# 4th GRADE MATH SPIRAL REVIEW & QUIZZES

ONE STOP TEACHER shop

ENTIRE YEAR!!

DAILY SPIRAL REVIEW

PLUS WEEKLY QUIZZES

100% EDITABLE

ANSWER KEYS INCLUDED!

AVAILABLE FOR GRADES... K-12

Name: Weekly Math Review - Q3:1 Date:

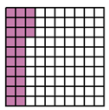
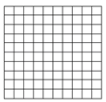
| Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|
| What is the VALUE of the underlined digit?<br>8,098,375 8,098,375<br>90,000 8,000,000 | Write 2,000,947 in each form.<br>Word: Two million nine hundred forty seven<br>Expanded: | Round 543,829 to the nearest...<br>100:<br>1,000:<br>10,000: | Compare the numbers using >, <, or =.<br>1,309,754 ___ 1,093,888<br>984,764 ___ 1,232,430 |
| Find the Difference.<br>23,841 – 7,983<br>15,858 | Find the Sum.<br>82,694 + 3,899 | Find the Difference.<br>28,547 – 8,759 | Find the Sum.<br>213,857 + 43,762 |
| Find the Quotient.<br>4,387 ÷ 6<br>731 R1 | Find the Product.<br>447 x 63 | Find the Quotient.<br>8,275 ÷ 8 | Find the Product.<br>7,549 x 8 |
| Nicholas has saved up $6,482 from his last 7 birthdays. If he gets the same amount every year for his birthday, how much money does Nicholas get on one birthday? $926 | Ms. Sharp baked 21 trays of cookies with 35 cookies on each tray. If she needs to bake 840 cookies, how many more trays will she need to make? | There are 35 rows in the stadium with 896 seats in each row. How many seats are there altogether in the stadium? | Mr. Rogers makes $35,876 a year. His yearly living expenses are $26,988. How much money does Mr. Rodgers have after he pays his living expenses? |
| Complete the pattern.<br>67, 57, 47, 37, 27, 17 | Find the factors of 45. | Create a pattern with the rule n x 2 + 1<br>1 2 3 4 10 | Find the least common multiple of 3 and 4. |
| Compare the fractions using >, <, or =.<br>$\frac{4}{5} > \frac{3}{7}$ $\frac{3}{5} < \frac{8}{10}$ | Rewrite the improper fraction as a mixed number.<br>$\frac{8}{3}$ $\frac{15}{5}$ | Find an equivalent fraction.<br>$\frac{4}{7}$ $\frac{6}{12}$ | Rewrite the mixed number as an improper fraction.<br>$3\frac{2}{4}$ $4\frac{2}{5}$ |
| Solve.<br>$1\frac{3}{4} + 2\frac{3}{4} = 4\frac{1}{2}$<br>$3\frac{1}{3} - 1\frac{2}{3} = 1\frac{2}{3}$ | Solve.<br>$1\frac{5}{6} + 4\frac{3}{6}$<br>$4\frac{2}{5} - 2\frac{3}{5}$ | Solve.<br>$2\frac{7}{8} + 2\frac{3}{8}$<br>$3\frac{1}{4} - 1\frac{3}{4}$ | Solve.<br>$2\frac{3}{7} + 4\frac{6}{7}$<br>$2\frac{1}{6} - 1\frac{5}{6}$ |
| Jonathan went to Publix with his mom. They bought 1/8 pound of almonds, 2/8 pound of cashews, and 5/8 pound of walnuts. How many pounds of nuts did Jonathan and his mother purchase? 1 | Ms. Rivera has a pack of pencils. 2/10 of the pencils are red, 4/10 are blue, and the rest are green. What fraction of the pencils are green? | Mary's house is ¾ of a mile from Kerry's house. Kerry's house is ¼ of a mile from Gina's house. How far is it from Mary's house to Gina's house? | Dan drank 3/7 of his water bottle before lunch and 3/7 of his water bottle after lunch. How much water is left? |
| What is ½ of 8?<br>4 | Draw a picture to answer.<br>**What is 1/4 of 12?** | ½ of 6 is ___<br>6 x ½ = ___ | Solve.<br>$4 \times \frac{1}{5} =$<br>$5 \times \frac{1}{3} =$ |

# 36 Weeks of Spiral Math Review!

## Covers ALL 4th Grade MATH Common Core Standards

Use For Homework ◆ Morning Work ◆ Centers ◆ Warm Ups

Name: Weekly Math Review - Q3:5 Date:

| Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|
| What is the VALUE of the underlined digit?<br>7,329,006 7,329,006 | Write 483,928 in each form.<br>Word:<br>Expanded: | Round 238,098 to the nearest...<br>100:<br>1,000:<br>10,000: | Compare the numbers using >, <, or =.<br>823,940 ___ 823,940<br>1,279,403 ___ 1,287,954 |
| Find the Difference.<br>78,000 – 9,743 | Find the Sum.<br>23,017 + 78,947 | Find the Difference.<br>90,387 – 8,428 | Find the Sum.<br>438,490 + 874,489 |
| Find the Quotient.<br>7,345 ÷ 8 | Find the Product.<br>876 x 66 | Find the Quotient.<br>9,287 ÷ 7 | Find the Product.<br>3,284 x 9 |
| There are 1,375 students in one elementary school. If all elementary schools have the same number of students, how many students are there in 7 schools? | There are 9,485 elementary school students in the surrounding cities. If there are 5 elementary schools and each school has the same number of students, how many students does each school have? | Ms. Smith's class collected 2,478 cans for the food drive. Ms. Carter's class collected 8,677 cans. How many more cans did Ms. Carter's class collect than Ms. Smith's? | Kristy earns $134 each day she works. Every day she spends $8 on breakfast and $12 on lunch. How much money will she have in 25 days? 50 days? |
| Complete the pattern.<br>1 2 3 4 8<br>3 4 5 6 | Find the GCF of 8 and 12. | Create a pattern for the rule a x 3<br>1 2 3 4 10 | Find the least common multiple of 2 and 5. |
| Compare the fractions using >, <, or =.<br>$\frac{20}{100}$ ___ $\frac{2}{10}$ $\frac{4}{10}$ ___ $\frac{5}{8}$ | Solve.<br>$\frac{20}{100} + \frac{8}{10} =$ | Compare the fractions using >, <, or =.<br>$\frac{7}{10}$ ___ $\frac{9}{100}$ $\frac{12}{13}$ ___ $\frac{11}{12}$ | Solve.<br>$\frac{45}{100} + \frac{5}{10} =$ |
| $\frac{5}{12} + \frac{8}{12}$<br>$3\frac{7}{8} - \frac{3}{8}$ | $5\frac{2}{5} + 8\frac{2}{5}$<br>$7\frac{1}{4} - 3\frac{3}{4}$ | $4\frac{5}{10} + 6\frac{9}{10}$<br>$4\frac{4}{9} - 2\frac{7}{9}$ | $8\frac{2}{3} + 4\frac{2}{3}$<br>$6\frac{7}{11} - 4\frac{9}{11}$ |
| Solve.<br>$\frac{3}{4} \times 7 =$ | Solve.<br>$3 \times \frac{4}{5} =$ | Solve.<br>$\frac{10}{12} \times 5 =$ | Solve.<br>$4 \times \frac{7}{9} =$ |
| Each day Kerry jogs ¾ miles. If she jogs the same distance for 6 days, how many miles will she have jogged? | Kevin has a rope that is 3 ¾ feet long. He wants to shorten it by 1 ¼ feet. How long will his new rope be? | Melissa buys 2 5/8 pounds of bananas, and 3 7/8 pounds of grapes. How many pounds of fruit did she buy? | 8 friends go to Subway and each get ⅓ of a sandwich. How many sandwiches did they get altogether? |
| What decimal is being modeled? ____<br>  <br>Write it as a fraction____ | Draw a model for $\frac{8}{10}$<br>  <br>Write it as a decimal____ | Convert each fraction to a decimal.<br>$\frac{43}{100} =$ $\frac{3}{10} =$<br>$\frac{70}{100} =$ $\frac{85}{100} =$ | Convert each decimal to a fraction.<br>0.9 = 0.40 =<br>0.38 = 0.84 = |



Students complete one column each day. SAVE PAPER!

A NEW skill is introduced each week! First Quarter includes review from the previous grade level.

Sheets were designed to review standards students have previously learned.

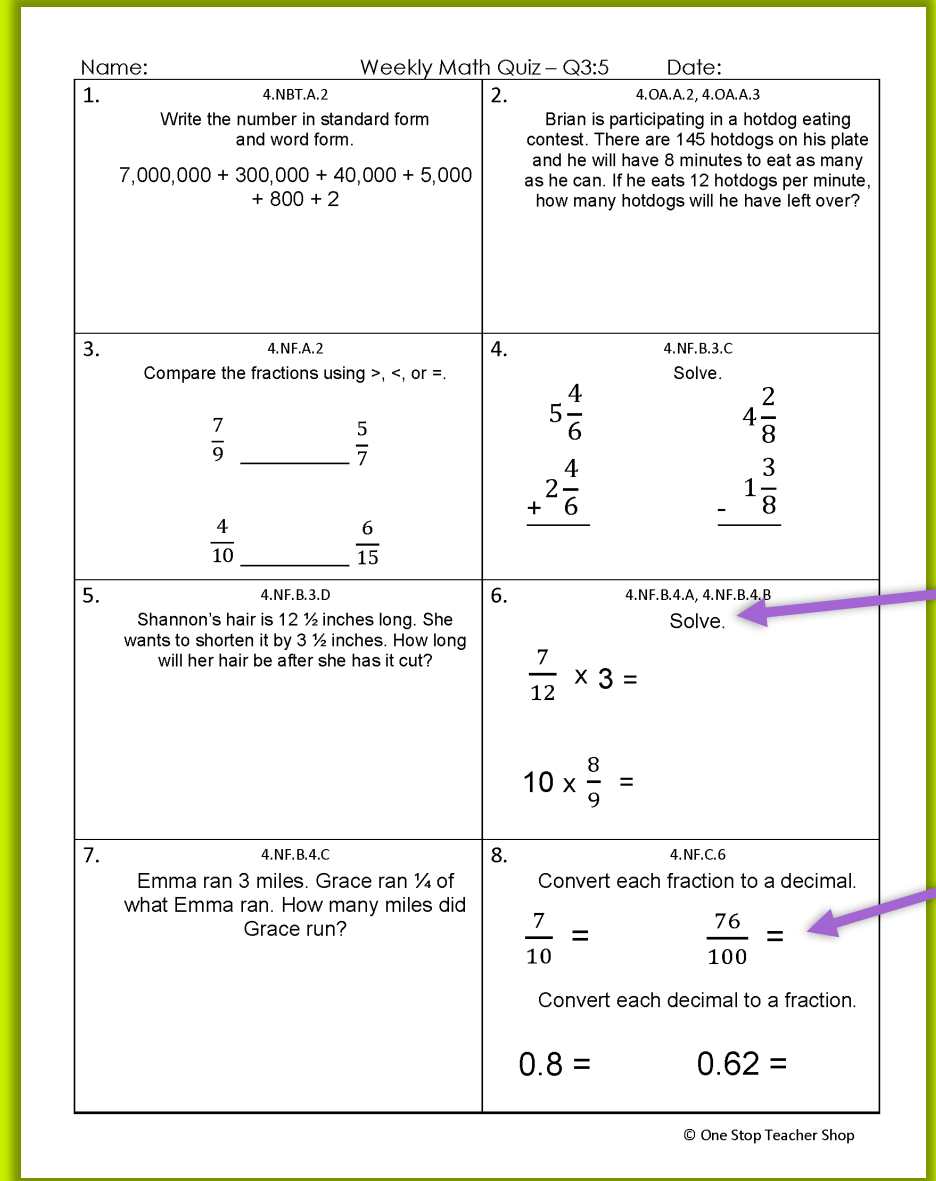
The CURRENT skill being taught is at the bottom!

With this system, students are reviewing concepts every day and don't forget what they've learned!

# 36 Weeks of Spiral Math Quizzes

## Assess ALL Standards for 4th Grade Math

Pacing Guide ◗ 100% Editable ◗ No-Prep ◗ Answer Keys



Name: Weekly Math Quiz – Q3:5 Date:

**1.** 4.NBT.A.2

Write the number in standard form and word form.

7,000,000 + 300,000 + 40,000 + 5,000 + 800 + 2

**2.** 4.OA.A.2, 4.OA.A.3

Brian is participating in a hotdog eating contest. There are 145 hotdogs on his plate and he will have 8 minutes to eat as many as he can. If he eats 12 hotdogs per minute, how many hotdogs will he have left over?

**3.** 4.NF.A.2

Compare the fractions using >, <, or =.

$\frac{7}{9}$ _____ $\frac{5}{7}$

$\frac{4}{10}$ _____ $\frac{6}{15}$

**4.** 4.NF.B.3.C

Solve.

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

$4\frac{2}{8} - 1\frac{3}{8}$

**5.** 4.NF.B.3.D

Shannon's hair is 12 ½ inches long. She wants to shorten it by 3 ½ inches. How long will her hair be after she has it cut?

**6.** 4.NF.B.4.A, 4.NF.B.4.B

Solve.

$\frac{7}{12} \times 3 =$

$10 \times \frac{8}{9} =$

**7.** 4.NF.B.4.C

Emma ran 3 miles. Grace ran ¼ of what Emma ran. How many miles did Grace run?

**8.** 4.NF.C.6

Convert each fraction to a decimal.

$\frac{7}{10} =$ $\frac{76}{100} =$

Convert each decimal to a fraction.

0.8 = 0.62 =



Quizzes assess previously taught and NEW standards EVERY week.

100% Editable so you can adjust the questions to fit the needs of YOUR students.

Standards are listed to help you see which concepts need to be revisited (editable)

