

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.																								
<p>Decimals 4.4(A)</p> <p>I can add and subtract decimals to the hundredths place.</p> $\begin{array}{r} 4.56 \\ - 2.39 \\ \hline \end{array}$	<p>Mathematical Process Standards 4.1(F)*</p> <p>I can talk about math and make math connections.</p>	<p>Mathematical Process Standards 4.1(C)</p> <p>I can select math tools and strategies to help me solve math problems.</p>																								
<p>Mathematical Process Standards 4.1(E)</p> <p>I can create a representation of my math solution and explain it to another person.</p>	<p>Mathematical Process Standards 4.1(A)*</p> <p>I can use math to solve real-life problems.</p>	<p>Mathematical Process Standards 4.1(D)</p> <ul style="list-style-type: none"> • I know how to explain my answer. • I know how to talk about math. • I know how to show my answer in more than one way. 																								
<p>Whole Numbers Operations 4.4(E)</p> <p>I can use a model to show how I would divide a four-digit number by a one-digit number.</p> <table border="1"> <tr> <td>300</td> <td>60</td> <td>2</td> <td>362</td> </tr> <tr> <td>2,100</td> <td>420</td> <td>14</td> <td>434</td> </tr> <tr> <td>7 X 300</td> <td>7 X 60</td> <td>7 X 2</td> <td>0</td> </tr> </table>	300	60	2	362	2,100	420	14	434	7 X 300	7 X 60	7 X 2	0	<p>Whole Numbers Operations 4.4(B)</p> <p>I can explain how multiplying by 10 will move the number being multiplied one place to the left and multiplying by 100 will move the number being multiplied two places to the left.</p>	<p>Mathematical Process Standards 4.1(B)*</p> <p>I can use a problem-solving model.</p>												
300	60	2	362																							
2,100	420	14	434																							
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<p>Whole Numbers Operations 4.4(F)</p> <p>I have a strategy to help me divide a four-digit number by a one-digit number.</p> <table border="1"> <tr> <td>300</td> <td>60</td> <td>2</td> <td>362</td> </tr> <tr> <td>2,100</td> <td>420</td> <td>14</td> <td>434</td> </tr> <tr> <td>7 X 300</td> <td>7 X 60</td> <td>7 X 2</td> <td>0</td> </tr> </table>	300	60	2	362	2,100	420	14	434	7 X 300	7 X 60	7 X 2	0	<p>Whole Numbers Operations 4.4(F)</p> <p>I have a strategy to help me divide a four-digit number by a one-digit number.</p> <table border="1"> <tr> <td>300</td> <td>60</td> <td>2</td> <td>362</td> </tr> <tr> <td>2,100</td> <td>420</td> <td>14</td> <td>434</td> </tr> <tr> <td>7 X 300</td> <td>7 X 60</td> <td>7 X 2</td> <td>0</td> </tr> </table>	300	60	2	362	2,100	420	14	434	7 X 300	7 X 60	7 X 2	0	<p>Mathematical Process Standards 4.1(G)</p> <p>I can use writing and speaking to explain and justify math ideas.</p>
300	60	2	362																							
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I can do this
with help.

I can do this
on my own.

I can do this
in more than one way.

Representing and Comparing Whole Numbers & Decimals (Front)

Representing and Comparing Whole Numbers and Decimals 4.2(A)

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

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Representing and Comparing Whole Numbers and Decimals 4.2(B)*

I can write numbers in multiple ways.

365
 $3 \times 100 + 6 \times 10 + 5 \times 1$
 $300 + 60 + 5$
 three hundred sixty-five
 3 hundreds, 6 tens, 5 ones
 36 tens, 5 ones
 2 hundreds, 16 tens, 5 ones

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Representing and Comparing Whole Numbers and Decimals 4.2(C)

I can compare numbers up to 1 billion using $>$, $<$, or $=$.

$6,542,345,102 < 6,545,461,051$

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Representing and Comparing Whole Numbers and Decimals 4.2(E)

I can show \$1.75 two different ways using visual models.

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Representing and Comparing Whole Numbers and Decimals 4.2(F)

I can draw a model to show that $0.5 > 0.2$

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Representing and Comparing Whole Numbers and Decimals 4.2(H)

I can show where 0.32 would fall on the number line below.

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Representing and Comparing Whole Numbers and Decimals 4.3(G)

I can tell someone where a fraction or a decimal would fall on the number line.

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Representing and Comparing Whole Numbers & 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

*Highly tested process standard or long strand concept

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

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

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(C) compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$

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

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(F) compare and order decimals using concrete and visual models to the hundredths

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

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

Fractions (Front)

Fractions

4.3(A)

I know that $\frac{5}{6}$ is the same as
 $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

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Fractions

4.3(B)

I can break a fraction apart and show
 my work using a picture.

$$\frac{3}{5} = \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$$

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Fractions

4.3(C)

I know that a fraction can have other fractions
 that are equal and I can show this using a
 model or a drawing.

$$\frac{1}{2} = \frac{2}{4} = \frac{6}{12}$$

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Fractions

4.3(D)*

Compare two fractions using $>$, $<$, or $=$.

$$\frac{3}{8} \bigcirc \frac{5}{12}$$

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Fractions

4.3(E)

I can add and subtract fractions that
 have the same denominator.

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Fractions

4.3(F)

When solving problems involving
 fractions, I can use important fractions
 like $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ to justify my answer.

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Fractions (Back)

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

4.3(B) decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations

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

4.3(A) represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$

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

4.3(D)* compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $<$, or $=$

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

4.3(C) determine if two given fractions are equivalent using a variety of methods

*Highly tested process standard or long strand concept

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

4.3(F) evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1, referring to the same whole

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

4.3(E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations