

4th Grade Math Unit 1

Content Area	Math
Unit Title/Topic	Operations and Algebraic Thinking
Course/Grade Level	4 th Grade
Unit Summary	Students focus on using the four basic operations to solve computation and word problems.
Time Frame	weeks

Desired Results

Priority Standards:

- **CCSS.Math.Content.4.OA.A.2** 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.¹
- **CCSS.Math.Content.4.OA.A.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Supporting Standards:

- **CCSS.Math.Content.4.OA.A.1** Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- **CCSS.Math.Content.4.OA.B.4** Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
- **CCSS.Math.Content.4.OA.C.5** 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.*

Continuous Foundational Standards:

Nebraska State Standard

- MA 4.3.1.d Select appropriate operational and relational symbols to make a number sentence true
- MA 4.3.3.b Use symbolic representation of the identity property of multiplication (e.g., $5 * 1 = 5$)
- MA 4.3.3.c Use symbolic representations of the commutative property of multiplication (e.g., $2 * 3 = \Delta * 2$)