4.2 - Numbers and Operations: Whole Numbers & Decimals Place Value

(4.2A) 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	2	(4.2B) represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals	3	(4.2C) compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =
(4.2D) round whole numbers to a given place value through the hundred thousands place		(4.2E) represent decimals, including tenths and hundredths, using concrete and visual models and money		(4.2F) compare and order decimals using concrete and visual models to the hundredths
(4.2G) relate decimals to fractions that name tenths and hundredths		(4.2H) determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line		

Process Standards

(4.1A) apply mathematics to problems arising in everyday life, society, and the workplace;	(4.1B) 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;	(4.1C) 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;
(4.1D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(4.1E) create and use representations to organize, record, and communicate mathematical ideas;	(4.1F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(4.1G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.		

Date | | **TEKS** | ▼

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...ers	☐ Math Chart
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...Counting	☐

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Progress Monitoring Dropdown

Date Picker Calendar

Student Strategy Checklist

July 2024   ‹ ›

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

Today

4.3 - Numbers and Operations: Fractional Units

(4.3A) 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	(4.3B) 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	(4.3C) determine if two given fractions are equivalent using a variety of methods
(4.3D) compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, =, or <	(4.3E) 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	(4.3F) evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole
(4.3G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line		

Process Standards

(4.1A) apply mathematics to problems arising in everyday life, society, and the workplace;	(4.1B) 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;	(4.1C) 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;
(4.1D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(4.1E) create and use representations to organize, record, and communicate mathematical ideas;	(4.1F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(4.1G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.		

Date		TEKS	
☐ Count Up or Back		☐	
☐ Algorithm		☐	
☑ Concrete Manipulatives		☐	

TEKS Dropdown Menu

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84 Notes Templates under each standard