

Weekly Lessons/Overview and Goals: Students will be able to add and subtract whole numbers and decimals to the hundredths place. Students will be able to determine solutions for problems that deal with measurement and 1 & 2 step addition and subtraction problems.

TEKS:

Add and Subtract Whole Numbers

- **4.4A** add and subtract whole numbers and decimals to the hundredths place using the standard algorithm; – R RC2
 - **4.4G** round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers; and – S RC2

Problem Solving (Some of the types of problems students should be solving during this unit)

- **4.8C** solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate. – R RC3 [*word problems using measurement contexts, whole numbers, addition and subtraction only in this unit*]
- **4.9B** solve one- and two-step [*addition and subtraction*] problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot. – S RC4
 - **4.9A** represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions; – R RC4

Unit 1 Vocabulary

Data
difference
Digit
equation
Estimation
rounding
strip diagram
sum

unknown quantity

Monday: No School - Labor Day Holiday!

Tuesday:

I can statement: I can learn about how to work independently in math workshop.

Day 1 - Launching Workshop and Workshop Day 1
Number Talks - Addition and Subtraction Question

Math Workshop

- Mini-lesson: Launching Math Workshop.
 - When launching Math Workshop, you want to be very specific with your instructions. Make sure the students know what they are to be doing at all times and they know how to interact with one another and with the teacher.
 - Explain the five stations and what students will need at each station. Show them where they are sitting and how they should interact with one another. Designate voice levels for each station. (The teacher can label the stations if they want.)
 - For example, if the skill practice station is your table group closest to the door, have the students at that table group stand up and model the seat.
 - Skill Practice is normally a partner game, so it is usually a Level 1.
 - Problem Solving is normally for a grade, so it is a Level 0.
 - Fact Fluency will probably be a partner game most times, so it will probably be a Level 0 or 1.
 - Teacher Table is dependent on the teacher.
 - IXL station - practice skills independently
 - Implement the Ask Three Before Me strategy (if wanted). I have students ask three others before coming to ask me. If three other people cannot answer the question, then the teacher should re-explain.
 - Students need to know that they are being trusted to complete the work at each station. Time is precious at teacher table, so students should not interrupt unless it is an emergency. Students also should not interrupt the teacher unless it is an emergency.
 - If a student needs the teacher, have the student write his or her name on a sticky note or note card to

have and keep, leave it on the teacher table, and walk away. The teacher will get with the student when time allows.

- The teacher should not have to stop the group to get groups back on target.
- Explicitly explain each station and what they will look like. Allow students to ask questions. Model the games.
- Remind students of “math talk” and that we want to hear conversations related to the activities.
- Stations (20 minutes): 1 rotation today
 - Skill Practice - Rounding Game
 - IXL independent practice
 - Problem Solving - Scoot around the room. Students will need a clipboard and a pencil. They will go around the room answering the questions posted. This will consist of questions related to adding and subtracting whole numbers. This is independent and for a **grade**. They will turn it in when they are finished.
 - Fact Fluency (3.4E) - Students will draw from a pile of facts (focusing on 2s, 4s, 6s, and 8s). They will have to represent the fact using a number line, repeated addition, equal groupings, arrays, and skip counting on construction paper. An example will be provided for them to have at the station to guide them.
 - Teacher Table - Instruction as needed for student groups. This can be a review of place value unit and reteach of multiplying by 10s 100s and 1/10

Wednesday:

I can statement: I can represent a six digit number in expanded notation.

Day 2 - Expanded Notation and Math Workshop Day 2
POD - Perimeter question with missing side length

Expanded Notation 4.2B (Modeled after lesson from Math Coach’s Corner)

- Have students discover expanded notation. Have them working in partners or table groups. They need to build 234 with Base 10 blocks. (Start small so they can actually build the number.) Ask students to describe the number that was built and see if they can write it in expanded form.
 - “Does anyone see any multiplication represented by this model?”
 - See if students will see that it’s 2 x 100 (two one hundred flats), 3 x 10 (three ten rods) and 4 x 1 (four unit cubes).
 - They will probably say two hundreds, three rods, and four cubes. See if they can expand this further to

the multiplication aspect of it.

