

About Our Samples

The Texas STAAR Tutorials by TripleNterprises Publishing (TEP) are developed for teachers (or any tutoring instructor) and students to use in order to prepare for the STAAR exam. These materials are designed to work together. All teacher manuals contain lesson plans, answer keys and other information specific to the grade and subject being taught, while the student workbook contains all the practice tests and exercised that go with a specific lesson.

Our tutorials cover all of the standards and TEKS assessed on the STAAR exam.

For purposes of illustrating how our materials work together, this sample contains the lesson plan and transparencies for a given standard/TEK, followed by the student material associated with that lesson.

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Texas STAAR Exam -- Lesson 3, 1.1(D)

(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:

(D) read and write numbers to 99 to describe sets of concrete objects.

Say: We have spent some time looking at our number blocks in past lessons. Today, we are going to learn how to write the numbers that the blocks represent. Before we do that, we are going to review the place value chart that we discussed in lesson one.

Put Lesson Slide 1 on the white board / overhead

Read Lesson Slide 1

Say: Remember our block models? Each rod is equal to 10, and each square is equal to one. We are going to look at some models, and we will need to be able to write the number that is represented by the model. You will need to remember the block values as well as the place values when doing this exercise.

Put Lesson Slide 2 on the white board / overhead.

Read Lesson Slide 2

Say: Do STAAR Practice 1.1(D) and STAAR Manipulative 1.1(D)

Lesson 3: Lesson Slide #1

Let's look at the Place Value positions for the number 93:

Place Value Chart	
Tens	Ones
9	3

As we can see in Place Value Chart, the number 93 has a "9" in the "tens" position and a "3" in the ones position.

When we order whole numbers up to 99, we look at the number in the "tens" position first, then we look at the number in the "ones" position. For instance:

Is 93 greater than or less than 85?

Looking at the "tens" position, we see that in the number 93, "9" is in the "tens" position. For the number 85, we see that "8" is in the "tens" position.

Therefore, because "9" is greater than "8", the number 93 is greater than the number 85.

Now let's try these:

Is 75 greater than or less than 58?

Is 43 greater than or less than 34?

Is 89 greater than or less than 87?

Is 24 greater than or less than 29?

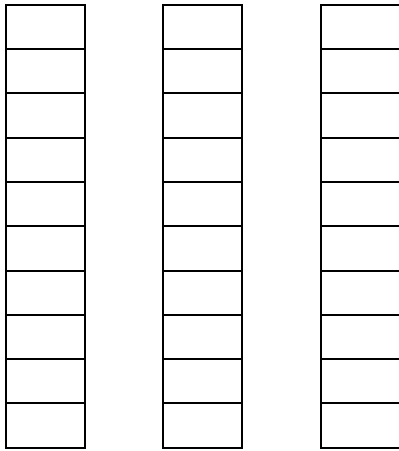
Is 59 greater than or less than 71?

Is 66 greater than or less than 49?

Lesson 3: Lesson Slide #2

Example 1:

Write the number represented by the following model:



Solution Strategy:

First determine how many rods there are. In example 1, there are three rods. So, the number 3 goes into the "tens" place when writing the number.

Next, determine how many squares there are. In example 1, there are zero squares. So, the number "0" goes into the ones place when writing the number.

So the answer is:

30

↙ ↘

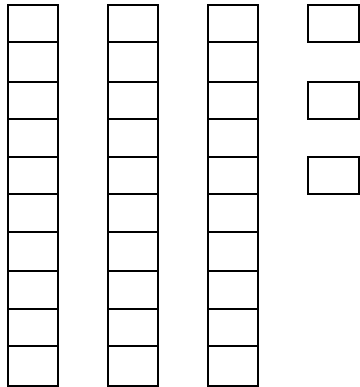
Tens Ones

Continue to Lesson Slide #3

Lesson 3: Lesson Slide #3

Example 2:

Write the number represented by the following model:



Solution Strategy:

First determine how many rods there are. In example 2, there are three rods. So, the number 3 goes into the "tens" place when writing the number.

Next, determine how many squares there are. In example 2, there are three squares. So, the number "3" goes into the ones place when writing the number.

So the answer is:

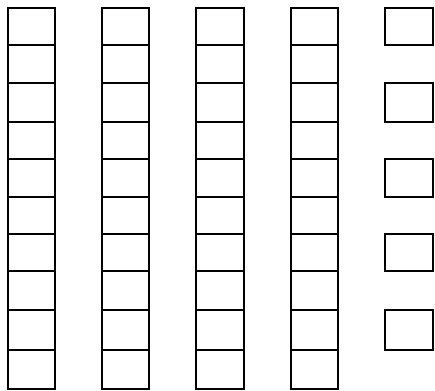
33
Tens Ones

Continue to Lesson Slide #4

Lesson 3: Lesson Slide #4

Example 3:

Write the number represented by the following model:



Solution Strategy:

First determine how many rods there are. In example 3, there are four rods. So, the number 4 goes into the "tens" place when writing the number.

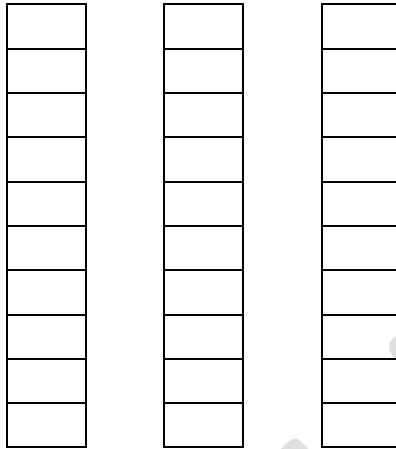
Next, determine how many squares there are. In example 3, there are five squares. So, the number "5" goes into the ones place when writing the number.

So the answer is:

45
Tens Ones

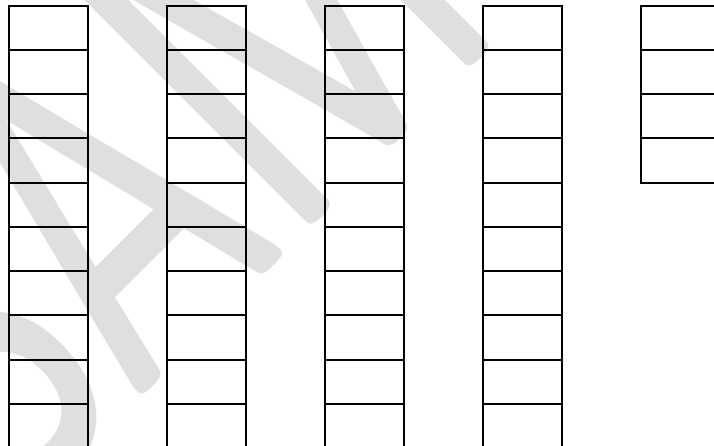
STAAR Practice 1.1(D)

1 Which number is represented by the model below?



- A** 10
- B** 20
- C** 30
- D** 40

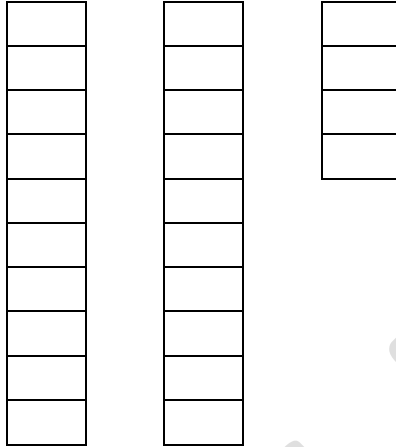
2 Which number is represented by the model below?



- A** 24
- B** 42
- C** 34
- D** 44

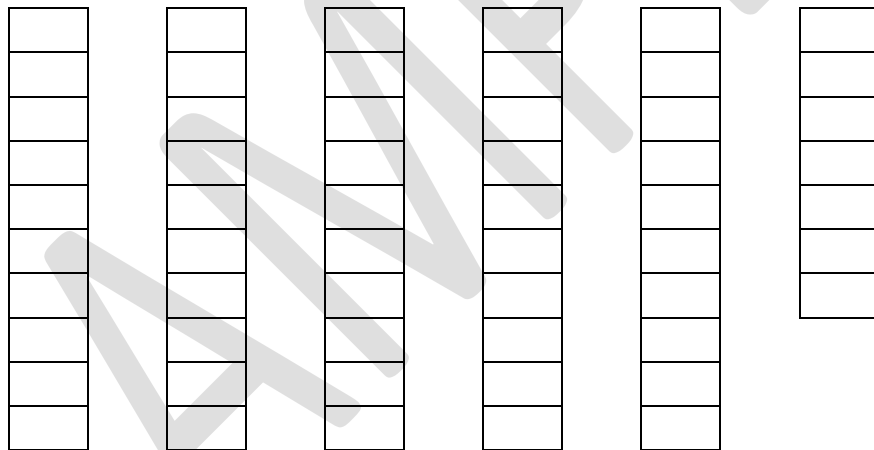
STAAR Practice 1.1(D) *continued*

3 Write the number represented by the model below?



The number represented by the model is _____.

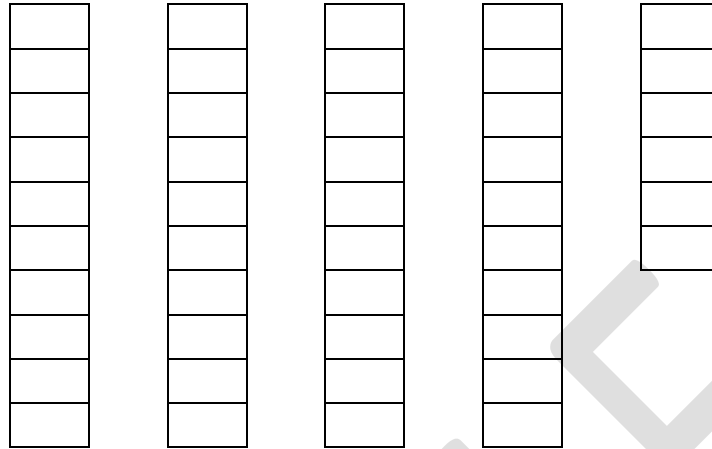
4 Write the number represented by the model below?



The number represented by the model is _____.

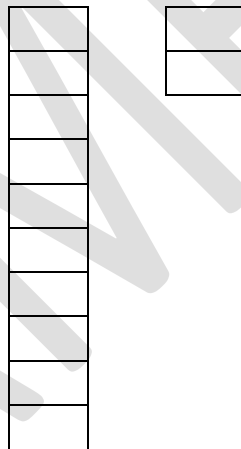
STAAR Practice 1.1(D) *continued*

5 Write the number represented by the model below?



The number represented by the model is _____.

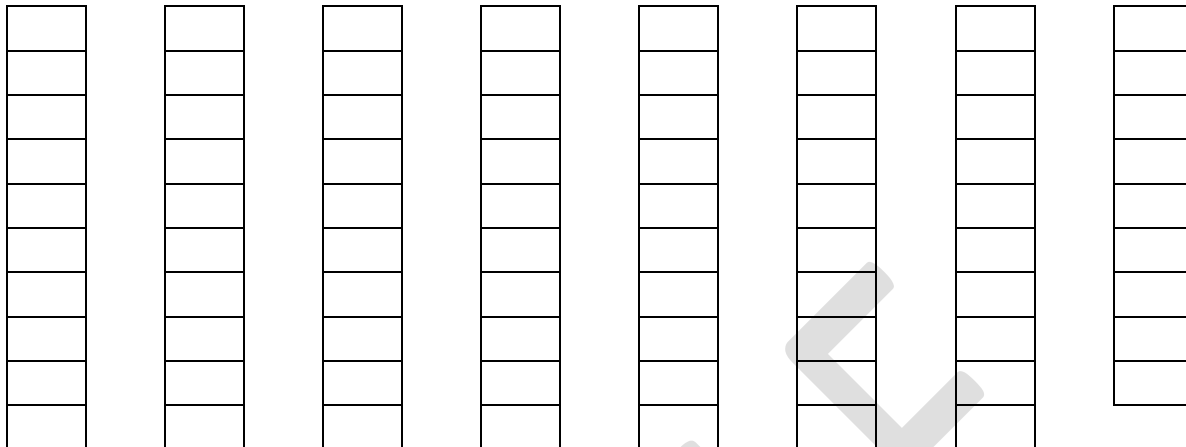
6 Which number is represented by the model below?



- A** 22
- B** 12
- C** 24
- D** 14

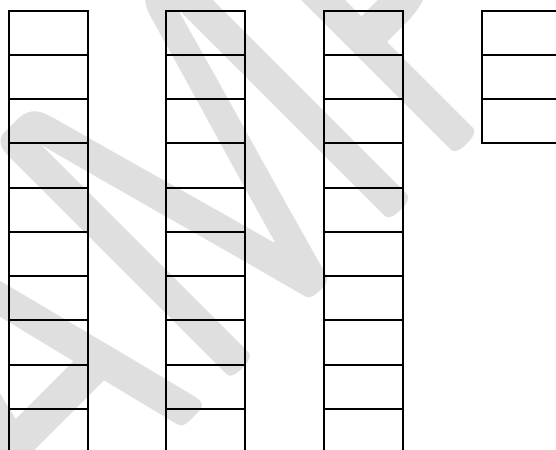
STAAR Practice 1.1(D) *continued*

7 Write the number represented by the model below?



The number represented by the model is _____.

8 Which number is represented by the model below?



- A** 43
- B** 33
- C** 23
- D** 13

STAAR Manipulative 1.1(D)

Numbers, Numbers, Numbers!!

Work in pairs.

Using a counting cube, roll the cube 5 times and write each number in the space below:

<i>Roll 1:</i>	<i>Roll 2:</i>	<i>Roll 3:</i>	<i>Roll 4:</i>	<i>Roll 5:</i>
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Using 2 counting cubes, roll the cubes 5 times and write each number in the space below:

<i>Roll 6:</i>	<i>Roll 7:</i>	<i>Roll 8:</i>	<i>Roll 9:</i>	<i>Roll 10:</i>
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Using 3 counting cubes, roll the cubes 5 times and write each number in the space below:

<i>Roll 11:</i>	<i>Roll 12:</i>	<i>Roll 13:</i>	<i>Roll 14:</i>	<i>Roll 15:</i>
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Using 4 counting cubes, roll the cubes 5 times and write each number in the space below:

<i>Roll 16:</i>	<i>Roll 17:</i>	<i>Roll 18:</i>	<i>Roll 19:</i>	<i>Roll 20:</i>
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Texas STAAR Exam -- Lesson 7, 1.4

- (1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.
-

Say: Today we are going to talk about patterns. There are two kinds of patterns we will discuss:

1. Repeating patterns. Repeating patterns are patterns that repeat themselves over and over.
2. Growing patterns (or additive patterns). Growing patterns are patterns that grow from one level to the next.

Let's look at examples of each of these.

Put Lesson Slide #1 on the white board / overhead

Read Lesson Slide #1

Say: As we see in example 1 on the white board / overhead patterns can be made out of anything. Numbers, letters, shapes, colors and sounds can all be made into a pattern.

Patterns follow rules. As we see on the white board / overhead, the repeating pattern has a rule of one smiley face, one thunderbolt and one crescent moon before it repeats itself.

The rule for the additive pattern is to add one triangle for each level of the pattern.

Why is it important to know about rules for patterns? The answer is so that we can predict what is going to happen next. Let's see if we can try to predict what comes next in the patterns on the next white board / overhead.

Put Lesson Slide #2 on the white board / overhead

Work with the students to predict the next item in the pattern. If they are struggling, have them name the items out loud so they can hear the pattern. This often helps with the understanding of what they are seeing visually.

Say: Remember, when looking at patterns we read them from left to right to determine the "rule" of the pattern. Once we understand the rule, we can predict what will come next in the pattern.

Say: Do STAAR Practice 1.4 and STAAR Manipulative 1.4

Lesson 7: Lesson Slide #1

Repeating and Additive (Growing) Patterns

Example 1:

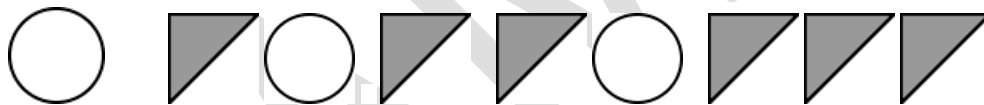
Repeating pattern. A repeating pattern repeats itself over and over again. The pattern below repeats itself. How?



After each smiley face, there is always a thunderbolt and a crescent moon.

Example 2:

Additive (growing) pattern. An additive pattern grows from level to level. The pattern below is an additive pattern. Additive patterns have levels. As you get to each level, it grows from the level before. Let's see how this pattern is growing.



In the pattern above, the first level shows a circle and a triangle. The second level starts when the first item or shape is repeated. Since the circle is the first the shape, the next time we see the circle marks the start of the next level. So level two is a circle and 2 triangles. The next level, level 3, is a circle and 3 triangles.

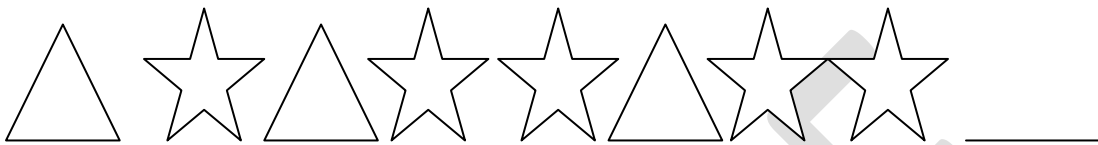
We can see that each level is adding one triangle. Or, the pattern is growing by one triangle each level.

Lesson 7: Lesson Slide #2

Repeating and Additive (Growing) Patterns

Example 3:

Look at the pattern below. Which object comes next in the pattern?

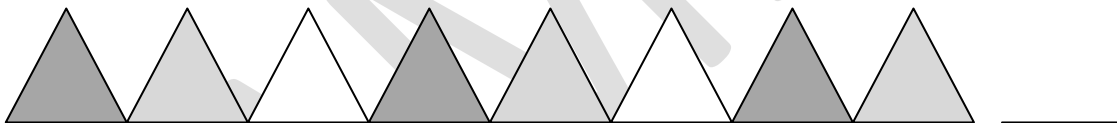


What type of pattern is this?

Additive or Repeating

Example 4:

Look at the pattern below. Which object comes next in the pattern?



What type of pattern is this?

Additive or Repeating

In Example 3 and Example 4, we were able to predict the pattern based on following the "rule" of the pattern.

STAAR Practice 1.4

1 What comes next in the pattern below?



2 What comes next in the pattern below?



3 The pattern in question #2 is a _____ pattern.

A Repeating

B Additive

STAAR Practice 1.4 *continued*

4 What comes next in the pattern below?



5 What comes next in the pattern below?



6 The pattern in question #5 is a _____ pattern.





A Repeating

B Additive

STAAR Practice 1.4 *continued*





7 What comes next in the pattern below?



- A** 
- B** 
- C** 
- D** 

8 What comes next in the pattern below?



- A** 
- B** 
- C** 
- D** 

STAAR Manipulative 1.4

A "MAZE"ING SHAPES!!

Our pattern has gotten lost in the maze!! Follow the arrows and circle the shapes as they appear in the pattern below:

