

Grade 4 STAAR Power Pack

STAAR Power Pack · Reading + Math (TEKS-aligned)

Free practice + cheat sheets + test-day tips for 4th grade Reading Language Arts and Math.

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Section 1: Cover + Parent Note

Garland 4th Grade STAAR Power Pack

This pack is built to help 4th graders review important Reading Language Arts and Math skills without turning test prep into panic.

Fourth grade is a big growth year. Students move from “learning the basics” into deeper thinking. They summarize longer texts, explain theme, use text evidence, work with fractions and decimals, solve multi-step word problems, and use measurement formulas with more independence.

A note from the parent who built this:

I built this pack because I have my own kid coming up through STAAR and couldn't find a free, no-strings, no-tracking resource I actually trusted. So I made one. If it helps your family, share it with another.

— Chase, RISE Studio Labs

This Power Pack gives your child quick cheat sheets, original practice problems, strategy reminders, and a parent-friendly answer key. Use it in short sessions. Keep the tone calm. The goal is confidence, not pressure.

The Big Goal

- Show what you know.
- Read carefully.
- Solve one step at a time.
- Use your tools.
- Check your work without overthinking everything.

Good News

- You do not have to be perfect.
- Most questions can be solved with a smart strategy.
- Reading questions usually leave clues in the text.
- Math problems usually tell you exactly what to find.
- Calm students make better choices.

Parent Move

- Keep practice short and steady.
- Praise the strategy, not just the answer.
- Ask, “What clue helped you?”
- Let mistakes become teaching moments.
- Do not turn one wrong answer into a lecture.

Study Plan That Actually Works

Use this rhythm for one week:

- **15 minutes Reading**
- **15 minutes Math**
- **5 minutes review**
- Stop while your child still has energy.

That is enough when the time is focused. Marathon cram sessions usually create stress, not mastery.

Section 2: Know the Test Without the Stress

What STAAR Looks Like

Fourth grade students take STAAR Reading Language Arts and STAAR Mathematics.

The test is online. Students may see regular multiple-choice questions and newer online question types. Some questions may ask students to choose more than one answer, drag information, select text, or write a short response.

The test is meant to check grade-level skills. It is not a test of your child’s worth, intelligence, personality, or future. It is one academic snapshot.

Performance Levels

STAAR results are reported using performance levels:

- **Did Not Meet Grade Level**
- **Approaches Grade Level**
- **Meets Grade Level**
- **Masters Grade Level**

Approaches is the basic passing level. Meets and Masters show stronger grade-level performance.

Question Types Your Child May See

- Multiple choice
- Multi-select
- Short constructed response
- Evidence-based reading questions
- Drag and drop
- Inline choice
- Hot text or hot spot
- Math questions using charts, tables, shapes, or diagrams

Subject Overview

| Subject | What to Practice | Big Skills |
|--------------------------|---|---|
| Reading Language Arts | Passages, vocabulary, theme, author's purpose, text evidence, short responses | Read carefully and prove answers |
| Mathematics | Multiplication, division, fractions, decimals, measurement, geometry, graphs | Solve step by step and check reasonableness |

Fast Confidence Builder

Do not start with a full practice test.

Start with one question. Then two. Then a short passage. Then a mini-set.

Build wins first.

Before the Test

- Sleep.
- Eat breakfast.

- Bring calm energy.
- Practice using scratch paper.
- Remember: one question at a time.

During the Test

- Read the question first.
- Look for clue words.
- Cross out weak answers.
- Mark tricky questions and come back.
- Use scratch paper for math.
- Slow down on multi-step problems.

After the Test

- Do not replay every question.
- Do not ask for a full interrogation.
- Praise effort, calm, and grit.
- Reset for the next day.

Best parent line: “Just show what you know. One question at a time.”

Section 3: Reading Language Arts

Reading Cheat Sheet

Fourth grade reading asks students to do more than “read the words.” They need to understand what the text means, how it is built, and why the author made certain choices.

When You Read a Passage...