- Connect this understanding to expanded notation. Tell them that we are taking a step past expanded form. Ask students if they can find a relationship between expanded notation and expanded form.
- We are decomposing the expanded form further, breaking it into the digit times its place value.
- Have students build another number (ex 312) and see if they can represent this one. Try to have them do it in expanded notation.
 - If time allows, have students do the sort, but if not, have it as an enrichment station.

Math Workshop Day 2

- Remind students of expectations during workshop. Review the stations and voice levels for each station.
- Stations (2 minutes): 1 rotation today
 - Skill Practice - Rounding Game
 - Problem Solving - Scoot around the room. Students will need a clipboard and a pencil. They will go around the room answering the questions posted. This will consist of questions related to adding and subtracting whole numbers. This is independent and for a **grade**. They will turn it in when they are finished.
 - Fact Fluency (3.4E) - Students will draw from a pile of facts (focusing on 2s, 4s, 6s, and 8s). They will have to represent the fact using a number line, repeated addition, equal groupings, arrays, and skip counting. An example will be provided for them to have at the station to guide them.
 - Teacher Table - Instruction as needed for student groups. This can be a review of place value unit (according to the assessment from Friday) or extension of the mini-lessons. You can enrich student learning for your higher groups.

Thursday: Sub Day

- Students will complete a review sheet independently.
- Students will work with partners on their math facts using flash cards.
- Students will work with their table groups on a card sort.

Friday: I can statement: I can use a frequency table and dot plot to understand data.

Reading and Analyzing Graphs 4.9A and Workshop Day 3

Number Talks - Using a landmark number

- Data Analysis Introduction
 - As a class, take data on how many siblings each student has. Record this on the board and students will record

this in their notebooks - this can just be done as a list.

- Talk about how we need a way to organize the data in a way that makes sense. Ask students if they know different ways to organize. Then introduce a frequency table. A frequency table records how often a piece of data occurs using tally marks and numbers to mark frequency.
 - Take student data of sibling and plug it into a frequency table.
 - The purpose of the frequency table is to tell us how often something occurs. We can answer different questions based on the information in the frequency table.
 - I.e. How many more students have two siblings than one sibling?
 - How many students have less than two siblings?
 - Questions like these will get students thinking on the idea of reading and analyzing a frequency table.

We can then take this information and turn it into a different type of graph - a dot plot. (Often called line plots, but we call them dot plots like the TEKS.)

- A dot plot is similar to a frequency table in that it shows the frequency of occurring numbers, but it is in the form of a number line.
 - Transfer the student data from the frequency table to the dot plot.
 - Students will do this in their notebooks with you.
 - Compare the dot plot to the frequency table.
 - Mention the SCALE of the dot plot. Talk about the importance of students understanding and reading the scale.

Throughout the year, we will answer questions based on data tables. Make sure students feel comfortable reading and analyzing them.

Math Workshop Day 3

- Remind students of expectations during workshop. Review the stations and voice levels for each station.
- Stations (20 minutes): 1 rotation today
 - Skill Practice - Rounding Game - Same from plans from Tuesday - use same cards.
 - Problem Solving - Scoot around the room. Students will need a clipboard and a pencil. They will go around the room answering the questions posted. This will consist of questions related to adding and subtracting whole numbers. This is independent and for a **grade**. They will turn it in when they are finished.
 - Fact Fluency (3.4E) - Students will draw from a pile of facts (focusing on 2s, 4s, 6s, and 8s). They will have to represent the fact using a number line, repeated addition, equal groupings, arrays, and skip counting. An example will be provided for them to have at the station to guide them. (Maggie will give you an example and

fact cards.)

- Teacher Table - Instruction as needed for student groups. This can be a review of place value unit (according to the assessment from Friday) or extension of the mini-lessons. You can enrich student learning for your higher groups.

Differentiation: A variety of activities (application, concrete, and kinesthetic) will be incorporated into both days to engage all learners. Kagan Structures