4th Grade 5-A-DAY MATH REVIEW

FREE 2 WEEKS OF SPIRAL REVIEW

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

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

Draw and label perpendicular line segments.

...balloons for...surprise party. ...packs only come in ...of balloons will she need to buy?

Book 4

5-A-Day Math Review: Week 1

Name: _____ Date: _____

Monday

1.
5)739   7)435

2. Compare the numbers.

12,897 ◯ 12,312

4,209 ◯ 4,089

3.
$\begin{array}{r} 1,279 \\ + 3,763 \\ \hline \end{array}$ $\begin{array}{r} 1,028 \\ - 392 \\ \hline \end{array}$

4. Draw the next arrangement.

Describe the pattern:

5.
3,512   Word Form: _____
Expanded Form: _____

Tuesday

1. Solve. Shade in to represent.

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

2. Solve. Shade in to represent.

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

3. Solve 6 × 149

$\begin{array}{r} 100 + 40 + 9 \\ \times \end{array}$

4. Commutative Pro...
Complete the pr...

4 × 5 = ___

5. Solve and sh...

There were...a theater...number o...How man...line?

Book 4

5-A-Day Math Review: Week 1

Name: _____

Wednesday

1. Solve. Shade in to represent.

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

2. Find the area and perimeter.

2 in.

5 in.

A = _____   P = _____

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

4. Compare the numbers.

0.2 ◯ 0.5

5. Order the fractions.

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

0

Thursday

1. Solve. Shade in to represent.

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

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

Draw line segment $\overline{CD}$.

4. Marcos invited 33 guests to his party. So far, 8 guests have replied "will attend" and 9 guests have replied "will not attend." How many guests (g) still need to reply?

g = ___ - 8 - 9

g = ___ - 9

g = ___

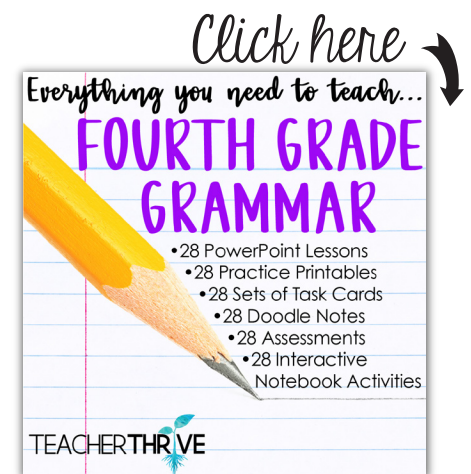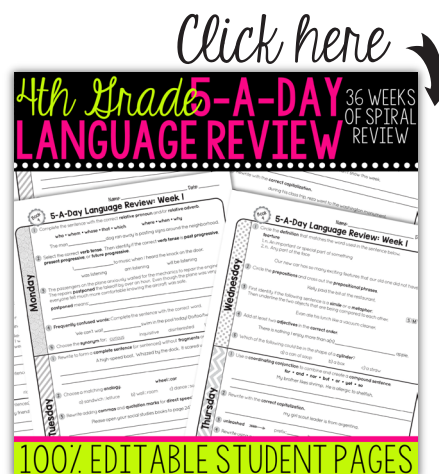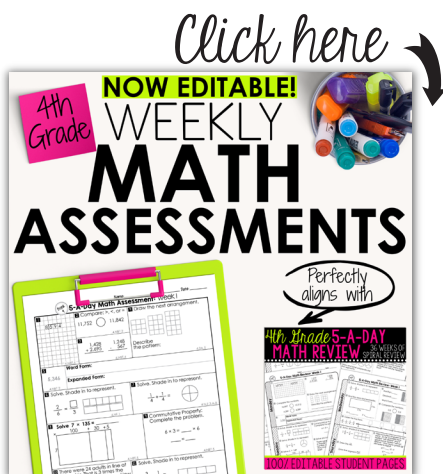## CLICK HERE FOR THE FULL 36 WEEKS

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

Thank you for downloading this Common Core Math Review Resource. This resource is designed to be used on a daily basis (Monday-Thursday) for 2 weeks. Each week has 20 ("5 a Day") math tasks that can be done in class or assigned for homework and then discussed/corrected in class the following day. Click here to get the full 36-week version, which is **100% editable**. On Friday, you can assess student learning with these 4th Grade Weekly Math Assessments, which align perfectly to each week's content.

