Name _____

4th Grade Math Remote Learning Packet

Weeks 4-6

April 20th-May 8th

Parents please note that all academic packets are mailed home to scholars but are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If you are unable to access packets online, every Wednesday between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

4th Grade Math Scope and Sequence – Phase 4
Week 4
April 20th- April 24th

Date	Standards *Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data*	Description of Packet Assignment (30 minutes of work)	Online Assignment
4.20.2020	4.NBT.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will solve 2 digit by 2 digit multiplication problems. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
4.21.2020	4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will divide a 2 digit dividend. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
4.22.2020	4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays,	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will divide 3 digit dividends. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuT

	and/or area models.		UMhHb-rYrx-MxWdGcCA?view_as=subscriber
4.23.2020	4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will divide 4 digit dividends. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
4.24.2020	4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.OA.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will solve division word problems with 2,3 and 4 digit dividends. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Name: _____ Date: 4/20/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I solve 2 digit by 2 digit multiplication problems using a standard algorithm.

Objective: I can use a standard algorithm to solve 2 digit by 2 digit multiplication problems.

4th grade math standard:

4.NBT.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

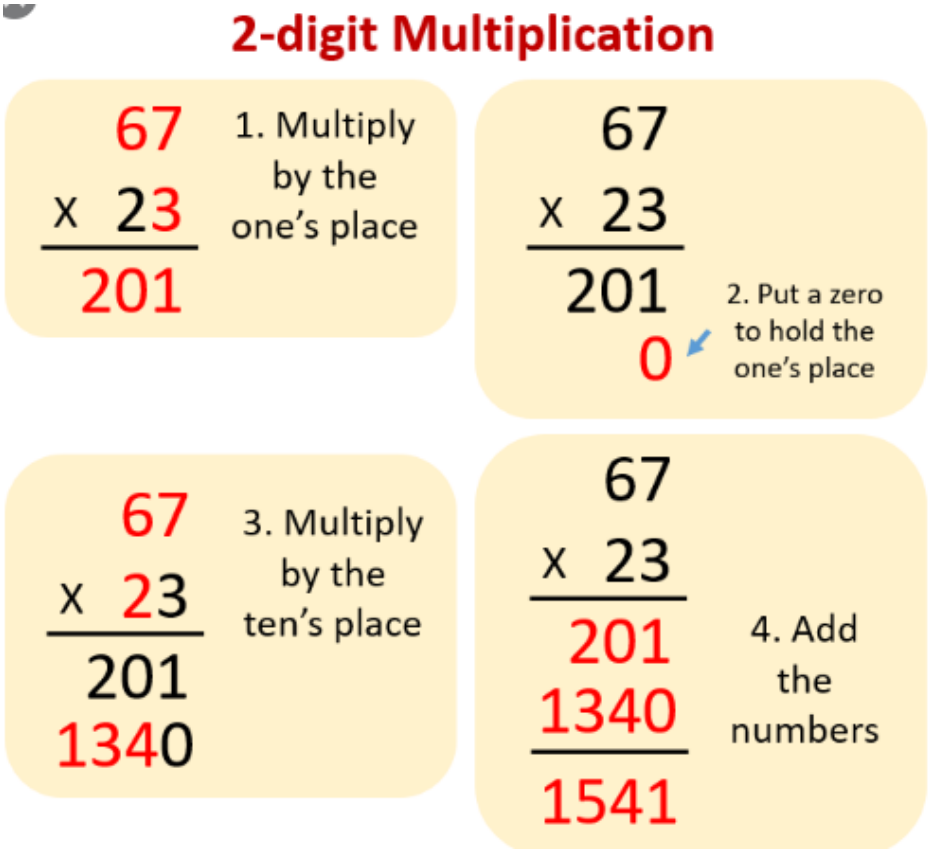
Please Subscribe!

Input/guided notes

2digt by 2 digit multiplication

1. Stack your numbers
2. Multiply the bottom digit in the ones place by both digits on the top, regroup if your answer is 2digits.
3. Add a ZERO to the ones place as a place holder
4. Multiply the bottom digit in the tens place by both digits on the top, no need to regroup if your answer is 2 digits
5. Add your products together to get to your final answer

Teacher model 1:



Please visit the site below to see teacher models 2 and 3 completed.

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Teacher Model 2	Teacher Model 3
23 x 45=	72 x 15=

CFU/Your Turn

Problem 1: 23 x 12=	Problem 2: 54 x 27=
Problem 3: 76 x 21=	Problem 4: 92 x 34=

Application Problem

Over summer vacation, Sam swam every day for 43 minutes a day. If he swam for 67 days, how many total minutes did he swim for in total? Use CUBES to solve.

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Remote learning lesson 13

Exit Ticket

Problem 1: 43 x 28=	Problem 2: 81 x 45=

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name: _____ Date: 4/21/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I solve division problems with remainders?

Objective: I can solve division problems with remainders using the steps in the tool kit given.

4th grade math standard:

4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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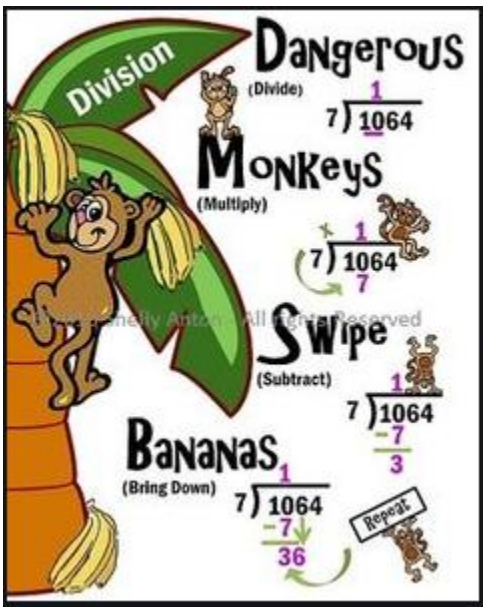
Things to keep in mind

- We divide when we have a total in a problem
- We divide when we are being asked to make equal groups
- **Remainder-** the amount that does not fit equally into a group
- **Divisor-** the amount of groups or the size of groups
- **Dividend-** the total amount that you are dividing

- **Quotient-** the answer to a division problem.

Input/guided notes



The examples that you are going to see today will not have 4 digit dividends but we can follow the same steps as this example above.

Teacher Models 1, 2 and 3

To see models 2 and 3 completed, please visit my YouTube channel below:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Problem 1	Problem 2	Problem 3
36 ÷ 3	45 ÷ 4	68 ÷ 3

CFU/Your Turn

Problem 1: 42 ÷ 3	Problem 2: 45 ÷ 4
Problem 3: 56 ÷ 5	Problem 4: 52 ÷ 3

Application Problem

Malory's family is going to buy oranges. The Grand Market sells oranges at 3 pounds for 87 cents. How much does 1 pound of oranges cost at Grand Market? Use CUBES to solve

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Exit Ticket

Problem 1: 87 ÷ 6	Problem 2: 73 ÷ 5

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name: _____ Date: 4/22/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I solve 3 digit dividend division problems with or without remainders?

Objective: I can solve 3 digit dividend division problems with and without remainders using the steps in the tool kit provided.

4th grade math standard:

4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Online support:

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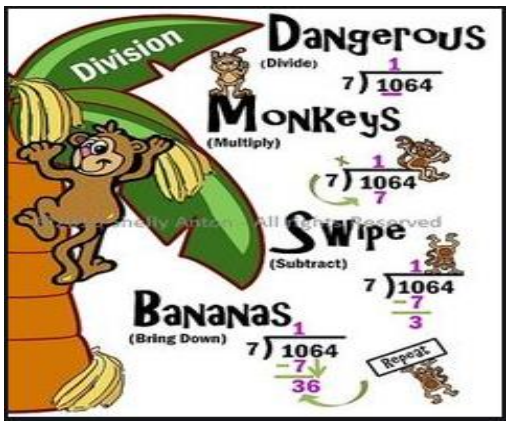
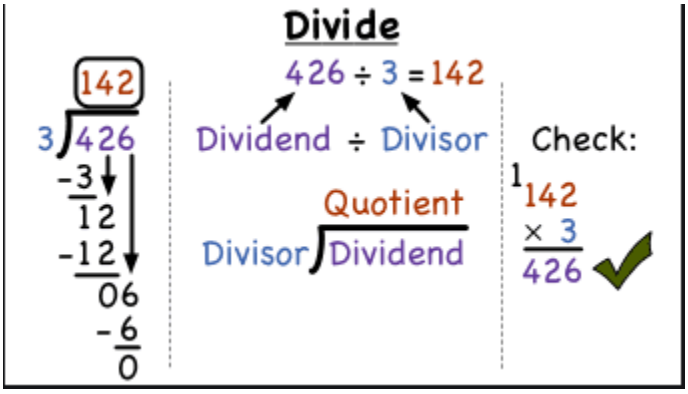
https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/guided notes



Today the division problems that we see will have 3 digits in the dividend instead of two which means that we have to repeat the steps in the tool kit another time in order to divide the whole number. The amount the left over is called the **remainder.** You will not always have a remainder.

Teacher Model 1:



To check you quotient (answer), we can use multiplication like I have done here. Try checking your problems today!

Teacher Models 2, 3 and 4

To see problems 3 and 4 completed, please visit below:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Problem 2	Check	Problem 3	Check	Problem 4	check
273 ÷ 5		215 ÷ 3		547 ÷ 4	

CFU/your turn

Directions: Solve and check each of the problems below.

Problem 1: 174 ÷ 3	Problem 2: 561 ÷ 3
Problem 3: 396 ÷ 4	Problem 4: 178 ÷ 4

Application Problem

Mary planted 235 plants in her garden. She planted to same amount of plants in each of 5 rows. How many plants are in each row of her garden? Use CUBES to solve.

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Exit Ticket

374 ÷ 3	415 ÷ 4

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name: _____ Date: 4/23/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I solve 4 digit dividend division problems with or without remainders?

Objective: I can solve 4 digit dividend division problems with and without remainders using the steps in the tool kit provided.

4th grade math standard:

4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Online support:

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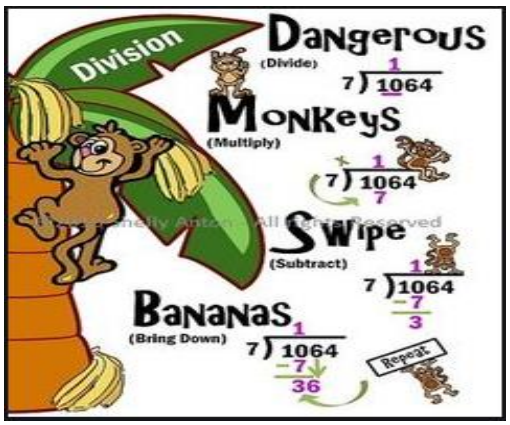
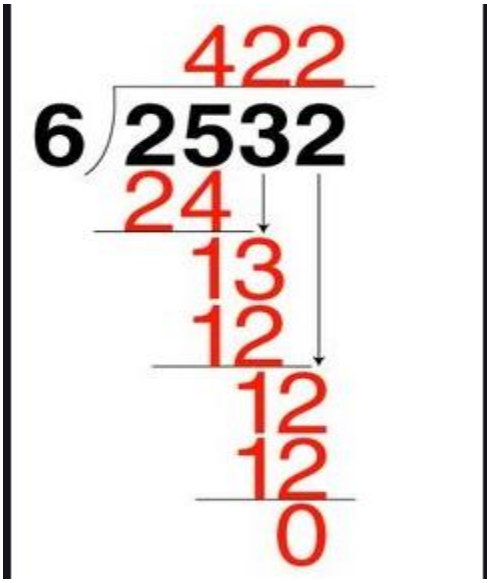
https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/guided notes



Today you will solve 4 digit dividend problems just like you have solved 2 and 3 digit dividend problems for the last 2 days. I have included the same exit ticket as the 2 previous lessons so that you can memorize: **DMSB (divide, multiply, subtract, bring down)**

Teacher Model 1:



1. 6 goes into 25 4x, 4 goes on the top 24 underneath (6 x 4=24)
2. Subtract 25-24=1
3. Bring down 3
4. 6 goes into 13 2x, 2 goes on the top, 12 underneath *6 x 2=12)
5. Subtract 13-12=1
6. Bring down 2
7. 6 goes into 12 2x, 2 goes on top, 12 underneath
8. 12-12=0
9. No remainder!

