

# Fourth Grade Math Academic Packet



Week 1  
March 30-April 3, 2020

# Fourth Grade Recommended Pacing

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# Understanding of Place Value

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

## Set A

- 1** Write the number 78,215 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 78,215 in expanded form and word form.

- 2** Write the number 540,632 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 540,632 in expanded form and word form.

## Set B

- 3** Show different ways to make 25,302.

\_\_\_\_\_ thousands + \_\_\_\_\_ hundreds + \_\_\_\_\_ ones

\_\_\_\_\_ hundreds + \_\_\_\_\_ ones

\_\_\_\_\_ ones

- 4** Show different ways to make 708,496.

\_\_\_\_\_ hundred thousands + \_\_\_\_\_ thousands + \_\_\_\_\_ hundreds +  
\_\_\_\_\_ tens + \_\_\_\_\_ ones

\_\_\_\_\_ thousands + \_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones

\_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones

## Set B *continued*

**5** Show different ways to make 492,623.

\_\_\_\_\_ ten thousands + \_\_\_\_\_ thousands + \_\_\_\_\_ hundreds +  
\_\_\_\_\_ tens + \_\_\_\_\_ ones

\_\_\_\_\_ thousands + \_\_\_\_\_ tens + \_\_\_\_\_ ones

\_\_\_\_\_ hundreds + \_\_\_\_\_ ones

**6** Write 841,620 in three different ways.

**7** Why do both of these show 27,974?

$20,000 + 7,000 + 900 + 70 + 4$

$27 \text{ thousands} + 97 \text{ tens} + 4 \text{ ones}$

# Comparing Multi-Digit Numbers

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

## Set A

Write the symbol that makes each statement true. Use  $>$ ,  $<$ , or  $=$ .

**1** 23,230 \_\_\_\_\_ 2,323      **2** 33,003 \_\_\_\_\_ 33,030      **3** 9,999 \_\_\_\_\_ 10,000

**4** 40,404 \_\_\_\_\_ 40,040      **5** 52,177 \_\_\_\_\_ 52,771      **6** 421,073 \_\_\_\_\_ 412,730

## Set B

**7** Circle all the numbers that are less than 78,265.

78,000      79,000      70,000      80,000      78,200      78,300

**8** Circle all the numbers that are less than 45,763.

46,000      40,000      50,000      45,700      45,800      45,000

**9** Circle all the numbers that are greater than 108,427.

108,000      108,400      108,500      109,000      108,430      108,420

**10** How did you solve problem 7?

# Rounding Whole Numbers

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

**Round each number to the nearest ten.**

**1** 72

\_\_\_\_\_

**2** 172

\_\_\_\_\_

**3** 2,572

\_\_\_\_\_

**4** 101,372

\_\_\_\_\_

**Round each number to the nearest hundred.**

**5** 180

\_\_\_\_\_

**6** 1,180

\_\_\_\_\_

**7** 56,180

\_\_\_\_\_

**8** 980

\_\_\_\_\_

**9** 1,980

\_\_\_\_\_

**10** 56,980

\_\_\_\_\_

**Round each number to the nearest thousand.**

**11** 7,750

\_\_\_\_\_

**12** 17,750

\_\_\_\_\_

**13** 25,750

\_\_\_\_\_

**14** 70,750

\_\_\_\_\_

**Round each number to the nearest ten thousand.**

**15** 65,321

\_\_\_\_\_

**16** 165,321

\_\_\_\_\_

**17** 185,321

\_\_\_\_\_

**18** 205,321

\_\_\_\_\_

**19** Round 307,451 to each place value given below.

to the nearest thousand: \_\_\_\_\_

to the nearest hundred: \_\_\_\_\_

to the nearest ten: \_\_\_\_\_

## Using Strategies to Add

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

**Add using different strategies.**

$$\begin{array}{r} \mathbf{1} \quad 4,000 \\ + 6,215 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{2} \quad 4,010 \\ + 6,215 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{3} \quad 4,121 \\ + 6,215 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{4} \quad 3,000 \\ + 6,871 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{5} \quad 2,999 \\ + 6,871 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{6} \quad 2,990 \\ + 6,871 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{7} \quad 5,020 \\ + 1,491 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{8} \quad 4,990 \\ + 1,491 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{9} \quad 4,950 \\ + 1,491 \\ \hline \end{array}$$

