

The Welch Report

Week of November 10, 2014

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Mark Your Calendar!

November

12 – Progress Reports HOME

14 – Progress Reports DUE

What you get by achieving your goals is not as important as what you become by achieving your goals.

Henry David Thoreau

Class News

I hope you had a great weekend! The weather warmed up and it was an inviting time to put up some lights around the house. I like to put up lights outside during the winter months to brighten things up. I don't know about you, but my street is pitch black and I like to see around my yard. ☺ We are nearing half way through the second quarter. Please be on the lookout for WEEKLY progress reports and make sure your kiddo is staying caught up! ☺

Just a reminder that it's getting very cold so students need to be coming to school with **HAT, GLOVES, and a warm COAT**. When we get snow, 4th graders will need to add **SNOWPANTS, BOOTS, and a WINTER COAT** as REQUIRED gear for all outdoor activities. If you don't have any, now is the time to buy. If you cannot afford outdoor clothes, please let me know as we have services available to help in that area.

This week we are reading *Cendrillon*. Ask your child: *What are some things in the story that could happen in real life? What are some make-believe events?*

In math we will begin chapter 4: Dividing by 1-digit Numbers. PLEASE be helping your child with homework.

In class, our current needs are: **Glue, ultra fine/skinny sharpies, and COMPUTER PAPER (our school is OUT!)**

As always, if you have any questions or concerns, please don't hesitate to call me at 245-5521 or 310-5077 (before 7:00 p.m.).

Spelling

harbor	final
middle	weather
labor	model
chapter	special
sugar	bottle
medal	collar
proper	towel
beggar	battle
trouble	shower
uncle	doctor
shoulder	decimal
trifle	solar
cancel	

Home Reading Log

Name _____

Week of 11/10 - 11/16/14

11/14 - 14/16 Weekend	Title _____ Pages _____ Summary _____	Reading Minutes
	_____ _____ _____	Parent Signature
11/10 Monday	Title _____ Pages _____ Summary _____	Reading Minutes
	_____ _____ _____	Parent Signature
11/11 Tuesday	Title _____ Pages _____ Summary _____	Reading Minutes
	_____ _____ _____	Parent Signature
11/12 Wednesday	Title _____ Pages _____ Summary _____	Reading Minutes
	_____ _____ _____	Parent Signature
11/13 Thursday	Title _____ Pages _____ Summary _____	Reading Minutes
	_____ _____ _____	Parent Signature

Total Minutes Reading (Must be at least 2 hours or 120 minutes) _____

Name _____

Final /ər/ and Final /l/ or /əl/

A syllable is a word or word part that has one vowel sound. The final syllable of some words ends with a weak vowel sound + *r* or *l*. This weak vowel sound is called **schwa** and is shown as /ə/. When you hear the final /ər/ sounds in a two-syllable word, think of the patterns *er*, *or*, and *ar*. When you hear the final /l/ or /əl/ sounds in a two-syllable word, think of the patterns *el*, *al*, and *le*.

final /ər/ *er*, *or*, *ar* (weather, harbor, sugar)
 final /l/ or /əl/ *el*, *al*, *le* (model, final, middle)

Write each Spelling Word under its spelling of the final /ər/, /l/, or /əl/ sounds.

er

or

ar

el

al

le

Spelling Words

1. harbor
2. final
3. middle
4. weather
5. labor
6. model
7. chapter
8. special
9. sugar
10. bottle
11. medal
12. collar
13. proper
14. towel
15. beggar
16. battle
17. trouble
18. shower
19. uncle
20. doctor

Name _____

Spelling Spree

Crossword Use the Spelling Words from the box to complete the crossword puzzle.

