DuBOIS INTEGRITY ACADEMY

Riverdale, Georgia

Rising
5th

Summer
Enrichment Packet

Skills and Ideas to Review/Preview for Students Entering Grade 5

Mathematics

In Grade 4, the focus was on three critical areas:

(1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends;

(2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers;

(3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

*Throughout the summer, continue to practice for fluency all basic fact operations, recognize and understand benchmark fractions and think mathematically!

English/Language Arts

Students in fourth grade read on a variety of topics, with a focus on increasing their ability to read aloud with fluency and comprehension. They are becoming more adept at summarizing main points from literary and informational texts, and they use more abstract skills of synthesis and evaluation in writing. Fourth graders are working independently on research projects and making all of their writing more sophisticated and meaningful.

Fourth graders can:

- Read a grade level text independently and make inferences about the text based on specific details in the text.
- Read a story and identify the point of view of the story.
- Write a summary of the text providing evidence for the theme of the story.
- Use pictures, illustrations and the structure of a text to determine the author's purpose and point of view.
- Provide a response about a topic using evidence gathered from two texts.
- Use Latin & Greek word parts and context clues to understand unknown words.

Social Studies

Explain causes, effects, leaders and locations of events in U.S.History
- American Revolution
- Constitutional Convention
- Westward Expansion
- Civil War
- Reconstruction–13th, 14th, 15th Amendments

Explain how geography impacts culture

Describe the meaning of the U.S. Constitution, Bill of Rights and U.S. government

Explain trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives

Identify the elements of a personal budget (income, expenditures, and saving)

Science

Core Ideas for 5th Grade:

- Geological processes
- Formation and/or destruction of landforms
- Grouping animals and plants by their internal and/or external structure
- Inherited traits
- Acquired traits
- Magnification tools are needed to observe very small things
- Plant cell structure and function
- Animal cell structure and function
- Microorganisms can be helpful or harmful
- Static electricity
- Current electricity (human-harnessed)
- Energy transfer
- Simple electric circuit
- Magnetic field and force
- Release of stored energy
- Insulators and conductors of electricity
- Physical changes
- Chemical changes
- Phases/States of water are related to temperature changes
- Energy transfer

Week	Art	Mathematics	English/Language Arts	Social Studies	Science
Week 1:	Create a sketchbook. Write the elements of art on the first page: line color shape texture space value form	Find a recipe. Order the fractions from least to greatest.	Create a chart with symbols that represent a person from the text. Give the meaning of each symbol and how the symbol represents the character.	Read a book from the list. Create a map of your room, home or neighborhood. Provide a map key and compass rose. Practice writing directions to various locations. Give the directions to a family member to see if they can find their destination.	Scientists use diagrams to communicate information. Create your own diagram. Draw a picture. Label the parts of the picture and give it a title.
Week 2:	Sketchbook entry: LINE- a path a moving point makes on a surface. Use a variety of lines to draw a government building. www.arthubforkids -how to draw the White House	Mark McGwire's 70th home run ball sold for about $3,000,000. Babe Ruth, an earlier home run king, hit 60 in 1927. Suppose that Ruth's ball was valued at $3,000 in 1927 and, like many good investments, doubled its value every seven years. Would you rather have had the value of Ruth's ball or McGwire's in 1999? What would the values be today?	Read a fictional text. Justify the actions of a character in the book. Use details from the text to support your response.	Read a book. Practice finding locations by playing the game below. Games: https://tinyurl.com/y5ztwqzr https://tinyurl.com/y32ymlo8 https://tinyurl.com/y2stbupk	Classify the shoes in your closet. Make a Venn Diagram to compare and contrast the different shoes you and another family member own.
Week 3:	Sketchbook entry: COLOR-make a color wheel using crayons or your choice of medium. Include primary, secondary and tertiary colors. COLOR	Is the sum of $6\frac{7}{8}$ and $4\frac{5}{8}$ closer to 11 or 12? Explain your answer.	Choose a character and imagine s/he had to pack a suitcase for a trip. What would you find in their suitcase and why?	Two issues of the Civil War were states' rights and slavery. Explain how these issues were resolved after the war.	Choose a book from the book list to read aloud. List three questions that you wonder or want to know more about after reading the book.
Week 4:	Sketchbook entry: SHAPE-a shape is a closed line. Use shapes to create your dream house.	Write the number 23.69 as a fraction, in word form, and expanded form. Also draw a model using place value blocks to represent the number.	Consider how the author's life may have influenced how s/he wrote the text. Provide details from the text that give clues about the author's life.	Read a book from the list. Interview an older family member or friend to find out what life was like when they were a child. Write a summary to compare and contrast your lives.	Watch the movie Ice Age Continental Drift. What evidence supports that this movie is realistic fiction? Create a testable question based on something that made you curious during the movie.

	Art	Mathematics	English/Language Arts	Social Studies	Science
Week 5:	Sketchbook entry: TEXTURE: the surface quality of an object (how something looks or feels). Create as many different visual textures as you can. Draw what you see outside your window using a variety of lines to create texture.	Solve in your math journal: Jennifer buys 5 yards of fabric to make pillows. Each pillow needs 25 inches. Will she have enough fabric to make 9 pillows? If not, how much more fabric will she need? If she has enough, can she make more pillows? Show your work and explain your answer.	Pick 5 words from a book you are reading this week. Create a riddle for each word. Use the definitions of the words as a source of clues in the riddle.	Watch the videos: https://tinyurl.com/y2l8uvjx https://tinyurl.com/y65eaxht Create a visual to show the branches of government. Describe the role of each branch and how they work together.	Science About Me Complete the statements below: • Inherited Eye Color: • Favorite Animal: • Favorite Learned Behavior: • Favorite source of energy (food):
Week 6:	Sketchbook entry: VALUE: how light or dark a color is. Use crayons or colored pencils to color different values of colors.	Noriko multiplies 13 x 45. What are the partial products? Draw an area model to show the partial products.	After reading an informational book, determine the book's main idea. Give supporting details that prove the main idea.	Research a famous entrepreneur. Find out about their inspiration, education and advice for ways to be successful. (examples- Kevin Durant, Milton Hershey, Truett Cathy, JoJo Bows, Beyonce)	Choose a book from the book list to read aloud. List three questions that you wonder or want to know more about after reading the book.
Week 7:	Sketchbook entry: SPACE: refers to the area within and around objects. Draw the world from a giant's point of view. Include objects in the background.	List the factors of 93. Write the divisibility rule(s) that works for 93.	Ask an adult to help you find (and read) two news articles on the same topic. Identify 3 similarities and 3 differences in the details given.	Read a book from the list. Interview an adult in your life to find out more about making economic choices. Use the suggested questions or add in some of your own. Write a summary of what you learned from your interview.	Brainstorm Science Fair ideas. •What do you enjoy doing in your free time? •What area of science are you the most interested in? •Do you have any special skills or talents? Choose a topic that interests you. Form a testable question. *Choose 3 topics and form a question for each of them.
Week 8:	Sketchbook entry: FORM-3-dimensional shapes. Draw 2-d shapes and turn them into forms by adding lines and shading. Try following along with directed drawings from videos on www.arthubforkids	List the multiples of 6 and 8 that are less than 100. Circle the common multiples. What is the least common multiple for 6 and 8?	Make a hypothesis about what may have changed if a character were in a different setting in the book.	Read a book from the list. Complete the Back to School Supplies activity to practice making economic choices.	*Try out an interactive site. https://tinyurl.com/techit19 Choose an experiment to try. https://tinyurl.com/scifun19 and/or Help someone bake or cook something. Pay attention to the measurements. Use your 5 senses to make observations of how things change.

Suggested Summer Reading

Art	Mathematics	ELA	Social Studies	Science

(MyOn)
Emily's Pictures
 	
Drawing and Learning about:
Cats
Dogs
Faces
Monsters
 	
YouTube (read alouds)
 	
Katie and the Waterlily Pond by James Mayhew
 	
Paris in the Spring with Picasso by Joan Yolleck
 	
Iggy Peck Architect by Andrea Beaty
 	
Emily's BLUE Period by Cathleen Daly
 	
Additional resources: video
In the Art Room-Sketchbooks with Kids (Cassie Stephens)
 	
Youtube-Art Hub for Kids
 	
Online art Galleries:
https://www.nga.gov/education/kids.html
 	
https://www.moma.org/interactives/destination/#
 	
https://www.metmuseum.org/art/online-features/metkids/time-machine
	Recommended Chapter Books
	All of the Above by Shelley Pearsall
	
	William Wenton and the Impossible Puzzle by Bobbie Peers
	
	The Toothpaste Millionaire by Jean Merrill
	
	Bringing Down the Mouse by Ben Mezrich
	
	Ada Lace and the Impossible Mission by Tamson Weston, Emily Calandrelli
	
	Charlie Numbers and the Man in the Moon by Tonya Mezrich, Ben Mezrich
	
	Ellie, Engineer by Jackson Pearce
	
	Ellie, Engineer: The Next Level by Jackson Pearce
	
	Hidden Figures Young Readers' Edition by Margot Lee Shetterly
	
	I Was an Outer-Space Chicken by David LaRochelle
	
	Freddie Ramos Adds It All Up by Jacqueline Jules
	
	The Multiplying Mysteries of Mount Ten by Krista Van Dolzer
	
	Ada Lace and the Suspicious Artist by Emily Calandrelli
		Fifth graders will begin to anchor their inquiries and responses firmly to the text, whether literary or informational, using increasingly specific and relevant evidence to support their claims and inferences. A fifth grader's analytical skills will extend to identifying main idea/theme, understanding character and plot development, and evaluating the impact of word choice.
		
