Name _____ Date _____

1. Solve.

   a. 8 feet = 96 inches

   b. 4 yards 2 feet = 14 feet

   c. 14 pounds 7 ounces = 231 ounces

2. Answer *true* or *false* for the following statements. If the statement is false, change the right side of the comparison to make it true.

   a. 3 pounds > 60 ounces false 3 pounds > 40 ounces

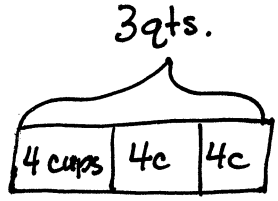
   b. 12 yards < 40 feet true

Name _____ Date _____

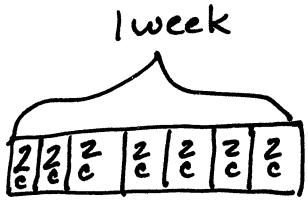
1. Complete the table.

| Quarts | Cups |
|---|---|
| 1 | 4 |
| 2 | 8 |
| 4 | 16 |

2. Bonnie's doctor recommended that she drink 2 cups of milk per day. If she buys 3 quarts of milk, will it be enough milk to last 1 week? Explain how you know.




1 unit = 4c
3 units = 12 cups




7 x 2 cups = 14 cups

14c - 12c = 2 cups

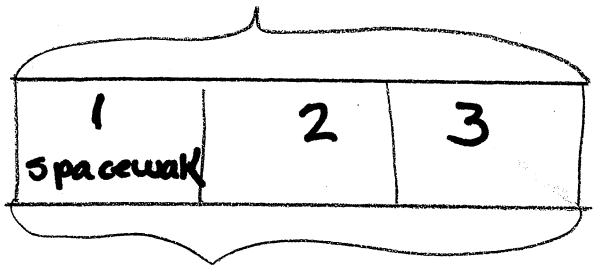
No, Bonnie will not have enough milk to last 1 week. Bonnie needs 14 cups for the week. 3qts. is equal to 12 cups so she will be short 2 cups.

Name _____ Date _____

The astronauts from Apollo 17 completed 3 spacewalks while on the moon for a total duration of 22 hours 4 minutes. How many minutes did the astronauts walk in space?

1 hour = 60 minutes

22 hrs. 4 minutes




? total minutes

$$\begin{array}{r} 22 \\ \times\ 60 \\ \hline 00 \\ +1320 \\ \hline 1320 \end{array}$$

0 min.

$$\begin{array}{r} 1320 \\ +\ \ 4 \\ \hline 1324 \end{array}$$

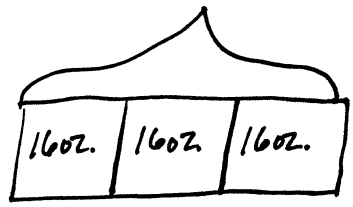
The total minutes was 1,324 minutes for the 3 spacewalks.

Name _____ Date _____

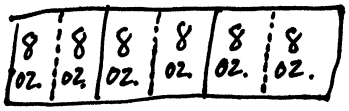
Use RDW to solve the following problem.

Brian has a melon that weighs 3 pounds. He cut it into six equal pieces. How many ounces did each piece weigh?

3 lb.




1 lb. = 16 oz.

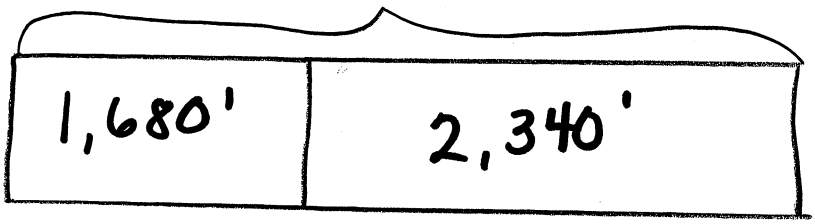



Each piece weighs 8 oz.

Name _____ Date _____

Caitlin ran 1,680 feet on Monday and 2,340 feet on Tuesday. How many yards did she run in those two days?

? total yards




1 yard = 3 ft.

$$\begin{array}{r} {}^{1}1{}^{1}680 \\ +\ 2,340 \\ \hline 4,020' \end{array}$$

Caitlin ran 1,340 yards in two days.

$$\begin{array}{r} 1340.\ \text{yds.} \\ 3\overline{)4020.} \\ -3 \\ \hline 10 \\ -9 \\ \hline 12 \\ -12 \\ \hline 00 \\ -0 \\ \hline 0 \end{array}$$

Name _____ Date _____

1. Find the following sums and differences. Show your work.

   a. 7 gal 2 qt + 3 gal 3 qt = 11 gal 1 qt

   10 gal + 5 qt = 11 gal 1 qt

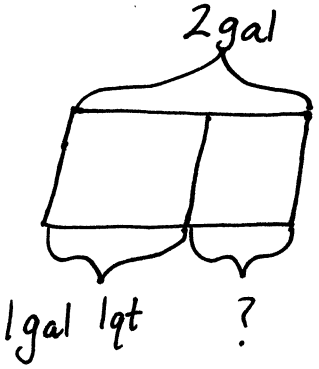
   1 gal 1 qt

   b. 9 gal 1 qt – 5 gal 3 qt = 3 gal 2 qt

   4 gal 1 qt - 3 qt = 3 gal 2 qt

   3 gal 4 qt

2. Jason poured 1 gallon 1 quart of water into an empty 2-gallon bucket. How much more water can be added to reach the bucket's 2-gallon capacity?




2 gal - 1 gal 1 qt

1 gal - 1 qt = 3 qt

4 qt

3 qt can be added to the bucket to reach its 2-gallon capacity.

Name _____ Date _____

Determine the following sums and differences. Show your work.

1. 4 yd 1 ft + 2 ft = 5 yd

4yd 1ft
+ 2ft
4yds+3ft = 5yds.

1yd = 3ft.

2. 6 yd – 1 ft = 5 yd 2 ft

1yd = 3ft.
6yd. = 18 ft.
6yds. = 5yd + 3ft.

18'-1'
6yd = 5yd 3ft.
5yd 3ft - 1ft. = 5yd 2ft.

3. 4 yd 1 ft + 3 yd 2 ft = 8 yd

4yd 1ft
+3yd 2ft
7yd. 3ft.

4. 8 yd 1 ft – 3 yd 2 ft = 4 yd 2 ft

8yd 1ft = 7yd. 4ft.

7yd 4ft.
-3yd. 2ft.
4yd. 2ft.

Name _____ Date _____

Determine the following sums and differences. Show your work.

1. 4 lb 6 oz + 10 oz = 5 lb 0 oz

4lb 6oz + 10oz = 5lb.

16oz

1lb.

2. 12 lb 4 oz + 3 lb 14 oz = 16 lb 2 oz

15lb. 4oz + 14oz.

15lb 18oz = 16lb. 2oz.

16oz 2oz.

3. 5 lb 4 oz – 12 oz = 4 lb 8 oz

5lb 4oz. - 12oz. = 4lb. 8oz.

4lb. 16oz

4. 20 lb 5 oz – 13 lb 7 oz = 6 lb 14 oz

7lb 5oz - 7oz. = 6lb. 14oz.

6lb. 16oz.

Name _____ Date _____

Find the following sums and differences. Show your work.

1 hr. = 60 mins
2 hrs = 120 mins

1. 2 hr 25 min + 25 min = 2 hr 50 min

$$\begin{array}{r} 25 \\ +25 \\ \hline 50 \end{array}$$

2. 4 hr 45 min + 2 hr 35 min = 7 hr 20 min

6 hr + 1 hr. 20 min = 7 hr 20 min

$$\begin{array}{r} 4\text{hr. } 45\text{min} \\ +\ 2\text{hr. } 35\text{min} \\ \hline 6\text{hr. } 80\text{min} \end{array}$$

80 min = 1 hr 20 min

3. 11 hr 6 min – 32 min = 10 hr 34 min

$$\begin{array}{r} 11\text{hr. } 6\text{min} \\ -\ \ 32\text{min} \\ \hline \end{array}$$

$$\begin{array}{r} 10\text{ hr. } 66\text{min} \\ -\ \ 32\text{ min} \\ \hline 10\text{ hr } 34\text{min} \end{array}$$

