Brighter Choice
Charter School for Boys

Name ____________________________

4th Grade Math Remote Learning Packet

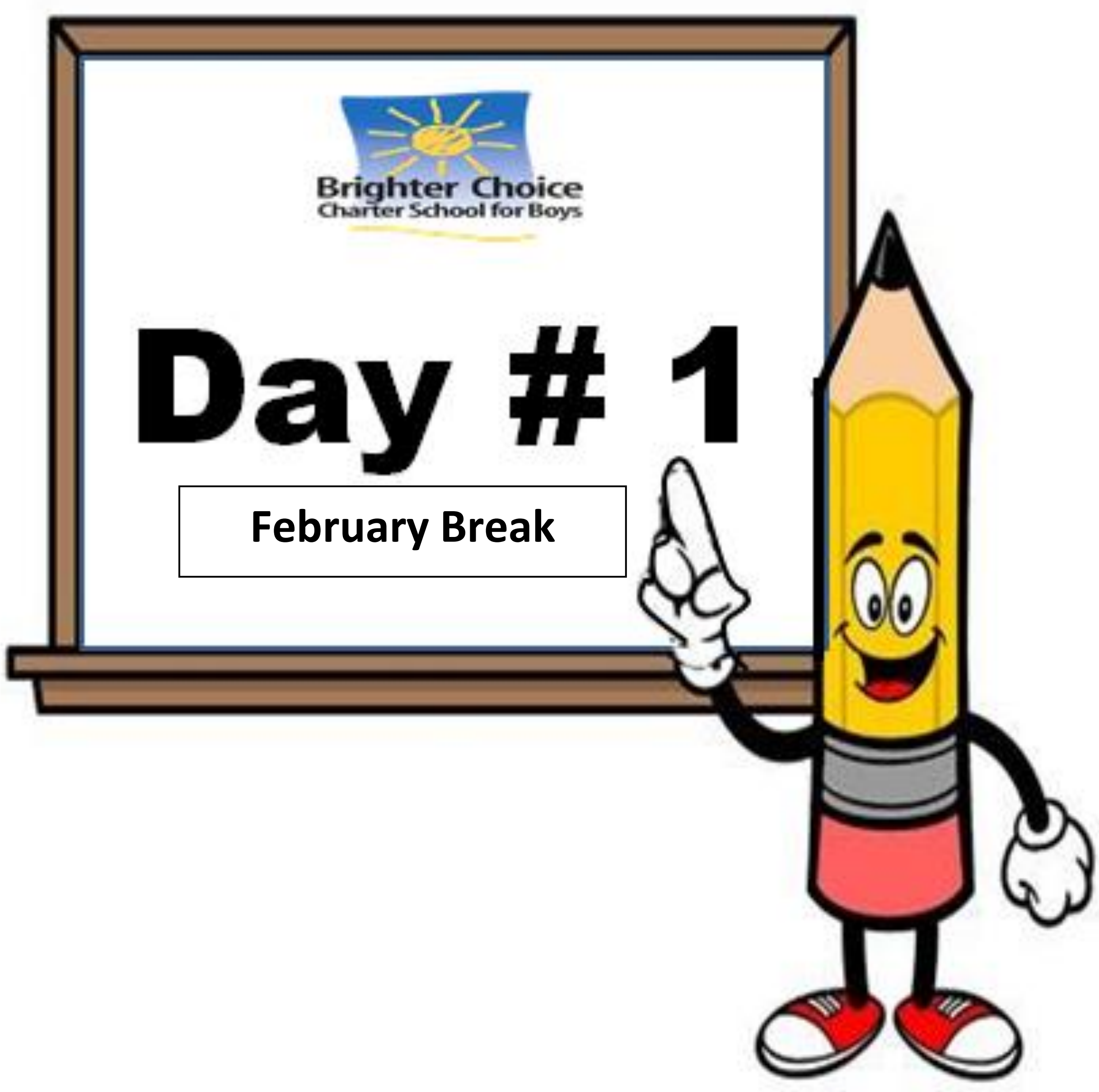
Week 22

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 packets assignments are mandatory and must be completed by all scholars.


Brighter Choice
Charter School for Boys
Day # 1
February Break

Name: ________________________ Week 22 Day 1 Date: _________

BCCS-B Howard Morehouse Hampton

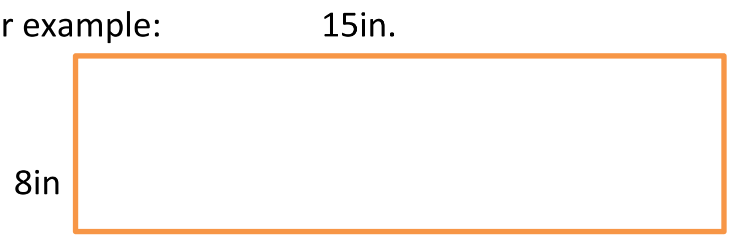
LEQ: How can I use a formula to find the area and perimeter of a rectangle?

Objective: I can use formulas to help find the area and perimeter of a rectangle.

Review:

To find the area of a rectangle we can multiply the length x width (L x W)

For example:



This rectangle above has a width of 8 inches and a length of 15 inches. To find the **area** I will multiply 8 x 15.

8 x 15 = 120 square inches

When we are writing our answers to an area question we write it as square units.

To find the perimeter of ANY shape (not just rectangles and squares) we add the lengths of all the sides together. (S + S + S + S)

To find the **perimeter** of the rectangle above I would add: 15 + 15 + 8 + 8.

The perimeter of this rectangle is 46 inches. We DO NOT write our answers as square units when finding the perimeter.

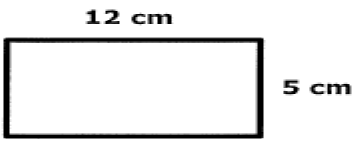
Name: ________________________ Week 22 Day 1 Date: _________

BCCS-B Howard Morehouse Hampton

Practice

Find the area and perimeter of each rectangle.

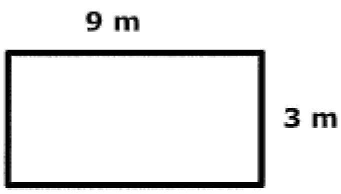
a.



perimeter = ________________

area = ____________________

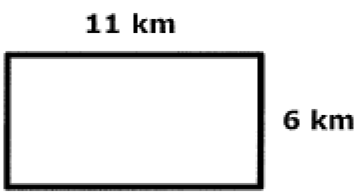
b.



perimeter = ________________

area = ____________________

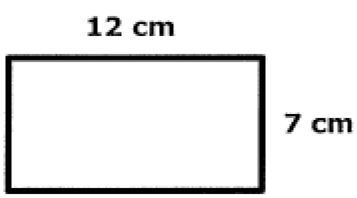
c.



perimeter = ________________

area = ____________________

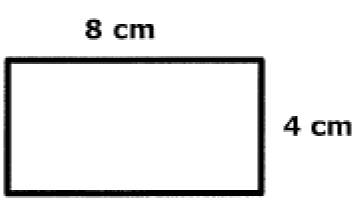
d.



perimeter = ________________

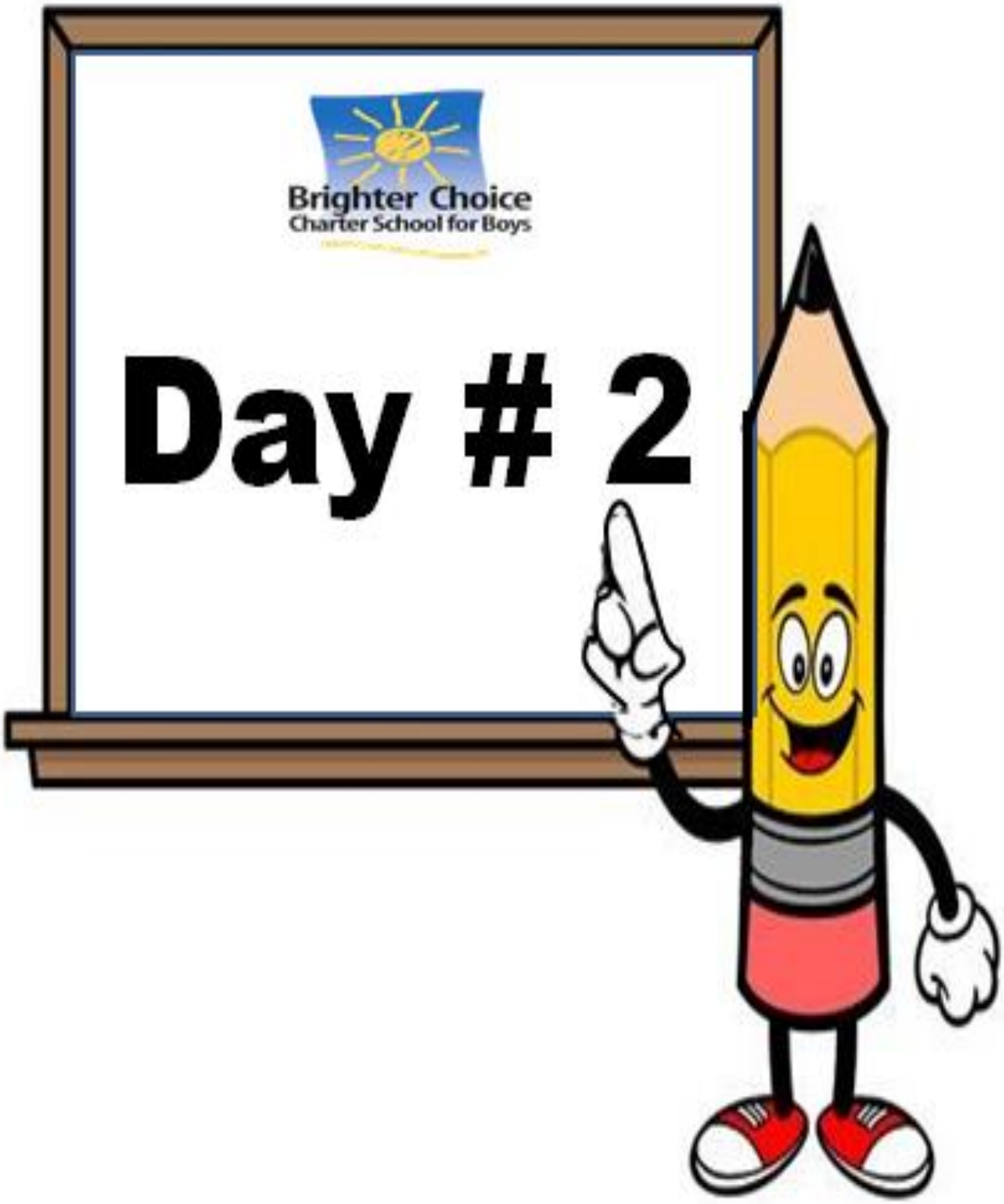
area = ____________________

e.



perimeter = ________________

area = ____________________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Day # 2

Name: ________________________ Week 22 Day 2 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How do I use the steps of long division to solve and find a quotient?

Objective: I can use all 4 steps of long division to find quotients and remainders to multi-digit dividend problems.

Review:

Divide
Multiply
Subtract
Bring Down

$$\begin{array}{r} 47 \\ 5\overline{)235} \\ \underline{20\downarrow} \\ 35 \\ \underline{-35} \\ 0 \end{array}$$

- These steps in the tool kit should be repeated for each digit in the dividend. In this example, 5 could not go into 2 so you have to look at the first 2 numbers (23).
- 5 can go into 23 4 times (5 x 4 = 20) That is as close as we can get.
- 23 – 20= 3 and then bring down the 5.
- How many times can 5 go into 35?- 7 times because 5 x 7 = 35
- 35-35= 0, therefore we have no remainder.

Name: ________________________ Week 22 Day 2 Date: _________

BCCS-B Howard Morehouse Hampton

Practice

$4\overline{)148}$

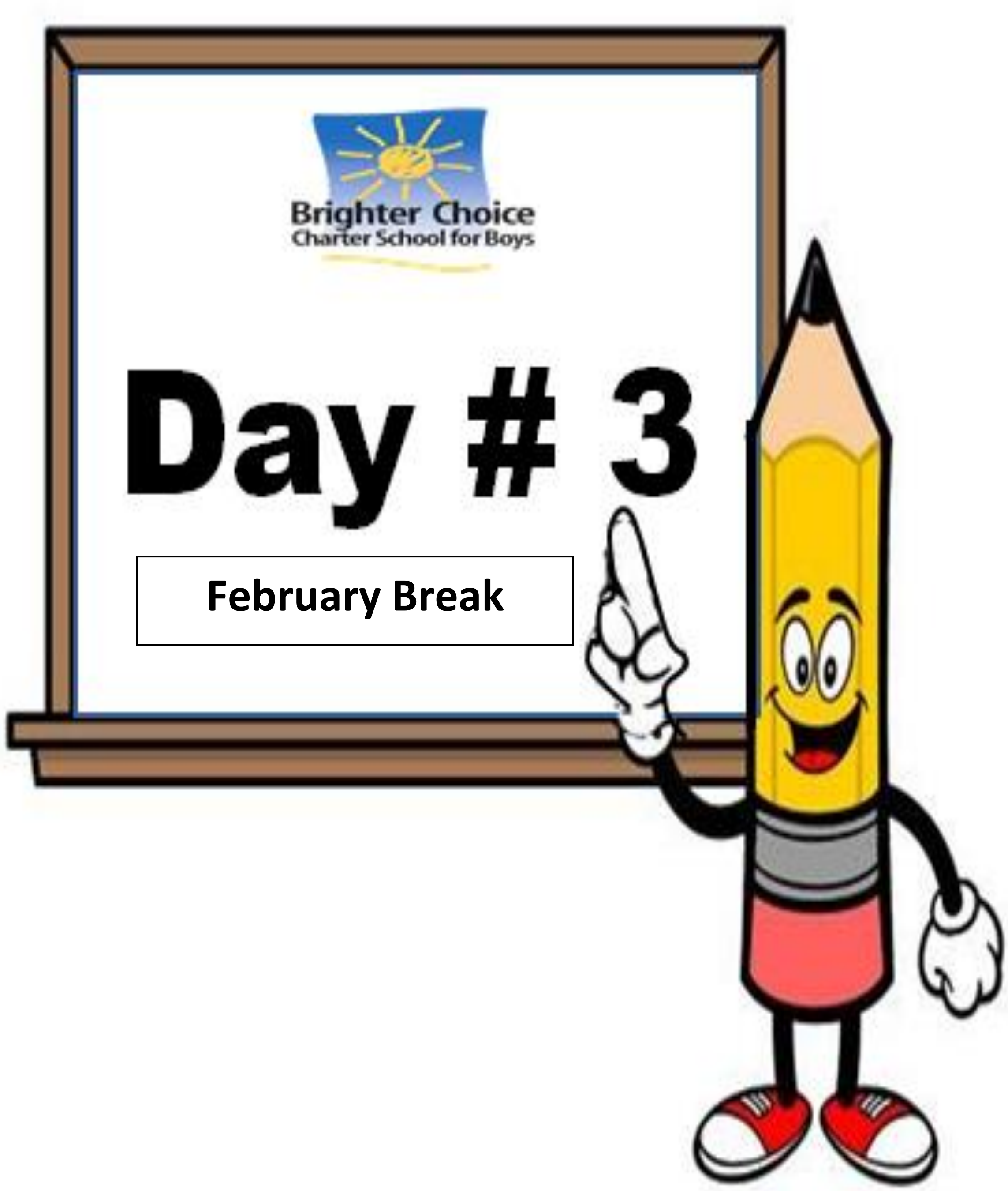
$2\overline{)106}$

$5\overline{)480}$

$3\overline{)219}$

$8\overline{)304}$

$4\overline{)220}$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Day # 3
February Break

Name: ________________________ Week 22 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How do I solve 2 digit by 2 digit multiplication problems?

Objective: I can solve 2 digit by 2 digits multiplication problems by following the steps in the tool kit.

Review:

2 digit by 2 digit Multiplication

1. Multiply the ones. Use the digit in the ones place (on the bottom) and multiply it by both digits on the top.
2. Add a zero to the ones place.
3. Multiply the tens. Use the digit in the tens place (on the bottom) and multi0ply it by both digits on the top.
4. Add together the two partial products.

a.

$$\begin{array}{r} {}^{1}\,{}^{7}\quad \\ 6\ 8 \\ \times\ 9\ 2 \\ \hline 1\ 3\ 6 \\ +\,6{,}1\ 2\ 0 \\ \hline 6{,}2\ 5\ 6 \end{array}$$

Practice

b.

$$\begin{array}{r} 7\ 1 \\ \times\ 3\ 3 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 9\ 8 \\ \times\ 9\ 3 \\ \hline \end{array}$$

Name: ________________________ Week 22 Day 3 Date: _________

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d.
$$\begin{array}{r} 50 \\ \times\ 12 \\ \hline \end{array}$$

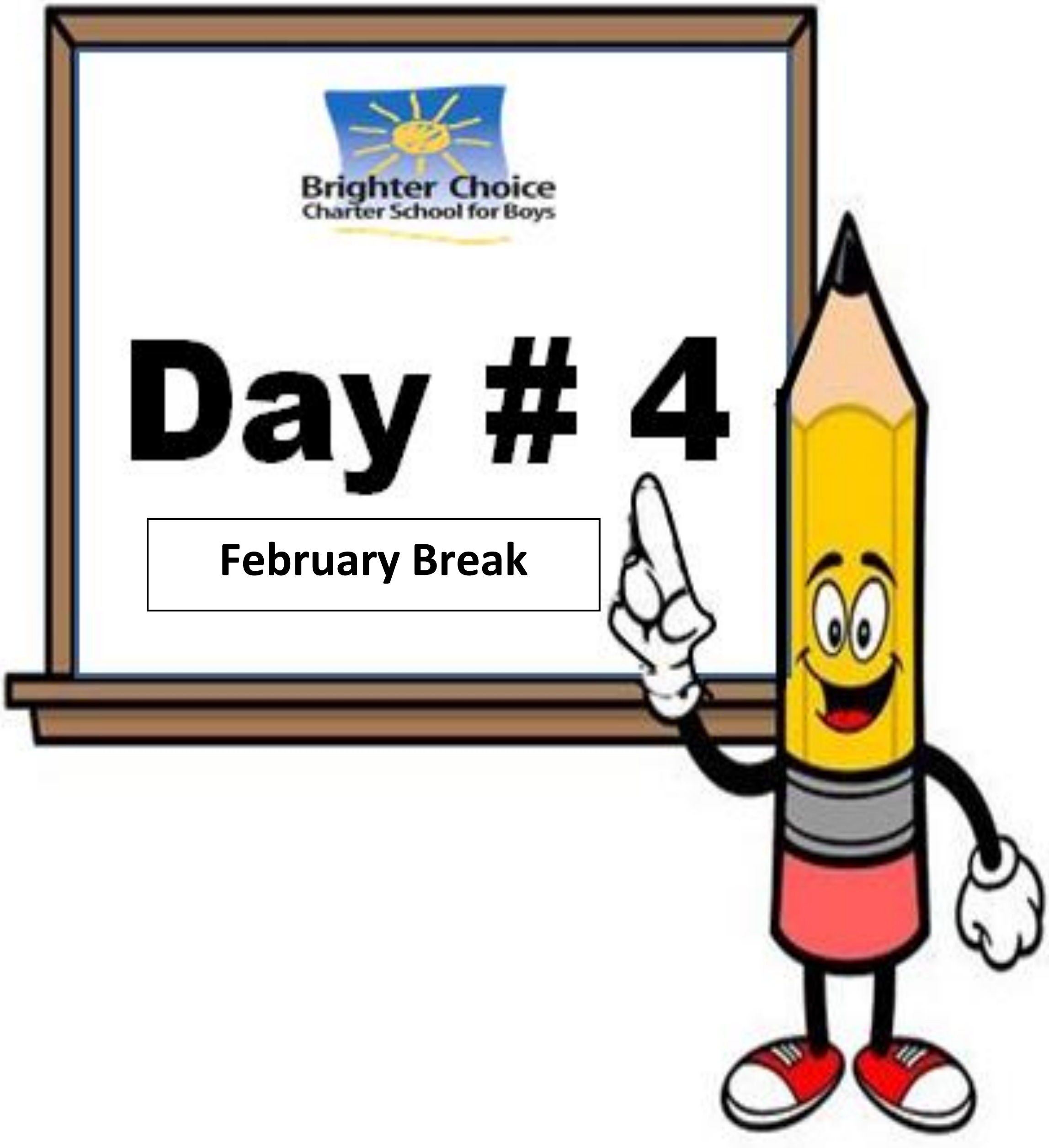
e.
$$\begin{array}{r} 64 \\ \times\ 47 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 45 \\ \times\ 38 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 79 \\ \times\ 23 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 87 \\ \times\ 76 \\ \hline \end{array}$$

k.
$$\begin{array}{r} 51 \\ \times\ 49 \\ \hline \end{array}$$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Day # 4
February Break

Name: ________________________ Week 22 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How can I use rounding rules to round a number to a given place?

Objective: I can use the rounding rules I have learned to round numbers to various places.

Review:

Rounding Rules
1. Circle the digit in the place that you are rounding to. 2. Point to the neighbor directly to the right 3. Look at the neighbor: • If the neighbor is 5 or more (5,6,7,8 or 9) the circled digit rounds up. • If the neighbor is less than 5 (4,3,2,1 or 0) the circled digit stays the same. 4. Everything after the circle digit changes to a zero.

Practice

Round each number to the nearest thousand.

2,643 - 3,000 9,099 - ____________

5,276 - ____________ 7,500 - ____________

861 - ____________ 4,467 - ____________

Name: ________________________ Week 22 Day 4 Date: _________

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Practice

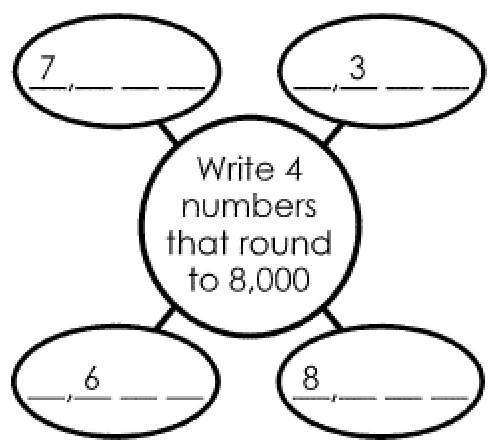
Strawberry Numbers

Which two strawberry numbers round to 1,000?

___________ and ___________

Which two strawberry numbers round to 2,000?

___________ and ___________



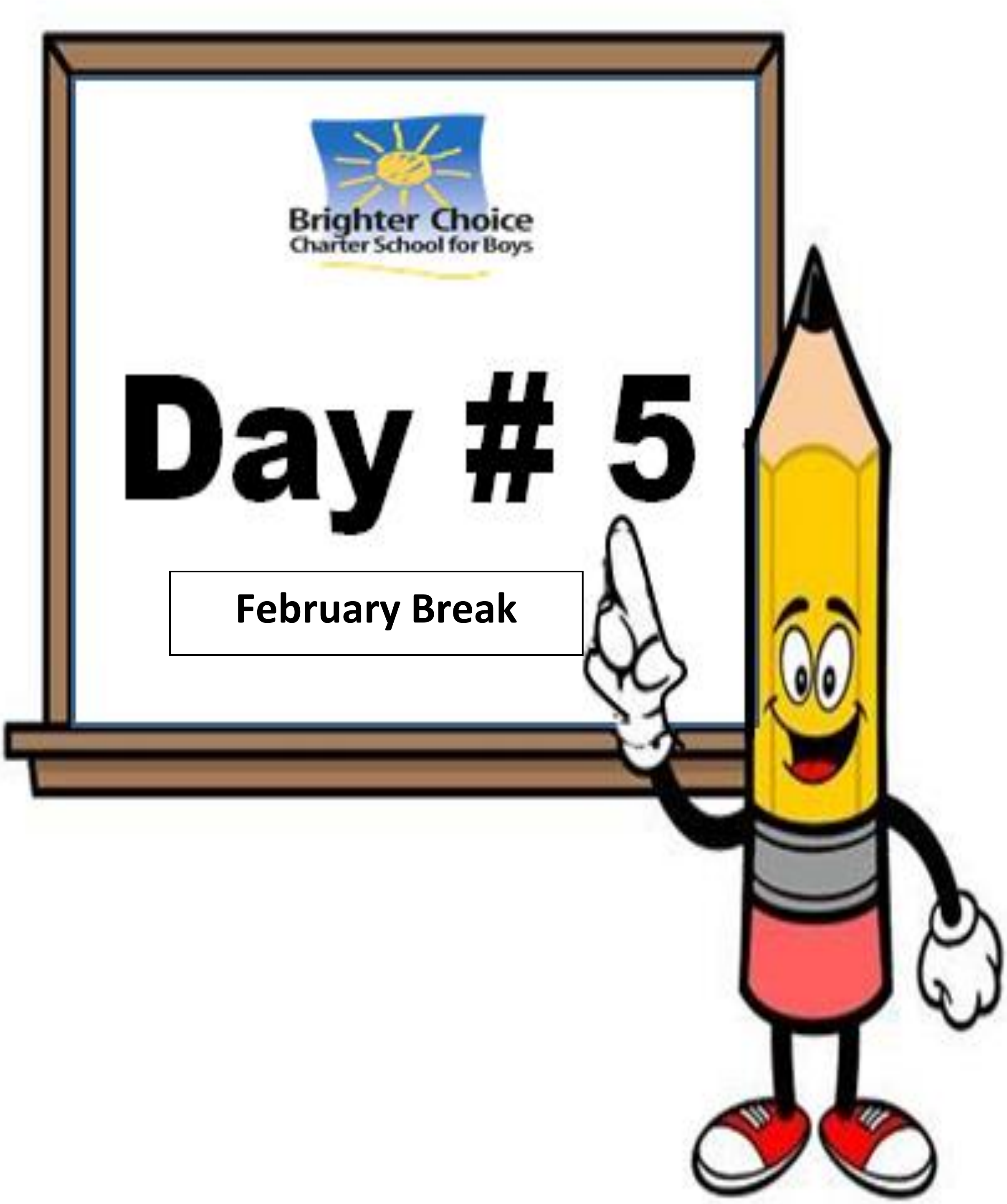
Write **True** or **False** for each statement.

3,338 rounds to 3,000. _______________

8,833 rounds to 8,000. _______________

455 rounds to 1,000. ________________

398 rounds to 0. ____________________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Day # 5
February Break

Name: ________________________ Week 22 Day 5 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How can I use what I have learned to name various geometric figures?

