Rules for Pest

Object of the game: Build a “hand” of cards that scores the most points.

Materials needed:

- Deck of “Pest” cards, well-shuffled
- Score cards – One for each player
- Dry erase pens & erasers

To play:

Shuffle Pest Cards and place them in a stack, problem side up where everyone can reach therm.

Take turns drawing from the pile and answering the questions. If you get the question correct, you keep the card. If you get it wrong, the card goes back to the bottom of the stack.

If you get a “Free” card, you can keep it or trade it with another person who has something you need. The other person has to agree to the trade.

To win: At the end of the game (when time is up or all cards are gone) , add up points according to the score card. Player with the most points wins.

Scoring:

- 3 points for each 4 of a kind
- 2 points for each 3 of a kind
- 1 point for each 2 of a kind
- 0 points for single cards

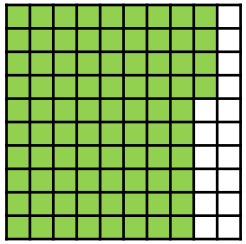
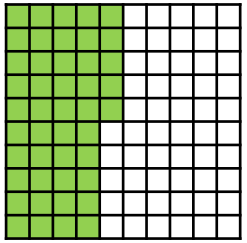
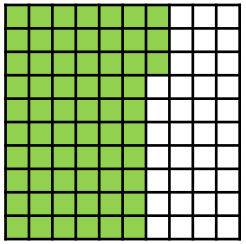
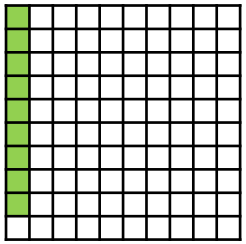
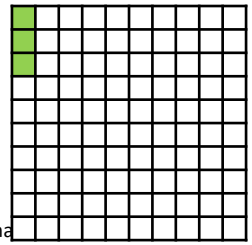
Printing: Landscape, grayscale, 2-sided, flip on short side, laminate to use dry erase.

Unit: 4th - Decimals

Lesson: 4.2.E - 4.2.H - 4.2.F - Represent and Compare Decimals

Pest

Note: Some parts of these materials are taken directly from released STAAR tests Copyright © 2015-2021. Texas Education Agency. All Rights Reserved. Used by Permission.

1 C	**2** 	**3** D	**4** A	**5** D	**6** C
7 D	**8** 	**9** C	**10** B	**11** D	**12** A
13 A	**14** 	**15** C	**16** C	**17** D	**18** B
19 B	**20** 	**21** A	**22** A	**23** C	**24** D
25 D	**26** 	**27** C	**28** C	**29** B	**30** B

Scorecard

_____- 4 of a kind X 3 points = ____

_____- 3 of a kind X 2 points = ____

_____- 2 of a kind X 1 points = ____

Total points = ____

Scorecard

_____- 4 of a kind X 3 points = ____

_____- 3 of a kind X 2 points = ____

_____- 2 of a kind X 1 points = ____

Total points = ____

Scorecard

_____- 4 of a kind X 3 points = ____

_____- 3 of a kind X 2 points = ____

_____- 2 of a kind X 1 points = ____

Total points = ____

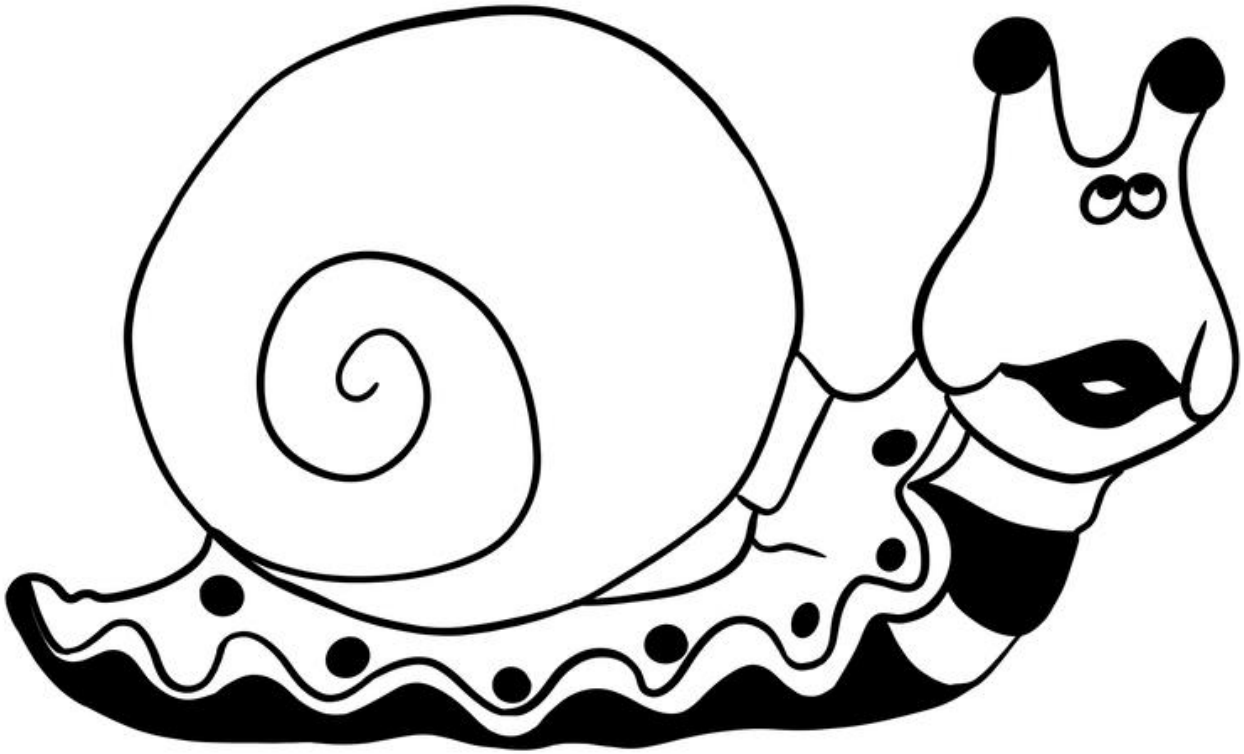
Scorecard

_____- 4 of a kind X 3 points = ____

_____- 3 of a kind X 2 points = ____

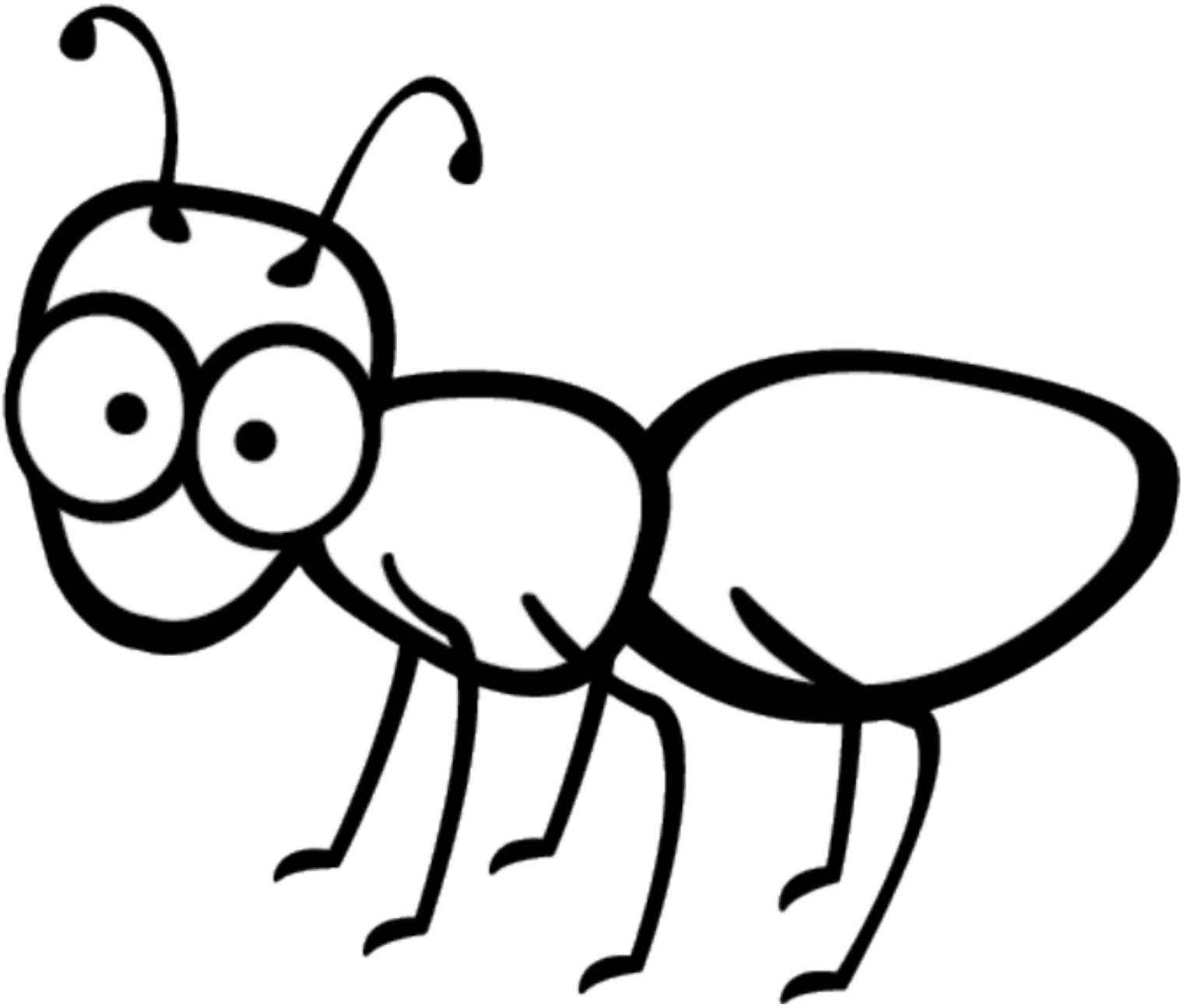
_____- 2 of a kind X 1 points = ____

Total points = ____



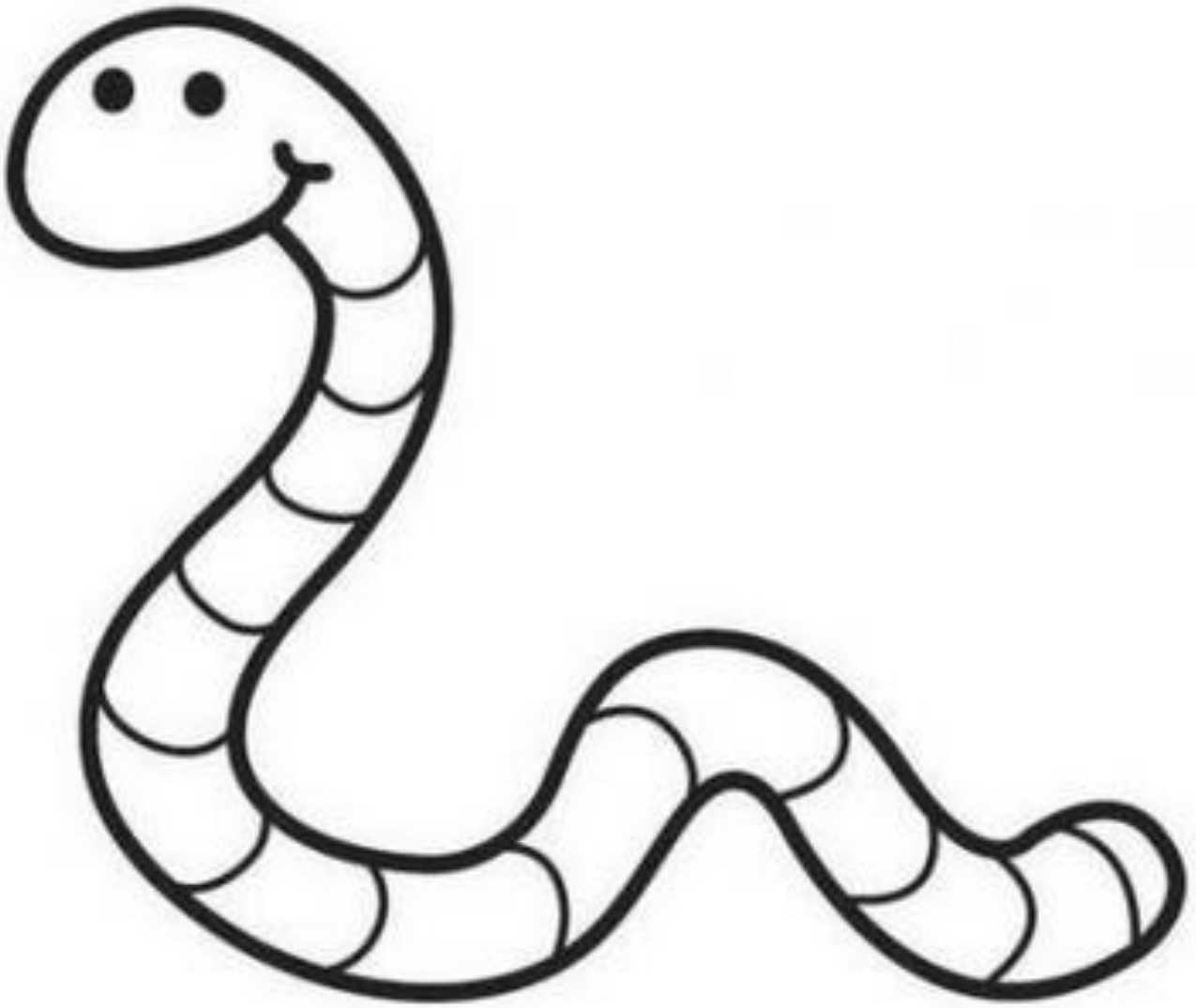
Free snail!

You can keep this free snail or trade it for another pest with someone who wants a snail.



Free ant!

You can keep this free ant or trade it for another pest with someone who wants a ant.

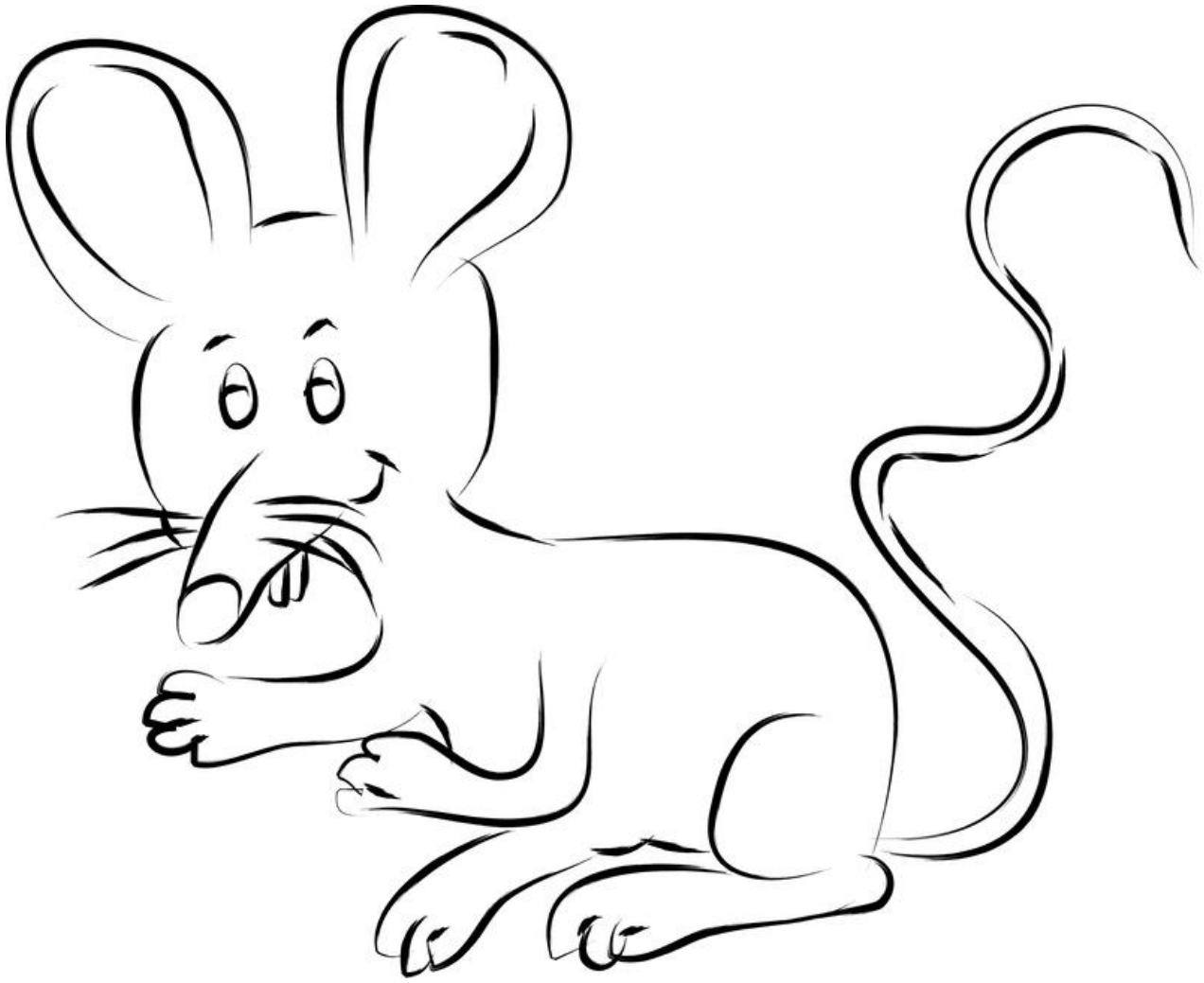


Free worm!

You can keep this free worm or trade it for another pest with someone who wants a worm.

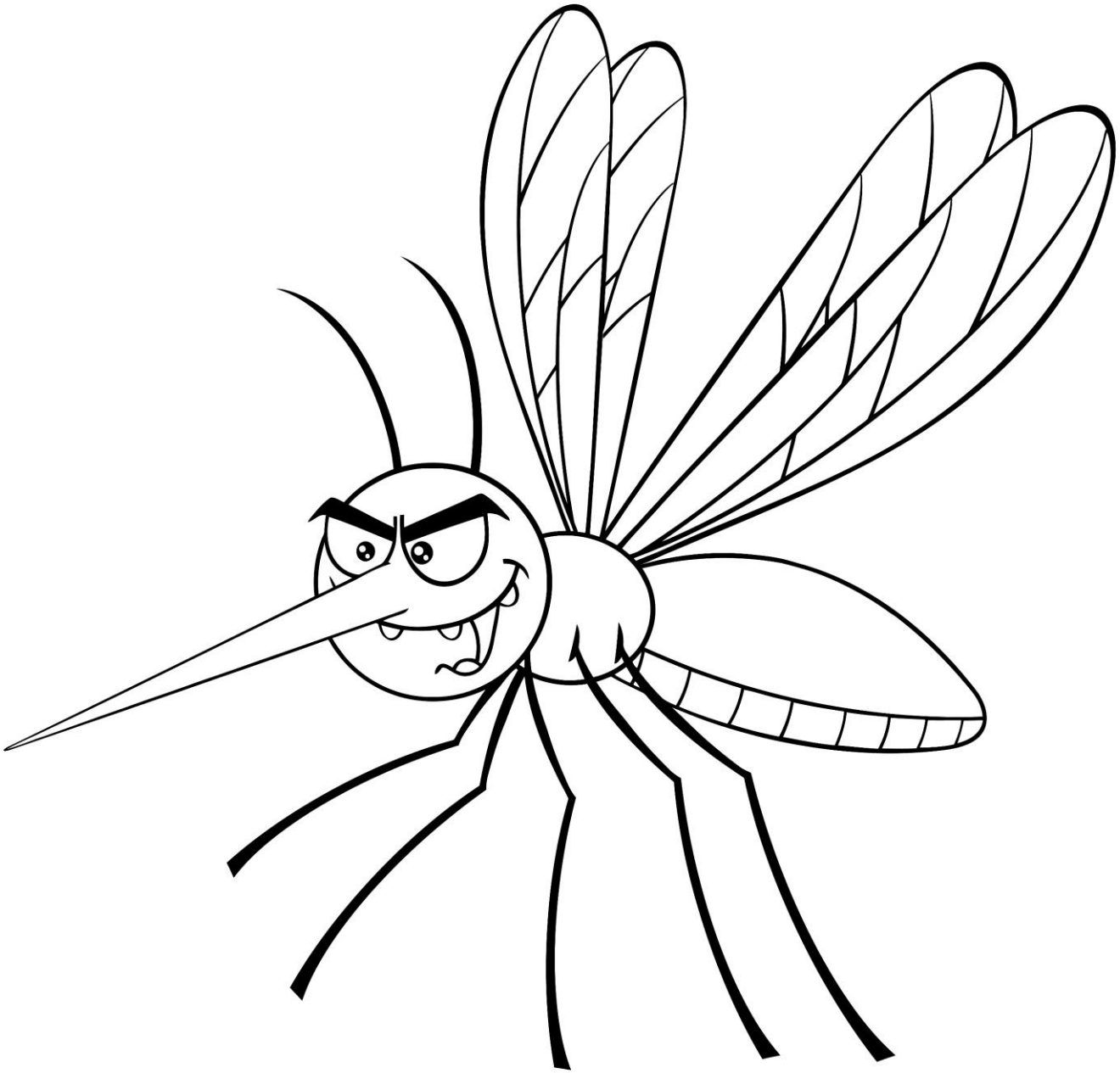
Free bat!

You can keep this free bat or trade it for another pest with someone who wants a bat.



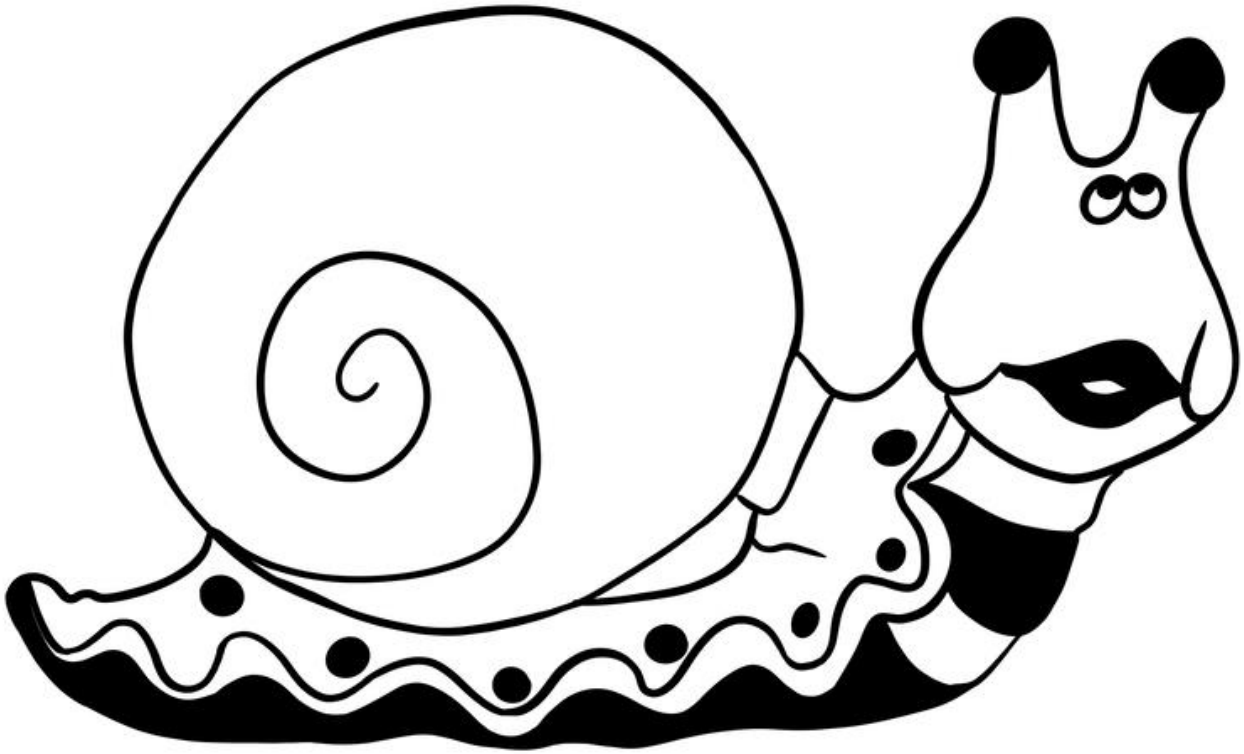
Free rat!

