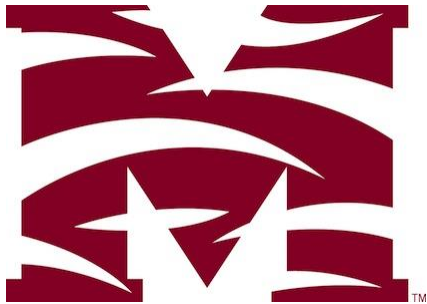




Name _____

4th Grade Math Remote Learning Packet

Week 16



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 packets assignments are mandatory and must be completed by all scholars.

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!	→	
---	---	--

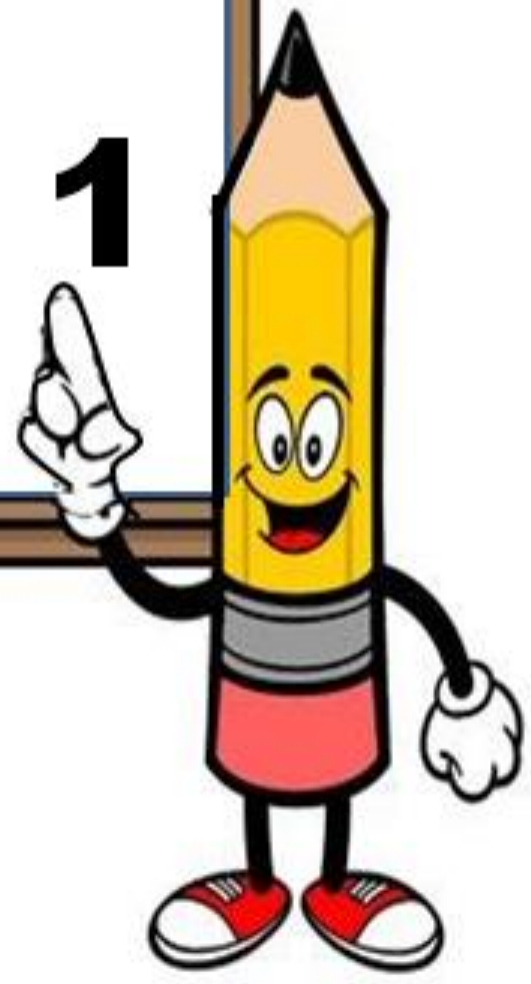
The reminders below have been modified, please take note of points 2,3 and 4.-Thank you!



- Please do not separate either packet or remove any pages from any packet.
- ALL math exit tickets will be done remotely. They will be submitted either via edlight or google form.
- ALL math homework with also be done 100% remotely. Homework with MOSTLY be submitted via google form, occasionally via edlight.
- My GOAL is for families NOT to have to turn in ANY math packet.



Day # 1



Name: _____

Week 16 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: How can I find whole number quotients using a division algorithm?

Objective: I can find whole number quotients by using a place value chart to support a standard division algorithm

Do Now

$75 \div 3$

Tens	Ones

$3 \overline{) 75}$

quotient = _____

remainder = _____

Check Your Work

Today we are going to review dividing _____ digit _____.

First, let's review some important terms:

Dividend: _____

Divisor: _____

Quotient: _____

Name: _____

Week 16 Day 1 Date: _____

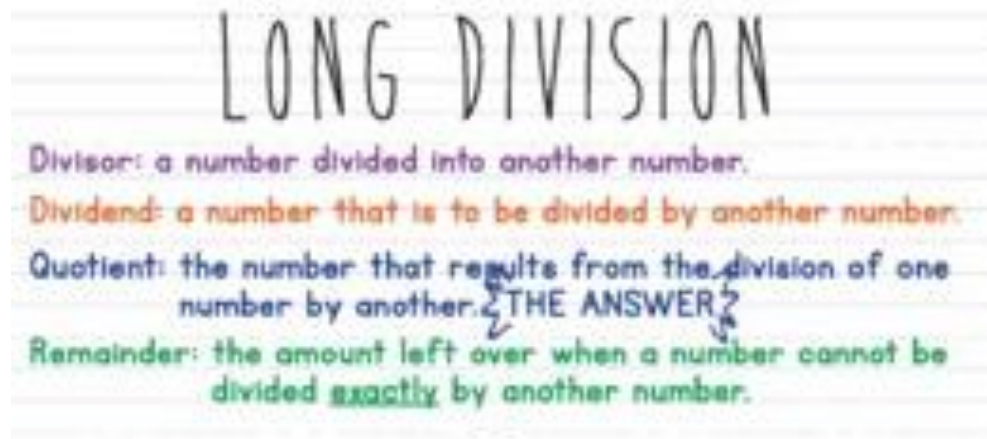
BCCS-B

Howard Morehouse Hampton

Input

We are going to watch a quick video that reviews the steps of long division. After, we will review the steps in our tool kit and do some practice.

<https://www.youtube.com/watch?v=VvQelzRQe7k>



Divide ÷

Multiply X


Subtract —

Bring down

↓

Here's a Trick!



