

**A.W. James Elementary  
School**

*Math*

Independent Learning  
Packets

**Grade 4**

Student Name \_\_\_\_\_



Sunflower CCSD Assessment  
Mathematics (MS)  
4th Grade  
ID: 20879

## **LD Mathematics 04 Davis 4th Grade Math Pack #2**

Directions: Read the question. Fill in the bubble next to the corresponding question number on your answer sheet.

1. Use the table to answer the question.

The table lists the population of small North Carolina cities.

Populations of Selected N.C. Cities	
Town	Population
Clemmons	17,801
Fuquay-Varina	18,082
Lenoir	17,756
Morganton	17,028

Which comparison of towns by their populations is correct?

- A Clemmons < Fuquay-Varina
- B Morganton < Lenoir
- C Clemmons < Lenoir
- D Fuquay-Varina < Morganton

- 2.** On 1 square inch of a cell phone, there are about 70,482 bacteria.

How is this number written in word form?

**A** seventy thousand, four hundred eighty-two

**B** seventy-four thousand eighty-two

**C** seven thousand four hundred eight-two

**D** seven thousand, four thousand, eighty-two

3. Use the table to answer the question.

The table represents the number of visitors last week to the National Zoo.

National Zoo Attendance	
Day	Number of Visitors
Monday	3,330
Tuesday	3,303
Wednesday	3,003
Thursday	3,030
Friday	3,875
Saturday	4,240
Sunday	5,252

Which sentence *correctly* compares the number of people who visited the National Zoo on Monday to Tuesday?

**A**  $3,330 > 3,303$

**B**  $3,330 < 3,303$

**C**  $3,303 = 3,330$

**D**  $3,303 > 3,330$

**4.** What is three hundred thirty-four thousand, five hundred fifty-four in standard form?

**A** 33,554

**B** 303,454

**C** 304,454

**D** 334,554

**5.** What is another way to write four million six hundred thirty thousand one hundred twenty?

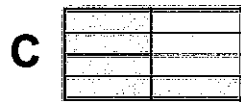
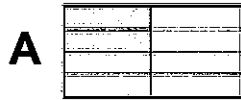
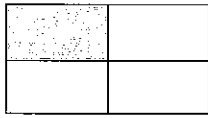
**A** 46,120

**B** 4,603,120

**C** 4,630,012

**D** 4,630,120

6. Which model is equivalent to the model shown?



7. Use the model to find equivalent fractions. Which fraction equals  $\frac{1}{3}$ ?

$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$

**A**  $\frac{1}{6}$

**B**  $\frac{2}{6}$

**C**  $\frac{3}{6}$

**D**  $\frac{4}{6}$



8. Which equation is true?

**A**  $\frac{5}{12} = \frac{1}{2}$

**B**  $1\frac{2}{10} = 1\frac{2}{5}$

**C**  $3\frac{1}{2} = \frac{5}{2}$

**D**  $\frac{7}{5} = 1\frac{2}{5}$

9. Which fractions are *correctly* compared?

**A**  $\frac{1}{10} < \frac{3}{8}$

**B**  $\frac{1}{2} < \frac{2}{4}$

**C**  $\frac{1}{8} > \frac{2}{10}$

**D**  $\frac{1}{6} > \frac{1}{4}$

10. Which set of fractions is arranged in order from *smallest* to *largest* ?

**A**  $\frac{1}{8}, \frac{1}{4}, \frac{1}{10}$

**B**  $\frac{1}{4}, \frac{1}{8}, \frac{1}{10}$

**C**  $\frac{1}{10}, \frac{1}{8}, \frac{1}{4}$

**D**  $\frac{1}{10}, \frac{1}{4}, \frac{1}{8}$

11. Which fractions are *correctly* compared?

**A**  $\frac{2}{5} > \frac{4}{10}$

**B**  $\frac{4}{5} < \frac{6}{10}$

**C**  $\frac{2}{5} > \frac{3}{10}$

**D**  $\frac{3}{5} < \frac{5}{10}$

12.

Which fraction is greater than  $\frac{75}{100}$ ?

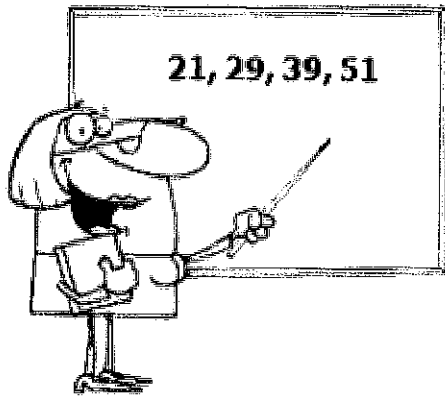
**A**  $\frac{9}{12}$

**B**  $\frac{7}{10}$

**C**  $\frac{6}{8}$

**D**  $\frac{4}{5}$

13. Ms. Jenkins wrote 4 numbers on the white board.



Which number is prime?

**A** 21

**B** 29

**C** 39

**D** 51

**14.** Which is a factor pair of the number 36?

**A** 2 and 4

**B** 3 and 6

**C** 4 and 8

**D** 9 and 4

**15.** A teacher writes two numbers on the whiteboard. Both numbers are factors of 24. One of the numbers is prime, and the other number is composite.

Which two numbers does the teacher write?

**A** 3 and 8

**B** 4 and 7

**C** 6 and 4

**D** 7 and 3

**16.** Which is a prime number?

**A** 2

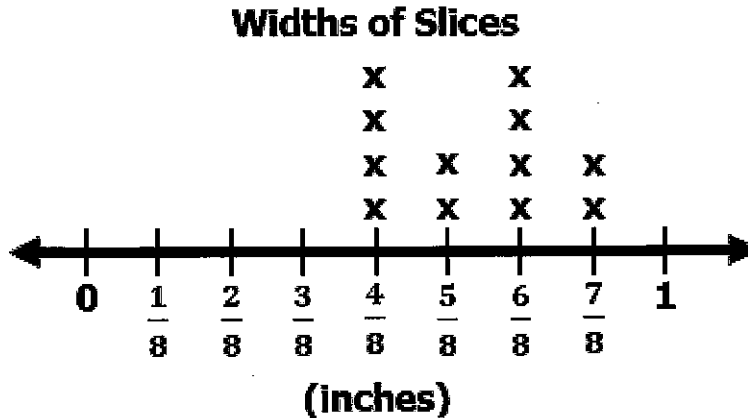
**B** 9

**C** 10

**D** 12



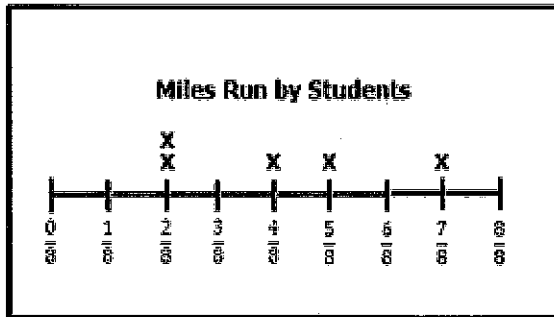
17. Nelly has a loaf of bread. She cuts the entire loaf of bread into slices of different widths. The line plot shows the width, in inches, of each slice. Each x represents one slice of bread.



What is the width of the original loaf of bread before Nelly cuts it into slices?

- A 64 inches
- B 22 inches
- C 8 inches
- D 4 inches

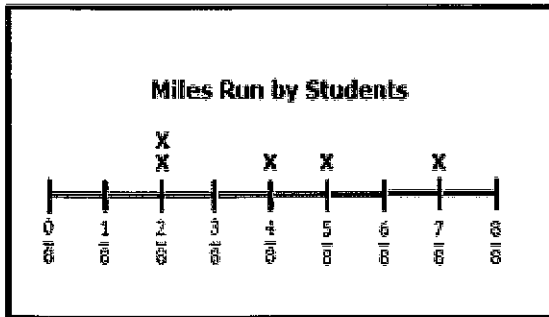
18. A gym teacher recorded the distances his students ran and recorded them in a line plot.



What is the difference between the student who ran the *most* distance and the student who ran the *shortest* distance?

- A**  $\frac{2}{8}$  of a mile
- B**  $\frac{3}{8}$  of a mile
- C**  $\frac{5}{8}$  of a mile
- D**  $\frac{7}{8}$  of a mile

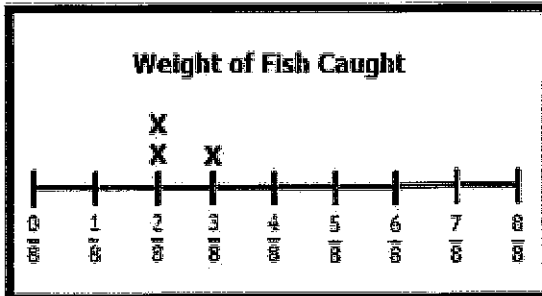
19. A gym teacher recorded the distance his students ran and recorded them in a line plot?



If you add the two *slowest* students' distances together, what is the total distance they ran?

- A**  $\frac{2}{8}$  of a mile
- B**  $\frac{3}{8}$  of a mile
- C**  $\frac{4}{8}$  of a mile
- D**  $\frac{6}{8}$  of a mile

20. The crew of the fishing trawler Poseidon is out fishing for tuna. They record the weights of the fish they catch in tons.



They are allowed to keep a combined  $\frac{7}{8}$  of a ton of tuna but must throw any extra fish back into the ocean.

What *should* the crew do and why?

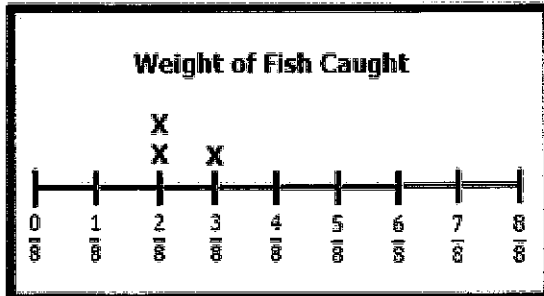
- A** The difference of the weights of fish is  $\frac{1}{8}$  of a ton, so they should keep fishing.
- B** The sum of the weights of the fish is  $\frac{5}{8}$  of a ton, so they should keep fishing.
- C**

The sum of the weights of the fish is  $\frac{7}{8}$  of a ton, so they

should go home since they would have to throw any more fish they caught back into the ocean.

**D** The sum of the weights of the fish is  $\frac{8}{8}$  of a ton, so they should throw back one of their fish into the ocean.

21. The crew of the fishing trawler Poseidon is out fishing for swordfish. They record the weights of the fish they catch in tons.



They are allowed to keep a swordfish that weighs  $\frac{2}{8}$  of a ton

and one that weighs  $\frac{3}{8}$  of ton but must throw the other swordfish back into the ocean.

What is the total weight of the swordfish they are allowed to keep?

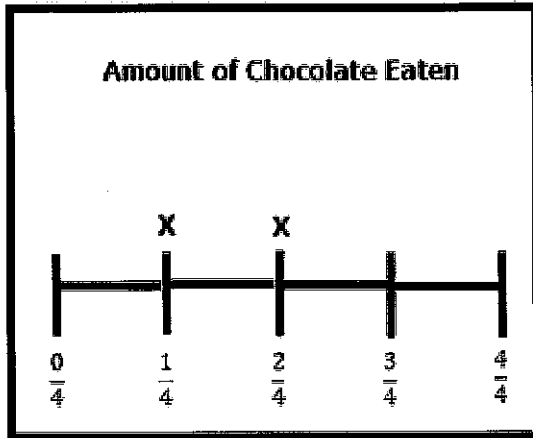
**A**  $\frac{4}{8}$  of a ton

**B**  $\frac{5}{8}$  of a ton

**C**  $\frac{6}{8}$  of a ton

**D**  $\frac{7}{8}$  of a ton

22. Mike and Mark ate part of a chocolate bar. They created a line plot to show how much of the bar each of them ate.



If Mike had the *largest* piece, how much *larger* was Mike's piece than Mark's piece?

A  $\frac{0}{4}$  of a chocolate bar

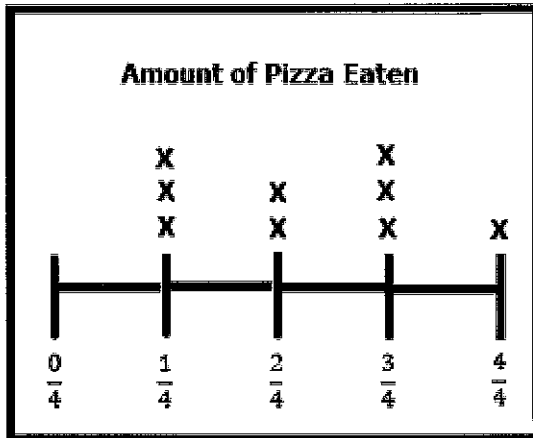
B  $\frac{1}{4}$  of a chocolate bar

C  $\frac{2}{4}$  of a chocolate bar



**D**  $\frac{3}{4}$  of a chocolate bar

23. Mrs. Berent's math class did so well on their tests that they had a pizza party. Each of her nine students got a small pizza and recorded how much of the pizza each student ate.



How much more pizza was eaten by the student who ate the *most* than the student who ate the *least*?

**A**  $\frac{1}{4}$  of a pizza

**B**  $\frac{2}{4}$  of a pizza

**C**  $\frac{3}{4}$  of a pizza

**D**  $\frac{4}{4}$  of a pizza

- 24.** Each side of a square in the figure shown is two inches long.



If there are 12 squares in a row, what is the area of the figure?

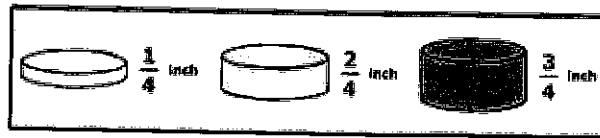
**A** 36 sq. in.

**B** 48 sq. in.

**C** 52 sq. in.

**D** 63 sq. in.

25. Several cylinders are stacked on top of each other to form a cylindrical tower. The diagram shows the tower and the heights of the smaller cylinders.



If each x represents one small cylinder, which line plot represents the number of each type of small cylinder used to form the tower?

