



## **Math greetings to all incoming 5<sup>th</sup> graders!**

I want you to have a super summer and at the same time to keep your Math skills sharp so we can start off the 2026-2027 school year strong.

Complete the attached sheets and turn them in when school begins in the fall. There are 22 sheets that will help you review basic 4<sup>th</sup> grade math concepts.

At St. Joseph Catholic School we take knowing our math facts serious. If you have flash cards or a way to work on your basic math facts through 12, make sure you spend some time on increasing your speed and accuracy.

I am looking forward to meeting you in August!

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# LOTS! BASIC MATH PRACTICE SUMMER EDITION

## 4th Grade LESSON 2 Place Value

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

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

**A Round to the underlined digit.**

- ① 688,156 = \_\_\_\_\_
- ② 304,404 = \_\_\_\_\_
- ③ 6,180 = \_\_\_\_\_
- ④ 810,350 = \_\_\_\_\_

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

- ① 222,837 = \_\_\_\_\_
- ② 644,026 = \_\_\_\_\_
- ③ 736,571 = \_\_\_\_\_

**D Write the value of the underlined digit.**

- ① 957,552,241 = \_\_\_\_\_
- ② 860,689,333 = \_\_\_\_\_
- ③ 970,128,003 = \_\_\_\_\_

**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 \_\_\_\_\_  
\_\_\_\_\_

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### 4th Grade LESSON 4

#### Place Value

A Write the numbers in order from least to greatest.

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

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

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

C Divide the value of the underlined digit by 10.

- ① 27,129 = \_\_\_\_\_  
② 739,741 = \_\_\_\_\_  
③ 739,331 = \_\_\_\_\_  
④ 623,434 = \_\_\_\_\_

D Round to the underlined digit.

- ① 277,279 = \_\_\_\_\_      ② 551,152 = \_\_\_\_\_  
③ 842,023 = \_\_\_\_\_      ④ 990,255 = \_\_\_\_\_  
⑤ 148,852 = \_\_\_\_\_      ⑥ 621,822 = \_\_\_\_\_  
⑦ 207,258 = \_\_\_\_\_      ⑧ 927,034 = \_\_\_\_\_

E Find the product.

- ①  $\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$     ②  $\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$     ③  $\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$     ④  $\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$   
⑤  $\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$     ⑥  $\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$     ⑦  $\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$     ⑧  $\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$   
⑨  $\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$     ⑩  $\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$     ⑪  $\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$     ⑫  $\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$

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

- ①  $\begin{array}{r} 23 \\ + \\ \hline 23 \end{array}$       ②  $\begin{array}{r} 2 \\ + \\ \hline 3 \end{array}$       ③  $\begin{array}{r} 4 \\ + \\ \hline 24 \end{array}$   
④  $\begin{array}{r} 2 \\ + \\ \hline 9 \end{array}$       ⑤  $\begin{array}{r} 10 \\ + \\ \hline 12 \end{array}$       ⑥  $\begin{array}{r} 6 \\ + \\ \hline 14 \end{array}$

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

# LOTS! BASIC MATH PRACTICE

## SUMMER EDITION

### 4th Grade LESSON 6

#### Decimals

A Name the place the underlined digit is in.





- ①  $0.06 =$  \_\_\_\_\_ ②  $1.9 =$  \_\_\_\_\_  
 ③  $0.08 =$  \_\_\_\_\_ ④  $0.5 =$  \_\_\_\_\_  
 ⑤  $1.1 =$  \_\_\_\_\_ ⑥  $7.45 =$  \_\_\_\_\_  
 ⑦  $2 =$  \_\_\_\_\_ ⑧  $0.09 =$  \_\_\_\_\_  
 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  $4.76 =$  \_\_\_\_\_ ②  $0.1 =$  \_\_\_\_\_  
 ③  $5.6 =$  \_\_\_\_\_ ④  $9.2 =$  \_\_\_\_\_  
 ⑤  $34 =$  \_\_\_\_\_ ⑥  $7.6 =$  \_\_\_\_\_  
 ⑦  $0.24 =$  \_\_\_\_\_ ⑧  $2 =$  \_\_\_\_\_  
 ⑨  $0.65 =$  \_\_\_\_\_ ⑩  $2.6 =$  \_\_\_\_\_

E Round to the underlined digit.

- ①  $4,698.01 =$  \_\_\_\_\_  
 ②  $28,894.7 =$  \_\_\_\_\_  
 ③  $62,560.2 =$  \_\_\_\_\_  
 ④  $3,359.29 =$  \_\_\_\_\_  
 ⑤  $8,301.53 =$  \_\_\_\_\_

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 \_\_\_\_\_  
 \_\_\_\_\_

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### 4th Grade LESSON 8

#### Decimals

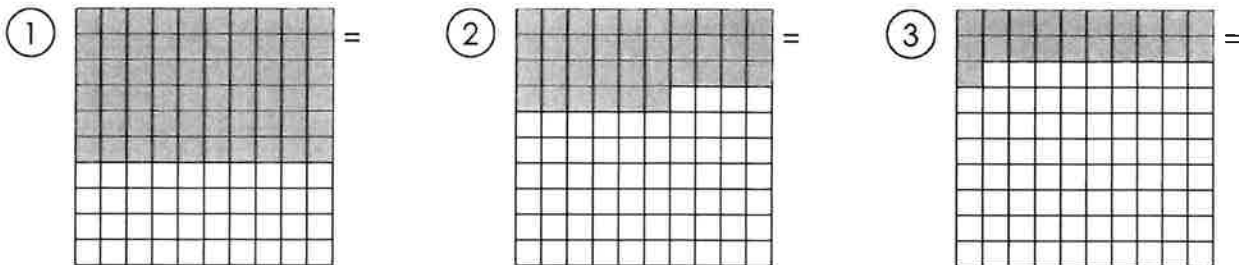
**A Write the standard form for the value.**

- 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.**



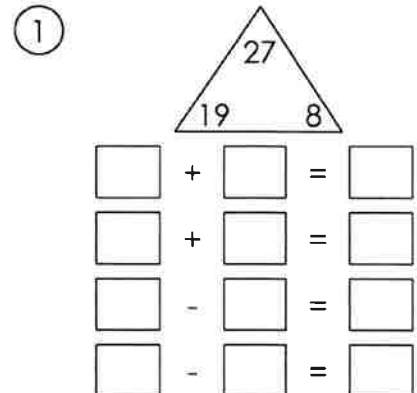
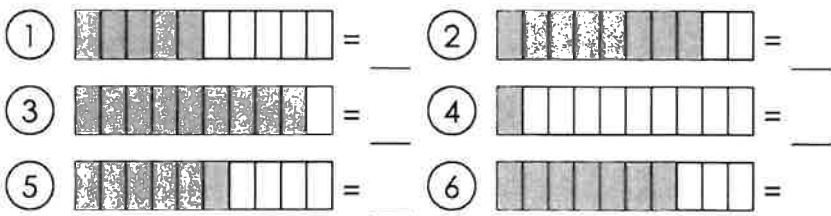
**C The square represents the whole. Write the decimal and fraction that represent the shaded part of the square.**



**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.**



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

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## SUMMER EDITION

### 4th Grade LESSON 10

#### Decimals

A Round to the underlined digit.

- ①  $\underline{2}969 =$  \_\_\_\_\_  
 ②  $2,\underline{2}77 =$  \_\_\_\_\_  
 ③  $\underline{1}418.9 =$  \_\_\_\_\_  
 ④  $39,\underline{9}23.1 =$  \_\_\_\_\_

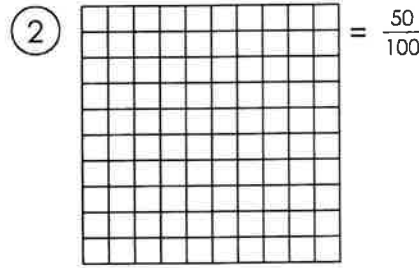
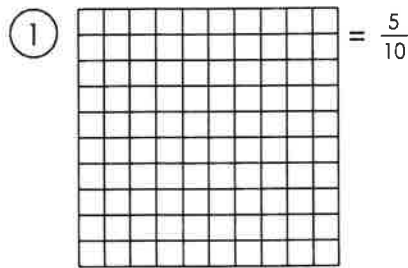
B List the factors for each number.

- ① 22 \_\_\_\_\_  
 ② 42 \_\_\_\_\_  
 ③ 21 \_\_\_\_\_

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



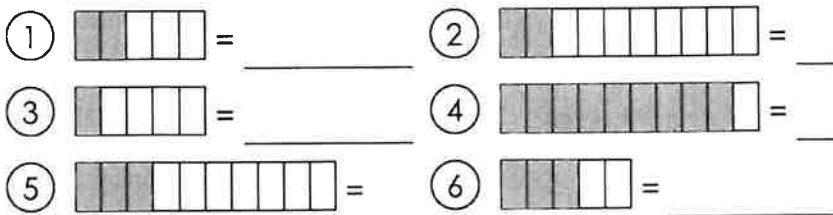
D Shade the units to show the given fraction. Write the corresponding decimal.



C Divide each underlined value by 10.

