



Math Packets Summer

This packet is intended for students going into

4th GRADE SAXON Math

Directions: Complete the following math packet week by week. Each week you will find the topic divided into parts so you can manage the workload. This packet has 6 weeks of materials. Take your time and avoid the summer slide by completing the following work that will prepare you for SAXON Math 4. Additionally, at the end of each section, you will find a "Minute math" activity. These problems are designated to improve your math fluency and practice using strategies for solving a variety of problems.

Week 1: Adding and Subtracting Part

1:

◦ **Addition and Subtraction Fact Families**

- The three numbers that make an addition fact also make a subtraction fact.

$$3 + 5 = 8 \quad 5 + 3 = 8 \quad 8 - 3 = 5 \quad 8 - 5 = 3$$

- Together, these four facts are called an addition and subtraction fact family.
-

Practice:

1. Write two addition facts and two subtraction facts using the numbers 1, 6, and 7.

_____	_____
_____	_____

2. Write two addition facts and two subtraction facts using the numbers 3, 8, and 11.

_____	_____
_____	_____

3. Write two addition facts and two subtraction facts using the numbers 4, 8, and 12.

_____	_____
_____	_____

4. Which of these sets of numbers can be used to make an addition and subtraction fact family?

A 4, 6, 5 B 2, 4, 6 C 1, 4, 7

5. Which of these sets of numbers cannot be used to make an addition and subtraction fact family?

A 2, 6, 8 B 2, 4, 6 C 2, 3, 7

Part 2:

• Reading a Clock to the Nearest Five Minutes

- On an **analog clock**, the “short hand” shows the hour and the “long hand” shows the minutes.
 - We use **a.m.** for the twelve hours before noon.
 - We use **p.m.** for the twelve hours after noon.
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Practice:

It is morning. Write the time shown by each clock in problems 1–4.

1.



2.



3.

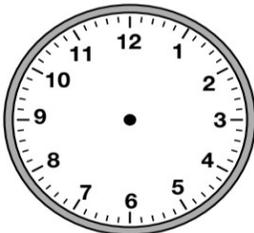


4.

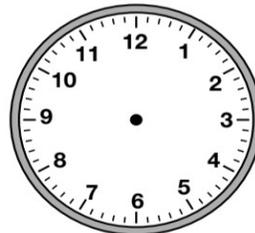


Draw the hands on each clock in problems 5–8 to show the time.

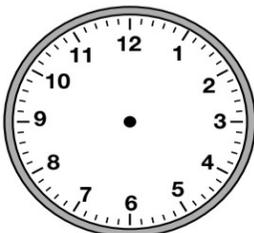
5. 7:20



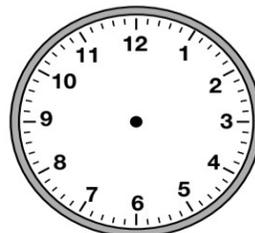
6. 11:30



7. 3:15

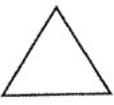


8. 2:40





NAME _____

1. 2, 4, 6, 8, _____
2. There are _____ corners on the shape. 
3. Is 11 an odd or even number? _____
4. Circle the digit in the tens place: 264
5. There are 3 blue blocks and 5 red blocks. ^a
How many blocks are there in all? _____ blocks
6. Milo has 7 pencils. He gives 2 to a friend.
How many pencils does Milo have left? _____ pencils

Use the pictograph to complete questions 7 and 8.

Favorite Sport

Baseball	
Soccer	
Swimming	

(Each symbol equals one child.)

7. How many children like swimming? _____ children
8. Which sport was most popular? _____

For questions 9 and 10, write *true* or *false*.

9. 7 is after 17 _____
10. 12 is before 11 _____

Week 2: Adding and Subtracting Part

1:

• Adding Three-Digit Numbers

To add three-digit numbers:

Step 1: Line up the addends by their place value.

Step 2: Add the digits in the ones place.

Step 3: Add the digits in the tens place.

Step 4: Add the digits in the hundreds place.

Practice:

Add. You may use your money manipulatives.

1. $\$520 + \310 _____

2. $321 + 542$ _____

3. $138 + 456$ _____

4. $\$682 + \252 _____

5. How much money is seven \$100 bills, four \$10 bills, and twelve \$1 bills? _____

6. How much money is five \$10 bills, twelve \$1 bills, and two \$100 bills? _____

Add.

7. $621 + 344$ _____

8. $\$569 + \123 _____

9. $275 + 292$ _____

10. $318 + 207$ _____

11. $\$152 + \264 _____

12. $729 + 136$ _____

Part 2:

• **Some Went Away**

- A **some went away** story is a subtraction story.

$$\text{some} - \text{some went away} = \text{what is left}$$

- We can also write some went away patterns like this:

$$\begin{array}{r} \text{Some} \\ - \text{Some went away} \\ \hline \text{What is left} \end{array}$$

Practice:

1. Write a number sentence for the following story.

*Tracy had \$16. She spent \$7
at the mall. Then Tracy had \$9.* _____

Write a number sentence for each story. Then answer each question with a complete sentence.

2. Katrina had \$37. She spent \$19 on a new game. How much money did she have left?

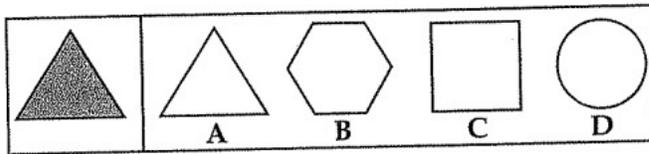
3. Cam had \$54. Then he bought a new shirt for \$26. How much money did Cam have after he bought the shirt?

4. Juana had \$30. She bought a skirt that cost \$28. How much change did she get from three \$10 bills?



NAME _____

1. Look at the shaded figure. Circle the figure that is the same shape and size:



2. $6 + 3 =$

3. 0, 5, 10, 15, _____



5. Circle each group. Write how many are in each group.



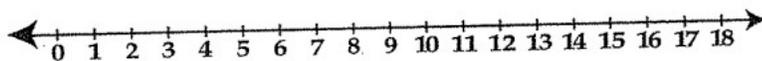
6. Circle the digit in the ones place: 365

For questions 7 and 8, circle the greater number.

7. 15 21

8. 45 39

Use the number line to complete questions 9 and 10.



9. $12 - 2 =$

10. $12 - 6 =$

Week 3:

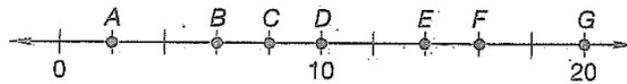
Part 1:

- **More About Number Lines**

- A number line shows numbers on a line in counting order.
- Tick marks on a number line follow a counting pattern.

Practice:

First fill in the blanks on the number line below. Then, use the number line to answer problems 1-7.



1. What number does point *D* stand for? _____
2. What point stands for 14? _____
3. What number does point *F* stand for? _____
4. What point stands for 10? _____
5. What number does point *G* stand for? _____
6. What point stands for 2? _____

Part 2:

• **Equal Groups Stories, Part 1**

- Stories about equal groups have a multiplication pattern.
- Multiplying the number of groups times the number in each group gives us the total.

$$\text{number of groups} \times \text{number in each group} = \text{total}$$

Practice:

Write an equal groups number sentence for each problem. Then answer the questions.

1. There are 12 inches in each foot.
How many inches are there in 4 feet?

 2. There are 8 sides on an octagon. How
many sides are there on 5 octagons?

 3. Movie tickets cost \$5 each for the matinee.
How much would 6 tickets cost?

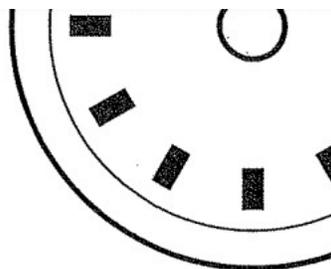
 4. A classroom has desks arranged in
5 rows with 5 desks in each row. How
many desks are in the classroom?

 5. Jason mows lawns for \$7 each. How
much will he earn mowing 8 lawns?

-



MINUTE 3



NAME _____

1. _____ pennies = 1 nickel
2. Ed had 10 cookies. He gave 3 to his teacher.
How many cookies does Ed have left? _____ cookies
3. Is 8 an odd or even number? _____
4. $4 + 3 =$
5. $5 + 4 =$
6. Emma picked 3 daisies and 5 carnations.
How many flowers did she pick in all? _____ flowers

For questions 7 and 8, write *true* or *false*.

7. 40 is between 39 and 41. _____
8. 14 is after 41 and 50. _____

For questions 9 and 10, write the number sentence.