You can keep this free rat or trade it for another pest with someone who wants a rat.



Free mosquito!

You can keep this free mosquito or trade it for another pest with someone who wants a mosquito.



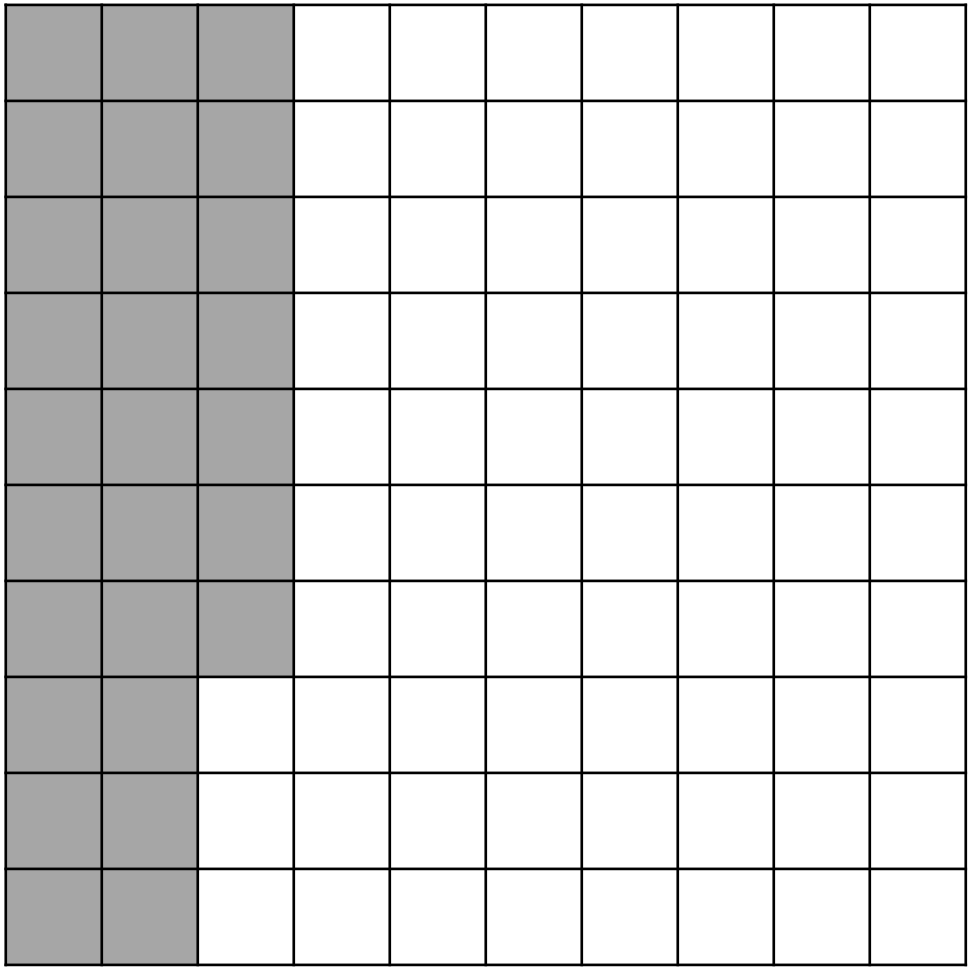
1. The model is shaded to represent a decimal number less than one.
Which value is represented by the shaded part of the model?

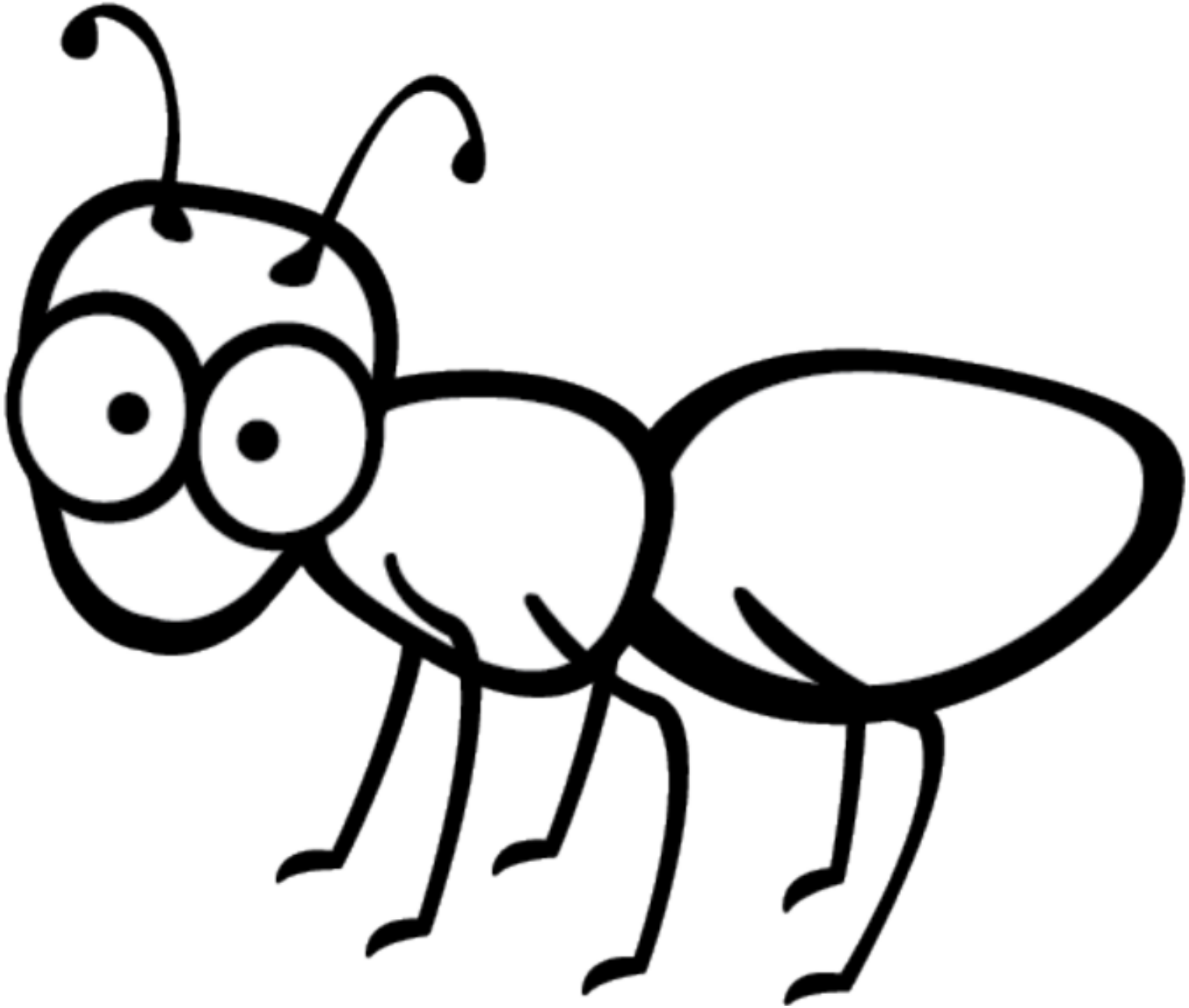
A. Two and seven-tenths

B. Twenty-seven

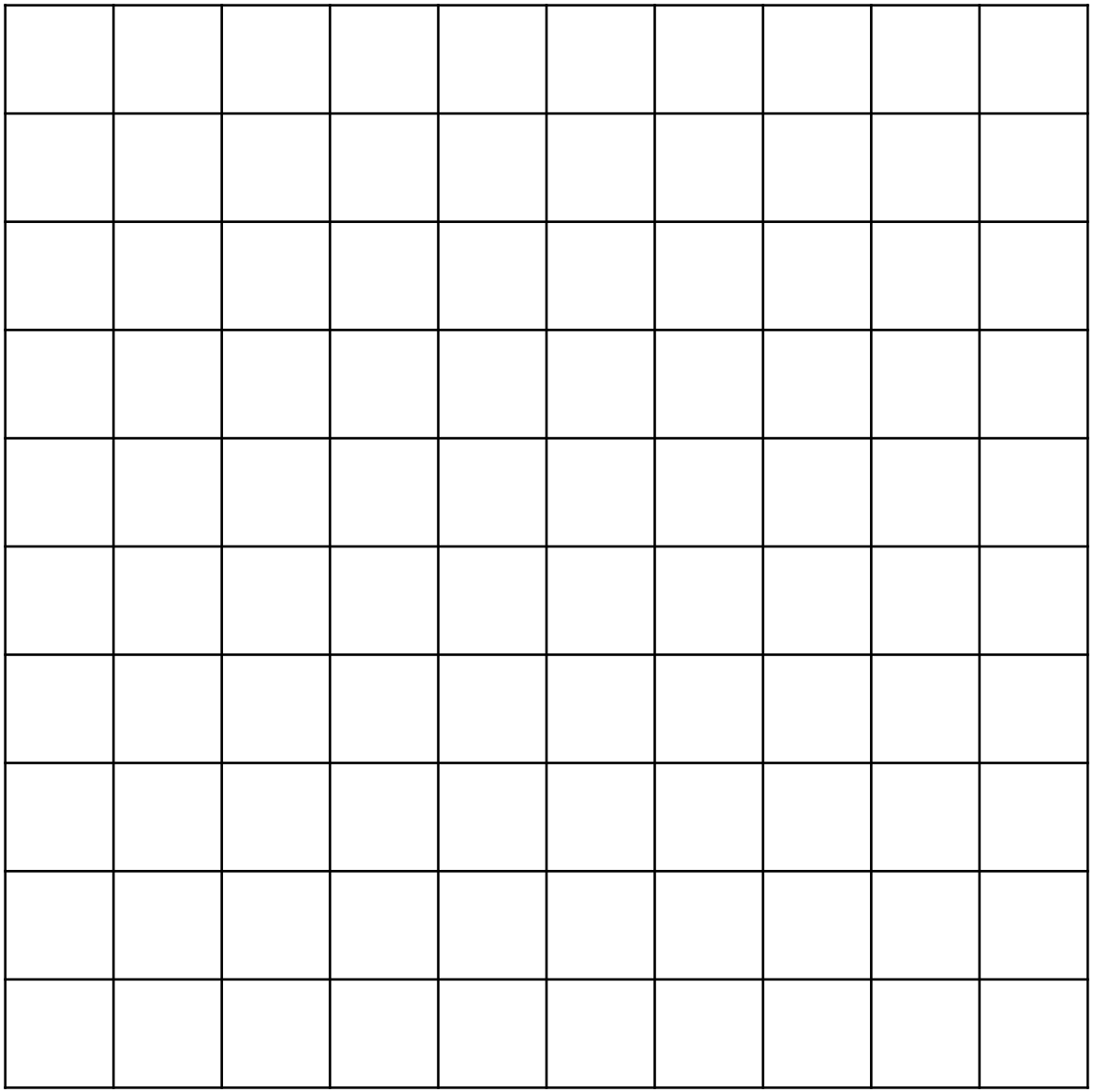
C. Twenty-seven-hundredths

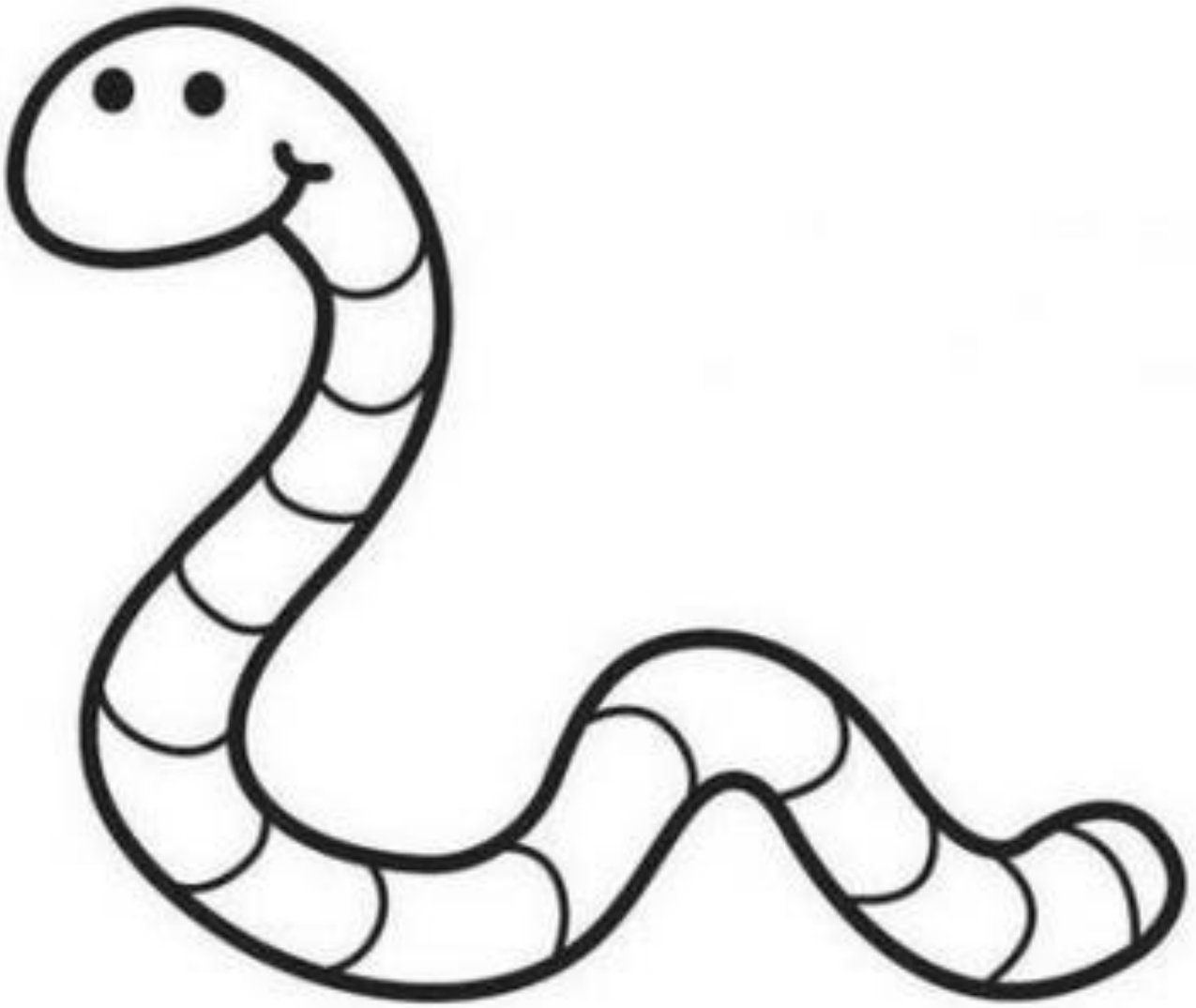
D. Two and seven-hundredths



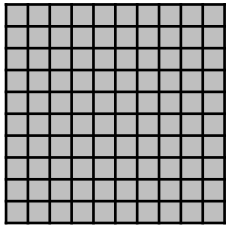


2. Shade the model to represent 0.84.



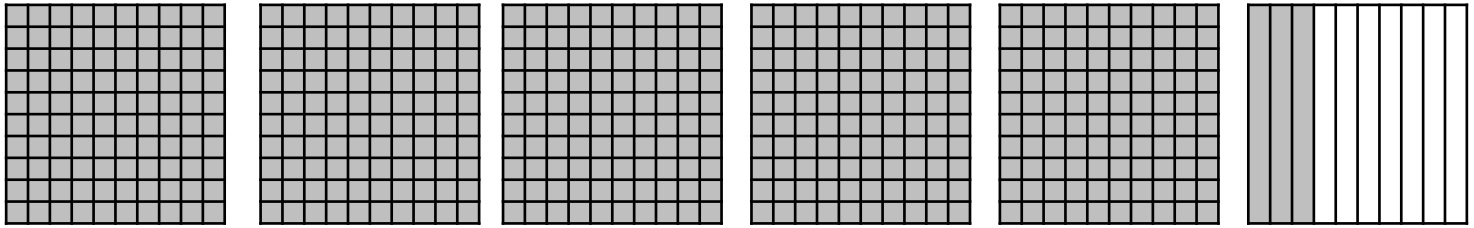


3. This model is shaded to represent 1 whole.

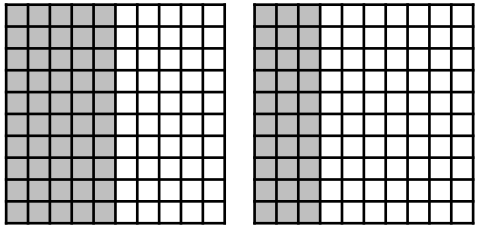


Zack drew a model that was shaded to represent 0.53. Which model could Zack have drawn?

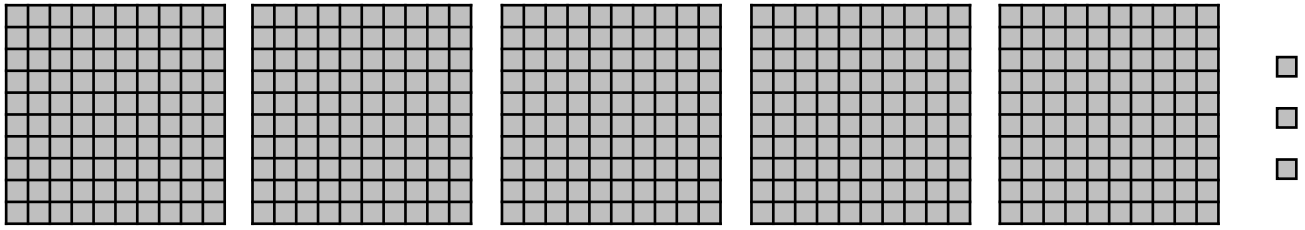
A.



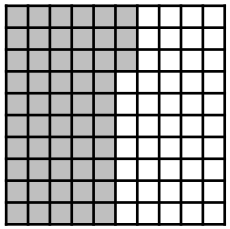
B.



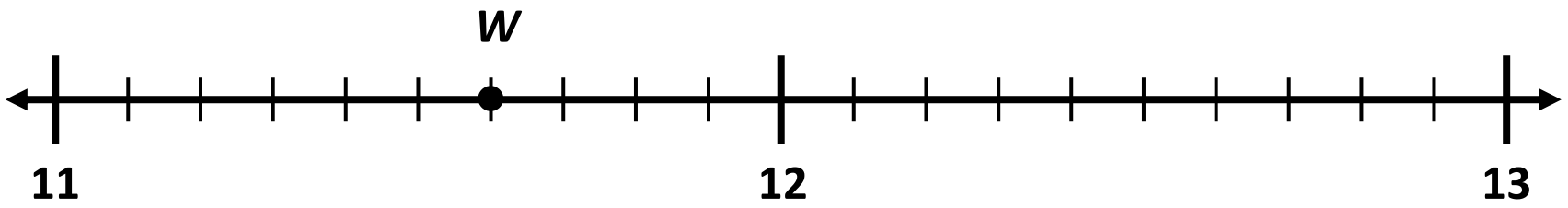
C.



D.



4. The number line shows point *W*.



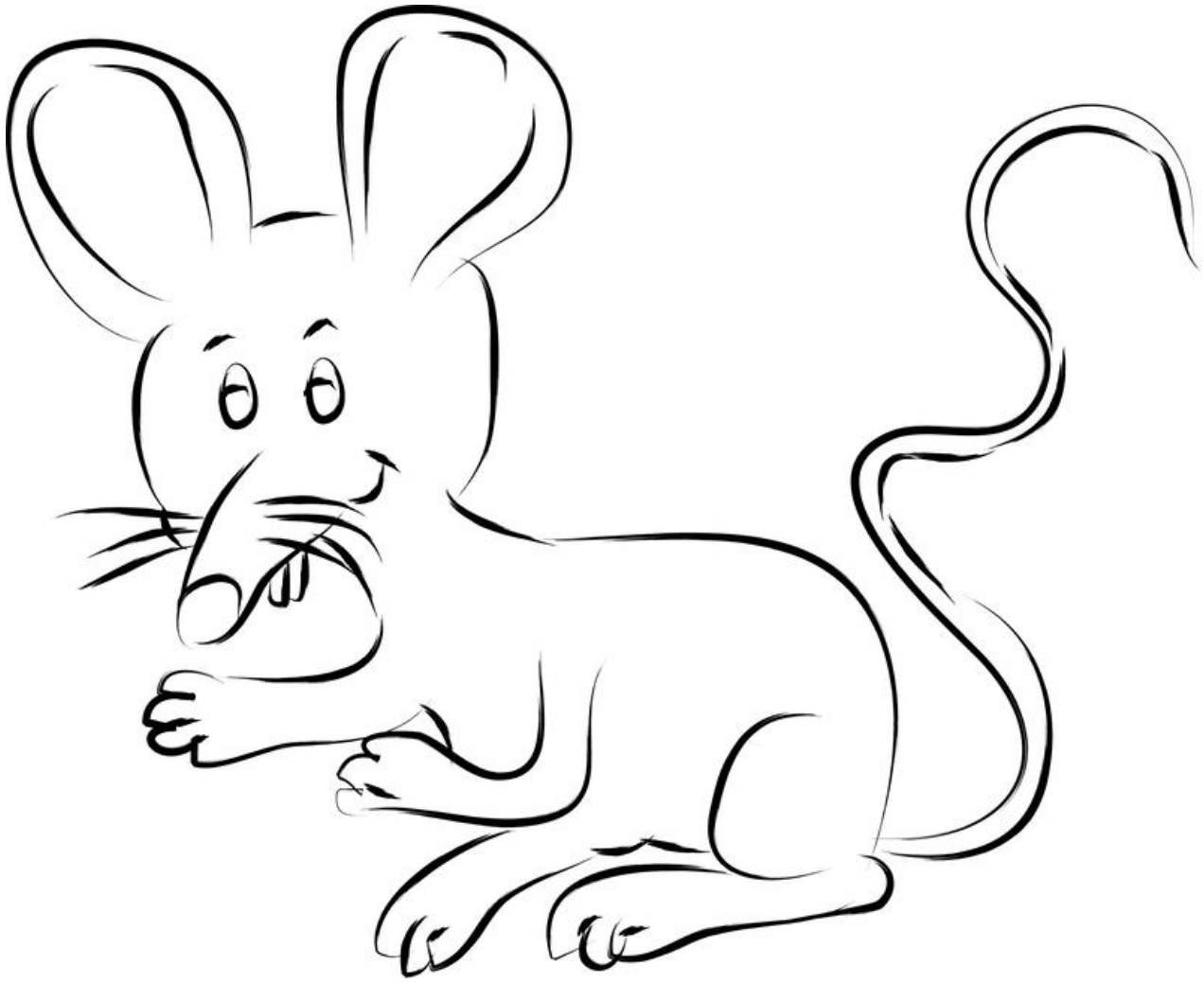
Which number does point *W* represent on the number line?

A. 11.6

B. 11.07

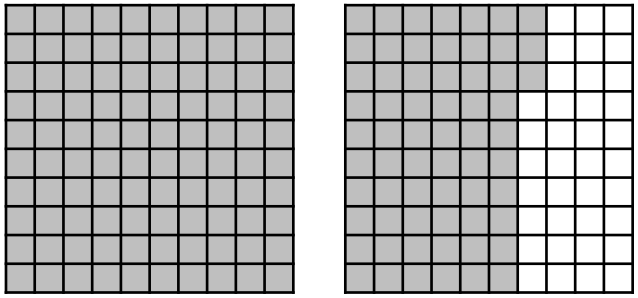
C. 11.7

D. 11.06

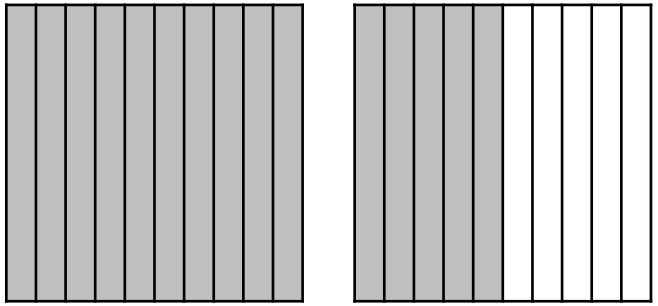


5. The distance in meters that four students jumped are modeled below.

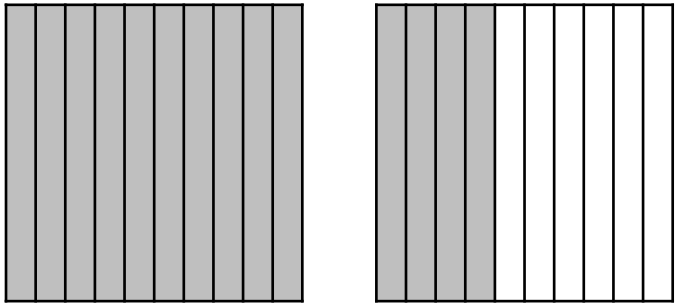
Marisol



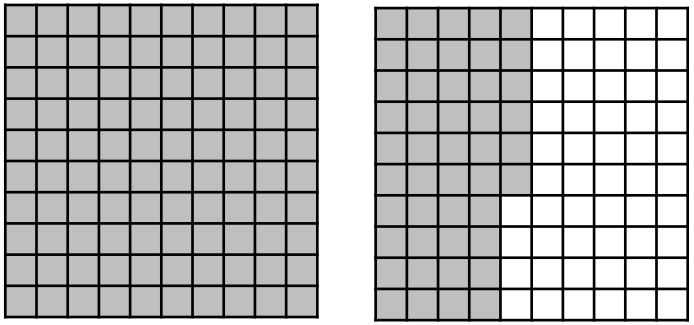
Benito



Otis



Victoria



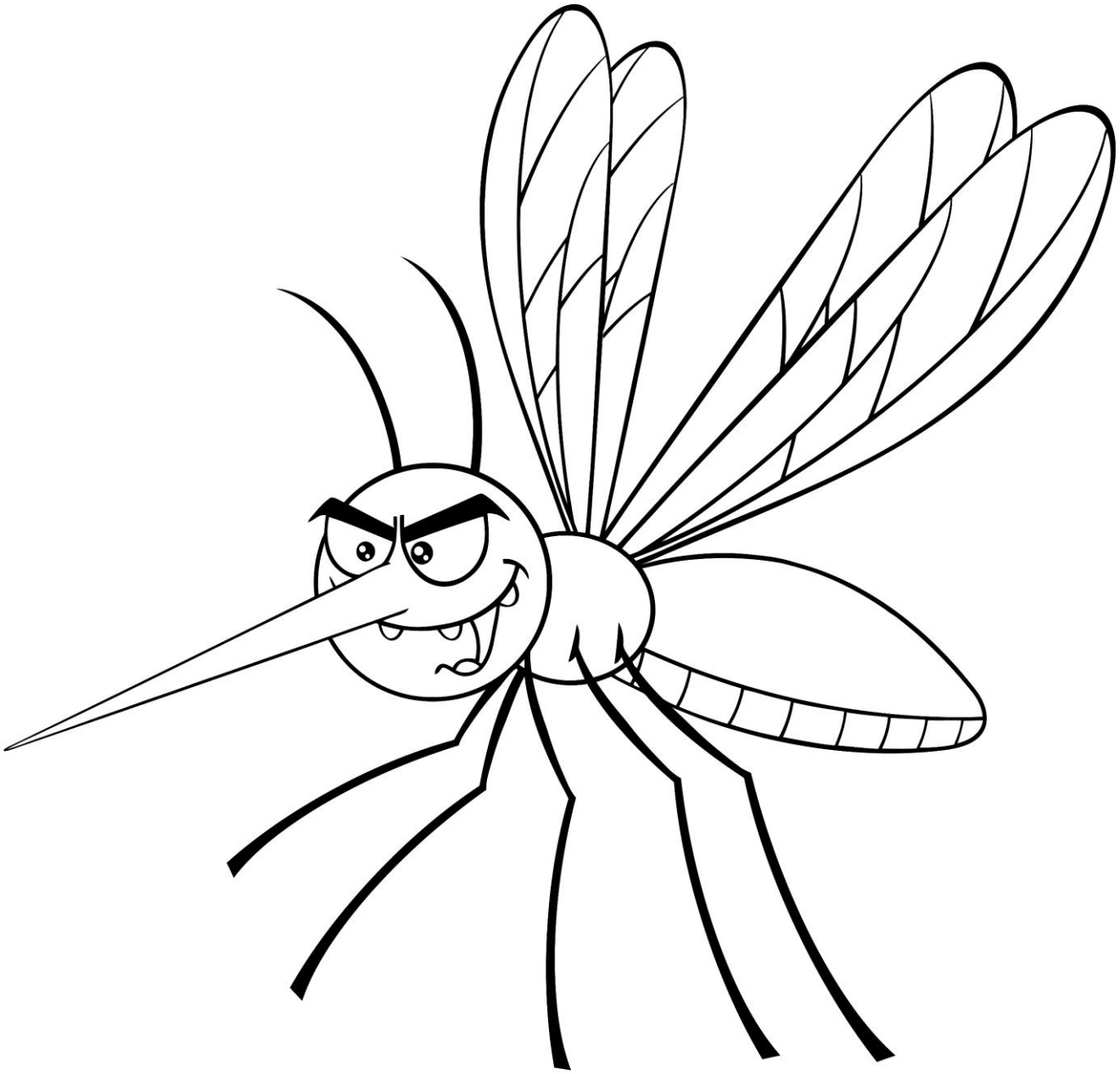
Which list shows these distances in order from greatest to least?

A. 1.46 m 1.5 m 1.4 m 1.63 m

B. 1.63 m 1.46 m 1.5 m 1.4 m

C. 1.4 m 1.46 m 1.5 m 1.63 m

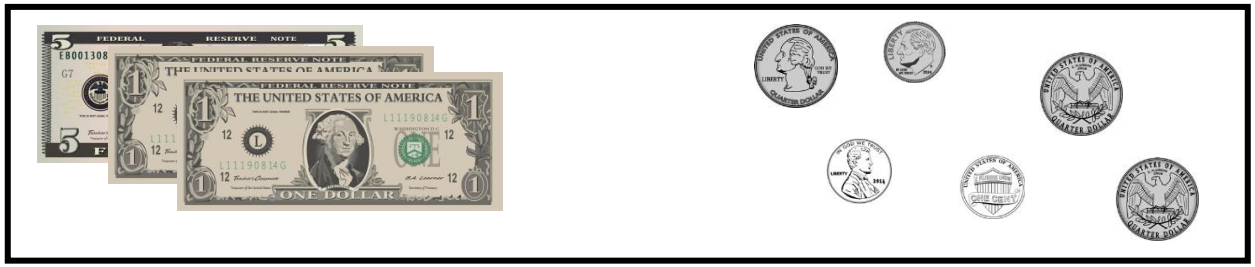
D. 1.63 m 1.5 m 1.46 m 1.4 m



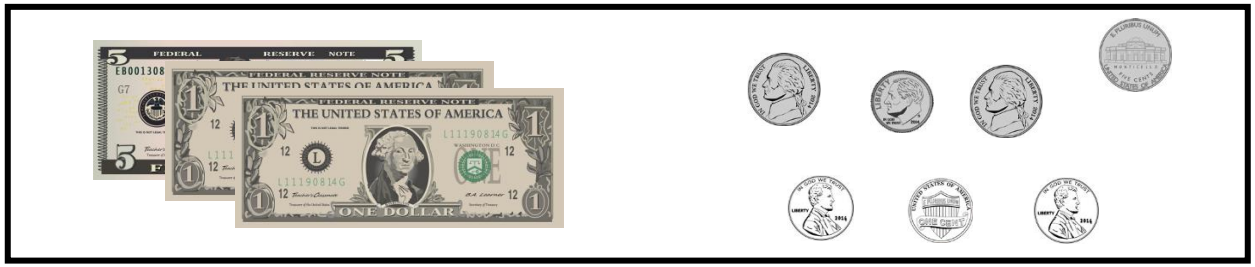
6. Each picture below represents a different amount of money. In which amount does the digit 8 represent 8 cents?

A.

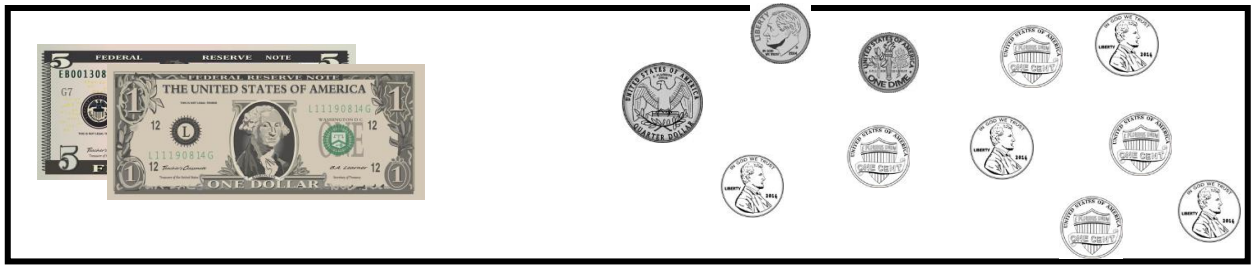
B.

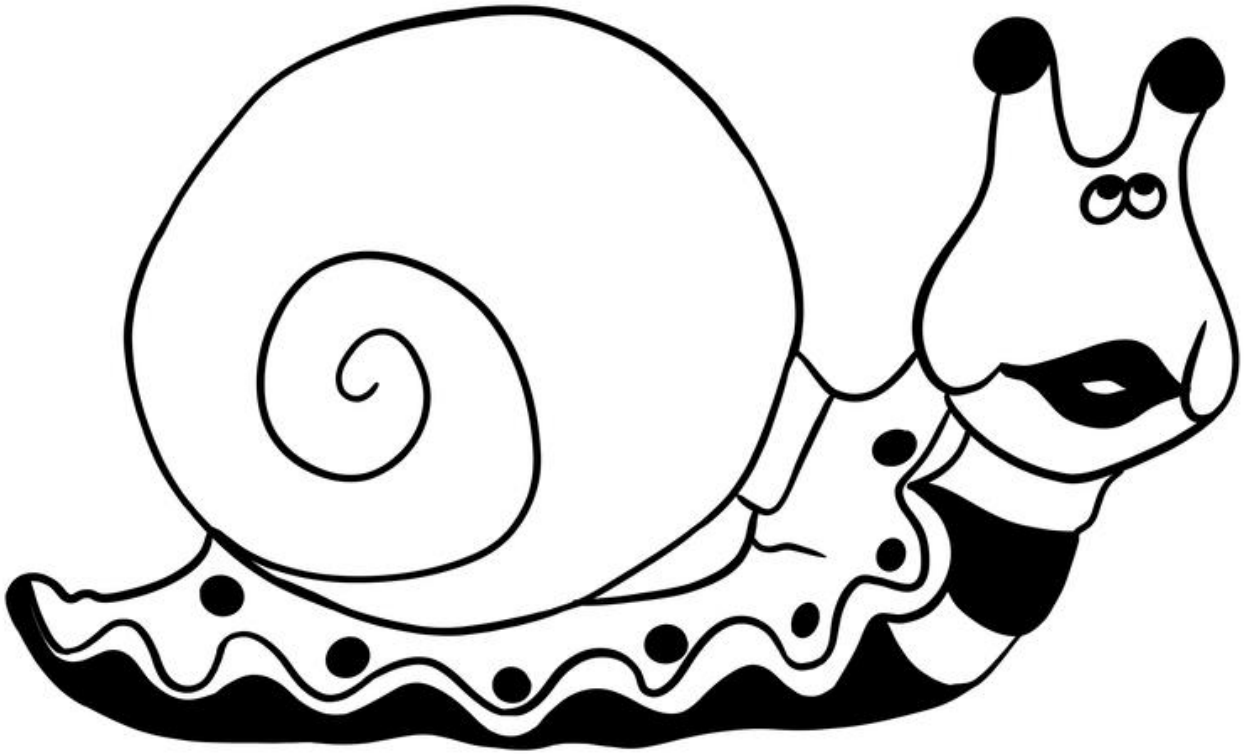


C.



D.





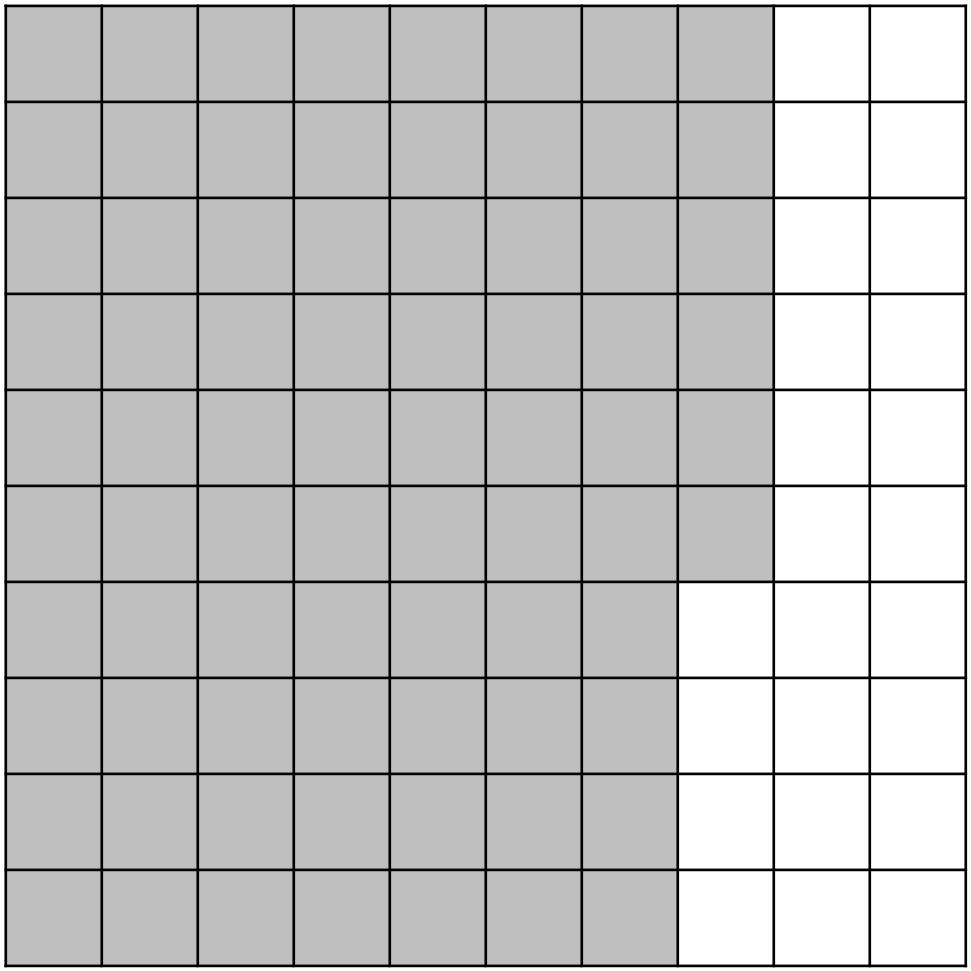
7. The model is shaded to represent a decimal number less than one.
Which value is represented by the shaded part of the model?

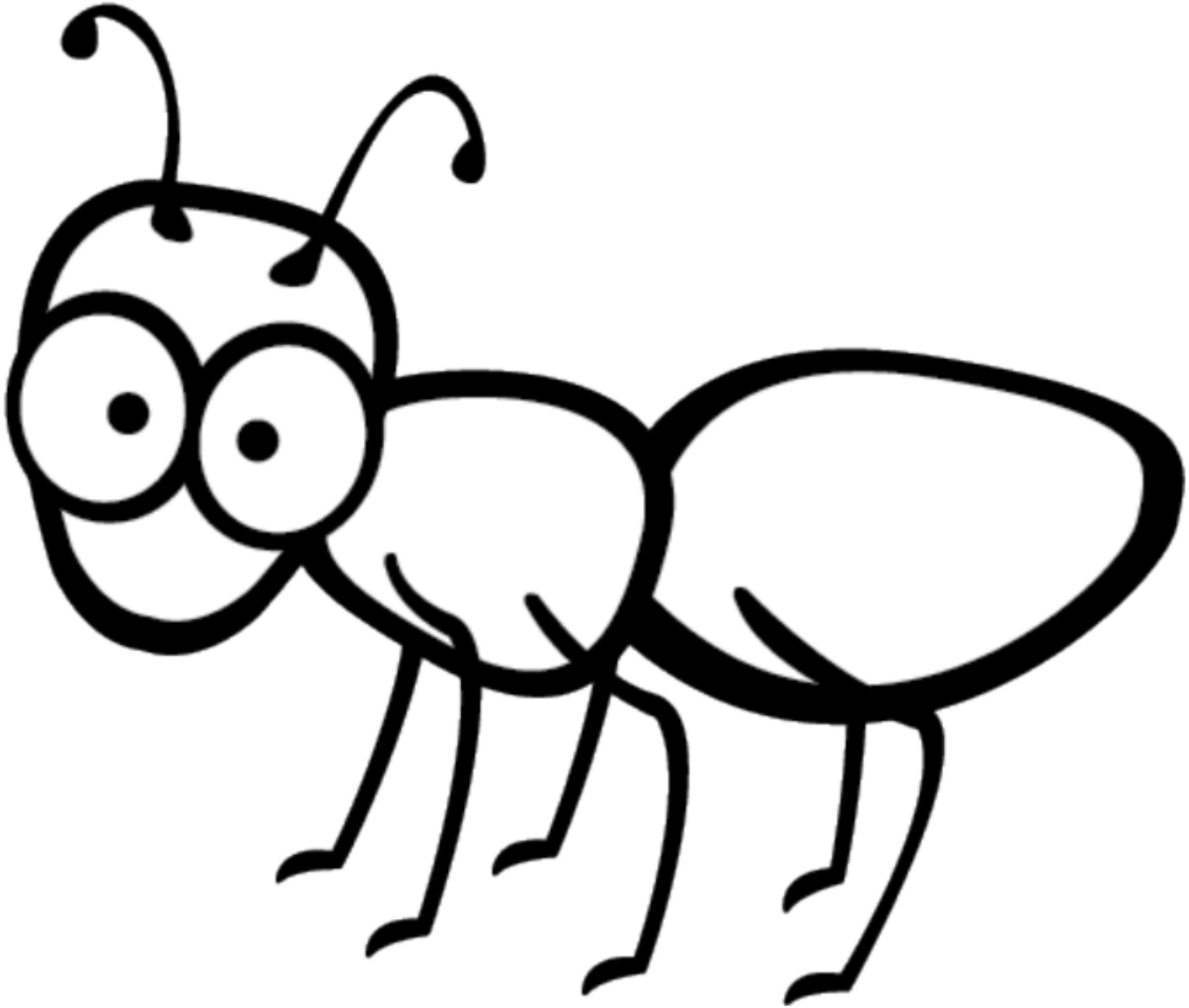
A. Seven and six-tenths

B. Seventy-six

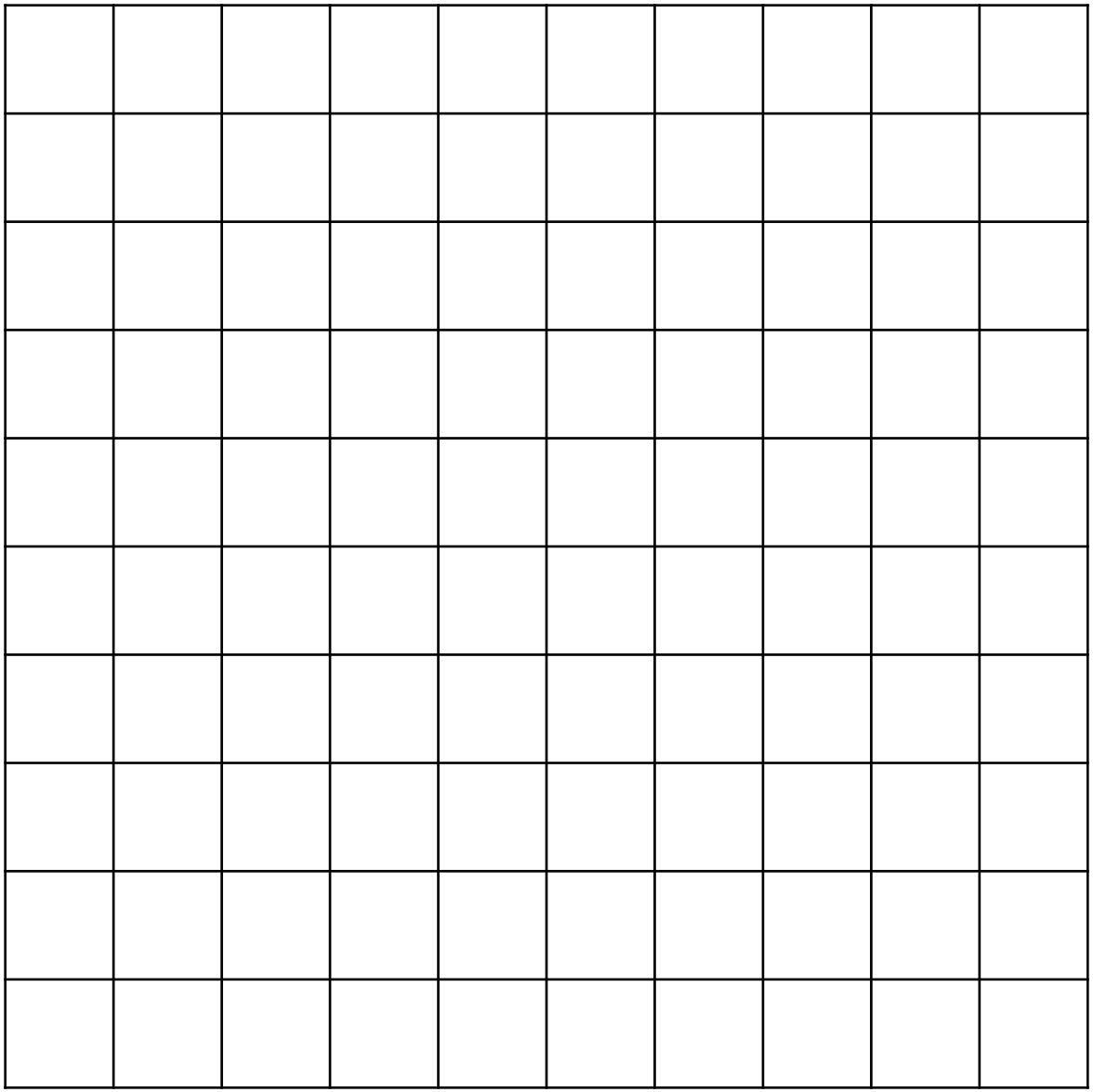
C. Seven and six-hundredths

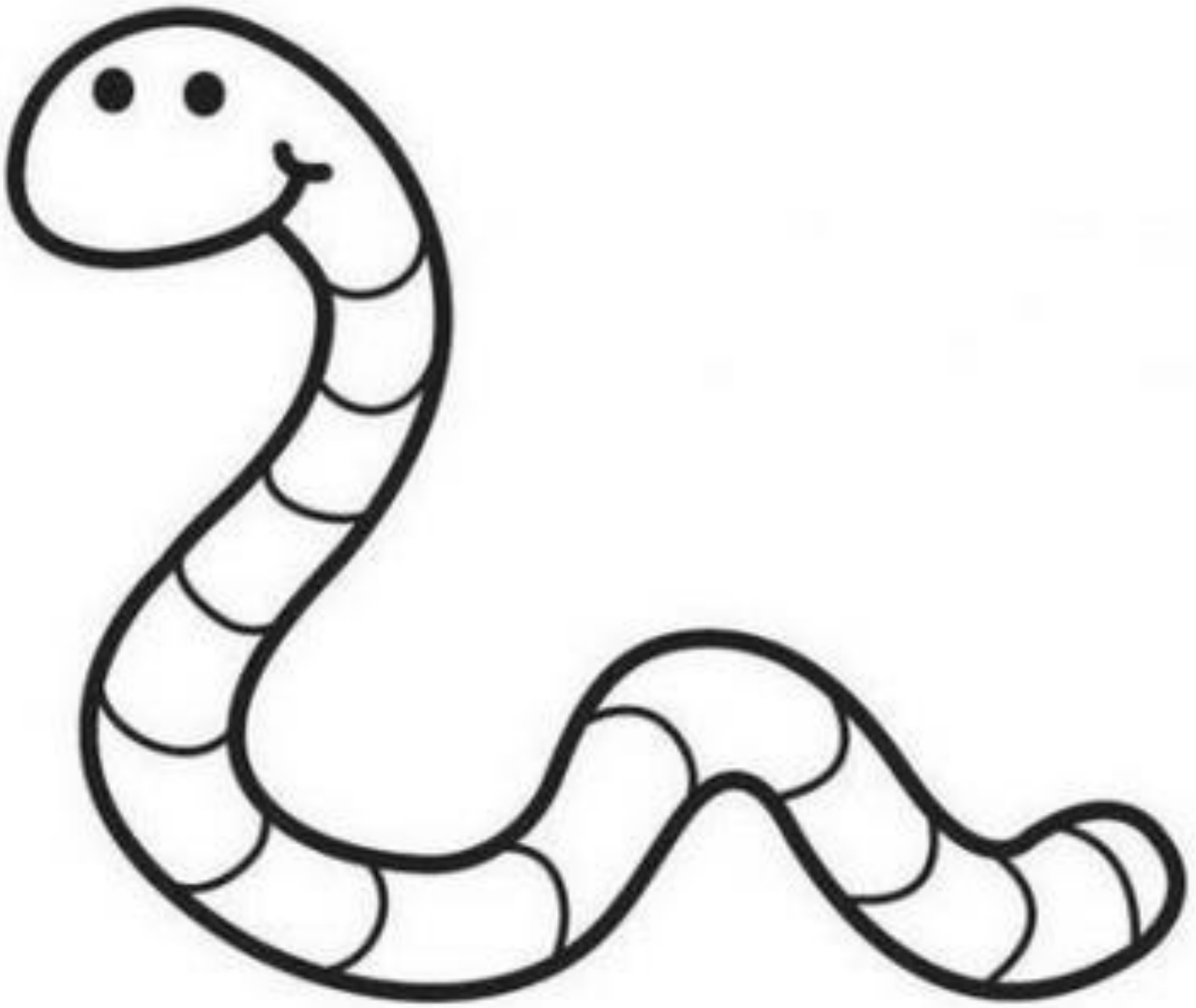
D. Seventy-six hundredths



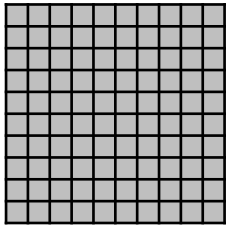


8. Shade the model to represent 0.45.



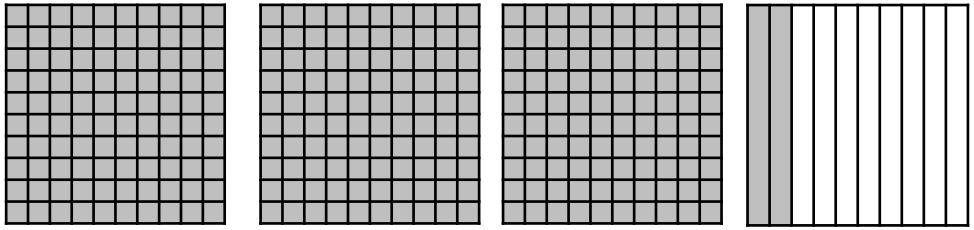


9. This model is shaded to represent 1 whole.

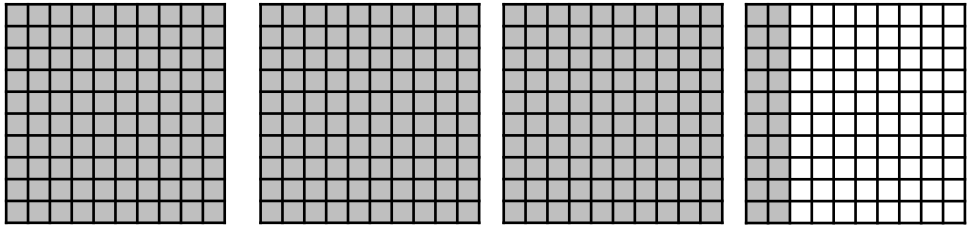


Mariya drew a model that was shaded to represent 3.02. Which model could Mariya have drawn?

