

IM Week	Lesson Summary	Curriculum Expectations
4A- W1	Students will work on place value and identifying the place value up to a 4 digit number. Students will use place value charts and write numbers in standard form and expanded form. Students will compare numbers up to 4 digits.	B1.1, B1.2, B1.3
4A- W2	Students will be work on understanding place value of decimals. Students will practice modeling decimal numbers with place value blocks, students will work on understanding decimal and money equivalents and writing decimal amounts correctly. Students will understand the value of benchmark decimals on a number line.	B1.7, B1.2, B1.3, B1.8, B1.9
4A- W3	Students will work on how to model the equal shares correctly. Students will identify the different parts of a fraction, write fractional amounts from a model. Students will understand how to compare fractions using models.	B1.4, B1.5, B1.6
4A- W4	Students will learn vocabulary words associated with data i.e. quantitative and qualitative data, primary and secondary sources, question of interest. Students will come up with examples of primary and secondary sources. Students will match qualitative and quantitative data examples. Students will learn how to complete a frequency table and a stem and leaf plot.	D1.1, D1.2
4A- W5	Students will work on understanding measurements and what measurement would be effective to measure different objects. Students will work on benchmarks of measurement and how to choose the appropriate measurement. Students will work on understanding the measurement amount and their prefixes.	E2.1, E2.2
4B- W1	Students will use different strategies to add numbers up to 10,000. Students will use the adding on strategy, split strategy, moving strategy, and compensation strategy. Students will use the standard algorithm for addition problems. Students will practice on number lines for different strategies.	B2.4
4B- W2	Students will use different strategies to subtract numbers up to 10,000. Students will use the adding on strategy, partial subtraction strategy, compensation strategy, and constant difference strategy. Students will be able to use the standard algorithm strategy for subtraction. They will use the open number line for many of these strategies.	B2.4
4B- W3	Students will be able to use the properties of addition and subtraction to solve problems and check calculations. The students will practice the associative property of addition using inquiry and discovery. Students will practice properties using task cards. Students will be able to use the properties to solve word problems.	B2.1
4B- W4	Students will practice place value in decimal numbers. Students will be able to compare decimals up to the hundredths place. Students will add and subtract decimals up to the hundredths place. Students will use the split strategy, adding on strategy, and standard algorithm for adding decimals. Students will use the open number line. Students will use adding on and constant difference strategy and open number line to solve subtraction problems.	B1.7, B2.4, B1.8, B1.9
4B- W5	Students will work on a simple budget. Students will make a budget about grocery items. Students will practice rounding money amounts.	F1.1, F1.2, F1.5

IM Week	Lesson Summary	Curriculum Expectations
4C- W1	Students will understand repeated addition and equal groups. Students will model repeated addition and equal groups, Students will understand the multiplication comparison problems. Students will illustrate the problems and write the number sentence. Students will work on using the term "group of." Students will work on showing it with place value blocks. Students will represent multiplication on a number line. Students will use the multiplication array. Students will model a word problem with an array.	B2.5, B2.2, B2.3, B2.7, B2.8
4C- W2	Students will use the box method to solve multiplication problems up to 3 digit by 1 digit. They will start with 2 digit by 1 digit and move to 3 digit by 1 digit.	B2.5, B2.2, B2.3
4C- W3	Students will use the partial product method to solve multiplication problems up to 3 digit by 1 digit. They will start with 2 digit by 1 digit and move to 3 digit by 1 digit.	B2.5, B2.2, B2.3
4C- W4	Students will use the standard algorithm to solve multiplication problems up to 3 digit by 1 digit. They will start with 2 digit by 1 digit and move to 3 digit by 1 digit.	B2.5, B2.2, B2.3
4C- W5	Students will work on identifying a variable in a word problem. Students will work on making a rule from a completed variable table. Students will create their own word problem with a variable. Students will model how to identify the variable and algebraic expression from the word problem.	C2.1, C2.2
4D- W1	Students will understand the basics of fractions. They will understand equivalent fractions and how to create and model equivalent fractions. Students will understand how to place fractions on a number line and how to put them in the correct place on the number line. Students will order fractions on a number line.	B1.4, B1.5, B1.6
4D- W2	Students will understand the associative property of multiplication and use inquiry and discovery to understand the rule of associative property. The students will solve problems with the associative commutative property. Students will use use properties to solve word problems and model how to solve word problems.	B2.1
4D- W3	Students will use discovery and inquiry to divide whole numbers. Student will model how to solve multiplication and division problems. Students will understand the concept of division and how to read a division array.	B2.6
4D- W4	Students will work on solving division problems. Students will understand how to use the repeated subtraction division strategy, the box method strategy. Students will be able to draw models to represent their thinking. Students will practice box method for division. Students will use the Big 7 and the standard algorithm to solve division problems.	B2.6
4D- W5	Students will understand probability definitions and terms and give real world examples of probability. Students will work on understanding how to determine the probability of an experiment. Students will learn about how to model their findings on a probability lines.	D2.1, D2.2

