

# Mathematics STAAR® Workstations Volume 4 Grade 6



Region 4 Education Service Center supports student achievement by providing educational products and services that focus on excellence in service for children.

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**Mathematics STAAR®  
Workstations Volume 4,  
Grade 6**

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## Acknowledgments

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## Contents

<b>What Is <i>Mathematics STAAR® Workstations Volume 4</i>?</b>	<b>v–vi</b>
Using Review Activity Folders	v
Creating Review Activity Folders	v
STAAR® Redesign Technology Enhanced Item	vi
Answer Keys	vi
Debriefing and Providing Feedback	vi
<b><i>Mathematics STAAR® Workstations Volume 4</i> Features</b>	<b>vii–ix</b>
<b>Reporting Category 1: Numerical Representations and Relationships</b>	
Fraction, Decimal, Percent 6(4)(G)	1–11
Workstation Document	Digital Download
Generating Equivalent Expressions 6(7)(D)	12–20
Workstation Document	Digital Download
<b>Reporting Category 2: Computations and Algebraic Relationships</b>	
Multiplying and Dividing Positive Rational Numbers 6(3)(E)	21–33
Workstation Document	Digital Download
Quantitative and Qualitative Reasoning 6(4)(B)	34–43
Workstation Document	Digital Download
Solving Inequalities 6(10)(A)	44–55
Workstation Document	Digital Download
<b>Reporting Category 3: Geometry and Measurement</b>	
Customary Conversions with Proportions and Ratios 6(4)(H)	56–65
Workstation Document	Digital Download
<b>Reporting Category 4: Data Analysis and Personal Financial Literacy</b>	
Mean, Median, Range, Interquartile Range 6(12)(C)	66–76
Workstation Document	Digital Download
Summarizing Data 6(12)(D)	77–88
Workstation Document	Digital Download
<b>Materials</b>	<b>89–90</b>
<b>Printing Guide</b>	<b>91</b>

## What is **Mathematics STAAR® Workstations Volume 4**?

*Mathematics STAAR® Workstations Volume 4* is a student-centered review resource to be used to address the Mathematics TEKS that, based on current data, have proven challenging for students. Each workstation is TEKS-based and may be used to enrich Tier I instruction or as a review of the rigor outlined by the TEKS.

Each review workstation is designed to take 15-20 minutes and fit in a single file folder to create a convenient and engaging review resource. These workstations may be used in a variety of structures, including differentiated review during class, review sessions, and tutorials.

### Using **Mathematics STAAR® Workstations Folders**

A folder format provides flexible options for review. The following are examples of ways to use the folders:

- Individualized Review: Students complete workstations that target their area(s) of greatest need based on formative assessment data.
- Review Stations: Student groups work through each folder and note any topics they find confusing or for which they need further review. The teacher monitors student discussions to assess for misconceptions. These points for review can be addressed individually or as a class to make the best use of class time.
- Whole Class Review: During one class period, the class works in small groups through the same review workstation folder(s) and debriefs together.

Students may benefit from the use of cooperative grouping strategies, such as CHAMPS, while completing the workstations. Think-Pair-Share can be used to ensure that all students are provided opportunities to share their mathematical thinking. Displaying a timer will assist students in monitoring their time while completing each workstation. The recording sheet, blank paper, or sticky notes can be used to hold students accountable for their learning during all tasks of the workstation.

### Creating **Mathematics STAAR® Workstations Folders**

To create the review workstations in this resource, you will need the following materials:

- Access to a copy machine and/or printer
- File folders, preferably a different color for each Reporting Category
- Cardstock
- Hook-and-loop dots
- Packing tape
- Glue sticks
- Resealable plastic sandwich bags
- Transparencies
- Dry-erase markers
- Number cube
- Two-color counters
- Paper clips
- STAAR® Grade 6 Mathematics Reference Materials

Follow these steps to create each *Mathematics STAAR® Workstations* folder:

1. Read through the Teacher Notes and gather the materials for the workstation.
2. Print the Labels, Instructions, Task Cards, and Student Answer Keys. You may access the digital files and choose to print in color or black and white. Access digital files at <http://r4hub.esc4.net> using your login information.
3. Cut out the Labels, Instructions, Task Cards, and Student Answer Keys, and attach each to the folder. You may choose to follow the sample layout provided in the Teacher Notes or organize the folder in a way that meets the needs of your students.
4. Print copies of the student pages. These are designed to be consumables for students to use as a study guide.

