

Name: _____

1. Complete the apply box and one additional activity from each highlighted row. **All work from this section is to be done in your notebook.** Wait for the lesson with your teacher before moving to the next row. The analyze or evaluate activity in each assigned row will be counted as an informal grade.

Check In	Apply	Analyze	Evaluate
Multiplication & Division Comparison Word Problems	Multiplication as a comparison practice Multiplicative comparison word problems	Anna is 8 years old. Her mom is five times older than she is and her grandmother is eight times older than Anna. What multiplication sentences can be written to represent the relationship between Anna's age and her mom's age? Between Anna's age and her grandmother's age? How old are Anna's mother and grandmother?	Create a circle map listing at least 5 different specific situations where comparisons can be made using multiplication or division. Include numbers in your examples.
Multistep Word Problems	Multistep word problems practice	Create a tree map that can be used to help identify key words or phrases that tell which operation(s) to use. Include a paragraph explaining how you know the order in which those operations should be completed for different types of problems.	Create and solve a multi-step word problem that requires 2 operations. What if you do the same operations, but in a different order? Does the order in which you complete the operations change your answer? Does it always matter, or does it depend which operations you need to use? Does it depend on what happens in the number story? Write a paragraph explaining your findings.
Factors & Multiples Prime & Composite	Factors practice Factors & Multiples practice Prime & Composite practice	Make a list of the first ten multiples of 3. Which of the numbers on your list are multiples of 6? What pattern do you see for multiples of 6? Which numbers in the list are multiples of 7? Can you predict when multiples of 7 will appear on the list of multiples of 3? Write in sentences to explain your reasoning.	Billy says that all prime numbers have to be odd. Do you agree with him? Write a paragraph justifying your answer.
Patterns	Creating patterns practice Analyzing patterns practice	How would you describe the difference between a repeating pattern and a growing pattern?	We might think of multiplying by 9 as 1 group less than a number times 10. Does this work with 2-digit numbers? How do you know? Explain your thinking in sentences.

4.OA.1, 4.OA.2, 4.OA.3 4.OA.4 4.OA.5 4.OA.6 Pathway

I can solve word problems and think algebraically.

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2. Create - Choose 1 activity below to complete on separate paper as a formal assessment.

Multiplication & Division Comparison Word Problems	Multistep Word Problems	Factors & Multiples Prime & Composite	Patterns
Create a set of 5 self-checking task cards that are examples of multiplication or division as a comparison in a word problem.	Create a how-to book explaining how to successfully solve multi-step word problems. Include tips for knowing which operations to follow, and how to know the order in which to do them for different types of problems.	Create a story, song, poem, or rap that can help to identify factors and multiples or prime and composite numbers.	Create examples of each of the following patterns: a growing pattern, a repeating pattern, and a two-step pattern.

3. Take your unit test.

4. Extend - Complete the apply box and 1 additional activity from each row below after a lesson with your teacher on each topic. **All work from this section is to be done in your notebook.** Wait for the lesson with your teacher before moving to the next row. The analyze or evaluate activity in each assigned row will be counted as an informal grade.

Check In	Apply	Analyze	Evaluate
Evaluate Expressions	Evaluate expressions with parentheses	Create 4 pairs of expressions that the only difference is the location of the parentheses [Such as: $3 \times (4 + 2)$ and $(3 \times 4) + 2$]. Two of the pairs must have the same solution, two of the pairs must have different solutions. Write an explanation of what made each pair have a solution that is the same or different from its partner.	Ty says that $16 - (4 - 4) = 8$. Jade says it equals 12. Who do you agree with? Write an explanation of your thinking.
Write & Interpret Expressions	Writing expressions	How are the expressions $a - 8$ and $8 - a$ different? Write several sentences explaining your thinking.	Leo and Silvia are looking at the following problem: How does the product of 60×225 compare to the product of 30×225 ? Silvia says she can compare these products without multiplying the numbers out. Explain how she might do this. Draw pictures to illustrate your explanation.
Patterns	Addition/Subtraction Input Output Tables Multiplication & Division Input Output Tables Graphing patterns	Create 2 pairs of input/output tables where each table follows a different rule, but each pair results in an identical graph. Graph each function. How did you determine which patterns would give the same results? Write an explanation of your strategy.	Kay's pool has a \$10 membership fee you pay once a year and they you pay \$8 each time you visit the pool. Heather's pool has no annual fee, but charges \$10 each time you visit. Create input-output tables, and determine the "rules" to show the function for both pools. Graph both functions on the coordinate grid. Both Kay and Heather go to the pool 8 times during the summer, who spent more money? At what number of visits would Kay and Heather spend the same amount of money?