

Fourth Grade Weekly Spiral Reviews – Quarter 3, Week 2

Spiral Reviews are provided to help students practice and retain previously taught skills. They are designed for teachers to use with students throughout the week (not all in one day), as part 1 (Number Talks and Spiral Review) of the lesson.

Quarter 3 - Week 2	
<p>1. Leo earned a total of \$6,475 in 5 weeks. He earned the same amount each week. How much money did Leo earn each week?</p>	<p>2. For field day, 86 fourth grade students will receive a baseball cap and a T-shirt. Each baseball cap costs \$12 and each T-shirt costs \$14. How much will the school need to spend for the fourth grade?</p> <p style="text-align: center;"> A. \$2,236 B. \$2,326 C. \$2,336 D. \$14,448 </p>
<p>3. A number line is shown below.</p> <div style="text-align: center; margin: 10px 0;"> </div> <p>Select the equation that could represent the number line.</p> <p style="margin-left: 20px;"> A. $\frac{3}{5} + \frac{3}{5} = \frac{6}{10}$ B. $\frac{3}{5} + \frac{3}{5} = \frac{6}{5}$ C. $1\frac{1}{6} - \frac{4}{6} = \frac{3}{6}$ D. $\frac{3}{10} + \frac{3}{10} = \frac{6}{10}$ </p>	
<p>4. Part 1: Partition a number line into sixths. Place a point at $\frac{4}{6}$.</p> <p>Part 2: Partition a new number line into a different number of parts and label a fraction that is equivalent to $\frac{4}{6}$.</p>	<p>5. Write an equation that matches the picture and shows the sum of the shaded area.</p> <div style="text-align: center; margin: 10px 0;"> </div>
<p>6. Find the missing dimension.</p> <p style="margin-left: 40px;"> P = 72 ft 30ft </p> <div style="margin-left: 100px; margin-top: 20px;"> </div>	<p>7. Circle all that are true statements.</p> <ol style="list-style-type: none"> a. The number 1 is prime. b. The number 17 is composite. c. The number 3 is prime. d. The number 24 has four factors. e. The number 48 is a multiple of 8.

8. Ms. Wade wrote a comparison on the board, as shown.

$$\frac{3}{4} \quad \boxed{?} \quad \frac{2}{5}$$

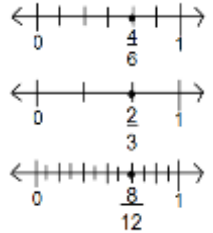
Mallory says $\frac{3}{4}$ is greater. Eva says $\frac{2}{5}$ is greater. Who is correct and why?

A. Mallory is correct because 3 pieces are more than 2 pieces.

B. Mallory is correct because $\frac{3}{4}$ is greater than $\frac{1}{2}$ and $\frac{2}{5}$ is less than $\frac{1}{2}$.

C. Eva is correct because 5 is greater than 4.

D. Eva is correct because $\frac{2}{5}$ is equivalent to $\frac{8}{20}$ and $\frac{3}{4}$ is equivalent to $\frac{3}{20}$.

Answer Key		
Q3 Week 2		
1.	\$1,295	4.NBT.B.6 (MAJOR) Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
2.	A	4.OA.A.3 (MAJOR) Solve multistep contextual problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
3.	B	4.NF.B.3 (MAJOR) Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. For example, $\frac{4}{5} = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
4.	Sample answers: 	4.NF.A.1 (MAJOR) Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{ax}{axn}$ or $\frac{a \div n}{a \div n}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. For example, $\frac{3}{4} = \frac{3 \times 2}{4 \times 2} = \frac{6}{8}$.
5.	Sample Answer: $11/8 =$ $3/8 + 5/8 + 3/8$	4.NF.B.3 (MAJOR) Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. For example, $\frac{4}{5} = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.
6.	6 ft	4.MD.A.3 (SUPPORTING) Know and apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
7.	C, E	4.OA.B.4 (SUPPORTING) Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
8.	B	4.NF.A.2 (MAJOR) Compare two fractions with different numerators and different denominators by creating common denominators or common numerators or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Use the symbols $>$, $=$, or $<$ to show the relationship and justify the conclusions.