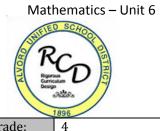


Rigorous Curriculum Design

Unit Planning Organizer



| Subje | ubject: Mathematics Grade: 4 | | | | | |
|--------------------|--|---|--|---|---|------------------|
| | Number: | 6 | Unit Name: | Angle Measurement a | | |
| Unit | Length | Days: 18 | | | Mins / Day: 60 | |
| Unit | Synopsis | segments dimensio | , rays and angles s nal figures based | since it is foundational t | asurement. Students start this unit drawing p o the other standards in this unit. Students cl nce of their angles or size. They will be able to of symmetry. | assify two- |
| | | | Math CCSS | | Standards for Mathematical Pra | ctice |
| Priority Standards | formed w understan a. An an center at the fractive two rays 1/360 of used to m b. An an to have an 4.G.1 - Dr acute, obt these in t 4.G.2 - Cl. presence the prese Recognize triangles. 4.G.3 - Ref figure as folded alo | therever two and concept gle is meases the commo- on of the co- intersect the a circle is of the commo- gle that two and gle that two and gle that two or absence nce or absence nce or absence a line across ong the line | vo rays share a co- is of angle measur oured with referen- on endpoint of the ircular arc betwee he circle. An angle called a "one-degro gles. Ins through <i>n</i> one- asure of <i>n</i> degrees berpendicular and sional figures. Indimensional figures e of parallel or per ence of angles of a ngles as a category | the to a circle with its erays, by considering on the points where the that turns through ee angle," and can be -degree angles is said s. -degree angles is said s. -the transform of the -degree angles (right, d parallel lines. Identify res based on the -pendicular lines, or a specified size. y, and identify right -for a two-dimensional that the figure can be arts. Identify line- | □ Make sense of problems and persevere in □ Reason abstractly and quantitatively ⊠ Construct viable arguments and critique to others ⊠ Model with mathematics ⊠ Use appropriate tools strategically □ Attend to precision ⊠ Look for and make use of structure □ Look for and express regularity in repeate | the reasoning of |

Mathematics – Unit 6

| | Math CCSS | ELA CCSS | NG ELD Standards |
|----------------------|--|---|--|
| Supporting Standards | 4.MD.6 - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. 4.MD.7 - Recognize angle measure as additive. When an angle is decomposed into nonoverlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. W.4.2.a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.4.1.a-d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.) L.4.3.c Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of | ELD.4.I.B.6 (RI.4.1, RI.4.4, L.4.3) Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. ELD.4.I.B.7 (L.4.3, L.4.5.c) Listening actively to spoken English in a range of social and academic context. ELD.4.I.A.2 (L.4.6) Interacting with others in writing language in various communicative forms (print, communicative technology, and multi-media). ELD.4.I.C.10 (W.4.2.d, W.4.10) Writing literary and informational text to present, describe, and explain ideas and information, using appropriate technology. ELD.4.II.A.1 (W.4.2.d) Understanding Text structure. ELD.4.II.A.2 (W.4.2.d) Understanding cohesion |

Unwrapped Priority Standards

| Standard 1: | endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its centre by considering the fraction of the circular arc between the point An angle that turns through 1/360 of a circle is called a "one-de angles. | a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure | | | |
|-------------|--|--|-----|--|--|
| Skills | Concepts | Bloom's | DOK | | |
| Recognize | angles as geometric shapes that are formed wherever two rays share a common endpoint a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through <i>n</i> one-degree angles is said to have an angle measure of <i>n</i> degrees. | 2 | 1 | | |
| Understand | concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through <i>n</i> one-degree angles is said to have an angle measure of <i>n</i> degrees. | 2 | 1 | | |

| Standard 2: | 4.G.1 - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. | | | |
|-------------|---|---------|-----|--|
| Skills | Concepts | Bloom's | DOK | |
| Draw | points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two- dimensional figures. | 2 | 1 | |
| Identify | points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines in two-dimensional figures. | 2 | 1 | |

| Standard 3: | 4.G.2 - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. | | |
|-------------|---|---------|-----|
| Skills | Concepts | Bloom's | DOK |
| Classify | two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. | 2 | 2 |
| Recognize | right triangles as a category. | 1 | 1 |
| Identify | and identify right triangles. | 1 | 1 |

| Standard 4: | 4.G.3 - Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. | | | |
|-------------|---|---------|-----|--|
| Skills | Concepts | Bloom's | DOK | |
| Recognize | a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. | 1 | 1 | |
| Identify | Line-symmetric figures | 1 | 1 | |
| Draw | Lines of symmetry | 2 | 1 | |

Learning Progressions

| Standard 1: | MD 5a - An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. | | | | |
|-------------|---|----------|---|--------|----------|
| Previou | ıs Grade | | Current Grade | Ne | xt Grade |
| n | /a | | | | n/a |
| Skills | Concepts | Skills | Concepts | Skills | Concepts |
| N/A | N/A | Measured | with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles | N/A | N/A |

| Standard 2: | MB 5b: An angle that turns through <i>n</i> one-degree angles is said to have an angle measure of <i>n</i> degrees. | | | | |
|----------------|--|---------------|--|------------|----------|
| Previous Grade | | Current Grade | | Next Grade | |
| n | /a | | | | n/a |
| Skills | Concepts | Skills | Concepts | Skills | Concepts |
| N/A | N/A | Turns | through <i>n</i> one-degree angles is said to have an angle measure of <i>n</i> degrees. | N/A | N/A |

