



Rising Fifth Grade Summer Work

summer
2023

Parents,

It is summertime! We always encourage you to enjoy the outdoors, swim, sleep in late, and be together as a family. We hope you have a wonderful few months ahead of you and that you can create many memories during this time. We also hope you spend some time keeping your child's memory fresh with all the important things they learned this past school year. We've tried to help you in that task by gathering summer activities worksheets and writing assignments for your child to complete.

The pages provide activities and problems that are an appropriate follow-up to the school year. The summer work for math is taken with permission from "Math Logic and Word Problems" by Creative Teaching Press, Inc. Research has proven that your child will benefit most if he/she practices his/her math skills regularly throughout the summer, rather than focusing attention on one particular week or month. We recommend that students work on a couple of problems each week and share with the parents their steps in working towards a solution for each problem. Answers are provided at the end of this packet.

The following page has required assignments that your child must have completed before the first day of fifth grade. **Students will bring summer work to their classroom on the first day of school.** By taking the time to do these over the summer, you are preparing your child for a great beginning to their fifth-grade year!

We pray that you have a fantastic summer. We pray for safe travels and relaxing nights. We pray for your child as they learn and grow. We look forward to seeing you this fall. Until then, enjoy summer!

Sincerely,
The Fifth Grade Team

Fifth grade is required to read *Call It Courage* by Sperry Armstrong and *Island of the Blue Dolphins* by Scott O'Dell and a minimum of two other books.



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Writing:

Do you remember what it feels like when you come back to school in August, and the muscles in your fingers seem like they have forgotten how to write quickly and legibly? We've got a few writing assignments for you that will keep those muscles—and your brain muscle—in shape! The books you choose to read will determine the direction of your writing assignments.

Hint: A great way to help yourself get excited about reading over the summer and not procrastinate until the last minute is to find a book that also comes with a corresponding unabridged audio-book. If you choose to listen to your book, you must also have a hard copy of the book in your hand and follow along in the reading with your eyes. I hope this idea helps you make the most of your time reading and makes it more fun, too!

For each of the four books, you will read this summer you must complete one writing response. Please choose a different response for each book. You may write your response on paper or a computer. Here are your response options. Make sure to try a different one for each book!

1. Write a paragraph with at least eight sentences that either (a) describes what was best or worst about the book, or (b) names and explains three character traits of one of the characters in the book.
2. Make a list of ten interesting or challenging words from the book. Write down the entire sentence from in the book, including page numbers. Use a dictionary to define that word properly in its context and write down the definition.
3. Pretend that you are the teacher for a class studying the book and create five multiple-choice critical thinking questions. Critical thinking questions are not “yes or no” questions or include basic facts such as names, dates, places, etc. Instead, critical thinking questions cause one to analyze the story and even attempt to read between the lines. They are of the type that asks, “why do you think she...?” Or “How do you think he felt when...?”
4. Write an alternate ending for the book that is at least 200 words.



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Math:

I am so excited to welcome each of our students this year into 5th grade math! The goal of summer work is to refresh skills learned from the year and strength the concepts your child may have struggled in during their 4th grade year. The students will participate in two activities over the summer. The first activity is a very important step to ensuring the transition to 5th grade math is as seamless as possible. Students are expected to be proficient in multiplication facts prior to entering 5th grade. Most of our math units require a proficiency in multiplication facts. Students should practice their multiplication facts (through the number 12) over the summer 5 days a week for a least 5-7 mins. There is a tab to print multiplication cards for practice if needed!

In addition to multiplication fact practice, the students will complete a math packet reviewing skills they learned in 4th grade. Please have your child complete a little bit of the packet each week over summer and send the packet with your child on the first day of school.

I am excited to meet you all in August!
Have a great summer!
Mrs. Phillips

Cheryl Phillips
Fifth Grade Math Teacher
cphillips@stpaulchristian.org



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LOTS! BASIC MATH PRACTICE SUMMER EDITION

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.

- ① 277,779 = _____ 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 List the multiples for each number.

- ① 8 _____
② 3 _____
③ 6 _____
④ 7 _____
⑤ 2 _____

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

G Write the standard form for the value.

- ① _____ eight hundred forty-nine million nine hundred three thousand one hundred forty-five



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LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 8 Decimals

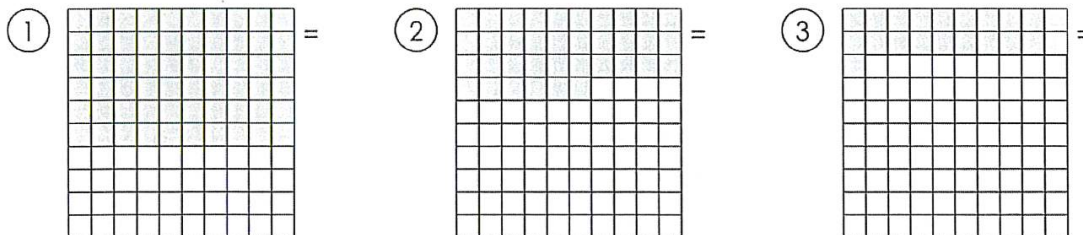
A Write the standard form for the value.

- ① _____ nine hundred eighty-seven
- ② _____ seven hundred two
- ③ _____ seventeen and nine tenths
- ④ _____ six and eighty-eight hundredths

B Circle the set of coins that has the digit 5 in the hundredths place.



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

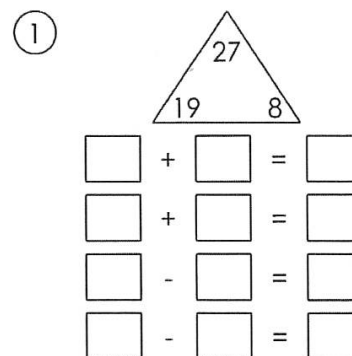


D Compare the numbers. Add: > or < or =

- 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.

- ① = _____
- ② = _____
- ③ = _____
- ④ = _____
- ⑤ = _____
- ⑥ = _____



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



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4th Grade LESSON 11 Fractions

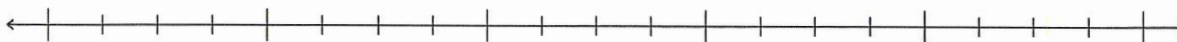
A complete the equivalent fractions.

- ① $\frac{4}{5} = \frac{40}{50}$ ② $\frac{2}{5} = \frac{10}{25}$ ③ $\frac{3}{4} = \frac{6}{8}$
④ $\frac{3}{4} = \frac{\quad}{12}$ ⑤ $\frac{1}{3} = \frac{\quad}{18}$ ⑥ $\frac{6}{3} = \frac{6}{9}$
⑦ $\frac{5}{8} = \frac{45}{\quad}$ ⑧ $\frac{1}{4} = \frac{\quad}{36}$ ⑨ $\frac{5}{3} = \frac{5}{15}$

B Rewrite the fraction as a decimal.

- ① $\frac{3}{5} = \underline{\quad}$ ② $\frac{20}{50} = \underline{\quad}$
③ $\frac{21}{50} = \underline{\quad}$ ④ $\frac{1}{2} = \underline{\quad}$
⑤ $\frac{2}{10} = \underline{\quad}$ ⑥ $\frac{36}{50} = \underline{\quad}$
⑦ $\frac{38}{50} = \underline{\quad}$ ⑧ $\frac{9}{10} = \underline{\quad}$
⑨ $\frac{3}{10} = \underline{\quad}$ ⑩ $\frac{86}{100} = \underline{\quad}$

The number line spans 0 to 5. Label the number line in fourths. Place a star at two and a half.



C change the mixed numbers to improper fractions.

- ① $4\frac{1}{5} = \underline{\quad}$ ② $8\frac{1}{5} = \underline{\quad}$ ③ $3\frac{1}{5} = \underline{\quad}$ ④ $7\frac{1}{5} = \underline{\quad}$
⑤ $4\frac{4}{5} = \underline{\quad}$ ⑥ $8\frac{4}{5} = \underline{\quad}$ ⑦ $1\frac{2}{5} = \underline{\quad}$ ⑧ $2\frac{3}{5} = \underline{\quad}$
⑨ $4\frac{2}{5} = \underline{\quad}$ ⑩ $9\frac{4}{5} = \underline{\quad}$ ⑪ $4\frac{3}{5} = \underline{\quad}$ ⑫ $7\frac{3}{5} = \underline{\quad}$

D compare the fractions.

- ① $\frac{3}{6} \underline{\quad} \frac{2}{5}$ ② $\frac{1}{3} \underline{\quad} \frac{5}{6}$
③ $\frac{4}{5} \underline{\quad} \frac{2}{4}$ ④ $\frac{2}{5} \underline{\quad} \frac{7}{8}$
⑤ $\frac{4}{8} \underline{\quad} \frac{2}{3}$ ⑥ $\frac{2}{3} \underline{\quad} \frac{1}{5}$

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

- ① $\frac{1}{5} = \underline{\quad}$ ② $\frac{4}{5} = \underline{\quad}$ ③ $\frac{3}{5} = \underline{\quad}$ ④ $\frac{2}{5} = \underline{\quad}$
⑤ $\frac{2}{5} = \underline{\quad}$ ⑥ $\frac{1}{5} = \underline{\quad}$ ⑦ $\frac{3}{5} = \underline{\quad}$ ⑧ $\frac{1}{5} = \underline{\quad}$
⑨ $\frac{1}{5} = \underline{\quad}$ ⑩ $\frac{4}{5} = \underline{\quad}$ ⑪ $\frac{4}{5} = \underline{\quad}$ ⑫ $\frac{4}{5} = \underline{\quad}$

F write the sum as a proper fraction in simplest form.

- ① $\frac{1}{8} + \frac{2}{8} = \underline{\quad}$
② $\frac{2}{6} + \frac{2}{6} = \underline{\quad}$
③ $\frac{1}{4} + \frac{3}{4} = \underline{\quad}$
④ $\frac{1}{3} + \frac{1}{3} = \underline{\quad}$

What did Sheriff of Nottingham say when Robin fired at him?
That was an arrow escape!



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4th Grade LESSON 14 Fractions





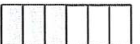

A Find the difference. Write it as a mixed number or proper fraction in simplest form.

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 $0.\underline{07} =$ ② $0.\underline{57} =$ ③ $0.\underline{61} =$
④ $0.\underline{87} =$ ⑤ $0.\underline{64} =$ ⑥ $0.\underline{52} =$

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 $0.\underline{37} =$ ② $0.\underline{8} =$
③ $8.\underline{7} =$ ④ $2.\underline{7} =$
⑤ $3.\underline{56} =$ ⑥ $13 =$

H List the factors.

① 36 _____
② 44 _____
③ 24 _____



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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) $\begin{array}{r} 874,032 \\ + 675,223 \\ \hline \end{array}$

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!

B Find the sum.

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

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.

- (1) $\begin{array}{|c|} \hline 5.04 \text{ in} \\ 11.28 \text{ in} \\ \hline \end{array}$ (2) $\begin{array}{|c|} \hline 4.62 \text{ in} \\ 10.43 \text{ in} \\ \hline \end{array}$
- $\underline{\hspace{2cm}}$ $\underline{\hspace{2cm}}$

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

- (1) $9,659 \underline{\hspace{0.5cm}} 89.28$ (2) $694.3 \underline{\hspace{0.5cm}} 296.1$ (3) $70.15 \underline{\hspace{0.5cm}} 4,706$ (4) $330.4 \underline{\hspace{0.5cm}} 3,935$
- (5) $4,167 \underline{\hspace{0.5cm}} 962.0$ (6) $289.1 \underline{\hspace{0.5cm}} 4,255$ (7) $377.2 \underline{\hspace{0.5cm}} 34.8$ (8) $6,702 \underline{\hspace{0.5cm}} 421.8$



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4th Grade LESSON 17 Addition & Subtraction

A Find the difference.

- (1) $\begin{array}{r} \$0.47 \\ - 0.39 \\ \hline \end{array}$ (2) $\begin{array}{r} \$0.59 \\ - 0.45 \\ \hline \end{array}$ (3) $\begin{array}{r} \$0.47 \\ - 0.41 \\ \hline \end{array}$ (4) $\begin{array}{r} \$0.95 \\ - 0.33 \\ \hline \end{array}$ (5) $\begin{array}{r} \$0.84 \\ - 0.41 \\ \hline \end{array}$ (6) $\begin{array}{r} \$0.79 \\ - 0.32 \\ \hline \end{array}$
- (7) $\begin{array}{r} \$0.63 \\ - 0.56 \\ \hline \end{array}$ (8) $\begin{array}{r} \$0.59 \\ - 0.15 \\ \hline \end{array}$ (9) $\begin{array}{r} \$0.91 \\ - 0.45 \\ \hline \end{array}$ (10) $\begin{array}{r} \$0.97 \\ - 0.28 \\ \hline \end{array}$ (11) $\begin{array}{r} \$0.58 \\ - 0.46 \\ \hline \end{array}$ (12) $\begin{array}{r} \$0.64 \\ - 0.64 \\ \hline \end{array}$

B Find the difference.

- (1) $\begin{array}{r} 8,352 \\ - 7,842 \\ \hline \end{array}$ (2) $\begin{array}{r} 5,054 \\ - 5,004 \\ \hline \end{array}$ (3) $\begin{array}{r} 7,992 \\ - 2,806 \\ \hline \end{array}$ (4) $\begin{array}{r} 4,483 \\ - 1,022 \\ \hline \end{array}$
- (5) $\begin{array}{r} 7,040 \\ - 4,075 \\ \hline \end{array}$ (6) $\begin{array}{r} 8,087 \\ - 3,819 \\ \hline \end{array}$ (7) $\begin{array}{r} 2,781 \\ - 2,419 \\ \hline \end{array}$ (8) $\begin{array}{r} 8,003 \\ - 3,324 \\ \hline \end{array}$

C complete the table.

(1)	+	13	15	10	14	19
	16					
	17					
	10					
	14					
	19					

D write each value in expanded notation.

- (1) \$6.09 _____
- (2) \$83.84 _____
- (3) \$98.00 _____

What was Camelot famous for? Its knight life!

E Label each number with the digits 1-5, with 1 being the biggest value and 5 being the smallest. Find the difference between the number labeled 1 and the number labeled 5.

- (1) 4,313,896
6,195,740
3,444,232
2,277,996
2,308,588
- (2) 5,044,609
7,758,748
1,843,372
5,105,534
113,092



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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 $\begin{array}{r} 427 \\ \times 272 \\ \hline \end{array}$



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4th Grade LESSON 27 Algebra

A solve the problem and create a strip diagram that represents the story.

- ① — Some plums were in the basket. Eight more plums were added to the basket. Now there are 10 plums. How many plums were in the basket before more plums were added?

- ② — Two oranges were in the basket. More oranges were added to the basket. Now there are seven oranges. How many oranges were added to the basket?

- ③ — Two red marbles and four green marbles are in the basket. How many marbles are in the basket?

- ④ — Uzma has two peaches and Kaylee has seven peaches. How many peaches do Uzma and Kaylee have together?

B create a strip diagram that represents the story. use y to represent the unknown value. Then solve the problem.

hot dog = \$1.30
order of French-fries = \$1.30
hamburger = \$2.50
deluxe cheeseburger = \$3.60
cola = \$1.10
ice cream cone = \$1.90
milk shake = \$2.90
taco = \$2.10

- ① — If Sharon wanted to buy an order of French-fries, a taco, and a hot dog, how much would it cost her?

- ② — Audrey wants to buy a deluxe cheeseburger, a taco, and a milk shake. How much money will she need?

- ③ — David wants to buy a hot dog, a hamburger, and a milk shake. How much will it cost him?

What kind of hair do oceans have? Wavy!



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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



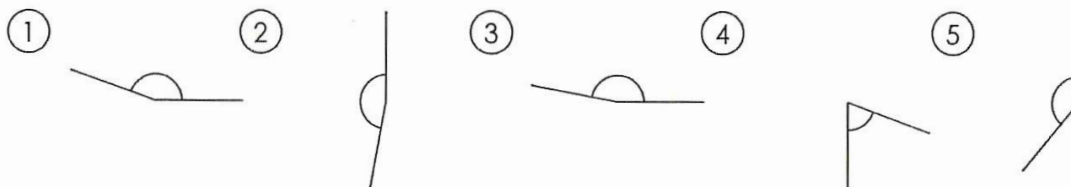
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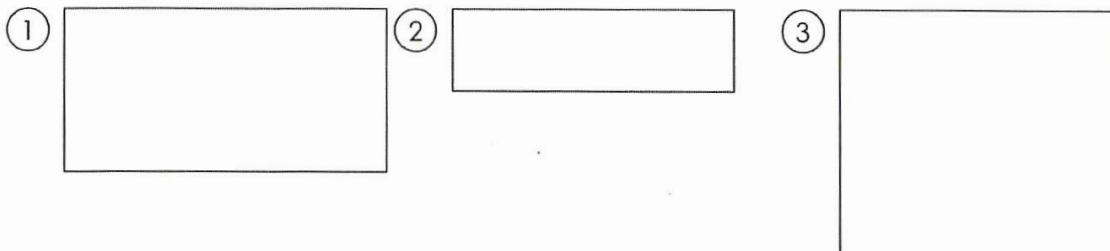
4th Grade LESSON 38 Geometry

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.

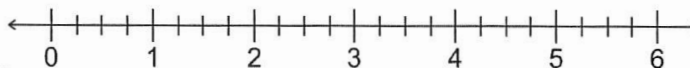
Plot each length on the number line.
Label with the problem number (1-4).

① _____

② _____

③ _____

④ _____





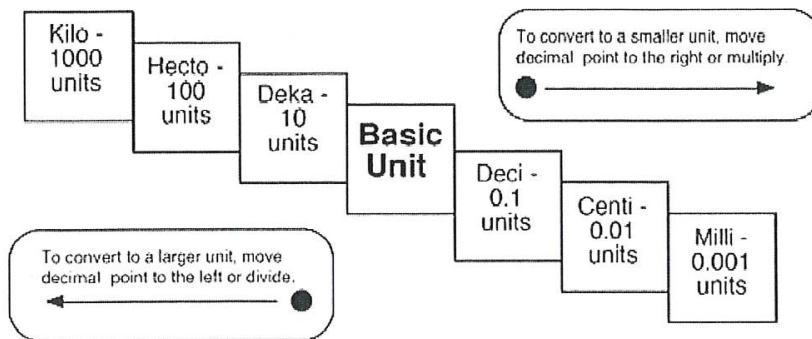
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4th Grade LESSON 41 Measurements

Metric Conversion Chart



A convert the given measures to new units.

- ① 108 in = _____ ft
- ② 15 ft = _____ yd
- ③ 108 in = _____ yd
- ④ 96 in = _____ ft
- ⑤ 51 ft = _____ yd
- ⑥ 78 in = _____ yd

B convert the given measures to new units.

- ① 8,700 mm = _____ m
- ② 51,000 cm = _____ km
- ③ 61 mm = _____ cm
- ④ 89,000 cm = _____ km
- ⑤ 97 cm = _____ m
- ⑥ 530 m = _____ km
- ⑦ 460 m = _____ km
- ⑧ 150 mm = _____ m
- ⑨ 61 cm = _____ m

Where do snowmen go to dance? A snowball!

C Measure the lines in inches. Convert the measurement to feet. (Show as a fraction in simplest form.)

- ① _____
- ② _____
- ③ _____
- ④ _____



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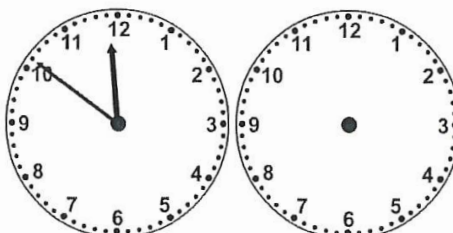
4th Grade LESSON 43 Measurements

A convert the given measures to new units.

- ① 14 gal = _____ fl oz
- ② 12 c = _____ fl oz
- ③ 16 qt = _____ fl oz
- ④ 17 pt = _____ c
- ⑤ 16 gal = _____ pt
- ⑥ 17 qt = _____ c
- ⑦ 13 gal = _____ qt

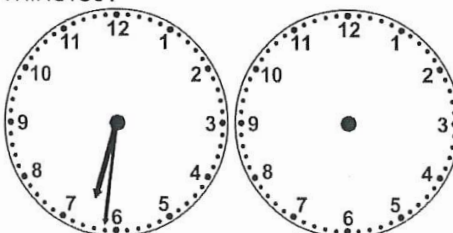
B Draw the clock hands to show the passage of time.

①



What time will it be in 5 hours 35 minutes?

②



What time was it 5 hours 24 minutes ago?

What illness did everyone on the Enterprise catch?
Chicken Spocks!

D circle all polygons that have perpendicular lines.

①



②



③



④



⑤



⑥



C convert the given measures to new units.

①

0.39 m = _____ cm

②

39 km = _____ cm

③

8,800 m = _____ km

④

940 mm = _____ m

⑤

60,000 cm = _____ km

⑥

75 cm = _____ mm



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SUMMER WORK ANSWER

RISING 5TH GRADE SUMMER WORK
ANSWER KEY

Cheryl Phillips



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Summer Work Answer Key

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4th Grade LESSON 8 Decimals

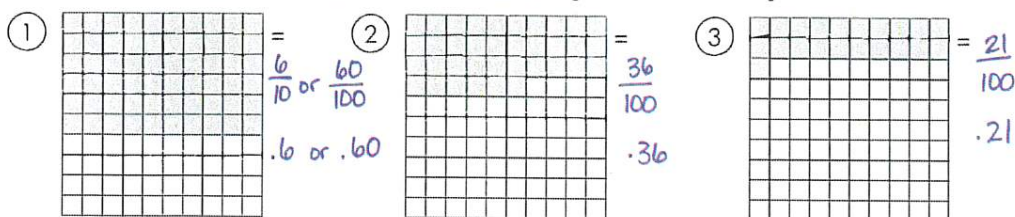
A Write the standard form for the value.

- ① 987 nine hundred eighty-seven
- ② 702 seven hundred two
- ③ 17.9 seventeen and nine tenths
- ④ 6.88 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.

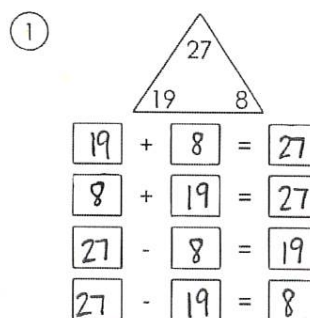


D Compare the numbers. Add: > or < or =

- 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.

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



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



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4th Grade LESSON II Fractions

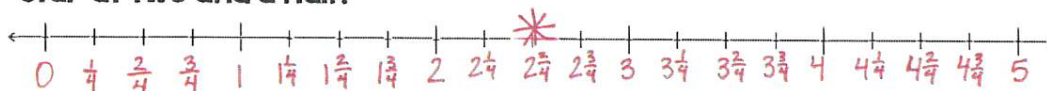
A complete the equivalent fractions.

① $\frac{4}{5} = \frac{40}{50}$ ② $\frac{2}{5} = \frac{10}{25}$ ③ $\frac{3}{4} = \frac{6}{8}$
④ $\frac{3}{4} = \frac{9}{12}$ ⑤ $\frac{1}{3} = \frac{6}{18}$ ⑥ $\frac{2}{3} = \frac{6}{9}$
⑦ $\frac{5}{8} = \frac{45}{72}$ ⑧ $\frac{1}{4} = \frac{9}{36}$ ⑨ $\frac{1}{3} = \frac{5}{15}$

B Rewrite the fraction as a decimal.

① $\frac{3}{5} = .6$ ② $\frac{20}{50} = .4$
③ $\frac{21}{50} = .42$ ④ $\frac{1}{2} = .5$
⑤ $\frac{2}{10} = .2$ ⑥ $\frac{36}{50} = .72$
⑦ $\frac{38}{50} = .76$ ⑧ $\frac{9}{10} = .9$
⑨ $\frac{3}{10} = .3$ ⑩ $\frac{86}{100} = .86$

The number line spans 0 to 5. Label the number line in fourths. Place a star at two and a half.



C change the mixed numbers to improper fractions.

① $4\frac{1}{5} = \frac{21}{5}$ ② $8\frac{1}{5} = \frac{41}{5}$ ③ $3\frac{1}{5} = \frac{16}{5}$ ④ $7\frac{1}{5} = \frac{36}{5}$
⑤ $4\frac{4}{5} = \frac{24}{5}$ ⑥ $8\frac{4}{5} = \frac{44}{5}$ ⑦ $1\frac{2}{5} = \frac{7}{5}$ ⑧ $2\frac{3}{5} = \frac{13}{5}$
⑨ $4\frac{2}{5} = \frac{22}{5}$ ⑩ $9\frac{4}{5} = \frac{49}{5}$ ⑪ $4\frac{3}{5} = \frac{23}{5}$ ⑫ $7\frac{3}{5} = \frac{38}{5}$

D compare the fractions.

① $\frac{3}{6} > \frac{2}{5}$ ② $\frac{1}{3} < \frac{5}{6}$
③ $\frac{4}{5} > \frac{2}{4}$ ④ $\frac{2}{5} < \frac{7}{8}$
⑤ $\frac{4}{8} < \frac{2}{3}$ ⑥ $\frac{2}{3} > \frac{1}{5}$

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

① $\frac{1}{5} = \frac{2}{10}$ ② $\frac{4}{5} = \frac{8}{10}$ ③ $\frac{3}{5} = \frac{6}{10}$ ④ $\frac{2}{5} = \frac{4}{10}$
⑤ $\frac{2}{5} = \frac{4}{10}$ ⑥ $\frac{1}{5} = \frac{2}{10}$ ⑦ $\frac{3}{5} = \frac{6}{10}$ ⑧ $\frac{1}{5} = \frac{2}{10}$
⑨ $\frac{1}{5} = \frac{2}{10}$ ⑩ $\frac{4}{5} = \frac{8}{10}$ ⑪ $\frac{4}{5} = \frac{8}{10}$ ⑫ $\frac{4}{5} = \frac{8}{10}$

F write the sum as a proper fraction in simplest form.

① $\frac{1}{8} + \frac{2}{8} = \frac{3}{8}$
② $\frac{2}{6} + \frac{2}{6} = \frac{4}{6} \rightarrow \frac{2}{3}$
③ $\frac{1}{4} + \frac{3}{4} = \frac{4}{4} \rightarrow 1$
④ $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

What did Sheriff of Nottingham say when Robin fired at him?
That was an arrow escape!



Rising Fifth Grade Summer Math Work

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Summer Work Answer Key

LOTS! BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 17 Addition & Subtraction

A Find the difference.

- ① $\begin{array}{r} \$0.47 \\ - 0.39 \\ \hline \$0.08 \end{array}$
 ② $\begin{array}{r} \$0.59 \\ - 0.45 \\ \hline \$0.14 \end{array}$
 ③ $\begin{array}{r} \$0.47 \\ - 0.41 \\ \hline \$0.06 \end{array}$
 ④ $\begin{array}{r} \$0.95 \\ - 0.33 \\ \hline \$0.62 \end{array}$
 ⑤ $\begin{array}{r} \$0.84 \\ - 0.41 \\ \hline \$0.43 \end{array}$
 ⑥ $\begin{array}{r} \$0.79 \\ - 0.32 \\ \hline \$0.47 \end{array}$
- ⑦ $\begin{array}{r} \$0.63 \\ - 0.56 \\ \hline \$0.07 \end{array}$
 ⑧ $\begin{array}{r} \$0.59 \\ - 0.15 \\ \hline \$0.44 \end{array}$
 ⑨ $\begin{array}{r} \$0.91 \\ - 0.45 \\ \hline \$0.46 \end{array}$
 ⑩ $\begin{array}{r} \$0.97 \\ - 0.28 \\ \hline \$0.69 \end{array}$
 ⑪ $\begin{array}{r} \$0.58 \\ - 0.46 \\ \hline \$0.12 \end{array}$
 ⑫ $\begin{array}{r} \$0.64 \\ - 0.64 \\ \hline \$0.00 \end{array}$

B Find the difference.

- ① $\begin{array}{r} 8,352 \\ - 7,842 \\ \hline 510 \end{array}$
 ② $\begin{array}{r} 5,004 \\ - 5,054 \\ \hline 50 \end{array}$
 ③ $\begin{array}{r} 7,992 \\ - 2,806 \\ \hline 5,186 \end{array}$
 ④ $\begin{array}{r} 4,483 \\ - 1,022 \\ \hline 3,461 \end{array}$
- ⑤ $\begin{array}{r} 7,040 \\ - 4,075 \\ \hline 2,965 \end{array}$
 ⑥ $\begin{array}{r} 8,087 \\ - 3,819 \\ \hline 4,268 \end{array}$
 ⑦ $\begin{array}{r} 2,781 \\ - 2,419 \\ \hline 362 \end{array}$
 ⑧ $\begin{array}{r} 8,003 \\ - 3,324 \\ \hline 4,679 \end{array}$

C complete the table.

①	+	13	15	10	14	19
	16	29	31	26	30	35
	17	30	32	27	31	36
	10	23	25	20	24	29
	14	27	29	24	28	33
	19	32	34	29	33	38

D Write each value in expanded notation.

- ① \$6.09 $(6 \times 1) + (9 \times 0.01)$
 ② \$83.84 $(8 \times 10) + (3 \times 1) + (8 \times 0.1) + (4 \times 0.01)$
 ③ \$98.00 $(9 \times 10) + (8 \times 1)$

What was Camelot famous for? Its knight life!

E Label each number with the digits 1-5, with 1 being the biggest value and 5 being the smallest. Find the difference between the number labeled 1 and the number labeled 5.

- ① $\begin{array}{l} 4,313,896 \\ 6,195,740 \\ 3,444,232 \\ 2,277,996 \\ 2,308,588 \end{array}$
 ② $\begin{array}{l} 5,044,609 \\ 7,758,748 \\ 1,843,372 \\ 5,105,534 \\ 113,092 \end{array}$
- difference = 3,917,744 difference = 7,645,656



Rising Fifth Grade Summer Math Work

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Summer Work Answer Key

LOTSA BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 14 Fractions

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

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

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

① $\frac{1}{6} < \frac{4}{12}$ ② $\frac{3}{5} > \frac{4}{8}$ ③ $\frac{2}{3} = \frac{4}{6}$
④ $\frac{3}{6} = \frac{3}{6}$ ⑤ $\frac{3}{6} < \frac{5}{8}$ ⑥ $\frac{3}{6} > \frac{1}{3}$

B Write an expression as the sum of unit fractions.

① $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ ② $\frac{4}{5} = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$
③ $\frac{2}{3} = \frac{1}{3} + \frac{1}{3}$ ④ $\frac{1}{3} = \frac{1}{3}$
⑤ $\frac{3}{6} = \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$ ⑥ $\frac{5}{6} = \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

D Decompose the fractions.

① $\frac{5}{5} = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$ ② $\frac{7}{7} = \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7}$ ③ $\frac{3}{3} = \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

E Write each underlined value as a fraction.

① $0.07 = \underline{\frac{7}{100}}$ ② $0.57 = \underline{\frac{57}{100}}$ ③ $0.61 = \underline{\frac{61}{100}}$
④ $0.87 = \underline{\frac{87}{100}}$ ⑤ $0.64 = \underline{\frac{64}{100}}$ ⑥ $0.52 = \underline{\frac{52}{100}}$

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

① $\frac{2}{5} = \underline{\frac{4}{10}}$ ② $\frac{4}{5} = \underline{\frac{8}{10}}$ ③ $\frac{49}{50} = \underline{\frac{98}{100}}$ ④ $\frac{17}{20} = \underline{\frac{85}{100}}$ ⑤ $\frac{12}{50} = \underline{\frac{24}{100}}$ ⑥ $\frac{41}{50} = \underline{\frac{82}{100}}$
⑦ $\frac{46}{50} = \underline{\frac{92}{100}}$ ⑧ $\frac{7}{20} = \underline{\frac{35}{100}}$ ⑨ $\frac{47}{50} = \underline{\frac{94}{100}}$ ⑩ $\frac{3}{5} = \underline{\frac{6}{10}}$ ⑪ $\frac{9}{20} = \underline{\frac{45}{100}}$ ⑫ $\frac{45}{50} = \underline{\frac{90}{100}}$

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

G Divide each underlined value by 10.

① $0.37 = \underline{.037}$ ② $0.8 = \underline{0.08}$
③ $87 = \underline{8.7}$ ④ $27 = \underline{2.7}$
⑤ $3.56 = \underline{.356}$ ⑥ $13 = \underline{1.3}$

H List the factors.

① 36 1, 2, 3, 4, 6, 9, 12, 18, 36
② 44 1, 2, 4, 11, 22, 44
③ 24 1, 2, 3, 4, 6, 8, 12, 24



Rising Fifth Grade Summer Math Work

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Summer Work Answer Key

LOTS BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 16 Addition & Subtraction

A Find the sum.

① $\begin{array}{r} 228,794 \\ + 204,059 \\ \hline 432,853 \end{array}$	② $\begin{array}{r} 285,281 \\ + 742,178 \\ \hline 1,027,459 \end{array}$	③ $\begin{array}{r} 900,777 \\ + 461,599 \\ \hline 1,362,376 \end{array}$	④ $\begin{array}{r} 674,808 \\ + 130,868 \\ \hline 805,676 \end{array}$	⑤ $\begin{array}{r} 365,397 \\ + 688,626 \\ \hline 1,054,023 \end{array}$
⑥ $\begin{array}{r} 923,149 \\ + 372,119 \\ \hline 1,295,268 \end{array}$	⑦ $\begin{array}{r} 748,207 \\ + 368,620 \\ \hline 1,116,827 \end{array}$	⑧ $\begin{array}{r} 222,614 \\ + 962,682 \\ \hline 1,185,296 \end{array}$	⑨ $\begin{array}{r} 451,213 \\ + 461,976 \\ \hline 913,189 \end{array}$	⑩ $\begin{array}{r} 874,032 \\ + 675,223 \\ \hline 1,549,255 \end{array}$

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

B Find the sum.

① $26 + 30 + 72 = 128$ ② $82 + 59 + 36 = 177$ ③ $88 + 23 + 56 = 167$
④ $57 + 62 + 56 = 175$ ⑤ $34 + 76 + 66 = 176$ ⑥ $70 + 43 + 83 = 196$

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

① $\underline{5}.350.6 = 5,000$
② $4.\underline{5}40.6 = 4,540$
③ $1\underline{3}2.3 = 130$
④ $58\underline{2}.858 = 583,000$
Sum = 592,670

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

① $\begin{array}{c} 5.04 \text{ in} \\ 11.28 \text{ in} \\ \hline 32.64 \text{ in.} \end{array}$	② $\begin{array}{c} 4.62 \text{ in} \\ 10.43 \text{ in} \\ \hline 30.10 \text{ in.} \end{array}$
--	--

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

① $9,659 \geq 89,28$ ② $694.3 \geq 296.1$ ③ $70.15 < 4,706$ ④ $330.4 < 3,935$
⑤ $4,167 \geq 962.0$ ⑥ $289.1 < 4,255$ ⑦ $377.2 \geq 34.8$ ⑧ $6,702 \geq 421.8$



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4th Grade LESSON 17 Addition & Subtraction

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B Find the difference.

- ① $\begin{array}{r} 8,352 \\ - 7,842 \\ \hline 510 \end{array}$
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- ⑤ $\begin{array}{r} 7,040 \\ - 4,075 \\ \hline 2,965 \end{array}$
 ⑥ $\begin{array}{r} 8,087 \\ - 3,819 \\ \hline 4,268 \end{array}$
 ⑦ $\begin{array}{r} 2,781 \\ - 2,419 \\ \hline 362 \end{array}$
 ⑧ $\begin{array}{r} 8,003 \\ - 3,324 \\ \hline 4,679 \end{array}$

C complete the table.

+	13	15	10	14	19
16	29	31	26	30	35
17	30	32	27	31	36
10	23	25	20	24	29
14	27	29	24	28	33
19	32	34	29	33	38

D write each value in expanded notation.

- ① \$6.09 $(6 \times 1) + (9 \times 0.01)$
 ② \$83.84 $(8 \times 10) + (3 \times 1) + (8 \times 0.1) + (4 \times 0.01)$
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- difference = 3,917,744 difference = 7,645,656



Rising Fifth Grade Summer Math Work

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Summer Work Answer Key

LOTS^A BASIC MATH PRACTICE SUMMER EDITION

4th Grade LESSON 22 Multiplication & Division

A Find the quotient and remainder.

(1) $2 \overline{) 11}$ 5r1 (2) $6 \overline{) 38}$ 6r2 (3) $3 \overline{) 29}$ 9r2 (4) $6 \overline{) 40}$ 6r4 (5) $10 \overline{) 55}$ 5r5 (6) $4 \overline{) 31}$ 7r3

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	15
8	24

$\times 3$

(2)

Input	Output
8	64
7	56
9	72
5	40

$\times 8$

C Find the product.

(1) $\begin{array}{r} 349 \\ \times 8 \\ \hline 2,792 \end{array}$ (2) $\begin{array}{r} 354 \\ \times 4 \\ \hline 1,416 \end{array}$ (3) $\begin{array}{r} 278 \\ \times 4 \\ \hline 1,112 \end{array}$ (4) $\begin{array}{r} 663 \\ \times 7 \\ \hline 4,641 \end{array}$ (5) $\begin{array}{r} 398 \\ \times 8 \\ \hline 3,184 \end{array}$

(6) $\begin{array}{r} 272 \\ \times 7 \\ \hline 1,904 \end{array}$ (7) $\begin{array}{r} 685 \\ \times 7 \\ \hline 4,795 \end{array}$ (8) $\begin{array}{r} 302 \\ \times 7 \\ \hline 2,114 \end{array}$ (9) $\begin{array}{r} 567 \\ \times 9 \\ \hline 5,103 \end{array}$ (10) $\begin{array}{r} 235 \\ \times 5 \\ \hline 1,175 \end{array}$

D Find the quotient.

(1) $5 \overline{) 670}$ 134 (2) $8 \overline{) 488}$ 61 (3) $8 \overline{) 784}$ 98 (4) $3 \overline{) 480}$ 160

E Find the sum of the two products.

(1) $\begin{array}{r} 165 \\ \times 62 \\ \hline 10,230 \end{array}$ (2) $\begin{array}{r} 657 \\ \times 18 \\ \hline 11,826 \end{array}$ sum = 22,056

F Find the estimated products.

(1) $\begin{array}{r} 126 \\ \times 211 \\ \hline 26,000 \end{array}$ (2) $\begin{array}{r} 624 \\ \times 238 \\ \hline 120,000 \end{array}$ (3) $\begin{array}{r} 427 \\ \times 272 \\ \hline 120,000 \end{array}$



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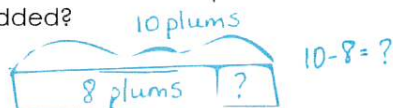
Summer Work Answer Key

LOTS! BASIC MATH PRACTICE SUMMER EDITION

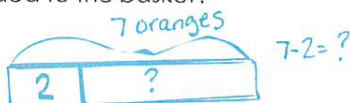
4th Grade LESSON 27 Algebra

A **solve the problem and create a strip diagram that represents the story.**

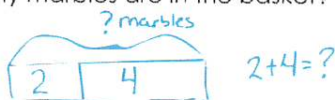
- ① 2 Some plums were in the basket. Eight more plums were added to the basket. Now there are 10 plums. How many plums were in the basket before more plums were added?



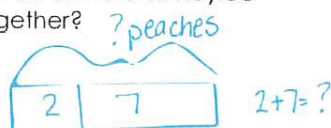
- ② 5 Two oranges were in the basket. More oranges were added to the basket. Now there are seven oranges. How many oranges were added to the basket?



- ③ 6 Two red marbles and four green marbles are in the basket. How many marbles are in the basket?



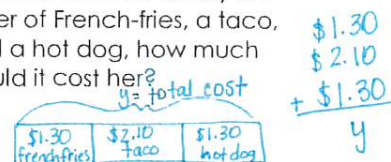
- ④ 9 Uzma has two peaches and Kaylee has seven peaches. How many peaches do Uzma and Kaylee have together?



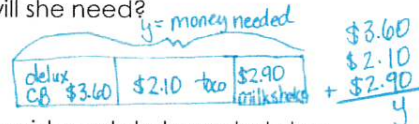
B **create a strip diagram that represents the story. use y to represent the unknown value. Then solve the problem.**

hot dog = \$1.30
order of French-fries = \$1.30
hamburger = \$2.50
deluxe cheeseburger = \$3.60
cola = \$1.10
ice cream cone = \$1.90
milk shake = \$2.90
taco = \$2.10

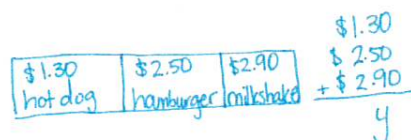
- ① \$4.70 If Sharon wanted to buy an order of French-fries, a taco, and a hot dog, how much would it cost her?



- ② \$8.60 Audrey wants to buy a deluxe cheeseburger, a taco, and a milk shake. How much money will she need?



- ③ \$6.70 David wants to buy a hot dog, a hamburger, and a milk shake. How much will it cost him?



What kind of hair do oceans have? Wavy!



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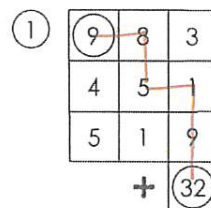
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4th Grade LESSON 30 Algebra

A Evaluate each expression when $y = 5$.

- ① $y + 4 + 8 \times y = 49$ ② $y + 5 = 10$
③ $8 \times y + 1 = 41$ ④ $9 \times y + 8 = 53$
⑤ $y + 3 + 5 \times y = 33$ ⑥ $2 \times y + 1 = 11$
⑦ $6 \times y + 2 = 32$ ⑧ $y + 3 + 4 \times y = 28$
⑨ $y + 8 + 9 \times y = 58$ ⑩ $5 \times y + 7 = 32$

B Find the secret trail.



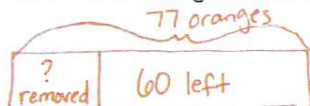
How did the farmer fix his jeans? With a cabbage patch!

C Evaluate each expression when $y = 8$.

- ① $0.03 + y = 8.03$ ② $0.08 + 0.07 + y = 8.15$ ③ $0.08 + 0.04 + y = 8.12$
④ $0.8 + y = 8.8$ ⑤ $0.8 + 0.2 + y = 9$ ⑥ $0.05 + y - 0.05 = 8$

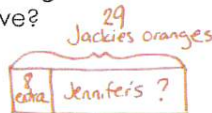
D solve each problem and represent the problem with a strip diagram.

- ① 17 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?



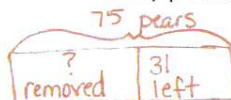
$$77 - 60 = ?$$

- ② 21 Jennifer has eight fewer oranges than Jackie. Jackie has 29 oranges. How many oranges does Jennifer have?



$$29 - 8 = ?$$

- ③ 44 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?



$$75 - 31 = ?$$

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

- ① $\frac{2}{5} = \frac{4}{10}$ ② $\frac{1}{5} = \frac{2}{10}$ ③ $\frac{3}{5} = \frac{6}{10}$

F Write the numbers in order from least to greatest.

- ① 662,204.6 53,215.09 53,215.09
53,215.09 662,204.6
955,730.1 955,730.1



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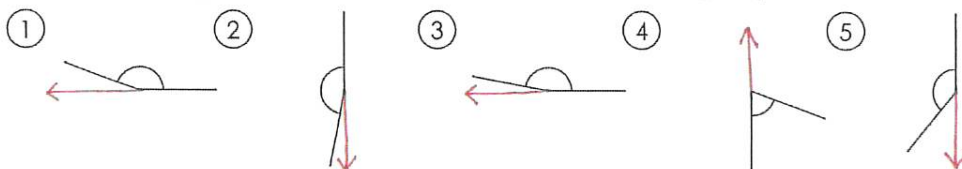
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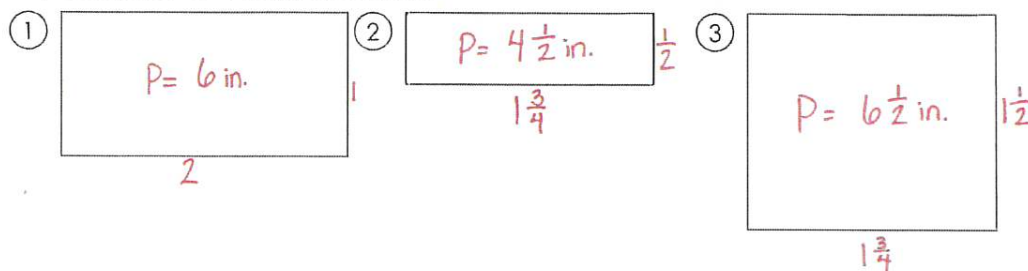
4th Grade LESSON 38 Geometry

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!

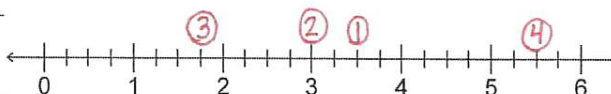
B Using a ruler, measure each rectangle to the quarter inch. Find the perimeter of each rectangle.



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 3.5 in.
② 3 in.
③ 1.75 in.
④ 5.5 in.





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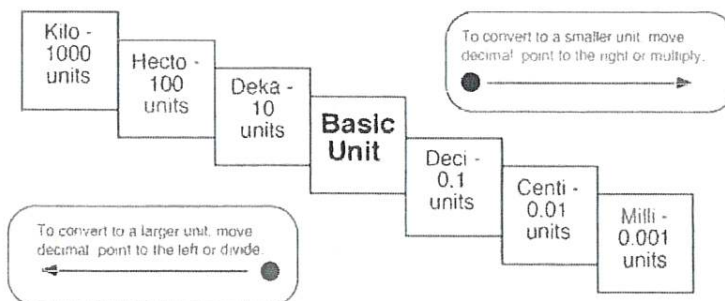
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4th Grade LESSON 41 Measurements

Metric Conversion Chart



A **convert the given measures to new units.**

- ① 108 in = 9 ft
- ② 15 ft = 5 yd
- ③ 108 in = 3 yd
- ④ 96 in = 8 ft
- ⑤ 51 ft = 17 yd
- ⑥ 78 in = 2 $\frac{1}{2}$ yd

B **convert the given measures to new units.**

- ① 8,700 mm = 8.7 m
- ② 51,000 cm = .51 km
- ③ 61 mm = 6.1 cm
- ④ 89,000 cm = .89 km
- ⑤ 97 cm = .97 m
- ⑥ 530 m = .53 km
- ⑦ 460 m = .46 km
- ⑧ 150 mm = .15 m
- ⑨ 61 cm = .61 m

Where do Snowmen go to dance? A Snowball!

C **Measure the lines in inches. convert the measurement to feet. (show as a fraction in simplest form.)**

- ① $\frac{7}{12}$ ft.
- ② $\frac{1}{12}$ ft.
- ③ $\frac{1}{6}$ ft.
- ④ $\frac{1}{4}$ ft.



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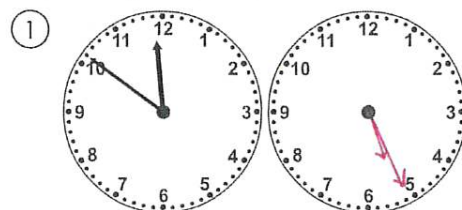
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4th Grade LESSON 43 Measurements

A convert the given measures
to new units.

- ① 14 gal = 1,792 fl oz
- ② 12 c = 96 fl oz
- ③ 16 qt = 512 fl oz
- ④ 17 pt = 34 c
- ⑤ 16 gal = 128 pt
- ⑥ 17 qt = 68 c
- ⑦ 13 gal = 52 qt

B Draw the clock hands to show the
passage of time.



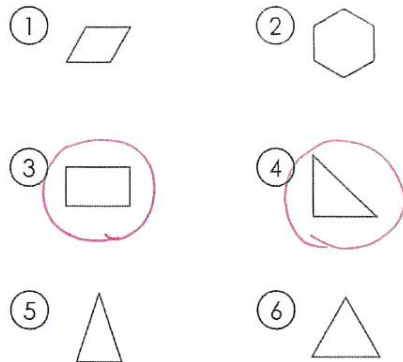
What time will it be in 5 hours 35
minutes? 5:26



What time was it 5 hours 24
minutes ago? 1:07

What illness did everyone on the Enterprise catch?
Chicken Spocks!

D circle all polygons that have
perpendicular lines.



C convert the given measures to
new units.

- ① 0.39 m = 39 cm
- ② 39 km = 3,900,000 cm
- ③ 8,800 m = 8.8 km
- ④ 940 mm = .94 m
- ⑤ 60,000 cm = .6 km
- ⑥ 75 cm = 750 mm