

4th Grade Week 1

March 2020

Hello Parents,

We hope that this letter finds you doing well. In an effort to help our students keep their skills sharp, we have provided packets of optional activities for your child to work on from home. These packets are full of review material for your child and will not need to be returned to school.

UCPS is also offering many other resources on our EmpowerED Family Portal on our website. Check them out at www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Marzo 2020

Hola padres

Esperamos que todos se encuentren bien. En un esfuerzo para ayudar a nuestros estudiantes a mantener sus habilidades académicas, hemos creado paquetes de actividades opcionales para que su hijo pueda trabajar en casa. Estos paquetes están llenos de material de repaso para su hijo. No es necesario que su hijo los devuelva a la escuela.

UCPS también ofrece muchos otros recursos en nuestro Portal Familiar Empoderado en nuestro sitio web. Véalos en www.ucps.k12.nc.us/domain/2917.

¡Esperamos que sigan seguros y de buena salud!

Additional Print Resources - March 2020 Week 1 - 4th Grade

Parent/Guardian Instructions:

below are provided in these additional print materials. For reading and math, you will find lesson materials as well as "apply to provide you with 30-40 minutes of learning support per subject for each day. All materials listed in the learning calendar You will find learning opportunities for reading, math, science/social studies below. These lessons and activities are intended it" materials. "Apply it" materials are in the form of games, reader's responses, etc. Some math activities may require items such as counters. You may use materials commonly found at home (ie: buttons, cereal, beans, playing cards, beads, etc.).

Reading

Neduling				
Day 1	Day 2	Day 3	Day 4	Day 5
Reading and Word Learning Routine pages on 9, 10.	Lesson: Lesson 13 - Unfamiliar Words (page 13-14)	Lesson: Lesson 13, part 2 - (page 15-16)	Lesson: Lesson 17 - Greek and Latin Word Parts (page 17-18)	Lesson: Lesson 13, part 3 - (page 19-20)
Lesson: Lesson 16 -		Read the passage "Fire and		Read the passage "Over
Context Clues (page 11-12)	Read the introduction and	Air." Complete the Think	Read the introduction and	Bridge, Under Tunnel."
	complete the Think and	and Talk exercise.	complete the guided	Complete the Think and
Read the introduction and	Talk exercise.		practice. Complete the	Talk exercise.
complete the guided		Apply It: Read your	independent practice	
practice. Complete the	Apply It: Continue reading	independent text. Find a	activity.	Apply It: Complete the
independent practice	your independent text from	sentence with a word that		Write activity.
activity.	Day 1 or choose a new text.	you can determine the	Apply It: Read your	
	Choose 3 new words to	meaning of based on	independent text. Look for	
Apply It: Read your	determine the meaning	context clues. Write that	words that include a root,	
independent text. Choose 3	based on context clues.	sentence down and	prefix, or suffix from the	
words that you can	Add these words, meanings,	underline the word you will	chart in the introduction.	
determine the meaning of	and evidence in the text to	define. Then, rewrite that	Create a 2 column chart	
based on context clues.	your chart from yesterday.	sentence and replace the	and write the word you	
Create a 3 column chart to		underlined word with a	found in the first column,	
document the word you		word meaning or synonym	circle the root, prefix, or	
chose, the meaning you		to show the difference.	suffix, and then write the	
determined, and the			meaning of the word in the	
evidence in the text that			second column.	
supported it.				
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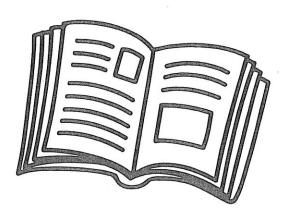
Day 1: Understanding Place Value	Day 2: Comparing Multi-Digit Numbers	Day 3: Adding and Subtracting Whole Numbers	Day 4: Multiplying Whole Numbers	Day 5: Multiplying Whole Numbers
Lesson: Complete pages 3-4 "Understanding of Place Value" in Student Printable Materials (above) Apply It: Complete this Place Value Activity	Lesson: Complete page 5 "Comparing Multi-Digit Numbers" in Student Printable Materials (above) Apply It: Complete this Comparing Numbers Game	Lesson: Choose 3 problems on EACH of the following pages in Student Printable Materials (above) to complete: Page 7 Page 8 Page 9 Choose a strategy to solve.	Lesson: Complete ODD NUMBERED QUESTIONS on page 15 and 16 in Student Printable Materials (above) Apply It: Complete this Multiplying by One Digit Game	Lesson: Complete page 17 "Multiplying by Two-Digit Numbers" in Student Printable Materials Apply It: Complete this Two-Digit Numbers Game with a partner (family member)
		Apply It: Choose 4 problems on EACH of the following pages in Student Printable Materials (above) to complete:		Options for markers: - Beans, blocks, chips, other game pieces
		and Subtract Whole Numbers Game		