Across

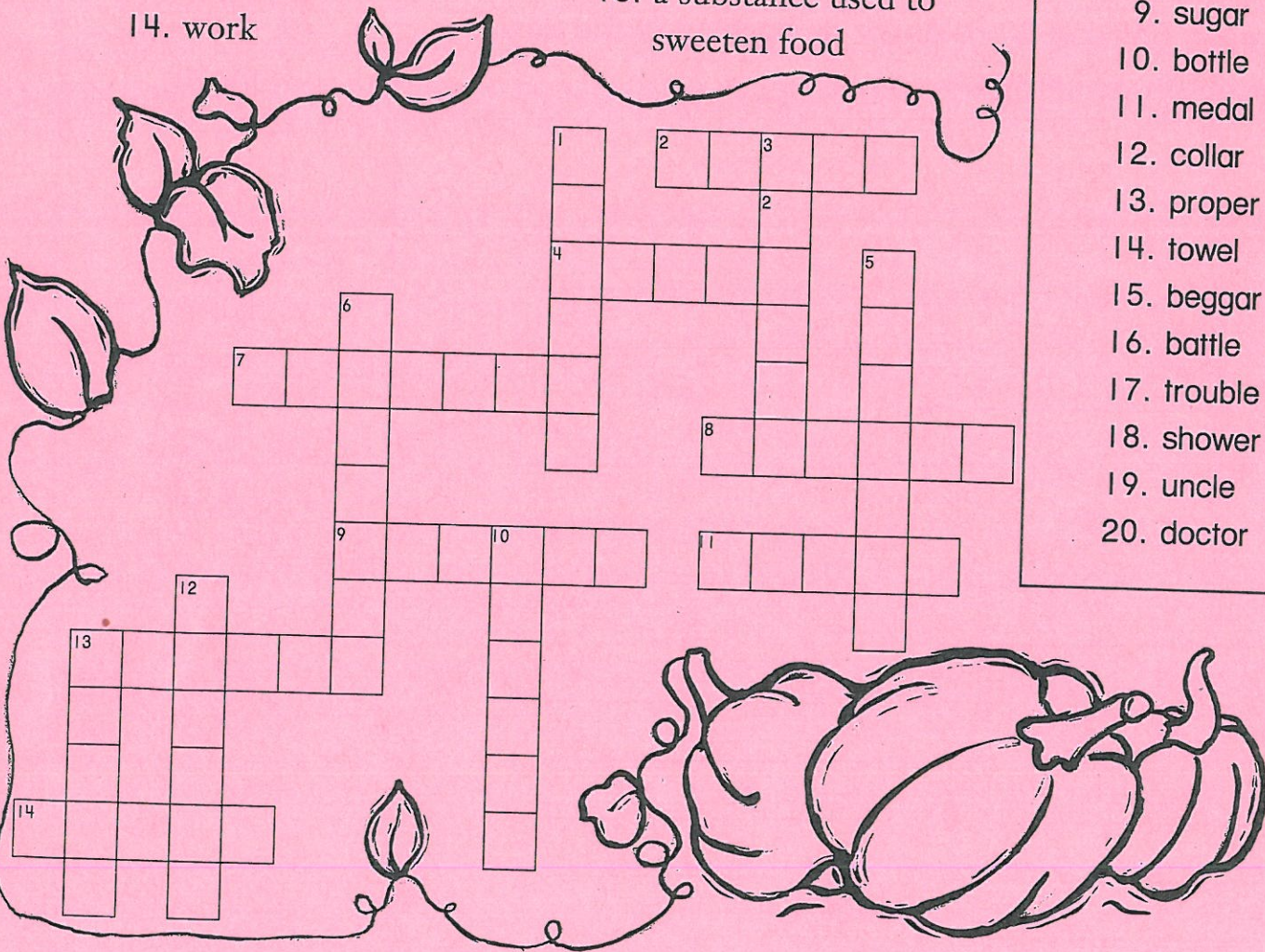
- 2. a brother of your mother or father
- 4. cloth used to dry things
- 7. unusual or exceptional
- 8. polite
- 9. home for a boat
- 11. a small copy
- 13. a brief rain
- 14. work

Down

- 1. container for liquids
- 3. part of a shirt
- 5. a section of a book
- 6. rain, sun, or snow
- 10. someone who begs
- 12. someone who practices medicine
- 13. a substance used to sweeten food

Spelling Words

- 1. harbor
- 2. final
- 3. middle
- 4. weather
- 5. labor
- 6. model
- 7. chapter
- 8. special
- 9. sugar
- 10. bottle
- 11. medal
- 12. collar
- 13. proper
- 14. towel
- 15. beggar
- 16. battle
- 17. trouble
- 18. shower
- 19. uncle
- 20. doctor



School-Home Letter

Dear Family,

During the next few weeks, our math class will be learning how to model division, and use the division algorithm to divide up to three-digit dividends by 1-digit divisors. The class will learn different methods to divide, including using models, repeated subtraction, and the standard division algorithm. We will also learn to divide with remainders.

You can expect to see homework that provides practice modeling division and using the division algorithm.

Here is a sample of how your child will be taught to model division using the Distributive Property.

Vocabulary

Distributive Property The property that states that dividing a sum by a number is the same as dividing each addend by the number and then adding the quotients

multiple A number that is the product of a given number and a counting number

remainder The amount left over when a number cannot be divided evenly

MODEL Use the Distributive Property to Divide

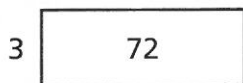
This is how we will divide using the Distributive Property.

Find $72 \div 3$.

STEP 1

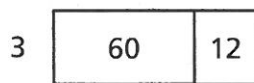
Draw a rectangle to model $72 \div 3$.

?



STEP 2

Think of 72 as $60 + 12$. Break apart the model into two rectangles to show $(60 + 12) \div 3$.



STEP 3

Each rectangle models a division.

$$\begin{aligned}
 72 \div 3 &= (60 \div 3) + (12 \div 3) \\
 &= 20 + 4 \\
 &= 24 \\
 \text{So, } 72 \div 3 &= 24.
 \end{aligned}$$

Tips

Whenever possible, try to use division facts and multiples of ten when breaking your rectangle into smaller rectangles. In the problem at the left, $60 \div 3$ is easy to find mentally.

Carta para la casa

Querida familia,

Durante las próximas semanas, en la clase de matemáticas aprenderemos a representar la división y a usar el algoritmo de la división para dividir dividendos de hasta tres dígitos entre divisores de un dígito. Para ello, desarrollaremos diferentes métodos para dividir, incluyendo usar modelos, resta repetida y el algoritmo de la división estándar. También aprenderemos a dividir con residuos.

Llevaré a la casa tareas con actividades para representar la división y para usar el algoritmo de la división.

Este es un ejemplo de la manera como aprenderemos a representar la división usando la propiedad distributiva.

Vocabulario

propiedad distributiva La propiedad que establece que dividir una suma entre un número es lo mismo que dividir cada sumando entre el número y luego sumar los cocientes

múltiplo Un número que es el producto de un número determinado y de un número positivo distinto de cero

residuo La cantidad sobrante cuando un número no se puede dividir en partes iguales

MODELO Usar la propiedad distributiva para dividir

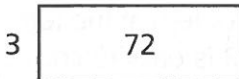
Así es como dividiremos usando la propiedad distributiva.

Halla $72 \div 3$.

PASO 1

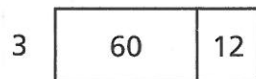
Dibuja un rectángulo para representar $72 \div 3$.

?



PASO 2

Piensa en 72 como $60 + 12$.
Divide el modelo en dos rectángulos para mostrar $(60 + 12) \div 3$.



PASO 3

Cada rectángulo representa una división.

$$\begin{aligned}
 72 \div 3 &= (60 \div 3) + (12 \div 3) \\
 &= 20 + 4 \\
 &= 24
 \end{aligned}$$

Por tanto, $72 \div 3 = 24$.

Pistas

En la medida de lo posible, trata de usar operaciones de división y múltiplos de diez cuando dividas el modelo en rectángulos más pequeños. En el problema anterior, $60 \div 3$ es fácil de hallar mentalmente.

Name _____

Estimate Quotients Using Multiples

COMMON CORE STANDARD CC.4.NBT.6

Use place value understanding and properties of operations to perform multi-digit arithmetic.

Find two numbers the quotient is between. Then estimate the quotient.

1. $175 \div 6$

between 20 and 30about 30**Think:** $6 \times 20 = 120$ and $6 \times 30 = 180$.So, $175 \div 6$ is between 20 and 30. Since 175 is closer to 180 than to 120, the quotient is about 30.

