

Grade 4

Units 1 & 2

Week 2

Parents: Please help your child choose the most appropriate assignment(s) to complete each day. When the day's assignment is done, students finish the two reflection statements on this page.

Please note Extra Practice activities are on-level for the grade level. Re-Engage activities give students additional support.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------|--|--|--|--|---|
| Topic | Subtract multi-digit numbers. | Multiply one digit by multi-digit numbers using the area model. | Multiply multi-digit by one-digit numbers using an area model. | Multiply two-digit by two-digit numbers using the area model. | Convert a multiplication equation into a multiplicative comparison. |
| Assignment | Unit 1 Lesson 6 Re-Engage Extra Practice | Unit 2 Lesson 4 Re-Engage Extra Practice | Unit 2 Lesson 7 Re-Engage B Extra Practice | Unit 2 Lesson 8 Re-Engage Extra Practice | Unit 2 Lesson 11 Re-Engage Extra Practice |
| Video link | Unit 1 Lesson 6 English Spanish | Unit 2 Lesson 4 English Spanish | Unit 2 Lesson 7 English Spanish | Unit 2 Lesson 8 English Spanish | Unit 2 Lesson 11 English Spanish |
| Reflection | One thing I was successful with is... | One thing I was successful with is... | One thing I was successful with is... | One thing I was successful with is... | One thing I was successful with is... |
| | One thing I need more help with is... | One thing I need more help with is... | One thing I need more help with is... | One thing I need more help with is... | One thing I need more help with is... |

Find this packet on swunmath.com. Click on the hyperlinks to jump to the lesson videos.

Re-Engage

Unit 1 Lesson 6: Subtract Multi-Digit Numbers



Name: _____

Date: _____

Model

Find the difference using the standard algorithm. Check your work with addition.

Steps:

1. Subtract the ones. Regroup if needed.
2. Subtract the tens. Regroup if needed.
3. Subtract the hundreds. Regroup if needed.
4. Subtract the thousands.
5. Check using addition.

subtract:

| | Th | H | T | O |
|---|----|--------------|--------------|---|
| | | 2 | 12 | |
| | 2, | 3 | 2 | 8 |
| - | 1, | 1 | 6 | 5 |
| | 1, | 1 | 6 | 3 |

check:

| | Th | H | T | O |
|---|----|---|---|---|
| | | 1 | | |
| | 1, | 1 | 6 | 3 |
| + | 1, | 1 | 6 | 5 |
| | 2, | 3 | 2 | 8 |

correct answer

Structured Guided Practice

Directions: Find the difference. Check your work with addition.

1.

subtract:

| | Th | H | T | O |
|---|----|---|---|---|
| | | | | |
| | | 8 | 0 | 2 |
| - | | 3 | 6 | 1 |
| | | | | |

check:

| | Th | H | T | O |
|---|----|---|---|---|
| | | | | |
| | | | | |
| + | | 3 | 6 | 1 |
| | | | | |

2.

subtract:

| | Th | H | T | O |
|---|----|---|---|---|
| | | | | |
| | | 6 | 7 | 0 |
| - | | 2 | 3 | 5 |
| | | | | |

check:

| | Th | H | T | O |
|---|----|---|---|---|
| | | | | |
| | | | | |
| + | | 2 | 3 | 5 |
| | | | | |

3.

subtract:

| | Th | H | T | O |
|---|----|---|---|---|
| | | | | |
| | | 4 | 0 | 7 |
| - | | 1 | 9 | 4 |
| | | | | |

check:

| | Th | H | T | O |
|---|----|---|---|---|
| | | | | |
| | | | | |
| + | | 1 | 9 | 4 |
| | | | | |

4.

subtract:

| | Th | H | T | O |
|---|----|---|---|---|
| | | | | |
| | 1, | 4 | 6 | 0 |
| - | | 1 | 3 | 2 |
| | | | | |

check:

| | Th | H | T | O |
|---|----|---|---|---|
| | | | | |
| | | | | |
| + | | 1 | 3 | 2 |
| | | | | |

Re-Engage

Unit 1 Lesson 6: Subtract Multi-Digit Numbers



Student Practice

Directions: Find the difference. Check your work with addition.

1.

subtract:

| | Th | H | T | O |
|-------|----|---|---|---|
| | | | | |
| | | 9 | 0 | 8 |
| - | | 1 | 4 | 7 |
| <hr/> | | | | |
| | | | | |

check:

| | Th | H | T | O |
|-------|----|---|---|---|
| | | | | |
| | | | | |
| + | | 1 | 4 | 7 |
| <hr/> | | | | |
| | | | | |

2.

subtract:

| | Th | H | T | O |
|-------|----|---|---|---|
| | | | | |
| | | 8 | 0 | 7 |
| - | | 5 | 8 | 6 |
| <hr/> | | | | |
| | | | | |

check:

| | Th | H | T | O |
|-------|----|---|---|---|
| | | | | |
| | | | | |
| + | | 5 | 8 | 6 |
| <hr/> | | | | |
| | | | | |

3.

subtract:

| | Th | H | T | O |
|-------|----|---|---|---|
| | | | | |
| | 1, | 5 | 3 | 4 |
| - | | 6 | 2 | 1 |
| <hr/> | | | | |
| | | | | |

check:

| | Th | H | T | O |
|-------|----|---|---|---|
| | | | | |
| | | | | |
| + | | 6 | 2 | 1 |
| <hr/> | | | | |
| | | | | |

4.

subtract:

| | Th | H | T | O |
|-------|----|---|---|---|
| | | | | |
| | 3, | 6 | 8 | 4 |
| - | 2, | 4 | 9 | 3 |
| <hr/> | | | | |
| | | | | |

check:

| | Th | H | T | O |
|-------|----|---|---|---|
| | | | | |
| | | | | |
| + | 2, | 4 | 9 | 3 |
| <hr/> | | | | |
| | | | | |

5.

subtract:

| | Th | H | T | O |
|-------|----|---|---|---|
| | | | | |
| | 7, | 8 | 0 | 5 |
| - | 5, | 0 | 2 | 4 |
| <hr/> | | | | |
| | | | | |

check:

| | Th | H | T | O |
|-------|----|---|---|---|
| | | | | |
| | | | | |
| + | 5, | 0 | 2 | 4 |
| <hr/> | | | | |
| | | | | |

6.

subtract:

| | Th | H | T | O |
|-------|----|---|---|---|
| | | | | |
| | 4, | 6 | 0 | 4 |
| - | 1, | 2 | 1 | 7 |
| <hr/> | | | | |
| | | | | |

check:

| | Th | H | T | O |
|-------|----|---|---|---|
| | | | | |
| | | | | |
| + | 1, | 2 | 1 | 7 |
| <hr/> | | | | |
| | | | | |

Extra Practice

Unit 1 Lesson 6: Subtract Multi-Digit Numbers



Name: _____

Date: _____

Directions: Find the difference.

1. $8,432 - 4,189 =$

2. Last year, Morgan rode her bike 2,030 miles. This year, she rode 1,735 miles. How many fewer miles did she ride this year than last year?

3. $75,002 - 23,324 =$

4. $93,827 - 54,683 =$

Extra Practice

Unit 1 Lesson 6: Subtract Multi-Digit Numbers



Directions: Find the difference.

5. $70,502 - 34,806 =$

6. Lisa bought a house for \$472,431. So far, she has paid \$180,927. How much money does she still owe?

7. $898,007 - 45,872 =$

8. $900,003 - 483,973 =$

Re-Engage

Unit 2 Lesson 4: Multiplication Using the Area Model



Name: _____

Date: _____

Model

Steps:

1. Circle the greater factor.
2. Write the greater factor in expanded form above the area model.
3. Write the lesser factor on the outer left side of the area model.
4. Find the product of the tens. Then find the product of the ones.
5. Add the products to solve.

$$\textcircled{79} \times 5 = \underline{\hspace{2cm}}$$

$$\begin{array}{r} \times \quad 70 \quad + \quad 9 \\ 5 \end{array} \begin{array}{|c|c|} \hline 70 \times 5 = \\ \hline 350 \\ \hline \end{array} \begin{array}{|c|c|} \hline 9 \times 5 = \\ \hline 45 \\ \hline \end{array}$$

$$\underline{350} \quad + \quad \underline{45} \quad = \quad \underline{395}$$

Structured Guided Practice

Directions: Multiply using an area model.

