

Name _____

5th Grade Modified Math Remote Learning Packet

Week 20



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

(Parent Signature)

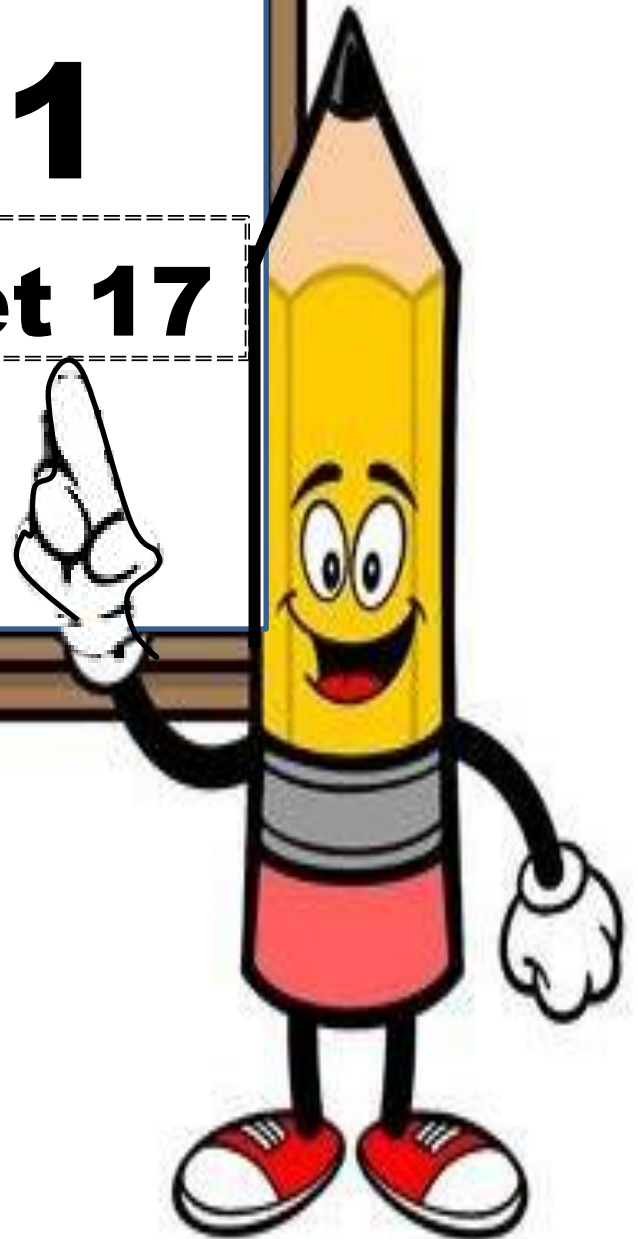
(Date)

Parents please note that all academic packets 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.



Day # 1

Mod 3 Packet 17



Name: _____ Week 20 Day 1 Date: _____

BCCS-Boys

Stanford MIT

Do Now

$$5\frac{2}{3} + 2\frac{2}{7} + 3\frac{1}{3}$$

$$7\frac{3}{10} + 2\frac{1}{4} + 1\frac{2}{10}$$

Input Activity:

Problem 1

In a race, the second-place finisher crossed the finish line $1\frac{1}{3}$ minutes after the winner. The third-place finisher was $1\frac{3}{4}$ minutes behind the second-place finisher. The third-place finisher took $4\frac{2}{3}$ minutes. How long did the winner take?

Answer: _____ minutes

Problem 2

John used $1\frac{3}{4}$ kg of salt to melt the ice on his sidewalk. He then used another $3\frac{4}{5}$ kg on the driveway. If he originally bought 10 kg of salt, how much does he have left?

C

U

B

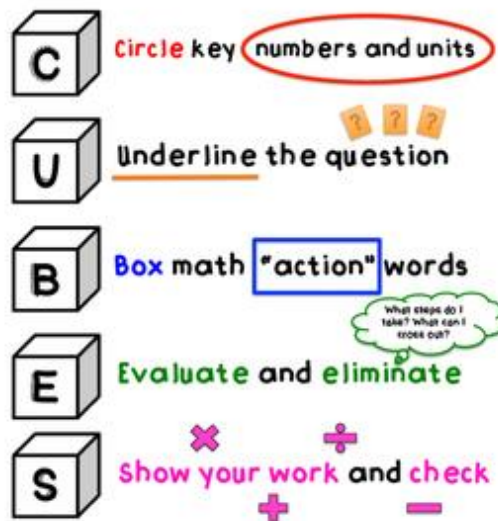
E

S

Answer: _____ kg of salt

CUBES

A problem solving strategy



Problem 3

Sinister Stan stole $3\frac{3}{4}$ oz of slime from Messy Molly, but his evil plans require $6\frac{3}{8}$ oz of slime. He stole another $2\frac{3}{5}$ oz from Rude Ralph. How much more slime does Sinister Stan need for his evil plan?

C

U

B

E

S

Answer: _____ oz of
slime

CUBES

A problem solving strategy



Circle key numbers and units



Underline the question



Box math "action" words



Evaluate and eliminate



Show your work and check

Problem 4

Matt wants to shave $2\frac{1}{2}$ minutes off his 5K race time. After a month of hard training, he managed to lower his overall time from $21\frac{3}{4}$ minutes to $19\frac{1}{4}$ minutes. By how many more minutes does Matt need to lower his race time?

C

U

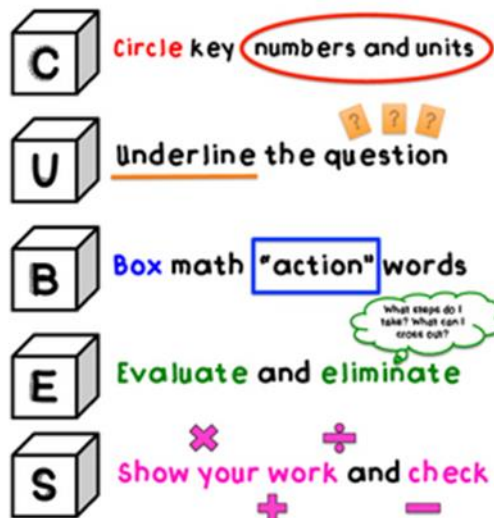
B

E

S

CUBES

A problem solving strategy



Answer: _____ minutes

Problem 5

Cheryl bought a sandwich for $5\frac{1}{2}$ dollars and a drink for \$2.60. If she paid for her meal with a \$10 bill, how much money did she have left?

C

U

B

E

S

Answer: \$ _____

CUBES

A problem solving strategy



Circle key numbers and units



Underline the question



Box math "action" words



Evaluate and eliminate



Show your work and check



Problem Set

A boxer needs to lose $3\frac{1}{2}$ kg in a month to be able to compete as a flyweight. In three weeks, he lowers his weight from 55.5 kg to 53.8 kg. How many kilograms must the boxer lose in the final week to be able to compete as a flyweight?

C

U

B

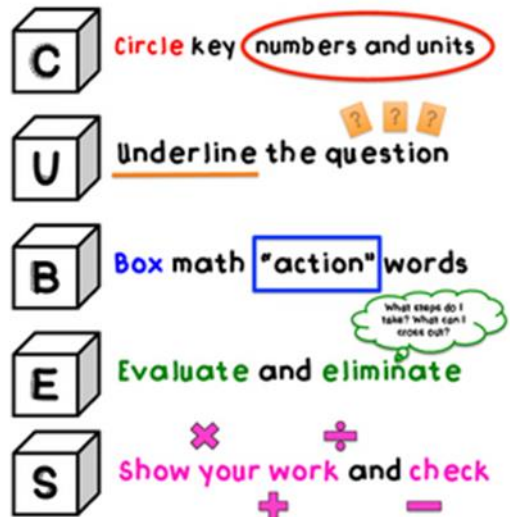
E

S

Answer: _____ kg

CUBES

A problem solving strategy



Application Problem

A catering company needs $8\frac{1}{2}$ lb of shrimp for a small party. They buy $3\frac{2}{3}$ lb of jumbo shrimp, $2\frac{1}{3}$ lb of medium-sized shrimp, and some mini-shrimp. How many pounds of mini-shrimp do they buy?

C

U

B

E

S

Answer: _____ pounds

CUBES

A problem solving strategy



Circle key numbers and units



Underline the question



Box math "action" words



Evaluate and eliminate



Show your work and check

What steps do I take? What can I cross out?

Exit Ticket

Mark breaks up a 9-hour drive into three segments. He drives $2\frac{1}{2}$ hours before stopping for lunch. After driving some more, he stops for gas. If the second segment of his drive was $1\frac{2}{3}$ hours, how much more did he need to drive to make it to his destination?

C

U

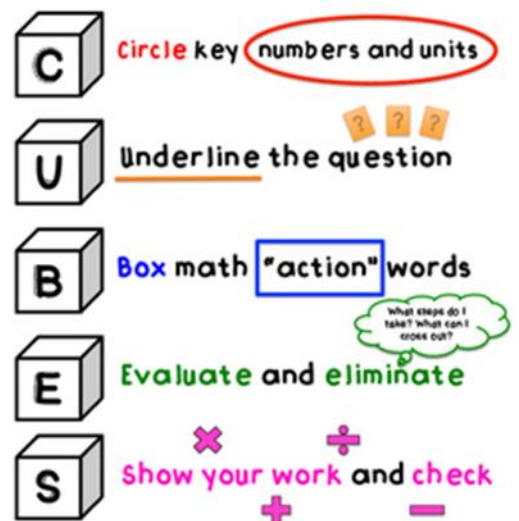
B

E

S

Answer: _____ hours

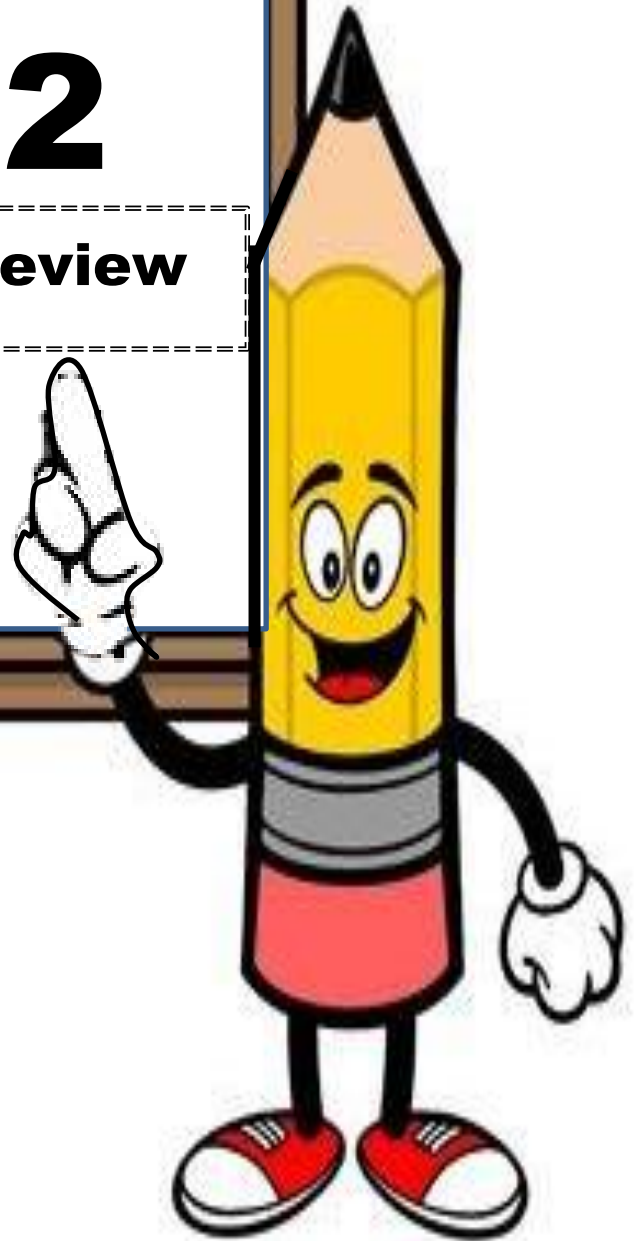
CUBES
A problem solving strategy





Day # 2

Mod 3 End of Mod Review



Name: _____ Week 20 Day 2 Date: _____

BCCS-Boys

Stanford MIT

Module 3 End of Module Review

Add or subtract each fraction.

a. $4 + \frac{3}{8}$

b. $5 - \frac{2}{11}$

c. $9 - 4\frac{1}{3}$

d. $10 + 1\frac{2}{3}$

Add or subtract each mixed number with unlike denominators.

$$\text{a. } \frac{1}{3} + 1\frac{2}{5} + \frac{2}{3}$$

$$\text{b. } 8\frac{3}{4} - 3\frac{4}{5}$$

$$\text{c. } 2\frac{1}{10} + 7\frac{1}{5}$$

$$\text{d. } 5\frac{2}{3} - 4\frac{1}{4}$$

Use C-U-B-E-S to solve the following questions.

Taylor bought 3 kg of flour to bake. He used $1\frac{1}{2}$ kg on his cake and used $\frac{1}{6}$ kg for his bread. He used the rest on his pies. How many kilograms of flour did Taylor have left for his pies?

C

U

B

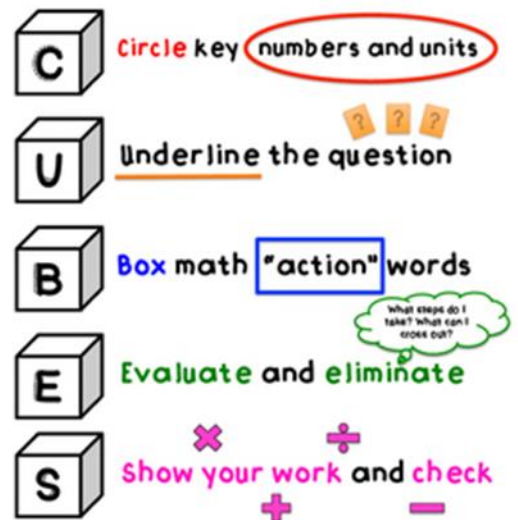
E

S

Answer: _____ kg

CUBES

A problem solving strategy



Carlos picks bushels of bananas. He picked $4\frac{7}{12}$ of a bushel, but when he got home a crazy monkey robbed him of $1\frac{3}{4}$ bushels of the bananas. How many bushels of bananas were not stolen?

C

U

B

E

S

Answer: _____ bushels

CUBES

A problem solving strategy

C Circle key numbers and units

U Underline the question

B Box math "action" words

E Evaluate and eliminate

S Show your work and check

Andrew washed dishes for $2\frac{3}{7}$ hours at his job before taking a break. He then came back and washed dishes for an additional $3\frac{1}{4}$ hours. How long did Andrew wash dishes in all?

C

U

B

E

S

Answer: _____ hours

CUBES

A problem solving strategy



Circle key numbers and units



Underline the question



Box math "action" words



Evaluate and eliminate



Show your work and check

What steps do I take? What can I cross out?

During breakfast, Gary eats $2\frac{3}{4}$ pancakes. Marcus eats $1\frac{3}{8}$ pancakes. Ozias eats $1\frac{1}{16}$ pancakes. How many pancakes do the 3 students eat?

C

U

B

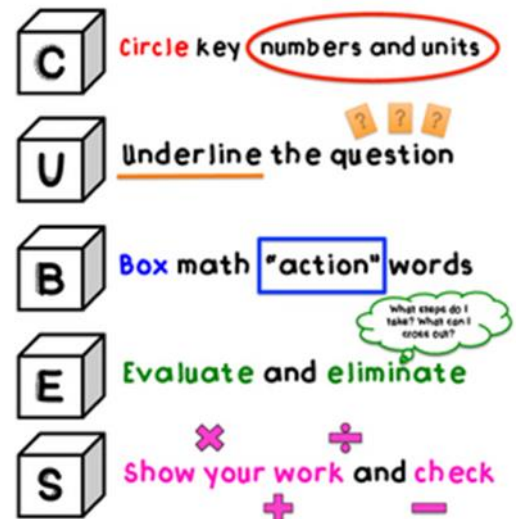
E

S

Answer: _____ pancakes

CUBES

A problem solving strategy



A tree limb hangs $5\frac{1}{4}$ feet from a telephone wire. The city trims back the branch $2\frac{1}{2}$ feet of the wire. How long is the tree limb now?

C

U

B

E

S

Answer: _____ feet

CUBES

A problem solving strategy

C Circle key numbers and units

U Underline the question

B Box math "action" words

E Evaluate and eliminate

S Show your work and check

Each student in a class plays one of three sports: soccer, football or basketball.

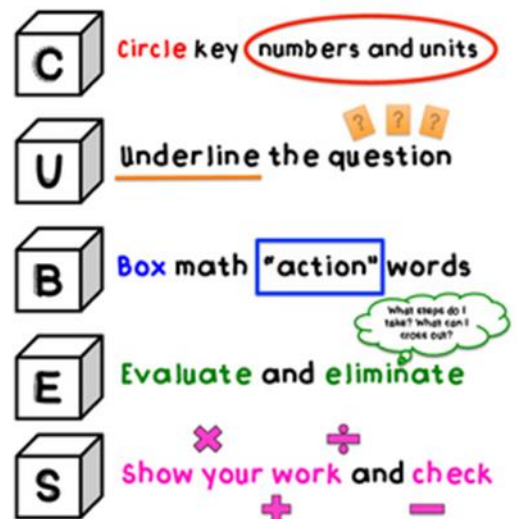
- $\frac{3}{5}$ of the number of students plays basketball
- $\frac{1}{4}$ of the number of students plays football

What fraction of the total students plays soccer?

Answer: _____ students

CUBES

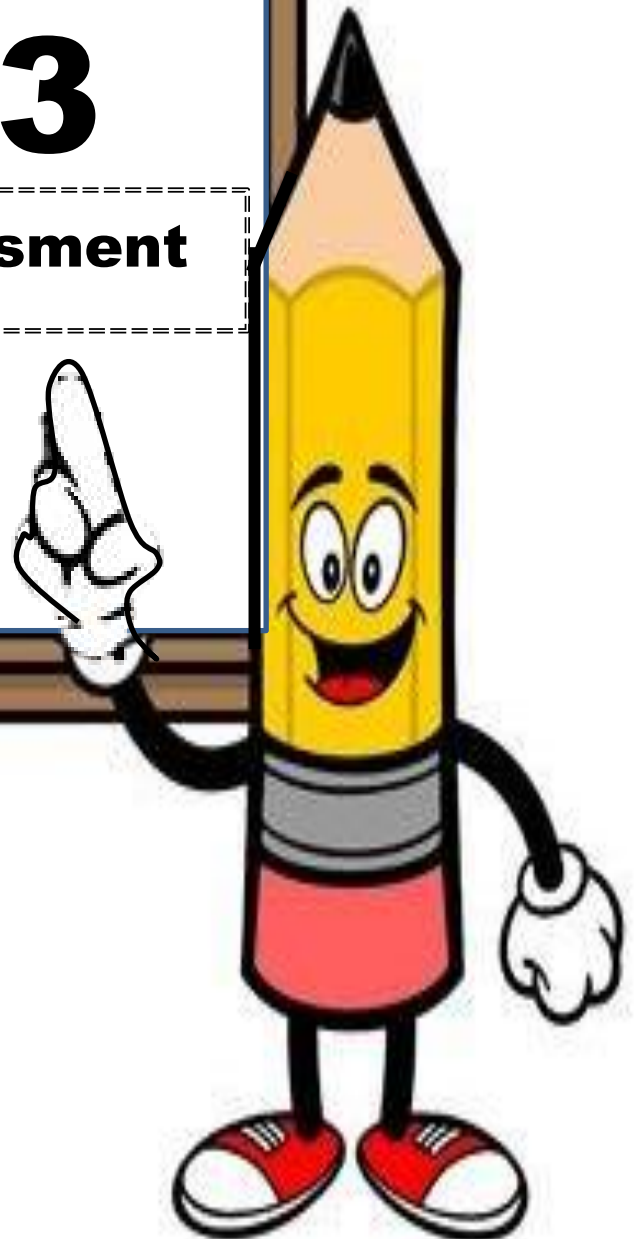
A problem solving strategy





Day # 3

End of Mod 3 Assessment



Name: _____ Week 20 Day 3 Date: _____

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Module 3 End of Module Assessment

**Directions: Make sure to show *all* your work and complete each part.
Good luck! 😊**

Part I: Multiple Choice

_____ 1. Add the fractions. Simplify when necessary. (5.NF.1)

$$3 + 2\frac{1}{5}$$

A. $5\frac{2}{5}$

B. $5\frac{1}{5}$

C. $1\frac{4}{5}$

D. $\frac{4}{5}$

_____ 2. Subtract the fractions. Simplify when necessary. (5.NF.1)

$$4 - 2\frac{3}{7}$$

A. $2\frac{3}{7}$

B. $1\frac{3}{7}$

C. $2\frac{4}{7}$

D. $1\frac{4}{7}$

_____ 3. Carson's pencil is $2\frac{4}{5}$ inches long. Patrick's pencil is $1\frac{1}{2}$ inches long. What is the total length of both of their pencils? (5.NF.2)

A. $\frac{26}{7}$ inches long

B. $\frac{43}{10}$ inches long

C. $\frac{35}{10}$ inches long

D. $\frac{24}{5}$ inches long

_____ 4. Shawn rode his bike $\frac{5}{6}$ of a mile. Darius rode his bike $\frac{1}{3}$ of a mile. How much farther did Shawn ride than Darius? (5.NF.2)

A. $\frac{1}{4}$ of a mile

B. $\frac{1}{2}$ of a mile

C. $\frac{2}{3}$ of a mile

D. $1\frac{1}{6}$ miles

_____ 5. Subtract each mixed number with unlike denominators. (5.NF.1)

$$5\frac{3}{4} - 3\frac{1}{6}$$

A. $\frac{31}{12}$

B. $\frac{26}{12}$

C. $\frac{31}{10}$

D. $\frac{30}{12}$

_____ 6. Add each mixed number with unlike denominators. (5.NF.1)

$$3\frac{5}{7} + 6\frac{2}{3}$$

A. $10\frac{7}{21}$

B. $10\frac{8}{21}$

C. $9\frac{7}{10}$

D. $9\frac{8}{10}$

_____ 7. Matthew has $1\frac{1}{4}$ liter of water in his water bottle. He drinks $\frac{1}{3}$ liter. How much water does he have left in his water bottle?
(5.NF.2)

A. $\frac{10}{12}$ liters of water

B. $1\frac{1}{4}$ liters of water

C. $1\frac{7}{12}$ liters of water

D. $\frac{11}{12}$ liters of water

_____ 8. What is the value of the following expression? (5.NF.1)

$$\frac{7}{8} + \frac{3}{4} + \frac{1}{2}$$

A. $2\frac{1}{8}$

B. $2\frac{3}{8}$

C. $1\frac{11}{14}$

D. $1\frac{1}{2}$

_____ 9. Sam ate $\frac{2}{3}$ of a pizza and his brother Mark ate $\frac{1}{4}$ of the same pizza. How much more pizza did Sam eat than Mark? (5.NF.2)

A. $\frac{1}{2}$

B. $\frac{5}{7}$

C. $\frac{5}{12}$

D. $\frac{3}{7}$

_____ 10. Kim's class voted on a location for their field trip.

- $\frac{3}{4}$ of the class voted for the museum
- $\frac{1}{8}$ of the class voted for the zoo

The rest of the class voted for the nature park. What fraction of the class voted for the nature park? (5.NF.2)

A. $\frac{1}{8}$

B. $\frac{1}{2}$

C. $\frac{5}{8}$

D. $\frac{7}{8}$

Part II: Use C-U-B-E-S to solve the following questions.

11. On Sunday, Sheldon bought 5 kg of plant food. He used $1\frac{2}{3}$ kg on his strawberry plants and used $\frac{1}{4}$ kg for his tomato plants. How many kilograms of plant food did Sheldon have left? (5.NF.2)

C

U

B

E

S

Answer: _____ kg

12. Jeffrey picked apples from his tree. He picked $5\frac{8}{10}$ kg, but $1\frac{1}{2}$ kg were rotten and had to be thrown away. How many kilograms of apples were not rotten? (5.NF.2)

C

U

B

E

S

Answer: _____ kg

13. John used $1\frac{3}{4}$ kg of salt to melt the ice on his sidewalk. He then used another $3\frac{4}{5}$ kg on the driveway. How much salt did he use in all? (5.NF.2)

C

U

B

E

S

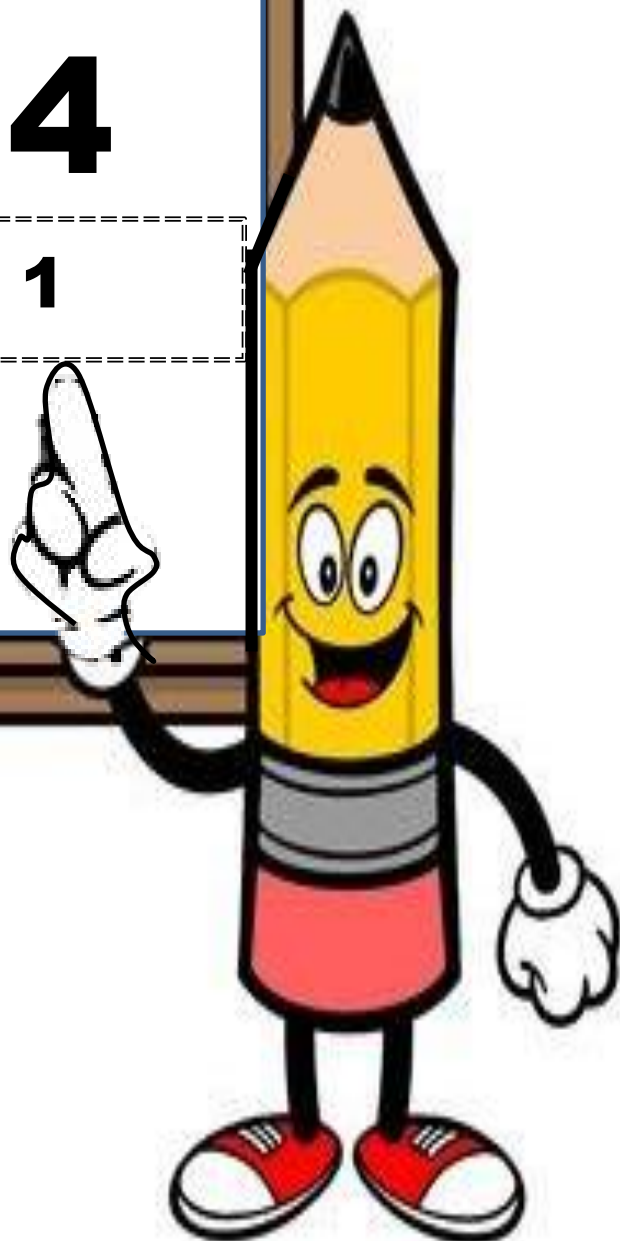
Answer: _____ kg



Brighter Choice
Charter School for Boys

Day # 4

Mod 4 Packet 1



Name: _____ Week 20 Day 4 Date: _____

BCCS-Boys

Stanford MIT

Do Now**Add or subtract each fraction**

$$\frac{1}{3} + \frac{2}{9}$$

$$\frac{10}{12} - \frac{1}{4}$$

Input Activity:

Problem 1

Comparing Fractions with unlike denominators

Model:

$$\frac{1}{3} \quad \frac{3}{4}$$

Problem 2

$$\frac{1}{2} \quad \frac{2}{3}$$

1. Find the common denominator of each fraction.
2. Create equivalent fractions with your new denominator and old numerator.
3. Now you have 2 fractions with the same denominator.
4. Compare. The larger fraction will have a higher numerator.

Problem 3

$$\frac{4}{5} \quad \frac{1}{2}$$

Problem 4

$$\frac{2}{3} \quad \frac{3}{5}$$

Problem 5

$$\frac{3}{8} \quad \frac{10}{12}$$

Problem 6

$$\frac{5}{10} \quad \frac{16}{20}$$

Model:

Problem 7

Comparing Fractions with unlike denominators using butterfly method

$$\frac{4}{6} \quad \frac{2}{3}$$

Problem 8

$$\frac{4}{6} \quad \frac{7}{8}$$

Problem 9

$$\frac{5}{9} \quad \frac{1}{2}$$

1. Circle the left numerator with the right denominator.
2. Multiply. Put your answer above the left numerator. This is number that represents the left fraction.
3. Circle the right numerator with the left denominator.
4. Multiply. Put your answer above the right numerator. This is number that represents the right fraction.
5. Compare. Use $<$, $>$, or $=$

Problem 10

$$\frac{2}{4} \quad \frac{5}{10}$$

Problem 11

$$\frac{4}{15} \quad \frac{1}{2}$$

Problem 12

$$\frac{5}{12} \quad \frac{7}{2}$$

Problem 13

$$\frac{12}{10} \quad \frac{3}{4}$$

Problem Set:

$\frac{12}{8}$ $\frac{11}{10}$	$\frac{4}{7}$ $\frac{2}{5}$
$\frac{8}{9}$ $\frac{3}{4}$	$\frac{11}{12}$ $\frac{6}{7}$
$\frac{9}{2}$ $\frac{7}{9}$	$\frac{7}{10}$ $\frac{2}{4}$

Application Problem:

Joe made a table to show the time it took him to walk to school on different days of the week.

Day	Time (Hours)
Monday	$\frac{3}{10}$
Tuesday	$\frac{4}{6}$
Wednesday	$\frac{8}{12}$
Thursday	$\frac{1}{3}$

Which days did Joe walk to school less than $\frac{1}{2}$ hour?

Answer Statement _____

Exit Ticket

Compare the fractions.

$$\frac{12}{10} \quad \frac{5}{9}$$

$$\frac{5}{6} \quad \frac{1}{4}$$

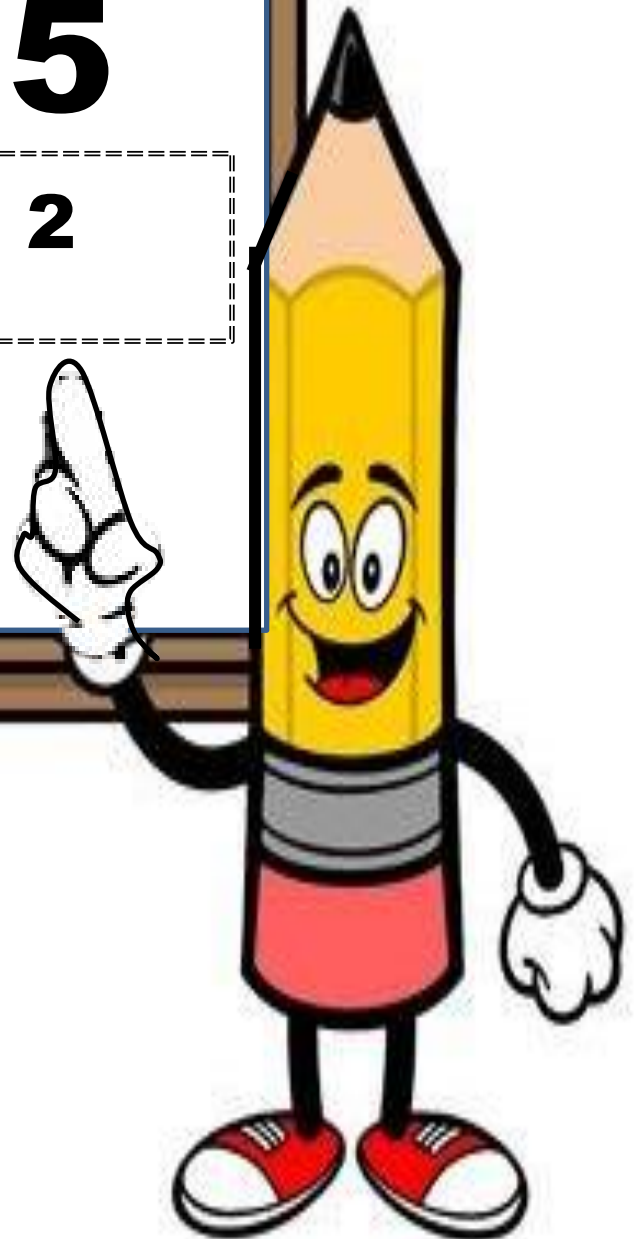
$$\frac{4}{8} \quad \frac{7}{12}$$

$$\frac{10}{8} \quad \frac{7}{9}$$



Day # 5

Mod 4 Packet 2



Name: _____ Week 20 Day 5 Date: _____

BCCS-Boys

Stanford MIT

Do Now**Compare the fractions using <, >, or =.**

$$\frac{4}{6} \quad \frac{2}{3}$$

$$\frac{2}{5} \quad \frac{1}{4}$$

Input Activity:

Line Plot - _____

Problem 1

Creating Line Plots with Whole Numbers

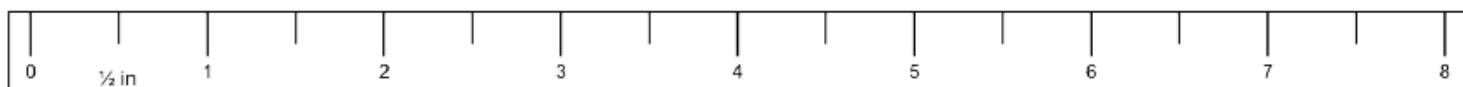
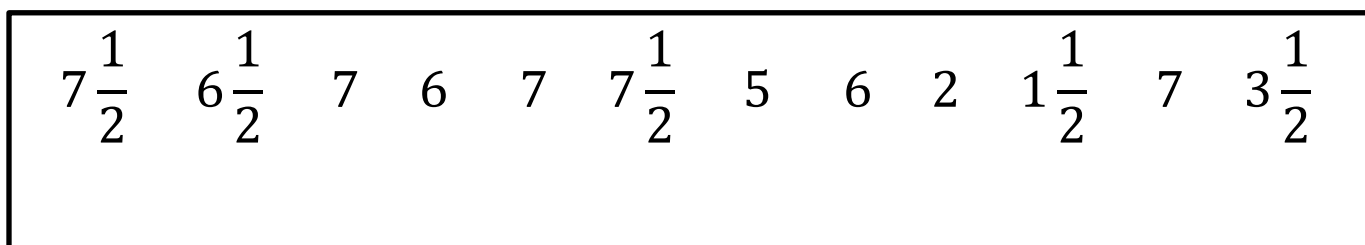


1. Label the line plot with whole numbers 1-7
2. Draw an X over each number to represent each frequency (5 ,5 ,3 ,4 ,1,7, 2, 2, 5, 4, 2, 2, 1).
3. Answer the following questions:
 - a. Which number was represented the most? _____
 - b. Which number(s) were not represented at all? _____

Problem 2

Creating Line Plots to the Nearest $\frac{1}{2}$ inch.

Plot the following points on the line plot below:



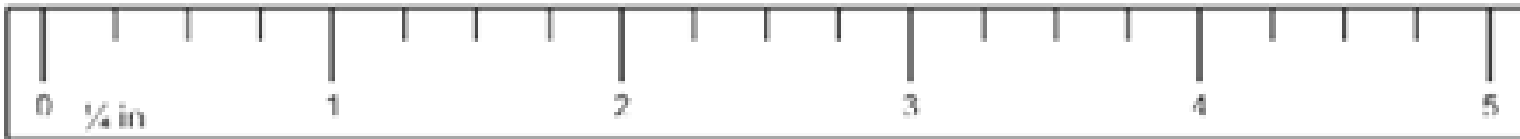
- What is the size difference between the longest and shortest number? _____
- What was the most common fraction plotted? _____
- How many measurements are less than 4in? _____

Problem 3

Creating Line Plots to the Nearest $\frac{1}{4}$ inch.

Plot the following points on the line plot below:

$2\frac{1}{4}$	$\frac{1}{2}$	2	$3\frac{3}{4}$	$2\frac{1}{4}$	$4\frac{1}{2}$	$3\frac{3}{4}$	$2\frac{1}{4}$	5	$2\frac{1}{4}$
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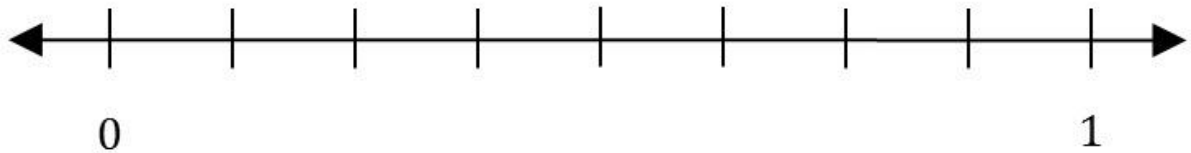
- What is the size difference between the longest and shortest number? _____
- What was the most common fraction plotted? _____
- How many measurements are less than $2\frac{1}{2}$ in? _____

Problem 4

Creating Line Plots to the Nearest $\frac{1}{8}$ inch.

Plot the following points on the line plot below:

$\frac{1}{8}$	$\frac{4}{8}$	$\frac{7}{8}$	1	$\frac{1}{8}$	$\frac{6}{8}$	$\frac{1}{8}$	$\frac{7}{8}$	$\frac{1}{8}$	$\frac{2}{8}$	$\frac{3}{8}$	1	$\frac{6}{8}$
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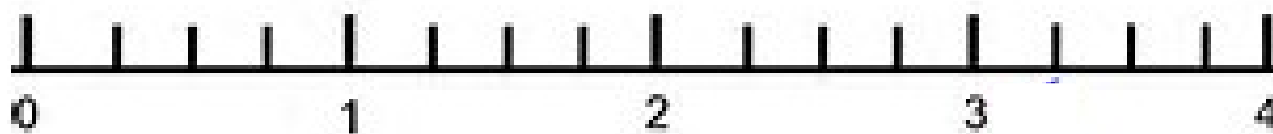
a. What is the size difference between the longest and shortest number? _____

b. What was the most common fraction plotted? _____

Problem 5

Draw a line plot for the following data measured in inches:

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



- What is the size difference between the longest and shortest number? _____
- What was the most common fraction plotted? _____
- How many measurements are less than $2\frac{1}{2}$ in? _____

Problem Set

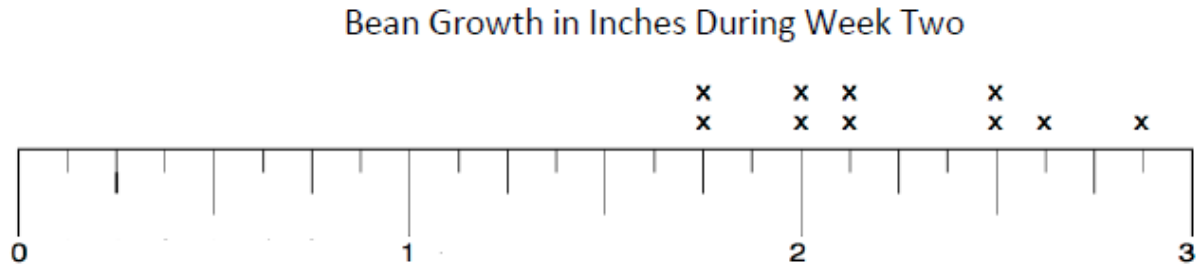
Jenna measured the beads she used to make a bracelet. She drew a line plot for the lengths of the beads in $\frac{1}{5}$ inch increments.



1. What is the size difference between the longest and shortest bead lengths? _____
2. What was the most common fraction plotted? _____
3. How many measurements are less than $\frac{3}{5}$ in? _____

Application Problem:

The following line plot shows the growth, in inches, of 10 bean plants during their second week after sprouting:



- Fill in the missing measurements on the number line.
- What is this number line broken up into? _____
- What is the measurement of the shortest stickers?

- How many stickers measure $2\frac{1}{2}$ inches? _____
- What is the measurement of the tallest stickers?

Exit Ticket

The table below shows the measurements of the buttons Justin used to make his school project.

Button Measurement (in inches)	Number of Buttons
$\frac{1}{5}$	4
$\frac{2}{5}$	6
$\frac{3}{5}$	3
$\frac{4}{5}$	7

Draw a line plot to represent the data shown in the table.



What was the most common fraction plotted? _____



Name _____

5th Grade Modified Math Remote Learning Packet

Week 21



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

(Parent Signature)

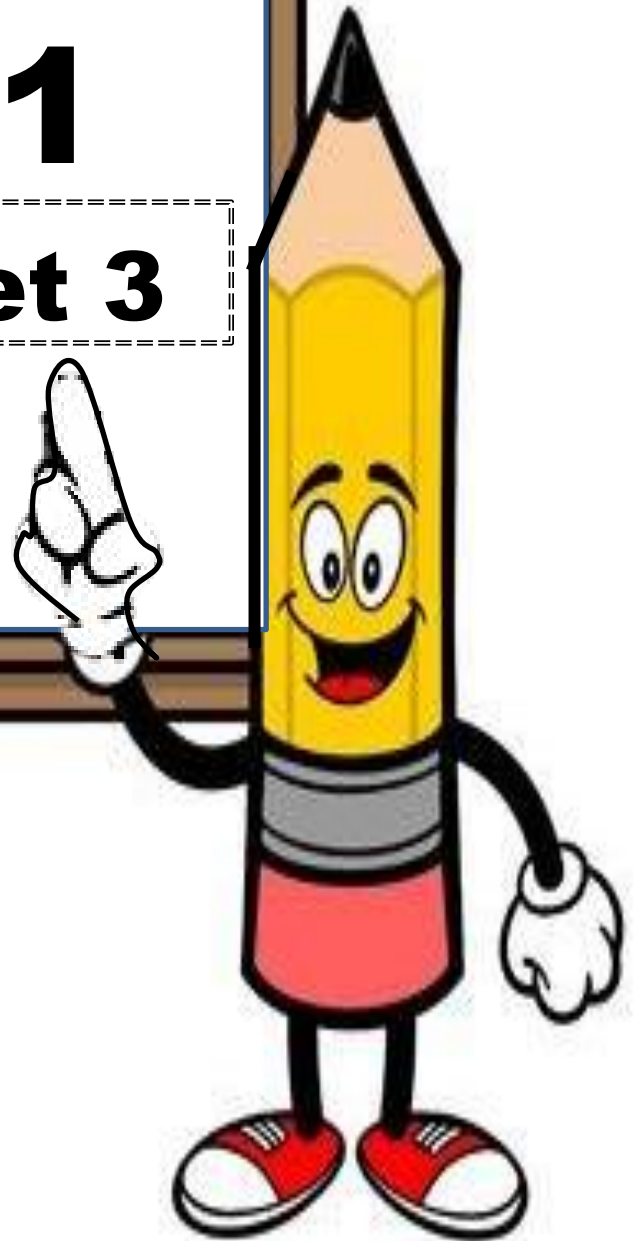
(Date)

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Day # 1

Mod 4 Packet 3



Name: _____ Week 21 Day 1 Date: _____

BCCS-Boys

Stanford MIT

Do Now**Compare the fractions using <, >, or =.**

$$\frac{2}{9} \quad \frac{1}{5}$$

$$\frac{8}{9} \quad \frac{4}{12}$$

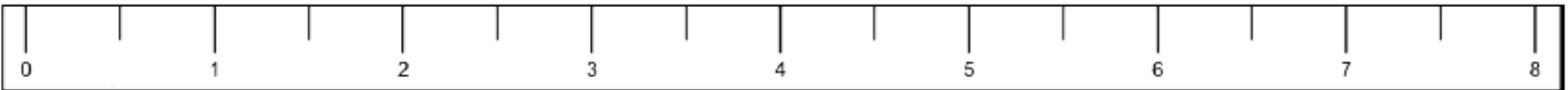
Input Activity:

Problem 1

Creating Line Plots to the Nearest $\frac{1}{2}$ inch.

Plot the following points on the line plot below:

$4\frac{1}{2}$ $5\frac{1}{2}$ $4\frac{1}{2}$ 6 4 $4\frac{1}{2}$ 4 6 $5\frac{1}{2}$ $1\frac{1}{2}$ 7 $3\frac{1}{2}$



d. What is the size difference between the longest and shortest number? _____

e. What was the most common fraction plotted? _____

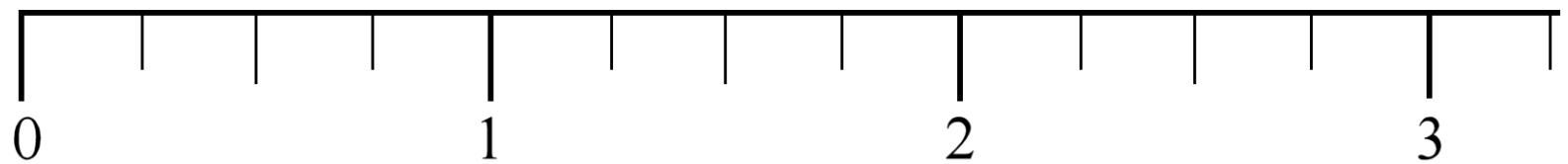
f. How many measurements are less than 6 in? _____

Problem 2

Creating Line Plots to the Nearest $\frac{1}{4}$ inch.

Plot the following points on the line plot below:

$1\frac{1}{4}$	$2\frac{1}{2}$	$1\frac{1}{4}$	$2\frac{3}{4}$	1	$1\frac{1}{2}$	3	$2\frac{1}{4}$	$\frac{1}{2}$	$1\frac{1}{4}$	$\frac{3}{4}$
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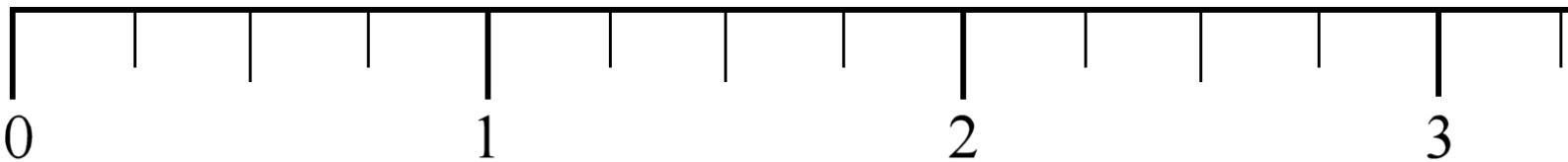
- What is the size difference between the longest and shortest number? _____
- What was the most common fraction plotted? _____
- How many measurements are less than $1\frac{1}{2}$ in? _____

Problem 3

Creating Line Plots to the Nearest $\frac{1}{4}$ inch.

Plot the following points on the line plot below:

$2\frac{1}{2}$	$2\frac{3}{4}$	$3\frac{1}{4}$	1	$2\frac{3}{4}$	$2\frac{1}{4}$	$2\frac{1}{2}$	$3\frac{1}{4}$	$2\frac{3}{4}$	$1\frac{1}{4}$
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a. What is the size difference between the longest and shortest number? _____

b. What was the most common fraction plotted? _____

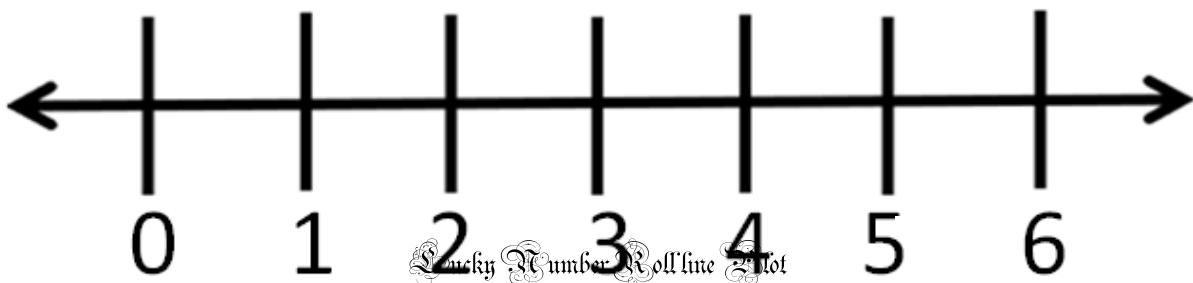
c. How many measurements are less than 2 in? _____

Lucky Number Roll

Your task:

1. Roll a six sided dice 15 times.
2. Record the number rolled on the line plot graph.
3. Remember to put the 'x' symbol to show the number of times the value occurred.
4. Answer the questions on the line plot you have created.

Lucky Number Roll Line Plot



1. How many did you roll of each number? Fill in the table below.

Number	How many? Show the value in an addition sentence	TOTAL VALUE
1		
2		
3		
4		
5		
6		

2. Which number/s did you roll the most? _____
3. How many times did you roll this/these number/s? _____
4. What was the number that was rolled the least number of times? _____
5. How many times did you roll a number more than twice? _____
6. What is the sum of all the numbers that you rolled? _____

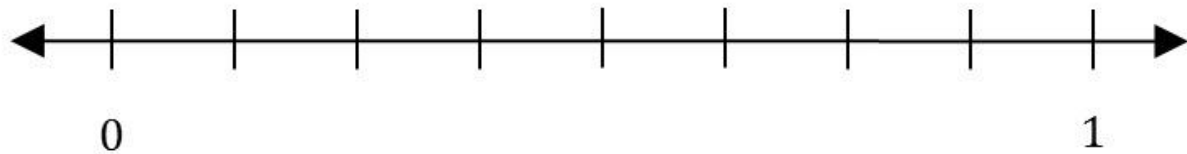
Problem Set:

The Early Bird Gets the Worm!

Bailey Bird wakes up early every morning to eat breakfast. His other bird friends do, too. Today for breakfast they caught 11 worms. Their measurements are in inches below.

$\frac{1}{2}$	$\frac{3}{8}$	$\frac{5}{8}$	$\frac{3}{4}$	$\frac{3}{8}$	$\frac{4}{8}$	$\frac{2}{8}$	$\frac{5}{8}$	$\frac{5}{8}$	$\frac{7}{8}$	$\frac{8}{8}$
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Use the line plot below to graph the worms that the bird collected



Use the information in the line plot to answer the following questions.

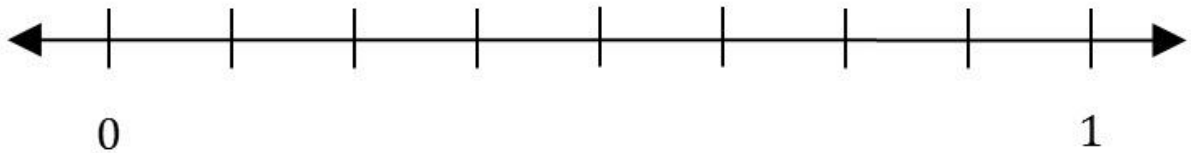
1. What is the **difference between** the length of the **longest worm and the shortest worm**?
2. How many worm lengths were plotted **at $\frac{3}{8}$ in?** _____

Application Problem:

Line Plots with Fractions of a Unit

Arianna weighed different types of seeds as part of a science experiment. The weights of the seeds in ounces were:

$\frac{1}{8}$	$\frac{3}{4}$	$\frac{7}{8}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{5}{8}$	$\frac{7}{8}$	$\frac{6}{8}$	$\frac{1}{8}$	$\frac{1}{2}$
---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------



- Plot the measurements on the above line plot.
- What was the **weight of the four heaviest** seeds?

- How much heavier are the **heaviest seeds than the shortest** seeds? _____

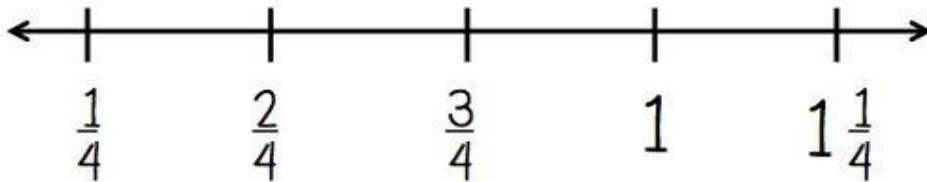
Exit Ticket:

Hours Jacob Spent

Create a line plot for the given set of data. Then answer the questions that follow.

Hours Jacob spent reading each day last week: $1\frac{1}{4}$, 1, 1, $\frac{3}{4}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{3}{4}$.

$\frac{1}{4}$	1	1	$\frac{3}{4}$	$\frac{1}{4}$	$\frac{3}{4}$	$\frac{3}{4}$
---------------	---	---	---------------	---------------	---------------	---------------



What was the most amount of time Jacob spent reading in one day? _____

What was the least amount of time Jacob spent reading in one day? _____

How many days did Jacob spend at least 1 hour reading? _____

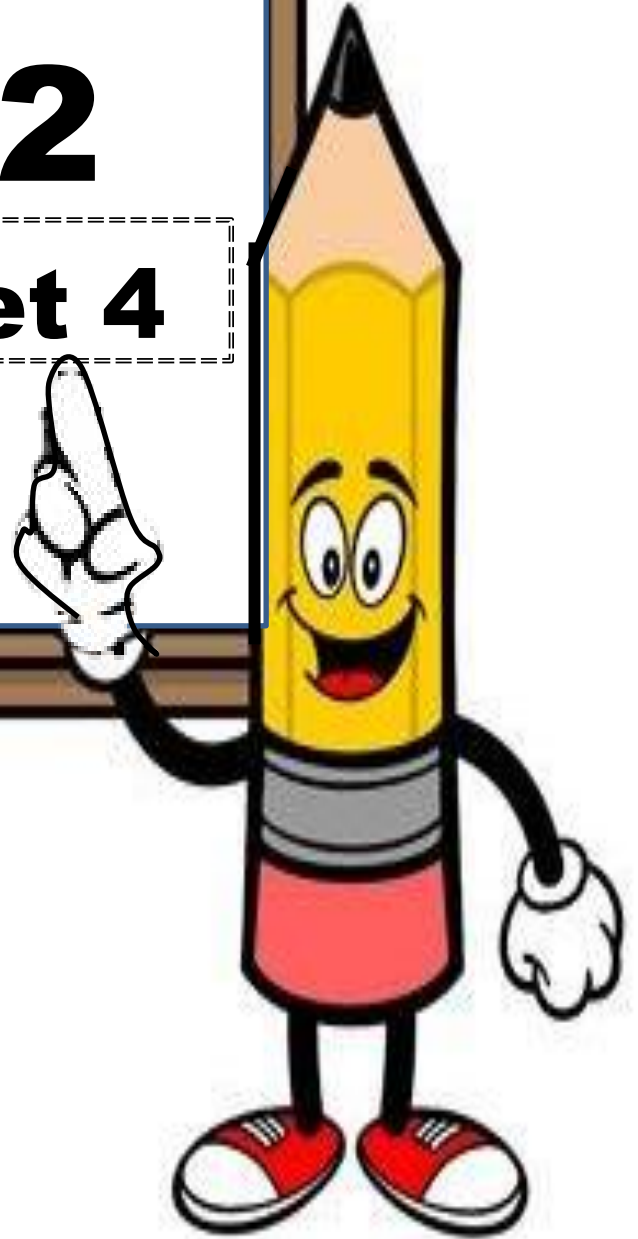
How many days did Jacob spend reading $\frac{3}{4}$ of an hour? _____

How many total hours did Jacob spend reading last week? _____



Day # 2

Mod 4 Packet 4



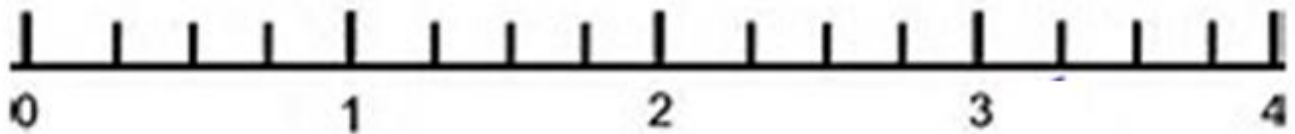
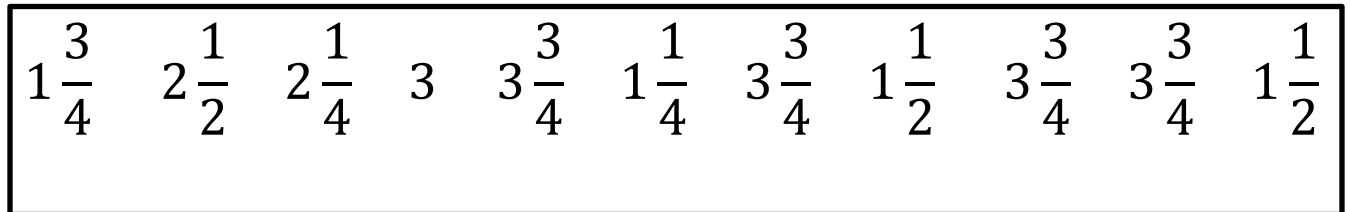
Name: _____ Week 21 Day 2 Date: _____

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Do Now

Draw a line plot of the following data.