Social Studies

Days 1-5

Complete three activities of your choice from the "<u>North Carolina History</u>" Choice Board. Use the knowledge you have previously learned this year about North Carolina history to help you complete these activities. If you have access to the internet, you may research additional information as needed to assist you with this project.

Independent Reading!



See pages 49 and 50 of this packet.



Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org



Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. Say the Word or Phrase Aloud.

Circle the word or phrase that you find confusing. Read the sentence aloud.

2. Look Inside the Word or Phrase.

Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. Look Around the Word or Phrase.

Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. Look Beyond the Word or Phrase.

Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. Check the Meaning.

Ask yourself, "Does this meaning make sense in the sentence?"



Lesson 16 **Using Context Clues**

Introduction Sometimes when you're reading a story or an article, you'll come across a word you don't know. When you don't know the meaning of a word, often you can figure it out by looking at the words and sentences around it. When you do this, you are using context clues.

Kinds of Context Clues	Examples
Look for a definition in the text.	In high school, Jim Lovell built his first rocket, a jet engine that could fly to great heights.
Find an example that will give you clues about the word's meaning.	Lovell's first attempt was a <u>failure</u> . His rocket flew into the air but then exploded and crashed.
Look for a restatement. A restatement happens when the word is discussed in a way that makes its meaning clear.	A rocket is pushed upward by materials that are combustible. These materials burn and release gases.

Guided Practice

Read the paragraph below with a partner. Circle the context clues that help you understand the meaning of the underlined word.

Write the meanings of the underlined words on the space provided.

HINT Sometimes context clues can be found in a sentence before or after the word you're trying to figure out.

Jim Lovell had always been <u>fascinated</u> by rockets. He was interested in learning everything about them and even built his own rocket. Lovell applied to the United States Naval Academy but was <u>rejected</u>. After failing to get into the Academy, Lovell did not give up. He <u>persisted</u>, or kept trying, and finally succeeded.

After the Academy, he joined the NASA space program.

fascinated:			
rejected:	Market and the second s	MIN 10-10-10-10-1-1-10-1-1-1-1-1-1-1-1-1-1-	
persisted:			



For numbers 1-4, use context clues to figure out the meaning of each underlined word.

NASA chose Lovell to <u>command</u> the *Apollo 13* space mission. Lovell was in charge of two men and of making all final decisions. After they were in space for a little more than two days, Lovell and his crew ran into trouble. One of the oxygen tanks blew up. The <u>explosion</u> caused a leak in another tank, and now there wouldn't be enough oxygen for a moon landing. Lovell and his crew had to return to Earth. Their safe return was due to Lovell's capable leadership.

- What does the word command mean?
 - A to study
 - **B** to fly with others on
 - C to be at the head of
 - D to be part of
- What words help you understand the meaning of <u>command</u>?
 - A "in charge of"
 - B "two men"
 - C "space mission"
 - D "chose Lovell"

- What does the word explosion mean?
 - A a leak
 - **B** a bursting of something
 - C a lack of oxygen
 - D leaving outer space
- What does the word <u>capable</u> suggest about Lovell as a leader?
 - A He is a gentle and patient leader.
 - B He is skillful at leading others.
 - C He is harsh to those he leads.
 - D He is weak when leading others.

