

Everyday Mathematics 4 Grade K Instructional Pacing Recommendations

Whether you teach in a half-day or a full-day program, plan to spend at least 45–60 minutes on mathematics each day to cover the three required parts in each Kindergarten lesson: Daily Routines, Core Activity: Focus and Core Activity: Practice. You may also choose to use any or all of the Connections and Differentiation Options as part of your daily math time or during other parts of the day or week. Teachers in full-day programs will have more time for Connections and Differentiation Options, but half-day teachers can find time for some of these activities by integrating them throughout the day.

Kindergarten contains 117 lessons, grouped into 9 sections with 13 lessons in each section. Plan to teach 3–4 lessons per week (including all required parts), or roughly one section per month. This pacing is designed for flexibility and depth. You will have flexibility to extend a lesson if discussion is rich or if children's understandings are incomplete. In addition, you can incorporate time each week for extra game time, Differentiation Options, and/or Connections activities. This also leaves time to accommodate outside mandates, district initiatives, and special projects.

This pacing gives you time to go deep, to create a classroom culture that values and supports productive struggle. Rather than rushing to cover too much content in too little time, you can expect your children to do their own thinking, to solve problems they have not been shown how to solve, to make connections between concepts and procedures, to explain their thinking, and to understand others' thinking. Creating such a classroom culture takes time, but it's what the Common Core asks you to do in its Standards for Mathematical Practice – and the pacing of *Everyday Mathematics 4* is designed to give you the time you'll need.

Beginning-of-Year Assessment

Spread this face-to-face assessment over several days – a few children each day

| Section 1 | | 18 | Days |
|-----------|---------------------------------|----|------|
| 1-1 | Partner Match | 1 | |
| 1-2 | Introduction to Pattern Blocks | 1 | |
| 1-3 | <i>Gotcha</i> : A Counting Game | 1 | |
| 1-4 | Number Walk | 1 | |
| 1-5 | Getting to Know Numbers | 1 | |
| 1-6 | <i>Count and Sit</i> | 1 | |
| 1-7 | Class Birthdays | 1 | |

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| 1-11 | Five Frames | 1 |
| 1-12 | Describing Shapes | 1 |
| 1-13 | Shape Patterns | 1 |
| | <i>Additional practice, differentiation, and instruction opportunities</i> | 5 |

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| Section 2 | | 19 Days |
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|------|--|---|
| 2-1 | <i>Match Up with Dot Cards</i> | 1 |
| 2-2 | <i>Top-It with Dot Cards</i> | 1 |
| 2-3 | Getting to Know Triangles | 1 |
| 2-4 | Number Board | 1 |
| 2-5 | Pocket Problems | 1 |
| 2-6 | How Many Now? | 1 |
| 2-7 | Introduction to Sorting: Open Response and Reengagement | 2 |
| 2-8 | Getting to Know Circles | 1 |
| 2-9 | Ten Frames | 1 |
| 2-10 | Counting Collections | 1 |
| 2-11 | Getting to Know Rectangles | 1 |
| 2-12 | Number Stories | 1 |
| 2-13 | More Number Stories | 1 |
| | <i>Additional practice, differentiation, and instruction opportunities</i> | 5 |

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| Section 3 | | 19 Days |
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| 3-1 | Pattern-Block Graph | 1 |
| 3-2 | Ten-Bean Spill | 1 |
| 3-3 | Rope Shapes | 1 |
| 3-4 | Number Books | 1 |
| 3-5 | Longer or Shorter? | 1 |
| 3-6 | Obstacle Course Positions | 1 |
| 3-7 | | |

| Section 4 | | 19 Days |
|-----------|------------------|---------|
| 4-1 | Attribute Blocks | 1 |
| 4-2 | Shapes by Feel | 1 |

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| 6-6 | <i>"What's My Rule?" Fishing</i> | 1 |
| 6-7 | Tall Enough to Ride?: Open Response and Reengagement | 2 |
| 6-8 | The Subtraction Symbol (-) | 1 |
| 6-9 | <i>Disappearing Train</i> | 1 |
| 6-10 | <i>Attribute Spinner</i> | 1 |
| 6-11 | <i>Hiding Bears</i> | 1 |
| 6-12 | <i>Growing and Disappearing Train</i> | 1 |
| 6-13 | Number Stories with Symbols (+, -, and =) | 1 |
| | <i>Additional practice, differentiation, and instruction opportunities</i> | 5 |
| Section 7 | | 19 Days |
| 7-1 | Number Line Addition and Subtraction | 1 |
| 7-2 | Domino Addition | 1 |
| 7-3 | Teen Collections | 1 |
| 7-4 | <i>Solid-Shapes Match Up</i> | 1 |
| 7-5 | Count and Skip Count with Calculators | 1 |
| 7-6 | Pan Balance: Leveling | 1 |
| 7-7 | Representing Survey Data: Open Response and Reengagement | 2 |
| 7-8 | Estimation Jar | 1 |
| 7-9 | Bead Combinations | 1 |
| 7-10 | Class Number-Story Book | 1 |
| 7-11 | Class Collection | 1 |
| 7-12 | <i>Dice Addition</i> | 1 |
| 7-13 | <i>Mystery Block</i> | 1 |
| | <i>Additional practice, differentiation, and instruction opportunities</i> | 5 |
| Section 8 | | 19 Days |
| 8-1 | Solid Shapes by Feel | 1 |
| 8-2 | Marshmallow and Toothpick Shapes | 1 |
| 8-3 | | |



Everyday Mathematics 4
Grade 1 Instructional Pacing Recommendations

| Unit 2 | Introducing Addition | 18 | Days |
|--------|--|----|------|
| 2-1 | Introducing the Strategy Wall | 1 | |
| 2-2 | Decomposing Numbers within 10 | 1 | |
| 2-3 | More Decomposing Numbers within 10 | 1 | |
| 2-4 | Exploring Subtraction, Pairs of Numbers that Add to 10, and Data | 1 | |
| 2-5 | Open Response: 10 Apples | 2 | |
| 2-6 | More Counting On to Add | 1 | |
| 2-7 | Labeling Counts | 1 | |
| 2-8 | Change-to-More Number Stories | 1 | |
| 2-9 | Change-to- | | |

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| 4-10 | Adding Three Numbers | 1 |
| 4-11 | 10 More, 10 Less | 1 |
| 4-12 | Unit 4 Progress Check | 2 |
| | Additional practice, differentiation, and instruction opportunities | 4 |

| Unit 5 | Place Value and Comparisons | 19 | Days |
|--------|---|----|------|
| 5-1 | Introducing Place Value | 1 | |
| 5-2 | Digits and Place Value | 1 | |
| 5-3 | Place-Value Applications: Penny and Dimes | 1 | |
| 5-4 | Greater Than, Less Than, and Equal To | 1 | |
| 5-5 | The Equal Sign | 1 | |
| 5-6 | | | |

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| 7-3 | Relating Special Addition and Subtraction Facts | 1 |
| 7-4 | More Subtraction Fact Strategies | 1 |
| 7-5 | Attributes of Shapes | 1 |
| 7-6 | Exploring Attributes, Fractions, and <i>Salute!</i> | 1 |
| 7-7 | Defining and Nondefining Attributes | 1 |
| 7-8 | Finding Unknowns: "What's My Rule?" | 1 |
| 7-9 | Open Response: Desks and Chairs | |

End-of-Year Assessment

3 Days

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| Total days for instructional lessons | 109 Days |
| Total days for additional practice and instruction | 37 Days |
| Total days for assessment | 24 Days |
| TOTAL INSTRUCTIONAL DAYS | 170 Days |

Everyday Mathematics 4
Grade 2 Instructional Pacing Recommendations

This suggested pacing for *Everyday Mathematics*, Grade 2 supports 3–4 lessons each week and one unit every 3–5 weeks. This allows time for additional practice, differentiation, and instruction opportunities such as extra games practice, Differentiation Options, English Learners and Differentiation Support, projects, and reinforcement. Use this pacing to help ensure in-depth coverage of all Grade 2 Common Core State Standards for Mathematics in a total of 170 instructional days.

This pacing is designed for flexibility and depth. You will have flexibility so you can extend a lesson if discussion has been rich or if students' understandings are incomplete. You can add a day for "journal fix-up" or for differentiation— '3t f()11(n81v)]Tnnee56(n)-1(r)-3('hr)-30(-7wc -3(h)-1(a)-30(-7wc -33t)-10(u)-1 (c750(u

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| 4-10 | The Centimeter | 1 |
| 4-11 | Matching Facts with Strategies, Measuring a Path, Exploring Arrays | 1 |
| 4-12 | Unit 4 Progress Check | 2 |
| | Additional practice, differentiation, and instruction opportunities | 4 |

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| 7-6 | Generating Data: Standing Jumps and Arm Spans | 1 |
| 7-7 | Representing Data: Standing Jumps | 1 |
| 7-8 | Representing Data: Arm Spans | 1 |
| 7-9 | Exploring Shape Attributes, Graphs, and Measurements | 1 |
| 7-10 | Unit 7 Progress Check | 2 |
| | Additional practice, differentiation, and instruction opportunities | 5 |

| Unit 8 | Geometry and Arrays | 18 | Days |
|---------------|---|-----------|-------------|
| 8-1 | Attributes of 2-Dimensional Shapes | 1 | |
| 8-2 | Playing <i>Shape Capture</i> | 1 | |
| 8-3 | Comparing Triangles, Pentagons, and Hexagons | 1 | |
| 8-4 | Drawing and Reasoning About Quadrilaterals | 2 | |
| 8-5 | Attributes of 3-Dimensional Shapes | 1 | |
| 8-6 | Partitioning Rectangles, Part 1 | 1 | |
| 8-7 | Partitioning Rectangles, Part 2 | 1 | |
| 8-8 | Equal-Groups and Array Number Stories | 1 | |
| 8-9 | More Equal Groups and Arrays | 1 | |
| 8-10 | Playing <i>Array Concentration</i> | 1 | |
| 8-11 | Exploring Mystery Shapes, Polygons, and Equal Parts | | |

Everyday Mathematics 4
Grade 3 Instructional Pacing Recommendations

This suggested pacing for *Everyday Mathematics*, Grade 3 supports 3–4 lessons each week and one unit every 3–5 weeks. This allows time for additional practice, differentiation, and instruction opportunities such as extra games practice, Differentiation Options, English Learners and Differentiation Support, projects, and reinforcement. Use this pacing to help ensure in-depth coverage of all Grade 3 Common Core State Standards for Mathematics in a total of 170 instructional days.

This pacing is designed for flexibility and depth. You will have flexibility so you can extend a lesson if discussion has been rich or if students' understandings are incomplete. You can add a day for "journal fix-up" or for differentiation—to provide an Enrichment activity to every student, for example—or for

| Unit 2 | Number Stories and Arrays | 19 | Days |
|--------|--|----|------|
| 2-1 | Extended Facts: Addition and Subtraction | 1 | |
| 2-2 | Number Stories | 1 | |

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| 4-9 | Number Sentences for Area of Rectangles | 1 |
| 4-10 | Playing <i>The Area and Perimeter Game</i> | 1 |
| 4-11 | Building a Rabbit Pet | 2 |
| 4-12 | Rectilinear Figures | 1 |
| 4-13 | Unit 4 Progress Check | 2 |
| | Additional practice, differentiation, and instruction opportunities | 5 |

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| Middle-of-Year Assessment | 2 Days |
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| Unit 5 | Fractions and Multiplication Strategies | 18 Days |
| 5-1 | Exploring Equal Parts, Fractions of Different Wholes, and Area | 1 |
| 5-2 | Representing Fractions | 1 |
| 5-3 | Equivalent Fractions | 1 |
| 5-4 | Recognizing Helper Facts | 1 |
| 5-5 | Multiplication Fact Strategies: Doubling, Part 1 | 1 |
| 5-6 | Multiplication Fact Strategies: Doubling, Part 2 | 1 |
| 5-7 | Patterns in Products | 1 |
| 5-8 | Finding Missing Factors | 1 |
| 5-9 | Multiplication Fact Strategies: Near Squares | 1 |
| 5-10 | Button Dolls: Solving a Number Story | 2 |
| 5-11 | Multiplication Fact Strategies: Break- | |

