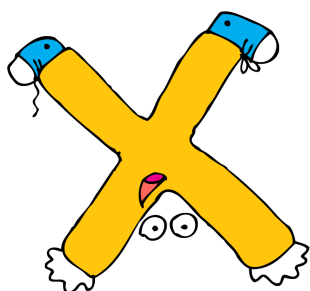
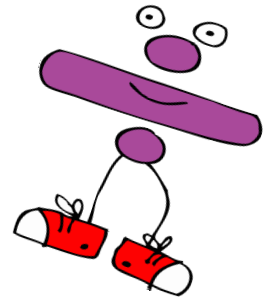


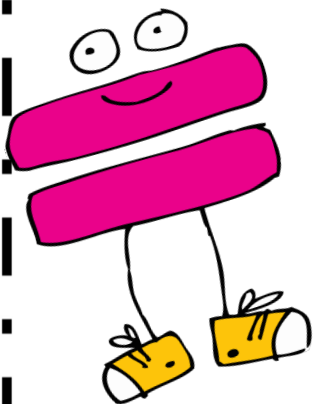
# 4th Grade Common Core



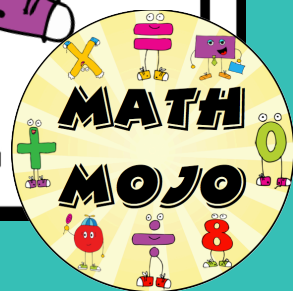
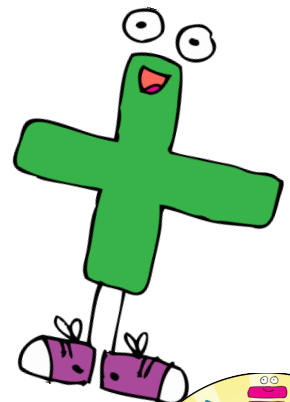
# Math



# Assessments



## Number and Operations - Fractions



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\* Please note - If you need assessments for other 4th Grade Common Core Math Standards you can find them here -

<http://www.teacherspayteachers.com/Store/Math-Mojo/Category/Assessments>

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# Using The Assessments

This pack contains 2 assessments for each of the 4th Grade Common Core Math Standards. The first assessment is a “Skills Check”. It is a 4 question assessment designed to assess students ability to perform the skills from the standard, for example comparing fractions or converting a fraction to a decimal.

The second assessment is called a “Performance Check”. This assessment is 2 questions and has students perform a task, solve a problem, and/or use higher order thinking skills. You can use both assessments together or use them separately.

## Tracking Student Progress on the Assessments

There are 3 ways to track student achievement when using these assessments.

The tracking options include the following:

- \* **Individual Student Graphs** - Students can track the percent correct on each assessment with a bar graph (students can fill these out)
- \* **Individual Student Charts** - You can chart individual student data on the individual standards
- \* **Class Data Chart**- Chart the progress of your class and have all the student’s data in one place

## Using The Data

This data can be used in multiple ways. Teachers can use it to discover class trends, to group students for enrichment or remediation, or to select topics for reteaching and review. The data can be gathered relatively quickly and can be used as a “quick check” before testing or it can be used to assess how well a student mastered a standard. A unique feature of this assessment is that you can look at students ability to perform a skill (Skills Checks) and a student’s ability to apply the skill (Performance Checks). Often that helps to determine the type of remediation/reteaching that a student or class needs.



# Math Assessment

## Skills Check



**4.NF.1** Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  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.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Are the fractions below equal?

Circle = or  $\neq$

$$\frac{2}{3} = \frac{6}{9}$$

or

$$\frac{2}{3} \neq \frac{6}{9}$$

2. Are the fractions below equal?

Circle = or  $\neq$

$$\frac{3}{5} = \frac{4}{8}$$

or

$$\frac{3}{5} \neq \frac{4}{8}$$

3. Make an fraction that is equal to the fraction shown in the box below.



4. Name 3 fractions that are equivalent to  $\frac{1}{3}$ .



# Math Assessment



## Performance Check

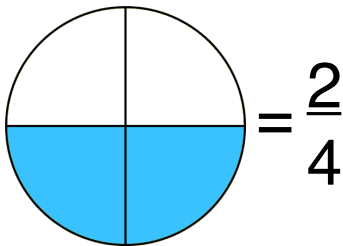
**4.NF.1** Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.

Name \_\_\_\_\_

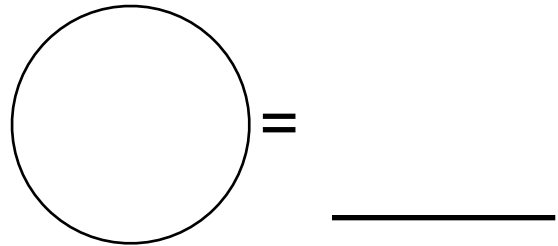
Date \_\_\_\_\_

1. Jill split her cupcake into 4 equal pieces. She ate two of the pieces. Anders had a cupcake that was the same size. He split his cupcake into a different number of equal sized pieces, but he ate the same amount of cupcake. Use the circle to show how Anders split his cupcake. Write the fraction of the cupcake Anders ate. Explain your answer using numbers, pictures, or words.

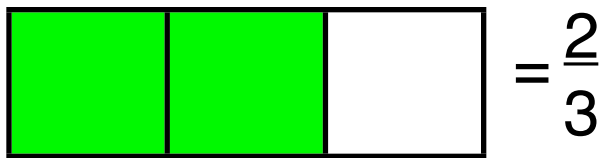
Jill's Cupcake



Anders' Cupcake



2. Look at the model. Shade and write 2 equivalent fractions.





# Math Assessment

## Skills Check



**4.NF.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or 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. Record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Compare using

$<$ ,  $>$ , or  $=$ .

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

2. Compare using

$<$ ,  $>$ , or  $=$ .

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

3. Jessie got  $\frac{2}{3}$  of a candy bar. Luke got  $\frac{1}{6}$  of the same candy bar. Who got more of the candy bar?

4. Which statement is true?

A.  $\frac{1}{3} < \frac{2}{8}$

B.  $\frac{2}{4} > \frac{3}{6}$

C.  $\frac{3}{6} < \frac{2}{3}$

D.  $\frac{1}{2} > \frac{2}{3}$



# Math Assessment



## Performance Check

**4.NF.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or 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. Record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Which is greater  $\frac{4}{6}$  or  $\frac{3}{4}$ ? Explain how you know using pictures, words, or numbers.

2. Samantha and Ryan shared a pizza. Samantha ate  $\frac{1}{3}$  of the pizza. Ryan ate  $\frac{2}{8}$  of the pizza. Who ate more? Explain how you know using pictures, words, or numbers.



# Math Assessment

## Skills Check

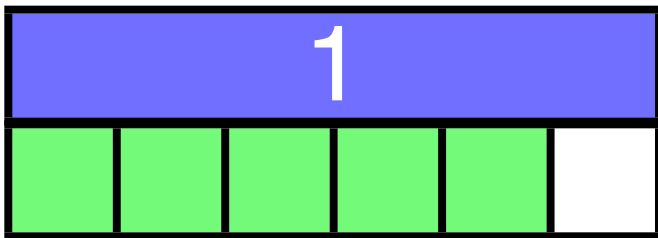


**4.NF.3** Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .

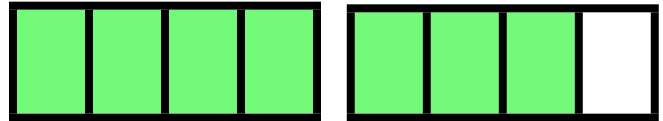
Name \_\_\_\_\_

Date \_\_\_\_\_

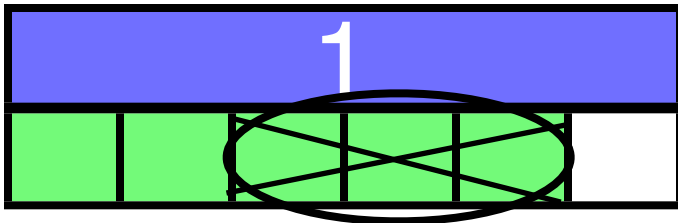
1. Write the fraction as the sum of the unit fractions  $\frac{5}{6}$ .



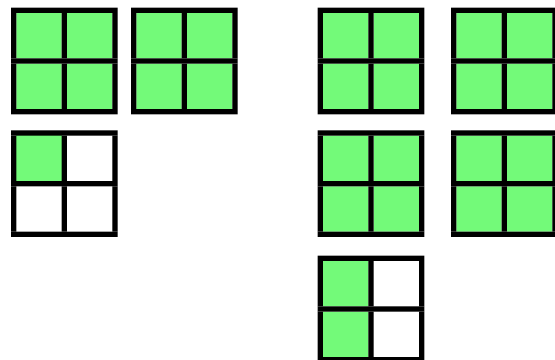
2. Write at least two ways to decompose  $1\frac{3}{4}$ .



3.  $\frac{5}{6} - \frac{3}{6} = \underline{\quad?}$



4.  $2\frac{1}{4} + 4\frac{2}{4} = \underline{\quad?}$







# Math Assessment

## Performance Check



**4.NF.3** Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .

Name \_\_\_\_\_

Date \_\_\_\_\_

1. When two mixed numbers are added together they equal  $3\frac{3}{4}$ . What two mixed numbers could they be? Explain how you got your answer using pictures, words, or numbers.

2. The Mrs. Potter has 7 containers of blue paint. Each container is  $\frac{3}{4}$  full. She wants to combine the paint and make as many full containers as possible. How many containers can she fill up completely? What fraction of a container will be left? Explain how you got your answer using pictures, words, or numbers.



# Math Assessment

## Skills Check



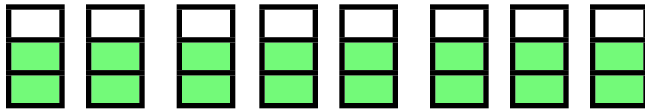
**4.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve the problem below.

$$8 \times \frac{2}{3} = ?$$



2. Solve the problem below.

$$3 \times \frac{4}{6} = ?$$

3.

What is  $\frac{4}{5}$  of 7?

4. Kate is making 5 batches of cookies. Each batch uses  $\frac{3}{4}$  of a cup of flour. How many cups of flour will she use in all?



# Math Assessment



## Performance Check

**4.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. The River Cities jogging trail is  $\frac{2}{3}$  of a mile. Kate ran around the trail 6 times. How many miles did she run in all? Explain how you got your answer using pictures, words, or numbers.

2. Cara told her mother that  $\frac{5}{8}$  is the same as amount as  $5 \times \frac{1}{8}$ . Is she correct? Explain how you got your answer using pictures, words, or numbers.



# Math Assessment



## Skills Check

**4.NF.5** Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Write the equivalent fraction.

$$\frac{6}{10} = \frac{\quad}{100}$$

2. Write the equivalent fraction.

$$\frac{40}{100} = \frac{\quad}{10}$$

3. Add the fractions below.

$$\frac{4}{10} + \frac{9}{100} = \underline{\hspace{2cm}}$$

4. Add the fractions below.

$$\frac{6}{100} + \frac{2}{10} = \underline{\hspace{2cm}}$$



# Math Assessment

## Performance Check



**4.NF.5** Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. On a test Max got  $\frac{8}{10}$  of the questions correct. Michelle got  $\frac{80}{100}$  of the questions correct. Max said that these two scores are equivalent. Is he correct? Explain how you got your answer using models, words, or numbers.

2. Juanita sold  $\frac{4}{10}$  of the cookies in a bake sale. Morgan sold  $\frac{25}{100}$  of the cookies in the fundraiser. What fraction of the cookies did they sell combined? Explain how you got your answer using models, words, or numbers.



