Course Name:	4th Grade Math		
Credits:	N/A		
Prerequisites:	N/A		
Description:	In Grade 4, instructional time focuses on four critical areas: 1) develop an understanding of strategies used in solving multidigit multiplication and division problems, 2) develop an understanding of fractions and how to compare them, 3) develop an understanding of converting Customary and metric units of measurement, and 4) develop an understanding of basic geometry (lines, angles, polygons, etc).		
Academic Standards:	Wisconsin State Standards in Mathematics (2011)		
Units:	**Unit Length:**	**Unit Standards:**	**Unit Outcomes:**
Place Value and Multidigit Addition and Subtraction	15 days	CC.4.NBT.1, CC.4.NBT.2, CC.4.NBT.3, CC.4.NBT.4, CC.4.OA.3, CC.4.MD.2	Students use place value to compare and round multidigit numbers. They use place value concepts and grouping and ungrouping methods to add and subtract multidigit numbers.
Multiplication with Whole Numbers	20 days	CC.4.NBT.1, CC.4.NBT.2, CC.4.NBT.3, CC.4.NBT.5, CC.4.OA.3, CC.4.MD.2	Students use place value, area models, and numerical methods to multiply one-digit numbers by two-, three-, and four-digit numbers. They also solve two-digit by two-digit multiplication problems.
Division with Whole Numbers	12 days	CC.NBT.3, CC.4.NBT.6, CC.4.OA.3	Students adapt methods they learned for multiplying to divide with whole numbers. They interpret quotients and remainders in the context of real world problems.
Equations and Word Problems	13 days	CC.4.NBT.4, CC.4.NBT.5, CC.4.NBT.6, CC.4.MD.2, CC.4.OA.1, CC.4.OA.2, CC.4.OA.3, CC.4.OA.4, CC.4.OA.5	Students write and solve equations to solve real world problems involving addition, subtraction, multiplication, and division. They also find factors and multiples of whole numbers, and identify and extend numerical and geometric patterns.
Measurement	9 days	CC.4.MD.1, CC.4.MD.2, CC.4.MD.3, CC.4.MD.4	Students develop their understanding of U.S. Customary and metric measurement units, including converting from larger units to smaller units. Students apply their knowledge to area and perimeter formulas.
Fraction Concepts and Operations	11 days	CC.4.NF.2, CC.4.NF.3, CC.4.NF.3a, CC.4.NF.3b, CC.4.NF.3c, CC.4.NF.3d, CC.4.NF.4, CC.4.NF.4a, CC.4.NF.4b, CC.4.NF.4c, CC.4.MD.2, CC.4.MD.4	Students apply fraction concepts to add and subtract fractions and mixed numbers with like denominators and multiply whole numbers by fractions.

Fraction and Decimals	14 days	CC.4.NF.1, CC.4.NF.2, CC.4.NF.5, CC.4.NF.6, CC.4.NF.7, CC.4.MD.2, CC.4.MD.4	Students compare fractions with like and unlike denominators. They model related fractions, mixed numbers, and decimals.
Geometry	13 days	CC.4.MD.5, CC.4.MD.5a, CC.MD.5b, CC.4.MD.6, CC.4.MD.7, CC.4.G.1, CC.4.G.2, CC.4.G.3, CC.4.OA.5	Students classify and draw angles, triangles, and quadrilaterals. They identify and draw parallel and perpendicular lines, as well as lines of symmetry in geometric figures.

