Unit 4 Key Assessment Opportunities Chart

Taken from *Math Trailblazers* digital Teacher Guide

Content

Key Ideas in Unit 4 / Unit 4 Expectations	L1 TG *The TIMS Candy Company* Part 1 Class Discussion	L1 SAB *More Base-Ten Shorthand* Check-In: Q# 1–2	L2 SG *Big Base-Ten Hoppers* Check-In: Q# 13–19	L3 SG *Number Sentences* Check-In: Q# 11–14**	L3 SAB *Number Lines and Number Sentences* Self-Check with Practice Menu	L4 SG *Addition* Check-In: Q# 17–20**	L4 TG *Place Value and Addition Quiz***	L5 SG *Subtraction* Q# 2–6	L5 SG *Subtraction* Check-In: Q# 14–17**	L5 TG DPP item T *Big Hops*	L6 TG *Addition and Subtraction Quiz***	L7 SAB *Strategies to Add and Subtract* Self-Check: Q# 1, 11–12, 17–18, 26–28	L8 SG *Multiplication at the Zoo* Check-In: Q# 14–15**	L9 SG *Paper-and-Pencil Multiplication* Check-In: Q# 9–11	L9 TG DPP Task HH *Finding n*	L10 SAB *Practicing Multiplication Strategies*
Number 1 **Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.**																
E1* Show that different partitions of the same number are equal using base-ten pieces, number lines, and number sentences (e.g., 200 + 30 + 7 = 200 + 20 + 17). (Algebra 3) [4.NBT.1, 2] [MP1, 2, 3, 7]	X	X		X	X		X			X	X	X			X	
Number 2 **Operations: Understand the meaning of numerical operations and their application for solving problems.**																
E2* Represent and solve addition problems using base-ten pieces and number lines. [4.NBT.2, 4] [MPE1, 2]			X	X	X	X	X			X	X	X				
E3* Represent and solve subtraction problems using base-ten pieces and number lines. [4.NBT.2, 4] [MP1, 2, 3]			X	X	X				X		X	X				
E4* Solve addition and subtraction problems using mental math strategies (e.g., composing and decomposing numbers, counting up, and counting back). [4.NBT.4] [MP1, 2, 3]						X	X		X		X	X				
E5 Solve multiplication problems using mental math strategies (e.g., composing and decomposing numbers and doubling and halving). [4.NBT.5] [MP 1, 2, 7]													X	X		X
Number 3 **Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.**																
E6* Add multidigit numbers using paper-and-pencil methods (expanded form, all partials, and compact). [4.NBT.4] [MP1, 2]						X	X				X	X				
E7* Subtract multidigit numbers using paper-and-pencil methods (expanded form and compact). [4.NBT.4] [MP1, 2]								X	X		X	X				
E8 Multiply 2-digit numbers by 1-digit numbers using paper-and-pencil methods (expanded form, all partials, compact). [4.NBT.2, 5] [MP1, 2]													X	X		X
E9* Choose appropriately from among mental math, estimation, and paper-and-pencil methods to add and subtract whole numbers. [4.NBT.4] [MP6]						X	X		X		X	X				
E10 Choose appropriately between mental math and paper-and-pencil methods to multiply whole numbers. [4.NBT.5] [MP6]													X	X		X
E11 Estimate sums and differences. [4.NBT.3, 4.0A.3] [MP3, 6]						X	X				X					

* Denotes Benchmark Expectation
** Includes a Feedback Box

Math Facts

		TG DPP Item A **L1** *Triangle Flash Cards: 2s, 3s, and 9s*	TG DPP Item S **L5** *Fact Families Quiz*	TG DPP Item CC **L8** *Quiz on 2s and 3s*	TG DPP Item GG **L9** *Multiplication Quiz: 9s*
Number 3	**Computation and Estimation: Use efficient and flexible proocedures to compute accurately and make reasonable estimates.**				
E12*	Demonstrate fluency with the multiplication facts for the 2s, 3s, and 9s. [3.0A.7]	×		×	×
E13*	Determine the unknown number in a multiplication or division sentence relating three whole numbers for the 2s, 3s, and 9s facts. [3.0A.7]		×		

Math Practices

		TG *Addition and Subtraction* **L6** Quiz**	SG *Multiplication at the Zoo* **L8** Check-In: Q# 14–15
MPE1	**Know the problem.** I read the problem carefully. I know the questions to answer and what information is important. [MP1]	×	×
MPE2	**Find a strategy.** I choose good tools and an efficient strategy for solving the problem.		
MPE3	**Check for reasonableness.** I look back at my solution to see if my answer makes sense. If it does not, I try again.		
MPE4	**Check my calculations.** If I make mistakes, I correct them.		
MPE5	**Show my work.** I show or tell how I arrived at my answer so someone else can understand my thinking. [MP2, 3]	×	×
MPE6	**Use labels.** I use labels to show what numbers mean.		

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