



GRADE 4

Ready, Prep, Go!



Supporting **STAAR** Readiness in **Grade 4**


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What's in this resource?

The activities in this resource address every Readiness Standard in Grade 4, as well as Supporting Standards for all major concepts. Activities are designed to improve numeracy skills by providing a variety of learning opportunities that encourage higher levels of thinking and reasoning.

We've mixed the standards up (just like STAAR does) so that your students get practice in reading a problem, discerning what the problem is asking them to do, and figuring out how to solve it.

Note: The problems in this resource represent a mix of multiple choice items and interactive item types included on STAAR assessments. While not identical to interacting with these items electronically, the goal in this resource is to build on the thinking and reasoning skills necessary to be successful on STAAR assessments.

This  symbol is used to denote problems that model non-multiple choice item types that may appear on STAAR along with the name of the item type in *blue text* (listed on Answer Key pages where applicable).

How do you use the activities?

Here are some ideas.

- Use them as a primary resource for STAAR prep instead of "practicing" with released STAAR items.
- Let your students work in small groups on one of these activities while you tutor using a different mathmark activity.
- The great thing is that the story problems are written on a 4th-grade reading level. Not only are your students practicing math, but they are also making inferences, one of the ELAR skills that many students have trouble with. Work with your RLA partner-teacher to share the reading load.
- Use these activities as a spiral review. Be sure that all of the skills on the page have been taught prior to using the activity. You can see which skills are included in each activity by reading the Topics on the Teacher Notes pages or by checking the Table of Standards on PG. 4–6.

Topics: Multiplication & Division of Decimals, Money Math, Estimation, Models

- Use the funny and interesting activities in this book to inject some fun into summer school learning, and teaching.
- Pair these activities with released STAAR items that assess the same skills.
- Use these activities as evidence that students can solve problems at the level expected by the end of the year.

Topic: Drawing Strip Diagrams or Pictures; Writing Equations; Solving Problems Using Money Math



WHAT IT'S ALL ABOUT!

This activity uses the context of a small business. Students will work together to solve each problem. One student will draw the strip diagram, one will write the equation, and one will solve the problem. So, each student will work on one part of each problem. Problems are one-step, two-step, and multi-step. All use money math. Along the way student will engage concepts such as making change, profit vs. revenue (4.10B), and fixed and variable expenses (4.10A). They will also calculate using the known values of US coins.



ANSWER KEY

1. $3.50 + 2 + 2.69 = d$; \$8.19

2. $3 \times 7 \times 2 = d$; \$42 *Drag and Drop*

3. $1.75 + 17.50 = c$; Yes, \$5.25 extra

4. $7 \times 5 - 3.50 - 3.50 = p$; \$28

5. $175 \div 7 = d$; 25 dogs

6. $175 - 43.19 = p$; \$131.81

7. Subtract; expenses are subtracted from the amount you earn to find profit. *Inline Choice*

8. $409.12 + 303 + 303 = p$; \$1,015.12



SET UP & HOW-TO GUIDE

Copy **Cold, Hard, Decimal Cash!** for each student.

(Optional) Money manipulatives

1. Place students in groups of 3 and have them number off. Student #1 starts with Problem #1. Student #2 starts with Problem #2. Student #3 starts with Problem #3.
2. Each student reads the problem, draws a strip diagram, and initials the box. Then they pass their papers clockwise.
3. Next, each student reads the problem and checks the strip diagram. Then they write the equation and initial the equation box. Students pass their papers again.
4. Next, each student reads the problem and then checks the strip diagram and the equation. Finally, they solve the problem and initial the solution box. For a group of 3 students, all parts of Problems #1–#3 will be complete after this round.
5. Then students work the next set of problems.

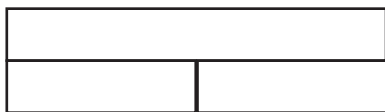
Note: Problem #3 relies on students' understanding of place value, rather than multiplying decimals.



2 Rex can wash 3 dogs in an hour. Each wash costs \$7. How much money can he make in 2 hours?

FILL IN THE STRIP DIAGRAM.

Write the numbers in the strip diagram.



Initials _____

SOLVE THE PROBLEM.

WRITE AN EQUATION.

Initials _____

Initials _____

3 Rex's neighbor wasn't sure if he had enough money to get both his dogs washed. He brought over a can full of change and counted it out for Rex. There were 175 pennies in one can. The other can had 10 times as much money in it. Did Rex's neighbor have enough money? If so, how much extra did he have? If not, how much more would he need? (Use information from Problem #2 to answer the question.)

DRAW A STRIP DIAGRAM.

Initials _____

SOLVE THE PROBLEM.

WRITE AN EQUATION.

Initials _____

Initials _____

6 His total costs to run the business that week were \$43.19. What was Rex's profit for the week? (Use information from Problem #5 to help you answer the question.)

DRAW A STRIP DIAGRAM.

Initials _____

SOLVE THE PROBLEM.

WRITE AN EQUATION.

Initials _____

Initials _____

7 After a month of work, Rex earned \$525. He had to keep buying shampoo, and he bought a new set of scrub brushes, so his total expenses for the month were \$115.88. What was Rex's profit for the month?

DRAW A STRIP DIAGRAM.

Initials _____

TELL HOW TO SOLVE THE PROBLEM.

To solve the problem, I need to

add
subtract
multiply
divide

because

the amount you earned is combined with expenses to find profit.

expenses are divided by the amount you earn.

expenses are subtracted from the amount you earn to find profit.

expenses are multiplied by the amount you earn to find profit.

Initials _____

Initials _____

WRITE AN EQUATION.

- 8** At the end of the month, Rex was exhausted! It was harder and harder to find new people who needed their dogs washed. Even worse, his friend down the street started his own dog-washing business, and he only charged \$5.50. Rex decided to lower his price to \$5 in order to find new customers.

The second month, Rex's profits were \$303. If he made the same amount in the third month, what would be Rex's total profits after his first 3 months? (Note: The profits for the first month are your answer to #7.)

DRAW A STRIP DIAGRAM.

Initials _____

SOLVE THE PROBLEM.

WRITE AN EQUATION.

Initials _____

Initials _____