

March 13, 2020

Dear Parents/Guardians,

Our school is following guidelines provided by the State of Ohio and the Ohio Department of Education and the Governor as it relates to exercising caution in regards to the COVID-19. These agencies have advised us to create school activities for our students. You will find several activities and instructional suggestions for students to utilize during this school closure. These activities are planned within a three week time frame. Feel free to complete the activities at your own pace. Our goal is to maintain student skills that have already been taught this school year. With this practice, students will be able to return to school and pick-up where we left off.

If you have any additional questions or comments, please feel free to contact us through email or Class Dojo.

Sincerely,

Grade 4 Team

Mrs. Adair Social Studies/Science, ritt_adair@tccsa.net

Mrs. Cunningham, Intervention Specialist, ritt_jcunningham@tccsa.net

Ms. Fach Intervention Specialist, ritt_afach@tccsa.net

Mrs. Milosevich Math, ritt_metzger@tccsa.net

Mrs. Rahe English Language Arts/Reading, ritt_arahe@tccsa.net

Google Classroom

To join Google Classroom you do not need a chromebook. You just need a computer or laptop with internet access. Then, you may go to the Rittman Elementary website -- Student -- Google Classroom. Your child already has an email and password.

Example Student Name: Henry Spencer

Graduation Year: 2028

Email: 28hespencer@mail.rittman.k12.oh.us

Password: Your child should know their own password. If not, please email or Dojo us.

Rittman Elementary Website: <http://www.rittman.k12.oh.us/es>

Google Classroom: <http://classroom.google.com>

Grade 4 ELA - Mrs. Rahe

I will check my email, dojo, and Google Classroom periodically! See you online! :)

- Sunshine Work (following directions and review skills)
- Notice and Note Log (notice signposts on log or Google Classroom)
- Writing Typing Prompts (Google Classroom, create doc and label each date)
- Novel Study Choice Board with any book (Google Classroom, create docs or slides)
- i-READY (students have their own username and password, access lessons daily)
<https://login.i-ready.com/>
- Reading Passages
- Review vocabulary words (create pictures, sentences, etc.)
- Quizizz (no login required, student may use their own email and find own quizzes related to vocabulary)
<https://quizizz.com/>
- Spelling Words (practice spelling words)
- Extension Project: Paper Bag Character Study (follow directions in the pack)
- Epic (online books)
<https://www.getepic.com/sign-in>

Grade 4 ELA - Intervention Specialist - Ms. Fach

- Spiral ELA Review- review of phonics skills
- Fix-Up Sentences- Fix the errors in the sentence and write it correctly
- Build 7-up Sentences- Rewrite each sentence adding details, try to include at least 7 words
- Reading Passages and Questions
- Daily Quick Write
- Epic (books online) <https://www.getepic.com/sign-in>
- i-Ready Lessons (Students have their own username and passwords)
 - <https://login.i-ready.com/>
- List of Sight Words
 - Practice: write, spell, read, type in a document in google classroom
- Text Structure Review: Compare/Contrast & Problem/Solution



4th Grade Math

Review Items to Access:

- **Mathantics.com**

When on the site you can watch any video on Numeracy, Arithmetic, Algorithms (Part 1 and Part 2), Fractions, Fraction Arithmetic, and Mixed Numbers.

- **OTHER ONLINE MATH LEARNING/PRACTICE OPTIONS:**

- <https://login.i-ready.com/>
- <https://play.prodigygame.com/>

PAPER/PENCIL WORKSHEETS:

- **COMPLETE ANY/ALL THAT YOU CAN IN THE PROVIDED MATH PACKET**

Mrs. Adair: Science and Social Studies

Science Activities:

1. Go to www.schooltube.com

Type in Bill Nye and a topic (see the list below) in the search bar. Enjoy the video. These videos will review topics we have covered in science.

Earth Processes: mountains, volcanoes, caves, sinkholes, glaciers, valleys, plains, hills, trenches, plateaus, barrier islands, continental drift, seafloor spreading, Theory of Plate Tectonics

Matter: states of matter, Law of Conservation of Matter, physical and Chemical changes, atoms

Energy: static electricity, current electricity, conductors and insulators, Electrical circuits, switches, renewable and nonrenewable energy sources, Fossil fuels and alternative energy resources

2. Go to www.studyjams.scholastic.com

Click on Science and explore the following topics:

Landforms, volcanoes, earthquakes, igneous rocks, sedimentary rocks, metamorphic rocks, fossils

Play the video and take the quiz at the end. Check your answers

3. Go to www.mysteryscience.com

You will have to sign up for free lesson access. Once you are signed up, click on any of the following for a lesson and activities. Hard copies of worksheets will be attached.

Work of Water

Birth of Rocks

Energizing Everything

4. Go to <https://classroommagazines.scholastic.com/support/learnathome.html>

Both science and social studies material can be found here. Choose whatever interests you at the 4th grade level! Have fun!

Social Studies Activities:

I have listed some of the topics that we have studied this year and will include some practice samples for you to work on. I would strongly suggest having a little fun and looking for videos and information about these topics on some of the following websites.

www.youtube.com

www.schooltube.com

*****I am also including, as a hard copy, all the materials needed to complete work on the French and Indian War Escape Room we began on Thursday. Realizing most students didn't take this home with them at the day's end, you can just start over if you like!**

****There is also a packet of Ohio Map activities for you to practice.**

NAME _____

MONDAY

DATE _____

1. Mrs. Hoy's flower garden is a rectangle. The garden is 8 feet long. Its area is 48 square feet. Draw the garden. What is the width of Mrs. Hoy's garden?

2. What is the perimeter of Mrs. Hoy's garden?
↙

_____ feet

_____ feet



Spring things



3. How much more does Frog 1 weigh than Frog 2?



Frog 1
 $2\frac{5}{8}$ lbs.

_____ lbs.



Frog 2
 $1\frac{1}{8}$ lbs.

4. Fill in numbers to make each true.

$$\frac{1}{2} < \frac{\square}{8}$$

$$\frac{4}{\square} > \frac{4}{\square}$$

5. Draw a line of symmetry on these upper-case letters. → A B C D E

Can you draw one or more lines of symmetry on any of these letters?
If no line is possible, put an X on the letter.

F G H I J K L M N O P

Q R S T U V W X Y Z

NAME _____

TUESDAY

DATE: _____

1. Use a ruler. Draw each figure and label it.

Draw a line perpendicular to TU.
Label it RS.

Draw a line parallel to TU.
Label it RS.



2. Alex lives $9\frac{1}{2}$ blocks from the city park. After school, he rode his bike to the park and then back home. How many blocks did he ride?



_____ blocks

3.

$$3\frac{4}{6} + \underline{\hspace{2cm}} = 7\frac{1}{6}$$

$$5\frac{6}{8} - \underline{\hspace{2cm}} = 2\frac{3}{8}$$



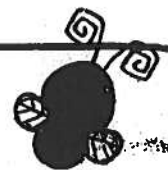
4. Solve. Show your answer with jumps on the number line.

$$2 \times \frac{3}{4} = \underline{\hspace{2cm}}$$



5.

How fast can you solve?



$$\square \div 3 = 7$$

$$\square \div 6 = 6$$

$$\square \div 6 = 7$$

$$\square \div 4 = 9$$

$$\square \div 2 = 9$$

$$\square \div 3 = 8$$

$$\square \div 9 = 6$$

$$\square \div 7 = 7$$

$$\square \div 7 = 4$$

NAME _____

WEDNESDAY

DATE _____

1. Write the factors for each number.

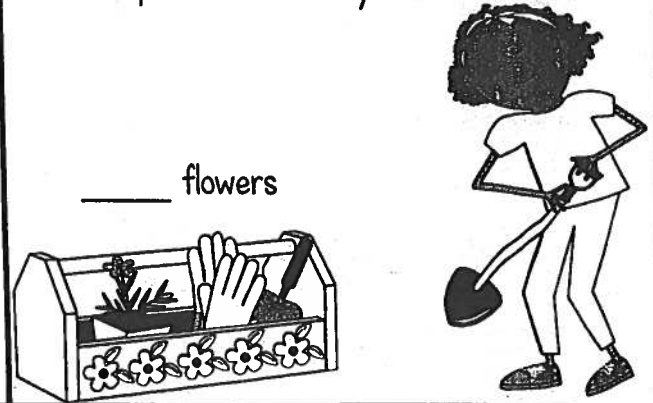
24 _____

30 _____

54 _____

36 _____

2. Mira planted 35 flowers in the front of her house. That is five times more than she planted in the backyard. How many flowers did Mira plant in the backyard?



3. It's time to go out and play. What time is it?

4. Fill in numbers to make each true.

_____ $<$ 500,000

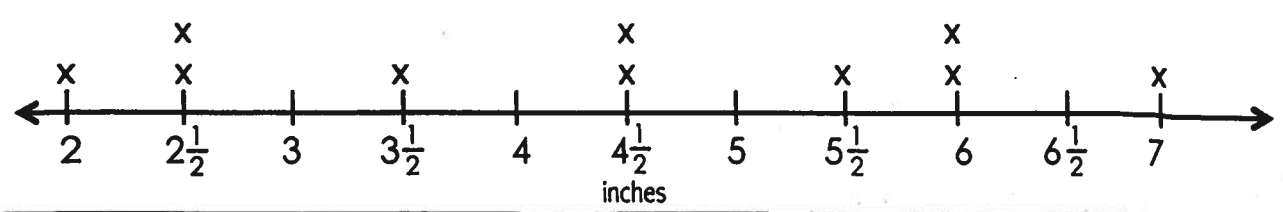
20 tens $=$ _____

_____ $>$ $90 + 90$

5. Danielle made a line plot using the data in this table. Is her line plot correct? YES NO
If no, make the necessary changes.

Lengths of Crayons (in.)						
$2\frac{1}{2}$	$4\frac{1}{2}$	$3\frac{1}{2}$	$2\frac{1}{2}$	6	$3\frac{1}{2}$	2
2	$5\frac{1}{2}$	$4\frac{1}{2}$	$3\frac{1}{2}$	6	$6\frac{1}{2}$	7

Length of Crayons



NAME _____

THURSDAY

DATE: _____

1.

This angle measures _____

This angle measures _____

2.

There are 18 children at the park today. There are 2 times more boys than girls.

How many boys are at the park? _____

How many girls are at the park? _____

3. Show your work.

$$\begin{array}{r} 76,691 \\ - 23,449 \\ \hline \end{array}$$

$$\begin{array}{r} 85,402 \\ - 36,177 \\ \hline \end{array}$$

4. Write <, >, or =.

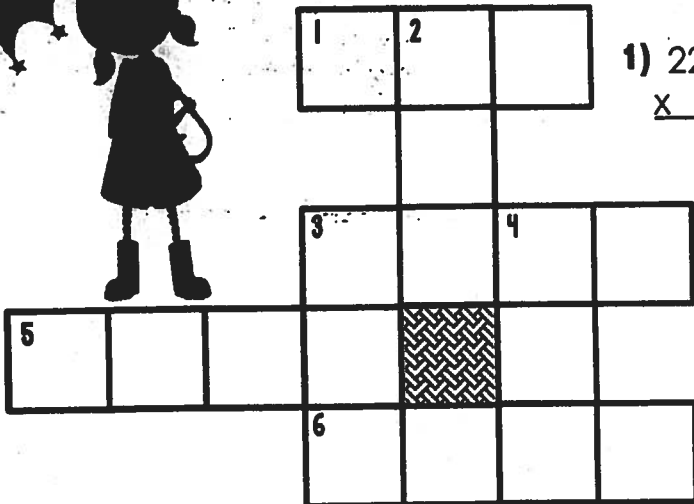
1 quart 1 pint

4 cups 1 gallon

1 gallon 8 quarts



◆ CROSS-NUMBER PUZZLE ◆



- ACROSS**
- 1) $\begin{array}{r} 224 \\ \times 4 \end{array}$ 3) $\begin{array}{r} 632 \\ \times 6 \end{array}$ 5) $\begin{array}{r} 1,297 \\ \times 7 \end{array}$ 6) $\begin{array}{r} 1,325 \\ \times 5 \end{array}$

- DOWN**
- 2) $\begin{array}{r} 309 \\ \times 3 \end{array}$ 3) $\begin{array}{r} 132 \\ \times 3 \end{array}$ 4) $\begin{array}{r} 228 \\ \times 4 \end{array}$

NAME _____

MONDAY

DATE _____

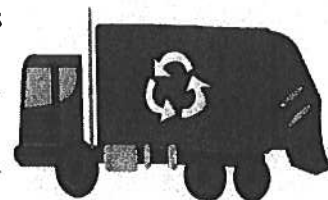
1. North Brook Elementary School recycled 5,432 cans this year. That is 1,500 more than they collected last year. How many did they collect last year?

2. The recycling truck traveled 1,458 miles last year. This year the truck traveled 1,987 miles. How many total miles did the truck travel both days?



_____ cans

_____ miles



3. Write $<$, $>$, or $=$.

1 quart	<input type="text"/>	1 gallon
20 cups	<input type="text"/>	1 gallon
1 gallon	<input type="text"/>	8 pints

4. Write the factors for each number.

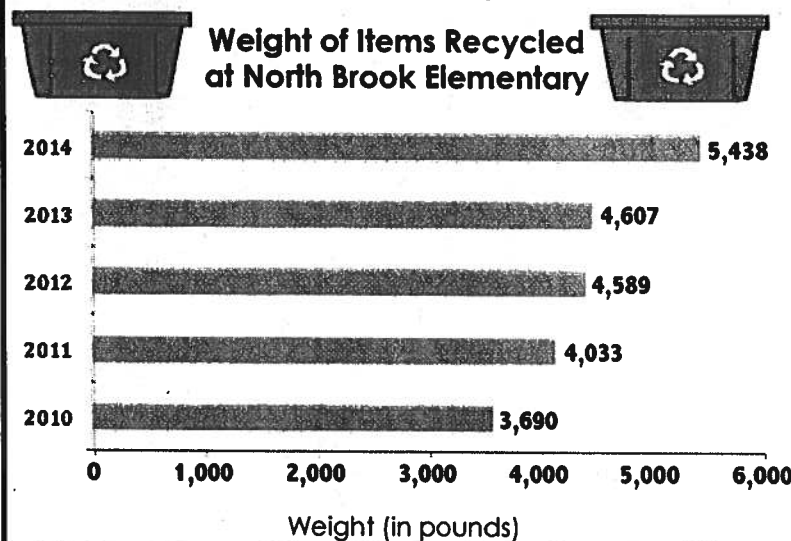
12 _____

20 _____

48 _____

32 _____

5. Use the graph to answer the questions. →



① How many total pounds were recycled in 2012 and 2013?

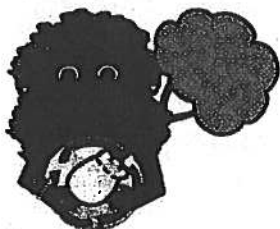
② Analyze the graph. Write one conclusion you can make about the amount of recycled items from year to year.

NAME _____

TUESDAY

DATE: _____

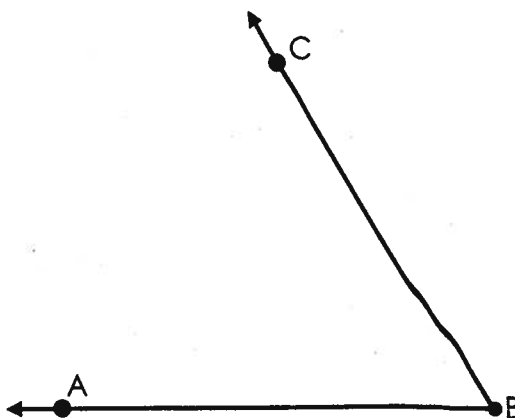
1. Bianca's girl scout troop ordered 300 trees to plant in the park. If they plant 134 trees, how many do they have left to plant?



_____ trees

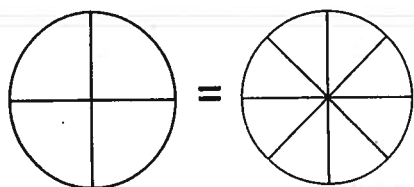


2. Use a protractor to measure $\angle ABC$.



$\angle ABC =$ _____

3. Shade the models to show the fractions. Fill in the missing numerator.



$$\frac{3}{4} = \frac{\square}{8}$$

4. What number is ten thousand less than 742,829?

What number is ten thousand more than 842,395?



5. It's a maze! Color all the multiples of 7 to find the path to the recycling bin.

11	25	63	38	27	66	34	23	28	18	62	72	33	15	12			
36	70	24	56	12	81	52	35	72	56	55	12	33	18	77	56	60	43
14	15	39	70	15	67	14	34	66	70	83	38	48	44	37	62	28	29
7	8	68	35	72	21	22	76	88	15	14	22	34	36	17	63	20	57
52	49	52	28	64	41	7	23	62	63	17	20	28	35	49	22	32	46
		22	57	63	37	56	90	66	56	16	42	12	31	45	67	71	90
	↑	16	43	34	42	51	72	64	24	49	33	67	55	80	44	12	30

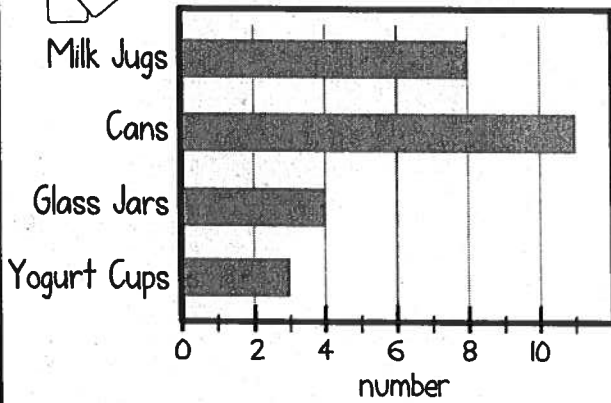


NAME _____

WEDNESDAY

DATE _____

1.  Items in the Recycling Bin



① How many items are in the bin that are NOT cans? _____

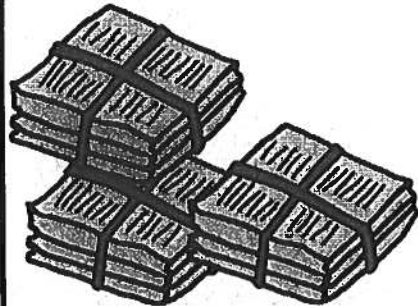
2. ② How many cans are in the bin? _____

③ How many more cans than milk jugs are in the bin? _____

④ There are two times as many _____ as glass jars.

⑤ There are fewer _____ than _____.

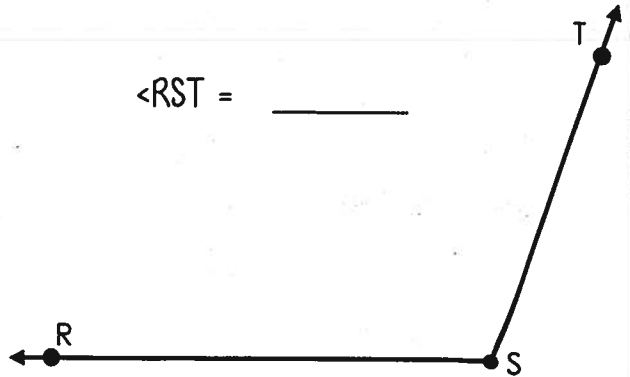
3. Gabriel tied 512 newspapers into bundles of 4. How many bundles did he make?