Mathematics – Unit 6

| Standard 3: | G 1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel | | | Mathematics – Unit 6 | | |
|--------------|--|---------------|-------------------------------|----------------------|---|--|
| buildur u br | | | lentify these in two-dimensio | | perpendicular and parallel | |
| Prev | vious Grade | Current Grade | | | Next Grade | |
| | 3G.1 | | | | 5G.1 | |
| Skills | Concepts | Skills | Concepts | Skills | Concepts | |
| Understand | that shapes in | Draw | Points, lines, line | Use | a pair of perpendicular | |
| | different categories | | segments, rays, angles | | number lines, called axes, to | |
| | (e.g., rhombuses, | | (right, acute, obtuse), | | define a coordinate system, | |
| | rectangles, and | | and perpendicular and | | with the intersection of the | |
| | others) may share | | parallel lines. Identify | | lines (the origin) arranged | |
| | attributes (e.g., having | | these in two- | | to coincide with the 0 on | |
| | four sides), and that | | dimensional figures | | each line and a given point | |
| | the shared attributes | | | | in the plane located by | |
| | can define a larger | | | | using an ordered pair of | |
| | category (e.g., | | | | numbers, called its | |
| | quadrilaterals). | | | | coordinates. Understand | |
| | Recognize rhombuses, | | | | that the first number | |
| | rectangles, and | | | | indicates how far to travel | |
| | squares as examples | | | | from the origin in the | |
| | of quadrilaterals, and | | | | direction of one axis, and | |
| | draw examples of | | | | the second number | |
| | quadrilaterals that do | | | | indicates how far to travel | |
| | not belong to any of | | | | in the direction of the | |
| | these subcategories. | | | | second axis, with the | |
| | | | | | convention that the names | |
| | | | | | of the two axes and the | |
| | | | | | coordinates correspond | |
| | | | | | (e.g., <i>x</i> -axis and <i>x</i> - | |
| | | | | | coordinate, <i>y</i> -axis and <i>y</i> - | |
| | | | | | coordinate). | |

| Standard 4: | G 2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. | | | | |
|-------------|---|----------|---|------------|---|
| | s Grade | Currer | it Grade | | Grade |
| 30 | | | | - | G.3 |
| Skills | Concepts | Skills | Concepts | Skills | Concepts |
| Partition | shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape. | Classify | Two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. | Understand | that attributes belonging to a category of two- dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. |

| Standard 5: | G. 3 - Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. | | | | |
|-------------|---|-----------|---|----------|--|
| | is Grade G.2 | Curren | it Grade | | Grade G.4 |
| Skills | Concepts | Skills | Concepts | Skills | Concepts |
| Partition | shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape. | Recognize | a line of symmetry for a two- dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line- symmetric figures and draw lines of symmetry. | Classify | two-dimensional figures in a hierarchy based on properties. |

| Big Idea(s) | Corresponding Essential Question(s) |
|---|---|
| 4.MD.5 An angle is formed whenever two rays share a common endpoint. | 4.MD.5 How is an angle formed? |
| 4.MD.5.a An angle can be measured in degrees using the center point of the circle. | 4.MD .5.a How is an angle measured in reference to a circle? |
| 4.MD.5.b Angles are measured in degrees. | 4.MD.5.b What do you do to actually measure when you measure an angle? |
| 4.G.1 Geometry is found in points, lines, line segments, rays, angles, perpendicular and symmetrical lines on buildings, houses, playgrounds, etc. | 4.G.1 Where is geometry found in your everyday world? |
| 4.G.2 You can classify two-dimensional figures based on angles, perpendicular and parallel lines. | 4.G.2 How can one classify two-dimensional figures? |
| 4.G. 3 A line of symmetry divides a figure into two matching parts | 4.G.3 What is a line of symmetry? |
| Unit Vocab | ulary Words |
| Recognize | Angles |
| Circle | Endpoint |
| Measurement | Rays |
| Center | Points |
| | Lines |
| | Line segments |
| | Degree |
| | Acute |
| | Obtuse |
| | Right |
| | Circular arc |
| | Intersect |
| Resources for Vocabulary Developme | nt (Strategies, Routines and Activities) |

| 21 st Cent | ury Skills | |
|--|--------------------------------------|-----------|
| ⊠Creativity and Innovation | ⊠Initiative and Self-Direction | |
| □Critical Thinking and Problem Solving | □Social and Cross-Cultural Skills | |
| □Communication and Collaboration | □Productivity and Accountability | |
| □ Flexibility and Adaptability | \Box Leadership and Responsibility | |
| | | 11.1 2000 |

Costa & Kallick, 2008

| Unit Assessments | | | | |
|---|--|--|--|--|
| Pre-Assessment Pre-Assessment | | | | |
| Please see www.alvordschools.org/cfa for the most current ID numbers. Scoring Guides a | Please see www.alvordschools.org/cfa for the most current ID numbers. and Answer Keys | | | |
| Embedded within EADMS | Embedded within EADMS | | | |

| Europius Compute O | | incinatio | cs – Unit 6 | | |
|---|--|--|------------------------------|--|--|
| Engaging Scenario O (Situation, challenge, role, audience, p | | | | | |
| Clubhouse- Congratulations on winning the contest to build a clubhouse for the playground you created in unit 2. The clubhouse must meet certain criteria in order for the principal to approve this project. Each task below will help you meet the specifications of the clubhouse. Engaging Learning Experiences | | | | | |
| Synopsis of Authentic Perfo | | | | | |
| Authentic Performance Tasks Description | | | | | |
| Task 1: Clubhouse Design Features 4.G.1 - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. 4.G.2 - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. 4.G.3 - Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. Big Ideas: 4.G.1 Geometry is found in points, lines, line segments, rays, angles, perpendicular and symmetrical lines on buildings, houses, playgrounds, etc. 4.G.2 You can classify two-dimensional figure into two matching parts Essential Questions: 4.G.1 Where is geometry found in your everyday world? 4.G.2 How can one classify two-dimensional figures? 4.G.3 - What is a line of symmetry? | You will draw a sketch of a clubhouse on construction paper or chart paper. The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. You should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled. (Suggested ideas could include a sketch of the exterior or interior views of the clubhouse, furniture, play area, garden, etc.) You will use your clubhouse sketch to identify at least three lines of symmetry within your drawing using a different color. You should add and label at least three more design features that contain a minimum of one line of symmetry. | | Days: 3-5 Mins/Day: 60 | | |
| Task 2: Circular Windows 4.MD.5 - Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. Big Ideas: 4.MD.5 - An angle can be measured in degrees using the center point of the circle. 4.MD.5.b Angles are measured in degrees. Essential Questions: 4.MD.5 How is an angle formed? | Your clubhouse should include three circular windows. You will design the first circular windo that includes angles of 450, 450, 900, a 1800 that total 3600. *** Use a protrac needed. You will design a second circular wind with an acute angle, a right angle, and a obtuse angle. Students should appropriately label each angle. You will create a third circular window with approximately four inner angles. Using a protractor, students will measu and label each inner angle of the circle degrees. | ow and ctor if ow an v ure | Days: 3-5 Mins/Day: 60 | | |