Unit 1 Name: **Place Value and Multidigit Addition and Subtraction**	**Length:** 15 days
Standards: CC.4.NBT.1, CC.4.NBT.2, CC.4.NBT.3, CC.4.NBT.4, CC.4.OA.3, CC.4.MD.2	**Outcomes:** Students use place value to compare and round multidigit numbers. They use place value concepts and grouping and ungrouping methods to add and subtract multidigit numbers.
Essential Questions: How does place value understanding assist in addition and subtraction computation?	**Learning Targets:** Use place value drawings to help them conceptualize numbers and understand the relative sizes of place values. Use different methods to add and subtract whole numbers.
Topic 1: **Place Value to One Million**	**Length:** 5 days
Standard(s): CC.4.NBT.1, CC.4.NBT.2, CC.4.NBT.3	**Academic Vocabulary:** place value drawings, dot array, digit, standard form, word form, expanded form, greater than, less than
Lesson Frame: Place Value to Thousands	I can identify the place value of numbers through thousands.
Lesson Frame: Place Value Patterns	I can read, write, and model numbers to thousands.
Lesson Frame: Round Numbers	I can round and compare multidigit whole numbers by value of the digits in each place.
Lesson Frame: Numbers to One Million	I can identify the place value of numbers to one million.
Lesson Frame: Compare and Round Greater Numbers	I can compare and round multidigit whole numbers.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: **Addition with Greater Numbers**	**Length:** 3 days
Standard(s): CC.4.NBT.3, CC.4.NBT.4, CC.4.OA.3, CC.4.MD.2	**Academic Vocabulary:** groups, sum, digit
Lesson Frame: Make New Groups for Addition	I can add four digit numbers.
Lesson Frame: Add Greater Numbers	I can add multidigit numbers.
Lesson Frame: Estimation and Mental Math	I can add using estimation and mental math.
Performance Tasks: Quick Quiz 2	Notes:
Topic 3: **Subtraction with Greater Numbers**	**Length:** 7 days
Standard(s): CC.4.NBT.3, CC.4.NBT.4, CC.4.OA.3, CC.4.MD.2	**Academic Vocabulary:** difference, inverse operations, addend
Lesson Frame: Subtract from Thousands	I can subtract multi digit whole numbers.
Lesson Frame: Subtraction Undoes Addition	I can relate subtraction to addition.

Lesson Frame: Subtract Greater Numbers	I can use methods for ungrouping to subtract any size numbers.
Lesson Frame: Practice Addition and Subtraction	I can add and subtract multi digit numbers.
Lesson Frame: Problem Solving with Greater Numbers	I can solve addition and subtraction word problems with greater numbers.
Performance Tasks: Quick Quiz 3, Unit 1 Review, Unit 1 Test	Notes:

Unit 2 Name: **Multiplication With Whole Numbers**	**Length:** 20 days
Standards: CC.4.NBT.1, CC.4.NBT.2, CC.4.NBT.3, CC.4.NBT.5, CC.4.OA.3, CC.4.MD.2	**Outcomes:** Students use place value, area models, and numerical methods to multiply one-digit numbers by two-, three-, and four-digit numbers. They also solve two-digit by two-digit multiplication problems.
Essential Questions: How can visual models assist you in solving multidigit multiplication problems?	**Learning Targets:** Draw visual array and area diagrams to represent multiplication. Reason repeatedly about the connection between math drawings and written numerical work. See that multiplication and division algorithms are summaries of their reasoning about quantities.
Topic 1: **Multiplication with Tens and Hundreds**	**Length:** 3 days
Standard(s): CC.4.NBT.1, CC.4.NBT.5	**Academic Vocabulary:** array, area, area model, square unit, factor, product
Lesson Frame: Arrays and Area Models	I can use area models for multiplication of ones and tens.
Lesson Frame: Connect Place Value and Multiplication	I can use place value understanding to multiply tens.
Lesson Frame: Mental Math and Multiplication	I can use patterns in multiplication with ones, tens, and hundreds.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: **Multiply by One-Digit Numbers**	**Length:** 8 days
Standard(s): CC.4.NBT.2, CC.4.NBT.3, CC.4.NBT.5, CC.4.OA.3, CC.4.MD.2	**Academic Vocabulary:** estimate, rounding, place value section method, expanded notation method, Distributive Property, partial products, Algebraic Notation Method, Shortcut Method
Lesson Frame: Model One-Digit by Two-Digit Multiplication	I can represent one-digit by two-digit multiplication using area models.
Lesson Frame: Estimate Products	I can use estimation and multiplication with tens to check products and solve real world word problems.
Lesson Frame: Use Place Value to Multiply	I can relate the area model of multiplication to numerical methods of multiplication.
Lesson Frame: Algebraic Notation Method	I can relate the Distributive Property to multiplication.
Lesson Frame: Compare Methods of One-Digit by Two-Digit Multiplication	I can use area models and numerical methods of multiplication.
Lesson Frame: Discuss Different Methods	I can compare and analyze methods of multiplication.
Lesson Frame: One-Digit by Three-Digit Multiplication	I can model one-digit by three-digit multiplication.
Lesson Frame: Multi Step Word Problems	I can solve real world problems.

Performance Tasks: Quick Quiz 2	Notes:
Topic 3: **Multiplication with Two-Digit Numbers**	**Length:** 4 days
Standard(s): CC.4.NBT.2, CC.4.NBT.5, CC.4.OA.3	**Academic Vocabulary:** No new vocabulary
Lesson Frame: Two-Digit by Two-Digit Multiplication	I can represent two-digit by two-digit multiplication using area models.
Lesson Frame: Different Methods for Two-Digit Multiplication	I can use different methods of two-digit by two-digit multiplication.
Lesson Frame: Check Products of Two-Digit Numbers	I can compare methods of multiplication and estimate products of two-digit numbers.
Lesson Frame: Practice Multiplication	I can practice two-digit by two-digit multiplication.
Performance Tasks: Quick Quiz 3	Notes:
Topic 4: **Multiplication with Thousands**	**Length:** 5 days
Standard(s): CC.4.NBT.2, CC.4.NBT.3, CC.4.NBT.5, CC.4.OA.3, CC.4.MD.2	**Academic Vocabulary:** No new vocabulary
Lesson Frame: Multiply One-Digit and Four-Digit Numbers	I can multiply with thousands.
Lesson Frame: Use the Shortcut Method	I can multiply one-digit numbers by four-digit numbers.
Lesson Frame: Practice Multiplication	I can perform multi digit multiplication with up to one-digit by four-digits.
Performance Tasks: Quick Quiz 4, Unit 2 Review, Unit 2 Test	Notes:

Unit 3 Name: **Division With Whole Numbers**	**Length:** 12 days
Standards: CC.NBT.3, CC.4.NBT.6, CC.4.OA.3	**Outcomes:** Students adapt methods they learned for multiplying to divide with whole numbers. They interpret quotients and remainders in the context of real world problems.
Essential Questions: How can visual models assist you in solving multidigit division problems? What is the relationship between multiplication and division?	**Learning Targets:** Draw visual array and rectangle diagrams to represent multiplication. Reason repeatedly about the connection between math drawings and written numerical work. See that division algorithms are summaries of their reasoning about quantities.
Topic 1: **Dividing Whole Numbers**	**Length:** 6 days
Standard(s): CC.4.NBT.6	**Academic Vocabulary:** divisor, dividend, quotient
Lesson Frame: Divide With Remainders	I can divide with remainders. I can use multiplication patterns to divide with zeros.
Lesson Frame: Relate 3-Digit Multiplication to Division	I can use multiplication methods to divide.
Lesson Frame: Discuss 2-Digit and 4-Digit Quotients	I can divide with 2-digit and 4-digit quotients.
Lesson Frame: Digit-by-Digit Method	I can use the Digit-by-Digit Method to divide.
Lesson Frame: Relate Three Methods	I can divide with 4-digit dividends.
Lesson Frame: Divide by Any Method	I can solve division problems by using any method.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: **Division Issues and Word Problems**	**Length:** 6 days
Standard(s): CC.NBT.3, CC.4.NBT.6, CC.4.OA.3	**Academic Vocabulary:** situation equation, solution equation
Lesson Frame: Just-Under Quotient Digits	I can determine the correct-size multiplier for a division quotient.
Lesson Frame: Estimate to Check Quotients	I can use rounding and estimation to check quotients.
Lesson Frame: Make Sense of Remainders	I can understand different ways to interpret remainders in division.
Lesson Frame: Mixed Problem Solving	I can solve word problems with mixed operations.
Performance Tasks: Quick Quiz 2, Unit 3 Review, Unit 3 Test	Notes:

Unit 4 Name: **Equations and Word Problems**	**Length:** 13 days
Standards: CC.4.NBT.4, CC.4.NBT.5, CC.4.NBT.6, CC.4.MD.2, CC.4.OA.1, CC.4.OA.2, CC.4.OA.3, CC.4.OA.4, CC.4.OA.5	**Outcomes:** Students write and solve equations to solve real world problems involving addition, subtraction, multiplication, and division. They also find factors and multiples of whole numbers, and identify and extend numerical and geometric patterns.
Essential Questions: How can real world problems be represented in an equation?	**Learning Targets:** Use drawings and equations with a symbol for the unknown number to represent the problem. Represent verbal statements of multiplicative comparisons as multiplication equations. Write equations to represent problems with more than one step.
Topic 1: **Reasoning and Solving Problems**	**Length:** 3 days
Standard(s): CC.4.NBT.4, CC.4.NBT.5, CC.4.NBT.6, CC.4.MD.2	**Academic Vocabulary:** expression, equation, simplify, term, evaluate, sum, difference, inverse operations, break-apart drawing, situation equation, solution equation, factor pair.
Lesson Frame: Properties and Algebraic Notation	I can demonstrate an understanding of properties and algebraic notation.
Lesson Frame: Situation and Solution Equations for Addition and Subtraction	I can read, write, and solve addition and subtraction equations.
Lesson Frame: Situation and Solution Equations for Multiplication and Division	I can write equations to solve multiplication and division problems.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: **Comparison Word Problems**	**Length:** 3 days
Standard(s): CC.4.OA.1, CC.4.OA.2	**Academic Vocabulary:** compare, comparison bars, comparison situation, fewer, pictograph
Lesson Frame: Multiplication Comparisons	I can write and solve multiplication and division equations for comparison problems.
Lesson Frame: Discuss Comparison Problems	I can write, solve, and compare addition and multiplication comparison problems.

Lesson Frame: Graphs and Comparison Problems	I can answer comparison questions about a pictograph and a bar graph.
Performance Tasks: Quick Quiz 2	Notes:
Topic 3: **Problems with More Than One Step**	**Length:** 3 days
Standard(s): CC.4.OA.3	**Academic Vocabulary:** No new vocabulary
Lesson Frame: Solve Two-Step Problems	I can use equations to solve two-step word problems involving all four operations.
Lesson Frame: Solve Multi-Step Problems	I can use equations to solve multi-step word problems involving all four operations.
Lesson Frame: Practice with Multi Step Problems	I can use addition, subtraction, multiplication, and division to solve problems that involve more than one step.
Performance Tasks: Quick Quiz 3	Notes:
Topic 4: **Analyzing Patterns**	**Length:** 4 days
Standard(s): CC.4.NBT.4, CC.4.NBT.5, CC.4.NBT.6, CC.4.MD.2, CC.4.OA.1, CC.4.OA.2, CC.4.OA.3, CC.4.OA.4, CC.4.OA.5	**Academic Vocabulary:** prime number, composite number, multiple, pattern, sequence, term
Lesson Frame: Factors and Prime Numbers	I can practice with factors, multiples, and prime and composite numbers.
Lesson Frame: Analyze Patterns	I can generate number or shape patterns.
Performance Tasks: Quick Quiz 4, Unit 4 Review, Unit 4 Test	Notes:

Unit 5 Name: **Measurement**	**Length:** 9 days
Standards: CC.4.MD.1, CC.4.MD.2, CC.4.MD.3, CC.4.MD.4	**Outcomes:** Students develop their understanding of U.S. Customary and metric measurement units, including converting from larger units to smaller units. Students apply their knowledge to area and perimeter formulas.
Essential Questions: How does converting units of measurement (both U.S. Customary and metric) relate to equivalent quantities? How does finding area and perimeter relate to real world situations?	**Learning Targets:** Use a two column table to record measurement equivalents. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. Apply the perimeter and area formulas for rectangles in real world and mathematical problems.
Topic 1: **Converting Measurements**	**Length:** 5 days
Standard(s): CC.4.MD.1, CC.4.MD.2, CC.4.MD.4	**Academic Vocabulary:** millimeter, centimeter, decimeter, meter, kilometer, prefixes, metric system, liquid volume, liter, kiloliter, milliliter, mass, gram, kilogram, milligram, line plot, inch, foot, yard, mile, pound, ounce, tom, cup, fluid ounce, quart, pint, gallon
Lesson Frame: Measure Length	I can explore the system of metric units of length.
Lesson Frame: Metric Measures of Liquid Volumes and Mass	I can recognize and measure metric units of liquid volume and mass.
Lesson Frame: Units of Time	I can solve problems involving different units of time.
Lesson Frame: Customary Measures of Length	I can apply knowledge of customary units of length.
Lesson Frame: Customary Measures of Weight and Liquid Volume	I can understand and use customary units of weight and liquid volume.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: **Perimeter and Area**	**Length:** 4 days
Standard(s): CC.4.MD.1, CC.4.MD.2, CC.4.MD.3	**Academic Vocabulary:** perimeter, length, width, formula, area, square unit
Lesson Frame: Perimeter and Area of Rectangles	I can explore the general methods for finding perimeter and area of rectangles.
Lesson Frame: Solve Measurement Problems	I can solve real world measurement word problems involving all four operations.
Performance Tasks: Quick Quiz 2, Unit 5 Review, Unit 5 Test	Notes:

Unit 6 Name: **Fraction Concepts and Operations**	**Length:** 11 days
Standards: CC.4.NF.2, CC.4.NF.3, CC.4.NF.3a, CC.4.NF.3b, CC.4.NF.3c, CC.4.NF.3d, CC.4.NF.4, CC.4.NF.4a, CC.4.NF.4b, CC.4.NF.4c, CC.4.MD.2, CC.4.MD.4	**Outcomes:** Students apply fraction concepts to add and subtract fractions and mixed numbers with like denominators and multiply whole numbers by fractions.
Essential Questions: How can fraction models be used to make comparisons? How can fraction models be used to solve addition and subtraction problems?	**Learning Targets:** Decompose a fraction into a sum of fractions with the same denominator in more than one way. Justify decompositions by using a visual fraction model. Use visual fraction models and equations to represent a problem.
Topic 1: **Fractions with Like Denominators**	**Length:** 3 days
Standard(s): CC.4.NF.2, CC.4.NF.3, CC.4.NF.3a, CC.4.NF.3b, CC.4.NF.3d, CC.4.NF.4a, CC.4.MD.2	**Academic Vocabulary:** unit fraction, fraction numerator, denominator
Lesson Frame: Understand Fractions	I can understand fractions as sums of unit fractions.
Lesson Frame: Fractions that Add to One	I can find pairs of fractions that add to one.
Lesson Frame: Add and Subtract Fractions with Like Denominators	I can add and subtract fractions with like denominators.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: **Mixed Numbers with Like Denominators**	**Length:** 3 days
Standard(s): CC.4.NF.2, CC.4.NF.3, CC.4.NF.3a, CC.4.NF.3b, CC.4.NF.3c, CC.4.NF.3d, CC.4.NF.4a, CC.4.MD.2, CC.4.MD.4	**Academic Vocabulary:** mixed number
Lesson Frame: Mixed Numbers and Fractions Greater Than 1	I can understand mixed numbers and fractions greater than 1.
Lesson Frame: Add and Subtract Mixed Numbers with Like Denominators	I can understand addition and subtraction with fractions greater than 1 and mixed numbers.
Lesson Frame: Practice with Fractions and Mixed Numbers	I can solve problems involving addition and subtraction of fractions and mixed numbers.
Performance Tasks:	Notes:

Topic 3: **Multiply Fractions and Whole Numbers**	**Length:** 4 days
Standard(s): CC.4.NF.2, CC.4.NF.3, CC.4.NF.3a, CC.4.NF.3b, CC.4.NF.3c, CC.4.NF.3d, CC.4.NF.4, CC.4.NF.4a, CC.4.NF.4b, CC.4.NF.4c, CC.4.MD.2	**Academic Vocabulary:** No new vocabulary
Lesson Frame: Multiply a Fraction by a Whole Number	I can understand multiplication of fractions by whole numbers.
Lesson Frame: Practice Multiplying a Fraction by a Whole Number	I can solve problems that require multiplying a fraction by a whole number.
Lesson Frame: Mixed Practice	I can practice operations with fractions.
Lesson Frame: Review and Test	I can apply fraction concepts to add and subtract fractions and mixed numbers with like denominators and multiply whole numbers by fractions.
Performance Tasks: Quick Quiz 3, Unit 6 Review, Unit 6 Test	Notes:

Unit 7 Name: **Fraction and Decimals**	**Length:** 14 days
Standards: CC.4.NF.1, CC.4.NF.2, CC.4.NF.5, CC.4.NF.6, CC.4.NF.7, CC.4.MD.2, CC.4.MD.4	**Outcomes:** Students compare fractions with like and unlike denominators. They model related fractions, mixed numbers, and decimals.
Essential Questions: How does creating common denominators or numerators assist in comparing fractions?	**Learning Targets:** Use visual fraction models to explain equivalent fractions. Create common denominators or numerators by comparing to a benchmark to compare fractions. Use the symbols >, <, or = to compare fractions and justify conclusions using a visual model.
Topic 1: **Comparing Fractions**	**Length:** 3 days
Standard(s): CC.4.NF.2	**Academic Vocabulary:** No new vocabulary.
Lesson Frame: Compare Fractions	I can compare non-unit fractions.
Lesson Frame: Fractions on the Number Line	I can use the number line model for fractions.
Lesson Frame: Fractions of Different-Size Wholes	I can understand that the size of a fraction depends on the size of the whole.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: **Equivalent Fractions**	**Length:** 4 days
Standard(s): CC.4.NF.1, CC.4.NF.2, CC.4.NF.5, CC.4.MD.4	**Academic Vocabulary:** equivalent fractions, simplify, common denominator
Lesson Frame: Equivalent Fractions Using Multiplication	I can find equivalent fractions using multiplication.
Lesson Frame: Equivalent Fractions Using Division	I can find equivalent fractions using division.
Lesson Frame: Compare Fractions with Unlike Denominators	I can compare fractions with unlike denominators.
Lesson Frame: Fractions and Line Plots	I can make and use line plots with fractions.
Performance Task: Quick Quiz 2	Notes:
Topic 3: **Understanding Decimals**	**Length:** 7 days
Standard(s): CC.4.NF.1, CC.4.NF.2, CC.4.NF.6, CC.4.NF.7, CC.4.MD.2, CC.4.MD.4	**Academic Vocabulary:** tenths, hundredths, decimal number
Lesson Frame: Relate Fractions and Decimals	I can model related fractions, decimals, and mixed numbers.
Lesson Frame: Explore Decimal Numbers	I can recognize equivalent tenths and hundredths and model decimal numbers.

