

Fremont City Schools



Pacing Guide enVision Math Grade 4

Grading Period Three

9 Weeks of Instruction

# of Days	Topics	Gli	Need: Fill-n-Gaps
6	<p>Topic 12: Understanding Decimals</p> <ul style="list-style-type: none"> • Lesson 12-1: Decimal Place Value (NNSO 2) & Lesson 12-2: Comparing and Ordering Decimals (NNSO 1) <ul style="list-style-type: none"> ○ The 4th grade textbook does not include decimals through the thousandths, only hundredths. • Lesson 12-3: Fractions and Decimals (NNSO 1) • Lesson 12-4: Fractions and Decimals on the Number Line (NNSO 1) • Lesson 12-5: Mixed Numbers and Decimals on the Number Line (NNSO 1) <p>NOTE:</p> <ul style="list-style-type: none"> ○ Lesson 12-6 will be taught in 4th quarter. 	<p>NNSO 1- Identify and generate equivalent forms of fractions and decimals. For example:</p> <ol style="list-style-type: none"> a. Connect physical, verbal, and symbolic representations of fractions, decimals and whole numbers; e.g. 0.5, shaded rectangles with half, and five tenths. b. Understand and explain that ten tenths is the same as one whole in both fraction and decimal form. <p>NNSO 2 - Use place value structure of the base-ten number system to read, write, represent and compare whole numbers through the millions and decimals through thousandths.</p>	

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2	<p>Topic 13: Operations with Decimals</p> <ul style="list-style-type: none"> • Lesson 13-3: Models for Adding and Subtracting Decimals (NNSO 10) • Lesson 13-4: Adding and Subtracting Decimals (NNSO 10) <p>NOTE:</p> <ul style="list-style-type: none"> ○ Lessons 13-1, 13-2, 13-5, and 13-6 are skipped since they are not 4th grade standards. ○ Lesson 13-7 will be taught in 4th quarter. 	<p>NNSO 10 - Use physical models, visual representations, and paper and pencil to add and subtract decimals and commonly used fractions with like denominators.</p>	

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# of Days	Topics	Gli	Need: Fill-n-Gaps
3	<p>Topic 14: Area</p> <ul style="list-style-type: none"> • Lesson 14-1: Understanding Area (M 2, M 3, M4) & Lesson 14-2: Area of Squares and Rectangles (M 2, M 3, M4) • Lesson 14-3: Area of Irregular Shapes (M 4) <ul style="list-style-type: none"> ○ The GLI M 4 says “count squares to find area of shapes on a grid.” • Lesson 14-6: Perimeter (M 2, M 3) <p>NOTE:</p> <ul style="list-style-type: none"> ○ Lessons 14-4, 14-5, 14-7, 14-8, and 14-9 are skipped since they are not 4th grade standards. 	<p>M 2 - Demonstrate and describe perimeter as surrounding and area as covering a two-dimensional shape, and volume as filling a three-dimensional object.</p> <p>M 3 - Identify and select appropriate units to measure:</p> <ol style="list-style-type: none"> a. perimeter - string or links (inches or centimeters) b. area - tiles (square inches or square centimeters) c. volume - cubes (cubic inches or cubic centimeters) <p>M 4 - Develop and use strategies to find perimeter using string or links, area using tiles or a grid, and volume using cubes; e.g., count squares to find area of regular or irregular shapes on a grid, layer cubes in a box to find its volume.</p>	

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# of Days	Topics	Gli	Need: Fill-n-Gaps
2	<p>Topic 15: Solids</p> <ul style="list-style-type: none"> • Lesson 15-1: Solids (GSS 2) <ul style="list-style-type: none"> ○ Nets are not a 4th grade standard and should be skipped. • Lesson 15-4: Volume (M 2, M 3) <p>NOTE:</p> <ul style="list-style-type: none"> ○ Lessons 15-2 and 15-3 are skipped since they are not 4th grade standards. ○ Lesson 15-5 will be taught in 4th quarter. 	<p>GSS 2 - Describe, classify, compare and model two- and three-dimensional objects using their attributes.</p> <p>M 2 - Demonstrate and describe perimeter as surrounding and area as covering a two-dimensional shape, and volume as filling a three-dimensional object.</p> <p>M 3 - Identify and select appropriate units to measure:</p> <ol style="list-style-type: none"> a. perimeter - string or links (inches or centimeters) b. area - tiles (square inches or square centimeters) c. volume - cubes (cubic inches or cubic centimeters) 	

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# of Days	Topics	Gli	Need: Fill-n-Gaps
6	<p>Topic 16: Measurement, Time, and Temperature</p> <ul style="list-style-type: none"> • Lesson 16-1: Using Customary Units of Length (M 1, M 5) & Lesson 16-2: Customary Units of Capacity (M 1, M 5) & Lesson 16-3: Units of Weight (M 1, M 5) • Lesson 16-4: Changing Customary Units (M 5, M 6) • Lesson 16-5: Using Metric Units of Length (M 5, M 6) & Lesson 16-8: Changing Metric Units (M 5, M 6) <p>NOTE:</p> <ul style="list-style-type: none"> ○ Lessons 16-6, 16-7, 16-9, 16-10, 16-11 and 16-12 are skipped since they are not 4th grade standards. 	<p>M 1 - Relate the number of units to the size of the units used to measure an object; e.g., compare the number of cups to fill a pitcher to the number of quarts to fill the same pitcher.</p> <p>M 5 - Make simple unit conversions within a measurement system; e.g., inches to feet, kilograms to grams, quarts to gallons.</p> <p>M 6 - Write, solve, and verify solutions to multi-step problems involving measurement.</p>	

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# of Days	Topics	GLE	Need: Fill-n-Gaps
12	<p>Topic 17: Data and Graphs</p> <ul style="list-style-type: none"> • Lesson 17-1: Data from Surveys (DAP 2) • Lesson 17-2: Interpreting Graphs (DAP 2) • Lesson 17-3: Line Plots (DAP 2) • Lesson 17-4: Ordered Pairs (GSS 6) • Lesson 17-5: Line Graphs (DAP 2) • Lesson 17-7: Median, Mode, and Range (DAP 7, DAP 8) <p>NOTE:</p> <ul style="list-style-type: none"> ○ Lessons 17-6, 17-8, and 17-9 are skipped since they are not 4th grade standards. ○ Lesson 17-10 will be taught in 4th quarter. 	<p>DAP 1 - Create a plan for collecting data for a specific purpose.</p> <p>DAP 2 - Represent and interpret data using tables, bar graphs, line plots, and line graphs.</p> <p>DAP 3 - Interpret and construct Venn diagrams to sort and describe data.</p> <p>DAP 4 - Compare different representations of the same data to evaluate how well each representation shows important aspects of the data, and identify appropriate ways to display the data.</p> <p>DAP 5 - Propose and explain interpretations and predictions based on data displayed in tables, charts, and graphs.</p> <p>DAP 7 - Identify the median of a set of data and describe what it indicates about the data.</p> <p>DAP 8 - Use range, median, and mode to make comparisons among related sets of data.</p> <p>GSS 6 - Specify locations and plot ordered pairs on a coordinate plane, using first quadrant points.</p>	<p>DAP 1 - Planning and Organizing Steps (ODE Lesson)</p> <p>DAP 2 & 4 - Group Graphing (ODE Lesson)</p> <p>DAP 3 - Venn Diagrams (ODE Lesson)</p> <p>DAP 5 - Predict and Interpret Graphs (ODE Lesson)</p>

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# of Days	Topics	Gli	Need: Fill-n-Gaps
3	<p>Topic 18: Equations</p> <ul style="list-style-type: none"> • Lesson 18-1: Equal or Not Equal (PFA 5) • Lesson 18-4: Understanding Inequalities (PFA 5) <p>NOTE:</p> <ul style="list-style-type: none"> ○ Lessons 18-2, 18-3, and 18-5 are skipped since they are not 4th grade standards. 	<p>PFA 5- Represent mathematical relationships with equations or inequalities.</p> <p>PFA 6- Describe how a change in one variable affects the value of a related variable; e.g., as one increases the other increases or as one increases the other decreases.</p>	<p>Choose one of the two supplemental lessons:</p> <p>PFA 6 - The Brownie Dilemma (ODE Lesson)</p> <p>PFA 6 – Constant Changes in Variables (ODE Lesson)</p>

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# of Days	Topics	GLE	Need: Fill-n-Gaps
6	<p>Topic 19: Transformations, Congruence, and Symmetry</p> <ul style="list-style-type: none"> • Lesson 19-1: Translations (GSS 7) • Lesson 19-2: Reflections (GSS 7) • Lesson 19-3: Rotations (GSS 7) • Lesson 19-4: Congruent Figures (GSS 7) <p>NOTE:</p> <ul style="list-style-type: none"> ○ Lessons 19-5, 19-6, and 19-7 are skipped since they are not 4th grade standards. 	<p>GSS 7 - Identify, describe, and use reflections (flips), rotations (turns), and translations (slides) in solving geometric problems; e.g., use transformations to determine if 2 shapes are congruent.</p>	

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# of Days	Topics	Gli	Need: Fill-n-Gaps
5	<p>Topic 20: Probability</p> <ul style="list-style-type: none"> • Lesson 20-1: Finding Combinations (DAP 13) • Lesson 20-2: Outcomes and Tree Diagrams (DAP 13) • Lesson 20-3: Writing Probability as a Fraction (DAP 10, DAP 11, DAP 12) <p>NOTE:</p> <ul style="list-style-type: none"> ○ Lessons 20-4 is skipped since it is not a 4th grade standard. 	<p>DAP 9 – Conduct simple probability experiments and draw conclusions from the results; e.g., rolling number cubes or drawing marbles from a bag.</p> <p>DAP 10 – Represent the likelihood of possible outcomes for chance situations; e.g., probability of selecting a red marble from a bag containing 3 red and 5 white marbles.</p> <p>DAP 11 – Relate the concepts of impossible and certain-to-happen events to the numerical values of 0 (impossible) and 1(certain).</p> <p>DAP 12 – Place events in order of likelihood and use a diagram or appropriate language to compare the chance of each event occurring; e.g., impossible, unlikely, equal, likely, certain.</p> <p>DAP 13 – List and count all possible combinations using one member from each of several sets, each containing 2 or 3 members; e.g., the number of possible outfits from 3 shirts, 2 shorts and 2 pairs of shoes.</p>	DAP 9 – Sum It Up!