| | mathemat | 103 - 0110 |
|---|---|------------------------------|
| 4.MD.5.a How is an angle measured in reference to a circle?4.MD.5.b What do you do to actually measure when you measure and angle? | | |
| Task 3: Angle Measurement Supporting Standards - 4.MD.6 - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. 4.MD.7 - Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. | In this task, you will be required to draw three separate figures. These figures should be drawn using a protractor. You are encouraged to take these three figures and incorporate them into your clubhouse design. Figure 1 is a fourth window that is a 180° angle . You will divide this into four acute angles. You will need to measure and label each angle and write an equation that shows the relationship between the four acute angles and the 180° angle. (Example~ 45°+45°+45°=180° or 45°+45°+45°+2180°) Figure 2 is a door. On the door, draw a 150° angle to decorate the door. You will divide this angle into one obtuse and two acute angles. You need to measure and label each angle and write an equation that shows the relationship between the three smaller angles and the150° angle. (Example – 100° +30°+20° = 150° or 20°+30°+? = 150°) Figure 3 is a close figured that has a 90° angle. You will divide this angle into three acute angles. You need to measure and label each angle and write an equation that shows the relationship between the three smaller angles and the150° angle. (Example – 100° +30°+20° = 150° or 20°+30°+? = 150°) | Days: 3-5 Mins/Day: 60 |
| Task 4: Clubhouse Blueprint | - 30° +40°+20° =90° or 20°+30°+? = 90°) Using large graph paper, chart paper, or construction paper; create your clubhouse blueprint. Make sure to include and label all | Days: 2 Mins/Day: |
| | geometric terms. This will be the blueprint you submit to your principal. | 60 |

| Name: Cir | cular Windows | | | Suggested Length | Days: 3-5 Mins/Day: 60 |
|--|---|---|--|--|--|
| | | Priority Stand | ards | Bengui | Third Duy 100 |
| Name Priority Standards Priority Standards CCSS Math Standards 4.MD.5 - Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1 none-degree angles is said to have an angle measure of n degrees. Cost of the points where the two reasoning. B. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. Supporting Standards CCSS Math CCSS RLA 4.MD.6 - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. RL4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, angle is decomposed into non-overlapping parts, the angle measure of the grant. Solve addition and subtraction problems to find unknown angles on a diagrams. time lines, animations, or interactive elements on Web pages) and explain how the informative/explanatory texts to examine a topic and convey ideas and information clearly. Cost St.4.1.a-d Solve addition and subtraction problems, e.g., by using an equation with a symbol for the unknown angle measure. St.4.1.a-d Engree effectively in a range of collaborative discussions (one-one, in groups, and teacher-led) with diverse media and formats, including visually, quantitatively, and orally. St.4.2 | ards for Math | nematical Practice | | | |
| | 4.MD.5 - Recognize angles as formed wherever two rays shunderstand concepts of angle a. An angle is measured with center at the common endpoid fraction of the circular arc be rays intersect the circle. An and circle is called a "one-degree measure angles. b. An angle that turns through have an angle measure of <i>n</i> defined and the measure of <i>n</i> defined and the measure of <i>n</i> defined and the measure angles. | geometric shapes that are hare a common endpoint, and e measurement: in reference to a circle with its int of the rays, by considering the tween the points where the two ngle that turns through 1/360 of a angle," and can be used to gh <i>n</i> one-degree angles is said to egrees. Supporting Stan CCSS ELA RI.4.7 | ☐ Make sense them ☐ Reason abs ⊠ Construct v reasoning of c ⊠ Model with ⊠ Use approp ☐ Attend to p ⊠ Look for an ☐ Look for an reasoning dards | Standards for Mathematical PracticeMake sense of problems and persevere in solving emReason abstractly and quantitatively Construct viable arguments and critique the asoning of othersModel with mathematics Use appropriate tools strategically Attend to precision Look for and make use of structure Look for and express regularity in repeated asoningImage: Solution of the structure Look for and make use of structure Look for and express regularity in repeated asoningImage: Solution of the structure Look for and make use of structure Look for and express regularity in repeated asoningImage: Solution of the structure Look for and express regularity in repeated asoningImage: Solution of the structure Look for and express regularity in repeated asoningImage: Solution of the structure Look for and express regularity in repeated asoningImage: Solution of the structure Look for and express regularity in repeated asoningImage: Solution of the structure Look for and express regularity in repeated and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.Image: Solution of the structure on the structure of social and academic context.Image: Solution of the structure or structure forms (print, communicative forms (print, communicative technology, and multi-media).Image: Solution of the structure appropriate technology.Image: Solution of the structure appropriate technology.Image: Solution of the structure solution, solution of text structure.Image: Solution of text structure appropriate technology. | |
| | using a protractor. Sketch angles of specified measure. 4.MD.7 - Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the | or quantitatively (e.g., in charts, gi diagrams, time lines, animations, e elements on Web pages) and expl information contributes to an und the text in which it appears. W.4.2.a-e Write informative/explanatory te a topic and convey ideas and infor clearly. SL.4.1.a-d Engage effectively in a range of co discussions (one-on-one, in group teacher-led) with diverse partner <i>topics and texts</i> , building on other expressing their own clearly. SL.4.2 Paraphrase portions of a text read information presented in diverse formats, including visually, quantion orally. SL.4.3 Identify the reasons and evidence provides to support particular por L.4.6 Acquire and use accurately grade- general academic and domain-spe and phrases, including those that actions, emotions, or states of bein quizzed, whined, stammered) and to a particular topic (e.g., wildlife, and endangered when discussing the state of the state | raphs, or interactive ain how the lerstanding of xts to examine mation llaborative os, and s on <i>grade 4</i> s' ideas and d aloud or media and itatively, and a speaker ints. - appropriate ecific words signal precise ng (e.g., that are basic <i>conservation</i> , | information multimedia meaning is implicitly th ELD.4.I.B.7 Listening a in a range of context. ELD.4.I.A.2 Interacting language im forms (prim technology ELD.4.I.C.1 Writing lite text to press explain idea appropriate ELD.4.II.A. | hal texts and viewing a to determine how conveyed explicitly and hrough language. 7 (L.4.3, L.4.5.c) ctively to spoken English of social and academic 2 (L.4.6) with others in writing a various communicative and multi-media). 0 (W.4.2.d, W.4.10) erary and informational sent, describe, and as and information, using e technology. 1 (W.4.2.d) ding Text structure. 2 (W.4.2.d) |