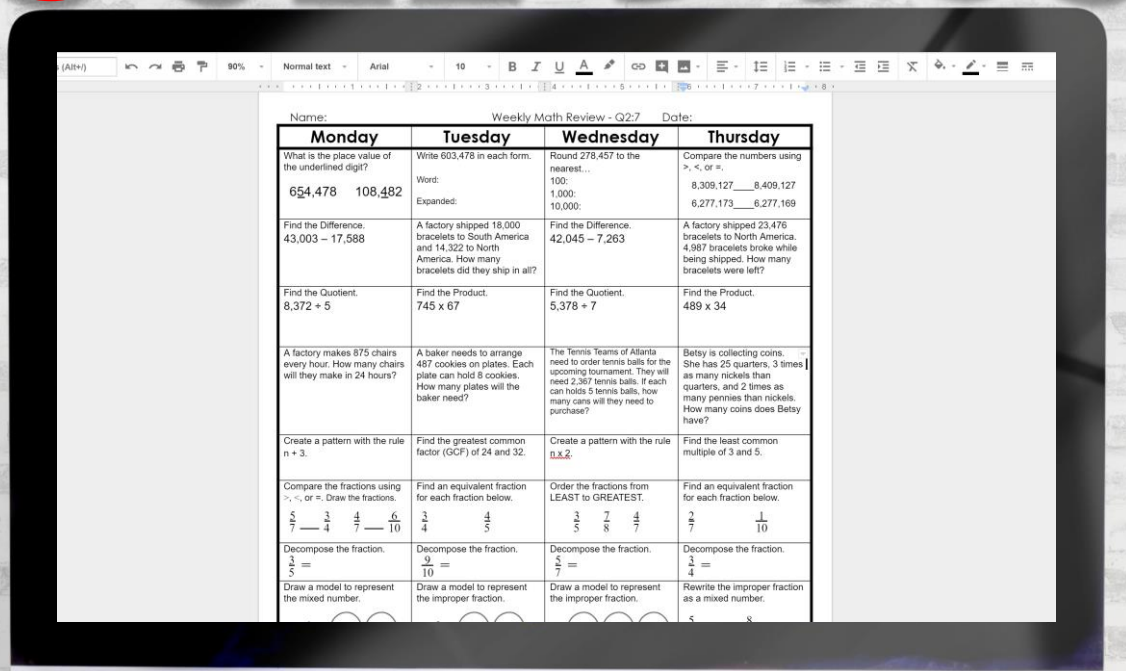
The most recent standard introduced is at the bottom!

Continuously assessing standards holds students accountable for keeping up with their progress and mastery of ALL skills/concepts.

# 100% EDITABLE

Fully Customize this resource to fit the needs of YOUR students and save time by NOT reinventing the wheel!

# Edit in Microsoft Word or GOOGLE Docs



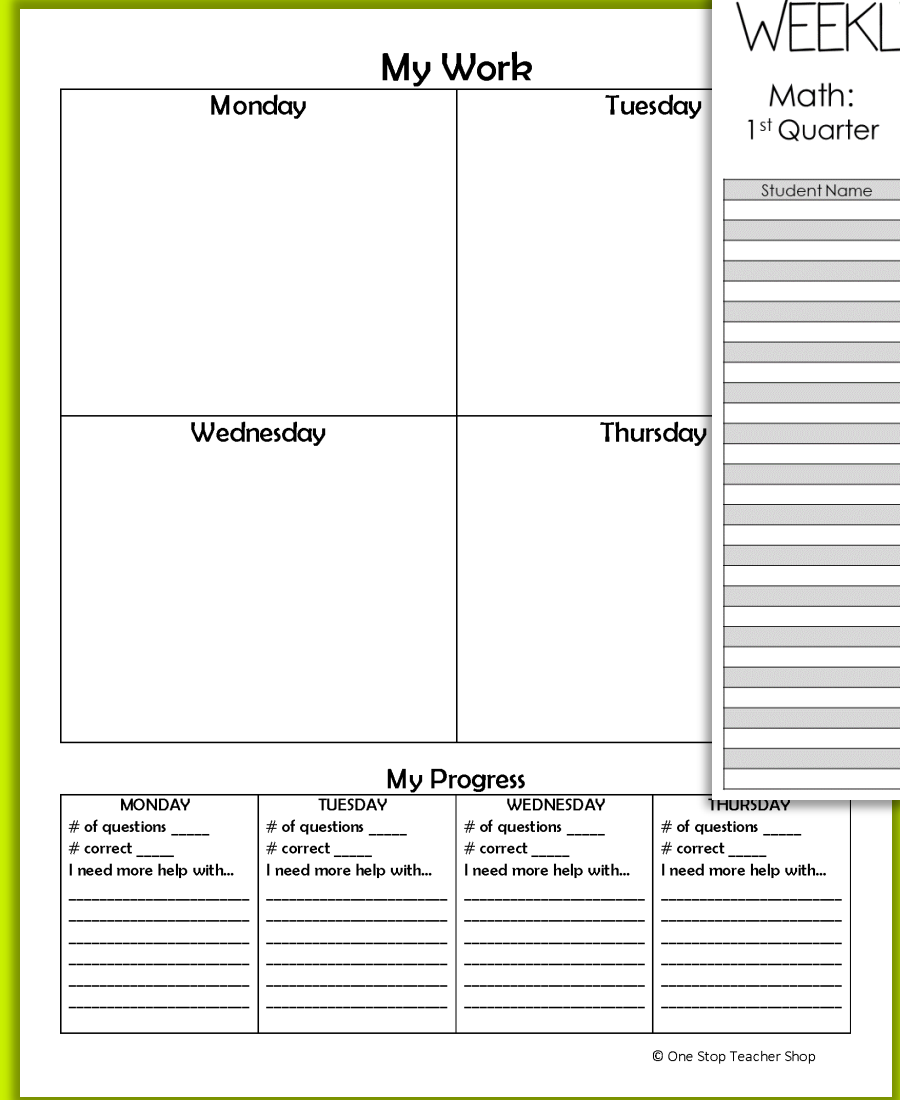
Name: Weekly Math Review - Q2:7 Date:

| Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|
| What is the place value of the underlined digit?<br>6<u>5</u>4,478 108,<u>4</u>82 | Write 603,478 in each form.<br>Word:<br>Expanded: | Round 278,457 to the nearest…<br>100:<br>1,000:<br>10,000: | Compare the numbers using >, <, or =.<br>8,309,127___8,409,127<br>6,277,173___6,277,169 |
| Find the Difference.<br>43,003 – 17,588 | A factory shipped 18,000 bracelets to South America and 14,322 to North America. How many bracelets did they ship in all? | Find the Difference.<br>42,045 – 7,263 | A factory shipped 23,476 bracelets to North America. 4,987 bracelets broke while being shipped. How many bracelets were left? |
| Find the Quotient.<br>8,372 ÷ 5 | Find the Product.<br>745 x 67 | Find the Quotient.<br>5,378 ÷ 7 | Find the Product.<br>489 x 34 |
| A factory makes 875 chairs every hour. How many chairs will they make in 24 hours? | A baker needs to arrange 487 cookies on plates. Each plate can hold 8 cookies. How many plates will the baker need? | The Tennis Teams of Atlanta need to order tennis balls for the upcoming tournament. They will need 2,367 tennis balls. If each can holds 5 tennis balls, how many cans will they need to purchase? | Betsy is collecting coins. She has 25 quarters, 3 times as many nickels than quarters, and 2 times as many pennies than nickels. How many coins does Betsy have? |
| Create a pattern with the rule n + 3. | Find the greatest common factor (GCF) of 24 and 32. | Create a pattern with the rule n x 2. | Find the least common multiple of 3 and 5. |
| Compare the fractions using >, <, or =. Draw the fractions.<br>$\frac{5}{7}$ ___ $\frac{3}{4}$ $\frac{4}{7}$ ___ $\frac{6}{10}$ | Find an equivalent fraction for each fraction below.<br>$\frac{3}{4}$ $\frac{4}{5}$ | Order the fractions from LEAST to GREATEST.<br>$\frac{3}{5}$ $\frac{7}{8}$ $\frac{4}{7}$ | Find an equivalent fraction for each fraction below.<br>$\frac{2}{7}$ $\frac{1}{10}$ |
| Decompose the fraction.<br>$\frac{3}{5}$ = | Decompose the fraction.<br>$\frac{9}{10}$ = | Decompose the fraction.<br>$\frac{5}{7}$ = | Decompose the fraction.<br>$\frac{3}{4}$ = |
| Draw a model to represent the mixed number. | Draw a model to represent the improper fraction. | Draw a model to represent the improper fraction. | Rewrite the improper fraction as a mixed number. |