Dirty 

Monkeys

Smell

Bad

Name: _____

Week 16 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Problem 1:

5 tens 7 ones \div 3

Rewrite this equation in standard form: _____

Draw a place value chart:



Standard Algorithm:

Your Turn:

4 tens 8 ones \div 4

Rewrite in standard form: _____



Standard Algorithm:

Name: _____

Week 16 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Problem 2: 8 tens 6 ones \div 5

Rewrite in standard form: _____

Place Value Chart

Standard Algorithm:



Your turn:

6 tens 3 ones \div 4

Rewrite in standard form: _____

Place Value Chart

Standard Algorithm



Name: _____

Week 16 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Problem 3: Solve without a place value chart

7 tens 4 ones \div 8

Standard form: _____

Solve:

Your Turn

6 tens 4 ones \div 7

Standard form: _____

Solve:

Name: _____

Week 16 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

CFU

Here's a few more to try on your own:

$87 \div 9$	$76 \div 5$
-------------	-------------

Application Problem

Malory's family is going to buy oranges. The Grand Market sells oranges at 3 pounds for 87 cents. How much does 1 pound of oranges cost at Grand Market?

Name: _____

Week 16 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Exit Ticket-google form

Solve using the standard algorithm.

1. $93 \div 7$

2. $99 \div 8$

Homework-google form

1. $84 \div 2$	2. $84 \div 4$
3. $48 \div 3$	4. $80 \div 5$



Day # 2



Name: _____

Week 16 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: How can I describe a remainder?

Objective: I can describe remainders when dividing and solving word problems.

Do Now

Two friends start a business writing and selling comic books. After 1 month, they have earned \$38. How can they fairly share their earnings? Use CUBES to solve.

--

Input

Problem 1: Model division with remainders in the tens and ones places using place value disks, and then relate it to a long division model.

$$41 \div 3$$

Place value	Standard algorithm

Name: _____

Week 16 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Your Turn

$$37 \div 3$$

Place value	Standard algorithm

We can say that _____ divided by _____ equals _____ with a remainder of _____.

We can check our quotient by _____.

Check:

Problem 2: Share \$64 as 6 tens and 4 ones equally among 4 friends

Place Value Chart:

Each friend will get _____. We can just by doing _____.

Name: _____

Week 16 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Your Turn

Share \$45 as 4 tens and 5 ones equally among 3 friends/

Place Value Chart:

Each friend will get _____. I can check by doing
_____.

Check:

Name: _____

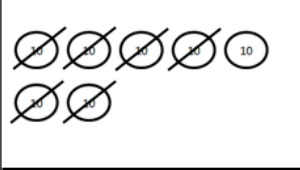
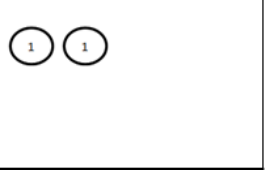
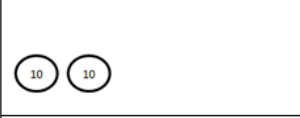


Week 16 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

Application Problem

The place value disk model is showing $72 \div 3$. Complete the model. Explain what happens to the 1 ten that is remaining in the tens column.

Exit Ticket-ed light

Molly's photo album has a total of 97 pictures. Each page of the album holds 6 pictures. How many pages can Molly fill? Will there be any pictures left? If so, how many? Use place value disks to solve.

Name: _____

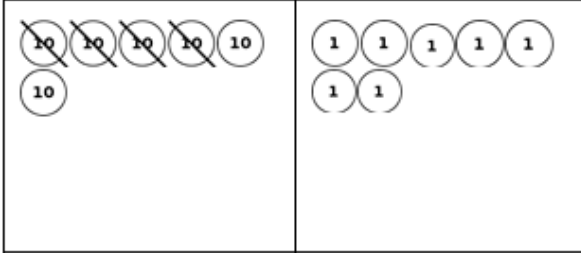


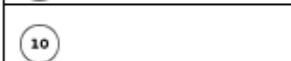

Week 16 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

Homework

The place value disk model is showing $67 \div 4$.
Complete the model. Explain what happens to the
2 tens that are remaining in the tens column.

The 2 tens that are remaining in the tens column _____



Day # 3



Name: _____

Week 16 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: How can I use an area model to solve division problems without remainders?

Objective: I can use an area model to show division that does not include remainders.

Do Now

A

Number correct: _____

1.	$20 \div 2 =$	
2.	$4 \div 2 =$	
3.	$24 \div 2 =$	
4.	$30 \div 3 =$	
5.	$6 \div 3 =$	
6.	$36 \div 3 =$	
7.	$40 \div 4 =$	
8.	$8 \div 4 =$	
9.	$48 \div 4 =$	
10.	$2 \div 2 =$	
11.	$40 \div 2 =$	
12.	$42 \div 2 =$	
13.	$3 \div 3 =$	
14.	$60 \div 3 =$	
15.	$63 \div 3 =$	
16.	$4 \div 4 =$	
17.	$80 \div 4 =$	
18.	$84 \div 4 =$	

23.	$68 \div 2 =$	
24.	$96 \div 3 =$	
25.	$86 \div 2 =$	
26.	$93 \div 3 =$	
27.	$88 \div 4 =$	
28.	$99 \div 3 =$	
29.	$66 \div 3 =$	
30.	$66 \div 2 =$	
31.	$40 \div 4 =$	
32.	$80 \div 4 =$	
33.	$60 \div 4 =$	
34.	$68 \div 4 =$	
35.	$20 \div 2 =$	
36.	$40 \div 2 =$	
37.	$30 \div 2 =$	
38.	$36 \div 2 =$	
39.	$30 \div 3 =$	
40.	$39 \div 3 =$	

Name: _____

Week 16 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

B

Number correct: _____

1.	$30 \div 3 =$	
2.	$9 \div 3 =$	
3.	$39 \div 3 =$	
4.	$20 \div 2 =$	
5.	$6 \div 2 =$	
6.	$26 \div 2 =$	
7.	$80 \div 4 =$	
8.	$4 \div 4 =$	
9.	$84 \div 4 =$	
10.	$2 \div 2 =$	
11.	$60 \div 2 =$	
12.	$62 \div 2 =$	
13.	$3 \div 3 =$	
14.	$90 \div 3 =$	
15.	$93 \div 3 =$	
16.	$8 \div 4 =$	
17.	$40 \div 4 =$	
18.	$48 \div 4 =$	
19.	$50 \div 5 =$	
20.	$60 \div 5 =$	
21.	$70 \div 5 =$	

23.	$86 \div 2 =$	
24.	$69 \div 3 =$	
25.	$68 \div 2 =$	
26.	$96 \div 3 =$	
27.	$66 \div 3 =$	
28.	$99 \div 3 =$	
29.	$88 \div 4 =$	
30.	$88 \div 2 =$	
31.	$40 \div 4 =$	
32.	$80 \div 4 =$	
33.	$60 \div 4 =$	
34.	$64 \div 4 =$	
35.	$20 \div 2 =$	
36.	$40 \div 2 =$	
37.	$30 \div 2 =$	
38.	$38 \div 2 =$	
39.	$30 \div 3 =$	
40.	$36 \div 3 =$	
41.	$42 \div 3 =$	
42.	$60 \div 3 =$	
43.	$54 \div 3 =$	

Name: _____

Week 16 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Problem 1: Decompose $48 \div 4$ from whole to part.

Draw an area model showing 48 as the area and 4 as the width.

Break the area model above into tens and ones.

There are _____ tens in 48 and _____ ones.

4 goes into 40 _____ times.

4 goes into 8 _____ times.

This tells us that $48 \div 4 =$ _____

Draw a number bond to match:

Name: _____

Week 16 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Your Turn

Decompose $69 \div 3$ from whole to part.

Draw an area model showing 69 as the area and 3 as the width.

Break the area model above into tens and ones.

There are _____ tens in 69 and _____ ones.

3 goes into 60 _____ times.

3 goes into 9 _____ times.

This tells us that $69 \div 3 =$ _____

Draw a number bond to match:

Now lets relate both of the previous problems to a standard algorithm:

$48 \div 4$	$69 \div 3$
-------------	-------------

Name: _____

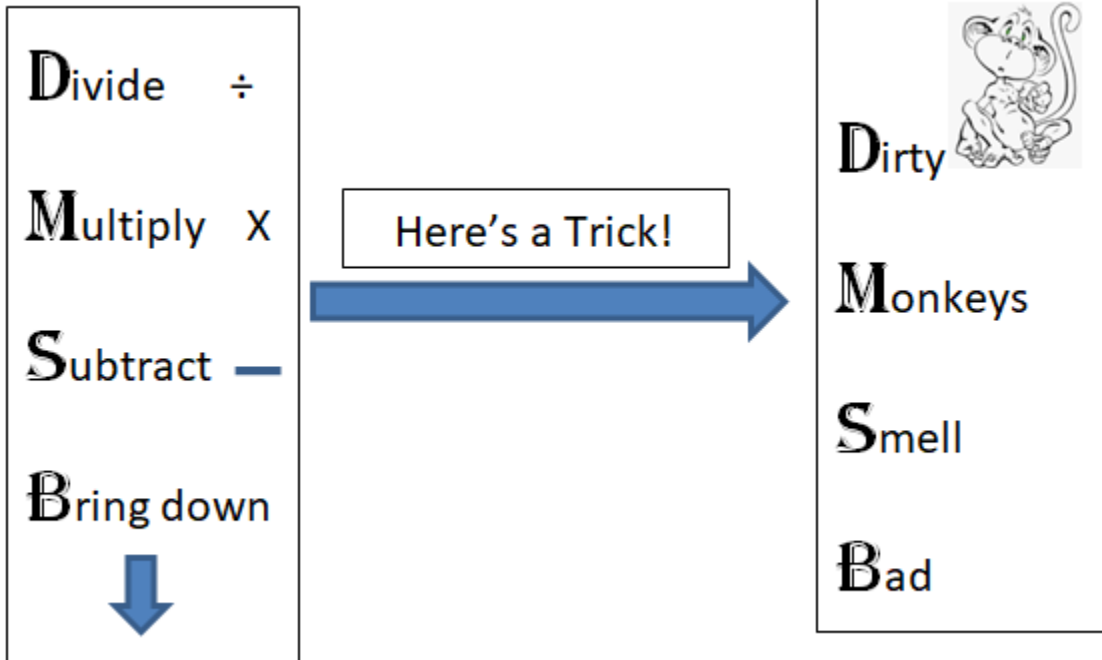
Week 16 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Review of long division:



Problem 2:

$96 \div 4 =$ _____

Check:

Name: _____

Week 16 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Your turn

$45 \div 3 =$ _____

Check:

CFU

Try a few more on your own

$34 \div 3 =$	$76 \div 4 =$	$57 \div 4$
Check:	Check:	Check:

Name: _____

Week 16 Day 3 Date: _____

BCCS-B

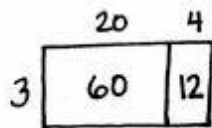
Howard Morehouse Hampton

Application Problem

Solve $96 \div 6$ using an area model and the standard algorithm.

