4th Grade Math

Week of: 1/11-1/15

Spelman

College ®

1867

HOWARD
UNIVERSITY

Monday

Date: January 11

Learning Target: Divide multiples of 10, 100, and 1,000 by single-digit numbers.
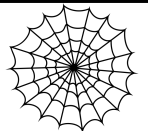**Standards: 4.NBT.1 4.OA.1 4.OA.4**

Do Now:

List the FACTORS of 16	
List the FACTORS of 48	
List 12 MULTIPLES of 4	
List 12 MULTIPLES of 5	

9 ÷ 3	90 ÷ 3
900 ÷ 3	9,000 ÷ 3

Note Catcher:

I wonder?

I notice:

500 ÷ 5	350 ÷ 5	3,000 ÷ 5

The Hometown Hotel has a total of 480 guest rooms. That is 6 times as many rooms as the Travelers Hotel down the street. How many rooms are there in the Travelers Hotel?

You Try!

Draw place value disks to represent the following problems. Rewrite each in unit form and solve.

a. $6 \div 2 =$ _____

     ① ① ①   ① ① ①

     6 ones $\div 2 =$ _____ ones

b. $60 \div 2 =$ _____

     6 tens $\div 2 =$ _____

c. $600 \div 2 =$ _____

     _____ $\div 2 =$ _____

d. $6,000 \div 2 =$ _____

     _____ $\div 2 =$ _____

Solve for the quotient. Rewrite each in unit form.

a. $800 \div 2 = 400$ 8 hundreds $\div 2 =$ 4 hundreds	b. $600 \div 2 =$ _____	c. $800 \div 4 =$ _____	d. $900 \div 3 =$ _____
e. $300 \div 6 =$ _____ 30 tens $\div 6 =$ ____ tens	f. $240 \div 4 =$ _____	g. $450 \div 5 =$ _____	h. $200 \div 5 =$ _____
i. $3,600 \div 4 =$ _____ 36 hundreds $\div 4 =$ ____ hundreds	j. $2,400 \div 4 =$ _____	k. $2,400 \div 3 =$ _____	l. $4,000 \div 5 =$ _____

Some sand weighs 2,800 kilograms. It is divided equally among 4 trucks. How many kilograms of sand are in each truck?

Ivy has 5 times as many stickers as Adrian has. Ivy has 350 stickers. How many stickers does Adrian have?

EXIT TICKET

Learning Target: Divide multiples of 10, 100, and 1,000 by single-digit numbers.
Standards: 4.NBT.1 4.0A.1 4.0A.4

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

1. Solve for the quotient. Rewrite each in unit form.

a. $600 \div 3 = 200$ 6 hundreds $\div$ 3 = ____ hundreds	b. $1,200 \div 6 =$ _____	c. $2,100 \div 7 =$ _____	d. $3,200 \div 8 =$ _____

2. Hudson and 7 of his friends found a bag of pennies. There were 320 pennies, which they shared equally. How many pennies did each person get?

Grade:

8

Tuesday

Date: January 12

Learning Target: **Represent and solve division problems with up to a three-digit dividend numerically and with place value disks requiring decomposing a remainder in the hundreds place**
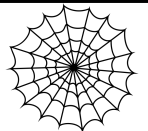**Standards: 4.NBT.1 4.OA.1**

Do Now:

Write these numbers in EXPANDED form!

1,235	
23,063	
100,987	
13,589	
452, 621	

Concept Development

Emma takes 57 stickers from her collection and divides them up equally between 4 of her friends. How many stickers will each friend receive? Emma puts the remaining stickers back in her collection. How many stickers will Emma return to her collection?

Note Catcher:

I wonder?

I notice:

Factor:

Product:

Prime:

Composite:

Watch Me!

423 ÷ 3

thousands	hundreds	tens	ones

Let's Work Together!

783 ÷ 3

546 ÷ 3

You Try!

1. Divide. Use place value disks to model each problem.

a. $324 \div 2$

b. $344 \div 2$

c. 483 ÷ 3

d. 549 ÷ 3

EXIT TICKET

Learning Target: Represent and solve division problems with up to a three-digit dividend numerically and with place value disks requiring decomposing a remainder in the hundreds place

Standards: 4.NBT.1 4.OA.1

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

Divide. Use place value disks to model each problem. Then, solve using the algorithm.

1. $423 \div 3$
    Disks   Algorithm

2. $564 \div 4$
    Disks   Algorithm

Grade:

Wednesday

Date: January 13

Learning Target:Represent and solve three-digit dividend division with divisors of 2, 3, 4, and 5 numerically
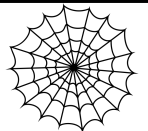**Standards: 4.NBT.1 4.NBT.6**

Do Now:

1.	$6 \div 2 =$	
2.	$60 \div 2 =$	
3.	$600 \div 2 =$	
4.	$6{,}000 \div 2 =$	
5.	$9 \div 3 =$	
6.	$90 \div 3 =$	
7.	$900 \div 3 =$	
8.	$9{,}000 \div 3 =$	
9.	$10 \div 5 =$	
10.	$15 \div 5 =$	
11.	$150 \div 5 =$	
12.	$1{,}500 \div 5 =$	
13.	$2{,}500 \div 5 =$	
14.	$3{,}500 \div 5 =$	
15.	$4{,}500 \div 5 =$	
16.	$450 \div 5 =$	

Concept Development

$$378 \div 2$$

Note Catcher:

I wonder?

I notice:

Let's Work Together!

795 ÷ 3	512 ÷ 4	492 ÷ 4

574 ÷ 2

861 ÷ 3

354 ÷ 2

354 ÷ 3

955 ÷ 4

275 ÷ 3

Zach filled 581 one-liter bottles with apple cider. He distributed the bottles to 4 stores. Each store received the same number of bottles. How many liter bottles did each of the stores receive? Were there any bottles left over? If so, how many?

EXIT TICKET

Name:_____   **Date:**_____

BCCSG   **Howard / Spelman**

Learning Target: Represent and solve three-digit dividend division with divisors of 2, 3, 4, and 5 numerically
Standards: 4.NBT.1 4.NBT.6

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

1. Divide. Check your work by multiplying. Draw disks on a place value chart as needed.

a. 776 ÷ 2	b. 596 ÷ 3

2. A carton of milk contains 128 ounces. Sara's son drinks 4 ounces of milk at each meal. How many 4-ounce servings will one carton of milk provide?

Grade:

Thursday

Date: January 14

Do Now:

A student has 3 puzzles. Each puzzle has 1,250 pieces. What is the total number of pieces in the puzzles?

A 3,650

B 3,750

C 4,650

D 4,750

In December, a toy store sold 934 puzzles. Each puzzle cost $6, including tax. What was the total cost of the puzzles sold, including tax?

A $5,434

B $5,484

C $5,604

D $5,684

Let's Work Together

2,464 ÷ 4	1,848 ÷ 3
9,426 ÷ 3	6,587 ÷ 2

1,672 ÷ 4	1,578 ÷ 4
6,948 ÷ 2	8,949 ÷ 4

7,569 ÷ 2

7,569 ÷ 3

7,955 ÷ 5

There are twice as many cows as goats on a farm. All the cows and goats have a total of 1,116 legs. How many goats are there?

EXIT TICKET

Name:_____   Date:_____
BCCSG   Howard / Spelman

Learning Target: Represent numerically four-digit dividend division with divisors of 2, 3, 4, and 5, decomposing a remainder up to three times.
Standards: 4.NBT.1 4.NBT.6

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

1. Divide, and then check using multiplication.

a. $1,773 \div 3$	b. $8,472 \div 5$

2. The post office had an equal number of each of 4 types of stamps. There was a total of 1,784 stamps. How many of each type of stamp did the post office have?

Friday

Date: January 15

Learning Target: Solve division problems with a zero in the dividend or with a zero in the quotient.
Standards: 4.NBT.1 4.NBT.5 4.NBT.6

Do Now:

In the number below, how many times greater is the number represented by the digit in the thousands place than the number represented by the digit in the hundreds place?
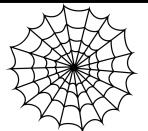
57,762

A   1

B   10

C   100

D   1,000

In the number 344,586, how many times greater is the value represented by the 4 in the ten thousands place than the value represented by the 4 in the thousands place?

A   1

B   10

C   1,000

D   10,000

Concept Development

$$804 \div 4$$

Note Catcher:

I wonder?

I notice:

Let's Work Together!

4,218 ÷ 3

409 ÷ 5

831 ÷ 4

You Try!

Divide. Check your solutions by multiplying.

1. $204 \div 4$

2. $704 \div 3$

3. $627 \div 3$

4. $407 \div 2$

5. $760 \div 4$

6. $5,120 \div 4$

7. $3,070 \div 5$

8. $6,706 \div 5$

EXIT TICKET

Name:_____   Date:_____
BCCSG   Howard / Spelman

Learning Target: Solve division problems with a zero in the dividend or with a zero in the quotient.
Standards: 4.NBT.1 4.NBT.5 4.NBT.6

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

Divide. Check your solutions by multiplying.

1. $380 \div 4$

2. $7{,}040 \div 3$