August 2021

Dear Students, Parents & Guardians:

We hope the summer months provide some special family time and rest as we prepare for 4th grade at Terence C. Reilly Gifted and Talented School No. 7! To better prepare for the upcoming year, below is a list of supplies for incoming fourth graders.

Each student must have the below items at school be in every class, every day. Please label every item clearly with permanent marker, and ensure you have enough supplies to last the entire school year.

**Individual Supplies:**

- Headphones/earbuds
- 1 Flash drive / USB
- 1 pack Blue/black ink pens
- Erasers
- 2 yellow highlighters
- Markers
- Pack of index cards
- 1 pack of Pencils (No. 2 or mechanical) and erasers
- 1 Hand-held sharpener
- 1 Pencil case
- Post-its-4 pack
- 4- Composition notebook
- 1 box of soft tissues
- Glue stick
- Thin Line Dry erase markers-black, red, green and blue only
- 4 folders (two pockets with 3 hole punch)
- Crayons or colored pencils

**Library Card** (If you do not already have one, please obtain a library card for your child and encourage him/her to use your local library for schoolwork.)

**Home Supplies: (suggestions)**

In addition to the above, the following supplies should be kept at home for projects and other assignments,

- Markers, crayons, colored pencils, tape
- Construction paper, scissors, glue, index cards

It is the expectation that each student is fully prepared with All supplies starting September.

Good organization, being prepared with needed supplies, and checking PowerSchool weekly will contribute to a successful school year. Your 4th grade teachers anticipate an exciting year filled with new adventures and fantastic learning experiences. Together we can work to achieve greatness during the school year!

Sincerely,

The Fourth Grade Team

Terence C. Reilly School No. 7
Fourth grade is a big year for students at Terence C. Reilly. After a virtual learning experience during a global pandemic, this will be an even bigger year. Traditionally, the transition to fourth grade requires students to adapt to a more rigorous schedule, switching classes for all subject areas, and engaging in an accelerated math program. They will have different teachers with varying expectations. Please help your child(ren) with organization and time-management as they are crucial skills for our learners. Together, as parents and teachers, the incoming fourth graders will have a solid support system at home and at school.

We look forward to the 2020-2021 school year!

Sincerely,

The Fourth Grade Team
Summer Assignment

Dear Students, Parents & Guardians:

We hope the summer months provide some special family time and rest as we prepare for 4th grade at Terence C. Reilly Gifted and Talented School No. 7! To better prepare each student for the upcoming school year students should have good organizational skills, be prepare with needed supplies, and check PowerSchool weekly, this will contribute to a smooth transition into fourth grade. Your 4th grade teachers anticipate an exciting year filled with new adventures and fantastic learning experiences. Let’s work together to make sure your child gets everything he or she needs to be successful in the 2019-2020 school year!

It is imperative for your child to prepare themselves for the upcoming school year. To have a successful school year in the 4th grade it is a necessity for your child to complete the following:

Social Studies:
Fourth Grade will first concentrate on maps, latitude and longitude, landforms.

- It would be very helpful if you introduce this topic to your child and perhaps select coordinates as a game, such as “40° N, 74° W, which are the coordinates for Elizabeth.
  (Suggestion: The game Battleship is a great for this.)

- Students should be prepared to memorize three major historical introductions.

Science:
Students will learn about Soil, Rocks and Landforms, Energy and Environments.
- Any trips to the park, zoo, beach or museums are great to help students connect to the content they will be learning next year. Even thinking about how a television, car or iPad works is a good introduction. Feel free to look up information and videos on any of these topics.

Spanish
Novice High (Intermediate students): Students are to pick a book in Spanish and do a book report. The book report should include the students first and last name, date, and my name (Señora Jerez). It should include the title of the book, author and illustrator. Students are going to write one to two paragraphs about what they’ve read. Students should include why they choose the book they did and make a connection to the book. The report needs to be typed and the students should include one to two pictures that’s related to the book. This assignment will be due the second week of school. This assignment will be considered a project for the 1st marking period.

