100 Day Countdown to the 4th Grade Math FSA
### 100 Day Countdown to the 4th Grade Math FSA

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MAFS.4.OA.1.1

1. Select the statement that represents \(35 = 5 \times 7\).

A. Pat collected 5 cars one year and 7 cars the next year.
B. Pat collected 5 cars each year for 7 years.
C. Pat had a collection of 35 cars and gave 7 of them away.
D. Pat had a collection of 5 cars and increased the number of cars by 35.

MAFS.4.OA.1.1

2. Pat has 8 times as many model cars as John. John has 2 model cars. Create a multiplication equation that represents the situation.

MAFS.4.OA.1.1

3. Pat has 12 times as many model cars as John. John has 5 model cars. Select the expression that shows how many cars Pat has. Mark all that apply.

○ 5 \times 12
○ 5 + 12
○ 12 + 5
○ 12(5)
○ 12(12 + 5)

MAFS.4.OA.1.2

4. Johnny has 30 marbles. Mark has \(m\) marbles. If Johnny has 10 times as many marbles as Mark, write an equation that shows how many marbles Mark has.

5. Mrs. O’Neill has 2 times as many markers as colored pencils. The total number of markers and colored pencils is 18. How many markers does Mrs. O’Neill have?

A. 4
B. 6
C. 9
D. 12

Name: ________________________________

Score: ____/5

Percentage: ____%
MAFS.4.OA.1.1

1. Select the statement that represents $4 \times 9 = 36$.

A. Jordan collected 4 dimes one year and 9 dimes the next year.
B. Jordan collected 4 dimes each day for 9 years.
C. Jordan collected 9 dimes a day over a 4 day period.
D. Jordan had a collection of 4 dimes and increased the number of dimes by 36.

MAFS.4.OA.1.1

2. Tad has 14 times as many model cars as Johnny. Johnny has 6 model cars. Create a multiplication equation that represents the situation.

____________________________________

MAFS.4.OA.1.1

3. Aaron has 9 times as many action figures as Victor. Victor has 7 action figures. Select the expression that shows how many figures Aaron has. Mark all that apply.

- $9 + 9 + 9 + 9 + 9 + 9$
- $7 + 9$
- $7 \times 9$
- $9 \times 7$
- $(3 \times 3) \times 7$

MAFS.4.OA.1.2

4. Joan has 45 marbles. Mary has $m$ marbles. If Joan has 15 times as many marbles as Mary, write an equation that shows how many marbles Mary has.

____________________________________

MAFS.4.OA.1.2

5. Mrs. Smith has 5 times as many markers as colored pencils. The total number of markers and colored pencils is 54. How many markers does Mrs. Smith have?

A. 5
B. 10
C. 25
D. 45

Name: ________________________________

Score: ____/5

Percentage: ____%
MAFS.4.OA.1.1

1. Carl bought 7 packs of pencils. He now has 42 pencils. He writes that 42 is 6 times as many as 7. Which comparison sentence below can he use to show the comparison?

A. 7 more than 6 is 42.
B. 7 is 6 times as many as 42.
C. 42 is 7 times as many as 6.
D. 6 is 7 times as many as 42.

MAFS.4.OA.1.1

2. Fernando and Roger are both in an art class. Fernando has created 32 projects in art class this year. Fernando has created four times as many as projects as Roger. Create a multiplication equation that represents the situation. Then, solve how many projects has Roger created this year in art class?

___________________________
___________________________ art projects

MAFS.4.OA.1.1

3. Andy has 12 times as many video games as Todd. Todd has 8 video games. Select the expression that shows how many games Andy has. Mark all that apply.

○ 12 + 8  
○ 12 + (4 x 2)  
○ 12(8)  
○ (3 + 5) x 12  
○ (3 x 5) x 12

MAFS.4.OA.1.2

4. Joan has 100 marbles. Mary has $m$ marbles. If Joan has 25 times as many marbles as Mary, write an equation that shows how many marbles Mary has.

____________________________________

MAFS.4.OA.1.2

5. Mrs. Smith has 12 times as many markers as colored pencils. The total number of markers and colored pencils is 78. How many markers does Mrs. Smith have?

A. 12  
B. 24  
C. 36  
D. 72

Name: ______________________________________

Score: ____/5

Percentage: ____%
1. Which of the following equations represents the comparison sentence?

   27 is 3 times as many as 9

A. $3 + 9 = 27$
B. $3 \times 27 = 9$
C. $27 \times 9 = 3$
D. $27 = 3 \times 9$

2. Fernando and Roger are both in an art class. Fernando has created 40 projects in the class this year. Fernando has created five times as many as projects as Roger. Create a multiplication equation that represents the situation. Then, solve how many projects has Roger created this year in art class?

   __________________________

   _________ art projects

3. JR has 4 times as many video games as Ken. Ken has 6 video games. Select the expression that shows how many games JR has. Mark all that apply.

   ○ 4(6)
   ○ $(2 + 2) \times 6$
   ○ $(2 + 2) \times (4 + 2)$
   ○ $6 \times 4$
   ○ $4 + 4 + 4 + 4 + 4 + 4$

4. Phil and Rory both like to play golf. They decided to see how far they can hit a golf ball. Phil can hit the golf ball 72 yards. Rory can hit a golf ball 24 yards. How many times farther can Phil hit a golf ball than Rory? Create an equation to solve the problem using a symbol for the unknown. Then solve the problem.

   __________________________

   Phil can hit the ball _____ time farther than Rory.

5. Mrs. Ulrich has 3 times as many markers as colored pencils. The total number of markers and colored pencils is 84. How many markers does Mrs. Ulrich have?

A. 21
B. 42
C. 63
D. 73

Name: ____________________________

Score: ____/5

Percentage: ____%
MAFS.4.OA.1.1

1. Which of the following equations represents the comparison sentence?

56 is 7 times as many as 8

A. 56 = 7 + 8
B. 56 = 7 x 8
C. 56 = 7 - 8
D. 56 x 7 = 8

MAFS.4.OA.1.1

2. Pat has 12 times as many model cars as John. John has 6 model cars. Create a multiplication equation that represents the situation.

____________________________________

MAFS.4.OA.1.1

3. JR has 14 times as many computer games as Ken. Ken has 7 computer games. Select the expression that shows how many games JR has. Mark all that apply.

- 14(7)
- (7 x 1) x 14
- (7 x 1) x (7 + 7)
- (7 x 7) x 7
- (7 + 1) x (7 + 7)

MAFS.4.OA.1.2

4. Johnny has 64 marbles. Mark has \( m \) marbles. If Johnny has 16 times as many marbles as Mark. How many marbles does Mark have? Create a multiplication equation that represents the situation, and then solve the equation.

____________________________________

________________________ marbles

MAFS.4.OA.1.2

5. Mrs. O'Neill has 9 times as many markers as colored pencils. The total number of markers and colored pencils is 110. How many colored pencils does Mrs. O'Neill have?

A. 9
B. 11
C. 22
D. 99

Name: ________________________________

Score: ____/5

Percentage: ____%
MAFS.4.OA.1.3

1. Jack bought 2 umbrellas, each costing $13. He bought 3 hats, each costing $4. How much did Jack spend in all?

$________________

MAFS.4.OA.1.3

2. Chad has $53, and each umbrella costs $12. He writes the equation shown.

53 ÷ 12 = 4 R 5

What does the number 5 represent in terms of Chad’s money?

______________________________

______________________________

______________________________

______________________________

MAFS.4.OA.1.3

3. Jenny bought 3 umbrellas and 4 hats. The umbrellas cost $15 dollars each, and the hats cost $5 each. Write an equation to show the total cost c, in dollars, of the items Jenny bought.

______________________________

MAFS.4.OA.1a

4. Which equation is false?

A. 40 – 27 = 9 + 4
B. 44 – 22 = 32 – 10
C. 86 – 69 = 58 – 43
D. 93 – 35 = 24 + 34

MAFS.4.OA.1b

5. Which statement is true about the equation 42 – 6 = m + 9?

A. The value of m is nine more than 42.
B. The value of m is nine less than 42.
C. The value of m is fifteen more than 42.
D. The value of m is fifteen less than 42.

Name: ______________________________________

Score: ____/5

Percentage: ____%
MAFS.4.OA.1.3

1. Jack bought 2 umbrellas and 3 hats $18.00. Each umbrella costs the same amount. Each hat costs the same amount. The price of a hat is $4.00. What is the cost of 1 umbrella?

$_______________

MAFS.4.OA.1.3

2. Anthony wants to buy the same number of hats for 3 of his friends. He has $57 dollars, and each hat cost $5. What is the largest number of hats that Anthony buys for each of his friends?

_______________ hats

MAFS.4.OA.1.3

3. Shaquille bought 2 umbrellas and 3 hats and spent between $30 and $50. Each umbrella costs the same amount. Each hat costs the same amount. The price of a hat is $4.00. What is the least amount Shaquille could have spent on an umbrella? What is the most Shaquille could have spent on an umbrella?

_________________________

_________________________

MAFS.4.OA.1a

4. Which equation is true? Mark all that apply.

A. $42 + 14 = 38 + 18$
B. $40 + 22 = 32 + 10$
C. $67 + 33 = 70 + 30$
D. $93 + 35 = 95 + 33$

MAFS.4.OA.1b

5. Which statement is true about the equation $22 - 2 = m - 7$?

A. The value of m is five more than 22.
B. The value of m is five less than 22.
C. The value of m is two more than 22.
D. The value of m is two less than 22.

Name: ________________________________

Score: ___/ 5

Percentage: ____%
MAFS.4.OA.1.3

1. Missy bought 4 umbrellas, each costing $13. She bought 5 hats, each costing $6. How much did Missy spend in all?

$________________

MAFS.4.OA.1.3

2. Chad has $35, and each umbrella costs $11. He writes the equation shown.

35 ÷ 11 = 3 R 2

What does the number 2 represent in terms of Chad’s money?

____________________________________________
____________________________________________
____________________________________________
____________________________________________

MAFS.4.OA.1.3

3. Anfernee bought 4 umbrellas and 2 hats and spent between $40 and $60. Each umbrella costs the same amount. Each hat costs the same amount. The price of a hat is $8.00. What is the least amount Anfernee could have spent on an umbrella? What is the most Anfernee could have spent on an umbrella?

____________________________________________

MAFS.4.OA.1a

4. Which equation is false? Mark all that apply.

A. 42 + 11 = 38 + 20
B. 40 – 22 = 9 x 2
C. 46 + 69 = 87 + 17
D. 63 + 15 = 65 – 13

MAFS.4.OA.1b

5. Justify the equation.

44 + 4 = m – 5

Which statement proves the value of m is nine more than 44?

A. The value of m is nine more than 44, because when I add 44 + 4, then subtract 5, my value of m is 43. This makes my equation equivalent.
B. The value of m is nine more than 44, because when I add 44 + 4, then add 5, my value of s is 43. This makes my equation equivalent.
C. The value of m is nine more than 44, because when I add 44 + 4, then add 5, my value of m is 53. This makes my equation equivalent.
D. The value of m is nine more than 44, because when I add 44 + 4, then subtract 5, my value of m is 53. This makes my equation equivalent.

Name: ______________________________________

Score: ____/ 5

Percentage: ____%
MAFS.4.OA.1.3

1. Missy bought 3 umbrellas and 5 hats $27.00. Each umbrella costs the same amount. Each hat costs the same amount. The price of a hat is $3.00. What is the cost of 1 umbrella?

$_____________

MAFS.4.OA.1.3

2. Anthony wants to buy the same number of hats for 6 of his friends. He has $108 dollars, and each hat costs $8. What is the largest number of hats that Anthony buys for each of his friends?

______________ hats

MAFS.4.OA.1.3

3. Jenny bought 7 umbrellas and 10 hats. The umbrellas cost $8 dollars each, and the hats cost $4 each. Write an equation to show the total cost $c$, in dollars, of the items Jenny bought.

________________________

MAFS.4.OA.1a

4. Kathy is looking at an equation in her math homework. She makes four statements about the question. Which statement by Kathy is correct?

\[ 44 + 38 = 59 + 23 \]

A. The equation is false because the sum of 44 and 38 is not equivalent to the sum of 59 and 23.
B. The equation is true because the sum of 44 and 38 is not equivalent to the sum of 59 and 23.
C. The equation is false because the sum of 44 and 38 is equivalent to the sum of 59 and 23.
D. The equation is true because the sum of 44 and 38 is equivalent to the sum of 59 and 23.

MAFS.4.OA.1b

5. Which statement is true about the equation 98 – 12 = m + 20?

A. The value of m is thirty-two more than 98.
B. The value of m is thirty-two than 98.
C. The value of m is twelve more than 98.
D. The value of m is twelve less than 98.

Name: ________________________________

Score: ____/5

Percentage: ____%
MAFS.4.OA.1.3

1. Missy bought 4 umbrellas and 7 hats $46.00. Each umbrella costs the same amount. Each has costs the same amount. The price of an umbrella is $8.00. What is the cost of 1 hat?

$________________

MAFS.4.OA.1.3

2. Anthony wants to buy the same number of hats for 4 of his friends. He has $93 dollars, and each hat cost $7. What is the largest number of hats that Anthony buys for each of his friends?

________________ hats

MAFS.4.OA.1.3

3. Anfernee bought 4 umbrellas and 5 hats and spent between $80 and $100. Each umbrella costs the same amount. Each hat costs the same amount. The price of a hat is $4.00. What is the least amount Anfernee could have spent on an umbrella? What is the most Anfernee could have spent on an umbrella?

____________________________________

MAFS.4.OA.1a

4. Which equation is true? Mark all that apply.

A. $8 \times 7 = 38 + 18$
B. $36 \div 4 = 42 - 33$
C. $35 + 24 = 94 - 35$
D. $83 - 35 = 8 \times 6$

MAFS.4.OA.1b

5. Kathy is comparing two equations in her math book. She makes four statements about the equations. Which statement by Kathy is true?

41 + 3 = m + 8
74 - 6 = n - 3
m = 34
n = 71

A. The values of m and n are correct.
B. The values of m and n are incorrect.
C. The value of m is correct. The value of n is incorrect.
D. That value of m is incorrect. The value of n is correct.

Name: ________________________________

Score: ____/5

Percentage: ____%
1. What are the factors of 10?

____________________________________

2. What factors do 36 and 42 have in common? Mark all that apply.
A. 2
B. 3
C. 4
D. 6
E. 7
F. 18

3. Determine whether each number is prime or composite. Mark an X in the appropriate column for each number.

<table>
<thead>
<tr>
<th></th>
<th>Prime</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
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<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
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</tr>
</tbody>
</table>

4. The first number in a pattern 5. The pattern follows the rule “Add 3.” What is the next number in the pattern?

____________________

5. A shape pattern is shown.

Describe how the number of total squares in each shape is related to the shape’s number.

____________________________________________
____________________________________________
____________________________________________
____________________________________________

Name: ______________________________________
Score: ____/5
Percentage: ____%
MAFS.4.OA.2.4

1. Select the multiples of 8 shown in the chart.

<table>
<thead>
<tr>
<th>x</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
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<tr>
<td>3</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
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<td>4</td>
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<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
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<td>6</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
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<td>7</td>
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<td>14</td>
<td>21</td>
<td>28</td>
<td>35</td>
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<td>8</td>
<td>8</td>
<td>16</td>
<td>24</td>
<td>32</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>36</td>
<td>45</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
</tr>
</tbody>
</table>

MAFS.4.OA.2.4

2. What factors do 12 and 24 have in common? Mark all that apply.

A. 1
B. 2
C. 3
D. 6
E. 8
F. 9

MAFS.4.OA.2.4

3. What multiple of 8 is also a factor of 8?

MAFS.4.OA.3.5

4. The following numbers follow a pattern with a rule of add 7.

33, 40, 47, 54, 61

Which of the following numbers would not fit in this pattern?

A. 75
B. 84
C. 96
D. 103

MAFS.4.OA.3.5

5. Jalen created a number pattern with the rule of multiply by 3, and then subtract 2. Use the table below to complete a number pattern that follows those rules. Then explain your thinking of how you completed the table.

<table>
<thead>
<tr>
<th>Numbers in the Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______________________</td>
</tr>
<tr>
<td>_______________________</td>
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<tr>
<td>_______________________</td>
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<tr>
<td>_______________________</td>
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<tr>
<td>_______________________</td>
</tr>
</tbody>
</table>

Name: ________________________________

Score: ____/5

Percentage: ____%
1. Sarah is arranging the chairs for a recital. She wants to put the 16 chairs into a rectangular array. Complete the table to show three ways that Sarah can arrange the chairs.

<table>
<thead>
<tr>
<th>Arrangement</th>
<th>Number of Rows</th>
<th>Number of Chairs in Each Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Look at the numbers below. Write each number under prime or composite.

17, 28, 79, 93, 102

<table>
<thead>
<tr>
<th>Number</th>
<th>Prime</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>102</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. For A-E, select True or False for each statement.

A. The number 54 is a multiple of 9. O True O False
B. The number 16 is a multiple of 2. O True O False
C. The number 48 is a multiple of 9. O True O False
D. The number 32 is a factor of 8. O True O False
E. The number 6 is a factor of 12. O True O False

4. Madison was finishing up her math homework, but was stuck on the last problem. She was looking at the number pattern below.

2, 3, 5, 9, 17

What is the next number in this pattern?

A. 34
B. 31
C. 32
D. 33

5. The first number in a pattern is 12. The pattern follows the rule “Divide by 2, and then add 10.” Complete the table to show the next two numbers in the pattern.

<table>
<thead>
<tr>
<th>Numbers in the Pattern</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Name: ________________________________

Score: ____/5

Percentage: ____%
1. What are the factors of 32?

____________________________________

2. Donald has a coin collection. He has 36 dimes, 72 quarters, and 18 nickels. He wants to arrange them into equal groups with only one type of coin in each group. How many can he put in each group? Mark all that apply.

A. 1
B. 2
C. 3
D. 4
E. 9
F. 12

3. Write a number between 80 and 100 that has exactly 4 factors, one of which is 5.

____________________________________

4. Mrs. Mattingly has a pattern with the initial term of 17. If the rule is multiply by 4 and then add 13, which of the following numbers could be part of this pattern? Explain how you found your answer.

80, 337, 1362

____________________________________

____________________________________

____________________________________

5. Jalen wrote the number 23. His rule is add 6, which of the following numbers would be in Jalen’s pattern? Mark all that apply.

A. 29
B. 35
C. 36
D. 42
E. 59

Name: ______________________________________

Score: ____/5

Percentage: ____%
MAFS.4.OA.2.4

1. Paris is arranging the chairs for a recital. She wants to put the 36 chairs into a rectangular array. Complete the table to show five ways that Paris can arrange the chairs.

<table>
<thead>
<tr>
<th>Number of</th>
<th>Number of Chairs in Each Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rows</td>
<td></td>
</tr>
<tr>
<td>Arrangement 1</td>
<td></td>
</tr>
<tr>
<td>Arrangement 2</td>
<td></td>
</tr>
<tr>
<td>Arrangement 3</td>
<td></td>
</tr>
<tr>
<td>Arrangement 4</td>
<td></td>
</tr>
<tr>
<td>Arrangement 5</td>
<td></td>
</tr>
</tbody>
</table>

MAFS.4.OA.2.4

2. Look at the numbers below. Write each number under prime or composite.

2, 63, 67, 83, 91

<table>
<thead>
<tr>
<th>Prime</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAFS.4.OA.2.4

3. What factors do 28 and 40 have in common? Mark all that apply.

A. 1
B. 4
C. 5
D. 8
E. 14

MAFS.4.OA.2.4

4. Connie wrote a number pattern with the rule add 12.

357, 369, 381, 393, 405

A. Every number in the pattern is odd because the initial number is odd and the rate of change is odd, therefore, the pattern numbers will always be odd.
B. Every number in the pattern is even because the initial number is even and the rate of change is even, therefore, the pattern numbers will always be even.
C. Every other number in the pattern is even because the initial number is even and the rate of change is even.
D. There is no pattern of odd or even numbers.

MAFS.4.OA.3.5

5. Use the rule to write the first five terms of the pattern.

Rule: Add 6, subtract 3
First number: 7

Name: __________________________

Score: ____/5
Percentage: ____%
MAFS.4.NBT.1.1

1. An expression is shown.

\[ 800 \div 80 \]

What is the value of the expression? _____________

MAFS.4.NBT.1.1

2. How many times larger is the value 250,000 than 250?

____________________________________________
____________________________________________
____________________________________________
____________________________________________

MAFS.4.NBT.1.1

3. How many times greater is the value of 3 in 300 than the value of the 3 in 30?

____________________________________________
____________________________________________
____________________________________________
____________________________________________

MAFS.4.NBT.1.2

4. Which phrase represents “253”?
   A. Two hundred three
   B. Two hundred fifty-three
   C. Twenty-five and three
   D. Two thousand and fifty-three

MAFS.4.NBT.1.2

5. Write \( 6 \times 10,000 + 5 \times 1,000 + 2 \times 100 + 3 \times 1 \) as a number.

____________________________________________

Name: ______________________________________
Score: ____/5
Percentage: ____%
1. A grocery store has 330 cans of soda. If there are 10 cans of soda in a box how many boxes of soda does the grocery store have?


2. How many times larger is the value 25,000 than 250?


3. How many times greater is the value of 4 in 640,700 than the value of the 4 in 67,040?


4. Match the name of each number with its numeric form.

<table>
<thead>
<tr>
<th>600,005</th>
<th>600,050</th>
<th>605,000</th>
<th>650,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six hundred five thousand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six hundred thousand fifty</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Select all the options with 54,625 written in expanded form.

- [ ] 5 ten-thousands, 46 hundreds, 25 ones
- [ ] 5 ten-thousands, 4 thousands, 62 hundreds, 5 ones
- [ ] 50 thousands, 46 hundreds, 20 tens, 5 ones
- [ ] 50 thousands, 40 hundreds, 60 tens, 25 ones
- [ ] 54 thousands, 6 hundreds, 2 tens, 5 ones

Name: _____________________________

Score: ____/5

Percentage: ____%
1. A bank has 89,000 pennies that need to be rolled into a coin wrapper. If it takes 100 pennies to fit into one coin wrapper then how many full coin wrappers does the bank have?

________________

2. How many times greater is the value of 7 in 67,040 than the value of the 7 in 640,700?

____________________________________________
____________________________________________
____________________________________________
____________________________________________

3. Which statements correctly compare two numbers? Select all the correct statements.

○ 337 > 373
○ 337 < 373
○ 852 < 825
○ 825 > 825
○ 825 < 852

4. Match the name of each number with its numeric form.

<table>
<thead>
<tr>
<th>Number</th>
<th>602,061</th>
<th>620,061</th>
<th>620,601</th>
<th>602,061</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six hundred two thousand sixty-one</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six hundred twenty thousand sixty-one</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Select another way to show 51,293. Mark all that apply.

○ 50,000 + 1,000 + 200 + 90 + 3
○ 5 ten-thousands, 1 thousand, 29 hundreds, 3 ones
○ fifty-one thousand, two hundred ninety-three
○ 51,000 + 200 + 9 + 3
○ 51 thousands, 2 hundreds, 93 ones

Name: ________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NBT.1.1

1. For A-D, select True or False for each statement.

A. The value of the 3 in 843,902 is 3,000.  ○ True  ○ False
B. The value of the 9 in 295,917 is 900,000.  ○ True  ○ False
C. The value of the 2 in 638,257 is 200.  ○ True  ○ False
D. The value of the 1 in 516,222 is 1,000.  ○ True  ○ False

MAFS.4.NBT.1.2

2. How many times larger is the value 37,000 than 37?

____________________________________________
____________________________________________
____________________________________________
____________________________________________

3. Which statements correctly compare two numbers? Select all the correct statements.

○ 259 > 295
○ 295 < 259
○ 259 < 295
○ 295 < 259
○ 259 = 295

Name: ______________________________________
Score: ____/5
Percentage: ____%
MAFS.4.NBT.1.1

1. A grocery store has 460 cans of soda. If there are 10 cans of soda in a box how many boxes of soda does the grocery store have?

________________

MAFS.4.NBT.1.1

2. How many times greater is the value of 6 in 640,700 than the value of the 4 in 67,040?

____________________________________________
____________________________________________
____________________________________________
____________________________________________

MAFS.4.NBT.1.2

4. Match the name of each number with its numeric form.

<table>
<thead>
<tr>
<th>Name</th>
<th>Numeric form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine hundred five thousand</td>
<td>900,005</td>
</tr>
<tr>
<td>Nine hundred thousand five</td>
<td>905,000</td>
</tr>
</tbody>
</table>

________________

MAFS.4.NBT.1.2

5. Select another way to show 71,694. Mark all that apply.

- 70,000 + 1,000 + 600 + 90 + 4
- 7 ten-thousands, 1 thousand, 6 hundreds, 4 ones
- seventy-one thousand, six hundred ninety-four
- 71,000 + 600 + 90 + 4
- 71 thousands, 6 hundreds, 6 hundreds, 9 tens, 4 ones

Name: ______________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NBT.1.3

1. Round 590,340 to the nearest hundred thousand. Write your answer below.

________________

MAFS.4.NBT.1.3

2. Complete the table to show how each old number was rounded to make the new number.

<table>
<thead>
<tr>
<th>Original</th>
<th>New</th>
<th>Nearest 100</th>
<th>Nearest 1,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,545</td>
<td>3,500</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>14,675</td>
<td>15,000</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>16,789</td>
<td>16,800</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

MAFS.4.NBT.2.4

4. What is the sum of 42,436 and 21,352?

________________

MAFS.4.NBT.2.4

5. Enter the missing digit to complete the subtraction statement.

\[
\begin{array}{c}
409,845 \\
- 1\underline{6,675} \\
\hline
213,170
\end{array}
\]

The missing digit is ____________.

MAFS.4.NBT.1.3

3. Which numbers round to 4,100 when rounded to the nearest hundred?

A. 4,008
B. 4,140
C. 4,060
D. 4,109
E. 4,049

Name: ____________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NBT.1.3

1. Round 590,340 to the nearest ten thousand. Write your answer below.

________________

MAFS.4.NBT.1.3

2. Original numbers are rounded to the nearest hundred and the nearest thousand. The original numbers are missing from the table.

<table>
<thead>
<tr>
<th>Original Number</th>
<th>Rounded to Nearest Hundred</th>
<th>Rounded to Nearest Thousand</th>
</tr>
</thead>
<tbody>
<tr>
<td>13,500</td>
<td>13,500</td>
<td>14,000</td>
</tr>
<tr>
<td>1,700</td>
<td>1,700</td>
<td>2,000</td>
</tr>
</tbody>
</table>

Determine possible numbers that would correctly complete the table. Put your numbers in the appropriate box in the above table.

MAFS.4.NBT.2.4

4. What is the difference of 31,678 and 28,995?

________________

MAFS.4.NBT.2.4

5. Enter the missing digit to complete the addition statement.

\[
\begin{array}{cccc}
2 \ 6, \underline{\ } 5 4 \\
1 \ 8, \ 8 \ 9 \ 9 \\
+1 \ 2, \ 3 \ 5 \ 1 \\
\hline
5 \ 8, \ 0 \ 0 \ 4 \\
\end{array}
\]

The missing digit is ____________.

MAFS.4.NBT.1.3

3. Jessica is thinking of a number that rounds to 1,300 for the nearest ten and for the nearest hundred. What number might she be thinking of?

________________

Name: ______________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NBT.1.3

1. The record for the current NCAA single-season home attendance record is 112,252 fans per football game at Michigan Stadium. What is 112,252 rounded to the nearest hundred?

________________

MAFS.4.NBT.1.3

2. In 2011, the average daily attendance for the Magic Kingdom at Disney World rounded to the nearest thousand was 47,000. Look at the numbers below. Select the numbers that could have been the exact daily attendance.

A. 46,849
B. 47,590
C. 46,402
D. 46,792
E. 46,500

MAFS.4.NBT.2.4

4. What is the difference of 482,245 and 2,386?

________________

MAFS.4.NBT.2.4

5. Enter the missing digit to complete the addition statement.

\[
\begin{array}{c}
\phantom{0}71,\square69 \\
13,458 \\
+14,107 \\
\hline
99,234
\end{array}
\]

The missing digit is ________________.

MAFS.4.NBT.2.4

3. An addition problem is shown. Calculate the sum.

\[
63,829 \\
24,343 \\
\hline
+1,424
\]

Name: ______________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NBT.1.3

1. Which numbers round to 38,800 when rounded to the nearest hundred? Mark all that apply.

A. 38,850  
B. 38,805  
C. 37,990  
D. 38,792  
E. 38,750

MAFS.4.NBT.1.3

2. Complete the table to show how each old number was rounded to make the new number.

<table>
<thead>
<tr>
<th>Original</th>
<th>New</th>
<th>Nearest 100</th>
<th>Nearest 1,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,545</td>
<td>6,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19,378</td>
<td>19,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19,557</td>
<td>20,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAFS.4.NBT.2.4

3. A subtraction problem is shown. Calculate the sum.

\[
63,829 \\
24,343 \\
- 1,424
\]

MAFS.4.NBT.2.4

4. How many children are under 10 years old?

\[\text{________________}\]

MAFS.4.NBT.2.4

5. How many more people are between the ages of 35 to 44 than the people between the ages of 15 to 19?

\[\text{________________}\]

Name: ______________________________________
Score: ____/5
Percentage: ____%
MAFS.4.NBT.1.3

1. The record for the current NCAA single-season home attendance record is 112,252 fans per football game at Michigan Stadium. What is 112,252 rounded to the nearest ten thousand?

________________

MAFS.4.NBT.1.3

2. Original numbers are rounded to the nearest hundred and the nearest thousand. The original numbers are missing from the table.

<table>
<thead>
<tr>
<th>Original Number</th>
<th>Rounded to Nearest Hundred</th>
<th>Rounded to Nearest Thousand</th>
</tr>
</thead>
<tbody>
<tr>
<td>27,500</td>
<td>28,000</td>
<td></td>
</tr>
<tr>
<td>6,300</td>
<td>6,000</td>
<td></td>
</tr>
</tbody>
</table>

Determine possible numbers that would correctly complete the table. Put your numbers in the appropriate box in the above table.

MAFS.4.NBT.1.3

3. Maritza is thinking of a number that rounds to 4,400 for the nearest ten and for the nearest hundred. What number might she be thinking of?

________________

MAFS.4.NBT.1.3

For question 4, use the table.

The table shows population data for Miami, Florida from the 2000 US Census.

<table>
<thead>
<tr>
<th>Age in Years</th>
<th>Population</th>
<th>Age in Years</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5</td>
<td>21,222</td>
<td>20 to 34</td>
<td>77,287</td>
</tr>
<tr>
<td>5 to 9</td>
<td>21,962</td>
<td>35 to 44</td>
<td>55,682</td>
</tr>
<tr>
<td>10 to 14</td>
<td>22,182</td>
<td>45 to 59</td>
<td>62,270</td>
</tr>
<tr>
<td>15 to 19</td>
<td>22,339</td>
<td>60 and over</td>
<td>73,526</td>
</tr>
</tbody>
</table>

MAFS.4.NBT.2.4

4. How many more children are there between the ages of 10 to 19 are there than children under 10 years old?

________________

MAFS.4.NBT.2.4

5. Enter the missing digit to complete the addition statement.

\[
\begin{array}{c}
389,845 \\
+ 217,770 \\
\hline
764,615
\end{array}
\]

The missing digit is ________________.

Name: ______________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NBT.2.5

1. Find the product of 220 and 4.

________________

MAFS.4.NBT.2.5

2. Select all the expressions that have a product of 420.

- 35 x 12
- (3 x 5) x (2 x 10)
- (40 x 10) x (2 x 4)
- 40 x 20
- 14 x 30

MAFS.4.NBT.2.5

3. Chester wanted to find the product of 3,840 and 5. He was going to use an area model to help find the product. Finish Chester’s incomplete area model below and find the product.

```
3,000
5  15,000
```

MAFS.4.NBT.2.6

4. What is 400 divided by 5?

________________

MAFS.4.NBT.2.6

5. Select all the expressions that have a value of 25.

- 500 ÷ 5
- 600 ÷ 3
- 100 ÷ 4
- 150 ÷ 5
- 200 ÷ 8

Name: ____________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NBT.2.5

1. Find the product of 2,830 and 3.

MAFS.4.NBT.2.5

2. Mr. Dumars needs to order construction paper for his fourth grade class. He purchases 12 packs of construction paper. Each pack of construction paper has 48 pieces of paper. How many pieces of construction paper did Mr. Dumars order?

MAFS.4.NBT.2.6

4. What is 402 divided by 8?

MAFS.4.NBT.2.5

3. Which array can be used to find the product? Write the letter of the multiplication problem below the model that represents that equation.

   A. 6 x 3     B. 8 x 4     C. 4 x 6

   ■■■   ■■■■■■■■   ■■■
   ■■■   ■■■■■■■■   ■■■
   ■■■   ■■■■■■■■   ■■■
   ■■■   ■■■■■■■■   ■■■
   ■■■   ■■■■■■■■   ■■■
   ■■■   ■■■■■■■■   ■■■

Name: ______________________________________
Score: ____/5
Percentage: ____%
MAFS.4.NBT.2.5

1. If Mrs. Rodriguez eats 14 crackers a day. How many crackers will she eat in 3 weeks?

________________

MAFS.4.NBT.2.5

2. A fourth grade class at a local elementary answered 1,948 multiplication fact problems last month. If there were a total of 6 classes, how many multiplication facts did the 6 classes answer?

________________

MAFS.4.NBT.2.6

3. Select all the expressions that will have a remainder.
   - 36 ÷ 4
   - 34 ÷ 8
   - 24 ÷ 7
   - 54 ÷ 6
   - 43 ÷ 3

MAFS.4.NBT.2.6

4. Select all the equations that could be represented by the following array.

   ●●●●●
   ●●●●●
   ●●●

A. 15 ÷ 3
B. 3 x 5
C. 5 ÷ 3
D. 15 ÷ 5
E. 15 x 5

MAFS.4.NBT.2.6

5. Frank found the quotient of 676 divided by 4. To help him solve the problem he used the area model.

   4
   100 60 9
   676 276 36
   400 240 36
   276 36 0

Now, help Frank solve 944 divided by 8 using an area model.

   

   Name: ________________________________

   Score: ____/5

   Percentage: ____%
2. If Mrs. Rodriguez runs 8 miles a day. How many miles will she run in 4 weeks?


2. A fourth grade class at a local elementary answered 1,209 multiplication fact problems last month. If there were a total of 4 classes, how many multiplication facts did the 4 classes answer?


4. Look at the model. What division problem does it show?


5. Use an area model to solve 763 divided by 7.

Name: ________________________________

Score: ____/ 5

Percentage: ____%
MAFS.4.NBT.2.5

1. Select all the expressions that have a product of 640.

- 16 x 40
- (4 x 4) x (4 x 10)
- 40 ÷ 16
- (4 x 4) x (8 x 6)
- (2 x 5) x (8 x 2) x (2 x 2)

MAFS.4.NBT.2.5

2. Mr. Dumars needs to order construction paper for his fourth grade class. He purchases 22 packs of construction paper. Each pack of construction paper has 64 pieces of paper. How many pieces of construction paper did Mr. Dumars order?

322 x 64

MAFS.4.NBT.2.6

4. Look at the model. What division problem does it show?

5. Mrs. Federov assigned 1,176 assignments this past school year. If her students completed 12 assignments a day, how many days did it take her students to complete all the assignments?

MAFS.4.NBT.2.6

5. Mrs. Federov assigned 1,176 assignments this past school year. If her students completed 12 assignments a day, how many days did it take her students to complete all the assignments?

Name: ______________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NF.1.1

1. Kari modeled a fraction by shading parts of the circle as shown.

Kari’s Fraction Model

Shade the correct number of sections to model a fraction equivalent to Kari’s fractions.

MAFS.4.NF.1.1

2. Select all fractions that are equivalent to $\frac{2}{3}$?

- $\frac{6}{9}$
- $\frac{2}{5}$
- $\frac{4}{6}$
- $\frac{8}{10}$
- $\frac{3}{2}$

MAFS.4.NF.1.1

3. Create two fractions that are equivalent to $\frac{2}{3}$.

$\frac{3}{5} = \frac{3}{5} \times \frac{1}{2} = \frac{3}{10}$

Which statement describes Corey’s error?
A. He incorrectly multiplied $\frac{3}{5}$ and $\frac{1}{2}$.
B. It is impossible to find a fraction equivalent to $\frac{3}{5}$.
C. He should have divided by $\frac{1}{2}$.
D. He did not multiply $\frac{3}{5}$ by a fraction equal to one.

Name: ______________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NF.1.1

1. Kari modeled a fraction by shading parts of the circle as shown.

Kari’s Fraction Model

Shade the correct number of sections to model a fraction equivalent to Kari’s fractions.

MAFS.4.NF.1.1

2. Which fraction is equivalent to $1/3$?

A. $4/12$
B. $3/12$
C. $2/9$
D. $2/4$

MAFS.4.NF.1.1

3. Mindy and Jamie share chore responsibilities at home. After dinner, they both wash dishes. Mindy washed $2/12$ of the dishes and Jamie washed $2/6$ of the dishes. List three equivalent fractions to the amount of dishes Jamie washed.

________________

MAFS.4.NF.1.1

4. Manuel modeled a fraction by shading parts of the circle as shown.

Manuel’s Fraction Model

Select all the models that have been shaded to represent fractions to equivalent to Manuel’s fractions.

MAFS.4.NF.1.1

5. Clarissa has 20 DVDs that she owns. She puts them into different categories. She owns 16 comedy movies. Which fraction is equivalent to the number of DVDs that are comedy movies?

A. $4/8$
B. $4/5$
C. $1/4$
D. $4/16$

Name: __________________________________________

Score: ____/5

Percentage: ____%
1. Kari modeled a fraction by shading parts of the circle as shown.

Kari’s Fraction Model

Shade the correct number of sections to model a fraction equivalent to Kari’s fractions.

2. Select all fractions that are equivalent to \( \frac{3}{8} \)?

- \( \frac{1}{3} \)
- \( \frac{6}{16} \)
- \( \frac{30}{80} \)
- \( \frac{4}{12} \)
- \( \frac{15}{40} \)

3. Which fractions are equivalent to \( \frac{1}{6} \)?

A. \( \frac{2}{6}, \frac{3}{6} \)
B. \( \frac{1}{3}, \frac{1}{12} \)
C. \( \frac{2}{12}, \frac{3}{18} \)
D. \( \frac{2}{8}, \frac{3}{18} \)

4. For number 4, tell whether the fractions are equivalent by selecting the correct symbol.

\[
\begin{align*}
\frac{5}{7} & \neq \frac{20}{28} \\
\frac{14}{16} & \neq \frac{7}{8} \\
\frac{15}{25} & \neq \frac{5}{15}
\end{align*}
\]

5. Mary has two fraction models, each divided into equal-sized sections. The models are shaded to represent the same fraction.

Model A is divided into 8 sections, and 5 sections are shaded.

Model B is divided into 16 sections.

What do you know about the number of sections shaded in Model B? Explain your answer

____________________________________________

____________________________________________

____________________________________________

____________________________________________

Name: ______________________________________

Score: ____/5

Percentage: ____%
1. There are 24 students in Mrs. Callan’s class. There are 8 students in her class that take golf lessons after school. In simplest form, what fraction of Mrs. Callan’s class takes golf lessons?

________________ students take golf lessons

2. Create three fractions that are equivalent to 9/15?

________________

3. Kari modeled a fraction by shading parts of the circle as shown. Select all fractions that are equivalent to fraction Kari has modeled?

A. 3/7  
B. 4/7  
C. 5/7  
D. 1/4  
E. 8/21  
F. 12/21

4. For number 4, tell whether the fractions are equivalent by selecting the correct symbol.

\[
\begin{array}{cc}
\frac{3}{7} &=& \frac{12}{28} \\
\frac{6}{9} &=& \frac{2}{6} \\
\frac{8}{12} &=& \frac{2}{3} \\
\frac{9}{25} &=& \frac{36}{100}
\end{array}
\]

5. Mary has two fraction models, each divided into equal-sized sections. The models are shaded to represent the same fraction.

Model A is divided into 12 sections, and 4 sections are shaded.

Model B is divided into 4 sections.

What do you know about the number of sections shaded in Model B? Explain your answer

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Name: ______________________________________

Score: ____/5

Percentage: ____%
1. There are 21 students in Mrs. Callan’s class. There are 14 students in her class that got an A on the last spelling test. In simplest form, what fraction of Mrs. Callan’s class got an A on the last spelling test?

________________ students that got an A

2. Kari modeled a fraction by shading parts of the circle as shown.

Kari’s Fraction Model

Select all the models that have been shaded to represent fractions to equivalent to Kari’s fractions.

3. Mindy and Jamie share chore responsibilities at home. After dinner, they both wash dishes. Mindy washed \(\frac{4}{12}\) of the dishes and Jamie washed \(\frac{3}{8}\) of the dishes. Which fraction is equivalent to the amount of dishes Mindy washed?

A. \(\frac{2}{4}\)  
B. \(\frac{1}{3}\)  
C. \(\frac{3}{8}\)  
D. \(\frac{1}{4}\)

4. Create three fractions that are equivalent to \(\frac{12}{18}\)?

5. Mary has two fraction models, each divided into equal-sized sections. The models are shaded to represent the same fraction.

Model A is divided into 8 sections, and 6 sections are shaded.

Model B is divided into 4 sections.

What do you know about the number of sections shaded in Model B? Explain your answer

Name: ________________________________

Score: ____/5

Percentage: ____%
1. Select >, <, or = to complete a true statement about each pair of fractions.

\[
\begin{align*}
\frac{3}{5} & \quad \text{__} \quad \frac{5}{12} \\
\frac{5}{6} & \quad \text{__} \quad \frac{3}{8} \\
\frac{1}{3} & \quad \text{__} \quad \frac{3}{5}
\end{align*}
\]

2. Dell bought \(\frac{2}{9}\) pound of M&M’s and \(\frac{1}{3}\) pound of Snickers to take as a snack to the movies. Use the numbers to compare the amount of candy Dell bought.

\[
\begin{array}{c|c}
1 & 3 \\
2 & 9
\end{array}
\]

3. In class today, \(\frac{1}{4}\) of the students wore shorts and \(\frac{3}{12}\) of the students wore jeans. Which statement correctly compares the fractions?

A. \(\frac{1}{4} = \frac{3}{12}\)  \\
B. \(\frac{1}{4} > \frac{3}{12}\)  \\
C. \(\frac{3}{12} < \frac{1}{4}\)  \\
D. \(\frac{1}{4} < \frac{3}{12}\)

4. Compare the pair of fractions below. Match the statements to the correct symbol. Each symbol may be used more than once or not at all.

\[
\begin{align*}
\frac{3}{4} & \quad \text{__} \quad \frac{5}{8} \\
\frac{5}{8} & \quad \text{__} \quad \frac{6}{9} \\
\frac{6}{9} & \quad \text{__} \quad \frac{3}{4}
\end{align*}
\]

5. Vern has two fraction models, each divided into equal-sized sections. The models are shaded to represent the same fraction.

Model A is divided into 3 sections, and 2 sections are shaded.

Model B is divided into 12 sections.

What do you know about the number of sections shaded in Model B? Explain your answer

Name: ______________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NF.1.2

1. Select >, <, or = to complete a true statement about each pair of fractions.

\[
\begin{align*}
4/5 & \bigcirc 11/12 \\
6/16 & \bigcirc 3/8 \\
1/3 & \bigcirc 2/5
\end{align*}
\]

MAFS.4.NF.1.2

2. Maximillian bought \(\frac{2}{5}\) pound of M&M's and \(\frac{1}{2}\) pound of Snickers to take as a snack to the movies. Use the numbers to compare the amount of candy Maximillian bought.

\[
\begin{array}{c|c}
\text{1} & \text{5} \\
\hline
\text{2} & \text{2}
\end{array}
\]

MAFS.4.NF.1.2

3. Mindy and Jamie share chore responsibilities at home. After dinner, they both wash dishes. Mindy washed \(\frac{2}{12}\) of the dishes and Jamie washed \(\frac{2}{6}\) of the dishes. Which statement correctly compares the fractions?

A. \(\frac{2}{6} = \frac{2}{12}\) \\
B. \(\frac{2}{6} > \frac{2}{12}\) \\
C. \(\frac{2}{12} > \frac{2}{6}\) \\
D. \(\frac{2}{6} < \frac{2}{12}\)

MAFS.4.NF.1.2

4. Compare the pair of fractions below. Match the statements to the correct symbol. Each symbol may be used more than once or not at all.

\[
\begin{align*}
\frac{3}{8} & \bigcirc \frac{1}{4} \\
\frac{5}{8} & \bigcirc \frac{4}{6} \\
\frac{3}{9} & \bigcirc \frac{1}{3}
\end{align*}
\]

MAFS.4.NF.1.2

5. Derrick and Kobe ordered some pizza. Derrick eats \(\frac{2}{5}\) of a pizza. Kobe eats \(\frac{1}{2}\) of a pizza. Who ate more of the pizza? Which statement below is correct?

A. Derrick ate more. \(\frac{2}{5} > \frac{1}{2}\) because fifths are bigger than halves.
B. They ate the same amount of pizza. \(\frac{1}{2} = \frac{2}{5}\) because the area models for \(\frac{1}{2}\) and \(\frac{2}{5}\) are equivalent.
C. Derrick ate more. \(\frac{1}{2} < \frac{2}{5}\) because \(\frac{2}{5}\) has a larger numerator.
D. Kobe ate more. \(\frac{1}{2} > \frac{2}{5}\) because halves are bigger than fifths.

Name: ____________________________

Score: _____/5

Percentage: ____%
100 Day Countdown to the 4th Grade Math FSA – Day 38

MAFS.4.NF.1.2

1. Select >, <, or = to complete a true statement about each pair of fractions.

\[
\frac{4}{12} \bigcirc \frac{4}{8} \\
\frac{15}{30} \bigcirc \frac{3}{10} \\
\frac{4}{6} \bigcirc \frac{2}{3}
\]

MAFS.4.NF.1.2

2. Smith Elementary has a track around the school. Carl ran \(\frac{2}{7}\) of the way around the track before stopping to rest. Lewis ran \(\frac{3}{8}\) the way around the track before stopping to rest. Use the numbers to compare the amount Carl and Lewis ran around the track before stopping.

\[
\begin{array}{cc}
8 & 3 \\
2 & 7
\end{array}
\]

MAFS.4.NF.1.2

3. Select all the statements that correctly compare the fractions.

A. \(\frac{2}{6} = \frac{2}{12}\)
B. \(\frac{4}{6} > \frac{7}{12}\)
C. \(\frac{2}{12} = \frac{1}{6}\)
D. \(\frac{2}{3} < \frac{6}{9}\)
E. \(\frac{1}{4} > \frac{2}{10}\)

MAFS.4.NF.1.2

4. Compare the pair of fractions below. Match the statements to the correct symbol. Each symbol may be used more than once or not at all.

\[
\begin{array}{ccc}
\frac{3}{7} & \bigcirc & \frac{9}{21} & \bullet & \bullet < \\
\frac{16}{24} & \bigcirc & \frac{4}{6} & \bullet & \bullet > \\
\frac{3}{9} & \bigcirc & \frac{12}{27} & \bullet & \bullet =
\end{array}
\]

MAFS.4.NF.1.2

5. Derrick and Kobe ordered some pizza. Derrick eats \(\frac{4}{5}\) of a pizza. Kobe eats \(\frac{2}{3}\) of a pizza. Who ate more of the pizza? Which statement below is correct?

A. Kobe ate more. \(\frac{2}{3} > \frac{4}{5}\) because thirds are bigger than fifths.
B. They ate the same amount of pizza.
C. Derrick ate more. \(\frac{2}{3} < \frac{4}{5}\) because when you find the common denominator of 15, \(\frac{4}{5} = \frac{12}{15}\), and \(\frac{2}{5} = \frac{10}{15}\).
D. Kobe ate more. \(\frac{2}{3} > \frac{4}{5}\) because fifths are bigger than halves.

Name: ____________________________

Score: ____/5

Percentage: ____%
1. Select >, <, or = to complete a true statement about each pair of fractions.

- $\frac{3}{4}$ \(\bigcirc\) $\frac{13}{12}$
- $\frac{5}{9}$ \(\bigcirc\) $\frac{10}{18}$
- $\frac{6}{5}$ \(\bigcirc\) $\frac{7}{5}$

2. Smith Elementary has a track around the school. Carl ran bought $\frac{6}{8}$ of the way around the track before stopping to rest. Lewis ran $\frac{4}{5}$ the way around the track before stopping to rest. Use the numbers to compare the amount Carl and Lewis ran around the track before stopping.

3. Select all the statements that correctly compare the fractions.

A. $\frac{3}{6} > \frac{5}{12}$
B. $\frac{4}{6} < \frac{7}{12}$
C. $\frac{3}{24} < \frac{2}{12}$
D. $\frac{1}{3} < \frac{1}{2}$
E. $\frac{14}{18} > \frac{7}{9}$

4. Patrick walks his dog around his neighborhood. He walked his dog for $\frac{2}{5}$ of a mile on Monday. He walked his dog for $\frac{1}{3}$ of a mile on Tuesday. Which statement is true?

A. $\frac{2}{5} > \frac{1}{3}$
B. $\frac{2}{5} < \frac{1}{3}$
B. $\frac{1}{3} > \frac{2}{5}$
D. $\frac{1}{3} = \frac{2}{5}$

5. Place the following fractions in the correct location on the number line: $\frac{1}{2}$, $\frac{1}{8}$, $\frac{1}{3}$

\[
\begin{array}{c|c}
8 & 6 \\
4 & 5 \\
\hline
\end{array}
\quad \frac{\square}{\square} < \frac{\square}{\square}
\]

Name: ______________________________________
Score: ____/5
Percentage: ____%
MAFS.4.NF.1.2

1. Select >, <, or = to complete a true statement about each pair of fractions.
   
   \[
   \frac{1}{4} \bigg(\bigg) \frac{4}{12} \\
   \frac{2}{5} \bigg(\bigg) \frac{6}{15} \\
   \frac{3}{4} \bigg(\bigg) \frac{4}{3}
   \]

MAFS.4.NF.1.2

2. Derrick and Kobe ordered some pizza. Derrick eats 3/8 of a pizza. Kobe eats 4/12 of a pizza. Who ate more of the pizza? Which statement below is correct?

   [Diagram of fractions 3/8 and 4/12]

   A. \(\frac{3}{8} > \frac{4}{12}\)  
   B. \(\frac{3}{8} < \frac{4}{12}\)

MAFS.4.NF.1.2

3. Select all the statements that correctly compare the fractions.

   A. \(\frac{4}{22} > \frac{2}{11}\)  
   B. \(\frac{2}{5} > \frac{7}{12}\)  
   C. \(\frac{1}{2} = \frac{12}{24}\)  
   D. \(\frac{1}{6} < \frac{1}{5}\)  
   E. \(\frac{6}{8} > \frac{3}{5}\)

MAFS.4.NF.1.2

4. Patrick walks his dog around his neighborhood. He walked his dog for 4/7 of a mile on Monday. He walked his dog for 2/3 of a mile on Tuesday. Which statement is true?

   A. \(\frac{2}{3} > \frac{4}{7}\)  
   B. \(\frac{2}{3} < \frac{4}{7}\)  
   C. \(\frac{4}{7} > \frac{2}{3}\)  
   D. \(\frac{4}{7} = \frac{2}{3}\)

MAFS.4.NF.1.2

5. Place the following fractions in the correct location on the number line: 2/3, 3/4, 1/5, 2/4

   [Number line with placeholders for fractions]

Name: ______________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NF.2.3a

1. An expression is shown.
\[
\frac{1}{6} + \frac{1}{6}
\]
What is the value of the expression?

____________________

MAFS.4.NF.2.3a

2. An expression is shown.
\[
\frac{9}{10} + \frac{4}{10}
\]
What is the value of the expression?

____________________

MAFS.4.NF.2.3a

3. Sue had \(\frac{7}{8}\) cup of flour. She used \(\frac{1}{8}\) of a cup.
How much flour, in cups, does Sue have left?

____________________ cups of flour left

MAFS.4.NF.2.3b

4. Which sums show different ways to express \(\frac{5}{8}\)?
- \(\frac{2}{8} + \frac{3}{8}\)
- \(\frac{6}{8} - \frac{1}{8}\)
- \(\frac{7}{8} - \frac{4}{8} + \frac{3}{8}\)
- \(\frac{1}{8} + \frac{3}{8} + \frac{1}{8}\)
- \(\frac{7}{8} - \frac{2}{8} - \frac{1}{8}\)

MAFS.4.NF.2.3c

5. What is the sum of \(2\frac{2}{3}\) and \(1\frac{2}{3}\)?
What is the answer as a mixed number?

____________________
What is the answer as a fraction?

____________________

Name: ________________________________

Score: ____/5

Percentage: ____%
1. An expression is shown. 
\[ \frac{7}{12} - \frac{2}{6} \]
What is the value of the expression? 

Name: ________________________________  
Score: ____/5  
Percentage: ____%  

2. Use the fraction model to answer the question. 

\[ \square + \square \]

Write an equation that represents the shaded parts of the model? 

3. Which sums show different ways to express 9/12? 

- \( \frac{3}{12} + \frac{2}{12} + \frac{1}{12} + \frac{1}{12} \)
- \( \frac{4}{12} + \frac{2}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} \)
- \( \frac{3}{12} + \frac{3}{12} + \frac{3}{12} \)
- \( \frac{1}{4} + \frac{1}{4} + \frac{1}{4} \)
- \( 2 - \frac{1}{2} - \frac{2}{12} - \frac{1}{12} \)

4. At lunch, Nick drank \( \frac{2}{4} \) ounces of water. Victoria drank \( \frac{1}{4} \) ounces of water and Bennett drank \( \frac{3}{4} \) ounces of water. How much water did they drink all together? 

Name: ________________________________  
Score: ____/5  
Percentage: ____%  

5. What is the sum of \( \frac{4\frac{1}{6}}{6} \) and \( \frac{2\frac{2}{3}}{3} \)? 

What is the answer as a mixed number? 

What is the answer as a fraction? 

Name: ________________________________  
Score: ____/5  
Percentage: ____%
MAFS.4.NF.2.3a

1. Select all the expressions that show the correct sum or difference.

A. 2/3 + 1/3 = 1/3
B. 4/9 + 3/9 = 7/9
C. 9/10 – 3/10 = 6/10
D. 3/4 + 2/4 = 5/8
E. 10/12 – 8/12 = 2/12

MAFS.4.NF.2.3a

2. Use the fraction model to answer the question. Write an equation that represents the shaded parts of the model and solve the equation?

MAFS.4.NF.2.3b

3. Mickey ate 7/8 of his banana at breakfast this morning. Select the different ways to express 7/8 as a sum of fractions? Mark all that apply.

☐ 3/8 + 4/8
☐ 2/8 + 2/8 + 2/8 + 2/8
☐ 2/8 + 2/8 + 3/8
☐ 1/8 + 1/8 + 4/8
☐ 3/8 + 1/2

MAFS.4.NF.2.3d

4. At lunch, Nick drank 7 1/8 ounces of water. Victoria drank 3 1/8 ounces of water and Bennett drank 6 5/8 ounces of water. How much water did they drink all together?

______________ ounces of water

MAFS.4.NF.2.3c

5. What is the difference of 7 3/6 and 3 5/6?

What is the answer as a mixed number?

________

What is the answer as a fraction?

________

Name: ________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NF.2.3a

1. Select all the expressions that shows the correct sum or difference.

A. $\frac{2}{3} + \frac{1}{3} = \frac{3}{6}$
B. $\frac{4}{9} - \frac{3}{9} = \frac{1}{0}$
C. $\frac{9}{15} - \frac{4}{15} = \frac{5}{15}$
D. $\frac{3}{4} + \frac{1}{4} = 1$
E. $\frac{6}{12} + \frac{1}{12} = \frac{7}{12}$

MAFS.4.NF.2.3a

2. Use the fraction model to answer the question.

Which equation can represent the shaded parts of the model?

A. $\frac{10}{12} - \frac{4}{12}$
B. $\frac{4}{12} + \frac{3}{12}$
C. $\frac{1}{12} + \frac{8}{12}$
D. $\frac{11}{12} - \frac{3}{12}$

MAFS.4.NF.2.3b

3. Mickey ate $\frac{3}{10}$ of his banana at breakfast this morning. Write a different way to express $\frac{3}{10}$ as a sum of fractions.

MAFS.4.NF.2.3d

4. Beth bought $\frac{5}{6}$ pound of candy and her friend Starla bought $\frac{1}{6}$ pound of candy. How much more candy did Beth buy than Starla?

A. 

B. 

C. 

D. 

MAFS.4.NF.2.3c

5. Select all the expressions that show the mixed number and fraction that have the same value.

A. $\frac{3}{7} = \frac{45}{6}$
B. $\frac{1}{2} = \frac{4}{2}$
C. $\frac{2}{7} = \frac{9}{7}$
D. $\frac{4}{9} = \frac{72}{9}$

Name: ____________________________

Score: ____/5

Percentage: ____%
MAFS.4.NF.2.3a

1. Select all the expressions that show the correct sum or difference.

A. \( \frac{3}{5} + \frac{1}{5} = \frac{4}{5} \)
B. \( \frac{4}{12} + \frac{3}{12} = \frac{7}{12} \)
C. \( \frac{9}{9} - \frac{2}{9} = \frac{7}{9} \)
D. \( \frac{8}{12} + \frac{2}{12} = \frac{10}{24} \)
E. \( \frac{5}{12} - \frac{2}{12} = \frac{2}{12} \)

MAFS.4.NF.2.3a

2. Use the fraction model to answer the question.

Which equation can represent the shaded parts of the model?

A. \( \frac{1}{8} + \frac{1}{8} \)
B. \( \frac{2}{4} + \frac{1}{4} \)
C. \( \frac{7}{8} - \frac{3}{8} \)
D. \( \frac{2}{8} + \frac{1}{8} \)

MAFS.4.NF.2.3b

3. Mickey ate \( \frac{6}{9} \) of his banana at breakfast this morning. Select the different ways to express \( \frac{6}{9} \) as a sum of fractions? Mark all that apply.

- \( \frac{3}{9} + \frac{4}{9} \)
- \( \frac{2}{9} + \frac{2}{9} + \frac{2}{9} \)
- \( \frac{2}{9} + \frac{2}{9} + \frac{3}{9} \)
- \( \frac{1}{9} + \frac{1}{9} + \frac{4}{9} \)
- \( \frac{3}{9} + \frac{3}{9} \)

MAFS.4.NF.2.3d

4. After school, Nick rode his bike for \( \frac{3}{5} \) miles.

Jenny rode her bike for \( 3 \frac{1}{5} \) miles and Sheena rode her bike for \( 2 \frac{2}{5} \) miles. How farther did Jenny and Sheena ride their bike combined than Nick?

_________ miles

MAFS.4.NF.2.3c

5. What is the difference of \( \frac{9}{8} \) and \( \frac{7}{8} \)?

What is the answer as a mixed number?

_________

What is the answer as a fraction?

_________

Name: _____________________________

Score: ____/5

Percentage: ____%
1. An equation is shown.

\[ 3 \times \square = \frac{3}{4} \]

What is the missing number? ____________

2. An expression is shown.

\[ \frac{2}{3} \times 5 \]

What is the value of the expression? ____________

3. Seth uses a bowl to fill a container with soil. The bowl holds \( \frac{3}{4} \) cup of soil. How many cups of soil does the container hold if it takes 13 full bowls of soil to fill it?

4. An expression is shown.

\[ \frac{1}{4} \times 6 = \] ____________

Use a fraction model to help solve the expression. Shade in the appropriate number of boxes in the model to show the product.

5. Oscar and his brother walk to school every day. The trip to and from school is a total of \( \frac{4}{10} \) mile. How many miles do Oscar and his brother walk to school in one school week?

   A. 1 Mile  
   B. 2 Miles  
   C. 3 Miles  
   D. 4 Miles

Name: ________________________________

Score: ____/5

Percentage: ____%
1. An equation is shown.

$$11 \times \square = \frac{55}{10}$$

What is the missing number? ______________

MAFS.4.NF.2.4b

4. An expression is shown.

$$\frac{1}{3} \times 5 = \underline{}$$

Use a fraction model to help solve the expression. Shade in the appropriate number of boxes in the model to show the product.

MAFS.4.NF.2.4a

2. An expression is shown.

$$\frac{1}{5} \times 6$$

What is the value of the expression? ______________

MAFS.4.NF.2.4a

5. Select all the expressions that show a fraction that is a multiple of $\frac{1}{7}$.

A. $\frac{2}{7}$
B. $\frac{4}{7}$
C. $\frac{7}{4}$
D. $\frac{2}{6}$
E. $\frac{7}{7}$

Name: ______________________________________

Score: ____/5

Percentage: ____%
1. An equation is shown.

\[
\frac{1}{6} \times \Box = \frac{7}{6}
\]

What is the missing number? ______________

2. An expression is shown.

\[
\frac{2}{3} \times 5
\]

What is the value of the expression? ______________

3. Jasmin has a box of crayons. She lets her 3 friends each borrow \(\frac{1}{7}\) of her box of crayons. How many of her crayons does she let her friends borrow?

______________ crayons

4. Select the expression that matches the model below.

A. \(4 \times \frac{2}{3}\)
B. \(\frac{3}{4} \times 4\)
C. \(4 \times \frac{2}{5}\)
D. \(\frac{3}{9} \times 4\)

5. Select the expression that matches the model below.

A. \(\frac{3}{4} \times \frac{2}{5}\)
B. \(\frac{2}{5} \times \frac{1}{2}\)
C. \(\frac{6}{10} \times \frac{2}{4}\)
D. \(\frac{4}{3} \times \frac{5}{2}\)

Name: ____________________________

Score: ___/5

Percentage: ____%
1. An equation is shown.
\[8 \times \square = \frac{32}{5}\]
What is the missing number? ______________

2. An expression is shown.
\[\frac{1}{4} \times 5\]
What is the value of the expression? ______________

3. Jasmin has a box of crayons. She lets her 5 friends each borrow \(\frac{1}{8}\) of her box of crayons. How many of her crayons does she let her friends borrow?

______________ crayons

4. Select all the expressions that show the correct product.
A. \(4 \times \frac{6}{8} = \frac{24}{8}\)
B. \(4 \times \frac{1}{4} = \frac{5}{4}\)
C. \(9 \times \frac{3}{8} = \frac{75}{8}\)
D. \(2 \times \frac{5}{10} = \frac{10}{10}\)
E. \(1 \times \frac{4}{6} = \frac{4}{6}\)

5. Select all the expressions that show a fraction that is a multiple of \(\frac{1}{9}\).
A. \(\frac{2}{9}\)
B. \(\frac{4}{9}\)
C. \(\frac{9}{4}\)
D. \(\frac{9}{1}\)
E. \(\frac{7}{9}\)

Name: ______________________________________
Score: ____/5
Percentage: ____%
MAFS.4.NF.2.4b

1. An equation is shown.
\[ 2 \times \square = \frac{6}{6} \]
What is the missing number? ______________

MAFS.4.NF.2.4b

2. An expression is shown.
\[ \frac{7}{8} \times 6 \]
What is the value of the expression? ______________

MAFS.4.NF.2.4c

3. If each person at a party will eat \( \frac{3}{8} \) of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

\[ \frac{3}{8} \times 5 = \] ______________ pounds of roast beef

The pounds of roast beef needed are between _____ and _____ pounds.

MAFS.4.NF.2.4b

4. Select all the expressions that show the correct product.

A. \( 3 \times \frac{6}{5} = \frac{18}{5} \)
B. \( 4 \times \frac{2}{8} = \frac{8}{8} \)
C. \( 9 \times \frac{1}{7} = \frac{9}{7} \)
D. \( 25 \times \frac{5}{10} = \frac{125}{10} \)
E. \( 6 \times \frac{7}{100} = \frac{13}{100} \)

MAFS.4.NF.2.4b

5. An expression is shown.
\[ \frac{2}{5} \times 7 = \] ______________
Use a fraction model to help solve the expression. Shade in the appropriate number of boxes in the model to show the product.

Name: ______________________________________

Score: ___/5
Percentage: ____%
### Day 1

1. B
2. $2 \times 8 = 16$
3. $5 \times 12; 12(5)$
4. $10 \times m = 30$
5. 12

### Day 2

1. C
2. $14 \times 6 = 84$
3. $9 + 9 + 9 + 9 + 9 + 9 + 9$
   $7 \times 9$
   $9 \times 7$
   $(3 \times 3) \times 7$
4. $15 \times m = 45$
5. 45

### Day 3

1. C
2. $4 \times p = 32$ or $4 \times 8 = 32$; 8 art projects
3. $12(8); (3 + 5) \times 12$
4. $25 \times m = 100$
5. 72

### Day 4

1. D
2. $5 \times p = 40$ or $5 \times 8 = 40$; 8 art projects
3. $4(6)$
   $(2 + 2) \times 6$
   $(2 + 2) \times (4 + 2)$
4. $24 \times m = 72$ or $24 \times 3 = 72$; 3 times farther
5. C

### Day 5

1. $56 = 7 \times 8$
2. $6 \times 12 = 72$
3. $14(7); (7 \times 1) \times (7 + 7); (7 \times 1) \times (7 + 7)$
4. $16 \times m = 64$; 4 marbles
5. B

### Day 6

1. $\$38$
2. The number 5 represents the amount or number of dollars that Chad has left over after buying 4 umbrellas.
3. Possible Answer: $(3 \times 15) + (4 \times 5) = c$
4. C. $86 - 69 = 58 - 43$
5. D. The value of $m$ is fifteen less than 42.

### Day 7

1. $\$5$
2. 3 hats
3. Least = $\$9$ per umbrella
   Most = $\$19$ per umbrella
4. A. $42 + 14 = 38 + 18$
   C. $67 + 33 = 70 + 30$
   D. $93 + 35 = 95 + 33$
5. A. The value of $m$ is five more than 22.
Day 8

1. $82
2. The number 2 represents the amount or number of dollars that Chad has left over after buying 3 umbrellas.
3. Least = $6 per umbrella
   Most = $11 per umbrella
4. A. 42 + 11 = 38 + 20
   D. 63 + 15 = 65 – 13
5. The value of m is nine more than 44, because when I add 44 + 4, then add 5, my value of m is 53. This makes my equation equivalent.

Day 9

1. $4
2. 2 hats
3. Possible Answer: (7 x 8) + (10 x 4) = c
4. D. The equation is true because the sum of 44 and 38 is equivalent to the sum of 59 and 23.
5. B. The value of m is thirty–two than 98.

Day 10

1. $5
2. 3 hats
3. Least = $15 per umbrella
   Most = $20 per umbrella
4. A. 8 x 7 = 38 + 18
   B. 36 ÷ 4 = 42 – 33
   C. 35 + 24 = 94 – 35
   D. 83 – 35 = 8 x 6
5. D. That value of m is incorrect. The value of n is correct.

Day 11

1. 1, 2, 5, 10
2. A. 2
   B. 3
   D. 6
3. | Prime | Composite |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>X</td>
</tr>
<tr>
<td>13</td>
<td>X</td>
</tr>
<tr>
<td>12</td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>X</td>
</tr>
</tbody>
</table>
4. 8
5. Possible answer: In each new shape a new row is added. In each new row, the number increases by 1 from the previous row. The pattern is “Add 1” to each new row.

Day 12

1. x
2. 1
   A. 1
   B. 2
   C. 3
   D. 6
3. 8
4. 84
5. First, I picked a number to start with. Then, I multiplied that number by 3 and subtracted it by 2. I did the same thing for the next number.
Check student work in their charts.
Day 13

1. The numbers in number of rows and number of chairs in each row may be flipped.

<table>
<thead>
<tr>
<th>Number of Rows</th>
<th>Number of Chairs in Each Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrangement 1</td>
<td>16</td>
</tr>
<tr>
<td>Arrangement 2</td>
<td>4</td>
</tr>
<tr>
<td>Arrangement 3</td>
<td>2</td>
</tr>
</tbody>
</table>

2. | Prime | Composite |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>79</td>
<td>28, 95, 102</td>
</tr>
</tbody>
</table>

3.

4. 33

5. 16, 18

Day 14

1. 32: 1, 2, 4, 8, 16, 32

2. A. 1
   B. 2
   C. 3
   E. 9

3. 85

4. Possible Explanation: 337 could be part of this pattern because this is the third number in the pattern when you follow the rule multiply 4, and then add 13. The second number should be 81 and the fourth number should be 1361. Not 80 and 1362.

5. A. 29
   B. 35
   E. 59

Day 15

1. The numbers in number of rows and number of chairs in each row may be flipped.

<table>
<thead>
<tr>
<th>Number of Rows</th>
<th>Number of Chairs in Each Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrangement 1</td>
<td>16</td>
</tr>
<tr>
<td>Arrangement 2</td>
<td>10</td>
</tr>
<tr>
<td>Arrangement 3</td>
<td>12</td>
</tr>
<tr>
<td>Arrangement 4</td>
<td>4</td>
</tr>
<tr>
<td>Arrangement 5</td>
<td>2</td>
</tr>
</tbody>
</table>

2. | Prime | Composite |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>67, 83</td>
<td>65, 51</td>
</tr>
</tbody>
</table>

3. A. 1
   B. 4

4. A. Every number in the pattern is odd because the initial number is odd and the rate of change is odd, therefore, the pattern numbers will always be odd.

   5. 7, 10, 13, 16, 19

Day 16

1. 10

2. Possible explanation: 250,000 is 1,000 times larger than 250 because I can multiply 250 by 1,000 to get 250,000.

3. The value of the 3 in 300 is 10 times larger than the 3 in 30.

4. B. Two hundred fifty-three

5. 65,201
100 Day Countdown to the 4th Grade Math FSA Answer Key

**Day 17**

1. 33 boxes of soda
2. Possible explanation: 25,000 is 100 times larger than 250 because I can multiply 250 by 100 to get 25,000.
3. The value of the 4 in 640,700 is 1,000 times larger than the 4 in 67,040.

<table>
<thead>
<tr>
<th>600,000</th>
<th>60,000</th>
<th>6,000</th>
<th>600</th>
<th>60</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. 5 ten-thousands, 46 hundreds, 25 ones
5. ○ 50 thousands, 46 hundreds, 20 tens, 5 ones
   ○ 54 thousands, 6 hundreds, 2 tens, 5 ones

**Day 18**

1. 890 full coin wrappers
2. The value of the 7 in 67,040 is 10 times larger than the 7 in 640,700.
3. ○ 337 < 373
   ○ 825 < 852

<table>
<thead>
<tr>
<th>600,000</th>
<th>60,000</th>
<th>6,000</th>
<th>600</th>
<th>60</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. 50,000 + 1,000 + 200 + 90 + 3
   ○ fifty-one thousand, two hundred ninety-three
   ○ 51 thousands, 2 hundreds, 93 ones

**Day 19**

1. A: True, B: False, C: True, D: False
2. Possible explanation: 37,000 is 1,000 times larger than 37 because I can multiply 3 by 1,000 to get 37,000.
3. ○ 259 < 295
4. 973,062
5. C. thirty four thousand, eight hundred twenty-three

**Day 20**

1. 46 boxes of soda
2. The value of the 6 in 640,700 is 10 times larger than the 6 in 67,040.
3. A. 703,582
   C. 730,285
   D. 703,528

<table>
<thead>
<tr>
<th>600,000</th>
<th>60,000</th>
<th>6,000</th>
<th>600</th>
<th>60</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. 70,000 + 1,000 + 600 + 90 + 4
   seventy-one thousand, six hundred ninety-four
   71,000 + 600 + 90 + 4
   71 thousands, 6 hundreds, 9 tens, 4 ones

5. ○ 50,000 + 1,000 + 200 + 90 + 3
   ○ fifty-one thousand, two hundred ninety-three
   ○ 51 thousands, 2 hundreds, 93 ones
Day 21

1. 600,000
2. B. 4,140
3. C. 4,060
4. D. 4,109
5. The missing digit is 9.

Day 22

1. 590,000
2. 3. 1,304
3. 4. 2,683
4. 5. The missing digit is 7.

Day 23

1. 112,200
2. A. 46,849
3. D. 46,792
4. E. 46,500
5. The missing digit is 6.

Day 24

1. B. 38,805
2. C. 37,990
3. D. 38,792
4. E. 38,750

Day 25

1. 110,000
2. 3. 4,444
3. 4. 1,337
4. The missing digit is 5.

Day 26

1. 880
2. 35 x 12
3. 15,000
4. 80
5. 100 ÷ 4
6. 200 ÷ 8
Day 27

1. 8,490
2. 576
3. C, B, A
4. 50 r 2
5. A. 141

Day 28

1. 294 crackers
2. 11,688
3. 34 ÷ 8
24 ÷ 7
43 ÷ 3
4. A. 15 ÷ 3
B. 3 x 5
D. 15 ÷ 5

<table>
<thead>
<tr>
<th></th>
<th>100</th>
<th>10</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>944</td>
<td>144</td>
<td>64</td>
</tr>
</tbody>
</table>

5.

Day 29

1. 224 miles
2. 4,836
3. C. Both are correct.
4. 22 ÷ 3 → 6 r 4

<table>
<thead>
<tr>
<th></th>
<th>100</th>
<th>0</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>763</td>
<td>83</td>
<td>63</td>
</tr>
</tbody>
</table>

5. He incorrectly multiplied 3/5 and 1/2.

Day 30

1. 16 x 40
(4 x 4) x (4 x 10)
(2 x 5) x (8 x 2) x (2 x 2)
2. 1,408
3. 49 ÷ 8
17 ÷ 7
74 ÷ 3
4. 31 ÷ 3 → 9 r 4
5. 98 days

Day 31

1. 6/9
2. 4/6
3. Possible answers: 4/6, 6/9, 8/12

4.

5. He incorrectly multiplied 3/5 and 1/2.

Day 32

1. 4/12
2. A. 4/12
3. Possible Answers: 1/3, 3/9, 4/12

4.

5. B. 4/5
Day 33

1. 2/3 students that got an A

2. 6/16
   30/80
   15/40

3. C. 2/12, 3/18

4. The number of sections shaded in are going to be double of the original model because the number of sections doubled in model b. So, I shaded in 8 sections.

Day 34

1. 1/3 students take golf lessons

2. Possible answers: 3/5, 18/30, 27/45, 90/150, 900/1500

3. B. 4/7

4. F. 12/21

5. The number of sections shaded in are going to be double of the original model because the number of sections doubled in model b. So, I shaded in 8 sections.

Day 35

1. 2/3 students that got an A

2. 

3. B. 1/3

4. Possible Answers: 2/3, 6/9, 8/12, 10/15

5. The number of sections shaded in are going to be smaller than of the original model. There are half the sections in model a, than model b. So, three sections will be shaded in.

Day 36

1. 3/5 > 5/12

2. 5/6 > 3/8

3. 1/3 < 3/5

4. 2/9 < 1/3

3. A. 1/4 = 3/12

4. The number of sections shaded in are going to be smaller than of the original model. I found the simplest form on 4/12=1/3. So, there will be three sections will one section shaded in.

5. The number of sections shaded in are going to be four times of the original model because the number of sections were four times more in model b. So, I shaded in 8 sections.
Day 37

1. \( \frac{4}{5} < \frac{11}{12} \)
2. \( \frac{6}{16} = \frac{3}{8} \)
3. \( \frac{1}{3} < \frac{2}{5} \)
4. \( \frac{2}{6} > \frac{2}{12} \)

4. Kobe ate more. \( \frac{1}{2} > \frac{2}{5} \) because halves are bigger than fifths.

Day 38

1. \( \frac{4}{12} < \frac{4}{8} \)
2. \( \frac{15}{30} > \frac{3}{10} \)
3. \( \frac{4}{6} = \frac{2}{3} \)
4. \( \frac{2}{7} < \frac{3}{8} \)
5. \( \frac{2}{12} = \frac{1}{6} \)
6. \( \frac{1}{4} > \frac{2}{10} \)

5. A. Kobe ate more. \( \frac{2}{3} > \frac{4}{5} \) because thirds are bigger than fifths.

Day 39

1. \( \frac{3}{4} < \frac{13}{12} \)
2. \( \frac{5}{9} = \frac{10}{18} \)
3. \( \frac{6}{5} < \frac{7}{5} \)
4. \( \frac{6}{8} < \frac{4}{5} \)
5. \( \frac{3}{6} > \frac{5}{12} \)
6. \( \frac{1}{3} < \frac{2}{5} \)
7. \( \frac{3}{24} < \frac{2}{12} \)
8. \( \frac{1}{3} < \frac{1}{2} \)
9. \( \frac{2}{5} > \frac{1}{3} \)

Day 40

1. \( \frac{1}{4} < \frac{4}{12} \)
2. \( \frac{2}{5} = \frac{6}{15} \)
3. \( \frac{3}{4} < \frac{4}{3} \)
4. \( \frac{4}{12} < \frac{3}{8} \)
5. \( \frac{3}{12} = \frac{12}{24} \)
6. \( \frac{1}{6} < \frac{1}{5} \)
7. \( \frac{6}{8} > \frac{3}{5} \)
8. \( \frac{2}{3} > \frac{4}{7} \)

Day 41

1. \( \frac{2}{6} \) or \( \frac{1}{3} \)
2. \( \frac{13}{10} \) or \( \frac{1}{3} \)
3. \( \frac{6}{8} \) or \( \frac{3}{4} \) cups of flour left
4. \( \frac{2}{8} + \frac{3}{8} \)
5. \( \frac{6}{8} - \frac{1}{8} \)
6. \( \frac{1}{8} + \frac{3}{8} + \frac{1}{8} \)

Mixed Number: \( 4 \frac{1}{3} \)
Fraction: \( 13/3 \)
Day 42

1. $\frac{3}{12}$ or $\frac{1}{4}$
2. $\frac{5}{6}$
3. $\frac{4}{12} + \frac{2}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12}$
   $\frac{3}{12} + \frac{3}{12} + \frac{3}{12}$
   $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$
   $2 - \frac{2}{12} - \frac{1}{12}$
4. $\frac{7}{4}$ or $7\frac{1}{2}$ ounces of water
5. Mixed Number: $6\frac{5}{6}$
   Fraction: $\frac{41}{6}$

Day 43

1. B. $\frac{4}{9} + \frac{3}{9} = \frac{7}{9}$
   C. $\frac{9}{10} - \frac{3}{10} = \frac{6}{10}$
   E. $\frac{10}{12} - \frac{8}{12} = \frac{2}{12}$
2. $\frac{5}{20}$ or $\frac{1}{4}$
3. $\frac{3}{8} + \frac{4}{8}$
   $\frac{2}{8} + \frac{2}{8} + \frac{3}{8}$
   $\frac{3}{8} + \frac{1}{2}$
4. $\frac{7}{8}$ ounces of water
5. Mixed Number: $3\frac{5}{6}$ or $3\frac{2}{3}$
   Fraction: $\frac{22}{6}$ or $\frac{1}{3}$

Day 44

1. C. $\frac{9}{15} - \frac{4}{15} = \frac{5}{15}$
   D. $\frac{3}{4} + \frac{1}{4} = 1$
   E. $\frac{6}{12} + \frac{1}{12} = \frac{7}{12}$
2. D. $\frac{11}{12} - \frac{3}{12}$
3. Possible Answers: $\frac{1}{10} + \frac{1}{10} + \frac{1}{10}$ or $\frac{2}{10} + \frac{1}{10}$
4. B
5. A. $\frac{3}{6} = \frac{45}{6}$; C. $\frac{2}{7} = \frac{9}{7}$

Day 45

1. A. $\frac{3}{5} + \frac{1}{5} = \frac{4}{5}$
   B. $\frac{4}{12} + \frac{3}{12} = \frac{7}{12}$
   C. $\frac{9}{9} - \frac{2}{9} = \frac{7}{9}$
2. D. $\frac{2}{8} + \frac{1}{8}$
3. $\frac{2}{9} + \frac{2}{9} + \frac{2}{9}$
   $\frac{1}{9} + \frac{1}{9} + \frac{4}{9}$
   $\frac{3}{9} + \frac{3}{9}$$\quad$
4. 4 miles
5. Mixed Number: $1\frac{5}{8}$
   Fraction: $\frac{13}{8}$

Day 46

1. $\frac{1}{4}$
2. $\frac{10}{3}$
3. $\frac{39}{4}$
4. $\frac{2}{5}$
5. B. 2 Miles
Day 47

1. $\frac{5}{10}$
2. $\frac{6}{5}$
3. $\frac{3}{5}$ crayons
   - [ ] [ ] [ ]
4. [ ] [ ] [ ]
5. A. $\frac{2}{7}$
   B. $\frac{4}{7}$
   C. $\frac{7}{7}$

Day 48

1. $\frac{7}{1}$
2. $\frac{25}{3}$
3. $\frac{3}{7}$ crayons
4. A. $\frac{4 \times 2}{3}$
5. A. $\frac{3}{4} \times \frac{2}{5}$

Day 49

1. $\frac{4}{5}$
2. $\frac{5}{4}$
3. $\frac{5}{8}$ crayons
4. A. $\frac{4 \times 6}{8} = \frac{24}{8}$
   D. $\frac{2 \times 5}{10} = \frac{10}{10}$
   E. $\frac{1 \times 4}{6} = \frac{4}{6}$
5. A. $\frac{2}{9}$
   B. $\frac{4}{9}$
   E. $\frac{7}{9}$

Day 50

1. $\frac{3}{6}$
2. $\frac{42}{8}$
3. $\frac{15}{8}$ or $1 \frac{7}{8}$ pounds of roast beef; The pounds of roast beef needed are between 1 and 2 pounds.
4. A. $\frac{3 \times 6}{5} = \frac{18}{5}$
   B. $\frac{4 \times 2}{8} = \frac{8}{8}$
   C. $\frac{9 \times 1}{7} = \frac{9}{7}$
   D. $\frac{25 \times 5}{10} = \frac{125}{10}$
5. $\frac{14}{5}$; [ ] [ ] [ ] [ ] [ ]