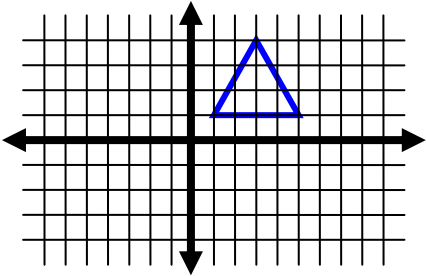
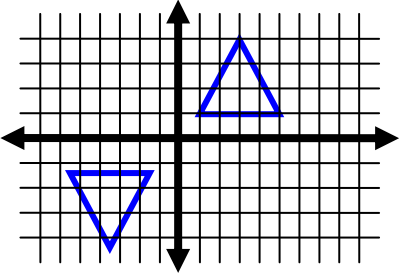






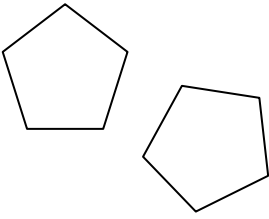




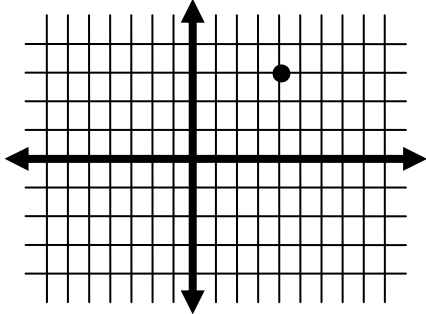
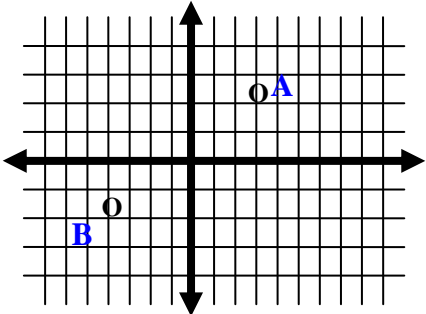
## Grade 4 Daily PASS Review Questions for Mathematics

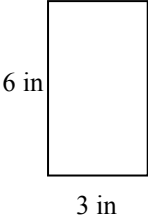

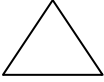
DATE	QUESTION	ANSWER
<b>Day 1</b>	<p>Read each of the following numbers. Identify the number in the thousands place.</p> <p>a. 23,457</p> <p>b. 4,082</p> <p>c. 1,367,849</p> <p><b>4-2.1</b></p>	<p>a. 3</p> <p>b. 4</p> <p>c. 7</p>
<b>Day 2</b>	<p>What is the value of the 6 in each number?</p> <p>a. 9,736,444</p> <p>b. 6,208,333,129</p> <p>c. 1,677,420,302</p> <p><b>4-2.1</b></p>	<p>a. six thousand (6,000)</p> <p>b. six billion (6,000,000,000)</p> <p>c. six million (6,000,000)</p>
<b>Day 3</b>	<p>Which of the following numbers in the set is divisible by 2?</p> <p>37, 28, 40, 93, 22</p> <p><b>4-2.2</b></p>	28, 40 and 22 are divisible by 2.
<b>Day 4</b>	<p>Identify three numbers that are divisible by 5.</p> <p><b>4-2.2</b></p>	Answers will vary.
<b>Day 5</b>	<p>What is the product of 34 and 3?</p> <p><b>4-2.3</b></p>	102
<b>Day 6</b>	<p>Which of the following numbers in the set are divisible by 10?</p> <p>18, 35, 70, 24, 30</p> <p><b>4-2.2</b></p>	70 and 30 are divisible by 10.
<b>Day 7</b>	<p>What is the product of 15 and 9?</p> <p><b>4-2.3</b></p>	135
<b>Day 8</b>	<p>What happens to the product of 31 and 4 when the four is changed to 5?</p> <p><b>4-2.4</b></p>	<p>Instead of having 4 groups of 31, there are 5 groups of 31.</p> <p>Since the product of 31 and 4 is 124, to find one more group, add <math>124 + 31 = 155</math> so <math>31 \times 5 = 155</math></p>
<b>Day 9</b>	<p>What strategy would you use to divide 30 pennies equally among 5 friends?</p> <p><b>4-2.5</b></p>	Answers will vary.

