

4th Grade 5-A-DAY

MATH REVIEW

36 WEEKS OF SPIRAL REVIEW

Monday

Book 4

Name: _____ Date: _____

5-A-Day Math Review: Week 1

1. $\frac{1}{2} = \frac{\square}{4}$

2. Compare the numbers.
 $12,897$ ☐ $12,312$
 $4,209$ ☐ $4,089$

3. $1,279 + 3,763$ $1,028 - 392$

4. Draw the next arrangement
 Describe the pattern: _____

Word Form: **3,512**
 Expanded Form: _____

Tuesday

1. Solve. Shade in to represent.
 $\frac{1}{3} = \frac{\square}{6}$

2. Solve. Shade in to represent.
 $\frac{1}{3} + \frac{1}{3} =$

3. Solve 6×149
 $\begin{array}{r} 100 \\ + 40 \\ + 9 \\ \hline \end{array}$

4. Commutative Property
 Complete the problem.
 $4 \times 5 =$

5. Solve and show your work.
 There were 100 people at a theater. 40 people left. How many people are still there?

Wednesday

Book 4

Name: _____

5-A-Day Math Review: Week 1

1. Solve. Shade in to represent.
 $\frac{3}{4} - \frac{2}{4} =$

2. Find the area and perimeter.
 5 in. 2 in.
 A = _____ P = _____

3. Fraction: _____
 Decimal: _____
 Word Form: _____

4. Compare the numbers.
 0.2 ☐ 0.5

5. Order the fractions.
 $\frac{4}{4}, \frac{1}{2}, \frac{1}{4}, \frac{3}{4}$

Thursday

Book 4

Name: _____

5-A-Day Math Review: Week 1

1. Solve. Shade in to represent.
 $1\frac{2}{4} + \frac{1}{4} =$

2. Draw line $\overline{AB}$.
 Draw line segment $\overline{CD}$.

3. Marcos invited 33 guests to his party. So far, 8 guests have replied "will attend" and 9 guests have replied "will not attend." How many guests (g) still need to reply?
 $g = \underline{\hspace{1cm}} - 8 - 9$
 $g = \underline{\hspace{1cm}} - 9$
 $g = \underline{\hspace{1cm}}$

100% EDITABLE STUDENT PAGES

5-A-DAY COMMON CORE MATH REVIEW {4TH GRADE}

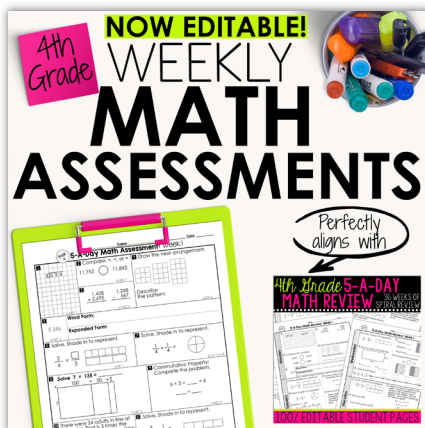
Thank you for purchasing this Common Core Math Review Resource. This resource is designed to be used on a daily basis (Monday-Thursday) for up to 36 weeks. Each week has 20 ("5 a Day") math tasks that can be done in class or assigned for homework and then discussed/corrected in class the following day. On Friday, you can assess student learning with these [4th Grade Weekly Math Assessments](#), which align perfectly to each week's content.

Skills Included:

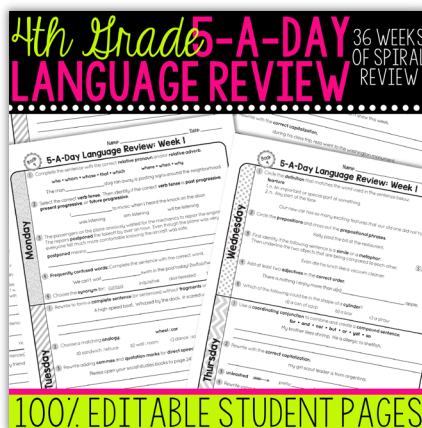
- Compare Numbers (4.NBT.2) & Round Numbers (4.NBT.3)
- Add & Subtract Multi-Digit Numbers (4.NBT.4) & Concepts of Place Value (4.NBT.1)
- Generate & Analyze Patterns (4.OA.5)
- Word Form/Expanded Form (4.NBT.2) & Convert Units (4.MD.1)
- Equivalent Fractions (4.NF.1)
- Add & Subtract Fractions (4.N.F.3.A-B)
- 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 & Interpret Remainders (4.OA.3)
- Multiply a Fraction by a Whole Number (4.NF.4.A-B)

Thank you so much,
Melissa
gottoteach@icloud.com

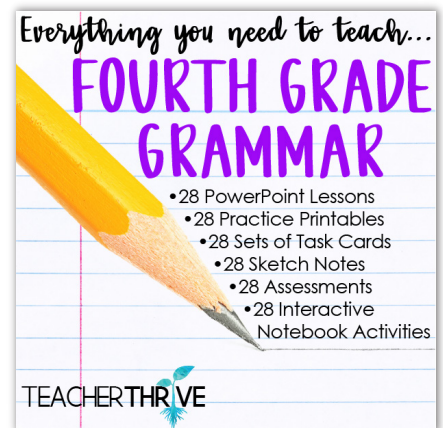
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RESOURCE NOTES

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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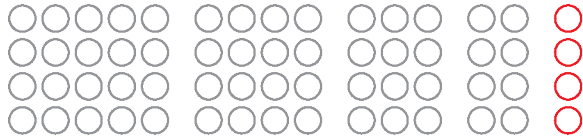
RESOURCE NOTES

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.

$$\frac{1}{4} = \frac{2}{8}$$

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





RESOURCE NOTES

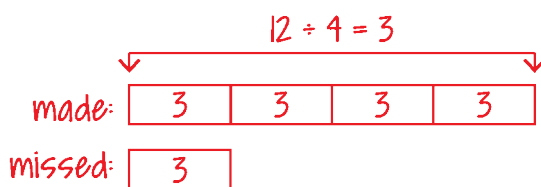
5-A-Day Math Review

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.

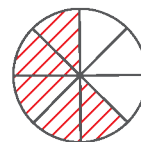
WEDNESDAY.1: SUBTRACT FRACTIONS (4.N.F.3.A-B)

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.



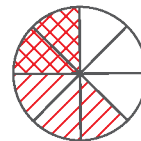
$\frac{5}{8} - \frac{2}{8} =$



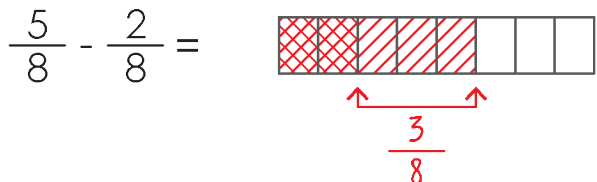
Step 2: Shade in $\frac{2}{8}$ with diagonal lines that go in the opposite direction.



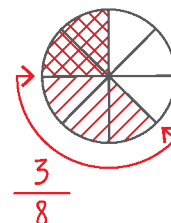
$\frac{5}{8} - \frac{2}{8} =$



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



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





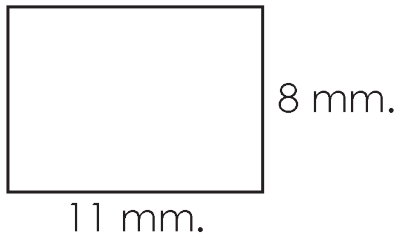
RESOURCE NOTES

5-A-Day Math Review

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

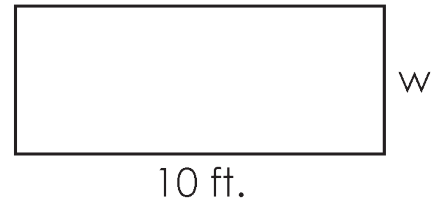
- On odd weeks (1, 3, 5... etc.) the students will find the area and perimeter for a rectangle, given the length and width. They will also find a missing length or width of a rectangle, given one side length and the area.

Find the area and perimeter.



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

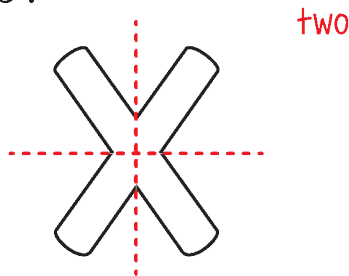
Find the width (w).



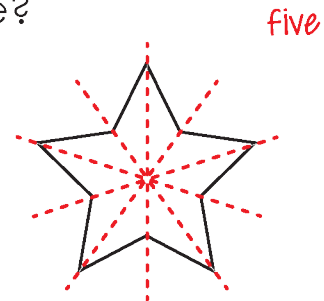
$$A = 40 \text{ ft}^2 \quad w = \underline{4 \text{ ft.}}$$

- 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)

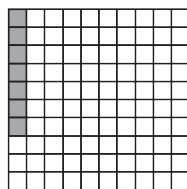
- During the first 18 weeks, the students will write the fraction, decimal, and word form of a decimal model.
- During the last 18 weeks, the students will find equivalent decimals and fractions without the use of a decimal model.

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

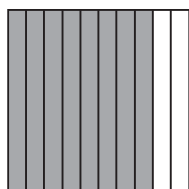
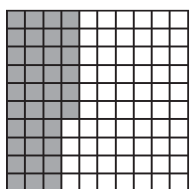
5-A-Day Math Review

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.

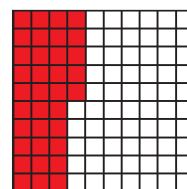
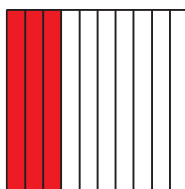
Weeks 1-18

$$0.36 < 0.8$$



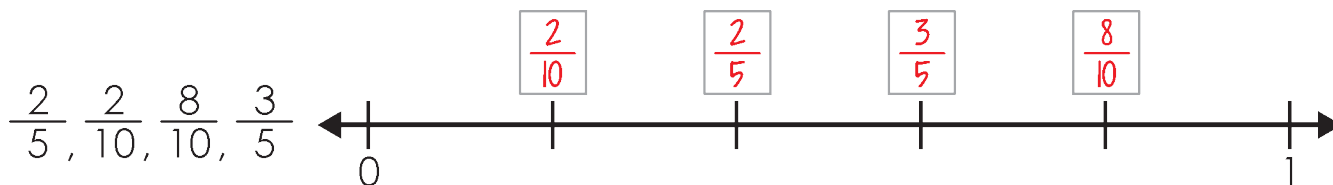
Weeks 19-36

$$0.3 < 0.35$$



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

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

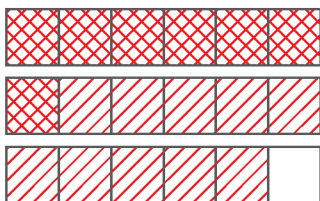


THURSDAY.1: ADD & SUBTRACT MIXED NUMBERS (4.N.F.3.C)

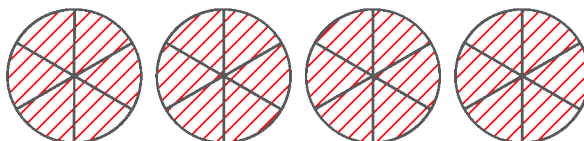
The students will add and subtract mixed numbers, using fraction models (bars on “odd” weeks and circles on “even” weeks). Revisit the steps for shading in the fraction models for subtraction from “Wednesday 1.”

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

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



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





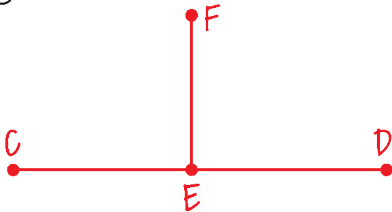
RESOURCE NOTES

5-A-Day Math Review

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

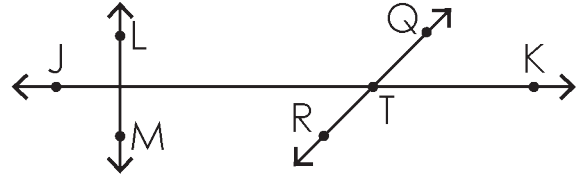
The students will complete a variety of activities that require them to draw and identify various lines and angles.

Draw and label perpendicular line segments.



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

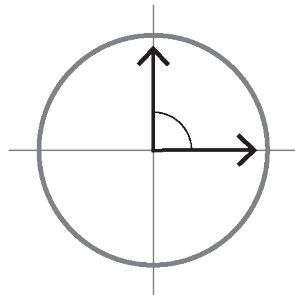
Angle $\angle QTK$ is less than 90° .



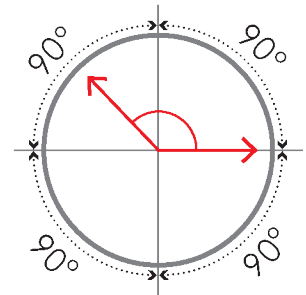
The students will complete activities that relate the measure of angles to the 360° of a circle.

What is the measurement of the angle?

90°



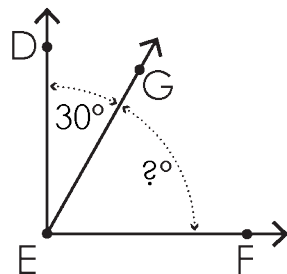
Draw an angle that is around 135° .



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

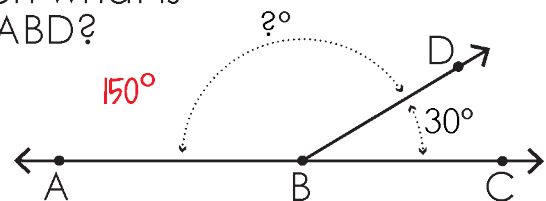
If $\angle DEF$ is 90° , then what is $\angle GEF$?

60°



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

150°

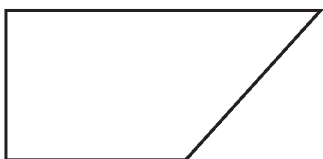


THURSDAY.3: CLASSIFY TWO-DIMENSIONAL FIGURES (4.G.2)

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

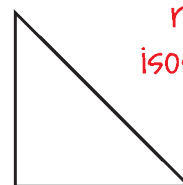
Identify the shape.

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?

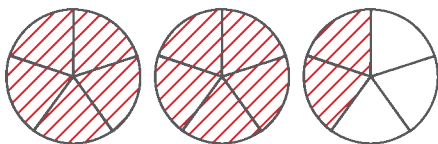
$$214 \div 9 = 23 \text{ R}7$$

2 more tickets

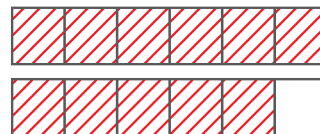
THURSDAY.5: MULTIPLY A FRACTION BY A WHOLE NUMBER (4.NF.4.A-B)

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

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



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



5-A-Day Math Review: Week 1

Monday



$\begin{array}{r} 5 \overline{) 739} \end{array}$	$\begin{array}{r} 7 \overline{) 435} \end{array}$
---	---

② Compare the numbers.

$12,897 \bigcirc 12,312$

4,209 ○ 4,089

3

$$\begin{array}{r} 1,279 \\ + 3,763 \\ \hline \end{array}$$

$$\begin{array}{r} 1,028 \\ - 392 \\ \hline \end{array}$$

④ Draw the next arrangement.

Describe the pattern:

5

3,512

Word Form:

Expanded Form:

① Solve. Shade in to represent.

$$\frac{1}{3} = \frac{\square}{6}$$

② Solve. Shade in to represent.

$$\frac{1}{3} + \frac{1}{3} =$$



③ Solve 6×149

	100	+	40	+	9
x					
6					

Answer:

④ Commutative Property:
Complete the problem.

$$4 \times 5 = \underline{\quad} \times 4$$

$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

⑤ Solve and show your work.

There were 21 adults in line at a theater. That is 3 times the number of children in line. How many children were in line?

Tuesday

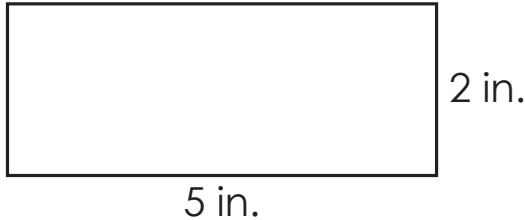
5-A-Day Math Review: Week I

Wednesday

- ① Solve. Shade in to represent.

$$\frac{3}{4} - \frac{2}{4} =$$


- ② Find the area and perimeter.



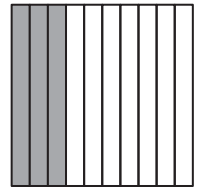
A = _____ P = _____

③

Fraction: _____

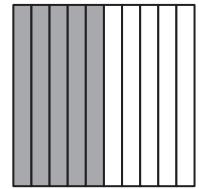
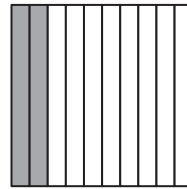
Decimal: _____

Word Form: _____



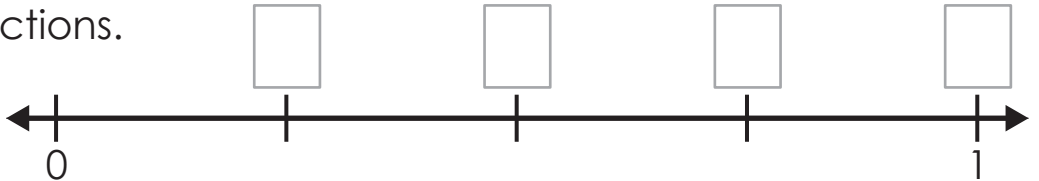
- ④ Compare the numbers.

0.2 ○ 0.5

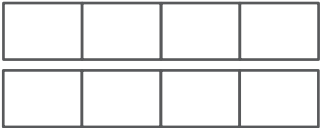


- ⑤ Order the fractions.

$\frac{4}{4}, \frac{1}{2}, \frac{1}{4}, \frac{3}{4}$



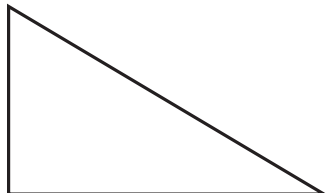
- ① Solve. Shade in to represent.

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


- ② Draw line $\overleftrightarrow{AB}$.

Draw line segment $\overline{CD}$.

- ③ Identify the shape.



- ④ Marcos invited 33 guests to his party. So far, 8 guests have said "yes" and 9 guests have said "no." How many guests (g) still need to reply?

$g = \underline{\hspace{1cm}} - 8 - 9$

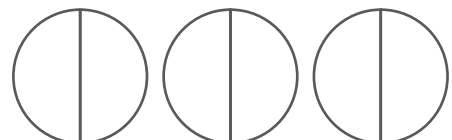
$g = \underline{\hspace{1cm}} - 9$

$g = \underline{\hspace{1cm}}$

_____ guests haven't replied

- ⑤ Solve. Shade in to represent.

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



Thursday

5-A-Day Math Review: Week 2

Monday

Tuesday



Factors

2:
5:
7:
10:
12:

② Round **48,492** to the nearest...

100: _____

1,000: _____

10,000: _____

3

$$8 \times 10 = 80$$

$$\underline{\hspace{2cm}} \times 10 = 800$$

$$800 \times \underline{\hspace{2cm}} = 8,000$$

$$8,000 \times 10 = \underline{\hspace{2cm}}$$

4

Complete the table.

IN	OUT
2	6
3	9
4	12

Rule: _____

5

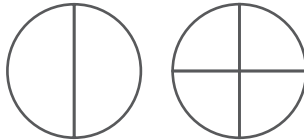
1 meter = _____ centimeters 300 centimeters = _____ meters

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

① Solve. Shade in to represent.

$$\frac{1}{2} = \frac{\square}{4}$$



② Solve. Shade in to represent.

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

--	--	--	--

3

$\begin{array}{r} 34 \\ \times 28 \\ \hline \end{array}$	$\begin{array}{r} 74 \\ \times 36 \\ \hline \end{array}$
$\begin{array}{r} + \\ \hline \end{array}$	$\begin{array}{r} + \\ \hline \end{array}$

4

Associative Property:
Complete the problem.

$$3 \times (4 \times 2) = (3 \times \underline{\quad}) \times 2$$

$$3 \times \underline{\quad} = \underline{\quad} \times 2$$

_____ = _____

5

Solve and show your work.

A pet store sold 2 birds. They sold 6 times as many turtles as they sold birds. How many turtles did they sell?

5-A-Day Math Review: Week 2

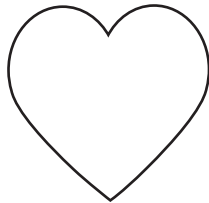
Wednesday

- ① Solve. Shade in to represent.

$$\frac{2}{3} - \frac{1}{3} =$$



- ② How many lines of symmetry are there?

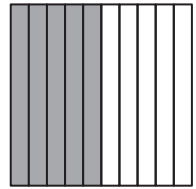


③

Fraction: _____

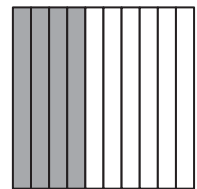
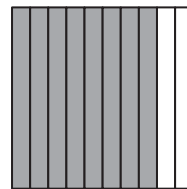
Decimal: _____

Word Form: _____



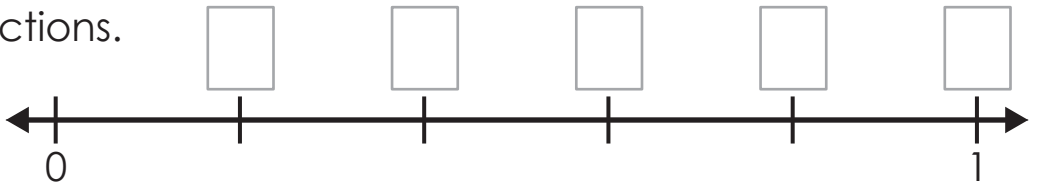
- ④ Compare the numbers.

0.8 ○ 0.4



- ⑤ Order the fractions.

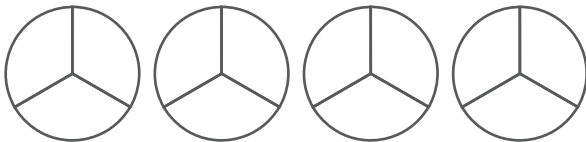
$\frac{1}{5}, \frac{5}{5}, \frac{3}{5}, \frac{2}{5}$



Thursday

- ① Solve. Shade in to represent.

$$3\frac{2}{3} - 1\frac{1}{3} =$$



- ② Draw and label perpendicular line segments.

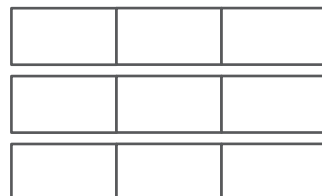
- ③ Identify the shape.



- ④ Celia needs 275 balloons for her mother's surprise party. The balloons only come in packs of 2. How many packs of balloons will she need to buy?

- ⑤ Solve. Shade in to represent.

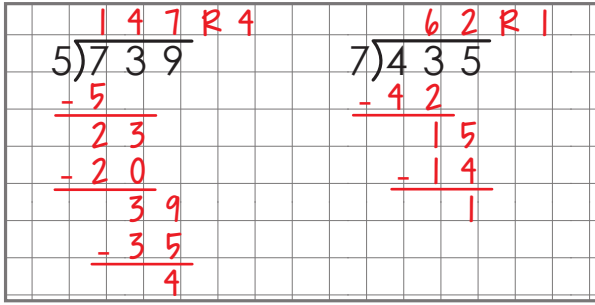
$$\frac{1}{3} \times 7 =$$



5-A-Day Math Review: Week I

Monday

1



2 Compare the numbers.

$$12,897 > 12,312$$

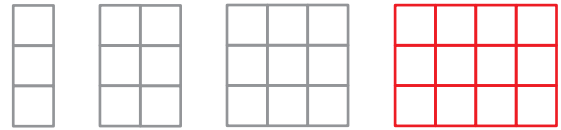
$$4,209 > 4,089$$

3

$$\begin{array}{r} 1,279 \\ + 3,763 \\ \hline 5,042 \end{array}$$

$$\begin{array}{r} 1,028 \\ - 392 \\ \hline 636 \end{array}$$

4 Draw the next arrangement.



Describe the pattern:

Add 3

5

3,512

Word Form:

three thousand, five hundred twelve

Expanded Form:

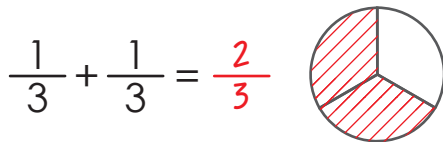
$$3,000 + 500 + 10 + 2$$

Tuesday

1 Solve. Shade in to represent.



2 Solve. Shade in to represent.



3 Solve 6×149

	100	+	40	+	9
6	600		240		54

Answer: 894

4 Commutative Property: Complete the problem.

$$4 \times 5 = 5 \times 4$$

$$20 = 20$$

5 Solve and show your work.

There were 21 adults in line at a theater. That is 3 times the number of children in line. How many children were in line?

children: 7

adults: 7 7 7

$$21 \div 3 = 7$$

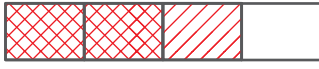
There are 7 children in line.

5-A-Day Math Review: Week I

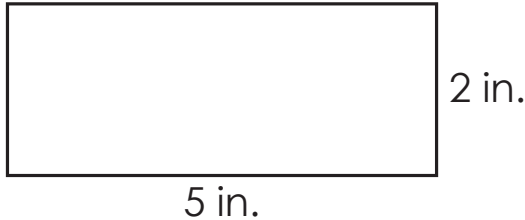
Wednesday

- ① Solve. Shade in to represent.

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



- ② Find the area and perimeter.

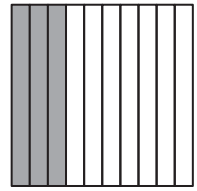


A = 10 in.² P = 14 in.²

- ③ Fraction: $\frac{3}{10}$

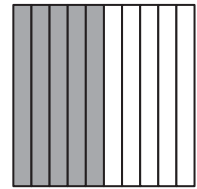
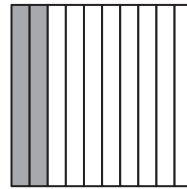
Decimal: 0.3

Word Form: three tenths



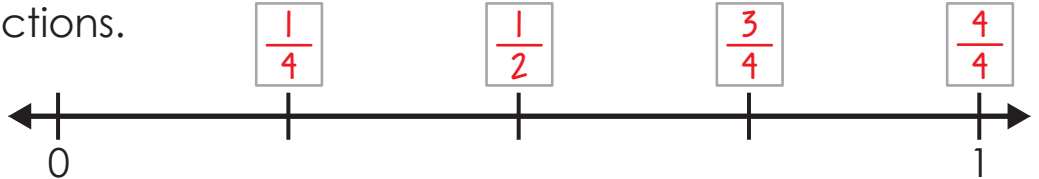
- ④ Compare the numbers.

0.2  0.5



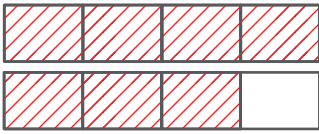
- ⑤ Order the fractions.

$\frac{4}{4}, \frac{1}{2}, \frac{1}{4}, \frac{3}{4}$



- ① Solve. Shade in to represent.

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



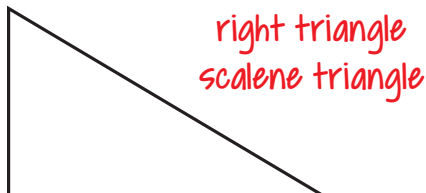
- ② Draw line $\overleftrightarrow{AB}$.



Draw line segment $\overline{CD}$.



- ③ Identify the shape.



- ④ Marcos invited 33 guests to his party. So far, 8 guests have said "yes" and 9 guests have said "no." How many guests (g) still need to reply?

$$g = 33 - 8 - 9$$

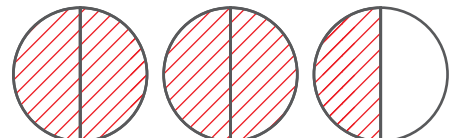
$$g = 25 - 9$$

$$g = 16$$

16 guests haven't replied

- ⑤ Solve. Shade in to represent.

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



Thursday

5-A-Day Math Review: Week 2

Monday

Factors

- ## Factors

2: 1, 2 (prime)
5: 1, 5 (prime)
7: 1, 7 (prime)
10: 1, 2, 5, 10 (composite)
12: 1, 2, 3, 4, 6, 12 (composite)

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

100: 48,500

1,000: 48,000

10,000: 50,000

- 3 $8 \times 10 = 80$
 $\underline{80} \times 10 = 800$
 $800 \times \underline{10} = 8,000$
 $8,000 \times 10 = \underline{80,000}$

- 4 Complete the table.

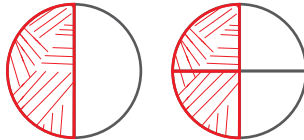
IN	OUT
2	6
3	9
4	12
5	15

- 5 1 meter = 100 centimeters 300 centimeters = 3 meters
- 1 × 100 = 100 300 ÷ 100 = 3

Tuesday

- ① Solve. Shade in to represent.

$$\frac{1}{2} = \frac{\boxed{2}}{4}$$

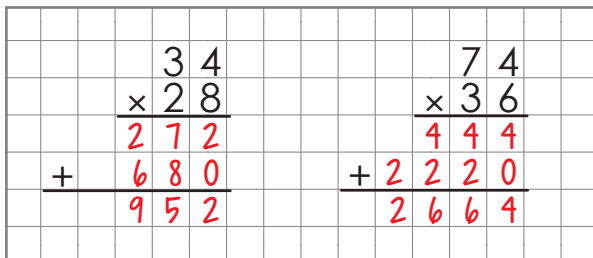


- ② Solve. Shade in to represent.

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




- 3



- ④ Associative Property:
Complete the problem.

$$3 \times (4 \times 2) = (3 \times \underline{4}) \times 2$$

$$3 \times \underline{8} = \underline{12} \times 2$$

$$\underline{24} = \underline{24}$$

- ⑤ Solve and show your work.

A pet store sold 2 birds. They sold 6 times as many turtles as they sold birds. How many turtles did they sell?

birds: 2

turtles:

2	2	2	2	2	2
---	---	---	---	---	---

$$2 \times 6 = 12$$

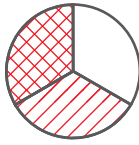
12 turtles

5-A-Day Math Review: Week 2

Wednesday

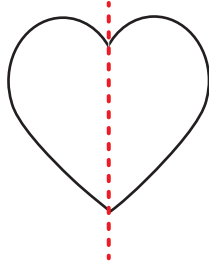
- ① Solve. Shade in to represent.

$$\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$$



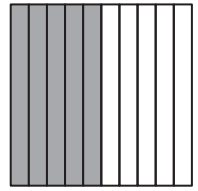
- ② How many lines of symmetry are there?

one



- ③ Fraction: $\frac{5}{10} = \frac{1}{2}$

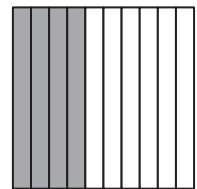
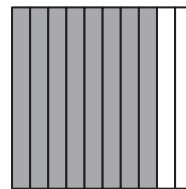
Decimal: *0.5*



Word Form: *five tenths*

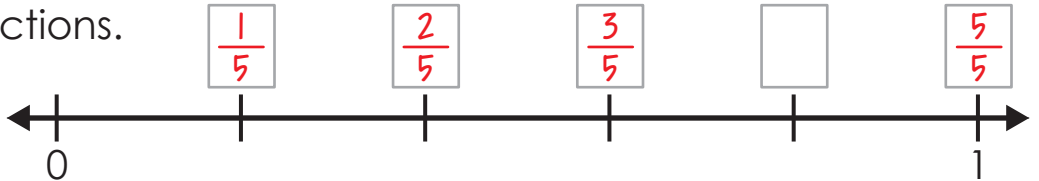
- ④ Compare the numbers.

0.8 *>* 0.4



- ⑤ Order the fractions.

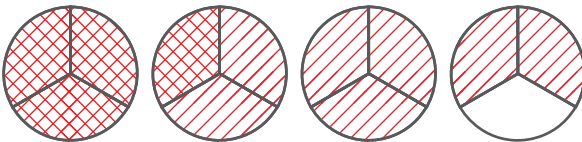
$\frac{1}{5}, \frac{5}{5}, \frac{3}{5}, \frac{2}{5}$



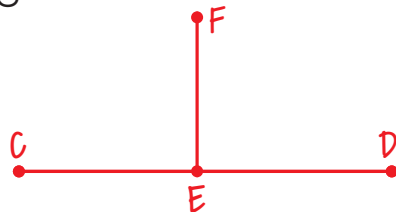
Thursday

- ① Solve. Shade in to represent.

$$3\frac{2}{3} - 1\frac{1}{3} = 2\frac{1}{3}$$



- ② Draw and label perpendicular line segments.



- ③ Identify the shape.

rectangle



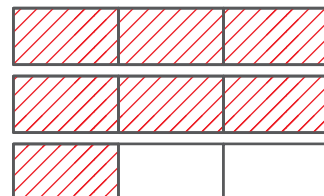
- ④ Celia needs 275 balloons for her mother's surprise party. The balloons only come in packs of 2. How many packs of balloons will she need to buy?

$$275 \div 2 = 137 \text{ R}1$$

138 packs of balloons

- ⑤ Solve. Shade in to represent.

$$\frac{1}{3} \times 7 = \frac{7}{3} = 2\frac{1}{3}$$



FOURTH GRADE MATH SKETCH NOTES BUNDLE

These [4th-grade math sketch notes](#) (AKA doodle pages) are a powerful learning and teaching tool. They cover essential math concepts and procedures for students in a visually appealing way. You can use this resource to supplement any math curriculum, and they are perfect for previewing/pre-teaching or reviewing/reinforcing.

AREA MODEL MULTIPLICATION [2-DIGIT] (17)

$14 \times 26 = 364$ $200 + 80 + 24 = 304$

1 Write one factor in expanded form on the left of the model.
2 Write the other factor in expanded form above the model.
3 Find the area of each section of the model.
4 Add all the areas in the model.

$24 \times 57 = 1,368$ $1,000 + 400 + 200 + 28 = 1,628$

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LONG DIVISION STANDARD ALGORITHM (30)

How many groups of 8 are in 4? 0, so place a 0 in the quotient.
How many groups of 8 are in 45? 5, so place a 5 in the quotient.

D ÷ **Divide**
M × **Multiply**
S = **Subtract**
B ↓ **Bring Down**
R ← **Repeat**

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COMPOSE and DECOMPOSE FRACTIONS (34)

Composing
Joining two or more fractions to make a larger fraction.
 $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \frac{3}{5}$

Decomposing
Separating a larger fraction into smaller fractions or unit fractions.
 $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

How many different ways can you compose $\frac{5}{8}$?
Decompose the pattern block fractions into unit fractions.

Number Bonds

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FRACTIONS GREATER THAN ONE (41)

MIXED NUMBERS
Fractions greater than one can be expressed in two ways.

IMPROPER FRACTIONS
A fraction with a numerator that is greater than the denominator.

A whole number and a fraction that are combined.

How many wholes are there?
What fraction remains?

How many pieces are there?
How many pieces make one whole?

Mixed to Improper
 $2\frac{3}{5} = \frac{10}{5} + \frac{3}{5} = \frac{13}{5}$

Improper to Mixed
 $\frac{17}{5} = 3\frac{2}{5}$

- Denominator × whole #
- Product + numerator
- Sum = numerator
- Denominator remains
- Numerator ÷ denominator
- Quotient = whole #
- Remainder = numerator
- Denominator remains

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DECIMAL FRACTIONS (50)

Fractions with a power of 10 (10, 100) in the denominator.

TENTHS **HUNDREDTHS**

$\frac{4}{10} = 0.4$ $\frac{83}{100} = 0.83$

Equivalent Decimal Fractions

$\frac{3}{100} + \frac{10}{100} = \frac{13}{100}$ $\frac{4}{100} + \frac{50}{100} = \frac{54}{100}$ $\frac{9}{100} + \frac{20}{100} = \frac{29}{100}$

Using Common Denominators

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UNDERSTANDING ANGLES (57)

An angle is formed by two rays or line segments that share a common end point.

ACUTE ANGLE **RIGHT ANGLE** **OBTUSE ANGLE**

An angle that is less than a right angle (smaller).
The corner of a piece of paper forms a right angle.
An angle that is greater than a right angle (larger).

STRAIGHT ANGLE
An angle that forms a straight line.

Notation: $\angle ABC$ or $\angle CBA$
Notation: $\angle DEF$ or $\angle FED$
Notation: $\angle XYZ$ or $\angle ZYX$

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METRIC CONVERSIONS (66)

BASE UNITS

- (m) meter: length & distance
- (L) liter: volume & capacity
- (g) gram: weight & mass

BASE UNIT

- DECA- (da) Means 10
- HECTO- (h) Means 100
- KILO- (k) Means 1,000
- DECI- (d) Means 0.1
- CENTI- (c) Means 0.01
- MILLI- (m) Means 0.001

large to small? multiply
small to large? divide

large + small
1 km = 1,000 m
1 m = 100 cm
1 cm = 10 mm

small + large
10 mm = 1 cm
100 cm = 1 m
1,000 m = 1 km

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DATA TABLES & LINE PLOTS (72)

Any collected data from her favorite dessert cookbook to see how much sugar was in each recipe. She recorded her findings in the data set below.

DATA SET A dataset is a set of numbers or values that pertain to a specific topic.

DATA TABLE A data table organizes and displays numeric values, making them easier to understand.

LINE PLOT A line plot is a graph that displays data as Xs above a number line, showing the frequency of each value.

Each X represents one recipe from the cookbook.

The label tells us what each number is measuring.

How many recipes are in the cookbook? 25 recipes
How many recipes have more than 1 cup of sugar? 7 recipes
How much sugar is needed to make all the recipes? 23 1/2 cups

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Sketch notes present your students with a meaningful and engaging activity they will love. Doodle note-taking activates verbal and visual modalities to capture concepts. The whole brain is absorbed in hearing, synthesizing, and retaining ideas. This high level of engagement helps students retain the content and leaves little room for distraction.

COVERS 70+ TOPICS

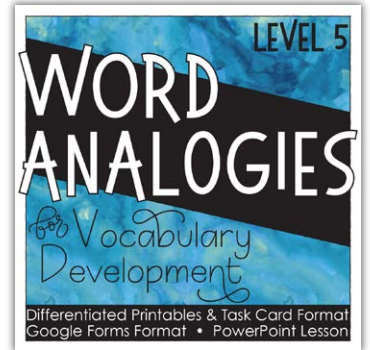
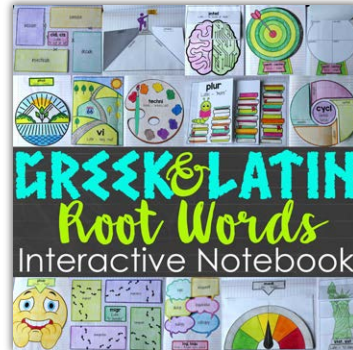
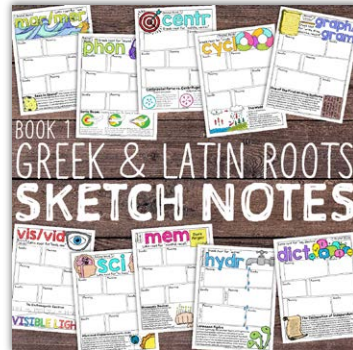
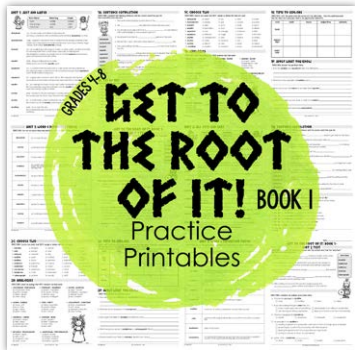


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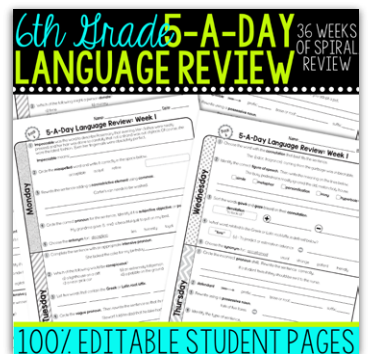
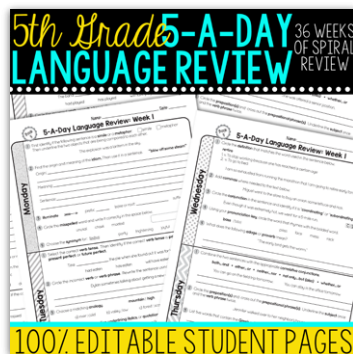
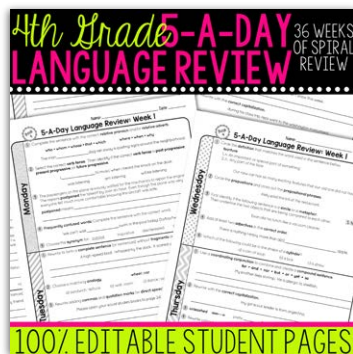
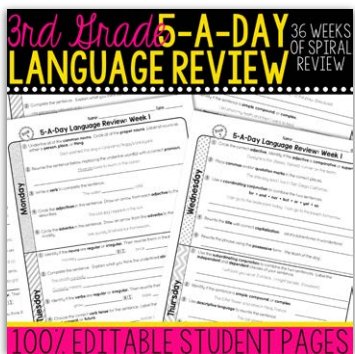


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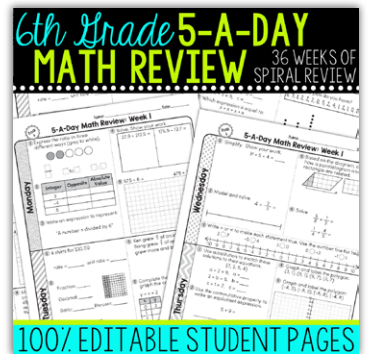
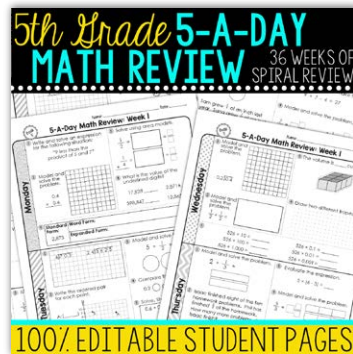
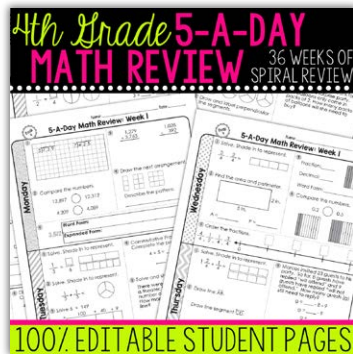
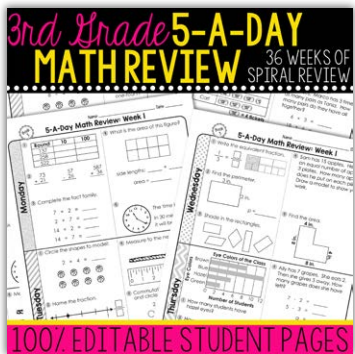
VOCABULARY RESOURCES



DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

