Name:_____

College:_____

4th Grade Math

Week of: 1/18-1/22

Spelman College®

HOWARD UNIVERSITY
1867

Monday

Date: January 18

No School

Tuesday

Date: January 19

Learning Target: Interpret division word problems as either number of groups unknown or group size unknown.
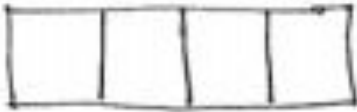**Standards: 4.NBT.1 4.OA.1**

Do Now:

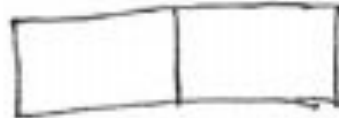There are 5,280 feet in a mile. What is the total number of feet in 6 miles?
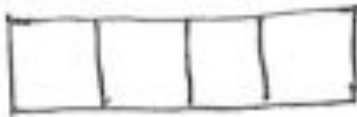
A 31,280

B 31,680

C 33,680

D 35,280

$8 \div 2 = 4$
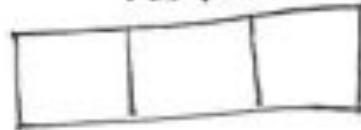
$8 \div 2 = 4$

$12 \div 3 = 4$

$12 \div 3 = 4$

Note Catcher:
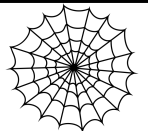
I wonder?

I notice:

Watch Me!

1,624 shirts need to be sorted into 4 equal groups. How many shirts will be in each group?

Dr. Casey has 1,868 milliliters of Medicine T. She pours equal amounts of the medicine into 4 containers. How many milliliters of medicine are in each container?

Two hundred thirty-two people are driving to a conference. If each car holds 4 people, including the driver, how many cars will be needed?

You Try!

1. Monique needs exactly 4 plates on each table for the banquet. If she has 312 plates, how many tables is she able to prepare?

312

| 4 | ...?... |
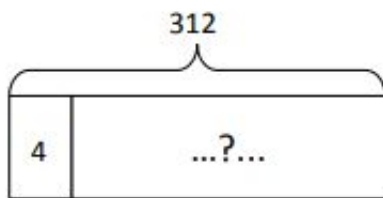
2. 2,365 books were donated to an elementary school. If 5 classrooms shared the books equally, how many books did each class receive?

2,365

| ? | | | | |
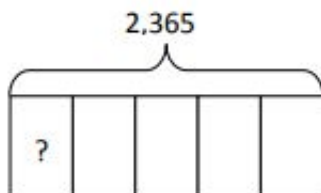
3. If 1,503 kilograms of rice was packed in sacks weighing 3 kilograms each, how many sacks were packed?

4. Rita made 5 batches of cookies. There was a total of 2,400 cookies. If each batch contained the same number of cookies, how many cookies were in 4 batches?

5. Every day, Sarah drives the same distance to work and back home. If Sarah drove 1,005 miles in 5 days, how far did Sarah drive in 3 days?

EXIT TICKET

Name:_____   **Date:**_____
BCCSG   **Howard / Spelman**

Learning Target: Interpret division word problems as either number of groups unknown or group size unknown.
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

Solve the following problems. Draw tape diagrams to help you solve. Identify if the group size or the number of groups is unknown.

1. 572 cars were parked in a parking garage. The same number of cars was parked on each floor. If there were 4 floors, how many cars were parked on each floor?

2. 356 kilograms of flour were packed into sacks holding 2 kilograms each. How many sacks were packed?

Grade:

Wednesday

Date: January 20

Learning Target: **Interpret and find whole number quotients and remainders to solve one-step division word problems with larger divisors of 6, 7, 8, and 9**
Standards: **4.NBT.1 4.OA.1**

Do Now:

Which statement represents the number sentence below?
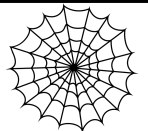
$$8 = 4 \times 2$$

A   4 is 8 times as many as 2

B   4 is 2 times as many as 8

C   8 is 2 times as many as 2

D   8 is 4 times as many as 2

Concept Development

We all know there are 7 days in a week. How many weeks are in 259 days?

Note Catcher:

I wonder?

I notice:

Let's Work Together!

Everyone is given the same number of colored pencils in art class. If there are 249 colored pencils and 8 students, how many pencils does each student receive?

Mr. Hughes has 155 meters of volleyball netting. How many nets can he make if each court requires 9 meters of netting?

You Try!

Solve the following problems. Draw tape diagrams to help you solve. If there is a remainder, shade in a small portion of the tape diagram to represent that portion of the whole.

1. A concert hall contains 8 sections of seats with the same number of seats in each section. If there are 248 seats, how many seats are in each section?

2. In one day, the bakery made 719 bagels. The bagels were divided into 9 equal shipments. A few bagels were left over and given to the baker. How many bagels did the baker get?

3. The sweet shop has 614 pieces of candy. They packed the candy into bags with 7 pieces in each bag. How many bags of candy did they fill? How many pieces of candy were left?

4. There were 904 children signed up for the relay race. If there were 6 children on each team, how many teams were made? The remaining children served as referees. How many children served as referees?

5. 1,188 kilograms of rice are divided into 7 sacks. How many kilograms of rice are in 6 sacks of rice? How many kilograms of rice remain?

EXIT TICKET

Learning Target: Interpret and find whole number quotients and remainders to solve one-step division word problems with larger divisors of 6, 7, 8, and 9

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

Solve the following problems. Draw tape diagrams to help you solve. If there is a remainder, shade in a small portion of the tape diagram to represent that portion of the whole.

1. Mr. Foote needs exactly 6 folders for each fourth-grade student at Hoover Elementary School. If he bought 726 folders, to how many students can he supply folders?

2. Mrs. Terrance has a large bin of 236 crayons. She divides them equally among four containers. How many crayons does Mrs. Terrance have in each container?

Grade:

Thursday

Date: January 21

Learning Target: **Multiply two-digit multiples of 10 by two-digit numbers using the area model**
Standards: **4.NBT.1 4.NBT.6**

Do Now:

Jean threw a softball a distance of 9 feet. Lee threw a softball 3 times as far as Jean. Which equation can be used to determine the distance, d, that Lee threw the ball?

A $\quad d \times 3 = 9$

B $\quad d + 3 = 9$

C $\quad 3 + 9 = d$

D $\quad 3 \times 9 = d$

:

Watch Me!

Find the product of 30 and 25 using an area model to solve.

Let's Work Together

60 x 34

40 x 32

You Try!

Use an area model to represent the following expressions. Then, record the partial products and solve.

1. 20 × 22
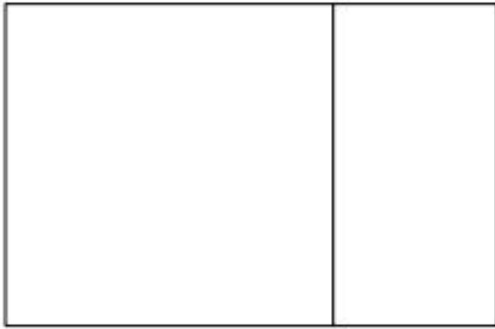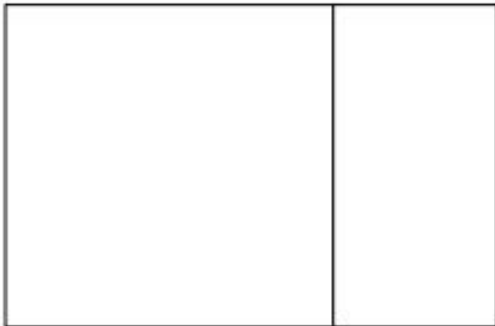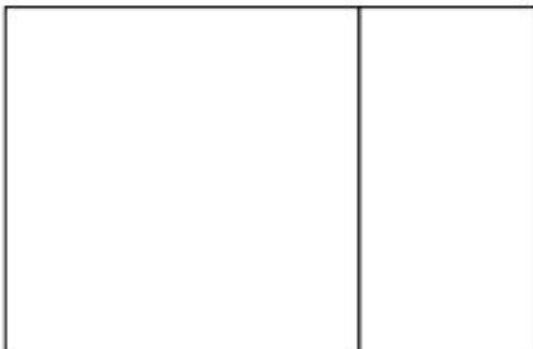
```
      2 2
  ×   2 0
  _____
+ _____
```

2. 50 × 41

```
      4 1
  ×   5 0
  _____
+ _____
```

3. 60 × 73

```
      7 3
  ×   6 0
  _____
+ _____
```

Draw an area model to represent the following expressions. Then, record the partial products vertically and solve.

4. 80 × 32

5. 70 × 54

Visualize the area model, and solve the following expressions numerically.