_____ bundles

4.

$\angle RST =$ _____



5.

I ♥ EARTH



If we recycled all our newspapers, we could save about 250 million trees each year!

Write 5 things you do at home to help Earth.

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



NAME _____

THURSDAY

DATE: _____

1. ♦ MULTIPLICATION MIX-UP ♦

Fill in the missing numbers on this mixed-up chart.

×	8	6	7	4	5
8					
6					
9			63		

2. Put these numbers in order from least to greatest.

- 16,435 _____ least
 16,043 _____ ↓
 16,498 _____
 16,492 _____
 16,400 _____ greatest

3.



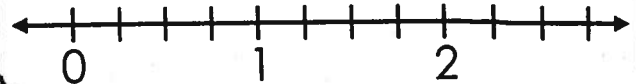
The recycling truck got to school at 3:50. It took 28 minutes for the truck to pick up all the recyclables. What time did the truck leave school?

_____ : _____



4. Solve. Show your answer with jumps on the number line.

$7 \times \frac{1}{4} = \underline{\hspace{2cm}}$



5.

÷ DIVISION PATTERNS ÷

$56 \div 7 = \underline{\hspace{2cm}}$	$45 \div 9 = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} \div 4 = 8$
$560 \div 7 = \underline{\hspace{2cm}}$	$450 \div 9 = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} \div 4 = 80$
$5,600 \div 7 = \underline{\hspace{2cm}}$	$4,500 \div 9 = \underline{\hspace{2cm}}$	$3,200 \div \underline{\hspace{2cm}} = 800$
$56,000 \div 7 = \underline{\hspace{2cm}}$	$45,000 \div 9 = \underline{\hspace{2cm}}$	$32,000 \div 4 = \underline{\hspace{2cm}}$

NAME _____

MONDAY

DATE: _____

1. Mr. Jones has 58 cones. He puts them away by stacking them in sets of 4 and sets of 5. What is one way he could make stacks of 4 and stacks of 5 with all of the cones? (There are 3 possible ways.)



_____ stacks of 4

_____ stacks of 5

= 58 total


Time for P.E.



2. There are 36 kids in gym class today. $\frac{3}{4}$ of them are wearing sneakers. The rest forgot their sneakers.

How many kids forgot their sneakers?

3.

If  equals 1 whole,

what does  equal?

4.

Which three comparisons are correct?

A. $7,652 > 7,562$

B. $90,876 < 90,678$

C. $41,387 = 41,378$

D. $9,033 < 9,303$

E. $47,002 < 47,020$

5.

◆ CROSS-NUMBER PUZZLE ◆

ACROSS

1) 259×3

4) $972 - 158$

7) 255×3



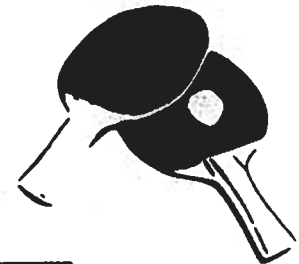
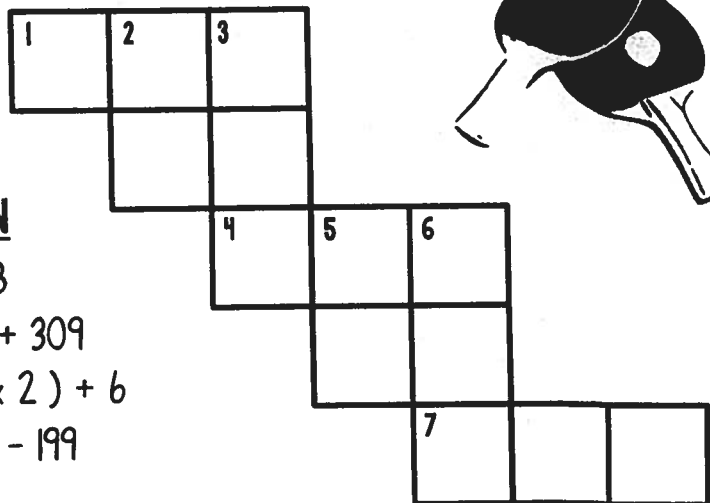
DOWN

2) 9×8

3) $449 + 309$

5) $(2 \times 2) + 6$

6) $626 - 199$



NAME _____

TUESDAY

DATE: _____

1. ◆ MYSTERY NUMBER ◆

When I am divided by 5,
the answer is 25 with a
remainder of 2.

What number am I?



2. There are 16 soccer balls in each of 7 baskets. If Mr. Jones uses 3 balls from one of the baskets and 4 balls from another, how many total soccer balls are still in the baskets?

_____ balls



3. Gym class starts at 9:40. It ends at 10:25.
How long is gym class?

_____ minutes



4. ◆ FIX the MISTAKES ◆

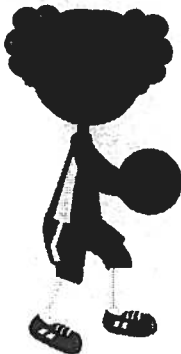
$$48 \times 10 = 4,800$$

$$92 \times 1,000 = 920$$

$$630 \div 10 = 36$$

$$28,000 \div 10 = 280$$

5. The basketball court at Keandre's school measures 26 m by 15 m.
(It is a rectangle.) Keandre ran 3 times around the perimeter of the court.
How far did she run? Draw a picture of the court to help solve this problem.



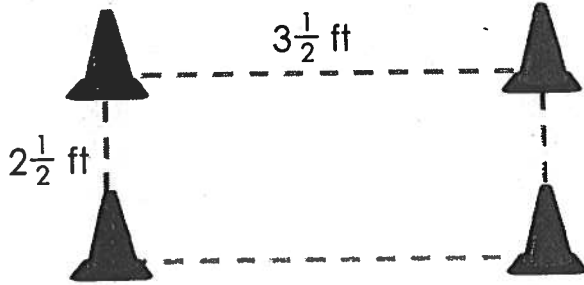
_____ m

NAME _____

WEDNESDAY

DATE _____

1. Mr. Jones marked off a rectangular safe zone in the gym. What is the perimeter of the safe zone?



_____ ft

2.

**Student Times
50-yard Dash**

Student	Seconds
Bryanna	$6\frac{1}{2}$
Derrick	$8\frac{1}{4}$
Tyrone	7

How much faster did Bryanna run the 50-yard dash than Derrick?

_____ seconds

3. Fill in numbers to make each true.

$\frac{1}{4}$ $>$ _____

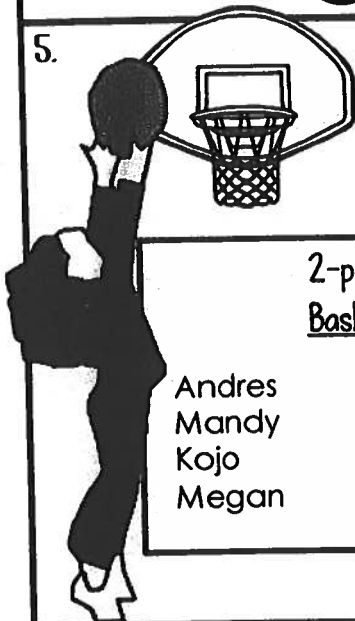
_____ $<$ $\frac{8}{12}$

$\frac{3}{3}$ $<$ _____

4. Patrick drank $\frac{1}{2}$ liter of water after gym class. How many mL of water did he drink?

_____ mL

5.



It's a basketball throwing contest!

The table below shows the number of baskets made by 4 kids.

	2-point Baskets	3-point Baskets
Andres	3	3
Mandy	4	2
Kojo	2	4
Megan	5	2

① How many total points did Andres score? _____

② Who scored the least points? _____

③ Who scored more points—Andres or Megan? _____

④ Who scored an equal number of points? _____

NAME _____

THURSDAY

DATE: _____

1. There are 24 kids in gym class today. $\frac{2}{3}$ of them are girls. The rest are boys.
How many girls are in gym class?
How many boys are in gym class?



_____ girls

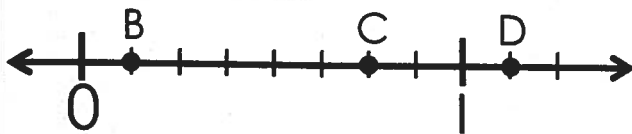
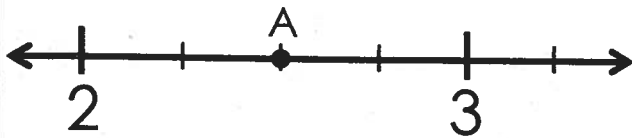
_____ boys

2. If  equals 1 whole,

what does  equal?



3. Write the fractions for Points A - D on these number lines.



4. Stephanie drank $1\frac{1}{2}$ liters of water after gym class. How many mL of water did she drink?

_____ mL



5. Draw an angle that measures 60° .
Label it $\angle ABC$.

Draw an angle that measures 120° .
Label it $\angle DEF$.

Understanding of Place Value

Name: _____

Set A

- 1 Write the number 78,215 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 78,215 in expanded form and word form.

- 2 Write the number 540,632 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 540,632 in expanded form and word form.

Set B

- 3 Show different ways to make 25,302.

_____ thousands + _____ hundreds + _____ ones

_____ hundreds + _____ ones

_____ ones

- 4 Show different ways to make 708,496.

_____ hundred thousands + _____ thousands + _____ hundreds +
_____ tens + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ tens + _____ ones

Understanding of Place Value *continued*

Name: _____

Set B *continued*

- 5 Show different ways to make 492,623.

_____ ten thousands + _____ thousands + _____ hundreds +
_____ tens + _____ ones

_____ thousands + _____ tens + _____ ones

_____ hundreds + _____ ones

- 6 Write 841,620 in three different ways.

- 7 Why do both of these show 27,974?

$$20,000 + 7,000 + 900 + 70 + 4$$

$$27 \text{ thousands} + 97 \text{ tens} + 4 \text{ ones}$$

Comparing Multi-Digit Numbers

Name: _____

Set A

Write the symbol that makes each statement true. Use $>$, $<$, or $=$.

1 $23,230$ _____ $2,323$ 2 $33,003$ _____ $33,030$ 3 $9,999$ _____ $10,000$

4 $40,404$ _____ $40,040$ 5 $52,177$ _____ $52,771$ 6 $421,073$ _____ $412,730$

Set B

7 Circle all the numbers that are less than 78,265.

78,000 79,000 70,000 80,000 78,200 78,300

8 Circle all the numbers that are less than 45,763.

46,000 40,000 50,000 45,700 45,800 45,000

9 Circle all the numbers that are greater than 108,427.

108,000 108,400 108,500 109,000 108,430 108,420

10 How did you solve problem 7?

Rounding Whole Numbers

Name: _____

Round each number to the nearest ten.

1 72

2 172

3 2,572

4 101,372

Round each number to the nearest hundred.

5 180

6 1,180

7 56,180

8 980

9 1,980

10 56,980

Round each number to the nearest thousand.

11 7,750

12 17,750

13 25,750

14 70,750

Round each number to the nearest ten thousand.

15 65,321

16 165,321

17 185,321

18 205,321

19 Round 307,451 to each place value given below.

to the nearest thousand: _____

to the nearest hundred: _____

to the nearest ten: _____

Using Strategies to Add

Name: _____

Add using different strategies.

$$\begin{array}{r} 1 \quad 4,000 \\ + 6,215 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 4,010 \\ + 6,215 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 4,121 \\ + 6,215 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 3,000 \\ + 6,871 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 2,999 \\ + 6,871 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 2,990 \\ + 6,871 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 5,020 \\ + 1,491 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 4,990 \\ + 1,491 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 4,950 \\ + 1,491 \\ \hline \end{array}$$

10 What strategies did you use to solve the problems? Explain.

11 Check your answer to problem 6 by solving it with a different strategy. Show your work.

Using the Standard Algorithm to Add Greater Numbers

Name: _____

Estimate the sum of each addition problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Addition Problems	Student Answers
$\begin{array}{r} 8,997 \\ + 2,301 \\ \hline \end{array}$	31,998 Estimate: 9,000 11,298 $\begin{array}{r} + 2,000 \\ \hline 11,000 \end{array}$
$\begin{array}{r} 23,411 \\ + 35,507 \\ \hline \end{array}$	12,918
$\begin{array}{r} 72,418 \\ + 41,291 \\ \hline \end{array}$	113,709
$\begin{array}{r} 67,802 \\ + 3,443 \\ \hline \end{array}$	10,225
$\begin{array}{r} 5,188 \\ + 9,024 \\ \hline \end{array}$	6,112