Teacher models 2 and 3

To see problem 3 completed, visit the site below:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Problem 2:	Problem 3:
3,974 ÷ 3	1,784 ÷ 4

CFU/your turn

Problem 1: 1,234 ÷ 3	Problem 2: 3,298 ÷ 3
Problem 3: 2,389 ÷ 2	Problem 4: 3,291 ÷ 4

Application Problem:

In the football stadium there are a total of 2,289 seats. These seats are divided equally into 4 sections. How many seats are in each of the sections? Use CUBES solve.

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Exit Ticket

Problem 1:	Problem 2:
1,346 ÷ 3	2,234 ÷ 4

Problem 3: Choose one of the questions above and check it using multiplication in the space below.

Check:

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name: _____ Date: 4/24/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I solve 2,3 and 4 digit dividend word problems with and without remainders?

Objective: I can solve 2,3 and 4 digit dividend division word problems using what I know about CUBES and what I have learned about a standard division algorithm.

4th grade math standard:

4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.OA.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Online support:

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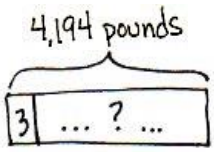
Input/guided notes



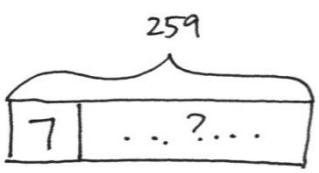
A mill produces 4,194 pounds of flour. If they pack the flour in 3 pound sacks, how many sacks of flour can they make?

$$\begin{array}{r} 1,398 \\ 3\overline{)4,194} \\ -3 \\ \hline 11 \\ -9 \\ \hline 29 \\ -27 \\ \hline 24 \\ -24 \\ \hline 0 \end{array}$$

Today we will take what we have learned about division and apply that skill to solving word problems like the one I have here. Notice that I drew a tape diagram as my picture and solved using a standard algorithm. When I was done I wrote my answer in a statement.

Teacher model 1:

We all know there are 7 days in a week. How many weeks are in 259 days?

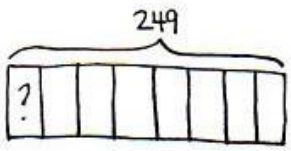


$$\begin{array}{r} 37 \\ 7\overline{)259} \\ 21 \\ \hline 49 \\ -49 \\ \hline 0 \end{array}$$

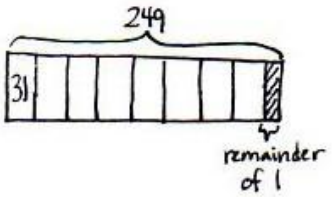
There are 37 weeks in 259 days.

Teacher model 2:

Everyone is given the same number of colored pencils in art class. If there are 249 colored pencils and
8 students, how many pencils does each student receive?



$$\begin{array}{r} 31 \text{ R1} \\ 8\overline{)249} \\ -24 \\ \hline 09 \\ -8 \\ \hline 1 \end{array}$$



Each student receives 31 pencils.
There is 1 pencil remaining.

Teacher model 3:

Mr. Hughes has 155 meters of volleyball netting. How many nets can he make if each court requires 9 meters of netting?

To see teacher model 3 completed, please visit the site below.

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

CFU/your turn

Problem 1:

A concert hall contains 8 sections of seats with the same number of seats in each section. If there are 248 seats, how many seats are in each section?

Problem 2:

In one day, the bakery made 719 bagels. The bagels were divided into 9 equal shipments. A few bagels were left over and given to the baker. How many bagels did the baker get?

no application problem today

Exit Ticket

Mr. Foote needs exactly 6 folders for each fourth-grade student at Hoover Elementary School. If he bought 726 folders, to how many students can he supply folders?

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

4th Grade Math Scope and Sequence – Phase 4
Week 5
April 27th- May 1st

Date	Standards *Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data*	Description of Packet Assignment (30 minutes of work)	Online Assignment
4.27.20	4.NF.3b:Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. 4.NF.4a: Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will solve write repeated addition sentences and multiplication sentences that match fraction tape diagrams. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
4.28.20	4.NF.3b:Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. 4.NF.4a: Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). 3.NF.3a: Understand two fractions as equivalent (equal) if they are the same size, or the	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will show equivalent fractions with models and write multiplication and addition number sentences. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

	same point on a number line.		
4.29.20	4NF.1: Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will multiply to find equivalent fractions. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
4.30.20	4NF.1: Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will use GCF to divide and find equivalent fractions. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
5.1.20	4.NF.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model..	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will compare fractions using a number line and bench mark fractions. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Name: _____ Date: 4/27/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I decompose non-unit fractions and represent them as a whole number times a unit fraction using tape diagrams.

Objective: I can decompose non-unit fractions and represent them as a whole number times a unit fraction using tape diagrams.

4th grade math standard:

4.NF.3b:Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.

4.NF.4a: Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

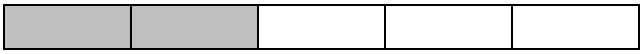
https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Things to remember:

- **Numerator:** top number of a fraction
- **Denominator:** bottom number of a fraction

- When shading a fraction the bottom number (denominator) is the total number of pieces in the whole, the top number (numerator) is the amount to shade.

For example:



This tape diagram models the fraction 2/5 (2 fifths). There are 5 total pieces in the tape diagram and 2 pieces shaded.

Input/guided notes

Today we are going to write 2 number numbers, 1 repeated addition sentence and 1 multiplication sentence.

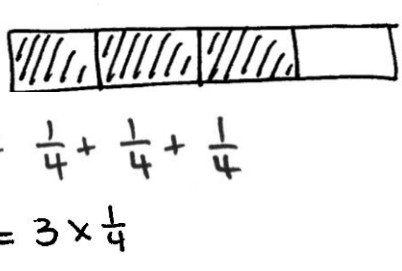
Unit fraction: 1 piece of the whole

Non-unit fraction: more than 1 piece of the whole.

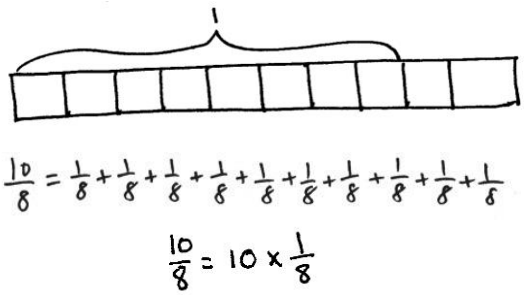
Teacher model 1:

This tape diagram models the fraction ¾ (3 fourths).

I can write a **repeated addition** sentence and a **multiplication sentence** to represent the same amount.



