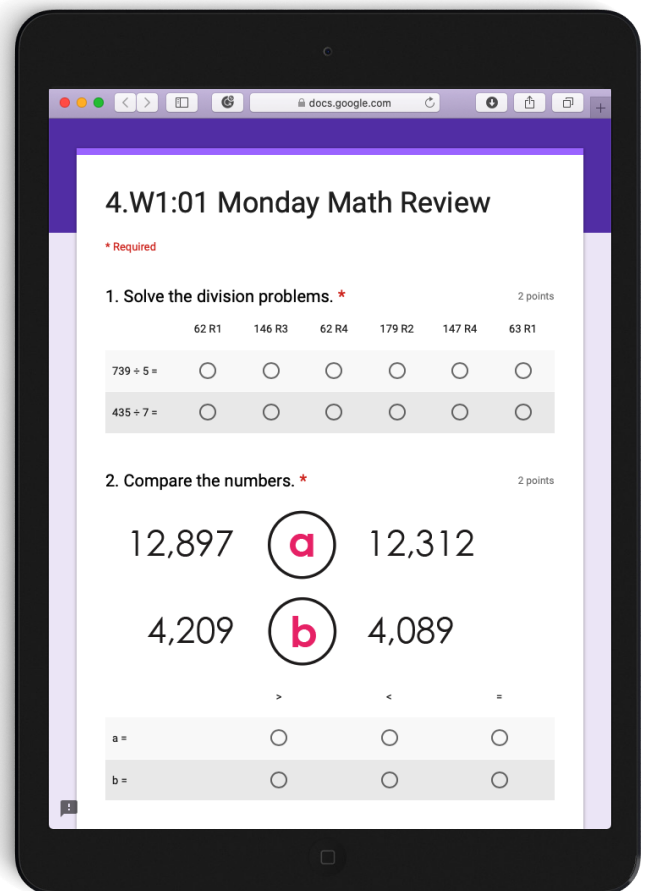
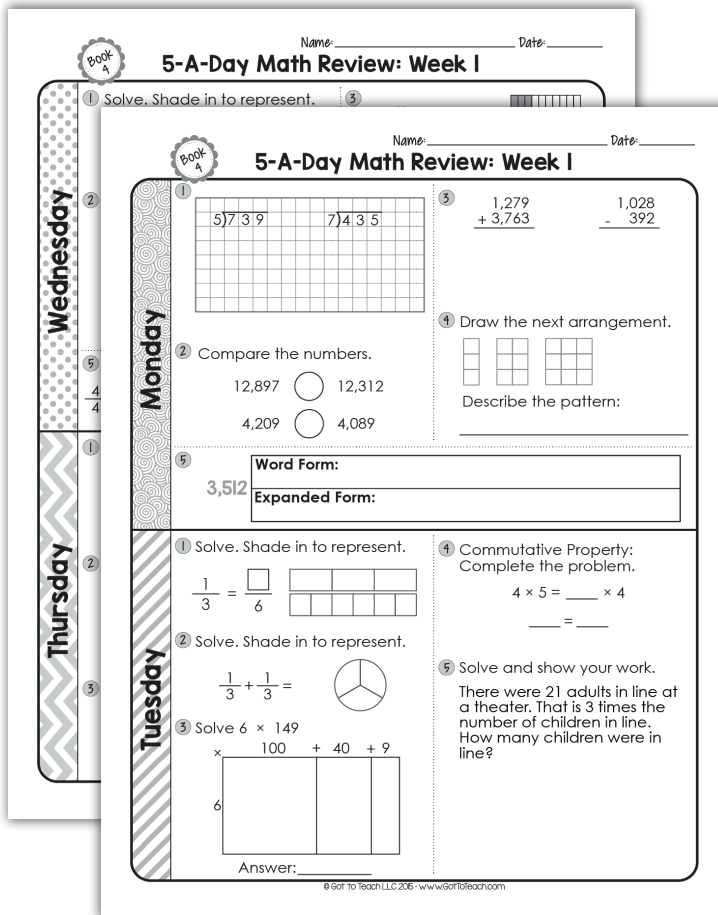


4TH GRADE MATH DIGITAL SPIRAL REVIEW

This is the digital version of the paper-based 5-A-Day Math Spiral Review. This resource is designed to be used daily for up to 36 weeks. Each week of this review consists of four Google Form quizzes, one for each day Monday-Thursday. On Fridays, you can assess student learning with these [4th Grade Math Digital Weekly Quizzes](#), which align perfectly with the content covered during the week.

