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| **Generalize place value understanding for multi-digit whole numbers.** |
| 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* | * See computer links on curriculum map (brainpop and discovery ed)
* Base 10 blocks- model patterns: how many ones in a ten, tens in a hundred, hundreds in a thousand, thousands in ten thousand, ten thousands in one hundred thousand, one hundred thousands in a million
* Place value charts: I say, you write (one digit per box)
* Reference Bulletin boards and nametags
* EDM 2.3 pgs.87-92
* Number Top It SRB 204
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| 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.  | * Place value carts: read numbers off board (written form) then write standard form on chart
* Dice games (high, low)
* Partner game – build and read a number, decide who has greatest
* Order numbers in front of room (each student is a #)
* Play I am … Who has… looping game
* Practice sheets from superteacherworksheets.com
* EDM 2.2 pgs. 82-86
* Number Top It SRB 204
* Coach Book Expanded /Standard Form
* EDM 5.8 pgs 322-327
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| 3. Use place value understanding to round multi-digit whole numbers to any place.  | * Teacher created notes and practice (number lines and steps)
* Number lines to model position of number to be rounded
* EDM 5.10 334-339
* EDM 5.3 291-296
* EDM 5.4 297-302
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| **Use place value understanding and properties of operations to perform multi-digit arithmetic.** |
| 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm. | * EDM 2.7 pgs 109-114
* EDM 2.9 pgs. 120-126
* EDM 3.7 pgs. 175-178
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| 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  | * **EDM 3.1 pgs. 146-151**
* **EDM 3.2 pgs. 152-156**
* **EDM 3.3 157-161**
* **EDM 3.6 171-174**
* **EDM 5.1 280-285**
* **EDM 5.2 286-290**
* **EDM 5.5 303-308**
* **EDM 5.6 309-314**
* **EDM 5.7 315-321**
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| 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  | * **EDM 3.4 pgs. 162-165**
* **EDM 6.1 pgs 366-371**
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1Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000