

# Welcome to 4th Grade!

NAME: \_\_\_\_\_



Remember: If you are stuck, I encourage you to do something clever like an **estimate** or **guess**. I know what you think though... **cheat**!

## Operations and Properties Thinking

$$10 \times 4 = \underline{\hspace{2cm}}$$

$$20 \times 3 = \underline{\hspace{2cm}}$$



$$10 \times 5 = \underline{\hspace{2cm}}$$

$$20 \times 2 = \underline{\hspace{2cm}}$$

$$10 \times 3 = \underline{\hspace{2cm}}$$

$$20 \times 1 = \underline{\hspace{2cm}}$$

$$4 \times \underline{\hspace{2cm}} = 36$$

$$\underline{\hspace{2cm}} \times 3 = 27$$



## Numbers & Operations in Base Ten

$$276 + 152 = \underline{\hspace{2cm}}$$

$$356 + 215 = \underline{\hspace{2cm}}$$



Round to the nearest 10:

$$89 \underline{\hspace{2cm}}$$

$$93 \underline{\hspace{2cm}}$$

$$327 \underline{\hspace{2cm}}$$

$$785 \underline{\hspace{2cm}}$$

$$422 \underline{\hspace{2cm}}$$

$$314 \underline{\hspace{2cm}}$$

$$898 \underline{\hspace{2cm}}$$

$$919 \underline{\hspace{2cm}}$$



## Numbers and Operations—Fractions

Estimate where  $\frac{1}{4}$  and  $\frac{1}{2}$  would go on this number line. What direction does this show all fractions move as you get closer to 1?



Estimate where  $\frac{3}{4}$  and  $\frac{5}{4}$  would go on this number line. Where are they? Did they fall the same amount? Draw a sketch to help you think.



## Measurement and Data

Use the fact that one pound is the same as one quart.

What time does this clock show?

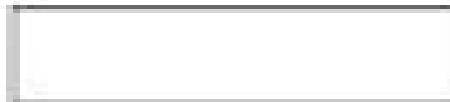


## Geometry

What time is this shape?



Divide this rectangle into four equal squares.



# 4th Grade Homework Ideas Using Common Core

**Harold I. Kaplan, Benjamin J. Sadock**

#### **4th Grade Homework Ideas Using Common Core:**

*Resources in Education* ,1995-04    *How to Grade for Learning* Ken O'Connor,2017-10-04 Implement standards based grading practices that help students succeed Classroom assessment methods should help students develop to their full potential but meshing traditional grading practices with students achievement on standards has been difficult Making lasting changes to grading practices requires both knowledge and willpower Discover eight guidelines for good grading recommendations for practical applications and suggestions for implementing new grading practices as well as The why s and the how to s of implementing standards based grading practices Tips from 48 nationally and internationally known authors and consultants Additional information on utilizing level scores rather than percentages Reflective exercises

Techniques for managing grading more efficiently    **Blended Learning in Grades 4-12** Catlin R. Tucker,2012-06-13 Use technology to focus on your students In this step by step guide teacher and education blogger Catlin Tucker outlines the process for integrating online discussion with face to face instruction in a way that empowers teachers to focus their energies where they're most needed With concrete strategies ready to use resources and sample rubrics grounded in the Common Core State Standards this book shows teachers how to Increase engagement and drive higher order thinking Prepare students for high stakes exams without sacrificing class time Assess online work Personalize learning and differentiate lessons Move toward flipped instruction to create a student centered classroom

*Mathematical Outreach: Explorations In Social Justice Around The Globe* Hector Rosario,2019-10-30 The presentations gathered in this book offer plenty of ideas and advice for anyone seeking to start a program or affiliate with an existing one In general the authors do not compare their programs to those described in other chapters but readers of the whole volume will identify significant commonalities across the various audiences processes obstacles and outcomes described Summing up Recommended All readers CHOICEThis groundbreaking anthology is a collection of accounts from leaders in mathematical outreach initiatives The experiences range from prison education programs to alternative urban and Indian reservation classrooms across the United States traversing the planet from the Americas to Africa Asia and the Indian subcontinent Their common theme is the need to share meaningful and beautiful mathematics with disenfranchised communities across the globe Through these stories the authors share their educational philosophy personal experiences and student outcomes They incorporate anecdotal vignettes since research articles in mathematics education often exclude them The inclusion of these stories is an element that adds immeasurable value to the larger narratives they tell

**Research in Rural Education** ,1987

**Innovations in Engineering Education** ,2004    **Interagency and International Assignments and Officer Career Management** Harry Thie,Margaret C. Harrell,Robert M. Emmerichs,1999 At the request of Congress to the Secretary of Defense RAND undertook a study on the advisability and feasibility of a cadre of officers whose assignments and schooling would be managed so as to ensure a viable career track in which the officers would serve in interagency and international

assignments This report presents the results of the study It 1 identifies approximately 330 such assignments at the policy level and an additional 1200 positions at the other organizational levels 2 develops four career management models that are variations of the due course model managing leader succession managing competencies managing skills and managing the exception 3 looks at the feasibility of each career model at the level of the officer personnel management system as a whole and at the level of officer career tracks and 4 assesses the advisability of the models from the perspective of the individual officer the interagency and Teaching Secondary School Mathematics Alfred S. Posamentier,Jay Stepelman,1995

**HANDBOOK FOR Evaluating and Selecting Curriculum Materials** Meredith Damien Gall,1981 **State English Standards** Sandra Stotsky,1997 **Teaching Educational Psychology** Phyllis C. Blumenfeld,Linda Anderson,1996 The articles included in this special issue are invited contributions that extend the work of the APA Division 15 Ad Hoc Committee on the Teaching of Educational Psychology The committee was established to consider implications of current reforms relative to educational psychology courses for prospective teachers It was charged to begin a dialogue about the contribution of educational psychology to teacher education and how educational psychology might best be taught to prospective teachers This issue s aim is to spark a lively interchange about the place of educational psychology in teacher education programs and the roles of educational psychologists as teacher educators with respect to three sets of issues identified by the contributors the nature of the field and the relationship of its theories to practice defining content and agreeing upon goals for teaching educational psychology to prospective teachers and principles of pedagogy for teaching prospective teachers about ideas from the field In so doing the editors hope to contribute to pedagogical content knowledge held by educational psychologists In addition they hope this issue will stimulate inquiry into what and how they teach and how they can contribute substantially to prospective teachers knowledge and skills Individuals with Disabilities Education Law Report ,1997 **Assessing and Programming Basic Curriculum Skills** Joyce S. Choate,1987 **Public Hearing Before Senate Education Committee and Assembly Education Committee** New Jersey. Legislature. Senate. Committee on Education,1995

**Self-advocacy for Students who are Deaf Or Hard of Hearing** Kristina M. English,1997 **Secondary Education Journal** ,1982 Comprehensive Textbook of Psychiatry/IV Harold I. Kaplan,Benjamin J. Sadock,1985 **Proceedings of the Fourth World Conference on Engineering Education** E. R. Krueger,F. A. Kulacki,1995 Journal of Visual Impairment & Blindness ,1986 **Scientific American** ,1895

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