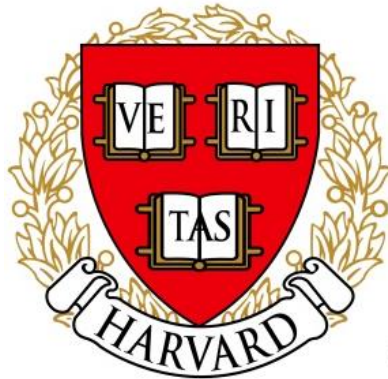


Name \_\_\_\_\_

## 3<sup>rd</sup> Grade Math Remote Learning Packet

### Week 25



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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.

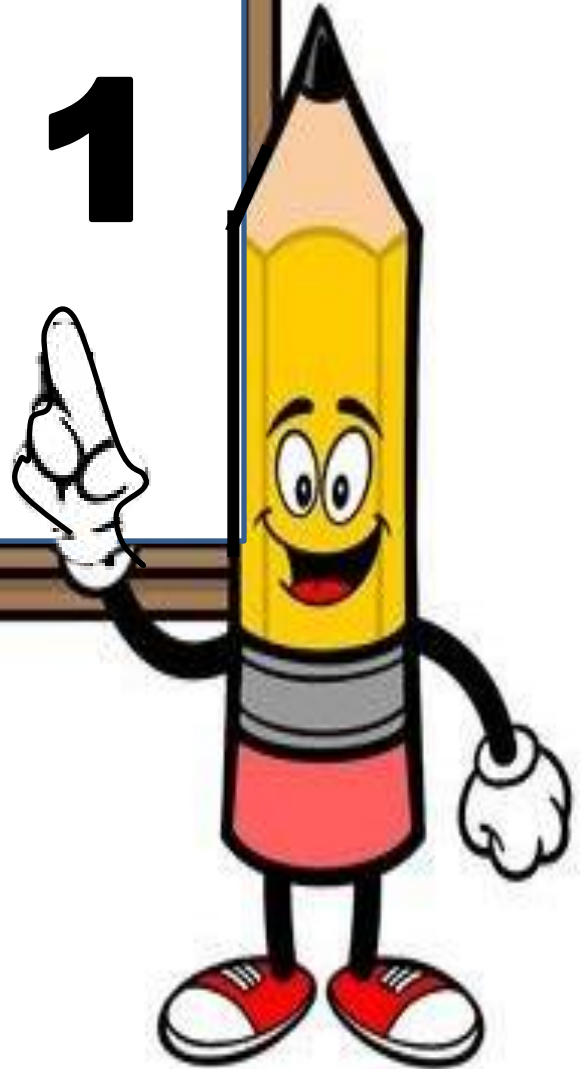
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



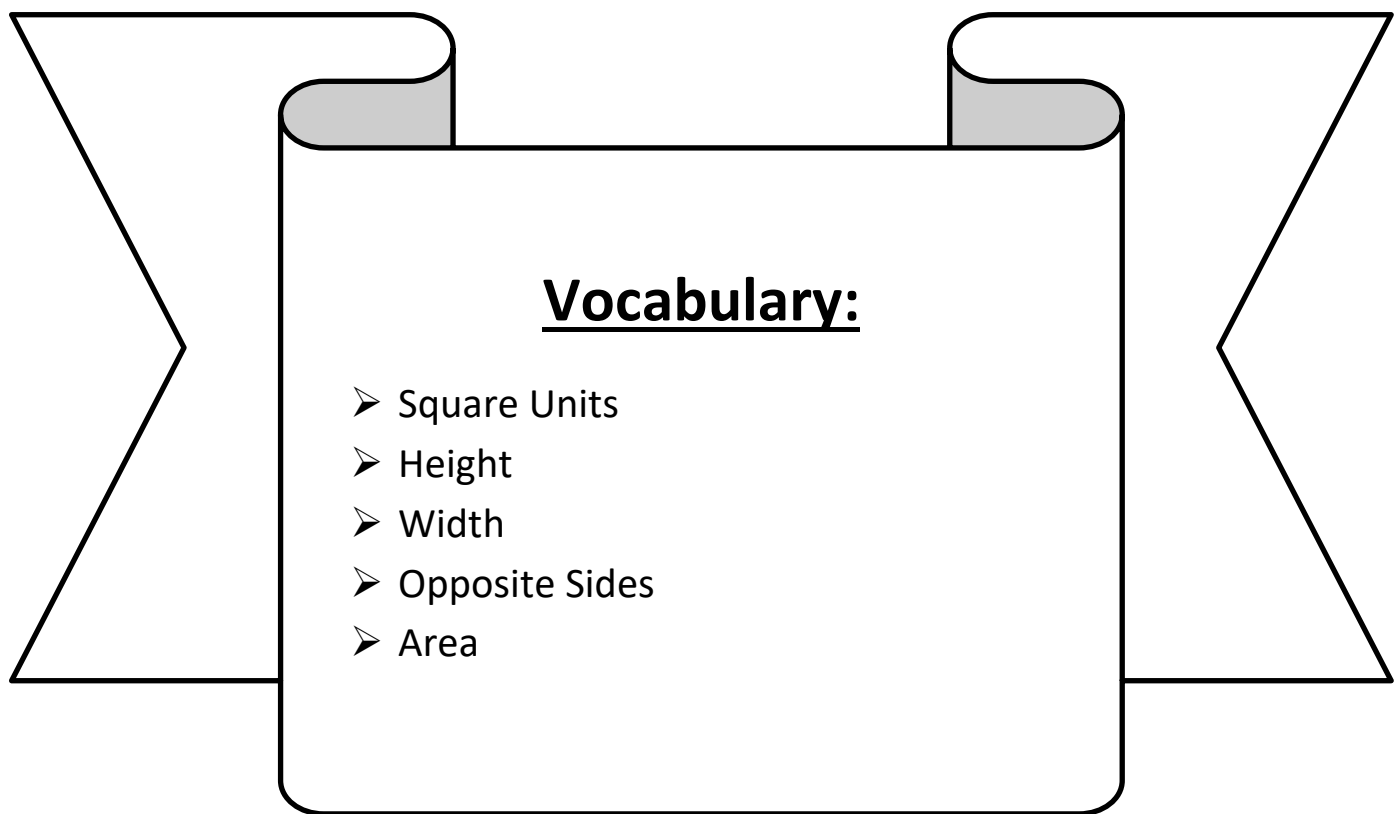
**Day # 1**



## Reteach Day One

**LEQ:** How can I understand the area of a rectangle?

**Objective:** I can create square units to understand the area of a rectangle.



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

Week 25 Day 1 Date: \_\_\_\_\_

BCCS-B


Harvard

Yale

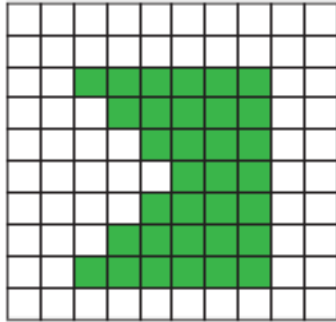
Princeton

**Do Now:**

Find the area of each shape.

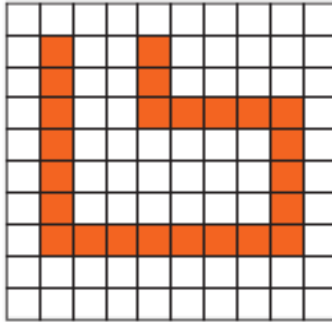
 = 1 square unit

1)



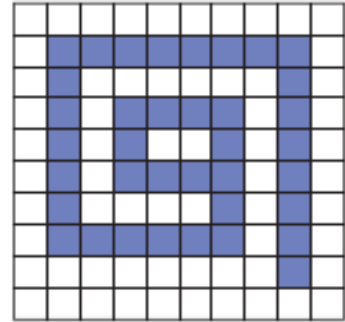
Area =  square units

2)



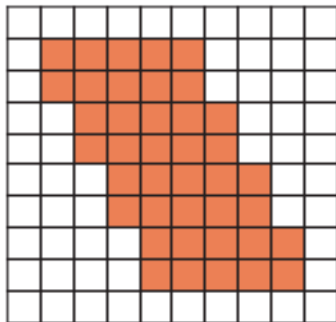
Area =  square units

3)



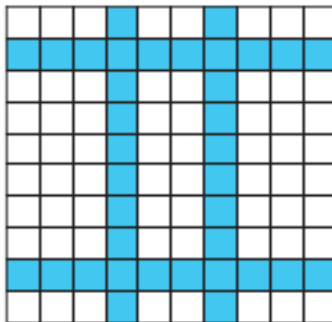
Area =  square units

4)



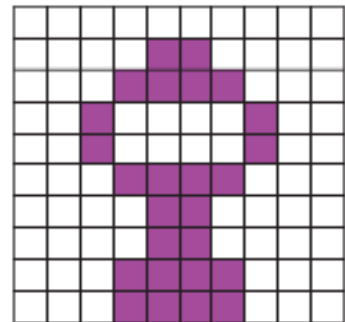
Area =  square units

5)



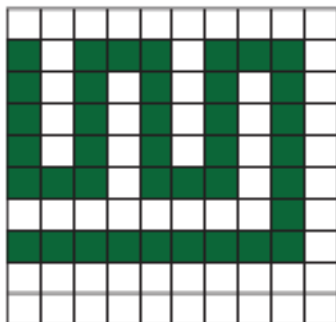
Area =  square units

6)



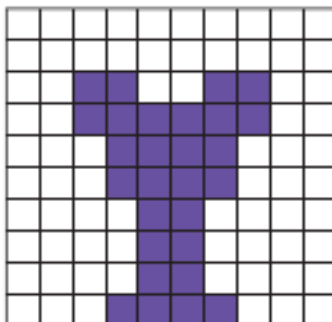
Area =  square units

7)



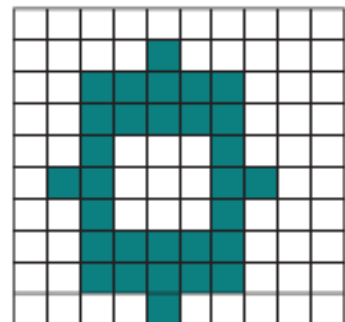
Area =  square units

8)



Area =  square units

9)



Area =  square units

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

Week 25 Day 1 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

**Input (My Turn):**

The area of a shape is the \_\_\_\_\_ it takes up. In rectangles, we can find the area by multiplying the height x width where the height is how \_\_\_\_\_ or \_\_\_\_\_ a shape is and the width is \_\_\_\_\_ it is. In a rectangle, opposite sides have the same measurement.

Let's find the area of each rectangle below by using Area= Height x Width  
Instead of words we'll use letters  $A=H \times W$

A grid of dots with a vertical rectangle drawn on the left side, spanning 4 units high and 2 units wide. To the right of the grid is a rectangular box containing the text:  $\leftarrow A = H \times W$  and  $A = \underline{\quad} \times \underline{\quad}$ .

A grid of dots with a horizontal rectangle drawn on the right side, spanning 6 units wide and 3 units high. To the left of the grid is a rectangular box containing the text:  $A = H \times W$  with an arrow pointing right, and  $A = \underline{\quad} \times \underline{\quad}$ .

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

Week 25 Day 1 Date: \_\_\_\_\_

BCCS-B

Harvard

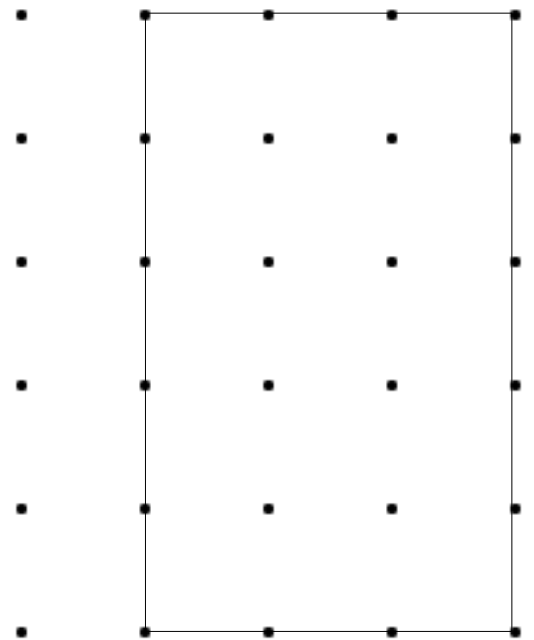
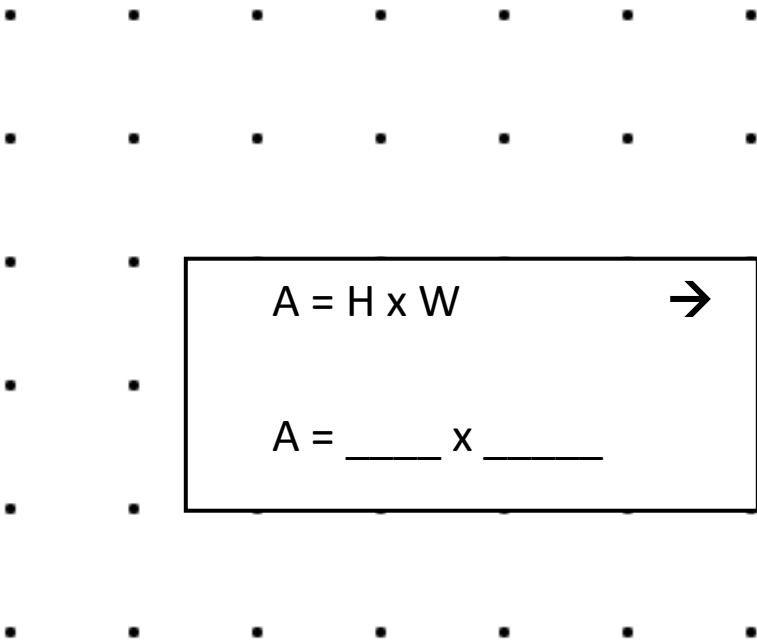
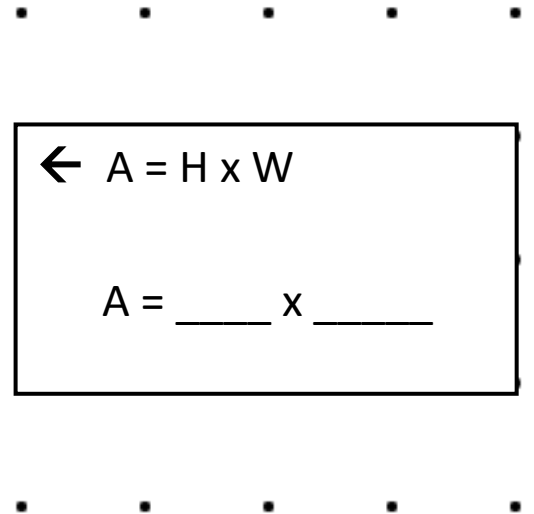
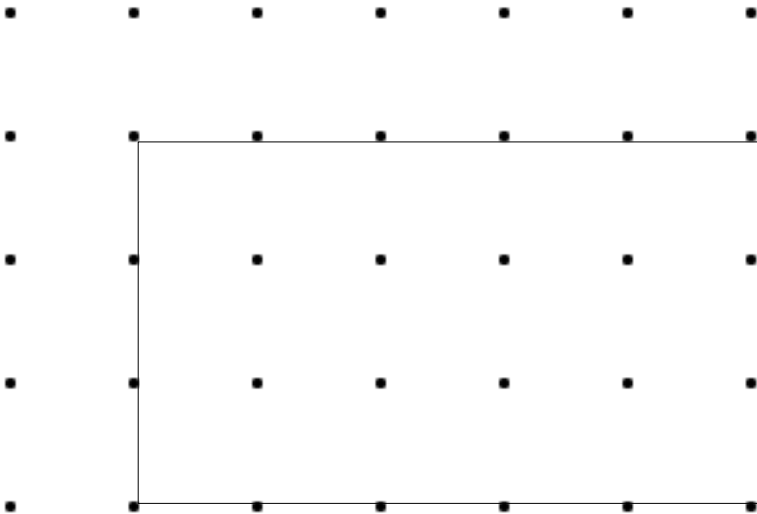
Yale

Princeton

**Problem Set (Your Turn):**

Find the area of each rectangle below by using  $A = H \times W$

H= Height and W= Width



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

Week 25 Day 1 Date: \_\_\_\_\_

BCCS-B

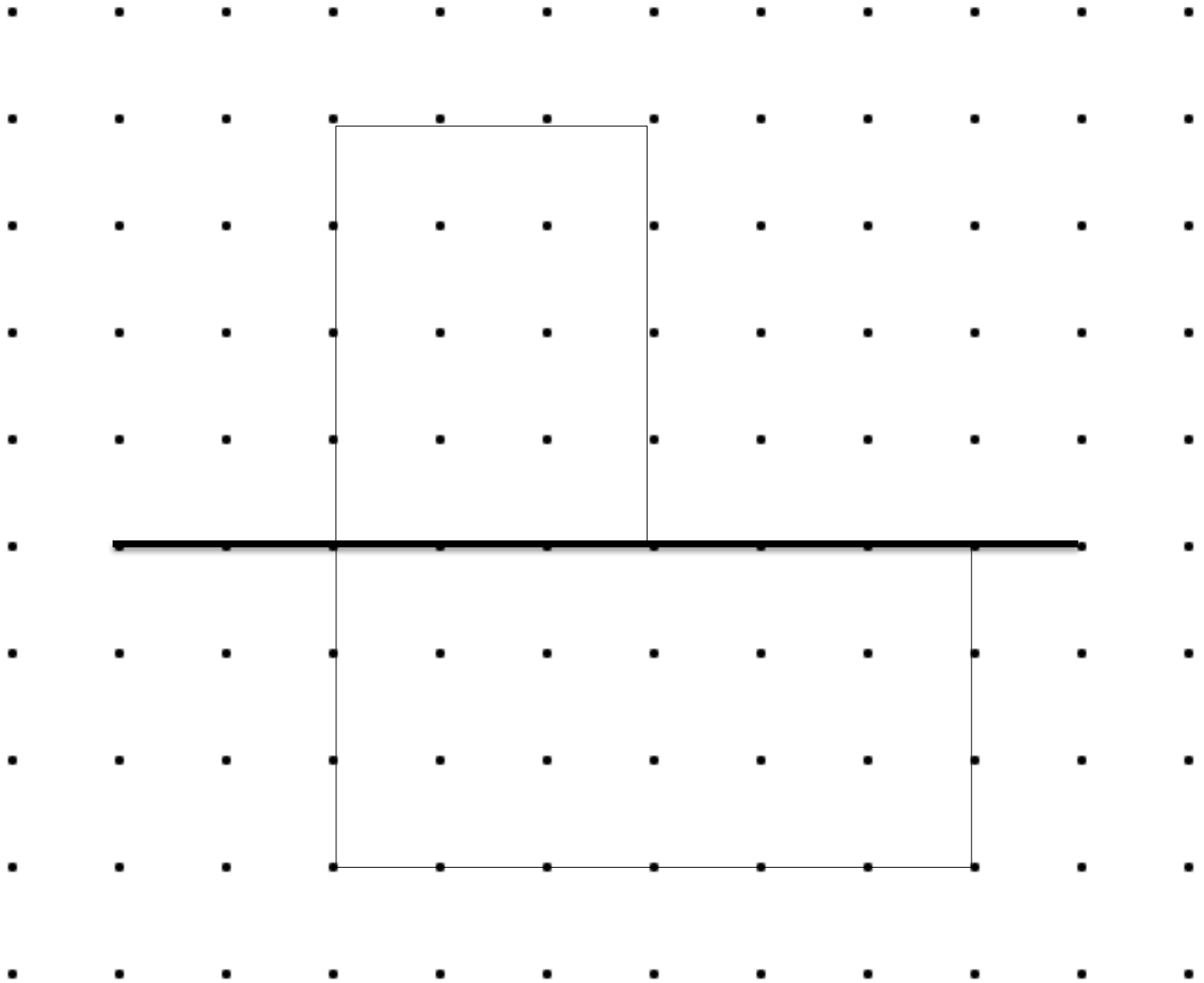
Harvard

Yale

Princeton

**Input (My Turn):**

Let's label each side. Then let's use our knowledge of  $A = H \times W$  to find the area of the composite shape below.



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

Week 25 Day 1 Date: \_\_\_\_\_

BCCS-B

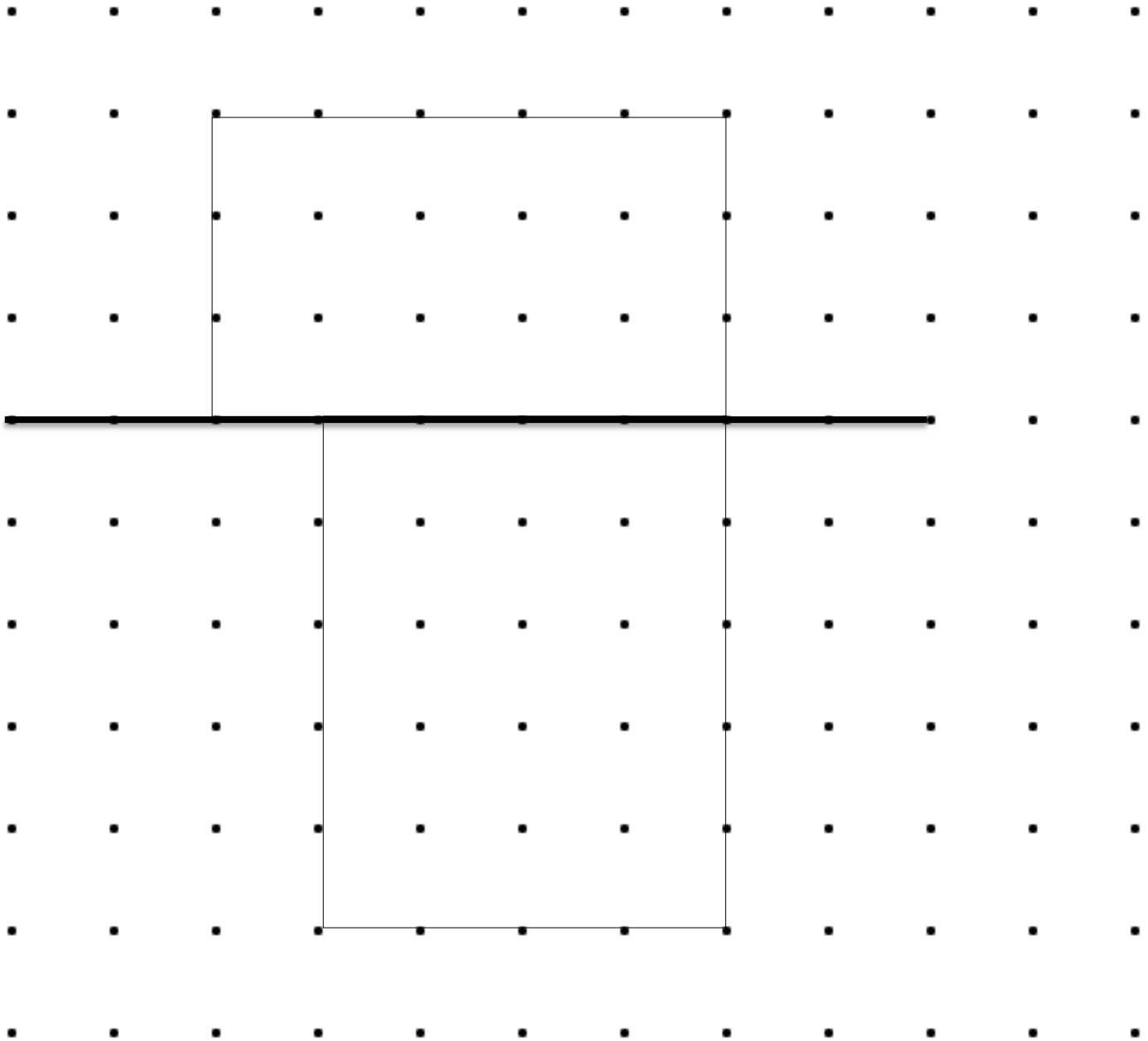
Harvard

Yale

Princeton

**Problem Set (Your Turn):**

Label each side length. Then let's use your knowledge of  $A = H \times W$  to find the area of the composite shape below.