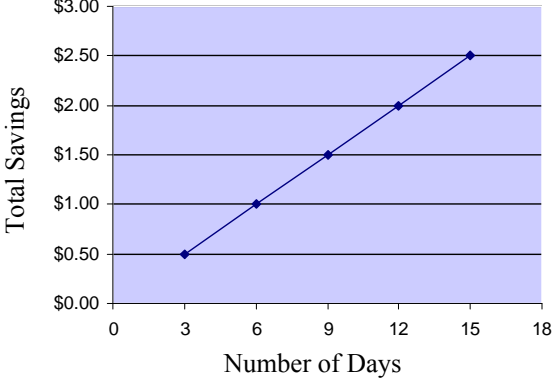
<p><b>Day 10</b></p>	<p>What is the value of the 7 in each of the following numbers?</p> <p>a. 3.71</p> <p>b. 0.47</p> <p>c. 1.07</p> <p><b>4-2.6</b></p>	<p>a. 7 tenths</p> <p>b. 7 hundredths</p> <p>c. 7 hundredths</p>
<p><b>Day 11</b></p>	<p>Compare each pair of numbers using the terms <i>is less than</i>, <i>is greater than</i>, and <i>is equal to</i>.</p> <p>a. 9.01, 9.45</p> <p>b. 0.83, 0.7</p> <p>c. 1.45, 1.39</p> <p><b>4-2.7</b></p>	<p>a. 9.01 is less than 9.45 or 9.45 is greater than 9.01</p> <p>b. 0.83 is greater than 0.7 or 0.7 is less than 0.83</p> <p>c. 1.45 is greater than 1.39 or 1.39 is less than 1.45</p>
<p><b>Day 12</b></p>	<p>Name a fraction that is the equivalent of each of the following fractions listed below.</p> <p>a. <math>\frac{2}{3} = \underline{\hspace{2cm}}</math></p> <p>b. <math>\frac{1}{9} = \underline{\hspace{2cm}}</math></p> <p>c. <math>\frac{4}{5} = \underline{\hspace{2cm}}</math></p> <p>d. <math>\frac{6}{7} = \underline{\hspace{2cm}}</math></p> <p><b>4-2.8</b></p>	<p>Answers will vary.</p>
<p><b>Day 13</b></p>	<p>Determine whether the following fractions are closer to 0, <math>\frac{1}{2}</math>, or 1.</p> <p>a. <math>\frac{3}{8}</math></p> <p>b. <math>\frac{7}{9}</math></p> <p>c. <math>\frac{1}{7}</math></p> <p>d. <math>\frac{2}{9}</math></p> <p><b>4-2.9</b></p>	<p>a. <math>\frac{1}{2}</math></p> <p>b. 1</p> <p>c. 0</p> <p>d. 0</p>
<p><b>Day 14</b></p>	<p>Write the decimal equivalent for each fraction.</p> <p>a. <math>\frac{1}{2} = \underline{\hspace{2cm}}</math></p> <p>b. <math>\frac{3}{4} = \underline{\hspace{2cm}}</math></p> <p>c. <math>\frac{1}{4} = \underline{\hspace{2cm}}</math></p> <p><b>4-2.10</b></p>	<p>a. 0.5</p> <p>b. 0.75</p> <p>c. 0.25</p>

