



4th Grade

ALL

OPERATIONS

Created By:
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**Whole Class Lessons and Guided Math Groups
Active Engagement and Games
Intervention and Enrichment
EXIT TICKETS**



I Plan ~ You Teach

Helping you live your life
AND

be the math teacher that gets results

Are you Ready For Help?

Click the links for Lesson Plans that align with TEXAS TEKS!



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[4th Grade Math Lesson Plans](#)

[5th Grade Math Lesson Plans](#)

I SEE YOU~

- struggling each week to write lesson plans that meet the rigor of the TEKS.
- searching endlessly for resources that will help kids learn math while being challenged and engaged.
- staying late everyday after school working on plans and creating everything from scratch.

You are exhausted from working with students all day, and still have to prep, write and create.

I SEE YOU~

SACRIFICING your time with your family and friends

to ensure success for ALL of OUR Children.



Want to know when sales are happening? Click links to follow



Name _____

All Operations

LT	Statement	1	2	3	4	Evidence
1	I can add and subtract whole numbers to the millions place using the standard algorithm.					
2	I can add and subtract decimals to the hundredths place using the standard algorithm.					
3	I can solve with fluency one- and two-step problems involving multiplication					
4	I can solve with fluency one- and two-step problems involving division, including interpreting remainders.					

1	2	3	4
I have no idea how to do this.	I can do this with some help. ©iPohly INC	I can do this by myself	I can teach someone to do this. ⁷

Name _____

All Operations

LT	Statement	1	2	3	4	Evidence
6	I can represent multi-step problems involving the division with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.					
7	I can represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence.					
8	I can distinguish between fixed and variable expenses.					
9	I can calculate profit in a given situation.					

1	2	3	4
I have no idea how to do this.	I can do this with some help. ©iPohly INC	I can do this by myself	I can teach someone to do this. ⁸

