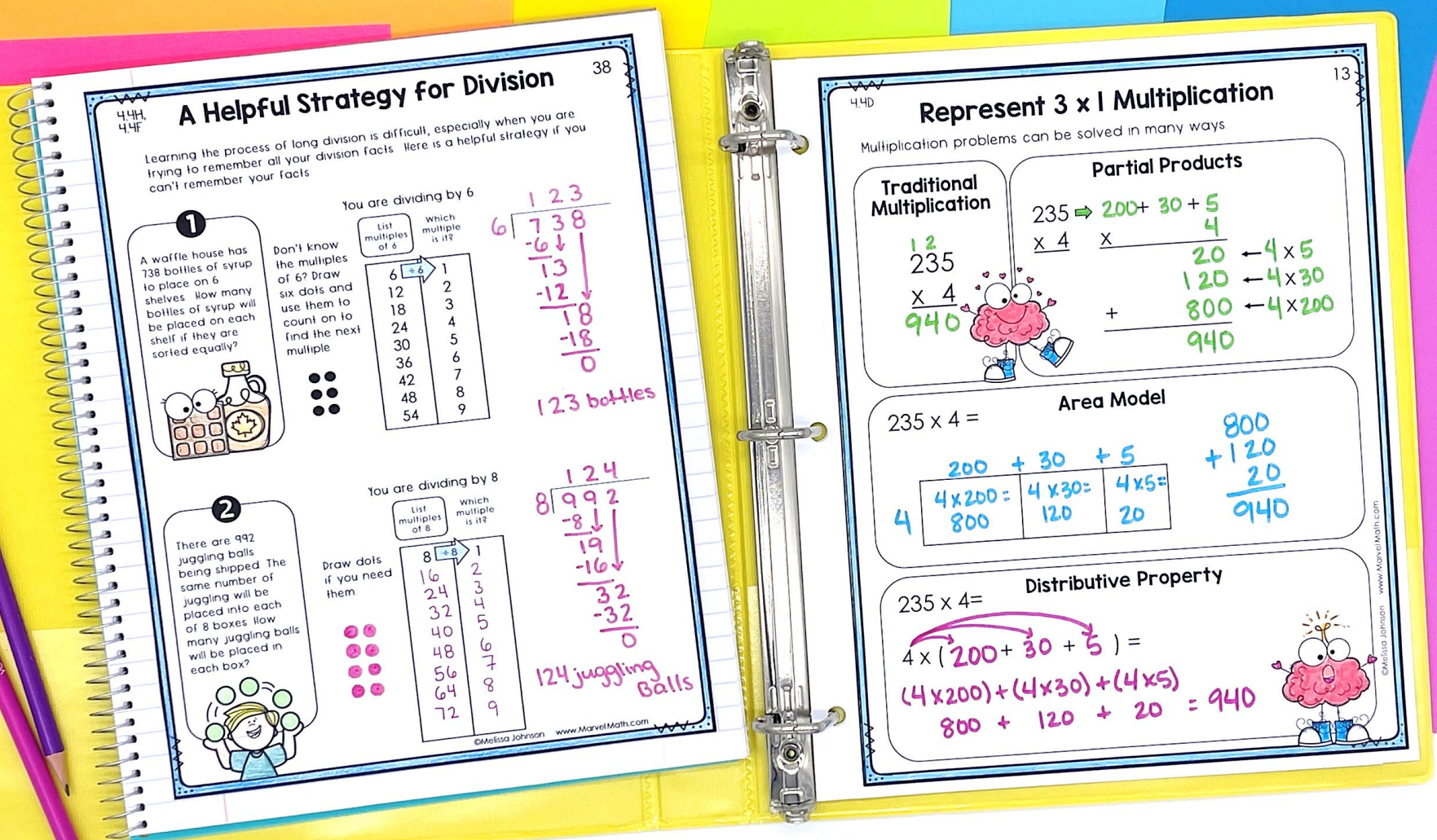


4th GRADE TEKS

Interactive Notebook

BUNDLE



160+ student pages to use All Year!

