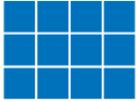


## Activity 4 Assessment

### Identifying Prime and Composite Numbers

#### Determining Multiples and Factors

Uses concrete materials to find multiples.



“To find multiples of 4, I added a row of 4 tiles each time and counted on: 4, 8, 12, ....”

Uses skip-counting or repeated addition.

4, 8, 12, 16, 20, ...

Uses familiar basic facts to identify some multiples and factors.

$$2 \times 4 = 8$$

$$3 \times 4 = 12$$

$$10 \times 4 = 40$$

“I thought of the multiplication facts for 4 that I know.”

Uses efficient, systematic strategies to determine multiples and identify all factors.

“To find factors of 8, I start  
 $8 \div 1 = 8$   
 Factors are 1 and 8.  
 $8 \div 2 = 4$   
 Factors are 2 and 4.  
 $8 \div 3 = X$   
 $8 \div 4 = 2$   
 So, 1, 2, 4, and 8 are all factors.”

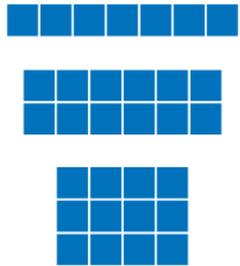
#### Observations/Documentation

# Activity 4 Assessment

## Identifying Prime and Composite Numbers

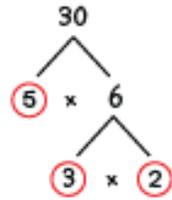
### Determining Multiples and Factors (cont'd)

Uses concrete materials to identify prime and composite numbers.



"7 is prime because it has only 2 factors, 1 and 7. 12 is composite because it has more than 2 factors: 1 and 12, 2 and 6, and 3 and 4."

Writes a composite number as a product of its prime factors.



" $30 = 2 \times 3 \times 5$ "

Identifies common factors and multiples for a pair of numbers.

Multiples of 4: 4, 8, 12, 16, 20, 24, 28  
 Multiples of 6: 6, 12, 18, 24, 30

"Two common multiples are 12 and 24."

Solves problems involving common factors and multiples

"Choir practice is every 5th day.  
 Gymnastics is every 3rd day.  
 That means choir and gymnastics both happen every 15th day."

### Observations/Documentation