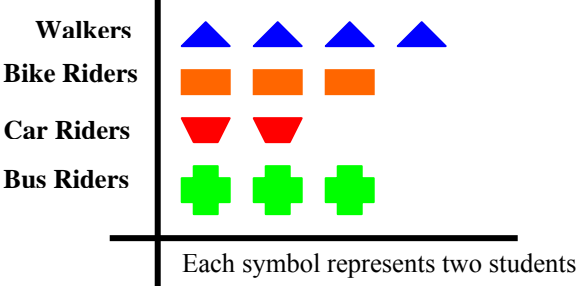
<b>Day 15</b>	<p>Write the fraction to represent each decimal number.</p> <p>a. <math>\approx 0.67 = \underline{\hspace{2cm}}</math></p> <p>b. <math>\approx 0.33 = \underline{\hspace{2cm}}</math></p> <p>c. <math>0.7 = \underline{\hspace{2cm}}</math></p> <p>d. <math>.009 = \underline{\hspace{2cm}}</math></p> <p><b>4-2.10</b></p>	<p>a. <math>\frac{2}{3}</math></p> <p>b. <math>\frac{1}{3}</math></p> <p>c. <math>\frac{7}{10}</math></p> <p>d. <math>\frac{9}{100}</math></p>
<b>Day 16</b>	<p>Write each improper number as a mixed number and decimal number.</p> <p>a. <math>\frac{7}{3}</math></p> <p>b. <math>\frac{12}{9}</math></p> <p>c. <math>\frac{11}{4}</math></p> <p>d. <math>\frac{25}{2}</math></p> <p><b>4-2.11</b></p>	<p>a. <math>2\frac{1}{3}</math> and <math>\approx 2.33</math></p> <p>b. <math>1\frac{3}{9} = 1\frac{1}{3}</math> and <math>\approx 1.33</math></p> <p>c. <math>2\frac{3}{4}</math> and <math>2.75</math></p> <p>d. <math>12\frac{1}{2}</math> and <math>12.5</math></p>
<b>Day 17</b>	<p>Mike is training to run in the Cooper River Bridge Run. He lost 2.4 lbs. during the first week of training and 1.6 lbs during the second week.</p> <p>What strategy would you use to show the total number of pounds Mike lost over the two week period?</p> <p><b>4-2.12</b></p>	<p>Answers will vary.</p>
<b>Day 18</b>	<p>Find the next three terms in the pattern.</p> <p>G, H, F, G, H, <math>\underline{\hspace{1cm}}</math>, <math>\underline{\hspace{1cm}}</math>, <math>\underline{\hspace{1cm}}</math></p> <p><b>4-3.1</b></p>	<p>F, G, H</p>
<b>Day 19</b>	<p>State the rule used to generate the following pattern.</p> <p>3, 5, 10, 12, 24, 26, 52</p> <p><b>4-3.2</b></p>	<p>Add 2 then multiply by 2.</p>
<b>Day 20</b>	<p>Determine the rule used to generate the sequence given below, and complete the next three terms in the sequence.</p> <p>a, be, cat, dim, eggs, first, <math>\underline{\hspace{1cm}}</math>, <math>\underline{\hspace{1cm}}</math>, <math>\underline{\hspace{1cm}}</math></p> <p><b>4-3.3</b></p>	<p>Rule: The words are written in alphabetical order and the length of each word corresponds with the order of each letter.</p> <p>Next three terms: Answers will vary.</p>
<b>Day 21</b>	<p>Translate the following statement into a mathematical equation or expression.</p> <p>Michael added 12 stamps to his collection for a total of 25 stamps.</p> <p><b>4-3.4</b></p>	<p><math>S + 12 = 25</math></p>
<b>Day 22</b>	<p>Using your response from the previous example, determine the number of stamps Michael originally had in his collection. Explain the procedure you used to solve the problem.</p> <p><b>4-3.5</b></p>	<p>Michael originally had 13 stamps in his collection.</p> <p>Student responses may vary.</p>

<p><b>Day 23</b></p>	<p>Review the information in the table below and determine what type of change occurs.</p> <table border="1" data-bbox="605 256 906 642"> <thead> <tr> <th>Day</th> <th>Temperature</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>65°</td> </tr> <tr> <td>2</td> <td>68°</td> </tr> <tr> <td>3</td> <td>72°</td> </tr> <tr> <td>4</td> <td>63°</td> </tr> <tr> <td>5</td> <td>53°</td> </tr> <tr> <td>6</td> <td>58°</td> </tr> <tr> <td>7</td> <td>61°</td> </tr> </tbody> </table> <p>4-3.6</p>	Day	Temperature	1	65°	2	68°	3	72°	4	63°	5	53°	6	58°	7	61°	<p>The temperature varies from day to day.</p>
Day	Temperature																	
1	65°																	
2	68°																	
3	72°																	
4	63°																	
5	53°																	
6	58°																	
7	61°																	
<p><b>Day 24</b></p>	<p>Name the quadrilaterals whose pairs of opposite sides are parallel and congruent.</p> <p>4-4.1</p>	<p>Square and rhombus</p>																
<p><b>Day 25</b></p>	<p>Which quadrilaterals have four right angles?</p> <p>4-4.1</p>	<p>Rectangles and squares</p>																
<p><b>Day 26</b></p>	<p>Draw the two-dimensional net that makes a rectangular prism.</p> <p>4-4.2</p>	<p>Answers will vary.</p>																
<p><b>Day 27</b></p>	<p>What do you predict will be the result of translating the figure 7 spaces to the left and reflecting it over the x-axis?</p> 	 <p>* not drawn to scale</p>																
<p><b>Day 28</b></p>	<p>Give your representation of each of the following geometric shapes.</p> <p>a. trapezoid</p> <p>b. parallelogram</p> <p>c. cube</p> <p>d. cylinder</p> <p>4-4.4</p>	<p>a. </p> <p>b. </p> <p>c. </p> <p>d. </p>																

<p><b>Day 29</b></p>	<p>Which transformation can be used to show that the two figures are congruent?</p>  <p>4-4.5</p>	<p>A rotation</p>
<p><b>Day 30</b></p>	<p>Give your representation of each of the following geometric shapes.</p> <p>a. point</p> <p>b. line</p> <p>c. line segment</p> <p>d. angle</p> <p>4-4.6</p>	<p>a. </p> <p>b. </p> <p>c. </p> <p>d. </p>
<p><b>Day 31</b></p>	<p>Name the coordinates of points A.</p>  <p>4-4.7</p>	<p>(4,3)</p>
<p><b>Day 32</b></p>	<p>Illustrate a possible path from point A to point B on the coordinate grid.</p>  <p>4-4.8</p>	<p>Answers will vary</p>

<p><b>Day 33</b></p>	<p>Identify the appropriate tool used to measure each item.</p> <p>a. paper clip</p> <p>b. stapler</p> <p>c. a turkey</p> <p>d. packet of sugar</p> <p><b>4-5.1</b></p>	<p>a. ruler (centimeter)</p> <p>b. ruler (inches)</p> <p>c. scale (pounds)</p> <p>d. scale (milligrams)</p>
<p><b>Day 34</b></p>	<p>Determine whether the following angle measures are closer to <math>45^\circ</math>, <math>90^\circ</math>, or <math>180^\circ</math></p> <p>a. <math>63^\circ</math></p> <p>b. <math>175^\circ</math></p> <p>c. <math>51^\circ</math></p> <p>d. <math>78^\circ</math></p> <p><b>4-5.2</b></p>	<p>a. <math>90^\circ</math></p> <p>b. <math>180^\circ</math></p> <p>c. <math>45^\circ</math></p> <p>d. <math>90^\circ</math></p>
<p><b>Day 35</b></p>	<p>Complete the following equivalencies.</p> <p>a. 3 minutes = _____ seconds</p> <p>b. 8 quarts = _____ gallons</p> <p>c. _____ days = 4 weeks</p> <p>d. _____ ounces = 2 pounds</p> <p><b>4-5.3</b></p>	<p>a. 180 seconds</p> <p>b. 2 gallons</p> <p>c. 28 days</p> <p>d. 32 ounces</p>
<p><b>Day 36</b></p>	<p>Determine how the length and width are related when finding the perimeter of the figure below.</p> <div style="text-align: center;">  </div> <p><b>4-5.4</b></p>	<p>If the sum of the length and the width are multiplied by 2, the result is the perimeter if the figure.</p>
<p><b>Day 37</b></p>	<p>What strategy would you use to determine the area and perimeter of the following polygons?</p> <p>a. </p> <p>b. </p> <p><b>4-5.5</b></p>	<p>Answers will vary.</p>

<b>Day 38</b>	<p>Lisa and Mary left home to go bike riding at 2:00 pm. They were gone for 4 hours. What time did they return home?</p> <p><b>4-5.6</b></p>	<p>Lisa and Mary returned home at 6:00 pm.</p>										
<b>Day 39</b>	<p>Review the following chart which shows the change in the temperature of water over a period of time.</p> <table border="1" data-bbox="440 394 1037 491"> <tr> <td># of minutes</td> <td>0</td> <td>5</td> <td>10</td> <td>15</td> </tr> <tr> <td>° F</td> <td>50</td> <td>55</td> <td>60</td> <td>65</td> </tr> </table> <p>Describe the relationship between the amount of elapsed time and the temperature of the water.</p> <p><b>4-5.7</b></p>	# of minutes	0	5	10	15	° F	50	55	60	65	<p>The relationship between the time and the temperature is as the amount of time increases, the temperature also increases.</p>
# of minutes	0	5	10	15								
° F	50	55	60	65								
<b>Day 40</b>	<p>Complete the following equivalencies.</p> <p>a. 1 pound = ____ ounces</p> <p>b. 5,280 feet = ____ mile(s)</p> <p>c. ____ weeks = 1 year</p> <p>d. ____ liquid ounces = 1 cup</p> <p><b>4-5.8</b></p>	<p>a. 16 ounces</p> <p>b. 1 mile</p> <p>c. 52 weeks</p> <p>d. 8 liquid ounces</p>										
<b>Day 41</b>	<p>Give an example of a situation in which precise measurements are required.</p> <p><b>4-5.9</b></p>	<p>Answers will vary. Ex. baking, building a house</p>										
<b>Day 42</b>	<p>A teacher observed fifteen students in your school cafeteria and determined that since only six of the fifteen students ate french fries for lunch, the cafeteria should stop serving french fries.</p> <p>How did the teacher's method of conducting the study impact the results?</p> <p><b>4-6.1</b></p>	<p>Answers will vary. Ex. Some students may say that because the sample size was small, it had a n effect on the results.</p>										
<b>Day 43</b>	<p>Interpret the data in the graph below.</p>  <p><b>4-6.2</b></p>	<p>Every three days the savings increases by \$0.50.</p>										

<p><b>Day 44</b></p>	<p>Conduct a survey to find out how many of your classmates enjoy watching action, animated, drama, or comedy movies. Organize your data in either a table, line graph, bar graph, or double bar graph.</p> <p><b>4-6.3</b></p>	<p>Answers will vary.</p>
<p><b>Day 45</b></p>	<p>Label each type of data as being categorical or numerical.</p> <p>a. each of your classmates' favorite color</p> <p>b. the amount of books each of your classmates have read this month</p> <p>c. the amount of time it takes for each of your classmates to travel to school each day</p> <p>d. your classmates' favorite type of movie</p> <p><b>4-6.4</b></p>	<p>a. categorical</p> <p>b. numerical</p> <p>c. numerical</p> <p>d. categorical</p>
<p><b>Day 46</b></p>	<p>Give two examples of categorical and numerical data.</p> <p><b>4-6.4</b></p>	<p>Answers will vary</p>
<p><b>Day 47</b></p>	<p>The table below shows the results of a survey conducted to determine the method of transportation to and from school that is used by students in a fourth grade class. Based on the given information, would you classify the data as categorical or numerical?</p> <div style="text-align: center;">  <p>Each symbol represents two students</p> </div> <p><b>4-6.5</b></p>	<p>The information in the graph is categorical.</p>
<p><b>Day 48</b></p>	<p>If you pull a card from a standard deck of 52 cards, is it <i>likely</i>, <i>unlikely</i>, <i>certain</i>, <i>impossible</i>, or <i>equally likely</i> that you will select a 6 of diamond or a jack of spades?</p> <p><b>4-6.6</b></p>	<p>The outcome is equally likely.</p>
<p><b>Day 49</b></p>	<p>You have a 6-sided die with the numbers 1, 2, 3, 4, 5 and 6 on each face. If you roll the die twice and record the number that appears, is it <i>likely</i>, <i>unlikely</i>, <i>certain</i>, <i>impossible</i>, or <i>equally likely</i> that the sum of the two rolls will be 20?</p> <p><b>4-6.6</b></p>	<p>The outcome is impossible.</p>
<p><b>Day 50</b></p>	<p>Brian goes to the refrigerator to get a drink. There are 6 grape drinks and 13 orange drinks. What are the chances that Brian will get an orange drink?</p> <p><b>4-6.7</b></p>	<p>There is a 13 out of 19 chance that Brian will get an orange drink.</p>

