A Research-Based Series for Texas

For more than two decades, we have helped you achieve student success on Texas tests by providing the highest quality test-prep materials. With STAAR MASTER®, we continue our commitment to create research-based content that engages students and makes teaching easier.

The TEKS for mathematics have undergone significant changes, and we have revised our STAAR MASTER® Student Practice Books for Math accordingly. The most prominent changes include:

- Reorganization of mathematics strands
- An all-new strand addressing “Personal Financial Literacy”
- An increased depth of understanding as to why and how mathematics processes work
Newly Revised Math!

STAAR MASTER®
Mathematics
Revised for the 2014–2015 eligible TEKS
Grades 3–8

The TEKS for mathematics have undergone significant changes, and we have revised our STAAR MASTER® Student Practice Books for Math accordingly.

The most prominent changes include:
• Reorganization of mathematics strands
• An all-new strand addressing “Personal Financial Literacy”
• An increased depth of understanding as to why and how mathematics processes work

Get a head-start on new changes.

STAAAR MASTER® Student Practice Book Pricing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Small Pack (15–29 copies)</th>
<th>Class Pack (30–59 copies)</th>
<th>School Pack (60+ copies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math, Gr. 3</td>
<td>ECS99041-1529</td>
<td>ECS99041-3059</td>
<td>ECS99041-60</td>
</tr>
<tr>
<td>Math, Gr. 4</td>
<td>ECS99222-1529</td>
<td>ECS99222-3059</td>
<td>ECS99222-60</td>
</tr>
<tr>
<td>Math, Gr. 5</td>
<td>ECS99249-1529</td>
<td>ECS99249-3059</td>
<td>ECS99249-60</td>
</tr>
<tr>
<td>Math, Gr. 6</td>
<td>ECS99256-1529</td>
<td>ECS99256-3059</td>
<td>ECS99256-60</td>
</tr>
<tr>
<td>Math, Gr. 7</td>
<td>ECS99263-1529</td>
<td>ECS99263-3059</td>
<td>ECS99263-60</td>
</tr>
<tr>
<td>Math, Gr. 8</td>
<td>ECS99270-1529</td>
<td>ECS99270-3059</td>
<td>ECS99270-60</td>
</tr>
</tbody>
</table>

Spanish Versions

<table>
<thead>
<tr>
<th>Subject</th>
<th>Small Pack (15–29 copies)</th>
<th>Class Pack (30–59 copies)</th>
<th>School Pack (60+ copies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math, Gr. 3</td>
<td>ECS99522-1529</td>
<td>ECS99522-3059</td>
<td>ECS99522-60</td>
</tr>
<tr>
<td>Math, Gr. 4</td>
<td>ECS99539-1529</td>
<td>ECS99539-3059</td>
<td>ECS99539-60</td>
</tr>
<tr>
<td>Math, Gr. 5</td>
<td>ECS99546-1529</td>
<td>ECS99546-3059</td>
<td>ECS99546-60</td>
</tr>
</tbody>
</table>

Available Fall 2014—FREE Teacher Guide (a $15.00 value) included with each pack. One free Teacher Guide included for every 30 copies of books when you order 30+ copies. Please note: Availability and delivery dates cannot be guaranteed. Each shipment will be invoiced separately unless you request one invoice. We accept school P.O.

Call for more information.

ecslearningsystems.com/staarmaster

1.800.688.3224 (t) • 1.877.688.3226 (f) •
Revised for the Most Recent TEKS

Reading • Mathematics • Writing • Social Studies • Science • Algebra I

English and Spanish versions

Credible
Same ECS quality
• based on most recent eligible TEKS and STAAR® test blueprints
• practice items marked with complexity level (L, M, or H)
• questions labeled with “skill tags”

Authentic
Reflects key characteristics of STAAR®
• increased rigor
• emphasis on readiness standards
• more open-ended (griddable) items (mathematics and science)
• assessment of process skills within context (mathematics, science, and social studies)

Fresh
Includes challenging, original content
• targeted practice in a variety of contexts
• range of topics to interest students
• clear and consistent page layout
• complete answer keys for teachers

ecslearningsystems.com

We make teaching easier!℠

ECS Learning Systems, Inc.
P.O. Box 440 • Bulverde, TX 78163-0440
1.800.688.3224
Dear Texas Educator,

Since 1982, ECS Learning Systems has created quality K–12 teaching materials, training, and media. As a Texas-based publisher of the highest quality test-prep materials, we have always shared your commitment to lead your students to success on Texas tests—TEAMS, TAAS, TAKS, and now the STAAR. With STAAR MASTER®, we continue our commitment to create research-based content that engages students and makes teaching easier.