1. 43×3

$$\begin{array}{r} \times \quad 40 \quad + \quad 3 \\ 3 \end{array} \begin{array}{|c|c|} \hline \\ \hline \end{array}$$

$$\underline{\hspace{2cm}} \quad + \quad \underline{\hspace{2cm}} \quad = \quad \underline{\hspace{2cm}}$$

2. 56×4

$$\begin{array}{r} \times \quad 50 \quad + \quad 6 \\ 4 \end{array} \begin{array}{|c|c|} \hline \\ \hline \end{array}$$

$$\underline{\hspace{2cm}} \quad + \quad \underline{\hspace{2cm}} \quad = \quad \underline{\hspace{2cm}}$$

3. 132×5

$$\begin{array}{r} \times \quad 100 \quad + \quad 30 \quad + \quad 2 \\ 5 \end{array} \begin{array}{|c|c|c|} \hline \\ \hline \end{array}$$

$$\underline{\hspace{2cm}} \quad + \quad \underline{\hspace{2cm}} \quad + \quad \underline{\hspace{2cm}} \quad = \quad \underline{\hspace{2cm}}$$

4. 245×2

$$\begin{array}{r} \times \quad 200 \quad + \quad 40 \quad + \quad 5 \\ 2 \end{array} \begin{array}{|c|c|c|} \hline \\ \hline \end{array}$$

$$\underline{\hspace{2cm}} \quad + \quad \underline{\hspace{2cm}} \quad + \quad \underline{\hspace{2cm}} \quad = \quad \underline{\hspace{2cm}}$$

Re-Engage

Unit 2 Lesson 4: Multiplication Using the Area Model



Student Practice

Directions: Multiply using an area model.

1. 98×2

$$\begin{array}{r} \times 90 + 8 \\ 2 \end{array}$$

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

_____ + _____ = _____

2. 23×6

$$\begin{array}{r} \times 20 + 3 \\ 6 \end{array}$$

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

_____ + _____ = _____

3. 523×4

$$\begin{array}{r} \times 500 + 20 + 3 \\ 4 \end{array}$$

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

_____ + _____ + _____ = _____

4. 308×5

$$\begin{array}{r} \times 300 + 0 + 8 \\ 5 \end{array}$$

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

_____ + _____ + _____ = _____

5. 314×3

$$\begin{array}{r} \times 300 + 10 + 4 \\ 3 \end{array}$$

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

_____ + _____ + _____ = _____

6. 464×7

$$\begin{array}{r} \times 400 + 60 + 4 \\ 7 \end{array}$$

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

_____ + _____ + _____ = _____

Extra Practice

Unit 2 Lesson 4: Multiplication Using the Area Model



Name: _____

Date: _____

Directions: Multiply using an area model.

1. 4×669

2. 8×178

3. 771×9

Extra Practice

Unit 2 Lesson 4: Multiplication Using the Area Model



Directions: Multiply using an area model.

4. 577×6

5. 879×4

6. 6×435

Re-Engage

Unit 2 Lesson 7b: Multiplication: Multi-Digit by One-Digit - Area Model



Name: _____

Date: _____

Model

Fill in the missing values to show multiplication using an area model. Solve.

Steps:

1. Circle the greater factor.
2. Write the greater factor in expanded form above the area model.
3. Write the lesser factor on the outer left side of the area model.
4. Find the product of the tens. Then find the product of the ones.
5. Add the products to solve.

$$415 \times 4$$

| | | | | | | |
|---|----------|------|---|----|---|----|
| | \times | 400 | + | 10 | + | 5 |
| 4 | | 1600 | | 40 | | 20 |

$$1600 + 40 + 20 = 1660$$

Structured Guided Practice

Directions: Fill in the missing values to show multiplication using an area model. Solve.

