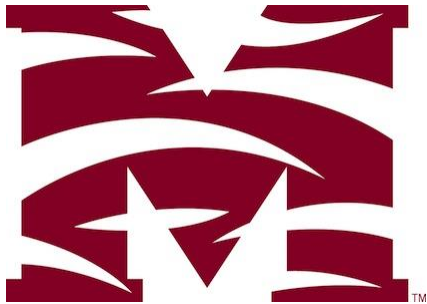




Name _____

4th Grade Math Remote Learning Packet

Week 20



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!	→	
---	---	--



UPDATED

Remote Scholars

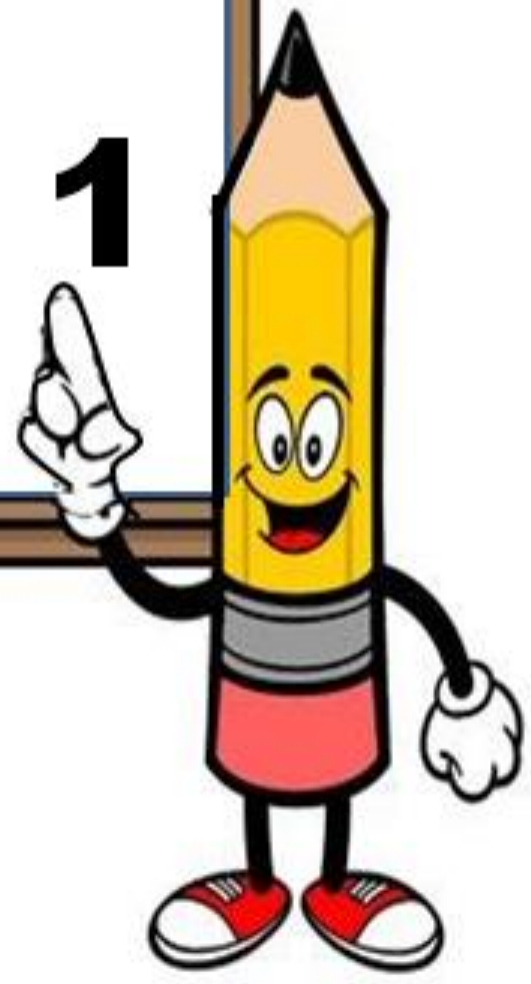
- Please do not separate either packet or remove any pages from either packet.
- ALL math exit tickets and hw will be done remotely through google form or edlight.

In-person Scholars

- Exit Tickets will be collected from packets, graded and returned.
- Not all exit tickets will be collected for a grade throughout the week.
- Hw will be checked daily and left in the packet.



Day # 1



Name: _____

Week 20 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: How can I use specific attributes to identify geometric shapes?

Objective: I can use specific attributes of geometric shapes to identify the in various settings.

Do Now

Rewrite in standard form and solve.

<p>654 thousands 289 ones 245 thousands 164 ones ADD</p>	<p>918 thousands 670 ones 537 thousands 159 ones SUBTRACT</p>
--	---

Input

<https://www.youtube.com/watch?v=k5etrWdIY6o>

A point is _____

A line is _____

A line segment is _____

Name: _____

Week 20 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

- Mark 2 specific points in the same above by drawing two points, label one point A and one point B
- Connect the 2 points, we can call this _____ or _____
- Draw a 3rd point on your paper that is NOT on line segment AB and label is C
- Connect points A and C.
- Extend the line you drew from A to C beyond each point. We can call this _____ or _____.
- What is different about line segment AB and line AC? _____

Name: _____

Week 20 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

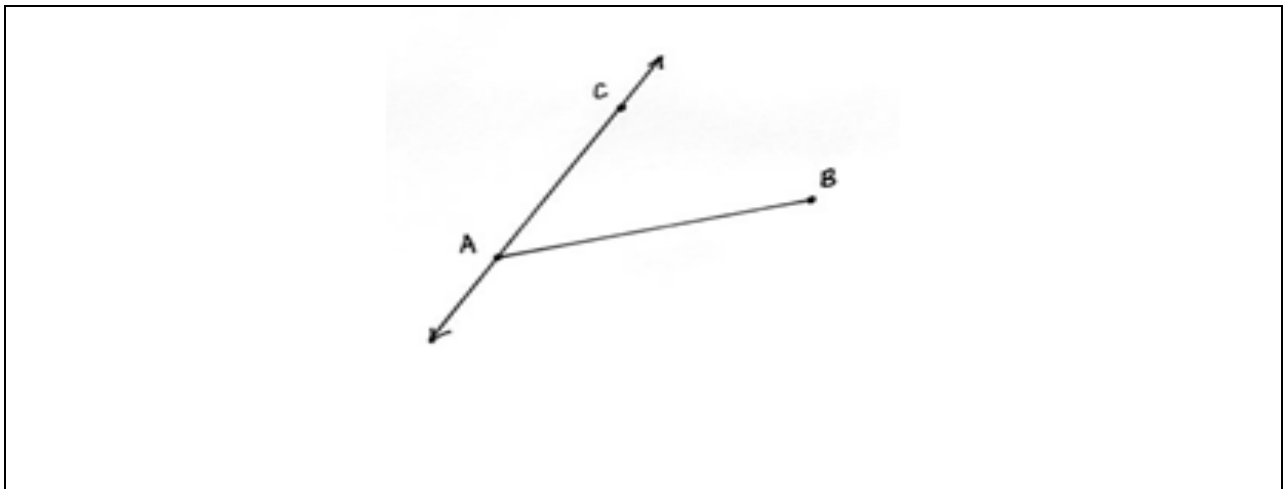
Input

<https://www.youtube.com/watch?v=lrXT9qxQLi8>

What is a ray? _____

How is an angle formed? _____

How do we identify or name an angle? _____



- Using the image above draw another point and label it D. Make sure it is not on line AC or line segment AB.
- Connect points B and D. Extend your line past point D and put an arrow on the end.
- We can call this _____ or _____.
- Now, draw point E. Point E should NOT lie in line with AC, AB or BD.
- Connect B and E. We can call this _____ or _____.

Name: _____

Week 20 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

- What do BE and BD have in common? _____

We can call this _____ or _____. We can also use this symbol _____ to name an angle. _____

CFU

Follow the steps below to create the following images in the space provided.

Use the following directions to draw a figure in the box to the right.

- Draw two points: A and B .
- Use a straightedge to draw \overline{AB} .
- Draw a new point that is not on \overline{AB} . Label it C .
- Draw \overline{AC} .
- Draw a point not on \overline{AB} or \overline{AC} . Call it D .
- Construct \overline{CD} .
- Use the points you've already labeled to name one angle. _____



Name: _____

Week 20 Day 1 Date: _____

BCCS-B

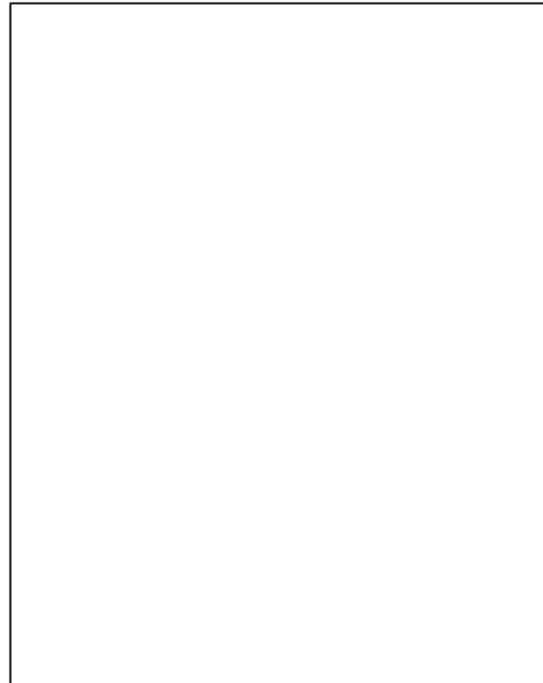
Howard Morehouse Hampton

CFU

Let's try another one.

Use the following directions to draw a figure in the box to the right.

- a. Draw two points: A and B .
- b. Use a straightedge to draw \overline{AB} .
- c. Draw a new point that is not on \overline{AB} . Label it C .
- d. Draw \overrightarrow{BC} .
- e. Draw a new point that is not on \overline{AB} or \overline{BC} .
Label it D .
- f. Construct \overrightarrow{AD} .
- g. Identify $\angle DAB$ by drawing an arc to indicate the position of the angle.
- h. Identify another angle by referencing points that you have already drawn. _____



Name: _____

Week 20 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Exit Ticket-Edlight

1. Draw a line segment to connect the word to its picture.



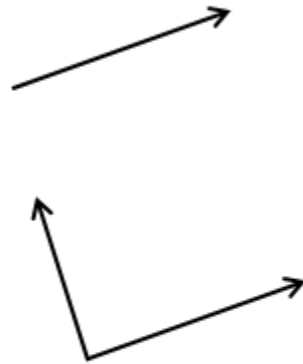
Ray

Line

Line segment

Point

Angle



2. How is a line different from a line segment?

Name: _____

Week 20 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Homework-Edlight

1. Use the following directions to draw a figure in the box to the right.
 - a. Draw two points: W and X .
 - b. Use a straightedge to draw \overline{WX} .
 - c. Draw a new point that is not on \overline{WX} . Label it Y .
 - d. Draw \overline{WY} .
 - e. Draw a point not on \overline{WX} or \overline{WY} . Call it Z .
 - f. Construct \overleftrightarrow{YZ} .
 - g. Use the points you've already labeled to name one angle. _____





Day # 2



Name: _____

Week 20 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: How can a right angle help me determine if an angle is greater than less than or equal to a right angle?

Objective I can Use right angles to determine whether angles are equal to, greater than, or less than right angles. Draw right, obtuse, and acute angles.

Do Now

Draw the following 2 dimensional figures below:

Point A	Line segment AB	Line CD	Ray XY
---------	-----------------	---------	--------

Input

<https://www.youtube.com/watch?v=g7K4zztMXT0>

A right angle is an angle that _____

An obtuse angle is an angle that is _____

An acute angle is an angle that is _____

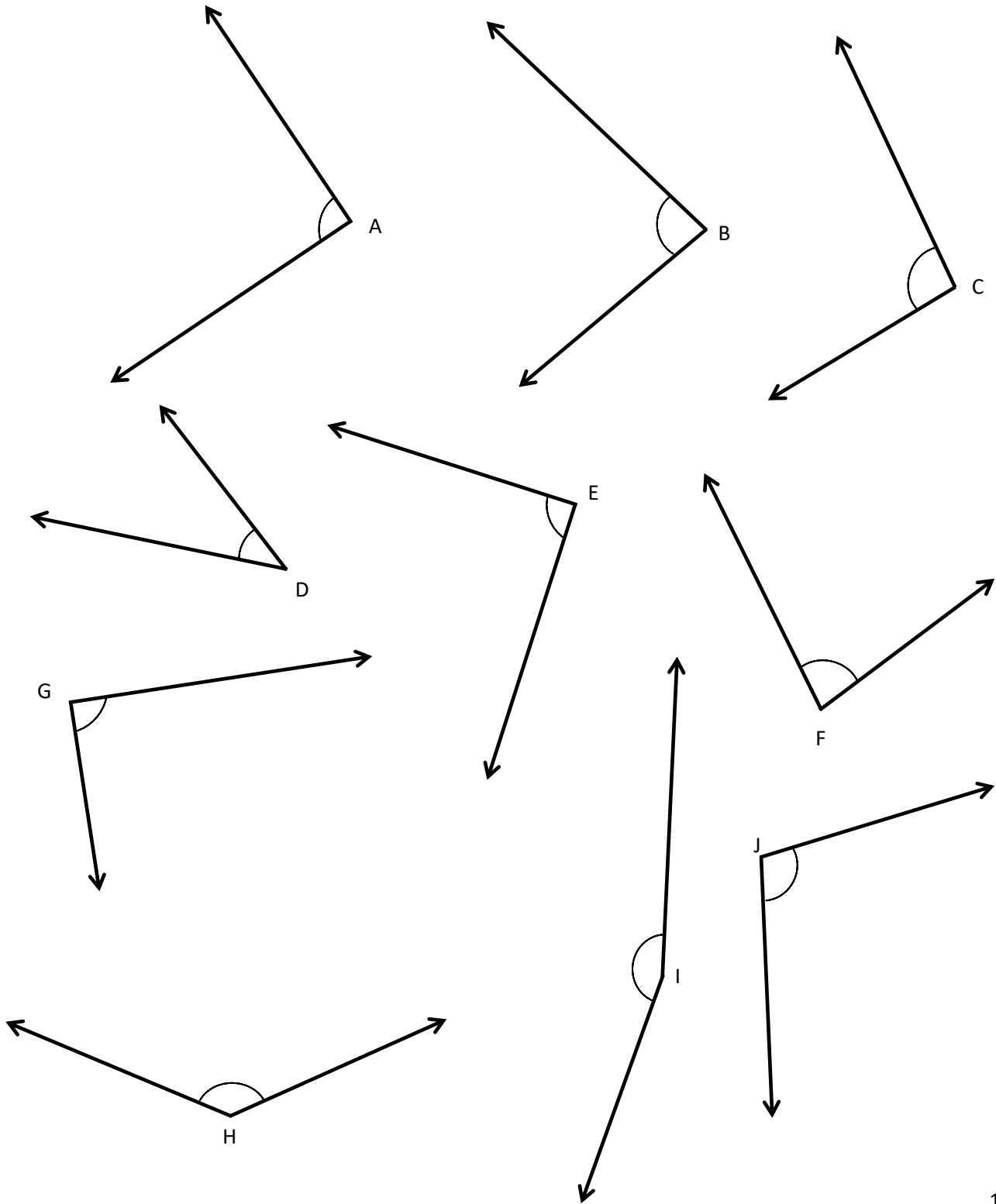
Name: _____

Week 20 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

Input



Name: _____

Week 20 Day 2 Date: _____

BCCS-B

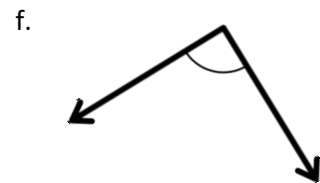
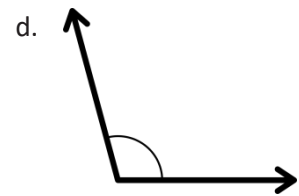
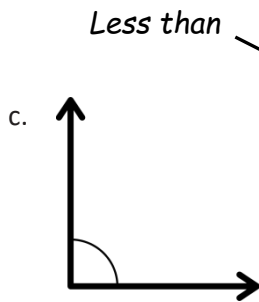
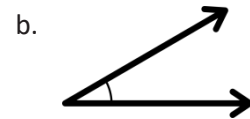
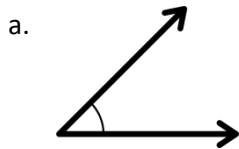
Howard Morehouse Hampton

Input

Draw a right angle, acute angle and obtuse angle

Right angle	Acute angle	Obtuse angle

CFU: determine if the angle is less than, greater than or equal to a right angle.



Less than

● Acute ●

● Right ●

● Obtuse ●

Name: _____

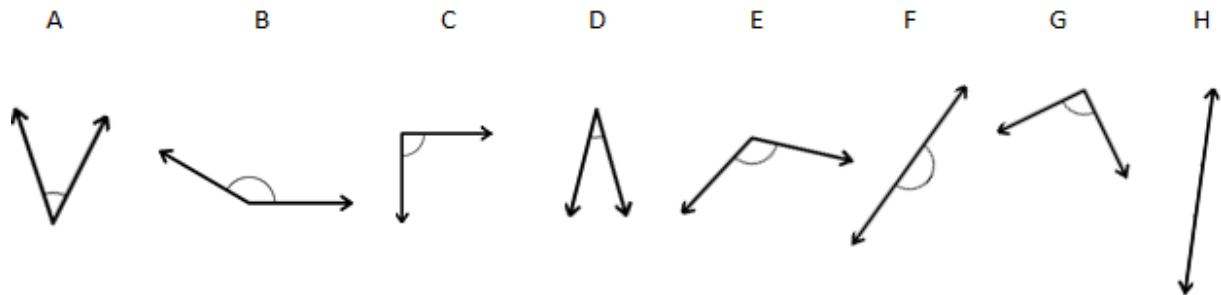
Week 20 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

Exit Ticket-google form

Use a right angle template to identify the angles below.



- a. Which angles are right angles? _____
- b. Which angles are obtuse angles? _____
- c. Which angles are acute angles? _____
- d. Which angles are straight angles? _____

Fill in the blanks to make true statements using one of the following words:

acute, obtuse, right.

- a. In class, we made a _____ angle when we folded paper twice.
- b. An _____ angle is smaller than a right angle.
- c. An _____ angle is larger than a right angle, but smaller than a straight angle.

Name: _____

Week 20 Day 2 Date: _____

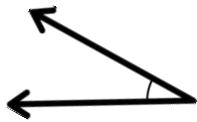
BCCS-B

Howard Morehouse Hampton

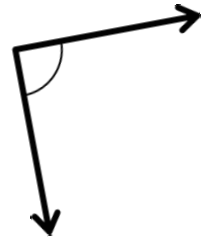
Homework-edlight

Connect each angle to the correct word. Each word can be used twice.

a.

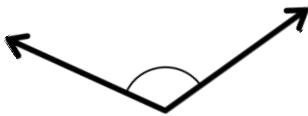


b.



Less than

c.

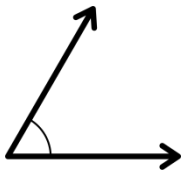


d.



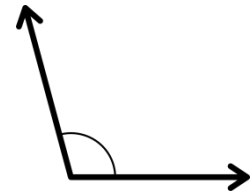
● Acute ●

e.



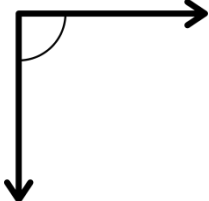
● Right ●

f.



● Obtuse ●

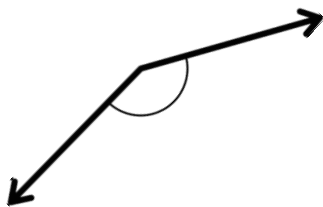
g.



h.



i.



j.





Day # 3



Name: _____

Week 20 Day 3 Date: _____

BCCS-B

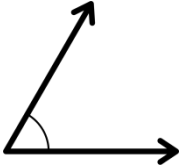
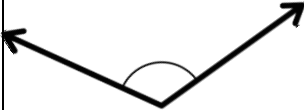
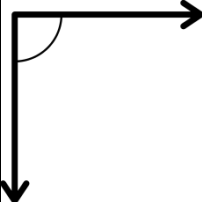

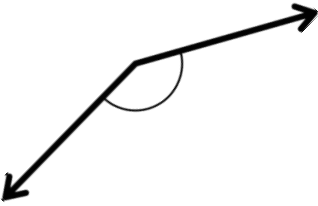
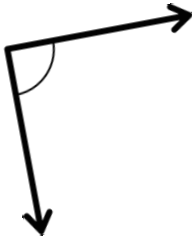
Howard Morehouse Hampton

LEQ: How can I use the meaning of perpendicular lines to identify them in various ways?

Objective I can identify, define, and draw perpendicular lines.

Do Now

Label the following as right, acute or obtuse.

Name: _____

Week 20 Day 3 Date: _____

BCCS-B

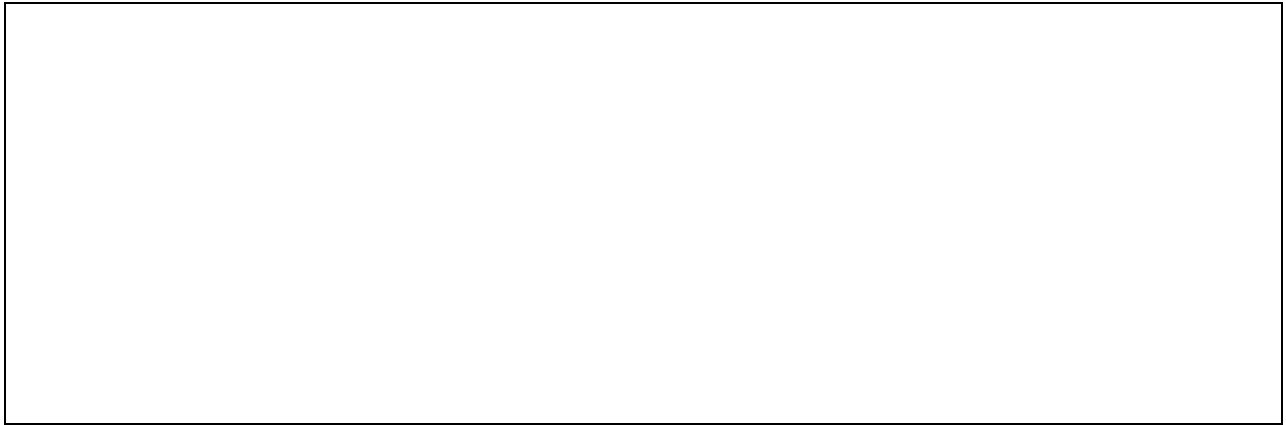
Howard Morehouse Hampton

Input

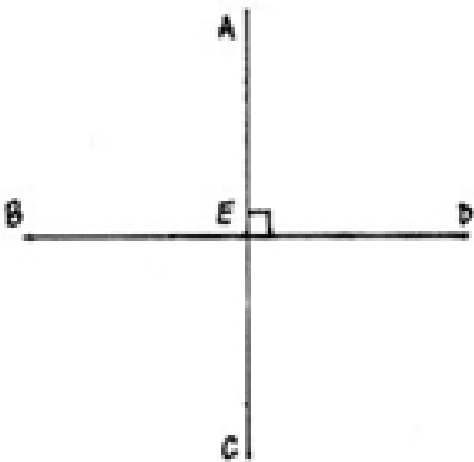
<https://www.youtube.com/watch?v=9bt7GGKmx7Y>

Perpendicular lines are _____

Draw



This image below has several sets are perpendicular lines, let's name the ones we see!



Name: _____

Week 20 Day 3 Date: _____

BCCS-B

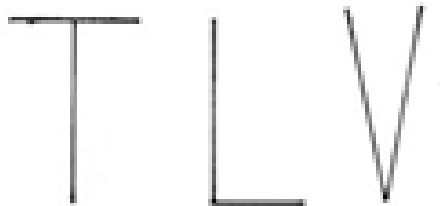
Howard Morehouse Hampton

Input

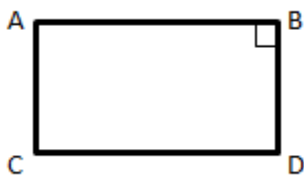
Are these lines perpendicular? Why or why not, explain.



Look at these 3 capital letters; do any of them form perpendicular lines? How do you know?



Looking at this shape, what line segments are perpendicular to AC?



Name: _____

Week 20 Day 3 Date: _____

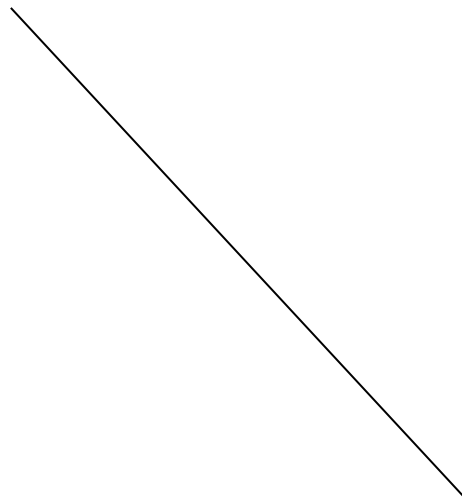
BCCS-B

Howard Morehouse Hampton

Input

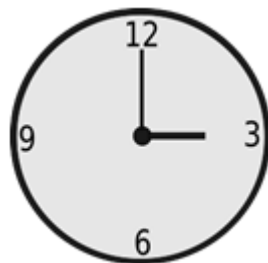
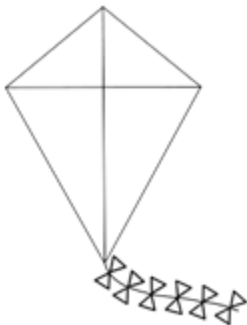
Lines can be drawn in any direction, below is a diagonal line let's label it AB.

Now we can draw a second line segment to AB that is perpendicular, we can label it CD.



CFU

Below are a few shapes that each have a least 1 pair of perpendicular lines. Trace a pair of perpendicular lines you see in each.



Name: _____

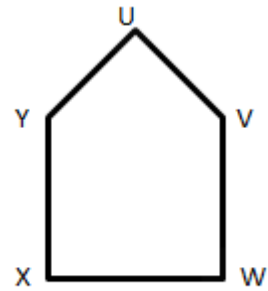
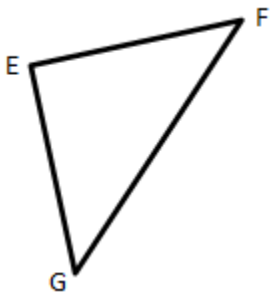
Week 20 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

CFU

In the two shapes below, identify the right angle by drawing a square in the corner and then also identify the pair of perpendicular lines that form that right angle.



One pair of perpendicular lines is:

One pair of perpendicular lines is:

True or False:

A shape that has at least 1 right angle also has to have at least 1 pair of perpendicular lines? Explain.

Name: _____

Week 20 Day 3 Date: _____

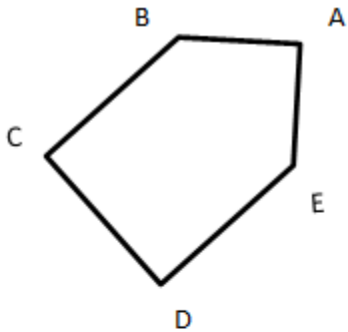
BCCS-B

Howard Morehouse Hampton

Exit Ticket-edlight

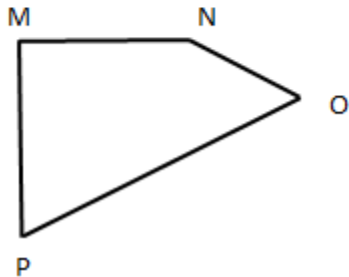
Use a right angle template to measure the angles in the following figures. Mark each right angle with a small square. Then, name all pairs of perpendicular sides.

1.



$\overline{BC} \perp$ _____

2.



$\overline{MN} \perp$ _____

Name: _____

Week 20 Day 3 Date: _____

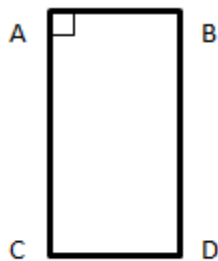
BCCS-B

Howard Morehouse Hampton

Homework-edight

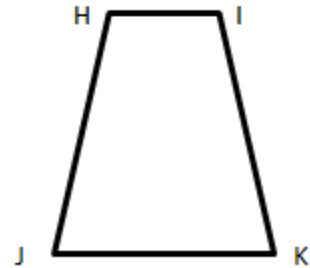
Use the right angle template that you created in class to determine which of the following figures have a right angle. Mark at least one right angle with a small square. For each right angle you find, name the corresponding pair of perpendicular sides. (Problem 4(a) has been started for you.)

a.

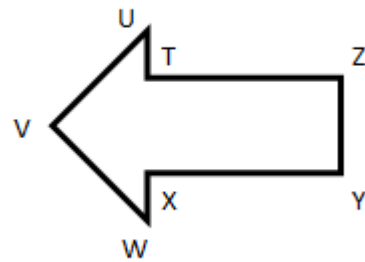
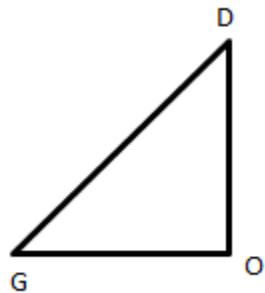


$$\overline{CA} \perp \overline{AB}$$

b.

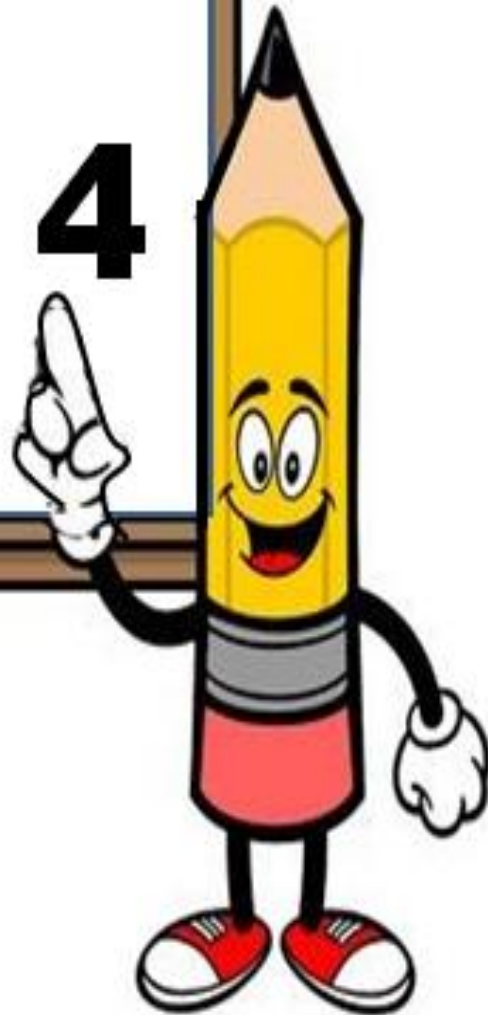


c.





Day # 4



Name: _____

Week 20 Day 4 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: How can I use the meaning of perpendicular lines to identify them in various ways?

Objective I can identify, define, and draw perpendicular lines.

Do Now

R E A L

Which of the letters above have perpendicular lines? _____

Which of the letters above have a right angle? _____

Which of the letters above have an acute angle? _____

Which of the letters above have an obtuse angle? _____

Input

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

Parallel lines are _____

How are parallel lines different from perpendicular lines? _____

Name: _____

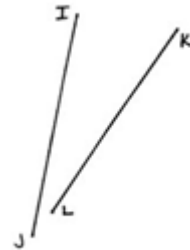
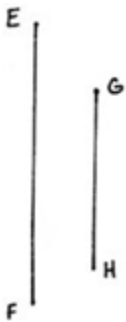
Week 20 Day 4 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Sometimes it is hard to identify whether lines are parallel or whether they will intersect (cross). To make sure lines are parallel we can do a simple test. By extending both lines, we can see if they will ever cross. If they do not, they are parallel and if they do they are intersecting.



To draw parallel line, we have to make sure they are the same distance apart otherwise they will eventually cross. Using your ruler, we are going to draw 2 line segments that is 3 inches long and 1 inch part.

Label the first line segment AB and the second CD. We can say that

_____ or _____

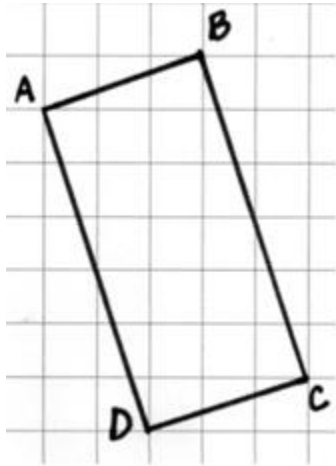
Name: _____

Week 20 Day 4 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

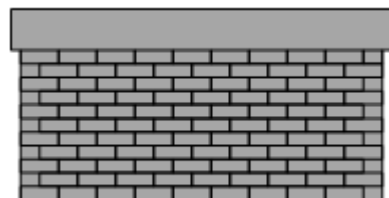


Looking at this image, how can we tell the line segment AB is parallel to line segment CD?

Using the grid paper below draw another rectangle with 2 sets of parallel lines.



On each of the objects below there is at least one set of parallel lines, trace at least one set.



Name: _____

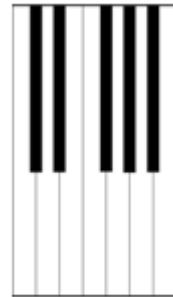
Week 20 Day 4 Date: _____

BCCS-B

Howard Morehouse Hampton

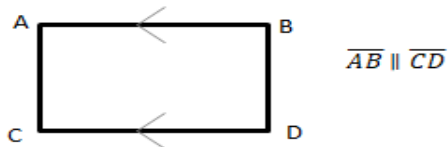
CFU

On each object, trace at least one pair of lines that appear to be parallel

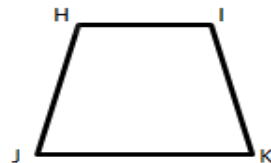


Determine which of the following figures have sides that are parallel by using a straightedge and the right angle template that you created. Circle the letter of the shapes that have at least one pair of parallel sides. Mark each pair of parallel sides with arrowheads, and then identify the parallel sides with a statement like the one done for you in "a".

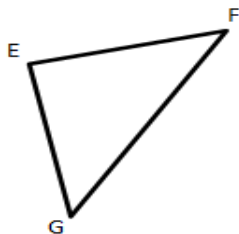
a.



b.



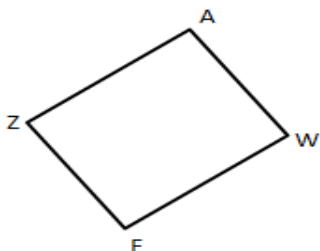
c.



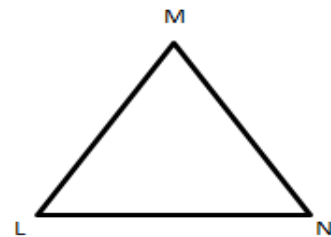
d.



e.



f.



Name: _____

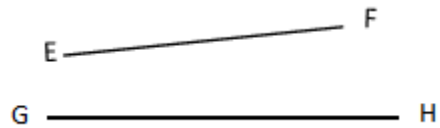
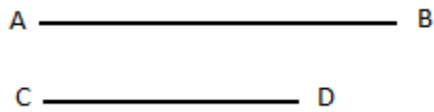
Week 20 Day 4 Date: _____

BCCS-B

Howard Morehouse Hampton

5. True or false? A triangle cannot have sides that are parallel. Explain your thinking.

Explain why \overline{AB} and \overline{CD} are parallel, but \overline{EF} and \overline{GH} are not.



Name: _____

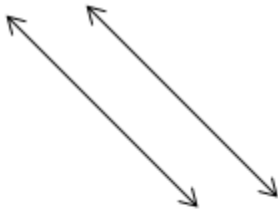
Week 20 Day 4 Date: _____

BCCS-B

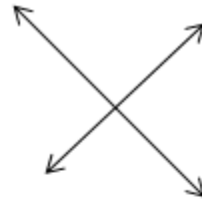
Howard Morehouse Hampton

Exit Ticket-google form

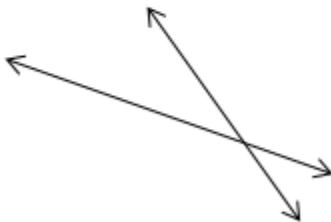
Look at the following pairs of lines. Identify if they are parallel, perpendicular, or intersecting



1. _____



2. _____



3. _____



4. _____

Name: _____

Week 20 Day 4 Date: _____

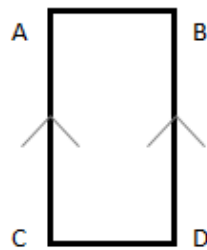
BCCS-B

Howard Morehouse Hampton

Homework-ed light

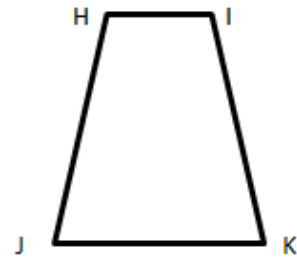
Determine which of the following figures have sides that are parallel by using a straightedge and the right angle template that you created. Circle the letter of the shapes that have at least one pair of parallel sides. Mark each pair of parallel sides with arrows, and then identify the parallel sides with a statement modeled in example "a".

a.

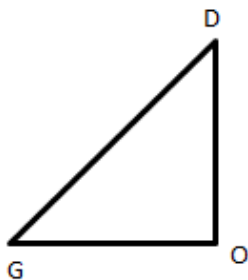


$$\overline{AC} \parallel \overline{BD}$$

b.



c.



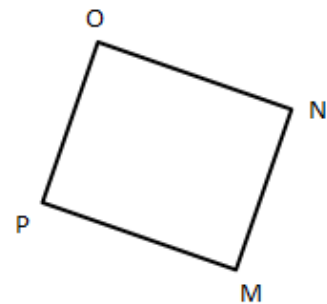
d.



e.



f.





Day # 5



Name: _____

Week 20 Day 5 Date: _____

BCCS-B

Howard Morehouse Hampton

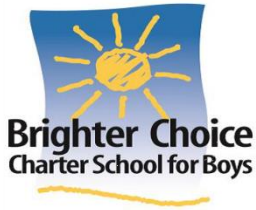
LEQ: How can I prove my understanding of topic A?

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

	What is it?	Draw it
Parallel lines		
Perpendicular lines		
Right angle		
Acute angle		

Obtuse angle		
Point		
Line		
Line segment		
ray		

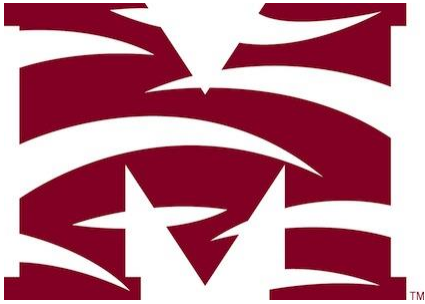
****NO HOMEWORK****



Name _____

4th Grade Math Remote Learning Packet

Week 21



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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Remote Scholars

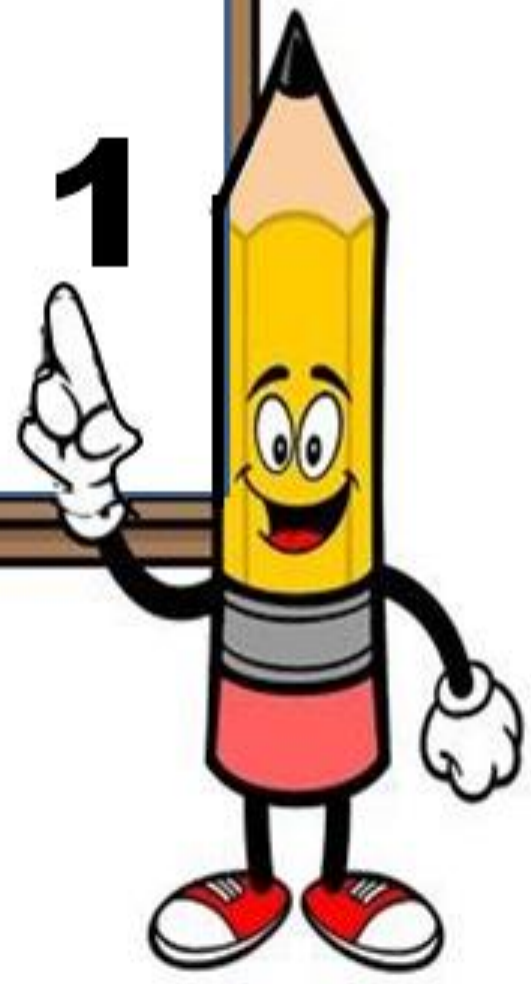
- Please do not separate either packet or remove any pages from either packet.
- ALL math exit tickets and hw will be done remotely through google form or edlight.

In-person Scholars

- Exit Tickets will be collected from packets, graded and returned.
- Not all exit tickets will be collected for a grade throughout the week.
- Hw will be checked daily and left in the packet.



Day # 1



Name: _____

Week 21 Day 1 Date: _____

BCCS-B

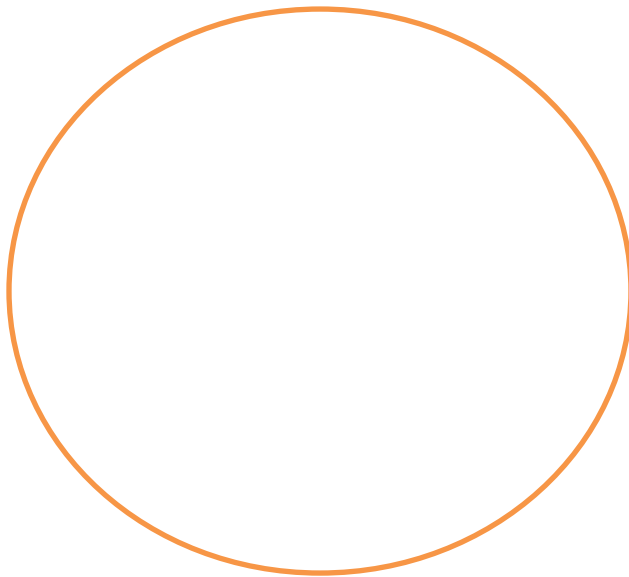
Howard Morehouse Hampton

LEQ: How can a circle help model benchmark fractions?

Objective: I can use a circle to help determine certain benchmark angles

Do Now:

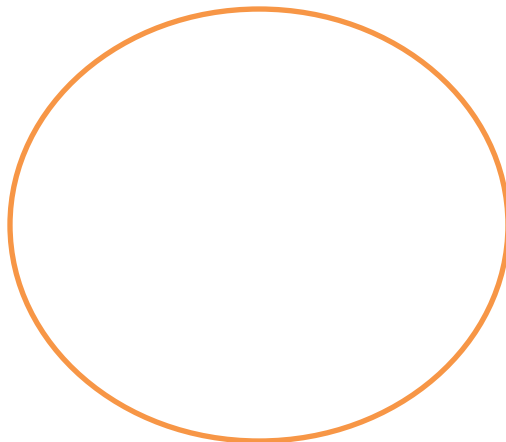
How many right angles do you think will fit in this circle?



In the circle above we were able to draw four 90 degree angles. The total amount of degrees in the circle above is _____ degrees.

Now, let's split each 90 degree angle into 2 parts. What is the measurement of each of these angles? _____ How do you know? _____

Model it:

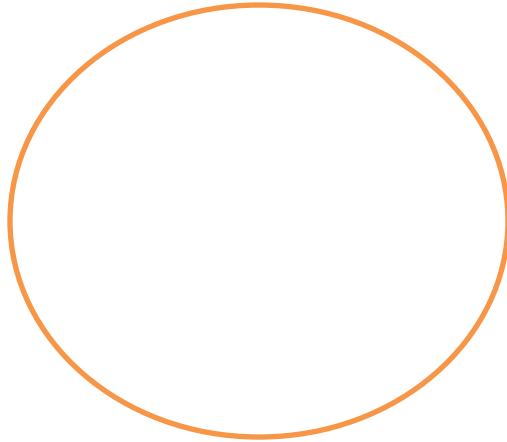


Name: _____

Week 21 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton



Using the circle above:

- Split into 4 equal pieces. Each of the parts measures _____ degrees.
- Split each part into 3 equal pieces. How much will each piece equal?
_____ degrees?

How do you know? _____

We learned that there are 360 degrees in 1 circle. If we went 1 degree in a circle we could write this as= _____

If we went 2 degrees in a circle we could write this as= _____

What is we went 36 degrees in a circle, how could we write that? _____

Name: _____

Week 21 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

CFU

1. Make a list of the measures of the benchmark angles you drew, starting with Set A.

Round each angle measure to the nearest 5° . Both sets have been started for you.

a. Set A: 45° , 90° ,

b. Set B: 30° , 60° ,

2. Circle any angle measures that appear on both lists. What do you notice about them?

3. List the angle measures from Problem 1 that are acute.

4. List the angle measures from Problem 1 that are obtuse.

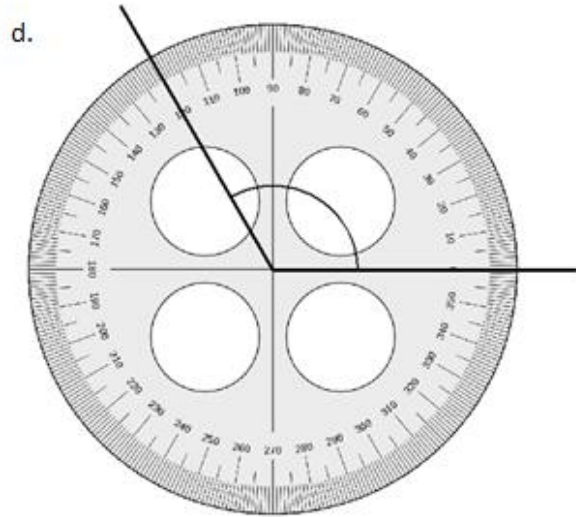
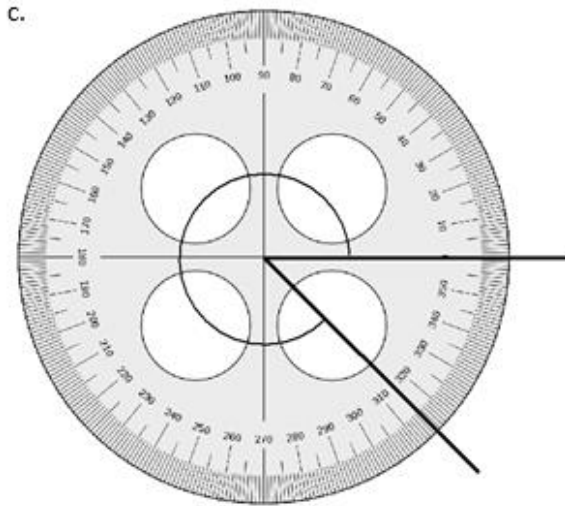
Name: _____

Week 21 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Read a circle protractor:



Exit Ticket- google form

1. How many right angles make a full turn? _____
2. What is the measurement of a right angle? _____
3. What fraction of a full turn is 1° ? _____
4. Name at least four benchmark angle measurements. _____

Name: _____

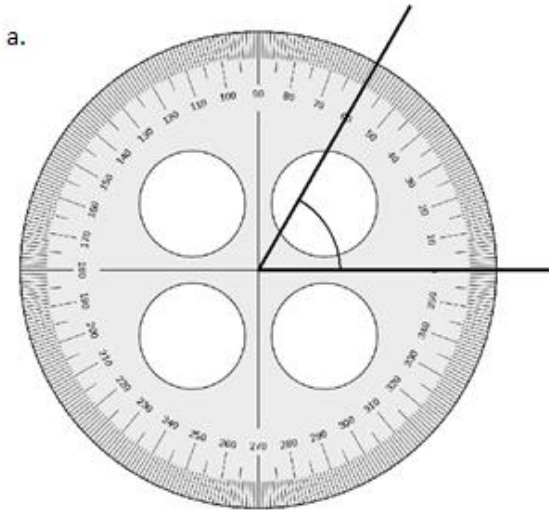
Week 21 Day 1 Date: _____

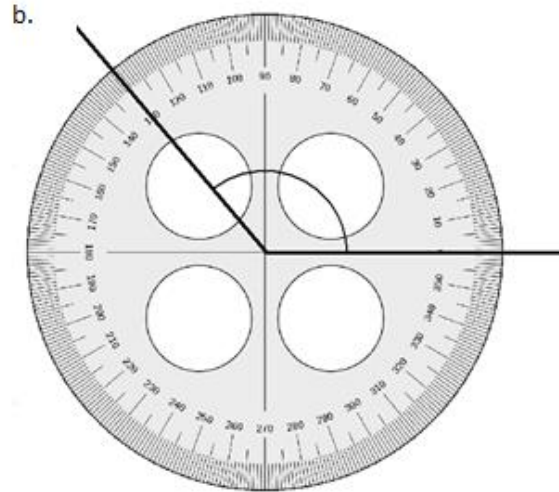
BCCS-B

Howard Morehouse Hampton

Homework

1. Identify the measures of the following angles.





Review

Sketch the following angles:

Right angle	Obtuse angle	Acute angle



Day # 2



Name: _____

Week 21 Day 2 Date: _____

BCCS-B

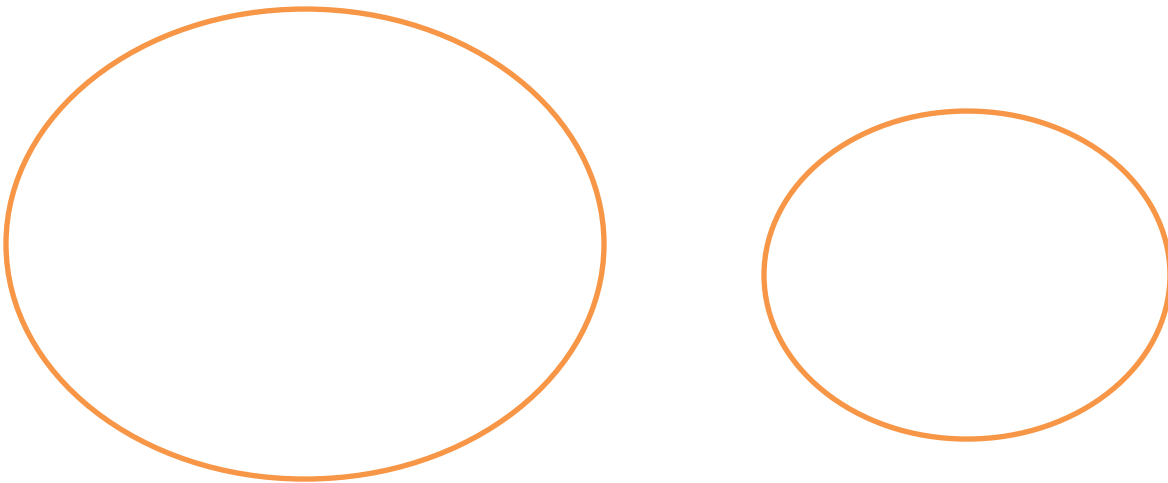
Howard Morehouse Hampton

LEQ: How do I use a protractor to measure various angles?

Objective: I can use a protractor to measure angles.

Do Now:

Below are two circles, break both circles into four 90 degree angles.



Trace the arc of one piece of each of the circles.

The size of the arcs of different, does this mean the angle measurement is also different? Explain.

Name: _____

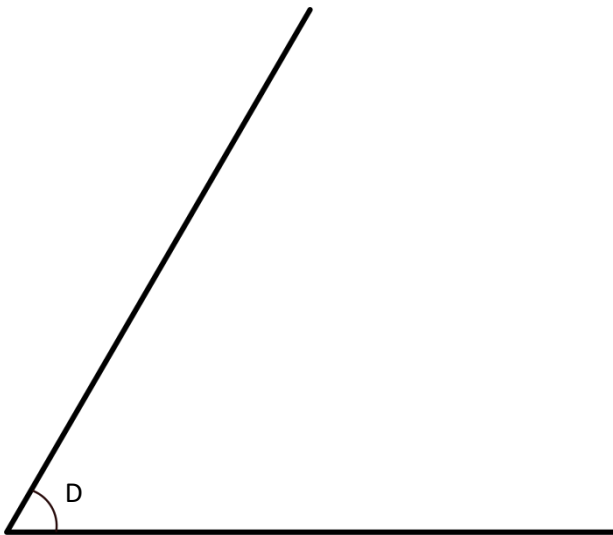
Week 21 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

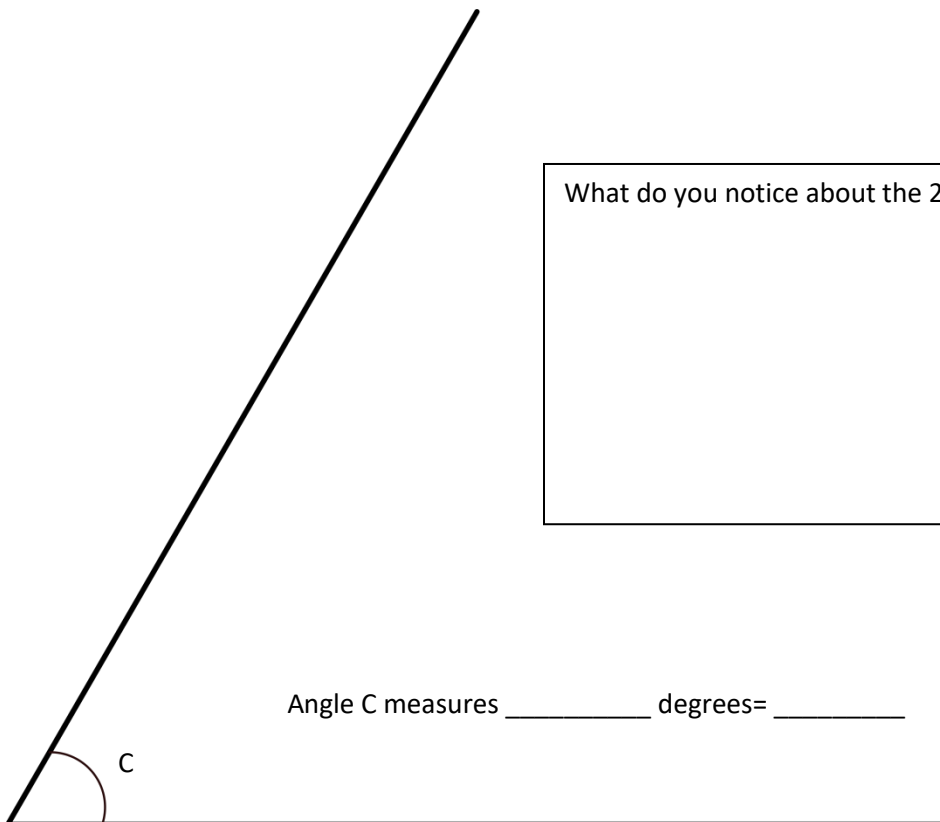
Using a protractor to measure an angle.



Is this an acute or obtuse angle?

Since we determined this to be an _____ angle, we know that it has to be less than 90 degrees. Let's keep that in mind as we measure.

Angle D measures _____ degrees= _____



Angle C measures _____ degrees= _____

What do you notice about the 2 angles?

Name: _____

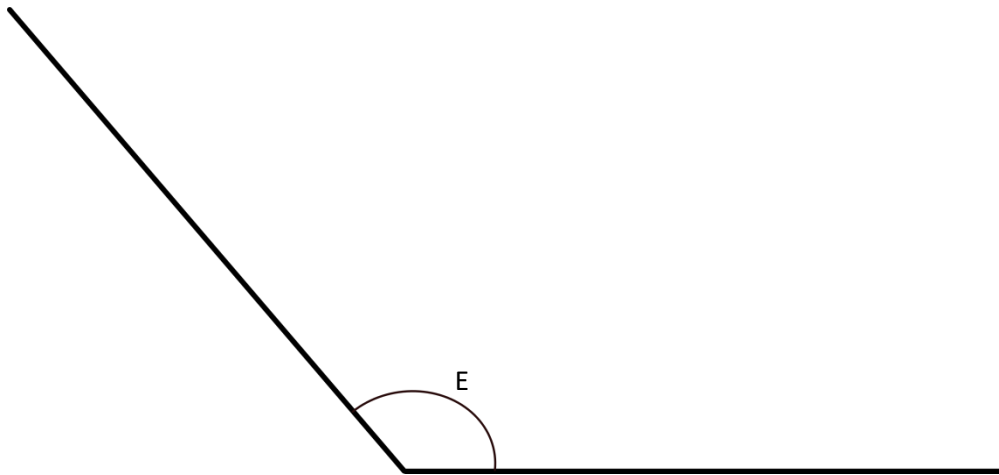
Week 21 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

You Try!

Is the angle below obtuse to acute? _____ Keep that in mind as you measure. If the angle is an _____ to angle we know that it must measure more than _____



Angle E measures _____ degrees = _____

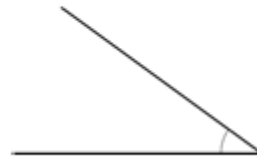
CFU

Directions: Using your protractor measure the following angles.

a.



b.



Name: _____

Week 21 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

CFU

c.



d.



e.



f.



Name: _____

Week 21 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

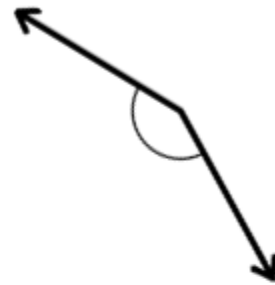
Exit Ticket-google form

Use any protractor to measure the angles, and then record the measurements in degrees.

1.



2.



3.



4.



Name: _____

Week 21 Day 2 Date: _____

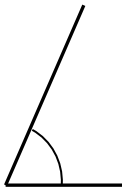
BCCS-B

Howard Morehouse Hampton

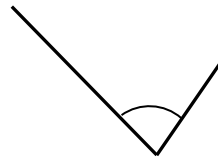
Homework-google form

Use a protractor to measure the angles, and then record the measurements in degrees.

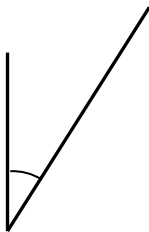
a.



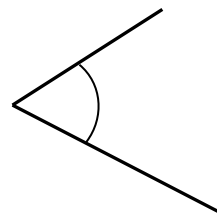
b.



c.



d.





Day # 3



Name: _____

Week 21 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

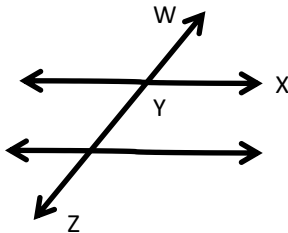
LEQ: How do I use a protractor to help draw angles?

Objective: I can Measure and draw angles. Sketch given angle measures and verify with a protractor.

Do Now

Make a prediction.....

Without measuring the angle XYZ, predict what you believe this angle will measure.

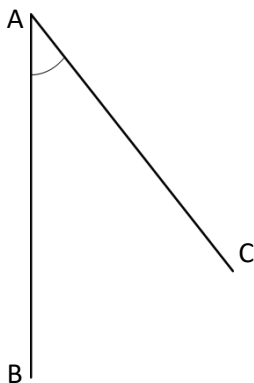


I think angle XYZ measures _____ degrees. I think this because _____

Now, measure angle XYZ using your protractor. What is the actual measurement of this angle? _____

Input

Problem 1: measure the angle



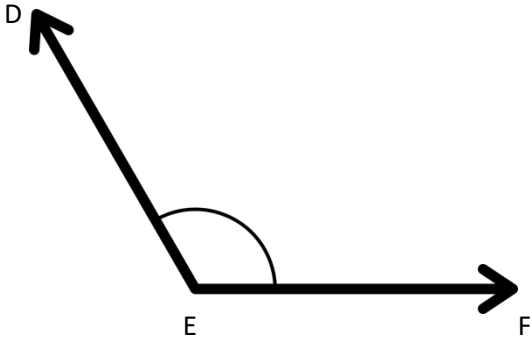
Name: _____

Week 21 Day 3 Date: _____

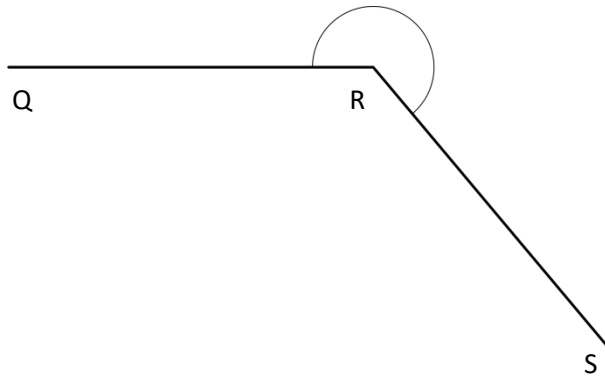
BCCS-B

Howard Morehouse Hampton

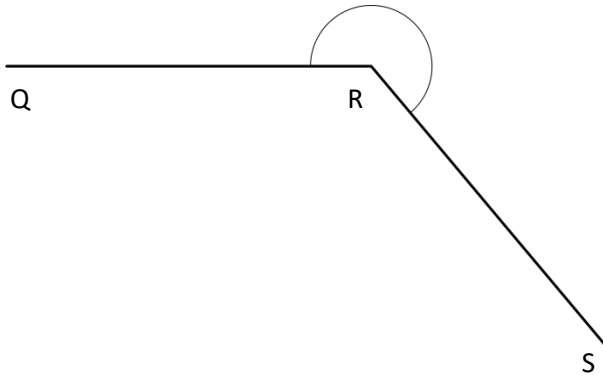
You Try



Problem 2: Measure an angle greater than 180° by subtracting from 360° .



Problem 3: Measure an angle greater than 180° by adding on to 180° .



Name: _____

Week 21 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Problem 4: Draw an angle less than 180° using a 180° protractor.

Draw an 80 degree angle

Draw an angle that measures 133 degrees.

Name: _____

Week 21 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

Your Turn

Construct angles that measure the given number of degrees. For Problems 1–4, use the ray shown as one of the rays of the angle with its endpoint as the vertex of the angle. Draw an arc to indicate the angle that was measured.

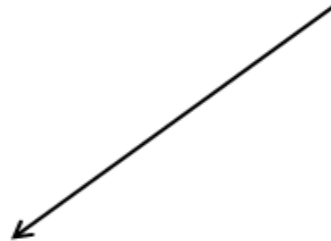
1. 30°

2. 65°



3. 115°

4. 135°



Name: _____

Week 21 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

Exit Ticket-ed light

Construct angles that measure the given number of degrees. Draw an arc to indicate the angle that was measured.

1. 75°

2. 105°

Name: _____

Week 21 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

Homework-ed light

1. 25°

2. 85°



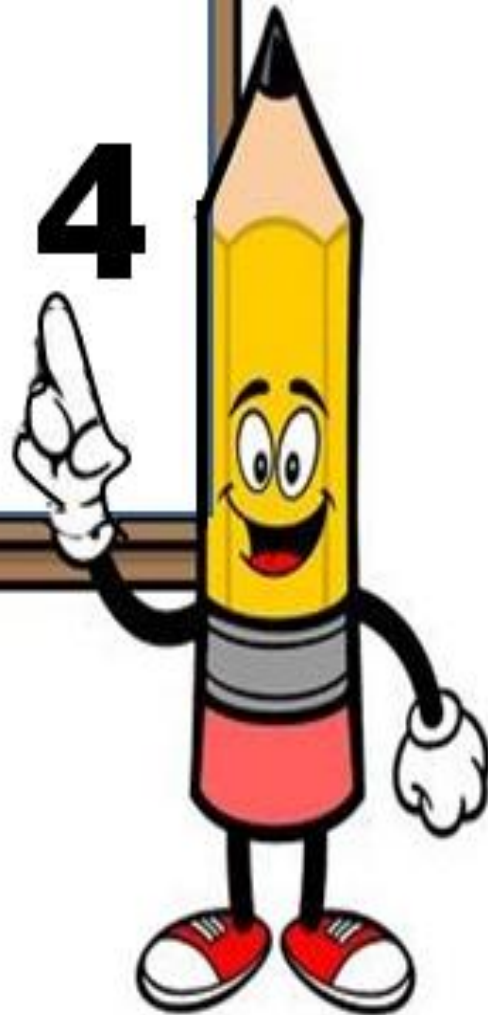
3. 140°

4. 83°





Day # 4



Name: _____

Week 21 Day 4 Date: _____

BCCS-B

Howard Morehouse Hampton

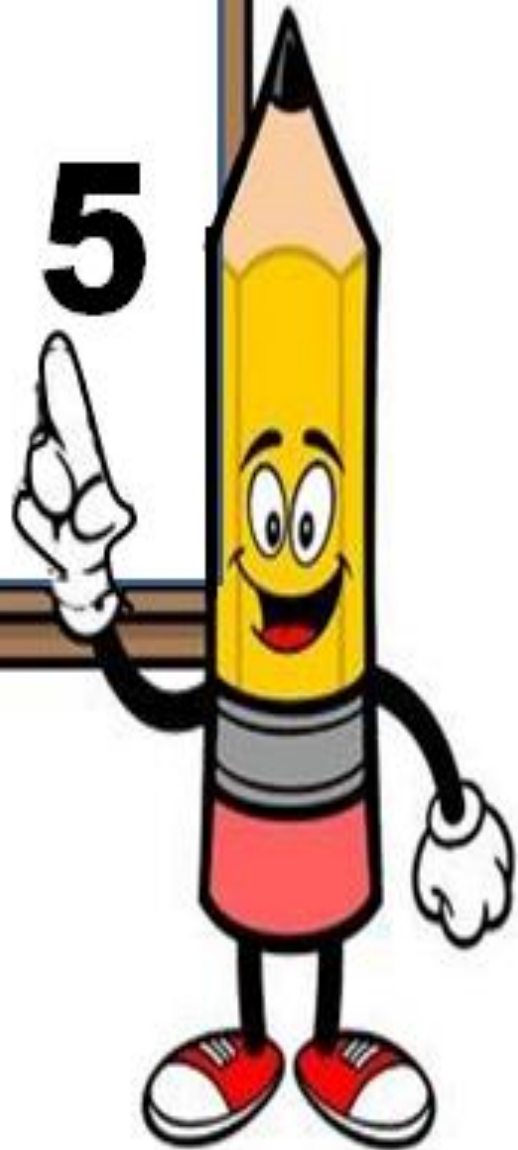
Today you are taking your Mid-Module Assessment. The space below is for the open response portion of the test. You will solve the 2 open response questions in the space provided and then submit your work using **edlight**.

Question _____

Question _____



Day # 5



Name: _____

Week 21 Day 5 Date: _____

BCCS-B

Howard Morehouse Hampton

**Today, all scholars will
engage in geometry
activities. These will
either be done
remotely or in person.
There will not be any
homework today or an
exit ticket!**