IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Kiddom	*Texas Math: Grade 4 Powered by Kiddom*

Subject	Grade Level
Mathematics	Grade 4

Texas Essential Knowledge and Skills (TEKS) Coverage: **100%**

English Language Proficiency Standards (ELPS) Coverage: **100%**

Quality Review Overall Score: **220 / 227**

IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	9	0
2. Alignment with Public Education's Constitutional Goal	0	0
3. Parental Rights and Responsibilities	0	0
4. Prohibition on Forced Political Activity	0	0
5. Protecting Children's Innocence	0	0
6. Promoting Sexual Risk Avoidance	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0

Flags for Suitability Compliance	Count of Flags Original	Count of Flags Updated
Alignment with Public Education's Constitutional Goal, 2.1.1	0	0
Promoting Sexual Risk Avoidance, 6.2	0	0

Factual Errors	Count of Errors Original	Count of Errors Updated
Count of Factual Errors from IMRA Reviewers	15	1

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	17	0

Count of Publisher Submitted Changes   **39**

Public Feedback

Alleged Factual Errors   0

Flags for Suitability   0

Public Comments   0

All Feedback Items from IMRA Reviewers Remaining After Update

The following index provides links to each suitability flag, factual errors, or feedback referenced on the IMRA Report Summary that remained after publishers submitted responses. If no outstanding items exist, then the category will list "None".

Flags for Suitability Noncompliance After Updates

- None

Flags for Suitability Compliance After Updates

- None

Factual Errors Remaining After Updates

- IMRA Reviewer Error ID 9601326

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

IMRA Reviewer Suitability ID SF000002

Component: Texas Math: Grade 4 Powered by Kiddom: TEKS (9798894308890)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): Through out entire text (pdf and online)
Location: Where standards listed these are common core not TEKS.
Link: https://drive.google.com/file/d/1bscXzNtNboKEtQrqQ65qyW5STz6onOP_/view

Page Number(s): page 426
Location: Where standards listed, MLR8
Link: Where standards listed, MLR8

Page Number(s): multiple pages
Location: top of the page Standards
Addressing 4.NBT.B.4
Link: https://drive.google.com/file/d/1bscXzNtNboKEtQrqQ65qyW5STz6onOP_/view

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000008

Component: Texas Math: Grade 4 Powered by Kiddom: TEKS (9798894308890)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): Planning Guide, Section C
Location: Planning Guide, Section C
In comparing numbers, including those that are missing digits in some places, they make use of structure to determine the size of numbers and the significance of the value of the digits (MP7)
Link: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c4b21-f139-11ee-ae31-0615c5aec7b1

Page Number(s): Activity Narrative-Support for English Language Learners Section
Location: MLR2 Collect and Display. Circulate, listen for and collect the language students use as they compare the pairs of numbers. On a visible display, record words and phrases such as: hundreds place, tens place, place value, bigger, smaller, greater than, less than. Invite students to borrow language from the display as needed, and update it throughout the lesson.
Advances: Conversing, Representing

Page Number(s): Activity 2: Fractions with the Same Numerator
Location: This activity uses MLR1 Stronger and Clearer Each Time. Advances: Reading, Writing
Link: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17fe8bc-f139-11ee-992b-0615c5aec7b1

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000009

Component: Texas Math: Grade 4 Powered by Kiddom (9798894308890)

Suitability Indicator:	1. Prohibition on Common Core
Suitability Sub-Indicator:	1.1
Specific or Thematic:	Thematic

Page Number(s): Planning Guide, Section C
Location: Planning Guide, Section C
In comparing numbers, including those that are missing digits in some places, they make use of structure to determine the size of numbers and the significance of the value of the digits (MP7)
Link: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c4b21-f139-11ee-ae31-0615c5aec7b1

Page Number(s): Activity 2: Fractions with the Same Numerator
Location: This activity uses MLR1 Stronger and Clearer Each Time. Advances: Reading, Writing
Link: This activity uses MLR1 Stronger and Clearer Each Time. Advances: Reading, Writing

Page Number(s): Activity Narrative-Support for English Language Learners Section
Location: MLR2 Collect and Display. Circulate, listen for and collect the language students use as they compare the pairs of numbers. On a visible display, record words and phrases such as: hundreds place, tens place, place value, bigger, smaller, greater than, les
Link: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a53082-f139-11ee-b641-0615c5aec7b1

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000010

Component: Texas Math: Grade 4 Powered by Kiddom: TEKS (9798894308890)

Suitability Indicator:	1. Prohibition on Common Core
Suitability Sub-Indicator:	1.1
Specific or Thematic:	Thematic

Page Number(s): Planning Guide, Section C
Location: Planning Guide, Section C
In comparing numbers, including those that are missing digits in some places, they make use of structure to determine the size of numbers and the significance of the value of the digits (MP7)
Link: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c4b21-f139-11ee-ae31-0615c5aec7b1

Page Number(s): Activity 2: Fractions with the Same Numerator
Location: This activity uses MLR1 Stronger and Clearer Each Time. Advances: Reading, Writing
Link: This activity uses MLR1 Stronger and Clearer Each Time. Advances: Reading, Writing

Page Number(s): Activity Narrative-Support for English Language Learners Section

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Location: MLR2 Collect and Display. Circulate, listen for and collect the language students use as they compare the pairs of numbers. On a visible display, record words and phrases such as: hundreds place, tens place, place value, bigger, smaller, greater than, les

Link: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a53082-f139-11ee-b641-0615c5aec7b1

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000021

Component: Texas Math: Grade 4 Powered by Kiddom: TEKS (9798894308890)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): Planning Guide, Section C
Location: Planning Guide, Section C
In comparing numbers, including those that are missing digits in some places, they make use of structure to determine the size of numbers and the significance of the value of the digits (MP7)
Link: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c4b21-f139-11ee-ae31-0615c5aec7b1

Page Number(s): Activity 2: Fractions with the Same Numerator
Location: This activity uses MLR1 Stronger and Clearer Each Time. Advances: Reading, Writing
Link: This activity uses MLR1 Stronger and Clearer Each Time. Advances: Reading, Writing

Page Number(s): Activity Narrative-Support for English Language Learners Section
Location: MLR2 Collect and Display. Circulate, listen for and collect the language students use as they compare the pairs of numbers. On a visible display, record words and phrases such as: hundreds place, tens place, place value, bigger, smaller, greater than, les
Link: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a53082-f139-11ee-b641-0615c5aec7b1

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000033

Component: Kiddom Grade 3 (9798894308890)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): Lesson 10, Activity 1
Location: "When students express place value relationships with multiplication and division they observe structure in the place values (MP7). When they help one another improve their explanations, they critique each other's reasoning (MP3)."
The MP& and MP3 are references to Common Core strategies.
Link: https://docs.google.com/document/d/1AMVPDvFaViK03vjY9OYAd9li7UJRbc-q/edit

Page Number(s): Activity 2: Pattern Blocks to Compare Shapes
Location: "MLR8 Discussion Supports."

Link: "MLR8 Discussion Supports."

