

Connecticut Mathematics Model Curricula Alignment

Resource Name: Fishtank Plus Math

Alignment Grade 4				
Model Unit Name	Model Unit Standards	Resource Unit(s) Number	Resources Lessons	Pacing
<i>This is the title of the unit in the model curricula</i>	<i>These are the standards addressed in the unit</i>	<i>This is the unit(s) that aligns with the model unit from the resource</i>	<i>These are the lessons from the identified units that align to the standards within the model unit</i>	<i>This is the expected number of days for instruction</i>
Understanding and Using Place Value to Multiply and Divide	4.NBT.A.1, 4.NBT.A.2, 4.NBT.A.3, 4.NBT.B.5, 4.NBT.B.6	Unit 1 Unit 2 Unit 3	4.NBT.A.1: U1 L1-6 4.NBT.A.2: U1 L7-9 4.NBT.A.3: U1 L10-12 4.NBT.B.5: U2 L4-15 4.NBT.B.6: U3 L3-10	32 days + 2-4 flex days + assessment
Factors and Multiples	4.OA.A.1, 4.OA.B.4, 4.OA.C.5	Unit 2 Unit 3 Unit 4	4.OA.A.1: U2 L1-3 4.OA.B.4: U4 L1-4 4.OA.C.5: U3 L14-16	9 days + 1-2 flex days + assessment
Multi-Digit Whole Number Computation	4.NBT.B.4, 4.OA.A.2, 4.OA.A.3	Unit 1 Unit 2 Unit 3	4.NBT.B.4: U1 L13-19	14 days + 1-2 flex days + assessment

			4.OA.A.2: U2 L1-3 4.OA.A.3: U1 L15, 18, 19 U2 L16-18 U3 L1, 2, 11-13	
Comparing Fractions and Understanding Decimal Notation	4.NF.A.1, 4.NF.A.2, 4.NF.C.5, 4.NF.C.6, 4.NF.C.7	Unit 4 Unit 6	4.NF.A.1: U4 L5-10 4.NF.A.2: U4 L11-15 4.NF.C.5: U6 L4-6, 10-12 4.NF.C.6: U6 L1-6 4.NF.C.7: U6 L7-9	23 days + 2-3 flex days + assessment
Building Understanding of Addition, Subtraction and Multiplication of Fractions	4.NF.B.3, 4.NF.B.4, 4.MD.B.4	Unit 5	4.NF.B.3: U5 L1-15 4.NF.B.4: U5 L16-19 4.MD.B.4: U5 L20-21	21 days + 2-3 flex days + assessment
Solving Problems Involving Measurement and Data	4.MD.A.1, 4.MD.A.2, 4.MD.A.3	Unit 2 Unit 3 Unit 6 Unit 7	4.MD.A.1: U7 L1-3, 5-8, 10, 11 4.MD.A.2: U6 L13, 14 U7 L1, 2, 4-12 4.MD.A.3: U2 L16 U3 L11, 13	14 days + 1-2 flex days + assessment

Exploring Angles and Angle Measurement	4.MD.C.5, 4.MD.C.6, 4.MD.C.7	Unit 8	4.MD.C.5: U8 L5-10 4.MD.C.6: U8L5-10 4.MD.C.7: U8 L11-13	9 days + 1-2 flex days + assessment
Understanding Properties of Two-Dimensional Figures	4.G.A.1, 4.G.A.2, 4.G.A.3	Unit 8	4.G.A.1: U8 L1-4, L14-17 4.G.A.2: U8 L14-17 4.G.A.3: U8 L18	9 days + 1-2 flex days + assessment

Scope and Sequence

If a district uses this resource to implement the state model curriculum for grade 4, the following scope and sequence should be followed to ensure alignment and attention to the progressions of mathematics.

In addition to the daily lessons contained in the unit outlined below, Fishtank Math also includes daily word problems, which help students strengthen their application skills on a variety of word problem types (including multi-step problems), and daily fluency activities, which engage students in practicing and strengthening their procedural skills and fluency.

Order	Unit Number/Title and Lessons	Lesson Objectives	# of days (assume 1 hour of instruction)	Number of weeks
1	Unit 1: Place Value, Rounding, Addition, and Subtraction	Topic A: Place Value of Multi-Digit Whole Numbers Topic B: Reading, Writing, and Comparing Multi-Digit Whole Numbers Topic C: Rounding Multi-Digit Whole Numbers Topic D: Multi-Digit Whole-Number Addition and Subtraction	19 Lessons + 3 flex days = 22 total days	4 weeks
2	Unit 2: Multi-Digit Multiplication	Topic A: Multiplicative Comparison	18 Lessons + 3 flex days = 21 total days	4 weeks

		Topic B: Multiplication of up to Four-Digit Whole Numbers by One-Digit Whole Numbers Topic C: Multiplication of Two-Digit Whole Numbers by Two-Digit Whole Numbers Topic D: Multi-Step Word Problems		
3	Unit 3: Multi-Digit Division	Topic A: Understanding and Interpreting Remainders Topic B: Division of up to Four-Digit Whole Numbers by One-Digit Whole Numbers Topic C: Multi-Step Word Problems and Patterns	16 Lessons + 3 flex days = 19 total days	4 weeks
4	Unit 4: Fraction Equivalence and Ordering	Topic A: Factors and Multiples Topic B: Equivalent Fractions Topic C: Comparing and Ordering Fractions	15 Lessons + 2 flex days = 17 total days	3 weeks
5	Unit 5: Fraction Operations	Topic A: Building, Adding, and Subtracting Fractions Less Than or Equal to 1 Topic B: Building, Adding, and Subtracting Fractions Less Than 2 Topic C: Building, Adding, and Subtracting Fractions Greater Than or Equal to 2 Topic D: Multiplication of Fractions Topic E: Line Plots	21 Lessons + 3 flex days = 24 total days	5 weeks
6	Unit 6: Decimal Fractions	Topic A: Understanding Tenths Topic B: Understanding Tenths and Hundredths Topic C: Decimal Comparison Topic D: Decimal Addition Topic E: Money as a Decimal Amount	14 Lessons + 2 flex days = 16 total days	3 weeks

7	Unit 7: Unit Conversions	Topic A: Metric Unit Conversion Topic B: Customary Unit Conversion Topic C: Fraction and Decimal Unit Conversions	12 Lessons + 2 flex days = 14 total days	3 weeks
8	Unit 8: Shapes and Angles	Topic A: Lines and Angles Topic B: Measures of Angles Topic C: Measures of Adjacent Angles Topic D: Shapes and Lines of Symmetry	18 Lessons + 2 flex days = 20 total days	4 weeks

Supports of Diversity, Equity and Inclusion

Please provide any information relative to supporting culturally responsive instruction, multi-language learners, and students with disabilities

We believe that all students deserve access to high-quality curriculum and that students should not need to prove they can do rigorous, grade-level math in order to gain access to it. We see these beliefs as key components of supporting anti-racist school practice, and we share our curriculum as a trusted resource for educators in this work. As a curriculum team, we are continually listening, learning, and iterating on our curriculum and resources to get this work right. We strive to help all students see themselves as confident and competent mathematicians who are able to apply their math knowledge both in and out of the classroom as global citizens.

Our problems are written to reflect a wide range of identities and real-life contexts. The contexts and quantities used within problems do not suggest certain levels of wealth or access to opportunities. At times, common contexts that are accessible to most, such as school, nature, daily activities, temperature, or sports, are used. Other problems offer opportunities to connect to specific cultures and provide windows and mirrors for students. We aim to use engaging contexts that are interesting to students and connect to the real world. Gender is also balanced to avoid negative stereotypes around gender assignments, such as boys playing sports and girls baking. Situations that imply a binary gender are also avoided, such as a problem asking for a total number of people when given the number of girls and the number of boys. Gender neutral names and pronouns are present in the curriculum as well.

To support teachers in implementing the curriculum, we have many tools available in our Math Teacher Tools section. Here, teachers find in-depth resources available for topics such as Preparing to Teach Fishtank Math, Academic Discourse, Assessments, and Procedural Skill and Fluency. Two specific resources, Supporting English Learners and Special Populations, include protocols and strategies for teachers to use in their classrooms with students who are either learning English or who have a learning disability.