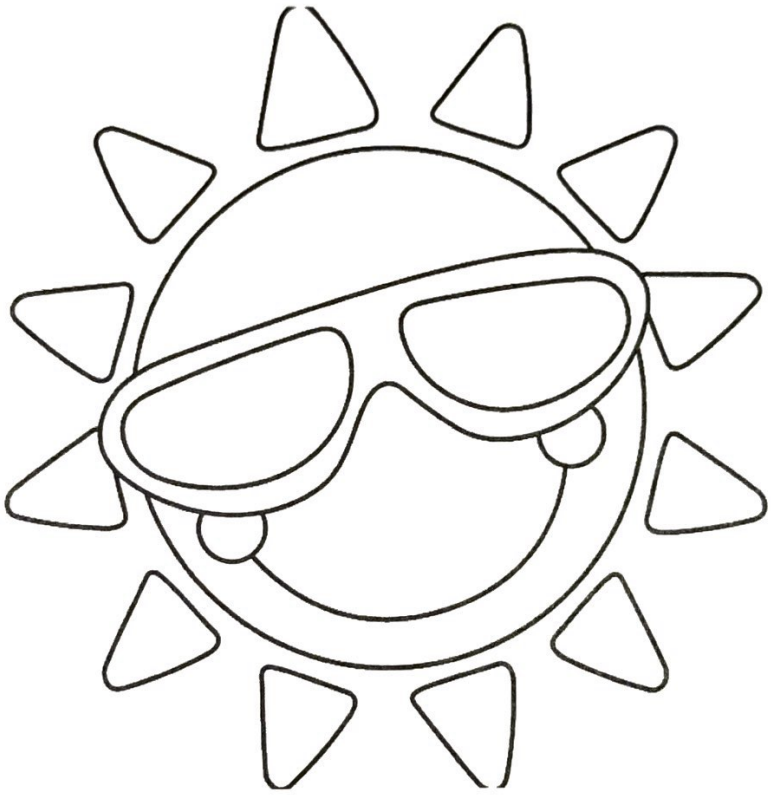
Grade 4

Print & Go
math PRACTICE



FREE from
The Curriculum Corner

©www.thecurriculumcorner.com

Name: _____

Ordering Numbers

Directions: Write the numbers in order from least to greatest.

5,291	7,295	4,628	5,052

_____

3,899	6,003	3,998	8,447

_____

2,070	1,663	5,611	9,415

_____

4,050	4,005	5,405	5,040

_____

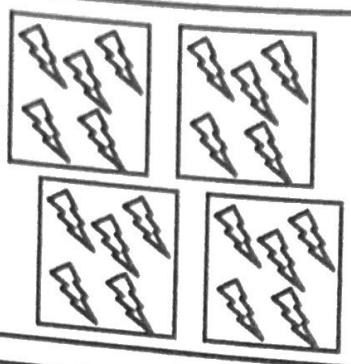
©www.thecurriculumcorner.com

Name: _____

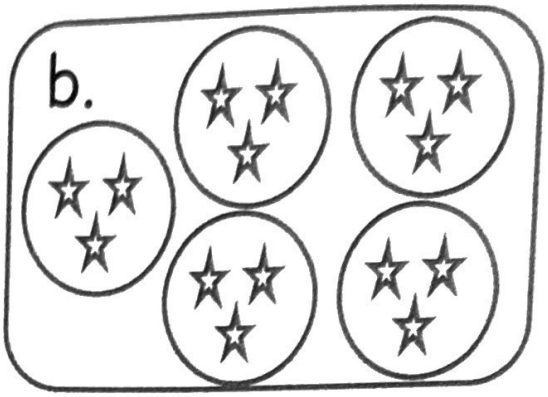
Multiplication Using Pictures

Directions: Match the picture with the correct problem.

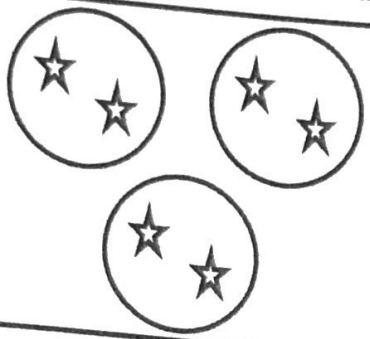
a.



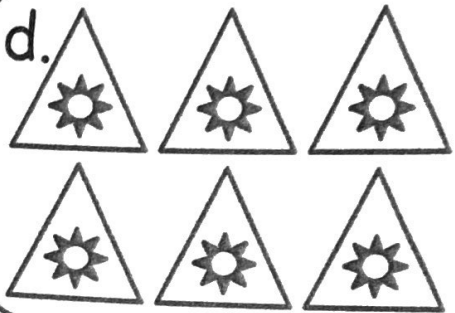
b.



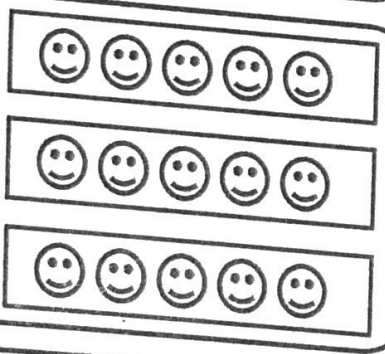
c.



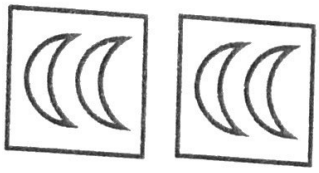
d.



e.



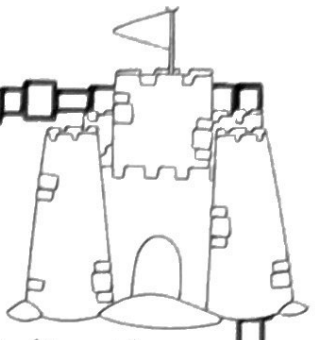
f.



1. ____ 3 x 2
2. ____ 6 x 1
3. ____ 4 x 5
4. ____ 5 x 3
5. ____ 2 x 2
6. ____ 3 x 5

©www.thecurriculumcorner.com

Name: _____



Multiplication

Directions: Draw pictures to represent the multiplication number sentences at the bottom.

a.

b.

c.

d.

e.

f.

a. 8 x 3= _____

b. 6 x 3= _____

c. 2 x 4= _____

d. 5 x 5= _____

e. 4 x 6= _____

f. 3 x 7= _____

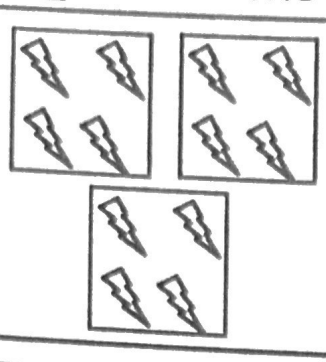
©www.thecurriculumcorner.com

Name: _____

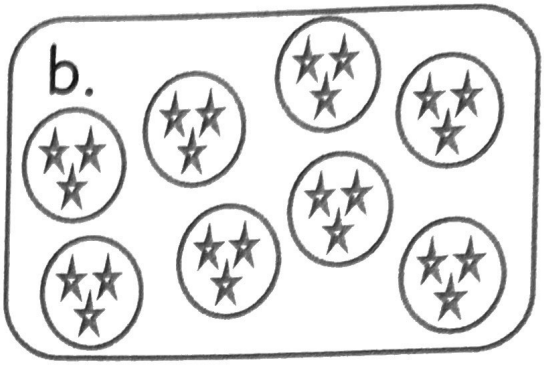
Division Using Pictures

Directions: Match the picture with the correct problem.

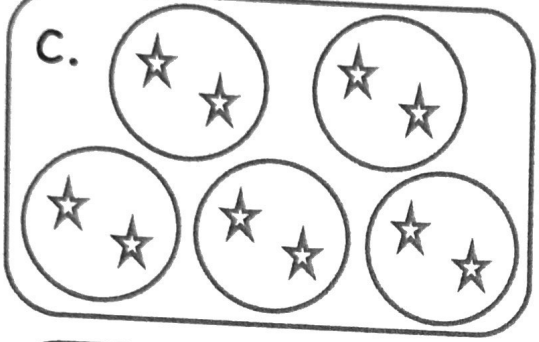
a.



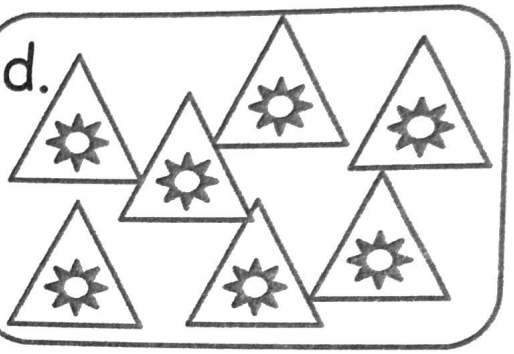
b.



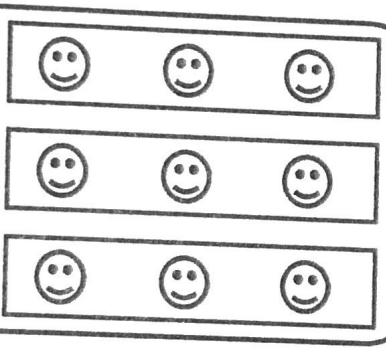
c.



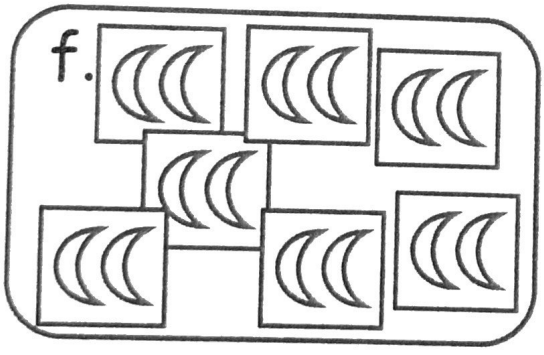
d.



e.

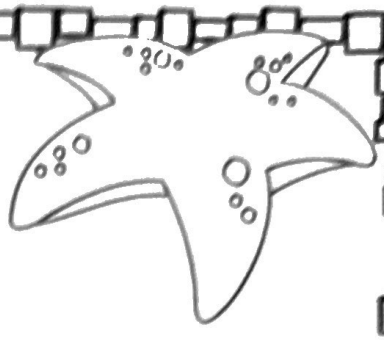


f.



1. ____ 9 ÷ 3
2. ____ 14 ÷ 7
3. ____ 12 ÷ 3
4. ____ 7 ÷ 1
5. ____ 24 ÷ 8
6. ____ 10 ÷ 5

©www.thecurriculumcorner.com



Name: _____

Missing Factors

3 x _____ = 9

9 x _____ = 36

_____ x 5 = 20

5 x _____ = 10

_____ x 2 = 8

10 x _____ = 100

7 x _____ = 42

_____ x 8 = 64

_____ x 4 = 36

4 x _____ = 28

6 x _____ = 48

_____ x 1 = 8

_____ x 7 = 56

_____ x 3 = 24

©www.thecurriculumcorner.com

Name: _____

Write the Missing Factors

6 x _____ = 54

3 x _____ = 33

_____ x 2 = 16

8 x _____ = 32

_____ x 4 = 40

12 x _____ = 132

9 x _____ = 81

_____ x 1 = 9

_____ x 7 = 21

11 x _____ = 110

5 x _____ = 35

_____ x 10 = 80

_____ x 9 = 18

_____ x 8 = 88

©www.thecurriculumcorner.com

Name: _____

Complete the number sentences.



5 x ☐ = 15	15 ÷ 5 = ☐
3 x ☐ = 24	24 ÷ 3 = ☐
9 x ☐ = 45	45 ÷ 9 = ☐
7 x ☐ = 49	49 ÷ 7 = ☐
4 x ☐ = 36	36 ÷ 4 = ☐
8 x ☐ = 64	64 ÷ 8 = ☐
2 x ☐ = 20	20 ÷ 2 = ☐
6 x ☐ = 54	54 ÷ 6 = ☐
11 x ☐ = 99	99 ÷ 11 = ☐
10 x ☐ = 70	70 ÷ 10 = ☐
12 x ☐ = 72	72 ÷ 12 = ☐

©www.thecurriculumcorner.com

Name: _____

Multiplication & Division

Solving word problems.

Each package of water bottles has four rows. There are six bottles in each row. How many water bottles are in a package? Write a number sentence and draw a picture to show your thinking.

If there are eight packages of water bottles in a crate, what is the total of all the water bottles.

©www.thecurriculumcorner.com

Name: _____

Multiplication & Division

Solving word problems.

Marcus has six apples. He cut each into 7 slices. How many slices does he have? Write a number sentence and draw a picture to show your thinking.

If Marcus had six more apples, but cut them into 8 slices each, how many total slices would he have then?

©www.thecurriculumcorner.com

Name: _____

Multiplication Facts

Directions: Write the answer to each fact. Color the odd answers red and the even answers blue.

5 x 8 =	1 x 10 =	7 x 2 =
3 x 9 =	9 x 2 =	5 x 1 =
2 x 7 =	10 x 6 =	3 x 4 =
8 x 3 =	6 x 3 =	8 x 7 =
4 x 4 =	2 x 8 =	10 x 6 =
6 x 5 =	4 x 9 =	6 x 8 =
7 x 7 =	1 x 5 =	8 x 9 =

©www.thecurriculumcorner.com

Name: _____

Division Facts

Directions: Write the answer to each fact. Color the odd answers red and the even answers blue.

40 ÷ 8 =	18 ÷ 2 =	32 ÷ 4 =
36 ÷ 6 =	10 ÷ 5 =	20 ÷ 2 =
15 ÷ 3 =	70 ÷ 10 =	81 ÷ 9 =
9 ÷ 1 =	27 ÷ 3 =	48 ÷ 6 =
45 ÷ 9 =	32 ÷ 8 =	72 ÷ 8 =
24 ÷ 4 =	28 ÷ 7 =	60 ÷ 10 =
49 ÷ 7 =	45 ÷ 5 =	63 ÷ 7 =

©www.thecurriculumcorner.com

Name: _____

2 Step Word Problems

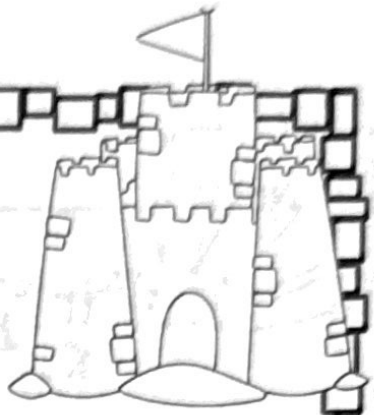
Amar bought a new hat for $19 and a game for $16. How much did the items cost? Amar had two $20 bills. How much change did he receive?

My mom bought 5 pizzas. They cost $9 each. She had $50. How much change did she receive?

©www.thecurriculumcorner.com

Name: _____

Multiply by 10 and 100

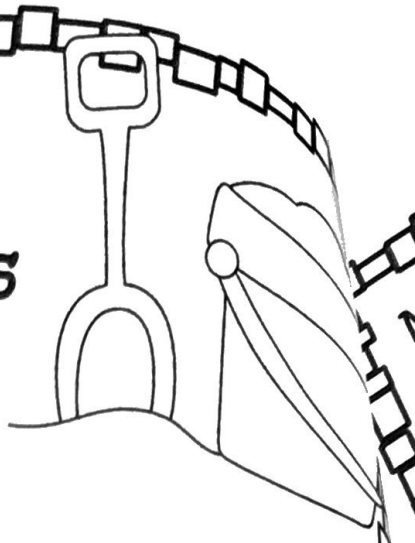


The number is	When I multiply the number by 10, it becomes...	When I multiply the number by 100, it becomes...
46		
23		
47		
83		
71		
97		
39		

©www.thecurriculumcorner.com

Name: _____

Multiply One Digit Numbers by Multiples of 10



5 x 70 = ____

80 x 2 = ____

9 x 70 = ____

8 x 90 = ____

6 x 60 = ____

4 x 20 = ____

50 x 8 = ____

3 x 40 = ____

20 x 5 = ____

30 x 6 = ____

10 x 8 = ____

5 x 90 = ____

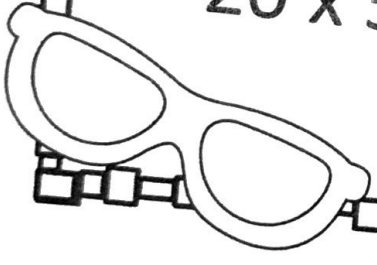
7 x 70 = ____

3 x 90 = ____

40 x 8 = ____

6 x 20 = ____

90 x 5 = ____



©www.thecurriculumcorner.com

Name: _____

Patterns in Addition & Multiplication

Directions: Determine the pattern. Fill in the missing rule, input or output.

Rule: add _____

input	output
47	77
73	
25	
12	
34	

Rule: multiply by _____

input	output
12	60
6	
8	
2	
7	

Rule: _____

input	output
23	73
15	
	86
	91
7	

Rule: _____

input	output
7	77
2	
	44
8	88
10	

©www.thecurriculumcorner.com

Name: _____

Rounding Numbers

Directions: Round each number to the nearest 10 and then the nearest 100.

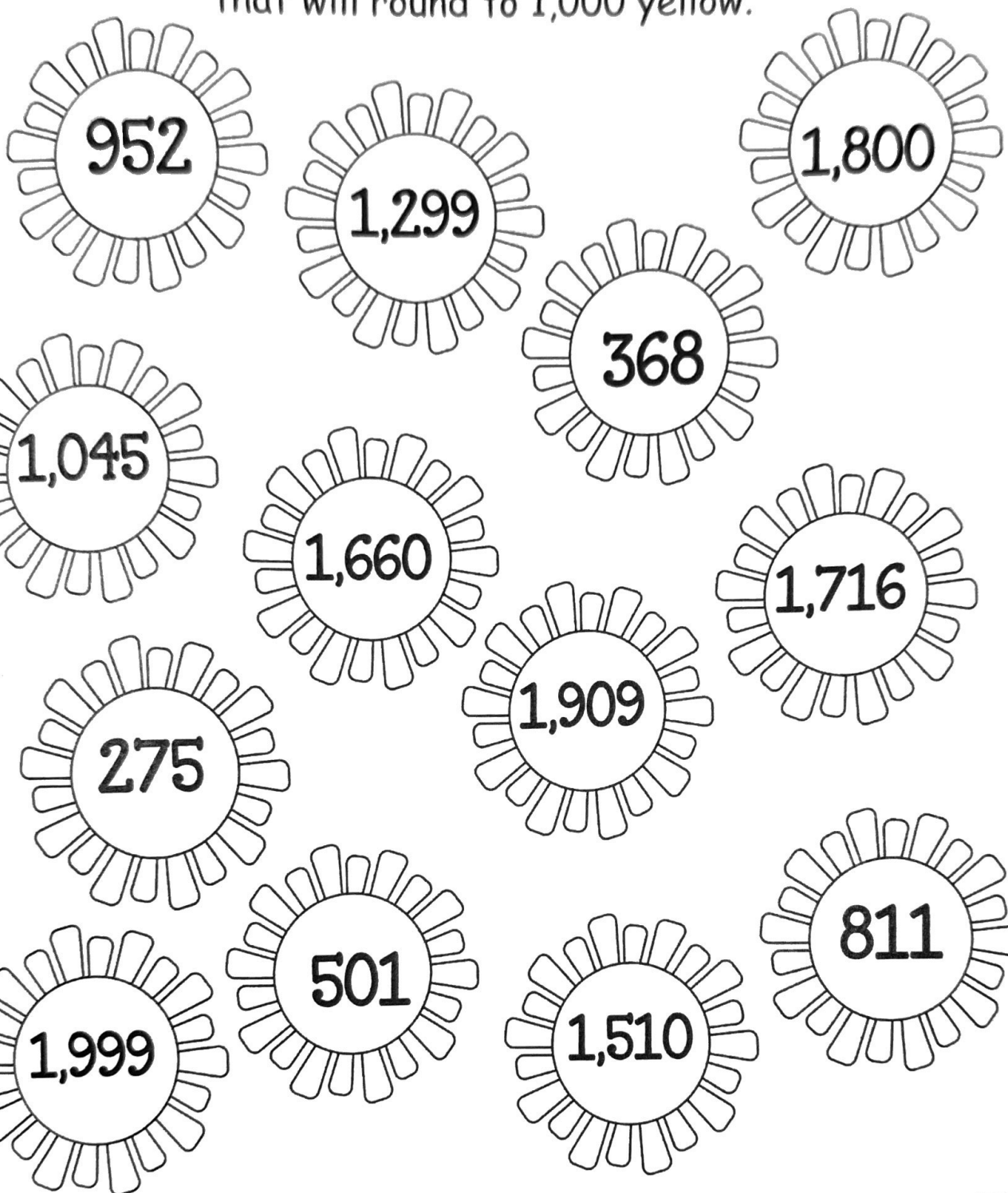
	rounded to the nearest 10	rounded to the nearest 100
317		
723		
655		
208		
939		
146		
572		
864		
481		

©www.thecurriculumcorner.com

Name: _____

Rounding Practice

Directions: Round to the nearest 100. Color the suns that will round to 1,000 yellow.

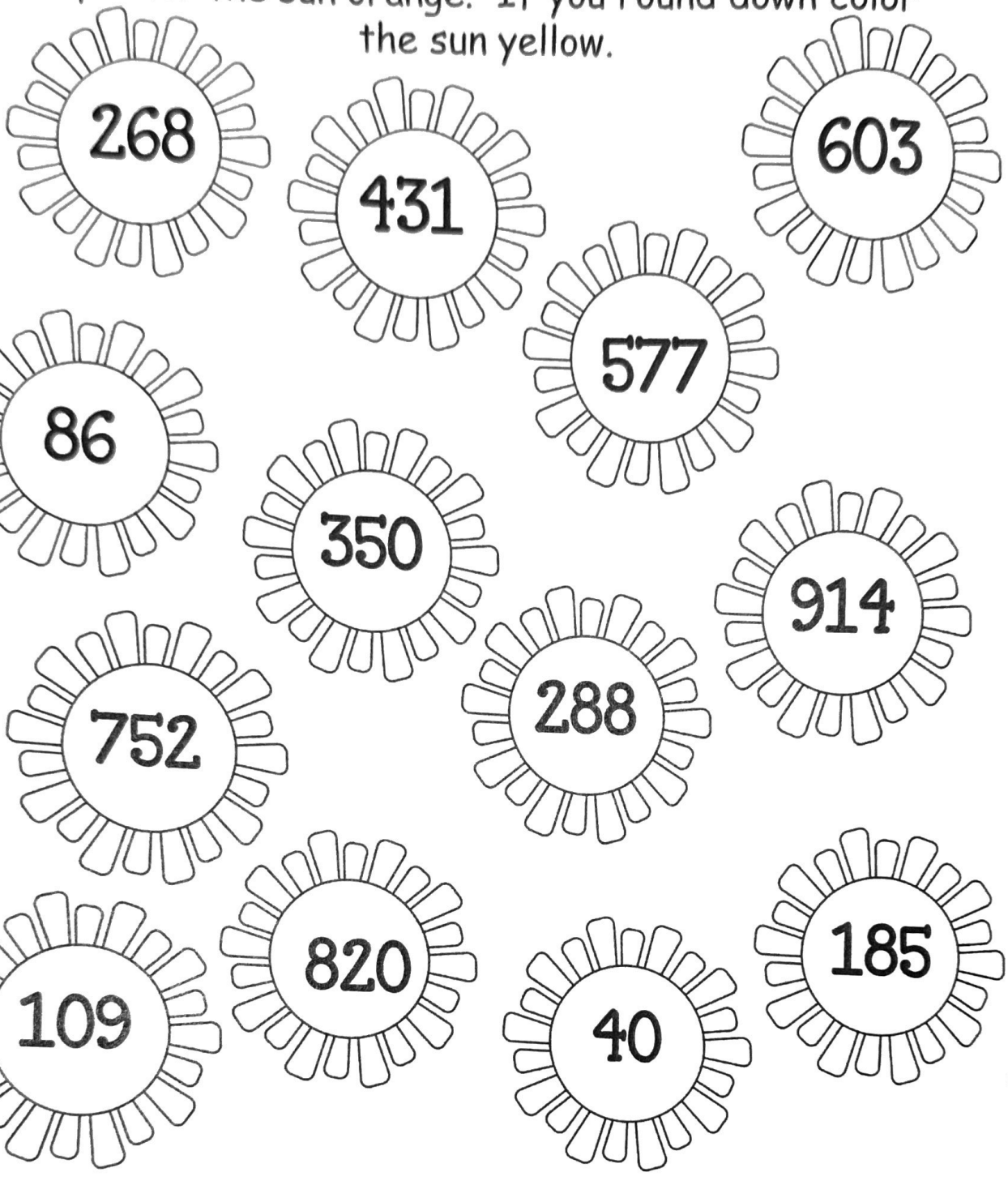


©www.thecurriculumcorner.com

Name: _____

Rounding Practice

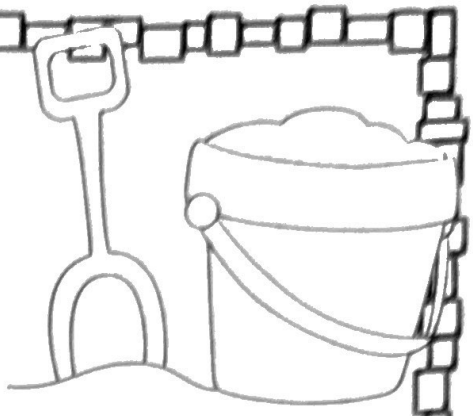
Directions: Round to the nearest 100. If you round up color the sun orange. If you round down color the sun yellow.



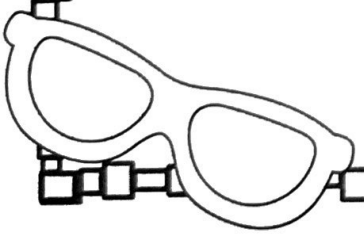
©www.thecurriculumcorner.com

Name: _____

Addition & Subtraction within 1000



254 +326	683 -495	424 +509
700 -187	104 +758	930 -876
565 +275	808 -692	337 +486

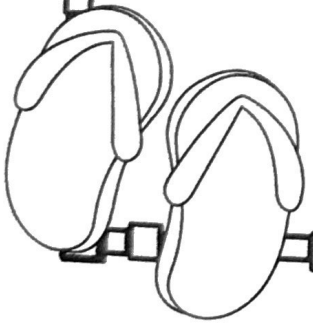


©www.thecurriculumcorner.com

Name: _____

4-Digit Subtraction

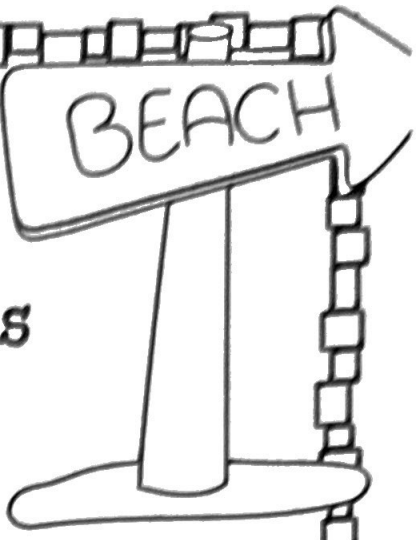
6,714 -3,326	4,241 -1,489	8,264 -5,008
5,328 -2,733	9,355 -4,829	7,902 -6,375
8,416 -8,057	3,881 -1,882	2,000 -1,631



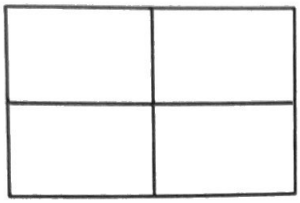
©www.thecurriculumcorner.com

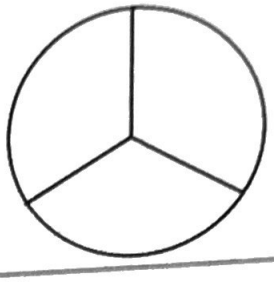
Name: _____

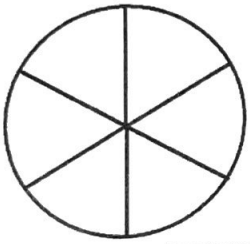
Dividing Shapes into Equal Parts

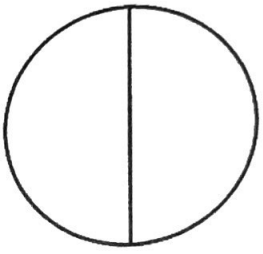


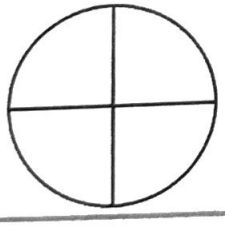
Directions: Name how the equal parts are divided. (halves, thirds, fourths, fifths, sixths, eighths, ninths)

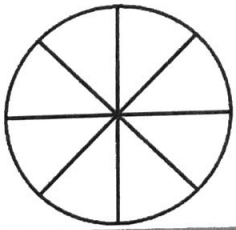


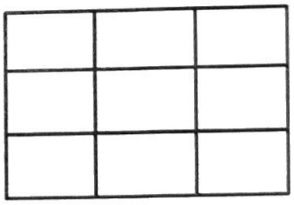








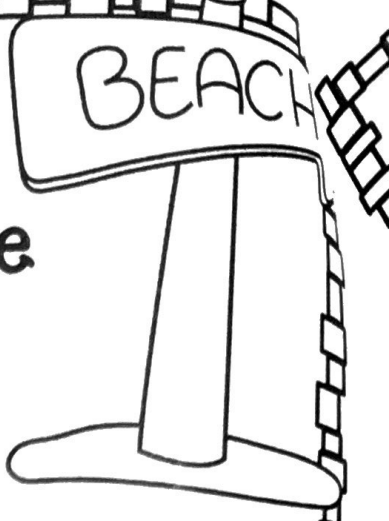




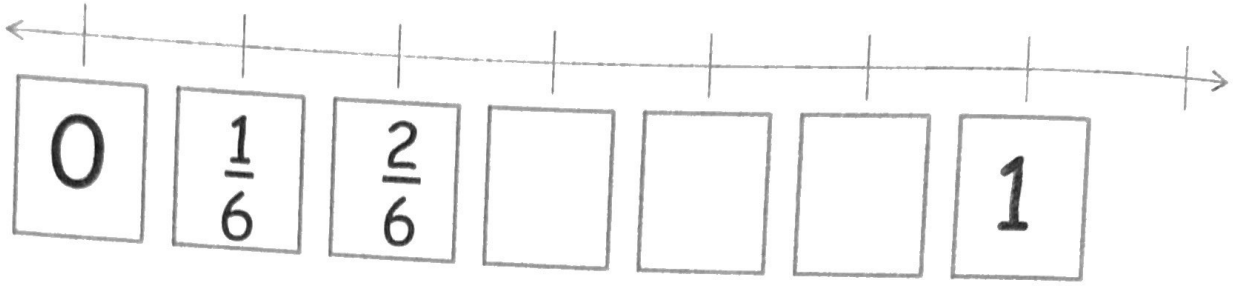
©www.thecurriculumcorner.com

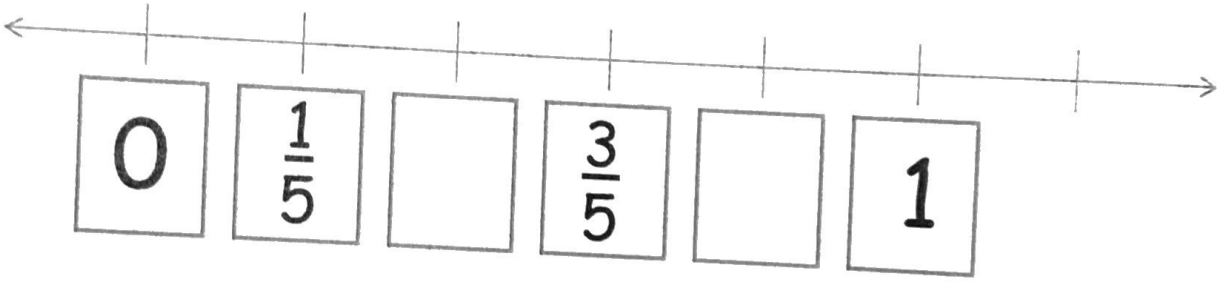
Name: _____

Fractions on a Number Line



Directions: Write the missing fractions on the number line.



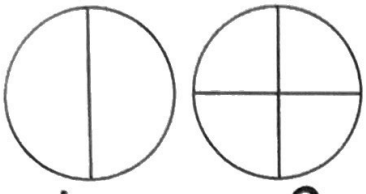


©www.thecurriculumcorner.com

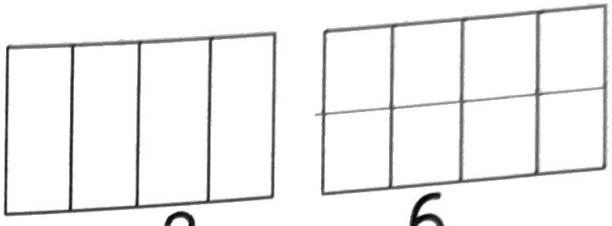
Name: _____

Equivalent Fractions

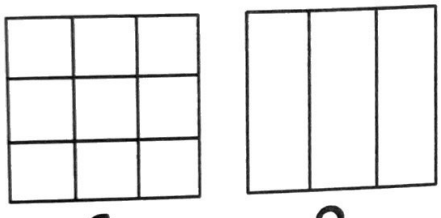
Directions: Color the shapes to show the equivalent fractions.



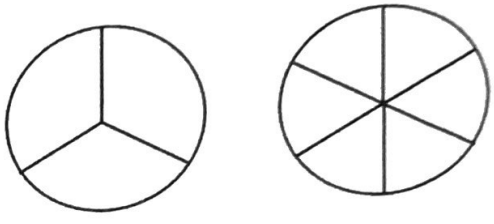
$\frac{1}{2} = \frac{2}{4}$



$\frac{3}{4} = \frac{6}{8}$

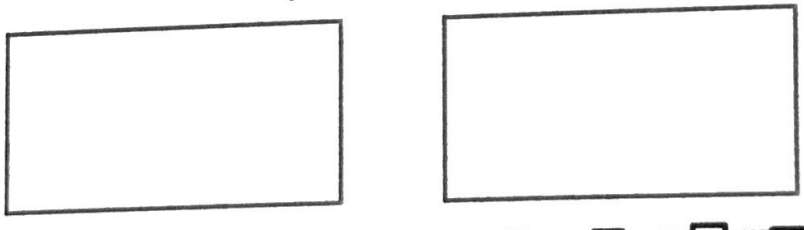


$\frac{6}{9} = \frac{2}{3}$



$\frac{1}{3} = \frac{2}{6}$

Divide the shapes to show that $\frac{1}{4} = \frac{2}{8}$

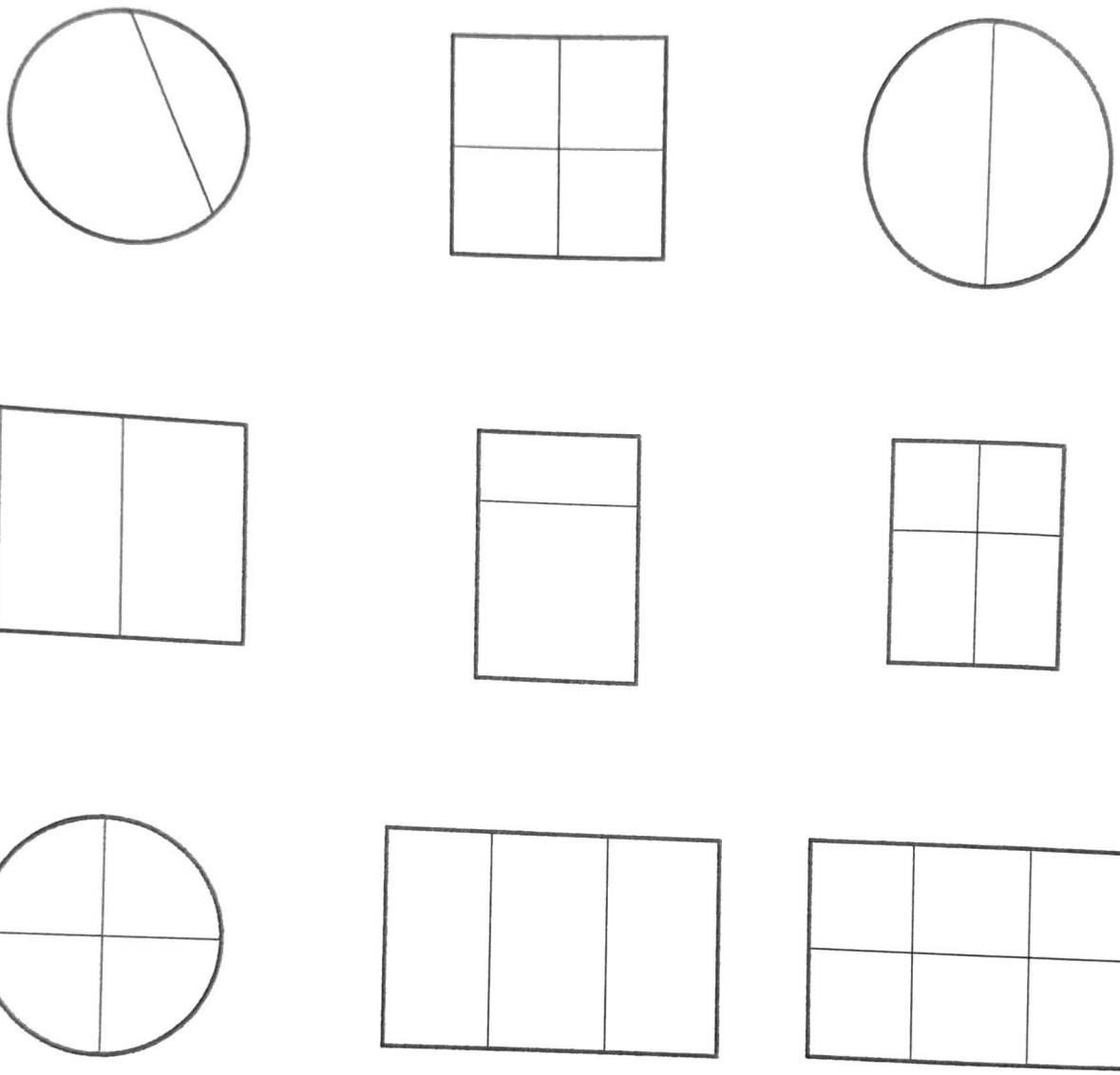


©www.thecurriculumcorner.com

Name: _____

Understanding Equal Parts

Directions: Color the shapes that are divided into equal parts. If a shape has equal parts, name how the equal parts are divided on the line underneath (halves, thirds, etc.)



©www.thecurriculumcorner.com

Name: _____

Writing Whole Numbers as Fractions

*You can write a whole number as a fraction.

$\frac{4}{4}$ is equal to 1 whole

*To find the whole number, divide the numerator (top number) by the denominator (bottom number.)

What would $\frac{8}{4}$ be equal to? ☐

Directions: Using 2 as a denominator for each, write an equivalent fraction for each whole number.

4 _____

2 _____

6 _____

3 _____

5 _____

1 _____

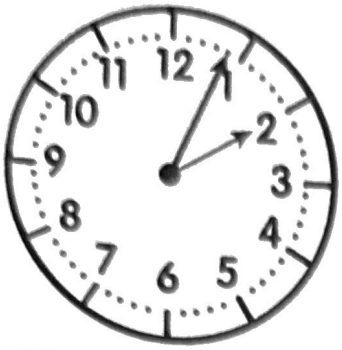
8 _____

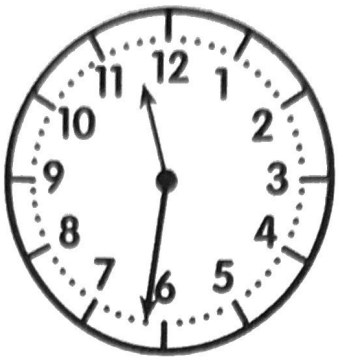
7 _____

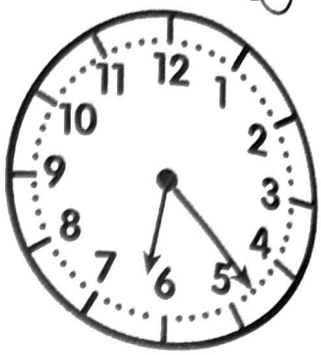
©www.thecurriculumcorner.com

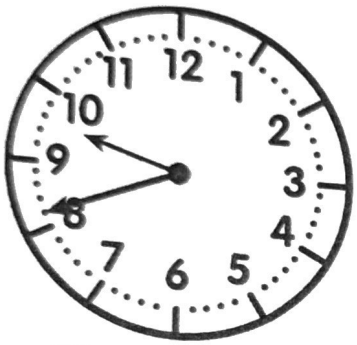
Name: _____

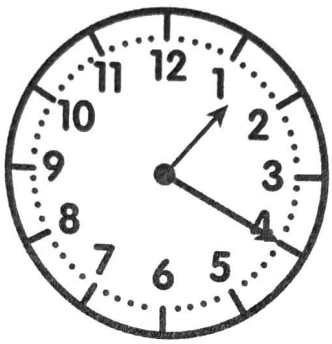
Telling Time to the Minute

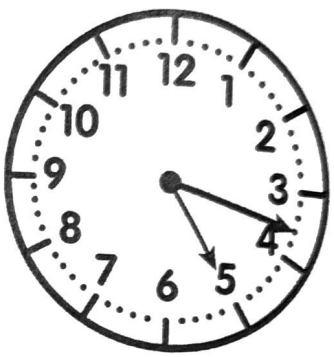


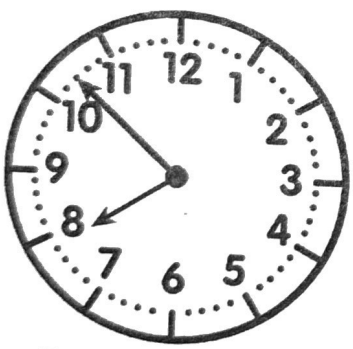


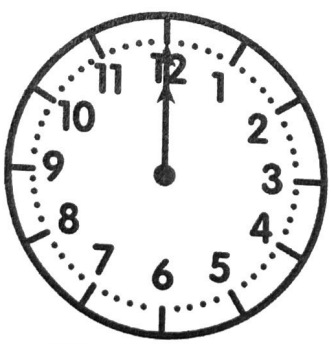


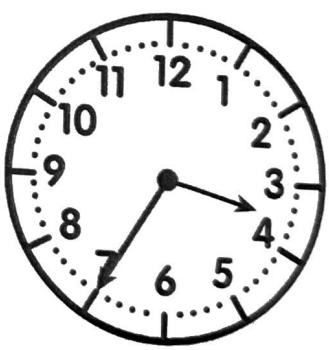












©www.thecurriculumcorner.com

Name: _____

Elapsed Time

Directions: Find the elapsed time.

Start Time: 2:00 PM
End Time: 5:00 PM
The time that has passed is:
_____

Start Time: 1:15 PM
End Time: 4:00 PM
The time that has passed is:
_____

Start Time: 4:25 PM
End Time: 5:00 PM
The time that has passed is:
_____

Start Time: 8:35 AM
End Time: 12:35 PM
The time that has passed is:
_____

Start Time: 9:30 AM
End Time: 4:15 PM
The time that has passed is:
_____

Start Time: 6:20 PM
End Time: 12:20 AM
The time that has passed is:
_____

Start Time: 3:45 PM
End Time: 5:15 PM
The time that has passed is:
_____

Start Time: 5:40 AM
End Time: 6:40 PM
The time that has passed is:
_____

©www.thecurriculumcorner.com

Name: _____

Telling Time Word Problems

Directions: Read and solve each word problem.

Kylah worked on her math homework for 15 minutes. She read her book for 20 minutes. How long did she work on homework?

_____

Janice ran for 30 minutes each morning for one week. How many minutes total did she run?

_____

Ray worked at the food pantry for 3 hours and 15 minutes on Saturday and 2 hours and 40 minutes on Sunday. How much time did he volunteer on the weekend?

_____

Caleb started his chores at 8:00 a.m. on Friday morning. He finished 6 hours and 30 minutes later. What time did Caleb finish his chores?

_____

Rodney ran in a marathon. It took him 3 hours and 46 minutes to finish the entire race, which started at 10:00 a.m. What time did he finish the race?

_____

Heather was baking pies for a school fund raiser. She put her cherry pie in the oven at 2:55 p.m. It took one hour and five minutes to bake. What time was the pie done?

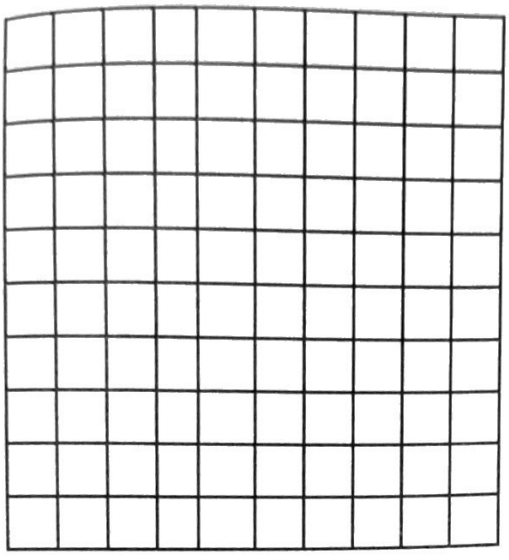
_____

©www.thecurriculumcorner.com

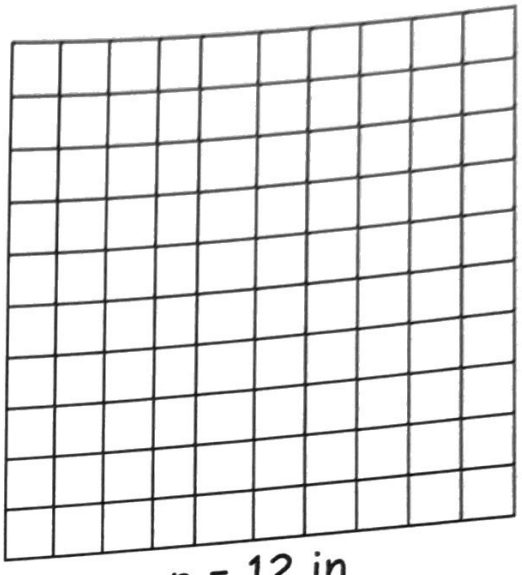
Name: _____

Understanding Perimeter

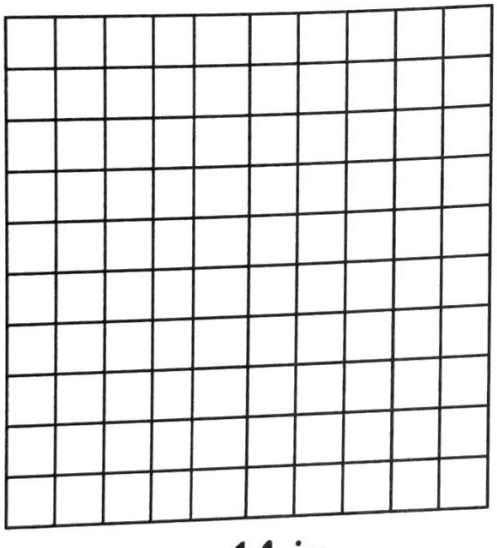
Directions: Draw a shape on the grid paper with the given perimeter.



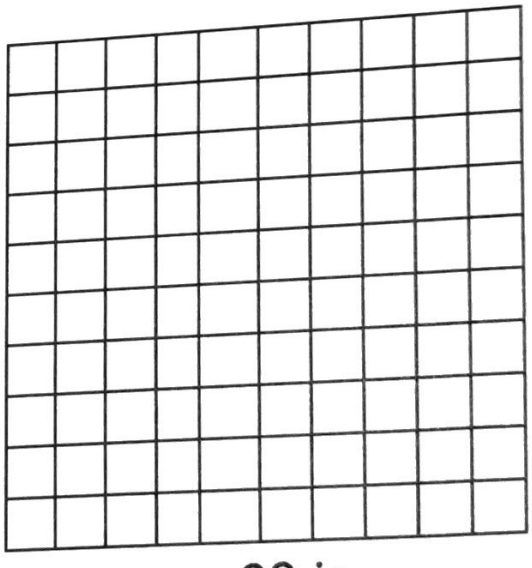
p = 8 in



p = 12 in



p = 14 in



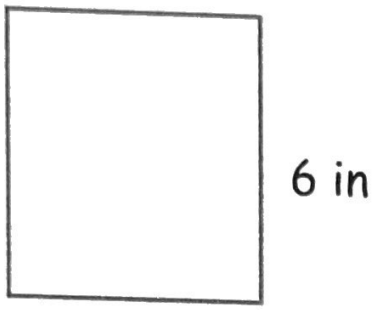
p = 20 in

©www.thecurriculumcorner.com

Name: _____

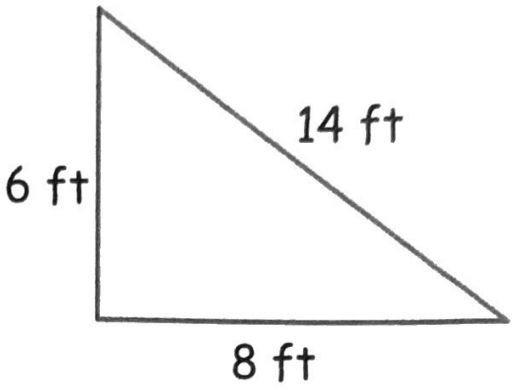
Finding the perimeter.

Directions: Add the length of the sides to find the perimeter of each shape.



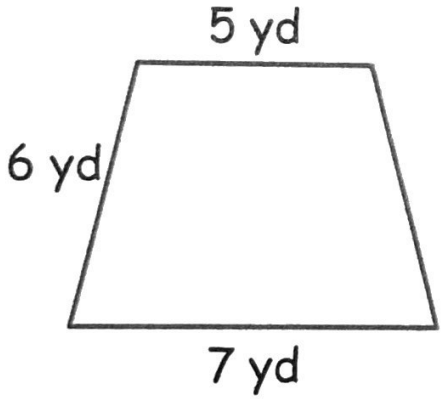
The perimeter is:

_____



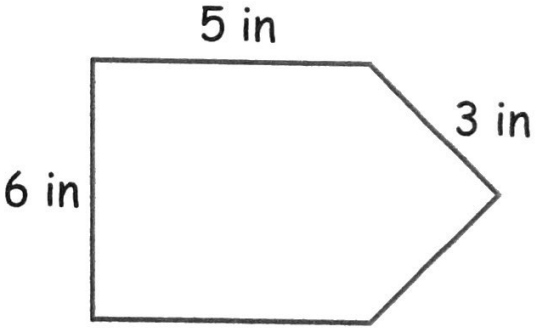
The perimeter is:

_____



The perimeter is:

_____



The perimeter is:

_____

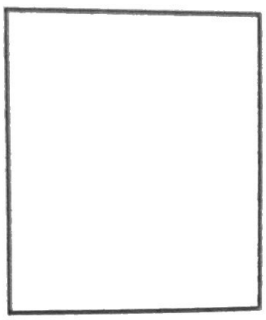
©www.thecurriculumcorner.com

Name: _____

Finding the Area

Directions: Multiply the length by width to find the area.

10 cm

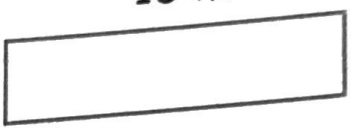


12 cm

The area is:

_____

16 m



3 m

The area is:

_____

11 mm

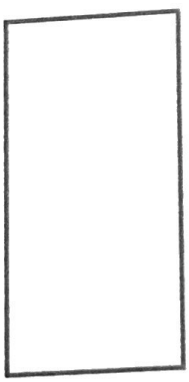


7 mm

The area is:

_____

8 cm



20 cm

The area is:

_____

©www.thecurriculumcorner.com

Name: _____

Drawing Angles

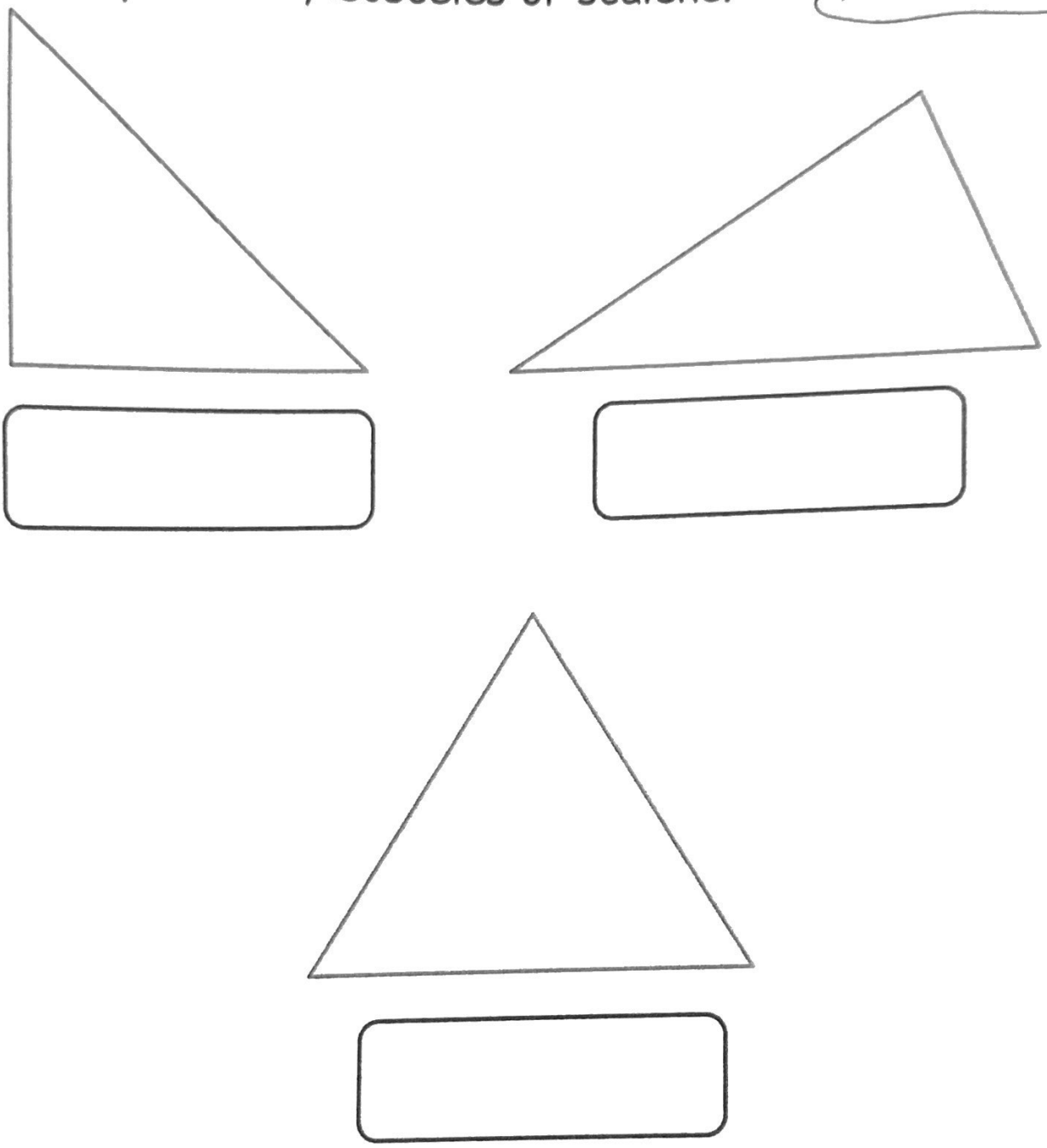
Draw a right angle. A right angle forms a square corner.	
Draw an acute angle. An acute angle is open less than a right angle.	
Draw an obtuse angle. An obtuse angle is open more than a right angle.	

©www.thecurriculumcorner.com

Name: _____

Label the Triangles

Directions: Label each triangle: equilateral, isosceles or scalene.

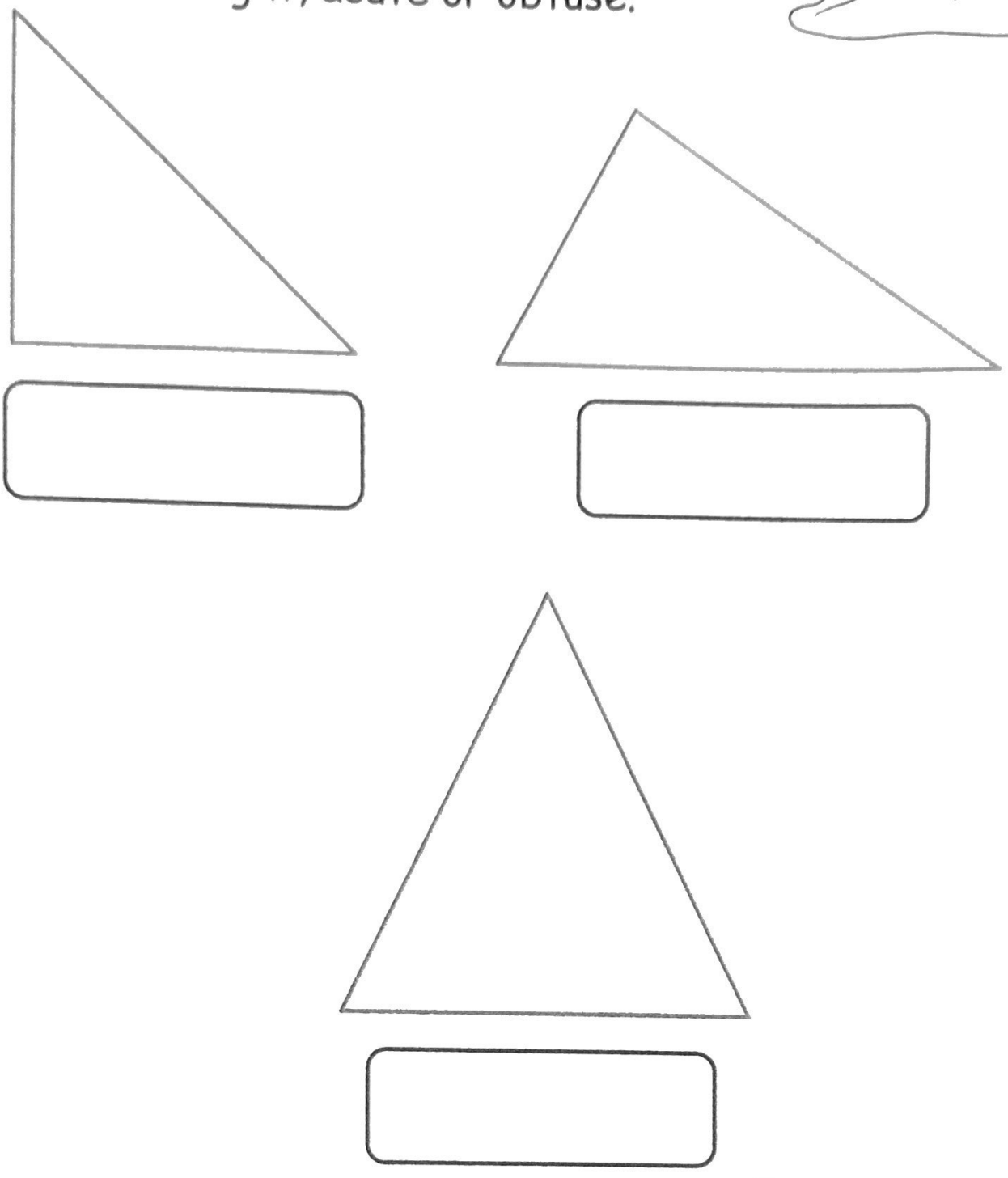


©www.thecurriculumcorner.com

Name: _____

Label the Triangles

Directions: Label each triangle: right, acute or obtuse.



©www.thecurriculumcorner.com

Name: _____

Drawing Quadrilaterals

Practice drawing shapes. Show a rhombus, a rectangle and a square below.

©www.thecurriculumcorner.com