Name:_____

College:_____

4th Grade Math

Week of 6/14 - 6/18/2021

Monday

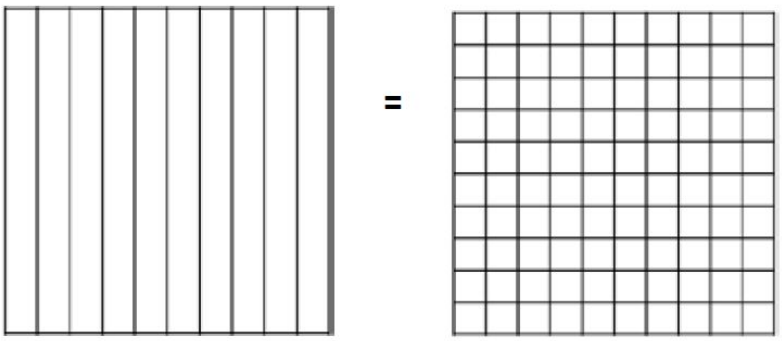
Date: June 14

Grade 4 **Module 6**	**Learning Target:** I can apply my knowledge of decimal numbers and fractions. **Standards:** 4.NF.5, 4.NF.6, 4.NF.7, 4.MD.2

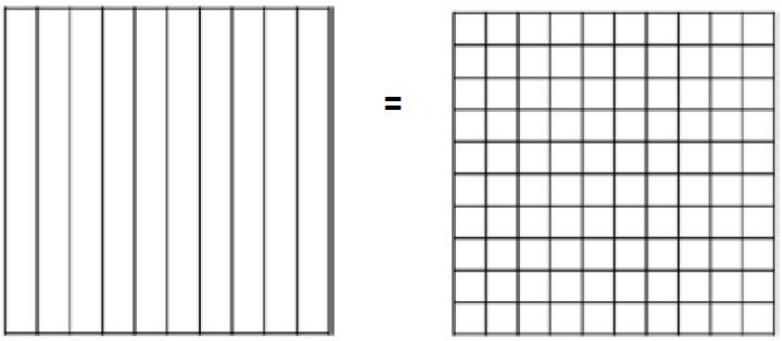
Name _____ Date _____

1. Decompose each fraction into hundredths using area models. Then, write the equivalent number sentence using decimals. (6 points)

a. $\frac{3}{10}$ = _____ = _____



b. $\frac{7}{10}$ = _____ = _____

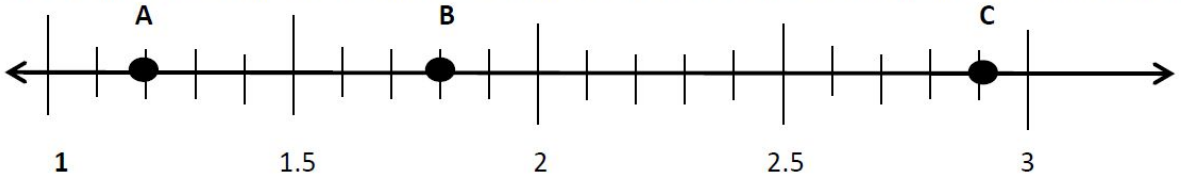


Decompose each fraction into hundredths. Then, write the equivalent statement for each part using decimals.

c. $\frac{4}{10}$ = _____ = _____

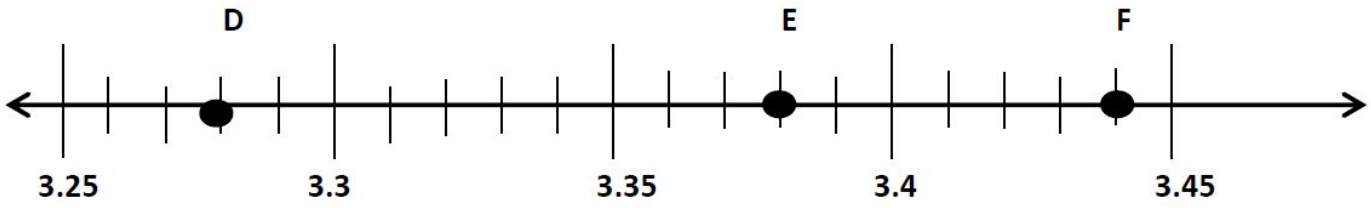
d. $\frac{9}{10}$ = _____ = _____

2. Several points are plotted on the number lines below. Identify the decimal number associated with each point. (6)



A. _____ **B.** _____ **C.** _____

2. Several points are plotted on the number lines below. Identify the decimal number associated with each point.



D. _____ E. _____ F. _____

3. Use the symbols >, =, or < to compare the following.

a. 2.4 _____ 2.32

b. 0.30 _____ 0.03

c. 14 tenths _____ 14 hundredths

d. 0.35 _____ $\frac{4}{10}$

d. 3.07 _____ $3\frac{7}{100}$

e. $\frac{26}{10}$ _____ 0.26

4. Solve. (6)

a. $\frac{17}{100} + \frac{7}{10}$

b. $\frac{4}{10} + \frac{63}{100}$

c. $\frac{5}{10} + \frac{78}{100}$

d. $\frac{99}{100} + \frac{1}{10}$

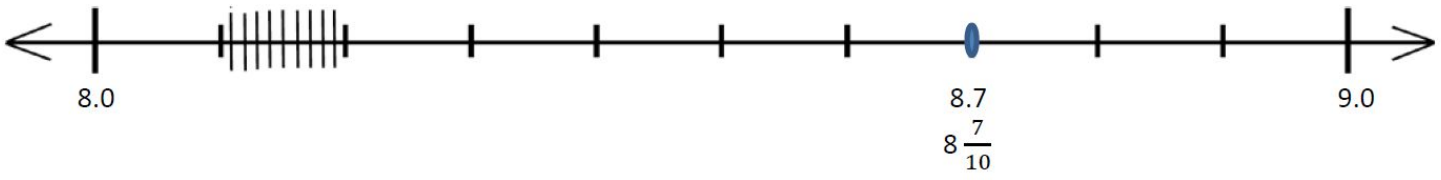
e. $\frac{9}{10} + \frac{9}{100}$

f. $\frac{2}{10} + \frac{16}{100} + \frac{8}{10}$

5. Answer the following questions about a track meet.

a. Jim and Joe ran in a relay race. Jim had a time of 9.8 seconds. Joe had a time of 10.32 seconds. Together, how long did it take them to complete the race? Record your answer as a decimal.

b. The times of the 5 fastest runners were 8.17 seconds, 8.04 seconds, 8.7 seconds, 8.40 seconds, and 8.95 seconds. Locate these times on the number line. Record the times as a decimal and a fraction. One has been completed for you.



c. Natalie threw a discus 41.4 meters. She threw 3.75 meters farther on her next throw. Write a statement to compare the two distances that Natalie threw the discus using >, <, or =.

d. At the concession stand Mary spent one dollar, 5 dimes, and 15 pennies on a smoothie. She also spent 5 quarters, 4 nickels, and 1 dime on a slice of pizza. How much did each item cost? What was Mary's total amount spent?

Tuesday

Date: June 15

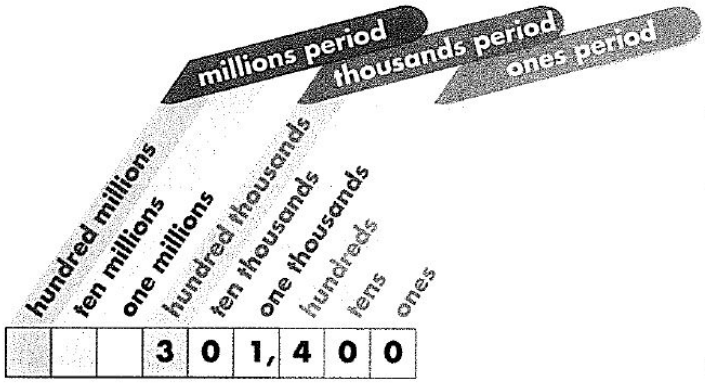
Grade 4 **Review** **Topic 1**	**Learning Target:** I can demonstrate my understanding of place value. **Standards: 4.NBT.A**

Set A pages 5–8

Use a place-value chart to write 301,400.

Expanded form: 300,000 + 1,000 + 400

Number name: three hundred one thousand, four hundred



Remember that each period has hundreds, tens, ones, and the period name.

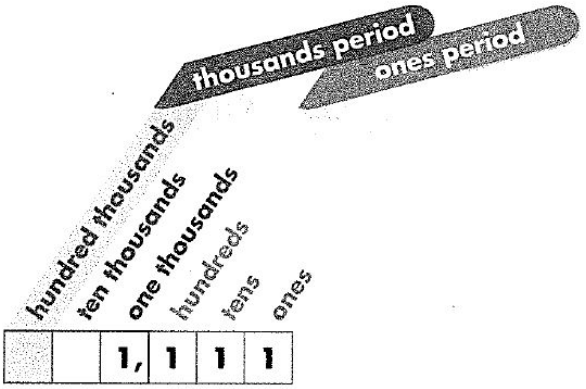
Reteaching

Write each number in expanded form and using number names.

1. 7,549

2. 92,065

Set B pages 9–12



1,111 = 1,000 + 100 + 10 + 1

As you move left, each numeral is 10 times greater than the digit on its right.

$1 \times 10 = 10$
$10 \times 10 = 100$
$100 \times 10 = 1{,}000$

Remember to use the relationship between the values of the digits.

For **1–2**, solve.

1. How many times greater is the value of the 7 in 70,048 than the value of 7 in 17,992?

2. Violet has 30 glass tiles. She would like to mosaic tile a tabletop with 10 times that number of tiles. How many tiles does Violet want to use?

Set C pages 13–16

Use place value to compare 45,423 and 44,897. Start comparing from the left. Look for the first digit that is different.

45,423 44,897

5 > 4

5,000 > 4,000

So, 45,423 > 44,897.

Remember that you can use place value to compare numbers.

Write < or > in the ◯.

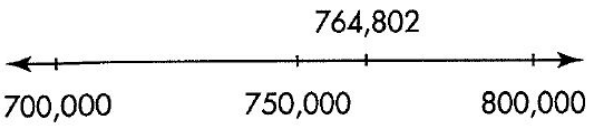
1. 291,846 ◯ 291,864

2. 662,980 ◯ 66,298

3. 88,645 ◯ 87,645

Set D pages 17–20

Round 764,802 to the nearest hundred thousand.



764,802 is to the right of the halfway point. So, 764,802 rounds to 800,000.

Remember to find the halfway point to help you round.

For **1–4**, use number lines or place value to round each number to the place of the underlined digit.

1. 166,742

2. 76,532

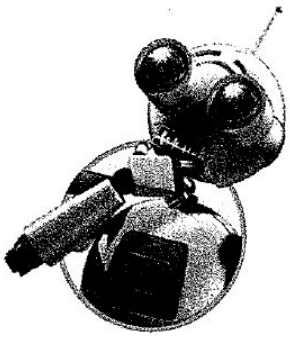
3. 5,861

4. 432,041

Think about these questions to help you **construct arguments**.

Thinking Habits

- How can I use numbers, objects, drawings, or actions to justify my argument?
- Am I using numbers and symbols correctly?
- Is my explanation clear and complete?



Remember that you can use math to show why your argument is correct.

According to the 2000 census, the population of a city was 935,426. According to the 2010 census, the population of the same city was 934,578. Taylor says the 2000 population was greater than the 2010 population.

1. Construct an argument that supports Taylor's conjecture.

2. In 1870, the population was seventy-two thousand, five hundred six. Lupita wrote 72,560. Construct a math argument that explains whether Lupita wrote the number correctly.

Wednesday

Date: June 16

Grade 4 **Review Topic 2**	**Learning Target:** I can add and subtract multi-digit whole numbers **Standards:** 4.NBT.B

Set A pages 37–40

Find 3,371 + 2,429. Use mental math.

Make Ten

$$3{,}371 + 2{,}429 = 3{,}371 + (29 + 2{,}400)$$
$$= (3{,}371 + 29) + 2{,}400$$
$$= 3{,}400 + 2{,}400 = 5{,}800$$

So, 3,371 + 2,429 = 5,800.

Remember to adjust the sum or difference when you use the compensation strategy.

Reteachi

1. 4,153 + 2,988

2. 92,425 + 31,675

3. 5,342 + 1,999

4. 22,283 – 14,169

5. 47,676 – 16,521

6. 1,089 – 961

Set B pages 41–44

Estimate the sum by rounding each number to the nearest ten thousand.

241,485
+ 429,693

241,485 rounds to 240,000.

