Evan-Moor’s
Daily Math Practice
Grade 4

Home–School Connection Activity Pages

Correlated to Current Standards
• 5 daily problems
• 36 weeks
• Operations strategies, fractions, decimals, algebraic reasoning, measurement and data, geometry, word problems
• Skills list and answer key

Daily Math Practice

Week 4 Day 5
1. The venn diagram below shows products, or multiples, less than 50 by the numbers 5 and 4. The center section of the diagram is where the common multiples should be written. Fill in the common multiples to complete the diagram.

Week 4 Day 3
4. If \( n = 2 \), then \( n = 43 = \) __________

5. The gas tank of Ted’s car holds 12 gallons. The car can go 59 miles on each gallon of gas. Jill starts a 756-mile trip with a full tank of gas. What is the minimum number of times that she will need to stop for more gas?

Fill in 01 of the set.

What is another way to write 01?

______ times
20 Questions

In this game, use logic to figure out what number a partner is thinking of.

What You Need

- several copies of the number chart
- a pencil for each player

How Long It Will Take

approximately 10 to 15 minutes

<table>
<thead>
<tr>
<th>Number Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>11 12 13 14 15 16 17 18 19 20</td>
</tr>
<tr>
<td>21 22 23 24 25 26 27 28 29 30</td>
</tr>
<tr>
<td>31 32 33 34 35 36 37 38 39 40</td>
</tr>
<tr>
<td>41 42 43 44 45 46 47 48 49 50</td>
</tr>
<tr>
<td>51 52 53 54 55 56 57 58 59 60</td>
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<tr>
<td>61 62 63 64 65 66 67 68 69 70</td>
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<tr>
<td>71 72 73 74 75 76 77 78 79 80</td>
</tr>
<tr>
<td>81 82 83 84 85 86 87 88 89 90</td>
</tr>
<tr>
<td>91 92 93 94 95 96 97 98 99 100</td>
</tr>
</tbody>
</table>
What You Do Together

1. Player 1 thinks of a number between 1 and 100. Player 2 has a number chart and a pencil.

2. Play proceeds with Player 2 asking yes/no questions about the number. Player 1 answers the questions with either yes or no. Each question should narrow down the possible number. With each answer, Player 2 crosses off numbers on the number chart that can’t be the number.

Sample questions, answers, and actions:

   Player 2: Is the number less than 50?
   Player 1: Yes.
   Player 2 crosses out numbers 51–100 on the number chart.

   Player 2: Is the number a multiple of 10?
   Player 1: No.
   Player 2 crosses out numbers 10, 20, 30, 40, and 50 on the number chart.

3. When Player 2 thinks he or she has figured out the number, he or she asks Player 1 if it is correct. If so, players change roles. If not, Player 2 continues asking questions.

Multiple players can ask questions about the number, each taking turns.
Rhythmic Routines

In this rhythmic game, you and your child create a pattern of hand motions including claps, snaps, taps, and any other movements you want to add.

What You Need

• two hands each
• your laps

How Long It Will Take

approximately 10 to 15 minutes
**What You Do Together**

1. Experiment with clapping, snapping your fingers, and hitting your lap and listen for the different sounds each one makes.

2. Try putting together simple combinations, such as clapping four times and snapping four times, or hitting your lap twice, clapping twice, snapping twice, and clapping twice. Try doing each combination over and over so you can hear the pattern and feel the rhythm.

3. Once your child is comfortable with the idea of the rhythm pattern, have him or her make up a more complex pattern. Patterns can include tapping the lap or snapping with each hand separately, clapping your own hands together or clapping your hand with a partner’s hand, and making a pause in the rhythm where you don’t make a sound.

4. Have your child teach you the pattern so you can do it together. Practice it so the rhythm is steady. Once you know the pattern well, try speeding it up. See how fast you can go without making a mistake!

5. Your child can add a rhyme to the routine. It can be a nursery rhyme, a poem, lyrics from a favorite song, or something your child makes up.
Mirror, Mirror

In this activity, you and your child will get creative and work cooperatively to draw symmetric objects or scenes.

What You Need

- paper
- 2 pencils, one for each person
- colored pencils or markers, paint, or crayons

How Long It Will Take

approximately 10 to 15 minutes

Photo credit: ©cabania/Shutterstock.com
What You Do Together

1. Player 1 thinks of an object or a scene that can be drawn easily with a pencil. It should be something that could look the same on both the right and left side, such as a house, a butterfly, a flower, or even an abstract design. It can be simple or detailed. He or she draws a line down the middle of the paper and draws one small part of the object, such as the left half of the door of a house.

2. Player 2 matches what Player 1 drew on the right side of the line, but in reverse. In the example, Player 2 would draw the right half of the door.

