100 Day Countdown to the 4th Grade Math FSA

Name: __________________________________________________________
Date: __________________________________________________________
Teacher: _______________________________________________________
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MAFS.4.NF.3.5

1. Create a fraction with the denominator of 100 that is equivalent to 2/10.

______________

MAFS.4.NF.3.5

2. An equation is shown.

\[ \frac{6}{10} + \square = \frac{89}{100} \]

What is the missing number? ______________

MAFS.4.NF.3.5

3. A fraction model is shown.

The fraction represented by this model can be written in the form of \( ?/10 \).

What is the missing number? ______________

MAFS.4.NF.3.5

4. Which fraction is equivalent to \( \frac{3}{10} \)?

A. \( \frac{3}{1} \)
B. \( \frac{30}{100} \)
C. \( \frac{30}{10} \)
D. \( \frac{3}{100} \)

MAFS.4.NF.3.5

5. Select all numbers that are shown by the model.

- \( 3.2 \)
- \( \frac{23}{10} \)
- \( \frac{30}{10} \)
- \( 2.3 \)
- \( \frac{\frac{3}{10}}{} \)

Name: ______________________________________

Score: ____/5

Percentage: ____%
1. Which fraction is equivalent to $\frac{4}{10}$?

A. $\frac{4}{100}$
B. $\frac{40}{10}$
C. $\frac{40}{100}$
D. $\frac{40}{1,000}$

2. An equation is shown.

$\frac{3}{10} + \square = \frac{64}{100}$

What is the missing number? __________

3. A fraction model is shown.

The fraction represented by this model can be written in the form of $?/100$.

What is the missing number? __________

4. Jamal and Jaden are combining their money to buy some snacks for their sleepover this weekend. Jamal has $\frac{7}{10}$ dollar and Jaden has $\frac{16}{100}$ dollar. How much money do they have combined?

_____________

5. Select all numbers that are shown by the model.

- 1.3
- $\frac{10}{13}$
- $\frac{13}{10}$
- $\frac{1\frac{3}{10}}{10}$
- $\frac{130}{100}$

Name: ______________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NF.3.5

1. Create a fraction with the denominator of 100 that is equivalent to \( \frac{9}{10} \).

   ______________

MAFS.4.NF.3.5

2. An equation is shown.

   \[
   \frac{19}{100} + \, \square \, = \, \frac{27}{100}
   \]

What is the missing number? ______________

MAFS.4.NF.3.5

3. Which fraction is equivalent to \( \frac{80}{100} \)?

   A. \( \frac{8}{10} \)
   
   B. \( \frac{8}{100} \)
   
   C. \( \frac{80}{10} \)
   
   D. \( \frac{80}{1,000} \)

What is the missing number? ______________

MAFS.4.NF.3.5

4. An equation is shown. Fill in the numbers to find the sum

   \[
   \frac{10}{100} + \, \square \, /10 = \frac{70}{\, \square \,}
   \]

MAFS.4.NF.3.5

5. Shade the model to show \( \frac{9}{10} \). Then write an equivalent fraction in the form of \( \square /100 \).

   __________________________

Name: ______________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NF.3.5

1. Create a fraction with the denominator of 10 that is equivalent to \( \frac{10}{100} \).

______________

MAFS.4.NF.3.5

2. An equation is shown.

\[ \frac{6}{10} + \square = \frac{81}{100} \]

What is the missing number? ______________

MAFS.4.NF.3.5

3. Which fraction is equivalent to \( \frac{50}{100} \)?

A. \( \frac{1}{5} \)
B. \( \frac{5}{100} \)
C. \( \frac{50}{1} \)
D. \( \frac{5}{10} \)

MAFS.4.NF.3.5

4. An equation is shown. Fill in the numbers to find the sum

\[ \frac{4}{10} + \square \times \frac{1}{100} = \frac{7}{\square} \]

MAFS.4.NF.3.5

5. Shade the model to show \( \frac{80}{100} \). Then write an equivalent fraction in the form of \( \square/10 \).

What is the missing number? ______________

Name: ______________________________________

Score: ____/5

Percentage: ____%
1. Create a fraction with the denominator of 100 that is equivalent to $\frac{6}{10}$.

2. Jamal and Jaden are combining their money to buy some snacks for their sleepover this weekend. Jamal has $\frac{54}{100}$ dollar and Jaden has $\frac{4}{10}$ dollar. How much money do they have combined?

3. Select all numbers that are shown by the model.

4. An equation is shown. Fill in the numbers to find the sum

$$\square \div 100 + \frac{2}{10} = \frac{39}{\square}$$

5. Shade the model to show $\frac{30}{100}$. Then write an equivalent fraction in the form of $\square/10$.

What is the missing number? __________

Name: ______________________________________

Score: ____/5

Percentage: ____%
1. A value is shown.

\[ \frac{3}{10} \]

What is this value in decimal form? ______________

2. What decimal does the dot represent on the number line?

3. Two values are shown.

0.43
2.75

Correctly plot these values on the number line.

4. A value is shown.

\[ \frac{54}{100} \]

What is this value in decimal form? ______________

5. Select all the fractions that are equivalent to 0.8.

- \[ \frac{8}{10} \]
- \[ \frac{80}{100} \]
- \[ \frac{8}{100} \]
- \[ \frac{80}{100} \]
- \[ \frac{100}{80} \]

Name: _______________________________

Score: ____/5
Percentage: ____%
MAFS.4.NF.3.6

1. Select all the fractions that are equivalent to 0.2.
   - 2/10
   - 20/10
   - 2/100
   - 20/100
   - 100/20

MAFS.4.NF.3.6

2. A value is shown.
   
   0.62

   What is this value in fraction form? ____________

MAFS.4.NF.3.6

3. Two values are shown.
   - 0.50
   - 1.75

   Correctly plot these values on the number line.

MAFS.4.NF.3.6

4. A value is shown.
   
   5 \frac{20}{100}

   What is this value in decimal form? ____________

MAFS.4.NF.3.6

5. Select all the statements that are true.
   - 0.7 is equivalent to \( \frac{70}{100} \).
   - 0.12 is equivalent to \( \frac{12}{100} \).
   - 0.7 is equivalent to 0.70.
   - \( \frac{2}{100} \) is equivalent to 0.02.
   - \( \frac{4}{10} \) is equivalent to 0.04.

Name: ________________________________

Score: ____/5

Percentage: ____%
100 Day Countdown to the 4th Grade Math FSA – Day 58

MAFS.4.NF.3.6

1. A value is shown.

32/100

What is this value in decimal form? ______________

MAFS.4.NF.3.6

2. What decimal does the dot represent on the number line?

______________

MAFS.4.NF.3.6

3. Two values are shown.

1.33
1.10

Correctly plot these values on the number line.

MAFS.4.NF.3.6

4. A value is shown.

7.3

What is this value in fraction form? ______________

MAFS.4.NF.3.6

5. Select all the fractions and decimals that are equivalent to 6/10.

○ 0.60
○ 60/100
○ 0.6
○ 6
○ 0.06

Name: ________________________________

Score: ____/5

Percentage: ____%
1. Select all the statements that are true.

- $0.73$ is equivalent to $\frac{73}{100}$.
- $0.2$ is equivalent to $0.02$.
- $\frac{3}{100}$ is equivalent to $0.03$.
- $\frac{2}{10}$ is equivalent to $0.2$.
- $\frac{11}{10}$ is equivalent to $1.1$.

2. Fabiano purchased a bottle of water for $\frac{75}{100}$ of a dollar at the grocery store. What is $\frac{75}{100}$ as a decimal? ______________

3. What decimal does the dot represent on the number line? ______________

4. A value is shown.

- $3 \frac{8}{100}$

What is this value in decimal form? ______________

5. Complete the table.

<table>
<thead>
<tr>
<th>Fraction or Mixed Number</th>
<th>Decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\frac{8}{100}$</td>
<td>0.08</td>
</tr>
<tr>
<td>$\frac{6}{10}$</td>
<td>0.27</td>
</tr>
<tr>
<td>$\frac{89}{100}$</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Name: ________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NF.3.6

1. Fabiano likes to skateboard. Last week, he skateboarded \( \frac{5}{10} \) of a mile. What is a fraction in hundredths equal to \( \frac{5}{10} \)?

\[ \underline{\text{______________}} \]

MAFS.4.NF.3.6

2. What decimal does the dot represent on the number line?

\[ \underline{3.0 \quad \text{----------} \quad 5.0} \]

MAFS.4.NF.3.6

3. Two values are shown.

\[
\begin{align*}
\frac{8}{10} \\
2 \frac{25}{100}
\end{align*}
\]

Correctly plot these values on the number line.

MAFS.4.NF.3.6

4. A value is shown.

\[ 3.69 \]

What is this value in fraction form? \[ \underline{\text{______________}} \]

MAFS.4.NF.3.6

5. Complete the table.

<table>
<thead>
<tr>
<th>Fraction or Mixed Number</th>
<th>Decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{2}{100} )</td>
<td></td>
</tr>
<tr>
<td>( \frac{9}{10} )</td>
<td>0.88</td>
</tr>
<tr>
<td>( \frac{41}{100} )</td>
<td>0.4</td>
</tr>
</tbody>
</table>

Name: ______________________________________

Score: ____/5

Percentage: ____%
1. Mr. Shelby bought a new plant, the plant grew 2.6 centimeters in the first week and 3.4 centimeters the second week. Select all the true comparisons of the plant growth for the two weeks.

- 2.6 > 3.4
- 3.4 > 2.6
- 2.6 < 3.4
- 3.4 < 2.6
- 2.6 = 3.4

2. Each model shown represents 1 whole.

   Shade the sections in the models to represent 0.2 and 0.3. Then, select the correct comparison symbol.

3. Complete the table to show a possible missing digit for each comparison.

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Missing Digit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7 &lt; 2.□</td>
<td></td>
</tr>
<tr>
<td>0.23 &gt; 0.□</td>
<td></td>
</tr>
</tbody>
</table>

4. Allison wrote down a decimal number that is greater than 0.58, but less than 0.62. What is one number Allison could have written down?

5. The locations of points K and L on the number line represent decimal numbers.

Explain why the value of point L is greater than the value of point K.

Name: __________________________

Score: ____/5

Percentage: ____%
MAFS.4.NF.3.7

1. Mr. Shelby bought a new plant, the plant grew 3.61 centimeters in the first week and 3.6 centimeters the second week. Select all the true comparisons of the plant growth for the two weeks.

- 3.6 > 3.61
- 3.61 > 3.6
- 3.61 < 3.6
- 3.6 < 3.61
- 3.6 = 3.61

MAFS.4.NF.3.7

2. Each model shown represents 1 whole.

Shade the sections in the models to represent 0.5 and 0.6. Then, select the correct comparison symbol.

MAFS.4.NF.3.7

3. Complete the table to show a possible missing digit for each comparison.

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Missing Digit</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 &lt; 6.□</td>
<td>Many different possible answers; 6.21 or more</td>
</tr>
<tr>
<td>8.59 &gt; 8.□</td>
<td>Many different possible answers; 8.58 or less</td>
</tr>
</tbody>
</table>

MAFS.4.NF.3.7

4. Allison wrote down a decimal number that is greater than 3.08, but less than 3.11. What is one number Allison could have written down?

NAME: ________________________

Score: ____/5

Percentage: ____%
1. Zach and Karla each have seeds they will plant in a class garden. Zach’s flower seeds weigh 1.5 grams. Karla’s seeds weigh 1.46 grams. Select the correct symbol for each comparison:

<table>
<thead>
<tr>
<th></th>
<th>&lt;</th>
<th>&gt;</th>
<th>=</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.46</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. A number line is shown.

Put each number in the comparison in its correct location on the number. Then, select the correct comparison symbol.

3. Allison wrote down a decimal number that is less than 3.3, but greater than 3.26. What is one number Allison could have written down?

4. Complete the table to show whether each number in the table is less than, equal to, or greater than 2.8.

<table>
<thead>
<tr>
<th></th>
<th>&lt; 2.8</th>
<th>= 2.8</th>
<th>&gt; 2.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Select the model that represents 0.6. Explain your reasoning.

Model A

Model B

Score: ___/5

Percentage: ___%
1. Zach and Karla each have seeds they will plant in a class garden. Zach’s flower seeds weigh 1.7 grams. Karla’s seeds weigh 1.70 grams. Select the correct symbol for each comparison.

<table>
<thead>
<tr>
<th></th>
<th>&lt;</th>
<th>&gt;</th>
<th>=</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7</td>
<td>□</td>
<td>1.70</td>
<td></td>
</tr>
<tr>
<td>1.70</td>
<td>□</td>
<td>1.7</td>
<td></td>
</tr>
</tbody>
</table>

2. A number is shown.

0.71 □ 0.95

Put each number in the comparison in its correct location on the number. Then, select the correct comparison symbol.

3. Allison wrote down a decimal number that is less than 9.3, but greater than 9.0. What is one number Allison could have written down?

4. Complete the table to show whether each number in the table is less than, equal to, or greater than 3.01.

<table>
<thead>
<tr>
<th></th>
<th>&lt; 3.01</th>
<th>= 3.01</th>
<th>&gt; 3.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Mr. Shelby bought a new plant, the plant grew 5.02 centimeters in the first week and 5.2 centimeters the second week. Select all the true comparisons of the plant growth for the two weeks.

- ○ 5.2 > 5.02
- ○ 5.02 > 5.2
- ○ 5.02 < 5.2
- ○ 5.2 < 5.02
- ○ 5.2 = 5.02

Name: ________________________________

Score: ____/5

Percentage: ____%
MAFS.4.NF.3.7

1. Zach and Karla each have seeds they will plant in a class garden. Zach’s flower seeds weigh 1.15 grams. Karla’s seeds weigh 1.5 grams. Select the correct symbol for each comparison.

<table>
<thead>
<tr>
<th>Comparison</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.15 &lt; 1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 &gt; 1.15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAFS.4.NF.3.7

2. Select all the true comparisons.

- ○ 5.2 > 5.20
- ○ 9.0 < 9.01
- ○ 0.58 < 0.56
- ○ 9.6 = 9.60
- ○ 3.99 > 4.16

MAFS.4.NF.3.7

3. Allison wrote down a decimal number that is greater than 5.49, but less than 5.58. What is one number Allison could have written down?

______________

MAFS.4.NF.3.7

4. Complete the table to show a possible missing digit for each comparison.

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Missing Digit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.02 &lt; 2.□</td>
<td>Many different possible answers; 2.03 or more</td>
</tr>
<tr>
<td>0.96 &gt; 0.□</td>
<td>Many different possible answers; 0.95 or less</td>
</tr>
</tbody>
</table>

MAFS.4.NF.3.7

5. Harry lives 5.4 miles from his grandma. Kathy lives 5.04 miles from her grandma. Who lives closer to their grandma? Explain.

____________________________________________
____________________________________________
____________________________________________

Name: _____________________________

Score: ___/5

Percentage: ____%
MAFS.4.MD.1.1

1. Select all the objects that are close to an inch long.

- A textbook
- A paperclip
- A new pencil
- A 25-cent coin
- A telephone

MAFS.4.MD.1.1

2. A table is shown. Complete the table to show the missing dimensions.

<table>
<thead>
<tr>
<th>Container</th>
<th>Inches</th>
<th>Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Container 1</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Container 2</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

MAFS.4.MD.1.1

3. The heights of three boxes are shown. Put the measurements in order from shortest to tallest.

Order from shortest to tallest

MAFS.4.MD.1.2

4. Gretchen is baking pies. She needs 2 cups of flour for each pie. She has 8 cups of flour. How many pies can Gretchen bake?

___________

MAFS.4.MD.1.2

5. Gretchen needs to bake 3 pies. Each pie takes 12 minutes to bake. She needs to let the oven re-heat for 4 minutes between each pie. She begins baking at 8:05 a.m. Draw dots onto the number line to show when each pie is finished baking.

Name: __________________________

Score: ___/5

Percentage: ___%
MAFS.MD.1.1

1. Select all the measurements that are close to a yard.
   - ☐ The length of a student’s desk.
   - ☐ The height of a classroom.
   - ☐ The width of a classroom door.
   - ☐ The length of a movie ticket.
   - ☐ The height of a building.

MAFS.MD.1.1

2. Select the measures that are equal. Mark all that apply.
   - ☐ 2 yards
   - ☐ 6 feet
   - ☐ 10 yards
   - ☐ 30 inches
   - ☐ 72 inches

MAFS.MD.1.1

3. A table is shown. Complete the table to show the missing dimensions.

<table>
<thead>
<tr>
<th>Hour (hr)</th>
<th>1</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minute (min)</td>
<td>120</td>
<td>600</td>
</tr>
</tbody>
</table>

MAFS.MD.1.2

4. Gretchen is baking pies. She needs $\frac{1}{4}$ cup of butter for each pie. One stick of butter is $\frac{1}{2}$ cup. How many sticks of butter does Gretchen need to make 4 pies?

   __________

MAFS.MD.1.2

5. A chef is roasting two turkeys. A turkey must roast for $1/3$ of an hour for each pound. One turkey weighs 8 pounds and the other turkey weighs 14 pounds.

   A. Draw a dot for each turkey on the number line to correctly show how long each will take to roast.

   B. Write the difference in the roasting times in the box below.

   Name: ______________________________________

   Score: ____/5

   Percentage: ____%
MAFS.4.MD.1.1

1. Match up the objects with the appropriate unit of measurement.

- textbook • ounce
- bottle of soda • pound
- paperclip • kilogram

MAFS.4.MD.1.1

2. A table is shown. Complete the table to show the missing dimensions.

<table>
<thead>
<tr>
<th>Kilometers (km)</th>
<th>2</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meters (m)</td>
<td>1,000</td>
<td>8,000</td>
</tr>
</tbody>
</table>

MAFS.4.MD.1.1

3. Juwanna bought 3 pounds of chicken to cook for dinner. How many ounces of chicken did she buy?

__________

MAFS.4.MD.1.2

4. Maddox competed in two 5K races last month. He completed his first race in 27 minutes and 39 seconds. In the second race, it took him 24 minutes and 53 seconds. How much faster did he run in the second race?

__________

MAFS.4.MD.1.2

5. Mr. Schroeder sold rubber ducks during school lunch to make money for a field trip. After Monday's lunch, he counted the money. He had 9 one dollar bills, 12 quarters, and 3 dimes. What is the total amount of money Mr. Schroeder earned?

__________

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

1. Select all the measurements that are close to a meter.

   - The width of a highlighter.
   - The width of a dining table.
   - The width of a doorway.
   - The width of a tennis court.
   - The width of a hand stretched out.

MAFS.4.MD.1.1

2. A table is shown. Complete the table to show the missing dimensions.

<table>
<thead>
<tr>
<th>Pints</th>
<th>16</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cups</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>Quarts</td>
<td>1</td>
<td>16</td>
</tr>
</tbody>
</table>

MAFS.4.MD.1.1

3. The heights of three boxes are shown. Put the measurements in order from shortest to tallest.

   - 2 meters
   - 400 centimeters
   - 1000 millimeters

MAFS.4.MD.1.2

4. Maddox is baking a pie. He needs \(\frac{3}{4}\) cup of sugar. He notices that his measuring devices are only marked in ounces, not cups. How many ounces of sugar will Maddox need?

   __________

MAFS.4.MD.1.2

5. Moses wanted to purchase a new video game. So, he started saving his money. He had $22.00 saved in his piggy bank. He earned $7.00 a week for two weeks by doing chores. His uncle gave him a bag with 24 quarters in it. The video game costs $40.00. Does Moses have enough money to purchase the new game? Explain.

   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

Name: ______________________________________

Score: ____/5

Percentage: ____%
MAFS.4.MD.1.1

1. Match up the customary unit you would use to measure each object.

Length of a football field ★ yard
Height of a computer ★ foot
Length of a pencil ★ inch

MAFS.4.MD.1.1

2. Select the measures that are equal. Mark all that apply.

○ 12 feet
○ 30 feet
○ 10 yards
○ 36 feet
○ 360 inches

MAFS.4.MD.1.1

3. An elephant can weigh up to 7 tons. How many pounds does a 7 ton elephant weigh?

MAFS.4.MD.1.2

4. Gretchen is baking pies. She needs \( \frac{2}{5} \) cup of butter for each pie. One stick of butter is \( \frac{1}{5} \) cup. How many sticks of butter does Gretchen need to make 6 pies?

MAFS.4.MD.1.2

5. Gretchen needs to bake 3 pies. Each pie takes 13 minutes to bake. She needs to let the oven re-heat for 2 minutes between each pie. She begins baking at 8:10 a.m. Draw dots onto the number line to show when each pie is finished baking.

Name: ________________________________

Score: ___/5

Percentage: ___%
MAFS.4.MD.1.3

1. A rectangular rug, with dimensions given in feet (ft), is shown.

```
7 ft
2 ft
7 ft
```

What is the area of the rug in square feet?

______________ square feet

MAFS.4.MD.1.3

2. A store owner needs a rug with an area of at least 420 square feet. Select all the sizes of the rugs the store owner could choose.

- 40 feet x 20 feet
- 60 feet x 7 feet
- 70 feet x 6 feet
- 4 feet x 20 feet
- 20 feet x 4 feet

MAFS.4.MD.1.3

3. The Few’s are building a new home. One of the bedroom closets has an area of 48 square feet and a perimeter of 32 feet. What are the length and width of the closet using whole numbers?

Length = __________

Width = __________

MAFS.4.MD.1.3

4. The perimeter of a rectangular rug is 20 feet. Draw a rectangle that shows one possible size of the rug.

```
5 cm
```

MAFS.4.MD.1.3

5. Arsenio was drawing a rectangle for math homework. If the perimeter of his rectangle is 40 centimeters, what is the unknown measure?

? cm

Name: ________________________________

Score: ____/5

Percentage: ____%
1. A rectangular school gym has a length of 120 feet and a perimeter of 520 feet. What is the width, in feet, of the school gym?

______________ feet

2. A store owner needs a rug with an area of at least 320 square feet. Select all the sizes of the rugs the store owner could choose.

- 40 feet x 8 feet
- 60 feet x 6 feet
- 80 feet x 4 feet
- 2 feet x 30 feet
- 20 feet x 16 feet

3. The Few’s are building a new home. One of the bedroom closets has an area of 36 square feet and a perimeter of 26 feet. What are the length and width of the closet using whole numbers?

Length = _______________

Width = _______________

4. A store owner wants to buy a new rectangular rug. The rug must be between 55 and 65 square feet and the side length must be less than 10 feet. Draw a rectangle that could represent the new rug.

5. Charlie’s favorite hobby is photography. He recently bought a picture frame for one of his favorite photographs. What is the area of the frame not covered by the picture?

______________ square inches

Name: ___________________

Score: ____/5

Percentage: ____

Page 22
1. Mrs. Long keeps a garden in her backyard. The garden is in the shape of a rectangle. Her garden is 450 square feet. The garden is 9 feet wide. What is the perimeter of Mrs. Long’s garden?

2. Select all the answers that with the given dimensions of a rectangle would have a perimeter of 40 inches.

○ length: 15 inches width: 10 inches
○ length: 5 inches width: 15 inches
○ length: 13 inches width: 7 inches
○ length: 8 inches width: 12 inches
○ length: 8 inches width: 5 inches

3. The Few’s are building a new home. One of the bedroom closets has an area of 40 square feet and a perimeter of 26 feet. What are the length and width of the closet using whole numbers?

Length = ________________

Width = ________________

4. A store owner wants to buy a new rectangular rug. The rug must be between 97 and 107 square feet. The rug must be less than 10 feet long. Draw a rectangle that could represent the new rug.

5. Charlie’s favorite hobby is photography. He recently bought a picture frame for one of his favorite photographs. What is the area of the frame not covered by the picture?

32 in.

25 in.

5 in.

12 in.

______________ square inches

Name: ______________________________________

Score: ____/5

Percentage: ____%
MAFS.4.MD.1.3

1. Mrs. Long keeps a garden in her backyard. The garden is in the shape of a rectangle. The garden is 27 feet wide. If the perimeter of the garden is 200 feet, what is the length of Mrs. Long’s garden?

[space for answer]

MAFS.4.MD.1.3

2. Select all the answers that with the given dimensions of a rectangle would have a perimeter of 60 inches.

- length: 15 inches width: 10 inches
- length: 15 inches width: 20 inches
- length: 12 inches width: 18 inches
- length: 20 inches width: 15 inches
- length: 20 inches width: 10 inches

MAFS.4.MD.1.3

3. The art room at Johnson Elementary School has a storage room with the area of 165 square feet. The length of one wall is 15 feet. What is the width of the storage room? What is the perimeter of the room?

Width = __________

Perimeter = __________

MAFS.4.MD.1.3

4. The perimeter of a rectangular rug is 36 feet. Draw a rectangle that shows one possible size of the rug.

[grid with 36 squares, each square representing a unit of length]

MAFS.4.MD.1.3

5. Arsenio was drawing a rectangle for math homework. If the perimeter of his rectangle is 56 centimeters, what is area of the rectangle?

[rectangle with one side labeled 8 cm, ? cm]

___________ square cm

Name: ____________________________

Score: ____/5

Percentage: ____%
1. Rodrigo keeps a garden in his backyard. The garden’s area is 48 square feet and its length is eight centimeters more than its width. Draw and label the rectangle that could represent the garden. Tell the length and width.

Length: ____________ cm
Width: ____________ cm

2. Select all the answers that with the given dimensions of a rectangle would have an area of 64 inches.

- length: 16 inches  width: 4 inches
- length: 8 inches  width: 8 inches
- length: 2 inches  width: 32 inches
- length: 16 inches  width: 16 inches
- length: 12 inches  width: 20 inches

3. The art room at Johnson Elementary School has a storage room with the area of 117 square feet. The length of one wall is 13 feet. What is the width of the storage room? What is the perimeter of the room?

Width = _____________
Perimeter = _____________

4. Charlie’s favorite hobby is photography. He recently bought a picture frame for one of his favorite photographs. What is the area of the frame covered by the picture?

28 in.
24 in.
8 in.
11 in.

____________ square inches

5. Arsenio was drawing a rectangle for math homework. If the perimeter of his rectangle is 44 centimeters, what is the area of the rectangle?

____________ square cm

Name: ____________________________
Score: ___/5
Percentage: ___%
MAFS.4.MD.2.4

1. Complete the line plot to show the data. Place an X above the number line for each data point.

<table>
<thead>
<tr>
<th>Long Jump Measurements (in feet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4\frac{1}{4}$</td>
</tr>
<tr>
<td>$4\frac{1}{2}$</td>
</tr>
<tr>
<td>$4$</td>
</tr>
<tr>
<td>$4\frac{1}{4}$</td>
</tr>
<tr>
<td>$3\frac{3}{4}$</td>
</tr>
<tr>
<td>$3\frac{3}{4}$</td>
</tr>
</tbody>
</table>

Long Jump Measurements (in feet)

2. Ben jumped $3/8$ foot less than the farthest jump. How far did Ben jump?

3. Benny recorded the results for his top four long jump attempts. The total was 57 feet. Create a possible line plot for these data. Place an X above the number line for each data point.

4. The line plot shows the distance some students jogged. How many students jogged $3/5$ mile?

Name: ______________________________

Score: ____/4

Percentage: ____%
MAFS.4.MD.2.4

1. Complete the line plot to show the data. Place an X above the number line for each data point.

<table>
<thead>
<tr>
<th>Long Jump Measurements (in feet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\frac{3}{2}, \frac{3}{4}, \frac{5}{8}, \frac{4}{8}, \frac{3}{8}, \frac{5}{8}$</td>
</tr>
</tbody>
</table>

MAFS.4.MD.2.4

2. From the line plot find the difference in length between the longest and shortest long jump.

MAFS.4.MD.2.4

3. Benny recorded the results for his top three long jump attempts. The total was $43\frac{1}{2}$ feet. Create a possible line plot for these data. Place an X above the number line for each data point.

Long Jump Measurements (in feet)

<table>
<thead>
<tr>
<th>13</th>
<th>13\frac{1}{2}</th>
<th>14</th>
<th>14\frac{1}{2}</th>
<th>15</th>
<th>15\frac{1}{2}</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

MAFS.4.MD.2.4

4. The line plot shows the distance some students jogged. What is the total number of miles the group jogged?

Name: ______________________________________

Score: ____/4

Percentage: ____%
MAFS.4.MD.2.4

1. Mrs. Carlson brought in different grasshoppers for her class to observe. The students measured the length of each grasshopper’s body. Complete the line plot to show the data. Place an X above the number line for each data point.

<table>
<thead>
<tr>
<th>Length of Grasshoppers (in inches)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\frac{3}{2}$, $\frac{5}{2}$, $2$, $\frac{3}{2}$, $\frac{3}{2}$, $\frac{1}{2}$, $\frac{1}{2}$, $4$</td>
</tr>
</tbody>
</table>

MAFS.4.MD.2.4

2. Using the line plot below, how many students swam at least $\frac{1}{2}$ mile?

MAFS.4.MD.2.4

3. Benny recorded the results for his top four long jump attempts. The total was 57 feet. The first two jumps are shown on the number line. Finish the line plot to show the possible lengths of Benny’s last two jumps. Place an X above the number line for each data point.

Long Jump Measurements (in feet)

MAFS.4.MD.2.4

4. The line plot shows the lengths of some leaves Madison collected on a hike. How many leaves were longer than $\frac{5}{8}$ inch?

Name: ________________________________

Score: ____/4

Percentage: ____%
1. Mrs. Carlson brought in different grasshoppers for her class to observe. The students measured the length of each grasshopper’s body. Complete the line plot to show the data. Place an X above the number line for each data point.

<table>
<thead>
<tr>
<th>Length of Grasshoppers (in inches)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 1/4, 2 1/4, 3, 2 1/2, 2 3/4, 2 1/2, 1 1/4, 2 1/4</td>
</tr>
</tbody>
</table>

2. Using the line plot below, how many more students swam less than 4/8 mile than those students who swam at least 4/8 mile?

3. Benny recorded the results for his top five long jump attempts. The total was 70 feet. The first two jumps are shown on the number line. Finish the line plot to show the possible lengths of Benny’s last three jumps. Place an X above the number line for each data point.

4. The line plot shows the lengths of some leaves Madison collected on a hike. How many leaves were smaller than 2/8 inch?

Name: _________________________

Score: ____/4

Percentage: ____%
1. Mrs. Carlson brought in different grasshoppers for her class to observe. The students measured the length of each grasshopper’s body. Complete the line plot to show the data. Place an X above the number line for each data point.

<table>
<thead>
<tr>
<th>Length of Grasshoppers (in inches)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 ( \frac{1}{4} ), 2 ( \frac{3}{4} ), 3 ( \frac{1}{4} ), 3 ( \frac{1}{4} ), 2, 3 ( \frac{1}{4} ), 2 ( \frac{1}{2} ), 2 ( \frac{1}{4} ), 3</td>
</tr>
</tbody>
</table>

What is the difference in length between the longest grasshopper and the shortest grasshopper? ________

2. Patricia jumped \( \frac{5}{8} \) foot less than the second long jump. How far did Patricia jump?

3. Benny recorded the results for his top five long jump attempts. The total was 75 feet. His best friend, Reggie jumped a total \( 3 \frac{1}{2} \) feet less than Benny in his five jumps. Create the line plot to show the possible lengths of Reggie’s jumps. Place an X above the number line for each data point.

Long Jump Measurements (in feet)

4. The line plot shows the distance students swam during swim practice. What is the total number of miles the group swam?

Distance Students Swam (in miles)

Name: ______________________________________
Score: ____/4
Percentage: ____%
1. Which is an angle?

A.  
B.  
C.  
D.  

2. Select the category of measure for each angle.

<table>
<thead>
<tr>
<th>Less than 90°</th>
<th>Between 90° and 180°</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Rahim drew an acute angle. Which could be the measure of the angle he drew? Mark all that apply.

- 45°
- 90°
- 98°
- 4°
- 28°

4. An angle is shown. Using a protractor, what is the measure of the angle?

5. One ray of angle T is shown. Use a protractor to draw another ray so that angle T measures 68°.

Name: _______________________________

Score: ____/5

Percentage: ____%
1. Which is an angle?

A. 

B. 

C. 

D. 

2. Select the category of measure for each angle.

<table>
<thead>
<tr>
<th>Less than 90°</th>
<th>Between 90° and 180°</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. The angle in the figure below represents what fraction of a turn? (Use the shaded part of the circle.)

Name: ________________________________

Score: ____/5

Percentage: ____%
MAFS.4.MD.3.5

1. How many degrees are in an angle that turns 1/4 through of a circle?

______________

MAFS.4.MD.3.5

2. Rahim drew an acute angle. Which could be the measure of the angle he drew? Mark all that apply.

- 91°
- 90°
- 170°
- 124°
- 38°

MAFS.4.MD.3.5

3. The angle in the figure below represents what fraction of a turn? (Use the shaded part of the circle.)

______________

MAFS.4.MD.3.6

4. An angle is shown. Using a protractor, what is the measure of the angle?

______________

MAFS.4.MD.3.6

5. One ray of angle T is shown. Use a protractor to draw another ray so that angle T measures 30°.

Name: ______________________________________

Score: ____/5

Percentage: ____%
1. Mrs. Kaman was drawing different examples of angles on the board. For one example, she drew an angle that measures 123°. What name should Mrs. Kaman give her angle? Draw an example of the type of angle Mrs. Kaman drew.

2. An angle measures 170°. Through what fraction of a circle does the angle turn?

3. In degrees, what is the angle measure of the shaded part?

   A. 90°  
   B. 350°  
   C. 10°  
   D. 36°

4. Using a protractor, find the measure of each angle.

   A: ____________
   B: ____________
   C: ____________

5. One ray of angle T is shown. Use a protractor to draw another ray so that angle T measures 165°.

Name: __________________________________

Score: ____/5

Percentage: ____%
1. Mrs. Kaman was teaching a lesson on angles. She pointed to the class in her classroom. What name best describes the angle formed by the hands of the clock?

2. An angle measures $31^\circ$. Through what fraction of a circle does the angle turn?

   \[
   \frac{\square}{\square} \text{ of a circle}
   \]

3. The angle in the figure below represents what fraction of a turn? (Use the shaded part of the circle.)

   \[
   \frac{\square}{\square}
   \]

4. Using a protractor, find the measure of each angle.

   \[
   \begin{align*}
   A: & \quad \underline{\hphantom{0}} \\
   B: & \quad \underline{\hphantom{0}} \\
   C: & \quad \underline{\hphantom{0}}
   \end{align*}
   \]

5. One ray of angle T is shown. Use a protractor to draw another ray so that angle T measures $95^\circ$.

   Name: ______________________________________

   Score: ____/5

   Percentage: ____%
1. Match the measure of each $\angle R$ with the measure of $\angle S$ that forms a right angle.

- $\angle R$
  - $33^\circ$
  - $28^\circ$
  - $45^\circ$
  - $61^\circ$

- $\angle S$
  - $45^\circ$
  - $62^\circ$
  - $57^\circ$
  - $29^\circ$
  - $33^\circ$
  - $52^\circ$
  - $67^\circ$

2. A diagram of $180^\circ$ is shown. What is the measure of the unknown angle?

3. Kyle is adding angles to create other angles. Select the angles Kyle can use to create a $128^\circ$ angle. Select the angles that Kyle can use to create a $55^\circ$ angle.

<table>
<thead>
<tr>
<th>Angle</th>
<th>$64^\circ$</th>
<th>$34^\circ$</th>
<th>$30^\circ$</th>
<th>$25^\circ$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$128^\circ$</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$55^\circ$</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. A diagram is shown. What is the sum of the angles?

5. A diagram is shown.

A. Create an equation to show one way to find the measure of angle $f$.

B. What is the measure of angle $f$?

Name: ________________________________

Score: ____/5

Percentage: ____%
1. Match the measure of each \( \angle R \) with the measure of \( \angle S \) that forms a straight angle.

\[ \angle R \quad 68^\circ \cdot \]
\[ 128^\circ \cdot \]
\[ 145^\circ \cdot \]
\[ 30^\circ \cdot \]

\[ \angle S \quad \cdot 45^\circ \]
\[ \cdot 112^\circ \]
\[ \cdot 122^\circ \]
\[ \cdot 35^\circ \]
\[ \cdot 33^\circ \]
\[ \cdot 150^\circ \]
\[ \cdot 52^\circ \]

2. Use the numbers below to find the measure of the unknown angle.

\[ \begin{array}{c}
39^\circ \\
45^\circ \\
\end{array} \]

\[ X = \quad \]

3. Kyle is adding angles to create other angles. Select the angles Kyle can use to create a 142° angle. Select the angles that Kyle can use to create a 68° angle.

<table>
<thead>
<tr>
<th></th>
<th>70°</th>
<th>12°</th>
<th>60°</th>
<th>56°</th>
</tr>
</thead>
<tbody>
<tr>
<td>142°</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68°</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score: ____/ 5

Percentage: ____%
1. Mr. Palmer drew two angles together to form a straight angle on the board. One of his angles measures 72°. Mr. Palmer asks Arnold to come to the board and measure the other angle. What should Arnold measure for the angle?

   __________

2. Use the numbers below to find the measure of the unknown angle.

   X = ____________

3. Choose all of the measures that correctly describe the size of the angles below.

<table>
<thead>
<tr>
<th>≤ 90°</th>
<th>≥ 90°</th>
<th>90°</th>
<th>≥ 180°</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Diagram 1]</td>
<td>[Diagram 2]</td>
<td>[Diagram 3]</td>
<td>[Diagram 4]</td>
</tr>
</tbody>
</table>

   X = ____________

4. Which equation can you use to find the measurement of the unknown angle?

   A. 47° + 105° = X
   B. X + 105° = 47°
   C. 47° + X = 105°
   D. 47° – X = 105°

5. Use the numbers below to find the measure of the unknown angle.

   X = ____________

Name: ______________________________________
Score: ____/5
Percentage: ____%
1. Mr. Palmer drew two angles together to form a straight angle on the board. One of his angles measures 107°. Mr. Palmer asks Arnold to come to the board and measure the other angle. What should Arnold measure for the angle?

______________

2. Use the numbers below to find the measure of the unknown angle.

X = ________________

3. Choose all of the measures that correctly describe the size of the angles below.

<table>
<thead>
<tr>
<th>≤ 90°</th>
<th>≥ 90°</th>
<th>90°</th>
<th>≥ 180°</th>
</tr>
</thead>
</table>

4. Which equation can you use to find the measurement of the unknown angle? Mark all that apply.

A. 11° – X° = 90°
B. X + 11° = 90°
C. 90° + 11 = X
D. 90° – 11° = X

5. Use the numbers below to find the measure of the unknown angle.

X = ________________

Name: ______________________________________

Score: ____/5

Percentage: ____%
1. Match the measure of each \( \angle R \) with the measure of \( \angle S \) that forms a right angle.

\[
\begin{array}{c|c}
\angle R & \angle S \\
46^\circ & 45^\circ \\
15^\circ & 144^\circ \\
36^\circ & 65^\circ \\
55^\circ & 175^\circ \\
\end{array}
\]

2. Rob was riding his skateboard with some friends after school. He turned 90° counterclockwise around a corner and then turned another 45° in the same direction to get into his driveway. How many degrees further counterclockwise would Rob need to turn to make a complete circle?

3. Kyle is adding angles to create other angles. Select the angles Kyle can use to create a 124° angle. Select the angles that Kyle can use to create a 84° angle.

<table>
<thead>
<tr>
<th>Angle</th>
<th>44°</th>
<th>40°</th>
<th>60°</th>
<th>80°</th>
</tr>
</thead>
<tbody>
<tr>
<td>124°</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>84°</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Callum is trying to find the measure of the unknown angle from the diagram. Create an equation that Callum could use to solve for \( X \), if the total sum of all the angles is 120°.

5. Use the numbers below to find the measure of the unknown angle.

\[
x = 135° + 31° + 55° - 69° - 31°
\]
MAFS.4.G.1.1

1. Several angles are shown. Which angle is acute?

A.  
B.  
C.  
D.  

MAFS.4.G.1.1

2. A shape is shown. Mark all the obtuse angles in the shape.

MAFS.4.G.1.1

3. In math class, Keanu has been learning about geometry. For an exit slip, his teacher asks him to draw a line segment. Draw an example of what Keanu should draw.

MAFS.4.G.1.3

4. Several figures are shown. Select all the figures that have a line of symmetry.

- A
- G
- H
- R
- Q

MAFS.4.G.1.3

5. A figure is shown. How many lines of symmetry does the figure have?

Name: ______________________________________

Score: ____/5

Percentage: ____%
100 Day Countdown to the 4th Grade Math FSA – Day 92

MAFS.4.G.1.1

1. Several angles are shown. Which angle is obtuse?

A.  
B.  
C.  
D.  

MAFS.4.G.1.1

2. A set of lines is shown. Select all the attributes that apply to each set of lines.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Contains Parallel Line</td>
<td></td>
</tr>
<tr>
<td>Contains Perpendicular Line</td>
<td></td>
</tr>
<tr>
<td>Contains Acute Angle</td>
<td></td>
</tr>
<tr>
<td>Contains Obtuse Angle</td>
<td></td>
</tr>
</tbody>
</table>

MAFS.4.G.1.3

4. Several figures are shown. Which figure has a line of symmetry?

A.  
B.  
C.  
D.  

MAFS.4.G.1.3

5. A figure is shown. How many lines of symmetry does the figure have?

Name: _____________________________________________

Score: ___/5

Percentage: ___%
1. An angle is shown. What type of angle is it?

2. A shape is shown. Circle all the acute angle(s) in the shape.

3. In math class, Keanu has been learning about geometry. For an exit slip, his teacher asks him to draw perpendicular lines. Draw an example of what Keanu should draw.

4. Several figures are shown. Which figures have a line of symmetry? Mark all that apply.

5. Addison was studying her spelling words. She noticed some of the letters had lines of symmetry. Circle the letter in her spelling word that does not have line symmetry.

Name: ________________________________

Score: ____/5

Percentage: ____%
1. An angle is shown. What type of angle is it? 

2. Bobby loves to fly kites. Last Saturday, he went to the beach to fly his new kit. How many right angles does Bobby’s kite have? 

3. Shaniqua drew 3 different figures. Match the figures to the term that best describes the figure.

- Line
- Ray
- Line Segment

4. A figure is shown. Which two sides of the figure are parallel? Mark all that apply

- AB and BC
- AB and AD
- AD and DC
- AB and DC
- AD and BC

5. A figure is shown. How many lines of symmetry does the figure have?

Name: ______________________

Score: ____/5

Percentage: ____%
1. An angle is shown. What type of angle is it?

MAFS.4.G.1.1

2. A shape is shown. Circle all the obtuse angle(s) in the shape.

MAFS.4.G.1.1

3. Shaniqua drew 2 different figures. Write the term that best describes each figure.

MAFS.4.G.1.1

4. A figure is shown. Which two sides of the figure are parallel?

MAFS.4.G.1.3

5. Shaniqua drew 3 different figures. Match the figures to the correct number of lines of symmetry.

Name: ________________________________

Score: ____/5

Percentage: ____%
1. A set of triangles is shown. Select all the obtuse triangles.

- [ ]

- [ ]

- [ ]

- [ ]

- [ ]

MAFS.4.G.1.2

2. How many acute angles does an acute triangle have?

   _________

MAFS.4.G.1.2

3. Name of shapes with properties are shown. Select all the properties that belong to each shape.

<table>
<thead>
<tr>
<th></th>
<th>Has a right angle</th>
<th>Has perpendicular lines</th>
<th>Has parallel lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right Triangle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Isosceles Triangle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rectangle</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: ____________________________

Score: ____/5

Percentage: ____%

4. Ezekiel was learning about different quadrilaterals. Which of the following statements represents a trapezoid?

A. 1 pair of parallel sides
B. 2 pairs of sides with equal lengths
C. 4 right angles
D. 2 pairs of parallel sides

MAFS.4.G.1.2

5. The shapes have been sorted into two groups. Explain what attribute was used to sort the shapes.

   ____________________________
   ____________________________
   ____________________________
   ____________________________

Name: _______________________

Score: ____/5

Percentage: ____%
1. Mrs. Suriano’s son was playing with his wood building block set. The set contained blocks of all different shapes. He picked up a block with the shape below. How could you classify the figure below? Select all that apply.

A. Rhombus  
B. Quadrilateral  
C. Square  
D. Parallelogram  
E. Trapezoid

2. A set of triangles is shown. Select all the right isosceles triangles.

3. How many acute angles do right and obtuse triangles have?

4. Ezekiel was learning about different types of quadrilaterals. Which of the following statements represents a rhombus? Mark all that apply.

A. 1 pair of parallel sides  
B. 4 right angles  
C. 2 pairs of parallel sides  
D. 4 sides of equal lengths  
E. 2 right angles

5. The shapes have been sorted into two groups. Explain what two attributes were used to sort the shapes.

Name: __________________________
Score: ____/5
Percentage: ____

100 Day Countdown to the 4th Grade Math FSA – Day 97
1. Name of quadrilaterals with properties are shown. Select all the attributes that apply to each quadrilateral.

<table>
<thead>
<tr>
<th>Quadrilaterals</th>
<th>4 Sides of Equal Length</th>
<th>2 Pairs of Parallel Sides</th>
<th>4 Right Angles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Square</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rectangle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhombus</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Mrs. Suriano’s son was playing with his wood building block set. The set contained blocks of all different shapes. He picked up a block with the shape below. How could you classify the figure below? Select all that apply.

A. Rhombus
B. Quadrilateral
C. Square
D. Parallelogram
E. Trapezoid

3. At the beginning of a school day, Mrs. Gretzky’s students walk into classroom and see a drawing of a polygon that has four sides and four angles. Mrs. Gretzky also wrote that all four sides are equal and that none of the angles are right angles. Which of the following did Mrs. Gretzky draw on the board? Mark all that apply.

A. Trapezoid
B. Quadrilateral
C. Rhombus
D. Square
E. Rectangle

4. Ezekiel was learning about different types of quadrilaterals. He saw a table in his teacher’s room that had only 1 pair of parallel sides. What type of quadrilateral is the table?

5. Determine whether each triangle has one right angle, one obtuse angle or three acute angles. Mark an X in the appropriate column for each number.

<table>
<thead>
<tr>
<th>One Right Angle</th>
<th>One Obtuse Angle</th>
<th>Three Acute Angle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: ________________________________
Score: ____/5
Percentage: ____%
1. Name of quadrilaterals with properties are shown. Select all the attributes that apply to each quadrilateral.

<table>
<thead>
<tr>
<th>Quadrilaterals</th>
<th>1 Pair of Parallel Length</th>
<th>2 Pairs of Parallel Sides</th>
<th>2 Pairs of Sides of Equal Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parallelogram</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trapezoid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhombus</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Mrs. Suriano’s son was playing with his wood building block set. The set contained blocks of all different shapes. He picked up a block with the shape below. How could you classify the figure below? Select all that apply.

A. Rhombus
B. Quadrilateral
C. Square
D. Parallelogram
E. Rectangle

3. Isiah has been asked to draw four different figures. Select the descriptions that cannot be drawn.

- A parallelogram with exactly one right angle.
- A rhombus with at least one set of perpendicular sides.
- A trapezoid with at least one right angle.
- A rectangle that is not a parallelogram.

4. Ezekiel was learning about different types of quadrilaterals. His teacher asked him to name a quadrilateral that is also a rhombus. What should his answer be?

5. Armando folded up a flag into the shape of a right triangle. Which of the following could be the shape of the flag?

A.

B.

C.

D.
1. Three figures are shown. Match each figure to its classification. Some figures will have more than one classification. Some classifications may be used more than once.

- Quadrilateral
- Parallelogram
- Trapezoid

2. Classify each triangle correctly. Mark an X in the appropriate column for each number.

<table>
<thead>
<tr>
<th></th>
<th>Acute Triangle</th>
<th>Obtuse Triangle</th>
<th>Right Triangle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triangle 1</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triangle 2</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Triangle 3</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Triangle 4</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Benji was teaching his friend Ike about triangles. He made four statements about triangles. Circle all the true statements.

A. All triangles have at least 2 obtuse angles.
B. All triangles have at least 2 acute angles.
C. All triangles have at least 2 right angles.
D. All triangles have 3 angles.
E. All triangles have 3 sides.

4. Ezekiel was learning about different types of quadrilaterals. His teacher asked him to name a quadrilateral that has 2 pairs of parallel sides and no right angles. What should his answer be?

______________

5. The shapes have been sorted into two groups. Explain what two attributes were used to sort the shapes.

________________________
________________________
________________________
________________________

Name: ____________________
Score: ____/5
Percentage: ____%
100 Day Countdown to the 4th Grade Math FSA Answer Key

Day 51

1. 20/100
2. 29/100
3. 6/10
4. B
5. 〇 23/10
〇 2.3
〇 23/10

Day 52

1. C
2. 34/100
3. 70/100
4. 86/100
5. 〇 1.3
〇 13/10
〇 130/100

Day 53

1. 90/100
2. 8/10
3. A
4. 6; 100
5. 〇 90/100

Day 54

1. 1/10
2. 21/100
3. D
4. 30; 10
5. 〇 8/10

Day 55

1. 60/100
2. 94/100
3. 〇 1.5
〇 15/10
〇 15/10
〇 13/10
〇 130/100

Day 56

1. 0.3
2. 3.5
3. Check student number lines.
4. 0.54
5. 〇 8/10
〇 80/100
### Day 57

1. \(\frac{2}{10}\)
   - \(\frac{20}{100}\)
2. \(\frac{62}{100}\)
3. Check student number lines.
4. 5.2
5. \(\frac{0.7}{100}\) is equivalent to \(\frac{70}{100}\).
   - \(\frac{0.12}{100}\) is equivalent to \(\frac{12}{100}\).
   - \(\frac{0.7}{100}\) is equivalent to 0.70.
   - \(\frac{2}{100}\) is equivalent to 0.02.

### Day 58

1. 0.32
2. 0.15
3. Check student number lines.
4. 7 \(\frac{3}{10}\) or 7 \(\frac{30}{100}\)
5. \(\frac{0.60}{100}\)
   - \(\frac{60}{100}\)
   - \(\frac{0.60}{100}\)

### Day 59

1. \(\frac{0.73}{100}\) is equivalent to \(\frac{73}{100}\).
   - \(\frac{3}{100}\) is equivalent to 0.03.
   - \(\frac{2}{10}\) is equivalent to 0.2.
   - \(\frac{11}{10}\) is equivalent to 1.1.
2. 0.75
3. 7.2
4. 3.08

<table>
<thead>
<tr>
<th>Fraction or Mixed Number</th>
<th>Decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\frac{8}{100})</td>
<td>0.08</td>
</tr>
<tr>
<td>(\frac{6}{10})</td>
<td>0.6</td>
</tr>
<tr>
<td>(\frac{27}{100})</td>
<td>0.27</td>
</tr>
<tr>
<td>(\frac{89}{100})</td>
<td>0.89</td>
</tr>
<tr>
<td>(\frac{1}{100})</td>
<td>0.01</td>
</tr>
</tbody>
</table>

### Day 60

1. \(\frac{50}{100}\)
2. 4
3. Check student number lines.
4. 3 \(\frac{69}{100}\)

<table>
<thead>
<tr>
<th>Fraction or Mixed Number</th>
<th>Decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\frac{2}{100})</td>
<td>0.02</td>
</tr>
<tr>
<td>(\frac{9}{10})</td>
<td>0.9</td>
</tr>
<tr>
<td>(\frac{88}{100})</td>
<td>0.88</td>
</tr>
<tr>
<td>(\frac{41}{100})</td>
<td>0.41</td>
</tr>
<tr>
<td>(\frac{4/10}{40/100})</td>
<td>0.4</td>
</tr>
</tbody>
</table>
Day 61

1. $3.42 > 2.6$
   - $2.6 < 3.42$

2. $0.2 < 0.3$

3. Possible answers: $0.59 - 0.61$

4. Possible explanation: L is greater than the value of K because L is further to the right on the number line. The value of the numbers increase as you go from left to right.

Day 62

1. $3.61 > 3.6$
   - $3.6 < 3.61$

2. $0.6 > 0.5$

3. Possible answers: $3.09 - 3.10$

4. Possible explanation: Kathy lives closer. I know she lives closer because 0.37 is less than 0.4.
Day 65

1. 1.15 □ 1.5  
   X

2. ② 9.0 < 9.01  
   ① 9.6 = 9.60

3. Possible answers: 5.5 – 5.57

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Missing Digit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.02 &lt; 2</td>
<td>Many different possible answers; 2.03 or more</td>
</tr>
<tr>
<td>0.96 &gt; 0</td>
<td>Many different possible answers; 0.95 or less</td>
</tr>
</tbody>
</table>

4. Possible explanation: Kathy lives closer. I know she lives closer because 5.04 is less than 5.4. The 4 in is 5.4 is ten times more than the 4 in 5.4.

Day 66

1. Paperclip, 25-cent coin

<table>
<thead>
<tr>
<th>Inches</th>
<th>Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Container 1</td>
<td>24</td>
</tr>
<tr>
<td>Container 2</td>
<td>36</td>
</tr>
</tbody>
</table>

2. 37 inches, 5 feet, 2 yards

3. 4 pies

5. Check student number lines. Answer is 8:53 a.m.

Day 67

1. length of student’s desk, width of classroom door.

2. 2 yards; 6 feet; 72 inches

<table>
<thead>
<tr>
<th>Hour (hr)</th>
<th>1</th>
<th>2</th>
<th>5</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minute (min)</td>
<td>60</td>
<td>120</td>
<td>300</td>
<td>600</td>
</tr>
</tbody>
</table>

3. 2 sticks of butter

4. Check student number lines. Answer is 2 hours.

Day 68

1. Textbook, bottle of soda, paperclip

2. Kilometers (km) | 1 | 2 | 5 | 8 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Meters (m)</td>
<td>1,000</td>
<td>2,000</td>
<td>3,000</td>
<td>8,000</td>
</tr>
</tbody>
</table>

3. 48 ounces

4. 2 min. 46 sec.

5. $12.30

Day 69

1. ② The width of a highlighter.

2. ① The width of a dining table.

<table>
<thead>
<tr>
<th>Pints</th>
<th>2</th>
<th>16</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cups</td>
<td>4</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>Quarts</td>
<td>1</td>
<td>8</td>
<td>16</td>
</tr>
</tbody>
</table>

3. 1000 mm, 2 meters, 400 cm

4. 6 ounces

5. Possible explanation: Yes, because Moses has earned $42. The equation is 22 + 14 + 6 = 42. The game only costs $40.

Day 70

1. Length of a football field
   Height of a computer

2. ② 30 feet

   ① 10 yards

3. 360 inches

4. 12

5. Check number lines. Answer is 8:55.
Day 71

1. 14 square feet
2. 60 feet x 7 feet
    70 feet x 6 feet
3. Length = 12, Width = 4
4. Answers will vary; check student graphs
5. 15 cm

Day 72

1. 140 feet
2. 40 feet x 8 feet
    80 feet x 4 feet
    20 feet x 16 feet
3. Length = 9, Width = 4
4. Answers will vary; check student graphs
5. 80 square inches

Day 73

1. 118 feet
2. 5 inches width: 15 inches
    13 inches width: 7 inches
    8 inches width: 12 inches
3. Length = 8, Width = 5
4. Answers will vary; check student graphs
5. 259 square inches

Day 74

1. 73 feet
2. 12 inches width: 18 inches
    20 inches width: 10 inches
3. Width = 11, Perimeter = 52
4. Answers will vary; check student graphs
5. 160 square cm

Day 75

1. Check student drawings; Length: 12 cm, Width: 4 cm
2. length: 16 inches width: 4 inches
    length: 8 inches width: 8 inches
    length: 2 inches width: 32 inches
3. Width = 9, Perimeter = 44
4. 192 square inches
5. 105 square cm

Day 76

1. Check student number lines.
2. 4 2/8 or 4 1/4
3. Answers may vary. Check student number lines.
4. 4

Day 77

1. Check student number lines.
2. 7/8
3. Answers may vary. Check student number lines.
4. 30/5 or 6

Day 78

1. Check student number lines.
2. 11
3. Answers may vary. Check student number lines.
4. 7
Day 79

1. Check student number lines.
2. 2
3. Answers may vary. Check student number lines.
4. 2

Day 80

1. Check student number lines.
2. 3 7/8
3. Answers may vary. Check student number lines.
4. Possible answers: 36/8 or 4 4/8 or 4 1/2

Day 81

1. A

<table>
<thead>
<tr>
<th>Less than 90°</th>
<th>Between 90° and 180°</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

2. 

3. ○ 45°
   ○ 4°
   ○ 28°
4. 45°
5. Check student drawings.

Day 82

1. B

<table>
<thead>
<tr>
<th>Less than 90°</th>
<th>Between 90° and 180°</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

2. 

3. 1/4
4. 45°
5. Check student drawings.

Day 83

1. 90°
2. ○ 91°
   ○ 170°
   ○ 124°
3. 3/4
4. 105
5. Check student drawings.

Day 84

1. Check student drawings; Obtuse
2. 170/360
3. D
4. Approximate Values: A:110° B: 155° C: 95°
5. Check student drawings.

Day 85

1. Check student drawings; Acute
2. 31/360
3. 1/2
4. Approximate Values: A:150° B: 80° C: 130°
5. Check student drawings.

Day 86

1. Check student drawings; Acute
2. 120°
3. 1/2
4. 90°
5. A: Possible Answers: 80 + 30 + 25 + f = 180 or 180 – (80 + 30 + 25) = f
   B: 45°
Day 87

1. \[ \angle 2 \]
2. \[ 96^\circ \]
3. |   | 70° | 120° | 60° | 30° |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
4. \[ 80^\circ \]
5. \[ 75^\circ \]

Day 88

1. \[ 108^\circ \]
2. \[ 88^\circ \]
3. |   | ≤ 90° | ≥ 90° | 90° | ≥ 180° |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. C. \[ 47^\circ + X = 105^\circ \]
5. \[ 53^\circ \]

Day 89

1. \[ 73^\circ \]
2. \[ 80^\circ \]
3. |   | ≤ 90° | ≥ 90° | 90° | ≥ 180° |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
4. B. \[ X + 11^\circ = 90^\circ \]
D. \[ 90^\circ - 11^\circ = X \]
5. \[ 125^\circ \]

Day 90

1. \[ \angle R \]
2. \[ 225^\circ \]
3. |   | 44° | 45° | 60° | 55° |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
4. \[ 39^\circ \]
5. \[ 70^\circ \]

Day 91

1. A
2. 
3. Check student drawings.
4. \[ \text{A} \]
5. 4

Day 92

1. D
2. 
3. Check student drawings.
4. B
5. 1
Day 93

1. Right

2.

3. Check student drawings.

4. A and C

5. CLEAT

Day 94

1. Obtuse

2. 0

3.

4. ○ AB and DC
   ○ AD and BC

5. 4

Day 95

1. Acute

2.

3. Parallel; Perpendicular

4. AD and DC

5. Group 1 has parallel sides.

Day 96

1.

2. 3

3.

4. A. 1 pair of parallel sides

5. Group 1 has parallel sides.

Day 97

1. B. Quadrilateral

E. Trapezoid

2.

3.

4. C. 2 pairs of parallel sides

D. 4 sides of equal lengths

5. Possible answer: Group 2 has 4 right angles and 2 pairs of parallel lines.
Day 98

<table>
<thead>
<tr>
<th>Quadrilaterals</th>
<th>4 Sides of Equal Length</th>
<th>2 Pairs of Parallel Sides</th>
<th>4 Right Angles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Square</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Rectangle</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Rhombus</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. B. Quadrilateral
D. Parallelogram
3. B. Quadrilateral
C. Rhombus
4. Trapezoid

Day 100

1. 

3. D. All triangles have 3 angles.
E. All triangles have 3 sides.

4. Rhombus

5. Possible Answer: Group 1 has obtuse angles.
Group 2 has at least 1 right angle.

Day 99

<table>
<thead>
<tr>
<th>Quadrilaterals</th>
<th>1 Pair of Parallel Length</th>
<th>2 Pairs of Parallel Sides</th>
<th>2 Pairs of Sides of Equal Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parallelogram</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Trapezoid</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhombus</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. B. Quadrilateral
E. Rectangle

3. A parallelogram with exactly one right angle.
   A rectangle that is not a parallelogram.

4. Square
5. B