



TABLE OF CONTENTS

Start Quick and Ramp It Up! 4th Grade Thinking Through the Operations

ACTIVITY TYPE	ACTIVITY	TOPICS	PAGE
	Table of Standards		4
Quick Start	Different Questions	Choosing the Operation	6
Quick Start	Cardboard Circus	Choosing the Operation	11
Ramp Up	Is It Enough?	Selecting the Correct Operations in Multi-Step Problems	16
Ramp Up	Mr. Haroo's Zoo	Answering the Right Question	21
Launch	Delicious, Nutritious	Answering the Right Question	27
Launch	Just Otters	Answering the Right Question	31
Quick Start	Flying Feats	Finding & Correcting Mistakes	34
Ramp Up	I Right, 2 Wrong	Finding & Correcting Mistakes	39
Ramp Up	Mighty Mountain	Finding & Correcting Mistakes	44
Ramp Up	Lost Cave	Finding & Correcting Mistakes	49
Ramp Up	Zappo's Travels	Solving 1-Step & 2-Step Problems	54
Ramp Up	Adventure Bus	Solving 1-Step & 2-Step Problems	57

Content and Instruction Extras

READING, WRITING, AND SPEAKING TO IMPROVE CRITICAL THINKING

What Makes a Team Response so Powerful?	6
Deepening Dialogue #1: Piggybacking (4.1G)	11
Beyond Key Words (4.1B)	17
Pulling Important Information from a Paragraph (4.1B)	31
Deepening Dialogue #2: Repetition (4.1G)	34
Ticket Out the Door (4.1G)	44
Answers Only, Answers with Labels, Complete Sentences —You Decide (4.1G)	54

WORKING THE CLASSROOM

Helping Students Get Started with Word Problems (4.1B)	21
A Variety of Ways to Use Word Problems (Part 1)	27
A Variety of Ways to Use Word Problems (Part 2)	39
Thinking About Thinking (4.1D)	49
Why a Book of Problems Is a Good Thing	57



TABLE OF STANDARDS

The activities in this 4th grade Thinking Through the Operations book address the following standards.

Where are we going? Focus Standards		Activity
(4.4)	Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:	
4.4A	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm. Readiness Standard	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12
4.4H	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders. Readiness Standard	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12

How will we get there? Working Standards		Activity
(4.5)	Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	
4.5B	represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence. Readiness Standard	11

What kind of mathematical thinking will we use? Process Standards		Activity
(4.1)	Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	
4.1A	apply mathematics to problems arising in everyday life, society, and the workplace;	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12
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;	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12
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;	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12
4.1G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	3 , 7 , 8 , 9 , 10