HOLY SAVIOR ACADEMY

South Plainfield, New Jersey

Dear Incoming 4th and 5th Grade Parents and Families,

Welcome to a new and exciting school year! I hope you and your family are enjoying a wonderful summer. As we prepare for the 2026–2027 school year, I would like to share some important information regarding your child's Summer Math Packet and school supplies.

Students are expected to complete their Summer Math Packet and return it on the first day of school. Practicing math throughout the summer helps students retain important skills, build confidence, and prepare for the challenges of the upcoming school year.

Thank you for encouraging your child to complete a few problems each day and for supporting their learning. Your partnership helps ensure a successful school year for every student.

School Supply List – Grade 4 & 5 (2026–2027)

- 1 pack of 12 pencils (already sharpened)
- Pink or gum erasers
- 4 pens (red, black, and blue)
- At least 3 highlighters
- Colored pencils
- 24-pack of crayons
- 3 glue sticks (please keep extras at home)
- 1 pair of scissors
- 1 large soft zippered pencil case — **NO HARD PENCIL BOXES**
- 3 folders labeled: UNFINISHED FOLDER, TAKE HOME FOLDER, TEST FOLDER
- 2 Marble Composition Notebooks labeled MATH and SCIENCE
- NO SPIRAL NOTEBOOKS FOR MATH OR SCIENCE
- Earbuds in a labeled Ziplock bag
- 2 rolls of paper towels
- 2 packs of computer paper
- 2 boxes of tissues

Important Reminder: Please remove all supplies from their packaging and place them inside the student's pencil case before bringing them to school.

We are looking forward to a wonderful year filled with learning, growth, faith, and success. Thank you for your continued support of Holy Savior Academy.

Sincerely,

Your Incoming 4th & 5th Grade Teacher

Holy Savior Academy

■■ HOLY SAVIOR ACADEMY ■■

■ Incoming 4th & 5th Grade Summer Math Adventure ■

South Plainfield, New Jersey

Dear Incoming 4th and 5th Graders and Families,

■ Summer is finally here—HOORAY! ■ Enjoy sunshine, vacations, swimming, bike rides, ice cream, and family fun! While you're having a great summer, don't forget to keep your brain strong with a little math each day.

■ Math Is Everywhere! ■

■ Sharing pizza ■ Baking treats ■ Shopping ■ Saving money
■ Telling time ■ Keeping score ■ Measuring ■ Traveling

■ Summer Packet Expectations

■ Complete at least **3 problems each day**
■ Show your work neatly
■ Highlight problems that are challenging
■ Mark questions you want help with
■ Return your packet on the **FIRST DAY OF SCHOOL**

■ Skills You'll Practice ■

■ Addition & Subtraction ✕ Multiplication ■ Division
■ Place Value ■ Fractions ■ Measurement
■ Area & Perimeter ■ Decimals & Money ■ Graphing

■ Make Math Fun!

Play games, bake with your family, compare prices while shopping, practice multiplication facts in the car, count money, and keep score during sports and family activities.

❤■ Message to Parents

Thank you for supporting your child's learning throughout the summer. Our goal is growth, confidence, and maintaining the wonderful skills students worked so hard to learn this year.

■ Happy Math Solving and Have an Amazing Summer! ■

■ Math Motivation Corner ■

Success in math doesn't come from being perfect—it comes from practicing, persevering, asking questions, and believing in yourself. Every problem you solve makes you stronger, smarter, and more confident!

■ Keep Learning • ■ Keep Growing • ❤■ Keep Believing In Yourself ■

June 2026

Dear Incoming Fifth Graders and Families,

I feel so lucky that I get to teach you next year, especially because I've taught so many of your siblings. I love to read and have since I was a kid. I hope to foster the love of reading that I have, within all of you. I will be teaching you Language Arts, Religion, and Social Studies. Having the opportunity to read some of my FAVORITE novels with you is so exciting!

Reading over the summer is so important and will help to prevent "summer slide." Studies have shown that when students do not read over the summer break, they tend to lose much of what they learned during the academic year.

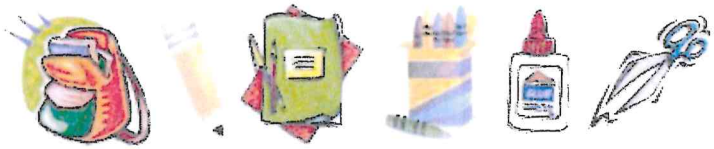
Each student will complete the following tasks:

1. Read the novel From the Mixed-up Files of Mrs. Basil E. Frankweiler by E.L. Konigsburg. Make sure to bring the book with you to school on the first day.
2. Complete all of the attached questions as you read the specified chapters,
3. Read at least 1 other book of your choice. Read what you love. Be prepared to complete a small project on the book you've read when you return in September. You must bring this book to school too.

If you have any questions or concerns over the summer, please feel free to email me at csammons@holysavioracademy.com.

Have a wonderful summer full of many great adventures! I can't wait to be your Homeroom Teacher

Mrs. Sammons



GRADES 4/5
SUPPLY LIST 2016-2017

- ❑ 1- 12 pack of pencils *****(already sharpened)
- ❑ 2- Pink or gum erasers
- ❑ 4- pens (red, black, blue)
- ❑ Highlighters- at least 3
- ❑ Colored pencils or 24 pack of crayons
- ❑ 3-glue sticks (have back up at home please)
- ❑ Scissors
- ❑ Large soft zippered pencil case- NO HARD BOXES
- ❑ 2 - folders
- ❑ 2- Marble composition notebooks labeled: LANGUAGE ARTS and SOCIAL STUDIES
- ❑ *** NO SPIRAL NOTEBOOKS FOR L ARTS or SOCIAL STUDIES
- ❑ Earbuds in ziplock bag labeled with student's name
- ❑ 1 roll of paper towels
- ❑ 1 pack of computer paper
- ❑ 1 box of tissues

Please remove all supplies from the packages and have them in the pencil case.

STUDENT CHAPTER PACKET

From the Mixed-up Files of Mrs. Basil E. Frankweiler

By E.L. Konigsburg

Name _____

Name _____

Vocabulary Words and Definitions: From The Mixed-Up Files of Mrs. Basil E. Frankweiler

CHAPTER(S)	PAGE #	WORD	DEFINITION
1-2	2	injustice	
	3	monotony	
	6	despised	
	25	quarrel	
3	28	extravagant	
	31	inconspicuous	
	35	dismayed	
	43	musty	
4	45	peculiar	
	47	perilous	
	52	despair	
	59	imposter	
5	73	insisted	
	76	determination	
	80	humility	
	94	sternly	
6-7	98	accustomed	
	100	stealthily	
	106	triumphant	
	114	puzzled	
8	123	strolled	
	126	inspected	
	130	fidgeted	
	117	consulting	
9	139	ascended	
	143	reassuring	
	153	summoned	
	153	commotion	
10	174	preoccupied	
	174	persuade	
	181	bequeathing	
	182	suspecting	

Chapters 1 and 2

❖ **Quickwrite**: In your opinion, what would be some positive things and negative things about running away from home?

❖ **Vocabulary**: Fill in the blanks.

1. The little girl _____ onions, and always made sure to pick every last bit out of her food.
2. The siblings got into a loud _____ because one accused the other of cheating at the game.
3. The terrible _____ of the situation upset me and haunted me for a long time.
4. The _____ in the speaker's voice often lulled her audience to sleep.
5. Choose a word and write an original sentence for it here.

injustice
monotony
despised
quarrel

_____

❖ **True or False**: Mark T for True and F for False.

1. Claudia hates the city and loves the suburbs. ____
2. Jamie eats part of the instruction paper that Claudia leaves for him. ____
3. Claudia finds a train pass in a trash can at home. ____
4. Jamie tells Claudia that he has twenty-six dollars. ____
5. Claudia plans to run away to the Metropolitan Museum of Art. ____

❖ **Character Analysis**: What do you know about Claudia so far?

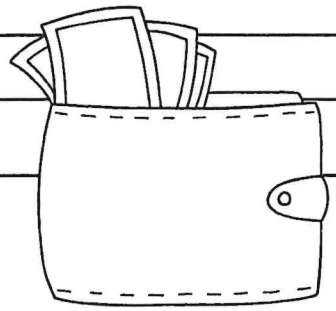
_____

_____

_____

Chapter 3

❖ **Quickwrite**: Have you ever spent the night away from home? Where were you? Did you enjoy it, or did you feel homesick? Explain.



❖ **Vocabulary**: Fill in the blanks.

1. The old, dirty attic was very _____, so he did not stay in there for very long.
2. Our parents told us that we must stop our _____ spending, since my dad had just lost his job.
3. In an attempt to be _____, the burglar wore sunglasses and a hat.
4. The children were _____ to discover that someone had stolen their money.
5. Choose a word and write an original sentence for it here.

extravagant
inconspicuous
dismayed
musty

❖ **True or False**: Mark T for True and F for False.

1. Jamie is named as the official treasurer. ____
2. Claudia and Jamie spend their first night at the museum in an office. ____
3. Claudia and Jamie hide from the guards by hiding in storage lockers. ____
4. Jamie tells Claudia that he brought playing cards along. ____
5. Claudia and Jamie go to bed feeling hungry. ____

❖ **Point of View**: Write about what you would do differently from Claudia and Jamie, if you were in their shoes. Explain.

Chapter 4

❖ **Quickwrite**: Write about a time that you enjoyed learning something. What did you learn? Why was it so enjoyable to you?

❖ **Vocabulary**: Fill in the blanks.

1. We all froze and listened intently when we heard a sudden _____ sound.
2. With a yelp of _____, the unhappy little boy began to sob.
3. The _____ did her best to blend in, but she was still caught and accused of fraud right away.
4. It is _____ to climb the highest mountain in the world.
5. Choose a word and write an original sentence for it here.

peculiar
perilous
despair
imposter

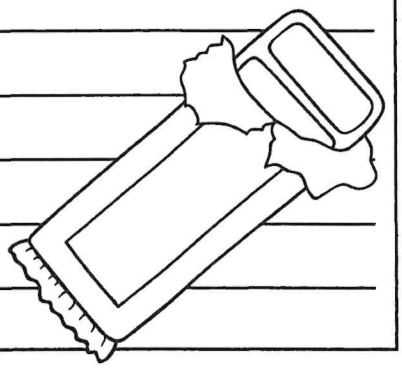
❖ **True or False**: Mark T for True and F for False.

1. Claudia and Jamie often feel hungry. ____
2. Jamie tells Claudia that he wants to learn about the Italian Renaissance. ____
3. Jamie shoves Claudia when she tries to get her photo in the newspaper. ____
4. The New York Times article says that the angel statue was purchased for $225. ____
5. Claudia and James often find groups in the museum so they can eat lunch with them. ____

❖ **Figurative Language**: Write one example of figurative language from this chapter. Explain what type of figurative language it is and how you know.

Chapter 5

❖ **Quickwrite**: Write about your parents, your guardians, or another important adult in your life. Write about your relationship with them.



❖ **Vocabulary**: Write a vocabulary word next to its synonym.

insisted
determination
humility
sternly

1. declared _____
2. humbleness _____
3. seriously _____
4. persistence _____

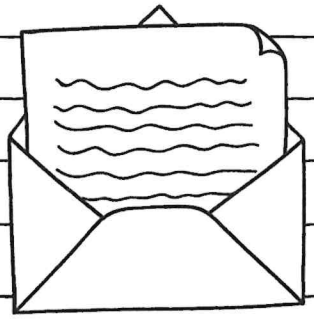
❖ **Fill-in-the-Blank**: Fill in the blank with a suitable answer.

1. Claudia and Jamie go to the library to _____.
2. To his delight, Jamie finds a _____.
3. While Jamie is on the toilet seat, he hears two men saying _____.
4. Claudia and Jamie take baths by _____.
5. Claudia and Jamie find money in _____.

❖ **Cause and Effect**: Describe one event from this chapter. Then, explain at least two effects that this event causes.

Chapters 6-7

❖ **Quickwrite**: Have you ever either solved a mystery, or felt like you knew something that nobody else did? Write about it.



❖ **Vocabulary**: Write a vocabulary word next to its synonym.

1. in the habit of _____
2. sneakily _____
3. victorious _____
4. baffled _____

accustomed
stealthily
triumphant
puzzled

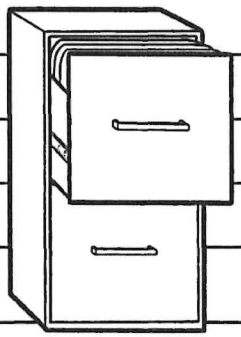
❖ **Fill-in-the-Blank**: Fill in the blank with a suitable answer.

1. When looking at the velvet under Angel, Claudia and Jamie notice that _____.
2. Claudia and Jamie feel triumphant because _____.
3. Claudia uses a typewriter to _____.
4. Jamie suggests they go home, but _____.
5. At the museum, Claudia and Jamie nearly panic when _____.

❖ **Setting**: Write about the setting of this story. How does the setting make the characters feel? How would the setting make you feel?

Chapter 9

❖ **Quickwrite**: What is the most important thing you've ever learned? Why is this thing the most important?



❖ **Vocabulary**: Write a vocabulary word next to its antonym.

1. descended _____
2. alarming _____
3. calm _____
4. dismissed _____

ascended
reassuring
summoned
commotion

❖ **Sequencing**: Put the following statements in chronological order, using the numbers 1-5.

___ Jamie tells Claudia that he gave the cab driver the last of his money.
___ Claudia makes a list of 11 files for her and Jamie to look through.
___ Jamie and Claudia eat macaroni and cheese with Mrs. Frankweiler.
___ Mrs. Frankweiler tells Parks to bring her a mirror so she can inspect her face.
___ Claudia and Jamie finally locate Angel's file.

❖ **Opinion Writing**: What does Mrs. Frankweiler tell Claudia and James about learning? Use textual evidence to support your answer. Do you agree or disagree? Explain.

Chapter 10

❖ **Quickwrite**: Write about your grandparents. If you don't have any grandparents, write about what you imagine they would be like.

❖ **Vocabulary**: Write a vocabulary word next to its antonym.

1. inheriting _____
2. discourage _____
3. free _____
4. knowing _____

preoccupied
persuade
bequeathing
suspecting

❖ **Sequencing**: Put the following statements in chronological order, using the numbers 1-5.

___ Mrs. Frankweiler speaks on the phone to Claudia and Jamie's parents.
___ In the morning, the children ride back home in the Rolls Royce.
___ Mrs. Frankweiler tells Saxonberg to rewrite her will.
___ Claudia and Jamie decide to adopt Mrs. Frankweiler as their grandmother.
___ The children get a tour of Mrs. Frankweiler's house.