Page Number(s): pages 88-98
Location: Kiddom Print- Unit 7, Lesson 9 pg. 88-98
The standards listed toward the top of each page are Common Core Standards
Examples-
pg. 88: 3.MD.D.8
pg. 95: Addressing 3.MD.D.8, 3.OA.B.5, 3.OA.C.7, 3.OA.D.8
Link:
file:///C:/Users/kshaffner/Downloads/Grade%203%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-7-8.pdf

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000288

Component: Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: (9798894308906)

Suitability Indicator:	1. Prohibition on Common Core
Suitability Sub-Indicator:	1.1
Specific or Thematic:	Thematic

Page Number(s): 2233
Location: Unit 6, Lesson 10, Activity 1, Activity Narrative
Link: n/a

Page Number(s): 2243
Location: Talking Math, Slide 54
Link: Talking Math, Slide 54

Page Number(s): 180
Location: Unit 5, Lesson 6, Activity 1
Link: n/a

Publisher Response: Accept
Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000291

Component: : Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Suitability Indicator:	1. Prohibition on Common Core
Suitability Sub-Indicator:	1.1
Specific or Thematic:	Thematic

Page Number(s): NA
Location: Entire Document references Math Language Routines
Link: https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?%E2%80%A6

Page Number(s): pg 193 of Publisher New Content Document
Location: Access for English Language Learners
MLR8 Discussion Supports. For fourth graders, students should work with a partner to answer the prompts. Display the following sentence frames for all to see: "I see parallel lines that never cross

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here. . ." "I see pe
Link: Access for English Language Learners
MLR8 Discussion Supports. For fourth graders, students should work with a partner to answer the prompts. Display the following sentence frames for all to see: "I see parallel lines that never cross here. . ." "I see pe

Page Number(s): pg 194 of Publisher New Content Document
Location: Entire document references Math Language Routines
Link: https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?%E2%80%A6

Publisher Response: Accept
Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000294

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): na
Location: Entire Document references Math Language Routines
Link: https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?%E2%80%A6https://www.google.com/url?q=https://docs.google.com/document/d/1GNhK-t%E2%80%A6

Page Number(s): na
Location: First page of the document.
Link: First page of the document.

Page Number(s): pg 2
Location: Revised Changes, first blue title
Link: https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMlT_K0PTT7IAu0D/view

Publisher Response: Accept
Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability Compliance

- None

IMRA Reviewer Factual Errors

IMRA Reviewer Error ID 8167661

Component: Texas Math: Grade 4 Powered by Kiddom Print (9798894308913)
Page Number(s): 113
Location: Activity Synthesis
URL to Content: https://drive.google.com/file/d/18fGyS0Yk6jNrKGbx6jof1awJr92v4qsz/view?usp=drive_link

Description of Error: Space is needed in the following sentence:

"How are the ways of measuring the same, and how are theydifferent?"

Publisher Response: Accept

We will make this change as part of the errata process.

IMRA Reviewer Error ID 8109936

Component: Texas Math: Grade 4 Powered by Kiddom Print (9798894308913)
Page Number(s): 381
Location: Throughout curriculum
URL to Content: https://drive.google.com/file/d/18fGyS0Yk6jNrKGbx6jof1awJr92v4qsz/view?usp=drive_link

Description of Error: Table titles are not capitalized but should be capitalized. Please capitalize all table titles throughout entire curriculum.

Publisher Response: Accept

As part of the errata process we will capitalized table titles in this section.

IMRA Reviewer Error ID 8098451

Component: Texas Math: Grade 4 Powered by Kiddom Print (9798894308913)
Page Number(s): 383
Location: Table
URL to Content: https://drive.google.com/file/d/18fGyS0Yk6jNrKGbx6jof1awJr92v4qsz/view?usp=drive_link

Description of Error: Capitalize first letter in table titles

Publisher Response: Accept

As part of the errata process we will capitalized table titles in this section.

IMRA Reviewer Error ID 8208706

Component: Texas Math: Grade 4 Powered by Kiddom Print (9798894308913)
Page Number(s): 39-40
Location: p.39 "Launch", bullet point 3
URL to Content: https://drive.google.com/file/d/1QlphNookPjaskHMVDapaQKipflOTJAUb/view?usp=drive_link

Description of Error: Text states: "If you were given a number that is the area of rectangle, how could you find out how... It should have "a" rectangle. Text should state, "If you were given a number that is the area of a rectangle...

Publisher Response: Accept

As part of the errata process we will revise this text as suggested.

IMRA Reviewer Error ID 8091101

Component: Texas Math: Grade 4 Powered by Kiddom Print (9798894308913)
Page Number(s): 408
Location: Paragraph 3
URL to Content: https://drive.google.com/file/d/1qhvfqq-vsjd34R7ukiEPrGifvxQB-XpC/view?usp=drive_link

Description of Error: Incomplete Sentence (If you are moving to a new place.)

Publisher Response: Accept

As part of the errata process we will adjust this sentence to "If you are moving to a new place, you would want to know if your rent or home would cost more or less than where you currently live."

IMRA Reviewer Error ID 8087516

Component: Texas Math: Grade 4 Powered by Kiddom Print (9798894308913)
Page Number(s): 408
Location: N/A
URL to Content: https://drive.google.com/file/d/1qhvfqq-vsjd34R7ukiEPrGifvxQB-XpC/view?usp=drive_link

Description of Error: Table Headings should be capitalized

Publisher Response: Accept

As part of the errata process we will capitalized table titles in this section.

IMRA Reviewer Error ID 8100886

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)
Page Number(s): online
Location: Unit 9, Lesson 7, Activity 1
URL to Content: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1d7f361-f139-11ee-a7f1-0615c5aec7b1

Description of Error: Table titles should be capitalized in question 1.

Publisher Response: Accept

As part of the errata process we will capitalized table titles in this section.

IMRA Reviewer Error ID 8353686

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)
Page Number(s): online
Location: Unit 4, Activity 1, Lesson 1, question 1
URL to Content: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c4e41-f139-11ee-ae6a-0615c5aec7b1

Description of Error: Model does not match the given answer.

Publisher Response: Accept

As part of the errata process we will revise the model.

IMRA Reviewer Error ID 9600951

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)
Page Number(s): online

Location: Revised Changes, Third Bullet
URL to Content: https://drive.google.com/file/d/1qrtyI4nfSYlQkrxaXE3xNEUK52R8U9r4/view?usp=drive_link

Description of Error: "What did you do first to solve the problem?" (I multiplied 43 x2 to get the total number of tickets.) 'What did you do next?" (I divided 87/9.) **43 x 2 does not equal 87**

Publisher Response: Accept

We will submit in errata to change the "87" to "86".

IMRA Reviewer Error ID 8095216

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)
Page Number(s): online
Location: Paragraph 3
URL to Content: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1d7f58b-f139-11ee-a816-0615c5aec7b1

Description of Error: Incomplete Sentence (If you are moving to a new place.)

Publisher Response: Accept

As part of the errata process we will adjust this sentence to "If you are moving to a new place, you would want to know if your rent or home would cost more or less than where you currently live."

IMRA Reviewer Error ID 8100306

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)
Page Number(s): online
Location: Unit 9 > Lesson 7 > Activity 1 > The Most and the Least Expensive > Student task statement > Question #1-2
URL to Content: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1d7f361-f139-11ee-a7f1-0615c5aec7b1

Description of Error: "Select students to share their responses and strategies for how they determined if they can afford to live a month in Bermuda with \\$2,000."

Remove the \ in front of the$2000.

Publisher Response: Accept

As part of the errata process we will remove the "\ in front of the $2000."

IMRA Reviewer Error ID 8123231

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)
Page Number(s): online
Location: Activity Narrative, First Bullet
URL to Content: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b2a0f-f139-11ee-a48e-0615c5aec7b1

Description of Error: "Take a few quiet minutes on work on the activity"

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Should say, "Take a few quiet minutes to work on the activity."

Publisher Response: Accept

We will make this change as part of the errata process.

IMRA Reviewer Error ID 8260336

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)
Page Number(s): online
Location: Activity Synthesis
URL to Content: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1d7f361-f139-11ee-a7f1-0615c5aec7b1

Description of Error: Remove \ from in Bermuda with \$2,000

Publisher Response: Accept

As part of the errata process we will remove the "\ in front of the $2000."

IMRA Reviewer Error ID 8371831

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)
Page Number(s): online
Location: Title
URL to Content: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a4d91b-f139-11ee-b362-0615c5aec7b1

Description of Error: No hyphen needed in "hundred thousands"

Publisher Response: Accept

As part of the errata process we will remove the hyphen.

IMRA Reviewer Error ID 9601326

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)
Page Number(s): online
Location: Revised Question 2.
URL to Content: https://drive.google.com/file/d/1nNlroYCXzgmfABLqo6jflKa7KQn7bgna/view?usp=drive_link

Description of Error: The question states, "Here is Andre and Elena's work," but the work below is labeled "Tyler's and Elena's." Also, consider correcting the question wording to "Andre's and Elena's," so that both names show possession.

Publisher Response: Reject

The original lesson had the correct name, therefore we will include "Andre" and not "Tyler" in the errata changes.

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8732321

Component: Texas Math: Grade 4 Powered by Kiddom Print (9798894308913)

Reviewer Feedback: Activity needs to specify where the writing takes place. It looks as though this is a spoken activity, until it says students will give feedback to the written responses.

Page Number(s): 160
Location: N/A
URL to Content: https://drive.google.com/file/d/1bscXzNtNboKEtQrqQ65qyW5STz6onOP_/view

Publisher Response: Accept

Will revise the activity section to include a reference to writing their explanations as part of the errata process.

IMRA Reviewer Feedback ID 8633336

Component: Texas Math: Grade 4 Powered by Kiddom Print (9798894308913)

Reviewer Feedback: It would be better if you can add in the wording of how the center of the circle is the vertex of the angles being measured.

Page Number(s): 99-100
Location: N/A
URL to Content: https://drive.google.com/file/d/18fGyS0Yk6jNrKGbx6jof1awJr92v4qsz/view?usp=drive_link

Publisher Response: Accept

As part of the errata process we will include this information in this section.

IMRA Reviewer Feedback ID 8144891

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Reviewer Feedback: Although show work is enabled, it should state for students to explain or justify their answer. Some students may try to just state their answer without providing the justification as needed for the alignment of the standard.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1d7fa0e-f139-11ee-a85d-0615c5aec7b1

Publisher Response: Accept

As part of the errata process we will include instructions for students to explain or justify their answer.

IMRA Reviewer Feedback ID 8086461

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Reviewer Feedback: Table headings should be capitalized

Page Number(s): online

Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1b7ad74-f139-11ee-945d-0615c5aec7b1

Publisher Response: Accept

As part of the errata process we will capitalize table headings in this section.

IMRA Reviewer Feedback ID 8440521

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Reviewer Feedback: Although students are able to represent comparisons, numbers need to go to 1,000,000,000.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a52d08-f139-11ee-b61a-0615c5aec7b1

Publisher Response: Accept

As part of the errata process we will add additional opportunities to work with numbers up to 1,000,000,000 in this activity.

IMRA Reviewer Feedback ID 8505151

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Reviewer Feedback: Consider specifying "to the hundredths place" to better align with the standard

Page Number(s): online
Location: N/A
URL to Content:
https://docs.google.com/document/d/1Kf5wmmWL1PMPMa6kkXXGyRGQgN1Blwr4A57lmQV_v8w/edit

Publisher Response: Accept

As part of the errata process we will make this change.

IMRA Reviewer Feedback ID 8658141

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Reviewer Feedback: Students in 4th grade do not calculate averages and they do not multiply by decimals.

Page Number(s): online
Location: N/A
URL to Content:
https://docs.google.com/document/d/1oREwVnZWOB0uEIXYh6en3kLQd3x4dhFYq4MEYbLKE1Y/edit

Publisher Response: Accept

As part of the errata process we will revise the example of application of the plot data to remove references to averages and multiplication by decimals.

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IMRA Reviewer Feedback ID 9601161

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Reviewer Feedback: Question 5 asks students to describe the relationship of the four in two of the numbers, but consider specifying "in two of the numbers above" or "in two of the numbers in question 4.

Page Number(s): online
Location: N/A
URL to Content: https://drive.google.com/file/d/131_h7pOrlmVMqOwvHqBAKqH1fAx4B7ZC/view?usp=drive_link

Publisher Response: Accept

In the lesson submitted for errata changes we will add "above" at the end of the question prompt.

IMRA Reviewer Feedback ID 8225071

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Reviewer Feedback: while "use of technology tools" is included in the verbiage, it is very vague

Page Number(s): online
Location: N/A
URL to Content: https://docs.google.com/document/d/1naMNEg9s8L3i1L60yJoBpWmIy0-bTpoc/edit

Publisher Response: Reject

We define technology in the materials section as "(tablets or computers with math software)" therefore we are not going to provide additional language at this time. We will consider this feedback for future updates to the program.

IMRA Reviewer Feedback ID 8732001

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Reviewer Feedback: Specify variety of media to be used in demonstration to align with standard

Page Number(s): Online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a6e789-f139-11ee-862b-0615c5aec7b1

Publisher Response: Reject

We have additional opportunities for students to use a variety of media to demonstrate understanding, therefore we will not be including that specific reference in this activity.

IMRA Reviewer Feedback ID 8080571

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Reviewer Feedback: While the activity provides a tangible application for the standard, this is not an application students would likely encounter in the real world. Further details needed to aid teachers to implement the activity, such as a way to mark which lockers have been touched a certain number of times. An alternative option may also be helpful since some classrooms may not have lockers.

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Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17fa891-f139-11ee-967b-0615c5aec7b1

Publisher Response: Reject

Thank you for your feedback. We will consider this feedback with future updates to the program.

IMRA Reviewer Feedback ID 8506501

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Reviewer Feedback: Students in grade 4 do not multiple fractions by a whole number

3 x 1/4

They do add fractions as a sum of fractions 1/4 + 1/4 + 1/4

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b47f6-f139-11ee-a578-0615c5aec7b1

Publisher Response: Reject

Thank you for your feedback. We will consider this feedback for future updates to the program.

IMRA Reviewer Feedback ID 8380251

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Reviewer Feedback: It might be more beneficial to have the learning goals aligned up to 1,000,000,000.

Page Number(s): online
Location: N/A
URL to Content: https://docs.google.com/document/d/1anHLlFAbpsyGwCG-BLnlFFtyr4TsvZzCmlVYPCCkBwc/edit

Publisher Response: Reject

The learning goals for this lesson already state, "Enable students to recognize and articulate the place value of digits in whole numbers up to 1,000,000." therefore no change is needed.

IMRA Reviewer Feedback ID 9596886

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Reviewer Feedback: Consider changing the colors in the model that represents 2/3 as 1/3 and 1/3, currently green. Students may still say 2/3 with them being the same color (2/3 are blue and 2/3 are green). If they were different colors they could give the fraction the color represents, such as 2/3 blue, 1/3 green, 1/3 yellow.

Page Number(s): online
Location: N/A
URL to Content: https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/view?usp=drive_link

Publisher Response: Reject

Thank you for your feedback. We will take this suggestion into consideration for future updates to the program.

IMRA Reviewer Feedback ID 8098736

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Reviewer Feedback: Clarification/further explanation of "decimal fraction" terminology may be needed. Consider giving example of what teacher can say to help students successfully make the connection/complete the extension.

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1d7f361-f139-11ee-a7f1-0615c5aec7b1

Publisher Response: Reject

Thank you for your feedback. We will consider this feedback with future updates to the program.

IMRA Reviewer Feedback ID 8240036

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Reviewer Feedback: There are two separate sections subtitled "Activity Narrative," which may lead to confusion

Page Number(s): online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1d7f361-f139-11ee-a7f1-0615c5aec7b1

Publisher Response: Reject

This is a common structure across the program, therefore we will not be making changes to the structure of the program at this time. We will take this feedback into consideration with other feedback from teachers as they implement the program.

IMRA Reviewer Feedback ID 8453931

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Reviewer Feedback: Students in 4th grade round whole numbers

Page Number(s): online
Location: N/A
URL to Content:
https://docs.google.com/document/d/1cAFwICFSvEHzQrFA9GU7RdLVajBGrzN0vsq8sNYAMH4/edit

Publisher Response: Reject

Thank you for your feedback. We are unclear on the suggested changes included in this feedback, therefore we are unable to make changes at this time.

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Publisher Submitted Changes

Change ID 9713276

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 4, Activity 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c7f7e-f139-11ee-b079-0615c5aec7b1

Original Text: Activity Synthesis

Select previously identified students to share their responses and reasoning.

"After seeing these strategies, which one(s) do you prefer to use for ordering decimals? Why?"

Updated URL: N/A

Updated Text:
 Activity Synthesis
? Select one group to share each set of sorted cards and explain how they knew
the representations belong together.
? "How did you know what fraction and decimal to write for the diagram
without any matches?"
? Select a student to share their models for the last problem. Highlight the
equivalence of 0.2 and 0.20 as shown in the Student Responses.

Change ID 9713226

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 1, Activity 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c4e41-f139-11ee-ae6a-0615c5aec7b1

Original Text: Activity Synthesis

Invite students to share the decimals for the diagrams in the first problem. Record their responses for all to see.

"How are the diagrams in the last problem different from those in the first problem?" (They represent numbers greater than 1.)

"How did you figure out how to write each fraction as a decimal?"

If not mentioned in students' responses, point out that we can think of 120100

as 1+20100

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. The 1 whole goes in the ones place, to the left of the decimal point, and the 20 hundredths goes on the right of the decimal point.

"The decimal 1.20 can be read 'one and 20 hundredths'. The decimal 1.33 can be read 'one and 33 hundredths'."

Updated URL: N/A

Updated Text:
 Activity Synthesis
? Invite students to share the models they created and how they wrote the number as
a decimal.
? Record their responses for all to see.
? "How are the models in the last problem different from those in the first two
problems?" (They represent numbers greater than 1.)
? "How did you figure out how to write each number as a fraction and decimal?"
? If not mentioned in students' responses, point out that we can think of 1 20/100
as 1 + 20/100. The 1 whole goes in the ones place, to the left of the decimal point,
and the 20 hundredths goes on the right of the decimal point.
? "The decimal 1.20 is read as 'one and 20 hundredths'. The decimal 1.33 is read 'one
and 33 hundredths'."

Change ID 9713236

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 2, Activity 1, Materials

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c5f14-f139-11ee-af52-0615c5aec7b1

Original Text: Required Materials

Materials to Copy

Card Sort: Diagrams of Fractions & Decimals

Updated URL: N/A

Updated Text:
 Required Materials
? Card Sort: Diagrams of Fractions & Decimals
? Base-Ten manipulatives
? Unit cubes (ones)
? Rods (tens)
? Flats (hundred)

Change ID 9713246

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change

Current Page Number(s): N/A
Location: Unit 4, Lesson 2, Activity 1, Advancing Student Thinking

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c5f14-f139-11ee-af52-0615c5aec7b1

Original Text: ADVANCED STUDENT THINKING

Students may respond that 0.20 and 0.2 are not "the same." Consider asking:

"How would you represent each number on a square grid?"

"What is the same about the amounts and what is not the same?"

Updated URL: N/A

Updated Text:
 Advancing Student Thinking
Students may respond that 0.20 and 0.2 are not "the same." Consider asking:
? "How would you represent each number using your manipulatives?"
? "What is the same about the amounts, and what is not the same?"

Change ID 9713256

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 2, Activity 1, Activity Question 3

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c5f14-f139-11ee-af52-0615c5aec7b1

Original Text: Description

Prompt for the Multipart Question

Part A

Are 0.20 and 0.2 equivalent?

A. Yes, they are equivalent.

B. No, they are not equivalent.

Part B

Use fractions and a diagram to explain your reasoning.

Note for Evaluating Responses

Sample reasoning: 0.2 is 210

and 0.20 is 20100

. The two fractions are equivalent, so the two decimals are also equivalent. The diagram for 0.2 and 0.20 would both show 20 small squares shaded out of 100.

Updated URL: N/A

Updated Text:
Students will use their concrete manipulative to represent numbers as decimals. They will be able to upload their work to demonstrate their understanding. A sample response has been provided.
Use your manipulatives to create models that represent each number as a decimal.
3.
Part A
Are 0.20 and 0.2 equivalent?
Part B
Use your models to explain your thinking.
Explain or show your reasoning using one of the tools below.
Image can be found at this URL: https://drive.google.com/file/d/1yEGxIcRfhtyKQOTlmrybd5OpjYRcoyFC/view?...

Change ID 9713206

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 13, Activity 1

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a53c81-f139-11ee-b6d9-0615c5aec7b1

Original Text: Use your strategy to order these numbers from least to greatest.

84,381

87,696

847,040

Updated URL: N/A

Updated Text:
Student Facing Task
Use your strategy to order these numbers from least to greatest.
1. 845,679,208
2. 5,456,208
3. 845,793,208

Change ID 9713266

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 4, Activity 1, Launch

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c7f7e-f139-11ee-b079-0615c5aec7b1

Original Text: Launch

Groups of 2

Display the six decimals in the first problem.

"How do we name these decimals in terms of tenths and hundredths? Let's read each one aloud."

Display the six decimals in the second problem.

"Take turns reading each decimal with your partner. Name them in terms of tenths and hundredths."

1 minute: partner work time

Updated URL: N/A

Updated Text:
 Launch
? Groups of 2-4
? Give each group of students a collection of flats, rods, and units.
? Give one set of cards from the blackline master to each group.

Change ID 9713216

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 1, Activity 1, Materials

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c4e41-f139-11ee-ae6a-0615c5aec7b1

Original Text: Required Materials

Colored pencils

Updated URL: N/A

Updated Text:
 Required Materials
? Colored pencils
? Base-Ten manipulatives
? Unit cubes (ones)
? Rods (tens)
? Flats (hundred)

Change ID 9713326

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change

Current Page Number(s): N/A
Location: Unit 3, Lesson 9, Activity 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b695d-f139-11ee-a6a7-0615c5aec7b1

Original Text: Activity Synthesis

Focus the discussion on the last expression 83-1

.

"How did you subtract 1, a whole number, from 83

, a fraction?" (Start at 83

and jump to the left 3 thirds, to land at 53

. Start at 1 and find out how far to jump to the right to reach 83

.)

"How could you subtract 1 from 83

if you didn't have a number line?" (I could:

Think of 1 as 33

and subtract 33

from 83

, which gives 53

.

Think about how many thirds to add to 33

to get 83

.

Think of 83

as 223

and subtract 1 from it, which gives 123

.)

Updated URL: N/A

Updated Text:
 Activity Synthesis
? Invite students to share how they determined their equation based on the
model for question 1.
? "How does the model support your equations?" (I could see there were 11

one-sixth pieces. I could see Noah got rid of 7 of the one-sixth pieces.)

? "How many pieces of pizza did Noah have left?" (4/6 pieces.)

? "How did the model help you select the best number line?" (I could think of the pieces crossed out as the 'jump' on the number line.)

Change ID 9713386

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 21, Activity 2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1b79039-f139-11ee-92e3-0615c5aec7b1

Original Text: Activity Synthesis

Select 1-2 students to share their reasoning and responses.

If not clarified in students' explanations, discuss a possible path for finding out the number of tickets sold over the two days using the given information. (For instance: Each ticket is $9 and we know the total amount of money earned by selling tickets in one day, $3,132. If we divide the total amount earned by the price of each ticket, we can find out how many tickets were sold on one day. 3,132/9=348

. If 348 tickets were sold on one day, then 348x2

or 696 tickets were sold in the two days. We can also multiply $3,132 by 2 first then divide by $9 to get the total number of tickets.)

Updated URL: N/A

Updated Text:
 ? Read problem 4-"Diego had 28 tickets on Monday. He got 59 more on Tuesday. He wants to give an equal number of tickets to 9 friends. He will give any remaining tickets to his brother. How many tickets will Diego give to his brother?

? "What did you do first to solve the problem?" (I added the number of tickets from Monday and Tuesday to get the total.)

? 'What did you do next?" (I divided 87/9.)

? Display student work. Highlight strategies and those who recognize 87/9=9 with a remainder of 6.

? How can we interpret the remainder? (The remainder in this problem represents the answer.)

Change ID 9713336

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 1, Activity Narrative

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1b703e7-f139-11ee-8db6-0615c5aec7b1

Original Text: Activity Narrative

"Take a few minutes to make sense of Tyler's calculation. Be prepared to explain your thinking."

3-4 minutes: independent work time on the first problem

MLR1 Stronger and Clearer Each Time

"Share your analysis of Tyler's calculation with a partner. Take turns being the speaker and the listener. If you are the speaker, share your ideas and writing so far. If you are the listener, ask questions and give feedback to help your partner improve their work."

2 minutes: structured partner discussion

Consider displaying these prompts to support students' conversations:

"Can you explain how multiplying _____ and _____ gives _____?"

"Can you use the phrase 'partial products' in your explanation?"

Repeat with 1-2 different partners.

"Revise your initial draft based on the feedback you got from your partners."

2-3 minutes: independent work time

"Now try using Tyler's method to complete the last problem and use a diagram to check your work."

5 minutes: independent work time on the last problem

Updated URL: N/A

Updated Text:
 Activity Narrative:
? "Take a few minutes to make sense of Tyler's calculation. Be prepared to explain
your thinking."
? 3-4 minutes: independent work time on the first problem
MLR1 Stronger and Clearer Each Time
? "Share your analysis of Tyler's calculation with a partner. Take turns being the
speaker and the listener. If you are the speaker, share your ideas and writing so
far. If you are the listener, ask questions and give feedback to help your partner
improve their work."
? 2 minutes: structured partner discussion
? Consider displaying these prompts to support students' conversations:
? "Can you explain how multiplying _____ and _____ gives _____?"
? "Can you use the phrase standard algorithm' in your explanation?"
? Repeat with 1-2 different partners.
? "Revise your initial draft based on the feedback you got from your partners."
? 2-3 minutes: independent work time
? "Now, try using Tyler's method to complete the last problem and check your

work using a diagram."
? 5 minutes: independent work time on the last problem

Change ID 9713396

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a60fb6-f139-11ee-be70-0615c5aec7b1

Original Text: Activity Synthesis

Have selected students share diagrams and explain how they show "times as many".

If needed, use cubes to represent statements.

"How could you write an equation to compare Kiran's and Jada's cubes?"

"What do the numbers in the equation represent in the situation?" (Four is the "4 times as many". Two is how many Kiran had. Eight is how many Jada had.)

Write equations for each situation and ask about what students notice about the relationships.

Updated URL: N/A

Updated Text:
? Have students share their justifications for the strip diagram they selected.
? Display the strip diagrams from question 2.
image can be seen at this URL: https://drive.google.com/file/d/1u3ZK4_vpVZHBBtWq3EJ60sQelqgNFUt1/view?...
? "Where there strip diagrams that were easy to elimanate? Why?" (Yes. For D,
Hubert is supposed to have six times as many as Natalie.)
? "How did the labels for A and B help you to reason the strip diagram?" (The
strip diagrams each show 6 times as many as 24. The labels help me identify the
correct person.)
? Display the strip diagrams groups created for problem 2.
? 3-5 minutes: gallery walk.
? "What is something you noticed about the strip diagrams you class created for
problem 2?"

Change ID 9713346

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 10, Activity 1, Activity Questions 1-2

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1b703e7-f139-11ee-8db6-0615c5aec7b1

Original Text: Tyler used an algorithm to find the value of 64x87

.Image can be seenat this URL: https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMlT_K0PTT7IAu0D/view?...

How do you think he arrived at the last five numbers? Record your thinking. Be prepared to share it with a partner.

Note for Evaluating Responses

Sample response:

28 is the product of 7 in 87 and 4 in 64.

420 is the product of 7 in 87 and 60 in 64.

320 is the product of 80 in 87 and 4 in 64.

4,800 is the product of 80 in 87 and 60 in 64.

5,568 is the sum of the four partial products above it.

2. Use Tyler's method to find the value of 31x15

. Then, draw a diagram to check your answer.

Image can be seen at this URL: https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMlT_K0PTT7IAu0D/view?...

Updated URL: N/A

Updated Text:
1. Tyler used the standard algorithm to find the value of 67 x 87.
Image can be seen at this URL: https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMlT_K0PTT7IAu0D/view?...
How do you think he arrived at the last three numbers? Record your thinking.
Be prepared to share it with a partner.
Sample response:
? 448 is the product of 7 times 4 and 7 times 60.
? 5,120 is the product of 80 times 4 and 80 x 60.
? 5,568 is the sum of 448 and 5,120.
2. Use Tyler's method to find the value of 31x15. Then, draw a diagram to
check your answer.
Sample response:
Image can be seen at this URL: https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMlT_K0PTT7IAu0D/view?...

Change ID 9713406

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 9, Activity 1

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a4e60b-f139-11ee-b3c1-0615c5aec7b1

Original Text: Question Statement 3

Write each number in expanded form.

Part A

4,620

Note for Evaluating Responses

4,000+600+20

Updated URL: N/A

Updated Text:
 Student Facing Task
3. Represent the value of each number in expanded notation.
A. 4,620
B. 46,200
C. 462,000
4. What is the value of the 4 in each number?
A. 4,000
B. 40,000
C. 400,000

Change ID 9713356

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 19, Activity Question 2

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1b764b3-f139-11ee-913c-0615c5aec7b1

Original Text: Here is Andre and Elena's work. Each student made one or more errors. Identify the errors each student made. Then, show a correct computation.

image can be seen at this URL: https://drive.google.com/file/d/1nNlroYCXzgmfABLqo6jflKa7KQn7bgna/view?...

Note for Evaluating Responses

Sample response:

Andre subtracted 2,000, which should've been 5x400

but he wrote 40 instead. The quotient should've been 400+60+3

, or 463.

Elena didn't finish the division. There is a remainder of 16, which can still be divided by 5 to get a whole-number partial quotient of 3. There's a remainder of 1.

The quotient should've been 300+100+60+3

, or 463.

Updated URL: N/A

Updated Text:
 2. Here is Andre and Elena's work using the standard algorithm. Each student made one or more errors. Identify the errors each student made. Then, show a correct computation.
image can be seen at this URL: https://drive.google.com/file/d/1nNlroYCXzgmfABLqo6jflKa7KQn7bgna/view?...

Change ID 9713366

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 7, Advancing Student Thinking

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17faa61-f139-11ee-9698-0615c5aec7b1

Original Text: n/a

Updated URL: N/A

Updated Text:
 Advancing Student Thinking
For students struggling to interpret the remainder for problem 2, consider asking: "Is she just going to throw these beads away?"

Change ID 9713316

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 9, Activity 1, Launch

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b695d-f139-11ee-a6a7-0615c5aec7b1

Original Text: Launch

Groups of 2

Display the first three number line diagrams in the activity.

"How are these diagrams the same as the diagrams we saw in an earlier lesson? How are they different?" (Same: They use jumps to show a change. Each space between tick marks represents a unit fraction. Different: There is only one jump. The arrows point to the left.)

1 minute: quiet think time

Share responses.

"How do we know that the point represents 116

?" (Each space represents 1 sixth. The point is 11 sixths from 0.)

Updated URL: N/A

Updated Text:
 Launch
? Groups of 2
? Display a fraction subtraction expression.
? "Work with your partner to represent and solve."
? Monitor for students who use fraction bars or draw partitioned rectangles.
? Invite selected students to share their thinking.
? "How can we solve this expression using a model?" (We can use our fraction
bars. We could draw rectangles and divide it into equal parts.)
? "Now, you will solve fraction subtraction problems."

Change ID 9713376

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 7, Question 1/Student-Facing Task

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17faa61-f139-11ee-9698-0615c5aec7b1

Original Text: Find the value of each expression mentally.

image can be seen at this URL: https://drive.google.com/file/d/1_Bd2OYUy910_kOHFd6Gq3FX91ZPqhbtI/view?...

Updated URL: N/A

Updated Text:
 Student Activity
Student Facing Task
1. Callie has 60 beads. She wants to make 8 identical bracelets and use as many beads as
possible. How many beads will be on each bracelet?
2. Callie has 60 beads. She wants to put 8 beads in each container. How many containers
will she need?
3. Callie has 60 stickers. She wants to give an equal number of stickers to 8 friends and the
leftover stickers to her sister. How many stickers will Callie give to her sister?

Change ID 9713171

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 3, Activity 2, Activity Narrative

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17f8351-f139-11ee-942d-0615c5aec7b1

Original Text: "Work with your partner to complete this table. Inch tiles and grid paper are available if you'd like
them."

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10 minutes: partner work time

Monitor for different ways students find the number of rectangles, such as:

building the rectangles from inch tiles

drawing rectangles on grid paper

drawing rectangles freehand

listing the factor pairs of the number and knowing that one rectangle corresponds to each pair

Updated URL: N/A

Updated Text:
 ? "Work with your partner to complete this table. Inch tiles, grid
paper, and pencils are provided for you to record your
thinking."
? 10 minutes: partner work time
? Monitor for different ways students find and record with pencil
the number of rectangles, such as:
? building the rectangles from inch tiles
? drawing rectangles on grid paper
? drawing rectangles freehand
? listing the factor pairs of the number and knowing that one rectangle corresponds to each pair

Change ID 9713181

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 9, Activity 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17f8351-f139-11ee-942d-0615c5aec7b1

Original Text: Invite students to share their expressions in expanded form and what they noticed about the value of the 4.

"What do you notice about the value of the 6 in each number? The value of the 2?" (The value of the 6 is different in each number. It is first 600, then 6,000, then 60,000.)

Students may talk about the number of zeros in each number. Shift their focus to the place value of the 6- hundreds, thousands, ten-thousands.

"How is the value of the 2 in 46,200 related to the value of the 2 in 462,000?" (The value of the 2 in 462,000 is 2,000 and the same digit in 46,200 has a value of 200. 2,000 is ten times the value 200.)

"What multiplication equation could we write to represent the relationship between the 2 in 46,200 and 462,000?" (2,000=200x10

)

"We can also write this equation using division: 2,000/200=10

."