429,693 rounds to 430,000.

Add. 240,000
+ 430,000
670,000

Remember that you can round numbers to any place when estimating sums and differences.

Estimate each sum or difference.

1. 652,198 + 49,753

2. 8,352 – 3,421

3. 17,586 – 9,483

4. 823,725 + 44,851

5. 1,440 – 933

6. 55,748 – 28,392

7. 4,981 + 6,193

8. 995,275 + 4,921

Set C pages 45–52

Find 72,438 + 6,854.

Estimate: 72,000 + 7,000 = 79,000

Add the ones. Regroup if necessary.

$$\begin{array}{r} {\scriptstyle 1} \\ 72{,}43\overset{1}{8} \\ +\ 6{,}854 \\ \hline 2 \end{array}$$

Add the other places, regrouping if necessary.

$$\begin{array}{r} {\scriptstyle 1\ \ 1} \\ 7\overset{1}{2}{,}43\overset{1}{8} \\ +\ 6{,}854 \\ \hline 79{,}292 \end{array}$$

The answer 79,292 is close to the estimate of 79,000, so the answer is reasonable.

Remember to regroup if necessary when adding whole numbers.

1. $\begin{array}{r} 32{,}834 \\ +\ 17{,}384 \\ \hline \end{array}$

2. $\begin{array}{r} 148{,}382 \\ +\ 9{,}243 \\ \hline \end{array}$

3. 215 + 8,823

4. 142,968 + 44,456

5. 2,417 + 3,573

6. 572,941 + 181,662

Set D pages 53–60

Find 52,839 – 38,796.

Estimate: 53,000 – 39,000 = 14,000

Subtract the ones. Regroup if necessary.

$$\begin{array}{r} 52{,}839 \\ -\ 38{,}796 \\ \hline 3 \end{array}$$

Subtract the other places, regrouping as necessary.

$$\begin{array}{r} {\scriptstyle 4\ 12\ 7\ 13} \\ 5\not{2}{,}\not{8}\not{3}9 \\ -\ 38{,}796 \\ \hline 14{,}043 \end{array}$$

The answer is reasonable.

Remember that you may need to regroup to subtract.

1. $\begin{array}{r} 651{,}784 \\ -\ 482{,}638 \\ \hline \end{array}$

2. $\begin{array}{r} 18{,}465 \\ -\ 6{,}291 \\ \hline \end{array}$

3. 41,542 – 32,411

4. 4,978 – 2,766

5. 735,184 – 255,863

6. 44,558 – 22,613

Set E pages 61–64

Find 60,904 – 54,832.

Estimate: 61,000 – 55,000 = 6,000

Subtract the ones. Regroup if necessary.	Subtract the other places, regrouping as necessary.
60,904	$\overset{5}{\not{6}}\overset{10}{\not{0}},\overset{8}{\not{9}}\overset{10}{\not{0}}4$
– 54,832	– 54,832
2	6,072

The answer is reasonable.

Remember you may need to regroup more than one place at a time to subtract across zeros.

1. 40,700 – 23,984

2. 203,056 – 5,213

3. 70,000 – 25,228

4. 560,043 – 312,562

5. 8,052 – 1,205

6. 20,008 – 16,074

Thursday

Date: June 17

Grade 4 **Review** **Topic 3**	**Learning Target:** I can use strategies and properties to multiply by 1-digit numbers. **Standards: 4.NBT.B**

Set A pages 81–84

Use basic facts, place value, and multiplication properties to multiply by multiples of 10 and 100.

Find 4×60.

$4 \times 60 = 4 \times 6$ tens
$4 \times 60 = (4 \times 6)$ tens
$4 \times 60 = 24 \times 10$
$4 \times 60 = 240$

Find 4×600.

$4 \times 600 = 4 \times 6$ hundreds
$4 \times 600 = (4 \times 6)$ hundreds
$4 \times 600 = 24 \times 100$
$4 \times 600 = 2{,}400$

Find $4 \times 6{,}000$.

$4 \times 6{,}000 = 4 \times 6$ thousands
$4 \times 6{,}000 = (4 \times 6)$ thousands
$4 \times 6{,}000 = 24 \times 1{,}000$
$4 \times 6{,}000 = 24{,}000$

Remember when the product of a basic fact ends in zero, the answer will have an extra zero.