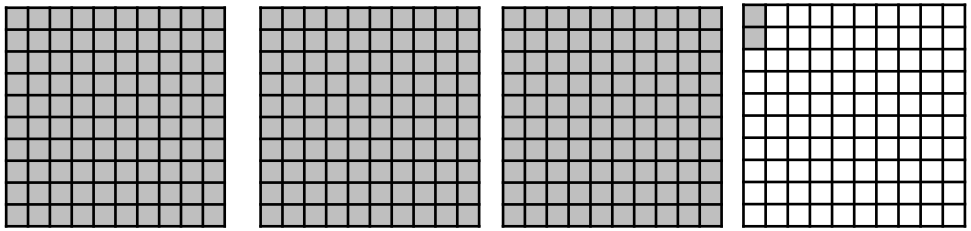
A.



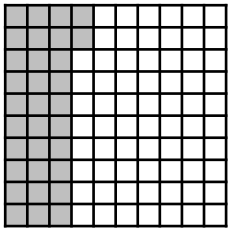
B.



C.



D.



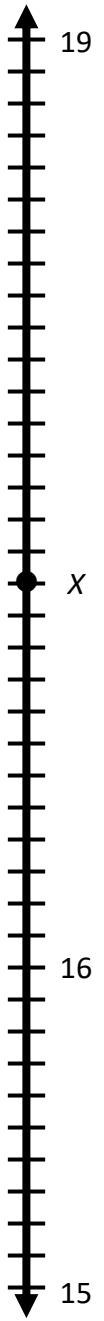
10. Point *X* on the number line represents the height of a puppy in centimeters. What measurement does point *X* represent on the number line?

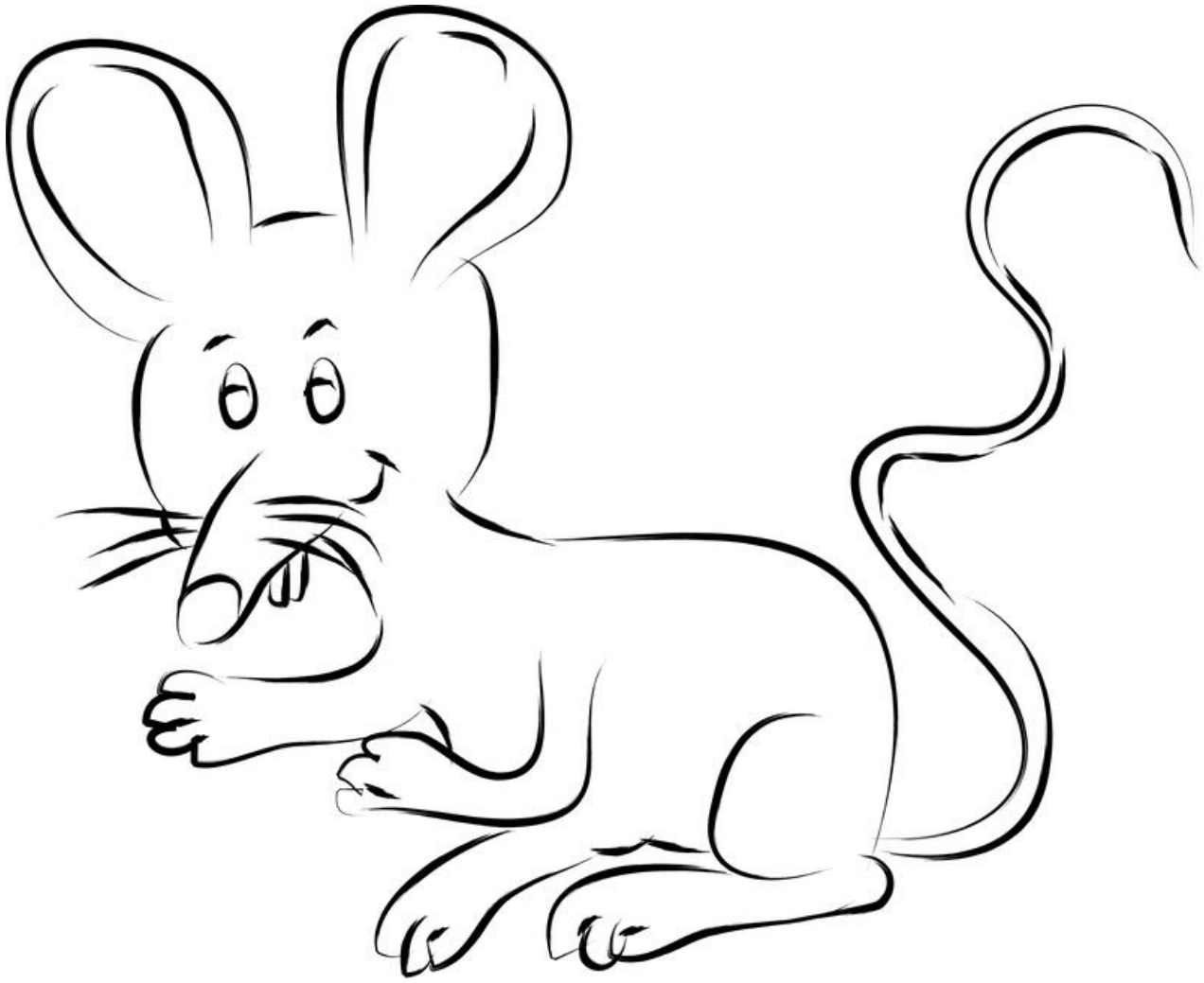
A. 16.12 cm

B. 17.2 cm

C. 18.8 cm

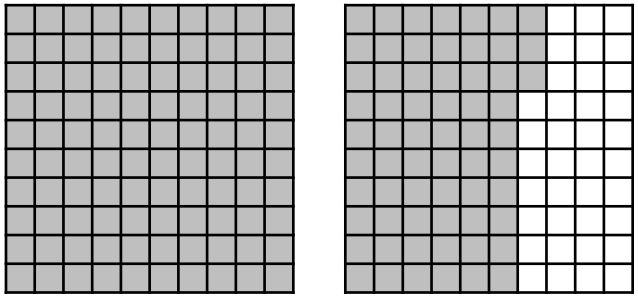
D 17.8 cm



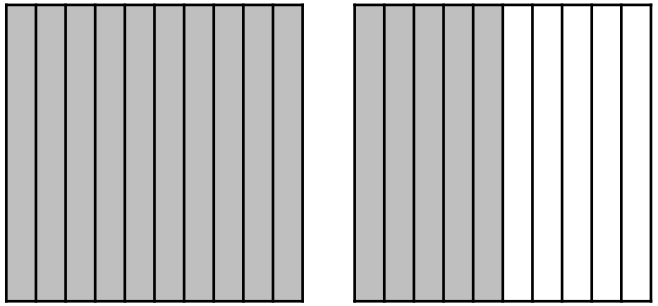


11. The distance in meters that four students jumped are modeled below.

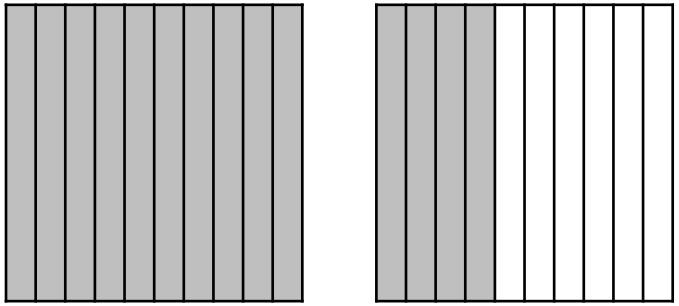
Marisol



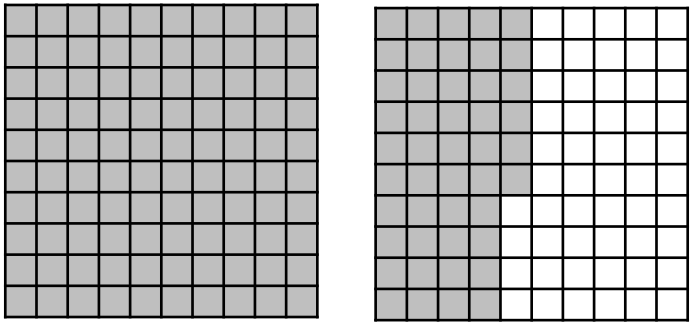
Benito



Otis



Victoria



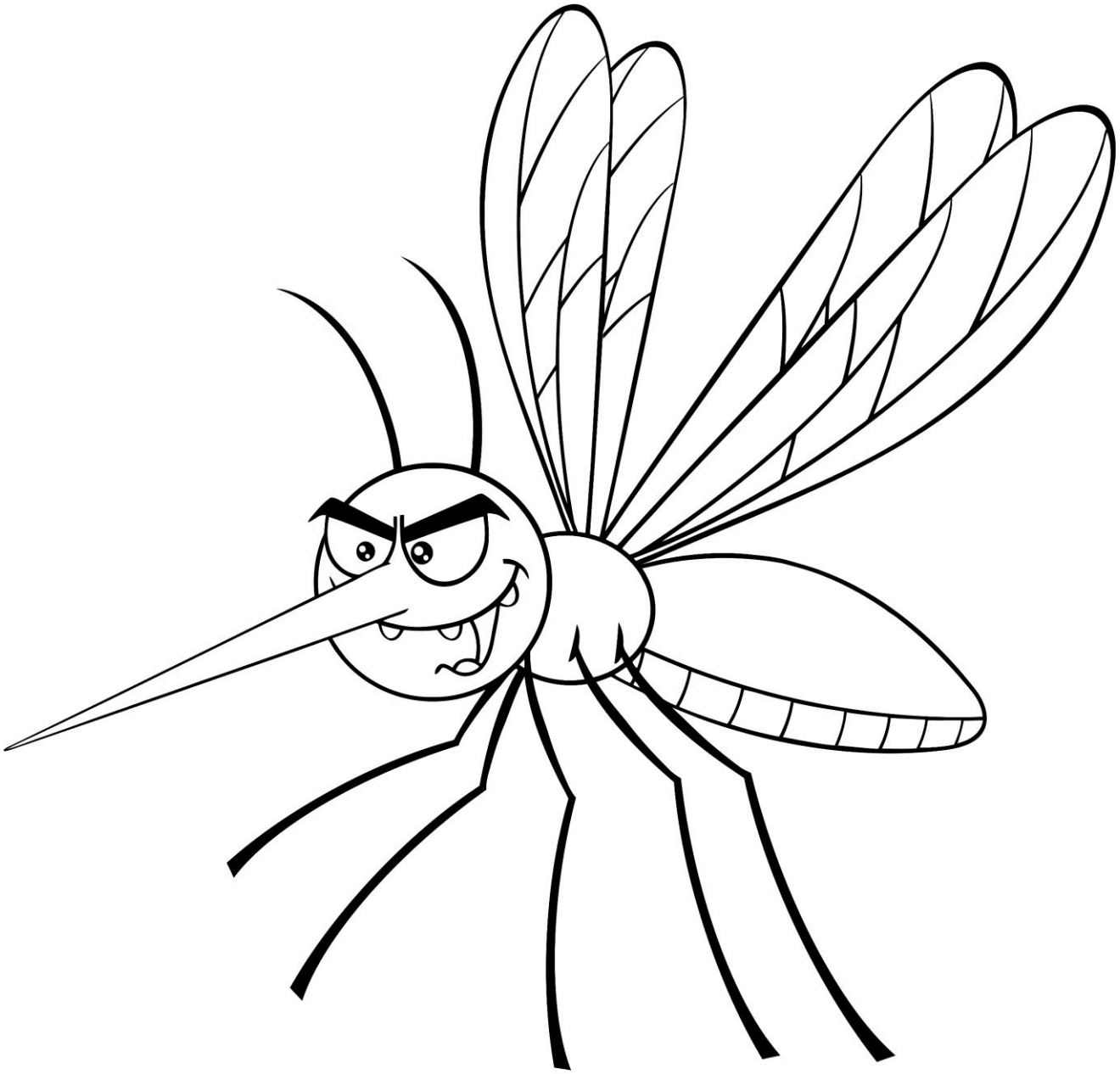
Which list shows these distances in order from greatest to least?

A. 1.46 m 1.5 m 1.4 m 1.63 m

B. 1.63 m 1.46 m 1.5 m 1.4 m

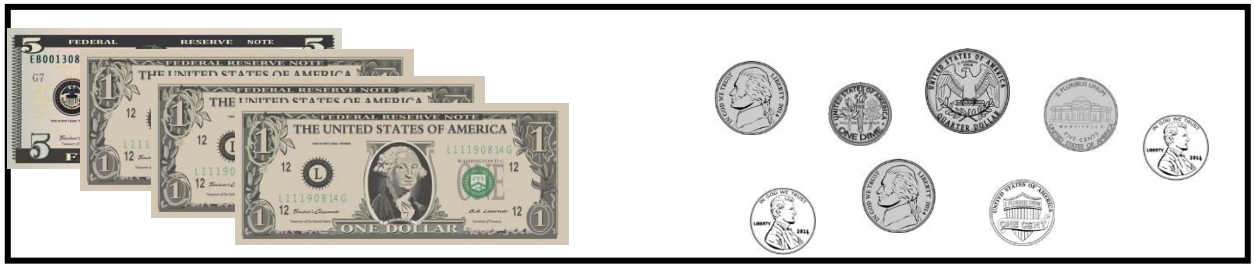
C. 1.4 m 1.46 m 1.5 m 1.63 m

D. 1.63 m 1.5 m 1.46 m 1.4 m



12. Each picture below represents a different amount of money. In which amount does the digit 8 represent 8 dollars?

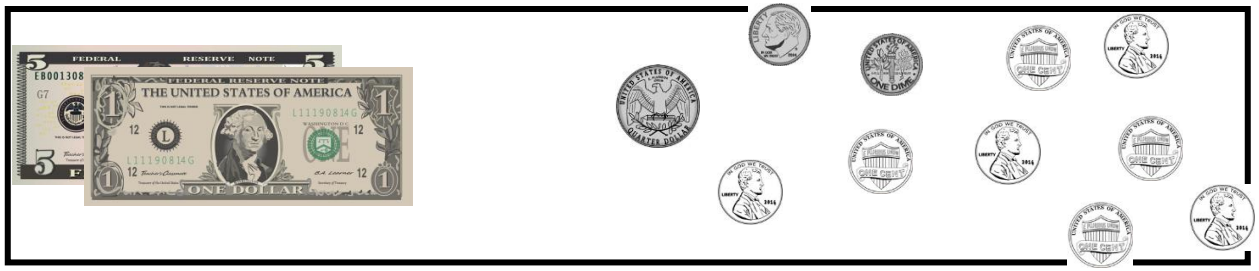
A.

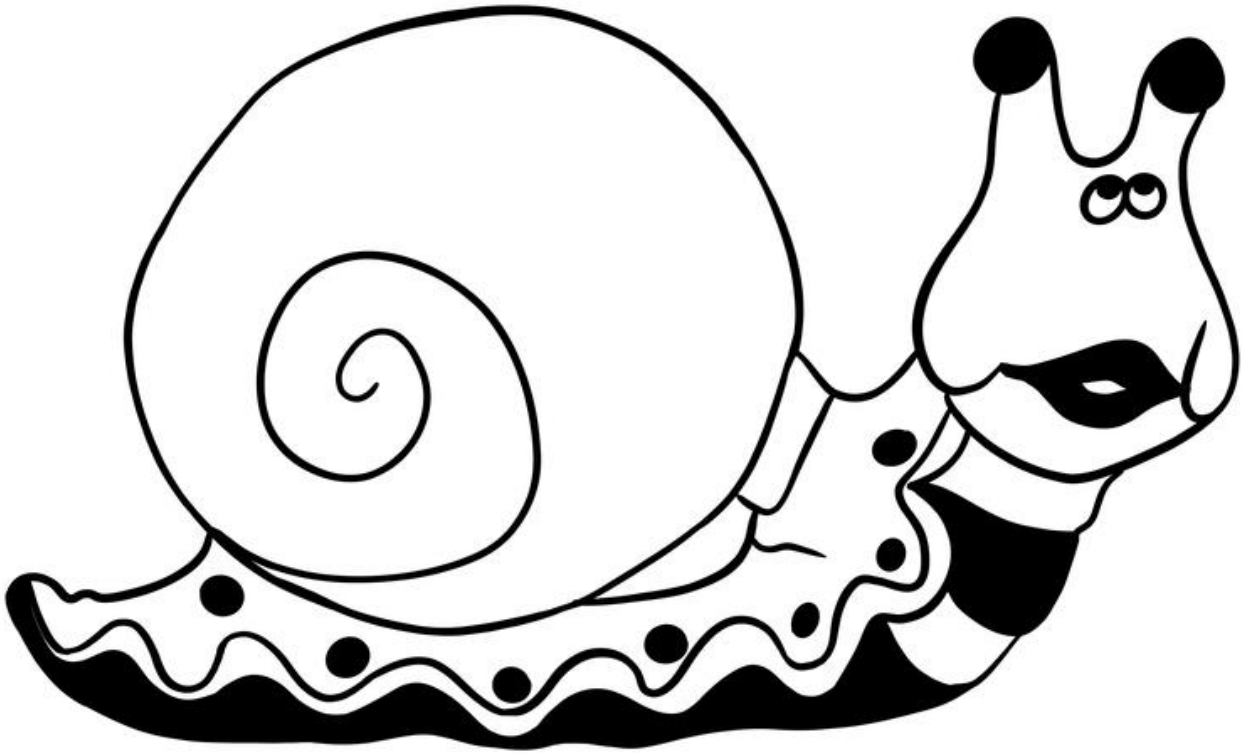


B.

C.

D.





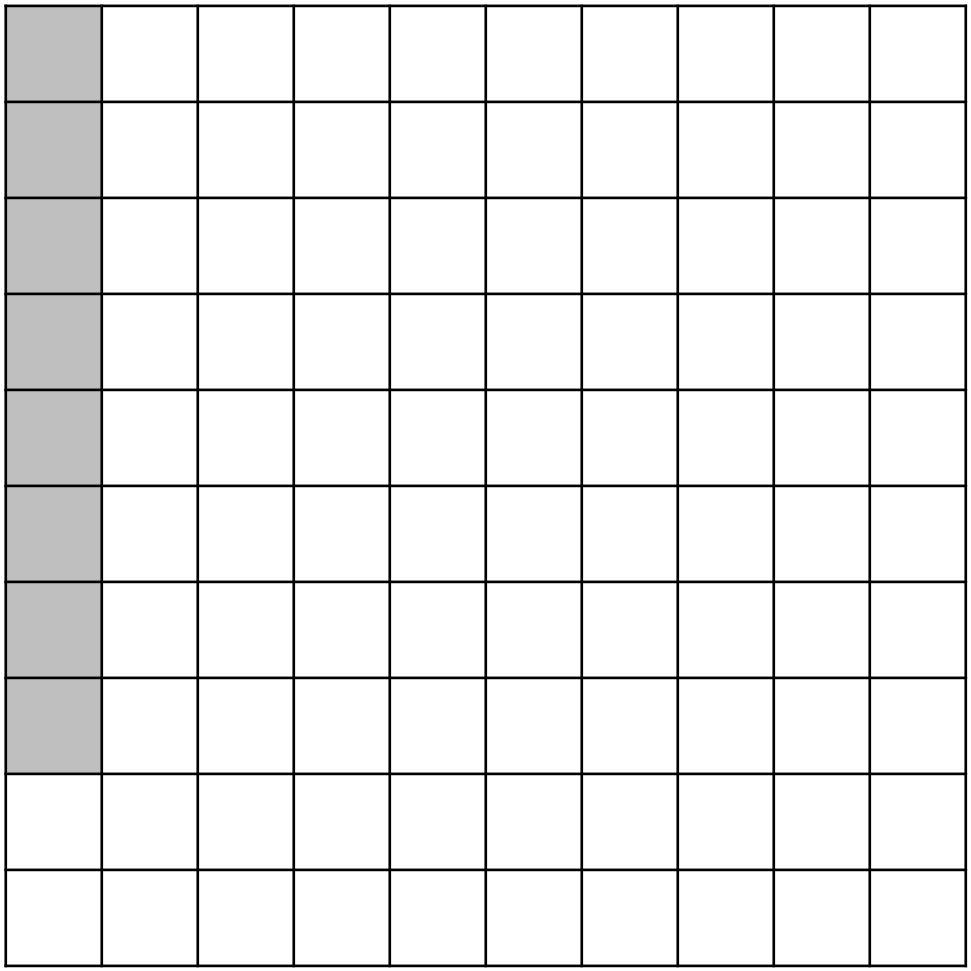
13. The model is shaded to represent a decimal number less than one.
Which value is represented by the shaded part of the model?

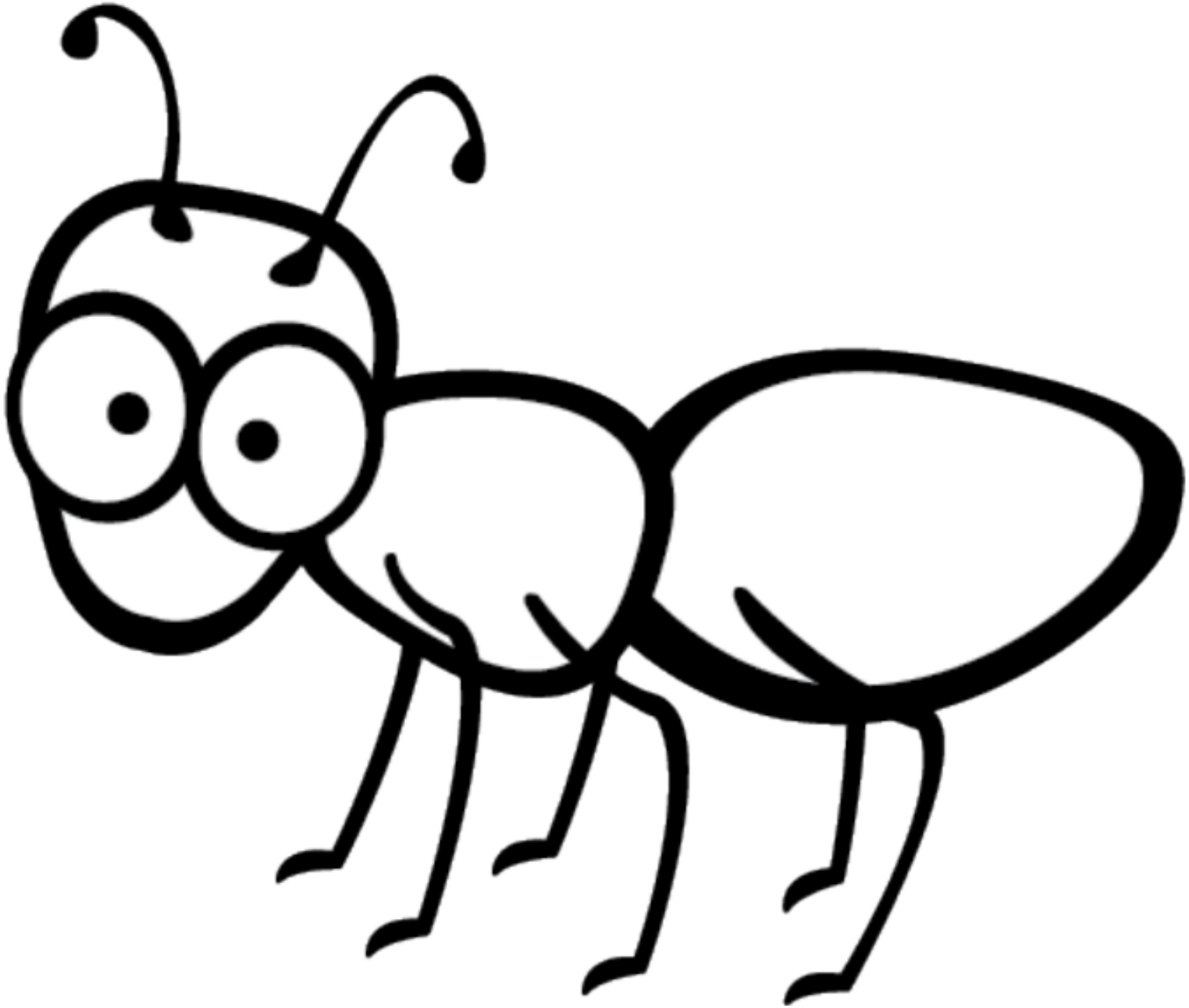
A. eight-hundredths

B. eight-tenths

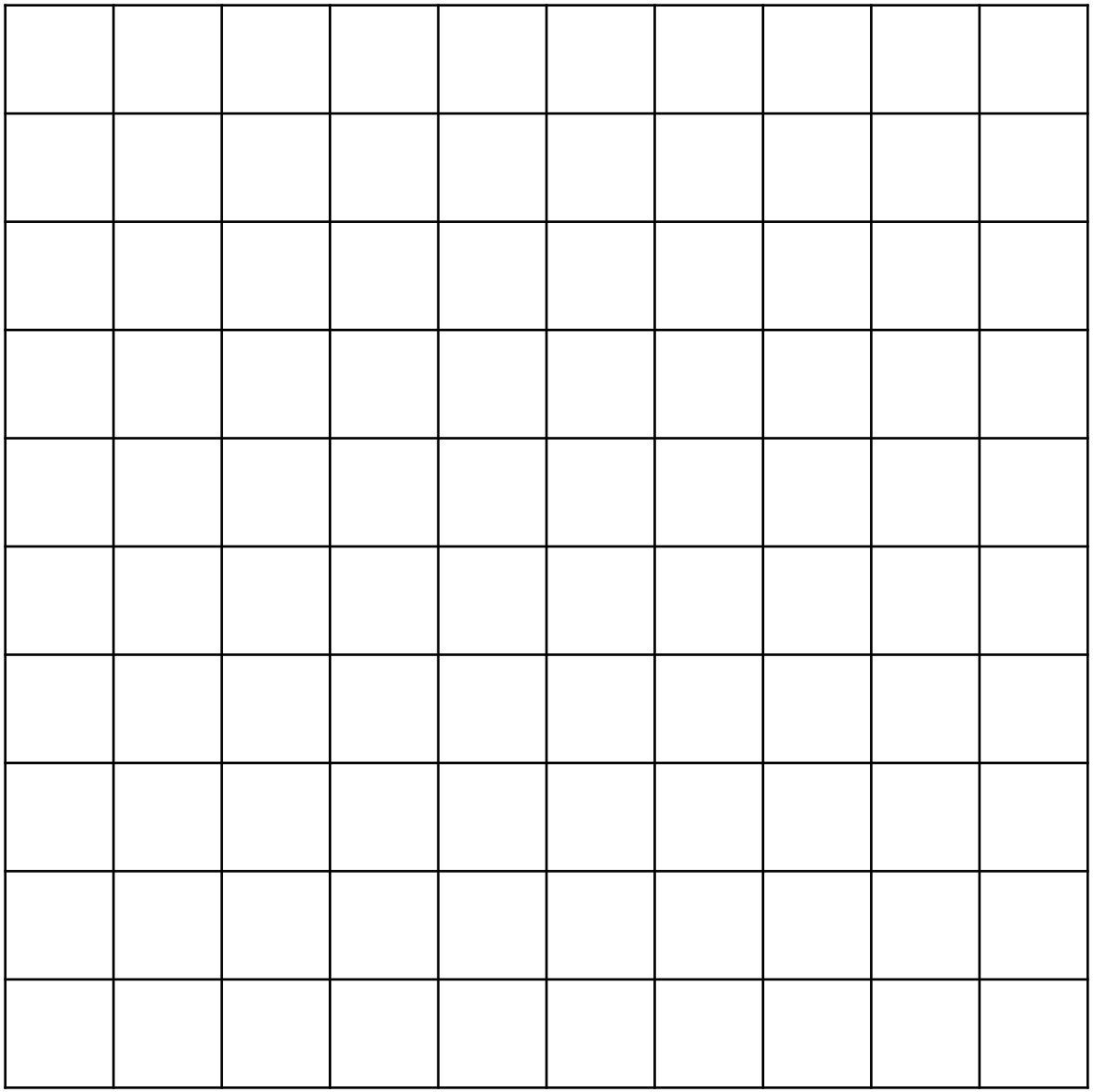
C. eight

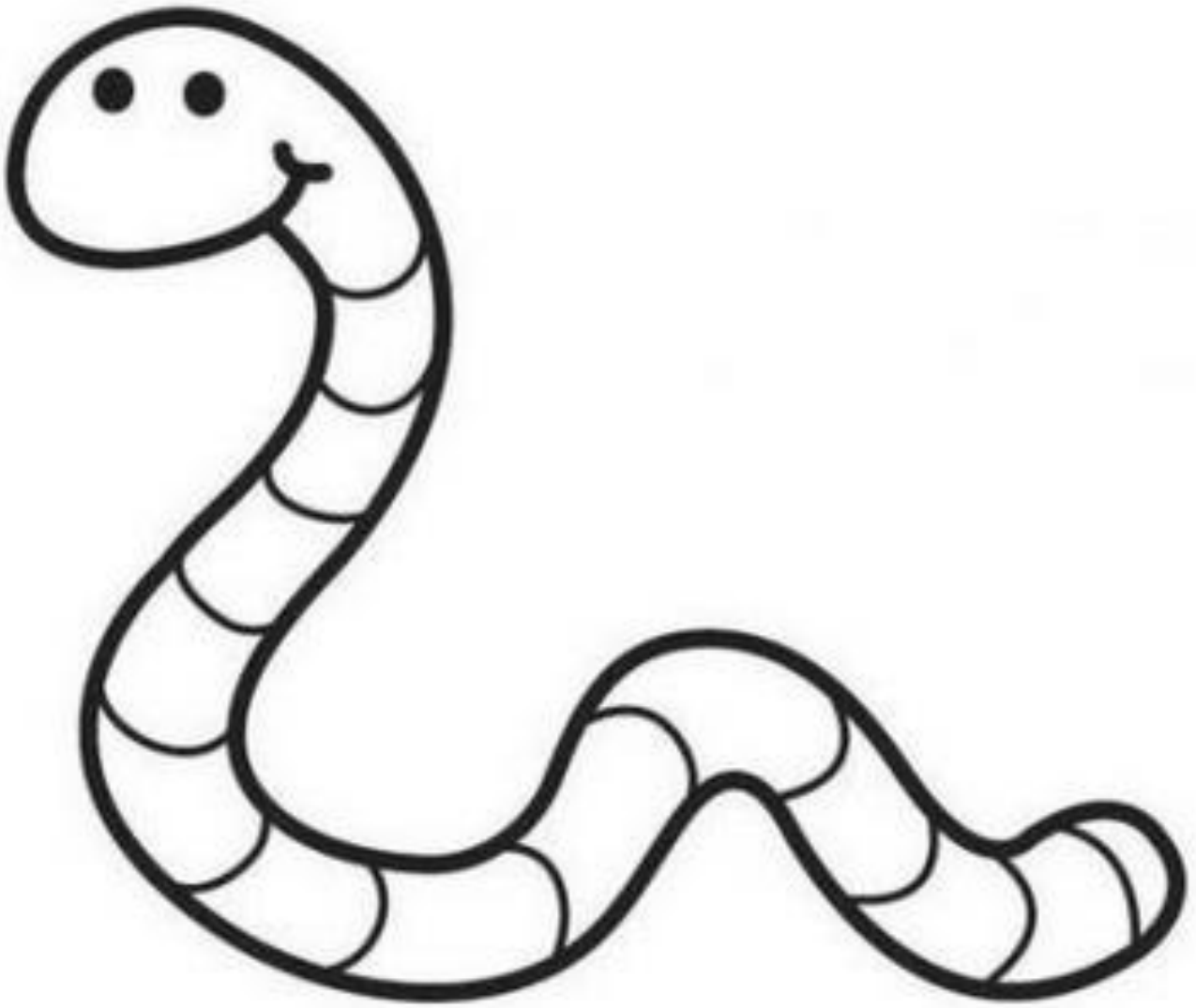
D. eighty



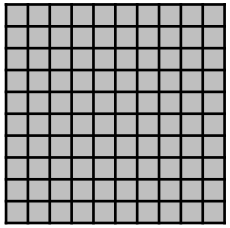


14. Shade the model to represent 0.63.



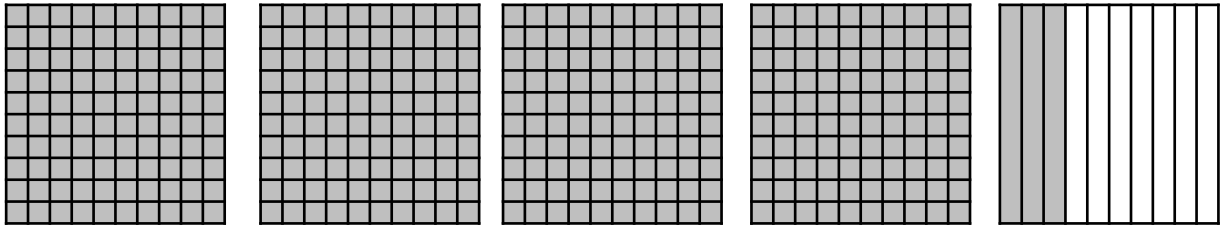


15. This model is shaded to represent 1 whole.

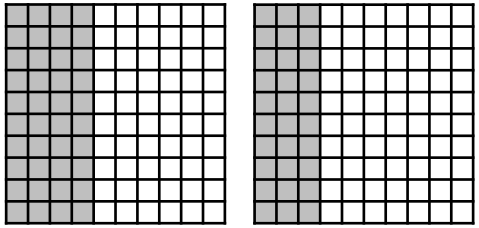


Zariya drew a model that was shaded to represent 4.03. Which model could Zariya have drawn?

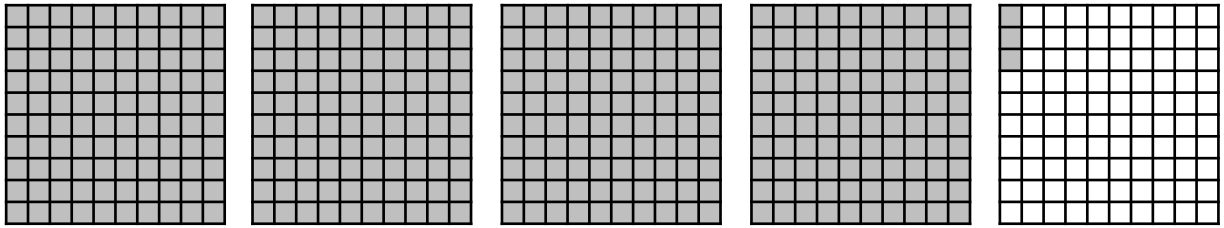
A.



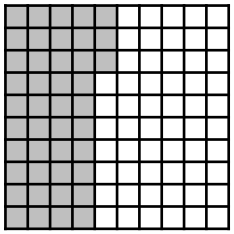
B.



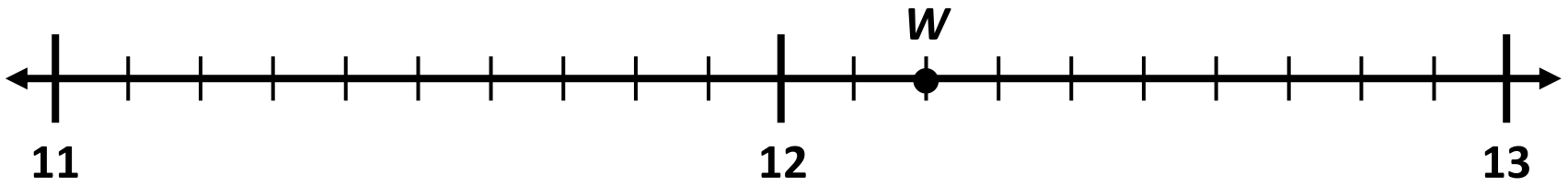
C.



D.



16. The number line shows point *W*.



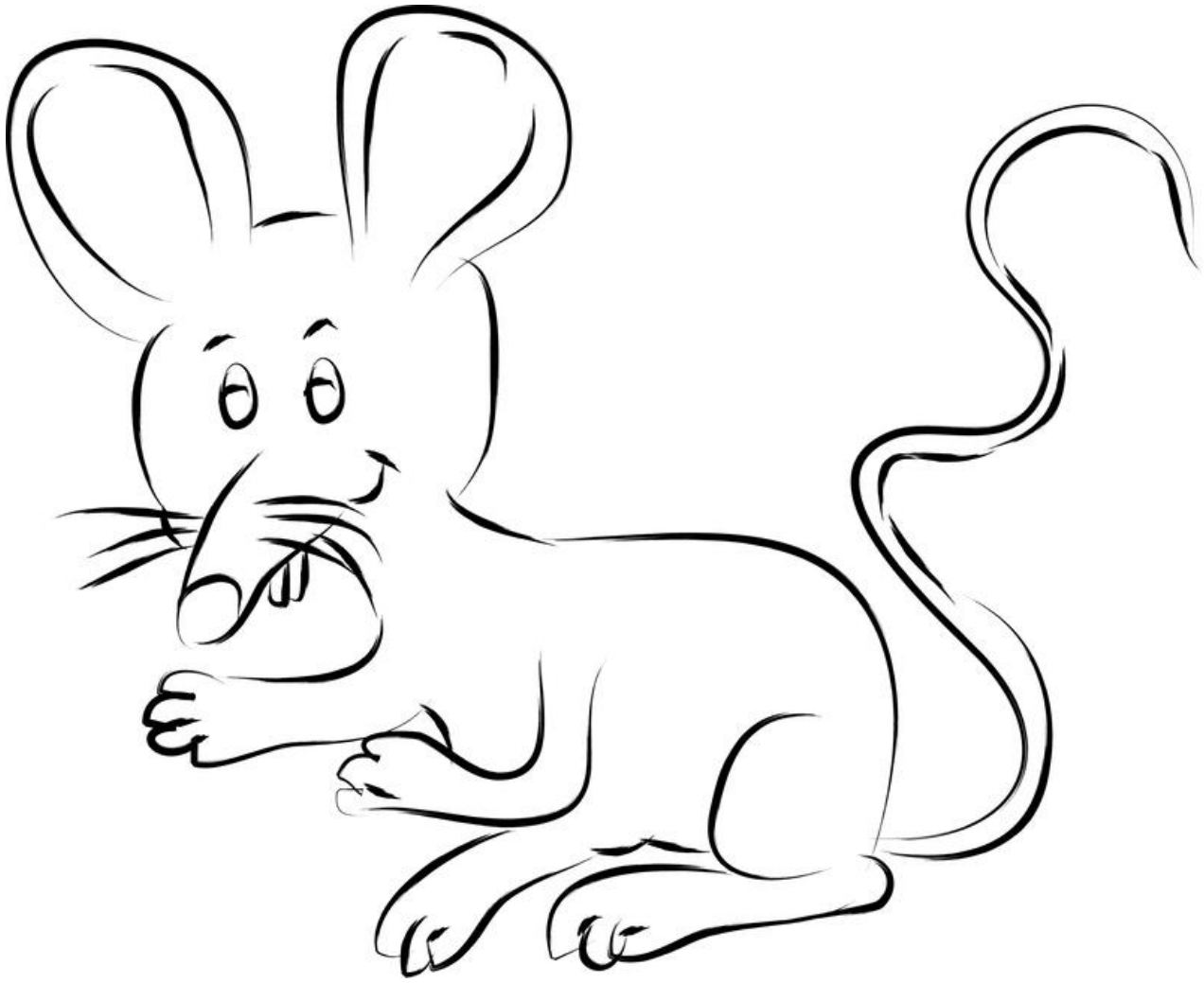
Which number does point *W* represent on the number line?

A. 12.03

B. 12.3

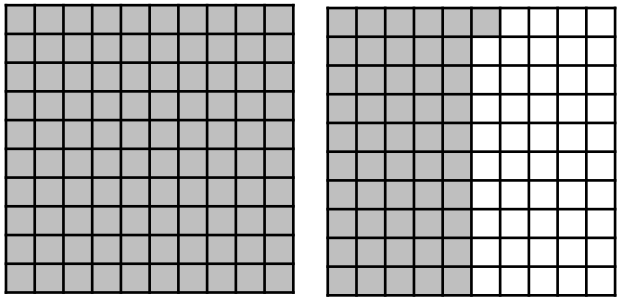
C. 12.2

D. 12.02

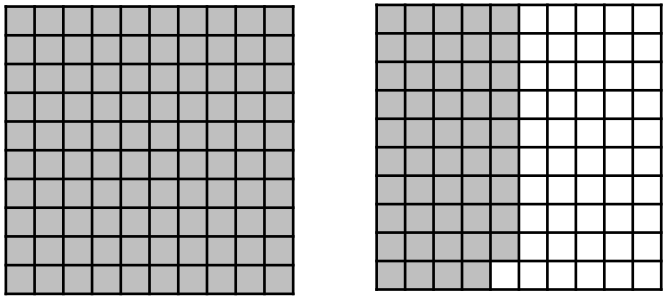


17. The distance in meters that four students jumped are modeled below.

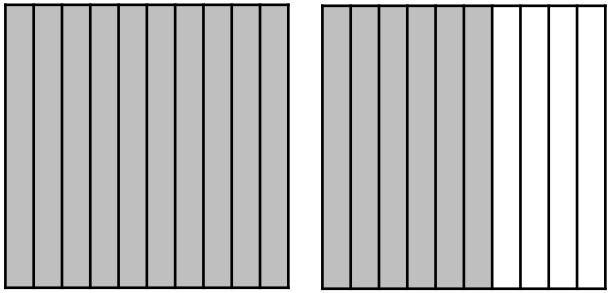
Brock



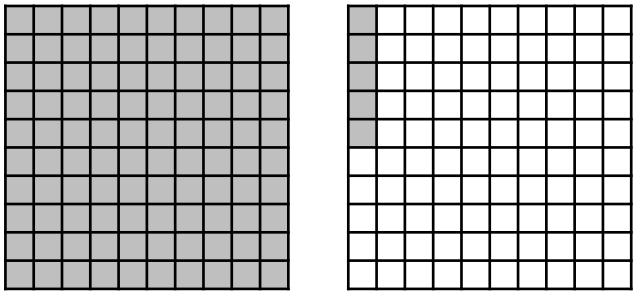
Jamar



Alyssa



Isabella



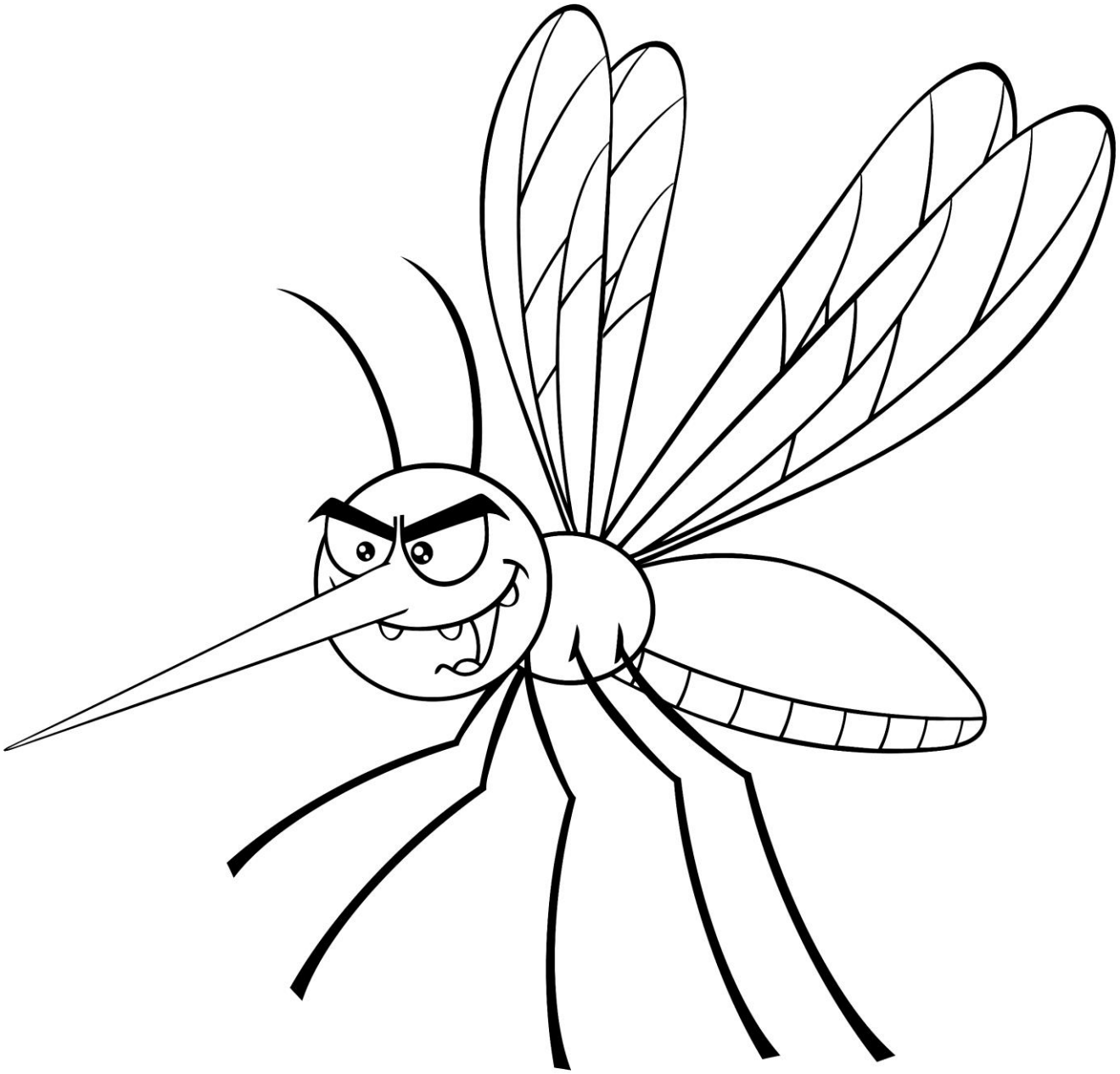
Which list shows these distances in order from greatest to least?

A. 1.51 m 1.49 m 1.05 m 1.6 m

B. 1.49 m 1.51 m 1.05 m 1.6 m

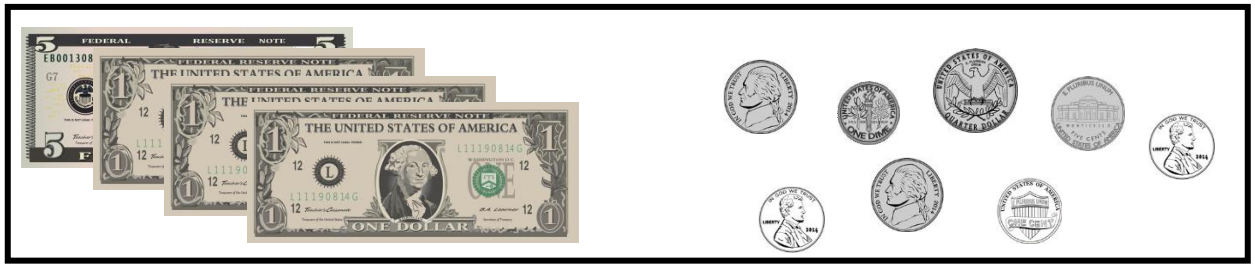
C. 1.6 m 1.05 m 1.51 m 1.05 m

D. 1.6 m 1.51 m 1.49 m 1.05 m



18. Each picture below represents a different amount of money. In which amount does the digit 8 represent 80 cents?

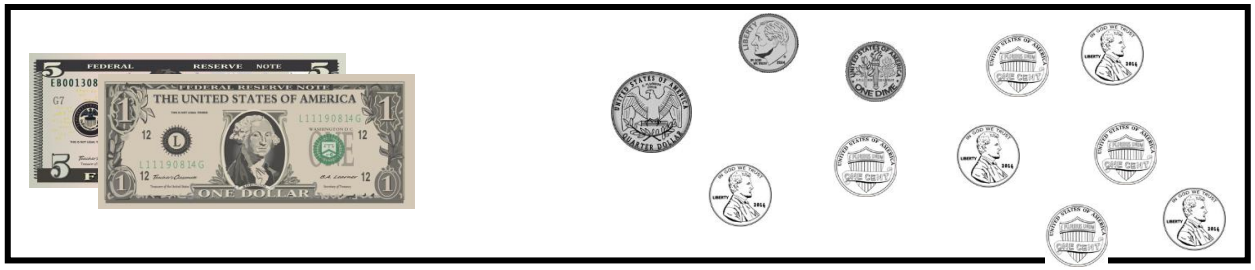
A.

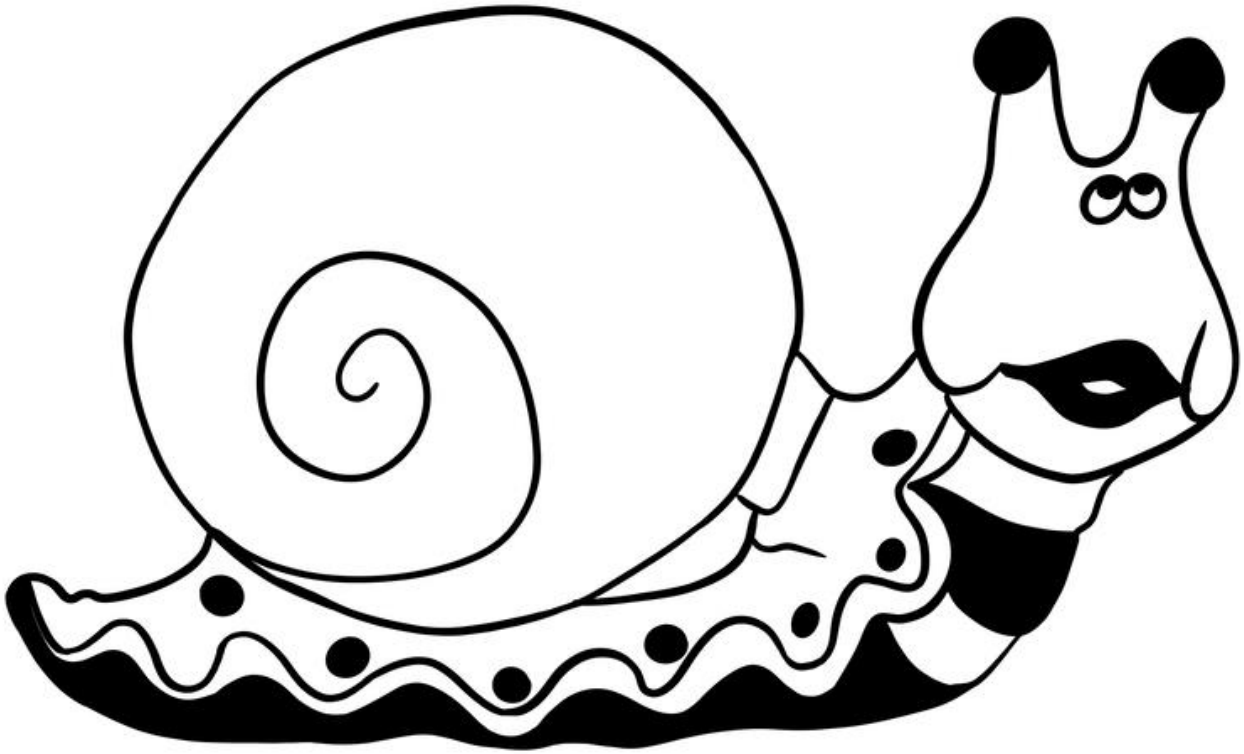


B.

C.

D.





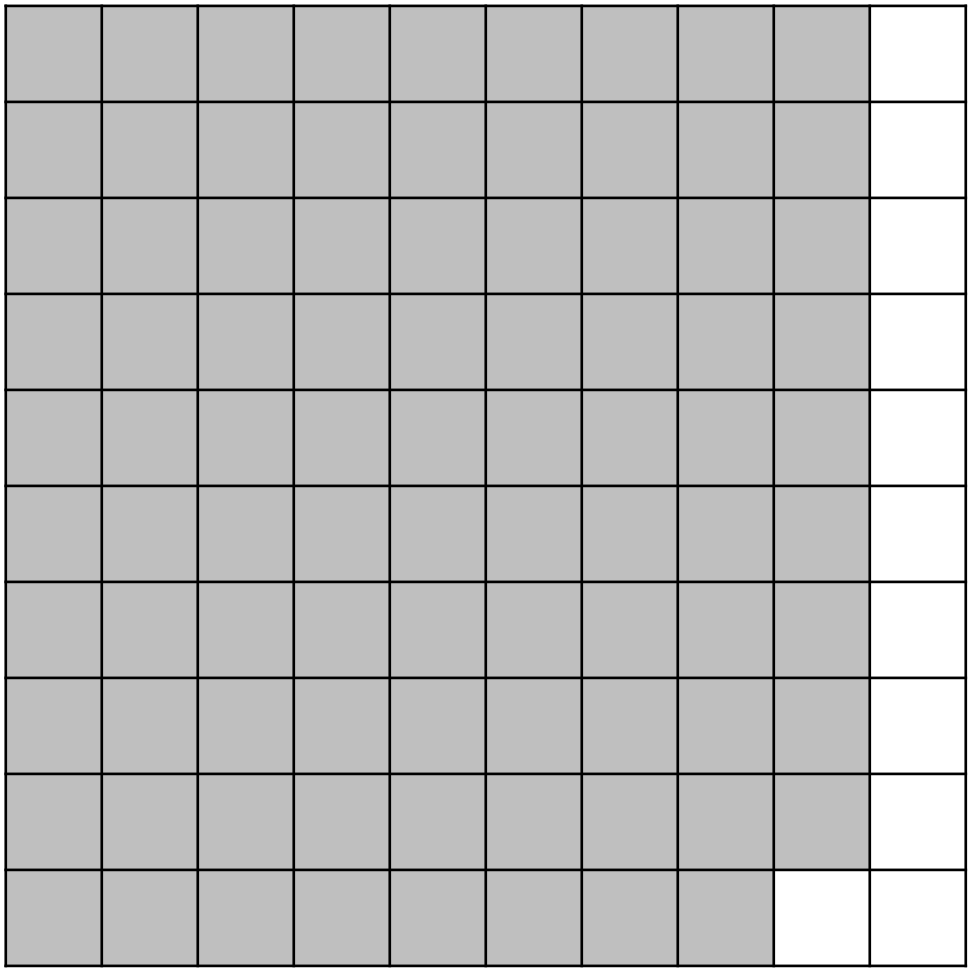
19. The model is shaded to represent a decimal number less than one.
Which value is represented by the shaded part of the model?

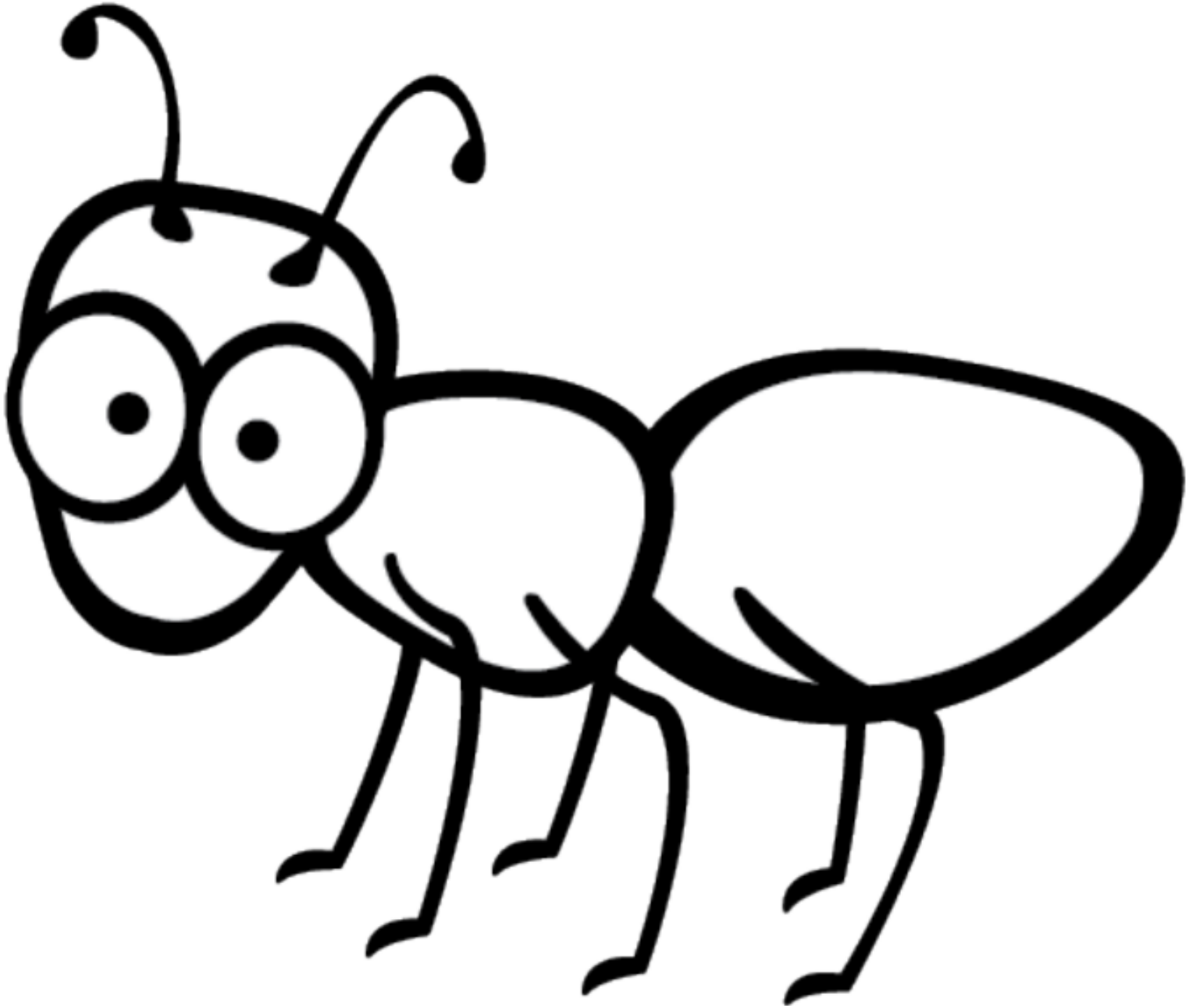
A. Eight and nine-tenths

B. Eighty-nine-hundredths

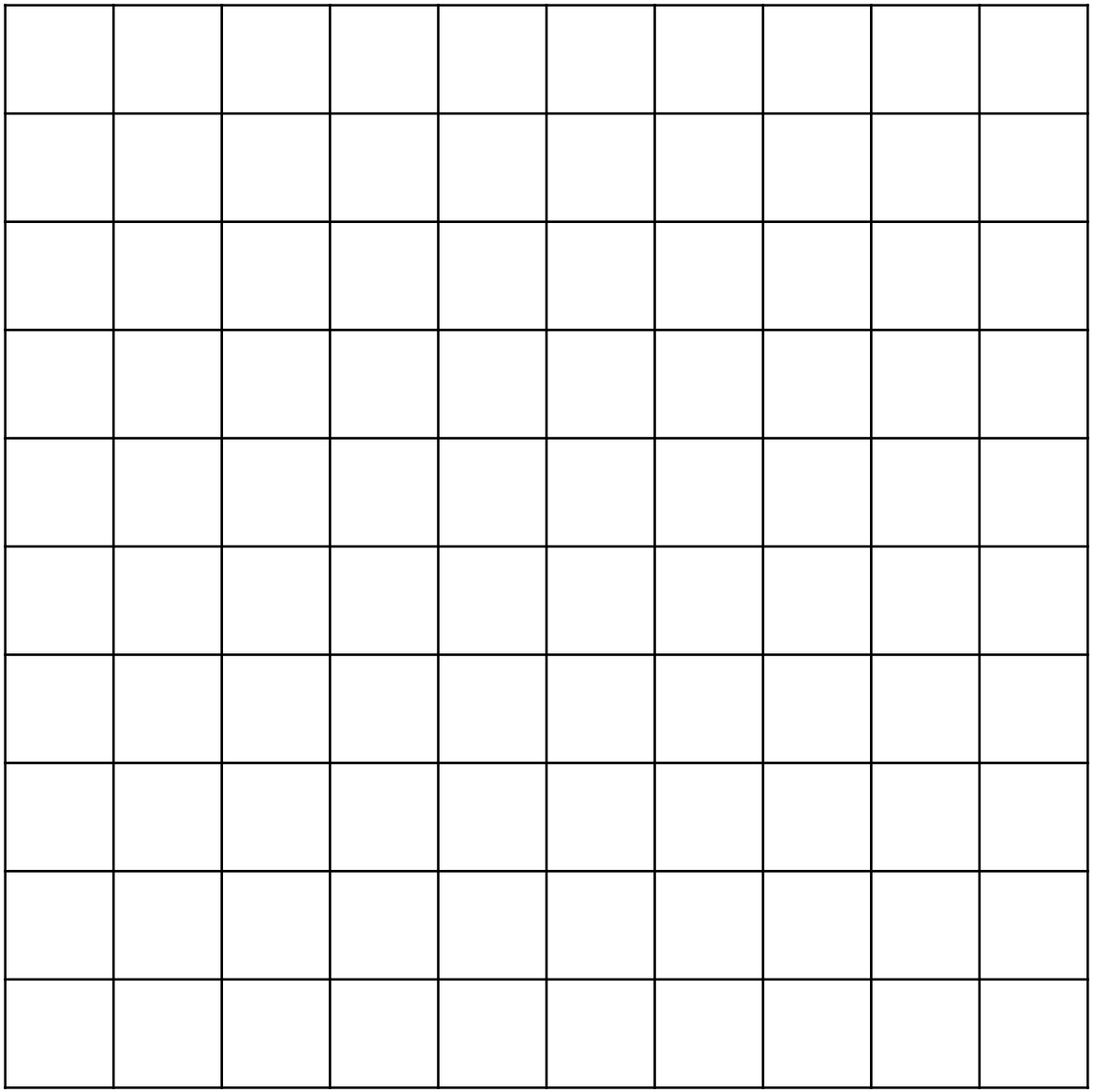
C. Eight and ninety-hundredths

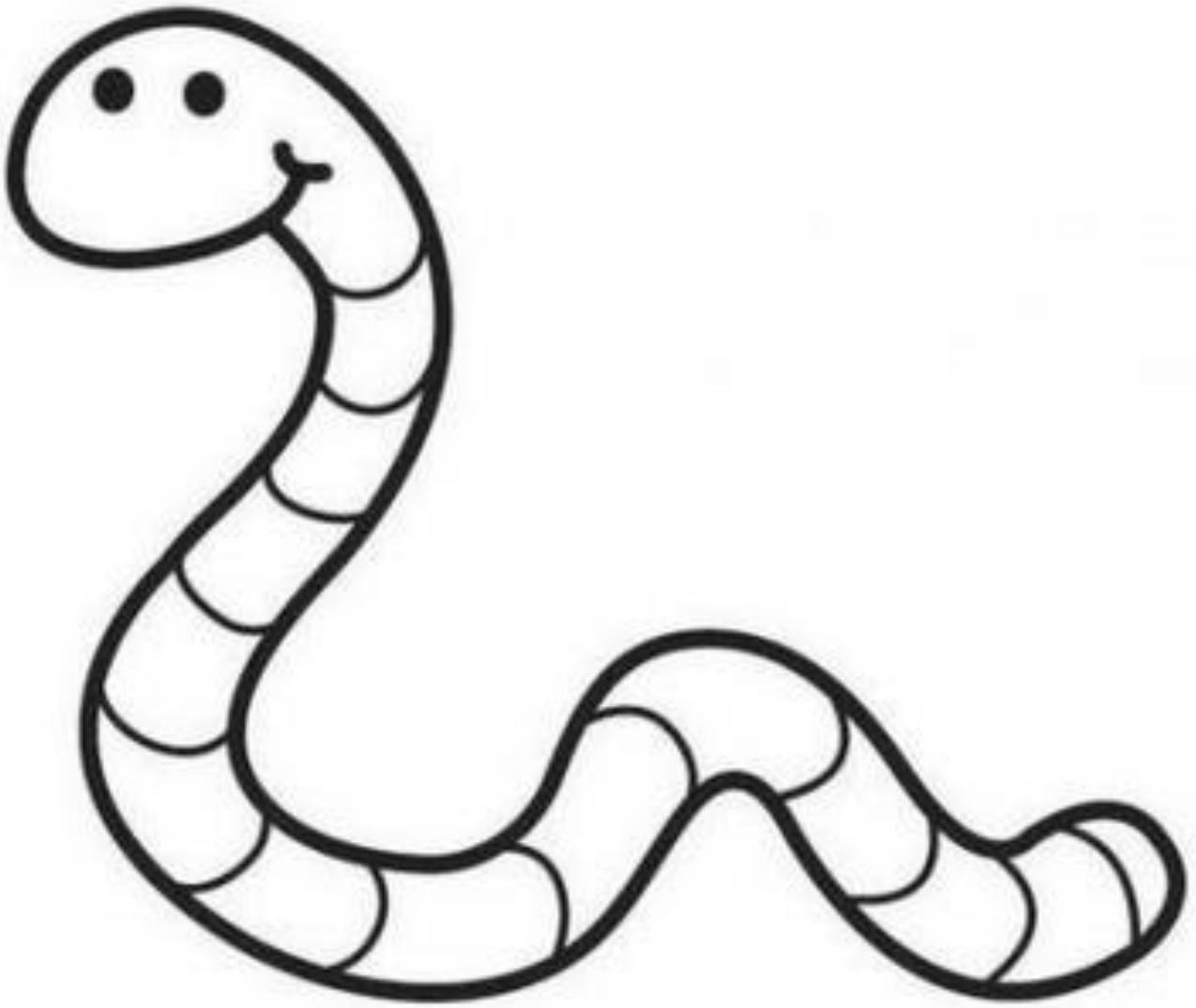
D. Eighty-nine



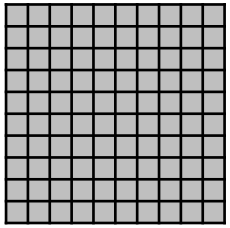


20. Shade the model to represent 0.09.

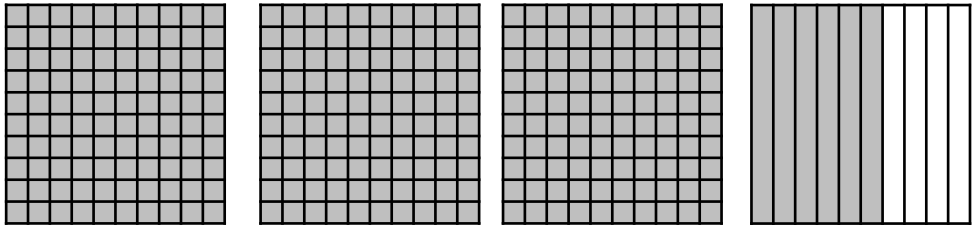


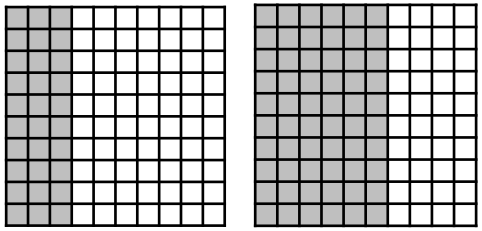


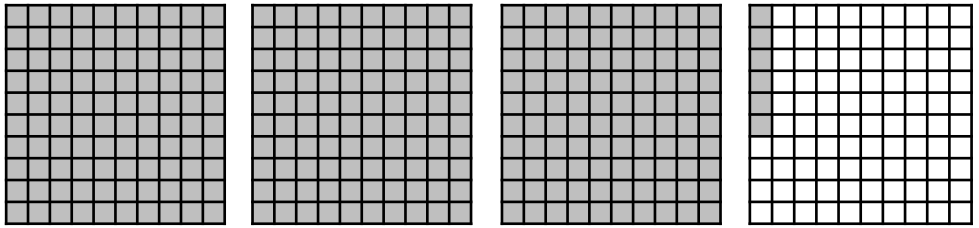
21. This model is shaded to represent 1 whole.

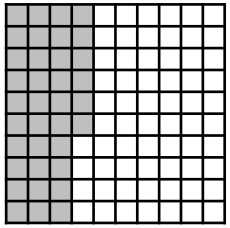


Olivia drew a model that was shaded to represent 3.6. Which model could Olivia have drawn?

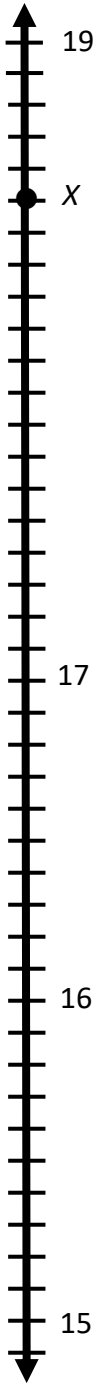
A. 

B. 

C. 

D. 

22. Point *X* on the number line represents the height of a puppy in centimeters. What measurement does point *X* represent on the number line?

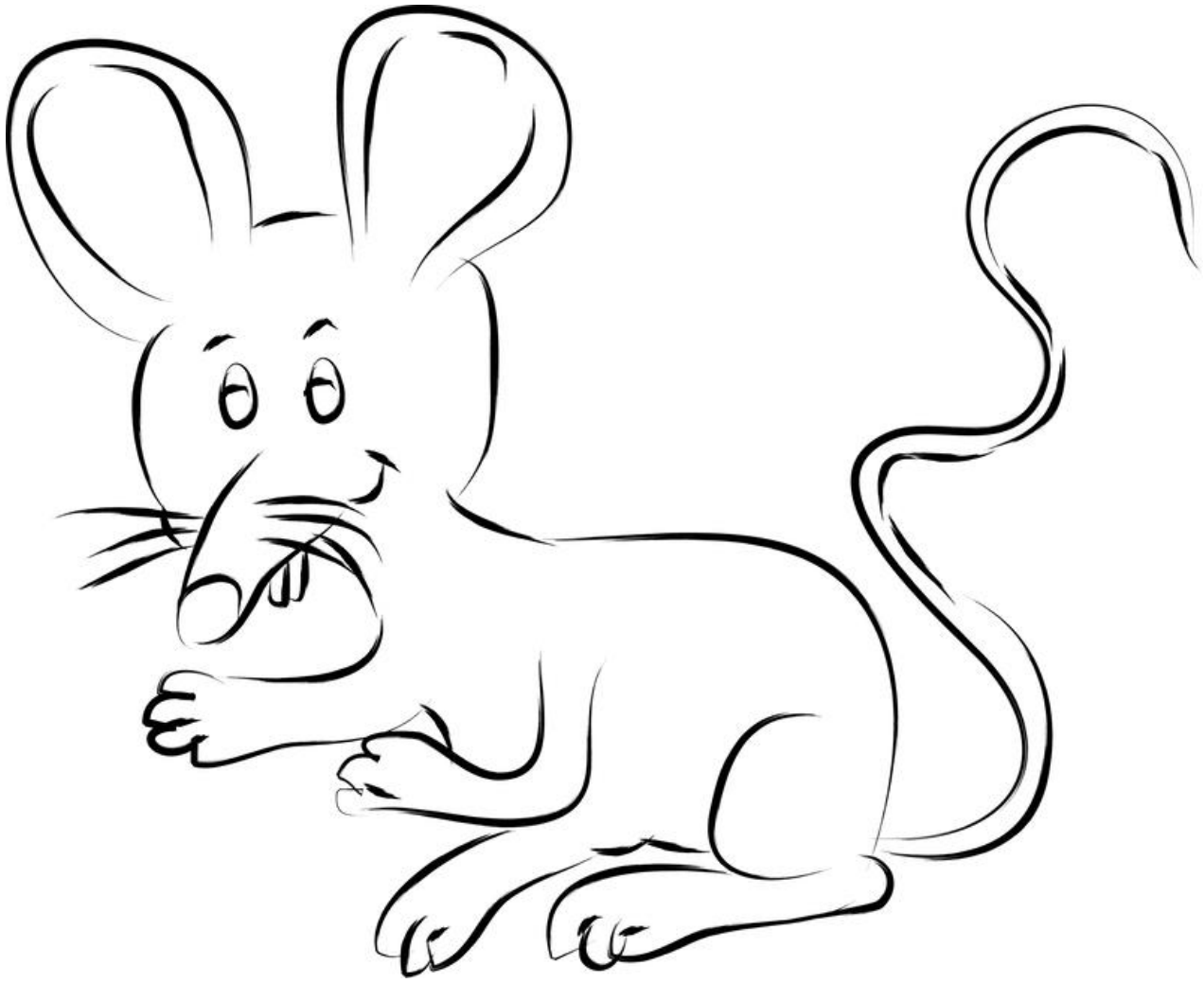


A. 18.5 cm

B. 17.15 cm

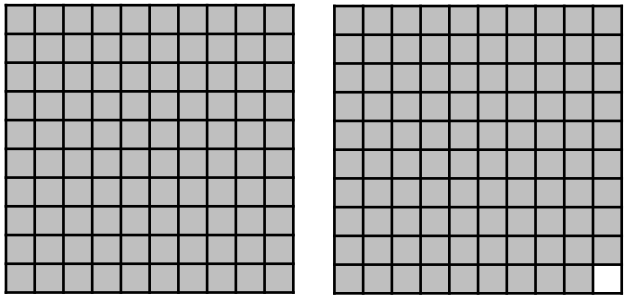
C. 18.4 cm

D 18.45 cm

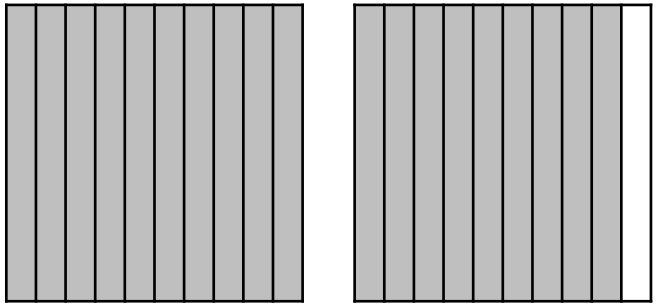


23. The distance in meters that four students jumped are modeled below.

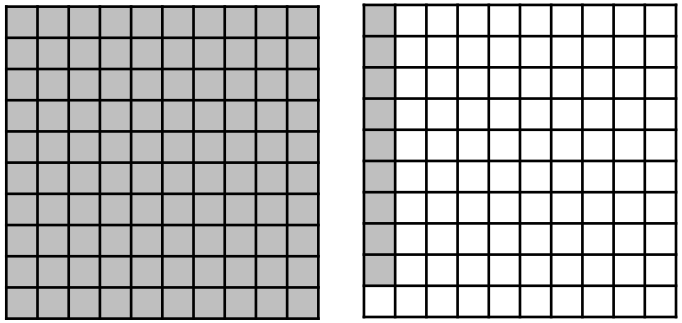
Anthony



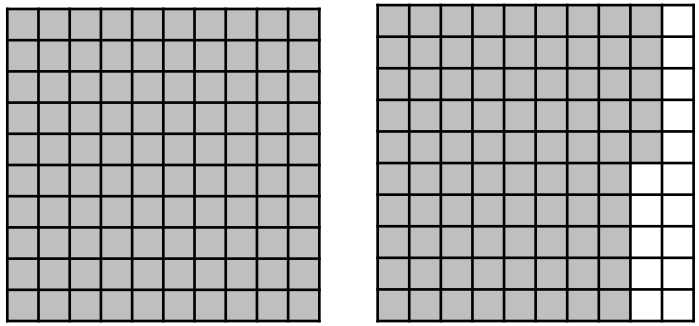
Aniya



Martina



Daniel



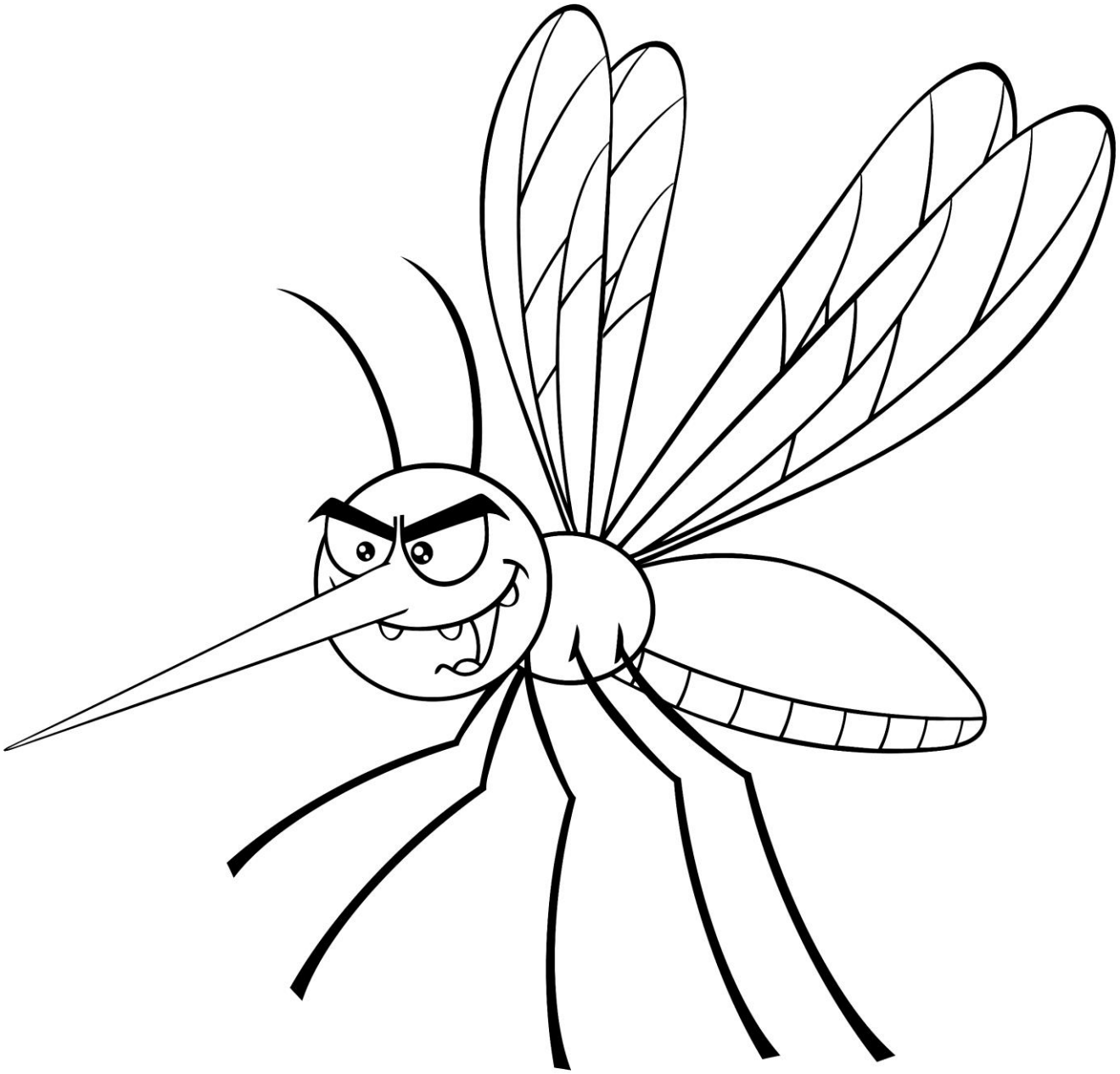
Which list shows these distances in order from greatest to least?

A. 1.99 m 1.09 m 1.85 m 1.9 m

B. 1.9 m 1.09 m 1.99 m 1.85 m

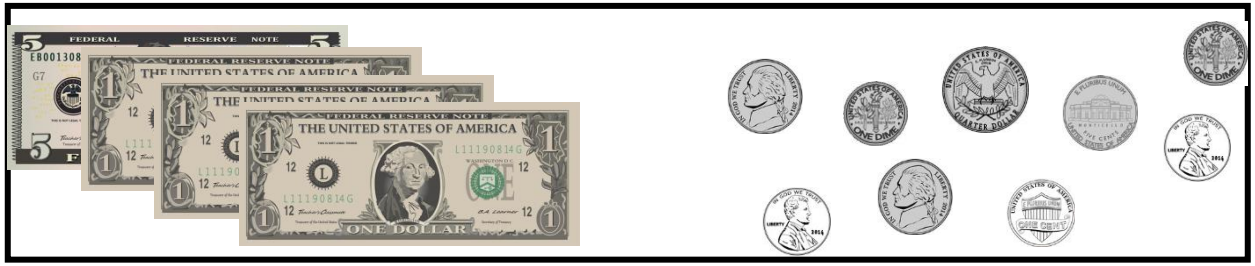
C. 1.99 m 1.9 m 1.85 m 1.09 m

D. 1.09 m 1.85 m 1.9 m 1.99 m



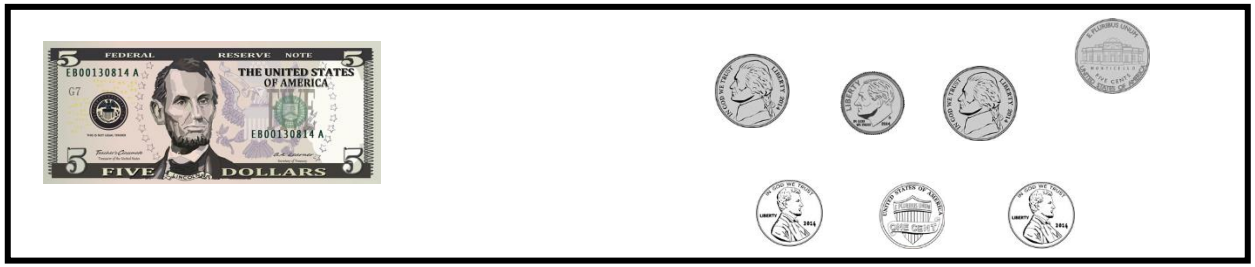
24. Each picture below represents a different amount of money. In which amount does the digit 5 represent 50 cents?

A.

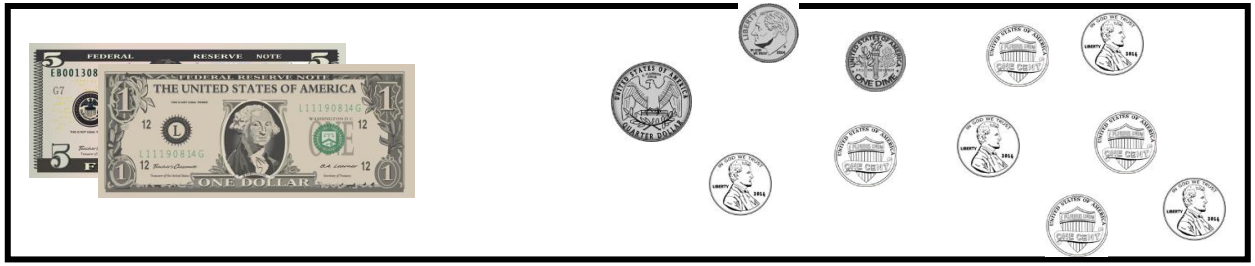


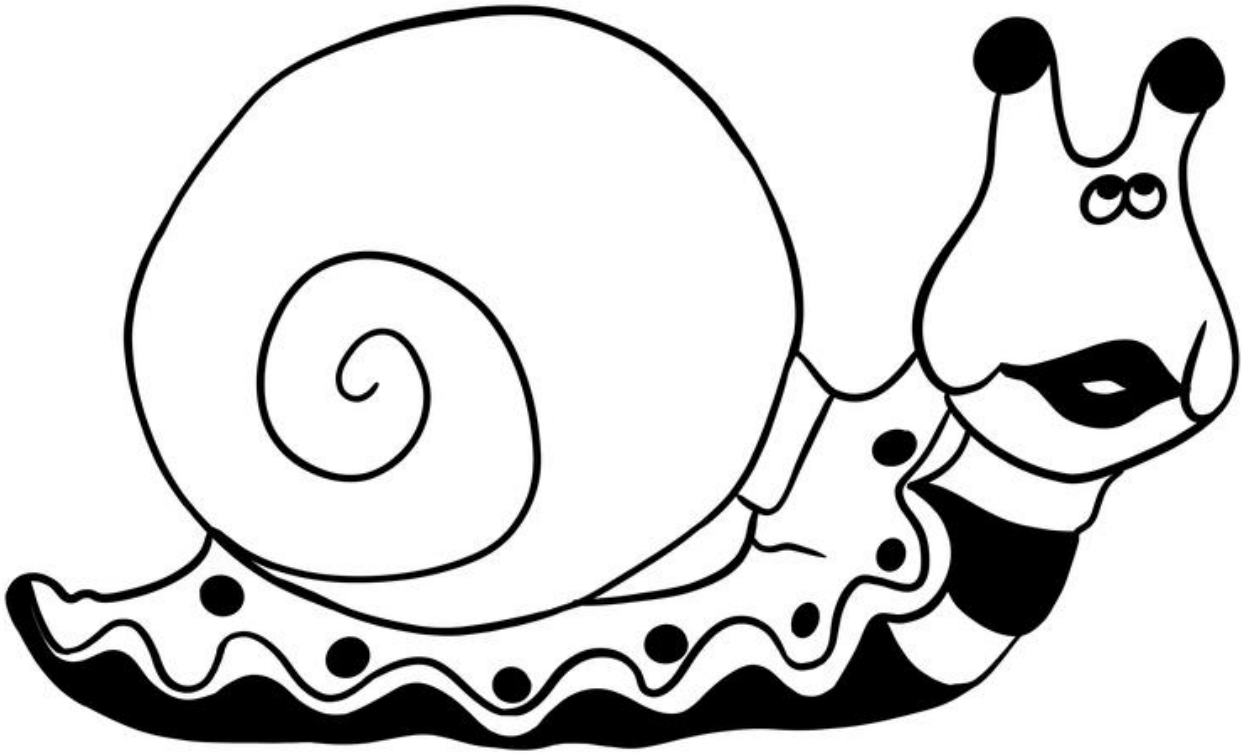
B.

C.



D.





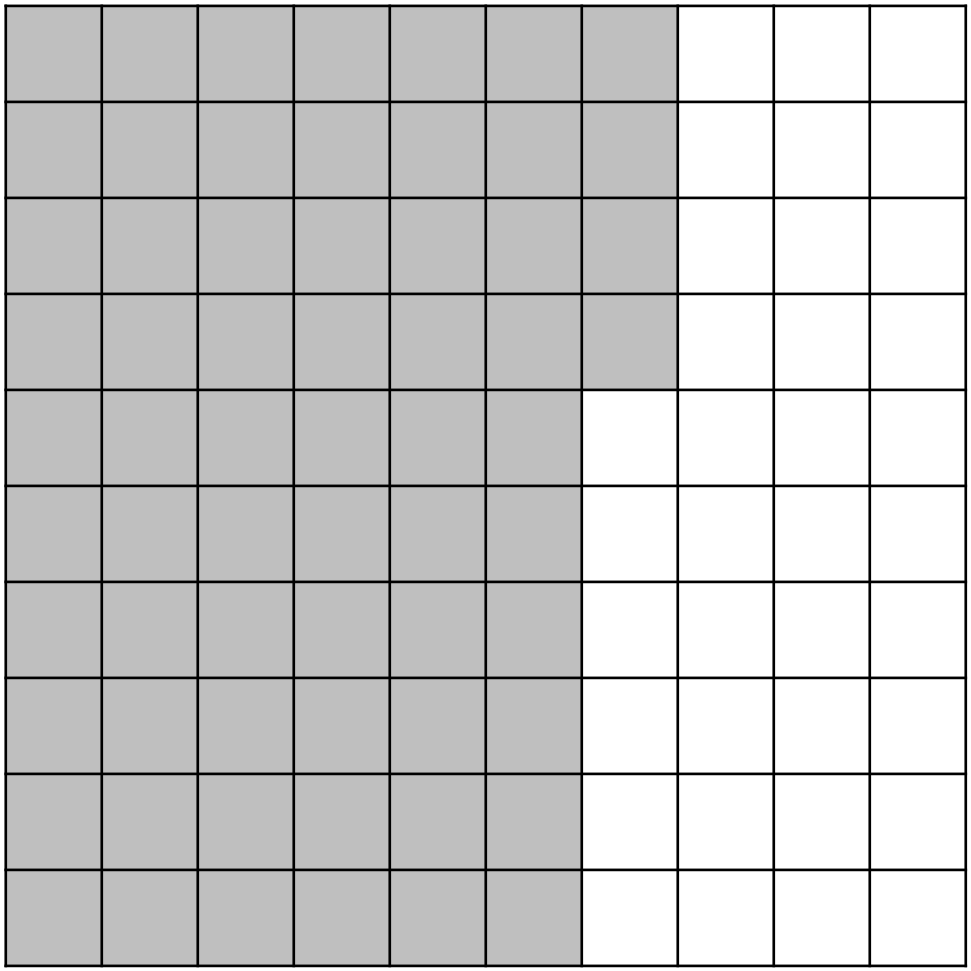
25. The model is shaded to represent a decimal number less than one.
Which value is represented by the shaded part of the model?

