

# MATH BUNDLE #2

## Project Based Learning

4th Grade  
Print & Digital

Soccer Tournament  
Project Based Learning

4th Grade Math  
Print & Digital



**SOCCER PRACTICE SKILLS AND DRILLS**

Coach Franklin asks practice drills to help him plan strategies and player positions. The table shows the rankings of each player in five drills. Use the data below to answer the questions.

| DRILLS                | Player   | 1st | 2nd | 3rd | 4th | 5th |
|-----------------------|----------|-----|-----|-----|-----|-----|
| 1. FREE KICK          | Player A | 1   | 2   | 3   | 4   | 5   |
| 2. GOAL KICK          | Player B | 2   | 1   | 3   | 4   | 5   |
| 3. STOP, SHOOT, SHOOT | Player C | 3   | 4   | 1   | 2   | 5   |
| 4. GOAL KICK          | Player D | 4   | 5   | 2   | 1   | 3   |
| 5. GOAL KICK          | Player E | 5   | 3   | 4   | 5   | 1   |

1. Help Coach Franklin find the table for each player and rank them from lowest to highest.

2. Coach Franklin must select five players to be his starting lineups. He will add the scores from Stop, Shoot and Shoot to find the best starting players. Who will be the starting lineups?

Design, Create, Dream  
Project Based Learning

4th Grade Math  
Print and Digital

ICE CREAM TRUCK MANIA  
Math Project Based Learning

4th Grade  
Print & Digital

MEASURING ICE CREAM

As a special occasion, you are selling megasized ice cream. From your ice cream truck, compare the prices of ice cream by filling in the correct symbol ( $<$ ,  $=$ , or  $>$ ) in each comparison below.

|               |                |               |               |
|---------------|----------------|---------------|---------------|
| 0.05 Megapops | 0.125 Megapops | 0.05 Megapops | 0.05 Megapops |
| 0.05 Megapops | 0.05 Megapops  | 0.05 Megapops | 0.05 Megapops |
| 0.05 Megapops | 0.05 Megapops  | 0.05 Megapops | 0.05 Megapops |
| 0.05 Megapops | 0.05 Megapops  | 0.05 Megapops | 0.05 Megapops |
| 0.05 Megapops | 0.05 Megapops  | 0.05 Megapops | 0.05 Megapops |

ICE CREAM SUPPLY

| Item                     | Price  | Quantity | Total  |
|--------------------------|--------|----------|--------|
| Vanilla Ice Cream        | \$0.05 | 100      | \$5.00 |
| Chocolate Ice Cream      | \$0.05 | 100      | \$5.00 |
| Strawberry Ice Cream     | \$0.05 | 100      | \$5.00 |
| Blue Raspberry Ice Cream | \$0.05 | 100      | \$5.00 |
| Vanilla Ice Cream        | \$0.05 | 100      | \$5.00 |
| Chocolate Ice Cream      | \$0.05 | 100      | \$5.00 |
| Strawberry Ice Cream     | \$0.05 | 100      | \$5.00 |
| Blue Raspberry Ice Cream | \$0.05 | 100      | \$5.00 |

1. You sell 10 vanilla megasized cones per day. You sell 10 chocolate megasized cones per day. How many cones will you sell in total? How many cones will you have left in your truck? How many cones will you have left in your truck?

2. You sell 10 vanilla megasized cones per day. You sell 10 chocolate megasized cones per day. How many cones will you sell in total? How many cones will you have left in your truck? How many cones will you have left in your truck?

3. The chocolate megasized cones are your bestseller. Over the course of one year, you order 1000 chocolate megasized cones. How many cones will you have left in your truck?

Magi  
CORE

# Soccer Tournament

## Project Based Learning

4th Grade Math  
Print & Digital



**SOCCER PRACTICE SKILLS AND DRILLS**

Coach Franklin uses practice drills to help him plan strategies and player positions. The table shows the rankings of each player in five drills. Use the data below to answer the questions.