## What is *Mathematics STAAR® Workstations Volume 4*?

### STAAR® Redesign Technology Enhanced Item

Each workstation includes at least one STAAR®-type assessment item. When appropriate, the item is written to mirror STAAR® Redesign Technology Enhanced Item (TEI) types.

### Answer Keys

Answer keys are included with each workstation. The answer keys may be used in one of the following ways:

- Place the answer key on the back cover of the folder under a flap for students to self-check as they complete the workstation.
- Place the answer key inside the folder in a pocket or under a flap for students to self-check as they complete the workstation.
- Plan for students to visit a solution station with a labeled answer key for each workstation.

### Debriefing and Providing Feedback

Depending on how the folders are used, the teacher may choose a variety of strategies to provide feedback:

- Use Content Objective, Language Objective, and practice assessment items to debrief the workstation. Students who are unable to accurately answer these questions following the completion of the workstation's activity may need additional support.
- Students complete each workstation and use the answer key or visit the solution station to check their answers. Students should note any questions about a concept or skill so that their questions can be addressed by their teacher.
- Other tools, such as sticky notes, may be used to collect student responses to a specific part of the task, responses from student discourse, or assessment responses, for ease of sorting and making future instructional decisions.

### References

- Kelemanik, Grace, Amy Lucenta, and Susan Janssen Creighton. 2016. *Routines for Reasoning: Fostering the Mathematical Practices in All Students*. Portsmouth, NH: Heinemann.
- Zwiers, Jeff, Jack Dieckmann, Sara Rutherford-Quach, Vinci Daro, Renae Skarin, R., Steven Weiss and James Malamut. 201. *Principles for the Design of Mathematics Curricula: Promoting Language and Content Development*. Retrieved from Stanford University, UL/SCALE website: <http://ell.stanford.edu/content/mathematics-resources-additional-resources>.

## Mathematics STAAR® Workstations Volume 4 Features

### Fraction, Decimal, Percent

TEKS 6(4)(G)  
Reporting Category 1  
Numerical Representations and Relationships

#### Materials For the folder

- Workstation document
- Red folder
- Red cardstock for answer key cover
- Additional red cardstock
- Hook-and-loop dot
- Packing tape
- Plastic sandwich bag
- Number cube

**Materials** listed aid in activity preparation.

A different color folder is used for each reporting category to aid in organization. Manila folders may also be used.

Each activity addresses a specific student expectation that is reflected in the content objective(s).

1. Print the workstation document.
2. Cut out, arrange, and glue the *Cover* to the front of the folder.
3. Cut out and glue the *Folder Tab Label* to the tab of the folder.

The titles of **Activity Masters** and **Student Pages** are printed in italics for ease of reference.

### Reporting Category Folder Color Recommendations

Reporting Category 1: Red Folders  
Reporting Category 2: Yellow Folders  
Reporting Category 3: Green Folders  
Reporting Category 4: Blue Folders



## Front Cover

6-11(E) Readiness  
Reporting and Dividing Positive  
Rational Numbers

## Reporting Category 2

### Computations and Algebraic Relationships

#### TEKS 6(3)(E)

# Multiplying and Dividing Positive Rational Numbers

**Content Objective**

I can multiply and divide positive rational numbers.

**Language Objective**

I can describe a process for multiplying and dividing positive rational numbers.

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**Content Objective** and **Language Objective** describe the focus of the TEKS-based activity in student-friendly language.

**Cardstock Cover** keeps an answer key secure until students are ready to check their work.

### Answer Key

#### Task 1

##### Situation 1

1. **Taylor** has the best completion rate.
2. Cara has a better completion rate than **Madison or Kimberlee**.
3. Kimberlee's completion rate is half of **Madison's** rate.
4. **Cara** is expected to complete 75 out of 100 free throws.

##### Situation 2

1. Half as many people chose **fruit juice** as chose water.
2. One-fourth as many people chose soda as chose **sports drink**.
3. There were **4** more people who chose sports drink than chose water.
4. There were **24** more people who chose water than chose soda.

#### Task 2

##### Statements:

A) **False**; Gretchen earns \$27 per hour.  
B) **True**  
C) **False**; Kaitlyn earns \$3 less per hour than Gretchen.  
Gretchen earns \$3 more per hour than Kaitlyn.

#### Task 3

☐ Jayce  
☒ Miguel

can type

☐ 520  
☒ 20  
☐ 150

more words than

☐ Jayce  
☒ Miguel

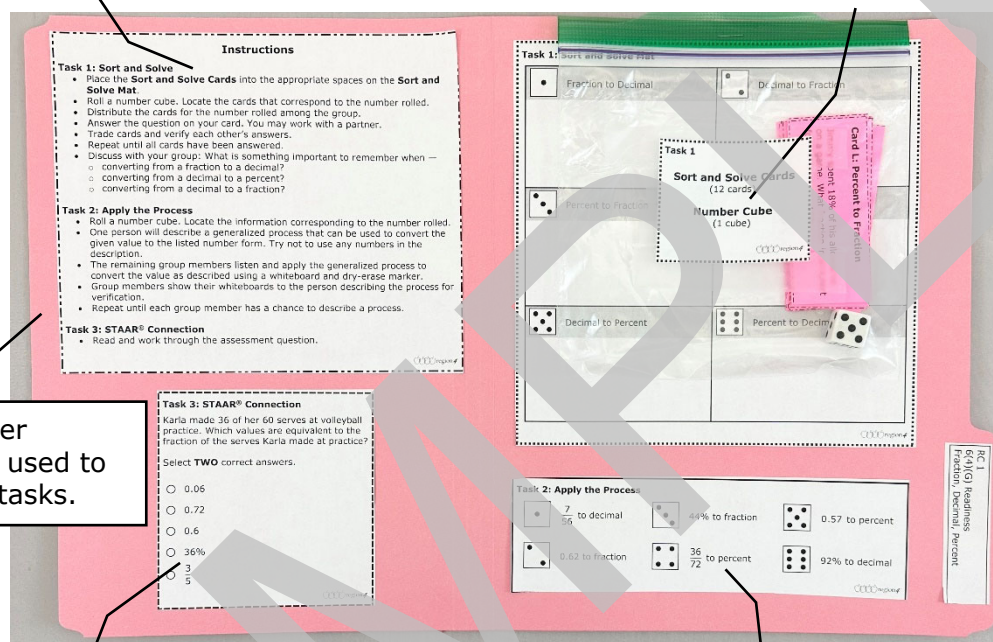
in 10 minutes.

## Mathematics STAAR® Workstations Volume 4 Features

### Inside Folder

Each workstation includes step-by-step instructions to aid students in completing each task.

Some workstations include card sorts or have other manipulatives. Cards are stored in the folder either in a pocket (created using cardstock or an envelope) or in a resealable plastic bag.



Varied border designs are used to distinguish tasks.

A STAAR® formatted assessment item is included in each station.

Each workstation includes a literacy component to promote understanding and academic vocabulary.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Mean, Median, Range, Interquartile Range Recording Sheet**

**Task 2: What Is My Value?**

Data Set A

Data Set B

**Task 3: STAAR® Connection**

Write the correct answer in each box. Not all answers will be used.

18	22	27	29	30
----	----	----	----	----

The mean of the data is .

The median of the data is .

The range of the data is .

I determined the answers by . . .

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Each workstation includes a reproducible master that provides students with a study guide.