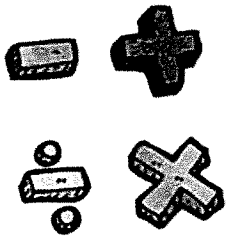
Name_____

Howard University

4th Grade Math

Remote Learning Packet

December 14th –December 18th



Monday
December 14th

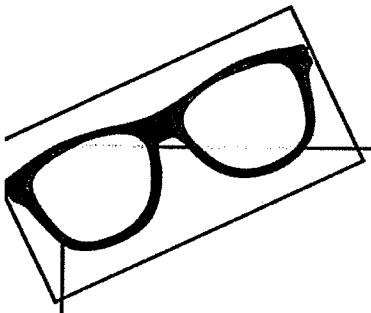
M3 L18

Learning Target: .Find whole number quotients and remainders
Standards: 4NBT.6

Do Now:

$24 \div 8 =$ _____	$70 \div 7 =$ _____	$36 \div 9 =$ _____
$63 \div 7 =$ _____	$54 \div 9 =$ _____	$6 \div 2 =$ _____
$42 \div 7 =$ _____	$28 \div 4 =$ _____	$8 \div 4 =$ _____
$8 \div 2 =$ _____	$24 \div 3 =$ _____	$50 \div 5 =$ _____
$32 \div 4 =$ _____	$40 \div 8 =$ _____	$35 \div 7 =$ _____
$12 \div 4 =$ _____	$16 \div 4 =$ _____	$7 \div 1 =$ _____
$36 \div 4 =$ _____	$8 \div 1 =$ _____	$10 \div 5 =$ _____
$54 \div 6 =$ _____	$20 \div 10 =$ _____	$40 \div 10 =$ _____
$1 \div 1 =$ _____	$36 \div 6 =$ _____	$2 \div 2 =$ _____
$4 \div 2 =$ _____	$6 \div 3 =$ _____	$30 \div 3 =$ _____
$90 \div 10 =$ _____	$3 \div 3 =$ _____	$40 \div 4 =$ _____
$49 \div 7 =$ _____	$18 \div 2 =$ _____	$20 \div 2 =$ _____

NOTES



Watch Me!

5 tens 7 ones ÷ 3

I wonder...

Let's Work Together!

8 tens 6 ones ÷ 5

7 tens 4 ones ÷ 8

You Try!

1. $46 \div 2$	2. $96 \div 3$
3. $85 \div 5$	4. $52 \div 4$
5. $53 \div 3$	6. $95 \div 4$

7. $89 \div 6$	8. $96 \div 6$
9. $60 \div 3$	10. $60 \div 4$
11. $95 \div 8$	12. $95 \div 7$

EXIT TICKET

Name:_____ **Date:**_____
BCCSG **William Smith / Spelman**

Learning Target: .Find whole number quotients and remainders
Standards: 4NBT.6

Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom

Solve using the standard algorithm. Check your quotient and remainder by using multiplication and addition.

1. $93 \div 7$

2. $99 \div 8$

Grade:

Tuesday

December 15th

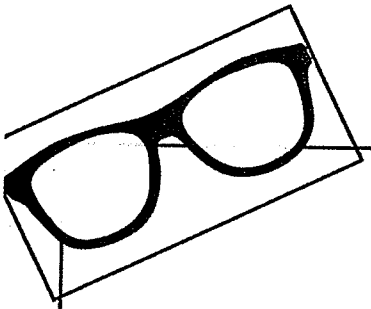
M3 L19

Learning Target: Solve division word problems with remainders.
Standards: 4NBT.6

Do Now:

$48 \div 8 =$ _____	$42 \div 6 =$ _____	$28 \div 7 =$ _____
$3 \div 1 =$ _____	$45 \div 5 =$ _____	$70 \div 10 =$ _____
$6 \div 6 =$ _____	$10 \div 10 =$ _____	$80 \div 8 =$ _____
$35 \div 5 =$ _____	$24 \div 6 =$ _____	$15 \div 5 =$ _____
$72 \div 8 =$ _____	$30 \div 6 =$ _____	$14 \div 2 =$ _____
$20 \div 4 =$ _____	$21 \div 3 =$ _____	$18 \div 3 =$ _____
$80 \div 10 =$ _____	$40 \div 5 =$ _____	$100 \div 10 =$ _____
$7 \div 7 =$ _____	$27 \div 3 =$ _____	$20 \div 5 =$ _____
$60 \div 6 =$ _____	$64 \div 8 =$ _____	$6 \div 1 =$ _____
$10 \div 2 =$ _____	$9 \div 9 =$ _____	$4 \div 4 =$ _____
$12 \div 6 =$ _____	$27 \div 9 =$ _____	$12 \div 3 =$ _____
$30 \div 5 =$ _____	$16 \div 8 =$ _____	$56 \div 8 =$ _____

NOTES



Watch Me!

$41 \div 3$

I wonder...

Let's Work Together!

Share $64 as 6 tens and 4 ones equally among 4 friends.

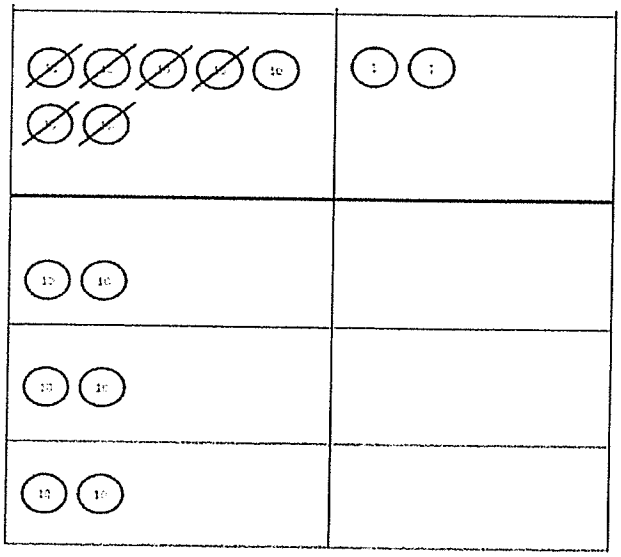
Francine says that 86 ÷ 4 is 20 with a remainder of 6. She reasons this is correct because (4 × 20) + 6 = 86. What mistake has Francine made? Explain how she can correct her work.

You Try!

1,) When you divide 94 by 3, there is a remainder of 1. Model this problem with place value disks.

2.) Cayman says that 94 ÷ 3 is 30 with a remainder of 4. He reasons this is correct because (3 x 30) + 4 = 94. What mistake has Cayman made? Explain how he can correct his work.

3. 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.



4. Two friends evenly share 56 dollars.

   a. They have 5 ten-dollar bills and 6 one-dollar bills. Draw a picture to show how the bills will be shared. Will they have to make change at any stage?

   b. Explain how they share the money evenly.

EXIT TICKET

Name:_____ **Date:**_____
BCCSG **William Smith / Spelman**

Learning Target: **Solve division word problems with remainders.**
Standards: 4NBT.6

Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom .

1. 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.

2. Marti's photo album has a total of 45 pictures. Each page holds 4 pictures. She said she can only fill 10 pages completely. Do you agree? Explain why or why not.

Grade: 23 15

Wednesday
December 16th

M3 L20

Learning Target: Solve division problems without remainders using the area model.
Standards: 4NBT.6

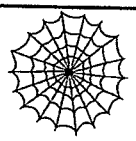
Do Now:

45 ÷ 5 = _____	70 ÷ 10 = _____	50 ÷ 10 = _____
10 ÷ 10 = _____	80 ÷ 8 = _____	45 ÷ 9 = _____
24 ÷ 6 = _____	15 ÷ 5 = _____	18 ÷ 6 = _____
30 ÷ 6 = _____	14 ÷ 2 = _____	16 ÷ 2 = _____
21 ÷ 3 = _____	18 ÷ 3 = _____	56 ÷ 7 = _____
40 ÷ 5 = _____	100 ÷ 10 = _____	14 ÷ 7 = _____
27 ÷ 3 = _____	20 ÷ 5 = _____	30 ÷ 10 = _____
64 ÷ 8 = _____	6 ÷ 1 = _____	25 ÷ 5 = _____
9 ÷ 9 = _____	4 ÷ 4 = _____	81 ÷ 9 = _____
27 ÷ 9 = _____	12 ÷ 3 = _____	60 ÷ 10 = _____
16 ÷ 8 = _____	56 ÷ 8 = _____	9 ÷ 3 = _____

Concept Development

Problem 1: Decompose 48 ÷ 4 from whole to part

Note Catcher:



I wonder?

I notice:

Let's Work Together!

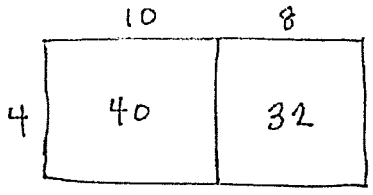
Problem 2: Decompose 96 ÷ 4 from whole to part.

Problem 3: Compose 96 ÷ 4 from part to whole.

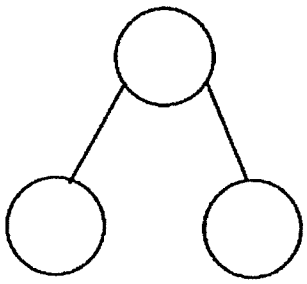
You Try!

1. Alfonso solved a division problem by drawing an area model.

   a. Look at the area model. What division problem did Alfonso solve?



   b. Show a number bond to represent Alfonso's area model. Start with the total, and then show how the total is split into two parts. Below the two parts, represent the total length using the distributive property, and then solve.



(___÷___) + (___÷___)

= ____ + ____

= _____

2. Solve 45 ÷ 3 using an area model. Draw a number bond, and use the distributive property to solve for the unknown length.

2.) Solve 45 ÷ 3 using an area model.

3.) Solve 64 ÷ 4 using an area model.

4.) Solve 92 ÷ 4 using an area model.

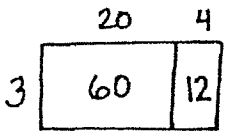
EXIT TICKET

Name:_____ **Date:**_____
BCCSG **William Smith / Spelman**

Learning Target: Solve division problems without remainders using the area model. .
Standards: 4NBT.6

Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom

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



2. Solve 42 ÷ 3 using the area model, a number bond, and a written method.

Grade: 22

Thursday

December 17th

M3L21

Learning Target: **Solve division problems with remainders using the area model..**
Standards: 4NBT.6

Do Now:

1) If $5 \times 2 = 10$, then $50 \times 2 =$ _____

2) If $4 \times 5 = 20$, then $40 \times 5 =$ _____

3) If $3 \times 10 = 30$, then $30 \times 10 =$ _____

4) If $9 \times 3 = 27$, then $90 \times 3 =$ _____

5) If $7 \times 3 = 21$, then $70 \times 3 =$ _____

6) If $5 \times 8 = 40$, then $50 \times 8 =$ _____

7) If $6 \times 9 = 54$, then $60 \times 9 =$ _____

8) If $7 \times 6 = 42$, then $70 \times 6 =$ _____

9) If $6 \times 5 = 30$, then $60 \times 5 =$ _____

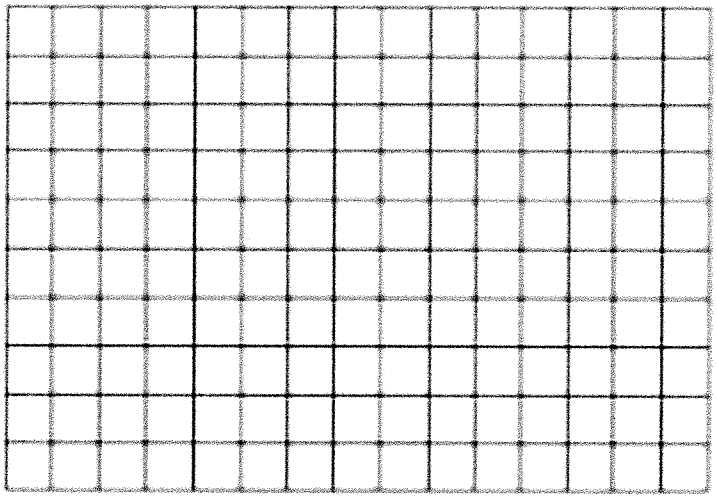
10) If $6 \times 1 = 6$, then $60 \times 1 =$ _____

11) If $4 \times 8 = 32$, then $4 \times 80 =$ _____

12) If $6 \times 10 = 60$, then $6 \times 100 =$ _____

Quick Review

Represent 36 ÷ 4 using the area model.



Note Catcher:

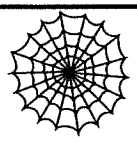
I wonder?

I notice:

Concept Development

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

Note Catcher:

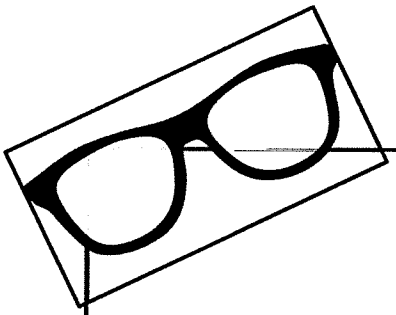


I wonder?

I notice:

NOTES

Distributive Property:



Watch Me!

$37 \div 2$

I wonder...

Let's Work Together!

$76 \div 3$

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?

You Try!

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

2. Solve 76 ÷ 3 using an area model. Use long division and the distributive property to record your work.

3. Carolina solved the following division problem by drawing an area model.

   a. What division problem did she solve?

   b. Show how Carolina's model can be represented using the distributive property.

4. $48 \div 3$	5. $49 \div 3$
6. $56 \div 4$	7. $58 \div 4$
8. $66 \div 5$	9. $79 \div 3$

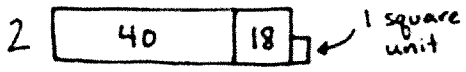
EXIT TICKET

Name:_____	**Date:**_____
BCCSG	**William Smith / Spelman**

Learning Target: **I can solve division problems with remainders using the area model..**
Standards: 4NBT.6

Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom

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



2. Solve 93 ÷ 4 using the area model, long division, and the distributive property.

Grade: 31

Friday

December 18th

M3 L22

Learning Target: **Find factor pairs for numbers to 100, and use understanding of factors to define prime and composite.**
Standards: 4.NBT.5 4NBT.6 4.OA.4

Do Now:

Solve for the missing factor in each equation.

$3 \times \_\_ = 9$

$4 \times \_\_ = 16$

$5 \times \_\_\_ = 45$

$6 \times \_\_\_ = 42$

$7 \times \_\_\_ = 56$

$9 \times \_\_\_ = 72$

$6 \times \_\_\_ = 54$

$7 \times \_\_\_ = 63$

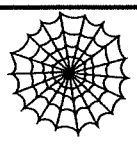
$9 \times \_\_\_ = 54$

Concept Development

2	60	8

96 ÷ 3	72 ÷ 3	72 ÷ 4

Note Catcher:



I wonder?

I notice:

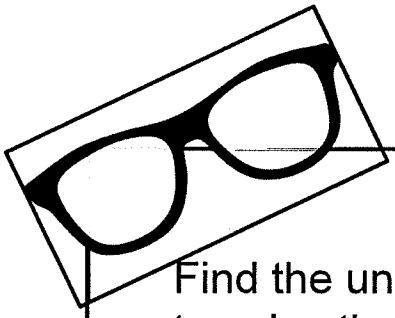
NOTES

Factor:

Product:

Prime:

Composite:



Watch Me!

Find the unknown side length, or factor. Use an area model to solve the problem.

$8 \times \_\_\_\_ = 96.$

I wonder...

Let's Work Together!

1. 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:	
g.	22	The factors of 22 are:	
h.	23	The factors of 23 are:	
i.	25	The factors of 25 are:	
j.	26	The factors of 26 are:	
k.	27	The factors of 27 are:	
l.	28	The factors of 28 are:	

You Try!

1. 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:	
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:	

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	

3. Bryan says all prime numbers are odd numbers.

   a. List all of the prime numbers less than 20 in numerical order.

   b. Use your list to show that Bryan's claim is false.

4. 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.

EXIT TICKET

Name:_____ **Date:**_____
BCCSG **William Smith / Spelman**

Learning Target: Find factor pairs for numbers to 100, and use understanding of factors to define prime and composite.
Standards: 4.NBT.5 4.NBT.6 4.OA.4

Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom

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:	

Grade: 39