# Math Assessment



## Skills Check

**4.NF.6** Use decimal notation for fractions with denominators 10 or 100.

Name \_\_\_\_\_

Date \_\_\_\_\_

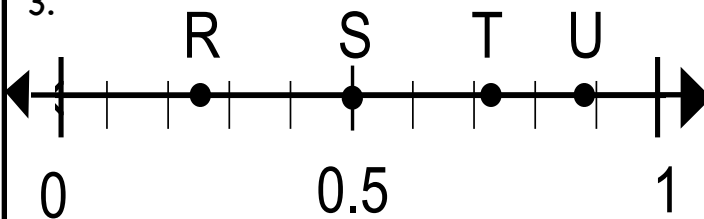
1. Write the fraction below as a decimal

$$\frac{44}{100} = \underline{\hspace{2cm}}$$

2. Write the fraction below as a decimal

$$\frac{9}{10} = \underline{\hspace{2cm}}$$

3.



Which letter is located at 0.71?

\_\_\_\_\_

4. Tim's sunflower plant grew  $\frac{87}{100}$  of a meter. Write that number as a decimal.

\_\_\_\_\_



# Math Assessment

## Performance Check



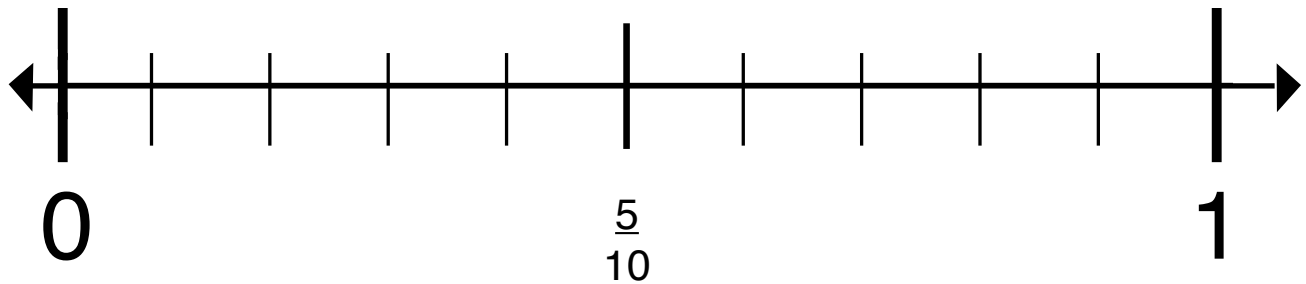
**4.NF.6** Use decimal notation for fractions with denominators 10 or 100.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Mrs. Lopes asked her students to write 0.7 as a fraction. Maria wrote  $\frac{7}{10}$  Devon wrote  $\frac{70}{100}$ . Who is correct. Explain your answer using models, words, or numbers.

2. Plot the following amounts on the number line below. Label each point with the value of point. 0.75,  $\frac{22}{100}$ , 0.41,  $\frac{6}{10}$





# Math Assessment



## Skills Check

**4.NF.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual model.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Compare using  
 $<$ ,  $>$ , or  $=$

0.39 \_\_\_ 0.5

2. Compare using  
 $<$ ,  $>$ , or  $=$

0.79 \_\_\_ 0.82

3. It took Marcus 0.65 of a minute to run a sprint race and it took Jamie 0.50 of a minute to run a sprint race. Who ran the fastest?