1. 8×60 **2.** 3×10

3. 6×50 **4.** 5×300

5. $7{,}000 \times 4$ **6.** 2×900

7. 80×8 **8.** 400×5

9. 30×9 **10.** $5 \times 8{,}000$

11. 700×8 **12.** $9{,}000 \times 6$

13. $7 \times 9{,}000$ **14.** 5×100

15. 20×5 **16.** $5 \times 4{,}000$

17. 5×500 **18.** $3 \times 2{,}000$

Set B pages 85–88

Use rounding to estimate $9 \times 1{,}993$.

Round 1,993 to 2,000.

$9 \times 1{,}993$
↓
$9 \times 2{,}000 = 18{,}000$

So, $9 \times 1{,}993$ is about 18,000.

Remember to round a three-digit number to the nearest hundred and a four-digit number to the nearest thousand.

Estimate each product.

1. $8 \times 7{,}632$ **2.** 493×3

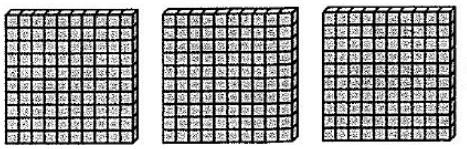
3. $9{,}379 \times 5$ **4.** 678×6

5. 707×4 **6.** $5{,}703 \times 3$

7. 483×6 **8.** $6 \times 8{,}166$

Set C pages 89–92

Use an array and partial products to find 3×121.



$3 \times 100 = 300$

$3 \times 20 = 60$

$3 \times 1 = 3$

$300 + 60 + 3 = 363$

Remember to line up the partial products carefully.

1. 75
× 5

2. 253
× 4

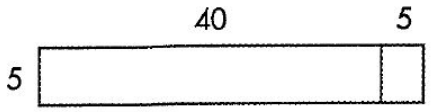
3. 214
× 7

4. 1,341
× 7

Set D pages 93–96

Use the Distributive Property to find 5×45.

Use place value to break apart 45 as $40 + 5$.



Use the Distributive Property:

$5 \times 45 = 5 \times (40 + 5)$
$= (5 \times 40) + (5 \times 5)$
$= 200 + 25$
$= 225$

So, $5 \times 45 = 225$.

Remember that you can use the Distributive Property to help multiply larger numbers.

1. 7×45

2. 326×9

3. 720×6

4. 3×46

5. 371×8

6. 5×95

7. 88×3

8. $4 \times 1{,}865$

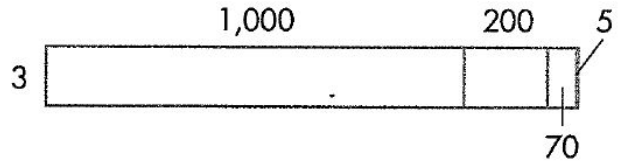
9. 57×3

10. 209×7

All your strategies may be used to find larger products.

Use the Distributive Property to find $3 \times 1{,}275$.

Use expanded notation and place value to construct an area model.



$$\begin{aligned} 3 \times 1{,}275 &= 3 \times (1{,}000 + 200 + 70 + 5) \\ &= (3 \times 1{,}000) + (3 \times 200) + \\ &\quad (3 \times 70) + (3 \times 5) \\ &= 3{,}000 + 600 + 210 + 15 \\ &= 3{,}825 \end{aligned}$$

Remember to estimate to check that your answer is reasonable.

Retea Conti

1. $1{,}468 \times 4$

2. 361×3

3. 25×7

4. $2{,}189 \times 7$

5. 6×987

6. 8×22

7. 763×5

8. 14×9

9. 171×8

10. 22×9

11. $1{,}409 \times 5$

12. 17×6

Set G pages 105–108

You can use the strategy that fits the problem best. You know place-value strategies, the Distributive Property, area models, and compensation.

Place value:
$8 \times 359 = 8 \times 3$ hundreds $+ 8 \times 5$ tens $+ 8 \times 9$ ones

The Distributive Property:
$$\begin{aligned} 7 \times 4{,}056 &= 7 \times (4{,}000 + 50 + 6) \\ &= (7 \times 4{,}000) + (7 \times 50) + (7 \times 6) \end{aligned}$$

Remember to use an estimate to check if your answer is reasonable.