Teacher Model 2:



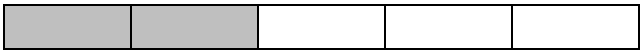
Improper fraction: when the larger number is on the top instead of on the bottom.

This tape diagram shows 10 total parts but only 8 are under the bracket. So, this model shows eighths, NOT tenths. Since there are 10 parts in all that becomes the numerator which gives us the improper fraction 10 eighths (10/8).

Teacher model 3:

To see teacher model 3 complete, visit the link below:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber



CFU/ your turn

Directions: for each of the tape diagrams below write 2 number sentences, 1 repeated addition (sum of unit fractions) and 1 multiplication sentence.

Problem 1:

Repeated addition sentence:

_____

Multiplication sentence:

_____

Problem 2:

Repeated addition sentence:

_____

Multiplication sentence:

_____

Problem 3:

Repeated addition sentence: _____

Multiplication sentence: _____

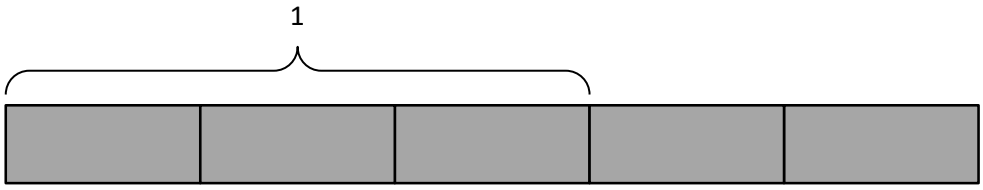
Problem 4:

Draw a tape diagram for each fraction below and then write 2 number sentences to match as you did in problems 1-3.

4/5 (4 fifths)	7/4 (7 fourths)
Repeated addition sentence: _____	Repeated addition sentence: _____
Multiplication sentence: _____	Multiplication sentence: _____

Application problem

Jenny's teacher displayed the tape diagram below. She asked "what fraction is being modeled by the tape diagram below?" Jenny said 3 fifths and John said 5 thirds. Who's correct and why? Explain your thinking on the lines.



_____

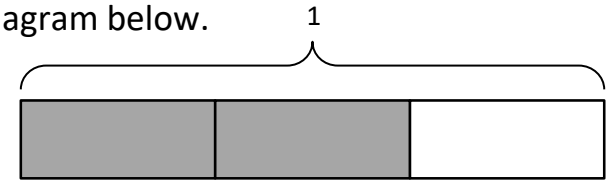
_____

_____

_____

Exit ticket

Problem 1: write 2 number sentences that show the amount shaded in the tape diagram below.



Repeated addition: _____

Multiplication sentence: _____

Problem 2: draw a tape diagram and then write 2 number sentences to describe the amount shaded in the fraction below.

6/9 (6 ninths)

Repeated addition: _____

Multiplication: _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name: _____ Date: 4/28/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How can I draw an area model to show equivalent fractions?

Objective: I can use an area model to show equivalent fractions

4^{th} grade math standard:

4.NF.3b:Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.

4.NF.4a: Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).

3.NF.3a: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/guided notes

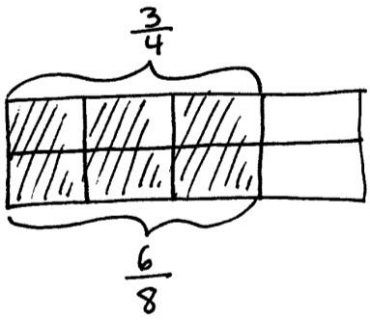
Equivalent fractions are a pair of fractions that take up the same amount of space.

One way to model equivalent fractions is by using an area model. **Area models** are similar to tape diagrams. The difference is that it looks more like a square than a rectangle.

Teacher model 1: Use an area model to show that $\frac{3}{4} = \frac{6}{8}$.

Toolkit to modeling equivalent fractions

1. Draw an area model to that shows ¾.
2. Look at the denominators of both fractions. Ask yourself: how do I go from 4 to 8 using multiplication?
3. I can multiply by 2! So draw 1 horizontal line.



This proves that ¾=6/8. By drawing 1 Horizontal line we didn't change the size of the whole, we only changed the size of the pieces. The same amount of space is shaded.

Some number sentences we can use to show this are:

$\frac{3}{4} = \left(\frac{1}{8} + \frac{1}{8}\right) + \left(\frac{1}{8} + \frac{1}{8}\right) + \left(\frac{1}{8} + \frac{1}{8}\right) = \frac{6}{8}$.

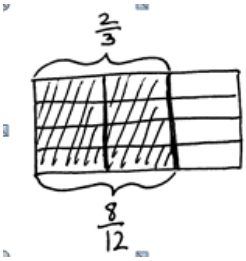
$\frac{3}{4} = 3 \times \frac{2}{8} = \frac{6}{8}$.

$6 \times \frac{1}{8} = \frac{6}{8}$. → $\frac{3}{4}$ is equal to $\frac{6}{8}$

Teacher model 2

Let's draw an area model to show that $\frac{2}{3} = \frac{8}{12}$

1. Draw an area model to show 2/3.
2. Think: how do I go from 3 to 12 using multiplication? I can multiply 3 x 4 to get 12.
3. Draw 1 less line than the number you multiply by.-Draw 3 lines.



$\frac{2}{3} = \frac{1}{3} + \frac{1}{3} = \left(\frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12}\right) + \left(\frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12}\right) = \frac{8}{12}$.

Teacher model 3:

1/3=2/6 3/4=9/12 2/6=6/15

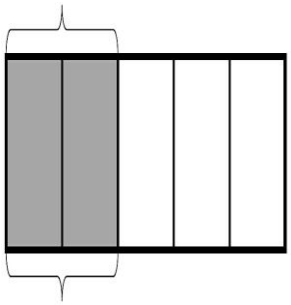
To see these examples completed, use the link below:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

CFU/your turn

Directions: using the area models below, indicate the fraction being modeled and then decompose the model into the unit given. Write 2 number sentences, one addition and one multiplication.

Problem 1: tenths

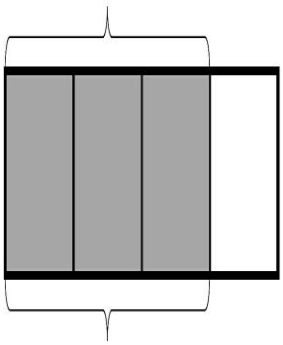


1. What fraction is being modeled? _____
2. Draw horizontal lines to show tenths (10 equal parts)
3. What fraction is being modeled now? _____
4. _____= _____

Addition sentence: _____

Multiplication sentence: _____

Problem 2: twelfths



5. What fraction is being modeled? _____
6. Draw horizontal lines to show tenths (10 equal parts)
7. What fraction is being modeled now? _____
8. _____= _____

Addition sentence: _____

Multiplication sentence: _____

Problem 3: Draw an area model to show $\frac{3}{5} = \frac{6}{10}$ then write two numbers sentences.

Addition sentence: _____

Multiplication sentence: _____

Application Problem

1. Step 1: Draw an area model for a fraction with units of thirds, fourths, or fifths. **(pick one)**

   Step 2: Shade in more than one fractional unit. **(more than one piece)**

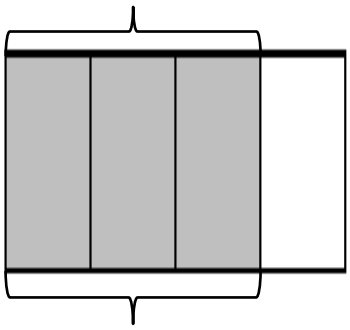
   Step 3: Decompose the area model to find an equivalent fraction. **(draw as many horizontal lines as you would like.)**

   Step 4: Write the equivalent fractions as a number sentence. _____ = _____

Exit Ticket

Problem 1: eighths

1. What fraction is being modeled? _____
2. Draw horizontal lines to show eighths
3. What fraction is being modeled now? _____
4. _____= _____



Problem 2:

Draw an area model to show the decomposition represented by the number sentence below.

$$\frac{4}{5} = \frac{8}{10}$$

Addition sentence: _____

Multiplication sentence: _____

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Remote learning lesson 20

Name: _____ Date: 4/29/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How does multiplication relate to finding equivalent fractions?

Objective: I can relate multiplication to an area model to show equivalent fractions.

4th grade math standard:

4NF.1: Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Online support:

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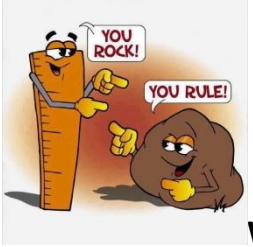
https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/guided notes

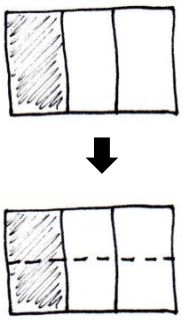
In the previous lesson we drew area models to show how fractions are equal. We can relate these area models that we have learned how to draw to multiplication of a fraction.



Whatever you do to the top, you MUST to do the bottom!

This rule means, if you multiply the numerator (top) by 2 you also have to multiply the denominator (bottom) by 2. Multiplying by the same number on the top and bottom will give you an equivalent fraction.

Teacher Model 1: The first area model below shows the fraction 1/3. I can decompose that fraction by drawing 1 horizontal line.



Now, the area model shows 2/6.

I can also show this equivalency by doing:

$$\frac{1}{3} = \frac{1 \times 2}{3 \times 2} = \frac{2}{6}$$

I was able to multiply by 2 on the top and bottom to make the equivalent fractions.

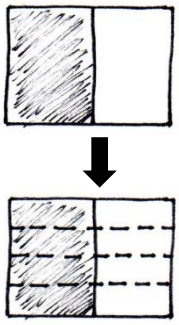
Teacher model 2:

The first area model below shows the fraction 1/2. I can decompose that fraction by drawing 3 horizontal lines, this is the same as multiplying by 4.

Now, the area model shows 4/8.

I can also show this equivalency by doing:

$\frac{1}{2} = \frac{1 \times 4}{2 \times 4} = \frac{4}{8}$.



Teacher Model 3: tune into:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

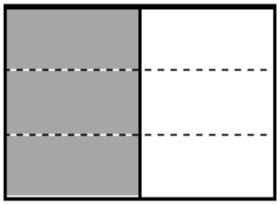
to see ¾ decompose into an equivalent fraction of my choice!

Remote learning lesson 20

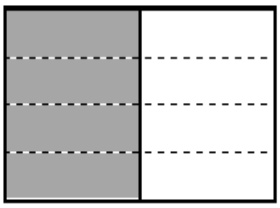
CFU/your turn

Directions: The shaded unit fractions have been decomposed into smaller units. Express the equivalent fractions in a number sentence using multiplication.

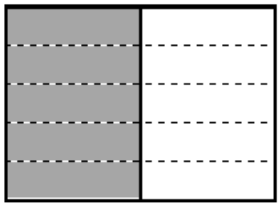
Problem 1: _____ = _____



Problem 2: _____ = _____



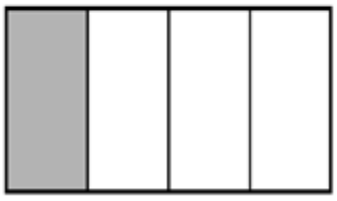
Problem 3: _____ = _____



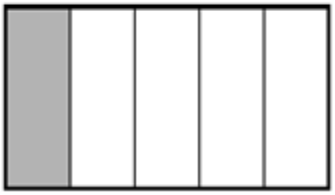
Problem 4:

Decompose the shaded fractions into smaller units using the area models. Express the equivalent fractions in a number sentence using multiplication.

a.



b.



Application Problem

Remote learning lesson 20

- Draw three different area models to represent 1 third by shading.
- Decompose the shaded fraction into (a) sixths, (b) ninths, and (c) twelfths.
- Use multiplication to show how each fraction is equivalent to 1 third.

a. sixths	b. ninths	c. twelfths

Exit Ticket

- Draw two different area models to represent 1 fourth by shading.
- Decompose the shaded fraction into (a) eighths and (b) twelfths.
- Use multiplication to show how each fraction is equivalent to 1 fourth.

a. Eighths	b. Twelfths

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name: _____ Date: 4/30/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How does division relate to finding equivalent fractions?

Objective: I can find equivalent fractions by dividing the numerator and denominator by the same number.

4th grade math standard:

4NF.1: Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Online support:

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https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/Guided Notes

Another way to find equivalent fractions is to divide by the same number on the top and on the bottom of a fraction. To determine what to divide by we can find the GCF.

GCF= greatest common factor

Factors: numbers that can be multiplied together to find a product.

For example: the factors of 12 are (1,2,3,4,6,12) because

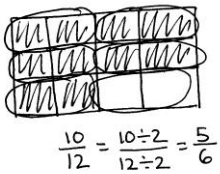
1x12= 12 2 x 6 = 12 3 x 4 = 12

To find the GCF we can follow the steps below:

1. List the factors of the numerator
2. List the factors of the denominator
3. Circle the largest number they can in common
4. Divide by that number.

Teacher Model 1

Draw an area model that represents $\frac{10}{12}$ and then find an equivalent fraction by dividing by the GCF.

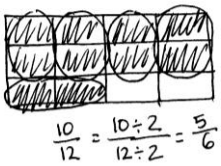


The factors of 10 are 1,2,5,10

The factors of 12 are 1,2,3,4,6,12

The largest number they have in common is 2, therefore

Divide by 2.



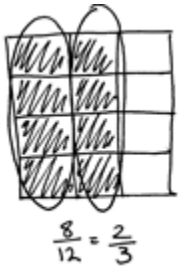
Teacher model 2:

Find an equivalent fraction of $\frac{8}{12}$ by dividing by the GCF.

The factors of 8 are 1,2,4,8

The factors of 12 are 1,2,3,4,6,12

The largest number they have in common (GCF) is 4, therefore we divide by 4.



Teacher model 3:

Use the GCF of 6/12 to find an equivalent fraction.

To see this example done please visit:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

CFU/Your Turn

Directions: Use division to rename (find an equivalent fraction) of each fraction given below. Use the GCF to divide by the largest factor.

a. $\frac{4}{8}$

b. $\frac{12}{16}$

c. $\frac{12}{20}$

d. $\frac{16}{20}$

Application Problem

Nuri spent $\frac{9}{12}$ of his money on a book and the rest of his money on a pencil. Express how much of his money he spent on the pencil in fourths.

Exit Ticket

Use the GCF to show an equivalent fraction in a number sentence using division.

a. $\frac{4}{10}$

b. $\frac{6}{15}$

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Remote learning lesson 22

Name: _____ Date: 5/1/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How can I compare fractions on a number line?

Objective: I can compare fractions on a number line by reasoning about the distance from benchmark fractions.

4th grade math standard:

4.NF.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model..

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/guided notes

What are benchmark fractions?

Benchmark fractions are numbers/fractions on a number line to help compare fractions.

The benchmark fractions we will use today are 0, ½ and 1.

LET'S REVIEW:

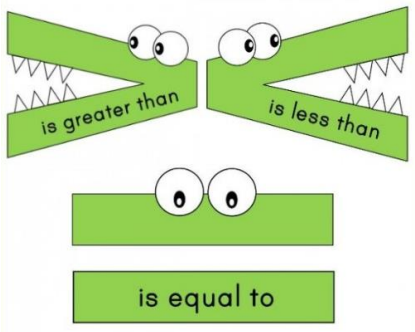
<u>Plotting fractions on a number line</u>.

1. Draw a straight, horizontal line. Place an arrow at each end.
2. Write 0 at the beginning and 1 at the end.
3. Look at the denominator of the fraction you are plotting. The bottom number will tell you how many spaces you need on the number line. **HINT: you will always use 1 less tick mark for the number of spaces.**
4. After you partition the number line, count tick marks based on the numerator to place the fraction at the right point.

Example:

Plot 4/6 on the number line below.

We use the same symbols to compare fractions as we do when we come whole numbers.

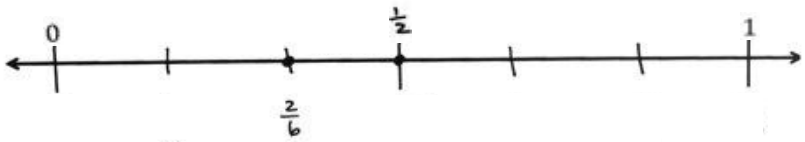


To help use decide which symbol to use to compare fractions correctly we will use the benchmark fractions I mentioned earlier.

Teacher Model 1: Reason about the size of a fraction compared to $\frac{1}{2}$.

Compare ½ and 2/6

1. Draw a number line, label 0, ½ and 1.
2. Think: how many 6ths are in a ½
3. There are 3/6 in a half, label it.
4. Is 2/6 more than or less than 3/6? Less because 2 is less than 3. Plot 2/6



$$\frac{2}{6} < \frac{1}{2}$$

Teacher model 2 and 3:

To see these models completed please visit the site below.

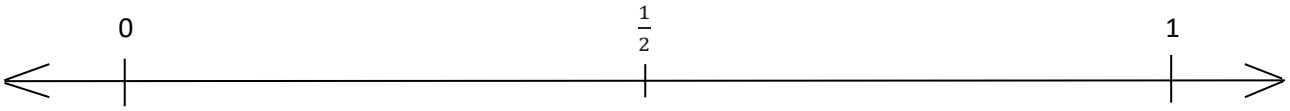
https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Teacher model 2 Compare ½ and 5/8	Teacher model 3: Compare 2/3 and ½

Remote learning lesson 22

CFU/Your Turn

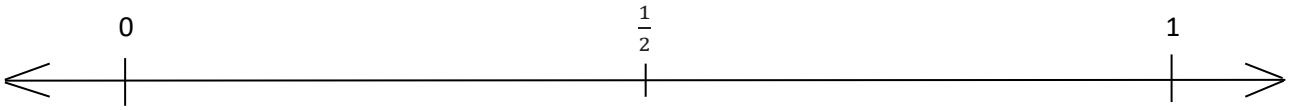
1. plot the fraction 1/3 on the number line below and the fraction 7/12.



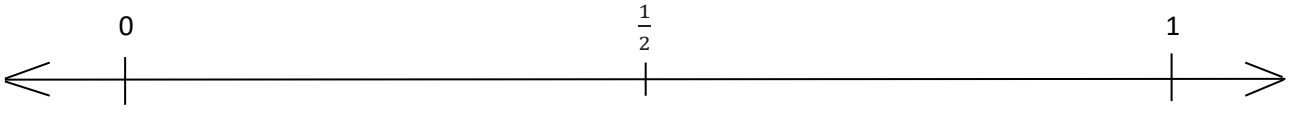
Compare 1/3 _____ 7/12

Hint: the closer a fraction is to 1 whole the larger it is.

