Grade 4 Math M-4.1	**KAS Standard:** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	**Accommodations and Supports (Should align with IEP)**
	KAS-KAAP Content Assessment Standard: Multiply and divide to solve word problems.	

What does the student need to know to begin? (pre-requisite skills) partitioning, skip counting, represent a word problem with manipulatives, a drawing, or a number sentence. Number recognitions and understanding that numbers can be represented in various forms (e.g., written number, dots, cubes, etc.); know how to use a calculator and manipulatives, application of key vocabulary and math symbols.

What will the student be able to do? (student outcomes)
Students will be able to input numbers into a calculator to solve the equation. Students will be able to understand and apply key vocabulary/symbols to solve a problem.

How will you task analyze the skill?

How will you teach this? (SDI, strategies) use a calculator, use counters, use 100's chart, draw pictures, instruction using manipulatives, graphic organizers, model using real life situations (e.g., teacher has 20 pencils and 10 students in class. How many pencils does each student get?).

What materials will be needed?
Calculator, manipulatives, graphic organizers

What will daily checks for understanding look like? (formative assessment)

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 4 Math M-4.2	**KAS Standard:** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Generate a number pattern that follows a given rule. Identify apparent features of the pattern.		

What does the student need to know to begin? (pre-requisite skills) identify patterns, addition, subtraction, multiplication, division, recognize the number sign (number operation), skip counting, key number concepts (e.g., positive and negative, even and odd).

What will the student be able to do? (student outcomes)
Identify and continue a pattern.

How will you task analyze the skill?

How will you teach this? (SDI, strategies) use pattern blocks, use dot patterns, instruction in the use of a number line, instruction in the use of manipulatives, instruction in pattern identification and progression, instruction in the use of a calculator, multisensory approach.

What materials will be needed?
Patterns with a multisensory approach (e.g., sounds, smells, taste, movement, tactile), calculator, worksheets, objects with tactile enhancements, number line, pattern blocks.

What will daily checks for understanding look like? (formative assessment)

What were the outcomes of your practice test (summative assessment)?
Reflections (what worked well, what will you change next time)

Grade 4 Math M-4.3	**KAS Standard:** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	**Accommodations and Supports (Should align with IEP)**
	KAS-KAAP Content Assessment Standard: Within the following systems of measurement, express measurement of time and length as larger and smaller units and record measurement equivalents in a two column table.	

What does the student need to know to begin? (pre-requisite skills) tell time to the hour and minute, ability to use a ruler, analog and digital clock, content specific vocabulary (equal, equivalent, length, etc,), ability to read a table, ability to determine which is greater.

What will the student be able to do? (student outcomes)
Students will identify, convert, and compare between units of measurement.

How will you task analyze the skill?

How will you teach this? (SDI, strategies) instruction across various units of measurement using time and length, instruction in the use of a calculator, instruction in using a conversion chart, instruction using hands on strategies.

What materials will be needed?
Calculator, conversion charts, measurement tools for length and time(e.g., clock, ruler), manipulatives, graphic organizers (ex: to teach units of measurement).

What will daily checks for understanding look like? (formative assessment)

What were the outcomes of your practice test (summative assessment)?
Reflections (what worked well, what will you change next time)

Grade 4 Math M-4.4	**KAS Standard:** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Apply the area and perimeter formulas for rectangles in real world and mathematical problems.		

What does the student need to know to begin? (pre-requisite skills) ability to add and multiply, content specific vocabulary.

What will the student be able to do? (student outcomes)

How will you task analyze the skill?

How will you teach this? (SDI, strategies)

What materials will be needed?

What will daily checks for understanding look like? (formative assessment)

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 4 Math M-4.5	**KAS Standard:** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two dimensional figures.	**Accommodations and Supports (Should align with IEP)**
	KAS-KAAP Content Assessment Standard: Identify points, lines, perpendicular lines, parallel lines and right, acute and obtuse angles in two dimensional figures.	

What does the student need to know to begin? (pre-requisite skills) content specific vocabulary

What will the student be able to do? (student outcomes)

How will you task analyze the skill?

How will you teach this? (SDI, strategies)

What materials will be needed?

What will daily checks for understanding look like? (formative assessment)

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 4 Math M-4.6	**KAS Standard:** 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.	**Accommodations and Supports (Should align with IEP)**
	KAS-KAAP Content Assessment Standard: Classify two-dimensional figures based on perpendicular lines, parallel lines and angle measure.	
What does the student need to know to begin? (pre-requisite skills) content specific vocabulary (angle, lines, parallel, perpendicular), sort by attribute		
What will the student be able to do? (student outcomes)		
How will you task analyze the skill?		
How will you teach this? (SDI, strategies)		
What materials will be needed?		
What will daily checks for understanding look like? (formative assessment)		

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)