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
1 4.4A	Add and subtract whole numbers to the millions place using the standard algorithm.	<input type="checkbox"/> Connection between place value and the standard algorithm <input type="checkbox"/> Standard algorithm	<input type="checkbox"/> Recognize addition presented in a real-world problem situation <input type="checkbox"/> Recognize subtraction presented in a real-world problem situation <input type="checkbox"/> Understand how to add multi-digit numbers involving regrouping <input type="checkbox"/> Understand how to subtract multi-digit number involving regrouping over multiple zeros <input type="checkbox"/> Solve a two-step problem involving addition and subtraction	<input type="checkbox"/> Estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division.
2 4.4A	Add and subtract decimals to the hundredths place using the standard algorithm.	<input type="checkbox"/> Relate addition and subtraction of decimals to the hundredths place using concrete objects and pictorial models to the standard algorithm for adding and subtracting decimals. <input type="checkbox"/> Trailing zeros - a sequence of zeros in the decimal part of a number that follow the last non-zero digit, and whether recorded or deleted, does not change the value of the number ©iPohly INC <input type="checkbox"/> Standard algorithm	<input type="checkbox"/> Recognize addition presented in a real-world problem situation <input type="checkbox"/> Recognize subtraction presented in a real-world problem situation <input type="checkbox"/> Understand how to represent a whole number as a decimal to the hundredths place <input type="checkbox"/> Understand how to add decimal numbers involving regrouping <input type="checkbox"/> Understand how to subtract decimal numbers involving regrouping over multiple zeros <input type="checkbox"/> Solve a two-step problem involving addition and subtraction	<input type="checkbox"/> Estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
3 4.4H	Solve with fluency one- and two-step problems involving multiplication	<input type="checkbox"/> One-step problems <input type="checkbox"/> Recognition of multiplication in mathematical and real-world problem situations <input type="checkbox"/> Two-step problems must have one-step in the problem that involves multiplication; however, the other step in the problem can involve addition and/or subtraction	<input type="checkbox"/> Recognize multiplication presented in a real-world problem situation <input type="checkbox"/> Understand how multiply a two-digit number by a two-digit number <input type="checkbox"/> Solve a two-step problem involving multiplication and division	<input type="checkbox"/> Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm.
4 4.4H	Solve with fluency one- and two-step problems involving division, including interpreting remainders.	Various ways to record remainder <input type="checkbox"/> Ignore the remainder <input type="checkbox"/> Add one to the quotient <input type="checkbox"/> Remainder is the answer <input type="checkbox"/> Remainder recorded as a fraction	<input type="checkbox"/> Recognize division presented in a real-world problem situation <input type="checkbox"/> Understand how to divide a four-digit number by a one-digit number <input type="checkbox"/> Understand how to interpret a remainder based on the problem situation and question being asked <input type="checkbox"/> Solve a problem involving division, including interpreting the remainder	<input type="checkbox"/> Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
5 4.5A	Represent multi-step problems involving multiplication with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.	<input type="checkbox"/> Relationship between multiplication and addition <input type="checkbox"/> Representations of an unknown quantity in an equation <input type="checkbox"/> Representation of problem situations with strip diagrams and equations Multiplicative structures <input type="checkbox"/> Multiplication product unknown <input type="checkbox"/> Multiplication factor unknown	<input type="checkbox"/> Understand the relationship between the description of a problem situation and the symbols represented in an equation <input type="checkbox"/> Represent a two-step problem using an equation. <input type="checkbox"/> Understand how a strip diagram can be used to represent multiplication.	<input type="checkbox"/> Represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity.
6 4.5A	Represent multi-step problems involving the division with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.	<input type="checkbox"/> Representations of an unknown quantity in an equation <input type="checkbox"/> Recognition of division in mathematical and real-world problem situations <input type="checkbox"/> Representation of problem situations with strip diagrams and equations Division Structures <input type="checkbox"/> Partitive Division <input type="checkbox"/> Quotative Division	<input type="checkbox"/> Understand the relationship between the description of a problem situation and the symbols represented in an equation <input type="checkbox"/> Understand how a strip diagram can be used to represent division	<input type="checkbox"/> Represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
7 4.5B	<p>Represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence.</p>	<p>Data sets of whole numbers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sets may or may not begin with 1 <input type="checkbox"/> Sets may or may not be listed in sequential order <p>Relationship between input-output tables and number patterns</p> <ul style="list-style-type: none"> <input type="checkbox"/> When the input is the position in the sequence, then the output is the value in the sequence. <input type="checkbox"/> When the input is the value in the sequence, then the output is the position in the sequence. <p>Relationship between values in a number pattern</p> <ul style="list-style-type: none"> <input type="checkbox"/> Additive numerical pattern <input type="checkbox"/> Multiplicative numerical pattern <p>Relationship between numerical expressions and rules to create input-output tables representing the relationship between each position in the sequence and the value in the sequence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand how to represent the position of a number in a sequence and the value of the number as a number pair <input type="checkbox"/> Understand how to identify a numerical relationship between pairs of numbers in an input-output table <input type="checkbox"/> Understand how to represent a numerical relationship between pairs of numbers in an input-output table when given a rule <input type="checkbox"/> Represent a number pattern using an input-output table, including the relationship between the pairs of numbers 	<ul style="list-style-type: none"> <input type="checkbox"/> Generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph. <input type="checkbox"/> Recognize the difference between additive and multiplicative numerical patterns given in a table or graph.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
8 4.10A	Distinguish between fixed and variable expenses.	<p>Relationship between fixed and variable expenses</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some expenses do not change from month to month and some expenses do change each month <input type="checkbox"/> Some expenses that may be fixed for one person may be variable for others depending on the situation 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the difference between fixed expenses and variable expenses <input type="checkbox"/> Understand that a similar expense can be fixed for some people but variable for others <input type="checkbox"/> Identify whether a real-world expense is fixed or variable 	<ul style="list-style-type: none"> <input type="checkbox"/> Define income tax, payroll tax, sales tax, and property tax.
9 4.10B	Calculate profit in a given situation.	<ul style="list-style-type: none"> <input type="checkbox"/> Determining profit from a single source for income and/or expenses <input type="checkbox"/> Determining profit from multiple sources for incomes and/or expenses <input type="checkbox"/> Relationship between income, expenses, and profit <p>○ When income is greater than expenses there is a profit.</p> <p>○ When income is less than expenses, there is no profit or the costs exceed the income.</p> <p style="text-align: center;">©iPohly INC</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand that the cost for preparing snacks represents the expenses <input type="checkbox"/> Understand that the amount received from the sale of the snacks represents the income <input type="checkbox"/> Understand that profit is the amount earned after expenses are subtracted from income <input type="checkbox"/> Solve a problem involving calculating profit 	<ul style="list-style-type: none"> <input type="checkbox"/> Use multiple sources of income and expenses to the billions place

Day 1 4.4A	Day 2 4.4H	Day 3 4.5A	Day 4 4.4A, 4.4H, 4.5A	Day 5 4.4A, 4.4H, 4.5A
Math Huddle LT 1-2 Addition and Subtraction	Math Huddle LT 3-4 Multiplication and Division	Math Huddle LT 5-6 Strip Diagram Equation	Game LT 1-6 All Operations	Independent Practice LT 1-6 All Operations
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
Reteach Division	LT 1-2	LT 3-4	LT 5-6	LT 1-6
Day 6 4.10A	Day 7 4.10A	Day 8 4.10B	Day 9 4.10B	Day 10 4.5B
Mini Lesson LT 8 Fixed & Variable Expenses	Math Huddle LT 8 Fixed & Variable Expenses	Mini Lesson LT 9 Calculate Profit	Independent Practice LT 9 Calculate Profit	Math Huddle LT 7 Input Output Tables
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
LT 8	LT 8	LT 9	LT 9	LT 7
Day 11 4.5B	Day 12 4.5B	Day 13 4.5B	Day 14 4.5B	<div style="display: flex; flex-direction: column; align-items: center;"> All Operations </div>
Mini Lesson LT 7 Input Output Tables	Mini Lesson LT 7 Input Output Tables	Game LT 7 Input Output Tables	Independent Practice LT 7 Input Output Tables	
Guided Math	Guided Math	Guided Math	Guided Math	
LT 7	LT 7	LT 7	LT 7	



Thank you for your download!

I hope this helps your students!



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