T		ກ
IJ	White the second	
	100 Day	
Ĩ	Countdown	Ñ
ñ	to the 4 th Grade	
Y	Math FSA	
Π	(Days 51-100)	
2		-
łł		Π
μ	Name:	
ñ	Date:	2
	Teacher:	
U		6





Table of Contents

Instruction	Order
-------------	-------

Days 51 – 55 Days 56 – 60 Days 61 – 65 Days 66 – 70

- Days 71 75
- Days 76 80
- Days 81 85

Days 86 - 90

Days 91 - 95

Days 96 - 100

 Benchmarks Covered

 MAFS.4.MD.1.3

 MAFS.4.MF.3.5

 MAFS.4.NF.3.6

 MAFS.4.NF.3.6

 MAFS.4.NF.3.7

 MAFS.4.MD.1.1 & MAFS.4.MD.1.2

 MAFS.4.MD.2.4

 MAFS.4.G.1.1 & MAFS.4.G.1.3

 MAFS.4. G.1.2

MAFS.4. MD.3.7



MAFS.4.MD.1.3

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



What is the area of the rug in square feet?

_____ square feet

MAFS.4.MD.1.3

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

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

MAFS.4.MD.1.3

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

Length = _____

Width = _____

MAFS.4.MD.1.3

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



MAFS.4.MD.1.3

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



MAFS.4.MD.1.3

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

feet

MAFS.4.MD.1.3

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

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

MAFS.4.MD.1.3

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

Length = _____

Width = _____

MAFS.4.MD.1.3

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



MAFS.4.MD.1.3

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



MAFS.4.MD.1.3

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

_____ feet

MAFS.4.MD.1.3

2. Select all the answers that with the givendimensions of a rectangle would have a perimeter of40 inches.

O length: 15 inches	width: 10 inches
O length: 5 inches	width: 15 inches
O length: 13 inches	width: 7 inches
O length: 8 inches	width: 12 inches
\bigcirc length: 8 inches	width: 5 inches

MAFS.4.MD.1.3

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

Length = _____

Width = _____

MAFS.4.MD.1.3

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



MAFS.4.MD.1.3

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



MAFS.4.MD.1.3

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

feet

MAFS.4.MD.1.3

2. Select all the answers that with the givendimensions of a rectangle would have a perimeter of60 inches.

O length: 15 inches	width: 10 inches
O length: 15 inches	width: 20 inches
O length: 12 inches	width: 18 inches
O length: 20 inches	width: 15 inches
\bigcirc length: 20 inches	width: 10 inches

MAFS.4.MD.1.3

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

Width = _____

Perimeter = _____

MAFS.4.MD.1.3

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



MAFS.4.MD.1.3

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



MAFS.4.MD.1.3

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

Length: _____ cm

Width: _____ cm

MAFS.4.MD.1.3

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

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

MAFS.4.MD.1.3

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

Width = _____

Perimeter = _____

MAFS.4.MD.1.3

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



______ square inches

MAFS.4.MD.1.3

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



<u>100 Day Countdown to the 4</u>	<u> 4th Grade Math FSA – Day 56</u>
MAFS.4.NF.3.5	MAFS.4.NF.3.5
1. Create a fraction with the denominator of 100 that is equivalent to $2/10$.	4. Which fraction is equivalent to $\frac{3}{10}$?
 MAFS.4.NF.3.5 2. An equation is shown.	A. $\frac{3}{1}$ B. $\frac{30}{100}$ C. $\frac{30}{10}$ D. $\frac{3}{100}$
$6/10 + \Box = 89/100$	100
What is the missing number?	MAFS.4.NF.3.5
MAFS.4.NF.3.5	5. Select all numbers that are shown by the model.
3. A fraction model is shown.	$ \bigcirc 3.2 \\ \bigcirc 23/10 \\ \bigcirc 30/10 \\ \bigcirc 2.3 \\ \bigcirc 2\frac{3}{10} $

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

What is the missing number?

Page 6/©R. Carlson

Name: _____

Score: ____/5

MAFS.4.NF.3.5

1. Which fraction is equivalent to 4/10?

A. 4/100

B. 40/10

C. 40/100

D. 40/1,000

MAFS.4.NF.3.5

2. An equation is shown.

 $3/10 + \Box = 64/100$

What is the missing number?

MAFS.4.NF.3.5

3. A fraction model is shown.



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

What is the missing number?

MAFS.4.NF.3.5

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

money do they have combined?

MAFS.4.NF.3.5

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



Ο	1.3
Ο	10/13
Ο	13/10
0	$1\frac{3}{10}$
Ο	130/100

MAFS.4.NF.3.5

1. Create a fraction with the denominator of 100 that is equivalent to 9/10.

MAFS.4.NF.3.5

2. An equation is shown.

 $19/100 + \Box = 27/100$

What is the missing number?

MAFS.4.NF.3.5

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



MAFS.4.NF.3.5

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

MAFS.4.NF.3.5

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



What is the missing number?