		The minimum lexile needed in 5th grade in order to meet the state's Literacy Reading Indicator is 920L. The following books fall into the state's 5th grade College & Career Ready "Stretch" Lexile band of 830 -1010L.
		Fridle, 830L
		  by Andrew Clements
		Ramona Quimby - 860L
		  by Beverly Cleary
		Oggie Cooder - 880L
		  by Sarah Weeks
		Series of Unfortunate events, (series)
		  by Lemony Snicket
		Shelter Dogs, 940L
		  by PEg Kehret
		Girls think of Everything, 960L
		  by Catherine Thimmesh
		The Phantom Tollbooth, 1000L
		  by Norton Juster
		Fantastic Family Whipple, 1060L
		  by Matthew Ward
		Junior Genius Guide, 1060L
		  by Ken Jennings Jr.
		Additional texts include:
		- Time for kids, various titles and authors
		- History Makers Bios, various titles and authors
		- National Geographics, various titles and authors
			MyOn
			Weeks 1 and 2:
			What is a Map
			Maps
			Types of Maps
			Maps: What You Need to Know
			Symbols and Keys
			Living Beside a River
			Week 3:
			True Stories of the Civil War
			Living Through the Civil War
			Great WOmen of the Civil War
			Heroes of the Civil War
			Biggest Battles of the Civil War
			Reconstruction:Outcomes of the Civil War
			Week 4:
			Entertainment Through the Years
			Comparing the Past and Present
			Getting Around Through the Years
			Home Life Through the Years
			Week 5:
			U.S Government: What You Need to Know
			The U.S. Presidency
			The U.S. House of Representatives
			The U.S. Senate
			The U.S. Supreme Court
			Weeks 6-8:
			Make Money Choices
			Wants or Needs
			Save Money, Earn Money,
			Lemons and Lemonade
			Milton Hershey
			Sam Walton
				Erosion: The Weather Report Series by Virginia Castleman
				
				Next Time You See a Spiderweb by Emily Morgan
				
				Grand Canyon: A Trail Through Time by Linda Vieira
				
				Papa's Mechanical Fish by Candace Fleming
				
				Pancakes, Pancakes! by Eric Carle
				
				Cells Are Us by Fran Balkwill
				
				The Fungus that Ate My School by Arthur Dorros
				
				Solids, Liquids, and Gases: My World of Science by Angela Royston
				
				Grand Canyon by Jason Chin
				
				It's a Fungus Among Us by Carla Billups and Dawn Cusick
				
				Trade Book List: https://tinyurl.com/scipicbooks

History Interview

Interview an older friend or family member to find out what life was like when they were growing up. Listen for things you have in common and things that are different and summarize when you are finished. You may use the questions attached or add your own! You may want to have them write down their answers for you or record your conversation.

Name:

Birthdate:

Where did you grow up?

Can you tell me a little bit about your family? (parents, jobs, siblings, grandparents)

What was your home like?

Do you have any pictures of yourself or your family when you were younger?

Where did you attend elementary school?

How did you get to school and back home?

Can you describe a day at school?

What type of technology did you have in your classroom?

How much homework did you have to do?

What happened if you didn't complete your homework?

What did you and your friends do during recess?

What did you like to do for fun at home?

Where did your family go out to eat?

How did you stay in touch with your family and friends?

Where did you get your clothes?

Did any significant world events happen when you were growing up?

After Interview:

Complete the statements.

I interviewed _____. I learned about how we are similar and how we are different.

We are the same because...

We are different because...

Economics/ Civics Interview

Interview a friend or family member to understand how adults make economic and civic choices.

Name:

What do you do for a living?

What special training did you receive for your job?

What are some important things you do daily?

What are some services that you use? (ex. Car maintenance, yard services, housekeeping etc.)

How do you make important decisions about what to buy and where to buy it?

Why is it important to save money?

What does it mean to be a good citizen?

How do you participate in the government? (paying taxes, voting etc.)

What is the best advice you have for me as I'm growing up and making economics and civic choices?

MONDAY.1: RELATIVE PRONOUNS & RELATIVE ADVERBS (L.4.1A)

The students will complete a sentence with an appropriate relative pronoun or relative adverb.

Relative Pronouns: These link two clauses together by giving more information about a word or phrase in the sentence. They are called relative pronouns because they "relate" to the nouns that they modify. The relative pronouns are:

who, whom, whose, that, and *which*

- Dogs, <u>which</u> are pack animals, usually do not like to be alone.
- My dad, <u>who</u> is a chef, cooked me a special dinner for my birthday.
- The car <u>that</u> is no longer working will be towed tomorrow.

Relative Adverbs: Like relative pronouns, these link two clauses together and give more information about a word or phrase in a sentence. They are called relative adverbs because they "relate" to the verbs that they modify. The relative adverbs are:

where, when, and *why*

- My mom explained <u>why</u> we couldn't get a dog.
- Chicago is the city <u>where</u> my dad grew up.
- He will go to the store <u>when</u> it opens.

Function in the Sentence	Relative Pronouns		Relative Adverbs		
	People	*Things/ Concepts*	*Place*	*Time*	*Explanation*
Subject	who, that				
Object	that, who, whom	which, that	where	when	why
Possessive	whose	whose			

MONDAY.2: PROGRESSIVE VERB TENSES (L.4.1B)

The students will complete a sentence with the appropriate progressive verb tense: past progressive, present progressive, or future progressive.

Past Progressive: This verb tense expresses an action that took place in the past, over a period of time. It is formed by using the "to be" verbs *was* or *were* with an *-ing* verb.

- I <u>was cleaning</u> my room yesterday.
- They <u>were eating</u> dinner when the doorbell rang.

MONDAY.2: PROGRESSIVE VERB TENSES (L.4.1B) -CONTINUED

Present Progressive: This verb tense expresses an ongoing action. The action is happening as it is said or written. It is formed by using the "to be" verbs *am, is,* or *are* with an *-ing* verb.

- I <u>am finding</u> it difficult to study here.
- She <u>is working</u> on your order right now.
- They <u>are looking</u> for a used car.

Future Progressive: This verb tense expresses an ongoing action that will take place at a later time. It is formed by using the "to be" verb *will be* with an *-ing* verb.

- We <u>will be flying</u> across the Pacific Ocean tomorrow.
- Next week I <u>will be painting</u> my house red.

MONDAY.3: USE CONTEXT CLUES (L.4.4A)

The students will use context clues from a short passage to determine the meaning of a specified word.

These passages were written so that the meaning of the given word can be discerned without the use of reference materials. However, this might not be the case for all students. Begin by having students attempt to define the word using the context clues. Have them highlight or underline the context clues. Then, they can look up the word and provide the dictionary definition. Students will then have two definitions, their own and the dictionary definition. If your students need more room to write the meaning, you can have them use "Post-its" and attach them to their papers.

MONDAY.4: FREQUENTLY CONFUSED WORDS (L.4.1G)

The students will complete a sentence choosing from two or more commonly confused and misused words.

- they're, their, there
- two, to, too
- its, it's
- affect, effect

- except, accept
- then, than
- lose, loose
- past, passed

MONDAY.5: SYNONYMS (L.4.5C)

The students will find the synonym for a given word.

Depending on the vocabulary skills of your students, they may need to consult a thesaurus (L.4.4C) in order to find the correct synonym.

TUESDAY.1: CORRECT FRAGMENTS & RUN-ONS (L.4.1F)

The students will rewrite text, correcting sentence fragments or run-ons.

There are number of options when correcting these, so answers will vary.

TUESDAY.2: ANALOGIES (L.4.5)

The students will find a word pair that matches the relationship of a given word pair.

It's a good idea to spend some time teaching students how to identify the 7 main types of analogies (function, degree, lack, characteristic, type/kind, part-to-whole, and definition). Once students begin recognizing these relationships, they will have a much easier time solving the analogies.

- **Function** ~ microwave : heat :: helmet : protect
  The function of a microwave is to heat. :: The function of a helmet is to protect.

- **Degree** ~ fascinating : interesting :: critical : important
  Something that is fascinating is very interesting. :: Something that is critical is very important.

- **Lack** ~ dishonest : integrity :: hateful : peace
  A dishonest person lacks integrity. :: A hateful person lacks peace.

- **Characteristic** ~ sandpaper : coarse :: crime : illegal
  A characteristic of sandpaper is to be coarse. :: A characteristic of a crime is to be illegal.