2. $53 \div 3$

3. $75 \div 4$

4. $215 \div 9$

5. $284 \div 5$

6. $191 \div 3$

7. $100 \div 7$

8. $438 \div 7$

9. $103 \div 8$

10. $255 \div 9$

_____**Problem Solving** **REAL WORLD**

11. Joy collected 287 aluminum cans in 6 hours. About how many cans did she collect per hour?

12. Paul sold 162 cups of lemonade in 5 hours. About how many cups of lemonade did he sell each hour?

Lesson Check (CC.4.NBT.6)

1. Abby did 121 sit-ups in 8 minutes. Which is the best estimate of the number of sit-ups she did in 1 minute?
(A) about 12
(B) about 15
(C) about 16
(D) about 20
2. The Garibaldi family drove 400 miles in 7 hours. Which is the best estimate of the number of miles they drove in 1 hour?
(A) about 40 miles
(B) about 50 miles
(C) about 60 miles
(D) about 70 miles

Spiral Review (CC.4.OA.2, CC.4.OA.3, CC.4.NBT.4, CC.4.NBT.5)

3. Twelve boys collected 16 aluminum cans each. Fifteen girls collected 14 aluminum cans each. How many more cans did the girls collect than the boys? (Lesson 3.7)
(A) 8
(B) 12
(C) 14
(D) 18
4. George bought 30 packs of football cards. There were 14 cards in each pack. How many cards did George buy? (Lesson 3.1)
(A) 170
(B) 320
(C) 420
(D) 520
5. Sarah made a necklace using 5 times as many blue beads as white beads. She used a total of 30 beads. How many blue beads did Sarah use? (Lesson 2.2)
(A) 5
(B) 6
(C) 24
(D) 25
6. This year, Ms. Webster flew 145,000 miles on business. Last year, she flew 83,125 miles on business. How many more miles did Ms. Webster fly on business this year? (Lesson 1.7)
(A) 61,125 miles
(B) 61,875 miles
(C) 61,985 miles
(D) 62,125 miles

Name _____

Remainders

COMMON CORE STANDARD CC.4.NBT.6

Use place value understanding and properties of operations to perform multi-digit arithmetic.

Use counters to find the quotient and remainder.

1. $13 \div 4$

3 r1

2. $24 \div 7$

3. $39 \div 5$

4. $36 \div 8$

5. $6 \overline{)27}$

6. $25 \div 9$

7. $3 \overline{)17}$

8. $26 \div 4$

Divide. Draw a quick picture to help.

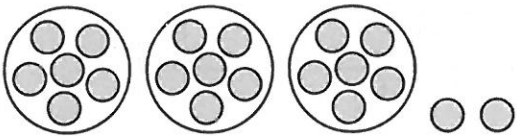
9. $14 \div 3$

10. $5 \overline{)29}$

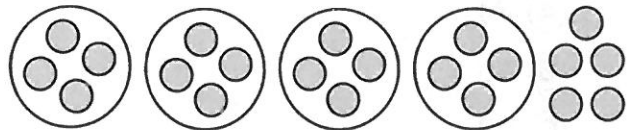
Problem Solving

REAL WORLD

11. What is the quotient and remainder in the division problem modeled below?



12. Mark drew the following model and said it represented the problem $21 \div 4$. Is Mark's model correct? If so, what is the quotient and remainder? If not, what is the correct quotient and remainder?

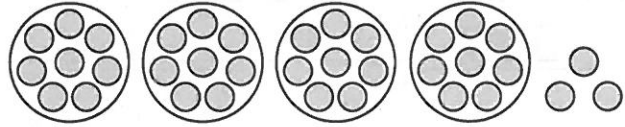


Lesson Check (CC.4.NBT.6)

1. What is the quotient and remainder for $32 \div 6$?

- (A) 4 r3
- (B) 5 r1
- (C) 5 r2
- (D) 6 r1

2. What is the remainder in the division problem modeled below?



- (A) 8
- (B) 4
- (C) 3
- (D) 1

Spiral Review (CC.4.OA.3, CC.4.NBT.2, CC.4.NBT.5)

3. Each kit to build a castle contains 235 parts. How many parts are in 4 of the kits? (Lesson 2.6)

- (A) 1,020
- (B) 940
- (C) 920
- (D) 840

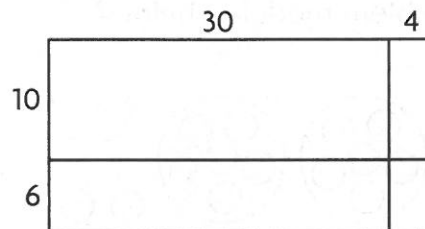
4. In 2010, the population of Alaska was about 710,200. What is this number written in word form? (Lesson 1.2)

- (A) seven hundred ten thousand, two
- (B) seven hundred twelve thousand
- (C) seventy-one thousand, two
- (D) seven hundred ten thousand, two hundred

5. At the theater, one section of seats has 8 rows with 12 seats in each row. In the center of the first 3 rows are 4 broken seats that cannot be used. How many seats can be used in the section? (Lesson 2.9)

- (A) 84
- (B) 88
- (C) 92
- (D) 96

6. What partial products are shown by the model below? (Lesson 3.4)



- (A) 300, 24
- (B) 300, 600, 40, 60
- (C) 300, 60, 40, 24
- (D) 300, 180, 40, 24

Name _____

Interpret the Remainder

COMMON CORE STANDARD CC.4.OA.3

Use the four operations with whole numbers to solve problems.

Interpret the remainder to solve.

1. Hakeem has 100 tomato plants. He wants to plant them in rows of 8. How many full rows will he have?

Think: $100 \div 8$ is 12 with a remainder of 4. The question asks "how many full rows," so use only the quotient.

12 full rows

2. A teacher has 27 students in her class. She asks the students to form as many groups of 4 as possible. How many students will not be in a group?
-

3. A sporting goods company can ship 6 footballs in each carton. How many cartons are needed to ship 75 footballs?
-

4. A carpenter has a board that is 10 feet long. He wants to make 6 table legs that are all the same length. What is the longest each leg can be?
-

5. Allie wants to arrange her flower garden in 8 equal rows. She buys 60 plants. What is the greatest number of plants she can put in each row?
-

Problem Solving 

6. Joanna has 70 beads. She uses 8 beads for each bracelet. She makes as many bracelets as possible. How many beads will Joanna have left over?
-

7. A teacher wants to give 3 markers to each of her 25 students. Markers come in packages of 8. How many packages of markers will the teacher need?
-

Lesson Check (CC.4.OA.3)

- Marcus sorts his 85 baseball cards into stacks of 9 cards each. How many stacks of 9 cards can Marcus make?
(A) 4
(B) 8
(C) 9
(D) 10
- A minivan can hold up to 7 people. How many minivans are needed to take 45 people to a basketball game?
(A) 3
(B) 5
(C) 6
(D) 7

Spiral Review (CC.4.OA.1, CC.4.NBT.4, CC.4.NBT.5, CC.4.NBT.6)

- Mrs. Wilkerson cut some oranges into 20 equal pieces to be shared by 6 friends. How many pieces did each person get and how many pieces were left over? (Lesson 4.2)
(A) 2 pieces with 4 pieces left over
(B) 3 pieces with 2 pieces left over
(C) 3 pieces with 4 pieces left over
(D) 4 pieces with 2 pieces left over
- A school bought 32 new desks. Each desk cost \$24. Which is the best estimate of how much the school spent on the new desks? (Lesson 3.2)
(A) \$500
(B) \$750
(C) \$1,000
(D) \$1,200
- Kris has a box of 8 crayons. Sylvia's box has 6 times as many crayons as Kris's box. How many crayons are in Sylvia's box? (Lesson 2.1)
(A) 48
(B) 42
(C) 36
(D) 4
- Yesterday, 1,743 people visited the fair. Today, there are 576 more people at the fair than yesterday. How many people are at the fair today? (Lesson 1.8)
(A) 1,167
(B) 2,219
(C) 2,319
(D) 2,367