6. 30 × 68

7. 60 × 34

EXIT TICKET

Name:_____   Date:_____
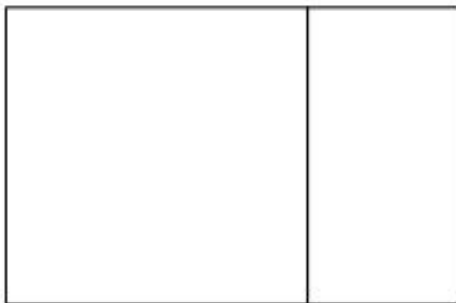BCCSG   Howard / Spelman

Learning Target: **Multiply two-digit multiples of 10 by two-digit numbers using the area model**
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
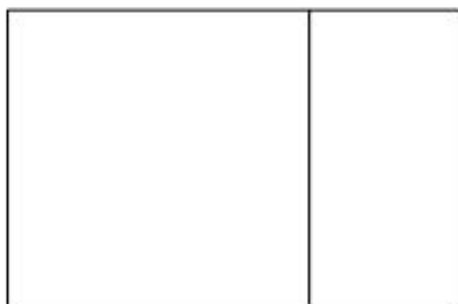
Use an area model to represent the following expressions. Then, record the partial products and solve.

1. 30×93

```
        9 3
     ×  3 0
     _____

  + _____
     =========
```

2. 40×76

```
        7 6
     ×  4 0
     _____

  + _____
     =========
```

Friday

Date: January 22

Do Now:

312 X 5 _____	1275 X 4 _____
30 x 12=	40 x 51=

:

Watch Me!

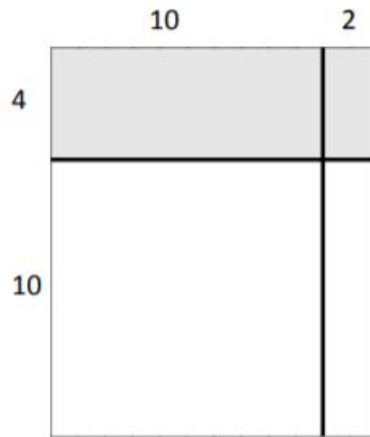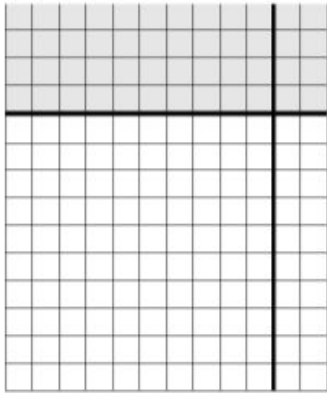Find the product of 23 and 31 using an area model and partial products to solve.

Let's Work Together

Find the product of 26 and 34..

Find the product of 26 and 34.

You Try!

1. a. In each of the two models pictured below, write the expressions that determine the area of each of the four smaller rectangles.
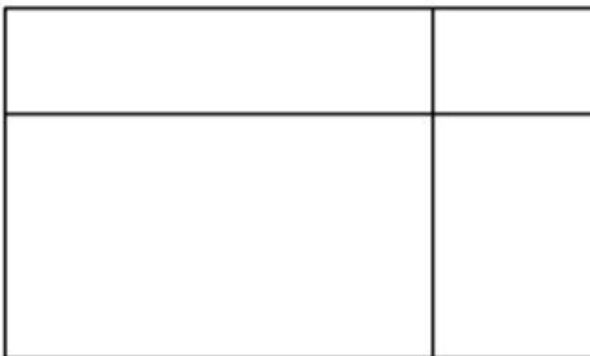

b. Using the distributive property, rewrite the area of the large rectangle as the sum of the areas of the four smaller rectangles. Express first in number form, and then read in unit form.

$14 \times 12 = (4 \times \underline{\hspace{1cm}}) + (4 \times \underline{\hspace{1cm}}) + (10 \times \underline{\hspace{1cm}}) + (10 \times \underline{\hspace{1cm}})$

2. Use an area model to represent the following expression. Record the partial products and solve.

14×22


```
      2 2
  ×   1 4
  ─────────

  ─────────

  ─────────

+ ─────────
```

Draw an area model to represent the following expressions. Record the partial products vertically and solve.

3.   25 × 32

4.   35 × 42

Visualize the area model and solve the following numerically using four partial products. (You may sketch an area model if it helps.)

5.   42 × 11   6.   46 × 11

EXIT TICKET

Name:_____   Date:_____
BCCSG   Howard / Spelman

Learning Target: **Multiply two-digit by two-digit numbers using four partial products.**
Standards: **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

Draw an area model first to support your work, or draw the area model last to check your work.

1. 26×43

2. 17×55