Perfect to use **all year!**

Includes ready-to-go notebook pages for all 4th Grade Math TEKS!

4.2D

RULES for ROUNDING

17

Round to the nearest ten thousand. **132,246**

- Underline the digit in the place you are rounding to.
- Draw an arrow to the digit on the right. Look at that digit to decide how to round.

If that digit is a __, __, __, __, or __ I will round __. That means the underlined digit

All the digits after the underlined digit become

If that digit is a __, __, __, __, or __ I will round __. That means the underlined digit

All the digits after the underlined digit become



TIPPING POINT

132,246 rounds to _____

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4.4G

Estimating Products

There are 2 ways to estimate products. You can use compatible numbers or round to a specific place (round to the nearest ten, hundred, or thousand).

Why do we estimate? _____

Calculate the **actual product**.

Round to the nearest ten to estimate the product.

Use **compatible numbers** to estimate. Compatible numbers are numbers as close to the original number as that also help us make a calculation mentally.

Circle the estimate in each row that is closest to the actual product.

122 → 0

$\times 6 \rightarrow$ 0

122 → 0

$\times 6 \rightarrow$ 0

398 → 0

$\times 9 \rightarrow$ 0

398 → 0

$\times 9 \rightarrow$ 0

725 → 0

$\times 83 \rightarrow$ 0

725 → 0

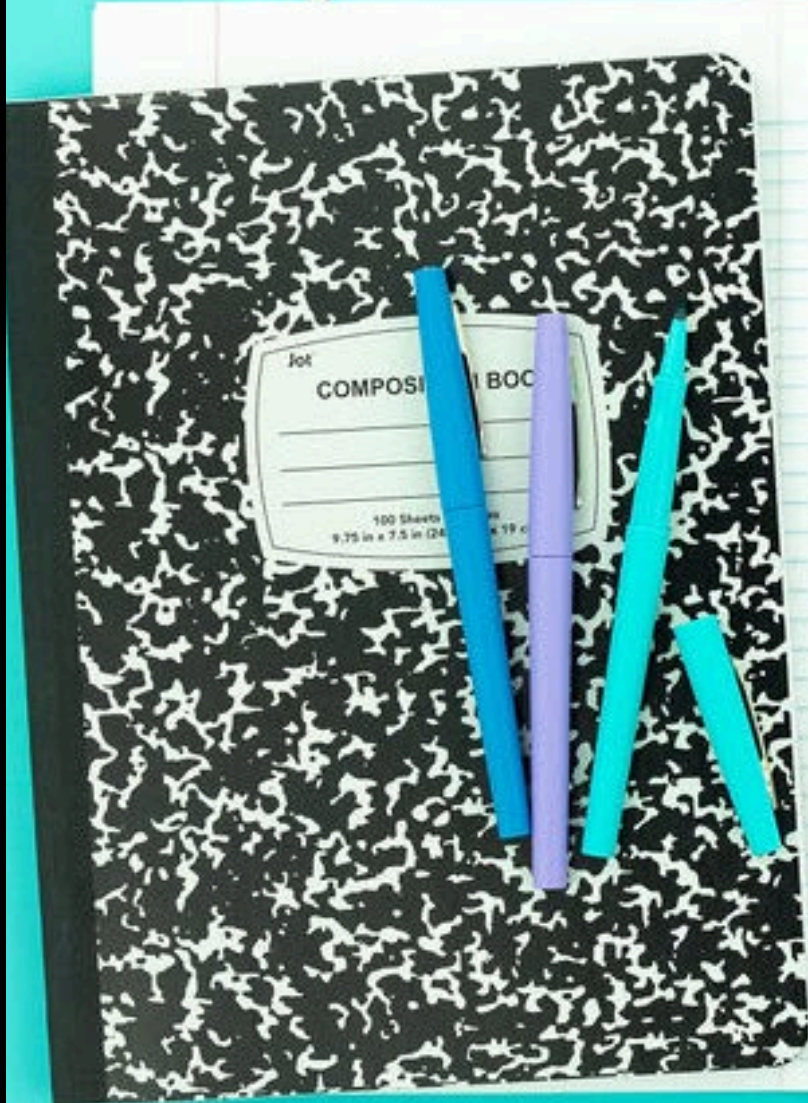
$\times 83 \rightarrow$ 0

60,175

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Math Lessons Made **Easy**

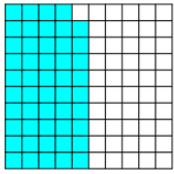
Use for Whole Group or Guided
Math Small Group Lessons!



4.2G
4.2E

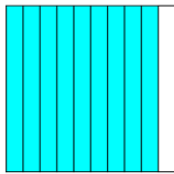
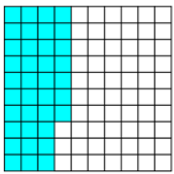
27

DECIMALS to FRACTIONS



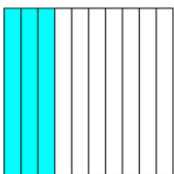
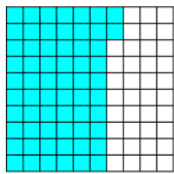
NEED TO KNOW
Fractions and decimals name a part of one whole. Both are less than one whole. Mixed numbers, such as $2\frac{1}{2}$, and mixed decimals, such as 2.5, have both a whole number and a fractional part that is less than one.

$0.49 = \frac{49}{100}$ # of shaded parts
of parts to make 1 whole



$0.37 = \frac{37}{100}$ # of shaded parts
of parts to make 1 whole

$0.9 = \frac{9}{10}$ # of shaded parts
of parts to make 1 whole



$0.62 = \frac{62}{100}$ # of shaded parts
of parts to make 1 whole

$0.3 = \frac{3}{10}$ # of shaded parts
of parts to make 1 whole

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No Cutting or Gluing Needed.

Just Print and Learn.

4.4E,
4.4F

Using Arrays To Solve Division

32

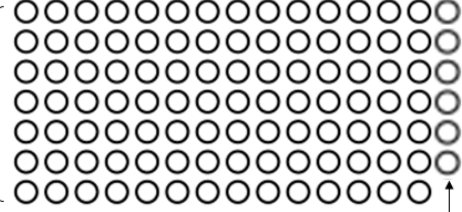


Solve the division problems using the arrays.

$104 \div 7 =$

There are ____ dots in the entire array.
There are ____ complete columns of dots.

The dots are arranged into ____ rows.



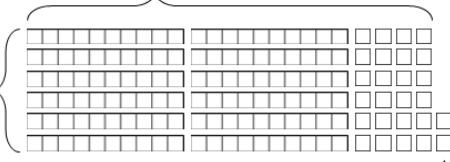
Circle the extra dots. There are ____ extra dots that don't make a complete column. These become the ____.



$146 \div 6 =$

There are ____ units in the entire array.
There are ____ complete columns of units.

The units are arranged into ____ rows.



Circle the extra units. There are ____ extra units that don't make a complete column. These become the ____.

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160 Student Notebook Pages to **Introduce**

All 4th Grade Math TEKS



4.4H,
4.4F

If you know the _____ groups, then you divide.

If you are making equal groups and looking to _____

1 Tamra has \$50 and wants to buy books. Each book is \$10. How many can she buy?

Do you multiply or divide?

Why?

Solution:

2 Tamra wants to buy 50 \$10. How much will she spend?

Do you multiply or divide?

Why?

Solution:

Term	Picture or Example	Definition
Quadrilateral		
Trapezoid		
Parallelogram		
Square		
Rectangle		

4.9A
4.9B

Stem-And-Leaf Plots

Sometimes the stems are _____. If a number has a digit in the tenths place, you can _____.

Use the data below to create a stem-and-leaf plot.

