

4th Grade Math Academic Readiness for 2020

Dear Center City Families,

In this challenging time, Center City staff is doing our best to ensure that your child is academically prepared to return to school in the Fall of 2020 with minimal learning loss. We have created this packet of academic materials that expand on foundational content that was covered this school year. Your child should complete this work to be ready for school once the academic year starts again in the fall.

This packet includes approximately four weeks of work. **Between May 4th and 22nd, teachers will schedule** virtual check-ins with students centered around the content of this packet. Please return the completed packet to your home campus no later than June 5, 2020.

Inside this packet, you will find:

- A table of contents that shows page numbers for each included activity
- A calendar that shows, day by day, which activities students should complete
- A copy of every activity and assignment that students will need to complete

Your child's teachers will be reaching out via text, email, phone, or Class Dojo to let you know when they are available and how they will monitor student progress on academic work through May 22nd.

There are a number of ways you can support the academic growth of your child during this time and throughout the summer:

- If possible, provide them with a quiet, comfortable place in which to complete their work.
- Please encourage them to read a book or magazine for pleasure. You can find books and resources online at <u>www.dclibrary.org</u>.
- Encourage children to keep a diary or journal for recording their thoughts, observations, or drawings.
- Get outside for an hour or two as weather permits.
- Reach out to the teacher if your child has any questions about the work in this packet.

We thank you for your patience and flexibility during these unprecedented times. If you have any questions or concerns, please do not hesitate to reach out to your campus team. In the meantime, we encourage everyone to stay safe and healthy by following the social distancing protocols that Mayor Bowser has put into place.

Sincerely,

The Center City Team



4th Grade Math Preparación Académica para 2020

Queridas Familias de Center City,

Durante este tiempo difícil, el personal de Center City está haciendo nuestro mejor para asegurar que su hijo está académicamente preparado para regresar a la escuela en el otoño de 2020 con una pérdida mínima de aprendizaje. Hemos creado este paquete de materiales académicos que amplían en el contenido fundacional que estaba cubierto este año escolar. Su hijo debe cumplir este trabajo para estar listo una vez el año académico empiece otra vez en el otoño.

Este paquete incluye aproximadamente cuatro semanas de trabajo. Entre el 4 y el 22 de mayo, los maestros van a programar conversaciones virtuales con los estudiantes para hablar sobre el contenido de este paquete. Por favor entreguen el paquete cumplido a su campus no más tarde que el 5 de junio, 2020.

Adentro este paquete, van a encontrar:

- Una tabla de contenido que muestra el número de página para cada actividad incluida
- Un calendario que muestra, día por día, cuáles actividades los estudiantes deben cumplir
- Una copia de cada actividad y trabajo que los estudiantes necesitan cumplir

Los maestros de su hijo van a estar en contacto por texto, correo electronico, telefono, o Class Dojo para notificarles cuando están disponibles y cómo van a monitorizar el progreso de su estudiante en el trabajo académico hasta el 22 de mayo.

Hay una variedad de maneras que usted puede apoyar el crecimiento académico de su hijo durante este tiempo y durante el verano:

- Si posible, proporcione su estudiante un lugar tranquilo y cómodo donde puede cumplir su trabajo.
- Por favor anímalo a leer un libro o revista para diversión. Puede encontrar libros y recursos en línea a <u>www.dclibrary.org</u>.
- Anime los niños a escribir un diario con sus pensamientos, observaciones, o dibujos.
- Salgan afuera por una hora o dos si el tiempo lo permite
- Hable con el maestro si su hijo tiene alguna pregunta sobre el trabajo en este paquete.

Les agradecemos su paciencia y flexibilidad durante esta época sin precedentes. Si tiene preguntas o preocupaciones, por favor no duden en ponerse en contacto con el equipo de su campus. Mientras tanto, animamos a todos a mantenerse seguros y saludables por seguir los protocolos de distanciamiento social que la alcaldesa Bowser ha implementado.

Sinceramente,

El Equipo de Center City



ትምህርታዊ ዝግጁነት ስ 2020 4th Grade Math

የተከበራቸሁ የሴንተር ሲቲ ወላጆች

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- ተማሪዎች በየቀኑ ማጠናቀቅ የሚጠበቅባቸውን ስራዎች የሚያሳይ የቀን መቁጠሪያ
- ተማሪዎች ማጠናቀቅ የሚያስፈልጓቸውን የእያንዳንዱ እንቅስቃሴ ቅጅ/ኮፒ

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- የሚቻል ከሆነ ሥራቸውን የሚያጠናቅቁበት ጸጥተኛና ምቹ የሆነ ቦታ አዘጋጁላቸው።
- እባክዎን ስመደሰት መፅሃፍ ወይም መጽሔትን እንዲያነቡ ያበረታቷቸው ፡፡ መጽሐፍትን እና የተለያዩ ጽሁፎችን በ www.dclibrary.org ማግኘት ይችላሉ ፡፡
- ሀሳቦቻቸውን ፡ ምልከታዎቻቸውን ፣ ወይም ስዕሎቻቸውን ስመንልበጥ ልጆች ማስታወሻ ደብተር ወይም ማስታወሻ እንዲይዙ ያበረታቷቸው።
- የአየር ሁኔታ እንደሚፈቀድ ለአንድ ወይም ለሁለት ሰዓት ወደ ደጅ የዘዋቸው ይውጡ ።
- ልጅዎ በዚህ ፓኬት ውስጥ ስላለው ሥራ ጥያቄ ካለዎት ከአስተማሪው ጋር ይንናኙ ።

በእነዚህ ባልተለመዱ 2ዜያት ስለትዕግስትዎ እና እናመሰግናለን ፡፡ ማናቸውም ጥያቄዎች ወይም ስጋቶች ካሉዎት እባክዎን ወደ የካምፓስ ቡድንዎን ለመ7ናኘት አያመንቱ ፡፡ ይህ በእንዲህ እንዳለ ከንቲባ ባውዘር ያስቀመጠቻቸውን ማህበራዊ ልዩነትን /ተራርቀ የመቆየት ፕሮቶኮሎችን በመከተል ሁሉም ሰው ደህንነቱ የተጠበቀ እና ጤናማ ሆኖ እንዲቆይ እናበረታታለን ፡፡

