Name:_____

College:_____

4th Grade Math
Hybrid Learning Packet

Week of: 12/18-12/23

Spelman College®

WILLIAM SMITH

Friday

Date: December 18

Learning Target: **Represent and solve division problems requiring decomposing a remainder in the tens**
Standards: 4.NBT.6

Do Now:

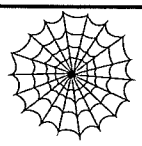
$2 \times 1 =$ _____	$5 \times 7 =$ _____	$8 \times 7 =$ _____
$10 \times 9 =$ _____	$10 \times 9 =$ _____	$2 \times 9 =$ _____
$1 \times 9 =$ _____	$2 \times 10 =$ _____	$1 \times 4 =$ _____
$8 \times 7 =$ _____	$3 \times 6 =$ _____	$3 \times 1 =$ _____
$3 \times 4 =$ _____	$3 \times 10 =$ _____	$8 \times 10 =$ _____
$4 \times 5 =$ _____	$6 \times 1 =$ _____	$10 \times 2 =$ _____
$6 \times 10 =$ _____	$3 \times 7 =$ _____	$6 \times 2 =$ _____
$3 \times 8 =$ _____	$7 \times 4 =$ _____	$2 \times 3 =$ _____
$10 \times 6 =$ _____	$6 \times 7 =$ _____	$5 \times 5 =$ _____
$1 \times 4 =$ _____	$1 \times 6 =$ _____	$8 \times 5 =$ _____
$9 \times 7 =$ _____	$5 \times 8 =$ _____	$1 \times 1 =$ _____
$4 \times 8 =$ _____	$4 \times 4 =$ _____	$8 \times 1 =$ _____
$8 \times 2 =$ _____	$8 \times 6 =$ _____	$5 \times 9 =$ _____
$9 \times 1 =$ _____	$6 \times 9 =$ _____	$5 \times 10 =$ _____
$9 \times 3 =$ _____	$6 \times 4 =$ _____	$9 \times 3 =$ _____
$2 \times 7 =$ _____	$9 \times 2 =$ _____	$4 \times 10 =$ _____

Concept Development

3 ones ÷ 2

3 tens ÷ 2

Note Catcher:



I wonder?

I notice:

Let's Work Together!

4 ones ÷ 3

4 tens 2 ones ÷ 3

8 tens 4 ones ÷ 3

You Try!

Show the division using disks. Relate your model to long division. Check your quotient and remainder by using multiplication and addition.

1. $5 \div 2$

Ones

$2\overline{)5}$

quotient = _____

remainder = _____

Check Your Work

2×2

2. $50 \div 2$

Tens	Ones

$2\overline{)50}$

quotient = _____

remainder = _____

Check Your Work

3. $7 \div 3$

Ones

$3 \overline{)\ 7}$

quotient = _____

remainder = _____

Check Your Work

4. $75 \div 3$

Tens	Ones

$3 \overline{)\ 75}$

quotient = _____

remainder = _____

Check Your Work

5. $9 \div 4$

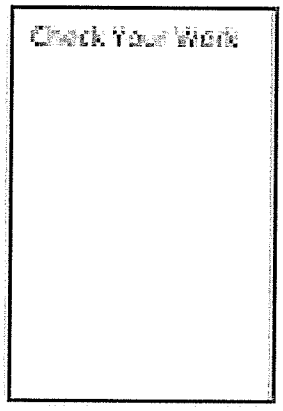
Ones

$4\overline{)9}$

quotient = _____

remainder = _____

Check Your Work



6. $92 \div 4$

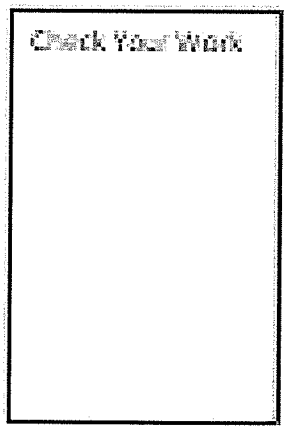
Tens	Ones

$4\overline{)92}$

quotient = _____

remainder = _____

Check Your Work



EXIT TICKET

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

Learning Target: **Represent and solve division problems requiring decomposing a remainder in the tens**
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 model to long division. Check your quotient by using multiplication and addition.

1. 5÷4

Ones

$4\overline{)5}$

quotient = _____

remainder = _____

Check Your Work

2. 56÷4

Tens	Ones

$4\overline{)56}$

quotient = _____

remainder = _____

Check Your Work

Monday

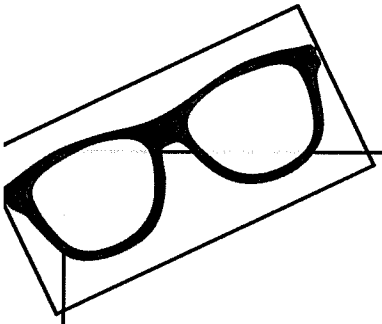
Date: December 21

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

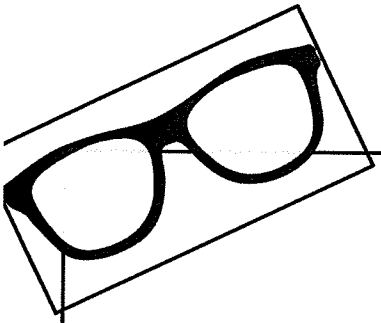
Date: December 22

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

Do Now:

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

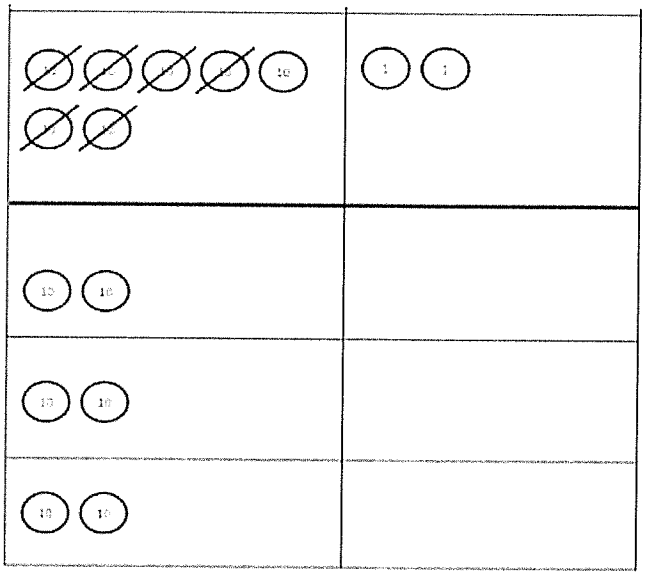
Francine says that 86 ÷ 4 is 20 with a remainder of 6. She reasons this is correct because (4 × 20) + 6 = 86. What mistake has Francine made? Explain how she can correct her work.

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 $72 \div 3$. 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:**_____
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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:

Wednesday

Date: December 23

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

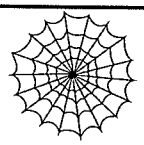
Do Now:

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!

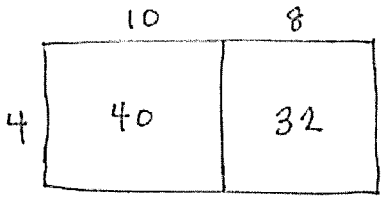
Problem 2: Decompose 96 ÷ 4 from whole to part.

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

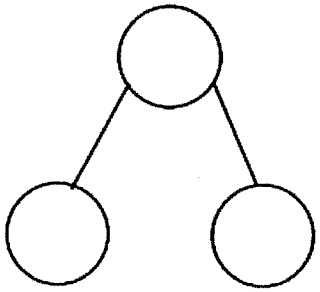
You Try!

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.

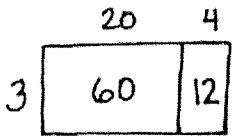
EXIT TICKET

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: