Horizons

Math

3

1 **Write the numbers in standard form.**

three thousand, eight hundred sixty-one
_____ = _____ thousands + ___ hundreds + __ tens + __ ones

five thousand, six hundred eight
_____ = _____ thousands + ___ hundreds + __ tens + __ ones

nine thousand, four hundred twenty-seven
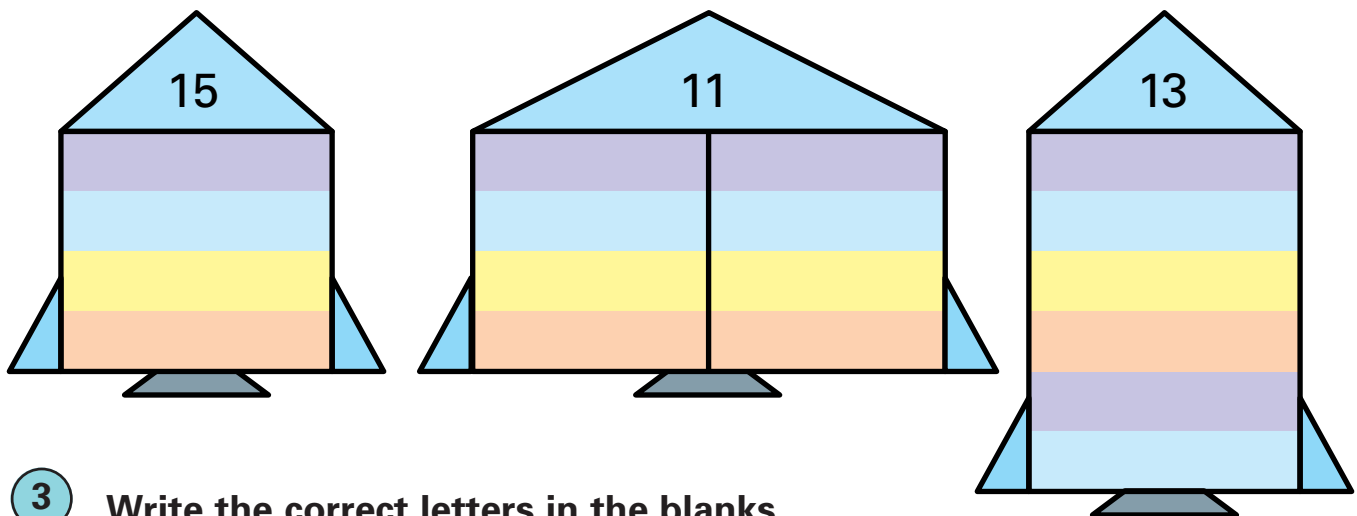_____ = _____ thousands + ___ hundreds + __ tens + __ ones

two thousand, thirty-five
_____ = _____ thousands + ___ hundreds + __ tens + __ ones

six thousand, five hundred forty-nine
_____ = _____ thousands + ___ hundreds + __ tens + __ ones

2 **Write the addition facts having a sum of:**

15   11   13

3 **Write the correct letters in the blanks.**

___ ___ ___   ___ ___   ___ ___   ___ ___ ___ ___

___ ___ ___ ___   ___ ___ ___ ___

5 th	O	16th	Y	13th	H	6 th	M	10th	S
19th	R	2 nd	L	18th	A	17th	E	3 rd	L
8 th	B	14th	I	1 st	I	4 th	D	12th	T
15th	S	7 th	Y	9 th	E	11th	T		

4 **Find the sum.**

13 + 27	58 + 38	36 + 45	64 + 18	27 + 36	45 + 27	39 + 58	29 + 23
42 + 48	14 + 57	36 + 28	29 + 66	35 + 36	57 + 18	68 + 25	79 + 12

5 **Connect the dots.**

Mathematics Reading Spelling Writing

SCHOOL IS

6 **Find the difference.**

79 - 69	53 - 51	68 - 20	94 - 30	95 - 84	37 - 27	86 - 25	73 - 43
48 - 21	65 - 12	94 - 61	56 - 34	82 - 30	69 - 37	27 - 15	87 - 62

1 **Match the numbers.**

23rd	fortieth	483	three hundred twenty-seven
86th	seventy-fifth	609	six hundred ninety
40th	twenty-third	572	five hundred seventy-two
57th	eighty-sixth	327	four hundred eighty-three
31st	ninety-second	690	eight hundred thirty-eight
75th	fifty-seventh	838	six hundred nine
92nd	thirty-first	250	two hundred fifty