- Look at the title first.
- Ask: “What kind of text is this?”
- Read the question before rereading.
- Find proof in the text.
- Watch for answer choices that sound good but are not supported.
- Use paragraph clues.
- For short responses, answer clearly and use evidence.

Top Skills to Watch

- Main idea and supporting details
- Summary
- Theme
- Character traits and motivation
- Author's purpose
- Point of view
- Vocabulary in context
- Figurative language
- Text features
- Drawing conclusions
- Comparing ideas across texts
- Short constructed response

RLA Power Moves

| RLA Power Move | What It Means | Why It Helps |
|-------------------------------------|---|--|
| 1. Read the question first | Know what you are hunting for before rereading. | Your brain looks for the right clue. |
| 2. Find the proof | Match the answer to words or ideas in the passage. | The right answer should have evidence. |
| 3. Watch for trap answers | Some answers sound true but do not answer the question. | Traps catch rushed readers. |
| 4. Summarize in one sentence | Say the big idea without every tiny detail. | Summary questions need the main point. |
| 5. Name the lesson | For theme, ask what the character learns. | Theme is usually a message, not a topic. |
| 6. Use paragraph clues | Look near the sentence, not across the universe. | Vocabulary meaning usually lives nearby. |
| 7. Answer + Evidence | For short responses, answer first, then prove it. | This keeps writing clear and focused. |

Main Idea vs. Theme

These two get mixed up.

Main idea is what the text is mostly about.

Example:

A passage explains how honeybees help plants grow.

The main idea is that honeybees are important pollinators.

Theme is a lesson or message.

Example:

A story shows a girl learning to tell the truth even when it is hard.

The theme may be honesty takes courage.

Summary Power Move

A good summary includes:

- The main character or topic
- The biggest problem or idea
- The most important events
- The ending or result

A good summary does **not** include:

- Tiny details
- Random examples
- Your opinion
- One small event from the middle

Character Motivation

Motivation means why a character does something.

Ask:

- What does the character want?
- What is the character afraid of?
- What problem is the character trying to fix?
- What clue shows how the character feels?

Author's Purpose

Authors usually write to:

- **Inform** — teach facts
- **Persuade** — convince the reader
- **Entertain** — tell a story
- **Explain** — show how or why something works

Vocabulary in Context

When a question asks what a word means, do not panic.

Look:

- In the same sentence
- In the sentence before
- In the sentence after
- For examples
- For opposites
- For cause and effect clues

Figurative Language

Figurative language does not always mean exactly what it says.

| Type | Example | Meaning |
|-----------------|------------------------------------|-----------------------------------|
| Simile | "The backpack was like a boulder." | The backpack was very heavy. |
| Metaphor | "Her smile was sunshine." | Her smile made people feel happy. |
| Personification | "The wind whispered." | The wind made a soft sound. |
| Hyperbole | "I waited a million years." | The wait felt very long. |

Short Constructed Response Formula

Use this simple formula:

1. **Answer the question.**
2. **Give proof from the text.**
3. **Explain how the proof supports your answer.**

Sentence starters:

- “The best answer is ___ because...”
- “The passage shows this when...”
- “This proves ___ because...”
- “One detail that supports this is...”

Keep it short. Clear beats fancy.

Section 3B: Reading Practice Problems

Passage: The Garden Bet

Maya stared at the empty garden bed behind her apartment building. Last month, it had been full of weeds, bottle caps, and cracked dirt. Now the soil was dark and smooth. Six tomato plants stood in a neat row.

Her older brother, Leo, leaned against the fence. “They still look tiny,” he said. “I bet we get two tomatoes at most.”

Maya crossed her arms. “You said the seeds would never sprout. Then you said the sprouts would die. Now you are doubting the tomatoes?”

Leo grinned. “I am just being realistic.”

Every afternoon, Maya watered the plants. She pulled weeds before they could steal space. When the leaves drooped in the heat, she moved a small shade cloth over them. Her neighbors started to notice. Mrs. Alvarez brought old wooden stakes. Mr. Kim showed Maya how to tie the stems gently so they would not bend.

By July, the plants were taller than Maya’s knees. Small green tomatoes hung from the vines. Leo stopped joking. One evening, he carried a bucket of water outside.

Maya raised an eyebrow. “Being realistic?”

Leo shrugged. “Being helpful.”

Questions

1. What is the best summary of the passage? *medium*
 - A. Maya plants tomatoes and keeps caring for them until they begin to grow.
 - B. Leo thinks tomato plants are too hard to grow in an apartment building.
 - C. Mrs. Alvarez and Mr. Kim help Maya build a new fence for the garden.
 - D. Maya gets angry because Leo refuses to help water the plants.
2. What does Leo’s change at the end of the passage show? *medium*
 - A. He still thinks Maya’s garden will fail.

- B. He wants to prove that Maya watered too much.
 - C. He begins to believe in Maya's project.
 - D. He wants to take over the garden by himself.
3. Which detail best supports the idea that Maya is responsible? *easy*
- A. Leo leaned against the fence.
 - B. Maya watered the plants every afternoon.
 - C. The garden bed was behind the apartment building.
 - D. The tomatoes were green in July.
4. What is the most likely meaning of "realistic" as Leo uses it in the passage? *medium*
- A. Honest about what he thinks will happen
 - B. Excited about helping someone
 - C. Confused about plants
 - D. Angry about doing chores
5. What theme is shown in the passage? *medium*
- A. Gardens are easier to grow in the summer.
 - B. Steady effort can change what people believe is possible.
 - C. Older brothers always know more than younger sisters.
 - D. Neighbors should not get involved in other people's work.
6. The author most likely included Mrs. Alvarez and Mr. Kim to show that — *medium*
- A. Maya cannot finish anything without adults.
 - B. the garden becomes something the community cares about.
 - C. Leo dislikes the neighbors.
 - D. tomatoes need wooden fences to grow.
7. Write a short response: How does Maya show determination? Use one detail from the passage to support your answer. *medium*
8. Which sentence from the passage shows that Leo's attitude is changing? *easy*
- A. "They still look tiny," he said.
 - B. "I bet we get two tomatoes at most."
 - C. "I am just being realistic."
 - D. One evening, he carried a bucket of water outside.
9. Why is "The Garden Bet" a good title for the passage? *medium*
- A. Leo doubts the garden, but Maya proves that effort matters.
 - B. Maya and Leo sell tomatoes to win money.
 - C. The neighbors bet on which tomato plant will grow tallest.
 - D. Maya refuses to share the garden with Leo.
10. Which word best describes Maya? *easy*
- A. careless

- B. determined
 - C. jealous
 - D. confused
-

RLA Quick Strategies

When You Get Stuck

- Reread the question, not the whole passage first.
- Circle the exact thing being asked.
- Find the paragraph with the clue.
- Cross out answers that are too extreme.
- For theme, ask: "What did the character learn?"
- For vocabulary, look near the word.
- For short response, use Answer + Evidence + Explain.

RLA Power Move: Trap Check

Before picking an answer, ask:

- Did this actually happen in the passage?
 - Does this answer the exact question?
 - Is this too broad?
 - Is this only a tiny detail?
 - Is this my opinion, or is it proven by the text?
-

Section 4: Mathematics

Math Cheat Sheet

Fourth grade math is about stronger number sense. Students work with bigger numbers, multiplication, division, fractions, decimals, measurement, area, perimeter, graphs, and geometry.

The biggest mistake is not always the math. Many students miss the question being asked.

Math Power Moves

| Math Power Move | Say This in Your Head | Why It Helps |
|-----------------------------|---|---|
| 1. Read twice | "What is the problem asking me to find?" | Many problems hide the question at the end. |
| 2. Circle the units | "Am I solving for feet, inches, dollars, minutes, or pieces?" | Units tell you what the answer should mean. |
| 3. Estimate first | "About what should the answer be?" | Estimation catches wild answers. |
| 4. Draw it | "Can I use a model, array, number line, or table?" | Pictures make hard problems visible. |
| 5. Solve one step at a time | "What do I know first?" | Multi-step problems are less scary in pieces. |
| 6. Check reasonableness | "Does this answer make sense?" | A good answer should fit the story. |

Number Power

Fourth graders should understand numbers through the hundred thousands and sometimes beyond.

Practice:

- Standard form: 43,218
- Word form: forty-three thousand, two hundred eighteen
- Expanded form: $40,000 + 3,000 + 200 + 10 + 8$
- Comparing numbers using $>$, $<$, $=$
- Rounding numbers to the nearest 10, 100, or 1,000

Place Value Power Move

Start from the left.

Example:

Which number is greater: 47,382 or 47,328?

- Ten-thousands: same
- Thousands: same
- Hundreds: same

- Tens: 8 is greater than 2

So, 47,382 is greater.

Multiplication and Division Power

Fourth graders should know multiplication facts and use them in larger problems.

Important skills:

- Multiply one-digit numbers by multi-digit numbers
- Use arrays and area models
- Divide using equal groups
- Understand remainders
- Solve multi-step word problems

Remainder Power Move

A remainder is what is left over.

The story tells you what to do with it.

Example:

25 students ride in vans. Each van holds 6 students.

$$25 \div 6 = 4 \text{ remainder } 1$$

You need **5 vans**, because 1 student still needs a seat.

But not every remainder problem asks for the next full group. Some questions ask only how many complete groups can be made and what is left over. Read the wording carefully.

Fraction Power

Fractions are a major fourth grade skill.

Know:

- Equivalent fractions
- Comparing fractions
- Adding and subtracting fractions with the same denominator
- Fractions on number lines
- Mixed numbers
- Decomposing fractions

Fraction Power Move

The denominator tells how many equal parts are in the whole.

The numerator tells how many parts you have.

Example:

$\frac{3}{8}$ means 3 parts out of 8 equal parts.

Equivalent Fraction Example

$$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8}$$

They look different, but they can name the same amount.

Decimal Power

Fourth graders connect fractions and decimals.

Important ideas:

- $0.1 =$ one tenth $= \frac{1}{10}$
- $0.01 =$ one hundredth $= \frac{1}{100}$
- $0.25 =$ twenty-five hundredths $= \frac{25}{100}$
- Money helps: \$0.25 is 25 cents

Decimal Power Move

Line up place value.

0.7 is seven tenths.

0.07 is seven hundredths.

Seven tenths is bigger than seven hundredths.

Measurement Power

Fourth graders solve problems involving:

- Length
- Weight
- Capacity
- Time
- Perimeter
- Area

- Measurement conversions

Common conversions:

- 1 foot = 12 inches
- 1 yard = 3 feet
- 1 meter = 100 centimeters
- 1 kilogram = 1,000 grams
- 1 liter = 1,000 milliliters
- 1 hour = 60 minutes
- 1 minute = 60 seconds

Geometry Power

Know these words:

- Point
- Line
- Line segment
- Ray
- Angle
- Parallel lines
- Perpendicular lines
- Triangle
- Quadrilateral
- Rectangle
- Square

Area and Perimeter

Perimeter is the distance around a shape.

Area is the space inside a shape.

Perimeter

Add all sides.

Example:

A rectangle is 8 feet long and 3 feet wide.

Perimeter = $8 + 3 + 8 + 3 = 22$ feet

Area

For a rectangle:

Area = length \times width

Example:

A rectangle is 8 feet long and 3 feet wide.

Area = $8 \times 3 = 24$ square feet

Data Power

Fourth graders read:

- Tables
- Bar graphs
- Dot plots
- Pictographs

Graph Power Move

Always check the scale.

If one picture equals 5 students, then 4 pictures equals 20 students.

Section 4B: Math Practice Problems

1. Which number is written in expanded form as $50,000 + 7,000 + 300 + 20 + 9$? *easy*
 - A. 5,729
 - B. 57,329
 - C. 573,029
 - D. 50,729
2. A school library has 6 shelves. Each shelf has 48 books. How many books are on the shelves altogether? *easy*
 - A. 248
 - B. 288
 - C. 308
 - D. 368
3. A teacher has 95 pencils. She puts them into bags with 8 pencils in each bag. How many **FULL** bags can she make, and how many pencils are left over (not enough for a full bag)? *medium*
 - A. 11 bags, 7 left over
 - B. 12 bags, 1 left over

- C. 10 bags, 15 left over
D. 13 bags, 4 left over
4. Which fraction is equivalent to $\frac{3}{4}$? *easy*
A. $\frac{4}{5}$
B. $\frac{6}{8}$
C. $\frac{3}{8}$
D. $\frac{2}{4}$
5. Lena walked $\frac{2}{6}$ of a mile on Monday and $\frac{3}{6}$ of a mile on Tuesday. How far did she walk in all? *easy*
A. $\frac{1}{6}$ mile
B. $\frac{5}{6}$ mile
C. $\frac{6}{6}$ mile
D. $\frac{5}{12}$ mile
6. Which decimal is equal to $\frac{7}{10}$? *easy*
A. 0.07
B. 0.17
C. 0.7
D. 7.0
7. A rectangular garden is 9 feet long and 4 feet wide. What is the area of the garden? *easy*
A. 13 square feet
B. 26 square feet
C. 36 square feet
D. 44 square feet
8. A picture frame has sides that are 10 inches, 8 inches, 10 inches, and 8 inches. What is the perimeter?
easy
A. 18 inches
B. 28 inches
C. 36 inches
D. 80 inches
9. A movie starts at 2:35 p.m. and ends at 4:10 p.m. How long is the movie? *medium*
A. 1 hour 25 minutes
B. 1 hour 35 minutes
C. 2 hours 25 minutes
D. 2 hours 35 minutes
10. A recipe uses 3 cups of flour for one batch of muffins. How many cups of flour are needed for 7 batches? *easy*
A. 10 cups
B. 18 cups

- C. 21 cups
- D. 24 cups

11. The table shows how many tickets four classes earned for a school reward.

| Class | Tickets |
|---------|---------|
| Class A | 36 |
| Class B | 42 |
| Class C | 29 |
| Class D | 42 |

Which statement is true? *medium*

- A. Class A earned the most tickets.
- B. Class C earned 7 more tickets than Class A.
- C. Class B and Class D earned the same number of tickets.
- D. Class D earned 13 fewer tickets than Class C.

1. A store sells notebooks for \$3 each. Marco buys 4 notebooks and pays with a \$20 bill. How much change should he get? *medium*
- A. \$6
 - B. \$8
 - C. \$12
 - D. \$16

Math Quick Strategies

When You Get Stuck

- Ask: "What is the question asking?"
- Underline important numbers.
- Circle the unit.
- Draw a quick picture.
- Estimate before solving.
- Use multiplication to check division.
- Use addition to check subtraction.
- Ask if the answer makes sense.

Math Power Move: Multi-Step Problems

For a multi-step word problem:

1. Find the question.
2. List the important numbers.
3. Decide the first step.
4. Solve.
5. Decide the second step.
6. Solve.
7. Check the final answer with the story.

Do not try to solve the whole thing in your head.

Section 5: Test-Day Power Moves

For Students

Brain Reset If You Get Stuck

- Breathe in for 4.
- Breathe out for 4.
- Relax your shoulders.
- Say in your mind: "One step only."
- Skip the panic.
- Solve the next piece.

Test-Day Power Moves

| Power Move | What To Do |
|--------------------------|---|
| Start calm | You do not need to rush the first question. |
| Read twice | First read for meaning. Second read for clues. |
| Use scratch paper | Your brain does not need to hold everything at once. |
| Mark and move | If a question is too sticky, mark it and come back. |
| Check units | Make sure your answer is dollars, feet, minutes, books, or whatever the problem asks for. |
| Use evidence | In reading, the text should prove your answer. |
| Finish strong | Review carefully, but do not change answers for no reason. |

Confidence Script

I do not need to be perfect.

I need to stay calm, read carefully, and keep moving.

I can find clues.

I can solve one step at a time.

I know more than I think I know.

Night Before

- Pack what you need.
- Charge devices if needed.
- Go to bed on time.
- Do not cram late.
- Do something calm.

Morning Of

- Eat breakfast.
- Drink water.
- Keep the morning low-drama.
- Say one positive thing.

- Get to school on time.

After School

- Snack.
- Decompress.
- Move your body.
- Do not replay every question.
- Reset.

Parent Notes

Your job is not to become a full-time tutor overnight. Your job is to create calm conditions.

Good parent lines:

- “You are ready to show what you know.”
- “You can handle one question at a time.”
- “I care more about your effort than one score.”
- “Let’s practice a little, then be done.”

Avoid:

- “You better pass.”
- “This is easy.”
- “Why did you miss that?”
- “You should know this already.”

Kids learn better when they feel safe enough to make mistakes.

Section 6: Quick Mixed Review

Use this page like flash practice. Cover the hint first. Let your child answer. Then uncover the hint and talk it through.

| Type | Try This | Hint |
|------|--|--|
| RLA | What is the theme of a story? | Look for the lesson the character learns. |
| RLA | Which detail supports the main idea? | Choose the detail that proves the big point. |
| RLA | What does this word mean in paragraph 3? | Use nearby sentence clues. |
| RLA | Why did the character make that choice? | Look at what the character wanted or feared. |
| Math | $6 \times 47 = ?$ | Break 47 into $40 + 7$. |
| Math | $5/8 + 2/8 = ?$ | Same denominator, add the numerators. |
| Math | Area of 7 by 6 rectangle? | Length \times width. |
| Math | 3 feet = ___ inches | 1 foot = 12 inches. |
| Math | Which is bigger: 0.6 or 0.06? | Tenths are bigger than hundredths. |

Parent Move

Ask your child:

- “What strategy did you use?”
- “Where is the proof?”
- “Does your answer make sense?”
- “Can you teach it back to me?”

Teaching it back is powerful. If your child can explain it, they understand it better.

Section 7: Answer Key

Reading Answer Key

1. Answer: A.

Why: The passage is mostly about Maya planting tomatoes and caring for them until they grow.

This teaches: A summary should include the main events, not one small detail.

2. Answer: C.

Why: Leo starts by doubting Maya, but at the end he brings water to help. That shows he begins to believe in the project.

This teaches: Character change is shown through actions and dialogue.

3. **Answer: B.**

Why: Watering the plants every afternoon shows that Maya is consistent and responsible.

This teaches: Supporting details prove character traits.

4. **Answer: A.**

Why: Leo uses “realistic” to mean he thinks he is being honest about what will happen. He doubts the plants will grow much.

This teaches: Vocabulary meaning comes from context.

5. **Answer: B.**

Why: Maya keeps working even when Leo doubts her. Her steady effort helps the garden grow and changes Leo’s attitude.

This teaches: Theme is the message or lesson of the story.

6. **Answer: B.**

Why: The neighbors bring stakes and advice. This shows the garden becomes important to more people than just Maya.

This teaches: Authors include supporting characters for a reason.

7. **Sample Answer:** Maya shows determination by caring for the plants every afternoon. The passage says she watered them, pulled weeds, and used shade cloth when the leaves drooped. This proves she kept working even when the garden needed extra care.

This teaches: A short response should answer the question, give text evidence, and explain the evidence.

8. **Answer: D.**

Why: Carrying a bucket of water shows Leo is helping instead of only joking.

This teaches: Character change is often shown through action.

9. **Answer: A.**

Why: Leo keeps doubting that the garden will succeed. Maya’s work proves that effort matters.

This teaches: A title often connects to the conflict or big idea.

10. **Answer: B.**

Why: Maya keeps taking care of the plants even when Leo doubts her.

This teaches: Character traits are proven by repeated actions.

Math Answer Key

1. **Answer: B. 57,329.**

Why: $50,000 + 7,000 + 300 + 20 + 9$ equals 57,329.

This teaches: Expanded form shows the value of each digit.

2. **Answer: B. 288.**

Why: $6 \times 48 = 288$. You can break it apart: $6 \times 40 = 240$ and $6 \times 8 = 48$. Then $240 + 48 = 288$.

This teaches: Area models and breaking numbers apart help with multiplication.

3. **Answer: A. 11 bags, 7 left over.**

Why: $95 \div 8 = 11$ remainder 7 because $8 \times 11 = 88$ and $95 - 88 = 7$. This question asks how many **complete bags** can be made, not how many total bags or trips are needed. The 7 pencils are left over because they are not enough to fill another full bag.

This teaches: Remainders must be handled based on the exact wording of the question.

4. **Answer: B. 6/8.**

Why: $3/4$ is equivalent to $6/8$ because both numerator and denominator were multiplied by 2.

This teaches: Equivalent fractions name the same amount.

5. **Answer: B. 5/6 mile.**

Why: $2/6 + 3/6 = 5/6$. The denominators stay the same because the parts are the same size.

This teaches: Add fractions with the same denominator by adding numerators.

6. **Answer: C. 0.7.**

Why: $7/10$ means seven tenths, which is written as 0.7.

This teaches: Fractions and decimals can name the same value.

7. **Answer: C. 36 square feet.**

Why: Area = length \times width. $9 \times 4 = 36$.

This teaches: Area measures the space inside a rectangle.

8. **Answer: C. 36 inches.**

Why: Perimeter means distance around. $10 + 8 + 10 + 8 = 36$.

This teaches: Perimeter is found by adding all side lengths.

9. **Answer: B. 1 hour 35 minutes.**

Why: From 2:35 to 3:35 is 1 hour. From 3:35 to 4:10 is 35 minutes. Total time is 1 hour 35 minutes.

This teaches: Elapsed time can be solved in chunks.

10. **Answer: C. 21 cups.**

Why: 3 cups per batch \times 7 batches = 21 cups.

This teaches: Multiplication can solve equal group problems.

11. **Answer: C. Class B and Class D earned the same number of tickets.**

Why: Class B has 42 tickets and Class D has 42 tickets.

This teaches: Tables must be read carefully before choosing an answer.

12. **Answer: B. \$8.**

Why: 4 notebooks \times \$3 = \$12. Marco pays \$20. $\$20 - \$12 = \$8$.

This teaches: Multi-step money problems often require multiplication first, then subtraction.

Section 8: 7-Day Parent Action Plan

Day 1: Reading – Main Idea and Summary

- Read one short passage.
- Ask: “What is this mostly about?”
- Have your child summarize it in one sentence.
- Keep it short.

Day 2: Math – Multiplication and Division

- Practice 10 multiplication facts.
- Solve 3 word problems.
- Ask your child to explain one answer.

Day 3: Reading – Theme and Character

- Read a story.
- Ask: “What did the character learn?”
- Ask: “What detail proves that?”

Day 4: Math – Fractions and Decimals

- Compare simple fractions.
- Match tenths to decimals.
- Use money examples if helpful.

Day 5: Mixed Review

- 5 reading questions.
- 5 math questions.
- Review mistakes calmly.

Day 6: Test-Day Strategy

- Practice breathing reset.
- Review Power Moves.
- Talk about marking hard questions and coming back.

Day 7: Light Confidence Review

- No heavy studying.
- Read something fun.

- Review one cheat sheet.
 - Get good sleep.
-

Section 9: Keep Going

There are more practice questions, daily missions, flashcards, and review tools waiting at staartest.app/grade4.

No account needed. Free forever.

Use this printable pack for quick home review. Then use the website for extra practice and confidence reps. The best plan is simple: a little reading, a little math, a little review, and a lot of calm consistency.

You've got this.

One question at a time.