

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

| Wk | Dates | Unit Topic | GSE | Overview of Lessons Taught |
|----|---|------------|--|---|
| 1 | 1/4-1/6 1/9-1/13 (equivalent fractions, comparing/ordering, adding/sub fractions w/ mixed #'s) | Fractions | <p style="text-align: center;">MGSE4.NF.1</p> <p>Explain why two or more fractions are equivalent $a/b = n \times a/n \times b$ ex: $1/4 = 3 \times 1/3 \times 4$ 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;">4.NF.2</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 $1/2$. Recognize that comparisons are valid when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p style="text-align: center;">4.NF.3</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. (a-d)</p> | <p>Explain equivalent fractions using visual models</p> <p>Compare and Order Like Fractions</p> <p>Add and Subtract Fractions with Common Denominators</p> <p>Decompose fractions in a sum of fractions</p> |
| 2 | 1/16-1/20 **16th MLK DAY (equivalent fractions, comparing/ordering, adding/sub fractions w/ mixed #'s) Unit 3A Test 1/19 Fractions | Fractions | <p style="text-align: center;">MGSE4.NF.1</p> <p>Explain why two or more fractions are equivalent $a/b = n \times a/n \times b$ ex: $1/4 = 3 \times 1/3 \times 4$ 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;">4.NF.2</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 $1/2$. Recognize that comparisons are valid when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p style="text-align: center;">4.NF.3</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. (a-d)</p> | <p>Explain equivalent fractions using visual models</p> <p>Compare and Order Like Fractions</p> <p>Add and Subtract Fractions with Common Denominators</p> <p>Decompose fractions in a sum of fractions</p> |

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| 3 | 1/23-1/27 | <p>Multiplying Fractions</p> <p>Decimals</p> <p>Denominators of 10 and 100</p> | <p style="text-align: center;"><u>MGSE4.NF.4</u></p> <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number e.g., by using a visual such as a number line or area model. (a-c)</p> <p style="text-align: center;"><u>MGSE4.NF.5</u></p> <p>Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.²² For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$</p> <p style="text-align: center;"><u>MGSE4.NF.6</u></p> <p>Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p> <p>Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p> <p style="text-align: center;"><u>MGSE4.NF.7</u></p> <p>Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> | <p>Multiplying #s by Fractions</p> <p>Fractions to Decimals</p> <p>Fractions to Decimals</p> <p>Comparing Decimals</p> <p>Ordering Decimals</p> |
| 4 | 1/30- 2/3 | <p>Multiplying Fractions</p> <p>Decimals</p> <p>Denominators of 10 and 100</p> | <p style="text-align: center;"><u>MGSE4.NF.4</u></p> <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number e.g., by using a visual such as a number line or area model. (a-c)</p> <p style="text-align: center;"><u>MGSE4.NF.5</u></p> <p>Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.²² For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$</p> <p style="text-align: center;"><u>MGSE4.NF.6</u></p> <p>Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p> <p>Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p> <p style="text-align: center;"><u>MGSE4.NF.7</u></p> <p>Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> | <p>Multiplying #s by Fractions</p> <p>Fractions to Decimals</p> <p>Fractions to Decimals</p> <p>Comparing Decimals</p> <p>Ordering Decimals</p> |

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| 5 | <p>2/6-2/10</p> <p>Decimals and Multiplying Fractions, Denominators of 10 and 100</p> <p>Unit 3B Test 2/9</p> | <p>Multiplying Fractions</p> <p>Decimals</p> <p>Denominators of 10 and 100</p> | <p>MGSE4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number e.g., by using a visual such as a number line or area model. (a-c)</p> <p>MGSE4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.²² For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$</p> <p>MGSE4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p> <p>Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p> <p>MGSE4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> | <p>Multiplying #s by Fractions</p> <p>Fractions to Decimals</p> <p>Fractions to Decimals</p> <p>Comparing Decimals</p> <p>Ordering Decimals</p> |
| 6 | <p>2/13-2/17</p> | <p>Measurement</p> | <p>MGSE4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.</p> <p>a. Understand the relationship between gallons, cups, quarts, and pints. b. Express larger units in terms of smaller units within the same measurement system. c. Record measurement equivalents in a two column table.</p> <p>MGSE4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MGSE4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions with common denominators by using information presented in line plots.</p> | <p>Measurement Conversions</p> <p>Measurement Real Life Word Problems</p> <p>Line Plots</p> |
| 7 | <p>2/20-2/24</p> <p>**Presidents' Day</p> | <p>Measurement</p> | <p>MGSE4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.</p> <p>a. Understand the relationship between gallons, cups, quarts, and pints. b. Express larger units in terms of smaller units within the same measurement system. c. Record measurement equivalents in a two column table.</p> | <p>Measurement Conversions</p> |