Lesson 13 Unfamiliar Words

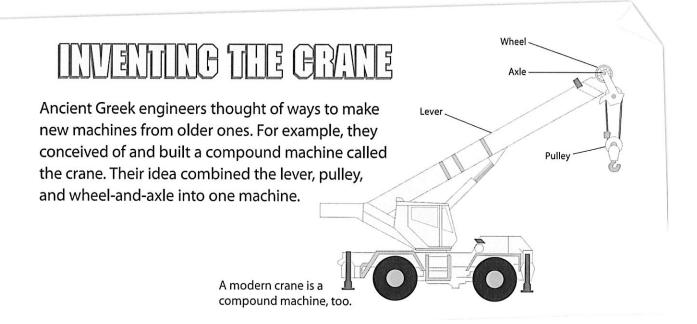


Using context clues to figure out the meaning of unfamiliar words and phrases will deepen your understanding of the texts you read.

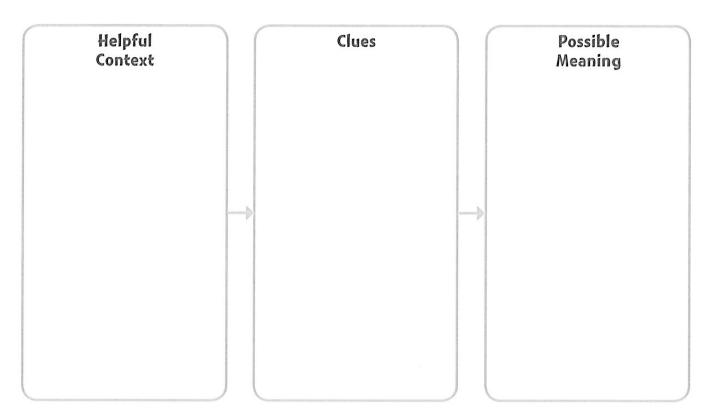
- Read Informational texts often have words people don't use in everyday life.
 - Some words usually appear only in texts in one subject area.
 For example, you'll see the word fossil in science texts and the word geography in social studies texts.
 - Other words, called academic words, are useful in many subject areas. For example, the academic word process often appears in both science and social studies texts.

As you read, you can use **context clues** to figure out the meanings of unfamiliar words and phrases. Clues might be synonyms, antonyms, examples, or definitions.

Read the passage below. Circle the phrase <u>conceived of</u>, and underline context clues that help you learn its meaning.



Think What have you learned about figuring out the meaning of unfamiliar words? Complete the chart below to figure out the meaning of the phrase conceived of as it is used in the passage. Then explain what the phrase most likely means.



The meaning of the phrase:

- Talk Share your chart and meaning with a partner.
 - Did you agree about the helpful context?
 - Did you agree about the meaning of the phrase?



Use these phases to talk about the text.

- subject area
- academic words
- context clues



Fire and Air

by Johanna Joyner

- Starting a fire is a bit like following a recipe. Getting anything to combust takes three ingredients: fuel, heat, and oxygen. All three are needed for burning to begin, but where do these ingredients come from? Fuel is anything that burns easily, including wood, paper, or grass. Heat can come from many places, but most people use matches. And oxygen, of course, is a gas in the air around us.
- If a fire doesn't have enough of any one of the three ingredients, it will be weak. To strengthen the fire, just add one or more of the ingredients. It is simple to add more fuel or heat, but how do you add more oxygen? From a safe distance, blow on the fire. You will see it strengthen because blowing adds oxygen to the fire, making it burn vigorously. Your fire will grow bigger, brighter, and stronger.
- To understand the role oxygen plays in keeping a fire burning, try this experiment:

An Experiment with Fire

- 4 Materials You Will Need
 - Most important: A Teacher Helping You
 - three small candles (tealights)
 - three saucers
 - two glass jars, one larger than the other

5 Procedure to Follow

Put each candle on a saucer, and have your teacher light each one. Place a jar over two of the candles. Pay attention to the candles to monitor what happens over time. You will observe that the candle with the least air available—the one covered by the smaller jar—is the first one extinguished. Keep watching to see which candle goes out next. Blow out the last candle.