Updated URL: N/A

Updated Text:

 Consider drawing or displaying a place value chart to record thinking and highlight the relationship of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left.
? Invite students to share their expressions in expanded notation and record the value of 4 on the place value chart.
? "What do you notice about the value of the 4 in each number?" (The value of the 4 is different in each number. It is first 400, then 4,000, then 40,000.)
? Students may discuss the number of zeros in each number. They should shift their focus to the value determined by the place of the 4--hundreds, thousands, or tens of thousands.
? "Discuss with your partner. How is the value of the 2 in 46,200 related to the value of the 2 in 462,000?" (The value of the 2 in 462,000 is 2,000, and the same digit in 46,200 has a value of 200. 2,000 is ten times greater than the value of 200. The value of the 2 in 4,6200 is 200, and the value of the 2 in 462,000 is 2,000. 200 is one-tenth the value of 2000.)
? 1-2 minutes: partner discussion
? Share and record thinking
? "When looking at the relationship between the places in our place value system, we can interpret the value of each place-value position as 10 times (10x) the position to the right and as one-tenth (1/10) of the value of the place to its left."
? Display the number 499,000 from the card sort.
? Work with your partner groups to interpret the relationship between the 9s in this number. "
? Display statement prompts.
? The value of the 9 in the ten thousands place is _____the value of the 9 in the thousands place. (10 times or 10x)
? The value of the 9 in the thousands place is _____ the value of the 9 in the ten thousands place. (one-tenth or 1/10)
? Share and record responses.

Change ID 9713131

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 3, Activity 2, Required Materials

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Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17f8351-f139-11ee-942d-0615c5aec7b1

Original Text: Grid paper

Inch tiles

Updated URL: N/A

Updated Text:
 Grid paper
Pencil
Inch tiles

Change ID 9713191

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 5, Activity 3, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a4d91b-f139-11ee-b362-0615c5aec7b1

Original Text: Activity Synthesis

Select 1-2 students to share equations for the second problem. "120,450: Let's practice saying this number together as a class." "What digit is in the thousands place in this number?" (zero) "How did Lin end up with a 0 in the thousands place, when she had 20 blocks with a value of 1,000?" (Each group of 10 thousands makes 1 unit of ten-thousand. Since there are 2 groups of 10 thousands, there are 2 ten-thousands.) "How can we explain the number represented by 10 blocks with the value of 10,000 each?" (Ten groups of 10,000 is 100,000. We can also reason by counting by 10,000. Nine blocks with a value of 10,000 is 90,000, so 10 blocks would be 10,000 more than that, or 100,000.) Record the reasoning about the value of the blocks using equations:
10x10=10010x100=1,00010x1,000=10,00010x10,000=100,000

Updated URL: N/A

Updated Text:
 Activity Synthesis
? Select 1-2 students to share their expanded notation for the second problem.
? "3,120,450: Let's practice reading this number together as a class."
? "What digit is in the thousands place in this number?" (0)
? "How did Lin end up with a 0 in the thousands place when she had 20 blocks
with a value of 1,000?" (Each group of 10 thousand makes 1 unit of ten
thousands. Since there are 2 groups of 10 thousands, there are 2
ten-thousands.)
? "How can we explain and represent the number represented by 10 blocks with
the value of 10,000 each?" (Ten groups of 10,000 is 100,000. 10 x 10,000.)
? How can we explain and represent the 3 in 3,120,450 using expanded
notation?" (3 groups of 1 billion. 3 x 1,000,000,000.)

Change ID 9713141

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 3, Activity 2, Questions

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17f8351-f139-11ee-942d-0615c5aec7b1

Original Text: Complete the table and be prepared to explain or show your reasoning.

Updated URL: N/A

Updated Text:
Using a pencil, complete the table and be prepared to explain or show your reasoning.

Change ID 9713201

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 12, Activity 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a52d08-f139-11ee-b61a-0615c5aec7b1

Original Text: Activity Synthesis

Select students to display their number statements and read them. Ask if the class agrees with their comparison.

"How did you decide which number is greater? Did you compare every digit?"

Select students who wrote numbers with the same first digit (or the same first two digits) to share their number statements. Ask them to explain how they compared the numbers.

If no students mentioned that the digits in some places matter more than those in others, ask them about it.

"Did you pay attention only to some digits but not others?"

"Which ones did you prioritize? Were there any you tended to ignore?"

Updated URL: N/A

Updated Text:
Activity Synthesis
? Select students to display their number statements. Ask if the class
agrees with the comparison.
? "How did you decide which number is greater? Did you compare every
digit?" (I looked at the highest place value. I had a 1 in the billions place,
and my partner had a 1 in the billions place. So we compared the
hundred millions place.)
? Select students who wrote numbers with the same first digit (or the

same first two digits) to share their number statements. Ask them to
explain how they compared the numbers.
? "Does the length of the number created (a hundreds number compared
to a billions number) change the strategies we use to compare the
numbers?" (No. A billions number has more digits, but I can still use
place value to compare.)
? If no students mentioned that the digits in some places matter more
than those in others, ask them about it.
? "Did you pay attention only to some digits but not others?"
? "Which ones did you prioritize? Were there any you tended to
ignore?"

Change ID 9713281

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 4, Activity 1, Activity

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c7f7e-f139-11ee-b079-0615c5aec7b1

Original Text: Order the numbers from least to greatest. Use a number line if it is helpful.

image can be found at this URL: https://drive.google.com/file/d/111Rc1e_CqVzvre-4u-rnO29AgncqhTxS/view?...

Updated URL: N/A

Updated Text:
 Students will use their concrete manipulative to represent numbers as decimals. They will be able
to upload their work to demonstrate their understanding. Sample responses have been provided.
1. Order the numbers from least to greatest. Use your manipulatives to justify your
thinking.
image can be seen at this URL: https://drive.google.com/file/d/111Rc1e_CqVzvre-4u-rnO29AgncqhTxS/view?...
2. Order the numbers from greatest to least. Use your manipulatives to justify your
thinking.
mage can be seen at this URL: https://drive.google.com/file/d/111Rc1e_CqVzvre-4u-rnO29AgncqhTxS/view?...

Change ID 9713231

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 1, Activity 1, Activity Questions 2-3

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c4e41-f139-11ee-ae6a-0615c5aec7b1

Original Text: The shaded part of this diagram represents 0.01 or "1 hundredth."

image can be found in this URL: https://drive.google.com/file/d/1AtZMeicDj_xoFDeSKPs2ObheZFjmkv37/view?...

The shaded parts of this diagram represent 0.10 or "10 hundredths."

They also represent 0.1 or "1 tenth."

image can be found in this URL: https://drive.google.com/file/d/1AtZMeicDj_xoFDeSKPs2ObheZFjmkv37/view?...

Numbers like 0.01, 0.10, and 0.1 are written as decimals.

Look at the shaded parts of each diagram from the first problem below. Write the numbers they represent as decimals.

image can be found in this URL: https://drive.google.com/file/d/1AtZMeicDj_xoFDeSKPs2ObheZFjmkv37/view?...

