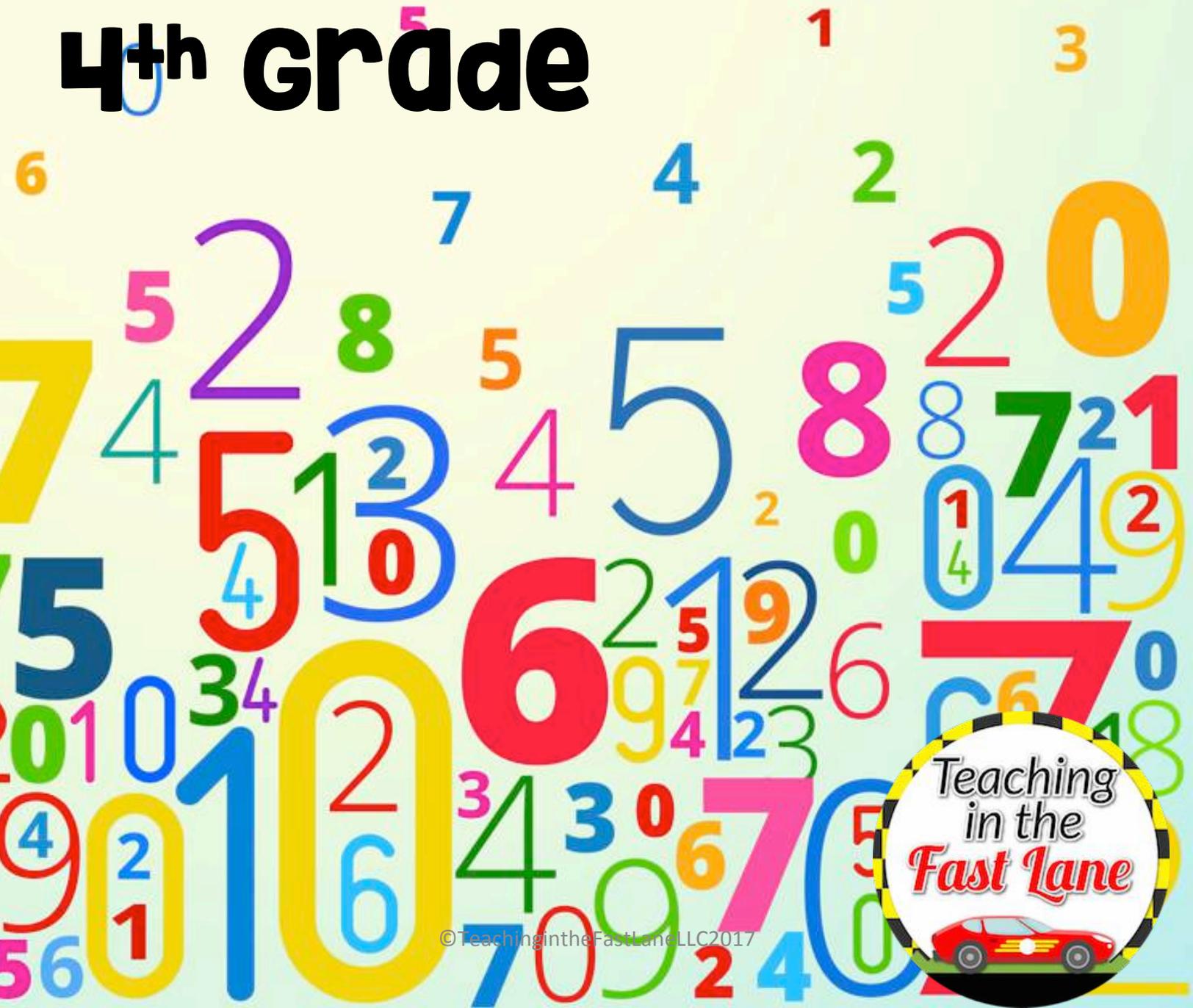# Addition & Subtraction Unit
4th Grade

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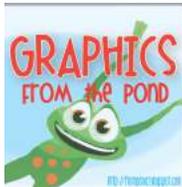
Table of Contents

To The Teacher

Thank you for purchasing this resource! Within it you will find a complete unit for teaching the fourth grade standards for <u>addition and subtraction</u> including pre-assessment, content vocabulary, daily warm-ups and exit tickets, daily lessons with student activities, and a post assessment.