❖ **Opinion Writing**: Below, write a quote from this chapter that you think is important. Explain why you think the quote is important.

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 1 Place Value

A Provide the standard notation for each value.

1. _____ 30,000,000 + 1,000,000 + 900,000 + 90,000 + 3,000 + 600 + 60 + 9
2. _____ 700,000,000 + 40,000,000 + 8,000,000 + 600,000 + 60,000 + 3,000 + 700 + 60 + 3
3. _____ 600,000,000 + 70,000,000 + 9,000,000 + 700,000 + 70,000 + 1,000 + 400 + 70 + 6
4. _____ 100,000,000 + 40,000,000 + 6,000,000 + 500,000 + 70,000 + 7,000 + 600 + 90 + 3

B Round to the underlined digit.

1. 69<u>2</u>,119 = _____
2. 28<u>6</u>,155 = _____
3. 84<u>1</u>,864 = _____
4. 55<u>6</u>,498 = _____
5. 50<u>5</u>,472 = _____
6. 693,<u>5</u>44 = _____

C Write each number in expanded form.

1. 101,784,397 _____
2. 702,972,063 _____
3. 707,425,766 _____

D To which place should you move the underlined digit to increase its value by 10 times?

1. 797,<u>9</u>58 = _____
2. 2<u>2</u>8,991 = _____
3. 557,7<u>4</u>1 = _____
4. 67<u>7</u>,683 = _____

E Write the value of the underlined digit.

1. 48<u>0</u>,969,315 = _____
2. 246,630,7<u>8</u>8 = _____
3. 649,62<u>1</u>,344 = _____
4. 664,83<u>4</u>,718 = _____
5. 96,262,81<u>1</u> = _____

F Write each value in words.

1. 873,620,754 _____

A history joke: How did the Vikings send secret messages? By norse code!

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 2 Place Value

B Write the standard form for each value.

1. _____ five hundred forty million nine hundred fifty-seven thousand one hundred ninety-eight
2. _____ two hundred eighty-three million six hundred twenty-three thousand fifty
3. _____ nine hundred twenty million nine hundred ninety-six thousand four hundred fifty-nine
4. _____ eight hundred nine million thirty-one thousand seven hundred sixty-four

A Round to the underlined digit.

1. 688,1<u>5</u>6 = _____
2. 304,<u>4</u>04 = _____
3. 6,1<u>8</u>0 = _____
4. 81<u>0</u>,350 = _____

C To which place should you move the underlined digit to decrease its value by 10 times?

1. 22<u>2</u>,837 = _____
2. 644,<u>0</u>26 = _____
3. 7<u>3</u>6,571 = _____

D Write the value of the underlined digit.

1. 95<u>7</u>,552,241 = _____
2. 8<u>6</u>0,689,333 = _____
3. 970,128,<u>0</u>03 = _____

E Compare the numbers. Add: > or < or =

1. 516,623,277 __ 380,748,033
2. 414,725,428 __ 791,980,042
3. 324,916,714 __ 240,741,673
4. 761,679,344 __ 691,692,630
5. 564,140,824 __ 634,022,227

F List the multiples for each number.

1. 8 _____
2. 3 _____
3. 6 _____
4. 7 _____
5. 2 _____

An ideal homework excuse: Teacher: Where is your homework? Pupil: I lost it fighting this kid who said you weren't the best teacher in the school!

G Write each value in expanded notation.

1. 873,620,754 _____

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 3 Place Value

A Label each number with the digits 1-5, with 1 being the greatest and 5 being the least.

1. 2,209,152
   4,404,994
   7,106,351
   7,332,810
   9,054,852
2. 279,384
   778,098
   597,467
   632,984
   941,404
3. 4,286,254
   6,339,139
   1,377,116
   2,580,046
   3,987,955
4. 4,205,419
   4,488,925
   3,069,901
   2,620,282
   8,995,172

B Compare the numbers. Add: > or < or =

1. 610,263,093 __ 964,098,067
2. 52,417,512 __ 136,586,478
3. 757,656,308 __ 551,494,012
4. 119,169,051 __ 805,677,747
5. 398,118,013 __ 697,714,671
6. 939,315,421 __ 498,234,454
7. 982,183,851 __ 615,820,786

C Multiply the value of the underlined digit by 10.

1. 321,5<u>4</u>3 = _____
2. 8<u>2</u>1,687 = _____
3. 262,18<u>2</u> = _____
4. 459,<u>9</u>09 = _____
5. 381,75<u>3</u> = _____

D Provide the standard notation for each value.

1. _____ 60,000,000 + 3,000,000 + 90,000 + 6,000 + 700 + 20 + 1
2. _____ 100,000,000 + 70,000,000 + 1,000,000 + 300,000 + 50,000 + 7,000 + 50 + 8
3. _____ 600,000,000 + 80,000,000 + 9,000,000 + 400,000 + 10,000 + 900 + 4

E Determine the place value of the underlined digit.

1. 102,9<u>6</u>6,578 = _____
2. 53<u>1</u>,311,280 = _____
3. 2<u>1</u>7,821,329 = _____
4. 4<u>5</u>,062,152 = _____
5. 148,924,66<u>9</u> = _____

F Evaluate each expression when y = 7.

1. y - 1 = _____
2. 8 - y = _____
3. y + 6 = _____
4. 4 + y = _____
5. y - 5 = _____
6. 5 + y = _____
7. 7 - y = _____
8. 9 - y = _____
9. 9 - y = _____
10. 1 + y = _____

What would you get if you crossed a vampire and a teacher? Lots of blood tests!

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 4 Place Value

A Write the numbers in order from least to greatest.

1. 3,030,351
   8,391,847
   156,402
   8,138,313
   5,675,135
   5,349,654

B Compare the numbers. Add: > or < or =

1. 235,996,567 __ 512,973,611
2. 610,632,903 __ 778,986,385
3. 647,348,033 __ 354,020,475
4. 221,305,043 __ 42,625,878

C Divide the value of the underlined digit by 10.

1. 27,1<u>2</u>9 = _____
2. 739,<u>7</u>41 = _____
3. 7<u>3</u>9,331 = _____
4. 623,<u>4</u>34 = _____

D Round to the underlined digit.

1. 277,<u>9</u>79 = _____
2. 55<u>1</u>,152 = _____
3. 842,<u>0</u>23 = _____
4. 990,2<u>5</u>5 = _____
5. 148,8<u>5</u>2 = _____
6. 621,<u>8</u>22 = _____
7. 207,<u>2</u>58 = _____
8. 92<u>7</u>,034 = _____

E Find the product.

1. 8 × 3
2. 5 × 5
3. 6 × 3
4. 8 × 5
5. 9 × 2
6. 5 × 6
7. 8 × 6
8. 2 × 8
9. 6 × 6
10. 5 × 2
11. 4 × 9
12. 5 × 3

F What number should be added to the first number to make the second number?

1. 23 + _____ = 23
2. 2 + _____ = 3
3. 4 + _____ = 24
4. 2 + _____ = 9
5. 10 + _____ = 12
6. 6 + _____ = 14

What's the worst thing you're likely to find in the school cafeteria? The food!

G Write the standard form for the value.

1. _____ eight hundred forty-nine million nine hundred three thousand one hundred forty-five

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 5 Place Value

A Find the lowest common multiple.

1. 4, 7 _____ ___
2. 12, 10 _____ ___
3. 10, 3 _____ ___

B Round to the underlined digit.

1. 55<u>3</u>,110 = ____
2. 47<u>2</u>,233 = ____
3. 80<u>7</u>,943 = ____
4. 270,5<u>8</u>0 = ____
5. 491,<u>1</u>48 = ____

C If the underlined digit is even, multiply its value by ten. If it is odd, divide its value by ten.

1. 27,1<u>2</u>9 = _____
2. 739,<u>7</u>41 = _____
3. 7<u>3</u>9,331 = _____
4. 623,<u>4</u>34 = _____

D Write the next 3 numbers in the pattern.

1. 70, 66, 62, 58, 54, 50, 46, _____
2. 23, 29, 35, 41, 47, 53, 59, _____
3. 31, 36, 41, 46, 51, 56, 61, _____
4. 69, 72, 75, 78, 81, 84, 87, _____

E Find the secret trail.

1.

9	10	5
(7)	4	4
3	2	2
	+	(22)

F Write the standard form for each value.

1. _____ forty-nine million eight hundred twenty-one thousand four hundred forty-one
2. _____ six hundred fifty-five million nine hundred forty-six thousand two hundred eighty-one
3. _____ seventy-eight million seven hundred seventy-five thousand nine hundred thirty-eight

What kind of food do math teachers eat? Square meals!

G Write the value in expanded form.

1. 299,217,530 _____

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 6 Decimals

A Name the place the underlined digit is in.

1. 0.0<u>6</u> = _____
2. 1.<u>9</u> = _____
3. 0.<u>0</u>8 = _____
4. 0.<u>5</u> = _____
5. <u>1</u>.1 = _____
6. 7.4<u>5</u> = _____
7. <u>9</u> = _____
8. 0.0<u>9</u> = _____
9. <u>8</u>.63 = _____
10. 0.<u>1</u> = _____

B Find the secret trail.

1.

8	7	9
2	10	1
(2)	1	8
	+	(38)

C Write the value of the money in expanded form.

1.  = _____
2.  = _____
3.  = _____
4.  = _____

D Write the value of the underlined digit.

1. 4.<u>7</u>6 = _____
2. <u>0</u>.1 = _____
3. <u>5</u>.6 = _____
4. 9.<u>2</u> = _____
5. 3<u>4</u> = _____
6. <u>7</u>.6 = _____
7. 0.2<u>4</u> = _____
8. <u>2</u> = _____
9. <u>0</u>.65 = _____
10. 2.<u>6</u> = _____

E Round to the underlined digit.

1. <u>4</u>,698.01 = _____
2. 2<u>8</u>,894.7 = _____
3. 62,<u>5</u>60.2 = _____
4. 3,<u>3</u>59.29 = _____
5. 8,3<u>0</u>1.53 = _____

A history joke: How did Columbus's men sleep on their ship? With their eyes Shut!

F Write the value in word form.

1. 63,601,541.3 _____

_____

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 7 Decimals

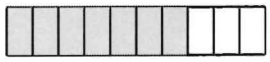
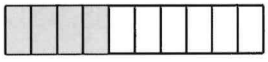
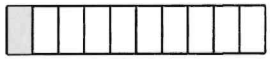
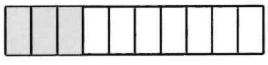
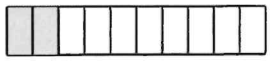
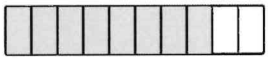
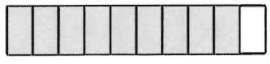
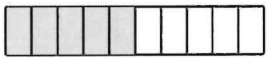
A **Write the standard form for each value.**

1. ____ six hundred seventy-six
2. ____ seven hundred eighty-one
3. ____ seventy-nine
4. ____ thirty-one and one tenth
5. ____ twenty-one and nine tenths
6. ____ three and sixty-eight hundredths
7. ____ two and eighty-five hundredths
8. ____ seven hundred twenty-nine
9. ____ two and sixteen hundredths
10. ____ five and eighty hundredths

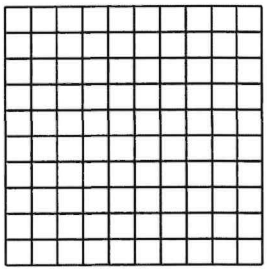
B **Write the value of the money in expanded form.**

1.  = _____
2.  = _____
3.  = _____

C **Write the decimal that corresponds with the fractional part of the rectangle.**

1.  = ___
2.  = ___
3.  = ___
4.  = ___
5.  = ___
6.  = ___
7.  = ___
8.  = ___

D **Color the fraction and write the corresponding decimal.**

1.  = $\frac{28}{100}$

Who invented fractions? Henry the 1/8th!

E **Write the value in expanded notation.**

1. 9,507,190.9 _____

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 8 Decimals

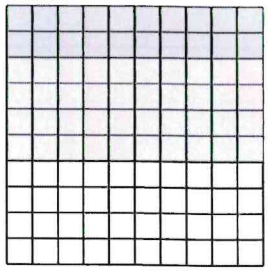
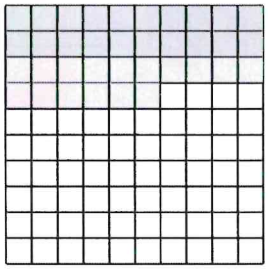
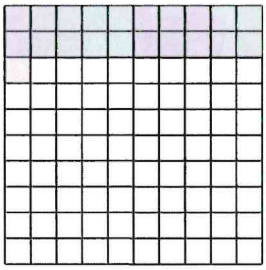
A Write the standard form for the value.

1. ____ nine hundred eighty-seven
2. ____ seven hundred two
3. ____ seventeen and nine tenths
4. ____ six and eighty-eight hundredths

B Circle the set of coins that has the digit 5 in the hundredths place.

1.  =
2.  =

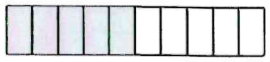
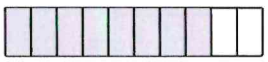
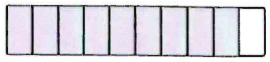
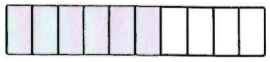
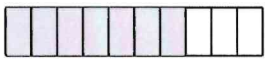
C The square represents the whole. Write the decimal and fraction that represent the shaded part of the square.

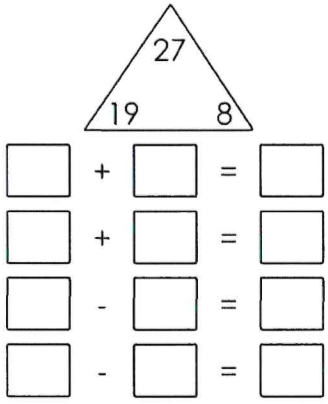
1.  =
2.  =
3.  =

D Compare the numbers. Add: > or < or =

1. 393,851,631 __ 409,454,705
2. 352,012,332 __ 818,376,768
3. 602,152,418 __ 299,892,869
4. 814,216,421 __ 115,921,630
5. 229,414,780 __ 114,384,695
6. 55,300,432 __ 399,879,260

E Write the decimal that corresponds with the fractional part of the rectangle.

1.  = __
2.  = __
3.  = __
4.  = __
5.  = __
6.  = __

1. 

What kind of lighting did Noah use for the ark? Floodlights!