IM Week	Lesson Summary	Curriculum Expectations
4E- W1	Students will understand how to identify a rectangle. Students will understand the characteristics of a square. They will learn properties of an angle and identify the different types of angles. Students will understand the definitions of symmetry, parallel, and perpendicular lines.	E1.1, E2.4
4E- W2	Students will understand how to use manipulatives to find the area of a rectangle. Students will model how to find the area of a rectangle. Students will find the missing side of the rectangle. Students will use row and column structure of an array for area.	E2.5, E2.6
4E- W3	Students will understand the definition of capacity. Students will model how to determine the correct unit of measurement for capacity. Students will understand the definitions of mass. Students will model how to determine the correct unit of measurement of mass. Students will work on understanding the similarities in base words and prefixes in the metric system of measurement. Students will identify benchmarks for each prefix.	E2.1, E2.2
4E- W4	Students will work on identify points on a Cartesian plane. They will model the locations and points. Students will identify the scales used on the Cartesian plane. Students will understand the definitions of the different transformations. Students will play battleship.	E1.2, E2.3, E1.3
4E- W5	Students will identify the types of patterns and describe pattern rules. Students will understand how to identify and create the patterns on a table of values. Students will understand how to use a table of values to create a graph. Students will understand growing, shrinking and repeating patterns.	C1.1, C1.2, C1.3, C1.4
4F- W1	Students will identify the different types of graphs and understand the purpose of a multiple bar graph and when to use it. Students will understand how to read and create a multiple bar graph. Students will understand the differences in mean, median, and mode. Students will learn how to collect data from a given population and model the data on a table of values.	D1.1, D1.2, D1.3
4F- W2	Students will understand how to identify the best type of graph for a data set. Students will match data sets to the graph that should be used. Students will understand the purpose of a stem and leaf plot. Students will understand the different types of data statistics and find the mean, median, and mode. Students will understand how to create and read infographics.	D1.5, D1.2, D1.6, D1.1, D2.2, D1.4
4F- W3	Students will understand the definition of an equation. Students will model how to solve an equation. Students will understand how to find the unknown in an equation and in a word problem. Students will model how to create a word problem with an unknown. Students will understand the definition of inequalities. Students will demonstrate their understanding of the vocabulary of inequalities. Students will understand how to graph inequalities.	C2.1, C2.3, C2.4, C2.2
4F- W4	Students will understand the different ways you can pay. Students will identify which ways are best in different scenarios. Students will understand the different options for using their money and model each option by acting them out. Students will understand financial literacy definitions. They will model it through a Life type of game.	F1.1, F1.2, F1.3, F1.4, F1.5

IM Week	Lesson Summary	Curriculum Expectations
4F- W5	Coding Bootcamp	C3.1, C3.2

Ex Code	Expectation	IM Week
B1.1	read, represent, compose, and decompose whole numbers up to and including 10 000, using appropriate tools and strategies, and describe various ways they are used in everyday life	4A-W1
B1.2	compare and order whole numbers up to and including 10 000, in various contexts	4A-W1, 4A-W2
B1.3	round whole numbers to the nearest ten, hundred, or thousand, in various contexts	4A-W1, 4A-W2
B1.4	represent fractions from halves to tenths using drawings, tools, and standard fractional notation, and explain the meanings of the denominator and the numerator	4A-W3, 4D-W1
B1.5	use drawings and models to represent, compare, and order fractions representing the individual portions that result from two different fair-share scenarios involving any combination of 2, 3, 4, 5, 6, 8, and 10 sharers	4A-W3, 4D-W1
B1.6	count to 10 by halves, thirds, fourths, fifths, sixths, eighths, and tenths, with and without the use of tools	4A-W3, 4D-W1
B1.7	read, represent, compare, and order decimal tenths, in various contexts	4A-W2, 4B-W4
B1.8	round decimal numbers to the nearest whole number, in various contexts	4A-W2, 4B-W4
B1.9	describe relationships and show equivalences among fractions and decimal tenths, in various contexts	4A-W2, 4B-W4
B2.1	use the properties of operations, and the relationships between addition, subtraction, multiplication, and division, to solve problems involving whole numbers, including those requiring more than one operation, and check calculations	4B-W3, 4D-W2
B2.2	recall and demonstrate multiplication facts for 1×1 to 10×10 , and related division facts	4C-W1, 4C-W2, 4C-W4, 4C-W3
B2.3	use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain the strategies used	4C-W1, 4C-W2, 4C-W3, 4C-W4
B2.4	represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 10 000 and of decimal tenths, using appropriate tools and strategies, including algorithms	4B-W1, 4B-W2, 4B-W4
B2.5	represent and solve problems involving the multiplication of two- or three-digit whole numbers by one-digit whole numbers and by 10, 100, and 1000, using appropriate tools, including arrays	4C-W1, 4C-W2, 4C-W3, 4C-W4
B2.6	represent and solve problems involving the division of two- or three-digit whole numbers by one-digit whole numbers, expressing any remainder as a fraction when appropriate, using appropriate tools, including arrays	4D-W3, 4D-W4
B2.7	represent the relationship between the repeated addition of a unit fraction and the multiplication of that unit fraction by a whole number, using tools, drawings, and standard fractional notation	4C-W1
B2.8	show simple multiplicative relationships involving whole-number rates, using various tools and drawings	4C-W1

