

4th Grade
Distance Learning
April 6-10

- Students will complete 2 pages of English Language Arts Review each day.
- Math will consist of 12 review problems to solve each day. Friday students will complete a Check-In page with 13 review problems.
- In addition to ELA and Math worksheet pages, we are including several sets of flashcards for students to increase fluency in:
 - Multiplication
 - Division
 - Fractions
 - Prefix and Suffix meaning

Monday

1: 4th Grade ELA Review (Literacy)

Name: _____

The school bell rang. Susan and Reese ran home as quickly as they could. They peered up at the sky and saw dark clouds. Boom! The ground shook and rain began to pour down on the girls' heads. Susan buried her red curls under her jacket. Reese squeezed her hand. "We are almost home. Let's go." Susan picked up the pace. She ran alongside Reese and tried her best to ignore the flashes of light all around her. The sky was angry. "We're here!" Reese announced as they ran up the driveway. The door opened and the girls were welcomed with warm blankets and chicken noodle soup.

1. Circle the correct genre: **non-fiction (informational)** **fiction (a story)**
2. Circle the words you find in the passage. Is the passage written in first or third person?

First Person	Third Person
I me we our us my	they her his their he she

3. Circle the author's purpose for writing the text : **entertain** **inform** **persuade** **describe**
4. Circle the **nouns** (people, places, or things) in the sentence below.

The boys went to the park to fly a kite.

1. Summarize the story by telling the beginning, middle, and end.

In the beginning...	In the middle...	In the end....
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2. Tell the conflict (problem) and solution of the story.

Conflict	Solution
----------	----------

3. Circle the correct verb for the sentence below.

The chicken (ran / run) down the hill.

Monday

Complete the following chart using evidence from the text.

1. Describe the setting. (When and where did the story take place?)

2. Describe each character:

Susan	Reese

3. Circle the **adjectives** that describe people, places, or things.

The yellow cat ran around the big, old barn.

Answer the questions using the passage to help you.

1. What can be inferred from the text?

- (a) Susan and Reese are cousins.
- (b) Susan loves storms.
- (c) Susan is afraid of storms.

2. Which of the following is something the sky can't *really* do?

- (a) get dark
- (b) be angry
- (c) be stormy

3. Circle the word that best completes the sentence: and but or

We could go shopping, _____ we could stay home.

Use the passage to answer the questions.

1. What word means the same as peered as it is used in the text?

- (a) looked
- (b) questioned
- (c) warned

2. What word means the same as announced as it is used in the text?

- (a) wished
- (b) worried
- (c) declared

3. Circle the **verb** that best completes each sentence.

The cat and dog (sleep / sleeps) near the window.

The big bear (smile / smiles) each morning.

Tuesday

..... : 4th Grade ELA Review (Informational)

Name:

America's first professional astronomer was Maria Mitchell. When Mitchell was growing up, science was considered a subject that only boys could show interest in or study. Many people frowned on the idea of a young girl showing interest in astronomy, or the study of space.

When Mitchell was a teenager, she taught others to use the stars as a map. Ship crews depended on her. Discovering a comet made Mitchell famous. She quit her job as a librarian and traveled the world to study science. She later became a professor. Then, she founded a group that was dedicated to encouraging more women to join the field of science. Mitchell was very brave. She will be remembered as a brilliant scientist.

1. Circle the correct genre: **non-fiction (informational)** **fiction (a story)**
2. Circle the words you find in the passage. Is the passage written in first or third person?

First Person	Third Person
I me we our us my	they her his their he she

3. Circle the author's purpose for writing the text : **entertain** **inform** **persuade** **describe**
4. Circle the **nouns** (people, places, or things) in the sentence below.

The stars in the sky can be used as a map.

1. What was the main idea of the passage?

Main Idea
Maria Mitchell was a successful astronomer.

Supporting Detail	Supporting Detail	Supporting Detail
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2. According to the text, what obstacle or challenge did Mitchell face?
Ⓐ She didn't go to school.
Ⓑ People didn't think girls should study science.
Ⓒ There were too many astronomers when she was alive.

3. Write one fact and one opinion from the text.

Fact	Opinion

4. Circle the correct verb for the sentence below.
Yesterday morning I (went / go / goes) to the store.

Tuesday

Answer the questions using the passage to help you.

1. What can be inferred from the text?

- (a) Mitchell worried about what others thought.
- (b) Mitchell was unable to achieve her goals.
- (c) Mitchell was intelligent.

2. Mitchell probably quit her job as a librarian because:

- (a) She did not enjoy reading.
- (b) She wanted to dedicate her time to studying.
- (c) Others thought she shouldn't be a librarian.

3. Circle the **adjectives** that describe people, places, or things.

The young girl enjoyed exploring near the beautiful pond.

Answer the questions using the passage to help you.

1. What is an astronomer?

- (a) A person who studies space
- (b) A person who travels the world
- (c) A person that likes to study

2. What word means the same as founded as it is used in the text?

- (a) researched
- (b) discovered
- (c) started

3. Circle the word that best completes the sentence: **and** **but** **or**

We could go out to eat, _____ we could make spaghetti at home.

Use the passage to answer the questions.

1. If the reader wanted to learn more about Mitchell's childhood, what question would best help?

- (a) What were Mitchell's accomplishments?
- (b) What was Mitchell's early life like?
- (c) What is an astronomer?

2. What does the root word, *astro*, probably mean in the word **astronomy**?

- (a) star
- (b) struggle
- (c) success

3. Circle the **verb** that best completes each sentence.

The brothers (misses/ miss) their mom while they are at camp.

The teachers (talk / talks) to the parents on the phone.

Wednesday

4th Grade ELA Review (Literacy)

Name: _____

I tied my shoes, threw my hair into a pony tail, and grabbed my lunchbox. I had put all my worries behind me. I was looking forward to an amazing first day of fourth grade. As I opened the door, I looked out to find that it was starting to rain. I looked down at my brand new shoes and wondered what in the world I was going to do. Grandma had already left for work, I didn't know where the umbrella was, and riding my bike wouldn't keep my shoes dry. I wanted to give up, but I had vowed to have a great first day. I ran to my closet to grab an old pair of shoes while stuffing my new shoes in my backpack. "Fourth grade, here I come," I said out loud to myself. A little rain couldn't get me down.

1. Circle the correct genre: **non-fiction (informational)** **fiction (a story)**
2. Circle the words you find in the passage. Is the passage written in first or third person?

First Person	Third Person
I me we our us my	they her his their he she

3. Circle the author's purpose for writing the text : **entertain** **inform** **persuade** **describe**
4. Circle the **nouns** (people, places, or things) in the sentence below.

The girl wanted to wear her new shoes to school.

1. Summarize the story by telling the beginning, middle, and end.

In the beginning...	In the middle...	In the end....
---------------------	------------------	----------------

2. Tell the conflict (problem) and solution of the story.

Conflict	Solution
----------	----------

3. Circle the correct verb for the sentence below.

The baker (frost / frosts) the cookies when they come out of the oven.

Wednesday

Answer the questions using the text.

1. Describe the setting. (When and where did the story take place?)

2. Circle the words that best describe the main character.

boring clever angry silly
determined foolish nervous excited

3. Circle the **adjectives** that describe people, places, or things.

The child ran through the big, muddy puddle.

Answer the questions using the passage to help you.

1. What can be inferred from the text?

- Ⓐ The girl decided she could get her shoes a little wet.
- Ⓑ The girl called her grandmother for help.
- Ⓒ The girl found a way to keep her new shoes dry.

2. What does the main character most likely do when she gets to school?

- Ⓐ change into her new shoes
- Ⓑ clean her new shoes
- Ⓒ explain why she's late to school

3. Circle the word that best completes the sentence: **and** **but** **or**

She wanted to wear her new shoes to school, _____ it was raining.

Use the passage to answer the questions.

1. What does the word down mean as it is used in the text?

- Ⓐ bottom
- Ⓑ the opposite of up
- Ⓒ sad

2. What word means the same as vowed as it is used in the text?

- Ⓐ promised
- Ⓑ first
- Ⓒ spectacular

3. Did the main character solve her own problem? How do you know?

Thursday

: 4th Grade ELA Review (Informational)

Name: _____

Dolphins are fascinating animals and loved by many. Many people love how smart dolphins are. There are many things dolphins do to show humans their intelligence. They are able to learn many new skills. They can communicate with each other. They like to play. Dolphins are able to feel sympathy for other dolphins. They have feelings such as joy or sadness. Dolphins are also able to learn new tricks and use tools. They can even recognize themselves in a mirror. Dolphins' brains are very large for their body size. Their brain is four times larger than the brains of other mammals similar in size. Scientists believe the size of the dolphin's brain could be why dolphins are so intelligent. Scientists, or marine biologists, will continue to study dolphins. Studying dolphins helps scientists perceive the animal's intelligence.

1. Circle the correct genre: **non-fiction (informational)** **fiction (a story)**

2. The text is mostly about: _____

3. Why did the author most likely write the text?

- Ⓐ To entertain the reader with a story about dolphins
- Ⓑ To persuade readers to study dolphins
- Ⓒ To inform readers about the intelligence of dolphins

4. Circle the **nouns** (people, places, or things) in the sentence below.

The dolphin swims in the ocean with its family.

1. What was the main idea of the passage?

Main Idea
Dolphins are intelligent animals.

Supporting Detail

Supporting Detail

Supporting Detail

2. According to the text, what is one reason why dolphins may be so intelligent?

- Ⓐ They have feelings.
- Ⓑ They learn new tricks and play.
- Ⓒ They have a large brain for their size.

3. Circle the word in the sentence that shows the author is including an opinion.

Dolphins are fascinating animals and loved by many.