Using the Standard Algorithm to Add Greater Numbers *continued*

Name: _____

Addition Problems

$$\begin{array}{r} 21,822 \\ + 75,333 \\ \hline \end{array}$$

$$\begin{array}{r} 60,125 \\ + 69,205 \\ \hline \end{array}$$

$$\begin{array}{r} 4,899 \\ 5,224 \\ + 9,296 \\ \hline \end{array}$$

Student Answers

97,155

75,330

108,209

1 How does estimating an addition problem help you know if an answer is reasonable?

2 Can an answer be incorrect even if it looks reasonable? Explain.

Using Strategies to Subtract

Name: _____

Subtract.

$$\begin{array}{r} \text{1} \quad 4,003 \\ - \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{2} \quad 2,000 \\ - 1,999 \\ \hline \end{array}$$

$$\begin{array}{r} \text{3} \quad 3,007 \\ - \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - \quad 13 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,990 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - \quad 27 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - \quad 103 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,985 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - \quad 307 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - 1,103 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,500 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - 1,307 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - 2,103 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,490 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - 2,307 \\ \hline \end{array}$$

4 What strategy did you use to find the differences for problem 2? Explain.

5 How could you check your answer to one of the problems using another strategy?

Using the Standard Algorithm to Subtract Greater Numbers

Name: _____

Estimate. Circle all the problems with differences between 30,000 and 60,000. Then find the differences of only the circled problems.

$$\begin{array}{r} 1 \quad 95,217 \\ - 39,871 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 62,554 \\ - 31,618 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 92,023 \\ - 71,578 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 84,724 \\ - 43,951 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 56,417 \\ - 24,009 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 71,677 \\ - 13,197 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 99,902 \\ - 33,227 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 87,591 \\ - 46,280 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 90,434 \\ - 51,533 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 78,282 \\ - 40,983 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 71,731 \\ - 61,320 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 50,118 \\ - 18,306 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 86,496 \\ - 54,101 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 59,176 \\ - 17,222 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 89,971 \\ - 11,499 \\ \hline \end{array}$$

16 Use estimation and addition to check one of your answers. Show your work.

17 How does checking with addition compare with checking using estimation?

Multiplication in Word Problems

Name: _____

Use a strategy of your choice to solve each problem.

- 1 The library has 5 mystery books on a shelf. It has 4 times as many fiction books on another shelf. How many fiction books are on the shelf?

There are _____ fiction books on the shelf.

- 3 Violet has 3 markers. She has 6 times as many colored pencils as markers. How many colored pencils does she have?

Violet has _____ colored pencils.

- 5 Tasha used 8 tomatoes to make salsa. She used 4 times as many tomatoes to make sauce. How many tomatoes did Tasha use to make sauce?

Tasha used _____ tomatoes to make sauce.

- 7 There are 9 school buses in the parking lot. There are 6 times as many cars as school buses in the parking lot. How many cars are in the parking lot?

There are _____ cars in the parking lot.

- 2 Paul runs 2 laps around the gym. Carrie runs 6 times as many laps as Paul. How many laps does Carrie run?

Carrie runs _____ laps.

- 4 Owen draws 7 comics in April. He draws 3 times as many comics in May. How many comics does Owen draw in May?

Owen draws _____ comics in May.

- 6 There are 7 pear trees on a farm. There are 7 times as many apple trees as pear trees. How many apple trees are on the farm?

There are _____ apple trees.

- 8 There are 8 vases at an art show. There are 9 times as many paintings as vases at the art show. How many paintings are at the art show?

There are _____ paintings at the art show.

- 9 Write and solve a word problem for this equation: $5 \times 6 = ?$

Modeling Multi-Step Problems

Name: _____

Write an equation to represent each problem. Show your work.

- 1** The Lopez family goes to the movies. They buy 2 adult tickets for \$6 each and 3 child tickets for \$4 each. Write an equation to represent how much money the family spends on movie tickets, t .
- 2** Grace earns \$5 each time she walks her neighbor's dog. She walks the dog 5 times in one week. Then she spends \$7 on a book and \$9 on a building set. Write an equation to represent how much money Grace has left, m .
- 3** During the basketball game, Mika makes 3 baskets worth 2 points each, 2 baskets worth 3 points each, and 2 free throws worth 1 point each. Write an equation to represent how many points Mika scores, p .
- 4** Will has 20 pounds of apples. He makes 2 batches of applesauce that use 4 pounds each, one batch of apple butter that uses 6 pounds, and he uses 3 pounds to make juice. Write an equation to represent how many pounds of apples Will has left, p .
- 5** What strategies did you use to write an equation?
- 6** Is there another way you could write one of your equations? Could you write it as two equations? Explain.

Solving Multi-Step Problems

Name: _____

Write and solve an equation for each problem. Show your work.

- 1** Tasha spends 25 minutes reading on Wednesday night. She spends 17 more minutes reading on Thursday than she did on Wednesday. Write and solve an equation to find how many minutes Tasha spent reading on Wednesday and Thursday nights.

Tasha spent _____ minutes reading.

- 2** Erik has 2 bags of bird seed. One bag has 10 pounds of seed, and the other bag has 8 pounds of seed. He fills 7 bird feeders with 2 pounds each. Write and solve an equation to find how many pounds of bird seed are left.

There are _____ pounds left.

- 3** There are 15 boys and 19 girls in math club. The tables in Mrs. Miller's classroom seat 4 students each. Write and solve an equation to find how many tables Mrs. Miller will need.

Mrs. Miller will need _____ tables.

- 4** Frankie earns \$5 each time he babysits his little sister. He has saved \$30. Frankie wants to save \$52 to buy a new skateboard. Write and solve an equation to find how many more times Frankie will need to babysit.

Frankie will need to babysit _____ more times.

- 5** How can you estimate to check one of your answers? Show your work.

Multiplying a Three-Digit Number by a One-Digit Number

Name: _____

Find the product.

1 $500 \times 4 =$ _____

$501 \times 4 =$ _____

$506 \times 4 =$ _____

2 $300 \times 2 =$ _____

$299 \times 2 =$ _____

$298 \times 2 =$ _____

3 $400 \times 3 =$ _____

$405 \times 3 =$ _____

$410 \times 3 =$ _____

4 $499 \times 6 =$ _____

5 $706 \times 3 =$ _____

6 $195 \times 5 =$ _____

7 What pattern do you notice in problem 2? How could it help you solve a problem such as 297×2 ?

8 Choose problem 4, 5, or 6. Explain how you could check your answer.

Multiplying a Four-Digit Number by a One-Digit Number

Name: _____

Estimate. Circle all the problems that will have products between 18,000 and 32,000. Then find the exact products of only the problems you circled. Show your work.

1 $8,491 \times 2 =$ _____

2 $6,148 \times 4 =$ _____

3 $7,062 \times 5 =$ _____

4 $4,362 \times 5 =$ _____

5 $1,789 \times 8 =$ _____

6 $2,206 \times 9 =$ _____

7 $7,218 \times 4 =$ _____

8 $9,821 \times 3 =$ _____

9 $4,762 \times 6 =$ _____

10 $6,739 \times 6 =$ _____

11 $7,964 \times 4 =$ _____

12 $3,618 \times 7 =$ _____

13 What strategies did you use to solve the problems? Explain.

Multiplying by Two-Digit Numbers

Name: _____

Estimate each multiplication problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Multiplication Problems	Student Answers
14×17	2,380 238 Estimate: $14 \times 20 = 280$
15×19	285
21×18	3,078
16×13	28

Multiplying by Two-Digit Numbers *continued*

Name: _____

Multiplication Problems	Student Answers
13×31	403
18×17	3,056
21×15	3,015
12×22	2,604

1 How does estimating a multiplication problem help you know if an answer is reasonable?

Division in Word Problems

Name: _____

Use a strategy of your choice to solve each problem.

- 1 There are 5 times as many tulips as rose bushes in a garden. There are 15 tulips. How many rose bushes are in the garden?

There are _____ rose bushes in the garden.

- 2 Kelly has 2 times as many quarters as dimes. She has 18 quarters. How many dimes does she have?

Kelly has _____ dimes.

- 3 There are 18 blueberries in a bowl. There are 3 times as many blueberries as strawberries in the bowl. How many strawberries are in the bowl?

There are _____ strawberries in the bowl.

- 4 Amanda swims for 16 minutes. This is 4 times as many minutes as Julio swims. How many minutes does Julio swim?

Julio swims _____ minutes.

- 5 A tile pattern has 6 times as many white squares as gray squares. There are 48 white tiles in the pattern. How many gray tiles are there?

There are _____ gray tiles in the pattern.

- 6 Leah has 3 times as many country songs as she has pop songs on her MP3 player. She has 27 country songs. How many pop songs does Leah have?

Leah has _____ pop songs.

- 7 Erik sees 42 stars in the sky on Tuesday night. This is 7 times as many stars as he sees on Monday night. How many stars does Erik see on Monday night?

Erik sees _____ stars on Monday night.

- 8 Lucas spends 72 minutes cleaning his room. This is 8 times as long as it takes him to wash the dishes. How long does it take Lucas to wash the dishes?

It takes Lucas _____ minutes to wash the dishes.

- 9 Write and solve a word problem for this equation: $6 \times n = 54$

Dividing with Arrays and Area Models

Name: _____

The answers to problems 1–12 are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $606 \div 2 =$ _____

2 $606 \div 3 =$ _____

3 $903 \div 3 =$ _____

4 $408 \div 8 =$ _____

5 $243 \div 3 =$ _____

6 $721 \div 7 =$ _____

7 $545 \div 5 =$ _____

8 $488 \div 8 =$ _____

9 $816 \div 4 =$ _____

10 $728 \div 8 =$ _____

11 $459 \div 9 =$ _____

12 $366 \div 6 =$ _____

13 What strategies did you use to solve the problems?

14 Explain how to use multiplication to check your answer to problem 10.

Answers

91 303 61 202 204 109

81 51 301 103 51 61

Dividing with Estimation and Area Models

Name: _____

Check the student's answer by multiplying the quotient by the divisor and adding the remainder. If an answer is incorrect, cross out the answer and write the correct quotient, including the remainder.

Division Problems	Student Answers
$637 \div 4$	149 R 1 Check: $149 \times 4 = 596$ 159 R 1 $596 + 1 = 597$
$139 \div 2$	69 R 1
$188 \div 5$	38 R 2
$344 \div 6$	57 R 3
$458 \div 9$	58 R 8
$222 \div 7$	31 R 5
$692 \div 8$	85 R 4
$479 \div 3$	169 R 2

Dividing with Estimation and Area Models *continued*

Name: _____

1 Write a word problem that could be solved by one of the problems.

2 Can an answer be incorrect even if it looks reasonable? Explain.

Dividing Four-Digit Numbers

Name: _____

**Estimate. Circle all the problems with quotients between 500 and 1,500.
Then find the exact quotients of only the problems you circled.**

1 $2,508 \div 4 =$ _____

2 $7,058 \div 9 =$ _____

3 $2,726 \div 9 =$ _____

4 $7,429 \div 5 =$ _____

5 $3,506 \div 9 =$ _____

6 $8,318 \div 8 =$ _____

7 $7,645 \div 2 =$ _____

8 $4,113 \div 4 =$ _____

9 $3,196 \div 5 =$ _____

10 $5,018 \div 7 =$ _____

11 $8,127 \div 6 =$ _____

12 $6,155 \div 3 =$ _____

13 What strategies did you use to estimate the quotients? Explain.

14 Check one of your answers by solving it with a different strategy. Show your work.

Understanding of Equivalent Fractions

Name: _____

Write the missing numbers in the boxes to make each equation true.

$$1 \quad \frac{2}{4} \times \frac{\square}{\square} = \frac{8}{16}$$

$$2 \quad \frac{2}{3} \times \frac{\square}{\square} = \frac{12}{18}$$

$$3 \quad \frac{5}{6} \times \frac{\square}{\square} = \frac{25}{30}$$

$$4 \quad \frac{2}{3} \times \frac{\square}{3} = \frac{6}{\square}$$

$$5 \quad \frac{3}{8} \times \frac{5}{\square} = \frac{15}{\square}$$

$$6 \quad \frac{5}{6} \times \frac{\square}{\square} = \frac{\square}{12}$$

$$7 \quad \frac{5}{\square} \times \frac{\square}{\square} = \frac{15}{24}$$

$$8 \quad \frac{2}{\square} \times \frac{4}{\square} = \frac{\square}{12}$$

$$9 \quad \frac{\square}{8} \times \frac{2}{\square} = \frac{\square}{16}$$

10 Which strategies did you use to solve the problems? Explain why.

Using Common Numerators and Denominators

Name: _____

Compare the fractions. Write $<$, $>$, or $=$.

1 $\frac{3}{4}$ ○ $\frac{3}{8}$

2 $\frac{2}{3}$ ○ $\frac{4}{5}$

3 $\frac{1}{5}$ ○ $\frac{2}{10}$

4 $\frac{2}{10}$ ○ $\frac{23}{100}$

5 $\frac{7}{8}$ ○ $\frac{3}{4}$

6 $\frac{7}{12}$ ○ $\frac{5}{6}$

7 $\frac{10}{12}$ ○ $\frac{5}{6}$

8 $\frac{53}{100}$ ○ $\frac{1}{2}$

9 $\frac{2}{8}$ ○ $\frac{9}{12}$

10 $\frac{1}{6}$ ○ $\frac{3}{12}$

11 $\frac{4}{5}$ ○ $\frac{77}{100}$

12 $\frac{1}{3}$ ○ $\frac{5}{12}$

13 $\frac{1}{4}$ ○ $\frac{2}{12}$

14 $\frac{9}{10}$ ○ $\frac{90}{100}$

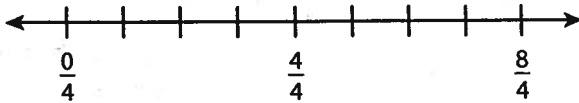
15 $\frac{2}{3}$ ○ $\frac{3}{6}$

16 Show a model you can use to check your answer to problem 12.

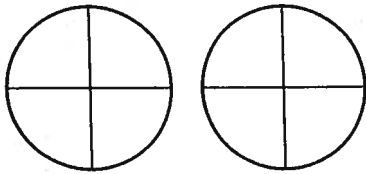
Understanding of Fraction Addition and Subtraction

Name: _____

- 1 Label the number line and use it to show $\frac{3}{4} + \frac{3}{4}$.

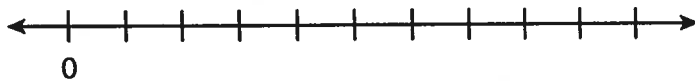


Shade the area model to show $\frac{3}{4} + \frac{3}{4}$.



Write the sum. $\frac{3}{4} + \frac{3}{4} =$

- 2 Label the number line and use it to show $\frac{10}{8} - \frac{4}{8}$.



Show $\frac{10}{8} - \frac{4}{8}$ on the area model.



Write the difference. $\frac{10}{8} - \frac{4}{8} =$

Understanding of Fraction Addition and Subtraction *continued*

Name: _____

- 3 What type of model do you like best for showing fraction addition and subtraction? Explain why.

- 4 Compare subtracting $\frac{10}{8} - \frac{4}{8}$ to subtracting $10 - 4$. How are they alike? How are they different?

Adding Fractions

Name: _____

Write the missing numbers in the boxes to make each addition problem true.

$$1 \quad \frac{1}{6} + \frac{4}{6} = \frac{\square}{6}$$

$$2 \quad \frac{1}{8} + \frac{4}{8} = \frac{\square}{\square}$$

$$3 \quad \frac{1}{10} + \frac{4}{10} = \frac{\square}{\square}$$

$$4 \quad \frac{4}{12} + \frac{\square}{\square} = \frac{7}{12}$$

$$5 \quad \frac{4}{6} + \frac{\square}{\square} = \frac{7}{6}$$

$$6 \quad \frac{4}{3} + \frac{\square}{\square} = \frac{7}{3}$$

$$7 \quad \frac{\square}{\square} + \frac{2}{4} = \frac{5}{4}$$

$$8 \quad \frac{\square}{\square} + \frac{2}{10} = \frac{5}{10}$$

$$9 \quad \frac{\square}{\square} + \frac{2}{8} = \frac{5}{8}$$

$$10 \quad \frac{\square}{6} + \frac{2}{6} = \frac{\square}{6}$$

$$11 \quad \frac{\square}{5} + \frac{1}{5} = \frac{\square}{5}$$

$$12 \quad \frac{4}{10} + \frac{\square}{10} = \frac{\square}{10}$$

13 Write a number from 1–12 in each box so that the addition problem is true.

$$\frac{\square}{12} + \frac{5}{\square} = \frac{\square}{12}$$

Subtracting Fractions

Name: _____

Solve each problem.

1 Sammy has $\frac{4}{5}$ of his art project left to paint. He paints $\frac{2}{5}$ of the project. What fraction of the project is left to paint?

2 Marianne has $\frac{6}{8}$ of a yard of green ribbon. She uses $\frac{3}{8}$ of a yard for a craft project. How much green ribbon is left?

3 Yuna plans to run 1 mile. She has run $\frac{7}{10}$ of a mile so far. What fraction of a mile does she have left to run?

4 Alex and Brady are helping to pack books into a box. Together they pack $\frac{7}{12}$ of the books. Alex packs $\frac{4}{12}$ of the books. What fraction of the books does Brady pack?

Subtracting Fractions *continued*

Name: _____

- 5 On Monday, Adam walks $\frac{3}{10}$ of a mile to the store and then $\frac{4}{10}$ of a mile to the park. How far does he walk in all?
- 6 Javier has $\frac{7}{8}$ of a cup of flour. He uses $\frac{3}{8}$ of a cup in a recipe. How much flour does Javier have left?
- 7 Shawna practices piano for $\frac{4}{6}$ of an hour and takes a break. Shawna then practices for $\frac{2}{6}$ of an hour more. How long does Shawna practice in all?
- 8 Kailee has finished $\frac{4}{5}$ of her math homework so far. What fraction of her math homework does she have left to finish?
- 9 Explain one way to check your work to problem 2.

Decomposing Fractions

Name: _____

Find three ways to decompose each fraction into a sum of other fractions with the same denominator.

1 $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \underline{\hspace{2cm}}$

$$\frac{3}{4} = \frac{2}{4} + \underline{\hspace{2cm}}$$

$$\frac{3}{4} = \frac{1}{4} + \underline{\hspace{2cm}}$$

2 $\frac{7}{8} = \frac{6}{8} + \underline{\hspace{2cm}}$

$$\frac{7}{8} = \frac{5}{8} + \underline{\hspace{2cm}}$$

$$\frac{7}{8} = \frac{4}{8} + \underline{\hspace{2cm}}$$

3 $\frac{6}{5} = \underline{\hspace{2cm}} + \frac{3}{5}$

$$\frac{6}{5} = \frac{2}{5} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$\frac{6}{5} = \frac{2}{5} + \frac{2}{5} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

4 $\frac{5}{6} = \underline{\hspace{2cm}} + \frac{3}{6}$

$$\frac{5}{6} = \frac{1}{6} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$\frac{5}{6} = \frac{1}{6} + \frac{1}{6} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

5 $\frac{9}{12} = \underline{\hspace{2cm}} + \frac{5}{12}$

$$\frac{9}{12} = \frac{3}{12} + \frac{3}{12} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$\frac{9}{12} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

6 $\frac{8}{10} = \underline{\hspace{2cm}} + \frac{4}{10}$

$$\frac{8}{10} = \frac{2}{10} + \frac{3}{10} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$\frac{8}{10} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

7 Describe your strategy for finding the missing numbers.