Lesson Frame: Compare Decimals to Hundredths	I can write and compare decimals in tenths and in hundredths.
Lesson Frame: Decimals Greater Than 1	I can read, write, and model decimals greater than 1.
Lesson Frame: Compare Decimals Greater Than 1	I can compare decimal numbers.
Lesson Frame: Unit Review and Test	I can compare fractions with like and unlike denominators and model related fractions, mixed numbers, and decimals.
Performance Tasks: Quick Quiz 3, Unit 7 Review, Unit 7 Test	Notes:

Unit Name: **Geometry**	**Length:** 13 days
Standards: CC.4.MD.5, CC.4.MD.5a, CC.MD.5b, CC.4.MD.6, CC.4.MD.7, CC.4.G.1, CC.4.G.2, CC.4.G.3, CC.4.OA.5	**Outcomes:** Students classify and draw angles, triangles, and quadrilaterals. They identify and draw parallel and perpendicular lines, as well as lines of symmetry in geometric figures.
Essential Questions: How are the different types of lines and angles related to the creation of polygons?	**Learning Targets:** Use a protractor to measure angles. Use an equation with a symbol for an unknown angle measure.
Topic 1: **Measuring and Drawing Angles**	**Length:** 3 days
Standard(s): CC.4.MD.5, CC.4.MD.5a, CC.MD.5b, CC.4.MD.6, CC.4.MD.7, CC.4.G.1	**Academic Vocabulary:** point, line, line segment, endpoint, angle, ray, vertex, right angle, acute angle, obtuse angle, straight angle, degree, protractor, circle, reflex angle
Lesson Frame: Points, Rays, and Angles	I can draw and describe points, rays, angles, and other simple geometric figures.
Lesson Frame: Measuring Angles	I can draw and measure angles.
Lesson Frame: Circles and Angles	I can identify, measure, and draw angles in a circle.
Performance Tasks: Quick Quiz 1	Notes:
Topic 2: **Triangles and Angle Measurements**	**Length:** 3 days
Standard(s): CC.4.MD.6, CC.4.MD.7, CC.4.G.1, CC.4.G.2	**Academic Vocabulary:** triangle, right triangle, obtuse triangle, acute triangle, congruent, equilateral triangle, isosceles triangle, scalene triangle,adjacent angles, compose, decompose
Lesson Frame: Name Triangles	I can draw and classify triangles by their angles and sides.
Lesson Frame: Compose and Decompose Angles	I can find unknown angle measures.
Lesson Frame: Real World Problems	I can add and subtract angle measures in real world situations.
Performance Tasks: Quick Quiz 2	Notes:
Topic 3: **Analyzing Quadrilaterals**	**Length:** 3 days
Standard(s): CC.4.G.1, CC.4.G.2	**Academic Vocabulary:** parallel, perpendicular, quadrilateral, adjacent, opposite, trapezoid, parallelogram, rhombus, rectangle, square, diagonal, congruent, vertex
Lesson Frame: Parallel and Perpendicular Lines and Line Segments	I can demonstrate understanding of parallel and perpendicular figures.

Lesson Frame: Classify Quadrilaterals	I can name and classify quadrilaterals based on sides and angles.
Lesson Frame: Decompose Quadrilaterals and Triangles	I can decompose quadrilaterals and triangles into other figures.
Performance Tasks: Quick Quiz 3	Notes:
Topic 4: **Analyzing Polygons**	**Length:** 4 days
Standard(s): CC.4.G.1, CC.4.G.2, CC.4.G.3, CC.4.OA.5	**Academic Vocabulary:** polygon, line symmetry, line of symmetry
Lesson Frame: Classify Polygons	I can sort triangles and quadrilaterals by a number of different rules.
Lesson Frame: Line Symmetry	I can recognize and draw lines of symmetry and determine when figures have line symmetry.
Lesson Frame: Unit Review and Test	I can classify and draw angles, triangles, and quadrilaterals.and identify and draw parallel and perpendicular lines, as well as lines of symmetry in geometric figures.
Performance Tasks: Quick Quiz 4, Unit 8 Review, Unit 8 Test	Notes: