

Name: _____

College: _____

4th Grade Math
Hybrid Learning Packet

Week of:

October 14th – October 20th

Spelman



College®



**WILLIAM
SMITH**

Thursday

Name: _____
BCCSG

Date: 10/14/2020
William Smith Spelman

Learning Target: I can use place value understanding to fluently add multi-digit whole numbers using a place value chart, a tape diagram, and the standard algorithm.

Do Now

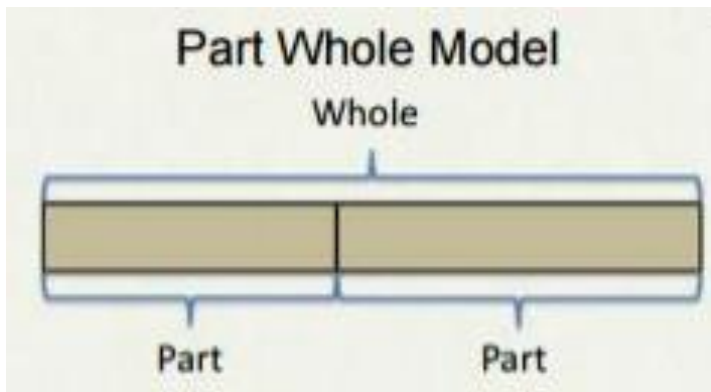
Write 303 in unit form: _____

Write $303 + 202 =$ _____ (write the answer) in unit form:

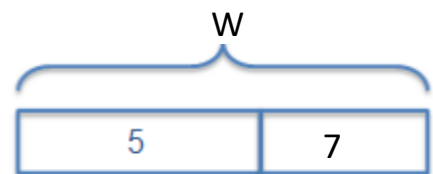
Write the equation in standard form: _____

Input

Tape Diagram:



Example:



$$5 + 7 = W$$

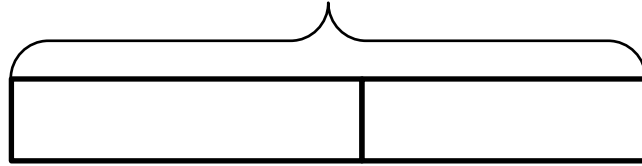
$$5 + 7 = 12$$

We can represent an unknown number with a letter, called a _____.

In the example here, the letter _____ is a **variable**.

Problem 1: Add, renaming once, using place value disks in a place value chart.

$$\begin{array}{r} 3,134 \\ + 2,493 \\ \hline \end{array}$$



What are the two parts that make up the whole? _____ and _____

What is unknown in this problem? Circle one: Part Whole

So, we can represent the _____ with a variable. Use the variable ***a***.

Model 3,134 on the place value chart using place value disks.

Then, **add 2,493** by drawing more place value disks on the chart.

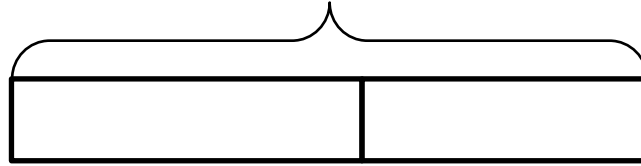
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We can bundle _____ tens as _____ hundred.

$3,134 + 2,492 =$ _____ or $a =$ _____

Problem 2: Add, renaming in multiple units, using the standard algorithm and the place value chart.

$$\begin{array}{r} 40,762 \\ + 30,473 \\ \hline \end{array}$$



What are the two parts that make up the whole? _____ and _____

What is unknown in this problem? Circle one: Part Whole

So, we can represent the _____ with a variable. Use the variable *b*.

Model 40,762 on the place value chart using place value disks.

Then, **add 30,473**.

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We can bundle _____ tens as _____ hundred.

We can bundle _____ hundreds as _____ thousand.

$$40,762 + 30,473 = \underline{\hspace{2cm}} \quad \text{or} \quad b = \underline{\hspace{2cm}}$$

Friday

Name: _____
BCCSG

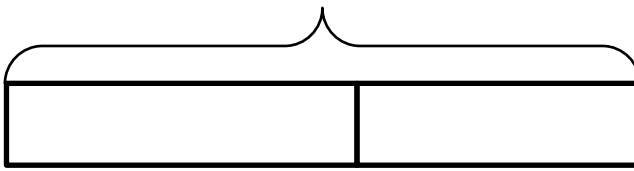
Date: 10/16/2020
William Smith Spelman

Learning Target: I can use place value understanding to fluently add multi-digit whole numbers using a place value chart, a tape diagram, and the standard algorithm.

Do Now

Use the place value chart and tape diagram to solve the following problem:

$23,462$
 $+ 15,343$

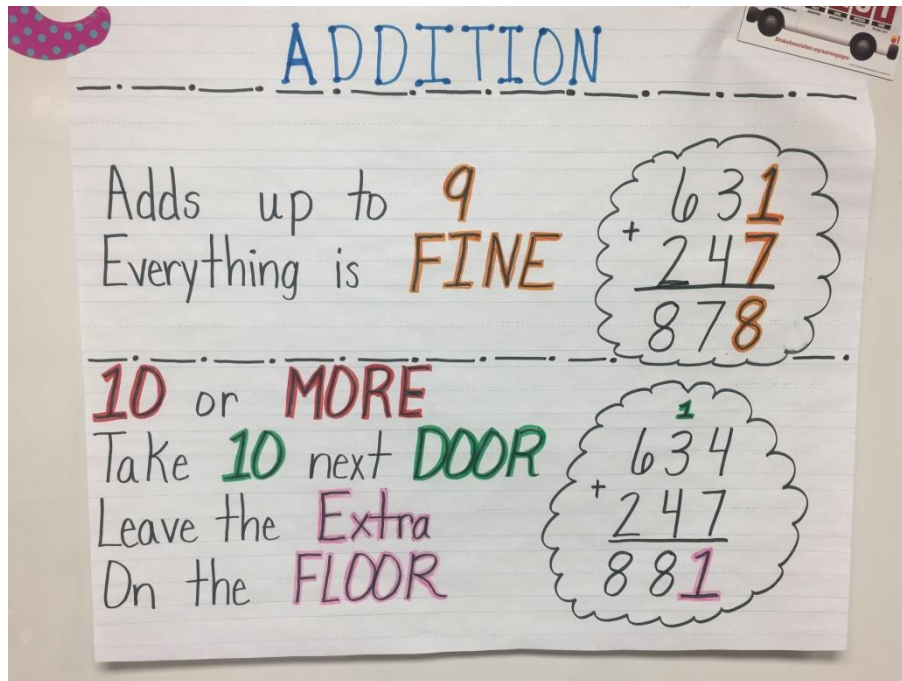


What is unknown in this problem? Circle one: Part Whole

So, we can represent the _____ with a variable. Use the variable S .

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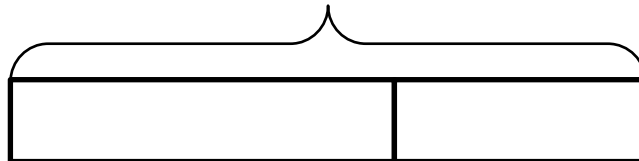
Input



Problem 1: Add, renaming multiple units using the standard algorithm.

Solve $207,426 + 128,744$. Add the units **right to left** and **regroup** when needed.

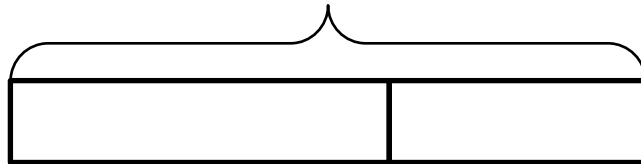
$$\begin{array}{r} 207,426 \\ + 128,744 \\ \hline \end{array}$$



Problem 2: Add, renaming multiple units using the standard algorithm.

Solve $512,436 + 203,679$. Add the units **right to left** and **regroup** when needed.

$$\begin{array}{r} 512,436 \\ + 203,679 \\ \hline \end{array}$$



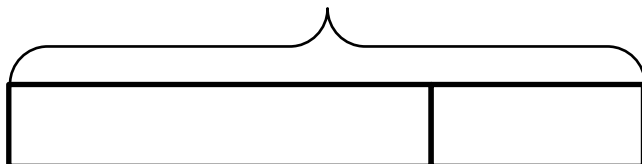
Problem 3: Solve a one-step word problem using the standard algorithm modeled with a tape diagram.

The Lane family took a road trip. During the first week, they drove 907 miles. The second week they drove the same amount as the first week plus an additional 297 miles. How many miles did they drive during the second week?

What is unknown in this problem? Circle one: Part Whole

Since we do not know the _____, we can represent it with a _____.

Draw a tape diagram to represent this problem, then solve.



+ _____

Answer as a sentence: _____

Monday

Name: _____
BCCSG

Date: 10/19/2020
William Smith Spelman

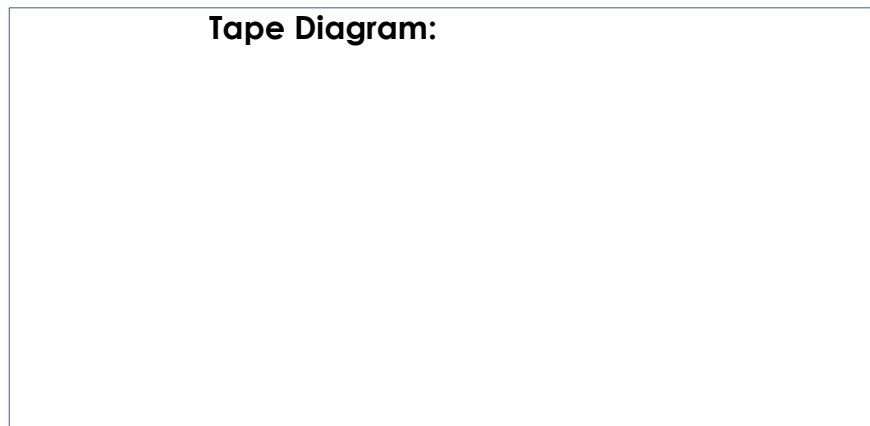
Learning Target: I can solve multi-step word problems using the standard addition algorithm modeled with tape diagrams, and assess the reasonableness of answers using rounding.

Do Now

Draw a tape diagram to solve the following problem:

$$\begin{array}{r} 13,705 \\ + \underline{4,412} \end{array}$$

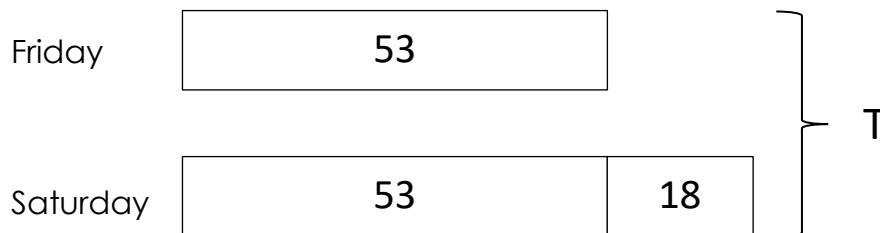
Tape Diagram:



Input

Multi-Step Tape Diagrams:

Example: The movie theater sold 53 tickets on Friday. They sold 18 more tickets on Saturday than they did on Friday. How many tickets did they sell in total?



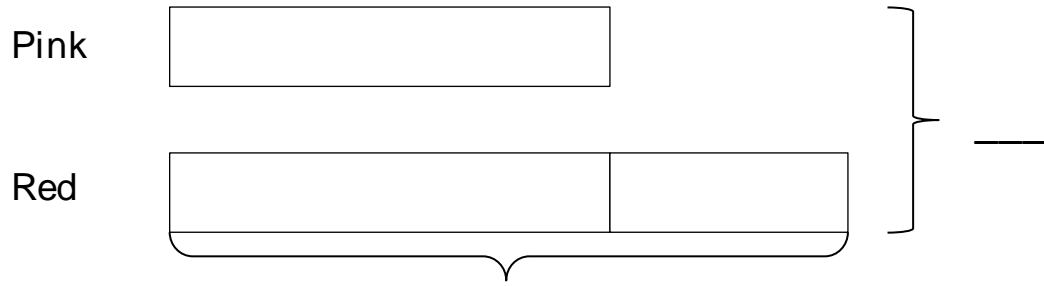
$$53 + 53 + 18 = T$$

$$53 + 53 + 18 = 124$$

They sold 128 tickets in total.

Problem 1: Solve a multi-step word problem using a tape diagram.

The city flower shop sold 14,594 pink roses on Valentine's Day. They sold 7,857 more red roses than pink roses. How many pink and red roses did the city flower shop sell altogether on Valentine's Day? Use a tape diagram to show the work.

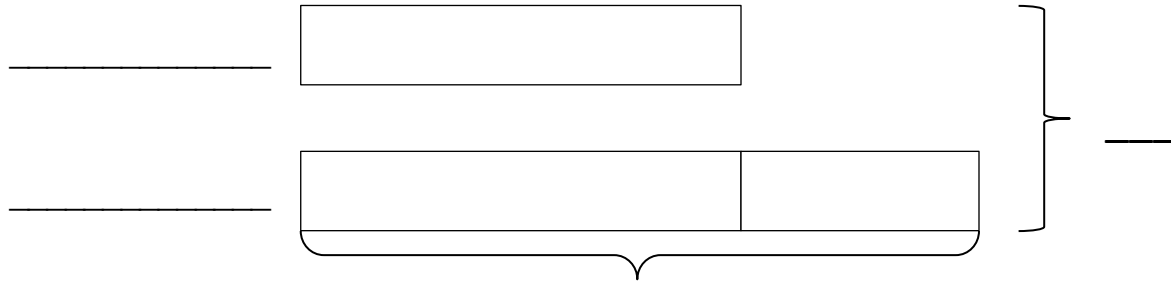


+ _____ + _____

Answer as a sentence: _____

Problem 2: Solve a two-step word problem using a tape diagram, and assess the reasonableness of the answer.

On Saturday, 32,736 more bus tickets were sold than on Sunday. On Sunday, only 17,295 tickets were sold. How many people bought bus tickets over the weekend? Use a tape diagram to show the work.



Before solving, estimate to get a sense for what our answer will be:

1. Round 32,736 to the nearest **ten thousand**: _____
2. Round 17,295 to the nearest **ten thousand**: _____
3. Solve the problem using these rounded numbers:

$$+ \underline{\hspace{2cm}} \qquad + \underline{\hspace{2cm}}$$

4. Estimated number of tickets sold: _____

Now, solve to find the actual number of tickets sold.

$$+ \underline{\hspace{2cm}} \qquad + \underline{\hspace{2cm}}$$

Compare with your estimate. Are the answers close to each other? Yes / No
Is the answer reasonable? Yes / No

Answer as a sentence: _____

Tuesday

Name: _____
BCCSG

Date: 10/20/2020
William Smith Spelman

Learning Target: I can solve multi-step word problems using the standard addition algorithm modeled with tape diagrams, and assess the reasonableness of answers using rounding.

Do Now

The stadium sold 17,362 baseball tickets on Saturday. They sold 6,534 more football tickets than baseball tickets. How many baseball and football tickets did they sell altogether? Use a tape diagram to show your work.

Tape Diagram:

Estimate your answer: _____

Round baseball tickets to the nearest **thousand**: _____

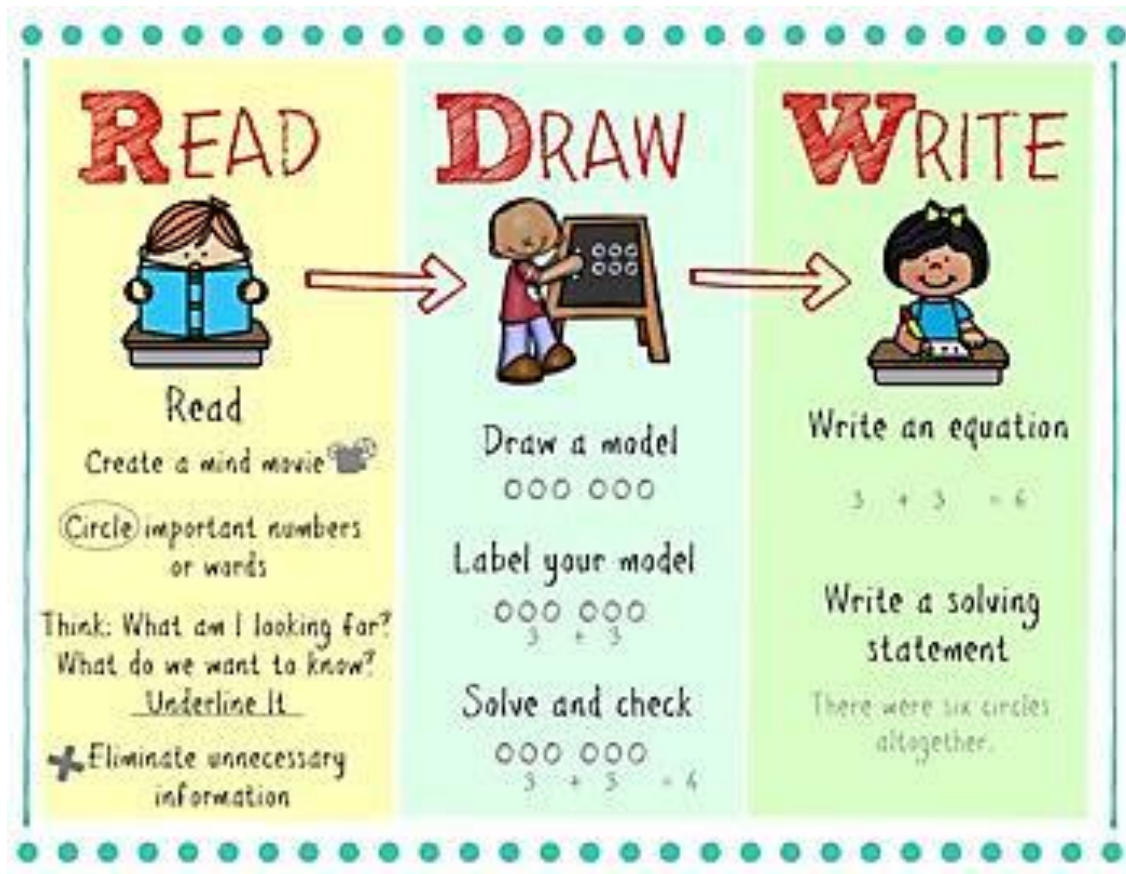
Round football tickets to the nearest **thousand**: _____

+ _____ + _____

Now, solve to find the actual number of tickets sold: _____

+ _____ + _____

Is your answer reasonable? Yes / No. Why?



Problem 1: Solve a multi-step problem using a tape diagram, and assess reasonableness.

Last year, Big Bill's Department Store sold many pairs of footwear. 118,214 pairs of boots were sold, 37,092 more pairs of sandals than pairs of boots were sold, and 124,417 more pairs of sneakers than pairs of boots were sold. How many pairs of footwear were sold last year?

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Round the numbers in this problem, then estimate your answer.

Round 118,214 to the nearest **ten thousand**: _____

Round 37,092 to the nearest **ten thousand**: _____

Round 124,417 to the nearest **ten thousand**: _____

+ _____ + _____ + _____

What is your estimated answer? _____

Now, solve to find the actual number of pairs of footwear sold:

+ _____ + _____ + _____

Is your answer reasonable? Yes / No

Why? _____

Answer as a sentence: _____