ከሠላምታ ጋር ፡

የሴንተር ሲቲ ቡድን



4th Grade Math Packet

Table of Contents

Pages	Content
1	Daily Learning Calendar
	This calendar provides an overview of the content you will work on each day.
3-4	Vocabulary List
	Ose this as a relefence while you are doing your work each day.
	Notes & Anchor Charts
5-6	• Here, you will lind copies of notes from a Center City teacher. Use these as a reference
	When you need an example of some suggestions of now to complete the daily learning.
	Activities & Comes
	Activities & Games
7-38	• Each daily learning assignment includes directions for a specific game. You may need to take some of those out of your peoplete if they need to be out out.
	lake some of these out of your packets if they need to be cut out.
	• You can use either the templates provided or blank sheets of paper with them to show
	your work.
	following costions:
	 Daily Goal: This will tall you what contact you are reviewing each day.
	 Daily Goal. This will tell you what content you are reviewing each day. Warm un: This section contains a daily riddle, a fluency game, or a review task. It should
	take about 15 minutes to complete.
	• You will see a page number to help you find the game or the notes in the packet.
	Some activities require that you do your work on a separate sheet of
	paper.
	Hold on to any extra paper you use and give it to your teacher when you
39-92	turn in your packet.
	Review & Practice: This section contains the work for the day. It may include notes or
	activities for you to review in addition to exercises to complete. It should take you about
	25-35 minutes to complete.
	 You may need to refer to the notes and anchor charts section of the packet
	 Reflection & Brain Growth: This section contains a question that asks you to reflect on
	your learning for the day. It should take between 10-15 minutes each day.
	 This section also contains a space to write any questions you need to check in
	with your teacher about. If you are able to speak with your teacher, you can
	record your notes from the conversation here as well.

	Tabla de Contenido									
Páginas	Contenido									
1	 Calendario Cotidiano de Aprendizaje Este calendario proporciona una vista general del contenido en que va a trabaja cada día. 									
3-4	 Lista de Vocabulario Use esta como referencia mientras trabaja cada día. 									
5-6	 Apuntes y Tablas de Información Aquí, va a encontrar copias de los apuntes de un maestro de Center City. Use esto como referencia cuando necesita un ejemplo o algunas sugerencias de cómo cumplir el paquete de aprendizaje. Va a ver recordatorios para referir a esto durante todo el paquete. 									
7-38	 Actividades y juegos Cada trabajo incluye instrucciones para un juego específico. Tal vez necesita sacar algunas de estas del paquete para cortarlas. Usted puede usar las plantillas o hojas blancas de papel con ellos para mostrar su trabajo 									
39-92	 Trabajo de Aprendizaje - Cada trabajo está etiquetado con la fecha y incluye las siguientes secciones: Meta del Día: Esta meta va a mostrarle que contenido va a repasar cada día. Para Empezar: Esta sección contiene un acertijo, actividad de fluidez, o un trabajo de repaso. Debe tomar más o menos 15 minutos para cumplirla. Va a ver un numero de pagina para ayudarle encontrar el jeugo o los apuntes en el paquete. Algunas actividades requieren una hoja separada en que a trabajar Guarde el papel extra que usa y entrégalo a su maestra cuando entregue su paquete Repaso y Práctica: view & Practice: Esta sección contiene el trabajo para el día. Puede incluir los apuntes o actividades para su repaso además de ejercicos para cumplir. Debe tomar 25-35 minutos para cumplir esta sección. Puede necesitar referir a las sección contiene una pregunta para reflexionar en el trabajo del día. Esta sección debe tomar entre 10-15 minutos cada día. Esta sección contiene un espacio para escribir cualesquiera preguntas que tenga para su maestra acerca del trabajo. Si puede hablar con la maestra, puede anotar la información de la conversación aquí también. If you are able to speak with your teacher you can record your potes from the conversacion here a well 									

Daily Learning Calendar

		Week 1						
Day 1	Day 2	Day 3	Day 4	Day 5				
Pages: 39-41	Pages: 42-43	Pages: 44-47	Pages: 48-49	Pages: 50-52				
Goal: I can use place value to create an expanded form of a number and understand the value of a digit.	Dal: I can use ace value to create mexpanded form of number and a digits to different mexpanded form of number and digits to different mexpanded form of number and mexpanded form of digits to different mexpanded form of mexpanded form of digits to different mexpanded form of 		Goal: I can explain what is happening to the value of a digit as it appears within various places in a number.	Goal: I can identify the relationship among places by multiplying by 10 and dividing by 10.				
		Week 2						
Day 1	Day 2	Day 3	Day 4	Day 5				
Pages: 53-55	Pages: 56-58	Pages: 59-61	Pages: 62-64	Pages: 65-67				
Goal: I can use arrays and area models to represent and solve multi-digit factors times one digit factor.	Goal: I can solve two by two digit multiplication using an area model.	Goal: I can estimate products by rounding.	Goal: I can use multiple strategies to find a quotient .	Goal: I can differentiate between multiplication and division to solve single step real world problems.				
Week 3								
Day 1	Day 2	Day 3	Day 4	Day 5				
Pages: 68-70	Pages: 71-72	Pages: 73-75	Pages: 76-78	Pages: 79-81				
Goal: I can solve multi-step problems using the RDW method.	Goal: I can solve multi-step problems in real world problems.	Goal: I can explain why my answer makes sense in the problem.	Goal: I can model fractions and write an equation that is a sum of its unit fractions.	Goal: I can represent equivalent fractions in models and on a number line.				
	_	Week 4						
Memorial Day	Day 1	Day 2	Day 3	Day 4				
No School	Pages: 82-83	Pages: 84-85	Pages: 86-88	Pages: 89-92				
	Goal: I can explain fraction equivalence using visual models .	<i>Goal:</i> I can generate a rule for finding equivalent fractions.	Goal: I can compare two fractions using benchmarks.	Goal: I can use what I've learned during distance learning and the year to reflect on my math journey as a scholar.				

VOCABULARY LIST

Digit	The numeral in a place	e value without v	value							
numeral 153 digit digit digit digit										
Place Value	the numerical value th	e numerical value that a digit has by virtue of its position in a number.								
	Ten Thousands (T Th)	Thousands (Th)	Hundreds (H)	Tens (T)	Ones (O)					
		1	i.		11					
1 3 5 4 8										
	Place value of 1 Place value of 3 Place value of 5 Place value of 4 Place value of 8	= 10 000 = 3 000 = 500 = 40 = 8	13548							
Value	worth of a digit									
Words to Review (see the April Packet for definitions)	Product, dividend, div standard form, word fo	isor, quotient, re orm, equivalent t	mainder, unit fra fractions, estima	ction, expand te, benchma	ded form, rk, compare					



4.NBT.A Generalize place value understanding for multi-digit whole numbers.

Make Sense of Problems and Persevere in Solving Them



I can understand a problem, devise Organize a strategy, execute a plan and evaluate it's success.

• Understand

. Plan

. Execute

. Check

• Repeat until

successful.

Strategize

Change Strategies

INTOS

Evaluate

What exactly is this problem asking of me? What information do I have? What information do I need and how do I get it? What is the best plan? Is my answer reasonable? If not, how should I change my strategy?

Think and don't give up.

Value Task Cards Standard 4.NBT.1 lace 2

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C)

Card 1	<u>Card 2</u>
How many tens are in	What is the value of the 5 in
400? Explain how you	345,964? How do you
know.	know?
<u>Card 3</u>	<u>Card 4</u>
Which number has the	Which number is in
largest value in	the ten thousands
174,896? How do you	place in 947,861?
know?	



How do you know the 5 in 547,821 is not in the ten thousands place?

Write a 6-digit number with a 4 in the Card 7

hundred thousands 10

place.

Card 6

What is the value of the underlined digit?

4<u>5</u>7,891

How do you know the 3 in 741,325 is not in Card 8

the thousands place?

<u>Card 10</u>	Create a number with a 7 in the hundred thousands place.	<u>Card 12</u> What is the value of the underlined digit? <u>9</u> 63,852
<u>Card 9</u> Describe the 6 in these	two numbers: 4 <u>6</u> 1,892 14 <u>6</u> ,892	Card 11Create a number witha 2 in the thousandsplace.



800? Explain how you How many tens are in know.

Card 15

Which number has the largest value in

972,136? How do you

know?

Card 14

What is the value of the 9 in 345,964? How do you know?

Card 16

Which number is in

the ten thousands

place in 893,462?

Name: Card 1	Place Value Task Car Card 2.	Date: ds: Standard 4.NBT.1 Card 3	Card 4
Card 1	Card 2	Card J	Card 4
Card S	Card 6	Card 7	Card 8
Card 9	Card 10	Card 11	Card 12
Card 13	Card 14	Card 15	Card 16



The Case of the Missing Math Notebook Fourth Grade Investigations in Place Value 4.NBT.1, 4.NBT.2, 4.NBT.3 15

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Name
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Date The Case of the Missing Math Notebook



"Why so glum Matt?" questioned Zoe.

"I can't find my math notebook... and it is due tomorrow! I need that notebook to keep my A in math. Worse still, I don't want Ms. Wylder to think that I am irresponsible."

"Cheer up Matt! I am sure that it will turn up. In fact, I'll help you look for it. Let's make a list of all of the places it might be."



Places to look for Missing Math Notebook:

- Cafeteria
- Media Center
- Art Room
- Gym
- Homeroom
- Math Class
- Main Office
- Lost and Found

"The last place that I remember having it was at lunch, so we should start in the cafeteria."

"I have a good feeling that we are going to find that notebook," Zoe said encouragingly.



Date

The Case of the Missing Math Notebook - Cafeteria

"The notebook was here, but it's not here anymore. I'll give you a clue as to where it is now, but you will have to solve some math problems first," grumbled the lunch lady Ms. Baffle.

Write each of the numbers in expanded form. The letter that goes with each answer will help you figure out the clue. The first one has been done for you.

Write each number in expanded form.



Zoe beamed, "That was great help Ms. Baffle! One step closer to finding that notebook!"

Date

The Case of the Missing Math Notebook - Lost & Found

"Tons of stuff here," griped Matt, "but, the notebook isn't here." "What are you looking for?" questioned the school secretary Ms. Mystify. "Mr. Fluster was bringing a notebook here," said Zoe "But we can't find it..." "I'll give you a clue as to where Mr. Fluster is, but you will have to solve some math problems first."

Write the <u>value</u> of the underlined digit. The first one has been done for you.



Zoe smiled, "That was great help Ms. Mystify! Mr. Fluster loves cookies. We know where to look next."

Date

The Case of the Missing Math Notebook - Teachers' Lounge

"What are the two of you doing lurking out here?" questioned Mr. Fluster. "We thought that you might have found my missing math notebook."

"Ah, yes... the notebook I set it down and when I was getting ready to go it was gone. There was only one other person in here. I'll give you a clue as to who it was, but you will have to solve some math problems first."

Circle the number that matches the name. Use the letter to solve the clue.

1)	One hundred eightu seven thousand fourteen	187,040	(187,014)
''	Che hundred eignig-seven modsund, i ourreen	Z	
21	Two million, eleven thousand five hundred sixtuathree	211,563	2,011,563
Z)		S	R
3)	Thirteen thousand three hundred thirteen	13,313	13,333
U)		T	U
4)	Four hundred six thousand ninetu-nine	406,099	406,990
-')		T	V
5)	Fifturfour thousand eight hundred	854,000	54,800
<u>)</u>	Thirty-Four Thousand, eight hundred	D	E
6)	Six million seven hundred thousand eightu	6,700,080	6,780,000
0)	Six million, seven hundred mousand, eignig	A	В
7)	Sover bundred sixty they sand one	760,001	761,000
()	Seven hundred sixty mousand, one	С	D
<u>8</u>)	Fight million sight thousand sight hundred	808,800	8,008,800
0)	Eight minion, eight mousand, eight miniated	G	Н
a)	Ning hundred ningtu and theusand four hundred	991,400	991,004
-1)	The hundled hinerg-one mousand, tour hundled	E	F
10)	Ton million ton thousand ton	10, 100, 0 10	10,010,010
10)		Q	R
$\left[\right]$			
	IUE: The only other person in here was the		
	A		
		8 9 10	—

Zoe cheered, "That was great help Mr. Fluster! We know where to look next."

Date

The Case of the Missing Math Notebook - Art Room

Ms. Clutter looked up from her painting. "I picked up the notebook by mistake," admitted the art teacher. "But I don't have it now. I'll give you a clue as to where it is, but you will have to solve some math problems first."

Circle the correct symbol. Use the letter beneath it to decode the clue.

		$\langle \rangle$	=	<					
1)	10,561	(M)	Ν	0	10,560				
2)	257.854	>	=	<	257,854				
_/	2017001	R	S		2017001				
3)	390,001	> D	=	<	309,999				
		D	=						
4)	447,808	F	F	G	54,788				
-)		>	=	<					
5)	567,676	Y	Ζ	А	576,676				
()	(1 0 0 0	>	=	<	(1 000				
0)	64,066	U	\vee	\lor	64,600				
7)	7,300,112	>	=	<	7,300,112				
<i>'</i>)	7,000,112	Х	Y	Z	7,000,112				
8)	8.638	>	=	<	9.003				
•/	0,000	J	K	L	1/000				
9)	1,770	>	=	<	7,110				
	,	В	C	D	/				
10)	1,000,000	>	=	<	999,999				
,		E	F	<u> </u>					
11)	1, 10 1,00 1	>	=	>	1, 10 1,00 1				
Q R S 1,101,001									
ue: I	put it in someon	e's mailbox	in the	main offi	ice. It was				
ΝΛ									
<u> V </u>	··				0 0 10 11				
I	2 3	4 J	E) /	в ч ю п				

"We know who that is!" Zoe stated gleefully. "That was great help Ms. Clutter! One step closer to finding that notebook!"

Date

The Case of the Missing Math Notebook - Main Office

"Back again?" querried Ms. Mystify.

"Ms. Clutter put the note book in our math teacher's mailbox. Can you pretty please let me get it?" asked Matt.

"Well, it was here," chuckled Ms. Mystify. "But it's not here now. I'll give you a clue, but you will have to solve some math problems first."

Round each number to the underlined digit. The first one has been done for you.



Zoe grinned, "That was great help Ms. Mystify! We know where to look next."

Date

The Case of the Missing Math Notebook - Math Class

"Where have the two of you been?" questioned Ms. Wylder.

"I have to admit Ms. Wylder, that I lost my math notebook. I was trying to find it before you knew it was missing, but I am hoping that you might have located it," admitted Matt sheepishly.

"It somehow appeared in my mailbox. I'll give you a clue as to what I did with it, but you will have to solve some math problems first."

Multiply each number times a multiple of ten. The first one has been done for you.



"Thank you, Ms. Wylder!" exclaimed Matt.

"I think that the real person you need to thank is Zoe. I've heard that the two of you really got around today."

"Thank you, Zoe! I couldn't have done it without you!

"No problem! Doing all that math to solve the clues was a lot of fun!" $^{
m 22}$

Date

Unlock the Secret Messages - Place Value 1



Date

Unlock the Secret Messages - Place Value 2

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Α	В	С	D	E	F	G	Н	Ι	J	K	L	Μ
			$\textcircled{\blue}{0}$	Ð	\bigcirc				$\boldsymbol{\Theta}$	S		
Ν	0	Р	Q	R	S	T	U	V	\lor	Х	Y	Ζ



Unlock the Secret Messages – Place Value 3

Date





Date

Unlock the Secret Messages - Place Value 4





Placing Fractions on a Number Line

Directions:

- Cut out the number line pieces and place the 2 pieces side by side to form 1 long number line.
 Cut out the fractions and models.
 Place the fractions and/or models in the correct spot on the number line.
 Place equivalent fractions in a column in the same spot.

Example:












Week 1: Day 1

Today's Goal: I can use place value to create an expanded form of a number and understand the value of a digit

Part 1: Warm-up

1. Riddle of the day: What is the weight of each animal?



2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

Part 2: Review

Directions: Review the anchor chart below.

F	A	CE	VA	Lu	E
	Δ				
3	4	2.	1	5	6
hundred Thousand	ten thousand	Hhousand	hundred	ten	one
ExPA	NDED	FORM			
300,000 -	+ 40,000 +	- 2,000 +	100 +	- 50	+ 6
100,000	10,000	1,000	100	10	
200,000	20,000	2,000	200	20	2
300,000	30,000	3,000	300	40	3
400,000	40,000	4,000	500	50	4
500,000	50,000	5,000	600	60	5
600,000	60,000	6,000	600	70	6
700,000	/0,000	7,000	700	80	7
800,000	80,000	8,000	800	90	8
900,000	40,000	4,000	400	10	9
PIGTU	E FORI	M			
WOR	DFORM	1			
Three h	nundred -	forty-two	thousan	nd, one	hundred fifty-six
ACHEDTDAD	COM	20000000	allow the state of the		

Part 3: Practice

Directions: Read each exercise and solve the problems in the space provided.

Exercise 1: Expand the numbers below into the value of each digit.

Six hundreds, one ten
2. 346 = + 40 + =
3. 967 = + = + 7 =
4. 5485 = 5000 + + = + = =
5. 2094 = + 0 + 90 + =
6. 3912 = + 900 + = =
7. 10,495 = 10,000 + + 90 + =
8. 92,401 = + + + + + + + + + + + =
9. 668,935 = + + + + + 30 + 5 =
10. 304,598 = + + 500 + + 8 =

Exercise 2: For the below numbers, write the value of the underlined digit in each number on the line.







Part 4: Reflection & Brain Growth

1. After completing your work, what questions do you may have for your teacher?

2. After talking with your teacher in zoom or on the phone about **what you learned**, what are some skills or concepts you now more clearly understand? Why?

Week 1: Day 2

Today's Goal: I can extend and explore patterns that involve moving digits to different places in a given numeral.

Part 1: Warm-up

- 1. Riddle of the day: A word I know, six letters it contains, remove one letter and 12 remains, what is it?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

Part 2: Review

Directions: Read the directions and answer the question on the line below each number.

Write the word form for the number below.			or the		Write the standard form for each number below.	
HTh	TTh	Th	Н	Т	0	300,000+4,000+700+40+5
5	4	0	4	0	5	90,000+5,000+600+20+2
			600,000+70,000+ l,000+ 600+90+8			

Part 3: Practice

Directions: Read the directions for each exercise and solve the problem in the space provided.

Exercise 1: Using the numbers in the number bank, create a six-digit number based on the clues given.

4 9	2	6	1	5
-----	---	---	---	---

1. What is the smallest six-digit number you can make?

2. What is the largest six-digit number you can make?

3. What is the smallest six-digit number you can make that has 6 in the ones place?

4. What is the largest six-digit number you can make that has 2 in the thousands place?

5. What is the smallest six-digit number you can make that ends in an even number?

Exercise 2: Arrange the digits to create a number.

Arrange the digits 1, 6, and 2 to create the <u>lowest</u> possible three-digit number. Arrange the digits **I**, 3, and 5 to create the <u>highest</u> possible three-digit number.

Week 1: Day 3

Today's Goal: I can use concrete models to compare values and use appropriate language to recognize and extend patterns.

Part 1: Warm-up

- 1. **Riddle of the day:** Mr. Smith has 4 daughters. Each of his daughters has a brother. How many children does Mr. Smith have?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

Part 2: Review

Directions: Read the problem and create the number based on the clues.

Write a 7-digit number that has a 4 in the millions place, a 2 in the hundred thousands place, a 0 in the ten thousands place, an 8 in the thousands place, a 5 in the hundreds place, a 7 in the tens place, and a 5 in the ones place.

Is this the only number you could have written?

Part 3: Practice

Directions: Read each exercise and solve in the space provided.

Exercise 1: Remember, digit means just the number in the place being asked, not the value of that digit. Write your answer to the question next to each model.



What digit is in the thousands place in the number above?



What digit is in the hundreds place in the number above?



What digit is in the hundreds place in the number above?





What digit is in the tens place in the number above?



What digit is in the ones place in the number above?

Exercise 2: Complete the table. Write the expanded form that matches the number. Then draw a picture using the key below to create the picture form.

or T Thousand 1000	Hundred 100	Ten 10	Ones 1
--------------------------	----------------	--------	--------

Picture Form	Expanded Form
	5,000 + 300 + 20 + 7
	46

2,000 + 700 + 2
1,000+ 40

Part 4: Reflection & Brain Growth

What is the difference between values in different places? How do you know a digit doesn't mean the same in each place?

Week 1: Day 4

Today's Goal: I can explain what is happening to the value of a digit as it appears within various places in a number.

Part 1: Warm-up

- 1. **Riddle of the day:** How do you write 23 using only the number 2? 34 using only the number 3? 56 using only the number 5? 100 using only the number 9?
- 2. Choose 5 "Place Value Task Cards" from the Activities & Games Section p. 7. Show your work on the note catcher.

Part 2- 3: Practice

Directions: Read the exercises below and solve in the space next to or below the problem.

Exercise 1: Remember "value" means the amount of worth of the digit in that place. Write your answer to the question next to each question.

- 1) What is the value of the 8 in the number 89?
- 2) What is the value of the 6 in the number 4,896,351?
- 3) What is the value of the 3 in the number 65,132?
- 4) What is the value of the 9 in the number 592?
- 5) What is the value of the 9 in the number 3,591?
- 6) What is the value of the 4 in the number 5,942?
- 7) What is the value of the 7 in the number 34,795?
- 8) What is the value of the 1 in the number 7,491,285?
- 9) What is the value of the 6 in the number 67,328?
- 10) What is the value of the 1 in the number 687,139?

Exercise 2: Read the task and write your answer next to each question or in the space below it.. a.)

Jada said, "In my purse, I have 25 of the same type of dollar bills." What is the total amount of money Jada has if she has: a) 25 one dollar bills

- b) 25 ten dollar bills
- c) 25 hundred dollar bills









How many times larger is a hundred dollar bill than a ten dollar bill?

How many times larger is a ten dollar bill than a one dollar bill?

b.)

Jada compared the 2 in the amount of money for each set of bills. She said, "The value of the 2 in \$250 is ten times greater than the value of the 2 in \$25. The value of 2 in \$2,500 is ten times greater than the value of the 2 in \$250." Is Jada correct? Why or why not?





Week 1: Day 5

Today's Goal: I can identify the relationship among places by multiplying by 10 and dividing by 10.

Part 1: Warm-up

- 1. **Riddle of the day:** Create an equation using all the below numbers and mathematical symbols. 2345++=
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

Part 2: Review

Directions: Label and represent the product or quotient by drawing disks on the place value chart.

1. 10 × 2 thousands = _____ thousands = _____

2. 4 thousands ÷ 10 = _____ hundreds ÷ 10 = _____

Part 3: Practice

Directions: Remember your patterns when multiplying and dividing. Think about place value and solve each problem on the line next to each problem. Review "Notes & Anchor Charts" in the April Packet.

Example:

$$26 \times 10 =$$
 260 $26 \times 100 =$ $2,600$ $400 \div 10 =$ 40 $400 \div 100 =$ 4

Exercise 1:

Find the Product	Find the Quotient		
1. $10 \times 10 =$ 2. $24 \times 10 =$ 3. $37 \times 10 =$ 4. $10 \times 19 =$ 5. $219 \times 10 =$ 6. $10 \times 200 =$ 7. $180 \times 10 =$ 8. $1901 \times 10 =$ 9. $10 \times 102 =$	1. $50 \div 10 =$ 2. $400 \div 10 =$ 3. $2090 \div 10 =$ 4. $5200 \div 10 =$ 5. $20 \div 10 =$ 6. $10 \div 10 =$ 7. $1280 \div 10 =$ 8. $70 \div 10 =$ 9. $3210 \div 10 =$ 10. $1200 \div 10 =$		

Exercise 2: Hint: Watch the signs!

1.	600 ÷ 100 =
2.	7 x 30 =
3.	200 ÷ 20 =
4.	40 x 60 =
5.	1000 is how many times larger than 10?
6.	1280 ÷ 10 =
7.	80 ÷ 2 =
8.	3200 ÷ 100 =
9.	9 x 50 =
10.	70 is how many times less than 700?
11.	65 x 100 =
12.	100 x 26 =
13.	1000 x 14 =
14.	50 is how many times less than 5000?
15.	3000 x 8 =
16.	160 ÷20 =
17.	220 ÷ 1 =
18.	40 x 8 =
19.	100 x 77 =
20.	85 x 1000 =

Exercise 3: Solve for each expression by writing the solution in unit form and in standard form.

Expression	Unit form	Standard Form
10 × 6 tens		
7 hundreds × 10		
3 thousands ÷ 10		
6 ten thousands ÷ 10		
10 × 4 thousands		

Part 4: Reflection & Brain Growth

1. Explain the pattern you saw in your answers in exercise 1 and 2.

2. After talking with your teacher in zoom or on the phone about **what you learned**, what are some skills or concepts you now more clearly understand? Why?

Week 2: Day 1

Today's Goal: I can use arrays and area models to represent and solve multi-digit factors times one digit factor.

Part 1: Warm-up

- 1. Riddle of the day: What question can you never answer yes to?
- 2. Choose a "Math Mystery" to solve. See p. 15 of the Activities & Games section. Show your work on a seperate piece of paper if needed.
- 3. Review Multiplication and Division Strategies in April Pack "Anchor Charts & Notes" Section

Part 2: Review

Directions: Write an equation to express the array and then find the number of shapes.

Ex)		2) ☆☆☆☆☆ ☆☆☆☆☆ ☆☆☆☆☆
3) 3) 3) 3) 3) 3) 4) 4) 4) 4) 4) 4) 4) 4	4) A A A A	$ \begin{array}{c} 5) & \bigtriangledown & \bigtriangledown & \bigtriangledown & \bigtriangledown \\ & \bigtriangledown & \bigtriangledown & \bigtriangledown & \bigtriangledown \\ & \bigtriangledown & \bigtriangledown$
Ex) 4 x 3 = 12	1)	2)
3)	4)	5)

```
Part 3: Practice
```

Directions: Read and solve each task in the area next to or below the problem.

Exercise 1: Solve the following problems using the standard algorithm and area model.



c. Cayla's school has 258 students. Janet's school has 3 times as many students as Cayla's. How many students are in Janet's school?

(__ × ____) + (__ × ____) + (__ × ____)

d. 4 times as much as 467

e. 5,131 × 7

Exercise 2: Use the area model to find the product of these multiples of 10.

2) 20×24 =





4) 20×26 =



Part 4: Reflection & Brain Growth

What strategy do you like best for multiplying larger numbers? Why?

Week 2: Day 2

Today's Goal: I can solve two by two digit multiplication using an area model.

Part 1: Warm-up

- 1. Riddle of the day: How many numbers do you see here?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet).
- 3. Review Multiplication and Division Strategies in April Pack "Anchor Charts & Notes" Section

Part 2: Review

Directions: Solve the multiplicative comparison problems and show your work below each.

The table below show the customers an arcade had leading up to the weekend.

Day	Customers
Tuesday	128
Wednesday	191
Thursday	123
Friday	197

Over the weekend they had 7 times as many customers as they did before in the previous 4 days. How many more customers did they have over the weekend than they had in the previous 4 days? The table below show the pounds of candy a company sold in the months leading up to October.

Month

Pounds of Candy

Sold

	5010			
June	118			
July	168			
August	151			
September	151			
In October they sold 2 times as many pounds of candy as they did in				

the previous 4 months combined. How many fewer pounds of candy did they sell in the previous 4 months compared to in October?



Part 3: Practice

Directions: Read and solve each task in the area next to or below the problem.

Example:



Exercise 1:

1) 34 x 28=____

2) 62 x 13=____



3) 95 x 11=____

4) 71 x 82=____



Exercise 2: Use the area model to solve and check your work with the standard algorithm for at least 3 problems.



After talking with your teacher in zoom or on the phone about **what you learned**, what are some skills or concepts you now more clearly understand? Why?

Week 2: Day 3

Today's Goal: I can estimate products by rounding.

Part 1: Warm-up

- 1. **Riddle of the day:** If 3 cats can catch 3 bunnies in 3 minutes, how long will it take 100 cats to catch 100 bunnies?
- 2. Choose a "Math Mystery" to solve. See p.15 of the Activities & Games section. Show your work on a seperate piece of paper if needed.
- 3. Review Multiplication and Division Strategies in the April Packet "Anchor Charts & Notes" Section.

Part 2: Review

Directions: Use the number line to write benchmarks and round to the nearest 10.



Explain how you set up your number line and rounded one of the problems from the above review.

Directions: Read and solve each question in the space provided. **Example:**

Estimate Products Step I: Round the greater factor to the front place value. Step 2: Multiply the basic facts. Step 3: Add the zeros.

$$Ex: 5 \times 48 = Ex: 3 \times 318 = 4$$
$$\underbrace{5 \times 50}_{5} = \underbrace{250}_{25} \qquad \underbrace{3 \times 318}_{4} = 4$$

Exercise 1:

ES	Ima	-e ·	the	pr	odu	<u>icts</u> .	
Ι.	6	x	23	=			
		x	¥ 		=	_	
2.	8	×	427 ↓	=			
		x			=	_	
3.	q	x	67	=			
		x			=	_	

Ч.	2 × 734 = ↓	
	× =	
5.	7 x 5,672 = ↓	
	× =	
6.	4 × 3I = ↓	
	× =	

Exercise 2:

7. On Tuesday, 324 students went to see a movie. If each movie ticket cost \$7, about how much money was spent altogether to see this movie?

A.	\$210	B. \$2,100
C.	\$280	D. \$2,800

8. Mrs. Fields is baking 22 cookies. If she wants to put 8 chocolate chips on each cookie, Mrs. Fields says she will need about 160 chocolate chips. Is this a reasonable estimate? Explain. Exercise 3:



Find the numbers the exact answer is between.

- Step I: Use a number line to determine which two numbers the greatest factor falls between.
- Step 2: Multiply the basic facts.

Estimating Products ~ Part 2

Step 3: Add the zeros.

Ex:
$$3 \times 423 = \underline{3 \times 400} = \underline{1200}$$

 $423 \text{ is between 400 and 500}$
 $400 \quad \underline{500}$
 $3 \times 500 = \underline{1500}$
So, 3×423 is between $\underline{1200}$ and $\underline{1500}$.



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Part 4: Reflection & Brain Growth

After completing your work, what questions do you may have for your teacher?

Week 2: Day 4

Today's Goal: I can use multiple strategies to find a quotient.

Part 1: Warm-up

- 1. Riddle of the day: How many letters are there in the English alphabet?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)
- 3. Review Multiplication and Division Strategies in April Pack "Anchor Charts & Notes" Section

Part 2: Review

Directions: Complete the table below. Then use the number line to write benchmarks and round to the nearest 100

Original Number	Rounded to the Tens Place	Rounded to the Hundreds Place
241		
878		
	430	400
	560	600

Part 3: Practice

Directions: Read and solve each task in the area next to or below the problem.

Exercise 1:

When you read a division question, ask yourself a multiplication question!

 $20 \div 5 = ?$ Ask yourself $5 \times ? = 20$ Five multiplied by what, equals 20?



Exercise 2: Use the partial quotient method and multiplication to solve.



Exercise 3: Solve each division problem. Then use the remainders for each problem to solve the riddle.



What goes up and doesn't go back down?


Today's Goal: I can differentiate between multiplication and division to solve single step real world problems.

Part 1: Warm-up

- 1. Riddle of the day: What is always in front of you but can't be seen?
- 2. Choose a "Math Mystery" to solve. See p.15 of the Activities & Games section. Show your work on a seperate piece of paper if needed.
- 3. Review Multiplication and Division Strategies in April Pack "Anchor Charts & Notes" Section

Part 2: Review

Directions: Review the clue words below. Clue words can help us determine if a word problem is multiplication or division. We can decide just on clue words alone because it is important to visualize the situation and read the question since some clue words can have multiple meanings.

Multip	lication (x)	Division (÷)
	in all	divided by
times		equal groups
	groups of	groups of
lots of		divided into
	multiply	equal parts
each		each
	product	shared equally

Word problem: Underline the clue words	Multiplication or division? Write an equation and explain how you know from the story that it is multiplication or division
Asia is making bead necklaces for her friends. She has 25 beads and wants each necklace to be equal with 5 beads. How many necklaces can Katie make?	
For Halloween Davon received 16 pieces of candy from each house. If he went to 8 houses, how many pieces of candy does he have?	

Directions: For each word problem, decide whether it is a multiplication or division problem. Write the equation and then show your work. Write your answer in a sentence. If you are up for the challenge, explain how you knew it was multiplication or division!

