# Grade 4 Math

## Correlation Guide

# correlation guide overview

This correlation guide is designed to identify lead4ward mathmark activities that align with Bluebonnet Learning Modules and Topics. Brief descriptions, including activity type and instructional delivery method are also provided.

**Note**: mathmark activities were designed for TEKS Clusters (big concepts) that typically require additional time and focus in the curriculum; therefore, some Bluebonnet Modules or topics may not have mathmark activities listed.

**Activity Type**
One or more ways the activity could be used in instruction

**Delivery**
instructional delivery method applicable to activity

**Bluebonnet Topic**

**mathmark Cluster and Subcluster**
may include general topic for aligned acitivities

| **mathmark Activity Title**<br>Student Expectations | **mathmark Activity Topic** | Type | | | Delivery | | |
|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic A: Place Value of Multi-Digit Whole Numbers** | | | | | | | |
| **TEKS Cluster**: Decimals<br>**TEKS Subcluster**: Representation of Whole Numbers and Decimals | | | | | | | |
| **Solar System and Place Value**<br>4.2(A), 4.2(B) | **Place Value and Representation of Whole Numbers**<br>Students build numbers on a work mat and write them in expanded notation. They relate places in the place value system by multiplying by 10 or 1/10 or by dividing by 10. | ✓ | ✓ | | ✓ | | |
| **A Colorful Puzzle**<br>4.2(A), 4.2(B) | **Place Value System with Whole Numbers**<br>Students find all the parts of a number when written in expanded notation. | | | ✓ | | ✓ | |
| **Place Value Puzzles**<br>4.2(A), 4.2(B) | **Place Value System with Whole Numbers**<br>This activity includes 8 puzzles where students use place value clues to find the numbers. | | | ✓ | | | ✓ |
| **Bluebonnet Topic B: Comparing and Ordering Multi-Digit Whole Numbers** | | | | | | | |
| **TEKS Cluster:** Decimals<br>**TEKS Subcluster:** Comparison of Whole Numbers and Decimals | | | | | | | |
| **Greater or Less 1**<br>4.2(C) | **Comparing Whole Numbers**<br>Students use a work mat to compare numbers using > and <. | ✓ | ✓ | | ✓ | | |
| **Greater or Less 2**<br>4.2(C) | **Comparing Whole Numbers**<br>Students order numbers from greatest to least and least to greatest. They also find numbers that are between other numbers. This activity uses the same number cards as **Greater or Less 1**. | ✓ | ✓ | | ✓ | | |
| **Bluebonnet Topic C: Rounding Multi-Digit Whole Numbers** | | | | | | | |
| **TEKS Cluster:** Whole Number Operations<br>**TEKS Subcluster:** Estimation | | | | | | | |
| **What Am I Closest to?**<br>4.2(D) | **Round Numbers Through the Hundred Thousands Place**<br>Students use informal rounding prior to learning formal rounding procedures. | ✓ | | | ✓ | | |

**mathmark activity title/SEs**
includes title of mathmark activity and aligned SEs. Readiness standards in green

**mathmark activity info**
includes activity topic in **blue** with a brief description of the activity and content

# Bluebonnet Learning – Grade 4 Module 1:
## Place Value, Rounding, and Algorithms for Addition and Subtraction

| **mathmark Activity Title**<br>Student Expectations | **mathmark Activity Topic** | **Type** | | | **Delivery** | | |
|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic A: Place Value of Multi-Digit Whole Numbers** | | | | | | | |
| **TEKS Cluster**: Decimals<br>**TEKS Subcluster**: Representation of Whole Numbers and Decimals | | | | | | | |
| **Solar System and Place Value**<br>4.2(A), 4.2(B) | **Place Value and Representation of Whole Numbers**<br>Students build numbers on a work mat and write them in expanded notation. They relate places in the place value system by multiplying by 10 or 1/10 or by dividing by 10. | ✓ | ✓ | | ✓ | | |
| **A Colorful Puzzle**<br>4.2(A), 4.2(B) | **Place Value System with Whole Numbers**<br>Students find all the parts of a number when written in expanded notation. | | | ✓ | | ✓ | |
| **Place Value Puzzles**<br>4.2(A), 4.2(B) | **Place Value System with Whole Numbers**<br>This activity includes 8 puzzles where students use place value clues to find the numbers. | | | ✓ | | | ✓ |
| **Bluebonnet Topic B: Comparing and Ordering Multi-Digit Whole Numbers** | | | | | | | |
| **TEKS Cluster:** Decimals<br>**TEKS Subcluster:** Comparison of Whole Numbers and Decimals | | | | | | | |
| **Greater or Less 1**<br>4.2(C) | **Comparing Whole Numbers**<br>Students use a work mat to compare numbers using > and <. | ✓ | ✓ | | ✓ | | |
| **Greater or Less 2**<br>4.2(C) | **Comparing Whole Numbers**<br>Students order numbers from greatest to least and least to greatest. They also find numbers that are between other numbers. This activity uses the same number cards as Greater or Less 1. | ✓ | ✓ | | ✓ | | |
| **Bluebonnet Topic C: Rounding Multi-Digit Whole Numbers** | | | | | | | |
| **TEKS Cluster:** Whole Number Operations<br>**TEKS Subcluster:** Estimation | | | | | | | |
| **What Am I Closest to?**<br>4.2(D) | **Round Numbers Through the Hundred Thousands Place**<br>Students use informal rounding prior to learning formal rounding procedures. | ✓ | | | ✓ | | |

| **mathmark Activity Title**<br>Student Expectations | **mathmark Activity Topic** | **Type** | | | **Delivery** | | |
|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic D: Multi-Digit Whole Number Addition** | | | | | | | |
| | | | | | | | |
| **Bluebonnet Topic E: Multi-Digit Whole Number Subtraction** | | | | | | | |
| | | | | | | | |
| **Bluebonnet Topic F: Addition and Subtraction Word Problems** | | | | | | | |
| **TEKS Cluster:** Decimals<br>**TEKS Subcluster:** Addition and Subtraction of Whole Numbers and Decimals | | | | | | | |
| **What's the Problem, Monsters?**<br>4.4(A) | **Whole Number Addition and Subtraction**<br>Students review using place value to line up numbers and determine the number of steps to solve a problem. | ✓ | ✓ | | ✓ | | |
| **Half Man, Half Cyborg**<br>4.4(A) | **Whole Number Addition and Subtraction**<br>In this Find-the-Mistake activity, mistakes include answering the wrong question, arithmetic error, using the wrong operation, labeling the answer incorrectly, and solving only one step of a two-step problem. | | | ✓ | | ✓ | |

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|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic A: Metric Unit Conversions** | | | | | | | |
| **TEKS Cluster**: Measurement<br>**TEKS Subcluster**: Conversions | | | | | | | |
| **How Long Is It?**<br>4.8(B) | **Length Conversions**<br>Students use tables to perform conversion and answer conversion questions. | ✓ | ✓ | | ✓ | | |
| **Conversion Match Up**<br>4.8(B) | **Length Conversions**<br>In this stations activity, students match units and find other lengths with the same relationship, then use tables to prove that matches are correct. | | | ✓ | | ✓ | |
| **Bluebonnet Topic B: Application of Metric Unit Conversions** | | | | | | | |
| **TEKS Cluster:** Measurement<br>**TEKS Subcluster:** Related Measurement Concepts | | | | | | | |
| **What Goes Together?**<br>4.8(C) | **Length**<br>Students match length word problem with an informal picture of the problem, a strip diagram, the equation, and the solution. | | ✓ | ✓ | | ✓ | |
| **How Long, How Far?**<br>4.8(C) | **Length**<br>Students use diagrams to solve length problems. Problems include three types of diagrams:<br>1. Write the measures on the diagram<br>2. Measure a diagram and label the dimensions<br>3. Draw a diagram and label it with dimensions | | ✓ | ✓ | | ✓ | |
| **Scavenger Hunt**<br>4.8(C) | **Length**<br>Students use distances from a table to draw and label diagrams and solve problems. | | | ✓ | | ✓ | |

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|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic C: Input-Output Tables, Numerical Expressions, and Number Patterns** | | | | | | | |
| **TEKS Cluster**: Whole Number Operations<br>**TEKS Subcluster**: Numerical Patterns | | | | | | | |
| **The Number Machine**<br>4.5(B) | **Numerical Rules and Tables**<br>Students fill in number machines, draw models, fill in tables to represent real-world relationships. They use the numerical relationship to answer questions and write math facts to explain their thinking. | ✓ | ✓ | | ✓ | | |
| **Number Machines + Number Patterns**<br>4.5(B) | **Numerical Expressions – Tables – Number Patterns**<br>Students fill in number machines, draw models, fill in Input-Output tables and Position-Value tables to represent a real-world relationship. They write the numerical sequence that represents the outputs. | ✓ | ✓ | | ✓ | | |
| **Wonderful Wolves**<br>4.5(B) | **Tables – Number Patterns – Numerical Relationships**<br>Students fill in number machines and tables to represent real world relationships, write sequences, and answer questions based on data in the table. | | ✓ | ✓ | | ✓ | |
| **Anchors Aweigh**<br>4.5(B) | **Tables – Number Patterns – Sequences**<br>In this activity, students are given cards with rows of tables. They build the tables based on problem situations and write in the numerical expressions. | | | ✓ | | ✓ | |
| **Weigh In**<br>4.5(B) | **Tables – Number Patterns – Numerical Relationships**<br>Students fill in number machines and tables to problem situations, write sequences, and answer questions based on data in the table. | | | ✓ | | ✓ | |
| **Dogs, Dogs, Dogs**<br>4.5(B) | **Tables – Number Patterns – Numerical Relationships**<br>Students match number machines, tables, problem situations, and sequences. They answer questions based on data in the table. | | | ✓ | | ✓ | |

