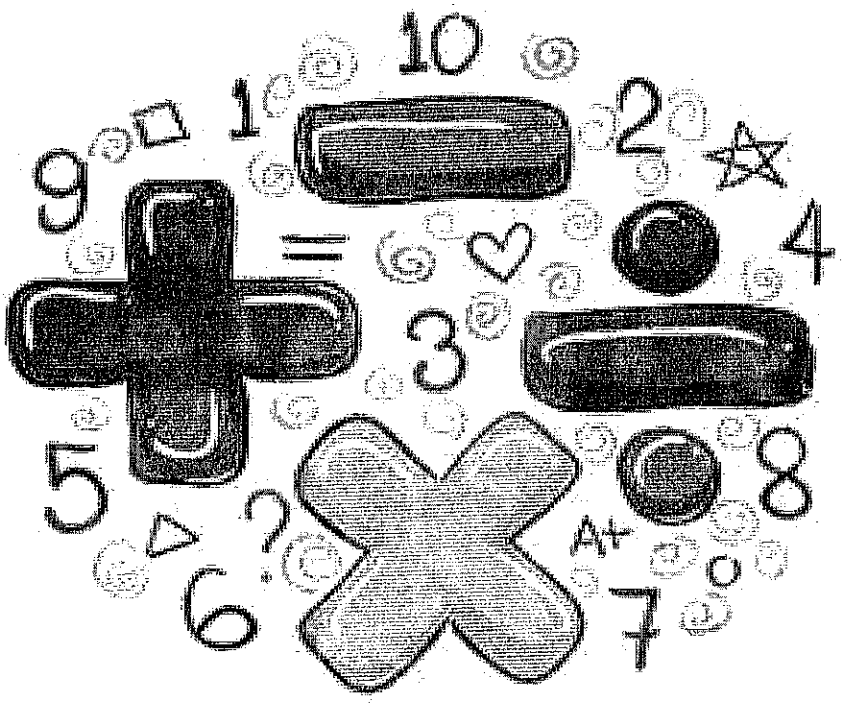
New 5th grader,

This is your summer math packet. I want to make sure you don't forget all we learned this year ! Take your time and do your best. You'll hand your work in to your new teacher in September.



Eureka Math Grade 4 End of Module 1 **REVIEW** Assessment Task

Name _____#_____ Date _____

1) Compare the values of the 5 in 552,299. *Use a picture, numbers, or words to explain.*

2) Compare using >,<, or =. Write your answer inside the circle.

a. 371 thousands + 9 ten thousands ◯ 380,000

b. 2 hundred thousands - 1 thousand ◯ 300,000

c. 9 hundred thousand ◯ 5 hundred thousand + 4 hundred thousand

d. 608 thousands - 1 hundred thousand ◯ 607 thousands

3. Tallahassee, FL, has a population of 483,493. New York, NY, has 345,876 more people than Tallahassee. Phoenix, AZ has 279,426 less people than New York.

   a. What is the total population of all three cities? Draw a tape diagram to model the word problem. Then, solve the problem.

Tape Diagram Solve

   b. Round to the nearest hundred thousand to check the reasonableness of your answer for the population of Phoenix, AZ.

c. *Record each city's population in numbers, in words, and in expanded form.*

Standard Form	Word Form	Expanded Form
City:		
City:		
City:		

d. Compare the population of Tallahassee and Phoenix using >, <, or =.

Tallahassee Phoenix

e. John lives in Gilroy, CA, which has a population of 48,821. He says that Tallahassee's is about 10 times as large as Gilroy's population. Explain John's thinking.

Eureka Math **REVIEW** Grade 4 Module 2 Assessment Task

Name _____ # _____ Date _____

1. Complete the conversion charts.

Capacity	
3 L	_____ mL
42 L 707 mL	_____ mL
1 L 30 mL	_____ mL
589 L 7 mL	_____ mL

Length	
5 km	_____ m
7 km	_____ m
4 km 535 m	_____ m
14 km 10 m	_____ m

Mass	
2 kg	_____ g
30 kg 200 g	_____ g
2 kg 47 g	_____ g
304 kg 6 g	_____ g

2. A student completed the problem below. Check his work. Explain how you know if each solution is correct or incorrect.

Convert the following measurements:
A. 42km = 42,000 m
B. 13L = 13,000 mL
C. 42 kg = 4,200 g

3. Find the sum or difference.

a. 394 km 34 m + 13 km 68 m	b. 35 kg 22 g - 21 kg 75 g	c. 200 L 99 mL+ 1,999 mL

4. John is training for a half marathon. For the problems below, use tape diagrams, numbers, and words to explain each answer.

   A. Each day, John runs on the treadmill for 3 kilometers and runs on the outdoor track for 5,000 meters. In all, how many meters does John run each day?

   B. Since John has started training, he has also been drinking more water. On Saturday, he drank 1 liters 575 milliliters of water. On Sunday, he drank some more. If John drank a total of 3 liters 145 millileters of water on Saturday and Sunday, how many milliliters of water did John drink on Sunday?

   C. Since he began exercising so much for his half marathon, John has been losing weight. In his first week of training, he lost 1 kilograms 320 grams. In the following two weeks of training, he lost 1 kilogram 645 grams each week. John now weighs 59 kilograms 470 grams. What was John's weight, in grams, before he started training? Explain your thinking.

Eureka Math Grade 4 Mod 3 **REVIEW** End-of-Module Assessment Task

1. What is the greatest multiple of 6 that is less than 57?

2. Identify whether each number is prime or composite. Then list all factors of each number.

   A. 2 _____ _____

   B. 10 _____ _____

   C. 18 _____ _____

   D. 17 _____ _____

3. Use any place value strategy to divide.

   A. 5,400 ÷ 6

   B. Apples come in 26 apples per crate. If Mr. Dixon's, Mrs. Dinsdale's, and Ms. Harmon's classes share 4 crates equally, how many apples does each class get?

Eureka Math Grade 4 Mod 3 **REVIEW** End-of-Module Assessment Task

Practice solving by ***drawing place value disks*** and then ***solve numerically***.

374 ÷ 6

Use ***any place value strategy*** to ***multiply*** or ***divide.***

5, 492 ÷ 9

34 x 18

Eureka Math Grade 4 Mod 3 **REVIEW** End-of-Module Assessment Task

Solve using a ***model or equation***. Show your work, and write your answer as a statement.

Mrs. Farnam is getting new carpet in her classroom!

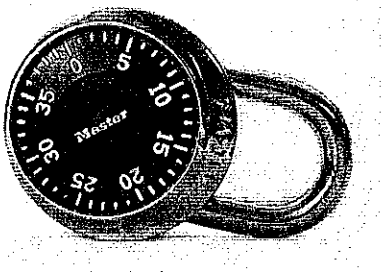
Her classroom is 18 meters long and 12 meters wide. How many square meters of carpet does she need? Use estimation to assess the reasonableness of your answer.

The classroom also needs new chairs and tables. 2 times as many chairs as tables were ordered. If there were 56 chairs ordered, how many more chairs than tables were ordered?

Pencils were ordered in boxes containing 9 pencils each. The grade level has 104 students. If the teachers want to start the year with 7 pencils per student, how many packages do they need to buy before the school year starts?

Eureka Math Grade 4 Mod 3 **REVIEW** End-of-Module Assessment Task

Mr. Izor's bicycle is locked with an old fashioned combination lock! Here is a picture of what a combination lock looks like:



In order to open this lock, you need to turn the dial to the correct numbers. The first number 32. The other two numbers can be multiplied together to get a product of 56. What are all of the possibilities for the other two numbers? Write your answer as multiplication equations, and then write all of the possible combinations for the safe.

End of Module 4 Review

Name _____ Date _____

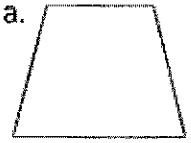
1 a. Triangles defined by their angles can be **acute, obtuse**, or **right**.

Triangles defines by the length of their sides can be **equilateral, isosceles**, or **scalene**.

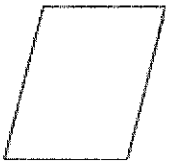
Describe triangle (b) below: _____ and _____

(For the test, you should know all 6 of these triangle terms, how to draw them or identify them if they are already drawn for you.)

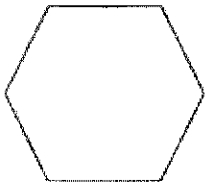
2. Find and draw all lines of symmetry in the figures below. If there are none, write "none."

a. 

b. 

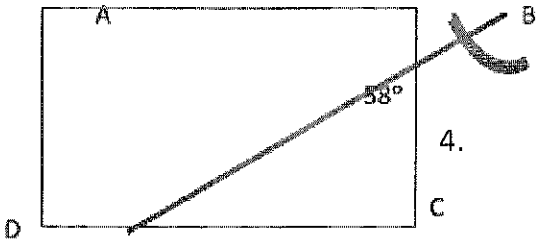
c. 

d. How many lines of symmetry does this hexagon have? What point do all lines of symmetry in this hexagon have in common?



_____

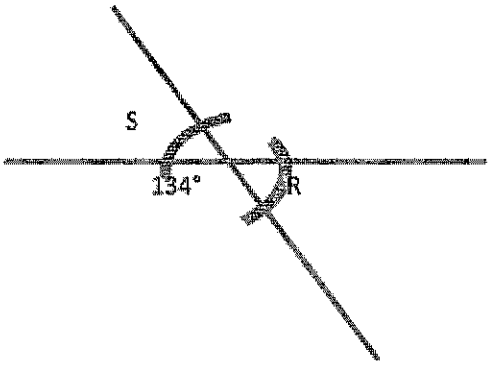
3. In the following rectangle, without using a protractor, determine the measure of ∠ ABD. Write an equation that could be used to solve the problem.



4. _____ Without

using a protractor:

a. Find the measure of ∠ R. R is _____°



b. Once you find the measure of R, you would know the measure of S. Why is this? Can you explain using words or numbers?

_____

_____

_____

5. Practice sketching (complete accuracy in drawing not required):

a. A triangle with 3 cm, 4 cm, 5 cm length sides.

How many lines of symmetry does your triangle have?

_____

What type of triangle did you draw? Name it by its sides:

_____

Name it by its angles:

_____

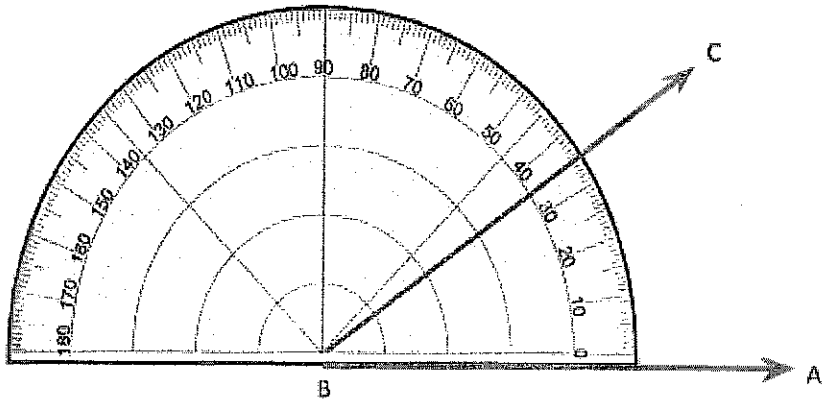
6. Be sure you know what all of the quadrilateral figures are called and how to draw them. *Be able to identify lines of symmetry in any figure you draw.*

a. Use a separate piece of graph paper to practice drawing a square with 4 cm sides.

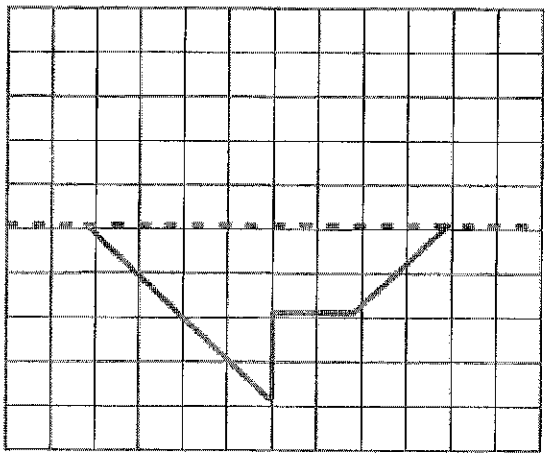
b. Then draw a rectangle with 2 cm width and 4 cm length.

c. Then draw a quadrilateral with 4 equal sides and no right angles.

7. Jeremy used a protractor to measure $\angle ABC$ as shown below and said the result was exactly 30°. Is he correct? Explain your answer.



8. Below is half of a line-symmetric figure and its line of symmetry. Use a ruler to complete the drawing.



End of Module Assessment Task Standards Addressed	Topics A–D

Geometric measurement: understand concepts of angle and measure angles.

4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.

b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

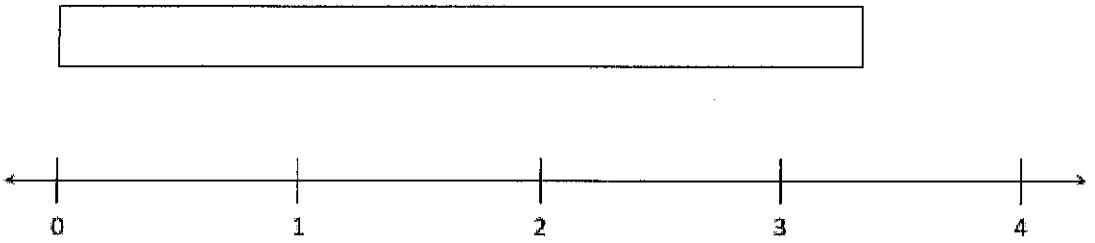
4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right angles as a category, and identify right triangles.

4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Grade 4 Module 5 End-of-Module REVIEW

Name _____ Date _____

1. a. Partition the tape diagram to show $4 \times \frac{2}{3}$. Partition the number line to show $8 \times \frac{1}{3}$.



b. Use the models above to explain why $4 \times \frac{2}{3} = 8 \times \frac{1}{3}$.

2. Fill in the blanks below with <, =, or > to make true number sentences. Use decomposition or multiplication to justify your answer.

a. $6 \quad \frac{38}{6}$

b. $12\frac{1}{3} \quad \frac{34}{3}$

c. $\frac{13}{5} \quad \frac{38}{10}$

Generate a pattern of at least 8 fractions by adding $\frac{4}{5}$ to $\frac{1}{5}$ and then continuing to add $\frac{4}{5}$ to each fraction. Circle each fraction equal to a whole number. Write what you notice about the pattern of whole numbers. The first two fractions are written for you.

$\frac{1}{5}$, $\frac{5}{5}$,

3. Find each sum or difference.

a. $5\frac{4}{10} + 8\frac{7}{10}$

b. $7\frac{3}{8} + 3\frac{5}{8} + 4\frac{7}{8}$

c. $1\frac{9}{10} - 1\frac{4}{10}$

d. $4\frac{2}{5} - 2\frac{3}{5}$

5. Rewrite $4 \times \frac{3}{6}$ as the product of a unit fraction and a whole number. Solve.

b. Rewrite $4 \times 5\frac{2}{4}$ as the product of a unit fraction and a whole number. Solve.

6. Determine if the following are true or false. Explain how you know using models or words. Make false problems true by rewriting the right side of the number sentence.

a. $7\frac{1}{4} = 7 + \frac{1}{4}$

b. $\frac{5}{4} = \frac{3}{4} + \frac{2}{4}$

c. $\frac{13}{8} - \frac{5}{8} = \frac{13-5}{8}$

d. $\frac{11}{4} = 11 + \frac{1}{4}$

e. $\frac{6}{8} + \frac{6}{8} + \frac{6}{8} + \frac{6}{8} = 4 \times \frac{6}{8}$

f. $5 \times 2\frac{3}{4} = 10 + \frac{3}{4}$

7. The chart to the right shows data Amashi collected about fairy wingspans.

a. At the bottom of this page, create a line plot to display the data in the table.

b. What is the difference in wingspan between the widest and narrowest fairies on the chart?

c. Three fairies have the same wingspan. Explain how you know the measurements are equal.

Fairies	Wingspan (feet)
Monarch	$2\frac{7}{8}$
Milbert's Tortoiseshell	$1\frac{5}{8}$
Zebra Swallowtail	$1\frac{1}{2}$
Viceroy	$1\frac{6}{8}$
Postman	$2\frac{3}{8}$
Purple Spotted Swallowtail	$1\frac{2}{8}$
Julia	$2\frac{2}{4}$
Southern Dogface	$1\frac{3}{8}$
Tiger Swallowtail	$2\frac{1}{2}$
Regal Fritillary	$2\frac{4}{8}$

Solve each problem. Draw a model, write an equation, and write a statement for each.

d. Amashi wants to display a Postman and Viceroy side by side in a photo box with a width of 6 feet. Will these two fairies fit? Explain how you know.

e. Compare the wingspan of the Milbert's Tortoiseshell and the Zebra Swallowtail using >, <, or =.

f. The Queen Alexandra Birdwing can have a wingspan that is 5 times as wide as the Southern Dogface's. How many feet can the Birdwing's wingspan be?

g. Amashi discovered a pattern. She started with $1\frac{2}{8}$ feet and added $\frac{1}{8}$ feet to each measurement. List the next four measurements in her pattern. Name the five fairies whose wingspans match the measurements in her pattern.