The STAAR MASTER® series includes new, challenging content to prepare students for the rigor of the STAAR. It’s what you have come to expect from the most trusted source in Texas testing. Check our Web site often for the latest information at ecslearningsystems.com/staarmaster.

As you use STAAR MASTER® in your classroom, we hope to hear from you! Send us your story and let us know:

• Why you need our product(s)
• How you use them in your classroom
• What outcomes and results you are experiencing

At ECS, we strive to provide educators like you with easy-to-use and effective materials that make teaching easier. We count it as a privilege to have you as a customer, and we hope that our products continuously exceed your expectations.

Please let us know how well the STAAR MASTER® products worked in your classroom. Also, please spread the word—many of our new customers are referred by teachers like you.

Sincerely,

Your ECS Team

p.s. It’s easy to share your story! Visit our Re:Think blog at ecslearningsystems.com/blog and click the Re:Tell button.

Table of Contents

Inside the Teacher Guide .......... 3
Inside the Student Practice Book .. 3
Descriptions of STAAR MASTER®
Complexity Levels ................. 5
How to Use This Book ............. 6
Quick Tips for Instruction .......... 6
Mathematics Vocabulary .......... 7
Vocabulary Strategies ............. 8
Inside the Mathematics Classroom . 9
• Using Manipulatives
• Achieving Math Success
• The Importance of “Math-Talk”
• Using Open-Ended Questions
• A Quick Look at Problem Solving
• A Quick Look at Technology
• Improving Mathematics Instruction

Master Skills List .................. 14
Answer Key ......................... 17
References .......................... 20

ECS Learning Systems, Inc. • P. O. Box 440 • Bulverde, TX 78163-0440
ecslearningsystems.com
1.800.688.3224 (t) • 1.877.688.3226 (f) • customercare@ecslearningsystems.com

STAAR MASTER® Student Practice Book, Teacher Guide—Mathematics, Grade 4 (Spanish Version)
Inside the Teacher Guide
This teacher guide includes the following information—

- An overview of the STAAR MASTER® Student Practice Book and some key characteristics of the State of Texas Assessments of Academic Readiness (STAAR®) for Mathematics
- Descriptions of complexity levels assigned to practice items
- Strategies/suggestions for mathematics instruction and test preparation
- A mathematics vocabulary list for the appropriate grade level
- A master list of STAAR-eligible standards and expectations from the Texas Essential Knowledge and Skills (TEKS) for Mathematics (adopted 2014), including mathematical process skills
- A complete answer key, with corresponding complexity levels for each practice item

Inside the Student Practice Book
The STAAR MASTER Student Practice Book provides practice and review material for the Grade 4 Mathematics portion of the STAAR. The content reflects key components and characteristics of the yearly state assessment, including the following.

- The practice items focus on the grade-specific content of the STAAR-eligible TEKS for Mathematics adopted in 2014, including mathematical process skills.
- The practice items reflect the kinds of problems students might encounter on the actual STAAR.
- Whenever possible, practice items reflect a “real-world” context, covering a broad range of topics and ideas of interest to students.
- Each exercise is labeled for easy identification of the TEKS reporting category, standard, and expectation addressed in the practice items.
- Several exercises address the same standard/expectation, providing repeated practice for students in a variety of contexts.
- Selected practice items are “griddable questions,” reflecting the format used on the actual STAAR.

Items in each student practice book address the standards and student expectations found within the reporting categories for the grade level.

- Reporting Category 1: Numerical Representations and Relationships
- Reporting Category 2: Computations and Algebraic Relationships
- Reporting Category 3: Geometry and Measurement
- Reporting Category 4: Data Analysis and Personal Financial Literacy

The majority of items in the book also address the “Mathematical Process Standards” in the TEKS. Mastery of these standards and expectations is not reported under a separate category, but is incorporated into items throughout the four reporting categories.