Ex Code	Expectation	IM Week
C1.1	identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts	4E-W5
C1.2	create and translate repeating and growing patterns using various representations, including tables of values and graphs	4E-W5
C1.3	determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating and growing patterns	4E-W5
C1.4	create and describe patterns to illustrate relationships among whole numbers and decimal tenths	4E-W5
C2.1	identify and use symbols as variables in expressions and equations	4C-W5, 4F-W3
C2.2	solve equations that involve whole numbers up to 50 in various contexts, and verify solutions	4C-W5, 4F-W3
C2.3	solve inequalities that involve addition and subtraction of whole numbers up to 20, and verify and graph the solutions	4F-W3
C2.4	solve inequalities that involve addition and subtraction of whole numbers up to 20, and verify and graph the solutions	4F-W3
C3.1	solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential, concurrent, repeating, and nested events	4F-W5
C3.2	read and alter existing code, including code that involves sequential, concurrent, repeating, and nested events, and describe how changes to the code affect the outcomes	4F-W5
C4.1	apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations	
D1.1	describe the difference between qualitative and quantitative data, and describe situations where each would be used	4A-W4, 4F-W2, 4F-W1
D1.2	collect data from different primary and secondary sources to answer questions of interest that involve comparing two or more sets of data, and organize the data in frequency tables and stem-and-leaf plots	4A-W4, 4F-W2, 4F-W1
D1.3	select from among a variety of graphs, including multiple-bar graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs	4F-W1
D1.4	create an infographic about a data set, representing the data in appropriate ways, including in frequency tables, stem-and-leaf plots, and multiple-bar graphs, and incorporating any other relevant information that helps to tell a story about the data	4F-W2
D1.5	determine the mean and the median and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data	4F-W2
D1.6	analyse different sets of data presented in various ways, including in stem-and-leaf plots and multiple-bar graphs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions	4F-W2

Ex Code	Expectation	IM Week
D2.1	use mathematical language, including the terms “impossible”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening, represent this likelihood on a probability line, and use it to make predictions and informed decisions	4D-W5
D2.2	make and test predictions about the likelihood that the mean, median, and mode(s) of a data set will be the same for data collected from different populations	4F-W2, 4D-W5
E1.1	identify geometric properties of rectangles, including the number of right angles, parallel and perpendicular sides, and lines of symmetry	4E-W1
E1.2	plot and read coordinates in the first quadrant of a Cartesian plane, and describe the translations that move a point from one coordinate to another	4E-W4
E1.3	describe and perform translations and reflections on a grid, and predict the results of these transformations	4E-W4
E2.1	explain the relationships between grams and kilograms as metric units of mass, and between litres and millilitres as metric units of capacity, and use benchmarks for these units to estimate mass and capacity	4A-W5, 4E-W3
E2.2	use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity	4A-W5, 4E-W3
E2.3	solve problems involving elapsed time by applying the relationships between different units of time	4E-W4
E2.4	identify angles and classify them as right, straight, acute, or obtuse	4E-W1
E2.5	use the row and column structure of an array to measure the areas of rectangles and to show that the area of any rectangle can be found by multiplying its side lengths	4E-W2
E2.6	apply the formula for the area of a rectangle to find the unknown measurement when given two of the three	4E-W2
F1.1	identify various methods of payment that can be used to purchase goods and service	4B-W5, 4F-W4
F1.2	estimate and calculate the cost of transactions involving multiple items priced in whole-dollar amounts, not including sales tax, and the amount of change needed when payment is made in cash, using mental math	4B-W5, 4F-W4
F1.3	explain the concepts of spending, saving, earning, investing, and donating, and identify key factors to consider when making basic decisions related to each	4F-W4
F1.4	explain the relationship between spending and saving, and describe how spending and saving behaviours may differ from one person to another	4F-W4
F1.5	describe some ways of determining whether something is reasonably priced and therefore a good purchase	4B-W5, 4F-W4