MODULE 1

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Interpret a multiplication equation as a comparison.	• Multiply and Divide by 10 Sprint • Personal white board • unlabeled thousands place value chart (Template)	• Place value disks: ones, tens, hundreds, and thousands • unlabeled thousands place value chart (Template)
A	2	• Recognize a digit represents 10 times the value of what it represents in the place to its right.	• Personal white board • unlabeled thousands place value chart (Lesson 1 Template) • unlabeled millions place value chart (Template)	
A	3		• Multiply by 3 Sprint • Personal white board • unlabeled thousands place value chart (Template) • unlabeled billions place value chart (Template)	• Unlabeled billions place value chart (Template) • Place value disks: ones, tens, hundreds, and thousands • unlabeled thousands place value chart (Template)
A	4	• Read and write multi-digit numbers using base ten numerals, number names, and expanded notation.	• Personal white board • unlabeled billions place value chart (Lesson 3 Template) • unlabeled millions place value chart (Lesson 2 Template)	
B	5	• Compare numbers based on meanings of the	• Multiply by 4 Sprint • Personal white board	

		digits using >, <, or = to record the comparison.	• unlabeled billions place value chart (Template)	
B	6	• Find 1, 10, and 100 thousand and 1, 10, and 100 million more and less than a given number.	• Personal white board	• Unlabeled billions place value chart (Lesson 5 Template)
C	7	• Round multi-digit numbers to the thousands place using the vertical number line.	• Personal white board • unlabeled billions place value chart (Lesson 5 Template)	
C	8	• Round multi-digit numbers to any place using the vertical number line.	• Find the Midpoint Sprint • Personal white board	
C	9	• Use place value understanding to round multi-digit numbers to any place value.	• Personal white board	
C	10	• Use place value understanding to round multi-digit numbers to any place value using real world applications.	• Round to the nearest 10,000 Sprint • Personal white board	
Mid-Module Assessment: Topics A–C (review content 1 day, assessment ½ day, return ½ day, remediation or further applications 1 day)				

D	11	• Use place value understanding to fluently add multi-digit whole numbers using the standard addition algorithm, and apply the algorithm to solve word problems using strip diagrams.	• Personal white board	• Millions place value chart (Template)Personal white board, millions place value chart (Template)
D	12	• Solve multi-step word problems using the standard addition algorithm modeled with strip diagrams, and assess the reasonableness of answers using rounding.	• Personal white board	
E	13	• Use place value understanding to decompose to smaller units once using the standard subtraction algorithm, and apply the algorithm to solve word problems using strip diagrams.	• Personal white board	• Millions place value chart (Lesson 11 Template)
E	14	• Use place value understanding to decompose to smaller units up to three times	• Personal white board	

		using the standard subtraction algorithm, and apply the algorithm to solve word problems using strip diagrams.		
E	15	• Use place value understanding to fluently decompose to smaller units multiple times in any place using the standard subtraction algorithm, and apply the algorithm to solve word problems using strip diagrams.	• Personal white board • millions place value chart (Lesson 11 Template)	• White board • Millions place value chart (Lesson 11 Template)
E	16	• Solve two-step word problems using the standard subtraction algorithm fluently modeled with strip diagrams, and assess the reasonableness of answers using rounding.	• Convert Meters and Centimeters to Centimeters Sprint • Personal white board	
F	17	• Solve additive compare word problems modeled with strip diagrams.	• Personal white board • labeled millions place value chart (Lesson 11 Template) • Problem Set	

F	18	• Solve multi-step word problems modeled with strip diagrams, and assess the reasonableness of answers using rounding.	• Personal white board • Problem Set	
F	19	• Create and solve multi-step word problems from given strip diagrams and equations.	• Personal white board • Problem Set	
End-of-Module Assessment: Topics A–F (review content 1 day, assessment ½ day, return ½ day, remediation or further application 1 day)				

MODULE 2

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Express metric length measurements in terms of a smaller unit; model and solve addition and subtraction word problems involving metric length.	• Personal white board	• Staples • ruler • meter stick • teacher-made poster with metric units
A	2	• Express metric mass measurements in terms of a smaller unit; model and solve addition and subtraction word	• Personal white board	• 1-liter water bottle • 1,000 small paper clips • dollar bill • dictionary • balance scale • weights (1 kg and 1 g)

		problems involving metric mass.		
A	3	• Express metric capacity measurements in terms of a smaller unit; model and solve addition and subtraction word problems involving metric capacity.	• Personal white board • 3-liter graduated beaker (marked with liters and milliliters) • bucket of water	• 3-liter beaker • bucket of water
B	4	• Know and relate metric units to place value units in order to express measurements in different units	• Add Meters and Centimeters Pattern Sheet • Personal white board • Unlabeled hundred thousands place value chart (Template)	• Unlabeled hundred thousands place value chart (Template)
B	5	• Use addition and subtraction to solve multi-step word problems involving length, mass, and capacity.	• Convert to Kilograms and Grams Sprint • Personal white board • Problem Set	
End-of-Module Assessment: Topics A–B (assessment ½ day, return ½ day, remediation or further applications 1 day)				