While this unit is laid out over a seven day time span do not feel that you must rigidly stick to the timeline. As a teacher you know what is best for your students, and should follow your gut, as some classes may require more time to reach understanding of a concept.

To save on ink and decrease prep time, every page of this unit is created in black and white. To create a more colorful unit print or copy on color paper.

Standards

TEKS

4.4A add and subtract whole numbers and decimals to the hundredths place using the standard algorithm

CCSS

4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm

4.OA.A.3 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 answer using mental computation and estimation strategies including rounding.

ALL About This Unit

This unit is made up of unique elements that can be used independently or together to provide a complete unit of math instruction.

Content Vocabulary

Vocabulary for this <u>addition and subtraction</u> unit is included in a few forms.

- Word wall cards make it easy to add your content vocabulary to your word wall
- The word and definition list make a great reference for student math notebooks and teachers alike
    - This list is included completed as well as with blank areas for definitions and examples
- Double-sided word and definition cards are great for review and small group remediation

Pre-Assessment and Student Standard Checklist

To be used as an informal assessment to check students' prior knowledge as well as determine any misconceptions. The data that you gather from this pre-assessment can be recorded on the Student Standards Checklists and used to set student learning goals, form small groups, or partner students based on ability. Checklists fit 11 students per page.

ALL AbOut This Unit

Daily Warm-UPS

Seven days of half-page daily warm-ups are provided along with answer keys. Each day has four standards-based questions for students to think through their learning. A student tracking sheet is also included for students to record their own grow and glow areas. To save paper you may choose to project the warm up each day and have students complete their work in math notebooks.

Exit Tickets

Seven days worth of exit tickets and answer keys, with one question each, are included two to a page for easy copying. Each of the questions is based on how that standard is tested, providing a test bridge and exposing students to test style language. This serves to build familiarity with standardized testing without overwhelming students.

Exit tickets can be checked as a class, or by the teacher. A checklist of questions is included to track how students are doing on their exit tickets.

Assessment

An end of unit assessment is included to check for student mastery on the <u>addition and subtraction</u> standards included. This assessment is meant to be used informally. While students should do their best work, it is best to not place too much importance on the test.

ALL About This Unit

Daily Lessons

Seven daily lessons are included in this unit.
Each lesson includes:
- Guiding question(s)
- Objectives
- List of necessary materials
- Overview of the lesson
- Student activity sheets when applicable
- Suggestions for small group activity

Day 1	Pre-assessment & Anchor Chart
Day 2	Adding Whole Numbers
Day 3	Adding Decimals
Day 4	Subtracting Whole Numbers
Day 5	Subtracting Decimals
Day 6	Problem Solving with Addition and Subtraction
Day 7	Assessment

content vocabulary

Vocabulary for this <u>addition and subtraction</u> unit is included in a few forms.

- Word wall cards make it easy to add your content vocabulary to your word wall
- The word and definition list make a great reference for student math notebooks and teachers alike
  - This list is included completed as well as with blank areas for definitions and examples
  - TIP: print/copy definition list at 80% to fit perfectly in math notebooks
- Double-sided word and definition cards are great for review and small group remediation
  - To complete these cards print, fold along the dotted line with the word and definition on the outside, then tape or glue to secure the card.

