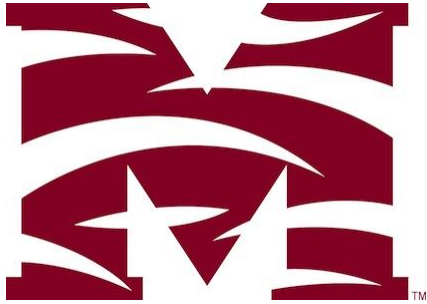


Name _____

4th Grade Math Remote Learning Packet

Week 27



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.

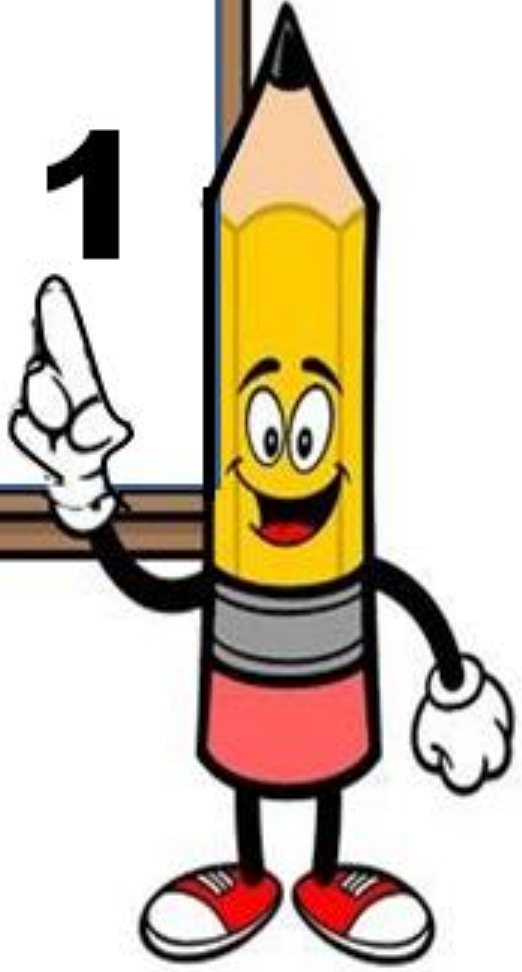
(Parent Signature)

(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.



Day # 1



Name: _____

Week 27 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: How do I subtract fractions from whole numbers and fractions with the same denominator?

Objective: I can subtract a fraction from a whole number by converting back to a fraction and then subtracting.

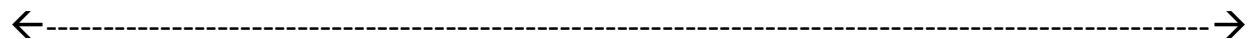
Do Now

Keisha ran $\frac{5}{6}$ mile in the morning and $\frac{2}{3}$ mile in the afternoon. Did Keisha run farther in the morning or in the afternoon? Solve independently. Explain how you solved this problem on the lines.

Input

What is a mixed number? A mixed number is _____

Problem 1: using a number line to subtract fractions of the same unit. ($\frac{5}{6}-\frac{4}{6}$)



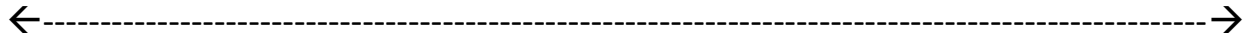
Name: _____

Week 27 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Your turn



Step 1: draw a number line to show 8ths.

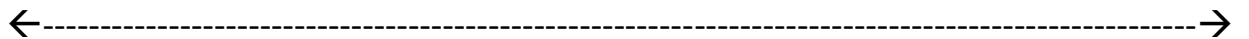
Step 2: plot $\frac{7}{8}$ on the number line

Step 3: count backwards $\frac{3}{8}$ on the number line, where are you?

$$\frac{7}{8} - \frac{3}{8} = \underline{\hspace{2cm}}$$

We can also solve problems like this with fractions that are _____ than one.

$$\frac{7}{6} - \frac{2}{6} = \underline{\hspace{2cm}}$$



Name: _____

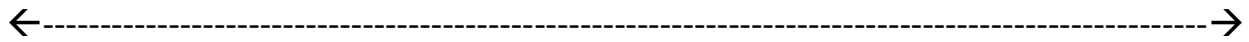
Week 27 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Your turn

Step 1: Draw a number line from 0-2 and label fourths.



Plot $7/4$ and count back $5/4$

$$7/4 - 5/4 = \underline{\hspace{2cm}}$$

Problem 2: Decompose to record a difference greater than 1 as a mixed number.

Solve in unit form: 10 sixths – 2 sixths = _____

Rewrite and solve in standard form: _____

Decompose the answer into a whole and a part using a number bond.

We can say that $8/6$ (8 sixths) = _____

Name: _____

Week 27 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Your turn

Step 1: solve $9 \text{ fifths} - 3 \text{ fifths}$ in unit form and number form.

$9 \text{ fifths} - 3 \text{ fifths} =$ _____

Standard form: _____

Step 2: draw a number bond to decompose $6/5$ as a whole and a part.