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|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic A: Multiplicative Comparison Word Problems** | | | | | | | |
| **TEKS Cluster**: Measurement<br>**TEKS Subcluster**: Perimeter/Area | | | | | | | |
| **Understanding Perimeter Formulas**<br>4.5(C), 4.5(D) | **Perimeter Formula**<br>Students translate the process of finding perimeter to using a formula and use the formula to solve problems. This activity includes the opportunity for technical reading to understand how to use perimeter formulas. | ✓ | ✓ | | ✓ | | |
| **Understanding the Area Formula for Rectangles**<br>4.5(C), 4.5(D) | **Area Formula**<br>Students translate the process of finding area to using a formula and use the formula to solve problems. This activity includes the opportunity for technical reading to understand how to use area formulas. | ✓ | ✓ | | ✓ | | |
| **Mia's Tree House**<br>4.5(D) | **Perimeter and Area**<br>Students draw a diagram and write measurements, write the formula, fill it in, and solve. Problems include finding perimeter, area, and missing measurements. Scaffolding includes checking a perimeter or area box to remind students which they chose. | | ✓ | ✓ | | ✓ | |
| **Which is it: Area or Perimeter?**<br>4.5(D) | **Perimeter and Area**<br>In this round robin activity, students choose area, perimeter, or both perimeter and area, write formula(s), fill in the formula(s), and solve problems. Area or perimeter isn't always the solution to the problem. Scaffolding includes checking a perimeter or area box to remind students which they chose. | | ✓ | ✓ | | ✓ | |
| **In & Around**<br>4.5(D), 4.8(B) | **Perimeter and Area**<br>Students draw a figure and choose area or perimeter, write the formula, fill it in, and solve the problem. Some problems include conversions and conversions tables. Scaffolding includes checking a perimeter or area box to remind students which they chose. | | ✓ | ✓ | | ✓ | |
| **Bluebonnet Topic B: Multiplication by 10 and 100** | | | | | | | |
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|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic C: Multiplication of up to Four Digits by Single-Digit Numbers** | | | | | | | |
| **TEKS Cluster**: Whole Number Operations<br>**TEKS Subcluster**: Multiplication of Whole Numbers | | | | | | | |
| **Welcome to Elf Country**<br>4.4(B), 4.4(C), 4.4(D), 4.4(G), 4.4(H) | **3-Digit by 1-Digit with Area Models, Partial Products, and Standard Algorithm**<br>Students estimate products, then use area models, partial products, and the standard algorithm to solve problems. | ✓ | ✓ | | ✓ | | |
| **The Robot Assistant**<br>4.4(B), 4.4(C), 4.4(D), 4.4(G), 4.4(H) | **3-Digit by 1-Digit with Area Models, Partial Products, and Standard Algorithm**<br>Students estimate products, then use area models, partial products, and the standard algorithm to solve problems. | | ✓ | ✓ | | ✓ | |
| **Rocky Road**<br>4.4(B), 4.4(C), 4.4(D), 4.4(G), 4.4(H) | **4-Digit by 1-Digit with Area Models, Partial Products, and Standard Algorithm**<br>Students estimate products, then use area models, partial products, and the standard algorithm to solve problems. | ✓ | ✓ | | ✓ | | |
| **Lucy Dynamic's Invention**<br>4.4(B), 4.4(C), 4.4(D), 4.4(G), 4.4(H) | **4-Digit by 1-Digit with Partial Products and Standard Algorithm**<br>Students estimate products, then use partial products and the standard algorithm to solve problems. | | ✓ | ✓ | | ✓ | |

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|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic D: Multiplication Word Problems** | | | | | | | |
| **TEKS Cluster**: Whole Number Operations<br>**TEKS Subcluster**: Multiplication of Whole Numbers | | | | | | | |
| **Welcome to Elf Country**<br>4.4(B), 4.4(C), 4.4(D), 4.4(G), 4.4(H) | **3-Digit by 1-Digit with Area Models, Partial Products, and Standard Algorithm**<br>Students estimate products, then use area models, partial products, and the standard algorithm to solve problems. | ✓ | ✓ | | ✓ | | |
| **The Robot Assistant**<br>4.4(B), 4.4(C), 4.4(D), 4.4(G), 4.4(H) | **3-Digit by 1-Digit with Area Models, Partial Products, and Standard Algorithm**<br>Students estimate products, then use area models, partial products, and the standard algorithm to solve problems. | | ✓ | ✓ | | ✓ | |
| **Rocky Road**<br>4.4(B), 4.4(C), 4.4(D), 4.4(G), 4.4(H) | **4-Digit by 1-Digit with Area Models, Partial Products, and Standard Algorithm**<br>Students estimate products, then use area models, partial products, and the standard algorithm to solve problems. | ✓ | ✓ | | ✓ | | |
| **Lucy Dynamic's Invention**<br>4.4(B), 4.4(C), 4.4(D), 4.4(G), 4.4(H) | **4-Digit by 1-Digit with Partial Products and Standard Algorithm**<br>Students estimate products, then use partial products and the standard algorithm to solve problems. | | ✓ | ✓ | | ✓ | |
| **Bluebonnet Topic E: Division of Tens and Ones with Successive Remainders** | | | | | | | |
| | | | | | | | |
| **Bluebonnet Topic F: Division of Thousands, Hundreds, Tens, and Ones** | | | | | | | |
| **TEKS Cluster**: Whole Number Operations<br>**TEKS Subcluster**: Division of Whole Numbers | | | | | | | |
| **Group It 1**<br>4.4(E), 4.4(F), 4.4(H) | **2-Digit by 1-Digit Division**<br>Students make a concrete model, draw array and area model, solve problems using partial quotients. They circle the quotients in each model. | ✓ | ✓ | | | ✓ | |
| **Group It 2**<br>4.4(E), 4.4(F), 4.4(H) | **2-Digit by 1-Digit Division**<br>Students fill in the blanks in partially completed area models and in the standard algorithm. | | ✓ | ✓ | | ✓ | |

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|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic F: Division of Thousands, Hundreds, Tens, and Ones** (cont'd.) | | | | | | | |
| **TEKS Cluster**: Whole Number Operations<br>**TEKS Subcluster**: Division of Whole Numbers (cont'd.) | | | | | | | |
| **Group It 3**<br>4.4(G), 4.4(E), 4.4(F), 4.4(H) | **3-Digit by 1-Digit Division**<br>Students solve problems using the area model and the standard algorithm. | ✓ | ✓ | | | ✓ | |
| **Dastardly Division**<br>4.4(E), 4.4(F) | **4-Digit by 1-Digit Division**<br>Students fill in the blanks in the standard algorithm. This activity scales in difficulty as each problem has more blanks to fill in. | | ✓ | ✓ | | ✓ | |
| **Awards Buffet**<br>4.4(E), 4.4(F), 4.4(H) | **4-Digit by 1-Digit Division**<br>Students fill in the blanks in the standard algorithm and write the divisor and dividend in the word problem. This activity scales in difficulty as each problem has more blanks to fill in. | | ✓ | ✓ | | ✓ | |
| **All In**<br>4.4(E), 4.4(F) | **Introduction to Remainders**<br>Students build models and discover remainders and their meanings. They solve problems where the answer is the remainder, the whole number, or the next number. | ✓ | ✓ | | ✓ | | |
| **What Remains?**<br>4.4(E), 4.4(F), 4.4(H) | **Division with Remainders**<br>Students answer three questions about a problem situation – one where the answer is the whole number, one where the answer is the remainder, and one where the answer is the next number. | | | ✓ | | ✓ | |
| **The Magician's Castle**<br>4.4(F), 4.4(H) | **Find and Correct Division Mistakes**<br>Students find and correct mistakes in 3-digit and 4-digit by 1-digit division problems with remainders. | | ✓ | ✓ | | ✓ | |
| **Our Solar System**<br>4.4(F), 4.4(H) | **Division Practice**<br>Students solve problems to find facts about our solar system. | | ✓ | ✓ | | ✓ | |
| **Dangerous Animals**<br>4.4(F), 4.4(H) | **Division Practice**<br>Students solve problems to find out facts about dangerous animals. | | | ✓ | | ✓ | |

