



4th Grade AMI Assignments

Directions: Complete the activities for each AMI day that district approves. Return to teacher within 3 days to be counted present for the approved AMI day.

Day 1	<p>Reading</p> <ul style="list-style-type: none"> Read the paired passages "Attack of the Leftovers" and "Chicken Soup for Nicole". Answer the comprehension questions on notebook paper. Click the story titles if you would like to access online. <p>Math</p> <ul style="list-style-type: none"> Complete the Day 1 Math Sheet on a piece of notebook paper. (see attached) <p>Science</p> <ul style="list-style-type: none"> Complete the "What Makes Up an Ecosystem" worksheet on notebook paper. (see attached) If you have online access, watch this video for more background information about Ecosystems.
Day 2	<p>Reading</p> <ul style="list-style-type: none"> the paired passages "Attack of the Leftovers" and "Chicken Soup for Nicole". (see attached). Click the links for online access to the passages. Compare and contrast the articles. List 3 similarities and 3 differences on a piece of notebook paper. <p>Math</p> <ul style="list-style-type: none"> Complete the Day 2 Math Sheet on a piece of notebook paper. (see attached) <p>Science</p> <ul style="list-style-type: none"> Read "United States Temperature Extremes by State", then complete the questions on notebook paper. (See attached)
Day 3	<p>Reading</p> <ul style="list-style-type: none"> Reread the paired passages "Attack of the Leftovers" and "Chicken Soup for Nicole". Which passage was your favorite? Attack of the Leftovers or Chicken Soup for Nicole? Write a paragraph explaining which one was your favorite and why. <p>Math</p> <ul style="list-style-type: none"> Complete the Day 3 Math Sheet on a piece of notebook paper. (see attached) <p>Science</p> <ul style="list-style-type: none"> Use patterns to invent a code to send a secret message to another person without speaking or writing. (Hint: you can use patterns in colors, sounds, or pictures to represent letters in words.)
Day 4	<p>Writing</p> <ul style="list-style-type: none"> Expository Essay: You are going to write an essay about teamwork. Think about a time you worked on a team. Think about what teamwork means to you. Here are some questions to help you think about your essay and plan it: When did you work on a team? Did you like it? What are the benefits of working on a team? What are the obstacles? What kind of attitude do you need to have when working on a team? Why? Why is it important to your friends? <p>Math</p> <ul style="list-style-type: none"> Complete the Day 4 Math Sheet on a piece of notebook paper. (see attached) <p>Science</p> <ul style="list-style-type: none"> Read "Your Bones", then complete the questions on notebook paper. (see attached)

Day 5

Reading/Social Studies

- Read the passage "More Miracles for Helen Keller" to a family member. Write ten facts you learn about Helen Keller on notebook paper, then circle the three most important ones that someone would need to know if they had never heard of this remarkable lady.

Math

- Complete the Day 5 Math Sheet on a piece of notebook paper. (see attached)

Attack of the Leftovers

by ReadWorks



"We have too many mashed potatoes," said Caroline.

"I know!" said her brother, Stewart. "I am sick of them."

"We've had mashed potatoes for lunch."

"We've had mashed potatoes for dinner."

"We've even," said Caroline with a grimace, "had them for breakfast."

"Thanksgiving is over," said her brother, crossing his arms. "We want new food."

Thanksgiving had happened five days earlier. Everyone came over to their house: aunts and uncles and cousins. Even a long-lost aunt from Alabama. They ate turkey and mashed potatoes and stuffing and gravy. Lots and lots of gravy. It was great. It made everyone sleepy.

But when everyone left, the food was still there. Turkey. Mashed potatoes. Stuffing. Gravy. Everywhere! The counters were covered. Food invaded the fridge. It sat on Caroline and Stewart's plates for days and days. Eventually, it got boring.

"Pleeeeeeeeeeease," said Stewart. "Make us something else!"

"Not mashed potatoes."

"Anything but that!"

"Hmm," said Mom. She was quiet for what seemed like a long time. Her finger tapped against her mouth. "I think I have an idea."

She took out a container. Stewart's mouth fell open.

"Mom!" he shouted. "Are you crazy? Those are the mashed potatoes."

"They sure are," said Mom. "I think I just remembered something my grandmother used to do."

Mom pulled out a frying pan and a jug of vegetable oil. She poured the oil in the pan. It went *glug, glug, glug*. She turned on the heat. Stewart and Caroline backed away. They are not allowed near the stove when hot oil is in the pan.

While the oil got hot, Mom fixed the potatoes. She turned the container upside down. "Plop!" went the potatoes. They fell onto the counter in a cold, hard block. With her sharpest knife, Mom sliced the potatoes into squares. She dusted them with flour. She sprinkled them with salt. She covered them with pepper.

And then she slid them into the oil.

Sizzle! went the oil. *Sizzle, sizzle, sizzle!*

"Whoa, Mom," said Caroline. "What are you doing?"

"I'm frying the potatoes. The same way you would make French fries. It's a good way to get rid of leftovers."

When the potatoes stopped sizzling, they were done. Mom lifted them from the oil and let them dry. Once they were cool, Caroline picked one up in her hands.

"Don't you want one, Stewart?"

"No!" he said. "I told you. No more mashed potatoes."

Caroline lifted the block of crisp, brown potato to her mouth. She took a tiny bite—the tiniest bite in the world.

"Oh boy," she said. "Oh boy, Stewart. These are good."

He took a bite, too. She was right. The potatoes didn't taste like mashed potatoes at all. They were crisp and brown on the outside. They were creamy and fluffy on the inside. It was like eating a crispy cloud.

"See?" said Mom. "Leftovers aren't the end of the world."

Chicken Soup for Nicole

by W.M. Akers



"Hello?" said Elizabeth. "Are you there?"

"Ahhhhhhh-choo!"

"Nicole?"

"Ahh-choo!"

"Gesundheit."

"Ahh-choo!"

"If you don't stop sneezing, how are we ever going to have a conversation?"

"I'm sorry," said Nicole, finally. Her voice sounded thick and tired. "I think I have a little cold."

"Oh no, you don't. Uh-uh. Not today. Today we are going to the beach."

"I don't know. I feel pretty awful. My nose is runny and my eyes are itchy, and my head feels..."

like someone stuffed it full of boiled cabbage."

"Beeswax!" said Elizabeth, which is what she always told her best friend when she was talking nonsense. "Absolute beeswax. Who ever heard of someone getting a cold in July?"

"I guess I'm some kind of medical miracle."

Elizabeth chewed her fingernail and looked down at her bathing suit. It was an adorable one—the most adorable she had ever owned—with pale pink stripes that nicely accented her blue eyes. She had bought it in April, and had spent the last months of school looking forward to the first day she could wear it at the beach. Today was meant to be the day.

Each summer, Elizabeth's brother and his friends spent every day, from lunchtime to sunset, lounging on the sand. By the end of June they were as red as lobsters, and by halfway through July they were as tan as beech nuts. (Elizabeth wasn't sure what a beech nut was, but she knew it must be very brown.) Every summer, she and Nicole begged him to take them along, but he always refused.

"You guys are too young," David would say. "Maybe next year."

Finally, next year was here. Two days before, their mother had said to David over dinner, "Why don't you take Elizabeth to the beach with you on Friday?"

"I can't, Mom. She's just a kid."

"Oh, come on. She's too old to spend another summer sitting around the house. Take her with you! It will be fun."

And because in their family, you simply didn't argue with Mom, that was it. Elizabeth and Nicole had their ticket to the beach.

"Until you had to get sick and spoil it!" exclaimed Elizabeth.

"I'm sorry," sniffed Nicole. "Why don't you just go without me?"

"Did your cold rot your brain? You really think I would go to the beach alone with David and his friends? It would be more boring than school. You're coming, and that's it."

"I can't. I have a fever." And that was that. In Nicole's family, you simply didn't argue with a fever.

"Beeswax," said Elizabeth. "Positively beeswax."

David was loading the cooler into his car when his sister stomped out of the house.

"Hurry up," he said. "It's a beautiful day, and I don't want to miss a minute. I'm getting paler by the second-do you see?" Elizabeth scowled at him. "Where's your suit?"

"I'm not coming to the beach today."

"Okay. Your loss." He started the car. "Could you get out of the way? I have to back out, and Mom would be mad at me if I squished you."

"Mom said you need to take me to the grocery store. It's for Nicole."

David looked at his sister in the rearview mirror. She was trying to smile at him, but it wasn't working. She was trying to look sweet. Something was definitely up.

"You're lying," he said. He revved his engine, startling her, and she jumped out of the driveway. "Mom didn't tell you a thing, which means that I don't have to take you anywhere, which means that I'm going to the beach. So long!"

He drove away, and Elizabeth wondered if there was anywhere on the Internet that explained how to melt older brothers with your mind. She had been lying, and he knew. He always knew. She would have to ride her bike.

David was right. It was a beautiful day—just hot enough to go to the beach, but far too hot to be riding a bike. Elizabeth felt like her skin was going to sweat off, and only made it to the store by imagining how good the air conditioning would feel inside. She parked her bike, locked it, and inhaled sharply when the icy air hit her chest.

"Spectacular," she murmured. If only Nicole had been there to appreciate it.

At the butcher's counter, she rang the bell for service, and the butcher appeared: a pimply-faced young man who was really too old to have pimples. "May I help you?" he asked.

"I need to buy a chicken."

"What cut do you want? Thighs, drumsticks, breasts?"

"I don't know. Just give me the whole thing."

"Broiling Chickens are over there. See?"

She had seen. In the poultry aisle, there were all sorts of pale bits of chicken, sealed tightly

under plastic, shimmering in the harsh white light. To one side were whole chickens, plucked bare and sad-looking. It made her skin lurch to look at them. She picked up the least disgusting one, and grimaced when it squelched through the plastic.

"Think of Nicole," Elizabeth said. "Just think of poor, sick, sniffly, selfish, beach day-ruining Nicole!" Failing to contain her anger, she marched up and down the store, grabbing all sorts of things she thought she might need: avocados, noodles, some pineapple, teriyaki sauce and mayonnaise. (Mayo was Nicole's favorite.) The clerk at the checkout line gave her a funny look.

"What are you making, little girl?" he asked.

"Jeez," she said. "Duh. Jeez. Obviously, I'm making chicken soup."

Step one: get the biggest pot you can find. Elizabeth nearly toppled off the counter as she lifted her mother's largest stock pot, which slipped through her fingers and crashed to the floor. The pot was unharmed, but the floor was pretty badly nicked. It didn't matter—there was no time to waste.

Elizabeth filled the pot with water, but it was too heavy to pick up and out of the sink. She dumped it out, sloshing only a little onto the floor, and put it on the stove. She poured cup after cup of water into it, managing to fill it after twenty minutes or so, when she turned the heat on high.

Now, the chicken. She unwrapped the bird carefully, and lowered it into the pot with her mother's tongs.

"No way am I touching that," she said. The chicken plopped into the water, sending a wave over the side of the pot, where it hissed away on the flame. Along with the chicken, Elizabeth added all the soup stuff she could think of: carrots, onion, celery, potatoes, radishes, Brussels sprouts, broccoli and a banana. She wasn't allowed to use the knife, so she couldn't chop any of the vegetables, but she did the best she could with what she had: prying the broccoli apart with her teeth, and mashing the potatoes and banana with her elbow. Now she just had to wait.

"This is going to be awesome," she said. "This will be the best chicken soup Nicole has ever tasted, and she's going to be so thankful that she'll feel just awful that she spoiled our day. That will show her!"

The water was not boiling. She stuck her finger in it. It was barely even warm. While she

waited, she added a few handfuls of pineapple, noodles, teriyaki sauce and mayonnaise. (The avocado she ate while she waited, because avocado makes an excellent snack.) After what seemed like nine or ten hours, but was actually just eight minutes, she checked the water again. It still wasn't bubbling.

"Beeswax," she said, and sipped her broth. It tasted like watered down mayonnaise with teriyaki sauce in it. It tasted terrible. "Double, triple, quadruple, infinity beeswax!"

Elizabeth's mother was gardening when she heard her daughter shouting. "Hmm," she said, and popped her head in the kitchen door. "It looks like a tornado came in here."

"Mom-I think your oven is broken. This soup tastes terrible."

"That's soup?"

"Obviously. I'm making chicken soup for Nicole because she's a jerk."

"I see," said Mom, who didn't see at all. "Why all the teriyaki sauce and pineapple?"

"It's Hawaiian-inspired."

"Let me see if I can help."

Nicole was blowing her nose when the doorbell rang. "One second!" she shouted. When she opened it, Elizabeth thrust a Thermos in her face.

"Here," said Elizabeth. "I made you some soup. I made it out of spite."

"Out of what?"

"It means that I'm mad that you got sick, and so I made you soup. Well, really my mom made it. And actually, it's out of a can. But I opened the can!"

Nicole gave Elizabeth a big hug. "Thank you! That was so sweet. My throat is sore, and I'm just dying for some soup."

As her friend hugged her, Elizabeth realized that she wasn't mad at Nicole. She was just hungry. They were just pouring the soup into bowls when they heard the thunderclap. Sheets of rain whipped against the window, and they watched from the kitchen, safe and dry.

Name: _____ Date: _____

Use the article "Attack of the Leftovers" to answer questions 1 to 2.

1. Read these sentences from the story: "The potatoes didn't taste like mashed potatoes at all. They were crisp and brown on the outside. They were creamy and fluffy on the inside. It was like eating a crispy cloud."

What is eating the potatoes like?

2. Explain how eating potatoes could be like eating a crispy cloud. Support your answer with information from the text.

Use the article "Chicken Soup for Nicole" to answer questions 3 to 4.

3. Read these sentences from the story: "It was a beautiful day—just hot enough to go to the beach, but far too hot to be riding a bike. Elizabeth felt like her skin was going to sweat off, and only made it to the store by imagining how good the air conditioning would feel inside."

How does Elizabeth feel as she rides her bike to the store?

4. Explain why Elizabeth feels like her skin is going to sweat off. Support your answer with information from the text.

Use the articles "Attack of the Leftovers" and "Chicken Soup for Nicole" to answer questions 5 to 6.

5. In each quotation, the author uses special language to describe something. This language does not describe things as they are. Instead, it describes things as they seem. This kind of language is known as figurative language. Figurative language often uses the word "like" to describe what something seems like or feels like.

A) What is an example of figurative language in the first quotation?

B) What is an example of figurative language in the second quotation?

6. Why might an author use figurative language in a story? Support your answer with information from both stories.

Day 5 Reading/Social Studies

More Miracles for Helen Keller

Imagine the most famous person you know. Michael Jordan. Britney Spears. Prince William. Now think of this: Not one of them is as famous as Helen Keller was in her day.

Back in the late 1800s, nobody believed that blind or deaf people could lead normal lives. Most were sent away from their homes. They lived in bleak schools that were more like prisons than places to learn and grow. Few people believed that a person who was both blind and deaf could ever learn to communicate. But Annie Sullivan believed she could teach 7-year-old Helen Keller language.

When Annie first met Helen in 1887, Helen was wild and angry. She spoke by grunting and screaming. Nobody, not even Helen's parents, believed Annie would succeed. And when she did succeed, news of this miracle spread far.

Helen often said that she had spent her early childhood in a "dungeon of silence" and loneliness. Freed from this dungeon by Annie, Helen blossomed. By the age of 10, Helen was able to write and read Braille—an alphabet system based on raised dots that people can feel on a page. In addition to English, Helen also learned French and Greek. She even learned to talk clearly enough so that Annie could understand her.

People all over the country wanted to witness Helen's miracle themselves. Writer Mark Twain, inventor Alexander Graham Bell, and President Grover Cleveland were just a few of the people who met with young Helen. When she got older, she went to Radcliffe College, the most selective women's college in the country. Annie went to all of Helen's lectures with her, and translated them into sign language. Helen graduated with honors.

She became an author, writing 13 books and hundreds of articles. She and Annie traveled around the world. She learned to ride a horse and a bike. When she died, just before her 88th birthday, she had become one of America's great heroes.

"Life," Helen once said, "is either a daring adventure or nothing."

Dear Parents

The story of Helen Keller is inspiring and reminds us all not to set limits on ourselves. If your child is curious to learn more about Keller after reading this short article, check out the following: *Helen Keller* by Kennis Wepman, *American Women of Achievement* series (Chelsea House, 1987); *Helen Keller and Helen Keller's Teacher* by Margaret Davidson (Scholastic Inc., 1997); *Story of My Life* by Helen Keller (Doubleday, 1991); and *Out of Darkness. The Story of Louis Braille* by Russell Freedman (Scholastic Inc., 1997).

TIP OF THE WEEK

As your child is reading this aloud, if she mispronounces a word, omits words, or adds words, try not to correct her. See if your child is actually "listening to herself read." If she is, she will hear that what she has read does not make sense and will immediately "self-correct" without your interference. Of course, if a child does not hear the error, we do need to intervene and offer guidance. The biggest issue here is teaching the child to be engaged in her reading, to listen to herself, and to realize that all reading should make sense.

The Questions

Write ten facts about Helen Keller:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Now circle the three facts that you think are the most important ones that someone would need to know if they had never heard of this remarkable lady. These are the main ideas of the article. All of the rest of the facts you have listed are supporting details.





We have completed this assignment together.

Name _____ Date _____

**Interpret
Illustrations**
ANSWER

What Makes Up an Ecosystem?

Living things depend on each other and the things in their environment for survival. The illustrations show an ecosystem and the parts of it. Study the pictures and read the labels to find out about the ecosystem.

<p style="text-align: center;">Ecosystem</p>  <p style="text-align: center;">A meadow</p>	<p style="text-align: center;">Community</p>  <p style="text-align: center;">The living part of an ecosystem.</p>
<p style="text-align: center;">Populations</p>  <p style="text-align: center;">Frogs</p>	<p style="text-align: center;">Habitats</p>  <p style="text-align: center;">Pond Under rocks Soil</p>

Answer these questions about the ecosystem shown in the illustrations above.

1. An ecosystem contains living and nonliving things. What is the living part of an ecosystem called? _____
2. What are two nonliving things in the ecosystem?

3. How is a community different from a population?

4. What is the earthworm's habitat? _____
5. How could one of the populations shown in the illustration be affected if the pond dried up?

Day 2 Science

United States Temperature Extremes by State

Record Temperature Highs

State	Highest temperature	Date recorded
Arkansas	120° F (Fahrenheit)	August 10, 1936
Alaska	100° F	June 27, 1915
Hawaii	98° F	July 14, 1957
Florida	109° F	June 29, 1931

Record Temperature Lows

State	Lowest temperature	Date recorded
Arkansas	-29° F	February 13, 1905
Alaska	-80° F	January 23, 1971
Hawaii	15° F	January 5, 1975
Florida	-2° F	February 13, 1899

1. Which state in the chart above had the highest recorded temperature? What was that temperature and the date it was recorded?

2. Which state in the chart above had the lowest recorded temperature? What was that temperature and the date it was recorded?

3. How does the high temperature for Arkansas compare to the high temperature for Hawaii? What is the difference in the two?

4. If these were the average temperatures year round. Which state above would you prefer to live in and why?

Name: _____

Your Bones

by Cynthia Sherwood



Without your bones, you would be as floppy as a jellyfish. Our bones allow us to stand up straight. They support us and help us move, but they also protect our body organs.

Our skeleton is made up of all of our bones working together. If you have ever seen a real skeleton in a science class or museum, you might think that bones are dry and dead feeling. But that is not the case. Bones are made of living, growing cells. Inside most bones is soft marrow, which is where many of our blood cells are made. As a baby, you were born with nearly 300 bones. But adults only have about 206 bones because some of the smaller ones join together to form big ones.

Certain bones are especially important. The skull inside your head acts like a helmet for your soft, squishy brain. Your skull helps protect you from injuries to your head. Your spine, or backbone, lets you stand up tall. Your spine also protects the spinal column with all of its nerves inside. Your ribs make a cage to protect your vital organs like the heart, lungs, and liver.

Even though bones are very light, they are also very strong. That is why it usually takes a very bad fall or other serious accident to break a bone. If that does happen, you might wear a cast until new bone cells heal the break in a month or two.

To protect your bones, wear a helmet whenever you ride your bike or skateboard. Knee pads, wrist guards, and other safety gear for sports are a good idea too. Strong bones need the mineral calcium, so drink lots of milk and eat dairy products. Bones also need active exercise, so go out and run, jump, and dance for healthy, strong bones.

Name: _____

Your Bones

by Cynthia Sherwood



1. Tell whether each statement is true or false.

- a. _____ Your bones are hollow.
- b. _____ Blood cells are made inside your bones.
- c. _____ Adults have more bones than babies do.

2. Why are dairy products good for your bones?

3. Complete the graphic organizer.

Bone(s)	Purpose
ribs	
	helps you to stand up tall and protects the nerves in your spinal column
skull	

4. How many more bones do babies have than adults?

Use your math skills. Show your work.

Day 1 Math



Mixed 4 operations word problems

Grade 4 Word Problems Worksheets

Read and answer each question:

A bakery specializing in donuts and croissants opens at 10 o'clock in the morning.

1. The bakery baked 160 donuts and 180 croissants before the shop is opened. How many baked goods were there in total?
2. There are 8 different flavours of donuts and there are same numbers of donuts for each flavour. How many donuts are there for each flavour?
3. The first customer came in and bought 2 dozen donuts and 6 croissants. How many croissants were left?
4. The next 3 customers came in and bought 9 donuts each, how many donuts were left?
5. The original price of each donuts is \$2. After 5 o'clock in the afternoon, the price will be changed to \$5 for 3 donuts. What is the price difference between buying 21 donuts before and after 5 o'clock?



Day 2 Math



Adding 4-digit numbers in columns

Grade 4 Addition Worksheet

Find the sum.

$$\begin{array}{r} 1. \quad 7,340 \\ + 9,473 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 3,026 \\ + 2,689 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 125 \\ + 867 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 6,804 \\ + 651 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 6,774 \\ + 7,826 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 1,762 \\ + 3,722 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 9,778 \\ + 1,226 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 4,400 \\ + 4,474 \\ \hline \end{array}$$



Subtracting 4-digit numbers, with regrouping

Grade 4 Subtraction Worksheet

Find the difference.

$$\begin{array}{r} 1. \quad 4,387 \\ - 3,359 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 8,385 \\ - 1,851 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 6,247 \\ - 3,694 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 8,173 \\ - 2,950 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 4,184 \\ - 1,936 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 2,367 \\ - 1,308 \\ \hline \end{array}$$

Day 3 Math



Build a 6-digit number from the parts

Grade 4 Place Value Worksheet

Example: $471,836 = 400,000 + 70,000 + 1,000 + 800 + 30 + 6$

Write the 6-digit numbers

1. _____ $300,000 + 40,000 + 6,000 + 700$

2. _____ $500,000 + 70,000 + 8,000 + 200 + 70 + 2$

3. _____ $700,000 + 10,000 + 8,000 + 600 + 70 + 7$

4. _____ $900,000 + 50,000 + 3,000 + 500 + 30 + 4$

5. _____ $200,000 + 20,000 + 4,000 + 100 + 70 + 2$

6. _____ $100,000 + 20,000 + 5,000 + 600 + 90 + 3$

7. _____ $200,000 + 50,000 + 4,000 + 300 + 40 + 7$

8. _____ $900,000 + 70,000 + 5,000 + 3$

9. _____ $900,000 + 70,000 + 900 + 30 + 4$

10. _____ $500,000 + 30,000 + 7,000 + 900 + 10 + 2$

Day 4 Math



Adding 4-digit numbers in columns

Grade 4 Addition Worksheet

Find the sum.

$$\begin{array}{r} 1. \quad 7,337 \\ + \quad 672 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 9,499 \\ + \quad 307 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 9,197 \\ + \quad 9,960 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 3,006 \\ + \quad 7,874 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 2,089 \\ + \quad 4,237 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 1,920 \\ + \quad 1,869 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 633 \\ + \quad 7,287 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 1,825 \\ + \quad 3,229 \\ \hline \\ \hline \end{array}$$



Subtracting 4-digit numbers, with regrouping

Grade 4 Subtraction Worksheet

Find the difference.

$$\begin{array}{r} 1. \quad 3,920 \\ - \quad 2,219 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 2,369 \\ - \quad 1,223 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 5,783 \\ - \quad 1,152 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 991 \\ - \quad 891 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 7,800 \\ - \quad 3,113 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 5,195 \\ - \quad 1,849 \\ \hline \\ \hline \end{array}$$

Day 5 Math

Mixed operations word problems

Grade 4 Word Problems Worksheets

Read and answer each question:

There are 4 doctors working in a clinic. Each doctor has 2 nurses assisting them. There are two receptionists, Jay and Molly, working at the reception.

1. How many people are working in the clinic?
2. On Monday, 23 patients made appointments with each doctor. However, 6 of the patients did not show up. How many patients visited the clinic on Monday?
3. On Tuesday, Jay answered 45 phone calls and Molly answered 12 more calls than Jay did. How many calls were answered in total?
4. On Wednesday, a doctor called in sick. The two nurses and Jay called 36 patients to reschedule their appointments. How many calls did they each make?
5. Among the calls they made, 13 of the patients decided to cancel their appointments and the rest decided to postpone their appointments. How many appointments were postponed?