MODULE 3

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Investigate and use the formulas for area and perimeter of rectangles.	• Grid paper • personal white board	• Grid paper (with ability to project or enlarge grid paper) • chart paper
A	2	• Solve multiplicative comparison word problems by applying the area and perimeter formulas.	• Personal white board • square-inch tiles	• Chart of formulas for perimeter and area from Lesson 1
A	3	• Demonstrate understanding of area and perimeter formulas by solving multi-step real-world problems.	• Squares and Unknown Factors Sprint • Personal white board • Problem Set	
B	4	• Interpret and represent patterns when multiplying by 10, 100, and 1,000 in arrays and numerically.	• Personal white board • thousands place value chart (Template)	• Thousands place value chart (Template)
B	5	• Multiply multiples of 10, 100, and 1,000 by single digits, recognizing patterns.	• Personal white board • thousands place value chart (Lesson 4 Template) board	• Thousands place value chart (Lesson 4 Template)

B	6	• Multiply two-digit multiples of 10 by two-digit multiples of 10 with the area model.	• Personal white board • thousands place value chart (Lesson 4 Template)	• Thousands place value chart (Lesson 4 Template)
C	7	• Use place value disks to represent two-digit by one-digit multiplication.	• Multiply Multiples of 10, 100, and 1,000 Sprint • Personal white board • ten thousands place value chart (Template)	• Ten thousands place value chart (Template)
C	8	• Extend the use of place value disks to represent three- and four-digit by one-digit multiplication.	• Personal white board • ten thousands place value chart (Lesson 7 Template)	• Ten thousands place value chart (Lesson 7 Template)
C	9 & 10	• Multiply three- and four-digit numbers by one-digit numbers applying the standard algorithm.	• Personal white board • ten thousands place value chart (Lesson 7 Template) • Place value disks	• Ten thousands place value chart (Lesson 7 Template)
C	11	• Connect the area model and the partial products method to the standard algorithm.	• Place value disks • Personal white board	
D	12	• Solve two-step word problems, including multiplicative comparison.	• Place value disks • Problem Set	

D	13	• Use multiplication, addition, or subtraction to solve multi-step word problems.	• Personal white board • Problem Set	
Mid-Module Assessment: Topics A–D (review 1 day, assessment ½ day, return ½ day)				
E	14	• Solve division word problems with remainders.	• Personal white board	
E	15	• Understand and solve division problems with a remainder using the array and area models.	• Personal white board • thousands place • Square grid paper	• Thousands place value chart (Lesson 4 Template) • Square grid paper
E	16	• Understand and solve two-digit dividend division problems with a remainder in the ones place by using place value disks.	• Personal white board • tens place value chart (Template)	• Tens place value chart (Template)
E	17	• Represent and solve division problems requiring decomposing a remainder in the tens.	• Personal white board • tens place value chart (Lesson 16 Template)	• Tens place value chart (Lesson 16 Template)
E	18	• Find whole number quotients and remainders.	• Personal white board • tens place value chart (Lesson 16 Template)	• Tens place value chart (Lesson 16 Template)

E	19	• Explain remainders by using place value understanding and models.	• Mental Division Sprint • Personal white board • tens place value chart (Lesson 16 Template)	• Tens place value chart (Lesson 16 Template)
E	20	• Solve division problems without remainders using the area model.	• Personal white board	
E	21	• Solve division problems with remainders using the area model.	• Personal white board • Problem Set • Division with Remainders Sprint	• Square grid paper
F	22	• Divide multiples of 10, 100, and 1,000 by single-digit numbers.	• Personal white board • thousands place value chart for dividing (Template)	• Thousands place value chart (Lesson 4 Template) • Thousands place value chart for dividing (Template)
F	23	• Represent and solve division problems with up to a three-digit dividend numerically and with place value disks requiring decomposing a remainder in the hundreds place.	• Personal white board • thousands place value chart for dividing (Lesson 22 Template)	• Thousands place value chart for dividing (Lesson 22 Template)
F	24	• Represent and solve three-digit dividend	• Personal white board	• Thousands place value chart for dividing (Lesson 22 Template)

		division with divisors of 2, 3, 4, and 5 numerically	• thousands place value chart for dividing (Lesson 22 Template)	
F	25	• Represent numerically four-digit dividend division with divisors of 2, 3, 4, and 5, decomposing a remainder up to three times.	• Personal white board	
F	26	• Solve division problems with a zero in the dividend or with a zero in the quotient.	• Personal white board	
F	27	• Interpret division word problems as either number of groups unknown or group size unknown.	• Divide Different Units Sprint • Personal white board	
F	28	• Interpret and find whole number quotients and remainders to solve one-step division word problems with larger divisors of 6, 7, 8, and 9.	• Personal white board	• Shapes (Fluency Template)
F	29	• Explain the connection of the area model of division to the long	• Personal white board	• Shapes (Lesson 28 Fluency Template)

		division algorithm for three- and four-digit dividends.		
G	30	• Multiply two-digit multiples of 10 by two-digit numbers using a place value chart.	• Personal white board • thousands place value chart (Lesson 4 Template)	
G	31	• Multiply two-digit multiples of 10 by two-digit numbers using the area model.	• Personal white board • Thousands place value chart (Lesson 4 Template)	
G	32	• Multiply two-digit by two-digit numbers using four partial products.	• Personal white board	
G	33 & 34	• Transition from four partial products to the standard algorithm for two-digit by two-digit multiplication.	• Personal white board • Paper • pencil	
End-of-Module Assessment: Topics A–G (review 1 day, assessment ½ day, return ½ day, remediation or further applications 1 day)				

MODULE 4

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Identify and draw points, lines, line segments, rays, and angles. Recognize them in various contexts and familiar figures.	• Personal white board • Straightedge • blank paper	• Straightedge
A	2	• Use right angles to determine whether angles are equal to, greater than, or less than right angles. Draw right, obtuse, and acute angles.	• Personal white board • straightedge • Paper • angles (Template)	• Paper • straightedge • angles (Template)
A	3	• Identify, define, and draw perpendicular lines.	• Personal white board • Straightedge • right angle template (created in Lesson 2) • paper • Problem Set	• Straightedge • right angle template (created in Lesson 2) • paper • Problem Set
A	4	• Identify, define, and draw parallel lines.	• Personal white board • straightedge • square grid paper • right angle template (created in Lesson 2)	• Straightedge • personal white board • square grid paper • right angle template (created in Lesson 2)
B	5	• Use a circular protractor to understand a 1-degree angle as 1 of any circle.	• Personal white board • straightedge	• 2 paper circles (5-inch diameter—one red, one white) with a radius cut into

		• Explore benchmark angles using the 360 protractor.	• 1 paper circle from the Concept Development • right angle template (created in Lesson 2) • 2 paper circles (5-inch diameter—one red, one white) with a radius cut into each one, delineated by a strong, straight black segment, circular protractor (Template) printed on paper or transparency	each one delineated by a strong, straight black segment • circular protractor (Template) printed on paper or transparency
B	6	• Use varied protractors to distinguish angle measure from length measurement.	• Personal white board • straightedge • 2 circles of different sizes (different colors, if possible) • 2 circle cutouts from Application Problem • Practice Sheet • dark marker • straightedge • an assortment of protractors including at least one circular protractor and one 180° protractor	• 2 circle cutouts from Application Problem • 2 pieces of wire the same length as the circumference of each circle cutout • Practice Sheet • dark marker • straightedge • an assortment of protractors including at least one circular protractor and one 180° protractor
B	7	• Measure and draw angles. • Sketch given angle measures, and verify with a protractor.	• Personal white board • Circular protractor • 180° protractor • Practice Sheet	• Circular protractor • 180° protractor • Practice Sheet

