

Grade 4 Math
Remote Learning/Review

Session	Assignment
Day 1	Topic 2 Fluency Practice/Assessment
Day 2	Enrichment 3-5 Multiplication Practice
Day 3	Enrichment 5-1 Bar Graphs
Day 4	Enrichment 5-7 Division Practice
Day 5	Additional Practice 5-5 Use Partial Quotients to Divide
Day 6	Build Mathematical Literacy 6-1
Day 7	Build Mathematical Literacy 6-4
Day 8	Topic 7 Fluency Practice Activity
Day 9	Topic 7 Performance Task
Day 10	Topic 8 Performance Task
Day 11	Additional Practice 10-4 Solve Time Problems
Day 12	Topic 10 Performance Task

Add and Subtract Multi-Digit Whole Numbers

1.
$$\begin{array}{r} 7,325 \\ + 626 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 7,258 \\ 311 \\ + 117 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 30,591 \\ + 18,246 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 6,368 \\ - 6,129 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 55,849 \\ - 2,727 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 677,838 \\ - 51,307 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 2,385 \\ + 1,958 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 72,866 \\ + 89,537 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 685,276 \\ + 278,837 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 8,793 \\ 8,530 \\ + 6,385 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 7,319 \\ - 6,559 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 82,756 \\ - 19,539 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 451,883 \\ - 85,095 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 5,607 \\ - 611 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 38,807 \\ - 16,847 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 16,990 \\ - 5,356 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 579,460 \\ - 223,727 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 5,900 \\ - 1,251 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 90,401 \\ - 66,129 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 850,073 \\ - 264,478 \\ \hline \end{array}$$

21. Insert one digit in each box to complete the addition problem. You will not use the same digit twice.

$$\begin{array}{r} 3, \square 5 4 \\ + 4, 8 \square \square \\ \hline \square, 5 5 1 \end{array}$$

Name _____

Enrichment

3-5

Partial Product Pick

Circle the partial products for each problem.

1.
$$\begin{array}{r} 379 \\ \times 9 \\ \hline \end{array}$$

81	270	810	63
27	630	2,700	8,100

2.
$$\begin{array}{r} 446 \\ \times 8 \\ \hline \end{array}$$

32	160	48	3,200
480	320	3,600	3,500

3.
$$\begin{array}{r} 1,937 \\ \times 6 \\ \hline \end{array}$$

180	42	540	60
480	320	6,000	5,400

4.
$$\begin{array}{r} 1,251 \\ \times 7 \\ \hline \end{array}$$

70	14	7	1,000
350	7,000	35	1,400

5.
$$\begin{array}{r} 9,033 \\ \times 6 \\ \hline \end{array}$$

600	54	18	5,400
1,800	54,000	540	180

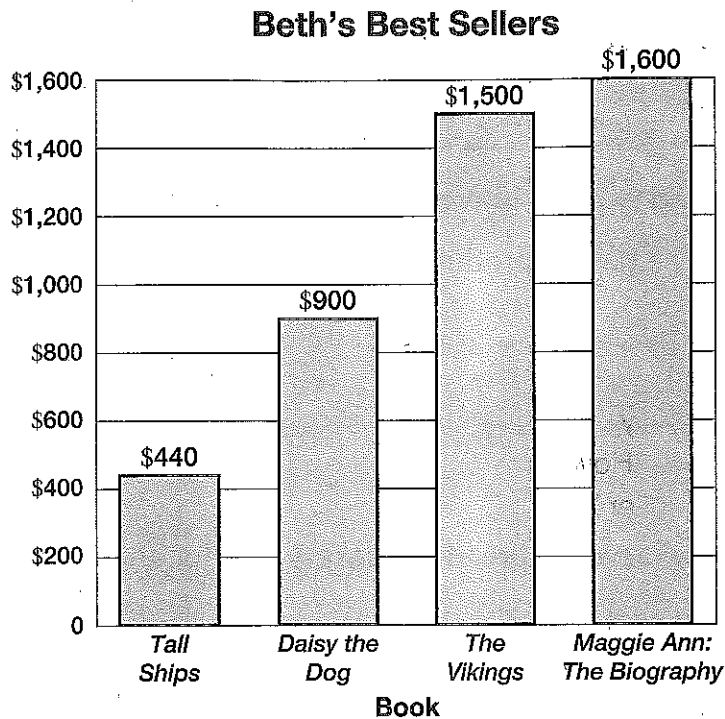
6.
$$\begin{array}{r} 6,565 \\ \times 4 \\ \hline \end{array}$$

200	24,000	20	20,000
240	24	2,400	2,000

Name _____

Beth's Best Sellers

The graph below shows Beth's income on the four best-selling books at Beth's Book Store. Divide mentally to answer each question.



1. Beth charged \$8 for each copy of *Maggie Ann: The Biography*. How many total copies did Beth sell? _____

2. Beth charged \$5 for each copy of *The Vikings*. How many total copies did Beth sell? _____

3. Beth charged \$9 for each copy of *Daisy the Dog*. How many total copies did Beth sell? _____

4. Beth began charging \$5 for each copy of *Tall Ships*. She then lowered the price to \$4 a copy. How many total copies might Beth have sold? Circle the most reasonable amount listed below.

70

80

90

5. Which book did Beth sell the most copies of?

Name _____

Division Star

Divide. Write the quotient in the large circle. Write the remainder, if there is one, in the small circle.

1. $3,118 \div 6$

2. $341 \div 3$

3. $535 \div 9$

4. $191 \div 8$

5. $4,339 \div 5$

6. $673 \div 4$

7. $698 \div 7$

8. $167 \div 5$

9. $7,738 \div 8$

Start

Start with the least quotient. Use a ruler to draw a line from each quotient to the next greater one. Connect the greatest quotient to the one with which you started.

10. What is the shape you drew? _____



Additional Practice 5-5

Use Partial Quotients to Divide

Another Look!

On City Clean-Up Day, 48 people volunteered to clean up the city park. The volunteers worked in groups of 3. How many groups cleaned up the city park?

$$\begin{array}{r} 6 \\ 10 \end{array} \overline{) 48} \quad 16$$

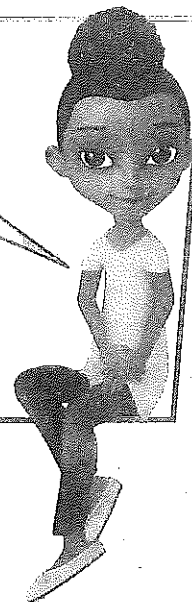
$$\begin{array}{r} 3 \overline{) 48} \\ - 30 \\ \hline 18 \\ - 18 \\ \hline 0 \end{array}$$

Estimate: How many 3s are in 48? Try 10.

Estimate: How many 3s are in 18? 6

16 groups cleaned up the city park.

You can use partial quotients to divide. 10 and 6 are partial quotients. 16 is the quotient.



For 1–12, use partial quotients to divide.
You may use counters or draw pictures to help.

1. $4 \overline{) 92}$

2. $2 \overline{) 36}$

3. $5 \overline{) 75}$

4. $3 \overline{) 72}$

5. $6 \overline{) 78}$

6. $4 \overline{) 96}$

7. $7 \overline{) 91}$

8. $3 \overline{) 99}$

9. $3 \overline{) 57}$

10. $5 \overline{) 80}$

11. $4 \overline{) 68}$

12. $6 \overline{) 84}$



Name _____

Read the problem. Answer each question to help understand the problem. Then, tell whether the information used to answer the question was directly stated in the text (DS), implied in the text (I), or based only on previous knowledge (PK).

A shirt is on sale for d dollars. The regular price is 4 times as much. Todd has enough money to buy 2 shirts at the regular price. How many shirts can Todd buy at the sale price? Explain.

1. What does d represent?

2. How many shirts can Todd buy at the regular price?

3. Will Todd be able to buy more or fewer shirts at the sale price than the regular price?

4. What is the relationship between the regular price of the shirt and the sale price of the shirt?

5. If you knew the regular price of the shirt, how could you use that information to find the sale price of the shirt?

6. What exactly is the question asking you to find?

Name _____

Read the problem. Then, circle *True* or *False* for each statement.

For each statement that is false, explain why, using details from the text, if possible.

Kendra is using 27 blue patches and some white patches to make a quilt. The quilt has a total area of 540 square inches. Each patch has an area of 9 square inches. How much of the area of the quilt is white?

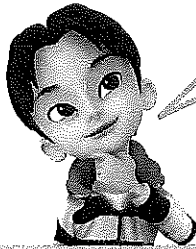
1. The quilt has a length of 540 inches. True False
2. The length of a side of the blue square is 9 inches. True False
3. The expression $540 \div 9$ represents the total number of squares in the quilt. True False
4. The problem is solved by finding the product of the lengths of two sides of the quilt. True False
5. The expression 9×27 is the area of the white squares. True False

Name _____

TOPIC
7

Fluency Practice Activity

Follow the Path



Shade a path from **START** to **FINISH**. Follow the sums and differences that are correct. You can only move up, down, right, or left.

I can ...

add and subtract multi-digit whole numbers.

I can also be precise in my work.

Start				
$\begin{array}{r} 573 \\ + 417 \\ \hline 990 \end{array}$	$\begin{array}{r} 685 \\ - 559 \\ \hline 137 \end{array}$	$\begin{array}{r} 808 \\ + 123 \\ \hline 921 \end{array}$	$\begin{array}{r} 609 \\ - 541 \\ \hline 48 \end{array}$	$\begin{array}{r} 501 \\ + 469 \\ \hline 170 \end{array}$
$\begin{array}{r} 491 \\ - 188 \\ \hline 303 \end{array}$	$\begin{array}{r} 347 \\ + 607 \\ \hline 954 \end{array}$	$\begin{array}{r} 948 \\ - 558 \\ \hline 410 \end{array}$	$\begin{array}{r} 505 \\ + 125 \\ \hline 620 \end{array}$	$\begin{array}{r} 987 \\ - 696 \\ \hline 311 \end{array}$
$\begin{array}{r} 764 \\ + 346 \\ \hline 1,000 \end{array}$	$\begin{array}{r} 994 \\ - 405 \\ \hline 589 \end{array}$	$\begin{array}{r} 874 \\ + 721 \\ \hline 1,595 \end{array}$	$\begin{array}{r} 894 \\ - 455 \\ \hline 449 \end{array}$	$\begin{array}{r} 369 \\ + 290 \\ \hline 669 \end{array}$
$\begin{array}{r} 668 \\ - 485 \\ \hline 253 \end{array}$	$\begin{array}{r} 762 \\ + 901 \\ \hline 2,663 \end{array}$	$\begin{array}{r} 941 \\ - 725 \\ \hline 216 \end{array}$	$\begin{array}{r} 640 \\ + 89 \\ \hline 729 \end{array}$	$\begin{array}{r} 537 \\ - 271 \\ \hline 806 \end{array}$
$\begin{array}{r} 119 \\ + 679 \\ \hline 698 \end{array}$	$\begin{array}{r} 977 \\ - 239 \\ \hline 642 \end{array}$	$\begin{array}{r} 987 \\ + 111 \\ \hline 998 \end{array}$	$\begin{array}{r} 812 \\ - 99 \\ \hline 713 \end{array}$	$\begin{array}{r} 335 \\ + 25 \\ \hline 360 \end{array}$

Finish

Name _____

Marching Band

The sections of the marching band are shown in the **Marching Band** table.

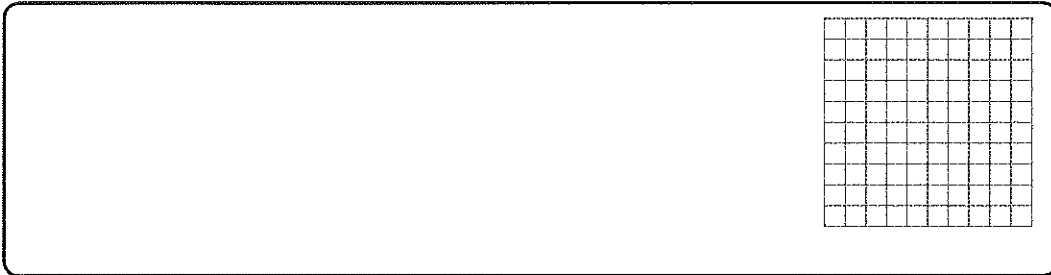
Marching Band

Section	Number of Members
Brass	24
Percussion	12
Woodwind	19

1. The band director needs to decide how to arrange the members of the marching band into rows with the same number of members in each row. Each row should have between 5 and 8 members.

Part A

What are all the ways the band director could arrange the members of the percussion section? Show the different ways on the grid.



Part B

What are all the ways the band director could arrange the members of the brass section? Explain how you know you have all possible arrangements.

Part C

What are all the ways the band director could arrange the members of the woodwind section? Explain.

2. One of the members of the woodwind section cannot march this Friday night.

Part A

Complete the **Number of Members by Section** table to show that one member is missing from the woodwind section.

Number of Members by Section

Section	Members
Brass	
Percussion	
Woodwind	
Total	

Part B

For this Friday, what are all the ways the band director could arrange the members of the woodwind section? Remember that each row can only have between 5 and 8 members.

Part C

The band director wants to try a new formation. The new formation must have at least 3 members but not more than 9 members in each row. List all the possible ways the band director could arrange the total members.

Name _____

Rope Climbing

During gym class, the fourth-grade students climbed a rope hanging from the ceiling. The **Rope Climbing** table shows what part of the rope several students climbed.

1. Compare how high the students climbed.

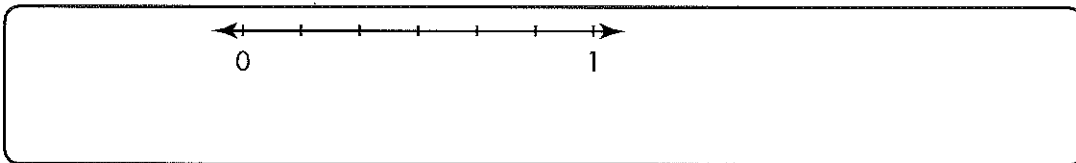
Part A

Who climbed a greater part of the rope, Gia or Jim?
Use benchmark fractions to compare. Explain.

Student	Part Climbed
Gia	$\frac{4}{6}$
Jason	$\frac{1}{2}$
Jim	$\frac{1}{3}$
Rachel	$\frac{2}{3}$
Russ	$\frac{5}{6}$
Sandy	$\frac{4}{3}$

Part B

Who climbed a greater part of the rope, Gia or Jason?
Use the number line to compare.



Part C

Who climbed a greater part of the rope, Rachel or Russ?
Justify your comparison using fraction strips.

1

2. Some of the students also climbed a longer rope at the Field House. The **Climbing a Longer Rope** table shows what part of this rope students climbed.

Part A

Who climbed a greater part of the longer rope, Jason or Sandy? Explain how to rename the fractions using multiplication so they have the same denominator to compare.

Climbing a Longer Rope

Student	Part Climbed
Gia	$\frac{10}{12}$
Jason	$\frac{4}{6}$
Russ	$\frac{2}{3}$
Sandy	$\frac{7}{12}$

Part B

Who climbed a greater part of the longer rope, Gia or Jason? Explain how to rename the fractions using division so they have the same denominator to compare.

Part C

Did Russ climb farther on his first climb or on his climb on the longer rope? Explain.

Part D

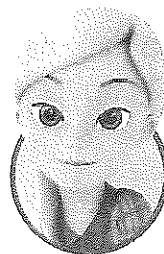
Jason said he climbed a greater part of the longer rope than Russ. Is he correct? Construct an argument to justify your answer.

Additional Practice 10-4

Solve Time Problems

Another Look!

You can add, subtract, multiply, or divide measures of time to solve problems.



Add

Ann worked 5 years 7 months at her first job. She worked 3 years 3 months at her second job. How long did Ann work at her first and second jobs?

$$\begin{array}{r} 5 \text{ years } 7 \text{ months} \\ + 3 \text{ years } 3 \text{ months} \\ \hline 8 \text{ years } 10 \text{ months} \end{array}$$

Subtract

Ann worked $2\frac{4}{5}$ weeks in December and $4\frac{1}{5}$ weeks in January. How many more weeks did she work in January than December?

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

Multiply

Ann worked 3 times longer at her fourth job than her third job. Ann worked $\frac{11}{12}$ year at her third job. How long did Ann work at her fourth job?

$$\begin{aligned} 3 \times \frac{11}{12} &= \frac{33}{12} \\ &= \frac{12}{12} + \frac{12}{12} + \frac{9}{12} \\ &= 2\frac{9}{12} \text{ years} \end{aligned}$$

Divide

Ann works 2,250 minutes in 5 days. How many minutes does she work each day?

$$2,250 \div 5 = 450 \text{ minutes}$$

For 1–9, add, subtract, multiply, or divide.

Units of Time

1 hour = 60 minutes 1 day = 24 hours 1 decade = 10 years
1 year = 12 months 1 week = 7 days 1 minute = 60 seconds

- $8 \text{ hours } 12 \text{ minutes} + 3 \text{ hours } 15 \text{ minutes}$
- $9 \text{ weeks } 5 \text{ days} - 1 \text{ week } 6 \text{ days}$
- $3 \text{ hours } 6 \text{ minutes } 45 \text{ seconds} + 8 \text{ hours } 55 \text{ minutes } 20 \text{ seconds}$
- $3\frac{1}{12} \text{ years} - 1\frac{9}{12} \text{ years}$
- $2\frac{3}{4} \text{ months} + 1\frac{2}{4} \text{ months}$
- $245 \text{ days} \div 5$
- What is $112 \text{ weeks} \div 7$?
- What is $8 \times \frac{3}{4} \text{ hour}$?
- How many years are in $\frac{2}{5} \text{ decade}$?



Name _____

Picnic

Leah is planning the class picnic. The **Picnic Supplies** table shows how much of several things Leah needs to buy.

Picnic Supplies

What to Buy	Number of Packages	Amount in Each Package
Hamburger	3	$1\frac{5}{8}$ pounds
Cheese	2	$1\frac{1}{2}$ pounds
Carrot sticks	5	$\frac{3}{8}$ pound
Tomatoes	4	$\frac{2}{3}$ pound

1. Use the table to solve each problem.

Part A

How many pounds of tomatoes does Leah need to buy? Show how to use fraction strips to solve.

1	1	1
----------	----------	----------

Part B

How many pounds of carrot sticks does Leah need to buy? Show how to multiply with equations.

Part C

How many pounds of cheese does Leah need? Show how to multiply with equations and properties of operations.

Part D

How many more pounds of hamburger meat than carrot sticks does Leah need to buy? Draw bar diagrams and write equations to show how to solve.

2. Use the **Time Leah Spent** table to answer the following questions.

Part A

How much more time did Leah spend cooking than shopping? Show your computations.

Time Leah Spent

Friend	Time
Shopping	1 h 20 min
Cooking	2 h 10 min
Planning Games	2 h 20 min

Part B

Leah divided her time evenly on the 4 games she planned. How many minutes did she spend planning each game? Show your work.