4th & 5th Grade Supply List

2023-2024

- o (2) 12 pack of pencils ****(already sharpened)
- o (2) pink or gum erasers
- (4) pens for grading (red, black, blue)
- Highlighters (need at least 3)
- Dry Erase Markers (preferably EXPO brand)
- o Colored pencils or 24 pack of crayons
- o (3) glue sticks (please have back up at home)
- o Scissors
- Large soft zipped pencil case NO HARD BOXES
- o 1 pack of wide ruled loose-leaf paper with reinforced edges (Five Star)
- o (2) Folders labeled:
 - ➤ UNFINISHED
 - > TAKE HOME
- o (2) Marble composition notebooks labeled:
 - ➤ WRITER'S NOTEBOOK
 - > SCIENCE LABS
- o (1) 3-subject notebook for MATH
- o (1) 1" Binder
- o (1) Multi-pocket Folder (Usually has 6-8 pockets)
- o Earbuds in ziplocked bag labeled with student's name
- o (1) Roll of paper towels
- o (1) pack of computer paper

^{*}Please remove all supplies from the packages & have them in the pencil case*

Dear Incoming Fourth Graders and Families,

Welcome to the 'other' end of the hallway. This is the big transition year from Grade 3 to 4 where the work intensifies, there are 2 different teachers, and the expectations increase. It is also the year of greater responsibility on the part of the students. Please be assured that great care will be taken of your children and know that they have been well prepared by Mrs. Hohner. Even though I won't be their teacher, I am always available if you need anything.

Your child is expected to complete the following work over the summer and be prepared with it when school starts.

- 1. Read the novel Frindle and complete the attached assignments. They will review the novel and complete several assignments when school starts. There will also be a TEST on the novel in September. ***Make sure to bring the book on the first day of school.
- 2. Read any other book at their own reading/interest level. Be prepared to complete a short Project when school starts. They must bring this book with them to school.

Have a wonderful summer and be prepared to grow in many ways next year!

Mrs. Sammons

Vocabulary Words and Definitions FRINDLE by Andrew Clements

Chapters	Pg. #	Word	Definition
	3	jolt	
l-3	4	crimson	
	12	frantically	
	29	beaming	
4-6	35	clattered	
	38	oath	
	40	emphasized	
7–9	51	forbidding	
	53	vandalism	
	62	fad	
10-12	76	controversial	
)	82	ruckus	
	88	consumers	
13–15	90	rascal	
	93	commotion	

Chapters 1-3 COMPREHENSION

*	Quickwrite: Write about the toughest teacher you have ever had.
·	
*	Multiple Choice: Choose the best answers.
l.	Choose the best word to describe Nick. a. Quiet. b. Creative. c. Lonely. d. Intimidating.
*	Irue or False: Write T for True and F for False.
l. 2. 3. 4. 5.	Mrs. Granger has the reputation of being very serious about Language Arts Nick enjoys asking questions to waste teachers' time Nick thought that his fourth grade teacher looked like a hyena On his first day in her class, Mrs. Granger gives Nick an extra assignment Mrs. Granger is a very new and young teacher
*	Main Idea: Give Chapters I—3 a suitable name. Then, explain why you chose that name.

Chapters 4-6 COMPREHENSION

	felt before, during, and after it.
*	Multiple Choice: Choose the best answers.
] .	What does Nick call a <i>frindle</i> ? a. A skateboard b. A pen c. A pencil d. A ruler 2. Why does Mrs. Granger become irritated during Nick's oral report? a. It is too short. b. It is boring. c. He didn't do it correctly. d. It is too long.
*	<u>True or False:</u> Write T for True and F for False.
1. 2. 3. 4. 5.	Nick feels proud when Mrs. Granger treats him like the teacher's pet Nick walks home by himself the day of his oral report Nick's friends tell him they won't use the word frindle Mrs. Granger gives Nick a detention Nick uses the word frindle in a store
*	Figurative Language: Identify the type of figurative language of the following quote. Then, explain how you know.
"Af hole	ter eight minutes of Nick's best nonstop reading, her eyes were practically burning s in the chalkboard behind him."

Chapters 1-9 COMPREHENSION

a. She is amused. b. She doesn't care. c. She laughs. d. She is irritated. b. IOO c. 200 d. 75 Irue or False: Write T for True and F for False. I. Mrs. Granger goes to Nick's house to speak to his parents. When Mrs. Granger threatens the students with detention, they stop using the variable. Nick's mother scolds him for inventing the word frindle. The principal suspends Nick from school. Mrs. Granger tells Nick to sign a book. Mrs. Granger tells Nick to sign a book.		Quickwrite: Do you think that knowing a lot of words is important? Why or why not?
I. What is Mrs. Granger's reaction to the word frindle? a. She is amused. b. She doesn't care. c. She laughs. d. She is irritated. **Irue or False:* Write T for True and F for False. I. Mrs. Granger goes to Nick's house to speak to his parents. When Mrs. Granger threatens the students with detention, they stop using the variable. Mick's mother scolds him for inventing the word frindle. Mrs. Granger tells Nick to sign a book. **Character Analysis:* Choose one character from the story. Explain have the story. Explain have the word from the word from the story. Explain have the word from the word from the story. Explain have the word from the word from the story. Explain have the word from the word from the story.		
I. What is Mrs. Granger's reaction to the word frindle? a. She is amused. b. She doesn't care. c. She laughs. d. She is irritated. **Irue or False:* Write T for True and F for False. I. Mrs. Granger goes to Nick's house to speak to his parents. When Mrs. Granger threatens the students with detention, they stop using the virindle. 3. Nick's mother scolds him for inventing the word frindle. 4. The principal suspends Nick from school. Mrs. Granger tells Nick to sign a book. **Character Analysis:* Choose one character from the story. Explain how the story is a story. Explain how the story is a story. Explain how the word from the story. Explain how the story. Explain how the story. Explain how the story.		
I. What is Mrs. Granger's reaction to the word frindle? a. She is amused. b. She doesn't care. c. She laughs. d. She is irritated. **Irue or False:* Write T for True and F for False. I. Mrs. Granger goes to Nick's house to speak to his parents. When Mrs. Granger threatens the students with detention, they stop using the variable. Mick's mother scolds him for inventing the word frindle. Mrs. Granger tells Nick to sign a book. **Character Analysis:* Choose one character from the story. Explain have the word from the story.		
the word frindle? a. She is amused. b. She doesn't care. c. She laughs. d. She is irritated. with a pen" in after school detention a. 50 c. She laughs. d. She is irritated. c. 200 d. 75 True or False: Write T for True and F for False. Mrs. Granger goes to Nick's house to speak to his parents. When Mrs. Granger threatens the students with detention, they stop using the variable. Nick's mother scolds him for inventing the word frindle. The principal suspends Nick from school. Mrs. Granger tells Nick to sign a book. Character Analysis: Choose one character from the story. Explain how the story of the story.	*	Multiple Choice: Choose the best answers.
 Mrs. Granger goes to Nick's house to speak to his parents When Mrs. Granger threatens the students with detention, they stop using the variable Nick's mother scolds him for inventing the word frindle The principal suspends Nick from school Mrs. Granger tells Nick to sign a book Character Analysis: Choose one character from the story. Explain how 	l.	the word <i>frindle</i> ? a. She is amused. b. She doesn't care. c. She laughs. d. She is irritated. write "I am writing this punishment with a pen" in after school detention? a. 50 b. 100 C. 200 C. 200
 When Mrs. Granger threatens the students with detention, they stop using the variable. Nick's mother scolds him for inventing the word frindle. The principal suspends Nick from school. Mrs. Granger tells Nick to sign a book. Character Analysis: Choose one character from the story. Explain how 	*	<u>True or False:</u> Write T for True and F for False.
 Nick's mother scolds him for inventing the word frindle. The principal suspends Nick from school. Mrs. Granger tells Nick to sign a book. Character Analysis: Choose one character from the story. Explain how 	l. 2.	When Mrs. Granger threatens the students with detention, they stop using the word
Character Analysis: Choose one character from the story. Explain how you are different from or similar to this character.	4.	Nick's mother scolds him for inventing the word <i>frindle.</i> The principal suspends Nick from school
	*	Character Analysis: Choose one character from the story. Explain how you are different from or similar to this character.

Chapters 10-12 *-NEWS-* COMPREHENSION



/ *	Quickwrite: What do you think it	t would be like to be an television?
	The for the last	T WOOLS DO INCO TO DO OTT TOTO VISIONT:
No. of Concession, Name of Street, or other Persons, Name of Street, or ot		
**	Fill in the Blank: Choose the bes	st answers
l.	The first article about the word frindle was published in a. The New York Times b. The Westfield Gazette c. Huffington Post d. CBS News	
*	Sequencing: Put the following starnumbers 1-5.	tements in chronological order, using the
	Nick's dad deposits a check for Nick for Nick is interviewed by a television news Judy Morgan interviews the principal of The Westfield Gazette publishes an ar Over, Mr. Webster!'" Nick's dad wonders if things will ever be	s reporter named Alice. f Nick's school. ticle titled, "Local 5 th Grader Says 'Move
*	Details: Write two details from the cimportant.	chapters you just read that you think are
l		
2		

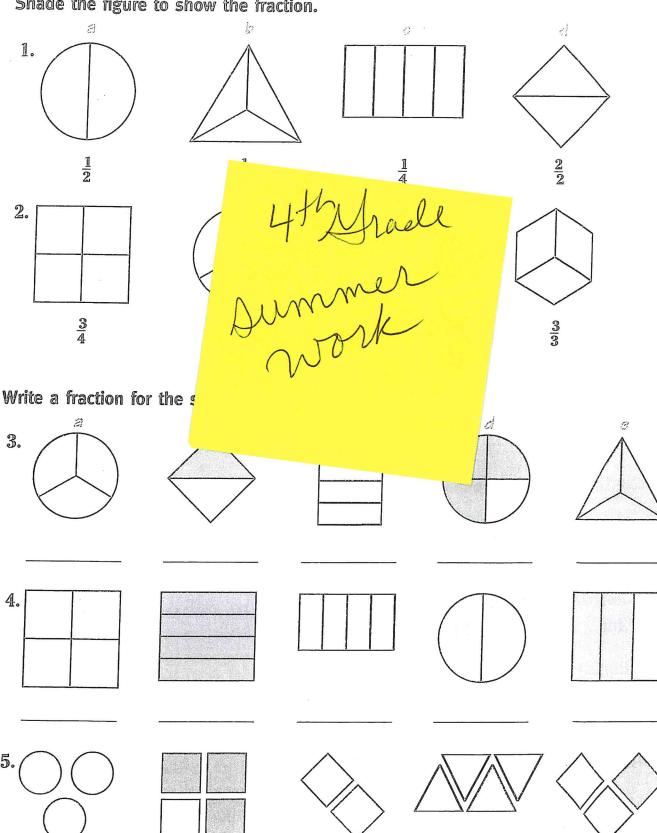
Chapters 13-15 COMPREHENSION

	,	· · · · · · · · · · · · · · · · · · ·
	Fill in the Blank: Choose the bes	st answers.
	Nick goes to Mrs. Granger on the last day of fifth grade to ask her for a a. dictionary b. letter c. better grade d. favor	2. Nick is years old when he discovers that he is very rich. a. sixteen b. eighteen c. twenty one d. twenty five
•	Sequencing: Put the following starnumbers 1—5.	tements in chronological order, using the
	Mrs. Granger tells Nick on the last day things about him. Nick discovers that he is very rich. Nick finally receives Mrs. Granger's let Mrs. Granger receives a gift from Nicl Nick gives his parents and his brother s	k in the mail.
•	Character Analysis: Choose said or did in these chapters that you agr	one character. Write about one thing they reed or disagreed with. Explain your answer

and the	 Comprehension and Analysis: Answer the questions in complete sentences.
) I.	How does the word <i>frindle</i> change Nick towards the end of fifth grade? Use textual evidence to support your answer.
_	
2.	What surprising thing does Nick find out about Mrs. Granger from her old letter?
_	
3.	Summarize the ending to this story. Do you like the ending? Why or why not?
*	Beyond: Below, draw a picture of your favorite character. Then, write about him or her.
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©2015, 2018 Nothing but Class

Shade the figure to show the fraction.