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|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic G: Multiplication of Two-Digit by Two-Digit Numbers** | | | | | | | |
| **TEKS Cluster**: Whole Number Operations<br>**TEKS Subcluster**: Multiplication of Whole Numbers | | | | | | | |
| **Model Mania**<br>4.4(B), 4.4(C), 4.4(D), 4.4(G), 4.4(H) | **2-Digit by 2-Digit with Concrete Models, Arrays, and Area Models, and Estimation**<br>Students estimate products, then use concrete models, arrays, and area models to solve problems. | ✓ | ✓ | | ✓ | | |
| **What Are You Doing?**<br>4.4(B), 4.4(C), 4.4(D), 4.4(G), 4.4(H) | **2-Digit by 2-Digit with Area Models, Partial Products, and Standard Algorithm**<br>Students estimate products, then use area models, partial products, and the standard algorithm to solve problems. | ✓ | ✓ | | ✓ | | |
| **Testing the Sparkle Box**<br>4.4(B), 4.4(C), 4.4(D), 4.4(H) | **2-Digit by 2-Digit with Partial Products and Standard Algorithm**<br>Students find mistakes in problems solved using area models, partial products, and the standard algorithm. | ✓ | ✓ | | ✓ | | |
| **Perfect Squares**<br>4.4(B), 4.4(C), 4.4(D), 4.4(H) | **2-Digit by 2-Digit with Partial Products and Arrays**<br>Students learn that when you multiply a number by itself, you create a square. Students multiply a number by itself using partial products and arrays. | ✓ | ✓ | | ✓ | | |

| **mathmark Activity Title**<br>Student Expectations | **mathmark Activity Topic** | **Type** | | | **Delivery** | | |
|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic A: Lines and Angles** | | | | | | | |
| | | | | | | | |
| **Bluebonnet Topic B: Angle Measurement** | | | | | | | |
| | | | | | | | |
| **Bluebonnet Topic C: Problem Solving with the Addition of Angle Measures** | | | | | | | |
| | | | | | | | |
| **Bluebonnet Topic D: Two-Dimensional Figures and Symmetry** | | | | | | | |
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| mathmark Activity Title<br>Student Expectations | mathmark Activity Topic | Type | | | Delivery | | |
|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic A: Decomposition and Fraction Equivalence** | | | | | | | |
| **TEKS Cluster**: Fractions<br>**TEKS Subcluster**: Representation of Fractions | | | | | | | |
| **Sum It Up**<br>4.3(A) | **Represent Fractions Using a Sum of Unit Fractions**<br>This activity includes three sets of student pages with the same problems but different models. Students build models, partition pictorial models, write fractions and/or sum of unit fractions. | ✓ | ✓ | | ✓ | | |
| **Decomposed!**<br>4.3(B) | **Decompose Fractions**<br>Students compose and decompose models and fractions in two ways and write equations and/or fractions. | ✓ | ✓ | | ✓ | | |
| **Variations**<br>4.3(B) | **Decompose Fractions**<br>In this bulletin board activity, students decompose fractions in as many ways as possible and post their decompositions. The class discusses which decompositions are the same and why. Then students write mixed numbers and post them on the bulletin board. Groups choose which mixed numbers to decompose. | | | ✓ | | ✓ | |
| **TEKS Cluster**: Fractions<br>**TEKS Subcluster**: Equivalency of Fractions | | | | | | | |
| **Pattern Pieces**<br>4.3(C) | **Explore and Understand Equivalent Fractions**<br>Students make fraction strips in groups of denominators to discover equivalent fractions:<br>• Halves, fourths, and eighths<br>• Thirds, sixths, twelfths, and ninths<br>• Fifths and tenths<br>They use the strips to make models and generate equivalent fractions. | ✓ | ✓ | | ✓ | | |
| **I Know Why**<br>4.3(C) | **Equivalent Fractions**<br>In this whole class game, students are given a card with a linear model and a fraction, and they find someone who has an equivalent fraction. | | | ✓ | | ✓ | |
| **Bluebonnet Topic B: Fraction Equivalence Using Multiplication and Division** | | | | | | | |
| | | | | | | | |

