

Fourth Grade  
Spring Break  
Vacation Packet



Due Monday, April 29th, 2019

Name\_\_\_\_\_



Life as a...

# King under the Feudal System!

“Life is great at the top! Under feudalism, I rule over my **manor**, keep order, and provide protection to everyone beneath me!

Most of the land in my kingdom is mine, however I do share some with the church. After all, since God chose me to rule, it's fair to return some of the land to him. Most people get confused when I tell them that God chose me to rule. I don't know why - everyone around here knows about the **Divine Right Theory**, or the idea that God chooses the King!

Maintaining order in my empire is difficult. Very few of us kings can afford to have a personal army to protect our rich land and luxurious castles, so kings like me have to rely on others to help out. See, in the feudal system everyone has a 'you do this for me, and I'll do this for you' type attitude. I do a favor for someone, and they do a favor for me! For example, since I control vast amounts of land, I loan large plots, called **fiefs**, to people who are fairly wealthy, but not quite as powerful as me. These people are called nobles or **lords**. In exchange, the lords promise to organize an army for me if I am ever invaded.

I know, I know. You probably think these people are my servants, right? Well, they kinda are. But, in feudalism, everyone is a servant! Except, we don't call them servants - we call them **vassals**.

So, let's recap so far. I loan **fiefs** to lords (my **vassals**) to rule over as they see fit. In exchange, they must have an army ready to go if the manor is ever attacked. Got it so far? Good.

The lords live extravagant lives on the land - they have lavish parties, live in fabulous stone houses, or even small castles in some cases, and have very fine personal gardens. However, they owe me protection since I gave them land to rule over. How do they do it you ask? Follow this next part closely because I'm only going to say it once: They divide up the **fief** into smaller sections - which they loan out to **knights** in exchange for serving in the army that they are in charge of assembling for the King. So, the **lords** have **vassals** too! The knights are servants to the lords!

Knights must be ready to fight almost instantly! It's only fair that they hold up their end of the deal - land for military service! But, knights are busy. They don't have a lot of time to work on their land, grow food, or do anything besides train to fight. I bet you are wondering how they, or any of us, get food.

Finally, the most miserable of all roles in feudalism - the **serfs**. Or, I should say, 'my' serfs. After all, I own them! These are the peasants that form the "backbone" of my manor. Without them, I would be nothing - but don't tell them that! Serfs are given a small piece of the **fief** from the lord that they can live on. In exchange for this piece of land and protection within the manor, they must provide me, the knights, and their lord with a reliable food supply. Oh - and because I'm working my tail off to make sure they are protected, serfs can't leave! They are forever bound to the land. Yeah, serfs sorta have it rough. But, with a small piece of land, a place to call home, and free protection, what more could they want? ”

Life as a...

# Lord under the Feudal System!

“ I’m not at the top of the feudal system, but I’m pretty close! Under feudalism, I rule over my **fief**, a smaller piece of land of the king’s manor that he has given to me. I love it - I get to have my own mini ‘kingdom’ all in exchange for a small price.

Most of the land in my kingdom belongs to the King, however he has to share some with the church. After all, since God chose him to rule, it’s fair to return some of the land to the church. I mean, it’s common sense that God chooses our ruler. Anyone who doesn’t know about the **Divine Right Theory** is in for a rude awakening - if you run into the King, be sure to treat him like a God if you know what’s good for you!

Very few kings can afford to have a personal army to protect their **manor**, so **lords** (or nobles) like me help the king out! In fact, in the feudal system everyone has a ‘you do this for me, and I’ll do this for you’ type attitude. I do a favor for someone, and they do a favor for me! For example, the King gives me a piece of land, called a **fief**, to rule over as I see fit. I have almost complete control over this territory. However, in exchange, I owe the King protection in case his manor is ever invaded. I must organize an army to protect thy lordship.

I know, I know. You probably think I am a servant to the King, right? Well, I kinda am. But, in feudalism, everyone is a servant! Except, I’m not called a servant - I’m called a **vassal**.

So, let’s recap so far. The King loans me a **fief** to rule over as I see fit. I am a **vassal** to the King. In exchange for the fief, I must have an army ready to go if the manor is ever attacked. Got it so far? Good.

We lords live extravagant lives on the land - we have lavish parties, live in fabulous stone houses, or even small castles in some cases, and have very fine personal gardens. However, we owe the King protection since he gave us land to rule over. How do we do it you ask? Follow this next part closely because I’m only going to say it once: We divide up the **fief** into smaller sections - which we then loan out to **knights** in exchange for serving in our army that protects the manor. So, we **lords** have **vassals** too! The knights are our servants!

The Knights must be ready to fight almost instantly! It’s only fair that they hold up their end of the deal - land for military service! But, knights are busy. They don’t have a lot of time to work on their land, grow food, or do anything besides train to fight. I bet you are wondering how they, or any of us, get food.

Finally, the most miserable of all roles in feudalism - the **serfs**. Or, I should say, ‘my’ serfs. After all, I own them! Well, technically the King does, but while the **fief** is loaned to me, I can order the serfs to do whatever I wish! These are the peasants that form the “backbone” of the manor. Without them, the king would have nothing - but don’t tell them that! We lords give the serfs a small piece of the **fief** that they can live on. In exchange for this piece of land and protection within the manor, they must provide us lords, the knights, and their King with a reliable food supply. Oh - and because I’m working my tail off to make sure they are protected, serfs can’t leave! They are forever bound to the land. Yeah, serfs sorta have it rough. But, with a small piece of land, a place to call home, and free protection, what more could they want?”

Life as a...

# Knight under the Feudal System!

“ I'm not at the top of the feudal system, but at least I'm not at the bottom! Under feudalism, my main responsibility is protection. Protection, protection, protection, that's all anyone wants me for. I guess when you're a trained fighter people desperately need your services!

See, all of the land in sight is controlled by one King. It's called his **manor**. However, the King shares some of that land with the church. After all, since God chose him to rule, it's fair to return some of the land to the church. I mean, it's common sense that God chooses our ruler. Anyone who doesn't know about the **Divine Right Theory** is in for a rude awakening - if you run into the King, be sure to treat him like a God if you know what's good for you!

Very few kings can afford to have a personal army to protect their **manor**, so the **lords** (or nobles) and us **knights** do the King a favor! In fact, in the feudal system everyone has a 'you do this for me, and I'll do this for you' type attitude. I do a favor for someone, and they do a favor for me! For example, the King gives a lord a piece of land, called a **fief**, to rule over as he sees fit. The lord has almost complete control over this territory. However, in exchange, the lord owes the King protection in case his manor is ever invaded. Since the lord is only one person, he couldn't possibly defend against a large invader. The lord must organize an army to protect thy lordship.

I know, I know. You probably think the lord is a servant to the King, right? Well, he kinda is. But, in feudalism, everyone is a servant! Except, we aren't called a servant - we are called a **vassal**.

So, let's recap so far. The King loans a **fief** to a lord to rule however he wants to. The lord is a **vassal** to the King. In exchange for the **fief**, the lord must have

an army ready to go if the manor is ever attacked. Got it so far? Good. Here is where we come in!

We **knights** are trained fighters. In fact, we knights often start out as a **paige**, or a servant, to a lord. I myself left home around the time I was seven years old to live with my wealthy relative. He was a lord - so I lived a life of luxury! Here, I learned basic training with swords and armor, how to be **chivalrous** toward ladies, and understood my duties of how to protect the helpless and less fortunate.

The lords need people to serve in their army for the King, and we knights need a place to live as well. So, here's what happens. Follow this part closely because I'm only going to say this once: The lords divide up their **fief** into smaller sections - which are then loaned out to us **knights** in exchange for serving in the army that protects the manor. So, the **lords** have **vassals** too! We knights are **vassals** to the lords, and the lords are **vassals** to the King.

We must be ready to fight almost instantly! It's only fair that we hold up our end of the deal - land for military service! But, we are busy. We don't have a lot of time to work on our land, grow food, or do anything besides train to fight. I bet you are wondering how we, or any of us, get food.

Finally, the most miserable of all roles in feudalism - the **serfs**. Serfs are the peasants that form the "backbone" of the manor. Without them, the king would have nothing - but don't tell them that! The lords give the serfs a small piece of the **fief** that they can live on. In exchange for this piece of land and protection within the manor, serfs provide us knights, lords and their King with a reliable food supply. Oh - and serfs can't leave the **fief**! The king owns them! They are forever bound to the land!

”

Life as a...

# “ Serf under the Feudal System! ”

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Being at the bottom of the feudal system is the worst. I basically live life as a servant and have no hope to ever escape. Under feudalism, my main responsibility is provide the food and back-breaking labor that keeps the King's **manor** afloat. Trust me, any of the other three roles in the feudal system is heaven compared to what I have to deal with!

See, all of the land in sight is controlled by one King. It's called his **manor**. However, the King shares some of that land with the church. After all, since God chose him to rule, it's fair to return some of the land to the church. I mean, it's common sense that God chooses our ruler. But, sometimes I wonder if God doesn't like me very much since the King isn't very kind to us serfs! Anyhow, the **Divine Right Theory** is fairly common - just treat the King like a God if you see him and all will be okay!

Very few kings can afford to have a **personal** army to protect their **manor**, so these wealthy nobles, called **lords**, and trained fighters, called **knights**, do the King a favor! In fact, in the feudal system everyone has a 'you do this for me, and I'll do this for you' type of attitude. I do a favor for someone, and they do a favor for me! For example, the King gives a lord a piece of land, called a **fief**, to rule over as he sees fit. The lord has almost complete control over this territory. However, in exchange, the lord owes the King protection in case his manor is ever invaded. Since the lord is only one person, he couldn't possibly defend against a large invader. The lord must organize an army to protect thy lordship.

I know, I know. You probably think the lord is a servant to the King, right? Well, he kinda is. But, in feudalism, everyone is a servant! Except, we aren't called a servant - we are called a **vassal**.

So, let's recap so far. The King loans a **fief** to a lord to rule however he wants to. The lord is a **vassal** to the King. In exchange for the fief, the lord must have an army ready to go if the manor is ever attacked. Got it so far? Good.

The lords need people to serve in their army for the King, so they recruit knights to serve in their army. So, here's what happens. Follow this part closely because I'm only going to say this once: The lords divide up their **fief** into smaller sections - which are then loaned out to **knights** in exchange for serving in the army that protects the manor. So, the **lords** have **vassals** too! The knights are **vassals** to the lords, and the lords are **vassals** the King!

Finally, beneath the knights are us. The lowly **serfs**. We are the most miserable of all roles in feudalism. We are the peasants that form the "backbone" of the manor. Without us, the King would have nothing - but the King and lords give us serfs a small piece of the **fief** that they can live on. So, maybe we should be grateful for that. In exchange for this piece of land and protection within the manor, we provide the knights, lords and our King with a reliable food supply. Oh - and the worst part is we can't leave the fief! The king owns us! We are forever bound to the land! Who are we a **vassal** to? Everyone!

”

# Under the Feudal System in the Middle Ages

## Act it Out!

4

1

### Vocabulary:

Vassal - \_\_\_\_\_

Fief - \_\_\_\_\_

Manor - \_\_\_\_\_

Divine Right Theory - \_\_\_\_\_

After discussing with your group, give a brief summary of the skit you will be presenting to the class that shows how feudalism works!

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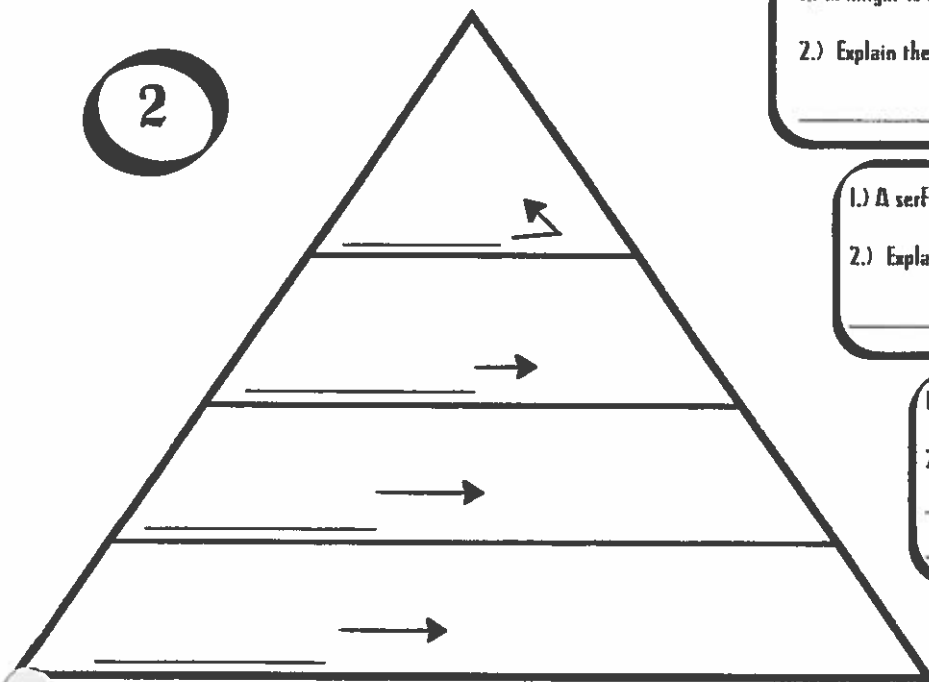
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2



Complete this pyramid with the name of the correct group AND a simple sketch that relates to the group

### Who is "whose" Vassal?

3

1.) A knight is a vassal to \_\_\_\_\_.

2.) Explain the relationship: \_\_\_\_\_

1.) A serf is a vassal to \_\_\_\_\_.

2.) Explain the relationship: \_\_\_\_\_

1.) A lord is a vassal to \_\_\_\_\_.

2.) Explain the relationship: \_\_\_\_\_

1.) A king is a vassal to \_\_\_\_\_.

2.) Explain the relationship: \_\_\_\_\_





**Complete the following questions based on the four passages that you have read:**

**1) Based on the Life as a King, what makes the responsibilities of a king so important?**

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**2) What do you think is meant by the phrase “maintaining order?”**

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**3) Do you think the king is being fair or unfair, explain why?**

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4) According to Life as Lord, what are the responsibilities of a lord in the society?

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5) What is a fief, and why is it important to a lord?

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6) In your own words, how is the term 'vassal' important to the feudal system?

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7) According to Life as a Knight, what is the role of a knight in the society?

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8) What does chivalry mean, and explain what it means in the context of feudalism?

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9) Define the word Paige and create a sentence of your own:

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10) According to the Life as a Serf, what are their responsibilities and why do you think they are the lowest class?

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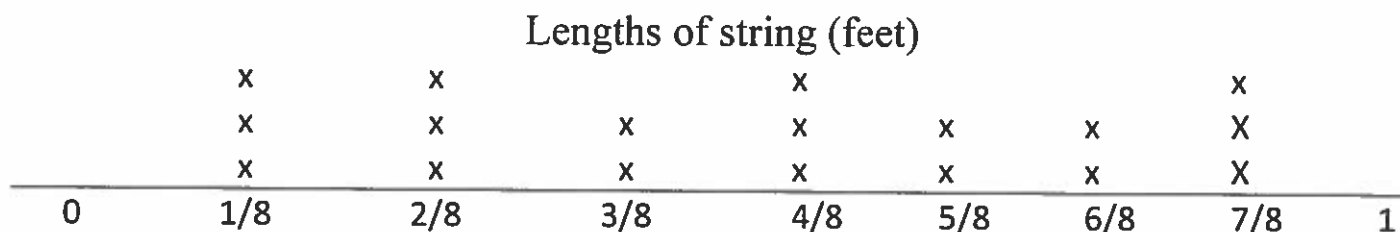
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# Formative Instructional and Assessment Tasks

## Measuring Strings

A basket of strings is measured by the class and graphed.



Based on the line plot:

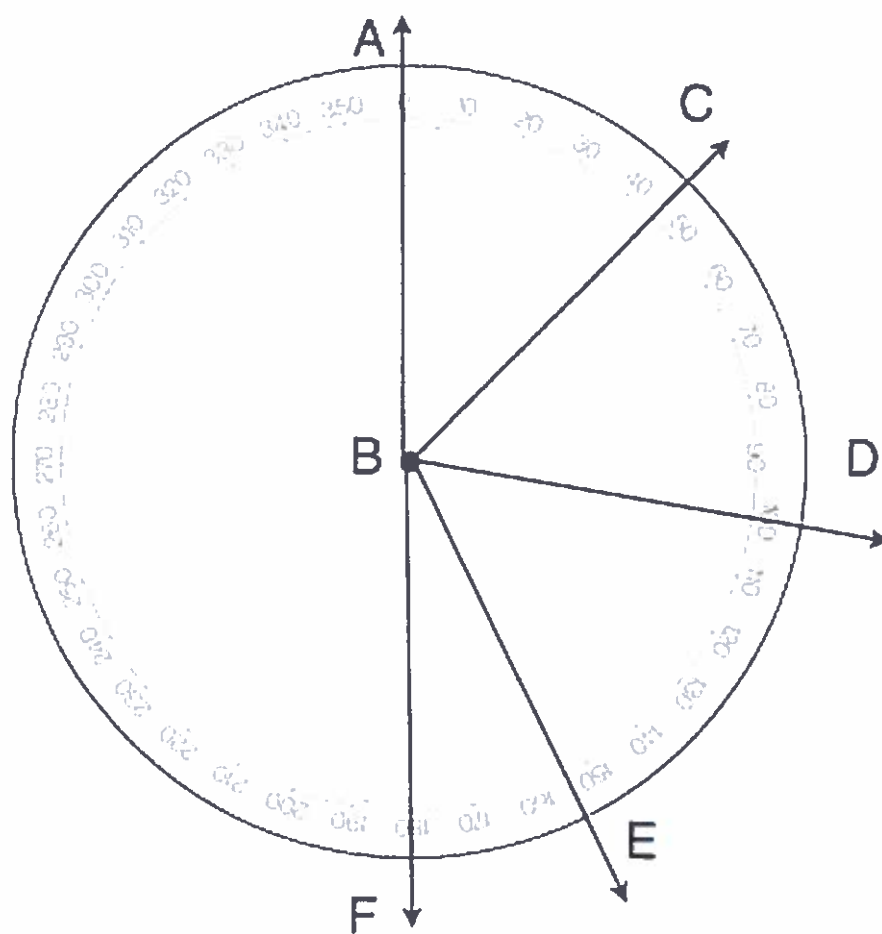
- 1) How many strings are more than  $\frac{1}{2}$  of a foot or longer?
  
  
  
  
  
  
  
  
  
  
- 2) How many strings are shorter than  $\frac{3}{8}$  of a foot?
  
  
  
  
  
  
  
  
  
  
- 3) If students put the string together that is  $\frac{1}{8}$  or  $\frac{2}{8}$  of a foot long, how long would that string be?
  
  
  
  
  
  
  
  
  
  
- 4) If students put all of the pieces of string together, how long would that string be?





Use this angle reference sheet to answer questions 1-4  
on the next page.

## Angle Reference Sheet







# Angle Measurement and Degrees in a Circle



Name \_\_\_\_\_

4.MD.C.5

Date \_\_\_\_\_

Use the Angle Reference Sheet on the previous page to answer the questions below.