Name: _____

Score: ____/5

MAFS.4.NF.3.5

1. Barkley ran $\frac{34}{100}$ mile. Then he walked $\frac{5}{10}$ mile. How far did he go in all?

_____ mile

MAFS.4.NF.3.5

2. An equation is shown.

 $6/10 + \Box = 81/100$

What is the missing number?

MAFS.4.NF.3.5

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

A. $\frac{1}{5}$ B. $\frac{5}{100}$ C. $\frac{50}{1}$ D. $\frac{5}{10}$ MAFS.4.NF.3.5

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

MAFS.4.NF.3.5

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

What is the missing number?

Name:

Score: ____/5

MAFS.4.NF.3.5

1. Create a fraction with the denominator of 100 that is equivalent to 6/10.

MAFS.4.NF.3.5

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

MAFS.4.NF.3.5

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



 $\bigcirc 1.5$ $\bigcirc 10/15$ $\bigcirc 15/10$ $\bigcirc 1\frac{5}{10}$ $\bigcirc \frac{8}{10} + \frac{7}{10}$

MAFS.4.NF.3.5

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

MAFS.4.NF.3.5

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

What is the missing number?

Name: _____

Score: ____/5

Percentage: ____%

Page 10/©R. Carlson

<u>100 Day Countdown to the 4th Grade Math FSA – Day 61</u>

MAFS.4.NF.3.6	+
1 A male in the second	
1. A value is snown.	2
3/10	
What is this value in decimal form?	
MAFS.4.NF.3.6	
2 What decimal does the dot represent on the	
number line?	
]
<+++++++++++> 3.0 3.9	Į
MAFS.4.NF.3.6	
3. Two values are shown.	
0.43	
2.75	I
Correctly plot these values on the number line.	
	
]

MAFS.4.NF.3.6

4. A value is shown.

54/100

What is this value in decimal form?

MAFS.4.NF.3.6

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

○ 8/10	
0 80/10	
0 8/100	
0 80/100	
() 100/80	

Name: _____

Score: ____/5

MAFS.4.NF.3.6

- 1. Select all the fractions that are equivalent to 0.2.
 - 02/10
 - 20/10
 - 2/100
 - 0 20/100
 - () 100/20

MAFS.4.NF.3.6

2. A principal asked 100 students what their favorite subject was in school. Of the students, $\frac{4}{10}$ said social studies was their favorite. How many of the students like social studies best?

______students

MAFS.4.NF.3.6

3. Two values are shown.

0.50

1.75

Correctly plot these values on the number line.



MAFS.4.NF.3.6

4. A value is shown.

$$5\frac{20}{100}$$

What is this value in decimal form?

MAFS.4.NF.3.6

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

Name: _____

Score: ____/ 5

Percentage: ____%

Page 12/©R. Carlson

MAFS.4.NF.3.6

1. A value is shown.

32/100

What is this value in decimal form?

MAFS.4.NF.3.6

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



MAFS.4.NF.3.6

3. Two values are shown.

1.33

1.10

Correctly plot these values on the number line.



MAFS.4.NF.3.6

4. A value is shown.

7.3

What is this value in fraction form?

MAFS.4.NF.3.6

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

○ 0.60
○ 60/100
○ 0.6
○ 6
○ 0.06

Name:			

Score: ____/ 5

Percentage: ____%

Page 13/©R. Carlson

MAFS.4.NF.3.6

1. Select all the statements that are true.

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

MAFS.4.NF.3.6

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

MAFS.4.NF.3.6

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



MAFS.4.NF.3.6

4. A physical education teacher asked 100 students what their favorite sport was to play. Of the students, $\frac{33}{100}$ said football was their favorite. How many of the students like football best?

______ students

MAFS.4.NF.3.6

5. Complete the table.

Fraction or Mixed Number	Decimal
$\frac{8}{100}$	0.08
$\frac{6}{10}$	
	0.27
<u>89</u> 100	
	0.01

Name: _____

Score: ____/5

MAFS.4.NF.3.6

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

hundredths equal to $\frac{5}{10}$?

MAFS.4.NF.3.6

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



MAFS.4.NF.3.6

3. Two values are shown.

 $\frac{\frac{8}{10}}{2\frac{25}{100}}$

Correctly plot these values on the number line.



MAFS.4.NF.3.6

4. A value is shown.

3.69

What is this value in fraction form?

MAFS.4.NF.3.6

5. Complete the table.

Fraction or Mixed Number	Decimal
$\frac{2}{100}$	
$\frac{9}{10}$	
	0.88
$\frac{41}{100}$	
	0.4

Name: _____

Score: ____/5

Percentage: ____%

Page 15/©R. Carlson

MAFS.4.NF.3.7

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

 $\bigcirc 2.6 > 3.42$ $\bigcirc 3.42 > 2.6$ $\bigcirc 2.6 < 3.42$ $\bigcirc 3.42 < 2.6$ $\bigcirc 2.6 = 3.42$

MAFS.4.NF.3.7

2. Each model shown represents 1 whole.



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

MAFS.4.NF.3.7

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

Comparison	Missing Digit
2.7 < 2.	
0.23 > 0.	

MAFS.4.NF.3.7

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

MAFS.4.NF.3.7

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



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

Name: _____

Score: ____/5

Percentage: ____%

Page 16/©R. Carlson

MAFS.4.NF.3.7

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

 \bigcirc 3.6 > 3.61 \bigcirc 3.61 > 3.6 \bigcirc 3.61 < 3.6 \bigcirc 3.6 < 3.61 \bigcirc 3.6 = 3.61

MAFS.4.NF.3.7

2. Each model shown represents 1 whole.



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

MAFS.4.NF.3.7

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

Comparison	Missing Digit
6.2 < 6.	
8.59 > 8.	

MAFS.4.NF.3.7

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

MAFS.4.NF.3.7

5. Harry lives 0.4 mile from his grandma. Kathy lives0.37 mile from her grandma. Who lives closer totheir grandma? Explain.

Name: _____

Percentage: ____%

Score: ____/5

MAFS.4.NF.3.7

1. Hugh and Kavita each have different brands of golf balls. Hugh's golf ball weighs 1.5 ounces. Kavita's golf ball weighs 1.46 ounces. Select the correct symbol for each comparison

	<	>	=
1.5 🗌 1.46			
1.46 🗌 1.5			

MAFS.4.NF.3.7

2. A number line is shown.



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

MAFS.4.NF.3.7

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

MAFS.4.NF.3.7

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

	< 2.8	= 2.8	> 2.8
0.99			
2.80			
3.1			

MAFS.4.NF.3.7

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

Name: _____

Model A

Model B

Score: ____/5

MAFS.4.NF.3.7

1. Charles and Lori each took a piece of ice out of the freezer. Charles' ice cube weighs 1.7 grams. Lori's ice cube weighs 1.70 grams. Select the correct symbol for each comparison

	<	>	=
1.7 🗌 1.70			
1.70 🗌 1.7			

MAFS.4.NF.3.7

2. A number is shown.



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

MAFS.4.NF.3.7

3. Al wrote down a decimal number that is less than9.3, but greater than 9.0. What is one number Al could have written down?

MAFS.4.NF.3.7

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

	< 3.01	= 3.01	> 3.01
0.89			
2.99			
3.1			

MAFS.4.NF.3.7

5. Mr. Hendricks bought two new pairs of shoelaces. He notices one pair is longer than the other. Pair one is 5.02 centimeters in length. The other pair is 5.2 centimeters in length. Select all the true comparisons of the length of Mr. Hendricks' shoelaces.

$$\bigcirc 5.2 > 5.02$$

 $\bigcirc 5.02 > 5.2$
 $\bigcirc 5.02 < 5.2$
 $\bigcirc 5.2 < 5.02$
 $\bigcirc 5.2 < 5.02$
 $\bigcirc 5.2 = 5.02$

Name:

Score: ____/5

MAFS.4.NF.3.7

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

	<	>	=
1.15 🗌 1.5			
1.5 🗌 1.15			

MAFS.4.NF.3.7

2. Select all the true comparisons.

 $\bigcirc 5.2 > 5.20$ $\bigcirc 9.0 < 9.01$ $\bigcirc 0.58 < 0.56$ $\bigcirc 9.6 = 9.60$ $\bigcirc 3.99 > 4.16$

MAFS.4.NF.3.7

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

MAFS.4.NF.3.7

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

Comparison	Missing Digit
2.02 < 2.	
0.96 > 0.	

MAFS.4.NF.3.7

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

Name: _____

Score: ____/5

MAFS.4.MD.1.1

- 1. Select all the objects that are close to an inch long.
 - O A textbook
 - A paperclip
 - O A new pencil
 - O A 25–cent coin
 - () A telephone

MAFS.4.MD.1.1

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

	Inches	Feet
Container 1	24	
Container 2		3

MAFS.4.MD.1.1

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

Order fro	om shortest	to tallest
		27 inchool

MAFS.4.MD.1.2

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

_____ pies

MAFS.4.MD.1.2

5. Linda needs to bake 3 pies. Each pie takes 12
minutes to bake. She needs to let the oven re-heat for
4 minutes between each pie. She begins baking at
8:05 a.m. Use the number line to help determine
when the third pie is done baking.



Page 21/©R. Carlson

MAFS.4.MD.1.1

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

MAFS.4.MD.1.1

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

- O 2 yards
- O 6 feet
- \bigcirc 10 yards
- \bigcirc 30 inches
- \bigcirc 72 inches

MAFS.4.MD.1.1

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

Hour	1		E	
(hr)	1		5	
Minute		120		600
(min)		120		600

MAFS.4.MD.1.2

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

_____ sticks of butter

MAFS.4.MD.1.2

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

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

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



Name: _____

Score: ____/5

MAFS.4.MD.1.1

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



MAFS.4.MD.1.1

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

Kilometers		0	E	
(km)		Δ.	5	
Meters	1 000			8 000
(m)	1,000			0,000

MAFS.4.MD.1.1

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

_____ ounces of chicken

MAFS.4.MD.1.2

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

MAFS.4.MD.1.2

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

\$_____

Name:

Score: ____/5

Percentage: ____%

Page 23/©R. Carlson

MAFS.4.MD.1.1

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

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

MAFS.4.MD.1.1

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

Pints		16	32
Cups	4	32	
Quarts	1		16

MAFS.4.MD.1.1

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



MAFS.4.MD.1.2

4. Xander is baking a pie. He needs 3/4 cup of sugar. He notices that his measuring devices are only marked in ounces, not cups. How many ounces of sugar will Xander need?

_____ ounces of sugar

MAFS.4.MD.1.2

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

Score:	 _/5		

Name: _____

MAFS.4.MD.1.1

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



MAFS.4.MD.1.1

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

- () 12 feet
- ◯ 30 feet
- \bigcirc 10 yards
- ◯ 36 feet
- \bigcirc 360 inches

MAFS.4.MD.1.1

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

_____ pounds

MAFS.4.MD.1.2

4. Marien is baking pies. She needs 2/5 cup of butter for each pie. One stick of butter is 1/5 cup.How many sticks of butter does Marien need to make 6 pies?

_____ sticks of butter

MAFS.4.MD.1.2

5. Aspen needs to bake 3 pies. Each pie takes 13 minutes to bake. She needs to let the oven re-heat for 2 minutes between each pie. She begins baking at 8:10 a.m. Use the number line to help determine when the third pie is done baking.



MAFS.4.MD.2.4

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



MAFS.4.MD.2.4

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



MAFS.4.MD.2.4

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



Long Jump Measurements (in feet)

MAFS.4.MD.2.4

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



MAFS.4.MD.2.4

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

Long Jump Measurements (in feet)					
$3\frac{1}{2}, 3$	$\frac{1}{4}, 5$	$\frac{3}{8}, 4$	$\frac{1}{8}, 3$	$\frac{1}{8}$, 5	<u>3</u> 8



MAFS.4.MD.2.4

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



MAFS.4.MD.2.4

3. Benny recorded the results for his top three long jump attempts. The total was $43\frac{1}{2}$ feet. Create a

possible line plot for these data. Place an *X* above the number line for each data point.



Long Jump Measurements (in feet)

MAFS.4.MD.2.4

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



MAFS.4.MD.2.4

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







MAFS.4.MD.2.4

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



MAFS.4.MD.2.4

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



MAFS.4.MD.2.4

4. The line plot shows the lengths of some leaves Madison collected on a hike. How many leaves were longer than 5/8 inch in length?



<u>100 Day Countdown to the 4th Grade Math FSA – Day 79</u>

MAFS.4.MD.2.4

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

Length of Gr	asshop	ppers (in	inches)
$2\frac{1}{4}, 2\frac{1}{4}, 3,$	$2\frac{1}{2}, 2$	$2\frac{3}{4}, 2\frac{1}{2},$	$2\frac{1}{4}, 2\frac{1}{4}$



Length of Grasshoppers (in inches)

MAFS.4.MD.2.4

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



MAFS.4.MD.2.4

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



MAFS.4.MD.2.4

4. The line plot shows the lengths of some pencils Pam has in her desk. How many pencils were smaller than 1/4 inch in length?



MAFS.4.MD.2.4

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

Length of Grasshoppers (in inches)					
$2\frac{1}{4}, 2\frac{3}{4}, 3\frac{1}{4}, 3$	$\frac{1}{4}$, 2, 3 $\frac{1}{4}$, 2 $\frac{1}{2}$, 2 $\frac{1}{4}$, 3				



Length of Grasshoppers (in inches)

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

MAFS.4.MD.2.4

2. Patricia jumped 5/8 foot less than the second longest jump. How far did Patricia jump?



MAFS.4.MD.2.4

3. Taylor recorded the results for his top five long jump attempts. The total was 75 feet. His best friend, Reggie jumped a total $3\frac{1}{2}$ feet less than Taylor in his five jumps. Create the line plot to show the possible lengths of Reggie's jumps. Place an *X* above the

number line for each data point.



Long Jump Measurements (in feet)

MAFS.4.MD.2.4

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



MAFS.4.G.1.1

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



MAFS.4.G.1.1

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



MAFS.4.G.1.1

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



MAFS.4.G.1.3

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



- ° G
- [·]
- $\circ \mathbb{R}$
- Q

MAFS.4.G.1.3

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



Name:		
Score:/ 5		
Percentage:%		

MAFS.4.G.1.1

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



MAFS.4.G.1.1

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

	*	+
Contains Parallel Line		
Contains Perpendicular Line		
Contains Acute Angle		
Contains Obtuse Angle		

MAFS.4.G.1.1

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



MAFS.4.G.1.3

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



MAFS.4.G.1.3

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



Name:

Score: ____/5

Percentage: ____%

Page 32/©R. Carlson

MAFS.4.G.1.1

1. An angle is shown. What type of angle is it?



MAFS.4.G.1.1

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



MAFS.4.G.1.1

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



MAFS.4.G.1.3

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



MAFS.4.G.1.3

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



Name:	 	
Score:/5		
Percentage:%		

MAFS.4.G.1.1

1. An angle is shown. What type of angle is it?



MAFS.4.G.1.1

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



MAFS.4.G.1.1

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



MAFS.4.G.1.1

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





MAFS.4.G.1.3

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



Name: ______

Score: ____/5

MAFS.4.G.1.1

1. An angle is shown. What type of angle is it?



MAFS.4.G.1.1

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



MAFS.4.G.1.1

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



MAFS.4.G.1.1

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



 $\bigcirc \overline{AB} \text{ and } \overline{BC}$ $\bigcirc \overline{AB} \text{ and } \overline{AD}$ $\bigcirc \overline{AD} \text{ and } \overline{DC}$ $\bigcirc \overline{AB} \text{ and } \overline{DC}$ $\bigcirc \overline{AD} \text{ and } \overline{BC}$

MAFS.4.G.1.3

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



MAFS.4.G.1.2

1. A set of triangles is shown. Select all the obtuse triangles.





 $^{\circ}$

MAFS.4.G.1.2

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

MAFS.4.G.1.2

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

	Has a right angle	Has perpendicular lines	Has parallel lines
Right Triangle			
Isosceles Triangle			
Rectangle			

MAFS.4.G.1.2

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

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

MAFS.4.G.1.2

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

Group 1

Group 2



Name:	
-------	--

Score: ____/ 5

Percentage: ____%

Page 36/©R. Carlson

MAFS.4.G.1.2

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



- A. Rhombus
- B. Quadrilateral
- C. Square

D. Parallelogram

E. Trapezoid

MAFS.4.G.1.2

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



MAFS.4.G.1.2

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

MAFS.4.G.1.2

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

A. 1 pair of parallel sidesB. 4 right anglesC. 2 pairs of parallel sidesD. 4 sides of equal lengthsE. 2 right angles

MAFS.4.G.1.2

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

Group 1



Group 2	2
---------	---



Name: _____

Score: ____/5

Percentage: ____%

Page 37/©R. Carlson

MAFS.4.G.1.2

 Name of quadrilaterals with properties are shown.
 Select all the attributes that apply to each quadrilateral.

Quadrilaterals	4 Sides of Equal Length	2 Pairs of Parallel Sides	4 Right Angles
Square			
Rectangle			
Rhombus			

MAFS.4.G.1.2

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



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

MAFS.4.G.1.2

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

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

MAFS.4.G.1.2

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

MAFS.4.G.1.2

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

One Right Angle	One Obtuse Angle	Three Acute Angle

Name:	

Score: ____/5

<u>100 Day Countdown to the 4th Grade Math FSA – Day 89</u>

MAFS.4.G.1.2

 Name of quadrilaterals with properties are shown.
 Select all the attributes that apply to each quadrilateral.

Quadrilaterals	1 Pair of Parallel Sides	2 Pairs of Parallel Sides	2 Pairs of Sides of Equal Length
Parallelogram			
Trapezoid			
Rhombus			

MAFS.4.G.1.2

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

Select all that apply.



A. Rhombus

B. Quadrilateral

- C. Square
- D. Parallelogram
- E. Rectangle

MAFS.4.G.1.2

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

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

MAFS.4.G.1.2

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

MAFS.4.G.1.2

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



<u>100 Day Countdown to the 4th Grade Math FSA – Day 90</u>

MAFS.4.G.1.2

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



MAFS.4.G.1.2

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

Acute Triangle	Obtuse Triangle	Right Triangle

MAFS.4.G.1.2

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

A. All triangles have at least 2 obtuse angles.

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

MAFS.4.G.1.2

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

MAFS.4.G.1.2

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

Group 1

Group 2





Name:	
Score:/ 5	
Percentage. %	
1 creemaze/0	

MAFS.4.MD.3.5

1. Which is an angle?



MAFS.4.MD.3.5

2. Select the category of measure for each angle.

	Less than 90°	Between 90° and 180°
×.		
1		
•		

MAFS.4.MD.3.5

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

 $\bigcirc 45^{\circ}$ $\bigcirc 90^{\circ}$

 $\bigcirc 90^{\circ}$

 $\bigcirc 98^{\circ}$

 $O 4^{\circ}$

 $\bigcirc 28^{\circ}$

MAFS.4.MD.3.6

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



MAFS.4.MD.3.6

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

							1	

Name:	
Score:/ 5	
Percentage:%	
	Page 41/©R. Carlson



MAFS.4.MD.3.5

2. Select the category of measure for each angle.

Less than 90°	Between 90° and 180°

MAFS.4.MD.3.5

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



MAFS.4.MD.3.6

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



MAFS.4.MD.3.6

5. One ray of angle T is shown. Use a protractor to draw another ray so that angle T measures 120°.



Name: _____

Score: ____/5

Percentage: ____%

Page 42/©R. Carlson

MAFS.4.MD.3.5

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

MAFS.4.MD.3.5

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

○91°

 \bigcirc 90°

 $\bigcirc 170^{\circ}$

 \bigcirc 124°

 $\bigcirc 38^{\circ}$

MAFS.4.MD.3.5

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



MAFS.4.MD.3.6

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



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



Name: _____

Score: ____/5

MAFS.4.MD.3.5

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

MAFS.4.MD.3.6

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



MAFS.4.MD.3.5

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



MAFS.4.MD.3.5

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



A. 90° C. 10°



MAFS.4.MD.3.6

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



Name: _____

Score: ____/5

Percentage: ____%

Page 44/©R. Carlson

MAFS.4.MD.3.5

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



MAFS.4.MD.3.5

2. An angle measures 31°. Through what fraction of a circle does the angle turn?



MAFS.4.MD.3.5

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



MAFS.4.MD.3.6

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



MAFS.4.MD.3.6

5. One ray of angle T is shown. Use a protractor to draw another ray so that angle T measures 95°.



Name: _____

Score: ____/5

MAFS.4.MD.3.7

1. Match the measure of each $\leq R$ with the measure of $\leq S$. that forms a right angle.

<u> </u>	<u> </u>
33° •	• 45°
	• 62°
$28^{\circ} \bullet$	• 57°
	• 29°
$45^{\circ} \bullet$	• 33°
	• 52°
61°•	• 67°

MAFS.4.MD.3.7

2. A diagram of 180° is shown. What is the measure of the unknown angle?

? 60°

MAFS.4.MD.3.7

3. Kyle is adding angles to create other angles. Select the angles Kyle can use to create a 128° angle. Select the angles that Kyle can use to create a 55° angle.

	64°	34°	30°	25°
128°				
55°				

MAFS.4.MD.3.7

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



MAFS.4.MD.3.7

5. A diagram is shown.



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

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

Name: _____

Score: ____/ 5

Percentage: ____%

Page 46/©R. Carlson

MAFS.4.MD.3.7

1. Match the measure of each $\leq R$ with the measure of $\leq S$. that forms a straight angle.

<u> </u>	<u> </u>
68° •	• 45°
	• 112°
128° •	• 122°
	• 35°
$145^{\circ} \bullet$	• 33°
	• 150°
30° •	• 52°

MAFS.4.MD.3.7

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



MAFS.4.MD.3.7

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

	70°	12°	60°	56°
142°				
68°				

MAFS.4.MD.3.7

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



MAFS.4.MD.3.7

5. A diagram is shown.



What is the measure of angle X?

What is the total sum of all the angles in the diagram?

Name: _____

Score: ____/5

MAFS.4.MD.3.7

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

MAFS.4.MD.3.7

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





MAFS.4.MD.3.7

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

	$\leq 90^{\circ}$	$\geq 90^{\circ}$	90°	$\geq 180^{\circ}$
`				

MAFS.4.MD.3.7

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



A. $47^{\circ} + 105^{\circ} = X$ B. $X + 105^{\circ} = 47^{\circ}$ C. $47^{\circ} + X = 105^{\circ}$ D. $47^{\circ} - X = 105^{\circ}$

MAFS.4.MD.3.7

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



MAFS.4.MD.3.7

1. Mr. Trevino drew two angles together to form a straight angle on the board. One of his angles measures 107°. Mr. Trevino asks Lee to come to the board and measure the other angle. What should Lee measure for the angle?

MAFS.4.MD.3.7

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



MAFS.4.MD.3.7

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

	$\leq 90^{\circ}$	$\ge 90^{\circ}$	90°	$\geq 180^{\circ}$
Ŕ				
^				
Ζ.				

MAFS.4.MD.3.7

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



A. $11^{\circ} - X^{\circ} = 90^{\circ}$ B. $X + 11^{\circ} = 90^{\circ}$ C. $90^{\circ} + 11 = X$ D. $90^{\circ} - 11^{\circ} = X$

MAFS.4.MD.3.7

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



MAFS.4.MD.3.7

1. 1. Match the measure of each $\leq R$ with the measure of $\leq S$. that forms a right angle.

<u> </u>	<u> </u>
46° •	• 35°
	• 144°
15° •	• 65°
	• 175°
36° •	• 54°
	• 44°
55° •	• 75°

MAFS.4.MD.3.7

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

MAFS.4.MD.3.7

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

	44°	40°	60°	80°
124°				
84°				

MAFS.4.MD.3.7

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



MAFS.4.MD.3.7

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



Page 50/©R. Carlson

Day 51

1. 14 square feet
 2. O 60 feet x 7 feet
 O 70 feet x 6 feet

3. Length = 12, Width = 4; length and width can be flipped

4. Answers will vary; check student graphs

5. 15 cm

Day 52

- 1. 140 feet
- $2. \quad \bigcirc 40 \text{ feet x 8 feet}$

 \bigcirc 80 feet x 4 feet

 \bigcirc 20 feet x 16 feet

3. Length = 9, Width = 4; length and width can be flipped

- 4. Answers will vary; check student graphs
- 5.80 square inches

Day 53

1. 118 feet

\bigcirc length: 5 inches	width: 15 inches
O length: 13 inches	width: 7 inches
O length: 8 inches	width: 12 inches
	 length: 5 inches length: 13 inches length: 8 inches

3. Length = 8, Width = 5; length and width can be flipped

- 4. Answers will vary; check student graphs
- 5. 259 square inches

Day 54

1.73 feet

2. O length: 12 inches width: 18 inches
O length: 20 inches width: 10 inches

- 3. Width = 11, Perimeter = 52
- 4. Answers will vary; check student graphs
- 5. 160 square cm

Day 55

1. Check student drawings; Length: 12 cm, Width: 4 cm

- 2. O length: 16 inches width: 4 inches
 O length: 8 inches width: 8 inches
 O length: 2 inches width: 32 inches
- 3. Width = 9, Perimeter = 44
- 4. 192 square inches
- 5. 105 square cm

Day 56

1. 20/1002. 29/1003. 6 4. B 5. $\bigcirc 23/10$ $\bigcirc 2.3$ $\bigcirc 2\frac{3}{10}$

 $\bigcirc \frac{2}{100}$ is equivalent to 0.02

Day 57	Day 60
1. C	1.60/100
2. 34/100	2.94/100
3. 70	3. ()1.5
4.86/100	○ 15/10
5. () 1.3	$\bigcirc 1^{\frac{5}{2}}$
○ 13/10	\bigcirc 10
$\bigcirc 1\frac{3}{10}$	$O\frac{8}{10} + \frac{7}{10}$
○ 130/100	4. 19; 100
Day 58	5. ; 3
1. 90/100	
2.8/10	Day 61
3. A	
4. 6; 100	1. 0.3
	2. 3.5
5. ; 90/100	3. Check student number lines.
	4.0.54
Day 59	5. 08/10
	() 80/100
1.84/100	D
2. 21/100	Day 62
3. D	$1 \bigcirc 2/10$
4. 30; 10	$\bigcirc 20/100$
	2 40
5	3. Check student number lines
	4. 5.2
	5. $\bigcirc 0.7$ is equivalent to $\frac{70}{100}$
	$\bigcirc 0.12$ is equivalent to $\frac{12}{100}$
	\bigcirc 0.7 is equivalent to 0.70

Day 63

- 1.0.32
- 2.0.15
- 3. Check student number lines.
- 4. 7 3/10 or 7 30/100
- 5. () 0.60
 - 0 60/100
 - $\bigcirc 0.6$

Day 64

1.
$$\bigcirc 0.73$$
 is equivalent to $\frac{73}{100}$
 $\bigcirc \frac{3}{100}$ is equivalent to 0.03
 $\bigcirc \frac{2}{10}$ is equivalent to 0.2
 $\bigcirc \frac{11}{10}$ is equivalent to 1.1

- 2.0.75
- 3.7.2
- 4.33

1	Fraction or Mixed Number	Decimal
	8 100	0.08
	6 10	0.6
	27/100	0.27
	89 100	0.89
5.	1/100	0.01

Day 65

- 1.50/100
- 2.4
- 3. Check student number lines.
- 4.369/100

	Fraction or Mixed Number	Decimal
	$\frac{2}{100}$	0.02
	$\frac{9}{10}$	0.9
	88/100	0.88
	$\frac{41}{100}$	0.41
5	4/10 or 40/100	0.4
υ.		

Day 66



4. Possible answers: 0.581 - 0.619

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

Day 67

1. $\bigcirc 3.61 > 3.6$ $\bigcirc 3.6 < 3.61$

	Comparison	Missing Digit
	6.2 < 6.	Many different possible
	8.59 > 8.	Many different possible
3.		allsweis, 0.50 01 less

4. Possible answers: 3.081 – 3.109

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

Day 68

Γ		<	>	=
	1.5 🗌 1.46		Х	
	1.46 🗌 1.5	Х		

- 2. Check student number lines; 0.38 < 0.6
- 3. Possible answers: 3.261 3.299

		< 2.8	= 2.8	> 2.8
	0.99	х		
	2.80		Х	
Δ	3.1			х

5. Possible explanation: Model A because there are 10 squares. In model B, there are 100 squares, which means only six-hundredths is shaded in.

Day 69

		<	>	=
1.7	1.70			х
1	0 🗌 1.7			Х

- 2. Check student number lines; 0.71 < 0.95
- 3. Possible answers: 9.001 9.299



5. $\bigcirc 5.2 > 5.02$ $\bigcirc 5.02 < 5.2$

Day 70

-		<	>	=
	1.15 🗌 1.5	Х		
1.	1.5 🗌 1.15		Х	

2. () 9.0 < 9.01

 \bigcirc 9.6 = 9.60

3. Possible answers: 5.491 – 5.579

	Comparison	Missing Digit
	2.02 < 2.	Many different possible answers; 2.03 or more
4.	0.96 > 0.	Many different possible answers; 0.95 or less

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

Day 71

1. O A paperclip

O A 25-cent coin

		Inches	Feet
	Container 1	24	2
2.	Container 2	36	3

- 3. 37 inches, 5 feet, 2 yards
- 4.4 pies
- 5. Check student number lines; 8:49 a.m.

Day 72

1. \bigcirc The length of student's desk.

O The width of a classroom door.

2. 2 yards; 6 feet; 72 inches

	Hour (hr)	1	2	5	10
3.	Minute (min)	60	120	300	600

- 4. 2 sticks of butter
- 5. The dots should be on 2 2/3 and 4 2/3.

Answer is 2 hours.

Day 73



- 3. 48 ounces
- 4. 2 min. 43 sec.

5. \$12.30

Day 74

1. O The width of a dining table.

O The width of a doorway.

Pints	2	16	32
Cups	4	32	64
Quarts	1	8	16

- 3. 1000 mm, 2 meters, 400 cm
- 4.6 ounces

2.

5. Possible explanation: Yes, because Moses has earned \$42. The equation is 22 + 14 + 6 = 42. The game only costs \$40. Day 75

	Length of a football field • yard
	Height of a foot
1.	Length of a •• inch pencil
2.) 30 feet
	🔿 10 yards
	\bigcirc 360 inches
3.	14,000 lbs
4.	12

5. Check number lines. Answer is 8:53.

Day 76

- 1. Check student number lines.
- 2. 4 2/8 or 4 1/4
- 3. Answers may vary. Check student number lines.
- 4.4

Day 77

- 1. Check student number lines.
- 2.7/8
- 3. Answers may vary. Check student number lines.
- 4. 30/5 or 6

Day 78

- 1. Check student number lines.
- 2.5
- 3. Answers may vary. Check student number lines.
- 4.7

Day 79

1. Check student number lines.

2.2

3. Answers may vary. Check student number lines.

4.2

Day 80

- 1. Check student number lines.
- 2.37/8
- 3. Answers may vary. Check student number lines.
- 4. Possible answers: 36/8 or 4 4/8 or 4 1/2

Day 81

1. A



3. Check student drawings.





Day 82



		**	\leftrightarrow
	Contains Parallel Line		
	Contains Perpendicular Line		x
	Contains Acute Angle	x	
2	Contains Obtuse Angle	х	

- 3. Check student drawings.
- 4. B
- 5.1

Day 83

1. Right



Day 86





2.3

	Has a right angle	Has perpendicular lines	Has parallel lines
Right Triangle	x	x	
Isosceles Triangle	х		
Rectangle	x	x	x

4. A

5. Group 1 has parallel sides.

Day 87

1. B; E



°

3.2

4. C; D

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

Day 88

	Quadrilaterals	4 Sides of Equal Length	2 Pairs of Parallel Sides	4 Right Angles
	Square	x	x	x
	Rectangle		x	x
1	Rhombus	x	x	
1.				

2. B; D

- 3. B; C
- 4. Trapezoid



Day 89

	Quadrilaterals	1 Pair of Parallel Sides	2 Pairs of Parallel Sides	2 Pairs of Sides of Equal Length
	Parallelogram		Х	Х
	Trapezoid	х		
1.	Rhombus		Х	х

2. B; E

3. O A parallelogram with exactly one right angle.

O A rectangle that is not a parallelogram.

4. Square

5. B

Day 90



3. D; E

4. Rhombus

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

Day 91

		Less than 90°	Between 90° and 180°
	t_		х
	4	х	
2	•		х

 $3. \quad \bigcirc 45^{\circ}$

 $O 4^{\circ}$

 $\bigcirc 28^{\circ}$

- 4. 45°
- 5. Check student drawings.

Day 92

1. B

		Less than 90°	Between 90° and 180°
	-		х
		х	
2		x	

3. 1/4 or 90/360

 4.45°

5. Check student drawings.

Day 93

- $1.\ 90^{\circ}$
- 2. **○** 38°
- 3. 3/4 or 270/360
- 4. 105°
- 5. Check student drawings.

Day 94

- 1. Check student drawings; Obtuse
- 2.170/360
- 3. D
- 4. Approximate Values: A:110° B: 155° C: 95°
- 5. Check student drawings.

Day 95

- 1. Acute
- 2.31/360
- 3. 1/2 or 180/360
- 4. Approximate Values: A:150° B: 80° C: 130°
- 5. Check student drawings.

Day 96



		64°	34°	30°	25°
	128°	х	Х	х	
3	55°			х	Х

4. 90°

5. A: Possible Answers: 80 + 30 + 25 + f = 180 or 180 - (80 + 30 + 25) = f

B: 45°

Day 97



- 4.80°
- 5.75°;360°

Day 98

 $1.\ 108^{\circ}$

2.88°

		≤ 90°	≥ 90°	90°	≥ 180°
		х			
		х	х	х	
3.	/		х		

- 4. C
- 5. 53°

Day 99



2.80°



- 4. B; D
- 5. 125°



Thank you for purchasing my 100 Day Countdown packet. I hope this helps your students in a small way in preparing for the FSA. This product is intended for a single license use only. Please do not redistribute without permission or the purchase of multiple licenses. This product may not be redistributed in any form.