

Are you ready to **➔ EARN?**

Mission 1

Add, Subtract, and Round

Name: _____

© 2019 Zearn

Portions of this work, Zearn Math, are derivative of Eureka Math and licensed by Great Minds. © 2019 Great Minds. All rights reserved. Eureka Math was created by Great Minds in partnership with the New York State Education Department and also released as EngageNY.

Zearn® is a registered trademark.

Printed in the U.S.A.

This book may be purchased from the publisher at **[zearn.org](https://www.zearn.org)**.

Fourth Edition

Name: _____

Weekly Goal Tracker

Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:

Name: _____

Weekly Goal Tracker

Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____	Teacher Signature:

Name: _____

Mission 1: Workbook Checklist

1. Bundle Action!	Date: _____	Teacher Signature: _____
Math Chat:	<input type="radio"/> Notes	<input type="radio"/> Exit Ticket
2. 10 Times	Date: _____	Teacher Signature: _____
Math Chat:	<input type="radio"/> Notes	<input type="radio"/> Exit Ticket
3. Commas,	Date: _____	Teacher Signature: _____
Math Chat:	<input type="radio"/> Notes	<input type="radio"/> Exit Ticket
4. What's Your Name?	Date: _____	Teacher Signature: _____
Math Chat:	<input type="radio"/> Notes	<input type="radio"/> Exit Ticket
5. <, >, or =?	Date: _____	Teacher Signature: _____
Math Chat:	<input type="radio"/> Notes	<input type="radio"/> Exit Ticket
6. Pattern Spotter	Date: _____	Teacher Signature: _____
Learning Lab:		<input type="radio"/> Exit Ticket
7. Round and Round	Date: _____	Teacher Signature: _____
Math Chat:	<input type="radio"/> Notes	<input type="radio"/> Exit Ticket
8. Oh, the Places You'll Round!	Date: _____	Teacher Signature: _____
Math Chat:	<input type="radio"/> Notes	<input type="radio"/> Exit Ticket
9. Round It!	Date: _____	Teacher Signature: _____
Learning Lab:		<input type="radio"/> Exit Ticket
10. Round the World	Date: _____	Teacher Signature: _____
Z-Squad:	<input type="radio"/> Notes	<input type="radio"/> Exit Ticket

11. Add It up Date:_____ Teacher Signature:_____

Math Chat: Notes Exit Ticket

12. Sum Sense Date:_____ Teacher Signature:_____

Z-Squad: Notes Exit Ticket

13. Subtraction Action Date:_____ Teacher Signature:_____

Math Chat: Notes Exit Ticket

14. Take It Away Date:_____ Teacher Signature:_____

Math Chat: Notes Exit Ticket

15. Unbundling Bonanza Date:_____ Teacher Signature:_____

Learning Lab: Exit Ticket

16. Break It and Tape It Date:_____ Teacher Signature:_____

Z-Squad: Notes Exit Ticket

18. Reflect on Reasonableness Date:_____ Teacher Signature:_____

Z-Squad: Notes Exit Ticket

19. Tale of the Tape Date:_____ Teacher Signature:_____

Learning Lab: Exit Ticket

Lesson 1
G:4 M:1

Bundle Action!

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

1

Label the place value chart. Fill in the blanks to make the following equations true. Draw disks in the place value chart to show how you got your answer, using arrows to show any bundling.

$$10 \times 3 \text{ ones} = \underline{\hspace{2cm}} \text{ ones} = \underline{\hspace{2cm}} \underline{\hspace{2cm}}$$



EXTRA WORKSPACE



Lesson 1
G:4 M:1

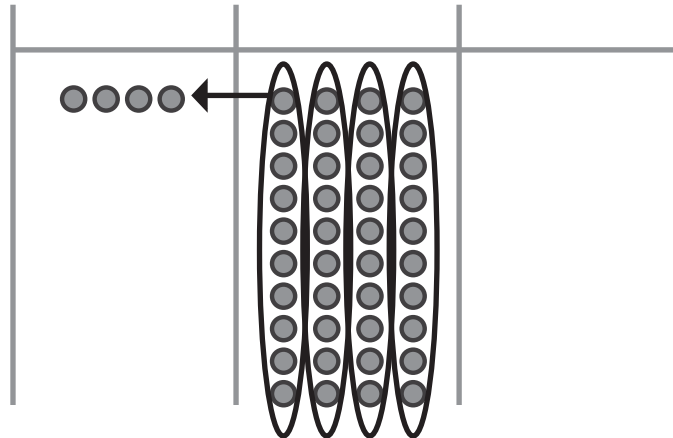
EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

Use the disks in the place value chart below to complete the following problems.



1. Label the place value chart.
2. Tell about the movement of the disks in the place value chart by filling in the blanks to make the following equation match the drawing in the place value chart.

_____ $\times 10 =$ _____ $=$ _____

3. Write a statement about this place value chart using the words "10 times as many."



Lesson 2
G:4 M:1

10 Times

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

- 1** Label the place value chart. Then, represent the quotient by drawing disks on the place value chart.

2 thousands $\div 10 =$ _____ hundreds $\div 10 =$ _____

--	--	--	--



EXTRA WORKSPACE



Lesson 2
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

1. Fill in the blank to make a true number sentence. Use standard form.
 - a. (4 ten thousands 6 hundreds) $\times 10 =$ _____
 - b. (8 thousands 2 tens) $\div 10 =$ _____
2. The Carson family saved up \$39,580 for a new home. The cost of their dream home is 10 times as much as they have saved. How much does their dream home cost?

SHOW YOUR WORK



Lesson 3
G:4 M:1

Commas,

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

- 1** Rewrite the number below including commas where appropriate.

608430325 = _____

- 2** Write these units in standard form. Be sure to place commas where appropriate.

4 ten thousands 7 thousands 2 hundreds 4 ones = _____

hundred thousands	ten thousands	thousands	hundreds	tens	ones



EXTRA WORKSPACE



Lesson 3
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

Complete: Class: _____


1. In the spaces provided write the following units in standard form. Be sure to place commas where appropriate.

a. 9 thousands 3 hundreds 4 ones

b. 6 ten thousands 2 thousands 7 hundreds 8 tens 9 ones

c. 1 hundred thousand 8 thousands 9 hundreds 5 tens 3 ones





2. Use digits or disks on the place value chart to write 26 thousands 13 hundreds.

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

How many thousands are in the number you have written? _____



Lesson 4
G:4 M:1

What's Your Name?

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

1

- a. On the place value chart below, label the units and represent the number 36,094.

- b. Write the number in expanded form.

- c. Write the number in word form.



EXTRA WORKSPACE



Lesson 4
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

1. Use the place value chart below to complete the following:

--	--	--	--	--	--	--	--

a. Label the units on the chart.

b. Write the number $800,000 + 6,000 + 300 + 2$ in the place value chart.

c. Write the number in word form.

2. Write one hundred sixty thousand, five hundred eighty-two in expanded form.



Lesson 5
G:4 M:1

<, >, or =?

ZEARN STUDENT NOTES

Name: _____ Date: _____

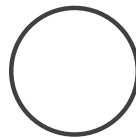
Complete:

Class: _____

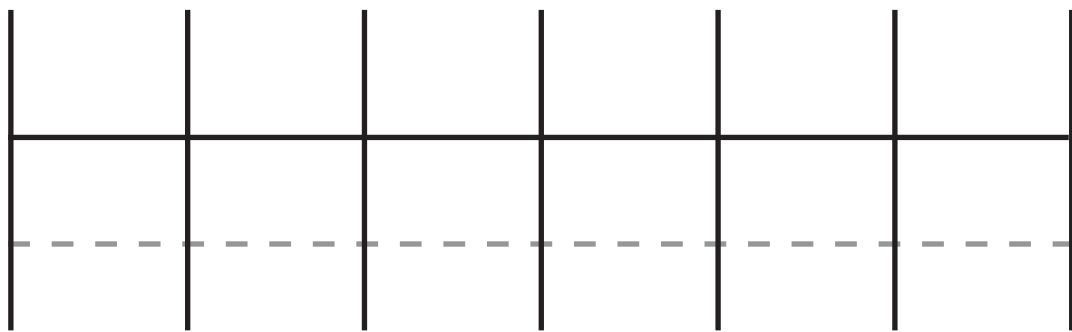
1

Label the units in the place value chart. Draw place value disks to represent each number in the place value chart. Use <, >, or = to compare the two numbers. Write the correct symbol in the circle.

54,032



56,403



EXTRA WORKSPACE



Lesson 5
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

1. Use each of the digits 5, 4, 3, 2, 1 exactly once to create two different five-digit numbers.
 - a. Write each number on the line and compare the two numbers using the symbols $<$ or $>$. Write the correct symbol in the circle.

_____ ○ _____

- b. Use words to write a comparison statement for the problem above.



Lesson 6
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

Complete: Class: _____


1. Fill in the empty boxes to complete the pattern.

468,235			471,235	472,235	
---------	--	--	---------	---------	--

Explain in pictures, numbers, or words how you found your answers.

SHOW YOUR WORK





2. Fill in the blank for each equation.

a. $1,000 + 56,879 =$ _____

b. $324,560 - 100,000 =$ _____

c. $456,080 - 10,000 =$ _____

d. $10,000 + 786,233 =$ _____

3. The population of Rochester, NY in the 2000 Census was 219,782. The 2010 Census found that the population decreased by about 10,000. About how many people lived in Rochester in 2010? Explain in pictures, numbers, or words how you found your answer.

SHOW YOUR WORK



Lesson 7
G:4 M:1

Round and Round

ZEARN STUDENT NOTES

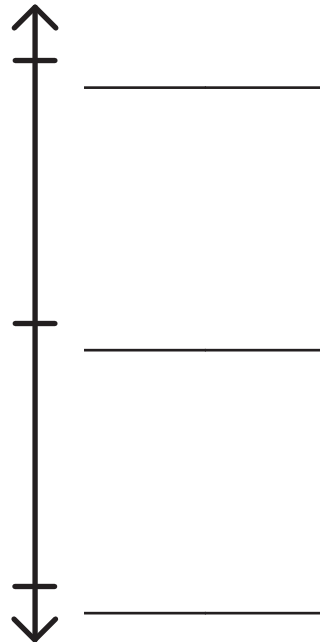
Name: _____ Date: _____

Complete:

Class: _____

- 1** Round to the nearest thousand. Use the number line to model your thinking.

23,500 \approx _____



EXTRA WORKSPACE



Lesson 7
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

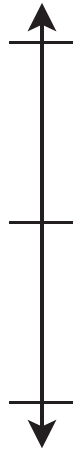
Complete:

Class: _____

1. Round to the nearest thousand. Use the number line to model your thinking.



a. $7,621 \approx$ _____




b. $12,502 \approx$ _____



c. $324,087 \approx$ _____



- 
2. It takes 39,090 gallons of water to manufacture a new car. Sammy thinks that rounds up to about 40,000 gallons. Susie thinks it is about 39,000 gallons.

Who rounded to the nearest thousand, Sammy or Susie? Use pictures, numbers, or words to explain.

SHOW YOUR WORK



Lesson 8
G:4 M:1

Oh, the Places You'll Round!

ZEARN STUDENT NOTES

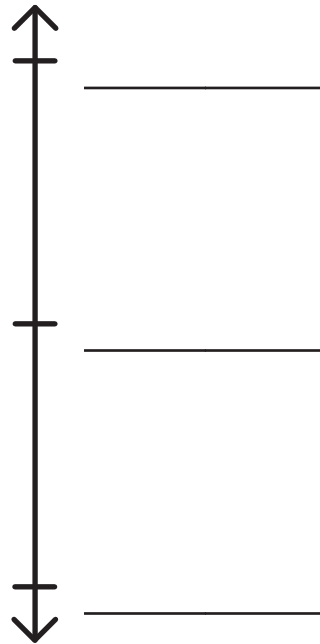
Name: _____ Date: _____

Complete:

Class: _____

- 1** Complete the statement by rounding the number to the given place value. Use the number line to show your work.

749,085 rounded to the nearest
hundred thousand is _____



EXTRA WORKSPACE



Lesson 8
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

1. Round to the nearest ten thousand. Use the number line to model your thinking.



a. $35,124 \approx$ _____ b. $981,657 \approx$ _____



2. Round to the nearest hundred thousand. Use the number line to model your thinking.



a. $89,678 \approx$ _____ b. $999,765 \approx$ _____

3. Estimate the sum by rounding each number to the nearest hundred thousand.

$257,098 + 548,765 \approx$ _____



Lesson 9
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

1. Round 765,903 to the given place value:

Thousand _____

Ten thousand _____

Hundred thousand _____

2. There are 16,850 Star coffee shops around the world. Round the number of shops to the nearest thousand and ten thousand. Which answer is more accurate? Explain your thinking using pictures, numbers, or words.

SHOW YOUR WORK



Lesson 10 G:4 M:1	Round the World
	ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

1

In the year 2012, there were 936,292 visitors to the White House. Assume that the White House provides a map for each visitor.

Use this information to predict the number of White House maps needed for visitors in 2013.

ROUND	
Thousand	_____
Ten Thousand	_____
Hundred Thousand	_____

EXPLAIN	



2

2,837 students attend Lincoln Elementary School.

How would you estimate the number of chairs needed in the school?

ESTIMATE AND EXPLAIN

2,837 \approx _____

EXTRA WORKSPACE



Lesson 10
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

1. There are 598,500 Apple employees in the United States.
 - a. Round the number of employees to the given place value.


Thousand _____

Ten thousand _____

Hundred thousand _____

- b. Explain why two of your answers are the same.



- 
2. A company developed a student survey so that students could share their thoughts about school. In 2011, 78,234 students across the United States were administered the survey. In 2012, the company planned to administer the survey to 10 times as many students as were surveyed in 2011.

About how many surveys should the company have printed in 2012? Explain how you found your answer.

SHOW YOUR WORK



Lesson 11
G:4 M:1

Add It Up

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

1

A baseball stadium sells burgers. On Friday night, they sold 806 burgers. On Saturday night, they sold 186 more burgers than on Friday.

How many burgers did they sell on Saturday night?

TAPE DIAGRAM

SOLVE

ANSWER SENTENCE



EXTRA WORKSPACE



Lesson 11
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____


1. Solve the addition problems below using the standard algorithm.

a.
$$\begin{array}{r} 23,607 \\ + 2,307 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 3,948 \\ + 278 \\ \hline \end{array}$$

c. $5,983 + 2,097$



- 
2. The office supply closet had 25,473 large paperclips, 13,648 medium paperclips, and 15,306 small paperclips. How many paperclips were in the closet?

SHOW YOUR WORK



Lesson 12
G:4 M:1

Sum Sense

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

- 1 On Saturday, 32,736 more movie tickets were sold than on Sunday. On Sunday, only 17,295 tickets were sold.

How many people bought movie tickets over the weekend?

DRAW

Sunday

Saturday

SOLVE

There were _____ tickets sold over the weekend.



2

Last year, Big Bill's Department Store sold many pairs of shoes: 118,214 pairs of boots were sold; 37,092 more pairs of sandals than pairs of boots were sold; and 124,417 more pairs of sneakers than pairs of boots were sold.

How many pairs of shoes were sold last year?

DRAW

SOLVE

Big Bill's Department Store sold
exactly _____ pairs of shoes last year.



Lesson 12
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

Model the problem with a tape diagram. Solve and write your answer as a statement.

1. In January, Scott earned \$8,999. In February, he earned \$2,387 more than in January. In March, Scott earned the same amount as in February.

How much did Scott earn altogether during those three months? Is your answer reasonable? Explain.

SHOW YOUR WORK



Lesson 13 G:4 M:1	Subtraction Action
	ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

1 During the month of March, 48,025 pounds of king crab were caught.

If 5,614 pounds were caught in the first week of March, how many pounds were caught in the rest of the month?

TAPE DIAGRAM	
SUBTRACTION	CHECK YOUR WORK
_____	_____
_____	_____



EXTRA WORKSPACE



Lesson 13
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

1. Use the standard algorithm to solve the following subtraction problems.

a.
$$\begin{array}{r} 8,512 \\ - 2,501 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 18,042 \\ - 4,122 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 8,072 \\ - 1,561 \\ \hline \end{array}$$

Draw a tape diagram to represent the following problem. Use numbers to solve. Write your answer as a statement. Check your answer.

2. What number must be added to 1,575 to result in a sum of 8,625?

SHOW YOUR WORK



Lesson 14
G:4 M:1

Take It Away

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

1

Mrs. Johnson needed to purchase a large order of computer supplies for her company. She was allowed to spend \$859,239 on computers. However, she ended up only spending \$272,650.

How much money was left?

TAPE DIAGRAM

SUBTRACTION

CHECK YOUR WORK

ANSWER SENTENCE



EXTRA WORKSPACE



Lesson 14
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

Use the standard algorithm to solve the following problems.

1.
$$\begin{array}{r} 19,350 \\ - 5,761 \\ \hline \end{array}$$

2. $32,010 - 2,546$

Draw a tape diagram to represent the following problem. Use numbers to solve, and write your answer as a statement. Check your answer.

3. A doughnut shop sold 1,232 doughnuts in one day. If they sold 876 doughnuts in the morning, how many doughnuts were sold during the rest of the day?

SHOW YOUR WORK



Lesson 15
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

Draw a tape diagram to model each problem and solve.

1. $956,204 - 780,169 =$ _____

SHOW YOUR WORK





Draw a tape diagram to model each problem and solve.

2. A construction company was building a stone wall on Main Street. 100,000 stones were delivered to the site. On Monday, they used 15,631 stones.

How many stones remain for the rest of the week? Write your answer as a statement.

SHOW YOUR WORK



Lesson 16
G:4 M:1

Break It and Tape It

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

- 1** An amusement park's goal is to sell 1 million tickets within the first four months of its being open. Below is a chart showing the number of tickets sold each month.

How many more tickets does the park need to sell in Month 4 to reach this goal?

Month	Month 1	Month 2	Month 3	Month 4
Tickets	228,211	301,856	299,542	

DRAW



ESTIMATE

SOLVE

The park needs to sell _____ more tickets.



Lesson 16
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

1. Quarterback Brett Favre passed for 71,838 yards between the years 1991 and 2011. His all-time high was 4,413 passing yards in 1995. In 1992, he threw 4,212 passing yards.

a. About how many passing yards did he throw in the remaining years? Estimate by rounding each value to the nearest thousand and then compute.

b. Exactly how many passing yards did he throw in the remaining years?

c. Assess the reasonableness of your answer in (b). Use your estimate from (a) to explain.



Lesson 18
G:4 M:1

Reflect on Reasonableness

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

- 1** In one year a factory produced 11,650 gallons of lemonade, 4,950 fewer gallons of iced tea than lemonade, and 3,500 fewer gallons of root beer than iced tea.

How many gallons were produced in all?

DRAW

SOLVE

_____ gallons were produced that year.



2

An ice cream shop sold 12,789 chocolate and 9,324 cookie dough cones. They sold 1,078 more peanut butter cones than cookie dough cones, and 999 more vanilla cones than chocolate cones.

What was the total number of ice cream cones sold?

DRAW

Chocolate



Cookie Dough



Vanilla



Peanut Butter



SOLVE

They sold _____ ice cream cones.



Lesson 18
G:4 M:1

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

Draw a tape diagram to represent the problem. Use numbers to solve, and write your answer as a statement.

1. Park A covers an area of 4,926 square kilometers. It is 1,845 square kilometers larger than Park B. Park C is 4,006 square kilometers larger than Park A.

a. What is the area of all three parks?

b. Assess the reasonableness of your answer.



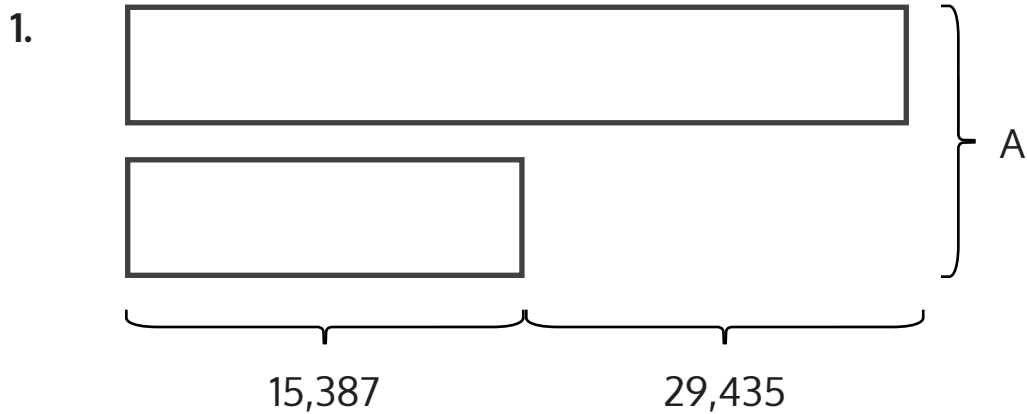
Lesson 19
G:4 M:1

EXIT TICKET

Name: _____ Date: _____


Complete: Class: _____

Using the diagram below, create your own word problem. Solve for the value of the variable.



SHOW YOUR WORK



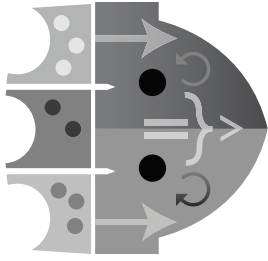
- 
2. Using the equation below, draw a tape diagram and create your own word problem. Solve for the value of the variable.

$$248,798 = 113,205 + A + 99,937$$

SHOW YOUR WORK



Z EARN



Congratulations!
You completed

Grade 4 Mission 1
Add, Subtract, and Round

.....
Name

.....
Date



Z earned it!