Note: Each exercise in the student practice book focuses on only one student expectation, with one important exception. Each exercise related to personal financial literacy includes a mix of the grade-level student expectations for that standard. Many of the student expectations for this topic are narrow in scope (e.g., 4.10A: Distinguish entre gastos fijos y variables). For this reason, the editors found it difficult to include a variety of item types within each exercise. By including a mix of practice items for all the student expectations in each exercise, the editors believe students will find them more interesting and realistic. In addition, there is less chance that the correct answer to one item will “give away” the correct answer to another item on the same page.

Skills Tags: Each exercise includes a “skills tag” (see Figure 1) for easy identification of the TEKS-based standard and student expectation addressed in the exercise.

Readiness vs. Supporting Standards: The standards found in the STAAR-eligible TEKS are categorized as “readiness standards” or “supporting standards,” with greater emphasis on the former. Readiness standards address broader, deeper ideas and are considered more critical for students to know and master. Supporting standards address more narrowly defined ideas. While supporting standards are assessed, they receive less emphasis. The STAAR MASTER Student Practice Book mirrors this balance of readiness and supporting standards to provide meaningful, authentic practice for students.
Griddable Questions: In addition to multiple-choice items, the STAAR® for Mathematics also includes open-ended questions known as “griddable questions” (Texas Education Agency, 2014d). These open-ended items allow students to solve a problem without the influence of given answer choices. The answer grid for Grade 4 has three columns for a whole-number answer, one column for a decimal point, and two columns after the decimal point (see Figure 2). All correct answers will be positive numbers that range from 0–999.99. To indicate their answer, students enter the appropriate number(s) in the boxes and then fill in the corresponding “bubble(s)” below the number(s). Students will not grid units of measure (e.g., ft). It is acceptable for students to grid a zero as long as it does not affect the value of the correct answer.

Increased Rigor: Many educators describe the STAAR® as “more rigorous” than previous state assessments, but what does rigor mean? Academic rigor is a measure of the cognitive demand required by a specific test item. In a rigorous system, standards, curriculum, instruction, and assessment tightly align with congruent measures of cognitive complexity. In a rigorous system, students must demonstrate a deep mastery of skills and understanding through rich, complex tasks. Students will definitely encounter problems that require higher levels of thinking than required on previous assessments. The student practice book includes items written at varying levels of complexity to reflect the kind of rigor students can expect on the actual test. Teachers should refer to “Depth of Knowledge” below for more information about the levels of complexity in practice items.

Depth of Knowledge: Norman Webb’s “depth-of-knowledge” model (2002a) is currently an influential alignment model in education. “Depth of knowledge” describes the degree of complexity required to solve a particular problem. Distinct cognitive demands occur at each level. Webb defines four levels of depth of knowledge: Level 1: Recall; Level 2: Skill or Concept; Level 3: Strategic Thinking; and Level 4: Extended Thinking.

Using a modified version of Webb’s depth-of-knowledge model (see page 5 of this teacher guide), we have aligned items in the STAAR MASTER® Student Practice Book to the TEKS. The complexity levels assigned to the items appear in the Answer Key.

Mathematical Process Standards: The Mathematical Process Standards are not tested in isolation, nor do they appear in a separate reporting category. Rather, these standards are incorporated into items based on content standards from the four reporting categories and are reported along with these content standards. Similarly, items in the student practice book require students to demonstrate understanding of these important mathematical processes within the context of each problem. When a practice item requires the application of a process skill, a tag identifies the process standard and expectation addressed (see Figure 3).

---

**Figure 2: Griddable Item for Fourth-Grade Mathematics**

**Figure 3: Mathematical Process Standards**
Descriptions of STAAR MASTER® Complexity Levels

The following descriptions provide an overview of the three complexity levels used to align the STAAR MASTER® Student Practice Book items to the STAAR®-eligible TEKS. Each explanation details the kinds of activities that occur within each level. However, they do not represent all of the possible thought processes for each level.

