

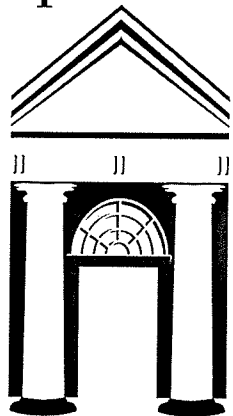
Name: _____

College: _____

4th Grade Math Hybrid Learning Packet

12/11-12/17

Spelman



College®



**WILLIAM
SMITH**

Friday

Date: December 11

How are you feeling today?



Learning Target: Use multiplication, addition, or subtraction to solve multi-step word problems.

Standards: 4.OA.1 4.OA.2 4.OA.3 4.NBT.5

Do Now: 4.NBT.2

Which number sentence is true?

A $376,425 > 367,419$

B $337,425 > 337,524$

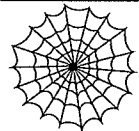
C $336,425 < 335,426$

D $327,425 < 327,416$

Concept Development

Over the summer, Kate earned \$180 each week for 7 weeks. Of that money, she spent \$375 on a new computer and \$137 on new clothes. How much money did she have left?

Note Catcher:



I wonder?

I notice:

Let's Work Together!



Three boxes weighing 128 pounds each and one box weighing 254 pounds were loaded onto the back of an empty truck. A crate of apples was then loaded onto the same truck. If the total weight loaded onto the truck was 2,000 pounds, how much did the crate of apples weigh?

In one month, Charlie read 814 pages. In the same month, his mom read 4 times as many pages as Charlie, and that was 143 pages more than Charlie's dad read. What was the total number of pages read by Charlie and his parents?

EXIT TICKET

Name: _____

BCCSG

Date: _____

William Smith / Spelman

Learning Target: Use multiplication, addition, or subtraction to solve multi-step word problems.

Standards: 4.OA.1 4.OA.2 4.OA.3 4.NBT.5

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

1. Michael earns \$9 per hour. He works 28 hours each week. How much does he earn in 6 weeks?

2. David earns \$8 per hour. He works 40 hours each week. How much does he earn in 6 weeks?

3. After 6 weeks, who earned more money? How much more money?

Grade:

Monday

Date: December 14

Mid Module Assessment

Name _____

Date _____

1. Draw an area model to solve the following. Find the value of the following expressions.

a. 30×60

b. 3×269

2. Use any place value strategy to multiply.

a. 3×68

b. 4×371

c. $7 \times 1,305$

d. $6,034 \times 5$

Solve using a model or equation. Show your work and write your answer as a statement.

3. A movie theater has two rooms. Room A has 9 rows of seats with 18 seats in each row. Room B has three times as many seats as Room A. How many seats are there in both rooms?

4. The high school art teacher has 9 cases of crayons with 52 boxes in each case. The elementary school art teacher has 6 cases of crayons with 104 boxes in each case. How many total boxes of crayons do both teachers have? Is your answer reasonable? Explain.

5. Last year, Mr. Petersen’s rectangular garden had a width of 5 meters and an area of 20 square meters. This year, he wants to make the garden three times as long and two times as wide.
- a. Solve for the length of last year’s garden using the area formula. Then, draw and label the measurements of this year’s garden.



- b. How much area for planting will Mr. Petersen have in the new garden?

- c. Last year, Mr. Petersen had a fence all the way around his garden. He can reuse all of the fence he had around the garden last year, but he needs to buy more fencing to go around this year's garden. How many more meters of fencing is needed for this year's garden than last year's?
- d. Last year, Mr. Petersen was able to plant 4 rows of carrots with 13 plants in each row. This year, he plans to plant twice as many rows with twice as many carrot plants in each. How many carrot plants will he plant this year? Write a multiplication equation to solve. Assess the reasonableness of your answer.

Tuesday

Date: December 15

Learning Target: Solve division word problems with remainders.

Standards: 4NBT.6

Do Now:

$5 \times 6 = \underline{\hspace{2cm}}$

$8 \times 4 = \underline{\hspace{2cm}}$

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

$5 \times 1 = \underline{\hspace{2cm}}$

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

$3 \times 4 = \underline{\hspace{2cm}}$

$8 \times 1 = \underline{\hspace{2cm}}$

$3 \times 7 = \underline{\hspace{2cm}}$

$10 \times 3 = \underline{\hspace{2cm}}$

$5 \times 10 = \underline{\hspace{2cm}}$

$2 \times 1 = \underline{\hspace{2cm}}$

$5 \times 7 = \underline{\hspace{2cm}}$

$9 \times 8 = \underline{\hspace{2cm}}$

$10 \times 9 = \underline{\hspace{2cm}}$

$10 \times 9 = \underline{\hspace{2cm}}$

$8 \times 10 = \underline{\hspace{2cm}}$

$1 \times 9 = \underline{\hspace{2cm}}$

$2 \times 10 = \underline{\hspace{2cm}}$

$8 \times 3 = \underline{\hspace{2cm}}$

$8 \times 7 = \underline{\hspace{2cm}}$

$3 \times 6 = \underline{\hspace{2cm}}$

$10 \times 7 = \underline{\hspace{2cm}}$

$3 \times 4 = \underline{\hspace{2cm}}$

$3 \times 10 = \underline{\hspace{2cm}}$

$3 \times 3 = \underline{\hspace{2cm}}$

$4 \times 5 = \underline{\hspace{2cm}}$

$6 \times 1 = \underline{\hspace{2cm}}$

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

$6 \times 10 = \underline{\hspace{2cm}}$

$3 \times 7 = \underline{\hspace{2cm}}$

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

$3 \times 8 = \underline{\hspace{2cm}}$

$7 \times 4 = \underline{\hspace{2cm}}$

$3 \times 6 = \underline{\hspace{2cm}}$

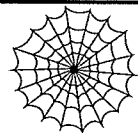
$10 \times 6 = \underline{\hspace{2cm}}$

$6 \times 7 = \underline{\hspace{2cm}}$

Concept Development

There are 12 students in PE class separated into 4 equal teams. How many students are on each team?

Note Catcher:



I wonder?

I notice:



NOTES



Watch Me!

One more student joined the class described at the beginning of Problem 1. There are now 13 students to be divided into 4 equal teams.



I wonder...

Let's Work Together!



Kristy bought 13 roses. If she puts 6 roses in each vase, how many vases will she use? Will there be any roses left over?

Allison has 22 meters of fabric to sew dresses. She uses 3 meters of fabric for each dress. After how many dresses will Allison need to buy more fabric?

You Try!

1. There are 19 identical socks. How many pairs of socks are there? Will there be any socks without a match? If so, how many?
2. If it takes 8 inches of ribbon to make a bow, how many bows can be made from 3 feet of ribbon (1 foot = 12 inches)? Will any ribbon be left over? If so, how much?
3. The library has 27 chairs and 5 tables. If the same number of chairs is placed at each table, how many chairs can be placed at each table? Will there be any extra chairs? If so, how many?

EXIT TICKET

Name: _____
BCCSG

Date: _____
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

Fifty-three students are going on a field trip. The students are divided into groups of 6 students. How many groups of 6 students will there be?

Grade:

Wednesday

Date: December 16

Learning Target: Understand and solve division problems with a remainder using the array and area models.

Standards: 4NBT.6

Do Now:

$8 \times 3 = \underline{\hspace{2cm}}$

$8 \times 7 = \underline{\hspace{2cm}}$

$3 \times 6 = \underline{\hspace{2cm}}$

$10 \times 7 = \underline{\hspace{2cm}}$

$3 \times 4 = \underline{\hspace{2cm}}$

$3 \times 10 = \underline{\hspace{2cm}}$

$3 \times 3 = \underline{\hspace{2cm}}$

$4 \times 5 = \underline{\hspace{2cm}}$

$6 \times 1 = \underline{\hspace{2cm}}$

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

$6 \times 10 = \underline{\hspace{2cm}}$

$3 \times 7 = \underline{\hspace{2cm}}$

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

$3 \times 8 = \underline{\hspace{2cm}}$

$7 \times 4 = \underline{\hspace{2cm}}$

$3 \times 6 = \underline{\hspace{2cm}}$

$10 \times 6 = \underline{\hspace{2cm}}$

$6 \times 7 = \underline{\hspace{2cm}}$

$2 \times 4 = \underline{\hspace{2cm}}$

$1 \times 4 = \underline{\hspace{2cm}}$

$1 \times 6 = \underline{\hspace{2cm}}$

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

$9 \times 7 = \underline{\hspace{2cm}}$

$5 \times 8 = \underline{\hspace{2cm}}$

$7 \times 4 = \underline{\hspace{2cm}}$

$4 \times 8 = \underline{\hspace{2cm}}$

$4 \times 4 = \underline{\hspace{2cm}}$

$5 \times 9 = \underline{\hspace{2cm}}$

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

$8 \times 6 = \underline{\hspace{2cm}}$

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

$9 \times 1 = \underline{\hspace{2cm}}$

$6 \times 9 = \underline{\hspace{2cm}}$

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

$9 \times 3 = \underline{\hspace{2cm}}$

$6 \times 4 = \underline{\hspace{2cm}}$

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

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

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

$5 \times 4 = \underline{\hspace{2cm}}$

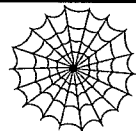
$5 \times 7 = \underline{\hspace{2cm}}$

$5 \times 6 = \underline{\hspace{2cm}}$

Concept Development

Chandra printed 38 photos to put into her scrapbook. If she can fit 4 photos on each page, how many pages will she use for her photos?

Note Catcher:



I wonder?

I notice:

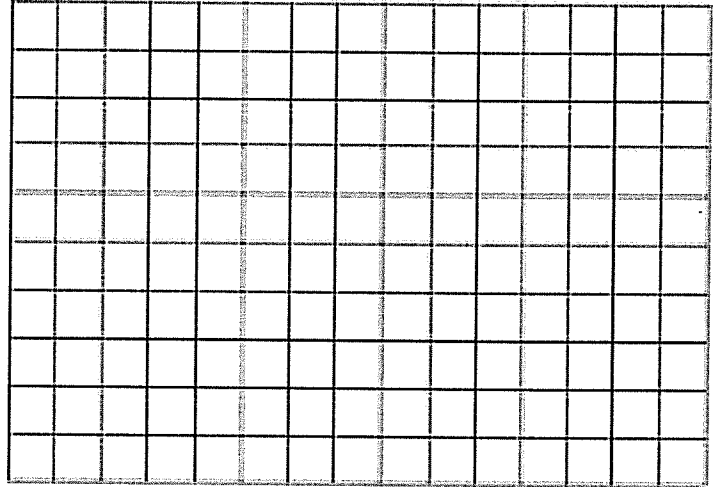
Let's Work Together!



1. $18 \div 6$

Quotient = _____

Remainder = _____

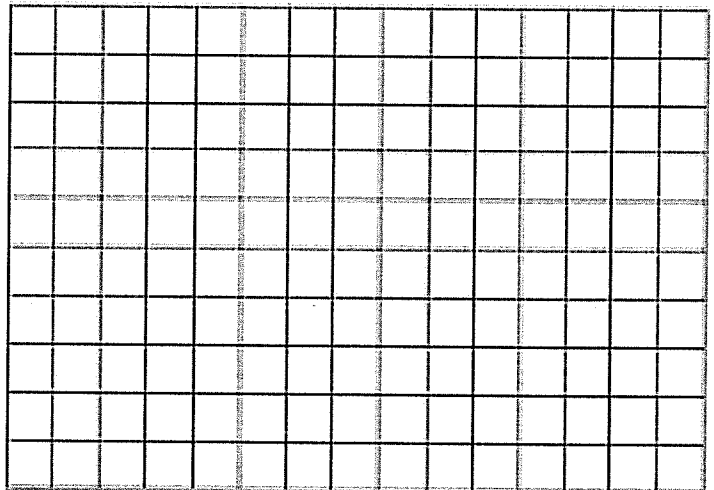


Can you show $18 \div 6$ with one rectangle? _____

2. $19 \div 6$

Quotient = _____

Remainder = _____



Can you show $19 \div 6$ with one rectangle? _____
Explain how you showed the remainder:

You Try!

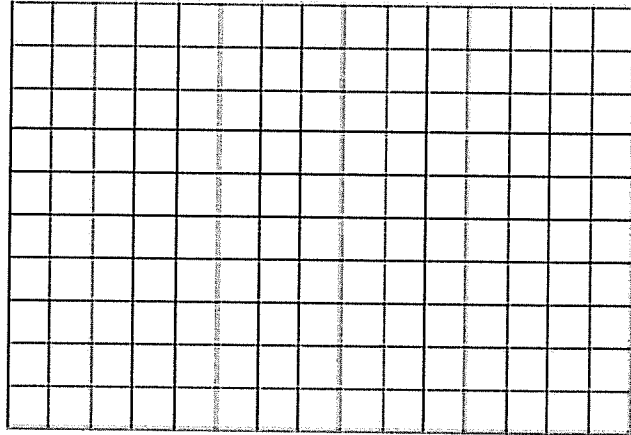
Show division using an array.

1. $24 \div 4$

Quotient = _____

Remainder = _____

Show division using an area model.

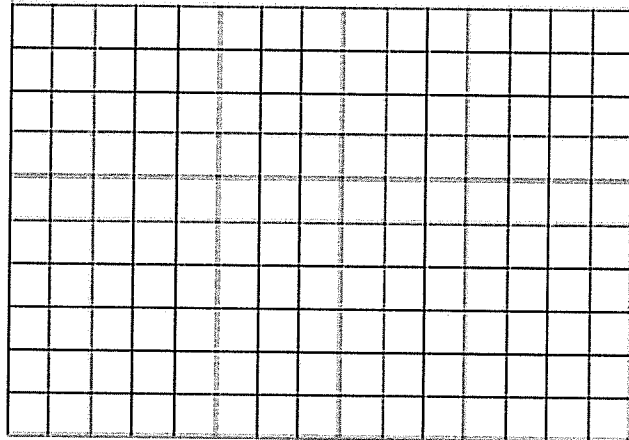


Can you show $24 \div 4$ with one rectangle? _____

2. $25 \div 4$

Quotient = _____

Remainder = _____



Can you show $25 \div 4$ with one rectangle? _____

Explain how you showed the remainder:

Solve using an array and area model. The first one is done for you.

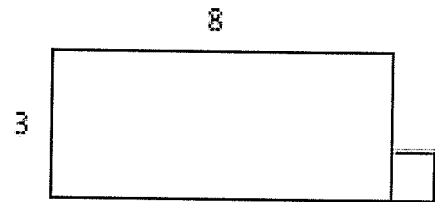
Example: $25 \div 3$

a.



Quotient = 8 Remainder = 1

b.



3. $44 \div 7$

a.

b.

4. $34 \div 6$

a.

b.

5. $43 \div 4$

a.

b.

6. $59 \div 7$

a.

b.

EXIT TICKET

Name: _____
BCCSG

Date: _____
William Smith / Spelman

Learning Target: Understand and solve division problems with a remainder using the array and area models.

Standards: 4NBT.6

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

Solve using an array and area model.

1. $27 \div 5$

a.

b.

2. $32 \div 6$

a.

b.

Grade:

Thursday

Date: December 17

Learning Target: Understand and solve two-digit dividend division problems with a remainder in the ones place by using place value disks.
Standards: 4.NBT.6

Do Now:

$1 \times 4 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$4 \times 8 = \underline{\quad}$

$8 \times 2 = \underline{\quad}$

$9 \times 1 = \underline{\quad}$

$9 \times 3 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$5 \times 7 = \underline{\quad}$

$8 \times 9 = \underline{\quad}$

$9 \times 4 = \underline{\quad}$

$10 \times 1 = \underline{\quad}$

$7 \times 10 = \underline{\quad}$

$6 \times 4 = \underline{\quad}$

$1 \times 6 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$4 \times 4 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$6 \times 9 = \underline{\quad}$

$6 \times 4 = \underline{\quad}$

$9 \times 2 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$1 \times 3 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$1 \times 1 = \underline{\quad}$

$8 \times 1 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$9 \times 3 = \underline{\quad}$

$4 \times 10 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

$5 \times 1 = \underline{\quad}$

$9 \times 4 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

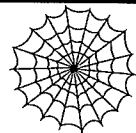
$9 \times 6 = \underline{\quad}$

Concept Development

6 ones \div 3

3 tens 6 ones \div 3

Note Catcher:



I wonder?

I notice:

Let's Work Together!



5 ones \div 4	4 tens 5 ones \div 4
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8 ones \div 3	6 tens 8 ones \div 3
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You Try!

Show the division using disks. Relate your work on the place value chart to long division. Check your quotient and remainder by using multiplication and addition.

1. $7 \div 2$

Ones

$$2 \overline{) 7}$$

Check Your Work

3

× 2

quotient = _____

remainder = _____

2. $27 \div 2$

Tens	Ones

$$2 \overline{) 27}$$

Check Your Work

quotient = _____

remainder = _____

3. $8 \div 3$

Ones

$$3 \overline{) 8}$$

quotient = _____

remainder = _____

Check Your Work

4. $38 \div 3$

Tens	Ones

$$3 \overline{) 38}$$

quotient = _____

remainder = _____

Check Your Work

5. $6 \div 4$

Ones

$$4 \overline{) 6}$$

quotient = _____

remainder = _____

Check Your Work

6. $86 \div 4$

Tens	Ones

$$4 \overline{) 86}$$

quotient = _____

remainder = _____

Check Your Work

EXIT TICKET

Name: _____
BCCSG

Date: _____
William Smith / Spelman

Learning Target: Understand and solve two-digit dividend division problems with a remainder in the ones place by using place value disks.
Standards: 4.NBT.6

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

Show the division using disks. Relate your work on the place value chart to long division. Check your quotient and remainder by using multiplication and addition.

1. $5 \div 3$

Ones

$$3 \overline{) 5}$$

quotient = _____

remainder = _____

Check Your Work

2. $65 \div 3$

Tens	Ones

$$3 \overline{) 65}$$

quotient = _____

remainder = _____

Check Your Work