



# Beatrice Gilmore's Grade 4 Summer Math Log 2019



Please have your child practice their Math grade level standards during the summer using IXL.Com. Upon completion of the summer assignment, sign and have your child return this form on the first day of 3rd or 4th grade. Each task should be completed when your child reaches a SMART SCORE of 80 or higher! If all tasks are completed, students can do more! Learning never stops with ixl.com.

Math Standard	IXL Code	Smart Score
<u>Place value math standards:</u>  3.NBT.A. Use place value understanding and properties of operations to perform multi-digit arithmetic.  3.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. <i>*(benchmarked)</i>	<a href="#">B.1 Place value models up to thousands</a>	
	<a href="#">B.3 Place value names up to hundred thousands</a>	
	<a href="#">B.4 Value of a digit</a>	
	<a href="#">B.5 Convert to/from a number</a>	
	<a href="#">B.6 Convert between place values</a>	
	<a href="#">B.7 Convert from expanded form</a>	
	<a href="#">B.8 Convert between standard and expanded form</a>	
	<a href="#">B.9 Place value word problems</a>	
<u>Numbers and Skip Counting:</u> D. Solve problems involving the four operations, and identify and explain patterns in arithmetic 3.OA.D.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. <i>*(benchmarked)</i>	<a href="#">A.4 Skip-counting puzzles</a>	
	<a href="#">A.5 Number sequences</a>	
	<a href="#">A.7 Write numbers in words</a>	
	<a href="#">A.9 Compare numbers</a>	
	<a href="#">A.11 Order numbers</a>	
	<a href="#">A.12 Comparing: with addition and subtraction</a>	



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<u>Addition and Subtraction Standards:</u>	<a href="#">C.1 Add two numbers up to three digits</a>	
2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <i>*(benchmarked)</i>	<a href="#">C.3 Add two numbers up to three digits: word problems</a>	
2.OA.B.2. Fluently add and subtract within 20 using mental strategies. <i>By end of Grade 2, know from memory all sums of two one-digit numbers. *(benchmarked)</i>	<a href="#">C.6 Add three numbers up to three digits each</a>	
2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	<a href="#">C.7 Add three numbers up to three digits each: word problems</a>	
2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	<a href="#">C.8 Addition up to three digits: fill in the missing digits</a>	
2.NBT. A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.	<a href="#">C.18 Add two numbers up to six digits</a>	
	<a href="#">D.1 Subtract numbers up to three digits</a>	
	<a href="#">D.3 Subtract numbers up to three digits - word problems</a>	
	<a href="#">D.7 Subtract numbers with four or more digits</a>	
	<a href="#">D.9 Subtraction: fill in the missing digits</a>	



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<u>Multiplication Standards:</u>  3.OA.A.1. Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe <b>and/or represent</b> a context in which a total number of objects can be expressed as $5 \times 7$ .  3.OA.A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <i>*(benchmarked)</i>  3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. <i>*(benchmarked)</i>	<a href="#">F.8 Multiply by 7</a>	
	<a href="#">F.9 Multiply by 8</a>	
	<a href="#">F.10 Multiply by 9</a>	
	<a href="#">G.1 Multiplication tables for 2, 3, 4, 5, and 10</a>	
	<a href="#">G.3 Multiplication facts for 2, 3, 4, 5, and 10: sorting</a>	
	<a href="#">G.4 Multiplication facts for 2, 3, 4, 5, and 10: find the missing factor</a>	
	<a href="#">G.5 Multiplication tables for 6, 7, 8, and 9</a>	
	<a href="#">G.7 Multiplication facts for 6, 7, 8, and 9: sorting</a>	
	<a href="#">F.13 Multiply by 12</a>	
	<a href="#">G.17 Multiplication facts up to 12: find the missing factor</a>	
2.OA.B.2. Fluently add and subtract within 20 using mental strategies. <i>By end of Grade 2, know from memory all sums of two one-digit numbers. *(benchmarked)</i> 2.NBT.B.6. Add up to four two-digit numbers using strategies	<a href="#">G.18 Multiplication facts up to 12: select the missing factors</a>	
	<a href="#">G.8 Multiplication facts for 6, 7, 8, and 9: find the missing factor</a>	
	<a href="#">P.1 Rounding - nearest ten or hundred only</a>	
	<a href="#">P.2 Rounding</a>	
	<a href="#">P.4 Rounding puzzles</a>	



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based on place value and properties of operations.		
2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	<a href="#">S.1 Count coins and bills - up to \$5 bill</a>	
	<a href="#">S.2 Count coins and bills word problems - up to \$5 bill</a>	
	<a href="#">S.3 Purchases - do you have enough money - up to \$10</a>	
	<a href="#">S.4 Which picture shows more?</a>	
	<a href="#">S.5 Correct amount of change</a>	

Guardian Signature\_\_\_\_\_

Parental Notes to Teacher (if applicable):

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