

# **SORTING CARDS**

— MATHEMATICS —

GRADE **4** LEVEL

The TEKS Sorting Cards place the language of the TEKS in a student-friendly format, allowing students to sort them based on their perception of their own learning.

## Print Directions:

Print the student activity page (page 3) so students can sort the cards after a unit of instruction. Print the sorting cards double-sided (pages 4-18). Cut each card out and group the cards by cluster.


## Instructions:

The sorting cards could be used at the beginning of a unit of instruction to measure students' present level of knowledge and again at the end of a unit of instruction to measure students' perception of their own growth. The cards can be sorted into categories such as:

- "I can do this with help"
- "I can do this on my own"
- "I can do this in more than one way"

The cards can be used individually, in small groups, or as a whole-class to measure of growth and independence.

For students who receive special education services, the TEKS sorting cards can be used to put the language of the TEKS into student-friendly language, and students can sort the cards after a unit of instruction to measure progress and provide student input into the PLAAFP (Present Levels of Academic Achievement and Functional Performance).

I can do this with help.	I can do this on my own.	I can do this in more than one way.																				
<div><div>Comparison of Whole Numbers and Decimals4.2(F)</div><div>I can draw a model to compare decimal values. 0.5 &gt; 0.2</div><div><table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table></div></div>																					<div><div>Multiplication of Whole Numbers4.4(D)</div><div>I can multiply a two-digit number by a two-digit number.  23 × 38 = ____</div></div>	<div><div>Conversions4.8(A)</div><div>I can identify real-world examples of measurement units.  The length of a color tile is about one inch. The capacity of a milk jug is approximately a gallon. The mass of a jelly bean is around a gram.</div></div>
<div><div>Equivalency of Fractions4.2(G)</div><div>I can relate decimals to fractions.  0.4 = 4 tenths = <math>\frac{4}{10}</math></div></div>	<div><div>Two-Dimensional4.6(D)</div><div>I can classify two-dimensional shapes based on parallel or perpendicular lines or size of angles.  The triangle is classified as an acute triangle because all of the angles are less than 90 degrees.</div></div>	<div><div>Representation of Data4.9(A)</div><div>I can represent data on a stem-and-leaf plot. <table><tr><td>stem</td><td>leaf</td></tr><tr><td>9</td><td>0 4</td></tr><tr><td>8</td><td>3 4 5 7 9</td></tr><tr><td>7</td><td>0 2 2 9</td></tr><tr><td>6</td><td>5 8 9</td></tr><tr><td>5</td><td>3</td></tr><tr><td>8</td><td>4 = 84</td></tr></table></div></div>	stem	leaf	9	0 4	8	3 4 5 7 9	7	0 2 2 9	6	5 8 9	5	3	8	4 = 84						
stem	leaf																					
9	0 4																					
8	3 4 5 7 9																					
7	0 2 2 9																					
6	5 8 9																					
5	3																					
8	4 = 84																					

I can do this  
with help.

I can do this  
on my own.

I can do this  
in more than one way.

## Mathematical Process Standards (Front)

## Mathematical Process Standards

4.1(A)

I can determine what math  
I need to use to solve a problem.

## Mathematical Process Standards

4.1(B)

I can use a problem-solving model  
to solve a problem.

## Mathematical Process Standards

4.1(C)

I can select a strategy  
to help me solve a problem.

## Mathematical Process Standards

4.1(D)

I can represent my answer  
in more than one way.

## Mathematical Process Standards

4.1(E)

I can create a representation of my  
math solution and explain it to  
another person.

## Mathematical Process Standards

4.1(F)

I can describe and connect  
math ideas.

## Mathematical Process Standards

4.1(G)

I can use writing and speaking  
to explain and justify math ideas.

## Mathematical Process Standards (Back)

**4.1 Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding.

4.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution ®

lead4ward

**4.1 Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding.

4.1(A) apply mathematics to problems arising in everyday life, society, and the workplace ®

lead4ward

**4.1 Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding.

4.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

lead4ward

**4.1 Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding.

4.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

lead4ward

**4.1 Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding.

4.1(F) analyze mathematical relationships to connect and communicate mathematical ideas ®

lead4ward

**4.1 Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding.

4.1(E) create and use representations to organize, record, and communicate mathematical ideas

lead4ward

**4.1 Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding.

4.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

lead4ward

## Representation of Whole Numbers and Decimals (Front)

Representation of Whole Numbers  
and Decimals

4.2(A)

I can explain that when you move to the right on the place value chart, the values are getting ten times smaller; when you move to the left on a place value chart, the values are getting ten times larger.

Representation of Whole Numbers  
and Decimals

4.2(B)

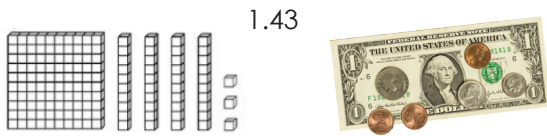
I can represent the value of whole numbers and decimals using expanded notation.

$$\begin{array}{r}
 32.56 \\
 30 + 2 + 0.5 + 0.06 \\
 (3 \times 10) + (2 \times 1) + (5 \times 0.1) + (6 \times 0.01)
 \end{array}$$

Representation of Whole Numbers  
and Decimals

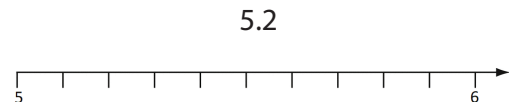
4.2(E)

I can represent the value of a decimal using objects or a picture.

Representation of Whole Numbers  
and Decimals

4.2(H), 4.3(G)

I can locate the value of a decimal on a number line.



## Representation of Whole Numbers and Decimals (Back)

**4.2 Number and operations.** The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value.

4.2(B) represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals ⑧

Representation & Comparison of Whole Numbers & Decimals



**4.2 Number and operations.** The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value.

4.2(A) interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left

Representation & Comparison of Whole Numbers & Decimals



**4.3 Number and operations.** The student applies mathematical process standards to represent and generate fractions to solve problems.

4.2(H) determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line

4.3(G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line

Representation & Comparison of Whole Numbers & Decimals



**4.2 Number and operations.** The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value.

4.2(E) represent decimals, including tenths and hundredths, using concrete and visual models and money

Representation & Comparison of Whole Numbers & Decimals