# ANSWER KEYS INCLUDED &

## A "MY WORK/PROGRESS" PAGE (optional)

## Editable Quiz DATA Trackers!



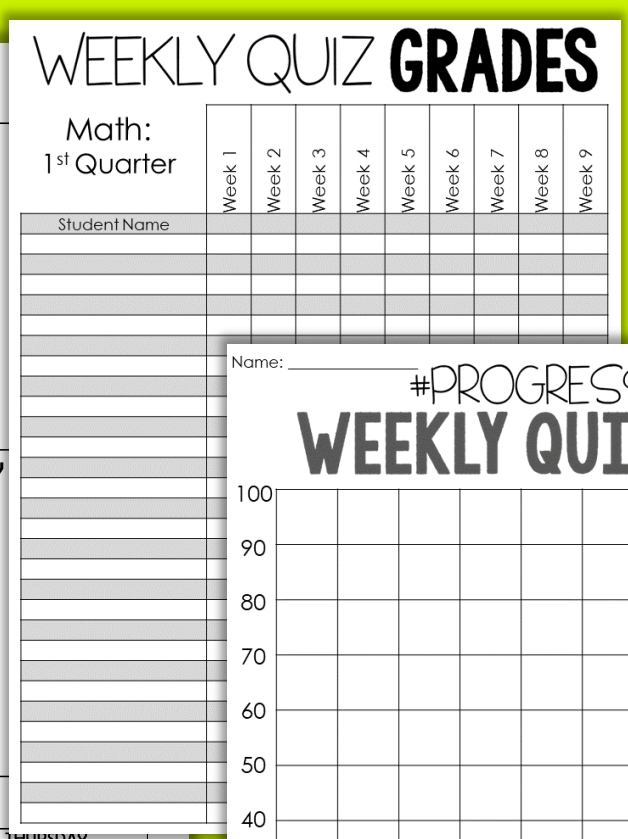
My Work

| Monday | Tuesday |
| --- | --- |
| | |
| **Wednesday** | **Thursday** |
| | |

My Progress

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY |
| --- | --- | --- | --- |
| # of questions _____<br># correct _____<br>I need more help with... | # of questions _____<br># correct _____<br>I need more help with... | # of questions _____<br># correct _____<br>I need more help with... | # of questions _____<br># correct _____<br>I need more help with... |



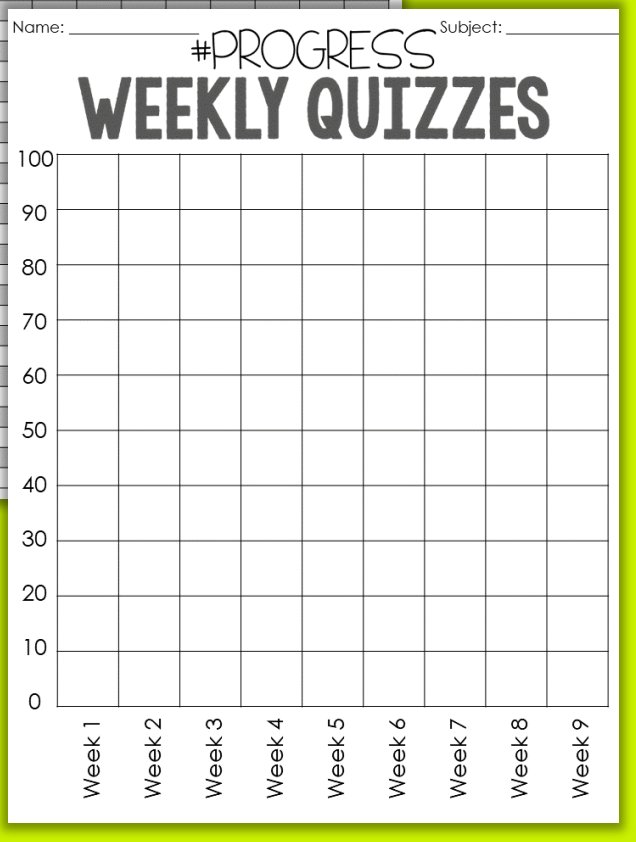


WEEKLY QUIZ **GRADES**

Math:
1st Quarter

| Student Name | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | | | | | |

3 Options Available



Name: _____ Subject: _____

#PROGRESS

**WEEKLY QUIZZES**

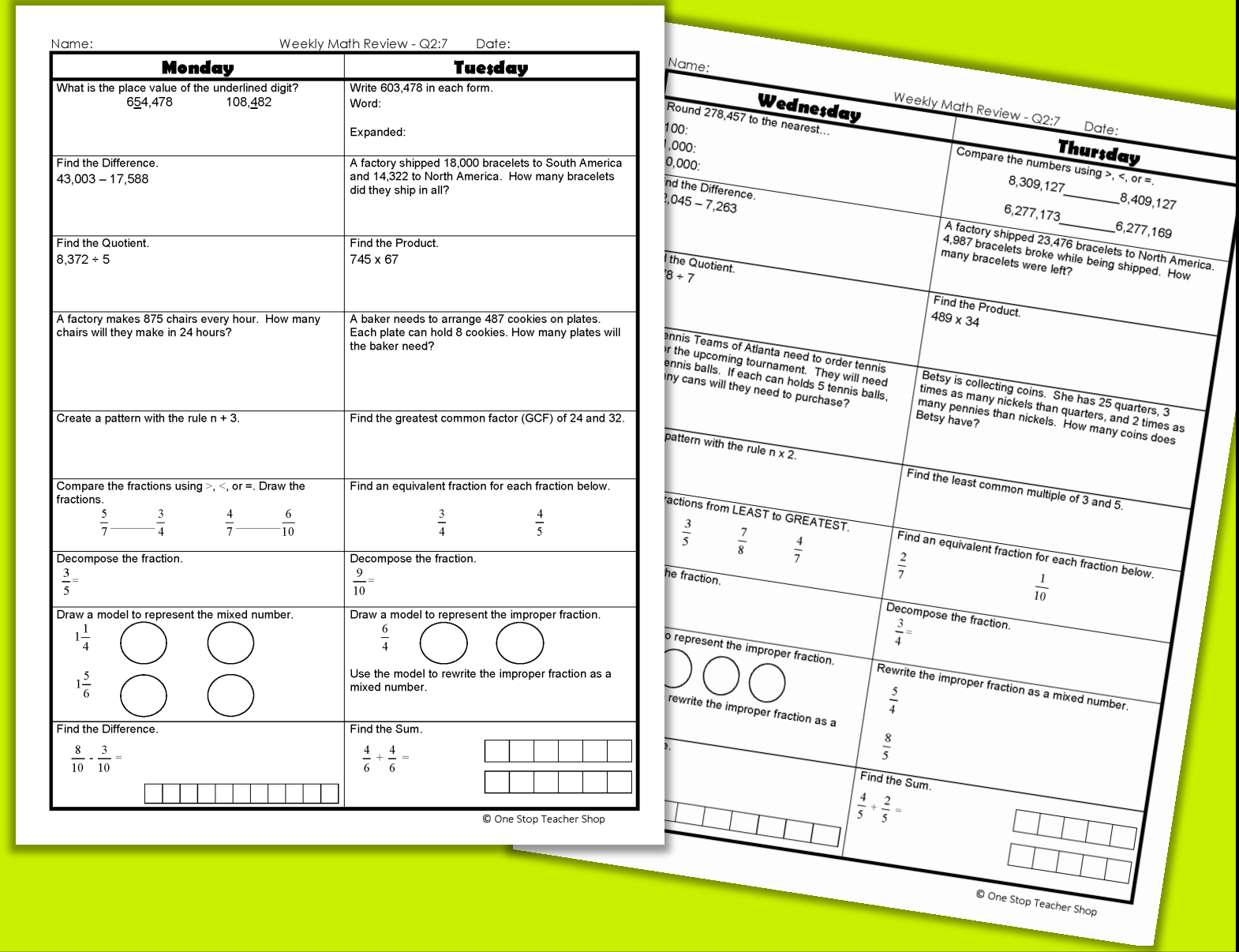
100
90
80
70
60
50
40
30
20
10
0

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9

# "More Space to Write" Option

Need more space for students to write?

No Problem! All spiral review sheets come in a second format with more space. (optional)



Name: Weekly Math Review - Q2:7 Date:

| Monday | Tuesday |
|---|---|
| What is the place value of the underlined digit?<br>6<u>5</u>4,478 108,<u>4</u>82 | Write 603,478 in each form.<br>Word:<br>Expanded: |
| Find the Difference.<br>43,003 – 17,588 | A factory shipped 18,000 bracelets to South America and 14,322 to North America. How many bracelets did they ship in all? |
| Find the Quotient.<br>8,372 ÷ 5 | Find the Product.<br>745 x 67 |
| A factory makes 875 chairs every hour. How many chairs will they make in 24 hours? | A baker needs to arrange 487 cookies on plates. Each plate can hold 8 cookies. How many plates will the baker need? |
| Create a pattern with the rule n + 3. | Find the greatest common factor (GCF) of 24 and 32. |
| Compare the fractions using >, <, or =. Draw the fractions.<br>$\frac{5}{7}$ ____ $\frac{3}{4}$ $\frac{4}{7}$ ____ $\frac{6}{10}$ | Find an equivalent fraction for each fraction below.<br>$\frac{3}{4}$ $\frac{4}{5}$ |
| Decompose the fraction.<br>$\frac{3}{5}$ = | Decompose the fraction.<br>$\frac{9}{10}$ = |
| Draw a model to represent the mixed number.<br>$1\frac{1}{4}$<br>$1\frac{5}{6}$ | Draw a model to represent the improper fraction.<br>$\frac{6}{4}$<br>Use the model to rewrite the improper fraction as a mixed number. |
| Find the Difference.<br>$\frac{8}{10} - \frac{3}{10}$ = | Find the Sum.<br>$\frac{4}{6} + \frac{4}{6}$ = |



Name: Weekly Math Review - Q2:7 Date:

| Wednesday | Thursday |
|---|---|
| Round 278,457 to the nearest...<br>100:<br>,000:<br>0,000: | Compare the numbers using >, <, or =.<br>8,309,127 ____ 8,409,127<br>6,277,173 ____ 6,277,169 |
| nd the Difference.<br>,045 – 7,263 | A factory shipped 23,476 bracelets to North America. 4,987 bracelets broke while being shipped. How many bracelets were left? |
| the Quotient.<br>8 ÷ 7 | Find the Product.<br>489 x 34 |
| ennis Teams of Atlanta need to order tennis r the upcoming tournament. They will need ennis balls. If each can holds 5 tennis balls, ny cans will they need to purchase? | Betsy is collecting coins. She has 25 quarters, 3 times as many nickels than quarters, and 2 times as many pennies than nickels. How many coins does Betsy have? |
| pattern with the rule n x 2. | Find the least common multiple of 3 and 5. |
| ractions from LEAST to GREATEST.<br>$\frac{3}{5}$ $\frac{7}{8}$ $\frac{4}{7}$ | Find an equivalent fraction for each fraction below.<br>$\frac{2}{7}$ $\frac{1}{10}$ |
| he fraction. | Decompose the fraction.<br>$\frac{3}{4}$ = |
| o represent the improper fraction.<br>rewrite the improper fraction as a<br>. | Rewrite the improper fraction as a mixed number.<br>$\frac{5}{4}$<br>$\frac{8}{5}$ |
| | Find the Sum.<br>$\frac{4}{5} + \frac{2}{5}$ = |

Pacing Guide Included

# 4th GRADE PACING GUIDE

New Standards are introduced into the spiral reviews and quizzes each week. This chart will show you when each standard is introduced.

| Quarter | Week | Common Core Standard | Brief Description |
|---|---|---|---|
| 1 | 1 | 4.NBT.A.1 | Place Value Concepts |
| 1 | 2 | 4.NBT.A.2<br>4.NBT.A.3 | Number Form, Comparing, and Rounding |
| 1 | 3 | 4.NBT.B.4 | Addition and Subtraction |
| 1 | 4 | 4.NBT.B.5 | Multiplication (various strategies used) |
| 1 | 5 | 4.NBT.B.5 | Multiplication (more practice) |
| 1 | 6 | 4.NBT.B.6 | Division (various strategies used) |
| 1 | 7 | 4.NBT.B.6 | Division (more practice) |
| 1 | 8 | 4.OA.A.2<br>4.OA.A.3 | Problem Solving (addition, subtraction, multiplication, division, multi-step) |
| 2 | 1 | 4.OA.B.4 | Factors and Multiples |
| 2 | 2 | 4.OA.C.5 | Algebra: Patterns |
| 2 | 3 | 4.NF.A.1 | Equivalent Fractions |
| 2 | 4 | 4.NF.A.2 | Comparing Fractions |
| 2 | 5 | 4.NF.B.3.(A,B) | Decomposing Fractions |
| 2 | 6 | 4.NF.B.3.C | Adding and Subtracting Fractions with Like Denominators |
| 2 | 7 | 4.NF.B.3.C | Adding and Subtracting Fractions and Mixed Numbers |
| 2 | 8 | 4.NF.B.3.C | Adding and Subtracting Mixed Numbers |
| 2 | 9 | 4.NF.B.3.D | Problem Solving with Fractions |
| 3 | 1 | 4.NF.B.4(A,B) | Modeling Multiplication of Fractions and Whole Numbers |
| 3 | 2 | 4.NF.B.4(A,B) | Multiplying Fractions and Whole Numbers |
| 3 | 3 | 4.NF.B.4.C | Problem Solving (Multiplying Fractions) |
| 3 | 4 | 4.NF.C.5 | Fractions with Denominators of 10 and 100 |
| 3 | 5 | 4.NF.C.6 | Converting Fractions and Decimals |
| 3 | 6 | 4.NF.C.7 | Comparing Decimals |
| 3 | 7 | 4.G.A.1 | Geometric Objects (line, point, ray, perpendicular, angles, etc.) |
| 3 | 8 | 4.G.A.2 | Classifying Shapes |
| 3 | 9 | 4.G.A.3 | Symmetry |
| 4 | 1 | 4.MD.A.1 | Measurement Conversions |
| 4 | 2 | 4.MD.A.3 | Area and Perimeter |
| 4 | 3 | 4.MD.B.4 | Line Plots and Problem Solving |
| 4 | 4 | 4.MD.C.5<br>4.MD.C.6 | Measuring Angles |
| 4 | 5 | 4.MD.C.7 | Adding Angles |

# 1st Quarter SAMPLE

Name: Weekly Math Review - Q1:7 Date:

| Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|
| Three friends collect marbles. Hailey has 764, Tabby has 963, and Justin has 743. Who has the most marbles? Who has the least? | Order the numbers from GREATEST to LEAST.<br>43,009; 42,900; 43,900 | Jonathan made $546 last month selling newspapers. This month he made $874. He then got an extra $200 because he sold the most papers. How much money did he make in all? | Compare the numbers using >, <, or =.<br>5,378,832 ___ 5,379,927<br>3,629,022 ___ 3,387,598 |
| Write this number in standard form.<br>7 millions, 14 hundred thousands, 8 hundreds, 2 ones | Write this number in expanded form.<br>3,801,440 | Write this number in standard form.<br>Three hundred thousand, five thousand sixty-three | Write this number in expanded form.<br>2,015,473 |
| Round this number to the nearest 100.<br>5,382,619 | Round this number to the nearest 1,000.<br>5,382,619 | Round this number to the nearest 10,000.<br>5,382,619 | Round this number to the nearest 100,000.<br>5,382,619 |
| What is 7,539 increased by 3,200? | What is 37,493 decreased by 8,500? | What is 67,593 increased by 10,430? | What is 16,407 decreased by 8,300? |
| Find the Product.<br>847 x 25 | Find the Product.<br>9,361 x 7 | Find the Product.<br>482 x 93 | Find the Product.<br>2,745 x 6 |
| The fourth graders are going on a field trip to the Zoo. There are 283 students in the fourth grade. If tickets cost $26 each, how much will the field trip cost? | Melissa and her mom are going on a trip. If they travel 238 a day for 13 days, how many miles will they travel altogether? | Sandy is organizing her bedroom. She found 6 jars filled with pennies. If each jar has 4,560 pennies, how many pennies does Sandy have in all? | There will be 1,398 students attending a student assembly. During the assembly, our principal is going to be passing out 4 pieces of paper to each student. How many pieces of paper will the principal pass out at the assembly? |
| Use the traditional algorithm to find the quotient.<br>3)137 | Use the traditional algorithm to find the quotient.<br>8)827 | Use the traditional algorithm to find the quotient.<br>9)3,482 | Use the traditional algorithm to find the quotient.<br>3)9,473 |
| Use the traditional algorithm to find the quotient.<br>5)482 | Use the traditional algorithm to find the quotient.<br>6)739 | Use the traditional algorithm to find the quotient.<br>4)5,392 | Use the traditional algorithm to find the quotient.<br>6)3,927 |





Weekly Math Quiz - Q1:7 Date:

4.NBT.A.2
ed jar holds 4,388 marbles. A blue jar s 4,455 marbles. Which jar holds more marbles?

2. 4.NBT.A.2
Order the numbers from LEAST to GREATEST.
8,302,547; 8,009,777; 8,101,323

4.NBT.A.2
Write the number in word form and standard form.
000,000 + 40,000 + 7,000 + 500

4. 4.NBT.A.2
Round each number to the nearest…
1,000; 85,179 _____
10,000; 876,302 _____
1,000,000; 5,733,245 _____

4.NBT.B.4
What is 65,784 increased by 7,548?
hat is 438,509 decreased by 87,999?

6. 4.NBT.B.5
Each day in February, Martha reads 159 pages. There are 28 days in February. How many pages did Martha read altogether in the month of February?

4.NBT.B.5
Use a strategy to find the product.
9,279 x 7
546 x 38

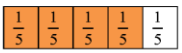
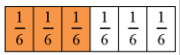
8. 4.NBT.B.6
Use a strategy to find the quotient.
12)6,553



1st Quarter includes
2 BONUS weeks of REVIEW
from the previous grade level

# 2nd Quarter SAMPLE

Name: Weekly Math Review - Q2:5 Date:

| Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|
| Compare the numbers using >, <, or =.<br>827,937____827, 017<br>8,278,492____8,372,189 | Write this number in expanded form.<br>Twenty three thousand, four hundred thirty six | How many times larger is 700 than 70? | Write this number in word form.<br>39,083 |
| There are 28,379 animals living in the Pine Grove Forest. If 1,678 animals are relocated to the forest this year, how many animals will there be in all? | Find the Difference.<br>27,202 - 3,489 | The Chorus Club is trying to raise money for new uniforms. If they raised $2,486 last year and $3,578 this year, how much money did they raise? | Find the Difference.<br>62,472 – 8,588 |
| Find the Product.<br>729 x 82 | Find the Product.<br>4,289 x 4 | Find the Product.<br>823 x 63 | Find the Product.<br>298 x 49 |
| Find the Quotient.<br>5,483 ÷ 4 | Find the Quotient.<br>9,438 ÷ 7 | Find the Quotient.<br>3,820 ÷ 5 | Find the Quotient.<br>4,392 ÷ 8 |
| Mr. Sal donates $3,457 each year to the Boys and Girls club. If he donates the same amount for the next 32 years, how much will he have donated? | A group of 1,254 people is going on a boat tour. If each boat holds 8 people, how many boats will they need? | Melissa earns $17 per hour. She worked 8 hours on Monday, 10 hours on Tuesday, she was off Wednesday, and 7 hours on Thursday. How much money did she make? | Ann is preparing for the Valentine's Day dance. She is cutting out 476 hearts a day. If she cuts out hearts for 18 days, how many hearts will she cut in all? |
| What factors do 20 and 30 have in common? | What is the smallest multiple 3 and 4 have in common? | List all the PRIME numbers between 1 – 20. | List all the COMPOSITE numbers between 1 – 10. |
| Draw the 4th set in the pattern.<br>  | Complete the pattern and find the rule.<br>87, 91, 95, 99, __, __, __<br>Rule: | Fill in the table and find the rule.<br>Rule:<br>1 7<br>2 14<br>3 21<br>4<br>15 | Fill in the table and find the rule.<br>Rule:<br>1 1<br>2 3<br>3 5<br>4<br>15 |
| Compare the fractions using >, <, or =. Draw the fractions<br>$\frac{2}{4}$ ___ $\frac{4}{8}$ | Use multiplication to find 2 equivalent fractions.<br>$\frac{3}{4}$ $\frac{4}{5}$ | Compare the fractions using >, <, or =. Draw the fractions<br>$\frac{4}{5}$ ___ $\frac{6}{10}$ | Use multiplication to find 2 equivalent fractions.<br>$\frac{7}{8}$ $\frac{5}{6}$ |
| How many 1/5 pieces are there in 4/5?<br>  <br>Complete the number sentence.<br>$\frac{1}{5}+\frac{1}{5}+\frac{1}{5}+\frac{1}{5}=$ ☐ | How many 1/6 pieces are there in 3/6?<br>  <br>Write a number sentence that equals 3/6. | Decompose the fractions below.<br>$\frac{3}{4}=$<br>  <br>$\frac{5}{7}=$<br>  | Decompose the fractions below.<br>$\frac{4}{6}=$<br>$\frac{2}{3}=$ |





Weekly Math Quiz – Q2:5 Date:

4.NBT.A.2
mpare the numbers using >, <, or =.

29,487 _____ 29,487

345,919 _____ 299,999

543,583 _____ 622,091

2. 4.OA.A.2
Victoria's new job pays her $175 each day. If she works 85 days, how much will Victoria make?

4.OA.A.3
tin is filling 3 jars with jellybeans. If she ,856 jellybeans and wants to split them y between the jars, will Kristin have any llybeans left over? If so, how many?

4. 4.OA.B.4
Find the first 5 multiples and ALL the factors of 16.

Multiples:

Factors:

Is the number Prime or Composite?

4.OA.C.5
Complete the table and find the rule.

| X | Y |
|---|---|
| 2 | 5 |
| 5 | 8 |
| 7 | 10 |
| | 14 |
| 16 | |

6. 4.NF.A.1
Write an equivalent fraction for each fraction below.

$\frac{2}{7}$ $\frac{2}{10}$

$\frac{3}{4}$ $\frac{6}{8}$

4.NF.A.2
Compare the fractions using >, <, or =.

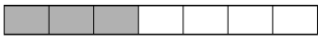
$\frac{5}{8}$ _____ $\frac{2}{7}$

$\frac{4}{9}$ _____ $\frac{1}{2}$

8. 4.NF.B.3B
Decompose the fractions below.

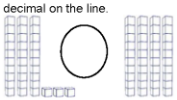
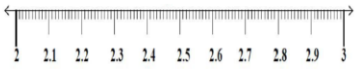
$\frac{5}{6}$ =

$\frac{3}{7}$ =



# 3rd Quarter SAMPLE

Name: Weekly Math Review - Q3:6 Date:

| Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|
| What is the VALUE of the underlined digit?<br>3,000,<u>4</u>83 2,8<u>4</u>9,008 | Write 1,003,498 in each form.<br>Word:<br>Expanded: | Round 189,039 to the nearest...<br>100:<br>1,000:<br>10,000: | Compare the numbers using >, <, or =.<br>389,029 ____ 389,290<br>3,290,400 ____3,290,004 |
| Find the Difference.<br>32,758 – 2,998 | Find the Sum.<br>49,388 + 65,795 | Find the Difference.<br>34,509 – 2,495 | Find the Sum.<br>349,599 + 294,766 |
| Find the Quotient.<br>3,928 ÷ 6 | Find the Product.<br>287 x 75 | Find the Quotient.<br>8,429 ÷ 8 | Find the Product.<br>5,495 x 6 |
| There were 8,428 people at the holiday concert on Monday night. If the same number of people go to the concert on Tuesday, Wednesday, and Thursday, how many people will have attended the concert altogether? | Ms. Perkins needs to order art supplies for the entire school. She would like to get at least 8,000 piece of construction paper. If each pack of construction paper has 495 pieces, about how many packs will she need to order? | Your school principal would like to make a Valentine's day card for every student in the school. There are 1,484 students. If she has 7 days to finish making the cards, how many cards will she need to make each day? | Your school is going to start offering after school clubs. There will be 9 clubs to choose from. To have clubs, at least 23 students will need to sign up for each one. What is the least number of students that must sign up to have all 9 clubs? |
| Complete the pattern.<br>1 2 3 8 ___<br>3 5 7 ___ 21 | Find the GCF of 32 and 24. | Create a pattern for the rule a +4 | Find the least common multiple of 6 and 4. |
| $\frac{4}{6} + \frac{5}{6}$ ____<br>$2\frac{4}{5} - \frac{3}{5}$ ____ | $4\frac{8}{10} + 6\frac{7}{10}$ ____<br>$4\frac{3}{8} - 2\frac{7}{8}$ ____ | $5\frac{11}{12} + 4\frac{9}{12}$ ____<br>$7\frac{1}{7} - 3\frac{4}{7}$ ____ | $4\frac{2}{3} + 8\frac{1}{3}$ ____<br>$8\frac{4}{15} - 3\frac{9}{15}$ ____ |
| Solve.<br>$\frac{5}{7}$ x 4 = | Solve.<br>5 x $\frac{9}{10}$ = | Solve.<br>$\frac{6}{12}$ x 3 = | Solve.<br>7 x $\frac{2}{5}$ = |
| Erin has a set of 10 index cards. Each index card is 3 ½ inches long. If she were to lay the index cards in one long row, how long would the row be? | Every day Sandra eats 1/8 pound of blueberries. If she does this for 9 days, how many pounds of blueberries will she have eaten? | In Ms. Sander's class, 1/6 of the students received A's and 2/6 of the students received B's. What fraction of the students received either A's or B's? | A worm crawled 3 3/5 inches. After resting for a minute, it crawled another 2 1/5 inches. How many inches did the worm crawl altogether? |
| Convert.<br>$\frac{3}{10}$ = 0.40 = | Convert.<br>$\frac{88}{100}$ = 0.75 = | Convert.<br>$\frac{6}{10}$ = 0.07 = | Convert.<br>$\frac{9}{100}$ = 0.5 = |
| Use >, <, or = to compare the decimals below. Write the decimal on the line.<br>  | Place the following decimals on the number line below ordering them from least to greatest.<br>2.35 2.89 2.41 2.07 2.63<br>  | | Use the place value chart to order the decimals from least to greatest.<br>0.45 0.6 0.37 0.09<br>Ones . Tenths Hundredths |





Weekly Math Quiz – Q3:6 Date:

4.NBT.A.1

Complete the pattern.

4 x 10 = 40

_____ x 10 = 400

400 x 10 = 4,000

4,000 x 10 = _____

_____ x 10 =_____

2. 4.OA.A.2, 4.OA.A.3

The Miami City Ballet had four performances this past weekend. Each performance was sold-out with 1,287 people in attendance. How many total people saw the Miami City Ballet perform this past weekend?

4.OA.C.5

Complete the table and find the rule.

| X | Y |
|---|---|
| 4 | 2 |
| 6 | 3 |
| 10 | 5 |
| | 10 |
| 24 | |

4. 4.NF.B.3.C

Solve.

$5\frac{7}{10} + 2\frac{6}{10}$ ____

$5\frac{1}{4} - 2\frac{3}{4}$ ____

4.NF.B.3.D

…n and his family are traveling to North …olina. On Monday, they drove 3/8 of the … and on Tuesday they drove 4/8 of the … How much of the trip did they drive so far?

6. 4.NF.B.4.C

Johnny has 12 paperclips. Each paperclip is ¾ of an inch long. If he were to link them all together to make a long chain of paperclips, how many inches long would it be?

4.NF.C.6

Convert each fraction to a decimal.

$\frac{5}{10}$ = $\frac{42}{100}$ =

Convert each decimal to a fraction.

0.9 = 0.28 =

8. 4.NF.C.7

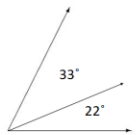
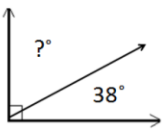
Compare the decimals using >, <, or =.

8.45 _____ 8.54

7.03 _____ 7.07

# 4th Quarter SAMPLE

Name: Weekly Math Review - Q4:5 Date:

| Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|
| What is the PLACE VALUE of the underlined digit?<br>8,384,950 3,948,584 | Write 7,004,490 in each form.<br>Word:<br>Expanded: | Round 4,938,503 to the nearest…<br>100:<br>1,000:<br>10,000: | Compare the numbers using >, <, or =.<br>57,493 ____ 111,111<br>7,594,002 ____ 7,594,020 |
| Find the Difference.<br>84,023 – 76,289 | Find the Quotient.<br>7,694 ÷ 5 | Find the Sum.<br>389,949 + 99,485 | Find the Product.<br>875 x 38 |
| There were 27,376 animals at the animal shelter. Last week, 8,476 animals were adopted. How many animals were left at the animal shelter? | Last Summer, 54,849 people went on a vacation. This year it is expected that an additional 9,499 people will take a summer vacation. How many people will be taking a summer vacation in all? | A football player threw 2,464 yards in the first 8 games of the season. If he threw the same number of yards per game, how many yards did he throw in each game? | If there are 365 days in a year, how many days are there in 25 years? |
| William spent 3 ½ hours playing his video game on Monday. He spent another 2 ½ hours playing on Wednesday. How many hours did he play altogether? | $4\frac{3}{4} + 2\frac{3}{4}$<br>$6\frac{3}{7} - 1\frac{6}{7}$ | Sandra's ice popsicle is 8 1/5 inches long. She eats 6 4/5 inches. How long is her popsicle now? | $5\frac{5}{6} + 3\frac{4}{6}$<br>$6\frac{7}{10} - 4\frac{9}{10}$ |
| Use >, <, or = to compare the decimals below.<br>0.05 ___ 0.5 0.34 ___ 0.4 | Solve.<br>$\frac{8}{15} \times 6 =$ | Convert.<br>$\frac{15}{100} =$ 0.06 = | In one hour, Carla can read 2/8 of her book. How much of her book will she finish in 3 hours? |
| If you have 4 pints of water, how many cups do you have? | What are the side lengths of the rectangle?<br>Area = 64 in²<br>Perimeter = 32 in | If your desk is 36 inches, how many feet is it? | What is the perimeter of a rectangle that has a length of 26 inches and a width of 18 inches?<br>What is the area? |
| Students in gym class ran around the track. The data chart shows how many miles the students ran. Create a line plot to display this data.<br>Student Miles<br>Miles / # of students<br>¾ mile 1<br>1 mile 4<br>1 1/8 miles 3<br>1 3/8 miles 1<br>1 ½ miles 2<br>2 miles 3<br>$\frac{3}{4}$ 1 $1\frac{1}{8}$ $1\frac{3}{8}$ $1\frac{1}{2}$ 2 | | How many students ran less than 1 mile?<br>How many students ran more than 1 mile? | How many miles did the students who ran 1 1/8 miles run altogether? |
| What is the total measurement of the two angles?<br>  | If the total measurement of the two angles is 90 degrees, what is the measurement of the missing angle?<br>  | Andy wants to be able to do a 180 degree turn on his skateboard. He can now do a 120 degree turn. How many more degrees does he need to meet his goal? | A sprinkler rotates 43 degrees and then pauses. It then rotates another 43 degrees. How many degrees did it rotate in all? |



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Weekly Math Quiz – Q4:5 Date:

4.OA.A.2, 4.OA.A.3

…pound of cheese costs $18. A local …urant placed an order for 218 pounds of …se. How much did their order of cheese cost?

2. 4.NF.B.3.C

Solve.

$5\frac{7}{9} + 4\frac{5}{9}$

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

4.NF.B.4.C

…dy uses ¾ of a cup of sugar to make a …n of sweet tea. How much sugar will he need for eight gallons?

4. 4.NF.C.6

Convert each fraction to a decimal.

$\frac{3}{10} =$ $\frac{5}{100} =$

Convert each decimal to a fraction.

0.5 = 0.08 =

4.MD.A.3

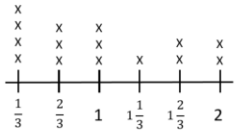
…t is the length of the unknown side? Find the area.

…3 cm P = 216 cm

____ cm

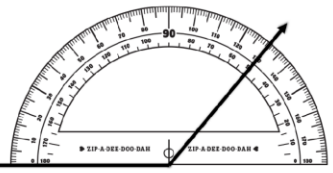
6. 4.MD.A.3

Kevin measured the length of different shells. Based on the data he collected, what is the difference in length between the shortest and longest shell?



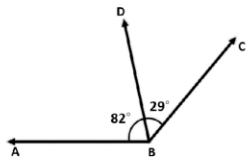

4.MD.C.6

What is the measurement of the angle?




8. 4.MD.C.7

What is the measurement of angle ABC?






4TH Quarter includes
3 BONUS weeks of the next grade level (perfect for previewing)

# More About This Resource

## Why use spiral review?

This spiral review provides students with a daily dose of practice on grade level standards. ALL students are more likely to master and retain concepts when using spiral review as part of their daily schedule. In addition, teachers will always know where their students are still struggling.

## How to use this resource as HOMEWORK

- Give each student a homework sheet on Monday.
- They will complete one column each night (Monday through Thursday).
- At the beginning or end of class each day, take about 5-8 minutes to quickly review the previous night's homework and clarify any questions.
- Students use the "My Progress" section to keep track of how they are doing, and it helps hold them accountable for their own learning.
- On Friday, use the included weekly quizzes to track student progress and see where students need further instruction.

## How to use this resource in CLASS (morning work, warm ups, etc.)

- Each day, students complete just one column (Monday through Thursday).
- When time allows, take about 5-8 minutes to review that day's work. This gives students time to monitor their own progress and to ask questions.
- On Friday, give the included weekly quiz. This is the perfect time to assess your students and see where they still need help.

# What Teachers are Saying...

First of all, it is a great spiral review so that the kids won't "forget" everything they learned earlier in the year. Secondly, it saves paper. With budgets being what they are and copy allocations going down, this is huge! Also, with the ability to edit this, differentiation can be a big part of homework. Thank you so much for creating and sharing. -Shannon

I have been using this product all year long. I think my students and parents appreciate the consistency with homework. This packet has made my life so much easier - I just edit a few things (completely editable - another great thing), print off, and give it to my students on Monday. Thank you thank you thank you! -Caroline

Seriously fool-proof! Concepts are clearly labeled in titles, so I can click print and I'm done. Thanks for making it editable so I can change things if they don't quite fit. Fantastic value for a year's worth of homework!
- Mrs. Little

If only A++++++ were an option for review... This resource is incredible. I LOVE that it is editable so I can differentiate instruction for all of my varying learners. I can also edit story problems to follow the concept, but insert my student's names and ideas from other themes we are currently studying. This helps to further engage my students. Last but not least, the self-assessment component is so helpful. I can quickly see who needs more work with certain concepts so I can pull those kids for small group work during independent practice time. The thoughtfulness and TIME you put into this resource is so appreciated.
WORTH EVERY CENT! – Tegan

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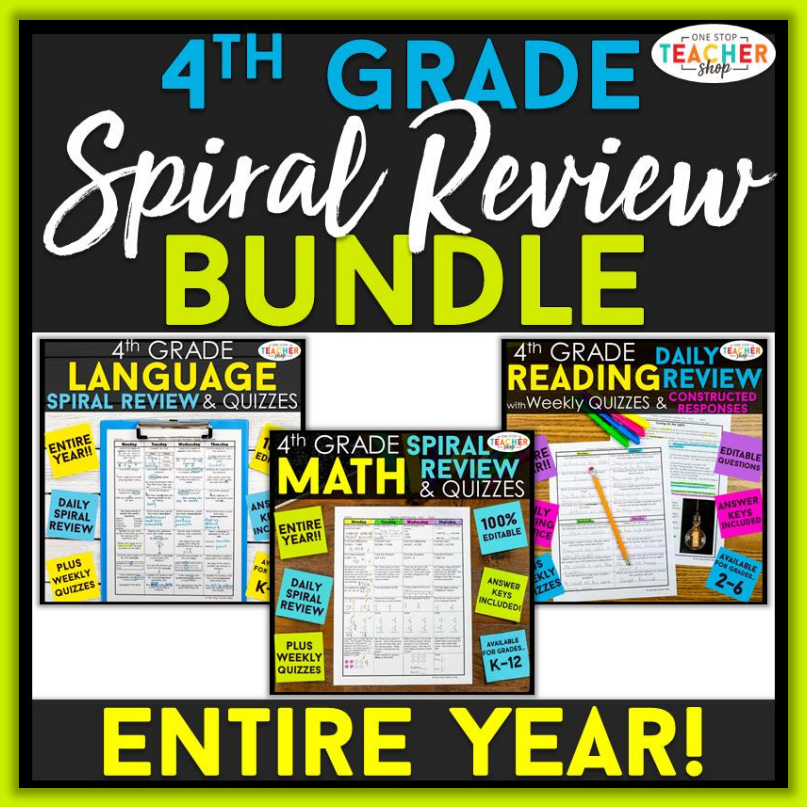


## More 4th Grade Spiral Review Resources!