Close Reader Habits

As you read, **circle** unfamiliar words or phrases. Then **underline** words or phrases that give you clues about their meanings.

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Explore

How did context clues help you figure out the meaning of unfamiliar words in the science text?



Think

Complete the chart below. Write the helpful context and clues you used to figure out the meaning of each unfamiliar word.

A chart will help you identify the parts of the text that provide context clues.

Helpful Context 1. "Starting a fire is a bit like following a recipe..." Monitor means: Helpful Context 1. "Pay attention to the candles..." 2. "... happens over time." Possible Meaning Possible Meaning

▶ Talk

Explain how figuring out the meaning of unfamiliar words helped you understand the text. Which context clues were the most helpful? Why?



Short Response Briefly explain how you figured out the meaning of <u>combust</u> and <u>monitor</u>. Use text details to support your answer. Use the space on page 208 to write your answer.

HINT Replace an unfamiliar word with its possible meaning to see if it makes sense.



Lesson 17

Greek and Latin Word Parts



• A **root** is a word part that usually can't stand alone as a word. Sometimes one root is added to another root to make a word, as in the word *photograph*.

Root	Meaning	Root	Meaning
graph	"write"	act	"do"
vis, vid	"see"	photo	"light"
phon, phono	"sound, voice"	port	"carry"

• **Affixes** are word parts, such as prefixes and suffixes, that are added to word roots to make words. You can add the root *vis* to *-ible* to make *visible*.

Prefix	Meaning	Suffix	Meaning
auto-	"self"	-ist, -er, -or	"someone who"
tele-	"distance"	-able, -ible	"able or capable"

• As you learn Greek and Latin roots and affixes, your vocabulary will grow.

Guided Practice

Circle the roots in the underlined words. Write the meaning of each root. Then tell a partner the meaning of each underlined word.

HINT Remember, words may have two roots or a root and an affix.

My favorite actor is Jesse B.

2 I have five photographs of Jesse B. on my wall.

One even has an autograph on it.

[4] I've asked my mom if I could telephone Jesse B.

She said I could just watch Jesse B. on television.

Independent Practice

For numbers 1-4, read each sentence. Then answer the question.

I decided to compose a letter to Jesse B.

The prefix *com*- means "with," and the root *poser* means "to put or set down." What is the meaning of <u>compose</u> as used in the sentence?

- A to think
- **B** to write
- C to talk
- D to mail
- Dear Jesse B., I just read a biography about you.

The prefix bio- means "life," and the root graph means "write." What is the meaning of biography as used in the sentence?

- A writing about the life of an actor
- B writing about someone else's life
- **C** writing about the beauty of life
- **D** writing about how to live your life

3 Your life story inspires me and many other fans.

The prefix *in*- can mean "within," and the root *spir* means "breathe." What is the meaning of <u>inspires</u> as used in the sentence?

- A causes people to become alive
- **B** causes a heavy wind to blow
- **C** causes people to faint
- D causes strong lungs
- I hear you are a very benevolent person, giving to many charities.

The prefix bene- means "well," and the root velle means "wish." What is the meaning of benevolent as used in the sentence?

- A surrounded by good people
- **B** showing good will to others
- **C** liked by many good people
- **D** hoping others are good



over Bridge, Under Tunnel

by Lloyd Frank

- Mountains, lakes, and rivers can get in the way of people traveling from one place to another. There are structures that help people pass such obstacles. Bridges and tunnels help people overcome such barriers.
- Bridges and tunnels are different in design and placement. A bridge is built over a body of water, a highway, or a railroad track. A tunnel, in contrast, is a passageway under the ground, under a body of water, or through a mountain. Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty. People come from all over the world not just to cross the Golden Gate but simply to look at it.
- Of course, not even the world's most famous tunnel gets many visitors who just want to look. It's hard to get a good view of a subterranean passage. But since the Channel Tunnel opened in 1994, it has transported millions of people. The Channel Tunnel, or "Chunnel," runs beneath the English Channel and connects France and England. The Chunnel is a rail tunnel. The only automobiles that cross it are carried on special railway cars. The Chunnel is not the longest tunnel in the world, but it is one of the few tunnels that connects two countries.

