



TABLE OF CONTENTS

Purpose	7
Student Edition Unit Components	8
Teacher Edition Unit Components	13
Instructional Practices	17
Unit 1 Interpret Multiplication as a Comparison (4.OA.A.1).....	30
Unit 2 Solve Word Problems: Multiplication and Division as Comparisons (4.OA.A.2).....	38
Unit 3 Solve Multistep Word Problems Using Four Operations (4.OA.A.3).....	48
Unit 4 Identify Factor Pairs, Multiples, Prime & Composite Numbers (4.OA.B.4).....	56
Unit 5 Generate and Identify Number or Shape Patterns (4.OA.C.5).....	66
Unit 6 Understand Place Value (4.NBT.A.1).....	76
Unit 7 Read and Write Multi-digit Whole Numbers (4.NBT.A.2).....	84
Unit 8 Use Place Value to Round Multi-digit Whole Numbers (4.NBT.A.3).....	92
Unit 9 Add and Subtract Multi-digit Whole Numbers (4.NBT.B.4).....	100
Unit 10 Multiply Whole Numbers (4.NBT.B.5).....	108
Unit 11 Divide Whole Numbers (4.NBT.B.6).....	116
Unit 12 Recognize and Create Equivalent Fractions (4.NF.A.1).....	124
Unit 13 Compare Fractions (4.NF.A.2).....	132
Unit 14 Compose and Decompose Fractions (4.NF.B.3ab).....	140
Unit 15 Add and Subtract Fractions and Mixed Numbers (4.NF.B.3cd).....	148
Unit 16 Multiply a Fraction by a Whole Number (4.NF.B.4).....	156
Unit 17 Equivalent Fractions: 10ths and 100ths (4.NF.C.5).....	164

Unit 18	Use Decimal Notation for Fractions (4.NF.C.6)	172
Unit 19	Compare Decimal Numbers (4.NF.C.7)	180
Unit 20	Convert Measurements within a System (4.MD.A.1).....	188
Unit 21	Solve Word Problems: Distance, Time, Capacity, Mass, Money (4.MD.A.2)	198
Unit 22	Apply Area and Perimeter Formulas for Rectangles (4.MD.A.3)	208
Unit 23	Make and Interpret Line Plots with Measurement Data (4.MD.B.4)	218
Unit 24	Understand Angle Measurement (4.MD.C.5).....	228
Unit 25	Use a Protractor to Measure Angles (4.MD.C.6)	238
Unit 26	Recognize Angle Measurement as Additive (4.MD.C.7)	248
Unit 27	Draw and Identify: Points, Lines, Line Segments, Rays, Angles (4.G.A.1).....	256
Unit 28	Classify Two-dimensional Figures (4.G.A.2)	264
Unit 29	Identify Lines of Symmetry (4.G.A.3).....	272
Performance Assessments		280
Performance Assessment A - Popping to Win		282
Performance Assessment B - Stadium Seats		286
Performance Assessment C - Pie Palooza		290
Performance Assessment D - How Does Our Garden Grow?		294
Performance Assessment E - Treasures in the Park		298
Math Glossary		302
Class Performance Chart		306
Resources		308

Unit 4

Standard 4.OA.B.4

*Identify Factor Pairs, Multiples, Prime and Composite Numbers***Unit 4 Standards**

(Student pages 25-30)

Common Core Standards for Mathematics: 4.OA.B.4**Domain** Operations and Algebraic Thinking**Cluster** Gain familiarity with factors and multiples.**Standard** 4.OA.B.4

Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Other Standards Addressed in this Unit

4.OA.A.1, 4.OA.A.2, 3.OA.A.1, 3.OA.A.3, 3.OA.A.4, 3.OA.B.5, 3.OA.B.6, 3.OA.C.7

Standards for Mathematical Practice Addressed in this Unit

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.
- MP.5 Use appropriate tools strategically.
- MP.6 Attend to precision.
- MP.7 Look for and make use of structure.

Unpacking the Standards

In grade 3, students were introduced to multiplication. Students multiplied and divided within 100 and used the language of multiplication including, “factor,” “multiple,” and “product.” In grade 4, students expand their study of multiplication. Students determine all whole-number factor pairs for a given number. They determine if a number is a multiple of a given one-digit number, and they also determine if a given whole number in the range 1–100 is prime or composite.

Getting Started**Introduction Activity**

The teacher creates a deck of factor cards on index cards. The following factors are written, one per card with a blue marker: 1, 2, 3, 4, 5, 6, 10, 12, 15, 20, 30, 60. Another set of cards has the following factors, one per card, written with a red marker: 1, 2, 3, 4, 6, 9, 12, 18, 36. Each student receives one card. Students with the blue factors must find another blue factor that will make a product of 60. Students with the red factors must find another red factor that will make a product of 36. The factor pairs stand together in color groups. The teacher records the factor pairs for each number. Then, students work with partners to develop a systematic method for determining all the whole-number factor pairs of a given product. Partners share their methods with the class.

(DOK 2, Bloom's Level: Comprehension/Understand)

Suggested Formative Assessment

The teacher displays two numbers such as 24 and 54. Students use one of the methods discussed by classmates to find all the factor pairs of each number. The teacher reviews work for evidence of learning and misconceptions and adjusts instruction accordingly.

(DOK 2, Bloom's Level: Application/Apply)

Children's Literature Connections

The Best of Times: Math Strategies that Multiply – Greg Tang

You Can Count on Monsters – Richard Evan Schwartz

Unit 4

Standard 4.OA.B.4

Identify Factor Pairs, Multiples, Prime and Composite Numbers

Vocabulary Focus

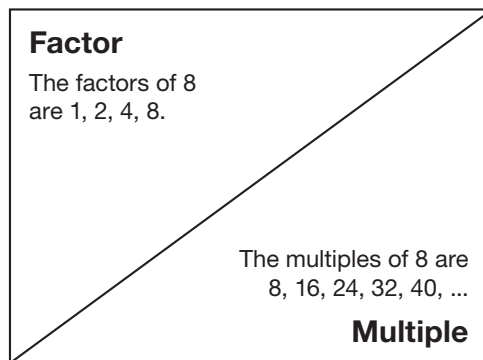
The following are essential vocabulary terms for this unit.

composite number	factor pair	prime number	whole number
factor	multiple	product	

Vocabulary Activity

Diagonal Definitions

The teacher provides each student with two sheets of unlined paper. Students divide the paper by drawing a diagonal line as shown. Students write "Factor" on the top half and "Multiple" on the bottom half. Students use words, pictures, and/or numbers to show the meanings. The activity is repeated with the words "prime" and "composite." Students share and display their posters.



(DOK 2, Bloom's Level: Application/Apply)

Suggested Formative Vocabulary Assessment

Students write examples or definitions for vocabulary terms given by the teacher. Then the teacher reviews their work and plans further instruction or interventions.

(DOK 1, Bloom's Level: Comprehension/Understand)

Identify Factor Pairs, Multiples, Prime and Composite Numbers

Unit 4
Standard 4.OA.B.4

Suggested Instructional Activities

- The teacher explains that finding multiples is like skip counting. The class plays games such as “Buzz” to emphasize skip counting. When playing “Buzz,” students count, but say “buzz” at the multiples of a given number. For example, if the given number is 4, the students would count as follows: 1, 2, 3, buzz, 5, 6, 7, buzz, 9, 10, 11, buzz, and so on. An individual student may count, or the game can be played as a class game in which students stand and count as if numbering off. If a student misses the “buzz” or calls an incorrect number, he/she sits down. Play continues, skip counting to greater numbers until only one player is left standing.

(DOK 2, Bloom's Level: Comprehension/Understand)

- The teacher provides multiplication charts and colored pencils to students. Then the teacher displays a number. Students circle the given number as many times as it is found in the products on the chart and identify the factor pairs for the number using the column and row headings on the chart. The teacher asks these questions.

- Can there be more factor pairs than you see on the multiplication chart?
- How do you know?

Students repeat the activity and write factor pairs for other target numbers. The teacher names a prime number on the chart and asks these questions.

- How many times is the number listed as a product?
- Is this true for all prime numbers?

Then the teacher names a composite product on the chart and asks these questions.

- How many times does this number appear as a product?
- Is this true for all composite numbers?
- What observations can you make from your investigation? (Prime number products are listed exactly two times while composite number products may be listed three or more times.)

(DOK 3, Bloom's Level: Analysis/Analyze)

x	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

Unit 4

Standard 4.OA.B.4

Identify Factor Pairs, Multiples, Prime and Composite Numbers

3. The Sieve of Eratosthenes is a method of identifying prime and composite numbers. The hundred chart is used to create the sieve. First, students shade the number 1 to distinguish it since 1 is neither prime nor composite. Then they circle the first prime number, 2. Students skip count the multiples of 2 (greater than 2), marking each with an "X." These are composite numbers because they have at least three factors—1, 2, and the number itself. Students repeat this process with the next prime number, 3. Then, they continue the process with the next three prime numbers (5, 7, and 11). The students note that the multiples of 11 are already marked. This is a signal that they can stop and study the chart for results. Students circle the numbers that are not marked with an "X." These are prime numbers. The teacher leads a discussion about the prime and composite numbers on the chart and the critical attributes of these categories.

(DOK 2, Bloom's Level: Analysis/Analyze)

Suggested Formative Assessment

Students complete an information sheet about a number. For example, if the number is 49, students answer these questions.

- *What are the factor pairs for this number? (1, 49 and 7, 7)*
- *Based on the factor pairs, is this number prime or composite? (composite) Why? (This number has more than 2 factors.)*
- *Is this number a multiple of another whole number (greater than one)? If so, what is the number? (49 is a multiple of 7.)*

The teacher reviews student responses to determine their understanding of multiples, factors, prime numbers, and composite numbers. Additional instruction and/or interventions are then planned to meet identified needs.

(DOK 2, Bloom's Level: Analysis/Analyze)

Suggested Reflection/Closure Activity

Students respond to the Journal prompt on page 29 in the student edition.

Is 1 a prime number or a composite number? Use words, numbers, or pictures to justify your answer.

(DOK 2, Bloom's Level: Analysis/Analyze)

Suggested Formative Assessment

Students identify six numbers as prime, composite, or neither. The numbers should include 1 and 2. The teacher plans additional lessons and/or interventions based on responses.

(DOK 2, Bloom's Level: Analysis/Analyze)

Interventions

1. Square tiles may be used to explore the concept of prime and composite numbers. Students work with partners. The teacher gives the first pair two square tiles, the second pair three square tiles, the third pair four square tiles, and so on. Each pair needs a sheet of centimeter grid paper and scissors. Partners use the tiles to create all the possible rectangular arrays for their target number (the number of tiles). For example, the partners with five tiles build two arrays (For the purpose of this activity, a 5×1 and a 1×5 array are two different arrays.). Partners use the grid paper to outline and cut out patterns for the rectangular arrays they made. The teacher posts a large sheet of butcher paper, divided into 12 sections and numbered 1-12. As pairs complete their cut-outs, they tape the arrays onto the butcher paper in the sections corresponding to the numbers of tiles used. For example, in the section marked "9," students tape a 1×9 , a 9×1 , and a 3×3 array. Students record the dimensions of the rectangle under each array. The teacher then assigns the pair another number, until arrays are formed for all numbers 1 through 12. When the class chart is complete, students look for patterns and communicate their findings. The teacher explains the connections between the definitions of prime and composite numbers and the arrays displayed. Numbers that have exactly two arrays are prime numbers. Numbers with more than two arrays are composite numbers. Composite numbers have three or more factors. The number 1 has only one factor; therefore, it is neither prime nor composite.

(DOK 2, Bloom's Level: Application/Apply)

2. The teacher guides students to make a chart showing the divisibility rules for numbers divisible by 2 through 10. Students use the divisibility rules to determine whether numbers, up to 50, are prime or composite. Students can also use the divisibility rules to assist in generating factor pairs and to determine if a number is a multiple of a one-digit number from 2 through 9.

(DOK 2, Bloom's Level: Analysis/Analyze)

3. Students use T-charts to identify the factor pairs for given whole numbers through 100. Students begin by identifying 1 and the given number, then proceed to 2, 3, 4, etc., recording the pairs until all possible pairs of factors have been identified. Students explain why they don't need to identify a 9 and 4 when 4 and 9 have been identified.

(DOK 1, Bloom's Level: Comprehension/Understand)

Factor Pairs for 36

1	36
2	18
3	12
4	9
6	6

Unit 4

Standard 4.OA.B.4

Identify Factor Pairs, Multiples, Prime and Composite Numbers

Suggested Formative Assessment

When students complete the first Intervention activity with the square-tile arrays, the teacher uses probing questions to assess student understanding of prime and composite numbers.

- *How can arrays be used to find factor pairs?*
- *How can we use the class chart to find prime numbers? Composite numbers?*
- *What is the least composite number? How do you know?*
- *Is 1 prime or composite? (neither) How do you know?*
- *Suppose you get tired of cutting out arrays. Are there any other methods of finding prime and composite numbers? Explain.*
- *How can the arrays be used to determine if a number is a multiple of a one-digit number?*

The teacher uses evidence of student learning or misconceptions to plan additional interventions.

(DOK 2, Bloom's Level: Analysis/Analyze)

Extending Student Thinking

Students use the library and Internet resources to investigate other categories of numbers that are classified by their factors, such as perfect numbers, abundant numbers, and deficient numbers. Student groups create skits to introduce the class to the critical attributes of each category of number.

Note: Teachers should preview Internet websites for appropriate content to ensure that each website meets the instructional goals of the lesson and complies with district/campus guidelines for acceptable use.

(DOK 3, Bloom's Level: Synthesis/Create)

Skillful Thinking

Skillful Thinking = Deeper Learning through Revised Bloom's Taxonomy, Depth of Knowledge, and 9 Traits of Critical Thinking

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 mathematics. 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.



Examine – I use a variety of methods to explore and to analyze.

- ✓ Engagement Indicator – Students use analytical skills to make inferences, interpret data, integrate or organize ideas, and make connections.
- ✓ Strategy to Facilitate the **Examine** Trait – Model the “Why/What If/How” sequence to show how to dig deeper when investigating problems or solutions.



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 – Guide students to view and solve a problem from new or different perspectives.

Identify Factor Pairs, Multiples, Prime and Composite Numbers

Unit 4
Standard 4.OA.B.4

Answer Key and Codings

Page	Question	Answer	DOK Level	Bloom's Original/Revised
25	1	1, 2, 4, 7, 14, 28	1	Comprehension/Understand
	2	No; 1 is missing.	1	Application/Apply
	3	Composite: 4, 6, 8, 9, 10, 12 Prime: 2, 3, 5, 7, 11	1	Comprehension/Understand
	4	33, 36, 39, 42, 45, 48, 51, 54, 57	1	Application/Apply
	5	9	2	Application/Apply
	6	February 23	1	Analysis/Analyze
26	1	C	1	Application/Apply
	2	C	1	Application/Apply
	3	B	1	Comprehension/Understand
	4	A–Yes B–No C–Yes D–Yes E–Yes	2	Application/Apply
	5	B	1	Application/Apply
	6	A	1	Application/Apply
	7	B	1	Analysis/Analyze

Unit 4

Standard 4.OA.B.4

Identify Factor Pairs, Multiples, Prime and Composite Numbers

Answer Key and Codings

Page	Question	Answer	DOK Level	Bloom's Original/Revised
27	1	B	1	Application/Apply
	2	C	2	Application/Apply
	3	D	2	Analysis/Analyze
	4	B, C, D, F	2	Analysis/Analyze
	5	B	1	Application/Apply
	6	C	2	Analysis/Analyze
	7	C	1	Application/Apply
28	1	A–Yes B–Yes C–No D–Yes E–No F–Yes	1	Application/Apply
	2	C	1	Analysis/Analyze
	3	B	1	Analysis/Analyze
	4	D	1	Application/Apply
	5	C	2	Analysis/Analyze
	6	No; 2 is prime and not an odd number.	2	Analysis/Analyze
29	1	11 41 37	2	Analysis/Analyze
	2	Day 60 Answers will vary.	3	Analysis/Analyze
	Journal	Justifications may vary. They should include that 1 is neither prime nor composite because it has only one factor.	2	Analysis/Analyze
30	1	60	2	Application/Apply
	2	Patterns will vary.	2	Analysis/Analyze

Name _____

Standard 4.OA.B.4

Unit 4 Introduction

1. List all the factors of the composite number 28.

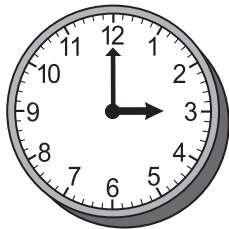
Circle the factors that are prime numbers.

2. Pedro listed the factors of 30 as 2, 3, 5, 6, 10, 15, and 30. Did Pedro list all the factors of 30?

Answer: _____

Explain your answer. _____

3. Use the clock to answer the question.



Which numbers on the clock face are composite numbers?

Answer: _____

Which numbers are prime numbers?

Answer: _____

4. Write the multiples of 3 that are greater than 30 and less than 60.

Answer: _____

5. Jackson selects a mystery number. He gives Sara two clues to help her guess his number.

- The multiples of my mystery number include 18, 36, and 63.
- My mystery number has exactly 3 different factors.

What is Jackson's mystery number?

Answer: _____

6. Amanda's birthday is in February. The date of her birthday is the only prime number in that week. Use this calendar to find Amanda's birthday.

FEBRUARY						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

What is the date of Amanda's birthday?

Answer: _____

Words for the Wise

composite number
factor

factor pair
multiple

prime number
product

whole number



Unit 4 Partner Practice

Name _____

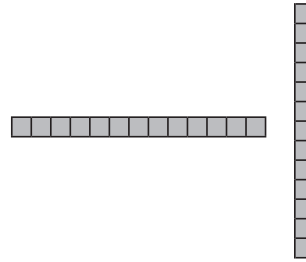
Standard 4.OA.B.4

- Which group of numbers includes only composite numbers?
 - 13, 23, 43, 53
 - 9, 11, 13, 15
 - 27, 49, 57, 63
 - 12, 17, 22, 27
- 42 is a multiple of which numbers?
 - 7 and 5
 - 2 and 9
 - 6 and 3
 - 8 and 4
- Clark's Store is celebrating its sixth anniversary by giving gift cards to every sixth customer. Which list shows only multiples of 6?
 - 1, 2, 3, 6
 - 12, 18, 24, 30
 - 6, 13, 21, 30
 - 18, 24, 32, 48

- Is the number a factor of 36? Check Yes or No for each number.

		Yes	No
A	18	<input type="checkbox"/>	<input type="checkbox"/>
B	8	<input type="checkbox"/>	<input type="checkbox"/>
C	12	<input type="checkbox"/>	<input type="checkbox"/>
D	9	<input type="checkbox"/>	<input type="checkbox"/>
E	4	<input type="checkbox"/>	<input type="checkbox"/>

- Estelyn creates arrays with square tiles for numbers less than 20. These are all the possible arrays for the number 13.



Based on the arrays, what can you conclude about the number 13?

- The number 13 is composite.
 - The number 13 is prime.
 - The number 13 has a factor of 2.
 - The number 13 is lucky.
- The runners in a race wear numbers from 20 to 60. The number on Omar's shirt is a prime number. Which of these could **not** be the number on Omar's shirt?
 - 51
 - 47
 - 29
 - 23
 - Jann lists all the factors of 64.

1, 2, 3, 4, 8, 16, 32, 64

Why is Jann incorrect?

- The factors of 64 do not include 16.
- The factors of 64 do not include 3.
- The number 64 is not a factor of itself.
- Numbers always have an odd number of factors.

Name _____

Standard 4.OA.B.4

Unit 4 Independent Practice

1. Which list shows four numbers that are multiples of 7?

A 7, 14, 24, 63

B 7, 42, 56, 84

C 21, 42, 67, 81

D 28, 47, 63, 77

2. At the ballpark, every ninth person in line receives a free baseball cap. Which number is **not** a multiple of 9?

A 45

C 78

B 63

D 90

3. Bart tells Lisa that all the factors of 24 are odd numbers. Why is Bart's statement incorrect?

A All the factors of 24 are even numbers.

B 24 is an even number, and even numbers never have odd numbers as factors.

C 24 has only composite numbers as factors.

D Only 2 factors of 24 are odd numbers.

4. The factors of a number include 2, 3, and 4. Select **all** the numbers that have factors of 2, 3, and 4.

A 16

B 24

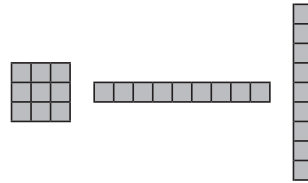
C 36

D 48

E 64

F 72

5. Jason uses color tiles to create arrays for the number 9. These are all the possible arrays.



Based on the arrays, what can you conclude about the number 9?

A It is a prime number.

B It is a composite number.

C It has a factor of 4.

D It is a multiple of 18.

6. Which pair shows the least and greatest 2-digit prime numbers?

A 2, 99

B 13, 91

C 11, 97

D 1, 89

7. Which list contains exactly two prime numbers and two composite numbers?

A 12, 13, 14, 15

B 9, 10, 11, 12

C 11, 12, 13, 14

D 15, 16, 17, 18



Unit 4 Assessment

Name _____

Standard 4.OA.B.4

1. Is the number a multiple of 6? Check Yes or No for each number.

		Yes	No
A	48	<input type="checkbox"/>	<input type="checkbox"/>
B	42	<input type="checkbox"/>	<input type="checkbox"/>
C	62	<input type="checkbox"/>	<input type="checkbox"/>
D	72	<input type="checkbox"/>	<input type="checkbox"/>
E	94	<input type="checkbox"/>	<input type="checkbox"/>
F	30	<input type="checkbox"/>	<input type="checkbox"/>

2. Mary creates a table showing the factor pairs of 42.

Factor Pairs of 42

Factor Pairs	1	2	3	6
	42	21	14	7

Based on the table of factor pairs, what can you conclude about 42?

- A The number 42 is prime.
- B The number 42 has a factor of 5.
- C The number 42 is composite.
- D The number 7 is the only prime factor of 42.

3. J’Nae made a mistake when she listed all the factors of 100.

1, 2, 4, 5, 20, 25, 50, 100

What was J’Nae’s mistake?

- A She did not include 40 as one of the factors.
- B She should have included 10 as a factor.
- C She should not have included 5 as a factor.
- D One is not a prime number, so it cannot be a factor.

4. Which list names all the factors of 84?

- A 1, 3, 4, 7, 12, 28, 42, 84
- B 2, 3, 4, 7, 12, 28, 42
- C 1, 2, 4, 6, 7, 12, 14, 21, 28, 42, 84
- D 1, 2, 3, 4, 6, 7, 12, 14, 21, 28, 42, 84

5. Lukas tells his teacher that on his birthday his age will be a prime number. He also tells her that it will be the first time his age has been prime since he was 7 years old. What age will Lukas be on his birthday?

- A 9
- B 10
- C 11
- D 12

6. Are all prime numbers also odd numbers? _____

Justify your answer.

Name _____

Standard 4.OA.B.4

Unit 4 Skillful Thinking



1. Marco is in elementary school. His father is 30 years older than Marco, and his mother is 4 years younger than his father. The ages of Marco, his mother, and his father are all prime numbers. What are their ages?

Marco's age: _____

Father's age: _____

Mother's age: _____



2. Percy, Hilda, and Fred take turns riding their horse. Percy rides every 4 days, Hilda rides every 5 days, and Fred rides every 6 days. This pattern continues. What will be the first day they all ride the horse on the same day?

Answer: _____

How did you find your answer?

Journal

Is 1 a prime number or a composite number? Use words, numbers, or pictures to justify your answer.



Unit 4 Motivation Station

Name _____

Standard 4.OA.B.4

Multiple Multiples

Skip count to find multiples on the hundred chart. Record the multiples by marking the square of each multiple with a colored dot using the colors and locations outlined in the table. For example, for each multiple of 2, you will place a small red dot in the upper left corner of that number's square.

Color and Location Table

Multiples of...	Color of Dot	Location of Dot
2	Red	
3	Blue	
4	Green	
5	Orange	
6	Yellow	
7	Black	
8	Purple	
9	Brown	

Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. Name a number on the chart that is a multiple of all these factors: 2, 3, 4, 5, and 6.

Answer: _____

2. Describe a pattern you can see on your completed chart.

Parent Activities

1. Practice finding multiples by skip counting together. Select a number from 2 through 9 and skip count to 100.
2. Have your child use small square tiles to make rectangles. Find the length, width, and area of each rectangle by counting the tiles. Then determine if another rectangle can be formed with the same area but different dimensions. Use this information to determine if the area value is a prime or composite number.