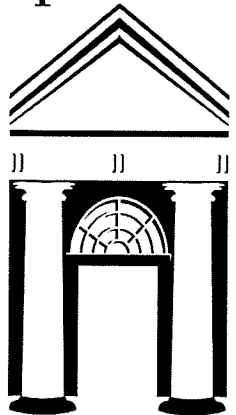Name:_____

College:_____

4th Grade Math

Week of 5/10 - 5/14/2021

Spelman

College®

1867

HOWARD
UNIVERSITY

Monday

Date: May 10

Multiply Whole Numbers Times Fractions

1.	$\frac{1}{3} + \frac{1}{3} =$		23.	$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$	
2.	$2 \times \frac{1}{3} =$		24.	$4 \times \frac{1}{3} =$	
3.	$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} =$		25.	$\frac{5}{6} =$	$\underline{\quad} \times \frac{1}{6}$
4.	$3 \times \frac{1}{4} =$		26.	$\frac{5}{6} =$	$5 \times \underline{\quad}$
5.	$\frac{1}{5} + \frac{1}{5} =$		27.	$\frac{5}{8} =$	$5 \times \underline{\quad}$
6.	$2 \times \frac{1}{5} =$		28.	$\frac{5}{8} =$	$\underline{\quad} \times \frac{1}{8}$
7.	$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} =$		29.	$\frac{7}{8} =$	$7 \times \underline{\quad}$
8.	$3 \times \frac{1}{5} =$		30.	$\frac{7}{10} =$	$7 \times \underline{\quad}$
9.	$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} =$		31.	$\frac{7}{8} =$	$\underline{\quad} \times \frac{1}{8}$
10.	$4 \times \frac{1}{5} =$		32.	$\frac{7}{10} =$	$\underline{\quad} \times \frac{1}{10}$
11.	$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} =$		33.	$\frac{6}{6} =$	$6 \times \underline{\quad}$
12.	$3 \times \frac{1}{10} =$		34.	$1 =$	$6 \times \underline{\quad}$
13.	$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} =$		35.	$\frac{8}{8} =$	$\underline{\quad} \times \frac{1}{8}$
14.	$3 \times \frac{1}{8} =$		36.	$1 =$	$\underline{\quad} \times \frac{1}{8}$
15.	$\frac{1}{2} + \frac{1}{2} =$		37.	$9 \times \frac{1}{10} =$	
16.	$2 \times \frac{1}{2} =$		38.	$7 \times \frac{1}{5} =$	
17.	$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$		39.	$1 =$	$3 \times \underline{\quad}$
18.	$3 \times \frac{1}{3} =$		40.	$7 \times \frac{1}{12} =$	
19.	$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} =$		41.	$1 =$	$\underline{\quad} \times \frac{1}{5}$
20.	$4 \times \frac{1}{4} =$		42.	$\frac{3}{5} =$	$\frac{1}{5} + \frac{1}{5} + \underline{\quad}$
21.	$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} =$		43.	$3 \times \frac{1}{4} =$	$\underline{\quad} + \frac{1}{4} + \frac{1}{4}$
22.	$3 \times \frac{1}{2} =$		44.	$1 =$	$\underline{\quad} + \underline{\quad} + \underline{\quad}$

4

Concept Development

Tameka ran 2 5/8 miles. Her sister ran twice as far.
How far did Tameka's sister run?

Natasha's sculpture was 5 3/6 inches tall. Maya's was 4 times as tall.
How much shorter was Natasha's sculpture than Maya's?

Let's Work Together!

A seamstress needs 1 5/8 yards of fabric to make a child's dress. She needs 3 times as much fabric to make a woman's dress. How many yards of fabric does she need for both dresses?

You Try!

1. Tameka ran $2\frac{5}{8}$ miles. Her sister ran twice as far. How far did Tameka's sister run?

2. Natasha's sculpture was $5\frac{3}{16}$ inches tall. Maya's was 4 times as tall. How much shorter was Natasha's sculpture than Maya's?

3. A seamstress needs $1\frac{5}{8}$ yards of fabric to make a child's dress. She needs 3 times as much fabric to make a woman's dress. How many yards of fabric does she need for both dresses?

4. A piece of blue yarn is $5\frac{2}{3}$ yards long. A piece of pink yarn is 5 times as long as the blue yarn. Bailey tied them together with a knot that used $\frac{1}{3}$ yard from each piece of yarn. What is the total length of the yarn tied together?

5. A truck driver drove $35\frac{2}{10}$ miles before he stopped for breakfast. He then drove 5 times as far before he stopped for lunch. How far did he drive that day before his lunch break?

6. Mr. Washington's motorcycle needs $5\frac{5}{10}$ gallons of gas to fill the tank. His van needs 5 times as much gas to fill it. If Mr. Washington pays $3 per gallon for gas, how much will it cost him to fill both the motorcycle and the van?

EXIT TICKET

Name:_____	Date:_____
BCCSG	Howard / Spelman

Learning Target: I can solve multiplicative comparison word problems involving fractions.

Standards: 4.NF.4, 4.OA.2, 4.MD.2, 4.MD.4

M5L39

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

Jeff has ten packages that he wants to mail. Nine identical packages weigh $2\frac{7}{8}$ pounds each. A tenth package weighs two times as much as one of the other packages. How many pounds do all ten packages weigh?

Grade:	

9

Tuesday

Date: May 11

Learning Target: I can solve word problems involving the multiplication of a whole number and a fraction including those involving line plots.

Standards: 4.NF.4, 4.OA.2, 4.MD.2, 4.MD.4

M5L40

Fluency Practice

Multiply Whole Numbers Times Fractions

1.	$\dfrac{1}{5} + \dfrac{1}{5} =$	
2.	$2 \times \dfrac{1}{5} =$	
3.	$\dfrac{1}{3} + \dfrac{1}{3} =$	
4.	$2 \times \dfrac{1}{3} =$	
5.	$\dfrac{1}{4} + \dfrac{1}{4} + \dfrac{1}{4} =$	
6.	$3 \times \dfrac{1}{4} =$	
7.	$\dfrac{1}{5} + \dfrac{1}{5} + \dfrac{1}{5} =$	
8.	$3 \times \dfrac{1}{5} =$	
9.	$\dfrac{1}{5} + \dfrac{1}{5} + \dfrac{1}{5} + \dfrac{1}{5} =$	
10.	$4 \times \dfrac{1}{5} =$	
11.	$\dfrac{1}{8} + \dfrac{1}{8} + \dfrac{1}{8} =$	
12.	$3 \times \dfrac{1}{8} =$	
13.	$\dfrac{1}{10} + \dfrac{1}{10} + \dfrac{1}{10} =$	
14.	$3 \times \dfrac{1}{10} =$	
15.	$\dfrac{1}{3} + \dfrac{1}{3} + \dfrac{1}{3} =$	
16.	$3 \times \dfrac{1}{3} =$	
17.	$\dfrac{1}{4} + \dfrac{1}{4} + \dfrac{1}{4} + \dfrac{1}{4} =$	
18.	$4 \times \dfrac{1}{4} =$	
19.	$\dfrac{1}{2} + \dfrac{1}{2} =$	
20.	$2 \times \dfrac{1}{2} =$	
21.	$\dfrac{1}{3} + \dfrac{1}{3} + \dfrac{1}{3} + \dfrac{1}{3} =$	
22.	$4 \times \dfrac{1}{3} =$	

23.	$\dfrac{1}{2} + \dfrac{1}{2} + \dfrac{1}{2} =$	
24.	$3 \times \dfrac{1}{2} =$	
25.	$\dfrac{5}{6} =$	$\underline{\quad} \times \dfrac{1}{6}$
26.	$\dfrac{5}{6} =$	$5 \times \underline{\quad}$
27.	$\dfrac{5}{8} =$	$5 \times \underline{\quad}$
28.	$\dfrac{5}{8} =$	$\underline{\quad} \times \dfrac{1}{8}$
29.	$\dfrac{7}{8} =$	$7 \times \underline{\quad}$
30.	$\dfrac{7}{10} =$	$7 \times \underline{\quad}$
31.	$\dfrac{7}{8} =$	$\underline{\quad} \times \dfrac{1}{8}$
32.	$\dfrac{7}{10} =$	$\underline{\quad} \times \dfrac{1}{10}$
33.	$\dfrac{8}{8} =$	$8 \times \underline{\quad}$
34.	$1 =$	$8 \times \underline{\quad}$
35.	$\dfrac{6}{6} =$	$\underline{\quad} \times \dfrac{1}{6}$
36.	$1 =$	$\underline{\quad} \times \dfrac{1}{6}$
37.	$5 \times \dfrac{1}{12} =$	
38.	$6 \times \dfrac{1}{5} =$	
39.	$1 =$	$4 \times \underline{\quad}$
40.	$9 \times \dfrac{1}{10} =$	
41.	$1 =$	$\underline{\quad} \times \dfrac{1}{3}$
42.	$\dfrac{3}{4} =$	$\dfrac{1}{4} + \dfrac{1}{4} + \underline{\quad}$
43.	$3 \times \dfrac{1}{5} =$	$\underline{\quad} + \dfrac{1}{5} + \dfrac{1}{5}$
44.	$1 =$	$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$

Concept Development

The chart to the right shows the height of some football players.

Player	Height (in feet)
A	$6\frac{1}{4}$
B	$5\frac{7}{8}$
C	$6\frac{1}{2}$
D	$6\frac{1}{4}$
E	$6\frac{2}{8}$
F	$5\frac{7}{8}$
G	$6\frac{1}{8}$
H	$6\frac{5}{8}$
I	$5\frac{6}{8}$
J	$6\frac{1}{8}$

What is the difference in height of the tallest and shortest players?

Player I and Player B have a combined height that is 1 ⅛ feet taller than a school bus. What is the height of a school bus?

```
5              6              7
```
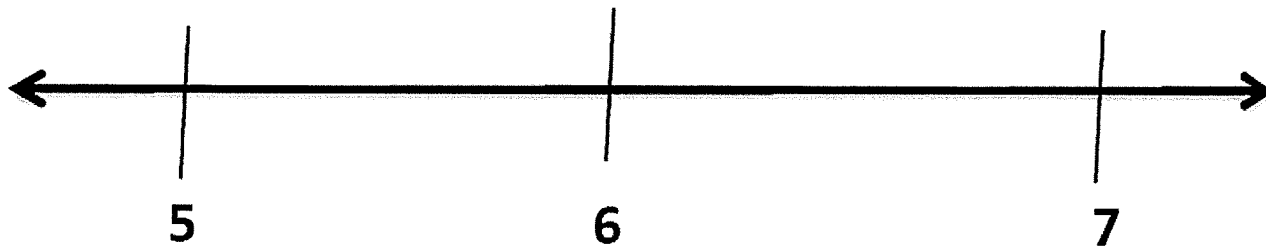
Let's Work Together!

One of the players on the team is now 4 times as tall as he was at birth, when he measured 1 ⅝ feet. Who is the player?

Player	Height (in feet)
A	$6\frac{1}{4}$
B	$5\frac{7}{8}$
C	$6\frac{1}{2}$
D	$6\frac{1}{4}$
E	$6\frac{2}{8}$
F	$5\frac{7}{8}$
G	$6\frac{1}{8}$
H	$6\frac{5}{8}$
I	$5\frac{6}{8}$
J	$6\frac{1}{8}$

You Try!

Six of the players on the team weigh over 300 pounds. Doctors recommend that players of this weight drink at least 3 ¾ quarts of water each day. At least how much water should be consumed per day by all 6 players?

EXIT TICKET

Name:_____   Date:_____
BCCSG   Howard / Spelman

Learning Target: I can solve word problems involving the multiplication of a whole number and a fraction including those involving line plots.
Standards: 4.NF.4, 4.OA.2, 4.MD.2, 4.MD.4   **M5L40**

Coach Taylor asked his team to record the distance they ran during practice.

The distances are listed in the table.

1. Use the table to locate the incorrect data on the line plot.

   Circle any incorrect points.

   Mark any missing points.

Distance Ran During Practice

Distance (in miles)
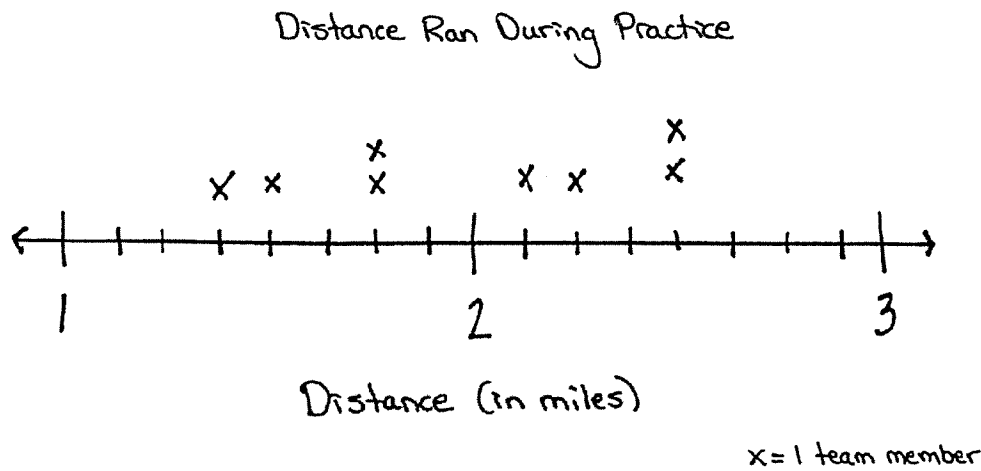
x = 1 team member

Team Members	Distance (in miles)
Alec	$1\frac{3}{4}$
Henry	$1\frac{1}{2}$
Charles	$2\frac{1}{8}$
Steve	$1\frac{3}{4}$
Pitch	$2\frac{2}{4}$
Raj	$1\frac{6}{8}$
Pam	$2\frac{1}{2}$
Tony	$1\frac{3}{8}$

2. Of the team members who ran $1\frac{6}{8}$ miles, how many miles did those team members run combined?

Grade: _____   17

Wednesday

Date: May 12

Learning Target: Using fractions and mixed numbers, I can

- Represent and interpret models

- Apply operations + - X

- Interpret line plots

Standards: 4.OA.5, 4.NF.1, 4.NF.2, 4.NF.3, 4.NF.4, 4.MD.4
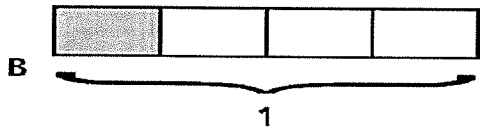
REVIEW
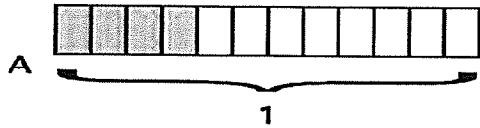
Module 5 End Module Assessment Review

Name _____ Date _____

1.