4. Circle the correct verb for the sentence below.

Later this evening I will (study / studies / studied) at the library.

Thursday

Answer the questions using the passage to help you.

1. What can be inferred from the text?

- Ⓐ Most animals can recognize themselves in mirrors.
- Ⓑ No other animals can communicate with each other.
- Ⓒ Not all animals can use tools.

2. The text includes all of the following examples of how dolphins are intelligent *except*.

- Ⓐ They surface for air.
- Ⓑ They use tools.
- Ⓒ They can feel joy and sadness.

3. Circle the **adjectives** that describe people, places, or things.

The blue water was a relaxing sight for the tourists.

Answer the questions using the passage to help you.

1. What is most likely the meaning of mammal?

- Ⓐ A type of animal
- Ⓑ A type of study
- Ⓒ A type of intelligence

2. What word means the same as perceive as it is used in the text?

- Ⓐ love
- Ⓑ enjoy
- Ⓒ understand

3. Circle the word that best completes the sentence: **and** **but** **or**

We could ride our bikes, _____ we can enjoy the cool breeze.

Use the passage to answer the questions.

1. If the reader wanted to learn more about other intelligent animals, which Google search would best help?

- Ⓐ scientists who study dolphins
- Ⓑ intelligent mammals
- Ⓒ What makes a dolphin intelligent?

2. What is most likely the meaning of marine biologist?

- Ⓐ An animal with high intelligence
- Ⓑ A scientist that asks questions about land animals
- Ⓒ A scientist that studies sea life

3. Circle the **verb** that best completes each sentence.

The man (sip / sips) his coffee.

The mothers (comfort / comforts) their children during the storm.

Friday

Camilla ran ahead of Joy teasing her. As she ran, Camilla put a thumb in her mouth acting as if she was a baby. Taunting Joy was a daily routine for Camilla who loved to make her little sister squeal. Joy was sick of Camilla's constant teasing, and decided today was the last day she'd pay any attention to her. Joy thought for a long while before catching up to Camilla on the trail. She crafted a plan in which she'd teach Camilla a lesson. Camilla never misbehaved at school, and her teachers loved her. If Camilla's teachers found out about how she treated her little sister at home, Camilla would be devastated. Joy pulled her tablet out of her backpack and set it to record before approaching Camilla.

1. Circle the correct genre: **non-fiction (informational)** **fiction (a story)**
2. Circle the words you find in the passage. Is the passage written in first or third person?

First Person	Third Person
I me we our us my	they her his their he she

3. Circle the author's purpose for writing the text : **entertain** **inform** **persuade** **describe**
4. Circle the **nouns** (people, places, or things) in the sentence below.

The girl and boy ran down the dirt path near their home.

1. Summarize the story by telling the beginning, middle, and end.

In the beginning...	In the middle...	In the end....

2. Tell the conflict (problem) and solution of the story.

Conflict	Solution

3. Circle the correct verb for the sentence below.

The kitten (hiss / hisses) when the dog comes near.

Friday

Answer the questions using the passage.

1. Describe the setting. (When and where did the story take place?)

2. Describe each character.

Camilla	Joy

3. Circle the **adjectives** that describe people, places, or things.

The big sister wanted to climb the huge tree on the warm day.

Answer the questions using the passage to help you.

1. What will Joy most likely do next?

- Ⓐ She will take pictures of the ducks at the pond.
- Ⓑ She will take a video of her sister being mean to her.
- Ⓒ She will tell her mother how mean her big sister has been.

2. What is the lesson that will be learned in the story?

- Ⓐ You should be kind even when adults are not around.
- Ⓑ You should never bring your tablet to the park.
- Ⓒ You should be nice only if you are being recorded.

3. Circle the word that best completes the sentence: power powerful powerless

The little girl felt _____ when she was cornered by fierce dogs.

Use the passage to answer the questions.

1. What does the word taunt mean as it is used in the text?

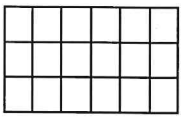
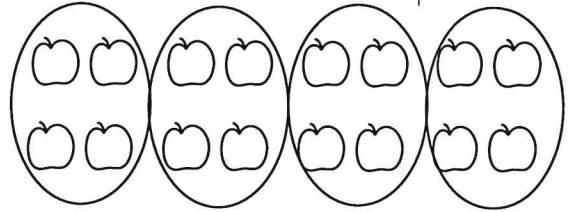
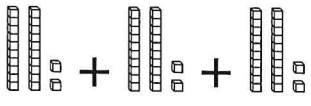
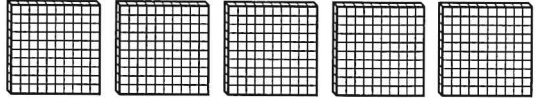
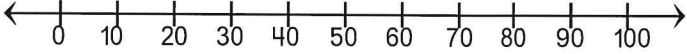
- Ⓐ complain
- Ⓑ tease
- Ⓒ chase