Low Complexity (L)
Low-complexity items align with the TEKS at Level 1 of the Webb (2002a) model. Items of low complexity involve recall and reproduction. Activities and problems at this level require routine, single-step methods. An item may ask students to recognize or restate a fact, definition, or term. For example, some items may need to identify attributes of a geometric figure. Items of this complexity may require students to follow a basic procedure with clearly defined steps. At this cognitive level, students may need to apply a formula or perform a simple algorithm. Some major concepts represented at this level include arithmetic facts, perimeter, and converting units of measure. A low-complexity item may ask students to identify, recognize, use, or measure information and concepts.

Moderate Complexity (M)
Moderate-complexity items align with the TEKS at Level 2 of the Webb model. Items of moderate complexity involve both comprehension and the subsequent processing of information. Activities at this level demand more than one step in the reasoning process. Students are asked to determine how to best solve the problem. An item may ask students to generate a table of paired numbers based on a real-life situation. Items may involve interpreting information from a simple graph, table, or diagram. At this cognitive level, students will need to justify the reasonableness of a solution process when more than one solution exists. Students will use concepts to solve and explain problems, such as how changes in dimensions affect the volume of a figure. Items of this complexity may ask students to classify, organize, observe, collect, display, or compare data. Some items also require students to apply low-complexity skills and concepts.

High Complexity (H)
High-complexity items align with the TEKS at Level 3 and/or Level 4 of the Webb model. Items of high complexity require students to use strategic, multi-step thinking; develop a deeper understanding of the information; and extend thinking. The problems at this level are non-routine and more abstract. Students are asked to demonstrate more flexible thinking, apply prior knowledge, make and test conjectures, and support their responses. High-complexity items may require students to make generalizations from patterns. Items may involve interpreting information from a complex graph, table, or diagram. At this cognitive level, students will need to justify the reasonableness of a solution process when more than one solution exists. Students will use concepts to solve and explain problems, such as how changes in dimensions affect the volume of a figure. A high-complexity item may ask students to plan, reason, explain, compare, differentiate, draw conclusions, cite evidence, analyze, synthesize, apply, or prove. Some items also require students to apply low- and/or moderate-complexity skills and concepts.
How to Use This Book

Effective Test Preparation: What is the most effective way to prepare students for any mathematics competency test? Experienced educators know that the best test preparation includes three critical components—

- a strong curriculum aligned with the content and skills to be assessed
- effective, relevant, and varied instructional methods that allow students to learn content and skills in many different ways
- targeted practice that familiarizes students with the specific content and format of the test

A strong curriculum and effective, relevant, varied instructional methods provide the foundation for all appropriate test preparation. Merely "teaching the test" performs a great disservice to students, who must acquire knowledge, practice skills, and have important educational experiences that can never be measured on tests limited by time and in scope. For this reason, resources like the STAAR MASTER® Student Practice Book should never become the heart of the curriculum or replace strong instructional methods.

Targeted Practice: The STAAR MASTER® Student Practice Book does address the final element of effective test preparation by providing meaningful targeted practice. This book familiarizes students with the specific content of the STAAR® for mathematics and the general format of competency tests. When students are familiar with both the content and the format of a test, they know what to expect on the actual test. This, in turn, improves their chances for success.

Using STAAR MASTER® Products: When used as part of the regular curriculum, the STAAR MASTER® Student Practice Book allows teachers to—

- pretest skills that students must demonstrate for the actual test
- determine students’ areas of strength/weakness
- assess student performance at different complexity levels
- provide meaningful test-taking practice for students
- ease students’ test anxiety
- communicate test expectations and content to parents

Quick Tips for Instruction

Math Tips for Instruction: Math teachers have myriad instructional strategies and materials available to them. The following ideas can serve as springboards for effective mathematics instruction. Teachers should use those that are appropriate for their students.

Group Work: Helen Keller once said, “Alone we can do so little; together we can do so much.” This is absolutely true in the mathematics classroom! Students who struggle when working alone often benefit by working with others. (And the teacher!) can work through selected practice exercises together, first noting what each problem involves. They should also note the range of problem-solving techniques found within a group. Group work also lets students discuss common errors and strategies for avoiding them.