B	8	• Identify and measure angles as turns and recognize them in various contexts.	• Personal white board • Clock (Template)	• Analog clock
Mid-Module Assessment: Topics A–B (assessment 1⁄2 day, return 1⁄2 day, remediation or further application 1 day)				
C	9	• Decompose angles using pattern blocks.	• Personal white board • Pattern blocks • Problem Set • straightedge • protractor	• Pattern blocks for the overhead projector or an interactive white board with pattern block images • straightedge • protractor
C	10 11	• Use the addition of adjacent angle measures to solve problems using a letter for the unknown angle measure.	• Personal white board • Blank paper (full sheet of letter-size paper ripped into two pieces) • straightedge • protractor • pattern blocks • Blank paper • red and blue pencils, markers, or crayons	• Blank paper (full sheet of letter-size paper ripped into two pieces) • personal white board • straightedge • protractor • pattern blocks • red marker • blue marker • chart of pattern block angle measures
D	12	• Recognize lines of symmetry for given two-dimensional figures. • Identify line-symmetric figures, and draw lines of symmetry.	• Personal white board • Pentagon (Template 1) • scissors. • paper cutout of 1 rectangle and 1 square (per pair) • straightedge	• Pentagon (Template 1) • 1 paper cutout of each of the following shapes: rectangle, square, parallelogram, rhombus, trapezoid, and

			• lines of symmetry (Template 2)	circle, lines of symmetry (Template 2)
D	13	• Analyze and classify triangles based on angle measure.	• Personal white board • Triangles (Template) one set per group • Practice Sheet • ruler • protractor • graph paper	• Triangles (Template) • Practice Sheet • graph paper • ruler
D	14	• Define and construct triangles from given criteria.	• Personal white board • Square grid paper • ruler • protractor • Blank paper	• Blank paper • ruler • protractor
D	15	• Classify quadrilaterals based on parallel and perpendicular lines and the presence or absence of angles of a specified size.	• Personal white board • Square grid paper • Problem Set • ruler • right angle template (created in Lesson 2)	• Problem Set • ruler • right angle template (created in Lesson 2)
D	16	• Reason about attributes to construct quadrilaterals on square or triangular grid paper.	• Personal white board • Rectangular and triangular grid paper • ruler • right angle template (created in Lesson 2)	• Rectangular and triangular grid paper • ruler • right angle template (created in Lesson 2)
End-of-Module Assessment: Topics A–D (assessment 1 day, return 1 day, remediation or further application 1 day)				

MODULE 5

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1–2	• Decompose fractions as a sum of unit fractions using strip diagrams.	• Personal white board • 1 index card with diagonals drawn • pair of scissors (1 per pair of students) • 3 strips of paper • colored markers or colored pencils • 2 strips of paper • markers or colored pencils	• 3 strips of paper, markers • 2 strips of paper, markers
A	3	• Decompose fractions into sums of smaller unit fractions using strip diagrams.	• Personal white board	
A	4	• Decompose unit fractions using area models to show equivalence.	• Personal white board	
A	5	• Decompose fractions using area models to show equivalence.	• Personal white board	
B	6–7	• Use the area model and multiplication to show the equivalence of two fractions.	• Personal white board	

B	8–9	• Use the area model and division to show the equivalence of two fractions.	• Personal white board	
B	10	• Explain fraction equivalence using a strip diagram and the number line, and relate that to the use of multiplication and division.	• Personal white board	
C	11–12	• Reason using benchmarks to compare two fractions on the number line.	• Personal white board • Number line (Template) • blank number lines with midpoint (Template)	
C	13–14	• Find common units or number of units to compare two fractions.	• Personal white board	
D	15	• Use visual models to add and subtract two fractions with the same units.	• Personal white board • blank number lines (Template)	
D	16	• Use visual models to add and subtract two fractions with the same units, including subtracting from one whole.	• Personal white board	

D	17	• Add and subtract more than two fractions.	• Personal white board • Adding and subtracting fractions (Practice Sheet)	
D	18	• Solve word problems involving addition and subtraction of fractions.	• Personal white board • Problem Set	
Mid-Module Assessment: Topics A–D (assessment 1 day, return 1 day, remediation or further applications 1 day)				
E	19	• Add a fraction less than 1 to, or subtract a fraction less than 1 from, a whole number using decomposition and visual models.	• Add Fractions Sprint • Personal white board	
E	20–21	• Decompose and compose fractions greater than 1 to express them in various forms.	• Personal white board	
E	22	• Compare fractions greater than 1 by reasoning using benchmark fractions.	• Personal white board	
E	23	• Compare fractions greater than 1 by creating common numerators or denominators.	• Personal white board	