- ①  $\underline{48} =$  \_\_\_\_\_  
 ②  $\underline{4} =$  \_\_\_\_\_  
 ③  $0.\underline{7}1 =$  \_\_\_\_\_  
 ④  $\underline{0.52} =$  \_\_\_\_\_

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



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  $9 \underline{\quad} 1$     ②  $0.03 \underline{\quad} 0.8$     ③  $0.3 \underline{\quad} 0.05$     ④  $0.01 \underline{\quad} 2$     ⑤  $0.8 \underline{\quad} 0.09$

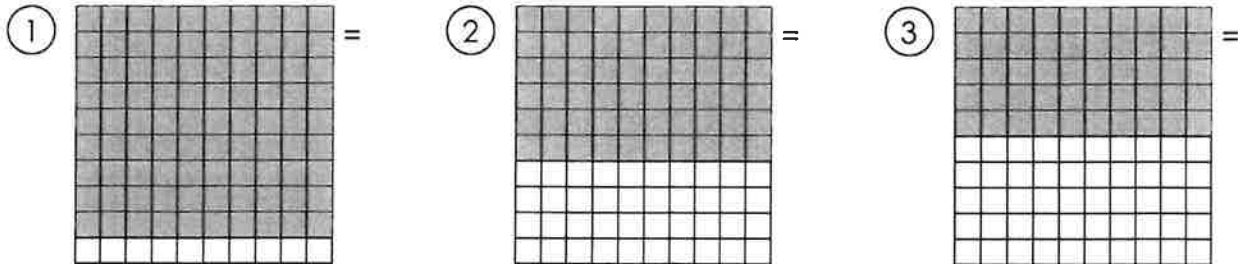
# LOTS& BASIC MATH PRACTICE

# SUMMER EDITION

## 4th Grade LESSON 12

### Fractions

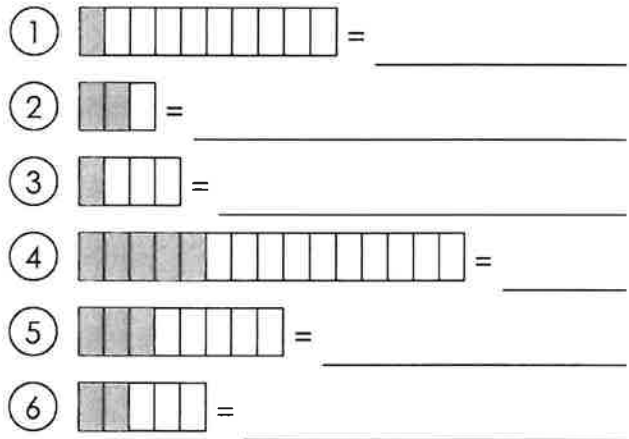
A write two fractions for each square.



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

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

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



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

E compare the fractions.

①  $\frac{2}{5} \underline{\quad} \frac{2}{3}$     ②  $\frac{1}{5} \underline{\quad} \frac{1}{3}$   
 ③  $\frac{2}{5} \underline{\quad} \frac{1}{3}$     ④  $\frac{2}{4} \underline{\quad} \frac{5}{6}$   
 ⑤  $\frac{4}{6} \underline{\quad} \frac{1}{3}$     ⑥  $\frac{4}{6} \underline{\quad} \frac{3}{4}$

What's brown and sticky? A stick.

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# SUMMER EDITION

## 4th Grade LESSON 14

### Fractions



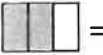

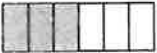

**A Find the difference. Write it as a mixed number or proper fraction in simplest form.**

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

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

- ①  $\frac{1}{6} \text{ } \frac{4}{12}$  ②  $\frac{3}{5} \text{ } \frac{4}{8}$  ③  $\frac{2}{3} \text{ } \frac{4}{6}$   
 ④  $\frac{3}{6} \text{ } \frac{3}{6}$  ⑤  $\frac{3}{6} \text{ } \frac{5}{8}$  ⑥  $\frac{3}{6} \text{ } \frac{1}{3}$

**B Write an expression as the sum of unit fractions.**

- ①  = \_\_\_\_\_ ②  = \_\_\_\_\_  
 ③  = \_\_\_\_\_ ④  = \_\_\_\_\_  
 ⑤  = \_\_\_\_\_ ⑥  = \_\_\_\_\_

**D Decompose the fractions.**

- ①  = \_\_\_\_\_ ②  = \_\_\_\_\_ ③  = \_\_\_\_\_

**E Write each underlined value as a fraction.**

- ①  $0.0\underline{7} =$  \_\_\_\_\_ ②  $0.\underline{5}7 =$  \_\_\_\_\_ ③  $0.6\underline{1} =$  \_\_\_\_\_  
 ④  $0.8\underline{7} =$  \_\_\_\_\_ ⑤  $0.6\underline{4} =$  \_\_\_\_\_ ⑥  $0.5\underline{2} =$  \_\_\_\_\_

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

- ①  $\frac{2}{5} =$  \_\_\_\_\_ ②  $\frac{4}{5} =$  \_\_\_\_\_ ③  $\frac{49}{50} =$  \_\_\_\_\_ ④  $\frac{17}{20} =$  \_\_\_\_\_ ⑤  $\frac{12}{50} =$  \_\_\_\_\_ ⑥  $\frac{41}{50} =$  \_\_\_\_\_  
 ⑦  $\frac{46}{50} =$  \_\_\_\_\_ ⑧  $\frac{7}{20} =$  \_\_\_\_\_ ⑨  $\frac{47}{50} =$  \_\_\_\_\_ ⑩  $\frac{3}{5} =$  \_\_\_\_\_ ⑪  $\frac{9}{20} =$  \_\_\_\_\_ ⑫  $\frac{45}{50} =$  \_\_\_\_\_

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

**G Divide each underlined value by 10.**

- ①  $0.\underline{3}7 =$  \_\_\_\_\_ ②  $0.\underline{8} =$  \_\_\_\_\_  
 ③  $\underline{8}7 =$  \_\_\_\_\_ ④  $\underline{2}7 =$  \_\_\_\_\_  
 ⑤  $\underline{3.5}6 =$  \_\_\_\_\_ ⑥  $\underline{13} =$  \_\_\_\_\_

**H List the factors.**

- ① 36 \_\_\_\_\_  
 ② 44 \_\_\_\_\_  
 ③ 24 \_\_\_\_\_

# LOTS! BASIC MATH PRACTICE

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## 4th Grade LESSON 16

### Addition & Subtraction

#### A Find the sum.

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

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

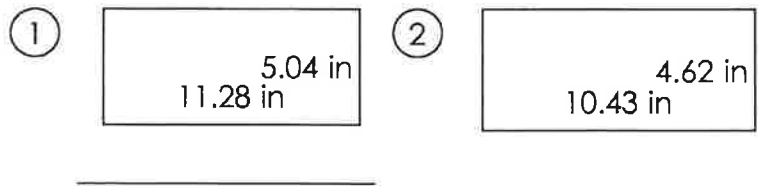
#### B Find the sum.

- (1)  $26 + 30 + 72 = \underline{\quad}$ 
 (2)  $82 + 59 + 36 = \underline{\quad}$ 
 (3)  $88 + 23 + 56 = \underline{\quad}$
- (4)  $57 + 62 + 56 = \underline{\quad}$ 
 (5)  $34 + 76 + 66 = \underline{\quad}$ 
 (6)  $70 + 43 + 83 = \underline{\quad}$

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

- (1)  $\underline{5},350.6 =$   
 (2)  $4,\underline{5}40.6 =$   
 (3)  $1\underline{3}2.3 =$   
 (4)  $58\underline{2},858 =$

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



#### E compare the numbers. Add: > or < or =

- (1)  $9,659 \underline{\quad} 89.28$ 
 (2)  $694.3 \underline{\quad} 296.1$ 
 (3)  $70.15 \underline{\quad} 4,706$ 
 (4)  $330.4 \underline{\quad} 3,935$
- (5)  $4,167 \underline{\quad} 962.0$ 
 (6)  $289.1 \underline{\quad} 4,255$ 
 (7)  $377.2 \underline{\quad} 34.8$ 
 (8)  $6,702 \underline{\quad} 421.8$

# LOTS& 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  $\frac{2}{3} = \frac{20}{30} = \frac{4}{6} = \frac{18}{27}$

②  $\frac{3}{5} = \frac{18}{30} = \frac{12}{20} = \frac{6}{10}$

③  $\frac{3}{6} = \frac{18}{36} = \frac{30}{60} = \frac{24}{48}$

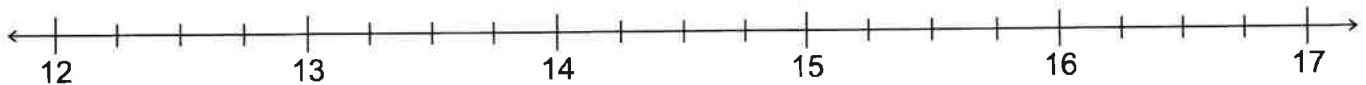
**C convert.**

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  $\frac{1}{3} + \frac{3}{8} =$  \_\_\_\_\_

# LOTS! BASIC MATH PRACTICE

# SUMMER EDITION

## 4th Grade LESSON 20

### Addition & Subtraction

A **complete the table.**

① Count by 4 from 6 to 102


B **Find the solution.**

①  $85 + 82 - 3.9 =$  \_\_\_\_\_ ②  $41 + 96 - 16 =$  \_\_\_\_\_

③  $66 + 73 - 21 =$  \_\_\_\_\_ ④  $60 + 64 - 14 =$  \_\_\_\_\_

⑤  $66 + 50 - 0.94 =$  \_\_\_\_\_ ⑥  $64 + 95 - 0.05 =$  \_\_\_\_\_

⑦  $47 + 77 - 95 =$  \_\_\_\_\_ ⑧  $56 + 50 - 0.5 =$  \_\_\_\_\_

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

①  $1.\underline{4}2 =$  \_\_\_\_\_ ②  $7,\underline{3}09 =$  \_\_\_\_\_ ③  $5,\underline{1}38 =$  \_\_\_\_\_

④  $49.\underline{1}6 =$  \_\_\_\_\_ 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.**

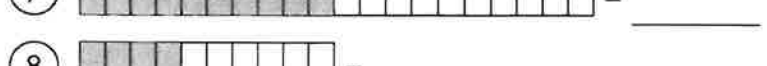
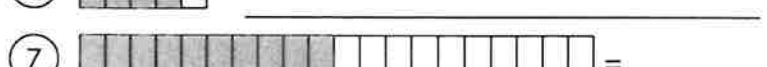
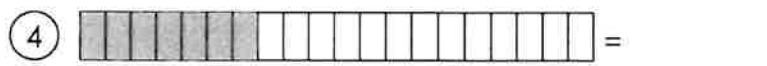
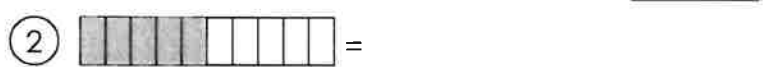
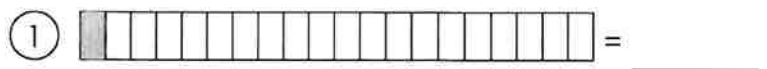
①  $\frac{2}{4} + \frac{3}{4} =$  \_\_\_\_\_

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.**



# LOTS& BASIC MATH PRACTICE

# SUMMER EDITION

## 4th Grade LESSON 22

### Multiplication & Division

A Find the quotient and remainder.

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

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

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

①

Input	Output
9	27
6	18
5	
8	

②

Input	Output
8	64
7	56
9	
5	

C Find the product.

①  $\begin{array}{r} 349 \\ \times 8 \\ \hline \end{array}$     ②  $\begin{array}{r} 354 \\ \times 4 \\ \hline \end{array}$     ③  $\begin{array}{r} 278 \\ \times 4 \\ \hline \end{array}$     ④  $\begin{array}{r} 663 \\ \times 7 \\ \hline \end{array}$     ⑤  $\begin{array}{r} 398 \\ \times 8 \\ \hline \end{array}$

⑥  $\begin{array}{r} 272 \\ \times 7 \\ \hline \end{array}$     ⑦  $\begin{array}{r} 685 \\ \times 7 \\ \hline \end{array}$     ⑧  $\begin{array}{r} 302 \\ \times 7 \\ \hline \end{array}$     ⑨  $\begin{array}{r} 567 \\ \times 9 \\ \hline \end{array}$     ⑩  $\begin{array}{r} 235 \\ \times 5 \\ \hline \end{array}$

D Find the quotient.

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

E Find the sum of the two products.

①  $\begin{array}{r} 165 \\ \times 62 \\ \hline \end{array}$     ②  $\begin{array}{r} 657 \\ \times 18 \\ \hline \end{array}$

F Find the estimated products.

①  $\begin{array}{r} 126 \\ \times 211 \\ \hline \end{array}$     ②  $\begin{array}{r} 624 \\ \times 238 \\ \hline \end{array}$     ③  $\begin{array}{r} 427 \\ \times 272 \\ \hline \end{array}$

# LOTS! 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 
$$\begin{array}{r} 5 \overline{) 816} \end{array}$$

② 
$$\begin{array}{r} 6 \overline{) 405} \end{array}$$

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

① 
$$\begin{array}{r} 877 \\ \times 23 \\ \hline \end{array}$$

② 
$$\begin{array}{r} 750 \\ \times 21 \\ \hline \end{array}$$

③ 
$$\begin{array}{r} 238 \\ \times 47 \\ \hline \end{array}$$

④ 
$$\begin{array}{r} 602 \\ \times 39 \\ \hline \end{array}$$

⑤ 
$$\begin{array}{r} 671 \\ \times 58 \\ \hline \end{array}$$

⑥ 
$$\begin{array}{r} 694 \\ \times 63 \\ \hline \end{array}$$

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

① 
$$\begin{array}{r} 5 \overline{) 382} \end{array}$$

② 
$$\begin{array}{r} 4 \overline{) 570} \end{array}$$

③ 
$$\begin{array}{r} 5 \overline{) 531} \end{array}$$

④ 
$$\begin{array}{r} 7 \overline{) 729} \end{array}$$

⑤ 
$$\begin{array}{r} 5 \overline{) 324} \end{array}$$

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 
$$\begin{array}{r} 94 \\ \times 10 \\ \hline \end{array}$$

② 
$$\begin{array}{r} 16 \\ \times 100 \\ \hline \end{array}$$

③ 
$$\begin{array}{r} 14 \\ \times 100 \\ \hline \end{array}$$

④ 
$$\begin{array}{r} 33 \\ \times 1,000 \\ \hline \end{array}$$

⑤ 
$$\begin{array}{r} 32 \\ \times 10 \\ \hline \end{array}$$

⑥ 
$$\begin{array}{r} 20 \\ \times 100 \\ \hline \end{array}$$

# LOTS! BASIC MATH PRACTICE SUMMER EDITION

## 4th Grade LESSON 26 Algebra

A Evaluate each expression when  $y = 6$ .

- ①  $7 - y = \underline{\quad}$     ②  $y - 3 = \underline{\quad}$     ③  $y + 8 = \underline{\quad}$     ④  $9 - y = \underline{\quad}$     ⑤  $y - 1 = \underline{\quad}$   
 ⑥  $y + 6 = \underline{\quad}$     ⑦  $y + 4 = \underline{\quad}$     ⑧  $y + 7 = \underline{\quad}$     ⑨  $1 + y = \underline{\quad}$     ⑩  $6 - y = \underline{\quad}$

B Complete each family of facts.

①		②		③		④													
<input type="text"/>	$\times$	<input type="text"/>	=	<input type="text"/>	<input type="text"/>	$\times$	<input type="text"/>	=	<input type="text"/>	<input type="text"/>	$\times$	<input type="text"/>	=	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	$\times$	<input type="text"/>	=	<input type="text"/>	<input type="text"/>	$\times$	<input type="text"/>	=	<input type="text"/>	<input type="text"/>	$\times$	<input type="text"/>	=	<input type="text"/>	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	$\div$	<input type="text"/>	=	<input type="text"/>	<input type="text"/>	$\div$	<input type="text"/>	=	<input type="text"/>	<input type="text"/>	$\div$	<input type="text"/>	=	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	$\div$	<input type="text"/>	=	<input type="text"/>	<input type="text"/>	$\div$	<input type="text"/>	=	<input type="text"/>	<input type="text"/>	$\div$	<input type="text"/>	=	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

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	$\begin{array}{r} 459 \\ + \\ \hline 7,683 \end{array}$	②	$\begin{array}{r} 1,686 \\ + \\ \hline 5,766 \end{array}$	③	$\begin{array}{r} 1,511 \\ + \\ \hline 7,575 \end{array}$
---	---	---	---	---	---

What animals are on legal documents? **Seals!**

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

①	$\begin{array}{r} 462,900 \\ - \quad 158 \\ \hline \end{array}$	②	$\begin{array}{r} 45,512 \\ - 41,492 \\ \hline \end{array}$
---	---	---	---

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.

# LOTS! BASIC MATH PRACTICE SUMMER EDITION

## 4th Grade LESSON 28 Algebra

**A write an equation that relates to the problem. Use  $k$  to represent the unknown value.**

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

**B complete the family of facts.**

①

	×		=	
	×		=	
	÷		=	
	÷		=	

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

**C write the number in standard form.**

- ① \_\_\_\_\_ five million three hundred forty-nine thousand five hundred eighty-three and one hundredth

**D Rewrite the equation to show the variable isolated.**

- ①  $y + 5 = 12$  \_\_\_\_\_
- ②  $3 + y = 12$  \_\_\_\_\_
- ③  $y + 5 = 14$  \_\_\_\_\_
- ④  $y + 1 = 10$  \_\_\_\_\_
- ⑤  $y + 4 = 13$  \_\_\_\_\_
- ⑥  $y + 6 = 14$  \_\_\_\_\_
- ⑦  $y + 8 = 14$  \_\_\_\_\_

**E create a strip diagram for the story problems using  $n$  for the unknown value. Then solve.**

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

# LOTS! BASIC MATH PRACTICE SUMMER EDITION

## 4th Grade LESSON 30 Algebra

A Evaluate each expression when  $y = 5$ .

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

B Find the secret trail.

①

9	8	3
4	5	1
5	1	9
		+
		32

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

C Evaluate each expression when  $y = 8$ .

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

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

- ① \_\_\_\_\_ 77 oranges were in the basket. Some of the oranges were removed from the basket. Now there are 60 oranges. How many oranges were removed from the basket?
- ② \_\_\_\_\_ Jennifer has eight fewer oranges than Jackie. Jackie has 29 oranges. How many oranges does Jennifer have?
- ③ \_\_\_\_\_ 75 pears were in the basket. Some of the pears were removed from the basket. Now there are 31 pears. How many pears were removed from the basket?

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

- ①  $\frac{2}{5} =$  \_\_\_\_\_ ②  $\frac{1}{5} =$  \_\_\_\_\_ ③  $\frac{3}{5} =$  \_\_\_\_\_

F Write the numbers in order from least to greatest.

- ① 662,204.6  
 53,215.09  
 955,730.1

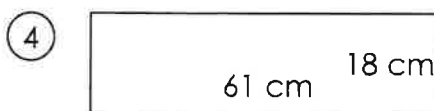
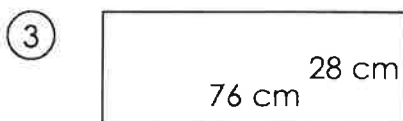
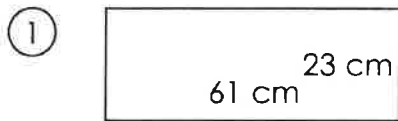
# LOTS! BASIC MATH PRACTICE

## SUMMER EDITION

### 4th Grade LESSON 32

#### Data

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



B compare the numbers.

- ①  $0.05 \underline{\quad} 0.9$
- ②  $0.5 \underline{\quad} 0.3$
- ③  $0.04 \underline{\quad} 0.03$
- ④  $0.7 \underline{\quad} 0.8$
- ⑤  $0.4 \underline{\quad} 0.07$
- ⑥  $0.05 \underline{\quad} 0.04$

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?

# LOTS! BASIC MATH PRACTICE

# SUMMER EDITION

## 4th Grade LESSON 34

### Data

**B solve.**

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

**A complete the table and write the rule on the line.**

①

Input	Output
2	8
4	10
7	
6	

\_\_\_\_\_

②

Input	Output
9	72
2	16
10	
8	

\_\_\_\_\_

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

**C complete each family of facts. (SUM)**

①

<input type="text"/>	×	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	×	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>

**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 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**D show as the sum of unit fractions.**

- ① = \_\_\_\_\_
- ② = \_\_\_\_\_
- ③ = \_\_\_\_\_

**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  $\frac{1}{5}$   $\frac{2}{3}$

# LOTS& BASIC MATH PRACTICE

## SUMMER EDITION

### 4th Grade LESSON 36

#### Geometry

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

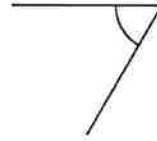
①



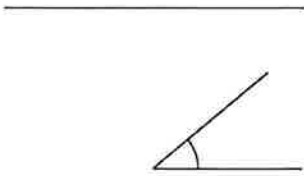
②



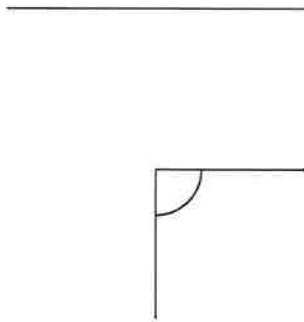
③



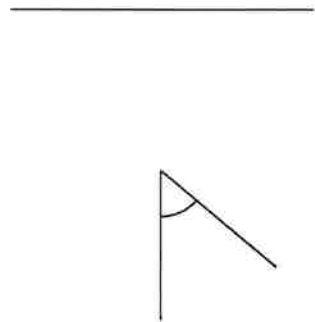
④



⑤



⑥



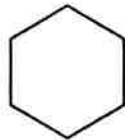
Why did the sword swallower swallow an umbrella?  
He wanted to put something away for a rainy day!

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

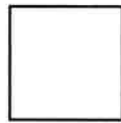
**word bank:**

polygon  
 quadrilateral  
 triangle  
 rectangle  
 square  
 parallelogram  
 rhombus  
 trapezoid

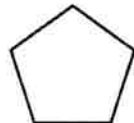
①



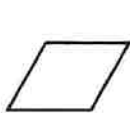
②



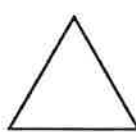
③



④



⑤



⑥



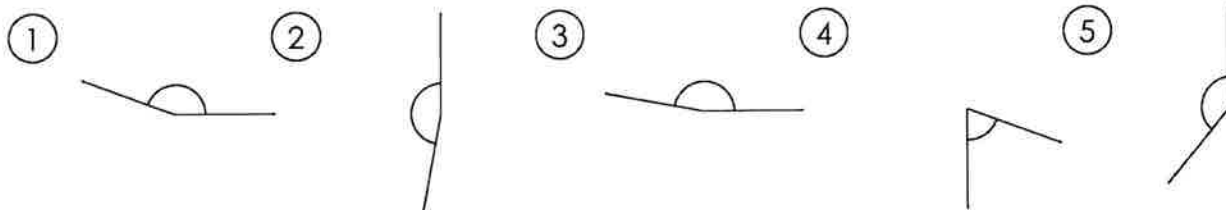
# LOTS A BASIC MATH PRACTICE

# SUMMER EDITION

## 4th Grade LESSON 38

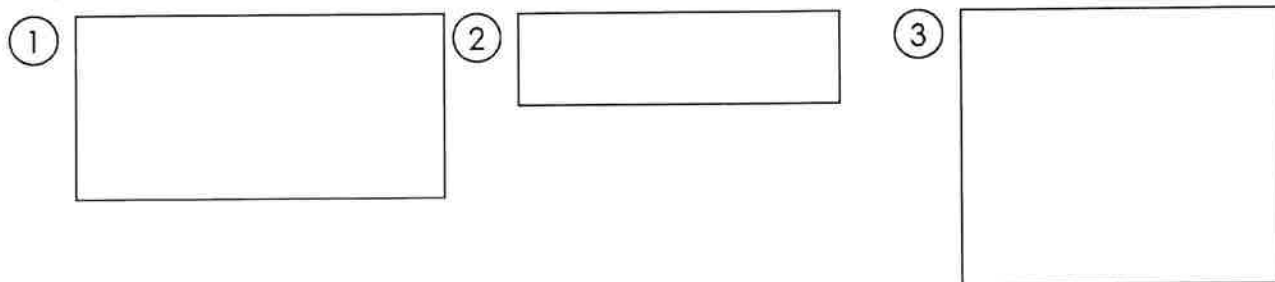
### Geometry

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



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.



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

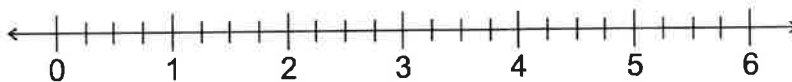
Plot each length on the number line. Label with the problem number (1-4).

① \_\_\_\_\_

② \_\_\_\_\_

③ \_\_\_\_\_

④ \_\_\_\_\_



# LOTS& BASIC MATH PRACTICE

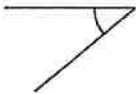
## SUMMER EDITION

### 4th Grade LESSON 40

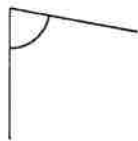
#### Geometry

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

①



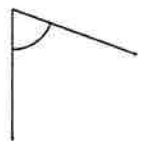
②



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

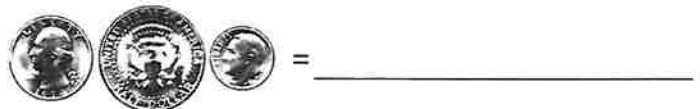
$$9 \overline{) 432}$$

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  $3.\underline{5}1 = \underline{\hspace{2cm}}$       ②  $0.\underline{6}4 = \underline{\hspace{2cm}}$

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

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

⑦  $\underline{1}5 = \underline{\hspace{2cm}}$       ⑧  $0.\underline{7} = \underline{\hspace{2cm}}$

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.

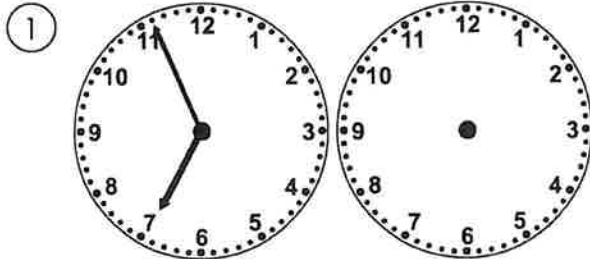
③ \_\_\_\_\_ A number increased by two is 10. Find the number.

④ \_\_\_\_\_ Eight less than a number is 10. Find the number.

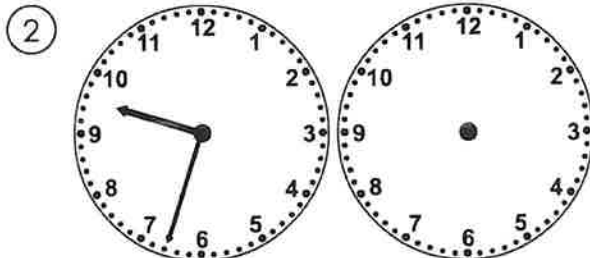
# LOTS! BASIC MATH PRACTICE SUMMER EDITION

## 4th Grade LESSON 42 Measurements

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



What time will it be in 2 hours 49 minutes?



What time will it be in 1 hour 34 minutes?

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

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

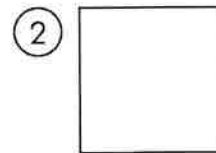
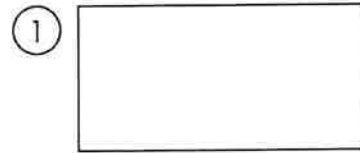
② 
$$\begin{array}{r} 798.05 \\ - 739.99 \\ \hline \end{array}$$

C **Find the difference.**

①  $666,913 - 12,593.71 =$

②  $297,311.4 - 5,113.34 =$

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



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!

# LOTS! BASIC MATH PRACTICE SUMMER EDITION

## 4th Grade LESSON 44 Measurements

Beginning Time




End Time




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

Why did the rooster run away? He was chicken!

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

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



Round each number to the underlined digit's place.

$0.\underline{6} = \underline{\quad}$

$0.\underline{2}9 = \underline{\quad}$

$0.\underline{5}4 = \underline{\quad}$

$0.\underline{0}3 = \underline{\quad}$

$0.\underline{9}1 = \underline{\quad}$

$7\underline{0} = \underline{\quad}$

$0.\underline{2}4 = \underline{\quad}$

$\underline{5}8 = \underline{\quad}$

$0.\underline{5}7 = \underline{\quad}$

$0.\underline{8}9 = \underline{\quad}$

$0.\underline{6}1 = \underline{\quad}$

$5\underline{1} = \underline{\quad}$