Formulating Answers: Teachers should encourage students to formulate their own answers before they even look at available answer choices. For instance, students can treat every problem as an exercise as a “griddable question” and actually solve each problem before reading the answer choices. This approach discourages “guessing” an answer or an over-reliance on mental math since students read the answer choices only after finding the answers on their own.

Developing Fundamental Understanding: Teachers promote the recognition of “real-world” mathematics when they develop and use problems relevant to students’ daily experiences at school and at home. Working through “real” problems can also foster an understanding of the mathematics process standards.

Mathematics Vocabulary: Effective communication in mathematics requires the use of precise language (e.g., Adams, 2000; Harmon, Hedrick, & Wood, 2005). This includes understanding symbols, definitions, notations, and other developmentally appropriate language. A mathematics vocabulary list appears on page 7 of this teacher guide, and some simple vocabulary strategies appear on page 8. Most important, however, is that teachers use precise vocabulary when teaching mathematics. Students should know and be expected to use precise language, as well.

Math Manipulatives: The correct use of math manipulatives provides concrete stepping stones to understanding abstract concepts. Recommended math manipulatives and suggestions for their use appear on page 9 of this teacher guide.
Answer Key

Note: Complexity levels appear in parentheses. L = Low, M = Moderate, H = High

Área de conocimientos 1
Ejercicio 1
1. 2. 3. 4.
2. 3. 4.
3. 4.

Ejercicio 2
1. 2. 3. 4.
2. 3. 4.
3. 4.

Ejercicio 3
1. 2. 3. 4.
2. 3. 4.
3. 4.

Ejercicio 4
1. 2. 3. 4.
2. 3. 4.
3. 4.

Ejercicio 5
1. 2. 3. 4.
2. 3. 4.
3. 4.

Ejercicio 6
1. 2. 3. 4.
2. 3. 4.
3. 4.

Ejercicio 7
1. 2. 3. 4.
2. 3. 4.
3. 4.

Ejercicio 8

Ejercicio 9

Ejercicio 10

Ejercicio 11

Ejercicio 12

Ejercicio 13

Ejercicio 14

Ejercicio 15

Ejercicio 16

Ejercicio 17

Ejercicio 18

Ejercicio 19

Ejercicio 20

Ejercicio 21
1. 2. 3. 4.
2. 3. 4.
3. 4.

Ejercicio 22
1. 2. 3. 4.
2. 3. 4.
3. 4.

Ejercicio 23
1. 2. 3. 4.
2. 3. 4.
3. 4.

Ejercicio 24
1. 2. 3. 4.
2. 3. 4.
3. 4.

Ejercicio 25
1. 2. 3. 4.
2. 3. 4.
3. 4.

Ejercicio 26
1. 2. 3. 4.
2. 3. 4.
3. 4.

Ejercicio 27
1. 2. 3. 4.
2. 3. 4.
3. 4.

Ejercicio 28
1. 2. 3. 4.
2. 3. 4.
3. 4.

Ejercicio 29
1. 2. 3. 4.
2. 3. 4.
3. 4.

STAAR MASTER® Mathematics References

*All Web sites listed were active at time of publication.


STAAR MASTER® Student Practice Book, Teacher Guide—Mathematics, Grade 4 (Spanish Version)
Tabla de materias

Tabla de matemáticas ................................................................. 4
Área de conocimientos 1............................................................. 5
Representaciones y relaciones numéricas
Área de conocimientos 2............................................................. 49
Cálculos y relaciones algebraicas
Área de conocimientos 3............................................................. 87
Geometría y medición
Área de conocimientos 4............................................................. 131
Análisis de datos y conocimiento financiero personal
Materiales de referencia ........................................................... 141
Área de conocimientos 1
Representaciones y relaciones numéricas

4.3D: Compares dos fracciones con diferentes numeradores y diferentes denominadores, y representa la comparación usando los símbolos >, = o < (Estándar de preparación esencial)

1. Los siguientes modelos están sombreados para mostrar dos fracciones.

Con base en los modelos, ¿cual expresión es verdadera?

A  \(\frac{3}{7} > \frac{2}{4}\)

B  \(\frac{4}{7} = \frac{2}{4}\)

C  \(\frac{2}{4} = \frac{3}{7}\)

D  \(\frac{2}{4} < \frac{4}{7}\)

2. Reese escribió las siguientes fracciones en el pizarrón blanco.

¿Cómo expresión compara correctamente las dos fracciones?

A  \(\frac{4}{6} > \frac{2}{3}\)

B  \(\frac{6}{4} > \frac{3}{2}\)

C  \(\frac{4}{6} < \frac{2}{3}\)

D  \(\frac{2}{3} = \frac{4}{6}\)

3. ¿Cuál expresión compara correctamente la fracción de pastel de manzana que se vendió con la fracción de pastel de nuez que se vendió?

A  \(\frac{2}{3} > \frac{3}{5}\)

C  \(\frac{3}{5} > \frac{2}{3}\)

B  \(\frac{3}{5} < \frac{3}{2}\)

D  \(\frac{2}{3} < \frac{5}{3}\)

4. ¿Cuál expresión compara correctamente la fracción de pastel de nuez que se vendió con la fracción de pastel de limón que se vendió?

A  \(\frac{2}{5} > \frac{3}{6}\)

C  \(\frac{2}{3} < \frac{5}{6}\)

B  \(\frac{5}{6} = \frac{2}{3}\)

D  \(\frac{6}{5} > \frac{3}{2}\)
Área de conocimientos 2  
Cálculos y relaciones algebraicas  

4.5B: Representa problemas utilizando una tabla de entrada-salida y expresiones numéricas para generar un patrón numérico que sigue una regla dada, la cual representa la relación de valores en la secuencia resultante y sus posiciones en la secuencia (Estándar de preparación esencial)

(4.1E; 4.1F)
1. ¿Qué número está faltando en la columna de salida de la siguiente tabla?

<table>
<thead>
<tr>
<th>Entrada</th>
<th>Salida</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>44</td>
<td>11</td>
</tr>
</tbody>
</table>

A  4  
B  6  
C  8  
D  12

(4.1A; 4.1E; 4.1F)
2. Jeremiah hizo una tabla como ayuda para convertir yardas en pies. Él sabe que 1 yarda es igual a 3 pies.

<table>
<thead>
<tr>
<th>Yardas</th>
<th>Pies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

¿Cuál lista de números puede usar Jeremiah para completar correctamente la tabla?

A  4, 5, 6, 7  
B  5, 7, 9, 11  
C  6, 9, 12, 15  
D  6, 12, 18, 24

(4.1A; 4.1E; 4.1F)
3. El dueño de un restaurante usó la regla “15 veces” para hacer una tabla que muestre el número de sándwiches que puede hacer con diferentes cantidades de pan. ¿Cuál tabla pudo haber creado?

<table>
<thead>
<tr>
<th>Hogazas de pan</th>
<th>Número de sándwiches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
</tr>
</tbody>
</table>

A Hacer sándwiches

<table>
<thead>
<tr>
<th>Hogazas de pan</th>
<th>Número de sándwiches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
</tr>
</tbody>
</table>

B Hacer sándwiches

<table>
<thead>
<tr>
<th>Hogazas de pan</th>
<th>Número de sándwiches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>105</td>
</tr>
</tbody>
</table>

C Hacer sándwiches

<table>
<thead>
<tr>
<th>Hogazas de pan</th>
<th>Número de sándwiches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
</tr>
</tbody>
</table>

D Hacer sándwiches
Área de conocimientos 3
Geometría y medición

4.7E: Determina la medida de un ángulo desconocido formado por dos ángulos adyacentes que no se enciman y donde se dan una o dos de las medidas de los ángulos (Estándar de apoyo)

1. Observa el siguiente diagrama.

Si el ángulo \( \angle BCD \) es un ángulo recto, ¿cuál es la medida del \( \angle BCE \)?

- A 55°
- B 59°
- C 62°
- D 115°

2. Observa el siguiente diagrama.

Si el ángulo \( \angle LMP \) es un ángulo llano, ¿cuál es la medida del \( \angle LMN \)?

- A 60°
- B 55°
- C 50°
- D 45°

3. Observa el siguiente reloj.

¿Cuántos grados girará la manecilla del minuto entre las 3:00 y las 3:35?

- A 30°
- B 90°
- C 210°
- D 225°

4. Todos los carros de un volantín viajan en la misma dirección al mismo tiempo.

Si el carro 12 viaja 120° para alcanzar la posición actual del carro 4, ¿cuántos grados viajará el carro 4 para alcanzar la posición actual del carro 9?

- A 90°
- B 150°
- C 180°
- D 210°
Área de conocimientos 4
Análisis de datos y conocimiento financiero personal

4.10: Aplica procesos matemáticos estándar para manejar los recursos financieros de una persona de manera efectiva (4.10A, 4.10B, 4.10E)

(4.1A; 4.1B; 4.10B)
1. La tienda de comestibles vende manzanas a $1.49 por libra. La tienda las compra a un huerto por $0.59 por libra. ¿De cuánto es la ganancia de la tienda por libra de manzanas?
   A. $0.90
   B. $1.10
   C. $1.98
   D. $2.08

(4.1A; 4.10E)
2. Timothy guarda en una cuenta de ahorros el dinero que gana. El banco le paga a Timothy una pequeña cantidad de dinero por guardar su dinero en esta cuenta. ¿Cuál es el nombre de este dinero recibido del banco?
   A. crédito
   B. depósito
   C. gasto
   D. interés

(4.1A; 4.10A)
3. La familia Simmons gastó demasiado de su presupuesto en comestibles durante la primera mitad de este mes. En la segunda mitad del mes, ¿cuál es el gasto que más probablemente podrían usar para los comestibles?
   A. diversiones
   B. seguro
   C. renta
   D. recolección de basura

4. Rebecca tiene una cuenta de ahorros en un banco. El siguiente diagrama muestra el estado de cuenta de sus ahorros en abril.

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Descripción</th>
<th>Retiro</th>
<th>Depósito</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/1</td>
<td></td>
<td></td>
<td>$150.00</td>
<td>$150.00</td>
</tr>
<tr>
<td>4/2</td>
<td>Estipendio</td>
<td>$20.00</td>
<td></td>
<td>$170.00</td>
</tr>
<tr>
<td>4/9</td>
<td>Efectivo para películas</td>
<td>$15.00</td>
<td></td>
<td>$155.00</td>
</tr>
<tr>
<td>4/15</td>
<td>Efectivo para recaudación</td>
<td>$12.50</td>
<td></td>
<td>$142.50</td>
</tr>
<tr>
<td>4/19</td>
<td>Donativo para Bat Mitzvah</td>
<td></td>
<td>$30.00</td>
<td>$172.50</td>
</tr>
</tbody>
</table>

Si la siguiente transacción de Rebecca es un retiro por $35.00, ¿cuál será su nuevo balance?
   A. $115.00
   B. $137.50
   C. $185.00
   D. $207.50
From TestSMART® Student Practice Books to elementary-level skills practice, ECS has all the test preparation materials you need.
STAAR MASTER® Sample Booklet

Bundle and Save!

SAVE $90 on Super 30 Bundles

Each Super 30 Bundle includes:
30 STAAR MASTER® Student Practice Books
30 STAAR MASTER® Companion Work Texts
30 STAAR MASTER® Practice Tests, Form A
30 STAAR MASTER® Practice Tests, Form B
30 STAAR MASTER® Companion Quick Checks
FREE Teacher Guides

Highlights
• Over 600 activities & questions for each grade!
• Practice Tests for benchmarking and diagnostics
• All NEW Companion Work Texts and Quick Checks—repeated test practice in a themed lesson/unit format that incorporates a new, “mixed-practice” approach to cover the entire reading process

SAVE $30 on 30/30/30 Bundles

Each 30/30/30 Bundle includes:
30 STAAR MASTER® Student Practice Books
30 STAAR MASTER® Practice Tests, Form A
30 STAAR MASTER® Practice Tests, Form B
FREE Teacher Guides

Highlights
• Over 250 items for each grade in Reading
• Over 500 items for each grade in Math
• Over 250 items/prompt for each grade in Writing
• Practice Tests for benchmarking and diagnostics

Order Today!
ecslearningsystems.com/staarmaster
1.800.688.3224 (t) • 1.877.688.3226 (f) • ECS Learning Systems, Inc. is the SOLE SOURCE for STAAR MASTER®

Super 30 Bundles are only available for Reading.