

Fourth Grade: Benchmark 1

Parent Handbook



This handbook will help your child review material learned this quarter, and will help them prepare for their first Benchmark Test. Please allow your child to work independently through the material, and then you can check their work using the answer key in the back of the handbook. If you have any questions or concerns about this material, please contact your child's teacher. Thank you for your support!

Fourth Grade Essential Math Standards

Learning Objective # 1:



"I can determine that a digit in one place represents ten times what it represents in the place to its right."

Practice:

1. How is the 7 in the number 762 similar to and different from the 7 in 867?
 - a. One is 7 tens and the other is 7 ones and they both represent 7 sets of a place value.
 - b. One is 7 hundreds and the other is 7 tens and they both represent 7 sets of a place value.
 - c. One is 7 hundreds and the other is 7 ones and they both represent 7 sets of a place value.
2. What is true about this pattern?

8 80 800 8,000 80,000 800,000

- a. each number is 8 times the number before it
- b. each number is being divided by 10
- c. each number is 10 times the number before it

Learning Objective # 2:



"I can read, write, and compare multi-digit whole numbers."

Practice:

3. 976,290 976,301

- a. >
- b. <
- c. =

4. The Arizona Cardinals stadium can hold up to 63,408 people. Write that number in expanded form.

a. $60,000 + 300 + 400 + 8$

b. $60,000 + 3,000 + 408$

c. $63,000 + 400 + 8$

d. $60,000 + 3,000 + 400 + 8$

Learning Objective # 3:



"I can use multiple strategies to multiply whole numbers of 4 digits by 1 digit and 2 digits by 2 digits."

Practice:

5. Solve the problem using the box or matrix strategy? **16×25**

a. 250

b. 400

c. 480

d. 150

6. Solve the problem using the distributive strategy. **389×4**

a. $(300 \times 4) + (80 \times 4) + (9 \times 4) = 1,556$

b. $(380 \times 4) + (80 \times 4) + (9 \times 4) = 1,876$

c. $(300 \times 4) + (89 \times 4) + (9 \times 4) = 1,592$

7. Solve the problem using partial product. **22 x 51**

a.	$\begin{array}{r} 22 \\ \times 51 \\ \hline 1000 \text{ (20 x 50)} \\ 20 \text{ (20 x 1)} \\ 1000 \text{ (50 x 20)} \\ + \underline{100 \text{ (50 x 2)}} \\ \hline 2,120 \end{array}$	b.	$\begin{array}{r} 22 \\ \times 51 \\ \hline 1000 \text{ (20 x 50)} \\ 100 \text{ (20 x 5)} \\ 10 \text{ (5 x 2)} \\ + \underline{100 \text{ (50 x 2)}} \\ \hline 1,210 \end{array}$
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c.

$$\begin{array}{r} 22 \\ \times 51 \\ \hline 20 \text{ (1 x 20)} \\ 2 \text{ (1 x 2)} \\ 1000 \text{ (50 x 20)} \\ + \underline{100 \text{ (50 x 2)}} \\ \hline 1,122 \end{array}$$

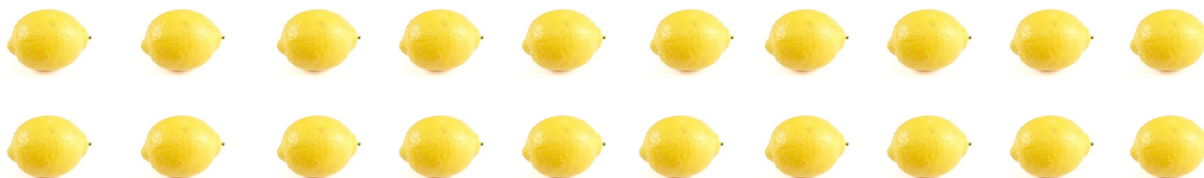
Learning Objective # 4:



"I can use multiple strategies to divide whole numbers of 4-digit dividends with 1-digit divisors with remainders."

Practice:

8. Using the grouping strategy and the pictures to solve the problem. How many groups of 5 lemons can Ashley use with 20 lemons?



- a. $20 \div 5 = 2$ groups of lemons
- b. $20 \div 5 = 6$ groups of lemons
- c. $20 \div 5 = 3$ groups of lemons
- d. $20 \div 5 = 4$ groups of lemons

9. Solve the problem using the distributive property (place value) strategy. $672 \div 3$

- a. $(300 \div 3) + (270 \div 3) + (12 \div 3) = 194$
- b. $(600 \div 3) + (60 \div 3) + (12 \div 3) = 224$
- c. $(600 \div 3) + (30 \div 3) + (12 \div 3) = 214$

10. Samantha has 48 cards. She wants to give each of the fourth grade classes equal groups of cards. If there are 4 classes, how many cards will each class get?

- a. 12 cards each
- b. 10 cards each
- c. 8 cards each
- d. 14 cards each

Learning Objective # 5:



"I can solve multiplication and division word problems using drawings and equations with a variable."

Practice:

Draw a picture and equation to help solve each of the problems below.

11. A tarantula costs \$13. A snake costs 6 times as much as a tarantula. How much money does a snake cost?
- a. \$78
 - b. \$72
 - c. \$84
 - d. \$92
12. Alex rode 40 miles on his bike and Joey rode 10 miles. How many times farther did Alex ride than Joey?
- a. 6 times as many
 - b. 5 times as many
 - c. 4 times as many
 - d. 3 times as many

Learning Objective #6:



"I can round multi-digit whole numbers to any place."

Practice:

13. The Apple Store sold 12,309 iPhones over the summer. Round the number of iPhones sold to the nearest thousand.

- a. 13,000
- b. 12,300
- c. 12,000
- d. 12,100

14. Round the number 289,987,394 to the nearest million. Explain how you solved your answer.

- a. 290,000,000
- b. 289,000,000
- c. 290,900,000
- d. 289,900,000

Benchmark 1 Essential Math Vocabulary

- * **base ten**: the position of a number; ones, tens, hundreds, etc.
- * **digit**: any of the numerals 0 to 9, especially when forming part of a number
- * **place value**: the value a digit has based on its position in a number
- * **expanded form**: writing a number to show the value of each digit
- * **division**: the process of separating something into equal parts
- * **multiplication**: the operation of repeated addition
- * **strategy**: a careful plan to help solve a problem
- * **area model**: a multiplication strategy used to show partial products
- * **distributive property**: a multiplication strategy that breaks a part a number, multiplying them separately, and then adding them back together
- * **box method**: a strategy used to solve a multiplication problem
- * **equation**: a mathematical statement using an equal sign
- * **rectangle array**: objects arranged into rows and columns that form a rectangle. Each row has the same amount and each column has the same amount.
- * **divisor**: in a division problem, the number that is dividing into another number
- * **dividend**: in a division problem, the number to be divided
- * **quotient**: the answer to a division problem
- * **remainder**: in a division problem, the amount that is left over
- * **variable**: a symbol that represents a number
- * **multiplicative comparison**: a word problem that focuses on the difference between two quantities asking, "How many times as many?"
- * **additive comparison**: a word problem that focuses on comparing two quantities asking, "How many more?"
- * **estimation**: an opinion or judgement of a quantity
- * **rounding**: calculating a number to the nearest place value

Math Answer Key

1. C
2. C
3. B
4. D
5. B

	10	6	
20	10x20 200	20 x 6 120	320
5	10 x 5 50	5 x 6 30	80
	250	150	400

6. A
7. C
8. D
9. B
10. A
11. A
12. C
13. C
14. A

Fourth Grade Essential Reading Standards

Learning Objective #1:

"I can refer to details and examples from a text to state an inference."

Practice:

Read the passage below:

Use the following passage to answer question 1 and 2.

Keong Mas

Prince Raden Putra was married to a princess named Dewi Limaran. One day when Dewi Limaran was walking in the palace garden, she saw a snail among her lovely flowers and she had one of her servants pick it up and throw it away. The Snail was actually an old witch who had disguised herself as a snail. The witch was very angry, so she cursed Dewi Limaran and changed her into a golden snail and threw it into the river. The stream carried it far away from the palace.

On the side of a big forest, there lived a poor widow. Her living was only fishing. One day it was a particularly bad day as she didn't catch any fish. Again and again she spread her net, but nothing got caught into it. At last she pulled up the net to go home. Suddenly she saw something shining at the bottom of it. It was only a snail. Nevertheless she picked it up and took it home. Its shell shone like gold the old woman had never seen such a snail before.

At home she put it in an earthen pot. She then went to bed and soon was fast asleep as she was very tired. The next morning when she woke up, she found to her amazement that the floor had been swept clean and there was some food on the table. She wondered who had done all this. She thought she was dreaming, but she was not.

1. What lesson can the reader learn from this passage?
 - a. Be careful of your actions.
 - b. Good things happen to people who are kind.
 - c. Someones trash is another person's treasure.

2. When the widow had realized that she wasn't dreaming, she thought about who had been so generous to her. **Who** do you think it was that cleaned her house and **why** did they do such a generous deed?

Learning Objective # 2:

"I can determine the theme in a story, drama, or poem. I can summarize the text."

Practice:

3. The lion caught a mouse but decided to be kind and let the mouse go instead of eating him. The mouse said he would help the lion one day to thank him. The next day, the lion got a thorn in his paw and the mouse saw he was in pain. So, the mouse ran over and pulled out the thorn.

What is the theme of this story?

- a. It is important to eat whatever you catch so you won't go hungry.
- b. Being nice to someone will make them want to be nice to you.
- c. Always help a lion, especially if he's bigger than you.

4. Peter, Peter, sugar eater,
Always wanted things much sweeter.
Adding sugar was a blunder,
Now he is a toothless wonder.

What is the theme of this poem?

- a. Sugar won't hurt your teeth.
- b. Eating sugar makes everything much sweeter.
- c. Too much sugar rots your teeth.

Learning Objective # 3:

"I can explain the differences between poems, drama, and prose."

Practice:

5. John: (*loudly*) "What are you doing?"
Sam: " I'm going to the store with my mom"
John: "Do you want to come over after to play on my trampoline?"
Sam: (*excitedly*) "Of course!"

What description best describes the characteristics of the text above?

- a. It has dialogue, therefore, it is a play.
- b. It has a beginning, middle, and end, therefore, it is a story
- c. It rhymes, has stanzas, and meter, therefore, it is a poem.

6. A flea and a fly in a flue
Were caught, so what could they do?
Said the fly, "Let us flee."
"Let us fly," said the flea.
So they flew through a flaw in the flue.

What description best describes the characteristics of the text above?

- a. It has dialogue, therefore, it is a play.
- b. It has a beginning, middle, and end, therefore, it is a story
- c. It rhymes, has stanzas, and meter, therefore, it is a poem.

7. What are the differences between the texts from questions 5 and 6?

Learning Objective # 4:

“I can describe a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions).”

Practice:

Read the passages below and answer the questions that follow:

An Adventure With Wolves

Some forty years ago I passed the winter in the wilderness of northern Maine. I was passionately fond of skating, and the numerous lakes and rivers, frozen by the intense cold, offered an ample field to the lover of this pastime. Sometimes my skating excursions were made by moonlight; and it was on such an occasion that I met with an adventure which even now I cannot recall without a thrill of horror.

8. What is the setting of this story?
- a. high up in a tree
 - b. the wilderness of Maine
 - c. in the cellar of a house
 - d. inside a cozy cabin

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9. Which event changed the poor widow forever?
- a. Finding the snail at the bottom of the stream.
 - b. The snail turning into food.
 - c. Dewi Limaran throwing the lovely snail away.

Benchmark 1 Essential Vocabulary

- * **setting** - the time and location a story takes place
- * **event** - something that happens in the story
- * **character** - a person in a story
- * **character traits** - how a person acts, feels, and thinks
- * **actions** - something done by someone in the story
- * **theme** - the subject of a piece of literature
- * **story** - a fictional tale shorter than a novel
- * **drama** - a piece of writing that tells a story through action and speech and is meant to be acted out on stage
- * **poem** - a composition in verse
- * **prose** - ordinary language that people use in writing
- * **structural elements** - components that build a story such as character & setting
- * **verse** - a line of words arranged in a rhythmic pattern
- * **rhythm** - a flow of rising and falling sounds in language that is produced in a verse
- * **meter** - the repeated pattern of musical beats in a measure
- * **line** - a single line in a poem
- * **dialogue** - a conversation between two or more people
- * **stage directions** - an instruction written into the script of a play

Reading Answer Key

1. B
2. **Who:** The golden snail cleaned her home. **Why:** Answers will vary. An example is: The golden snail cleaned her home because she was the only person to pick up the golden snail and give it a home. Perhaps other Fisherman had seen the golden snail before and had thrown her back into the water (just as Dewi had done) time after time.
3. B
4. C
5. A
6. C
7. (Students answers may vary. An example of the differences listed could be as follows)
The text from the #5 is a script from a play or drama. It has dialogue with two characters talking and has voice cues to tell the characters how loudly they should be speaking. The text from #6 is a poem. It has rhythm and meter, and also has a storyline but does not have characters speaking to each other.
8. B
9. A