2. What does craft mean as it is used in the text?

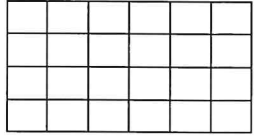
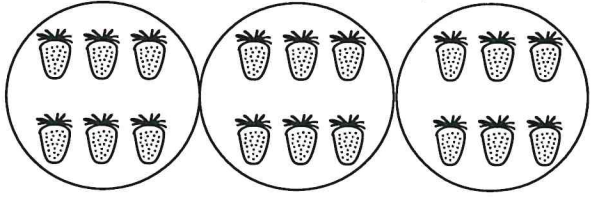
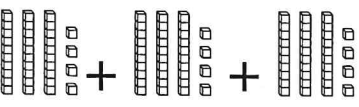
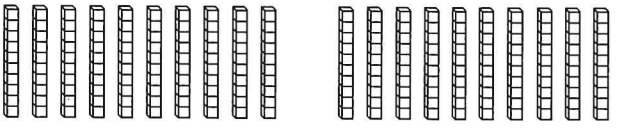
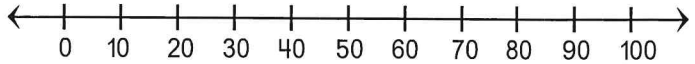
- Ⓐ create
- Ⓑ tease
- Ⓒ art

3. Do you think Joy's plan is a good plan? Why or why not?

MONDAY

<p>1 Write a multiplication problem for the array below.</p>  <p>_____ x _____ = _____</p>	<p>2 Skip count by 3</p> <p>3, _____, _____, _____, _____,</p> <p>_____</p> <p>Skip count by 4</p> <p>4, _____, _____, _____, _____,</p> <p>_____</p>	<p>3 Write a division fact that matches the picture below.</p>  <p>_____ ÷ _____ = _____</p>
<p>4 Write a multiplication equation and solve.</p>  <p>_____ x _____ = _____</p>	<p>5 Find the sum.</p> <p style="text-align: center;">717 + 165</p>	<p>6 Use the model below to help you answer.</p>  <p>5 hundreds = _____ tens</p>
<p>7 Solve for the unknown.</p> <p style="text-align: center;">5 + □ = 15</p> <p style="text-align: center;">□ - 2 = 6</p>	<p>8 I had 19 candies but I gave some away. Now I have 8. How many did I give away? Write a number sentence to solve.</p>	<p>9 Mark the number 97 on the number line.</p>  <p>Circle the number that 97 rounds to: 80 90 100</p>

TUESDAY

<p>1 Write a multiplication problem for the array below.</p>  <p>_____ x _____ = _____</p>	<p>2</p> <p>3 x 3 = 3 x 9 =</p> <p>4 x 6 = 4 x 5 =</p> <p>3 x 7 = 4 x 10 =</p>	<p>3 Write a division fact that matches the picture below.</p>  <p>_____ ÷ _____ = _____</p>
<p>4 Write a multiplication equation and solve.</p>  <p>_____ x _____ = _____</p>	<p>5 Find the sum.</p> <p style="text-align: center;">717 + 387</p>	<p>6 Use the model below to help you answer.</p>  <p>20 tens = _____ hundreds</p>
<p>7 Solve for the unknown.</p> <p style="text-align: center;">9 + □ = 14</p> <p style="text-align: center;">□ - 8 = 16</p>	<p>8 I had 9 pencils. My mom bought me some more. Now I have 12 pencils. How many pencils did my mom buy? Write a number sentence to solve.</p>	<p>9 Mark the number 45 on the number line.</p>  <p>Circle the number that 45 rounds to: 30 40 50</p>

Wednesday

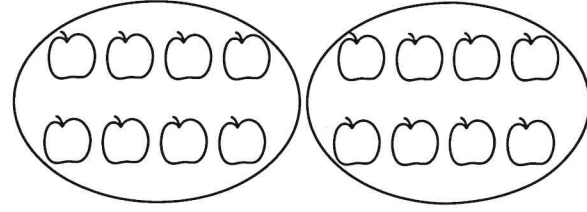
1 Write a multiplication problem for the array below.

_____ x _____ = _____

2

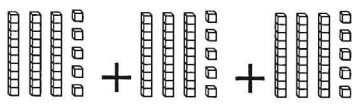
$4 \times 8 =$ $3 \times 8 =$
 $4 \times 6 =$ $3 \times 6 =$
 $3 \times 0 =$ $4 \times 7 =$

3 Write a division fact that matches the picture below.



_____ ÷ _____ = _____

4 Write a multiplication equation and solve.

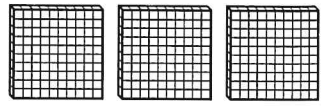


_____ x _____ = _____

5 Find the sum.

$1,253 + 77$

6 Use the model below to help you answer.



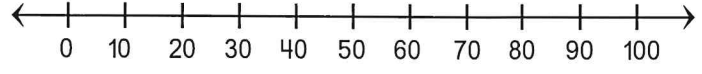
3 hundreds = _____ tens

7 Solve for the unknown.

$8 + \square = 15$
 $\square - 2 = 7$

8 I had 20 cookies but I gave some away. Now I have 14 cookies. Write an equation to find how many cookies I gave away.

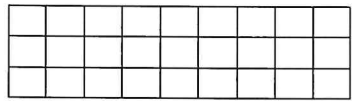
9 Mark the number 89 on the number line.



