

100 Day
Countdown
to the 4th Grade
Math FSA

Name: _____

Date: _____

Teacher: _____

100 Day Countdown to the 4th Grade Math FSA

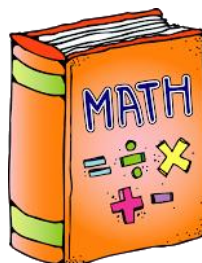
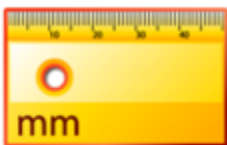
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100 Day Countdown to the 4th Grade Math FSA – Day 1

MAFS.4.OA.1.1

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

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

MAFS.4.OA.1.1

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

MAFS.4.OA.1.1

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

- 5×12
- $5 + 12$
- $12 + 5$
- $12(5)$
- $12(12 + 5)$

MAFS.4.OA.1.2

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

MAFS.4.OA.1.2

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

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 2

MAFS.4.OA.1.1

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

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

MAFS.4.OA.1.1

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

MAFS.4.OA.1.1

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

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

MAFS.4.OA.1.2

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

MAFS.4.OA.1.2

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

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 3

MAFS.4.OA.1.1

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

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

MAFS.4.OA.1.1

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

_____ art projects

MAFS.4.OA.1.1

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

- $12 + 8$
- $12 + (4 \times 2)$
- $12(8)$
- $(3 + 5) \times 12$
- $(3 \times 5) \times 12$

MAFS.4.OA.1.2

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

MAFS.4.OA.1.2

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

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

Name: _____

Score: ____/5

Percentage: ____%

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

MAFS.4.OA.1.1

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

27 is 3 times as many as 9

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

MAFS.4.OA.1.1

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

_____ art projects

MAFS.4.OA.1.1

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

- $4(6)$
- $(2 + 2) \times 6$
- $(2 + 2) \times (4 + 2)$
- 6×4
- $4 + 4 + 4 + 4 + 4 + 4$

MAFS.4.OA.1.2

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

Phil can hit the ball _____ time farther than Rory.

MAFS.4.OA.1.2

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

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 5

MAFS.4.OA.1.1

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

56 is 7 times as many as 8

- A. $56 = 7 + 8$
- B. $56 = 7 \times 8$
- C. $56 = 7 - 8$
- D. $56 \times 7 = 8$

MAFS.4.OA.1.1

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

MAFS.4.OA.1.1

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

- $14(7)$
- $(7 \times 1) \times 14$
- $(7 \times 1) \times (7 + 7)$
- $(7 \times 7) \times 7$
- $(7 + 1) \times (7 + 7)$

MAFS.4.OA.1.2

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

_____ marbles

MAFS.4.OA.1.2

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

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 6

MAFS.4.OA.1.3

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

\$ _____

MAFS.4.OA.1.3

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

$$53 \div 12 = 4 \text{ R } 5$$

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

MAFS.4.OA.1.3

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

MAFS.4.OA.1a

4. Which equation is false?

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

MAFS.4.OA.1b

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

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 7

MAFS.4.OA.1.3

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

\$ _____

MAFS.4.OA.1.3

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

_____ hats

MAFS.4.OA.1.3

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

MAFS.4.OA.1a

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

A. $42 + 14 = 38 + 18$

B. $40 + 22 = 32 + 10$

C. $67 + 33 = 70 + 30$

D. $93 + 35 = 95 + 33$

MAFS.4.OA.1b

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

A. The value of m is five more than 22.

B. The value of m is five less than 22.

C. The value of m is two more than 22.

D. The value of m is two less than 22.

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 8

MAFS.4.OA.1.3

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

\$ _____

MAFS.4.OA.1.3

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

$$35 \div 11 = 3 \text{ R } 2$$

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

MAFS.4.OA.1.3

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

MAFS.4.OA.1a

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

A. $42 + 11 = 38 + 20$

B. $40 - 22 = 9 \times 2$

C. $46 + 69 = 87 + 17$

D. $63 + 15 = 65 - 13$

MAFS.4.OA.1b

5. Justify the equation.

$$44 + 4 = m - 5$$

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

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

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

C. The value of m is nine more than 44, because when I add $44 + 4$, then add 5, my value of m is 53. This makes my equation equivalent.

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 9

MAFS.4.OA.1.3

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

\$ _____

MAFS.4.OA.1.3

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

_____ hats

MAFS.4.OA.1.3

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

MAFS.4.OA.1a

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

$$44 + 38 = 59 + 23$$

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

MAFS.4.OA.1b

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

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 10

MAFS.4.OA.1.3

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

What is the cost of 1 hat?

\$ _____

MAFS.4.OA.1.3

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

_____ hats

MAFS.4.OA.1.3

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

MAFS.4.OA.1a

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

A. $8 \times 7 = 38 + 18$

B. $36 \div 4 = 42 - 33$

C. $35 + 24 = 94 - 35$

D. $83 - 35 = 8 \times 6$

MAFS.4.OA.1b

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

$$41 + 3 = m + 8$$

$$74 - 6 = n - 3$$

$$m = 34$$

$$n = 71$$

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 11

MAFS.4.OA.2.4

1. What are the factors of 10?

MAFS.4.OA.2.4

2. What factors do 36 and 42 have in common?
Mark all that apply.

- A. 2
- B. 3
- C. 4
- D. 6
- E. 7
- F. 18

MAFS.4.OA.2.4

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

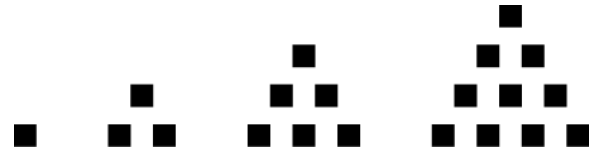
	Prime	Composite
16		
13		
12		
9		
7		

MAFS.4.OA.3.5

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

MAFS.4.OA.3.5

5. A shape pattern is shown.



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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 12

MAFS.4.OA.2.4

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

×	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25
6	6	12	18	24	30
7	7	14	21	28	35
8	8	16	24	32	40
9	9	18	27	36	45
10	10	20	30	40	50

MAFS.4.OA.2.4

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

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

MAFS.4.OA.2.4

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

MAFS.4.OA.3.5

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

33, 40, 47, 54, 61

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

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

MAFS.4.OA.3.5

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

Numbers in the Pattern
.

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 13

MAFS.4.OA.2.4

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

	Number of Rows	Number of Chairs in Each Row
Arrangement 1		
Arrangement 2		
Arrangement 3		

MAFS.4.OA.2.4

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

17, 28, 79, 93, 102

Prime	Composite

MAFS.4.OA.2.4

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

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

MAFS.4.OA.3.5

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

2, 3, 5, 9, 17

What is the next number in this pattern?

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

MAFS.4.OA.3.5

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

Numbers in the Pattern
12

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 14

MAFS.4.OA.2.4

1. What are the factors of 32?

MAFS.4.OA.2.4

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

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

MAFS.4.OA.2.4

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

MAFS.4.OA.3.5

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

80, 337, 1362

MAFS.4.OA.3.5

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

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 15

MAFS.4.OA.2.4

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

	Number of Rows	Number of Chairs in Each Row
Arrangement 1		
Arrangement 2		
Arrangement 3		
Arrangement 4		
Arrangement 5		

MAFS.4.OA.2.4

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

2, 63, 67, 83, 91

Prime	Composite

MAFS.4.OA.2.4

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

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

MAFS.4.OA.3.5

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

357, 369, 381, 393, 405

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

MAFS.4.OA.3.5

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

Rule: Add 6, subtract 3

First number: 7

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 16

MAFS.4.NBT.1.1

1. An expression is shown.

$$800 \div 80$$

What is the value of the expression? _____

MAFS.4.NBT.1.1

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

MAFS.4.NBT.1.1

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

MAFS.4.NBT.1.2

4. Which phrase represents “253”?

- A. Two hundred three
- B. Two hundred fifty-three
- C. Twenty-five and three
- D. Two thousand and fifty-three

MAFS.4.NBT.1.2

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 17

MAFS.4.NBT.1.1

1. A grocery store has 330 cans of soda. If there are 10 cans of soda in a box how many boxes of soda does the grocery store have?

MAFS.4.NBT.1.1

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

MAFS.4.NBT.1.1

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

MAFS.4.NBT.1.2

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

	600,005	600,050	605,000	650,000
Six hundred five thousand				
Six hundred thousand fifty				

MAFS.4.NBT.1.2

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

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 18

MAFS.4.NBT.1.1

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

MAFS.4.NBT.1.1

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

MAFS.4.NBT.1.2

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

- $337 > 373$
- $337 < 373$
- $852 < 825$
- $825 > 825$
- $825 < 852$

MAFS.4.NBT.1.2

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

	602,061	620,061	620,601	602,061
Six hundred two thousand sixty-one				
Six hundred twenty thousand sixty-one				

MAFS.4.NBT.1.2

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

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 19

MAFS.4.NBT.1.1

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

A. The value of the 3 in 843,902 is 3,000. True False

B. The value of the 9 in 295,917 is 900,000. True False

C. The value of the 2 in 638,257 is 200. True False

D. The value of the 1 in 516,222 is 1,000. True False

MAFS.4.NBT.1.1

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

MAFS.4.NBT.1.2

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

- $259 > 295$
- $295 < 259$
- $259 < 295$
- $295 < 259$
- $259 = 295$

MAFS.4.NBT.1.2

4. Write nine hundred seventy three thousand, sixty-two as a number.

MAFS.4.NBT.1.2

5. Which phrase represents “34,823”?

- A. three thousand, forty-eight hundred twenty-three
- B. thirty four thousand, eight hundred three
- C. thirty four thousand, eight hundred twenty-three
- D. thirty four thousand, eight hundred twenty

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 20

MAFS.4.NBT.1.1

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

MAFS.4.NBT.1.1

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

MAFS.4.NBT.1.2

3. Select a number for that will make a true comparison. Mark all that apply.

$$730,582 > \square$$

- A. 703,582
- B. 730,852
- C. 730,285
- D. 703,528
- E. 738,052
- F. 730,592

MAFS.4.NBT.1.2

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

	900,005	900,050	905,000	950,000
Nine hundred five thousand				
Nine hundred thousand five				

MAFS.4.NBT.1.2

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

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 21

MAFS.4.NBT.1.3

1. Round 590,340 to the nearest hundred thousand.

Write your answer below.

MAFS.4.NBT.1.3

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

Original	New	Nearest 100	Nearest 1,000
3,545	3,500	<input type="checkbox"/>	<input type="checkbox"/>
14,675	15,000	<input type="checkbox"/>	<input type="checkbox"/>
16,789	16,800	<input type="checkbox"/>	<input type="checkbox"/>

MAFS.4.NBT.1.3

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

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

MAFS.4.NBT.2.4

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

MAFS.4.NBT.2.4

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

$$\begin{array}{r} 409,845 \\ - 1\boxed{6},675 \\ \hline 213,170 \end{array}$$

The missing digit is _____.

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 22

MAFS.4.NBT.1.3

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

MAFS.4.NBT.1.3

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

Original Number	Rounded to Nearest Hundred	Rounded to Nearest Thousand
	13,500	14,000
	1,700	2,000

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

MAFS.4.NBT.1.3

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

MAFS.4.NBT.2.4

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

MAFS.4.NBT.2.4

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

$$\begin{array}{r} 26,\square54 \\ 18,899 \\ +12,351 \\ \hline 58,004 \end{array}$$

The missing digit is _____.

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 23

MAFS.4.NBT.1.3

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

MAFS.4.NBT.1.3

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

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

MAFS.4.NBT.2.4

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

$$\begin{array}{r} 63,829 \\ 24,343 \\ +1,424 \\ \hline \end{array}$$

MAFS.4.NBT.2.4

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

MAFS.4.NBT.2.4

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

$$\begin{array}{r} 71, \square 69 \\ 13,458 \\ +14,107 \\ \hline 99,234 \end{array}$$

The missing digit is _____.

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 24

MAFS.4.NBT.1.3

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

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

MAFS.4.NBT.1.3

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

Original	New	Nearest 100	Nearest 1,000
6,545	6,500	<input type="checkbox"/>	<input type="checkbox"/>
19,378	19,000	<input type="checkbox"/>	<input type="checkbox"/>
19,557	20,000	<input type="checkbox"/>	<input type="checkbox"/>

MAFS.4.NBT.2.4

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

$$\begin{array}{r}
 63,829 \\
 24,343 \\
 - 1,424 \\
 \hline
 \end{array}$$

For questions 4-5, use the table.

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

Population of Miami, FL			
Age in Years	Population	Age in Years	Population
Under 5	21,222	20 to 34	77,287
5 to 9	21,962	35 to 44	55,682
10 to 14	22,182	45 to 59	62,270
15 to 19	22,339	60 and over	73,526

MAFS.4.NBT.2.4

4. How many children are under 10 years old?

MAFS.4.NBT.2.4

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 25

MAFS.4.NBT.1.3

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

MAFS.4.NBT.1.3

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

Original Number	Rounded to Nearest Hundred	Rounded to Nearest Thousand
	27,500	28,000
	6,300	6,000

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

MAFS.4.NBT.1.3

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

For question 4, use the table.

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

Population of Miami, FL			
Age in Years	Population	Age in Years	Population
Under 5	21,222	20 to 34	77,287
5 to 9	21,962	35 to 44	55,682
10 to 14	22,182	45 to 59	62,270
15 to 19	22,339	60 and over	73,526

MAFS.4.NBT.2.4

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

MAFS.4.NBT.2.4

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

$$\begin{array}{r}
 389,845 \\
 1\boxed{}6,973 \\
 + 217,770 \\
 \hline
 764,588
 \end{array}$$

The missing digit is _____.

