

Worth County Elementary School  
Fourth Grade Math Q2 Pacing Guide  
Second Nine Weeks 2022-2023

Week	Dates	Unit Topic	GSE	Overview of Lessons Taught
1	10/10- 10/14  *10th Fall break & 11th Planning Day	Multiplication	<p style="text-align: center;"><b><u>MGSE4.NBT.5</u></b></p> <p>Multiply a whole number of up to four digits by a one-digit whole number, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p style="text-align: center;"><b><u>MGSE4.OA.1</u></b></p> <p>Understand that a multiplicative comparison is a situation in which one quantity is multiplied by a specified number to get another quantity. a. Interpret a multiplication equation as a comparison e.g., interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. b. Represent verbal statements of multiplicative comparisons as multiplication equations</p>	<p>-Use place value understanding and properties of operations to perform multi-digit arithmetic. (multiplying four by 1 digit and two-digit by two-digit )</p> <p>Understanding and properties of operations to perform multi-digit arithmetic</p>
2	10/17-10/21 Unit 2A Test 10/19 Multiplication	Division	<p style="text-align: center;"><b><u>MGSE4.NBT.6</u></b></p> <p>Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	Understanding and properties of operations to perform multi-digit arithmetic
3	10/24-10/28	Division	<p style="text-align: center;"><b><u>MGSE4.NBT.6</u></b></p> <p>Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p style="text-align: center;"><b><u>MGSE4.OA.2</u></b></p> <p>Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a symbol or letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison</p>	Understanding and properties of operations to perform multi-digit arithmetic

4	10/31-11/4	Division	<p><b><u>MGSE4.NBT.6</u></b> Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b><u>MGSE4.OA.2</u></b> Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a symbol or letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison</p>	Understanding and properties of operations to perform multi-digit arithmetic
5	11/7-11/11 <b>Unit 2B Test 11/10 Division</b>	Division	<p><b><u>MGSE4.NBT.6</u></b> Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b><u>MGSE4.OA.2</u></b> Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a symbol or letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison</p>	Understanding and properties of operations to perform multi-digit arithmetic
6	11/14-11/18	Prime and Composite	<p><b><u>4.OA.4</u></b> Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range of 1-100 is prime or composite.</p>	<p>Determine whether a given whole number is prime or composite</p> <p>Finding multiples of a given one digit number. Find factor pairs for a number from 1 to 100.</p>
7	11/28-12/2	Prime and Composite	<p><b><u>4.OA.4</u></b> Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range of 1-100 is prime or composite.</p>	<p>Determine whether a given whole number is prime or composite</p> <p>Finding multiples of a given one digit number. Find factor pairs for a number from 1 to 100.</p>

8	12/5-12/9 <b>Unit 2C Test</b> 12/8 Prime/ Composite/ Factors/ Multiples	Prime and Composite	<p style="text-align: center;"><b><u>4.OA.4</u></b></p> <p>Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range of 1-100 is prime or composite.</p>	<p>Determine whether a given whole number is prime or composite</p> <p>Finding multiples of a given one digit number.  Find factor pairs for a number from 1 to 100.</p>
9	12/12-12/16 *16th Early Dismissal	Fractions	<p style="text-align: center;"><b><u>MOSE4.NF.1</u></b></p> <p>Explain why two or more fractions are equivalent <math>a/b = n \times a/n \times b</math> ex: <math>1/4 = 3 \times 1/3 \times 4</math> by using visual fraction models. Focus attention on how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p style="text-align: center;"><b><u>4.NF.2</u></b></p> <p>Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>1/2</math>. Recognize that comparisons are valid when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p>Explain equivalent fractions using visual models</p> <p>Compare and Order Like Fractions</p>