addition

the process of combining two or more addends to find a sum

subtraction

the process of separating one number from another to find the difference

addend

a number that is added to another

sum

the solution to an addition problem

Addition & Subtraction Vocabulary

addition	the process of combining two or more addends to find a sum
subtraction	the process of separating one number from another to find the difference
addend	a number that is added to another
sum	the solution to an addition problem
difference	the solution to a subtraction problem
estimate	roughly calculate the value of a number
strip diagram	model or tool used to show mathematical thinking
equation	a mathematical statement, also known as a number sentence
value	the worth of a number
decimal	a number in the base ten place value system used to represent a quantity that may include part of a whole and is recorded with a decimal point separating the whole from the part
whole number	a number without fractions or decimals
algorithm	process used to solve a mathematical problem

addition

the process of combining two or more addends to find a sum

subtraction

the process of separating one number from another to find the difference

addend

a number that is added to another

Name _____

1 Sally has 324 red toy cars, 364 blue toy cars, and 278 greed toy cars. How many red and green toy cars does she have?

2   678+1,295=

3   12.97+32.89=

4 Harry bought a candy bar for $1.29 and a soda for $1.89. How much did he spend?

5   1,301-493=

6 Monique collected 374 BoxTops for her school. While cutting them out she found that 68 of the BoxTops were expired. How many were not expired?

7   4.69-3.99=

8 Ruth's mom gave her a $5 bill for lunch. She spent $3.87. How much change should she receive?

9 Gretchen spent $421.13 on horse feed in July and another $447.89 on feed in August. She received a $50 rebate for her purchase. How much did Gretchen spend after the rebate?

10 Roy saved up $27 to buy a toy. He was given a ten dollar bill from his aunt for his birthday and earned $3 for doing chores. He then spent $7.95 on a present for his sister. How much money does he have now?

Pre-assessment
Student Standards Checklist

Student	1. Adding Whole Numbers	2. Adding Whole Numbers	3. Adding Decimals	4. Adding Decimals	5. Subtracting Whole Numbers	6. Subtracting Whole Numbers	7. Subtracting Decimals	8. Subtracting Decimals	9. Multi-Step Problem Solving	10. Multi-Step Problem Solving
w										

Daily Warm-Ups

Seven days of half-page daily warm-ups are provided along with answer keys.

Each day has four standards-based questions for students to think through their learning.

A student tracking sheet is also included for students to record their own grow and glow areas.

To save paper you may choose to project the warm up each day and have students complete their work in math notebooks.

Name _____

Adding Whole Numbers

$$1,308 + 829$$

Adding Decimals

Eloisa ran 3.2 miles in the morning and another 2.19 miles in the evening. How far did she run altogether?

Subtracting Whole Numbers

$$1,000 - 23$$

Subtracting Decimals

$$7.92 - 5.96$$

Daily Warm-Up Answer Key

Name _____

Adding Whole Numbers

$$\begin{array}{r} 4\ 3\ 8 \\ +\ 2\ 6\ 7 \\ \hline \end{array}$$

705

Adding Decimals

$$\begin{array}{r} 4.\ 6\ 2 \\ +\ 3.\ 7\ 8 \\ \hline \end{array}$$

8.4

Subtracting Whole Numbers

$$\begin{array}{r} 9\ 2 \\ -\ 7\ 7 \\ \hline \end{array}$$

152

Subtracting Decimals

$$\begin{array}{r} 5.\ 0\ 2 \\ -\ 4.\ 2\ 6 \\ \hline \end{array}$$

0.76

Name _____

Adding Whole Numbers

$$\begin{array}{r} 3\ 0\ 8 \\ +\ 8\ 2\ 9 \\ \hline \end{array}$$

2,137

Adding Decimals

Eloisa ran 3.2 miles in the morning and another 2.19 miles in the evening. How far did she run altogether?

5.39 miles

Subtracting Whole Numbers

$$\begin{array}{r} 1,\ 0\ 0\ 0 \\ -\ 2\ 3\ 6 \\ \hline \end{array}$$

764

Subtracting Decimals

$$\begin{array}{r} 7.\ 9\ 2 \\ -\ 5.\ 9\ 6 \\ \hline \end{array}$$

1.96

Name _____
Personal Daily Warm-Up Tracking Sheet

	Adding Whole Numbers	Adding Decimals	Subtracting Whole Numbers	Subtracting Decimals
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

Exit Tickets

Seven days worth of exit tickets and answer keys, with one question each, are included two to a page for easy copying.

Each of the questions is based on how that standard is tested, providing a test bridge and exposing students to test style language. This serves to build familiarity with standardized testing without overwhelming students.

Exit tickets can be checked as a class, or by the teacher. A checklist of questions is included to track how students are doing on their exit tickets.

Exit Ticket Day 1

Name _____

The list shows the number of students in each grade level at Tree Line Elementary School.

- 3rd has 145 students
- 4th has 210 students
- 5th has 178 students

How many students are in all three grade levels?

a. 388 students
b. 533 students
c. 355 students
d. 531 students

Addition & Subtraction

Exit Ticket Answer Key

Day 1	B
Day 2	A
Day 3	C
Day 4	D
Day 5	A
Day 6	B
Day 7	C

Exit Ticket Student Checklist

Student	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

Daily Lessons

Seven daily lessons are included in this unit. Each lesson includes:

- Guiding question(s)
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- List of necessary materials
- Overview of the lesson
- Student activity sheets when applicable
- Suggestions for small group activity

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Day 7	Assessment

Adding Whole Numbers

Guiding Question

How can I use the standard algorithm to add whole numbers?

Materials

Anchor chart
• Error Analysis Practice

Learning Objective

We will solve addition problems with whole numbers using the standard algorithm.

Lesson

Begin by reviewing the anchor chart created in lesson 1. With students read word problem #1. Ask students to point out important information, extra information, and what the question is asking for. Together, identify how to write the algorithm for solving the problem emphasizing lining up the place value positions. While solving talk through any carrying that takes place. You may want to use base-ten manipulatives to show the carrying taking place to refresh students' memories.

Using student white boards or math journals, have students complete word problem #2 with a partner then check as a class. Students will practice independently using the Error Analysis Practice.

Small Group Ideas

Using student white boards or math journals, have students solve straight forward addition equations with two or more addends using the standard algorithm. Continue to emphasize lining up the place value positions.

Adding Whole Numbers Word Problem #1

Bret bought a box of 4,387 beads to bring to a craft fair. Angelique brought a smaller box containing 1,209 beads and Chris brought a baggie with 723 beads. How many beads did they bring combined?

Anchor Chart Example

Adding Whole Numbers
Word Problem #1

Bret bought a box of 4,667 beads to bring to the craft fair. Angelique brought a smaller box containing 1,209 beads, and Chris brought a baggie with 723 beads. How many beads did they bring combined?

$$\begin{array}{r} 1\ 1\ 1 \\ 4,389 \\ 1,209 \\ +\ \ \ \ \\ \hline \end{array}$$

1. line up place values
2. begin adding in ones place
3. carry when necessary
4. bring down commas

Name _____

1 Alivia drove 472 miles to visit her grandmother and then another 328 miles to see her aunt. Finally, she drove 298 miles back home. How far did Alivia drive?

2 $32,907+11,498=$

3 $6.23+41.97=$

4 Quentin spent $13.45 on a toy for his friend and another $25 on a set of cards for himself. How much did Quentin spend?

5 $25,378-11,407=$

6 Cesar and his friends collected 927 bottle caps. Of these bottle caps 342 of them were red. How many bottle caps were not red?

7 $12.62-4.79=$

8 Ola ran 3.24 miles in the morning. Maazin ran 3.19 miles that same morning. How much further did Ola run than Maazin?

9 Eliska was given $50 for her birthday. She made a $25 donation to the Humane Society and bought herself a new shirt for $12.75. How much money does Eliska have to deposit?

10 Jaideep kicked a soccer ball three times reaching distances of 123.2 feet, 147.8 feet, and 139.5 feet. How much further were his first two kicks combined than his third kick?