Exit ticket-ed light

Tony drew the following area model to find an unknown length. What division equation did he model?



Equation: _____ \div _____ = _____

Solve using a long division algorithm:

Name: _____

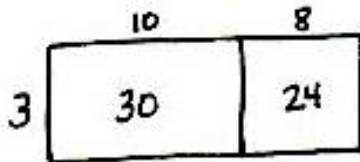
Week 16 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

Homework-google form

1. Maria solved a division problem by drawing an area model.
 - a. Look at the area model. What division problem did Maria solve?



Equation: _____ \div _____ = _____

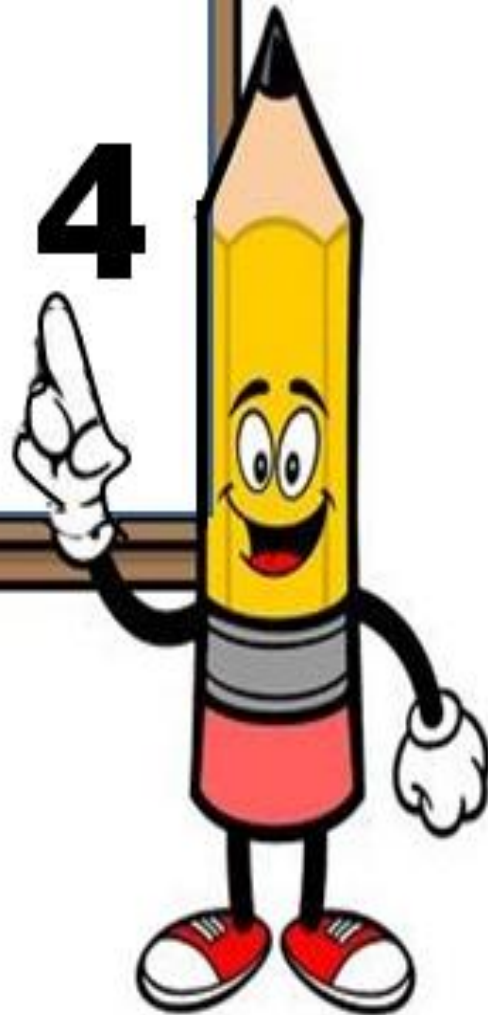
Solve using a long division algorithm:

Solve the following using a long division algorithm

$45 \div 3 =$ _____ 	$57 \div 4 =$ _____
---	---



Day # 4



Name: _____

Week 16 Day 4 Date: _____

BCCS-B

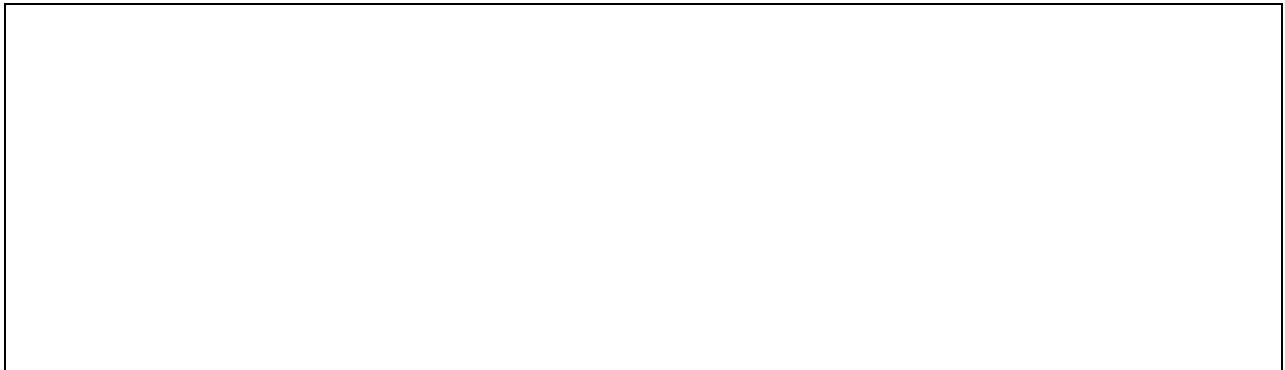
Howard Morehouse Hampton

LEQ: How can I use an area model to show the division of numbers with remainders?

Objective: I can solve division problems with remainders using the area model.

Do Now

A rectangle has an area of 36 square units and a width of 2 units. What is the unknown side length?



Input

Problem 1: $76 \div 3$

Draw an area model and solve with a long division algorithm

Name: _____

Week 16 Day 4 Date: _____

BCCS-B

Howard Morehouse Hampton

Your Turn:

$$67 \div 3 = \underline{\hspace{2cm}}$$

Draw an area model and solve with a long division area model.

Problem 2:

Solve $37 \div 2$ using an area model. Use long division and the distributive property to record your work.

Your Turn

Solve $76 \div 3$ using an area model. Use long division and the distributive property to record your work.

