

Name: _____

College: _____

4th Grade Math

Week of: 1/4-1/8

Spelman



College®



1867
HOWARD
UNIVERSITY

Monday

Date: January 4

Learning Target: Solve division problems using multiple strategies.
Standards: 4.NBT.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

$3 \times 12 =$

$6 \times 214 =$

$3 \times 2,670 =$

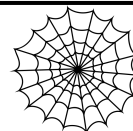
$85 \div 3$

$345 \div 2$

Concept Development

Solve $37 \div 2$ using any strategy you have learned. Check your answer with multiplication.

Note Catcher:



I wonder?

I notice:

Let's Work Together!



Solve $76 \div 3$ using any strategy you have learned.
Check your answer with multiplication.

You Try!

4. $48 \div 3$

5. $49 \div 3$

6. $56 \div 4$

7. $58 \div 4$

8. $66 \div 5$

9. $79 \div 3$

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?

Ninety-seven lunch trays were placed equally in 4 stacks. How many lunch trays were in each stack? How many lunch trays will be left over?

EXIT TICKET

Name: _____
BCCSG

Date: _____
Howard / Spelman

Learning Target: I can solve division problems with remainders using multiple strategies.

Standards: 4NBT.6

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

4. $42 \div 3$

5. $43 \div 3$

6. $52 \div 4$

7. $54 \div 4$

Grade:

Tuesday

Date: January 5

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.

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

$$4 \times \underline{\quad} = 16$$

$$5 \times \underline{\quad} = 45$$

$$6 \times \underline{\quad} = 42$$

$$7 \times \underline{\quad} = 56$$

$$9 \times \underline{\quad} = 72$$

$$6 \times \underline{\quad} = 54$$

$$7 \times \underline{\quad} = 63$$

$$9 \times \underline{\quad} = 54$$



NOTES

Factor:

Product:

Prime:

Composite:



Watch Me!



I wonder...

Let's Work Together!



- 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: _____
BCCSG

Date: _____
Howard / 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:

Wednesday

Date: January 6

Learning Target: Use division and the associative property to test for factors and observe patterns.

Standards: 4.NBT.5 4.OA.4

Do Now:

Which list shows all the factors of 36 ?

- A** 1, 2, 3, 4, 9, 12, 18, 36
- B** 0, 1, 2, 3, 4, 9, 12, 18, 36
- C** 1, 2, 3, 4, 6, 9, 12, 18, 36
- D** 0, 1, 2, 3, 4, 6, 9, 12, 18, 36

Concept Development

Use the associative property to find more factors of 12 and 30.

a. $12 = 6 \times 2$

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

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

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

$$= \underline{\quad}$$

b. $30 = \underline{\quad} \times 5$

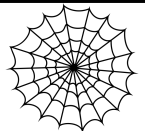
$$= (\underline{\quad} \times 3) \times 5$$

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

$$= \underline{\quad} \times 15$$

$$= \underline{\quad}$$

Note Catcher:



I wonder?

I notice:

Let's Work Together!



1. Explain your thinking or use division to answer the following.

a. Is 2 a factor of 72?	b. Is 2 a factor of 73?
c. Is 3 a factor of 72?	d. Is 2 a factor of 60?
e. Is 6 a factor of 72?	f. Is 4 a factor of 60?

You Try!

1. Explain your thinking or use division to answer the following.

a. Is 2 a factor of 84?	b. Is 2 a factor of 83?
c. Is 3 a factor of 84?	d. Is 2 a factor of 92?
e. Is 6 a factor of 84?	f. Is 4 a factor of 92?

2. Use the associative property to find more factors of 24 and 36.

a. $24 = 12 \times 2$

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

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

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

$$= \underline{\quad}$$

b. $36 = \underline{\quad} \times 4$

$$= (\underline{\quad} \times 3) \times 4$$

$$= \underline{\quad} \times (3 \times 4)$$

$$= \underline{\quad} \times 12$$

$$= \underline{\quad}$$

3. In class, we used the associative property to show that when 6 is a factor, then 2 and 3 are factors, because $6 = 2 \times 3$. Use the fact that $8 = 4 \times 2$ to show that 2 and 4 are factors of 56, 72, and 80.

$$56 = 8 \times 7$$

$$72 = 8 \times 9$$

$$80 = 8 \times 10$$

4. The first statement is false. The second statement is true. Explain why, using words, pictures, or numbers.

If a number has 2 and 4 as factors, then it has 8 as a factor.

If a number has 8 as a factor, then both 2 and 4 are factors.

EXIT TICKET

Name: _____
BCCSG

Date: _____
Howard / Spelman

Learning Target: Use division and the associative property to test for factors and observe patterns.

Standards: 4.NBT.5 4.OA.4

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

1. Explain your thinking or use division to answer the following.

a. Is 2 a factor of 34?	b. Is 3 a factor of 34?
c. Is 4 a factor of 72?	d. Is 3 a factor of 72?

2. Use the associative property to explain why the following statement is true.
Any number that has 9 as a factor also has 3 as a factor.