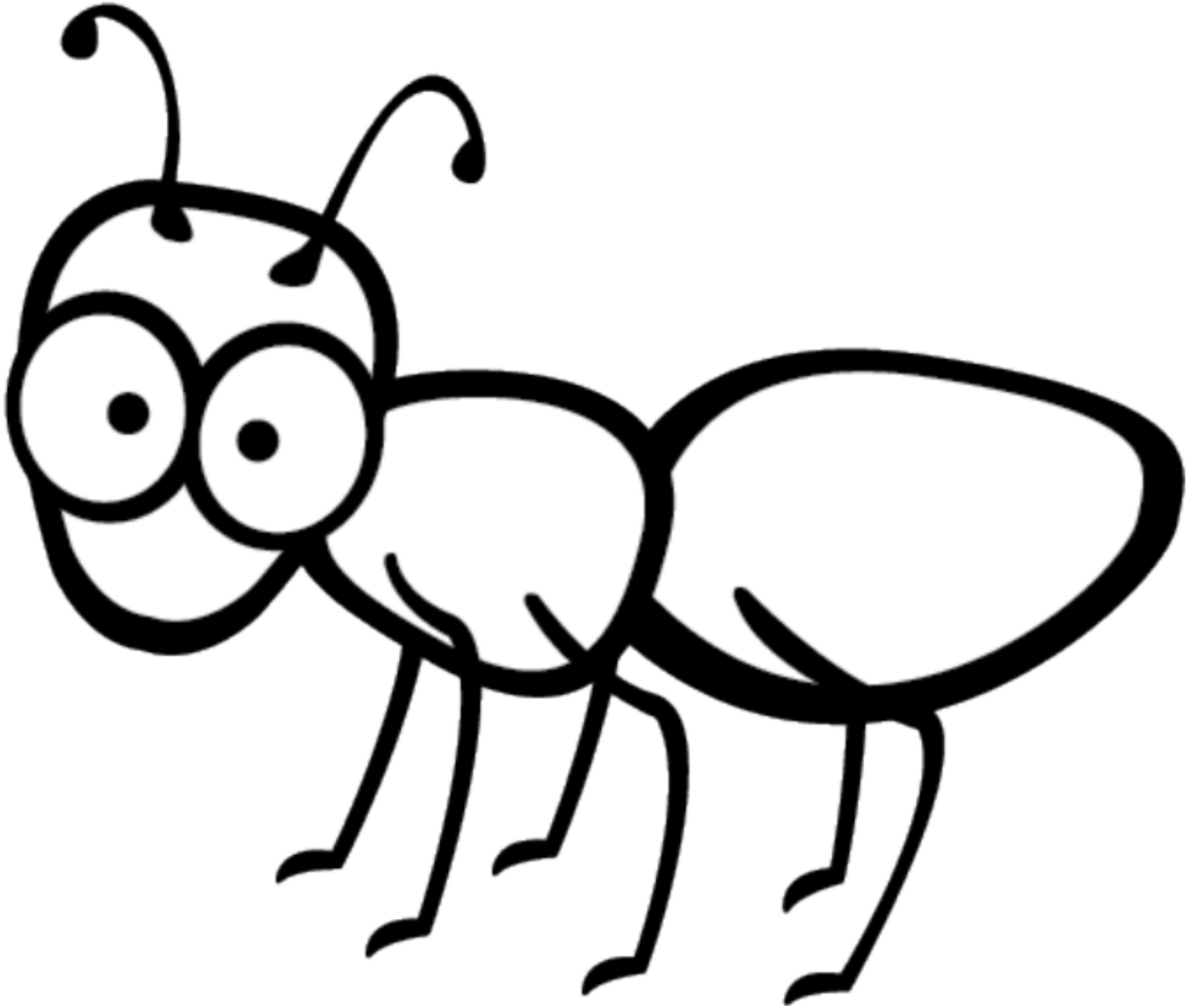
A. Sixty-four-tenths

B. Six and four-tenths

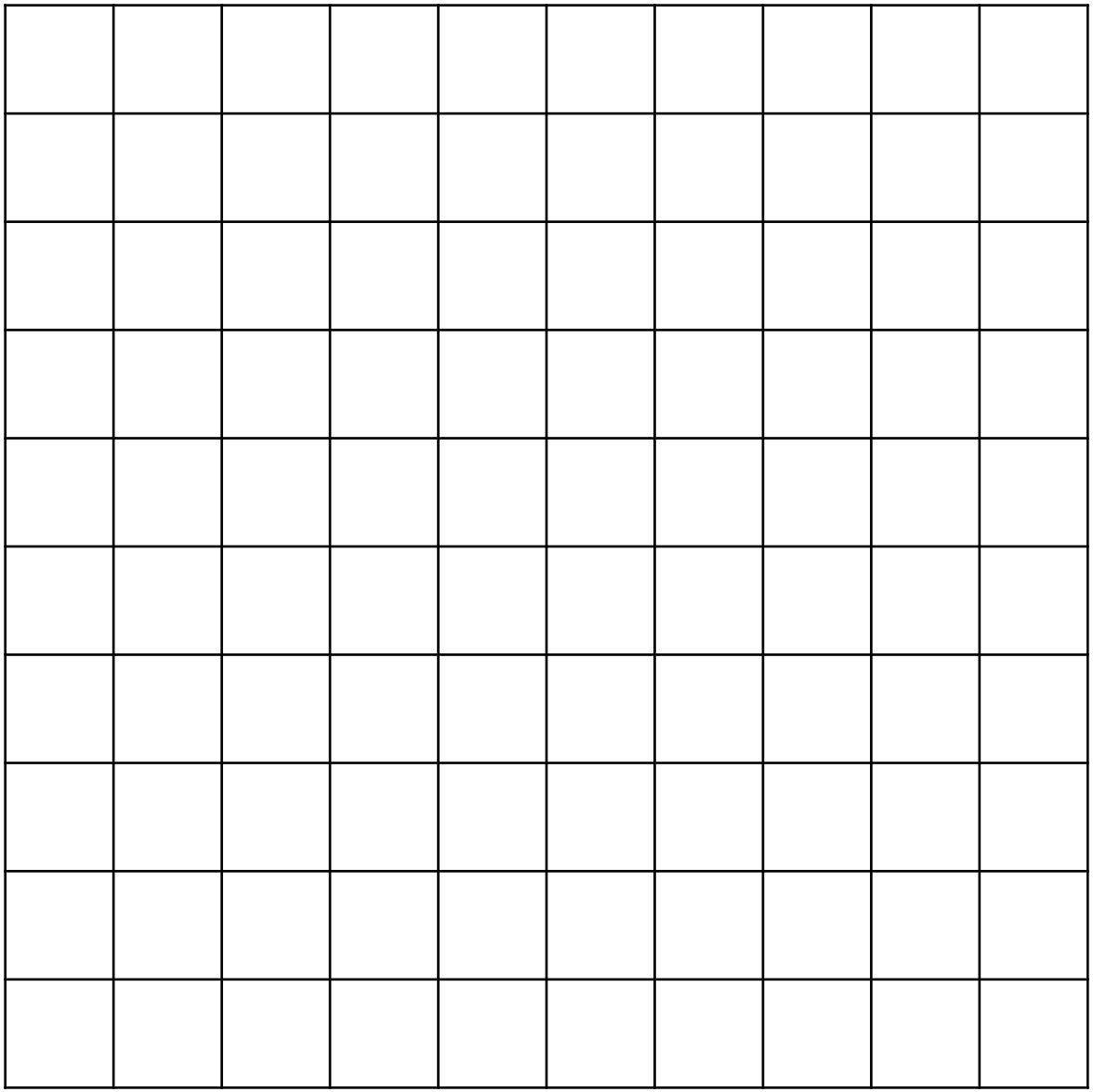
C. Six and four-hundredths

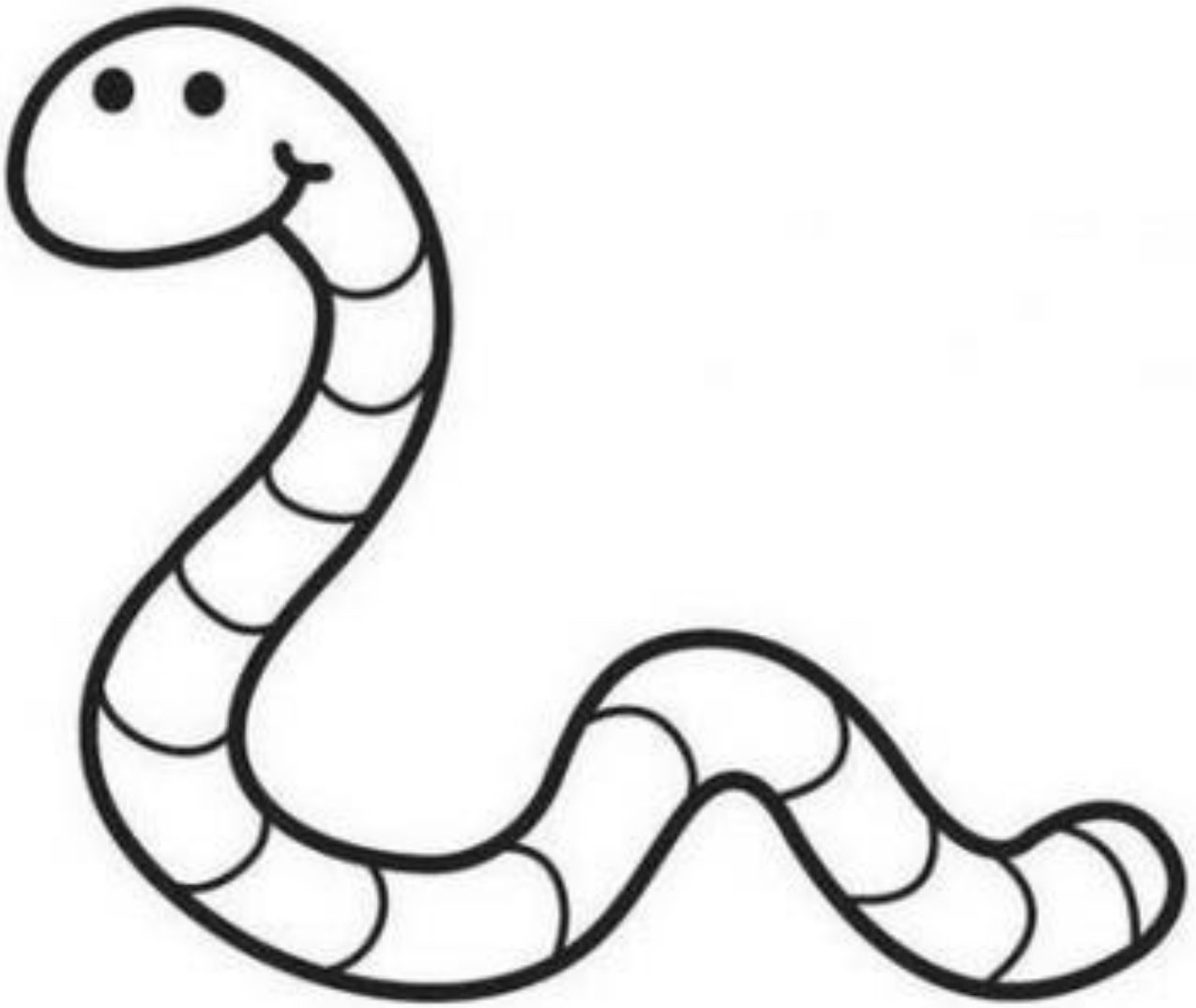
D. Sixty-four-hundredths



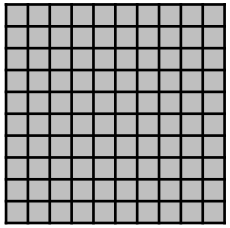


26. Shade the model to represent 0.03.

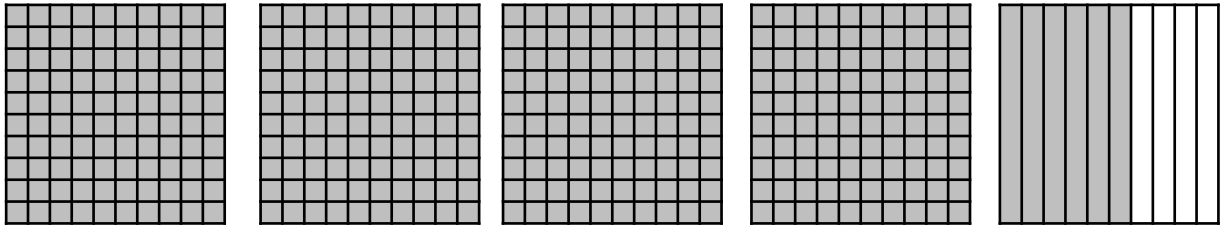


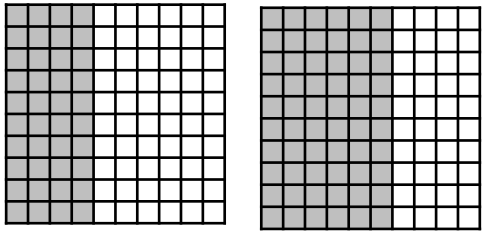


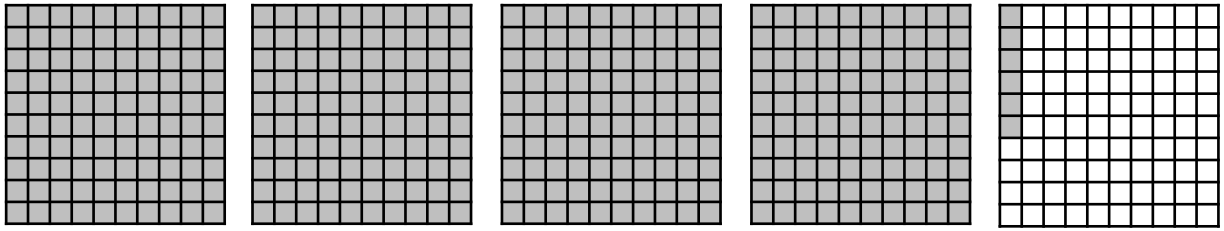
27. This model is shaded to represent 1 whole.

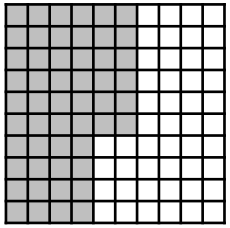


Joy drew a model that was shaded to represent 4.06. Which model could Joy have drawn?

A. 

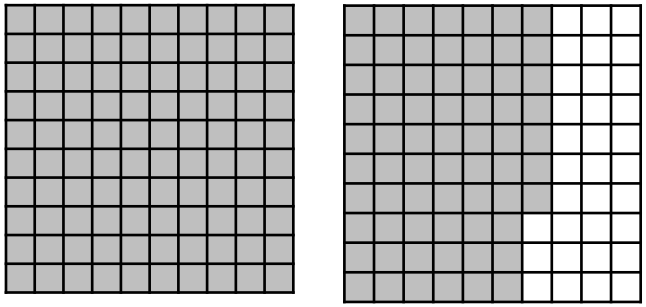
B. 

C. 

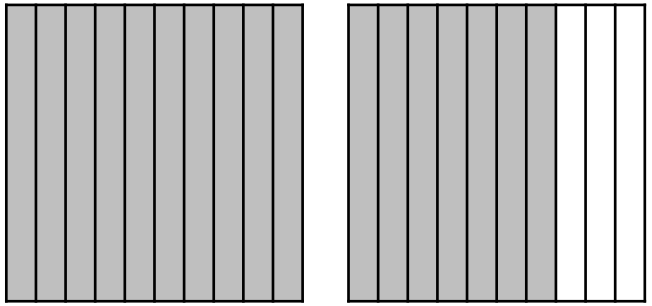
D. 

29. The distance in meters that four students jumped are modeled below.

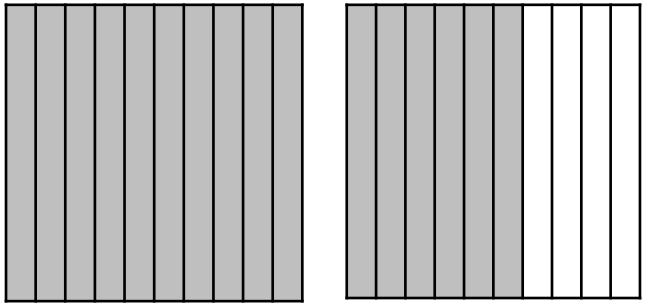
Caleb



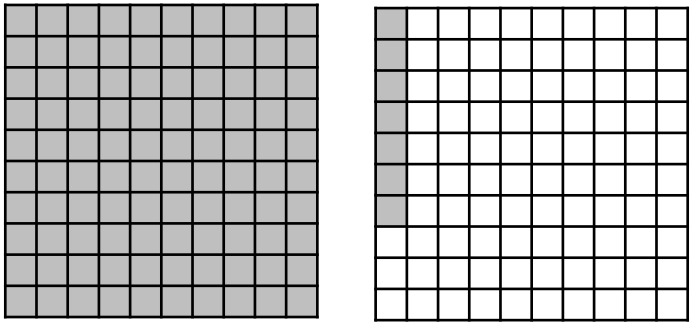
Camila



Brianna



Isaac



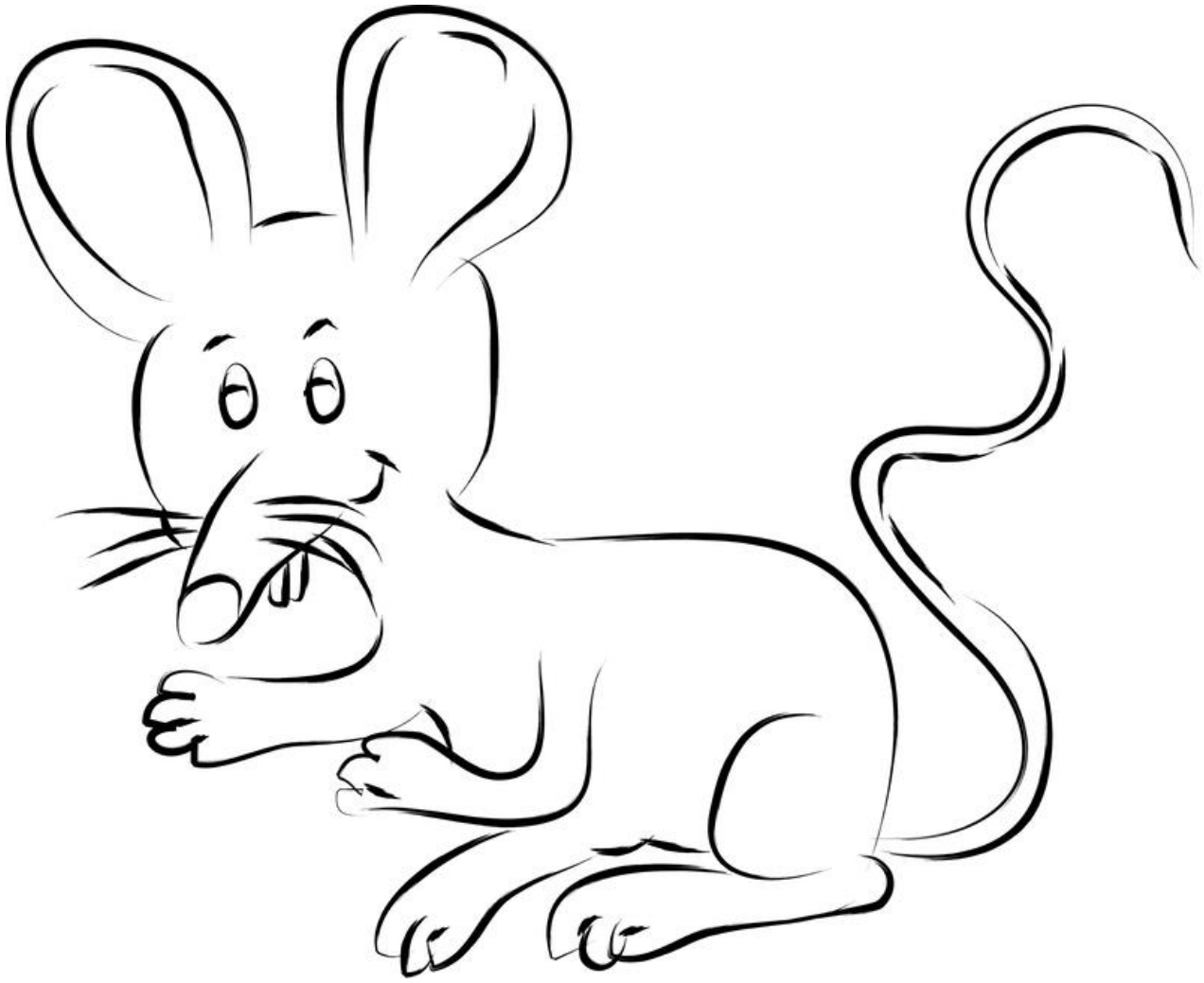
Which list shows these distances in order from greatest to least?

A. 1.67 m 1.7 m 1.07 m 1.6 m

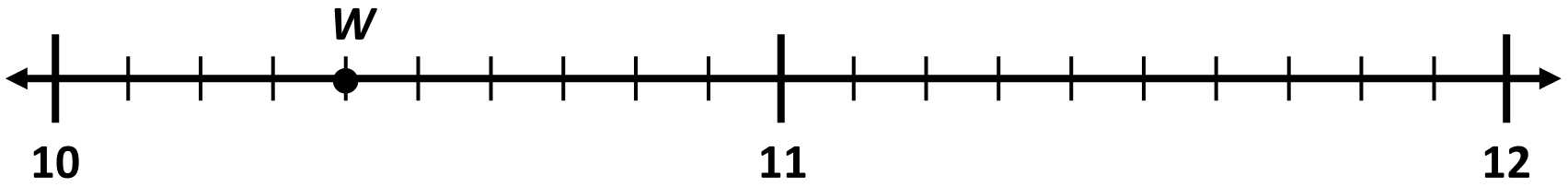
B. 1.7 m 1.67 m 1.6 m 1.07 m

C. 1.07 m 1.6 m 1.67 m 1.7 m

D. 1.6 m 1.67 m 1.7 m 1.07 m



28. The number line shows point *W*.



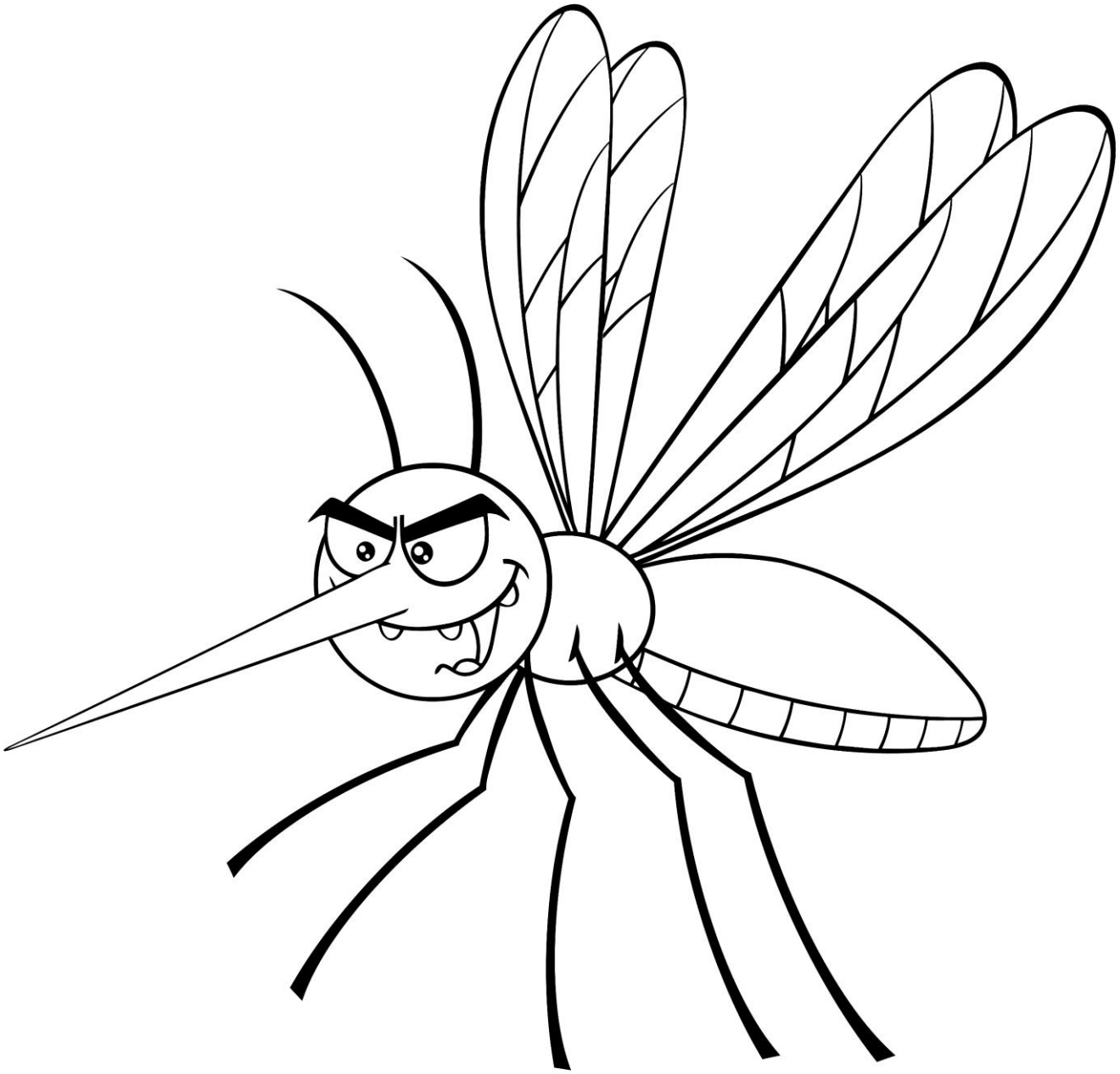
Which number does point *W* represent on the number line?

A. 10.3

B. 10.03

C. 10.4

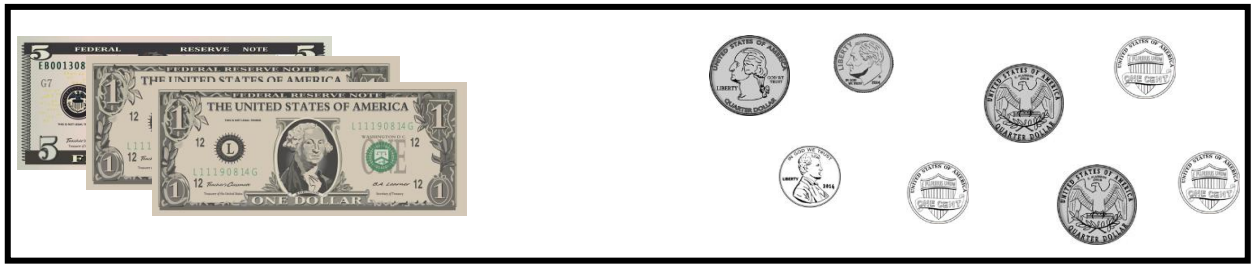
D. 10.45



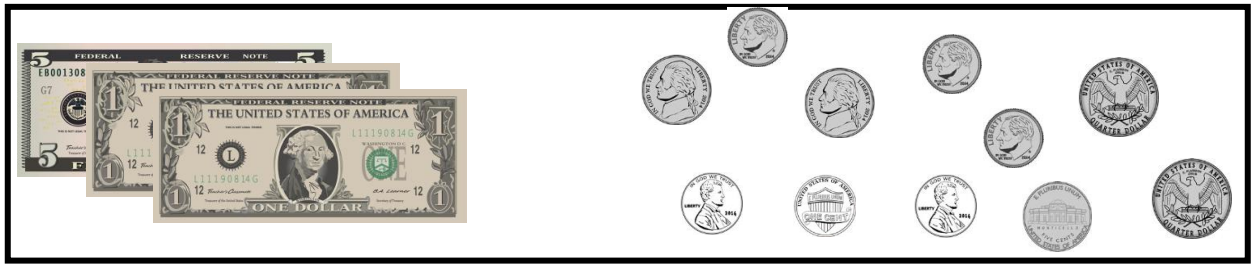
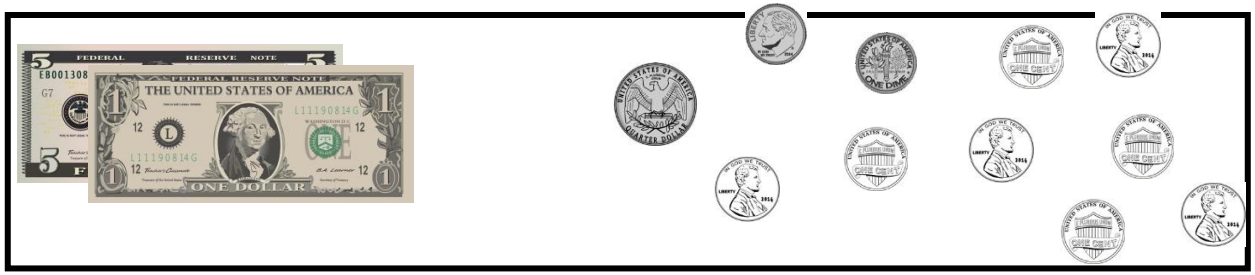
30. Each picture below represents a different amount of money. In which amount does the digit 9 represent 9 cents?

A.

B.



C.



D.