3. Player 1 draws the next part of the object or scene on the left side, and Player 2 matches it in reverse on the right.

4. Continue alternating drawing parts of the object or scene until it is complete.

5. Change roles so Player 2 thinks of the object or scene and starts the drawing.

6. Have your child color the finished drawings.

Once your child is familiar with the game, you can take turns each round of drawing. In other words, Player 1 draws a part, which Player 2 matches. Then Player 2 draws the next part, which Player 1 matches. Because each player doesn’t know what object or scene the other one is thinking of, it will probably end up being something very different by the end!
Trip Across the Country

In this project, you and your child will make an itinerary, or a plan for a journey. You will choose places across the country to visit and then calculate measurements related to distance and time.

What You Need

- a country map or an atlas showing time zones
- paper and a pencil
- a ruler
- a calculator (optional)
- city photos or travel magazine pictures (optional)

How Long It Will Take

about 1 week
What You Do Together

1. Discuss places in the country that your child would like to visit someday. Choose five to ten cities to see on a trip across the country. Write them down in the order in which you would like to visit them. See the sample trip planning chart on the next page.

2. Working together, find each place on the map and write down which time zone the city is in. Then measure the distance from your hometown to the first city you want to visit and record the distance. Next, measure the distance from that city to the second city and record it. Continue with the remaining cities. Finally, measure the distance from the last city back to your hometown.

3. Help your child find the scale on the map. The scale will state how many miles or kilometers an inch or centimeter on the map represents. Help your child use the scale to convert the map-distance measurements to actual Earth-distance measurements.

4. Next, figure out about how long it will take to fly to each city, starting from your hometown. Assume 13 minutes per 100 miles and that all flights are nonstop.

5. Pretend that each flight to the next city leaves at noon in the time zone of the current city. Help your child figure out what time it will be when the plane lands in the new time zone. You’ll have to add the flight time to the start time, then convert that time to the new time zone.

6. Have your child make an itinerary for the trip that lists when he or she will arrive at and leave each place. He or she can decorate the itinerary with a photo or magazine picture of each city.
## Sample Trip Planning Chart

<table>
<thead>
<tr>
<th>City</th>
<th>Time zone</th>
<th>Map distance 1 inch = 820 miles</th>
<th>Earth distance</th>
<th>Flight length 100 miles = 13 minutes</th>
<th>Arrival time</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Francisco, California</td>
<td>Pacific</td>
<td>hometown</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Juneau, Alaska</td>
<td>Alaska</td>
<td>2.5 inches</td>
<td>2,050 miles</td>
<td>4 hours, 30 minutes</td>
<td>3:30 p.m.</td>
</tr>
<tr>
<td>Milwaukee, Wisconsin</td>
<td>Central</td>
<td>2.75 inches</td>
<td>2,255 miles</td>
<td>4 hours, 45 minutes</td>
<td>7:45 p.m.</td>
</tr>
</tbody>
</table>

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TV Ratings

Many decisions in business are made based on what is popular. Businesses take surveys to learn more about what people like. In this project, your child will survey family, friends, and classmates about their favorite TV shows and then graph the information and analyze it.

What You Need

- computer
- list of current TV shows
- paper and markers (optional)

How Long It Will Take

about 1 week

Which TV show is the most popular among elementary school students?

<table>
<thead>
<tr>
<th>TV Shows</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under the Sea</td>
<td>5</td>
</tr>
<tr>
<td>You Can Bake!</td>
<td>10</td>
</tr>
<tr>
<td>Star Maker</td>
<td>20</td>
</tr>
<tr>
<td>Cool Kate in the Country</td>
<td>25</td>
</tr>
<tr>
<td>McMillan Middle School</td>
<td>15</td>
</tr>
</tbody>
</table>
What You Do Together

1. Look at the list of current TV shows with your child. Discuss which shows are likely to be popular with children who are your child’s age. Make a list of ten of these shows.

2. Help your child write a survey question to find out which shows are the most popular.

3. Have your child type up the survey and print it out, or post it online if you have access to a safe survey app.

4. Have your child give the survey to at least 15 children.

5. Work together to count and record the survey responses.

6. Discuss the best type of graph to show the results: a line graph? a bar graph? a pie chart? a pictogram? Draw the graph on paper or use Excel, another graphing app, or an online graph-creation site.

7. Look at the graph of the results with your child. Discuss what you see. Here is a list of questions to get you started:
   - Which show seems to be the most popular?
   - Which show seems to be the least popular?
   - Were there any surprising results? If so, what were they, and why do you think they occurred?
   - Would you want to change the way you worded the survey question if you gave this survey again?
   - Are there additional things you want to find out about what people watch on TV?