Grade:

Thursday

Date: January 7

Learning Target: Determine if a whole number is a multiple of another number.

Standards: 4.OA.1 4.OA.4 4.OA.5

Do Now:

Count by 2's to 20	2, 4, 6, 8, 10, 12, 14, 16, 18, 20
Count by 3's to 30	
Count by 4's to 40	
Count by 5's to 50	
Count by 6's to 60	

Determine if each number is **prime** or **composite**.

36	15	42
7	16	17

Concept Development

Count by 2's to 20	2, 4, 6, 8, 10, 12, 14, 16, 18, 20
Count by 3's to 30	3, 6, 9, 12, 15, 18, 21, 24, 27, 30
Count by 4's to 40	4, 8, 12, 16, 20, 24, 28, 32, 36, 40
Count by 5's to 50	5, 10, 15, 20, 25, 30, 35, 40, 45, 50
Count by 6's to 60	6, 12, 18, 24, 30, 36, 42, 48, 54, 60

Note Catcher:

Let's Work Together!



Why is 24 a multiple of 4?

Use mental math, division, or the associative property to solve. (Use scratch paper if you like.)

- a. Is 12 a multiple of 3? _____ Is 3 a factor of 12? _____
- b. Is 48 a multiple of 8? _____ Is 48 a factor of 8? _____
- c. Is 56 a multiple of 6? _____ Is 6 a factor of 56? _____

You Try!

1. For each of the following, time yourself for 1 minute. See how many multiples you can write.
 - a. Write the multiples of 5 starting from 100.

 - b. Write the multiples of 4 starting from 20.

 - c. Write the multiples of 6 starting from 36.

2. List the numbers that have 24 as a multiple.

3. Use mental math, division, or the associative property to solve. (Use scratch paper if you like.)
 - a. Is 12 a multiple of 4? _____ Is 4 a factor of 12? _____

 - b. Is 42 a multiple of 8? _____ Is 8 a factor of 42? _____

 - c. Is 84 a multiple of 6? _____ Is 6 a factor of 84? _____

Follow the directions below.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Circle in red the multiples of 2. When a number is a multiple of 2, what are the possible values for the ones digit?
- Shade in green the multiples of 3. Choose one. What do you notice about the sum of the digits? Choose another. What do you notice about the sum of the digits?
- Circle in blue the multiples of 5. When a number is a multiple of 5, what are the possible values for the ones digit?
- Draw an X over the multiples of 10. What digit do all multiples of 10 have in common?

EXIT TICKET

Name: _____
BCCSG

Date: _____
Howard / Spelman

Learning Target: Determine if a whole number is a multiple of another number.

Standards: 4.OA.1 4.OA.4 4.OA.5

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

1. Fill in the unknown multiples of 11.

$$5 \times 11 = \underline{\quad}$$

$$6 \times 11 = \underline{\quad}$$

$$7 \times 11 = \underline{\quad}$$

$$8 \times 11 = \underline{\quad}$$

$$9 \times 11 = \underline{\quad}$$

2. Complete the pattern of multiples by skip-counting.

7, 14, _____, 28, _____, _____, _____, _____, _____

3. a. List the numbers that have 18 as a multiple.

b. What are the factors of 18?

c. Are your two lists the same? Why or why not?

Friday

Date: January 8

Learning Target: Explore properties of prime and composite numbers to 100 by using multiples.

Standards: 4.NBT.1 4.0A.4 4.OA.5

Do Now:

- 1) Is 18 a multiple of 6?
- 2) Is 91 a multiple of 6?
- 3) Is 50 a multiple of 2?
- 4) Is 45 a multiple of 5?
- 5) Is 21 a multiple of 7?
- 6) Is 63 a multiple of 7?
- 7) Is 57 a multiple of 2?
- 8) Is 12 a multiple of 4?
- 9) Is 55 a multiple of 5?
- 10) Is 16 a multiple of 6?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Concept Development

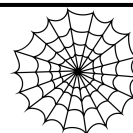
1. Follow the directions.

Shade the number 1 red.

- a. Circle the first unmarked number.
- b. Cross off every multiple of that number except the one you circled. If it's already crossed off, skip it.
- c. Repeat Steps (a) and (b) until every number is either circled or crossed off.
- d. Shade every crossed out number in orange.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Note Catcher:



I wonder?

I notice:

Let's Work Together!



2. a. List the circled numbers.
- b. Why were the circled numbers not crossed off along the way?
- c. Except for the number 1, what is similar about all of the numbers that were crossed off?
- d. What is similar about all of the numbers that were circled?

EXIT TICKET

Name: _____
BCCSG

Date: _____
Howard / Spelman

Learning Target: Explore properties of prime and composite numbers to 100 by using multiples.
Standards: 4.NBT.1 4.0A.4 4.OA.5

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

Use the calendar below to complete the following:

1. Cross off all composite numbers.
2. Circle all of the prime numbers.
3. List any remaining numbers.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						