Rhode Island Department

## Approved Supplemental Mathematics Reference Sheet*

| General Problem Solving Strategies |  |  |  |  |  |  |  |  |  |  | Order of Operations |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - Reread question for clarity <br> - Draw a picture <br> - Make a table <br> - Circle or highlight key terms <br> - Calculate and solve <br> - See if my answer makes sense <br> - Circle my answer |  |  |  |  |  |  |  |  |  |  | AS <br> Parentheses (brackets, etc.) <br> Exponents <br> Multiplication or Division (left to right) <br> Addition or Subtraction (left to right) |
| Geometric Measurement |  |  |  |  |  |  |  |  |  |  | Symbols |
| Area (A) of Rectangle $A=l \times w$ $(l=$ length $; w=$ width $)$ |  |  |  |  |  |  |  |  |  | $>$ is greater than <br> $<$ is less than <br> $=$ is equal to |  |
| Perimeter of Re <br> Area (A) Model $l$ |  |  | tang | e: $P=$ | + | + | + w |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| $A \quad w$ |  |  |  |  |  |  |  |  |  |  |  |
| Perimeter ( $P$ ) $P=$ distance around |  |  |  |  |  |  |  |  |  |  |  |
| Number Line |  |  |  |  |  |  |  |  |  |  |  |
| $<1\|1\| 1 \mid>$ |  |  |  |  |  |  |  |  |  |  |  |
| Hundreds Chart |  |  |  |  |  |  |  |  |  |  | Divisibility Rules |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 2 | If the last digit is even |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 3 | If the sum of the digits can be divided by |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 5 | If the last digit is 0 or 5 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 6 | If the number is divisible by both 2 and 3 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |  | If the sum of the digits can be divided by |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 9 | $9$ |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 10 | If the last digit is 0 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |  |  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |  |  |

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| Place Value |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Whole Numbers |  |  |  |  |  |  |  |  |  |  | Decimals |  |
| Hundred- <br> thousands | Ten- <br> thousands | Thousands | Hundreds | Tens | Ones | $\cdot$ | Tenths | Hundredths |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

## Conversions

$$
1 \text { year }=365 \text { days }
$$

1 day $=24$ hours
1 hour $=60$ minutes
1 minute $=60$ seconds

1 pound = 16 ounces
1 foot = 12 inches
1 yard $=3$ feet

1 kilometer $(\mathrm{km})=1000$ meters $(\mathrm{m})$
1 meter (m) = 100 centimeters (cm)
1 meter $(\mathrm{m})=1000$ millimeters (mm)
1 kilogram (kg) = 1000 grams (g)
1 liter $(\mathrm{L})=1000$ milliliters (mL)

Multiplication Table (Do NOT complete this table for the student.)

| X | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |

*Only for students who have this special access accommodation in their IEP: Calculators or other mathematics tools: noncalculator section. Information may be removed from this reference sheet; nothing may be added. Teachers may not complete the multiplication table; only the student may fill in information they need.

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## Fractions

Add or Subtract - need like denominators

## Fraction Bars (Do NOT complete this table for the student.)







$\square$

$\square$
$\square$

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