Mathematics – Unit 6

| | | Suggestions | | Bloom's | DOK |
|--|--|---|---|---|----------------------------------|
| | Review angles. | Suggestions: | | | |
| | Review aligies. | | | Scoring Rubr | 1 |
| Teaching and Learning Progression | and Learning Students will design the first circular window that includes angles of 45 ⁰ , 45 ⁰ | | | | ic |
| | All Students | SWD | nal Strategies ELs | Enrichment | |
| Cooperative Grouping with assigned roles Study Buddy Think-Pair-Share Clear expectations and examples Addressing learning modalities/Accommodating learning style preferences. | | Graphic organizers Differentiated instruction Repetition Manipulatives Modified curriculum Additional time | Graphic organizers Differentiated instruction Repetition Manipulatives | Cooperative Gro assigned roles. More challenging above and beyor level. Tiered assignme | uping with g work nd grade |

| Name: | Clubhouse Features | | | Suggested Length | Days: 3-5 Mins/Day: 60 |
|------------------------|---|---|---|---|--|
| | | Priority Standards | | | |
| | CCSS Math | | Standards | s for Mather | natical Practice |
| Standards Addressed | 4.G.1 - Draw points, lines, line segments, acute, obtuse), and perpendicular and part these in two-dimensional figures. 4.G.2 - Classify two-dimensional figures habsence of parallel or perpendicular lines absence of angles of a specified size. Record a category, and identify right triangles. | allel lines. Identify pased on the presence or , or the presence or | solving them Reason abst Construct vi the reasoning Model with Use appropr Attend to pr Look for and | ractly and q able argum of others mathematic riate tools st recision l make use o | ents and critique s trategically |
| | | Supporting Standard | S | | |
| | CCSS Math | CCSS ELA | A | | NG ELD |