Paper-Based Version  Digital Version



SKILLS/TOPICS COVERED:

- Compare Numbers (4.NBT.2)
- Round Numbers (4.NBT.3)
- Add & Subtract Multi-Digit Numbers (4.NBT.4)
- Concepts of Place Value (4.NBT.1)
- Generate & Analyze Patterns (4.OA.5)
- Word Form/Expanded Form (4.NBT.2)
- Convert Units (4.MD.1)
- Equivalent Fractions (4.NF.1)
- Add & Subtract Fractions (4.N.F.3.A-B)
- Multiplication- Area Models
- Standard Algorithm (4.NBT.5)
- Properties of Multiplication (4.NBT.5)
- Multiplicative Comparisons (4.OA.2)
- Area & Perimeter (4.MD.3)
- Symmetry (4.G.3)
- Decimals & Equivalent Fractions (4.N.F.5-6)
- Comparing Decimals (4.N.F.7)
- Order Fractions (4.N.F.2)
- Add & Subtract Mixed Numbers (4.N.F.3.C)
- Lines (4.G.1)
- Angles (4.MD.5-7)
- Classify Two-Dimensional Figures (4.G.2)
- Multistep Word Problems & Interpreting
- Remainders (4.OA.3)
- Multiply a Fraction by a Whole Number (4.NF.4.A-B)

Created in GOOGLE FORMS

36 Weeks of Daily
Spiral Review

Each week has 4
Google Forms Quizzes;
One for each day —
Monday, Tuesday,
Wednesday, and
Thursday

Automatic Grading

Instant **Data
Collection.**

Instant **Data Analysis**

100% Editable

4.W3:04 Thursday Math Review

* Required

1. Which model best represents the answer to this problem $2 \frac{3}{4} - 2 \frac{1}{4}$? * 1 point

☐ Option 1 ☐ Option 2

☐ Option 3 ☐ Option 4

3. Identify the type of triangle. There are two 2 points

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4.W2:01 Monday Math Review

* Required

1. Find all of the factors for the numbers below. * 16 points

	1	2	3	4	5	6	7	10	12
2	☐	☐	☐	☐	☐	☐	☐	☐	☐
5	☐	☐	☐	☐	☐	☐	☐	☐	☐
7	☐	☐	☐	☐	☐	☐	☐	☐	☐
10	☐	☐	☐	☐	☐	☐	☐	☐	☐
12	☐	☐	☐	☐	☐	☐	☐	☐	☐

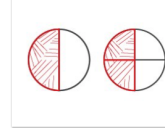
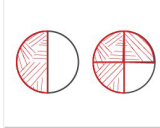
2. Round 48,492 to the nearest... * 3 points

	50000	48500	48000	49000	46000	48490
100	☐	☐	☐	☐	☐	☐
1000	☐	☐	☐	☐	☐	☐
10000	☐	☐	☐	☐	☐	☐

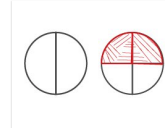
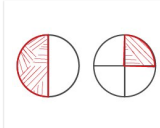
4.W2:02 Tuesday Math Review

* Required

1. Which model shows these equivalent fractions: $\frac{1}{2} = \frac{2}{4}$? * 1 point



☐ Option 1 ☐ Option 2



☐ Option 3 ☐ Option 4

4.W3:03 Wednesday Math Review

* Required

1. Which model correctly represents the problem? * 1 point

$$\frac{4}{5} - \frac{2}{5} = \frac{2}{5}$$
☐ Option 1

$$\frac{4}{5} - \frac{1}{5} = \frac{3}{5}$$
☐ Option 2

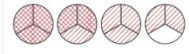
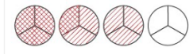
$$\frac{4}{5} - \frac{1}{5} = \frac{3}{5}$$
☐ Option 3

$$\frac{4}{5} - \frac{1}{5} = \frac{2}{5}$$
☐ Option 4

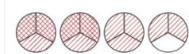
4.W2:04 Thursday Math Review

* Required

1. Which model best represents the answer to this problem $3\frac{2}{3} - 1\frac{1}{3}$? * 1 point



☐ Option 1 ☐ Option 2



☐ Option 3 ☐ Option 4

3. Identify the shape. * 1 point

Using GOOGLE FORMS

Step 1

You must have a **Google Classroom** account, and your students must also have a **Gmail** account. These accounts are free. Please contact your school's or district's Informational Technology department for assistance setting up these accounts.

Step 2

Copy all the Google Forms to your Google Drive by clicking on the provided links. These links are all organized in the provided spreadsheet. You will then be prompted to create a copy. Click on "copy" and the Google Forms will be saved to your Google Drive.

Step 3

Assign Google Forms to your students. In Google Classroom, create an assignment and search for the Google Form in your Google Drive. Once you locate the Google Form you want your students to complete, click "assign to all students."



RESOURCE NOTES

5-A-Day Math Review

USING THIS RESOURCE

This resource is intended to be used all year long to preview and review important math concepts. It can be used as morning work, "bell-ringers," homework, center work, or as test prep. It is recommended that you complete the first 2-3 weeks with your students in a whole-group setting. This will allow you to model the various skills while familiarizing your students with the format. After this period of guided instruction your students can then complete the activities independently, or if you prefer, in small groups or pairs.

Students should expect to encounter concepts that they are unfamiliar with, especially when first beginning the resource. It is best to assure them that any new material presented is simply a preview that will build background knowledge for a formal lesson(s) that will take place in the future. The tasks for each week will gradually increase in complexity and/or difficulty as the weeks go on.

It is important to dedicate 10-15 minutes a day correcting and discussing the completed work in class. This will not only allow students to check their work, but it will also provide you with an opportunity to model the completion of these tasks.

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MONDAY.I: LONG DIVISION (4.NBT.6) & FACTORS (4.OA.4)

- On odd weeks (1, 3, 5... etc.) the students will use the standard algorithm to complete two long division problems with one-digits divisors.
- On even weeks (2, 4, 6... etc.) the students will list all the factors of five numbers and determine if each of the numbers is prime or composite.

$$\begin{array}{r} 147 \text{ R } 4 \\ 5 \overline{) 739} \\ \underline{- 5} \\ 23 \\ \underline{- 20} \\ 39 \\ \underline{- 35} \\ 4 \end{array}$$

MONDAY.2: COMPARE NUMBERS (4.NBT.2) & ROUND NUMBERS (4.NBT.3)

- 509,769  519,100

603,791  63,989

10,000: 120,000

- On odd weeks (1, 3, 5... etc.) the students will add and subtract multi-digit numbers using the standard algorithm.
- On even weeks (2, 4, 6... etc.) the students will apply place value concept to solve related multiplication and division problems.

$$\begin{array}{r} 1,928 \\ + 5,912 \\ \hline 7,840 \end{array} \qquad \begin{array}{r} 9,529 \\ - 2,081 \\ \hline 7,448 \end{array}$$

$$\underline{80} \times 10 = 800$$

$$800 \times 10 = 8,000$$

$$8,000 \times 10 = 80,000$$

$$\underline{700} \div 70 = 10$$

$$7,000 \div 70 = 1,000$$

$$70,000 \div 700 = 100$$



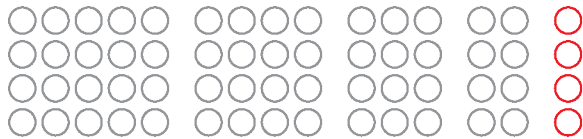
RESOURCE NOTES

5-A-Day Math Review

MONDAY.4: GENERATE & ANALYZE PATTERNS (4.OA.5)

- On odd weeks (1, 3, 5... etc.) the students will observe and extend various shape patterns and determine the rule of the pattern.
- On even weeks (2, 4, 6... etc.) the students will observe and extend various number patterns within a table and determine the rule of the pattern.

Draw the next arrangement.



Describe the pattern:

Subtract 4

Complete the table.

Rule: multiply by 4

IN	OUT
2	8
3	12
4	16
5	20

MONDAY.5: WORD FORM/EXPANDED FORM (4.NBT.2) & CONVERT UNITS (4.MD.1)

- On odd weeks (1, 3, 5... etc.) the students will write a standard form number in word form and expanded form.

218,108

Word Form:

two hundred eighteen thousand, one hundred eight

Expanded Form:

200,000 + 10,000 + 8,000 + 100 + 8

- On even weeks (2, 4, 6... etc.) the students will convert various units (both metric and standard/customary) to smaller and larger units using multiplication and division.

2 pounds = 32 ounces

64 ounces = 4 pounds

2 × 16 = 32

64 ÷ 16 = 4

TUESDAY.1: EQUIVALENT FRACTIONS (4.NF.1)

The students will shade in fraction models (bars on "odd" weeks and circles on "even" weeks) to find the equivalent fraction for a given fraction.







RESOURCE NOTES

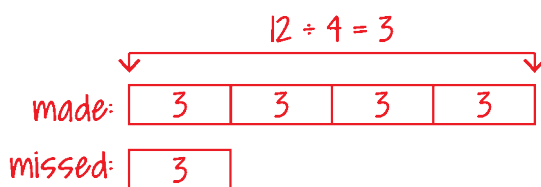
5-A-Day Math Review

TUESDAY.5: MULTIPLICATIVE COMPARISONS (4.OA.2)

The students will use bar diagrams to represent and solve various multiplicative comparisons. Students may also use equations to represent the multiplicative comparisons.

Solve and show your work.

During the basketball game, Jen made 4 times as many shots as she missed. If she made 12 shots, how many shots did she miss?



She missed 3 shots.

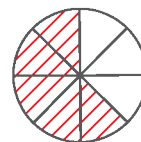
WEDNESDAY.1: SUBTRACT FRACTIONS (4.N.F.3.A-B)

The students will subtract fractions using fraction models (bars on "odd" weeks and circles on "even" weeks). Have the students shade in the models using the steps outlined below.

Step 1: Shade in $\frac{5}{8}$ with diagonal lines.



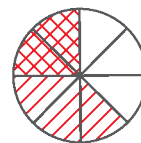
$\frac{5}{8} - \frac{2}{8} =$



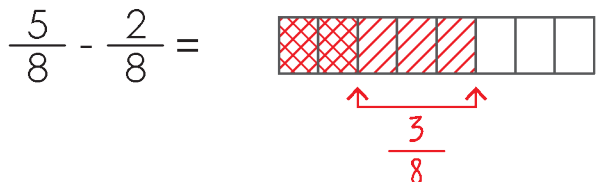
Step 2: Shade in $\frac{2}{8}$ with diagonal lines that go in the opposite direction.



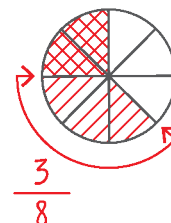
$\frac{5}{8} - \frac{2}{8} =$



Step 3: The portion with the diagonal lines is the answer.



$\frac{5}{8} - \frac{2}{8} =$





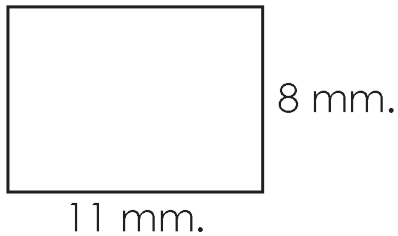
RESOURCE NOTES

5-A-Day Math Review

WEDNESDAY.2: AREA & PERIMETER (4.MD.3) & SYMMETRY (4.G.3)

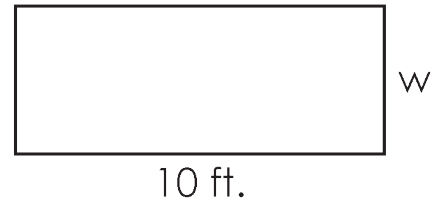
- On odd weeks (1, 3, 5... etc.) the students will find the area and perimeter for a rectangle, given the length and width. They will also find a missing length or width of a rectangle, given one side length and the area.

Find the area and perimeter.



$$A = \underline{88 \text{ mm.}^2} \quad P = \underline{38 \text{ mm.}}$$

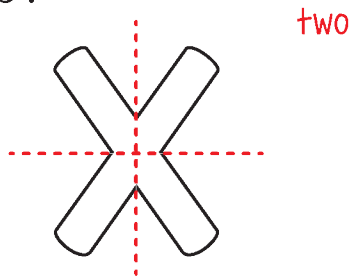
Find the width (w).



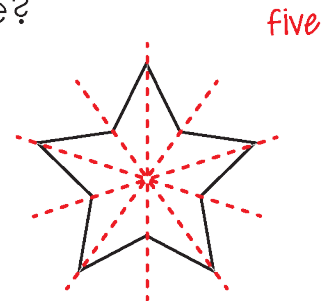
$$A = 40 \text{ ft}^2 \quad w = \underline{4 \text{ ft.}}$$

- On even weeks (2, 4, 6... etc.) the students will determine how many lines of symmetry various shapes have.

How many lines of symmetry are there?



How many lines of symmetry are there?



WEDNESDAY.3: DECIMALS & EQUIVALENT FRACTIONS (4.N.F.5-6)

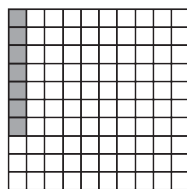
- During the first 18 weeks, the students will write the fraction, decimal, and word form of a decimal model.
- During the last 18 weeks, the students will find equivalent decimals and fractions without the use of a decimal model.

Weeks 1-18

Fraction: $\frac{7}{100}$

Decimal: 0.07

Word Form: seven hundredths



Weeks 19-36

$$\frac{4}{10} = \frac{\boxed{40}}{100}$$

$$0.\underline{4} = 0.\underline{40}$$



RESOURCE NOTES

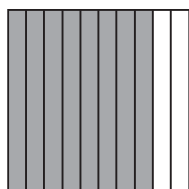
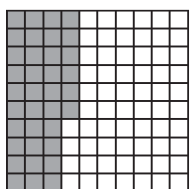
5-A-Day Math Review

WEDNESDAY.4: COMPARING DECIMALS (4.N.F.7)

- During the first 18 weeks, the students compare decimals with the help of decimal models.
- During the last 18 weeks, the students will compare decimals by shading in decimal models.

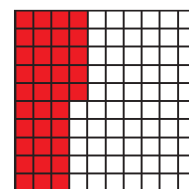
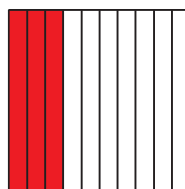
Weeks 1-18

$$0.36 < 0.8$$



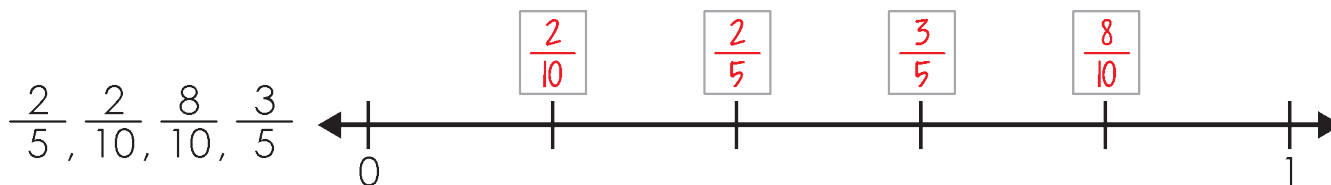
Weeks 19-36

$$0.3 < 0.35$$



WEDNESDAY.5: ORDER FRACTIONS (4.N.F.2)

The students will place 4 different fractions on a number line.

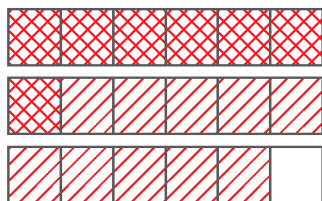


THURSDAY.1: ADD & SUBTRACT MIXED NUMBERS (4.N.F.3.C)

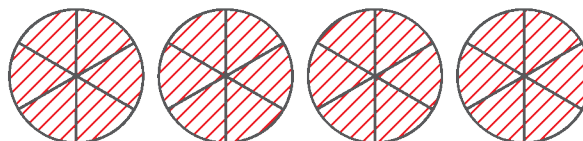
The students will add and subtract mixed numbers, using fraction models (bars on “odd” weeks and circles on “even” weeks). Revisit the steps for shading in the fraction models for subtraction from “Wednesday 1.”

$$2\frac{5}{6} - 1\frac{1}{6} =$$

$$1\frac{4}{6} = 1\frac{2}{3}$$



$$2\frac{1}{6} + 1\frac{5}{6} = 4$$





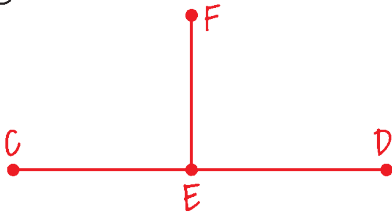
RESOURCE NOTES

5-A-Day Math Review

THURSDAY.2: LINES (4.G.1) & ANGLES (4.MD.5-7)

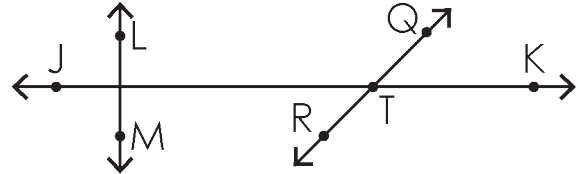
The students will complete a variety of activities that require them to draw and identify various lines and angles.

Draw and label perpendicular line segments.



Angle $\angle RTK$ is greater than 90° .

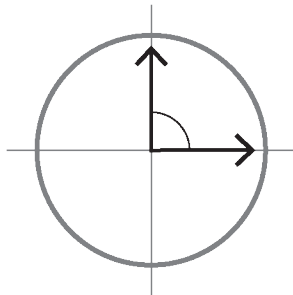
Angle $\angle QTK$ is less than 90° .



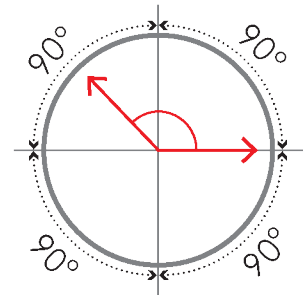
The students will complete activities that relate the measure of angles to the 360° of a circle.

What is the measurement of the angle?

90°



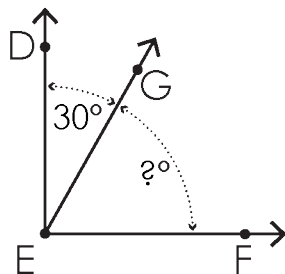
Draw an angle that is around 135° .



The students will solve subtraction problems to find unknown angles on a diagram.

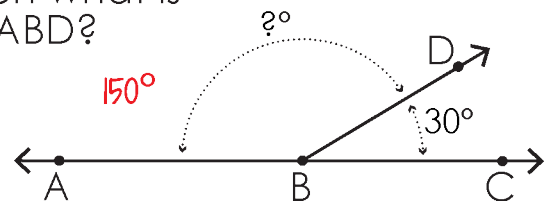
If $\angle DEF$ is 90° , then what is $\angle GEF$?

60°



If $\angle ABC$ is 180° , then what is $\angle ABD$?

150°

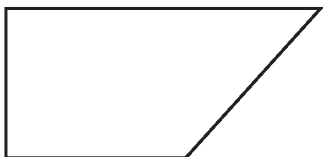


THURSDAY.3: CLASSIFY TWO-DIMENSIONAL FIGURES (4.G.2)

The students will classify various polygons based on sides and angles.

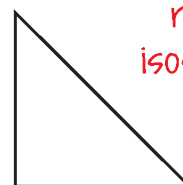
Identify the shape.

trapezoid



Identify the shape.

right triangle
isosceles triangle





RESOURCE NOTES

5-A-Day Math Review

THURSDAY.4: MULTI-STEP WORD PROBLEMS & INTERPRET REMAINDERS (4.OA.3)

- On odd weeks (1, 3, 5... etc.) the students will solve multi-step word problems using all four operations. Equation frames are provided for these word problems.
- On even weeks (2, 4, 6... etc.) the students will solve word problems that require them to interpret the remainder of a long division problem.

Min bakes 17 cookies. She eats one. She equally places the rest in two boxes. How many cookies (c) are in each box?

$$(\underline{17} - 1) \div \underline{2} = c$$

$$16 \div \underline{2} = c$$

$$\underline{8} = c$$

8 cookies in each box.

At the fair, 9 friends buy 214 tickets. They want to split all the tickets so each friend gets the same amount. How many more tickets do they need to buy?

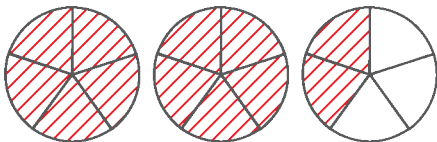
$$214 \div 9 = 23 \text{ R}7$$

2 more tickets

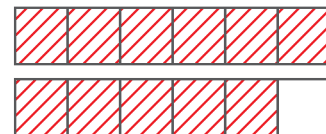
THURSDAY.5: MULTIPLY A FRACTION BY A WHOLE NUMBER (4.NF.4.A-B)

The students will multiply a whole number and fraction using fraction models (circles on "odd" weeks and bars on "even" weeks).

$$12 \times \frac{1}{5} = \frac{12}{5} = 2\frac{2}{5}$$



$$\frac{1}{6} \times 11 = \frac{11}{6} = 1\frac{5}{6}$$



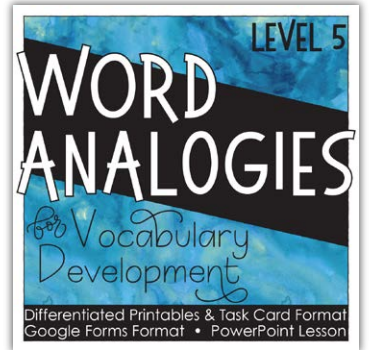
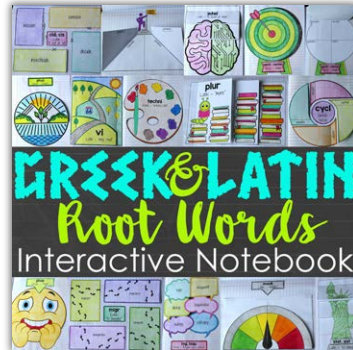
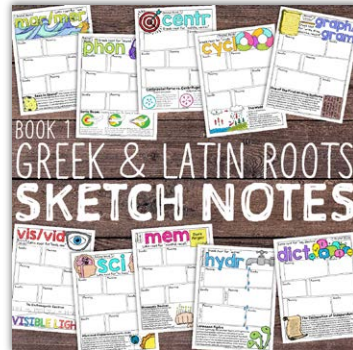
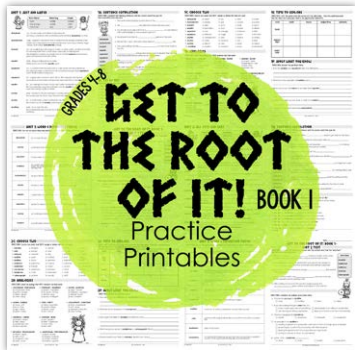


Helping teachers thrive, not just survive, in education

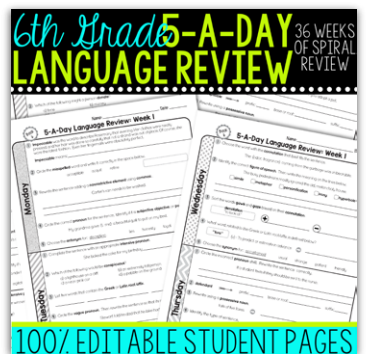
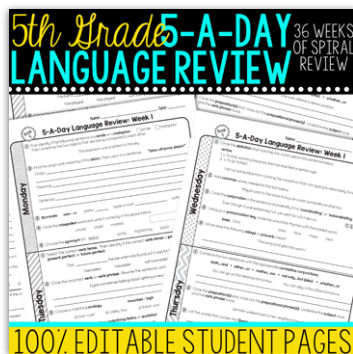
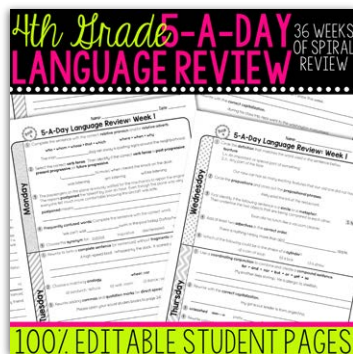
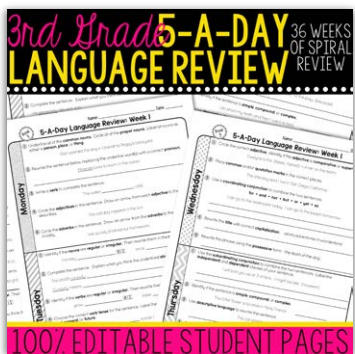


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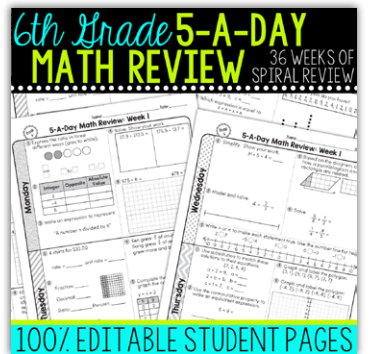
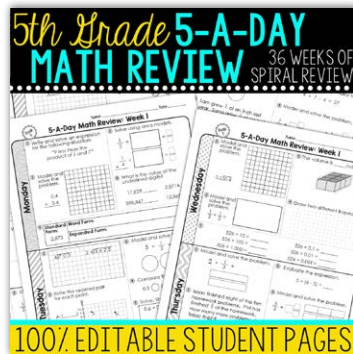
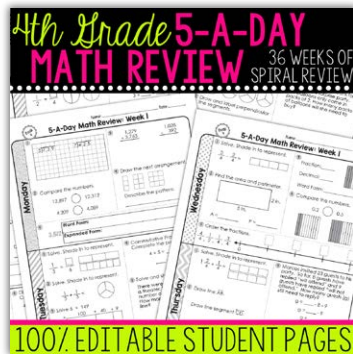
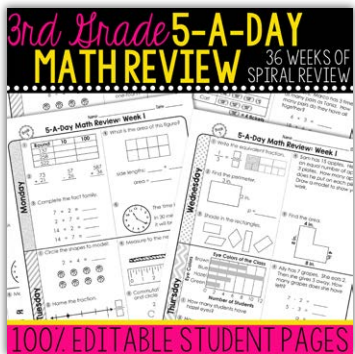
VOCABULARY RESOURCES



DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

