

## 4<sup>th</sup> Grade Lesson Outline

**Week:** October 5, 2020- October 9, 2020

	MONDAY	TUESDAY	WEDNESDAY - <i>Asynchronous Learning Day</i>	THURSDAY	FRIDAY
<b>4.1 Math</b>	<p><b>Standards:</b> OA1, OA2, OA3, OA4, OA 5, NBT5, NBT 6, MD2, MD8  <b>Content Vocabulary:</b> product, area model, quotient, dividend, divisor</p>				
	<p><b>Learning Target:</b> I can multiply 2x2 using area model.</p> <p><b>Independent Work/Grade:</b>                      1.RECOVERY: Multiplication Grade Illuminate (Code:8H9X56P)                       2.iReady                       Students should be working to reach their goal of 45 minutes of iReady Math each week</p>	<p><b>Learning Target:</b> I can multiply to solve word problems.</p> <p><b>Independent Work:</b>                      1.My Math pg. 257 &amp; 319                      2. Xtra Math</p> <p><b>Grades:</b> None</p> <p>Students should be working to reach their goal of 45 minutes of iReady Math each week</p>	<p><b>Learning Target:</b> I can show what I know about multiplication.</p> <p><b>Independent Work/Grade:</b>                      1.Multiplication Quiz on Illuminate (CODE: UFWSKHK)                       2. iReady</p> <p>Students should be working to reach their goal of 45 minutes of iReady Math each week</p>	<p><b>Learning Target:</b> I can use the Big 7 strategy to divide.</p> <p><b>Independent Work:</b>                      1. My Math pg. 333-334                      2.Xtra math</p> <p><b>Grades:</b> None</p> <p>Students should be working to reach their goal of 45 minutes of iReady Math each week</p>	<p><b>Learning Target:</b> I can use the Big 7 strategy to divide.</p> <p><b>Independent Work/Grade:</b>                      1. RECOVERY: Multiplication Quiz on Illuminate (CODE: UFWSKHK)                       2. iReady</p> <p>Students should be working to reach their goal of 45 minutes of iReady Math each week</p>
<b>4.2 Math</b>	<p><b>Standard:</b> Unit 7 MD5, MD6  <b>Content Vocabulary:</b> angle, ray, protractor</p>				
	<p><b>Learning Target:</b> I can analyze my errors on my Geometry test.</p> <p><b>Independent Work:</b>                      1. Class Notebook: 10/5 Pictarithms                       2. iReady</p> <p>Students should be working to reach their goal of 45 minutes of iReady Math each week.</p>	<p><b>Learning Target:</b> I can show what I know about Geometry.</p> <p><b>Independent Work/Grade:</b>                      1.Recovery - Unit 6 Test (Illuminate CODE: MN5X79C)                       2.Xtra Math</p> <p>Students should be working to reach their goal of 45 minutes of iReady Math each week.</p>	<p><b>Learning Target:</b> I can measure an angle using a protractor.</p> <p><b>Independent Work:</b>                      1. My Math workbook p. 897-898                      2. iReady</p> <p>Students should be working to reach their goal of 45 minutes of iReady Math each week</p> <p><b>Grades:</b> None</p>	<p><b>Learning Target:</b> I can measure an angle using a protractor.</p> <p><b>Independent Work:</b>                      1.My Math workbook 901-902                      2. Xtra Math</p> <p>Students should be working to reach their goal of 45 minutes of iReady Math each week.</p> <p><b>Grades:</b> None</p>	<p><b>Learning Target:</b> I can accurately draw an angle using a protractor.</p> <p><b>Independent Work:</b>                      1. My Math workbook p. 907-908                      2. iReady</p> <p>Students should be working to reach their goal of 45 minutes of iReady Math each week</p> <p><b>Grades:</b> None</p>
	<p><b>Standard:</b> RI2  <b>Content Vocabulary:</b> Nonfiction, genre, main idea, key details</p>				
<b>Reading</b>	<p><b>Learning Target:</b> I can show what I know about 4<sup>th</sup> grade reading skills.</p> <p><b>Independent Work:</b> ELA Interim Assessment Illuminate A9SR9R2</p> <p><b>Grade:</b> None</p>	<p><b>Learning Target:</b> I can explain why a text is in the nonfiction genre. I can identify the main idea of a text and give key details.</p> <p><b>Independent Work/Grade:</b></p>	<p><b>Learning Target:</b> I can identify the main idea of a text.</p> <p><b>Independent Work:</b>                      1.Finish ELA Interim Assessment on Illuminate Code <b>A9SR9R2</b></p>	<p><b>Learning Target:</b> I can identify the main idea by gathering key facts.</p> <p><b>Independent Work/Grade:</b>  <i>Readworks Colonization &amp; Revolutionary War - The Declaration of Independence</i>                      Due NEXT Friday</p>	<p><b>Learning Target:</b> I can show my knowledge of characters, setting, events, summarizing, and theme.</p> <p><b>Independent Work/Grade:</b>                      RUOS Unit 1 Recovery                      Illuminate RURED7D</p>