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|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic C: Fraction Comparison** | | | | | | | |
| **TEKS Cluster**: Fractions<br>**TEKS Subcluster**: Comparison of Fractions | | | | | | | |
| **I've Got This**<br>4.3(D) | **Compare Fractions**<br>Students review fraction comparisons from Grade 3. They build models and write comparisons using > and < and in words. | ✓ | ✓ | | ✓ | | |
| **Other Ways to Compare Fractions**<br>4.3(D) | **Compare Fractions Using 0, ½, 1, and Common Denominators**<br>This activity is a series of investigations and practice to create a toolkit of ways to compare fractions. This activity may be broken up over several days. Comparison strategies include:<br>• Which fraction is closest to 0?<br>• Which fraction is closest to 1?<br>• Is one fraction greater than ½ and the other less than ½?<br>If the fractions have the same denominator, which fraction is greater? | ✓ | ✓ | | ✓ | | |
| **Squeaky Computer**<br>4.3(D) | **Compare Fractions Using <, >, or =**<br>Students compare fractions and find the punchline of a silly joke. | | ✓ | ✓ | | ✓ | |
| **Book Tales**<br>4.3(D) | **Compare Fractions Using >, <, or =**<br>Students compare fractions, write answers to problems on white boards, and show their answers. Students discuss the comparisons. | | | ✓ | | ✓ | |
| **Let's Play**<br>4.3(D) | **Stations – Compare Fractions**<br>This activity includes three stations:<br>Station 1: Fractions with playing cards<br>Station 2: Game<br>Station 3: Tic-tac-toe | | | ✓ | | | ✓ |
| **Bluebonnet Topic D: Fraction Addition and Subtraction** | | | | | | | |
| **TEKS Cluster**: Fractions<br>**TEKS Subcluster**: Addition/Subtraction of Fractions | | | | | | | |
| **Bodacious Bakery**<br>4.3(E) | **Add and Subtract Fractions**<br>Students build area models, partition pictorial models, and write equations to solve problems. Problems include fractions less than 1. | ✓ | ✓ | | ✓ | | |

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|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic E: Extending Fraction Equivalence to Fractions Greater Than 1** | | | | | | | |
| **TEKS Cluster**: Fractions<br>**TEKS Subcluster**: Representation of Fractions | | | | | | | |
| **It's Decomposing**<br>4.3(A), 4.3(B), 4.3(C) | **Fractions Greater Than 1 and Mixed Numbers**<br>Students decompose mixed numbers and fractions greater than 1 and draw their decomposition on number lines. | ✓ | ✓ | | ✓ | | |
| **Mixed Number Card Sort**<br>4.3(A), 4.3(B), 4.3(C) | **Fractions Greater Than 1 and Mixed Numbers**<br>Students sort mixed numbers, fractions greater than 1, decompositions, and number lines. | ✓ | ✓ | | ✓ | | |
| **Bluebonnet Topic F: Addition and Subtraction of Fractions by Decomposition** | | | | | | | |
| **TEKS Cluster**: Fractions<br>**TEKS Subcluster**: Addition/Subtraction of Fractions | | | | | | | |
| **Graham Cracker Club**<br>4.3(E) | **Add and Subtract Fractions**<br>Students partition linear models and write equations to solve problems. Problems include fractions and mixed numbers. | | ✓ | ✓ | | ✓ | |
| **Field Day Fun**<br>4.3(E) | **Add and Subtract Fractions**<br>Students partition linear models and write equations to solve problems. Problems include fractions and mixed numbers. | | ✓ | ✓ | | ✓ | |
| **It's a Match**<br>4.3(E) | **Add and Subtract Fractions**<br>In this whole class matching game, students have a card with a problem and a blank model. They find the sum or difference and then find someone whose sum or difference matches theirs. Scaffolding includes 1 set of basic problems, 2 sets of average problems, and 1 set of more complicated problems. Options are provided for using the game in a station. | | | ✓ | | ✓ | |
| **Foodie Vacation**<br>4.3(F) | **Reasonableness: Add and Subtract Fractions**<br>In this scaffolded activity, groups are given one of six problem situations. As a scaffold, students in the group can work all the same problem, or each person can work a different problem set for the situation. Students draw and partition models to answer questions and explain their thinking. | | ✓ | ✓ | | ✓ | ✓ |

