

Learners explore strategies to solve multi-digit tasks.

M O N D A Y	<p>There are 326 children in each section of the stadium. How many children are there if there are 8 sections?</p> <p>How many children are there if there are 11 sections?</p>
T U E S D A Y	<p>There are 764 apples on each truck. If there are 7 trucks how many apples are there?</p> <p>If there are 12 trucks how many apples are there?</p>
W E D N E S D A Y	<p>Look at the following tasks and find the product.</p> <p>$652 \times 8 =$</p> <p>$652 \times 16 =$</p> <p>$652 \times 32 =$</p> <p>How can the answer to the first one help you solve the other two tasks?</p>
T H U R S D A Y	<p>Look at the following tasks and find the product.</p> <p>$378 \times 6 =$</p> <p>$378 \times 12 =$</p> <p>$378 \times 24 =$</p> <p>How can the answer to the first one help you solve the other two tasks?</p>

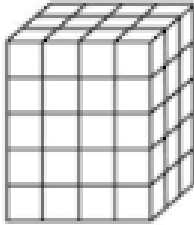
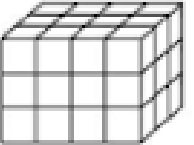
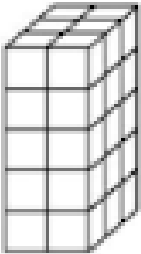
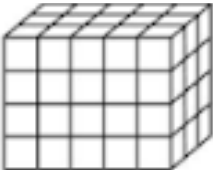
Learners explore how to solve multi-digit multiplication problems.

M O N D A Y	<p>What is the value of “299 less than the product of 787 and 44”?</p> <p>What is the value of “299 less than the product of 787 and 88”?</p> <p>How do the two values compare?</p>												
T U E S D A Y	<p>At the sports factory there are 136 footballs and 167 basketballs in each bin. If there are 48 bins how many more basketballs are there than footballs?</p>												
W E D N E S D A Y	<p>Find the missing values for both T and N.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>300</th> <th>T</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>$300 \times 20 = 6,000$</td> <td>$T \times 20 = 400$</td> <td>$6 \times 20 = 120$</td> </tr> <tr> <td>N</td> <td>$300 \times N = 1,200$</td> <td>$T \times N = 80$</td> <td>$6 \times N = 24$</td> </tr> </tbody> </table>		300	T	6	20	$300 \times 20 = 6,000$	$T \times 20 = 400$	$6 \times 20 = 120$	N	$300 \times N = 1,200$	$T \times N = 80$	$6 \times N = 24$
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T H U R S D A Y	<p>What is the value of “double the product of 363 and 24”?</p> <p>What is the value of “half of the product of 363 and 24”?</p> <p>How do the two values compare?</p>												

Learners will explore multiplication and division situations.

M O N D A Y	<p>Consider these two tasks. Solve each one. How are they similar? How are they different?</p> <p>There are 376 erasers in each box. If there are 24 boxes, how many erasers are there.</p> <p>There are 376 erasers to package for shipping. 24 erasers are put into each container. How many containers are needed?</p>												
T U E S D A Y	<p>Consider these two tasks. Solve each one. How are they similar? How are they different?</p> <p>Video game systems cost \$179 each. How much would 29 systems cost?</p> <p>Video game systems cost \$179 each. Raul earns \$29 each month working. How long will it take for Raul to have enough money to buy the video game system.</p>												
W E D N E S D A Y	<p>In an effort to find the quotient of 554 divided by 12 Victoria did the following:</p> <p>$12 \times 40 = 480$ $554 - 480 = 74$</p> <p>$12 \times 5 = 60$ $74 - 60 = 14$</p> <p>$12 \times 1 = 12$ $14 - 12 = 2$</p> <p>Answer is $40 + 5 + 1 = 46$ with a remainder of 2.</p> <p>What did Victoria do to solve the answer?</p> <p>Use her strategy to find the quotient of 504 divided by 12.</p>												
T H U R S D A Y	<p>In an effort to find the quotient of 414 divided by 18 Frederick did the following:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>10</td> <td>10</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>18</td> <td>$18 \times 10 = 180$</td> <td>$18 \times 10 = 180$</td> <td>$18 \times 1 = 18$</td> <td>$18 \times 1 = 18$</td> <td>$18 \times 1 = 18$</td> </tr> </table> <p>What is the quotient? How do you know?</p> <p>Use that strategy to find the quotient for 594 divided by 18?</p>		10	10	1	1	1	18	$18 \times 10 = 180$	$18 \times 10 = 180$	$18 \times 1 = 18$	$18 \times 1 = 18$	$18 \times 1 = 18$
	10	10	1	1	1								
18	$18 \times 10 = 180$	$18 \times 10 = 180$	$18 \times 1 = 18$	$18 \times 1 = 18$	$18 \times 1 = 18$								

Students explore how to find the volume of rectangular prisms.

M O N D A Y	<p>Find the volume of this rectangular prism. Show your work.</p>  <p>If you had a different rectangular prism that had the same length and width but the height was 2 units taller what would the volume of that prism be? Show your work.</p>
T U E S D A Y	<p>Find the volume of this rectangular prism. Show your work.</p>  <p>If you had another rectangular prism that had the same height and the same length but the width which was 4 was doubled what would the volume of that prism be? Show your work.</p>
W E D N E S D A Y	<p>Find the volume of this rectangular prism. Show your work.</p>  <p>If you attached a cube to that prism and the cube was 2 units for each dimension what would be the combined volume?</p>
T H U R S D A Y	<p>Find the volume of this rectangular prism. Show your work.</p>  <p>If each dimension were doubled what would the volume of the new prism be?</p>

Students explore how to evaluate expressions using the order of operations.

M O N D A Y	<p>Evaluate the following expressions:</p> $6 \times (8 - 3) + 2 =$ $48 \div (15 - 9) + 6 =$
T U E S D A Y	<p>Look at the expression $6 \times 4 + 2 \div 2$. Evaluate the expression.</p> <p>Look at the expression $6 \times (4 + 2) \div 2$. Evaluate the expression.</p> <p>Complete the sentence. The first expression has a value that is _____ than the second expression.</p>
W E D N E S D A Y	<p>Look at the expression $8 \times 6 + 4 \div 2$. Evaluate the expression.</p> <p>Look at the expression $8 \times (6 + 4) \div 2$. Evaluate the expression.</p> <p>Complete the sentence. The first expression has a value that is _____ than the second expression.</p>
T H U R S D A Y	<p>Look at the expression $9 + 6 \times 5 - 3$ Find the value of the expression.</p> <p>Use parentheses so that the value of the expression is 21.</p> <p>Use parentheses so that the value of the expression is 72.</p>