BRIDGES®
IN MATHEMATICS

Grade 4 Unit 1 Module 1
Practice Pages for Math at Home

The Bridges Second Edition Module Packets, available from the Home Learning Resources page of the Bridges Educator Site, are designed to provide a review of math topics that were covered in class prior to school closures. They are meant for teachers to send home, so students can continue to engage with key grade-level skills. The material in these packets includes exercises that can be completed by students at home with their families.

NAME | **DATE**

How Many Pencils?

Not all of Mrs. Carter's students brought in the same number of pencils to use for the school year. Help the students figure out how many pencils the class has. For each problem, show your thinking with numbers, sketches, or words. Then write an equation that represents your work.

1 Seven students brought in 6 pencils each. How many pencils did they bring in all?

_____ _____
Equation   Answer, labeled with correct units

2 Eight students each brought in 9 pencils. How many pencils did they bring in all?

_____ _____
Equation   Answer, labeled with correct units

3 Six students brought in 12 pencils each. How many pencils did they bring in all?

_____ _____
Equation   Answer, labeled with correct units

4 How many pencils did the students in problems 1, 2, and 3 bring in all together?

_____ _____
Equation   Answer, labeled with correct units

5 Fill in the blanks.

$7 \times 8 =$ _____ $7 \times$ _____ $= 63$ _____ $= 4 \times 8$ _____ $\times 6 = 30$

NAME _____ | **DATE** _____

How Many Erasers?

Mrs. Carter's fourth grade students brought lots of erasers to use for the school year. Help the students figure out how many erasers they have. For each problem, show your thinking with numbers, sketches, or words. Then write an equation that represents your work.

1 Four students each brought 5 erasers. How many erasers did these 4 students bring?

_____   _____
Equation   Answer, labeled with correct units

2 Four students each brought 6 erasers. How many erasers did these 4 students bring?

_____   _____
Equation   Answer, labeled with correct units

3 Eight students each brought 5 erasers. How many erasers did these 8 students bring?
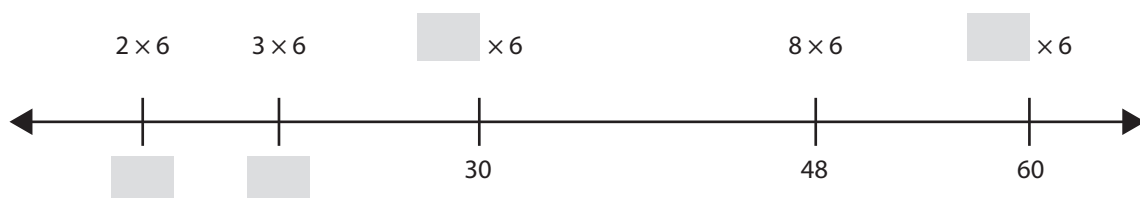
_____   _____
Equation   Answer, labeled with correct units

4 **CHALLENGE** Eight students each brought twice as many erasers as the students in problem 3. How many erasers did these 8 students bring?

_____   _____
Equation   Answer, labeled with correct units

5 Fill in the blanks in the number line puzzle below.

2×6 3×6 [ ] $\times 6$ 8×6 [ ] $\times 6$

←———————|————|————————|————————————|————————|———————→
        [ ]   [ ]   30   48   60

NAME | **DATE**

Claudia's School Supplies

Solve each problem below. Use numbers, sketches, or words to show your work.

1 Claudia bought school supplies in August. She bought 4 packages of pencils. Each package had 12 pencils in it. How many pencils did Claudia buy?

_____   _____
Equation   Answer, labeled with correct units

2 Claudia bought 8 packages of pens. Each package had 6 pens in it. How many pens did Claudia buy?

_____   _____
Equation   Answer, labeled with correct units

3 Claudia bought extra packages of crayons. Each package had 8 crayons in it. Fill out the ratio table below to find out more about how many crayons Claudia bought.

Packages	Crayons
1	8
2	
4	
8	
	80
5	
15	

4 While Claudia was at the store, she saw a box of crayons that had 8 times the number of crayons as the little boxes she bought to bring to class. How many crayons were in the box?

_____   _____
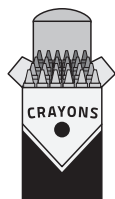Equation   Answer, labeled with correct units

NAME _____ | DATE _____

More Crayons

1 Each of the models below represents a student's strategy for finding the number of crayons in a box.

a The first box has 4 rows of 6 crayons. How many crayons are there? Show your thinking and write an equation to show your answer.

_____

b The second box has 6 rows of crayons. How many crayons are there? Complete the ratio table and write an equation to show your answer.

Rows of Crayons	Number of Crayons
1	6
2	12
3	18
6	

_____

c The third box has 5 rows of crayons. How many crayons are there? Fill in the blank and write an equation.

0   6   12   18   24
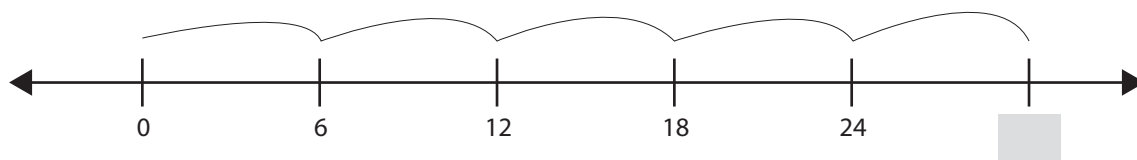
2 Mark has twice as many crayons as the box modeled on the number line in the problem above. Write an equation to show how many crayons Mark has.

_____

3 Fill in the blanks:

$$\begin{array}{r} 10 \\ + 450 \\ \hline \end{array} \qquad \begin{array}{r} 89 \\ - \\ \hline 80 \end{array} \qquad \begin{array}{r} 29 \\ + \\ \hline 29 \end{array} \qquad \begin{array}{r} 100 \\ - 25 \\ \hline \end{array} \qquad \begin{array}{r} \\ - 10 \\ \hline 459 \end{array} \qquad \begin{array}{r} 900 \\ - 500 \\ \hline \end{array} \qquad \begin{array}{r} 200 \\ + \\ \hline 400 \end{array}$$
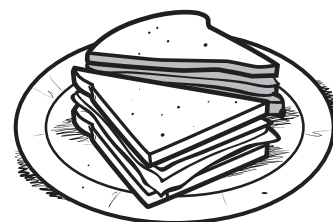
Sandwiches & Pizza

1 Rodney had a friend over on Saturday. His dad took them out for sandwiches. Rodney's dad and the boys each got a sandwich for $6 and a drink for $2. They shared one large cookie that cost $3. How much did they spend in all?

2 Jasmine had a pizza party with 3 of her friends. They ordered 2 pizzas. Each pizza had 8 slices. They all ate the same amount of pizza and finished both pizzas. How many did each person eat? Show all your work.

3 Complete the equations.

$$\begin{array}{r} 1 \\ \times\ 8 \\ \hline \boxed{} \end{array} \qquad \begin{array}{r} 73 \\ \times\ \boxed{} \\ \hline 0 \end{array} \qquad \begin{array}{r} \boxed{} \\ \times\ 2 \\ \hline 20 \end{array} \qquad \begin{array}{r} \boxed{} \\ \times\ 10 \\ \hline 60 \end{array} \qquad \begin{array}{r} 10 \\ \times\ 3 \\ \hline \boxed{} \end{array} \qquad \begin{array}{r} 49 \\ \times\ \boxed{} \\ \hline 49 \end{array} \qquad \begin{array}{r} 7 \\ \times\ 8 \\ \hline \boxed{} \end{array}$$

NAME |DATE

Division Models page 1 of 2

1 Each table of 4 students in Mrs Thornton's class brought 9 glue sticks.

a Fill in the blanks in the ratio table.
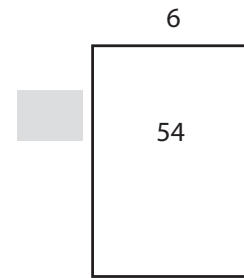
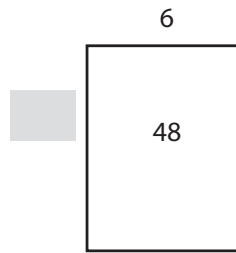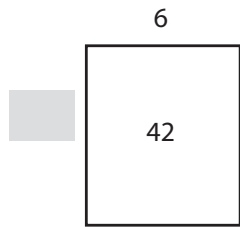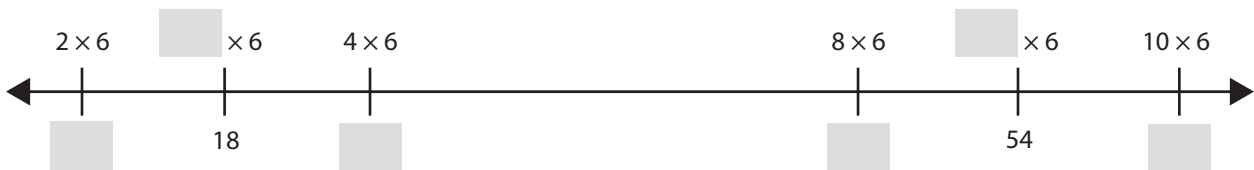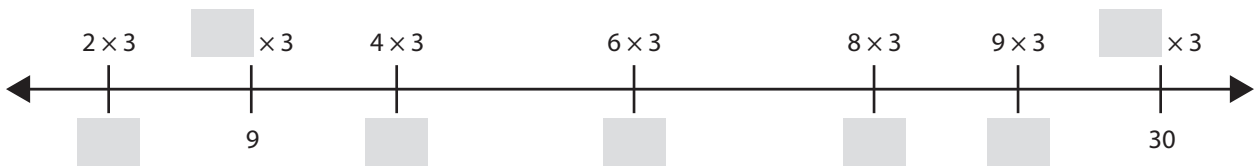| Number of Tables	1	2			9	5
Number of Glue Sticks	9		27	90		

b Write a story problem that matches one of the entries in the glue stick ratio table.

c One of the tables in Mr. Still's class brought in 3 times as many glue sticks as one of the tables in Mrs. Thornton's class. How many glue sticks did that table group in Mr. Still's class bring? Write and solve an equation to show.

NAME _____ | **DATE** _____

Division Models page 2 of 2

2   Fill in the missing dimensions in the arrays.

```
        6                        6                        6
  ┌──┬──────┐           ┌──┬──────────┐         ┌──┬──────────┐
  │  │      │           │  │          │         │  │          │
  │  │  42  │           │  │    48    │         │  │    54    │
  │  │      │           │  │          │         │  │          │
  └──┴──────┘           └──┴──────────┘         │  │          │
                                                └──┴──────────┘
```

3   Write at least two equations to match one of the arrays in problem 2.

4   Fill in the blanks on the number lines.

```
2 × 3    ☐ × 3   4 × 3      6 × 3        8 × 3   9 × 3   ☐ × 3
◄───┼──────┼──────┼──────────┼────────────┼───────┼──────┼───►
   ☐      9     ☐          ☐            ☐      ☐     30
```

```
2 × 6    ☐ × 6   4 × 6                  8 × 6   ☐ × 6   10 × 6
◄───┼──────┼──────┼──────────────────────┼───────┼──────┼───►
   ☐     18     ☐                       ☐      54    ☐
```

5   Fill in the blanks to make the equations true.

$10 \times 4 = 5 \times$ _____ $10 \times 3 = 5 \times$ _____ $10 \times 5 = 5 \times$ _____ $10 \times 2 = 5 \times$ _____

$10 \times 10 = 5 \times$ _____ $5 \times 8 = 10 \times$ _____ $5 \times 4 = 10 \times$ _____

NAME | **DATE**

Number Line Puzzles page 1 of 2

Note to Families

Students can use number lines to review the multiplication facts they learned in third grade. Number lines can help students use facts they know to help them figure facts they don't remember. Talk together about relationships between facts that you see in the two number lines below, such as numbers that double.

1 Fill in the blanks in the number lines.

a

| 2×4 | 3×4 | 4×4 | | 8×4 | 9×4 | $\times 4$ |

[ ] 12 [ ] [ ] [ ] 40

b

| 2×8 | $\times 8$ | 4×8 | | 8×8 | $\times 8$ | 10×8 |

[ ] 24 [ ] [ ] 72 [ ]

2 Complete the facts.

$$\begin{array}{ccccccc} 8 & 8 & 8 & 8 & 8 & 7 & 7 \\ \times 2 & \times 4 & \times 8 & \times 10 & \times 9 & \times 10 & \times 9 \end{array}$$

3 Roger's little brother, Saul, wants to know if $5 \times 7 = 7 \times 5$. If you were Roger, how would you explain to Saul whether the equation is true?

1

NAME | **DATE**

Number Line Puzzles page 2 of 2

4 Each of the 29 students in Mr. Brown's fourth grade brought 2 notebooks to class the first day of school. How many notebooks was that in all? Show your thinking with numbers, sketches, or words. Then write an equation that represents your work.

_____   _____
Equation   Answer, labeled with correct units

5 Each of the students in Mr. Smith's class also brought in 3 pocket folders. Mr. Smith wrote a multiplication equation to compare the number of students to the number of pocket folders they brought in. Fill in the bubble to show what this equation means.

$$87 = 3 \times 29$$

○ 87 is 3 more than 29

○ 87 is 3 times as many as 29

○ 29 is 3 times as many as 87

6 **CHALLENGE** If 5 students each brought in 8 boxes with 10 pencils per box, and 10 students each brought in 8 boxes with 5 pencils per box, how many total pencils did the students bring in? Show your thinking with numbers, sketches, or words.
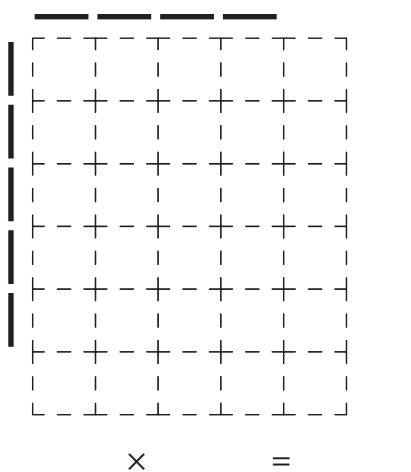
_____   _____
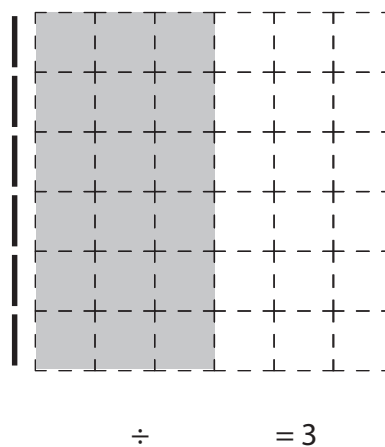Equation   Answer, labeled with correct units

NAME _____ | **DATE** _____

🏠 Modeling Multiplication & Division page 1 of 2

For problems 1 and 2, complete the sketches and write the equations.

1

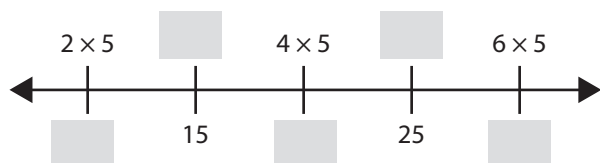_____ × _____ = _____

2

_____ ÷ _____ = 3

3 Copy one equation from above and write a story problem to go with it.

ex I bought 5 packs of pencils. Each pack had 4 pencils in it. How many pencils did I get? ($5 × 4 = 20$)

Complete the number line and ratio table.

4

$2 × 5$ | | $4 × 5$ | | $6 × 5$
15 | | 25

5

1	2		4	5		7	
3	6	9		15	18	21	24

(continued on next page)

5

Modeling Multiplication & Division page 2 of 2

6 Mr. Still's class has music for 50 minutes and then independent reading for 20 minutes. Music starts at 8:30. What time does Mr. Still's class finish independent reading?

7 Ms. Ford's class starts art at 9:30 and finishes at 10:15. They spend twice as much time in math class. If they start math at 1:10, what time do they finish math?

Answer Keys

How Many Pencils?

Not all of Mrs. Carter's students brought in the same number of pencils to use for the school year. Help the students figure out how many pencils the class has. For each problem, show your thinking with numbers, sketches, or words. Then write an equation that represents your work.

