Name _____ Date _____

Learning Target: I will add 3-digit numbers.

4th Grade - Readiness Standard 1 - 3.NBT.2a - Form A

1. We Do Together: Draw, tell and show.

Draw 859 + 674 using hundreds, tens, and ones

859 [8]

674 [6]

10 Tens   10 ones

Tell what totals you see

I see __14__ hundreds, __12__ tens, and __13__ ones

Show your thinking using numbers and symbols

$$859$$
$$+674$$

1400		13
120	or	120
+ 13		+ 1400
1533		1533

2. Reflect: What questions do you have about adding 3-digit numbers?

3. You Do Together: Draw, tell and show.

Draw 437 + 748 using hundreds, tens, and ones

437 [4]

748 [7]

10 ones

Tell what totals you see

I see __11__ hundreds, __7__ tens, and __15__ ones

Show your thinking using numbers and symbols

$$437$$
$$+748$$

1100		15
700	or	700
+ 15		+ 1100
1815		1815

Draw 695 + 237 using hundreds, tens, and ones

695 [6]

237 [2]

10 Tens   10 ones

Tell what totals you see

I see __8__ hundreds, __12__ tens, and __12__ ones

Show your thinking using numbers and symbols

$$695$$
$$+237$$

800		12
120	or	120
+ 12		+ 800
932		932

Learning Target: I will subtract 3-digit numbers.   4ᵗʰ Grade - Readiness Standard 2 - 3.NBT.2b - Form A

1. We Do Together: Draw, ungroup, tell and subtract.

Draw 502 using tens and ones

4 − 1
3

Ungroup to subtract 135 and **tell** the new place-values

I see ___4___ hundreds, ___9___ tens, and ___12___ ones

Subtract 135 and **show** your thinking using numbers and symbols

$$\begin{array}{r} 9 \\ 4\ \cancel{10}\ 12 \\ \cancel{5}\cancel{0}\cancel{2} \\ -\ 1\ 3\ 5 \\ \hline 3\ 6\ 7 \end{array}$$

2. Reflect: What questions do you have about subtracting 3-digit numbers?

3. You Do Together: Draw, ungroup, tell and subtract.

Draw 750 using tens and ones

6 − 2
4

Ungroup to subtract 297 and **tell** the new place-values

I see ___6___ hundreds, ___14___ tens, and ___10___ ones

Subtract 297 and **show** your thinking using numbers and symbols

$$\begin{array}{r} 14 \\ 6\ \cancel{4}\ 10 \\ \cancel{7}\cancel{5}\cancel{0} \\ -\ 2\ 9\ 7 \\ \hline 4\ 5\ 3 \end{array}$$

Draw 600 using tens and ones

5 − 3
2

Ungroup to subtract 318 and **tell** the new place-values

I see ___5___ hundreds, ___9___ tens, and ___10___ ones

Subtract 318 and **show** your thinking using numbers and symbols

$$\begin{array}{r} 9 \\ 5\ \cancel{10}\ 10 \\ \cancel{6}\cancel{0}\cancel{0} \\ -\ 3\ 1\ 8 \\ \hline 2\ 8\ 2 \end{array}$$

Learning Target: I will multiply numbers from 0 to 10.   4th Grade - Readiness Standard 3 - 3.OA.7a - Form A

1. We Do Together: Label, tell, and think 5 and some more to write.

Label the partial areas	Tell the areas you see
[grid with rectangle labeled 3x5 / 15 and 3x2 / 6, left side labeled 3, bottom labeled 5 + 2 = 7]	$3 \times 5 = \underline{15}$, $3 \times 2 = \underline{6}$, $3 \times 7 = \underline{21}$

Write the parts of 7, subgroups and total

$$3 \times 7 = \underline{15} + \underline{6} = \underline{21}$$
$$\overset{/\ \backslash}{5\ \ 2}$$

2. Reflect: What questions do you have about multiplying numbers?

3. You Do Together: Label, tell, and think 5 and some more to write.

Label the partial areas	Tell the areas you see
[grid with rectangle labeled 4x5 / 20 and 4x4 / 16, left side labeled 4, bottom labeled 5 + 4 = 9]	$4 \times 5 = \underline{20}$, $4 \times 4 = \underline{16}$, $4 \times 9 = \underline{36}$

