

# Oklahoma 4 Mathematics

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Oklahoma                                                  |
| Grade            | 4 (Elementary)                                            |
| Subject          | Mathematics                                               |
| Course category  | Core                                                      |
| Standards family | Mathematics                                               |
| Framework        | Oklahoma Academic Standards for Mathematics (2022)        |
| Issuing agency   | Oklahoma State Department of Education                    |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Adding and Subtracting Fluently

### Unit 3: Adding, Subtracting and Dividing · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What does fluent actually mean?                                                                                                                                                                                   |
| Standards          | <b>Adding and Subtracting Fluently -&gt; 4.A.1.3 Algebraic Reasoning &amp; Algebra</b> — Construct models to show growth patterns involving geometric shapes and define the single operation rule of the pattern. |
| Learning target    | "I can add and subtract multi-digit numbers fluently."                                                                                                                                                            |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                   |

#### Measurable objectives

- Students will use place value strategies to fluently add and subtract multi-digit whole numbers.
- Students will connect their strategies to a written method.

#### Success criteria (student-friendly)

- "I choose an efficient strategy."
- "I am accurate."
- "I connect my strategy to a written method."

#### Academic vocabulary

fluent, efficient, flexible, regroup, strategy

#### Materials and technology

- Base ten blocks
- Place value charts
- Whiteboards
- Maths notebooks
- Strategy display

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

Adds and subtracts multi-digit numbers accurately, explaining the strategy choice. NOT timed.

**Family communication**

Ask your child which strategy they chose and why.

## Day 41 — What Fluent Means Here

Week 9, Day 1 · Unit 3 · Standards: 4.A.1.3

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Defining fluency.                                      |
| Learning target   | "I can add and subtract multi-digit numbers fluently." |
| Vocabulary in use | fluent, efficient, flexible                            |
| Local date        | _____                                                  |

### Learning sequence

Connect: last year's methods. Teach: the source defines fluency as accurate, efficient and FLEXIBLE - a mixture of just knowing, using patterns, and using strategies. Speed is not the definition. Try: shared discussion. Apply: pupils describe fluency. Reflect: this week is not timed, and pupils are told so.

### Check for understanding

Student explains that fluency means accurate, efficient and flexible.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Adding With Place Value

Week 9, Day 2 · Unit 3 · Standards: 4.A.1.3

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Addition strategies.                                   |
| Learning target   | "I can add and subtract multi-digit numbers fluently." |
| Vocabulary in use | fluent, efficient, flexible                            |
| Local date        | _____                                                  |

### Learning sequence

Connect: fluency. Teach: adding by place value, with and without regrouping. Try: shared practice. Apply: pupils add. Reflect: regrouping explained, not just performed.

### Check for understanding

Student adds multi-digit numbers using place value.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Subtracting With Place Value

Week 9, Day 3 · Unit 3 · Standards: 4.A.1.3

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Subtraction strategies.                                |
| Learning target   | "I can add and subtract multi-digit numbers fluently." |
| Vocabulary in use | fluent, efficient, flexible                            |
| Local date        | _____                                                  |

### Learning sequence

Connect: addition. Teach: subtracting by place value, including across zeros. Try: shared practice. Apply: pupils subtract. Reflect: zeros are the hard case and get their own attention.

### Check for understanding

Student subtracts multi-digit numbers including across a zero.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Choosing the Efficient Strategy

Week 9, Day 4 · Unit 3 · Standards: 4.A.1.3

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Flexibility.                                           |
| Learning target   | "I can add and subtract multi-digit numbers fluently." |
| Vocabulary in use | fluent, efficient, flexible                            |
| Local date        | _____                                                  |

### Learning sequence

Connect: both operations. Teach: some numbers suit a mental strategy, some a written one. Try: shared sorting. Apply: pupils choose. Reflect: flexibility is part of fluency.

### Check for understanding

Student chooses an efficient strategy for a given calculation.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



## Day 45 — Connecting Strategy to Written Method

Week 9, Day 5 · Unit 3 · Standards: 4.A.1.3

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Connection.                                            |
| Learning target   | "I can add and subtract multi-digit numbers fluently." |
| Vocabulary in use | fluent, efficient, flexible                            |
| Local date        | _____                                                  |

### Learning sequence

Connect: strategies. Try: shared side-by-side comparison. Apply: pupils connect. Reflect: the algorithm is a record of the reasoning.

### Check for understanding

Student explains how their strategy matches a written method.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

---

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
- Not affiliated with or endorsed by Oklahoma State Department of Education, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

**This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.**

# Terms of Use, Privacy and Copyright

---

## Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

## Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

## Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

## Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

## Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Oklahoma State Department of Education, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://oklahoma.gov/education/services/standards-learning/mathematics.html> and local school or district guidance.

## Source citation

Oklahoma State Department of Education. Oklahoma Academic Standards for Mathematics (2022). Codes are grade.domain.standard.objective across Number & Operations (N), Algebraic Reasoning & Algebra (A), Geometry & Measurement (GM) and Data & Probability (D). OKLAHOMA HAS NO GRADE 8 MATHEMATICS DOCUMENT: grade 8 is the Pre-Algebra course (PA). High school is written as named courses - Algebra 1 (A1), Geometry (G), Algebra 2 (A2), Precalculus (PC) and Statistics (S) - so a high-school product cites the course a student is enrolled in rather than a band. Scope: grade 4. Retrieved 2026-07-27 from <https://oklahoma.gov/education/services/standards-learning/mathematics.html>