1. Which angles are larger than  $90^\circ$ ?

- A.  $\angle ABC$
- B.  $\angle ABD$
- C.  $\angle DBE$
- D.  $\angle FBE$

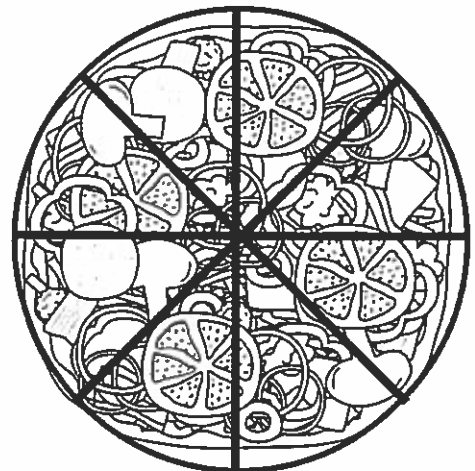
2. What is the measure of the  $\angle ABD$  in degrees?

- A.  $55^\circ$
- B.  $75^\circ$
- C.  $100^\circ$
- D.  $180^\circ$

3. What is the measure of the  $\angle ABC$  in degrees?

4. What is the measure of the  $\angle ABE$  in degrees?

5. Leonardo cut a round pizza into 8 equal sized pieces. What is the angle of each piece of pizza? Explain your answer.





Name \_\_\_\_\_

4<sup>th</sup> Grade Homework - Week 1

Review

5+2=

6x4=

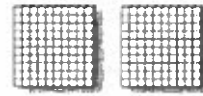
Tell the value of the underlined digit in each number.

Write the number in standard form.

Draw an array to represent 6x5.

4x8=

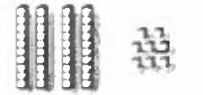
49÷7=



6+5=

11x5=

882 \_\_\_\_\_



36÷9=

17-10=

599 \_\_\_\_\_

5-2=

12÷6=

248 \_\_\_\_\_

7+8=

8+8=

480 \_\_\_\_\_

3x4=

19-12=

Monday

Larry read 48 pages of his book. If he read 8 pages a day, how many days did it take for him to read all 48 pages? Draw a picture to solve.

Round each number to the nearest 10.

882 \_\_\_\_\_

599 \_\_\_\_\_

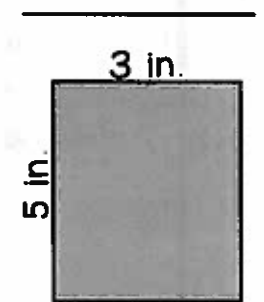
248 \_\_\_\_\_

480 \_\_\_\_\_

300  
- 124

457  
+ 329

Find the area of the rectangle.



Review

Look for a pattern to complete the missing numbers in the table below.

Write the expanded form for the number below.

Draw an array to represent 8x3.

Arrange the digits 1, 6, and 2 to create the lowest possible three-digit number.

200	210	220	
300	310		330
	410	420	
500		520	530

Th	H	T	O
7	3	2	1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Arrange the digits 1, 3, and 5 to create the highest possible three-digit number.

Tuesday

Coach Perkins bought 7 packs of ping pong balls. Each pack has 8 balls. How many ping pong balls did Coach Perkins buy? Draw a picture and write an equation to solve.

Round each number to the nearest 100.

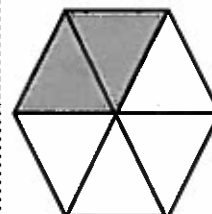
882 \_\_\_\_\_

599 \_\_\_\_\_

248 \_\_\_\_\_

480 \_\_\_\_\_

What fraction of the figure is shaded?



Arrange the digits 8, 2, 5, and 8 to create the lowest possible four-digit number.

Name \_\_\_\_\_

4<sup>th</sup> Grade Homework- Week 1

Review

6+3=

9x9=

Write a multiplication equation for each addition equation.

2x5=

20÷2=

476

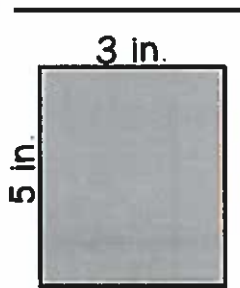
Find the perimeter of the rectangle.

8+3=

0x5=

8 + 8 + 8 + 8 = 32

- 203



63÷9=

14-7=

2+2+2+2+2+2=12

232

12-4=

12÷4=

7+3=

6+8=

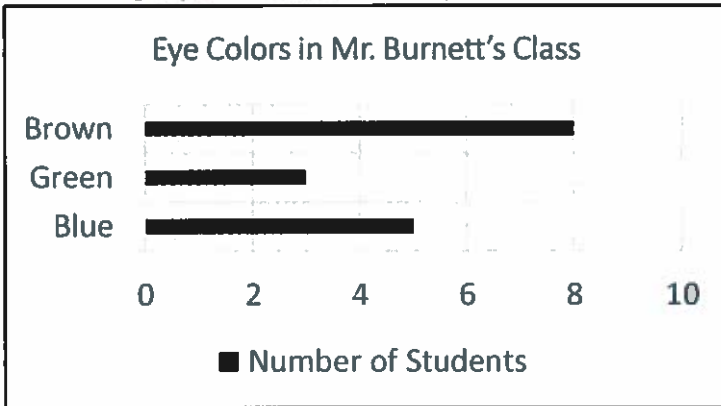
+ 505

5x4=

13-2=

Wednesday

Use the graph to answer the questions.



How many more students have brown eyes than green eyes?

Assuming that everyone was surveyed, how many students are in Mr. Burnett's class?

Are there fewer students with green or blue eyes? How do you know?

3.1

Write the word form for the number below.

HTh	TTh	Th	H	T	O
5	4	0	4	0	5

Tell the value of the underlined digit in each number.

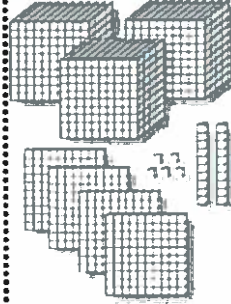
67,389 \_\_\_\_\_

983,560 \_\_\_\_\_

4,671,348 \_\_\_\_\_

129,985 \_\_\_\_\_

Write the number in standard form.



How many 10s are there in 1,000?

Write to explain.

Thursday

Write the standard form for each number below.

300,000+4,000+700+40+5

90,000+5,000+600+20+2

600,000+70,000+1,000+600+90+8

Write a 7-digit number that has a 4 in the millions place, a 2 in the hundred thousands place, a 0 in the ten thousands place, an 8 in the thousands place, a 5 in the hundreds place, a 7 in the tens place, and a 5 in the ones place.

Is this the only number you could have written?

Circle the digit that is in the same place in all of the numbers below.

466,738

1,269,459

65,882

What is the value of the digit?

Increase 563,229 by 10,000.

Decrease 1,379,093 by 100,000.

Increase 34,730 by 1,000,000.

Name \_\_\_\_\_

4<sup>th</sup> Grade Homework Quiz - Week 1

$$\begin{array}{r} 783 \\ - 454 \\ \hline \end{array}$$

$$\begin{array}{r} 629 \\ + 220 \\ \hline \end{array}$$

Write the standard form for each number below.

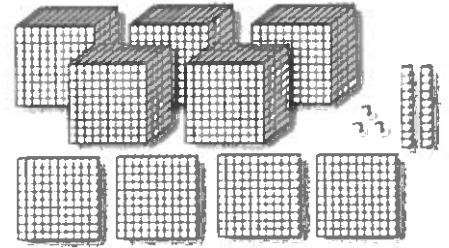
$$400 + 10 + 9$$


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$$6,000 + 300 + 80$$


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Write the number in standard form.



Write a multiplication equation for the addition equation.

$$7 + 7 + 7 + 7 + 7 = 35$$


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$6 + 9 =$

$3 \times 3 =$

$7 \times 3 =$

$20 \div 4 =$

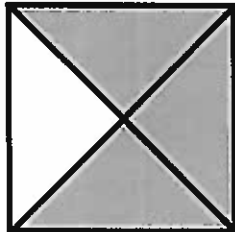
$9 + 3 =$

$4 \times 6 =$

Chloe made \$24 selling lemonade. If each cup costed \$2, how many cups of lemonade did she sell? Draw a picture to solve.

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What fraction of the figure is shaded?



$42 \div 6 =$

$16 - 8 =$

$13 - 4 =$

$15 \div 3 =$

$7 + 8 =$

$4 + 3 =$

$5 \times 10 =$

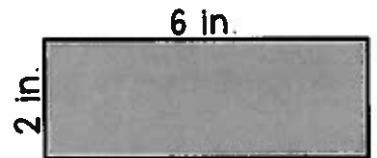
$17 - 5 =$ 


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Complete the table below.

Original Number	Rounded to the Tens Place	Rounded to the Hundreds Place
241		
878		
	430	400
	560	600

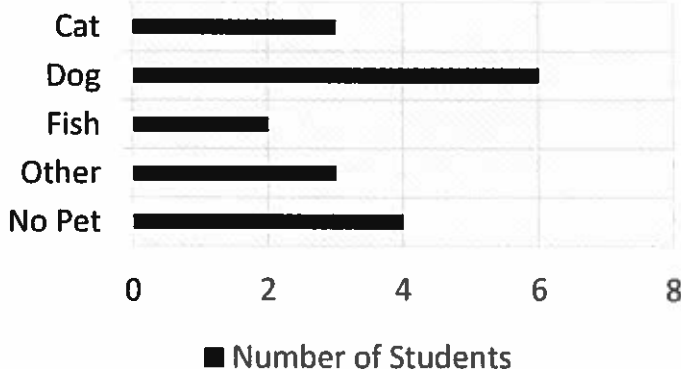
Find the area and perimeter of the rectangle below.



area \_\_\_\_\_

perimeter \_\_\_\_\_

Pets in Mrs. Kirkland's Class



Use the graph to answer the questions.

How many fewer students have a fish for a pet than a dog?

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Are there more students without a pet or more students with a cat for a pet? How do you know?

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Assuming that everyone was surveyed, how many students are in Mrs. Kirkland's class?

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Name \_\_\_\_\_

4<sup>th</sup> Grade Homework- Week 2

32

Monday

Mrs. Parlow gives her class clues about a 5-digit mystery number.

- The 3 is in a place that is 100 times greater than the place of the 4.
- The 2 is in a place that is 10 times less than the place of the 3.
- The 8 is in a place that is 10 times less than the place of the 4.
- The 7 is in a place that is 100 times greater than the 2.

What is Mrs. Parlow's 5-digit mystery number?

Brody says that all of the digits in the number 333 have the same value. Is he correct? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

100 is \_\_\_\_\_ times as much as 10.

4,000 is ten times as much as \_\_\_\_\_.

\_\_\_\_\_ is ten times as much as 300,000.

How many 100s are there in 1,000?

Write to explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write the expanded form for the number below.

HTh	TTh	Th	H	T	O
2	7	1	8	8	4

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ten tens are equal to \_\_\_\_\_.

Ten hundreds are equal to \_\_\_\_\_.

Ten thousands are equal to \_\_\_\_\_.

Ten ten thousands are equal to \_\_\_\_\_.

In the number 7,889, which places contain digits where one digit is ten times the value as the other digit?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Decrease 964,763 by 1,000.

Increase 14,247 by 10,000.

Decrease 563,890 by 100,000.

\_\_\_\_\_

4NBT1  
4NBT2

3.3, 3.4

Tuesday

Use the table below to answer the questions.

Populations	
Atlanta	472,522
Douglas	11,727
Macon	91,351
Savannah	146,763
Valdosta	56,474

Which city has the greatest population?

\_\_\_\_\_

Which city has the smallest population?

\_\_\_\_\_

Which population is greater, Douglas or Macon?

\_\_\_\_\_

Compare the numbers using <, >, or =.

1,273 ○ 1,723

67,389 ○ 76,389

129,985 ○ 129,985

983,559 ○ 983,560

4,677,348 ○ 4,673,148

What place would you use to compare the numbers below?

45,678 45,778 45,447

Write the numbers in order from least to greatest.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write the following numbers in order from least to greatest.

466,738

469,459

465,882

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Circle the digit that is the same value in all of the numbers below.

462,738

1,202,459

62,882

What is the place of the digit?

\_\_\_\_\_

How many times greater is the value of the 5 in 3,590 than the value of the 5 in 359?

Write to explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Katelyn helped deliver canned goods to the local shelter. Last week, she delivered 5 boxes with 100 cans each, 2 crates with 1,000 cans each, and 4 bags with 10 cans each. How many cans did she deliver last week?

\_\_\_\_\_

4NBT1  
4NBT2

35

Wednesday

Complete the table below.

Original Number	Rounded to the Hundreds Place	Rounded to the Thousands Place
145,905		
567,841		
	351,800	352,000
	41,200	41,000

Circle the numbers below that would round to 140,000 when rounded to the nearest ten thousand.

- 143,500
- 148,930
- 141,270
- 145,000

Arrange the digits 6, 3, 9, 3, and 4 to create the lowest possible five-digit number.

\_\_\_\_\_

Arrange the digits 6, 3, 9, 3, and 4 to create the highest possible five-digit number.

\_\_\_\_\_

Arrange the digits 4, 3, 8, 1, 2, 6, and 8 to create the lowest possible seven-digit number.

\_\_\_\_\_

Write the expanded form for the number below.

HTh	TTh	Th	H	T	O
	2	6	4	3	2

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Multiply to find each product.

- $7 \times 10 =$  \_\_\_\_\_
- $70 \times 10 =$  \_\_\_\_\_
- $700 \times 10 =$  \_\_\_\_\_
- $7,000 \times 10 =$  \_\_\_\_\_
- $70,000 \times 10 =$  \_\_\_\_\_
- $700,000 \times 10 =$  \_\_\_\_\_

What is the greatest number that rounds up or down to 900 when rounded to the nearest hundred?

\_\_\_\_\_

4NBT1  
4NBT2  
4NBT3

Thursday

Chelsea has written an eight-digit number. The only difference between Chelsea's number and the number sixty-one million, three hundred forty-five thousand, two hundred seventeen is that her number is larger by 3 digits in the ten thousands place. How is Chelsea's number written in standard form?

\_\_\_\_\_

When rounding to the nearest ten, what is the greatest whole number that rounds to 7,670?

\_\_\_\_\_

Circle the inequalities that are false.

- $43,500 < 146,890$
- $3,468 > 3,467$
- $89,345 < 89,784$
- $7,456 > 7,546$
- $14,345 < 13,245$

The value of the digit 7 in 64,713 is \_\_\_\_\_ times the value of the digit 7 in 375.

The value of the digit 3 in 375 is \_\_\_\_\_ times the value of the digit 3 in 64,713.

This question has three parts A-C.

A clothing store mailed its customers coupons. It sent 4,509 coupons last month and 4,905 coupons this month.

**Part A**

Write an inequality using  $<$ ,  $>$ , or  $=$  to compare the two amounts.

\_\_\_\_\_

**Part B**

Explain how you used the digits to determine the answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Part C**

If the company plans on mailing out 5,000 coupons next month, how many more coupons will they need to mail than they mailed this month?

\_\_\_\_\_

*Show your work!*

4NBT1  
4NBT2  
4NBT3

Name \_\_\_\_\_

4<sup>th</sup> Grade Homework Quiz - Week 2

Use the table below to answer the questions.

Populations	
Atlanta	472,522
Douglas	11,727
Macon	91,351
Savannah	146,763
Valdosta	56,474

Which population is greater, Savannah or Atlanta?

\_\_\_\_\_

Place these cities in order from least to greatest: Macon, Valdosta, and Douglas.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write the standard form for each number below.

$$800,000 + 50,000 + 8,000 + 600 + 20 + 3$$

\_\_\_\_\_

$$30,000 + 2,000 + 100 + 1$$

\_\_\_\_\_

Increase 603,849 by 10,000.

\_\_\_\_\_

Decrease 4,579,393 by 100,000.

\_\_\_\_\_

Write the word form for the number below.

HTh	TTh	Th	H	T	O
7	2	9	0	0	4

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Complete the table below.

Original Number	Rounded to the Hundreds Place	Rounded to the Thousands Place
994,231		
629,023		
	73,700	74,000
	569,400	569,000

Yahir says that all of the digits in the number 7,777 have the same value. Is he correct? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mrs. Smith gives her class clues about a 5-digit mystery number.

- The 4 is in a place that is 10 times greater than the 9.
- The 3 is in a place that is 100 times greater than the place of the 9.
- The 0 is in a place that is 100 times less than the place of the 4.
- The 6 is in a place that is 10 times less than the place of the 0.

What is Mrs. Smith's 5-digit mystery number? \_\_\_\_\_

Compare the numbers using <, >, or =.

23,905 ○ 23,950

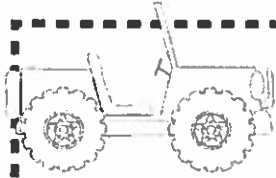
62,999 ○ 62,979

987,905 ○ 977,905

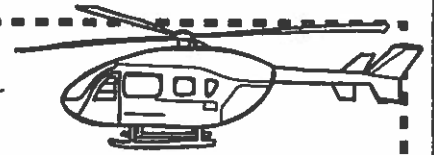
64,682 ○ 64,682

364,445 ○ 344,444





# Measuring Angles

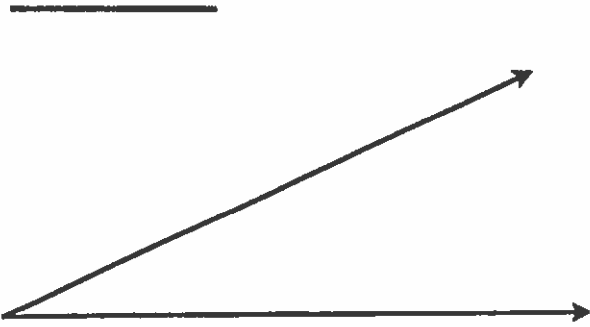


4.MD.C.6

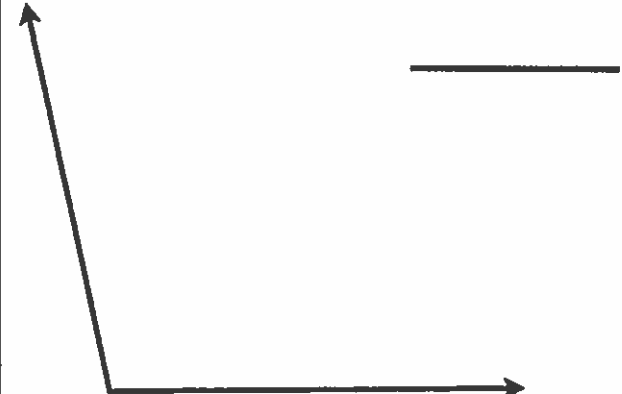
Name \_\_\_\_\_

Date \_\_\_\_\_

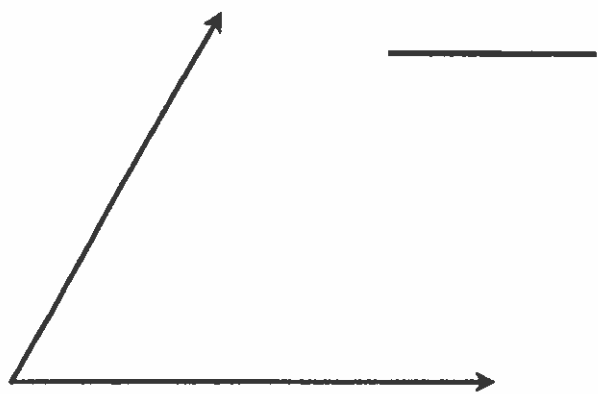
1. Measure the angle below.



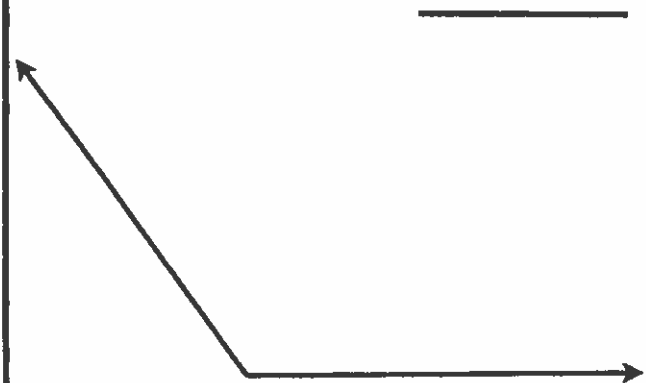
2. Measure the angle below.



3. Measure the angle below.



4. Measure the angle below.



5. Draw and measure 1 acute angle, 1 obtuse angle, and 1 right angle.





# Additive Angle Measurement

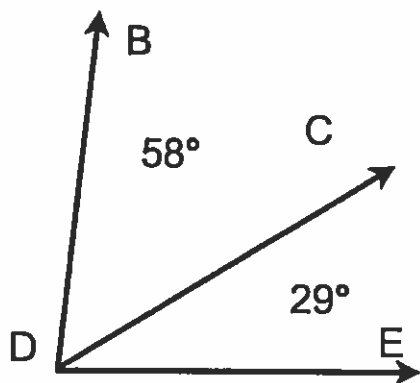


4.MD.C.7

Name \_\_\_\_\_

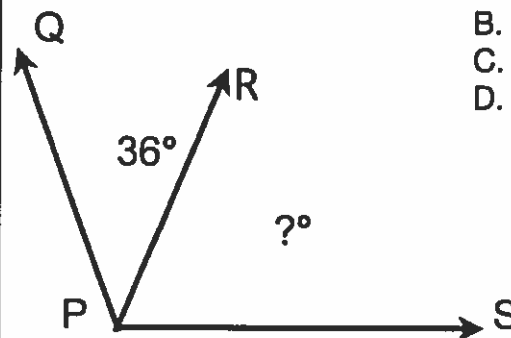
Date \_\_\_\_\_

1. What is the measure of  $\angle BDE$  ?



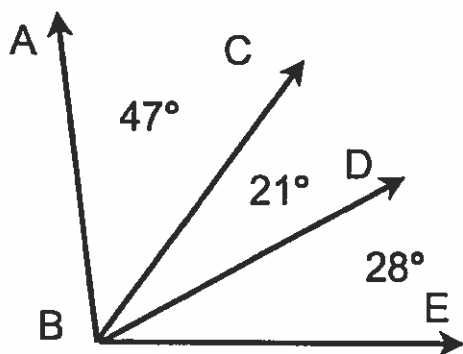
- A.  $116^\circ$
- B.  $77^\circ$
- C.  $82^\circ$
- D.  $87^\circ$

2. The measure of  $\angle QPS$  is  $110^\circ$ . What is the measure of  $\angle QPR$ ?

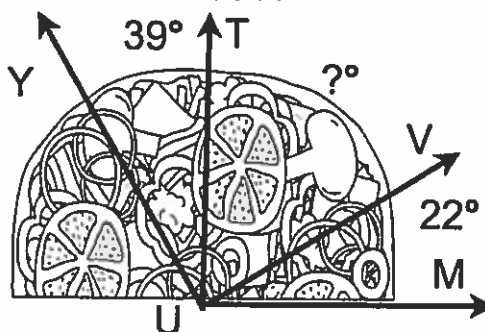


- A.  $146^\circ$
- B.  $86^\circ$
- C.  $59^\circ$
- D.  $74^\circ$

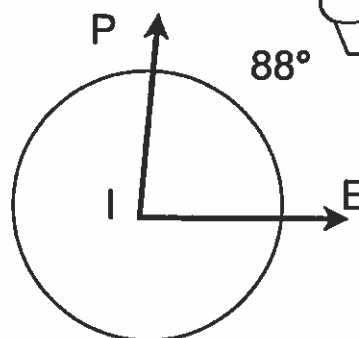
3. George drew the angles below. What is the measure of  $\angle ABE$ ?



4. Giovanni cut 3 slices of pizza. When the pieces are combined  $\angle YUM$  is  $122^\circ$ . What is the measure  $\angle TUV$ ?

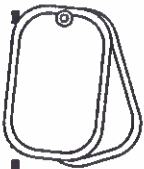


5. Mrs. Leo cut a large piece of pie. She decided to cut it into three smaller pieces. The measure of  $\angle PIE$  is  $88^\circ$ . What are possible measurements of the angles of the pieces of pie if she splits the pie into 3 pieces? Please explain your answer.









# Measurement and Data Review



MD Review

Name \_\_\_\_\_

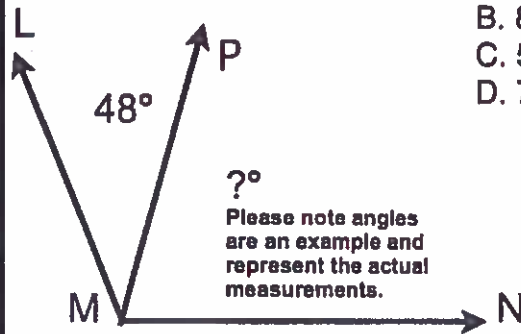
Date \_\_\_\_\_

1. Jenna's tree grew 8 feet 9 inches. Which of the measurements below is the number of inches her tree grew?

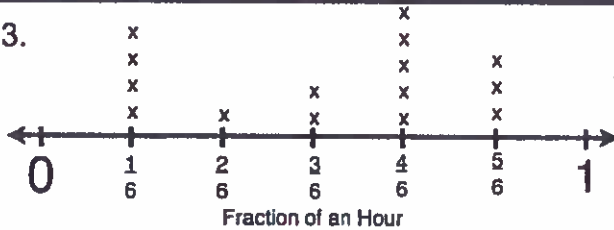
- A. 105 inches
- B. 96 inches
- C. 112 inches
- D. 17 inches

2. The measure of  $\angle LMN$  is  $125^\circ$ . What is the measure of  $\angle PMN$ ?

- A.  $173^\circ$
- B.  $83^\circ$
- C.  $59^\circ$
- D.  $77^\circ$



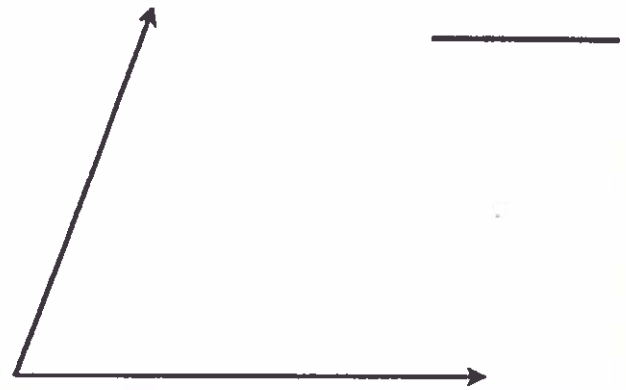
3.



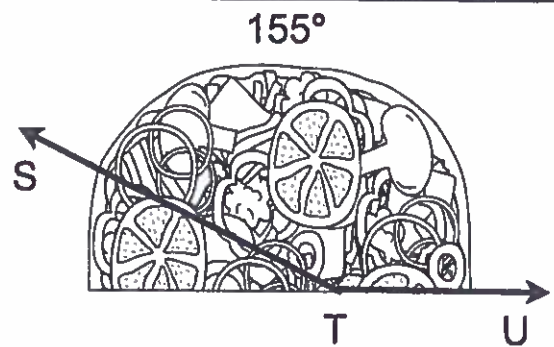
Mrs. Lopez recorded how long it took her students to complete their homework. She plotted the data on the line plot above. How many students took  $\frac{1}{2}$  of an hour or more to complete their homework?

\_\_\_\_\_

4. Measure the angle below.



5. The piece of pizza Jake cut formed the angle  $STU$  that measures  $155^\circ$ . He split the piece of pizza into 3 pieces that were not equal in size. What are possible measurements of the angles of the pieces of pizza if he splits the pizza into 3 pieces? Please explain your answer.




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# Geometry: Lines and Angles



4.G.A.1

Name \_\_\_\_\_

Date \_\_\_\_\_

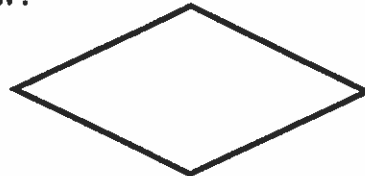
1. Casey drew some shapes. Which of the shapes have at least 1 acute angle?



- A. Shape A
- C. Shape C

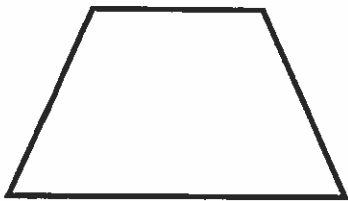
- B. Shape B
- D. Shape D

2. Which statement describes the shape below?

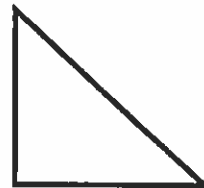


- A. It has 2 right angles
- B. It has 2 acute angles
- C. It has all obtuse angles
- D. It has all acute angles

3. Label parallel or perpendicular lines on this shape.



4. Label the following characteristics if they are present on the shape below: parallel lines, perpendicular lines, acute angle, right angle, obtuse angle



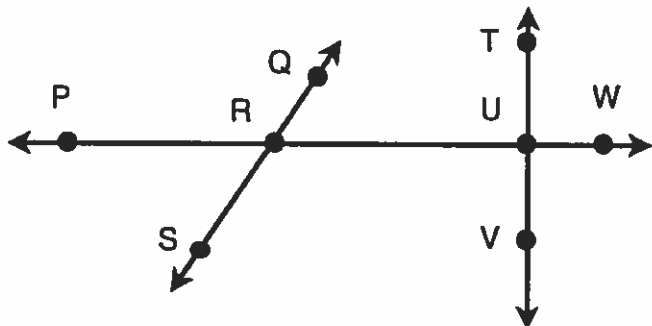
5. Name the following.

Right Angle \_\_\_\_\_

Acute Angle \_\_\_\_\_

Obtuse Angle \_\_\_\_\_

Perpendicular Lines \_\_\_\_\_







# Geometry: Classifying Figures



4.G.A.2

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Lindsey collected some shape tiles. Which shapes has at least 1 right angle?



A. Shape A  
C. Shape C

B. Shape B  
D. Shape D

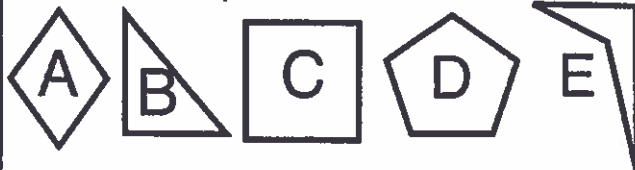
2. Kevin cut out some shapes. Which shapes has BOTH obtuse and acute angles?



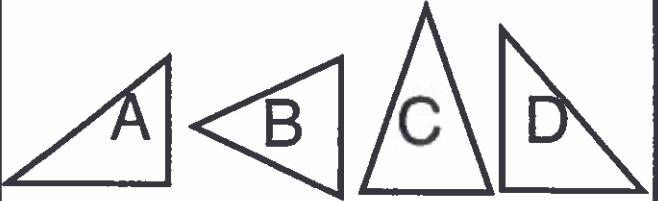
A. Shape A  
C. Shape C

B. Shape B  
D. Shape D

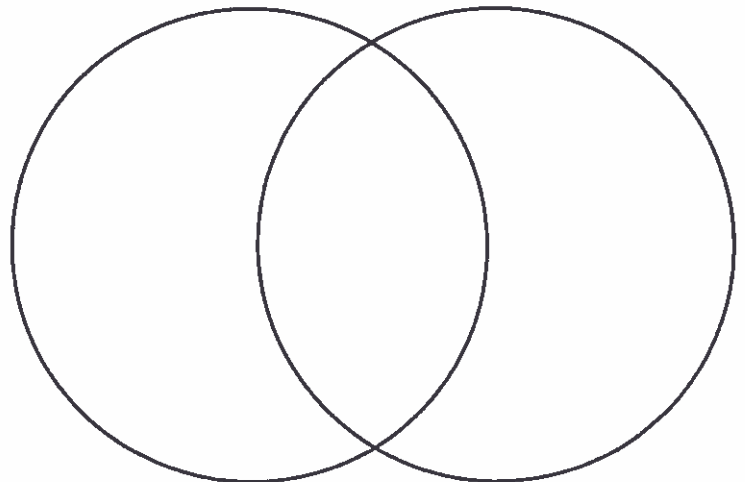
3. Which shapes below have perpendicular lines, but no parallel lines?



4. Which triangles below are right triangles?



5. Use the letters on the shapes to fill in the Venn Diagram below.



Shapes with parallel lines

Shapes with perpendicular lines