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

Week 25 Day 1 Date: \_\_\_\_\_

BCCS-B

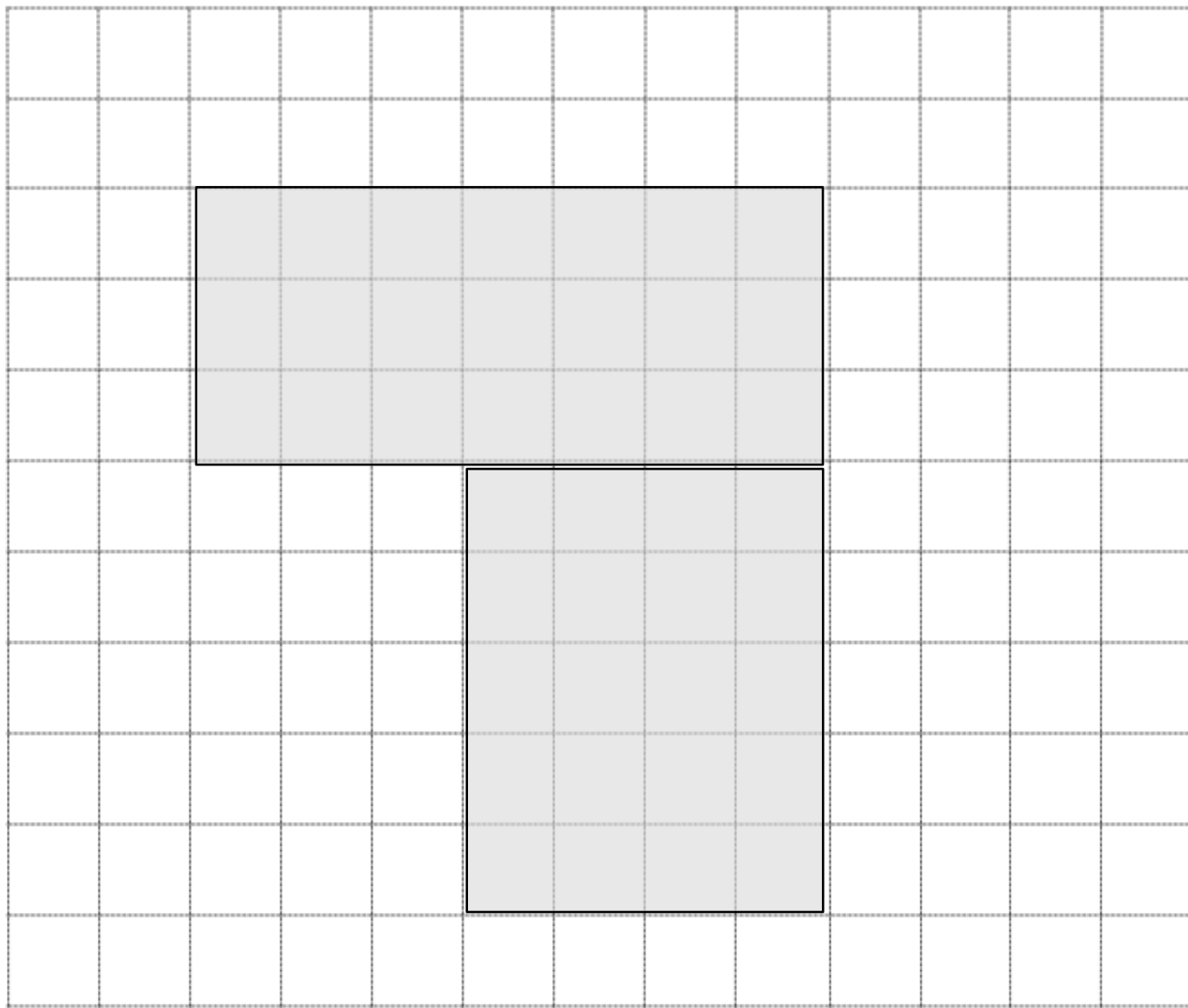
Harvard

Yale

Princeton

**Input (My Turn):**

1. Label all sides. Then find the area of the figure.



The area of the composite figure above is \_\_\_\_\_ square units

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

Week 25 Day 1 Date: \_\_\_\_\_

BCCS-B

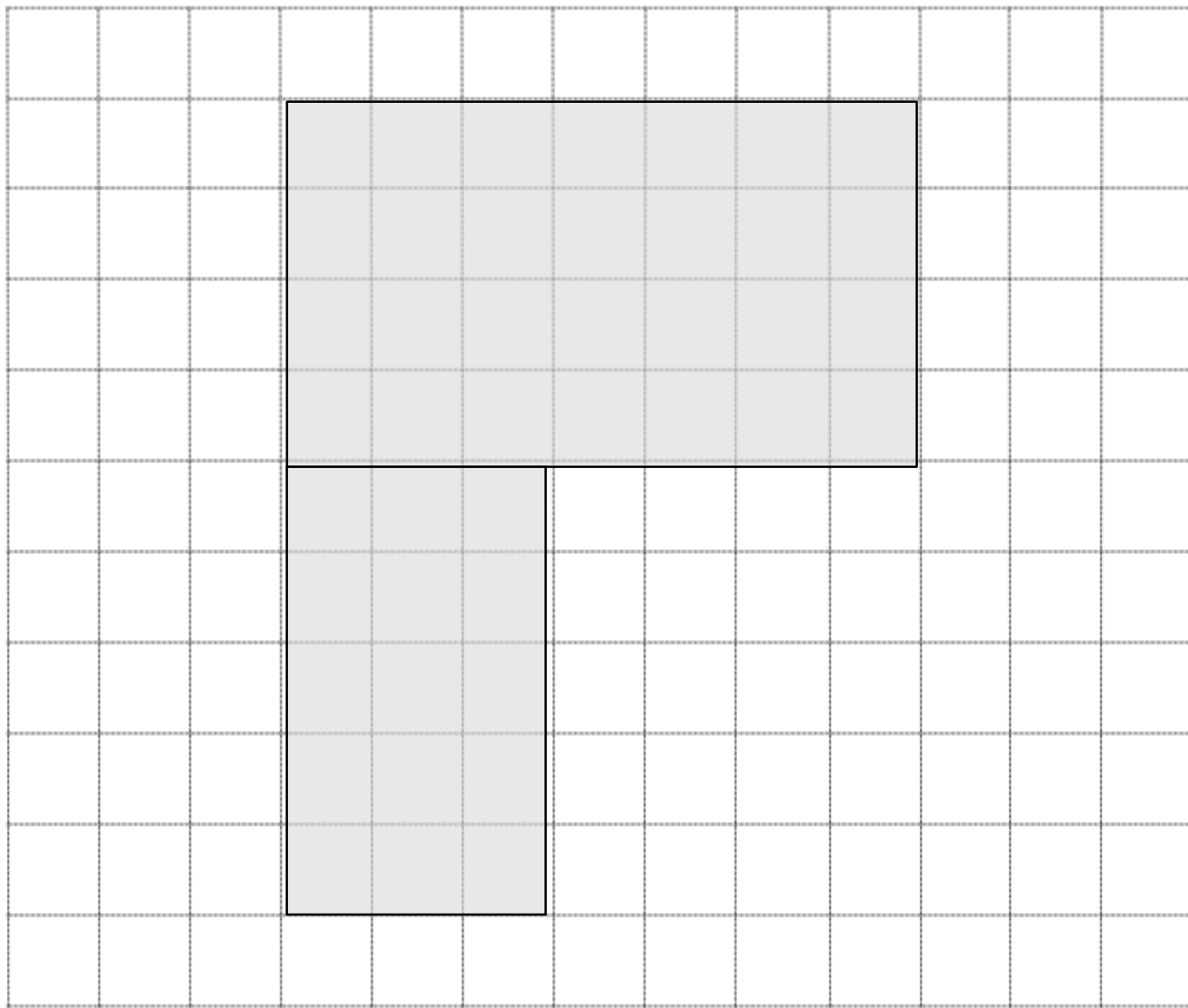
Harvard

Yale

Princeton

**Problem Set (Your Turn):**

**1. Label all sides. Then find the area of the figure.**



The area of the composite figure above is \_\_\_\_\_ square units

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

Week 25 Day 1 Date: \_\_\_\_\_

BCCS-B

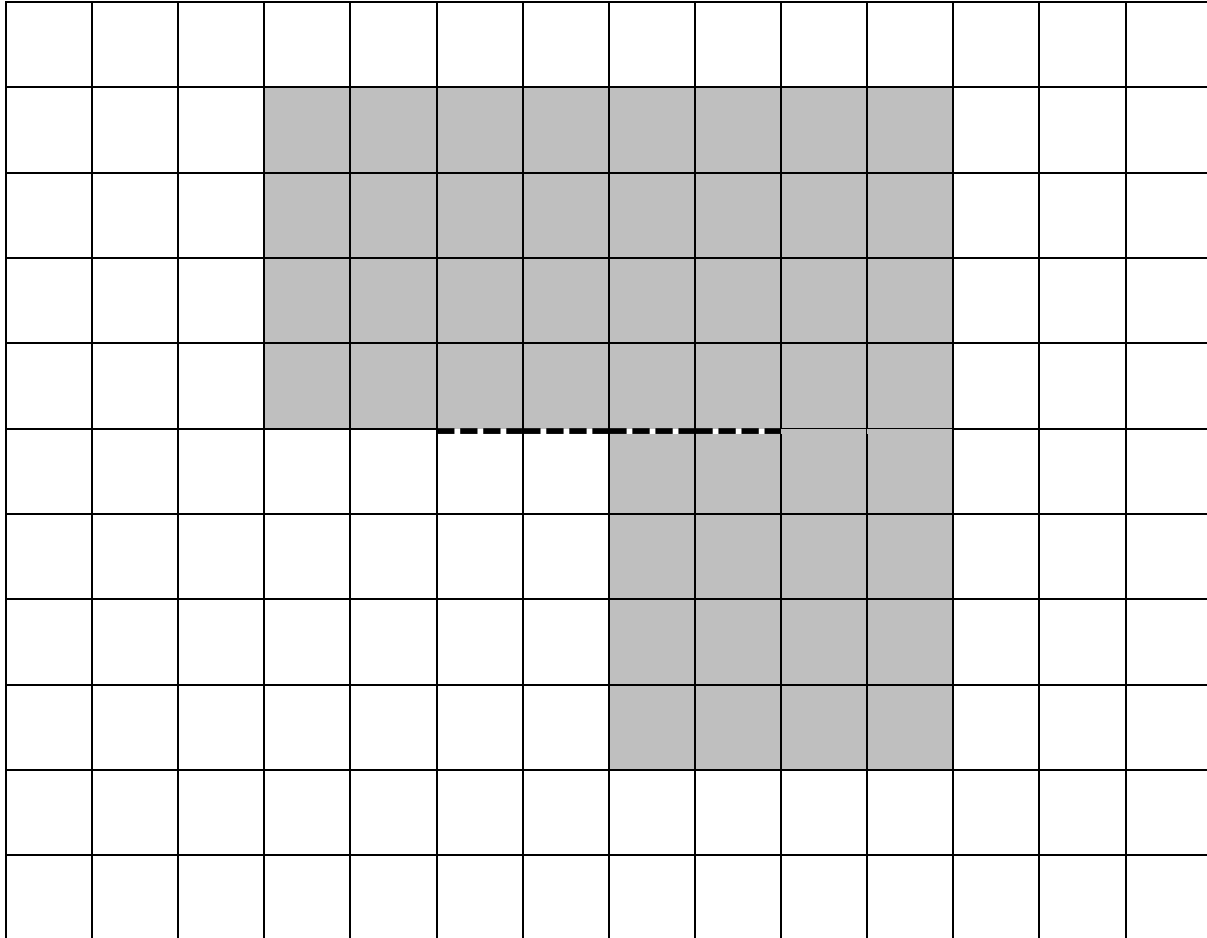
Harvard

Yale

Princeton

**Exit Ticket:**

The following figure is made up of 2 rectangles. Find the total area of the figure.



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

Week 25 Day 1 Date: \_\_\_\_\_

BCCS-B

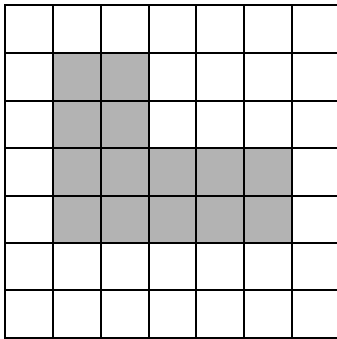
Harvard

Yale

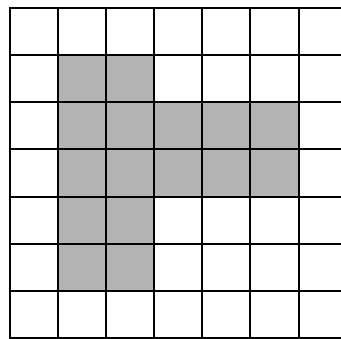
Princeton

**Homework:**

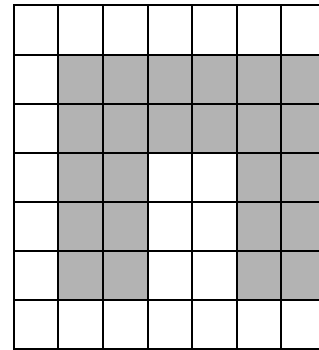
1. Find the area of each composite figure.



\_\_\_\_\_

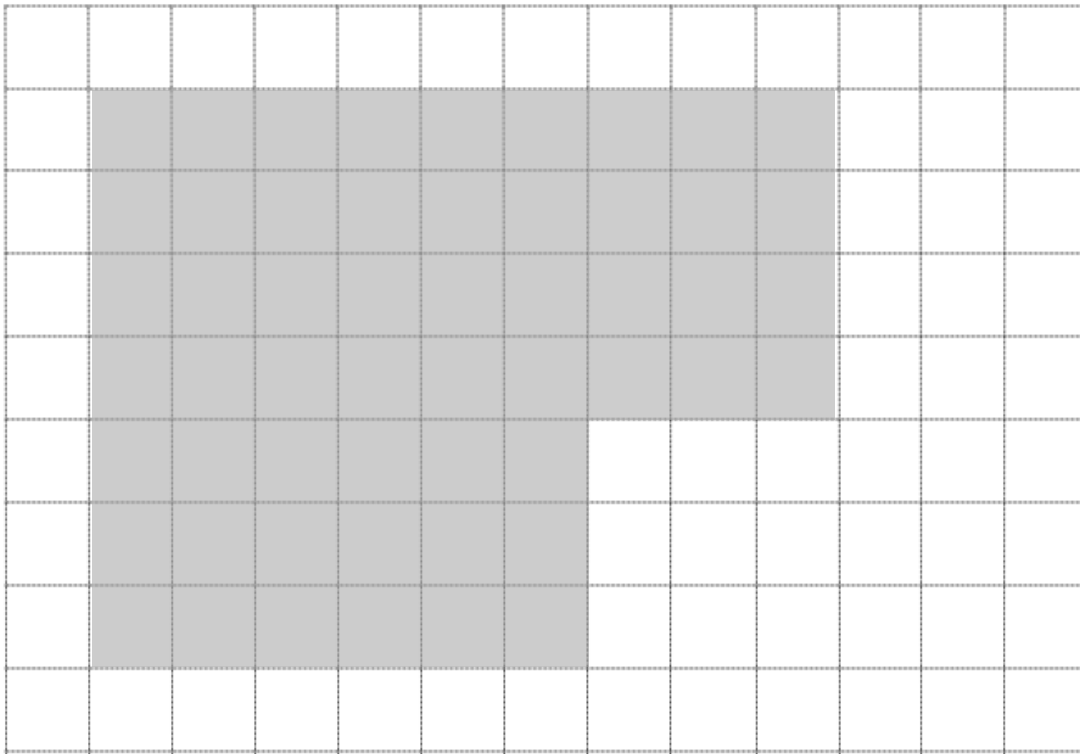


\_\_\_\_\_



\_\_\_\_\_

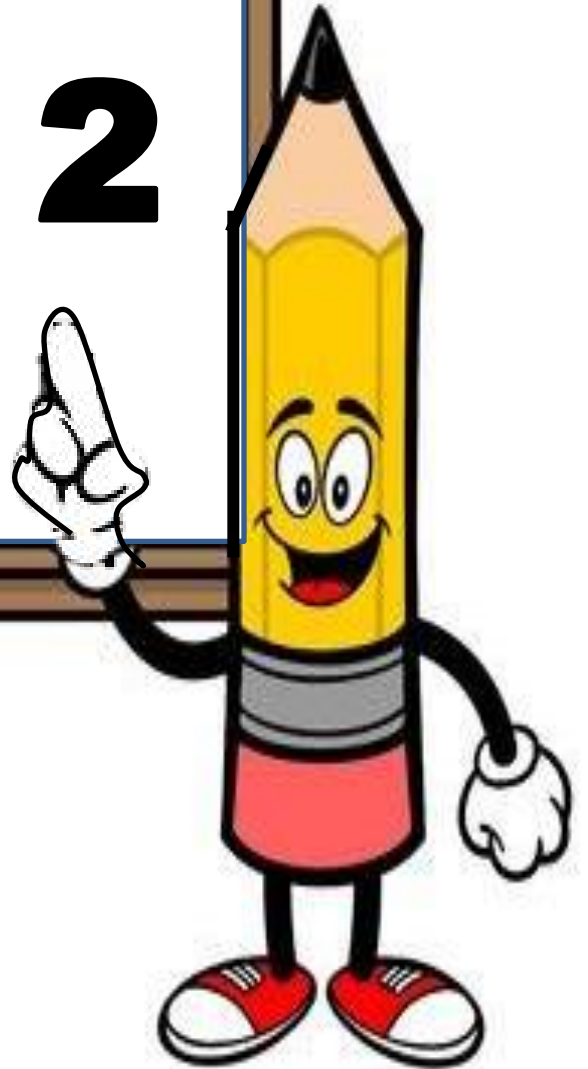
1. Label all sides. Then find the area of each of the following figures.