**PLAYERS AND RANKINGS**

| DRILL             | Mike Barnes | Tam Bell | Fawn Carter | KG Cohen | Eric Davies | Julie Miller | Celia Pahn | Larkin Owen | Alex Smith | Levi Tapp | Pete Valle |
|-------------------|-------------|----------|-------------|----------|-------------|--------------|------------|-------------|------------|-----------|------------|
| 1 MILE RUN        | 3           | 5        | 4           | 10       | 1           | 9            | 11         | 2           | 6          | 8         | 7          |
| DRIBBLE & TURN    | 4           | 1        | 2           | 7        | 10          | 6            | 3          | 8           | 5          | 11        | 9          |
| STOP, TRAP, SHOOT | 8           | 6        | 10          | 11       | 9           | 1            | 3          | 2           | 7          | 4         | 5          |
| SIDELINE THROW-IN | 2           | 8        | 7           | 1        | 6           | 5            | 9          | 4           | 3          | 11        | 10         |
| ONE TOUCH & SHOOT | 6           | 10       | 9           | 5        | 11          | 1            | 3          | 4           | 7          | 8         | 2          |
| TOTALS            |             |          |             |          |             |              |            |             |            |           |            |

1. Help Coach Franklin find the totals for each player and rank them from lowest to highest.

| PLAYER |  |  |  |  |  |  |  |  |  |  |
|--------|--|--|--|--|--|--|--|--|--|--|
| NAME   |  |  |  |  |  |  |  |  |  |  |

2. Coach Franklin must select five players to be his penalty kickers. He will add the scores from Stop, Trap, Shoot and One Touch & Shoot to pick the 5 best ranked players. Who will be the penalty kickers?



# Print & Digital Versions



## WELCOME TO THE ★ ALL-STAR ★ SOCCER TOURNAMENT!

Walnut Hill is a small town with many families and lots of kids. Soccer is the most popular sport played in Walnut Hill. Most kids begin playing on the Pee-Wee League when they are in kindergarten. Once kids become second graders, they are promoted to the All-Star League. One of the most exciting things about being on the All-Star League is playing in the annual fall tournament, which Walnut Hill hosts.

Hosting a soccer tournament is a great opportunity to encourage healthy lifestyle habits like staying fit. It also gives children an opportunity to support teammates, play fairly, and learn good sportsmanship skills. Most of all, it brings players together from different communities and provides an organized way for them to play hard and have fun.

The soccer leagues of Northfield, Elm City, and Oak Creek are invited to bring their teams to Walnut Hill to play in the tournament. There is a lot of competition between the four towns, and every coach makes sure that their teams are at their best to play soccer. Kids, coaches, and families always look forward to this fun-filled weekend.

This year's tournament is scheduled for October 8<sup>th</sup> and 9<sup>th</sup>. Your father has organized the event this year with help from you and your family. You can't wait for the tournament to get started.



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# Interactive Movable Pieces



**SATURDAY SOCCER TOURNAMENT GAME TIMES**

Below is the time schedule for Saturday's games. Each game will be played in two 30-minute halves. There will be a five-minute break between halves.

**TIME SLOT 1—8:30 AM** **TIME SLOT 2—10:00 AM** **TIME SLOT 3—11:30 AM** **TIME SLOT 4—1:30 PM**

- You are on Walnut Hill-Team I. Your first game on Saturday began at 8:45 because the Northfield-Team I arrived late. What time did the game end? Solve using the number line. Drag the vertical lines to partition, the text boxes to label, and the half-circles to show your hops.
- Your team won the first game. Your next game is against Elm City-Team I. The match will be in the 3<sup>rd</sup> time slot. Considering the time your first game ended, how many minutes will you wait until your second game begins?
- The game ends in a 2-2 tie. After a 5-minute penalty kick shootout, you win the match with a score of 4-3.

**SOCCER PRACTICE SKILLS AND DRILLS—LINE PLOT**

Coach Franklin needs help plotting player's times running the 50-yard dash. The table below shows the best times his players ran the dash, in seconds.

| PLAYER       | Mike            | Tony            | Fawn | KC              | Eric | Julio           | Cole | Lydia           | Alex            | Lani            | Pedro           |
|--------------|-----------------|-----------------|------|-----------------|------|-----------------|------|-----------------|-----------------|-----------------|-----------------|
| 50-YARD DASH | 7 $\frac{3}{4}$ | 8 $\frac{1}{2}$ | 8    | 7 $\frac{1}{2}$ | 9    | 9 $\frac{1}{4}$ | 10   | 9 $\frac{1}{2}$ | 8 $\frac{3}{4}$ | 7 $\frac{1}{4}$ | 8 $\frac{3}{4}$ |

- Write a title for the line plot in the space below.
- Fill in the missing times across the bottom of the line plot.
- Drag an X above the numbers to show the running times of each player on Coach Franklin's team.
- List the 5 fastest runners and their times.