| **mathmark Activity Title**<br>Student Expectations | **mathmark Activity Topic** | **Type** | | | **Delivery** | | |
|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic A: Exploration of Tenths** | | | | | | | |
| **TEKS Cluster**: Decimals<br>**TEKS Subcluster**: Representation of Whole Numbers and Decimals | | | | | | | |
| **From Money to Decimals**<br>4.2(B), 4.2(E) | **Understanding and Modeling Decimals**<br>Students build a model of a decimal, color dollar bills to show the approximate value of the decimal, and color a grid to show the exact value. Students write numbers in expanded form using both decimals and fractions. | ✓ | ✓ | | ✓ | | |
| **Bluebonnet Topic B: Tenths and Hundredths** | | | | | | | |
| **TEKS Cluster**: Decimals<br>**TEKS Subcluster**: Representation of Whole Numbers and Decimals | | | | | | | |
| **From Money to Decimals**<br>4.2(B), 4.2(E) | **Understanding and Modeling Decimals**<br>Students build a model of a decimal, color dollar bills to show the approximate value of the decimal, and color a grid to show the exact value. Students write numbers in expanded form using both decimals and fractions. | ✓ | ✓ | | ✓ | | |
| **Place Value System with Decimals**<br>4.2(A), 4.2(B) | **Understanding the Relationship Among the Place Values**<br>Students use a place value chart to solve place value puzzles that focus on the relationships among the digits and their place value. | ✓ | ✓ | | ✓ | | |
| **Model and Build Decimals**<br>4.2(B), 4.2(E) | **Models and Expanded Form for Decimals**<br>Students use models to build decimals, then write numbers in expanded form. This activity contains two sets of numbers, one for whole class instruction and the other for reinforcement in a station. | ✓ | ✓ | | ✓ | | |
| **The Spaces in Between**<br>4.2(H) | **Decimals on the Number Line**<br>Students find tenths and hundredths on the number line, draw points to represent a decimal, and tell the decimal that matches a point. | ✓ | ✓ | | ✓ | | |

| **mathmark Activity Title**<br>Student Expectations | **mathmark Activity Topic** | **Type** | | | **Delivery** | | |
|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic B: Tenths and Hundredths** (cont'd.) | | | | | | | |
| **TEKS Cluster**: Fractions<br>**TEKS Subcluster**: Equivalency of Fractions | | | | | | | |
| **Tenths and Hundredths**<br>4.2(G), 4.3(G) | **Find Equivalent Fractions and Decimals**<br>Students learn the relationship between fractions with denominators of 10 and 100 to decimals. They locate fractions on number lines and find equivalent decimals and fractions. Number lines are partitioned into tenths that are the same size as base ten blocks. | ✓ | ✓ | | ✓ | | |
| **Equivalent Mixed Numbers and Decimals**<br>4.2(G), 4.3(G) | **Match Equivalent Fractions and Decimals**<br>Students build models and find equivalent fractions and decimals. They match fractions and decimals to equivalent decimals. | | | ✓ | | | ✓ |
| **Cards and Connections**<br>4.2(G) | **Relating Decimals to Fractions**<br>This activity includes fourteen stations including two journal stations. Stations focus on problem solving with equivalent fractions and decimals, justification, modeling, and explaining equivalency. | | | ✓ | | | ✓ |
| **Bluebonnet Topic C: Decimal Comparison** | | | | | | | |
| **TEKS Cluster**: Decimals<br>**TEKS Subcluster**: Comparison of Whole Numbers and Decimals | | | | | | | |
| **Greater or Less 3**<br>4.2(C), 4.2(F) | **Comparing Decimals**<br>Students build concrete models and shade grids to compare decimals. They read grids and compare decimals using > and <. | ✓ | ✓ | | ✓ | ✓ | |
| **Greater or Less 4**<br>4.2(C), 4.2(F) | **Comparing Decimals**<br>Students shade grids to place decimals in order from greatest to least and least to greatest. | ✓ | ✓ | | ✓ | ✓ | |

| **mathmark Activity Title**<br>Student Expectations | **mathmark Activity Topic** | **Type** | | | **Delivery** | | |
|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic D: Addition and Subtraction with Tenths and Hundredths** | | | | | | | |
| **TEKS Cluster**: Decimals<br>**TEKS Subcluster**: Addition/Subtraction of Whole Numbers and Decimals | | | | | | | |
| **Adding and Subtracting Decimals 1**<br>4.4(A) | **Use Base Ten Blocks to Add and Subtract Decimals**<br>Students make models and use place value to add or subtract decimals. | ✓ | ✓ | | ✓ | | |
| **Adding and Subtracting Decimals 2**<br>4.4(A) | **Use Base Ten Blocks to Add and Subtract Decimals**<br>Students make models and use the standard algorithm to add or subtract decimals by lining up numbers according to their place value. | ✓ | ✓ | | ✓ | | |
| **Biggest Pet Shop**<br>4.4(A) | **Addition and Subtraction of Decimals**<br>Students solve one- and multi-step problems. | | ✓ | ✓ | | ✓ | |
| **Lost and Found**<br>4.4(A) | **Addition and Subtraction of Decimals**<br>In this Find-the-Mistake activity, mistakes include not answering the right question, using the wrong operation, and using the wrong number. All problems include one step. | | ✓ | ✓ | | ✓ | |
| **After School Snack**<br>4.2(E), 4.4(A) | **Addition and Subtraction of Whole Numbers and Decimals**<br>Students draw a picture to represent a problem and answer multiple questions about the problem situation. This activity includes one- and multi-step problems. | | | ✓ | | ✓ | |
| **Is It Enough?**<br>4.4(A) | **Addition and Subtraction of Whole Numbers and Decimals**<br>Students solve one- and multi-step problems. Scaffolding includes using check boxes so that students remember the number of steps and the operation(s) they chose prior to solving the problems. | | ✓ | ✓ | | ✓ | |

