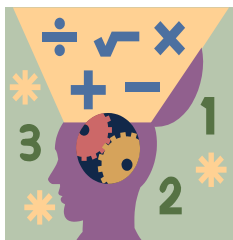


Name: _____ Section: 4A 4B 4C 4D 4E



Homework

Hello Scholars. We will continue reviewing 4th grade math standards in preparation for the Math FSA. Scholars will continue reviewing Fractions this week focusing on adding and subtracting mixed numbers, multiplying a fraction by a whole number and multiplying a mixed number by a whole. Scholars will complete a Quiz on Thursday April 18 reviewing fractions.

Scholars have access to all **Think Central** assignments reviewing all FSA Concepts. The animated models in Think Central help scholars understand the basic skills necessary for the FSA. In addition, scholars have access to the interactive Student Edition Go Math Book which provides interactive lessons reviewing all 4th grade standards.

I-Ready – All students must complete their i-Ready Math lessons by **Sunday**. Failure to complete the lessons will result in an incomplete.

Please contact me with any questions or concerns at morales.zervos@archimedean.org.

Notes

Please take the time to read and understand each question. Students **MUST** underline key words in the word problem and **MUST** prove and show all their work. Failure to prove and show all work will result in a lower grade.

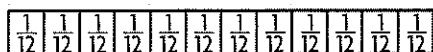
<u>Monday</u>	April 15 th	– Pages 61 and 62 (2 pages)
<u>Tuesday</u>	April 16 th	– Pages 63 and 64 (2 pages)
<u>Wednesday</u>	April 17 th	– Pages 65 and 66 (2 pages)
<u>Thursday</u>	April 18 th	– Pages 67 and 70 (4 pages)
<u>Friday</u>	April 19 th	– Teacher Planning Day – No School

Completed homework packets will be checked daily and collected on Monday April 22nd for a letter grade.

<u>Monday</u> 15 th April	<u>Tuesday</u> 16 th April	<u>Wednesday</u> 17 th April	<u>Thursday</u> 18 th April	<u>Friday</u> 19 th April

MACC.4.NF.2.4b Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number.

1. Justin draws this model to multiply.



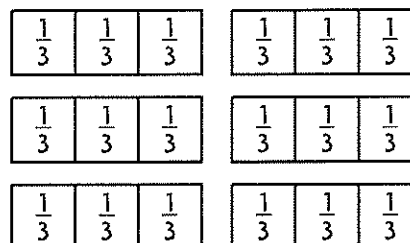
$$2 \times \frac{4}{12} =$$

2. Use this number line to multiply.



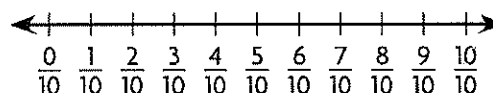
$$4 \times \frac{3}{5} =$$

3. Shade the fraction bars to show $8 \times \frac{2}{3}$.



$$8 \times \frac{2}{3} =$$

4. Maya draws this number line to multiply.

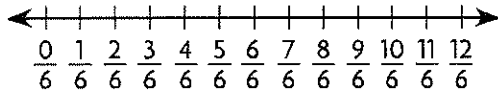


$$3 \times \frac{3}{10} =$$

Name _____

5. Multiply:

$$6 \times \frac{3}{4} =$$

6. Explain how to use the number line to multiply $2 \times \frac{5}{6}$. Then write an equation to show the product.


7. Multiply:

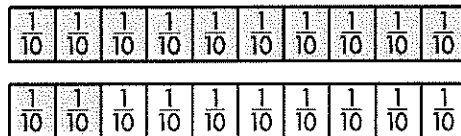
$$5 \times \frac{5}{8} =$$

8. Multiply:

$$3 \times \frac{7}{12} =$$

9. Multiply:

$$7 \times \frac{4}{5} =$$

10. Explain how to use the model to multiply $6 \times \frac{2}{10}$. Then write an equation to show the product.


MACC.4.NF.2.4c 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.

1. Liz records the amount of rainfall in her backyard. It rained $\frac{3}{8}$ inch for 4 days in a row.

What is the total amount of rainfall after 4 days?

2. At a family picnic, $\frac{2}{3}$ of the people are eating potato salad. There are 9 people at the picnic.

Draw a model and write an equation to find the number of people eating potato salad.

3. Manuel works out at the gym 9 days each week for $\frac{3}{4}$ hour each day.

How many hours does Manuel work out each week?

4. A farmer delivers 10 cantaloupes to a grocer on Monday. The grocer sells $\frac{2}{5}$ of the cantaloupes.

Draw a model and write an equation to find the number of cantaloupes the grocer sells.

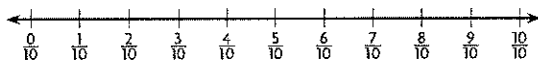
Name _____

5. Loren has 6 pieces of wire that are each $\frac{5}{8}$ feet long.

How many feet of wire does Loren have in all?

6. Emma has 4 kittens that weigh $\frac{2}{10}$ pound each.

Use the number line to find the total weight of the kittens.



7. Kip makes 5 batches of hush puppies. Each batch uses $\frac{2}{3}$ cup of cornmeal. How many cups of cornmeal does Kip need?

8. Three friends each eat $\frac{2}{6}$ of a pan of lasagna. How much of the pan of lasagna do they eat altogether?

Draw a model and write an equation to solve the problem.

9. An online store ships 7 packages that weigh $\frac{2}{4}$ pound each.

What is the total weight of the packages?

10. A ranger clears $\frac{3}{5}$ mile of trail each day for 9 days.

How many miles of trail does he clear in all?

MACC.4.NF.3.5 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.

1. Angela ran the 400-meter dash $\frac{2}{10}$ minute faster than Jillian. Which fraction is equivalent to $\frac{2}{10}$?

A $\frac{2}{100}$

B $\frac{20}{100}$

C $\frac{21}{100}$

D $\frac{200}{100}$

2. Veronica's grandparents live $\frac{8}{10}$ mile from where she lives. Which fraction is equivalent to $\frac{8}{10}$?

A $\frac{81}{10}$

B $\frac{80}{10}$

C $\frac{80}{100}$

D $\frac{8}{100}$

3. Gisele's dog is taking a training class. He completed $\frac{7}{10}$ of the class. Write an equivalent fraction with a denominator of 100.
- _____

4. Danny catches two crickets. One cricket weighs $\frac{1}{10}$ ounce. The other cricket weighs $\frac{12}{100}$ ounce. What is the total weight of the two crickets?

$$\frac{1}{10} + \frac{12}{100} =$$

5. Margo walks home from school $\frac{75}{100}$ mile. Benjamin walks $\frac{7}{10}$ mile home from school. How far do Margo and Benjamin walk altogether?

$$\frac{75}{100} + \frac{7}{10} =$$

6. Add:

$$\frac{4}{10} + \frac{1}{100} =$$

Name _____

7. In Adrian's class, $\frac{5}{10}$ of the students eat in the cafeteria and $\frac{38}{100}$ bring lunches from home. What fraction of the class is this?

$$\frac{5}{10} + \frac{38}{100} =$$

8. Two small snakes have lengths of $\frac{6}{10}$ foot and $\frac{87}{100}$ foot. What is the combined length of the two snakes, in feet?

$$\frac{6}{10} + \frac{87}{100} =$$

9. Ginny buys two bags of grapes. One bag weighs $\frac{4}{10}$ pound more than the other bag. Write a fraction equivalent to $\frac{4}{10}$ with a denominator of 100.
- _____

10. Add:

$$\frac{7}{100} + \frac{9}{10} =$$

11. Charlie rides his bike on a $\frac{3}{10}$ -mile trail and a $\frac{51}{100}$ -mile trail. How far did he ride in all?

$$\frac{3}{10} + \frac{51}{100} =$$

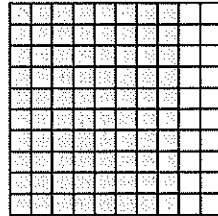
12. Find the sum of $\frac{4}{10}$ and $\frac{78}{100}$.
- _____

13. Add:

$$\frac{3}{10} + \frac{3}{100} =$$

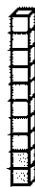
MACC.4.NF.3.6 Use decimal notation for fractions with denominators 10 or 100.

1. This model represents $\frac{80}{100}$.



Which decimal does the model represent?

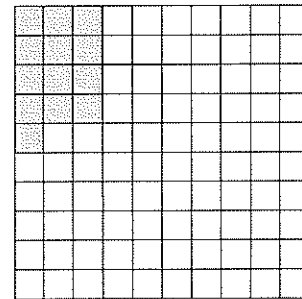
2. John spent $\frac{2}{10}$ hour practicing for his dance recital.



Which shows $\frac{2}{10}$ written as a decimal?

- A** 2.2
B 2.0
C 0.2
D 0.02
3. Write $\frac{8}{100}$ as a decimal.

4. Serena used 0.13 pound of cedar chips to line her hamster's cage.



What fraction is shown by the shaded part of the model?

5. At the Apple Growers Association luncheon, members ate different amounts of pie. Mr. Adams ate $\frac{3}{10}$ of a pie. Which decimal shows the amount of pie Mr. Adams ate?

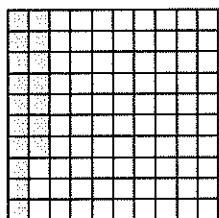
- A** 0.03
B 0.3
C 0.31
D 3.0

6. Kaley walked 0.9 mile. Write 0.9 as a fraction.

Name _____

7. Darin ran a race 0.29 seconds faster than Jay. Which fraction is equivalent to 0.29?

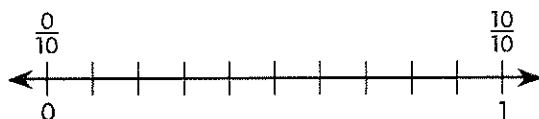
8. This model represents $\frac{17}{100}$.



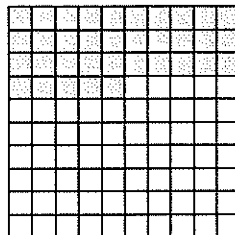
Which decimal does the model represent?

- A 1.70
B 1.07
C 1.7
D 0.17
9. Andy made a model airplane $\frac{6}{10}$ yard long.

Write the length of the airplane as a decimal. Then plot and label the decimal on the number line.

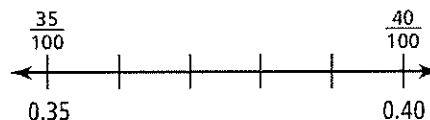


10. In science class, Mr. Morris dropped a ball from the top of a ladder. It took 0.35 second to reach the floor.



What fraction is shown by the shaded part of the model?

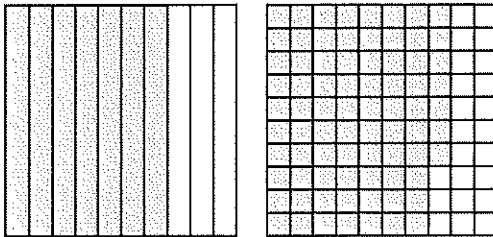
- A $\frac{1}{100}$
B $\frac{35}{100}$
C $\frac{65}{100}$
D $\frac{35}{10}$
11. Peter's hamster weighs $\frac{38}{100}$ pound.



Write the hamster's weight as a decimal. Then plot and label it on the number line.

MACC.4.NF.3.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

1. Compare the models.

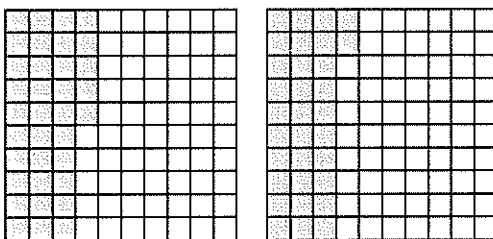


Which symbol makes the statement true?

$$0.7 \bigcirc 0.77$$

- A** $>$
- B** $<$
- C** $=$
- D** $+$

2. Mai made two decimal models.

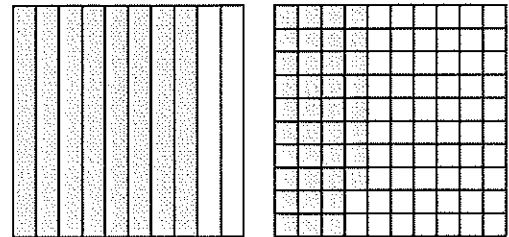


Which symbol makes the statement true?

$$0.35 \bigcirc 0.32$$

- A** $>$
- B** $<$
- C** $=$
- D** $+$

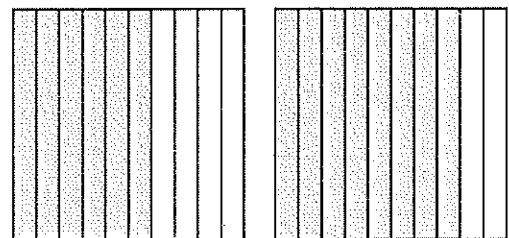
3. Look at the models.



Write $<$, $>$, or $=$ to make the statement true.

$$0.8 \bigcirc 0.38$$

4. Look at the models.

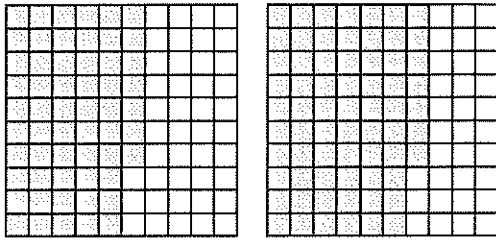


Which symbol makes the statement true?

$$0.6 \bigcirc 0.8$$

- A** $>$
- B** $=$
- C** $<$
- D** $+$

5. Jim made two decimal models.

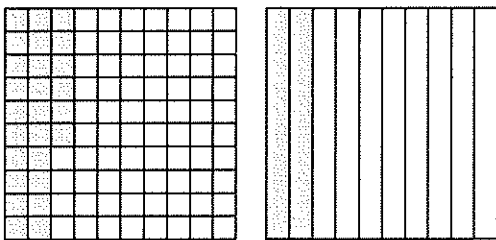


Which symbol makes the statement true?

$$0.57 \bigcirc 0.67$$

- A** <
B >
C =
D +

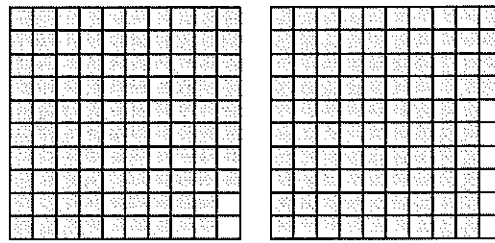
6. Compare the two models.



Write <, >, or = to make the statement true.

$$0.26 \bigcirc 0.2$$

7. Compare the models.

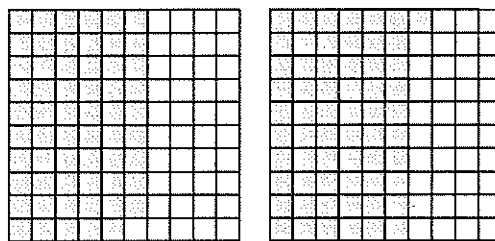


Which symbol makes the statement true?

$$0.98 \bigcirc 0.94$$

- A** <
B >
C =
D +

8. Compare the two models.



Write <, >, or = to make the statement true.

$$0.59 \bigcirc 0.61$$