Pencil Lengths in cm

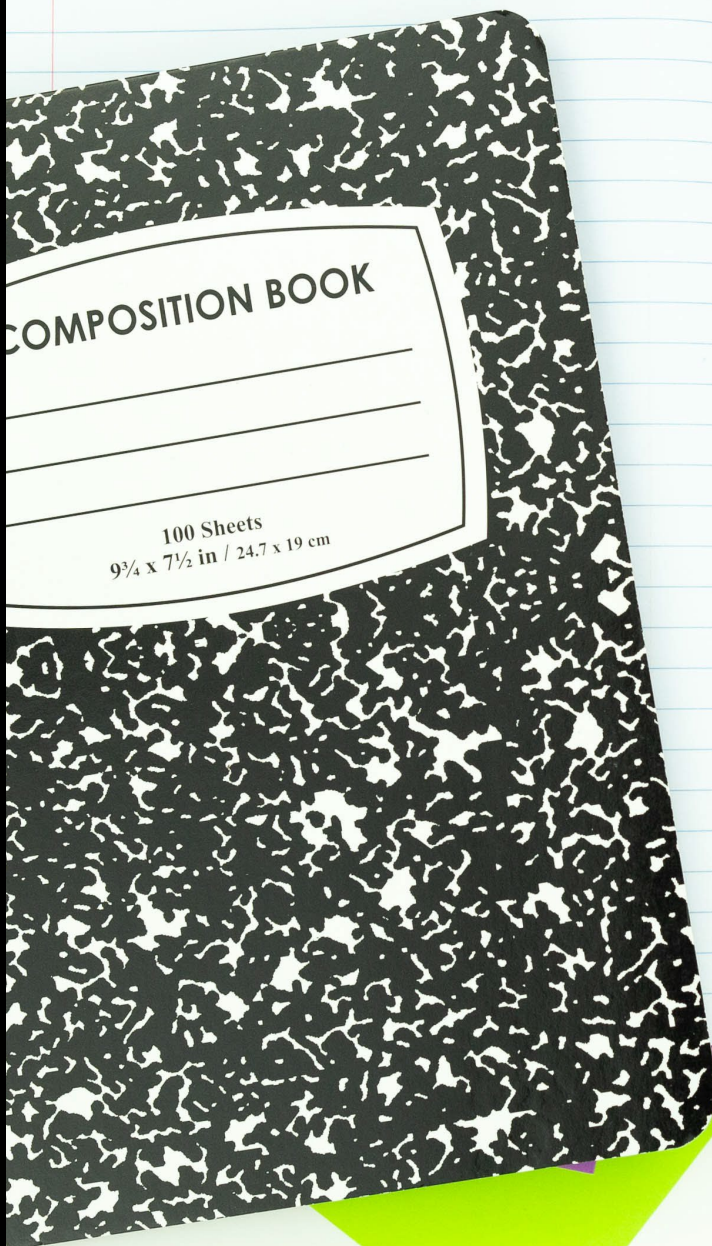
4.5, 4, 5.8, 5.2, 6.7, 4.8, 5.5, 6, 5, 4.4, 6, 5.9

First, list the numbers from least to greatest:

Complete the frequency table below. Use the information from the bottom of the page to help.

Stem	Leaves
4	
5	
6	

No-Prep Pages



4.3G **Fractions on a Number Line** 24

Determine the value of each point on the number lines below. Write the value as a fraction or mixed number.

Count the number of spaces between 0 and 1. That is the number of parts in 1 whole, which is the denominator. The numerator is the number of tick marks past the last whole number.

0 1 2

A B

C D

E F

G H

I J

K M

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Essential Vocabulary

Practice for the Entire Year

ESSENTIAL

PLACE VALUE

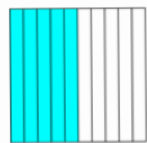
VOCABULARY

Term

Picture or Example

Definition

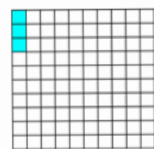
Tenths



0.5

If you divide one whole into 10 parts, this place describes how many parts a number has.

