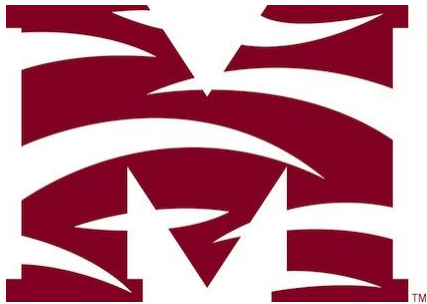




Name \_\_\_\_\_

# 4<sup>th</sup> Grade Math Remote Learning Packet

## Week 7



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Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.


## Connect while at Home!

Subscribe to my YouTube Channel to catch up with previously taught lessons or refer back to Math concepts if you are to need additional assistance.



Look up by the name of the channel	→	Melissa Lewis
------------------------------------	---	---------------

or

With your cell phone open up the camera and focus on the QR code. It will take you to my YouTube channel!	→	
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- Please do not separate either packet.
- Please do not remove any pages from either packet.
- Please return both packets completed on the date in which you will pick up the next set of packets.
- All HOMEWORK will be done remotely for the next 2 weeks. You will submit ALL assignment in your google classroom.



**Day # 1**



Name: \_\_\_\_\_

Week 7 Day 1 Date: \_\_\_\_\_

BCCS-B

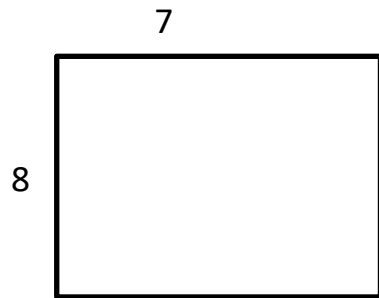
Howard Morehouse Hampton

**LEQ:** How can CUBES help me solve word problems that involve area/perimeter?

**Objective:** I can solve multiplicative word problems using CUBES and area/perimeter formulas.

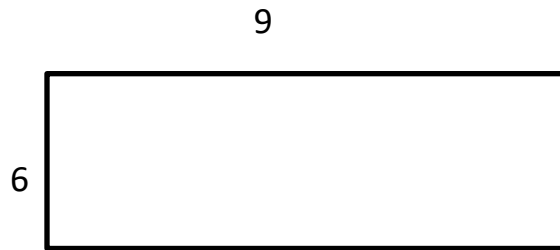
**Do Now**

Find the area and perimeter of the following 2 rectangles:



Area= \_\_\_\_\_

Perimeter= \_\_\_\_\_



Area= \_\_\_\_\_

Perimeter= \_\_\_\_\_

Input

**Problem 1:** A rectangle is 1 inch wide. It is 3 times as long as it is wide. Use square tiles to find its length.



Area= \_\_\_\_\_

Perimeter = \_\_\_\_\_

Name: \_\_\_\_\_

Week 7 Day 1 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**Input**



This rectangle is 2x as long as the first one we looked at. Find the area and perimeter of this rectangle.

Area= \_\_\_\_\_

Perimeter= \_\_\_\_\_



This rectangle is 3x as long as the first rectangle we looked at. Find the area and perimeter of this rectangle.

Area= \_\_\_\_\_

Perimeter = \_\_\_\_\_

**Problem 2:** A rectangle is 2 meters wide. It is 3 times as long as it is wide. Draw to find its length.

Name: \_\_\_\_\_

Week 7 Day 1 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

### Input

**Problem 3:** Solve a multiplicative comparison word problem using the area and perimeter formulas.

Christine painted a mural with an area of 18 square meters and a length of 6 meters. What is the width of her mural? Her next mural will be the same length as the first but 4 times as wide. What is the perimeter of her next mural? Use CUBES to solve.

### CFU

1. A rectangular porch is 4 feet wide. It is 3 times as long as it is wide. Label the diagram with the dimensions of the porch.



Find the perimeter of the porch. \_\_\_\_\_

Name: \_\_\_\_\_

Week 7 Day 1 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

### CFU

2. A narrow rectangular banner is 5 inches wide. It is 6 times as long as it is wide.

Draw a diagram of the banner, and label its dimensions.

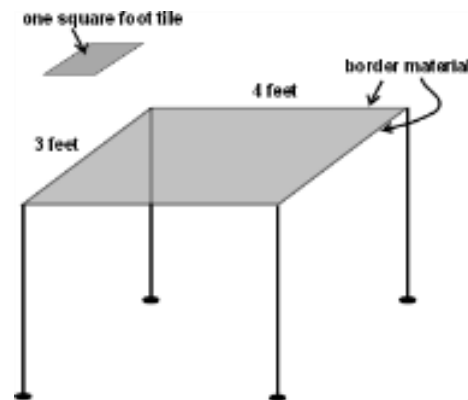
Find the perimeter and area of the banner.

Area= \_\_\_\_\_

Perimeter= \_\_\_\_\_

### Application Problem

Tommy's dad is teaching him how to make tables out of tiles. Tommy makes a small table that is 3 feet wide and 4 feet long. How many square-foot tiles does he need to cover the top of the table? How many feet of decorative border material will his dad need to cover the edges of the table?

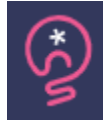


Name: \_\_\_\_\_

Week 7 Day 1 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton



### Exit Ticket

1. A table is 2 feet wide. It is 6 times as long as it is wide.
  - a. Label the diagram with the dimensions of the table.
  - b. Find the perimeter of the table. Perimeter= \_\_\_\_\_

2. A blanket is 4 feet wide. It is 3 times as long as it is wide.
  - a. Draw a diagram of the blanket, and label its dimensions.
  - b. Find the perimeter and area of the blanket.

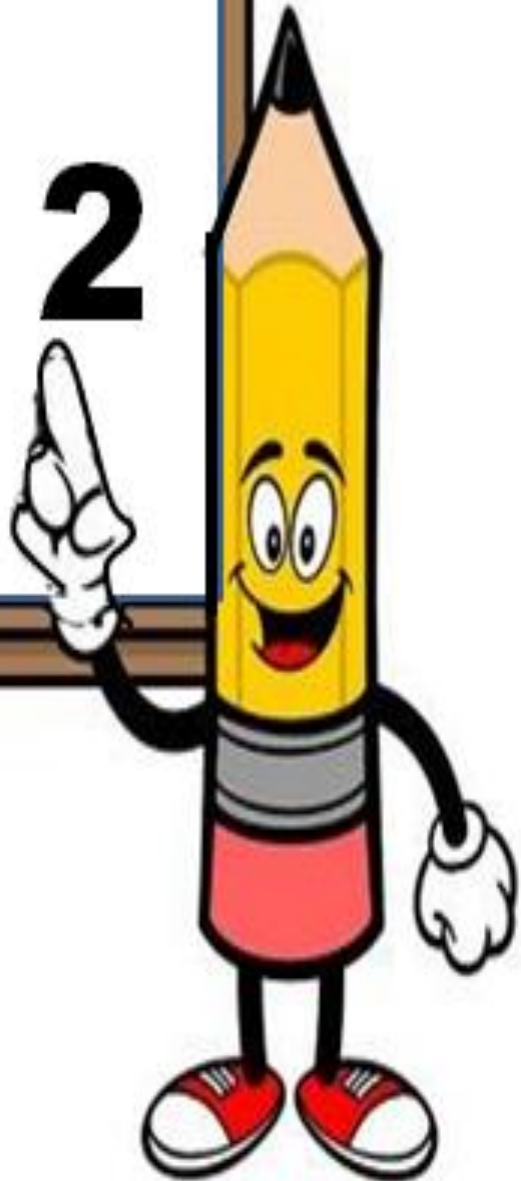
Perimeter = \_\_\_\_\_

Area = \_\_\_\_\_





**Day # 2**



Name: \_\_\_\_\_

Week 7 Day 2 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**LEQ:** How can CUBES help me solve word problems that involve area/perimeter?

**Objective:** I can demonstrate my understanding of area and perimeter by solve multi-step multiplicative problems using the formulas I've learned and CUBES.

### **Do Now**

Draw a rectangle with a width of 3m and a length that is 4x as long. What is the area and perimeter of the rectangle that you drew?

### **Input**

#### **Problem 1:**

The rectangular projection screen in the school auditorium is 5 times as long and 5 times as wide as the rectangular screen in the library. The screen in the library is 4 feet long with a perimeter of 14 feet. What is the perimeter of the screen in the auditorium? Use CUBES to solve.

Name: \_\_\_\_\_

Week 7 Day 2 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

### Input

#### **Problem 2:**

The width of David's rectangular tent is 5 feet. The length is twice the width. David's rectangular air mattress measures 3 feet by 6 feet. If David puts the air mattress in the tent, how many square feet of floor space will be available for the rest of his things?

### CFU

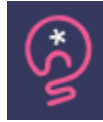
Katie cut out a rectangular piece of wrapping paper that was 2 times as long and 3 times as wide as the box that she was wrapping. The box was 5 inches long and 4 inches wide. What is the perimeter of the wrapping paper that Katie cut?

Name: \_\_\_\_\_

Week 7 Day 2 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

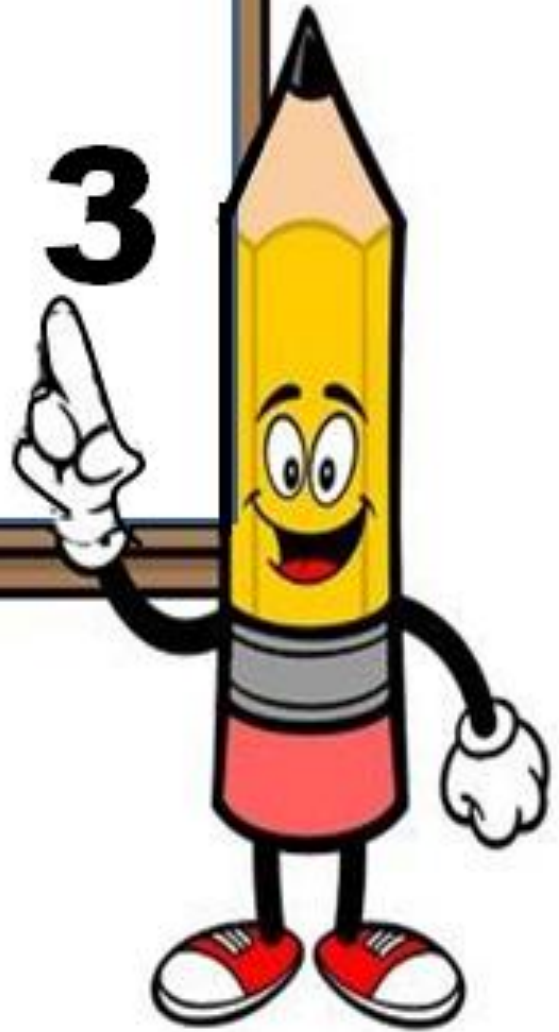


### Exit Ticket

A rectangular poster is 3 times as long as it is wide. The poster has perimeters of 24 inches. What are the lengths and widths of the poster?



**Day # 3**



Name: \_\_\_\_\_

Week 7 Day 3 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**LEQ:** How can I use patterns and rules to help make multiplying by 10, 100 and 1000 easier?

**Objective:** I can identify patterns when multiplying by 10,100 and 1000 in arrays and numerically.

### Do Now

Number Correct: \_\_\_\_\_

# A

Squares and Unknown Factors

1.	$2 \times 2 =$	
2.	$2 \times \underline{\quad} = 4$	
3.	$3 \times 3 =$	
4.	$3 \times \underline{\quad} = 9$	
5.	$5 \times 5 =$	
6.	$5 \times \underline{\quad} = 25$	
7.	$1 \times \underline{\quad} = 1$	
8.	$1 \times 1 =$	
9.	$4 \times \underline{\quad} = 16$	
10.	$4 \times 4 =$	
11.	$7 \times \underline{\quad} = 49$	
12.	$7 \times 7 =$	
13.	$8 \times 8 =$	
14.	$8 \times \underline{\quad} = 64$	
15.	$10 \times 10 =$	

23.	$3 \times \underline{\quad} = 21$	
24.	$3 \times 3 =$	
25.	$4 \times \underline{\quad} = 20$	
26.	$4 \times \underline{\quad} = 32$	
27.	$4 \times 4 =$	
28.	$5 \times \underline{\quad} = 20$	
29.	$5 \times \underline{\quad} = 40$	
30.	$5 \times 5 =$	
31.	$6 \times \underline{\quad} = 18$	
32.	$6 \times \underline{\quad} = 54$	
33.	$6 \times 6 =$	
34.	$7 \times \underline{\quad} = 28$	
35.	$7 \times \underline{\quad} = 56$	
36.	$7 \times 7 =$	
37.	$8 \times \underline{\quad} = 24$	

Name: \_\_\_\_\_

Week 7 Day 3 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**Do Now**

**B**

Number Correct: \_\_\_\_\_

Improvement: \_\_\_\_\_

Squares and Unknown Factors

1.	$5 \times 5 =$	
2.	$5 \times \underline{\quad} = 25$	
3.	$2 \times 2 =$	
4.	$2 \times \underline{\quad} = 4$	
5.	$3 \times 3 =$	
6.	$3 \times \underline{\quad} = 9$	
7.	$1 \times 1 =$	
8.	$1 \times \underline{\quad} = 1$	
9.	$4 \times \underline{\quad} = 16$	
10.	$4 \times 4 =$	
11.	$6 \times \underline{\quad} = 36$	
12.	$6 \times 6 =$	
13.	$9 \times 9 =$	
14.	$9 \times \underline{\quad} = 81$	
15.	$10 \times 10 =$	

23.	$3 \times \underline{\quad} = 24$	
24.	$3 \times 3 =$	
25.	$4 \times \underline{\quad} = 12$	
26.	$4 \times \underline{\quad} = 28$	
27.	$4 \times 4 =$	
28.	$5 \times \underline{\quad} = 10$	
29.	$5 \times \underline{\quad} = 35$	
30.	$5 \times 5 =$	
31.	$6 \times \underline{\quad} = 24$	
32.	$6 \times \underline{\quad} = 48$	
33.	$6 \times 6 =$	
34.	$7 \times \underline{\quad} = 21$	
35.	$7 \times \underline{\quad} = 63$	
36.	$7 \times 7 =$	
37.	$8 \times \underline{\quad} = 32$	

Name: \_\_\_\_\_

Week 7 Day 3 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**Input**

What is a pattern you see in the set of problems below?

$3 \text{ ones} \times 1 = 3$

$3 \text{ ones} \times 10 = 30$

$3 \text{ ones} \times 10 \times 10 = 300$

$3 \text{ ones} \times 10 \times 10 \times 10 = 3,000$

The pattern that I see is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Problem 1:** model the problem above in the place value chart below.

Thousands	Hundreds	Tens	Ones



Name: \_\_\_\_\_

Week 7 Day 3 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**Input**

**Problem 2:**

Draw place value disks to represent products when multiplying by a two-digit number.

$15 \times 10 =$  \_\_\_\_\_

Thousands	Hundreds	Tens	Ones

$22 \times 100$

Thousands	Hundreds	Tens	Ones

Name: \_\_\_\_\_

Week 7 Day 3 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

### Input

We can solve problems like  $15 \times 10$  and  $22 \times 100$  in a much easier way by using the \_\_\_\_\_ rule.

When you are multiplying a number by a multiple of 10, 100 or 1,000 we can:

- Drop the zeros from the problem
- Multiply the basic fact
- Add the zeros back to the product

Let's practice!

$15 \times 10 = \underline{\hspace{2cm}}$

$22 \times 100 = \underline{\hspace{2cm}}$

**Problem 3:** Use the zero rules to solve:

$4 \times 20 = \underline{\hspace{2cm}}$

$6 \times 400 = \underline{\hspace{2cm}}$

$4 \times 500 = \underline{\hspace{2cm}}$

Name: \_\_\_\_\_

Week 7 Day 3 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**CFU**

**Problem 1:**

Draw place value disks and arrows to represent each product of:

$5 \times 100 =$  \_\_\_\_\_

$5 \times 10 \times 10 =$  \_\_\_\_\_

$5 \text{ ones} \times 100 =$  \_\_\_\_\_

Thousands	Hundreds	Tens	Ones

**Problem 2:**

Fill in the blanks in the following equations.

a.  $6 \times 10 =$  \_\_\_\_\_

b. \_\_\_\_\_  $\times 6 = 600$

c.  $6,000 =$  \_\_\_\_\_  $\times 1,000$

d.  $10 \times 4 =$  \_\_\_\_\_

e.  $4 \times$  \_\_\_\_\_  $= 400$

f. \_\_\_\_\_  $\times 4 = 4,000$

g.  $1,000 \times 9 =$  \_\_\_\_\_

h. \_\_\_\_\_  $= 10 \times 9$

i.  $900 =$  \_\_\_\_\_  $\times 100$

Name: \_\_\_\_\_

Week 7 Day 3 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**CFU**

**Problem 3:** Solve using the zeros trick

3x 40=	4 x 4,000	3 x 200	4 x 5,000
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**Application Problem**

Samantha received an allowance of \$3 every week. By babysitting, she earned an additional \$30 every week. How much money did Samantha have in four weeks, combining her allowance and her babysitting? Use CUBES to solve.

--

Name: \_\_\_\_\_

Week 7 Day 3 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton



### Exit Ticket

Solve the following.

$5 \times 10 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \times 5 = 100$

$10 \times 2 = \underline{\hspace{2cm}}$

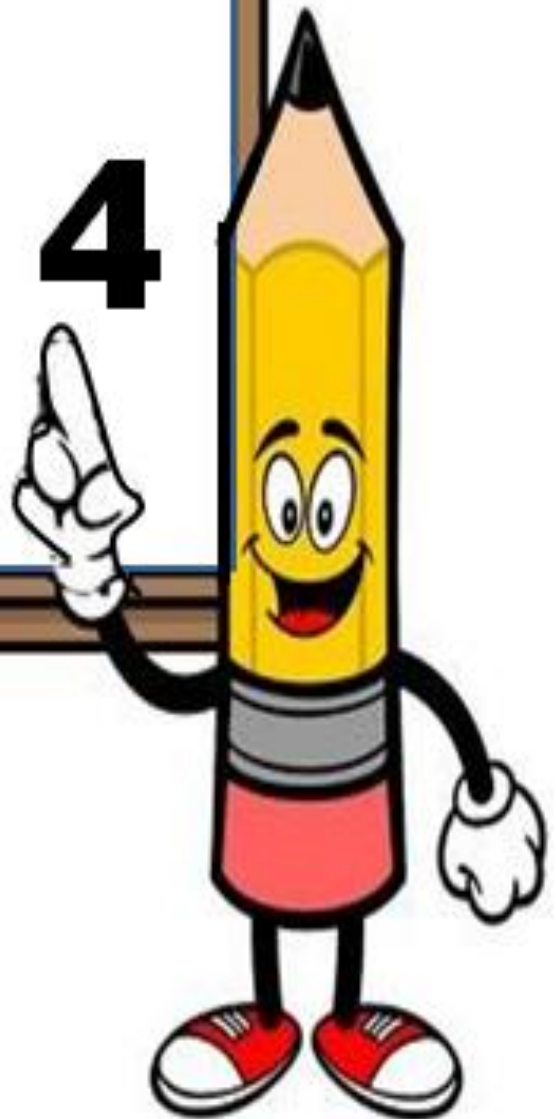
$\underline{\hspace{2cm}} \times 20 = 2,000$

$10 \times 18 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} = 32 \times 10$



**Day # 4**



Name: \_\_\_\_\_

Week 7 Day 4 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**LEQ:** How can I use patterns and rules to help make multiplying by 10, 100 and 1000 easier?

**Objective:** I can recognize patterns when multiply by multiples of 10, 100 and 1000 by single digit numbers.

**Do Now**

Solve the following:

$3 \times 2 =$  \_\_\_\_\_

$3 \times 20 =$  \_\_\_\_\_

$3 \times 200 =$  \_\_\_\_\_

$30 \times 2 =$  \_\_\_\_\_

$2 \times 3,000 =$  \_\_\_\_\_

**Input**

Problem 1: Use place value disks to represent multiplication patterns.

$2 \text{ ones} \times 4 =$  \_\_\_\_\_

Thousands	Hundreds	Tens	Ones

Name: \_\_\_\_\_

Week 7 Day 4 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**Input**

2 tens  $\times$  4 = \_\_\_\_\_

Thousands	Hundreds	Tens	Ones

2 hundreds  $\times$  4 = \_\_\_\_\_

Thousands	Hundreds	Tens	Ones

2 thousands  $\times$  4 = \_\_\_\_\_

Thousands	Hundreds	Tens	Ones



Name: \_\_\_\_\_

Week 7 Day 4 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

### Input

**Problem 2:** Numerically represent single-digit numbers times a multiple of 10.

$8 \times 2 = \underline{\hspace{2cm}}$

$8 \times 20 = \underline{\hspace{2cm}}$

$8 \times 200 = \underline{\hspace{2cm}}$

$8 \times 2,000 = \underline{\hspace{2cm}}$

What are some similarities you notice between the equations and products?

I notice that \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Problem 3:** Solve a word problem by finding the sum of two different products of a single-digit number by a two- and three-digit multiple of 10.

1. Francisco played a video game and earned 60 points for every coin he collected. He collected 7 coins. How many points did he earn for the coins that he collected?
  
2. Francisco also earned 200 points for every level he completed in the game. He completed 7 levels. How many points did he earn for the levels that he completed?
  
3. What was the total number of points that Francisco earned?

Name: \_\_\_\_\_

Week 7 Day 4 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**CFU**

**Problem 1:** use what you know about patterns and the zero rule to solve the problems below.

20 x 7	3 x 60	3 x 400	2 x 800
7 x 30	60 x 6	400 x 4	4 x 8,000

**Problem 2:**

Brianna buys 3 packs of balloons for a party. Each pack has 60 balloons. How many balloons does Brianna have?

Name: \_\_\_\_\_

Week 7 Day 4 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**CFU**

**Problem 3:**

Jordan has twenty times as many baseball cards as his brother. His brother has 9 cards. How many cards does Jordan have?

**Application Problem**

At a concert, there were 5,000 people in the audience. That was 1,000 times the number of performers. How many performers were at the concert?

Name: \_\_\_\_\_

Week 7 Day 4 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton



### Exit Ticket

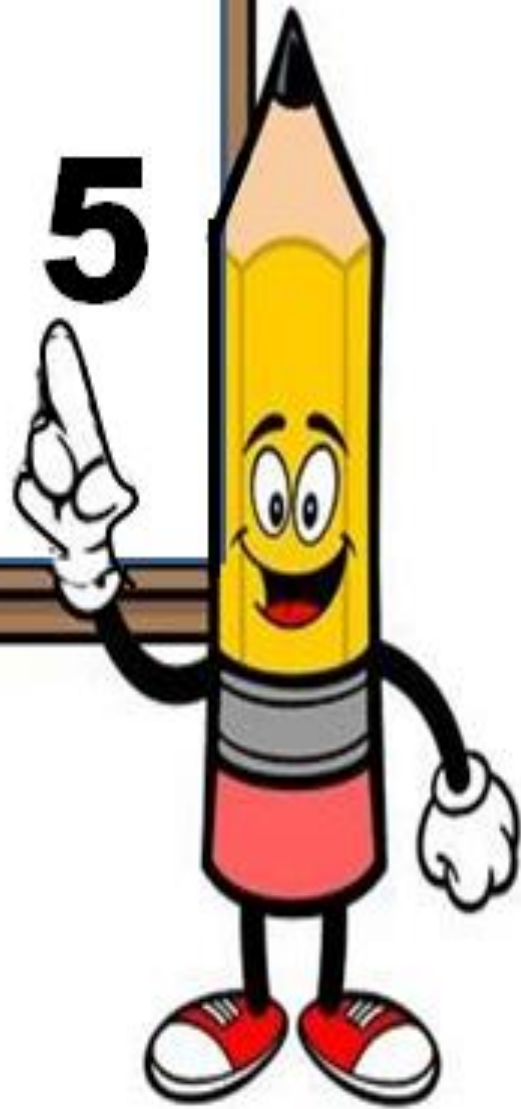
1. Solve the following

c. $6 \times 400$	d. $2 \times 900$
g. $500 \times 6$	h. $8 \times 5,000$

2. Bonnie worked for 7 hours each day for 30 days. How many hours did she work altogether? Use CUBES to solve.



**Day # 5**



Name: \_\_\_\_\_

Week 7 Day 5 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**LEQ:** How can I use patterns and rules to help make multiplying by 10, 100 and 1000 easier?

**Objective:** I can multiply 2-digit multiples of 10 by 2-digit multiples of 10 using an area model.

### Do Now

There are 400 children at Park Elementary School. Park High School has 4 times as many students. How many students in all attend both schools? Use CUBES to solve.

### Input

What's wrong?

$$6 \times 500 = 300$$

What did I do wrong? Why did I not use the zero rule correctly?

The product to the equation above is incorrect because \_\_\_\_\_

---

---

Name: \_\_\_\_\_

Week 7 Day 5 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

### Input

**Problem 1:** multiply a 2 digit multiple of 10 by a 2 digit multiple of 10

$$30 \times 20$$

How many zeros? \_\_\_\_\_

If we drop both of the zeros we have the basic fact \_\_\_\_\_

$$3 \times 2 = \underline{\hspace{2cm}}$$

If we bring those 2 zeros back we get \_\_\_\_\_

$$\text{So } 30 \times 20 = \underline{\hspace{2cm}}$$

This shows us that no matter where the \_\_\_\_\_ are in the number we can still apply the zero \_\_\_\_\_ to solve.

**Problem 2:** Create an area model to represent the multiplication of a two-digit multiple of 10 by a two-digit multiple of 10.

$$40 \times 20$$

Name: \_\_\_\_\_

Week 7 Day 5 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

### Input

**Problem 3:** Use an area model to represent the multiplication of a two-digit multiple of 10 by a two-digit multiple of 10.

$$50 \times 40 = \underline{\hspace{2cm}}$$

Rewrite the problem using units: \_\_\_\_\_

Solve in standard form.

$$60 \times 30$$

Rewrite the problem using units: \_\_\_\_\_

Solve in standard form.



Name: \_\_\_\_\_

Week 7 Day 5 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**CFU**

**Problem 1:**

Draw an area model to represent  $30 \times 40$ .

3 tens  $\times$  4 tens = \_\_\_\_\_

$30 \times 40 =$  \_\_\_\_\_

Draw an area model to represent  $20 \times 50$ .

2 tens  $\times$  5 tens = \_\_\_\_\_

$20 \times 50 =$  \_\_\_\_\_

**Problem 2:**

Rewrite each equation in unit form and solve.

Model

$20 \times 20 = 400$

2 tens  $\times$  2 tens = 4 hundreds

$60 \times 20 =$  \_\_\_\_\_

---

Name: \_\_\_\_\_

Week 7 Day 5 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**CFU**

$70 \times 20 =$  \_\_\_\_\_

\_\_\_\_\_

$70 \times 30 =$  \_\_\_\_\_

\_\_\_\_\_

**Application Problem**

One ticket to the symphony costs \$50. How much money is collected if 80 tickets are sold? Use CUBES to solve.

Name: \_\_\_\_\_

Week 7 Day 5 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

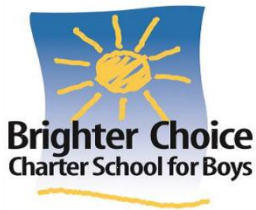
**Exit Ticket**

1. Draw an area model to represent  $20 \times 30$

$20 \times 30 =$  \_\_\_\_\_

2 tens x 3 tens = \_\_\_\_\_

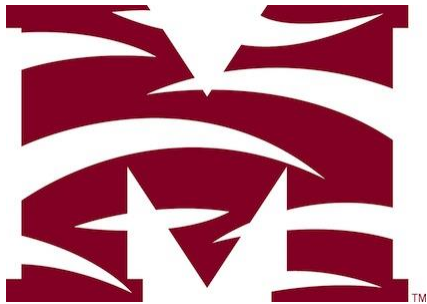
2. Every night, Eloise reads 40 pages. How many total pages does she read at night during the 30 days of November? Use CUBES to solve.



Name \_\_\_\_\_

# 4<sup>th</sup> Grade Math Remote Learning Packet

## Week 8



---

Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.


## Connect while at Home!

Subscribe to my YouTube Channel to catch up with previously taught lessons or refer back to Math concepts if you are to need additional assistance.



Look up by the name of the channel	→	Melissa Lewis
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or

With your cell phone open up the camera and focus on the QR code. It will take you to my YouTube channel!	→	
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- Please do not separate either packet.
- Please do not remove any pages from either packet.
- Please return both packets completed on the date in which you will pick up the next set of packets.
- All HOMEWORK will be done remotely for the next 2 weeks. You will submit ALL assignment in your google classroom.



**Day # 1**



Name: \_\_\_\_\_

Week 8 Day 1 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

LEQ: How can I use partial products to help support a standard algorithm?

Objective: I can solve 2-digit by 1-digit multiplication problems using partial products and a standard algorithm.

### Do Now

# A

Number Correct: \_\_\_\_\_

Multiply Multiples of 10, 100, and 1,000

1.	$3 \times 2 =$	
2.	$30 \times 2 =$	
3.	$300 \times 2 =$	
4.	$3,000 \times 2 =$	
5.	$2 \times 3,000 =$	
6.	$2 \times 4 =$	
7.	$2 \times 40 =$	
8.	$2 \times 400 =$	
9.	$2 \times 4,000 =$	
10.	$3 \times 3 =$	
11.	$30 \times 3 =$	
12.	$300 \times 3 =$	
13.	$3,000 \times 3 =$	
14.	$4,000 \times 3 =$	
15.	$400 \times 3 =$	

23.	$7 \times 5 =$	
24.	$700 \times 5 =$	
25.	$8 \times 3 =$	
26.	$80 \times 3 =$	
27.	$9 \times 4 =$	
28.	$9,000 \times 4 =$	
29.	$7 \times 6 =$	
30.	$7 \times 600 =$	
31.	$8 \times 9 =$	
32.	$8 \times 90 =$	
33.	$6 \times 9 =$	
34.	$6 \times 9,000 =$	
35.	$900 \times 9 =$	
36.	$8,000 \times 8 =$	
37.	$7 \times 70 =$	

Name: \_\_\_\_\_

Week 8 Day 1 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

# B

Number Correct: \_\_\_\_\_

Improvement: \_\_\_\_\_

Multiply Multiples of 10, 100, and 1,000

1.	$4 \times 2 =$	
2.	$40 \times 2 =$	
3.	$400 \times 2 =$	
4.	$4,000 \times 2 =$	
5.	$2 \times 4,000 =$	
6.	$3 \times 3 =$	
7.	$3 \times 30 =$	
8.	$3 \times 300 =$	
9.	$3 \times 3,000 =$	
10.	$2 \times 3 =$	
11.	$20 \times 3 =$	
12.	$200 \times 3 =$	
13.	$2,000 \times 3 =$	
14.	$3,000 \times 4 =$	
15.	$300 \times 4 =$	

23.	$9 \times 5 =$	
24.	$900 \times 5 =$	
25.	$8 \times 4 =$	
26.	$80 \times 4 =$	
27.	$9 \times 3 =$	
28.	$9,000 \times 3 =$	
29.	$6 \times 7 =$	
30.	$6 \times 700 =$	
31.	$8 \times 7 =$	
32.	$8 \times 70 =$	
33.	$9 \times 6 =$	
34.	$9 \times 6,000 =$	
35.	$800 \times 8 =$	
36.	$9,000 \times 9 =$	
37.	$7 \times 700 =$	



Name: \_\_\_\_\_

Week 8 Day 1 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

### Input

Today we are going to be solving multiplication problems using a strategy called \_\_\_\_\_ products.

Before we start, let's write down some definitions so that we understanding some of the terms that we are going to be working with today.

Factors- \_\_\_\_\_

\_\_\_\_\_

Product- \_\_\_\_\_

Partial Product- \_\_\_\_\_

\_\_\_\_\_

Thousands	Hundreds	Tens	Ones

$2 \times 23 =$  \_\_\_\_\_

Standard Algorithm

Name: \_\_\_\_\_

Week 8 Day 1 Date: \_\_\_\_\_

BCCS-B

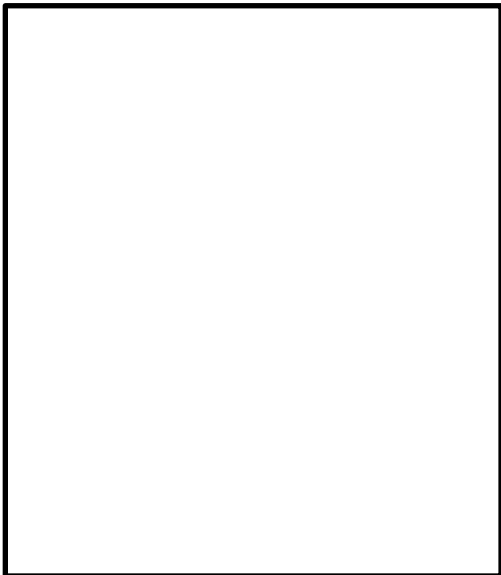
Howard Morehouse Hampton

### Input

**Partial Products Tool Kit**

1. Set the problem up vertically
2. Multiply the ones
3. Multiply the tens
4. Add the products together

Problem 2:  $4 \times 54$



$5 \times 42$



Name: \_\_\_\_\_

Week 8 Day 1 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**CFU**

Represent the following expressions with disks, regrouping as necessary. To the right, record the partial products vertically.

$2 \times 32 =$  \_\_\_\_\_

Place value chart	Standard Algorithm

$3 \times 61 =$  \_\_\_\_\_

Place value chart	Standard Algorithm

Name: \_\_\_\_\_

Week 8 Day 1 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**CFU**

4 x 84= \_\_\_\_\_

Place value chart	Standard Algorithm

**Application Problem**

Sam bought 3 bags of Halloween candy. Each bag had 76 pieces, how many total pieces of candy did Sam buy?

Name: \_\_\_\_\_

Week 8 Day 1 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**Exit Ticket: google form**

Represent the following expressions with disks, regrouping as necessary. To the right, record the partial products vertically.

$6 \times 41 =$  \_\_\_\_\_

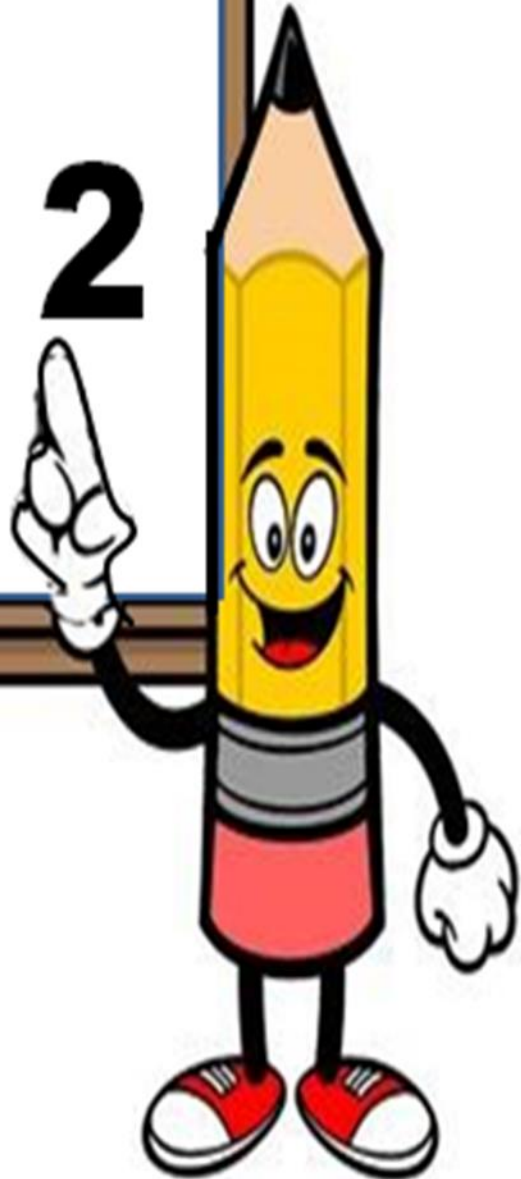
Place value chart	Standard Algorithm

$7 \times 31 =$  \_\_\_\_\_

Place value chart	Standard Algorithm



**Day # 2**



Name: \_\_\_\_\_

Week 8 Day 2 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

LEQ: How can I use partial products to help support a standard algorithm?

Objective: I can solve 3-digit by 1-digit multiplication problems using partial products and a standard algorithm.

### Do Now

Andre buys a stamp to mail a letter. The stamp costs 46 cents. Andre also mails a package. The postage to mail the package costs 5 times as much as the cost of the stamp. How much does it cost to mail the package and letter? Use CUBES to solve.

--

### Input

**Problem 1:** Represent  $2 \times 324$  with disks. Write a matching equation, and record the partial products vertically.

Place value	Standard algorithm

Name: \_\_\_\_\_

Week 8 Day 2 Date: \_\_\_\_\_

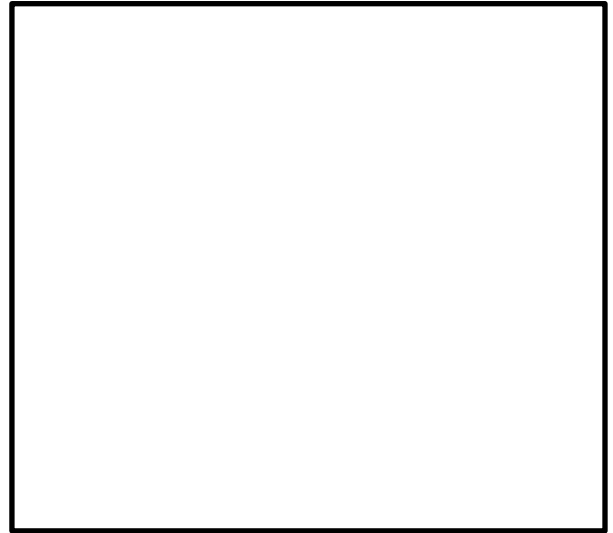
BCCS-B

Howard Morehouse Hampton

Input

**Problem 2:**

Solve  $4 \times 605$  using partial products.



**Problem 3:** Using an area model and partial products to solve  $6,379 \times 4$ .



Name: \_\_\_\_\_

Week 8 Day 2 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**CFU**

Directions: Use either partial products or an area model to solve each problem below

$2 \times 213$	$3 \times 214$	$3 \times 1,254$
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**Application Problem**

Every day at the bagel factory, Cyndi makes 5 different kinds of bagels. If she makes 144 of each kind, what is the total number of bagels that she makes?

Name: \_\_\_\_\_

Week 8 Day 2 Date: \_\_\_\_\_

BCCS-B

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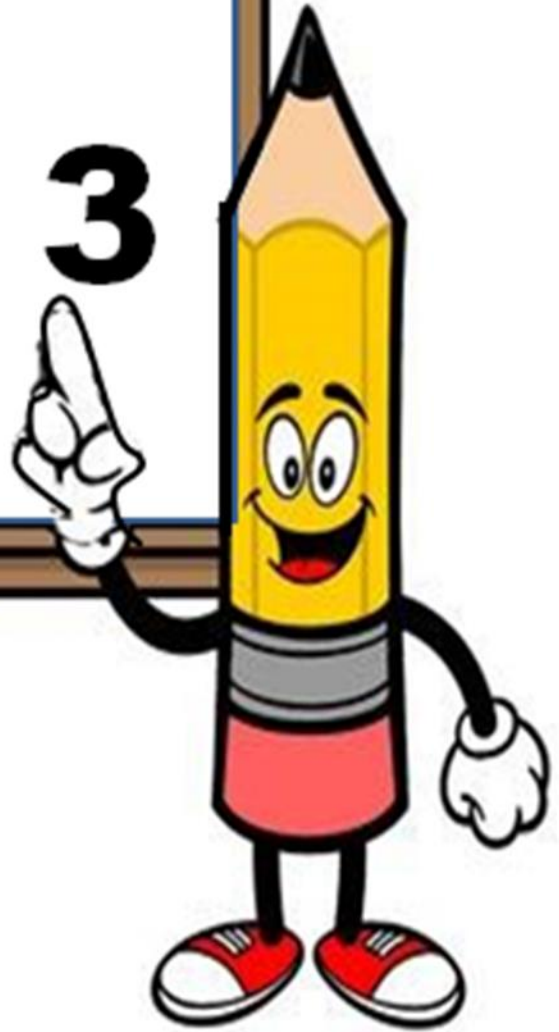
**Exit Ticket: google form**

Directions: Use either partial products or an area model to solve each problem below.

$4 \times 513$	$3 \times 1,054$
----------------	------------------



**Day # 3**



Name: \_\_\_\_\_

Week 8 Day 3 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

LEQ: How can I prove my understanding of the skills taught?

Objective: I can demonstrate my understanding of topic A-C by scoring 80% or more on my quiz.

**Do Now**

The community playground wants to build a fence around the whole thing. They determined the width to be 124m wide and 217m long. How much fencing will they need in all?

**Input**

Looking at the problem below, what is the easiest way to solve. Write your strategy on your paper

40 x 300

The easiest way to solve this problem is to \_\_\_\_\_

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Name: \_\_\_\_\_

Week 8 Day 3 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

Input

What is the "Zero Rule"?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Let's Practice multiplying with zeros

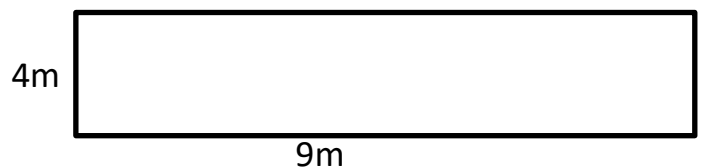
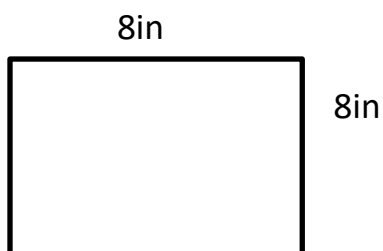
3 x 500	30 x 400	80 x 50	200 x 70
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Area: is the amount a space an object takes up. We find the area of a rectangle or square by multiplying \_\_\_\_\_.

Perimeter: is the distance around a shape. We find the perimeter of ANY shape by \_\_\_\_\_ the lengths of ALL the sides together.

Let's Practice

Find the area of the 2 shapes below.



Name: \_\_\_\_\_

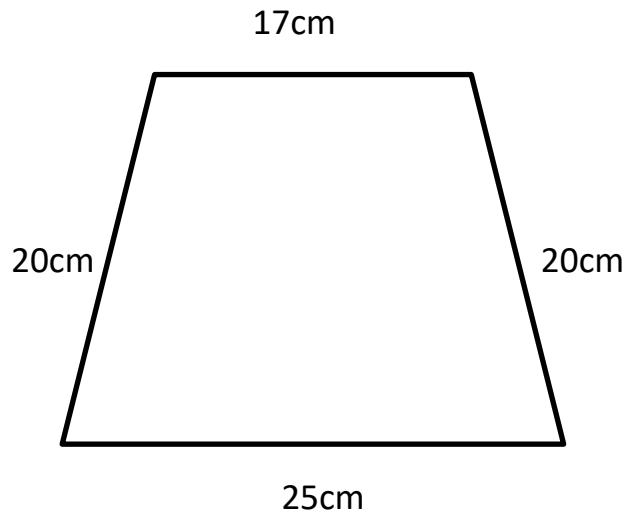
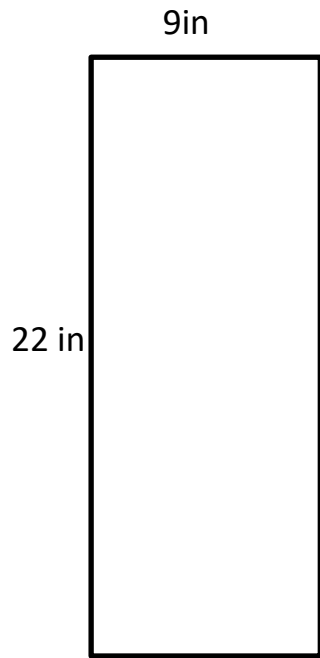
Week 8 Day 3 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

Input

Find the perimeter of the 2 shapes below



Area models/Partial Products

3 x 414

Area model	Partial products

Name: \_\_\_\_\_

Week 8 Day 3 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

2 x 4129

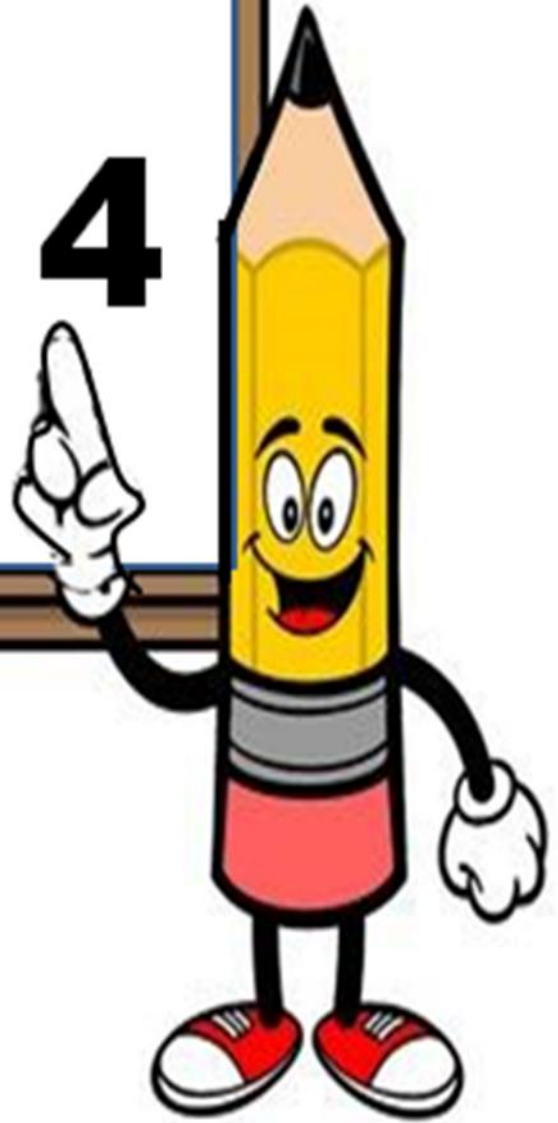
Area model	Partial products
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\*today's quiz will be posted in your google math classroom. You will solve each question on paper and then enter your answers on the google form and submit.\*

**\*\*NO HOMEWORK TODAY\*\***



**Day # 4**





Name: \_\_\_\_\_

Week 8 Day 4 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

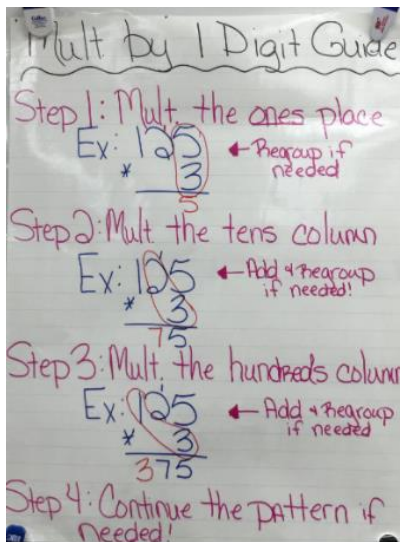
LEQ: How can I use partial products to help support a standard algorithm?

Objective: I can solve 4-digit by 1-digit multiplication problems using partial products and a standard algorithm.

### Do Now

Calculate the total amount of milk in three cartons if each carton contains 236 mL of milk.

### Input



Name: \_\_\_\_\_

Week 8 Day 4 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

### Input

We are going to use the tool kit to help us solve problems using a standard algorithm.

- 162 x 6
- 5 x 237
- 6 x 716

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### CFU

$$\begin{array}{r} 2 \quad 5 \quad 1 \\ \times \quad \quad 3 \\ \hline \end{array}$$

Name: \_\_\_\_\_

Week 8 Day 4 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**Input**

$$\begin{array}{r} 135 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 392 \\ \times \quad 6 \\ \hline \end{array}$$

**Application Problem**

Shane measured 457 mL of water in a beaker. Olga measured 3 times as much water. How much water did they measure altogether?

Name: \_\_\_\_\_

Week 8 Day 4 Date: \_\_\_\_\_

BCCS-B

Howard Morehouse Hampton

**Exit Ticket: google form**

$$\begin{array}{r} 608 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 574 \\ \times \quad 7 \\ \hline \end{array}$$

Morgan is 23 years old. Her grandfather is 4 times as old. How old is her grandfather?