	<p>Students should be working to reach their goal of 45 minutes of iReady Reading each week</p>	<p><b>Readworks <i>Colonization &amp; Revolutionary War - The Declaration of Independence</i> Due NEXT Friday</b></p> <p>Students should be working to reach their goal of 45 minutes of iReady Reading each week</p>	<p>2. Watch the video "Detective in Graphic Novel" - Uses strategy Main topic + most important point <a href="https://www.youtube.com/watch?v=42SJTk2XSi4">https://www.youtube.com/watch?v=42SJTk2XSi4</a></p> <p>3. Play the Main Idea Practice Game <a href="https://www.roomrecess.com/mobile/MainIdea/play.html">https://www.roomrecess.com/mobile/MainIdea/play.html</a></p> <p><b>Grade:</b> None</p> <p>Students should be working to reach their goal of 45 minutes of iReady Reading each week.</p>	<p>Students should be working to reach their goal of 45 minutes of iReady Reading each week</p>	<p>Students should be working to reach their goal of 45 minutes of iReady Reading each week</p>
<b>ACC (5<sup>th</sup>) Reading</b>	<p><b>Standards:</b> RI2 <b>Content Vocabulary:</b> Nonfiction, genre, main idea, key details</p>				
	<p><b>Learning Target:</b> I can show what I know about 4<sup>th</sup> grade reading skills.</p> <p><b>Independent Work:</b> ELA Interim Assessment Illuminate A9SR9R2</p> <p><b>Grade:</b> None</p> <p>Students should be working to reach their goal of 45 minutes of iReady Reading each week</p>	<p><b>Learning Target:</b> I can explain why a text is in the nonfiction genre. I can identify the main idea of a text and give key details.</p> <p><b>Independent Work/Grade:</b> <b>Readworks <i>Non-Colonists in the American Revolution</i> Due NEXT Friday</b></p> <p><b>Grade:</b></p> <p>Students should be working to reach their goal of 45 minutes of iReady Reading each week</p>	<p><b>Learning Target:</b> I can identify the main idea of a text.</p> <p><b>Independent Work:</b> 1. Finish ELA Interim Assessment on Illuminate Code <b>A9SR9R2</b></p> <p>2. Watch the video "Detective in Graphic Novel" - Uses strategy Main topic + most important point <a href="https://www.youtube.com/watch?v=42SJTk2XSi4">https://www.youtube.com/watch?v=42SJTk2XSi4</a></p> <p>3. Play the Main Idea Practice Game <a href="https://www.roomrecess.com/mobile/MainIdea/play.html">https://www.roomrecess.com/mobile/MainIdea/play.html</a></p> <p><b>Grade:</b> None</p> <p>Students should be working to reach their goal of 45 minutes of iReady Reading each week.</p>	<p><b>Learning Target:</b> I can identify the main idea by gathering key facts.</p> <p><b>Independent Work/Grade:</b> <b>Readworks <i>Non-Colonists in the American Revolution</i> Due NEXT Friday</b></p> <p>Students should be working to reach their goal of 45 minutes of iReady Reading each week</p>	<p><b>Learning Target:</b> I can show my knowledge of characters, setting, events, summarizing, and theme.</p> <p><b>Independent Work/Grade:</b> <b>RUOS Unit 1 ACC Recovery Illuminate NND265S</b></p> <p>Students should be working to reach their goal of 45 minutes of iReady Reading each week</p>
<b>Writing</b>	<p><b>Standards:</b> <b>Content Vocabulary:</b></p>				
	<p><b>Learning Target:</b> I can write an informational piece.</p> <p><b>Independent Work:</b> Students will finish writing down facts from the American Revolution Spies article in Class Notebook.</p>	<p><b>Learning Target:</b> I can show what I know about reading comprehension.</p> <p><b>Independent Work:</b> none</p> <p><b>Grades:</b> None</p>	<p><b>Learning Target:</b> I can write what I know about a topic.</p> <p><b>Independent Work:</b> Students will write an informational piece on something they're an expert on. "I am an expert on...." in class Notebook</p> <p><b>Grades:</b> None</p>	<p><b>Learning Target:</b> I can write an informational piece.</p> <p><b>Independent Work:</b> Students will add their facts to the Boxes and Bullets page in Class Notebook. This will continue tomorrow.</p> <p><b>Grades:</b> None</p>	<p><b>Learning Target:</b> I can write an informational piece.</p> <p><b>Independent Work/Grades:</b> RECOVERY: Cumulative Grammar Grade in Illuminate ON/ADV: 7F878EC ACC: DTB62VD</p> <p><b>Grades:</b> None</p>

	<b>Grades:</b> None				
<b>SOCIAL STUDIES/ SCIENCE</b>	<b>Standards:</b> 4H1, 4G1, 4G2 <b>Content Vocabulary:</b> geography, surrender, Yorktown				
	<b>Learning Target:</b> I can identify the importance of the Battle of Yorktown.  <b>Independent Work/Grade:</b> Respond to the Chat post in Sci/SS Team: What battle did you find most interesting and why?	<b>Learning Target:</b> I can review what I've learned about the American Revolution.  <b>Independent Work:</b> Students will work with the teacher to review the key people of the American Revolution.  <b>Grades:</b> None	<b>Learning Target:</b> I can identify key people and the of the Revolution.  <b>Independent Work/Grade:</b> Key People of the American Revolution on Illuminate (code: NMKAH26)	<b>Learning Target:</b> I can extend my knowledge of the American Revolution.  <b>Independent Work:</b> Students will work with teacher to identify any misconceptions of the key people during this time period. Then, they will complete a One Pager on one of the causes or battles of the Revolution.  <b>Grades:</b> None	<b>Learning Target:</b> I can show what I know about the key people of the Revol make wise decisions with my Classroom Economy money.  <b>Independent Work/Grade:</b> RECOVERY: Key People of the American Revolution on Illuminate (code: NMKAH26)

#### 4.1 Answer Keys

Name \_\_\_\_\_

### Apply the Strategy

Determine whether each problem requires an estimate or an exact answer. Then solve.

1. An office needs to buy 6 computers and 6 printers. Each computer costs \$384. Each printer costs \$88. About \$2,400 will be spent on computers. What is the question?

**About how much money will the office spend on computers?**

\_\_\_\_\_

2. Each fourth grade class reads a total of 495 minutes each week. Suppose there are 4 fourth grade classes. How many minutes are read each week?

