

**Number Sense: Grade 4 - Dynamic**  
**Linda Fahlberg-Stojanovska & NP 409**

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**MULTIPLE CHOICE**

1. Write as a number: **fifty million**

- a. 50,000
- b. 500,000
- c. 500,000,000
- d. 50,000,000

ANS: D

	<b>Feedback</b>
<b>A</b>	This is not correct.
<b>B</b>	This does not have enough digits.
<b>C</b>	This has too many digits.
<b>D</b>	Correct!

PTS: 1                      DIF: Grade 4

REF: 4NS.1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.      OBJ: 4NS.1.1 Read and write whole numbers in the millions.

STA: CA                      MSC: LFS: 409

2. Write as a number: **nine million five hundred thousand**

- a. 9,500
- b. 9,000,500
- c. 9,005,000
- d. 9,500,000

ANS: D

	<b>Feedback</b>
<b>A</b>	This does not have enough digits.
<b>B</b>	The last word is "thousand".
<b>C</b>	You have mixed up the places of the middle digits.
<b>D</b>	Correct!

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3. Write as a number: **seven million three hundred thirty-five thousand**

- a. 7,000,335
- b. 7,035,000
- c. 7,330,000
- d. 7,335,000

ANS: D

	Feedback
A	The last word is “thousand”.
B	You are missing a digit.
C	You are missing a digit.
D	Correct!

PTS: 1 DIF: Grade 4

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STA: CA TOP: Number Sense

KEY: read numbers, write numbers, millions

MSC: LFS: 409

4. Write as a number: **five million seven hundred sixty-two thousand five hundred eight**

- a. 5,762,580
- b. 576,258
- c. 5,762,508
- d. 57,625,008

ANS: C

	Feedback
A	You have mixed up some of the digits.
B	This has too few digits.
C	Correct!
D	This has too many digits.

PTS: 1 DIF: Grade 4

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STA: CA MSC: LFS: 409

5. Write with words: 4,138,000

- a. **forty million one hundred thirty-eight thousand**
- b. **four million one hundred thirty-eight thousand**
- c. **four million one hundred thirty-eight**
- d. **four thousand one hundred thirty-eight**

ANS: B

	Feedback
A	You have too many millions ...
B	Correct!
C	You need to add "thousand" at the end.
D	There are 4 millions ...

PTS: 1                      DIF: Grade 4

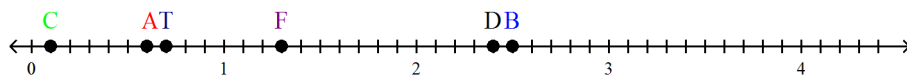
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STA: CA                      TOP: Number Sense

KEY: read numbers, write numbers, millions

MSC: LFS: 409

6. Choose the number that corresponds to the letter: **D**



- a. 2.4
- b. 1.3
- c. 2.3
- d. 0.7

ANS: A

	Feedback
A	Correct!
B	This is the number that corresponds to F
C	This is close but not correct!
D	This is the number that corresponds to T

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REF: 4NS.1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.

OBJ: 4NS.1.2 Order and compare whole numbers and decimals to two decimal places.

STA: CA

MSC: LFS: 409

7. Round off 4,935,806 to the nearest hundred:

- a. 4,900,000
- b. 4,935,900
- c. 4,936,000
- d. 4,935,800

ANS: D

	<b>Feedback</b>
<b>A</b>	This is rounded to the nearest thousand
<b>B</b>	This is rounded incorrectly.
<b>C</b>	This is rounded to the nearest hundred thousand
<b>D</b>	Correct:)

PTS: 1 DIF: Grade 4

REF: 4NS.1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.

OBJ: 4NS.1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.. STA: CA MSC: LFS: 409

8. Round off 2,572,283 to the nearest hundred thousand:

- a. 2,572,280
- b. 3,000,000
- c. 2,500,000
- d. 2,600,000

ANS: D

	<b>Feedback</b>
<b>A</b>	You need to round off more digits.
<b>B</b>	This is rounded to the nearest million.
<b>C</b>	This is rounded incorrectly.
<b>D</b>	Correct:)

PTS: 1 DIF: Grade 4

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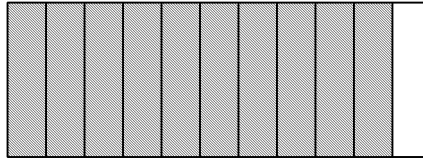








15. How much of the picture is shaded? Do **not** reduce your answer to lowest terms.



a.  $\frac{11}{11}$

c.  $\frac{10}{11}$

b.  $\frac{10}{12}$

d.  $\frac{11}{10}$

ANS: C

The big rectangle is divided into 11 pieces and the picture shows 10 pieces shaded.

$$\frac{10}{11}$$

	Feedback
A	You did not count the number of shaded areas correctly - numerator is wrong.
B	You did not count the number of divisions areas correctly - denominator is wrong.
C	Correct!
D	You have the numerator (top) and denominator (bottom) mixed up.

PTS: 1

REF: 4NS.1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.

OBJ: 4NS1.5 Students explain different interpretations of fractions: for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions.







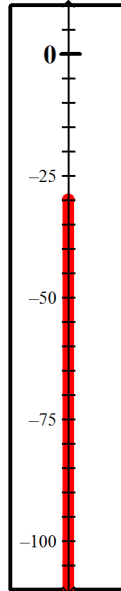








27. What is the temperature in the freezer?



- a.  $-25^{\circ}$
- b.  $-20^{\circ}$
- c.  $-30^{\circ}$
- d.  $20^{\circ}$

ANS: C

The red line stops at a point below 0, so the temperature is negative.

The closest marked temperature is  $-25$  and the red line ends 1 marks below this temperature.

Each mark is  $5^{\circ}$  so starting with  $-25$  and **subtracting 5 once**, we get  $-30^{\circ}$ .

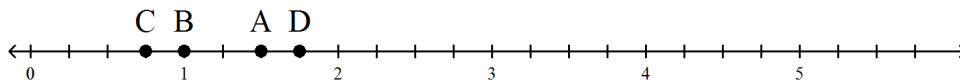
	Feedback
A	Check the numbers on the thermometer again.
B	You need to subtract 5 <b>once</b> not add.
C	Correct!
D	The red line stops at a point below 0, so the temperature is negative.

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OBJ: 4NS1.8: Students use concepts of negative numbers (e.g., on a number line, incounting, in temperature, in "owing").                      STA: CA                      MSC: LFS: 409

28. On the number line below,  $1\frac{3}{4}$  corresponds to the letter:



- a. A  
b. B  
c. C  
d. D

ANS: D

Each tick mark is  $\frac{1}{4} = .25$

$$1\frac{3}{4} = 1 + \frac{3}{4} = 1 + 0.75 = 1.75$$

	Feedback
A	You are off by .25 (one tick mark).
B	You are off by .75 (three tick marks).
C	You made a mistake in the whole number part.
D	Correct!

PTS: 1

REF: 4NS.1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.

OBJ: 4NS1.9 Students identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.