| 4.MD 6. Measure angles in whole- mumber degrees using a protract. Stetch angles of specified measure. R14.7 ELA.3 Reading Coll 1.1, R1.4.4, LA.3 4.MD 7. Recognize angle measure as additive. When angle is decompting parts, the angle measure of the whole is the sum of the text in which is angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in e.g., by using an equation with a symbol for the unknown angle measure. NU.4.2.a-e ELD.4.18.7 (1.4.3, 1.4.5.c) Listening actively to spoken understrained to the text in which is appears. e.g., by using an equation with a symbol for the unknown angle measure. NU.4.2.a-e ELD.4.18.7 (1.4.3, 1.4.5.c) Listening actively to spoken equivalent and the matcale problems to information presented in diverse partners on grade 4 (points and text). ELD.4.18.7 (1.4.3, 1.4.5.c) Listening actively to spoken equivalent and the matcale problems to information presented in diverse partners on grade 4 (points and text). ELD.4.18.7 (1.4.3, 1.4.5.c) Listening actively to spoken equivalent and the angle of econy the stand the spoken equivalent and formats, including visually, quantitatively, and orally. SL.4.2 ELD.4.18.7 (1.4.3, 1.4.5.c) Listening actively to spoken equivalent and formats, including visually, quantitatively, and orally. SL.4.3 ELD.4.18.7 (1.4.2, 1.4.6.1) Listening actively to spoken equivalent and formats, including visually, quantitatively, and orally. SL.4.4 ELD.4.18.7 (1.4.2, 0.1) Listening actively to spoken equivalent and formats, including visually, quantitatively, and orally. SL.4.2 Paraphrase portions of a text read alouting recomment and formats including visually, quantitatively, and orally. SL.4.2 ELD.4.18.1 (W.4.2.0) Understanding Text tructure. ELD.4.18 | | | | Mathematics – Unit 6 |
|--|--------------|---|---|------------------------------|
| Sketch angles of specified measure. visually, or quantitatively (e.g., in additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems, e.g. by using an equation with a symbol for the unknown angle on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. Reading closely literary and information accouncil decay. If all world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. Not 2.3ee ELD.4.18.7 (1.4.3; 1.4.5.5c) If any or the unknown angle measure. Not 2.3ee Write informative/explanatory texts to information active sing and texcher-led) with diverse partners on grade 4 part of excit, building on others' iteles and expressing their on cally. ELD.4.18.7 (1.4.3; 1.4.5.5c) If any or the unknown angle measure. Not 2.3ee Not 2.3ee ELD.4.18.7 (1.4.3; 1.4.5.5c) If any or the unknown angle measure. Not 3.3ee Not 3.3ee Not 3.3ee If any or the unknown angle measure. Not 3.3ee Not 3.3ee Not 3.3ee If any or the unknown angle measure. Not 3.3ee Not 3.3ee Not 3.3ee If any or the unknown angle measure. Not 3.3ee Not 3.3ee Not 3.3ee If any or the unknown angle measure. Not 3.3ee Not 3.3ee Not 3.3ee If any or the unknown angle measure. Not 3.3ee Not 3.3ee Not 3.3eee | | | | . |
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| 4.MD.7 - Recognize angle measure as additive. When an angle is decomposed with diversity of the name angle is decomposed with information contributes to an understanding of the text in which it agpears. additive. When meaning is decomposed with information contributes to an understanding of the text in which it agpears. identify through language. e.g. by using an equation with a symbol in formation converted and mathematical problems to the unknown angle measure. if additive. When equation with a symbol information clearly. I.J. 4.1.2.4 Example of the unknown angle measure. S.4.1.2.4 Example of collaborative discussions (one-on-oning rouge, and teach-reled) with divers in writing language in various partners on grade 4 topics and texts, building on other's likes and expressing partners on grade 4 topics and texts, building on other's likes and expressing in the with others in writing language in various (print, communicative forms (print, communicative forms (print, communicative forms (print, communicative), and orally. S.L.4.2 Paraphrase provides to support particular points. Lis6 Acquire and use accurately grade appropriate general academic cond domain-specific words and phrases, including those that signal preservation. Suggestions: Review geometric shapes, lines, points, symmetry, etc. Resources: Engage New York Common Core Georgia Performance Standards (CGCPS) www.elsarizitions.com www.elsarizitions.com www.elsarizitions.com Sudents will draw a sketch of a clubhouse on construction paper or that tapes. In explosite text spoints, spoints, space spoints, meas on on corcorore transge of a clubhouse on comstruction pape | | Sketch angles of specified measure. | | |
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| addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. W.4.2.ac write informative/explanatory texts to examine a topic and convey ideas and information clearly. U.4.1.8.7 (L-3.1, L-4.5.c) Usteining actively to spoken fragish in a range of control discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. EID.4.1.8.7 (L-4.6) Interacting with others in writing language in various prophrase portions of a text read aloud or information presented in diverse media and formatis, including visually, quantitatively, and orally. EID.4.1.8.2 (W.4.2.d, WA.1.0) Writing literary and information, using appropriate technology. SL4.3 Identify the reasons and evidence a speaker provides to support particular points. L.4.6 Parage affectively rade- appropriate general academic and domain-specific words and phrase, including those that signal precise including thore that signal precise including those that | | | _ | improvoj un okan ungukgoi |
| find unknown angles on a diagram in e.g., by using an equation with a symbol for the unknown angle measure. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Listening actively to spoken and academic context. SL4.1 a-d Enzage effectively in a range of collaborative discussions (one-on-one partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. EDA1LA2 (L.4.6) Interacting with others in groups, and texts-i-eldy with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. EDA1LA2 (L.4.6) Interacting with others in groups, and texts- remained indiverse media and formatis, including visually, quantitatively, and orally. EDA1LC10 (W.4.2.4, W.4.10) Writing literary and informational text to present, describe, and espeaker provides to support particular points. L4.6 Acquire and use accurately grade- appropriate general academic and domain-specific words and phrases, including those that signal precise citos, emotions, or states of being (e.g., quizzed, whined, stammerd) and information, using appropriate general academic and points. EDA1LA1 (W.4.2.4) Understanding Text structure. Fenzehing and Learning Progression Suggestions: Review geometric shapes, lines, points, symmetry, etc. Resources: Fingage New York Common Core Georgia Performance Standards (CCGPS) www.dearnzillions.com www.commoncoreshets.com 44 Grade Mat Framework: http://www-k6.thinkcentral.com/ Bloom's Bloom's Bloom's They.chink and part and four common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common t | | | | ELD.4.I.B.7 (L.4.3, L.4.5.c) |
