

# **Grade 4**

# **Assignment Bundle**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## **Sometimes a Dream Needs a Push**

By Walter Dean Myers  
2007

*Walter Dean Myers (1937-2014) was an American writer of children's books and young adult literature. Myers wrote over one hundred books and received many awards, including five Coretta Scott King Awards. In this short story, a boy must find a new way to accomplish his dreams after his life changes. As you read, take notes on Chris' dad's attitude throughout the text.*

- [1] You might have heard of my dad, Jim Blair. He's 6'5" and played a year of good basketball in the pros before tearing his knee up in his second year. The knee took forever to heal and was never quite the same again. Still, he played pro ball in Europe for five years before giving it up and becoming an executive with a high-tech company.



*"Basketball" by Chilli Head is licensed under CC BY 2.0.*

Dad loved basketball and hoped that one day I would play the game. He taught me a lot, and I was pretty good until the accident. It was raining and we were on the highway, approaching the turnoff toward our house in Hartsdale, when a truck skidded across the road and hit our rear bumper. Our little car spun off the road, squealing as Dad tried to bring it under control. But he couldn't avoid the light pole. I remember seeing the broken windows, hearing Mom yelling, amazingly bright lights flashing crazily in front of me. Then everything was suddenly dark. The next thing I remember is waking up in the hospital. There were surgeries and weeks in the hospital, but the important thing was that I wasn't going to be walking again.

I didn't like the idea, but Mom and I learned to live with it. Dad took it hard, real hard. He was never much of a talker, Mom said, but he talked even less since I was hurt.

"Sometimes I think he blames himself," Mom said. "Whenever he sees you in the wheelchair he wants to put it out of his mind."

- [5] I hadn't thought about that when Mr. Evans, an elder in our church, asked me if I wanted to join a wheelchair basketball team he was starting.

"We won't have the experience of the other teams in the league," he said. "But it'll be fun."

When I told Mom, she was all for it, but Dad just looked at me and mumbled something under his breath. He does that sometimes. Mom said that he's chewing up his words to see how they taste before he lets them out.

Our van is equipped with safety harnesses for my chair, and we used it on the drive to see a game between Madison and Rosedale. It was awesome to see guys my age zipping around in their chairs playing ball. I liked the chairs, too. They were specially built with rear stabilizing wheels and side wheels that slanted in. Very cool. I couldn't wait to start practicing. At the game, Mom sat next to me, but Dad went and sat next to the concession stand. I saw him reading a newspaper and only looking up at the game once in a while.

"Jim, have you actually seen wheelchair games before?" Mom asked on the way home.

- [10] Dad made a little motion with his head and said something that sounded like "Grumpa-grumpa" and then mentioned that he had to get up early in the morning. Mom looked at me, and her mouth tightened just a little.

That was okay with me because I didn't want him to talk about the game if he didn't like it. After washing and getting into my pj's I wheeled into my room, transferred to the bed, and tried to make sense of the day. I didn't know what to make of Dad's reaction, but I knew I wanted to play.

The next day at school, tall Sarah told me there was a message for me on the bulletin board. Sarah is cool but the nosiest person in school.

"What did it say?" I asked.

"How would I know?" she answered. "I don't read people's messages."

- [15] "Probably nothing important," I said, spinning my chair to head down the hall.

"Just something about you guys going to play Madison in a practice game and they haven't lost all season," Sarah said. "From Nicky G."

"Oh."

The school has a special bus for wheelchairs and the driver always takes the long way to my house, which is a little irritating when you've got a ton of homework that needs to get done, and I had a ton and a half. When I got home, Mom had the entire living room filled with purple lace and flower things she was putting together for a wedding and was lettering nameplates for them. I threw her a quick "Hey" and headed for my room.

"Chris, your coach called," Mom said.

- [20] "Mr. Evans?"

"Yes, he said your father had left a message for him," Mom answered. She had a big piece of the purple stuff around her neck as she leaned against the doorjamb. "Anything up?"

"I don't know," I said with a shrug. My heart sank. I went into my room and started on my homework, trying not to think of why Dad would call Mr. Evans.

With all the wedding stuff in the living room and Mom looking so busy, I was hoping that we'd have pizza again. No such luck. Somewhere in the afternoon she had found time to bake a chicken. Dad didn't get home until nearly 7:30, so we ate late.

While we ate Mom was talking about how some woman was trying to convince all her bridesmaids to put a pink streak in their hair for her wedding. She asked us what we thought of that. Dad grunted under his breath and went back to his chicken. He didn't see the face that Mom made at him.