Input Activity:

Problem 1

Model:

$$2 \div 2 = \underline{\quad}$$

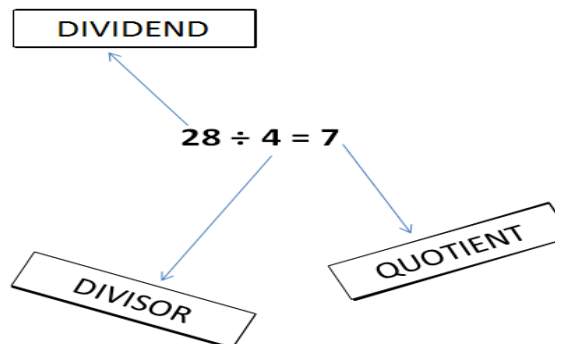
$$1 \div 2 = \underline{\quad}$$

$$1 \div 3 = \underline{\quad}$$

$$2 \div 3 = \underline{\quad}$$

1. the problem as a . The dividend becomes your and the divisor becomes your .
2. If you make an fraction, to make a mixed .
3. If you have a number over , you have a number.

Review



Problem 2

$$3 \div 2 = \underline{\quad}$$

Problem 3

$$4 \div 2 = \underline{\quad}$$

Problem 4

$$1 \div 7 = \underline{\quad}$$

Problem 5

$$5 \div 8 = \underline{\hspace{2cm}}$$

$$6 \div 100 = \underline{\hspace{2cm}}$$

Problem 6

$$12 \div 15 = \underline{\hspace{2cm}}$$

$$10 \div 7 = \underline{\hspace{2cm}}$$

Problem 7

Write the division sentence that relates to the fraction:

$$\frac{6}{2} = \underline{\hspace{2cm}} \div \underline{\hspace{2cm}}$$

$$\frac{9}{12} = \underline{\hspace{2cm}} \div \underline{\hspace{2cm}}$$

$$1\frac{1}{2} = \underline{\hspace{2cm}} \div \underline{\hspace{2cm}}$$

$$2\frac{1}{6} = \underline{\hspace{2cm}} \div \underline{\hspace{2cm}}$$

Problem Set

Change the number sentences to fractions/mixed numbers.

a. $2 \div 3 =$ _____

b. $15 \div 8 =$ _____

c. $11 \div 4 =$ _____

d. $12 \div 5 =$ _____

Change the fractions/mixed numbers to number sentences.

e. $\frac{3}{2} =$ _____ \div _____

f. $9\frac{1}{3} =$ _____ \div _____

g. $1\frac{1}{3} =$ _____ \div _____

h. $2\frac{2}{5} =$ _____ \div _____

Application Problem:

Seven cereal bars were shared equally by 3 children. How much did each child receive?

Show how 2 children can equally share 3 cookies. Write an equation, and express your answer as a fraction.

Exit Ticket

Change the number sentences to fractions/mixed numbers.

a. $1 \div 4 =$ _____

b. $12 \div 7 =$ _____

Change the fractions/mixed numbers to number sentences.

c. $\frac{10}{3} =$ _____ \div _____

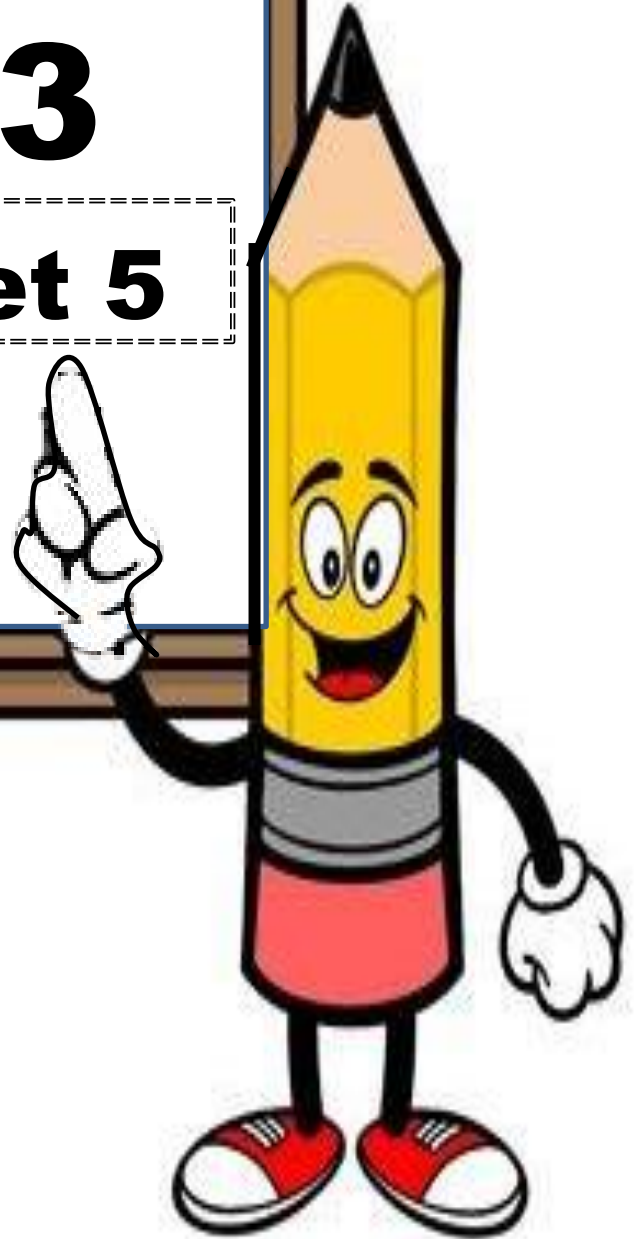
d. $8\frac{2}{3} =$ _____ \div _____



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Day # 3

Mod 4 Packet 5



Name: _____ Week 21 Day 3 Date: _____

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Do Now

Fill in the blanks to make true number sentences.

a. $4 \div 7 =$ _____

b. $12 \div 5 =$ _____

c. $\frac{6}{11} =$ _____ \div _____

d. $\frac{9}{4} =$ _____ \div _____

Input Activity:

Problem 1

Division Expression: $5 \div 4$

Improper Fraction: _____

Mixed Numbers: _____

Unit Form: _____

Show work here:

Problem 2

Division Expression: $3 \div 2$

Improper Fraction: _____

Mixed Numbers: _____

Unit Form: _____

Show work here:

Problem 3

Division Expression: $6 \div 4$

Improper Fraction: _____

Mixed Numbers: _____

Unit Form: _____

Show work here:

Problem 4

Division Expression: $5 \div 2$

Improper Fraction: _____

Mixed Numbers: _____

Unit Form: _____

Show work here:

Problem 5

A baker poured 4 kilograms of oats equally into 3 bags. What is the weight of each bag of oats?

Problem 6

If the baker doubles the number of kilograms of oats to be poured equally into 3 bags, what is the weight of each bag of oats?

Problem 7

If the baker doubles the number of kilograms of oats again, and they are poured equally into 3 bags, what is the weight of each bag of oats?

Problem 8

A principal evenly distributes 6 reams of copy paper to 8 fifth-grade teachers. How many reams of paper does each fifth-grade teacher receive?

Problem 9

If there were twice as many reams of paper and half as many teachers, how would the amount each teacher receives change?

Problem Set

1. Fill in the chart.

Division Expression	Unit Forms	Improper Fraction	Mixed Numbers	Solve
$6 \div 5$				
$7 \div 3$				
$9 \div 2$				

Application Problem:

Polly buys 14 cupcakes for a party. The bakery puts them into boxes that hold 4 cupcakes each.

a. How many boxes will be needed for Polly to bring all the cupcakes to the party? Explain how you know.

b. If the bakery completely fills as many boxes as possible, what fraction of the last box is empty? How many more cupcakes are needed to fill this box?

Answer Statement _____

Exit Ticket

A baker made 9 cupcakes, each a different type. Four people want to share them equally. How many cupcakes will each person get?

Fill in the chart to show how to solve the problem.

