

South Carolina 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	South Carolina
Grade	4 (Elementary)
Subject	Mathematics
Course category	Core
Standards family	Mathematics
Framework	South Carolina College- and Career-Ready Standards for Mathematics (approved December 2023, emended July 2026)
Issuing agency	South Carolina 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	Adding and Subtracting Fluently -> 4.MGSR.1.1 Measurement, Geometry, and Spatial Reasoning — Apply perimeter formulas for rectangles to solve real-world situations including finding the perimeter, given the side lengths, and finding an unknown side length. 4.MGSR.1.2 Measurement, Geometry, and Spatial Reasoning — Apply area formulas for rectangles to solve real-world situations. Use square units to label area measurements.
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.

Support area	This week's plan
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
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.MGSR.1.1, 4.MGSR.1.2

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.MGSR.1.1, 4.MGSR.1.2

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.MGSR.1.1, 4.MGSR.1.2

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.MGSR.1.1, 4.MGSR.1.2

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.MGSR.1.1, 4.MGSR.1.2

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

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Source citation

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