The area of the composite figure above is \_\_\_\_\_ square units



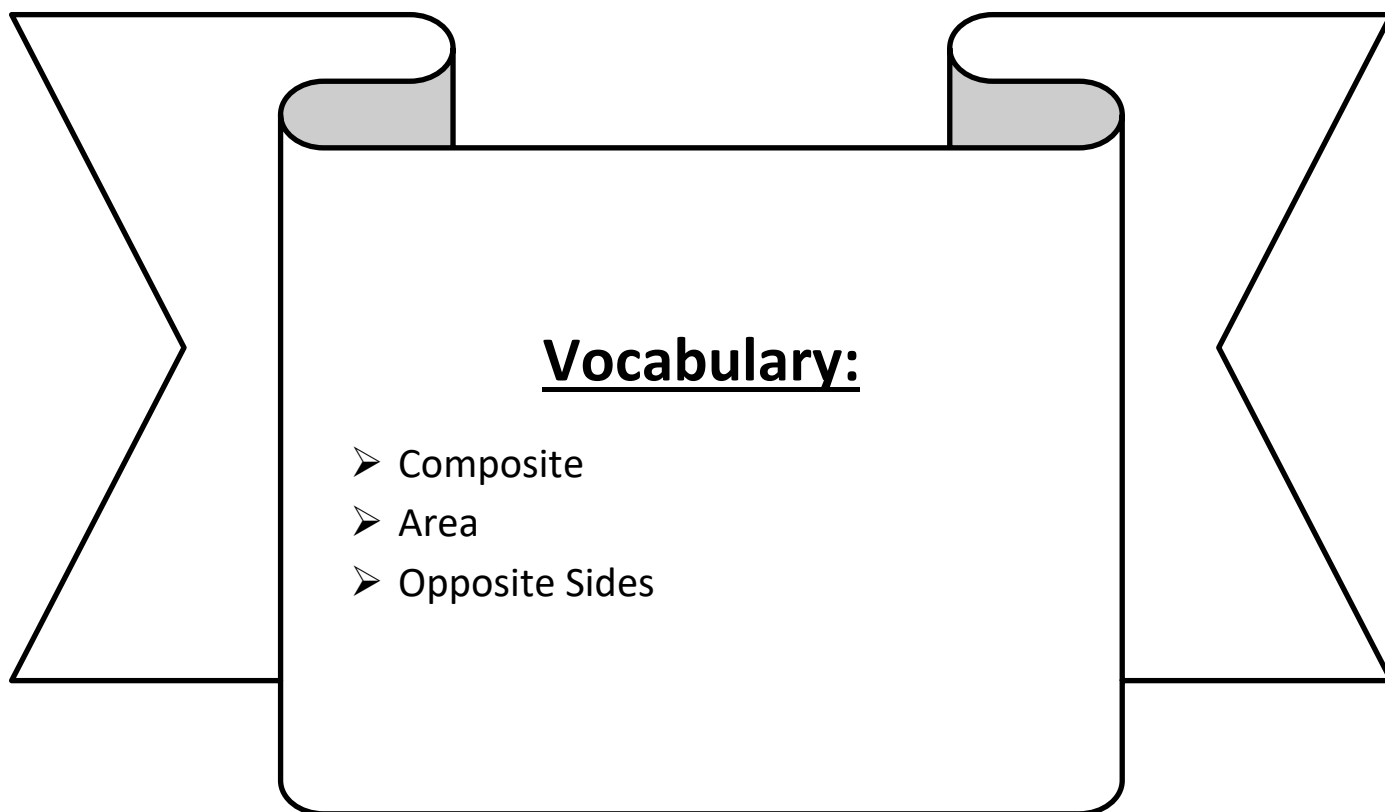
# Day # 2



## Reteach

**LEQ:** How can I find the area of an irregular shape?

**Objective:** I can use a grid to find the area of composite rectangles.



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

Week 25 Day 2 Date: \_\_\_\_\_

BCCS-B


Harvard

Yale

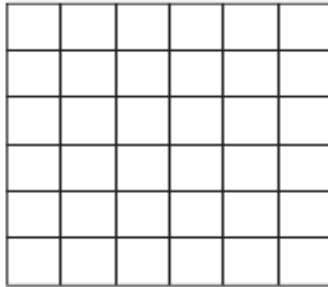
Princeton

**Do Now:**

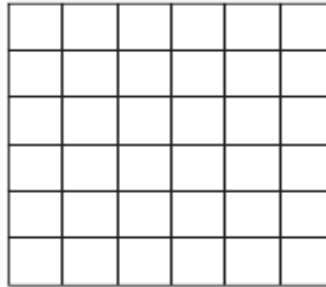
Draw any shape in each grid with the following area.

 = 1 square unit

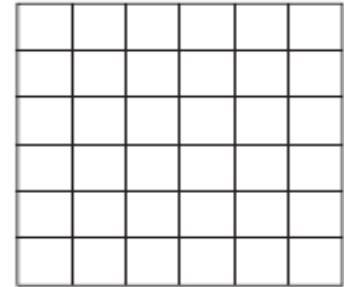
1) Area = 26 square units



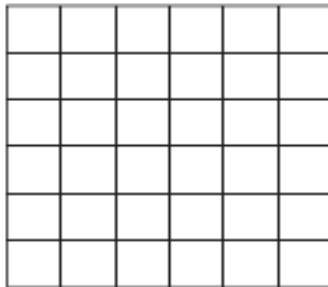
2) Area = 22 square units



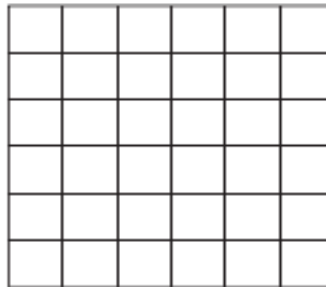
3) Area = 13 square units



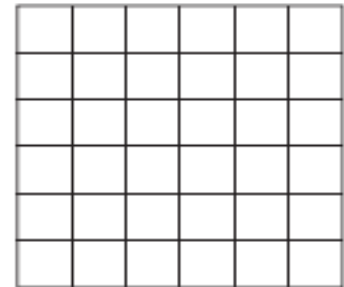
4) Area = 17 square units



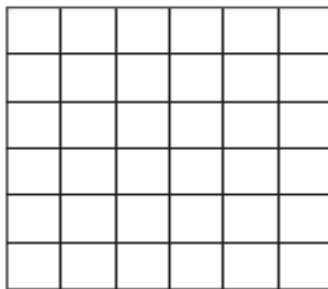
5) Area = 10 square units



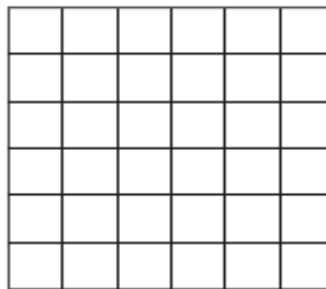
6) Area = 24 square units



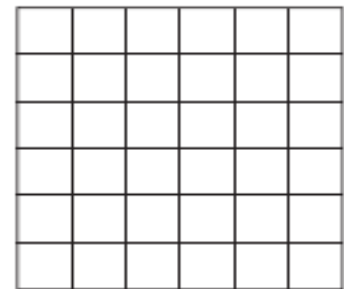
7) Area = 19 square units



8) Area = 15 square units

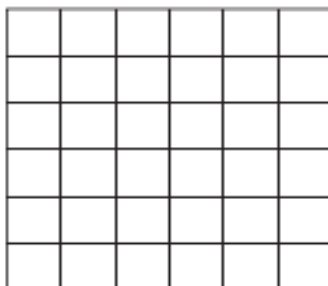


9) Area = 28 square units

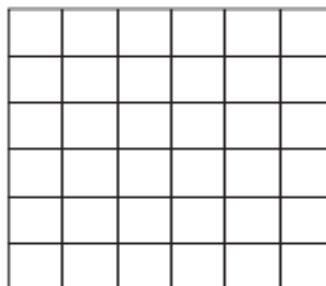


Draw 3 different shapes with the area 20 square units.

