name _____

Show all your work

1. 3508 + 4239 = _____

2. 4516 – 725 = _____

3. 345 × 26 = _____

4. 4565 ÷ 5 = _____

5. 450 ÷ 10 = _____

6. 5 × _____ = 125

7. A candy factory packs candy bars in boxes with 24 in each box. How many candy bars would be in 15 boxes?

_____

name _____

8. You and your friends bake 156 cookies. You want to put the cookies in bags, with 4 cookies in each bag. How many bags will you need?

_____

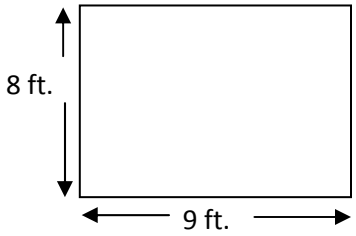
9. 340 students are going on a field trip to the zoo. Each bus can hold 40 students. How many busses will be needed?

_____

10. A tree in my back yard is 12 times taller than my brother. He is 5 feet tall. How tall is the tree?

_____

11. Tommy wants to put new carpet on his floor. He has to figure out how many square feet of carpet he will need. His room is 9 feet long and 8 feet wide, like this drawing.

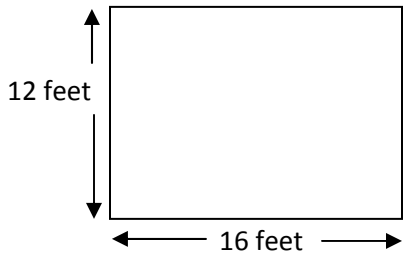


How much carpet will he need? Find the area of the floor.

_____ square feet

name _____

12. Your family is putting a fence around the outside of your garden, to keep out the rabbits. How much fence will you need to go around the whole garden? Find the perimeter of the garden.



_____

13. Circle the fraction that is larger: $\frac{2}{5}$ or $\frac{3}{5}$

    Explain your answer. You can use a drawing as part of the explanation.

14. Circle the fraction that is larger: $\frac{2}{3}$ or $\frac{2}{4}$

    Explain your answer. You can use a drawing as part of the explanation.

15. Your class is having a party. When the party is over, $\frac{3}{8}$ of one pan of brownies is left over and $\frac{2}{8}$ of another pan of brownies is left over. How much is left over altogether?

_____

name _____

16. $\frac{5}{6} - \frac{2}{6} =$ _____

17. $3\frac{1}{4} + 2\frac{3}{4} =$ _____

18. Write $\frac{3}{10}$ as a decimal number: _____

19. Britney walks $\frac{3}{4}$ of a mile to school each day. How far does Britney walk to school in one week (5 days)? Put a dot on the appropriate place on this number line to show your answer. Be as accurate as you can be.

20. $\frac{3}{4}$ is equivalent to: a) $\frac{6}{2}$ b) $\frac{6}{8}$ c) $\frac{12}{8}$ d) $\frac{3}{2}$

21. $\frac{8}{10}$ is equivalent to: a) $\frac{16}{18}$ b) $\frac{4}{5}$ c) $\frac{10}{12}$ d) $\frac{4}{6}$

22. $1\frac{1}{8} - \frac{7}{8} =$

23. $\frac{25}{100} + \frac{3}{10} =$

24. Write $\frac{76}{100}$ as a decimal number: _____

name _____

Answer key and alignment

1	7747	4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)
2	3791	4.NBT.4
3	8970	4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4	913	4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
5	45	4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)
6	5	Related to 4.MD.3 … a multiplication equation with an unknown factor.
7	360	4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
8	39	4.OA.3
9	9 (rounding up)	4.OA.3
10	60 feet	4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
11	72	4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
12	56 feet	4.MD.3
13	3/5 because each piece is the same size and 3 pieces is more than 2 pieces	4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
14	2/3 because thirds are larger than fourths and there are 2 pieces of each	4.NF.2

15	5/8	4.NF.3 d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
16	3/6 (not necessary to write 1/2, but acceptable)	4.NF.3
17	6	4.NF.3 c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
18	0.3	4.NF.6 Use decimal notation for fractions with denominators 10 or 100.
19	3 3/4 (dot should be between 3 1/2 and 4)	4.NF.4 c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
20	b	4.NF.1 Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)
21	b	4.NF.1
22	2/8	4.NF.3 c.
23	55/100	4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
24	0.76	4.NF.6