Example:

Word Problem	Multiplication or Division? Write an equation to solve	Show your work and write your answer in a sentence.
Ms. Alvarez's class has 33 students. She wants to have 3 equal groups for the activity. How many students are in each group?	Division 33 ÷3 = 11	11 3)33 -3, -

Word Problem	Multiplication or Division? Write an equation to solve	Show your work and write your answer in a sentence.
Alejandro will sew ribbon around the perimeter of his blanket. The blanket is 8 feet long and 6 feet wide. How many feet of ribbon does Alejandro need?		
		Challenge:
The teacher is preparing for a field trip. She assigns 81 students to 3 different buses. How many students are on each bus?		
		Challenge:
		66

There are 192 cupcakes for 8 classes to split evenly. How many cupcakes will each class get for their parties?	Challenge:
Brianna built a rectangular ower garden. The garden is 10 feet long and 8 feet wide. What is the area of Brianna's ower garden?	Challenge:
The movie theater needs to make 48 buckets of popcorn. If each packet makes 4 buckets, how many packets will they need?	Challenge:

Part 4: Reflection & Brain Growth

What is most important for knowing when to multiply and when to divide in solving word problems?

Today's Goal: I can solve multi-step problems using the RDW method.

Part 1: Warm-up

1. Riddle of the day: If 7 is transformed into 13 and 11 is changed to 21 then what does 16 become?

Bonus riddle! Add 9 to me. Then multiply by 3. If you subtract 16 and then add 7, you get 27. What number am I?

2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)





Directions: Use Read, Draw, Write to solve these **multi-step** word problems

Example:

Draw & Label Write a Number Sentence Write the Answer Jackson Gomez (15 x 2) + (15 x 2) = 60 The Gomez Family eats 60 pounds of fruit in two weeks.

Exercise 1

Read

Samir read 75 pages last month. Sienna read 75 more pages than Samir read last month. Tony read twice as many pages as both Samir and Sienna combined. How many pages did Tony read?

	····r	1	
Draw & Label	Write a Number Sentence	Write the Answer	
	L]	

Exercise 2:

Read

Anne sold 80 boxes of Girl Scout cookies while Emma sold 25 boxes. Jane sold three times as many boxes as Emma and Anne combined. How many total boxes did Jane sell?

Draw & Label	Write a Number Sentence	Write the Answer

Exercise 3:

CHALLENGE

Now, it's your turn! Write and solve your own multiplication word problem.

Read		
Draw & Label	Write a Number Sentence	Write the Answer

Part 4: Reflection & Brain Growth

Read the problem below. Then analyze Xavier's mistake. Explain the mistake and what Xavier needs to do to solve to get the correct answer.

Mr. Brown bought cookies for the school picnic. He bought 138 packages of cookies to serve to the students. The students ate 114 packages of cookies. There were 6 cookies in each package. How many cookies were left over?

"138 - 114 = 24. There were 24 cookies left over after the school picnic. I subtracted the amount of cookies Mr. Brown brought to the picnic and the ones students ate"

Today's Goal: I can solve multi-step problems in real world problems.

Part 1: Warm-up

- 1. Riddle of the day: What's black and white and blue?
- 2. Choose a "Math Mystery" to solve. See p.15 of the Activities & Games section. Show your work on a seperate piece of paper if needed.

Part 2: Review

Directions: Read the problem below and estimate an answer from the choices.

Sarah earns \$1,848 each month. She spends \$1,394 each month and saves the rest. Which expression(s) show(s) a reasonable estimate of how much money she will save in 6 months?

- a. \$400
- b. \$3,000
- c. \$2,700
- d. \$500

Part 3: Practice

Directions: Read and solve the problems below. Select the choice that best fits the question. Draw a picture or show your work in the space below each question to help you solve.

Exercise 1:

There will be 147 fourth grade students and 149 fifth grade students attending a field trip. There needs to be at least 1 adult chaperone for every 6 students. Which correctly explains how many chaperones are needed for the trip?

- a. Add the students in each grade and divide by 6. The quotient is 39, so there should be 39 chaperones.
- b. Add the students in each grade and divide by 6. The quotient is 39 R 2, round down to the nearest whole so there should be 39 chaperones.
- c. Add the students in each grade and divide by 6. The quotient is 39 R 2, round up since the quotient is greater than 39, so there should be 40 chaperones.

The 3rd and 4th grade teachers are planning an end of the year party for all of the students. They are ordering popcorn which comes in big packages which feed 8 people each. If there are 152 third graders and 178 fourth graders, how can they figure out how many packages of popcorn should they buy?

- a. Add 152 + 178. Divide the sum by 8 for a quotient of 41 R 2. Round to the next whole number. They should buy 42 packages.
- b. Add 152 + 178. Divide the sum by 8 for a quotient of 41 R 2. Round to 41. They should buy 41 packages.
- c. Add 152 + 178. Divide the sum by 8 for a quotient of 41. They should buy 41 packages.

Ricky and Samuel were playing a number game with their teacher. Ricky says he rounded the mystery number to 370,000 and Samuel says he rounded the same number to 400,000. The teacher suspects that they were rounding to different values. Which numbers could be their mystery number?

- a. 382,000
- b. 350,000
- c. 371,891
- d. 365,450

Marta has a stack of 60 movies that she wants to put on shelves in equal groups. Select all the ways she could arrange the movies.

- a. 6 groups of 10 movies
- b. 3 groups of 20 movies
- c. 5 groups of 12 movies
- d. 4 groups of 12 movies

Today's Goal: I can explain why my answer makes sense in the problem.

Part 1: Warm-up

- 1. Riddle of the day: When things go wrong, what can you always count on?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)
- 3. **Brain teaser!** Susan loved her four dogs. Sneakers was younger than Socks, but older than Butters. Pickles is in between Socks and Sneakers. List the dogs from youngest to oldest.



Part 3: Practice	
Directions: Read the questions carefully. Circle whether it is reasonable or not and explain.	
Checking for Reasonableness in Answers	
1. Read the questions carefully!	
2. Circle whether it is a reasonable answer or it's not reasonable.	
3. Explain your answers!	
1) Over the summer break Jacob read 3 books. His break lasted for 12 weeks	
and all the books in total had 36 chapters. Is it reasonable for us to think that	
Jacob may have read 3 chapters per week over his summer break?	reasonable OR
	not reasonable
2) Sofia has just made a wedding cake, but will it be enough for all 105 wedding	
guests? The cake has 3 tiers, the bottom tier can feed up to 40 people, the	
middle can feed 10 less than the bottom tier and the top tier can feed 10 less	reasonable
than the middle tier.	OR
	not reasonable
3) If your neighbor's dog barked the last four Monday's and Thursdays, is it	
reasonable to think that the dog will bark next Monday and Thursday?	reasonable
	OR
	not reasonable
4) I was asked how many animals were in the circus all together? I saw 15	
monkeys, 3 elephants and 2 lions. I answered 10 because $15 - 3 - 2 = 10$.	reasonable
	OR
	not reasonable

5) My mom took 5 boys in our car to the movies, but two parents met my	
mom at the movies and took their boys home with them. How many did my mom take home in her car? I think she took 3 boys home. Is that right?	reasonable OR
	not reasonable

6) The lady at the pet shop said she wanted three kittens and they each cost \$55 dollars. I think she paid \$110. Am I right?	reasonable OR not reasonable
7) The same lady came back and bought 2 more kittens for \$55 each. She paid \$110 more.	reasonable OR not reasonable
8) I completed my race in 3 minutes 16 seconds. I completed my second race in 3 minute 26 seconds. I completed the second race 10 seconds faster than the first, right?	reasonable OR not reasonable
9) Our uncle brought my family a big cake for my birthday. My mom wanted to divide it for all of us to share. There are 5 people in our family and she divided it into 6 pieces. Is that right?	reasonable OR not reasonable

Today's Goal: I can model fractions and write an equation that is a sum of its unit fractions.