Close Reader Habits

How can context clues help you? **Circle** words that are unfamiliar. Reread the article. **Underline** clues that help you figure out the meaning of the words.



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- ▶ Think Use what you learned from reading the science article to respond to the following questions.
 - What is the meaning of <u>obstacles</u> as it is used in paragraph 1 of the text?
 - A things made below or above ground
 - **B** things that slow or stop movement
 - **C** things that help people travel
 - **D** things built through mountains or over water
 - 2 Underline **four** context clues in paragraph 2 that **best** help you understand the meaning of the word <u>renowned</u>.

A bridge is built over a body of water, a highway, or a railroad track.... Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty.



Synonyms are context clues with meanings that are almost like the unfamiliar words. Antonyms are context clues with meanings that are opposite to the unfamiliar words.

▶ Talk

Discuss the meaning of the word <u>subterranean</u> as it is used in this sentence from paragraph 3:

It is hard to get a good view of a <u>subterranean</u> passage.

HINT Use a chart to organize your thoughts about context clues.

▶ Write

Short Response Write a definition of the word <u>subterranean</u>. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response. Use the space provided on page 209 to write your answer.



Understanding of Place Value

Name: _____

Set A

1 Write the number 78,215 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 78,215 in expanded form and word form.

2 Write the number 540,632 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 540,632 in expanded form and word form.

Set B

3 Show different ways to make 25,302.

_____ thousands + _____ hundreds + ____ ones

_____ hundreds + _____ ones

_____ ones

4 Show different ways to make 708,496.

_____ hundred thousands + _____ thousands + ____ hundreds + _____ tens + ____ ones

______ thousands + _____ hundreds + _____ tens + ____ ones

_____ hundreds + _____ tens + ____ ones

Understanding of Place Value continued

Name: _____

Set B continued

5 Show different ways to make 492,623.

 $___$ ten thousands + $___$ thousands + $___$ hundreds +

_____ tens + ____ ones

_____ thousands + _____ tens + ____ ones

_____ hundreds + _____ ones

6 Write 841,620 in three different ways.

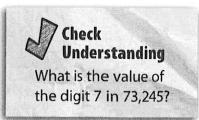
Why do both of these show 27,974?

27 thousands + 97 tens + 4 ones

The Value of a Digit

What You Need

• Recording Sheet and Game Board



What You Do

- 1. Take turns. Pick a statement on the **Recording Sheet.**
- 2. Write the value of the digit.
- **3.** Circle a number on the **Game Board** that has a digit with the same value. Check each other's work.
- **4.** The first player to circle three numbers in a row wins.

The value of a digit in any place is 10 times the value of that digit in the place to its right.



Choose two six-digit numbers from the **Game Board.** Change the digit in the ten thousands place to 10 times the value of the digit in the place to its right. Write the new numbers.



and Game Board

Day:	I
------	---

Partner A	
Partner B	

The Value of a Digit

The value of the digit is 10 times 2 tens.	The value of the digit is 10 times 6 hundreds.	The value of the digit is 10 times 9 ten thousands.
The value of the digit is 10 times 5 ones.	The value of the digit is 10 times 3 thousands.	The value of the digit is 10 times 1 ten.
The value of the digit is 10 times 8 thousands.	The value of the digit is 10 times 7 hundreds.	The value of the digit is 10 times 4 thousands.

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≥ 246,039	190,358	2,136 ₩ ₩
943,704 **	142,633	65,245
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Comparing Multi-Digit Numbers

Name: ___

Set A

Write the symbol that makes each statement true. Use >, <, or =.

