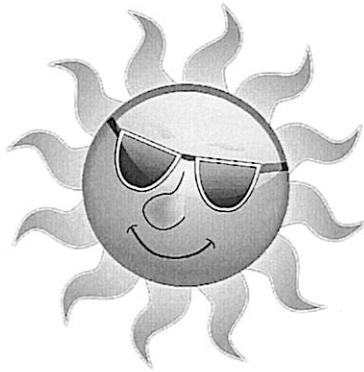


4th Grade Summer Math Review Packet



Please complete this to the best of your ability. Turn it into your 4th grade teacher at the beginning of the year.

Have a great summer!
Your Fourth Grade Teachers

Name _____

Date _____

1. Mrs. Tran plants 2 rows of 5 carrots in her garden.

- a. Draw an array that represents Mrs. Tran's carrots. Use an X to show each carrot.

- b. Mrs. Tran adds 3 more rows of 5 carrots to her garden.

- Use circles to show her new carrots on the array in Part (a).
- Fill in the blanks below to show how she added the five rows.

_____ fives + _____ fives = _____ fives

- Write a sentence to explain your thinking.

- c. Find the total number of carrots Mrs. Tran planted.

- d. Write a multiplication sentence to describe the array representing the total number of carrots Mrs. Tran planted.

2. Mrs. Tran picks 15 tomatoes from her garden. She puts 5 tomatoes in each bag.

a. Draw Mrs. Tran's bags of tomatoes.

b. Write a multiplication sentence that describes your drawing in Part (a).

3. Mrs. Tran plants 12 sunflowers in her garden. She plants them in 3 rows.

a. Fill in the blanks below to make a true division sentence. What does the answer represent?

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

b. Mrs. Tran adds 2 more identical rows of sunflowers to her 3 original rows. Draw an array to show how many flowers she has now.

c. Mrs. Tran figured out how many flowers she planted. Her work is shown in the box below. Would Mrs. Tran get the same result if she multiplied 5×4 ? Explain why or why not.

$\begin{aligned}(3 \times 4) + (2 \times 4) &= 12 + 8 \\ &= 20\end{aligned}$
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Name _____

Date _____

1. Mr. Lewis arranges all the desks in his classroom into 6 equal groups of 4. How many desks are in his classroom? Show a picture and multiplication sentence in your work.

a. What does the product in your multiplication sentence represent?

b. Fill in the blanks below to complete a related division sentence.

$$\underline{\hspace{2cm}} \div 4 = \underline{\hspace{2cm}}$$

c. What does the quotient in Part (b) represent?

2. a. Draw an array that shows 9 rows of 2. Write a multiplication sentence to represent the array, and circle the factor that represents the number of rows.
- b. Draw another array that shows 2 rows of 9. Write a different multiplication sentence, and circle the factor that represents the size of the row.
- c. Explain the relationship between the two arrays using number sentences and words.

5. Complete as many problems as you can in 100 seconds. Your teacher will time you and tell you when to stop.

$4 \times 1 = \underline{\quad\quad}$ $3 \div 1 = \underline{\quad\quad}$ $10 \times \underline{\quad\quad} = 20$ $2 \times 3 = \underline{\quad\quad}$ $10 \div 5 = \underline{\quad\quad}$

$4 \div 2 = \underline{\quad\quad}$ $2 \times \underline{\quad\quad} = 4$ $15 \div 5 = \underline{\quad\quad}$ $10 \times 3 = \underline{\quad\quad}$ $4 \times \underline{\quad\quad} = 12$

$3 \times 3 = \underline{\quad\quad}$ $5 \times \underline{\quad\quad} = 15$ $16 \div 4 = \underline{\quad\quad}$ $2 \times \underline{\quad\quad} = 8$ $10 \times 4 = \underline{\quad\quad}$

$2 \times 4 = \underline{\quad\quad}$ $12 \div 4 = \underline{\quad\quad}$ $4 \times \underline{\quad\quad} = 20$ $5 \times 5 = \underline{\quad\quad}$ $50 \div 10 = \underline{\quad\quad}$

$15 \div 3 = \underline{\quad\quad}$ $2 \times \underline{\quad\quad} = 10$ $24 \div 4 = \underline{\quad\quad}$ $10 \times 6 = \underline{\quad\quad}$ $5 \times \underline{\quad\quad} = 30$

$2 \times 6 = \underline{\quad\quad}$ $4 \times \underline{\quad\quad} = 24$ $35 \div 5 = \underline{\quad\quad}$ $3 \times \underline{\quad\quad} = 21$ $10 \times 7 = \underline{\quad\quad}$

$4 \times 7 = \underline{\quad\quad}$ $14 \div 2 = \underline{\quad\quad}$ $3 \times \underline{\quad\quad} = 24$ $5 \times 8 = \underline{\quad\quad}$ $80 \div 10 = \underline{\quad\quad}$

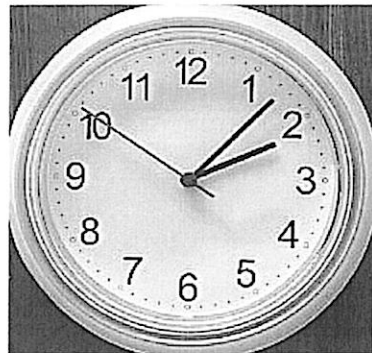
$32 \div 4 = \underline{\quad\quad}$ $10 \times \underline{\quad\quad} = 80$ $27 \div 3 = \underline{\quad\quad}$ $2 \times 9 = \underline{\quad\quad}$ $5 \times \underline{\quad\quad} = 45$

Name _____

Date _____

1. Fatima runs errands.

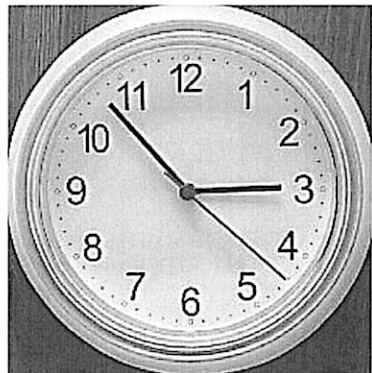
- a. The clock to the right shows what time she leaves home. What time does she leave?

Fatima leaves home.

- b. It takes Fatima 17 minutes to go from her home to the market. Use the number line below to show what time she gets to the market.

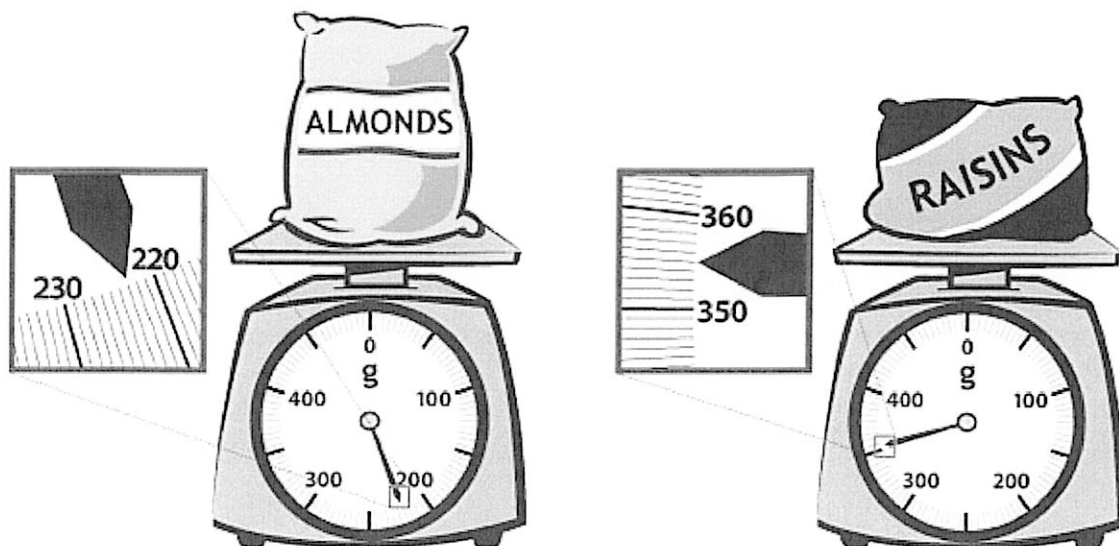


- c. The clock to the right shows what time Fatima leaves the market. What time does she leave the market?

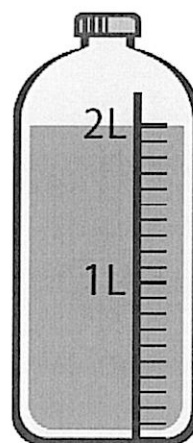
Fatima leaves the market.

- d. How long does Fatima spend at the market?

2. At the market, Fatima uses a scale to weigh a bag of almonds and a bag of raisins, shown below. What is the total weight of the almonds and raisins?



3. The amount of juice in 1 bottle is shown to the right. Fatima needs 18 liters for a party. Draw and label a tape diagram to find how many bottles of juice she should buy.

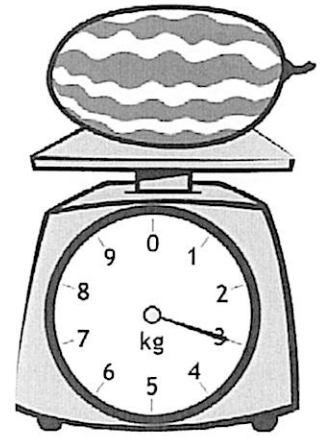


4. Altogether, Fatima's lettuce, broccoli, and peas weigh 968 grams. The total weight of her lettuce and broccoli is shown to the right. Write and solve a number sentence to find how much the peas weigh.



5. Fatima weighs a watermelon, shown to the right.

a. How much does the watermelon weigh?



b. Leaving the store Fatima thinks, "Each bag of groceries seems as heavy as a watermelon!" Use Fatima's idea about the weight of the watermelon to estimate the total weight of 7 bags.

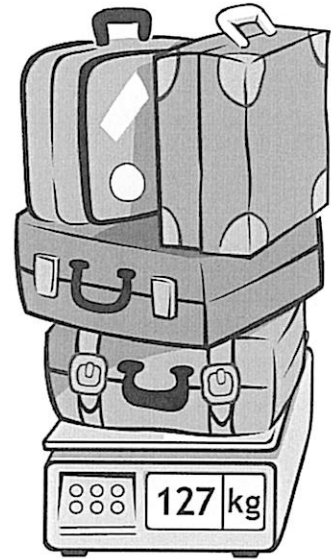
c. The grocer helps carry about 9 kilograms. Fatima carries the rest. Estimate how many kilograms of groceries Fatima carries.

d. It takes Fatima 12 minutes to drive to the bank after she leaves the store and then 34 more minutes to drive home. How many minutes does Fatima drive after she leaves the store?

Name _____

Date _____

1. Paul is moving to Australia. The total weight of his 4 suitcases is shown on the scale to the right. On a number line, round the total weight to the nearest 100 kilograms.

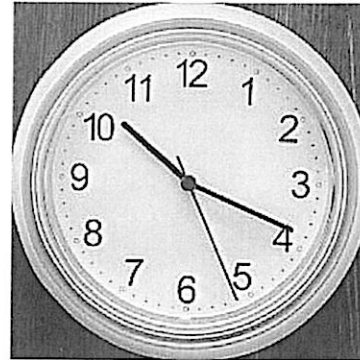


2. Paul buys snacks for his flight. He compares cashews to yogurt raisins. The cashews weigh 205 grams, and the yogurt raisins weigh 186 grams. What is the difference between the weight of the cashews and yogurt raisins?

3. The clock to the right shows what time it is now.

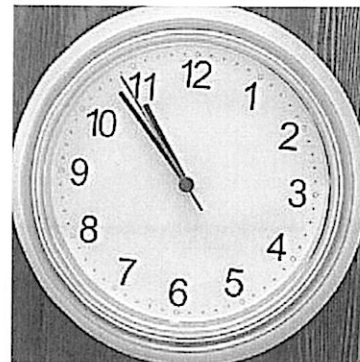
- a. Estimate the time to the nearest 10 minutes.

Time Right Now



- b. The clock to the right show Paul's departure time. Estimate the time to the nearest 10 minutes.

Departure Time



- c. Use your answers from Parts (a) and (b) to estimate how long Paul has before his flight leaves.

6. Complete as many problems as you can in 100 seconds. The teacher will time you and tell you when to stop.

$3 \times 1 = \underline{\quad\quad\quad} \quad 2 \div 1 = \underline{\quad\quad\quad} \quad \underline{\quad\quad\quad} = 20 \div 10 \quad 2 \times 2 = \underline{\quad\quad\quad} \quad 5 \times \underline{\quad\quad\quad} = 10$

$\underline{\quad\quad\quad} \times 2 = 4 \quad 10 \div 5 = \underline{\quad\quad\quad} \quad 10 \times \underline{\quad\quad\quad} = 30 \quad \underline{\quad\quad\quad} = 2 \times 3 \quad \underline{\quad\quad\quad} = 12 \div 4$

$4 \times 3 = \underline{\quad\quad\quad} \quad 15 \div 5 = \underline{\quad\quad\quad} \quad \underline{\quad\quad\quad} \times 4 = 16 \quad \underline{\quad\quad\quad} = 40 \div 10 \quad 2 \times 4 = \underline{\quad\quad\quad}$

$3 \times 4 = \underline{\quad\quad\quad} \quad 4 \times \underline{\quad\quad\quad} = 12 \quad 20 \div 4 = \underline{\quad\quad\quad} \quad \underline{\quad\quad\quad} = 10 \times 5 \quad \underline{\quad\quad\quad} \times 5 = 25$

$4 \times \underline{\quad\quad\quad} = 20 \quad \underline{\quad\quad\quad} = 10 \div 2 \quad \underline{\quad\quad\quad} \times 3 = 18 \quad 10 \times 6 = \underline{\quad\quad\quad} \quad 30 \div 5 = \underline{\quad\quad\quad}$

$3 \times 6 = \underline{\quad\quad\quad} \quad \underline{\quad\quad\quad} = 24 \div 4 \quad 5 \times \underline{\quad\quad\quad} = 35 \quad \underline{\quad\quad\quad} = 10 \times 7 \quad 14 \div 2 = \underline{\quad\quad\quad}$

$2 \times 7 = \underline{\quad\quad\quad} \quad \underline{\quad\quad\quad} \times 4 = 28 \quad \underline{\quad\quad\quad} = 40 \div 5 \quad 10 \times \underline{\quad\quad\quad} = 80 \quad \underline{\quad\quad\quad} = 3 \times 8$

$24 \div 3 = \underline{\quad\quad\quad} \quad 80 \div 10 = \underline{\quad\quad\quad} \quad 36 \div 4 = \underline{\quad\quad\quad} \quad 5 \times 9 = \underline{\quad\quad\quad} \quad 2 \times \underline{\quad\quad\quad} = 18$

Name _____

Date _____

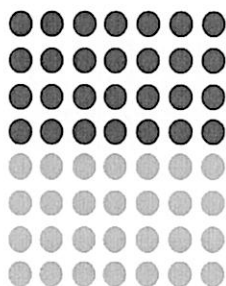
1. The carnival is in town for 21 days. How many weeks is the carnival in town? (There are 7 days in 1 week.) Write an equation, and solve.
2. There are 48 liters of water needed to finish filling the dunk tank at the carnival. Each container holds 8 liters of water. How many containers are needed to finish filling the dunk tank? Represent the problem using multiplication and division sentences and a letter for the unknown. Solve.

$$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

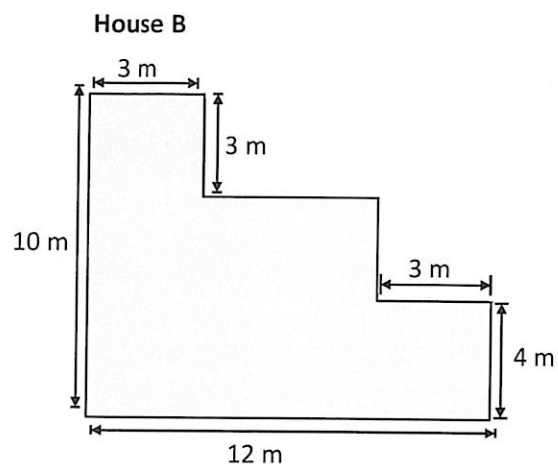
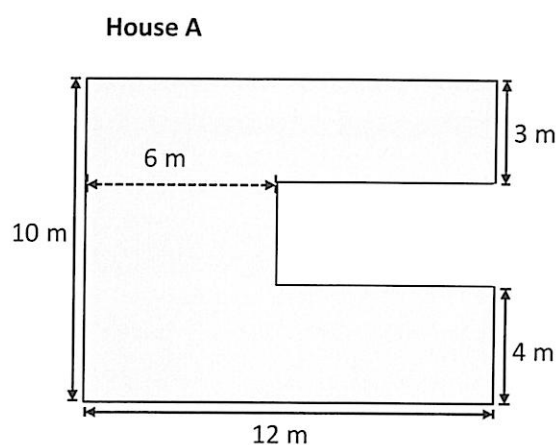
$$\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

3. There are 4 rows of 7 chairs setup for the Magic Show. A worker sees the large number of people lined up and doubles the number of rows of chairs. They are shown below.

Explain and label to show how the array represents both 8×7 and $2 \times (4 \times 7)$.



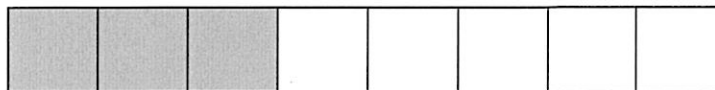
3. Mr. and Mrs. Jackson are buying a new house. They are deciding between the two floor plans below.



Which floor plan has the greater area? Show how you found your answer on the drawings above. Show your calculations below.

Name _____

Date _____



1. Natalie folded 1 whole fraction strip as pictured above.
 - a. How many equal parts did she divide the whole into?
 - b. Label each equal part with a unit fraction.
 - c. Identify the fraction of the strip she shaded.
 - d. Identify the fraction of the strip she did not shade.
2. Draw 2 rectangles the same size. Each rectangle represents 1 whole.
 - a. Partition each rectangle into 3 equal parts. Shade and label a fraction greater than 1.
 - b. Draw a number bond that shows 1 whole rectangle as 3 unit fractions.