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 9 Decimals

B **Write the value in expanded form.**

(1) 248,722.14 _____

_____

_____

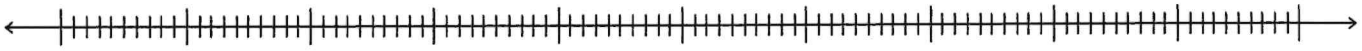
_____

A **Circle the set of coins that has the digit 3 in the tenths place.**

(1)  =

(2)  =

The number lines spans 0 to 1. Label the tenths on the number line.



C **Write the numbers in order from least to greatest.**

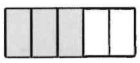
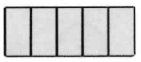
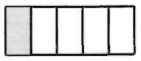
(1) 0.5
1.4
1.2
1.0
0.9
1.6

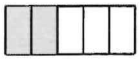
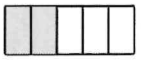
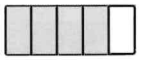
D **Write an expression that shows the value of the underlined digit being increased by 10 times.**

(1) $\underline{2}2$ = _____ (2) $\underline{9}8$ = _____

(3) $0.2\underline{7}$ = _____ (4) $0.6\underline{9}$ = _____

E **Write the decimal that corresponds with the fractional part of the rectangle.**

(1)  = _ (2)  = _ (3)  = _

(4)  = _ (5)  = _ (6)  = _

F **Write the fraction in decimal notation.**

(1) $7\frac{5}{100}$ = _____

(2) $5\frac{73}{100}$ = _____

(3) $4\frac{67}{100}$ = _____

Why did Arthur have a round table? So no one could corner him!

G **Circle the coins that would add together to create a value with a 4 in the tenths place and a 3 in the hundredths place.**

(1)  =

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 10 Decimals

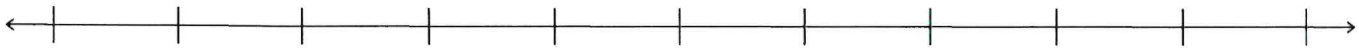
A Round to the underlined digit.

1. 9,969 = _____
2. 2,277 = _____
3. 1,418.9 = _____
4. 39,923.1 = _____

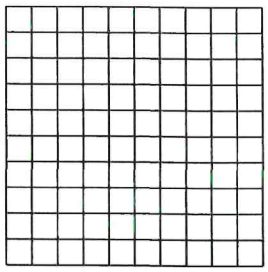
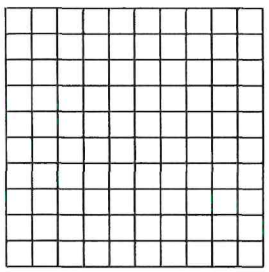
B List the factors for each number.

1. 22 _____
2. 42 _____
3. 21 _____

The number lines spans 1.3 to 2.3. Put a star on 1.95.



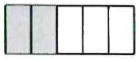
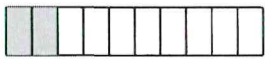
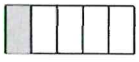
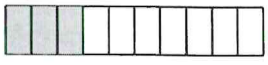
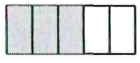
D Shade the units to show the given fraction. Write the corresponding decimal.

1.  = $\frac{5}{10}$
2.  = $\frac{50}{100}$

C Divide each underlined value by 10.

1. 48 = _____
2. 4 = _____
3. 0.71 = _____
4. 0.52 = _____

E Write the decimal that corresponds with the fractional part of the rectangle.

1.  = _____
2.  = ___
3.  = _____
4.  = ___
5.  = ___
6.  = _____

F Write the fraction in standard notation.

1. $9\frac{1}{5}$ = ___
2. $6\frac{3}{5}$ = ___
3. $1\frac{2}{5}$ = ___
4. $4\frac{2}{5}$ = ___
5. $9\frac{3}{5}$ = ___
6. $1\frac{4}{5}$ = ___

What are the small rivers that run into the Nile? The juve-niles!

G Compare the numbers. Add: > or < or =

1. 9__ 1
2. 0.03__ 0.8
3. 0.3__ 0.05
4. 0.01__ 2
5. 0.8__ 0.09

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 11 Fractions

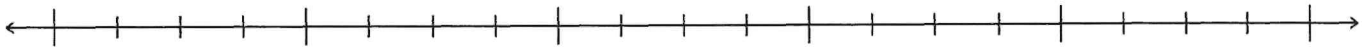
A Complete the equivalent fractions.

1. $\frac{4}{\_} = \frac{40}{50}$
2. $\frac{2}{\_} = \frac{10}{25}$
3. $\frac{3}{\_} = \frac{6}{8}$
4. $\frac{3}{4} = \frac{\_}{12}$
5. $\frac{1}{3} = \frac{\_}{18}$
6. $\frac{\_}{3} = \frac{6}{9}$
7. $\frac{5}{8} = \frac{45}{\_}$
8. $\frac{1}{4} = \frac{\_}{36}$
9. $\frac{\_}{3} = \frac{5}{15}$

B Rewrite the fraction as a decimal.

1. $\frac{3}{5} =$ _____
2. $\frac{20}{50} =$ _____
3. $\frac{21}{50} =$ _____
4. $\frac{1}{2} =$ _____
5. $\frac{2}{10} =$ _____
6. $\frac{36}{50} =$ _____
7. $\frac{38}{50} =$ _____
8. $\frac{9}{10} =$ _____
9. $\frac{3}{10} =$ _____
10. $\frac{86}{100} =$ _____

The number lines spans 0 to 5. Label the number line in fourths. Place a star at two and a half.



C Change the mixed numbers to improper fractions.

1. $4\frac{1}{5} =$ ___
2. $8\frac{1}{5} =$ ___
3. $3\frac{1}{5} =$ ___
4. $7\frac{1}{5} =$ ___
5. $4\frac{4}{5} =$ ___
6. $8\frac{4}{5} =$ ___
7. $1\frac{2}{5} =$ ___
8. $2\frac{3}{5} =$ ___
9. $4\frac{2}{5} =$ ___
10. $9\frac{4}{5} =$ ___
11. $4\frac{3}{5} =$ ___
12. $7\frac{3}{5} =$ ___

D Compare the fractions.

1. $\frac{3}{6}$ __ $\frac{2}{5}$
2. $\frac{1}{3}$ __ $\frac{5}{6}$
3. $\frac{4}{5}$ __ $\frac{2}{4}$
4. $\frac{2}{5}$ __ $\frac{7}{8}$
5. $\frac{4}{8}$ __ $\frac{2}{3}$
6. $\frac{2}{3}$ __ $\frac{1}{5}$

E Create an equivalent fraction that could also be written as a decimal.

1. $\frac{1}{5} =$ ___
2. $\frac{4}{5} =$ ___
3. $\frac{3}{5} =$ ___
4. $\frac{2}{5} =$ ___
5. $\frac{2}{5} =$ ___
6. $\frac{1}{5} =$ ___
7. $\frac{3}{5} =$ ___
8. $\frac{1}{5} =$ ___
9. $\frac{1}{5} =$ ___
10. $\frac{4}{5} =$ ___
11. $\frac{4}{5} =$ ___
12. $\frac{4}{5} =$ ___

F Write the sum as a proper fraction in simplest form.

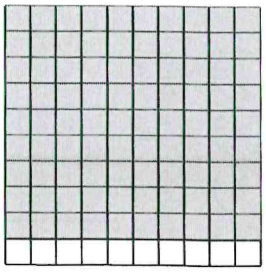
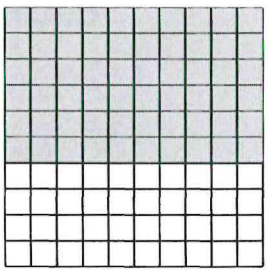
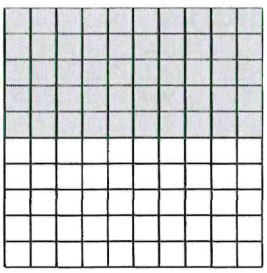
1. $\frac{1}{8} + \frac{2}{8} =$ _____
2. $\frac{2}{6} + \frac{2}{6} =$ _____
3. $\frac{1}{4} + \frac{3}{4} =$ _____
4. $\frac{1}{3} + \frac{1}{3} =$ _____

What did Sheriff of Nottingham say when Robin fired at him? That was an arrow escape!

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 12 Fractions

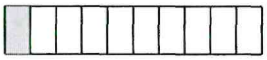
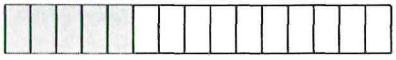
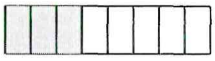
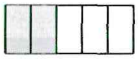
A **Write two fractions for each square.**

1.  =
2.  =
3.  =

C **Divide each numerator and denominator by 2 to show a simpler form.**

1. $\frac{36}{64}$ = ___
2. $\frac{64}{70}$ = ___
3. $\frac{18}{48}$ = ___
4. $\frac{20}{500}$ = ___
5. $\frac{430}{500}$ = ___
6. $\frac{24}{32}$ = ___
7. $\frac{14}{70}$ = ___
8. $\frac{34}{60}$ = ___
9. $\frac{24}{28}$ = ___
10. $\frac{8}{14}$ = ___
11. $\frac{56}{128}$ = ___
12. $\frac{224}{240}$ = ___
13. $\frac{26}{300}$ = ___
14. $\frac{184}{240}$ = ___
15. $\frac{72}{112}$ = ___

B **Write the fraction for each rectangle. Simplify if possible.**

1.  = _____
2.  = _____
3.  = _____
4.  = _____
5.  = _____
6.  = _____

The number lines spans 0 to 2. Label fractions on the number line in tenths. Place a star at one and eight tenths.

D **Change the improper fractions to mixed numbers.**

1. $\frac{22}{5}$ = ___
2. $\frac{13}{5}$ = ___
3. $\frac{44}{5}$ = ___
4. $\frac{36}{5}$ = ___
5. $\frac{17}{5}$ = ___
6. $\frac{23}{5}$ = ___
7. $\frac{7}{5}$ = ___
8. $\frac{18}{5}$ = ___
9. $\frac{41}{5}$ = ___
10. $\frac{47}{5}$ = ___
11. $\frac{37}{5}$ = ___
12. $\frac{43}{5}$ = ___

E **Compare the fractions.**

1. $\frac{2}{5}$ ___ $\frac{2}{3}$
2. $\frac{1}{5}$ ___ $\frac{1}{3}$
3. $\frac{2}{5}$ ___ $\frac{1}{3}$
4. $\frac{2}{4}$ ___ $\frac{5}{6}$
5. $\frac{4}{6}$ ___ $\frac{1}{3}$
6. $\frac{4}{6}$ ___ $\frac{3}{4}$

What's brown and sticky? A stick.

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 13 Fractions

A Find the sum and write it as a proper fraction in simplest form.

① $8\frac{4}{5} + \frac{2}{5} =$ ____ ② $1\frac{3}{8} + \frac{7}{8} =$ ____ ③ $5\frac{3}{8} + \frac{1}{8} =$ ____ ④ $8\frac{2}{3} + \frac{2}{3} =$ ____

⑤ $3\frac{4}{8} + \frac{3}{8} =$ ____ ⑥ $5\frac{2}{4} + \frac{1}{4} =$ ____ ⑦ $1\frac{3}{5} + \frac{4}{5} =$ ____ ⑧ $9\frac{1}{3} + \frac{1}{3} =$ ____

C Rewrite the fraction in simplest form.

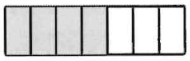
① $\frac{12}{18} =$ ____ ② $\frac{5}{20} =$ ____

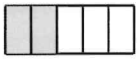
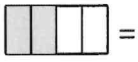
③ $\frac{7}{28} =$ ____ ④ $\frac{6}{10} =$ ____

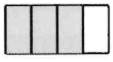
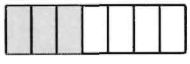
⑤ $\frac{3}{6} =$ ____ ⑥ $\frac{28}{35} =$ ____

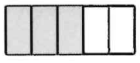
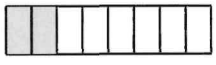
⑦ $\frac{2}{12} =$ ____ ⑧ $\frac{5}{10} =$ ____

B Write the value as a sum of unit fractions.

①  = ____ ②  = ____

③  = ____ ④  = ____

⑤  = ____ ⑥  = ____

⑦  = ____ ⑧  = ____

D Write the value of the money in expanded form.

①  =

E Write the value of each underlined digit as a fraction.

① $0.9\underline{1} =$ ____ ② $0.\underline{2}6 =$ ____ ③ $0.4\underline{4} =$ ____

④ $0.\underline{6}9 =$ ____ ⑤ $0.5\underline{3} =$ ____ ⑥ $0.\underline{8}6 =$ ____

F Change improper fractions to mixed numbers and mixed numbers to improper fractions.

① $7\frac{2}{5} =$ ____ ② $\frac{23}{5} =$ ____ ③ $3\frac{3}{5} =$ ____ ④ $6\frac{2}{5} =$ ____

⑤ $\frac{9}{5} =$ ____ ⑥ $\frac{11}{5} =$ ____ ⑦ $2\frac{3}{5} =$ ____ ⑧ $\frac{31}{5} =$ ____

⑨ $\frac{33}{5} =$ ____ ⑩ $\frac{6}{5} =$ ____ ⑪ $8\frac{1}{5} =$ ____ ⑫ $7\frac{1}{5} =$ ____

G Compare.

① $\frac{8}{10}$ ___ $\frac{2}{16}$

② $\frac{9}{10}$ ___ $\frac{3}{10}$

③ $\frac{5}{6}$ ___ $\frac{4}{6}$

④ $\frac{2}{6}$ ___ $\frac{10}{12}$

Teacher: What's big and yellow and comes in the morning to brighten a mother's day? Pupil: The school bus!

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 14 Fractions

A Find the difference. Write it as a mixed number or proper fraction in simplest form.

(1) $1\frac{1}{5} - \frac{4}{5} =$ _____ (2) $1\frac{1}{6} - \frac{3}{6} =$ _____ (3) $3\frac{2}{6} - \frac{4}{6} =$ _____ (4) $9\frac{2}{5} - \frac{3}{5} =$ _____

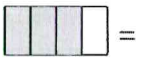
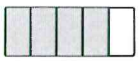
(5) $1\frac{2}{8} - \frac{6}{8} =$ _____ (6) $4\frac{4}{8} - \frac{5}{8} =$ _____ (7) $5\frac{1}{3} - \frac{2}{3} =$ _____ (8) $9\frac{1}{3} - \frac{2}{3} =$ _____

C Find the lowest common denominator for each set of fractions.

