

## Fourth Grade Unit 1: Addition, Subtraction, and Multiplication with Multi-Digit Whole Numbers

Standards Assessed: 4.OA.3, 4.MD.2

Tyler wants to buy himself a new DS that costs \$240. Tyler has already saved \$30, but he needs to make a plan so he can save the rest of the money he needs. He decides to save the same amount of money each month for the next five months.

**Part A:** How much money does Tyler save each month?

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**Part B:** Sara helped Tyler solve his problem by using this equation:  $n \times 5 = 210$   
John helped Tyler solve his problem by using this equation:  $210 \div 5 = n$

Are the equations reasonable to help Tyler solve his problem? Will they work? Justify your reasoning.

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<p>Teacher notes:</p> <ul style="list-style-type: none"> <li>• Target Standard - 4.OA.3: <i>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.</i></li> </ul> <p><b>Quarterly Expectation: problems posed should result in answers without remainders.</b></p>			
<p><b>Not yet:</b> Student shows evidence of misunderstanding, incorrect concept or procedure.</p>		<p><b>Got It:</b> Student essentially understands the target concept.</p>	
<p><b>1 Below Basic:</b></p> <p><b>Little Accomplishment</b></p> <p>The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.</p>	<p><b>2 Basic:</b></p> <p><b>Partial Accomplishment</b></p> <p>Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.</p>	<p><b>3 Proficient:</b></p> <p><b>Substantial Accomplishment</b></p> <p>Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.</p>	<p><b>4 Advanced:</b></p> <p><b>Full Accomplishment</b></p> <p>Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.</p>
<p>Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65</p>			