The model below is shaded to represent a fraction.
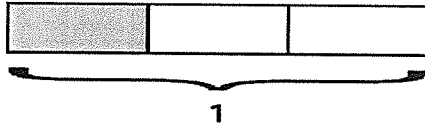
Which model shows an equivalent fraction?

A

B

C

D

2.
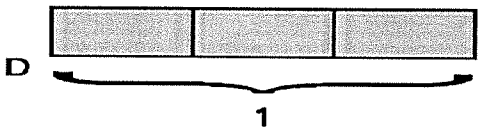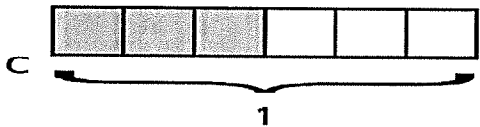
What value can replace the question mark to make the statement true?

$$3\frac{2}{8} + \underline{\quad ? \quad} = 7\frac{1}{8}$$

A $3\frac{1}{8}$

B $3\frac{7}{8}$

C $4\frac{1}{8}$

D $4\frac{7}{8}$

3.

Jason makes aprons. The shaded part below represents the fraction of a yard of fabric he uses for each apron.

How many yards of fabric, in all, will Jason need to make 14 aprons?

A $4\frac{2}{3}$

B $9\frac{1}{3}$

C $13\frac{1}{3}$

D $14\frac{2}{3}$

4.

Which fraction goes into the blank to make the number sentence true?

$$\frac{2}{3} < \underline{\ \ ?\ \ }$$

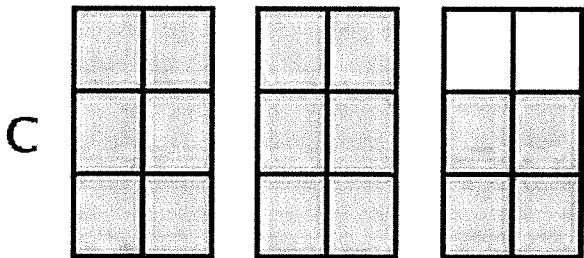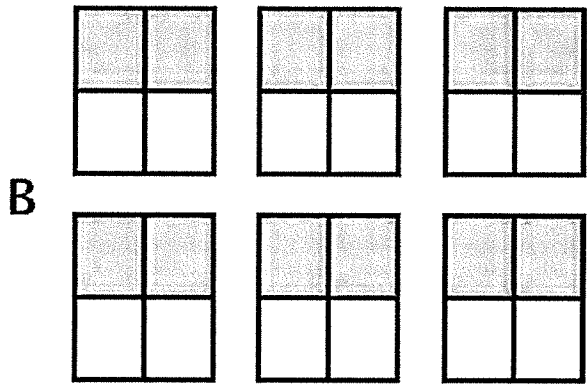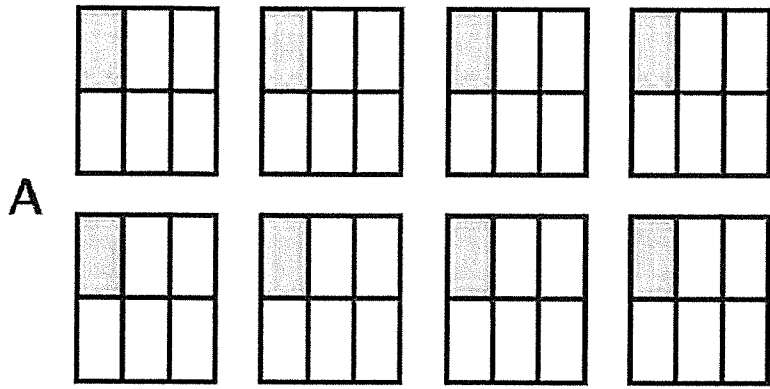A $\frac{1}{6}$

B $\frac{3}{6}$

C $\frac{3}{5}$

D $\frac{3}{4}$

5. Solve the expression below.

$$\frac{5}{6} + \frac{4}{6}$$

A. $\frac{9}{12}$

B. $1\frac{9}{6}$

C. $1\frac{3}{6}$
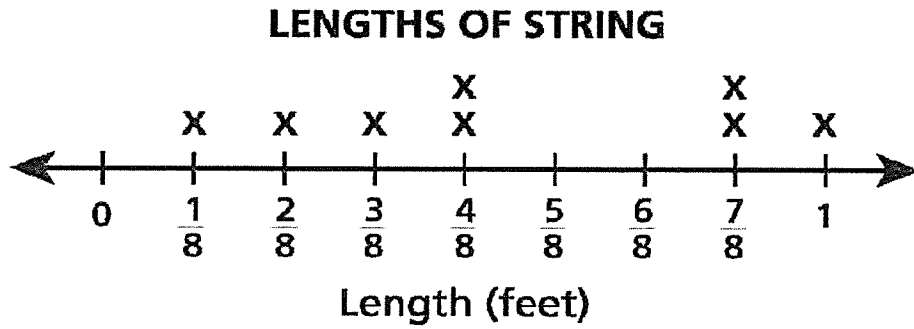
D. $1\frac{1}{6}$

6.

