

## 4th Grade EDM Support for Focus Strand: Numeration

### Purpose of the GLE Strand Reference Guide:

The purpose of the Everyday Math (EDM) /Grade Level Expectation (GLE) strand reference guide is to offer teachers easy access to remediation materials in the Everyday Math Program for not only the specific strand, but also for specific GLEs.

Below you will find:

- Power Lessons that emphatically teach to specific GLEs in either Part 1 or Part 2 of the lesson.
- Projects that target a GLE within the strand are listed by the GLE that is addressed
- Games listed by GLE addressed
- Open Response item listed by GLE addressed
- Minute or 5-Minute Math activities that target the strand
- Assessment Disk assessment/practice problems that could be used to assess the strand.
- Reinforcement Suggestions from *Maintaining Concepts and Skills* in the Differentiation Handbook

### Power Lessons:

**N-1:** 2.3, 5.8

**N-2:** 2.3, 2.4, 4.1, 5.8, 7.12

**N-3:** 2.3, 5.6

**N-4:** 7.1, 7.2, 7.4, 7.10

**N-5:** 7.6, 7.7, 7.9

**N-6:** 5.1, 5.6, 6.1

**N-7:** 5.1, 5.6, 6.1

**N-8:** 3.5, 6.1, 6.2,

**N-9:** 7.5

**N-11:** 3.2, 5.1

**N-12:** 3.2

### Projects:

**Unit 7:** *Numbers, Mayan Style* (N-2)

### Games:

*Base 10 Exchange* (N-2; Unit 2)

*Buzz and Bizz-Buzz* (N-12; Unit 3)

*Coin Top-It* (2<sup>nd</sup> N-4; Unit 7)

*Division Arrays* (N-8; Unit 3)

*Fraction of* (N-4; Unit 7)

*Fraction Match* (N-5; Unit 7)

*Fraction Top It* (N-4; Unit 7)

*High Number Toss*

(N-1 & N-2; Unit 2)

*Multiplication Top-It*

(F&R-2; Unit 3)

## 5 Minute Math:

Numeration: Easy p. 1-18, Moderate p. 79-94, Difficult p. 165-181

## Assessment Assistant:

Everyday Math Grade 4 Goals:

Numeration:

Goal 1: Place Value and Notation

Goal 2: Meanings and Uses of Fractions

Goal 3: Number Theory

Goal 4: Equivalent Names for Whole Numbers

Goal 5: Equivalent Names for Fractions, Decimals, and Percents

Goal 6: Comparing and Ordering Numbers

## Reinforcement Suggestions from *Maintaining Concepts and Skills* in *Differentiation Handbook*

### N - 1, N - 2, N - 3

- Have students play *High Number Toss* and build their numbers in a place-value tool. (Unit 2)
- Have students use a Compact Place-Value Flip Book to solve problems. See the Readiness activity in Lesson 2.4 for more information. (Unit 2)
- Have students play *Base-10 Exchange* and *Fishing for Digits*. (Unit 4)
- Have students build numbers with base-10 blocks. (Unit 4)
- Have students play *Number Top-It*. (Unit 5)
- Use the “what’s My Rule?” master on page 144 of the *Differentiation Handbook* to create place-value practice problems with rules such as +10, - 10, + 100, - 100, and so on. (Unit 5)

### N - 4

- Have student identify and use patterns to solve percent problems by coloring in fractional parts of a hundred grid. See the Readiness activity in Lesson 9.2 . (Unit 9)

### N - 5

- Have children play *Fraction Match*. (Unit 7)
- Have students identify equivalent fractions using a Fraction Number-Line Poster. See Readiness activity in Lesson 7.7. (Unit 7)

- Use the Name-Collection Boxes master on page 145 of the Differentiation Handbook to create name-collection boxes for equivalent fractions. (Unit 7)
- Have students play *Fraction Match*. (Unit 9)
- Have student find equivalent names for fractions by shading grids. See the Extra Practice activity in Lesson 9.2. (Unit 9)

#### **N - 6**

- Have students use the number grid to explore skip-count patterns. See the Readiness activity in Lesson 3.3. (Unit 3)
- Have students model multiplication with base-10 blocks. See Readiness activity 5.5 and 5.6 (Unit 5)

#### **N - 9**

- Have students play *Fraction Top-It* by drawing two cards on each turn and comparing their sums. (Unit 7)
- Use Frames-and-Arrows masters A and B on pages 142 and 143 of the Differentiation Handbook to create practice problems. (Unit 7)