  a numerical symbol ORIGIN Middle English (in the senses 'distinctive shape of a person or thing,''representation of something material or immaterial,' and 'numerical symbol,' among others)

<span style="color:red">**Textbook reference and written work:**</span>

- 4th Grade Mathematics p. 59

<span style="color:purple">**Materials:**</span>

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- HTO Places table

<span style="color:green">**Suggested Daily Schedule:**</span>

Day 1:

- Mastery practice:
  - ○ p. 39 #217
- Written work:
  - ○ 4th Grade Mathematics p. 59 (#1-2)
- Define:
  - ○ Integer:
  - ○ Figure:
- Notes:
  - ○
- Explore more:
  - ○

Day 2:

- Mastery Practice:
  - ○ p. 39 (#218)
- Written work:
  - ○ 4th Grade Mathematics p. 59 (#3-5)
- Define:
  - ○
  - ○
- Notes:

- o
- Explore More:
  - o

Day 3:

- Mastery practice:
  - o p. 51 (#241)
- Written work:
  - o 4th Grade Mathematics p. 59 (#6-8)
- Define:
  - o
- Notes:
  - o
- Explore more:

---

# Week 31 ☐

**Topics:**

- Integers

**Words to Remember:**

- Integer: a whole number ORIGIN early 16th cent. (as an adjective meaning 'entire, whole'): from Latin, 'intact, whole,' from in- (expressing negation) + the root of tangere 'to touch.'
- Figure: a numerical symbol ORIGIN Middle English (in the senses 'distinctive shape of a person or thing,''representation of something material or immaterial,' and 'numerical symbol,' among others)
- Naught: the digit 0; zero ORIGIN Old English nāwiht, -wuht, from nā'no' + wiht'thing'
- Zero: no quantity or number; naught; the figure 0 ORIGIN early 17th cent.: from French zéro or Italian zero, via Old Spanish from Arabic ṣifr 'cipher.'
- Cipher: a zero; a figure 0. ORIGIN late Middle English (in the senses 'symbol for zero' and 'Arabic numeral'): from Old French cifre, based on Arabic ṣifr 'zero.'

**Textbook reference and written work:**

- 4th Grade Mathematics p. 60

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- HTO Places table

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - o p. 39 #217
- Written work:
  - o 4th Grade Mathematics p. 60 (#9-12)
- Define:
  - o Naught
  - o Zero
  - o Cipher
- Notes:
  - o
- Explore more:
  - o

Day 2:

- Mastery Practice:
  - o p. 39 (#218)
- Written work:
  - o 4th Grade Mathematics p. 60 (#13-16)
- Define:

- ◦
- ◦
  - Notes:
    - ◦
  - Explore More:
    - ◦

Day 3:

- Mastery practice:
  - p. 51 (#241)
- Written work:
  - 4th Grade Mathematics p. 60 (#17-20)
- Define:
  - ◦
- Notes:
  - ◦
- Explore more:

---

# Week 32     ☐

**Topics:**

- Integers

**Words to Remember:**

- Integer: a whole number ORIGIN early 16th cent. (as an adjective meaning 'entire, whole'): from Latin, 'intact, whole,' from in- (expressing negation) + the root of tangere 'to touch.'
- Figure:  a numerical symbol ORIGIN Middle English (in the senses 'distinctive shape of a person or thing,''representation of something material or immaterial,' and 'numerical symbol,' among others)
- Naught: the digit 0; zero ORIGIN Old English nāwiht, -wuht, from nā'no' + wiht'thing'
- Zero: no quantity or number; naught; the figure 0 ORIGIN early 17th cent.: from French zéro or Italian zero, via Old Spanish from Arabic ṣifr 'cipher.'
- Cipher: a zero; a figure 0. ORIGIN late Middle English (in the senses 'symbol for zero' and 'Arabic numeral'): from Old French cifre, based on Arabic ṣifr 'zero.'

**Textbook reference and written work:**

- 4th Grade Mathematics p. 61

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- HTO Places table

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 39 #217
- Written work:
  - 4th Grade Mathematics p. 61 (#21-24)
- Define:
  - Naught
  - Zero
  - Cipher
- Notes:
  - ◦
- Explore more:
  - ◦

Day 2:

- Mastery Practice:
  - p. 39 (#218)

- Written work:
  - 4th Grade Mathematics p. 61 (#25-28)
- Define:
  - 
  - 
- Notes:
  - 
- Explore More:
  - 

Day 3:

- Mastery practice:
  - p. 51 (#241)
- Written work:
  - 4th Grade Mathematics p. 61 (#29-32)
- Define:
  - 
- Notes:
  - 
- Explore more:

---

## Week 33                                                              ☐

**Topics:**

- Integers

**Words to Remember:**

- Integer: a whole number ORIGIN early 16th cent. (as an adjective meaning 'entire, whole'): from Latin, 'intact, whole,' from in- (expressing negation) + the root of tangere 'to touch.'
- Figure:  a numerical symbol ORIGIN Middle English (in the senses 'distinctive shape of a person or thing,''representation of something material or immaterial,' and 'numerical symbol,' among others)
- Naught: the digit 0; zero ORIGIN Old English nāwiht, -wuht, from nā'no' + wiht'thing'
- Zero: no quantity or number; naught; the figure 0 ORIGIN early 17th cent.: from French zéro or Italian zero, via Old Spanish from Arabic ṣifr 'cipher.'
- Cipher: a zero; a figure 0. ORIGIN late Middle English (in the senses 'symbol for zero' and 'Arabic numeral'): from Old French cifre, based on Arabic ṣifr 'zero.'

**Textbook reference and written work:**

- 4th Grade Mathematics p. 62

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- HTO Places table

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 39 #217
- Written work:
  - 4th Grade Mathematics p. 62 (#33)
- Define:
  - Naught
  - Zero
  - Cipher
- Notes:
  - 
- Explore more:
  - 

Day 2:

- Mastery Practice:
  - p. 39 (#218)
- Written work:
  - 4th Grade Mathematics p. 62 (#34-35)
- Define:
  - 
  - 
- Notes:
  - 
- Explore More:
  - 

Day 3:

- Mastery practice:
  - p. 51 (#241)
- Written work:
  - 4th Grade Mathematics p. 62 (#36-37)
- Define:
  - 
- Notes:
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- Explore more:

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# Week 34 □

**Topics:**

- Integers

**Words to Remember:**

- Integer: a whole number ORIGIN early 16th cent. (as an adjective meaning 'entire, whole'): from Latin, 'intact, whole,' from in- (expressing negation) + the root of tangere 'to touch.'
- Figure:  a numerical symbol ORIGIN Middle English (in the senses 'distinctive shape of a person or thing,''representation of something material or immaterial,' and 'numerical symbol,' among others)
- Naught: the digit 0; zero ORIGIN Old English nāwiht, -wuht, from nā'no' + wiht'thing'
- Zero: no quantity or number; naught; the figure 0 ORIGIN early 17th cent.: from French zéro or Italian zero, via Old Spanish from Arabic şifr 'cipher.'
- Cipher: a zero; a figure 0. ORIGIN late Middle English (in the senses 'symbol for zero' and 'Arabic numeral'): from Old French cifre, based on Arabic şifr 'zero.'

**Textbook reference and written work:**

- 4th Grade Mathematics p. 63

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- HTO Places table

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 39 #217
- Written work:
  - 4th Grade Mathematics p. 63 (#38-40)
- Define:
  - 
- Notes:
  - 
- Explore more:
  - 

Day 2:

- Mastery Practice:
  - p. 39 (#218)
- Written work:
  - 4th Grade Mathematics p. 63 (#41-42)
- Define:
  - 
  - 
- Notes:
  - 
  - Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
  - The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
  - Be sure students write out their calculations and label the answer correctly.
  - 
- Explore More:
  - 

Day 3:

- Mastery practice:
  - p. 51 (#241)
- Written work:
  - 4th Grade Mathematics p. 63 (#43-44)
- Define:
  - 
- Notes:
  - 
- Explore more:

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# Week 35 ☐

**Topics:**

- Integers

**Words to Remember:**

- Integer: a whole number ORIGIN early 16th cent. (as an adjective meaning 'entire, whole'): from Latin, 'intact, whole,' from in- (expressing negation) + the root of tangere 'to touch.'
- Figure:  a numerical symbol ORIGIN Middle English (in the senses 'distinctive shape of a person or thing,''representation of something material or immaterial,' and 'numerical symbol,' among others)
- Naught: the digit 0; zero ORIGIN Old English nāwiht, -wuht, from nā'no' + wiht'thing'
- Zero: no quantity or number; naught; the figure 0 ORIGIN early 17th cent.: from French zéro or Italian zero, via Old Spanish from Arabic ṣifr 'cipher.'
- Cipher: a zero; a figure 0. ORIGIN late Middle English (in the senses 'symbol for zero' and 'Arabic numeral'): from Old French cifre, based on Arabic ṣifr 'zero.'

**Textbook reference and written work:**

- 4th Grade Mathematics p. 64

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- HTO Places table

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 39 #217
- Written work:
  - 4th Grade Mathematics p. 64 (#45-48)
- Define:

- ○
- Notes:
  - ○
- Explore more:
  - ○

Day 2:

- Mastery Practice:
  - ○ p. 39 (#218)
- Written work:
  - ○ 4th Grade Mathematics p. 64 (#49-54)
- Define:
  - ○
  - ○
- Notes:
  - ○
    - ○ Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
    - ○ The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
    - ○ Be sure students write out their calculations and label the answer correctly.
    - ○
- Explore More:
  - ○

Day 3:

- Mastery practice:
  - ○ p. 51 (#241)
- Written work:
  - ○ 4th Grade Mathematics p. 64-65 (#55-63)
- Define:
  - ○
- Notes:
  - ○
- Explore more:

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# Week 36 &#9633;

**Topics:**

- Integers

**Words to Remember:**

- Integer: a whole number ORIGIN early 16th cent. (as an adjective meaning 'entire, whole'): from Latin, 'intact, whole,' from in- (expressing negation) + the root of tangere 'to touch.'
- Figure:  a numerical symbol ORIGIN Middle English (in the senses 'distinctive shape of a person or thing,''representation of something material or immaterial,' and 'numerical symbol,' among others)
- Naught: the digit 0; zero ORIGIN Old English nāwiht, -wuht, from nā'no' + wiht'thing'
- Zero: no quantity or number; naught; the figure 0 ORIGIN early 17th cent.: from French zéro or Italian zero, via Old Spanish from Arabic ṣifr 'cipher.'
- Cipher: a zero; a figure 0. ORIGIN late Middle English (in the senses 'symbol for zero' and 'Arabic numeral'): from Old French cifre, based on Arabic ṣifr 'zero.'

**Textbook reference and written work:**

- 4th Grade Mathematics p. 65-68

**Materials:**

- Math Notebook
- Note cards
- Ruler or Yardstick
- Splints, craft sticks, straws, or something similar that can be grouped or singular
- HTO Places table

**Suggested Daily Schedule:**

Day 1:

- Mastery practice:
  - p. 39 #217
- Written work:
  - 4th Grade Mathematics p. 65 -66 (#64-68)
- Define:
  -
- Notes:
  -
- Explore more:
  -

Day 2:

- Mastery Practice:
  - p. 39 (#218)
- Written work:
  - 4th Grade Mathematics p. 66-67 (#69-77)
- Define:
  -
  -
- Notes:
  -
  - Look at the problems.  Have students identify the information they know from the problem and the information they need to know from the question.
  - The process of asking what they know and what they need to know is an important habit to establish.  It will help students become attuned to information.
  - Be sure students write out their calculations and label the answer correctly.
  -
- Explore More:
  -

Day 3:

- Mastery practice:
  - p. 51 (#241)
- Written work:
  - 4th Grade Mathematics p. 67-68 (#78-90)
- Define:
  -
- Notes:
  -
- Explore more: