Name _____

4th Grade Modified Math Remote Learning Packet

Week 11

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 packets 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.

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!	→	

- Please do not separate either packet.
- Please do not remove any pages from either packet.


Brighter Choice
Charter School for Boys
Day # 1

Name: _____ Week 11 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I use formulas to solve various problems that involve area and perimeter?

Objective: I can use the formulas I have been taught to solve problems that involve area and perimeter.

Do Now

Using the digits 1,2,3,4 and 5 only once, create a 5 digit number. Write that number in standard, expanded and word form.

Standard form: Example: 54321

_____

Expanded form: Example: 50,000 + 4,000 + 300 + 20 + 1

_____

Word form: Example: Fifty-four thousand, three hundred twenty-one

_____

Input

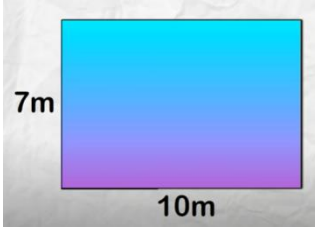
Today we are going to review solving problems that involve _____ and _____. Let's first go over the formulas and definitions of both.

Area

https://www.youtube.com/watch?v=CgggY7a630Q

Area is _____

To find the area we multiply _____



Area= L x W

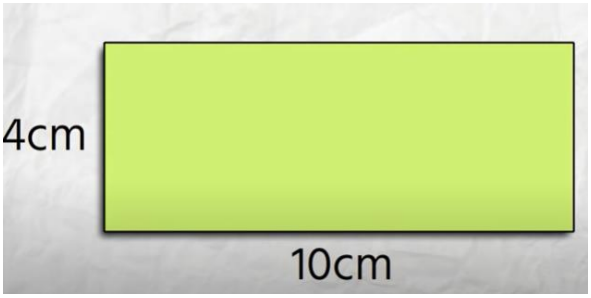
Area= _____ x _____

Area= _____

Name: _____ Week 11 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Input



Area= L x W

Area= _____ x _____

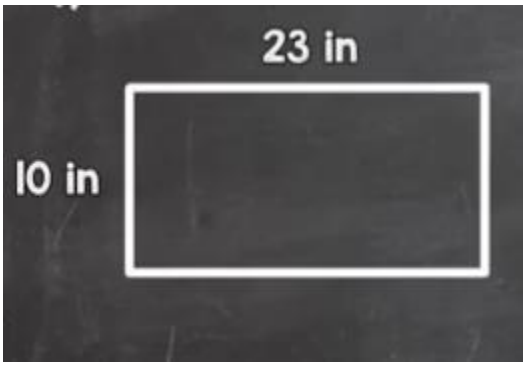
Area= _____

Perimeter

https://www.youtube.com/watch?v=dlHyZ1Hme1s

Perimeter is _____

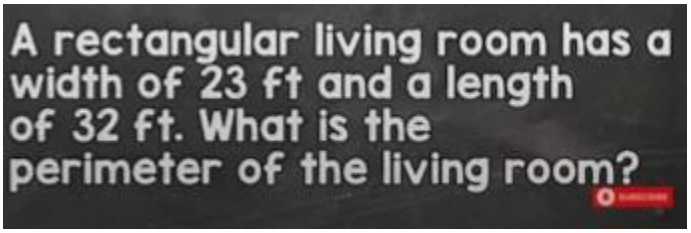
To find the perimeter we add _____



Perimeter= s + s + s + s

Perimeter= _____ + _____ + _____ + _____

Perimeter= _____



Perimeter= s + s + s + s

Perimeter= _____ + _____ + _____ + _____

Perimeter= _____

Name: _____ Week 11 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Your Turn

Find the **area** of the shapes below using the formula that you have learned.

7m

5m

Area= _____

3cm

9cm

Hint: Look on pages 5-6.

Remember to label your answer

Area= _____

Find the perimeter of the shapes below using the formula that you have learned.

76in.

11in

Perimeter= _____

Remember to label your answers.

32cm.

17cm.

Perimeter= _____

Name: _____ Week 11 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Sometimes a rectangle can have the same area but different side lengths.

For example, let's say the rectangle below has an area of 24 sq. units. What are a set of possible side lengths? Take a minute to think.

Length	Width

One rectangle can have several different combinations of sides.

Your Turn

If a rectangle has an area of 18 sq. units, what are the possible side lengths of this shape?

Length	Width

Input

How do I find the missing side of a shape when I know the area or perimeter?

When we know the area of a shape we can use what we know about _____ to help us find a missing side.

Name: _____ Week 11 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

For example:

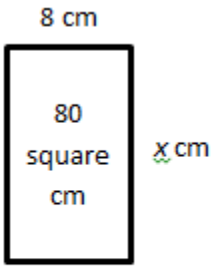
Sketch a rectangle with an area of 12 and a width of 3.

We can think: _____ x 3 = 12 or 12 divided by 3 = ?

Both of these thoughts will help find a missing side when we know the area.

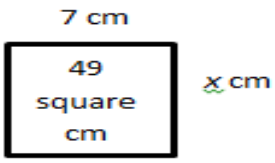
The missing side is _____

Try this one:



x = _____

Your Turn:



x = _____

Name: _____ Week 11 Day 1 Date: _____

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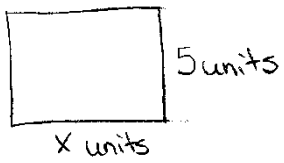
When we know the perimeter and a one side, finding the missing side takes a little more work.

- Double the side we know
- Subtract is from the perimeter
- Divide what's left by 2

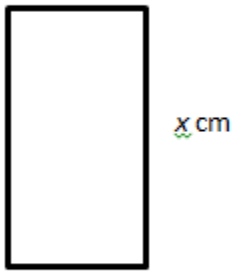
The perimeter of the rectangle below is 26 units. It has a width of 5 units and a missing length. What is it the missing length?



- Double the width: 5 + 5 (5 x 2) = 10
- Subtract 26 – 10 = 16
- Divide by 2 (what's half?) half of 16 is 8
- The length is 8 units.

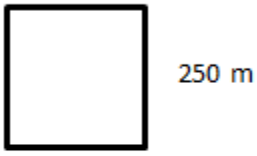
Try these:

a. P = 120 cm



x = _____

b. P = 1,000 m



x = _____

Name: _____ Week 11 Day 1 Date: _____

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Application Problem

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.

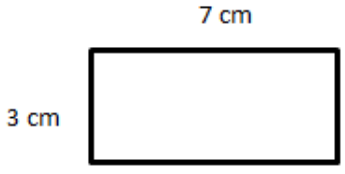
b. Find the perimeter and area of the blanket.

Area= _____ Perimeter= _____

Exit Ticket-google form

Determine the perimeter and area of each rectangle.

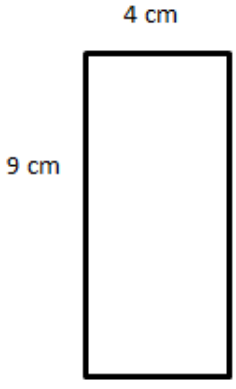
a.



P = _____

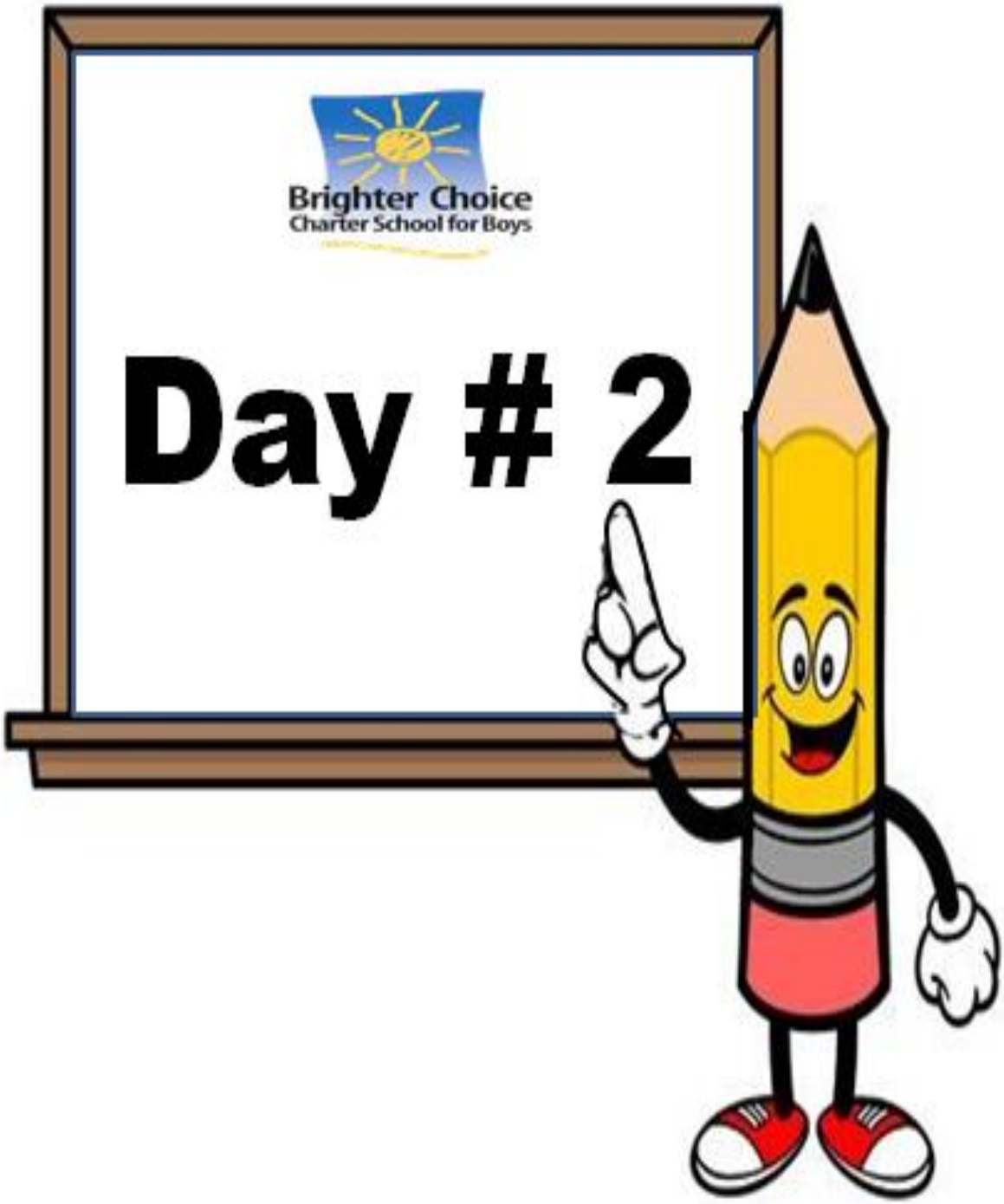
A = _____

b.



P = _____

A = _____


Brighter Choice
Charter School for Boys
Day # 2

Name: _____ Week 11 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I use patterns and zero rule to help multiply multiples of 10, 100 and 1,000.

Objective: I can multiply by multiples of 10, 100 and 1000.

Do Now

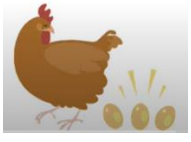
A poster is 3 inches long. It is 4 times as wide as it is long.

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

b. Find the perimeter and area of the poster.
Perimeter= _____ area= _____

Input

Drop the Eggs (the Zero Rule)

 https://www.youtube.com/watch?v=zXPdU-FWrkY

- How many zeroes are in the problem?-drop the zeros
- Multiply what's left.
- Bring back the same amount of zeros that you dropped.

Name: _____ Week 11 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Find the product.

a. 20 × 7	b. 3 × 60	c. 3 × 400	d. 2 × 800

Try These:

e. 7 × 30	f. 60 × 6	g.400 × 4	h. 4 × 8,000
i. 5 × 30	j. 5 × 60	k.5 × 400	l. 8,000 × 5

Sometimes there are zeros in _____ the numbers we are _____. We can solve these types of problems the same way!

For example:

20 x 40=?

This equation has 2 zeros. We can _____ both of the zeros and multiply

2 x 4.

2 x 4 = _____

Now, bring back the 2 zeros we took away. 20 x 40 = _____

Name: _____ Week 11 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Try These!

20 x 20	60 x 20	70 x 20	70 x 30

Application Problem

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

Name: _____ Week 11 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Exit Ticket-ed light

One ticket to the symphony costs $50. How much money is collected if 80 tickets are sold?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Day # 3

Name: _____ Week 11 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How does partial products relate to a standard algorithm?

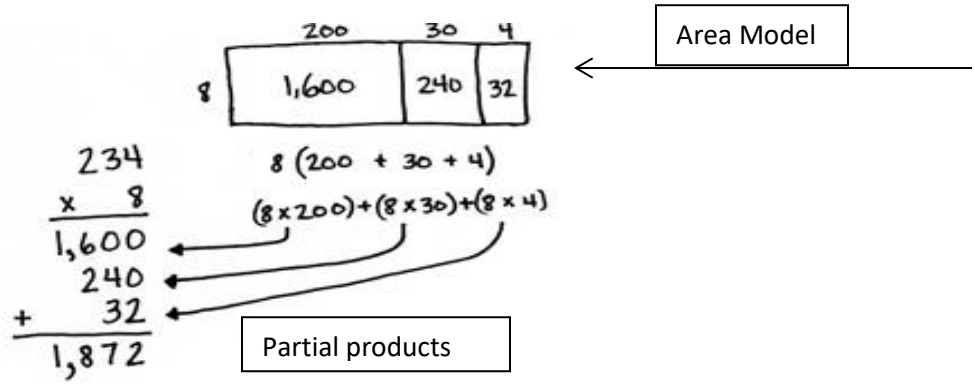
Objective: I can use partial products to support a standard algorithm when multiplying multi-digit numbers.

Do Now

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

We have learned how to multiply multi-digit numbers using partial products, area models and a standard algorithm.

Partial Products: Taking a number and _____ into _____ to make multiplying easier.



Name: _____ Week 11 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Partial Products Multiplication

1. Multiply the ones
2. Multiply the tens
3. Multiply the hundreds
4. Multiply the thousands
5. Add partial products together

Tool Kits

Standard Algorithm

1. Multiply the ones, regroup I necessary.
2. Multiply the tens, add, regroup if necessary
3. Multiply the hundreds, add, regroup if necessary =
4. Multiply the thousands, add

425 x 4

Partial Products	Standard Algorithm

Your Turn: 534 x 7

Partial Products	Standard Algorithm

Name: _____ Week 11 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

4,458 x 3

Partial Products	Standard Algorithm

Your Turn

3,455 x 4

Partial Products	Standard Algorithm

Hint: This one is tricky! How many days does Monday through Friday include?

<u>Application Problem</u>

A cafeteria makes 4,408 lunches each day. How many lunches are made Monday through Friday?

Name: _____ Week 11 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Exit Ticket-ed light

Model with a tape diagram and solve.

4 times as much as 467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Charter School for Boys
Day # 4

Today you are taking your mid-module assessment. First, you will take the multiple choice using the google form posted in your math classroom. Then, you will answer the open response questions and use ed light to submit the answers. Use the space below to for each open response question.

Number 11

Number 12


Brighter Choice
Charter School for Boys
Day # 5

Name: _____ Week 11 Day 5 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I use CUBES to solve word problems that include multiplicative word problems?

Objective: I can use CUBES and what I have learned about multiplying large numbers to solve real word problems.

Do Now

A

Number Correct: _____

Mental Multiplication

1.	1 × 4 =		23.	21 × 3 =	
2.	10 × 4 =		24.	121 × 3 =	
3.	11 × 4 =		25.	42 × 2 =	
4.	1 × 2 =		26.	142 × 2 =	
5.	20 × 2 =		27.	242 × 2 =	
6.	21 × 2 =		28.	342 × 2 =	
7.	2 × 3 =		29.	442 × 2 =	
8.	30 × 3 =		30.	3 × 3 =	
9.	32 × 3 =		31.	13 × 3 =	
10.	3 × 5=		32.	213 × 3 =	
11.	20 × 5 =		33.	1,213 × 3 =	
12.	23 × 5 =		34.	2,113 × 3 =	
13.	3 × 3 =		35.	2,131 × 3 =	

Name: _____ Week 11 Day 5 Date: _____

BCCS-B Howard Morehouse Hampton

B

Number Correct: _____

Improvement: _____

Mental Multiplication

1.	1 x 6 =	
2.	10 x 6 =	
3.	11 x 6 =	
4.	1 x 2 =	
5.	30 x 2 =	
6.	31 x 2 =	
7.	3 x 3 =	
8.	20 x 3 =	
9.	23 x 3 =	
10.	5 x 5 =	
11.	20 x 5 =	
12.	25 x 5 =	
13.	4 x 4 =	

23.	21 x 4 =	
24.	121 x 4 =	
25.	24 x 2 =	
26.	124 x 2 =	
27.	224 x 2 =	
28.	324 x 2 =	
29.	424 x 2 =	
30.	3 x 2 =	
31.	13 x 2 =	
32.	213 x 2 =	
33.	1,213 x 2 =	
34.	2,113 x 2 =	
35.	2,131 x 2 =	

Name: _____ Week 11 Day 5 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Over the summer, Kate earned $180 each week for 7 weeks. Of that money, she spent $375 on a new computer and $137 on new clothes. How much money did she have left? Use CUBES to solve.

C
U
B
E
S

Your Turn

Michael earns $9 per hour. He works 28 hours each week. How much does he earn in 6 weeks?

C
U
B
E
S

Name: _____ Week 11 Day 5 Date: _____

BCCS-B Howard Morehouse Hampton

Input

A pair of jeans costs $89. A jean jacket costs twice as much. What is the total cost of a jean jacket and 4 pairs of jeans?

Application Problem

Sylvia weighed 8 pounds when she was born. By her first birthday, her weight had tripled. By her second birthday, she had gained 12 more pounds. At that time, Sylvia's father weighed 5 times as much as she did. What was Sylvia and her dad's combined weight?

Name _____

4th Grade Modified Math Remote Learning Packet

Week 12

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)

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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!	→	

- Please do not separate either packet.
- Please do not remove any pages from either packet.


Brighter Choice
Charter School for Boys
Day # 1

Name: _____ Week 12 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I use a place value chart model the multiplication of a multiple of 10 and a 2 digit number?

Objective: I can multiply a multiple of 10 by a 2 digit number with and without a place value chart. I can use what I have learned about area models and apply it to solving a 2 digit by 2 digit multiplication problem.

Do Now

Sam read his book 30 minutes a day after school every day for the whole month of November. If there are 30 days in November, how many total minutes did he read his book for I that month?

Input

Problem 40 x 22 in a place value chart

We can think about this problem as 4 x 22 to make the multiplication easier and read it as 4 groups of 22. In the chart below model 4 groups of 22.

Hundreds	Tens	Ones

Name: _____ Week 12 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Problem 2

50 x 31

In the chart model 5 x 31

Hundreds	Tens	Ones

Your Turn

30 x 24

Hundreds	Tens	Ones

Name: _____ Week 12 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

40 x 43

thousands	Hundreds	Tens	Ones

Application Problem

Mr. Goggins planted 10 rows of beans, 10 rows of squash, 10 rows of tomatoes, and 10 rows of cucumbers in his garden. He put 22 plants in each row. Draw an area model, label each part, and then write an expression that represents the total number of plants in the garden?

Name: _____ Week 12 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

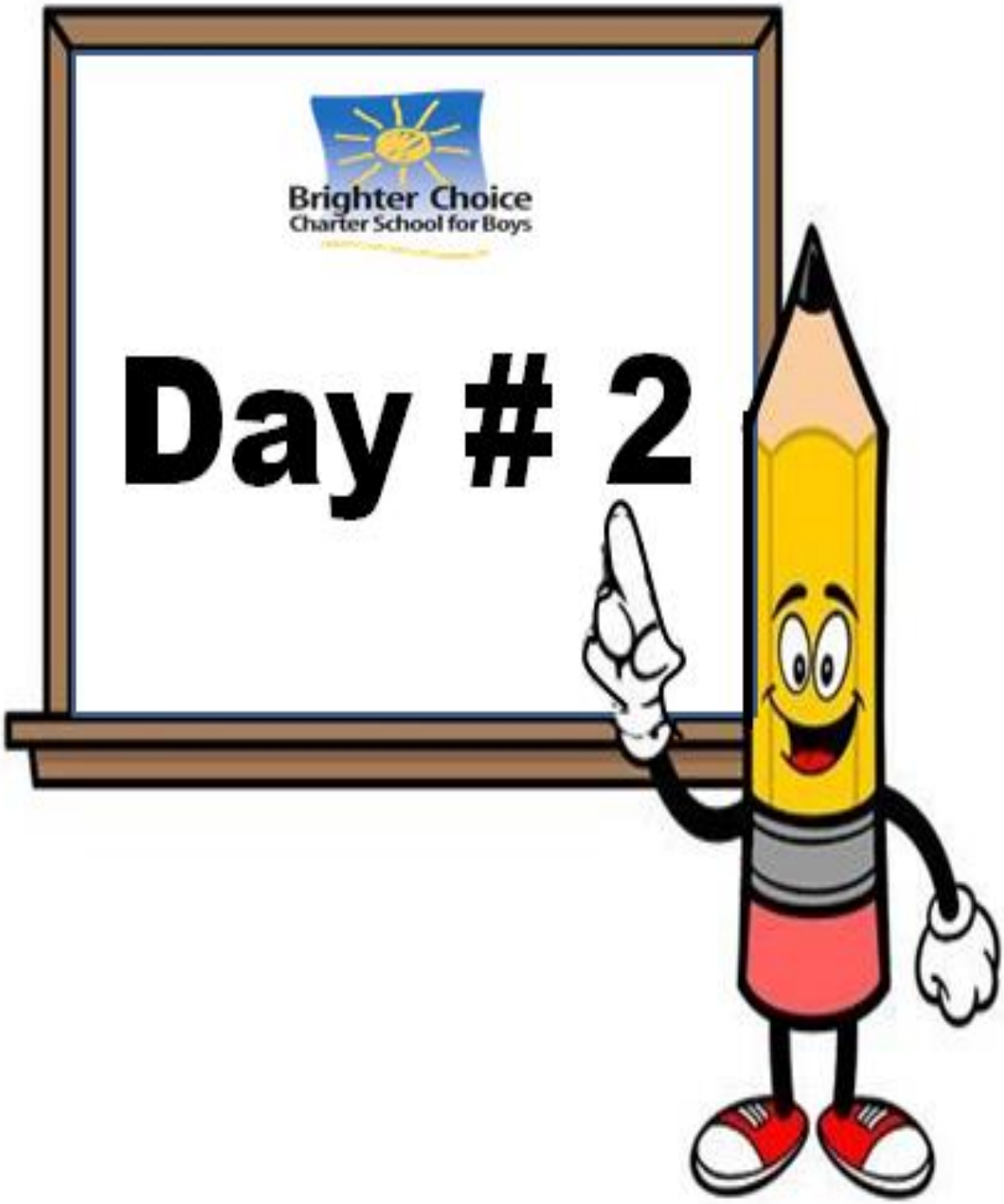
Exit Ticket – google form

20 x 41

Hundreds	Tens	Ones

63 x 30

Thousands	Hundreds	Tens	Ones


Brighter Choice
Charter School for Boys
Day # 2

Name: _____ Week 12 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I relate an area model to a standard 2 digit by 2 digit algorithm?

