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Unit 2

Unit Instructional Plans

The Turquoise Ring

Getting Started

(student pages 17-26)

Introduction

“The Turquoise Ring” is a dramatic text presented in a modern-day setting. Rosita, the main character, learns an important lesson about responsibility and friendship. A cross-curricular connection for this unit might focus on the science of metals and magnets.

Lexile Text Measure Non-Prose

Building Background Knowledge

Introduce this unit by displaying a print version of a drama. Guide students as they identify and determine the importance of the structural elements of the drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions). Assign parts and allow students to perform the drama.

(*RL.4.5, RL.4.10, RF.4.3, RF.4.4, SL.4.1, SL.4.1a, DOK: 2, Bloom’s/RBT: Analysis/Analyze*)

Suggested Formative Assessment

Display a list of the structural elements of a drama. Have students define the elements using their own words. Review student responses to determine individual understanding of terms specific to the structural elements of a drama.

(*RL.4.4, RL.4.5, RF.4.3, W.4.4, L.4.4, L.4.6, DOK: 2, Bloom’s/RBT: Analysis/Analyze*)

Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

Channing O’Banning and the Turquoise Trail – Angela Spady

Indian Captive: The Story of Mary Jemison – Lois Lenski

The Legend of the Indian Paintbrush – Retold and Illustrated by Tomie dePaola

The Legend of Sleeping Bear – Kathy-Jo Wargin

The Art of Native American Turquoise Jewelry – Ann Stalcup

A Heart Full of Turquoise: Pueblo Indian Tales – Joe Hayes

Turquoise – Eric Ethan

You Can Find Gold: With a Metal Detector – Charles Garrett & Roy Lagal

Arf and the Metal Detector – Philip Wooderson

Eight Plays for Children – Edited by Coleman A. Jennings

Theatre for Young Audiences: 20 Great Plays for Children – Edited by Coleman A. Jennings

Theatre for Children: A Guide to Writing, Adapting, Directing, and Acting – David Wood with Janet Grant

Playmaking: Children Writing & Performing Their Own Plays – Daniel Judah Sklar

(*RL.4.10, RI.4.10, RF.4.4, RF.4.4a, RF.4.4b, RF.4.4c, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6, DOK: 3, Bloom’s/RBT: Comprehension/Understand*)

Unit Instructional Plans

Unit 2

The Turquoise Ring

Vocabulary Focus

*Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

Selection-Specific Vocabulary

vendors*
chimes
detector
etching
frantically
geraniums
identical

keepsake
merchandise
souvenir
specialty
treasures
turquoise

Standard Vocabulary

cast of characters
description
dialogue
difference
drama
explain
meter
poem/poetry
prose

rhythm
setting
stage direction
structural elements of drama
structural elements of poems
text
verse

Vocabulary Activities

Definition BINGO

Provide students with blank *BINGO* grids. Have students record Selection-Specific or Standard vocabulary words on the cards. As definitions are called, instruct students to cover corresponding words. Winners are determined using the rules of *BINGO*.

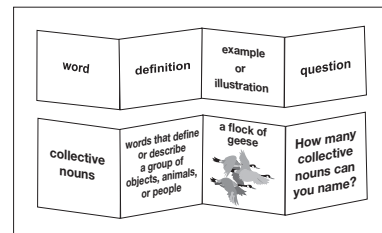
(*RL.4.4, RL.4.5, RF.4.3, L.4.4, L.4.6, DOK: 1, Bloom's/RBT: Comprehension/Understand*)

Definition Books

Have students make *Bat Fold Books*. Instruct students to write assigned Selection-Specific or Standard vocabulary words on the front flaps of books, definitions from print or digital dictionaries on the second flaps, examples or illustrations that represent the meanings of words on the third flaps, and questions related to the words on last flaps. Allow students to share and discuss books with partners.

(*RL.4.4, RL.4.5, RF.4.3, W.4.4, SL.4.1, L.4.1, L.4.2, L.4.3, L.4.4, L.4.6, DOK: 2, Bloom's/RBT: Application/Apply*)

Bat Fold Book



Suggested Formative Vocabulary Assessment

Have students locate Selection-Specific vocabulary words in the context of the unit selection and write the meanings using their own words. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(*RL.4.4, RL.4.10, RF.4.3, RF.4.4, L.4.1, L.4.2, L.4.3, L.4.4, L.4.4a, DOK: 2, Bloom's/RBT: Application/Apply*)

Unit 2

Unit Instructional Plans

The Turquoise Ring

Unpacking the Standards

CCR Anchor Standard *CCRA.R.5*

Focus *RL.4.5*

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

The **structure** of a literary text determines its genre. Structure refers to the way in which the elements of the piece are arranged or joined. The relationship between these elements unifies the message of the entire selection.

A **drama** is a written work that shares a story through action or speech and is intended to be performed. The **structural elements of drama** include:

cast of characters: the characters acting in a drama

setting: the time and place in which a drama or scenes within the drama take place

description: the words that detail how dialogue should be spoken by the characters and how actions should be performed

dialogue: the words spoken by characters; when written, the words are preceded by the character's name and a colon

stage direction: a descriptive comment that introduces the setting and characters of a drama and provides background information

scene: a division of a drama that takes place in a single setting

Instructional Activities

Act It Out!

Provide dramatic selections to small groups of students. Allow groups to assign parts, practice, and present the dramas to classmates. Provide props and stage set possibilities. During the presentations, direct audience members to note the structural elements of the dramas and how they relate to the entire texts. Debrief findings at the conclusion of the dramatic presentations.

(RL.4.5, RL.4.10, RF.4.3, RF.4.4, SL.4.1, SL.4.1d, SL.4.2, SL.4.4, DOK: 2, Bloom's/RBT: Analysis/Analyze)

Drama Puzzler

Cut apart dramatic selections, including the parts of the dramas that represent each of the structural elements. Working with partners, have students reassemble the dramas, label, and define the structural elements.

(RL.4.5, RL.4.10, RF.4.3, RF.4.4, W.4.4, SL.4.1, L.4.4, L.4.6, DOK: 2, Bloom's/RBT: Analysis/Analyze)

Suggested Formative Assessment

Provide students with a dramatic selection. Have students label and define the structural elements of the drama. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(RL.4.5, RL.4.10, RF.4.3, RF.4.4, W.4.4, L.4.4, L.4.6, DOK: 2, Bloom's/RBT: Analysis/Analyze)

Unit Instructional Plans

The Turquoise Ring

Unit 2

Assessment of Standards

(student pages 21–23)

Michigan Standards for English Language Arts addressed in Assessment of Standards

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.7, W.4.2a, W.4.2c, W.4.2d

Item #	Answer	Item Standard	CCR Anchor Standard	Claim	Target	DOK	Bloom's Original/Revised
1	C	RL.4.4	CCRA.R.4	1	3	2	Application/Apply
2	A	RL.4.2	CCRA.R.2	1	4	3	Comprehension/Understand
3	B,D	RL.4.3	CCRA.R.3	1	4	3	Comprehension/Understand
4A	A	RL.4.3	CCRA.R.3	1	4	2	Analysis/Analyze
4B	D	RL.4.3	CCRA.R.3	1	4	3	Comprehension/Understand
5	B,C	RL.4.5	CCRA.R.5	1	6	2	Analysis/Analyze
6	B	RL.4.1	CCRA.R.1	1	1	2	Comprehension/Understand
7	D	RL.4.3	CCRA.R.3	1	4	3	Comprehension/Understand
8	A	RL.4.5	CCRA.R.5	1	6	2	Analysis/Analyze
9	D	RL.4.5	CCRA.R.5	1	6	2	Analysis/Analyze
10	B	RL.4.7	CCRA.R.7	1	5	2	Analysis/Analyze
11	C	W.4.2a	CCRA.W.2	2	3	2	Application/Apply
12	C	W.4.2c	CCRA.W.2	2	3	2	Application/Apply
13	D	W.4.2d	CCRA.W.2	2	3	2	Application/Apply

Interventions

Focus *RL.4.5*

When formative assessments reveal students in need of intervention, use the following activities.

