

4.1 A	Students must apply mathematics arising in everyday life, society, and the work place. Use Purple B and C for practice in this TEKS.
4.1 B	Students must use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution, and evaluating the problem-solving process and the reasonableness of the solution. These processes should be used each time students work the activities in Purple B and C, Blue E, and Orange A.
4.1 C	Students must select tools, including real objects, manipulatives, pencil and paper, and technology, including mental math, estimation, and number sense as appropriate to solve problems. Purple B, C, D, E gives students the opportunity to select their tools in order to solve the problem. Be sure they have real objects, manipulatives, their student sheet (Purple C) and calculators available for use. You may want to designate a different one of those tools to use on different sets to know all of the tools are being utilized.
4.1 D	Students must communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs and language as appropriate. Students communicate mathematical ideas reasoning and their implications using: <ul style="list-style-type: none"> • symbols on Gold C, Green C, Lime E, Pink F, Blue E • diagrams on Red D, yellow D, Cherry C, Lime A, Pink D • graphs on Cherry AB • language by answering the questions and discussing in the teaching tips of Red BC, Cherry D, Lime E, Purple E, Pink D, E, F
4.1 E	Students must create and use representations to organize, record and communicate mathematical ideas. Blue DE has students organize information from a story problem by creating a strip diagram of the math involved. Then, they communicate that idea by writing it in the form of a mathematical equation where solving for N . This can be taken a step further as students can share their method with a partner. This allows students to make comparisons of their ideas, explain and justify their ideas and arguments using mathematical language. Ideally the teacher will circulate during these partner discussions and correct errors in their thinking.
4.1 F	The student is expected to analyze mathematical relationships to connect and communicate mathematical ideas. In Red C, teaching tips, students must look for patterns and form conjectures based on the patterns when using parallel and perpendicular lines and types of angles to determine the name of a shape and its category placement.
4.1 G	Students are expected to display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. Partner work is an ideal way to address this TEKS. Have students work with a partner 1 day a week to explain and justify their answers on TEKSas Target Practice™. Lime E activity Teaching Tips offers a good opportunity to do this. Purple F teaching tips also offers an opportunity to work with a partner and display their work in the classroom so they can explain and justify their thinking using formal mathematical language.

*TEKS 4.1 A-G are used throughout the program.

	GOLD			RED			YELLOW			CHERRY			GREEN			LIME			PURPLE			PINK			BLUE			ORANGE		
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
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