Objective: I can definitions and models to name other figures that are similar.

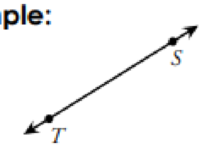
Review:

Point	**Line Segment**	**Line**	**Ray**
			
A **point** is pictured by a dot. It is named with a capital letter. This is point ***A***.	A **line segment** is a straight path between 2 points. This is line segment ***BC*** or ***CB***. It is written $\overline{BC}$ or $\overline{CB}$.	A **line** is a straight path that goes on forever in **both** directions. This is line ***DE*** or ***ED***. It is written $\overleftrightarrow{DE}$ or $\overleftrightarrow{ED}$.	A **ray** is a straight path that goes on forever in **one** directions. This is ray ***FG***. It is written $\overrightarrow{FG}$.

Practice

Write if each is a **point**, **line segment**, **line**, or **ray** and its name.

Example:



Line *TS* or *ST* $\overleftrightarrow{TS}$ or $\overleftrightarrow{ST}$

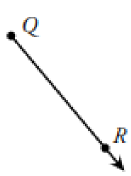
1.

____

2.

____

3.



____

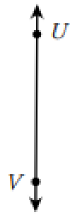
4.

____

5.

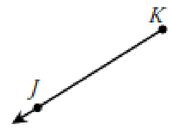
____

6.

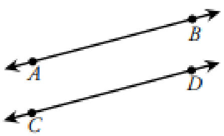


7.

8.

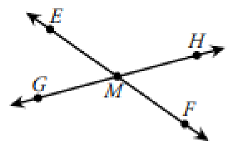


Parallel Lines



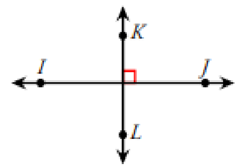
$\overleftrightarrow{AB}$ and $\overleftrightarrow{CD}$ are **parallel lines**. They never cross, even if they are extended.

Intersecting Lines



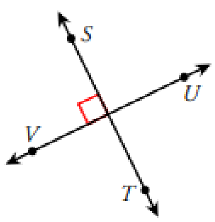
$\overleftrightarrow{EF}$ and $\overleftrightarrow{GH}$ are **intersecting lines**. They cross each other at point M.

Perpendicular Lines

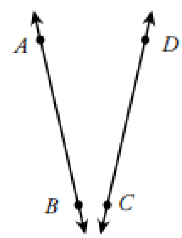


$\overleftrightarrow{IJ}$ and $\overleftrightarrow{KL}$ are **perpendicular lines**. They form right angles where they cross.

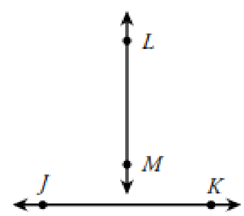
7.



8.



9.



Name ______________________________

4^{th} Grade Math Remote Learning Packet

Week 23

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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Charter School for Boys
Day # 1

Name: ________________________ Week 23 Day 1 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How can I use addition to find the measurement of a missing angle?

Objective I can use the addition of adjacent angle measures to solve problems using a symbol for the unknown angle measure.

Do Now

Review dividing with zeros

$6 \div 2 =$ ____ $60 \div 2 =$ ____ $600 \div 2 =$ ____ $6000 \div 2 =$ ____

Rewrite in standard form and solve.

9 tens ÷ 3=__________= _____ 12 tens ÷ 4= __________= _____

12 tens ÷ 3= _____________= ______

Input

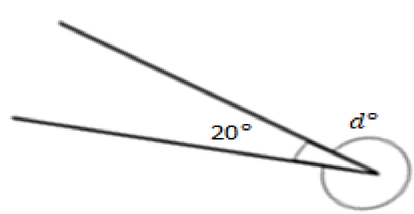
Problem 1: what is a reflex angle?

https://www.youtube.com/watch?v=lxkqJc3P40E

A reflex angle is an angle that ____

Let's Practice!

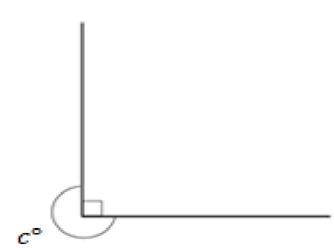
1.



_____° + 20° = 360°

$d°$ = ______°

2.



_____° + _____° = 360°

$c°$ = ______°

Name: ________________________ Week 23 Day 1 Date: _________

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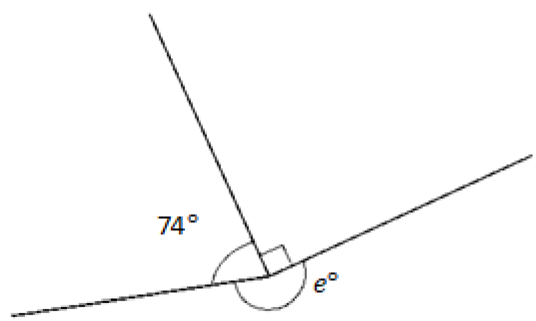
Your Turn!

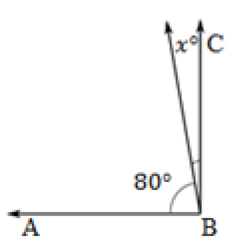
3.



_____° + _____° + _____° = _______°

$e°$ = ______°

Problem 2: find the unknown angle



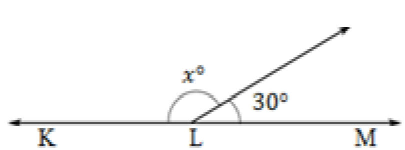
Trace angle ABC, what kind of angle is this?

____

How many degree does this angle measure? _________

How many degrees does the angle represented by x measure? ___________

How do we know?



Trace angle KLM, what kind of angle is this? _________________ How many degrees does it measure? ______________

How many degrees does the angle represented by x represent? _____________

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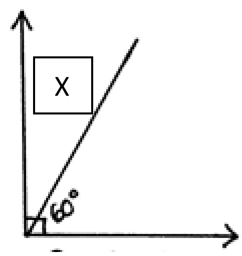
Your Turn



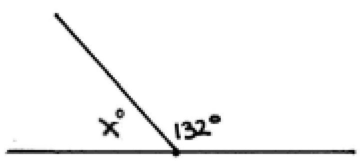
Using the right angle given and the acute angle that measures 60 degrees, find the measurement of angle X.

Angle X measures __________

How did you find the measurement of angle X? _____________________________

____

____



Using the straight angle given and the obtuse angle that measures 132 degrees, find the measurement of angle X.

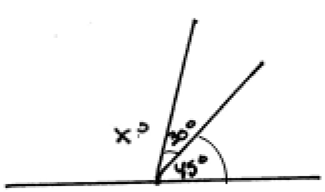
Angle X measures __________

How did you find the measurement of angle X? _____________________________

____

____

Let's try this one together



What do we know about this angle?

What can we do to begin to solve for x?

Solve for x.

Name: ________________________ Week 23 Day 1 Date: _________

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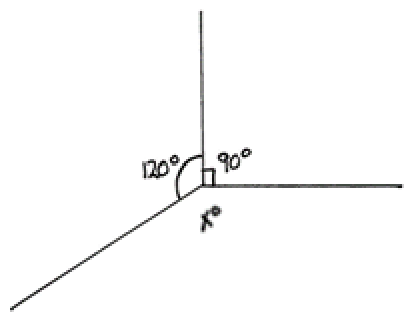
Input

Problem 2: Decompose a 360° angle into smaller angles. Recognize that the smaller angles add up to 360°.



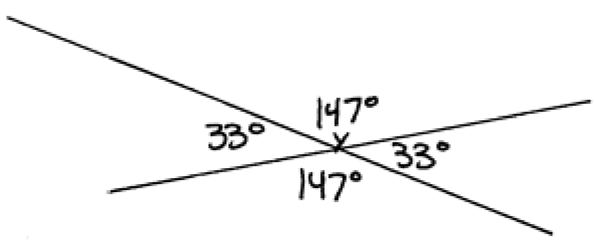
We have learned that angles begin from a circle. How many degrees does a circle measure?

____

What can we do first to solve for x?

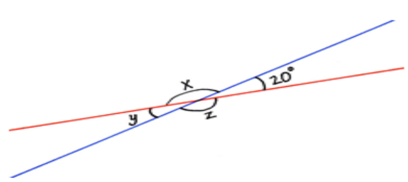
Solve for x.

Look at the image below, what do you notice?



I notice:

Using what we discussed in the image above, let's solve for x, y and z in the following image:



X=

Y=

Z=

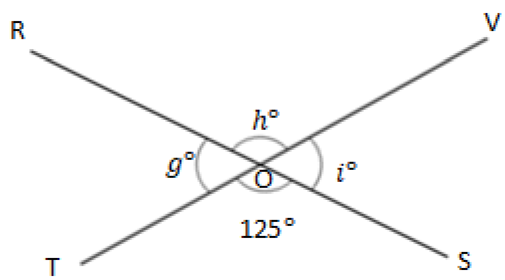
Name: ________________________ Week 23 Day 1 Date: _________

BCCS-B Howard Morehouse Hampton

Application Problem

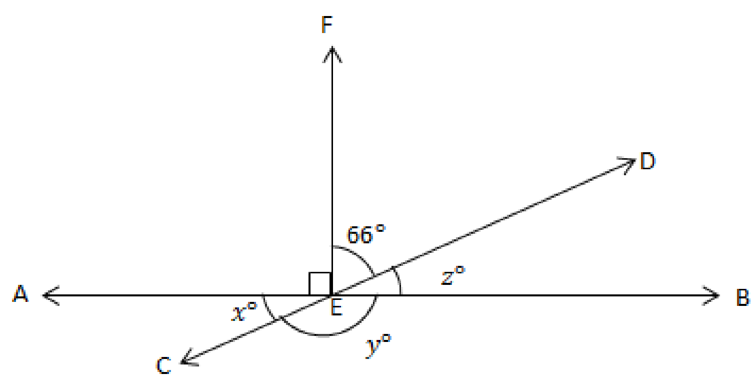
O is the intersection of $\overline{RS}$ and $\overline{TV}$.
$\angle TOS$ is $125°$.

$g°$ = _________ $h°$ = __________ $i°$ = _________



Exit Ticket

Write equations using variables to represent the unknown angle measurements. Find the unknown angle measurements numerically.



X= ____________ Y= _____________ Z= _____________

Name: ______________________ Week 23 Day 1 Date: _________

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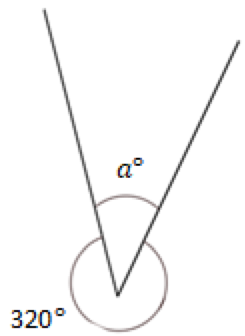
Homework

Write an equation, and solve for the unknown angle measurements numerically.

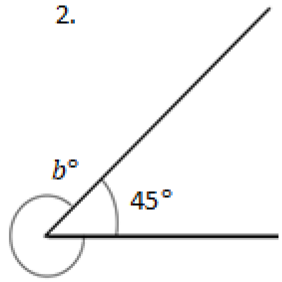
1.



_____° + 320° = 360°

$a°$ = ______°

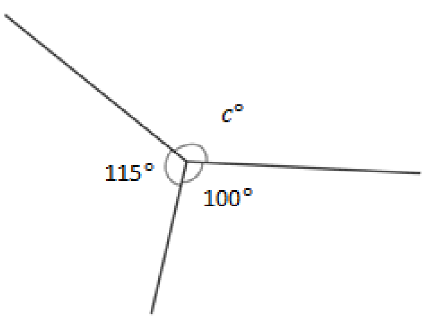
2.



_____° + _____° = 360°

$b°$ = ______°

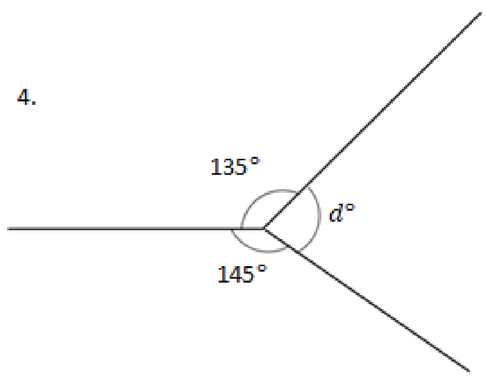
3.



_____° + _____° + _____° = ______°

$c°$ = _____°

4.



_____° + _____° + _____° = ______°

$d°$ = _____°


Brighter Choice
Charter School for Boys
Day # 2

Name: ________________________ Week 23 Day 2 Date: _________

BCCS-B Howard Morehouse Hampton

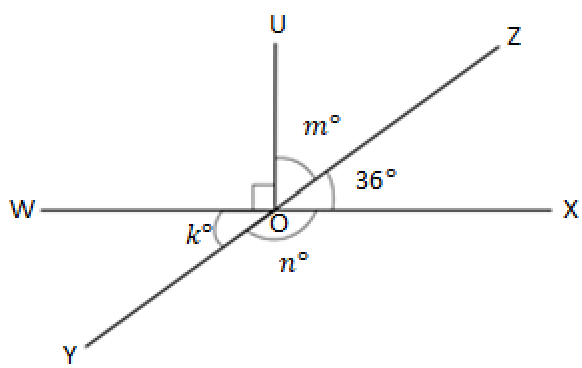
LEQ: How can I classify triangles?

Objective: I can Analyze and classify triangles based on side length, angle measure or both.

Do Now

O is the intersection of $\overline{WX}$, $\overline{YZ}$, and $\overline{UO}$.
$\angle XOZ$ is 36°.

$k°$ = ________ $m°$ = _________ $n°$ =________



Nearpod video: classifying triangles.

There are 3 different triangles that we will focus on during this lesson:

Equilateral- ____

____

Isosceles-

____

____

Scalene-____

____

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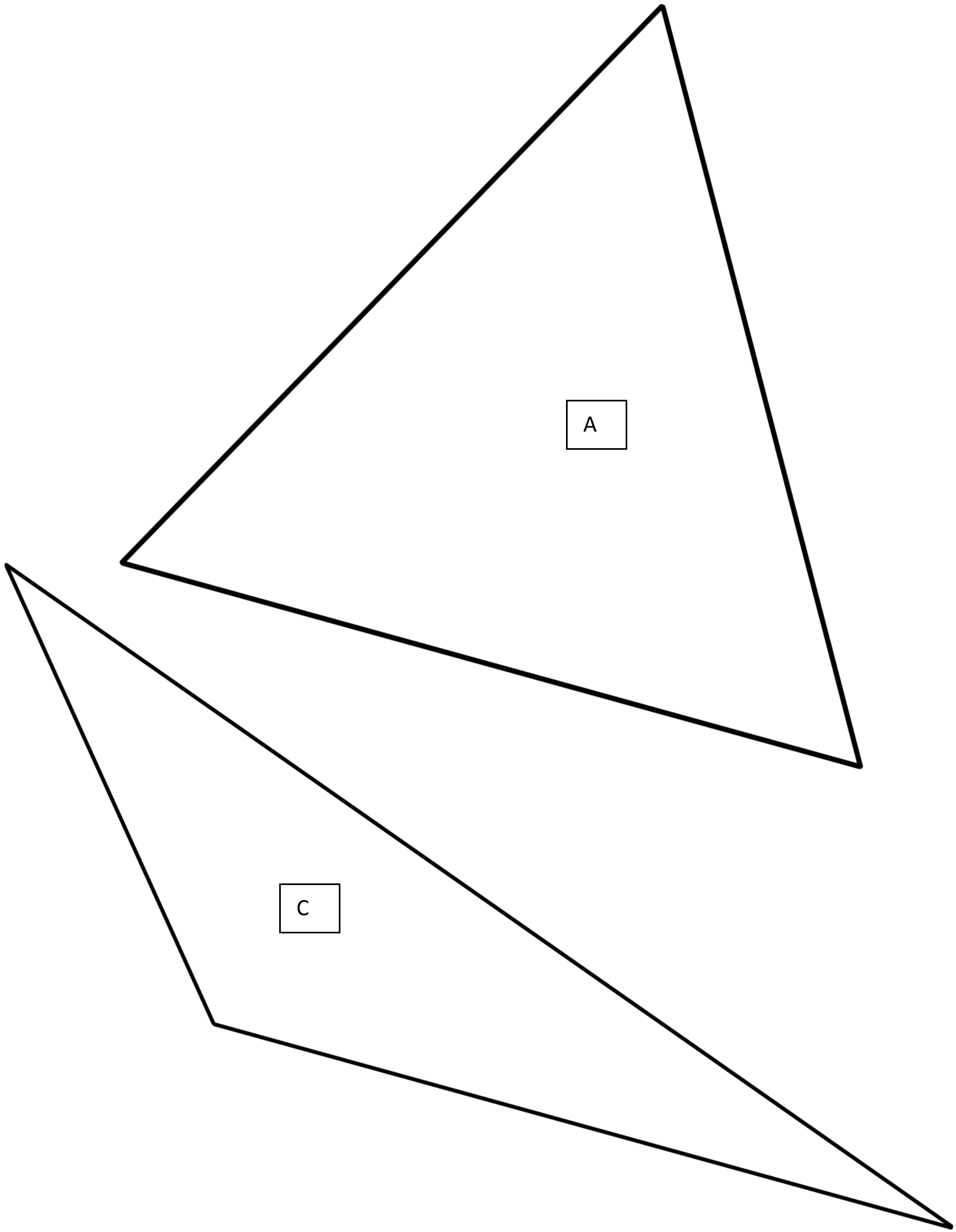

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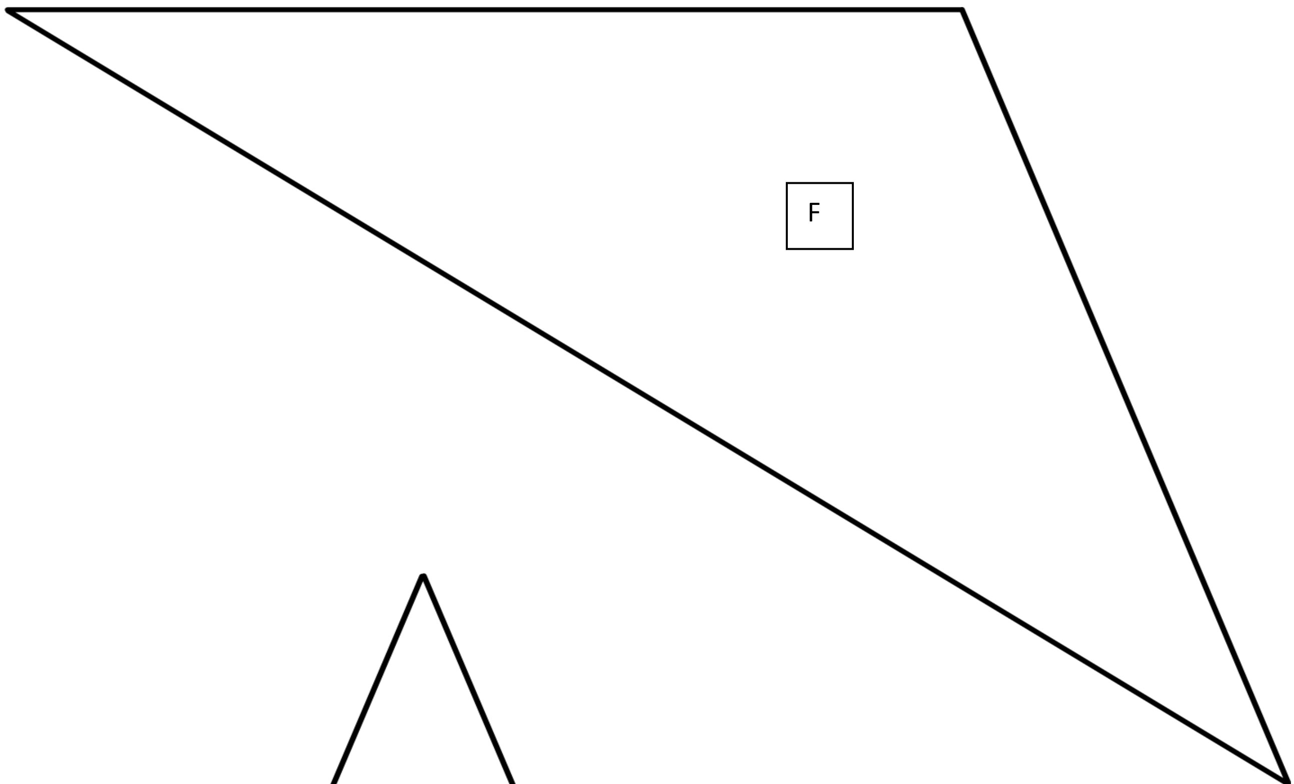
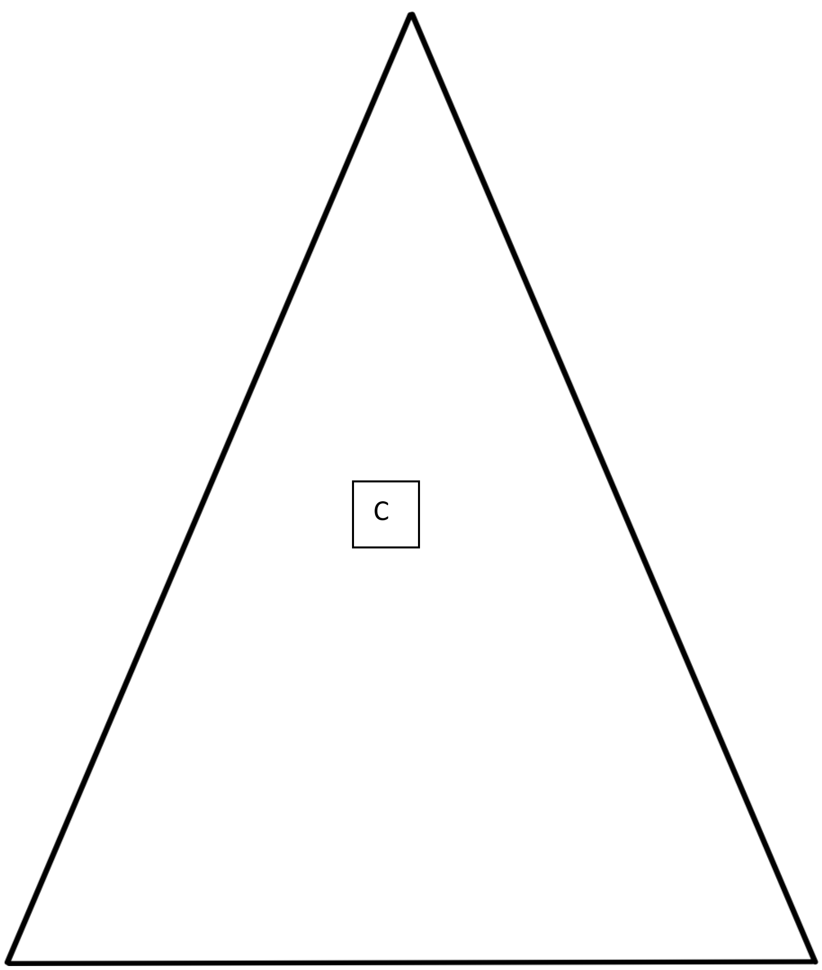
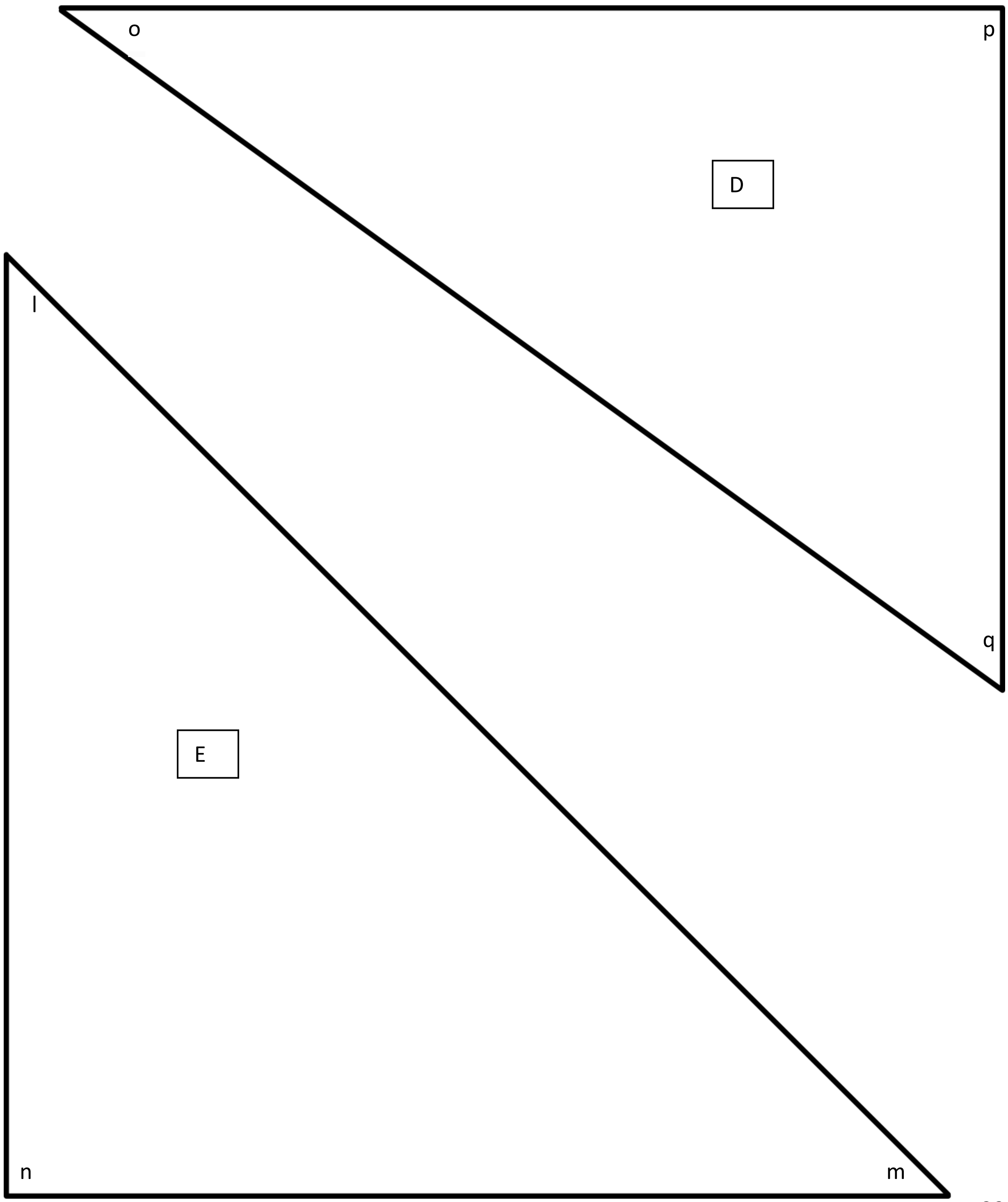




Name: ________________________ Week 23 Day 2 Date: _________

BCCS-B Howard Morehouse Hampton



Name: ________________________ Week 23 Day 2 Date: _________

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Sketch of Triangle	Attributes (Include side lengths and angle measures.)	Classification	
A			
B			
C			
D			
E			
F			

Name: _______________________ Week 23 Day 2 Date: _________

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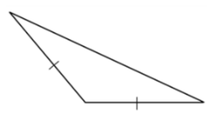
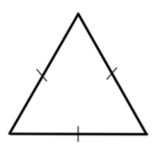
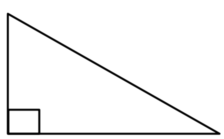
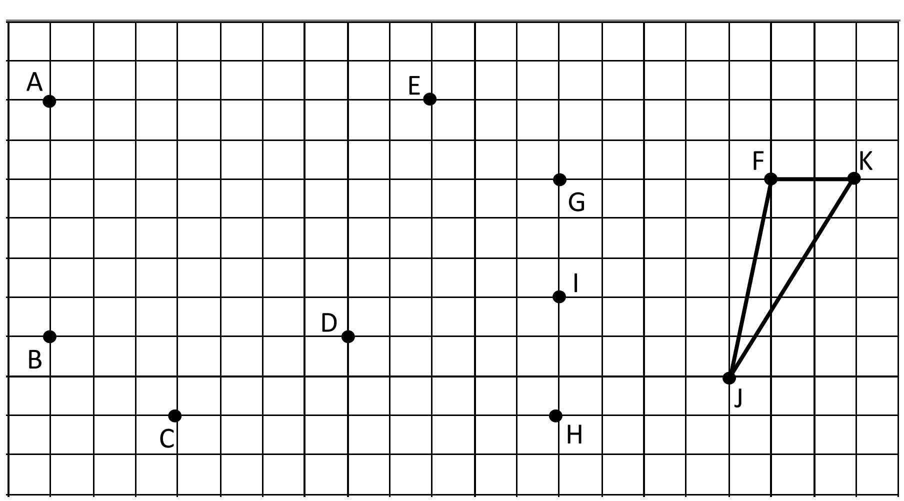
CFU

Classify each triangle by its side lengths and angle measurements. Circle the correct names.

	Classify Using Side Lengths	**Classify Using Angle Measurements**
a. 	Equilateral Isosceles Scalene	Acute Right Obtuse
b. 	Equilateral Isosceles Scalene	Acute Right Obtuse
c. 	Equilateral Isosceles Scalene	Acute Right Obtuse
d. 	Equilateral Isosceles Scalene	Acute Right Obtuse

Use a ruler to connect points to form two other triangles. Use each point only once. None of the triangles may overlap. One or two points will be unused. Name and classify the three triangles below. The first one has been done for you.



Name: _______________________ Week 23 Day 2 Date: _________

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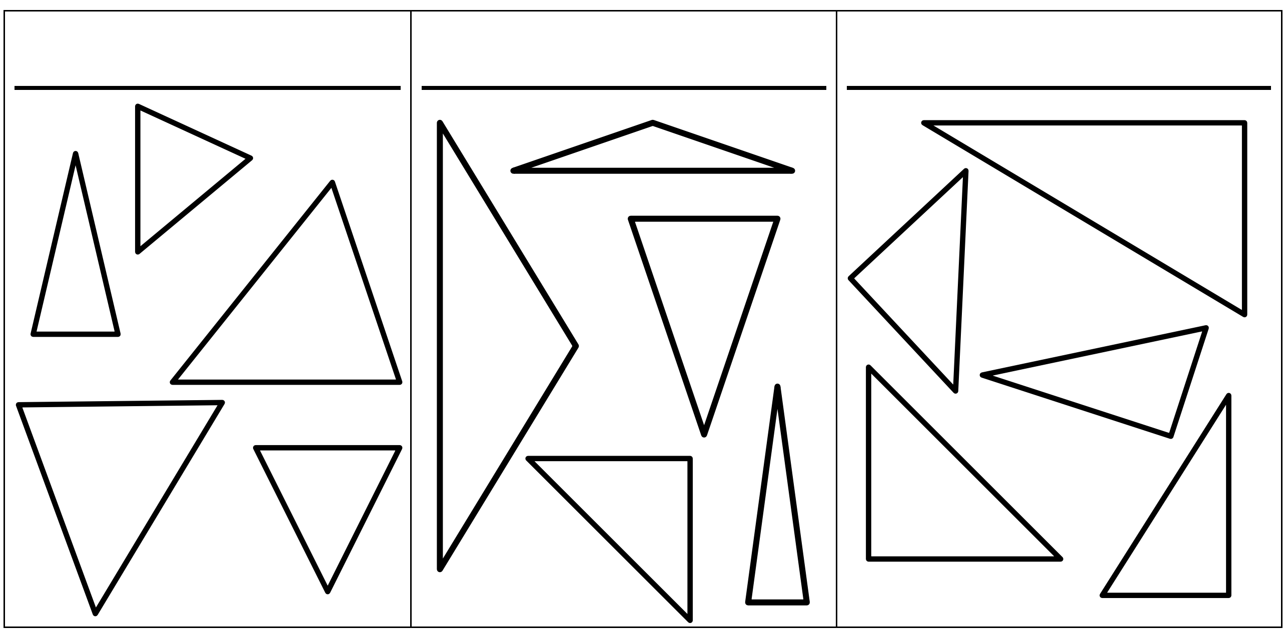
CFU

Name the Triangles Using Vertices	**Classify by Side Length**	**Classify by Angle Measurement**
$\triangle FJK$	Scalene	Obtuse

<u>Exit Ticket</u>

The triangles below have been classified by shared attributes (side length <u>*or*</u> angle type). Use the words *acute, right, obtuse, scalene, isosceles,* or *equilateral* to label the headings to identify the way the triangles have been sorted.

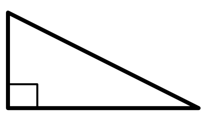
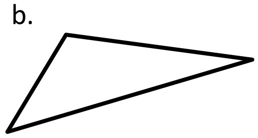
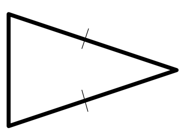
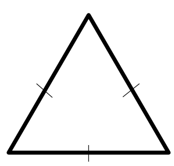


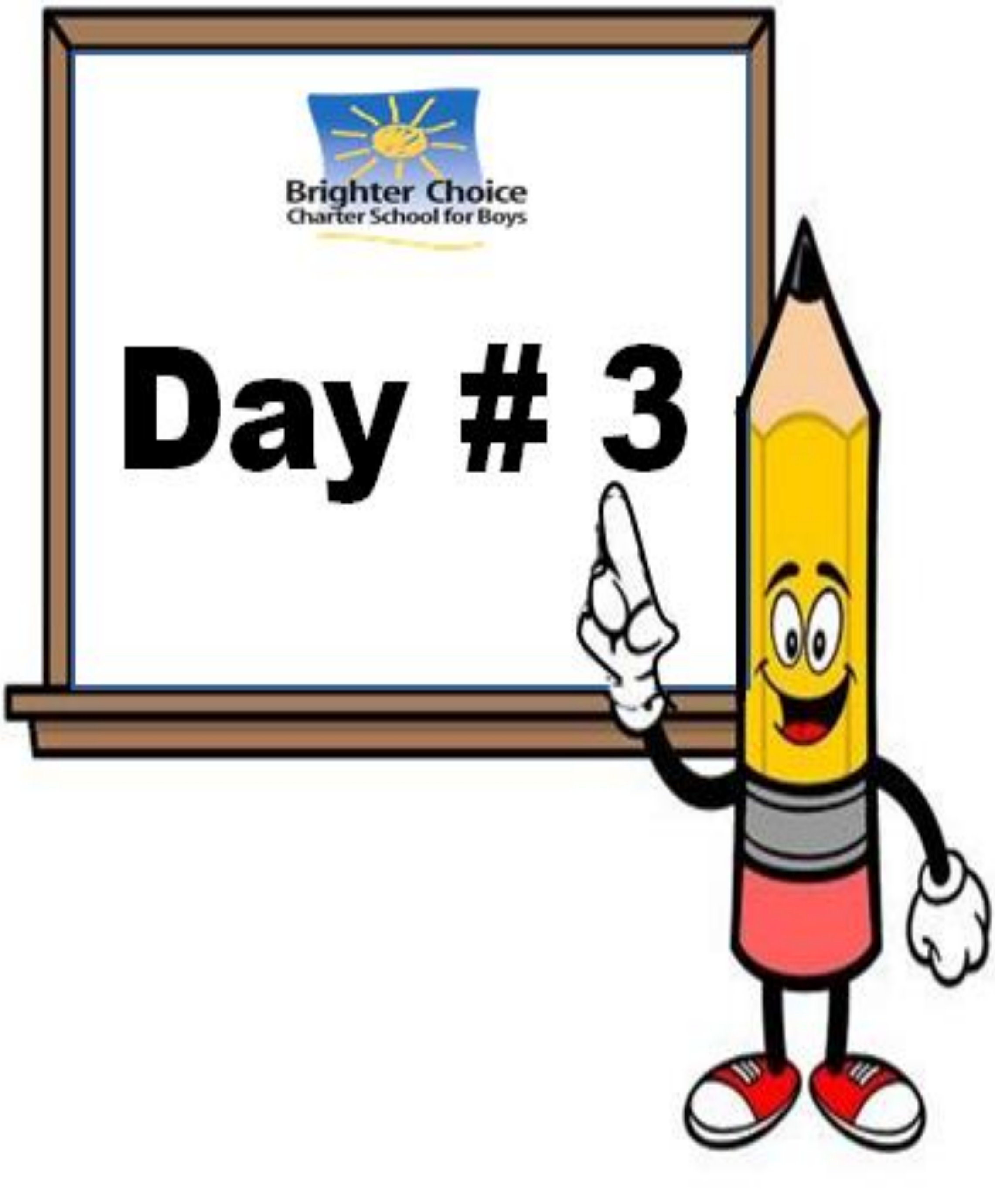
Name: ________________________ Week 23 Day 2 Date: _________

BCCS-B Howard Morehouse Hampton

Homework

Classify each triangle by its side lengths and angle measurements. Circle the correct names.

	Classify Using Side Lengths	**Classify Using Angle Measurements**
a. 	Equilateral Isosceles Scalene	Acute Right Obtuse
b. 	Equilateral Isosceles Scalene	Acute Right Obtuse
c. 	Equilateral Isosceles Scalene	Acute Right Obtuse
d. 	Equilateral Isosceles Scalene	Acute Right Obtuse


Brighter Choice
Charter School for Boys
Day # 3

Name: ________________________ Week 23 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How can I classify quadrilaterals?

Objective; I can Classify quadrilaterals based on parallel and perpendicular lines and the presence or absence of angles of a specified size.

Do Now

Rewrite the following numbers in standard form and then add together.

543 thousands 178 ones: _____________________________

134 thousands 153 ones: _____________________________

Add:

Rewrite the following numbers in standard form and then subtract.

817 thousands 560 ones: _______________________

426 thousands 145 ones: _______________________

Subtract:

Name: ________________________ Week 23 Day 3 Date: _________

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Input

https://www.youtube.com/watch?v=yiREqzDsMP8

Quadrilateral: ____

Problem 1: Construct and define trapezoids.

Step 1. Draw a straight, horizontal segment.
Step 2. Use your right angle template and ruler to draw a segment parallel to that segment.
Step 3. Draw a third segment that crosses both.
Step 4. Draw a fourth different segment that crosses both, but does not cross the third segment.

A **trapezoid** is ____

____

Name: _______________________ Week 23 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Input

Problem 2: Construct and define parallelograms.

A **parallelogram** is ____

____

1. Draw a straight, horizontal segment.
2. Use your right angle template and ruler to draw a segment parallel to that segment.
3. Draw a third segment that crosses both.
4. Using your ruler and right angle template, draw a fourth different segment that crosses the first two segments and that is parallel to the third segment.

Problem 3: Construct and define rectangles.

A **parallelogram** is ____

____

Step 1. Draw a straight, horizontal segment.

Step 2. Use your right angle template and ruler to draw a segment parallel to that segment.

Step 3. Draw a third segment with a right angle, perpendicular to the base line.

Step 4. Draw a fourth segment that is also perpendicular to the first segment.

Name: ________________________ Week 23 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Input

Problem 4: Construct and define squares.

A **square** is ____

____

1. Draw a straight, horizontal segment.

2. Use your right angle template and ruler to draw a segment parallel to that segment.

3. Draw a third segment with a right angle, perpendicular to the base line.

4. Measure the length of the third side, and mark the same length on both of the first segments. Start the measurement at the third side.

5. Draw a fourth segment perpendicular to the first segment through those marks.

Name: ________________________ Week 23 Day 3 Date: _________

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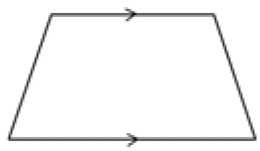
CFU

Use the word bank to name each shape, being as specific as possible.

Parallelogram	Trapezoid	Rectangle	Square

a. 

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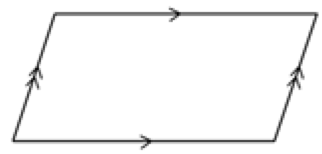
b. 

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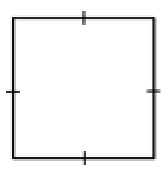
c. 

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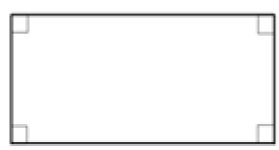
d. 

____

Name: ________________________ Week 23 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Exit Ticket

1. In the space below draw a parallelogram.

2. Explain why a rectangle is a special parallelogram.

____

____

____

Name: _______________________ Week 23 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Homework-edlight

Construct the following figures based on the given attributes. Give a name to each figure you construct. Be as specific as possible.

a. A quadrilateral with four sides the same length and four right angles.

b. A quadrilateral with two sets of parallel sides.

c. A quadrilateral with only one set of parallel sides.

d. A parallelogram with four right angles.


Brighter Choice
Charter School for Boys
Day # 4

Name: ________________________ Week 23 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

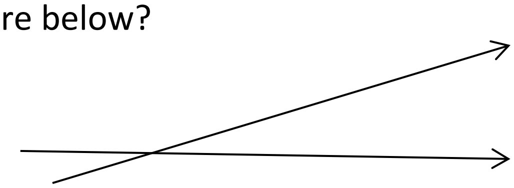
Review of Mid-Module Assessment

1. How many degrees are in a right angle?
   a. 180
   b. 90
   c. 270
   d. 100

2. What is the name of an angle that has a measurement greater than 90 degrees but less than 180 degrees?
   a. Acute
   b. Straight
   c. Obtuse
   d. Right

3. What is the name of a figure that goes on forever in 2 directions?
   a. Line segment
   b. Ray
   c. Line
   d. Point

4. What term best describes the picture below?
   a. Parallel lines
   b. Intersecting lines
   c. Perpendicular lines
   d. Straight lines



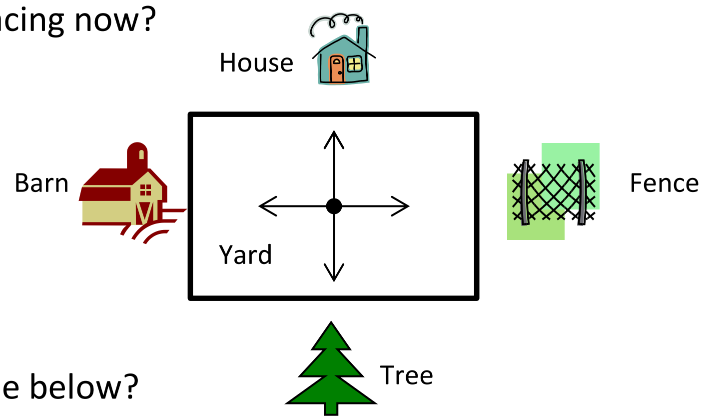
Name: ________________________ Week 23 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

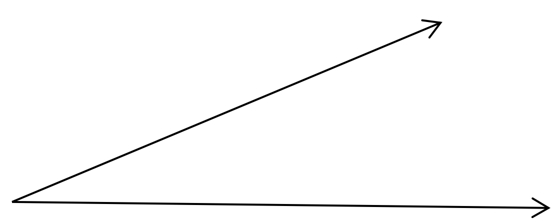
Review of Mid-Module Assessment

5. What is the name of a pair of lines that forms right angles?
    a. Intersecting lines
    b. Perpendicular lines
    c. Points
    d. Parallel lines

6. Henry is standing in the middle of his yard facing his house. If he rotates (turns) 180 degrees, what will he is facing now?
    a. Fence
    b. Barn
    c. Tree
    d. House



7. What is the measurement of the angle below?
    a. 60 degrees
    b. 25 degrees
    c. 90 degrees
    d. 35 degrees



Name: ________________________ Week 23 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

Review of Mid-Module Assessment

8. How many quarter turns does this picture need in order to be upright?
   a. 1 quarter turn
   b. 2 quarter turns
   c. 3 quarter turns
   d. 4 quarter turns

PART TWO: OPEN RESPONSE

9. Use the clock to answer the following:
   a. Using the first clock, what kind of angle is formed by the clock hands at 6:00?

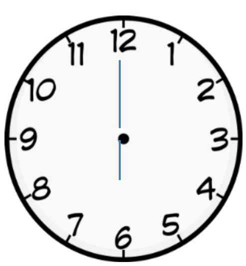
      ____

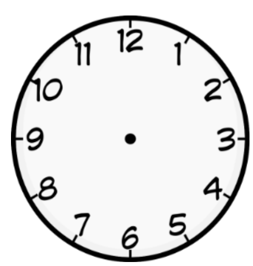
   b. Using the 2nd clock, draw the hands on the clock if the minute hand were to move 90 degrees to the right. What time would it be?

      ____

   c. How many 90 degree turns will the hand make between 6:00 and 7:00?

      ____



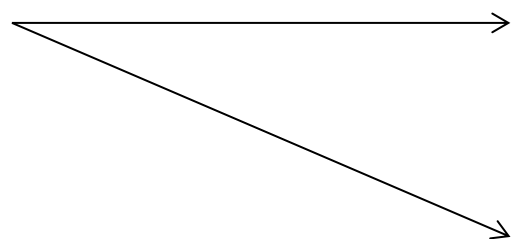


Name: ______________________ Week 23 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

Review of Mid-Module Assessment

10. Use your protractor to measure the angle below. Classify the angle as right, acute or obtuse by circling the correct term. Explain how you.



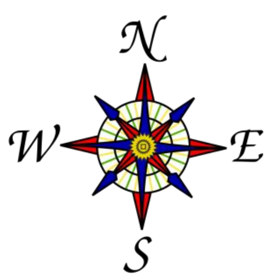
This angle measures _______

Circle the classification: Right Acute Obtuse

Explain how you know. ____

____

11. Use the compass rose to answer the following.



a. Ms. Lewis faced west. She turned to her right and was facing east. How many quarter turns did she make? ___________

b. How many degrees are in those turns? _____________

Name: ________________________ Week 23 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

Review of Mid-Module Assessment

12. Use the following instructions to draw a figure in box below.
    - Use a straightedge, draw line. Label in KL.
    - Use a straightedge, draw a line perpendicular to KL and label it PQ.
    - Label a point B on line PQ.
    - Label a point A that is NOT on KL or PQ.
    - Connect points A and B using a straightedge to form line segment AB.


Brighter Choice
Charter School for Boys
Day # 5

Name: ________________________ Week 23 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

End of Module 4 Assessment

Part 2: Open Response

Directions: Solve each question of the part 2 questions in the space provided below and then submit a photo of each on ed light.

13.

Name: ________________________ Week 23 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

End of Module 4 Assessment

Part 2: Open Response

14.

Name: ________________________ Week 23 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

End of Module 4 Assessment

Part 2: Open Response

15.

Brighter Choice
Charter School for Boys

Name ____________________________

4th Grade Math Remote Learning Packet

Week 24

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 packets assignments are mandatory and must be completed by all scholars.


Brighter Choice
Charter School for Boys
Day # 1

Name: ________________________ Week 24 Day 1 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: What is a unit fraction?

Objective: I can decompose fractions as a sum of unit fractions using tape diagrams.

Do Now

Draw a quadrilateral that has 4 equal sides, 4 right angles and 2 sets of parallel sides.

Name the shape: __________________________

Draw a shape that has 1 pair of parallel sides.

Name the shape: _____________________________

Input

Problem 1: fold 1 of your strips paper into thirds and sixths.

Model

Thirds

Sixths

Name: ________________________ Week 24 Day 1 Date: _________

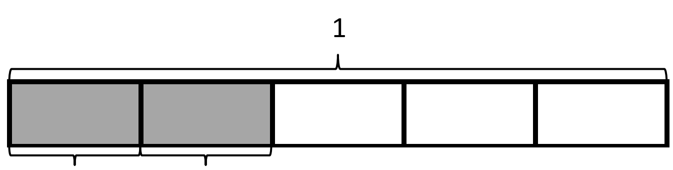
BCCS-B Howard Morehouse Hampton

Input

Problem 2: Fold two strips of paper into fourths. Shade $\frac{7}{4}$. Write the number sentence created.

Model

Problem 3: Write decompositions of fractions represented by tape diagrams as number sentences



How many parts in the tape diagram above broken into? _________

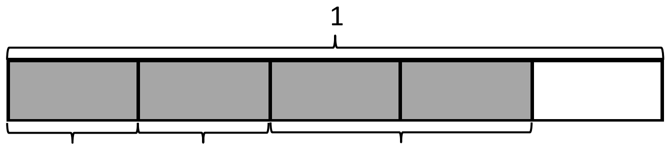
The unit fraction is _________

What fraction of the tape diagram is shaded? ___________

Number sentence: _____________________________

Name: ________________________ Week 24 Day 1 Date: _________

BCCS-B Howard Morehouse Hampton

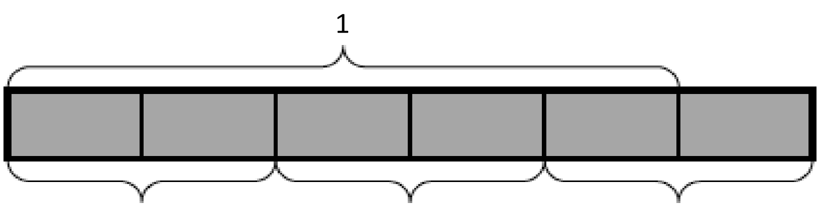


How many parts in the tape diagram above broken into? _________

The unit fraction is _________

What fraction of the tape diagram is shaded? ___________

Number sentence: ____________________________



How many parts in the tape diagram above broken into? _________

The unit fraction is _________

What fraction of the tape diagram is shaded? ___________

Number sentence: ____________________________

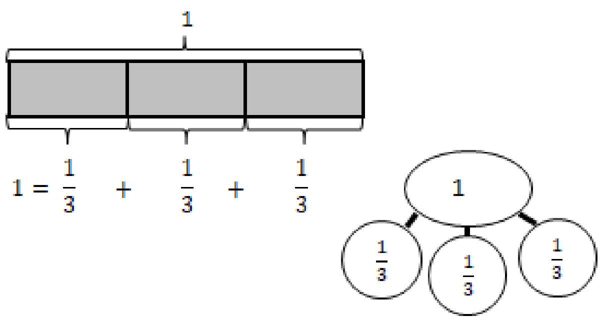
Name: ______________________ Week 24 Day 1 Date: _________

BCCS-B Howard Morehouse Hampton

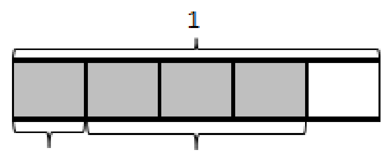
CFU

1. Draw a number bond, and write the number sentence to match each tape diagram. The first one is done for you.

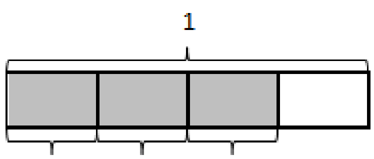
a.



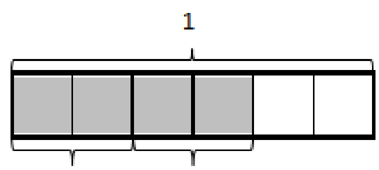
b.



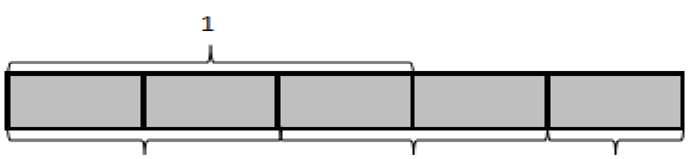
c.



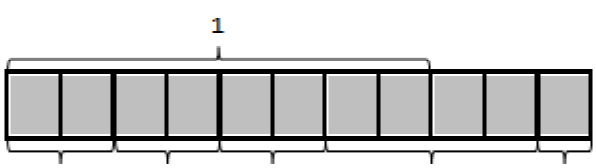
d.



g.



h.

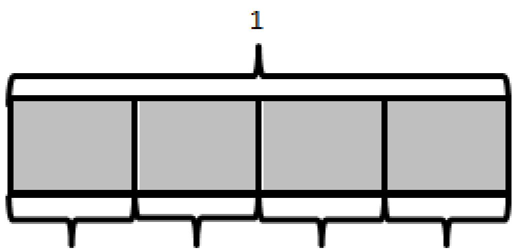


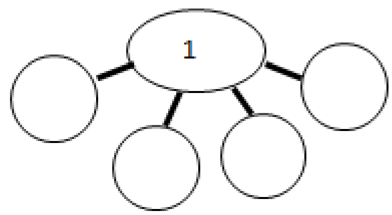
Name: ______________________ Week 24 Day 1 Date: _________

BCCS-B Howard Morehouse Hampton

Exit Ticket-edlight

1. Complete the number bond, and write the number sentence to match the tape diagram.

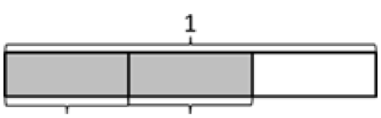




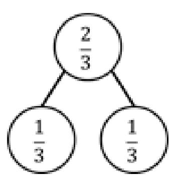
Homework

1. Draw a number bond, and write the number sentence to match each tape diagram. The first one is done for you.

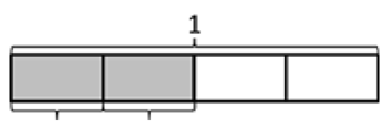
a.



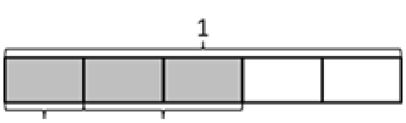
$\frac{2}{3} = \frac{1}{3} + \frac{1}{3}$



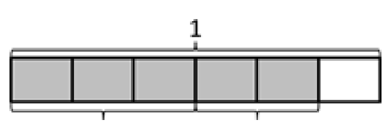
b.

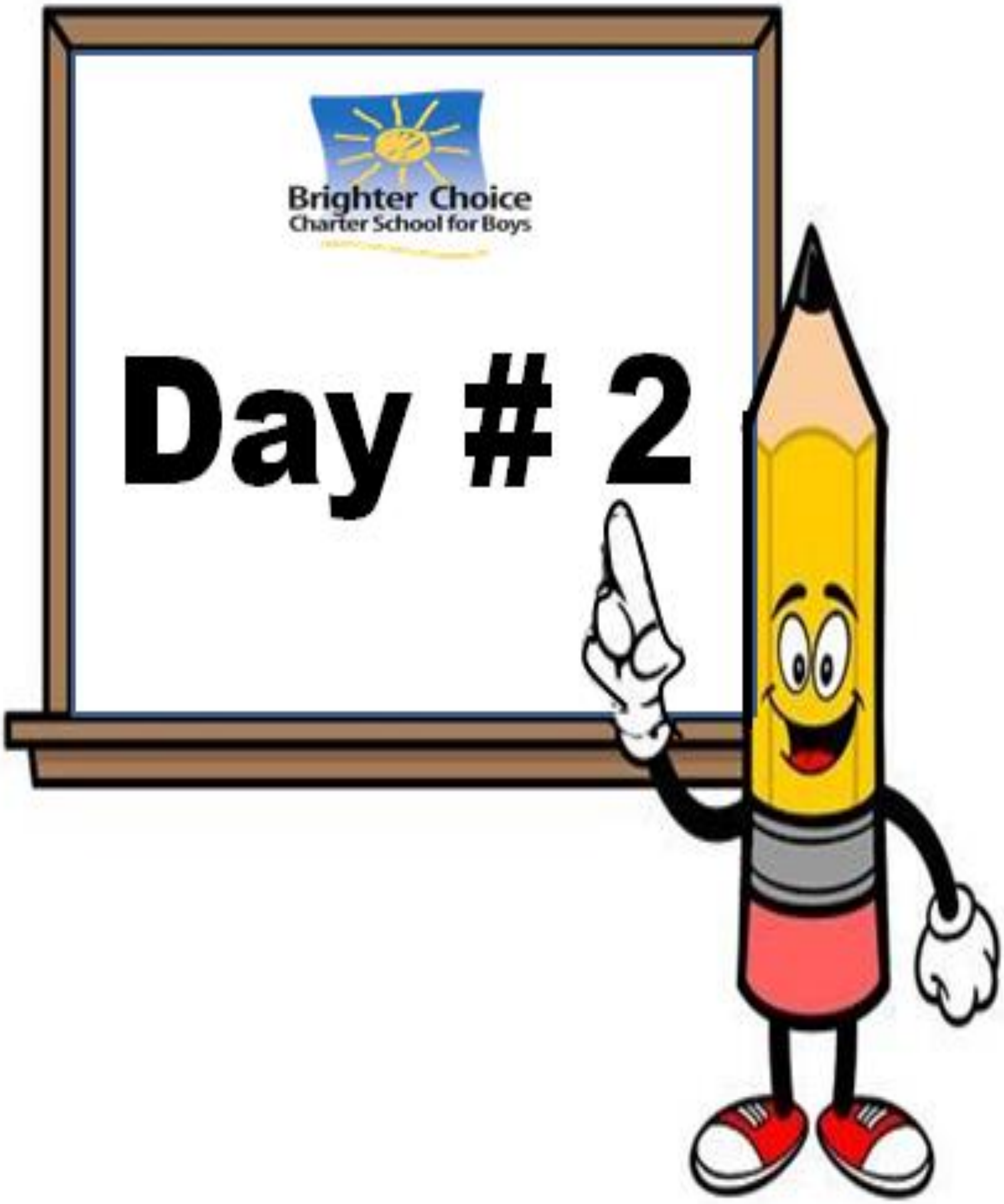


c.



d.




Brighter Choice
Charter School for Boys
Day # 2

Name: ________________________ Week 24 Day 2 Date: _________

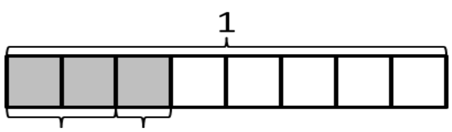
BCCS-B Howard Morehouse Hampton

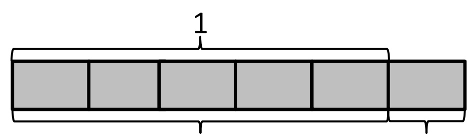
LEQ: How can I represent non unit fractions as a multiplication problem?

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

Do Now

Draw a number bond, and write the number sentence to match each tape diagram.

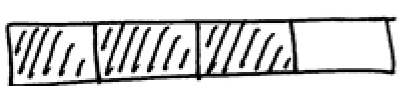




Input

https://www.youtube.com/watch?v=VTuOsTFYnms

Problem 1: Express a non-unit fraction less than 1 as a whole number times a unit fraction using a tape diagram.



What fraction is represented by the tape diagram above? _______

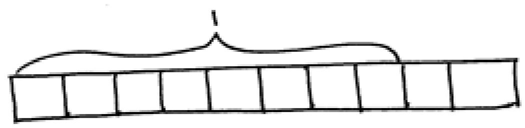
3 fourths decomposed into unit fractions is ____________________________

Multiplication sentence: ____________________________________

Name: ________________________ Week 24 Day 2 Date: _________

BCCS-B Howard Morehouse Hampton

Problem 2: Determine the non-unit fraction greater than 1 that is represented by a tape diagram, and then write the fraction as a whole number times a unit fraction.



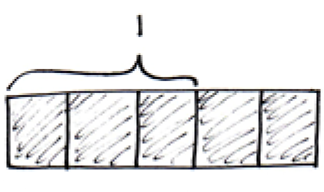
What unit fraction is modeled by the tape diagram above? _______

What non-unit fraction is being modeled above? ____________

Repeated addition number sentence: _________________________________

Multiplication number sentence: ____________________________

Problem 3: Express a non-unit fraction greater than 1 as a whole number times a unit fraction using a tape diagram.



What non unit fraction is being modeled by the tape diagram above? __________

Write this fraction as a whole number x a unit fraction: ______________________

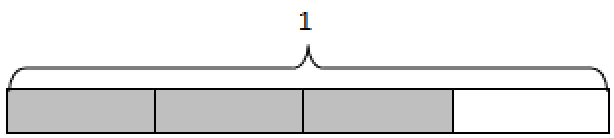
Name: ________________________ Week 24 Day 2 Date: _________

BCCS-B Howard Morehouse Hampton

CFU

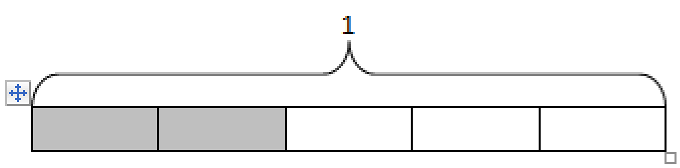
1. Decompose each fraction modeled by a tape diagram as a sum of unit fractions. Write the equivalent multiplication sentence. The first one has been done for you.

a.

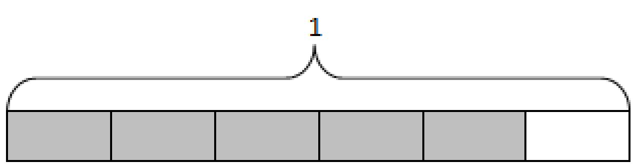


$\frac{3}{4}=\frac{1}{4}+\frac{1}{4}+\frac{1}{4}$ $\frac{3}{4}=3\times\frac{1}{4}$

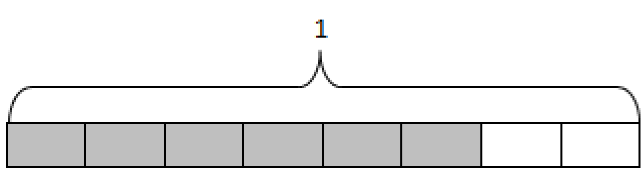
b.



c.



d.



Name: ________________________ Week 24 Day 2 Date: _________

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CFU

Draw a tape diagram, and record the given fraction's decomposition into unit fractions as a multiplication sentence.

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

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

c. $\frac{7}{9}$

d. $\frac{7}{4}$

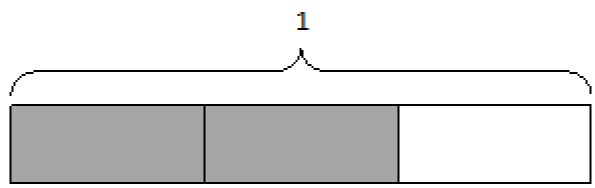
Name: ________________________ Week 24 Day 2 Date: _________

BCCS-B Howard Morehouse Hampton

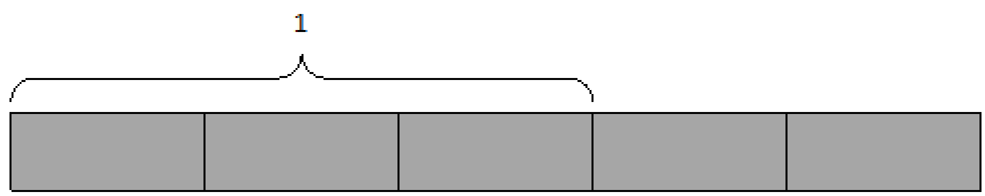
Exit Ticket

1. Decompose each fraction modeled by a tape diagram as a sum of unit fractions. Write the equivalent multiplication sentence.

a.



b.



2. Draw a tape diagram, and record the given fraction's decomposition into unit fractions as a multiplication sentence.

$\frac{6}{9}$

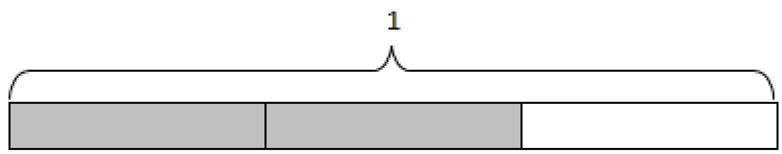
Name: ________________________ Week 24 Day 2 Date: _________

BCCS-B Howard Morehouse Hampton

Homework

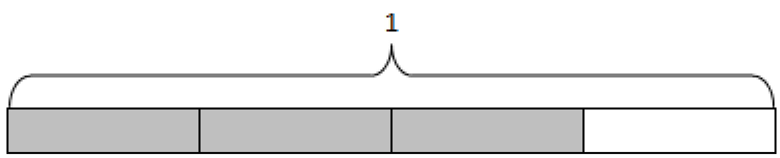
1. Decompose each fraction modeled by a tape diagram as a sum of unit fractions. Write the equivalent multiplication sentence. The first one has been done for you.

a.

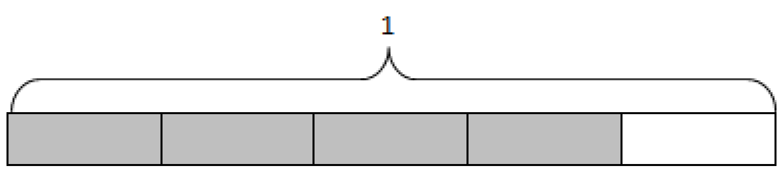


$\frac{2}{3} = \frac{1}{3} + \frac{1}{3}$ $\frac{2}{3} = 2 \times \frac{1}{3}$

b.



c.



2. Draw a tape diagram, and record the given fraction's decomposition into unit fractions as a multiplication sentence.

a. $\frac{3}{5}$


Brighter Choice
Charter School for Boys
Day # 3

Name: ________________________ Week 24 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How can I show fraction equivalency in tape diagram?

Objective: I can decompose fractions into sums of smaller unit fractions using tape diagrams.

Do Now

Mrs. Beach prepared copies for 4 reading groups. She made 6 copies for each group. How many copies did Mrs. Beach make?

a. Draw a tape diagram.
b. Write both an addition and a multiplication sentence to solve. Discuss with a partner why you are able to add or multiply to solve this problem.
c. What fraction of the copies is needed for 3 groups? To show that, shade the tape diagram.

a.	b.	c.

Name: ______________________ Week 24 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Input

Problem 1: Use tape diagrams to represent the decomposition of $\frac{1}{3}$ as the sum of unit fractions.

Draw a tape diagram to show thirds and shade 1 third.

Decompose each third in half, how many pieces are there now? ______

What unit fraction is being modeled in the tape diagram now? ______

How many sixths are shaded? _______

What can we say about 1 third and 2 sixths?

____

____

Let's write that as a number sentence: __________________________________

Using the same tape diagram above, decompose each sixth into 2 equal parts.

How many parts are there now? ________

What fraction does each piece represent? _________

How many twelfths are there in 1 sixth? _______

Write that as a number sentence: ____________________________________

Name: ________________________ Week 24 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Input

Problem 2: Use tape diagrams to represent the decomposition of 1 fifth and 2 fifths as the sum of smaller unit fractions.

- Draw a tape diagram and shade 1 fifth.
- Decompose each fifth into 3 equal parts. How many parts are there now? ________
- What unit fraction does each piece represent? ________
- Write an addition sentence to show how many fifteenths equal 1 fifth.

  ____
- What can we say about 1 fifth and 3 fifteenths? ________________________

Tape diagram	Number bond

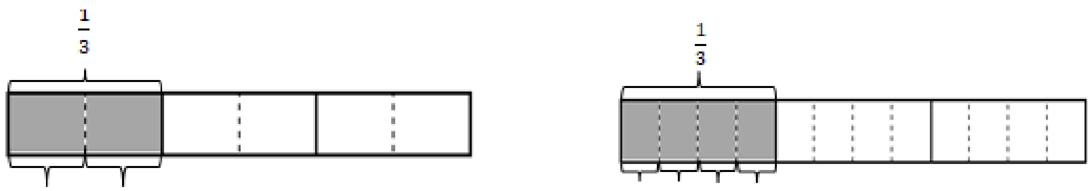
Name: ______________________ Week 24 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

CFU

The total length of each tape diagram represents 1. Decompose the shaded unit fractions as the sum of smaller unit fractions in at least two different ways.

b.



c.

<u>**Application Problem**</u>

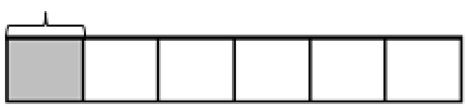
A recipe calls for $\frac{3}{4}$ cup of milk. Saisha only has a $\frac{1}{4}$-cup measuring cup. If she doubles the recipe, how many times will she need to fill the $\frac{1}{4}$ cup with milk? Draw a tape diagram, and record as a multiplication sentence.

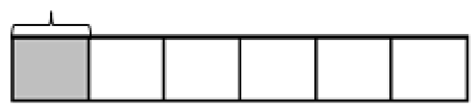
Name: ________________________ Week 24 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Exit Ticket

1. The total length of the tape diagram represents 1. Decompose the shaded unit fraction as the sum of smaller unit fractions in at least two different ways.





2. Draw a tape diagram to prove the following statement.

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

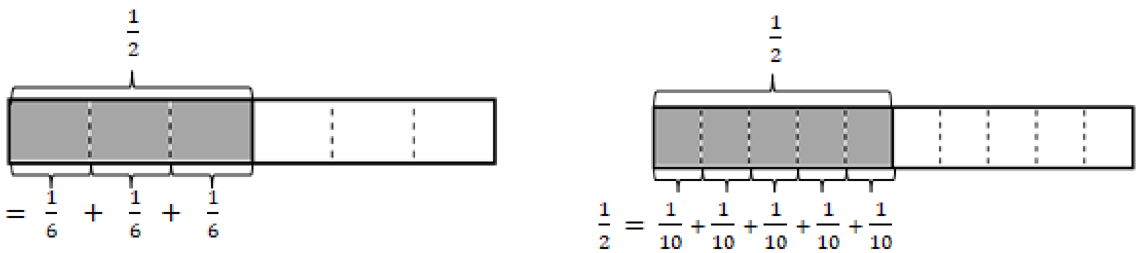
Name: ________________________ Week 24 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

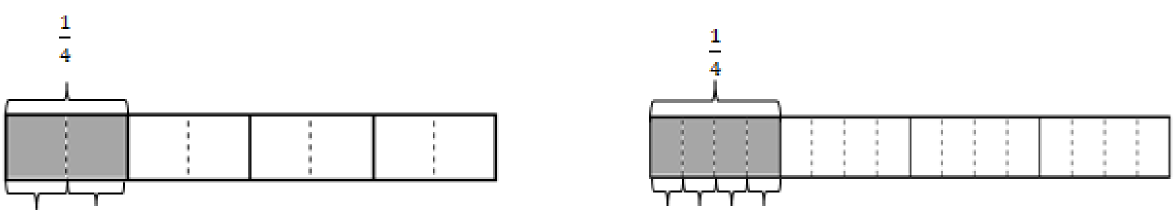
Homework

1. The total length of each tape diagram represents 1. Decompose the shaded unit fractions as the sum of smaller unit fractions in at least two different ways. The first one has been done for you.

a.

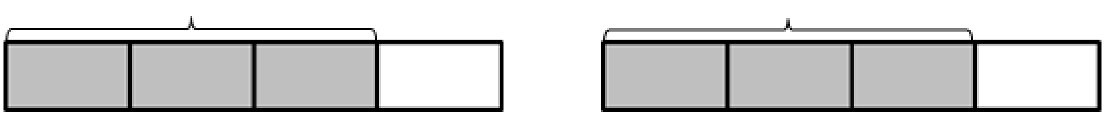


b.



2. The total length of each tape diagram represents 1. Decompose the shaded fractions as the sum of smaller unit fractions in at least two different ways.

a.




Brighter Choice
Charter School for Boys
Day # 4

Name: ________________________ Week 24 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How can I show equivalent fractions using area models?

Objective I can decompose fractions using area models to show equivalence.

Do Now

1.	$\frac{1}{3} + \frac{1}{3} =$	
2.	$2 \times \frac{1}{3} =$	
3.	$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} =$	
4.	$3 \times \frac{1}{4} =$	
5.	$\frac{1}{5} + \frac{1}{5} =$	
6.	$2 \times \frac{1}{5} =$	
7.	$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} =$	
8.	$3 \times \frac{1}{5} =$	
9.	$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} =$	
10.	$4 \times \frac{1}{5} =$	
11.	$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} =$	
12.	$3 \times \frac{1}{10} =$	
13.	$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} =$	
14.	$3 \times \frac{1}{8} =$	
15.	$\frac{1}{2} + \frac{1}{2} =$	
16.	$2 \times \frac{1}{2} =$	
17.	$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$	
18.	$3 \times \frac{1}{3} =$	

23.	$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$	
24.	$4 \times \frac{1}{3} =$	
25.	$\frac{5}{6} =$	$\_\_ \times \frac{1}{6}$
26.	$\frac{5}{6} =$	$5 \times -$
27.	$\frac{5}{8} =$	$5 \times -$
28.	$\frac{5}{8} =$	$\_\_ \times \frac{1}{8}$
29.	$\frac{7}{8} =$	$7 \times -$
30.	$\frac{7}{10} =$	$7 \times -$
31.	$\frac{7}{8} =$	$\_\_ \times \frac{1}{8}$
32.	$\frac{7}{10} =$	$\_\_ \times \frac{1}{10}$
33.	$\frac{6}{6} =$	$6 \times -$
34.	$1 =$	$6 \times -$
35.	$\frac{8}{8} =$	$\_\_ \times \frac{1}{8}$
36.	$1 =$	$\_\_ \times \frac{1}{8}$
37.	$9 \times \frac{1}{10} =$	
38.	$7 \times \frac{1}{5} =$	
39.	$1 =$	$3 \times -$
40.	$7 \times \frac{1}{12} =$	

Name: ________________________ Week 24 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

1.	$\frac{1}{5}+\frac{1}{5}=$	
2.	$2\times\frac{1}{5}=$	
3.	$\frac{1}{3}+\frac{1}{3}=$	
4.	$2\times\frac{1}{3}=$	
5.	$\frac{1}{4}+\frac{1}{4}+\frac{1}{4}=$	
6.	$3\times\frac{1}{4}=$	
7.	$\frac{1}{5}+\frac{1}{5}+\frac{1}{5}=$	
8.	$3\times\frac{1}{5}=$	
9.	$\frac{1}{5}+\frac{1}{5}+\frac{1}{5}+\frac{1}{5}=$	
10.	$4\times\frac{1}{5}=$	
11.	$\frac{1}{8}+\frac{1}{8}+\frac{1}{8}=$	
12.	$3\times\frac{1}{8}=$	
13.	$\frac{1}{10}+\frac{1}{10}+\frac{1}{10}=$	
14.	$3\times\frac{1}{10}=$	
15.	$\frac{1}{3}+\frac{1}{3}+\frac{1}{3}=$	
16.	$3\times\frac{1}{3}=$	
17.	$\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}=$	
18.	$4\times\frac{1}{4}=$	
19.	$\frac{1}{2}+\frac{1}{2}=$	
20.	$2\times\frac{1}{2}=$	
21.	$\frac{1}{3}+\frac{1}{3}+\frac{1}{3}+\frac{1}{3}=$	
22.	$4\times\frac{1}{3}=$	

23.	$\frac{1}{2}+\frac{1}{2}+\frac{1}{2}=$	
24.	$3\times\frac{1}{2}=$	
25.	$\frac{5}{6}=$	$\_\_\times\frac{1}{6}$
26.	$\frac{5}{6}=$	$5\times -$
27.	$\frac{5}{8}=$	$5\times -$
28.	$\frac{5}{8}=$	$\_\_\times\frac{1}{8}$
29.	$\frac{7}{8}=$	$7\times -$
30.	$\frac{7}{10}=$	$7\times -$
31.	$\frac{7}{8}=$	$\_\_\times\frac{1}{8}$
32.	$\frac{7}{10}=$	$\_\_\times\frac{1}{10}$
33.	$\frac{8}{8}=$	$8\times -$
34.	$1=$	$8\times -$
35.	$\frac{6}{6}=$	$\_\_\times\frac{1}{6}$
36.	$1=$	$\_\_\times\frac{1}{6}$
37.	$5\times\frac{1}{12}=$	
38.	$6\times\frac{1}{5}=$	
39.	$1=$	$4\times -$
40.	$9\times\frac{1}{10}=$	
41.	$1=$	$\_\_\times\frac{1}{3}$
42.	$\frac{3}{4}=$	$\frac{1}{4}+\frac{1}{4}+-$
43.	$3\times\frac{1}{5}=$	$-+\frac{1}{5}+\frac{1}{5}$
44.	$1=$	$-+-+-+-$

Name: ________________________ Week 24 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

Input

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

Draw an area model to represent 3 fourths.

How can we decompose this model into eighths? ____________________________

____

____

Write an addition sentence and multiplication to show that 3 fourths is equal to 6 eighths

Addition sentence: ____

Multiplication sentence: _____________________________________

Problem 2: Draw an area model to represent the equivalence of two fractions, and express the equivalence as the sum and product of unit fractions.

Draw an area model to show 2 thirds.

Decompose the model into twelfths. How many twelfths are equivalent to 2 thirds? _____________________

Name: ________________________ Week 24 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

Input

Write an addition and multiplication sentence that shows 2 thirds is equal to _____________ twelfths.

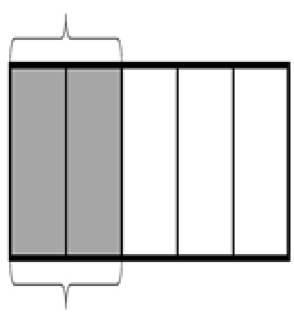
Addition: _____________________________

Multiplication: ______________________________

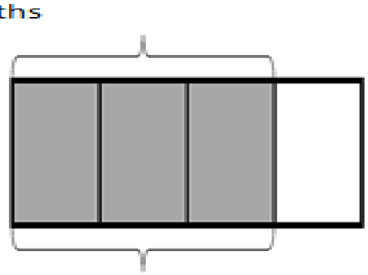
<u>CFU</u>

Each rectangle represents 1. Draw horizontal lines to decompose each rectangle into the fractional units as indicated. Use the model to give the shaded area as a sum and as a product of unit fractions.

Tenths



Twelfths

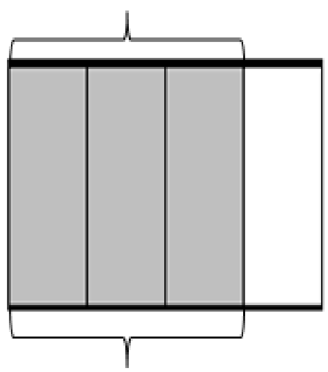


Name: ________________________ Week 24 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

Exit Ticket

1. The rectangle below represents 1. Draw horizontal lines to decompose the rectangle into eighths. Use the model to give the shaded area as a sum and as a product of unit fractions. Use parentheses to show the relationship between the number sentences.



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

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

Name: _______________________ Week 24 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

Homework

Draw area models to show the decompositions represented by the number sentences below. Express each as a sum and product of unit fractions. Use parentheses to show the relationship between the number sentences.

a. $\frac{2}{3} = \frac{4}{6}$

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


Brighter Choice
Charter School for Boys
Day # 5

Name: ________________________ Week 24 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

Quiz Today(google form)

Practice

Step 1: Draw an area model for a fraction with units of thirds, fourths, or fifths.

Step 2: Shade in more than one fractional unit.

Step 3: Partition the area model again to find an equivalent fraction

Step 4: Write the equivalent fractions as a number sentence

NO HOMEWORK TONIGHT**