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 26

MAFS.4.NBT.2.5

1. Find the product of 220 and 4.

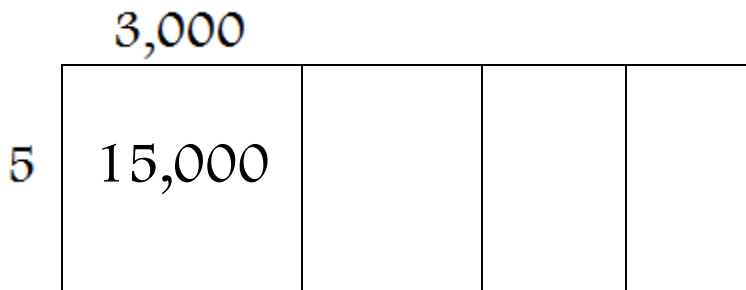
MAFS.4.NBT.2.5

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

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

MAFS.4.NBT.2.5

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



MAFS.4.NBT.2.6

4. What is 400 divided by 5?

MAFS.4.NBT.2.6

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

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 27

MAFS.4.NBT.2.5

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

MAFS.4.NBT.2.5

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

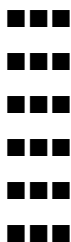
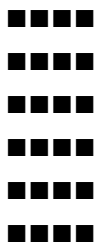
MAFS.4.NBT.2.5

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

A. 6×3

B. 8×4

C. 4×6



MAFS.4.NBT.2.6

4. What is 402 divided by 8?

MAFS.4.NBT.2.6

5. Mrs. Federov assigned 848 assignments this past school year. If her students completed 6 assignments a day, how many days did it take her students to complete all the assignments?

A. 141

B. 142

C. 5,088

D. 842

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 28

MAFS.4.NBT.2.5

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

MAFS.4.NBT.2.5

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

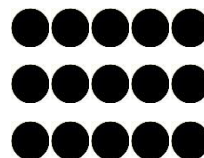
MAFS.4.NBT.2.6

3. Select all the expressions that will have a remainder.

- $36 \div 4$
 $34 \div 8$
 $24 \div 7$
 $54 \div 6$
 $43 \div 3$

MAFS.4.NBT.2.6

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



- A. $15 \div 3$
B. 3×5
C. $5 \div 3$
D. $15 \div 5$
E. 15×5

MAFS.4.NBT.2.6

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

	100	60	9
4	$\begin{array}{r} 676 \\ -400 \\ \hline 276 \end{array}$	$\begin{array}{r} 276 \\ -240 \\ \hline 36 \end{array}$	$\begin{array}{r} 36 \\ -36 \\ \hline 0 \end{array}$

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

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Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 29

MAFS.4.NBT.2.5

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

MAFS.4.NBT.2.5

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

MAFS.4.NBT.2.6

3. Donovan and Timothy solved two different division problems. Who solved the problem correctly?

Donovan

$$\begin{array}{r} 025 \text{ r } 3 \\ 5 \overline{) 128} \\ \underline{-0} \\ 12 \\ \underline{-10} \\ 28 \\ \underline{-25} \\ 3 \end{array}$$

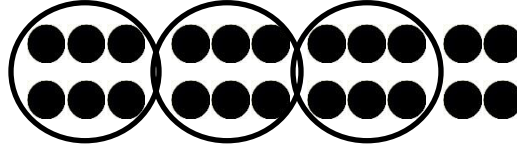
Timothy

$$\begin{array}{r} 023 \text{ r } 1 \\ 6 \overline{) 139} \\ \underline{-0} \\ 13 \\ \underline{-12} \\ 19 \\ \underline{-18} \\ 1 \end{array}$$

- A. Donovan is correct.
 B. Timothy is correct.
 C. Both are correct.
 D. Both are incorrect.

MAFS.4.NBT.2.6

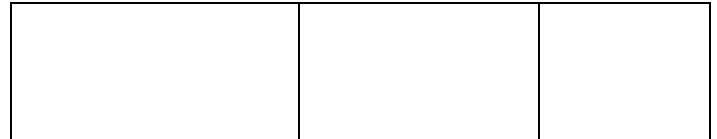
4. Look at the model. What division problem does it show?



_____ ÷ _____ → _____ r _____

MAFS.4.NBT.2.6

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



Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 30

MAFS.4.NBT.2.5

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

- 16×40
- $(4 \times 4) \times (4 \times 10)$
- $40 \div 16$
- $(4 \times 4) \times (8 \times 6)$
- $(2 \times 5) \times (8 \times 2) \times (2 \times 2)$

MAFS.4.NBT.2.5

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

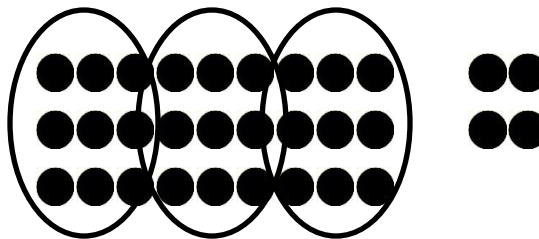
MAFS.4.NBT.2.6

3. Select all the expressions that will have a remainder.

- $49 \div 8$
- $56 \div 9$
- $17 \div 7$
- $64 \div 8$
- $74 \div 3$

MAFS.4.NBT.2.6

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



_____ \div _____ \rightarrow _____ r _____

MAFS.4.NBT.2.6

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

_____ days

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 31

MAFS.4.NF.1.1

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

Kari's Fraction Model



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



MAFS.4.NF.1.1

2. Select all fractions that are equivalent to $2/3$?

- $6/9$
- $2/5$
- $4/6$
- $8/10$
- $3/2$

MAFS.4.NF.1.1

3. Create two fractions that are equivalent to $2/3$.

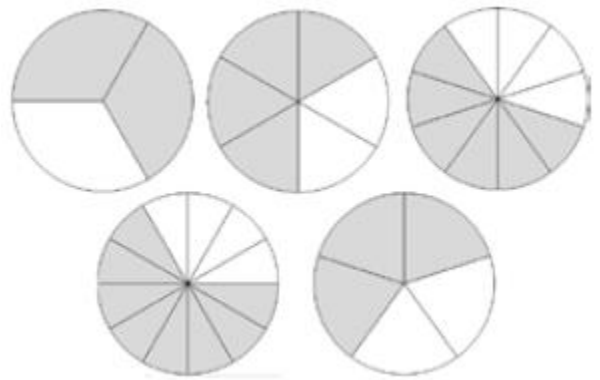
MAFS.4.NF.1.1

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

Kari's Fraction Model



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



MAFS.4.NF.1.1

5. Corey tried to find a fraction equivalent to $3/5$. His work is shown.

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

Which statement describes Corey's error?

- A. He incorrectly multiplied $3/5$ and $1/2$.
- B. It is impossible to find a fraction equivalent to $3/5$.
- C. He should have divided by $1/2$.
- D. He did not multiply $3/5$ by a fraction equal to one.

Name: _____

Score: ____/5

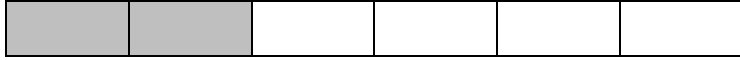
Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 32

MAFS.4.NF.1.1

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

Kari's Fraction Model



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



MAFS.4.NF.1.1

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

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

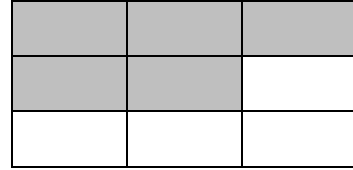
MAFS.4.NF.1.1

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

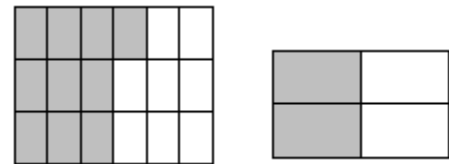
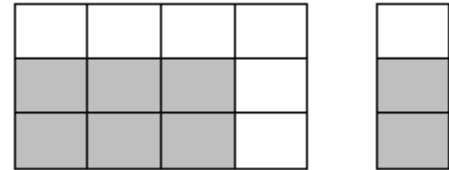
MAFS.4.NF.1.1

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

Manuel's Fraction Model



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



MAFS.4.NF.1.1

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

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 33

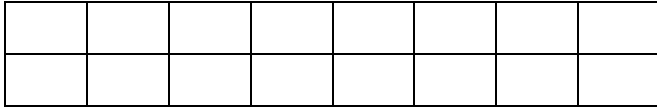
MAFS.4.NF.1.1

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

Kari's Fraction Model



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



MAFS.4.NF.1.1

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

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

MAFS.4.NF.1.1

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

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

MAFS.4.NF.1.1

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

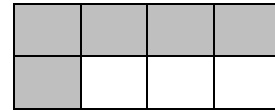
$$\frac{5}{7} \quad \begin{matrix} = \\ \neq \end{matrix} \quad \frac{20}{28} \quad \frac{3}{6} \quad \begin{matrix} = \\ \neq \end{matrix} \quad \frac{8}{12}$$

$$\frac{14}{16} \quad \begin{matrix} = \\ \neq \end{matrix} \quad \frac{7}{8} \quad \frac{15}{25} \quad \begin{matrix} = \\ \neq \end{matrix} \quad \frac{5}{15}$$

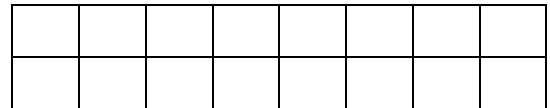
MAFS.4.NF.1.1

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

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



Model B is divided into 16 sections.



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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 34

MAFS.4.NF.1.1

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

_____ students take golf lessons

MAFS.4.NF.1.1

2. Create three fractions that are equivalent to $\frac{9}{15}$?

MAFS.4.NF.1.1

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



- A. $\frac{3}{7}$
- B. $\frac{4}{7}$
- C. $\frac{5}{7}$
- D. $\frac{1}{4}$
- E. $\frac{8}{21}$
- F. $\frac{12}{21}$

MAFS.4.NF.1.1

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

$\frac{3}{7}$ = $\frac{12}{28}$ $\frac{6}{9}$ = $\frac{2}{6}$

$\frac{8}{12}$ = $\frac{2}{3}$ $\frac{9}{25}$ = $\frac{36}{100}$

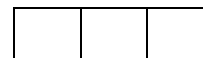
MAFS.4.NF.1.1

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

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



Model B is divided into 4 sections.



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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 35

MAFS.4.NF.1.1

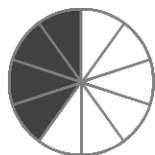
1. There are 21 students in Mrs. Callan’s class. There are 14 students in her class that got an A on the last spelling test. In simplest form, what fraction of Mrs. Callan’s class got an A on the last spelling test?

_____ students that got an A

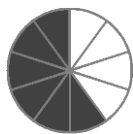
MAFS.4.NF.1.1

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

Kari’s Fraction Model



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



MAFS.4.NF.1.1

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

- A. $\frac{2}{4}$
- B. $\frac{1}{3}$
- C. $\frac{3}{8}$
- D. $\frac{1}{4}$

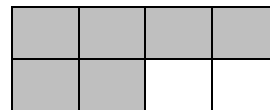
MAFS.4.NF.1.1

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

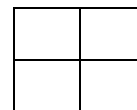
MAFS.4.NF.1.1

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

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



Model B is divided into 4 sections.



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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 36

MAFS.4.NF.1.2

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

$$\frac{3}{5} \bigcirc \frac{5}{12}$$

$$\frac{5}{6} \bigcirc \frac{3}{8}$$

$$\frac{1}{3} \bigcirc \frac{3}{5}$$

MAFS.4.NF.1.2

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

1	3
2	9

$$\frac{\square}{\square} < \frac{\square}{\square}$$

MAFS.4.NF.1.2

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

A. $\frac{1}{4} = \frac{3}{12}$

B. $\frac{1}{4} > \frac{3}{12}$

C. $\frac{3}{12} < \frac{1}{4}$

D. $\frac{1}{4} < \frac{3}{12}$

MAFS.4.NF.1.2

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

$$\frac{3}{4} \bigcirc \frac{5}{8} \quad \bullet \quad \bullet <$$

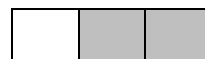
$$\frac{5}{8} \bigcirc \frac{6}{9} \quad \bullet \quad \bullet >$$

$$\frac{6}{9} \bigcirc \frac{3}{4} \quad \bullet \quad \bullet =$$

MAFS.4.NF.1.2

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

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



Model B is divided into 12 sections.



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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 37

MAFS.4.NF.1.2

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

$$4/5 \bigcirc 11/12$$

$$6/16 \bigcirc 3/8$$

$$1/3 \bigcirc 2/5$$

MAFS.4.NF.1.2

2. Maximillian bought $2/5$ pound of M&M's and $1/2$ pound of Snickers to take as a snack to the movies. Use the numbers to compare the amount of candy Maximillian bought.

1	5
2	2

$$\frac{\square}{\square} < \frac{\square}{\square}$$

MAFS.4.NF.1.2

3. Mindy and Jamie share chore responsibilities at home. After dinner, they both wash dishes. Mindy washed $2/12$ of the dishes and Jamie washed $2/6$ of the dishes. Which statement correctly compares the fractions?

- A. $2/6 = 2/12$
- B. $2/6 > 2/12$
- C. $2/12 > 2/6$
- D. $2/6 < 2/12$

MAFS.4.NF.1.2

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

$$\frac{3}{8} \bigcirc \frac{1}{4} \quad \bullet \quad \bullet <$$

$$\frac{5}{8} \bigcirc \frac{4}{6} \quad \bullet \quad \bullet >$$

$$\frac{3}{9} \bigcirc \frac{1}{3} \quad \bullet \quad \bullet =$$

MAFS.4.NF.1.2

5. Derrick and Kobe ordered some pizza. Derrick eats $2/5$ of a pizza. Kobe eats $1/2$ of a pizza. Who ate more of the pizza? Which statement below is correct?

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 38

MAFS.4.NF.1.2

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

$$4/12 \bigcirc 4/8$$

$$15/30 \bigcirc 3/10$$

$$4/6 \bigcirc 2/3$$

MAFS.4.NF.1.2

2. Smith Elementary has a track around the school. Carl ran $2/7$ of the way around the track before stopping to rest. Lewis ran $3/8$ the way around the track before stopping to rest. Use the numbers to compare the amount Carl and Lewis ran around the track before stopping.

8	3
2	7

$$\frac{\square}{\square} < \frac{\square}{\square}$$

MAFS.4.NF.1.2

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

- A. $2/6 = 2/12$
- B. $4/6 > 7/12$
- C. $2/12 = 1/6$
- D. $2/3 < 6/9$
- E. $1/4 > 2/10$

MAFS.4.NF.1.2

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

$$\frac{3}{7} \bigcirc \frac{9}{21} \quad \bullet \quad \bullet <$$

$$\frac{16}{24} \bigcirc \frac{4}{6} \quad \bullet \quad \bullet >$$

$$\frac{3}{9} \bigcirc \frac{12}{27} \quad \bullet \quad \bullet =$$

MAFS.4.NF.1.2

5. Derrick and Kobe ordered some pizza. Derrick eats $4/5$ of a pizza. Kobe eats $2/3$ of a pizza. Who ate more of the pizza? Which statement below is correct?

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 39

MAFS.4.NF.1.2

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

$$\frac{3}{4} \bigcirc \frac{13}{12}$$

$$\frac{5}{9} \bigcirc \frac{10}{18}$$

$$\frac{6}{5} \bigcirc \frac{7}{5}$$

MAFS.4.NF.1.2

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

8	6
4	5

$$\frac{\square}{\square} < \frac{\square}{\square}$$

MAFS.4.NF.1.2

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

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

MAFS.4.NF.1.2

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

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

MAFS.4.NF.1.2

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



Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 40

MAFS.4.NF.1.2

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

$$\frac{1}{4} \bigcirc \frac{4}{12}$$

$$\frac{2}{5} \bigcirc \frac{6}{15}$$

$$\frac{3}{4} \bigcirc \frac{4}{3}$$

MAFS.4.NF.1.2

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

8	3
4	12

$$\frac{\square}{\square} < \frac{\square}{\square}$$

MAFS.4.NF.1.2

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

A. $\frac{4}{22} > \frac{2}{11}$

B. $\frac{2}{5} > \frac{7}{12}$

C. $\frac{1}{2} = \frac{12}{24}$

D. $\frac{1}{6} < \frac{1}{5}$

E. $\frac{6}{8} > \frac{3}{5}$

MAFS.4.NF.1.2

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

A. $\frac{2}{3} > \frac{4}{7}$

B. $\frac{2}{3} < \frac{4}{7}$

B. $\frac{4}{7} > \frac{2}{3}$

D. $\frac{4}{7} = \frac{2}{3}$

MAFS.4.NF.1.2

5. Place the following fractions in the correct location on the number line: $\frac{2}{3}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{2}{4}$



Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 41

MAFS.4.NF.2.3a

1. An expression is shown.

$$\frac{1}{6} + \frac{1}{6}$$

What is the value of the expression?

MAFS.4.NF.2.3a

2. An expression is shown.

$$\frac{9}{10} + \frac{4}{10}$$

What is the value of the expression?

MAFS.4.NF.2.3a

3. Sue had $\frac{7}{8}$ cup of flour. She used $\frac{1}{8}$ of a cup.

How much flour, in cups, does Sue have left?

_____ cups of flour left

MAFS.4.NF.2.3b

4. Which sums show different ways to express $\frac{5}{8}$?

- $\frac{2}{8} + \frac{3}{8}$
- $\frac{6}{8} - \frac{1}{8}$
- $\frac{7}{8} - \frac{4}{8} + \frac{3}{8}$
- $\frac{1}{8} + \frac{3}{8} + \frac{1}{8}$
- $\frac{7}{8} - \frac{2}{8} - \frac{1}{8}$

MAFS.4.NF.2.3c

5. What is the sum of $2\frac{2}{3}$ and $1\frac{2}{3}$?

What is the answer as a mixed number?

What is the answer as a fraction?

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 42

MAFS.4.NF.2.3a

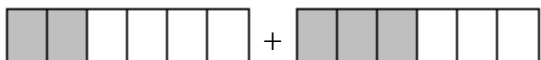
1. An expression is shown.

$$\frac{7}{12} - \frac{2}{6}$$

What is the value of the expression?

MAFS.4.NF.2.3a

2. Use the fraction model to answer the question.



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

MAFS.4.NF.2.3b

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

- $3/12 + 2/12 + 1/12 + 1/12$
- $4/12 + 2/12 + 1/12 + 1/12 + 1/12$
- $3/12 + 3/12 + 3/12$
- $1/4 + 1/4 + 1/4$
- $2 - 1 - 2/12 - 1/12$

MAFS.4.NF.2.3d

4. At lunch, Nick drank $2\frac{2}{4}$ ounces of water. Victoria

drank $1\frac{1}{4}$ ounces of water and Bennett drank $3\frac{3}{4}$

ounces of water. How much water did they drink all together?

_____ ounces of water

MAFS.4.NF.2.3c

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

What is the answer as a mixed number?

What is the answer as a fraction?

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 43

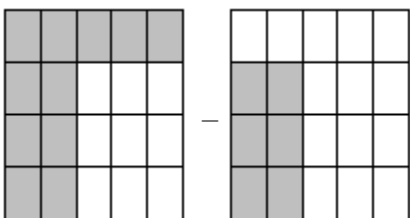
MAFS.4.NF.2.3a

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

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

MAFS.4.NF.2.3a

2. Use the fraction model to answer the question.



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

MAFS.4.NF.2.3b

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

- $3/8 + 4/8$
- $2/8 + 2/8 + 2/8 + 2/8$
- $2/8 + 2/8 + 3/8$
- $1/8 + 1/8 + 4/8$
- $3/8 + 1/2$

MAFS.4.NF.2.3d

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

_____ ounces of water

MAFS.4.NF.2.3c

5. What is the difference of $7\frac{3}{6}$ and $3\frac{5}{6}$?

What is the answer as a mixed number?

What is the answer as a fraction?

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 44

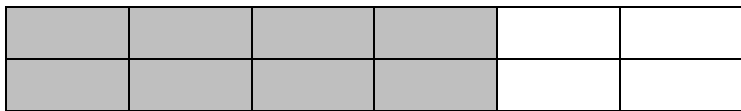
MAFS.4.NF.2.3a

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

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

MAFS.4.NF.2.3a

2. Use the fraction model to answer the question.



Which equation can represent the shaded parts of the model?

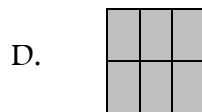
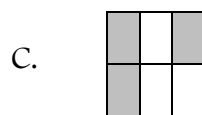
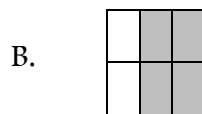
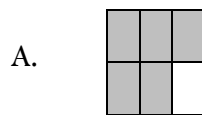
- A. $10/12 - 4/12$
- B. $4/12 + 3/12$
- C. $1/12 + 8/12$
- D. $11/12 - 3/12$

MAFS.4.NF.2.3b

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

MAFS.4.NF.2.3d

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



MAFS.4.NF.2.3c

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

- A. $7\frac{3}{6} = \frac{45}{6}$
- B. $2\frac{1}{2} = \frac{4}{2}$
- C. $1\frac{2}{7} = \frac{9}{7}$
- D. $8\frac{4}{9} = \frac{72}{9}$

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 45

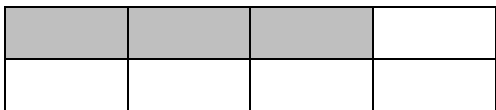
MAFS.4.NF.2.3a

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

- A. $3/5 + 1/5 = 4/5$
- B. $4/12 + 3/12 = 7/12$
- C. $9/9 - 2/9 = 7/9$
- D. $8/12 + 2/12 = 10/24$
- E. $5/12 - 2/12 = 2/12$

MAFS.4.NF.2.3a

2. Use the fraction model to answer the question.



Which equation can represent the shaded parts of the model?

- A. $1/8 + 1/8$
- B. $2/4 + 1/4$
- C. $7/8 - 3/8$
- D. $2/8 + 1/8$

MAFS.4.NF.2.3b

3. Mickey ate $6/9$ of his banana at breakfast this morning. Select the different ways to express $6/9$ as a sum of fractions? Mark all that apply.

- $3/9 + 4/9$
- $2/9 + 2/9 + 2/9$
- $2/9 + 2/9 + 3/9$
- $1/9 + 1/9 + 4/9$
- $3/9 + 3/9$

MAFS.4.NF.2.3d

4. After school, Nick rode his bike for $1 \frac{3}{5}$ miles.

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

_____ miles

MAFS.4.NF.2.3c

5. What is the difference of $9 \frac{2}{8}$ and $7 \frac{5}{8}$?

What is the answer as a mixed number?

What is the answer as a fraction?

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 46

MAFS.4.NF.2.4b

1. An equation is shown.

$$3 \times \square = 3/4$$

What is the missing number? _____

MAFS.4.NF.2.4b

2. An expression is shown.

$$2/3 \times 5$$

What is the value of the expression? _____

MAFS.4.NF.2.4c

3. Seth uses a bowl to fill a container with soil. The bowl holds $3/4$ cup of soil. How many cups of soil does the container hold if it takes 13 full bowls of soil to fill it?

MAFS.4.NF.2.4b

4. An expression is shown.

$$1/4 \times 6 = \underline{\hspace{2cm}}$$

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

MAFS.4.NF.2.4c

5. Oscar and his brother walk to school every day. The trip to and from school is a total of $4/10$ mile. How many miles do Oscar and his brother walk to school in one school week?

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 47

MAFS.4.NF.2.4b

1. An equation is shown.

$$11 \times \square = 55/10$$

What is the missing number? _____

MAFS.4.NF.2.4a

2. An expression is shown.

$$1/5 \times 6$$

What is the value of the expression? _____

MAFS.4.NF.2.4c

3. Jasmin has a box of crayons. She lets her 3 friends borrow $1/5$ of her box of crayons. How many crayons does she let her friends borrow?

_____ crayons

MAFS.4.NF.2.4b

4. An expression is shown.

$$1/3 \times 5 = \underline{\hspace{2cm}}$$

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

MAFS.4.NF.2.4a

5. Select all the expressions that show a fraction that is a multiple of $1/7$.

- A. $2/7$
- B. $4/7$
- C. $7/4$
- D. $2/6$
- E. $7/7$

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 48

MAFS.4.NF.2.4a

1. An equation is shown.

$$\frac{1}{6} \times \square = \frac{7}{6}$$

What is the missing number? _____

MAFS.4.NF.2.4b

2. An expression is shown.

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

What is the value of the expression? _____

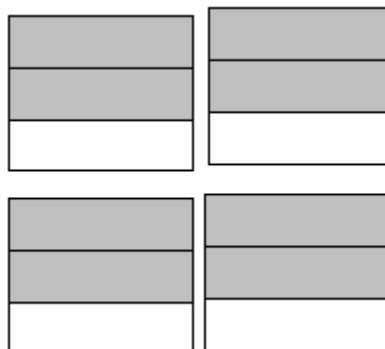
MAFS.4.NF.2.4c

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

_____ crayons

MAFS.4.NF.2.4b

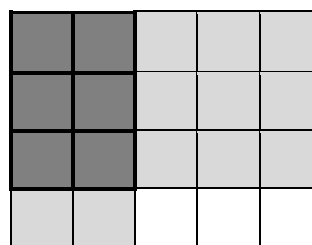
4. Select the expression that matches the model below.



- A. $4 \times \frac{2}{3}$
- B. $\frac{3}{4} \times 4$
- C. $4 \times \frac{2}{5}$
- D. $\frac{3}{9} \times 4$

MAFS.4.NF.2.4b

5. Select the expression that matches the model below.



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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 49

MAFS.4.NF.2.4b

1. An equation is shown.

$$8 \times \square = 32/5$$

What is the missing number? _____

MAFS.4.NF.2.4a

2. An expression is shown.

$$\frac{1}{4} \times 5$$

What is the value of the expression? _____

MAFS.4.NF.2.4c

3. Jasmin has a box of crayons. She lets her 5 friends each borrow $1/8$ of her box of crayons. How many of her crayons does she let her friends borrow?

_____ crayons

MAFS.4.NF.2.4b

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

- A. $4 \times 6/8 = 24/8$
- B. $4 \times 1/4 = 5/4$
- C. $9 \times 3/8 = 75/8$
- D. $2 \times 5/10 = 10/10$
- E. $1 \times 4/6 = 4/6$

MAFS.4.NF.2.4a

5. Select all the expressions that show a fraction that is a multiple of $1/9$.

- A. $2/9$
- B. $4/9$
- C. $9/4$
- D. $9/1$
- E. $7/9$

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA – Day 50

MAFS.4.NF.2.4b

1. An equation is shown.

$$2 \times \square = 6/6$$

What is the missing number? _____

MAFS.4.NF.2.4b

2. An expression is shown.

$$\frac{7}{8} \times 6$$

What is the value of the expression? _____

MAFS.4.NF.2.4c

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

_____ pounds of roast beef

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

MAFS.4.NF.2.4b

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

A. $3 \times 6/5 = 18/5$

B. $4 \times 2/8 = 8/8$

C. $9 \times 1/7 = 9/7$

D. $25 \times 5/10 = 125/10$

E. $6 \times 7/100 = 13/100$

MAFS.4.NF.2.4b

5. An expression is shown.

$$2/5 \times 7 = \underline{\hspace{2cm}}$$

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

Name: _____

Score: ____/5

Percentage: ____%

100 Day Countdown to the 4th Grade Math FSA Answer Key

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

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

Day 6

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

Day 7

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

100 Day Countdown to the 4th Grade Math FSA Answer Key

Day 8

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

Day 9

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

Day 10

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

Day 11

- 1, 2, 5, 10
- A. 2
B. 3
D. 6

	Prime	Composite
16	X	
13		X
12	X	
9	X	
7		X

-
-
-
- 8
- Possible answer: In each new shape a new row is added. In each new row, the number increases by 1 from the previous row. The pattern is "Add 1" to each new row.

Day 12

\times	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25
6	6	12	18	24	30
7	7	14	21	28	35
8	8	16	24	32	40
9	9	18	27	36	45
10	10	20	30	40	50

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

100 Day Countdown to the 4th Grade Math FSA Answer Key

Day 13

	Number of Rows	Number of Chairs in Each Row
Arrangement 1	16	1
Arrangement 2	4	4
Arrangement 3	2	8

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

Prime	Composite
17, 79	28, 93, 102

- 2.
- | | | |
|--------------------------------------|---------------------------------------|--|
| A. The number 54 is a multiple of 9. | <input checked="" type="radio"/> True | <input type="radio"/> False |
| B. The number 16 is a multiple of 2. | <input checked="" type="radio"/> True | <input type="radio"/> False |
| C. The number 48 is a multiple of 9. | <input type="radio"/> True | <input checked="" type="radio"/> False |
| D. The number 32 is a factor of 8. | <input type="radio"/> True | <input checked="" type="radio"/> False |
| E. The number 6 is a factor of 12. | <input checked="" type="radio"/> True | <input type="radio"/> False |

3.
4. 33
5. 16, 18

Day 14

1. 32: 1, 2, 4, 8, 16, 32
2. A. 1
B. 2
C. 3
E. 9
3. 85
4. Possible Explanation: 337 could be part of this pattern because this is the third number in the pattern when you follow the rule *multiply 4, and then add 13*. The second number should be 81 and the fourth number should be 1361. Not 80 and 1362.
5. A. 29
B. 35
E. 59

Day 15

	Number of Rows	Number of Chairs in Each Row
Arrangement 1	36	1
Arrangement 2	18	2
Arrangement 3	12	3
Arrangement 4	9	4
Arrangement 5	6	6

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

Prime	Composite
2, 67, 83	63, 91

2.
3. A. 1
B. 4
4. A. Every number in the pattern is odd because the initial number is odd and the rate of change is odd, therefore, the pattern numbers will always be odd.
5. 7, 10, 13, 16, 19

Day 16

1. 10
2. Possible explanation: 250,000 is 1,000 times larger than 250 because I can multiply 250 by 1,000 to get 250,000.
3. The value of the 3 in 300 is 10 times larger than the 3 in 30.
4. B. Two hundred fifty-three
5. 65,201

100 Day Countdown to the 4th Grade Math FSA Answer Key

Day 17

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

	600,005	600,050	605,000	650,000
Six hundred five thousand			X	
Six hundred thousand fifty		X		

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

Day 18

- 890 full coin wrappers
- The value of the 7 in 67,040 is 10 times larger than the 7 in 640,700.
- $337 < 373$

$825 < 852$

	602,061	620,061	620,601	602,061
Six hundred two thousand sixty-one	X			
Six hundred twenty thousand sixty-one		X		

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

Day 19

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

Day 20

- 46 boxes of soda

- The value of the 6 in 640,700 is 10 times larger than the 6 in 67,040.
- A. 703,582
- C. 730,285
- D. 703,528

	900,005	900,050	905,000	950,000
Nine hundred five thousand			X	
Nine hundred thousand five	X			

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

100 Day Countdown to the 4th Grade Math FSA Answer Key

Day 21

1. 600,000

Original	New	Nearest 100	Nearest 1,000
3,345	3,500	X	<input type="checkbox"/>
14,675	15,000	<input type="checkbox"/>	X
16,789	16,800	X	<input type="checkbox"/>

2.

3. B. 4,140

C. 4,060

D. 4,109

4. 63,788

5. The missing digit is 9.

Day 22

1. 590,000

Original Number	Rounded to Nearest Hundred	Rounded to Nearest Thousand
13,550 14,499	13,500	14,000
1,650 2,499	1,700	2,000

2.

3. 1,304

4. 2,683

5. The missing digit is 7.

Day 23

1. 112,200

2. A. 46,849

D. 46,792

E. 46,500

3. 89,596

4. 479,859

5. The missing digit is 6.

Day 24

1. B. 38,805

C. 37,990

D. 38,792

E. 38,750

Original	New	Nearest 100	Nearest 1,000
6,545	6,500	X	<input type="checkbox"/>
19,378	19,000	<input type="checkbox"/>	X
19,557	20,000	<input type="checkbox"/>	X

2.

3. 38,062

4. 43,184

5. 33,343

Day 25

1. 110,000

Original Number	Rounded to Nearest Hundred	Rounded to Nearest Thousand
27,450 27,549	27,500	28,000
6,250 6,499	6,300	6,000

2.

3. 4,444

4. 1,337

5. The missing digit is 5.

Day 26

1. 880

2. 35×12

	3,000	800	40	0
5	15,000	4,000	200	0

3. ; 19,200

4. 80

5. $100 \div 4$

$200 \div 8$

100 Day Countdown to the 4th Grade Math FSA Answer Key

Day 27

- 8,490
- 576
- C, B, A
- 50 r 2
- A. 141

Day 28

- 294 crackers
- 11,688
- $34 \div 8$
 $24 \div 7$
 $43 \div 3$
- A. $15 \div 3$
B. 3×5
D. $15 \div 5$

5.

-----	100	10	8
8 $\begin{array}{r} 944 \\ -800 \\ \hline 144 \end{array}$	$\begin{array}{r} 144 \\ -80 \\ \hline 64 \end{array}$	$\begin{array}{r} 64 \\ -64 \\ \hline 0 \end{array}$	

Day 29

- 224 miles
- 4,836
- C. Both are correct.
- $22 \div 3 \rightarrow 6 \text{ r } 4$


5.

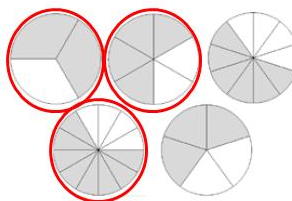
100	0	9
7 $\begin{array}{r} 763 \\ -700 \\ \hline 63 \end{array}$	$\begin{array}{r} 63 \\ -0 \\ \hline 63 \end{array}$	$\begin{array}{r} 63 \\ -63 \\ \hline 0 \end{array}$

Day 30

- 16×40
 $(4 \times 4) \times (4 \times 10)$
 $(2 \times 5) \times (8 \times 2) \times (2 \times 2)$
- 1,408
- $49 \div 8$
 $17 \div 7$
 $74 \div 3$
- $31 \div 3 \rightarrow 9 \text{ r } 4$
- 98 days


Day 31

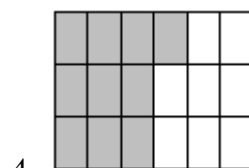
- 
- $6/9$
 $4/6$
- Possible answers: $4/6$, $6/9$, $8/12$



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

Day 32

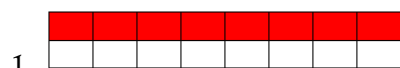
- 
- A. $4/12$
- Possible Answers: $1/3$, $3/9$, $4/12$



- B. $4/5$

100 Day Countdown to the 4th Grade Math FSA Answer Key

Day 33



2. $6/16$

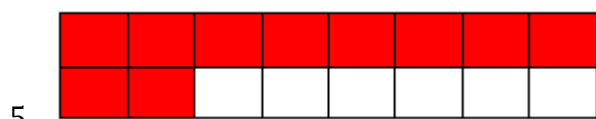
$30/80$

$15/40$

3. C. $2/12$, $3/18$

$\frac{5}{7}$ $\frac{20}{28}$ $\frac{3}{6}$ $\frac{8}{12}$

4. $\frac{14}{16}$ $\frac{7}{8}$ $\frac{15}{25}$ $\frac{5}{15}$



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

Day 34

1. $1/3$ students take golf lessons

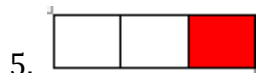
2. Possible answers: $3/5$, $18/30$, $27/45$, $90/150$, $900/1500$

3. B. $4/7$

F. $12/21$

$\frac{3}{7}$ $\frac{12}{28}$ $\frac{6}{9}$ $\frac{2}{6}$

4. $\frac{8}{12}$ $\frac{2}{3}$ $\frac{9}{25}$ $\frac{36}{100}$



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

Day 35

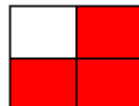
1. $2/3$ students that got an A



2.

3. B. $1/3$

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



5.

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

Day 36

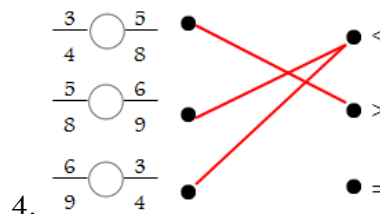
1. $3/5 > 5/12$

$5/6 > 3/8$

$1/3 < 3/5$

2. $2/9 < 1/3$

3. A. $1/4 = 3/12$



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

100 Day Countdown to the 4th Grade Math FSA Answer Key

Day 37

1. $4/5 < 11/12$

$6/16 = 3/8$

$1/3 < 2/5$

2. $2/5 < 1/2$

3. B. $2/6 > 2/12$

$\frac{3}{8} \bigcirc \frac{1}{4}$

$\frac{5}{8} \bigcirc \frac{4}{6}$

4. $\frac{3}{9} \bigcirc \frac{1}{3}$

5. D. Kobe ate more. $1/2 > 2/5$ because halves are bigger than fifths.

Day 38

1. $4/12 < 4/8$

$15/30 > 3/10$

$4/6 = 2/3$

2. $2/7 < 3/8$

3. B. $4/6 > 7/12$

C. $2/12 = 1/6$

E. $1/4 > 2/10$

$\frac{3}{7} \bigcirc \frac{9}{21}$

$\frac{16}{24} \bigcirc \frac{4}{6}$

4. $\frac{3}{9} \bigcirc \frac{12}{27}$

5. A. Kobe ate more. $2/3 > 4/5$ because thirds are bigger than fifths.

Day 39

1. $3/4 < 13/12$

$5/9 = 10/18$

$6/5 < 7/5$

2. $6/8 < 4/5$

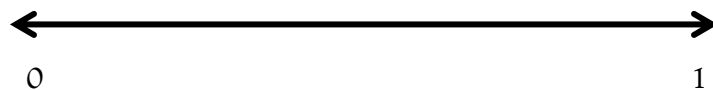
3. A. $3/6 > 5/12$

C. $3/24 < 2/12$

D. $1/3 < 1/2$

4. A. $2/5 > 1/3$

5. $1/8$ $1/3$ $1/2$



Day 40

1. $1/4 < 4/12$

$2/5 = 6/15$

$3/4 < 4/3$

2. $4/12 < 3/8$

3. C. $1/2 = 12/24$

D. $1/6 < 1/5$

E. $6/8 > 3/5$

4. A. $2/3 > 4/7$

5. $1/5$ $2/4$ $2/3$ $3/4$



Day 41

1. $2/6$ or $1/3$

2. $13/10$ or $1 \frac{3}{10}$

3. $6/8$ or $3/4$ cups of flour left

4. $2/8 + 3/8$

$6/8 - 1/8$

$1/8 + 3/8 + 1/8$

5. Mixed Number: $4 \frac{1}{3}$

Fraction: $13/3$

100 Day Countdown to the 4th Grade Math FSA Answer Key

Day 42

1. $3/12$ or $1/4$
2. $5/6$
3. $4/12 + 2/12 + 1/12 + 1/12 + 1/12$
 $3/12 + 3/12 + 3/12$
 $1/4 + 1/4 + 1/4$
4. $7\frac{2}{4}$ OR $7\frac{1}{2}$ ounces of water

5. Mixed Number: $6\frac{5}{6}$

Fraction: $41/6$

Day 43

1. B. $4/9 + 3/9 = 7/9$
C. $9/10 - 3/10 = 6/10$
E. $10/12 - 8/12 = 2/12$
2. $5/20$ or $1/4$
3. $3/8 + 4/8$
 $2/8 + 2/8 + 3/8$
 $3/8 + 1/2$
4. $16\frac{7}{8}$ ounces of water

5. Mixed Number: $3\frac{4}{6}$ OR $3\frac{2}{3}$

Fraction: $22/6$ or $11/3$

Day 44

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

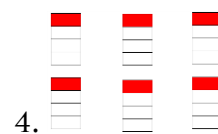
Day 45

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

Fraction: $13/8$

Day 46

1. $1/4$
2. $10/3$
3. $39/4$

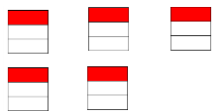


5. B. 2 Miles

100 Day Countdown to the 4th Grade Math FSA Answer Key

Day 47

1. $5/10$
2. $6/5$
3. $3/5$ crayons



- 4.
5. A. $2/7$
B. $4/7$
E. $7/7$

Day 48

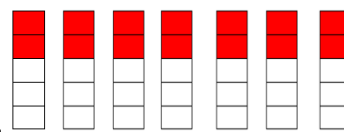
1. $7/1$
2. $25/3$
3. $3/7$ crayons
4. A. $4 \times 2/3$
5. A. $3/4 \times 2/5$

Day 49

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

Day 50

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



5. $14/5$;