

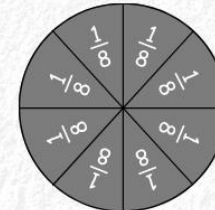


# TUTOR'S GUIDE

MATH

GRADE

4



Government Property  
**NOT FOR SALE**



## ARAL-Mathematics Tutor's Guide

### Key Stage 2 – Grade 4

This material is intended solely for tutors' use in the Academic Recovery and Accessible Learning (ARAL) Program. It is designed to support the delivery of curriculum content, learning standards, and lesson objectives.

This learning resource incorporates and adapts selected materials from *iSipnayan*, developed by the One Small Step Forward Foundation (OSSFF). Copyright in the original *iSipnayan* content remains with the One Small Step Forward Foundation (OSSFF) and/or its respective creators. The Department of Education (DepEd) uses, reproduces, and adapts these materials pursuant to the Memorandum of Agreement between DepEd and OSSFF for the implementation of the ARAL Program.

The use, reproduction, adaptation, and distribution of this learning resource for educational purposes under the ARAL Program shall be subject to the terms and conditions of the Memorandum of Agreement between DepEd and OSSFF. Any use of the original *iSipnayan* materials beyond the scope authorized under the said agreement shall require the appropriate permission from the copyright holder.

**Attribution Notice:** Portions of this learning resource are adapted from *iSipnayan*, developed by the **One Small Step Forward Foundation (OSSFF)**, and are used under by the Department of Education (DepEd) pursuant to the Memorandum of Agreement between DepEd and OSSFF. Copyright ownership of the original *iSipnayan* materials remains with OSSFF and/or the respective copyright holders.

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or send an email to [blr.od@deped.gov.ph](mailto:blr.od@deped.gov.ph).

### Published by the Department of Education

Secretary: Sonny M. Angara

Undersecretary: Carmela C. Oracion

### Department of Education – Bureau of Learning Resources (DepEd-BLR)

Office Address: Ground Floor, Bonifacio Building, DepEd Complex  
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (02) 8634-1054; 8634-1072; 8631-4985

Email Address: [blr.lrqad@deped.gov.ph](mailto:blr.lrqad@deped.gov.ph); [blr.lrpd@deped.gov.ph](mailto:blr.lrpd@deped.gov.ph)





## Table of Contents

|                      |    |                      |    |
|----------------------|----|----------------------|----|
| <b>Guidelines</b>    | 2  | <b>Worksheet 20:</b> | 21 |
| <b>Worksheet 1:</b>  | 10 | <b>Worksheet 21:</b> | 21 |
| <b>Worksheet 2:</b>  | 10 | <b>Worksheet 22:</b> | 22 |
| <b>Worksheet 3:</b>  | 11 | <b>Worksheet 23:</b> | 22 |
| <b>Worksheet 4:</b>  | 12 | <b>Worksheet 24:</b> | 23 |
| <b>Worksheet 5:</b>  | 12 | <b>Worksheet 25:</b> | 24 |
| <b>Worksheet 6:</b>  | 13 | <b>Worksheet 26:</b> | 26 |
| <b>Worksheet 7:</b>  | 14 | <b>Worksheet 27:</b> | 27 |
| <b>Worksheet 8:</b>  | 15 | <b>Worksheet 28:</b> | 28 |
| <b>Worksheet 9:</b>  | 15 | <b>Worksheet 29:</b> | 30 |
| <b>Worksheet 10:</b> | 16 | <b>Worksheet 30:</b> | 30 |
| <b>Worksheet 11:</b> | 16 | <b>Worksheet 31:</b> | 32 |
| <b>Worksheet 12:</b> | 17 | <b>Worksheet 32:</b> | 33 |
| <b>Worksheet 13:</b> | 17 | <b>Worksheet 33:</b> | 35 |
| <b>Worksheet 14:</b> | 18 | <b>Worksheet 34:</b> | 36 |
| <b>Worksheet 15:</b> | 18 |                      |    |
| <b>Worksheet 16:</b> | 19 |                      |    |
| <b>Worksheet 17:</b> | 19 |                      |    |
| <b>Worksheet 18:</b> | 20 |                      |    |
| <b>Worksheet 19:</b> | 20 |                      |    |



## Guidelines for Conducting ARAL Math Sessions

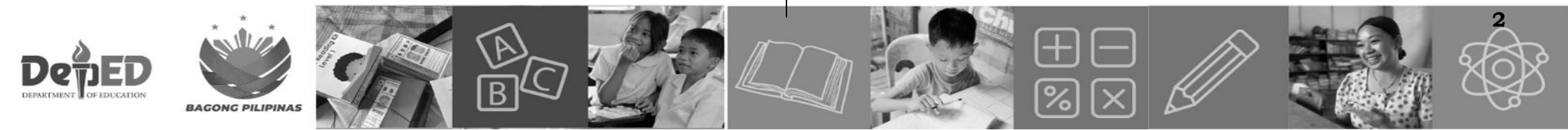
The ARAL Math remediation sessions will follow a practice-based, self-learning approach designed to build a strong foundation in mathematics from the earliest stages. The approach emphasizes independent learning, where students progress through carefully structured worksheets that gradually increase in difficulty. Each new concept is introduced in small, manageable increments, allowing learners to connect new ideas to previously mastered skills.

A central goal of this approach is to identify the point when learners began to have misconceptions or understand concepts poorly so that the gaps can be addressed. Thus, while the worksheets are guided by the Revised K-10 Curriculum, these are not grade-level specific. The gaps in the learners' understanding of mathematics concepts may have occurred in earlier grade levels and it is crucial to address these. Intervention is focused; misconceptions are corrected through guided personal discovery on the part of learners rather than direct explanation from the tutor.

Tutors act as **facilitators** rather than direct instructors. They do not give lectures on various topics or discuss lessons as a class; instead, they guide learners with hints and questions when difficulties arise, encouraging problem-solving and resilience. This approach cultivates both **academic competence** and **self-learning skills**, helping students develop confidence, discipline, and independence.

By combining repetition for mastery, self-paced progression, guided intervention, and targeted correction of misconceptions, this approach for ARAL Math is envisioned to help learners not only excel in mathematics but also acquire lifelong learning habits that extend beyond the learning area.

**Important: This is not remediation by reteaching specific lessons. Thus, the tutor will NOT reteach specific lessons. The tutor will simply supervise the learners while working on the worksheets, and intervene only when the learners get stuck in a particular worksheet.**





## Important Principles:

### A. Start with the Basics

The worksheets begin with the most fundamental skills as it is important to ensure that learners master these before moving forward. The worksheets begin with the following fundamental skills:

1. counting and number recognition – learners should confidently recognize numbers, count objects, and understand the concept of quantity
2. basic addition and subtraction – simple operations beginning with small numbers help learners grasp the idea of combining and separating quantities
3. place value awareness – understanding place value lays the groundwork for handling operations on larger numbers
4. patterns and sequencing – recognizing simple patterns builds logical thinking and prepares learners for multiplication, fractions and rations, algebra, geometry, and other topics.

5. shapes and measurement – identifying basic shapes and comparing lengths or sizes develops spatial and comparative reasoning.

### B. Incremental Progression

1. Structured worksheets are the main learning tool. These worksheets have been made available to the Department of Education through the One Small Step Forward Foundation.
2. The structured worksheets gradually increase in difficulty in very small steps. Each worksheet introduces only a slight increase in difficulty.
3. New concepts are always linked to what learners have already mastered, preventing gaps in understanding.
4. Structured worksheets provide consistent practice and a clear path of progression.
5. Learners must demonstrate speed and accuracy before progressing, ensuring a solid foundation.







6. Misconceptions are identified early, and tutors guide learners back to simple problems to rebuild understanding.

7. Success at each level motivates learners to persist, reinforcing the belief that effort leads to progress.

Sample worksheets:

### Division by 3

Dividing by 3 is grouping the objects in sets of 3.  
Consider this:  
Paul has 12 apples. He wants to put 3 apples in a plastic bag. How many plastic bags will he need?  
To answer this, we group the apples in sets of 3.

There are 4 groups of 3 in 12.  
So, Paul will need 4 plastic bags.  
The division equation is  $12 \div 3 = n$ .  
So,  $12 \div 3 = 4$

---

**Complete the sentences for each picture.**

1)   
There are \_\_\_\_ groups of 3 in 9.  
\_\_\_\_  $\div$  3 = \_\_\_\_.

2)   
There are \_\_\_\_ groups of 3 in 15.  
\_\_\_\_  $\div$  3 = \_\_\_\_.

3)   
There are \_\_\_\_ groups of 3 in 21.  
\_\_\_\_  $\div$  3 = \_\_\_\_.

4)   
There are \_\_\_\_ groups of 3 in 18.  
\_\_\_\_  $\div$  3 = \_\_\_\_.

### Addition of Two-digit by One-digit numbers with Regrouping

In adding two-digit and one-digit numbers, line up the ones digits in the rightmost column. Then find the sum following these steps:

1. Add the ones digits. ( $5 + 8 = 13$ )

2. Write 3 under the ones column and carry 1 to the tens column.

3. Add the tens digits. ( $1 + 2 = 3$ )

| Tens | Ones |
|------|------|
| 1    | 5    |
| 2    | 8    |
| 3    |      |

| Tens | Ones |
|------|------|
| 1    | 5    |
| 2    | 8    |
| 3    |      |

---

**Find the sum.**

1)  $\begin{array}{r} 17 \\ + 3 \\ \hline \end{array}$

2)  $\begin{array}{r} 16 \\ + 4 \\ \hline \end{array}$

3)  $\begin{array}{r} 18 \\ + 5 \\ \hline \end{array}$

4)  $\begin{array}{r} 19 \\ + 2 \\ \hline \end{array}$

5)  $\begin{array}{r} 25 \\ + 5 \\ \hline \end{array}$

6)  $\begin{array}{r} 24 \\ + 6 \\ \hline \end{array}$

7)  $\begin{array}{r} 25 \\ + 5 \\ \hline \end{array}$

8)  $\begin{array}{r} 23 \\ + 7 \\ \hline \end{array}$

9)  $\begin{array}{r} 22 \\ + 8 \\ \hline \end{array}$

10)  $\begin{array}{r} 36 \\ + 5 \\ \hline \end{array}$

11)  $\begin{array}{r} 35 \\ + 6 \\ \hline \end{array}$

12)  $\begin{array}{r} 34 \\ + 7 \\ \hline \end{array}$

13)  $\begin{array}{r} 37 \\ + 4 \\ \hline \end{array}$

14)  $\begin{array}{r} 35 \\ + 5 \\ \hline \end{array}$

### Equation of a Line

The equation of the line with slope  $m$  & y-intercept  $b$  is given by:

$y = mx + b$  (slope-intercept form)

So, to graph the equation, we just need to identify the slope & the y-intercept and graph the equation.

Example: Graph the equation  $y = -\frac{2}{3}x + 5$

So,  $m = -\frac{2}{3}$  &  $b = 5$

### Identify the slope & the y-intercept of each equation then use them to graph each.

1)  $y = \frac{2}{3}x + 2$

$m =$  \_\_\_\_\_

$b =$  \_\_\_\_\_

2)  $y = \frac{3}{2}x - 3$

$m =$  \_\_\_\_\_

$b =$  \_\_\_\_\_

**DepED**  
DEPARTMENT OF EDUCATION

**BAGONG PILIPINAS**

**ARAL**  
PROGRAM

**4**



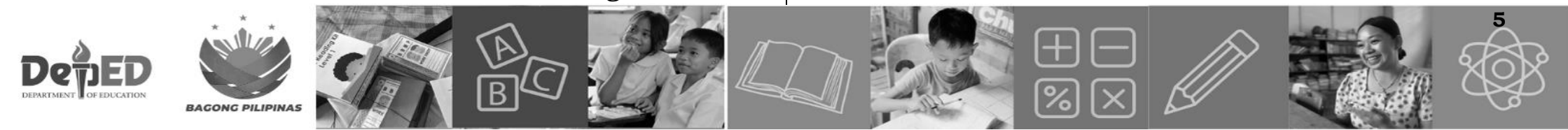
### C. Self-paced and Independent Work

1. Learners work on the worksheets individually, discovering solutions and strategies independently.
2. Working on tasks without immediate tutor input builds resilience and belief in the learners' own ability. Learners learn to spot mistakes themselves, which deepens understanding and prevents misconceptions.
3. Self-paced independent work without immediate tutor input develops self-learning habits and confidence in the learners.
4. Learners do not become dependent on tutors for solutions or confirmation of correct answers, which strengthens their confidence in tackling challenges.
5. By working through problems without immediate explanations, learners connect new ideas to prior knowledge more meaningfully.
6. As this approach is self-paced, the tutor should allow a learner to complete as many worksheets as he or she can during a session.

Note that a learner can only advance to the next worksheet if all items on the worksheet he or she is currently working on are completed correctly.

### D. Repetition for Mastery

1. Repeated practice until learners achieve speed and accuracy is important. Mastery of each level is required before moving to the next. Mastery through repetition guarantees readiness for the next incremental step.
2. Repetition matters because regular practice helps learners store concepts in long-term memory. Consistent practice ensures learners do not fall back into incorrect methods.
3. Repetition builds fluency which allows learners to instantly recall basic facts without counting or hesitation. This develops speed and accuracy, which are essential for tackling more complex problems later.
4. Success through repeated attempts boosts self-belief and reduces math anxiety.





## E. Tutor as Facilitator

1. The approach that is being adopted for ARAL Math is not remediation by reteaching, where tutors reteach certain lessons in the ARAL Math sessions.
2. Tutors do not lecture or provide answers. Instead, they allow learners to discover solutions through practice and reasoning.
3. Struggles and errors highlight where learners have weak understanding or misconceptions, giving tutors a clear point for guided intervention. When learners get stuck, tutors intervene only by asking guiding questions, giving hints or prompts, or pointing learners back to previously mastered concepts, never direct answers.
4. Keen observation by tutors is important. Tutors need to watch for signs of struggle such as repeated errors, hesitation, or frustration.
5. Tutors need to reinforce persistence and effort among learners, motivating them to keep trying until they succeed.

## Illustration of Guided Intervention

### A. Example 1: $47 - 29 = ?$

A learner is working on a worksheet involving 2-digit subtraction. The learner is unable to do “47-29” and becomes stuck because he or she has not yet fully grasped the concept of borrowing or regrouping.

**When does the tutor intervene?** When the tutor notices a learner repeatedly hesitating or making the same error (e.g.  $7 - 9 = 2$ ), this signals that the learner is struggling to connect the new concept with previously mastered skills.

**How can the tutor intervene effectively?** Instead of explaining the full borrowing or regrouping process, the tutor can ask guiding questions:

- *Can you subtract 9 from 7 directly?*
- *What happens when the top number is smaller than the bigger number?*
- *Do you remember what we did when subtracting  $13 - 8$ ?* [The tutor may point the learner back to the worksheet where “13 –





8” was covered, to help him or her recall the idea of regrouping.

**Expected outcome:** Through these prompts, the learner connects the present challenge to prior knowledge covered by previous worksheets. Through this intervention, the learner recalls the need to borrow and solves the problem independently. **It is important to note that the tutor’s role is not to supply the solution but to nudge the learner toward recall or rediscovery and self-correction.**

This kind of intervention preserves the independence of the learner while ensuring that they do not get stuck in frustration. It is important to strike the balance between providing support and self-learning, which is central to the ARAL Math approach.

## B. Example 2: Adding similar fractions

A learner is working on a worksheet with the following problem: “*Maria ate  $\frac{3}{8}$  of a cake. Juan ate  $\frac{2}{8}$  of the same cake. How much of the cake did they eat together?*”

**When does the tutor intervene?** When the tutor notices that a learner writes the answer as  $\frac{5}{16}$ , this signals that the learner has a misconception – that the denominators should be added.

**How can the tutor intervene effectively?** The tutor should not explain the rule directly. Instead, the tutor can ask guiding questions:

- In a fraction, what does the denominator represent?
- Can you think of a simpler example, like  $\frac{1}{4} + \frac{2}{4}$ ? [The tutor may point the learner back to the worksheet where  $\frac{1}{4} + \frac{2}{4}$  was tackled].
- If Maria ate 3 pieces and Juan ate 2 pieces, how many pieces did they eat altogether?
- Does the denominator change when we add fractions of the same whole?
- Why do we keep the denominator the same?

**Expected outcome:** Through these prompts, the learner realizes that the denominator stays the





same when adding fractions with the same denominators, and corrects the answer to  $\frac{5}{8}$ .

### C. Example 3: Ratios

A learner is working on a worksheet with the following problem: “A recipe needs 2 cups of sugar for every 3 cups of flour. If you have 6 cups of flour, how much sugar do you need?”

**When does the tutor intervene?** When the tutor notices that a learner incorrectly multiplies  $6 \times 2 = 12$ , this signals that the learner has not fully grasped ratios.

**How can the tutor intervene effectively?** The tutor should not explain the rule directly. Instead, the tutor can ask guiding questions:

- What does the ratio 2:3 mean?
- If 3 cups of flour need 2 cups of sugar, what happens if we double the flour to 6 cups?
- Can you write the proportion as a fraction: sugar/flour =  $\frac{2}{3}$ ?

**Expected outcome:** The learner connects the ratio to proportional reasoning, calculates

correctly, and finds that 6 cups of flour need 4 cups of sugar.

