SAINT PIERRE LEARNING RESOURCES

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MATHEMATICS | QUARTER 1 | DAY 5

4TH GRADE

Learning target

I can read, write, and expand a whole number up to 100,000.

Official NC alignment: NC.4.NBT.2

Read and write whole numbers through 100,000 using numerals, number names, and expanded form.

Teacher planning note: Quarter placement is a suggested local sequence, not a state-required pacing calendar. This is a new Day 5 focus; previous-day skills appear only in the labeled spiral review.

The complete 80-minute lesson

Segment	Minutes	Teaching move
Warm-Up / Spiral Review	8	Retrieve prior learning; quick response and check.
Visual Mini-Lesson	10	Reveal the model; notice, name, explain.
I Do	9	Think aloud; make one mistake visible and fix it.
We Do	10	Solve together; partner explanation and checks.
Small Group / Centers	18	Three stations, six minutes each; teacher table is Station 1.
Independent Practice	18	Students complete original problems with models and reasoning.
Early Finisher / Reflection	2	Extension for ready students; others finish practice.
Exit Ticket / Closure	5	Independent evidence; sort into next-day groups.

Total instructional time: 80 minutes. Early-finisher work is an optional extension; it does not replace core practice.

Before class

- Place-value chart to hundred-thousands
- Digit cards 0-9
- Expanded-form mats
- Pencils and highlighters

Minute-by-minute teaching moves

0-8: Hand out warm-up; circulate, note which prerequisite skill needs a quick reteach.

8-18: Present the visual. Invite observations first, then explicitly name the mathematical idea.

18-27: Model the I Do with the manipulative or drawing; verbalize every decision.

27-37: Use the four guided questions. After each, ask a partner to explain why.

37-55: Run three six-minute stations. Teacher works with a targeted group at Station 1 while others complete partner tasks.

55-73: Independent pages: students complete tasks, show models, and self-check reasonableness.

73-75: Early finisher challenge or a 2-minute explanation/repair of an error.

75-80: Exit ticket; collect before dismissal.

Transition scripts

“Show me with your hands or your model what we just learned.” → “Now I will show one way to think.” → “Your turn: solve, compare, and explain.” → “Take your model to your station and record your evidence.”

Anticipated misconception

Students may omit zeros and change place values (e.g., 40,508 becomes 4,508). Reinforce place holders in a chart.