**10** What strategies did you use to solve the problems? Explain.

**11** Check your answer to problem 6 by solving it with a different strategy. Show your work.

## Using the Standard Algorithm to Add Greater Numbers

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

Estimate the sum of each addition problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Addition Problems	Student Answers
$\begin{array}{r} 8,997 \\ + 2,301 \\ \hline \end{array}$	<del>31,998</del> Estimate: 9,000 11,298 $\begin{array}{r} + 2,000 \\ \hline 11,000 \end{array}$
$\begin{array}{r} 23,411 \\ + 35,507 \\ \hline \end{array}$	12,918
$\begin{array}{r} 72,418 \\ + 41,291 \\ \hline \end{array}$	113,709
$\begin{array}{r} 67,802 \\ + 3,443 \\ \hline \end{array}$	10,225
$\begin{array}{r} 5,188 \\ + 9,024 \\ \hline \end{array}$	6,112



## Using the Standard Algorithm to Add Greater Numbers *continued*

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

Addition Problems	Student Answers
$\begin{array}{r} 21,822 \\ + 75,333 \\ \hline \end{array}$	$97,155$
$\begin{array}{r} 60,125 \\ + 69,205 \\ \hline \end{array}$	$75,330$
$\begin{array}{r} 4,899 \\ 5,224 \\ + 9,296 \\ \hline \end{array}$	$108,209$

**1** How does estimating an addition problem help you know if an answer is reasonable?

**2** Can an answer be incorrect even if it looks reasonable? Explain.

## Using Strategies to Subtract

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

### Subtract.

$$\begin{array}{r} \mathbf{1} \quad 4,003 \\ - \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - \quad 13 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - \quad 103 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - 1,103 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - 2,103 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{2} \quad 2,000 \\ - 1,999 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,990 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,985 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,500 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,490 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{3} \quad 3,007 \\ - \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - \quad 27 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - \quad 307 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - 1,307 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - 2,307 \\ \hline \end{array}$$

**4** What strategy did you use to find the differences for problem 2? Explain.

**5** How could you check your answer to one of the problems using another strategy?

## Using the Standard Algorithm to Subtract Greater Numbers

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

**Estimate. Circle all the problems with differences between 30,000 and 60,000. Then find the differences of only the circled problems.**

**1** 
$$\begin{array}{r} 95,217 \\ - 39,871 \\ \hline \end{array}$$

**2** 
$$\begin{array}{r} 62,554 \\ - 31,618 \\ \hline \end{array}$$

**3** 
$$\begin{array}{r} 92,023 \\ - 71,578 \\ \hline \end{array}$$

**4** 
$$\begin{array}{r} 84,724 \\ - 43,951 \\ \hline \end{array}$$

**5** 
$$\begin{array}{r} 56,417 \\ - 24,009 \\ \hline \end{array}$$

**6** 
$$\begin{array}{r} 71,677 \\ - 13,197 \\ \hline \end{array}$$

**7** 
$$\begin{array}{r} 99,902 \\ - 33,227 \\ \hline \end{array}$$

**8** 
$$\begin{array}{r} 87,591 \\ - 46,280 \\ \hline \end{array}$$

**9** 
$$\begin{array}{r} 90,434 \\ - 51,533 \\ \hline \end{array}$$

**10** 
$$\begin{array}{r} 78,282 \\ - 40,983 \\ \hline \end{array}$$

**11** 
$$\begin{array}{r} 71,731 \\ - 61,320 \\ \hline \end{array}$$

**12** 
$$\begin{array}{r} 50,118 \\ - 18,306 \\ \hline \end{array}$$

**13** 
$$\begin{array}{r} 86,496 \\ - 54,101 \\ \hline \end{array}$$

**14** 
$$\begin{array}{r} 59,176 \\ - 17,222 \\ \hline \end{array}$$

**15** 
$$\begin{array}{r} 89,971 \\ - 11,499 \\ \hline \end{array}$$

**16** Use estimation and addition to check one of your answers. Show your work.

**17** How does checking with addition compare with checking using estimation?