

Name _____ Date _____

Grade 4 Summer Math Packet

Directions: Complete the following scrambled multiplication charts.

(Rationale: 3.OA.C.7 Fluently multiply and divide within 100)

×	2	3	5	1
3	6	9		
1	2			
2				
4				

×	4	5	1	3
3				
2				
1				
4				

×	7	9	8	10
10				
6				
7				
8				

×	9	7	6	8
8				
9				
10				
6				

Directions: Multiply the following.

(Rationale: 3.NBT.3 Multiply by multiples of 10)

$80 \times 6 =$ _____

$7 \times 70 =$ _____

$30 \times 8 =$ _____

$20 \times 90 =$ _____

Directions: Complete the following table using your place value knowledge.

(Rationale: 3.NBT.1 Generalize place value understanding for multi-digit whole numbers less than or equal to 1000)

Round 529 to the nearest 10 _____	Write 4,136 in word form _____ _____ _____	Complete the blanks for the number 572. _____ hundreds, _____ tens and _____ ones
What is the value of the 6 in 8,647? _____	Use <, >, = to compare. 2,745 2,965	Write the standard form for: One thousand, two hundred seventy-nine _____
Write 5, 048 in expanded form. _____ _____ _____	Round 2, 448 to the nearest 100 _____	Use <, >, = to compare. 7,432 7,342
Write the number in standard form: 2 thousands, 4 hundreds, 8 tens, and 3 ones _____	What place is the 9 in for the number: 78, <u>9</u> 32? _____	Round 1,985 to the nearest 100 _____

Directions: Fill in the missing digits to make the equation true.

Rationale: 3.NBT.2 Fluently add and subtract multi-digit whole numbers within 1000.

1. $843 + 392 =$

2. $407 + 795 =$

3. $748 - 573 =$

4. $486 - 352 =$

Directions: Fill in the missing digits to make the problems correct.

Rationale: 3.NBT.2 Fluently add and subtract multi-digit whole numbers within 1000.

$$\begin{array}{r} 1. \quad \begin{array}{|c|c|c|} \hline 4 & & 7 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 1 & 8 & \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline 6 & 3 & 9 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 2. \quad \begin{array}{|c|c|c|} \hline 3 & 6 & \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 4 & & 4 \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline 8 & 1 & 2 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 3. \quad \begin{array}{|c|c|c|} \hline 3 & 0 & \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 2 & & 8 \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline 5 & 2 & 6 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 4. \quad \begin{array}{|c|c|c|} \hline 4 & 3 & \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 1 & & 8 \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline 6 & 0 & 5 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 1. \quad \begin{array}{|c|c|c|} \hline 4 & & 1 \\ \hline \end{array} \\ - \begin{array}{|c|c|c|} \hline 2 & 3 & \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline 2 & 1 & 3 \\ \hline \end{array} \end{array}$$

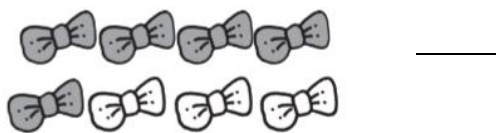
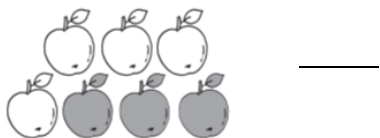
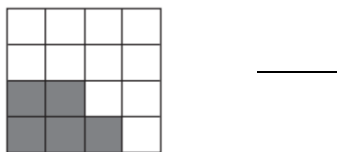
$$\begin{array}{r} 2. \quad \begin{array}{|c|c|c|} \hline 3 & 9 & \\ \hline \end{array} \\ - \begin{array}{|c|c|c|} \hline 1 & & 7 \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline 2 & 4 & 3 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 3. \quad \begin{array}{|c|c|c|} \hline 5 & 2 & \\ \hline \end{array} \\ - \begin{array}{|c|c|c|} \hline 1 & & 1 \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline 3 & 6 & 5 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 4. \quad \begin{array}{|c|c|c|} \hline 4 & 1 & \\ \hline \end{array} \\ - \begin{array}{|c|c|c|} \hline 2 & & 3 \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline 1 & 3 & 4 \\ \hline \end{array} \end{array}$$

Directions: Write the fraction that shows the shaded part.

(Rationale: 3.NF.1 Understanding fractions as parts of a whole and parts of a group)



Directions: Color the following picture according to the key.

(Rationale: 3.NF.3 Equivalent fractions and reasoning about their size)

$\frac{6}{8}$ $\frac{1}{4}$	$\frac{2}{4}$	$\frac{1}{3}$	$\frac{20}{40}$	$\frac{1}{8}$ $\frac{4}{6}$
$\frac{3}{6}$	$\frac{6}{10}$ $\frac{2}{6}$	$\frac{8}{16}$	$\frac{7}{8}$ $\frac{1}{6}$	$\frac{10}{20}$
$\frac{2}{8}$	$\frac{25}{50}$	$\frac{3}{4}$	$\frac{7}{14}$	$\frac{2}{10}$
$\frac{4}{8}$	$\frac{1}{10}$ $\frac{7}{10}$	$\frac{100}{200}$	$\frac{3}{10}$ $\frac{5}{6}$	$\frac{50}{100}$
$\frac{7}{12}$ $\frac{3}{8}$	$\frac{5}{10}$	$\frac{5}{12}$	$\frac{6}{12}$	$\frac{4}{10}$ $\frac{8}{10}$

Directions:

- Color fractions equivalent to $\frac{1}{2}$ yellow.
- Color fractions less than $\frac{1}{2}$ orange.
- Color fractions greater than $\frac{1}{2}$ green.

