



1st Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1 st	Welcome Survey- Getting to know you Collect and Log supplies received Classroom Rules Curriculum Overview		
2 nd	Topic-1 PLACE VALUE Lesson 1-1 – 1-5 Numbers Through One Billion Place Value Relationships Comparing and Ordering Whole Numbers Problem Solving: Writing to Explain	<ul style="list-style-type: none"> • Read and write whole numbers through one billion. • Understand whole-number place value and use expanded notation through one billion. • Understand whole-number place-value relationships through one billion. • Compare and order whole numbers through one billion. • Round whole numbers through hundred thousand. 	<p>Readiness Standard 4.2B represent the value of the digit in whole numbers through 1,000,000,000</p> <p>Supporting Standard(s) 4.2A interpret the value of each place-value position as 10 times and as one-tenth 4.2C compare and order whole numbers to 1,000,000,000 4.2D round whole numbers to a given place value through the hundred thousand place.</p>
3 rd	Topic-1 PLACE VALUE Lesson 1-6 – 1-10 Using Money to Understand Decimals Decimal Place Value Fractions and Decimals Decimals on the Number Line Comparing and Ordering Decimals	<ul style="list-style-type: none"> • Use money to represent decimals. • Understand decimal place value and use expanded notation through hundredths. • Relate fractions to decimals through hundredths. • Use a number line to represent decimals through hundredths. • Compare and order decimals through hundredths. <p>Create and use representations to organize, record, and communicate mathematical ideas. Develop and use strategies and methods for whole number computations and decimals sums and differences in order to solve problems.</p>	<p>Readiness Standard 4.2G relate decimals to fractions that name tenths and hundredths. 4.2B</p> <p>Supporting Standard(s) 4.2E represent decimals, using concrete and visual models and money 4.2F compare and order decimals using concrete and visual models to the hundredths 4.2H determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line 4.1E Create and use representations to organize, record, and communicate mathematical ideas.</p>
4 th	Topic-2 ADDING & SUBTRACTING WHOLE NUMBERS & DECIMALS Lesson 2-1 – 2-5 Using Mental Math to Add and Subtract Estimating Sums and Differences of Whole Numbers	<ul style="list-style-type: none"> • Use mental math to add and subtract whole numbers. • Estimating Sums and Differences of Whole Numbers • Adding Whole Numbers • Subtracting Whole Numbers • Subtracting Across Zeros <p>Develop and use strategies and methods for whole</p>	<p>Readiness Standard(s) 4.4(A) add and subtract whole numbers and decimals to the hundredths place</p> <p>Supporting Standard(s) 4.4(G) round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving</p>



1st Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
	Adding Whole Numbers Subtracting Across Zeros	number computations and decimals sums and differences in order to solve problems.	whole numbers
5 th	Topic-2 ADDING & SUBTRACTING WHOLE NUMBERS & DECIMALS Lesson 2-6 – 2-10 Modeling Addition and Subtraction of Decimals Adding Decimals Subtracting Decimals Adding and Subtracting Money Problem Solving: Draw a Strip Diagram and Write an Equation	<ul style="list-style-type: none"> • Model addition and subtraction of decimals through hundredths. • Use the standard algorithm to add and subtract decimals through hundredths. • Use the standard algorithm to add and subtract money. • Draw a strip diagram and write an equation. 	<p><u>Readiness Standard(s)</u> 4.4(A) add and subtract whole numbers and decimals to the hundredths place using the standard algorithm</p> <p><u>Supporting Standard(s)</u> 4.1(D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p>
6 th	Topic-3 NUMBER SENSE: MULTIPLYING BY 1-DIGIT NUMBERS Lesson 3-1 – 3-3 Multiplication Properties Multiplying by 10 and 100 Multiplying by Multiples of 10 and 100	<ul style="list-style-type: none"> • Understand properties of multiplication. • Use properties and place value to multiply 1-digit numbers by 10 and 100. • Multiply 1-digit numbers by multiples of 10 and 100 	<p><u>Supporting Standard(s)</u> 4.4(B) determine products of a number and 10 or 100 using properties of operations</p>
7 th	Topic-3 NUMBER SENSE: MULTIPLYING BY 1-DIGIT NUMBERS Lesson 3-4 – 3-8 Distributive Property Breaking Apart to Multiply Using Mental Math to Multiply Use Rounding to Estimate Problem Solving: Multi-Step Problems	<ul style="list-style-type: none"> • Use the Distributive Property, breaking apart, and arrays to multiply numbers with up to 4 digits by 1-digit numbers. • Use mental math to multiply numbers with up to 4 digits by 1-digit numbers. • Use rounding to estimate products of numbers with up to 4 digits and 1-digit number. • Solve multi-step problems <p>Apply mathematics to problems arising in everyday life, society, and the workplace</p>	<p><u>Supporting Standard(s)</u> 4.4(D) use strategies and algorithms, including the standard algorithm, to multiply up to a four- digit number by a one-digit number 4.4(G) round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers</p>
8 th	Topic-4 DEVELOPING PROFICIENCY: MULTIPLYING BY 1-DIGIT NUMBERS	<ul style="list-style-type: none"> • Use arrays to multiply numbers with up to 3 digits by 1-digit numbers. 	<p><u>Supporting Standard(s)</u> 4.4(D) use strategies and algorithms, including the standard algorithm, to multiply up to a four- digit</p>



