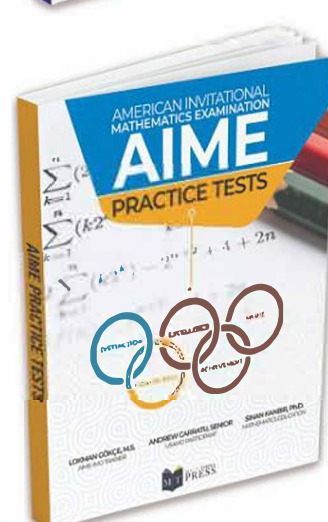
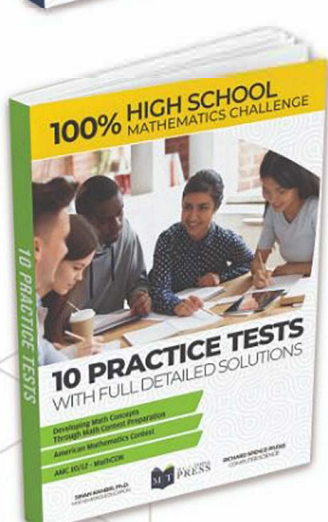
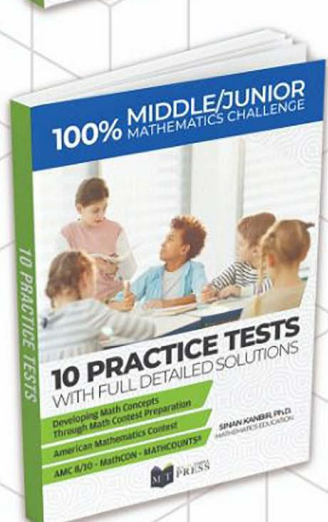
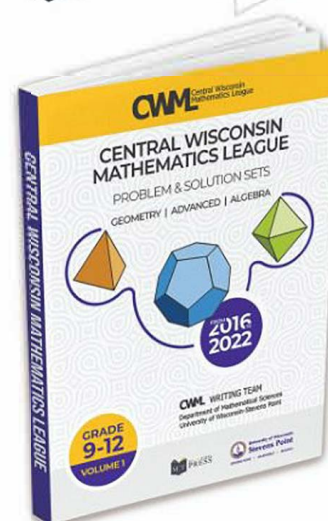
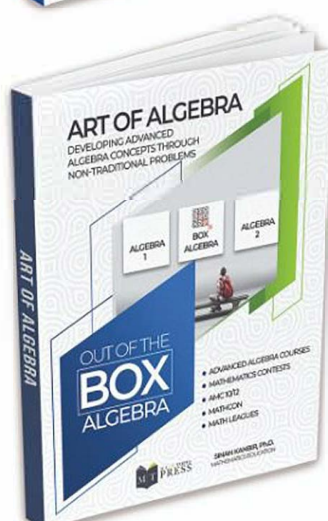
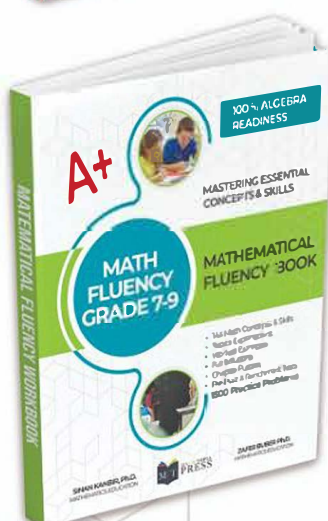
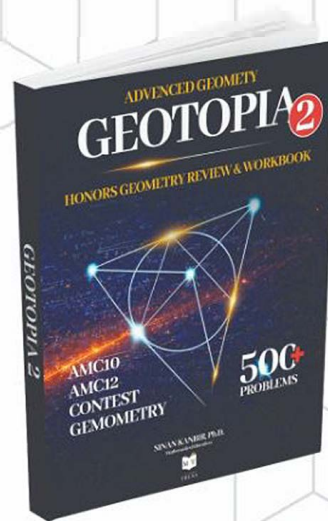
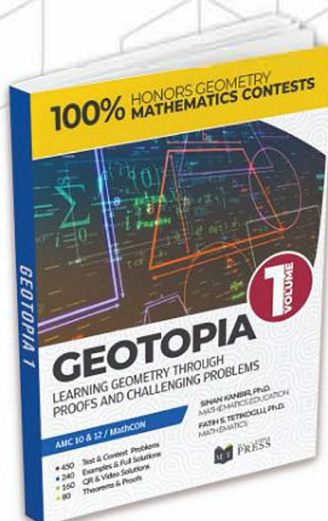
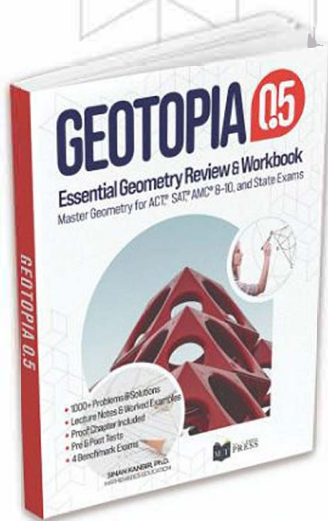


# MATHTOPIA PRESS | GRADES 6–12

Competition-aligned Math With Curriculum Support



MATHTOPIA PRESS

# BRIDGE MATH

Grade 3 → Grade 4

30 Days of Fluency, Problem Solving,  
Puzzles, and Reflection

Preparing Students for Success in Grade 4

30 DAYS

15–20 MINUTES A DAY

GRADE 4 READINESS

INSIDE EACH DAY

4 Skill  
Practice

2 Practice  
Problems

1 Daily  
Puzzle

1 Math  
Moment

A focused daily routine that builds fluency, number sense,  
confidence, reasoning, and readiness for Grade 4 mathematics.

AUTHOR

Dr. Sinan Kanbir

Mathematics Educator • Author • Problem-Solving Mentor

Build Skills. Gain Confidence. Prepare for Success.

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# Bridge Math

GRADE 3 → GRADE 4

Fluency • Problem Solving • Puzzles • Reflection

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## BRIDGE MATH SERIES

Grade 3 → 4 • Grade 4 → 5 • Grade 5 → 6

Grade 6 → 7 • Grade 7 → 8 • Grade 8 → 9

### EDUCATIONAL NOTICE

This workbook supports mathematical fluency, number sense, reasoning, problem solving, and reflection. Every effort has been made to ensure the accuracy and clarity of its content.

Build Skills. Gain Confidence. Prepare for Success.

## ABOUT THE AUTHOR

### Dr. Sinan Kanbir

Mathematics Educator • Author • Problem-Solving Mentor

Dr. Sinan Kanbir is a mathematics educator, author, researcher, and problem-solving mentor. His work focuses on helping students develop **mathematical reasoning, fluency, confidence, and strong problem-solving habits**.

He is the creator of the **Bridge Math**, **Mathematical Fluency**, and **GeoTopia** series. His learning materials connect essential skills with conceptual understanding, visual reasoning, patterns, and creative problem solving.

## ACKNOWLEDGMENTS

With gratitude to the **MathTopia Academy Junior Problem Solvers** and the students in our year-long courses, whose curiosity, perseverance, and thoughtful ideas helped shape this workbook.

I also thank the MathTopia Academy teaching assistants and instructors, **Andrew Carratu, Holly Speranza, Sara Sues, and Harika Appalla**, for supporting the MathTopia Academy learning community.

## A NOTE TO TEACHERS AND PARENTS

Mathematics is more than repeated skill practice. It is about **thinking, noticing patterns, asking questions, making connections, and solving problems**. Some *Bridge Math* problems are intentionally designed to make students pause, investigate, discuss, and try more than one strategy.

1

### GIVE STUDENTS TIME TO THINK

Encourage children to notice what they know, look for patterns, test an idea, make mistakes, and revise their thinking before asking for a hint.

2

### CREATE A MATH CONVERSATION

Work alongside your child or students. Ask “*How do you know?*”, “*What pattern do you notice?*”, and “*Can you find another way?*”

3

### USE THE SOLUTIONS TO STUDY THE REASONING

When additional guidance is needed, use the detailed solutions at the back to understand the **mathematical ideas and reasoning**, not simply to copy the final answer.

# Contents I

Days 1–16 • Student Pages 1–32

Each day includes 4 Skill Practice problems, 2 Practice problems, a Daily Puzzle, and a Math Moment.

## PART I NUMBER SENSE, ADDITION & SUBTRACTION

DAYS 1–6  
PAGES 1–12

|       |                                                |       |
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| DAY 2 | Comparing, Ordering, and Understanding Numbers | 3–4   |
| DAY 3 | Rounding and Estimating Numbers                | 5–6   |
| DAY 4 | Addition Facts and Mental Math                 | 7–8   |
| DAY 5 | Multi-Digit Addition                           | 9–10  |
| DAY 6 | Subtraction Facts and Mental Math              | 11–12 |

## PART II MULTIPLICATION, DIVISION & NUMBER PROPERTIES

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PAGES 13–24

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| DAY 8  | Multi-Digit Multiplication and Place-Value Strategies  | 15–16 |
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## PART III FRACTIONS & FRACTION REASONING

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PAGES 25–32

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| DAY 13 | Fractions as Equal Parts, Models, and Number Lines | 25–26 |
| DAY 14 | Equivalent, Decomposed, and Compared Fractions     | 27–28 |
| DAY 15 | Fractions of a Whole and Fraction Applications     | 29–30 |
| DAY 16 | Simple Fraction Operations and Problem Solving     | 31–32 |

# Contents II

Days 17–30 • Student Pages 33–60

The final fourteen days connect measurement, geometry, data, algebra, logic, review, and multi-step problem solving.

## PART IV MEASUREMENT, GEOMETRY & DATA

DAYS 17–23  
PAGES 33–46

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## PART V EARLY ALGEBRA, REASONING & FINAL REVIEW

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PAGES 47–60

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| DAY 29 | Benchmark 3: Mixed Review                           | 57–58 |
| DAY 30 | Final Challenge: Multi-Step Problem Solving         | 59–60 |

Build strong foundations. Think deeply. Solve creatively.

## MATHTOPIA PRESS

# My 30-Day Math Journey

### Progress Tracker • Grade 4 Readiness

Color or check one circle after each lesson.  
Every completed day moves you closer to your goal.

30 DAYS

15–20 MINUTES A DAY

GRADE 4 READY

DAYS 1–10

Build Strong Foundations



DAYS 11–20

Reason, Connect, and Grow



DAYS 21–30

Finish with Confidence



### CELEBRATE YOUR PROGRESS



10 DAYS

Foundation Builder



20 DAYS

Confident Thinker



30 DAYS

Grade 4 Ready

A skill I am proud of improving:

\_\_\_\_\_

My Grade 4 goal:

\_\_\_\_\_



**1** Write the following numbers with digits:

a. Five thousand, four hundred seventy-three.

d. One million, twelve thousand, five.

b. Sixteen thousand, fifty-two.

e. Seven million, three hundred six thousand, forty.

c. Four hundred eight thousand, seventeen.

f. Twenty-two million, five hundred thousand, eight.

**2** What is the sum of the thousands digit and the tens digit in 56,987?

**3** Which number below has a ones digit that is greater than its ten-thousands digit?

A. 90,287

B. 26,532

C. 41,902

D. 47,658

**4** The table below shows the ancient Egyptian hieroglyphs that were used to represent different numbers.



100,000



10,000



1,000



100



10

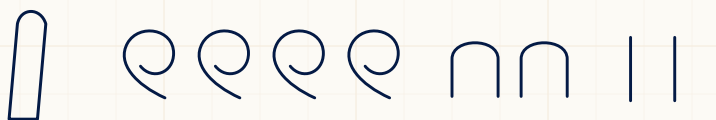


1

For example, the number 32 was represented by:



What number was represented by the following combination?



A. 1,423

B. 10,423

C. 14,023

D. 14,203

E. 14,230



## PRACTICE 1

Two 3-digit numbers have all their 6 digits distinct. The first digit of the second number is twice the last digit of the first number. What is the smallest possible sum of two such numbers?

## PRACTICE 2

What is the difference between the largest one-digit multiple of 3 and the smallest two-digit multiple of 3?

## DAILY PUZZLE

Fill the empty squares below so that the numbers in each row (left to right) and each column (top to bottom) add up to 20.

|   |  |    |
|---|--|----|
| 8 |  | 4  |
| 5 |  |    |
|   |  | 11 |

## TODAY'S MATH MOMENT

Which problem made you think the most today?

Describe the first strategy you tried.

---

---

---



**1** Write each number in expanded form, as shown in the example.

**Example:**  $61,895 = (6 \times 10,000) + (1 \times 1,000) + (8 \times 100) + (9 \times 10) + (5 \times 1)$

740,255

37,084

1,453

200,480

**2** What is the value of twelve thousands plus twelve hundreds plus twelve tens plus twelve ones?

**3** Which list has the numbers in increasing order from smallest to largest?

A. 0.2, 0.14, 0.032, 0.43, 0.00509

B. 0.00509, 0.032, 0.14, 0.43, 0.2

C. 0.2, 0.14, 0.43, 0.032, 0.00509

D. 0.00509, 0.032, 0.14, 0.2, 0.43

E. 0.14, 0.2, 0.43, 0.032, 0.00509

**4** a. The markings on the number line are equally spaced. What is  $A$ ?



b. The markings are equally spaced. What is  $B$ ?