1. 219×2

| | | | | | | |
|---|----------|-------|---|-------|---|-------|
| | \times | 200 | + | _____ | + | 9 |
| 2 | | _____ | | 20 | | _____ |

$$_____ + _____ + _____ = _____$$

2. 386×3

| | | | | | | |
|---|----------|-------|---|-------|---|----|
| | \times | _____ | + | 80 | + | 6 |
| 3 | | _____ | | _____ | | 18 |

$$_____ + _____ + _____ = _____$$

3. 809×4

| | | | | | | |
|-------|----------|-------|---|-------|---|----|
| | \times | 800 | + | _____ | + | 9 |
| _____ | | _____ | | 0 | | 36 |

$$_____ + _____ + _____ = _____$$

4. 350×5

| | | | | | | |
|---|----------|-------|---|-------|---|-------|
| | \times | _____ | + | 50 | + | 0 |
| 5 | | 1500 | | _____ | | _____ |

$$_____ + _____ + _____ = _____$$

Re-Engage

Unit 2 Lesson 7b: Multiplication: Multi-Digit by One-Digit



Student Practice

Directions: Fill in the missing values to show multiplication using an area model. Solve.

1. 182×3

| | | | | | | | |
|---|----------|-------|---|-------|---|-------|--|
| | \times | 100 | + | _____ | + | 2 | |
| 3 | | _____ | | 240 | | _____ | |

_____ + _____ + _____ = _____

2. 642×4

| | | | | | | | |
|---|----------|-------|---|-------|---|---|--|
| | \times | _____ | + | 40 | + | 2 | |
| 4 | | _____ | | _____ | | 8 | |

_____ + _____ + _____ = _____

3. 735×2

| | | | | | | | |
|-------|----------|-------|---|-------|---|----|--|
| | \times | 700 | + | _____ | + | 5 | |
| _____ | | _____ | | 60 | | 10 | |

_____ + _____ + _____ = _____

4. 405×5

| | | | | | | | |
|---|----------|-------|---|-------|---|-------|--|
| | \times | _____ | + | 0 | + | 5 | |
| 5 | | 2000 | | _____ | | _____ | |

_____ + _____ + _____ = _____

5. 463×2

| | | | | | | | |
|---|----------|-------|---|-------|---|-------|--|
| | \times | 400 | + | _____ | + | 3 | |
| 2 | | _____ | | 120 | | _____ | |

_____ + _____ + _____ = _____

6. 740×6

| | | | | | | | |
|-------|----------|------|---|-------|---|-------|--|
| | \times | 700 | + | _____ | + | 0 | |
| _____ | | 4200 | | 240 | | _____ | |

_____ + _____ + _____ = _____

Extra Practice

Unit 2 Lessons 7: Multiplication: Multi-Digit by One-Digit



Name: _____

Date: _____

Directions: Multiply using an area model or the distributive property.

1. 354×5

2. $2,356 \times 4$

3. $6 \times 3,057$

4. $2,315 \times 4$

$$4 \begin{array}{|c|c|c|c|} \hline & 2,000 & + & & + & 10 & + & 5 \\ \hline & & & 1,200 & & & & \\ \hline \end{array}$$

Extra Practice

Unit 2 Lessons 7: Multiplication: Multi-Digit by One-Digit



Directions: Multiply using an area model or the distributive property.

5. $7,258 \times 3$

6. $8 \times 8,274$

7. $8,603 \times 7$

8. $3,145 \times 5 =$

$$5 \begin{array}{|c|c|c|c|} \hline & 3,000 & + & & + & 40 & + & 5 \\ \hline & & & 500 & & & & \\ \hline \end{array}$$

Extra Practice

Unit 2 Lessons 8-10: Multiplication: Two-Digit by Two-Digit



Name: _____

Date: _____

Directions: Multiply using an area model or the distributive property.

1. 12×23

2. 25×34

3. 36×45

4. 48×73

Extra Practice

Unit 2 Lessons 8-10: Multiplication: Two-Digit by Two-Digit



Name: _____

Date: _____

Directions: Multiply using an area model or the distributive property.