Which set of models is equivalent to the expression $2 \times \dfrac{4}{6}$?

A

B

C

D
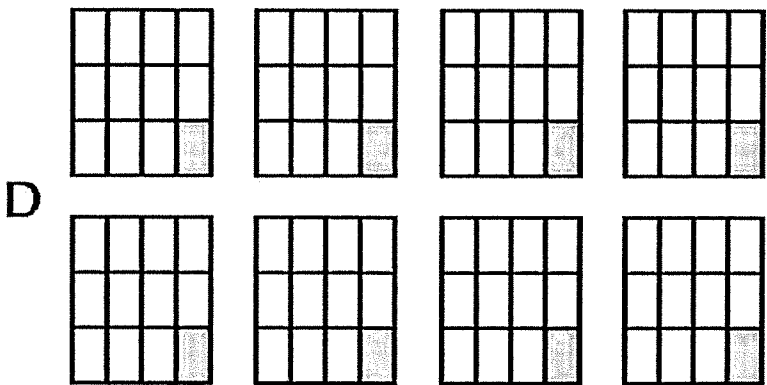
7.

The line plot below shows the lengths of string Mario used for an art project.

LENGTHS OF STRING

Length (feet)

What was the total length, in feet, of string that Mario used?

A $\frac{25}{8}$

B $\frac{36}{8}$

C $\frac{48}{8}$

D $\frac{64}{8}$

Thursday

Date: May 13

Learning Target: Using fractions and mixed numbers, I can

· Represent and interpret models

· Apply operations + - X

· Interpret line plots

Standards: 4.OA.5, 4.NF.1, 4.NF.2, 4.NF.3, 4.NF.4, 4.MD.4

Module 5 End Module Assessment

Name _____ Date_____

1. The shaded parts of the fraction strips below represent two fractions.

What is the sum of the two fractions?

A. $\frac{9}{24}$ B. $\frac{3}{12}$ C. $\frac{9}{12}$ D. $\frac{15}{12}$

2. What value can replace the question mark to make the statement true?

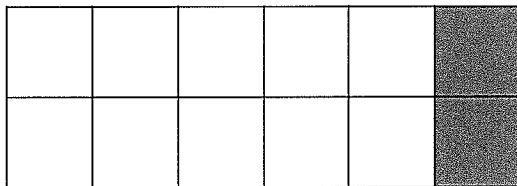$$4\frac{3}{4} + ? = 7\frac{1}{4}$$

A. $2\frac{1}{4}$

B. $3\frac{1}{4}$

C. $2\frac{2}{4}$

D. $3\frac{2}{4}$

3. Ryan folded a sheet of paper to make 12 equal-sized sections. He shaded 2 sections, as shown below.

Which fraction is equivalent to the one represented by the shaded part of the sheet of paper?

A. $\frac{1}{12}$ B. $\frac{1}{6}$ C. $\frac{1}{5}$ D. $\frac{6}{5}$

4. Rose uses instant lemonade powder to make 7 pitchers of lemonade. She uses $\frac{2}{8}$ cup of powder for each pitcher. What is the total amount of powder that Rose uses?