| Unit 7 | Fractions | 20 | Days |
|--------|---|----|------|
| 7-1 | Liquid Volume | 1 | |
| 7-2 | Exploring Arrays, Volume, and Equal Shares | 1 | |
| 7-3 | Number Stories with Measures | 1 | |
| 7-4 | Fraction Strips | 1 | |
| 7-5 | Fractions on a Number Line, Part 1 | 1 | |
| 7-6 | Fractions on a Number Line, Part 2 | 1 | |
| 7-7 | Comparing Fractions | 1 | |
| 7-8 | Finding Rules for Comparing Fractions | 2 | |
| 7-9 | Locating Fractions on Number Lines | 1 | |
| 7-10 | Justifying Fraction Comparisons | 1 | |
| 7-11 | Fractions in Number Stories | 1 | |
| 7-12 | Fractions of Collections | 1 | |
| 7-13 | Unit 7 Progress Check | 2 | |
| | Additional practice, differentiation, and instruction opportunities | 5 | |
| Unit 8 | Multiplication and Division | 14 | Days |
| 8-1 | Measuring to the Nearest $\frac{1}{4}$ Inch | 1 | |
| 8-2 | | | |

Total days for instructional lessons

107 Days

Everyday Mathematics 4
Grade 4 Instructional Pacing Recommendations

This suggested pacing for *Everyday Mathematics*, Grade 4 supports 3–4 lessons each week and one unit every 3–5 weeks. This allows time for additional practice, differentiation, and instruction opportunities such as extra games practice, Differentiation Options, English Learners and Differentiation Support, projects, and reinforcement. Use this pacing to help ensure in-depth coverage of all Grade 4 Common Core State Standards for Mathematics in a total of 170 instructional days.

This pacing is designed for flexibility and depth. You will have flexibility so you can extend a lesson if discussion has been rich or if students' understandings are incomplete. You can add a day for "journal fix-up" or for differentiation—to provide an Enrichment activity to every student, for example—or for additional games. There will also be time to accommodate outside mandates, district initiatives, and special projects.

This pacing gives you time to go deep, to create a classroom culture that values and supports productive struggle. You can expect your students to discuss and compare their thinking with classmates, to solve problems they have not been shown how to solve, to make connections between concepts and procedures, and to reflect on what they are learning. Creating such a classroom culture takes time, but it's what the Common Core asks you to do in its Standards for Mathematical Practice—and the pacing of *Everyday Mathematics 4* is designed to give you the time you'll need.

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| Unit 2 | Multiplication and Geometry | 20 | Days |
| 2-1 | Square Number Patterns | 1 | |
| 2-2 | Area Formula for Rectangles | 1 | |
| 2-3 | Factors and Factor Pairs | 1 | |
| 2-4 | Multiples | 1 | |
| 2-5 | Prime and Composite Numbers | 1 | |
| 2-6 | Little and Big | 2 | |
| 2-7 | Units of Time | 1 | |
| 2-8 | Multiplicative Comparisons | 1 | |
| 2-9 | Multiplicative Comparison Number Stories | 1 | |
| 2-10 | Classifying Triangles | 1 | |
| 2-11 | Classifying Quadrilaterals | 1 | |
| 2-12 | Finding Line Symmetry | 1 | |
| 2-13 | Finding the Pattern | 1 | |
| 2-14 | Unit 2 Progress Check | 2 | |
| | Additional practice, differentiation, and instruction opportunities | 4 | |
| Unit 3 | Fractions and Decimals | 21 | Days |
| 3-1 | Equal Sharing and Equivalence | 1 | |
| 3-2 | Fraction Circles and Equivalence | 1 | |
| 3-3 | Number Lines and Equivalence | 1 | |
| 3-4 | An Equivalent Fractions Rule | 1 | |
| 3-5 | Veggie Pizzas | 2 | |
| 3-6 | Comparing Fractions | 1 | |
| 3-7 | Comparing and Ordering Fractions | 1 | |
| 3-8 | Modeling Tenths with Fraction Circles | 1 | |
| 3-9 | Modeling Decimals with Base-10 Blocks | 1 | |
| 3-10 | Tenths and Hundredths | 1 | |
| 3-11 | Tenths and Hundredths of a Meter | 1 | |
| 3-12 | Tenths of a Centimeter | 1 | |
| 3-13 | Comparing Decimals | 1 | |
| 3-14 | Unit 3 Progress Check | 2 | |
| | Additional practice, differentiation, and instruction opportunities | 5 | |
| | Multidigit Multiplication | 21 | Days |
| 4-1 | | | |

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| 4-8 | Money Number Stories | 1 |
| 4-9 | Partial-Products Multiplication | 1 |
| 4-10 | <i>Multiplication Wrestling</i> | 1 |
| 4-11 | Area Models for Rectangles and Rectilinear Figures | 1 |
| 4-12 | Multistep Multiplication Number Stories | 1 |
| 4-13 | Lattice Multiplication | 1 |
| 4-14 | Unit 4 Progress Check | 2 |
| | Additional practice, differentiation, and instruction opportunities | 5 |

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| 6-12 | Number Stories with Fractions and Mixed Numbers | 1 |
| 6-13 | Extending Understandings of Whole-Number Multiplication | 1 |
| 6-14 | Unit 6 Progress Check | 2 |
| | Additional practice, differentiation, and instruction opportunities | 5 |

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| Unit 7 | Multiplication of a Fraction by a Whole Number; Measurement | 21 | Days |
| 7-1 | Converting Liquid Measures: U.S. Customary Units | 1 | |
| 7-2 | Exploring Fraction Multiplication Situations | 1 | |
| 7-3 | A Fraction as a Multiple of a Unit Fraction | 1 | |
| 7-4 | Multiplying Fractions by Whole Numbers | 1 | |
| 7-5 | Multiplying Mixed Numbers by Whole Numbers | 1 | |
| 7-6 | Three-Fruit Salad | 2 | |
| 7-7 | Multistep Division Number Stories | 1 | |
| 7-8 | Division Measurement Number Stories | 1 | |
| 7-9 | Generating and Identifying Patterns | 1 | |
| 7-10 | Solving Multistep Fraction Number Stories | 1 | |
| 7-11 | Weights of State Birds | 1 | |
| 7-12 | Decimal Number Stories | 1 | |
| 7-13 | Displaying Insect Data | 1 | |
| 7-14 | Unit 7 Progress Check | 2 | |
| | Additional practice, differentiation, and instruction opportunities | 5 | |

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| Unit 8 | Fraction Operations; Applications | 20 | Days |
| 8-1 | Extending Multistep Number Stories | 1 | |
| 8-2 | Real-Life Angle Measures as Additive | 1 | |
| 8-3 | Pattern-Block Angles | 2 | |
| 8-4 | Extending Line Symmetry | 1 | |
| 8-5 | Line Plots: $1\frac{1}{2}$, $1\frac{1}{4}$, and $1\frac{1}{8}$ Inches | 1 | |
| 8-6 | Fractions and Perimeter | 1 | |
| 8-7 | More Decimal Number Stories | 1 | |
| 8-8 | Areas of Rectangles with Fractional Side Lengths | 1 | |
| 8-9 | More Fraction Multiplication Number Stories | 1 | |
| 8-10 | Fractions and Liquid Measures | 1 | |
| 8-11 | Fractions and Measurement | 1 | |
| 8-12 | Applying Understandings of Place Value and Operations | 1 | |
| 8-13 | Many Names for Numbers | 1 | |
| 8-14 | Unit 8 Progress Check | 2 | |
| | Additional practice, differentiation, and instruction opportunities | 4 | |

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| | End-of-Year Assessment | 2 | Days |
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Everyday Mathematics 4
Grade 5 Instructional Pacing Recommendations

This suggested pacing for *Everyday Mathematics*, Grade 5 supports 3–4 lessons each week and one unit every 3–5 weeks. This allows time for additional practice, differentiation, and instruction opportunities such as extra games practice, Differentiation Options, English Learners and Differentiation Support, projects, and reinforcement. Use this pacing to help ensure in-depth coverage of all Grade 5 Common Core State Standards for Mathematics in a total of 170 instructional days.

This pacing is designed for flexibility and depth. You will have flexibility so you can extend a lesson if discussion has been rich or if students’ understandings are incomplete. You can add a day for “journal fix-up” or for differentiation—to provide an Enrichment activity to every student, for example—or for additional games. There will also be time to accommodate outside mandates, district initiatives, and special projects.

This pacing gives you time to go deep, to create a classroom culture that values and supports productive struggle. You can expect your students to discuss and compare their thinking with classmates, to solve problems they have not been shown how to solve, to make connections between concepts and procedures, and to reflect on what they are learning. Creating such a classroom culture takes time, but it’s what the Common Core asks you to do in its Standards for Mathematical Practice—and the pacing of *Everyday Mathematics 4* is designed to give you the time you’ll need.

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| Beginning-of-Year Assessment | | 1 Day |
| Unit 1 | Area and Volume | 19 Days |
| 1-1 | Introduction to the <i>Student Reference Book</i> | 1 |
| 1-2 | Area of a Rectangle, Part 1 | 1 |
| 1-3 | Quilt Area | 2 |
| 1-4 | Area of a Rectangle, Part 2 | 1 |
| 1-5 | Introduction to Volume | 1 |
| 1-6 | Exploring Nonstandard Volume Units | 1 |
| 1-7 | Measuring Volume by Counting Cubes | 1 |
| 1-8 | Measuring Volume by Iterating Layers | 1 |
| 1-9 | Two Formulas for Volume | 1 |
| 1-10 | Visualizing Volume Units | 1 |
| 1-11 | Volume Explorations | 1 |
| 1-12 | Playing <i>Prism Pile-Up</i> | 1 |
| 1-13 | Unit 1 Progress Check | 2 |
| | Additional practice, differentiation, and instruction opportunities | 4 |

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|---------------|---|-----------|-------------|
| Unit 2 | Whole Number Place Value and Operations | 20 | Days |
| 2-1 | Understanding Place Value | 1 | |
| 2-2 | Exponents and Powers of 10 | 1 | |
| 2-3 | Applying Powers of 10 | 1 | |
| 2-4 | U.S. Traditional Multiplication, Part 1 | 1 | |
| 2-5 | U.S. Traditional Multiplication, Part 2 | 1 | |
| 2-6 | Application: Unit Conversions | 1 | |
| 2-7 | U.S. Traditional Multiplication, Part 3 | 1 | |
| 2-8 | U.S. Traditional Multiplication, Part 4 | 1 | |
| 2-9 | One Million Taps | 2 | |
| 2-10 | A Mental Division Strategy | 1 | |
| 2-11 | Reviewing Partial-Quotients Division | 1 | |
| 2-12 | Strategies for Choosing Partial Quotients | 1 | |
| 2-13 | Interpreting the Remainder | 1 | |
| 2-14 | Unit 2 Progress Check | 2 | |
| | Additional practice, differentiation, and instruction opportunities | 4 | |
| Unit 3 | Fraction Concepts, Addition and Subtraction | 22 | Days |
| 3-1 | Connecting Fractions and Division, Part 1 | 1 | |
| 3-2 | Connecting Fractions and Division, Part 2 | 1 | |
| 3-3 | Application: Interpreting Remainders | 1 | |
| 3-4 | Fractions on a Number Line | 1 | |
| 3-5 | Game Strategies | 2 | |
| 3-6 | Fraction Estimation with Number Sense | 1 | |
| 3-7 | Fraction Estimation with Benchmarks | 1 | |
| 3-8 | Renaming Fractions and Mixed Numbers | 1 | |
| 3-9 | Introduction to Adding and Subtracting Fractions and Mixed Numbers | 1 | |
| 3-10 | Exploring Addition of Fractions with Unlike Denominators | 1 | |
| 3-11 | Playing <i>Fraction Capture</i> | 1 | |
| 3-12 | Solving Fraction Number Stories | 1 | |
| 3-13 | Fraction-Of Problems, Part 1 | 1 | |
| 3-14 | Fraction-Of Problems, Part 2 | 1 | |
| 3-15 | Unit 3 Progress Check | 2 | |
| | Additional practice, differentiation, and instruction opportunities | 5 | |
| Unit 4 | Decimal Concepts; Coordinate Grids | 22 | Days |
| 4-1 | Decimal Place Value | 1 | |
| 4-2 | Representing Decimals through Thousandths | 1 | |
| 4-3 | Representing Decimals in Expanded Form | 1 | |
| 4-4 | Comparing and Ordering Decimals | 1 | |
| 4-5 | Rounding Decimals | 1 | |

Grade 5

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| 4-6 | Introduction to the Coordinate System | 1 |
| 4-7 | Playing <i>Hidden Treasure</i> | 1 |
| 4-8 | Solving Problems on a Coordinate Grid, Part 1 | 1 |
| 4-9 | Solving Problems on a Coordinate Grid, Part 2 | 1 |
| 4-10 | Folder Art | 2 |
| 4-11 | Addition and Subtraction of Decimals with Hundredths Grids | 1 |
| 4-12 | Decimal Addition Algorithms | 1 |
| 4-13 | Decimal Subtraction Algorithms | 1 |
| 4-14 | Addition and Subtraction of Money | 1 |
| 4-15 | Unit 4 Progress Check | 2 |
| | Additional practice, differentiation, and instruction opportunities | 5 |