\_\_\_\_\_

4. Sunnyville got 0.32 cm of rain in July. Surf City got 0.7 cm of rain in July. Which city got more rain in July?

\_\_\_\_\_





# Math Assessment

## Performance Check



**4.NF.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual model.

Name \_\_\_\_\_

Date \_\_\_\_\_

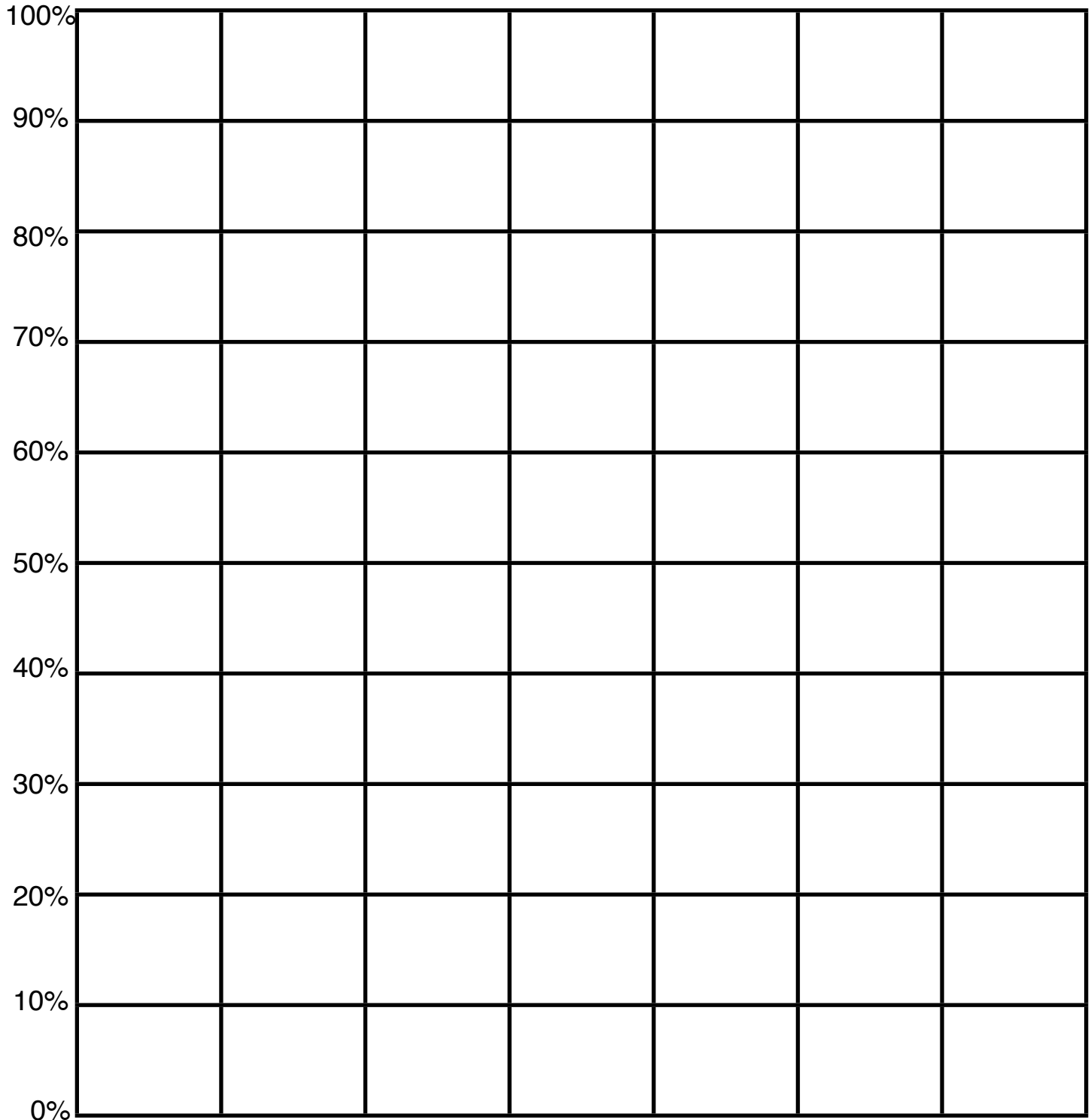
1. Lila says that 0.25 is more than 0.4. Is she correct? Explain your answer using models, words, or numbers.

2. Jessie lives 1.3 miles from school. Marie lives 1.17 miles from school. Who lives closer to school? Explain your answer using models, words, or numbers.

# Standards Achievement Graph

## Number & Operations – Fractions

Name \_\_\_\_\_



**4.NF.1**  
Equivalent fractions

**4.NF.2**  
Comparing fractions

**4.NF.3**  
Adding and subtracting fraction

**4.NF.4**  
Multiplying fractions by whole numbers

**4.NF.5**  
Converting fractions with denominators of 10 and 100

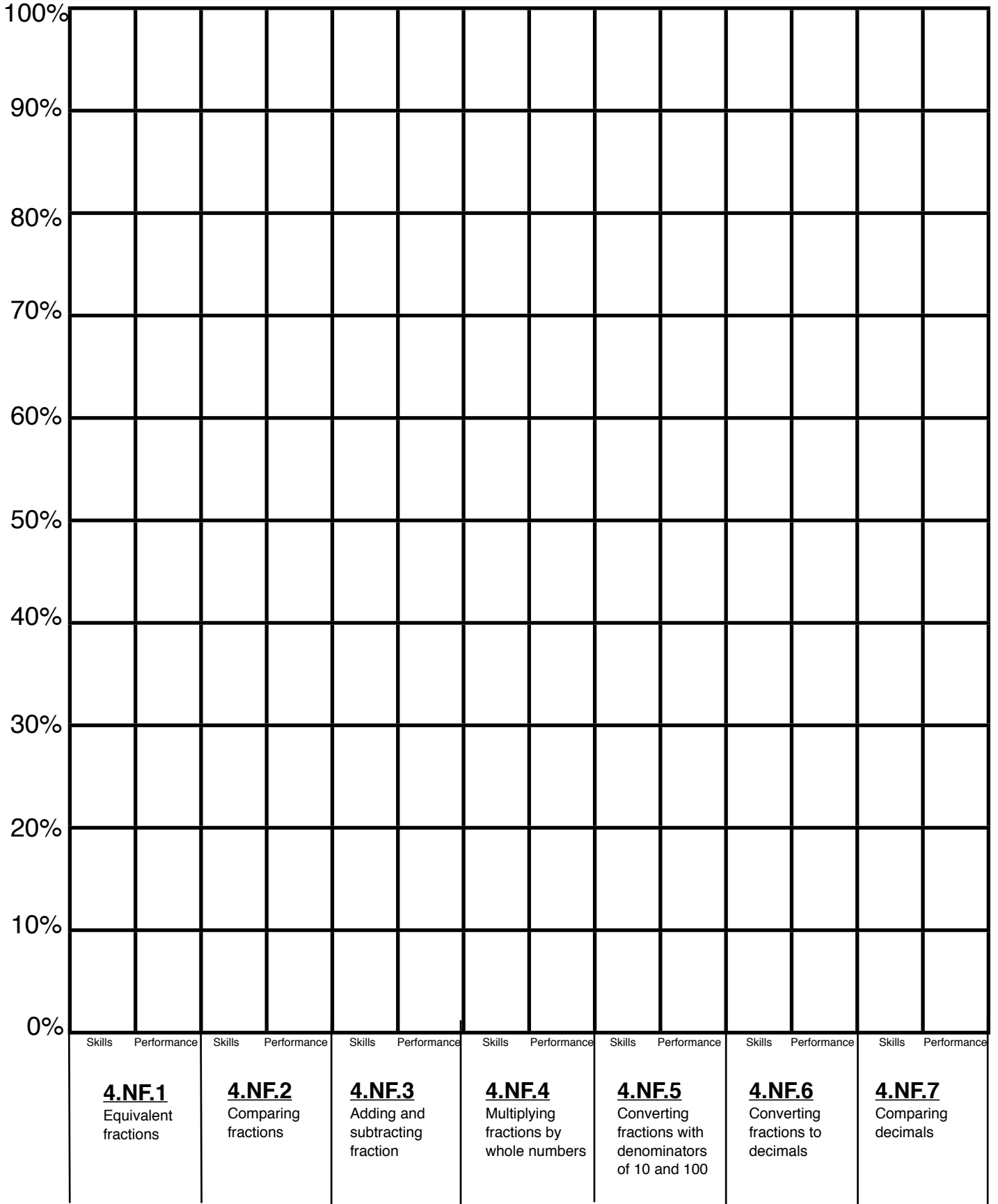
**4.NF.6**  
Converting fractions to decimals

**4.NF.7**  
Comparing decimals

# Standards Achievement Graph

## Number & Operations – Fractions

Name \_\_\_\_\_



# Standards Achievement Chart

## Number & Operations – Fractions

Name \_\_\_\_\_

Standard	Score
<p><b>4.NF.1</b> Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> 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.</p>	
<p><b>4.NF.2</b> Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>1/2</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p>	
<p><b>4.NF.3</b> Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>.</p>	
<p><b>4.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p>	
<p><b>4.NF.5</b> Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</p>	
<p><b>4.NF.6</b> Use decimal notation for fractions with denominators 10 or 100.</p>	
<p><b>4.NF.7</b> Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model.</p>	

Notes \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Standards Achievement Chart

## Number & Operations – Fractions

Name \_\_\_\_\_

Standard	Skills Score	Performance Score
<p><b>4.NF.1</b> Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> 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.</p>		
<p><b>4.NF.2</b> Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>1/2</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p>		
<p><b>4.NF.3</b> Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>.</p>		
<p><b>4.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p>		
<p><b>4.NF.5</b> Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</p>		
<p><b>4.NF.6</b> Use decimal notation for fractions with denominators 10 or 100.</p>		
<p><b>4.NF.7</b> Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model.</p>		

Notes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Class Achievement Chart

## Number & Operations – Fractions

Student Name	4.NF.1	4.NF.2	4.NF.3	4.NF.4	4.NF.5	4.NF.6	4.NF.7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							

# Number and Operations Fractions Answer Key

## 4.NF.1 Skills Check

- =
- $\neq$
- Answers will vary (Sample Answers)  
 $\frac{2}{4}$   $\frac{3}{6}$   $\frac{4}{8}$   $\frac{5}{10}$   $\frac{6}{12}$   $\frac{7}{14}$   $\frac{8}{16}$   $\frac{9}{18}$   $\frac{10}{20}$

- Answers will vary (Sample Answers)  
 $\frac{2}{6}$   $\frac{3}{9}$   $\frac{4}{12}$   $\frac{5}{15}$   $\frac{6}{18}$   $\frac{7}{21}$   $\frac{8}{24}$   $\frac{9}{27}$   $\frac{10}{30}$

## 4.NF.1 Performance Check

- Answers will vary (Sample Answers)

$$\frac{3}{6}$$
$$\frac{4}{8}$$
$$\frac{5}{10}$$
$$\frac{6}{12}$$
$$\frac{7}{14}$$
$$\frac{8}{16}$$
$$\frac{9}{18}$$
$$\frac{10}{20}$$

- Answers will vary (Sample Answers)

$$\frac{4}{6}$$
$$\frac{6}{8}$$
$$\frac{8}{12}$$
$$\frac{10}{15}$$
$$\frac{12}{18}$$
$$\frac{14}{21}$$
$$\frac{16}{24}$$
$$\frac{18}{27}$$
$$\frac{10}{30}$$

## 4.NF.2 Skills Check

- >
- <
- Jessie got more
- C

## 4.NF.2 Performance Check

- $\frac{3}{4}$  is greater. Explanations will vary. Students may draw a picture or model to illustrate the comparison. Students may also use a mathematical model or explain in words.
- $\frac{1}{3}$  is greater. Explanations will vary. Students may draw a picture or model to illustrate the comparison. Students may also use a mathematical model or explain in words.

## 4.NF.3 Skills Check

$$1. \quad \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{5}{6}$$

- Answers will vary (sample answers)

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

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

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

## 4.NF.3 Skills Check (cont.)

$$3. \quad \frac{2}{6}$$

$$4. \quad 6\frac{3}{4}$$

## 4.NF.3 Performance Check

- Answers will vary (Sample Answer)

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

- 5 containers will be completely full

$\frac{1}{4}$  of a container left over

Answers will vary students may draw fraction models, decompose and recompose the fractions, or use a different strategy

## 4.NF.4 Skills Check

$$1. \quad \frac{16}{3} \text{ or } 5\frac{1}{3}$$

$$2. \quad \frac{12}{6} \text{ or } 2$$

$$3. \quad \frac{28}{5} \text{ or } 5\frac{3}{5}$$

$$4. \quad \frac{15}{4} \text{ or } 3\frac{3}{4}$$

## 4.NF.4 Application Check

$$1. \quad \frac{12}{3} \text{ or } 4 \text{ miles}$$

Answers will vary students may draw fraction models, decompose and recompose the fractions, or use a different strategy

- She is correct. Explanations will vary. Students can use an algorithm to show how they are equal, the student may make a drawing or use a model

# Number and Operations Fractions Answer Key

## 4.NF.5 Skills Check

1.  $\frac{60}{100}$
2.  $\frac{4}{10}$
3.  $\frac{49}{100}$
4.  $\frac{26}{100}$

## 4.NF.5 Performance Check

1. The fractions are equivalent  
Explanations will vary. Students may use pictures, models, or numbers to justify their answers

2.  $\frac{65}{100}$

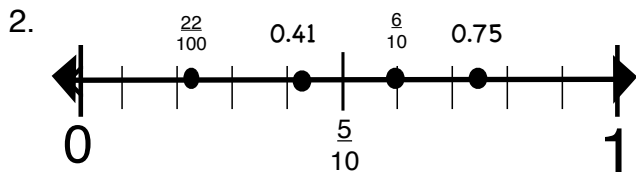
Explanations will vary. Students may use pictures, models, or numbers to justify their answers

## 4.NF.6 Skills Check

1. 0.44
2. 0.9
3. T
4. 0.87

## 4.NF.6 Performance Check

1. Both students are correct  
Explanations will vary. Students may use pictures, models, or numbers to justify their answers



## 4.NF.7 Skills Check

1. <
2. <
3. Jamie ran it fastest. 0.5 is less than 0.65
4. Surf City got more rain

## 4.NF.7 Performance Check

1. She is not correct, 0.4 is more. Explanations will vary. Students may use pictures, models, or numbers to justify their answers
2. Marie lives closer because 1.17 is a smaller number. Students may use pictures, models, or numbers to justify their answers



# Other 4th Grade Common Core Products

## 4th Grade Common Core Math Vocabulary

<http://www.teacherspayteachers.com/Product/4th-Grade-Common-Core-Math-Vocabulary>

## 4th Grade Common Core ELA Ultimate Vocabulary Resource

<http://www.teacherspayteachers.com/Product/4th-Grade-Common-Core-ELA-Ultimate-Vocabulary-Resource>

## Seasonal Units and Game Packs

<http://www.teacherspayteachers.com/Store/Math-Mojo/Category/Holiday-Seasonal>

## Common Core 4th Grade Math Task Cards Mega Bundle - All Domains and Standards

<http://www.teacherspayteachers.com/Product/Common-Core-4th-Grade-Math-Task-Cards-Mega-Bundle-All-Domains-and-Standards>

## Fundamental Fraction and Decimal Games

<http://www.teacherspayteachers.com/Product/FUNDamental-Fraction-and-Decimal-Games>

## Fun Friday Math Games

<http://www.teacherspayteachers.com/Product/Fun-Friday-Math-Games-Quarter-1>

## Common Core Math Standards Packs

[www.teacherspayteachers.com/Store/Math-Mojo/Category/Common-Core-Math-Standards-Packs](http://www.teacherspayteachers.com/Store/Math-Mojo/Category/Common-Core-Math-Standards-Packs)

## 4th Grade Common Core Review Game

<http://www.teacherspayteachers.com/Product/4th-Grade-Common-Core-Math-Review-Game-Mega-Bundle-All-Domains-and-Standards>

## Fundamental Geometry Games

<http://www.teacherspayteachers.com/Product/FUNDamental-Geometry-Games>

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