# TEKSING TOWARD STAAR

# MATHEMATICS

# GRADE 4

# Lesson Activity Masters

# Six Weeks 1

# Lesson 1

(Make copies of this page on colored cardstock, laminate, and cut apart along the dashed line - this page makes 3 sets - each pair of students needs 1 set.)

| 4 | 7 | 1 | 6 |
|---|---|---|---|

| 2 | 5 | 0 | 8 | 3 |
|---|---|---|---|---|

| 4 | 7 | 1 | 6 |
|---|---|---|---|

| 2 | 5 | 0 | 8 | 3 |
|---|---|---|---|---|

| 4 | 7 | 1 | 6 |
|---|---|---|---|

| 2 | 5 | 0 | 8 | 3 |
|---|---|---|---|---|

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| 4 | 7 | 1 | 6 |
|---|---|---|---|

| . | 5 | 0 | 8 | 3 |
|---|---|---|---|---|

| 4 | 7 | 1 | 6 |
|---|---|---|---|

| . | 5 | 0 | 8 | 3 |
|---|---|---|---|---|

| 4 | 7 | 1 | 6 |
|---|---|---|---|

| . | 5 | 0 | 8 | 3 |
|---|---|---|---|---|

# Decimal Place-Value Mod

| Ones | . | Tenths |
|------|---|--------|
|      |   |        |

# el Mat

| Hundredths |
| --- |
|  |

# DECIMAL CARDS

| 1.74 | 3.46 |
|------|------|
| 4.07 | 5.29 |
| 0.69 | 0.09 |
| 0.8  | 0.7  |

(Copy on back of decimal cards)

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# Decimal Digits Record

| Number on Card _____ | Value of Each Place | | |
|---|---|---|---|
| **Sketch of Model** | **Ones** | **Tenths** | **Hundredths** |
| | | | |
| | **Number in Words** | | |
| | | | |

| Number on Card _____ | Value of Each Place | | |
|---|---|---|---|
| **Sketch of Model** | **Ones** | **Tenths** | **Hundredths** |
| | | | |
| | **Number in Words** | | |
| | | | |

| Number on Card _____ | Value of Each Place | | |
|---|---|---|---|
| **Sketch of Model** | **Ones** | **Tenths** | **Hundredths** |
| | | | |
| | **Number in Words** | | |
| | | | |

| Number on Card _____ | Value of Each Place | | |
|---|---|---|---|
| **Sketch of Model** | **Ones** | **Tenths** | **Hundredths** |
| | | | |
| | **Number in Words** | | |
| | | | |

# Decimal Expanded Form Strips

(Copy 1 page on colored paper for each student - students will cut strips along dark lines to make 4 separate strips)

# PLACE-VALUE GAME BOARD

## ROUND 1

_____ _____ _____/_____ _____ _____

## ROUND 2

_____ _____ . _____

## ROUND 3

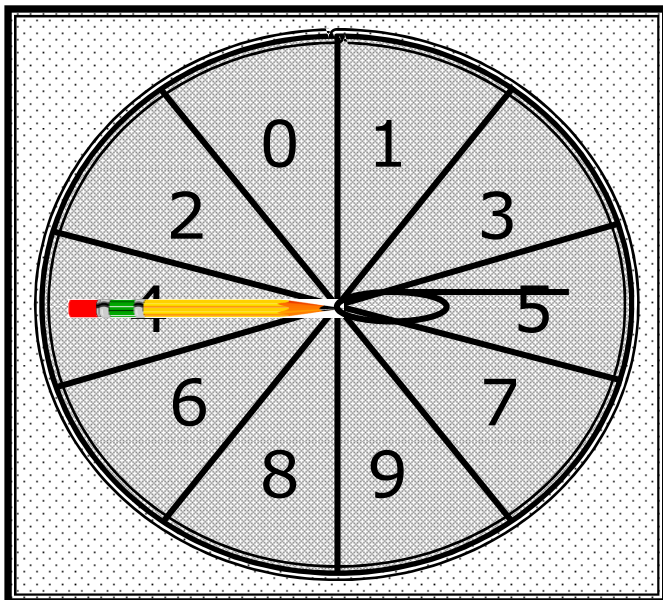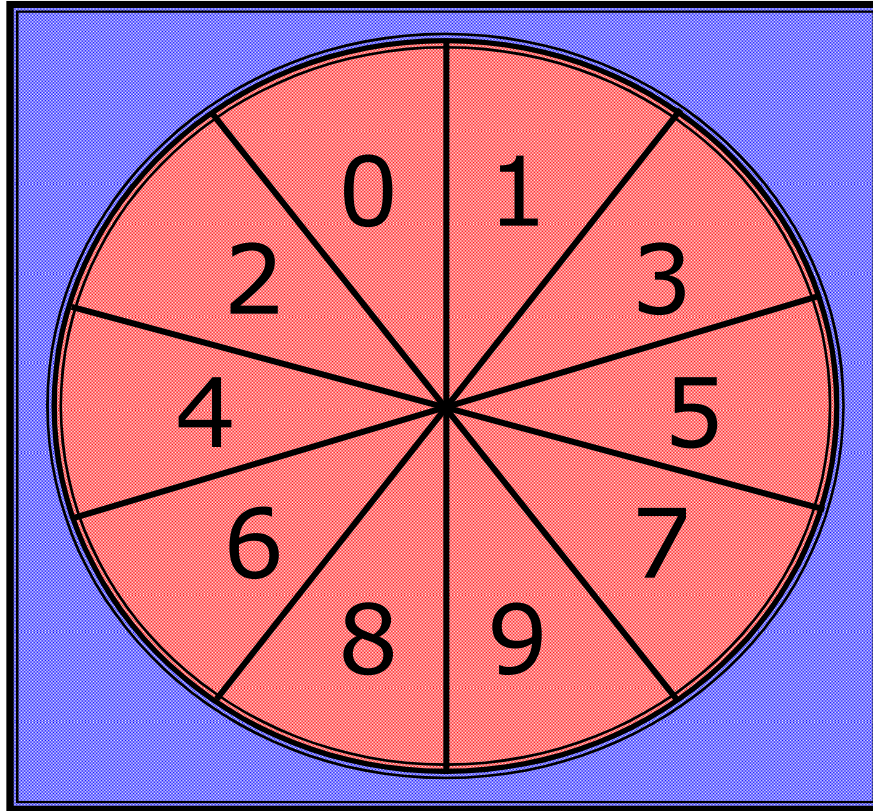_____ _____ _____ . _____ _____