# 4<sup>th</sup> Grade Math Standards Aligned

## FOR THE TEACHER

ALL STAR SOCCER TOURNAMENT is a project-based learning task that involves using standards from *Operations and Algebraic Thinking*, *Numbers in Base Ten*, and *Measurement and Data* to solve problems related to hosting a soccer tournament.

The following standards are addressed:

- 4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the 4 operations, including problems with remainders.
- 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 4.MD.A.2 Use the 4 operations to solve word problems, including problems involving single fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as a number line that feature a measurement scale.
- 4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit. Solve problems involving addition and subtraction of fractions by using information presented in line plots.

## DIRECTIONS:

1. Assign students to work alone or in small groups.
2. Preview the activity with your students.
3. Allow students class time to complete the activity. This can span over several days.
4. Students have an opportunity to complete optional challenge activities.
5. Students will complete the self-evaluation reflection and evaluation rubric.
6. Allow students an opportunity to share their completed projects with classmates.



# Student Self-Assessment

## ALL-STAR SOCCER TOURNAMENT

**SELF REFLECTION:** Write a reflection of your experience with this project. How did you feel about the math problems and activities? Explain what you found easy to do and any difficulties you had while working on this project. Did you enjoy this activity? Why or why not?

### Rate This Project

Circle the statement you most agree with.

I am ready for something harder.

It was just right.

I found this very challenging.

**SELF-EVALUATION RUBRIC:** Drag the circles to select the parts of the rubric that express how you rate yourself on this Project Based Learning Activity.

### RUBRIC

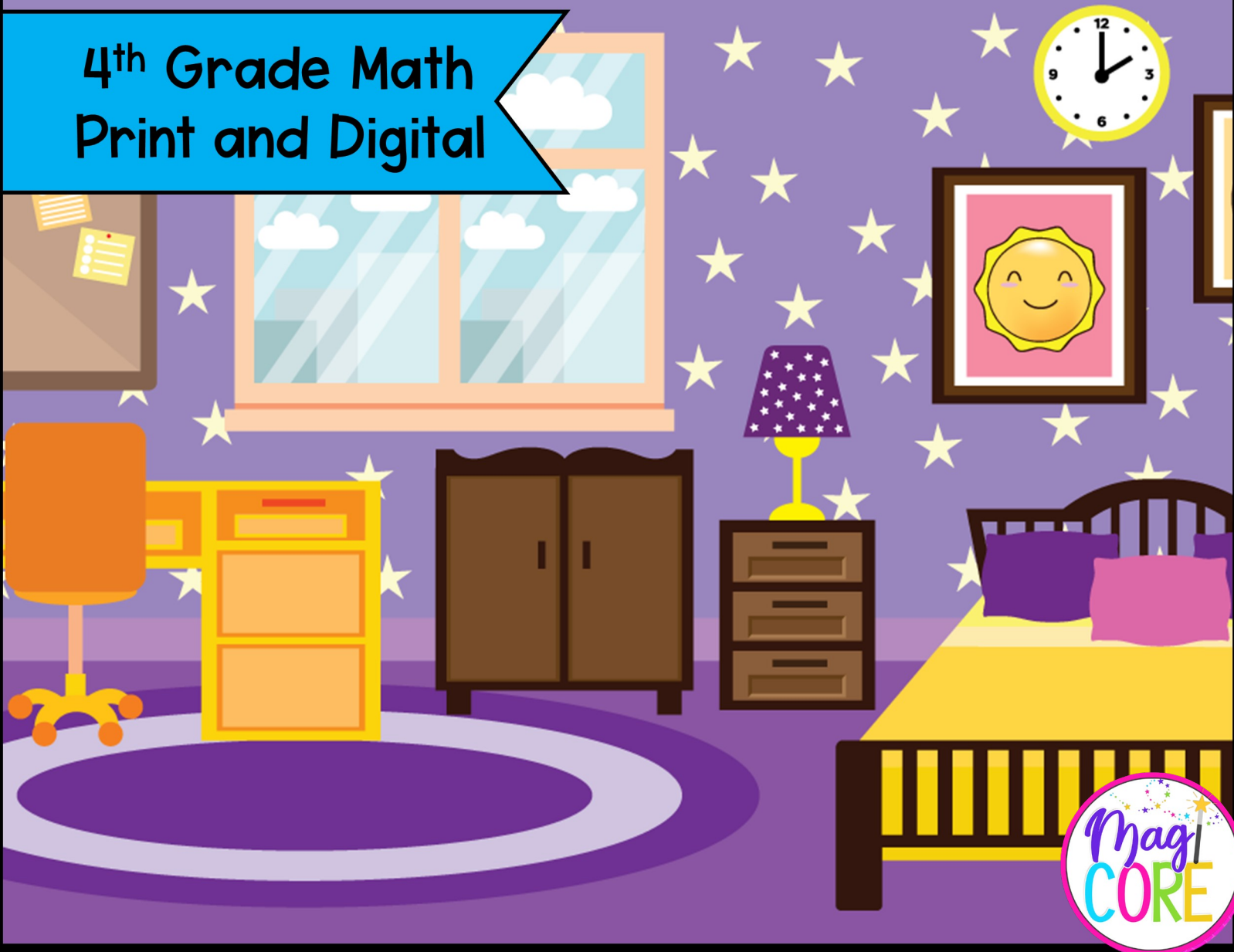
| +                                                                            | ✓                                                                                     | -                                                                                   |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| I feel very confident about my ability to complete the math in this project. | I feel pretty good about my ability to complete the math in this project.             | I feel a lot of the math in this project was too hard for me to do alone.           |
| I understood all the math and did not need help to complete the problems.    | I understood most of the math but needed a little help to solve some of the problems. | I understood some of the math but needed help to solve most of the problems.        |
| I easily used many strategies to solve the math problems efficiently.        | I needed some help to determine the best strategies for solving the math problems.    | I had trouble understanding the best strategies to solve many of the math problems. |
| I feel I am ready for a harder math project.                                 | I feel I should spend more time practicing similar math problems.                     | I feel I need assistance to work on similar math problems.                          |



# Design, Create, Dream

## Project Based Learning

4<sup>th</sup> Grade Math  
Print and Digital



# Standards Addressed

- 4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the 4 operations, including problems with remainders.
- 4.NBT.A.2 Read and write multi-digit whole numbers using base ten numerals.
- 4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.
- 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations.
- 4.MD.A.1 Know relative sizes of measurement units within one system of units.
- 4.MD.A.2 Use the 4 operations to solve word problems, including problems involving single fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as a number line that feature a measurement scale.
- 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
- 4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit. Solve problems involving addition and subtraction of fractions by using information presented in line plots.

# Interactive Elements

## Furnishing your bedroom

Version 2, page 3

Your parents have given you a budget of \$1800 to furnish your bedroom. You must decide which pieces of furniture to purchase. There are options for your bed, desk and bureau. You must select one piece from each group. The bookcase and rug are optional. Review the furniture options, the measurements and the prices below. Drag a checkmark to the items you want to purchase.



### beds



Bed option 1  
3' wide by 6' long  
\$255.50



Bed option 2  
5' 6" wide by 6' long  
\$364.99

### desks



Desk option 1  
3' 6" wide by 2' deep  
\$198.25



Desk option 2  
4' 6" wide by 18" deep  
\$277.50



Desk option 3  
4' wide by 15" deep  
\$212.09

### bureau



Bureau option 1  
2' 6" wide by 2' deep  
\$265.97



Bureau option 2  
5' 6" wide by 18" deep  
\$310.75



Bureau option 3  
3' 6" wide by 30" deep  
\$295.01

### bookcase



3' wide by 2' deep  
\$185.32

### rug



8' 6" wide by 10' long  
\$225.84

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Multiple Levels of  
Difficulty Available

# Applicable to Real Life & Fun!

## Accessorizing

Version 2, page 11

Consider the amount of money you have left to spend on accessories. Below are some accessories you can purchase for your room. Review the options and pick out your favorites. Drag a checkmark to the items you would like to include in your plan. On the next page you will list your choices and calculate the costs.



