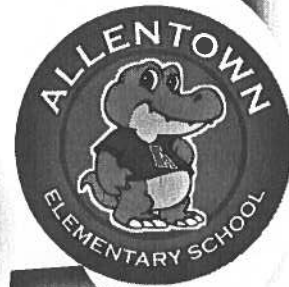


4<sup>th</sup>  
Grade



**GAP**  
*Filler*

**Summer Intervention Packet**

*Bridging the gap to Success!*

# Getting Ready for 5<sup>th</sup> Grade



Dear Parents,

This has truly been an unprecedented year, demanding abrupt changes in almost every area of our lives. Thankfully, we have been able to regain a semblance of normalcy. In an effort to help bridge the gap created by this novel experience, we at Allentown Elementary have created this summer intervention packet. This resource is designed to provide your child with the fundamental skills necessary for fifth grade readiness.

Enclosed you will find a checklist to assist you in identifying where your child is developmentally, as well as materials to aid in enriching, teaching, or strengthening areas of deficiency in reading and mathematics.

This booklet is not required however, we hope you utilize its content to help aid your child in achieving academic success. In addition, we ask that you read with your child EVERY DAY!! Studies show that children who read daily have a better rate of success than those who do not read regularly. Reading and practicing the skills in this booklet will make the transition from one grade level to the next more successful and less stressful!

Allentown Teachers

# Getting Ready for 5<sup>th</sup> Grade Checklist



## Reading Skills

By the end of fourth grade, your child should be able to:

- ☐ Identify details that are stated in the text and those that must be inferred.
- ☐ Identify main idea of a fictional text.
- ☐ Identify story elements including main characters, setting, and plot of the story.
- ☐ Identify details in informational text.
- ☐ Identify main idea in informational text.
- ☐ Use context clues to determine word meaning.
- ☐ Identify cause and effect, problem and solutions, and compare/contrast events in a text.

## Math Skills

By the end of fourth grade, your child should be able to:

- ☐ Know basic multiplication facts 0 through 10s
- ☐ Multiply up to four digits by a one-digit
- ☐ Multiply two two-digit numbers using strategies based on place value and properties of operations.
- ☐ Fluently add and subtract multi-digit whole numbers
- ☐ Solve multi-step word problems

# 4<sup>th</sup> Reading



# Fry Instant Words Checklist

Level 1: First Hundred (Red)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 100

Level 1: First Hundred (Red)				
___ the	___ at	___ an	___ would	___ than
___ of	___ be	___ each	___ make	___ first
___ and	___ this	___ which	___ like	___ water
___ a	___ have	___ she	___ him	___ been
___ to	___ from	___ do	___ into	___ called
___ in	___ or	___ how	___ time	___ who
___ is	___ one	___ their	___ has	___ oil
___ you	___ had	___ if	___ look	___ up
___ that	___ by	___ will	___ two	___ now
___ he	___ not	___ other	___ more	___ find
___ was	___ what	___ about	___ write	___ long
___ for	___ all	___ out	___ go	___ down
___ on	___ were	___ many	___ see	___ day
___ are	___ when	___ then	___ number	___ did
___ as	___ your	___ them	___ no	___ get
___ it	___ can	___ these	___ way	___ come
___ his	___ said	___ so	___ could	___ made
___ they	___ there	___ some	___ people	___ may
___ I	___ use	___ her	___ my	___ part
___ with	___ words	___ but	___ we	___ sit



# Fry Instant Words Checklist

Level 2: Second Hundred (Green)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 100

Level 2: Second Hundred (Green)				
___ over	___ name	___ boy	___ such	___ change
___ new	___ good	___ follow	___ because	___ off
___ sound	___ sentence	___ came	___ turn	___ play
___ take	___ man	___ want	___ here	___ spell
___ only	___ think	___ show	___ why	___ air
___ little	___ say	___ also	___ ask	___ away
___ work	___ great	___ around	___ went	___ animal
___ know	___ where	___ form	___ men	___ house
___ place	___ help	___ three	___ read	___ point
___ years	___ through	___ small	___ need	___ page
___ live	___ much	___ set	___ land	___ letter
___ me	___ before	___ put	___ different	___ mother
___ back	___ line	___ end	___ home	___ answer
___ give	___ right	___ does	___ us	___ found
___ most	___ too	___ another	___ move	___ study
___ very	___ means	___ well	___ try	___ still
___ after	___ old	___ large	___ kind	___ learn
___ things	___ any	___ must	___ hand	___ should
___ our	___ same	___ big	___ picture	___ America
___ just	___ tell	___ even	___ again	___ world

# Fry Instant Words Checklist

Level 3: Third Hundred (Purple)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 100

Level 3: Third Hundred (Purple)				
___ high	___ light	___ life	___ sea	___ watch
___ every	___ thought	___ always	___ began	___ far
___ near	___ head	___ those	___ grow	___ Indian
___ add	___ under	___ both	___ took	___ real
___ food	___ story	___ paper	___ river	___ almost
___ between	___ saw	___ together	___ four	___ let
___ own	___ left	___ got	___ carry	___ above
___ below	___ don't	___ group	___ state	___ girl
___ country	___ few	___ often	___ once	___ sometimes
___ plant	___ while	___ run	___ book	___ mountains
___ last	___ along	___ important	___ hear	___ cut
___ school	___ might	___ until	___ stop	___ young
___ father	___ close	___ children	___ without	___ talk
___ keep	___ something	___ side	___ second	___ soon
___ tree	___ seem	___ feet	___ late	___ list
___ never	___ next	___ car	___ miss	___ song
___ start	___ hard	___ mile	___ idea	___ being
___ city	___ open	___ night	___ enough	___ leave
___ earth	___ example	___ walk	___ eat	___ family
___ eyes	___ begin	___ white	___ face	___ It's

# Fry Instant Words Checklist

Level 4: Fourth Hundred (Yellow)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 100

Level 4: Fourth Hundred (Yellow)				
___ body	___ usually	___ hours	___ five	___ cold
___ music	___ didn't	___ black	___ step	___ cried
___ color	___ friends	___ products	___ morning	___ plan
___ stand	___ easy	___ happened	___ passed	___ notice
___ sun	___ heard	___ whole	___ vowel	___ south
___ questions	___ order	___ measure	___ true	___ sing
___ fish	___ red	___ remember	___ hundred	___ war
___ area	___ door	___ early	___ against	___ ground
___ mark	___ sure	___ waves	___ pattern	___ fall
___ dog	___ become	___ reached	___ numeral	___ king
___ horse	___ top	___ listen	___ table	___ town
___ birds	___ ship	___ wind	___ north	___ I'll
___ problem	___ across	___ rock	___ slowly	___ unit
___ complete	___ today	___ space	___ money	___ figure
___ room	___ during	___ covered	___ map	___ certain
___ knew	___ short	___ fast	___ farm	___ field
___ since	___ better	___ several	___ pulled	___ travel
___ ever	___ best	___ hold	___ draw	___ wood
___ piece	___ however	___ himself	___ voice	___ fire
___ told	___ low	___ toward	___ seen	___ upon



# Reading Strategies

Strategies you can use to better understand what you are reading.

Reading Strategy	What you should do
Summarize	Retell the most important parts of the story in your own words.
Reread	Read the parts you did not understand again and again until it makes sense.
Ask and Answer Questions	Ask yourself questions about what you have just read to make sure you understand what you're reading.
Infer/Predict	Make a guess as to what might happen next in the story.  Then, check to see if what you guessed was correct or not.
Visualize	Imagine pictures in your head as you are reading a text. Turn what you're reading into a movie in your brain!

You can use these with any text you read!! 😊

Name \_\_\_\_\_ Date \_\_\_\_\_

Context Clues Practice (Start Smart Week1)

**Type of Context Clues**

- ❖ **definition** – direct definition of unfamiliar word right in the sentence  
    signal words: *is, are, means, refers to*
- ❖ **restatement** – word or phrase that comes right after an unfamiliar word that defines or explains; set off by commas  
    signal word: *or*
- ❖ **synonym** – word or phrase that is similar in meaning or can be compared to the unfamiliar word  
    signal words: *also, as, identical, like, likewise, resembling, same, similarly, too*
- ❖ **antonym** – word or phrase that means the opposite of an unfamiliar word  
    signal words: *but, however, in contrast, instead of, on the other hand, though, unlike*
- ❖ **example** – words or ideas that are examples of the unfamiliar word  
    signal words: *for examples, for instance, including, like, such as*
- ❖ **sentence and paragraph** – clues to the word's meaning in the surrounding words and sentences

**Directions:** Identify the type of context clue used in each sentence below.

- \_\_\_\_\_ 1. The ***cougar***, like other big cats, eats mostly small animals.
- \_\_\_\_\_ 2. The parrots had to ***adapt*** to their changing environment. They moved to a deeper part of the forest, where trees were not being cut down. They also began eating different plants and insects.
- \_\_\_\_\_ 3. A ***predator*** is an animal that hunts other animals for food.
- \_\_\_\_\_ 4. Unlike most animals that hunt during the day, ***nocturnal*** animals hunt only at night.
- \_\_\_\_\_ 5. We are reading about ***mammals***, such as apes, cows, horses, and whales.
- \_\_\_\_\_ 6. The bones of the ***enormous***, or very large, dinosaur are being moved to the museum

Name \_\_\_\_\_

Date \_\_\_\_\_

## Context Clues - Use them to help you figure out the meaning of a

Directions: Read each sentence. Use the context clues to help figure out the meaning of the underlined word. Fill in the circle for the correct answer.

1. Everyone complained about the bland taste of the potatoes.  
☐ tasteless                      ☐ delicious                      ☐ wonderful
2. Stop arguing with your brother before it escalates into a fight.  
☐ stops                      ☐ worsens                      ☐ lessens
3. Do not evade the question just because you don't want to admit the truth.  
☐ avoid                      ☐ repeat                      ☐ face
4. You must stop worrying because it does no good to dwel on what might happen.  
☐ think about                      ☐ forget                      ☐ leave behind
5. Cindy raised her hand in order to ask the teacher to clarify the directions.  
☐ eliminate                      ☐ explain                      ☐ rewrite
6. Due to the gas leak, they were asked to remain calm and vacate the building.  
☐ remain                      ☐ stay                      ☐ leave
7. The fireman broke down the door and went in to retrieve the family pet.  
☐ get                      ☐ notify                      ☐ look for
8. The play will finally conclude with the entire cast singing *Fame*.  
☐ begin                      ☐ start                      ☐ end
9. The curtain was opened to reveal the new and improved version of the car.  
☐ show                      ☐ hide                      ☐ subside
10. Don invented a flexible pencil that could be wrapped around your wrist.  
☐ rigid                      ☐ bendable                      ☐ stiff

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Context Clues** - Use them to help you figure out the meaning of a word.

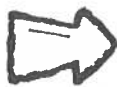
**Directions:** Read each sentence. Use the context clues to help figure out the meaning of the underlined word. Fill in the circle for the correct answer.

1. Please notify me by email when you have an opening in your schedule.  
☐ alert                      ☐ disregard                      ☐ assist
2. Don't let the multiple steps overwhelm you. Just complete one at a time.  
☐ bore                      ☐ overcome                      ☐ inviting
3. Sandy bestowed the bride and groom with a honeymoon in Europe.  
☐ withheld                      ☐ deprived                      ☐ gave
4. If is very hospitable of Aunt Sally to ask the storm victims to stay with her.  
☐ friendly                      ☐ discouraging                      ☐ rude
5. If your immune system is weak, you easily succumb to infectious diseases.  
☐ fight off                      ☐ fall victim to                      ☐ prevent
6. Her disdain for animal cruelty led her to become an animal protection officer.  
☐ hate                      ☐ love                      ☐ indifference
7. The lack of color in the room makes it very boring and plain.  
☐ extra                      ☐ excess                      ☐ absence
8. The annual family reunion is held each year on Independence Day.  
☐ yearly                      ☐ boring                      ☐ customary
9. The firefighters used a tall ladder to descent from the roof of the building.  
☐ rise                      ☐ go up                      ☐ lower
10. If asked to keep a secret, you must not disclose the information to anyone.  
☐ tell                      ☐ withhold                      ☐ conceal





## Burger Time



**Context clues** are words or sentences that can help a reader determine the meaning of a new word.

Reese was **famished**! It was nearly two o'clock, and he had not eaten since breakfast. Reese asked his mom if she would stop at a fast food restaurant on their way home from his baseball game. She rolled her eyes and shook her head. His mother absolutely **loathed** fast food, but with over 300,000 fast food restaurants in the United States, she found it hard to **avoid** them. They were everywhere!

Reese's mother **reluctantly** agreed to **indulge** her son with a fast food lunch, but on the way to the restaurant she tried to explain to Reese the importance of a healthy diet. She had always been a healthy food **fanatic** and knew a lot about foods. She explained to Reese that although fast food is **convenient** to order and very tasty, it often contains **excessive** fat and calories. Reese agreed that a diet of only hamburgers and fries would be unhealthy, and he promised to **definitely** eat a variety of **nutritious** foods as well.



While at the restaurant, Reese's mother began to talk about some of the strange and **unusual** foods eaten by people around the world. In China, for example, some restaurants serve bird's nest soup made from the nests of swallows. Reese was not aware that in Columbia moviegoers may purchase paper cones filled with fried ants as a snack. He was relieved that theaters in the United States served popcorn instead of fried ants. His mother also told him about fugu, a special kind of fish served in Japanese restaurants. If not prepared correctly, fugu can be highly **toxic**. Those who cook it must be specially trained, so the diners do not get sick or die from their meal. Much safer meals included the horse-meat sandwiches served in restaurants in the Netherlands and the grilled guinea pig enjoyed in South American countries. As his mother was explaining how Scottish cooks prepare haggis, a boiled sheep stomach stuffed with oatmeal, Reese began to feel **nauseated** and asked her to please stop talking until he had finished his lunch.

Looking at Reese's pale face, his mother took **pity** on him and promised not to talk about any more strange foods. She did remind him, though, that just because the food was different from what he was used to eating, it was not necessarily bad. In fact, the people in other countries enjoy their food as much as Reese enjoyed fast food. Reese agreed that was probably true, but now all he wanted to enjoy was an ice cream cone for dessert.

## Lesson 4

Read the book review and answer questions 1–10.

# Malina Takes to the Sky

*Malina Takes to the Sky* is a book written by Corina Charles. It's a gripping account of a young girl's first flight. Malina Hugo lives in a remote part of Alaska. It is very far away from most towns. Airplanes have to bring people and supplies to her village. Then she wins the area spelling bee. Now she must journey to Anchorage for the state contest. It means a two-day trip in an airplane. Malina was competing in the state contest and getting an airplane ride. These are things she's never done before.



Malina clutches her father's hand as they walk across the airfield toward the plane. Her heart is racing. She is scared and excited at the same time. Her father introduces her to Mr. Kagliak, the pilot. "Nice jacket!" says the pilot to Malina. She is wearing her aviator jacket. It was a gift from her school. She beamed with pride as she put it on that morning. She looks like a real pilot now. Malina sees two birds fly overhead. Soon she will be soaring, too.

Before take off, Malina feels the vibrations from the plane as the engine roars. As the plane begins to move, Malina holds her breath. The trees beside the runway become a blur as the plane accelerates and lifts.

Malina looks out her window. "It's amazing!" she says aloud.

What might they see on the way? Will Malina do well in the spelling bee? To find out, you should read *Malina Takes to the Sky* soon!

In the title of the book, what does the phrase takes to mean?

## Multiple-Choice Questions

- 1 What is a gripping account?
- (A) a story about Malina clutching her father's hand
  - (B) an interesting story
  - (C) an amazing spelling bee
  - (D) an important bank account
- 2 In the third paragraph, which sentence helps you understand the word soaring?
- (A) It was a gift from her school.
  - (B) She looks like a real pilot now.
  - (C) Malina looks up as two birds fly overhead.
  - (D) She beamed with pride as she put it on that morning.
- 3 In the third paragraph, what is an aviator jacket?
- (A) a jacket worn by airplane pilots
  - (B) a jacket worn by passengers
  - (C) a jacket worn by children
  - (D) a jacket worn by Mr. Kagliak
- 4 In the second paragraph, which phrase means *about the same as* clutches?
- (A) holds on loosely
  - (B) holds on tightly
  - (C) reaches out slowly
  - (D) looks at quickly
- 5 In the third paragraph, the word beamed means
- (A) laughed.
  - (B) frowned.
  - (C) cried.
  - (D) grinned.

## Short-Response Questions

- 6 Complete the chart with sentences from the book review.

Word	Clues to Meaning
1. journey	1. It means a two-day trip in an airplane.
2. accelerates	
3. remote	

- 7 What does it mean when someone's heart is racing?

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- 8 Why do you think airplanes are used so much where Malina lives?

---

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- 9 What causes the plane's vibrations?

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---

- 10 Why is Malina scared and excited?

---

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**READ THE PASSAGE** Think about the characters and setting of the passage.**Wendy's Walk**

Wendy was hot, tired, and bored. She trudged along behind her brother, Bill, as they hiked up the steep trail to the cabin at the fire lookout tower. Buzzards circled lazily in the sky above them, and Wendy wondered whether they would eat her bones if she died out here. The sun was too hot, the trees and bushes were ugly, and the hike was boring.

"Almost there!" Bill said cheerily. This was his first summer working as a fire spotter at the state park. He would be staying on top of a mountain all summer, watching for fires in the forest. He was excited and had not noticed how tired Wendy had become.

Finally, Wendy couldn't take another step unless she rested first. She sat in the shade of a tall pine tree and drank lemonade from her canteen. Bill continued on for a few more moments before realizing that Wendy was no longer behind him.

"Sorry," he said, returning and sitting beside his sister. "I forgot your legs are shorter than mine." Wendy stuck her tongue out at her brother but then quickly smiled when he handed her some dried strawberries and peanuts from his backpack. "If you chew them together, it's like making a peanut butter and jelly sandwich in your mouth," he said.

The strawberries and peanuts tasted delicious. Wendy closed her eyes, stretched her arms and legs, and wiggled her toes in her hiking boots. She heard a songbird twittering in a nearby bush and caught the smell of wildflowers. Suddenly the sun didn't seem so hot, and the trees weren't as ugly anymore.

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

1. Where does the passage take place?
  - (A) in a fire lookout cabin
  - (B) in Wendy and Bill's backyard
  - (C) at a state park
  - (D) in a forest during a wildfire
2. Which of these best describes what happens to Wendy by the end of the passage?
  - (A) She has a better attitude about the hike.
  - (B) She is ready to go home.
  - (C) She decides to become a fire spotter.
  - (D) She thinks her brother is mean.
3. Which of these best describes Bill?
  - (A) He does not care about his sister.
  - (B) He is happy and eager to start his job.
  - (C) He does not enjoy hiking with his family.
  - (D) He does not like Wendy's behavior.
4. When does the story take place?
  - (A) in early spring
  - (B) in late summer
  - (C) in winter
  - (D) in early summer

**STRATEGY PRACTICE** Underline the details in the passage that were easy for you to visualize.



## Brian's Bike

Brian sat on his front doorstep. He really wanted a new bike. Joe had just gotten one for his birthday, and Tyler's was only about a year old. Brian had had his for five years. The seat was up as high as it could go, and his legs were still too long for his bike. Brian wanted a bike just like Joe's and Tyler's. Their bikes were perfect for popping wheelies and cruising over bumps. If only he had \$110.00. All he could come up with was \$33.67. Where could he get the rest of the money he needed?

Brian thought and thought. His birthday was still five months away, and he was too young to mow lawns. What could he do to get the money? Maybe his dad would advance him his allowance for the next few months. He got three dollars every Friday if he did all of his chores. His dad had agreed to do this once before, when Brian needed an extra six dollars. Maybe his sister would loan him the money. She had a lot of money saved up from baby-sitting. Baby-sitting! That was it! Brian could baby-sit. Oops! Wait a minute. No one would hire Brian to baby-sit. He still was not allowed to stay home by himself yet. What could he do to get the money? Brian sat and thought.

Just then, the phone rang. Mrs. Timmons' dog had gotten out again. She asked Brian if he could find Fifi for her. Brian said he would be happy to help Mrs. Timmons. She was getting so old. She could not run after feisty Fifi anymore. Brian immediately started looking for Fifi. He spotted her behind a tree in the Kirbys' yard.

After chasing Fifi through three different yards, Brian finally caught the frisky dog. He

returned her to Mrs. Timmons. Mrs. Timmons was so thankful that she handed Brian two dollars. Brian thanked Mrs. Timmons. He told her that she did not have to pay him. Then Brian had an idea. Now he knew what he could do to earn money. He would set up a pet service! He could take care of people's pets when they were gone. He figured there were at least 12 dogs he could look after, a few cats, and even some fish. Brian would have that bike in no time!



**READ THE PASSAGE**

Think about the lesson that Cinder learns.

**Curious Cinder**

Cinder was a curious puppy. She liked to sniff flowers, bark at cats, and explore her neighborhood. One day, Cinder noticed a strange-looking animal searching for something to eat. It was snooping around the trash cans on the other side of the fence that enclosed Cinder's yard. The animal was furry and small like a cat, but it had black fur with white stripes and a large, bushy tail.

Cinder wanted to meet the animal, so she began looking for a way out of the yard. She whined and dug and hopped and barked. This got the attention of Rupert the cat, who had been napping in the sun. He stretched his legs and arched his back.

"I would leave that skunk alone if I were you," said Rupert, yawning. "You're just asking for trouble."

"What do you know?" Cinder replied. "You're just a silly cat. I'm a curious puppy, and I do what I want." Cinder finally found a hole in the fence that was big enough to squeeze through. Cinder trotted right up to the skunk and said hello.

"Yikes!" shouted the skunk, startled. He quickly raised his big, fluffy tail and sprayed Cinder with a foul-smelling oil.

"Ugh!" cried Cinder, who now smelled awful. "This stinks!"

**SKILL PRACTICE**

Read each question. Fill in the bubble next to the correct answer.

1. What lesson did Cinder learn?
  - (A) It is not always a good idea to be curious.
  - (B) It is important to introduce yourself to others.
  - (C) Being friendly has its rewards.
  - (D) Do not trust friends who give advice.
2. How would you describe Cinder before she meets the skunk?
  - (A) She is thoughtful and listens to others.
  - (B) She believes that she knows best.
  - (C) She does not pay attention to her surroundings.
  - (D) She is sweet and helpful to others.
3. What advice did Rupert give Cinder?
  - (A) It is sometimes best to leave things alone.
  - (B) It is important to find a way out.
  - (C) Never bother a sleeping cat.
  - (D) Being brave is as important as being wise.
4. Which statement would Cinder probably agree with after she met the skunk?
  - (A) Being friendly always pays off.
  - (B) Exploring never leads to trouble.
  - (C) Your friends may not always help you.
  - (D) Acting without thinking is not wise.

**STRATEGY PRACTICE**

Underline the advice that Rupert gives Cinder in the story. Then explain why you think the author put it there instead of at the end of the story.

\_\_\_\_\_

\_\_\_\_\_

**READ THE PASSAGE** As you read, pay attention to how details are used to support the main idea.

### Glass from Space

When you see a piece of glass on the ground, most of the time it is just from an old bottle or other man-made object. But in certain places on Earth's surface, you can find pieces of a special, naturally formed kind of glass. These glass pieces are called *tektites*. They were formed long ago by large meteorites crashing into the ground.

When a meteorite hits Earth's surface, it causes big explosions. Soil, rocks, and other debris are thrown high into the sky. The heat is so great that it melts minerals within the debris into a liquid form. Those liquid minerals create a kind of spray. By the time the spray falls back to Earth, it has cooled into glass.

Many tektites have interesting shapes. They can look like a bottle, a teardrop, a little dumbbell, a ball, or a button. Their different shapes are most likely the result of the liquid minerals being stretched and pulled by the force of flying through the air.

Tektites are found in only four regions on Earth—the United States, eastern Europe, western Africa, and a very wide area that covers much of southeast Asia and western and southern Australia. Scientists think that tektites are not found anywhere else because there were no large meteorite impacts in other places around the world.

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

1. Most of the details in the passage support the idea that tektites \_\_\_\_\_.
  - (A) travel far from where they were formed
  - (B) form deep within Earth
  - (C) are formed during meteorite crashes
  - (D) are found only in certain places
2. Which tektite shape is *not* mentioned in the passage?
  - (A) dumbbell
  - (B) raisin
  - (C) teardrop
  - (D) button
3. When does a tektite get its shape?
  - (A) as it flies through the air
  - (B) when it lands on Earth
  - (C) as it melts
  - (D) after it cools
4. What is the first step in the formation of tektites?
  - (A) Minerals melt.
  - (B) A meteorite crashes into Earth.
  - (C) Minerals fly through the air.
  - (D) Liquid minerals cool.

**STRATEGY PRACTICE** Draw a star next to the paragraph you would like to understand better. Then write what you need to do to understand it better.

\_\_\_\_\_

\_\_\_\_\_



## Spring Concert

Callie and Nick were going to sing a song together at the spring concert. They had practiced hard for weeks. But Nick was nervous.

Mr. Barnes was their music teacher. He was helping them get ready for the concert. The day before the concert, Nick talked with Mr. Barnes. He told him he didn't think he could sing.

"Do you think you know the song?" asked Mr. Barnes. Nick nodded his head. Mr. Barnes asked another question. "Do you like to sing?"

Nick answered, "Very much."

Mr. Barnes explained that Nick might be nervous. Nick agreed. The kind teacher told Nick that even famous singers get nervous before a show. Nick felt a little better and decided to try.

The next night Nick was still nervous. He wondered if he would start singing on time. He thought he might forget the words. He worried he might trip while walking on stage. Callie said she was nervous, too. "But I know we can do it, Nick," she said.

Mr. Barnes introduced them to the audience. Callie and Nick smiled as they walked on stage. The audience was quiet as the piano played. When it came time for Nick's part, he began to sing. Before he knew it, the song was over. The audience was smiling and clapping.

Nick was very proud of himself. The next day he saw Mr. Barnes. "It was hard to go on stage," he said. "But it was worth it!"



**What is the story mostly about?**

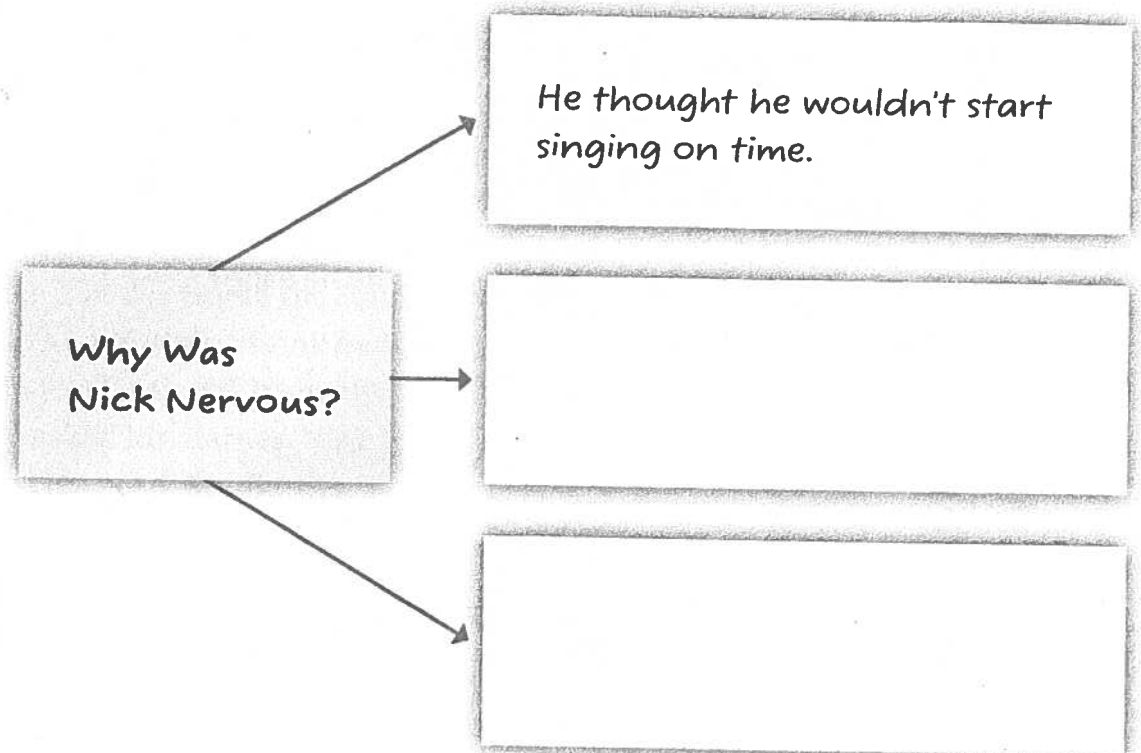
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## Multiple-Choice Questions

- 1 Another title for this article could be**
- (A) "Stage Fright."
  - (B) "Nick Forgets the Words."
  - (C) "Callie is Nervous."
  - (D) "Mr. Barnes."
- 2 According to the story, how did Nick feel before he sang?**
- (A) excited
  - (B) nervous
  - (C) sad
  - (D) angry
- 3 What time of day did the concert take place?**
- (A) morning
  - (B) afternoon
  - (C) night
  - (D) late afternoon
- 4 What did Nick think the day after he sang?**
- (A) He shouldn't have done it.
  - (B) He was still nervous.
  - (C) It didn't go well.
  - (D) It was worth it.
- 5 How did Nick feel after the concert?**
- (A) scared
  - (B) angry
  - (C) proud
  - (D) sad

## Short-Response Questions

- 6 Complete the web with two details.



- 7 How did Mr. Barnes help Nick?

---

- 8 How long did Nick and Callie practice for the concert?

---

- 9 How did Callie help Nick?

---

---

- 10 How did Nick and Callie know they did a good job?

---

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**READ THE PASSAGE** Notice what is the same and different about the two kinds of chocolate.**From Seeds to Sweets**

Dark chocolate or milk chocolate? People argue about which tastes better. But did you know that both flavors start as seeds inside large, wrinkly pods? The pods grow on cacao (kuh-COW) trees. Farmers slice open each pod. They scoop out the big cacao beans and spread them under banana leaves for a week. Then the beans are laid out on tables and rooftops to dry. The dried beans are sold to companies that make chocolate.

In chocolate factories, machines clean, mash, and roast the cacao beans. Then ingredients are added to make either dark chocolate or milk chocolate. Dark chocolate has more cocoa butter in it, which gives it a dark-brown color. Milk chocolate is a lighter shade because it has milk in it. These ingredients give the chocolates different flavors, too. Dark chocolate sometimes tastes bitter. Milk chocolate is sweeter.

People have enjoyed chocolate for a long time. About 2,000 years ago, chocolate was a drink mixed with chili peppers. The first candy bar was created in 1847. It was dark chocolate. Then, in 1876, a candy maker added milk to create the first milk chocolate. Today, over 3 million tons of cacao beans are used every year all over the world!

**KILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

1. How are the two kinds of chocolate alike?
  - (A) They have the same ingredients.
  - (B) They are the same color.
  - (C) They taste a bit bitter.
  - (D) They are made from cacao beans.
2. How are the two kinds of chocolate different?
  - (A) Milk chocolate was made before dark chocolate.
  - (B) Dark chocolate seeds are dried longer than milk chocolate seeds.
  - (C) Dark chocolate has more cocoa butter than milk chocolate does.
  - (D) Dark chocolate is sweeter than milk chocolate.
3. You can conclude that chocolate is popular all over the world because \_\_\_\_\_.
  - (A) people argue about chocolate flavors
  - (B) 3 million tons of cacao beans are used yearly
  - (C) farmers gather pods from cacao trees
  - (D) chocolate has been eaten for over 2,000 years
4. Based on the passage, which inference can be made?
  - (A) Cacao trees are hard to grow.
  - (B) Most people like dark chocolate.
  - (C) Making chocolate is a fast process.
  - (D) Chocolate will be popular in the future.

**STRATEGY PRACTICE** Write something you know about chocolate that helped you understand the passage.  
  
\_\_\_\_\_  
  
\_\_\_\_\_



## Riding the Range

Rita put her foot in the stirrup. She grabbed the horn of the saddle and pulled herself up onto the back of the horse. Then she adjusted her cowgirl hat a little lower. The sun was bright. The wide brim kept most of the rays from her eyes.

Looking around her aunt and uncle's land, Rita knew she would love to live on a ranch of her own one day. She knew she was lucky to visit them each summer. Her family lived in an apartment in New York City. She loved horses, but she knew she couldn't have one there. For the past three summers, her parents had let her visit the ranch in Wyoming. At the ranch, she could have as much riding time as she wanted.



Whenever Rita got to the ranch, the first thing she did was bring her favorite horse a treat. Star loved carrots, and Rita liked the way it felt to have Star nibble at the palm of her hand. She knew her horse was well-trained, and the ranch was a safe place to ride. She tried to imagine what life must have been like for people who lived in the Wild West. They had horses to ride and lots of wide-open spaces, but she knew they would have spent most of their time worrying about surviving and being safe. She doubted there was a lot of time just to ride or enjoy a beautiful sunrise like she was able to do.

Rita loved riding Star fast. She liked pretending she was herding cattle. Sometimes, she pretended she was a rider for the Pony Express. She imagined trying to get a letter across the country. She imagined how fast she would need to ride to get it where it needed to go. She knew she probably wouldn't have been allowed to do either of those things, though. As a girl, she would have been at home learning how to cook and sew. Maybe she would have been a teacher, but she knew she probably wouldn't have been riding the range. As Rita gently prodded her horse to go faster, she knew she was a very lucky modern girl.

## The Wild West

How could you get someone to move somewhere few people live and that might even be dangerous? The United States government knew how. Back in 1862, any citizen who would move West and live on new land for five years could own 160 acres for free. The people who moved had to agree to stay the entire time and to farm the land. Both men and women could go, and many people wanted to try. The people who moved out West became known as homesteaders.

Being a homesteader was not an easy life. The weather could be unpredictable. It was hard on people trying to raise crops or take care of large herds. However, not everyone who moved out West wanted to stay in one place and settle down. Some people moved to the area with no help from the government. Cowhands did not settle in one place. They moved around following the herds of animals as they fed off the open range. (An open range is an area that has no fences.)

Another group of people who moved to the West were those hoping to get rich quickly. People came directly to the area once gold was discovered. Those hoping to find gold flooded different areas of the West. They dreamed of being the ones who would find gold and get rich. Sadly, very few would find a way to get rich quick.

People found it easier and easier to move West as travel became easier. When the Transcontinental Railroad was finished, people could move quickly across the country. The start of small towns around the railroad stations helped create places for settlers to band together. Eventually, the days known as the Wild West ended. People were able to create homes in an area where they no longer had to be persuaded to settle.

1. Based on the text, what is one reason many people moved West?
  - A. They had relatives who lived there.
  - B. They were offered free land.
  - C. They wanted to start new businesses.
  - D. They knew they would discover gold.
2. What can one infer about the people who moved west looking for a quick way to get rich?
  - A. Most found what they were looking for.
  - B. Many found what they were looking for.
  - C. Few found what they were looking for.
  - D. None found what they were looking for.
3. Write the sentence from the text that helped you to answer #2.
4. What do the two texts have in common?
  - A. Both mention people searching for gold.
  - B. Both mention working as a rider for the Pony Express.
  - C. Both mention life in the Wild West.
  - D. Both mention people who hoped to see the Pacific Ocean.
5. Write one reason why someone might have wanted to be a homesteader.
6. Which paragraph from the text "Riding the Range" explains what Rita likes to do first when she gets to her aunt and uncle's ranch?
  - A. paragraph 1
  - B. paragraph 2
  - C. paragraph 3
  - D. paragraph 4
7. Why does Rita think she would not have been able to be a Pony Express rider?
  - A. because she is a girl
  - B. because she is not fast enough riding a horse
  - C. because she is too young
  - D. because she is too small
8. Write two words that would best describe life in the Wild West.
9. Using reasons from the text, explain why you wrote what you did for #8.
10. Why could Rita not have a horse at her house?

## The Sea Otter

The sea otter has the thickest fur of any mammal. It's actually two layers of fur. They trap a layer of air next to an otter's skin so it doesn't get wet. This keeps the animal warm and dry.

If an otter's fur gets coated with oil, the oil causes the air pockets to break. Then the otter's skin gets cold. If an otter gets too cold, it will die.

### The Facts

Most sea otters live in along the northern Pacific coast of North America. They prefer to live where a tall plant called kelp grows underwater. When they want to reset and float on their backs, they drape the kelp over their bodies. This helps them stay in place.

### Handy Mammals

Sea otters use small rocks as tools to break open the shells of animals they eat. Otters can dive up to 330 feet when searching for food. When they are underwater, they store the food they find in skin pouches under their front legs.

### An Otter Menu

Otters eat urchins, abalone, clams, crabs, and snails. Adult sea otters can eat up to 30% of their body weight in food per day!

### Dangers

Sea otters in California are endangered. This means they are in danger of dying out altogether. They are protected by law from being hunted, bought, or sold. Oil spills, diseases, loss of habitat, and getting tangled in fishing nets are other dangers that sea otters face.

1. An otter's two layers of fur help it to \_\_\_\_\_.  
A. get wet. C. stay warm and dry.  
B. lick its fur. D. swim and dive fast.
2. According to the web entry, otters use small rocks because they are \_\_\_\_\_.  
A. building something. C. putting on a show.  
B. looking for food. D. cleaning their fur.
3. Based on the web entry, what effect does kelp have on an otter?  
A. It helps the otter digest food.  
B. It helps the otter hide from enemies in the water.  
C. It helps the otter find food.  
D. It helps the otter stay in place while resting in the water.

4. Which of the following is NOT a cause of danger for an otter?  
A. overeating C. oil spills  
B. loss of habitat D. disease
5. Where do sea otters live?  
A. underwater in the kelp forest  
B. in the deep waters of the Atlantic Ocean  
C. in lakes and streams of California  
D. in coastal waters of the northern Pacific Ocean
6. Name two types of food a sea otter eats.
7. What dangerous effect might an oil spill have on a sea otter? Cite specific details from the text.
8. When otters are underwater, where do they store their food?
9. Compare the chart of causes and effects.

Causes	Effects
An otter has very thick fur.	
	They are protected by law from being hunted.
Otters drape kelp over their bodies.	

# 4<sup>th</sup> Mathematics





Name \_\_\_\_\_

Directions: Multiply in 7 minutes.

<div>0</div> <div>x 4</div>	<div>5</div> <div>x 2</div>	<div>12</div> <div>x 5</div>	<div>4</div> <div>x 0</div>	<div>9</div> <div>x 1</div>	<div>10</div> <div>x 9</div>	<div>12</div> <div>x 4</div>	<div>7</div> <div>x 2</div>	<div>11</div> <div>x 5</div>	<div>6</div> <div>x 2</div>
<div>9</div> <div>x 2</div>	<div>3</div> <div>x 6</div>	<div>1</div> <div>x 9</div>	<div>10</div> <div>x 3</div>	<div>9</div> <div>x 9</div>	<div>6</div> <div>x 8</div>	<div>2</div> <div>x 8</div>	<div>11</div> <div>x 1</div>	<div>12</div> <div>x 3</div>	<div>0</div> <div>x 2</div>
<div>8</div> <div>x 2</div>	<div>6</div> <div>x 3</div>	<div>10</div> <div>x 1</div>	<div>7</div> <div>x 3</div>	<div>11</div> <div>x 10</div>	<div>3</div> <div>x 1</div>	<div>12</div> <div>x 7</div>	<div>7</div> <div>x 0</div>	<div>12</div> <div>x 2</div>	<div>11</div> <div>x 8</div>
<div>1</div> <div>x 4</div>	<div>10</div> <div>x 8</div>	<div>12</div> <div>x 11</div>	<div>3</div> <div>x 2</div>	<div>5</div> <div>x 7</div>	<div>10</div> <div>x 2</div>	<div>4</div> <div>x 7</div>	<div>3</div> <div>x 7</div>	<div>7</div> <div>x 6</div>	<div>12</div> <div>x 5</div>
<div>11</div> <div>x 11</div>	<div>0</div> <div>x 1</div>	<div>10</div> <div>x 1</div>	<div>8</div> <div>x 1</div>	<div>1</div> <div>x 6</div>	<div>6</div> <div>x 1</div>	<div>3</div> <div>x 3</div>	<div>7</div> <div>x 1</div>	<div>10</div> <div>x 5</div>	<div>11</div> <div>x 3</div>
<div>11</div> <div>x 2</div>	<div>10</div> <div>x 5</div>	<div>12</div> <div>x 0</div>	<div>0</div> <div>x 6</div>	<div>6</div> <div>x 9</div>	<div>7</div> <div>x 8</div>	<div>11</div> <div>x 0</div>	<div>7</div> <div>x 4</div>	<div>12</div> <div>x 2</div>	<div>11</div> <div>x 7</div>
<div>4</div> <div>x 4</div>	<div>2</div> <div>x 6</div>	<div>12</div> <div>x 9</div>	<div>0</div> <div>x 9</div>	<div>2</div> <div>x 2</div>	<div>8</div> <div>x 7</div>	<div>1</div> <div>x 2</div>	<div>1</div> <div>x 8</div>	<div>6</div> <div>x 0</div>	<div>9</div> <div>x 5</div>
<div>2</div> <div>x 9</div>	<div>0</div> <div>x 0</div>	<div>12</div> <div>x 6</div>	<div>5</div> <div>x 6</div>	<div>12</div> <div>x 0</div>	<div>1</div> <div>x 7</div>	<div>11</div> <div>x 6</div>	<div>5</div> <div>x 9</div>	<div>11</div> <div>x 0</div>	<div>4</div> <div>x 8</div>
<div>3</div> <div>x 5</div>	<div>1</div> <div>x 3</div>	<div>2</div> <div>x 4</div>	<div>9</div> <div>x 6</div>	<div>11</div> <div>x 4</div>	<div>10</div> <div>x 6</div>	<div>8</div> <div>x 5</div>	<div>11</div> <div>x 2</div>	<div>10</div> <div>x 0</div>	<div>8</div> <div>x 9</div>
<div>12</div> <div>x 8</div>	<div>2</div> <div>x 9</div>	<div>3</div> <div>x 4</div>	<div>10</div> <div>x 0</div>	<div>8</div> <div>x 6</div>	<div>11</div> <div>x 9</div>	<div>5</div> <div>x 1</div>	<div>10</div> <div>x 3</div>	<div>0</div> <div>x 8</div>	<div>9</div> <div>x 3</div>



Name \_\_\_\_\_

4.NBT.B.4

**Multiplying Multi-Digit Numbers by One-Digit Numbers**

Solve each problem. Regroup when necessary.

1. 
$$\begin{array}{r} 4,113 \\ \times 6 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 7,312 \\ \times 7 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 8,900 \\ \times 8 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 5,308 \\ \times 4 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 4,930 \\ \times 4 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 6,342 \\ \times 5 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 4,213 \\ \times 6 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 9,980 \\ \times 5 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 2,794 \\ \times 7 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 9,755 \\ \times 8 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 3,214 \\ \times 7 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 2,317 \\ \times 3 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 6,746 \\ \times 3 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 6,677 \\ \times 4 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 8,227 \\ \times 2 \\ \hline \end{array}$$

16. 
$$\begin{array}{r} 5,857 \\ \times 3 \\ \hline \end{array}$$

17. 
$$\begin{array}{r} 3,351 \\ \times 5 \\ \hline \end{array}$$

18. 
$$\begin{array}{r} 2,356 \\ \times 3 \\ \hline \end{array}$$

19. 
$$\begin{array}{r} 4,845 \\ \times 2 \\ \hline \end{array}$$

20. 
$$\begin{array}{r} 7,934 \\ \times 3 \\ \hline \end{array}$$

21. 
$$\begin{array}{r} 4,065 \\ \times 6 \\ \hline \end{array}$$

22. 
$$\begin{array}{r} 2,132 \\ \times 6 \\ \hline \end{array}$$

23. 
$$\begin{array}{r} 7,021 \\ \times 4 \\ \hline \end{array}$$

24. 
$$\begin{array}{r} 9,442 \\ \times 3 \\ \hline \end{array}$$

25. 
$$\begin{array}{r} 4,365 \\ \times 6 \\ \hline \end{array}$$

26. 
$$\begin{array}{r} 3,225 \\ \times 5 \\ \hline \end{array}$$

27. 
$$\begin{array}{r} 8,222 \\ \times 4 \\ \hline \end{array}$$

28. 
$$\begin{array}{r} 7,422 \\ \times 5 \\ \hline \end{array}$$

29. 
$$\begin{array}{r} 8,265 \\ \times 3 \\ \hline \end{array}$$

30. 
$$\begin{array}{r} 7,120 \\ \times 2 \\ \hline \end{array}$$

31. 
$$\begin{array}{r} 7,322 \\ \times 6 \\ \hline \end{array}$$

32. 
$$\begin{array}{r} 6,434 \\ \times 6 \\ \hline \end{array}$$

33. 
$$\begin{array}{r} 7,387 \\ \times 5 \\ \hline \end{array}$$

34. 
$$\begin{array}{r} 8,483 \\ \times 4 \\ \hline \end{array}$$

35. 
$$\begin{array}{r} 8,612 \\ \times 6 \\ \hline \end{array}$$

36. 
$$\begin{array}{r} 6,947 \\ \times 5 \\ \hline \end{array}$$

Name \_\_\_\_\_

4.NBT.B.5

**Multiplying Two-Digit Numbers by Two-Digit Numbers**

Solve each problem. Regroup when necessary.

1. 
$$\begin{array}{r} 48 \\ \times 38 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 63 \\ \times 73 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 67 \\ \times 24 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 89 \\ \times 24 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 55 \\ \times 63 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 39 \\ \times 28 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 51 \\ \times 40 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 48 \\ \times 69 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 58 \\ \times 73 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 73 \\ \times 28 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 55 \\ \times 33 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 88 \\ \times 62 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 34 \\ \times 66 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 62 \\ \times 44 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 68 \\ \times 59 \\ \hline \end{array}$$

16. 
$$\begin{array}{r} 27 \\ \times 45 \\ \hline \end{array}$$

17. 
$$\begin{array}{r} 29 \\ \times 89 \\ \hline \end{array}$$

18. 
$$\begin{array}{r} 53 \\ \times 24 \\ \hline \end{array}$$

19. 
$$\begin{array}{r} 28 \\ \times 48 \\ \hline \end{array}$$

20. 
$$\begin{array}{r} 70 \\ \times 47 \\ \hline \end{array}$$

21. 
$$\begin{array}{r} 50 \\ \times 42 \\ \hline \end{array}$$

22. 
$$\begin{array}{r} 38 \\ \times 22 \\ \hline \end{array}$$

23. 
$$\begin{array}{r} 45 \\ \times 56 \\ \hline \end{array}$$

24. 
$$\begin{array}{r} 62 \\ \times 46 \\ \hline \end{array}$$

25. 
$$\begin{array}{r} 76 \\ \times 49 \\ \hline \end{array}$$

26. 
$$\begin{array}{r} 66 \\ \times 38 \\ \hline \end{array}$$

27. 
$$\begin{array}{r} 37 \\ \times 48 \\ \hline \end{array}$$

28. 
$$\begin{array}{r} 67 \\ \times 49 \\ \hline \end{array}$$

29. 
$$\begin{array}{r} 67 \\ \times 81 \\ \hline \end{array}$$

30. 
$$\begin{array}{r} 47 \\ \times 86 \\ \hline \end{array}$$

31. 
$$\begin{array}{r} 48 \\ \times 29 \\ \hline \end{array}$$

32. 
$$\begin{array}{r} 45 \\ \times 28 \\ \hline \end{array}$$

33. 
$$\begin{array}{r} 32 \\ \times 62 \\ \hline \end{array}$$

34. 
$$\begin{array}{r} 58 \\ \times 26 \\ \hline \end{array}$$

35. 
$$\begin{array}{r} 74 \\ \times 49 \\ \hline \end{array}$$

36. 
$$\begin{array}{r} 69 \\ \times 27 \\ \hline \end{array}$$

Name \_\_\_\_\_

4.NBT.B.4

## Adding and Subtracting Large Numbers

Sometimes it is necessary to regroup when adding or subtracting large numbers.

$$\begin{array}{r} 1 \\ 53 \\ + 19 \\ \hline 72 \end{array}$$

Regroup the number 12 into  
1 ten and 2 ones.

Carry the 1 ten to the tens column.  
Finish by adding the tens.

$$\begin{array}{r} 413 \\ \cancel{53} \\ - 16 \\ \hline 37 \end{array}$$

6 is too big to subtract from 3.  
Borrow a ten and regroup it into  
10 ones.  
Subtract the ones column.  
Subtract the tens column.

Solve each problem. Regroup when necessary.

1. 
$$\begin{array}{r} 6,376 \\ + 2,019 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 2,393 \\ + 4,392 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 8,293 \\ + 4,239 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 3,768 \\ + 5,949 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 1,665 \\ + 3,773 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 2,343 \\ + 7,328 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 7,320 \\ + 5,394 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 9,347 \\ + 7,323 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 8,659 \\ + 9,347 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 3,424 \\ + 9,483 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 6,784 \\ + 1,296 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 4,392 \\ + 4,959 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 9,534 \\ - 2,389 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 5,464 \\ - 2,756 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 3,526 \\ - 1,653 \\ \hline \end{array}$$

16. 
$$\begin{array}{r} 3,354 \\ - 2,328 \\ \hline \end{array}$$

17. 
$$\begin{array}{r} 5,247 \\ - 3,836 \\ \hline \end{array}$$

18. 
$$\begin{array}{r} 8,456 \\ - 3,462 \\ \hline \end{array}$$

19. 
$$\begin{array}{r} 4,755 \\ - 3,875 \\ \hline \end{array}$$

20. 
$$\begin{array}{r} 7,243 \\ - 2,376 \\ \hline \end{array}$$

21. 
$$\begin{array}{r} 6,845 \\ - 4,764 \\ \hline \end{array}$$

22. 
$$\begin{array}{r} 5,935 \\ - 3,837 \\ \hline \end{array}$$

23. 
$$\begin{array}{r} 4,376 \\ - 2,438 \\ \hline \end{array}$$

24. 
$$\begin{array}{r} 9,122 \\ - 4,547 \\ \hline \end{array}$$

## Adding and Subtracting Large Numbers

When subtracting, you may need to borrow from a zero.  
To do this, borrow to make the zero a ten. Then, borrow from the ten.

$$\begin{array}{r} 9 \\ 4\cancel{0}12 \\ - 346 \\ \hline 156 \end{array}$$

Borrow from the 5 hundred to make 10 tens.

Then, borrow a ten to make 12 ones.

Solve each problem. Regroup when necessary.

$$\begin{array}{llll} 1. \quad \begin{array}{r} 84,936 \\ + 25,432 \\ \hline \end{array} & 2. \quad \begin{array}{r} 79,675 \\ + 14,283 \\ \hline \end{array} & 3. \quad \begin{array}{r} 35,349 \\ + 36,393 \\ \hline \end{array} & 4. \quad \begin{array}{r} 26,434 \\ + 16,398 \\ \hline \end{array} & 5. \quad \begin{array}{r} 49,231 \\ + 15,332 \\ \hline \end{array} & 6. \quad \begin{array}{r} 37,221 \\ + 22,418 \\ \hline \end{array} \end{array}$$

$$\begin{array}{llll} 7. \quad \begin{array}{r} 76,376 \\ + 52,019 \\ \hline \end{array} & 8. \quad \begin{array}{r} 82,393 \\ + 74,392 \\ \hline \end{array} & 9. \quad \begin{array}{r} 58,293 \\ + 34,239 \\ \hline \end{array} & 10. \quad \begin{array}{r} 43,768 \\ + 15,949 \\ \hline \end{array} & 11. \quad \begin{array}{r} 91,665 \\ + 13,773 \\ \hline \end{array} & 12. \quad \begin{array}{r} 22,343 \\ + 27,328 \\ \hline \end{array} \end{array}$$

$$\begin{array}{llll} 13. \quad \begin{array}{r} 57,320 \\ + 65,394 \\ \hline \end{array} & 14. \quad \begin{array}{r} 49,347 \\ + 77,323 \\ \hline \end{array} & 15. \quad \begin{array}{r} 28,659 \\ + 19,347 \\ \hline \end{array} & 16. \quad \begin{array}{r} 43,768 \\ + 15,949 \\ \hline \end{array} & 17. \quad \begin{array}{r} 56,784 \\ + 61,296 \\ \hline \end{array} & 18. \quad \begin{array}{r} 74,392 \\ + 44,959 \\ \hline \end{array} \end{array}$$

$$\begin{array}{llll} 19. \quad \begin{array}{r} 89,534 \\ - 12,389 \\ \hline \end{array} & 20. \quad \begin{array}{r} 75,464 \\ - 22,756 \\ \hline \end{array} & 21. \quad \begin{array}{r} 63,526 \\ - 51,653 \\ \hline \end{array} & 22. \quad \begin{array}{r} 93,354 \\ - 42,328 \\ \hline \end{array} & 23. \quad \begin{array}{r} 45,247 \\ - 33,836 \\ \hline \end{array} & 24. \quad \begin{array}{r} 28,456 \\ - 13,462 \\ \hline \end{array} \end{array}$$

$$\begin{array}{llll} 25. \quad \begin{array}{r} 54,755 \\ - 23,875 \\ \hline \end{array} & 26. \quad \begin{array}{r} 77,243 \\ - 52,376 \\ \hline \end{array} & 27. \quad \begin{array}{r} 16,845 \\ - 14,764 \\ \hline \end{array} & 28. \quad \begin{array}{r} 65,935 \\ - 23,837 \\ \hline \end{array} & 29. \quad \begin{array}{r} 84,376 \\ - 12,438 \\ \hline \end{array} & 30. \quad \begin{array}{r} 89,122 \\ - 64,547 \\ \hline \end{array} \end{array}$$

$$\begin{array}{llll} 31. \quad \begin{array}{r} 32,643 \\ - 11,439 \\ \hline \end{array} & 32. \quad \begin{array}{r} 53,765 \\ - 23,498 \\ \hline \end{array} & 33. \quad \begin{array}{r} 67,236 \\ - 12,276 \\ \hline \end{array} & 34. \quad \begin{array}{r} 87,340 \\ - 55,364 \\ \hline \end{array} & 35. \quad \begin{array}{r} 96,849 \\ - 74,114 \\ \hline \end{array} & 36. \quad \begin{array}{r} 67,414 \\ - 42,838 \\ \hline \end{array} \end{array}$$

## Solving Word Problems

Write one or more equations for each problem. Solve.

1. The raffle ticket fund-raiser sold 2,453 tickets last year and 3,832 tickets last year. How many more tickets did they sell this year than last year?
2. Each student received 3 ticket books to sell raffle tickets. Each book had 50 tickets. If Ella turned in 98 unsold tickets, how many tickets did she sell?
3. The bake sale fund-raiser sold five dozen chocolate chip cookies, nine dozen sugar cookies, and six dozen oatmeal cookies. How many cookies did the fund-raiser sell?
4. The bake sale made \$832 on Friday and \$1,276 on Saturday. How much money did the bake sale make in all?
5. The school decided to divide the profits from their fund-raising between 9 classrooms in the school. They will put any leftover money toward a new welcome mat for the school. If the school raised a total of \$4,749, how much money will go to each classroom? How much money will go to buy the new welcome mat?
6. Kayla won the raffle for an afternoon at Ace Arcade. She gets 200 free tokens. If each game takes 3 tokens, how many games can she play? If she finds another token on the ground, can she play one more game? Explain.

Name \_\_\_\_\_

4.OA.A.2, 4.OA.A.3

## Solving Word Problems

Solve each problem.

1. The fourth grade is going on a field trip to Colonial Town. Three fourth-grade classes are going, each with 19 students. One chaperone is needed for every 9 students. How many chaperones will need to go on the field trip?
2. Colonial Town has an average of 7,895 total visitors on a weekend day and an average of 3,638 total visitors on a weekday. During the week, the average number of student visitors on field trips is 2,493. Not counting students on a field trip, how many more visitors on average are there on a weekend day than on a weekday?
3. Students on a field trip to Colonial Town get to make their own candles. If the average number of students in a class is 23, and 38 classes of students have field trips each week, what is the average number of candles made by students each week?
4. The teachers buy cookies from the bakery for the students. They want each of their 73 students to get 4 cookies. If the cookies come in packages of 9, how many packages do they need to buy?
5. At the blacksmith's shop, the students learn that the blacksmith forge gets as hot as  $1400^{\circ}\text{F}$ . How many times hotter is the forge than the typical air temperature of  $70^{\circ}\text{F}$ ?
6. The blacksmith tells the students that he and his apprentice have been working on making nails for building projects and repairs in the town. They made 964 nails the first week of the month, 1,072 nails the second week, 936 nails the third week, and 1,113 nails the fourth week of the month. They will bundle the nails in boxes of 100. How many boxes will they need?
7. Write a division word problem in which you would have to interpret the remainder.



## Grade 4 Module 1 Application Problems

Lesson	Problem
1	Ben has a rectangular area 9 meters long and 6 meters wide. He wants a fence that will go around it as well as grass sod to cover it. How many meters of fence will he need? How many square meters of grass sod will he need to cover the entire area?
2	<p>Amy is baking muffins. Each baking tray can hold 6 muffins.</p> <p>a. If Amy bakes 4 trays of muffins, how many muffins will she have all together?</p> <p>b. The corner bakery has made 10 times as many muffins as Amy baked. How many muffins did the bakery produce?</p> <p>Bonus: If the corner bakery packages the muffins in boxes of 100, how many boxes of 100 could they make?</p>
3	The school library has 10,600 books. The town library has 10 times as many books. How many books does the town library have?
4	There are about forty-one thousand Asian elephants and about four hundred seventy thousand African elephants left in the world. About how many Asian and African elephants are left in total?
5	<p>Draw and label the units on the place value chart. Use each of the following digits (9, 8, 7, 3, 1, 0) once to create a number that is between 7 hundred thousand and 9 hundred thousand. Write the number you created in word form.</p> <p>Bonus: Create 2 more numbers following the same directions as above.</p>
6	Use the digits 5, 6, 8, 2, 4, and 1 to create two six-digit numbers. Be sure to use each of the digits within both numbers. Express the numbers in word form and use a comparison sign to show their relationship.
7	On Tuesday, according to her pedometer, Sarah took 42,619 steps. On Wednesday, Sarah took ten thousand more steps than she did on Tuesday. On Thursday, Sarah took one thousand fewer steps than she did on Wednesday. How many steps did Sarah take on Thursday?
8	Jose's parents bought a used car, a new motorcycle, and a used snowmobile. The car cost \$8,999. The motorcycle cost \$9,690. The snowmobile cost \$4,419. About how much money did they spend on the three items?

## Grade 4 Module 1 Application Problems

9	34,123 people attended a basketball game. 28,310 people attended a football game. About how many more people attended the basketball game than the football game? Round to the nearest ten thousands to find the answer. Does your answer make sense? What might be a better way to compare attendance?
10	The post office sold 204,789 stamps last week and 93,061 stamps this week. About how many more stamps did the post office sell last week than this week? Explain how you got your answer.
11	Meredith kept track of the calories she consumed for 3 weeks. The first week, she consumed 12,490 calories, the second week 14,295 calories, and the third week 11,116 calories. About how many calories did Meredith consume altogether? Which of these estimates will produce a more accurate answer: rounding to the nearest thousand or rounding to the nearest ten thousand? Explain.
12	The basketball team raised a total of \$154,694 in September and \$29,987 more in October than in September. How much money did they raise in October? Draw a tape diagram and write your answer in a complete sentence.
13	Jennifer texted 5,849 times in January. In February, she texted 1,263 more times than she did in January. What was the total number of texts that Jennifer sent in the two months combined? Explain how you would check the reasonableness of your answer.
14	In one year, the animal shelter bought 25,460 pounds of dog food. That amount was 10 times the amount of cat food purchased in the month of July. How much cat food was purchased in July? Bonus: If the cats ate 1,462 pounds of the cat food, how much cat food was left?
15	When the amusement park opened, the number on the counter at the gate read 928,614. At the end of the day, the counter read 931,682. How many people went through the gate that day?
16	For the weekend basketball playoffs, a total of 61,941 tickets were sold. 29,855 tickets were sold for Saturday's games. The rest of the tickets were sold for Sunday's games. How many tickets were sold for Sunday's games?
17	A bakery used 12,674 kg of flour. Of that, 1,802 kg was whole wheat and 888 kg was rice flour. The rest was all-purpose flour. How much all-purpose flour did they use? Solve and check the reasonableness of your answer.