Name: _____

Week 16 Day 4 Date: _____

BCCS-B

Howard Morehouse Hampton

CFU

Solve the following problems using the area model. Support the area model with long division or the distributive property.

4. $48 \div 3$	5. $49 \div 3$
----------------	----------------

Application Problem

Seventy-three students are divided into groups of 6 students each. How many groups of 6 students are there? How many students will not be in a group of 6?

Name: _____

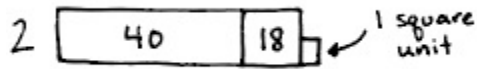
Week 16 Day 4 Date: _____

BCCS-B

Howard Morehouse Hampton

Exit Ticket-google form

1. Kyle drew the following area model to find an unknown length. What division equation did he model?



Equation: _____

2. Solve $93 \div 4$ using the area model, long division, and the distributive property.

Name: _____

Week 16 Day 4 Date: _____

BCCS-B

Howard Morehouse Hampton

Homework-google form

1. Solve $35 \div 2$ using an area model. Use long division and the distributive property to record your work.

2. Solve $79 \div 3$ using an area model. Use long division and the distributive property to record your work.



Day # 5



Name: _____

Week 16 Day 5 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: How can I prove my understanding of Topic E?

Objective; I can prove my understanding of topic E by scoring an 80% or better on my quiz.

Do Now-sprint

A

Number Correct: _____

Division with Remainders



1.	$8 \div 2$	Q= _____ R= _____
2.	$9 \div 2$	Q= _____ R= _____
3.	$4 \div 4$	Q= _____ R= _____
4.	$5 \div 4$	Q= _____ R= _____
5.	$7 \div 5$	Q= _____ R= _____
6.	$8 \div 5$	Q= _____ R= _____
7.	$5 \div 3$	Q= _____ R= _____
8.	$6 \div 3$	Q= _____ R= _____
9.	$8 \div 4$	Q= _____ R= _____
10.	$9 \div 4$	Q= _____ R= _____
11.	$2 \div 2$	Q= _____ R= _____
12.	$3 \div 2$	Q= _____ R= _____
13.	$7 \div 3$	Q= _____ R= _____
14.	$8 \div 3$	Q= _____ R= _____
15.	$9 \div 3$	Q= _____ R= _____

23.	$6 \div 2$	Q= _____ R= _____
24.	$7 \div 2$	Q= _____ R= _____
25.	$3 \div 3$	Q= _____ R= _____
26.	$4 \div 3$	Q= _____ R= _____
27.	$6 \div 4$	Q= _____ R= _____
28.	$7 \div 4$	Q= _____ R= _____
29.	$6 \div 6$	Q= _____ R= _____
30.	$7 \div 6$	Q= _____ R= _____
31.	$4 \div 2$	Q= _____ R= _____
32.	$5 \div 2$	Q= _____ R= _____
33.	$9 \div 3$	Q= _____ R= _____
34.	$9 \div 5$	Q= _____ R= _____
35.	$7 \div 7$	Q= _____ R= _____
36.	$9 \div 9$	Q= _____ R= _____
37.	$13 \div 4$	Q= _____ R= _____

Name: _____

Week 16 Day 5 Date: _____

BCCS-B

Howard Morehouse Hampton

B

Number Correct: _____

Improvement: _____

Division with Remainders



1.	$9 \div 8$	Q = _____ R = _____
2.	$8 \div 8$	Q = _____ R = _____
3.	$9 \div 6$	Q = _____ R = _____
4.	$8 \div 6$	Q = _____ R = _____
5.	$5 \div 5$	Q = _____ R = _____
6.	$6 \div 5$	Q = _____ R = _____
7.	$7 \div 4$	Q = _____ R = _____
8.	$6 \div 4$	Q = _____ R = _____
9.	$5 \div 3$	Q = _____ R = _____
10.	$6 \div 3$	Q = _____ R = _____
11.	$2 \div 2$	Q = _____ R = _____
12.	$3 \div 2$	Q = _____ R = _____
13.	$3 \div 3$	Q = _____ R = _____
14.	$4 \div 3$	Q = _____ R = _____
15.	$8 \div 7$	Q = _____ R = _____

23.	$4 \div 2$	Q = _____ R = _____
24.	$5 \div 2$	Q = _____ R = _____
25.	$8 \div 4$	Q = _____ R = _____
26.	$9 \div 4$	Q = _____ R = _____
27.	$9 \div 3$	Q = _____ R = _____
28.	$8 \div 3$	Q = _____ R = _____
29.	$9 \div 5$	Q = _____ R = _____
30.	$6 \div 6$	Q = _____ R = _____
31.	$7 \div 6$	Q = _____ R = _____
32.	$9 \div 9$	Q = _____ R = _____
33.	$7 \div 7$	Q = _____ R = _____
34.	$9 \div 2$	Q = _____ R = _____
35.	$8 \div 2$	Q = _____ R = _____
36.	$37 \div 8$	Q = _____ R = _____
37.	$50 \div 9$	Q = _____ R = _____

Name: _____

Week 16 Day 5 Date: _____

BCCS-B

Howard Morehouse Hampton

Quiz review

Dividing with a place value chart and standard algorithm

$$45 \div 3 = \underline{\hspace{2cm}}$$

Place value chart

Standard Algorithm

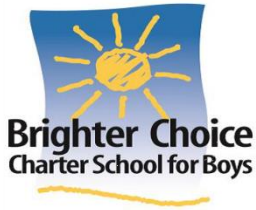
$$67 \div 4 = \underline{\hspace{2cm}}$$

Place value chart

Standard Algorithm

Henry bought 37 cookies for the party and he was going to share them with 5 of his co-workers. How many cookies would each of his co-workers get? Would there be any left over for Henry?