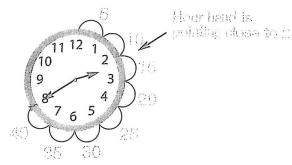
White Transfer

Telling Time: Minutes

Time is divided into hours and minutes. There are 60 minutes in 1 hour.

On a clock, the short hand tells the hour. The long hand tells the minutes.

This clock shows the time is 2:40. Read: 40 minutes after 2 or 20 minutes before 3



Count by fives to find the minuitea. Start at 12.

Write the time shown on each clock.

1.



9:15





2.





3.



10

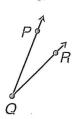


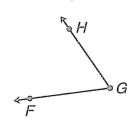
Area

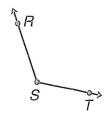
The area of a figure is the nu	umber of square units that cover its surface.
This is 1 square unit.	Count the number of square units to find the area of a figure.
	The area of this figure is 6 square units.
Find the area of each figure.	<i>b</i>
10 equare unite	
2.	
9 D.	

Name each angle.

1.

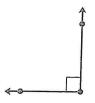


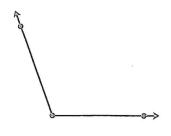




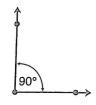
Name each angle. Write right angle, acute angle, or obtuse angle.

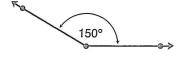
2.

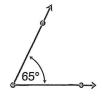




3.

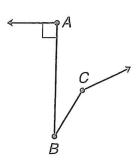






Use the drawing at right for Exercises 4-6.

- 4. Name a right angle. ______
- 5. Name an acute angle. _____
- 6. Name an obtuse angle.



Name each figure. Write line, line segment, or point.

1.



Name each figure using letters.

2.

° Q





3.

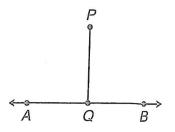


 $\overset{\circ}{C}$



Use the drawing at right for Exercises 4-6.

- 4. Name a point. _____
- 5. Name a line. _____
- 6. Name a line segment. _____



Divide.

1.
$$8)24$$

a f

5.
$$9)72$$

Find the quotients.

7.
$$63 \div 9 =$$

$$36 \div 6 =$$

$$36 \div 9 =$$

8.
$$42 \div 7 =$$

$$40 \div 8 =$$
 $9 \div 1 =$ _____

$$9 \div 1 =$$

9.
$$54 \div 6 =$$

$$63 \div 7 =$$

$$14 \div 7 =$$

Divide.

E)

6)30

j.

8)48

6)42

7)21

2. 2)10

9)36

1)4

5)25

3)27

3. 6)36

7)42

3)15

8)40

2)16

9)9 4)20

7)56

5)40

9)45

Find the quotients.

5. 21 ÷ 3 = ______ 81 ÷ 9 = _____

6. $54 \div 9 =$

 $35 \div 5 =$ $72 \div 9 =$ _____

7.

8.

9.

10.

11.

Divide.

1. 5)30

7)7

4)28

2)12

d

5)35

 Θ

2. 3)27

7)42

6)24

3)18

7)63

3. 4)36

5)25

1)7

2)16

6)18

4. 2)18

6)12

7)56

5)20

1)8

Find the quotients.

5. 54 ÷ 6 = _____

28 ÷ 7 = _____

24 ÷ 3 = _____

6. $24 \div 4 =$

 $49 \div 7 =$

 $48 \div 6 =$

Draw a line from each problem to the correct quotient.

7. 27 ÷ 3

8

7)14

 $49 \div 7$

2

4)36

 $40 \div 5$

Λ

6)48

 $6 \div 3$

9.

5)35

 $21 \div 7$

7

7)7

 $2 \div 2$

1

2)8

 $24 \div 6$

3

5)15

Divide.

44

Find the quotients.

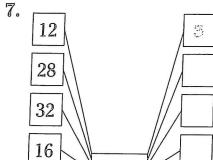
$$30 \div 5 =$$
 $27 \div 3 =$ _____

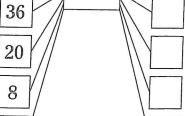
$$27 \div 3 =$$

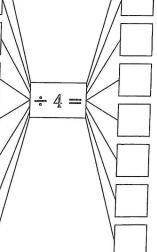
6.
$$18 \div 3 =$$

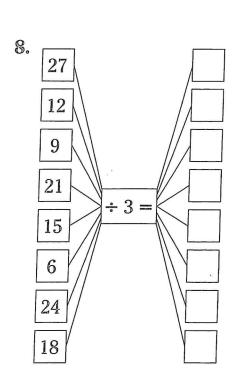
$$20 \div 5 =$$
 $5 \div 5 =$ _____

$$5 \div 5 =$$









Multiplication of Tens and Hundreds

To multiply a number by 10, multiply the number by 1 and write one zero.

To multiply a number by 100, multiply the number by 1 and write two zeros.

Find: 4 × 10

Find: 5 × 100

Multiply by 4 ones.

$$\begin{array}{c}
10 \\
\times 4 \\
\hline
40 \\
1 zero
\end{array}$$

Multiply by 5 ones.

$$\begin{array}{c}
100 \\
\times 5 \\
\hline
500 \\
\end{array}$$
2 zeros

Multiply.

$$\begin{array}{c}
c \\
10 \\
\times 2
\end{array}$$

$$10 \times 5$$

$$\frac{10}{\times 7}$$

$$\begin{array}{c} 1 \ 0 \\ \times \ 8 \end{array}$$

$$\begin{array}{c} 1 \ 0 \\ \times \ 9 \end{array}$$

$$\begin{array}{c} 1\ 0 \\ \times \ 3 \end{array}$$

$$\begin{array}{c} 1\ 0 \\ \times \end{array}$$

$$\begin{array}{ccc}
1 & 0 & 0 \\
\times & 1
\end{array}$$

$$\begin{array}{c} 1\ 0\ 0 \\ \times \\ 2 \end{array}$$

$$\begin{array}{c} 1\ 0\ 0 \\ \times & 3 \end{array}$$

$$\begin{array}{c} 1\ 0\ 0 \\ \times \qquad \underline{4} \end{array}$$

$$\begin{array}{c}
100 \\
\times 5
\end{array}$$

$$\begin{array}{cc} 1 \ 0 \ 0 \\ \times & 7 \end{array}$$

$$\begin{array}{ccc} 100 \\ \times & 8 \end{array}$$

$$\begin{array}{c} 100 \\ \times 6 \end{array}$$

$$\begin{array}{ccc} 1 & 0 & 0 \\ \times & & 9 \end{array}$$

$$\begin{array}{ccc} 100 \\ \times & 4 \end{array}$$

$$\begin{array}{c} 100 \\ \times 9 \end{array}$$

$$\begin{array}{c} 1\ 0\ 0 \\ \times \quad 3 \end{array}$$

$$\begin{array}{c} 1 \ 0 \ 0 \\ \times \end{array}$$

$$\begin{array}{ccc} 1 & 0 & 0 \\ \times & & 8 \end{array}$$

$$\begin{array}{c} 100 \\ \times 5 \end{array}$$

Use these multiplication facts when multiplying with 9.

9 × 0	9 × 1	9 × 2	9 × 3	9 × 4	9 × 5	9 × 6	9 × 7	9 × 8	9 × 9	
0	9	18	27	3 6	45	54	63	72	8 1	

Multiply.

$$\frac{2}{\times 9}$$

$$7 \times 9$$

$$\frac{4}{\times 9}$$

$$\begin{array}{c} 6 \\ \times 9 \end{array}$$

$$\frac{3}{\times 9}$$

$$0 \times 9$$

$$9 \times 7$$

$$7 \times 3$$

$$7 \times 8$$

$$\begin{array}{c} 0 \\ \times 7 \end{array}$$

Find the products.

$$7 \times 6 =$$

6.

×	2	9	4	1	6	5	3	8	0
9	18								
6									
8									

Use these multiplication facts when multiplying with 7.

	7	7	7	7	7	7	7	7	7	7
- 1	$\times 0$	$\times 1$	$\times 2$	$\times 3$	\times 4	× 5	$\times 6$	$\times 7$	× 8	× 9
	0	7	14	2 1	28	35	42	49	5 6	6 3

Multiply.

1. 7 $\times 0$

 $\begin{array}{c} b \\ 7 \\ \times 1 \end{array}$

 $\begin{array}{c}
\varepsilon \\
7 \\
\times 2
\end{array}$

*d*7
×3

e 7 ×4 ? 7 ×5

9 7 ×6

 7×8

 7×9

5 × 7 $\begin{array}{c} 6 \\ \times 7 \end{array}$

 $\frac{1}{\times 7}$

 9×7

 $\overset{'}{\times} \overset{2}{7}$

 $\frac{6}{\times 7}$

 $\frac{7}{\times 7}$

 $\frac{4}{\times 7}$

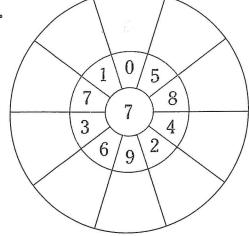
 0×7

 3×7

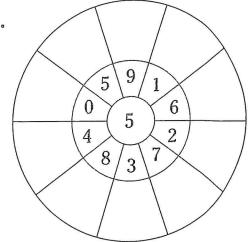
Find the products.

4.
$$6 \times 3 =$$

5.



6.



Use these multiplication facts when multiplying with 5.

5	5	5	5	5	5	5	5	5	5
× 0	× 1	× 2	× 3	× 4	× 5	× 6	× 7	×8	× 9
0	5	1 0	1 5	20	25	3 0	35	40	

Multiply.

1. 5 $\times 0$

*b*5
×1

5 ×2

5 ×3

e 5 ×4 5 ×5

 $\begin{array}{c} g \\ 5 \\ \times 6 \end{array}$

2. 5 ×7 5 ×8 5×9

 $\frac{1}{\times 5}$

5 × <u>5</u> 4 × 5 5 ×5

3. 9 ×5 . 2 ×5 8 ×5 $\frac{3}{\times 5}$

7 ×5 $\begin{array}{c} 6 \\ \times 5 \end{array}$

 0×5

Find the products.

$$5.2 \times 3 =$$

$$6 \times 4 =$$

$$2 \times 0 =$$

										0000	
6.	×	0	1	2	3	4	5	6	7	8	9
	5	0									
	1										
	3										
	2										
	4										

work backwards to solve each problem.

- Today Jason has 123 stamps in his collection. He got 5 stamps at a show last week. Then he got 4 more stamps at a show this week. How many stamps did Jason have before the two shows?
- 2. After the swim meet, Shamal had 58 ribbons. She won 2 first-place ribbons and 3 second-place ribbons at the meet. How many ribbons did she have before the swim meet?

stamps

ribbons

- 3. Aiko has 132 tadpoles in her tank. She had put 47 in the tank on Saturday. She had put 28 in the tank on Sunday. How many tadpoles were in the tank before Saturday?
- 4. Vicky had 12 cookies left over after the bake sale. She had sold 75 cookies in the morning and 40 cookies in the afternoon. How many cookies did she have at the beginning of the bake sale?

tadpoles

_ cookies



5. Kelly has had her dog, Skip, for 2 years. Skip weighs 68 pounds now. He gained 36 pounds the first year and 14 pounds the second year. How much did Skip weigh when Kelly bought him?

_____pounds

Subtraction with Regrouping Across Two Zeros

Sometimes you have to regroup across two zeros when subtracting.

Find: 300 - 27

Line up the ones, tens, and hundreds. There are 0 ones. To subtract the ones, more ones are needed.

There are 0 tens. Regroup 1 hundred as 10 tens. Show 1 less hundred and 10 more tens.

Regroup 1 ten as 10 ones. Show 1 less ten and 10 more ones.

