Name _____

4th Grade Modified 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!	→	

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

- 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.


Brighter Choice
Charter School for Boys
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: _____

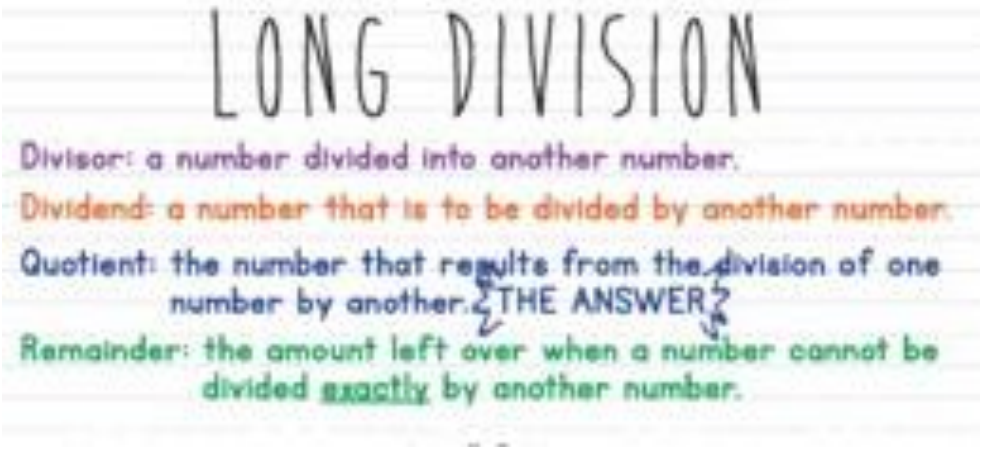
Name: _____ Week 16 Day 1 Date: _____

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 ÷

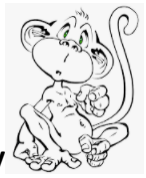
Multiply X

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 ÷ 3

Rewrite this equation in standard form: _____

Draw a place value chart:

Standard Algorithm:

Your Turn:

4 tens 8 ones ÷ 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 ÷ 5

Rewrite in standard form: _____

Place Value Chart Standard Algorithm:

Your turn:

6 tens 3 ones ÷ 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 ÷ 8

Standard form: _____

Solve:

Your Turn

6 tens 4 ones ÷ 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 ÷ 9	76 ÷ 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

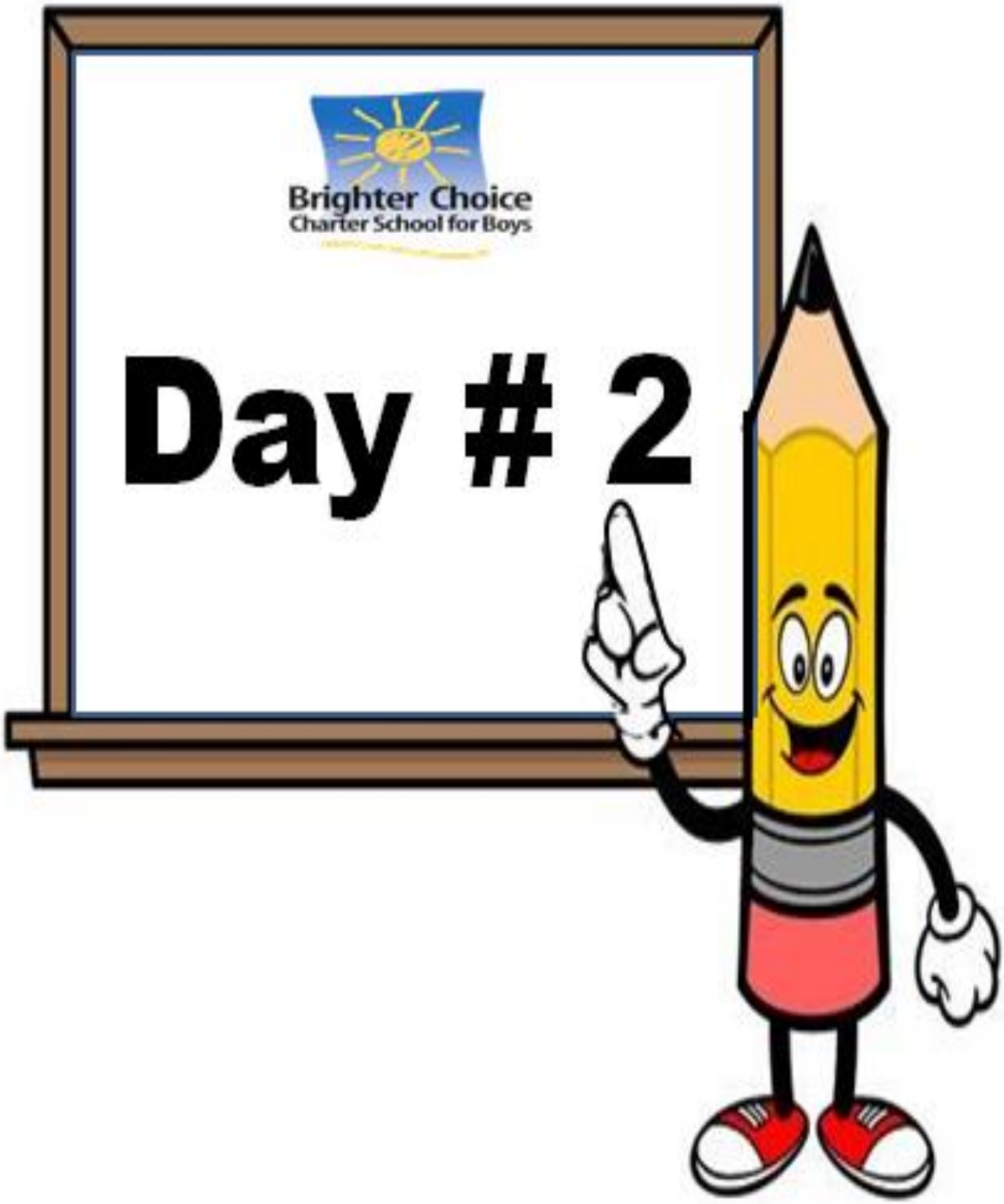
Solve using the standard algorithm.

1. 93 ÷ 7

2. 99 ÷ 8

Homework-google form

1. 84 ÷ 2	2. 84 ÷ 4
3. 48 ÷ 3	4. 80 ÷ 5


Brighter Choice
Charter School for Boys
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 ÷ 3

Place value	Standard algorithm

Name: _____ Week 16 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Your Turn

37 ÷ 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 _____.

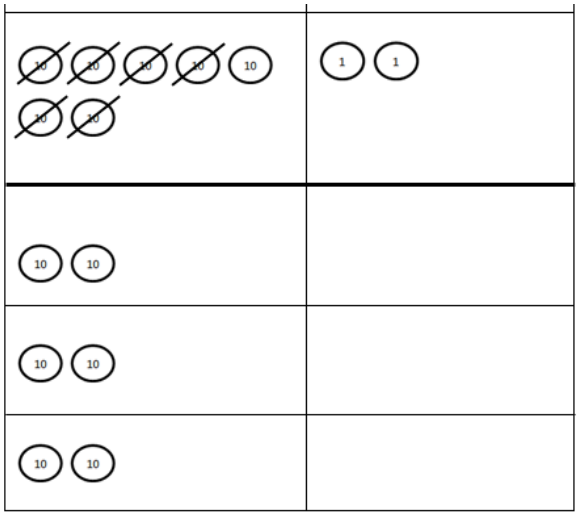
Check:

Name: _____ Week 16 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Application Problem

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



Exit Ticket-ed light

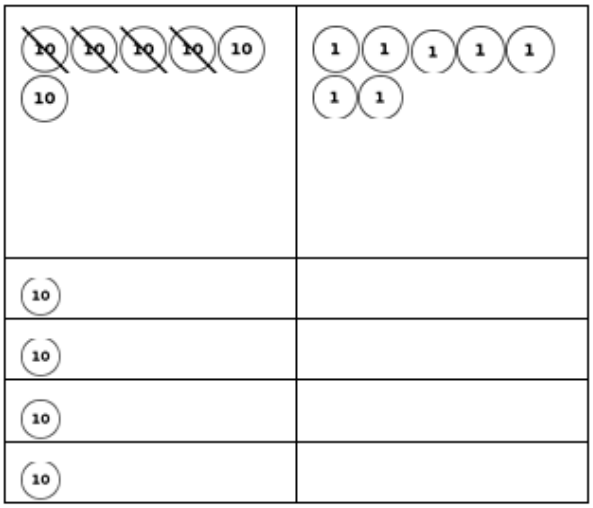
Molly's photo album has a total of 97 pictures. Each page of the album holds 6 pictures. How many pages can Molly fill? Will there be any pictures left? If so, how many? Use place value disks to solve.

Name: _____ Week 16 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Homework

The place value disk model is showing 67 ÷ 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 _____

_____

_____

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

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

Name: _____ Week 16 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

B **Number correct: _____**

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

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

Name: _____ Week 16 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Problem 1: Decompose 48 ÷ 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 ÷ 4= _____

Draw a number bond to match:

Name: _____ Week 16 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Your Turn

Decompose 69 ÷ 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 ÷ 3= _____

Draw a number bond to match:

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

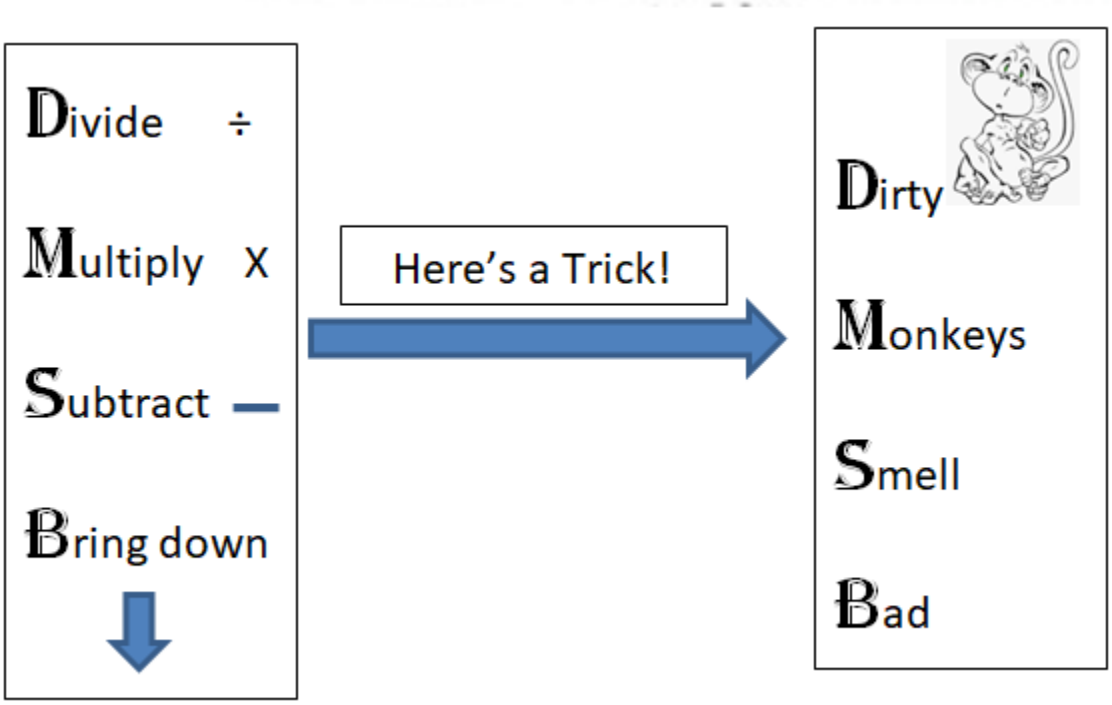
48 ÷ 4	69 ÷ 3

Name: _____ Week 16 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Review of long division:



Problem 2:

96 ÷ 4= _____ Check:

Name: _____ Week 16 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Your turn

45 ÷ 3= _____ Check:

CFU

Try a few more on your own

34 ÷ 3= Check:	76 ÷ 4= Check:	57 ÷ 4 Check:

Name: _____ Week 16 Day 3 Date: _____

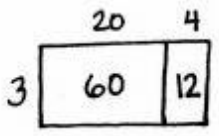
BCCS-B Howard Morehouse Hampton

Application Problem

Solve 96 ÷ 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: _____ ÷ _____= _____

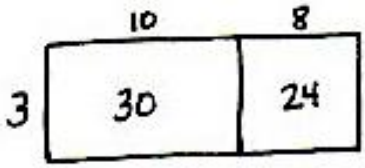
Solve using a long division algorithm:

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: _____ ÷ _____= _____

Solve using a long division algorithm:

Solve the following using a long division algorithm

45 ÷ 3= _____	57 ÷ 4= _____


Brighter Choice
Charter School for Boys
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 ÷ 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 ÷ 3= _____

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

Problem 2:

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

Your Turn

Solve 76 ÷ 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 ÷ 3	5. 49 ÷ 3

Application Problem

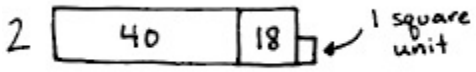
Seventy-three students are divided into groups of 6 students each. How many groups of 6 students are there? How many students will not be in a group of 6?

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 ÷ 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 ÷ 2 using an area model. Use long division and the distributive property to record your work.

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


Brighter Choice
Charter School for Boys
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 ÷ 2	Q = _____ R = _____	23.	6 ÷ 2	Q = _____ R = _____
2.	9 ÷ 2	Q = _____ R = _____	24.	7 ÷ 2	Q = _____ R = _____
3.	4 ÷ 4	Q = _____ R = _____	25.	3 ÷ 3	Q = _____ R = _____
4.	5 ÷ 4	Q = _____ R = _____	26.	4 ÷ 3	Q = _____ R = _____
5.	7 ÷ 5	Q = _____ R = _____	27.	6 ÷ 4	Q = _____ R = _____
6.	8 ÷ 5	Q = _____ R = _____	28.	7 ÷ 4	Q = _____ R = _____
7.	5 ÷ 3	Q = _____ R = _____	29.	6 ÷ 6	Q = _____ R = _____
8.	6 ÷ 3	Q = _____ R = _____	30.	7 ÷ 6	Q = _____ R = _____
9.	8 ÷ 4	Q = _____ R = _____	31.	4 ÷ 2	Q = _____ R = _____
10.	9 ÷ 4	Q = _____ R = _____	32.	5 ÷ 2	Q = _____ R = _____
11.	2 ÷ 2	Q = _____ R = _____	33.	9 ÷ 3	Q = _____ R = _____
12.	3 ÷ 2	Q = _____ R = _____	34.	9 ÷ 5	Q = _____ R = _____
13.	7 ÷ 3	Q = _____ R = _____	35.	7 ÷ 7	Q = _____ R = _____
14.	8 ÷ 3	Q = _____ R = _____	36.	9 ÷ 9	Q = _____ R = _____
15.	9 ÷ 3	Q = _____ R = _____	37.	13 ÷ 4	Q = _____ R = _____

Name: _____ Week 16 Day 5 Date: _____

BCCS-B Howard Morehouse Hampton

Number Correct: _____

Improvement: _____

B

Division with Remainders

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

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

Place value chart Standard Algorithm

67 ÷ 4= _____

Place value chart Standard Algorithm

Henry bough 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 Tongith

Name _____

4th Grade Modified 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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Brighter Choice
Charter School for Boys
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 × ____ = 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-QTfI

Prime number: _____

Composite number: _____

Factor Pair: _____

Name: _____ Week 17 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Input

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

Draw a 1 x 8 array and a 2 x4 array

1 x 8	2 x 4

What are the factors and product in 1 x 8 = 8?

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

What are the factors and product in 2 x4 = 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 x 18 and 2 x 9

1 x 18	2 x 9

What are the factors and product in 1 x 18 = 18?

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

What are the factors and product in 2 x 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 x 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 x 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 x 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 Howard Morehouse Hampton

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:	

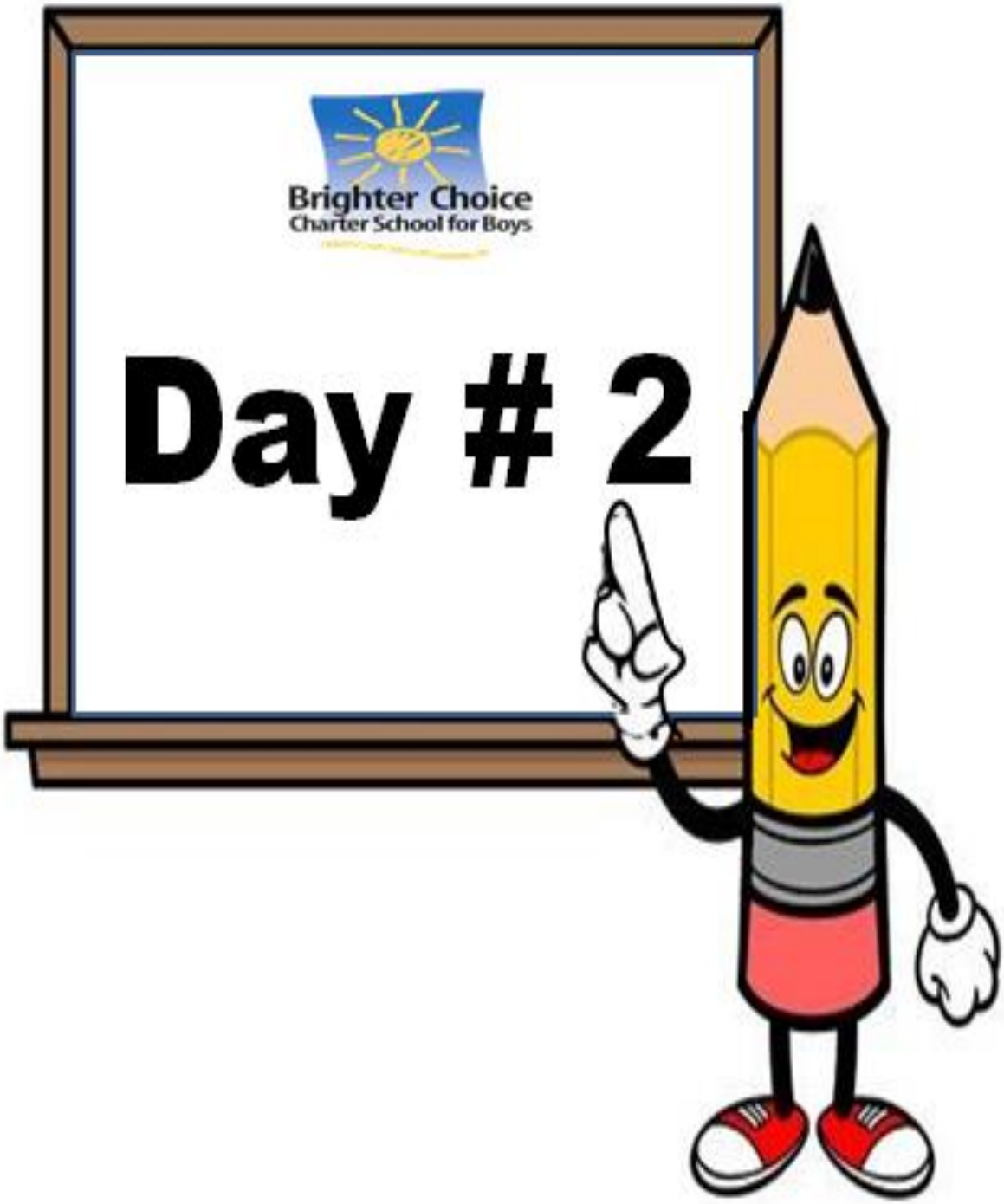
Name: _____ Week 17 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

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:	


Brighter Choice
Charter School for Boys
Day # 2

Name: _____ Week 17 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

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 x _____

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

_____

Name: _____ Week 17 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

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: _____

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CFU

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: _____

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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?


Brighter Choice
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Day # 3

Name: _____ Week 17 Day 3 Date: _____

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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 cm × 12 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=PRERRxSRNC0

What is a multiple?

_____

Is 12 a multiple of 3? _____ why? _____

_____

Is 24 a multiple of 6? _____ why? _____

_____

Name: _____ Week 17 Day 3 Date: _____

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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: _____

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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.

   $5 \times 11 =$ _____

   $6 \times 11 =$ _____

   $7 \times 11 =$ _____

   $8 \times 11 =$ _____

   $9 \times 11 =$ _____

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

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

Name: _____ Week 17 Day 3 Date: _____

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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? _____


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Day # 4

Name: _____ Week 17 Day 4 Date: _____

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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: _____

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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: _____

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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: _____

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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 of composite? _____


Brighter Choice
Charter School for Boys
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: _____

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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