Middle-of-Year Assessment

| | | |
|------|---|----------|
| 6-9 | Multiplication of Decimals | 1 |
| 6-10 | Fundraising | 2 |
| 6-11 | Division of Decimals by Whole Numbers | 1 |
| 6-12 | Division of Decimals by Decimals | 1 |
| 6-13 | Application: Estimating Your Reaction Time | 1 |
| 6-14 | Unit 6 Progress Check | 2 |
| | Additional practice, differentiation, and instruction opportunities | 4 |

| Unit 7 | Multiplication of Mixed Numbers; Geometry; Graphs | 21 | Days |
|---------------|--|-----------|-------------|
| 7-1 | Multiplication of Mixed Numbers, Part 1 | 1 | |
| 7-2 | Multiplication of Mixed Numbers, Part 2 | 1 | |
| 7-3 | Rectangles with Fractional Side Lengths | 1 | |
| 7-4 | Using Common Denominators for Fraction Division | 1 | |
| 7-5 | A Hierarchy of Triangles | 1 | |
| 7-6 | A Hierarchy of Quadrilaterals | 1 | |
| 7-7 | Playing <i>Property Pandemonium</i> | 1 | |
| 7-8 | A Hierarchy of Polygons | 2 | |
| 7-9 | Collecting and Using Fractional Data | 1 | |
| 7-10 | Identifying and Visualizing Patterns | 1 | |

Total

Everyday Mathematics 4
Grade 6 Instructional Pacing Recommendations

This suggested pacing for *Everyday Mathematics*, Grade 6 supports 3–4 lessons each week and one unit every 3–5 weeks. This allows time for additional practice, differentiation, and

| Unit 2 | Fraction Operations and Ratios | 22 | Days |
|--------|--|----|------|
| 2-1 | The Greatest Common Factors | 1 | |
| 2-2 | The Least Common Multiples | 1 | |
| 2-3 | Fraction Multiplication on a Number Line | 1 | |
| 2-4 | Fraction Multiplication with Models and Diagrams | 1 | |
| 2-5 | | | |

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| 4-5 | Exploring Equations | 1 |
| 4-6 | Distributive Property and Equivalent Expressions | 1 |
| 4-7 | Applying Properties of Arithmetic | 1 |
| 4-8 | The Banquet Table— <i>Open Response</i> | 2 |
| 4-9 | Introduction to Inequalities | 1 |
| 4-10 | Finding and Graphing Solution Sets of Inequalities | 1 |
| 4-11 | Inequalities to Represent Real-World Situations | 1 |
| 4-12 | Absolute Value as Distance | 1 |
| 4-13 | Absolute Value | 1 |
| 4-14 | Mean Absolute Deviation | 1 |
| 4-15 | Unit 4 Progress Check & Cumulative Review | 2 |
| | Additional practice, differentiation, and instruction opportunities | 5 |

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| Middle-of-Year Assessment | 1 Day |
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| Unit 5 | Area and Volume Explorations | 21 Days |
| 5-1 | Polygons on a Coordinate Grid | 1 |
| 5-2 | Area of Parallelograms | 1 |
| 5-3 | Area of Triangles | 1 |
| 5-4 | Composing and Decomposing Polygons to Find Area | 1 |
| 5-5 | 3-D Shapes with Nets | 1 |
| 5-6 | Using Nets to Find Surface Area | 1 |
| 5-7 | Solving Surface Area Problems | |

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| 6-10 | Building and Solving Equations with the Pan-Balance Model | 1 |
| 6-11 | Comparing Multiple Strategies for Solving Equations | 1 |
| 6-12 | Unit 6 Progress Check & Cumulative Review | 2 |
| | Additional practice, differentiation, and instruction opportunities | 5 |

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|---------------|--|-----------|-------------|
| Unit 7 | Variables and Algebraic Relationships | 19 | Days |
| 7-1 | Inequalities and Mystery Numbers | 1 | |
| 7-2 | Making Healthy Choices | 1 | |
| 7-3 | Computer Spreadsheets | 1 | |
| 7-4 | Using Spreadsheets to Solve Problems | 1 | |
| 7-5 | Unit Rate Comparisons | 1 | |
| 7-6 | Marathons and Measures | 1 | |
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