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| Teaching and Learning Progression Appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). ELD.4.II.A.1 (W.4.2.d) Understanding Text structure. Review geometric shapes, lines, points, symmetry, etc. Bloom's DOK Review geometric shapes, lines, points, symmetry, etc. 2 1 Review geometric shapes, lines, points, symmetry, etc. Suggestions: 2 1 Review geometric shapes, lines, points, symmetry, etc. Scoring Rubric 4-Thorough Common Core Georgia Performance Standards (CCGPS) 3-Adequate 2-Partial 1-Minimal Www.commoncoresheets.com +ttp://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradefour.pdf 1-Minimal 1-Minimal Http://www.k6.thinkcentral.com/ Students will draw a sketch of a clubhouse on construction paper or chart paper. The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled. Image: Imag | | | | appropriate technology. |
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| Including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).structure.Suggestions: Review geometric shapes, lines, points, symmetry, etc. Resources: Engage New York Common Core Georgia Performance Standards (CCGPS) www.learnzillions.com www.commoncoresheets.com 4th Grade Math Framework: http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradefour.pdf http://www.k6.thinkcentral.com/Bloom's DOK 2 1Teaching and Learning ProgressionStudents will draw a sketch of a clubhouse on construction paper or chart paper. The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled.structure. | | | | |
| Teaching and Learning Progression actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). ELD.4.II.A.2 (W.4.2.d) Understanding cohesion Suggestions: Review geometric shapes, lines, points, symmetry, etc. Bloom's DOK Review geometric shapes, lines, points, symmetry, etc. 2 1 Www.learnzillions.com Scoring Rubric 4-Thorough Www.commoncoresheets.com 3-Adequate 2-Partial Www.commoncoresheets.com 1-Minimal 1-Minimal #thc://www.kde.thinkcentral.com/ Students will draw a sketch of a clubhouse on construction paper or chart paper. Image: Students whold include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled. Image: Students whold be labeled. | | | | 8 |
| Teaching and Learning Progression (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). ELD.4.II.A.2 (W.4.2.d) Understanding cohesion Suggestions: Review geometric shapes, lines, points, symmetry, etc. Resources: Engage New York Common Core Georgia Performance Standards (CCGPS) www.learnzillions.com www.commoncoresheets.com | | | | structure. |
| Teaching and Learning Progression Students will draw a sketch of a clubhouse on construction paper or chart paper. The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled. Understanding cohesion | | | | FID 4 II 4 2 (W 4 2 d) |
| wildlife, conservation, and endangered when discussing animal preservation). wildlife, conservation, and endangered when discussing animal preservation). Suggestions: Suggestions: Review geometric shapes, lines, points, symmetry, etc. 2 Resources: Scoring Rubric Engage New York 3-Adequate Common Core Georgia Performance Standards (CCGPS) 3-Adequate www.learnzillions.com 2-Partial www.commoncoresheets.com 1-Minimal 4 th Grade Math Framework: http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradefour.pdf http://www.k6.thinkcentral.com/ Students will draw a sketch of a clubhouse on construction paper or chart paper. The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled. | | | | |
| Image: Suggestion in the second se | | | | |
| Review geometric shapes, lines, points, symmetry, etc. Resources:21Review geometric shapes, lines, points, symmetry, etc. Resources:21Engage New York Common Core Georgia Performance Standards (CCGPS) www.learnzillions.com www.commoncoresheets.com 4th Grade Math Framework: http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradefour.pdf http://www.k6.thinkcentral.com/4-Thorough 3-Adequate 2-Partial 1-MinimalTeaching and Learning ProgressionStudents will draw a sketch of a clubhouse on construction paper or chart paper. The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled.1 | | | | |
| Resources:Scoring RubricEngage New York Common Core Georgia Performance Standards (CCGPS) www.learnzillions.com www.commoncoresheets.com 4th Grade Math Framework: http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradefour.pdf http://www.k6.thinkcentral.com/3-Adequate 2-Partial 1-MinimalProgressionStudents will draw a sketch of a clubhouse on construction paper or chart paper. The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled.Storing Rubric | | Sugge | stions: | Bloom's DOK |
| Engage New York4-ThoroughCommon Core Georgia Performance Standards (CCGPS) www.learnzillions.com www.commoncoresheets.com 4th Grade Math Framework: http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradefour.pdf http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradefour.pdf http://www-k6.thinkcentral.com/1-MinimalStudents will draw a sketch of a clubhouse on construction paper or chart paper. The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled.1-Minimal | | | | |
| Teaching and Learning ProgressionCommon Core Georgia Performance Standards (CCGPS) www.learnzillions.com www.commoncoresheets.com 4th Grade Math Framework: http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradefour.pdf http://www.k6.thinkcentral.com/3-Adequate 2-Partial 1-MinimalStudents will draw a sketch of a clubhouse on construction paper or chart paper. The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled.3-Adequate 2-Partial 1-Minimal | | | irces: | |
| Teaching and Learning Progression2-Partial 1-MinimalStudents will draw a sketch of a clubhouse on construction paper or chart paper. The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled.2-Partial 1-Minimal | | | | 8 |
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| Teaching and Learning Progression4th Grade Math Framework: http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradefour.pdf http://www.k6.thinkcentral.com/Students will draw a sketch of a clubhouse on construction paper or chart paper. The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled. | | | | |
| Teaching and Learning Progressionhttp://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradefour.pdf http://www-k6.thinkcentral.com/Students will draw a sketch of a clubhouse on construction paper or chart paper. The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled. | | | | 1-Mininai |
| Learning Progressionhttp://www-k6.thinkcentral.com/Students will draw a sketch of a clubhouse on construction paper or chart paper. The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled. | Teaching and | | /aug2013gradefour.pdf | |
| Students will draw a sketch of a clubhouse on construction paper or chart paper. The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled. | | | | |
| The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled. | Progression | | | |
| The sketch should include common geometric terms such as points, lines, line segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled. | | | | |
| segments, parallel lines, and perpendicular lines. Students should also incorporate three common triangles and four common quadrilaterals. All terms should be labeled. | | | | |
| three common triangles and four common quadrilaterals. All terms should be labeled. | | | | |
| labeled. | | | | |
| | | | i quadi natel als. An tel nis snould de | |
| (Suggested ideas could include a sketch of the exterior or interior views of the | | lubereu. | | |
| | | (Suggested ideas could include a sketch o | f the exterior or interior views of the | |

| Students will u | clubhouse, furniture, play area, garden, etc.) Students will use clubhouse sketch to identify at least three lines of symmetry within their drawing using a different color. Students should add and label at least | | st |
|---|---|---|---|
| three more design features that contain a minimum of one line of symmetry. | | | |
| Instructional Strategies | | | |
| All Students SWD | | ELs | Enrichment |
| Cooperative Grouping with assigned roles Study Buddy Think-Pair-Share Clear expectations and examples Addressing learning modalities/Accommod ing learning style preferences. | Modified curriculum Additional time | Graphic organizers Differentiated instruction Repetition Manipulatives | Cooperative Grouping with assigned roles. More challenging work above and beyond grade level. Tiered assignments. |

| Name: | Angl | e Measurement | | | Suggested Length | Days: 3-5 Mins/Day | |
|--|------|---|---|---|---|--|--|
| | | | Priority Standa | rds | Length | | /. 00 |
| | | CCSS Math Standards for | | | ds for Mathe | for Mathematical Practice | |
| | | 4.G.3 - Recognize a line of symfigure as a line across the figur folded along the line into matc symmetric figures and draw line | e such that the figure can be hing parts. Identify line- | ☐ Make sense of problems and persevere in solving them ☐ Reason abstractly and quantitatively ☑ Construct viable arguments and critique to reasoning of others ☑ Model with mathematics ☑ Use appropriate tools strategically □ Attend to precision ☑ Look for and make use of structure □ Look for and express regularity in repeatored | | ly itique the | |
| | | | | | Attend to precision wook for and make use of structure wook for and express regularity in repeated wook for and expression wook for and expression < | | |
| Standards 4.MD.7 - Recognize angle measure. RI.4.7 Interpret information presented visually, or ally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. ELD.4.I.B.6 (RI.4.1, RI.4.4, Reading closely literary are informational texts and vio multimedia to determine Hermitian texts and discussions (one-on-one, in groups, and teacher-led) ELD.4.I.B.7 (L.4.3, L.4.5.c) | | | | | | | |
| | | CCSS Math | | | | A strategically matics | |
| | | CCSS MathCCSS ELA4.MD.6 - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.RI.4.74.MD.7 - Recognize angle measure as additive. When an angle is decomposed into non-RI.4.7Interpret information presented vis quantitatively (e.g., in charts, graph lines, animations, or interactive ele pages) and explain how the information to an understanding of the text in w SL.4.1.a-d Engage effectively in a range of coll | | hs, diagrams, tim ements on Web nation contribute which it appears. Ilaborative s, and teacher-lea opics and texts, essing their own aloud or media and forma and orally. a speaker provid appropriate cific words and al precise actions quizzed, whined, a particular topic | e Reading informa multime s meaning and imp ELD.4.I. Listenin English iacademi ELD.4.I. Interact: writing l commur commur multi-m ELD.4.I. Writing informa technolo ELD.4.II Underst | closely litera tional texts a dia to deterr is conveyed licitly throug B.7 (L.4.3, L. g actively to in a range of c context. A.2 (L.4.6) ing with othe language in v nicative form nicative techn edia). C.10 (W.4.2.4) literary and tional text to e, and explain tion, using ap ogy. A.1 (W.4.2.6) and ing Text a A.2 (W.4.2.6) | ary and nd viewing nine how explicitly th language. 4.5.c) spoken social and ers in various s (print, nology, and d, W.4.10) present, tideas and opropriate l) structure. |
| | | Review angles and protractors | Suggestions: | | Blo | oom's 2 | DOK 1 |
| | | Review angles and protractors |). | | | rategically f structure gularity in repeated NG ELD 6 (RI.4.1, RI.4.4, L.4.3) closely literary and ional texts and viewing lia to determine how is conveyed explicitly icitly through language. 7 (L.4.3, L.4.5.c) f actively to spoken a range of social and f context. 7 (L.4.6) ang with others in anguage in various f cative forms (print, f cative technology, and f dia). 7.10 (W.4.2.d, W.4.10) fterary and ional text to present, and explain ideas and ion, using appropriate gy. A.1 (W.4.2.d) anding Text structure. A.2 (W.4.2.d) anding cohesion 6 (W.4.2.d) | |
| Teaching and Learning Progression | | Engage New York Common Core Georgia Perforr www.learnzillions.com www.commoncoresheets.com | Resources: nance Standards (CCGPS) | | | 4-Thorou 3-Adequa 2-Partia | gh te l |

| | | | Mathematics – Unit 6 |
|--|---|---|---|
| | ramework: ca.gov/ci/ma/cf/documents/aug2 5.thinkcentral.com/ | 2013gradefour.pdf | |
| figures should be Students are en- their clubhouse Figure 1 is a 13 need to measur relationship be $45^0+45^0+45^0+45^0+45^0+45^0+45^0+45^0+$ | In this task, students will be required to draw three separate figures. These figures should be at least a half a page in size and drawn using a protractor. Students are encouraged to take these three figures and incorporate them into their clubhouse design. Figure 1 is a 180° angle . Students will divide this into four acute angles. They need to measure and label each angle and write an equation that shows the relationship between the four acute angles and the 180° angle. (Example~ 45°+45°+45°+45°=180°) Figure 2 is a 150° angle . Students will divide this angle into one obtuse and two acute angles They need to measure and label each measure and label each angle and write the three smaller angles and the 150° angle. (Example – 100° +30°+20° = 150° or 20°+30°+? = 150°) Figure 3 is a 90° angle . Students will divide this angle into three acute angles They need to measure and label each angle and write an equation that shows the relationship between the three smaller angles and the 150° angle. (Example – 100° +30°+20° = 150° or 20°+30°+? = 150°) Figure 3 is a 90° angle . Students will divide this angle into three acute angles They need to measure and label each angle and write an equation that shows the relationship between the three smaller angles and the 150° angle. (Example – 100° +30°+20° = 150° or 20°+30°+? = 150°) | | |
| | Instructiona | | |
| All Students• Cooperative Grouping with assigned roles• Study Buddy• Think-Pair-Share• Clear expectations and examples• Addressing learning modalities/Accommodati ng learning style preferences. | SWD Graphic organizers Differentiated instruction Repetition Manipulatives Modified curriculum Additional time www.alvordusdrcd.org | ELs Graphic organizers Differentiated instruction Repetition Manipulatives | Enrichment Cooperative Grouping with assigned roles. More challenging work above and beyond grade level. Tiered assignments. |

