Name _____

4th Grade Math Remote Learning Packet

Weeks 10

June 1st-June 5th

Parents please note that all academic packets are mailed home to scholars but are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If you are unable to access packets online, every Wednesday between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

4th Grade Math Scope and Sequence – Phase 6
Week 10
June 1st – June 5th

Date	Standards *Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data*	Description of Packet Assignment (30 minutes of work)	Online Assignment
6.1.20 Remote lesson 43	4.NF.3c: Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. 4.NF.4a; Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will subtract a mixed number from another or a fraction from a mixed number. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
6.2.20 Remote lesson 44	4.NF.4b: Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will multiply a whole number by a fraction and write it in standard form. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
6.3.20 Remote lesson 45	4.NF.4b: Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today continue to practice multiplying a whole number by a fraction. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

6.4.20 Remote lesson 46	4.NF.4a: Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). 4.NF.4b: Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will multiply a whole number by a mixed number. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
6.5.20 Remote lesson 47	4.NF.4a: Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). 4.NF.4b: Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will continue to practice the skill of multiplying a whole number by a mixed number. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Remote learning lesson 43

Name: _____ Date: 6/1/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I subtract a fraction or mixed number from another mixed number?

Objective: I can subtract a fraction/mixed number by making more of a unit and then subtracting.

4th grade math standard:

4.NF.3c: Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

4.NF.4a; Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/guided notes

Teacher Model 1: subtracting a fraction from a mixed number.

$$8\frac{1}{10} - \frac{8}{10}$$

Remember when we subtract or add fractions and mixed numbers we can only add/subtract like units. This means that we can add/subtract fractions and fraction and add/subtract whole numbers and whole numbers.

$$8\frac{1}{10} - \frac{8}{10}$$

This problem above only has 1 whole number, therefore we need to subtract the fractions. We need to subtract 8 tenths from 1 tenth, which is something we CANNOT do. We have to MAKE MORE OF EIGHTHS.

The way that we make more eighths is by changing our mixed number into an improper fraction.

Improper Fraction- when the larger number is on the top.

To change a mixed number into an improper fraction we:

1. Multiply the denominator by the whole number.
2. Add the numerator to the product from step 1.
3. Write your answer as the numerator, the denominator will stay the same.

$8\frac{1}{10}$= 81/10

8 x 10 = 80 + 1 = 81= 81/10

Now we can subtract: 81/10 – 8/10 = 73/10

73 tenths is an improper fraction that we want to change back into a mixed number.

To change an improper fraction back into a mixed number we:

1. Divide

We ask ourselves: “how many times does 10 go into 73?

10 can go into 73 7 times with 3 left over. So that tells us that,

73/10= 7 and 3/10

Therefore, $8\frac{1}{10} - \frac{8}{10}$= 7 and 3/10.

Teacher model 2: subtract a mixed number from a mixed number

$11\frac{1}{5} - 2\frac{3}{5}$

Remember, we can ONLY SUBTRACT LIKE UNITS. Which means we can subtract whole-whole and fraction -fraction.

Subtracting Mixed Numbers

1. Subtract the whole numbers (11- 2= 9)
2. Subtract the fractions (1/5-3/5)
3. Make more of a unit when there is not enough.

   $9\frac{1}{5} - \frac{3}{5}$

   We cannot take 3 fifths from 1 fifth so we need to MAKE MORE FIFTHS by change $9\frac{1}{5}$ into an improper fraction.

   $9\frac{1}{5}$= 46/5 (46 fifths)

   5 x 9 = 45 + 1 = 46= 46/5
4. Now subtract, 46/5 – 3/5= 43/5
5. Change the improper fraction back into a mixed number by dividing.

   5 goes into 43 8times with 3 left over.

Remote learning lesson 43

43/5= 8 and 3/5 $11\frac{1}{5} - 2\frac{3}{5}$= 8 and 3/5

To see the following 2 problems completed for additional support, please visit:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

$4\frac{1}{8} - 1\frac{7}{8}$ and $7\frac{5}{12} - 3\frac{9}{12}$

CFU/Your Turn

1. Subtract.

   a. $5\frac{2}{4} - \frac{3}{4}$

   b. $8\frac{3}{5} - \frac{4}{5}$

2. Subtract the ones first.

   a. $4\frac{2}{5} - 1\frac{3}{5}$

   b. $5\frac{2}{6} - 3\frac{5}{6}$

Remote learning lesson 43

Application Problem

There were $4\frac{1}{8}$ pizzas. Benny took $\frac{2}{8}$ of a pizza. How many pizzas are left?

Exit Ticket

Solve.

1. $7\frac{1}{6} - 2\frac{4}{6}$

2. $12\frac{5}{8} - 3\frac{7}{8}$

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

‘

Remote learning lesson 44

Name: _____ Date: 6/2/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I multiply a whole by a fraction?

Objective: I can multiply a whole number a fraction and change a fraction into a mixed number if necessary.

4th grade math standard:

4.NF.4b: Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/guided notes

Multiplying a whole number and fraction.

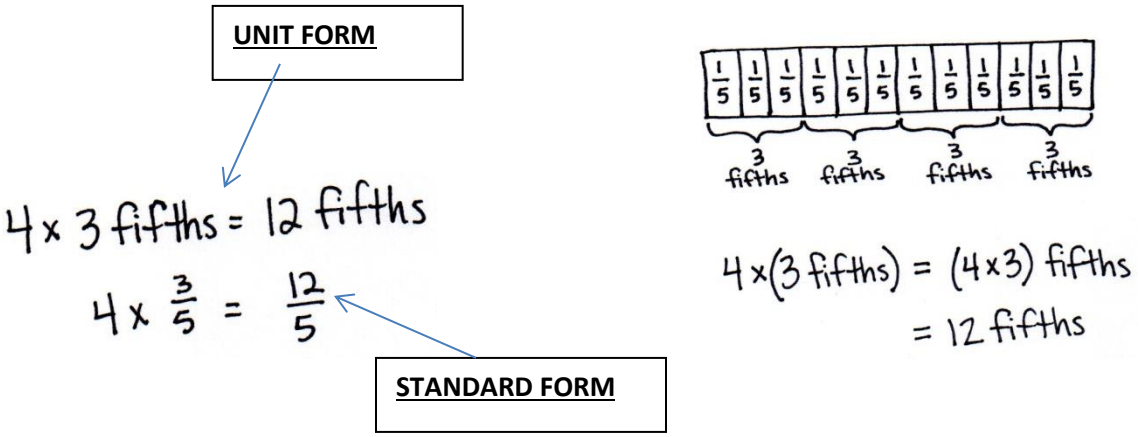
1. Multiply the whole by the numerator.
2. Write the product from step 1 as the numerator of the answer.

3. The denominator stays the same.

Teacher Model 1:

$4 \times \frac{3}{5}$ = 12/5 (12 fifths)

4 x 3 = 12

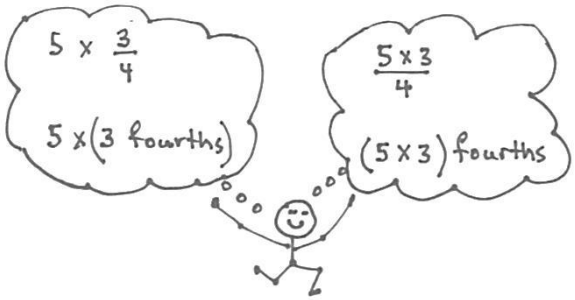


4 x (3 fifths) = (4 x 3) fifths
= 12 fifths

Teacher Model 2:

$5 \times \frac{3}{4}$ = 15/4 (15 fourths)

5 x 3 = 15



To see the following 2 problems completed for additional support, please visit:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

$8 \times \frac{2}{3}$ and $12 \times \frac{3}{10}$

CFU/Your Turn

1. Write the expression in unit form to solve.

a. $7 \times \frac{4}{9}$

b. $6 \times \frac{3}{5}$

b. $8 \times \frac{3}{4}$

$d. 16 \times \frac{3}{8}$

Application Problem

Maria needs $\frac{3}{5}$ yard of fabric for each costume. How many yards of fabric does she need for 6 costumes?

Remote learning lesson 44

Exit Ticket

1. Solve using unit form.

   $5 \times \frac{2}{3}$

2. Solve.

   $11 \times \frac{5}{6}$

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Remote learning lesson 45

Name: _____ Date: 6/3/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I multiply a whole by a fraction?

Objective: I can multiply a whole number a fraction and change a fraction into a mixed number if necessary.

4th grade math standard:

4.NF.4b: Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)

Online support:

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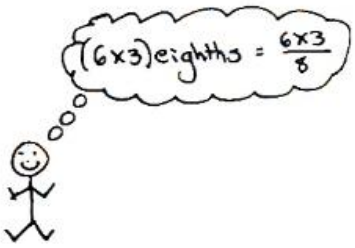
Input/guided notes

Teacher Model 1: rewrite the repeated addition sentence as a multiplication sentence and solve.

$$\frac{5}{6}+\frac{5}{6}+\frac{5}{6}+\frac{5}{6}+\frac{5}{6}=\frac{25}{6}$$

$$5\times\frac{5}{6}$$

Teacher Model 2:



6 x 3/8 = 18/8= 18 eighths

CFU/Your Turn

Rewrite each repeated addition problem as a multiplication problem and solve. Express the result as a mixed number. The first one has been started for you.

a. $\frac{7}{5}+\frac{7}{5}+\frac{7}{5}+\frac{7}{5}=4\times\frac{7}{5}=\frac{4\times7}{5}=$

b. $\frac{9}{10}+\frac{9}{10}+\frac{9}{10}$

Solve.

$8\times\frac{2}{3}$

Remote learning lesson 45

Application Problem

Morgan poured $\frac{9}{10}$ liter of punch into each of 6 bottles. How many liters of punch did she pour in all?

Exit Ticket

1. $7 \times \frac{3}{4}$

2. $9 \times \frac{2}{5}$

Remote learning lesson 45

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Remote learning lesson 46

Name: _____ Date: 6/4/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I multiply a whole by a mixed number?

Objective: I can multiply a whole number by a mixed number by using what I know about multiply a whole number and a fraction.

4th grade math standard:

4.NF.4b: Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)

4.NF.4a: Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).

Online support:

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Input/guided notes

Teacher model 1: draw a tape diagram to match the equation and solve.

$2 \times 3\frac{1}{5}$

OR

Multyplying a whole number by a mixed number:

- Multyply the whole x the whole number
- Multiply the whole x the fraction
- Add the products together

$2 \times 3\frac{1}{5}$

(2 x 3) + (2 x 1/5)

6 + 2/5 = 6 and 2/5

Teacher Model 2: In this model, when I multiply the whole x the fraction my fraction is improper, therefore need to change it to a mixed number and add.

$4 \times 5\frac{2}{10}$

(4 x 5) + (4 x 2/5)

20 + 8/5

1 and 3/5

20 + 1 and 3/5= 21 and 3/5

To see the following 2 problems completed for additional support, please visit:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

$3 \times 7\frac{3}{4}$ $5 \times 3\frac{2}{3}$

CFU/Your Turn

a. $3 \times 7\frac{3}{4}$	b. $6 \times 3\frac{1}{2}$
c. $4 \times 9\frac{1}{5}$	d. $5\frac{6}{8} \times 4$

Application Problem

For one dance costume, Saisha needs $4\frac{2}{3}$ feet of ribbon. How much ribbon does she need for 5 identical costumes?

Remote learning lesson 46

Exit Ticket

Multiply. Write each product as a mixed number.

1. $4 \times 5\frac{3}{8}$

2. $4\frac{3}{10} \times 3$

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Remote learning lesson 47

Name: _____ Date: 6/5/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I multiply a whole by a mixed number?

Objective: I can multiply a whole number by a mixed number by using what I know about multiply a whole number and a fraction.

4th grade math standard:

4.NF.4b: Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)

4.NF.4a: Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).

Online support:

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Input/guided notes

Teacher Model 1:

$4 \times 9\frac{3}{4}$

Remote learning lesson 47

(4x9) + (4 x ¾)

36 + 12/4

3

36 + 3 = 39

$4 \times 9\frac{3}{4}$= 39

To see the following 3 problems completed for additional support, please visit:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

$5\frac{6}{8} \times 4$, $12\frac{2}{6} \times 3$, and $9 \times 7\frac{5}{7}$.

CFU/Input

a. $7 \times 8\frac{2}{5}$	b. $4\frac{5}{6} \times 9$
$c. 3 \times 8\frac{11}{12}$	$d. 5 \times 20\frac{8}{10}$

Remote learning lesson 47

Application Problem

Windsor the dog ate $4\frac{3}{4}$ snack bones each day for a week. How many bones did Windsor eat that week?

Exit Ticket

1. Fill in the unknown factors and solve.

$8 \times 5\frac{2}{3} = (\_\_\_ \times 5) + (\_\_\_ \times \frac{2}{3})$

2. Multiply.

$6\frac{5}{8} \times 7$

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name _____

4th Grade Math Remote Learning Packet

Weeks 11-13

June 8th-June 26th

Parents please note that all academic packets are mailed home to scholars but are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If you are unable to access packets online, every Wednesday between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

4th Grade Math Scope and Sequence – Phase 6
Week 11
June 8th – June 12th

Date	Standards *Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data*	Description of Packet Assignment (30 minutes of work)	Online Assignment
6.8.20 Remote lesson 48	4.OA.2:Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will solve word problems that involve the multiplication of fractions. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
6.9.20 Remote lesson 49	4.NF.4b: Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.) 4.MD.4: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will solve word problems that involve line plots and fractions. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

6.10.20 Remote lesson 50	3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will solve word problems that involve all 4 operations. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
6.11.20 Remote lesson 51	3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will solve word problems that involve all 4 operations. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
6.12.20 Remote lesson 52	4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will identify and draw different geometric figures. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Remote learning lesson 48

Name: _____ Date: 6/8/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I solve word problems that involve the multiplication of fractions and mixed numbers?

Objective: I can solve word problems that involve the multiplication of fractions and mixed based on what I know about CUBES.

4th grade math standard:

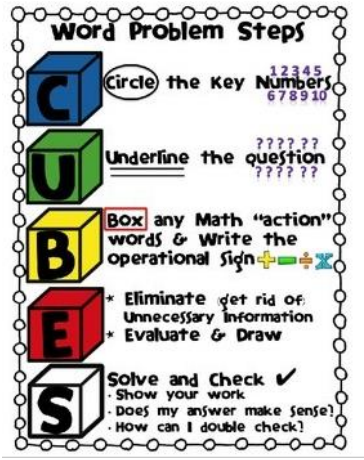
4.OA.2:Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

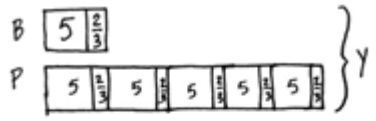
Input/guided notes



To solve any word problem we can follow the steps in CUBES to help us determine what operation we should be using to solve.

Teacher Model 1:

A piece of blue yarn is $5\frac{2}{3}$ yards long. A piece of pink yarn is 5 times as long as the blue yarn. Bailey tied them together with a knot that used $\frac{1}{3}$ yard from each piece of yarn. What is the total length of the yarn tied together?



Solution 1

$6 \times 5\frac{2}{3} = (6 \times 5) + (6 \times \frac{2}{3})$

$= 30 + \frac{12}{3}$

$= 34$

$34 - \frac{2}{3} = 33 + \frac{1}{3} = 33\frac{1}{3}$

33

The length of the yarn tied together was $33\frac{1}{3}$ yards long.

Teacher Model 2:

A seamstress needs $1\frac{5}{8}$ yards of fabric to make a child's dress. She needs 3 times as much fabric to make a woman's dress. How many yards of fabric does she need for both dresses?

Solution 1

$3 \times 1\frac{5}{8} = (3 \times 1) + (3 \times \frac{5}{8})$

$= 3 + \frac{15}{8}$

$= 3 + 1\frac{7}{8}$

$= 4\frac{7}{8}$

$4\frac{7}{8} + 1\frac{5}{8} = 5\frac{7}{8} + \frac{5}{8}$

$\frac{1}{8}$ $\frac{4}{8}$

$= 6\frac{4}{8}$

She needs $6\frac{4}{8}$ yds of fabric to make both dresses.

Remote learning lesson 48

CFU/Your Turn

1. Tameka ran $2\frac{5}{8}$ miles. Her sister ran twice as far. How far did Tameka's sister run?

2. Natasha's sculpture was $5\frac{3}{16}$ inches tall. Maya's was 4 times as tall. How much shorter was Natasha's sculpture than Maya's?

Remote learning lesson 48

Exit Ticket

Jeff has ten packages that he wants to mail. Nine identical packages weigh $2\frac{7}{8}$ pounds each. A tenth package weighs two times as much as one of the other packages. How many pounds do all ten packages weigh?

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Remote learning lesson 49

Name: _____ Date: 6/9/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I solve word problems that involve the multiplication of fractions line plots?

Objective: I can solve word problems that involve the multiplication of fractions and line plot data.

4th grade math standard:

4.MD.4: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

4.NF.4b: Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)

Online support:

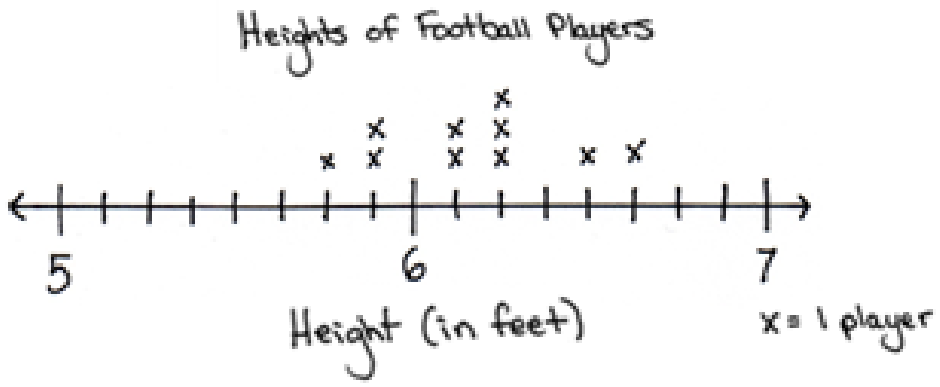
You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/guided notes

Today's word problems are going to be based on line plot data. The line plot that you are going to use has already been created for you, so please use it to help solve the problems in the CFU portion of today's lesson.

Below is the line plot that should be used to help some the questions in the CFU. The unit that this line plot has been partitioned into is **eighths.**



CFU/Your Turn

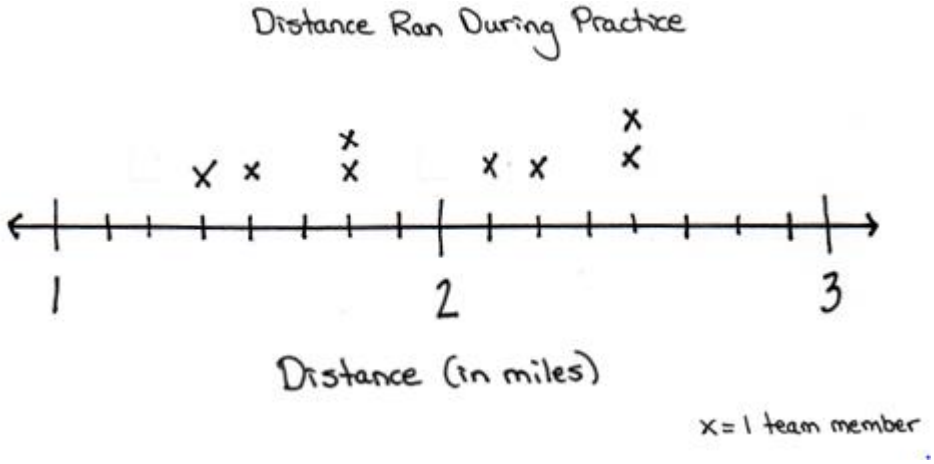
a. What is the difference in the height of the tallest and shortest players?

b. One of the players on the team is now 4 times as tall as he was at birth, when he measured $1\frac{5}{8}$ feet. Who is the player?

c. Six of the players on the team weigh over 300 pounds. Doctors recommend that players of this weight drink at least $3\frac{3}{4}$ quarts of water each day. At least how much water should be consumed per day by all 6 players?

EXIT TICKET

Coach Taylor asked his team to record the distance they ran during practice. The distances have been recorded on the line plot below. The line plot has been partitioned into eighths.



Of the team members who ran $1\frac{6}{8}$ miles, how many miles did those team members run combined?

Remote learning lesson 49

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Remote learning lesson 50

Name: _____ Date: 6/10/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I solve word problems using CUBES?

Objective: I can solve word problems using the CUBES strategy.

4th grade math standard:

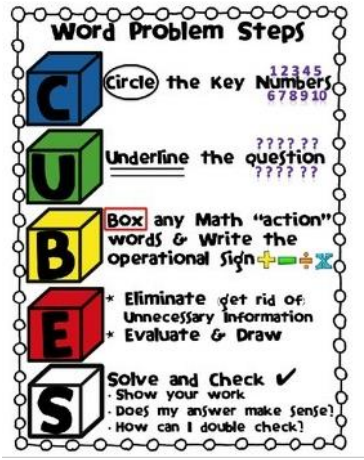
3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

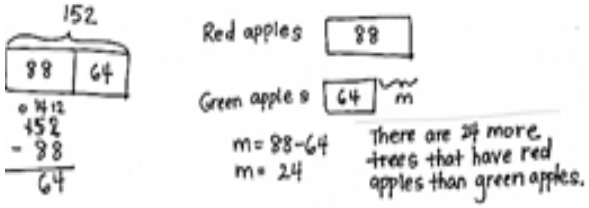
https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/guided notes



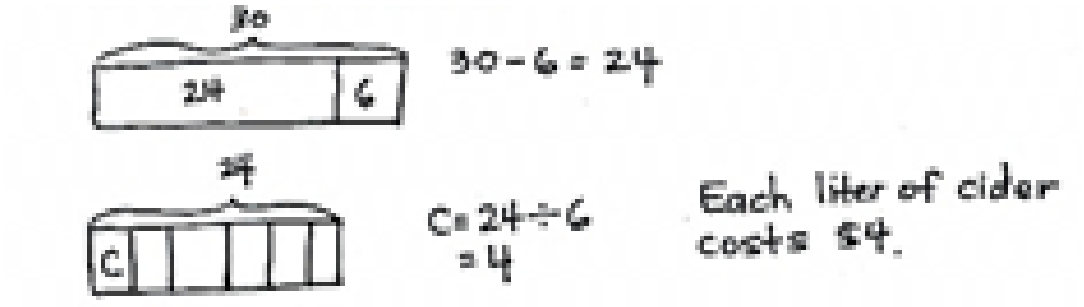
Today we will work on solving word problems that can be more than 1 step and various operations. Today we want to be looking for key words/phrases that help us determine the operation to use. To help determine the right operation to use in these problems use the chart on the next page that helps with key terms.

Teacher Model 1: The apple orchard has 152 apple trees. There are 88 trees with red apples. The rest of the trees have green apples. How many more trees have red apples than green apples?



Teacher Model 2:

Lena's dad gives the cashier $30 to pay for 6 liters of apple cider. The cashier gives him $6 in change. How much does each liter of apple cider cost?



CFU/Your Turn

Directions: For today's CFU you will use the chart below to assist you in answering the problems a-c

Lena's family visits Little Tree Apple Orchard. Use the RDW process to solve the problems about Lena's visit to the orchard. Use a letter to represent the unknown in each problem.

1. The sign below shows information about hayrides at the orchard.

   a. Lena's family buys 2 adult tickets and 2 child tickets for the hayride. How much does it cost Lena's family to go on the hayride?

   b. Lena's mom pays for the tickets with $5 bills. She receives $3 in change. How many $5 bills does Lena's mom use to pay for the hayride?

   c. Lena's family wants to go on the fourth hayride of the day. It's 11:38 now. How many minutes do they have to wait for the fourth hayride?

Exit Ticket

Directions: Use the CUBES process to solve the problem below.

Sandra keeps her sticker collection in 7 albums. Each album has 40 stickers in it. She starts a new album that has 9 stickers in it. How many total stickers does she have in her collection?

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Remote learning lesson 51

Name: _____ Date: 6/11/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I solve word problems using CUBES?

Objective: I can solve word problems using the CUBES strategy.

4th grade math standard:

3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

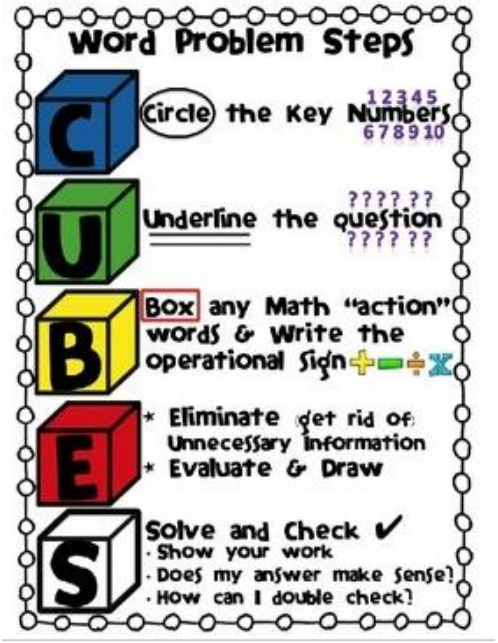
Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

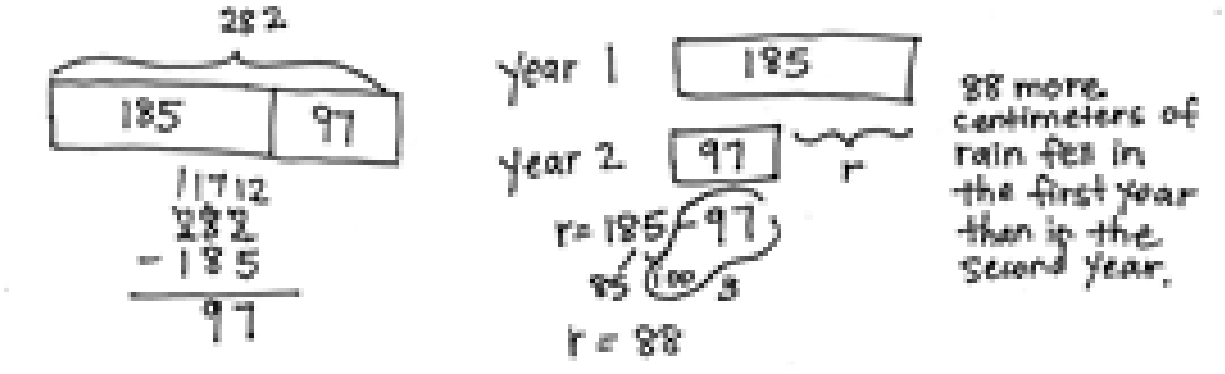
Input/guided notes

Today will be another day to practice solving various word problems. Use the 2 toolkits on the next page to assist you and my examples.



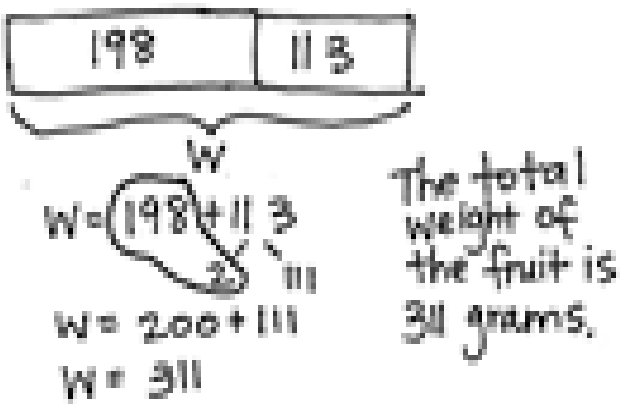
Teacher Model 1:

The total amount of rain that fell in New York City in two years was 282 centimeters. In the first year, 185 centimeters of rain fell. How many more centimeters of rain fell in the first year than in the second year?



Teacher Model 2:

An orange weighs 198 grams. A kiwi weighs 85 grams less than the orange. What is the total weight of the fruit?



CFU/YOUR TURN

Directions: Use the CUBES process to solve.

1. Leanne needs 120 tiles for an art project. She has 56 tiles. If tiles are sold in boxes of 8, how many more boxes of tiles does Leanne need to buy?

2. Gwen pours 236 milliliters of water into Ravi's beaker. Henry pours 189 milliliters of water into Ravi's beaker. Ravi's beaker now contains 800 milliliters of water. How much water was in Ravi's beaker to begin with?

3. Maude hung 3 pictures on her wall. Each picture measures 8 inches by 10 inches. What is the total area of the wall covered by the pictures?

EXIT TICKET

Jaden's bottle contains 750 milliliters of water. He drinks 520 milliliters at practice and then another 190 milliliters on his way home. How many milliliters of water are left in Jaden's bottle when he gets home?

Remote learning lesson 51

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Remote learning lesson 52

Name: _____ Date: 6/12/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: What are the differences between lines, line segments and rays?

Objective: I can identify and draw lines, line segments and rays.

4th grade math standard:

4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Online support:

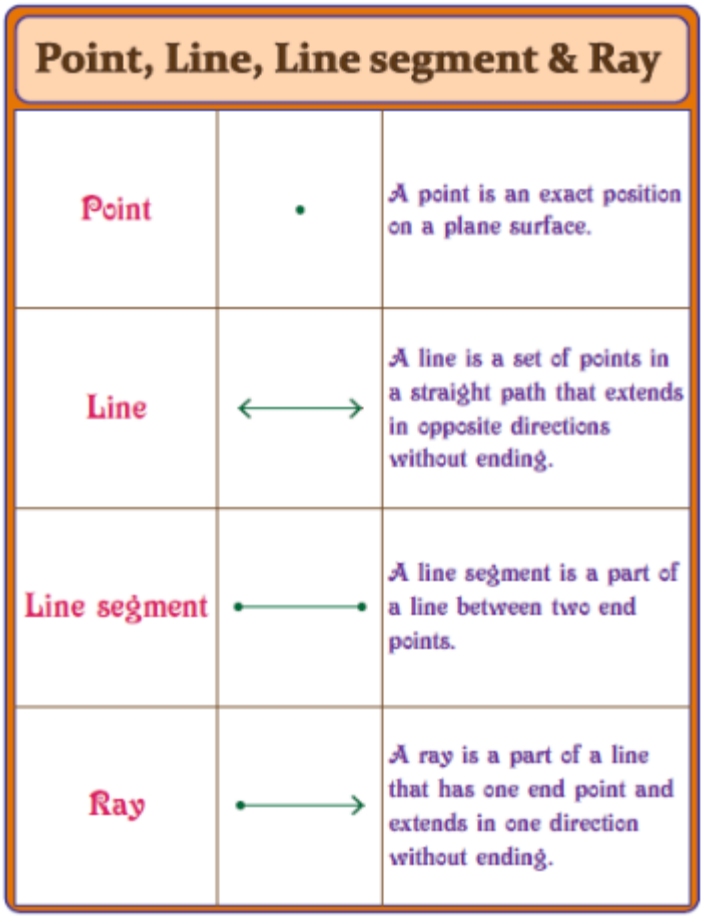
You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/guided notes

Today we will work on identifying and drawing a few different geometric shapes. You may need a straightedge or ruler to assist you in the drawing portion of today's lesson. On the next page you will find a chart that outlines the different items we will be reviewing about today.

Remote learning lesson 52



CFU/Your Turn

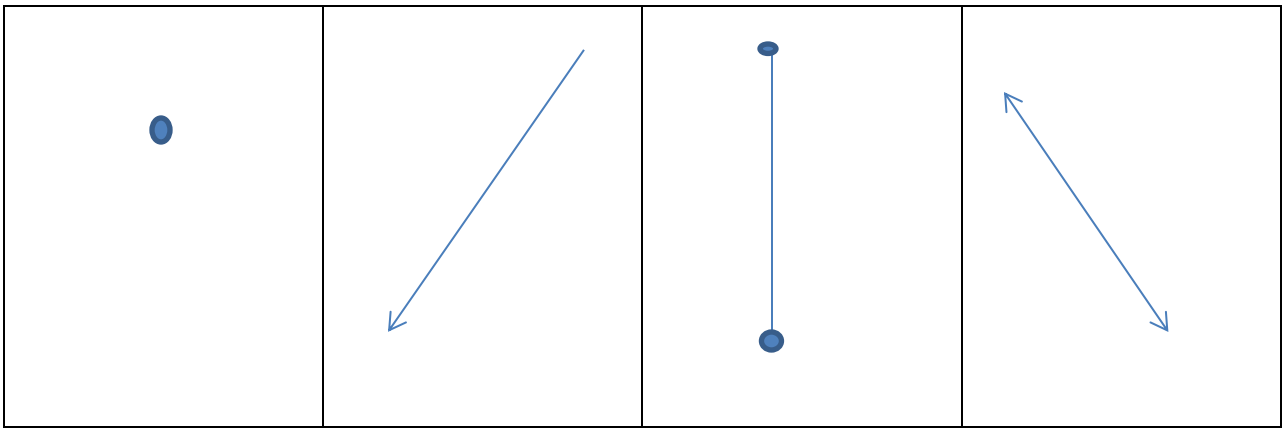
Directions: Use the following directions to draw a figure in the box below.

a. Draw two points: A and B.
b. Use a straightedge to connect points A and B to form Ray AB
c. Draw a new point that is not on Ray AB and label it C.
d. Connect points A and C to form line segment AC
e. Draw a point not on ray AB or line segment AC and call it D.
f. Construct line CD.

Remote learning lesson 52

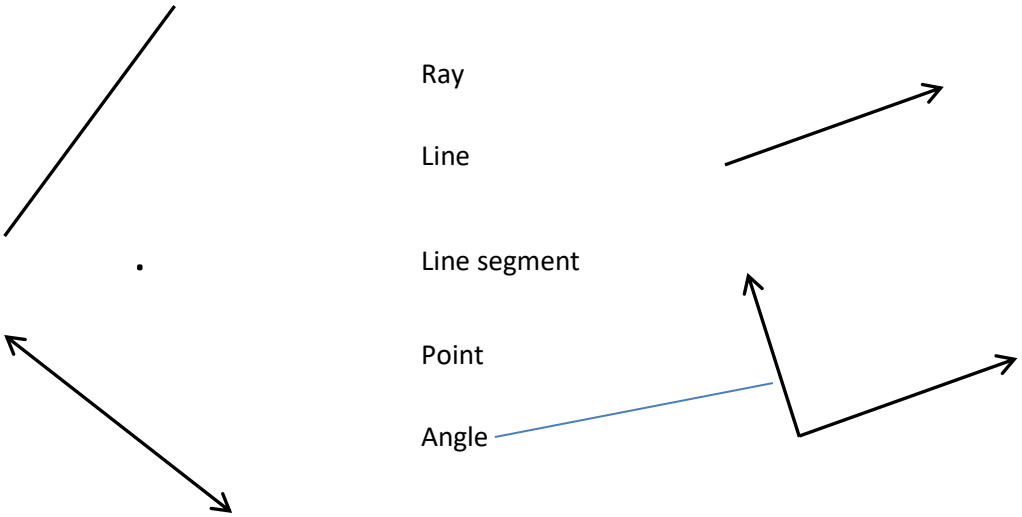
g. Draw two points: A and B.
h. Use a straightedge to draw line segment AB
i. Draw a new point that is not on line segment AB and label it C.
j. Draw ray BC.
k. Draw a new point that is not on line segment AB or ray BC and label it D.
l. Construct line AD.

Identify each shape below by writing the correct term in the box.



Exit Ticket

1. Draw a line segment to connect the word to its picture. One has been done for you.



Ray

Line

Line segment

Point

Angle

2. How is a line different from a line segment?

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

4th Grade Math Scope and Sequence – Phase 6
Week 12
June 15th – June 19th

Date	Standards *Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data*	Description of Packet Assignment (30 minutes of work)	Online Assignment
6.15.20 Remote lesson 53	4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will work on sketching angles and identifying them. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
6.16.20 Remote lesson 54	4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will identify and draw perpendicular lines. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
6.17.20 Remote lesson 55	4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will identify and draw parallel lines. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
6.18.20 Remote lesson 56	4.MD.7: Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will find a missing angle measurement when	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic.

	whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	given a part and the whole. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
6.19.20 Remote lesson 57	4.G.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will classify triangles based on sides and angels. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Remote learning lesson 53

Name: _____ Date: 6/15/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I identify the a right, obtuse, acute or straight angle?

Objective: I can identify and draw a right, obtuse, acute or straight angle.

4th grade math standard:

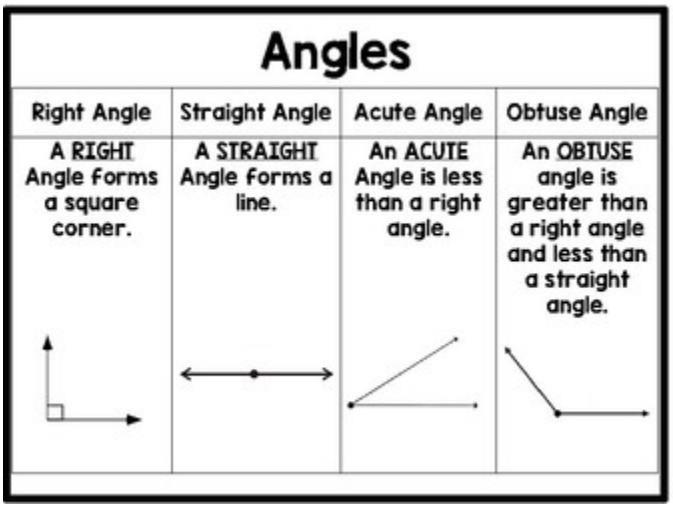
4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/guided notes



The chart to the left shows the 4 different types of angles that we are going to review today.

Right angle= 90 degrees exactly we identify this with a square in the corner of the angle.

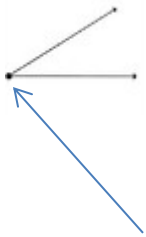
Straight angle= forms a straight line and = 180 degrees

Acute angle= less than 90 degrees

Obtuse angle= greater than 90 degrees, less than 180 degrees

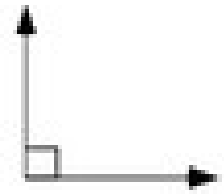
An angle is formed by drawing 2 rays. Where the rays meet is called the **vertex** of the angle.

Vertex- the center point of an angle



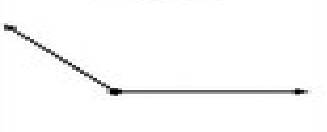
Vertex

A **Right angle** is drawn by drawing 1 vertical ray and 1 horizontal ray. These 2 rays will form a square angle; this is how we know it is a right angle.



An **acute angle** has a smaller opening that a right angle, think of it as taking the vertical line and moving it closer to the horizontal line; the opening of the angle is closing or getting smaller. We think of an acute angle as being “a cute little angle”. It measures less than 90 degrees and smaller than a right angle.

An **obtuse angle** is larger than a right angle, the opening or mouth of the angle is bigger than a right angle. An obtuse is more than 90 degrees.



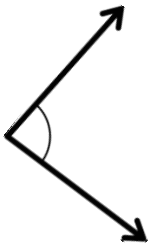
A **straight angle** is an angle that forms a straight line and measures exactly 180 degrees.

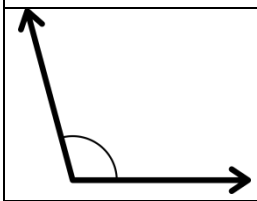
CFU/Your Turn

Directions: In the chart below, sketch a model of each different type of angle.

Right angle	Obtuse angle	Straight angle	Acute angle

Directions: Fill in the name of each angle in the chart below.

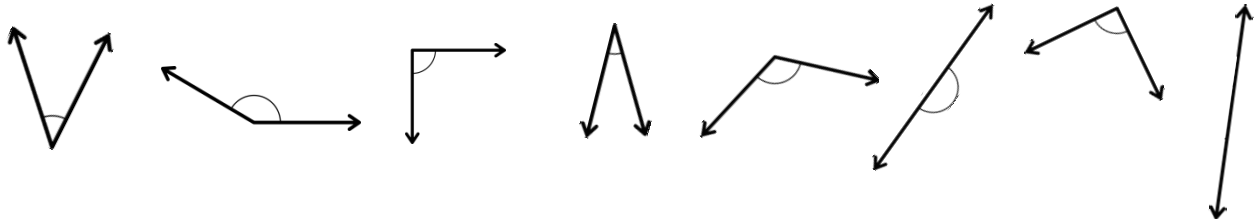
Angle	Angle name
	
	

Angle	Angle name
	
	

Exit Ticket

2. Using what we have learned, identify each angle below.

A B C D E F G H



a. Which angles are right angles? _____

b. Which angles are obtuse angles? _____

c. Which angles are acute angles? _____

d. Which angles are straight angles? _____

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name: _____ Date: 6/16/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: What are perpendicular lines?

Objective: I can identify and draw perpendicular lines.

4th grade math standard:

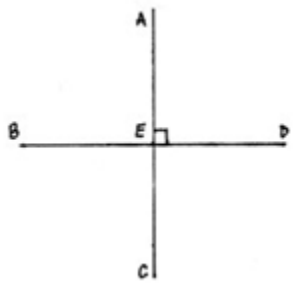
4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/guided notes



Perpendicular lines are lines that intersect (cross) and form right angles. If you look at the example above, there are 2 lines drawn and these 2 lines intersect at point E. At point E a right angle is formed, therefore we can identify these lines as perpendicular.

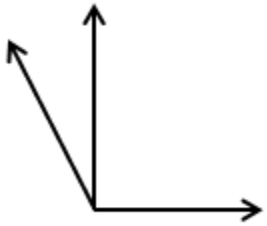
This pair of lines is **NOT perpendicular** because they **DO NOT form** right angles. They do intersect and they do form angles but because the angles are NOT right angles, these lines are NOT perpendicular.

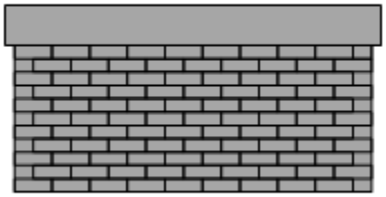
Perpendicular or Not Perpendicular?

		
These lines **ARE perpendicula**r. If I took a straightedge or a rule and extended each of the lines that for the letter T, they would intersect and form a right angle.	These lines **ARE perpendicula**r. If I took a straightedge or a rule and extended each of the lines that for the letter L, they would intersect and form a right angle.	These lines **ARE NOT perpendicular** because these lines would NOT form a right angle if they were extended. These lines do intersect and do form angles but because they are not right angles, these lines ARE NOT perpendicular.

CFU/Your Turn

1. Directions: Each of the images below has at least 1 pair of perpendicular lines. Trace or circle the pair of lines you believe to be perpendicular.





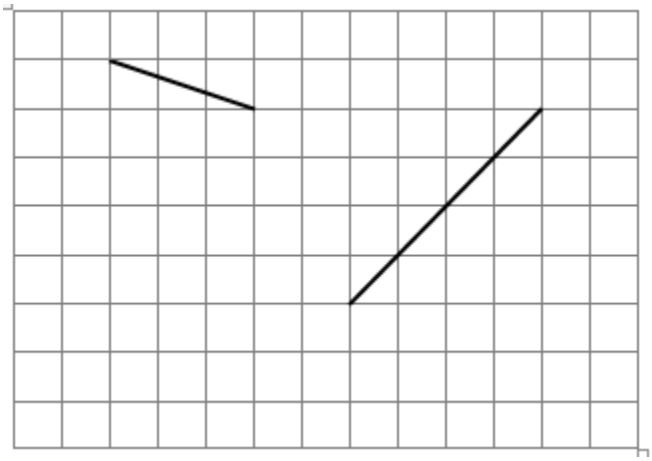
How do you know if two lines are perpendicular?

_____

_____

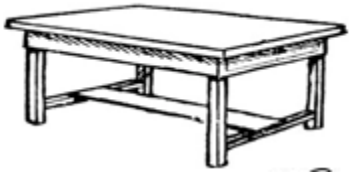
_____

In the square grid below, use the given line segments in the grid to draw a segment that is perpendicular using a straightedge.

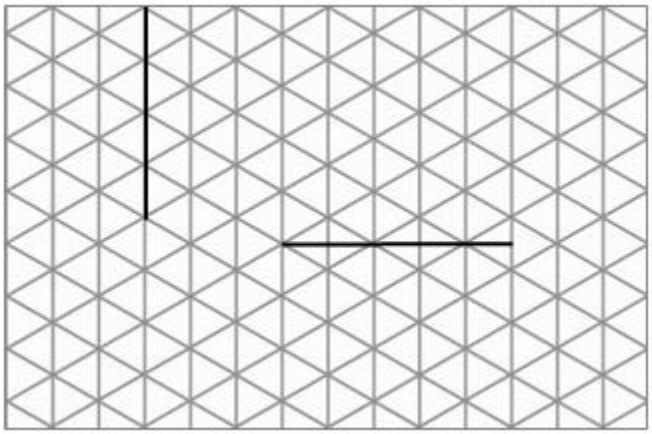


Exit Ticket

Directions: trace or circle at least 1 pair of perpendicular lines in each of the images below.



In the triangular grid below, use the given line segments in the grid to draw a segment that is perpendicular using a straightedge.



Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name: _____ Date: 6/17/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: What are parallel lines?

Objective: I can identify and draw parallel lines.

4th grade math standard:

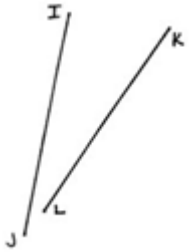
4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/guided notes

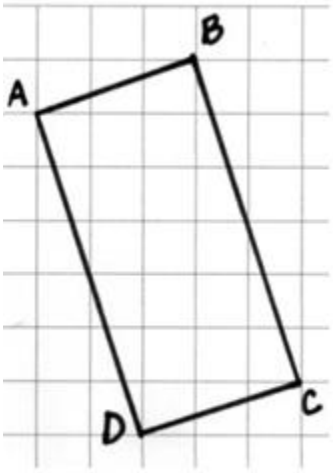


Only one pair of lines above are parallel. Do you think it is the 1st, 2nd or 3rd pair of lines? Let's read to find out what parallel lines are.

Parallel lines are lines that DO NOT intersect (cross). They run in the same direction and if they are extended they still WILL NOT INTERESECT.

Based on this definition, the 2nd pair of lines are parallel.

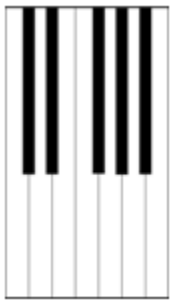
If these lines were extended they will not cross. They will continue to run in the same direction and never touch. Sometimes lines appear to be parallel because they are not touching but we have to consider if they were extended will they touch. If we believe they will or if we extend them and they do, they are not parallel.

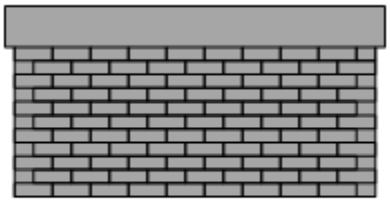


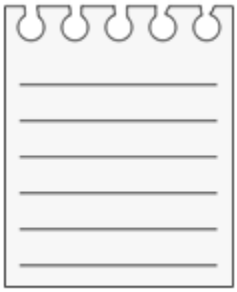
This rectangle has 2 pairs of parallel lines. Line AB is parallel to line DC. These lines will never touch. Line AD is parallel to line BC. They will never touch. We can call a rectangle a **parallelogram because it has 2 pairs of parallel sides/lines.**

CFU/Your Turn

Directions: each of the images below has at least 1 pair of parallel lines. Circle or trace at least one pair that you see in each image.





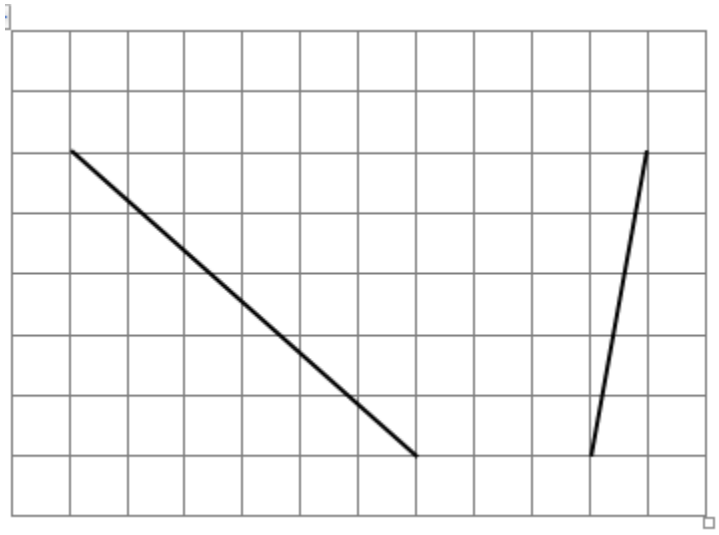


How do you know if two lines are parallel?

_____

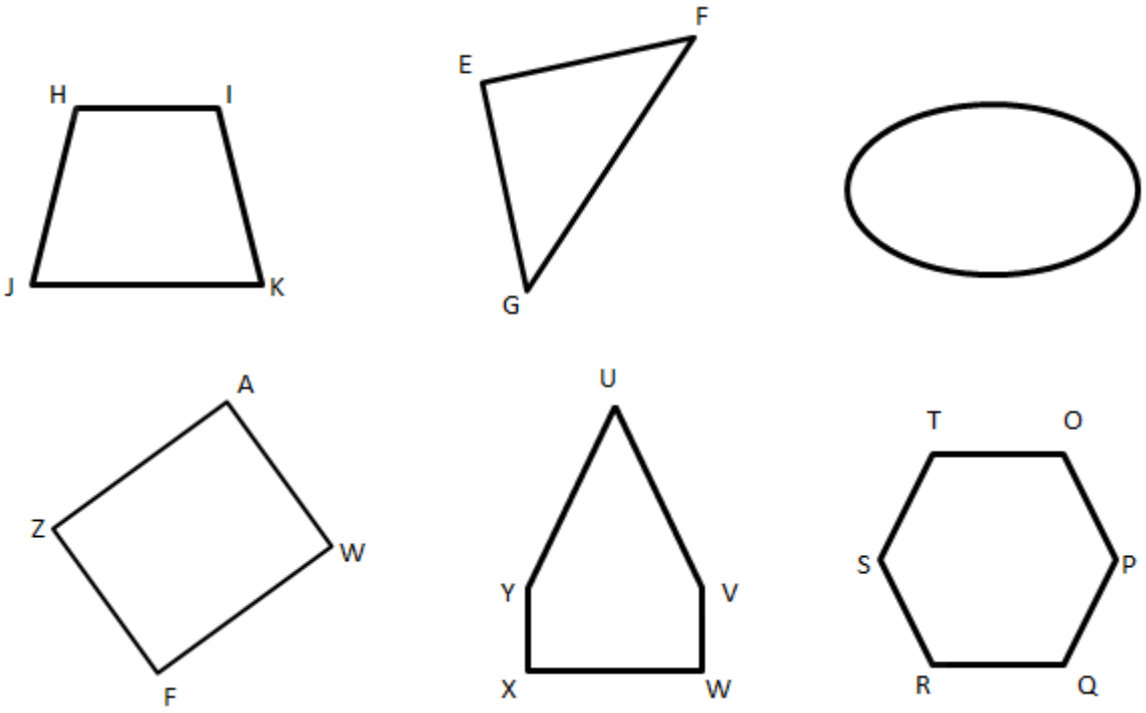
_____

In the square grids below, use the given line segments in the grid to draw a segment that is parallel using a straightedge.



Exit Ticket

Directions: circle each of the shapes below that have at least 1 pair of parallel lines.



Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name: _____ Date: 6/18/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I find a missing angle measurement?

Objective: I can find a missing angle measurement by adding or subtracting to find the total of that angle.

4th grade math standard:

4.MD.7: Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

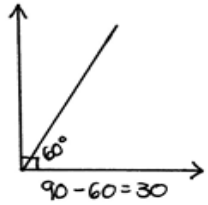
https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/guided notes

We can calculate the measurement of a missing angle based on what we already know about angles.

Teacher Model 1:

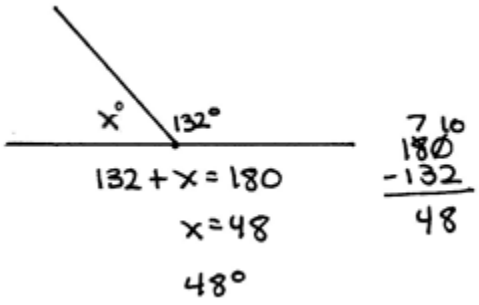
We know that a right angle measures 90 degrees in all. Look at the model below:



This model is showing a right angle which equals a total of 90 degrees. We see that are part of the angle measures 60 degrees and the other part is missing. To find the missing part we subtract. The missing angle measures 30 degrees.

Teacher Model 2: This model below is showing a straight angle that measures a total of 180 degrees. The missing angle is represented by "x" and the other part measures 132 degrees. To find the missing part we can subtract 180 – 132 which equals 48. Therefore x=48 degrees.

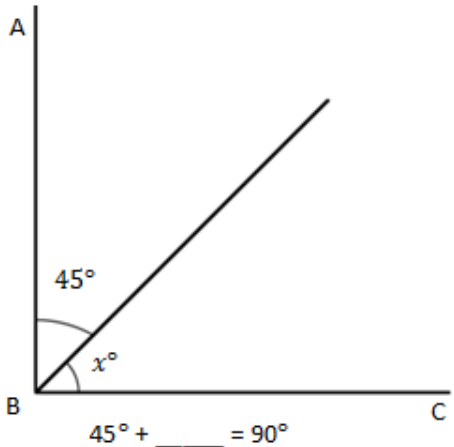
We can check this answer by adding 132 + 48 which equals 180.



CFU/Your Turn

Directions: Write an equation, and solve for the measure of $\angle x$.

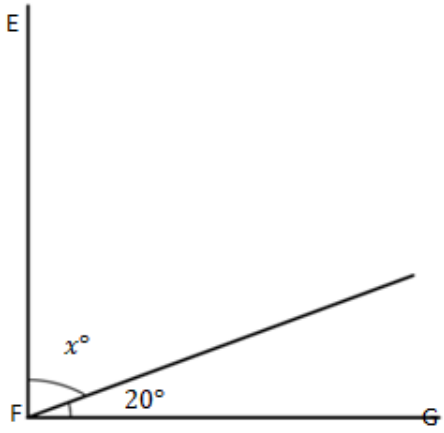
1. $\angle CBA$ is a right angle.



45° + _____ = 90°

$x°$ = _____

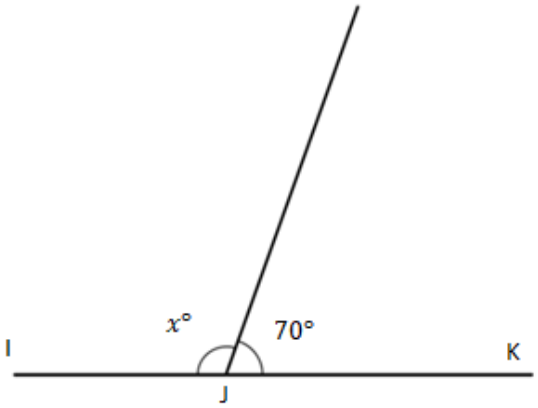
2. $\angle GFE$ is a right angle.



_____ + _____ = _____

$x°$ = _____

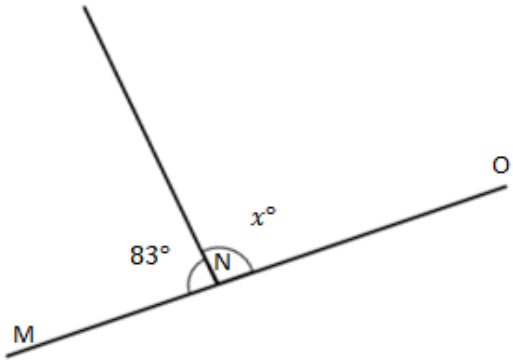
3. $\angle IJK$ is a straight angle.



_____ + 70° = 180°

$x°$ = _____

4. $\angle MNO$ is a straight angle.

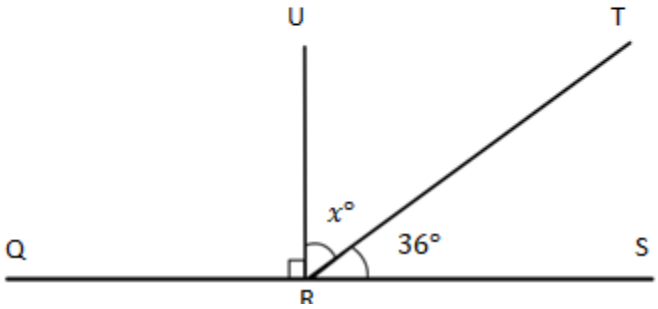


_____ + _____ = _____

$x°$ = _____

Application Problem

5. Solve for the measurement of $\angle TRU$.
$\angle QRS$ is a straight angle.



X = _____ degrees

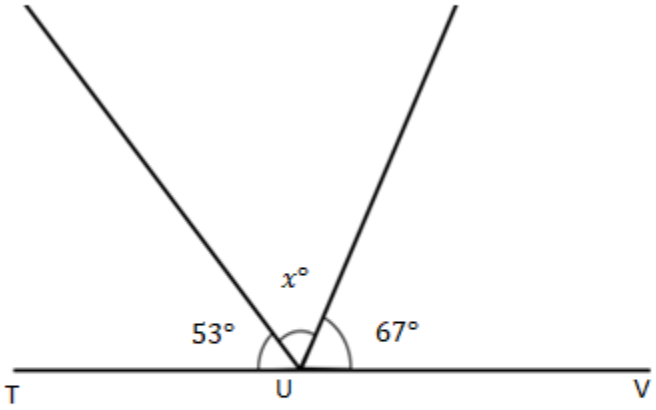
Hints: Angle QRS is a straight angles that = 180 degrees.

Angle QRU is a right angle that = 90 degrees

Remote learning lesson 56

Exit Ticket

Write an equation, and solve for x. $\angle TUV$ is a straight angle.



Equation: _____

$x° =$ _____

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name: _____ Date: 6/19/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I classify a triangle?

Objective: I can classify a triangle based on the lengths of its sides and the size of their angles.

4th grade math standard:

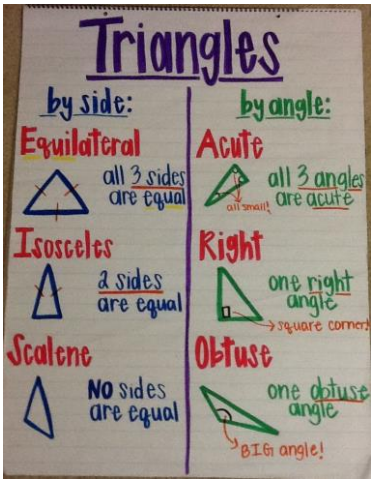
4.G.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

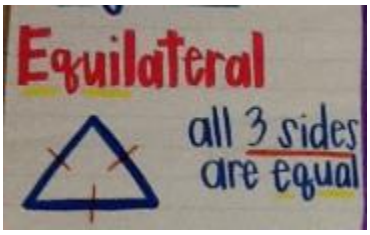
Input/guided notes



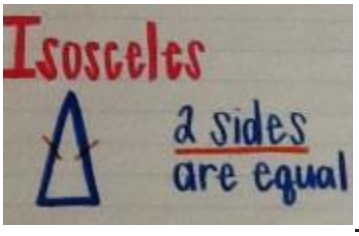
We can classify triangles 2 different ways.

1. By their side lengths
2. By their angles

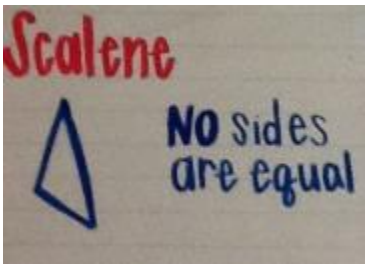
By sides:



An **equilateral triangle has 3 equal sides**. We show that sides are equal by placing a tick mark on the sides that are the same length. If you look at this image, there are 3 tick marks, one on each side, which tells us that all the sides are equal and therefore this is **an equilateral triangle.**

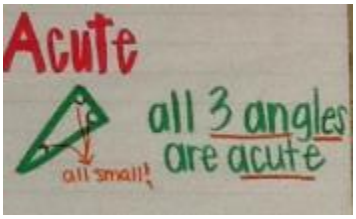


An **Isosceles triangle has 2 equal sides**. Again, we show which sides are equal by placing tick marks on those sides.

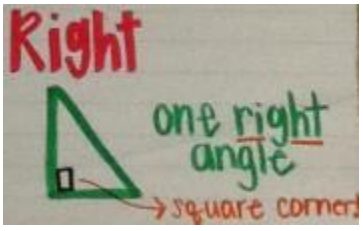


A **scalene triangle has NO equal sides** and therefore there are NO tick marks on any of the sides of a scalene triangle.

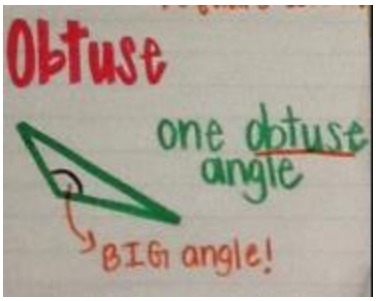
By angles:



An acute triangle has 3 acute angles. All 3 angles of a triangle will be less than 90 degrees.



A **right triangle has 1 right angle.**

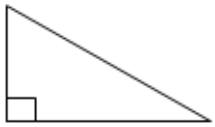


An obtuse triangle has 1 angle that is obtuse which means that it measures more than 90 degrees.

- You can give a triangle 2 different names, one based on its sides and one based on its angles.
- A triangle has 3 angles.
- A triangles angles will always equal NO MORE THAN 180 degrees.

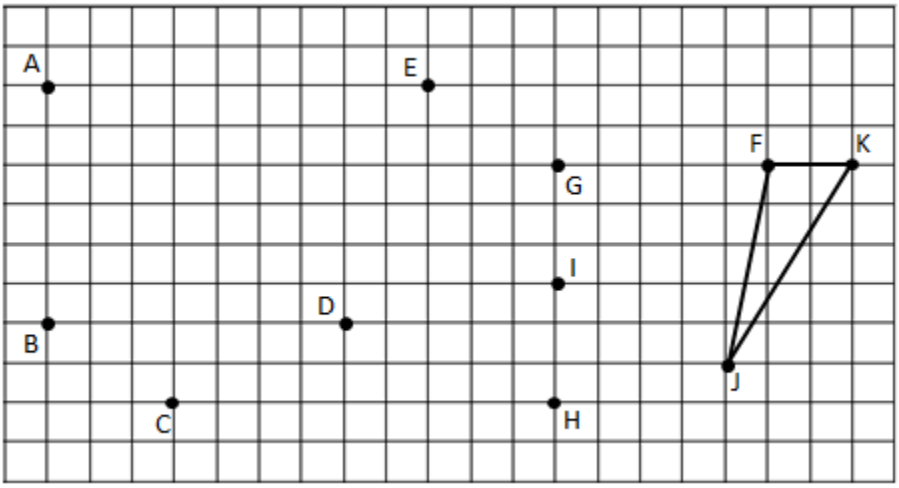
CFU/Your Turn

Directions: Classify each triangle by its side lengths and angle measurements. Circle the correct names.

	Classify Using Side Lengths	Classify Using Angle Measurements
a. 	Equilateral Isosceles Scalene	Acute Right Obtuse
b. 	Equilateral Isosceles Scalene	Acute Right Obtuse
c. 	Equilateral Isosceles Scalene	Acute Right Obtuse
d. 	Equilateral Isosceles Scalene	Acute Right Obtuse

Remote learning lesson 57

Use a straightedge or ruler to connect points to form two other triangles. Use each point only once. None of the triangles may overlap. One or two points will be unused. Name and classify the three triangles below. I have done for you.



Name the Triangles Using Vertices	Classify by Side Length	Classify by Angle Measurement
$\triangle FJK$	Scalene	Obtuse

Can a triangle have two right angles? Explain.

Hint: A right angle measures 90 degrees

Hint: A 3 angles in a triangle equal 180 degrees.

_____

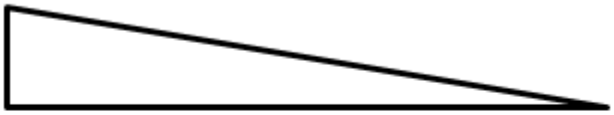
_____

_____

Exit Ticket

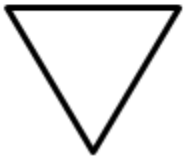
Draw lines to identify each triangle according to angle type *and* side length.

a.



b.

c.



Acute

Obtuse

Right

Isosceles

Equilateral

Scalene

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

4th Grade Math Scope and Sequence – Phase 6
Week 13
June 22th – June 26th

Date	Standards *Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data*	Description of Packet Assignment (30 minutes of work)	Online Assignment
6.22.20 Remote lesson 58	4.G.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will work on classifying quadrilaterals. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
6.23.20 Remote lesson 59	4.MD.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today the will convert pounds to ounces using a standard formula. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
6.24.20 Remote lesson 60	4.MD.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example,	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will convert feet to inches using a standard formula. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

	know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...		
6.25.20 Remote lesson 61	4.MD.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will convert yards to feet using a standard formula. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
6.26.20 Remote lesson 62	4.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm..	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will practice how to fluent add and subtract multi digit numbers that may or may not require regrouping. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Name: _____ Date: 6/22/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I classify a quadrilaterals?

Objective: I can classify a quadrilaterals based on sides and angles present in the shape.

4th grade math standard:

4.G.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

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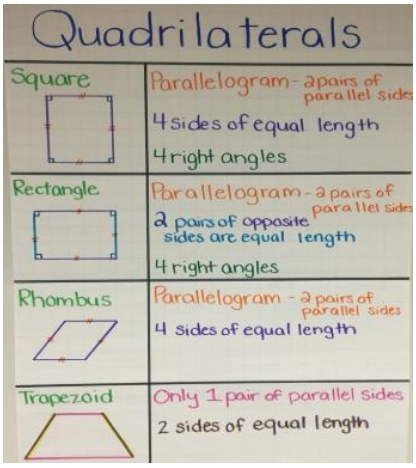
Input/guided notes

What is a quadrilateral?

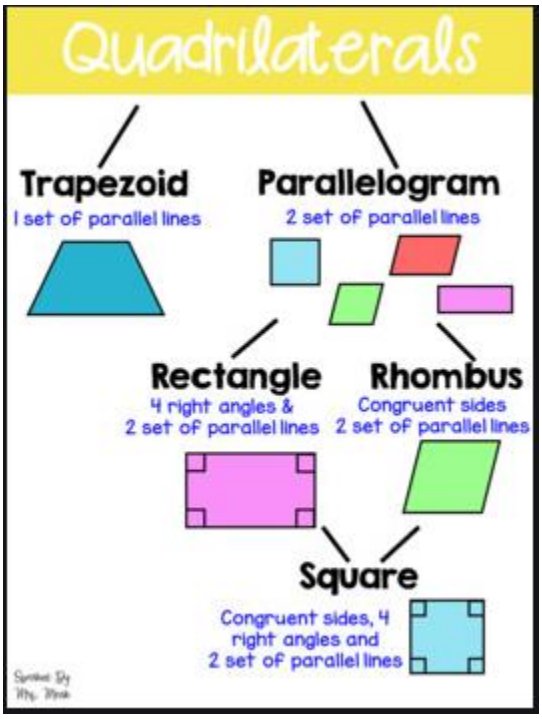


A quadrilateral is a shape that has 4 sides and 4 angles. Like triangles, quadrilaterals can be classified based on their sides and angles. This chart to the left shows 4 different quadrilaterals that we talk about most often.

We can put quadrilaterals into **2 different groups**: trapezoids and parallelograms.

Trapezoids are shapes that 1 pair of parallel sides.

Parallelograms are shapes that 2 pairs of parallel sides.



As you can see by this chart above, there are many more quadrilaterals that are parallelograms than there are trapezoids.

Trapezoids: 1 pair of parallel sides, no right angles

Rectangles: 2 pairs of parallel sides, 4 right angles, opposite sides are equal

Rhombus: 2 pairs of parallel sides, no right angles, opposite sides are equal

Squares: 2 pairs of parallel sides, 4 right angles, 4 equal sides

CFU/Your Turn

1. Construct (draw) 1 quadrilateral that has 1 pair of parallel sides.

2. Construct 1 quadrilateral that has 2 pairs of parallel sides.

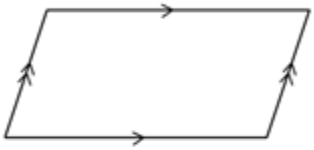
3. Construct a parallelogram with 4 right angles.

Use the word bank to name each shape, being as specific as possible.

Parallelogram	Trapezoid	Rectangle	Square

a. 

_____

b. 

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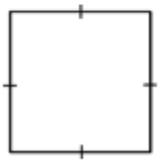
c. 

_____

d. 

_____

Exit Ticket

1. In the space below, draw a parallelogram.

2. Explain why a rectangle is a special parallelogram.

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name: _____ Date: 6/23/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I convert pounds to ounces?

Objective: I can convert pounds to ounces by understanding that there are 16 ounces in one pound to help convert more than 1 pound.

4th grade math standard:

4.MD.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

Online support:

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https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/guided notes

Today we are going to talk about converting pounds to ounces.

Converting simply means to change into a different unit.

Today we will "change" pounds to ounces.

This chart to the left is to help you visualize items that are 1 pound or more

The rule for converting pounds to ounces it to multiply by 16.

If 1 pound = 16 ounces then:

2 pounds = 16 x 2= _____ounces

3 pounds = 3 x 16 = _____ ounces

If we are not comfortable multiplying by 16 then we can use repeated addition using 16.

If I want to find how many ounces are in 5 pounds I can:

multiply 16 x 5 or add: 16 + 16 + 16 + 16 + 16

Teacher Model 1:

How many ounces are in 8 pounds?

16 x 8 = 128 ounces

Teacher model 2:

Sometimes you need to convert weights that are 2 different units. For example:

How many ounces are in 6 pounds 7 ounces?

In this case I can first multiply 6 x 16 and then + 7

16 x 6 = 96

96 + 7 = 103 ounces

So,6 pounds 7 ounces = 103 ounces

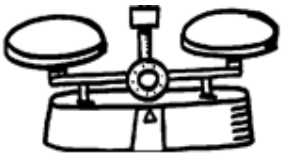
CFU/Your Turn

Directions: Fill in the missing parts of the chart below and the rule for converting pounds to ounces.

Pounds	Ounces
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

The rule for converting pounds to ounces is _____.

1. Evan put a 2-pound weight on one side of the scale. How many 1-ounce weights will he need to put on the other side of the scale to make them equal?



2. Julius put a 3-pound weight on one side of the scale. Abel put 35 1-ounce weights on the other side. How many more 1-ounce weights does Abel need to balance the scale?

3. Mrs. Upton's baby weighs 5 pounds and 4 ounces. How many total ounces does the baby weigh?

Exit Ticket

Complete the following conversion tables, and write the rule under each table.

a.

Pounds	Ounces
1	
3	
7	
10	
17	

The rule for converting pounds to ounces is _____.

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name: _____ Date: 6/24/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I convert feet to inches?

Objective: I can convert feet to inches by understanding that there are 12 inches in one foot to help convert more than 1 foot.

4th grade math standard:

4.MD.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

Online support:

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Input/guided notes

There are 12 inches in 1 foot.

The best visual is the length of a ruler like the 1 above.

12 inches = 1 foot

Abbreviations
Foot= ft.
Inches= in.

To convert feet into inches we can multiply by 12 or we can use the repeated addition of 12.

Teacher Model 1:

How many inches are in 3 feet?

12 x 3 = 36

12 + 12 + 12 = 36

3 feet = 36 inches

Teacher Model 2:

Sometimes we need to find how many inches are in more than 1 unit. For example:

How many inches are in 5 feet 6 inches?

First, I can 5 x 12 = 60

Then, add 60 + 6= 66

5ft 6 in= 66 inches

CFU/Your Turn

Solve the following:

a. 3 feet 1 inch = _____ inches

b. 11 feet 10 inches = _____ inches

Is the following statement true or false and how to do you know?

12 feet < 140 inches _____

I know because _____

Directions: Fill in the chart below based on the converstion of feet to inches

Feet	Inches
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

The rule for converting feet to inches is _____.

Application Problem

Mary had 1 piece of rope that measured 4 feet 3 inches and a second piece of rope that measured 42 inches. How many total inches of rope did Mary have in all?

Exit Ticket

Feet	Inches
1	
2	
5	
10	
15	

The rule for converting feet to inches is

_____.

8 feet = _____ inches

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name: _____ Date: 6/25/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I convert yards to feet?

Objective: I can convert yards to feet by understanding that there are 3 feet in one yard to help convert more than 1 yard.

4th grade math standard:

4.MD.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

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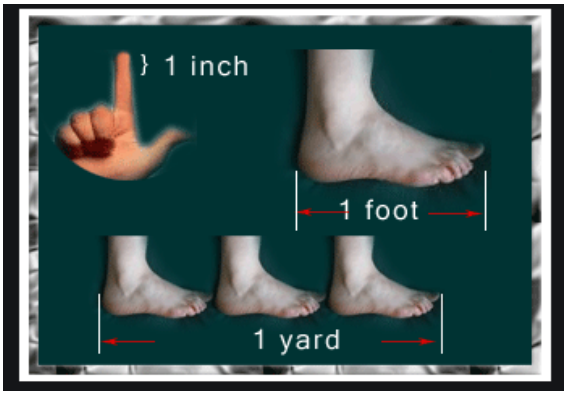
Input/guided notes



There are 3 feet in 1 yard.

3ft=1yard

36inches also = 1 yard

Rule

Multiply by 3

Teacher Model 1:

How many feet are 5 yards?

I can find how many feet are in 5 yards by multiplying 5 x 3.

There are 15 feet = 5 yards

Teacher Model 2:

How many feet are in 7 yards 8 feet?

I can find how many feet are in 7yrds 8 ft by:

First, 7 x 3= 21

Then, 21 + 8 = 29 feet

CFU/Your Turn

Directions: Fill in the chart below using the conversion rule multiply 3.

Yards	Feet
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

The rule for converting yards to feet is _____.

Find the missing value below using the conversion rule.

5 yards 1 foot = _____ feet

12 yards 2 feet = _____ feet

18 yards 9 feet = _____ feet

4 yards 2 feet = _____ feet

Is the following statement true or false?

12 yards < 40 feet _____

Application Problem

Ally has a piece of string that is 6 yards 2 feet long. How many feet of string does she have?

Remote learning lesson 61

Exit Ticket

Yards	Feet
1	
2	
3	
5	
10	

Yards	Feet
1	
2	
4	
10	
14	

The rule for converting yards to feet is

_____.

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name: _____ Date: 6/26/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I learn how to fluently add and subtract multi-digit numbers?

Objective: I can add and subtract multi-digit numbers fluently by practice this on various problems with and without regrouping.

4th grade math standard:

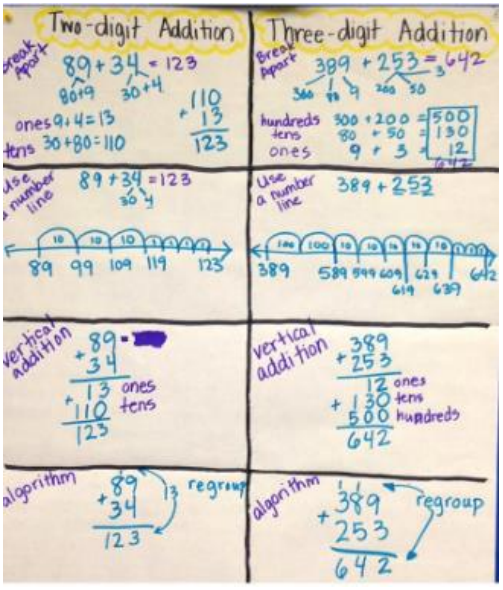
4.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm..

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

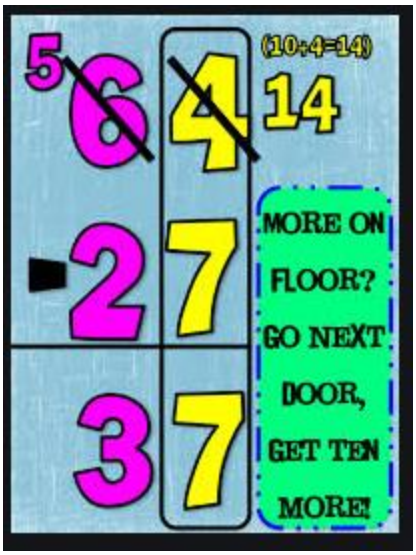
Input/guided notes



Adding 2,3,4, 5 or more digit numbers together does not change, we always follow the same steps and rules.

We always start in the ones place no matter how big our number is and continue to add and regroup to the next largest place until we are done!

Remote learning lesson 62

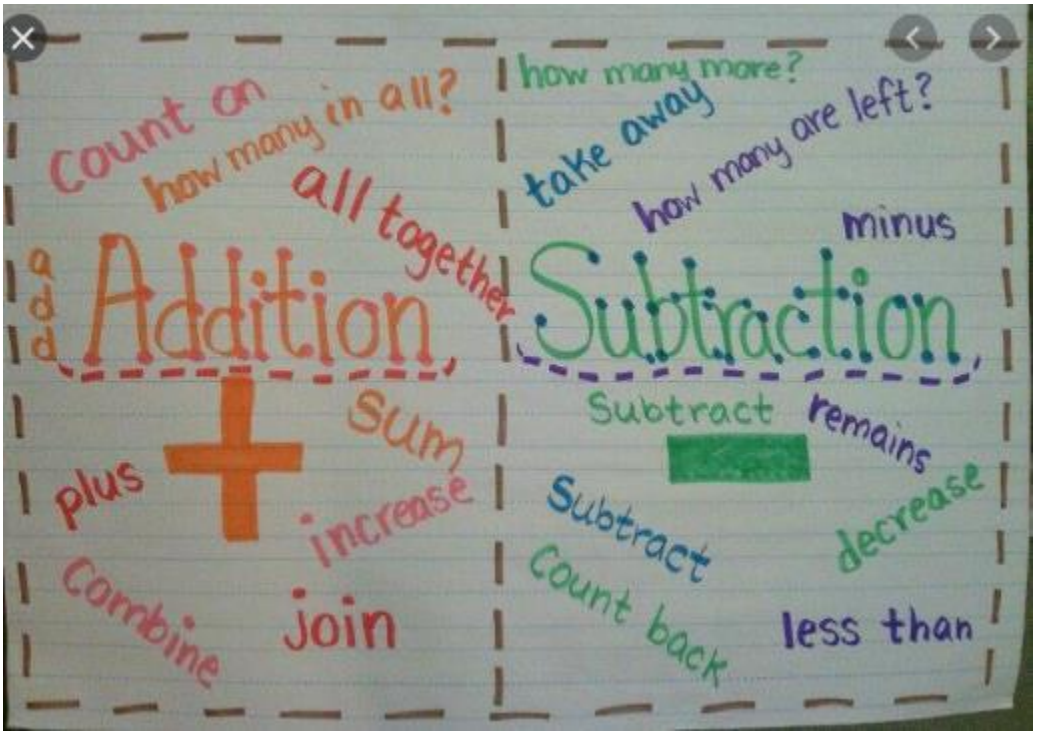


Whether we are subtracting 2,3, 4 or more digit numbers from each other, we always follow the same rules.

We always start in the ones, if there's not enough we borrow from our neighbor that does.

This process continues until we no longer need to subtract.

Don't forget key words for addition and subtraction!



Remote learning lesson 62

CFU/Your Turn

1.

$$\begin{array}{r} 8,149 \\ +\ 7,264 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 42,609 \\ +\ 8,685 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 39,563 \\ +\ 48,438 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 658,199 \\ +\ 25,675 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 445,976 \\ +\ 37,415 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 438,617 \\ +\ 493,859 \\ \hline \end{array}$$

1.

$$\begin{array}{r} 7,739 \\ -\ 5,546 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 23,145 \\ -\ 5,129 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 71,378 \\ -\ 61,876 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 479,541 \\ -\ 78,856 \\ \hline \end{array}$$

Application Problem

There were 129,234 fans at the football game on Friday night and 183,293 at the football game on Saturday night.

a. How many total fans went to the football games on Friday and Saturday night?

b. How many more fans went to the football game on Saturday night?

Exit Ticket

$$\begin{array}{r} 71,878 \\ -\ 62,376 \\ \hline \end{array}$$

$$\begin{array}{r} 53,545 \\ +\ 34,456 \\ \hline \end{array}$$

Parent Signature:

_____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…