E	24	• Solve word problems with dot plots.	• Personal white board • Problem Set	
F	25	• Estimate sums and differences using benchmark numbers.	• Personal white board	• 4-inch piece of string
F	26	• Add a mixed number and a fraction.	• Change Fractions to Mixed Numbers Sprint • Personal white board	
F	27	• Add mixed numbers.	• Change Fractions to Mixed Numbers Sprint • Personal white board	
F	28	• Subtract a fraction from a mixed number.	• Personal white board	
F	29	• Subtract a mixed number from a mixed number.	• Change Mixed Numbers to Fractions Sprint • Personal white board	
F	30	• Subtract mixed numbers.	• Change Mixed Numbers to Fractions Sprint • Personal white board	
F	31	• Solve multiplicative comparison word problems involving fractions.	• Personal white board • Problem Set	
End-of-Module Assessment: Topics A–F (assessment 1 day, return 1 day, remediation or further applications 1 day)				

MODULE 6

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Use metric measurement to model the decomposition of one whole into tenths.	• Personal white board • Divide by 10 Sprint • Thousands place value chart (Template) • meter stick (1 per pair) • blank 1-meter strips of paper (2 per pair) • centimeter ruler • markers or crayons • blank paper	• Thousands place value chart (Template) • 10 0.1-kilogram bags of rice • digital scale • 1-meter strip of paper • sticky notes • meter stick
A	2	• Use metric measurement and area models to represent tenths as fractions greater than 1 and decimal numbers.	• Personal white board • Centimeter ruler • pencil • blank paper • tenths area model (Template)	• Centimeter ruler • tenths area model (Template) • document camera
A	3	• Represent mixed numbers with units of tens, ones, and tenths with place value disks, on the number line, and in expanded notation.	• Personal white board • Whole number place value disks (tens and ones) • decimal place value disks (tenths) • tenths on a number line (Template)	• Whole number place value disks (tens and ones) • decimal place value disks (tenths) • personal white board • tenths on a number line (Template)
B	4	• Use meters to model the decomposition of one whole into hundredths.	• Write Fractions and Decimals Sprint • Personal white board	• Meter stick

		• Represent and count hundredths.	• strip diagram in tenths (Template)	• 1-meter strip of paper partitioned into 10 equal parts by folds or dotted lines
B	5	• Model the equivalence of tenths and hundredths using the area model and place value disks.	• Personal white board • Tenths and hundredths area model (Template)	• Tenths and hundredths area model (Template) • strip diagram in tenths (Lesson 4 Template) • decimal place value disks
B	6	• Use the area model and number line to represent mixed numbers with units of ones, tenths, and hundredths in fraction and decimal forms.	• Personal white board • Area model (Template 1) • number line	• Hundredths area model (Fluency Template) • personal white board • Area model (Template 1) • number line
B	7	• Model mixed numbers with units of hundreds, tens, ones, tenths, and hundredths in expanded notation and on the place value chart.	• Personal white board • Pattern blocks • Place value chart (Template)	• Hundredths area model (Lesson 6 Fluency Template) • Place value chart (Template) • personal white board
B	8	• Use understanding of fraction equivalence to investigate decimal numbers on the place value chart expressed in different units.	• Write Fractions and Decimals Sprint • Personal white board • Area model and place value chart (Template)	• Personal white board • Area model and place value chart (Template)
Mid-Module Assessment: Topics A–B (assessment 1 day, return 1 day, remediation or further applications 2 days)				

C	9	• Use the place value chart and metric measurement to compare decimals and answer comparison questions.	• Personal white board • place value chart (Lesson 7 Template) • measurement record (Template)	• 2 meter sticks • 2 rolls of different color masking tape (e.g., yellow and blue) • metric scale • 4 graduated cylinders • bags of rice • water • food coloring • document camera
C	10	• Use area models and the number line to compare decimal numbers, and record comparisons using <, >, and =.	• Personal white board • place value chart (Lesson 7 Template) • comparing with area models (Template) • number line (Lesson 6 Template 2)	• Personal white board • comparing with area models (Template) • number line (Lesson 6 Template 2)
C	11	• Compare and order mixed numbers in various forms.	• Personal white board • Number line (Lesson 6 Template 2) • decimal number flash cards (Template) (1 set per group)	• Number line (Lesson 6 Template 2)
D	12	• Apply place value understanding to add tenths and hundredths.	• Personal white board • Tens to hundredths place value chart (Template)	

D	13	• Apply place value understanding to subtract tenths and hundredths.	• Personal white board • Tens to hundredths place value chart (Lesson 12 Template)	
D	14	• Solve word problems involving the addition and subtraction of measurements in decimal form.	• Personal white board • Problem Set	
E	15	• Express money amounts given in various forms as decimal numbers.	• Personal white board	
E	16	• Understand the purpose of financial institutions and advantages and disadvantages of savings options.	• Personal white board	
E	17	• Understand the difference between fixed and variable expenses for the purpose of allocating a weekly allowance.	• Personal white board • Recording Sheet	• Large sticky notes
E	18	• Solve word problems including the calculation of profit.	• Personal white board	
End-of-Module Assessment: Topics A–E (assessment 1 day, return 1 day, remediation or further applications 2 days)				