Intervention Activities

On the Spot

Provide incomplete dramatic scenarios to small groups of students. Allow students to complete and perform the dramas for audiences, citing evidence from the original texts for their additions.

(RL.4.5, RL.4.10, RF.4.3, RF.4.4, W.4.4, W.4.9a, SL.4.1, SL.4.2, DOK: 3, Bloom's/RBT: Synthesis/Create)

From Book to Drama

Read chapter books to students. Assign chapters to small groups. Ask students to write dramatic adaptations of assigned chapters as scenes and present to an audience. Support students as they include all necessary dramatic elements, locate props, and determine stage sets. Have students perform entire books as each group acts out assigned chapters. As audience members observe the presentations, encourage students to record likenesses and differences between the original texts and the dramatic presentations. At the conclusion of the performances, direct students to record all likenesses and differences on a graphic organizer.

(RL.4.5, RL.4.7, RL.4.9, RL.4.10, RF.4.3, RF.4.4, W.4.9a, W.4.4, W.4.9a, SL.4.1, SL.4.2, SL.4.4, SL.4.5, L.4.1, L.4.2, L.4.3, DOK: 3, Bloom's/RBT: Analysis/Analyze)

Unit 2

Unit Instructional Plans

The Turquoise Ring

Skillful Thinking

Skillful Thinking = Deeper Learning through Revised Bloom's Taxonomy, Depth of Knowledge, and 9 Traits of Critical Thinking
(student page 24)

The 9 Traits of Critical Thinking™ include *adapt, collaborate, communicate, create, examine, inquire, link, reflect, and strive*. These traits foster high-quality thinkers. On the Skillful Thinking page in each unit of the student edition, traits are selected and identified in each questioning prompt to reinforce student use of the traits in the context of English language arts. The labeling of the traits assists students in recognizing that the application of a focus trait is needed to complete the questioning prompt. The educator should note that each questioning prompt in the student edition is not limited to the identified trait since multiple critical thinking traits may be utilized by the student to successfully respond to the prompt.



Adapt – I adjust my actions and strategies to accomplish tasks.

- ✓ Engagement Indicator – Students examine options and alternatives to find solutions to a problem.
- ✓ Strategy to Facilitate the **Adapt** Trait – Design activities or scenarios that require students to practice flexibility and shift or change their thinking.

Answers may vary. Student responses might include: Rosita and her mother might not have known about Mr. Mendosa and the metal detector and might not have found the ring; they would have tried to find another way to locate the ring.

(RL.4.10, W.4.2, W.4.9a, L.4.1, L.4.2, L.4.3, DOK: 3, Bloom's/RBT: Analysis/Analyze)



Strive – I use effort and determination to focus on challenging tasks.

- ✓ Engagement Indicator – Students display an awareness of thoughts, strategies, and actions and the impact on others.
- ✓ Strategy to Facilitate the **Strive** Trait – Organize small group reflections in which students explain and evaluate actions and needs.

Answers may vary. Student responses should include an answer to the question if Rosita is a responsible person and include a reasonable justification for the opinion.

(RL.4.10, W.4.1, W.4.1b, W.4.9a, L.4.1, L.4.2, L.4.3, DOK: 3, Bloom's/RBT: Evaluation/Evaluate)



Create – I use my knowledge and imagination to express new and innovative ideas.

- ✓ Engagement Indicator – Students work toward fluency and elaboration.
- ✓ Strategy to Facilitate the **Create** Trait – Guide students to push beyond common thinking to thinking outside the box.

Answers may vary. Student responses should include an original conclusion for the drama that provides an alternate ending.

(RL.4.10, RF.4.3, RF.4.4, W.4.3, W.4.3e, W.4.9a, L.4.1, L.4.2, L.4.3, DOK: 3, Bloom's/RBT: Synthesis/Create)

Motivation Station

(student page 25)

Students use print or digital dictionaries to respond to questions or prompts for questions 1–8. Answers may vary based on the dictionaries used by the students.

(L.4.4c, DOK: 1, Bloom's/RBT: Application/Apply)

Unit Instructional Plans

Unit 2

The Turquoise Ring

Journal

(student page 25)

Answers may vary. Student responses should include a personal narrative about a time a lost item was located.

(W.4.3, W.4.9a, W.4.10, L.4.1, L.4.2, L.4.3, DOK: 3, Bloom's/RBT: Application/Apply)

Extended Practice Assessment

(student page 26)

The Extended Practice is an informational text on the topic of metal detecting. A cross-curricular connection for this text might focus on the science of metals and magnets.

Michigan Standards for English Language Arts addressed in Extended Practice Assessment

RI.4.1, RI.4.4

Item #	Answer	Item Standard	CCR Anchor Standard	Claim	Target	DOK	Bloom's Original/Revised
1	B	RI.4.4	CCRA.R.4	1	10	2	Application/Apply
2	A	RI.4.1	CCRA.R.1	1	8	1	Comprehension/Understand
3	D	RI.4.1	CCRA.R.1	1	8	3	Comprehension/Understand
4	Open-ended						

Performance Task Assessment

Focus

RL.4.10, W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.3e, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10, L.4.1, L.4.2, L.4.3

Performance Task

Write a drama that recreates a personal experience from which you learned an important lesson. Within your drama, include the structural elements that contribute to the message of the drama.

(DOK: 4, Bloom's/RBT: All)

Performance Task Steps

1. Read "The Turquoise Ring."
2. Brainstorm personal experiences that might result in an interesting drama and determine which experience you will use as the subject for your drama.
3. Use a graphic organizer to record recollections and important details about your experience, including time and place, the people involved, and the sequence of events.
4. Answer questions about your task.
 - What lesson does Rosita learn in "The Turquoise Ring"?
 - How does the author communicate the lesson using structural elements of your drama?
 - Which structural elements will you use to organize your drama and successfully communicate your experience and the lesson you learned?
5. Plan and write your drama.

Scoring Criteria

Use a rubric with the following criteria for self-assessment and teacher scoring:

Elaboration, Communication of Lesson, Use of Structural Elements of Drama, Language and Conventions.



Unit 1 Partner Practice

Name _____

Standard 4.OA.1

1. Before a science investigation, Mrs. Peyton distributed hand lenses to each of the six lab groups in her class. She passed out 4 times as many hand lenses as the number of groups in her class. Which equation shows the number of hand lenses Mrs. Peyton distributed in science class?

- A $6 \times 6 = 36$
- B $4 + 6 = 10$
- C $4 \times 6 = 24$
- D $24 - 4 = 20$

2. Every year on their birthday, Manuel and his twin brother Marcos celebrate by inviting friends and family to a birthday party. This year Manuel received 18 gifts for his birthday while Marcos received nine gifts. Marcos wrote this equation to compare the birthday gifts he and his brother received.

$$18 = 2 \times 9$$

Which statement **best** describes Marcos' equation?

- A 2 is 9 times as many as 18.
 - B 18 is 2 times as many as 9.
 - C 2 is 9 more than 18.
 - D 18 is 9 more than 2.
3. Bob has a 10-gallon fish tank that contains 18 fish. Mary has a 20-gallon tank with 3 times as many fish. Which equation **best** shows the number of fish in Mary's tank?
- A $18 + 3 = 21$
 - B $3 \times 18 = 54$
 - C $3 \times 10 = 30$
 - D $10 \times 20 = 200$

4. The fourth grade collected cans of food for a food drive. On the first day, Mrs. Blair's class brought eight cans, Mrs. Holloway's class brought 24 cans, and Mrs. Romero's class brought 48 cans. Which statement is **not** true?

- A Mrs. Holloway's class brought 3 times as many cans as Mrs. Blair's class.
- B Mrs. Romero's class brought 6 times as many cans as Mrs. Blair's class.
- C Mrs. Blair's class brought 3 times as many cans as Mrs. Holloway's class.
- D Mrs. Romero's class brought twice as many cans as Mrs. Holloway's class.

5. Sherry's age is 4 times Mary's age. Mary is 12 years old. Which equation represents Sherry's age?

- A $4 \times 12 = 48$
- B $4 + 12 = 16$
- C $4 \times 12 + 2 = 50$
- D $16 \times 2 = 32$

6. Tyler rides his bicycle nine blocks to school. Xavier rides his bicycle three blocks to school. Which statement **best** compares the number of blocks Tyler rides to the number of blocks Xavier rides?

- A Xavier rides 3 more blocks than Tyler.
- B Xavier rides 3 times as many blocks as Tyler.
- C Tyler rides 3 times as many blocks as Xavier.
- D Xavier rides 6 more blocks than Tyler.

Name _____

Standard 4.OA.1

Unit 1 Independent Practice

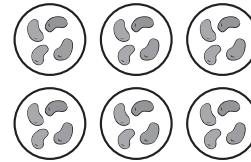
- Mrs. Blushing makes shirts at a tailor shop. She sews five buttons on each shirt. She uses 10 buttons on the first day, 30 buttons on the second day, and 15 buttons on the third day. Which statement is true about the shirts Mrs. Blushing made?
 - She used 3 times as many buttons the first day as she uses the second day.
 - She used twice as many buttons the second day as she uses the third day.
 - She uses 5 times as many buttons the third day as she used the first day.
 - She uses 2 times as many buttons the third day as she used the second day.
- Carl completes 15 chin-ups in P.E. He wants to do 5 times as many by the end of the year. Carl writes this equation to represent his goal.

$$75 = 5 \times 15$$

Which statement **best** describes Carl's equation?

- 75 is 5 more than 15.
 - 15 is 5 less than 75.
 - 15 is 5 times as many as 75.
 - 75 is 5 times as many as 15.
- The Smithsonian History Museum has five train engines on display. The car exhibit has 3 times as many vehicles as the train engine display. Which equation **best** shows the number of cars on display at the museum?
 - $3 \times 5 + 3 = 18$
 - $3 + 3 + 5 = 11$
 - $3 \times 5 = 15$
 - $5 + 3 = 8$

- Jamie plants beans for a science experiment. He decides to split the beans into six equal groups as shown.



Which statement describes the grouping of beans?

- 24 is 6 more than 4.
 - 24 is 6 times as many as 4.
 - 24 is 4 more than 6.
 - 6 is 4 times as many as 24.
- A sandwich shop offers two sizes of turkey sandwiches. The cook places five pickle slices on the small turkey sandwich. He places 8 times this number of pickle slices on the jumbo turkey sandwich. Which equation **best** shows the number of pickle slices used on the jumbo turkey sandwich?
 - $8 \times 5 = 40$
 - $2 \times 8 = 16$
 - $5 \times 2 = 10$
 - $5 + 8 = 13$
 - Joy makes a bracelet for each of her four friends. She places seven beads on each bracelet. Which statement **best** describes the total number of beads Joy uses?
 - 28 is 7 more than 4.
 - 28 is 4 times as many as 7.
 - 28 is 4 more than 7.
 - 28 is 4 less than 7.



Unit 1 Assessment

Name _____

Standard 4.OA.1

1. Every Saturday for 8 weeks, James walked on the beach collecting seashells. Each week James collected as many seashells as he could and then selected his five favorite seashells to take home. The last Saturday, James collected 3 times as many seashells as he took home. Which equation **best** shows how many total seashells James collected on the beach the last Saturday?
 - A $3 \times 5 = 15$
 - B $3 \times 8 = 24$
 - C $5 \times 8 = 40$
 - D $3 \times 5 \times 8 = 120$

2. The fourth-grade classes played football during recess. On Friday, Mr. Lane's class scored 7 points, Mrs. Kervin's class scored 14 points, and Ms. Najera's class scored 28 points. Select **all** the statements that are true.
 - A Mrs. Kervin's class scored twice as many points as Mr. Lane's class.
 - B Mr. Lane's class scored 4 times as many points as Ms. Najera's class.
 - C Ms. Najera's class scored twice as many points as Mrs. Kervin's class.
 - D Ms. Najera's class scored 4 times as many points as Mr. Lane's class.

3. Ben has 6 times as many sheets of paper as Joey. Joey has eight sheets of paper. Which equation shows how many sheets of paper Ben has?
 - A $6 + 8 = 14$
 - B $6 + 8 + 2 = 16$
 - C $8 \times 6 \times 2 = 96$
 - D $6 \times 8 = 48$

4. Sandra's grandparents are visiting, and she sets the table for dinner. She gives every person a knife, a spoon, and a fork. She sets six places for dinner. Sandra realizes the total number of pieces of silverware can be represented with the equation $18 = 6 \times 3$. Which statement **best** describes Sandra's equation?
 - A 18 is six more than 3.
 - B 18 is 6 times as many as 3.
 - C 3 is 6 times as many as 18.
 - D 6 is three less than 18.

5. Dominiqua and Nikkia are shopping at the mall. Dominiqua purchases a pair of boots for \$80. Nikkia purchases an identical pair of boots from a resale shop for \$20. Dominiqua knows that $80 = 4 \times 20$. How can the relationship between the cost of Dominiqua's boots and the cost of Nikkia's boots be expressed in words?

Name _____

Standard 4.OA.1

Unit 1 Skillful Thinking



1. Students investigated the effect of temperature on the length of time it took painted lady butterflies to emerge from the pupa stage. The results are shown in the data table.

Effect of Temperature on the Rate of Metamorphosis

Temperature (°C)	Days to Emerge
16	16
21	8
27	4

Analyze the data to complete the following comparisons.

Butterflies kept at 16°C took _____ times as many days to emerge as butterflies kept at 21°C.

Write an equation to represent this comparison. _____

Butterflies kept at 16°C took _____ times as many days to emerge as butterflies kept at 27°C.

Write an equation to represent this comparison. _____

What conclusion can be made about how temperature affects the rate of metamorphosis?



2. Use the clues to determine the mystery number.
- I am triple the number of sides on an octagon.
 - I am twice the number in a dozen.
 - I am 4 times the number of faces on a cube.

What number am I? _____

Explain your reasoning. _____

Journal

What multiplication equation can be used to compare your age to the age of another person? Explain your answer.