- [25] "By the way" — Mom gave me a quick look — "Mr. Evans called. He said he had missed your call earlier."

"I spoke to him late this afternoon," Dad said.

"Are the computers down at school?" Mom asked.

"No, I was just telling him that I didn't think that the Madison team was all that good," Dad said. "I heard the kids saying they were great. They're okay, but they're not great. I'm going to talk to him again at practice tomorrow."

"Oh," Mom said. I could see the surprise in her face and felt it in my stomach.

- [30] The next day zoomed by. It was like the bells to change classes were ringing every two minutes. I hadn't told any of the kids about my father coming to practice. I wasn't even sure he was going to show up. He had made promises before and then gotten called away to work. This time he had said he was coming to practice, which was at 2:30, in the middle of his day.

He was there. He sat in the stands and watched us go through our drills and a minigame. I was so nervous, I couldn't do anything right. I couldn't catch the ball at all, and the one shot I took was an air ball from just behind the foul line. We finished our regular practice, and Mr. Evans motioned for my father to come down to the court.

"Your dad's a giant!" Kwame whispered as Dad came onto the court.

"That's how big Chris is going to be," Nicky G said.

I couldn't imagine ever being as tall as my father.

- [35] "I was watching the teams play the other day." Dad had both hands jammed into his pockets. "And I saw that neither of them were running baseline<sup>1</sup> plays and almost all the shots were aimed for the rims. Shots off the backboards are going to go in a lot more than rim shots if you're shooting from the floor."

Dad picked up a basketball and threw it casually against the backboard. It rolled around the rim and fell through. He did it again. And again. He didn't miss once.

"I happen to know that you played pro ball," Mr. Evans said, "and you're good. But I think shooting from a wheelchair is a bit harder."

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1. the line marking each end of the court

"You have another chair?" Dad asked.

Mr. Evans pointed to his regular chair sitting by the watercooler. Dad took four long steps over to it, sat down, and wheeled himself back onto the floor. He put his hands up and looked at me. I realized I was holding a ball and tossed it to him. He tried to turn his chair back toward the basket, and it spun all the way around. For a moment he looked absolutely lost, as if he didn't know what had happened to him. He seemed a little embarrassed as he glanced toward me.

[40] "That happens sometimes," I said. "No problem."

He nodded, exhaled slowly, then turned and shot a long, lazy arc that hit the backboard and fell through.

"The backboard takes the energy out of the ball," he said. "So if it does hit the rim, it won't be so quick to bounce off. Madison made about 20 percent of its shots the other day. That doesn't win basketball games, no matter how good they look making them."

There are six baskets in our gym, and we spread out and practiced shooting against the backboards. At first I wasn't good at it. I was hitting the underside of the rim.

"That's because you're still thinking about the rim," Dad said when he came over to me. "Start thinking about a spot on the backboard. When you find your spot, really own it, you'll be knocking down your shots on a regular basis."

[45] Nicky G got it first, and then Kwame, and then Bobby. I was too nervous to even hit the backboard half the time, but Dad didn't get mad or anything. He didn't even mumble. He just said it would come to me after a while.

Baseline plays were even harder. Dad wanted us to get guys wheeling for position under and slightly behind the basket.

"There are four feet of space behind the backboard," Dad said. "If you can use those four feet, you have an advantage."

We tried wheeling plays along the baseline but just kept getting in each other's way.

"That's the point," Dad said. "When you learn to move without running into each other you're going to have a big advantage over a team that's trying to keep up with you."

[50] Okay, so most of the guys are pretty good wheeling their chairs up and down the court. But our baseline plays looked more like a collision derby.<sup>2</sup> Dad shook his head and Mr. Evans laughed.

We practiced all week. Dad came again and said we were improving.

"I thought you were terrible at first," he said, smiling. I didn't believe he actually smiled. "Now you're just pretty bad. But I think you can play with that Madison team."

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2. a competition in which cars are driven into each other until only one is left running

Madison had agreed to come to our school to play, and when they arrived they were wearing jackets with their school colors and CLIPPERS across the back.

We started the game and Madison got the tip-off.<sup>3</sup> The guy I was holding blocked me off so their guard, once he got past Nicky G, had a clear path to the basket. The first score against us came with only 10 seconds off the clock.

- [55] I looked up in the stands to see where Mom was. I found her and saw Dad sitting next to her. I waved and she waved back, and Dad just sat there with his arms folded.

Madison stopped us cold on the next play, and when Bobby and Lou bumped their chairs at the top of the key, there was a man open. A quick pass inside and Madison was up by four.