Write the parts of 9, subgroups and total

$$4 \times 9 = \underline{20} + \underline{16} = \underline{36}$$
$$\overset{/\ \backslash}{5\ \ 4}$$

Label the partial areas	Label the areas
[grid with rectangle labeled 6x5 / 30 and 6x3 / 18, left side labeled 6, bottom labeled 5 + 3 = 8]	$6 \times 5 = \underline{30}$, $6 \times 3 = \underline{18}$, $6 \times 8 = \underline{48}$

Write the parts of 8, subgroups and total

$$6 \times 8 = \underline{30} + \underline{18} = \underline{48}$$
$$\overset{/\ \backslash}{5\ \ 3}$$

DELTA MATH

Learning Target: I will divide numbers by 1 to 10.   4th Grade - Readiness Standard 4 - 3.OA.7b - Form A

1. We Do Together: Label, think multiply to divide, and write.

Label the missing lengths	Think multiply to divide. Write the parts to help you multiply
5 4 3 15 12	$3 \times \underline{9} = 27$ 5 4
	Write the missing numbers $27 \div 3 = \underline{9}$ $27 \div 9 = \underline{3}$

2. Reflect: What questions do you have about dividing numbers?

3. You Do Together: Label, think multiply to divide, and write.

Label the missing lengths	Think multiply to divide. Write the parts to help you multiply
5 3 7 35 21	$7 \times \underline{8} = 56$ 5 3
	Write the missing numbers $56 \div 7 = \underline{8}$ $56 \div 8 = \underline{7}$
Label the missing lengths 5 4 6 30 24	**Think** multiply to divide. Write the parts to help you multiply $6 \times \underline{9} = 54$ 5 4
	Write the missing numbers $54 \div 6 = \underline{9}$ $54 \div 9 = \underline{6}$

DELTA MATH

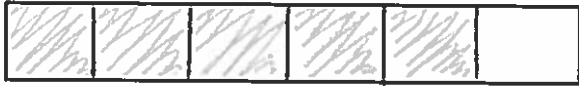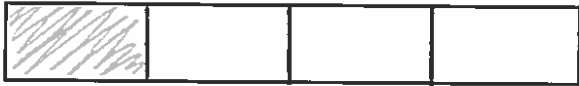**Learning Target:** I will name fractions on a number line.   4th Grade - Readiness Standard 5 - 3.NF.1 - Form A

1. **We Do Together:** Draw, label and tell.

Draw eight equal parts and shade 3	Label the numerator or denominator of the fraction
	$\dfrac{3}{8}$ ← numerator

Tell

How many unshaded parts make up the whole rectangle? ___5___

What fractional part of the rectangle appears to be shaded? ___$\dfrac{3}{8}$___ Unshaded? ___$\dfrac{5}{8}$___

2. **Reflect:** What questions do you have about naming fractions on a number line?
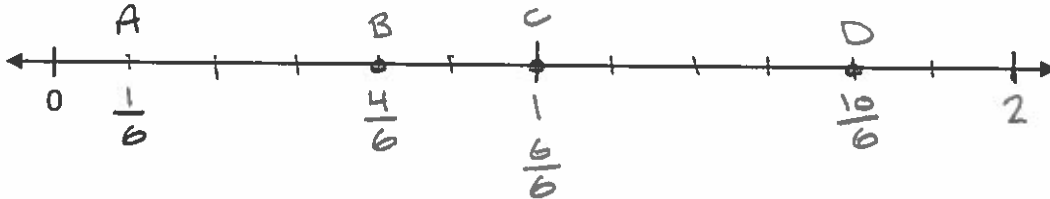
3. **You Do Together:** Draw, label and write.