Part 1: Warm-up

1. **Riddle of the day:** What is the number of the parking space containing the car?



2. Choose a "**Math Mystery**" to solve. See p.15 of the Activities & Games section. Show your work on a seperate piece of paper if needed.

Part 2: Review

Directions: A unit fraction is a fraction with the numerator 1. It represents each individual piece of a whole. Write an equation to show the sum of the unit parts next to each model.

1⁄4	1⁄4	1⁄4	1/4
-----	-----	-----	-----

 $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4}$ or one whole (1)





Directions: Use the pictures to draw into the pizzas on the next page. Cross it out once you have used it. Write an equation next to each pizza to represent the toppings that create the whole pizza.





Today's Goal: I can represent equivalent fractions in models and on a number line.

Part 1: Warm-up

- 1. Riddle of the day: What happens once in a lifetime, twice in a moment, but never in one hundred years?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

Part 2: Review

Directions: Review the chart from the April Packet to support your practice today.



Directions: Use the models to help you create equivalent fractions.

Exercise 1: Find the missing number to represent an equivalent fraction.



Exercise 2: Draw a model to represent and solve the below equivalent fractions.



Exercise 3: Use the number lines to represent and show the answer to the questions.

- 1) Using the number lines shown, what is the equivalent fraction to $\frac{1}{2}$? 0 1 0 1
- 2) Using the number lines shown, what is the equivalent fraction to $\frac{0}{6}$?



3) Using the number lines shown, what is the equivalent fraction to $\frac{3}{3}$?



4) Using the number lines shown, what is the equivalent fraction to $\frac{2}{2}$?



5) Using the number lines shown, what is the equivalent fraction to $\frac{1}{4}$?



6) Using the number lines shown, what is the equivalent fraction to $\frac{1}{3}$?



Part 4: Reflection & Brain Growth

After completing your work, what questions do you may have for your teacher?

Today's Goal: I can explain fraction equivalence using visual models .

Part 1: Warm-up

1. Riddle of the day: How many circles contain a black dot?



2. Review and create "Placing Fractions on a Number Line" activity on p.27 in the Activities & Games section of this packet.

Part 2: Review

Directions: Review the example and steps below to complete each blank equivalent fraction.



Use the models below to write an equivalent fraction. You will need to divide the parts of the second model to make an equivalent fraction.



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Part 3: Practice
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Directions: Read each problem and look at the model for each question. Solve the problem and write your answer in the space next to or below each question.

1. The rectangle below has length 1. What fraction does the shaded part represent?



2. The rectangle below has the same length as the rectangle above. What fraction does the shaded part represent?



3. Use the pictures to explain why the two fractions represented above are equivalent.

Part 4: Reflection & Brain Growth

After talking with your teacher in zoom or on the phone about **what you learned**, what are some skills or concepts you now more clearly understand? Why?

Today's Goal: I can extend my understanding of fractions from 3rd grade to generate a rule for finding equivalent fractions.

Part 1: Warm-up

- 1. Riddle of the day: Where can you find cities, towns, shops, and streets but no people?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

Part 2: Review

Directions: Read the question and look at the fraction model. Review what Laura says and decide if you agree or disagree.

What fraction of the rectangle below is shaded?

Laura says that 1/4 of the rectangle is shaded. Do you think she is correct? Explain why or why not by using the picture.

Directions:

- Label each number line (a-c) with the fractions shown on the tape diagram.
- Circle the fraction that labels the point on the number line that also names the shaded part of the tape diagram.
- Create a number sentence using multiplication or division to prove the fraction equivalence between the 3 examples.

Example:









Today's Goal: I can extend my understanding of fractions from 3rd grade to compare two fractions using benchmarks.

Part 1: Warm-up

- 1. **Riddle of the day:** Mr. Blue lives in the Blue house. Mrs. Yellow lives in the Yellow House. Mr. Orange lives in the orange house. Who lives in the White House?
- 2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)





Directions: Read each exercise. Solve based on the directions of each exercise.

Exercise 1: Color in the shape with the greatest value red and the least value blue.



Exercise 2: Use the fraction diagrams to complete the missing fractions and use the symbols >, < and = to show how the fractions compare. The first one is done for you.



Exercise 3: First, label the fraction represented to the right of each model. Then order from smallest to largest in the table below.

Example:



Today's Goal: I can use what I've learned during distance learning and the year to reflect on my math journey as a scholar.

Part 1: Warm-up

- 1. Riddle of the day: What has to be broken before you can use it?
- 2. Choose a "**Math Mystery**" to solve. See p.15 of the Activities & Games Show your work on a seperate piece of section. paper if needed.

Part 2: Review

Directions: Go back through your "Notes & Anchor charts", "Vocabulary List" and "Daily Learning Calendar" from April and May packets. Fill in the chart below with the content from reviewing these past two packets.

A skill, or concept, I learned since "Distance Learning" started	A skill, or concept, I grew stronger in since "Distance Learning" started	A skill, or concept, I wish I had more time with during "Distance Learning".

Part 3: Practice, Reflection & Brain Growth

Directions: Reflect on your school year and write your thoughts below.

1. What is something we did this year that you think you will remember for the rest of your life?

2. What is something you accomplished in Math this year that you are proud of?

3. What was the nicest thing someone in our class did for you this year?

4. What was the most challenging part of this year for you?

5. What are the three most important things you learned in Math this year?

6. What is something that was hard in Math for you at the start of the year but is easy now?

7. In what area do you feel you made your biggest improvements in Math?

8. What is something you taught your teacher or classmates this year?

9. What person at our school has made the biggest impact in your life this year? Why?

10. What is something the teacher could have done to make this year better?

11. Knowing what you know now, if you could write a letter to yourself that would travel back in time so that you would receive it at the start of the school year, what advice would you give your younger self?

12. What advice would you give students who will be in this class next year?



Research has shown that if you believe in yourself and you make a mistake, your brain responds with more activity and brain growth than if you don't believe in yourself.