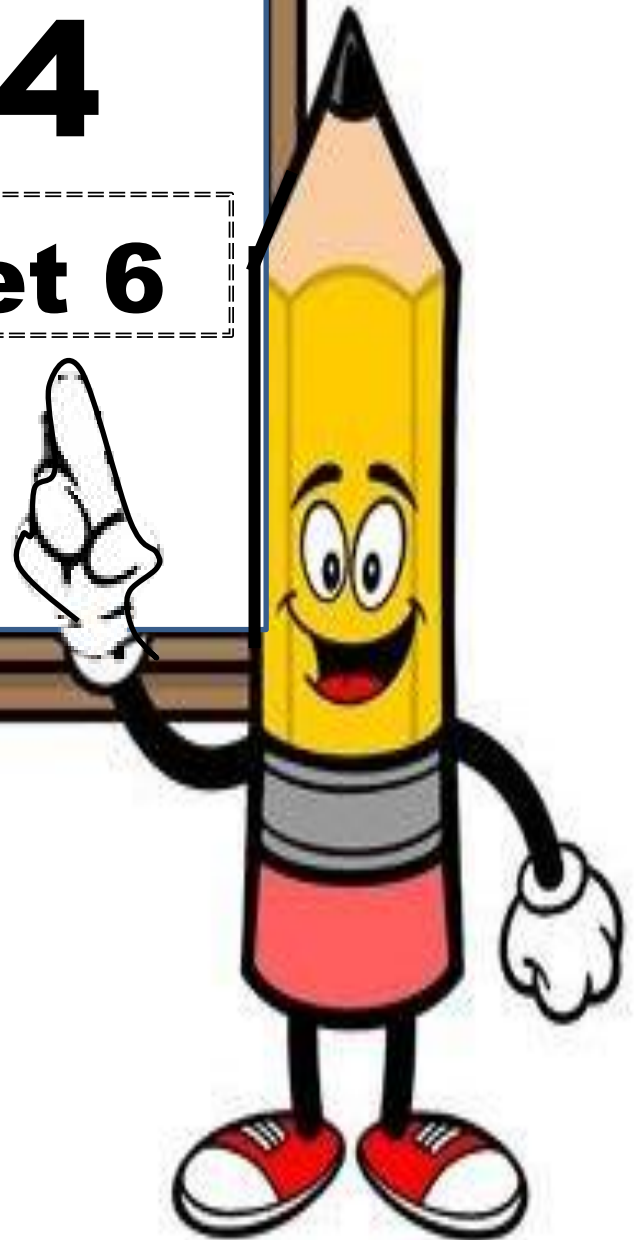
Division Expression	Unit Forms	Improper Fraction	Mixed Numbers	Solve



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Day # 4

Mod 4 Packet 6



Name: _____ Week 21 Day 4 Date: _____

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Do Now

Fill in the chart.

Division Expression	Unit Forms	Improper Fraction	Mixed Numbers	Show work
$4 \div 3$				
$9 \div 5$				

Input Activity:

Problem 1

Eight tons of gravel is equally divided between 4 dump trucks. How much gravel is in one dump truck?

Write a division sentence to solve the problem _____

Create a fraction from the division sentence _____

Let's create a tape diagram based on the information.



We know that 4 units equals 8 tons. We want to find out what 1 unit is equal to. Divide.

Problem 2

Five tons of gravel is equally divided between **4** dump trucks. How much gravel is in one dump truck?

Write a division sentence to solve the problem _____

Create a fraction from the division sentence _____

Let's create a tape diagram based on the information.



We know that 4 units equals 5 tons. We want to find out what 1 unit is equal to. Divide.

Between which two whole numbers is your answer? _____ and _____

Problem 3

A **3-meter ribbon** is cut into **4 equal pieces** to make flowers. What is the length of each piece?

Write a division sentence to solve the problem _____

Create a fraction from the division sentence _____

Let's create a tape diagram based on the information.



We know that 4 units equals 3 meters. We want to find out what 1 unit is equal to. Divide.

Between which two whole numbers is your answer? _____ and _____

Problem 4

14 gallons of water is used to completely fill **3 fish tanks**. If each tank holds the same amount of water, how many gallons will each tank hold?

Write a division sentence to solve the problem _____

Create a fraction from the division sentence _____

Let's create a tape diagram based on the information.




We know that 3 units equals 14. We want to find out what 1 unit is equal to. Divide.

Between which two whole numbers is your answer? _____ and _____

Problem 5

Draw a tape diagram to solve. Express your answer as a fraction.
Show the repeated addition to check your answer.

$$1 \div 3 =$$



Problem 6

Draw a tape diagram to solve. Express your answer as a fraction.
Show the repeated addition to check your answer.

$$15 \div 2 =$$



Problem 7

Fill in the chart.

Division Expression	Fraction	Between which two whole numbers is your answer?	Show Work
$13 \div 3$			
$6 \div 7$			
$5 \div 2$			

Problem Set

Draw a tape diagram to solve. Express your answer as a fraction.
Show the repeated addition to check your answer.

$$7 \div 5 =$$

Fill in the chart.

Division Expression	Fraction	Show Work	Between which two whole numbers is your answer?
$55 \div 10$			
$32 \div 40$			

Application Problem:

April and her two sisters are painting a room with an area of 14 square yards. If they share the job equally, how many square yards of the room will each girl need to paint? Use a tape diagram to show your thinking.



Exit Ticket

Matthew and his 3 siblings are weeding a flower bed with an area of 9 square yards. If they share the job equally, how many square yards of the flower bed will each child need to weed? Use a tape diagram to show your thinking.



Fill in the chart.

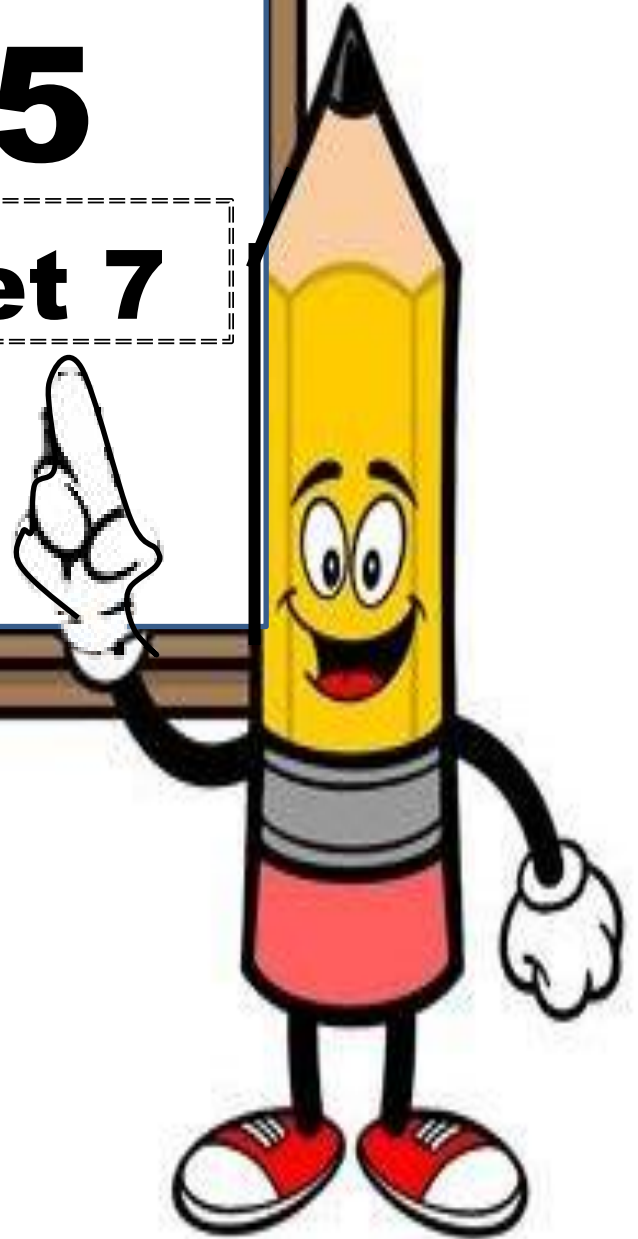
Division Expression	Fraction	Show Work	Between which two whole numbers is your answer?
$14 \div 4$			
$26 \div 3$			



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Day # 5

Mod 4 Packet 7



Name: _____ Week 21 Day 5 Date: _____

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Do Now

Fill in the chart.

Division Expression	Fraction	Show Work	Between which two whole numbers is your answer?
$12 \div 7$			
$5 \div 4$			

Input Activity:

Problem 1

A total of 2 yards of fabric is used to make 5 identical pillows. How much fabric is used for each pillow?

Answer: _____

Problem 2

An ice cream shop uses 4 pints of ice cream to make 6 sundaes. How many pints of ice cream are used for each sundae?

Answer: _____

Problem 3

An ice cream shop uses 6 bananas to make 4 identical sundaes. How many bananas are used in each sundae?
Use a tape diagram to show your work.



Answer: _____

Problem 4

Julian has to read 4 articles for school. He has 8 nights to read them. He decides to read the same number of articles each night.

a. How many articles will he have to read per night?

b. What fraction of the reading assignment will he read each night?

Problem 5

40 students shared 5 pizzas equally. How much pizza did each student receive? What fraction of the pizza did each student receive?

Answer: _____

Problem Set

Lillian had a 2 two-liter bottle of soda, which she distributed equally between 10 glasses.

a. How much soda was in each glass?

b. Express your answer as a fraction of a liter.

Application Problem:

Craig bought a 3-foot-long baguette and then made 4 equally sized sandwiches with it.

- a. What portion of the baguette was used for each sandwich? Draw a visual model to help you solve this problem.



- b. How long, in feet, is one of Craig's sandwiches?
- c. How many inches long is one of Craig's sandwiches?

Exit Ticket

A grasshopper covered a distance of 5 yards in 9 equal hops. How many yards did the grasshopper travel on each hop?

- a. Draw a picture to support your work.



- b. How many yards did the grasshopper travel after hopping twice?