MODULE 7

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1 2	• Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems	• Convert to Dollars Sprint • Personal white board • Balance scale (1 per group) • 1-pound weight (1 per group) • 1-ounce weights (16 per group) • yardstick (1 per group) • ruler (1 per group) • Practice Sheet • Fluency Practice Sets • Gallon container (1 per group) • quart container (1 per group) • pint container (1 per group) • liquid measuring cup (1 per group) • funnel (1 per group) • bucket filled with 1.5 gallons of water (1 per group)	• Balance scale • 1-pound weights • 1-ounce weights • yardstick • ruler • Gallon container • quart container • pint container • liquid measuring cup • funnel • water
A	3	• Create conversion tables for units of time, and use the tables to solve problems.	• Fluency Practice Sets (Lesson 2 Fluency Practice Sets) • Personal white board • Stopwatch (1 per group) • Practice Sheet	• Analog clock with a second hand • stopwatch

A	4	• Solve multiplicative comparison word problems using measurement conversion tables.	• Fluency Practice Sets (Lesson 2 Fluency Practice Sets) • Personal white board • Problem Set	
A	5	• Share and critique peer strategies.	• Convert Length Units Sprint • Problem Set • peer share and critique form (Template)	
B	6	• Solve problems involving mixed units of capacity.	• Fluency Practice Sets (Lesson 2 Fluency Practice Sets) • Personal white board	
B	7	• Solve problems involving mixed units of length.	• Fluency Practice Sets (Lesson 2 Fluency Practice Sets) • Personal white board	• Fluency Template
B	8	• Solve problems involving mixed units of weight.	• Fluency Practice Sets (Lesson 2 Fluency Practice Sets) • Personal white board	
B	9	• Solve problems involving mixed units of time.	• Personal white board • Fluency Practice Sets (Lesson 2 Fluency Practice Sets)	

B	10 11	• Solve multi-step measurement word problems.	• Fluency Practice Sets (Lesson 2 Fluency Practice Sets) • Personal white board • Problem Set	• Fluency Template
C	12 13	• Use measurement tools to convert mixed number measurements to smaller units.	• Fluency Practice Sets (Lesson 2 Fluency Practice Sets) • Personal white board • 12-inch ruler • yardstick (per group of 3 students) • Problem Set • foot-long strip of paper (optional) • Problem Set	• 1 gallon container marked to show 4 quarts • 1 gallon container marked to show fourths of a gallon • 1 quart container • colored water
C	14	• Solve multi-step word problems involving converting mixed number measurements to a single unit.	• Personal white board • Problem Set	
D	15	• Measure and compare pencil lengths to the nearest 12, 14, 81 of an inch, and analyze the data with frequency tables and dot plots.	• Personal white board • Fluency Template • Inch ruler • Problem Set, 8 " × 1" strip of paper (with straight edges) per student	• Fluency Template

D	16	• Compare and analyze data represented in a dot plot and a stem-and-leaf plot.	• Fluency Template • Lesson 16 Template • personal white board	• Fluency Template
D	17	• Problem solving with data and graphs.	• Personal white board • Problem Set	• Fluency Template
End-of-Module Assessment: Topics A–D (assessment 1 day, 1 day return, remediation or further application 2 days)				
E (Year in Review)	18 19	• Create and determine the area of composite figures.	• Plastic page protector • manila folder • tape • Mini-personal white board • Fluency Practice Sets (Lesson 2 Fluency Practice Sets) • Personal white board • Problem Set • protractor (Template 1 or concrete tool) • centimeter ruler (Template 2 or concrete tool) • large construction paper	
E (Year in Review)	20	• Practice and solidify Grade 4 fluency.	• Fluency cards (Template) • mini-personal white board • protractor • straightedge	• List of module titles for Modules 1–7 for the Debrief
E (Year in Review)	21	• Practice and solidify Grade 4 vocabulary.	• Fluency Practice Sets (Lesson 2 Fluency Practice Sets)	

			• Personal white board • protractor • ruler • 2 small envelopes or baggies containing cardstock cutouts of game descriptions (Template 1) and vocabulary cards (Template 3) • math bingo card on cardstock (Template 2) • timer (1 per group) • summer folder	