| **mathmark Activity Title**<br>Student Expectations | **mathmark Activity Topic** | **Type** | | | **Delivery** | | |
|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic E: Money Amounts as Decimal Numbers and Financial Literacy** | | | | | | | |
| **TEKS Cluster**: Decimals<br>**TEKS Subcluster**: Representation of Whole Numbers and Decimals | | | | | | | |
| **From Money to Decimals**<br>4.2(B), 4.2(E) | **Understanding and Modeling Decimals**<br>Students build a model of a decimal, color dollar bills to show the approximate value of the decimal, and color a grid to show the exact value. Students write numbers in expanded form using both decimals and fractions. | ✓ | ✓ | | ✓ | | |
| **Place Value System with Decimals**<br>4.2(A), 4.2(B) | **Understanding the Relationship Among the Place Values**<br>Students use a place value chart to solve place value puzzles that focus on the relationships among the digits and their place value. | ✓ | ✓ | | ✓ | | |

| **mathmark Activity Title**<br>Student Expectations | **mathmark Activity Topic** | **Type** | | | **Delivery** | | |
|---|---|---|---|---|---|---|---|
| | | new learning | intervention | practice | teacher-facilitated | small groups | stations |
| **Bluebonnet Topic A: Measurement Conversion Tables** | | | | | | | |
| **TEKS Cluster**: Measurement<br>**TEKS Subcluster**: Conversions | | | | | | | |
| **Measurement Challenge**<br>4.8(A) | **Relative Sizes of Length Units**<br>In this classroom scavenger hunt, students look for objects that are the relative size of the given unit and explain the size of different measurement units. Scaffolding includes using total physical response to understand the relationships between measurement units. | ✓ | | | ✓ | | |
| **Which Unit?**<br>4.8(A) | **Relative Sizes of Length Units**<br>Students decide what unit makes the most sense for measuring real-world objects and write descriptions to match units. | | ✓ | ✓ | | ✓ | |
| **How Long Is It?**<br>4.8(B) | **Length Conversions**<br>Students use tables to perform conversion and answer conversion questions. | ✓ | ✓ | | ✓ | | |
| **Conversion Match Up**<br>4.8(B) | **Length Conversions**<br>In this stations activity, students match units and find other lengths with the same relationship, then use tables to prove that matches are correct. | | | ✓ | | ✓ | |
| **Bluebonnet Topic B: Problem Solving with Measurement** | | | | | | | |
| **TEKS Cluster**: Measurement<br>**TEKS Subcluster**: Conversions | | | | | | | |
| **Pancakes for a Crowd**<br>4.8(B), 4.8(C) | **Conversions**<br>Students solve problems using conversions typical in cooking. They place “ingredients” in a “mixing bowl” to show how to make 150 pancakes. | | | ✓ | | ✓ | |

| **Bluebonnet Topic B: Problem Solving with Measurement** (cont'd.) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **TEKS Cluster**: Measurement<br>**TEKS Subcluster**: Related Measurement Concepts | | | | | | | | |
| **Relationships Between Units of Time**<br>4.8(B), 4.8(C) | **Time Relationships**<br>Students learn the relationships between units of time, make strip diagrams, and tables to represent the relationships. | ✓ | ✓ | | ✓ | | |
| **Time, Time, Time**<br>4.8(C) | **Elapsed Time**<br>Students match problem with its start time, elapsed time, and finish time. They create a strip diagram to prove that matches are correct. | | ✓ | ✓ | | ✓ | |
| **Minutes of Time**<br>4.8(C) | **Elapsed Time**<br>Students find the missing quantity given start time, finish time, and/or elapsed time. | | ✓ | ✓ | | ✓ | |
| **Bluebonnet Topic C: Investigation of Measurements Expressed as Mixed Numbers** | | | | | | | | |
| | | | | | | | | |
| **Bluebonnet Topic D: Data Analysis** | | | | | | | | |
| | | | | | | | | |