Cork Board  
\$47.95



Wall Clock  
\$12.50



Cactus  
\$4.78



Teddy Bear  
\$7.33



Model Rocket  
\$25.89



Table Lamp  
\$31.45



Desk Lamp  
\$24.29



Guitar  
\$59.25



Computer  
\$425.50



Art Tools  
\$19.64



Wall Art  
\$67.15

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# ICE CREAM TRUCK MANIA

## Math Project Based Learning

4<sup>th</sup> Grade  
Print & Digital

**ICE CREAM SUPPLY**

You receive a large shipment from your ice cream supplier to stock your truck. The table below shows how many of each ice cream type you have right now. Use the information in the table to answer the questions.

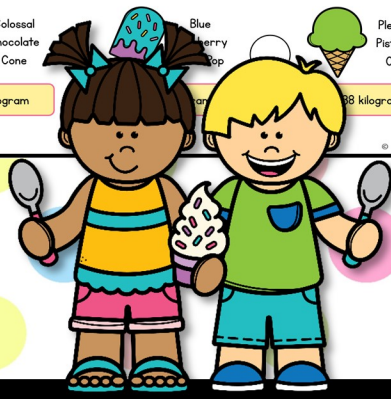
| Ice cream type  | Chocolate sprinkle cone | Blue raspberry popsicle | Soft serve swirl cone | Pistachio cone | Patriotic Pop |
|-----------------|-------------------------|-------------------------|-----------------------|----------------|---------------|
| Number in truck | 585                     | 490                     | 320                   | 256            | 168           |

- You sell 26 soft serve swirl cones per day. You sell 10 pistachio cones per day. In how many days will you have the same amount of soft serve swirl cones left as pistachio cones?
- You split the chocolate sprinkle cones and the blue raspberry popsicles evenly between 5 freezers in your truck. How many ice creams are in each freezer?
- In one day, you sold 14 blue raspberry popsicles. You sold 8 times as many Patriotic Pops as pistachio cones. How many Patriotic Pops do you have left?
- The chocolate sprinkle cones are your bestseller. Over the course of one year, you order 14 times as many chocolate sprinkle cones as you have now. How many do you order in total?

**MEASURING ICE CREAM**

As a special promotion, you are selling mega-sized ice creams from your ice cream truck. Compare the masses of mega ice creams by filling in the correct symbol (<, >, or =) in each comparison below.

|                                                                                                                       |                                                                                                             |                                                                                                            |                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
|  Supersized Strawberry Sprinkle Pop |  Extra Large Lemon Cone   |  Mega Mint Swirl         |  Giant Popsicle                    |
| 0.852 kilogram                                                                                                        | 0.725 kilogram                                                                                              | 0.637 kilogram                                                                                             | 0.662 kilogram                                                                                                       |
|  Jumbo Double Lime Pop             |  Rainbow Mountain Stack  |  Big Blueberry Pie Cone |  Towering Tropical Fruit Popsicle |
| 0.7 kilogram                                                                                                          | 0.700 kilogram                                                                                              | 0.605 kilogram                                                                                             | 0.550 kilogram                                                                                                       |
|  Super Sprinkle Vanilla Cone       |  Colossal Chocolate Cone |  Blue Raspberry Pop     |  Plentiful Pistachio Cone         |
| 0.482 kilogram                                                                                                        | 0.549 kilogram                                                                                              | 0.518 kilogram                                                                                             | 0.598 kilogram                                                                                                       |



# Standards Addressed:

- 4.OA.C.5 Generate a number or shape pattern that follows a given rule.
- 4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations.
- 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- 4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.
- 4.NFA.2 Compare two fractions with different numerators and different denominators.
- 4.MD.A.1 Know relative sizes of measurement units within one system of units. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.
- 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.
- 4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit.