1st Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
	<p>Lesson 4-1 – 4-4 Arrays and Using Expanded Algorithm Connecting the Expanded and Standard Algorithms Multiplying 2-Digit by 1-Digit Numbers Multiplying 3-Digit by 1-Digit Numbers</p> <p>Topic-4 DEVELOPING PROFICIENCY: MULTIPLYING BY 1-DIGIT NUMBERS Lesson 4-5 – 4-7 Multiplying 3-Digit by 1-Digit Numbers More Multiplying by 1-Digit Numbers Problem Solving: Draw a Strip Diagram and Write an Equation</p>	<ul style="list-style-type: none"> • Use the expanded algorithm to multiply numbers with up to 2 digits by 1-digit numbers. • Use the expanded algorithm to multiply numbers with up to 3 digits by 1-digit numbers. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties. • Use the standard algorithm to multiply numbers with up to 4 digits by 1-digit numbers • Use the standard algorithm to multiply numbers with up to 4 digits by 1-digit numbers • Draw a strip diagram and write an equation. 	<p>number by one-digit number and to multiply a two-digit number by a two-digit number.</p> <p><u>Supporting Standard(s)</u> 4.4(D)</p>
9 th	<p>Topic-5 NUMBER SENSE: MULTIPLYING BY 2-DIGIT NUMBERS Lesson 5-1 – 5-2 Arrays and Multiplying 2-Digit Numbers by Multiples of 10 Using Mental Math to Multiply 2-Digit Numbers</p>	<ul style="list-style-type: none"> • Use arrays to multiply 2-digit numbers by multiples of 10 • Use mental math to multiply by 2-digit numbers. 	<p><u>Supporting Standard(s)</u> 4.4(D)</p>



2nd Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1 st	Topic-5 NUMBER SENSE: MULTIPLYING BY 2-DIGIT NUMBERS Lesson 5-3 – 5-5 Using Rounding to Estimate Using Compatible Numbers to Estimate Problem Solving: Multi-Step Problems	<ul style="list-style-type: none"> • Use rounding to estimate products of 2-digit numbers. • Use compatible numbers to estimate products of 2-digit numbers • Solve multi-step problems 	<u>Readiness Standard(s)</u> 4.5(A) represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity <u>Supporting Standard(s)</u> 4.4(D) 4.4(G) round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers
2 nd	Topic-6 DEVELOPING PROFICIENCY: MULTIPLYING BY 2-DIGIT NUMBERS Lesson 6-1 – 6-4 Arrays and Multiplying 2-Digit Numbers Arrays and an Expanded Algorithm Multiplying 2-Digit Numbers by Multiples of 10 Multiplying 2-Digit by 2-Digit Numbers	<ul style="list-style-type: none"> • Use the standard algorithm to multiply 2-digit numbers • Use standard algorithms to multiply 2-digit numbers by multiples of 10 • Determine perfect squares through 225 • Solve multi-step problems 	<u>Supporting Standard(s)</u> 4.4(C) represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15 4.4(D) use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties
3 rd	Topic-6 DEVELOPING PROFICIENCY: MULTIPLYING BY 2-DIGIT NUMBERS Lesson 6-5 – 6-7 More Multiplying by 2-Digit by 2-Digit Numbers Perfect Squares Problem Solving: Multi-Step Problems Topic-7 NUMBER SENSE: DIVIDING BY 1-DIGIT DIVISORS Lesson 7-1 – 7-2 Using Mental Math to Divide Estimating Quotients	<ul style="list-style-type: none"> • Use the standard algorithm to multiply 2-digit numbers • Determine perfect squares through 225 • Solve multi-step problems <ul style="list-style-type: none"> • Use mental math to divide dividends with up to 4 digits by 1-digit divisors • Estimate quotients of dividends with up to 4 digits and 1-digit divisors 	<u>Readiness Standard(s)</u> 4.5(A) represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity <u>Supporting Standard(s)</u> 4.4(C) represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15 4.1(A) 4.4(F) use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor



2nd Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
4 th	Lesson 7-3 – 7-5 Estimating Quotients for Greater Dividends Understanding Remainders Problem Solving: Draw a Strip Diagram and Write an Equation	<ul style="list-style-type: none"> • Use models and equations to represent division with 1-digit divisors • Understand remainders • Draw a strip diagram and write an equation 	4.4(E) represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations 4.4(G) round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers
5 th	Topic-8 DEVELOPING PROFICIENCY: DIVIDING BY 1-DIGIT DIVISORS Lesson 8-1 – 8-4 Using Partial Quotients to Divide Division as Sharing Dividing 2-Digit by 1-Digit Numbers Dividing 3-Digit by 1-Digit Numbers	<ul style="list-style-type: none"> • Use models and partial products to divide dividends with up to 4 digits by 1-digit divisors • Use strategies to divide dividends with up to 2 digits by 1-digit divisors • Use strategies to divide dividends with up to 3 digits by 1-digit divisors 	<u>Supporting Standard(s)</u> 4.4(E) represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations 4.4(F) use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor
6 th	Topic-8 DEVELOPING PROFICIENCY: DIVIDING BY 1-DIGIT DIVISORS Lesson 8-5 – 8-8 Deciding Where to Start Dividing Zeros in the Quotient Dividing 4-Digit by 1-Digit Numbers Problem Solving: Reasonableness	Use strategies to divide dividends with up to 4 digits by 1-digit divisors <ul style="list-style-type: none"> • Use the standard algorithm to divide dividends with up to 4 digits by 1-digit divisors • Solve division problems involving dividends with up to 4 digits, 1-digit divisors, and zeros in the quotient 	<u>Supporting Standard(s)</u> 4.4(F) 4.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
7 th	Topic-9 PATTERNS AND EQUATIONS Lesson 9-1 – 9-4 Understanding Equality Solving Addition and Subtraction Equations Solving Multiplication and Division Equations Describing Rules in Words	<ul style="list-style-type: none"> • Understand expressions, equations, and equality • Solve addition and subtraction equations • Solve multiplication and division equations • Write rules to describe patterns in input/output • Use rules to generate input/output tables 	<u>Readiness Standard(s)</u> 4.5(B) represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence <u>Supporting Standard(s)</u> 4.5 applies mathematical process standards to develop concepts of expressions and equations 4.4 multiply and divide to solve meaningful problems involving whole numbers



2nd Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
8 th	Topic-9 PATTERNS AND EQUATIONS Lesson 9-5 – 9-6 Patterns and Tables Problem Solving: Make a Table and Look for a Pattern Review Topics 1- 8	<ul style="list-style-type: none"> • Write rules to describe patterns in input/output tables • Use rules to generate input/output tables • Make a table and look for a pattern. Review and assessment of all the objectives & TEKS we have learned in first 8 topics.	<u>Readiness Standard(s)</u> 4.5(B) <u>Supporting Standard(s)</u> 4.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
9 th	Benchmark testing	Review and assessment of all the objectives & TEKS we have learned in first 8 topics.	

3rd Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1 st	Topic-10 FRACTION MEANINGS AND EQUIVALENCE Lesson 10-1 – 10-2 Meanings of Fractions Equivalent Fractions	<ul style="list-style-type: none"> • Understand fractions and the relationship between unit fractions and other fractions • Use various methods to recognize and generate equivalent fractions 	<u>Supporting Standard(s)</u> 4.3(A) represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$ 4.3(C) determine if two given fractions are equivalent using a variety of methods
2 nd	Topic-10 FRACTION MEANINGS AND EQUIVALENCE Lesson 10-3 – 10-6 Fractions in Simplest Form	<ul style="list-style-type: none"> • Use various methods to recognize and write the simplest form of fractions • Use number lines to represent equivalent fractions. • Compare fractions 	<u>Readiness Standard(s)</u> 4.3(D) compare two fractions with different numerators and different denominators and represent the comparison using the symbols $> = <$



3rd Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
	Number Lines and Equivalent Fractions Comparing Fractions Problem Solving: Use Reasoning	<ul style="list-style-type: none"> Use reasoning 	<p><u>Supporting Standard(s)</u> 4.3(G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line 4.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate</p>
3 rd	<p>Topic-11 ADDING AND SUBTRACTING FRACTIONS WITH LIKE DENOMINATORS Lesson 11-1 – 11-4 Modeling Addition of Fractions Decomposing Fractions Adding Fractions with Like Denominators Modeling Subtraction of Fractions</p>	<ul style="list-style-type: none"> Decompose fractions in more than one way. Model addition and subtraction of fractions with like denominators Use a number line to add and subtract fractions with like denominators 	<p><u>Readiness Standard(s)</u> 4.3(E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations <u>Supporting Standard(s)</u> 4.3(B) decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations</p>
4 th	<p>Topic-11 ADDING AND SUBTRACTING FRACTIONS WITH LIKE DENOMINATORS Lesson 11-5 – 11-8 Subtracting Fractions with Like Denominators Adding and Subtracting on the Number Line Estimating Fractions Sums and Differences</p>	<ul style="list-style-type: none"> Use properties to add and subtract fractions with like denominators Use a number line to add and subtract fractions with like denominators Estimate fraction sums and differences Analyze relationships. 	<p><u>Readiness Standard(s)</u> 4.3(E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations <u>Supporting Standard(s)</u> 4.3(F) evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole. 4.1 (F) analyze mathematical relationships to connect and communicate mathematical ideas</p>
5 th	<p>Topic-12 MEASUREMENT UNITS AND CONVERSIONS Lesson 12-1 – 12-5 Using Customary Units of Length Using Customary Units of Capacity Using Unit of Weight</p>	<ul style="list-style-type: none"> Estimate length and identify relative sizes of customary units of length Estimate weight and identify relative sizes of customary units of weight Estimate capacity and identify relative sizes of customary units of capacity 	<p><u>Supporting Standard(s)</u> 4.8(A) identify relative sizes of measurement units within the customary and metric systems 4.8(B) convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a</p>