We settled down a little, but nothing worked that well. We made a lot of wild passes for turnovers,<sup>4</sup> and once, when I was actually leading a fast break, I got called for traveling<sup>5</sup> when the ball got ahead of me, and I touched the wheels twice before dribbling. The guys from Madison were having a good time, and we were feeling miserable. At halftime, we rolled into the locker room feeling dejected.<sup>6</sup> When Dad showed up, I felt bad. He was used to winning, not losing.

"Our kids looked a little overmatched in the first half," Mr. Evans said.

"I think they played okay," Dad said. "just a little nervous. But look at the score. It's 22 to 14. With all their shooting, Madison is just eight points ahead. We can catch up."

- [60] I looked at Dad to see if he was kidding. He wasn't. He wasn't kidding, and he had said "we." I liked that.

We came out in the second half all fired up. We ran a few plays along the baseline, but it still seemed more like bumper cars than basketball with all the congestion. Madison took 23 shots in the second half and made eight of them plus three foul shots for a total score of 41 points. We took 17 shots and made 11 of them, all layups<sup>7</sup> off the backboard, and two foul shots for a total of 38 points. We had lost the game, but everyone felt great about how we had played. We lined up our chairs, gave Madison high fives before they left, and waited until we got to the locker room to give ourselves high fives.

Afterward, the team voted, and the Hartsdale Posse all agreed that we wanted to play in the league. Dad had shown us that we could play, and even though we had lost we knew we would be ready for the next season.

Dad only comes to practice once in a while, but he comes to the games when they're on the weekend. At practice he shows us fundamentals,<sup>8</sup> stuff like how to line your wrist up for a shot, and how the ball should touch your hand when you're ready to shoot. That made me feel good even if he would never talk about the games when he wasn't in the gym. I didn't want to push it too much because I liked him coming to practice. I didn't want to push him, but Mom didn't mind at all.

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3. a jump ball in basketball, between one player from each side, that's used to begin the game with the official tossing the ball in the air
  4. when a player loses the ball to the other team
  5. to go too far with the ball without dribbling it
  6. **Dejected (adjective):** sad and depressed
  7. a one-handed shot made from near the basket
  8. a basic principle that serves as the groundwork of a system

"Jim, if you were in a wheelchair," she asked, "do you think you could play as well as Chris?"

- [65] Dad was on his laptop and looked over the screen at Mom, then looked over at me. Then he looked back down at the screen and grumbled something. I figured he was saying that there was no way he could play as well as me in a chair, but I didn't ask him to repeat it.

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## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the theme of the text? [RL.2]
  - A. Obstacles arise in life, but that doesn't mean a person should give up on what they want.
  - B. When a tragedy occurs, we should allow people to grieve in different ways.
  - C. Overcoming life's difficulties will always make a person stronger.
  - D. Children cannot succeed without the support of their family.
  
2. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
  - A. "There were surgeries and weeks in the hospital, but the important thing was that I wasn't going to be walking again." (Paragraph 2)
  - B. "He was there. He sat in the stands and watched us go through our drills and a minigame. I was so nervous, I couldn't do anything right." (Paragraph 31)
  - C. "Okay, so most of the guys are pretty good wheeling their chairs up and down the court. But our baseline plays looked more like a collision derby." (Paragraph 50)
  - D. "Afterward, the team voted, and the Hartsdale Posse all agreed that we wanted to play in the league." (Paragraph 62)
  
3. What does Chris' mother mean when she tells Chris that his dad is "chewing up his words to see how they taste before he lets them out"? (Paragraph 7). [RL.4]
  - A. That Chris' dad wants to make sure he is clear.
  - B. That Chris' dad is trying not to be mean.
  - C. That Chris' dad is deciding what to say.
  - D. That Chris' dad doesn't like what he's about to say.
  
4. How does the scene where Jim uses a wheelchair contribute to the text (Paragraph 39)? [RL.5]
  - A. He is able to better understand Chris' experience in a wheelchair.
  - B. He realizes he isn't as good of a basketball player from the wheelchair.
  - C. He understands Chris' frustration playing basketball in a wheelchair.
  - D. He feels guilty for not working with Chris' basketball team sooner.