- 1 23,230 _____ 2,323
- 2 33,003 _____ 33,030 3 9,999 ____ 10,000

- **4** 40,404 _____ 40,040 **5** 52,177 _____ 52,771 **6** 421,073 ____ 412,730

Set B

Circle all the numbers that are less than 78,265.

78,000

79,000

70,000

80,000

78,200

78,300

8 Circle all the numbers that are less than 45,763.

46,000

40,000

50,000

45,700

45,800

45,000

Oircle all the numbers that are greater than 108,427.

108,000

108,400

108,500

109,000

108,430

108,420

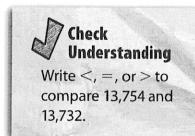
10 How did you solve problem 7?

Ready® Center Activity 4.18 ★★

Comparing Numbers

What You Need

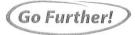
- two sets of number cards (0–7)
- Recording Sheet



What You Do

- **1.** Pick five cards without looking. Your partner does the same.
- **2.** Use your cards to make the greatest possible five-digit number.
- **3.** Write the numbers on the **Recording Sheet.** Write <, =, or > to compare the numbers.
- **4.** The partner with the greater number wins the round and writes their initials in the Winner column.
- 5. Mix up the cards after each round.
- **6.** Play for five rounds. The partner who wins the most rounds is the winner.
- 7. Play again!

6	7	0	5	4
3	1	1	6	7
— Иак	e the	grea	test n	umbers
eree je		5	4	0



Choose a number from the **Recording Sheet.** On a separate sheet of paper, write a number that is less, using the same digits. Exchange papers with your partner to check.

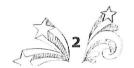
Ready® Center Activity 4.18 ★★ R	ecording Sheet
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Partner A _	Day	2	
Partner R			

Comparing Numbers

Round	Player A	Player B	Winner
1			
2			
3			
4			
5			

I can use place value to compare numbers.







	2	3
4	5	6
	8	9
		0





	2	3
4	5	6
	8	9
		0

nrich.maths.org/printables © University of Cambridge

Using Strategies to Add

Name: _

Add using different strategies.

10 What strategies did you use to solve the problems? Explain.

11 Check your answer to problem 6 by solving it with a different strategy. Show your work.



Using the Standard Algorithm to Add Greater Numbers

Estimate the sum of each addition problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Student Answer	'S
31,998 11,298	Estimate: 9,000 + 2,000 11,000
12,918	
113,709	
10,225	
6,112	
	31,998 11,298 12,918 113,709

Using the Standard Algorithm to Add Greater Numbers continued

Name: _____

Addition Problems	Student Answers
21,822 + 75,333	97,155
60,125 + 69,205	75,330
4,899 5,224 + 9,296	108,209

1 How does estimating an addition problem help you know if an answer is reasonable?

2 Can an answer be incorrect even if it looks reasonable? Explain.

Using Strategies to Subtract

Name: _____

Subtract.

1 4,003 - 3

2 2,000 - 1,999 3 3,007 - 7

4,003 - 13 2,000 - 1,990

3,007 - 27

4,003 - 103 2,000 - 1,985

3,007 - 307

4,003 - 1,103 2,000 - 1,500

3,007 - 1,307

4,003 - 2,103 2,000 - 1,490 3,007 - 2,307

4 What strategy did you use to find the differences for problem 2? Explain.

B How could you check your answer to one of the problems using another strategy?

Using the Standard Algorithm to Subtract Greater Numbers

Name: _____

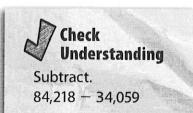
Estimate. Circle all the problems with differences between 30,000 and 60,000. Then find the differences of only the circled problems.

- Use estimation and addition to check one of your answers. Show your work.
- How does checking with addition compare with checking using estimation?

Add and Subtract Whole Numbers

What You Need

Recording Sheet and Game Board



What You Do

- **1.** Take turns. Pick a problem on the **Recording Sheet.**
- **2.** Explain how to solve the problem. Write the answer.
- **3.** Your partner checks the answer.
- **4.** If your answer is correct, find that number on the **Game Board** and mark it with your initials. If your answer is not correct, your turn ends.
- **5.** The first player with three numbers marked in a row wins.

I borrow and regroup when the digit I'm subtracting is greater than the digit I'm subtracting from.



Choose three numbers on the **Game Board** that are less than 100,000. On a separate sheet of paper, find the sum of the numbers. Exchange papers with your partner to check.



and Game Board

Partner A	
Partner B	

Add and Subtract Whole Numbers

4,376	21,728	5,006
+ 1,337	- 3,496	<u>- 2,237</u>
3,558	73,821	35,685
<u>– 679</u>	+ 3,455	<u>- 17,134</u>
683,530	6,523	591,474
- 290,614	+ 5,407	+ 110,266

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701,740	392,916	77,276
18,232	11,930	5,713
2,769	18,551	2,879
@ o to # # # * * * *	☆ ☆ ♀ ○ ★ ☆ ☆	* • * + • 0000 6

Multiplying a Three-Digit Number by a One-Digit Number

Name: _____

Find the product.

$$501 \times 4 =$$

$$299 \times 2 =$$

$$405 \times 3 =$$

What pattern do you notice in problem 2? How could it help you solve a problem such as $297 \times 2?$

B Choose problem 4, 5, or 6. Explain how you could check your answer.

Multiplying a Four-Digit Number by a One-Digit Number

Name: _____

Estimate. Circle all the problems that will have products between 18,000 and 32,000. Then find the exact products of only the problems you circled. Show your work.

10
$$6,739 \times 6 =$$
 11 $7,964 \times 4 =$ **12** $3,618 \times 7 =$ **12**

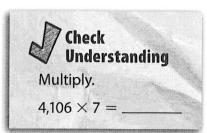
12
$$3,618 \times 7 =$$

13 What strategies did you use to solve the problems? Explain.

Multiplying by One-Digit Numbers

What You Need

Recording Sheet



What You Do

- 1. Take turns. Pick a problem on the **Recording**Sheet.
- 2. Multiply. Tell what method you used.
- **3.** Your partner checks the answer, using a different method.
- **4.** Continue until all the problems are solved.
- 5. Circle the smallest product from the problems you solved on the Recording Sheet. Your partner does the same with the problems he or she solved.
- **6.** The player with the smallest product wins.

Sometimes I use an area model to multiply. Sometimes I use partial products.



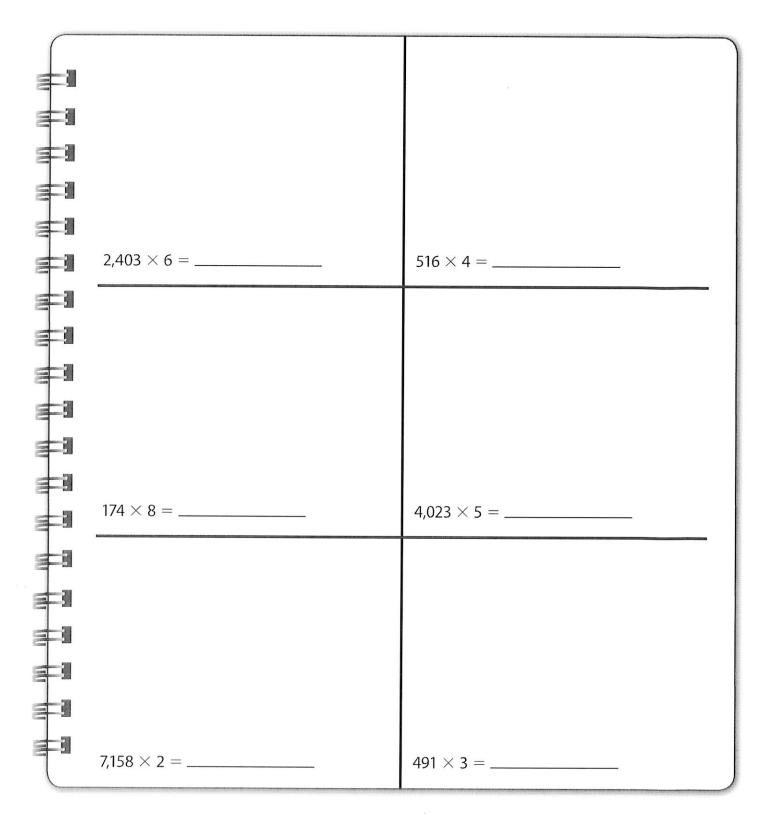
On a separate sheet of paper, work together to solve this problem: Carlos has collected 6 albums of baseball cards. His friend gives him 5 more cards. If each album has 245 cards, how many cards does Carlos have now?