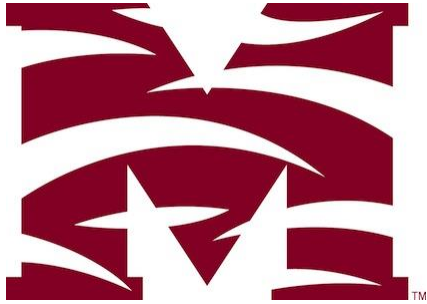
****No Math Hw, No math Exit Ticket Tonight****



Name _____

4th Grade Math Remote Learning Packet

Week 17



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 packets assignments are mandatory and must be completed by all scholars.

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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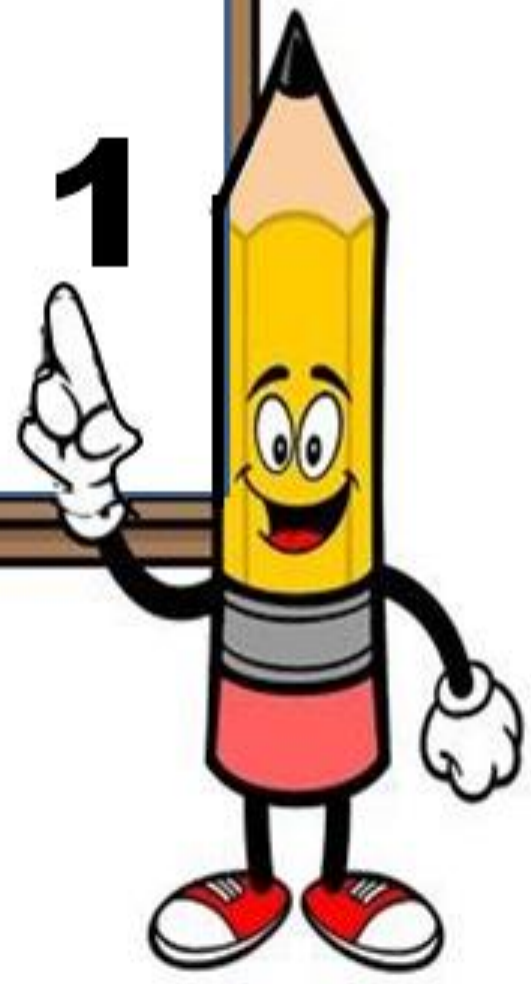
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Day # 1



Name: _____

Week 17 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: How do I use factor pairs to determine if a number is prime or composite?

Objective: I can find factor pairs for numbers to 100 and use understanding of factors to define prime and composite.

Do Now

$8 \times \underline{\quad} = 96$. Find the unknown side length, or factor. Use an area model to solve the problem.

Area Model

Standard Algorithm

Input

Review of terms:

Factors: _____

Product: _____

<https://www.youtube.com/watch?v=2hVQLG-QTfl>

Prime number: _____

Composite number: _____

Factor Pair: _____

Name: _____

Week 17 Day 1 Date: _____

BCCS-B
Input

Howard Morehouse Hampton

Problem 1: Identify the factors and product represented in an array.

Draw a 1×8 array and a 2×4 array

1×8	2×4
--------------	--------------

What are the factors and product in $1 \times 8 = 8$?

The factors are _____ and _____. The product is _____.

What are the factors and product in $2 \times 4 = 8$?

The factors are _____ and _____. The product is _____.

So we can say the factors of 8 are _____.

The factor pairs of 8 are:

Name: _____

Week 17 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Your turn

Draw an array to represent 1×18 and 2×9

1×18 	2×9
---	--

What are the factors and product in $1 \times 18 = 18$?

The factors are _____ and _____. The product is _____.

What are the factors and product in $2 \times 9 = 18$?

The factors are _____ and _____. The product is _____.

So we can say the factors of 18 are _____.

The factor pairs of 8 are:

Name: _____

Week 17 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Problem 2: Identify factors to define prime and composite numbers.

$$2 \times 8 = 16$$

What are the factors is the number sentence above? _____

What are 2 other multiplication number sentences with the same product?

_____ and _____

So the factors of 16 are: _____

Is this number prime or composite and how do you know?

This number is _____ because _____

$$1 \times 7 = 7$$

What are the factors is the number sentence above? _____

Is there any other multiplication sentence that gives us the same product? _____

How do you know? _____

So the factors of 7 are _____.

Is this number prime or composite and how do you know?

This number is _____ because _____

Name: _____

Week 17 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Your turn

$$2 \times 5 = 10$$

What are the factors in this number sentence? _____

What is another way to get the same product? _____

The factors of 10 are _____

Is 10 prime or composite and how do you know? _____

Problem 3: Identify factors of numbers and determine if they are prime or composite.

Let's use a table to record the factor pairs of 35.

Is 35 prime or composite and why?

Name: _____

Week 17 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Factor pairs of 23?

Is 23 prime or composite and why?

Your Turn

Factor pairs of 27?

Is 27 prime or composite and why?

Name: _____

Week 17 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

CFU

Record the factors of the given numbers as multiplication sentences and as a list in order from least to greatest. Classify each as prime (P) or composite (C). The first problem is done for you.

	Multiplication Sentences	Factors	P or C
a.	4 $1 \times 4 = 4$ $2 \times 2 = 4$	The factors of 4 are: 1, 2, 4	C
b.	6	The factors of 6 are:	
c.	7	The factors of 7 are:	
d.	9	The factors of 9 are:	

Application problem

Sheila has 28 stickers to divide evenly among 3 friends. She thinks there will be no leftovers. Use what you know about factor pairs to explain if Sheila is correct.

Name: _____

Week 17 Day 1 Date: _____

BCCS-B

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Exit ticket-ed light

Record the factors of the given numbers as multiplication sentences and as a list in order from least to greatest. Classify each as prime (P) or composite (C).

	Multiplication Sentences	Factors	Prime (P) or Composite (C)
a.	9	The factors of 9 are:	
b.	12	The factors of 12 are:	
c.	19	The factors of 19 are:	

Name: _____

Week 17 Day 1 Date: _____

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Homework-google form

Record the factors of the given numbers as multiplication sentences and as a list in order from least to greatest. Classify each as prime (P) or composite (C). The first problem is done for you.

±

	Multiplication Sentences	Factors	P or C
a.	8 $1 \times 4 = 8$ $2 \times 4 = 8$	The factors of 8 are: 1, 2, 4, 8	C
b.	10	The factors of 10 are:	
c.	11	The factors of 11 are:	
d.	14	The factors of 14 are:	
e.	17	The factors of 17 are:	
f.	20	The factors of 20 are:	



Day # 2



Name: _____

Week 17 Day 2 Date: _____

BCCS-B

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LEQ: How can I use division to determine if a number is a factor of another number?

Objective: I can use division to determine if a number is a factor of another number.

Do Now

Sasha says that every number in the twenties is a composite number because 2 is even. Amanda says there are two prime numbers in the twenties. Who is correct? How do you know?

Circle the composite numbers.

20 21 22 23 24 25 26 27 28 29

_____ is right because _____

Input

Problem 1: Use division to find factors of larger numbers.

$28 = 7 \times$ _____

Is 10 a factor of 28? _____ How do you know? _____

Name: _____

Week 17 Day 2 Date: _____

BCCS-B

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Input

How can we determine if 3 is a factor of 54? _____

Long division algorithm:

Your Turn:

Determine if 2 is a factor of 54 by using division:

Is there another way to determine if 2 is a factor of 54?

Rule: All _____ numbers will have _____ as a factor.

Name: _____

Week 17 Day 2 Date: _____

BCCS-B

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Explain your thinking or use division to answer the following.



a. Is 2 a factor of 84?	b. Is 2 a factor of 83?
-------------------------	-------------------------

Application Problem

Greg said that all odd numbers are prime, is this statement correct? How do you know?

Name: _____

Week 17 Day 2 Date: _____

BCCS-B

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Exit ticket-google form

Explain your thinking or use division to answer the following.

a. Is 2 a factor of 34?	b. Is 3 a factor of 34?
-------------------------	-------------------------

Homework-google form

Explain your thinking or use division to answer the following.

a. Is 2 a factor of 72?	b. Is 2 a factor of 73?
c. Is 3 a factor of 72?	d. Is 2 a factor of 60?



Day # 3



Name: _____

Week 17 Day 3 Date: _____

BCCS-B

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LEQ: How can I determine if a number is a multiple of another number?

Objective; I can determine if a number is a multiple by using what I know about skip counting and multiplication

Do Now

$8 \text{ cm} \times 12 \text{ cm} = 96$ square centimeters. Imagine a rectangle with an area of 96 square centimeters and a side length of 4 centimeters. What is the length of its unknown side?

Input

<https://www.youtube.com/watch?v=PRERRxSRNCO>

What is a multiple?

Is 12 a multiple of 3? _____ why? _____

Is 24 a multiple of 6? _____ why? _____

Name: _____

Week 17 Day 3 Date: _____

BCCS-B

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Input

How is a multiple different from a factor? _____

Is 4 a multiple of 24? _____

How do you know? _____

Is 5 a multiple of 24? _____

How do you know? _____

Your turn

Is 8 a multiple of 24? _____

How do you know? _____

List the factor and multiples of the following:

Number	Factors	Multiples (first 5)
4		
9		
12		

Name: _____

Week 17 Day 3 Date: _____

BCCS-B

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CFU

For each of the following, time yourself for 1 minute. See how many multiples you can write.

a. Write the multiples of 5 starting from 100.

b. Write the multiples of 4 starting from 20.

c. Write the multiples of 6 starting from 36.

Exit Ticket-google form

1. Fill in the unknown multiples of 11.

$$5 \times 11 = \underline{\hspace{2cm}}$$

$$6 \times 11 = \underline{\hspace{2cm}}$$

$$7 \times 11 = \underline{\hspace{2cm}}$$

$$8 \times 11 = \underline{\hspace{2cm}}$$

$$9 \times 11 = \underline{\hspace{2cm}}$$

2. Complete the pattern of multiples by skip-counting.

7, 14, _____, 28, _____, _____, _____, _____, _____

Name: _____

Week 17 Day 3 Date: _____

BCCS-B

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Homework-google form

For each of the following, time yourself for 1 minute. See how many multiples you can write.

a. Write the multiples of 5 starting from 75.

b. Write the multiples of 4 starting from 40.

c. Write the multiples of 6 starting from 24.

Use mental math, division, or the associative property to solve. (Use scratch paper if you like.)

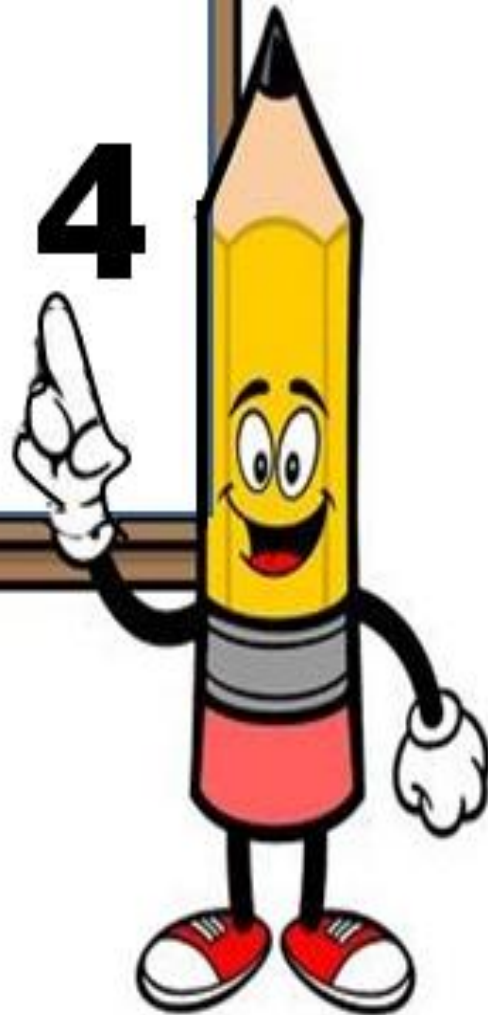
a. Is 12 a multiple of 3? _____ Is 3 a factor of 12? _____

b. Is 48 a multiple of 8? _____ Is 48 a factor of 8? _____

c. Is 56 a multiple of 6? _____ Is 6 a factor of 56? _____



Day # 4



Name: _____

Week 17 Day 4 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: How can multiples help me determine the properties of prime and composite numbers?

Objective: I determine the properties of prime and composite numbers to 100 by using multiples

Do Now

Take 1 minute to list as many multiples of 3 as you can:

Take 1 minute to list the factors of 3:

Take 1 minute to list as many multiples of 6 as you can:

Take 1 minute to list the factors of 6:

Input

Looking at the number chart on the next page, what is the smallest prime number you see? How do you know?

What is the largest composite number? How do you know?

Name: _____

Week 17 Day 4 Date: _____

BCCS-B

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Input

1. Follow the directions.
Shade the number 1 red.
 - a. Circle the first unmarked number.
 - b. Cross off every multiple of that number except the one you circled. If it's already crossed off, skip it.
 - c. Repeat Steps (a) and (b) until every number is either circled or crossed off.
 - d. Shade every crossed out number in orange.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Name: _____

Week 17 Day 4 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

2. a. List the circled numbers.

b. Why were the circled numbers not crossed off along the way?

c. Except for the number 1, what is similar about all of the numbers that were crossed off?

d. What is similar about all of the numbers that were circled?

Name: _____

Week 17 Day 4 Date: _____

BCCS-B

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Exit ticket-ed light

Use the calendar below to complete the following:

1. Cross off all composite numbers.
2. Circle all of the prime numbers.
3. List any remaining numbers.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	
Saturday					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Homework-google form

1. List the first 5 multiples of 4. _____

List the factors of 4. _____

Is 4 prime or composite? _____

2. List the first 5 multiples of 9. _____

List the factors of 9. _____

Is 9 prime or composite? _____



Day # 5



Name: _____

Week 17 Day 5 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: How can I prove my understanding of Topic F?

Objective; I can prove my understanding of topic F by scoring an 80% or better on my quiz.

Review for Quiz

	Multiplication Sentences	Factors	P or C
a.	4 $1 \times 4 = 4$ $2 \times 2 = 4$	The factors of 4 are: 1, 2, 4	C
b.	6	The factors of 6 are:	
c.	7	The factors of 7 are:	
d.	9	The factors of 9 are:	
e.	12	The factors of 12 are:	
f.	13	The factors of 13 are:	
g.	15	The factors of 15 are:	
h.	16	The factors of 16 are:	
i.	18	The factors of 18 are:	
j.	19	The factors of 19 are:	
k.	21	The factors of 21 are:	
l.	24	The factors of 24 are:	

Name: _____

Week 17 Day 5 Date: _____

BCCS-B

Howard Morehouse Hampton

2. Find all factors for the following numbers, and classify each number as prime or composite. Explain your classification of each as prime or composite.

Factor Pairs for 25	Factor Pairs for 28	Factor Pairs for 29

****there is no MATH homework today or MATH exit ticket****