Weekly Lessons/Overview and Goals: Students will be able to add and subtract up to six digit numbers, including one and two step problems and problems that deal with measurement and data from a chart.

TEKS:
Add and Subtract Whole Numbers

- **4.4A** add and subtract whole numbers 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
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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, liquid volumes, mass, and money using addition, subtraction 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 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; – R RC4

Unit 2 Vocabulary

Data
difference
Digit
equation
Estimation
rounding
strip diagram
sum

unknown quantity

Monday: Calculations with Money
Using a grocery ad, students groups will be given a budget and must make a list of items to purchase for a family. Students will write the list with prices in their notebook and must calculate their total expenses. Student table groups will present their list and total expenses.

Set up in Notebook:

Item	How Many (quantity)	Cost (rounded)

Total Estimate Cost:
Balance left from budget:

Tuesday: Graphing

Notice and Wonder- Graph 1

Students may use this form to complete full sentences about the graph- Student Page

Notice and Wonder Graph 2- Go through slides with the class. Give time for Think and Share. Graph 2

Last 20 minutes: Practice~This may work best with whiteboards and erasers. Students can work each problem and then turn their board over. We can check as a class.

Round 1:Write each problem on the board. Work out one before moving on to the next.

A. 1,000-99
B. 10,000-199
C. 100,000-189

Round 2: Create a strip diagram for these perimeter problems. You need to draw the shape. :-)

A. ? or X = 12 inches, 25 inches, 10 inches and 15 inches
B. 120ft = 30 ft, 40 ft, 30 ft, ? (x)
C. 20 inches = 6 inches, 4 inches, ? (x)

Round 3: Subtraction

A. 12,450 - 10, 389
B. 9,872 - 7,909
C. 123,456 - 120,598

In between each round, take a quick "brain break". Practice math facts as a class. If you have cards, you can have students work in partner or table groups. You can give each table group a set of dice. Have one table roll a number, another table roll and number and then all calculate them as a multiplication problem.

Wednesday: Length, Volume and Mass (addition and subtraction)

An important part of being able to solve problems is being able to use your math skills to solve problems in the real world. You will need to be able to solve lots of problems with different units of measurement in your everyday life. Have students give examples of problems with measurement- you might also toss out a few. It is so important when we are working with units of measurement that we understand what is reasonable. Go through Reasonable Measurement slides and talk about which measurements are reasonable and why. This will help us to make sure what we are doing makes sense and to eliminate answers that do not make sense because they are unreasonable.

Activity:
Students will complete the Google Slides Measurement Addition and Subtraction Activity. TEACHER version. STUDENT version (share on google classroom so all kids have their own copy and can solve the problems on the google slide).

Last 20 minutes: Practice~This may work best with whiteboards and erasers. Students can work each problem and then turn their board over. We can check as a class.

Round 1:Write each problem on the board. Work out one before moving on to the next.

A. 100,000 - 99 =
B. 10,000 - 99 =
C. 1,000 - 99 =

Round 2: Follow same steps listed above

A. 1,111 - 99 =
B. 11,111 - 88 =
C. 111,111 - 77 =

Round 3: Follow the same steps above

A. 589,329 + 234,876 =
B. 345,124 - 145,984 =
C. 987,123 - 876,999 =

In between each round, take a quick "brain break". Practice math facts as a class. If you have cards, you can have students work in partner or table groups. You can give each table group a set of dice. Have one table roll a number, another table roll and number and then all calculate them as a multiplication problem.

- I am going to show mine Multiplication Squares (I love this one) and have each table play. Each page will be in a page protector so it is erasable with dry erase and each kid will need a different color dry erase marker at that table.

Thursday: Multi Step Problems - page 5-6. All students will receive their own copy. These have been sent to print services

Last 20 minutes: Practice~This may work best with whiteboards and erasers. Students can work each problem and then turn their board over. We can check as a class.

Round 1: What would these numbers be if they were **10 times greater & 1/10** of the number? (two answers for each)

D. 40
E. 70
F. 20

Round 2: Write these numbers in **word form**

D. 230,086
E. 104, 205
F. 410,099

Round 3: Round these numbers to the nearest 100 and nearest thousand

D. 234,670
E. 424,650
F. 390,690

In between each round, take a quick "brain break". Practice math facts as a class. If you have cards, you can have students work in partner or table groups. You can give each table group a set of dice. Have one table roll a number, another table roll and number and then all calculate them as a multiplication problem.

Friday: Friday Review Check-Up - work together as a class.

Last 15 minutes - IXL or math games

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