2. Plot 5/6 on the number line below.
   Compare 5/6 _____ 1/2



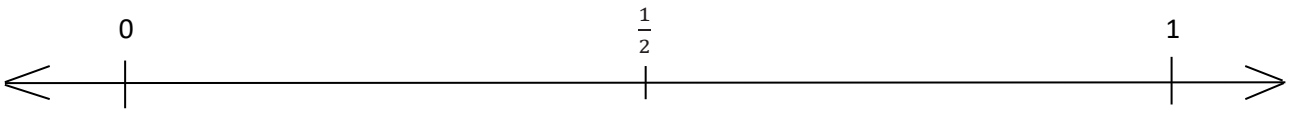
Problem 3: plot ¼ and 3/8 on the number and then compare.



¼ _____ 3/8

Application Problem

Jamie said that 2/4 is less than ½, John said it's greater. Who's right? Use the number line to help explain your thinking.



_____

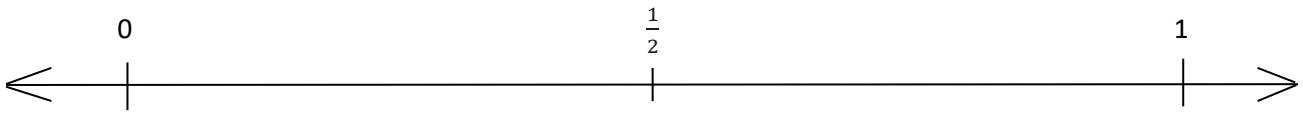
_____

_____

Exit Ticket

1. Plot the following points on the number line without measuring.

   a. $\frac{8}{10}$ b. $\frac{3}{5}$ c. $\frac{1}{4}$



2. Use the number line in Problem 1 to compare the fractions by writing >, <, or = on the lines.

   a. $\frac{1}{4}$ _____ $\frac{1}{2}$ $\frac{8}{10}$ _____ $\frac{3}{5}$

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

b.

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

4th Grade Math Scope and Sequence – Phase 4
Week 6
May 4th- May 8th

Date	Standards *Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data*	Description of Packet Assignment (30 minutes of work)	Online Assignment
5.4.20	4.NF.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model..	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they use cross multiplication to compare fractions. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
5.5.20	4.NF.3a: Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they add and subtract fractions with common denominators. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
5.6.20	4.NF.3d: Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will solve word problems that involve adding and subtracting fractions. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on.

		to 1-2 questions on exit ticket via email or remind.	https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
5.7.20	4.NF.3a: Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will add fractions by with unlike denominators by making them the same and then adding. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber
5.8.20	4.NF.3b: Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8 4.NF.3c: Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. 4.NF.4a: Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	Scholars will read/interact with the guided notes that are provided (input) and then complete CFU independently. Today they will create fractions greater than one by writing repeated addition and multiplication sentences. They will use CUBES to solve an application problem and finally complete an exit ticket. Scholars/families will be asked to send me the answers to 1-2 questions on exit ticket via email or remind.	On this day, there will be a correlating prodigy assignment. Scholars will log into their prodigy accounts and work on a few selected questions based on this topic. Scholars can access support online by visiting my YouTube channel to see me solving questions from their packets and also different videos to support the skills they are working on. https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Name: _____ Date: 5/4/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How can I use cross multiplication to compare fractions.

Objective: I can use cross multiplication to compare fractions using the <,> or = symbols.

4th grade math standard:

4.NF.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model..

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/Guided Notes

We learned that we can compare fractions on a number line based on where they fall compared to benchmark fractions.

We can also use a strategy called cross-multiplication to compare. I find this method to be a lot easier but you do have to rely on your multiplication facts to help you.

To cross multiply, you do exactly what is sounds like:

1. Set up the fractions that you want to compare
2. Bundle the denominator of the first with the numerator of the second and multiply. Write the product on the top.
3. Do the same with the next set. Bundle the numerator of the first with the denominator of the second and multiply those, write the product on top.
4. Now compare the whole numbers.

Teacher model 1

Compare 2/3 and 5/6

Teacher model 2

Compare 4/9 and 3/8

Teacher model 3

Compare 5/8 and 3/7

View this model at the link below:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

CFU/Your Turn

Directions: use the strategy of cross multiplication to compare the following sets of fractions. Use the <,> or = symbols to make the number sentence true.

2/3 _____ 5/6	4/8 _____ 7/9
6/8_____7/10	4/12____5/8

Remote learning lesson 23

No Application Problem Today

Exit Ticket

Problem 1: $\frac{7}{11}$ ____ $\frac{7}{13}$

Problem 2: $\frac{6}{7}$ ____ $\frac{12}{15}$

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

a.

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Remote learning lesson 24

Name: _____ Date: 5/5/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I add and subtract fractions with like denominators?

Objective: I can add and subtract fractions with like denominators.

4th grade math standard:

4.NF.3a: Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/Guided Notes

To add and subtract fractions with like denominators you ONLY have to add or subtract the top as you would with whole numbers.

Teacher model 1:

2/5 + 1/5 = 3/5

6/7- 2/7= 4/7

Sometimes when you add or subtract you end up with an improper fraction. If this is the case you want to change your fraction to a mix number.

A **mixed number** is an answer with a whole number and fraction.

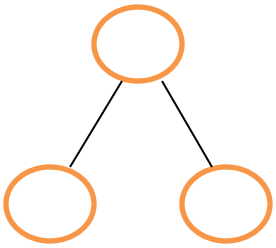
Remote learning lesson 24

Teacher model 2:

5/10 + 7/10 = 12/10= 1 and 2/10

To change an improper fraction into a mixed number follow the steps below.

1. Draw a number bond and place the improper fraction at the top.
2. Off of the improper fraction draw 2 arms
3. In the first arm write how much of the unit equals the whole.
4. In the 2nd arm, write how much is left.



Teacher model 3:

Please view on you tube channel

5/6 + 5/6

CFU/Your Turn

1. 4/5 + 1/5	2. 7/10 + 4/10	3. 3/12 + 8/12

Remote learning lesson 24

4. 8/10 – 3/10	5. 9/3- 4/3	6. 7/12-5/12=

Application Problem

Sam read 4/12 of his book and Sara read 6/12 of the same book. How much of the book did they read in all together?

Exit Ticket

Directions: add or subtract and change to a mixed number if your answer is improper.

1. 7/10 + 7/10=	2. 12/4-3/4=

Remote learning lesson 24

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

a.

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Remote learning lesson 25

Name: _____ Date: 5/6/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I solve word problems that involve the addition and subtraction of fractions?

