Do-Anytime Activities for Grade 4 🏠

These activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

Unit 1	• Give your child a number through the millions and ask him or her to round the number to one of the two largest places. For example, say "Round 2,725,489 to the nearest million." (3,000,000) "Round the same number to the nearest hundred thousand." (2,700,000) • Ask your child how many feet are in a yard and how many inches are in a foot. Ask him or her to convert measurements in yards to measurements in feet. For example, ask "How many feet in 4 yards?" (12 ft) Then ask your child to convert feet to inches. For example, ask "What is 3 feet in inches?" (36 in.)
Unit 2	• Ask your child to name as many factor pairs as possible for a given number less than 40, such as 24 (1 and 24, 2 and 12, 3 and 8, 4 and 6). To make sure the factors are correct, your child can multiply them with a calculator. • Practice extended multiplication facts with your child. Start with $3 * 30$ and $3 * 300$, and then try $3 * 3,000$. Have your child make up extended facts for you to calculate.
Unit 3	• Divide a food item, such as a round pizza or pie, a square sandwich, or a graham cracker or tortilla, into more than two equal pieces. Ask your child to compare two fractions of the whole food item. For example, ask "Which is bigger: $\frac{1}{3}$ of the pie or $\frac{2}{3}$ of the pie?" ($\frac{2}{3}$) "Which is larger: $\frac{2}{4}$ of the tortilla or $\frac{1}{2}$ of the tortilla?" (Neither. $\frac{2}{4}$ is the same as $\frac{1}{2}$.) "Which is smaller: $\frac{1}{2}$ of the cracker or $\frac{3}{4}$ of the cracker?" ($\frac{1}{2}$) "Which pieces is smaller: $\frac{4}{6}$ or $\frac{2}{3}$ of the pizza?" (Neither. They are the same size.) • Have your child name written decimals to hundredths. For example, 0.03 is 3 hundredths. Practice translating between decimal notation and fractions with denominators 10 or 100. For example, write the fraction $\frac{3}{10}$ and say "Write the decimal for this fraction." (0.3) Write 0.14 and say "Write the fraction for this decimal." ($\frac{14}{100}$)
Unit 4	• Practice reading numbers through hundred-thousands and identifying the places of the digits in the numbers. For example, ask "In the number 273,489, what is the place of the digit 7?" (Ten-thousandths place) Have your child read and write numbers in expanded form. For example, 8,276 in expanded form is $8,000 + 200 + 70 + 6$. • Help your child find the length and width measurements of a rectangular object, such as a book or the top of a desk or table. Then have your child find the area of the object using the area formula ($A = l * w$).

Unit 5	• Practice decomposing fractions into unit fractions and then decomposing them in other ways using the same denominator. For example, you give the fraction $\frac{3}{5}$ and your child decomposes it into unit fractions: $\frac{1}{5} + \frac{1}{5} + \frac{1}{5}$. Ask your child to break apart the fraction in another way with the same denominator: $\frac{2}{5} + \frac{1}{5}$. Your child may wish to use equations, objects, or pictures to show how to decompose fractions.
	• Hide an object in a room of your home, and give your child directions for finding it. Your child can move only according to your directions, and you can give only directions in steps and rotations using fractions. For example, say "Make a quarter-turn clockwise and walk $3\frac{1}{2}$ steps. Now make a half-turn clockwise and walk $4\frac{1}{4}$ steps." Switch roles.
Unit 6	• Draw various angles: acute (less than 90°), obtuse (between 90° and 180°), and right (90°). Ask your child to describe each angle (acute, obtuse, or right), estimate each angle measure, and then use a protractor to find the actual measure. Compare the estimate and the actual measure. Switch roles.
	• Give your child the measure of one of two angles with measures that equal 90° when added together (complementary angles). Ask your child to find the other angle measure. For example, for the given angle 55°, the unknown angle measure is 35° (90 − 55 = ? or 55 + ? = 90). Try this with two angles with measures that equal 180° when added together (supplementary angles).
Unit 7	• For a given unit fraction, ask your child to give three multiples of the fraction. For example, three different multiples of $\frac{1}{5}$ are $\frac{4}{5}$, $\frac{6}{5}$, and $\frac{8}{5}$. A multiple of a fraction is a fraction that is a whole number times another fraction. Ask "What three whole numbers did you use to find the three multiples?" Your child may wish to record equations such as $4 * \left(\frac{1}{5}\right) = \frac{4}{5}$.
	• While you are cooking or baking, ask your child to double or triple the amounts in recipes. Your child will practice multiplying a fraction or a mixed number by a whole number. For example, to triple a recipe, your child will multiply $\frac{2}{3}$ cup by 3, which is 2 cups, or $1\frac{1}{4}$ teaspoons by 3, which is $3\frac{3}{4}$ teaspoons. Your child should do the math for every ingredient in the recipe.
Unit 8	• Give two mixed numbers with the same denominators and have your child first add the two numbers together and then subtract the smaller number from the larger number. For example, for adding the mixed numbers $3\frac{4}{5}$ and $5\frac{2}{5}$: $3\frac{4}{5} + 5\frac{2}{5} = \frac{19}{5} + \frac{27}{5} = \frac{46}{5} = 9\frac{1}{5}$ or $3\frac{4}{5} + 5\frac{2}{5} = 8\frac{6}{5} = 9\frac{1}{5}$. For subtracting the same mixed numbers: $5\frac{2}{5} - 3\frac{4}{5} = \frac{27}{5} - \frac{19}{5} = \frac{8}{5} = 1\frac{3}{5}$ or $5\frac{2}{5} - 3\frac{4}{5} = 4\frac{7}{5} - 3\frac{4}{5} = 1\frac{3}{5}$. Your child may show you more than one strategy.
	• Tell real-world number stories about distance, intervals of time, liquid volumes, masses of objects, and money that involve adding, subtracting, multiplying, and dividing whole numbers. Have your child solve the number story and then tell you a number story. For example, say "Your team practiced 40 minutes each day for 15 days last month. How many minutes did the team practice?" (600 minutes) "How many hours is that?" (10 hours)