MEMPHIS
SHELBY COUNTY SCHOOLS

MATH GRADE 4

SPRING BREAK LEARNING

MARCH 10-14

2025

The Department of Curriculum & Instruction

Fourth Grade Standards-Aligned Tasks

Hello Students,

This resource packet includes multiple tasks that you can work on during Spring Break. Each task can be completed over multiple days and can be completed in any order.

All of these resources are grade-specific and aligned to the Tennessee State Standards for Mathematics.

Use the table of contents on this page to navigate through the learning packet.

Day 1	
Fourth Grade Math Standards-Aligned Learning: Multiplying by One-Digit Numbers/ Multiplying by Two-Digit Numbers	
Grade Level Standard(s)	4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Teacher Support Option	Student broadened their conceptual understanding of multiplication to include the idea of multiplication as a comparison of two numbers. Students use area models and partial products to multiply. They apply their understanding of place value to multiply three- and four-digit numbers by a one-digit number and to multiply a two- digit number.
Materials Needed	Recording Sheet, game board, two different color game markers
Question to Explore	How can you relate partial products methods to the distributive property? The partial products method is an example of the distributive property. The distributive property states that you can multiply a number and sum by multiplying the number by each part of the sum and then adding these products.
Student Directions	Multiply. Tell what method you used. Have a partner check your work with a different method.

Multiplying by One-Digit Numbers

Check Understanding

Multiply.

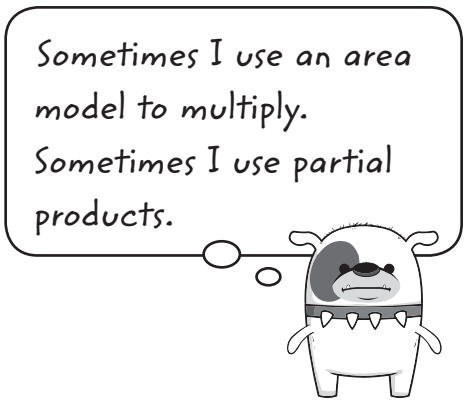
4,106 × 7 = _____

What You Need

- Recording Sheet

What You Do

1. Take turns. Pick a problem on the **Recording Sheet.**
2. Multiply. Tell what method you used.
3. Your partner checks the answer, using a different method.
4. Continue until all the problems are solved.
5. Subtract the least product from the greatest product of the problems you solved. Record the difference on the **Recording Sheet.** Your partner does the same.
6. The player with the greater number wins.



Go Further!

On a separate sheet of paper, work together to solve this problem: A collector has 7 albums of stamps. Each album holds 1,245 stamps. Does she have more or less than 10,000 stamps?

Partner A _____

Partner B _____

Multiplying by One-Digit Numbers

2,403 × 6 = _____	6,516 × 4 = _____
5,174 × 8 = _____	4,023 × 5 = _____
7,158 × 2 = _____	6,491 × 3 = _____

Multiplying by Two-Digit Numbers

Check Understanding

Multiply.

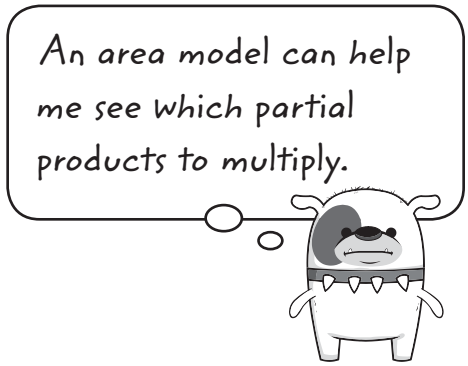
$32 \times 24 =$ _____

What You Need

- 6 game markers in one color
- 6 game markers in a different color
- Recording Sheet and Game Board

What You Do

1. Take turns. Choose a problem on the **Recording Sheet.**
2. Find the product. Tell what method you used.
3. Your partner checks the answer, using a different method.
4. If you are correct, cover the product on the **Game Board** with a marker. If you are incorrect, your turn ends.
5. The first person to get three in a row on the **Game Board** wins. If no one gets three in a row, each player adds the number under his or her markers. The player with the greater sum wins.



Go Further!

Choose a problem on the **Recording Sheet** that you solved. Show two different ways to break apart the factors.

Partner A _____

Partner B _____

Multiplying by Two-Digit Numbers

$14 \times 36 =$ _____	$21 \times 23 =$ _____	$43 \times 22 =$ _____
$12 \times 44 =$ _____	$15 \times 34 =$ _____	$24 \times 13 =$ _____
$16 \times 26 =$ _____	$23 \times 38 =$ _____	$18 \times 42 =$ _____

312	**528**	**483**
946	**504**	**510**
416	**874**	**756**

Day 2	
Fourth Grade Math Standards-Aligned Learning: Multi step Word Problems	
Grade Level Standard(s)	4.OA.A.3 Solve multi-step contextual problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity.
Teacher Support Option	Students work by writing and solving equations for problems that have more than two steps. Student write equations for multi-step problems using letters to represent the unknown quantities. As with all problem-solving, there may be more than one appropriate approach. Give students time to think through their answers.
Materials Needed	pencil, Recording Sheet
Question to Explore	Are you limited to using the same letter when writing equations? No, you can choose any letter you want to help you remember what quantity it stands for.
Student Directions	**Modeling Multi-Step Problems** Write an equation to represent each problem. Show your work **Solving Multi Step Problems** Write and solve an equation for each problem. Show your work.

Modeling Multi-Step Problems

Name: _____

Write an equation to represent each problem. Show your work.

1 The Lopez family goes to the movies. They buy 2 adult tickets for $6 each and 3 child tickets for $4 each. Write an equation to represent how much money the family spends on movie tickets, *t*.

2 Grace earns $5 each time she walks her neighbor's dog. She walks the dog 5 times in one week. Then she spends $7 on a book and $9 on a building set. Write an equation to represent how much money Grace has left, *m*.

3 During the basketball game, Mika makes 3 baskets worth 2 points each, 2 baskets worth 3 points each, and 2 free throws worth 1 point each. Write an equation to represent how many points Mika scores, *p*.

4 Will has 20 pounds of apples. He makes 2 batches of applesauce that use 4 pounds each, one batch of apple butter that uses 6 pounds, and he uses 3 pounds to make juice. Write an equation to represent how many pounds of apples Will has left, *p*.

5 What strategies did you use to write an equation?

6 Is there another way you could write one of your equations? Could you write it as two equations? Explain.

Solving Multi-Step Problems

Name: _____

Write and solve an equation for each problem. Show your work.

1 Tasha spends 25 minutes reading on Wednesday night. She spends 17 more minutes reading on Thursday than she did on Wednesday. Write and solve an equation to find how many minutes Tasha spent reading on Wednesday and Thursday nights.

Tasha spent _____ minutes reading.

2 Erik has 2 bags of bird seed. One bag has 10 pounds of seed, and the other bag has 8 pounds of seed. He fills 7 bird feeders with 2 pounds each. Write and solve an equation to find how many pounds of bird seed are left.

There are _____ pounds left.

3 There are 15 boys and 19 girls in math club. The tables in Mrs. Miller's classroom seat 4 students each. Write and solve an equation to find how many tables Mrs. Miller will need.

Mrs. Miller will need _____ tables.

4 Frankie earns $5 each time he babysits his little sister. He has saved $30. Frankie wants to save $52 to buy a new skateboard. Write and solve an equation to find how many more times Frankie will need to babysit.

Frankie will need to babysit _____ more times.

Day 3	
Fourth Grade Math Standards-Aligned Learning: Thousands and Millions of Fourth Graders/Expanded Form and Place Value	
Grade Level Standard(s)	Standards for Task 1: 4.NBT.A.1 Recognize that in a multi-digit whole number (less than or equal to 1,000,000), a digit in one place represents 10 times as much as it represents in the place to its right. For example, recognize that 7 in 700 is 10 times bigger than the 7 in 70 because 700 ÷ 70 = 10 and 70 x 10 = 700. 4.NBT.A.2 Read and write multi-digit whole numbers (less than or equal to 1,000,000) using standard form, word form, and expanded notation (e.g. the expanded notation of 4256 is written as (4 x 1000) + (2 x 100) + (5 x 10) + (6 x 1)). Compare two multi-digit numbers based on meanings of the digits in each place and use the symbols >, =, and < to show the relationship
Teacher Support Option	4th Grade students will solve real-world problems in which they have to consider the relationships between the digits in multi-digit numbers. They will use written and physical representations as well as mathematical reasoning to link the concept of place value to comparisons and rounding.
Materials Needed	Recording sheet, pencil
Question to Explore	How does the position of a digit in a number affect its value? For any number, the place of a digit tells how many ones, tens, hundreds, and so forth are represented by that digit. How can you represent the same number in different ways? How did you decide how many pennies the 4th Grade donated for the garden project? Why is multiplication an appropriate operation to use to solve this problem?
Student Directions	**Thousands and Millions of Fourth Graders** Read the task carefully. Answer each question. Show your thinking. **Expanded form and Place Value** Take turns. Write the number in expanded form on the Recording Sheet. Look at the two values of the digit 3 in each number. Complete the statement on the Recording Sheet comparing the two values of the digit 3. Repeat until all letters have been used.

Thousands and Millions of Fourth Graders

Task

There are almost 40 thousand fourth graders in Mississippi and almost 400 thousand fourth graders in Texas. There are almost 4 million fourth graders in the United States.

We write 4 million as 4,000,000. How many times more fourth graders are there in Texas than in Mississippi? How many times more fourth graders are there in the United States than in Texas? Use the approximate populations listed above to solve.

There are about 4 thousand fourth graders in Washington, D.C. How many times more fourth graders are there in the United States than in Washington, D.C.?

Expanded Form and Place Value

What You Need

- Recording Sheet

Check Understanding

Write 65,521 in expanded form. How do the two values of the digit 5 compare?

What You Do

1. Take turns. Pick a letter.
2. Write the number in expanded form on the **Recording Sheet.**
3. Look at the two values of the digit 3 in each number. Complete the statement on the **Recording Sheet** comparing the two values of the digit 3.
4. Repeat until all the letters have been used.

A	4,336
B	23,380
C	833
D	733,500
E	3,396
F	330,012

Go Further!

Write 777 in expanded form. Then complete the statement to compare the values of the digit 7 from greatest to least.

_____ is 10 times _____, which is 10 times _____.

Partner A _____

Partner B _____

Expanded Form and Place Value

A	B
_____ is 10 times _____.	_____ is 10 times _____.
C	**D**
_____ is 10 times _____.	_____ is 10 times _____.
E	**F**
_____ is 10 times _____.	_____ is 10 times _____.

Expanded form shows me the value of each digit.

2,554 = 2000 + 500 + 50 + 4

500 is 10 times 50.