Practice your Math skills from 3rd grade this summer! Make sure to take your time because this will be your first Math grade in 4th grade!
Use the number line to round each number to the nearest 10.

67 rounds to ________  
89 rounds to ________  
22 rounds to ________  
45 rounds to ________

Use the number line to round each number to the nearest 100.

730 rounds to ________  
803 rounds to ________  
567 rounds to ________  
658 rounds to ________

Underline the tens place, then round to the closest ten.

459 rounds to ________  
1,284 rounds to ________  
4,338 rounds to ________  
144 rounds to ________

Underline the hundreds place, then round to the closest hundred.

622 rounds to ________  
867 rounds to ________  
22,567 rounds to ________  
3,709 rounds to ________
Addition & Subtraction

Use place value to add or subtract. Don’t forget to **regroup** or **borrow**!

- 738 + 519 + 258 + 127 - 973
  - 227 + 347 + 565 + 290 - 869

- 900 + 545 - 376 - 29 + 294
  - 158 + 139 - 148 - 8 + 332

- 537 - 734 + 164 + 437 + 356
  - 428 - 327 + 230 + 184 + 442

- 56 - 761 - 600 - 491 + 271
  + 32 - 489 - 398 - 51 + 425

A television program lasts for 120 minutes. Of that time, 36 minutes are taken up by commercials. What is the length of the actual program without the commercials?

_________ minutes

Mark has 215 baseball cards. Emily has 454 baseball cards. How many baseball cards do Mark and Emily have altogether?

_________ baseball cards
Answer the following questions using the pictograph below.

<table>
<thead>
<tr>
<th>Favorite Game</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Puzzles</td>
<td>![Chess pieces]</td>
<td>![Chess pieces]</td>
<td>![Chess pieces]</td>
</tr>
<tr>
<td>Card Games</td>
<td>![Chess pieces]</td>
<td>![Chess pieces]</td>
<td>![Chess pieces]</td>
</tr>
<tr>
<td>Board Games</td>
<td>![Chess pieces]</td>
<td>![Chess pieces]</td>
<td>![Chess pieces]</td>
</tr>
</tbody>
</table>

Key: Each 🏛 = 4 students

1. How many students chose puzzles? _______ students
2. How many fewer students chose card games than board games? _______ students
3. Which two types of games did a total of 34 students choose? _______________ and _______________
4. How many students were surveyed? _______ students
5. How many students did not choose card games? _______ students
6. What if computer games were added as a choice and more students chose it than puzzles, but fewer students chose it than board games? How many students could have chosen computer games? _______ students
Delia made the table at the right. She used it to record the places the third grade classes would like to go during a field trip. Use the data from the frequency chart to make a pictograph in the space below.

<table>
<thead>
<tr>
<th>Field Trip Choices</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Museum</td>
<td>6</td>
</tr>
<tr>
<td>Science Center</td>
<td>15</td>
</tr>
<tr>
<td>Aquarium</td>
<td>12</td>
</tr>
<tr>
<td>Zoo</td>
<td>9</td>
</tr>
</tbody>
</table>

How many fewer students chose the Museum than the Science Center? _______ students

How many students would rather go to the Aquarium and Zoo? _______ students
Answer the following questions using the bar graph below.

1. Which kind of book was chosen by half of the number of students as books about animals? ______________
2. Did more students choose books about sports or books about animals and nature together? _________________
3. Which two kinds of books together did students choose as often as books about sports? ___________ & ___________
4. How many more students chose sports than puzzles? _____ students
5. How many fewer students chose space than animals? _____ students
Find the product

8 \times 3 = ___  
7 \times 8 = ___  
3 \times 7 = ___  
5 \times 6 = ___  
7 \times 5 = ___  
4 \times 9 = ___  
2 \times 4 = ___  
3 \times 9 = ___  
6 \times 3 = ___  
12 \times 2 = ___  
12 \times 10 = ___  
5 \times 7 = ___  
3 \times 4 = ___  
5 \times 2 = ___  
12 \times 3 = ___  
8 \times 4 = ___  
10 \times 6 = ___  
1 \times 10 = ___  
4 \times 4 = ___  
3 \times 9 = ___  
2 \times 6 = ___  
11 \times 4 = ___  
1 \times 2 = ___  
5 \times 6 = ___  
9 \times 8 = ___  
12 \times 12 = ___  
4 \times 5 = ___  
5 \times 4 = ___  
2 \times 3 = ___  
6 \times 6 = ___  
3 \times 3 = ___  
1 \times 8 = ___  
9 \times 5 = ___  
4 \times 9 = ___  
6 \times 4 = ___  
12 \times 2 = ___  
5 \times 7 = ___  
3 \times 4 = ___  
5 \times 2 = ___  
12 \times 3 = ___  
8 \times 4 = ___  
10 \times 6 = ___  
1 \times 10 = ___  
4 \times 4 = ___  
3 \times 9 = ___  
2 \times 6 = ___  
11 \times 4 = ___  
1 \times 2 = ___
## Division Facts

Find the quotient:

<table>
<thead>
<tr>
<th>Division</th>
<th>Quotient</th>
</tr>
</thead>
<tbody>
<tr>
<td>5) 30</td>
<td>6</td>
</tr>
<tr>
<td>2) 20</td>
<td>10</td>
</tr>
<tr>
<td>11) 121</td>
<td>11</td>
</tr>
<tr>
<td>3) 36</td>
<td>12</td>
</tr>
<tr>
<td>7) 21</td>
<td>3</td>
</tr>
<tr>
<td>6) 12</td>
<td>2</td>
</tr>
<tr>
<td>9) 63</td>
<td>9</td>
</tr>
<tr>
<td>2) 24</td>
<td>12</td>
</tr>
<tr>
<td>9) 81</td>
<td>9</td>
</tr>
<tr>
<td>7) 35</td>
<td>5</td>
</tr>
<tr>
<td>4) 32</td>
<td>8</td>
</tr>
<tr>
<td>5) 45</td>
<td>9</td>
</tr>
<tr>
<td>4) 24</td>
<td>12</td>
</tr>
<tr>
<td>8) 56</td>
<td>8</td>
</tr>
<tr>
<td>9) 72</td>
<td>8</td>
</tr>
<tr>
<td>7) 42</td>
<td>6</td>
</tr>
<tr>
<td>6) 18</td>
<td>3</td>
</tr>
<tr>
<td>3) 30</td>
<td>10</td>
</tr>
<tr>
<td>8) 40</td>
<td>5</td>
</tr>
<tr>
<td>6) 54</td>
<td>9</td>
</tr>
<tr>
<td>8) 64</td>
<td>8</td>
</tr>
<tr>
<td>3) 24</td>
<td>8</td>
</tr>
<tr>
<td>4) 12</td>
<td>4</td>
</tr>
<tr>
<td>8) 72</td>
<td>9</td>
</tr>
<tr>
<td>4) 16</td>
<td>4</td>
</tr>
<tr>
<td>7) 28</td>
<td>4</td>
</tr>
<tr>
<td>3) 9</td>
<td>3</td>
</tr>
<tr>
<td>10) 100</td>
<td>10</td>
</tr>
</tbody>
</table>

8 ÷ 4 = ____  16 ÷ 2 = ____  35 ÷ 7 = ____  54 ÷ 6 = ____  30 ÷ 6 = ____

63 ÷ 7 = ____  6 ÷ 3 = ____  12 ÷ 2 = ____  20 ÷ 4 = ____  36 ÷ 4 = ____

9 ÷ 3 = ____  12 ÷ 6 = ____  18 ÷ 3 = ____  24 ÷ 4 = ____  40 ÷ 4 = ____

24 ÷ 6 = ____  20 ÷ 5 = ____  48 ÷ 8 = ____  14 ÷ 2 = ____  28 ÷ 4 = ____
Missing Factors

Solve for the missing factor.

\[ \bigtriangleup \times 8 = 64 \quad m \times 4 = 28 \quad 5 \times \bigheart = 40 \quad w \times 7 = 35 \]

\[ \bigtriangleup = _____ \quad m = _____ \quad \bigheart = _____ \quad w = _____ \]

\[ 30 = d \times 3 \quad 56 = 8 \times \bigstar \quad b \times 6 = 54 \quad 7 \times k = 42 \]

\[ d = _____ \quad \bigstar = _____ \quad b = _____ \quad k = _____ \]

Solve the equations.

\[ 4 \times _____ = 28 \quad 7 \times _____ = 35 \quad 9 \times _____ = 27 \]

\[ 28 \div 4 = _____ \quad 35 \div 7 = _____ \quad 27 \div 9 = _____ \]

\[ 4 \times _____ = 36 \quad 8 \times _____ = 40 \quad 2 \times _____ = 16 \]

\[ 36 \div 4 = _____ \quad 40 \div 8 = _____ \quad 16 \div 2 = _____ \]

Use fact families to help you find the missing number.

\[ 4 \times 9 = _____ \quad _____ \times 7 = 35 \quad 6 \times _____ = 18 \]

\[ _____ \times 4 = 36 \quad 5 \times _____ = 35 \quad 3 \times 6 = _____ \]

\[ 36 \div _____ = 9 \quad _____ \div 7 = 5 \quad 18 \div _____ = 3 \]

\[ _____ \div 9 = 4 \quad 35 \div 5 = _____ \quad _____ \div 3 = 6 \]
Solve the problems below. Write a multiplication or division equation.

Marcia is making 4 cheese sandwiches. If she puts 2 slices of cheese on each sandwich, how many slices of cheese does Marcia use in all?

______ 〇  ______ = ________ slices of cheese

Thomas works in a cafeteria kitchen. If he makes 5 salads with 3 cherry tomatoes on each salad, how many tomatoes does he use?

______ 〇  ______ = ________ cherry tomatoes

Mrs. Costa has 18 pencils. She gives 9 pencils to each of her children for school. How many children does Mrs. Costa have?

______ 〇  ______ = ________ children

Mary decides to plant 24 rose bushes in her garden. She places 6 bushes in each row. How many rows of rose bushes does she plant in her garden?

______ 〇  ______ = ________ rows
Problem Solving

Solve the 2-step problems below. Use +, - x, or ÷.

Of 77 third graders, on Monday 3 were absent from Room 101, 4 were absent from Room 102, and 2 were absent from Room 103. How many third graders attended school that day?

_____ + _____ - _____ = ______

_____ + _____ = _______ students attended school

Ms. Diaz gave 5 toothpicks to each of 9 children for an art project. The full box she started with held 100 toothpicks. How many toothpicks did she have left?

_____ x _____ - _____ = ______

_____ x _____ = ______ toothpicks

Each month for 7 months, Eva reads 3 books. How many more books does she need to read before she has read 30 book?

_____ x _____ + _____ = ______

_____ x _____ = ______ books
Telling Time

Write the time that is shown on the clock, or draw the hands to show the given time.

What time will it be in 20 minutes if it is now...

2:10 ___:_____
8:15 ___:_____
7:35 ___:________

What time will it be in 2 hours, 15 minutes if it is now...

6:30 ___:_____
3:35 ___:_____
4:25 ___:_____

Solve the problem and make sure to show your work.

Hannah wants to meet her friends at the mall. Before leaving home, she does her chores for 60 minutes and eats lunch for 20 minutes. The walk downtown takes 15 minutes. Hannah starts her chores at 11:45 A.M. At what time does she meet her friends?

_____ : _______
Mass & Capacity

Decide which unit would best be used to measure the mass of each object: grams (g) or Kilograms (kg). Circle your answer.

cell phone: (g) (kg)  
large dog: (g) (kg)  
pencil: (g) (kg)

Circle the best estimate for the mass of each object.

refrigerator  A. 90 kilograms  B. 40 grams  C. 8 kilograms
an apple  A. 4 kilograms  B. 200 grams  C. 2 grams
a key  A. 1 gram  B. 4 kilograms  C. 100 grams

Decide which unit would best be used to measure each: milliliter (mL) or liter (L).

carton of milk: (mL) (L)  
juice in a baby’s bottle: (mL) (L)
water in a bathtub: (mL) (L)  
medicine: (mL) (L)

Circle the best estimate for the liquid volume of each.

syrup for 2 pancakes  A. 25 mL  B. 2 mL  C. 2 L
soda in a can  A. 2 L  B. 350 mL  C. 350 L
liquid in a spoon  A. 5 L  B. 5 mL  C. 500 mL

Solve.
Louis was served 145 grams of meat and 217 grams of vegetables at a meal. What was the total mass of the meat and vegetables?

_______ grams
Fractions

Write the fraction that names each picture.

\[
\begin{array}{c}
\frac{2}{3} & \frac{1}{4} & \frac{3}{4} & \frac{3}{5} & \frac{4}{5} \\
\end{array}
\]

Color in each picture to represent the fraction.

\[
\begin{array}{c}
\frac{5}{8} & \frac{3}{6} & \frac{1}{4} & \frac{2}{3} \\
\end{array}
\]

Fill in the missing fractions on the number line. Then answer the questions that follow.

\[
\begin{array}{c}
\frac{1}{10} & \frac{3}{10} & \frac{5}{10} & \frac{7}{10} & \frac{9}{10} & 1 \\
\end{array}
\]

How many parts is the number line broken into? _____ parts

How far is from point A to B on the number line? \[ \text{ } \]

Which fraction represents the number 1 on the number line? \[ \text{ } \]
Fractions

Compare each set of fractions using <, >, or =. Color in the pictures below to help you solve.

\[
\frac{3}{6} \bigcirc \frac{6}{6} \quad \frac{1}{3} \bigcirc \frac{1}{8} \quad \frac{1}{6} \bigcirc \frac{1}{2} \quad \frac{3}{4} \bigcirc \frac{1}{4}
\]

Write an equivalent fraction. Color in each picture to represent the equivalent fractions.

\[
\frac{4}{8} = \_ \quad \frac{1}{3} = \_ \quad \frac{2}{2} = \_ \quad \frac{3}{4} = \_
\]

Find equivalent fractions using the number lines to locate each point.

\[
\frac{2}{4} = \_ \quad \frac{4}{6} = \_
\]
Measurement

Count the tiles to find the area of each figure.

A = ____ square units   A = ____ square units   A = ____ square units

Write a repeated addition and multiplication sentence to find the area of the figure.

Addition

___+___+___ = ___ square units

Multiplication

___ x ___ = ___ square units

Break up the rectangle into two rectangles by coloring it in two different colors to find the area of the figure.

Rectangle 1: ___ x ___ = ___
Rectangle 2: ___ x ___ = ___
___ + ___ = ___ square units

Rectangle 1: ___ x ___ = ___
Rectangle 2: ___ x ___ = ___
___ + ___ = ___ square units
Measurement

Find the perimeter of each polygon.

P = ____ inches

P = ____ centimeters

P = ____ meters

CHALLENGE

Find the unknown side length and/or perimeter of each polygon.

P = 27 inches

x = ____ inches

y = ____ meters

P = ____ meters

Ryan has a rectangular playroom with a perimeter of 26 feet. The length of the playroom is 6 feet. What is the width of the playroom? Use the picture to help you solve.

The width is _______ feet
Cut out the pictures on the following page and paste them under the correct heading. Then, answer the questions that follow.

<table>
<thead>
<tr>
<th>Quadrilaterals</th>
<th>Not Quadrilaterals</th>
</tr>
</thead>
</table>

Which figure(s) can be classified as a rhombus? _________
Which figure(s) can be classified as a rectangle? _________
Which figure(s) can be classified as a trapezoid? _________
Which figure(s) can be classified as a square? __________
What do all quadrilaterals have in common?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________