2 **Write the numbers in expanded and standard form.**

four thousand, three hundred twenty-five

4 thousands + 3 hundreds + 2 tens + 5 ones = _____ + ____ + __ + __ = _____

seven thousand, two hundred six

7 thousands + 2 hundreds + 0 tens + 6 ones = _____ + ____ + __ + __ = _____

one thousand, eight hundred forty-three

1 thousand + 8 hundreds + 4 tens + 3 ones = _____ + ____ + __ + __ = _____

eight thousand, seventy-one

8 thousands + 0 hundreds + 7 tens + 1 one = _____ + ____ + __ + __ = _____

five thousand, six hundred ninety-two

5 thousands + 6 hundreds + 9 tens + 2 ones = _____ + ____ + __ + __ = _____

3 **Find the sum.**

84	98	80	94	73	61	82	53
+ 90	+ 11	+ 23	+ 75	+ 56	+ 97	+ 45	+ 51

92	62	81	86	72	67	94	81
+ 50	+ 47	+ 34	+ 73	+ 34	+ 60	+ 31	+ 66

4 Find the difference.

89 − 85	76 − 36	78 − 56	58 − 17	63 − 22	94 − 24	18 − 15	45 − 23

96 − 73	89 − 30	47 − 31	99 − 49	74 − 61	82 − 42	69 − 41	57 − 50

5 Write the subtraction facts having a difference of:

7   5

6
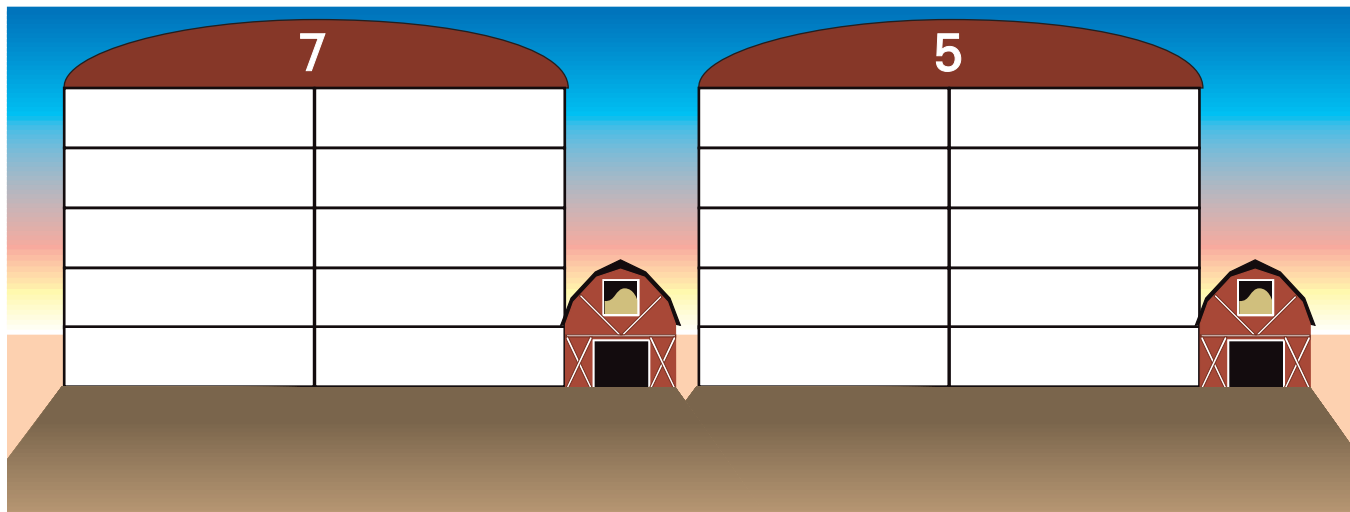
Across

1. 74 + 83
4. 6 hundreds + 4 tens + 7 ones
7. 6 tens
9. 70 - 50
10. three hundred seven
11. 65 - 10
13. 2 tens + 4 ones
15. 98 + 46
16. eight hundred fifty-one

Down

1. 59 - 43
2. 32 +   18
5. 4 tens + 2 ones

6. 7 tens
8. 5 hundreds
11. 5 tens + 1 one

12. 32 + 22
13. twenty-five
14. 87 - 46

4

1 Circle the closer ten.

29	20	30
32	30	40
86	80	90
51	50	60
97	90	100
48	40	50
73	70	80
14	10	20

38	30	40
92	90	100
63	60	70
84	80	90
77	70	80
59	50	60
41	40	50
16	10	20

2 Write the correct time.
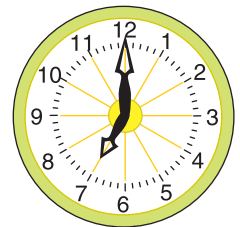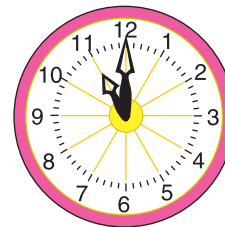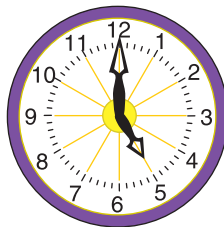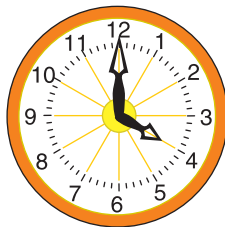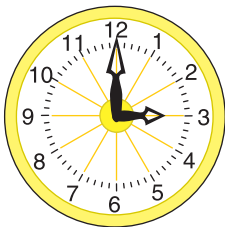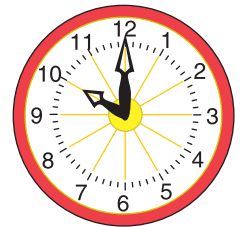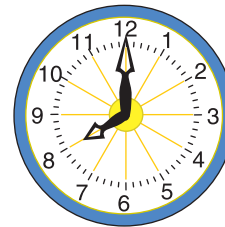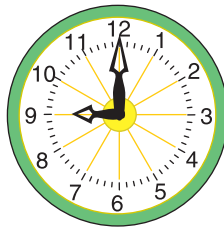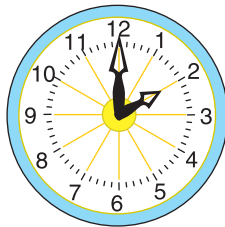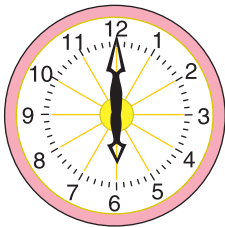
During the morning the time is (A.M. or P.M.)? _____
During the afternoon the time is (A.M. or P.M.)? _____

3 Find the sum.

81	67	86	96	45	53	42	98
+ 49	+ 89	+ 84	+ 47	+ 75	+ 68	+ 68	+ 76

73	57	76	28	97	89	87	53
+ 59	+ 93	+ 86	+ 95	+ 87	+ 23	+ 94	+ 77

4 **Write the numbers in standard form.**

two thousand, three hundred fifty-eight
2 thousands + 3 hundreds + 5 tens + 8 ones = _____

six thousand, seven hundred four
6 thousands + 7 hundreds + 0 tens + 4 ones = _____
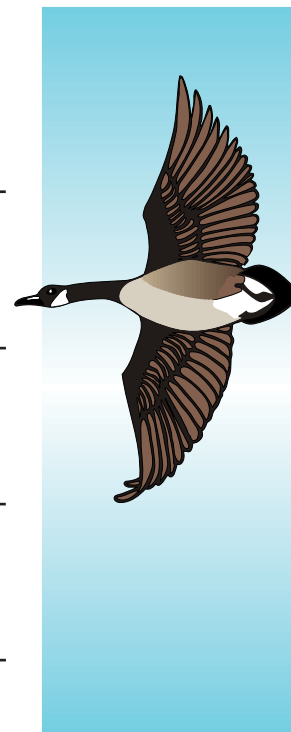
nine thousand, one hundred ninety
9 thousands + 1 hundred + 9 tens + 0 ones = _____

five thousand, eight hundred twenty-seven
5 thousands + 8 hundreds + 2 tens + 7 ones = _____