Step 3: rename $6/5$ as a mixed number.

$6/5 =$ _____

Problem 3: Solve for the sum using unit language and a number line.

We can solve _____ problems also by counting up on a number line instead of backwards.

←-----→

On this number line, let's label sixths.

Plot $1/6$ and count up $4/6$. Where do we end up? _____

Name: _____

Week 27 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Your turn

Draw a number line from 0 to 1 and label all the 8ths.

Plot $\frac{2}{8}$ and count up $\frac{3}{8}$, where do we end up? _____

So, we can say: $\frac{2}{8} + \frac{3}{8} =$ _____

←----->

Problem 4: Decompose to record a sum greater than 1 as a mixed number.

Solve in unit form: 5 fourths + 2 fourths = _____

Rewrite and solve in standard form: _____

Draw a number bond to decompose the answer into a whole and a part:

Rename _____ as _____

Your Turn

Step 1: solve 6 sixths + 4 sixths = _____

Rewrite and solve in standard form: _____

Lap 2: decompose $\frac{10}{4}$ using a number bond to show the whole and part.

Name: _____

Week 27 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Lap 3: rename $10/4$ as a mixed number.

$$10/4 = \underline{\hspace{2cm}}$$

CFU:

Solve. Use a number bond to decompose the sum. Record your final answer as a mixed number.

$$\frac{12}{6} - \frac{5}{6}$$

$$\frac{7}{10} + \frac{6}{10}$$

Application Problem:

Solve. Use a number bond to decompose the sum. Record your final answer as a mixed number.

$$\frac{5}{12} + \frac{10}{12}$$

Name: _____

Week 27 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Exit Ticket

Solve. Use a number bond to decompose the difference. Record your final answer as a mixed number.

$$\frac{16}{9} - \frac{5}{9}$$

HOMWORK

Solve. Use a number bond to decompose the difference. Record your final answer as a mixed number.

Problem (a) has been completed for you.

a. $\frac{12}{6} - \frac{3}{6} =$

$\frac{9}{6} = 1 \frac{3}{6}$

b. $\frac{17}{8} - \frac{6}{8}$

c. $\frac{9}{5} - \frac{3}{5}$

d. $\frac{11}{4} - \frac{6}{4}$



Day # 2



Name: _____

Week 27 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: Is the process of subtracting/adding more than 2 fractions different?

Objective: I can add/subtract more than 2 fractions using what I have learned already about adding and subtracting fractions.

Do Now

Use a number bond to show the relationship between $\frac{2}{6}$, $\frac{3}{6}$, and $\frac{5}{6}$. Then, use the fractions to write two addition and two subtraction sentences.

Addition number sentences: _____ and _____

Subtraction number sentences: _____ and _____

Input

Problem 1: Subtract a fraction from 1

$$1 - \frac{3}{8} = \underline{\hspace{2cm}}$$

Name: _____

Week 27 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

Your turn

$$1 - \frac{7}{12} = \underline{\hspace{2cm}}$$

How many twelfths are in 1 whole? _____

Rewrite: _____

Answer: _____

Problem 2: Subtract a fraction from a number between 1 and 2.

$$1 \frac{1}{5} - \frac{2}{5} = \underline{\hspace{2cm}}$$

First we have to change this mixed number back into an improper fraction before we can subtract.

Draw a number bond so show the whole and part.

Now, add the pieces together. _____ + _____ = _____

Using the improper fraction subtract _____ - _____ = _____

Your Turn

$$1 \frac{1}{4} - \frac{3}{4} = \underline{\hspace{2cm}}$$

Name: _____

Week 27 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

Problem 3: adding/subtracting more than 2 fractions at a time.

$$1 - \frac{3}{12} - \frac{5}{12} = \underline{\hspace{2cm}}$$

Just like the other problems we have solved today, we have to make sure that all the _____ that we are subtracting are the _____.

1 whole is equal to _____.

There are multiple ways that we can subtract these 3 fractions and arrive at the same answer.

| | | |
|--|--|--|
| | | |
|--|--|--|

Now you try. Solve:

$$\frac{11}{10} - \frac{4}{10} - \frac{1}{10}$$

Using 3 different ways like we did in the previous problem.

| | | |
|--|--|--|
| | | |
|--|--|--|

Name: _____

Week 27 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

CFU

Directions: Use the following three fractions to write two subtraction and two addition number sentences.

$$\frac{8}{5}, \frac{2}{5}, \frac{10}{5}$$

Addition sentences: _____ and _____

Subtraction sentences: _____ and _____

Directions: Solve 3 different ways:

$$\frac{5}{8} + \frac{4}{8} + \frac{1}{8}$$

| | | |
|--|--|--|
| | | |
|--|--|--|

Name: _____

Week 27 Day 2 Date: _____

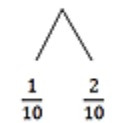
BCCS-B

Howard Morehouse Hampton

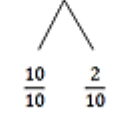
Application Problem

Bonnie used two different strategies to solve $\frac{5}{10} + \frac{4}{10} + \frac{3}{10}$.

Bonnie's First Strategy

$$\frac{5}{10} + \frac{4}{10} + \frac{3}{10} = \frac{9}{10} + \frac{3}{10} = \frac{10}{10} + \frac{2}{10} = 1\frac{2}{10}$$

$$\frac{1}{10} \quad \frac{2}{10}$$

Bonnie's Second Strategy

$$\frac{5}{10} + \frac{4}{10} + \frac{3}{10} = \frac{12}{10} = 1 + \frac{2}{10} = 1\frac{2}{10}$$

$$\frac{10}{10} \quad \frac{2}{10}$$

Which strategy do you like best? Why? _____

Name: _____

Week 27 Day 2 Date: _____

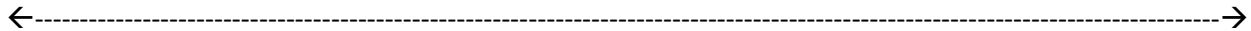
BCCS-B

Howard Morehouse Hampton

Exit Ticket

1. Solve. Model the problem with a number line, and solve by both counting up and subtracting.

$$1 - \frac{2}{5} = \underline{\hspace{2cm}}$$



2. Find the difference in two ways. Use a number bond to show the decomposition.

$$1\frac{2}{7} - \frac{5}{7}$$

| Number Bond | Strategy 1 | Strategy 2 |
|-------------|------------|------------|
| | | |

Name: _____

Week 27 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

HOMEWORK

1. Find the difference in two ways. Use number bonds to decompose the total. Part (a) has been completed for you.

a. $1\frac{2}{5} - \frac{4}{5}$

$$\frac{5}{5} + \frac{2}{5} = \frac{7}{5}$$
$$\frac{7}{5} - \frac{4}{5} = \left(\frac{3}{5}\right)$$

$$\frac{5}{5} - \frac{4}{5} = \frac{1}{5}$$
$$\frac{1}{5} + \frac{2}{5} = \left(\frac{3}{5}\right)$$

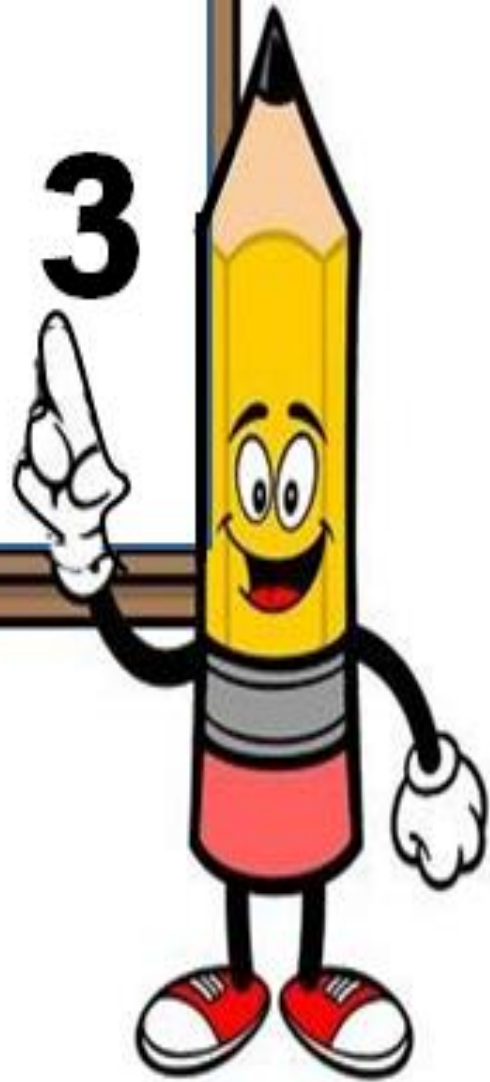
b. $1\frac{3}{8} - \frac{7}{8}$

c. $1\frac{1}{4} - \frac{3}{4}$

d. $1\frac{2}{7} - \frac{5}{7}$



Day # 3



Name: _____

Week 27 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: How can I apply the CUBES strategy to solving word problems that include fractions?

Objective: I can use CUBES to help me be successful in solving any word problem that involves fractions.

Do Now

Add the following 3 different ways:

$$\frac{3}{4} + \frac{2}{4} + \frac{1}{4} =$$

| | | |
|--|--|--|
| | | |
|--|--|--|

Rename as a mixed number: _____

Input

C _____

U _____

B _____

E _____

S _____

Name: _____

Week 27 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Problem 1:

Sue ran $\frac{9}{10}$ mile on Monday and $\frac{7}{10}$ mile on Tuesday. How many miles did Sue run in the 2 days?

Your Turn:

Sam read $\frac{3}{12}$ of his book on Monday, $\frac{3}{12}$ on Tuesday and $\frac{5}{12}$ on Wednesday. How much of his book did he read? Use CUBES to solve.

Name: _____

Week 27 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Problem 2:

Mr. Salazar cut his son's birthday cake into 8 equal pieces. Mr. Salazar, Mrs. Salazar, and the birthday boy each ate 1 piece of cake. What fraction of the cake was left?

Your Turn

Ms. Lewis cut a pizza into 12 equal pieces. She ate 1, her two daughters each had 1 and her son had 2. How much of the pizza is left? Use CUBES to solve.

Name: _____

Week 27 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

CFU

Hudson picked $1\frac{1}{4}$ baskets of apples. Suzy picked 2 baskets of apples. How many more baskets of apples did Suzy pick than Hudson?

Exit Ticket

Mrs. Smith took her bird to the vet. Tweety weighed 1 and $\frac{3}{10}$ pounds. The vet said that Tweety weighed $\frac{4}{10}$ pound more last year. How much did Tweety weigh last year?

Name: _____

Week 27 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

HOMEWORK

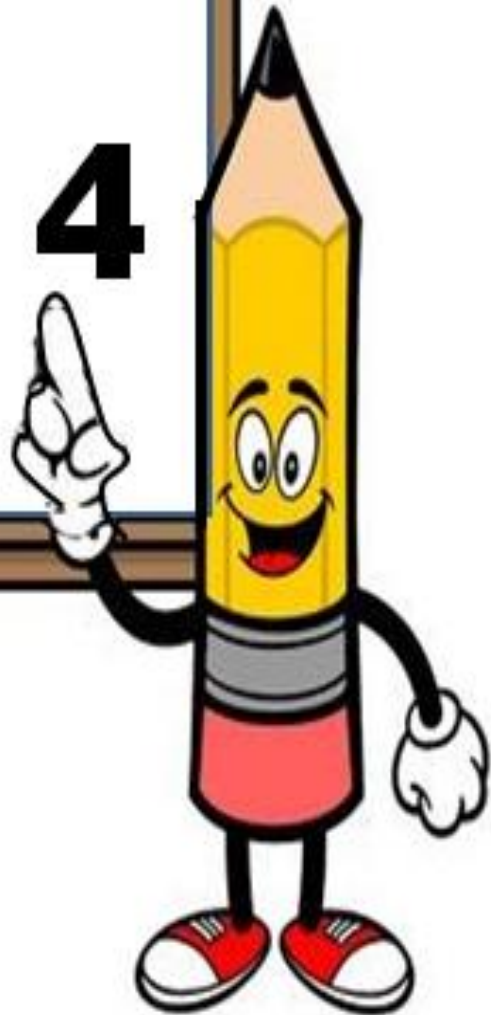
Directions: Use the CUBES process to solve.

1. Isla walked $\frac{3}{4}$ mile each way to and from school on Wednesday. How many miles did Isla walk that day?

2. Zach spent $\frac{2}{3}$ hour reading on Friday and $1\frac{1}{3}$ hours reading on Saturday. How much more time did he read on Saturday than on Friday?



Day # 4



Name: _____

Week 27 Day 4 Date: _____

BCCS-B

Howard Morehouse Hampton

Directions: Today You are going to take a quiz on what we have learned this week.

Log into your Math google class room and look for the quiz title Module 5 topic D quiz.

There will NOT be any HOMEWORK tonight and there is NO exit ticket to complete.

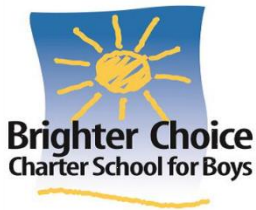




Day # 5



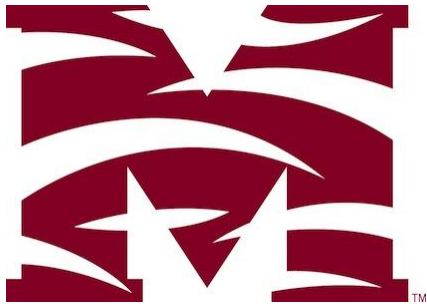
Today scholars will be engaging in a math lesson provided by a substitute teacher. There will not be any math homework tonight and there is also no exit ticket for today's lesson. Have a great weekend and I will see you Monday!



Name _____

4th Grade Math Remote Learning Packet

Week 28



Dear Educator,

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

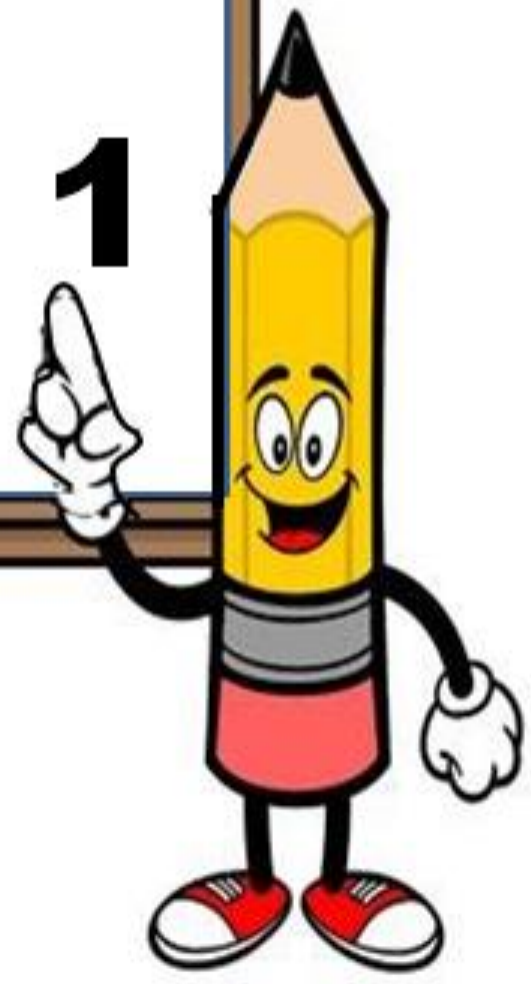
(Parent Signature)

(Date)

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Day # 1



Name: _____

Week 28 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: How do I add fractions when the denominators are different?

Objective: I can add fractions that have different denominators by making them the same first.

Do Now

Krista drank $\frac{3}{16}$ of the water in her water bottle in the morning, $\frac{5}{16}$ in the afternoon, and $\frac{3}{16}$ in the evening. What fraction of water was left at the end of the day?

Input

Problem 1: Add unit fractions with related denominators using tape diagrams.

$$\frac{1}{3} + \frac{1}{6} = \underline{\hspace{2cm}}$$

To solve a problem like the one above we have to make sure our units are the _____ . Right now they are not, therefore we need to _____ one.

Which should we change and how?

Name: _____

Week 28 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Let's draw a tape diagram to show how $1/3$ can be equal to sixths.



Now we can add _____ + $1/6$ = _____

Let's try another one:

$$\frac{1}{2} + \frac{1}{8} = \underline{\hspace{2cm}}$$

Which fraction should we decompose? (change)

Let's model that in a tape diagram and use multiplication to support it.



Now, we can add _____ + $1/8$ = _____

Your Turn

$$\frac{2}{3} + \frac{3}{12} = \underline{\hspace{2cm}}$$

*Think about what fraction you will change BEFORE you add.

Show your work

Name: _____

Week 28 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Problem 2: Add fractions with related denominators without using a model.

$$\frac{2}{5} + \frac{3}{10} = \underline{\hspace{2cm}}$$

We can show that fifths can change to tenths using multiplication. What will we multiply 5 by to get to 10?

Remember the rule: Whatever do to the _____ we do to the _____.

Try the next one:

$$\frac{3}{12} + \frac{4}{3} = \underline{\hspace{2cm}}$$

CFU

Directions: Solve the following by making the denominators the same first.

c. $\frac{2}{6} + \frac{1}{3}$

d. $\frac{1}{2} + \frac{3}{8}$

e. $\frac{3}{10} + \frac{3}{5}$

f. $\frac{2}{3} + \frac{2}{9}$

Name: _____

Week 28 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

Application Problem

Sam and sister were in charge of mowing the lawn. Sam mowed $\frac{3}{12}$ of the lawn and his sister mowed $\frac{1}{3}$ of the lawn. How much of the lawn did they mow so far?

Exit Ticket

Solve each of the following with or without a model.

$$\frac{5}{8} + \frac{2}{4} =$$

$$\frac{3}{4} + \frac{1}{2} =$$

Name: _____

Week 28 Day 1 Date: _____

BCCS-B

Howard Morehouse Hampton

HOMEWORK

Solve the following using any strategy you have learned.

a. $\frac{1}{3} + \frac{1}{6}$

b. $\frac{1}{2} + \frac{1}{4}$

c. $\frac{3}{4} + \frac{1}{8}$

d. $\frac{1}{4} + \frac{5}{12}$



Day # 2



Name: _____

Week 28 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: How do I add fractions when the denominators are different?

Objective: I can add fractions that have different denominators by making them the same first.

Do Now

Two-fifths liter of chemical A was added to $\frac{7}{10}$ liter of chemical B to make chemical C. How many liters of chemical C are there?

Input

Problem 1: Add two fractions with related units modeled with a tape diagram.

Use a number bond to rename the sum as a mixed number

$$\frac{3}{8} + \frac{3}{4} = \underline{\hspace{2cm}}$$

Draw a tape diagram to show $\frac{3}{4}$ and then decompose the fourths to eighths.

Add.

Name: _____

Week 28 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

Input

Problem 2: Add two fractions with related units modeled with a tape diagram.

Use a number bond to rename the sum as a mixed number.

$$\frac{1}{2} + \frac{7}{8}$$



Your Turn

$$\frac{5}{6} + \frac{2}{3}$$



Problem 3: Add two fractions with related units without using a model. Express the answer as a mixed number.

$$\frac{3}{4} + \frac{6}{8}$$

Name: _____

Week 28 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

CFU

Solve. Write the sum as a mixed number. Draw a model if needed.

a. $\frac{3}{4} + \frac{2}{8}$

b. $\frac{4}{6} + \frac{1}{2}$

c. $\frac{4}{6} + \frac{2}{3}$

d. $\frac{8}{10} + \frac{3}{5}$

Application Problem

Henry and his family were going on vacation. On the first day they drove $\frac{2}{8}$ of the trip and on the next day they drove $\frac{1}{4}$ of the trip. How much of the trip have they driven in all so far?

Name: _____

Week 28 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

Exit Ticket

Solve. Write a complete number sentence. Use a number bond to write each sum as a mixed number.

Use a model if needed.

1. $\frac{1}{4} + \frac{7}{8}$

2. $\frac{2}{3} + \frac{7}{12}$

Name: _____

Week 28 Day 2 Date: _____

BCCS-B

Howard Morehouse Hampton

HOMEWORK

Solve. Write the sum as a mixed number. Draw a model if needed.

a. $\frac{1}{2} + \frac{6}{8}$

b. $\frac{7}{8} + \frac{3}{4}$

c. $\frac{5}{6} + \frac{1}{3}$

d. $\frac{9}{10} + \frac{2}{5}$

e. $\frac{4}{12} + \frac{3}{4}$

f. $\frac{1}{2} + \frac{5}{6}$

g. $\frac{3}{12} + \frac{5}{6}$

h. $\frac{7}{10} + \frac{4}{5}$.



Day # 3



Name: _____

Week 28 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

LEQ: How do I add/subtracts to a whole number greater than 1?

Objective: I can add/subtract a fraction to a whole number greater than 1 by changing that number to a fraction.

Do Now

Winnie went shopping and spent $\frac{2}{5}$ of the money that was on a gift card. What fraction of the money was left on the card? Draw a number line and a number bond to help show your thinking.

Input

Problem 1: Add a fraction less than 1 to a whole number using a tape diagram.

Think about the following:

2 meters + 5 centimeters is 2 meters 5 centimeters (2m5cm)

2 hours + 5 minutes is _____

2 ones + 5 eighths is _____

$$2 + \frac{1}{2}$$

Draw a tape diagram to model.

Name: _____

Week 28 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

Your Turn

Draw a tape diagram to model and solve.

$$3 + \frac{2}{3} = \underline{\hspace{2cm}}$$

Problem 2: Subtract a fraction less than 1 from a whole number using a tape diagram.

$$3 - \frac{1}{4}$$

To solve this we are going to use a tape diagram model to help us. Watch as a draw a partition a tape diagram to solve.

Your Turn

$$3 - \frac{2}{3}$$



Problem 2: Subtract a fraction less than 1 from a whole number using decomposition.

$$5 - \frac{1}{4} = \underline{\hspace{2cm}}$$

Let's use a number bond to decompose 5 wholes into fourths.

Now, subtract.

Name: _____

Week 28 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

$$7 - \frac{3}{5} = \underline{\hspace{2cm}}$$

Number Bond:

Subtract:

Your Turn

$$9 - \frac{5}{12} = \underline{\hspace{2cm}}$$

CFU

Complete the subtraction sentences using number bonds.

a. $3 - \frac{1}{10} = \underline{\hspace{2cm}}$

b. $5 - \frac{3}{4} = \underline{\hspace{2cm}}$

Name: _____

Week 28 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

Application Problem

Sam bought 3 gallons of juice and drank $\frac{1}{5}$ of it. How much juice does he have left?

Exit Ticket

Complete the subtraction sentences using number bonds. Draw a model if needed.

1. $6 - \frac{1}{5} = \underline{\hspace{2cm}}$

2. $8 - \frac{5}{6} = \underline{\hspace{2cm}}$

Name: _____

Week 28 Day 3 Date: _____

BCCS-B

Howard Morehouse Hampton

HOMEWORK

Draw a tape diagram to match each number sentence. Then, complete the number sentence.

a. $2 + \frac{1}{4} =$ _____

b. $3 + \frac{2}{3} =$ _____

c. $2 - \frac{1}{5} =$ _____

d. $3 - \frac{3}{4} =$ _____

Complete the subtraction sentences using number bonds.

a. $6 - \frac{1}{4} =$ _____

b. $7 - \frac{2}{10} =$ _____



Day # 4



Name: _____

Week 28 Day 4 Date: _____

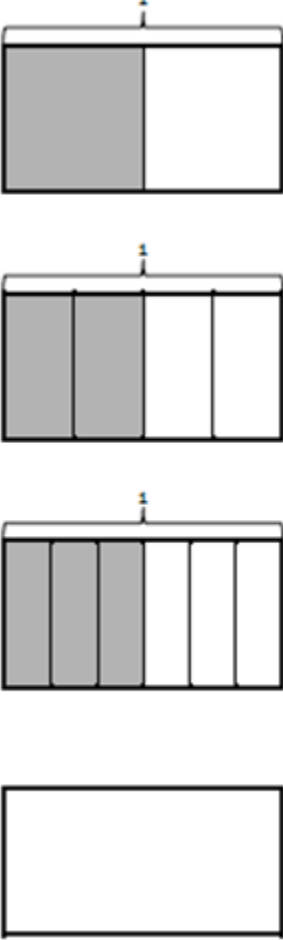
BCCS-B

Howard Morehouse Hampton

Directions: Today we are taking our Mid-Mod Assessment. You will use this page and the following pages to solve the Open Response questions. After you have solved the open response questions, you will edlight your answers.

Question _____

Using the fractional units shown, identify the fraction of the rectangle that is shaded. Continue this pattern by drawing the next area model in the sequence and identifying the fraction shaded.

| Area models | How much of the fraction is shaded? |
|--|-------------------------------------|
|  | |

Name: _____

Week 28 Day 4 Date: _____

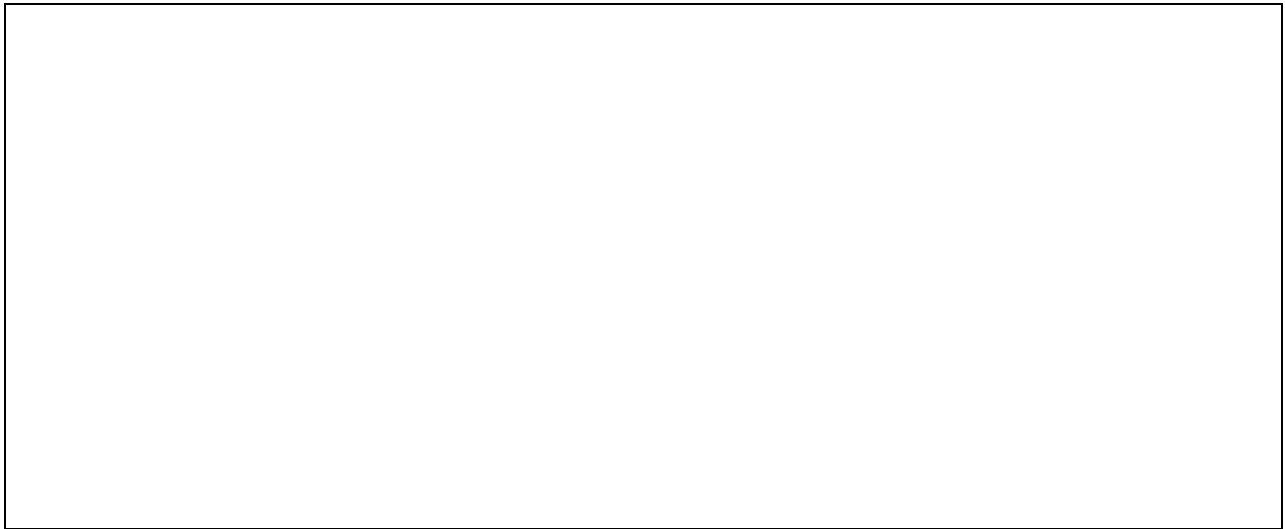
BCCS-B

Howard Morehouse Hampton

Question: _____

Ray, Robin, and Freddy went fishing.

They spent $\frac{1}{6}$ of their money on water, $\frac{4}{6}$ of their money on lunch, and the rest on worms. What fraction of their money was spent on worms? Draw a model, and write an equation to solve.



Name: _____

Week 28 Day 4 Date: _____

BCCS-B

Howard Morehouse Hampton

Question: _____

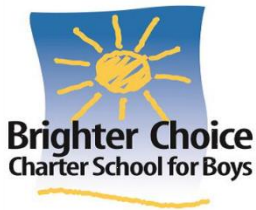
Ray, Robin, and Freddy each had identical containers of worms. Ray used $\frac{3}{8}$ container. Robin used $\frac{6}{8}$ container, and Freddy used $\frac{7}{8}$ container. How many total containers of worms did they use?



Day # 5

NO SCHOOL

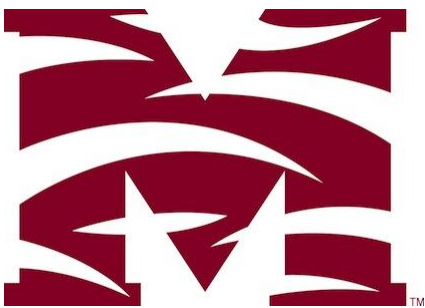




Name _____

4th Grade Math Remote Learning Packet

Week 29



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)

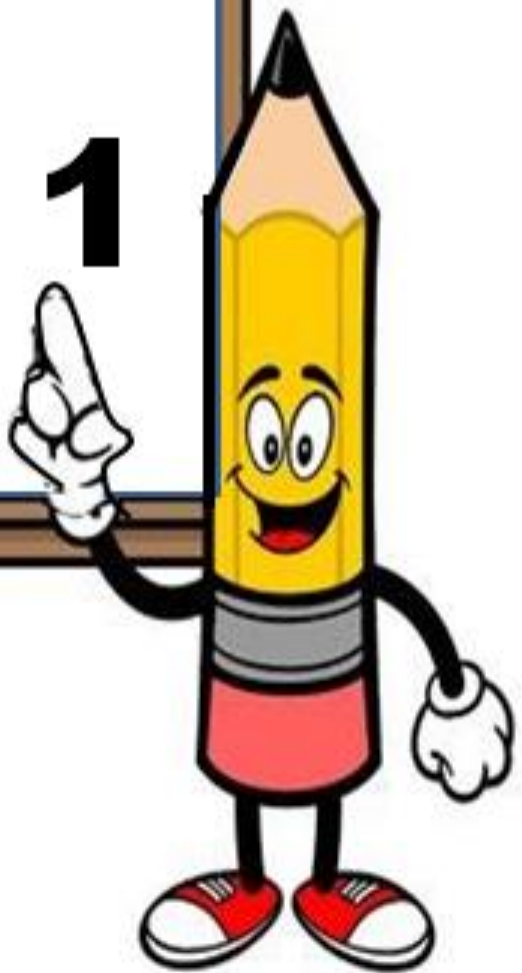
(Date)

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.



Day # 1

Spring Break



LEQ: How can I use what I have learned to solve division questions that involve zeros?

Objective: I can use the steps of long division to solve questions that include zeros.

Directions: Rewrite each problem to use the long division method and then solve.

| | | |
|--|--|--|
| a. $302 \div 5 = \underline{\hspace{2cm}}$ | b. $163 \div 4 = \underline{\hspace{2cm}}$ | c. $642 \div 8 = \underline{\hspace{2cm}}$ |
| d. $807 \div 6 = \underline{\hspace{2cm}}$ | e. $720 \div 9 = \underline{\hspace{2cm}}$ | f. $983 \div 7 = \underline{\hspace{2cm}}$ |

Sam had 132 trading cards to put in an album. He was able to place 4 cards on each page. How many pages will he need to put all cards in the album? Use CUBES to solve.



Day # 2

Spring Break



LEQ: How can I use CUBES to show all my work when solving word problems?

Objective: I can solve multiplication word problems using CUBES to show all my work.

Directions: Use CUBES to solve the following problems. Make sure to show all your work.

1. Mrs. Moore took her 4th grade class of 25 students to the aquarium. Admission for each student was \$12. What was the total amount of money needed for the field trip?

2. Eighty-seven students were passing around a petition to stop the historical building from being demolished. Each student collected 92 signatures. What was the total number of signatures the students collected?



Day # 3

Spring Break



LEQ: How can I solve 2 digit by 2 digit multiplication?

Objective: I can use a standard algorithm to solve 2 digit by 2 digit multiplication.

Directions: Use what you have learned to solve these 2 digit by 2 digit multiplication problems.

| | | | |
|--|--|--|--|
| $\begin{array}{r} 59 \\ \times 21 \\ \hline \end{array}$ | $\begin{array}{r} 96 \\ \times 37 \\ \hline \end{array}$ | $\begin{array}{r} 32 \\ \times 94 \\ \hline \end{array}$ | $\begin{array}{r} 18 \\ \times 65 \\ \hline \end{array}$ |
| $\begin{array}{r} 80 \\ \times 43 \\ \hline \end{array}$ | $\begin{array}{r} 26 \\ \times 58 \\ \hline \end{array}$ | $\begin{array}{r} 45 \\ \times 74 \\ \hline \end{array}$ | $\begin{array}{r} 63 \\ \times 12 \\ \hline \end{array}$ |

Karen read her chapter book for 15 days in a row. Each day she read a total of 34 minutes. How many total minutes did she read in 15 days? Use CUBES to solve.



Day # 4

Spring Break



LEQ: How can I use the GCF to reduce fractions?

Objective: I can use GCF to reduce each of these fractions to lowest terms.

Directions: Find the GCF of the numerator and denominator and then divide by the GCF to reduce each fraction to lowest terms.

GCF= The Greatest Common Factor

a. $\frac{2}{8} =$

b. $\frac{4}{10} =$

c. $\frac{3}{6} =$

d. $\frac{4}{12} =$

e. $\frac{7}{14} =$

f. $\frac{2}{20} =$

g. $\frac{3}{9} =$

h. $\frac{6}{9} =$

i. $\frac{8}{10} =$

j. $\frac{5}{15} =$

k. $\frac{8}{72} =$

l. $\frac{5}{20} =$

m. $\frac{4}{6} =$

n. $\frac{21}{28} =$

o. $\frac{4}{18} =$

p. $\frac{33}{55} =$



Day # 5

Spring Break



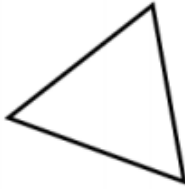
| | | |
|---|--|---|
| | | |
| <p>An acute angle is less than 90°</p> | <p>A right angle is exactly 90°</p> | <p>An obtuse angle is greater than 90°</p> |
| | | |
| <p>An acute triangle has 3 acute angles.</p> | <p>A right triangle has 1 right angle and 2 acute angles.</p> | <p>An obtuse triangle has 1 obtuse angle and 2 acute angles.</p> |

Identify each type of triangle as **acute**, **right** or **obtuse**.

a.



b.



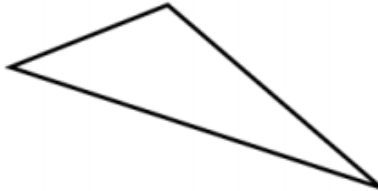
c.



d.



e.



f.