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**teach@home**

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# Math Activities

## Grade 4, Week 1

### Multiplication and Division

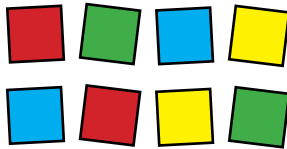

| Day   | Topic                                 | Pages |
|-------|---------------------------------------|-------|
| Day 1 | <u>Identify Factors of a Number</u>   | 2–3   |
| Day 2 | <u>Prime and Composite Numbers</u>    | 4–5   |
| Day 3 | <u>Identify Multiples</u>             | 6–7   |
| Day 4 | <u>Multiply with a 2-Digit Number</u> | 8–9   |
| Day 5 | <u>Divide with a 1-Digit Divisor</u>  | 10–11 |

Use this packet of activities to help children practice their Language Arts skills.

For video lessons and additional resources, visit [hand2mindathome.com](http://hand2mindathome.com)

# Day 1

Write the factors of each number. Then, create two arrays of factor pairs. Use counters (such as color tiles, paper clips, cereal, etc.) to help, if available.

| Number | Factors    | Factor Pair 1  | Factor Pair 2   |
|--------|------------|--|---|
| 8      | 1, 2, 4, 8 | <br>$2 \times 4$ | <br>$8 \times 1$ |
| 30     |            |  |   |
| 18     |            |  |   |
| 24     |            |  |   |
| 42     |            |  |   |
| 16     |            |  |   |



# Day 1 (Cont'd)

Write and draw an array of the factors of each number. Use counters (such as color tiles, paper clips, cereal, etc.) to help, if available.

1. 20

2. 15

3. 14

4. 49

5. 28

6. 32

7. 50

8. 36

# Day 2

Color in the prime numbers. If you are not sure if a number is prime, try to make an array with that number. Use counters (such as color tiles, paper clips, cereal, etc.) to help, if available.

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 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 |



# Day 2 (Cont'd)

Determine whether each number is prime or composite.

If you are not sure if a number is prime, try to make an array of that number. Use counters (such as color tiles, paper clips, cereal, etc.) to help, if available.

**18**

☐

Prime

☐

Composite

**27**

☐

Prime

☐

Composite

**75**

☐

Prime

☐

Composite

**29**

☐

Prime

☐

Composite

**53**

☐

Prime

☐

Composite

**90**

☐

Prime

☐

Composite

**38**

☐

Prime

☐

Composite

**81**

☐

Prime

☐

Composite

**43**

☐

Prime

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Composite

**69**

☐

Prime

☐

Composite

**97**

☐

Prime

☐

Composite

**84**

☐

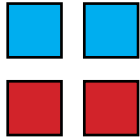
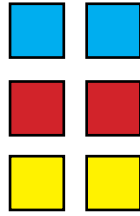
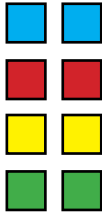
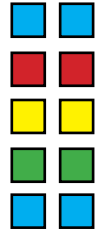
Prime

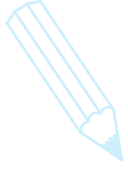
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Composite

# Day 3

Draw the arrays in the multiples chart below. Use counters (such as color tiles, paper clips, cereal, etc.) to help, if available.

|   |   |   |   |  |
|---|---|---|---|--|
| 2  | 4  | 6  | 8  | 10  |
| 3   | 6   | 9   | 12  | 15   |
| 4   | 8   | 12  | 16  | 20   |
| 5   | 10  | 15  | 20  | 25   |
| 6   | 12  | 18  | 24  | 30   |
| 8   | 16  | 24  | 32  | 40   |



# Day 3 (Cont'd)

List the first 5 multiples of each number.

1. 4    \_ \_ \_ \_ \_

2. 7    \_ \_ \_ \_ \_

3. 10    \_ \_ \_ \_ \_

4. 5    \_ \_ \_ \_ \_

5. 11    \_ \_ \_ \_ \_

6. 13    \_ \_ \_ \_ \_

# Day 4

Use the 4 numbers to create 2-digit multiplication problems. Write down the 2-digit multiplication problem that produces the largest product.

| Four Numbers | Multiplication Problem with the Largest Product               |
|--------------|---|
| 1, 3, 5, 6   | $\begin{array}{r} 61 \\ \times 53 \\ \hline 3233 \end{array}$ |
| 8, 2, 4, 9   |   |
| 3, 1, 5, 4   |   |
| 2, 2, 8, 8   |   |
| 5, 9, 4, 1   |   |

| Four Numbers | Multiplication Problem with the Largest Product |
|--------------|---|
| 3, 3, 7, 3   |   |
| 6, 8, 9, 7   |   |
| 5, 2, 8, 3   |   |
| 7, 4, 1, 6   |   |
| 4, 2, 8, 6   |   |





# Day 4 (Cont'd)

Use the 4 numbers to create 2-digit multiplication problems. Write down the 2-digit multiplication problem that produces the smallest product.

| Four Numbers | Multiplication Problem with Smallest Product                 |
|--------------|--|
| 1, 3, 5, 6   | $\begin{array}{r} 15 \\ \times 36 \\ \hline 540 \end{array}$ |
| 8, 2, 4, 9   |  |
| 3, 1, 5, 4   |  |
| 2, 2, 8, 8   |  |
| 5, 9, 4, 1   |  |

| Four Numbers | Multiplication Problem with Smallest Product |
|--------------|--|
| 3, 3, 7, 3   |  |
| 6, 8, 9, 7   |  |
| 5, 2, 8, 3   |  |
| 7, 4, 1, 6   |  |
| 4, 2, 8, 6   |  |

# Day 5

Solve the below word problems. Show your work.

I have 11 🐟. There are 4 tanks for the 🐟. Each tank can hold 2 🐟. How many 🐟 are left over?

There are 15 🐸. There are 6 lily pads. Each lily pad holds 2 🐸. How many 🐸 are left over?

There are 18 🐭. There are 4 mazes. Each maze can have 4 🐭. How many 🐭 are left without a maze?

There are 11 🦁. There are 3 hills. Each hill holds 3 🦁. How many 🦁 are left without a hill?

There are 16 🐷. There are 5 pig pens. Each pig pen holds 5 🐷. How many 🐷 are left over?

# Day 5 (Cont'd)

Draw a picture of the links in equal groups. Write the number in each group and the number left over.

1. 13  2 equal groups



number in each group: 6

number left over: 1

2. 14  3 equal groups

number in each group: \_\_\_\_\_

number left over: \_\_\_\_\_

3. 10  4 equal groups

number in each group: \_\_\_\_\_

number left over: \_\_\_\_\_

4. 12  2 equal groups

number in each group: \_\_\_\_\_

number left over: \_\_\_\_\_

5. 11  3 equal groups

number in each group: \_\_\_\_\_

number left over: \_\_\_\_\_

6. 17  4 equal groups

number in each group: \_\_\_\_\_

number left over: \_\_\_\_\_