Objective: I can use what I have learned about area models and apply it to solving a 2 digit by 2 digit multiplication problem. I can use what I have learned about area models and apply it to solving a 2 digit by 2 digit multiplication problem.

Do Now

43 x 30

Thousands	Hundreds	Tens	Ones

Input

https://www.youtube.com/watch?v=WYJsQo7ZTC4

30 x 25 using an area model

1. Draw a rectangle
2. Place the multiple of ten on the side
3. Break apart the 2nd number across the top into tens and ones
4. Multiply to get partial products
5. Add the partial products together

Name: _____ Week 12 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

60 x 34 using an area model

You try!

Draw an area model to solve:

70 x 34

40 x 27

Name: _____ Week 12 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Application Problem

Ms. Lewis bout 50 boxes on new pencils and each box contained 22 pencils. How many total pencils did she buy in all? Use CUBES to solve.

Exit Ticket-ed light

20 x 22


Brighter Choice
Charter School for Boys
Day # 3

Name: _____ Week 12 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I relate an area model to a standard 2 digit by 2 digit algorithm?

Objective: I can use what I have learned about area models and apply it to solving a 2 digit by 2 digit multiplication problem. I can use what I have learned about area models and apply it to solving a 2 digit by 2 digit multiplication problem.

Do Now

Draw an area model to solve 80 x 15

Today we are going to continue our practice of solving 2 digit multiplication problems but today we will relate it to using a standard algorithm model as well. Let's review what an area model is and how we use it by watching a quick video.

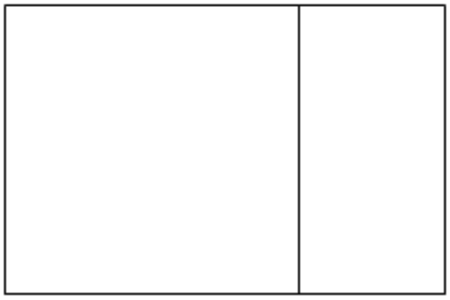
https://www.youtube.com/watch?v=WYJsQo7ZTC4

Name: _____ Week 12 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Problem 1:

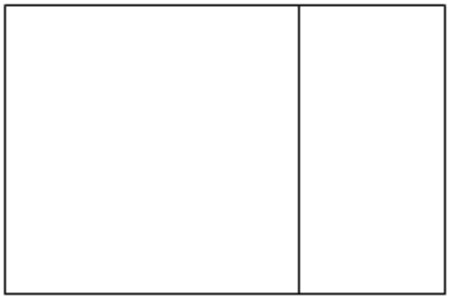
20×22



$$\begin{array}{r} 2\ 2 \\ \times\ 2\ 0 \\ \hline \\ + \\ \hline \end{array}$$

You Try!

50×41



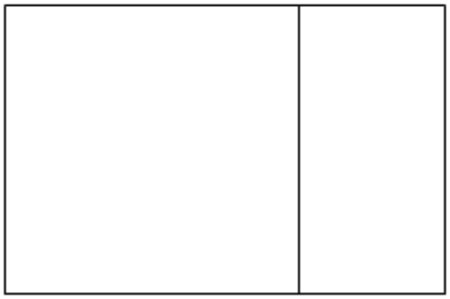
$$\begin{array}{r} 4\ 1 \\ \times\ 5\ 0 \\ \hline \\ + \\ \hline \end{array}$$

Name: _____ Week 12 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Problem 2:

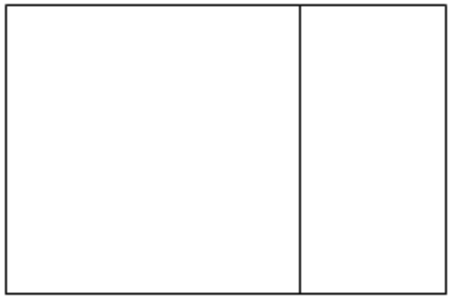
60 × 73



$$\begin{array}{r} 7\ 3 \\ \times\ 6\ 0 \\ \hline \\ + \\ \hline \end{array}$$

You Try!

80 x 32 Stack you problem like the one above.



This time draw your own area model and stack your problem like we have been.

80 x 32

Name: _____ Week 12 Day 3 Date: _____

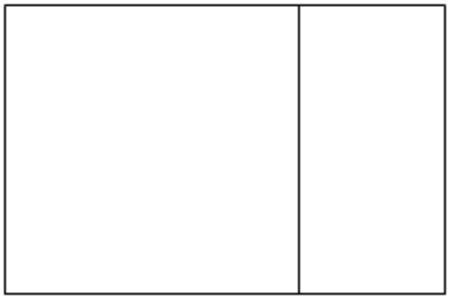
BCCS-B Howard Morehouse Hampton

Application Problem

To prepare for a marathon, Sam ran 23 minutes a day for 60 days in a row. How many total minutes did Sam run? Use CUBES to solve.

Exit Ticket-google form

30 × 93



$$\begin{array}{r} 93 \\ \times\ 30 \\ \hline \\ + \\ \hline \end{array}$$

50 x 34= _____


Brighter Choice
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Day # 4

Name: _____ Week 12 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

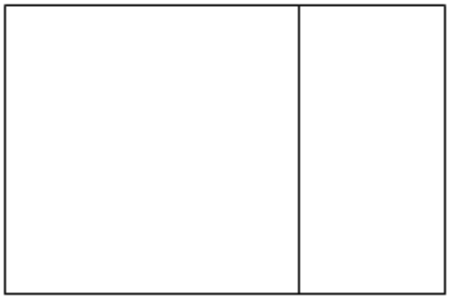
LEQ: How can I relate an area model to a standard 2 digit by 2 digit algorithm?

Objective: I can use what I have learned about area models and apply it to solving a 2 digit by 2 digit multiplication problem.

Do Now

Solve.

40×76



$$\begin{array}{r} 7\ 6 \\ \times\ 4\ 0 \\ \hline \\ + \\ \hline \end{array}$$

Input

Today we are going to be using what we know about area models and multiplication to solve 2 digit by 2 digit problems. The video that we are about to view shows us how to set up our problems when we do not have any zeros.

https://www.youtube.com/watch?v=MVZRD4Fa1OY

Name: _____ Week 12 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Problem 1: 34 x 35

Step 1: draw an area model

Step 2: break apart the first number down the side of the area model by tens and ones

Step 3: break apart the 2nd number across the top of the area model also by tens and ones

Step 4: multiply to get 4 partial products

Step 5: add all partial products together.

Name: _____ Week 12 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

Input

23 x 31

Your Turn

26 x 34

Try this one, and draw your own area model: 45 x 24

Name: _____ Week 12 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

Application Problem

Henry was taking a cross country bike ride. He rode for a total of 84 days. Each of those he rode his bike for 65 miles. How many total miles did he ride in those 84 days?

Exit Ticket-ed light

Draw an area model first to support your work, or draw the area model last to check your work.

1. 26 × 43


Brighter Choice
Charter School for Boys
Day # 5

Name: _____ Week 12 Day 5 Date: _____

BCCS-B Howard Morehouse Hampton

Today we are taking a quiz on what we have practiced this week. Let's watch a quick video and do some practice questions before we get started!

https://www.youtube.com/watch?v=n3q3XzzIGSY

45 x 30

34 x 72

Frank needs to cut 36 pieces of ribbon for the gifts that he is wrapping. If each piece of ribbon he cuts is 45 inches, how many total inches of ribbon does he cut?