

Multiplication & Division

TEKS Worksheets

4th
GRADE

TABLE CONVERSIONS

Name: _____

TEKS: 4.4D, 4.4F, 4.8B

4÷1 DIVISION PRACTICE

Solve each problem below to complete the tables.



Race Distance in Feet

Race Distance in Yards

$$2,256 \div 3 =$$

$$5,280 \div 3 =$$

$$2,802 \div 3 =$$

CHECK

With Multiplication



Fluid Ounces of Lemonade

Cups of Lemonade

$$2,616 \div 8 =$$

$$5,872 \div 8 =$$

$$4,368 \div 8 =$$

CHECK

With Multiplication

2 X 2 MULTIPLICATION

ARRAYS & THE DISTRIBUTIVE PROPERTY

Name: _____

TEKS: 4.4C, 4.4D

Use the distributive property to solve each problem. Draw lines on the arrays to show how you decomposed the factors.

DISTRIBUTIVE PROPERTY

$$22 \times 16$$

Decompose the 2nd factor into expanded form.

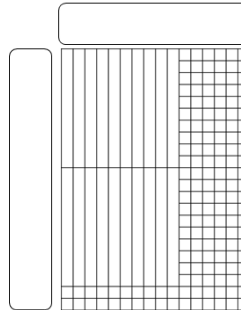
One way:

$$22 \times (\quad + \quad) =$$

$$(\quad \times \quad) + (\quad \times \quad)$$

$$= \quad + \quad$$

$$= \quad$$



$$22 \times 16$$

Decompose the 1st factor into

MULTIPLICATION & DIVISION 90 40

BACON & EGGS

CCSS: 4.NBT.B.6 TEKS: 4.4E, 4.4F
Solve each division problem. Then check and an area model. Lucky for you, the multiplication problem! Then cross out the

SOLVE

$$4 \overline{) 92}$$

CHECK

$$\begin{array}{r} \times 4 \\ \hline \end{array}$$

EQUATIONS

$$92 = n$$

$$= 92$$

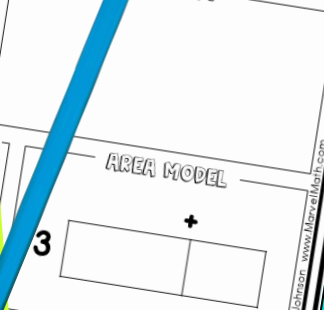
$$\times 4$$

$$= 4$$

AREA MODEL



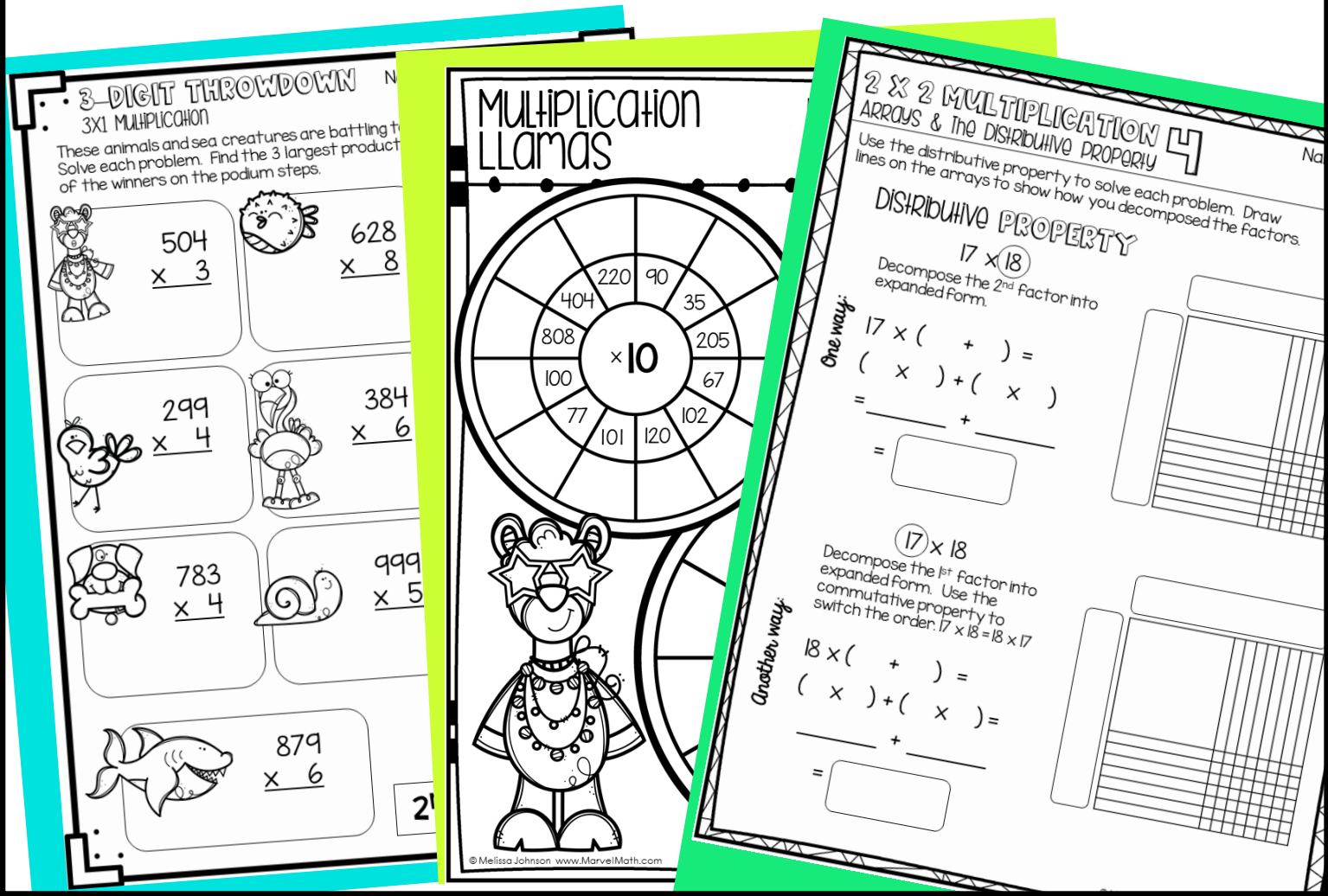
ARRAY



Melissa Johnson www.khanacademy.com

28 student pages

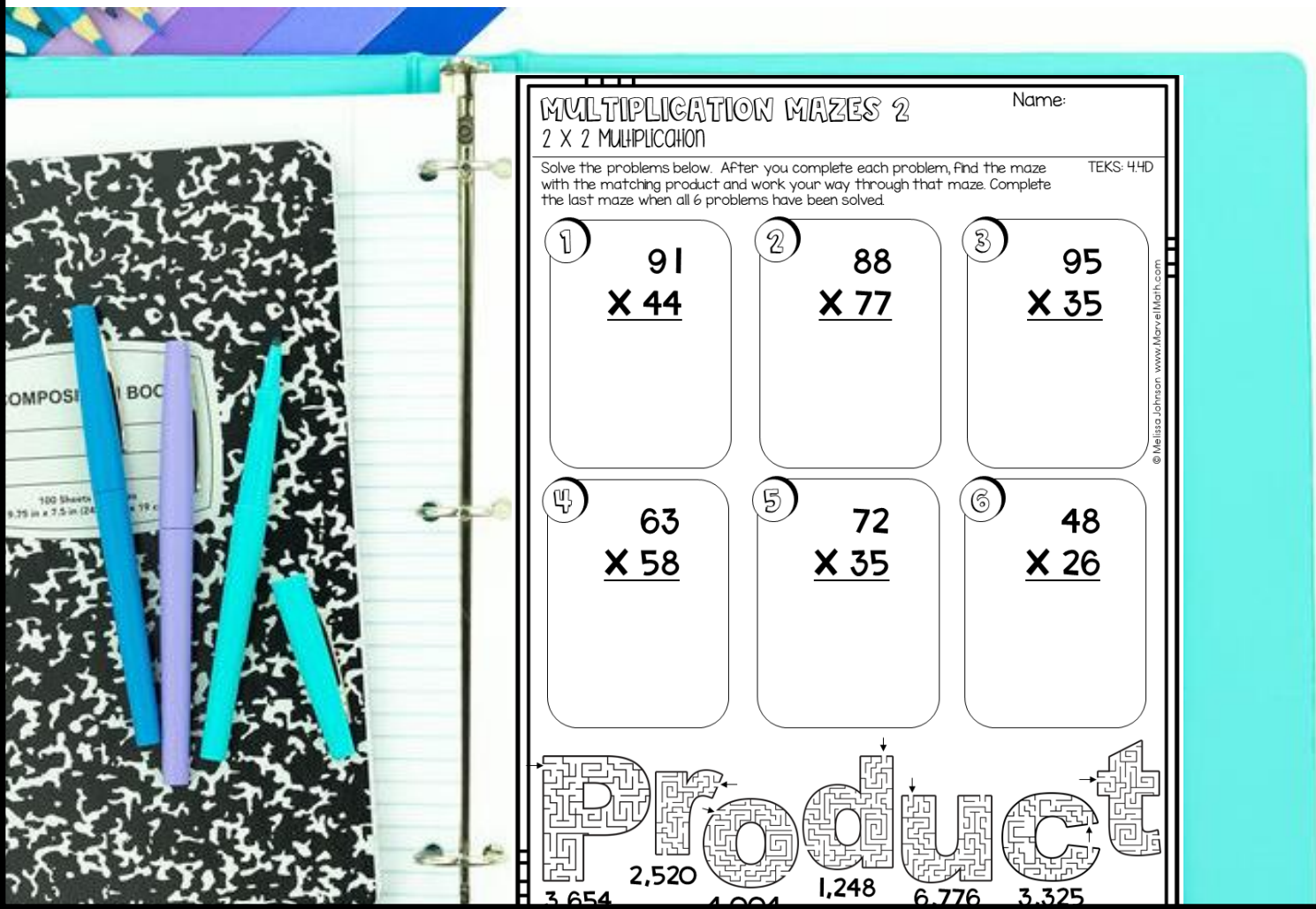
- Aligned to the 4th grade TEKS
- Build Conceptual Understanding
- Practice Skills



Easy-to-Use

No Prep Worksheets

for stations, seatwork,
tutoring, or homework



Keys Included

Division Keys show all the **long division steps** to make it easy to locate student errors.

TABLE CONVERSIONS
4÷1 DIVISION PRACTICE

Name: _____

TEKS: 4.4D, 4.4F, 4.8B

Solve each problem below to complete the tables.



1 $3 \overline{) 2,256}$

Race Distance in Feet	Race Distance in Yards
2,256 ÷ 3 =	
5,280 ÷ 3 =	
2,802 ÷ 3 =	

CHECK With Multiplication

2 $3 \overline{) 5,280}$

Race Distance in Feet	Race Distance in Yards
2,256 ÷ 3 =	
5,280 ÷ 3 =	
2,802 ÷ 3 =	

CHECK With Multiplication

3 $3 \overline{) 2,802}$

Race Distance in Feet	Race Distance in Yards
2,256 ÷ 3 =	
5,280 ÷ 3 =	
2,802 ÷ 3 =	

CHECK With Multiplication



4 $8 \overline{) 2,616}$

Fluid Ounces of Lemonade	Cups of Lemonade
2,616 ÷ 8 =	
5,872 ÷ 8 =	
4,368 ÷ 8 =	

CHECK With Multiplication

5 $8 \overline{) 5,872}$

Fluid Ounces of Lemonade	Cups of Lemonade
2,616 ÷ 8 =	
5,872 ÷ 8 =	
4,368 ÷ 8 =	

CHECK With Multiplication

6 $8 \overline{) 4,368}$

Fluid Ounces of Lemonade	Cups of Lemonade
2,616 ÷ 8 =	
5,872 ÷ 8 =	
4,368 ÷ 8 =	

CHECK With Multiplication

TABLE CONVERSIONS
4÷1 DIVISION PRACTICE

KEY

TEKS: 4.4D, 4.4F, 4.8B

Solve each problem below to complete the tables.



1 $3 \overline{) 2,256}$

Race Distance in Feet	Race Distance in Yards
2,256 ÷ 3 = 752	
5,280 ÷ 3 = 1,760	
2,802 ÷ 3 = 934	

CHECK With Multiplication

2 $3 \overline{) 5,280}$

Race Distance in Feet	Race Distance in Yards
2,256 ÷ 3 = 752	
5,280 ÷ 3 = 1,760	
2,802 ÷ 3 = 934	

CHECK With Multiplication

3 $3 \overline{) 2,802}$

Race Distance in Feet	Race Distance in Yards
2,256 ÷ 3 = 752	
5,280 ÷ 3 = 1,760	
2,802 ÷ 3 = 934	

CHECK With Multiplication



4 $8 \overline{) 2,616}$

Fluid Ounces of Lemonade	Cups of Lemonade
2,616 ÷ 8 = 327	
5,872 ÷ 8 = 734	
4,368 ÷ 8 = 546	

CHECK With Multiplication

5 $8 \overline{) 5,872}$

Fluid Ounces of Lemonade	Cups of Lemonade
2,616 ÷ 8 = 327	
5,872 ÷ 8 = 734	
4,368 ÷ 8 = 546	

CHECK With Multiplication

6 $8 \overline{) 4,368}$

Fluid Ounces of Lemonade	Cups of Lemonade
2,616 ÷ 8 = 327	
5,872 ÷ 8 = 734	
4,368 ÷ 8 = 546	

CHECK With Multiplication

Fun & Engaging

Practice Students Need

HOW DOES THAT WORK? Name: Krysta

Building the Foundation for 2 x 1 Multiplication

1. Copy the first factor on the line below it.
2. Write the expanded notation for the 2-digit number.
3. Multiply the first two factors.
4. Multiply that answer by 10.

EXAMPLE

6×70

$\begin{array}{r} 6 \times 7 \times 10 \\ \underline{42} \times 10 = 420 \end{array}$

1

4×90

$\begin{array}{r} \_ \times \_ \times 10 \\ 4 \_ 9 \times 10 = \end{array}$

36 360

2

5×50

$\begin{array}{r} \_ \times \_ \times 10 \\ 5 \_ 5 \times 10 = \end{array}$

25 250

3

8×80

$\begin{array}{r} \_ \times \_ \times 10 \\ 8 \_ 8 \times 10 = \end{array}$

64 640

4

7×70

$\begin{array}{r} \_ \times \_ \times 10 \end{array}$

5

9×60

$\begin{array}{r} \_ \times \_ \times 10 \\ 9 \_ 6 \times 10 = \end{array}$

- Area Model
- Distributive Property
- Partial Products

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MULTIPLICATION & DIVISION GO TOGETHER LIKE BACON & EGGS



CCSS: 4.NBT.B.6 TEKS: 4.4E, 4.4F

Solve each division problem. Then check with multiplication. Represent the problems with an array and an area model. Lucky For you, the same array and area model represents both the division and multiplication problem! Then cross out the equations that aren't related to the division problem.

SOLVE

$$\begin{array}{r} 4 \overline{) 92} \end{array}$$

CHECK

$$\begin{array}{r} \times 4 \\ \hline \end{array}$$

ARRAY

EQUATIONS

$4 \times 92 = n$

$n \times 4 = 92$

$92 = n \times 4$

$n \times 92 = 4$

AREA MODEL

4

$+$

Cross out the equations that do not represent n , the quotient of $92 \div 4$.

SOLVE

CHECK

ARRAY

PICK A SIDE

Interpret the Remainder

Name: _____

Drop the Remainder



Drop the Remainder because:

Solve each problem. Consider the remainder and circle the action that should be taken (Drop the Remainder or Add Another Group). Explain why you chose that action. Write your answer on the line.

① Elijah has 63 photos to arrange in a photo album. He can place 8 photos on each page. How many pages will he need to hold all the photos?

② A teacher wants to divide 25 students into groups of 4. How many complete groups can she make? How many students will be left over?

③ A baker has 100 cookies. She wants to put them in bags of 12. How many full bags can she make? How many cookies will be left over?

④ A farmer has 75 pounds of apples. He wants to pack them in baskets that hold 10 pounds each. How many baskets can he completely fill? How many pounds of apples will be left over?

⑤ A runner jogs for 30 minutes each day. If she runs at a pace of 8 minutes per mile, how many miles does she run each day? How much time is left over?

⑥ A playlist has 15 songs. If each song is 4 minutes long, how many times can the playlist be played? How much time is left over?

⑦ A group of friends wants to go to a movie. The movie starts at 7:00 PM and ends at 9:00 PM. They leave home at 6:30 PM. How long do they have to get ready? How much time is left over?

Add Another Group

+1



Add Another Group because:

ARRAY

Represent the problems with an array model. Label the rows and columns. Write the division equation related to the division problem.

AREA MODEL

+

ARRAY

About the Author

This resource was created by Melissa Johnson, who has 16 years of k-10 teaching experience and a masters degree in Mathematics Education. Her resources build conceptual understanding, make connections between math topics and engage students in the mathematics they are learning.



MARVEL Math