A. $\frac{2}{56}$ cups

B. $\frac{14}{56}$ cups

C. $\frac{9}{8}$ cups

D. $\frac{14}{8}$ cups

5. Solve the expression below.

$$\frac{7}{8} + \frac{5}{8}$$

A. $\frac{12}{16}$ B. $1\frac{12}{8}$ C. $1\frac{1}{8}$ D. $1\frac{4}{8}$

6. Which fraction goes into the blank to make the number sentence true?

$$\frac{3}{4} > \underline{\hspace{2cm}}$$

A. $\frac{2}{3}$

B. $\frac{4}{5}$

C. $\frac{7}{8}$

D. $\frac{5}{4}$

7. Compare each pair of fractions using < , > , or = .   (1 point each)

a. $\frac{4}{5}$ _____ $\frac{5}{6}$ b. $\frac{3}{4}$ _____ $\frac{5}{8}$

8. Solve. (4 points)

a. $\frac{1}{4} + \frac{2}{3}$

b. $4\frac{2}{5} - 2\frac{3}{5}$

c. $4\frac{4}{5} + 2\frac{3}{5}$

d. $3\frac{2}{5} - 2\frac{1}{5}$

9. Solve. (3 points)

a. $7 \times \frac{1}{3}$

b. $4 \times \frac{3}{4}$

c. $\frac{3}{5} \times 8$

10. A chef mixed olive oil and vinegar to make salad dressing. She made enough salad dressing to fill six plastic bottles, using $\frac{3}{4}$ cup of olive oil and $\frac{1}{4}$ cup of vinegar for each bottle. (3 points)
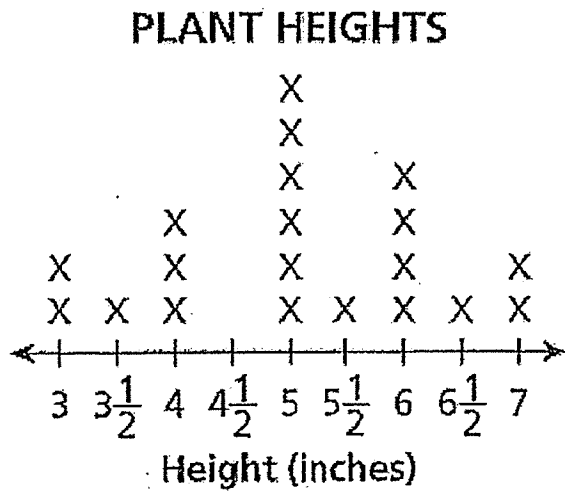
a. What was the total amount, in cups, of olive oil used to make the dressing?

b. What was the total amount, in cups of vinegar used to make the dressing?

c. What was total amount, in cups of dressing made with the two ingredients?

11. Laura picked $\frac{7}{8}$ cup of strawberries. Her sister picked $\frac{3}{8}$ cup of strawberries. The girls used 1 cup of all the berries they picked to make jam. What was the amount, in cups, left of the berries they picked?　(2 points)

12. Andrew is growing tomato plants in his garden. The line plot below shows the height of each tomato plant on Thursday.

PLANT HEIGHTS

```
                    X
                    X
                    X      X
            X       X      X
    X       X       X      X       X
    X  X  X         X  X  X  X  X
  <-+--+--+--+--+--+--+--+--+->
    3  3½ 4  4½ 5  5½ 6  6½ 7
        Height (inches)
```

a. How many tomato plants are in Andrew's garden?

b. What was the difference in height between the tallest plant and the shortest plant?

c. What is the total height of the tomato plants?

Friday

Date: May 14

Learning Target: I can use metric measurement to model the decomposition of one whole into tenths.