## ROUND 4

_____ _____ _____/_____ _____ _____

## ROUND 5

_____ . _____ _____ _____

# PLACE-VALUE GAME SPINNER

Shape a paper clip to form the pointer.

Place the point of a pencil in the center of the pointer and in the center of the spinner.

Spin the paper clip around the pencil point.

# Lesson 6

# RELATIONSHIP CARDS - 1

(Copy on cardstock, copy *TEKSING TOWARD STAAR* logo on back, then cut apart along the dashed lines.  Copy the problem situation cards on one color and the expression/equation cards on a different color.)

| | |
|---|---|
| Rene is 3 years younger than Cindy.  Cindy is 11 years old.  How old is Rene? | Six students get off the school bus.  How many students are left on the bus?<br><br>Let **s** represent the number of students on the bus before the six students got off |
| Chris is 5 inches taller than Sean.  Sean is 44 inches tall.  How tall is Chris? | Roberta is 6 years older than Dana.  Dana is 10 years old.  How old is Roberta? |
| Wendy paid $14 for a tape and a CD.  The CD cost $9.  How much did the tape cost?<br><br>Let **c** represent the cost of the tape | Lauren had a full bag of 24 marbles until she lost 7 marbles.  How many marbles does Lauren have now? |
| There are 4 more girls than boys in the class.  How many girls are in the class?<br><br>Let **b** represent the number of boys | Maria is two years younger than Bill.  How old is Maria?<br><br>Let **b** represent Bill's age |
| Sandy is 4 years older than Max.  Sandy is 9 years old. How old is Max?<br><br>Let **m** represent Max's age | Samantha is 2 inches shorter than Ben.  Samantha is 48 inches tall.  What is Ben's height? |

# RELATIONSHIP CARDS – 2

Together a notebook and a pen cost $6.  The pen cost $2.  What is the cost of the notebook?

24 people are seated on a bus.  Five people stand up.  How many people are seated now?

Number *m* is increased by 4.  What is the number?

A number is 8 less than number *g*.  What is the number?

Pete bought 1 dozen eggs, but 5 eggs were broken when he got home.  How many eggs did he have left?

Twelve is subtracted from a number.  The new number is  29.  What is the original number?

Let *n* represent the original number

A number is added to 9. The sum of the numbers is 23.  What number was added to 9?

Let *n* represent the number added to 9

Gina bought 36 cookies. She took 28 cookies to a party.  How many cookies does she have left?

Nigel had 12 tennis balls. He bought 9 more tennis balls.  How many tennis balls does he have now?

Jana has one full bag of marbles and 6 extra marbles.  How many marbles does Jana have?

Let *f* represent a full bag of marbles

# RELATIONSHIP CARDS - 3

| | |
|---|---|
| $11 - 3$ | $44 + 5$ |
| $24 - 7$ | $10 + 6$ |
| $b - 2$ | $b + 4$ |
| $s - 6$ | $48 + 2$ |
| $14 - 9 = c$ | $f + 6$ |

**RELATIONSHIP CARDS - 4**
(Copy on cardstock, copy *TEKSING TOWARD STAAR* logo on back, then cut apart
along the dashed lines.  Copy the problem situation cards on one color and the
expression/equation cards on a different color.)

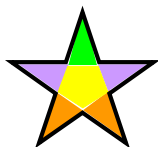| | |
|---|---|
| $m = 9 - 4$ | $m + 4$ |
| $24 - 5$ | $9 + n = 23$ |
| $6 - 2$ | $12 + 9$ |
| $g - 8$ | $12 - 5$ |
| $n - 12 = 29$ | $36 - 28$ |

Copy logo on back of each page of the Relationship Cards.
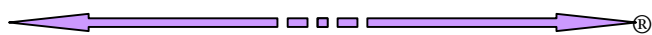
**TEKSING TOWARD STAAR**

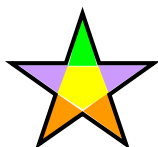**MATHEMATICS** ®

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