4. 8 hr 9 min – 6 hr 42 min = 1 hr 27 min

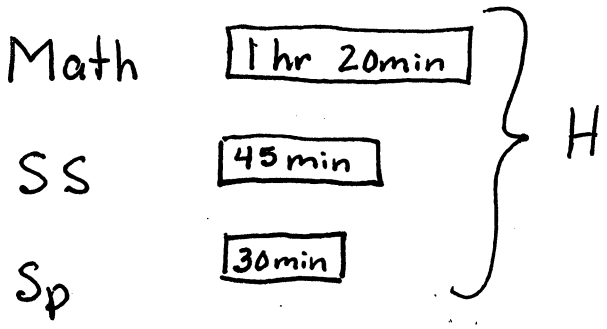
$$\begin{array}{r} 8\text{ hr. } 9\text{min} \\ -\ 6\text{ hr. } 42\text{min} \\ \hline \end{array}$$

$$\begin{array}{r} 7\text{hr. } 69\text{min} \\ -\ 6\text{hr. } 42\text{ min} \\ \hline 1\text{hr. } 27\text{min} \end{array}$$

Name _____ Date _____

Use RDW to solve the following problem.

Hadley spent 1 hour and 20 minutes completing her math homework, 45 minutes completing her social studies homework, and 30 minutes studying her spelling words. How much time did Hadley spend on homework and studying?




H = 1 hr 20 min + 45 min + 30 min

= 1 hr 95 min

60 35

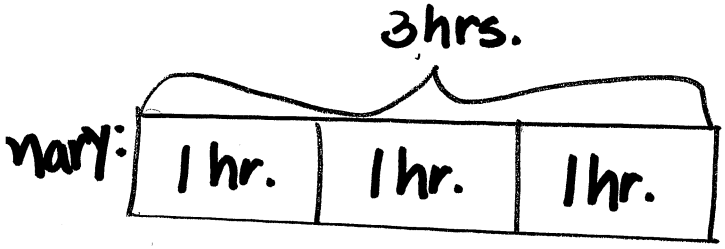
= 2 hr 35 min

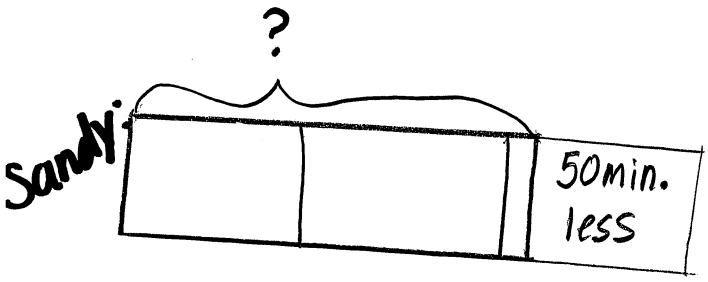
Hadley spent 2 hr 35 min on homework and studying.

Name _____ Date _____

Use RDW to solve the following problem.

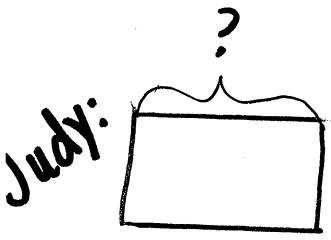
Judy spent 1 hour 15 minutes less than Sandy exercising last week. Sandy spent 50 minutes less than Mary, who spent 3 hours at the gym. How long did Judy spend exercising?




3 hr - 50 min =

Sandy: 2 hr. 60 min - 50 min = 2 hr. 10 min




Sandy 2 hr. 10 min 1 hr. 70 min
Judy −1 hr. 15 min −1 hr 15 min
55 min.

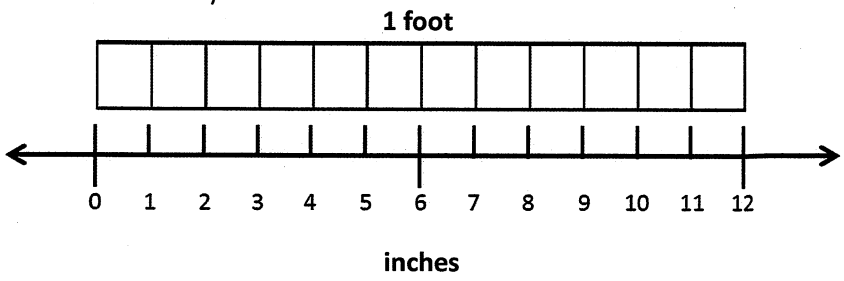
Judy spent 55 minutes exercising.

Name _____ Date _____

1. Solve the problems using whatever tool works best for you.

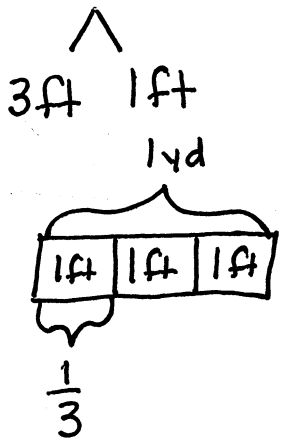
a. $\frac{6}{12}$ ft = $\frac{1}{2}$ ft = 6 in

b. $\frac{9}{12}$ ft = $\frac{3}{4}$ ft = 9 in

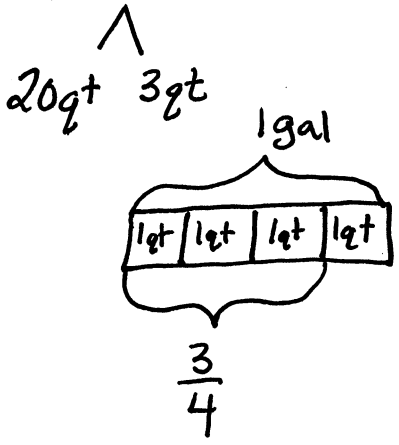



2. Solve.

a. $1\frac{1}{3}$ yd = 4 ft

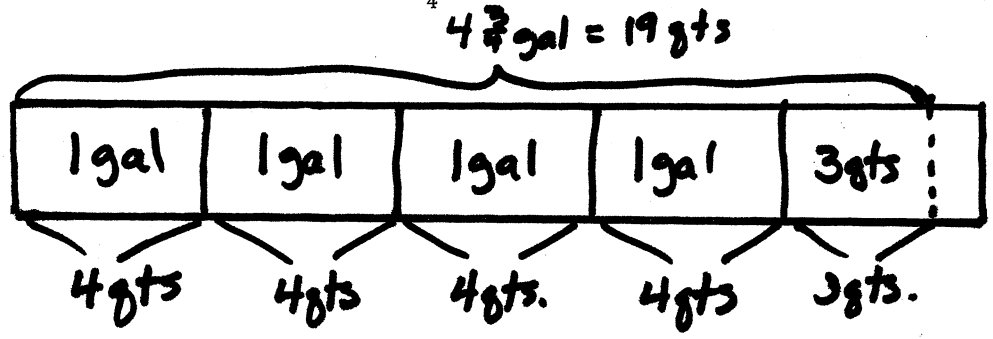



b. $5\frac{3}{4}$ gal = 23 qt



Name _____ Date _____

1. Draw a tape diagram to show that $4\frac{3}{4}$ gallons = 19 quarts.




2. Solve.

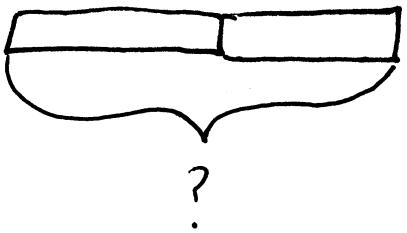
| | |
|---|---|
| a. $1\frac{1}{4}$ pounds = 20 ounces<br>1 lb = 16 oz, 4 oz<br>$\frac{1}{4} = \frac{4}{16}$ | b. $2\frac{3}{4}$ hr = 165 min<br>1 hr = 120 min, 45 min.<br>$\frac{3}{4} = \frac{45}{60}$ |
| c. $5\frac{1}{2}$ feet = 66 inches<br>1 ft = 60", 6"<br>$\frac{1}{2} = \frac{6}{12}$ | d. $3\frac{5}{6}$ ft = 46 in<br>1 ft = 36", 10"<br>$\frac{5}{6} = \frac{10}{12}$ |

Name _____ Date _____

Use RDW to solve the following problem.

It took Gigi 1 hour and 20 minutes to complete a bicycle race. It took Johnny twice as long because he got a flat tire. How many minutes did it take Johnny to finish the race?

G [1 hr 20 min]

J 


1 hr 20 min + 1 hr 20 min

= 2 hr 40 min

= 120 min + 40 min

= 160 min

It took Johnny 160 min to finish the race.

Reflection replaces exit ticket for lesson 15



Name _____ Date _____

In the table below are topics that you learned in Grade 4 and that were used in today's lesson. Answers Vary

Choose 1 topic, and describe how you were successful in using it today.

| | | |
|---|---|---|
| 2-digit by 2-digit multiplication | Area formula | Division of 3-digit number by 1-digit number |
| Subtraction of multi-digit numbers | Addition of multi-digit numbers | Solving multi-step word problems |

Answers will vary

Name _____ Date _____

In the table below are skills that you learned in Grade 4 and that you used to complete today's lesson. These skills were originally introduced in earlier grades, and you will continue to work on them as you go on to later grades. Choose three topics from the chart and explain how you think you might build on and use them in Grade 5.

| | | |
|---|---|---|
| Multiply 2-digit by 2-digit numbers | Use the area formula to find the area of composite figures | Create composite figures from a set of specifications |
| Subtract multi-digit numbers | Add multi-digit numbers | Solve multi-step word problems |
| Construct parallel and perpendicular lines | Measure and construct 90° angles | Measure in centimeters |

Answers will vary

Name _____ Date _____

1. What are you able to do now in math that you were not able to do at the beginning of Grade 4?

2. Which activities would you like to practice this summer in order to keep fluent or become more fluent?

3. What type of practice would help you build your fluency with these concepts?

Reflection replaces exit ticket for lesson 18



Answers will vary

Name _____ Date _____

1. Why do you think vocabulary was such an important part of fourth-grade math? How does vocabulary help you in math?

2. Which vocabulary terms do you know well, and which would you like to improve upon?

# Terminology

## New or Recently Introduced Terms

- Cup (c) (customary unit of measure for liquid volume)
- Customary system of measurement (measurement system commonly used in the United States that includes such units as yards, pounds, and gallons)
- Customary unit (e.g., foot, ounce, quart)
- Gallon (gal) (customary unit of measure for liquid volume)
- Metric system of measurement (base ten system of measurement used internationally that includes such units as meters, kilograms, and liters)
- Metric unit (e.g., kilometer, gram, milliliter)
- Ounce (oz) (customary unit of measure for weight)
- Pint (pt) (customary unit of measure for liquid volume)
- Pound (lb) (customary unit of measure for weight)
- Quart (qt) (customary unit of measure for liquid volume)

## Familiar Terms and Symbols[2]

- Capacity (the maximum amount that a container can hold)
- Convert (to express a measurement in a different unit)
- Distance (the length of the line segment joining two points)
- Equivalent (the same)
- Foot (ft) (customary unit of measure for length)
- Gram (g), kilogram (kg) (metric units of measure for mass, not distinguished from weight at this time)
- Hour (hr) (unit of measure for time)
- Inch (customary unit of measure for length, 12 inches = 1 foot)
- Interval (time passed or a segment on the number line)
- Length (the measurement of something from end to end)
- Liter (L), milliliter (mL) (metric units of measure for liquid volume)
- Measurement (dimensions, quantity, or capacity as determined by comparison with a standard)
- Meter (m), centimeter (cm), kilometer (km), (metric units of measure for length)
- Minute (min) (unit of measure for time)
- Mixed units (e.g., 3 m 43 cm)
- Second (sec) (unit of measure for time)
- Table (used to represent data)
- Weight (the measurement of how heavy something is)
- Yard (yd) (customary unit of measure for length)

[2] These are terms and symbols students have seen previously.