Partner A _____

Partner B _____

Multiplying by One-Digit Numbers



Multiplying by Two-Digit Numbers

Name: _____

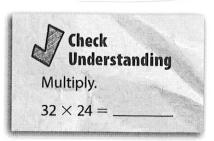
Estimate each multiplication problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Multiplication Problems	Student Answe	
14 × 17	2,380 238	Estimate: 14 × 20 = 280
× 19	285	
1 × 18	3,078	
6 × 13	28	

Multiplying by Two-Digit Numbers

What You Need

- 6 game markers in one color
- · 6 game markers in another color
- · Recording Sheet and Game Board



What You Do

- **1.** Take turns. Pick a problem on the **Recording Sheet.**
- **2.** Find the product. Tell what method you used.
- **3.** Your partner checks the answer, using a different method.
- **4.** If you are correct, cover the product on the **Game Board** with a marker. If you are incorrect, your turn ends.
- 5. The first person to get three in a row wins. If no one gets three in a row on the Game Board, players add the numbers under their markers. The player with the greater sum wins.

Sometimes I use an area model to multiply.
Sometimes I use partial products.



Choose a problem on the **Recording Sheet** that you solved. Show two different ways to break apart the factors.



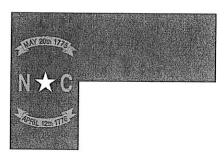
Partner B _____

Multiplying by Two-Digit Numbers

#1	14 × 36 =	21 × 23 =	35 × 16 =
	43 × 22 =	33 × 17 =	25 × 32 =
	73 / 22	33 × 1/ –	25 × 32 =
=	12 × 44 =	15 × 34 =	24 × 13 =

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North Carolina History-Choice Menu



You have spent time this year learning about many significant events, people, and symbols related to North Carolina. Now, you will demonstrate your knowledge by choosing *three* activities from the choice menu below to complete.

Letter to the Governor

Draft a persuasive letter to our governor, advocating for a new state symbol to be added to North Carolina. Explain in one-two paragraphs why the state symbol you selected should represent North Carolina and why it would be the best choice.

Brochure

Design an informational brochure about our state history and culture. Make sure you include reasons why people should visit North Carolina, along with significant locations people should visit in our state.

Comic Strip

Choose a significant event you have learned about in North Carolina history that occurred during the Colonization era, or during the American Revolution. Create a comic strip that describes this event. Make sure you include pictures, dialogue, and captions to explain what is happening.

Interview

Pretend you are interviewing a
Native American from a local
North Carolina tribe (Cherokee,
Lumbee, Catawba, Tuscarora)
during the colonization era.
Write a list of five interview
questions to ask that tribe
member, then give possible
answers they may have given
in response to your questions.

Game Maker

Create a game that would help other students review many of our existing state symbols and monuments. Write a directions page for your game, and an answer key so that others will know how to play it.

Song Writing

"Yankee Doodle" is a famous song written about the soldiers that fought during the Revolutionary War. Now it's your turn to write a song about North Carolina and the role it played during the American Revolution! Compose a song with lyrics that describes North Carolina's role in the American Revolution. Make sure you include significant people and events in your song lyrics.