Novice Students (beginners), Students are going to research 12 cognates and write simple sentences in Spanish. I’ve explained to the students’ what cognates are in class. Students are encouraged to use their Spanish notebooks and used cognates that I gave them in the lessons I taught throughout the year. They need to type their sentences and underline the cognates they use in the sentences. The students need to write their first and last name, my name, and the title is Cognados. Students should add pictures related to the sentences they wrote. This assignment will be collected the second week of school. This assignment will be considered a project for the 1st marking period.
LAL

Dear incoming 4th graders,

We look forward to an exciting year, full of wonderful new experiences!

As your Summer Reading Assignment, you will be required to create a Book Talk Presentation.

Here are the requirements:
✓ Select any (grade level appropriate) book of your choice.
✓ Read the book.
✓ Prepare your Book Talk Presentation (see attached sheet for details and grading rubric)
✓ Be ready to present your Book Talk during the first week of school.
✓ Bring the book with you for the presentation.

Note: This assignment will count as the first test grade for English/Language Arts. Do your best and start off the year right!

We look forward to hearing all of your awesome presentations!

Sincerely,
Mrs. McHugh & Mrs. Calisto
4th Grade English/Language Arts Teachers

Terence C. Reilly School No. 7
How to Rock a Book Talk
The No-Pain Way to Give a Presentation

Do:
Choose a worthy book.
Intrigue your listeners.
Read a passage aloud.
Draw attention to the best parts.
Show the book

Don’t:
Spoil the ending.
Book talk a book that you didn’t like.
Book talk a book you haven’t read.
Summarize the entire plot.
Talk too much... leave them curious!

The Formula

The Book:  
Title
Author
Genre

The Hook:  
Find the most exciting passage in the book and read it aloud.

The Quick Look
Plot
Characters
Setting
Conflict
Reasons to read it

Tips for Great Presentations:

Be calm. Try to speak in a natural and friendly voice.

Be honest. Book talks are about sharing great books. Tell your audience what you liked best about your book! And don’t share one you didn’t like or haven’t read.

Be resourceful. Ask your teachers, parents, or librarian to help with ideas.

Be prepared. Practice your presentation! You can make notes to help you remember what you want to say.
# Book Talk Rubric

<table>
<thead>
<tr>
<th>Information: Did you include the title of the book, the author’s name, and genre?</th>
<th>Fair – 2 Points</th>
<th>Good – 3 Points</th>
<th>Excellent – 5 Points</th>
<th>Points earned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little information. We don’t really know what book you are describing.</td>
<td>Most information included. We get the general idea.</td>
<td>Everything is included! We know exactly what book you are describing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Details: Did you explain the plot, describe key characters, and mention the setting? | Only 1 or 2 details are included. We have no idea what your book is about. | Most details included, but not all. We basically understand your book. | All details explained. We can easily picture the details in our heads. |  |

| Sell it: Did you make the information exciting, and make the class want to read your book? | Very little effort to “sell” the book. We might be yawning. | A good amount of selling, but we still might not be interested. | Excellent selling! Your book sounds exciting, and WE.MUST.READ.IT.NOW. |  |

| Grammar: Did you write everything with great grammar and excellent sentences? | More than 4 grammar errors. | 2 or 3 grammar errors. | 0-1 grammar errors. |  |

Total Points Earned: 

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Terence C. Reilly School No. 7

436 First Avenue, Elizabeth, New Jersey 07206  Ph: 908.436.6030  Fax: 908.436.6012
Email: panagiot@epsnj.org  Website: epsnj.org/reilly
Math:

Incoming 4th graders must know the basic multiplication and division facts 1 – 12 as well as how to add, subtract, multiply and divide whole numbers.

- Students should practice their multiplication facts by taking a timed 3 minute 50 Facts Test. (See the attached 50 Facts Test pages)

- Students should practice applying addition and subtraction strategies (See the attached worksheets)
  - Addition Strategies: Column Addition, Partial Sums, and US Tradition Addition (Standard)
  - Subtraction Strategies: Partial Differences and US Tradition Subtraction (Standard)

- Students should practice applying multiplication and division strategies (See the attached worksheets)
  - Multiplication Strategies: Lattice, Partial Products and US Traditional Multiplication
  - Division Strategies: Partial Quotient and US Traditional Long Division

Please provide your child with a notebook and have him/her complete all practice problems in it showing their work. Students should write any questions that come to mind in the margin as they are practicing.

*(If your child experiences difficulty when working with the strategies, there are instructional videos on YouTube and Khan Academy which can help)*

*Students will be given a diagnostic test on the strategies for addition, subtraction, multiplication and division during the first full week of school during math class.*
### 50-Facts Test 1

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## 50-Facts Test 4

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Partial-Sums Addition

Add one place-value column at a time.
Write each partial sum below the problem.
Then add all the partial sums to find the final sum.

**Example 1**

Add the hundreds.  \( \rightarrow (800 + 200) \)  \( \rightarrow 1,000 \)
Add the tens.  \( \rightarrow (30 + 40) \)  \( \rightarrow 70 \)
Add the ones.  \( \rightarrow (5 + 3) \)  \( \rightarrow + 8 \)
Add the partial sums.  \( \rightarrow (1,000 + 70 + 8) \)  \( \rightarrow 1,078 \)

**Example 2**

Add the hundreds.  \( \rightarrow (900 + 400) \)  \( \rightarrow 1,300 \)
Add the tens.  \( \rightarrow (40 + 60) \)  \( \rightarrow 100 \)
Add the ones.  \( \rightarrow (5 + 8) \)  \( \rightarrow + 13 \)
Add the partial sums.  \( \rightarrow (1,300 + 100 + 13) \)  \( \rightarrow 1,413 \)

Check Your Understanding

Solve the following problems.

1. 405 + 377  
2. 811 + 463  
3. 931 + 850  
4. 809 + 299  
5. 912 + 756  
6. 257 + 789  
7. 3,098 + 234  
8. 4,078 + 706

Write your answers on a separate sheet of paper.
Partial-Sums Addition

Add one place-value column at a time.
Write each partial sum below the problem.
Then add all the partial sums to find the final sum.

**Example 1**

Add the thousands.  \( (6,000 + 7,000) \)  \( 13,000 \)
Add the hundreds.  \( (0 + 800) \)  \( \)  \( 800 \)
Add the tens.  \( (80 + 20) \)  \( \)  \( 100 \)
Add the ones.  \( (9 + 5) \)  \( + \)  \( 14 \)
Add the partial sums.  \( (13,000 + 800 + 100 + 14) \)  \( 13,914 \)

**Example 2**

Add the thousands.  \( (9,000 + 7,000) \)  \( 16,000 \)
Add the hundreds.  \( (800 + 300) \)  \( \)  \( 1,100 \)
Add the tens.  \( (30 + 90) \)  \( \)  \( 120 \)
Add the ones.  \( (8 + 9) \)  \( + \)  \( 17 \)
Add the partial sums.  \( (16,000 + 1,100 + 120 + 17) \)  \( 17,237 \)

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**Check Your Understanding**

Solve the following problems.

1. 4,397 \( \cdot \) 1,158
2. 3,066 \( \cdot \) 2,583
3. 5,932 \( \cdot \) 4,059
4. 8,675 \( \cdot \) 3,009
5. 4,598 \( \cdot \) 2,094
6. 9,362 \( \cdot \) 6,256
7. 23,409 \( \cdot \) 2,967
8. 9,458 \( \cdot \) 5,371 \( + \) 6,798

---

**Student Practice**

Write your answers on a separate sheet of paper.
Column Addition

Add one place-value column at a time. Write each place-value answer directly beneath the problem. Then go back and adjust each place-value answer, if necessary, one column at a time.

Example 1

\[
\begin{array}{c}
\text{Add the digits in each column.} \\
\text{If necessary, adjust the hundreds and the tens.} \\
\text{If necessary, adjust the tens and the ones.}
\end{array}
\]

\[
\begin{array}{c}
2 \ 6 \ 8 \\
+ \ 4 \ 8 \ 3 \\
\hline
6 \ 14 \ 11 \\
7 \ 4 \ 11 \\
7 \ 5 \ 1
\end{array}
\]

Example 2

\[
\begin{array}{c}
9 \ 6 \ 7 \\
+ \ 4 \ 9 \ 5 \\
\hline
13 \ 15 \ 12 \\
14 \ 5 \ 12 \\
1, \ 4 \ 6 \ 2
\end{array}
\]

Check Your Understanding

Solve the following problems.

1. \(511 + 764\) 
2. \(703 + 118\) 
3. \(303 + 279\) 
4. \(442 + 471\) 
5. \(453 + 629\) 
6. \(862 + 290\) 
7. \(1.859 + 767\) 
8. \(1.095 + 2.817 + 4,436\)

Write your answers on a separate sheet of paper.
U.S. Traditional Addition (Standard)

Begin adding on the right, and then move to the left. Regroup each partial answer, if necessary, by writing each digit in the appropriate place-value column.

Example

\[
\begin{array}{c}
\text{398} \\
+ \quad 427 \\
\hline
825
\end{array}
\]

Add the ones. \((8 \text{ ones} + 7 \text{ ones} = 15 \text{ ones})\)
Regroup. \((15 \text{ ones} = 1 \text{ ten} + 5 \text{ ones})\)

\[
\begin{array}{c}
398 \\
+ \quad 427 \\
\hline
825
\end{array}
\]

Add the tens. \((1 \text{ ten} + 9 \text{ tens} + 2 \text{ tens} = 12 \text{ tens})\)
Regroup. \((12 \text{ tens} = 1 \text{ hundred} + 2 \text{ tens})\)

\[
\begin{array}{c}
398 \\
+ \quad 427 \\
\hline
825
\end{array}
\]

Check Your Understanding

Solve the following problems.

1. \(582 + 19\)  
2. \(748 + 190\)  
3. \(856 + 99\)
4. \(307 + 216\)  
5. \(236 + 575\)  
6. \(8,163 + 495\)
7. \(2,641 + 1,979\)  
8. \(5,219 + 3,487 + 7,569\)

Write your answers on a separate sheet of paper.
Partial-Differences Subtraction

Subtract left to right, one column at a time. In some cases, the larger number is on the bottom. When this happens and you subtract, the difference is a negative number.

Example: 9,328 (minuend)
First, write or think of 5.170 as 5.000 + 100 + 70 + 0.
-5.170 (subtrahend)

\[
\begin{array}{c}
9,328 \\
-5,170 \\
\hline
4,158
\end{array}
\]

Check Your Understanding
Solve the following problems.

1. 317 \hspace{1cm} 94
2. 582 \hspace{1cm} 16
3. 640 \hspace{1cm} 279
4. 835 \hspace{1cm} 624
5. 7,104 \hspace{1cm} 536
6. 2,952 \hspace{1cm} 2,184
7. 43,870 \hspace{1cm} 1,691
8. 15,033 \hspace{1cm} 10,584

Write your answers on a separate sheet of paper.

Student Practice 31
U.S. Traditional Subtraction (Standard)

Start with the ones column, and subtract one column at a time. Regroup (rename) as necessary.

Example 1

Think: Can I subtract 9 ones from 5 ones? (no)  
Regroup the 5 tens and 5 ones as 4 tens and 15 ones.  
Then subtract 9 ones from 15 ones.  

\[ \begin{array}{c} \text{8} \ 5 \ 5 \\ \text{4} \ 3 \ 9 \\ \text{4} \ 1 \ 6 \end{array} \]

Think: Can I subtract 3 tens from 4 tens? (yes)  
Subtract 3 tens from 4 tens.  
Then subtract the hundreds.  

416 is the difference.

Example 2

Think: Can I subtract 6 ones from 2 ones? (no)  
Regroup the 7 hundreds and 0 tens as 6 hundreds and 10 tens. Then regroup the 10 tens and 2 ones as 9 tens and 12 ones.  
Then subtract 6 ones from 12 ones.  

\[ \begin{array}{c} \text{6} \ 7 \ 0 \ 2 \\ \text{5} \ 8 \ 6 \\ \text{1} \ 1 \ 6 \end{array} \]

Think: Can I subtract 8 tens from 9 tens? (yes)  
Subtract 8 tens from 9 tens.  
Then subtract the hundreds  

116 is the difference.

Check Your Understanding

Solve the following problems.

1. 601   27  
2. 815   74  
3. 529   263  
4. 7.195  856  
5. 9.113  5.089  
6. 1.248  1.199  
7. 32.084 9.176  
8. 15.643 - 12.897

Write your answers on a separate sheet of paper.  

Student Practice 29
Lattice Multiplication

Write one factor along the top of the grid. Write the other factor along the right side of the grid. Begin with the first digit from the side factor, and multiply each digit in the top factor by each digit in the side factor. Record each answer in its own cell, placing the tens digit in the upper half of the cell and the ones digit in the bottom half of the cell. Then add along each diagonal and record any regroupings as shown below.

Example

\[ 26 \times 35 \]

Multiply \(3 \times 6\), Record the product in the upper right-hand cell.

Multiply \(3 \times 2\), Record the product in the upper left-hand cell.

Multiply \(5 \times 6\), Record the product in the lower right-hand cell.

Multiply \(5 \times 2\), Record the product in the lower left-hand cell.

Add along each diagonal beginning with the bottom right diagonal. Work toward the upper left diagonal. Regroup each tens digit to the top of the next diagonal (to help you remember to add that digit).

The product of 26 and 35 is 910.

Check Your Understanding
Solve the following problems.

1. \(14 \times 22\)
2. \(44 \times 18\)
3. \(65 \times 36\)
4. \(82 \times 41\)
5. \(73 \times 52\)
6. \(96 \times 28\)
7. \(391 \times 45\)
8. \(624 \times 783\)

Write your answers on a separate sheet of paper.

Student Practice 53
Partial-Products Multiplication

Multiply each digit in the bottom factor by each digit in the top factor. Then add all of the partial products to find the total product.

Example 1

\[
\begin{array}{c}
\text{100s} \quad \text{10s} \quad \text{1s} \\
2 \quad 4 \quad 5 \quad \text{(factor)} \\
\times \quad 9 \\
\hline \\
1 \quad 8 \quad 0 \quad 0 \\
\text{Multiply 9} \times 200. \\
3 \quad 6 \quad 0 \\
\text{Multiply 9} \times 40. \\
4 \quad 5 \quad \text{4} \\
\text{Multiply 9} \times 5. \\
\hline \\
2 \quad 2 \quad 0 \quad 5 \quad \text{(product)} \\
\text{Add the partial products.}
\end{array}
\]

Example 2

\[
\begin{array}{c}
\text{100s} \quad \text{10s} \quad \text{1s} \\
7 \quad 4 \quad 2 \quad \text{(factor)} \\
\times \quad 5 \\
\hline \\
3 \quad 5 \quad 0 \quad 0 \\
\text{Multiply 5} \times 700. \\
2 \quad 0 \quad 0 \\
\text{Multiply 5} \times 40. \\
1 \quad 0 \\
\text{Multiply 5} \times 2. \\
\hline \\
3 \quad 7 \quad 1 \quad 0 \quad \text{(product)} \\
\text{Add the partial products.}
\end{array}
\]

Check Your Understanding

Solve the following problems.

1. \(342 \times 6\)  
2. \(903 \times 4\)  
3. \(654 \times 9\)  
4. \(793 \times 5\)  
5. \(587 \times 7\)  
6. \(464 \times 3\)  
7. \(966 \times 8\)  
8. \(8,527 \times 5\)

Write your answers on a separate sheet of paper.

Student Practice 43
Partial-Products Multiplication

Multiply each digit in the bottom factor by each digit in the top factor. Then add all of the partial products to find the total product.

**Example 1**

Multiply 80 \(\times\) 50.
Multiply 80 \(\times\) 6.
Multiply 2 \(\times\) 50.
Multiply 2 \(\times\) 6.
Add the partial products.

\[
\begin{array}{ccc}
& 5 & 6 \\
\times & & 8 \ 2 \\
\hline
& 4 & 0 & 0 & 0 \\
& 4 & 8 & 0 \\
& 1 & 0 & 0 \\
& & 1 & 2 \\
\hline
& 4, & 5 & 9 & 2 \\
\end{array}
\]

**Example 2**

Multiply 70 \(\times\) 90.
Multiply 70 \(\times\) 4.
Multiply 6 \(\times\) 90.
Multiply 6 \(\times\) 4.
Add the partial products.

\[
\begin{array}{ccc}
& 9 & 4 \\
\times & & 7 \ 6 \\
\hline
& 6 & 3 & 0 & 0 \\
& 2 & 8 & 0 \\
& 5 & 4 & 0 \\
& & 2 & 4 \\
\hline
& 7, & 1 & 4 & 4 \\
\end{array}
\]

---

Check Your Understanding

Solve the following problems.

1. \(45 \times 78\)
2. \(89 \times 56\)
3. \(67 \times 92\)
4. \(56 \times 75\)
5. \(59 \times 48\)
6. \(91 \times 87\)
7. \(64 \times 95\)
8. \(673 \times 49\)

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Student Practice
Write your answers on a separate sheet of paper.

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Terence C. Reilly School No. 7

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U.S. Traditional Multiplication (Standard)

Use blocks to model the problem. Multiply from right to left. Then find the total.

**Example**

Multiply the ones.
(3 × 7 = 21 ones)

rename 21 ones as
2 tens and 1 one.

Multiply the tens.
(3 × 2 tens = 6 tens)

Add the remaining tens.
(6 tens + 2 tens = 8 tens)

The product of 3 and 27 is 81.

**Check Your Understanding**

Solve the following problems.

1. 64 × 3
2. 56 × 8
3. 97 × 5
4. 505 × 3
5. 291 × 4
6. 137 × 49
7. 816 × 4
8. 495 × 3

Write your answers on a separate sheet of paper.

Terence C. Reilly School No. 7
**Partial-Quotients Division (1-digit divisor)**

To find the number of 6s in 354, first find all the partial quotients. Record them in a column to the right of the problem. Then add the partial quotients to find the final quotient or answer.

**Example**

\[
\begin{array}{c|c|c}
\text{(dividend)} & \text{(divisor)} \\
354 & 6 \\
\end{array}
\]

**Ask:** How many 6s are in 354? (at least 50)

The first partial quotient is 50.

\[
\begin{array}{c|c}
50 \times 6 = 300 \\
300 & 50 \\
54 & 9 \\
54 - 9 = 0 \\
0 & 59
\end{array}
\]

**Ask:** How many 6s are in 54? (9)

The second partial quotient is 9.

\[
\begin{array}{c|c}
9 \times 6 = 54 \\
54 & 9
\end{array}
\]

Subtract 54 from 54.
The difference is 0, so there is no remainder.

**Add** the partial quotients. The answer is 59.

\[354 \div 6 = 59\]

---

**Check Your Understanding**

Solve the following problems.

1. \(135 \div 5\)  
2. \(736 \div 8\)  
3. \(292 \div 4\)
4. \(6730 \div 2\)  
5. \(392 \div 7\)  
6. \(204 \div 3\)
7. \(91171\)  
8. \(61894\)

Write your answers on a separate sheet of paper.

Student Practice 63
Long Division (Standard)

Estimate to find the first digit of the quotient. Write that digit correctly above the dividend and multiply it by the divisor. Write the product below in the dividend. Find the difference and bring down the next number in the dividend. Repeat the procedure until you have used all the digits in the dividend.

Example

- Think: How many 7s are in 38? (5)  
  Write 5 in the quotient, above the 8.  
  Multiply 5 x 7. (35)  
  Subtract 35 from 38. (3)  
  Bring down the 4 from the dividend. (to make 34)

- Think: How many 7s are in 34? (4)  
  Write 4 next to 5 in the quotient  
  Multiply 4 x 7. (28)  
  Subtract 28 from 34. (6)  
  Bring down the 3 from the dividend. (to make 63)

- Think: How many 7s are in 63? (9)  
  Write 9 next to 4 in the quotient.  
  Multiply 9 x 7. (63)  
  Subtract 63 from 63. (0)

$$3,843 \div 7 = 549$$

Check Your Understanding

Solve the following problems.

1. 172 ÷ 4
2. 5430
3. 2198
4. 182 ÷ 7
5. 9765
6. 894 ÷ 3
7. 4.568 / 8
8. 3.042 ÷ 5

Write your answers on a separate sheet of paper.