Draw six equal parts and shade 5	Label the numerator or denominator of the fraction
	$\dfrac{5}{6}$ ← denominator

Tell

How many unshaded parts make up the whole rectangle? ___1___

What fractional part of the rectangle appears to be shaded? ___$\dfrac{5}{6}$___ Unshaded? ___$\dfrac{1}{6}$___

Draw four equal parts and shade 1	Label the numerator or denominator of the fraction
	$\dfrac{1}{4}$ ← numerator

Tell

How many unshaded parts make up the whole rectangle? ___3___

What fractional part of the rectangle appears to be shaded? ___$\dfrac{1}{4}$___ Unshaded? ___$\dfrac{3}{4}$___

Name _____   Date _____

Learning Target: I will name fractions on a number line.   4th Grade - Readiness Standard 6 - 3.NF.2 - Form A

1. We Do Together: Draw, label and write.
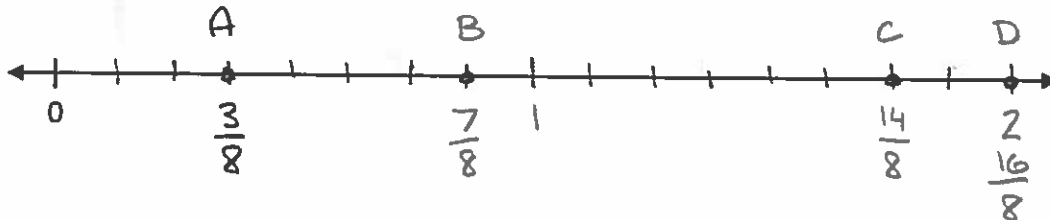

Draw and label sixths from <u>zero</u> to <u>two</u>

Place and label points each location on the number line

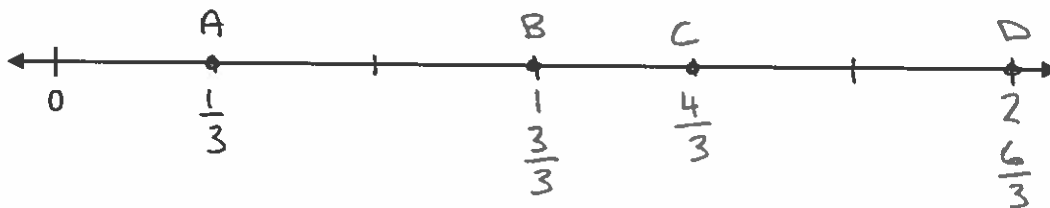A = one-sixth   B = four-sixths   C = six-sixths   D = ten-sixths

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2. Reflect: What questions do you have about naming fractions on a number line?

3. You Do Together: Draw, label and write.

Draw and label eighths from <u>zero</u> to <u>two</u>

Place and label points each location on the number line

A = three-eighths   B = seven-eighths   C = fourteen-eighths   D = sixteen-eighths

Draw and label thirds from <u>zero</u> to <u>two</u>

Place and label points each location on the number line

A = one-third   B = three-thirds   C = four-thirds   D = six-thirds

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Learning Target: I will compare fractions with the same numerator or same denominator

4th Grade - Readiness Standard 7 - 3.NF.3d
- Form A

1. We Do Together: Draw, compare and tell.

$<$ or $>$
Less Than   Greater Than

Draw each point on a number line
$\dfrac{5}{8}$ 0 ———— $\frac{5}{8}$ ———— 1
$\dfrac{5}{6}$ 0 ———— $\frac{5}{6}$ — 1

Compare using > or <	Tell how you could compare without a drawing
$\dfrac{5}{8}$ $<$ $\dfrac{5}{6}$	Both have 5 parts from the same size whole and __8 ths__ are __smaller than 6 ths__

2. Reflect: What questions do you have about comparing fractions?

3. You Do Together: Draw, compare and tell.

Draw each point on a number line
$\dfrac{3}{4}$ 0 ———— $\frac{3}{4}$ ———— 1
$\dfrac{3}{6}$ 0 ———— $\frac{3}{6}$ ———— 1

Compare using > or <	Tell how you could compare without a drawing
$\dfrac{3}{4}$ $>$ $\dfrac{3}{6}$	Both have 3 parts from the same size whole and __4 ths__ are __bigger than 6 ths__

Draw each point on a number line
$\dfrac{4}{8}$ 0 ———— $\frac{4}{8}$ ———— 1
$\dfrac{3}{8}$ 0 ———— $\frac{3}{8}$ ———— 1

Compare using > or <	Tell how you could compare without a drawing
$\dfrac{4}{8}$ $>$ $\dfrac{3}{8}$	Both have parts that are the same size and __4 parts__ are __more than 3 parts__