Objective: I can solve word problems that involve the addition and subtraction of fractions by applying what I learned about this skill in the previous lesson.

4th grade math standard:

4.NF.3d: Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/Guided Notes

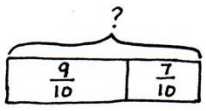
Today we will work on solving word problems that involve fractions. Please use what we have learned in the previous lesson and apply it to solving this following word problems.

Refer to my teacher model for help.

Remote learning lesson 25

Teacher model 1

Sue ran $\frac{9}{10}$ mile on Monday and $\frac{7}{10}$ mile on Tuesday. How many miles did Sue run in the 2 days?



Sue ran $1\frac{6}{10}$ miles.

Solution 1

$\frac{9}{10} + \frac{7}{10} = \frac{16}{10} = 1\frac{6}{10}$

$\frac{10}{10}$ $\frac{6}{10}$

Solution 2

$\frac{9}{10} + \frac{7}{10} = \frac{10}{10} + \frac{6}{10} = 1\frac{3}{5}$

$\frac{1}{10}$ $\frac{6}{10}$ $\frac{6}{10} = \frac{3}{5}$

CFU/ Your Turn

Problem 1:

Mr. Salazar cut his son's birthday cake into 8 equal pieces. Mr. Salazar, Mrs. Salazar, and the birthday boy each ate 1 piece of cake. What fraction of the cake was left?

Problem 2:

Maria spent $\frac{4}{7}$ of her money on a book and saved the rest. What fraction of her money did Maria save?

Remote learning lesson 25

Problem 3:

Mrs. Jones had $1\frac{4}{8}$ pizzas left after a party. After giving some to Gary, she had $\frac{7}{8}$ pizza left. What fraction of a pizza did she give Gary?

for today's lesson, please send me a picture of problem number 3 in the CFU portion of this lesson due to there be NO APPLICATION PROBLEM AND NO EXIT TICKET.

Thank you!

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

a.

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Remote learning lesson 26

Name: _____ Date: 5/7/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How do I add fractions with unlike denominators?

Objective: I can add fractions with unlike denominators by making common denominators and then adding.

4th grade math standard:

4.NF.3a: Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

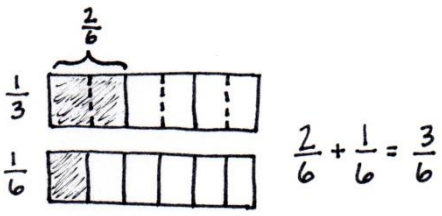
Online support:

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/Guided Notes

We learned that we can only add fractions when the denominators are the same. If they are not the same then we must make them the same before we add.



Before I can add 1/3 + 1/6 I have to make the denominators the same. I can draw a model like have here or I can use multiplication. I know that 2 x 3 = 6. If I change the bottom to sixths by multiplying by 2 then I also have to multiply the top by 2.

Now I have 2/6 + 1/6= 3/6

I can add these because they have the same denominator.

Teacher model 1:

$\frac{2}{3} + \frac{3}{12}$

I can change thirds to twelfths by multiplying by 4. If I multiply by 4 on the bottom I have to multiply by 4 on the top.

2/3 = 8/12 when I multiply by 4
Now, I can add
8/12 + 3/12= 11/12

To view more models of adding fractions with unlike denominators visit:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

CFU/Your Turn

$\frac{1}{6} + \frac{3}{12}$	$\frac{2}{5} + \frac{3}{10}$
$\frac{1}{4} + \frac{1}{12}$	$\frac{2}{6} + \frac{1}{3}$

Application Problem

Henry finished 2/3 of his homework and Harry finished 4/12 of his. How much homework did the 2 boys finish in all?

Exit Ticket

1. Draw a number line to model the addition or Solve without a model.

$$\frac{5}{8} + \frac{2}{4}$$

2. Solve without drawing a model.

$$\frac{3}{4} + \frac{1}{2}$$

Remote learning lesson 26

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

a.

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Name: _____ Date: 5/8/2020

BCCS-B College: _____

Directions: Please complete the following lesson for today's review. Refer to the INPUT for support, these are my examples. When you are done, have a parent/guardian sign the last page upon completion of today's lesson and then complete the boxes.

-thank you☺

LEQ: How can I use unit fractions to build a fraction greater than 1?

Objective: I can use repeated addition of unit fractions and multiply unit fractions to build fractions that are greater than 1. I can use what I know about division to change an improper fraction to a mixed number.

4^{th} grade math standard:

4.NF.3b: Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8

4.NF.3c: Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

4.NF.4a: Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).

.**Online support:**

You can access videos to assist with the skills covered in this packet by visiting my YouTube channel at:

https://www.youtube.com/channel/UCNuTUMhHb-rYrx-MxWdGcCA?view_as=subscriber

Input/Guided Notes

We learned that repeated addition and multiplication are the same thing. For example:

5 + 5 + 5 + 5 + 5 + 5 is the same as 6 x 5. Both of these expressions will give us 30.

We can use the same thinking when talking about fractions.

8 x 1/4 is the same as:

¼ + ¼ + ¼ + ¼ + ¼ + ¼ + ¼ + ¼ = 8/4

If you were given the repeated addition equation like the one above, you would only add the numerators to arrive at your answer. If your answer is improper then you will use division or a number bond to change it to a mixed number.

To change an improper fraction to a mixed number we ask ourselves: How many times can the denominator go into the numerator? Are there any left over? How many?

8/4 = 2 wholes because 4 can go into 8 2 times.

CFU/Your Turn

1. Rewrite 3 x 1/5 as a repeated addition problem and solve.

   _____

   3 x 1/5 = _____

2. Rewrite 5 x 1/7 as a repeated addition problem and solve.

   _____

   5 x 1/7 = _____

3. 6 x 1/8= _____

4. 9 x ¼= _____ = _____

5. 11 x 1/5= _____ = _____

Application Problem:

John purchased 5 medium containers of potato salad that each weighed 3/8 pound. Kate purchased 3 large containers of potato salad that each weighed 6/8 pound. What is the difference in the weight of John and Kate's purchases?

Exit Ticket

1. Write the multiplication sentence below as a repeated addition sentence. Solve.
   8 x ½: _____

   Repeated addition: _____

2. Solve.
   7 x ¼= _____

3. Change 12/5 into a mixed number.

   12/5= _____

4. Shelly read her book for 1/3 of an hour each afternoon for 9 days straight. How many hours did Shelly spend reading her book?

Remote learning lesson 27

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…