1 Seven students brought in 6 pencils each. How many pencils did they bring in all?

Work will vary. Example:
$4 \times 6 = 24$, $3 \times 6 = 18$ and $24 + 18 = 42$

$$7 \times 6 = 42 \text{ or}$$
$$6 \times 7 = 42$$
Equation

42 pencils
Answer, labeled with correct units

2 Eight students each brought in 9 pencils. How many pencils did they bring in all?

Work will vary. Example:
$4 \times 9 = 36$ and $36 \times 2 = 72$

$$8 \times 9 = 72 \text{ or}$$
$$9 \times 8 = 72$$
Equation

72 pencils
Answer, labeled with correct units

3 Six students brought in 12 pencils each. How many pencils did they bring in all?

Work will vary. Example:
$12 + 12 = 24$ and $24 + 24 + 24 = 72$

$$6 \times 12 = 72 \text{ or}$$
$$12 \times 6 = 72$$
Equation

72 pencils
Answer, labeled with correct units

4 How many pencils did the students in problems 1, 2, and 3 bring in all together?

Work will vary. Example:
$42 + 72 + 72 = 186$

$$42 + 72 + 72 = 186 \text{ or}$$
$$42 + (2 \times 72) = 186$$
Equation

186 pencils
Answer, labeled with correct units

5 Fill in the blanks.

$7 \times 8 = \underline{\textbf{56}}$ $7 \times \underline{\textbf{9}} = 63$ $\underline{\textbf{32}} = 4 \times 8$ $\underline{\textbf{5}} \times 6 = 30$

NAME _____ | **DATE** _____

🎲 How Many Erasers?

Mrs. Carter's fourth grade students brought lots of erasers to use for the school year. Help the students figure out how many erasers they have. For each problem, show your thinking with numbers, sketches, or words. Then write an equation that represents your work.

1 Four students each brought 5 erasers. How many erasers did these 4 students bring?
Work will vary.

$$4 \times 5 = 20 \text{ or } 5 \times 4 = 20$$

Equation

20 erasers

Answer, labeled with correct units

2 Four students each brought 6 erasers. How many erasers did these 4 students bring?
Work will vary.

$$4 \times 6 = 24 \text{ or } 6 \times 4 = 24$$

Equation

24 erasers

Answer, labeled with correct units

3 Eight students each brought 5 erasers. How many erasers did these 8 students bring?
Work will vary.

$$8 \times 5 = 40 \text{ or } 5 \times 8 = 40$$

Equation

40 erasers

Answer, labeled with correct units

4 **CHALLENGE** Eight students each brought twice as many erasers as the students in problem 3. How many erasers did these 8 students bring?
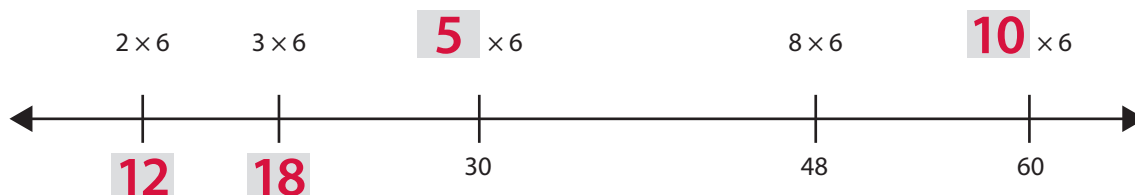**Work will vary.**
Example:

$$8 \times (2 \times 5) = 80$$

Equation

80 erasers

Answer, labeled with correct units

5 Fill in the blanks in the number line puzzle below.

| 2×6 | 3×6 | **5** $\times 6$ | 8×6 | **10** $\times 6$ |

12 **18** 30 48 60

NAME _____ | **DATE** _____

🎒 Claudia's School Supplies

Solve each problem below. Use numbers, sketches, or words to show your work.

1 Claudia bought school supplies in August. She bought 4 packages of pencils. Each package had 12 pencils in it. How many pencils did Claudia buy?
Work will vary.

$$4 \times 12 = 48 \text{ or } 12 \times 4 = 48$$
Equation

48 pencils
Answer, labeled with correct units

2 Claudia bought 8 packages of pens. Each package had 6 pens in it. How many pens did Claudia buy?
Work will vary.

$$8 \times 6 = 48 \text{ or } 6 \times 8 = 48$$
Equation

48 pens
Answer, labeled with correct units

3 Claudia bought extra packages of crayons. Each package had 8 crayons in it. Fill out the ratio table below to find out more about how many crayons Claudia bought.

Packages	Crayons
1	8
2	**16**
4	**32**
8	**64**
10	80
5	**40**
15	**120**

4 While Claudia was at the store, she saw a box of crayons that had 8 times the number of crayons as the little boxes she bought to bring to class. How many crayons were in the box?
Work will vary.

$$8 \times 8 = 64$$
Equation

64 crayons
Answer, labeled with correct units

NAME | DATE

More Crayons

1 Each of the models below represents a student's strategy for finding the number of crayons in a box.

a The first box has 4 rows of 6 crayons. How many crayons are there? Show your thinking and write an equation to show your answer.

Work will vary.

24 crayons.

$4 \times 6 = 24$ **or** $6 \times 4 = 24$

b The second box has 6 rows of crayons. How many crayons are there? Complete the ratio table and write an equation to show your answer.
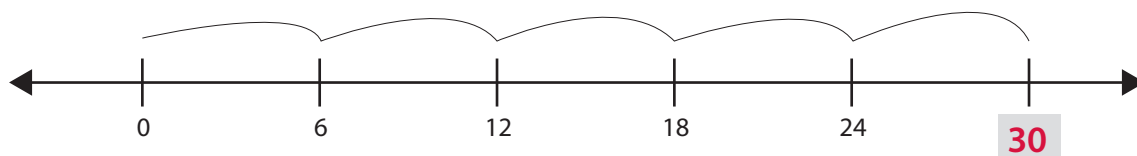
Rows of Crayons	Number of Crayons
1	6
2	12
3	18
6	

Work will vary.

36 crayons.

$6 \times 6 = 36$

c The third box has 5 rows of crayons. How many crayons are there? Fill in the blank and write an equation.

| 0 | 6 | 12 | 18 | 24 | **30** |

$5 \times 6 = 30$ **or** $6 \times 5 = 30$

2 Mark has twice as many crayons as the box modeled on the number line in the problem above. Write an equation to show how many crayons Mark has.

Equations will vary. Example:

$2 \times 30 = 60$

3 Fill in the blanks:

$$\begin{array}{r} 10 \\ + 450 \\ \hline \mathbf{460} \end{array} \qquad \begin{array}{r} 89 \\ - \ \mathbf{9} \\ \hline 80 \end{array} \qquad \begin{array}{r} 29 \\ + \ \mathbf{0} \\ \hline 29 \end{array} \qquad \begin{array}{r} 100 \\ - 25 \\ \hline \mathbf{75} \end{array} \qquad \begin{array}{r} \mathbf{469} \\ - 10 \\ \hline 459 \end{array} \qquad \begin{array}{r} 900 \\ - 500 \\ \hline \mathbf{400} \end{array} \qquad \begin{array}{r} 200 \\ + \ \mathbf{200} \\ \hline 400 \end{array}$$
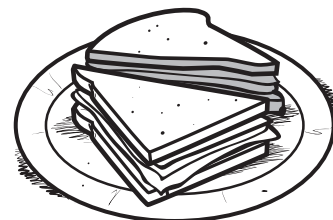
NAME | **DATE**

Sandwiches & Pizza

1 Rodney had a friend over on Saturday. His dad took them out for sandwiches. Rodney's dad and the boys each got a sandwich for $6 and a drink for $2. They shared one large cookie that cost $3. How much did they spend in all?

$27; work will vary.

2 Jasmine had a pizza party with 3 of her friends. They ordered 2 pizzas. Each pizza had 8 slices. They all ate the same amount of pizza and finished both pizzas. How many did each person eat? Show all your work.

4 slices; work will vary.

3 Complete the equations.

$$\begin{array}{r} 1 \\ \times\ 8 \\ \hline 8 \end{array} \qquad \begin{array}{r} 73 \\ \times\ 0 \\ \hline 0 \end{array} \qquad \begin{array}{r} 10 \\ \times\ 2 \\ \hline 20 \end{array} \qquad \begin{array}{r} 6 \\ \times\ 10 \\ \hline 60 \end{array} \qquad \begin{array}{r} 10 \\ \times\ 3 \\ \hline 30 \end{array} \qquad \begin{array}{r} 49 \\ \times\ 1 \\ \hline 49 \end{array} \qquad \begin{array}{r} 7 \\ \times\ 8 \\ \hline 56 \end{array}$$

NAME | DATE

Division Models page 1 of 2

1 Each table of 4 students in Mrs Thornton's class brought 9 glue sticks.

a Fill in the blanks in the ratio table.

Number of Tables	1	2	**3**	**10**	9	5
Number of Glue Sticks	9	**18**	27	90	**81**	**45**

b Write a story problem that matches one of the entries in the glue stick ratio table.

Story problems will vary. Example:

There were 3 tables at the front of the room. The kids at each table brought in 9 glue sticks. How many glue sticks in all?

c One of the tables in Mr. Still's class brought in 3 times as many glue sticks as one of the tables in Mrs. Thornton's class. How many glue sticks did that table group in Mr. Still's class bring? Write and solve an equation to show.
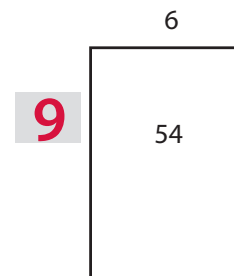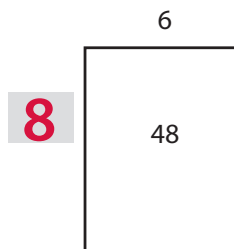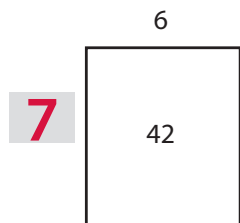
Equations will vary. Example:

$$3 \times 9 = 27; \text{ 27 glue sticks}$$

(continued on next page)

NAME | **DATE**

Division Models page 2 of 2

2 Fill in the missing dimensions in the arrays.

6
7 | 42

6
8 | 48

6
9 | 54

3 Write at least two equations to match one of the arrays in problem 2.

Equations will vary, depending on array selected by student. Example:

$$7 \times 6 = 42 \qquad 42 \div 7 = 6$$
$$6 \times 7 = 42 \qquad 42 \div 6 = 7$$

4 Fill in the blanks on the number lines.

2×3	**3** $\times 3$	4×3	6×3	8×3	9×3	**10** $\times 3$
6	9	**12**	**18**	**24**	**27**	30

2×6	**3** $\times 6$	4×6		8×6	**9** $\times 6$	10×6
12	18	**24**		**48**	54	**60**
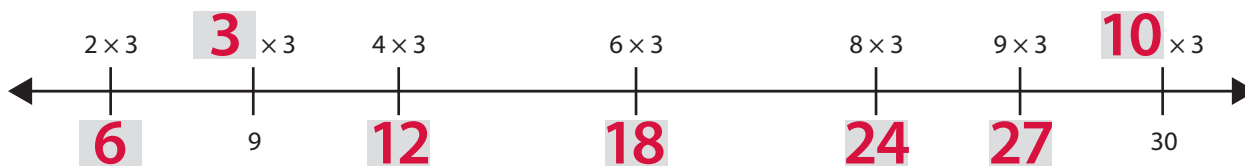
5 Fill in the blanks to make the equations true.

$10 \times 4 = 5 \times$ **8** $10 \times 3 = 5 \times$ **6** $10 \times 5 = 5 \times$ **10** $10 \times 2 = 5 \times$ **4**

$10 \times 10 = 5 \times$ **20** $5 \times 8 = 10 \times$ **4** $5 \times 4 = 10 \times$ **2**

NAME | **DATE**

🏠 Number Line Puzzles page 1 of 2

Note to Families

Students can use number lines to review the multiplication facts they learned in third grade. Number lines can help students use facts they know to help them figure facts they don't remember. Talk together about relationships between facts that you see in the two number lines below, such as numbers that double.

1 Fill in the blanks in the number lines.

a

2×4	3×4	4×4		8×4	9×4	**10** $\times 4$
8	12	**16**		**32**	**36**	40

b

2×8	**3** $\times 8$	4×8		8×8	**9** $\times 8$	10×8
16	24	**32**		**64**	72	**80**

2 Complete the facts.

8	8	8	8	8	7	7
$\times 2$	$\times 4$	$\times 8$	$\times 10$	$\times 9$	$\times 10$	$\times 9$
16	**32**	**64**	**80**	**72**	**70**	**63**

3 Roger's little brother, Saul, wants to know if $5 \times 7 = 7 \times 5$. If you were Roger, how would you explain to Saul whether the equation is true?

Work will vary, it is true that $5 \times 7 = 7 \times 5$.

1

Number Line Puzzles page 2 of 2

4 Each of the 29 students in Mr. Brown's fourth grade brought 2 notebooks to class the first day of school. How many notebooks was that in all? Show your thinking with numbers, sketches, or words. Then write an equation that represents your work.

**29 students × 2 notebooks
per student = 58 notebooks**
_____
Equation

58 notebooks
_____
Answer, labeled with correct units

5 Each of the students in Mr. Smith's class also brought in 3 pocket folders. Mr. Smith wrote a multiplication equation to compare the number of students to the number of pocket folders they brought in. Fill in the bubble to show what this equation means.

$$87 = 3 \times 29$$

○ 87 is 3 more than 29

● 87 is 3 times as many as 29

○ 29 is 3 times as many as 87

6 **CHALLENGE** If 5 students each brought in 8 boxes with 10 pencils per box, and 10 students each brought in 8 boxes with 5 pencils per box, how many total pencils did the students bring in? Show your thinking with numbers, sketches, or words.

(5 × 8 × 10) + (10 × 8 × 5) = 800
_____
Equation

800 pencils
_____
Answer, labeled with correct units

2

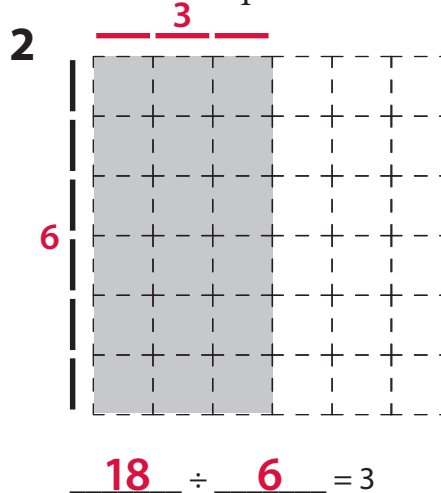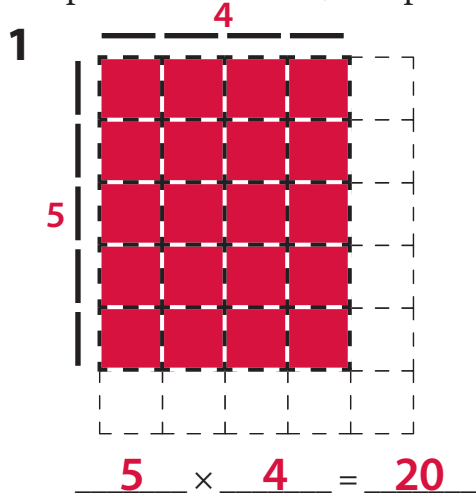**NAME** | **DATE**

🏠 Modeling Multiplication & Division page 1 of 2

For problems 1 and 2, complete the sketches and write the equations.

1

5 × **4** = **20**
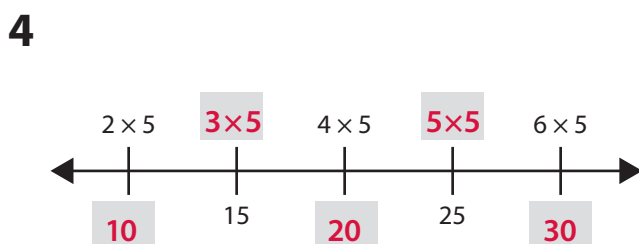
2

18 ÷ **6** = 3

3 Copy one equation from above and write a story problem to go with it.

ex I bought 5 packs of pencils. Each pack had 4 pencils in it. How many pencils did I get? (5 × 4 = 20)

Work will vary.

Complete the number line and ratio table.

4

5

1	2	**3**	4	5	**6**	7	**8**
3	6	9	**12**	15	18	21	24

(continued on next page)

5

NAME | **DATE**

Modeling Multiplication & Division page 2 of 2

6 Mr. Still's class has music for 50 minutes and then independent reading for 20 minutes. Music starts at 8:30. What time does Mr. Still's class finish independent reading?

9:40

7 Ms. Ford's class starts art at 9:30 and finishes at 10:15. They spend twice as much time in math class. If they start math at 1:10, what time do they finish math?

2:40