**exact; 1,980 minutes**


\_\_\_\_\_

3. There are 12 stickers on each sheet. There are four sheets in one pack. About how many stickers are in one pack?

**estimate; Sample answer:**

**$10 \times 4 = 40$  stickers**

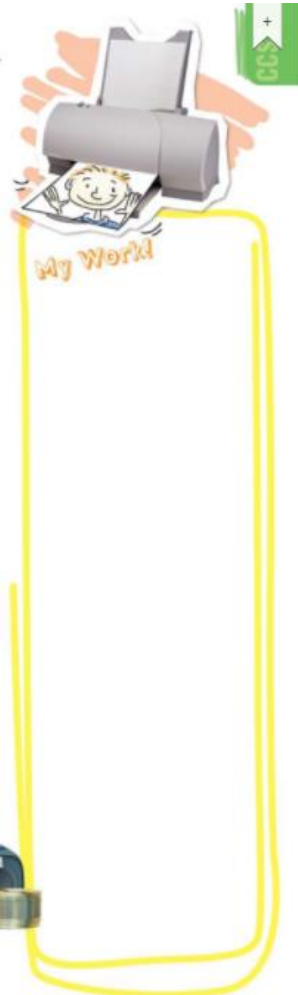
\_\_\_\_\_

4. **Mathematical PRACTICE**  **Draw a Conclusion** Determine if Tammy, Anessa, and Jaleesa have more than 110 CDs.

Name	CDs Owned
Tammy	21
Anessa	42
Jaleesa	33

**exact answer; no;  $96 < 110$**

\_\_\_\_\_



Name \_\_\_\_\_

### Problem Solving

18. A football coach orders 30 jerseys for his football team. The jerseys cost \$29 each. What is the total cost of the jerseys?

**\$870**

\_\_\_\_\_

19. Julio scores 18 points in each basketball game. If there are 14 games in a season and Julio continues to score 18 points each game, how many points will Julio score?

**252 points**

\_\_\_\_\_

20. There are 30 students in each class. There are 27 classrooms. How many students are there altogether?

**810 students**

\_\_\_\_\_

21. Tamara makes \$12 an hour. She worked 28 hours this week. About how much money will she make?

**Sample answer: about \$280**

\_\_\_\_\_

22. Austin's allowance is \$15 per week. He spends \$4 each week on baseball cards. How much money will Austin have at the end of 12 weeks?

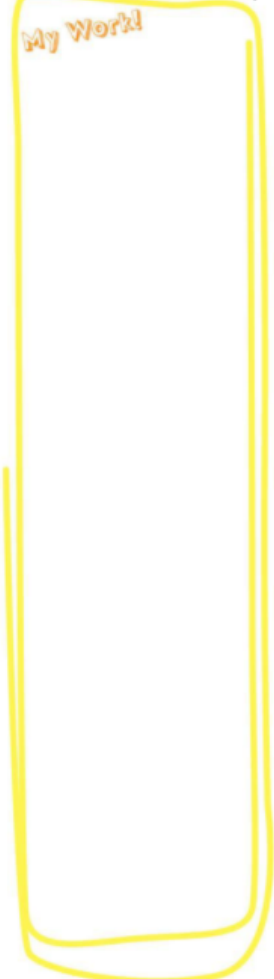
**\$132**

\_\_\_\_\_

### Test Practice

23. A jumbo can of vegetables has 36 servings. How many servings of vegetables are in 18 cans?

- A 648 servings   
  C 608 servings  
 B 324 servings   
  D 54 servings



Name \_\_\_\_\_

Number and Operations in Base Ten  
4.NBT.1, 4.NBT.6, 4.OA.4**MY Homework****Lesson 1****Divide Multiples  
of 10, 100, and  
1,000****Homework Helper**Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)**Find  $2,700 \div 9$ .**

The dividend, 2,700, is a multiple of 100. You can use a basic fact and place value to solve.

$27 \div 9 = 3$  ← This is the basic fact.

$270 \div 9 = 30$  ← See the pattern: 270 is  $10 \times 27$ , and 30 is  $10 \times 3$ .

$2,700 \div 9 = 300$  ← Continue the pattern: 2,700 is  $100 \times 27$ , and 300 is  $100 \times 3$ .

So,  $2,700 \div 9 = 300$ .**Practice****Complete each set of patterns.**

1.  $24 \div 3 = 8$

$240 \div 3 = 80$

$2,400 \div 3 = 800$

3.  $45 \div 5 = 9$

$450 \div 5 = 90$

$4,500 \div 5 = 900$

2.  $32 \div 8 = 4$

$320 \div 8 = 40$

$3,200 \div 8 = 400$

4.  $56 \div 8 = 7$

$560 \div 8 = 70$

$5,600 \div 8 = 700$

**Divide. Use patterns and place value.**

5.  $1,000 \div 2 = 500$

7.  $300 \div 5 = 60$

9.  $7,200 \div 9 = 800$

11.  $4,200 \div 7 = 600$

6.  $500 \div 10 = 50$

8.  $2,100 \div 3 = 700$

10.  $\$2,000 \div 4 = \$500$

12.  $\$2,400 \div 6 = \$400$

Lesson 1 My Homework 333

**Problem Solving**

- 13. PRACTICE 5 Use Math Tools** The electronics store sold 4 laptop computers in one day. The total cost of the laptops was \$3,600. If each laptop cost the same amount, how much did each laptop cost?

\$900

- 14.** The Thompson family is traveling 1,500 miles to visit relatives. They plan to drive the same distance each day. If the Thompsons make the trip in 3 days, how far will they drive each day?

500 miles

If they make the trip in 5 days, how far will they drive each day?

300 miles

- 15.** Linus has 160 baseball cards he wants to give to his 4 cousins. If he divides the cards equally, how many cards will he give to each cousin?

40 cards

- 16.** Last year, Carlotta earned \$1,200 babysitting. Carlotta charges \$6 per hour. What is the total number of hours Carlotta spent babysitting last year?

200 hours**Test Practice**

- 17.** On a trip to New York City, 8 people spent a total of \$2,400 on hotel rooms. If they shared the cost equally, how much did each person spend?

Ⓐ \$400

Ⓒ \$40

Ⓓ \$300

Ⓔ \$30

334 **Need more practice?** Download Extra Practice at [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

## 4.2 Answer Keys

p. 897-898

Name \_\_\_\_\_

Geometry  
4.G.1, 4.MD.5, 4.MD.5a, 4.MD.5b

# MY Homework


Lesson 4  
Classify Angles

**Homework Helper** Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

**Classify the angle on the inside of the goalpost as right, acute, or obtuse.**


The angle on the inside of the goalpost forms a square and measures  $90^\circ$ .


So, it is a right angle.

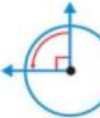



### Practice

Write the measure of each angle in degrees and as a fraction of a full turn.

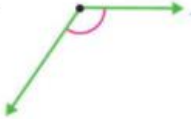
1.   
 $360^\circ$ , 1 or full turn

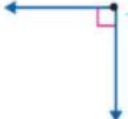
2.   
 $180^\circ$ ,  $\frac{1}{2}$  turn

3.   
 $90^\circ$ ,  $\frac{1}{4}$  turn

4.   
 $90^\circ$ ,  $\frac{1}{4}$  turn

Classify each angle as *right*, *acute*, or *obtuse*.

5.  obtuse

6.  right

### Problem Solving

**7. PRACTICE** **Model Math** Classify the angle made by the diver.  
acute

**8.** The diver wants to be completely straight as she enters the pool. What will be the measure of the angle her body will form then?  
 $180^\circ$





### Vocabulary Check



Write a vocabulary term to complete each sentence.

- acute angle   degree   obtuse angle   right angle
9. The unit used to measure an angle is a degree.
10. An obtuse angle measures more than  $90^\circ$  and less than  $180^\circ$ .
11. *Square corner* is another name for a right angle.
12. An angle that measures  $20^\circ$  is an acute angle.

### Test Practice

13. Which is the acute angle?

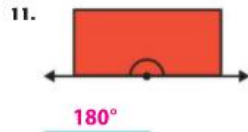
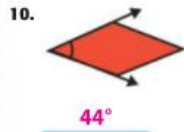
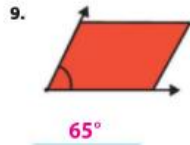
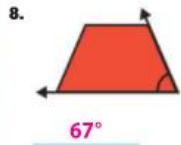
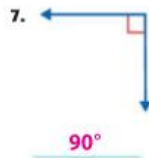
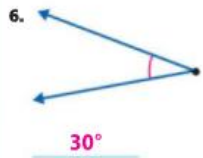
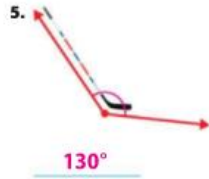
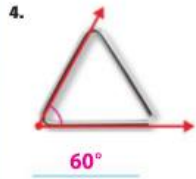
(A)  

(B)  (D) 

Name \_\_\_\_\_

### Independent Practice

Use a protractor to measure each indicated angle.



12. Refer to Exercises 8–11. Which exercises show figures with at least one acute angle?

**Exercises 8, 9, 10**

### Problem Solving

13. Darius has a square picture frame. He measures the angle of one corner. Is the angle 90° or 145°? Explain your reasoning.

**90°; A square has four angles that each measure 90°.**

14. **Mathematical PRACTICE 5 Use Math Tools** Sue drew two angles that share a common endpoint and a common ray. One angle is 20°. Measure the other angle. Then measure the angle formed by the two angles together.

**33°; 53°**

15. The angles shown have a total measure of 170°. One angle is 40°. Use a protractor to find the measure of the other angle. What do you notice?

**130°; Sample answer:  $40^\circ + 130^\circ = 170^\circ$**

**Sample answers: 16, 17**

### HOT Problems

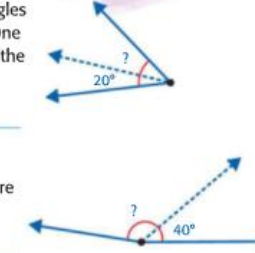
16. **Mathematical PRACTICE 5 Use Math Tools** Draw two different quadrilaterals that each have at least one angle that measures less than 90°.

*My Drawing!*



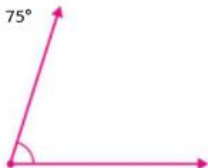
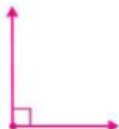
17. **? Building on the Essential Question** Why is it important to line up a protractor correctly when measuring an angle?

**It is important because the measurement needs to be accurate.**



## Independent Practice

Draw an angle for each measure.

4.  $10^\circ$ 5.  $75^\circ$ 6.  $90^\circ$ 7.  $115^\circ$ 8.  $140^\circ$ 9.  $135^\circ$ 

Sample drawings and measurements: 10, 11

Draw an angle between the given measurements. Measure and classify each angle as *acute*, *right*, or *obtuse*.

10.  $0^\circ$  and  $20^\circ$ 

angle measure:  $10^\circ$

type of angle: acute

11.  $90^\circ$  and  $120^\circ$ 

angle measure:  $105^\circ$

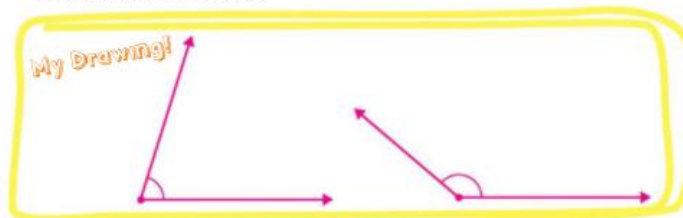
type of angle: obtuse

Lesson 6 Draw Angles 907



## Problem Solving Sample answers: 12–14

12. **Mathematical PRACTICE 5 Use Math Tools** Julia drew an angle that is greater than  $45^\circ$  and less than  $100^\circ$ . Draw an angle that could be the angle that Julia drew. Then draw an angle that could not be the angle that Julia drew.

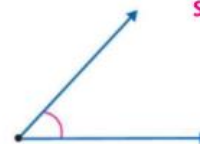


Explain why the angle cannot be Julia's angle.

The angle's measure is greater than  $100^\circ$ .

## HOT Problems

13. **Mathematical PRACTICE E Find the Error** Ethan was asked to draw a  $130^\circ$  angle. He drew the angle below. Find and correct his mistake.



See students' work for correct drawing.

Ethan used the outside measurement marks on his protractor and drew a  $50^\circ$  angle instead of using the inside marks.

14. **? Building on the Essential Question** How do I know that my angle measurements are accurate?

I make sure that I line up my protractor correctly along the rays of the angles.