### How to Check the Worksheets

1. In this Tutor’s Guide, the answer key to each worksheet is provided.
2. The tutor is directed to use three (3) shapes when going over and marking:

a.  (star)

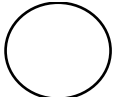
- draw a star at the TOP of a worksheet if ALL items in the worksheet have been answered correctly. A star means the learner got a perfect score; there is no need to place a check mark on every item.

b.  (triangle)

- draw a triangle on a SPECIFIC ITEM if the item has been partially answered correctly (e.g. incomplete answer, wrong spelling, no





c.  (circle)

answer, or not following instructions). At the top of the worksheet, the tutor needs to indicate the number of  $\triangle$ s.

- draw a circle on a SPECIFIC ITEM if the answer is WRONG. At the top of the worksheet, the tutor needs to indicate the number of  $\bigcirc$ s.

3. The Answer Key is to be used for marking the answers of the learners as CORRECT, PARTIALLY CORRECT, or WRONG. Please note the following:

- a. Always take a look at the numbering of items in the worksheets and the Answer Key to make sure that these correspond.
- b. Not all answers indicated in the Answer Key must be taken literally. Tutors need to do

some analysis based on the questions on the worksheet. For example, if the answer on the Answer Key is 5 centimeters and the learner answered 5 cm, the learner's answer can be considered correct.

Such analysis is important especially in higher level worksheets. You may seek advice from the school's Master Teachers or get in touch with the ARAL Secretariat for any questions in this regard.

4. The learners must be asked to redo the items that have been marked with  $\triangle$ s and  $\bigcirc$ s.
5. When re-checking the learner's work, CROSS-OUT the circle or triangle that was initially placed on specific items if the learner has already corrected the answer. Cross out the score as well once the learner has answered all the items on the worksheet correctly.

Please note that all items marked with circles and triangles must be done again by the learner until these are answered correctly.

When needed, the tutor should intervene without giving the answer or delivering a lecture.





## ARAL Math Grade 4 Worksheet 1

### Odd and Even Numbers

- |          |          |
|----------|----------|
| 1. Odd   | 21. Odd  |
| 2. Odd   | 22. Odd  |
| 3. Even  | 23. Odd  |
| 4. Even  | 24. Even |
| 5. Odd   | 25. Odd  |
| 6. Even  | 26. Odd  |
| 7. Odd   | 27. Even |
| 8. Even  | 28. Odd  |
| 9. Even  | 29. Even |
| 10. Even | 30. Odd  |
| 11. Odd  | 31. Even |
| 12. Odd  | 32. Odd  |
| 13. Even | 33. Odd  |
| 14. Even | 34. Even |
| 15. Even | 35. Even |
| 16. Odd  | 36. Even |
| 17. Even | 37. Even |
| 18. Even | 38. Odd  |
| 19. Odd  | 39. Odd  |
| 20. Even | 40. Odd  |

## ARAL Math Grade 4 Worksheet 2

### Comparing Fractions

- |       |       |
|-------|-------|
| 1. <  | 26. > |
| 2. >  | 27. > |
| 3. <  | 28. > |
| 4. >  | 29. < |
| 5. <  | 30. < |
| 6. >  | 31. > |
| 7. >  | 32. < |
| 8. <  | 33. < |
| 9. >  | 34. > |
| 10. < | 35. > |
| 11. > | 36. > |
| 12. < | 37. < |
| 13. < | 38. > |
| 14. < | 39. < |
| 15. > | 40. < |
| 16. > | 41. > |
| 17. > | 42. < |
| 18. < | 43. > |
| 19. > | 44. > |
| 20. < | 45. < |
| 21. < | 46. > |
| 22. > | 47. > |
| 23. > | 48. < |
| 24. > | 49. > |
| 25. > | 50. > |





## ARAL Math Grade 4 Worksheet 3

### Ordering Fractions

#### Ascending Order

1.  $\frac{2}{9}$ ,  $\frac{3}{9}$ ,  $\frac{4}{9}$ ,  $\frac{5}{9}$
2.  $\frac{2}{15}$ ,  $\frac{4}{15}$ ,  $\frac{5}{15}$ ,  $\frac{7}{15}$
3.  $\frac{3}{50}$ ,  $\frac{11}{50}$ ,  $\frac{15}{50}$ ,  $\frac{22}{50}$
4.  $\frac{9}{60}$ ,  $\frac{16}{60}$ ,  $\frac{34}{60}$ ,  $\frac{45}{60}$
5.  $\frac{6}{25}$ ,  $\frac{6}{20}$ ,  $\frac{6}{15}$ ,  $\frac{6}{10}$
6.  $\frac{7}{56}$ ,  $\frac{7}{49}$ ,  $\frac{7}{35}$ ,  $\frac{7}{28}$
7.  $\frac{5}{70}$ ,  $\frac{5}{65}$ ,  $\frac{5}{30}$ ,  $\frac{5}{25}$
8.  $\frac{5}{90}$ ,  $\frac{5}{50}$ ,  $\frac{5}{20}$ ,  $\frac{5}{10}$
9.  $\frac{15}{50}$ ,  $\frac{15}{45}$ ,  $\frac{15}{40}$ ,  $\frac{15}{30}$
10.  $\frac{6}{20}$ ,  $\frac{8}{20}$ ,  $\frac{10}{20}$ ,  $\frac{15}{20}$
11.  $\frac{7}{22}$ ,  $\frac{11}{22}$ ,  $\frac{15}{22}$ ,  $\frac{19}{22}$
12.  $\frac{9}{90}$ ,  $\frac{18}{90}$ ,  $\frac{27}{90}$ ,  $\frac{30}{90}$
13.  $\frac{16}{60}$ ,  $\frac{16}{50}$ ,  $\frac{16}{40}$ ,  $\frac{16}{30}$
14.  $\frac{6}{25}$ ,  $\frac{11}{25}$ ,  $\frac{16}{25}$ ,  $\frac{21}{25}$

#### Descending Order

15.  $\frac{13}{26}$ ,  $\frac{13}{30}$ ,  $\frac{13}{45}$ ,  $\frac{13}{50}$
16.  $\frac{24}{20}$ ,  $\frac{24}{50}$ ,  $\frac{24}{60}$ ,  $\frac{24}{64}$
17.  $\frac{8}{12}$ ,  $\frac{8}{40}$ ,  $\frac{8}{64}$ ,  $\frac{8}{80}$
18.  $\frac{25}{45}$ ,  $\frac{20}{45}$ ,  $\frac{9}{45}$ ,  $\frac{5}{45}$
19.  $\frac{5}{8}$ ,  $\frac{4}{8}$ ,  $\frac{3}{8}$ ,  $\frac{2}{8}$
20.  $\frac{12}{16}$ ,  $\frac{10}{16}$ ,  $\frac{9}{16}$ ,  $\frac{8}{16}$
21.  $\frac{9}{18}$ ,  $\frac{9}{27}$ ,  $\frac{9}{36}$ ,  $\frac{9}{45}$
22.  $\frac{8}{20}$ ,  $\frac{8}{24}$ ,  $\frac{8}{30}$ ,  $\frac{8}{40}$
23.  $\frac{45}{50}$ ,  $\frac{44}{50}$ ,  $\frac{42}{50}$ ,  $\frac{40}{50}$
24.  $\frac{30}{45}$ ,  $\frac{30}{50}$ ,  $\frac{30}{55}$ ,  $\frac{30}{60}$
25.  $\frac{12}{20}$ ,  $\frac{12}{22}$ ,  $\frac{12}{24}$ ,  $\frac{12}{25}$
26.  $\frac{24}{87}$ ,  $\frac{20}{87}$ ,  $\frac{19}{87}$ ,  $\frac{15}{87}$
27.  $\frac{7}{15}$ ,  $\frac{6}{15}$ ,  $\frac{5}{15}$ ,  $\frac{3}{15}$
28.  $\frac{20}{23}$ ,  $\frac{15}{23}$ ,  $\frac{11}{23}$ ,  $\frac{5}{23}$
29.  $\frac{45}{90}$ ,  $\frac{50}{90}$ ,  $\frac{55}{90}$ ,  $\frac{60}{90}$
30.  $\frac{25}{64}$ ,  $\frac{32}{64}$ ,  $\frac{39}{64}$ ,  $\frac{46}{64}$





### ARAL Math Grade 4 Worksheet 4

#### Fractions Equal or Greater than One

- |                    |                     |
|--------------------|---------------------|
| 1. 1               | 21. $\frac{2}{10}$  |
| 2. 25              | 22. $\frac{2}{10}$  |
| 3. 6               | 23. $\frac{2}{10}$  |
| 4. 17              | 24. $\frac{4}{6}$   |
| 5. 7               | 25. $\frac{3}{8}$   |
| 6. 35              | 26. $\frac{4}{9}$   |
| 7. 20              | 27. $\frac{2}{7}$   |
| 8. 8               | 28. $\frac{6}{10}$  |
| 9. 28              | 29. $\frac{10}{24}$ |
| 10. 5              | 30. $\frac{3}{24}$  |
| 11. 1              | 31. $\frac{2}{24}$  |
| 12. 4              | 32. $\frac{5}{24}$  |
| 13. $\frac{1}{4}$  | 33. $\frac{4}{8}$   |
| 14. 2              | 34. $\frac{2}{8}$   |
| 15. 5              | 35. $\frac{4}{5}$   |
| 16. $\frac{2}{5}$  | 36. $\frac{1}{5}$   |
| 17. $\frac{3}{5}$  | 37. $\frac{2}{5}$   |
| 18. $\frac{3}{6}$  | 38. $\frac{4}{6}$   |
| 19. $\frac{4}{8}$  | 39. $\frac{2}{8}$   |
| 20. $\frac{4}{10}$ |                     |

### ARAL Math Grade 4 Worksheet 5

#### Reading and Writing Fractions

1. one half
2. three fourths
3. five ninths
4. two elevenths
5. six sevenths
6. two thirds
7. eight ninths
8. three twentieths
9. three fifths
10. seven sixteenths
11. two seventeenths
12. twenty-three twenty-fifths
13. eighteen nineteenths
14. sixteen thirtieths
15. twenty twenty-thirds
16. eighty-eight ninetieths
17.  $\frac{3}{5}$  of the caps are white
18.  $\frac{4}{8}$  (or  $\frac{1}{2}$ ) of the shapes are hearts
19.  $\frac{3}{5}$  of the padlocks are unlocked
20. 3
21. 4
22. 8
23. 8





24. 1
25. 1 of 6
26. 3 of 4
27. 7 of 8
28. 2 of 3
29. 5 of 9
30.  $\frac{1}{4}$
31.  $\frac{1}{3}$
32.  $\frac{3}{6}$
33.  $\frac{2}{3}$
34.  $\frac{2}{5}$
35.  $\frac{1}{8}$
36.  $\frac{1}{2}$
37.  $\frac{3}{4}$
38.  $\frac{8}{17}$
39.  $\frac{5}{6}$
40.  $\frac{9}{10}$
41.  $\frac{6}{11}$
42.  $\frac{19}{20}$

## ARAL Math Grade 4 Worksheet 6

### Arranging Numbers in Decreasing Order

1. 20, 30
2. 6, 15
3. 10, 15, 20
4. 30, 120, 150
5. 40, 120
6. 100, 150
7. 240, 480
8. 18, 30, 36
9. 30, 45
10. 75, 100
11. 350, 420
12. 320, 560
13. 750, 1000
14. 135, 225
15. 300, 450
16. 3, 4
17. 71, 85
18. 10, 10
19. 4
20. 25
21. 16
22. 27
23. 52



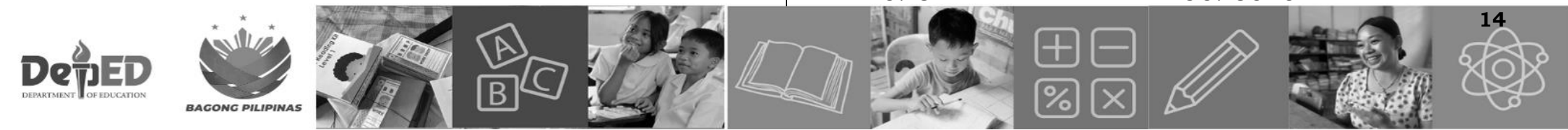


24. 22, 23
25. 11, 12, 14, 15
26. 55, 64
27. 6, 5
28. 80
29. 250
30. 16, 15
31. 20
32. 30, 33, 35
33. 85, 79
34. 32, 64
35. 29, 34
36. 16
37. 27
38. 24
39. 80
40. 28
41. A
42. B
43. C
44. A
45. B
46. 5, 15, 25, 30
47. D
48. 3, 5, 7, 8

49. blueberry
50. P
51. flower
52. 18
53. B
54. Triangle
55. 35

**ARAL Math Grade 4 Worksheet 7**  
**Addition of 3- to 4-digit Whole Number**  
**without and with Regrouping**

- |         |          |
|---------|----------|
| 1. 776  | 21. 3295 |
| 2. 588  | 22. 9777 |
| 3. 973  | 23. 6697 |
| 4. 565  | 24. 8479 |
| 5. 659  | 25. 6269 |
| 6. 408  | 26. 6568 |
| 7. 431  | 27. 3564 |
| 8. 724  | 28. 6862 |
| 9. 803  | 29. 4097 |
| 10. 439 | 30. 3392 |
| 11. 967 | 31. 4978 |
| 12. 968 | 32. 7477 |
| 13. 799 | 33. 3677 |
| 14. 867 | 34. 7981 |
| 15. 994 | 35. 6004 |
| 16. 871 | 36. 8575 |





17. 1001  
18. 1141  
19. 1235  
20. 1343

37. 5570  
38. 3143  
39. 8171  
40. 9747

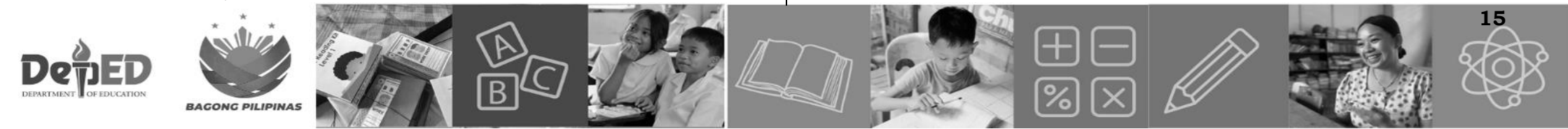
**ARAL Math Grade 4 Worksheet 8**  
**Addition of 2- to 4-digit Whole Number without**  
**and with Regrouping and Solving Word Problem in**  
**Addition**

1. 298  
2. 593  
3. 587  
4. 369  
5. 946  
6. 1407  
7. 1806  
8. 1309  
9. 3748  
10. 4699  
11. 410  
12. 4662  
13. 2511  
14. 3823  
15. 4992  
16. 4692  
17. 4748  
18. 4342

19. 2909  
20. 9591  
21. 1565  
22. 1896  
23. 1898  
24. 1639  
25. 105  
26. 1091  
27. ₱ 7474  
28. 2018  
29. 2001  
30. 1292  
31. ₱ 37  
32. 5251  
33. 1975  
34. 4174  
35. 2773

**ARAL Math Grade 4 Worksheet 9**  
**Subtraction of 3- to 4-digit Whole Number**  
**with and without Regrouping**

|          |          |
|----------|----------|
| 1. 650   | 21. 700  |
| 2. 411   | 22. 400  |
| 3. 753   | 23. 300  |
| 4. 215   | 24. 250  |
| 5. 321   | 25. 730  |
| 6. 800   | 26. 180  |
| 7. 250   | 27. 550  |
| 8. 425   | 28. 631  |
| 9. 450   | 29. 723  |
| 10. 600  | 30. 562  |
| 11. 210  | 31. 1043 |
| 12. 411  | 32. 1155 |
| 13. 650  | 33. 1188 |
| 14. 1850 | 34. 1333 |
| 15. 2999 | 35. 636  |
| 16. 4000 | 36. 675  |
| 17. 1200 | 37. 339  |
| 18. 2600 | 38. 466  |
| 19. 201  | 39. 354  |
| 20. 266  | 40. 5400 |





## ARAL Math Grade 4 Worksheet 10

### Solving Word Problem in Subtraction

1.  $714 + 186 - 220 = 680$  pesos
2.  $544 - 233 - 87 = 224$  games
3.  $757 - (253 + 145) = 359$  more books
4.  $339 + 116 - 145 = 310$  colored pencils
5.  $2174 + 326 - 1929 = 571$  basketball cards
6.  $5387 - (3451 + 425) = \text{P}1511$  more
7.  $8005 + 1245 - 3113 = 6137$  books
8.  $4277 + 523 - 2904 = 1896$  books
9.  $388 + 297 - 246 = 439$  Bibles
10.  $415 + 85 - 218 = 282$  cups of coffee
11.  $808 + 126 - 405 = 529$  blocks
12.  $1,496 + 238 - 835 = 899$  notebooks
13.  $1376 + 245 - 822 = 799$  computers
14.  $(2982 + 468) - 1598 = 1852$  more cookies
15.  $1369 + 214 - 763 = 820$  thermometers
16.  $3,420 - 549 + 128 = 2999$  children
17.  $5,256 - 2,139 + 187 = 3,304$  seeds
18.  $521 - 112 = 409$  children
19.  $1453 + 125 - 728 = 850$  frogs
20.  $3846 + 512 - 2037 = 2321$  cupcakes
21.  $650 - 435 = 215$  eggs
22.  $2,012 - 698 = 1314$  shells

## ARAL Math Grade 4 Worksheet 11

### Multiplication of 2- to 3-digit Whole Number by 1-digit Number without or with Regrouping

1. 86
2. 144
3. 123
4. 365
5. 138
6. 375
7. 268
8. 405
9. 2084
10. 978
11. 4192
12. 656
13. 128
14.  $\text{P}1125$



## ARAL Math Grade 4 Worksheet 12

### Multiplication of 2-digit Whole Number by 2-digit numbers with Regrouping

1. 516
2. 7567
3. 1189
4. 2263
5. 1058
6. 2325
7. 3015
8. 4455
9. 1224
10. 1224
11. 432
12. 4116
13. 576
14. ₱1140

## ARAL Math Grade 4 Worksheet 13

### Multiplication of 2- to 3-digit Whole Numbers by Multiples of 10 and 100

- |          |           |
|----------|-----------|
| 1. 90    | 16. 60    |
| 2. 450   | 17. 40    |
| 3. 7860  | 18. 90    |
| 4. 19980 | 19. 900   |
| 5. 70    | 20. 6500  |
| 6. 670   | 21. 500   |
| 7. 8860  | 22. 7500  |
| 8. 60    | 23. 14500 |
| 9. 210   | 24. 34000 |
| 10. 5970 | 25. 700   |
| 11. 50   | 26. 600   |
| 12. 750  | 27. 400   |
| 13. 1450 | 28. 900   |
| 14. 3400 | 29. 900   |
| 15. 70   | 30. 6500  |







## ARAL Math Grade 4 Worksheet 14

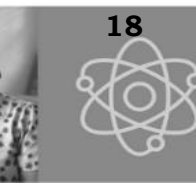
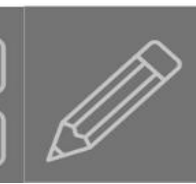
### Solving Word Problem in Multiplication

1. 56
2. 54
3. ₱72
4. 84
5. 159
6. 148
7. 108
8. 68
9. 72
10. 70
11. 66
12. ₱120
13. 151
14. 210
15. 78
16. 185

## ARAL Math Grade 4 Worksheet 15

### Division of Numbers up to 100 by 6, 7, 8, and 9 (Multiplication Table of 6, 7, 8, and 9)

- |                 |        |
|-----------------|--------|
| 1. $10 + 2 = 5$ | 21. 3  |
| 2. $4 + 2 = 2$  | 22. 8  |
| 3. $12 + 6 = 2$ | 23. 9  |
| 4. $12 + 3 = 4$ | 24. 6  |
| 5. $20 + 4 = 5$ | 25. 4  |
| 6. $15 + 5 = 3$ | 26. 7  |
| 7. 6            | 27. 10 |
| 8. 2            | 28. 9  |
| 9. 12           | 29. 9  |
| 10. 4           | 30. 9  |
| 11. 20          | 31. 8  |
| 12. 5           | 32. 6  |
| 13. 5           | 33. 8  |
| 14. 9           | 34. 9  |
| 15. 27          | 35. 3  |
| 16. 3           | 36. 8  |
| 17. 15          | 37. 20 |
| 18. 5           | 38. 2  |
| 19. 4           | 39. 9  |
| 20. 2           | 40. 3  |





## ARAL Math Grade 4 Worksheet 16

### Division Facts of Numbers up to 10

|       |        |
|-------|--------|
| 1. 8  | 26. 4  |
| 2. 7  | 27. 2  |
| 3. 8  | 28. 1  |
| 4. 9  | 29. 3  |
| 5. 6  | 30. 4  |
| 6. 7  | 31. 3  |
| 7. 5  | 32. 4  |
| 8. 6  | 33. 7  |
| 9. 7  | 34. 3  |
| 10. 7 | 35. 2  |
| 11. 8 | 36. 8  |
| 12. 9 | 37. 4  |
| 13. 4 | 38. 5  |
| 14. 5 | 39. 4  |
| 15. 3 | 40. 3  |
| 16. 8 | 41. 9  |
| 17. 7 | 42. 10 |
| 18. 5 | 43. 2  |
| 19. 8 | 44. 3  |
| 20. 5 | 45. 6  |
| 21. 7 |        |
| 22. 4 |        |
| 23. 8 |        |
| 24. 8 |        |
| 25. 2 |        |

## ARAL Math Grade 4 Worksheet 17

### Division of 2-digit Whole Number by 1-digit Whole Number without or with remainder

|        |        |
|--------|--------|
| 1. 5   | 25. 7  |
| 2. 4   | 26. 6  |
| 3. 8   | 27. 5  |
| 4. 9   | 28. 3  |
| 5. 7   | 29. 6  |
| 6. 10  | 30. 2  |
| 7. 8   | 31. 3  |
| 8. 7   | 32. 7  |
| 9. 9   | 33. 9  |
| 10. 10 | 34. 3  |
| 11. 8  | 35. 2  |
| 12. 2  | 36. 5  |
| 13. 2  | 37. 8  |
| 14. 4  | 38. 10 |
| 15. 4  | 39. 8  |
| 16. 5  | 40. 7  |
| 17. 5  | 41. 8  |
| 18. 4  | 42. 8  |
| 19. 6  | 43. 8  |
| 20. 5  | 44. 9  |
| 21. 9  |        |
| 22. 4  |        |
| 23. 4  |        |
| 24. 3  |        |



## ARAL Math Grade 4 Worksheet 18

### Division of 2- to 3-digit Whole Number by 1-digit Whole Number with remainder

1. 7 r 4
2. 9 r 4
3. 5 r 4
4. 9 r 3
5. 8 r 5
6. 5 r 6
7. 9 r 2
8. 4 r 2
9. 3 r 2
10. 51
11. 31
12. 23
13. 21 r 1
14. 22 r 3
15. 81 r 1

## ARAL Math Grade 4 Worksheet 19

### Division of 2-digit Whole Number by 2-digit Whole Number without and with remainder

1. 6
2. 4
3. 3
4. 2
5. 5 r 5
6. 2 r 25
7. 2 r 8
8. 3 r 7
9. 4 r 9
10. 5 r 8
11. 4 r 2
12. 3 r 6
13. 2
14. 3



## ARAL Math Grade 4 Worksheet 20

### Division of 2- to 3-digit Whole Number by 10 and 100

1. 3
2. 6
3. 5
4. 7
5. 9
6. 8
7. 30
8. 60
9. 40
10. 80
11. 50
12. 90
13. 40
14. 50
15. 8
16. 7
17. 2
18. 9
19. 6
20. 5

## ARAL Math Grade 4 Worksheet 21

### Point, Line, Line Segment, and Ray

1. Point
  2. Arrowhead
  3. Line
  4. Ray
  5. Line Segment
  6. point
  7. ray
  8. line segment
  9. line
  10. ray
  11. line segment
  12. point
  13. line
  14. point
  15. ray MN or  $\overrightarrow{MN}$
  16. point P or P
  17. line QR/ $\overleftrightarrow{QR}$  or line RQ/ $\overleftrightarrow{RQ}$
  18. line segment ST/ $\overline{ST}$  or line segment TS/ $\overline{TS}$
  - 19-20.  $\overrightarrow{BC}$  and  $\overrightarrow{CB}$
  - 21-22.  $\overrightarrow{FG}$ ,  $\overrightarrow{IH}$ ,  $\overrightarrow{ED}$
- (Note: The order of the letters must be retained.)
- 23-24. M, A, or J
- (Note: The point must be named using a capital letter.)





25-26.  $\overline{KL}$  or  $\overline{LK}$ ,  $\overline{NO}$  or  $\overline{ON}$   
 27-30. drawings may vary

## ARAL Math Grade 4 Worksheet 22

### Parallel, Intersecting, and Perpendicular Lines

1. parallel
2. not parallel
3. not parallel
4. parallel
5. intersecting lines
6. perpendicular lines
7. parallel lines
8. parallel lines
9. intersecting lines
10. perpendicular lines

For numbers 11-14, these are the possible answers.

$\overline{MN}$  or  $\overline{NM}$

$\overline{KL}$  or  $\overline{LK}$

$\overline{RO}$  or  $\overline{OR}$

$\overline{PQ}$  or  $\overline{QP}$

For numbers 15-17, these are the possible answers.

$\overline{DB}$  or  $\overline{BD}$

$\overline{CE}$  or  $\overline{EC}$

$\overline{AE}$  or  $\overline{EA}$

## ARAL Math Grade 4 Worksheet 23

### Congruent Line Segment

I.

1. E
2. NE
3. NE
4. E
5. NE
6. E

II. Drawings/Answers may vary.

III.

1. The four outer sides are all equal.

$$\overline{LN} = \overline{NR} = \overline{RQ} = \overline{QL}$$

$$\overline{LN} = \overline{NR}$$

$$\overline{LN} = \overline{RQ}$$

$$\overline{LN} = \overline{QL}$$

$$\overline{NR} = \overline{RQ}$$

$$\overline{NR} = \overline{QL}$$

$$\overline{NR} = \overline{NL}$$

$$\overline{RQ} = \overline{QL}$$

$$\overline{RQ} = \overline{LN}$$

$$\overline{RQ} = \overline{NR}$$

$$\overline{QL} = \overline{LN}$$

$$\overline{QL} = \overline{NR}$$

$$\overline{QL} = \overline{RQ}$$

$$\overline{LS} = \overline{SR}$$

$$\overline{NS} = \overline{SQ}$$



2. None

3.  $\overline{TU} = \overline{TV}$ , and  $\overline{UW} = \overline{WV}$

IV.

1.  $\overline{KL} = \overline{LN}$

2.  $\overline{LM} = \overline{KN}$

3.  $\overline{KN} = \overline{LM}$

4.  $\overline{PO} = \overline{OQ}$

5.  $\overline{BN} = \overline{AM}$  or  $\overline{OQ}$

Note: In a rectangle:

- a. opposite sides are always equal,
- b. both diagonals are always equal,
- c. and the center point (O) always splits any line passing through it into two equal parts.

V.

1.  $\overline{CP}$

2.  $\overline{LM}$

3.  $\overline{NP}$

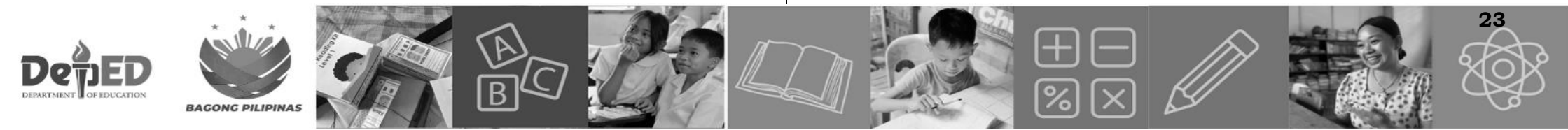
4.  $\overline{WX}$

5.  $\overline{DE}$

## ARAL Math Grade 4 Worksheet 24

### Visualizing Numbers

1. 21,220
2. 12,310
3. 11,321
4. 4,200
5. 10,233
6. 21,112
7. 10,331
8. 4,022
9. 13,201
10. 2,323
11. 3,122
12. 10,240
13. 11,124
14. 2,411
15. 22,110
16. 12,222
17. 11,111
18. 1,312
19. 521
20. 11,303
21. 1,321
22. 13,211
23. 40,111





24. 2,312
25. 11,221
26. 21,212
27. 3,131
28. 12,111
29. 31,211
30. 333
31. 1,501
32. 12,222
33. 12,212
34. 2,322
35. 21,311
36. 3,123
37. 10,331
38. 23,010
39. 423
40. 11,211
41. 30,221
42. 1,412
43. 13,210
44. 234
45. 21,121
46. 80,112
47. 90,210
48. 92,110

## ARAL Math Grade 4 Worksheet 25

### Visualizing Numbers

1. Draw 1 of 10,000-figure; 2 of 1,000-figure; 3 of 100-figure; 4 of 10-figure; and 5 of 1-figure
2. Draw 2 of 10,000-figure; 3 of 1,000-figure; 4 of 100-figure; 7 of 10-figure; and 6 of 1-figure
3. Draw 3 of 10,000-figure; 4 of 1,000-figure; 1 of 100-figure; and 2 of 1-figure
4. Draw 4 of 10,000-figure; 5 of 1,000-figure; 6 of 100-figure; 7 of 10-figure; and 8 of 1-figure
5. Draw 5 of 10,000-figure; 6 of 1,000-figure; 7 of 100-figure; 8 of 10-figure; and 9 of 1-figure
6. Draw 6 of 10,000-figure; 7 of 1,000-figure; 8 of 100-figure; and 9 of 10-figure
7. Draw 7 of 10,000-figure; 8 of 1,000-figure; 9 of 100-figure; and 1 of 1-figure
8. Draw 8 of 10,000-figure; 9 of 1,000-figure; 1 of 100-figure; and 2 of 10-figure
9. Draw 9 of 10,000-figure; 8 of 1,000-figure; 7 of 100-figure; 6 of 10-figure; and 5 of 1-figure
10. Draw 1 of 10,000-figure; 2 of 100-figure; 3 of 10-figure; and 4 of 1-figure
11. Draw 1 of 10,000-figure; 1 of 1,000-figure; 1 of 100-figure; 1 of 10-figure; and 1 of 1-figure





12. Draw 2 of 10,000-figure; 1 of 1,000-figure; 3 of 100-figure; 4 of 10-figure; and 3 of 1-figure
13. Draw 3 of 10,000-figure; 1 of 1,000-figure; 2 of 100-figure; 1 of 10-figure; and 2 of 1-figure
14. Draw 4 of 10,000-figure; 1 of 1,000-figure; 9 of 100-figure; 8 of 10-figure; and 7 of 1-figure
15. Draw 5 of 10,000-figure; and 5 of 10-figure
16. Draw 6 of 10,000-figure; 6 of 100-figure; and 6 of 1-figure
17. Draw 7 of 10,000-figure; 7 of 100-figure; and 7 of 1-figure
18. Draw 8 of 10,000-figure; 8 of 100-figure; and 8 of 1-figure
19. Draw 9 of 10,000-figure; 9 of 100-figure; and 9 of 1-figure
20. Draw 9 of 10,000-figure; 9 of 1,000-figure; 9 of 100-figure; 9 of 10-figure; and 9 of 1-figure
21. Draw 2 of 10,000-figure; 5 of 1,000-figure; 6 of 100-figure; 7 of 10-figure; and 8 of 1-figure
22. Draw 3 of 10,000-figure; 5 of 1,000-figure; 2 of 100-figure; and 1 of 10-figure
23. Draw 4 of 10,000-figure; 2 of 1,000-figure; 3 of 100-figure; 4 of 10-figure; and 1 of 1-figure
24. Draw 5 of 10,000-figure; 3 of 1,000-figure; 4 of 100-figure; 5 of 10-figure; and 6 of 1-figure

25. Draw 6 of 10,000-figure; 2 of 1,000-figure; and 5 of 100-figure
26. Draw 7 of 10,000-figure; 2 of 1,000-figure; 3 of 100-figure; 4 of 10-figure; and 5 of 1-figure
27. Draw 8 of 10,000-figure; 2 of 1,000-figure; 4 of 100-figure; 5 of 10-figure; and 6 of 1-figure
28. Draw 9 of 10,000-figure; 1 of 1,000-figure; 2 of 100-figure; 3 of 10-figure; and 4 of 1-figure
29. Draw 1 of 10,000-figure; 4 of 1,000-figure; 4 of 100-figure; and 7 of 1-figure
30. Draw 2 of 10,000-figure; 4 of 1,000-figure; 2 of 10-figure; and 4 of 1-figure
31. Draw 3 of 10,000-figure; 3 of 1,000-figure; 3 of 10-figure; and 3 of 1-figure
32. Draw 4 of 10,000-figure; 4 of 1,000-figure; 4 of 100-figure; 4 of 10-figure; and 4 of 1-figure
33. Draw 5 of 10,000-figure; 5 of 1,000-figure; 5 of 100-figure; 5 of 10-figure; and 5 of 1-figure
34. Draw 6 of 10,000-figure; 6 of 1,000-figure; 6 of 100-figure; 6 of 10-figure; and 6 of 1-figure
35. Draw 7 of 10,000-figure; 7 of 1,000-figure; 7 of 100-figure; 7 of 10-figure; and 7 of 1-figure
36. Draw 8 of 10,000-figure; 8 of 1,000-figure; 8 of 100-figure; 8 of 10-figure; and 8 of 1-figure





37. Draw 9 of 10,000-figure; 9 of 1,000-figure; 9 of 10-figure
38. Draw 1 of 10,000-figure; 7 of 1,000-figure; 8 of 100-figure; and 9 of 10-figure
39. Draw 2 of 10,000-figure; 8 of 1,000-figure; 1 of 100-figure; and 8 of 10-figure
40. Draw 3 of 10,000-figure; 9 of 1,000-figure; 3 of 100-figure; and 9 of 10-figure
41. 31,211
42. 3,312
43. 12,123
44. 342
45. 21,221
46. 4,212
47. 10,333
48. 12,113
49. 22,221
50. 11,2,32
51. 2,411
52. 22,112
53. 524
54. 12,321
55. 1,511
56. 31,211

## ARAL Math Grade 4 Worksheet 26

### Finding the Value and Place Value of a Digit

- |            |               |
|------------|---------------|
| 1. 50      | tens          |
| 2. 1       | ones          |
| 3. 80,000  | ten thousands |
| 4. 30,000  | ten thousands |
| 5. 70,000  | ten thousands |
| 6. 500     | hundreds      |
| 7. 50,000  | ten thousands |
| 8. 80,000  | ten thousands |
| 9. 1,000   | thousands     |
| 10. 20,000 | ten thousands |
| 11. 40     | tens          |
| 12. 60,000 | ten thousands |
| 13. 40,000 | ten thousands |
| 14. 900    | hundreds      |
| 15. 80     | tens          |
| 16. 5,000  | thousands     |
| 17. 7,000  | thousands     |
| 18. 100    | hundreds      |
| 19. 90,000 | ten thousands |
| 20. 300    | hundreds      |
| 21. 3,000  | thousands     |
| 22. 30,000 | ten thousands |
| 23. 300    | hundreds      |





24. 3 ones  
 25. 30 tens  
 26. 50,000 ten thousands  
 27. 5,000 thousands  
 28. 5 ones  
 29. 500 hundreds  
 30. 50 tens  
 31. 60 tens  
 32. 6 ones  
 33. 60,000 ten thousands  
 34. 6,000 thousands  
 35. 6,000 thousands  
 36. 9,000 thousands  
 37. 90,000 ten thousands  
 38. 9,000 thousands  
 39. 900 hundreds  
 40. 9 ones  
 41. 2,000 thousands  
 42. 20,000 ten thousands  
 43. 2,000 thousands  
 44. 200 hundreds  
 45. 2 ones  
 46. 7,000 thousands  
 47. 7,000 thousands  
 48. 700 hundreds

49. 70,000 ten thousands  
 50. 7,000 thousands  
 51. 4,000 thousands  
 52. 4,000 thousands  
 53. 4,000 thousands  
 54. 40,000 ten thousands  
 55. 4 ones  
 56. 8,000 thousands  
 57. 8,000 thousands  
 58. 80,000 ten thousands  
 59. 80 tens  
 60. 8,000 thousands

### **ARAL Math Grade 4 Worksheet 27** **Determining the Value of a Digit based on Place Value**

1. 9  
 2. 6  
 3. 5  
 4. 2  
 5. 4  
 6. 4  
 7. 0  
 8. 2





9. 4  
 10. 9  
 11. 3  
 12. 5  
 13. 4  
 14. 6  
 15. 4  
 16. 3  
 17. 9  
 18. 5  
 19. 6  
 20. 4  
 21. 2  
 22. 3  
 23. 1  
 24. 1  
 25. 7  
 26. 8  
 27. 2  
 28. 3  
 29. 0  
 30. 6  
 31. 5  
 32. 7  
 33. 1

34. 1  
 35. 0  
 36. 9  
 37. 8  
 38. 2  
 39. 5  
 40. 9  
 41. 1  
 42. 7  
 43. 0  
 44. 4  
 45. 9  
 46. 3

**ARAL Math Grade 4 Worksheet 28**  
**Determining the Value of a Digit based on Place**  
**Value and Vice Versa**

1. 60,000
2. 400
3. 100,000
4. 4
5. 20
6. 20,000
7. 900





8. 4,000  
 9. 900  
 10. 3  
 11. 4  
 12. 50  
 13. 70,000  
 14. 800  
 15. 100  
 16. 30,000  
 17. 4,000  
 18. 20,000  
 19. 7  
 20. 10  
 21. 700  
 22. 400  
 23. 60  
 24. 40,000  
 25. 20,000  
 26. 400  
 27. 3,000  
 28. 5  
 29. 40  
 30. 40,000  
 31. 200  
 32. 800

33. 9  
 34. 60  
 35. 6,000  
 36. 10,000  
 37. 800  
 38. 9  
 39. 50  
 40. 300  
 41. 60,000  
 42. 7,000  
 43. 7  
 44. 200  
 45. 40  
 46. 200  
 47. 70,000  
 48. 6  
 49. 5,000  
 50. 900



## ARAL Math Grade 4 Worksheet 29

### Writing Numbers in Words and Vice Versa

1. One thousand, three hundred fifty-seven
2. Thirteen thousand, three hundred thirty-two
3. Twenty-three thousand, seventeen
4. Forty-nine thousand, twelve
5. Sixty-seven thousand, eight hundred eighty-seven
6. Ninety thousand, one hundred eighty-seven
7. Eleven thousand, three hundred twenty
8. Twenty-one thousand, two hundred seven
9. Forty-two thousand, eight hundred ninety-four
10. Thirty-three thousand, six hundred ninety-six
11. Forty-three thousand, four hundred forty-four
12. Fifty-two thousand, one
13. Eighty-eight thousand, twenty-two
14. Sixty-eight thousand, eight hundred forty-eight
15. Eighty-seven thousand, two hundred twenty-six
16. 12,671
17. 75,608
18. 3,092
19. 100,000
20. 13,766
21. 14,245
22. 6,500

23. 58,505
24. 52,101
25. 15,319
26. 777
27. 8,088
28. 9,999
29. 1,110
30. 99,919
31. 3,212
32. 13,013
33. 528
34. 8,652
35. 14,007

## ARAL Math Grade 4 Worksheet 30

### Comparing Numbers Using Relation Symbols

1. 42,300 = forty-two thousand, three hundred
2. fifteen thousand, six hundred seventy-eight = 15,678
3. 70,005 > sixty-nine thousand, nine hundred ninety-five
4. eight thousand, two hundred four < 8,240
5. 99,900 > ninety-nine thousand, eight hundred ninety-nine





6. twenty-three thousand, four hundred fifty > 23,449
7. 60,060 < sixty thousand, six hundred
8. seventeen thousand, nine hundred ninety-nine = 17,999
9. 5,005 < five thousand, fifty
10. eighty-three thousand, one hundred twenty = 83,120
11. 34,700 < thirty-five thousand
12. ten thousand, ten > 10,009
13. 78,009 < seventy-eight thousand, nine hundred
14. forty-six thousand, seven hundred eighty-nine < 46,790
15. 90,090 > eighty-nine thousand, nine hundred ninety-nine
16. twenty-four thousand, one = 24,001
17. 52,500 > fifty-two thousand, fifty
18. nine thousand, eight hundred seventy-six = 9,876
19. 100,000 > ninety-nine thousand, nine hundred ninety-nine
20. thirty-one thousand, two hundred thirty-five = 31,235
21. 43,500 > forty-three thousand, fifty

22. twenty-seven thousand, four hundred fifty-eight < 27,562
23. 91,200 = ninety-one thousand, two hundred
24. fifty-six thousand, seven hundred eighty < 56,900
25. 33,200 < thirty-three thousand, two hundred fifty
26. seventy-four thousand < 74,089
27. 98,712 = ninety-eight thousand, seven hundred twelve
28. sixty-three thousand, twenty-nine < 63,432
29. forty-nine thousand, eight hundred seventy-five < fifty thousand
30. 10,956 = ten thousand, nine hundred fifty-six
31. 62,300 < sixty-two thousand, seven hundred thirty
32. 75,900 < seventy-five thousand, nine hundred one
33. forty-eight thousand, six hundred seventy-two < 49,672
34. 100,000 > ninety-nine thousand, nine hundred ninety-nine
35. sixty-seven thousand, five hundred four < 67,790







36. fifty-two thousand, three hundred seventeen < 52,326
37. seventy-six thousand, five hundred forty < 76,649
38. eighty-five thousand, six hundred = 85,600
39. seventy-three thousand, two hundred nineteen < 73,320
40. sixty-eight thousand, four hundred thirty-two < 68,500

### ARAL Math Grade 4 Worksheet 31

#### Rounding Off to a Specific Place Value

1. 87,000
2. 80,000
3. 35,000
4. 80,000
5. 36,000
6. 90,000
7. 90,000
8. 96,000
9. 30,000
10. 63,000
11. 80,000
12. 99,000

13. 50,000
14. 50,000
15. 25,000
16. 46,000
17. 35,000
18. 40,000
19. 44,000
20. 100,000
21. 25,000
22. 3,000
23. 50,000
24. 80,000
25. 40,000
26. 68,000
27. 30,000
28. 44,000
29. 90,000
30. 36,000
31. 80,000
32. 19,000
33. 80,000
34. 29,000
35. 60,000
36. 88,000
37. 40,000





38. 67,000
39. 70,000
40. 24,000
41. 100,000
42. 41,000
43. 60,000
44. 33,000
45. 80,000
46. 22,000
47. 90,000
48. 15,000
49. 90,000
50. 28,000

**ARAL Math Grade 4 Worksheet 32**  
**Rounding Off to a Specific Place Value**

9. 42,000
10. 70,000
11. 24,000
12. 90,000
13. 32,000
14. 90,000
15. 17,000
16. 70,000
17. 49,000
18. 70,000
19. 25,000
20. 80,000
21. 61,000
22. 20,000
23. 93,000
24. 40,000
25. 77,000
26. 52,000
27. 20,000
28. 84,000
29. 30,000
30. 62,000
31. 70,000
32. 34,000
33. 90,000

1. 38,000
2. 70,000
3. 83,000
4. 10,000
5. 96,000
6. 30,000
7. 60,000
8. 70,000





34. 25,000
35. 50,000
36. 68,000
37. 40,000
38. 95,000
39. 20,000
40. 74,000
41. 20,000
42. 84,000
43. 40,000
44. 59,000
45. 70,000
46. 29,000
47. 90,000
48. 42,000
49. 20,000
50. 78,000
51. 42,000
52. 90,000
53. 24,000
54. 80,000
55. 20,000
56. 70,000
57. 55,000
58. 90,000

59. 35,000
60. 70,000
61. 29,000
62. 60,000
63. 85,000
64. 20,000
65. 93,000
66. 50,000
67. 30,000
68. 80,000
69. 38,000
70. 70,000
71. 22,000
72. 100,000
73. 15,000
74. 80,000
75. 39,000

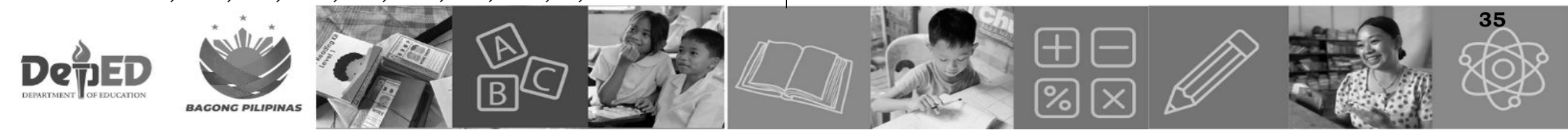


## ARAL Math Grade 4 Worksheet 33

### Ordering Numbers in Increasing or Decreasing Order

1. 9,876, 12,890, 33,111, 45,267, 78,345
2. 14,567, 21,089, 58,901, 63,452, 76,234
3. 9,234, 18,900, 31,246, 56,789, 72,345
4. 15,432, 27,654, 39,876, 60,111, 84,321
5. 3,456, 19,008, 47,890, 66,220, 92,321
6. 7,609, 14,375, 38,291, 59,832, 72,468
7. 11,234, 28,136, 49,002, 65,879, 93,540
8. 12,345, 23,456, 50,777, 67,210, 81,900
9. 5,678, 16,432, 34,560, 73,245, 99,001
10. 2,997, 24,809, 44,210, 68,765, 80,312
11. 6,543, 15,678, 30,230, 32,456, 89,001
12. 9,432, 29,876, 51,009, 61,234, 83,150
13. 7,890, 18,234, 26,543, 45,678, 90,876
14. 90,234, 77,888, 54,321, 23,456, 12,678
15. 81,276, 69,890, 30,018, 21,345, 4,567
16. 85,430, 60,501, 42,160, 17,999, 7,250
17. 72,604, 64,578, 38,900, 19,871, 3,210
18. 91,108, 58,340, 45,620, 26,700, 7,890
19. 85,780, 68,120, 39,456, 12,305, 5,678
20. 94,230, 50,400, 28,630, 13,015, 6,789
21. 73,892, 60,870, 41,111, 19,234, 2,345

22. 92,800, 63,012, 44,130, 27,540, 8,765
23. 80,302, 57,160, 37,450, 14,098, 6,271
24. 95,432, 67,210, 31,276, 20,543, 9,876
25. 73,561, 62,700, 35,420, 16,203, 8,910
26. 88,888, 77,770, 49,999, 22,011, 3,333
27. 5,892, 14,650, 36,741, 63,409, 87,213
28. 9,876, 28,191, 41,265, 54,320, 73,564
29. 2,345, 12,987, 31,509, 65,432, 88,210
30. 3,210, 16,245, 47,382, 78,901, 91,876
31. 5,678, 19,876, 22,134, 44,209, 83,451
32. 7,890, 25,694, 39,456, 60,321, 72,813
33. 11,986, 17,308, 36,519, 48,672, 92,145
34. 2,478, 13,567, 55,820, 67,310, 84,729
35. 6,542, 9,234, 29,654, 41,897, 80,123
36. 4,567, 18,309, 30,129, 75,460, 89,812
37. 8,321, 14,679, 26,740, 53,104, 61,908
38. 7,456, 15,870, 37,695, 68,234, 92,001
39. 3,218, 10,345, 23,167, 47,820, 85,603
40. 91,672, 66,789, 45,321, 14,234, 2,109
41. 78,456, 63,210, 39,805, 21,987, 16,432
42. 74,321, 52,640, 19,876, 8,905, 3,450
43. 87,654, 60,978, 28,109, 12,345, 7,890
44. 93,215, 41,876, 25,634, 11,987, 3,210
45. 70,432, 55,671, 29,876, 18,345, 6,543





46. 61,203, 48,765, 23,111, 9,876, 4,890
47. 85,321, 69,432, 30,987, 12,654, 8,765
48. 74,890, 51,360, 22,199, 14,298, 7,654
49. 99,123, 65,432, 28,890, 13,567, 5,678
50. 61,054, 43,210, 16,789, 9,012, 2,345
51. 89,432, 55,876, 31,210, 12,456, 7,109
52. 77,210, 48,903, 24,568, 19,001, 3,867

### **ARAL Math Grade 4 Worksheet 34**

#### **Ordering Numbers in Increasing or Decreasing Order**

1. 7,654, 12,208, 23,110, 65,432, 98,765
2. 4,567, 15,678, 27,890, 33,210, 72,901
3. 5,432, 9,876, 16,789, 24,302, 81,234
4. 7,678, 14,234, 27,345, 39,800, 60,501
5. 2,345, 11,789, 30,456, 45,610, 91,230
6. 8,910, 17,654, 25,678, 44,333, 70,123
7. 9,321, 13,579, 22,710, 51,903, 62,480
8. 6,544, 15,899, 31,245, 42,876, 86,100
9. 4,321, 12,345, 29,876, 68,540, 77,709
10. 7,899, 18,765, 23,456, 59,320, 90,011
11. 3,468, 16,052, 22,477, 71,095, 84,230
12. 2,789, 19,345, 30,210, 50,901, 63,654

13. 8,234, 13,912, 26,135, 41,678, 55,400
14. 91,203, 73,999, 42,567, 15,678, 6,321
15. 62,300, 34,210, 21,987, 11,456, 8,765
16. 88,120, 60,234, 27,799, 13,045, 7,890
17. 76,891, 40,300, 18,654, 9,210, 2,345
18. 93,100, 58,432, 33,890, 24,567, 6,789
19. 73,450, 41,222, 16,980, 12,309, 5,678
20. 64,753, 50,670, 29,301, 11,045, 3,210
21. 90,888, 25,410, 14,999, 7,899, 6,654
22. 69,000, 52,109, 31,875, 17,650, 2,456
23. 70,555, 44,321, 20,110, 9,876, 1,234
24. 96,010, 61,432, 27,890, 13,245, 8,679
25. 72,678, 53,210, 38,421, 19,805, 4,999
26. 85,910, 66,777, 47,123, 22,344, 3,567
27. 7,890, 12,430, 33,456, 54,210, 61,005
28. 15,990, 26,789, 41,305, 72,450, 83,120
29. 5,678, 18,765, 32,345, 40,098, 60,321
30. 8,945, 16,870, 27,610, 33,450, 73,230
31. 2,345, 19,764, 44,299, 57,890, 68,120
32. 7,654, 15,320, 22,901, 30,870, 95,210
33. 4,678, 11,245, 29,310, 63,500, 84,760
34. 5,432, 12,345, 36,543, 90,876, 111,000
35. 3,456, 18,999, 23,467, 51,230, 76,890
36. 9,123, 21,078, 34,215, 67,890, 78,345





37. 6,789, 17,231, 26,543, 39,876, 88,654
38. 3,567, 14,678, 21,340, 59,890, 74,321
39. 10,987, 22,145, 32,210, 48,765, 75,001
40. 93,210, 66,543, 31,678, 23,890, 4,567
41. 91,980, 75,432, 29,110, 18,765, 2,345
42. 85,600, 64,321, 49,210, 13,457, 7,890
43. 91,234, 67,890, 44,560, 30,111, 25,678
44. 72,901, 52,430, 33,210, 19,876, 8,765
45. 97,654, 68,765, 42,321, 22,334, 10,998
46. 90,123, 58,432, 26,789, 14,567, 3,210
47. 70,900, 56,432, 31,110, 24,789, 11,678
48. 84,321, 29,876, 17,999, 8,345, 6,234
49. 99,001, 47,890, 36,543, 22,111, 5,432
50. 77,890, 28,765, 12,456, 6,321, 3,210
51. 64,200, 49,876, 38,901, 15,678, 2,987
52. 92,310, 80,123, 33,450, 24,567, 6,789



*iSpirayan*



One Small Step Forward Foundation