



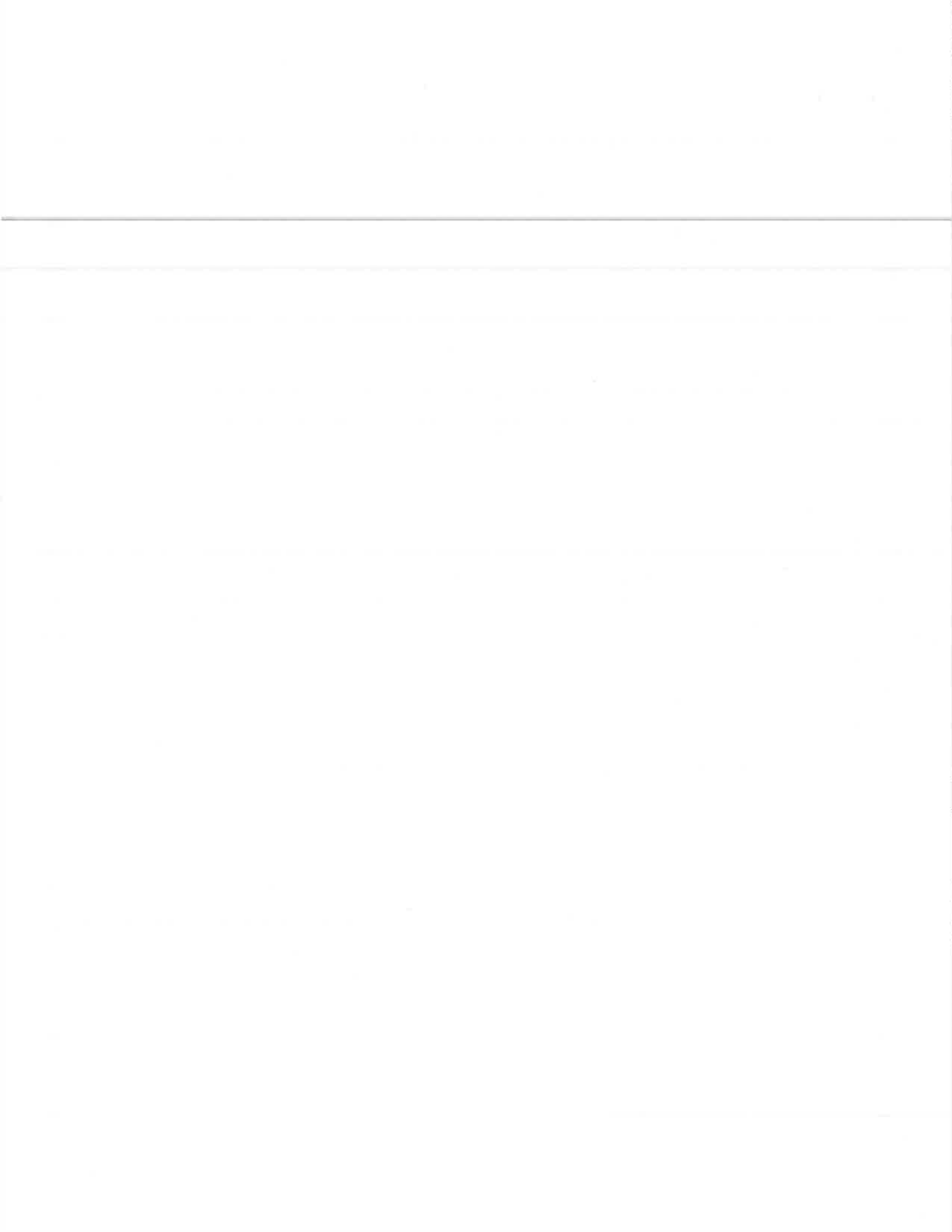
e-Learning Plan

2/9/24

In 4th grade we have created our “e-learning” plan. In this plan we have complied at least 2 days of educational materials ranging from ELA to Math drill and problem solving. All of the concepts in our “e-learning plan” would require no more than 5 hours of work per day. We ask our students to return their completed work upon returning from an ‘e-Learning’ day issuance. Students will not be counted as in attendance during these e-learning days without returning completed bundle.

We will be available via email during these e-Learning days. Our hours of availability are 9:00 am-2:00pm for any questions, concerns, or simply to inquire for directions to complete our e-Learning tasks. Students are also encouraged to read any library books they may have.

Sincerely,
Mr. Stevens
Ms. Guyon
Mr. Callies



Johnny Appleseed

Analyzing Fact & Fiction



Directions: Read the following passages about Johnny Appleseed and answer the questions.

John Chapman (1774-1845) – American pioneer, nurseryman, folklore legend.

Folklore

Johnny Appleseed was a hermit and a wanderer, who was welcomed wherever he went in the Ohio territory. Everyone loved him, in spite of his unkempt appearance. He always carried a sack full of apple seeds to plant, and walked barefoot all-year round. He knew the frontier woods better than anyone. Even the Indians respected Johnny Appleseed for his willpower.

People gave him the nickname “Johnny Appleseed” because he introduced and planted apple trees throughout the American Midwest.

Johnny took his training as a nurseryman under Mr. Crawford, who inspired him to plant apple trees. “How wonderful it would be if there are apple trees everywhere for everyone,” Johnny thought. He decided to fulfill his wish.

Johnny left his home with a cooking pot on his head and an old coffee sack filled with apple seeds. The kind-hearted Johnny wanted everyone to eat apples. Whenever he found a suitable place, he planted apple seeds. “There will be enough apples for everybody; no one will die of hunger.”

Historical Perspective

Johnny Appleseed was said to be a barefoot wanderer with a tin pot hat and a sack of apples, leaving apple trees everywhere he went. Appleseed's story was based on a real man. His name was John Chapman, and his real life was far richer and more interesting than his legend.

Frontier law allowed people to lay claim to land by planting 50 apple trees. In his travels through Pennsylvania, Ohio, and Illinois, Johnny planted swaths of seeds to begin an orchard and sold them to settlers once the land had grown bountiful. When he died, Johnny owned more than 1,200 acres of land.

Johnny’s apples were small and tart “spitters” (what you would likely do if you bit one). However, this made them ideal for making apple cider. Johnny’s shabby clothing and preference for bare feet was likely due to his religious belief of simple living.

It was not until after his death in 1845 that the legend of Johnny Appleseed really took off. Considering his distinctive look, uncommon views, and contribution to frontier settlement, it is little wonder his legend proved so powerful.

Sources: Wikipedia, Mental Floss

Questions:

1. What are two reasons Johnny planted apple trees? (2 sentences)
2. What is the difference between the two articles? (≥3 sentences)
3. Based on the two readings, who was Johnny Appleseed? (≥3 sentences)
4. Cite two examples showing how the legend is closely related to the actual Johnny. (2 sentences)
5. What is the theme or main idea of the Johnny Appleseed legend? (1 sentence, use “because”)

Name: _____

Date: _____

Plural Nouns Worksheet

To form the plural form of most nouns, add *-s*

apple → *apples*

blanket → *blankets*

phone → *phones*

Add *-es* when a singular noun ends in **s, ch, sh, or x**

class → *classes*

switch → *switches*

watch → *watches*

Write the plural form of each noun.

1. street _____

2. bridge _____

3. patch _____

4. rocket _____

5. class _____

6. wallet _____

7. fox _____

8. pajama _____

9. sock _____

10. nurse _____

11. address _____

12. inch _____

14. couch _____

15. bread _____

16. doctor _____

17. tax _____

18. glass _____

19. cat _____

20. lamp _____

21. house _____

22. flash _____

23. table _____

24. church _____

25. pan _____

Write the Plural Form of the Noun Part 2

Write the plural form of the noun.

1. community _____

2. century _____

3. variety _____

4. butterfly _____

5. party _____

6. story _____

7. box _____

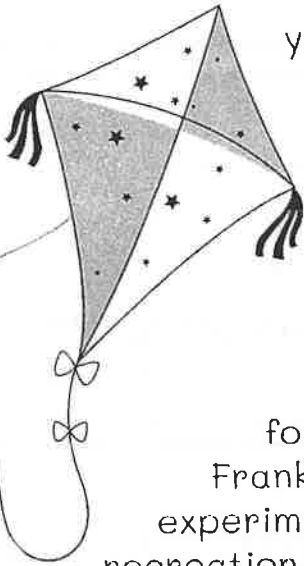
8. class _____

Main Idea and Details

Read the passage below and answer the questions.

Pg. 1/2

©workybooks.com



Kites have been used by people for over 2,000 years for fun and for practical purposes. The earliest kites were flown in China, where people used them for testing weather conditions, signaling during wars, and even measuring distances. Traditional Asian kites often have a leaf or butterfly shape with a bamboo frame. Decoration on the kites can be quite elaborate, with paintings, carvings, feathers, and tassels. Kites were brought to Europe and America much later, where they were flown more for enjoyment and sport. American kite maker Benjamin Franklin used a kite to conduct his famous electricity experiment in 1752. Kite flying remains popular today as both recreation and science. Modern kite designs include stunt kites, artistic show kites, and kites used to power watercraft.

1. What is the main idea of this passage?

- A) Kites are fun toys that people fly.
- B) Kites have been used for thousands of years.
- C) Kites have been important historically and are still used today.
- D) Many types of kites exist around the world.

2. What are two details about how early kites were used in China?

- A) Testing weather and signaling during wars
- B) Measuring distances and testing weather
- C) Signaling during wars and measuring distances
- D) Testing weather conditions and decorating

Name: _____

Date: _____

MAKING INFERENCES



THE VOLCANO

The explorers were hiking to the highest ridge of the volcano to collect data for science. Beads of sweat were dripping down their bodies as they walked higher and higher. Finally, they reached the top and started collecting the samples for their research. Without warning, the ground beneath them started to tremble powerfully. "It's erupting!" they screamed, "RUN!"

They sped down the volcano as a dark grey cloud spewed from above. Ash and rock started to rain down on them as they raced towards safety. A thunderous BOOM sounded, and they could feel the heat of the lava behind them. They sprinted down until they reached the helicopter. Up, up, up into the air they went. They just made it out in time!

1. How do you think the explorers felt when they noticed the volcano erupting?

How did you make this inference?

2. Why do you think beads of sweat were dripping down their bodies?

How did you make this inference?

3. How do you think the explorers initially arrived at the volcano?

How did you make this inference?

Playground Stories

Name: _____

Date: _____

Tons of interesting things happen on playgrounds, you've probably experienced some! Write a story about a character at a playground. If you want, you can write a story about one of the characters in the picture.

Directions:

- 1) Come up with a main character. You can write a story about one of the characters in the picture, or come up with your own.
- 2) Write a plan of how your story will go in the lines below. Make sure your story has a beginning, a problem, a solution, and an end. It can be something that really happened to you, or a story you imagine.

My story plan

Setting: A playground

Character: _____

Beginning: _____

Problem: _____

Solution: _____

End: _____

Name: _____

Date: _____

Fourth Grade Reading Comprehension 2: Emily's Lost Puppy

Once upon a time, there was a little girl named Emily who loved animals. One day, she found a small, fluffy puppy wandering around her neighborhood. Emily knew that the puppy was lost, so she decided to take it home and help it find its owner.

Emily tried to find the puppy's owner by putting up posters around the neighborhood and asking her neighbors if they knew anything about a lost puppy. But no one seemed to know anything.

Emily decided to keep the puppy until she could find its owner. She gave the puppy a bath, fed it some food, and played with it. The puppy seemed very happy with Emily.

Days went by, and Emily still couldn't find the puppy's owner. She decided to keep the puppy as her own pet. She named it Fluffy and loved it very much.

One day, Emily and Fluffy were taking a walk when they ran into a woman who looked very sad. The woman asked if Emily had seen a lost puppy around the neighborhood. Emily realized that this was Fluffy's owner! She was happy that she had found the owner and sad that she had to give up Fluffy.

Emily gave Fluffy back to its owner, who thanked her for taking care of the puppy. Emily was sad to see Fluffy go, but she knew that she had done the right thing.

Questions:

1. What did Emily find in her neighborhood?
2. What did Emily do to find the puppy's owner?
3. What did Emily decide to do with the puppy?
4. How did Emily feel when she had to give Fluffy back to its owner?
5. Was Emily happy or sad at the end of the story?

Summary question: What lesson did Emily learn from her experience with Fluffy?

Name: _____

Visual Clues

Look at the picture carefully. Answer the questions below by circling the best answer.

1. What season is it?

- A. winter
- B. summer

2. When is it?

- A. noon
- B. midnight
- C. morning or evening

3. Why do the trees look that way?

- A. The trees are dying.
- B. A storm covered them with ice and snow.
- C. They are blooming.

4. How would your footsteps sound if you were to walk on the ground?

- A. squish
- B. slurp
- C. crunch

5. What might live nearby?

- A. a wild moose
- B. a wild giraffe
- C. a wild alligator



Pick one of the answers you gave to a question and explain your answer.

What Happens Next?

For each scene below, write what you think will most likely happen next.

1. Alice was carrying a large clothes basket from the bedroom down the stairs to the laundry room. She struggled under the weight of the basket. She wished her younger brothers would help her. Instead, they were playing. She had heard them throwing a baseball in the house earlier. She had told them to go outside. They had gone to the backyard, but they had left the baseball on the stairs.

2. Winston stood at the store counter. It was hard to make a decision. On the one hand, he had just enough money to buy the new game he wanted so badly. However, he had come to the store to buy his mother's birthday present. If he bought her present, he would have to wait another week to have enough money for the game. As he looked at the game, he remembered that his mother made his favorite soup when he was sick. He also thought about how proud she was when he won the relay race. His mind was made up.

3. It had been a beautiful sunny day. Now George saw the clouds begin to roll in. The gentle breeze of the day started blowing steadily. In the distance the blue sky was now a dark, angry purple. Far away, but coming closer, George saw something that scared him. He ran to the house to tell his mother that they needed to get into the storm cellar right away.

What Do You See?

Name: _____

Look at the picture carefully, then answer the questions below.

1. What do you think is happening in the picture?

What details in the picture make you think this?



2. How do you think the girl on the ground is feeling?

Explain your answer and include details from the picture.

3. What time of year do you think it is? Explain your answer.

Name: _____

Identifying Theme

Directions: Determine what the theme is for each story and explain your answer. Remember, a theme is a lesson or message in the story. **Write in complete sentences.**

1. When Katie Clean invited Messy Missy to her house to work on their biology project, she had no idea what a visit from Messy Missy entailed. First of all, it was raining and Messy Missy neither bothered to take her boots off nor thoroughly wiped them on the doormat. Then Messy Missy ate a bag of hot chips on Katie Clean's white bedspread without asking. Messy Missy is a sloppy eater too, so hot chip powder got all over the bedspread. Katie Clean tried to be polite and ignore Messy Missy's sloppy behavior. But then Messy Missy threw her chip wrapper on the floor. Offended, Katie Clean pretended that she was sick and asked Messy Missy to leave. The next day Katie Clean asked the teacher if she could work by herself. After Katie explained the situation, the teacher allowed Katie to work alone. Messy Missy almost finished the assignment alone, but she spilled grape soda all over it and quit.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

2. Money Mark was born rich. He never had to work a day in his life and he got everything handed to him on a silver platter. When he was six, Money Mark wanted to go to a basketball game. His father paid the starting five of the Bulls and Celtics to play a private game of Nerf-ball in Money Mark's bedroom. When Money Mark turned thirteen, he wanted to start a band. His father hired the Mountain Boys to play with him every Saturday at the family's private concert hall, though his family was never there. By the time he was twenty-one, Money Mark was bored with life. He was surrounded by a bunch of possessions that he didn't appreciate. Nothing was new or exciting to him. Despite his vast wealth, Money Mark never found happiness. Penny Petal was born poor. Her family hardly had anything to eat, but they loved each other. Penny Petal appreciated every thing she got. When she was six, her father walked her around the United Center before the Bulls played the Celtics. She was excited by the crazy fans and feeling in the air. She looked forward to the day that she could see a real game. When she was thirteen, she learned to play the buckets. She was an extremely talented musician, a natural percussionist. Everyone on the block loved the rhythms that poured from her palms. By the time she was twenty-one, Penny was a successful businesswoman. Soon she had everything that she had ever dreamed of having. She loved to share her wealth and happiness with her family, who had supported her through the hard times.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____



Story elements

Reading Comprehension Worksheet

Practice

A parent or tutor should read to the student and help the student to record their answers.

Stories have a beginning, a middle, and an ending.

The beginning of a story tells you *who* the story is mostly about, and *where* the story mostly takes place.

The **characters** are *who* the story is mostly about.

The **setting** is *where* the story mostly takes place.

The middle of a story tells you the *things that happen* in the story.

The **events** are the *things that happen* in the story.

The **plot** is *all of the events* in the story. The plot usually includes some kind of *problem*.

The ending of a story tells *how the problem is solved*.

The **problem solution** is *how the problem is solved*.

Think about these story elements as you listen to this story.

The Littlest Dragon

The littlest dragon on the mountain was called Sparkle, because his hide was pure white, and sparkly. Some of the dragons were blue, some were green, and some were red. But Sparkle was the only all-white dragon in their group.

One sunny day, Sparkle climbed up to the top of the mountain. He sat down on a big rock and looked out at the ocean. The mountain was on an island with long sandy beaches. Sparkle shook his head. He was worried. It was almost time for their group of dragons to fly south for the winter, and Sparkle had not yet learned to fly. His mom had tried to teach him. His dad had tried to teach him. His big sister had tried to teach him. But every time Sparkle jumped up and flapped his wings, he just tumbled down the hill.

3. **Problem:** What problem does one story character have?

Sparkle cannot fly, and it is time to fly south for the winter.	Sparkle is afraid to climb to the top of the mountain.	Sparkle does not have any friends.
-----------------------------------------------------------------	--------------------------------------------------------	------------------------------------

4. **Event 1:** Which event happens first in this story?

Sparkle shows Sage how he jumps when he tries to fly.	Sparkle climbs to the top of the mountain.	Sage comes and sits beside Sparkle.
-------------------------------------------------------	--------------------------------------------	-------------------------------------

5. **Event 2:** Which event happens second in this story?

Sparkle shows Sage how he jumps when he tries to fly.	Sparkle climbs to the top of the mountain.	Sage comes and sits beside Sparkle.
-------------------------------------------------------	--------------------------------------------	-------------------------------------

6. **Event 3:** Which event happens third in this story?

Sparkle shows Sage how he jumps when he tries to fly.	Sparkle climbs to the top of the mountain.	Sage comes and sits beside Sparkle.
-------------------------------------------------------	--------------------------------------------	-------------------------------------

7. **Problem Solution:** How is one of the character's problem solved?

Sage shows Sparkle how to fly.	Sage tells Sparkle to pull himself up with his wings.	Sage tells Sparkle not to worry about learning how to fly.
--------------------------------	-------------------------------------------------------	------------------------------------------------------------

8. How does thinking about **story elements** help you to understand the story better?

Name: _____ Class: _____

An Honest Mistake

By Karen Meissner

2015

In this story, a young girl named Karie is taking an important spelling test. As you read, take notes on Karie's thoughts and actions.

- [1] Karie double-checked the words on her spelling test. If she got 100 percent today, she'd win her class's First-Quarter Spelling Challenge and a brand-new dictionary that came with videos and other cool stuff. Plus, Ms. McCormack had promised to do a handstand if anyone got a perfect score.



"Untitled" by Blaire Harmon is licensed under CC0.

Three more words to go. *N-i-c-e-l-y. Q-u-i-c-k-l-y. H-o-n-e-s-t-y.* Wait! She'd spelled *honesty*, not *honestly*! She erased the *t-y* and wrote *l-y* before handing in her paper.

"I'll correct these while you're at recess," Ms. McCormack said.

After recess, Karie hurried into the classroom. She fidgeted¹ in her seat. She tapped her pencil. She looked over at her best friend, Norah. Norah crossed her fingers. Karie crossed hers, too.

- [5] Ms. McCormack walked to the front of the room and cleared her throat. Then, as if she were an Olympic gymnast, Ms. McCormack's feet flipped into the air. "Congratulations, Karie! You did it!" she announced while upside down.

The whole class erupted!²

1. to move one's body nervously
2. to burst suddenly; explode

too much change. "Let's turn around," Mom had said.

The whole time they were driving back to the pizzeria, Kevin kept saying, "But it's not our fault the cashier didn't notice. She should have been more careful."

Had Kevin been right?

Karie went into the kitchen.

[25] Dad tousled her hair. "Where's your spelling test, kiddo? Mom thought you'd put it on the refrigerator."

Karie gulped. "It's in my room."

"OK, but if we're having this pizza to celebrate, I want to see some proof." Dad laughed.

Karie went to her room and pulled out the test paper. If Kevin had been right about the cashier, then it wasn't Karie's fault that Ms. McCormack had given her the prize. Shouldn't Ms. McCormack have been more careful when grading her test? Karie picked up her pencil. If she put the missing *t* back in, no one would ever know.

Ms. McCormack was unlocking the classroom door when Karie got to school the next morning. "You're an early bird," Ms. McCormack said.

[30] Karie's hands trembled. She gave her teacher the spelling paper and the dictionary. "I can't keep this. I misspelled *honestly* and you didn't catch it."

"I see." Ms. McCormack pushed open the door. "Come in and sit down, Karie."

For a moment, Ms. McCormack stood quietly reading the label on the dictionary. Then she picked up her pen. She crossed out the word *perfect* and wrote *honest* before handing the dictionary back to Karie.

Karie's jaw dropped. "I get to keep this? Honestly?"

"For *honestly*, no." Ms. McCormack smiled. "But for honesty, yes."

All Highlights material is copyrighted by Highlights for Children, Inc., and/or various authors and illustrators. Any commercial use or distribution of material without

5. What do Karie's thoughts and actions show about what kind of person she is?

Name : _____

Score : _____

Teacher : _____

Date : _____

$$3 \overline{)213}$$

$$4 \overline{)381}$$

$$9 \overline{)180}$$

$$2 \overline{)102}$$

$$6 \overline{)282}$$

$$8 \overline{)323}$$

$$6 \overline{)146}$$

$$6 \overline{)128}$$

$$6 \overline{)70}$$

$$9 \overline{)873}$$

$$2 \overline{)70}$$

$$8 \overline{)742}$$



Name _____

Date _____

DIVISION – 3 DIGITS BY 1 DIGIT SHEET 3

Divide these 3 digit numbers by a single digit.

1) $6 \overline{) 135}$

2) $8 \overline{) 273}$

3) $4 \overline{) 529}$

4) $9 \overline{) 456}$

5) $7 \overline{) 307}$

6) $3 \overline{) 985}$

7) $8 \overline{) 512}$

8) $9 \overline{) 371}$

9) $5 \overline{) 789}$

10) $7 \overline{) 478}$

11) $3 \overline{) 674}$

12) $9 \overline{) 702}$





Subtracting 3-digit numbers, with regrouping

Grade 4 Subtraction Worksheet

Find the difference.

$$\begin{array}{r} 1. \quad 705 \\ - 136 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 253 \\ - 133 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 553 \\ - 298 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 795 \\ - 184 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 251 \\ - 153 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 658 \\ - 296 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 725 \\ - 371 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 556 \\ - 311 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 595 \\ - 488 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 249 \\ - 118 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 426 \\ - 281 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 277 \\ - 170 \\ \hline \\ \hline \end{array}$$

MULTI-DIGIT ADDITION AND SUBTRACTION PRACTICE WORKSHEETS, ANCHOR CHART

SUBTRACTING MULTI-DIGIT NUMBERS: MAZE

Directions: Solve each problem. Start at 200, run through this maze to find the exit at 8000 to escape this maze.

$$\begin{array}{r} 3006 \\ -2798 \\ \hline \end{array}$$

$$\begin{array}{r} 7200 \\ -4356 \\ \hline \end{array}$$

$$\begin{array}{r} 7006 \\ -5429 \\ \hline \end{array}$$

$$\begin{array}{r} 5904 \\ -3917 \\ \hline \end{array}$$

$$\begin{array}{r} 4081 \\ -3594 \\ \hline \end{array}$$

$$\begin{array}{r} 5040 \\ -3338 \\ \hline \end{array}$$

$$\begin{array}{r} 3406 \\ -1298 \\ \hline \end{array}$$

$$\begin{array}{r} 5039 \\ -1954 \\ \hline \end{array}$$

$$\begin{array}{r} 6508 \\ -399 \\ \hline \end{array}$$

$$\begin{array}{r} 8002 \\ -5686 \\ \hline \end{array}$$

$$\begin{array}{r} 9000 \\ -5725 \\ \hline \end{array}$$

$$\begin{array}{r} 5602 \\ -3138 \\ \hline \end{array}$$

$$\begin{array}{r} 3605 \\ -2718 \\ \hline \end{array}$$

$$\begin{array}{r} 8704 \\ -2496 \\ \hline \end{array}$$

$$\begin{array}{r} 5039 \\ -2467 \\ \hline \end{array}$$

$$\begin{array}{r} 6058 \\ -2175 \\ \hline \end{array}$$

$$\begin{array}{r} 9504 \\ -7368 \\ \hline \end{array}$$

$$\begin{array}{r} 5001 \\ -2351 \\ \hline \end{array}$$

$$\begin{array}{r} 7290 \\ -1801 \\ \hline \end{array}$$

$$\begin{array}{r} 6899 \\ -3212 \\ \hline \end{array}$$

$$\begin{array}{r} 8602 \\ -2174 \\ \hline \end{array}$$

$$\begin{array}{r} 5098 \\ -1321 \\ \hline \end{array}$$

$$\begin{array}{r} 9006 \\ -575 \\ \hline \end{array}$$

$$\begin{array}{r} 4602 \\ -1798 \\ \hline \end{array}$$

$$\begin{array}{r} 6003 \\ -2737 \\ \hline \end{array}$$

Name: _____

Math Blast #151

Fact Fluency

1) $3 \times 30 =$

2) $__ \times 10 = 720$

3) $300 \div __ = 5$

4) $7,500 \div 10 =$

5) $__ + 5 = 10$

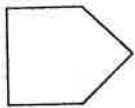
6) $12 - __ = 7$

7) $9 \times __ = 18$

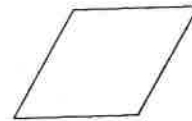
8) $54 \div __ = 6$

Geometry

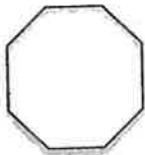
9) How many pairs of parallel lines are found in the shape below?



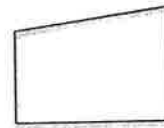
10) Classify the angles found inside the rhombus below.



11) What is the best name for the shape below?



12) Draw any lines of symmetry on the shape below.



Word Problems

13) Tyler Park has an area of $\frac{7}{8}$ acre. It is attached to the baseball field which has an area of $\frac{3}{8}$ acre. What is the combined area of the park and the baseball field?

14) Lily has \$9,400 saved for college. Her first year she spends \$3,172. How much money does Lily have left after her first year of college?



Multiply in columns - 1 digit by 3 digit

Grade 4 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 822 \\ \times \quad 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 876 \\ \times \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 899 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 343 \\ \times \quad 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 216 \\ \times \quad 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 652 \\ \times \quad 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 227 \\ \times \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 264 \\ \times \quad 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 710 \\ \times \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 980 \\ \times \quad 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 637 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 701 \\ \times \quad 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 201 \\ \times \quad 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 629 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 313 \\ \times \quad 2 \\ \hline \\ \hline \end{array}$$

Adding/Subtracting 2-Digit Numbers (B)

Name: _____

Date: _____

Calculate each sum or difference.

$$\begin{array}{r} 30 \\ + 83 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ + 39 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ + 49 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ + 73 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 97 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ + 49 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 89 \\ + 84 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 68 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ - 60 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 94 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ - 51 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ - 64 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 70 \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ - 33 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ - 43 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ + 74 \\ \hline \end{array}$$

Math Masters

Name: _____

Multiplication Practice: 4-Digit by 1-Digit

$$\begin{array}{r} 1,258 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2,084 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6,107 \\ \times \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2,419 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1,126 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3,840 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8,046 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4,582 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6,993 \\ \times \quad 8 \\ \hline \end{array}$$



5 Snowballs in a Row



Directions: Pick a snowball and solve the equation. Check and cover it with a chip. First partner to get 5 in a row wins!

$$\begin{array}{r} 8,754 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4,202 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8,316 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2,955 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6,773 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 1,466 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5,062 \\ \times \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3,853 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9,153 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9,549 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7,537 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4,727 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3,062 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1,348 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4,277 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3,452 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9,977 \\ \times \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5,671 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1,684 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6,446 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4,108 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6,727 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3,678 \\ \times \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1,342 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4,299 \\ \times \quad 7 \\ \hline \end{array}$$

Solve:

Name _____

$$\begin{array}{r} 922 \\ -386 \\ \hline \end{array}$$

$$\begin{array}{r} 935 \\ -467 \\ \hline \end{array}$$

$$\begin{array}{r} 484 \\ -287 \\ \hline \end{array}$$

$$\begin{array}{r} 936 \\ -227 \\ \hline \end{array}$$

$$\begin{array}{r} 500 \\ -286 \\ \hline \end{array}$$

$$\begin{array}{r} 976 \\ -397 \\ \hline \end{array}$$

$$\begin{array}{r} 936 \\ -629 \\ \hline \end{array}$$

$$\begin{array}{r} 984 \\ -395 \\ \hline \end{array}$$

$$\begin{array}{r} 679 \\ -289 \\ \hline \end{array}$$

$$\begin{array}{r} 700 \\ -326 \\ \hline \end{array}$$

$$\begin{array}{r} 907 \\ -228 \\ \hline \end{array}$$

$$\begin{array}{r} 732 \\ -443 \\ \hline \end{array}$$

$$\begin{array}{r} 840 \\ -284 \\ \hline \end{array}$$

$$\begin{array}{r} 563 \\ -329 \\ \hline \end{array}$$

$$\begin{array}{r} 800 \\ -576 \\ \hline \end{array}$$

$$\begin{array}{r} 802 \\ -384 \\ \hline \end{array}$$

$$\begin{array}{r} 900 \\ -439 \\ \hline \end{array}$$

$$\begin{array}{r} 502 \\ -238 \\ \hline \end{array}$$

$$\begin{array}{r} 584 \\ -295 \\ \hline \end{array}$$

$$\begin{array}{r} 824 \\ -225 \\ \hline \end{array}$$

$$\begin{array}{r} 408 \\ -239 \\ \hline \end{array}$$

$$\begin{array}{r} 866 \\ -384 \\ \hline \end{array}$$

$$\begin{array}{r} 574 \\ -278 \\ \hline \end{array}$$

$$\begin{array}{r} 632 \\ -347 \\ \hline \end{array}$$



©Copper Classroom

2-Digit by 1-Digit Division (A)

Name: _____

Date: _____

Calculate each quotient.

$$2 \overline{)75}$$

$$3 \overline{)51}$$

$$6 \overline{)81}$$

$$5 \overline{)78}$$

$$8 \overline{)88}$$

$$6 \overline{)82}$$

$$2 \overline{)66}$$

$$6 \overline{)45}$$

Name: _____

Date: _____

4.NBT.4 ADD AND SUBTRACT WHOLE NUMBERS - PRACTICE #1

1 In February, a bakery sold 12,873 cupcakes. In March, 17,392 cupcakes were sold. How many more cupcakes were sold in March than in February?

A 5,618

B 5,429

C 4,519

D 4,508

2 Last year, a tech company sold 352,095 cell phones. This year the tech company sold 215,642 cell phones. How many cell phones did the tech company sell this year and last year?

A 567,737

B 468,437

C 586,825

D 577,467

3 Casey sells digital products. She has a goal of selling 20,000 digital products. So far, she has sold 8,542 products. How many more products does Casey need to sell to reach her goal?

A 12,316

B 12,368

C 10,376

D 11,458

4 Solve.

$$376,491 + 408,945$$

5 Solve.

$$140,894 - 82,517$$

11 On Monday, a construction company used 15,239 pounds of sand. On Tuesday, they used 4,825 more pounds of sand than on Monday. How many pounds of sand was used on Tuesday?

A 20,162

B 20,064

C 10,414

D 19,074

12 David buys houses to remodel and sell. This year he bought one house for \$312,054 and another house for \$157,963. How much did David pay for both houses?

A \$470,017

B \$560,027

C \$540,126

D \$154,091

13 Elliot bought a car that had 8,952 miles. The car now has 75,485 miles. How many miles has Elliot driven the car?

A 76,433

B 84,437

C 65,422

D 66,533

14 Solve.

$$34,587 + 10,399$$

15 Solve.

$$14,715 - 5,082$$

NAME

Virginia Cortez JBA DATE *Missin*

Multi-Digit Addition Review

ntom

1 Solve the problems below. Show all your work.

$$\begin{array}{r} 120 \\ + 207 \\ \hline \end{array}$$

$$\begin{array}{r} 459 \\ + 320 \\ \hline \end{array}$$

$$\begin{array}{r} 533 \\ + 429 \\ \hline \end{array}$$

$$\begin{array}{r} 332 \\ + 845 \\ \hline \end{array}$$

$$\begin{array}{r} 457 \\ + 372 \\ \hline \end{array}$$

$$\begin{array}{r} 538 \\ + 975 \\ \hline \end{array}$$

$$\begin{array}{r} 347 \\ 576 \\ + 423 \\ \hline \end{array}$$

$$\begin{array}{r} 1,438 \\ 2,754 \\ + 3,626 \\ \hline \end{array}$$

2 Rewrite these problems in vertical form. Then solve them. Show all your work.

<p>example $583 + 645$</p> $\begin{array}{r} 1 \\ 583 \\ + 645 \\ \hline 1,228 \end{array}$	<p>a $276 + 986$</p>	<p>b $362 + 1,534$</p>
---------------------------------------------------------------------------------------------------------------	----------------------------------------	------------------------------------------