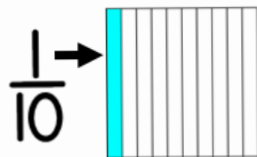
Hundredths



0.03

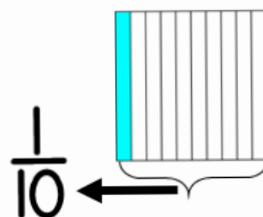
If you divide one whole into 100 parts, this place describes how many parts a number has.

Numerator



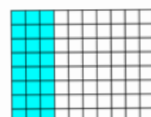
The numerator describes the number of parts shaded or being considered

Denominator



The denominator describes the total number of parts that make one whole.

Pictorial Model



0.30

A model that represents a number with a picture

ESSENTIAL

PLACE VALUE

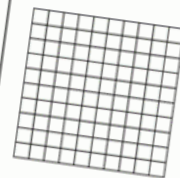
Term

Picture or Example

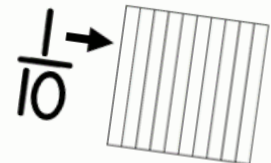
Tenths



Hundredths



Numerator



Denominator



Pictorial Model



Bundle **Includes**

- ✓ 160 Student Pages
- ✓ Pages to introduce all the 4th Grade TEKS
- ✓ Teacher KEY
- ✓ Essential Vocabulary for the entire year



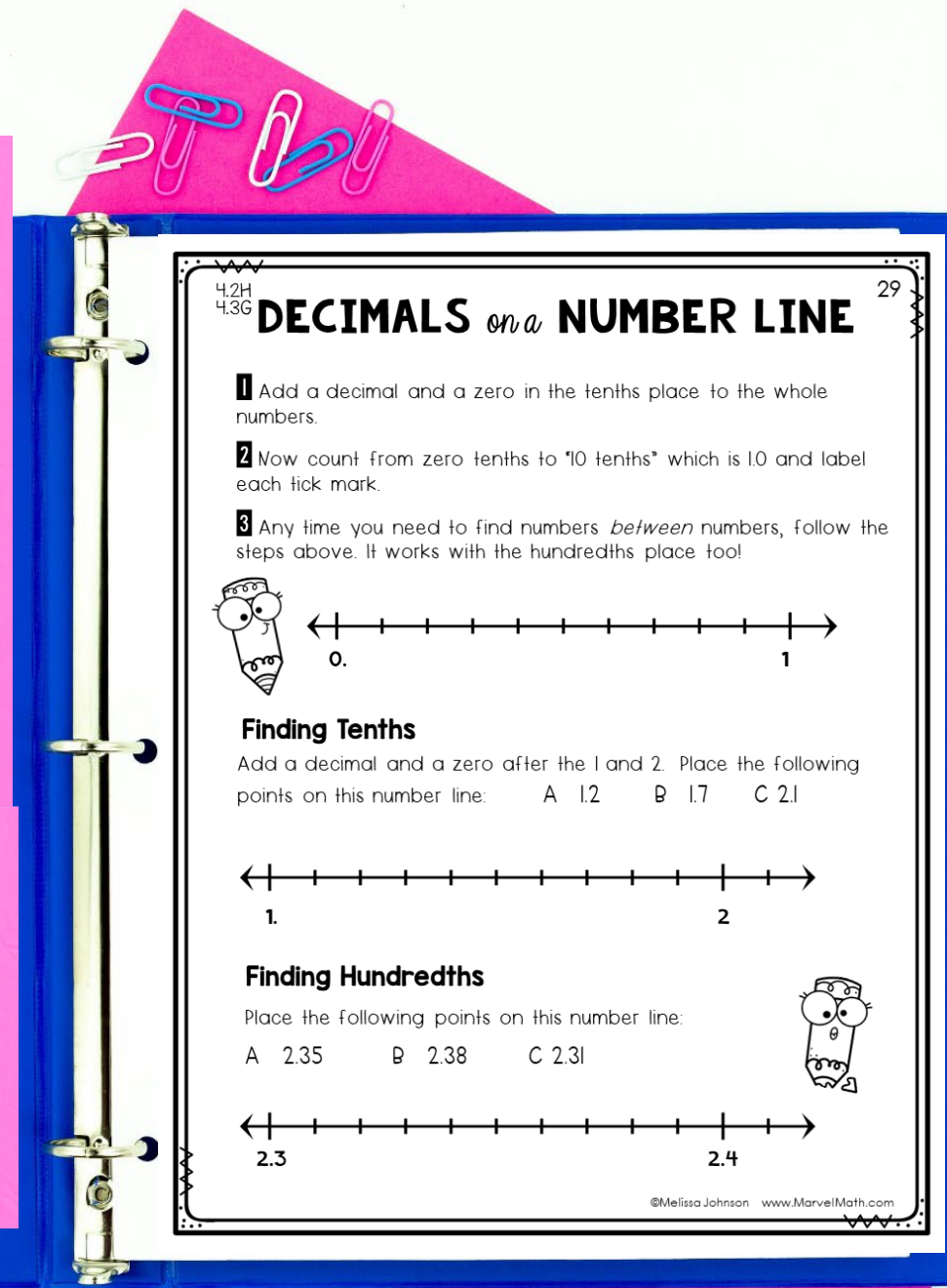
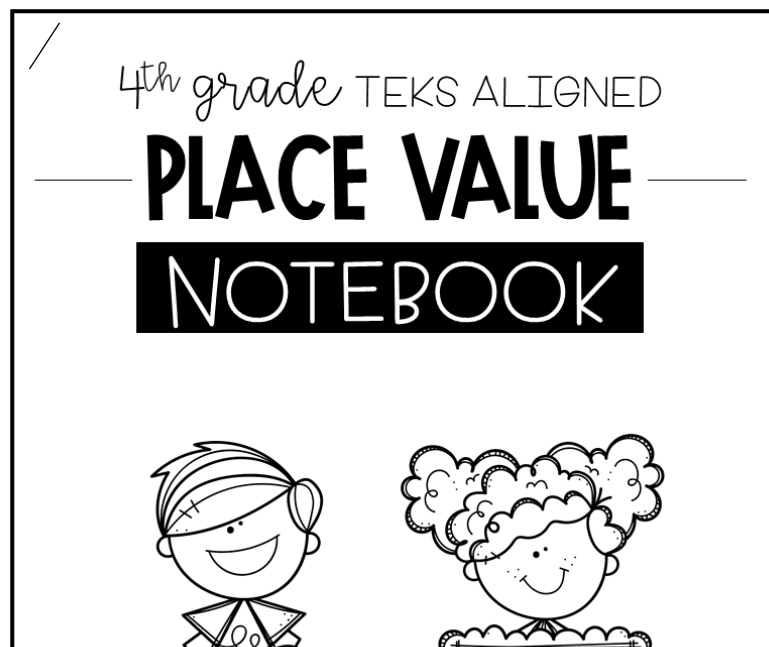
Built for the **TEKS**

PLACE VALUE table of contents

TOPIC	TEKS	Page(s)
	All	1-3
Place Value Vocabulary	4.2B	4
Word Form: Whole Numbers	4.2A, 4.2B	5
Exploring the Base-10 System	4.2B	6
Mystery Values	4.2A	7
10x Greater Place Value Relationships	4.2A	8
1/10 the Value Relationships	4.2B, 4.2E	9-10
Value of Whole Numbers & Decimals	4.2B	11
Expanded Form: Whole Numbers	4.2B	12
Expanded Notation: Whole Numbers	4.2B	13
Ways to Write Whole Numbers	4.2C	14
Comparing Whole Numbers	4.2D	15-17
Rounding Numbers	4.2E	18
Decimals and Money	4.2B, 4.2E, 4.2F	19
Equivalent Decimals	4.2B	20
Expanded Notation: Decimals	4.2B	21
Decimal Word Form	4.2B, 4.2E, 4.2F	22-23
Ways to Represent Decimals	4.2E, 4.2F	24-25
Decimals	4.2E	26-27

No Cutting or Gluing Required

- Make stapled packets
- 3-hole punch to use in a binder
- Make the most of class time



Or Glue Entire Page in Notebook

4.4H,
4.4F

Long Division

35

Now we will work out the same problem using long division.

Three friends earned \$51 doing yardwork. If they split the money evenly, how much will each person get?

Number of


Money for each

Money left over

r.





Money to share

Division Steps

Divide ☐ ☐

Multiply ☐ ☐

Subtract ☐ ☐

Compare ☐ ☐

Bring Down ☐

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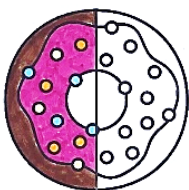
Easy-to-Use Student Pages

4.3D

Exploring Unit Fractions

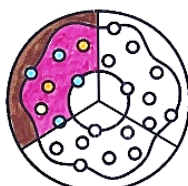
4

Color one piece of each sliced donut. When only one part is shaded, the fraction is called a **unit fraction**. Write the fraction that names the shaded part.

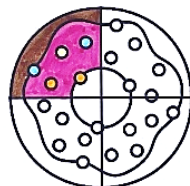


$\frac{1}{2}$

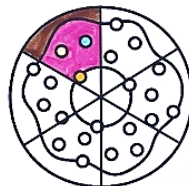
1 The **numerator** tells how many pieces are shaded.
2 The **denominator** tells how many pieces are in one whole.



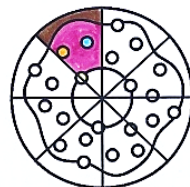
$\frac{1}{3}$



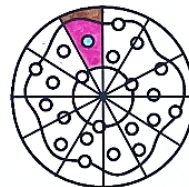
$\frac{1}{4}$



$\frac{1}{6}$



$\frac{1}{8}$



$\frac{1}{12}$

I have discovered that the bigger the denominator, the smaller the piece.

4.3C

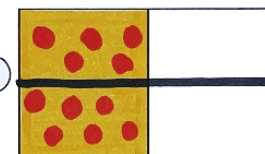
Discover Equivalent Fractions

14

Equivalent Fractions are the Same amount of one whole, but one fraction is cut into more pieces.

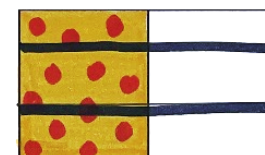
One half of each figure below is shaded. Use horizontal lines to cut each part into the number of pieces named. Name the new fraction you create.

Cut each piece into 2 pieces.



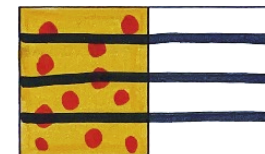
$$\frac{1}{2} = \frac{2}{4}$$

Cut each piece into 3 pieces.



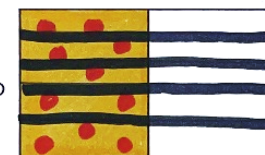
$$\frac{1}{2} = \frac{3}{6}$$

Cut each piece into 4 pieces.



$$\frac{1}{2} = \frac{4}{8}$$

Cut each piece into 5 pieces.



$$\frac{1}{2} = \frac{5}{10}$$



Raving Reviews



What a great resource! I love using interactive notebooks. These were easy to implement right away. They were also good for reteaching skills already taught.

-Crystal C.



This is a great resource for my students. It is very user friendly for them and the best part is that they are able to go back to their journal and use as a reference.

-Elizabeth B.



I recently changed grade levels and this was exactly what I needed and what my students needed! I love that it is completely aligned to my curriculum and has several pages for my students during whole group and small group instruction.

-Lisa C.



Great resource for mini lessons/direct teach time that tie directly to the TEKS. I also use a lot of this material for anchor charts in the students stations to use as a reference.

-Dana S.

This resource is included in the
Time & Money Saving

[Click here](#)

4th Grade TEKS
Year Long BUNDLE



About the Author

This resource was created by Melissa Johnson, who has 16 years of k-10 teaching experience and a masters degree in Mathematics Education. Her resources build conceptual understanding, make connections between math topics and engage students in the mathematics they are learning.



MARVEL Math