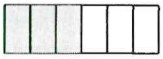
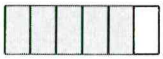
(1) $\frac{1}{6}$ __ $\frac{4}{12}$ (2) $\frac{3}{5}$ __ $\frac{4}{8}$ (3) $\frac{2}{3}$ __ $\frac{4}{6}$

(4) $\frac{3}{6}$ __ $\frac{3}{6}$ (5) $\frac{3}{6}$ __ $\frac{5}{8}$ (6) $\frac{3}{6}$ __ $\frac{1}{3}$

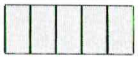
B Write an expression as the sum of unit fractions.

(1)  = _____ (2)  = _____

(3)  = _____ (4)  = _____

(5)  = ____ (6)  = ____

D Decompose the fractions.

(1)  = (2)  = (3)  =

E Write each underlined value as a fraction.

(1) $0.0\underline{7}$ = _____ (2) $0.\underline{5}7$ = _____ (3) $0.6\underline{1}$ = _____

(4) $0.8\underline{7}$ = _____ (5) $0.6\underline{4}$ = _____ (6) $0.5\underline{2}$ = _____

F Create an equivalent fraction that could also be written as a decimal.

(1) $\frac{2}{5}$ = ____ (2) $\frac{4}{5}$ = ____ (3) $\frac{49}{50}$ = ____ (4) $\frac{17}{20}$ = ____ (5) $\frac{12}{50}$ = ____ (6) $\frac{41}{50}$ = ____

(7) $\frac{46}{50}$ = ____ (8) $\frac{7}{20}$ = ____ (9) $\frac{47}{50}$ = ____ (10) $\frac{3}{5}$ = ____ (11) $\frac{9}{20}$ = ____ (12) $\frac{45}{50}$ = ____

Who designed Noah's ark? An ark-itect!

G Divide each underlined value by 10.

(1) $0.\underline{3}7$ = _____ (2) $\underline{0}.8$ = _____

(3) $\underline{8}7$ = _____ (4) $\underline{2}7$ = _____

(5) $\underline{3}.56$ = _____ (6) $1\underline{3}$ = _____

H List the factors.

(1) 36 _____

(2) 44 _____

(3) 24 _____

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 15 Fractions

A Find two equivalent fractions.

1. $\frac{1}{8} = \frac{\quad}{56} = \frac{10}{\quad}$
2. $\frac{2}{6} = \frac{\quad}{48} = \frac{\quad}{60}$
3. $\frac{3}{8} = \frac{27}{\quad} = \frac{21}{\quad}$
4. $\frac{1}{3} = \frac{9}{\quad} = \frac{\quad}{15}$
5. $\frac{1}{3} = \frac{9}{\quad} = \frac{\quad}{12}$
6. $\frac{2}{4} = \frac{\quad}{8} = \frac{\quad}{28}$
7. $\frac{4}{5} = \frac{40}{\quad} = \frac{\quad}{25}$
8. $\frac{2}{6} = \frac{12}{\quad} = \frac{\quad}{18}$
9. $\frac{3}{8} = \frac{21}{\quad} = \frac{24}{\quad}$
10. $\frac{1}{8} = \frac{3}{\quad} = \frac{8}{\quad}$
11. $\frac{3}{8} = \frac{\quad}{48} = \frac{\quad}{56}$
12. $\frac{4}{8} = \frac{\quad}{16} = \frac{\quad}{64}$

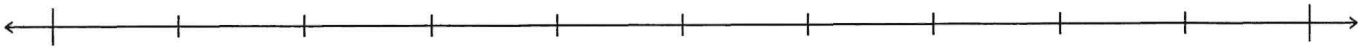
B Find the lowest common denominator for each set of fractions.

1. $\frac{6}{8} \_\_ \frac{4}{6}$
2. $\frac{1}{6} \_\_ \frac{2}{4}$
3. $\frac{5}{6} \_\_ \frac{2}{4}$
4. $\frac{2}{5} \_\_ \frac{2}{3}$
5. $\frac{1}{3} \_\_ \frac{5}{8}$
6. $\frac{2}{5} \_\_ \frac{3}{4}$

C Swap the underlined digit with the digit that is in the place that is 10 times smaller. Rewrite the number as a fraction with a denominator of 100.

1. $0.\underline{8} =$ _____
2. $\underline{1}.66 =$ _____
3. $\underline{0}.38 =$ _____
4. $3.\underline{5} =$ _____
5. $\underline{4}.4 =$ _____
6. $9.\underline{1} =$ _____

This number line spans 2 to 3. Label the number in fractions with a denominator of 10. Place a star at 2.35



D Write the number in word form.

1. 6,759,582.45 _____

Where did knights learn to kill dragons? At knight school!

E Create a simpler fraction that could be written as a decimal.

1. $\frac{16}{20} = \frac{\quad}{\quad}$
2. $\frac{2}{20} = \frac{\quad}{\quad}$
3. $\frac{45}{50} = \frac{\quad}{\quad}$
4. $\frac{30}{50} = \frac{\quad}{\quad}$
5. $\frac{35}{50} = \frac{\quad}{\quad}$
6. $\frac{8}{20} = \frac{\quad}{\quad}$
7. $\frac{35}{50} = \frac{\quad}{\quad}$
8. $\frac{14}{20} = \frac{\quad}{\quad}$
9. $\frac{25}{50} = \frac{\quad}{\quad}$
10. $\frac{20}{50} = \frac{\quad}{\quad}$
11. $\frac{5}{50} = \frac{\quad}{\quad}$
12. $\frac{40}{50} = \frac{\quad}{\quad}$

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 16 Addition & Subtraction

A **Find the sum.**

① 228,794 + 204,059	② 285,281 + 742,178	③ 900,777 + 461,599	④ 674,808 + 130,868	⑤ 365,397 + 688,626
⑥ 923,149 + 372,119	⑦ 748,207 + 368,620	⑧ 222,614 + 962,682	⑨ 451,213 + 461,976	⑩ 874,032 + 675,223

Did you hear about the cross eyed teacher? He couldn't control his pupils!

B **Find the sum.**

① 26 + 30 + 72 = _____ ② 82 + 59 + 36 = _____ ③ 88 + 23 + 56 = _____

④ 57 + 62 + 56 = _____ ⑤ 34 + 76 + 66 = _____ ⑥ 70 + 43 + 83 = _____

C **Round each number to the underlined digit and find the sum of the rounded numbers.**

① 5,350.6 =

② 4,540.6 =

③ 132.3 =

④ 582,858 =

D **Add the sides of each rectangle to find the perimeter.**

① 5.04 in, 11.28 in _____

② 4.62 in, 10.43 in _____

E **Compare the numbers. Add: > or < or =**

① 9,659 __ 89.28	② 694.3 __ 296.1	③ 70.15 __ 4,706	④ 330.4 __ 3,935
⑤ 4,167 __ 962.0	⑥ 289.1 __ 4,255	⑦ 377.2 __ 34.8	⑧ 6,702 __ 421.8

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 17 Addition & Subtraction

A **Find the difference.**

(1)	$0.47	(2)	$0.59	(3)	$0.47	(4)	$0.95	(5)	$0.84	(6)	$0.79
	- 0.39		- 0.45		- 0.41		- 0.33		- 0.41		- 0.32
(7)	$0.63	(8)	$0.59	(9)	$0.91	(10)	$0.97	(11)	$0.58	(12)	$0.64
	- 0.56		- 0.15		- 0.45		- 0.28		- 0.46		- 0.64

B **Find the difference.**

(1)	8,352	(2)	5,054	(3)	7,992	(4)	4,483
	- 7,842		- 5,004		- 2,806		- 1,022
(5)	7,040	(6)	8,087	(7)	2,781	(8)	8,003
	- 4,075		- 3,819		- 2,419		- 3,324

C **complete the table.**

(1)

+	13	15	10	14	19
16					
17					
10					
14					
19					

D **write each value in expanded notation.**

(1) $6.09 _____

(2) $83.84 _____

(3) $98.00 _____

What was Camelot famous for? Its knight life!

E **Label each number with the digits 1-5, with 1 being the biggest value and 5 being the smallest. Find the difference between the number labeled 1 and the number labeled 5.**

(1)
4,313,896
6,195,740
3,444,232
2,277,996
2,308,588

(2)
5,044,609
7,758,748
1,843,372
5,105,534
113,092

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 18 Addition & Subtraction

A Replace the tenths place of all numbers with a 0 and then find the sum.

(1) 0.25 + 0.37 = (2) 0.47 + 0.24 = (3) 0.86 + 0.52 =

(4) 0.55 + 0.57 = (5) 0.19 + 0.35 = (6) 0.14 + 0.73 =

What did the computer do at lunchtime? Had a byte!

B complete the equivalent fractions.

(1) $\frac{2}{3} = \frac{20}{\quad} = \frac{\quad}{6} = \frac{18}{\quad}$

(2) $\frac{3}{5} = \frac{18}{\quad} = \frac{12}{\quad} = \frac{\quad}{30}$

(3) $\frac{3}{6} = \frac{18}{\quad} = \frac{30}{\quad} = \frac{24}{\quad}$

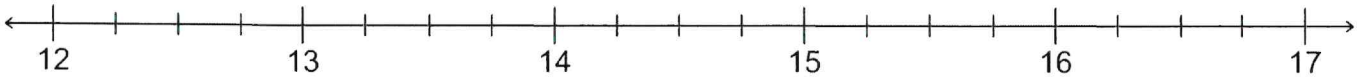
C convert.

(1) $\frac{3}{4} =$ _____ (2) $\frac{2}{4} =$ _____ (3) $\frac{12}{100} =$ _____

(4) $\frac{9}{10} =$ _____ (5) $\frac{1}{4} =$ _____ (6) $\frac{44}{100} =$ _____

(7) $\frac{69}{100} =$ _____ (8) $\frac{90}{100} =$ _____ (9) $\frac{34}{100} =$ _____

Place a star at 14.5 and 16.75. Find the difference between the stars.



D solve.

(1) ___ The sum of a number and nine is 11. Find the number.

(2) ___ A number decreased by 7 is 5. Find the number.

(3) ___ The sum of a number and two is 8. Find the number.

(4) ___ Three more than a number is 6. What is the number?

E write the value of the money in expanded form. (SUM)

(1)  = _____

(2)  = _____

(3)  = _____

F Rewrite the expressions with fractions that have common denominators. Solve.

(1) $\frac{1}{6} + \frac{2}{3} =$ _____ (2) $\frac{1}{3} + \frac{2}{4} =$ _____ (3) $\frac{1}{4} + \frac{3}{5} =$ _____ (4) $\frac{1}{3} + \frac{3}{8} =$ _____

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 19 Addition & Subtraction

A **Find the sum.**

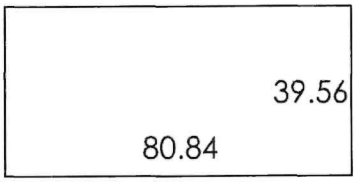
① 13,061,432 + 26,216,719	② 9,087,356 + 99,319,692	③ 61,660,261 + 49,686,379	④ 43,861,634 + 89,556,863
⑤ 19,247,076 + 64,603,722	⑥ 53,803,429 + 90,225,799	⑦ 94,159,303 + 69,088,900	⑧ 17,243,030 + 28,615,039

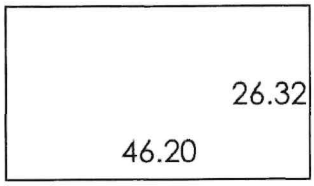
My teacher reminds me of history. She's always repeating herself!

B **Find the difference.**

① 9,008.51 - 496.05	② 14,801.1 - 6,070.3	③ 50,049.9 - 8,438.7	④ 60,206.5 - 1,652.0
⑤ 68,006.5 - 9,378.7	⑥ 6,801.29 - 304.28		

C **Find the perimeter of the rectangles.**

① 

② 

D **compare the fractions.**

① $\frac{2}{6}$ __ $\frac{3}{8}$ ② $\frac{1}{5}$ __ $\frac{3}{5}$ ③ $\frac{6}{8}$ __ $\frac{2}{3}$ ④ $\frac{6}{8}$ __ $\frac{3}{5}$ ⑤ $\frac{2}{3}$ __ $\frac{1}{5}$ ⑥ $\frac{1}{3}$ __ $\frac{1}{6}$ ⑦ $\frac{2}{3}$ __ $\frac{2}{3}$

E **provide the standard notation for each value.**

① _____ 800,000,000 + 20,000,000 + 9,000,000 + 4,000 + 800 + 30 + 6

F **List the factors for each number.**

① 48 _____

② 15 _____

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 20 Addition & Subtraction

A complete the table.

(1) Count by 4 from 6 to 102

B Find the solution.

(1) 85 + 82 - 3.9 = _____ (2) 41 + 96 - 16 = _____

(3) 66 + 73 - 21 = _____ (4) 60 + 64 - 14 = _____

(5) 66 + 50 - 0.94 = _____ (6) 64 + 95 - 0.05 = _____

(7) 47 + 77 - 95 = _____ (8) 56 + 50 - 0.5 = _____

C If the underlined number is even, increase its value by 10. If it is odd, find 1/10 of its value.

(1) $\underline{1}.42$ = _____ (2) $\underline{7}{,}309$ = _____ (3) $5{,}13\underline{8}$ = _____

(4) $49.1\underline{6}$ = _____ (5) $5.\underline{8}4$ = _____ (6) $\underline{0}.72$ = _____

What did you learn in school last year?
Not enough, I have to go back in August!

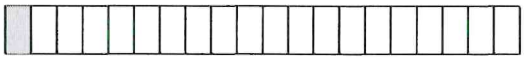
D convert to a mixed number or improper fraction.

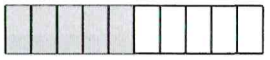
(1) $\frac{23}{5}$ = _____ (2) $2\frac{3}{5}$ = _____

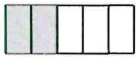
(3) $2\frac{2}{5}$ = _____ (4) $\frac{14}{5}$ = _____

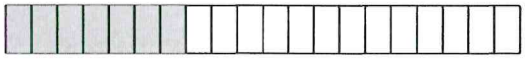
(5) $2\frac{1}{5}$ = _____ (6) $1\frac{3}{5}$ = _____

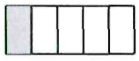
E write the decimal that corresponds with the fractional part of the rectangle.

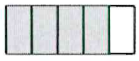
(1)  = _____

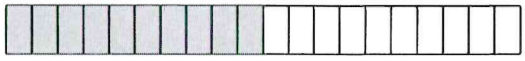
(2)  = _____

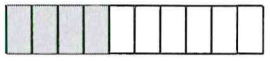
(3)  = _____

(4)  = _____

(5)  = _____

(6)  = _____

(7)  = _____

(8)  = _____

F write the sum as a proper fraction in simplest form.

(1) $\frac{2}{4} + \frac{3}{4}$ = _____

(2) $\frac{1}{4} + \frac{1}{4}$ = _____

(3) $\frac{5}{6} + \frac{5}{6}$ = _____

(4) $\frac{3}{8} + \frac{7}{8}$ = _____

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 21 Multiplication & Division

A Find the product.

① 10 × 40	② 90 × 80	③ 90 × 40	④ 90 × 70	⑤ 70 × 10	⑥ 80 × 30	⑦ 80 × 50	⑧ 70 × 80

When do astronauts eat? At launch time!

B Solve.

① ___ The product of two and a number is 20. What is the number?

② ___ The quotient of a number and two is 9. Find the number.

③ ___ The product of two and a number is 12. What is the number?

④ ___ The quotient of a number and two is 10. Find the number.

⑤ ___ The quotient of a number and two is 6. Find the number.

C Find the quotient of these compatible numbers.

① $4\overline{)200}$ ② $6\overline{)300}$ ③ $5\overline{)200}$ ④ $4\overline{)100}$

⑤ $9\overline{)90}$ ⑥ $2\overline{)200}$ ⑦ $3\overline{)600}$ ⑧ $9\overline{)360}$

D Find the quotient.

① $6\overline{)48}$ ② $2\overline{)8}$ ③ $1\overline{)8}$ ④ $3\overline{)12}$

⑤ $3\overline{)27}$ ⑥ $2\overline{)24}$ ⑦ $8\overline{)24}$ ⑧ $6\overline{)6}$

E Find the solution.

① $(36 \div 6) \times 4 =$ ___ ② $(5 \div 1) \times 3 =$ ___ ③ $(10 \div 5) \times 3 =$ ___ ④ $(6 \div 2) \times 4 =$ ___

⑤ $(20 \div 5) \times 2 =$ ___ ⑥ $(18 \div 6) \times 5 =$ ___ ⑦ $(20 \div 4) \times 2 =$ ___ ⑧ $(2 \div 2) \times 1 =$ ___

⑨ $(6 \div 2) \times 5 =$ ___ ⑩ $(12 \div 4) \times 5 =$ ___ ⑪ $(3 \div 1) \times 1 =$ ___ ⑫ $(30 \div 6) \times 2 =$ ___

F compare the fractions.

① $\frac{18}{20}$ ___ $\frac{4}{10}$ ② $\frac{37}{100}$ ___ $\frac{1}{100}$

③ $\frac{31}{50}$ ___ $\frac{8}{20}$ ④ $\frac{62}{100}$ ___ $\frac{40}{50}$

⑤ $\frac{4}{50}$ ___ $\frac{25}{100}$ ⑥ $\frac{9}{100}$ ___ $\frac{5}{30}$

G write the value of the underlined digit.

① $\underline{7}.76 =$ _____

② $\underline{5}.5 =$ _____

③ $0.0\underline{8} =$ _____

④ $9.\underline{6}3 =$ _____

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 22 Multiplication & Division

A **Find the quotient and remainder.**

① $2\overline{)11}$ ② $6\overline{)38}$ ③ $3\overline{)29}$ ④ $6\overline{)40}$ ⑤ $10\overline{)55}$ ⑥ $4\overline{)31}$

Why did George Washington chop down the cherry tree?
I'm stumped!

B **Fill in the empty blanks. Write a rule to represent the relationship between input and output.**

①

Input	Output
9	27
6	18
5	
8	

Rule: _____

②

Input	Output
8	64
7	56
9	
5	

Rule: _____

C **Find the product.**

① 349 × 8 ② 354 × 4 ③ 278 × 4 ④ 663 × 7 ⑤ 398 × 8

⑥ 272 × 7 ⑦ 685 × 7 ⑧ 302 × 7 ⑨ 567 × 9 ⑩ 235 × 5

D **Find the quotient.**

① $5\overline{)670}$ ② $8\overline{)488}$ ③ $8\overline{)784}$ ④ $3\overline{)480}$

E **Find the sum of the two products.**

① 165 × 62 ② 657 × 18

F **Find the estimated products.**

① 126 × 211 ② 624 × 238 ③ 427 × 272

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 23 Multiplication & Division

A Solve.

1. ___ The quotient of a number and six is 6. Find the number.
2. ___ The product of six and a number is 12. What is the number?
3. ___ The quotient of a number and six is 10. Find the number.
4. ___ Twice a number is 4. What is the number?

B complete the equivalent fractions.

1. $\frac{3}{4} = \frac{27}{\quad} = \frac{\quad}{40} = \frac{15}{\quad}$
2. $\frac{4}{6} = \frac{\quad}{24} = \frac{12}{\quad} = \frac{40}{\quad}$
3. $\frac{2}{4} = \frac{12}{\quad} = \frac{\quad}{12} = \frac{4}{\quad}$
4. $\frac{4}{5} = \frac{\quad}{45} = \frac{28}{\quad} = \frac{20}{\quad}$

C Find the quotient. Check your answer with multiplication.

1. $5\overline{)475}$
2. $3\overline{)831}$

What is the fruitiest lesson?
History, because it's full of dates.

D Find each product and write <,>, or = to compare each adjacent product.

1. 91×56
2. 20×83
3. 88×62
4. 35×39
5. 39×62
6. 24×49
7. 98×93

E write the value in expanded form.

1. 5,281,240.01 _____

F Multiply each underlined value by 100.

1. $2\underline{3} =$ _____
2. $0.\underline{9}5 =$ _____
3. $0.5\underline{7} =$ _____
4. $\underline{3}0 =$ _____
5. $2\underline{8} =$ _____
6. $\underline{3}5 =$ _____
7. $0.9\underline{2} =$ _____
8. $0.9\underline{8} =$ _____
9. $\underline{7}6 =$ _____
10. $\underline{4}1 =$ _____

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 24 Multiplication & Division

A **Find the quotient. Multiply to check. (Don't forget to add the remainder.)**

1. $5\overline{)816}$

2. $6\overline{)405}$

B **Find each product. Then write the products in order from least to greatest.**

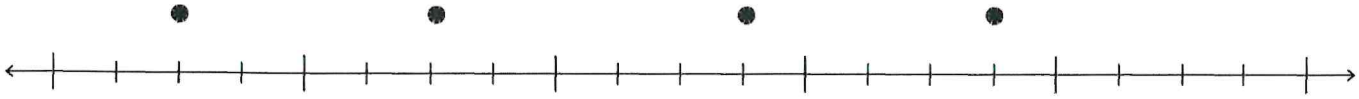
1. 877×23
2. 750×21
3. 238×47
4. 602×39
5. 671×58
6. 694×63

C **Find the quotient. Write the remainder as a fraction in its simplest form.**

1. $5\overline{)382}$
2. $4\overline{)570}$
3. $5\overline{)531}$
4. $7\overline{)729}$
5. $5\overline{)324}$

What do elves do after school? Gnomework!

This number line spans 0 to 5. Find the sum of the values represented by the points. Write the sum as a mixed number.



D **Find the products.**

1. 94×10
2. 16×100
3. 14×100
4. $33 \times 1{,}000$
5. 32×10
6. 20×100

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 25 Multiplication & Division

A **Compare the numbers. Add: > or < or =**

① 0.09__ 2 ② 0.2__ 2 ③ 7__ 0.01

④ 0.03__ 0.07 ⑤ 0.06__ 8 ⑥ 0.07__ 0.02

⑦ 0.7__ 0.4 ⑧ 3__ 9 ⑨ 0.05__ 0.01

B **Find the quotient. Multiply to check.**

① $5\overline{)445}$

C **Find the quotient.**

① 500 ÷ 100 =___ ② 260 ÷ 10 =___ ③ 740 ÷ 10 =___ ④ 900 ÷ 100 =___

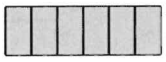
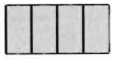
⑤ 330 ÷ 10 =___ ⑥ 500 ÷ 100 =___ ⑦ 790 ÷ 10 =___ ⑧ 630 ÷ 10 =___

How do we know that the Earth won't come to an end? Because it's round!

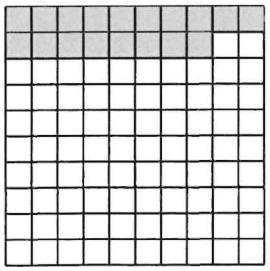
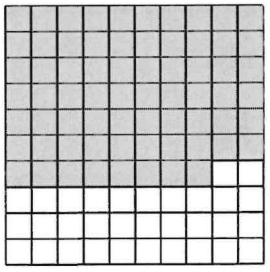
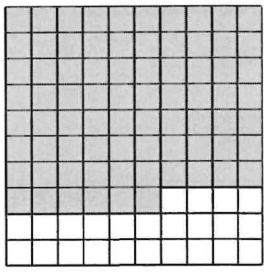
D **Write the mixed number as an improper fraction.**

① $76\frac{1}{4}$ = ___ ② $89\frac{3}{4}$ = ___ ③ $72\frac{1}{3}$ = ___ ④ $98\frac{1}{6}$ = ___ ⑤ $86\frac{5}{6}$ = ___

E **Decompose each fraction as a sum of its unit fractions.**

①  = _____ ②  = _____

F **10 small cubes equals one whole. Write a decimal value and a fraction value for each model.**

①  = ②  = ③  =

G **Find the sum of the products.**

① 38 × 17 ② 51 × 86 ③ 43 × 26

H **Find the difference of the quotients.**

① $5\overline{)880}$ ② $6\overline{)234}$

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 26
Algebra

A Evaluate each expression when y = 6.

(1) 7 - y = ____ (2) y - 3 = ____ (3) y + 8 = ____ (4) 9 - y = ____ (5) y - 1 = ____

(6) y + 6 = ____ (7) y + 4 = ____ (8) y + 7 = ____ (9) 1 + y = ____ (10) 6 - y = ____

B Complete each family of facts.

(1) 126 (14, 9)

□ × □ = □□
□ × □ = □□
□ ÷ □ = □□
□ ÷ □ = □□

(2) 96 (16, 6)

□ × □ = □□
□ × □ = □□
□ ÷ □ = □□
□ ÷ □ = □□

(3) 85 (17, 5)

□ × □ = □□
□ × □ = □□
□ ÷ □ = □□
□ ÷ □ = □□

(4) 14 (5, 9)

□ + □ = □
□ + □ = □
□ - □ = □
□ - □ = □

C Rewrite the equation another way.

(1) y - 2 = 1 _____ (2) y + 9 = 14 _____ (3) 8 - y = 1 _____ (4) y + 9 = 18 _____

(5) y + 9 = 17 _____ (6) 6 + y = 8 _____ (7) 5 + y = 12 _____ (8) 9 - y = 6 _____

D What number should be added to the first number to make the second number? Use the inverse operation to help.

(1) 459 + ____ = 7,683

(2) 1,686 + ____ = 5,766

(3) 1,511 + ____ = 7,575

What animals are on legal documents? Seals!

E Find the difference. Then write the differences in order from least to greatest.

(1) 462,900 - 158 = ____

(2) 45,512 - 41,492 = ____

_____

F Solve.

(1) ___ Three less than a number is 7. Find the number.

(2) ___ A number diminished by 6 is 5. Find the number.

(3) ___ Three less than a number is 10. Find the number.

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 27 Algebra

A Solve the problem and create a strip diagram that represents the story.

(1) _ Some plums were in the basket. Eight more plums were added to the basket. Now there are 10 plums. How many plums were in the basket before more plums were added?

(2) _ Two oranges were in the basket. More oranges were added to the basket. Now there are seven oranges. How many oranges were added to the basket?

(3) _ Two red marbles and four green marbles are in the basket. How many marbles are in the basket?

(4) _ Uzma has two peaches and Kaylee has seven peaches. How many peaches do Uzma and Kaylee have together?

B Create a strip diagram that represents the story. Use y to represent the unknown value. Then solve the problem.

hot dog = $1.30
order of French-fries = $1.30
hamburger = $2.50
deluxe cheeseburger = $3.60
cola = $1.10
ice cream cone = $1.90
milk shake = $2.90
taco = $2.10

(1) _____ If Sharon wanted to buy an order of French-fries, a taco, and a hot dog, how much would it cost her?

(2) _____ Audrey wants to buy a deluxe cheeseburger, a taco, and a milk shake. How much money will she need?

(3) _____ David wants to buy a hot dog, a hamburger, and a milk shake. How much will it cost him?

What kind of hair do oceans have? Wavy!

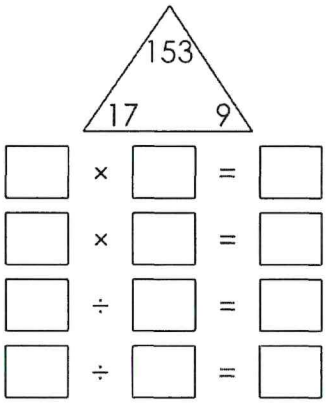
LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 28 Algebra

A Write an equation that relates to the problem. Use k to represent the unknown value.

1. Seven less than a number is 3. Find the number.
2. Eight more than a number is 17. What is the number?
3. Three times a number is 6. What is the number?
4. The product of five and a number is 25. What is the number?

B Complete the family of facts.

1. 

I'd tell you another joke about a pencil, but it doesn't have any point!

C Write the number in standard form.

1. _____ five million three hundred forty-nine thousand five hundred eighty-three and one hundredth

D Rewrite the equation to show the variable isolated.

1. y + 5 = 12 _____
2. 3 + y = 12 _____
3. y + 5 = 14 _____
4. y + 1 = 10 _____
5. y + 4 = 13 _____
6. y + 6 = 14 _____
7. y + 8 = 14 _____

E Create a strip diagram for the story problems using n for the unknown value. Then solve.

1. _____ How much will Donald earn if he earns $13.00 per hour and works seven hours?
2. _____ Breanna made $60.00 mowing the yard for her dad. If she got paid $12.00 per hour, how many hours did she work?

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 29 Algebra

A Write an equation for each multi-step problem.

1. Six times a number decreased by 35 is 13. Find the number.
2. The quotient of a number and six increased by 9 is 16. What is the number?
3. Two-fourths of a number increased by 2 is 4. What is the number?
4. Three more than six times a number is 51. What is the number?
5. Two-fourths of a number increased by 3 is 7. What is the number?
6. Two-fourths of a number decreased by 3 is 1. Find the number.

B Evaluate each expression when y = 7.

1. $y + 2 =$ _____
2. $1 \times y + 1 =$ _____
3. $y + 1 =$ _____
4. $y + 5 =$ _____
5. $6 \times y + 4 =$ _____
6. $9 \times y + 7 =$ _____
7. $7 \times y + 5 =$ _____
8. $8 \times y + 3 =$ _____
9. $7 \times y + 7 =$ _____
10. $1 \times y + 5 =$ _____

What does one Star say to another Star when they meet?
Glad to meteor!

C Rewrite the equation to isolate the variable and solve.

1. $7 + y = 14$
2. $3 - y = 1$
3. $5 - y = 2$
4. $6 - y = 5$
5. $2 + y = 5$

D compare the fractions.

1. $\frac{2}{6}$ $\frac{3}{4}$
2. $\frac{2}{5}$ $\frac{1}{3}$
3. $\frac{3}{6}$ $\frac{5}{6}$
4. $\frac{5}{6}$ $\frac{2}{4}$
5. $\frac{2}{3}$ $\frac{2}{3}$
6. $\frac{5}{8}$ $\frac{4}{5}$

E write a common denominator on the line.

1. $\frac{1}{3}$ __ $\frac{3}{6}$
2. $\frac{1}{8}$ __ $\frac{1}{6}$
3. $\frac{4}{5}$ __ $\frac{4}{8}$
4. $\frac{6}{8}$ __ $\frac{3}{5}$
5. $\frac{1}{4}$ __ $\frac{5}{6}$
6. $\frac{1}{3}$ __ $\frac{2}{6}$

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 30
Algebra

A **Evaluate each expression when y = 5.**

1. $y + 4 + 8 \times y =$ _____
2. $y + 5 =$ _____
3. $8 \times y + 1 =$ _____
4. $9 \times y + 8 =$ _____
5. $y + 3 + 5 \times y =$ _____
6. $2 \times y + 1 =$ _____
7. $6 \times y + 2 =$ _____
8. $y + 3 + 4 \times y =$ _____
9. $y + 8 + 9 \times y =$ _____
10. $5 \times y + 7 =$ _____

B **Find the secret trail.**

1.

(9)	8	3
4	5	1
5	1	9
+		(32)

How did the farmer fix his jeans? With a cabbage patch!

C **Evaluate each expression when y = 8.**

1. $0.03 + y =$ _____
2. $0.08 + 0.07 + y =$ _____
3. $0.08 + 0.04 + y =$ _____
4. $0.8 + y =$ _____
5. $0.8 + 0.2 + y =$ _____
6. $0.05 + y - 0.05 =$ _____

D **Solve each problem and represent the problem with a strip diagram.**

1. ___ 77 oranges were in the basket. Some of the oranges were removed from the basket. Now there are 60 oranges. How many oranges were removed from the basket?

2. ___ Jennifer has eight fewer oranges than Jackie. Jackie has 29 oranges. How many oranges does Jennifer have?

3. ___ 75 pears were in the basket. Some of the pears were removed from the basket. Now there are 31 pears. How many pears were removed from the basket?

E **Create an equivalent fraction that could also be written as a decimal.**

1. $\frac{2}{5} =$ ___
2. $\frac{1}{5} =$ ___
3. $\frac{3}{5} =$ ___

F **Write the numbers in order from least to greatest.**

1. 662,204.6
   53,215.09
   955,730.1

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 31 Data

A Find the product.

① 58 × 91 ② 57 × 60 ③ 48 × 50 ④ 51 × 84

B Simplify.

① $\frac{8}{40}$ = _____

② $\frac{24}{40}$ = _____

③ $\frac{16}{40}$ = _____

Why did the silly kid stand on his head? His feet were tired!

C Fill in the empty blanks. Write a rule to represent the relationship between input and output.

①

Input	Output
30	6
20	4
45	
25	

_____

②

Input	Output
4	3
9	8
7	
6	

_____

③

Input	Output
6	1
5	0
8	
9	

_____

④

Input	Output
27	9
3	1
6	
24	

_____

D Find the perimeter.

① 39.15 cm, 86.85 cm

_____

② 14.28 cm, 37.80 cm

_____

③ 32.90 cm, 86.48 cm

_____

E Find the quotient. Multiply to check.

① $4\overline{)288}$ ② $6\overline{)696}$ ③ $7\overline{)357}$

F Write the fraction as a mixed number.

① $\frac{36}{5}$ = ___ ② $\frac{49}{5}$ = ___ ③ $\frac{44}{5}$ = ___ ④ $\frac{37}{5}$ = ___ ⑤ $\frac{38}{5}$ = ___ ⑥ $\frac{12}{5}$ = ___

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 32 Data

A **Find the area. Number the rectangles 1-4, with 1 being the biggest area and 4 being the smallest area.**

① 61 cm, 23 cm

② 46 cm, 14 cm

③ 76 cm, 28 cm

④ 61 cm, 18 cm

B **compare the numbers.**

① 0.05 __ 0.9

② 0.5 __ 0.3

③ 0.04 __ 0.03

④ 0.7 __ 0.8

⑤ 0.4 __ 0.07

⑥ 0.05 __ 0.04

What kind of car does Mickey Mouse's wife drive?
A minnie van!

C **write two equations for each input and output table. Use the variable i for input and o for output.**

①

Input	Output
7	14
10	17
3	10
1	8

②

Input	Output
7	16
1	10
9	18
5	14

③

Input	Output
8	32
1	4
10	40
3	12

D **write the value in expanded form.**

① 7,233,878.8 _____

_____

E **write the value of the money in expanded form.**

①  = _____

②  = _____

F **solve the problem and create a strip diagram that represents the story.**

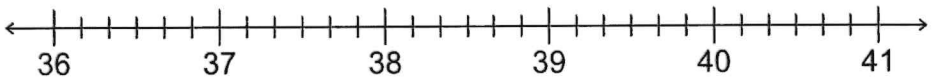
① Nine apples were in the basket. More apples were added to the basket. Now there are 15 apples. How many apples were added to the basket?

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 33 Data

A **Find common denominators to determine the perimeter.**

Plot the perimeter on the fraction number line.



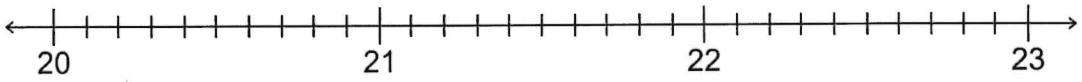
① $14\frac{1}{3}$ cm $4\frac{3}{4}$ cm

Who was the first underwater spy? James Pond!

B **Find the product.**

Divide the product by 100 and plot it on the number line.

① $\begin{array}{r} 25 \\ \times\ 86 \\ \hline \end{array}$



C **Write two equations for each input and output table. Use the variable i for input and o for output.**

①

Input	Output
3	5
9	11
8	10
1	3

②

Input	Output
5	15
4	14
1	11
6	16

③

Input	Output
3	27
7	63
5	45
10	90

D **Find the quotient. Write the remainder as a fraction in its simplest form.**

① $9\overline{)491}$ ② $7\overline{)779}$ ③ $4\overline{)906}$ ④ $9\overline{)877}$ ⑤ $7\overline{)960}$

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 34
Data

B Solve.

1. ___ Ten more than a number is 16. What is the number?
2. ___ The sum of a number and six is 8. Find the number.
3. ___ A number decreased by 9 is 3. Find the number.

A Complete the table and write the rule on the line.

1.

Input	Output
2	8
4	10
7	
6	

_____

2.

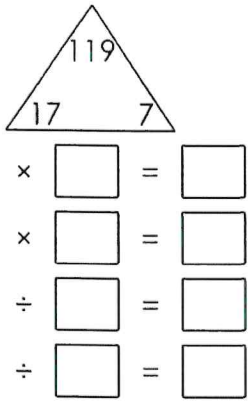
Input	Output
9	72
2	16
10	
8	

_____

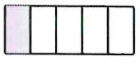
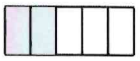
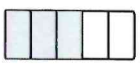
Why did the lazy man want a job in a bakery?
So he could loaf around!

C Complete each family of facts. (SUM)

1.



D Show as the sum of unit fractions.

1.  = _____
2.  = _____
3.  = _____

E Circle the problems in which the dividend and divisor are compatible.

1. $6\overline{)200}$
2. $9\overline{)700}$
3. $5\overline{)800}$
4. $8\overline{)400}$
5. $3\overline{)300}$
6. $3\overline{)300}$
7. $4\overline{)200}$
8. $7\overline{)200}$

F Write the value in word form.

1. 98,396,234.28 _____

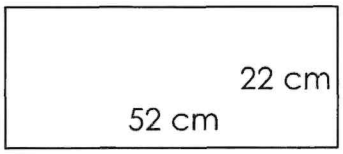
G Compare the fractions.

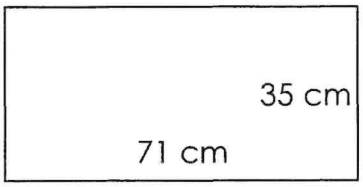
1. $\frac{4}{6}$ ___ $\frac{6}{8}$
2. $\frac{1}{5}$ ___ $\frac{1}{3}$
3. $\frac{1}{3}$ ___ $\frac{3}{6}$
4. $\frac{3}{4}$ ___ $\frac{7}{8}$
5. $\frac{3}{5}$ ___ $\frac{2}{4}$
6. $\frac{2}{3}$ ___ $\frac{3}{6}$
7. $\frac{4}{6}$ ___ $\frac{3}{8}$
8. $\frac{1}{5}$ ___ $\frac{2}{3}$

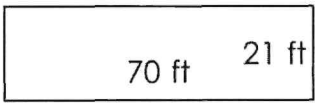
LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 35 Data

A **Find the area. Number the rectangles 1-3, with 1 being the biggest area and 3 being the smallest area.**

1. 

2. 

3. 

B **Find the solution.**

1. $5 \times 6 + 3 =$ _____
2. $8 \times 2 + 2 =$ _____
3. $7 \times 3 + 8 =$ _____
4. $7 \times 5 + 8 =$ _____
5. $(2 \times 8) - (7 + 5) =$ _____
6. $8 \times (3 + 4) =$ _____
7. $3 \times (6 + 9) =$ _____

C **Find the quotient. Multiply to check. (Don't forget to add the remainder.)**

1. $7\overline{)173}$
2. $8\overline{)292}$

D **Solve each problem.**

hot dog = $1.70 order of French-fries = $1.40 hamburger = $2.90 deluxe cheeseburger = $3.30 cola = $1.00 ice cream cone = $1.40 milk shake = $2.60 taco = $2.20

1. _____ Faraz purchases a hot dog, a milk shake, and a hamburger. How much money will he get back if he pays $10.00?
2. _____ Ellen purchases a hot dog. How much money will she get back if she pays $5.00?
3. _____ If Jennifer buys a deluxe cheeseburger, how much money will she get back if she pays $10.00?
4. _____ If AJ buys a taco and an order of French-fries, how much change will he get back from $10.00?

What pet makes the loudest noise? A trum-pet!

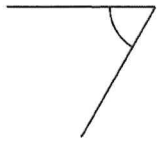
LOTSA BASIC MATH PRACTICE SUMMER EDITION

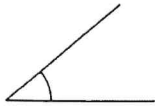
4th Grade LESSON 36 Geometry

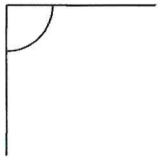
A **Classify each angle as obtuse, acute, or right. Use a protractor to measure each angle to the nearest 10 degrees. Find and write the complementary angle.**

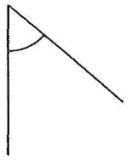
1. 
_____

2. 
_____

3. 
_____

4. 
_____

5. 
_____

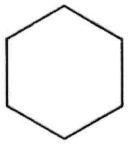
6. 
_____

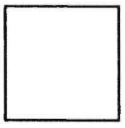
Why did the sword swallower swallow an umbrella?
He wanted to put something away for a rainy day!

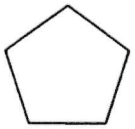
B **Using the word bank, write all of the names that describe each of the following figures.**

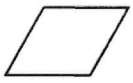
Word Bank:

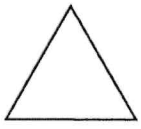
Polygon
Quadrilateral
Triangle
Rectangle
Square
Parallelogram
Rhombus
Trapezoid

1. 

2. 

3. 

4. 

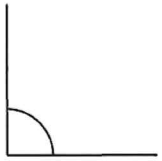
5. 

6. 

LOTSA BASIC MATH PRACTICE SUMMER EDITION

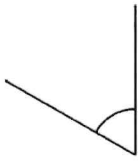
4th Grade LESSON 37 Geometry

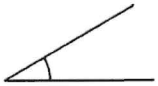
A **Use a protractor to measure each angle to the nearest 10 degrees. Draw a strip diagram to represent supplementary angles. Use a as the variable.**

1 

2 

3 

4 

5 

6 

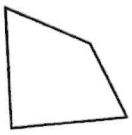
What button won't you find in a tailor's shop? Belly button!

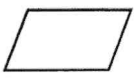
B **Using the word bank, write all of the names that describe each of the following figures.**

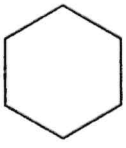
Word Bank:

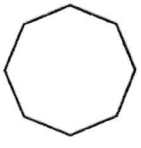
Polygon
Quadrilateral
Triangle
Rectangle
Square
Parallelogram
Rhombus
Trapezoid

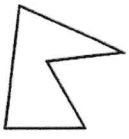
1 

2 

3 

4 

5 

6 

LOTSA BASIC MATH PRACTICE SUMMER EDITION

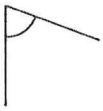
4th Grade LESSON 38 Geometry

A **Add a ray to each figure to create supplementary angles.**

1 

2 

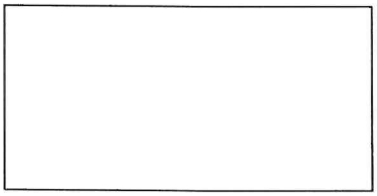
3 

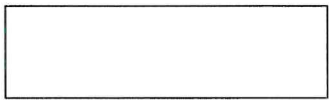
4 

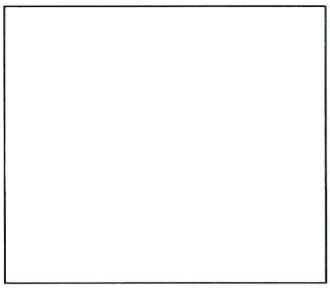
5 

Why did Mickey Mouse take a trip into Space?
He wanted to find Pluto!

B **Using a ruler, measure each rectangle to the quarter inch. Find the perimeter of each rectangle.**

1 

2 

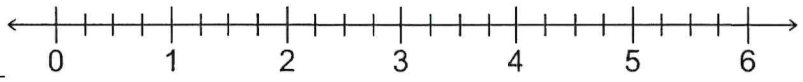
3 

C **Measure the lines to the quarter inch. Write the length as a decimal.**

Plot each length on the number line. Label with the problem number (1-4).

1 _____

2 _____



3 _____

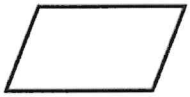
4 _____

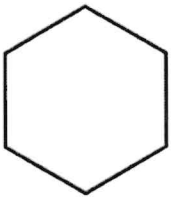
LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 39 Geometry

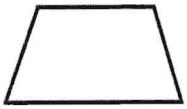
A **Color each obtuse angle blue, each acute angle red, and each right angle green.**

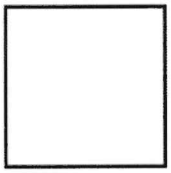
1 

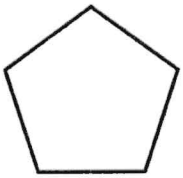
2 

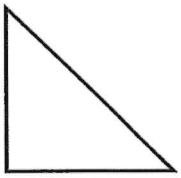
3 

4 

5 

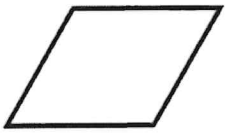
6 

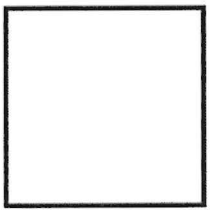
7 

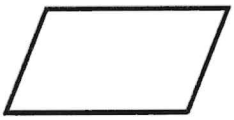
8 

How many rotten eggs does it take to make a stink bomb?
A phew!

B **The sum of the angles of quadrilaterals is 360 degrees. Label each angle in degrees. Use a protractor if necessary.**

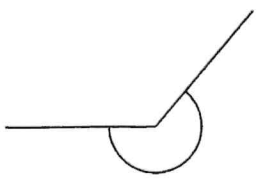
1 

2 

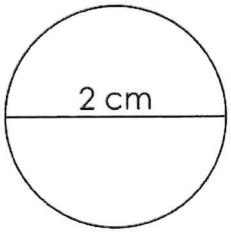
3 

4 

C **Find the measure of the inside and outside angle.**

1 

D **Divide this 2 cm circle into sections that each have 90 degrees.**

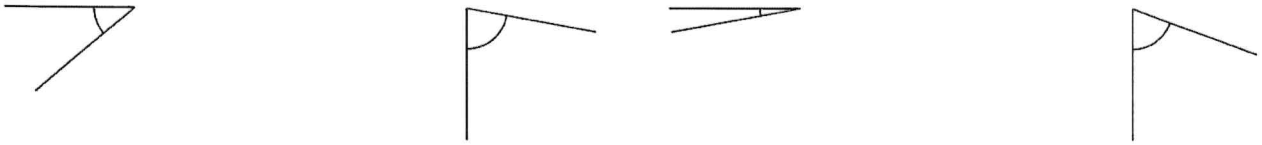
1 

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 40 Geometry

A **Add two rays to the figure to create complementary and supplementary angles.**

① ② ③ ④



What has a bottom at the top? Your legs!

B **Write two equations for each input and output table. Use the variable i for input and o for output.**

①

Input	Output
9	17
2	10
7	15
1	9

_____

C **Find the quotient. Multiply to check.**

① $6\overline{)138}$ ② $9\overline{)432}$

D **Write the value of the money in expanded form.**

①  = _____

②  = _____

E **If the underlined digit is even, divide its value by 10. If it is odd, multiply its value by 10.**

① $3.5\underline{1}$ = _____ ② $0.\underline{6}4$ = _____

③ $0.\underline{4}6$ = _____ ④ $\underline{4}2$ = _____

⑤ $\underline{8}5$ = _____ ⑥ $5\underline{3}$ = _____

⑦ $\underline{1}5$ = _____ ⑧ $\underline{0}.7$ = _____

F **Solve.**

① ___ The product of ten and a number is 70. What is the number?

② ___ The sum of a number and four is 8. Find the number.

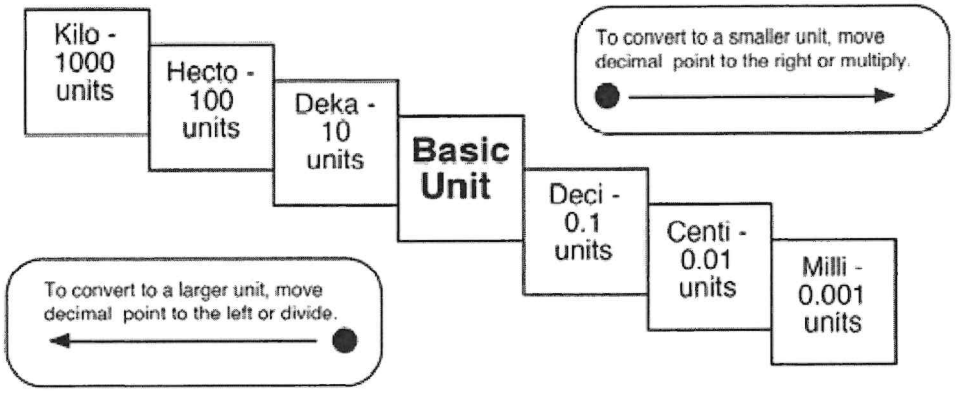
③ ___ A number increased by two is 10. Find the number.

④ ___ Eight less than a number is 10. Find the number.

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 41 Measurements

Metric Conversion Chart



A **convert the given measures to new units.**

1. 108 in = _____ ft
2. 15 ft = _____ yd
3. 108 in = _____ yd
4. 96 in = _____ ft
5. 51 ft = _____ yd
6. 78 in = _____ yd

B **convert the given measures to new units.**

1. 8,700 mm = _____ m
2. 51,000 cm = _____ km
3. 61 mm = _____ cm
4. 89,000 cm = _____ km
5. 97 cm = _____ m
6. 530 m = _____ km
7. 460 m = _____ km
8. 150 mm = _____ m
9. 61 cm = _____ m

Where do snowmen go to dance? A snowball!

C **Measure the lines in inches. convert the measurement to feet. (Show as a fraction in simplest form.)**

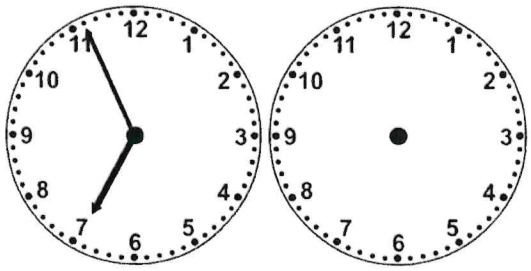
1. _____
2. _____
3. _____
4. _____

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 42
Measurements

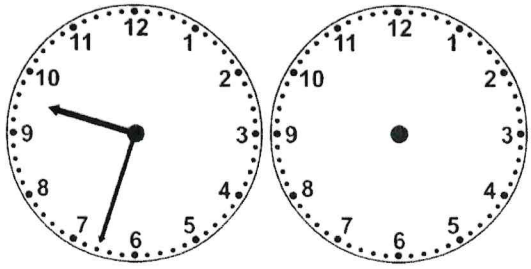
A **Draw the clock hands to show the passage of time.**

(1)



What time will it be in 2 hours 49 minutes?

(2)



What time will it be in 1 hour 34 minutes?

B **Find the difference. Add to check.**

(1)
$$\begin{array}{r} 8{,}046.3 \\ -\ 3{,}742.4 \\ \hline \end{array}$$

(2)
$$\begin{array}{r} 798.05 \\ -\ 739.99 \\ \hline \end{array}$$

C **Find the difference.**

(1) 666,913 - 12,593.71 =

(2) 297,311.4 - 5,113.34 =

D **Use a ruler to find the lengths of the sides. For each problem, write an equation that could be used to find the perimeter and an equation that could be used to find the area.**

(1)

(2)

E **Find common denominators in order to find the sum. Write the sum in simplest form.**

(1) $\frac{1}{4} + \frac{2}{6} =$ _____

(2) $\frac{2}{3} + \frac{1}{4} =$ _____

(3) $\frac{5}{6} + \frac{3}{5} =$ _____

(4) $\frac{4}{6} + \frac{1}{4} =$ _____

(5) $\frac{1}{4} + \frac{2}{4} =$ _____

Why did the burglar take a shower?
He wanted to make a clean getaway!

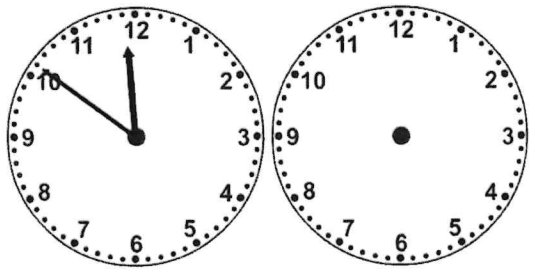
LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 43 Measurements

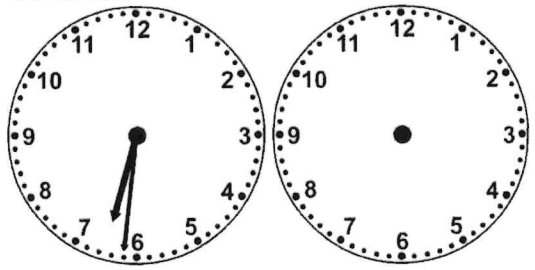
A convert the given measures to new units.

1. 14 gal = _____ fl oz
2. 12 c = _____ fl oz
3. 16 qt = _____ fl oz
4. 17 pt = _____ c
5. 16 gal = _____ pt
6. 17 qt = _____ c
7. 13 gal = _____ qt

B Draw the clock hands to show the passage of time.

1. 

What time will it be in 5 hours 35 minutes?

2. 

What time was it 5 hours 24 minutes ago?

What illness did everyone on the Enterprise catch? Chicken Spocks!

D circle all polygons that have perpendicular lines.

1. 
2. 
3. 
4. 
5. 
6. 

C convert the given measures to new units.

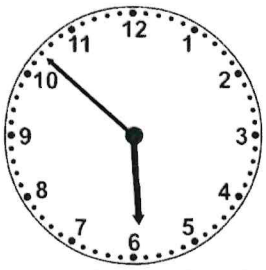
1. 0.39 m = _____ cm
2. 39 km = _____ cm
3. 8,800 m = _____ km
4. 940 mm = _____ m
5. 60,000 cm = _____ km
6. 75 cm = _____ mm

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 44 Measurements

Beginning Time

End Time



How much time has elapsed between the beginning and end times?

Why did the rooster run away? He was chicken!

Measure the lines in centimeters. convert the measurement to meters. (show as a fraction in simplest form.)

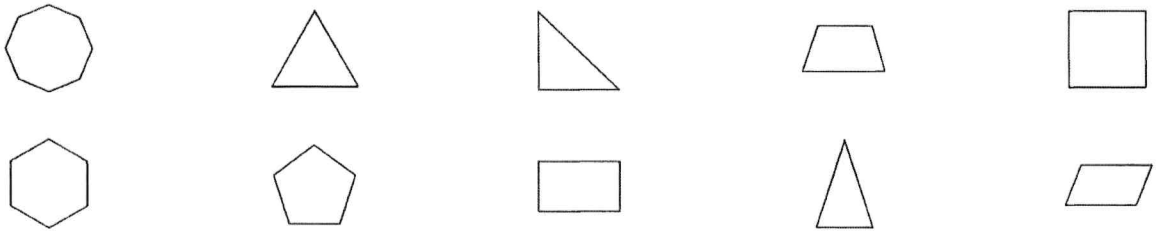
_____

_____

_____

_____

Circle the polygons that have parallel lines. Box the polygons that have perpendicular lines.



Round each number to the underlined digit's place.

0.6 = ___	0.29 = ___	0.54 = ___	0.03 = ___	0.91 = ___	70 = ___
0.24 = ___	58 = ___	0.57 = ___	0.89 = ___	0.61 = ___	51 = ___

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 45 Measurements

A **Beginning Time** **End Time** **How much time has elapsed between the beginning and end times?**

① 

② 

Why is abbreviation such a long word?

B **Convert the given measures to new units. If the answer is less than one, write it as a simplified fraction or mixed number.**

① 576 in = _____ ft

② 32,000 oz = _____ t

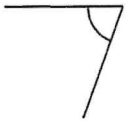
③ 72 ft = _____ yd

④ 2,000 lb = _____ t

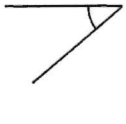
⑤ 126 ft = _____ yd

⑥ 135 ft = _____ yd

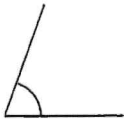
C **Classify and measure the angles.**

① 

_____

② 

_____

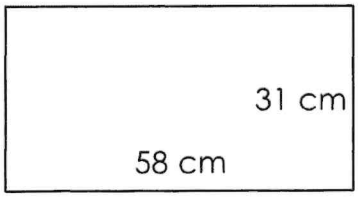
③ 

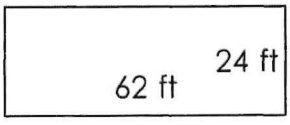
_____

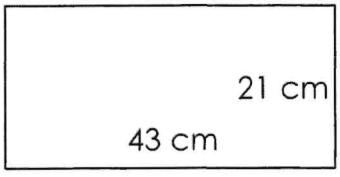
④ 

_____

D **Find the area and perimeter of each rectangle.**

① 

② 

③ 

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Place Value & Whole Numbers

Rising 5th Grade · Reference Sheet · 4.NBT.A.1, A.2, A.3

Key Vocabulary

- **Digit:** Any of the symbols 0–9 used to write numbers.
- **Place value:** The value a digit has based on its position.
- **Period:** A group of 3 digits separated by commas (ones, thousands, millions).
- **Standard form:** The usual way to write a number, like 256,478.
- **Word form:** Writing a number using words.
- **Expanded form:** Showing each digit's value added together.
- **Round:** To find a close-by value that ends in zeros.

Rules & Procedures

- **Place value chart (right to left):** ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions.
- **The 10× rule:** Each place is worth 10 times the place to its right. Move one place left → multiply by 10.
- **Reading large numbers:** Read each period (group of 3) separately. Say 'million' or 'thousand' when you reach the comma. Don't say 'and' inside a whole number.
- **Comparing:** Line up by place value. The number with more digits is greater. If digit counts match, compare from the leftmost place; the first place where they differ decides the winner.
- **Rounding:** Find the place. Look one digit to the right. If 5 or more, round up. If 4 or less, round down. Replace all digits to the right with zeros.

Micro-Example

Q: Round 47,832 to the nearest thousand.

4 7 8 3 2 → 48,000

pink = thousands place · teal = check digit (8 ≥ 5 → round up)

A: Thousands digit is **7**. Look right at **8**. Since 8 ≥ 5, round up: 7 → 8. Replace the digits to the right with zeros. **47,832 → 48,000.**

Common Mistakes to Avoid

- Saying or writing **'and'** inside a whole number. 'Two hundred fifty,' not 'two hundred AND fifty.'
- Confusing what a digit **represents** vs what it **is**. The 4 in 4,500 represents 4,000 — not just 4.
- Forgetting **zero placeholders**. 'Three hundred eight thousand, five' is 308,005 (not 38,005).
- Looking at the wrong digit when rounding. Always check the digit ONE place to the right of where you're rounding.
- Comparing two numbers without checking digit count first. A 5-digit number is always greater than a 4-digit number.

TASK 1 · WORKED EXAMPLE

Place Value to 1,000,000

Recognize that a digit is worth 10× the same digit to its right · 4.NBT.A.1

Every digit's value depends on its **place**. Moving one place to the left makes a digit worth **10 times more**. The chart below shows the seven places from ones up to millions. Notice how the same digit means something different in each spot.

hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones
			3	**3**	**3**	**3**	**3**	**3**
			300,000	30,000	3,000	300	30	3

The number 333,333 — every digit is the same, but each one is worth 10× the digit to its right.

Step 1: Find the digit you're being asked about. Pretend everything else is hidden.

Step 2: Look at its **place** in the number — ones, tens, hundreds, etc.

Step 3: The value of that digit = the digit times its place value.

Step 4: Compare two digits' places to find the 10× relationship between them.

The 10× rule: Each place is 10 times the place to its right. So the 7 in 7,000 is worth 10× the 7 in 700, and 100× the 7 in 70.

Try It: What is the value of the 4 in the number 245,890?

Check your thinking: 40,000 — the 4 is in the ten thousands place.

Task 1: Place Value to 1,000,000

Recognize that a digit is worth 10× the same digit to its right · 4.NBT.A.1 · Page 1 of 2

Directions: Solve each problem. Show your work in the box and write your final answer on the line.

1. What is the value of the **5** in 35,827?

Answer: _____

2. What is the value of the **8** in 681,243?

Answer: _____

3. What is the value of the **3** in 943,510?

Answer: _____

4. What is the value of the **6** in 7,604?

Answer: _____

5. In 472,189, the digit **4** is in what place?

Answer: _____

6. In 50,927, the digit **9** is in what place?

Answer: _____

Task 1: Place Value to 1,000,000

Recognize that a digit is worth 10× the same digit to its right · 4.NBT.A.1 · Page 2 of 2

Directions (continued): Finish Task 1 with problems 7–12.

7. The 6 in 6,500 is how many times the value of the 6 in 650?

Answer: _____

8. The 2 in 2,000 is how many times the value of the 2 in 20?

Answer: _____

9. Write the number that has 4 in the ten thousands place, 7 in the thousands place, 0 in the hundreds, 2 in the tens, and 9 in the ones.

Answer: _____

10. In 88,888, how does the value of the leftmost 8 compare to the rightmost 8?

Answer: _____

11. Word Problem: A theater holds 4,250 people. What does the digit 4 represent?

Answer: _____

12. Word Problem: A library has 327,604 books. What does the digit 3 represent?

Answer: _____

TASK 2 · WORKED EXAMPLE

Reading & Writing Multi-Digit Numbers

Standard, word, and expanded form · 4.NBT.A.2

Numbers can be written three ways. **Standard form** uses digits (256,478). **Word form** uses words (two hundred fifty-six thousand, four hundred seventy-eight). **Expanded form** shows the value of each digit added together. Commas separate the number into groups of three called **periods**: ones, thousands, millions.

STANDARD **256,478**

WORD

two hundred fifty-six thousand, four hundred seventy-eight

EXPANDED

200,000 + 50,000 + 6,000 + 400 + 70 + 8

Step 1: Read the digits from left to right, one period at a time.

Step 2: Say the period name (millions, thousands) when you reach the comma — but don't say 'ones.'

Step 3: For expanded form, write each digit's value, then add them together.

Step 4: Don't say **'and'** in the middle of a whole number. 'And' is reserved for the decimal point.

Watch out for zero placeholders. 'Three hundred five thousand' is 305,000 (not 35,000). Every place needs a digit — even if that digit is zero.

Try It: Write 408,073 in word form.

Check your thinking: Four hundred eight thousand, seventy-three.

Task 2: Reading & Writing Multi-Digit Numbers

Standard, word, and expanded form · 4.NBT.A.2 · Page 1 of 2

Directions: Solve each problem. Show your work in the box and write your final answer on the line.

1. Write in word form: 4,506

Answer: _____

2. Write in word form: 73,200

Answer: _____

3. Write in standard form: *Six thousand, four hundred twelve*

Answer: _____

4. Write in standard form: *Ninety thousand, fifty-three*

Answer: _____

5. Write in expanded form: 5,837

Answer: _____

6. Write in expanded form: 24,605

Answer: _____

Task 2: Reading & Writing Multi-Digit Numbers

Standard, word, and expanded form · 4.NBT.A.2 · Page 2 of 2

Directions (continued): Finish Task 2 with problems 7–12.

7. Write in word form: 281,940

Answer: _____

8. Write in standard form: *Forty thousand, two hundred seven*

Answer: _____

9. Write in expanded form: 308,041

Answer: _____

10. Write in standard form: *Five hundred sixty thousand, eighteen*

Answer: _____

11. Write in word form: 19,025

Answer: _____

12. Word Problem: A stadium ticket says 47,309 seats. Write the seat count in word form.

Answer: _____

TASK 3 · WORKED EXAMPLE

Comparing & Ordering Multi-Digit Numbers

Use <, >, and = based on place value · 4.NBT.A.2

To compare two whole numbers, **line them up by place value**. If they have a different number of digits, the one with more digits is greater. If they have the same number of digits, compare from the leftmost place — the first place where the digits differ tells you which number is larger.

4 5 , 6 7 8

4 5 , 6 8 7

45,678 < 45,687

First three places match. The tens digit differs: 7 < 8 → first number is smaller.

Step 1: Stack the numbers so each place lines up.

Step 2: If one number has more digits, it is larger. Stop.

Step 3: If they have the same number of digits, compare digits from left to right.

Step 4: At the first place where they differ, the larger digit wins.

The alligator eats the larger number. The open end of < or > faces the bigger number. 8 > 5 means '8 is greater than 5.'

Try It: Compare using <, >, or =: 62,805 ___ 62,850

Check your thinking: 62,805 < 62,850 (the tens place differs: 0 < 5)

Task 3: Comparing & Ordering Multi-Digit Numbers

Use <, >, and = based on place value · 4.NBT.A.2 · Page 1 of 2

Directions: Solve each problem. Show your work in the box and write your final answer on the line.

1. Compare using <, >, or =:
3,492 ___ 3,924

Answer: _____

2. Compare using <, >, or =:
58,610 ___ 58,610

Answer: _____

3. Compare using <, >, or =:
74,038 ___ 74,308

Answer: _____

4. Compare using <, >, or =:
129,500 ___ 95,899

Answer: _____

5. Compare using <, >, or =:
406,072 ___ 406,720

Answer: _____

6. Compare using <, >, or =:
89,999 ___ 90,000

Answer: _____

Task 3: Comparing & Ordering Multi-Digit Numbers

Use <, >, and = based on place value · 4.NBT.A.2 · Page 2 of 2

Directions (continued): Finish Task 3 with problems 7–12.

7. Order from **least to greatest** :
5,408 5,084 5,840 5,480

Answer: _____

8. Order from **greatest to least** :
62,150 62,015 62,510 62,051

Answer: _____

9. Order from **least to greatest** :
301,400 310,040 300,410 310,400

Answer: _____

10. Which number is greater:
seventy-four thousand, two hundred OR
seventy-four thousand, twenty?

Answer: _____

11. Word Problem: City A has 38,406 people and City B has 38,460 people. Which city has more people?

Answer: _____

12. Word Problem: A book has 1,205 pages and another has 1,250 pages. Which is the longer book?

Answer: _____

TASK 4 · WORKED EXAMPLE

Rounding Multi-Digit Whole Numbers

Round to any place using place value · 4.NBT.A.3

Rounding means finding a number that is close to the original but ends in zeros — useful for estimating. To round to a place, look at the digit ONE place to the right. If it is **5 or more**, round up. If it is **4 or less**, round down. Replace every digit to the right with zeros.

6 7 4 3 2 → 67,000

pink = thousands place (rounding to) · teal = check digit (4 < 5 → round down)

Step 1: Underline the place you are rounding to.

Step 2: Look at the digit to its **right** (only one digit — not the rest).

Step 3: If that digit is **5 or more**, the underlined digit goes up by 1. If **4 or less**, it stays the same.

Step 4: Replace every digit after the underlined one with **zero**.

The 5-and-up rule: 5, 6, 7, 8, 9 all round up. 0, 1, 2, 3, 4 all round down. Look at only ONE digit — the one immediately to the right of your target place.

Try It: Round 8,572 to the nearest hundred.

Check your thinking: 8,600. Hundreds digit is 5; look right at 7; 7 ≥ 5 → round up to 6; replace with zeros.

Task 4: Rounding Multi-Digit Whole Numbers

Round to any place using place value · 4.NBT.A.3 · Page 1 of 2

Directions: Solve each problem. Show your work in the box and write your final answer on the line.

1. Round to the nearest **ten** : 47

Answer: _____

2. Round to the nearest **hundred** : 832

Answer: _____

3. Round to the nearest **thousand** : 4,629

Answer: _____

4. Round to the nearest **thousand** : 12,418

Answer: _____

5. Round to the nearest **ten thousand** : 56,790

Answer: _____

6. Round to the nearest **hundred** : 5,851

Answer: _____

Task 4: Rounding Multi-Digit Whole Numbers

Round to any place using place value · 4.NBT.A.3 · Page 2 of 2

Directions (continued): Finish Task 4 with problems 7–12.

7. Round to the nearest **thousand** : 89,500

Answer: _____

8. Round to the nearest **ten thousand** : 248,300

Answer: _____

9. Round to the nearest **hundred thousand** : 471,800

Answer: _____

10. Round 73,649 to (a) the nearest ten, (b) the nearest hundred, (c) the nearest thousand.

Answer: _____

11. Word Problem: A stadium has 47,829 fans. About how many, rounded to the nearest thousand?

Answer: _____

12. Word Problem: A town has 256,401 residents. Round to the nearest hundred thousand.

Answer: _____

TASK 5 · WORKED EXAMPLE

Error Analysis: Place Value

Find and fix common place-value mistakes · 4.NBT.A.1, A.2, A.3

Place-value errors usually come from a few specific mistakes: confusing what a digit **represents**, dropping a zero placeholder when writing in standard form, comparing without lining up by place, or rounding the wrong direction. For each problem, find the mistake, explain it, and write the correct answer.

✗ WRONG	✓ CORRECT
3,475 → 3,400	3,475 → 3,500
looked at the ones (5) instead of the tens (7)	*tens digit is 7; 7 ≥ 5 → round up*

Look: Read the problem and the student's answer carefully.

Find: Where did the error happen? Place value, word form, comparison, or rounding?

Explain: State the mistake in your own words: 'They confused tens with hundreds,' etc.

Fix: Redo the problem the right way and write the correct answer.

Sanity check yourself. When you round, your answer should end in zeros. When you write a number in standard form, count the digits — every place needs one. When you compare, the number with more digits is always larger.

Try It: A student wrote 'sixty thousand, four' as 60,400. Find the mistake.

Check your thinking: They put the 4 in the wrong place. 'Four' is in the ones place. Correct: 60,004.

Task 5: Error Analysis: Place Value

Find and fix common place-value mistakes · 4.NBT.A.1, A.2, A.3 · Page 1 of 2

Directions: Solve each problem. Show your work in the box and write your final answer on the line.

1. A student says the value of the 7 in 47,392 is **7** . Find the mistake.

Answer: _____

2. A student wrote 'three hundred eight thousand, five' as **38,005** . Find the mistake.

Answer: _____

3. A student rounded 4,361 to the nearest hundred and got **4,300** . Find the mistake.

Answer: _____

4. A student says **5,890 > 12,005** because 5 is bigger than 1. Find the mistake.

Answer: _____

5. A student wrote 23,750 in expanded form as **2 + 3 + 7 + 5 + 0** . Find the mistake.

Answer: _____

6. A student rounded 8,924 to the nearest thousand and got **8,000** . Find the mistake.

Answer: _____

Task 5: Error Analysis: Place Value

Find and fix common place-value mistakes · 4.NBT.A.1, A.2, A.3 · Page 2 of 2

Directions (continued): Finish Task 5 with problems 7–12.

7. A student says the 5 in 5,200 is 10 times the value of the 5 in 50. Find the mistake.

Answer: _____

8. A student wrote 'ninety thousand, sixty-three' as **90,063** . Is this correct? Explain.

Answer: _____

9. A student rounded 47,500 to the nearest thousand and got **47,000** . Find the mistake.

Answer: _____

10. A student ordered 4,890; 4,098; 4,809 from least to greatest as **4,098 < 4,890 < 4,809** . Find the mistake.

Answer: _____

11. Explain: why is it important to use commas (every 3 digits) when writing large numbers?

Answer: _____

12. Explain: why does the 5-and-up rounding rule work? (Hint: think about which side of the halfway point a number is on.)

Answer: _____

Mini-Assessment — Place Value & Whole Numbers

Score: _____ / 8

Directions: Show your work in the space provided. Read each problem carefully. This mini-assessment covers all 5 tasks in the packet.

1. What is the value of the **6** in 462,891?

Answer: _____

2. Write 305,094 in **word form** .

Answer: _____

3. Write the **expanded form** of 728,406.

Answer: _____

4. Compare using <, >, or =:
49,876 ___ 49,867

Answer: _____

5. Round 583,492 to the nearest **ten thousand** .

Answer: _____

6. Round 47,650 to the nearest **hundred** .

Answer: _____

7. A student wrote 'five hundred thousand, sixty-two' as **500,062** . Is this correct? Explain.

Answer: _____

8. Error Analysis: A student rounded 38,475 to the nearest hundred and got **38,400** . Explain the mistake and give the correct answer.

Answer: _____