9.  +  =  _____ + _____ = _____

10.  +  =  _____ + _____ = _____

Week 4:

Part 1:

- **Area, Part 2**

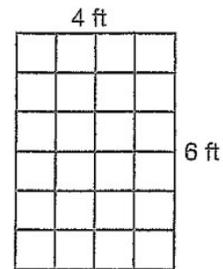
- Area may be measured in square inches, square feet, or square yards.
- A rectangle's area is equal to its length times its width:

$$\text{Area} = \text{length} \times \text{width}$$

Practice:

1. Walter's closet floor is covered with one-foot square tiles. The closet is 4 feet by 6 feet.

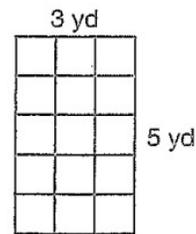
How many tiles cover the closet floor? _____



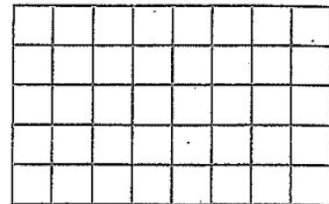
2. How many square yards of carpet are needed to cover the floor of a room that is 7 yards wide and 6 yards long? _____

You may wish to use color tiles to model the problem.

3. A rectangular area is 3 yards long and 5 yards wide. How many square yards of carpet are needed to cover this area? _____



4. Adrian's patio is 8 feet long and 5 feet wide. What is the area of the patio? _____



Part 2:

• **Multiplication Facts: Memory Group**

- We can use a multiplication table to find products.
 - We can learn multiplication facts by practicing them with a multiplication table or with flash cards.
-

Practice:

Find each product.

1. 6×8 _____

2. 7×8 _____

3. 4×6 _____

4. 7×3 _____

5. 3×7 _____

6. 6×4 _____

7. 8×7 _____

8. 8×6 _____

9. 7×4 _____

10. 3×4 _____

11. 7×6 _____

12. 4×8 _____

13. 6×3 _____

14. 3×7 _____

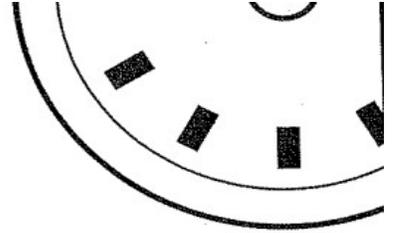
15. 6×7 _____

16. A rectangle is 8 inches long and 7 inches wide. What is its area? _____

17. Gerald arranged color tiles in an array with 4 rows and 6 columns. How many color tiles are in his array? _____



MINUTE 4



NAME _____

Use the pictograph to complete questions 1 and 2.

Shapes Found	
circles	
triangles	
squares	

1. Which shape was found most often? _____

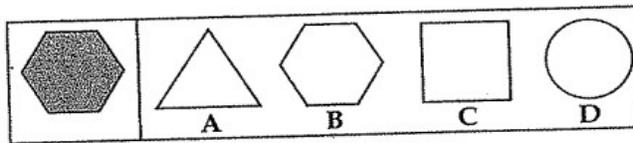
2. How many squares were found? _____ squares

3. 2, 4, 6, 8, _____, 12, 14

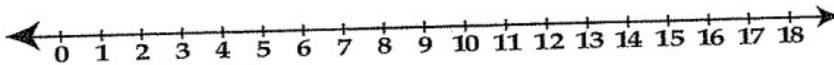
4. Circle the digit in the hundreds place: 345

5. Shane has 3 toy cars. Liam has 7 toy cars.
How many toy cars do they have altogether? _____ cars

6. Look at the shaded figure. Circle the figure that is the same size and shape:



Use the number line to complete questions 7-10.



7. $5 + 6 =$

8. $4 + 9 =$

9. $8 + 3 =$

10. $7 + 5 =$

Week 5:

Part 1:

- **Multiplying Multiples of Ten**

- The **multiples of ten** are the numbers that we say when we count by tens.
- To multiply multiples of ten:

Step 1: Multiply the digit in the tens place by the other factor.

Step 2: Attach a zero to the product.

Practice:

Find each product.

1. 4×70 _____ 2. 3×20 _____ 3. 6×50 _____

4. 80×3 _____ 5. 50×5 _____ 6. 7×20 _____

7. 3×70 _____ 8. 8×20 _____ 9. 90×3 _____

10. Amy has nine \$20 bills. How much money is that? _____

11. How much money is three \$50 bills? _____

12. There are 30 pencils in a box. How many pencils are there in 4 boxes? _____

Part 2:

- **Division Facts**

- **Multiplication and Division Fact Families**

- We learn division facts while we are learning multiplication facts.
- The same three numbers that make a multiplication fact also make a division fact.

$$3 \times 5 = 15 \quad 5 \times 3 = 15 \quad 15 \div 3 = 5 \quad 15 \div 5 = 3$$

- Together, the two multiplication facts and their related division facts make up a **fact family**.

Practice:

Find each quotient.

1. $24 \div 6$ _____ 2. $36 \div 9$ _____ 3. $15 \div 5$ _____

4. $5 \overline{)20}$

5. $4 \overline{)20}$

6. $7 \overline{)28}$

7. Write two multiplication facts and two division facts using the numbers 5, 8, and 40.

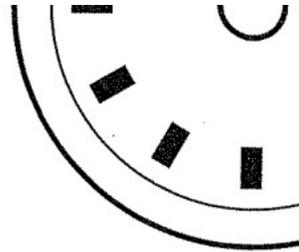
8. Write two multiplication facts and two division facts using the numbers 4, 9, and 36.

9. Find each missing factor:

a. $7 \times \square = 49$ _____ b. $n \times 4 = 32$ _____

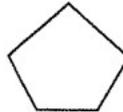


MINUTE 5



NAME _____

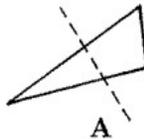
1. There are _____ corners on the shape.



2. Eli has 2 dogs. Anna has 5 dogs.
Who has the greater number of dogs? _____

3. $3 + 6 =$

4. Circle the picture that shows symmetry:



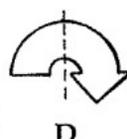
A



B



C



D

5. $5 - 4 =$

6. $2 + 5 =$ _____ $+ 2$

7. 3, 6, 9, 12, _____

8. Write 7, 5, and 12 in order from greatest to least. _____

For questions 9 and 10, write *before*, *after*, or *between* to complete the sentence.

9. 7 is _____ 6 and 8.

10. 21 is _____ 31 and 41.

Week 6:

Part 1:

• Adding Two-Digit Numbers

To add two-digit numbers:

Step 1: Line up the digits by their place value.

Step 2: Add the digits in the ones place.

Step 3: Add the digits in the tens place.

Practice:

Add. You may use your money manipulatives.

1. $\$50 + \11 _____

2. $11 + 38$ _____

3. $40 + 10$ _____

4. $\$50 + \20 _____

5. How much money is six \$10 bills and fourteen \$1 bills? _____

Add using pencil and paper. You may use money manipulatives.

6. $\$49 + \25 _____ 7. $17 + 82$ _____ 8. $24 + 27$ _____

9. Bobby has four \$10 bills and twenty-two \$1 bills in his bank. How much money does Bobby have? _____

Add.

10.
$$\begin{array}{r} 29 \\ + 13 \\ \hline \end{array}$$

11.
$$\begin{array}{r} \$45 \\ + \$50 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 27 \\ + 44 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 36 \\ + 21 \\ \hline \end{array}$$

Part 2:

• Subtracting Two-Digit Numbers

To subtract two-digit numbers:

Step 1: Line up the digits by their place value.

Step 2: Regroup if needed.

Step 3: Subtract the digits in the ones place.

Step 4: Subtract the digits in the tens place.

Practice:

Subtract. You may use money manipulatives.

1. $72 - 30$ _____ 2. $\$86 - \44 _____ 3. $46 - 28$ _____

4. $44 - 29$ _____ 5. $\$52 - \28 _____ 6. $\$67 - \25 _____

7. Manuel's father had \$85. He bought a new tire for \$71. How much money did he have left? _____

Subtract:

8. $\begin{array}{r} \$46 \\ - \$19 \\ \hline \end{array}$

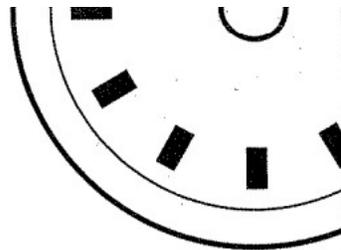
9. $\begin{array}{r} 74 \\ - 25 \\ \hline \end{array}$

10. $\begin{array}{r} \$99 \\ - \$68 \\ \hline \end{array}$

11. $\begin{array}{r} 33 \\ - 17 \\ \hline \end{array}$

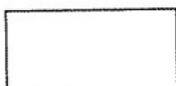


MINUTE 6



NAME _____

1. Circle the name of the shape:



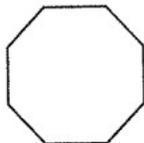
circle square triangle rectangle

2. 4, 8, 12, 16, _____

3. Will has a pair of skates. There are 4 wheels on each skate.
How many wheels does he have altogether? _____ wheels

4. Circle the digit in the tens place: 426

5. How many corners are on the shape? _____ corners



6. Complete the fact family.

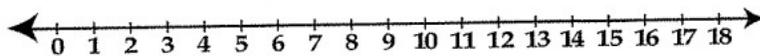
$$2 + 3 = 5$$

$$3 + 2 = \underline{\quad}$$

$$5 - 2 = 3$$

$$5 - 3 = 2$$

Use the number line to complete questions 7-10.



7. $15 - 4 =$

8. $16 - 8 =$

9. $14 - 7 =$

10. $13 - 9 =$

Have a great summer!