Circle the number that 89 rounds to: 80 90 100

Thursday

1 Write a multiplication problem for the array below.

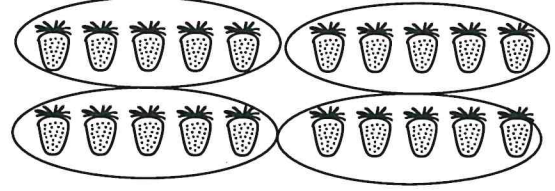


_____ x _____ = _____

2

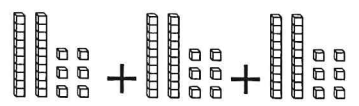
$4 \times 4 =$ $3 \times 6 =$
 $3 \times 5 =$ $3 \times 4 =$
 $4 \times 9 =$ $4 \times 5 =$

3 Write a division fact that matches the picture below.



_____ ÷ _____ = _____

4 Write a multiplication equation and solve.



_____ x _____ = _____

5 Find the sum.

$189 + 1,248$

6 Use the table below to answer the questions.

Trail Name	Length in Yards
Snail Trail	896
Shade Tree Trail	796
Grasshopper Trail	869

Which trail is 100 yards longer than Shade Tree Trail?

Put the trails in order from shortest to longest:

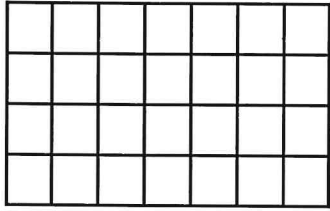
7 Solve for the unknown.

$6 + \square = 15$
 $\square - 5 = 4$

8 Mark had 18 books until his grandma gave him some more. Now he has 22 books. Write an equation to find how many books his grandma gave him.

Check-In

1 Which multiplication sentence would help you find the product of the array?



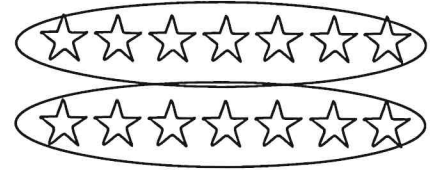
- (a) 4×6 (b) 3×7 (c) 4×7

2 What is the product?

$$3 \times 9$$

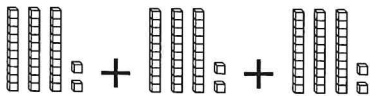
- (a) 24 (b) 27 (c) 36

3 What division fact matches the picture below?



- (a) $14 \div 2$ (b) $12 \div 7$ (c) $7 \div 7$

4 What is the sum of the blocks below?



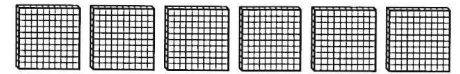
- (a) 32 (b) 92 (c) 96

5 Find the sum.

$$77 + 1,345$$

- (a) 1,422 (b) 1,565 (c) 1,322

6 Use the model to help you answer.



6 hundreds = _____ tens

- (a) 6 (b) 60 (c) 600

7 Solve for the unknown.

$$6 + \square = 13$$

- (a) 6 (b) 7 (c) 8

8 I had 14 erasers. I lost some of them. Now I have 8 erasers. Which equation would help me find the number of erasers I lost?

- (a) $14 + \square = 8$ (b) $14 - \square = 8$
 (c) $8 + 14 = \square$ (d) $8 - \square = 14$

9 What does 46 round to? Use the number line to help you.

- (a) 50 (b) 40 (c) 60

Use the table below to answer the questions.

Child's Backyard	Length in Feet
Sage	398
Thomas	389
Meeka	390
Sara	329

10 Which list puts the children's' backyards in order from shortest to longest?

- (a) Meeka, Thomas, Sage, Sara
 (b) Thomas, Sage, Meeka, Sara
 (c) Sara, Sage, Thomas, Meeka
 (d) Sara, Thomas, Meeka, Sage

Answer Keys

Week	Monday	Tuesday	Wednesday	Thursday	Check-In
Week 1	1. $6 \times 3 = 18$ 2. Check student work 3. $16 \div 4 = 4$ 4. $22 \times 3 = 66$ 5. 882 6. 50 7. $10/8$ 8. $19 - \square = 8$ $\square = 11$ 9. 100	1. $6 \times 4 = 24$ 2. 9, 24, 21, 27, 20, 40 3. $18 \div 3 = 6$ 4. $34 \times 3 = 102$ 5. 558 6. 2 7. $5 / 24$ 8. $9 + \square = 12$ $\square = 3$ 9. 50	1. $8 \times 4 = 32$ 2. 32, 24, 0, 24, 18, 28 3. $16 \times 2 = 8$ 4. $35 \times 3 = 105$ 5. 1,330 6. 30 7. $7 / 9$ 8. $20 - \square = 14$ $\square = 6$ 9. 90	1. $9 \times 3 = 27$ 2. 16, 15, 36, 18, 12, 20 3. $20 \div 4 = 5$ 4. $26 \times 3 = 78$ 5. 1,437 6. Snail Trail / Shade Tree Trail, Grasshopper Trail, Snail Trail 7. $9 / 9$ 8. $18 + \square = 22$ $\square = 4$	1. C 2. B 3. A 4. C 5. A 6. B 7. B 8. B 9. A 10. D
Week 2	1. $5 \times 3 = 15$ 2. Check student work 3. Check student drawing / 4 4. 108 5. 124 6. 20 7. $2/3$ 8. $6 \times \underline{\quad} = 18$ $\underline{\quad} = 3$ 9. 300	1. $5 \times 4 = 20$ 2. 25, 35, 24, 45, 18, 50 3. Check student drawing / 3 4. 135 5. 86 6. $1 / 100$ 7. $5 / 6$ 8. $5 \times \underline{\quad} = 20$ $\underline{\quad} = 4$ 9. 500	1. $7 \times 3 = 21$ 2. 40, 35, 45, 30, 32, 16 3. Check student drawing / 3 4. 416 5. 601 6. 40 7. $9 / 3$ 8. $28 \div 7 = \underline{\quad}$ $\underline{\quad} = 4$ 9. 400	1. $8 \times 4 = 32$ 2. 0, 28, 30, 45, 24, 40 3. $2 / 200$ 4. 294 5. 1,397 6. Thursday/ Monday, Thursday, Tuesday, Wednesday 7. $5 / 2 / 6$ 8. $9 \times \underline{\quad} = 81$ $\underline{\quad} = 9$	1. B 2. A 3. B 4. C 5. C 6. C 7. A 8. D 9. B 10. D

$1 \times 1 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$1 \times 2 =$

$2 \times 1 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$1 \times 3 =$

$3 \times 1 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$1 \times 4 =$

$4 \times 1 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$1 \times 5 =$

$5 \times 1 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$1 \times 6 =$

$6 \times 1 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$1 \times 7 =$

$7 \times 1 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$1 \times 8 =$

$8 \times 1 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$1 \times 9 =$

$9 \times 1 =$



Hup, two, three, four! ♡ Hup, two, three, four!

2's

$2 \times 2 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$2 \times 3 =$

$3 \times 2 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$2 \times 4 =$

$4 \times 2 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$2 \times 5 =$

$5 \times 2 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$2 \times 6 =$

$6 \times 2 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$2 \times 7 =$

$7 \times 2 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$2 \times 8 =$

$8 \times 2 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$2 \times 9 =$

$9 \times 2 =$



Hup, two, three, four! ♡ Hup, two, three, four!

That Teaching Spark

3's

$3 \times 3 =$

$3 \times 3 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$3 \times 4 =$

$4 \times 3 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$3 \times 5 =$

$5 \times 3 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$3 \times 6 =$

$6 \times 3 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$3 \times 7 =$

$7 \times 3 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$3 \times 8 =$

$8 \times 3 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$3 \times 9 =$

$9 \times 3 =$




Hup, two, three, four! ♡ Hup, two, three, four!

That Teaching Spark


4's

$4 \times 4 =$

$4 \times 4 =$ 


Hup, two, three, four! ♡ Hup, two, three, four!

$4 \times 5 =$

$5 \times 4 =$ 


Hup, two, three, four! ♡ Hup, two, three, four!

$4 \times 6 =$

$6 \times 4 =$ 


Hup, two, three, four! ♡ Hup, two, three, four!

$4 \times 7 =$

$7 \times 4 =$ 


Hup, two, three, four! ♡ Hup, two, three, four!

$4 \times 8 =$

$8 \times 4 =$ 

Hup, two, three, four! ♡ Hup, two, three, four!

$4 \times 9 =$

$9 \times 4 =$ 

Hup, two, three, four! ♡ Hup, two, three, four!

5's

$5 \times 5 =$

$5 \times 5 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$5 \times 6 =$

$6 \times 5 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$5 \times 7 =$

$7 \times 5 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$5 \times 8 =$

$8 \times 5 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$5 \times 9 =$

$9 \times 5 =$



Hup, two, three, four! ♡ Hup, two, three, four!

6's

$6 \times 6 =$

$6 \times 6 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$6 \times 7 =$

$7 \times 6 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$6 \times 8 =$

$8 \times 6 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$6 \times 9 =$

$9 \times 6 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$7 \times 7 =$

$7 \times 7 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$7 \times 8 =$

$8 \times 7 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$7 \times 9 =$

$9 \times 7 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$8 \times 8 =$

$8 \times 8 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$8 \times 9 =$

$9 \times 8 =$



Hup, two, three, four! ♡ Hup, two, three, four!