three thousand, sixty-nine
3 thousands + 0 hundreds + 6 tens + 9 ones = _____
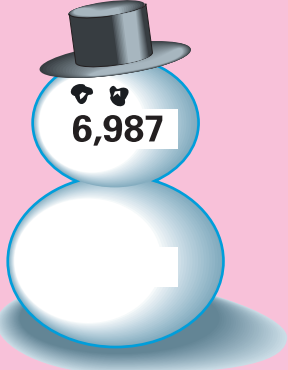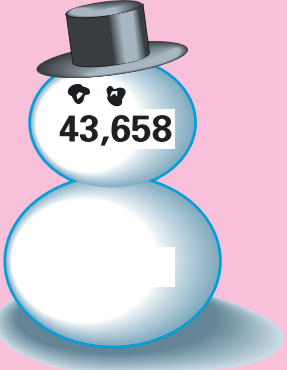
5 **Match the numbers.**
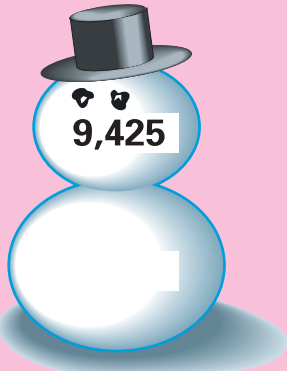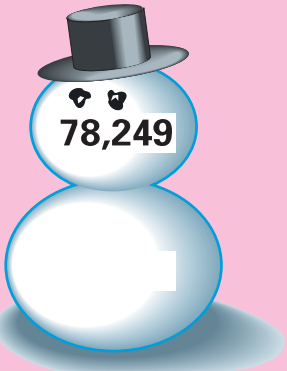
484	four hundred eighty		408	four hundred forty-four
480	eight hundred forty		880	eight hundred forty-eight
804	eight hundred eighty-four		440	four hundred eight
844	four hundred eighty-four		444	eight hundred eighty-eight
840	four hundred four		848	eight hundred eighty
448	eight hundred forty-four		488	eight hundred eight
404	eight hundred four		888	four hundred eighty-eight
884	four hundred forty-eight		808	four hundred forty

6 **Find the difference.**

87	49	28	87	37	28	59	95
- 17	- 48	- 14	- 54	- 12	- 22	- 43	- 42

73	86	76	94	58	19	69	98
- 13	- 85	- 36	- 53	- 17	- 16	- 12	- 10

1 **Round the numbers to the nearest 100.**

316   6,987   734   43,658

9,425   162   78,249   5,891

2 **Find the difference and check.**

5,612	4,361	7,250	8,504	9,830	6,945	6,527
- 5,174	- 284	- 6,178	- 7,165	- 4,564	- 1,378	- 4,189

3 **Write the Arabic numbers.**

DCLXXXIV _____   CDXCVIII _____

CCXLVI   _____   DCCLVII   _____

CMXI   _____   DLXXII   _____

DCCCLXIII _____   CCCXXXV _____

CXXIX   _____   DCIII   _____

4 Write solid or plane.

(trapezoid) _____

(rectangular prism) _____

(diamond/rhombus) _____

(rectangle) _____

(square) _____

(cylinder) _____

(hexagon) _____

(cube) _____

5 Find the product.

| 314
x 5 | 836
x 2 | 627
x 3 | 417
x 6 | 519
x 4 | 328
x 3 | 704
x 8 | 814
x 7 | 305
x 9 |

6 Write < or >.

43,872 ____ 43,876   56,247 ____ 56,207   14,728 ____ 12,728

61,590 ____ 61,509   30,819 ____ 36,819   27,106 ____ 27,016

85,934 ____ 85,943   79,365 ____ 79,361   94,562 ____ 93,652

7 Write +, -, x, or ÷.

addends ____   product ____   subtrahend ____

minuend ____   sum   ____   quotient   ____

difference ____   divisor ____   multiplier   ____

2

1 **Write solid or plane.**

_____

_____

_____

_____

_____

_____

_____

_____

_____
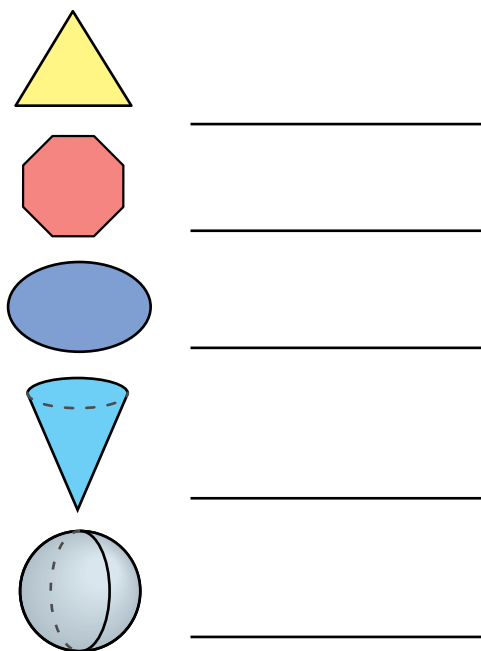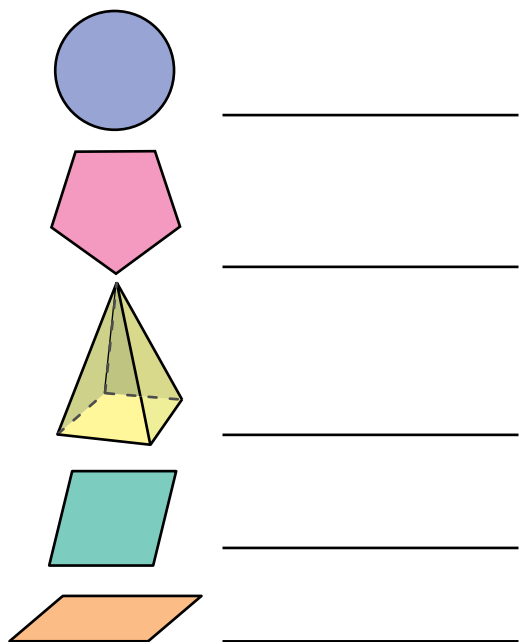
2 **Write = or ≠.**

$\frac{1}{2}$ ☐ $\frac{5}{10}$　　　$\frac{2}{4}$ ☐ $\frac{6}{8}$　　　$\frac{2}{3}$ ☐ $\frac{4}{9}$　　　$\frac{2}{5}$ ☐ $\frac{4}{10}$

_____　_____　_____　_____

_____　_____　_____　_____

$\frac{3}{7}$ ☐ $\frac{2}{5}$　　　$\frac{3}{6}$ ☐ $\frac{4}{8}$　　　$\frac{4}{6}$ ☐ $\frac{6}{10}$　　　$\frac{6}{8}$ ☐ $\frac{3}{5}$

_____　_____　_____　_____

_____　_____　_____　_____

In the fraction $\frac{3}{5}$, the denominator is a _____ and the numerator is a _____.

3 **Find the product.**

408	316	512	713	905	715	638	428	613
x 9	x 4	x 7	x 6	x 8	x 4	x 2	x 3	x 5
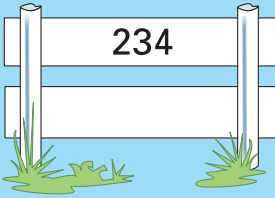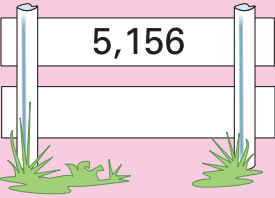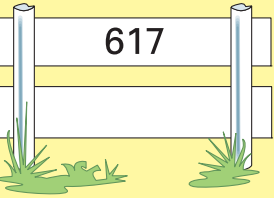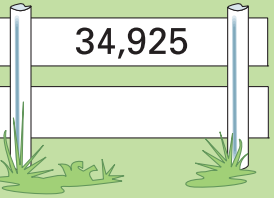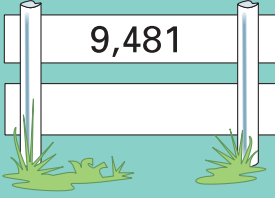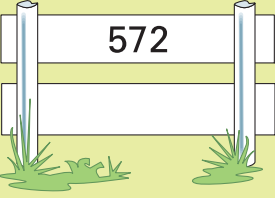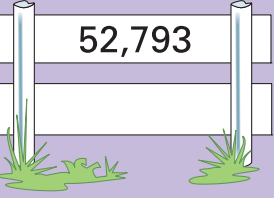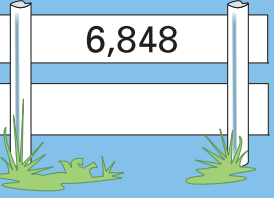
4 **Round the numbers to the nearest 100.**

234	5,156	617	34,925

9,481	572	52,793	6,848

5 **Write < or >.**

63,842 ____ 63,482   87,415 ____ 88,415   45,183 ____ 45,138

57,901 ____ 57,906   32,069 ____ 32,036   72,056 ____ 72,506

6 **Find the difference.**

7,901 - 6,813	9,821 - 6,547	5,620 - 3,182	7,535 - 7,169	7,374 - 4,289	5,642 - 2,387	4,956 - 1,268

7 If a book was copyrighted in MCMLXIX, what year was that?

If the big hand on the clock is at VI and the little hand is between IV and V, what time is it?

The students did the following number of push-ups on track and field day: Sam 26, Ross 44, Abel 107, Betty 79, and Cody 9. Together they did how many push-ups?

Elizabeth's teacher told her to take six thousand, seven hundred thirty-four away from nine thousand, nine hundred seventy-six. What should be her answer?

4

$$\frac{3 \times n}{3} = \frac{15}{3} \qquad \frac{\cancel{3}^1 \times n}{\cancel{3}_1} = \frac{15}{3} \qquad n = \frac{15}{3} \qquad n = 5$$

(1) Solve the equations.

$\dfrac{\cancel{4}^1 \times n}{\cancel{4}_1} = \dfrac{24}{4}$ $n = \dfrac{24}{4}$ $n = 6$	$7 \times n = 56$	$6 \times n = 48$	$8 \times n = 32$
$5 \times n = 15$	$9 \times n = 18$	$3 \times n = 18$	$6 \times n = 30$

(2) Round the numbers to the nearest 100.

277	5,445	516	32,348
9,823	651	6,994	51,367

(3) Find the difference and check.

9,670 − 9,493	8,956 − 5,167	5,732 − 4,575	7,304 − 1,176	4,821 − 2,398	8,615 − 7,289	5,723 − 2,466

5

4 **Find the sum.**

22	71	39	54	15	34	10	75
59	43	29	13	24	62	51	24
56	58	92	35	40	45	48	11
77	92	83	93	6	70	31	52
+ 83	+ 38	+ 71	+ 56	+ 56	+ 47	+ 79	+ 33

5 **Write = or ≠. Write the terms.**

$\dfrac{2}{3}$ ☐ $\dfrac{8}{24}$ $\dfrac{2}{5}$ ☐ $\dfrac{6}{10}$ $\dfrac{4}{7}$ ☐ $\dfrac{12}{21}$ $\dfrac{5}{6}$ ☐ $\dfrac{15}{18}$

_____ _____ _____ _____

_____ _____ _____ _____

$\dfrac{3}{5}$ ☐ $\dfrac{6}{12}$ $\dfrac{4}{6}$ ☐ $\dfrac{6}{9}$ $\dfrac{5}{7}$ ☐ $\dfrac{10}{14}$ $\dfrac{2}{8}$ ☐ $\dfrac{3}{12}$

_____ _____ _____ _____

_____ _____ _____ _____

The _____ tells how many parts are used. The_____
tells into how many parts the whole is divided.

6 Ivan worked 8 hours a day for 24 days in the month. How many hours
did he work in the month?

Jose earned $ 12.46 the first week throwing papers. On the second
week he earned $ 9.52 and the third week $ 14.78. How much did he earn
in the three weeks?

Norma had to be at play practice at 8:00 A.M. They were to practice for
three hours. What time was play practice over? _____ She then went to a
friends house to play for two hours. What time should she be home? _____

6

Horizons

Math

3

Contents

Readiness Evaluation Answer Key

① Write the temperature.

38 °   74 °   46 °   66 °

② Write the ratio.

birds to fish   2 : 3   butterflies to lambs   4 : 1

butterflies and birds to fish and lambs   6 : 4

③ Write the correct time.

4 : 40   11 : 15   7 : 25   2 : 50

④ Write ones', tens', hundreds', or thousands'.

2,483 has a 8 in the **tens'** place.
2,483 has a 2 in the **thousands'** place.
9,048 has a 8 in the **ones'** place.
9,048 has a 0 in the **hundreds'** place.

5

Answers will vary.

⑤ Name the shape. Draw a line of symmetry for each shape.

square   hexagon   triangle   oval

rectangle   circle   octagon   diamond

⑥ Write < or >.

<

>

⑦ Circle the next picture in sequence.

6

---

⑧ Find the area.

6 square units   18 square units

18 square units

⑨ Find the volume.

10 cubic units   16 cubic units   20 cubic units

⑩ Write what the shaded fractional part of the whole equals.

$\frac{1}{4}$ of 12 = 3 $\frac{2}{3}$ of 12 = 8

7

---

⑪ Find the sum and difference.

5,145 + 3,369	3,664 + 3,188	4,573 + 5,157	8,902 − 7,837	9,731 − 4,652	6,924 − 1,539
8,514	6,852	9,730	1,065	5,079	5,385

⑫ Find the product.

3 × 3	7 × 0	5 × 9	6 × 6	8 × 4	3 × 4	2 × 9	4 × 4	3 × 7
9	0	45	36	32	12	18	16	21

⑬ Write the name of the solid.

cone   cube   cylinder   pyramid   sphere

⑭ Write the answers.

Is 23 closer to 20 or 30? 20.   Is 62 closer to 60 or 70? 60.
Is 51 closer to 50 or 60? 50.   Is 38 closer to 30 or 40 40.
Is 87 closer to 80 or 90 90.   Is 46 closer to 40 or 50? 50.

**⑮ Write the Arabic numbers.**

CCCXCV   395   XXXVI   36
LXXIV   74   CXXVII   127
DCCCLXIX   869   DCXLII   642

⑯ In the rose garden, there were seven hundred forty-seven red rose buds. There were five hundred eighty-three yellow rose buds. How many more red rose buds were there than yellow? 164
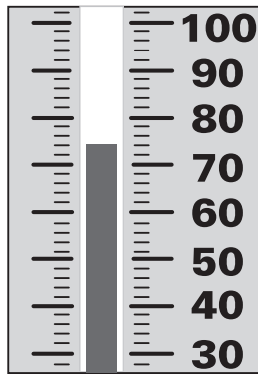
Mr. Nelson asked mother to buy 15 bunches of carrots for $ 4.83. Mother bought 12 heads of lettuce for $ 8.36. Junior asked his mother to buy tomatoes for $ 2.62. How much would mother 's bill be for the three items? $15.81
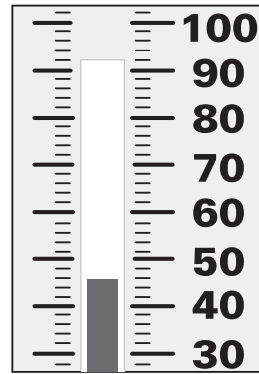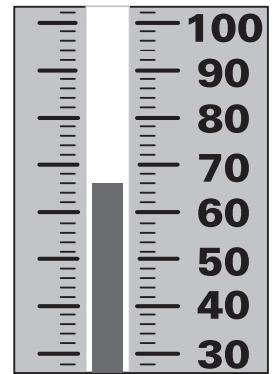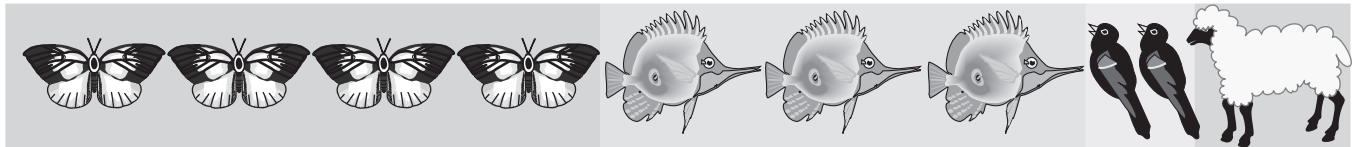
8

4

1 **Write the temperature.**

_____ °   _____ °   _____ °   _____ °
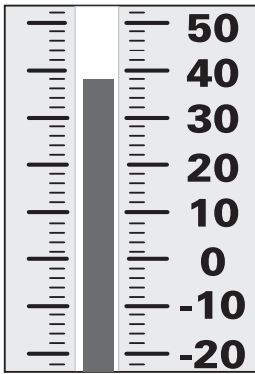
2 **Write the ratio.**

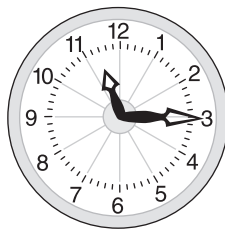birds to fish   :   _____   butterflies to lambs   :   _____
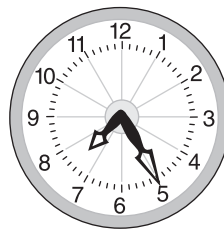
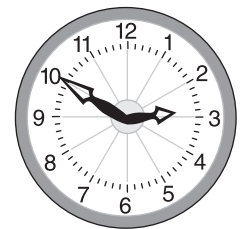butterflies and birds to fish and lambs   :   _____

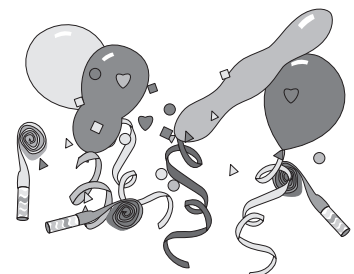**3** **Write the correct time.**

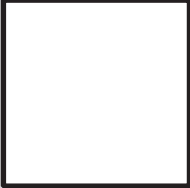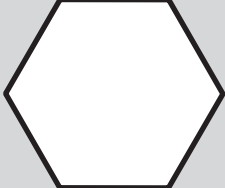_____ : _____   _____ : _____   _____ : _____   _____ : _____
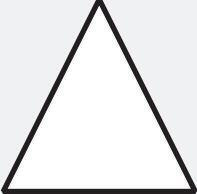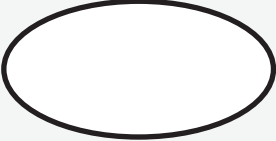
4 **Write ones', tens', hundreds', or thousands'.**

2,483 has a 8 in the _____ place.

2,483 has a 2 in the _____ place.

9,048 has a 8 in the _____ place.

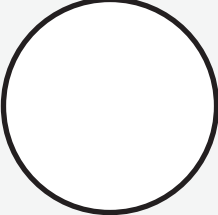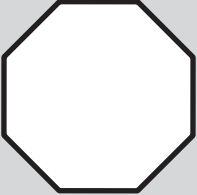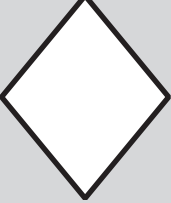9,048 has a 0 in the _____ place.
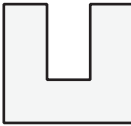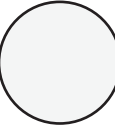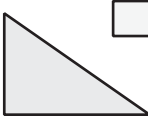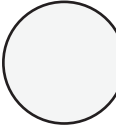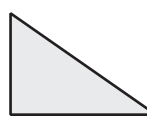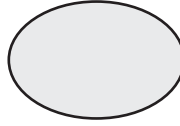
5 **Name the shape. Draw a line of symmetry for each shape.**

□ square	⬡ hexagon	△ triangle	⬭ oval
▭ rectangle	○ circle	⯃ octagon	◇ diamond

_____ _____ _____ _____

_____ _____ _____ _____

6 **Write < or >.**

_____

_____

7 **Circle the next picture in sequence.**

Lesson 1

Concepts:
> Counting by ones, word numbers, place value, ordinal numbers, addition, and subtraction

Objectives:
1. The student shall be able to count out loud by ones to 100.

2. The student shall be able to write the word numbers in standard form and the number of thousands, hundreds, tens, and ones in the given number.

3. The student shall be able to write the addition facts having a sum equal to a given number.

4. The student shall be able to correctly place a set of letters numbered ordinally on blanks corresponding to the appropriate ordinal numbers.

5. The student shall be able to write the sum of two double-digit numbers when the ones' column has a double-digit answer.

6. The student shall be able to draw lines that connect consecutive numbers to form a picture.

7. The student shall be able to write the difference of two double-digit numbers that do not involve borrowing.

Teaching Tips:
1. If there seems to be a lack of understanding when doing activity 2, use *place value materials* for a quick review with the student(s).

2. In activity 5, refresh the student's mind about carrying by using *play money* pennies for the ones' place and dimes for the tens' place.

3. Use the drill in *Worksheet 1* as an aid in determining which student(s) need concentrated drill in addition.

Materials, Supplies, & Equipment:
1. Number chart 0–99

2. Calendar

3. Place value materials

4. Play money

Lesson 146

Concepts:
> Addition, fractions, time, place value, equal and not equal, subtraction, estimation, equations, word numbers, multiplication, ratio, and word problems

Objectives:
1. The student shall be able to write the sum of two mixed numbers with like denominators.

2. The student shall be able to write the correct time displayed on the face of the clock.

3. The student shall be able to write the correct symbol (= or ≠) between a word number, a standard number, or a number in expanded form.

4. The student shall be able to write the difference of two triple-digit numbers and estimate the answer.

5. The student shall be able to write the value of a variable in a subtraction equation.

6. The student shall be able to write the word number corresponding to the given standard number.

7. The student shall be able to write the product of a unit fraction and a multiple of the denominator.

Teaching Tips:
1. When doing ***Student Activity One***, the student(s) may recognize some fractions that could be reduced. Explain to them that in the fourth grade they will have to leave all of their answers reduced to lowest terms. That is why they are now learning to reduce fractions.

Materials, Supplies, & Equipment:
1. Flash cards for addition, multiplication, and division facts