CHALLENGE

3 Use two numbers from the box to complete each addition problem below. You will use some numbers more than once.

97	204	297	405	498	607
----	-----	-----	-----	-----	-----

$$\begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline 301 \end{array}$$

$$\begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline 394 \end{array}$$

$$\begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline 1,012 \end{array}$$

$$\begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline 1,105 \end{array}$$

$$\begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline 702 \end{array}$$

NAME _____

DATE _____

Multi-Digit Subtraction Review

1 Solve the problems below. Show all your work.

$$\begin{array}{r} 649 \\ - 514 \\ \hline \end{array}$$

$$\begin{array}{r} 2,964 \\ - 723 \\ \hline \end{array}$$

$$\begin{array}{r} 482 \\ - 391 \\ \hline \end{array}$$

$$\begin{array}{r} 3,851 \\ - 1,470 \\ \hline \end{array}$$

$$\begin{array}{r} 4,582 \\ - 950 \\ \hline \end{array}$$

$$\begin{array}{r} 6,739 \\ - 547 \\ \hline \end{array}$$

$$\begin{array}{r} 385 \\ - 197 \\ \hline \end{array}$$

$$\begin{array}{r} 7,846 \\ - 4,928 \\ \hline \end{array}$$

2 Rewrite these problems in vertical form. Solve them and then add the numbers to check your answer. Show all your work.

example $906 - 458$

$$\begin{array}{r} 89 \\ 906 \\ - 458 \\ \hline 448 \end{array} \quad \begin{array}{r} 11 \\ 458 \\ + 448 \\ \hline 906 \end{array}$$

a $607 - 569$

b $8,046 - 753$



CHALLENGE

3 Complete these problems. There is more than one correct solution to the first two problems.

a

$$\begin{array}{r} \square 0 1 \\ - \square \square \\ \hline \square 6 7 \end{array}$$

b

$$\begin{array}{r} \square 7 \square \\ - \square \square 2 \\ \hline 3 \square \square \end{array}$$

c

$$\begin{array}{r} 8 6 \square \\ - \square 4 1 \\ \hline 5 1 \square \end{array}$$

NAME _____

DATE _____

Add, Subtract & Multiply

1 Solve the addition and subtraction problems below Show all your work.

$$\begin{array}{r} \$1.74 \\ + \$2.25 \\ \hline \end{array}$$

$$\begin{array}{r} \$20.71 \\ + \$6.55 \\ \hline \end{array}$$

$$\begin{array}{r} \$43.53 \\ + \$7.18 \\ \hline \end{array}$$

$$\begin{array}{r} \$8.14 \\ + \$7.03 \\ \hline \end{array}$$

$$\begin{array}{r} \$5.32 \\ - \$2.81 \\ \hline \end{array}$$

$$\begin{array}{r} \$3.42 \\ - \$1.84 \\ \hline \end{array}$$

$$\begin{array}{r} \$54.66 \\ - \$6.93 \\ \hline \end{array}$$

$$\begin{array}{r} \$3.04 \\ - \$1.26 \\ \hline \end{array}$$

2 Rewrite these problems in vertical form. Then solve them. Show all your work.

<p>example $\\$2.96 + \\8.45</p> $\begin{array}{r} 11 \\ 2.96 \\ + \$8.45 \\ \hline \$11.41 \end{array}$	<p>a $\\$4.72 + \\2.39</p>	<p>b $\\$506.00 - \\3.57</p>
------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------	--------------------------------------------------

3 Complete these multiplication problems.

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

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

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 0 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$$

NAME _____

DATE _____

Multiplication & Division Facts

1 Solve the problems below.

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

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$63 \div 7 = \underline{\quad\quad}$

$42 \div 7 = \underline{\quad\quad}$

$36 \div 4 = \underline{\quad\quad}$

$20 \div 5 = \underline{\quad\quad}$

$16 \div 8 = \underline{\quad\quad}$

$18 \div 3 = \underline{\quad\quad}$

$6 \div 3 = \underline{\quad\quad}$

$14 \div 2 = \underline{\quad\quad}$

2 Fill in the missing numbers.

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \square \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \square \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \square \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \square \end{array}$$

$$\begin{array}{r} 3 \\ \times \square \\ \hline 6 \end{array}$$

$$\begin{array}{r} 2 \\ \times \square \\ \hline 10 \end{array}$$

$$\begin{array}{r} \square \\ \times 5 \\ \hline 15 \end{array}$$

$$\begin{array}{r} \square \\ \times 8 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 9 \\ \times \square \\ \hline 72 \end{array}$$



CHALLENGE

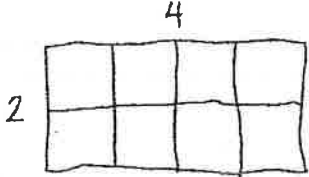
3 Use words and/or numbers to show how you could use the answer to 4×8 to solve 4×16 .

NAME _____

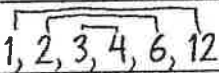
DATE _____

Arrays & Factors

1 Draw and label a rectangular array to show two factors for each number. Do not use 1 as one of your factors. Then write the fact family that goes with your array.

example 8	a 16	b 18
		
$2 \times 4 = 8$	_____ \times _____ = _____	_____ \times _____ = _____
$4 \times 2 = 8$	_____ \times _____ = _____	_____ \times _____ = _____
$8 \div 4 = 2$	_____ \div _____ = _____	_____ \div _____ = _____
$8 \div 2 = 4$	_____ \div _____ = _____	_____ \div _____ = _____

2 List all the factors of each number below.

ex 12		a 16	
b 17		c 24	
d 9		e 36	

3a Circle the prime number(s) in problem 2.

b Draw a square around the square number(s) in problem 2.



CHALLENGE

4 Fill in the missing digits in the problems below.

example

$$\begin{array}{r} 7\cancel{8} \boxed{1}3 \ 4 \\ - 69 \boxed{3} \\ \hline \boxed{1} \ 4 \ 1 \end{array}$$

a

$$\begin{array}{r} 3 \ \boxed{} \ 6 \\ + \boxed{} \ 9 \ \boxed{} \\ \hline 7 \ 0 \ 4 \end{array}$$

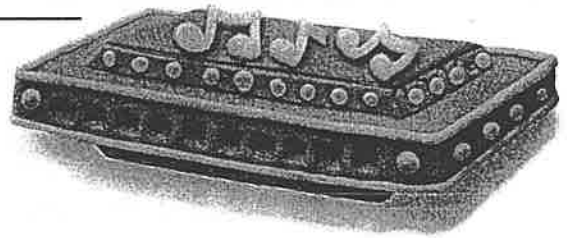
b

$$\begin{array}{r} 6 \ 2 \ 3 \\ - \boxed{} \ 4 \ \boxed{} \\ \hline 1 \ \boxed{} \ 7 \end{array}$$

Reviewing Lower-case Manuscript Letters

Write a row of each lower-case letter.

<i>a</i>	<i>j</i>	<i>s</i>
<i>b</i>	<i>k</i>	<i>t</i>
<i>c</i>	<i>l</i>	<i>u</i>
<i>d</i>	<i>m</i>	<i>v</i>
<i>e</i>	<i>n</i>	<i>w</i>
<i>f</i>	<i>o</i>	<i>x</i>
<i>g</i>	<i>p</i>	<i>y</i>
<i>h</i>	<i>q</i>	<i>z</i>
<i>i</i>	<i>r</i>	



Tim's class watched special events at school and went on field trips. Write the class's favorites in manuscript.

harmonica players

dancing puppets

wild animal trainers

backstage at a theater

tour of old airplanes

Reviewing Capital Manuscript Letters

Write a row of each capital letter.

A

J

S

B

K

T

C

L

U

D

M

V

E

N

W

F

O

X

G

P

Y

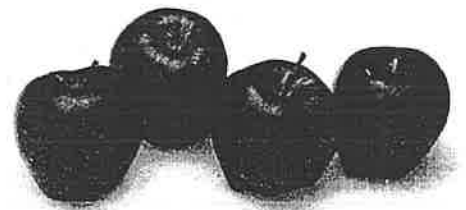
H

Q

Z

I

R



Stephanie's class always plans a special event for Friday. On Thursday, they put a reminder card on the bulletin board. Write the reminders below in manuscript.

Furry Visitors Hour

Invention Time

Green Eggs Day

Musical Showtime

Health Nut Snack

Reviewing Numbers

Write a row of each number.

1

6

2

7

3

8

4

9

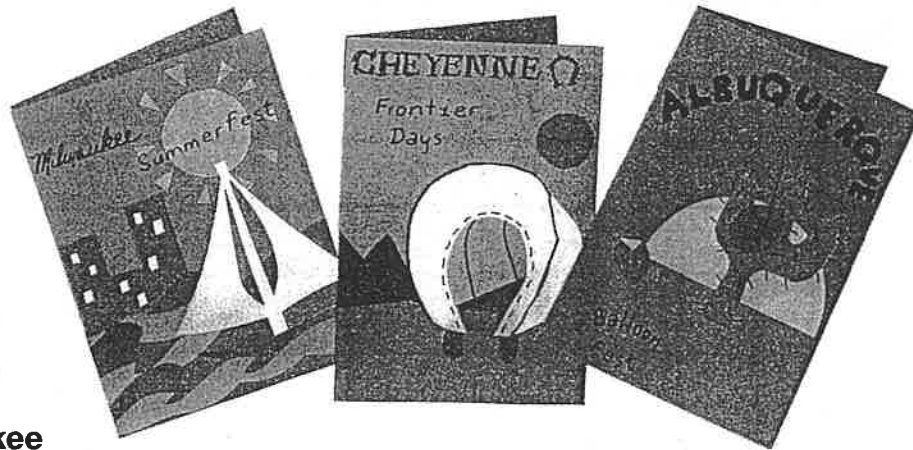
5

10

When you write a number of more than three figures, use a comma to separate hundreds from thousands.

Jackie hopes she will attend these festivals someday. She looked up how many miles she would have to travel from her home in Detroit.

102
3,768



Write Jackie's notes.

716 miles to Milwaukee

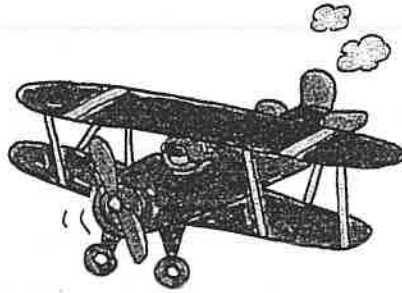
1,211 miles to Cheyenne

1,747 miles to Albuquerque

Making a Bookplate

Clarence reads and collects adventure books. When he lends one to a friend, he pastes a bookplate inside the front cover. He found that the bookplate is a reminder for people to return the book. Look at his bookplate below.

*You'll be
a real hero
if you return
this book to*



*Clarence Johnson
555-8740*

In the space below, copy Clarence's bookplate or create one of your own. Use manuscript writing. Plan ahead and adjust your writing to fit the space. Add artwork if you like.