Updated URL: N/A

Updated Text:
 Students will use their concrete manipulative to represent numbers as decimals. They will be able to upload their work to demonstrate their understanding. Sample responses for each part of questions 2 and 3 have been provided.
Use your manipulatives to create a model that represents each number as a decimal. Write the value as a decimal.
Part A
Five hundredths
image can be found in this URL: https://drive.google.com/file/d/1AtZMeicDj_xoFDeSKPs2ObheZFjmkv37/view?...
Part B
Sixty-three hundredths
Part C
Three tenths
Part D
Ten tenths
Part E
Ninety-seven hundredths
3. Use your manipulatives to create a model that represents each number as a whole number and a decimal. Write the value as a fraction.
Part A
One and thirty-three hundredths
Part B
One and twenty-tenths
image can be found in this URL: https://drive.google.com/file/d/1AtZMeicDj_xoFDeSKPs2ObheZFjmkv37/view?...

Change ID 9713241

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 2, Activity 1, Launch

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c5f14-f139-11ee-af52-0615c5aec7b1

Original Text: Launch

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Groups of 2-4

Give one set of cards from the blackline master to each group.

Updated URL: N/A

Updated Text:
 Launch
? Groups of 2-4
? Give each group of students a collection of flats, rods, and units.
? Give one set of cards from the blackline master to each group.

Change ID 9713251

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 2, Activity 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c5f14-f139-11ee-af52-0615c5aec7b1

Original Text: Activity Synthesis

Select one group to share each set of sorted cards and explain how they knew the representations belong together.

"How did you know what fraction and decimal to write for the diagram without any matches?"

Select a student to share their response to the last problem. Highlight the equivalence of 0.2 and 0.20 as shown in the Student Responses.

Updated URL: N/A

Updated Text:
 Activity Synthesis
? Select one group to share each set of sorted cards and explain how they knew
the representations belong together.
? "How did you know what fraction and decimal to write for the diagram
without any matches?"
? Select a student to share their models for the last problem. Highlight the
equivalence of 0.2 and 0.20 as shown in the Student Responses.

Change ID 9713261

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 4, Activity 1, Materials

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c7f7e-f139-11ee-b079-0615c5aec7b1

Original Text: N/A

Updated URL: N/A

Updated Text:
 Required Materials
? Card Sort: Diagrams of Fractions & Decimals
? Base-Ten manipulatives
? Unit cubes (ones)
? Rods (tens)
? Flats (hundred)

Change ID 9713211

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 13, Activity 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a53c81-f139-11ee-b6d9-0615c5aec7b1

Original Text: Activity Synthesis

MLR1 Stronger and Clearer Each Time

"Share your strategy for comparing multi-digit numbers with your partner. Take turns being the speaker and the listener. If you are the speaker, share your ideas and writing so far. If you are the listener, ask questions and give feedback to help your partner improve their explanation."

3-4 minutes: structured partner discussion

Repeat with 1-2 other partners.

"Revise your initial description based on the feedback you got from your partners."

2-3 minutes: independent work time

Invite students to briefly share their ordered sets of numbers from the last problem and their reasoning. Record and display their responses.

If not mentioned in students' explanations, point out that in the last set of numbers, the third digit (in the thousands place) in each 630,951 and 631,051 is what tells us how the two numbers compare. The third digit (in the hundreds place) also tells us how 63,591 and 63,951 compare.

Updated URL: N/A

Updated Text:
 Activity Synthesis
MLR1 Stronger and Clearer Each Time
? "Share your strategy for comparing multi-digit numbers with your partner. Take
turns being the speaker and the listener. If you are the speaker, share your ideas and
writing so far. If you are the listener, ask questions and give feedback to help your

partner improve their explanation."

? 3-4 minutes: structured partner discussion

? Repeat with 1-2 other partners.

? "Revise your initial description based on the feedback you got from your partners."

? 2-3 minutes: independent work time

? Invite students to briefly share their ordered sets of numbers from the last problem and their reasoning. Record and display their responses.

? If not mentioned in students' explanations, point out that in the last set of numbers (question 4), the sixth digit (in the hundred thousands place) in each 845,679,208 and 845,793,208 helps us understand how these two numbers compare.

Change ID 9713286

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 3, Lesson 6, Student Breakout Summary, Launch

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b3196-f139-11ee-a4d1-0615c5aec7b1

Original Text: New Content

Updated URL: N/A

Updated Text:
 Launch
? Display or draw this model:
image can be seen at this URL: https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/view?...
"What do you think the 'jumps' represent?" (You have 6 and then 2 more.)
? Display or draw this number line.
image can be seen at this URL: https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/view?...
? "Does this number line represent the same thing as the pictorial model above?" (Yes,
they both represent 6 and then 2 more.)
? "Let's look at 'jumps' on other models and see what they may represent."

Change ID 9713296

Component: Texas Math: Grade 4 Powered by Kiddom Digital (9798894308906)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 3, Lesson 6, Student Breakout Summary, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b3196-f139-11ee-a4d1-0615c5aec7b1

Original Text: New Content

Updated URL: N/A

Updated Text:

ACTIVITY SYNTHESIS

? Invite students to share their equations. Record them for all to see.

? Focus the discussion on part A-representing the sum fractions.

?1/3 + 1/3 + 2/3

? "How did the model represent this equation?" (Two bars were broken into 3 equal parts. One had 2/3 shaded, and the other had 2 of the 1/3 bars shaded.)

? "Is there another way to name the sum of the shaded parts?" (1 1/3.)

? "How can this model help build a number line?" (I can see how I need to image can be seen at URL: https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/view?...

? Invite students to share how they solved for the sum of fractions in Q2.

? "Work with your partners to create a pictorial representation to justify your thinking."

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Current Page Number(s): N/A
Location: Unit 3, Lesson 6, Student Breakout Summary, Activity Narrative

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b3196-f139-11ee-a4d1-0615c5aec7b1

Original Text: New Content

Updated URL: N/A

Updated Text:
ACTIVITY NARRATIVE

? Groups of 2

? "Work independently on the activity for a few minutes. Afterward, share your responses with your partner."

? 5-7 minutes: independent work time

? 2 minutes: partner discussion

? Monitor for students who can reason the sum of fractions by

? Decomposing larger numerators

? Using pictorial representations

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Updated Text:
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Current Page Number(s): N/A
Location: Unit 3, Lesson 6, Student Breakout Summary, Activity Narrative

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Original Text: New Content

Updated URL: N/A

Updated Text:

ACTIVITY NARRATIVE

? Groups of 2

? "Work independently on the activity for a few minutes. Afterward, share your responses with your partner."

? 5-7 minutes: independent work time

? 2 minutes: partner discussion

? Monitor for students who can reason the sum of fractions by

? Decomposing larger numerators

? Using pictorial representations

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Location: Unit 3, Lesson 6, Student Breakout Summary, Launch

Original URL: https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b3196-f139-11ee-a4d1-0615c5aec7b1

Original Text: New Content

Updated URL: N/A

Updated Text:

 Launch

? Display or draw this model:

image can be seen at this URL: https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/view?...

"What do you think the 'jumps' represent?" (You have 6 and then 2 more.)

? Display or draw this number line.

image can be seen at this URL: https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/view?...

? "Does this number line represent the same thing as the pictorial model above?" (Yes, they both represent 6 and then 2 more.)

? "Let's look at 'jumps' on other models and see what they may represent."

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Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

- None