Authentic Performance Task 4

| Name: | Clubhouse Blueprint | ise Blueprint | | | | |
|---|--|--|---|---|---|---|
| | | Priority Star | ndards | Length | Mills/Day. 00 | |
| Standards CCSS Math Standards for M. 4.MD.6 - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. Make sense of problem them angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. Supporting Standards 4.MD.6 - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. Reason abstractly and (a Supporting Standards 5.Standards 4.MD.6 - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. RIA.7Interpret information presented visually orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, angles of specified measure. ELD.4.1. Reading information contributes to an unditense, or interactive elements on Web pages) and explain how the information contributes to an unditense. ELD.4.1. Reading information clearly. 4.MD.7 - Recognize angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angles of the angle measures of the parts. Solve addition and subtraction angles of specified angle as additive. ELD.4.1. Therefore and expressing their own clearly. ELD.4.1. Istenting on there's ideas and expressing their own clearly. ELD.4.1. Istenting on the angle measures of the angle measures of the angle measures of the angle measu | | CCSS Math | Standa | ards for M | athematical Prac | tice |
| | - | in solving | | | | |
| | angle is decomposed into measure of the whole is t | non-overlapping parts, the angle he sum of the angle measures of the | reasoning of ot ⊠Model with n | hers nathemati | cs | e the |
| | unknown angles on a dia mathematical problems, | gram in real world and e.g., by using an equation with a | □ Attend to pre ⊠ Look for and □ Look for and | cision make use | of structure | Mins/Day: 60 hematical Practice and persevere in solving hantitatively nts and critique the ategically f structure ularity in repeated NG ELD 6 (RI.4.1, RI.4.4, L.4.3) osely literary and onal texts and viewing a to determine how meaning d explicitly and implicitly nguage. 7 (L.4.3, L.4.5.c) actively to spoken English in a ocial and academic context. 2 (L.4.6) g with others in writing n various communicative nt, communicative y, and multi-media). 10 (W.4.2.d, W.4.10) erary and informational text , describe, and explain ideas hation, using appropriate y. |
| | | Supporting St | | | Mins/Day: 60 Mathematical Practice ems and persevere in solving ad quantitatively uments and critique the atics ls strategically ese of structure s regularity in repeated Mathematical Practice ALB.6 (RI.4.1, RI.4.4, L.4.3) ing closely literary and mational texts and viewing media to determine how meaning weyed explicitly and implicitly ugh language. 4.1.B.7 (L.4.3, L.4.5.c) ning actively to spoken English in a e of social and academic context. 4.1.A.2 (L.4.6) acting with others in writing uage in various communicative s (print, communicative | |
| | CCSS Math | | | | | |
| | 4.MD.6 - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. 4.MD.7 - Recognize angle measure as additive. When an angle is decomposed into non- overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the | RI.4.7Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. W.4.2.a-eWrite informative/explanatory texts to examine a topic and convey ideas and information clearly. SL.4.1.a-dEngage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. SL.4.2Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3Identify the reasons and evidence a speaker provides to support particular points. L.4.6Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and | | Reading informa multime is conve through ELD.4.I. Listenin range of ELD.4.I. Interact languag forms (p technolo ELD.4.I. Writing to prese and info | ELD.4.I.B.6 (RI.4.1, RI.4.4, L.4.3) Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. ELD.4.I.B.7 (L.4.3, L.4.5.c) Listening actively to spoken English in a range of social and academic context. ELD.4.I.A.2 (L.4.6) Interacting with others in writing language in various communicative forms (print, communicative technology, and multi-media). ELD.4.I.C.10 (W.4.2.d, W.4.10) Writing literary and informational text to present, describe, and explain ideas and information, using appropriate | |
| and | Engage New York Common Core Georgia Pe www.learnzillions.com www.commoncoresheets | angles, geometric shapes, protractors. Resources: New York n Core Georgia Performance Standards (CCGPS) arnzillions.com ommoncoresheets.com | | | 2 Scoring Rubr 4-Thorough 3-Adequate 2-Partial | 1 ic |
| - | on http://www.cde.ca.gov/ci/n http://www-k6.thinkcen Using large graph paper, clubhouse blueprint. Mak | na/cf/documents/aug2013gradefour.pd tral.com/ chart paper, or construction paper; c te sure to include and label all geome | reate your | | | |

| Instructional Strategies | | | | | |
|--|--|---|---|--|--|
| All Students | SWD | ELs | Enrichment | | |
| Cooperative Grouping with assigned roles Study Buddy Think-Pair-Share Clear expectations and examples Addressing learning modalities/Accommodating learning style preferences. | Graphic organizers Differentiated instruction Repetition Manipulatives Modified curriculum Additional time www.alvordusdrcd.org | Graphic organizers Differentiated instruction Repetition Manipulatives | Cooperative Grouping with assigned roles. More challenging work above and beyond grade level. Tiered assignments. | | |

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Clubhouse-

Congratulations on winning the contest to build a clubhouse for the playground you created in unit 2. The clubhouse must meet certain criteria in order for the principal to approve this project. Each task below will help you meet the specifications of the clubhouse. Take your clubhouse design and split into groups. Decide with your group which clubhouse to use. Using a graph paper, use this clubhouse to design to create, label, and color your clubhouse to present to the class.

Instructional Strategies

| All Students | SWD | ELs | Enrichment | |
|---|---|---|---|--|
| Cooperative Grouping with assigned roles Study Buddy Think-Pair-Share Clear expectations and examples Addressing learning modalities/Accommo dating learning style preferences. | Graphic organizers Differentiated instruction Repetition Manipulatives Modified curriculum Additional time www.alvordusdrcd.org | Graphic organizers Differentiated instruction Repetition Manipulatives | Cooperative Grouping with assigned roles. More challenging work above and beyond grade level. Tiered assignments. | |