5. How does Chris' dad's attitude gradually change throughout the text? [RL.3]

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## Discussion Questions

**Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.**

1. Describe an unexpected obstacle you have experienced and overcome. How did you approach it and eventually overcome it? Do you think this made you stronger?
2. In the context of the text, how does a person overcome adversity? What can we learn from Chris' attitude towards the fact that he will never walk again? What are some of the challenges you have faced in life? How did you overcome them? Cite evidence from the text, your own experience and other media and literature to support your answer.
3. In the context of the text, what makes a family? How does Chris' family support him throughout the text? What are some of the experiences you have had where the support of family and friends made a significant difference? How important is it to have the support of family and friends? Cite evidence from the text, your own experience and other media and literature to support your answer.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Reaching New Heights

*On and off the basketball court, Charlie Villanueva inspires kids.*

By Marjorie Flintom  
2017

*Charlie Villanueva is a professional basketball player who last played for the Dallas Mavericks. In this informational text, Marjorie Flintom discusses Villanueva's success and his challenges growing up with a skin disease that caused him to lose his hair when he was young. As you read, take notes on Villanueva's attitude about his hair loss.*

- [1] Crowded by defenders, Charlie Villanueva leaps toward the basket. One hand lifts the ball high, and for a moment he seems to hang in the air. Then he hammers the ball through the rim. Slam dunk! Another two points!

Today, Villanueva's career may look like a slam dunk. He was a high-school all-American and a national champion at the University of Connecticut. He set Toronto Raptors' rookie<sup>1</sup> records for single-game points (48) and rebounds (18). He has played for the Detroit Pistons, the Milwaukee Bucks, and the Dallas Mavericks.

But life wasn't always easy for him. In fact, he says, his success is due to more than his ability to shoot hoops. He owes much of who he is today to a skin disease he has had since childhood — alopecia areata.

Alopecia makes a person's hair fall out. It's not contagious, so no one can get it from another person. It's caused by an error in the immune system<sup>2</sup> that triggers germ-fighting cells to attack the body's own hair-growing cells. More than six million Americans have it, and most of them are healthy in every other way. They have talents, abilities, and a need to feel accepted. That's what Villanueva wants the world to know about him and his special group of fans, Charlie's Angels.

- [5] Before games, Villanueva takes time to meet his Angels, kids who have alopecia. He signs autographs and poses for photographs. But something more important happens, too.



*"I learned to flip my frustration into motivation."* by Tribune Content Agency LLC/Alamy is used with permission.

1. a player's first full season in that sport  
2. a system in the body that protects it from harmful substances

## Sharing His Story

Villanueva shares his painful past. At age 10, he lost patches of hair from his head. It grew back, but then at age 12, all of his hair disappeared. He and his family wondered why. An aunt sent tea recipes, hoping one might cure him. Nothing helped.

The boy from Queens, New York, soon discovered how embarrassing hair loss could be. Other kids called him hurtful names. He began to withdraw,<sup>3</sup> hiding his head under caps and hoods. In middle school, he was suspended for breaking a no-hats rule. A note from his doctor gave him permission to wear hats, but they only drew more negative attention.

Through it all, Villanueva's mother gave him the support he needed. "She was there for me in good times and bad times. On days when I was hurting and feeling bad, my mother was hurting even more for me."

## Discovering His Talent

Then something incredible happened: Villanueva grew taller. In one summer, he grew seven inches! With both hair loss and the extraordinary height of 6 feet 11 inches, Villanueva thought of himself as a "freak of nature." He began spending more time on the basketball court with his older brothers.

[10] As he improved as an athlete, basketball helped him deal with his alopecia. "I learned to flip my frustration and stress into motivation on the court to the point where kids weren't looking at me as a kid with a condition but as a kid that could play the game of basketball really well."

The bullying stopped, and his stellar<sup>4</sup> career began. All along the way, he has helped others. Since his rookie year, he has been a spokesperson for the National Alopecia Areata Foundation. He started the Charlie Villanueva Foundation to help families of kids with alopecia and to stop all kinds of bullying. The son of immigrants from the Dominican Republic, Villanueva also works toward ending poverty<sup>5</sup> in that country.

## His Message for Kids

Villanueva wants Charlie's Angels and all kids to feel good about who they are. "We're all special in our own different ways. Embrace<sup>6</sup> it, and enjoy life positively. I've always tried to surround myself with good people and good environments. Believe in yourself, and all dreams are possible."

He encourages kids to work hard toward their goals and to be there for others. "Basketball is about more than just putting a ball in a hoop," he says. "It's about teamwork and discipline.<sup>7</sup> Many didn't think I'd amount to anything. Thank God they were wrong about me."

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3. **Withdraw (verb):** to move away from contact or communication with people

4. **Stellar (adjective):** extremely good

5. a state of being very poor

6. **Embrace (verb):** to accept or support something

7. **Discipline (noun):** the practice of training to improve strength or self-control

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central idea of the text?
  - A. Villanueva's experiences taught him that skills are more important than looks.
  - B. It's important not to care about what other people think or say about you.
  - C. People often don't accept people that they think are different from them.
  - D. Villanueva overcame obstacles in his life to become a successful athlete and help others.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Before games, Villanueva takes time to meet his Angels, kids who have alopecia. He signs autographs and poses for photographs." (Paragraph 5)
  - B. "With both hair loss and the extraordinary height of 6 feet 11 inches, Villanueva thought of himself as a 'freak of nature.'" (Paragraph 9)
  - C. "'I learned to flip my frustration and stress into motivation on the court to the point where kids weren't looking at me as a kid with a condition but as a kid that could play the game of basketball really well.'" (Paragraph 10)
  - D. "'Basketball is about more than just putting a ball in a hoop,' he says. 'It's about teamwork and discipline.'" (Paragraph 13)
  
3. In paragraph 2, what does the author mean when she describes Villanueva's career as a "slam dunk"?
  - A. His career is extremely successful.
  - B. His career relies on his slam dunks.
  - C. His career took a lot of work.
  - D. His career developed suddenly.
  
4. Why does Villanueva meet with kids who have alopecia?
  - A. He feels bad for kids with the skin disease.
  - B. He understands what they're going through and wants to help.
  - C. He wants to help find a cure for alopecia for the kids.
  - D. He wants them to develop a love for basketball like he did.

5. How does the text help readers understand the connection between challenges in life and later success?

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text, Charlie Villanueva is described as a successful basketball player. What do you think contributed to his success? What do you think are important traits for achieving success?
2. In the text, the author describes Charlie Villanueva's peers teasing him for his hair loss. How did he respond to this? Describe a time when someone teased you and how you responded.
3. When Charlie Villanueva was younger, he had a hard time accepting how he looked. How do you think he got over this? Why is it important to accept the things about you that make you different? Describe something unique about yourself and why it's important to you.

## **Selecting Books for Your Child: Finding 'Just Right' Books**

By: Kathleen Rogers

How can parents help their children find books that are not "too hard" and not "too easy" but instead are "just right"? Here's some advice.

### **Five finger rule**

1. Choose a book that you think you will enjoy.
2. Read the second page.
3. Hold up a finger for each word you are not sure of, or do not know.
4. If there are five or more words you did not know, you should choose an easier book.
5. Still think it may not be too difficult? Use the five finger rule on two more pages.

### **Choose a book that is a good fit for you!**

Read two or three pages and ask yourself these questions:

#### **Will it be an easy, fun book to read?**

- Do I understand what I am reading?
- Do I know almost every word?
- When I read it aloud, can I read it smoothly?
- Do I think the topic will interest me?

If most of your answers were "yes", this will be an easy book to read independently by yourself.

#### **Will this book be too hard for me?**

- Are there five or more words on a page that I don't know, or am unsure of?
- Is this book confusing and hard to understand by myself?
- When I read it aloud, does it sound choppy and slow?

If most of your answers were "yes," this book is too hard. You should wait awhile before you read this book. Give the book another try later, or ask an adult to read the book to you.

### **Tips on reading with your child**

- When they can't read the word, say...
- Can you sound it out?
- Fingertap it.
- Can you think of the word or movement that helps you remember that vowel sound?
- What is the first and last sound? What word would make sense?
- Does it have a pattern that you have seen in other words? (ex-an, ack)
- How does the word begin?
- You said \_\_\_\_\_. Does that make sense?
- What word would make sense that would start with these sounds?
- Put your finger under the word as you say it.

### **When they want to read a book that is too hard, say...**

- Let's read it together.
- This is a book you will enjoy more if you save it until you are older — or later in the year.
- [Be honest!] When people read books that are too hard for them, they often skip important parts. You will have more fun with this book if you wait until you can read it easily.



# HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to  
**1.8 MILLION**  
words per year  
and scores in  
**90th PERCENTILE**  
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to  
**282,000**  
words per year  
and scores in  
**50th PERCENTILE**  
on standardized tests

A student who reads

1:00

minute per day

will be exposed to  
**8,000**  
words per year  
and scores in  
**10th PERCENTILE**  
on standardized tests

Source: Nagy, Anderson and Herman, 1987

# Home Reading Log

## Student Information

Student Name		Grade Level	
School Name		Teacher	

Log

[illegible]

## Multiplication in Word Problems

Name: \_\_\_\_\_

**Use a strategy of your choice to solve each problem.**

- 1** The library has 5 mystery books on a shelf. It has 4 times as many fiction books on another shelf. How many fiction books are on the shelf?

There are \_\_\_\_\_ fiction books on the shelf.

- 2** Paul runs 2 laps around the gym. Carrie runs 6 times as many laps as Paul. How many laps does Carrie run?

Carrie runs \_\_\_\_\_ laps.

- 3** Violet has 3 markers. She has 6 times as many colored pencils as markers. How many colored pencils does she have?

Violet has \_\_\_\_\_ colored pencils.

- 4** Owen draws 7 comics in April. He draws 3 times as many comics in May. How many comics does Owen draw in May?

Owen draws \_\_\_\_\_ comics in May.

- 5** Tasha used 8 tomatoes to make salsa. She used 4 times as many tomatoes to make sauce. How many tomatoes did Tasha use to make sauce?

Tasha used \_\_\_\_\_ tomatoes to make sauce.

- 6** There are 7 pear trees on a farm. There are 7 times as many apple trees as pear trees. How many apple trees are on the farm?

There are \_\_\_\_\_ apple trees.

- 7** There are 9 school buses in the parking lot. There are 6 times as many cars as school buses in the parking lot. How many cars are in the parking lot?

There are \_\_\_\_\_ cars in the parking lot.

- 8** There are 8 vases at an art show. There are 9 times as many paintings as vases at the art show. How many paintings are at the art show?

There are \_\_\_\_\_ paintings at the art show.

- 9** Write and solve a word problem for this equation:  $5 \times 6 = ?$

## Multiplying a Three-Digit Number by a One-Digit Number

Name: \_\_\_\_\_

**Find the product.**

**1**  $500 \times 4 =$  \_\_\_\_\_

$501 \times 4 =$  \_\_\_\_\_

$506 \times 4 =$  \_\_\_\_\_

**2**  $300 \times 2 =$  \_\_\_\_\_

$299 \times 2 =$  \_\_\_\_\_

$298 \times 2 =$  \_\_\_\_\_

**3**  $400 \times 3 =$  \_\_\_\_\_

$405 \times 3 =$  \_\_\_\_\_

$410 \times 3 =$  \_\_\_\_\_

**4**  $499 \times 6 =$  \_\_\_\_\_

**5**  $706 \times 3 =$  \_\_\_\_\_

**6**  $195 \times 5 =$  \_\_\_\_\_

**7** What pattern do you notice in problem 2? How could it help you solve a problem such as  $297 \times 2$ ?

**8** Choose problem 4, 5, or 6. Explain how you could check your answer.

**A**

# Correct \_\_\_\_\_

Multiply or divide.

1	$2 \times 10 =$		23	$\underline{\quad} \times 10 = 100$	
2	$3 \times 10 =$		24	$\underline{\quad} \times 10 = 20$	
3	$4 \times 10 =$		25	$\underline{\quad} \times 10 = 30$	
4	$5 \times 10 =$		26	$100 \div 10 =$	
5	$1 \times 10 =$		27	$50 \div 10 =$	
6	$20 \div 10 =$		28	$10 \div 10 =$	
7	$30 \div 10 =$		29	$20 \div 10 =$	
8	$50 \div 10 =$		30	$30 \div 10 =$	
9	$10 \div 10 =$		31	$\underline{\quad} \times 10 = 60$	
10	$40 \div 10 =$		32	$\underline{\quad} \times 10 = 70$	
11	$6 \times 10 =$		33	$\underline{\quad} \times 10 = 90$	
12	$7 \times 10 =$		34	$\underline{\quad} \times 10 = 80$	
13	$8 \times 10 =$		35	$70 \div 10 =$	
14	$9 \times 10 =$		36	$90 \div 10 =$	
15	$10 \times 10 =$		37	$60 \div 10 =$	
16	$80 \div 10 =$		38	$80 \div 10 =$	
17	$70 \div 10 =$		39	$11 \times 10 =$	
18	$90 \div 10 =$		40	$110 \div 10 =$	
19	$60 \div 10 =$		41	$30 \div 10 =$	
20	$100 \div 10 =$		42	$120 \div 10 =$	
21	$\underline{\quad} \times 10 = 50$		43	$14 \times 10 =$	
22	$\underline{\quad} \times 10 = 10$		44	$140 \div 10 =$	

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**B**

Improvement \_\_\_\_\_

# Correct \_\_\_\_\_

Multiply or divide.

1	$1 \times 10 =$		23	$\_\_ \times 10 = 20$	
2	$2 \times 10 =$		24	$\_\_ \times 10 = 100$	
3	$3 \times 10 =$		25	$\_\_ \times 10 = 30$	
4	$4 \times 10 =$		26	$20 \div 10 =$	
5	$5 \times 10 =$		27	$10 \div 10 =$	
6	$30 \div 10 =$		28	$100 \div 10 =$	
7	$20 \div 10 =$		29	$50 \div 10 =$	
8	$40 \div 10 =$		30	$30 \div 10 =$	
9	$10 \div 10 =$		31	$\_\_ \times 10 = 30$	
10	$50 \div 10 =$		32	$\_\_ \times 10 = 40$	
11	$10 \times 10 =$		33	$\_\_ \times 10 = 90$	
12	$6 \times 10 =$		34	$\_\_ \times 10 = 70$	
13	$7 \times 10 =$		35	$80 \div 10 =$	
14	$8 \times 10 =$		36	$90 \div 10 =$	
15	$9 \times 10 =$		37	$60 \div 10 =$	
16	$70 \div 10 =$		38	$70 \div 10 =$	
17	$60 \div 10 =$		39	$11 \times 10 =$	
18	$80 \div 10 =$		40	$110 \div 10 =$	
19	$100 \div 10 =$		41	$120 \times 10 =$	
20	$90 \div 10 =$		42	$120 \div 10 =$	
21	$\_\_ \times 10 = 10$		43	$13 \times 10 =$	
22	$\_\_ \times 10 = 50$		44	$130 \div 10 =$	

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## Multiplying a Four-Digit Number by a One-Digit Number

Name: \_\_\_\_\_

**Estimate. Circle all the problems that will have products between 18,000 and 32,000. Then find the exact products of only the problems you circled. Show your work.**

**1**  $8,491 \times 2 =$  \_\_\_\_\_

**2**  $6,148 \times 4 =$  \_\_\_\_\_

**3**  $7,062 \times 5 =$  \_\_\_\_\_

**4**  $4,362 \times 5 =$  \_\_\_\_\_

**5**  $1,789 \times 8 =$  \_\_\_\_\_

**6**  $2,206 \times 9 =$  \_\_\_\_\_

**7**  $7,218 \times 4 =$  \_\_\_\_\_

**8**  $9,821 \times 3 =$  \_\_\_\_\_

**9**  $4,762 \times 6 =$  \_\_\_\_\_

**10**  $6,739 \times 6 =$  \_\_\_\_\_

**11**  $7,964 \times 4 =$  \_\_\_\_\_

**12**  $3,618 \times 7 =$  \_\_\_\_\_

**13** What strategies did you use to solve the problems? Explain.

## Multiplying by Two-Digit Numbers

Name: \_\_\_\_\_

**Estimate each multiplication problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.**

Multiplication Problems	Student Answers
$14 \times 17$	<del>2,380</del> 238 Estimate: $14 \times 20 = 280$
$15 \times 19$	285
$21 \times 18$	3,078
$16 \times 13$	28



## Multiplying by Two-Digit Numbers *continued*

Name: \_\_\_\_\_

Multiplication Problems	Student Answers
$13 \times 31$	403
$18 \times 17$	3,056
$21 \times 15$	3,015
$12 \times 22$	2,604

- 1** How does estimating a multiplication problem help you know if an answer is reasonable?

**A**

# Correct \_\_\_\_\_

Multiply.

1	$1 \times 3 =$		23	$10 \times 3 =$	
2	$3 \times 1 =$		24	$9 \times 3 =$	
3	$2 \times 3 =$		25	$4 \times 3 =$	
4	$3 \times 2 =$		26	$8 \times 3 =$	
5	$3 \times 3 =$		27	$5 \times 3 =$	
6	$4 \times 3 =$		28	$7 \times 3 =$	
7	$3 \times 4 =$		29	$6 \times 3 =$	
8	$5 \times 3 =$		30	$3 \times 10 =$	
9	$3 \times 5 =$		31	$3 \times 5 =$	
10	$6 \times 3 =$		32	$3 \times 6 =$	
11	$3 \times 6 =$		33	$3 \times 1 =$	
12	$7 \times 3 =$		34	$3 \times 9 =$	
13	$3 \times 7 =$		35	$3 \times 4 =$	
14	$8 \times 3 =$		36	$3 \times 3 =$	
15	$3 \times 8 =$		37	$3 \times 2 =$	
16	$9 \times 3 =$		38	$3 \times 7 =$	
17	$3 \times 9 =$		39	$3 \times 8 =$	
18	$10 \times 3 =$		40	$11 \times 3 =$	
19	$3 \times 10 =$		41	$3 \times 11 =$	
20	$3 \times 3 =$		42	$12 \times 3 =$	
21	$1 \times 3 =$		43	$3 \times 13 =$	
22	$2 \times 3 =$		44	$13 \times 3 =$	

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**B**

Improvement \_\_\_\_\_

# Correct \_\_\_\_\_

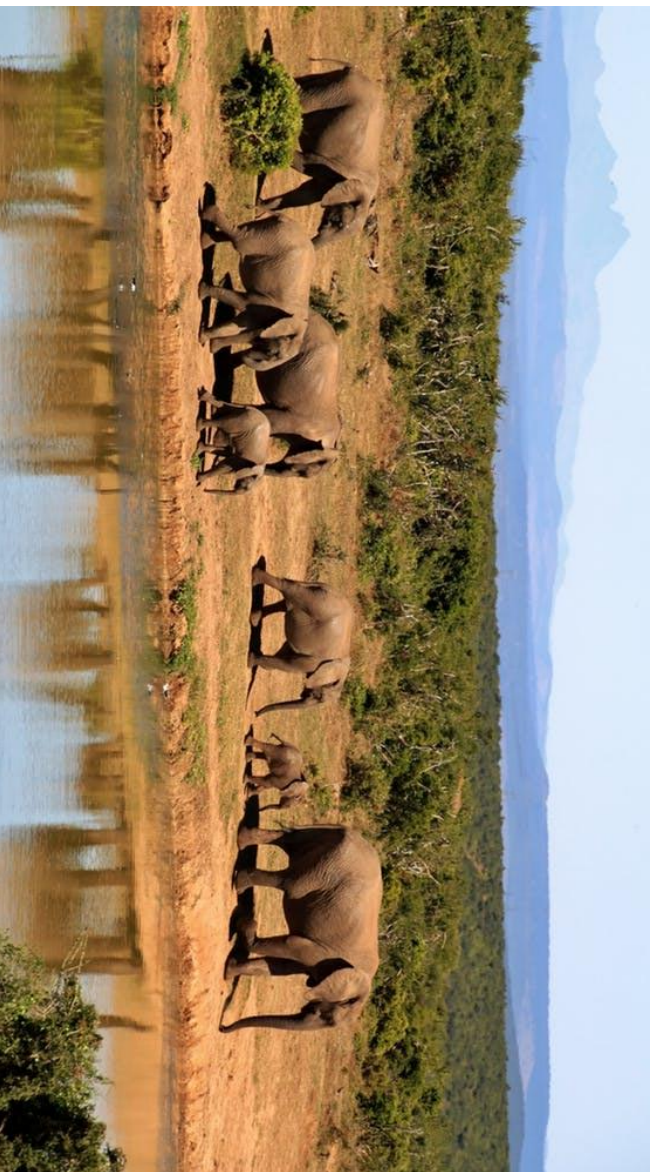
Multiply.

1	$3 \times 1 =$		23	$9 \times 3 =$	
2	$1 \times 3 =$		24	$3 \times 3 =$	
3	$3 \times 2 =$		25	$8 \times 3 =$	
4	$2 \times 3 =$		26	$4 \times 3 =$	
5	$3 \times 3 =$		27	$7 \times 3 =$	
6	$3 \times 4 =$		28	$5 \times 3 =$	
7	$4 \times 3 =$		29	$6 \times 3 =$	
8	$3 \times 5 =$		30	$3 \times 5 =$	
9	$5 \times 3 =$		31	$3 \times 10 =$	
10	$3 \times 6 =$		32	$3 \times 1 =$	
11	$6 \times 3 =$		33	$3 \times 6 =$	
12	$3 \times 7 =$		34	$3 \times 4 =$	
13	$7 \times 3 =$		35	$3 \times 9 =$	
14	$3 \times 8 =$		36	$3 \times 2 =$	
15	$8 \times 3 =$		37	$3 \times 7 =$	
16	$3 \times 9 =$		38	$3 \times 3 =$	
17	$9 \times 3 =$		39	$3 \times 8 =$	
18	$3 \times 10 =$		40	$11 \times 3 =$	
19	$10 \times 3 =$		41	$3 \times 11 =$	
20	$1 \times 3 =$		42	$13 \times 3 =$	
21	$10 \times 3 =$		43	$3 \times 13 =$	
22	$2 \times 3 =$		44	$12 \times 3 =$	

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# iM<sup>®</sup> Talking Math

Day 5



## Launch

What do you notice?  
Wonder?

## Grade 4

A baby elephant typically weighs about 200 pounds. An adult female elephant is about 30 times heavier than a baby elephant. List some possible weights of a female elephant? How do you know? (4.OA.A.2)

# **4.NBT 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.?



4.NBT Thousands and Millions of Fourth Graders  
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