

I'm not robot!



Math Practice

<p>1. Which of the following sums rounds to 500?</p> <p>A. 105+40 B. 50+40 C. 375+60 D. 250+25</p>	<p>2. What is the area of the rectangle?</p> <p>A. 10 square units B. 20 square units C. 25 square units D. 17 square units</p>	<p>3. Which polygon is not a parallelogram?</p> <p>A. </p> <p>B. </p> <p>C. </p> <p>D. </p>
<p>4. How long is the line below?</p> <p>A. 2 inches B. 2 1/4 inches C. 2 1/2 inches D. 2 3/4 inches</p>	<p>5. I had six beads, and Ray had seven times as many beads as I have. How many beads does Ray have?</p> <p>A. 36 B. 42 C. 32 D. 0</p>	<p>6. There were 42 students singing. They were divided into six equal groups. What equation can be used to find the number of students in each group?</p> <p>A. <math>42 \div 6 = 7</math> B. <math>42 \times 6 = 252</math> C. <math>42 + 6 = 48</math> D. <math>42 - 6 = 36</math></p>
<p>7. Polly bought six hair bows for \$10.00 each. She paid \$10.00 for the hair bows. How much change should she receive?</p> <p>A. \$60 B. \$14 C. \$24 D. \$6</p>	<p>8. When fractions are each put in lowest terms, what is the length of each side of the square?</p> <p>A. 1/2 feet B. 3/4 feet C. 1/4 feet D. 1/8 feet</p>	<p>9. A square garden has a length of 8 ft. What is the perimeter of the garden?</p> <p>A. 32 feet B. 20 square feet C. 64 square feet D. 64 feet</p>

<p>1. Which of the following is not a prime number?</p> <p>A. 2 B. 3 C. 5 D. 7</p>	<p>2. Which of the following is not a composite number?</p> <p>A. 4 B. 6 C. 8 D. 9</p>
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Name: \_\_\_\_\_

### 4th Grade Math Mid-Year Assessment

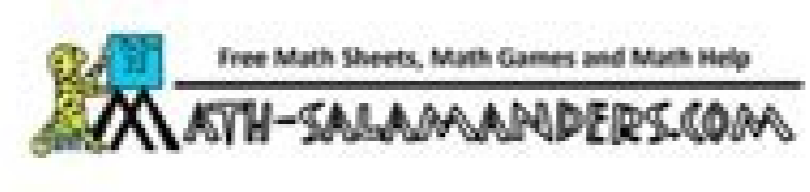
<p>1. <math>7,000 - 2,493 =</math></p> <p>A. 5,493 B. 4,506 C. 4,507 D. 4,493</p>	<p>2. All of the following round to 425,000 <b>except</b> which one?</p> <p>A. 421,778 B. 424,500 C. 424,806 D. 425,499</p>
<p>3. Which of the following statements is false?</p> <p>A. 18 is 3 times as many as 6. B. 24 is 6 times as many as 4. C. 10 is 3 times as many as 30. D. 12 is 4 times as many as 3.</p>	<p>4. <math>7,200 \div 10 =</math></p> <p>A. 720,000 B. 72,000 C. 720 D. 72</p>
<p>5. What is the least common multiple of 6, 8, and 10?</p> <p>A. 24 B. 30 C. 120 D. 480</p>	<p>6. 63 is 3 times greater than what number?</p> <p>A. 199 B. 172 C. 28 D. 21</p>

Name \_\_\_\_\_ Date \_\_\_\_\_

## INEQUALITIES SHEET 4:1

- Work out the answer to each calculation and write the answer underneath. The first one is done for you.
- Between each pair of calculations use the correct symbol  $>$ ,  $<$  or  $=$ .

1) $4 \times 3 = 12$	$>$	$2 + 9 = 11$	11) $29 + 17 = 46$	$<$	$6 \times 8 = 48$
2) $30 - 17 = 13$	$=$	$2 \times 7 = 14$	12) $28 \div 4 = 7$	$<$	$\frac{1}{2}$ of 14 = 7
3) $\frac{1}{2}$ of 30 = 15	$=$	$5 \times 3 = 15$	13) $40 \times 3 = 120$	$<$	$200 - 80 = 120$
4) $30 \times 4 = 120$	$=$	$200 - 50 = 150$	14) $4 \times 90 = 360$	$<$	$30 \times 10 = 300$
5) $5 \times 9 = 45$	$=$	$17 + 27 = 44$	15) $9 \times 5 = 45$	$=$	$100 - 45 = 55$
6) $18 \div 6 = 3$	$=$	$21 - 19 = 2$	16) $60 \times 7 = 420$	$<$	$500 - 90 = 410$
7) $3 \times 9 = 27$	$=$	$100 - 72 = 28$	17) $37 \times 10 = 370$	$<$	$600 - 220 = 380$
8) $7 \times 6 = 42$	$=$	$37 + 14 = 51$	18) $\frac{1}{2}$ of 280 = 140	$<$	$7 \times 20 = 140$
9) $90 - 67 = 23$	$=$	$6 \times 4 = 24$	19) $30 \times 8 = 240$	$<$	$10 \times 23 = 230$
10) $\frac{1}{2}$ of 38 = 19	$=$	$3 \times 7 = 21$	20) $7 \times 9 = 63$	$<$	$38 + 37 = 75$



4th Grade Math Division Set F

One Minute Drill

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If you're seeing this message, it means we're having trouble loading external resources on our website. If you're behind a web filter, please make sure that the domains \*.kastatic.org and \*.kasandbox.org are unblocked. Classifying Angles Test Classify given angles as acute, right, obtuse, or straight. Adding Fractions Take this online test to add fractions with like and unlike denominators. Comparing Decimals Determine whether numbers are larger, smaller, or equal. This includes whole numbers, repeating, and non-repeating decimals. 4th grade math test will help the students to practice the questions based on different topics under fourth grade math activities. The purpose of covering all the questions in these math practice test to improve the knowledge and mathematical skills of the children. These range from simple problems to more difficult ones to enable the student in self-learning. Numerous drill questions related to each concept have been included to give as much practice as possible. There are additional questions given on math practice test sheets in the form of puzzles, crosswords games and quizzes. These fourth grade math practice sheets provide additional questions to increase the knowledge and prompt the child to achieve excellence in the subjects. Homeschoolers can also enjoy practicing these sheets. 4th grade math test encourage the students to test their own knowledge. Parents and teachers can assess the child's progress in the subject from time to time. Practice sheets are provided so that students can easily get prepared before the test or exams. The topics covered in fourth grade math practice tests mainly are ..... Moving towards large numbers, Roman Numerals, Addition and Subtraction, Multiplications, Division, Multiples and Factors, Fractional Numbers, Metric Measures, Shapes on Geometry, Time, Pictorial Representation of Data. Answers for the test are also given so that students can check the exact answers after completing the sheets. A list of free math practice sheets typically suitable for students at the 4th grade level. If the students practice all these worksheets they will easily get prepared for fourth grade math test or exams or quiz. Warm up before the test by practicing these sheets!! ● 4th Grade Math Practice: 4th Grade Math Practice 14th Grade Math Practice 24th Grade Math Practice 34th Grade Math Practice 44th Grade Math Practice 54th Grade Math Practice 64th Grade Math Practice 74th Grade Math Practice ● Practice Test on Numbers: Practice Test on Numbers Practice Test on Large Numbers Practice Test on Fractions: Practice Test on Addition Practice Test on Subtraction Practice Test on Addition and Subtraction Word Problems Practice Test on Estimating Sums and Difference Practice Test on Multiplication Practice Test on Division Practice Test on Division Word Problems Practice Test on Multiplication and Division Practice Test on Estimating Quotients ● Factors and Multiples: Practice Test on Factors Practice Test on Multiples Practice Test on Multiples and Factors ● Fractional Numbers: Practice Test on Fractional Numbers Practice Test on Equivalent Fractions ● Measurement: Practice Test on Telling Time 4th Grade Math Test to HOME PAGE Didn't find what you were looking for? Or want to know more information about Math Only Math. Use this Google Search to find what you need. Share this page: What's this? Students create a factor tree with numbers between 1 and 100. Fourth Grade One class period, 45 minutes in length blackboard or whiteboard/paper for students to write only you prefer a more artistic touch, copies with four evergreen tree shapes per page factor, multiply, prime number, multiply, divide. In this lesson, students will create factor trees. 4.OA.4: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite. Decide ahead of time whether or not you wish to do this as part of a holiday assignment. If you prefer not to connect this to winter and/or the holiday season, skip Step #3 and references to the holiday season. Discuss learning target—to identify all of the factors of 24 and other numbers between 1 and 100. Review with students the definition of a factor. And why do we need to know the factors of a particular number? As they get older, and have to work more with fractions with like and unlike denominators, factors grow increasingly important. Draw a simple evergreen tree shape at the top of the board. Tell students that one of the best ways to learn about factors is by using a tree shape. Begin with the number 12 at the top of the tree. Ask students what two numbers can be multiplied together to get the number 12. For example, 3 and 4. Underneath the number 12, write 3 x 4. Reinforce with students that they have now found two factors of the number 12. Now let's examine the number 3. What are the factors of 3? What two numbers can we multiply together to get 3? Students should come up with 3 and 1. Show them on the board that if we put down the factors 3 and 1, then we would be continuing this work forever. When we get to a number where the factors are the number itself and 1, we have a prime number and we are done factoring it. Circle the 3 so that you and your students know that they are done. Draw their attention back to the number 4. What two numbers are factors of 4? (If students volunteer 4 and 1, remind them that we aren't using the number and itself. Are there any other factors?) Below the number 4, write down 2 x 2. Ask students if there are any other factors to consider with the number 2. Students should agree that these two numbers are "factored out", and should be circled as prime numbers. Repeat this with the number 20. If your students seem confident about their factoring abilities, have them come to the board to mark the factors. If it is appropriate to refer to Christmas in your classroom, ask student which number they think has more factors—24 (for Christmas Eve) or 25 (for Christmas Day)? Conduct a factor tree contest with half of the class factoring 24 and the other half factoring 25. Send students home with a tree worksheet or a blank sheet of paper and the following numbers to factor: At the end of math class, give your students a quick Exit Slip as an assessment. Have them pull a half sheet of paper out of a notebook or binder and factor the number 16. Collect those at the end of math class and use that to guide your instruction the next day. If most of your class is successful at factoring 16, make a note to yourself to meet with the small group that is struggling. If many students have trouble with this one, try to provide some alternate activities for the students who understand the concept and re-teach the lesson to the larger group. Hoping to help your first-grader with math skills? Here are some basic tips that experts suggest. Learn math from everyday objects Your child can build an understanding of addition, subtraction, and the other math concepts they are learning in first grade by playing with everyday objects. Use items that your child enjoys playing with, such as Legos, and place them into two groups of unequal number. Place the larger grouping on the left to develop the habit your child will need later for subtracting from left to right. Next, ask your child to add objects to the smaller group from the larger group until your child counts the same number in both groups. As with all math activities, don't push it if your child resists, since math development varies greatly from child to child and your child may just not be ready for certain concepts. Count with items Count using items like blocks, pennies, and candy. Have some items handy for counting by ones and by tens. You can use interlocking blocks that allow students to connect two blocks to three blocks to represent 2 + 3. Use regular household items like pennies for counting by ones, and dimes for counting by tens. Develop estimation skills When things are stored or poured into varying size containers you have an opportunity to build your child's concept of estimation and quantity. At breakfast, ask their which bowl has more and which has less cereal. Ask them to compare the different amounts of the same liquid in three clear glasses by lining them up from least to most full. To build your child's vocabulary of comparisons, after successful practice use measuring cups with numbers. Ask their what your child notices about the number each liquid reaches in the measuring cup when they are lined up in sequence from least to most and then from most to least full. Read math problems aloud Help your child by reading math problems aloud slowly and carefully, so your child can hear the problem and think about what is being asked. If your child can read, have them read them. Use real money Children become so accustomed to seeing their parents pay with credit and debit cards that counting actual money can be an unfamiliar practice. Engage your child in the transaction of buying things at the store, allowing them to pay with cash and to count the change. This will help not only with their math skills but will foster an understanding of the concepts of saving and spending. Reward effort for math's Speak positively about math and reward effort, rather than grades or ability. Think about how important reading is and how we are told to model this behavior for our children. We need to place math in the same category. Don't discount the importance of math by saying, "I'm not a math person. I was never good at math." Help your child read books that incorporate math, such as "Millions of Cats" by Wanda Gag or "On Beyond a Million" by David Schwartz. Use analog clocks Go pre-digital with time. Reading time on a digital clock is vastly different than on a clock with a face. First grade standards focus on telling time to the hour and half hour, so have some old-fashioned analog clocks around your house as your child is learning to tell time. Consider giving their a wristwatch with a face, rather than a digital display. Keep a calendar at home Keep a calendar displayed in your home. Review the days of the week with your child and encourage their to count down the

number of days until an event they are anticipating.Play games with simple mathPlay a game in the car using simple addition or subtraction. For example: I'm thinking of a number that equals seven when it is added to three. What number is that? Look for opportunities to play simple addition and subtraction games, for example, while they are eating, with the number of items on their plate.Play games with math vocabularyPlay a mind-reader game. Think of a number for your child to guess. After each guess respond with the words "higher" or "lower." At different times use the words "more" or "less" so your child learns different arithmetic vocabulary. This game helps their correlate the number words and counting sequence with actual amounts or sizes.Play family math gamesPlenty of family games incorporate math. Tic-tac-toe, Connect Four, and dominoes are just some of the many games that help build math skills.To find out what your first-grader will be learning in math class, check out our first grade math skills page.Parent Toolkit resources were developed by NBC News Learn with the help of subject-matter experts, including Joyce Epstein, Director, Center on School, Family and Community Partnerships, Johns Hopkins University; Pamela Mason, Program Director/Lecturer on Education, Harvard Graduate School of Education; Denise Walston, Director of Mathematics, Council of the Great City Schools; Neil Duke, Professor, University of Michigan; Leanna Baker, Retired Math Teacher; Bon Crowder, Math Teacher and Blogger, MathFour.com; and Robin Schwartz, VP, Association of Teachers of Math of NYC, and align with the Common Core State Standards.

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