# Marietta City Schools
# District Topic Planner

*Fourth Grade*

| Topic Title | *Topic 1: Generalize Place Value Understanding* | Unit duration | *10 days* |
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## Big Idea: Numbers and Operations - Understand Place Value

Georgia Standards of Excellence

**Understand place value.**

**4.NBT.1** Recognize that in a multi-digit whole number, a digit in any 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.*

**4.NBT.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.

**Use place value understanding and properties of operations to perform multi-digit arithmetic.**

**4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place.

**Major work of the grade** **Supporting standard** **Additional standard**

## Informational Links

GSE Unit 1 Frameworks: Whole Numbers, Place Value and Rounding in Computation
MCS Math Instructional Framework
MCS Math Instructional Framework with Resource Guidance

## About the Math

GaDOE:Grade 4 Standards Overview Document
GaDOE: What Do Standards Look Like in Fourth Grade?

| Topic 1: Learning Resources | | | |
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| **4.NBT.1, 4.NBT.2, 4.NBT.3** | | | |
| **Lesson Number/Task/Module** | **Lesson** | **Lesson Description** | **Standards Addressed** |
| Savvas 1-1 | Numbers Through One Million<br>Savvas pp. 5-8 | Students will read and write numbers through one million in expanded form, standard form, and word form. | 4.NBT.2 |
| Supplemental 1-1 | Read and Write Multi-Digit Numbers | Read and write multi-digit numbers using base ten numerals, number names, and expanded form. | 4.NBT.2 |
| Supplemental 1-1 | Making Numbers<br>MIP Module 3<br>pp. 50-51 | Students use digit cards to show understanding of place value and explore how to represent a number in standard form, word form, and expanded form. | 4.NBT.2 |
| Savvas 1-2 | Place Value Relationships<br>Savvas p. 12 | Students will recognize the relationship between adjacent digits in a multi-digit number. | 4.NBT.1 |
| Supplemental 1-2 | How Many Ways? | Search to find all the possible combinations of Base Ten Blocks that can be used to represent a number. | 4.NBT.1 |
| Supplemental 1-2 | Exploring Place Value<br>MIP Module 3<br>pp. 54-55 | Students explore the relationship among the place values in multi digit numbers. | 4.NBT.1 |
| Savvas 1-3 | Compare Whole Numbers<br>Savvas pp. 13-16 | Students will use place value to compare multi-digit whole numbers. | 4.NBT.2 |
| Supplemental 1-3 | Comparing and Ordering Numbers | Students order and compare numbers through a dice game played with a partner. | 4.NBT.2 |
| Supplemental 1-3 | Ordering 4-Digit Numbers | Students order and compare given sets of numbers beginning with the least to greatest and then greatest to least. | 4.NBT.2 |
| Savvas 1-4 | Round Whole Numbers<br>Savvas pp. 17-20 | Students will use place value to round multi digit whole numbers. | 4.NBT.3 |

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| Supplemental 1-4 | Rounding Multi-Digit Numbers<br>MIP Module 3<br>pp. 65-67 | Students use number lines and benchmarks to round multi-digit numbers | 4.NBT.3 |
| Supplemental 1-4 | Roll and Round It<br>MIP Module 3<br>p. 69 | Students generate 5-digit numbers and then round. | 4.NBT.3 |

| Additional Resources | | |
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| **4.NBT.1, 4.NBT.2, 4.NBT.3** | | |
| **Standards Addressed** | **Lesson** | **Lesson Description** |
| 4.NBT.1 | Scaffolding Task- What comes next? | Students work with base ten materials to experience that a place value in a number is ten times more than the digit to its right. |
| 4.NBT.2 | Practice Task- Number Scramble | Students create numbers given specific directions and write those numbers in standard, word and expanded form. |

| Assessment Resources | | | |
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| **4.NBT.1, 4.NBT.2, 4.NBT.3** | | | |
| **Type** | **Location** | **Assessment Description** | **Standards Addressed** |
| Formative | MCS Mini | Students show understanding of increasing value of digits by moving to a different place. | 4.NBT.1 |
| Formative | MCS Mini | Students demonstrate understanding of the value of the same digit in different places. | 4.NBT.1 |
| Formative | MCS Mini | Students determine the missing addend in expanded form and compare numbers written in 2 different forms. | 4.NBT.2 |
| Formative | MCS Mini | Students determine the correct digit to make a number that fits the comparison. | 4.NBT.2 |
| Formative | MCS Mini | Students use a model to demonstrate their understanding of rounding. | 4.NBT.3 |
| Formative | MCS Mini | Students round a number to a given place. | 4.NBT.3 |
| Formative | MCS Mini | Students round a number to two given places. | 4.NBT.3 |

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| Formative | MIP Module 3<br>p. 52 | Students conduct error analysis with expanded form and explain their rationale. | 4.NBT.2 |
| Formative | MIP Module 3<br>p. 56 | Students explain how the place changes the value of the digit by multiplying or dividing by power of 10 (does not use the word “power”). | 4.NBT.1 |
| Formative | MIP Module 3<br>p. 59 | Students demonstrate understanding of place value and numbers through comparisons. | 4.NBT.2 |
| Formative | MIP Module 3<br>p. 60 | Students order a set of 4 numbers based on a list provided. | 4.NBT.2 |
| Formative | MIP Module 3<br>p. 68 | Students answer an open ended question about rounding and provide justification. | 4.NBT.3 |
| Summative | Savvas Topic Assessment<br>TE pp. 29-30 | Students demonstrate increased understanding of place value through multiple forms of numbers, comparing, and rounding. Digital and print form available through Savvas platform. | 4.NBT.1<br>4.NBT.2<br>4.NBT.3 |
| Summative | Savvas Topic Performance Task<br>TE pp. 31-32 | Students use real-life scenarios involving video views to demonstrate place value understanding. | 4.NBT.1<br>4.NBT.2<br>4.NBT.3 |