

Math Intervention



Domain:
Measurement
and Data
Standards
procedural &
Conceptual
Understanding
Assessed

**100 PAGES OF
INTERVENTION
RESOURCES!**

Resource Pack

»» 4th grade ««

Thank you!

This resource pack is everything you need to assess and provide intervention to struggling students in the domain:
Measurement and Data.

Starting with a pretest and item analysis of each question on the test, you will be able to pin-point exact needs of all students. From there printables and short assessments are provided for each standard that assesses procedural and conceptual understanding.

Take the guess work out of providing intervention and focus on what is really important; helping your students. 😊

CLIPART CREDIT:



EVERYTHING YOU NEED FOR
MATH INTERVENTION!

Suggested Uses and Strategies

- ❑ Step 1 - Administrate pretest
- ❑ Step 2 - Conduct Item Analysis for all students in your bottom 25%.
- ❑ Step 3 - Provide intervention (either of procedural understanding and conceptual understanding or just of conceptual understanding) of specific standards to each student displaying a need
- ❑ Step 4 - After the intervention of a specific standard is provided administrate a quick check assessment for data collection
- ❑ A post test can be given to a student if they needed intervention for majority of the standards
- ❑ Class data chart is included and can be used to get an overview of if majority of your class is showing mastery of a specific skill
- ❑ The Quick Check Assessment data graph can be used to document growth for teacher, parent, and administration purposes

How to use the materials included

pretest and Item Analysis sheet is designed to pinpoint exactly where your students' needs are

Item Analysis Data Sheet Per Student Measurement Pre-Test 4.MD.1 - 4.MD.3

Student Name: _____

?'s	Standard	Procedural Understanding	Conceptual Understanding	(M) Missed
#1	4.MD.1 & 4.MD.2		X	
#2	4.MD.1	X		
#3	4.MD.1 & 4.MD.2		X	
#4	4.MD.1	X		
#5	4.MD.1	X		
#6	4.MD.1 & 4.MD.2		X	
#7	4.MD.1	X		
#8	4.MD.1 & 4.MD.2		X	
#9	4.MD.1	X		
#10	4.MD.1	X		
#11	4.MD.1 & 4.MD.2		X	
#12	4.MD.1	X		

Printables are included for reviewing procedural and conceptual understanding of standards.

PREVIEW

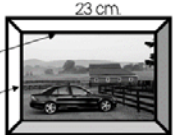
4.MD.1 Practice Page for Procedural Understanding
Solve the problems. Round to the nearest whole number, compare.

- 634 centimeters = _____ millimeters
- 234 kilometers = _____ meters
- 800 centimeters = _____ kilometers
- 350 millimeters = _____ meters
- 12 decimeters = _____ centimeters
- 98 centimeters = _____ millimeters
- 8 meters 600 millimeters
- 90 centimeters 0.9 of a meter
- 6 meters 60 decimeters
- 40 decimeters 4 millimeters
- 2 kilometers 2,000 decimeters
- 75 meters 7,500 centimeters

4.MD.3 Practice Page for Conceptual Understanding

Name: _____ Date: _____

- A painting in a restaurant covers 160 square feet of space. If the width of the painting is 8 feet, what is the length of the painting?
- A rectangle has a perimeter of 54 inches with a length of 12 inches. What is the area of the rectangle?
- A rectangle has a perimeter of 60 Feet. The length is double the rectangle's width. What is the area of the rectangle?
- Find the area of just the picture frame.



Procedural vs. Conceptual Understanding

Procedural Understanding	Conceptual Understanding
<ul style="list-style-type: none"><input type="checkbox"/> Houses procedural steps<input type="checkbox"/> Uses algorithms, methods, etc.<input type="checkbox"/> Memorizing steps<input type="checkbox"/> Learning how to do something	<ul style="list-style-type: none"><input type="checkbox"/> Understanding knowledge and apply prior knowledge to the new concepts<input type="checkbox"/> Understanding why something is done<input type="checkbox"/> Making connections & relationships

Standards Assessed

Standard	Summary
4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.
4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Standards Assessed

Standard	Summary
4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement
4.MD.6	Measure angles in whole number degrees using a protractor. Sketch angles of specified measure.
	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

***Note: Because 4.MD.2 is an extension of 4.MD.1, where students must conquer word problems practicing the same converting rules in 4.MD.1, 4.MD.1 will have all procedural based questions and 4.MD.2 will have all conceptual based questions.

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Name: _____

Date: _____

Measurement Pre-Test 4.MD.1 - 4.MD.3

1.) Jackson ran for 7 yards, 3 feet, and 4 inches. His sister Jackie ran for 36 feet, and 2 inches. Who ran farther? Explain.

2.) Solve:

5 feet = _____ inches 6 feet = _____ yards

3.) Julie bought 2 pounds of gummy bears, and 3 pounds and 80 ounces of chocolate malts. Which candy did she buy more of? How much?

4.) Solve:

5 quarts = _____ cups 3 gallons = _____ pints

5.) Solve:

7 meters = _____ centimeters 6 cm. = _____ mm.

6.) Mrs. Lewis runs a 5-k race every year. If that race is 5 kilometers in length, how many meters did she run in 7 years?

7.) Solve:

$9 \text{ kg} = \text{_____ g}$

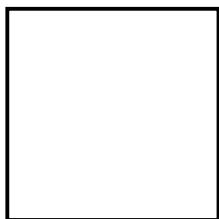
$6 \text{ L} = \text{_____ mL}$

8.) Victor did squats for 15 minutes at the gym. He also ran the treadmill for 1 hour. 19 minutes. He worked with weights for 23 minutes. He left the gym at 3:18. What time did he arrive at the gym?

9.) Create a rectangle with an area of 36 cm^2 and a perimeter of 30 cm.



10.) Find the area and perimeter of the shape below:



