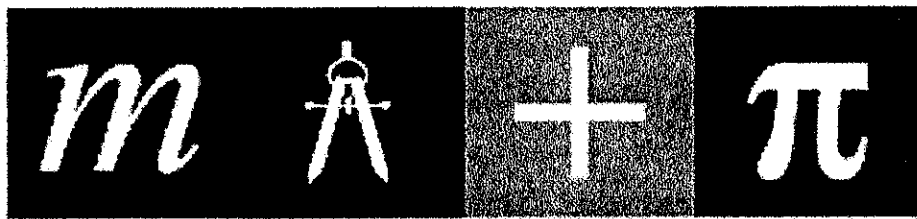


Washington Latin Public Charter School  
Rising 5th Grade

*Summer*



*Practice*

This Packet Belongs To

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Name \_\_\_\_\_

# Practice Sheet

**4.NBT.5**

Estimate products  
by rounding

## Estimating Products ~ Part 2

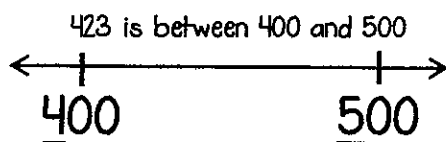
Find the numbers the exact answer is between.

Step 1: Use a number line to determine which two numbers the greatest factor falls between.

Step 2: Multiply the basic facts.

Step 3: Add the zeros.

Ex:  $3 \times \underline{423} = \underline{\hspace{2cm}}$



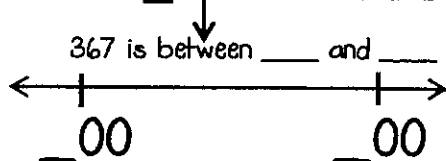
3 x 400 = 1200

3 x 500 = 1500

So,  $3 \times 423$  is between 1200 and 1500.

Solve:

1.  $2 \times \underline{367} = \underline{\hspace{2cm}}$

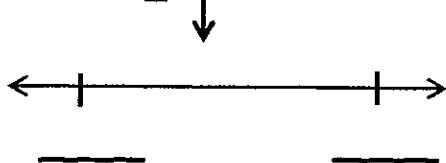


2 x   00 =   00

2 x   00 =   00

$2 \times 367$  is between        &       .

2.  $9 \times \underline{485} = \underline{\hspace{2cm}}$

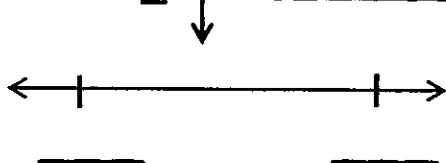


   x        =       

   x        =       

$9 \times 485$  is between        &       .

3.  $4 \times \underline{713} = \underline{\hspace{2cm}}$



   x        =       

   x        =       

$4 \times 713$  is between        &       .

Numbers and Operations in Base Ten 4.NBT.1 Name \_\_\_\_\_

Directions: Determine the value of each underlined digit in the numbers below. Write the value on the line. Use the place value chart.

Million	Hundred Thousand	Ten Thousand	Thousand	Hundred	Tens	Ones

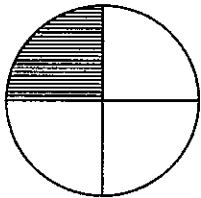
1. Example:  <u>4</u> 56 = 50	6.  <u>7</u> ,405,621 = _____	11.  <u>9</u> 9,632,405 = _____
2.  6,0 <u>4</u> 5 = _____	7.  8 <u>8</u> 7,965 = _____	12.  <u>3</u> 2,002,202 = _____
3.  <u>7</u> 2,890 = _____	8.  789, <u>3</u> 02 = _____	13.  <u>1</u> 1,255 = _____
4.  <u>1</u> 9,812 = _____	9.  4, <u>6</u> 32 = _____	14.  37, <u>5</u> 06 = _____
5.  <u>2</u> 01,655 = _____	10.  3, <u>2</u> 20,856 = _____	15.  <u>9</u> 80 = _____

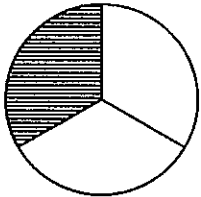
16. Look at the original numbers for problems 1-5. Which original number has the greatest value? \_\_\_\_\_

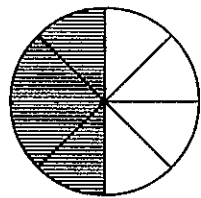
17. Look at the original numbers for problems 6-10. Which original number has the greatest value? \_\_\_\_\_

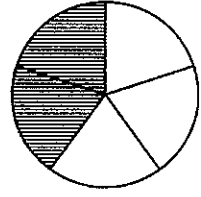
Numbers and Operations Fractions 4.NF.1 Name \_\_\_\_\_

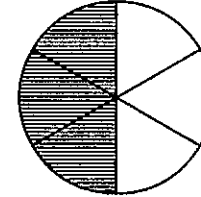
Directions: Name each fraction on the first line, and then list equivalent fractions on the lines by using multiples.

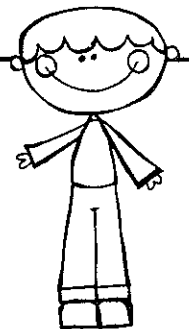
1.  ----- = ----- = ----- = ----- = -----

2.  ----- = ----- = ----- = ----- = -----

3.  ----- = ----- = ----- = ----- = -----

4.  ----- = ----- = ----- = ----- = -----

5.  ----- = ----- = ----- = ----- = -----



6. Ucheoma and Jaylen split a cake. Ucheoma takes  $\frac{3}{6}$  of the cake and Jaylen takes  $\frac{1}{2}$ . Did they split the cake equally? Yes or No? Explain what you know.

\_\_\_\_\_

\_\_\_\_\_

Directions: Name each shaded fraction model and use inequality symbols to compare. (>, <, =)

<p><b>Comparing Fraction Models</b></p> <p><b>Step 1: Determine the fraction shown in the model.</b></p> <p><b>Step 2: Determine which symbol should be used when comparing the size of each fraction.</b></p>	<p><b>Example:</b> Is <math>\frac{1}{5}</math> &gt;, &lt;, or = to <math>\frac{1}{6}</math>?</p> <div style="text-align: center;"> </div>
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<p>1.  ----- ○ -----</p>	<p>4.  ----- ○ -----</p>
<p>2.  ----- ○ -----</p>	<p>5.  ----- ○ -----</p>
<p>3.  ----- ○ -----</p>	<p>6.  ----- ○ -----</p>

Anne and Grace were playing Fraction War. Anne's card showed the fraction  $\frac{1}{4}$  while Grace's card showed  $\frac{1}{3}$ . Which person had the larger fraction? Answer \_\_\_\_\_  
 Can you prove your answer by drawing models and labeling both?

Directions: Add or subtract each fraction.

<p><b><u>Adding or Subtracting Fractions</u></b></p> <p>When you add or subtract fractions, the fractions must have the same denominator.</p> <p><b><u>Step 1:</u></b> Make sure the denominators are the same.</p> <p><b><u>Step 2:</u></b> Add or subtract the numerator.</p>	<p><b><u>Example:</u></b></p> $\frac{5}{8} + \frac{2}{8} = \frac{7}{8}$ $\frac{5}{8} - \frac{2}{8} = \frac{3}{8}$
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<p>1.</p> $\frac{3}{8} - \frac{2}{8} =$	<p>4.</p> $\frac{1}{12} + \frac{3}{12} =$	<p>7.</p> $\frac{8}{8} - \frac{2}{8} =$
<p>2.</p> $\frac{1}{6} + \frac{3}{6} =$	<p>5.</p> $\frac{7}{10} - \frac{3}{10} =$	<p>8.</p> $\frac{5}{6} + \frac{1}{6} =$
<p>3.</p> $\frac{3}{5} - \frac{1}{5} =$	<p>6.</p> $\frac{1}{2} + \frac{1}{2} =$	<p>9.</p> $\frac{2}{5} - \frac{1}{5} =$

10. Create a fraction addition problem with the denominator shown in the model. Shade the model to show your addition problem.

Addition Problem \_\_\_\_\_

11. Create a fraction subtraction problem with the denominator shown in the model. Shade the model to show your subtraction problem.

Subtraction Problem \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

4. NF. 4

# Fruit Smoothies

Amy made fruit smoothies for her family. She used the ingredients shown below for each smoothie.

- $\frac{5}{8}$  cup of milk
- 2 cups of ice
- $\frac{3}{8}$  cup of blueberries
- $\frac{7}{8}$  cup of strawberries



## Part A

Amy made four fruit smoothies. How many total cups of strawberries and blueberries did she use to make the smoothies?

## Part B

How many total cups of ice and milk did Amy use to make the four fruit smoothies?