# Print & Digital Versions



## ICE CREAM SUPPLY

Your first step is to determine how many of each menu item you have in the freezer of your ice cream truck. You are given an equation for each frozen treat. Use order of operations to solve and find the quantity you have of that frozen treat.



$$7 \times (32 - 25) = \underline{\hspace{2cm}}$$



$$[(8 + 1) - 3] \times 5 = \underline{\hspace{2cm}}$$



$$(5 + 3) \times (9 - 3) = \underline{\hspace{2cm}}$$



$$\{4 + [2 \times (6 - 1)]\} = \underline{\hspace{2cm}}$$



$$18 + [(3 \times 2) \times (9 + 1)] = \underline{\hspace{2cm}}$$



$$(24 + 12) + (4 \times 4) - (2 \times 3) = \underline{\hspace{2cm}}$$



$$\{3 \times [2 + (8 \times 3)]\} + 5 = \underline{\hspace{2cm}}$$



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$$(24 + 12) + (4 \times 4) - (2 \times 3) = \underline{\hspace{2cm}}$$



$$\{3 \times [2 + (8 \times 3)]\} + 5 = \underline{\hspace{2cm}}$$



$$[(5 \times 6) - (7 \times 2)] + (6 \times 8) = \underline{\hspace{2cm}}$$

# Explores Various Standards-Based Skills



## ICE CREAM SUPPLY

You receive a large shipment from your ice cream supplier to stock your truck. The table below shows how many of each ice cream type you have right now. Use the information in the table to answer the questions.

| Ice Cream Type  | Chocolate sprinkle cone | Blue raspberry popsicle | Soft serve swirl cone | Pistachio cone | Patriotic pop |
|-----------------|-------------------------|-------------------------|-----------------------|----------------|---------------|
| Number in Truck | 585                     | 490                     | 320                   | 256            | 168           |

1. You sell 26 soft serve swirl cones per day. You sell 10 pistachio cones per day. In how many days will you have the same amount of soft serve swirl cones left as pistachio cones?
2. You split the chocolate sprinkle cones and the blue raspberry popsicles evenly between 5 freezers in your truck. How many ice creams are in each freezer?
3. In one day, you sold 14 blue raspberry popsicles. You sold 8 times as many patriotic pops as blue raspberry popsicles. How many patriotic pops do you have left?
4. The chocolate sprinkle cones are your bestseller. Over order 16 times as many chocolate sprinkle cones as in order in total?



## MEASURING ICE CREAM

The table below shows the mass in grams of some of the frozen treats you sell from your ice cream truck. Use the information to answer the questions below.

| Ice Cream Type  | Chocolate sprinkle cone | Blue raspberry popsicle | Soft serve swirl cone | Pistachio cone | Patriotic pop |
|-----------------|-------------------------|-------------------------|-----------------------|----------------|---------------|
| Mass (in grams) | 390                     | 124                     | 486                   | 335            | 80            |

1. Mr. Petrakis buys a chocolate sprinkle cone, a blue raspberry popsicle, and a soft serve swirl cone. What is the total mass of the ice creams in grams? What is the total mass of the ice creams in kilograms?
2. The patriotic pops come in boxes that weigh 5.2 kilograms. How many patriotic pops come in one box?
3. Emilio buys two ice creams. The total mass of his ice creams is more than  $\frac{1}{2}$  of a kilogram but less than  $\frac{3}{5}$  of a kilogram. Which two ice creams could Emilio have purchased?
4. Charlotte buys a soft serve swirl cone. She eats  $\frac{2}{3}$  of it but gets full and gives the rest to her sister Ariel. Ariel eats 92 grams but then drops the rest on the ground by accident. How many grams of ice cream fell to the ground when Ariel dropped it?



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# Student Self-Assessment

## SELF EVALUATION

Circle one box per row on the rubric that expresses how you rate yourself on this Project Based Learning Activity.

| +                                                                            | ✓                                                                                     | -                                                                               |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| I felt very confident about the math in this project.                        | I felt pretty good about my ability to complete the math in this project.             | I felt a lot of the math in this project was too hard for me to do alone.       |
| I understood all of the math and did not need help to complete the problems. | I understand most of the math but needed a little help to solve some of the problems. | I understood some of the math but needed help to complete most of the problems. |
| I easily used many strategies to solve the math problems efficiently.        | I needed some help to use the best strategies for solving the math problems.          | I had trouble understanding the best way to solve many of the math problems.    |
| I feel I am ready for a harder math project                                  | I feel I would like to                                                                | I feel I need assistance to work on similar math problems                       |

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## SELF-REFLECTION

Write a reflection of your experience with this project. How did you feel about the math problems and activities? Explain what you found easy to do and any difficulties you had while working on this project. Did you enjoy this activity? Why or why not?

## ✓ RATE THIS PROJECT

Drag the checkmark to the statement you most agree with.

I am ready for something harder.

This was just right.

I found this very challenging.

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