5. 70×53

6. 85×40

7. 86×97

8. 82×96

Re-Engage

Unit 2 Lesson 8: Multiplication: Two-Digit by Two-Digit - Area Model



Name: _____

Date: _____

Model

Steps:

1. Circle the greater factor.
2. Write the greater factor in expanded form above the area model.
3. Write the lesser factor on the outer left side of the area model.
4. Find the product of the tens. Then find the product of the ones.
5. Add the partial products to solve.

$$13 \times 25 = \underline{\hspace{2cm}}$$

| | | | | | |
|----|----------|------------------|---|-----------------|--|
| | \times | 20 | + | 5 | |
| 10 | | $20 \times 10 =$ | | $5 \times 10 =$ | |
| | | 200 | | 50 | |
| + | | | | | |
| 3 | | $20 \times 3 =$ | | $5 \times 3 =$ | |
| | | 60 | | 15 | |

| | | | | | | | | |
|-----------------|---|-----------------|---|-----------------|---|-----------------|---|---------|
| 200 | + | 50 | + | 60 | + | 15 | = | 325 |
| partial product | | partial product | | partial product | | partial product | | product |

Structured Guided Practice

Directions: Multiply using the area model.

1. 12×34

| | | | | | |
|----|----------|----|---|---|--|
| | \times | 30 | + | 4 | |
| 10 | | | | | |
| + | | | | | |
| 2 | | | | | |

| | | | | | | | | |
|-----------------|---|-----------------|---|-----------------|---|-----------------|---|---------|
| _____ | + | _____ | + | _____ | + | _____ | = | _____ |
| partial product | | partial product | | partial product | | partial product | | product |

2. 19×32

| | | | | | |
|----|----------|----|---|---|--|
| | \times | 30 | + | 2 | |
| 10 | | | | | |
| + | | | | | |
| 9 | | | | | |

| | | | | | | | | |
|-----------------|---|-----------------|---|-----------------|---|-----------------|---|---------|
| _____ | + | _____ | + | _____ | + | _____ | = | _____ |
| partial product | | partial product | | partial product | | partial product | | product |

3. 18×24

| | | | | | |
|----|----------|----|---|---|--|
| | \times | 20 | + | 4 | |
| 10 | | | | | |
| + | | | | | |
| 8 | | | | | |

| | | | | | | | | |
|-----------------|---|-----------------|---|-----------------|---|-----------------|---|---------|
| _____ | + | _____ | + | _____ | + | _____ | = | _____ |
| partial product | | partial product | | partial product | | partial product | | product |

4. 52×13

| | | | | | |
|----|----------|----|---|---|--|
| | \times | 50 | + | 2 | |
| 10 | | | | | |
| + | | | | | |
| 3 | | | | | |

| | | | | | | | | |
|-----------------|---|-----------------|---|-----------------|---|-----------------|---|---------|
| _____ | + | _____ | + | _____ | + | _____ | = | _____ |
| partial product | | partial product | | partial product | | partial product | | product |

Re-Engage

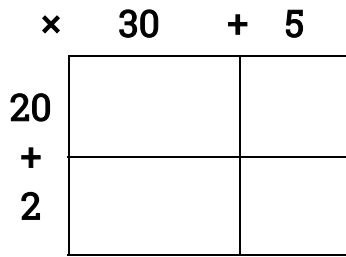
Unit 2 Lesson 8: Multiplication: Two-Digit by Two-Digit - Area Model



Student Practice

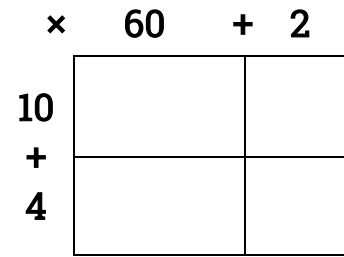
Directions: Multiply using the area model.

1. 35×22



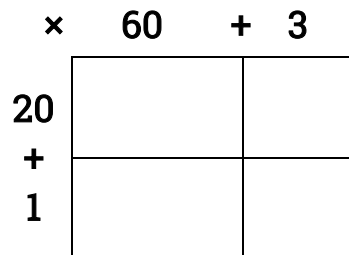
| | | | | | | | | |
|-----------------|---|-----------------|---|-----------------|---|-----------------|---|---------|
| | + | | + | | + | | = | |
| partial product | | partial product | | partial product | | partial product | | product |

2. 62×14



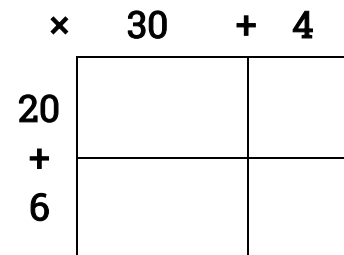
| | | | | | | | | |
|-----------------|---|-----------------|---|-----------------|---|-----------------|---|---------|
| | + | | + | | + | | = | |
| partial product | | partial product | | partial product | | partial product | | product |

3. 21×63



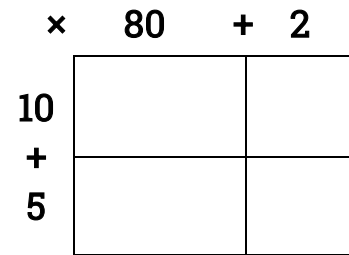
| | | | | | | | | |
|-----------------|---|-----------------|---|-----------------|---|-----------------|---|---------|
| | + | | + | | + | | = | |
| partial product | | partial product | | partial product | | partial product | | product |

4. 26×34



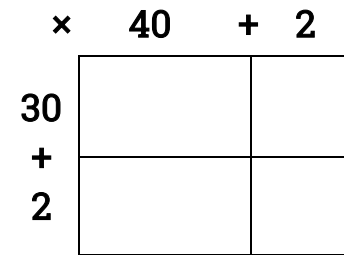
| | | | | | | | | |
|-----------------|---|-----------------|---|-----------------|---|-----------------|---|---------|
| | + | | + | | + | | = | |
| partial product | | partial product | | partial product | | partial product | | product |

5. 82×15



| | | | | | | | | |
|-----------------|---|-----------------|---|-----------------|---|-----------------|---|---------|
| | + | | + | | + | | = | |
| partial product | | partial product | | partial product | | partial product | | product |

6. 42×32



| | | | | | | | | |
|-----------------|---|-----------------|---|-----------------|---|-----------------|---|---------|
| | + | | + | | + | | = | |
| partial product | | partial product | | partial product | | partial product | | product |

Re-Engage

Unit 2 Lesson 11: Multiplication: Comparisons



Name: _____

Date: _____

Model

Multiplicative comparison:

$$\underline{27} = \underline{3} \times \underline{9}$$

Twenty-seven is three times as many as nine.

Read "=" as "is."

Read "x" as times: "as many as."
"as long as."
"as much as."

Steps:

1. Underline the numbers.
2. Circle "is," "as many as," "as long as."
3. Change circled words to operations.
4. Write a multiplication equation.

Example:

24 seeds is 3 times as many as 8 seeds.

$$24 = 3 \times 8$$

Structured Guided Practice

Directions: Write a multiplication equation to match the statement.

1. 30 cookies is 6 times as many as 5 cookies.

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

2. 15 inches is 5 times as long as 3 inches.

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

3. 16 minutes is 4 times as long as 4 minutes.

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

4. 50 dollars is 10 times as much as 5 dollars.

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

Re-Engage

Unit 2 Lesson 11: Multiplication: Comparisons



Student Practice

Directions: Write a multiplication equation to match the statement.

1. 12 years is 2 times as many as 6.

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

2. 36 toys is 4 times as many as 9.

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

3. 42 feet is 6 times as long as 7 feet.

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

4. 90 is 9 times as many as 10.

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

5. 35 is 7 times as many as 5.

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

6. 56 yards is 8 times as long as 7 yards.

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

Extra Practice

Unit 2 Lesson 11: Multiplicative Comparisons



Name: _____

Date: _____

Directions: Read and solve.

1. Write a multiplication equation to match the comparison statement.

36 is 4 times as many as 9

2. Write a comparison statement to match the multiplication equation.

$$72 = 12 \times 6$$

3. Write a multiplication equation to match the comparison statement.

21 is 7 times as many as 3

4. Write a comparison statement to match the multiplication equation.

$$45 = 9 \times 5$$

Extra Practice

Unit 2 Lesson 11: Multiplicative Comparisons



Directions: Read and solve.

5. Write a comparison statement to match the multiplication equation.

$$28 = 4 \times 7$$

6. Write a multiplication equation to match the comparison statement.

48 is 8 times as many as 6

7. Write a multiplication equation to match the comparison statement.

55 equals 5 times as many as 11

8. Write a comparison statement to match the multiplication equation.

$$18 = 3 \times 6$$