Gr. 4/5 Compacted MP1 Websites/Apps for Chromebook that align with C2.0
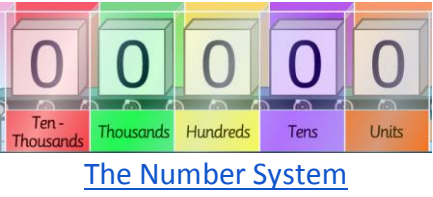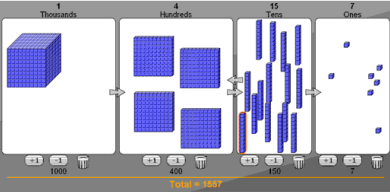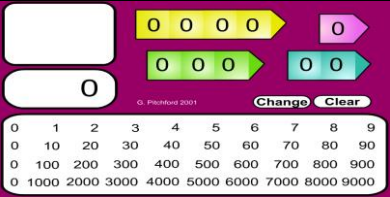
Directions: All sites should be used and explored by teachers prior to student use.

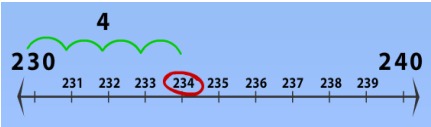The following websites/apps support…

the alignment of the C2.0 standards. the development of conceptual understanding. material that supports teaching. collaboration among students.	the accessibility for all students. the quality of instructional and practice exercises. quality interactivity. opportunities for deeper learning or extensions.
Operations & Algebraic Thinking (OA) Number & Operations in Base Ten (NBT) Number and Operations-Fractions (NF) Measurement & Data (MD) Geometry (G)	

Website	Indicator/Weeks/MT	Description
 The Number System	**1.4.C.1 Week 1** **NBT**	• Supports the use of place value charts to determine the value of digits • Strengthens understanding of multiplication and division through the base-10 system • Best used in pairs for discussion or teacher-led small group • Provides a challenge with place value riddles

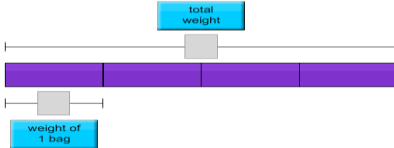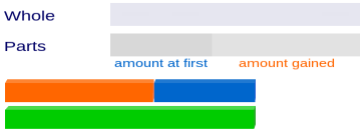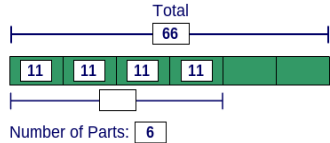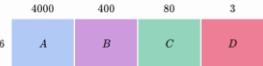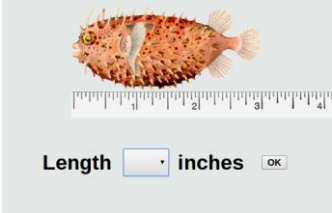|		
Place Value Blocks	**1.4.C.1 Week 1** **NBT** Provides formative data based on single attempt.	● Use of base ten blocks to represent numbers up to 1,000 in multiple ways ● Useful for students struggling with number sense concepts ● Best used independently, in pairs or in small group
Place Value in Standard Form	**1.4.C.2 Weeks 1 - 2** **NBT**	● Supports use of place value chart for standard form, expanded form and word form ● Uses ones, tens & hundreds place values ● Best used independently or in pairs ● Immediate feedback provided
Number Board	**1.4.C.2 Weeks 1-2** **NBT**	● Read/Write multi-digit whole numbers as numerals, number names, and expanded form ● Best used in small group, with a capture sheet or as an additional support ● Screen layout can be changed
There Must be Thousands	**1.4.C.2 Weeks 1-2** **NBT**	● Supports the use of a place value chart to determine the value of digits and read and write multi-digit whole numbers up to hundred thousands place ● Provides immediate feedback ● Best used independently or in pairs
Expanded Form	**1.4.C.3 Week 2** **NBT** Provides formative data based on single attempt.	● Includes informational video ● Read/Write multi-digit whole numbers as numerals, number names, and expanded form ● Best used as individual or partner work ● Word problem format ● Students may review answers to clarify misunderstandings

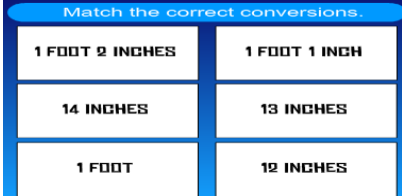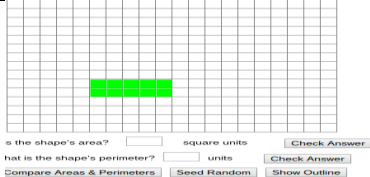|		
 [Estimate Whole Numbers](#)	**1.4.C.3 Week 2** **NBT** Provides formative data based on single attempt	• Use of number lines to round multi-digit numbers • Provides immediate feedback • Best used independently • Interactive and guided mini-lesson with a few practice questions
 [Rounding to Nearest 100](#) [Rounding to Nearest 10](#)	**1.4.C.3 Week 2** **NBT** Provides formative data based on single attempt	• Develops number sense by rounding multi-digit numbers to 10s and 100s place • Provides immediate feedback to students • Useful for independent practice
 [Subtraction with Regrouping](#) [Addition with Regrouping](#)	**1.4.C.4 Week 3** **NBT** Provides formative data based on single attempt	• Provides practice in adding or subtracting multi-digit numbers • Includes a self-checking feature • Provides videos that do not support curriculum-related vocabulary (uses regroup, borrow) - Use the games only • Features word problems and different problem formats • Best used as independent, partner, or small group activity • Students can use white boards to solve problems before answering
 [Trading Game](#)	**1.4.C.4 Week 3** **NBT**	• Allows the use of base ten blocks and place value tables to solve basic subtraction and addition problems • Provides immediate feedback • Useful for students struggling with addition and subtraction • Best used independently

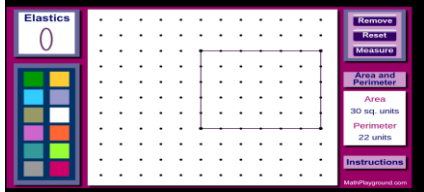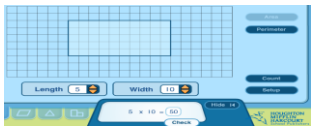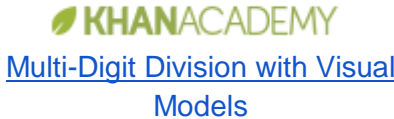|		
MathPapa **Multiplication on the Number Line**	**1.4.B.1 Week 4** **OA** Provides formative data based on single attempt	• Supports the use of number lines for multiplication • Utilizes two parentheses format for multiplication • Best used for independent practice
Add numbers to your model. Use a ? to show the missing v total weight weight of 1 bag **Thinking Blocks Multiplication and Division Practice**	**1.4.B.2 Weeks 4** **OA** Provides formative data based on multiple attempts	• Step by step visual using drawings to represent factors and product • Interactive (student designates labels and drags/drops to show repeated addition) • Word problem format • Best used as independent practice after modeling the drag and drop procedure • Suitable for modeling multiplication comparison vs. additive comparison
Math Playground **Word Problems - Various Operations**	**1.4.B.3 Weeks 4 and 9** **OA**	• Features multiple types and levels of word problems • Works within the various operations • Involves 2 digit by 1 digit and 2 digit by 2 digit • Provides different levels of challenge • Best used in small groups, individually or with a partner
Build Your Model Whole Parts amount at first amount gained **Thinking Blocks - Addition and Subtraction Word Problems**	**1.4.B.3 Weeks 4 and 9** **OA** Provides formative data based on multiple attempts	• Headphones would be helpful for video tutorials • Best used for independent practice or use in pairs • Includes addition & subtraction word problem practice • Includes varied levels of addition and subtraction of word problems

Build Your Model Total: 66 · 11 11 11 11 · Number of Parts: 6 [Thinking Blocks Multiplication and Division Word Problems](#)	**1.4.B.3 Weeks 4 and 9; 1.4.B.2 Week 4** **OA** Provides formative data based on multiple attempts	● Supports the use of number lines for multiplication and division word problems ● Best used for independent practice ● Includes video tutorials for support ● Includes opportunities for challenge or extension
TU x U Short Multiplication [Short Multiplication - 2 digit by 1 digit](#)	**1.4.C.5 Weeks 5 - 6** **NBT** Provides formative data based on multiple attempts	● Supports 2 digit by 1 digit multiplication using the partial products method ● Includes multiple levels for differentiation ● Best used in small groups as independent or partner work
TU x U Short Multiplication [Short Multiplication - 3 digit by 1 digit](#)	**1.4.C.5 Weeks 5 - 6** **NBT** Provides formative data based on multiple attempts	● Supports 3 digit by 1 digit multiplication by using the partial products method ● Includes multiple levels for differentiation ● Best used in small groups as independent or partner work
What is the area of rectangles A, B, C, and D? A = B = C = D = What is 4483 × 6? 4000 400 80 3 6 A B C D [Multiplication with Visual Models](#)	**1.4.C.5 Weeks 5 - 6** **NBT** Provides formative data based on single attempt	● Supports the use of area models to multiply a whole number of up to four digits by a one-digit number ● Models partial products strategy ● Best used independently ● It is recommended to have calculator or pencil and paper near for scratch work
Length ▾ inches OK [Measurement Quiz](#)	**2.4.A.1 Week 6** **MD** Provides formative data to guide instruction based on a single attempt	● Students measure in and cm using and interactive ruler ● If supplied a 2 column chart, students can be asked to convert objects to larger measurements (feet/meters) by multiplying by a specified number ● Immediate feedback and timer optional

 Mission Time	**2.4.A.1 Week 6** **MD**	● Students convert between unit measurements of time and determining elapsed time ● Highly engaging video game format with option to skip to selected segments ● Suggested use: Have students record times in order to later manipulate using a provided elapsed time ● Partner or independent practice friendly ● Headphones useful to hear audio explanation of missions
 Measurement Conversions	**2.4.A.1 Week 6** **MD** Provides formative data based on single attempt	● Supports the practice of measurement equivalencies in many different units ● Used independently
 Everything You Wanted to Know about Perimeter and Area	**2.4.A.3 Weeks 6 and 9** **MD**	● Students use of rectangular arrays to solve for perimeter and area using formulas ● Includes multiple levels ● Provides immediate feedback ● For use independently or as partner work
 Shape Explorer	**2.4.A.3 Weeks 6 and 9** **MD**	● Supports the use of arrays and grids to represent and solve area and perimeter problems ● Used independently or in pairs ● Select function for "only rectangular shapes"

 Virtual Geoboard	**2.4.A.3 Weeks 6 and 9** **MD**	• Supports the calculation of area and perimeter through a virtual geoboard • Students move the elastic band to create shapes and measure shapes • Immediate feedback provided • Can be used independently or in pairs
 Faces, Edges and Vertices of Solid Figures	**2.4.A.3 Weeks 6 and 9** **MD**	• Supports the use of rectangular arrays to solve for perimeter and area using formulas • Open-ended tool • Be sure to select "Area & Perimeter" in drop down menu
 Chunking	**1.4.C.6 Weeks 7 - 8** **NBT**	• Features partial quotients format of division • Students can check their work via self-checking feature • Language does not align with curriculum (ie. chunking) • Best used by individuals or partners
 Multi-Digit Division with Visual Models	**1.4.C.6 Weeks 7 - 8** **NBT** Provides formative data based on single attempt	• Reinforces division using area models • Multi-digit by 1 digit • Features a self-checking feature • Videos accompany the practice feature • May be used by individuals or partners
 Division using Place Value	**1.4.C.6 Weeks 7 - 8** **NBT** Provides immediate feedback and formative data based on a single attempt	• Supports the decomposition of dividends to divide by a one-digit divisor • Videos accompany the practice • May be used independently or in pairs
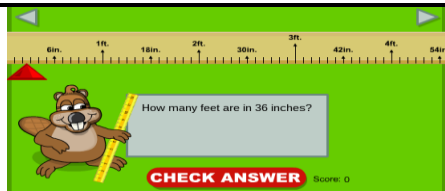
	2.4.A.2 Week 9 **MD** Provides formative data based on based on a single attempt	• Supports the use of a ruler to express measurements in a larger unit in terms of a smaller unit • Provides immediate feedback • Best used independently

[The Ruler Game](#)

Additional Materials:

Wolfram Alpha: Students can enter mathematical expressions or equations into the search bar and the website will provide the answer as well as several ways to represent the input and its solution. Students can also type in mathematical vocabulary words but much of the explanation about the term will be beyond a third grader's ability to understand.

Be sure to refer to the interactive online math tools referenced on the instruction center.

Matific : This website offers teachers access to a platform that has an inventory of learning tasks titled "episodes" that can be assigned to individuals or the entire class. Teachers will have to sign-up for a free account and add their students. Teachers are able to maintain student anonymity by entering only as much text as needed for the student "names." The site also allows teachers to assign students episodes from different grade levels meaning that students practice could be differentiated. Episodes are meant to reinforce material presented by the teacher not replace it.

thatquiz : This website offers teachers access to a platform that will allow them to create, edit and collect formative data about their students performance in math for a range of math Indicators. Teachers can use the website with or without signing up. Students access quizzes by entering a "test quiz code" at the bottom of the homepage and then choose their teacher entered "id" from a dropdown menu. Teachers are able to maintain student anonymity by entering only as much text as needed for the student "names."