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

Thank you so much,
Melissa
info@teacherthrive.com

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4th Grade NOW EDITABLE! WEEKLY **MATH ASSESSMENTS**
Perfectly aligns with
4th Grade 5-A-DAY MATH REVIEW
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- 28 Assessments
- 28 Interactive Notebook Activities
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USING THIS RESOURCE

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

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

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

COPYRIGHT

MONDAY.1: LONG DIVISION (4.NBT.6) & FACTORS (4.OA.4)

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

Factors

53:	1, 53 (prime)
62:	1, 2, 31, 62 (composite)
67:	1, 67 (prime)
74:	1, 2, 37, 74 (composite)
80:	1, 2, 4, 5, 8, 10, 16, 20, 40, 80 (composite)

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

- On odd weeks (1, 3, 5... etc.) the students will compare multi-digit whole numbers using (>, <, =).
- On even weeks (2, 4, 6... etc.) the students will round a number to 100, 1,000, and 10,000.

Compare the numbers.

509,769 $<$ 519,100

603,791 $>$ 63,989

Round **119,538** to the nearest...

100: _____119,500_____

1,000: _____120,000_____

10,000: _____120,000_____

MONDAY.3: ADD & SUBTRACT (4.NBT.4) & CONCEPTS OF PLACE VALUE (4.NBT.1)

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

$$\begin{array}{r} 1,928 \\ + 5,912 \\ \hline 7,840 \end{array}$$

$$\begin{array}{r} 9,529 \\ - 2,081 \\ \hline 7,448 \end{array}$$

$8 \times 10 = 80$

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

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

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

$70 \div 7 = 10$

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

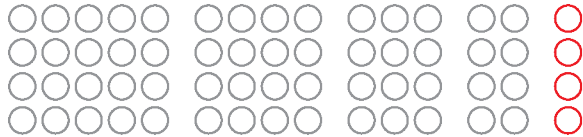$7,000 \div \underline{70} = 1,000$

$70,000 \div 700 = \underline{100}$

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

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

Draw the next arrangement.

Describe the pattern:

Subtract 4

Complete the table.

Rule: multiply by 4
_____

IN	OUT
2	8
3	12
4	16
5	20

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

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

218,108

Word Form:
two hundred eighteen thousand, one hundred eight

Expanded Form:
200,000 + 10,000 + 8,000 + 100 + 8

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

2 pounds = ___32___ ounces

___2___ × ___16___ = ___32___

64 ounces = ___4___ pounds

___64___ ÷ ___16___ = ___4___

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

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

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

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

RESOURCE NOTES
5-A-Day Math Review

TUESDAY.2: ADD FRACTIONS (4.N.F.3.A-B)

The students will add fractions using fraction models (circles on "odd" weeks and bars on "even" weeks). Have the students shade in the models with diagonal lines; this will prepare them for shading in fractions when subtracting.

$$\frac{3}{5} + \frac{4}{5} = \frac{7}{5} = 1\frac{2}{5}$$

$$\frac{3}{6} + \frac{5}{6} = \frac{8}{6} = 1\frac{2}{6}$$

TUESDAY.3: MULTIPLICATION– AREA MODELS & STANDARD ALGORITHM (4.NBT.5)

- On odd weeks (1, 3, 5… etc.) the students will complete and area model to complete a multiplication problem.
- On even weeks (2, 4, 6… etc.) the students will use the standard algorithm to multiply numbers.

×	3,000	+ 700	+ 40	+ 6
5	15,000	3,500	200	30

Answer: __18,730__

```
      4 3              6 2
    × 5 7            × 9 2
    3 0 1            1 2 4
  + 2 1 5 0        + 5 5 8 0
    2 4 5 1          5 7 0 4
```

TUESDAY.4: PROPERTIES OF MULTIPLICATION (4.NBT.5)

The student will apply three properties of multiplication to complete missing information within equation frames.

Commutative Property:
Complete the problem.

$$9 \times 4 = \underline{4} \times 9$$

$$\underline{36} = \underline{36}$$

Associative Property:
Complete the problem.

$$4 \times (3 \times 5) = (4 \times \underline{3}) \times 5$$

$$4 \times \underline{15} = \underline{12} \times 5$$

$$\underline{60} = \underline{60}$$

Distributive Property:
Complete the problem.

$$5 \times 17 = (5 \times \underline{10}) + (5 \times \underline{7})$$

$$5 \times 17 = \underline{50} + \underline{35}$$

$$5 \times 17 = \underline{85}$$

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

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

Solve and show your work.

During the basketball game, Jen made 4 times as many shots as she missed. If she made 12 shots, how many shots did she miss?
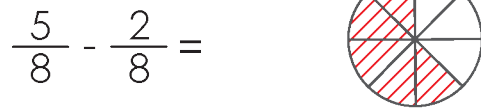
$12 \div 4 = 3$

made: | 3 | 3 | 3 | 3 |
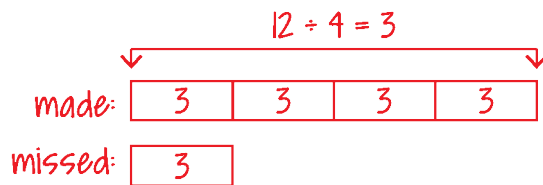
missed: | 3 |

She missed 3 shots.

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

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

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

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

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

$\frac{5}{8} - \frac{2}{8} =$ $\frac{5}{8} - \frac{2}{8} =$
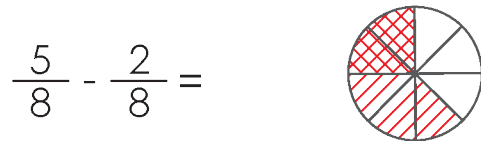
Step 3: The portion with the diagonal lines is the answer.

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

$\frac{3}{8}$ $\frac{3}{8}$
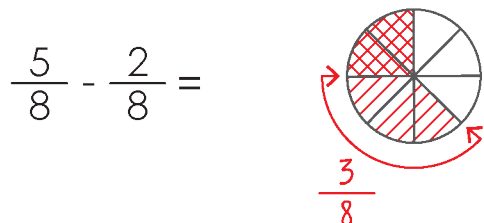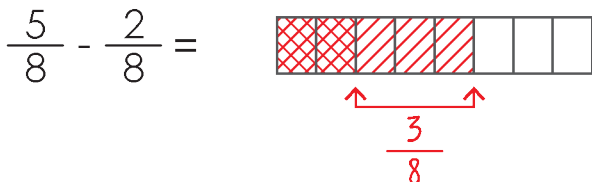
RESOURCE NOTES
5-A-Day Math Review

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

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

Find the area and perimeter.

8 mm.

11 mm.
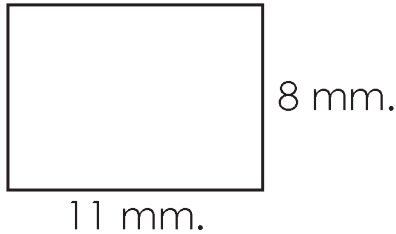
A = ___88 mm.²___   P = ___38 mm.___
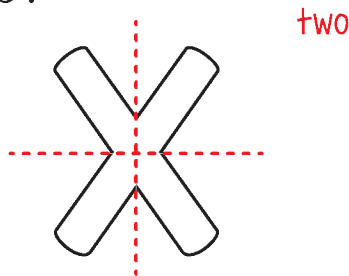
Find the width (w).

w

10 ft.
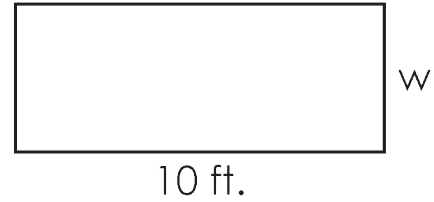
A = 40 ft²   w = ___4 ft.___

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

How many lines of symmetry are there?   two

How many lines of symmetry are there?   five
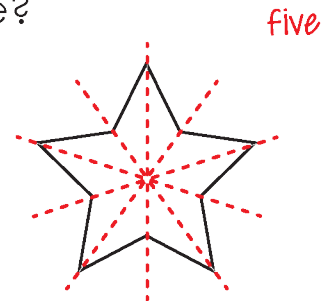
WEDNESDAY.3: DECIMALS & EQUIVALENT FRACTIONS (4.N.F.5-6)

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

Weeks 1-18

Fraction: $\frac{7}{100}$
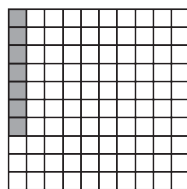
Decimal: 0.07

Word Form: seven hundredths

Weeks 19-36

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

0.__4__ = 0.__40__

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

- During the first 18 weeks, the students compare decimals with the help of decimal models.
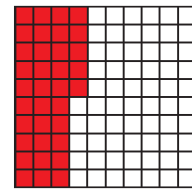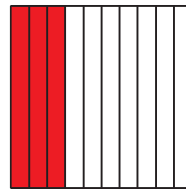- During the last 18 weeks, the students will compare decimals by shading in decimal models.
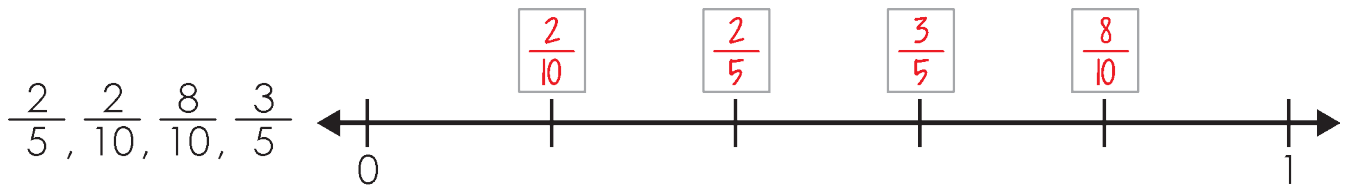
Weeks 1-18

$0.36 \; < \; 0.8$
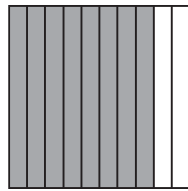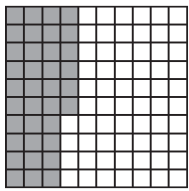
Weeks 19-36

$0.3 \; < \; 0.35$

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

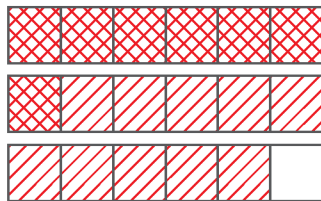The students will place 4 different fractions on a number line.

$\dfrac{2}{5} , \dfrac{2}{10}, \dfrac{8}{10}, \dfrac{3}{5}$

$\dfrac{2}{10} \quad\quad \dfrac{2}{5} \quad\quad \dfrac{3}{5} \quad\quad \dfrac{8}{10}$

0 — 1

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

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

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

$1\dfrac{4}{6} = 1\dfrac{2}{3}$
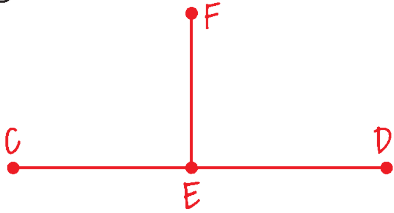
$2\dfrac{1}{6} + 1\dfrac{5}{6} = 4$
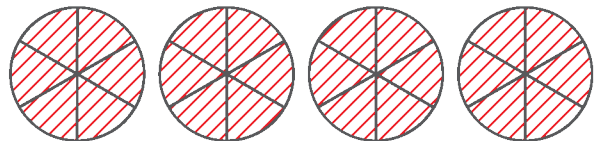
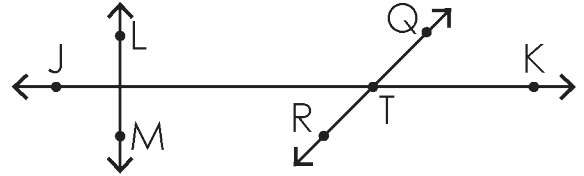# THURSDAY.2: LINES (4.G.1) & ANGLES (4.MD.5-7)

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

Draw and label perpendicular line segments.

F
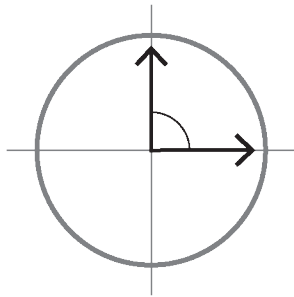C ———— E ———— D

Angle ∠RTK is greater than 90°.
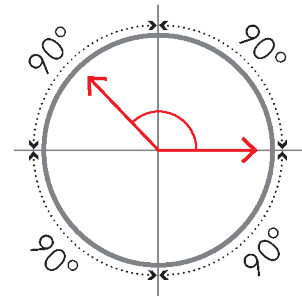
Angle ∠QTK is less than 90°.

J • L   Q ↗
   • M   R   T   K

The students will complete activities that relate the measure of angles to the 360° of a circle.
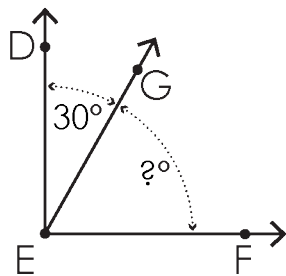
What is the measurement of the angle?

90°

Draw an angle that is around 135°.

90° 90°
90° 90°

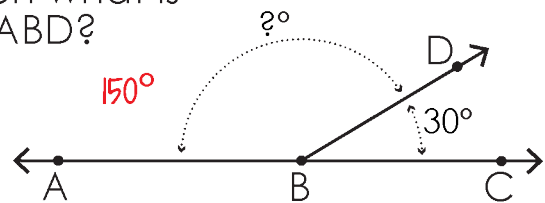The students will solve subtraction problems to find unknown angles on a diagram.

If ∠DEF is 90°, then what is ∠GEF?

60°

D
  30° G
      ?°
E   F

If ∠ABC is 180°, then what is ∠ABD?

150°

?°
          D
       30°
A   B   C

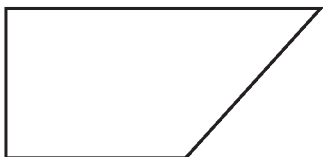# THURSDAY.3: CLASSIFY TWO-DIMENSIONAL FIGURES (4.G.2)

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

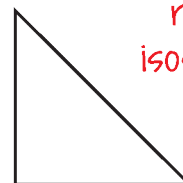Identify the shape.

trapezoid

Identify the shape.

right triangle
isosceles triangle

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

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

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

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

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

$$\underline{8} = c$$

$\underline{8}$ cookies in each box.

At the fair, 9 friends buy 214 tickets. They want to split all the tickets so each friend gets the same amount. How many more tickets do they need to buy?
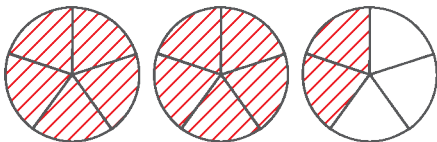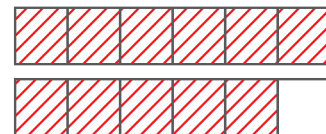
$214 \div 9 = 23 \ R7$

2 more tickets

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

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

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

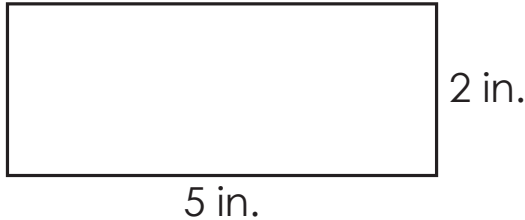$$\frac{1}{6} \times 11 = \frac{11}{6} = 1\frac{5}{6}$$

Name: _____ Date: _____

5-A-Day Math Review: Week 1

Book 4

Monday

1

$5\overline{)739}$ $7\overline{)435}$

2 Compare the numbers.

12,897 ◯ 12,312

4,209 ◯ 4,089

3

$$1{,}279 + 3{,}763$$

$$1{,}028 - 392$$

4 Draw the next arrangement.

Describe the pattern:

_____

5   3,512

| **Word Form:** |
| **Expanded Form:** |

Tuesday

1 Solve. Shade in to represent.

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

2 Solve. Shade in to represent.

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

3 Solve 6 × 149

×	100	+ 40	+ 9
6			

Answer:_____

4 Commutative Property: Complete the problem.

4 × 5 = ____ × 4

____ = ____

5 Solve and show your work.

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

Name: _____ Date: _____

5-A-Day Math Review: Week 1

Wednesday

① Solve. Shade in to represent.

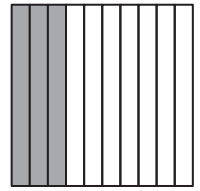$$\frac{3}{4} - \frac{2}{4} =$$

② Find the area and perimeter.

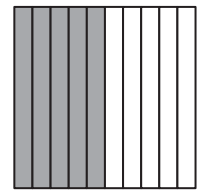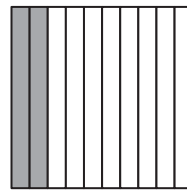2 in.

5 in.

A = _____   P = _____

③ Fraction: _____

Decimal: _____

Word Form: _____

④ Compare the numbers.

0.2 ◯ 0.5

⑤ Order the fractions.

$$\frac{4}{4}, \frac{1}{2}, \frac{1}{4}, \frac{3}{4}$$
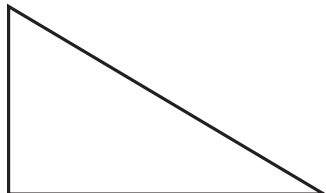
0 ————————————————— 1
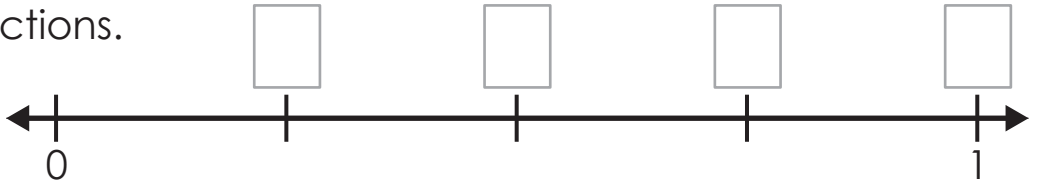
Thursday

① Solve. Shade in to represent.

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

② Draw line $\overleftrightarrow{AB}$.

Draw line segment $\overline{CD}$.

③ Identify the shape.

④ Marcos invited 33 guests to his party. So far, 8 guests have replied "will attend" and 9 guests have replied "will not attend." How many guests (g) still need to reply?
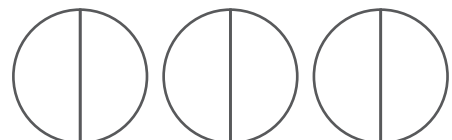
g = ____ - 8 - 9

g = ____ - 9

g = ____

____ guests haven't replied

⑤ Solve. Shade in to represent.

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

5-A-Day Math Review: Week 2

Book 4

Monday

① Factors

2:	
5:	
7:	
10:	
12:	

② Round **48,492** to the nearest...

100: _____

1,000: _____

10,000: _____

③

$8 \times 10 = 80$

_____ $\times 10 = 800$

$800 \times$ _____ $= 8{,}000$

$8{,}000 \times 10 =$ _____

④ Complete the table.

Rule: _____

_____

IN	OUT
2	6
3	9
4	12

⑤

1 meter = _____ centimeters

_____ × _____ = _____

300 centimeters = _____ meters

_____ ÷ _____ = _____

Tuesday

① Solve. Shade in to represent.

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

② Solve. Shade in to represent.

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

③

```
    3 4          7 4
  × 2 8        × 3 6
  _____        _____

+            +
```

④ Associative Property: Complete the problem.

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

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

$\underline{} = \underline{}$

⑤ Solve and show your work.

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

Name: _____ Date: _____

5-A-Day Math Review: Week 2

Book 4

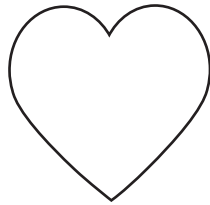## Wednesday

① Solve. Shade in to represent.

$$\frac{2}{3} - \frac{1}{3} =$$
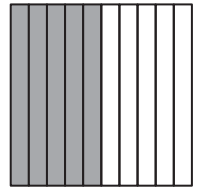
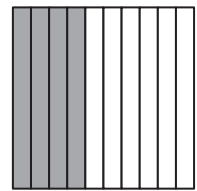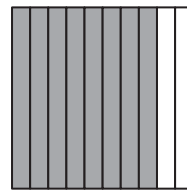② How many lines of symmetry are there?

③ Fraction:_____
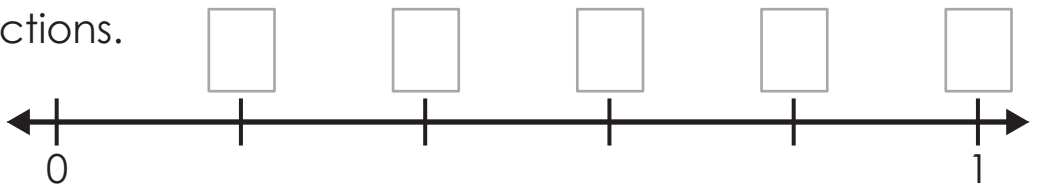
Decimal:_____

Word Form:_____

④ Compare the numbers.

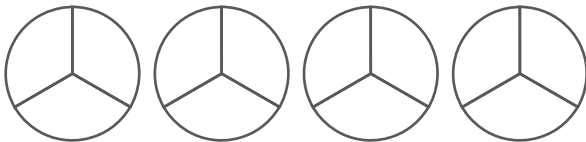0.8 ◯ 0.4

⑤ Order the fractions.

$$\frac{1}{5} , \frac{5}{5} , \frac{3}{5} , \frac{2}{5}$$
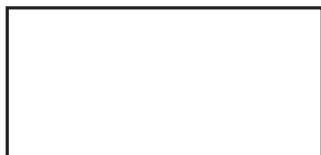
0   1

Thursday

① Solve. Shade in to represent.

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

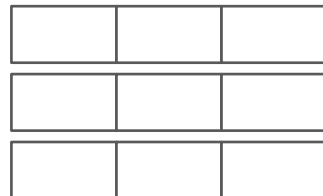② Draw and label perpendicular line segments.

③ Identify the shape.

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

⑤ Solve. Shade in to represent.

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

Name: **Answer Key*** Date: _____

5-A-Day Math Review: Week 1

Monday

1

$$5\overline{)739} = 147 \text{ R } 4$$

$$7\overline{)435} = 62 \text{ R } 1$$

2 Compare the numbers.

12,897 $>$ 12,312

4,209 $>$ 4,089

3

$$\begin{array}{r} 1{,}279 \\ + 3{,}763 \\ \hline 5{,}042 \end{array} \qquad \begin{array}{r} 1{,}028 \\ - 392 \\ \hline 636 \end{array}$$

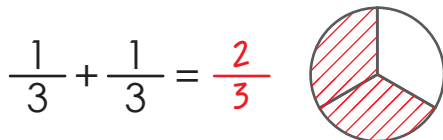**4** Draw the next arrangement.
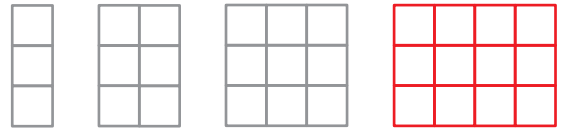
Describe the pattern:

Add 3

5

3,512

Word Form:	three thousand, five hundred twelve
Expanded Form:	3,000 + 500 + 10 + 2

Tuesday

1 Solve. Shade in to represent.

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

2 Solve. Shade in to represent.

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

3 Solve 6 × 149

×	100	+ 40	+ 9
6	600	240	54

Answer: 894

4 Commutative Property: Complete the problem.

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

$$\underline{\ 20\ } = \underline{\ 20\ }$$

5 Solve and show your work.

There were 21 adults in line at a theater. That is 3 times the number of children in line. How many children were in line?
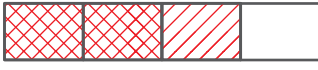
children: | 7 |

adults: | 7 | 7 | 7 |

21 ÷ 3 = 7
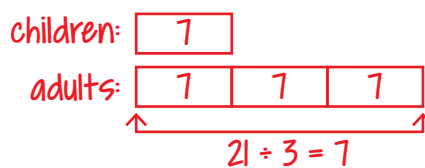
There are 7 children in line.

* Answers may vary.

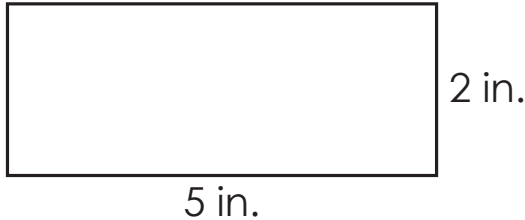© Got to Teach LLC 2015 · www.GotToTeach.com

Book 4

5-A-Day Math Review: Week 1

Wednesday

① Solve. Shade in to represent.

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

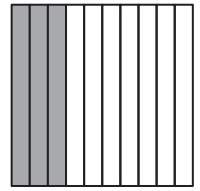② Find the area and perimeter.

2 in.

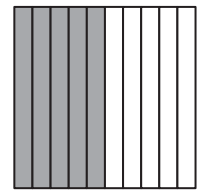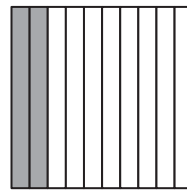5 in.

A = __10 in.²__   P = __14 in.²__

③ Fraction: $\frac{3}{10}$

Decimal: __0.3__

Word Form: __three tenths__

④ Compare the numbers.

0.2 $<$ 0.5

⑤ Order the fractions.

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

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

0   1

Thursday
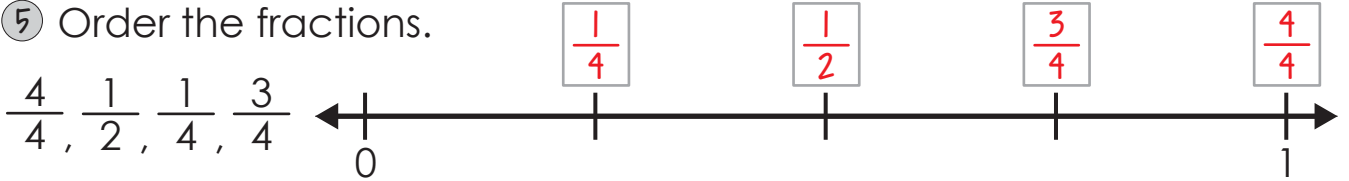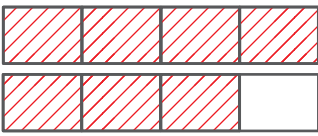
① Solve. Shade in to represent.

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

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

② Draw line $\overleftrightarrow{AB}$.
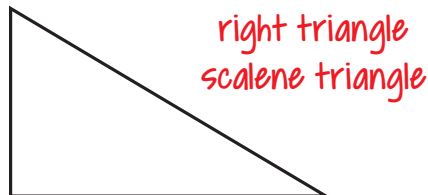
A ———— B

Draw line segment $\overline{CD}$.

C ———— D

③ Identify the shape.

right triangle
scalene triangle

④ Marcos invited 33 guests to his party. So far, 8 guests have replied "will attend" and 9 guests have replied "will not attend." How many guests (g) still need to reply?

g = __33__ - 8 - 9

g = __25__ - 9

g = __16__

__16__ guests haven't replied

⑤ Solve. Shade in to represent.

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

* Answers may vary.

Name: **Answer Key*** Date: _____

5-A-Day Math Review: Week 2

Monday

1 **Factors**

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

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

100: _____48,500_____

1,000: _____48,000_____

10,000: _____50,000_____

3
$8 \times 10 = 80$

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

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

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

4 Complete the table.

Rule: _multiply by 3_

_____

IN	OUT
2	6
3	9
4	12
5	15

5
1 meter = ___100___ centimeters 300 centimeters = ___3___ meters

___1___ × ___100___ = ___100___ ___300___ ÷ ___100___ = ___3___

Tuesday

1 Solve. Shade in to represent.

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

2 Solve. Shade in to represent.

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

3

```
    3 4            7 4
  × 2 8          × 3 6
  2 7 2          4 4 4
+ 6 8 0        + 2 2 2 0
  9 5 2          2 6 6 4
```

4 Associative Property: Complete the problem.

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

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

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

5 Solve and show your work.

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

birds: | 2 |

turtles: | 2 | 2 | 2 | 2 | 2 | 2 |

2 × 6 = 12

12 turtles

* Answers may vary.

Book 4

5-A-Day Math Review: Week 2

Wednesday

① Solve. Shade in to represent.

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

② How many lines of symmetry are there?

one

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

Decimal: __0.5__

Word Form: __five tenths__

④ Compare the numbers.

0.8 **>** 0.4

⑤ Order the fractions.

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

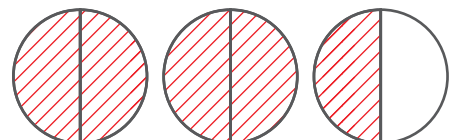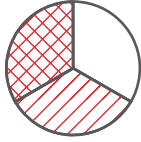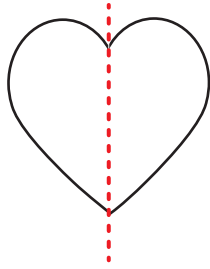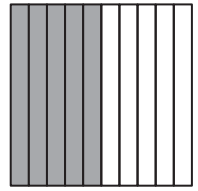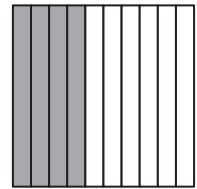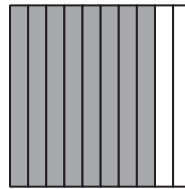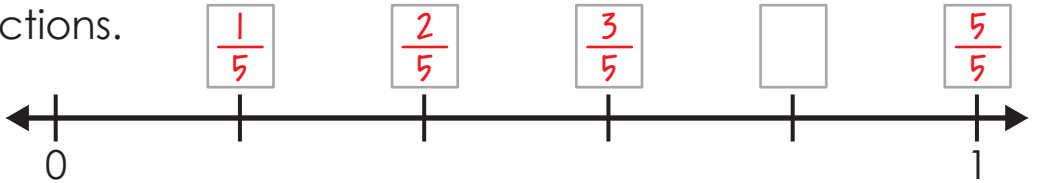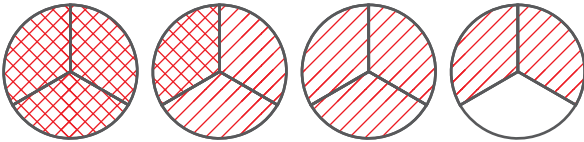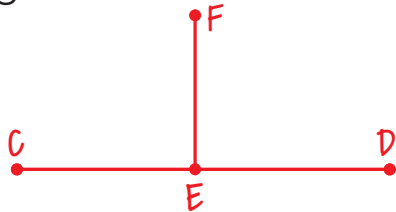$\frac{1}{5}$ $\frac{2}{5}$ $\frac{3}{5}$ ☐ $\frac{5}{5}$

0 ——————————— 1

Thursday

① Solve. Shade in to represent.

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

② Draw and label perpendicular line segments.
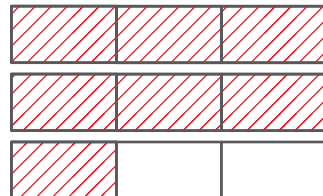
F
C ———E——— D

③ Identify the shape.

rectangle

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

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

138 packs of balloons

⑤ Solve. Shade in to represent.

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

* Answers may vary.
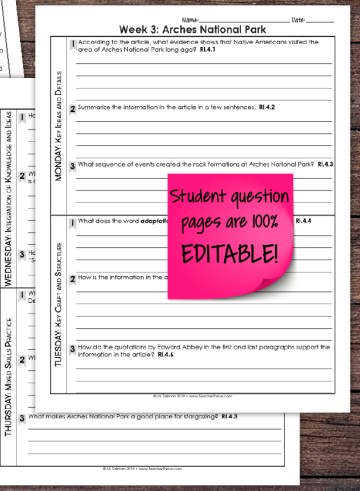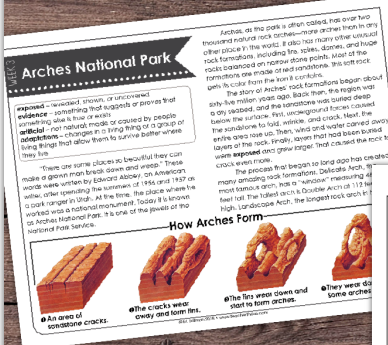
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