1. $\begin{array}{r} 43 \\ \times\ 8 \\ \hline \end{array}$

2. $\begin{array}{r} 57 \\ \times\ 9 \\ \hline \end{array}$

3. $\begin{array}{r} 215 \\ \times\ 7 \\ \hline \end{array}$

4. $\begin{array}{r} 869 \\ \times\ 2 \\ \hline \end{array}$

5. $\begin{array}{r} 4{,}233 \\ \times\ 7 \\ \hline \end{array}$

6. $\begin{array}{r} 3{,}261 \\ \times\ 4 \\ \hline \end{array}$

Friday

Date: June 18

Grade 4 **Review Topic 4**	**Learning Target:** I can use strategies and properties to multiply by 2-digit numbers. **Standards: 4.NBT.B**

Reteach

Set A pages 129–132

Use place-value strategies to find 20×80.

Think about the pattern.

$20 \times 80 = 2 \text{ tens} \times 8 \text{ tens}$
$= 16 \text{ hundreds}$
$= 1{,}600$

$50 \times 40 = (5 \times 10) \times (4 \times 10)$
$= (5 \times 4) \times (10 \times 10)$
$= 20 \times 100$
$= 2{,}000$

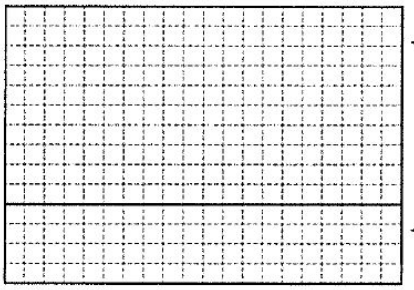
Remember when the product of a basic fact has a zero, there is one more zero in the answer.

Use a pattern to find each product.

1. 40×10
2. 60×20
3. 80×50
4. 30×90
5. 80×70
6. 60×60
7. 80×30
8. 20×50

Set B pages 133–136

Use an array or an area model to multiply 20×14.



$200 + 80 = 280$

So, $20 \times 14 = 280$.

Remember you can draw arrays or area models to represent multiplication problems.

Draw a model to find each product.

1. 10×23
2. 16×20

Set C pages 137–140

Use compatible numbers to estimate 28×19.

28 is close to 25.
19 is close to 20.

If $25 \times 2 = 50$, then
$25 \times 20 = 500$.

So, 28×19 is about 500.

Remember that compatible numbers are numbers that are easy to compute with mentally.

Estimate each product.

1. 29×31

2. 42×49

3. 73×18

4. 24×38

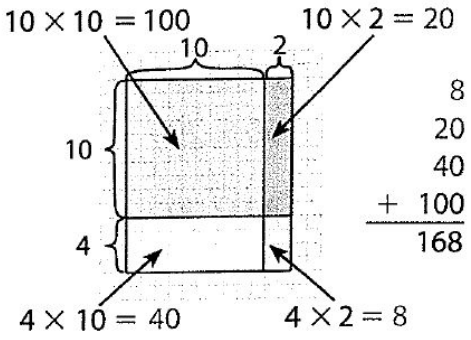
5. 19×31

6. 63×87

Set D pages 141–144

Find 14×12. Draw a 14×12 array.

Separate each factor into tens and ones.
Color each section a different color.
Add each part to find the product.



$$\begin{array}{r} 8 \\ 20 \\ 40 \\ +\ 100 \\ \hline 168 \end{array}$$

Remember when you break apart a multiplication problem, you can solve the simpler problems in any order and the answer will remain the same.

1. 14×32

2. 64×12

3. 56×17

4. 72×15

5. 26×63

6. 47×27

7. 19×51

8. 12×56

9. 76×23

10. 84×37

11. 14×72

12. 21×51

Set E pages 145–152

Use the Distributive Property to find 13×55.

$$\begin{aligned} &13 \times 55 \\ &= (10 + 3) \times (50 + 5) \\ &= (10 + 3) \times 50 + (10 + 3) \times 5 \\ &= (10 \times 50) + (3 \times 50) + (10 \times 5) + (3 \times 5) \\ &= 500 + 150 + 50 + 15 \\ &= 715 \end{aligned}$$

Remember you can break numbers apart in more than one way when using the Distributive Property to solve multiplication problems.

1. 12×19

2. 38×12

3. 19×25

4. 45×23

5. 62×11

6. 46×26