3rd Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
	Changing Customary Units Problem Solving: Analyze Given Information	<ul style="list-style-type: none"> • Convert measurements within the customary measurement system • Analyze given information 	<p>smaller unit when given other equivalent measures represented in a table</p> <p>4.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution</p>
6 th	<p>Topic-12 MEASUREMENT UNITS AND CONVERSIONS Lesson 12-6 – 12-11 Using Metric Units of Length Using Metric Units of Capacity Using Units of Mass Changing Metric Units Units of Time Problem Solving: Analyze Relationships</p>	<ul style="list-style-type: none"> • Estimate length and identify relative sizes of metric units of length • Estimate mass and identify relative sizes of metric units of mass • Estimate capacity and identify relative sizes of metric units of capacity • Convert measurements within the metric measurement system • Compare intervals of time • Analyze given information • Analyze relationships 	<p><u>Readiness Standard(s)</u> 4.8(C) solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate</p> <p><u>Supporting Standard(s)</u> 4.8(A) identify relative sizes of measurement units within the customary and metric systems 4.8(B) convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table 4.11(A) estimate and use measurement tools to determine length (including perimeter), area, capacity, and weight/mass using standard units SI (metric) and customary 4.11(C) use concrete models of standard cubic units to measure volume 4.11(D) estimate volume in cubic unit 4.1(F) analyze mathematical relationships to connect and communicate mathematical ideas 4.12(B) use tools, such as a clock with gears or a stopwatch, to solve problems involving elapsed time</p>



3rd Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
7 th	Topic-13 SOLVING MEASUREMENT PROBLEMS Lesson 13-1 – 13-5 Perimeter Area of Squares and Rectangles Solving Perimeter and Area Problems Solving Measurement Problems Solving Problems Involving Money	<ul style="list-style-type: none"> • Develop and use formulas for the perimeter of rectangles and squares • Develop and use formulas for the area of rectangles and squares • Solve real-world problems involving perimeter and area of squares and rectangles with whole number dimensions. • Solve problems involving money • Solve real-world problems involving length, capacity, and weight or mass 	<u>Readiness Standard(s)</u> 4.5D solve problems related to perimeter and area of rectangles where dimensions are whole numbers 4.8(C) solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using operations <u>Supporting Standard(s)</u> 4.5(C) use models to determine the formulas for the perimeter of a rectangle ($1 + w + 1 + w$ or $2L + 2W$), including the special form for perimeter of a square (4s) and the area of a rectangle ($l \times w$). 4.11(A) estimate and use measurement tools to determine length (including perimeter), area
8 th	Topic-13 SOLVING MEASUREMENT PROBLEMS Lesson 13-6 – 13-7 Solving Problems Involving Time Problem Solving: Multi-Step Problems	<ul style="list-style-type: none"> • Compute with intervals of time, regrouping as needed • Solve multi-step problems 	<u>Readiness Standard(s)</u> 4.8(C) <u>Supporting Standard(s)</u> 4.1(A) apply mathematics to problems arising in everyday life, society, and the workplace 4.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
9 th	Topic-14 LINES, ANGLES, AND SHAPES Lesson 14-1 – 14-5 Points, Lines, and Planes Line Segments, Rays, and Angles Understanding Angles and Unit Angles Measuring with Units Angles Measuring Angles	<ul style="list-style-type: none"> • Identify and describe points, lines, and planes • Identify and describe parallel lines, intersecting lines, and perpendicular lines • Identify and describe line segments, rays, and angles • Recognize acute, right, obtuse, and straight angles • Understand angles and unit angles • Use unit angles to measure other angles • Use degrees to measure and draw angles 	<u>Readiness Standard(s)</u> 4.7C determine the approximate measures of angles in degrees to the nearest whole number using a protractor <u>Supporting Standard(s)</u> 4.6(A) identify points, lines, line segments, rays, angles, and perpendicular and parallel lines 4.7(A) illustrate the measure of an angle as a part of a circle whose center is at the vertex of the angle that is “cut out” by the rays of the angle; < measures are whole numbers



3rd Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
			4.7(B) illustrate degrees as the units used to measure an angle, where $\frac{1}{360}$ of any circle is 1 degree and an angle that “cuts” $\frac{n}{360}$ out of any circle whose center is at the angle vertex has a measure of n degrees; angle measures are limited to whole number 4.7(D) draw an angle with a given measure

4th Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1 st	Topic-14 LINES, ANGLES, AND SHAPES Lesson 14-6 Adding and Subtracting Angle Measures	Review all Topics covered so far. <ul style="list-style-type: none"> • Add and subtract angle measures 	<u>Supporting Standard(s)</u> 4.7E determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures
2 nd	Topic-14 LINES, ANGLES, AND SHAPES Lesson 14-7 – 14-10	<ul style="list-style-type: none"> • Identify and classify triangles • Identify and classify quadrilaterals • Identify and draw lines of symmetry • Use reasoning 	<u>Readiness Standard(s)</u> 4.6(D) classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size <u>Supporting Standard(s)</u> 4.6(B) identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure 4.6(C) apply knowledge of right angles to identify acute, right, and obtuse triangles 4.1(G) display, explain, and justify mathematical ideas and arguments using



4th Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
			precise mathematical language in written or oral communication
3 rd	Topic-15 DATA ANALYSIS Lesson 15-1 – 15-4 Frequency Tables Reading Dot Plots Making Dot Plots Reading Stem-and Leaf Plots	<ul style="list-style-type: none"> • Interpret and make frequency tables that represent data involving whole numbers, fractions, & decimals • Interpret and make dot plots that represent data involving whole numbers, fractions, and decimals • Interpret and make stem-and-leaf plots that represent data involving whole numbers and decimals • Solve problems by using frequency tables that represent data involving whole numbers, fractions, and decimals • Solve problems by using dot plots that represent data involving whole numbers, fractions, and decimals 	<u>Readiness Standard(s)</u> 4.9(A) represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions <u>Supporting Standard(s)</u> 4.9(B) solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot 4.1(E) create and use representations to organize, record, and communicate mathematical ideas
4 th	Topic-15 DATA ANALYSIS Lesson 15-5 – 15-6 Making Stem-and-Leaf Plots Problem Solving: Use Representations Topic-16 PERSONAL FINANCIAL LITERACY Lesson 16-1 – 16-2	<ul style="list-style-type: none"> • Solve problems by using stem-and-leaf plots that represent data involving whole numbers and decimals • Use representations • Allocate allowance between spending, saving, and sharing • Compare savings options 	<u>Readiness Standard(s)</u> 4.9(A) <u>Supporting Standard(s)</u> 4.1(E) <u>Supporting Standard(s)</u> 4.10(B) calculate profit in a given situation 4.10(C) compare the advantages and disadvantages of various savings options 4.10(D) describe how to allocate a weekly allowance among spending; saving; including for college; and sharing
5 th	Topic-16 PERSONAL FINANCIAL LITERACY Lesson 16-3 – 16-5 Fixed and Variable Expenses Banks and Other Institutions Problem Solving: Analyze Relationships	<ul style="list-style-type: none"> • Distinguish between fixed and variable expenses • Understand the basic purposes of financial institutions • Calculate profit • Analyze relationships 	<u>Supporting Standard(s)</u> 4.10(A) distinguish between fixed and variable expenses 4.10(E) describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending 4.1(F) analyze mathematical relationships to connect and communicate mathematical ideas



4th Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
6 th	Review for STAAR Step-up Lesson 1 – 3	Released Tests Packets from Resource Books/TEKS books <ul style="list-style-type: none"> • Estimating the Product of a Decimal and a Whole Number • Finding Common Denominator • Adding Fractions with Unlike denominators 	Introduction of grade 5 TEKS: 5.3(A), 5.3(H),
7 th	Review for STAAR Step-up Lesson 4 – 6	Released Tests Packets from Resource Books/TEKS books <ul style="list-style-type: none"> • Subtracting Fractions with Unlike denominators • Fractions as Multiples of Unit Fractions • Multiplying Fractions & Whole Numbers 	5.3(H), 5.3(I)
8 th	Review for STAAR Step-up Lesson 7 – 8	Released Tests Packets from Resource Books/TEKS books Review all TEKS covered	5.3(J), 5.4
9 th	STAAR Math and Reading Step-up Lesson 9 – 10	<ul style="list-style-type: none"> • Area of Composite Shapes • Models and Volume 	5.4(H), 5.6(A)