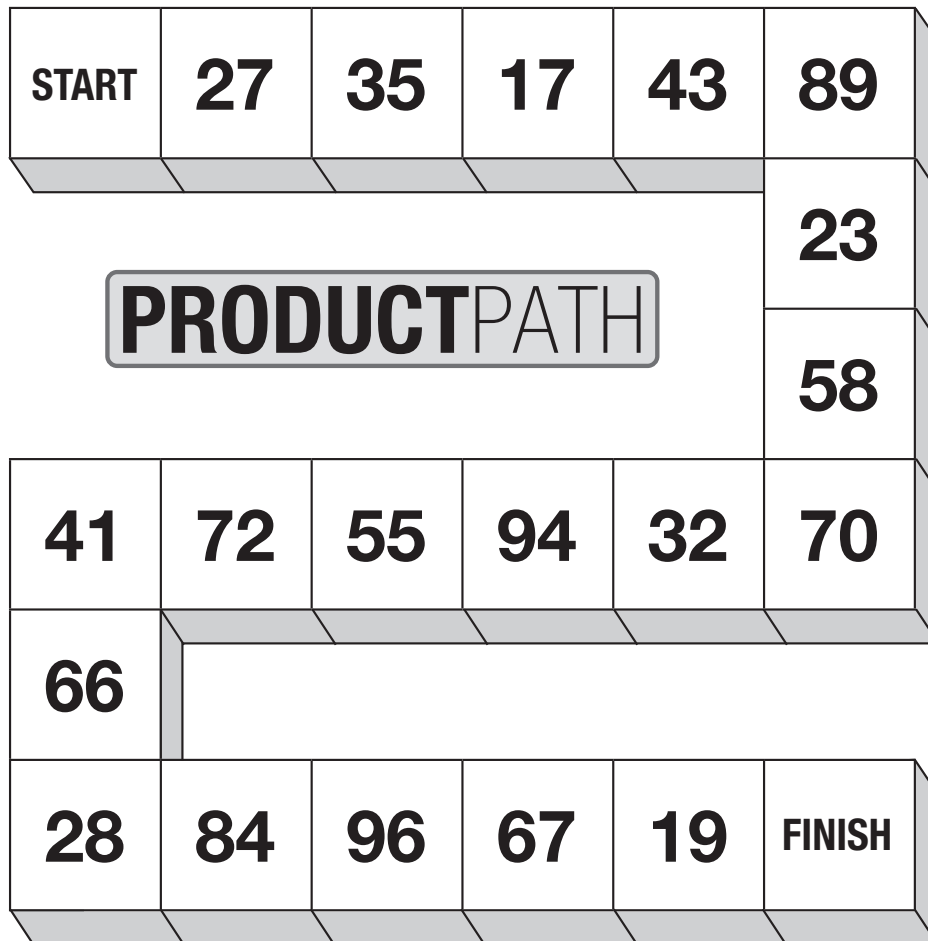
Unit 1 Motivation Station

Name _____

Standard 4.OA.1

Product Path

Play “Product Path” with a partner. Each player needs a counter to use as a game token. Each pair needs a number cube and the game board. Players place their game tokens in the START space. In turn, each player rolls the number cube and moves forward the number of spaces shown on the cube. The player multiplies the number on the game board square by the number rolled. If the player finds the correct product, he/she remains on that space. If the player does not find the correct product, he/she returns to the previous space. The winner is the first person to roll past the FINISH space.



Parent Activities

1. Discuss the cost of groceries for your family for 1 week. Ask your child to write an equation showing the cost of groceries for 4 weeks.
2. When practicing multiplication facts or using fact flash cards, have your child describe how the numbers in each fact relate to one another. For example, $3 \times 4 = 12$ may be described by explaining that 12 is 3 times as many as 4.

Name _____

Standard 4.OA.2

Unit 2 Introduction 

1. During a basketball game, Kristin scores 28 points in the first half and seven points in the second half. How many points does Kristin score during the game?

Answer: _____

How much greater was Kristin's total score compared to her score in the first half?

Answer: _____

Is this an additive comparison or a multiplicative comparison?

Answer: _____

2. In a card game, Janna scores 28 points. Mathias scores seven points. Compared to Mathias, how many times as many points did Janna score?

Answer: _____

Is this an additive comparison or a multiplicative comparison?

Answer: _____

3. There are five gifts on a shelf. There are 8 times as many gifts on a table. Write an equation to show how many gifts are on the table.

Answer: _____

4. Jaxon has 56 coins in his collection. He has 7 times as many as his cousin, Larimore. Write an equation to show how many coins Larimore has in his collection.

Answer: _____

5. Kai is knitting a rectangular scarf for his grandmother. Each day Kai completes 4 inches of the scarf. The completed scarf will be 12 times as long as it was at the end of the first day. Write and solve an equation to find the length of the completed scarf.

Answer: _____

6. Leslie plans a hot dog cookout. Hot dog buns come in packages of eight. Leslie needs 5 times this number of hot dog buns to feed all her guests. Draw a picture showing how many packages of hot dog buns Leslie needs to buy.

Hot dogs are sold in packages of 10. Write an equation showing how many packages of hot dogs Leslie needs.

Answer: _____

Words for the Wise

additive comparison

factor

number sentence

divide/division

multiplication/multiply

product

equation

multiplicative comparison

quotient