$L = 5 \text{ in.}$

Item Analysis Data Sheet Per Student

Measurement Pre-Test 4.MD.1 - 4.MD.3

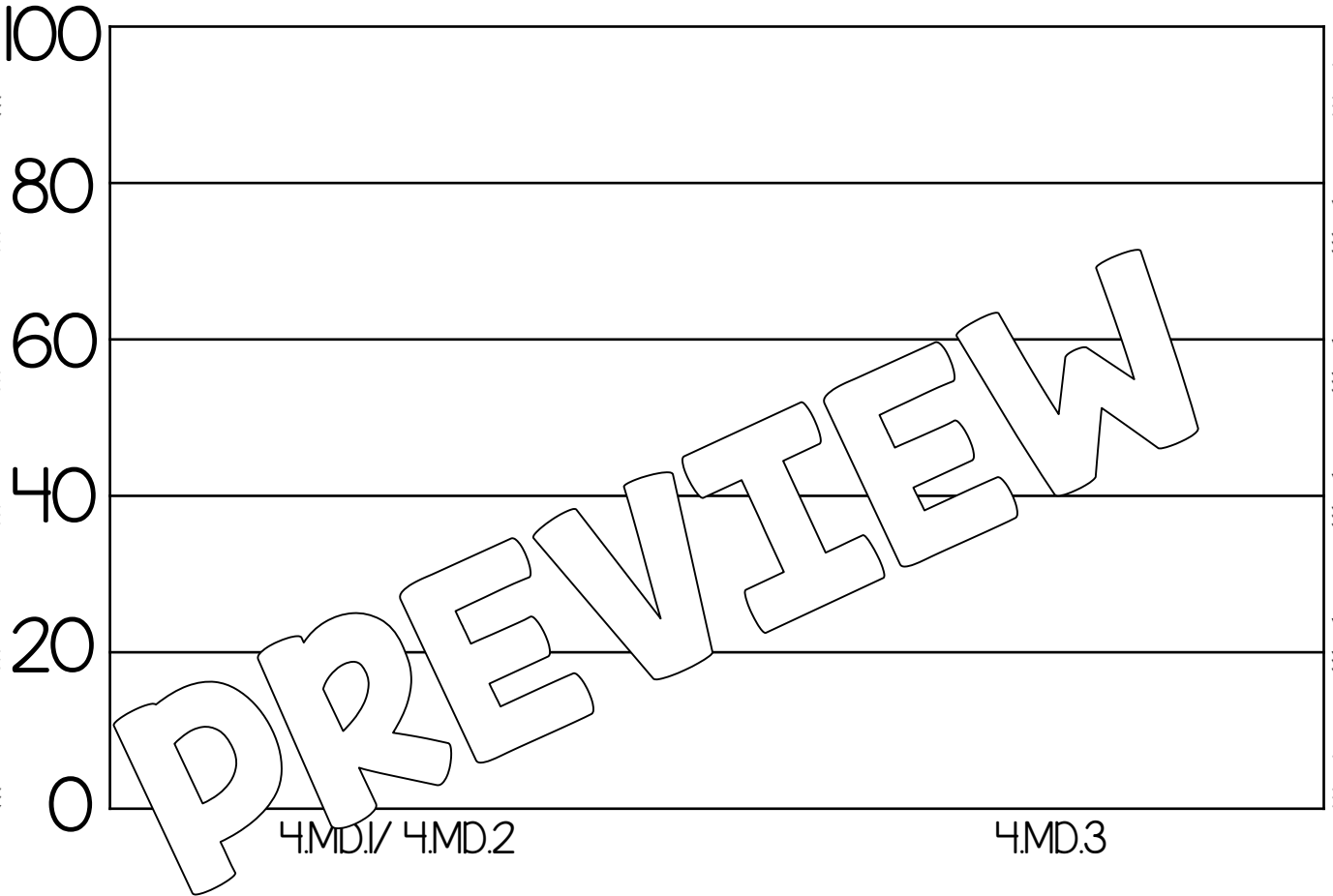
Student Name: _____

?s	Standard	Procedural Understanding	Conceptual Understanding	(M) Missed
#1	4.MD.1 & 4.MD.2		X	
#2	4.MD.1	X		
#3	4.MD.1 & 4.MD.2			
#4	4.MD.1	X		
#5	4.MD.1	X		
#6	4.MD.1 & 4.MD.2		X	
#7	4.MD.1	X		
#8	4.MD.1 & 4.MD.2		X	
#9	4.MD.3		X	
#10	4.MD.3	X		

Quick Check Assessment Data Graph

Measurement Pretest 4.MD.1 - 4.MD.3

Student Name: _____



Intervention time spent:

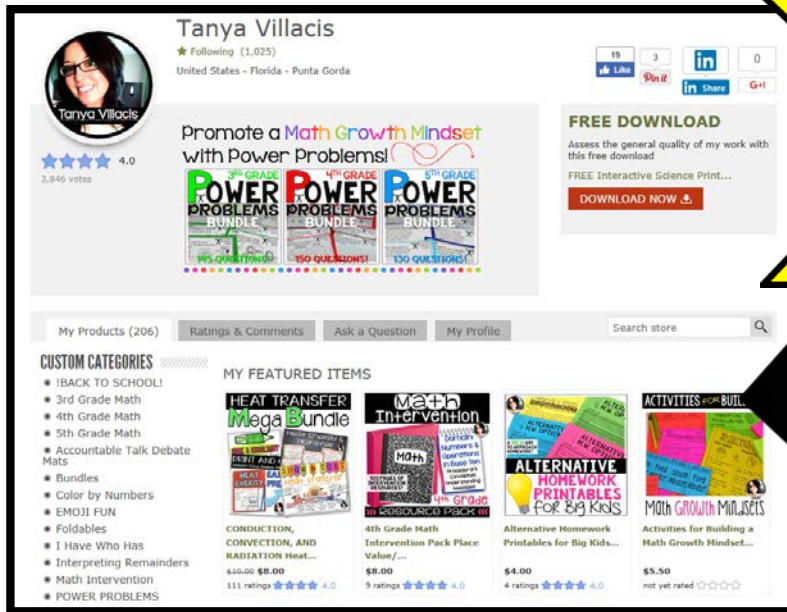
Pre-test score:

Post-test score:

Notes:

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Math Intervention	\$8.00	9 ratings ★★★★★ 4.0
Alternative Homework Printables for Big Kids...	\$4.00	4 ratings ★★★★★ 4.0
Activities for Building a Math Growth Mindset...	\$5.50	not yet rated

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