4th Grade Math

Week of: 1/25-1/28

Spelman
College ®

1867
HOWARD
UNIVERSITY

Monday

Date: January 25

Do Now:

123 x 5	**1, 641 x 2**
3, 201 x 8	**4, 567 x 3**

NOTES

Watch Me!

42 X 36

I wonder...

29 X 62	63 X 46

13 x 45	72 x 32
83 x 24	91 x 42

| 43 x 27 | 68 x 30 |
| 70 x 21 | 35 x 25 |

EXIT TICKET

Name:_____   Date:_____

BCCSG   Howard / Spelman

Learning Target: Use the standard algorithm to multiply 2 digit by 2 digit numbers.

Standards: 4.NBT.5

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

Solve using the multiplication algorithm.

72 x 43

35 x 53
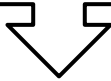
Grade:

Tuesday

Date: January 26

REVIEW DAY

Do Now:

3 x 9 =	9 ÷ 3 =
30 x 9 =	90 ÷ 3 =
300 x 9=	900 ÷ 3=
3,000 x 9 =	9,000 ÷ 3=

Prime numbers: only factors are 1 and itself
Composite numbers: have more than 2 factors

Decide if each number is Prime (P) or Composite ©.

18	4	63
7	31	100

Make a list of all the prime numbers from 1-100:

Factors: the numbers you multiply together to get your product

Multiples: SKIP COUNTING

For each number given:
- Write the factors for the number
- List the first 10 multiples of the number

Number	Factors	Multiples
4		
6		
5		
8		

MULTIPLICATION

12 x 6

55 x 42

16 x 71

84 x 66

DIVISION

48 ÷ 2=

345 ÷ 3=

261 ÷ 4=

402 ÷ 7=

53 A tree farmer planted 3 types of trees on 22 acres of land. He planted 48 trees per acre. What was the total number of trees the farmer planted?

Show your work.

Answer _____ trees

The farmer planted an equal number of each type of tree. Oak trees were one of the 3 types of trees planted. What was the total number of oak trees planted?

A group of 6 people at an elementary school gave a total of $1,890 to a town to fix up a playground. Each person gave the same amount.

At a middle school, 5 people each gave $280 to the same town.

How much more did each person at the elementary school give than each person at the middle school?

Show your work.

Wednesday

Date: January 27

Module Assessment

Thursday

Date: January 28

Learning Target: Identify and draw points, lines, line segments, rays, and angles. Recognize them in various contexts and familiar figures.
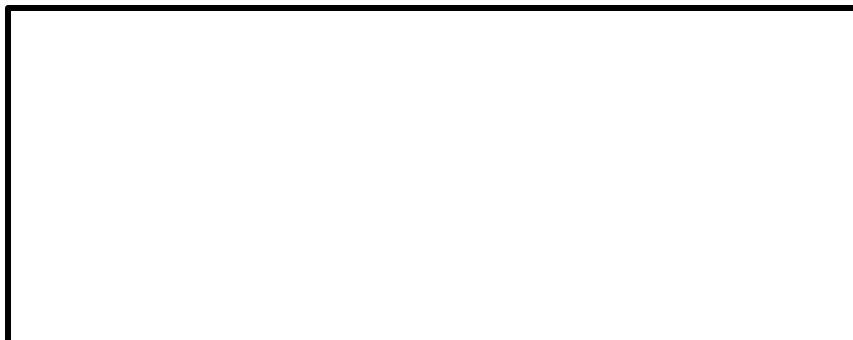**Standards: 3.G.1 4.NBT.4**

Do Now:

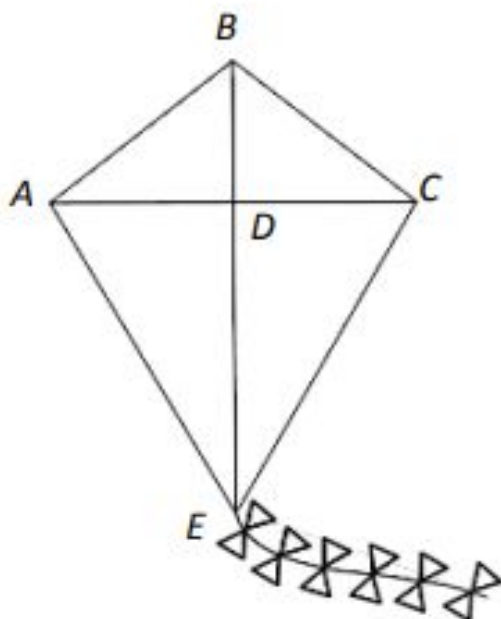| Shape	# of sides	# of corners	# of angles
Triangle			
Pentagon			
Hexagon			
Rectangle			

Concept Development
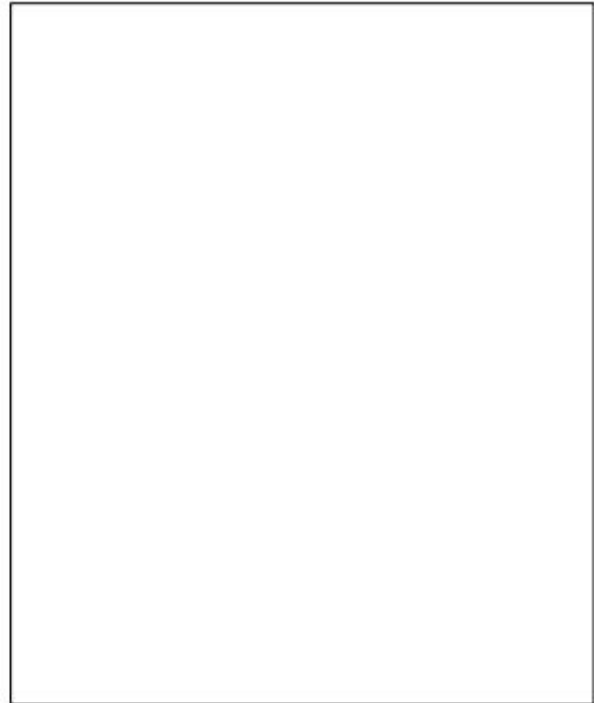
●

●

Let's Work Together!

Let's Work Together!

Use the following directions to draw a figure in the box to the right.

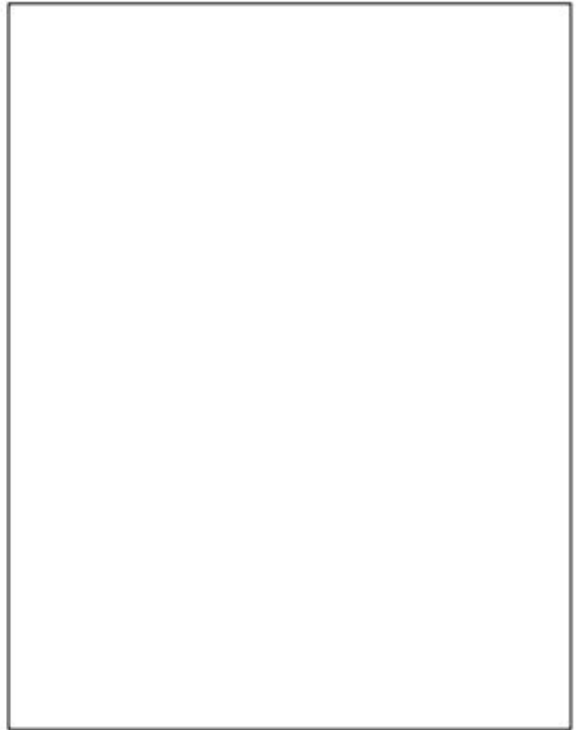a. Draw two points: W and X.

b. Use a straightedge to draw $\overleftrightarrow{WX}$.

c. Draw a new point that is not on $\overleftrightarrow{WX}$. Label it Y.

d. Draw $\overline{WY}$.

e. Draw a point not on $\overleftrightarrow{WX}$ or $\overline{WY}$. Call it Z.

f. Construct $\overleftrightarrow{YZ}$.

g. Use the points you've already labeled to name one angle. _____

You Try!

1. Use the following directions to draw a figure in the box to the right.

    a. Draw two points: A and B.

    b. Use a straightedge to draw $\overrightarrow{AB}$.

    c. Draw a new point that is not on $\overrightarrow{AB}$. Label it C.

    d. Draw $\overline{AC}$.

    e. Draw a point not on $\overrightarrow{AB}$ or $\overline{AC}$. Call it D.

    f. Construct $\overleftrightarrow{CD}$.

   g. Use the points you've already labeled to name one angle. _____

2. Use the following directions to draw a figure in the box to the right.

    a. Draw two points: A and B.

    b. Use a straightedge to draw $\overline{AB}$.

    c. Draw a new point that is not on $\overline{AB}$. Label it C.

    d. Draw $\overline{BC}$.

    e. Draw a new point that is not on $\overline{AB}$ or $\overline{BC}$. Label it D.

    f. Construct $\overrightarrow{AD}$.

    g. Identify $\angle DAB$ by drawing an arc to indicate the position of the angle.

    h. Identify another angle by referencing points that you have already drawn. _____
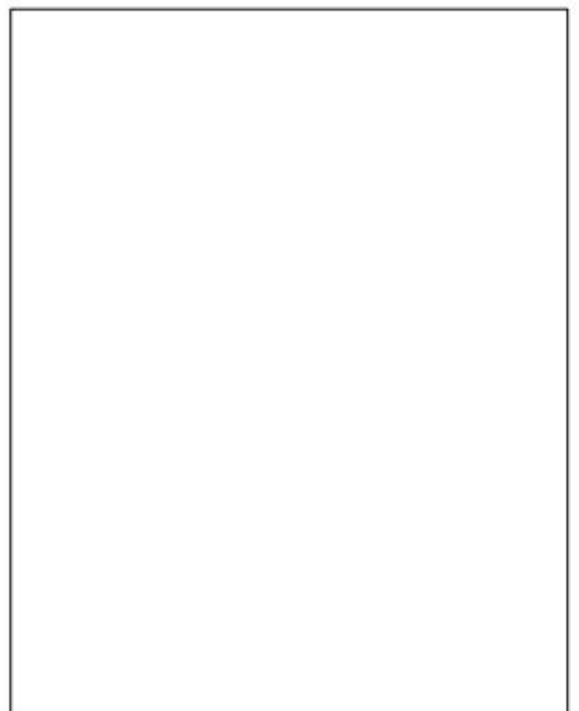
3. a. Observe the familiar figures below. Label some points on each figure.
   b. Use those points to label and name representations of each of the following in the table below: ray, line, line segment, and angle. Extend segments to show lines and rays.
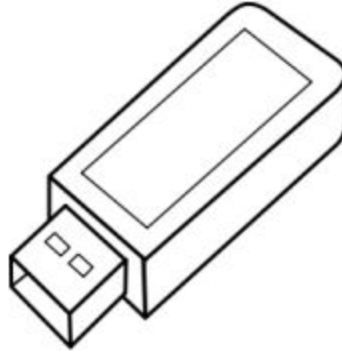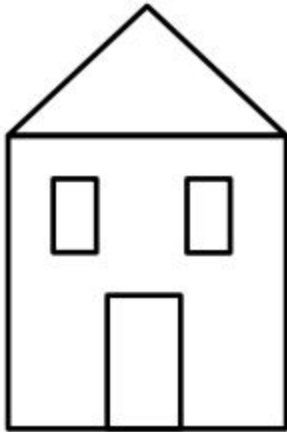
	House	Flash drive	Compass rose
Ray			
Line			
Line segment			
Angle			

EXIT TICKET

Name:_____   Date:_____
BCCSG   Howard / Spelman

Learning Target: Identify and draw points, lines, line segments, rays, and angles. Recognize them in various contexts and familiar figures.
Standards: 3.G.1 4.NBT.4

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

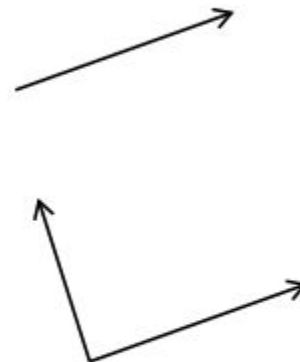1. Draw a line segment to connect the word to its picture.

Ray

Line

Line segment

Point

Angle

2. How is a line different from a line segment?

Friday

Date: January 29

NO SCHOOL