7's

8's

$9 \times 9 =$

$9 \times 9 =$



Hup, two, three, four! ♡ Hup, two, three, four!

9's

$10 \times 1 =$

$1 \times 10 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$10 \times 2 =$

$2 \times 10 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$10 \times 3 =$

$3 \times 10 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$10 \times 4 =$

$4 \times 10 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$10 \times 5 =$

$5 \times 10 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$10 \times 6 =$

$6 \times 10 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$10 \times 7 =$

$7 \times 10 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$10 \times 8 =$

$8 \times 10 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$10 \times 9 =$

$9 \times 10 =$



Hup, two, three, four! ♡ Hup, two, three, four!

That Teaching Spark
Hup, two, three, four! ♡ Hup, two, three, four!

$11 \times 1 =$

$1 \times 11 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$11 \times 2 =$

$2 \times 11 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$11 \times 3 =$

$3 \times 11 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$1 \times 4 =$

$4 \times 1 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$11 \times 5 =$

$5 \times 11 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$11 \times 6 =$

$6 \times 11 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$11 \times 7 =$

$7 \times 11 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$11 \times 8 =$

$8 \times 11 =$



Hup, two, three, four! ♡ Hup, two, three, four!

$11 \times 9 =$

$9 \times 11 =$



Hup, two, three, four! ♡ Hup, two, three, four!

That Teaching Spark

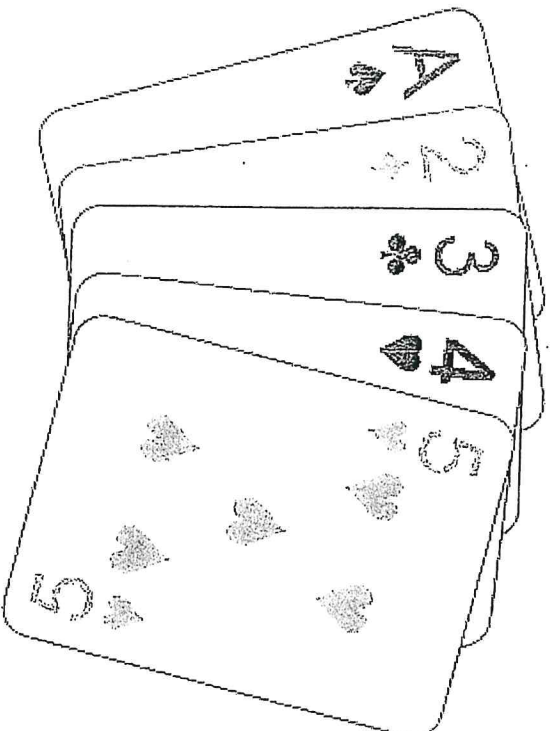
Fig 1200 Chart

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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

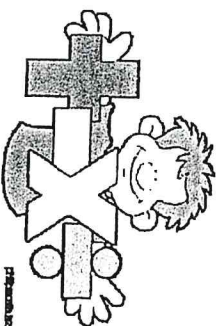
Multiplication/Division Chart

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Math Games with a Deck of Cards



Games to play at home to practice math skills



Tips for playing math card games:

- You can play with a regular deck of cards. Some games may need numbers higher than one, so you can assign values to the Ace, King, Queen, Jack and Joker for more numbers.
- To make a game harder, try adding zeros to answers to make it fact "extensions". For example, 4×8 could become 40×80 .
- Uno cards work as well! Look around your house and see what kind of numbered cards you have already. If not, most dollar stores carry inexpensive decks of cards.

Find more games at

<http://www.escl6.net/users/0020/FACES/2013%20FACES/Handouts/Reid%20and%20Stott%20Problem%20Solving%20Math%20Card%20Games.pdf>

Free playing card clip art at

<http://hubpages.com/ai/050u86du/hub/playing-cards-clip-art>

Place Value War

Players : 2

Materials: Deck of cards with face cards and 10s removed, Ace worth one

How to Play: Turn over 1, 2 or 3 cards. Place them in any position to make the highest number possible. The higher number wins all of the cards for that turn. Try asking your child to compare the numbers out loud.



Player 1 wins all six cards.

Increase the number of cards to flip if you want to work on larger numbers.

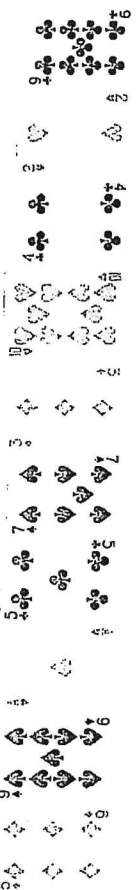
Give Me 10

Players 2

2

Materials: Deck of cards, face cards removed, Ace worth one.

How to Play: Deal 10 cards face up.



Players take turns finding and removing combinations of cards that add up to 10.



Deal out cards so there are always 10 cards face up.

To make it challenging, find three cards that add up to a target number (3 numbers that add up to 20).

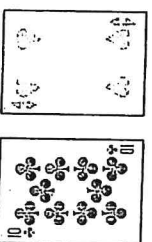
Multiplication Top-It

Players 2

2

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11.

How to Play: Each player turns over two cards and multiplies to get a product. The player with the largest product wins all the cards. Continue until all the cards are gone.



$$4 \times 10 = 40$$

Player 1 wins all four cards.



$$3 \times 6 = 18$$

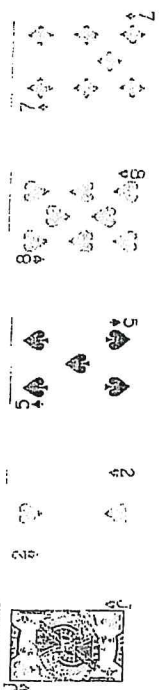
Make the game easier by taking higher digit cards out of the deck. Make the game harder by playing with 2-digit x 1-digit multiplication.

Hit the Target

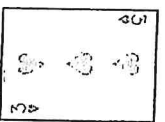
Players 2

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11.

How to Play: Lay out five cards face up. Then choose one additional card to be the target number. You may add, subtract, multiply or divide to hit the target number. Try to use all five cards, but you must use at least 2 cards. Winner takes the cards in the equation, plus the target number.



Target number is



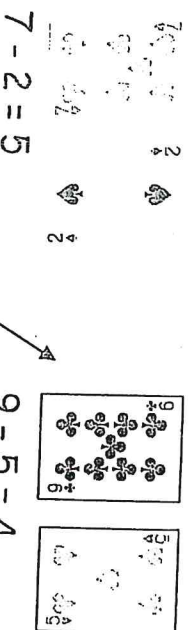
A player could choose: $5 - 2$ or $8 - 5$ or $10 - 5 - 2$ or $5 \times 2 - 7$ Look for more ways!

Subtraction Top-It

Players 2

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11.

How to Play: Each player turns over two cards and subtracts the smaller digit from the larger digit. The player with the smallest difference wins all the cards. Continue until all the cards are gone.



Player 2 wins all four cards.

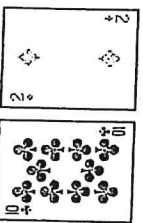
Make the game easier by taking higher digit cards out of the deck. Make the game harder by playing with 2-digit - 1-digit subtraction.

Addition Top-It

Players 2

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11.

How to Play: Each player turns over two cards and adds them together. The player with the greatest sum wins all the cards. Continue until all the cards are gone.



$$2 + 10 = 12$$



$$5 + 5 = 10$$

Player 1 wins all four cards.

Make the game easier by taking higher digit cards out of the deck. Make the game harder by add 3 cards.

Make it BIG

Players 2

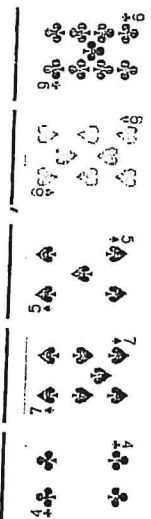
Materials: Deck of cards with the 10s removed, Ace worth 1, scratch paper

How to Play: Draw a game board like the one shown. Deal 6 cards to each player. Try to create the largest number possible. Players must think carefully about where to place a card. **Once placed, a card cannot be moved.**



Trash Can

Each player flips over one card at a time and decides where to place it to form the largest number possible. All 6 cards must have a place!



is 98,574

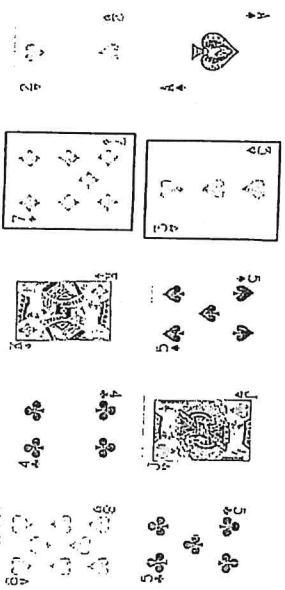
The player with the largest number wins.

I Spy

Players 2

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11.

How to Play: Deal out the entire deck of cards in a 13 x 4 array. (Example shown not all cards)



Find two cards next to each other, vertically or horizontally, that add to make a number. "I spy two cards with a sum of 10". You can also play the game with multiplication, "I spy two cards with a product of 40".

The other player looks for two cards that multiply to make the sum or product and removes them. After many turns, the array can be reformed to continue play.

Sort it

Players 2

Materials: Deck of cards

How to Play: Pick a way to sort the cards (color, suit, or numbers). Deal out the deck and players take turns finding cards that fit their sort. Look for creative ways to sort; even numbers, odd numbers, two cards with a sum of 10, etc.