Subtract the ones, then the tens, then the hundreds.

Subtract.

$$\begin{array}{r}
2. & 500 \\
 & -232
\end{array}$$

$$900 \\ -122$$

$$700 - 85$$

$$\begin{array}{rrr} 6 \ 0 \ 0 \\ - & 9 \ 7 \end{array}$$

$$\begin{array}{c} 4\ 0\ 0 \\ -\ 7\ 2 \end{array}$$

$$\begin{array}{r}
 800 \\
 -226
 \end{array}$$

3.
$$400$$
 -112

$$\begin{array}{c} 7\ 0\ 0 \\ -1\ 3\ 1 \end{array}$$

$$\begin{array}{rrr} 2\ 0\ 0 \\ - & 5\ 4 \end{array}$$

$$\begin{array}{c} 800 \\ -398 \end{array}$$

$$\begin{array}{r} 3 \ 0 \ 0 \\ - \ 6 \ 7 \end{array}$$

$$\begin{array}{rr} 5\ 0\ 0 \\ - & 7\ 3 \end{array}$$

Rewrite. Then find the differences.

Subtraction Practice: Deciding When to Regroup

Subtract.

893 -745

609 -28

821

 $\begin{array}{r} 2 \ 3 \ 4 \\ - \ 1 \ 6 \end{array}$

 $\begin{array}{rr} 304 \\ - 64 \end{array}$

 $\begin{array}{rr}
2. & 912 \\
 & -379
\end{array}$

650 -322

914 -88

5 6 7 - 9 6

973 -948

916 -207

3. 275 - 17

952 -497

602 -412

 $\begin{array}{rr} 1\ 5\ 2 \\ -\ 8\ 7 \end{array}$

 $909 \\ -385$

940 -263

4. 743 -193

328 - 38

186 - 58 $808 \\ -435$

 $\begin{array}{rrr} 4 & 1 & 4 \\ - & 6 & 7 \end{array}$

827 -353

5. 575 -228

907 -374

 $\begin{array}{c} 7 \ 2 \ 7 \\ -5 \ 0 \ 9 \end{array}$

546 - 55 $826 \\ -261$

433 - 62

6. 683 - 29

830 -463

562 - 97

 $\begin{array}{c} 7\ 9\ 2 \\ -7\ 6\ 9 \end{array}$

2 4 5 - 9 0 520 -147

Rewrite. Then find the differences.

7. 541 - 76 = _____

H T O 5 4 1 -- 7 5 127 - 39 = _____

Add.

$$652 + 167$$

$$392 + 164$$

$$275 + 249$$

$$\begin{array}{r} 486 \\ + 57 \end{array}$$

$$576 + 159$$

$$\begin{array}{r} 183 \\ + 58 \end{array}$$

$$\begin{array}{r} 243 \\ + 89 \end{array}$$

$$784 + 127$$

$$\begin{array}{c} 3\ 2\ 1 \\ +4\ 7\ 9 \end{array}$$

Rewrite. Then find the sums.

6.
$$756 + 163 =$$

$$7.598 + 54 =$$

$$283 + 497 =$$

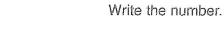
1. What is the next number? 2, 4, 6,	2. What is the next number? 500, 600, 700,
Rule:	- Rule:
Answer:	Answer:
3. What is the next number? 5, 10, 15,	4. What is the next number? 10, 20, 30,
Rule:	Rule:
Answer:	Answer:
5. What is the missing number? 16, 26, 36, 46,, 66	6. What are the next two numbers? 110, 111, 112,,
Rule:	Rule:
Answer:	γωσινοκ.

Find the pattern. Write the rule. Then solve.

Thousands, Hundreds, Tens, and Ones

Every four-digit whole number has a thousands, a hundreds, a tens, and a ones place.

Count the groups of thousands, hundreds, tens, and ones.











Count the groups of thousands, hundreds, tens, and ones. Then write the numbers.

1.



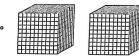




2.

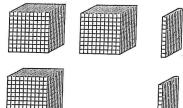








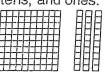




Hundreds, Tens, and Ones

Every three-digit whole number has a hundreds, a tens, and a ones place.

Count the groups of hundreds, tens, and ones.



AALISE	(i)G	number.
	MILLE	write trie

Hundreds	Tens	Ones
4	45	55

135

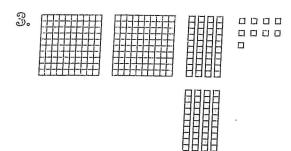
Count the groups of hundreds, tens, and ones. Then write the numbers.

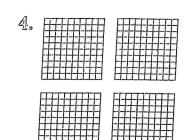


Hundreds	Tens	Ones		
7	2	Å.	==	-

2.		0 0 0

Hundreds	Tens	Ones





-lundreds	Tens	Ones		
			=	

You can write the groups of thousands, hundreds, tens, and ones in two ways.

4,325 = 4 thousands 4 hundreds 4 tens 4 ones 4 tens 4 tens 4 ones 4 tens 4 tens 4 ones 4 tens 4

Write the numbers.

Write the numbers.

9. 5 thousands 0 hundreds 0 tens 6 ones =
$$6.006$$

find the pattern. Write the rule. Then solve. 1. What is the next number? 2. What is the next number? 2, 4, 6, ____ 500, 600, 700, ____ Rule:_____ Rule: Answer:_____ Answer:____ 3. What is the next number? 4. What is the next number? 5, 10, 15, ____ 10, 20, 30, ____ Rule:_____ Rule:_____ Answer:_____ Answer: 5. What is the missing number? 6. What are the next two numbers? 16, 26, 36, 46, ____, 66 110, 111, 112, _____, ____

Rule:_____

Answer:____

Rule:_____

Answer:_____

Thousands, Hundreds, Tens, and Ones

Every four-digit whole number has a thousands, a hundreds, a tens, and a ones place.

Count the groups of thousands, hundreds, tens, and ones.

Write the number.













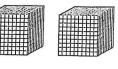
Count the groups of thousands, hundreds, tens, and ones. Then write the numbers.

1.





2.





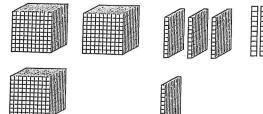
g.







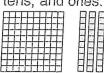
4.



Hundreds, Tens, and Ones

Every three-digit whole number has a hundreds, a tens, and a ones place.

Count the groups of hundreds, tens, and ones.



Write	the	numb	er.
-------	-----	------	-----

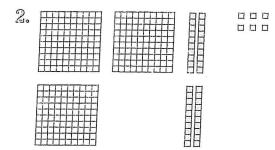
Hundreds	Tens	Ones
4 5	3	5

135

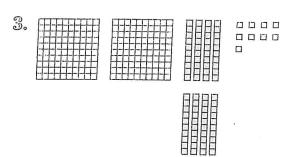
Count the groups of hundreds, tens, and ones. Then write the numbers.



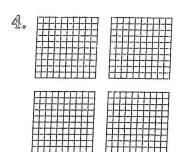
Hundreds	Tens	Ones	
Ţ	2	4	:=



Hundreds	Tens	Ones
1 months you make an arrange of the same o		- Parameter VII - Parameter VIII - Param



Hundreds	Tens	Ones		
			272	
	1			



You can write the groups of thousands, hundreds, tens, and ones in two ways.

4,325 = _4 thousands _5 hundreds _2 tens _5 ones 5 thousands 0 hundreds 6 tens 2 ones = _5,062

Write the numbers.

Write the numbers.

- 9. 5 thousands 0 hundreds 0 tens 6 ones = $\frac{5.000}{1000}$
- 10. 0 thousands 6 hundreds 2 tens 0 ones = _____
- 11. 5 thousands 2 hundreds 3 tens 6 ones = _____
- 12. 6 thousands 5 hundreds 7 tens 1 one = _____
- 13. 3 thousands 1 hundred 5 tens 8 ones = _____
- 14. 7 thousands 9 hundreds 2 tens 1 one = _____
- 15. 1 thousand 3 hundreds 2 tens 0 ones = _____
- 16. 0 thousands 2 hundreds 3 tens 9 ones = _____

Reading and Writing Numbers

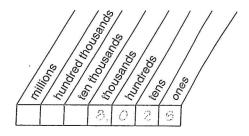
We read and write the number in the place-value chart as: eight thousand, twenty-six.

The digit 8 means 8 thousands, or 8,000.

The digit o means o hundreds, or o.

The digit 2 means 2 tens, or 20.

The digit 6 means 6 ones, or 6.



Notice that commas are used to separate the digits into groups of three. This helps to make larger numbers easier to read.

Write commas in the numbers.

		*			
1. 23682368	1085	7654			
2. 5609	9472	4961			
Write the numbers using d	ligits.	,			
3. eight hundred twenty	-seven	627			
4. one thousand, four h	ındred thirteen				
5. five thousand, nine hu	ındred four				
ි. seven hundred thirty-	ťwo				
7. nine thousand, five hu	ındred forty				
Write the numbers using wo	ords.				
S. 4,756	four thousand, seven hundred fifty-sk				
11. 8,112					
12. 5,099					

Use guess and check to solve each problem.

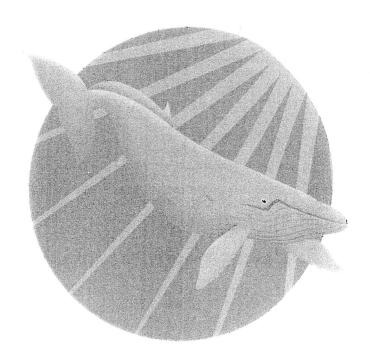
- 8. Sue and Manuel collect model trains. Sue has 1 more train than Manuel has. Together they have 13 trains. How many trains do they each have?
- 9. Inez bought 15 pizzas for the party. There were 7 more pepperoni pizzas than cheese pizzas. How many of each kind of pizza did Inez buy?

Sue	trains	
Manuel	trains	

_____ pepperoni pizzas _____ cheese pizzas

Use estimation to solve.

10. A humpback whale weighs about 49 tons. A fin whale weighs about 82 tons. About how much do a humpback whale and fin whale weigh in all?



about _____ tons

Subtraction with Regrouping Across One Zero

Sometimes you have to regroup across zero when subtracting.

Find: 302 - 29

Line up the ones, tens, and hundreds.
To subtract the ones, more ones are needed.

There are 0 tens. Regroup 1 hundred as 10 tens. Show 1 less hundred and 10 more tens.

Regroup 1 ten as 10 ones. Show 1 less ten and 10 more ones.

Subtract the ones, then the tens, then the hundreds.

Subtract.

0 3

73

$$\begin{array}{rrr}
2. & 802 \\
 & -386
\end{array}$$

$$701 \\
-562$$

$$801 \\ -424$$

$$502$$
 -413

$$806 - 678$$

$$904$$
 -879

$$\begin{array}{rr} 6\ 0\ 1 \\ - \ 3\ 3 \end{array}$$

$$804$$
 -536

$$\frac{403}{-247}$$

Rewrite. Then find the differences.

Zeros in Subtraction Practice

Subtract.

1. 9 3 10

31

$$\begin{array}{r} 3\ 0\ 1 \\ -\ 9\ 4 \end{array}$$

37

$$501$$
 -358

$$\begin{array}{c}502\\-167\end{array}$$

31

$$\begin{array}{r} 1 \ 0 \ 1 \\ - \ 6 \ 5 \end{array}$$

9

$$303$$
 -144

2. 201 - 58

$$\begin{array}{c} 3 \ 0 \ 2 \\ -2 \ 9 \ 3 \end{array}$$

$$\begin{smallmatrix}9&0&2\\-&7&3\end{smallmatrix}$$

$$egin{smallmatrix} 8 & 0 & 0 \\ - & 3 & 7 \end{bmatrix}$$

$$egin{array}{ccc} 7 & 0 & 0 \ -4 & 1 & 9 \end{array}$$

$$\begin{array}{c} 405 \\ -297 \end{array}$$

3. 200 - 54

$$\begin{array}{r} 1 \ 0 \ 0 \\ - \ 3 \ 9 \end{array}$$

$$900 - 38$$

$$\begin{array}{r}
801 \\
-779
\end{array}$$

$$\begin{array}{rrr} 402 \\ - 17 \end{array}$$

$$900$$
 -653

4. 300 - 36

$$500 - 427$$

$$\begin{array}{rr} 503 \\ - 74 \end{array}$$

$$\begin{array}{r} 305 \\ -67 \end{array}$$

$$egin{array}{c} 4\ 0\ 0 \ -2\ 5\ 1 \end{array}$$

$$800 -542$$

Rewrite. Then find the differences.

6.
$$400 - 86 =$$

$$604 - 95 =$$

$$7.600 - 573 =$$

8. Which animal runs the fastest? Which animal runs the slowest?

fastest ____

slowest _____

9. Which two animals run at the same speed? What is that speed?

speed _____

10. Which animal runs 25 miles per hour?

11. How much faster can a lion run than a tiger?

Answer:_____

_____ miles per hour

Work backwards to solve each problem.

12. Kaya has \$25 left over after the football game. She had spent \$17 for her ticket. She then bought a team hat for \$11. How much money did Kaya bring to the football game?

13. Antoine has 154 books in his collection. He got 27 books at a sale last year. His sister gave him 16 books this year. How many books did Antoine have in his collection before the book sale?

\$ _____

_____ books

Use these multiplication facts when multiplying with 6.

6	6	6	6	6	6	6	6	6	6	
× 0	× 1	× 2	× 3	× 4	× 5	× 6	× 7	× 8	× 9	
0	6	12	18	24	3 0	3 6	42	48	5 4	7

Multiply.

$$\frac{6}{\times 8}$$

$$\frac{6}{\times 9}$$

$$\times 6$$

$$\begin{array}{c} 6 \\ \times 6 \end{array}$$

$$\begin{array}{c} 0 \\ \times 6 \end{array}$$

$$\frac{8}{\times 6}$$

$$7 \times 6$$

$$\times 6$$

$$\frac{9}{\times 6}$$

$$\frac{2}{\times 6}$$

$$\begin{array}{c} 6 \\ \times 7 \end{array}$$

$$8 \times 3$$

$$\frac{2}{\times 7}$$

Find the products.

5.
$$5 \times 5 =$$

× 8	48
× 4	
× 6	
× 3	
	× 4 × 6

J		
	× 4	
	× 9	
	× 5	
	× 7	

,		
	× 8	
	× 6	
	× 4	
	× 7	

Use these multiplication facts when multiplying with 8.

8	8	8	8	8	8	8	8	8	8
× 0	× 1	× 2	× 3	× 4	× 5	× 6	× 7	×8	× 9
	8								

Multiply.

1. 8 ×0 0 8 ×1

 $\begin{array}{c}
\varepsilon \\
8 \\
\times 2
\end{array}$

d 8 ×3 *e* 8 <u>×4</u>

8 ×5 8 ×6

2. 8 ×7

8 ×8 8 ×9 $\begin{array}{c} 6 \\ \times 8 \end{array}$

8 ×9

8 ×8 0 8×

3. 2 ×8

 $\frac{1}{\times 8}$

5 ×8 7×8

9 ×8 4 ×8

 $\frac{3}{\times 8}$

4. 6 × 5

 $\frac{7}{\times 7}$

 $\frac{4}{\times 7}$

 $\frac{3}{\times 1}$

2 ×5 7×9

4 ×6

Find the products.

5.
$$9 \times 6 =$$

$$7 \times 7 =$$

6. 8

ŏ		
	× 6	48
	$\times 4$	
	× 9	
	× 5	

7

\times 1	
× 4	
× 6	
$\times 2$,

7		
	× 6	
	× 3	
	× 5	
	× 2	

Basic Facts Practice

Multiply.

$$\frac{3}{\times 6}$$

$$7 \times 5$$

$$6 \times 9$$

$$\frac{4}{\times 2}$$

$$\frac{5}{\times 6}$$

$$\frac{4}{\times 7}$$

$$\frac{9}{\times 6}$$

$$\frac{5}{\times 9}$$

$$\frac{3}{\times 3}$$

$$7 \times 6$$

$$3 \times 9$$

$$7 \times 2$$

$$\frac{6}{\times 6}$$

$$\frac{9}{\times 7}$$

$$7 \times 4$$

$$\frac{9}{\times 9}$$

Multiply.

$$70 \times 5$$

$$\stackrel{3}{\times}\stackrel{1}{6}$$

$$71 \times 2$$

$$\begin{array}{ccc}
7 & 1 & & 3 & 9 \\
\times & 2 & & \times & 1
\end{array}$$

$$\begin{array}{c} 40 \\ \times 9 \end{array}$$

$$\begin{array}{c} 43 \\ \times 3 \end{array}$$

$$\begin{array}{c} 21 \\ \times 7 \end{array}$$

$$\begin{array}{c} 1 \ 0 \\ \times \ 9 \end{array}$$

$$82$$
 \times 2

$$92$$
 $\times 3$

$$34 \times 2$$

$$63$$
 \times 3

Rewrite. Then find the products.

7.
$$62 \times 4 =$$

Divide.

1.
$$\frac{5}{4)20}$$

Ş/

9

3

Find the quotients.

$$30 \div 5 =$$

6.
$$35 \div 5 =$$

$$32 \div 4 =$$

$$12 \div 4 =$$

$$24 \div 6$$
 $48 \div 6$
 $30 \div 6$
 $18 \div 6$
 $36 \div 6$
 $12 \div 6$
 $42 \div 6$

$24 \div 4$	
$36 \div 4$	
12 ÷ 4	
20 ÷ 4	
$32 \div 4$	
8 ÷ 4	
16 ÷ 4	
28 ÷ 4	

25 ÷ 5	
45 ÷ 5	
30 ÷ 5	
20 ÷ 5	
10 ÷ 5	
40 ÷ 5	
15 ÷ 5	
35 ÷ 5	

Divide.

6)24

3)27 8)48 5)40

4)32

8)40

2)14

3)15

8)16

7)42

4)20

8)32

1)8

6)48

6)54

8) 8

5)35

2)12

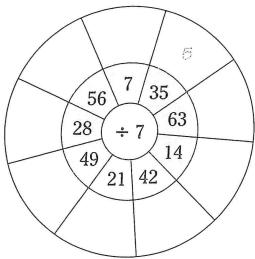
8)24

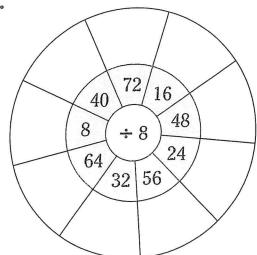
Find the quotients.

6. $30 \div 5 =$ _____ $45 \div 5 =$ _____

7. $64 \div 8 =$ ______ $28 \div 4 =$ ______

8.





Find the quotients.

5.
$$45 \div 9 =$$

$$56 \div 7 =$$

$$24 \div 6 =$$

$$30 \div 5 =$$

$$45 \div 5 =$$

Draw a line from each problem to the correct quotient.

7.
$$81 \div 9$$

$$42 \div 7$$

$$56 \div 8$$

$$18 \div 6$$

$$40 \div 8$$

$$36 \div 9$$

$$12 \div 6$$

$$48 \div 6$$

Lines and Line Segments

A point is an exact location in space. Name a point with a capital letter:

point P

A line is an endless straight path.

Name a line by any two points on the line:



line AB or line BA

A line segment is a straight path between two points.

Name a line segment by its two endpoints:



line segment RS or line segment SR

Name each figure. Write line, line segment, or point.

1.



ELECTRONIC FOR LABOUR PARTICIPATION OF THE PROPERTY OF



line segment

Name each figure using letters.

2.





line LM or line ML

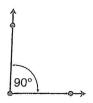
Angles

An **angle** is formed when two lines meet at one point.

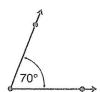
 $B \overset{A}{\longleftrightarrow}$ angle $B \overset{C}{\longleftrightarrow}$

Name an angle by the point where the lines meet:

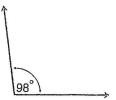
Angles are measured in degrees (°).



A right angle is exactly 90°.



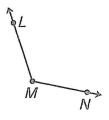
An acute angle is less than 90°.



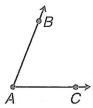
An **obtuse angle** is greater than 90°.

Name each angle.

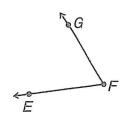
1.



angle M



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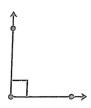


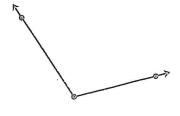
Name each angle. Write right angle, acute angle, or obtuse angle.

2.



acute angle





Perimeter

Perimeter is the distance around a figure.

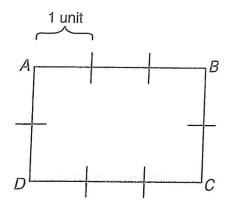
To find the perimeter of a figure, count the number of units around the figure.

Find the perimeter of this rectangle by counting units.

Start at point A. Move clockwise and count the units:

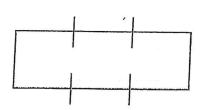
A to B (3), to C (5), to D (8), to A (10).

The perimeter of this rectangle is 10 units.

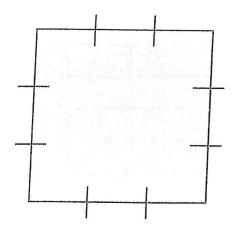


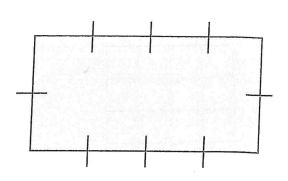
Find the perimeter of each figure.

1.



8 units



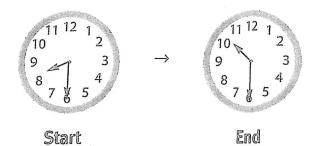


Elapsed Time

Elapsed time is the amount of time that passes from the start of an event to its end.

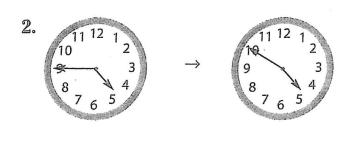
The start clock shows 8:30. The end clock shows 10:30.

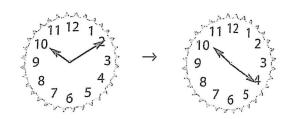
The elapsed time is 2 hours.

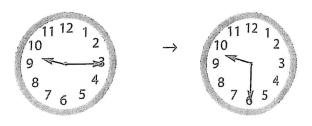


Tell the elapsed times.

30 minutes







Customary Length

The customary units that are used to measure length are inch, foot, yard, and mile. The chart gives the relationship of one unit to another.

- A safety pin is about 1 inch long.
- A football is about 1 foot long.
- A baseball bat is about 1 yard long.
- A mile is about 18 football fields long.

larger ← □ → smaller

1 foot (ft.) = 12 inches (in.)

$$=$$
 36 in.

1 mile (mi.) = 1,760 yd.

$$= 5,280 \, \text{ft.}$$

Choose the best unit of measure. Write in., ft., or mi.

1. length of a pen_____

height of a ladder _____

2. distance an airplane flies_____ width of a notebook _____

3. length of a butterfly_____ distance across a city _____

4. height of a person _____

length of a kitchen table _____

Circle the best measurement.

5. distance between train stations 115 ft. 115 mi.

height of a door

7 ft.

7 yd.

6. length of a caterpillar 2 in.

2 ft.

distance walked in one hour

4 mi.

4 yd.

7. length of a football field

100 mi. 100 yd. width of your hand

3 ft.

3 in.

Use the chart to complete the following.

8. 36 in. = _____ yd. 12 in. = _____ ft. 1 yd. = _____ ft.

9. 1,760 yd. = _____ mi. 1 yd. = ____ in.

 $1 \text{ mi.} = \underline{\hspace{1cm}} \text{ft.}$

gr. 4

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, 1