- **Type/Kind/Category** ~ flute : instrument :: banana : fruit
  A flute is a type of instrument. :: A banana is a type of fruit.

- **Part-to-Whole** ~ nose : face :: buckle : belt
  A nose is a part of a face. :: A buckle is part of a belt.

- **Definition** (Synonym or Antonym) ~ bargain : deal :: imaginary : pretend
  A synonym for bargain is deal. :: A synonym for imaginary is pretend.

TUESDAY.3: COMMAS & QUOTATION MARKS IN DIRECT SPEECH (L.4.2B)

The students will rewrite text of direct speech adding the appropriate commas and/or quotation marks.

1. If the quote/direct speech comes before the person who spoke, place a comma after the quote/direct speech, but within the quotation marks.
   - "I need your help," asked Sadie

2. If the quote/direct speech comes after the person who spoke, place a comma before the quotes.
   - The boy screamed, "I don't want to go home!"

TUESDAY.4: SPELL CORRECTLY (L.4.2D)

The students will identify the one misspelled word in a group of three words. They will then rewrite the misspelled word correctly.

Students may need to consult reference materials (L.4.4C) in order to complete this task.

TUESDAY.5: ANTONYMS (L.4.5C)

The students will find the antonym for a given word.

Depending on the vocabulary skills of your students, they may need to consult a thesaurus (L.4.4C) in order to find the correct synonym.

WEDNESDAY.1: MULTIPLE MEANING WORDS (L.4.4C)

The students will be given two to three different definitions of the same word as well as a sentence that uses the word. They will then have to choose the definition that matches meaning of the word used in the sentence.

Identifying the parts of speech is especially helpful for the students when trying to match the sentence and the definition.

WEDNESDAY.2: PREPOSITIONS & PREPOSITIONAL PHRASES (L.4.1E)

The students will identify prepositions and prepositional phrases within text.

A preposition usually answers questions like *where, when, what,* and *how.* They are usually followed by a prepositional phrase.

- I left my books **in** my desk. (where)
- I will go to the doctor **during** my lunch break. (when)
- Please find a seat **for** the show. (what)
- He earned excellent grades **by** working hard. (how)

WEDNESDAY.3: SIMILES & METAPHORS (L.4.5A)

The students will identify if a statement is a simile or a metaphor. They will then underline the two objects that are being compared to each other.

Simile: Compares two like or related things using the words *like* or *as.*
   Ava is as tall as a skyscraper.

Metaphor: Compares two unlike or unrelated things by saying that one actually is the other.
   My sister is an angel.

WEDNESDAY.4: CORRECTLY ORDER ADJECTIVES (L.4.1D)

The students will complete a sentence by adding two adjectives in the correct order.

Adjectives are words that modify and describe nouns. They should follow the order below within a sentence.

1. opinion
2. size
3. feels/looks
4. age
5. shape
6. color
7. nationality/material
8. purpose

   Incorrect: I got a new blue small backpack. (color comes before size)
   Correct: I got a new small blue backpack. (size comes before color)

WEDNESDAY.5: APPLYING VOCABULARY (L.4.4A)

The students will choose various scenarios that apply to a given vocabulary word.

In order for students to understand the meaning of a word beyond its dictionary definition, they need to apply it to various situations that provide context for the word. This item allows students to do just that. In addition to selecting the applicable examples, have students discuss why a word does or does not apply.

THURSDAY.1: COORDINATING CONJUNCTIONS & COMPOUND SENTENCES (L.4.2C)

Compound Sentence: This sentence type is made up of <u>two</u> <u>simple sentences</u> (or independent clauses) that are joined together with a *coordinating conjunction* (*for, and, nor, but, or, yet, so* = FANBOYS).

- <u>We want to go to the fair</u>, *but* <u>we do not have any money</u>.
- <u>You can ride on the carousel</u>, *and* <u>you can see the farm animals</u>.
- <u>I will wear a sweater</u>, *or* <u>I will bring my coat</u>.

THURSDAY.2: CORRECT CAPITALIZATION (L.4.2A)

The students will rewrite text with the correct capitalization.

- All **proper nouns** must be capitalized.
- **Titles:** In titles the first word, the last word, and almost every word in between are capitalized.
     1. Do not capitalize articles: a, an, the
     2. Do not capitalize short prepositions: as, by, for, in, of, on, to
     3. Do not capitalize conjunctions: and, nor, but, or, yet, so
  *You may require your students to underline titles as well.

THURSDAY.3: GREEK & LATIN ROOTS & AFFIXES (L.4.4B)

The students will break apart a word into its prefix, root/base, and suffix.

When breaking words apart, have students identify if the "middle" is a base or a root.

Base Word: A base can stand on it's own: "trust", as in the case of "mistrusts".
In cases where a base word was altered for the ending, students should write what the word was before it was modified.
     <u>Example:</u> retraced– the "e" in trace is dropped for the -ed ending ➜ re-   trace   -ed

Root Word: A root cannot stand alone: "fict," as in the case of "nonfiction".

The main purpose is to have students identify the various (meaningful) parts of the words; so if their segments are off by a letter of two, that's okay.

THURSDAY.4: POSSESSIVE NOUNS (L.4.3)

The students will form possessive nouns based on various situations.

1. add **'s** to the singular form of the word (even if it ends in -s).
   - the hat of James   ➜   James's hat
   - the bone of the dog   ➜   the dog's bone

2. add **'s** to the plural forms that do not end in –s.
   - the books of the children   ➜   the children's books
   - the tails of the mice   ➜   the mice's tails

3. add **'** to the end of plural nouns that end in –s.
   - the bikes of the boys   ➜   the boys' bikes
   - the laws of the countries   ➜   the countries' laws

4. add **'s** to the end of compound words.
   - car of my sister-in-law   ➜   my sister-in-law's car

5. add **'s** to the last noun to show joint possession of an object.
   - the house of Kate and Carl   ➜   Kate and Carl's house

6. add **'s** to both nouns to show separate ownership of different objects.
   - the hands of Dorothy and Samir   ➜   Dorothy's and Samir's hands

*Tasks for rules 4-6 are NOT included in the fourth grade 5-A-Day Language Review. They are included in the teaching notes for teacher reference.

THURSDAY.5: GREEK & LATIN ROOTS & AFFIXES (L.4.4B)

The students will determine the meaning of a word based on the definitions of its roots and affixes. They will then look up the word in the dictionary (L.4.4C) to find and provide the actual definition. This will allow students to see how most of the time, examining the roots and affixes of a word will allow them to understand the meaning of the word.

5-A-Day Language Review: Week 1

Monday

1) Complete the sentence with the correct **relative pronoun** and/or **relative adverb**.

who • whom • whose • that • which   where • when • why

The man _____ dog ran away is posting signs around the neighborhood.

2) Select the correct **verb tense**. Then identify if the correct **verb tense** is **past progressive**, **present progressive**, or **future progressive**.

I _____ to music when I heard the knock on the door.

was listening   am listening   will be listening

3) The passengers on the plane anxiously waited for the mechanics to repair the engine. The repairs **postponed** the takeoff by over an hour. Even though the plane was very late, everyone felt much more comfortable knowing the aircraft was safe.

postponed means: _____

_____

4) **Frequently confused words:** Complete the sentence with the correct word.

We can't wait _____ swim in the pool today! (to/too/two)

5) Choose the **synonym** for: <u>curious</u>   inquisitive   disinterested   tired   angry

Tuesday

1) Rewrite to form a **complete sentence** (or sentences) without **fragments** or **run-ons**.

A high-speed boat. Whizzed by the dock. It scared us.

_____

_____

2) Choose a matching **analogy**.   **wheel : car**

a) sandwich : lettuce   b) wall : room   c) dance : song   d) cat : dog

3) Rewrite adding **commas** and **quotation marks** for **direct speech**.

Please open your social studies books to page 247 said the teacher.

_____

_____

4) Circle the **misspelled** word and write it correctly in the space below.

dear   three   rong   ┌┄┄┄┄┄┄┄┄┄┄┄┄┄┐
                                     └┄┄┄┄┄┄┄┄┄┄┄┄┄┘

5) Choose the **antonym** for: <u>enormous</u>   great   huge   whale   miniscule

Book 4

5-A-Day Language Review: Week 1

Wednesday

1. Circle the **definition** that matches the word used in the sentence below.

   fea•ture
   1. n. An important or special part of something
   2. n. Any part of the face

   Our new car has so many exciting features that our old one did not have.

2. Circle the **prepositions** and cross out the **prepositional phrases**.

   Kelly paid the bill at the restaurant.

3. First identify if the following sentence is a **simile** or a **metaphor**:
   Then underline the two objects that are being compared to each other.   S M

   Evan ate his lunch like a vacuum cleaner.

4. Add at least two **adjectives** in the **correct order**.

   There is nothing I enjoy more than a(n) _____ apple.

5. Which of the following could be in the shape of a **cylinder**?

   a) a can of soup   b) a box   c) a straw

Thursday

1. Use a **coordinating conjunction** to combine and create a **compound sentence**.

   for • and • nor • but • or • yet • so

   My brother likes shrimp. He is allergic to shellfish.

   _____

   _____

2. Rewrite with the **correct capitalization**.

   my girl scout leader is from argentina.

   _____

3. **unleashed** ⟫⟫⟫⟶ prefix: _____   base or root: _____   suffix: _____

4. Rewrite using a **possessive noun**.

   hobbies of the student   ➡   _____

5. Use the meaning of the **roots/affixes** to define the word. Provide a **dictionary** definition.

   biology ➡   "bio" - life   "ology" - The scientific study of a subject

   My Definition: _____

   Dictionary Definition: _____

Book 4 5-A-Day Language Review: Week 2

Monday

1) Complete the sentence with the correct **relative pronoun** and/or **relative adverb**.

who • whom • whose • that • which   where • when • why

This is the city _____ the Declaration of Independence was signed.

2) Select the correct **verb tense**. Then identify if the correct **verb tense** is **past progressive**, **present progressive**, or **future progressive**.

At this very moment, he _____ to school in the rain.

was walking   is walking   will be walking

3) Since the small village was ninety miles away in the jungle, we were told it would take **approximately** two days to reach it. If there was a storm, it could even take up to three days. No one was quite sure exactly when we would arrive.

approximately means: _____

_____

4) **Frequently confused words:** Complete the sentence with the correct word.

I am sure _____ coming to my birthday party. (their/there/they're)

5) Choose the **synonym** for: <u>fatal</u>   painful   deadly   healthy   scary

Tuesday

1) Rewrite to form a **complete sentence** (or sentences) without **fragments** or **run-ons**.

While riding to school Freda had to change her tire it was flat from running over a nail.

_____

_____

2) Choose a matching **analogy**.   **scale : weigh**

a) daisy : flower   b) kitten : pet   c) friend : enemy   d) key : unlock

3) Rewrite adding **commas** and **quotation marks** for **direct speech**.

Oh, I can help him the child said cheerfully. I tie my little brother's shoes all the time.

_____

_____

4) Circle the **misspelled** word and write it correctly in the space below.

amount   thay   afraid   [_____]

5) Choose the **antonym** for: <u>simple</u>   complex   challenge   plain   difficult

Book 4 — 5-A-Day Language Review: Week 2

Wednesday

(1) Circle the **definition** that matches the word used in the sentence below.

re•verse
1. v. To go backward or in the direction one just came from
2. n. The back or rear part

One side of the worksheet has math problems and the reverse side has science questions.

(2) Circle the **prepositions** and cross out the **prepositional phrases**.

He ate all the candy from Halloween.

(3) First identify if the following sentence is a **simile** or a **metaphor**: [S][M]
Then underline the two objects that are being compared to each other.

After swimming so far my arms felt like noodles.

(4) Add at least two **adjectives** in the **correct order**.

We were startled when the _____ dog barked at us.

(5) Which of the following could you **dangle**?

a) keys   b) a table   c) a plate

Thursday

(1) Use a **coordinating conjunction** to combine and create a **compound sentence**.

for • and • nor • but • or • yet • so

It didn't snow last week. It didn't snow this week.

_____

_____

(2) Rewrite with the **correct capitalization**.

during his class trip, reza went to the washington monument.

_____

(3) **reheating** ⟩⟩⟩⟩→ prefix:_____ base or root:_____ suffix:_____

(4) Rewrite using a **possessive noun**.

the slippers of the children ➔ _____

(5) Use the meaning of the **roots/affixes** to define the word. Provide a **dictionary** definition.

transport ➔ "trans" - across, over   "port" - bring, carry

My Definition:_____

Dictionary Definition:_____

Name: _____
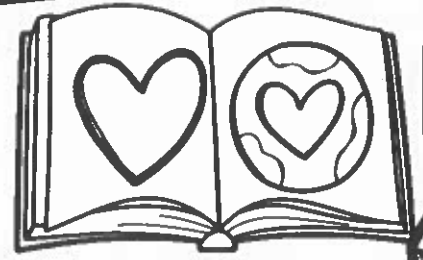
Comparing Ideas in Texts

Read these two slightly similar stories and then answer the questions that follow

There are roughly 633,782 people experiencing homelessness on any given night in America. 142,168 are children, 62,619 are veterans, and 269,991 are disabled and unable to work. Many factors can contribute to a person becoming homeless. These factors can include: poverty, a lack of affordable housing, and job loss. However, there are many amazing groups that are currently working together to help supply these people with food, shelter, and work. You too can help! Ask your parents to help you collect clothing, food, and toys that are found in your homes. Then, donate these to any local organization in your town that helps those who are in need. You can be the reason that someone smiles today!

Litter is trash that has been put in a place where it doesn't belong. Trash belongs in any number of places, such as in a garbage can, in a recycling bin, in a reuse facility, at the sanitary landfill, or even the waste-to-energy plant. Where it does not belong is on the ground, in the rivers or oceans, or blowing in the air. The problem with litter is that it can cause harm, or even death, to wildlife, and it can kill or stunt plant growth. Luckily though, litter is a problem that we can help to control! If you have a piece of trash, no matter how small it may be, make sure that you place it where it belongs. You can make a difference!

1) What is the main theme found in both of these texts? _____

_____

_____

2) Describe a time that you helped a person in need. _____

_____

_____

3) Describe a time that you helped our planet. _____

_____

_____
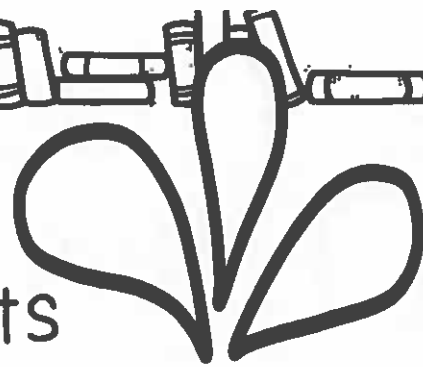
Name: _____

Comparing Ideas within Texts

Complete this organizer using two separate books that have similar ideas and themes.

Title: _____

_____

Author: _____

The main idea is:

_____

_____

_____

An example of text that supports my answer can be found on page

_____.

Title: _____

_____

Author: _____

The main idea is:

_____

_____

_____

An example of text that supports my answer can be found on page

_____.

Explain the similar ideas within these two texts:

_____

_____

_____

_____

_____

Name: _ _ _ _ _ _ _ _ _ _ _ _ _ _

Interjections

Highlight the interjection within each sentence below.

An interjection is a word that is added to a sentence to convey an emotion or a sentiment such as surprise, disgust, joy, or excitement. The words ah, bam, uh-oh, eek, and yikes are all interjections.
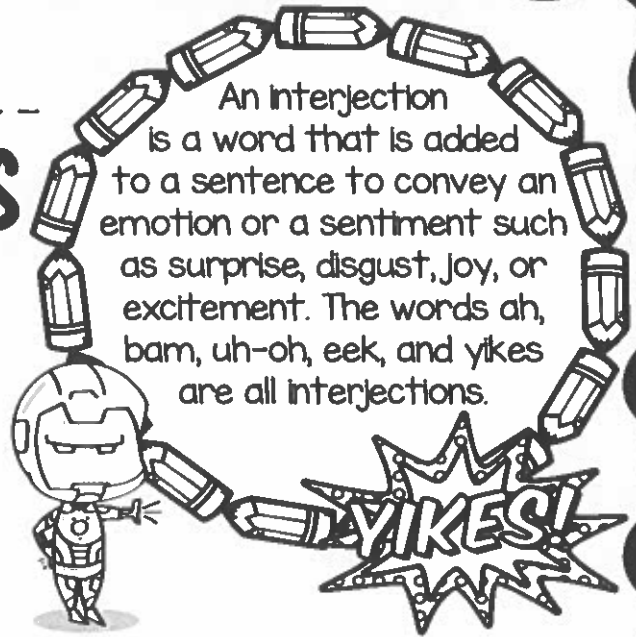
YIKES!

1) Yikes! The villain almost got away!

2) Bam! The superhero defeated the villain with a powerful punch.

3) Eek! There are 5 villains nearby!

4) Ah, I now see how the superhero could not find the hiding villain.

5) Uh-Oh. The villain appears to be up to no good again.

Use each of these interjections correctly in a superhero-themed sentence:

1) ah _____

_____

2) bam _____

_____

3) eek _____

_____

4) uh-oh _____

_____

5) yikes _____

Name: _____

Verb Tenses

For each sentence below, a verb (and sometimes a helper word) is underlined. Write on each line given whether this verb is used in the past, present, or the future tense.

1) The superhero just ran after the villain. _____

2) The cat is meowing to be rescued. _____

3) The evil potion will work in one hour. _____

4) The superhero is flying to the roof next door. _____

5) The boy will hide his superhero cape from the villain. _____

6) The superhero went on a vacation. _____

7) I am coming to your rescue! _____

8) Thankfully, they ran away from the villain. _____

9) She will save the kitten from the tree. _____

10) He is going to the roof to be rescued. _____

Write superhero-themed sentences using any verb in each given tense:

Past	Present:	Future:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Narrative Writing
Graphic Organizer
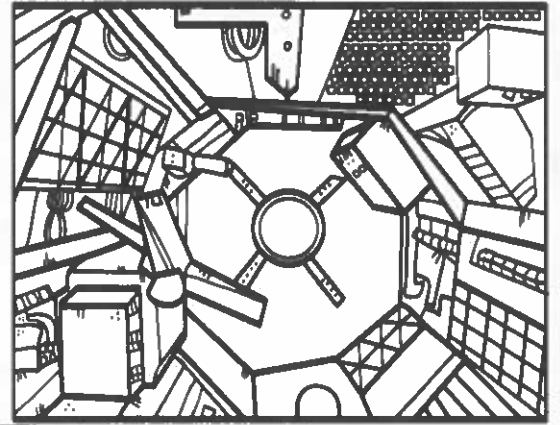
I am writing about this event or topic:

_____

_____

_____

The main setting: _____

The main season: _____

The main character:

Name: _____

Their main character trait is:

_____

A supporting character:

_____

The point of view is told in: _____

The main events, in order, for my story:

_____

_____

_____

_____

_____

_____

_____

_____

Transitional words bank:

not only, also, in addition, just like, sometimes, other times, most important, at night, during the day, after, last, next, finally, by the time, when I arrived, all of a sudden

My conclusion sentence:

_____

_____
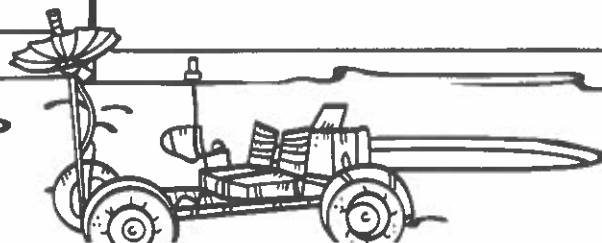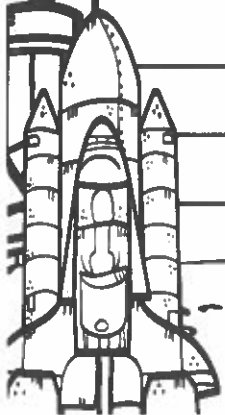
Name: _

Narrative Writing

You are on a field trip with your class at an astronaut training base. You and a friend crawl into an old rocket when no one is looking. All of a sudden, it takes off! Write a story about what happens next.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
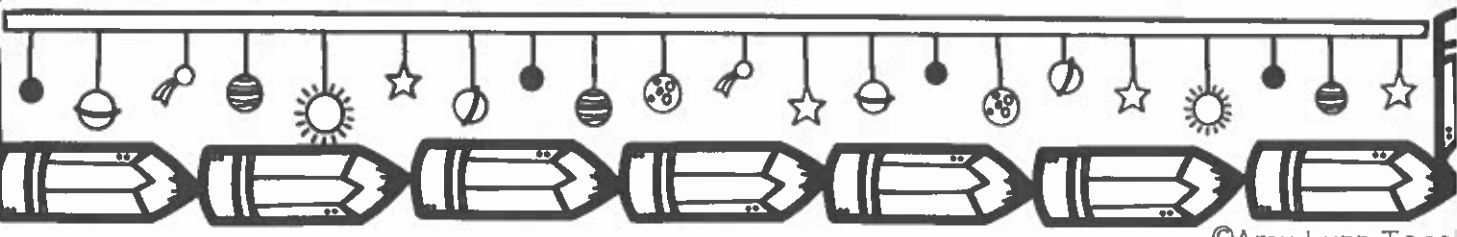
LOTSA BASIC MATH PRACTICE
SUMMER EDITION

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) 692,119 = _____

(2) 286,155 = _____

(3) 841,864 = _____

(4) 556,498 = _____

(5) 505,472 = _____

(6) 693,544 = _____

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) 797,258 = _____

(2) 228,991 = _____

(3) 557,741 = _____

(4) 677,683 = _____

E Write the value of the underlined digit.

(1) 480,969,315 = _____

(2) 246,630,788 = _____

(3) 649,621,344 = _____

(4) 664,834,718 = _____

(5) 96,262,811 = _____

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
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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$\underline{5}$6 = _____

(2) 304,$\underline{4}$04 = _____

(3) 6,1$\underline{8}$0 = _____

(4) 81$\underline{0}$,350 = _____

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

(1) 22$\underline{2}$,837 = _____

(2) 644,$\underline{0}$26 = _____

(3) 7$\underline{3}$6,571 = _____

D Write the value of the underlined digit.

(1) 95$\underline{7}$,552,241 = _____

(2) 8$\underline{6}$0,689,333 = _____

(3) 970,128,$\underline{0}$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

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$\underline{4}$3 = _____
(2) 8$\underline{2}$1,687 = _____
(3) 262,18$\underline{2}$ = _____
(4) 459,$\underline{2}$09 = _____
(5) 381,75$\underline{3}$ = _____

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$\underline{6}$6,578 = _____
(2) 53$\underline{1}$,311,280 = _____
(3) 2$\underline{1}$7,821,329 = _____
(4) 4$\underline{5}$,062,152 = _____
(5) 148,924,6$\underline{6}$9 = _____

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

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 73<u>9</u>,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$\underline{3}$,110 = _____

② 47$\underline{2}$,233 = _____

③ 80$\underline{7}$,943 = _____

④ 270,5$\underline{8}$0 = _____

⑤ 491,$\underline{1}$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$\underline{2}$9 = _____

② 739,$\underline{7}$41 = _____

③ 73$\underline{9}$,331 = _____

④ 623,$\underline{4}$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**6** = _____
2. 1.**9** = _____
3. 0.0**8** = _____
4. 0.**5** = _____
5. **1**.1 = _____
6. 7.4**5** = _____
7. **9** = _____
8. 0.0**9** = _____
9. **8**.63 = _____
10. 0.**1** = _____

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.**7**6 = _____
2. **0**.1 = _____
3. **5**.6 = _____
4. 9.**2** = _____
5. 3**4** = _____
6. **7**.6 = _____
7. 0.2**4** = _____
8. **2** = _____
9. **0**.65 = _____
10. 2.**6** = _____

E Round to the underlined digit.

1. **4**,698.01 = _____
2. 28,**8**94.7 = _____
3. 62,**5**60.2 = _____
4. 3,**3**59.29 = _____
5. 8,3**0**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
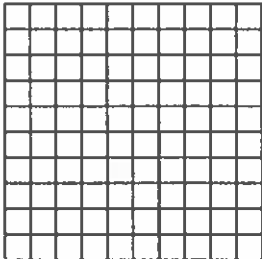
B Write the value of the money in expanded form.

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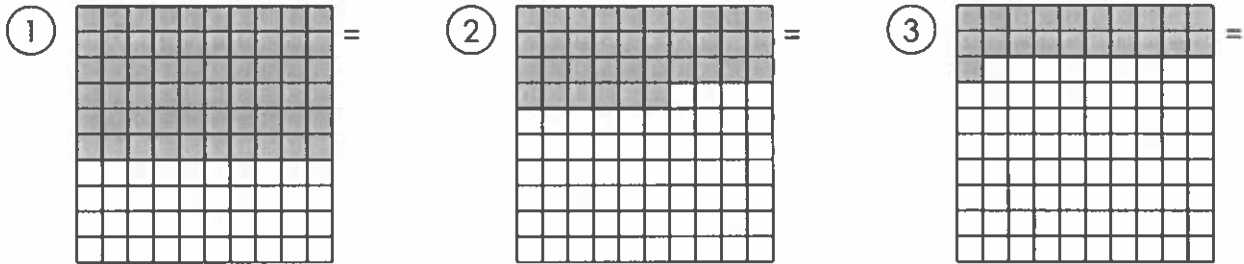
D Compare the numbers. Add: > or < or =

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)
```
      27
   19     8
```
☐ + ☐ = ☐
☐ + ☐ = ☐
☐ - ☐ = ☐
☐ - ☐ = ☐
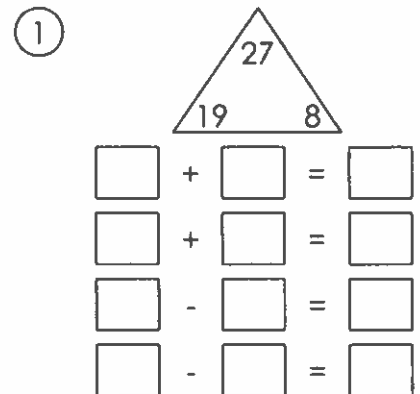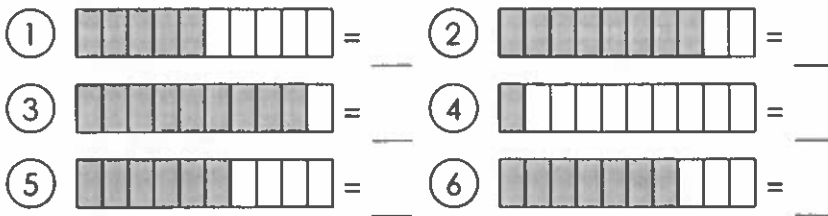
What kind of lighting did Noah use for the ark? Floodlights!

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) 2$\underline{2}$ = _____   (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) = _
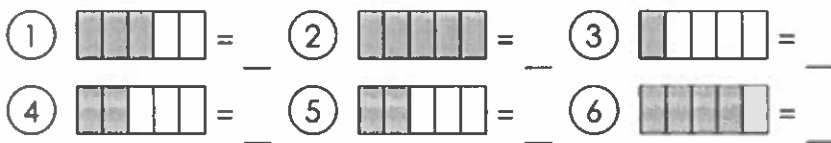
F Write the fraction in decimal notation.

(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

A Round to the underlined digit.

(1) 2,969 = _____

(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

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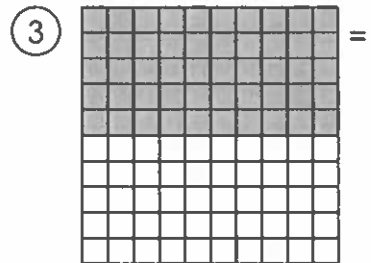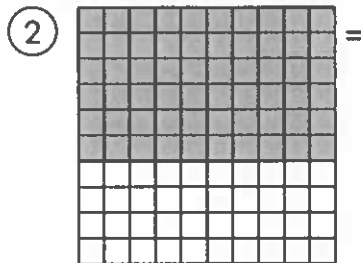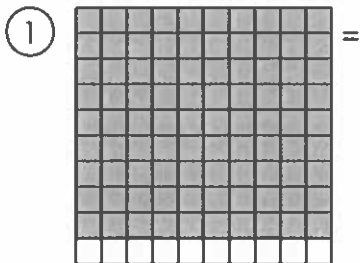
C Divide each numerator and denominator by 2 to show a simpler form.

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

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) $0.2\underline{6} =$ _____   (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
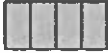
A Find the difference. Write it as a mixed number or proper fraction in simplest form.

(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_7_ = _____

(2) 0._5_7 = _____

(3) 0.6_1_ = _____

(4) 0.8_7_ = _____

(5) 0.6_4_ = _____

(6) 0.5_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._3_7 = _____

(2) _0_.8 = _____

(3) _8_7 = _____

(4) _2_7 = _____

(5) _3_.56 = _____

(6) 1_3_ = _____

H List the factors.

(1) 36 _____

(2) 44 _____

(3) 24 _____

LOTSA BASIC MATH PRACTICE
SUMMER EDITION

A Find two equivalent fractions.

1. $\frac{1}{8} = \frac{}{56} = \frac{10}{}$

2. $\frac{2}{6} = \frac{}{48} = \frac{}{60}$

3. $\frac{3}{8} = \frac{27}{} = \frac{21}{}$

4. $\frac{1}{3} = \frac{9}{} = \frac{}{15}$

5. $\frac{1}{3} = \frac{9}{} = \frac{}{12}$

6. $\frac{2}{4} = \frac{}{8} = \frac{}{28}$

7. $\frac{4}{5} = \frac{40}{} = \frac{}{25}$

8. $\frac{2}{6} = \frac{12}{} = \frac{}{18}$

9. $\frac{3}{8} = \frac{21}{} = \frac{24}{}$

10. $\frac{1}{8} = \frac{3}{} = \frac{8}{}$

11. $\frac{3}{8} = \frac{}{48} = \frac{}{56}$

12. $\frac{4}{8} = \frac{}{16} = \frac{}{64}$

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
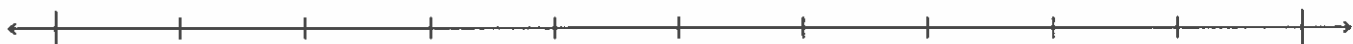
D Write the number in word form.

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. $\frac{16}{20}$ = ___

2. $\frac{2}{20}$ = ___

3. $\frac{45}{50}$ = ___

4. $\frac{30}{50}$ = ___

5. $\frac{35}{50}$ = ___

6. $\frac{8}{20}$ = ___

7. $\frac{35}{50}$ = ___

8. $\frac{14}{20}$ = ___

9. $\frac{25}{50}$ = ___

10. $\frac{20}{50}$ = ___

11. $\frac{5}{50}$ = ___

12. $\frac{40}{50}$ = ___

LOTSA BASIC MATH PRACTICE
SUMMER EDITION

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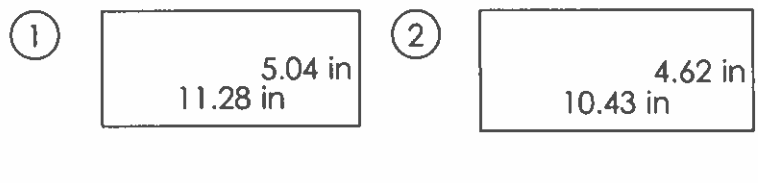
E Compare the numbers. Add: > or < or =

(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 − 0.39
2. $0.59 − 0.45
3. $0.47 − 0.41
4. $0.95 − 0.33
5. $0.84 − 0.41
6. $0.79 − 0.32

7. $0.63 − 0.56
8. $0.59 − 0.15
9. $0.91 − 0.45
10. $0.97 − 0.28
11. $0.58 − 0.46
12. $0.64 − 0.64

B Find the difference.

1. 8,352 − 7,842
2. 5,054 − 5,004
3. 7,992 − 2,806
4. 4,483 − 1,022

5. 7,040 − 4,075
6. 8,087 − 3,819
7. 2,781 − 2,419
8. 8,003 − 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) $\frac{2}{3} = \frac{20}{} = \frac{}{6} = \frac{18}{}$

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

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

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.
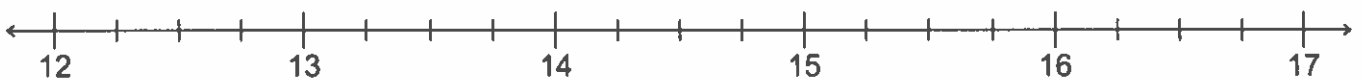
D Solve.

(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) $\frac{1}{3} + \frac{3}{8} =$ _____

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 (rectangle: 39.56, 80.84)

② (rectangle: 26.32, 46.20)
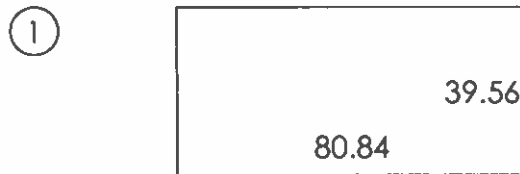
D Compare the fractions.

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

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) $1.\underline{4}2 =$ _____

(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) $1\frac{3}{5} =$ ____

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

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

(1) = _____

(2) = _____

(3) = _____

(4) = _____

(5) = _____

(6) = _____

(7) = _____

(8) = _____
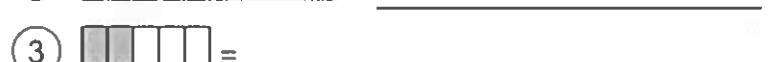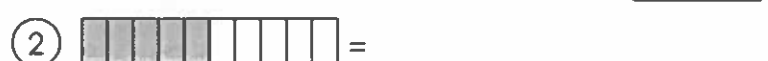
LOTSA BASIC MATH PRACTICE
SUMMER EDITION

4th Grade LESSON 21 Multiplication & Division

A Find the product.

(1) $\begin{array}{r} 10 \\ \times\ 40 \end{array}$ (2) $\begin{array}{r} 90 \\ \times\ 80 \end{array}$ (3) $\begin{array}{r} 90 \\ \times\ 40 \end{array}$ (4) $\begin{array}{r} 90 \\ \times\ 70 \end{array}$ (5) $\begin{array}{r} 70 \\ \times\ 10 \end{array}$ (6) $\begin{array}{r} 80 \\ \times\ 30 \end{array}$ (7) $\begin{array}{r} 80 \\ \times\ 50 \end{array}$ (8) $\begin{array}{r} 70 \\ \times\ 80 \end{array}$

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) 7.76 = _____

(2) 5.5 = _____

(3) 0.08 = _____

(4) 9.63 = _____

LOTSA BASIC MATH PRACTICE
SUMMER EDITION

4th Grade LESSON 22
Multiplication & Division

A Find the quotient and remainder.

① 2)11   ② 6)38   ③ 3)29   ④ 6)40   ⑤ 10)55   ⑥ 4)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	

②
Input	Output
8	64
7	56
9	
5	

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)670   ② 8)488   ③ 8)784   ④ 3)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. $\frac{3}{4} = \frac{27}{} = \frac{}{40} = \frac{15}{}$
2. $\frac{4}{6} = \frac{}{24} = \frac{12}{} = \frac{40}{}$
3. $\frac{2}{4} = \frac{12}{} = \frac{}{12} = \frac{4}{}$
4. $\frac{4}{5} = \frac{}{45} = \frac{28}{} = \frac{20}{}$

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. $\begin{array}{r} 91 \\ \times\ 56 \\ \hline \end{array}$
2. $\begin{array}{r} 20 \\ \times\ 83 \\ \hline \end{array}$
3. $\begin{array}{r} 88 \\ \times\ 62 \\ \hline \end{array}$
4. $\begin{array}{r} 35 \\ \times\ 39 \\ \hline \end{array}$
5. $\begin{array}{r} 39 \\ \times\ 62 \\ \hline \end{array}$
6. $\begin{array}{r} 24 \\ \times\ 49 \\ \hline \end{array}$
7. $\begin{array}{r} 98 \\ \times\ 93 \\ \hline \end{array}$

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{2}$5 = ____
3. 0.5$\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) 816

② 6) 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) 382

② 4) 570

③ 5) 531

④ 7) 729

⑤ 5) 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 × 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!
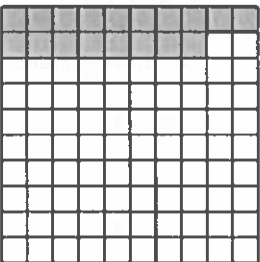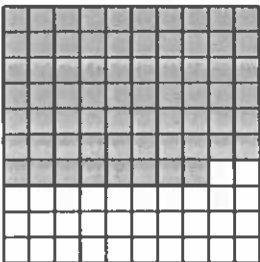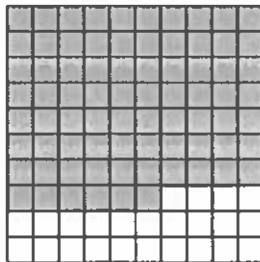
D Write the mixed number as an improper fraction.

(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) Triangle: 126 / 14 9

(2) Triangle: 96 / 16 6

(3) Triangle: 85 / 17 5

(4) Triangle: 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.

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)

$$\triangle \begin{array}{c} 153 \\ 17 \quad 9 \end{array}$$

☐ × ☐ = ☐

☐ × ☐ = ☐

☐ ÷ ☐ = ☐

☐ ÷ ☐ = ☐

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

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

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

_____
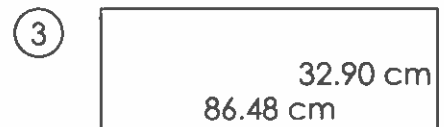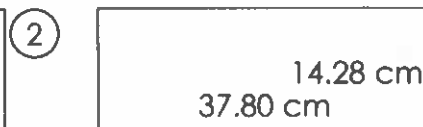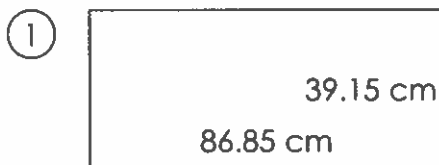
E Find the quotient. Multiply to check.

(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) $\frac{12}{5}$ = ___

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

①
| 23 cm |
| 61 cm |

②
| 14 cm |
| 46 cm |

③
| 28 cm |
| 76 cm |

④
| 18 cm |
| 61 cm |
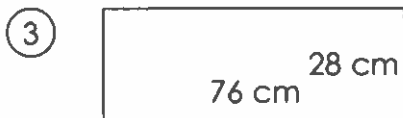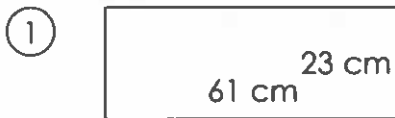
B compare the numbers.

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?

A Find common denominators to determine the perimeter.

Plot the perimeter on the fraction number line.
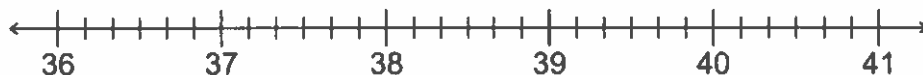
① $14\frac{1}{3}$ cm $4\frac{3}{4}$ cm

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   25
   × 86
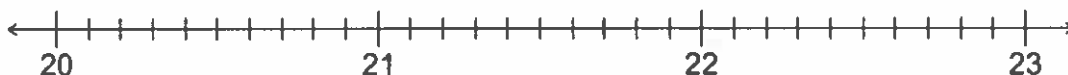
C Write two equations for each input and output table. Use the variable I for input and O for output.

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) 491   ② 7) 779   ③ 4) 906   ④ 9) 877   ⑤ 7) 960

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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)

△ 119 / 17 / 7

☐ × ☐ = ☐

☐ × ☐ = ☐

☐ ÷ ☐ = ☐

☐ ÷ ☐ = ☐

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
22 cm
52 cm

②
35 cm
71 cm

③
21 ft
70 ft
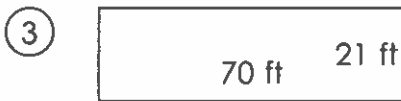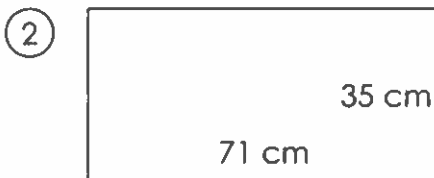
B Find the solution.

① 5 × 6 + 3 = _____

② 8 × 2 + 2 = _____

③ 7 × 3 + 8 = _____

④ 7 × 5 + 8 = _____

⑤ (2 × 8) - (7 + 5) = _____

⑥ 8 × (3 + 4) = _____

⑦ 3 × (6 + 9) = _____

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

① 7) 173

② 8) 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!

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
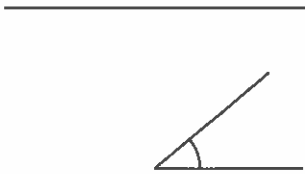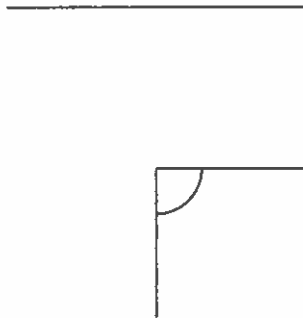
④ ⑤ ⑥
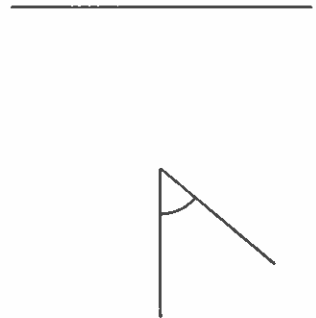
Why did the sword swallower swallow an umbrella?
He wanted to put something away for a rainy day!

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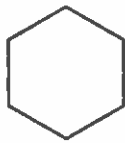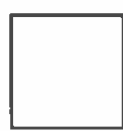
A Use a protractor to measure each angle to the nearest 10 degrees. Draw a strip diagram to represent supplementary angles. Use a as the variable.

①
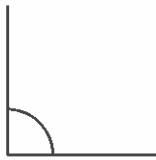
②

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
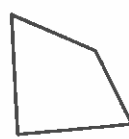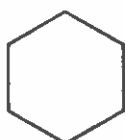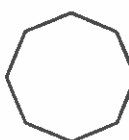
LOTSA BASIC MATH PRACTICE
SUMMER EDITION

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

① ② ③ ④ ⑤
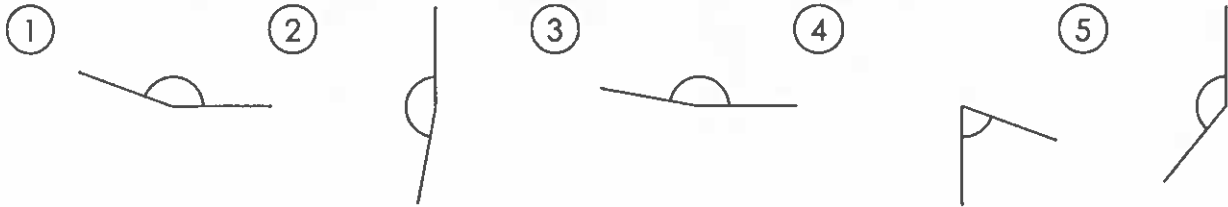
Why did Mickey Mouse take a trip into space?
He wanted to find Pluto!

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

① ② ③
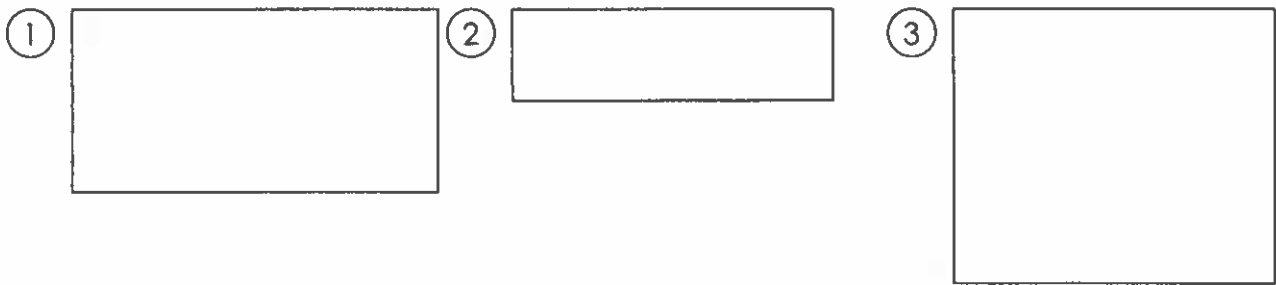
C Measure the lines to the quarter inch. Write the length as a decimal.

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

① _____

② _____

0   1   2   3   4   5   6

③ _____

④ _____

LOTSA BASIC MATH PRACTICE
SUMMER EDITION

A Color each obtuse angle blue, each acute angle red, and each right angle green.
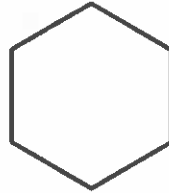
① ② ③ ④
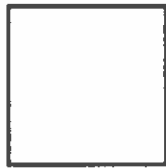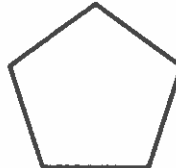
⑤ ⑥ ⑦ ⑧
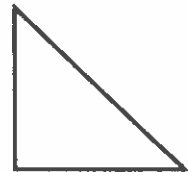
How many rotten eggs does it take to make a Stink bomb? A phew!

B The sum of the angles of quadrilaterals is 360 degrees. Label each angle in degrees. Use a protractor if necessary.
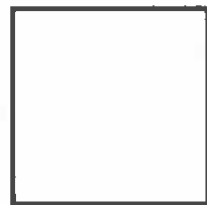
① ② ③ ④

C Find the measure of the inside and outside angle.

①
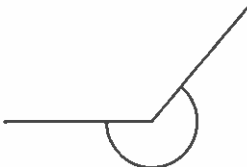
D Divide this 2 cm circle into sections that each have 90 degrees.

①

2 cm
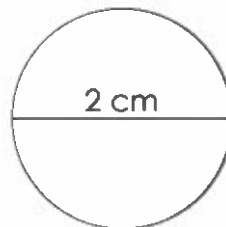
LOTSA BASIC MATH PRACTICE
SUMMER EDITION

4th Grade LESSON 40
Geometry

A Add two rays to the figure to create complementary and supplementary angles.
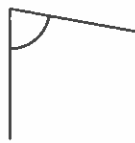
①   ②   ③   ④

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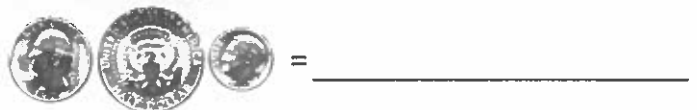
E If the underlined digit is even, divide its value by 10. If it is odd, multiply its value by 10.

① 3.5<u>1</u> = _____
② 0.<u>6</u>4 = _____
③ 0.<u>4</u>6 = _____
④ <u>4</u>2 = _____
⑤ <u>8</u>5 = _____
⑥ 5<u>3</u> = _____
⑦ <u>1</u>5 = _____
⑧ <u>0</u>.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.
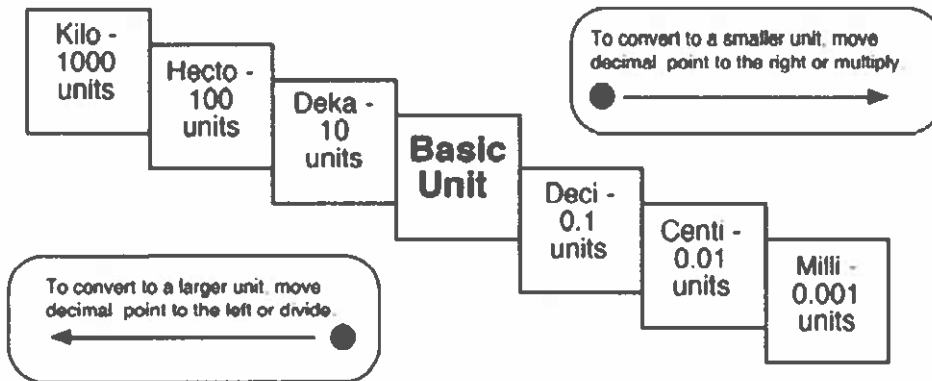③ ___ A number increased by two is 10. Find the number.
④ ___ Eight less than a number is 10. Find the number.

Lesson 40   © Cassi Noack

Metric Conversion Chart

Kilo - 1000 units	
Hecto - 100 units	To convert to a smaller unit, move decimal point to the right or multiply
Deka - 10 units	●————————————→
Basic Unit	
Deci - 0.1 units	
Centi - 0.01 units	
Milli - 0.001 units	

To convert to a larger unit, move decimal point to the left or divide.
←———————————— ●

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 _____
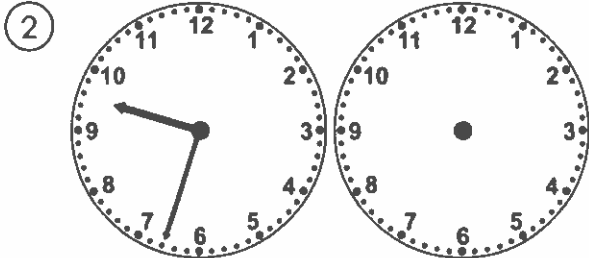
LOTSA BASIC MATH PRACTICE
SUMMER EDITION

A Draw the clock hands to show the passage of time.
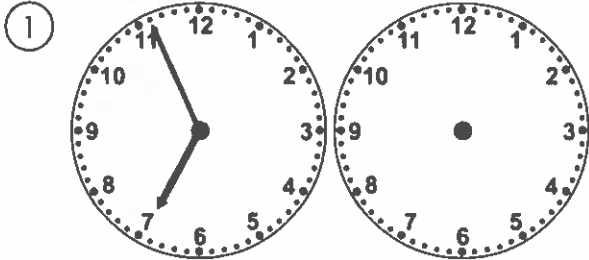
①
What time will it be in 2 hours 49 minutes?

②
What time will it be in 1 hour 34 minutes?

B Find the difference. Add to check.

① 8,046.3
- 3,742.4

② 798.05
- 739.99

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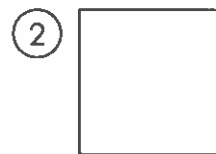
E Find common denominators in order to find the sum. Write the sum in simplest form.

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!
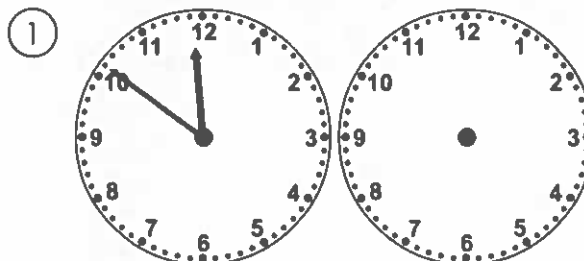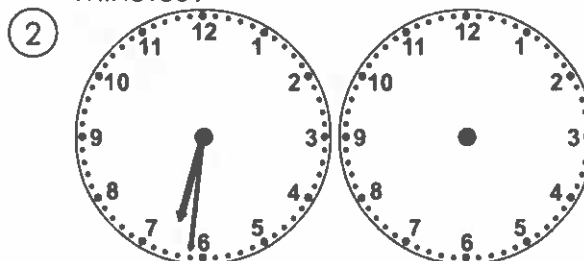
LOTSA BASIC MATH PRACTICE
SUMMER EDITION

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

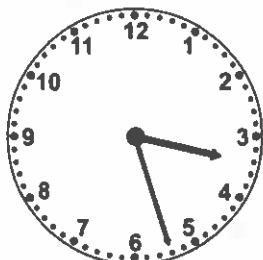4. 940 mm = _____ m

5. 60,000 cm = _____ km

6. 75 cm = _____ mm

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

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

① [clock showing hands]
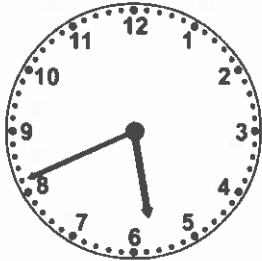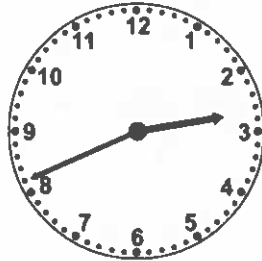
② [clock showing hands]

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.

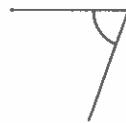① 576 in = _____ ft

② 32,000 oz = _____ t

③ 72 ft = _____ yd

④ 2,000 lb = _____ t

⑤ 126 ft = _____ yd

⑥ 135 ft = _____ yd

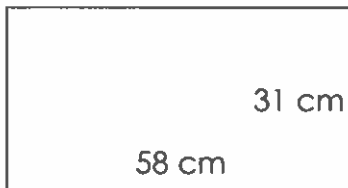**C** Classify and measure the angles.

① [angle]   ② [angle]

③ [angle]   ④ [angle]

D Find the area and perimeter of each rectangle.

① 31 cm / 58 cm

② 24 ft / 62 ft

③ 21 cm / 43 cm