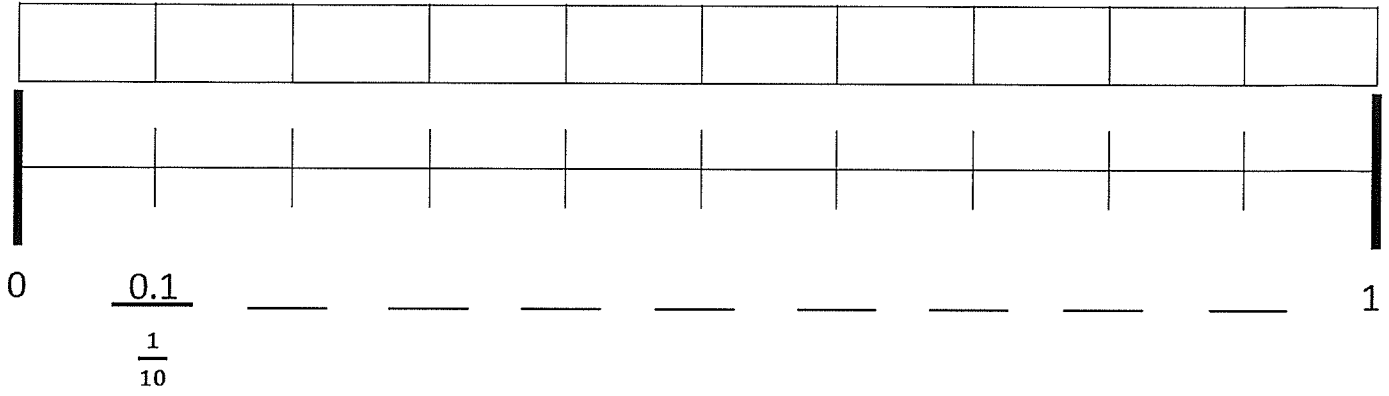Standards: 4.NF.6 4.NBT.1 4.MD.1

M6L1

Fluency Practice

Divide by 10

1.	$20 \div 10 =$		23.	$50 \div 10 =$	
2.	$30 \div 10 =$		24.	$850 \div 10 =$	
3.	$40 \div 10 =$		25.	$1,850 \div 10 =$	
4.	$80 \div 10 =$		26.	$70 \div 10 =$	
5.	$50 \div 10 =$		27.	$270 \div 10 =$	
6.	$90 \div 10 =$		28.	$4,270 \div 10 =$	
7.	$70 \div 10 =$		29.	$90 \div 10 =$	
8.	$60 \div 10 =$		30.	$590 \div 10 =$	
9.	$10 \div 10 =$		31.	$7,590 \div 10 =$	
10.	$100 \div 10 =$		32.	$120 \div 10 =$	
11.	$20 \div 10 =$		33.	$1,200 \div 10 =$	
12.	$120 \div 10 =$		34.	$2,000 \div 10 =$	
13.	$50 \div 10 =$		35.	$240 \div 10 =$	
14.	$150 \div 10 =$		36.	$2,400 \div 10 =$	
15.	$80 \div 10 =$		37.	$4,000 \div 10 =$	
16.	$180 \div 10 =$		38.	$690 \div 10 =$	
17.	$280 \div 10 =$		39.	$6,900 \div 10 =$	
18.	$380 \div 10 =$		40.	$9,000 \div 10 =$	
19.	$680 \div 10 =$		41.	$940 \div 10 =$	
20.	$640 \div 10 =$		42.	$5,280 \div 10 =$	
21.	$870 \div 10 =$		43.	$6,700 \div 10 =$	
22.	$430 \div 10 =$		44.	$7,000 \div 10 =$	

Concept Development

0   0.1   1

$$\frac{1}{10}$$

Let's Work Together!
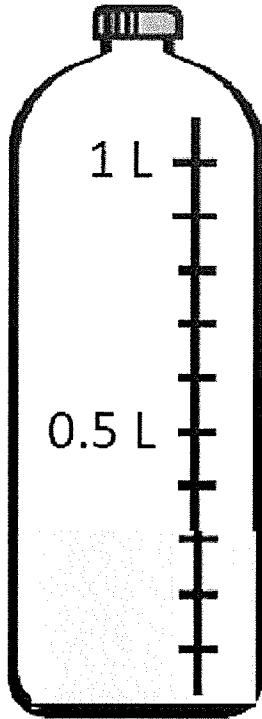
$$\frac{\boxed{}}{\boxed{}} \; L \; = \; \boxed{\qquad L \qquad}$$
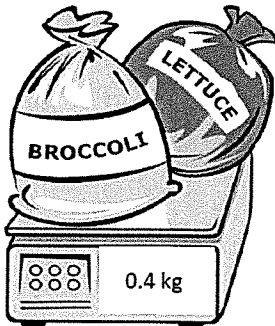
You Try!

1. Shade the first 7 units of the tape diagram. Count by tenths to label the number line using a fraction and a decimal for each point. Circle the decimal that represents the shaded part.
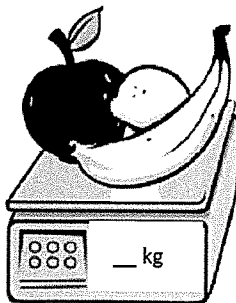
0   <u>0.1</u>   ___   ___   ___   ___   ___   ___   ___   ___   1

$\frac{1}{10}$
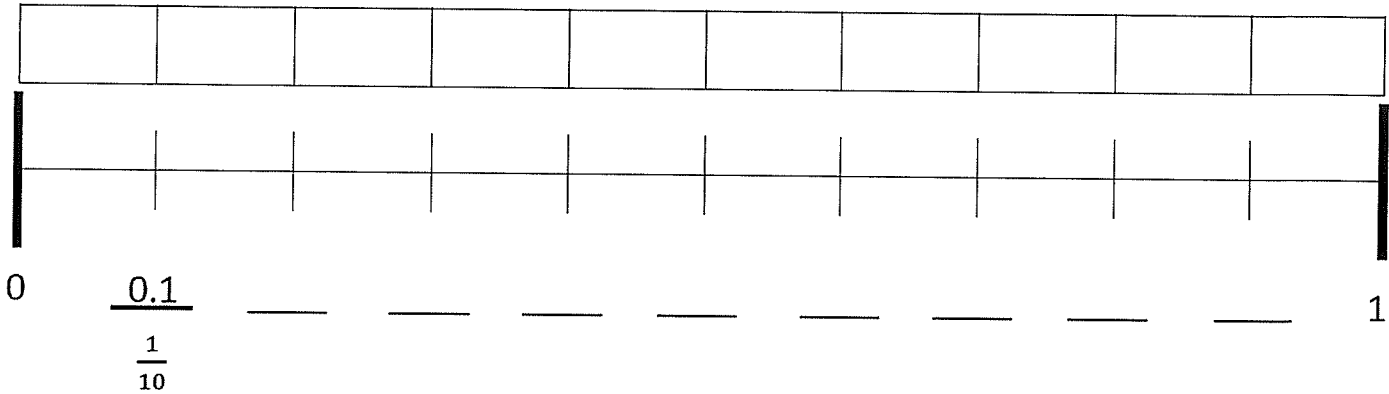
2. Write the total amount of water in fraction form and decimal form. Shade the last bottle to show the correct amount.
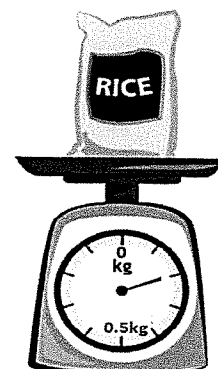
$\frac{\Box}{\Box}$ L = [   ] L $\frac{\Box}{\Box}$ L = [   ] L $\frac{\Box}{\Box}$ L = 0.9 L
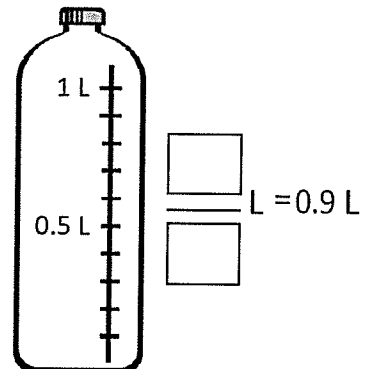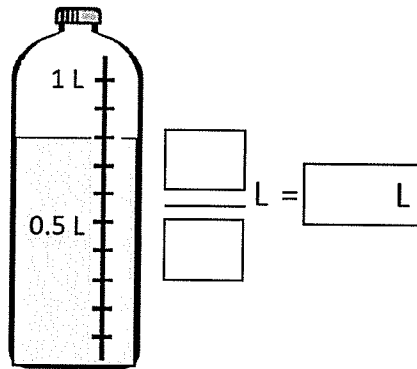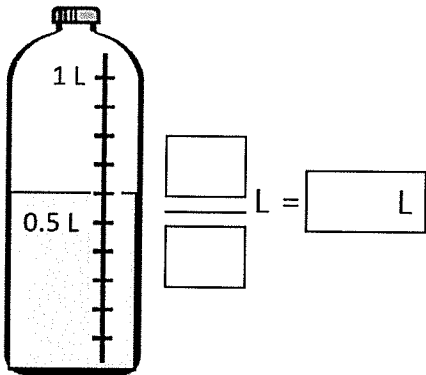
3. Write the total weight of the food on each scale in fraction form or decimal form.

