

4th Grade

# SUMMER PACKET



2024 -  
2025

# SUMMER PACKET

## Instructions

HELLO!

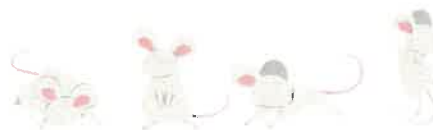
I AM SO EXCITED TO HAVE YOU IN CLASS NEXT YEAR! A LITTLE TO KNOW ABOUT THIS PACKET BEFORE YOU BEGIN:

- BY COMPLETING THIS PACKET TO THE BEST OF YOUR ABILITY, YOU ARE HELPING ME LEARN MORE ABOUT YOU AS A STUDENT.
- THIS PACKET IS DUE THE MORNING OF AUGUST 21ST UPON RETURNING TO SCHOOL AND THE WORK PROVIDED WILL BE ASSIGNED GRADES IN THE APPROPRIATE SUBJECT.
- IF YOU HAVE ANY QUESTIONS, PLEASE EMAIL AT [KHERTER@SHASAINTS.ORG](mailto:KHERTER@SHASAINTS.ORG). I WILL BE CHECKING MY EMAIL THROUGHOUT THE SUMMER PERIODICALLY.
- **OPTIONAL:** ON MEET THE TEACHER NIGHT, I WOULD LOVE TO SHOWCASE SOME OF THE FUN THINGS YOU AND YOUR FAMILY DID THIS SUMMER IN A SLIDESHOW! PLEASE FEEL FREE TO EMAIL PHOTOS TO BE FEATURED TO THE EMAIL LISTED ABOVE!

# WRITING

**READ THE ATTACHED FABLE. AFTER YOU HAVE FINISHED, RETELL THE STORY IN YOUR OWN WORDS ON A LOOSE LEAF PIECE OF PAPER. BE SURE TO MAKE THIS AN EXAMPLE OF YOUR BEST WRITING WITH PROPER CAPITALIZATION AND PUNCTUATION. THIS WILL HELP ME SEE YOUR STRENGTHS AND THE BEST WAYS TO HELP YOU NEXT YEAR :)**

A certain Cat that lived in a large country-house was so vigilant and active, that the Mice, finding their numbers grievously thinned, held a council, with closed doors, to consider what they had best do. Many plans had been started and dismissed, when a young Mouse, rising and catching the eye of the president, said that he had a proposal to make, that he was sure must meet with the approval of all. "If," said he, "the Cat wore around her neck a little bell, every step she took would make it tinkle; then, ever forewarned of her approach, we should have time to reach our holes. By this simple means, we should live in safety, and defy her power." The speaker resumed his seat with a complacent air, and a murmur of applause arose from the audience. An old grey Mouse, with a merry twinkle in his eye, now got up, and said that the plan of the last speaker was an admirable one; but he feared it had one drawback. He had not told them who should put the bell around the Cat's neck.



# GRAMMAR

Identify the simple subject and simple predicate of each sentence by writing an **S** above the subject or **P** above the predicate.

1. The old house on the corner has a big yard in the backyard.
2. The hammer on the shelf can be used to work on the project.
3. A microwave and a blender cannot both fit on the counter in my kitchen.
4. The loud music makes me want to dance.
5. The clues to the mystery will help us to solve it.

Identify whether the verb is an **action verb** or a **linking verb**.

1. My parents are Italian. \_\_\_\_\_
2. The pizza tastes spicy. \_\_\_\_\_
3. Penelope made a birthday cake for her mother. \_\_\_\_\_
4. Michael and his friends played soccer on the field. \_\_\_\_\_
5. Miranda talks on the phone with Lucy often. \_\_\_\_\_

Identify the adjectives and adverbs in the following sentences. Write **ADJ** above each of the adjectives and **ADV**

1. Olivia wore a purple plaid skirt.
2. Christian jumped excitedly at the thought of his trip to Hershey Park.
3. Jack eagerly walks his fluffy dog, Conrad.
4. Magdalena pipes buttercream icing onto the chocolate cake.

# GRAMMAR

Each of the sentences below has an error. Some have multiple errors. Rewrite the correct sentence(s) on the lines below it.

1. I thought I saw a Rat it was a hamster.

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---

2. we waited at the door no one ever answered

---

---

3. Paxton Will Buy some tacos he will buy some pizza?

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4. Gauron and mary played hide and seek on the playground they went inside to eat lunch.

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5. Maddy paintes pictures of cape may.

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# READING

## The Cricket In Times Square

This summer you will be asked to read *The Cricket In Times Square* by George Selden. Copies are available on Amazon for \$7.29!



Once you have finished you will identify the key parts of the story's plot and character development below.

**Opening Image:** What is the first image George Selden shares to bring the reader into the story world? (What is the first scene in the book)

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**Theme Stated:** What is a line or moment within the first five to ten pages that states the theme of the book?

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**Setup:** What are some of the ways that George Selden shows us there are problems in the characters lives at the start of the novel (think work, play, home)?

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# READING

## Cricket In Times Square

**Catalyst:** What is the inciting incident or the moment when things start to change for the characters in the story?

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**Debate:** What are some things that each of the characters has to do to grow throughout the story?

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**Break Into II:** What moment officially takes Chester into an entirely new world? Think a bridge between where he was in the beginning, and where he will be in the second part of the book.

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**B Story:** Who is the character in the book that helps Chester Cricket learn the lesson or theme of the book? Think the person who helps Chester Cricket become who he is at the end of the story.

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# READING

## Cricket In Times Square

**Fun and Games:** What are some adventures Chester Cricket experiences in the middle of the story? This will either be a series of events that show Chester struggling or doing really well!

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**Midpoint:** What victory or defeat does Chester experience in the middle of the book? How does this increase tension in the book?

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**Bad Guys Close In:** Are things getting worse or better for Chester Cricket after the major midpoint of the book? How?

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**All is Lost/Dark Night of the Soul:** How do things become worse for Chester Cricket towards the end of the story? What does he lose? What epiphany does he have as a result?

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# READING

## Cricket In Times Square

**Finale:** What decision does Chester Cricket make at the end of the story? What action makes this evident?

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**Final Image:** What is the last image George Selden gives us the reader? How is it different from the first image of the story?

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



# Math Buzz

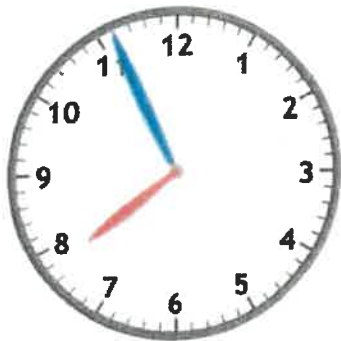
Continue the pattern.

802, \_\_\_\_\_, 806, \_\_\_\_\_, 810, \_\_\_\_\_

\_\_\_\_\_, 618, \_\_\_\_\_, 622, \_\_\_\_\_, 626

270, \_\_\_\_\_, 274, 276, \_\_\_\_\_, \_\_\_\_\_

Write the time shown on the clock.



\_\_\_\_\_

Add. *Show your work*Find the sum of  
904 and 546.

\_\_\_\_\_

$$5,369 + 2,397 = \underline{\hspace{2cm}}$$

$$\begin{array}{r} 2,648 \\ + 352 \\ \hline \end{array}$$

Piper has a total of 43¢ in her purse. She has 4 dimes and 3 pennies. Show two other ways to make 43¢.

Ms. Hollingsworth set up groups of desks in her classroom. She made 5 groups and put 4 desks in each group. How many desks are there in all?

?				
4	4	4	4	4

$$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

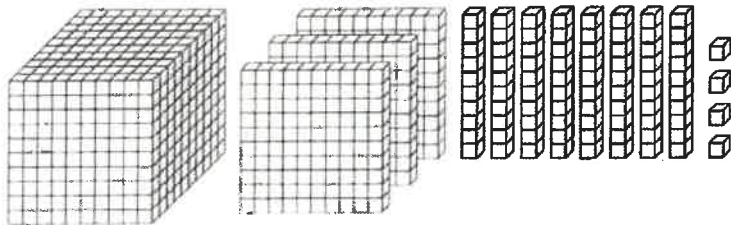
answer: \_\_\_\_\_ desks

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



# Math Buzz

Count the blocks.



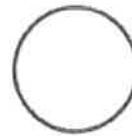
What number is shown?

Thousands	Hundreds	Tens	Ones

Draw a line to match each shape with its name.



sphere



pyramid



rectangular prism

The Lakeview Public Library has 3,467 fiction books and 2,168 non-fiction books. How many fiction and non-fiction books are there all together?

Show your work

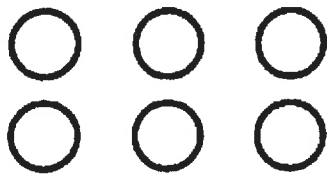
3,467

2,168



answer: \_\_\_\_\_ books

Fill in the number sentence that matches the array.



\_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_

Solve each side and compare using  $>$ ,  $<$ , or  $=$ .

$$362 + 388 \quad \underline{\hspace{1cm}} \quad 214 + 536$$

$$321 - 142 \quad \underline{\hspace{1cm}} \quad 389 - 201$$



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

**Math Buzz**

Round each number.

	Nearest Ten	Nearest Hundred
683		
4,415		
7,862		

Continue the pattern.

225, 228, 231, \_\_\_\_\_, \_\_\_\_\_, 240

300, \_\_\_\_\_, 306, 309, \_\_\_\_\_, 315

615, 618, \_\_\_\_\_, 624, 627, \_\_\_\_\_

Subtract. **Show your work****Find the difference  
between 912 and 357.**

$$7,603 - 1,732 = \underline{\hspace{2cm}}$$

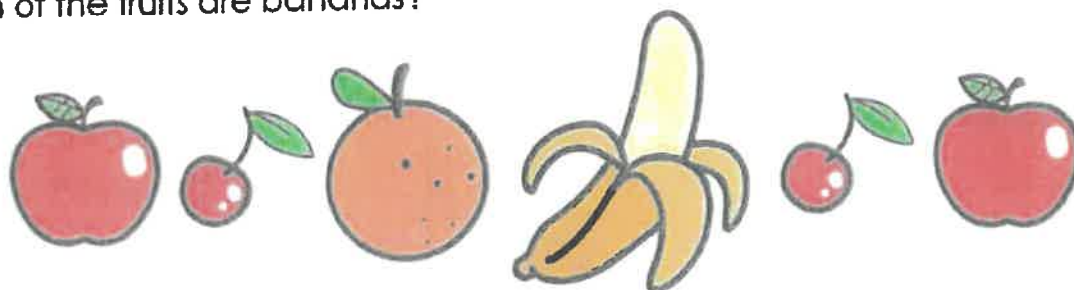
$$\begin{array}{r} 6,208 \\ - 544 \\ \hline \end{array}$$

On Saturday night 7,374 tickets were sold to the Bisons game. On Tuesday night 4,726 tickets were sold. How many more tickets were sold on Saturday than Tuesday?

**Show your work**

answer: \_\_\_\_\_ tickets

What fraction of the fruits are bananas?

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



## Math Buzz

Compare each set of numbers using  $>$ ,  $<$ , or  $=$ .

747 \_\_\_\_\_ 474

425 \_\_\_\_\_ 455

8,912 \_\_\_\_\_ 8,693

3,804 \_\_\_\_\_ 6,437

Max and Drew went to the lake. Max rented a kayak for an hour and Drew rented a paddle board. They paid together with a \$50 bill. How much change did they get back?

Show your work

### Lake Rentals (per hour)

Canoe.....\$15

Kayak.....\$10

Paddle Board.....\$12

Fill in the missing number.

$$352 + \boxed{\phantom{000}} = 708$$

answer: \_\_\_\_\_

Draw a line to match each name to its shape.

cone

cube

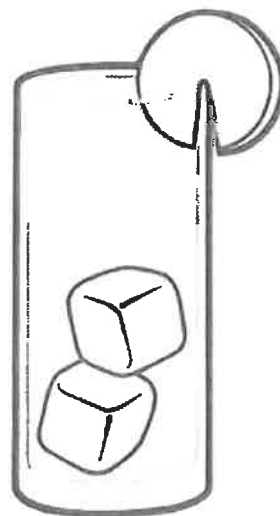
cylinder

sphere

rectangular prism



Choose the best unit to measure the capacity of a glass of lemonade.



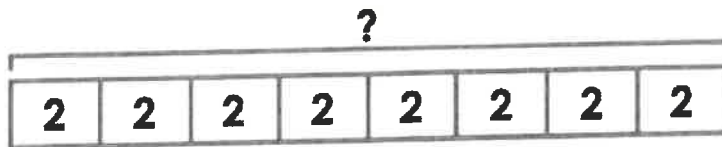
cups

gallons

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

**Math Buzz**

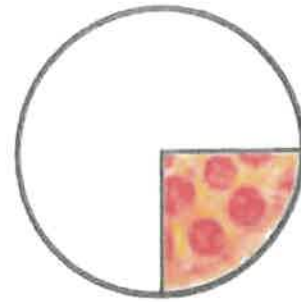
Guillermo got on a subway train heading uptown. There were 8 rows of seats on his subway car, and 2 passengers can fit on each seat. How many passengers can the subway car hold?



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

answer: \_\_\_\_\_ passengers

How much of the pizza is left?



$$\frac{1}{2} \quad \frac{1}{3} \quad \frac{1}{4}$$

What day of the week is May 17th?

\_\_\_\_\_

How many Tuesdays are in May?

\_\_\_\_\_

May						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Fill in the missing number.

$$566 - \boxed{\quad} = 378$$

Continue the pattern.

400, 404, \_\_\_\_\_, 412, \_\_\_\_\_, 420

252, \_\_\_\_\_, 260, 264, 268, \_\_\_\_\_

328, 332, \_\_\_\_\_, \_\_\_\_\_, 344, 348



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



## Math Buzz

Fill in the missing multiples of 2.

2, \_\_\_\_\_, 6, \_\_\_\_\_, 10,  
\_\_\_\_\_, 14, \_\_\_\_\_, 18, \_\_\_\_\_

Choose the best unit of measure.

**length of a classroom**

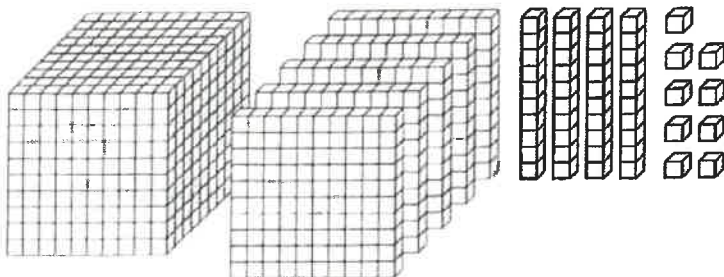
millimeters      centimeters  
meters              kilometers

State	Land Area (square miles)
Connecticut	4,842
Massachusetts	7,800
New Hampshire	8,953
Rhode Island	1,034
Vermont	9,217

Dylan made a list of each state, along with its land area, that he visited with his family this summer. What is the combined land area of Connecticut and Rhode Island?

answer: \_\_\_\_\_ square miles

Count the blocks.



What number is shown?

Thousands	Hundreds	Tens	Ones



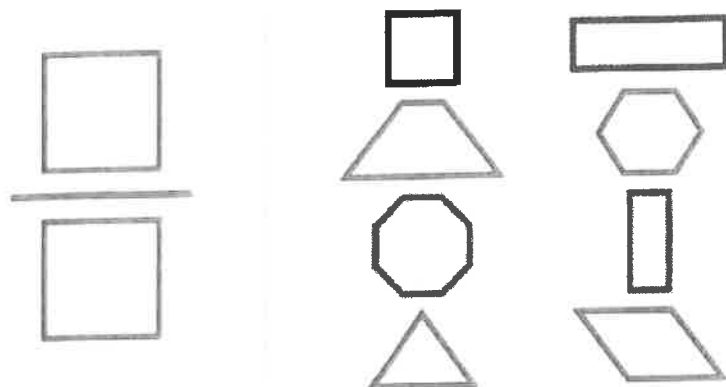
How much money is shown?

answer: \_\_\_\_\_

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

**Math Buzz**

What fraction of the shapes have four sides?

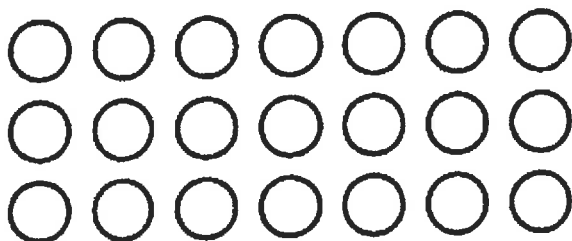


Complete the table.

Input	Output
372	
835	
2,581	3,270
5,718	

Rule: Add 689

Use the array to find the product.



$3 \times 7 = \underline{\hspace{2cm}}$

Write the numbers in standard form.

**four thousand, three hundred  
seventy-eight**

$$\underline{\hspace{2cm}} \\ 6,000 + 800 + 90 + 3 \\ \underline{\hspace{2cm}}$$

Hannah bought a gallon of  
cider and a dozen donuts.  
She paid with a \$20 bill.  
What was Hannah's change?

*Show your work***Smith's Orchard & Cider Mill**

Basket of Apples.....	\$5
Gallon of Cider.....	\$6
Apple Pie.....	\$12
Dozen Donuts.....	\$8
Carmel Apple.....	\$2

answer: \_\_\_\_\_

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

## Math Buzz



Daily Math  
Practice

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053

November						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Oliver's birthday is two weeks after Natasha's birthday. If Oliver's birthday is November 16th, what date is Natasha's birthday?

\_\_\_\_\_

Choose the best unit of measure.

**height of a desk**

inches

miles

Mr. Luka's class goal for the school Read-a-Thon was 7,560 minutes. At the end of the first week the class read a total of 4,095 minutes. How many more minutes does Mr. Luka's class need to read to reach their goal?

Show your work

answer: \_\_\_\_\_ minutes

Write the numbers in word form.

**448**

\_\_\_\_\_

**3,954**

\_\_\_\_\_

\_\_\_\_\_

Fill in the missing multiples of 5.

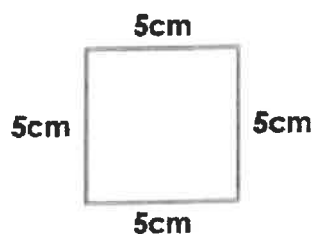
**5, \_\_\_\_\_, 15, \_\_\_\_\_, 25,**

**\_\_\_\_\_, 35, \_\_\_\_\_, 45, \_\_\_\_\_**

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

**Math Buzz**

Find the perimeter of the shape.



$$5 + 5 + 5 + 5 = \underline{\hspace{2cm}}$$

perimeter = \_\_\_\_\_ cm

Write the numbers in expanded form.

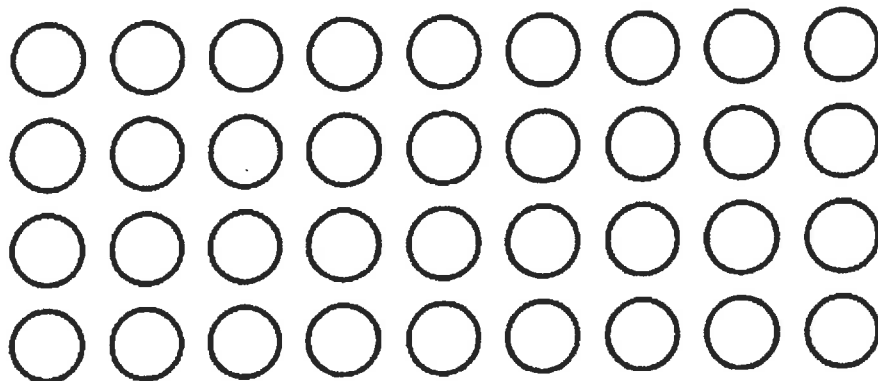
**780**

\_\_\_\_\_

**2,436**

\_\_\_\_\_

Use the array to find the product.



$$4 \times 9 = \underline{\hspace{2cm}}$$

Find the difference.

$$\begin{array}{r} 500 \\ - 279 \\ \hline \end{array}$$

$$\begin{array}{r} 900 \\ - 738 \\ \hline \end{array}$$

Mrs. Walsh needs 2 eggs for each pumpkin pie she makes. If she makes 6 pumpkin pies, how many total eggs will Mrs. Walsh need?

**?**

2	2	2	2	2	2

$$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

answer: \_\_\_\_\_ eggs

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



## Math Buzz

Zoey spent 60 minutes completing her homework. She spent 15 minutes on math, 18 minutes on spelling, and the rest of the time reading. How much time did Zoey spend reading independently?

Show your work

answer: \_\_\_\_\_ minutes

Compare. Write the words "is greater than", "is less than", or "is equal to."

616 \_\_\_\_\_ 662

468 \_\_\_\_\_ 4,036

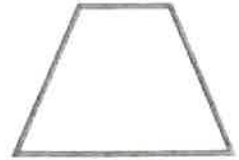
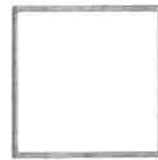
8,940 \_\_\_\_\_ 8,194

Fill in the missing multiples of 10.

10, \_\_\_\_\_, 30, \_\_\_\_\_, 50,

\_\_\_\_\_, 70, \_\_\_\_\_, 90, \_\_\_\_\_

Circle the shape that has two pairs of parallel lines.



The chart shows the number of food items the third grade classes collected during the food drive. Use the data to complete the bar graph.

Classes	Number of Items
Miss Baker	20
Mrs. Garza	35
Mr. Polino	25
Mrs. Velez	30

Number of Food Items

50  
45  
40  
35  
30  
25  
20  
15  
10  
5  
0

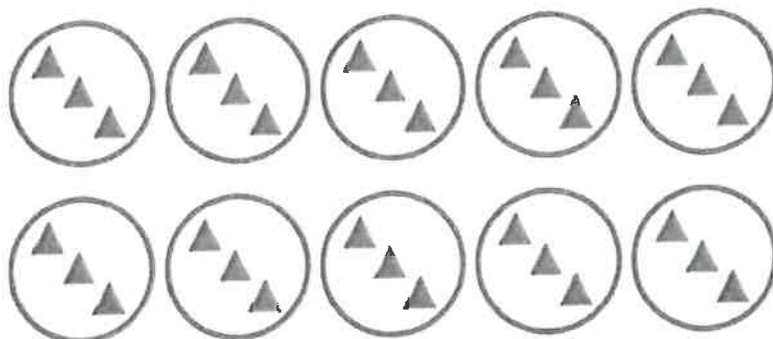
### FOOD DRIVE

Miss Baker Mrs. Garza Mr. Polino Mrs. Velez  
Class

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



## Math Buzz



30 triangles in 10 equal groups.

\_\_\_\_\_ triangles in each group.

$$30 \div 10 = \underline{\hspace{2cm}}$$

Multiply.

$$7 \times 4 = \underline{\hspace{2cm}}$$

$$9 \times 3 = \underline{\hspace{2cm}}$$

$$6 \times 6 = \underline{\hspace{2cm}}$$

Solve.

$$\begin{array}{r} 1,467 \\ + 816 \\ \hline \end{array}$$

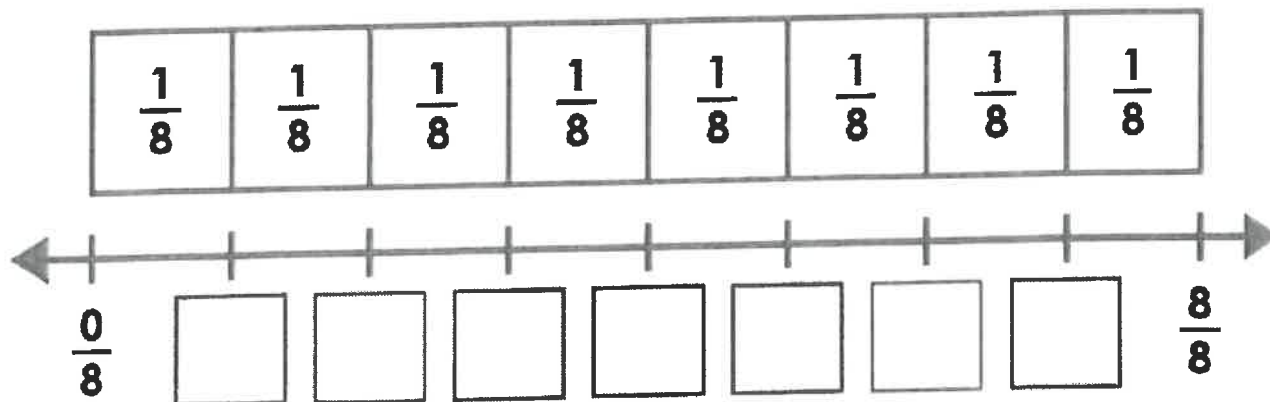
$$\begin{array}{r} 1,408 \\ - 555 \\ \hline \end{array}$$

Mrs. Rendon split her class into equal groups for learning centers. She made 6 groups and each group had 5 students. How many students are in Mrs. Rendon's class in all?

Show your work

answer: \_\_\_\_\_ students

Label the fractions on the number line.





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



## Math Buzz

Fatima is cleaning out her desk. She had 10 markers. After testing them, 3 of them didn't work, so she threw them away. Which statement correctly explains how to find the number of markers she has that are working?

**Add 10 and 3 to find 13 markers.**

**Subtract 3 from 10 to find 7 markers.**

**Multiply 10 by 3 to find 30 markers.**

Fill in the missing numbers.

$$\square \times 8 = 40$$

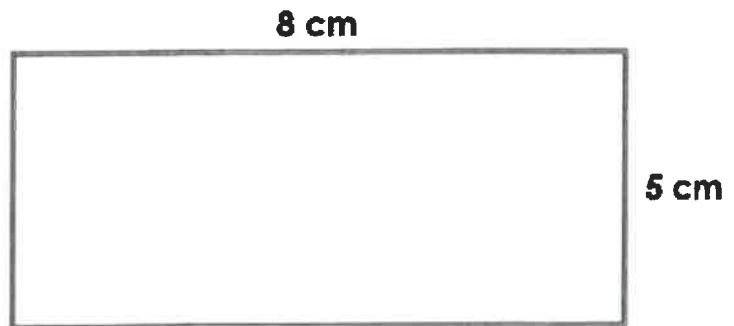
$$\square \times 5 = 40$$

Complete the table.

Input	Output
5	40
6	
7	
8	

Rule: Multiply by 8

Find the perimeter of the rectangle.



Perimeter = \_\_\_\_\_ cm

Round to the **nearest hundred** using the number line.



Label **330** on the number line.

Which is closer to 330? **300** or **400**

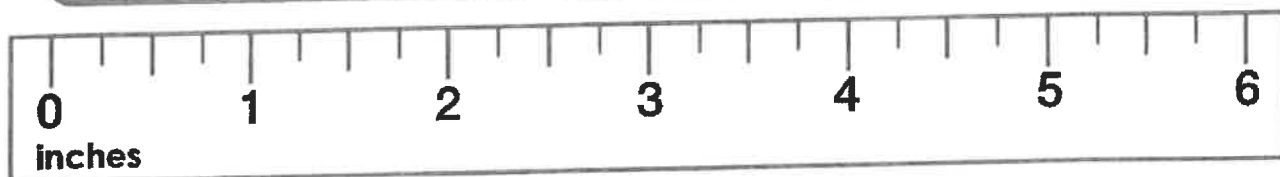
330 rounded to the nearest hundred is \_\_\_\_\_.



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

**Math Buzz**

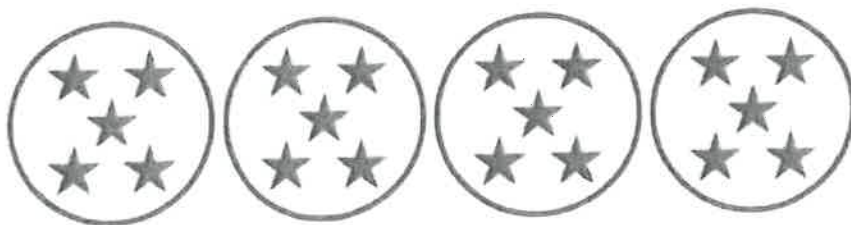
How long is Delaney's bookmark?



answer: \_\_\_\_\_ inches

Solve each side and compare using  $>$ ,  $<$ ,  $=$ .

$$(218 + 524) + 452 \quad \underline{\hspace{1cm}} \quad 325 + (251 + 618)$$



20 stars in 4 equal groups.

\_\_\_\_\_ stars in each group.

$$20 \div 4 = \underline{\hspace{1cm}}$$

Multiply.

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

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

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

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

There are 6 strings on Brian's guitar. While he was practicing, 1 of the strings broke. What fraction of the strings are not broken?

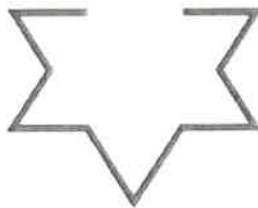
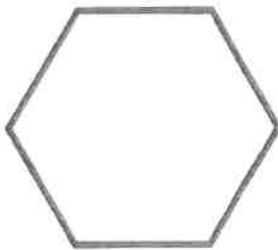
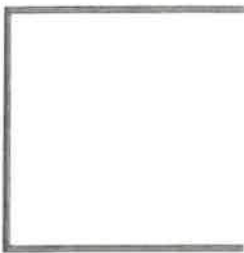
answer: \_\_\_\_\_

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



## Math Buzz

Label each shape as open or closed.



Fill in the missing numbers.

$9 \times \square = 63$

$7 \times \square = 63$

Complete the table.

Input	6	7	8	9
Output		63		

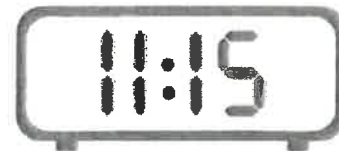
Rule: Multiply by 9

Fill in the missing number.

$8,892 + \square = 13,505$

$2,831 = \square - 4,207$

Victor left his house at 11:00. It took him 15 minutes to walk to the park, and then he played basketball with his friends for 30 minutes. What time did Victor finish playing basketball?

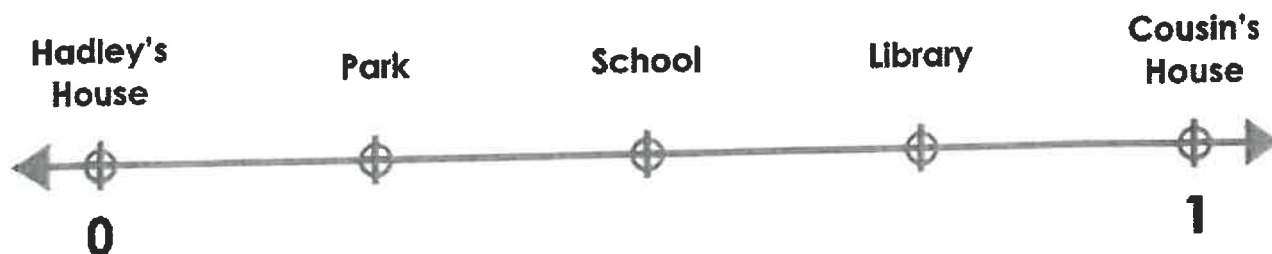


Name: \_\_\_\_\_



# Math Buzz

Hadley walked 1 mile from her house to her cousin's house. Along the way, she passed some places shown on the number line below.



Which place is  $\frac{3}{4}$  of a mile from Hadley's house?

School

Library

Park

Solve.

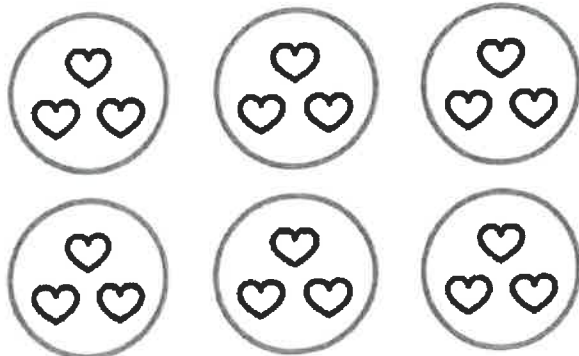
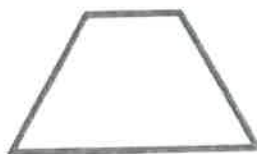
Find the product  
of 4 and 6.

Multiply 3 by 7.

Circle the number that does **not** round to 6,000.

6,234    6,539    5,984    5,621    6,349

Circle the shape that has only one set of parallel lines.



18 hearts in 6 equal groups.

\_\_\_\_\_ hearts in each group.

$$18 \div 6 = \underline{\hspace{2cm}}$$

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

## Math Buzz

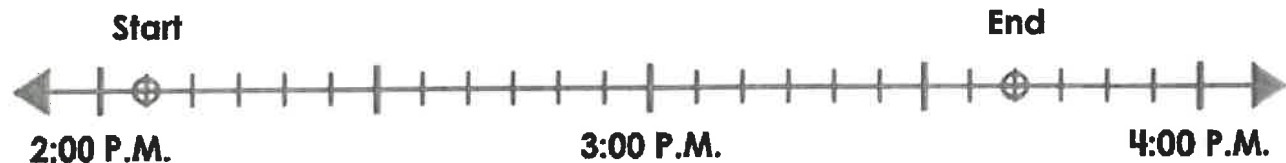


Daily Math  
Practice

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101

The movie Brayden and his friends went to see started at 2:05 P.M. and ended at 3:40 P.M. Use the number line to find how long the movie was.

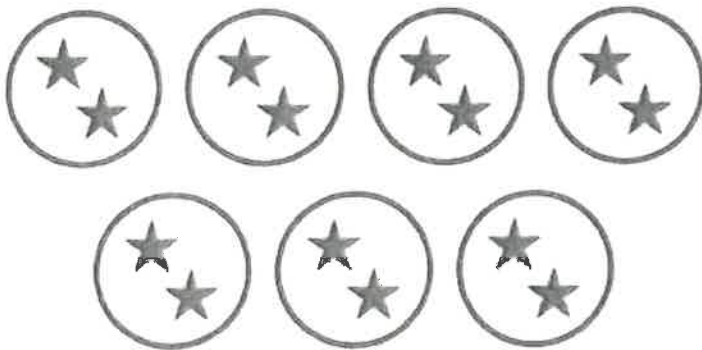


Elapsed Time: \_\_\_\_\_

Multiply.

$5 \times 4 = \underline{\hspace{2cm}} \quad 8 \times 2 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} = 10 \times 7 \quad \underline{\hspace{2cm}} = 6 \times 9$



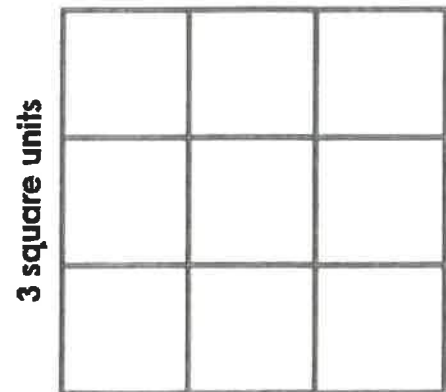
14 stars in 7 equal groups.

\_\_\_\_\_ stars in each group.

$14 \div 7 = \underline{\hspace{2cm}}$

Find the area of the square.

3 square units



Area: \_\_\_\_\_ square units

Fill in the missing number.

$\boxed{\hspace{1cm}} = 697 + 5,324$

$4,716 - \boxed{\hspace{1cm}} = 3,897$

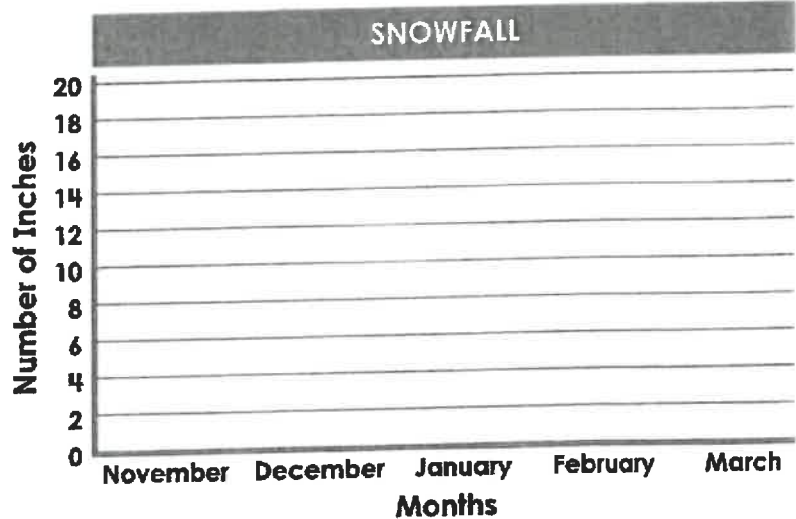
Name: \_\_\_\_\_



# Math Buzz

Use the data to complete the bar graph and answer the following questions.

Month	Snowfall (inches)
November	13
December	16
January	11
February	10
March	9



Which month had the greatest snowfall? \_\_\_\_\_

Which month had the least snowfall? \_\_\_\_\_

How much more snow fell in December than March? \_\_\_\_\_

Celia's display board for her Science Fair project has a length of 2 feet and a width of 3 feet. What is the perimeter of Celia's display board?

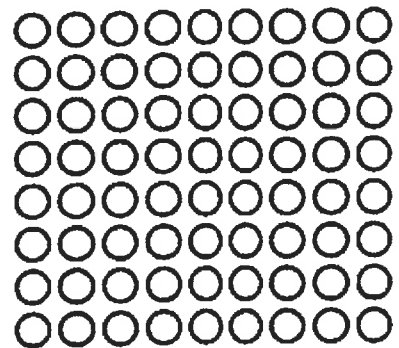
Perimeter = \_\_\_\_\_ feet

Circle the numbers that do **not** round to 70.

**62    78    65**

**72    75    68**

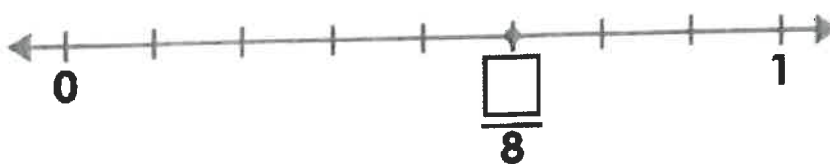
Use the array to write two multiplication sentences.



\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

Name the point on the number line.



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



## Math Buzz

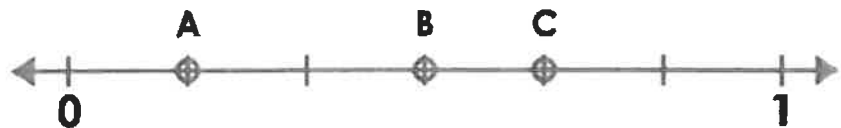
Multiply.

$$8 \times 3 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} = 5 \times 6$$

$$1 \times 10 = \underline{\hspace{2cm}}$$

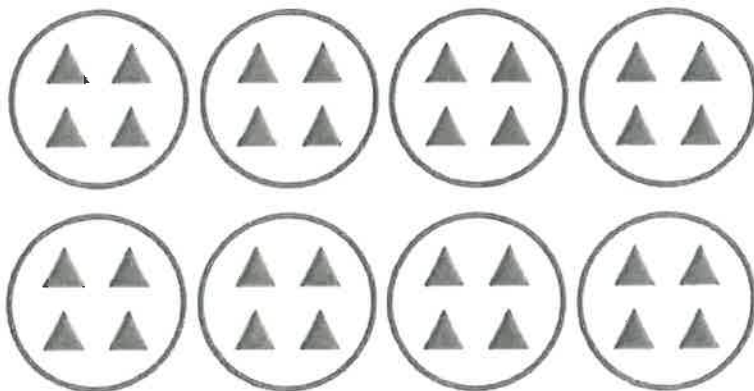
Nasir played his video game for  $\frac{4}{6}$  of an hour after he finished his homework. What point on the number line shows how long Nasir played his game for?



answer: \_\_\_\_\_

Solve each side and compare using  $>$ ,  $<$ ,  $=$ .

$$1,763 + (233 + 975) \underline{\hspace{1cm}} (525 + 358) + 2,296$$

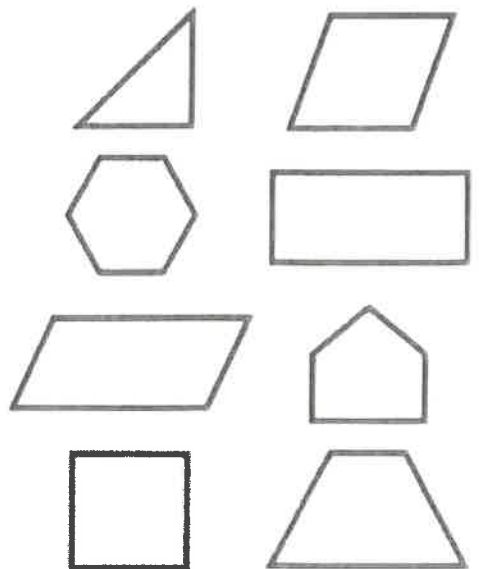


32 triangles in 8 equal groups.

\_\_\_\_\_ triangles in each group.

$$32 \div 8 = \underline{\hspace{2cm}}$$

Color the shapes that have at least one right angle.

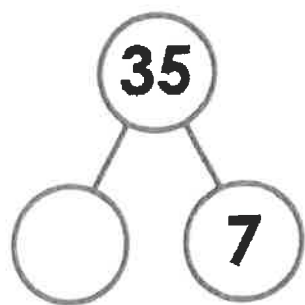




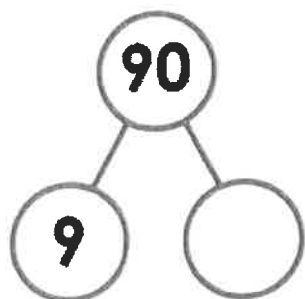
Name: \_\_\_\_\_

**Math Buzz**

Fill in the missing factors.



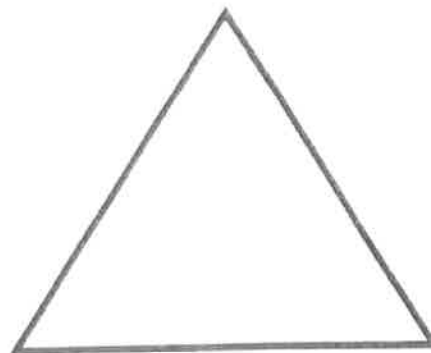
$$\underline{\quad} \times 7 = 35$$



$$9 \times \underline{\quad} = 90$$

Label  $\frac{2}{3}$  on the number line.

Draw a line to divide the triangle into 2 equal, smaller triangles.



Imani got a set of new earrings for her birthday. If the set had 4 pairs of earrings, how many earrings did Imani receive in all?

Number of Pairs	Number of Earrings
1	2
2	4
3	6
4	

answer: \_\_\_\_\_

Solve each side. Compare using the words "is greater than", "is less than", or "is equal to."

$$194 + 255 \quad \underline{\hspace{2cm}} \quad 817 - 368$$



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



## Math Buzz

Multiply.

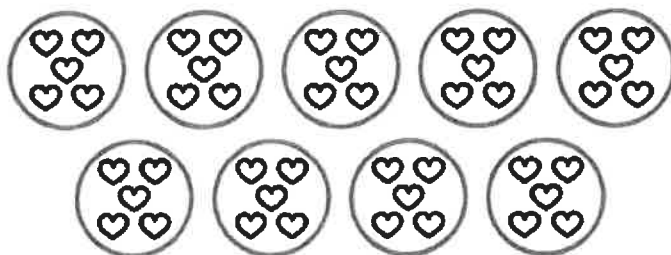
$$9 \times 1 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} = 2 \times 7$$

$$10 \times 8 = \underline{\hspace{2cm}}$$

Silas had 30 multiplication problems and 15 division problems for homework. If he finished 21 of the problems at school, how many problems did Silas have to finish at home?

- (a.)  $30 + 15 + 21$       (b.)  $30 - 15 - 21$   
(c.)  $30 + 15 - 21$       (d.)  $30 - 15 + 21$

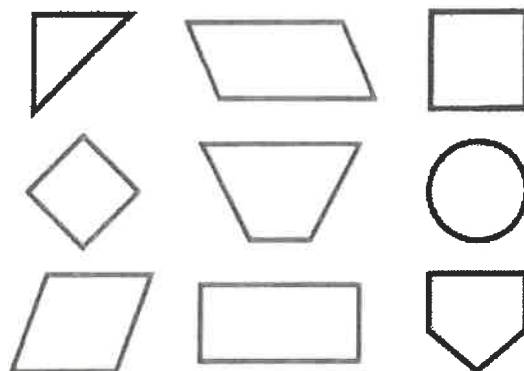


45 hearts in 9 equal groups.

$\underline{\hspace{2cm}}$  hearts in each group.

$$45 \div 9 = \underline{\hspace{2cm}}$$

Color the shapes that have two pairs of parallel lines.



Round to the **nearest thousand** using the number line.



Label **5,400** on the number line.

Which is closer to 5,400? **5,000** or **6,000**

5,400 rounded to the nearest thousand is  $\underline{\hspace{2cm}}$ .

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

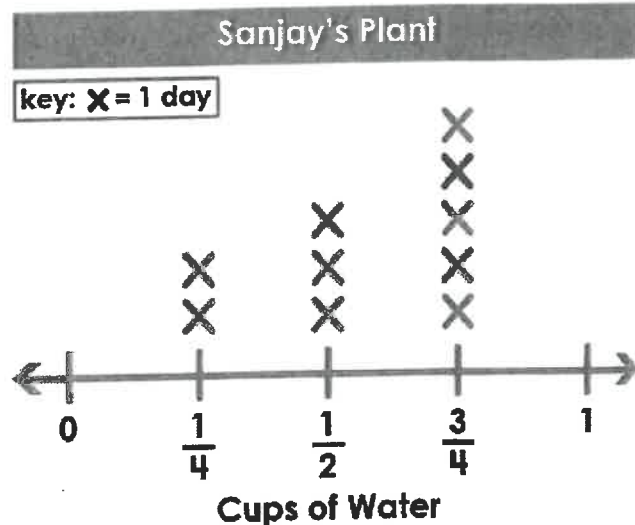


# Math Buzz

The line plot shows how much Sanjay watered his marigold plant for two weeks.

How many more days did Sanjay give his plant  $\frac{3}{4}$  cup of water than  $\frac{1}{2}$  cup of water?

Sanjay gave his plant 1 cup of water twice as many days as  $\frac{1}{4}$  cup of water. Complete the graph to show how many days Sanjay gave his plant 1 cup of water.



Fill in the missing numbers.

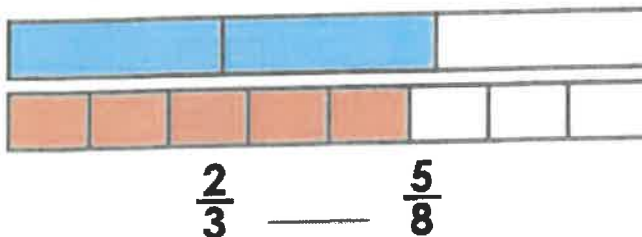
$$\square \times 7 = 49 \quad 49 \div 7 = \square$$

$$7 \times \square = 49 \quad 49 \div \square = 7$$

Fill in the missing numbers.

$$3 \times \square = 270 \quad 400 = 80 \times \square$$

Compare using  $>$ ,  $<$ ,  $=$ .



The table shows the different colors of highlighters in Chloe's pencil case.

Highlighters	
Color	Amount
Pink	2
Orange	1
Yellow	3

What is the total number of highlighters? \_\_\_\_\_

Write a fraction that describes the number of highlighters Chloe has in each color.

Pink: \_\_\_\_\_ Orange: \_\_\_\_\_ Yellow: \_\_\_\_\_

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



## Math Buzz

Use the distributive property to solve.

$$6 \times 8 = \underline{\hspace{2cm}}$$

$$6 \times (\square + \square) = \underline{\hspace{2cm}}$$

$$(6 \times \square) + (6 \times \square) = \underline{\hspace{2cm}}$$

Draw a rectangle that has a perimeter of 24 square units.

Solve and compare using  $>$ ,  $<$ ,  $=$ .

$$16 \div 4 \quad \underline{\hspace{1cm}} \quad 28 \div 7$$

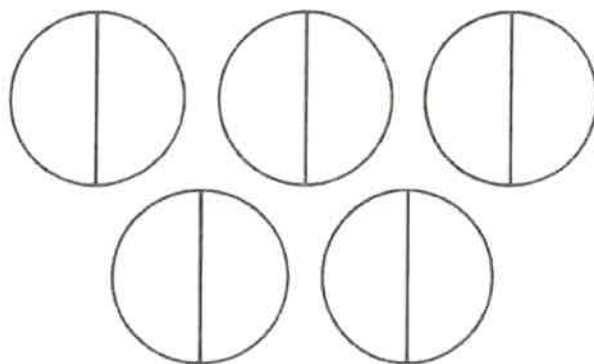
$$21 \div 3 \quad \underline{\hspace{1cm}} \quad 36 \div 6$$

Use the number line to find what fraction is equivalent to  $\frac{1}{3}$ .



$$\frac{1}{3} = \frac{\square}{\square}$$

Each shape is one whole. Write a whole number and a fraction greater than 1 that names the parts that are shaded.



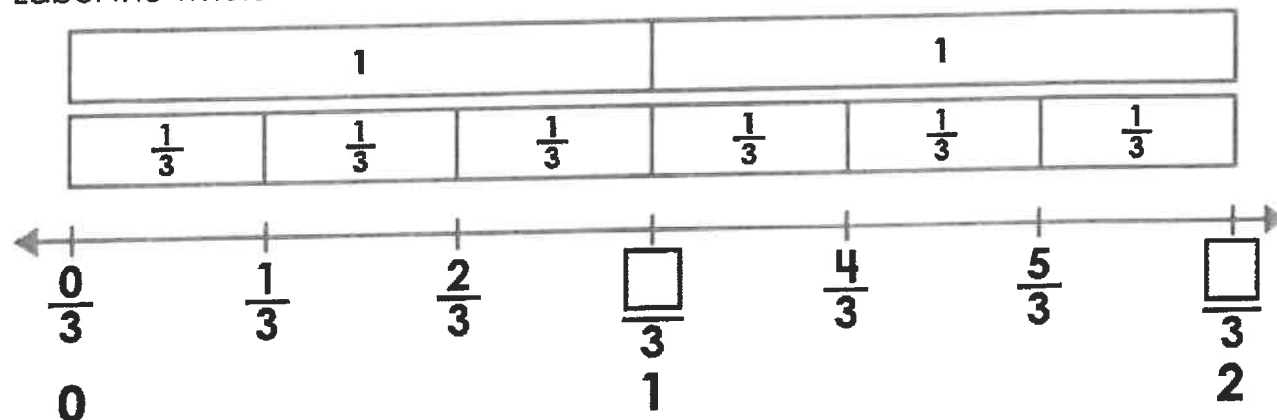
$$\square = \frac{\square}{\square}$$



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

# Math Buzz

Label the whole numbers as fractions on the number line.

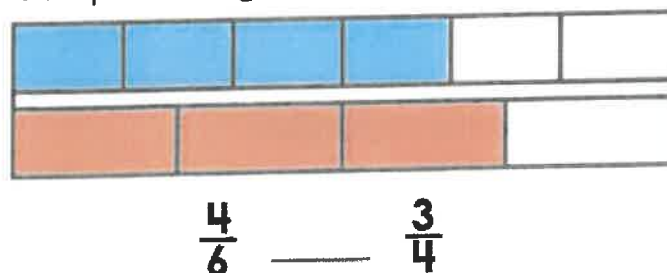


Fill in the missing numbers.

$$\square \times 8 = 64 \quad 64 \div 8 = \square$$

$$8 \times \square = 64 \quad 64 \div \square = 8$$

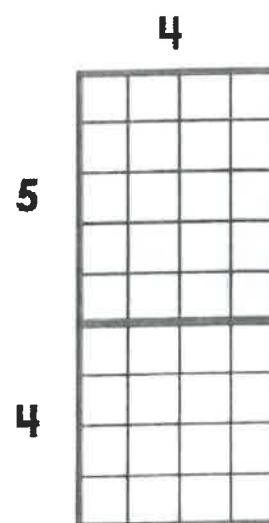
Compare using  $>$ ,  $<$ ,  $=$ .



Complete the table.

Number of Hours	1	2	3	4	5
Number of Minutes	60	120	180		

Use the distributive property to find the total area of the rectangles.



$$4 \times 9 = \underline{\hspace{2cm}}$$

$$4 \times (5 + 4) = \underline{\hspace{2cm}}$$

$$(4 \times \square) + (4 \times \square) = \underline{\hspace{2cm}}$$

Area = \_\_\_\_\_ square units

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



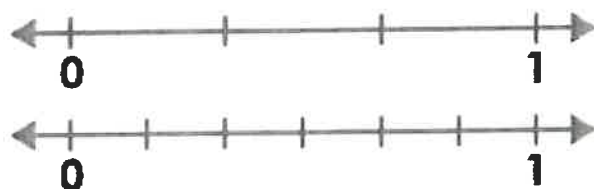
## Math Buzz

The area of the school playground is 63 square meters. If the length of the playground is 9 meters, what is the width?

Show your work

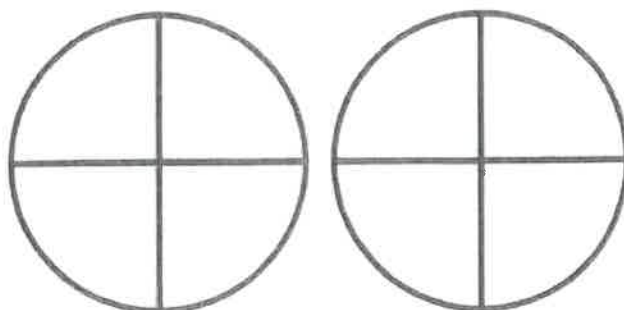
Answer: \_\_\_\_\_ meters

Use the number line to find what fraction is equivalent to  $\frac{2}{3}$ .



$$\frac{2}{3} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

Fill in the equivalent fraction.

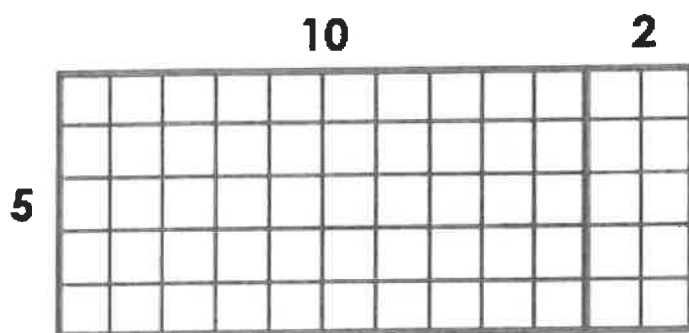


$$\boxed{\phantom{00}} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

Solve and compare using  $>$ ,  $<$ ,  $=$ .

$$12 \quad \underline{\hspace{1cm}} \quad 10 \times 2 \quad \underline{\hspace{1cm}} \quad 4 \times 5$$

Use the distributive property to find the total area of the rectangles.



$$5 \times 12 = \underline{\hspace{2cm}}$$

$$5 \times (10 + 2) = \underline{\hspace{2cm}}$$

$$(5 \times \boxed{\phantom{00}}) + (5 \times \boxed{\phantom{00}}) = \underline{\hspace{2cm}}$$

Area = \_\_\_\_\_ square units



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

# Math Buzz

Fill in the missing numbers.

$$\square \times 9 = 81 \quad 81 \div 9 = \square$$

$$9 \times \square = 81 \quad 81 \div \square = 9$$

Fill in the missing numbers.

$$\square \times (3 \times 3) = 18$$

Complete the table.

Number of Weeks	Number of Days
1	7
2	14
3	21
4	
5	

The table shows the fraction of students from each class participating in the third grade spelling bee.

Class	Fraction of Students Participating
Mrs. Logan	$\frac{3}{8}$
Mr. Chadwick	$\frac{4}{8}$
Ms. Webb	$\frac{2}{8}$
Mr. Perez	$\frac{5}{8}$
Miss Goodwin	$\frac{4}{8}$

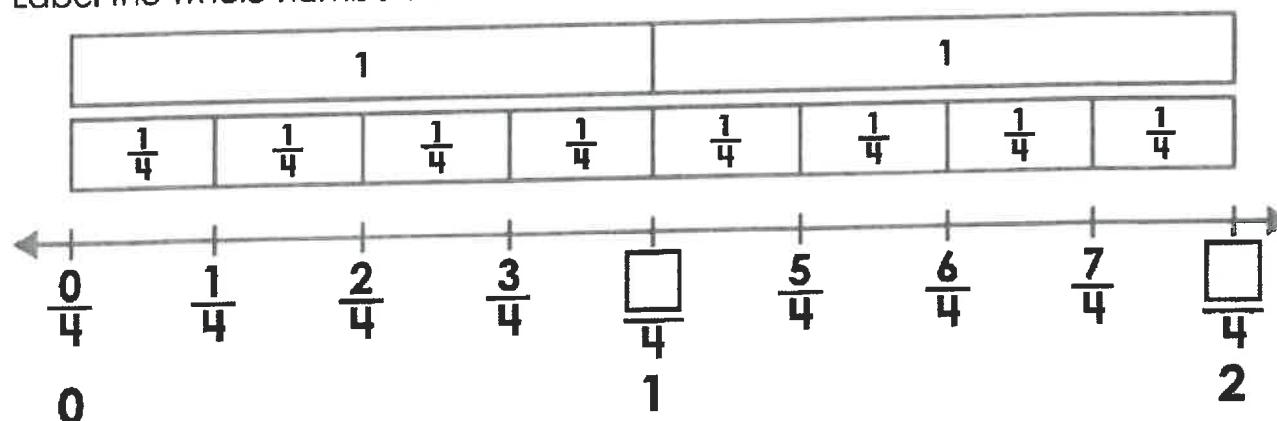
Which class has the greatest fraction of students participating in the spelling bee?

\_\_\_\_\_

Which class has the least fraction of students participating in the spelling bee?

\_\_\_\_\_

Label the whole numbers as fractions on the number line.



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



## Math Buzz

Write the related facts for the set of numbers.

**7, 6, 42**

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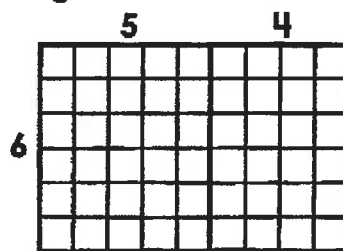


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Use the distributive property to find the total area of the rectangles.



$$6 \times 9 = \underline{\hspace{2cm}} \quad 6 \times (\square + \square) = \underline{\hspace{2cm}}$$

$$(\square \times \square) + (\square \times \square) = \underline{\hspace{2cm}}$$

Area = \_\_\_\_\_ square units

Complete the table.

Number of Weeks	Number of Days
1	7
	21
5	
7	49
9	

Madison made this chart to show the hair color of the dancers in her ballet class.

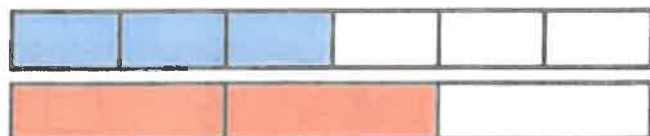
Hair Color	Number of Dancers
Blonde	3
Brown	4
Red	1

What is the total number of dancers?

Write a fraction that describes the number of dancers with each hair color.

Blonde: \_\_\_\_\_ Brown: \_\_\_\_\_ Red: \_\_\_\_\_

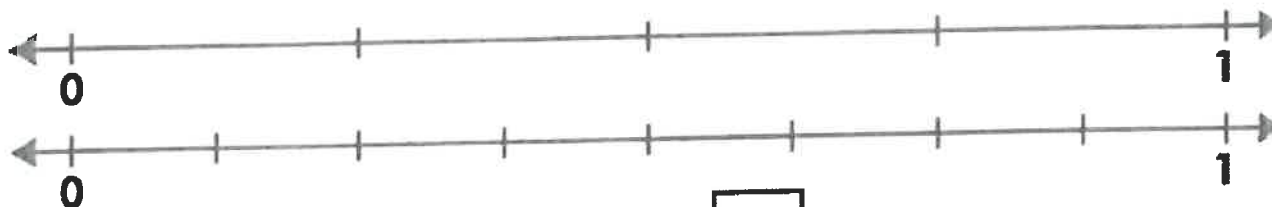
Compare using >, <, =.



$$\frac{3}{6} \quad \underline{\hspace{1cm}} \quad \frac{2}{3}$$



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

**Math Buzz**Use the number line to find what fraction is equivalent to  $\frac{3}{4}$ .

$$\frac{3}{4} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$$

Fill in the missing numbers.

$$(3 \times 3) \times \boxed{\phantom{00}} = 72$$

$$\boxed{\phantom{00}} \times (5 \times 2) = 60$$

Each shape is one whole. Write a whole number and a fraction greater than 1 that names the parts that are shaded.



$$\boxed{\phantom{000}} = \frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}}$$

Solve and compare using  $>$ ,  $<$ ,  $=$ .

$$8 \times 7 \quad \underline{\hspace{1cm}} \quad 94 - 38$$

Alexis measured her rectangular bedroom. The area of her room is 72 square feet. If the length of her room is 9 feet, what is the width?

**Show your work**

Answer: \_\_\_\_\_ feet

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

**Math Buzz**

Fill in the missing numbers.

$$480 = 8 \times \square \quad 40 \times \square = 240$$

Draw a rectangle that has an area of 12 square units.



Write the related facts for the set of numbers.

**8, 7, 56**

\_\_\_\_\_

\_\_\_\_\_

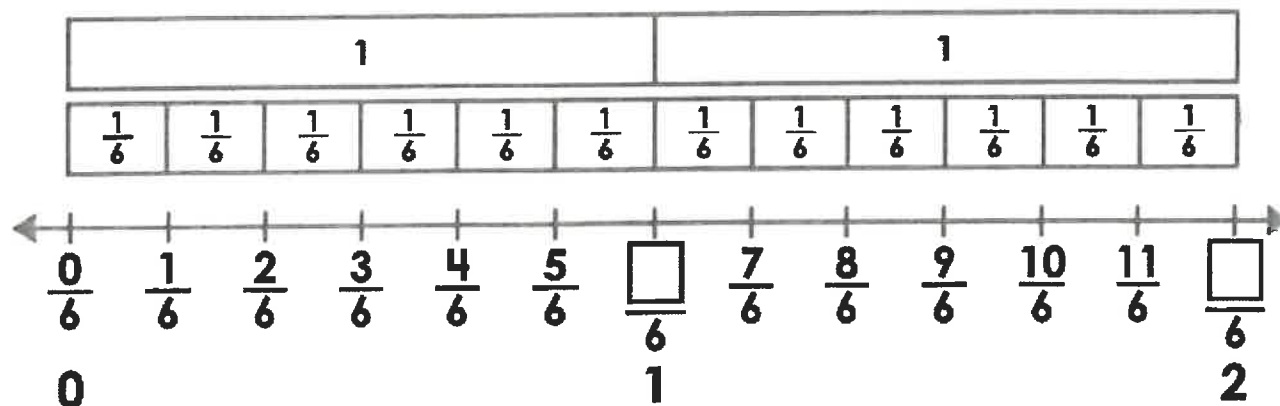
Jade is making a berry smoothie using the measurements below.

Berries	Fraction of a Cup
Raspberries	$\frac{1}{3}$
Blackberries	$\frac{1}{6}$
Strawberries	$\frac{1}{2}$
Blueberries	$\frac{1}{4}$

Which is the largest fraction of a cup of berries Jade used?

Which type of berry is used the least in the smoothie?

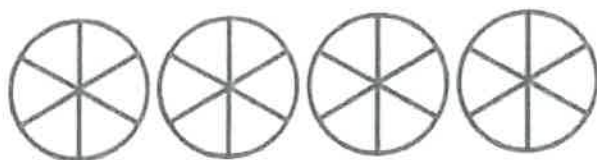
Label the whole numbers as fractions on the number line.



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

**Math Buzz**

Each shape is one whole. Write a whole number and a fraction greater than 1 that names the parts that are shaded.



$$\square = \frac{\square}{\square}$$

Use the number line to find what fraction is equivalent to  $\frac{1}{2}$ .



$$\frac{1}{2} = \frac{\square}{\square}$$

Solve and compare using  $>$ ,  $<$ ,  $=$ .

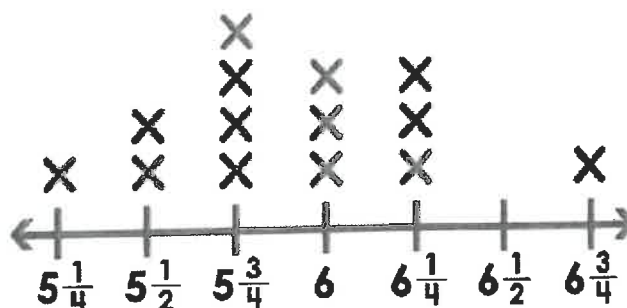
$$9 + 8 \quad \underline{\hspace{1cm}} \quad 81 \div 9$$



Mr. Quinn's class measured their pencils after sharpening them. Below is a line plot that shows the data they collected.

**Class Pencil Lengths**

key: X = 1 pencil

**Pencil Lengths (inches)**

The number of pencils that were  $6\frac{1}{2}$  inches long was half as many as the number of pencils that were  $5\frac{3}{4}$  inches long. Complete the graph to show how many pencils were  $6\frac{1}{2}$  inches.

How many pencils did Mr. Quinn's class measure in all?

\_\_\_\_\_

Use the distributive property to solve.

$$3 \times 8 = \underline{\hspace{2cm}}$$

$$3 \times (\square + \square) = \underline{\hspace{2cm}}$$

$$(\square \times \square) + (\square \times \square) = \underline{\hspace{2cm}}$$

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



## Math Buzz

Write the related facts for the set of numbers.

**9, 8, 72**

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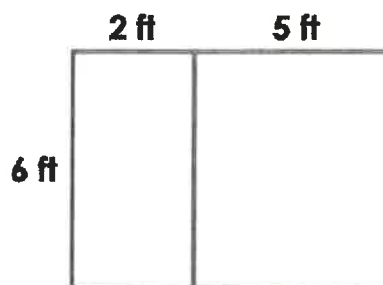


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Use the distributive property to find the total area of the rectangles.



$$6 \times 7 = \underline{\quad\quad\quad} \quad 6 \times (\square + \square) = \underline{\quad\quad\quad}$$

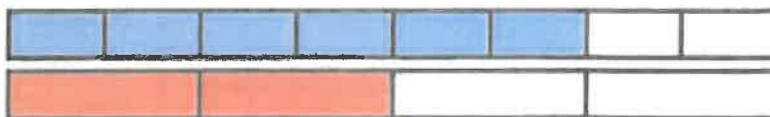
$$(\square \times \square) + (\square \times \square) = \underline{\quad\quad\quad}$$

Area = \_\_\_\_\_ square feet

Complete the table.

Number of Hours	Number of Minutes
1	60
	120
4	
6	
8	480

Compare using >, <, =.



$$\frac{6}{8} \quad \underline{\quad\quad\quad} \quad \frac{2}{4}$$

Label the whole numbers as fractions on the number line.