0.4 kg   ___ kg   0.5kg
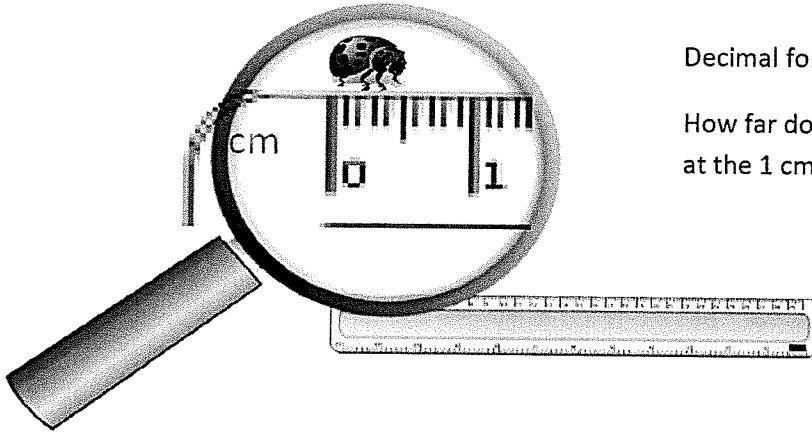
[   ] kg $\frac{8}{10}$ kg   [   ] kg

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4. Write the length of the bug in centimeters. (The drawing is not to scale.)

Fraction form: _____ cm

Decimal form: _____ cm

How far does the bug need to walk before its nose is at the 1 cm mark? _____ cm

5. Fill in the blank to make the sentence true in both fraction form and decimal form.

a. $\frac{8}{10}$ cm + _____ cm = 1 cm   0.8 cm + _____ cm = 1.0 cm

b. $\frac{2}{10}$ cm + _____ cm = 1 cm   0.2 cm + _____ cm = 1.0 cm

c. $\frac{6}{10}$ cm + _____ cm = 1 cm   0.6 cm + _____ cm = 1.0 cm

6. Match each amount expressed in unit form to its equivalent fraction and decimal forms.

3 tenths	$\frac{5}{10}$	0.2
5 tenths	$\frac{9}{10}$	0.6
6 tenths	$\frac{2}{10}$	0.3
9 tenths	$\frac{3}{10}$	0.5
2 tenths	$\frac{6}{10}$	0.9

EXIT TICKET

Learning Target: _I can find the product of a whole number and a mixed number using the distributive property.

Standards:

M6L1

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

1. Fill in the blank to make the sentence true in both fraction form and decimal form.

   a. $\frac{9}{10}$ cm + _____ cm = 1 cm   0.9 cm + _____ cm = 1.0 cm

   b. $\frac{4}{10}$ cm + _____ cm = 1 cm   0.4 cm + _____ cm = 1.0 cm

2. Match each amount expressed in unit form to its fraction form and decimal form.

3 tenths		$\frac{5}{10}$		0.8
8 tenths		$\frac{8}{10}$		0.3
5 tenths		$\frac{3}{10}$		0.5