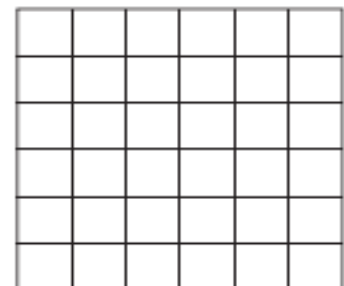
10)



11)



12)



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

Week 25 Day 2 Date: \_\_\_\_\_

BCCS-B

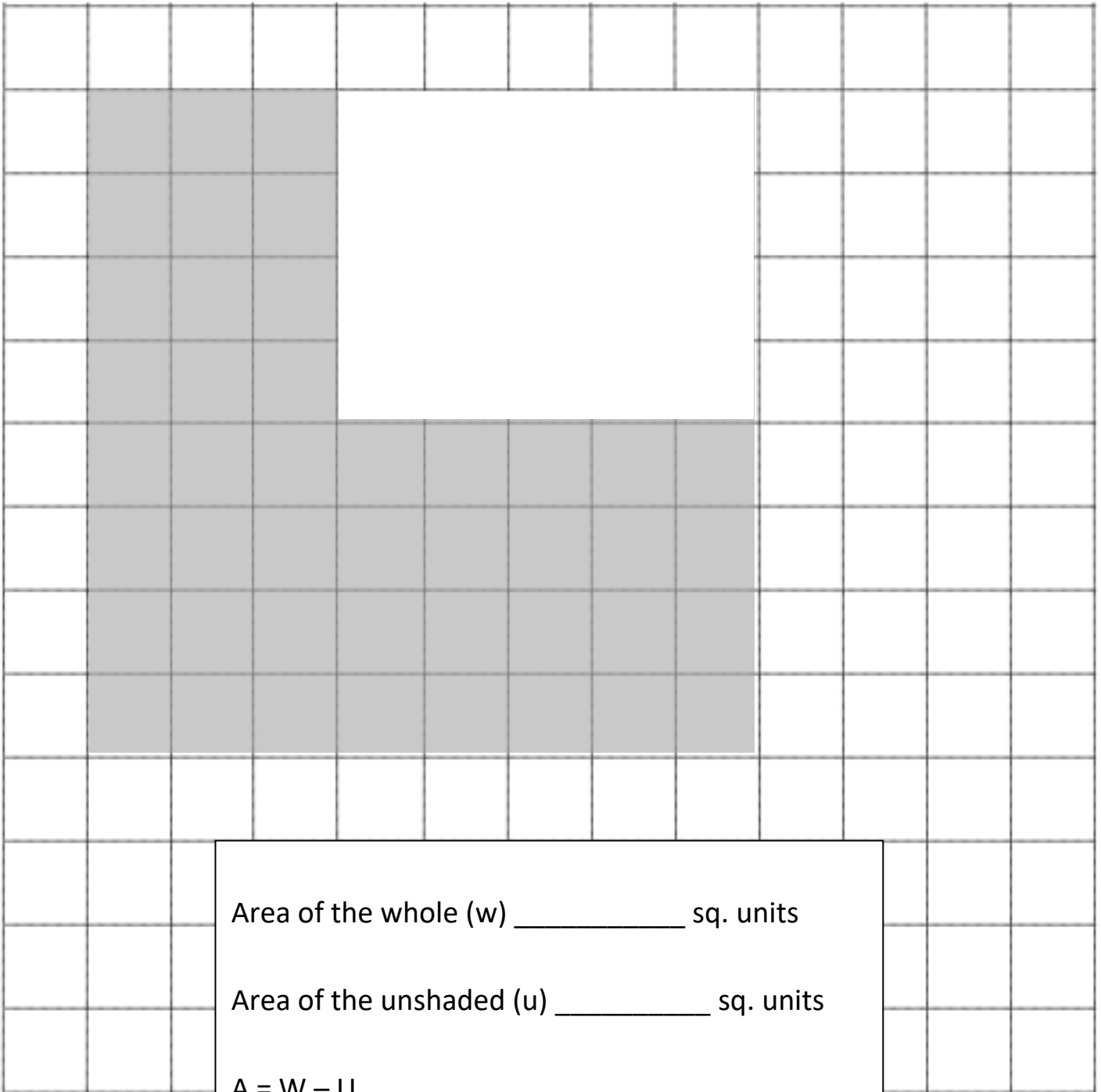
Harvard

Yale

Princeton

**Input (My Turn):**

Label each side. Then find the area of the shaded figure by using subtraction.





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

Week 25 Day 2 Date: \_\_\_\_\_

BCCS-B

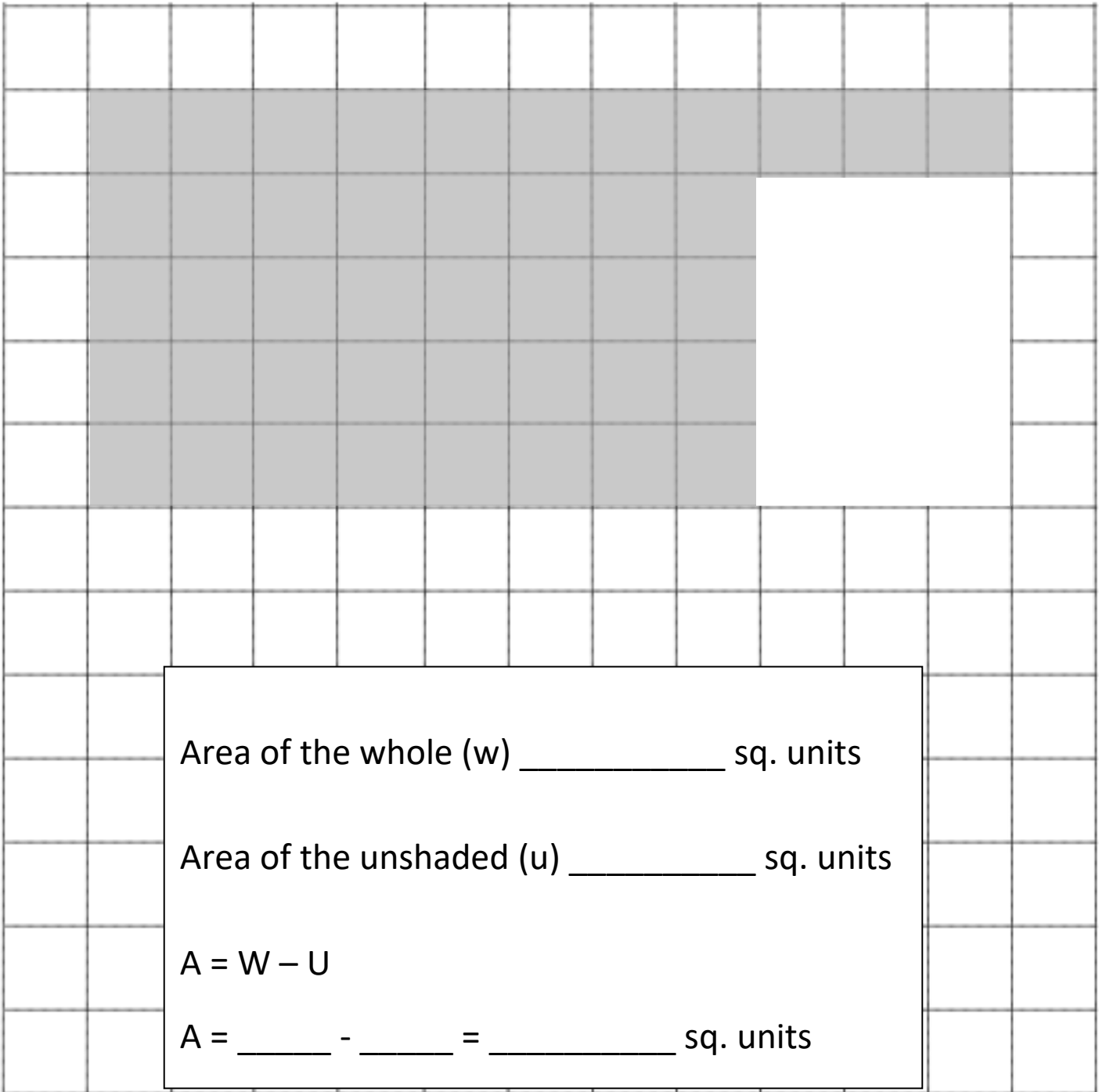
Harvard

Yale

Princeton

**Problem Set (Your Turn):**

Label each side. Then find the area of the shaded figure by using subtraction.



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

Week 25 Day 2 Date: \_\_\_\_\_

BCCS-B

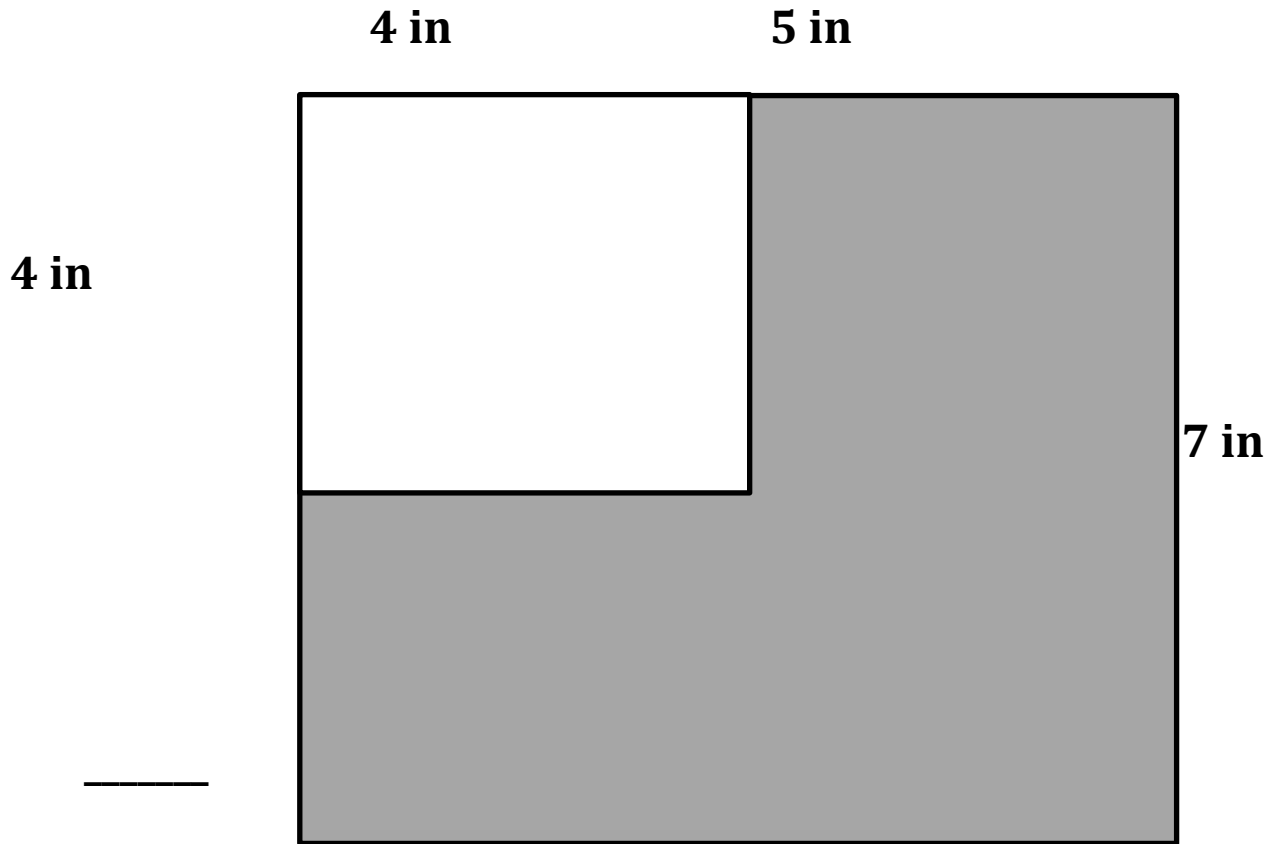
Harvard

Yale

Princeton

**Input (My Turn):**

Label each side in inches. Then find the area of the shaded figure by using subtraction.



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

Week 25 Day 2 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

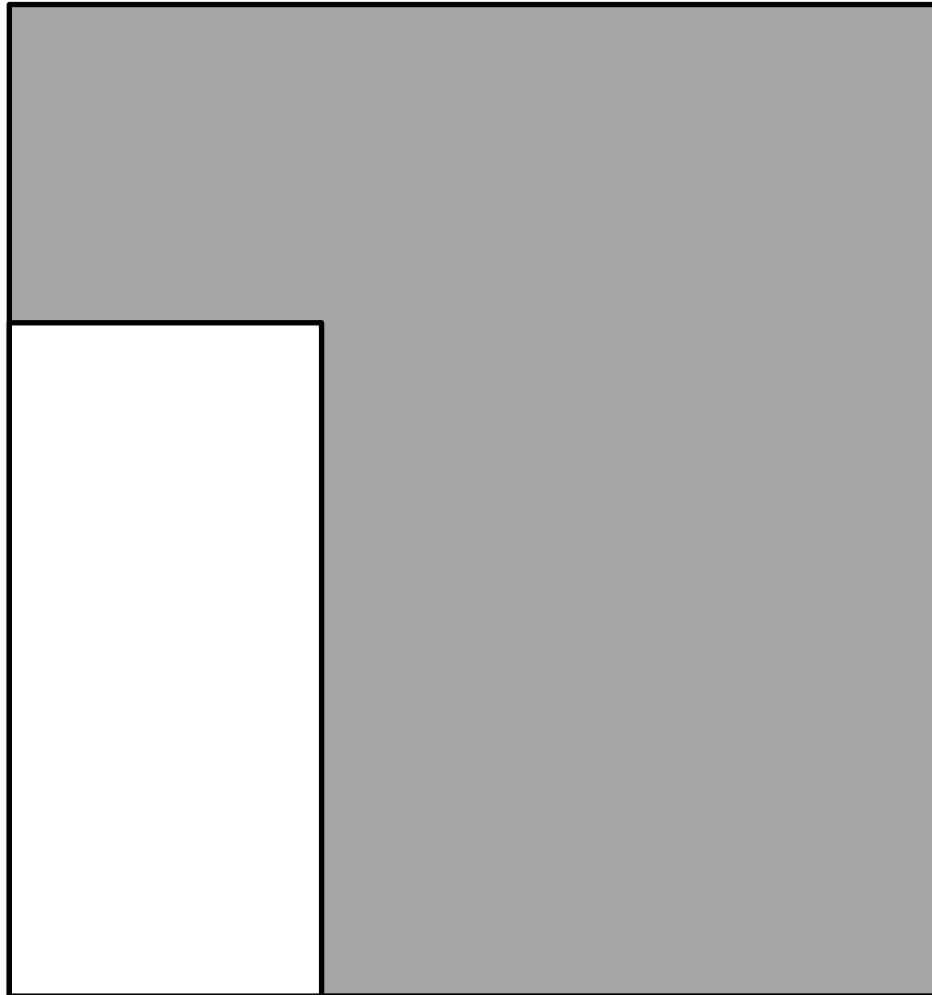
Princeton

**Problem Set (Your Turn):**

Label each side in inches. Then find the area of the shaded figure by using subtraction.

\_\_\_\_\_

**3 in**



**10 in**

\_\_\_\_\_

**2 in**

**6 in**

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


Week 25 Day 2 Date: \_\_\_\_\_


BCCS-B



Harvard

Yale

Princeton

✓ Who/what is this problem about? 

✓ How do we solve this problem? 

✓  Show and check your work completely. 

**C** Circle key numbers & units  
What do I know?

**U** Underline the question  
What am I being asked to solve?

**B** Box math clue words  
Am I going to +, -, x, or ÷?

**E** Evaluate and Eliminate  
What steps do I take?  
What information don't I need?

**S** Solve and Show your work  
Does my answer make sense?  
How can I double check?

**Application:**

A paper rectangle has a length of 6 inches and a width of 9 inches. A square with a side length of 3 inches was cut out of it. What is the area of the remaining paper?

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

Week 25 Day 2 Date: \_\_\_\_\_

BCCS-B

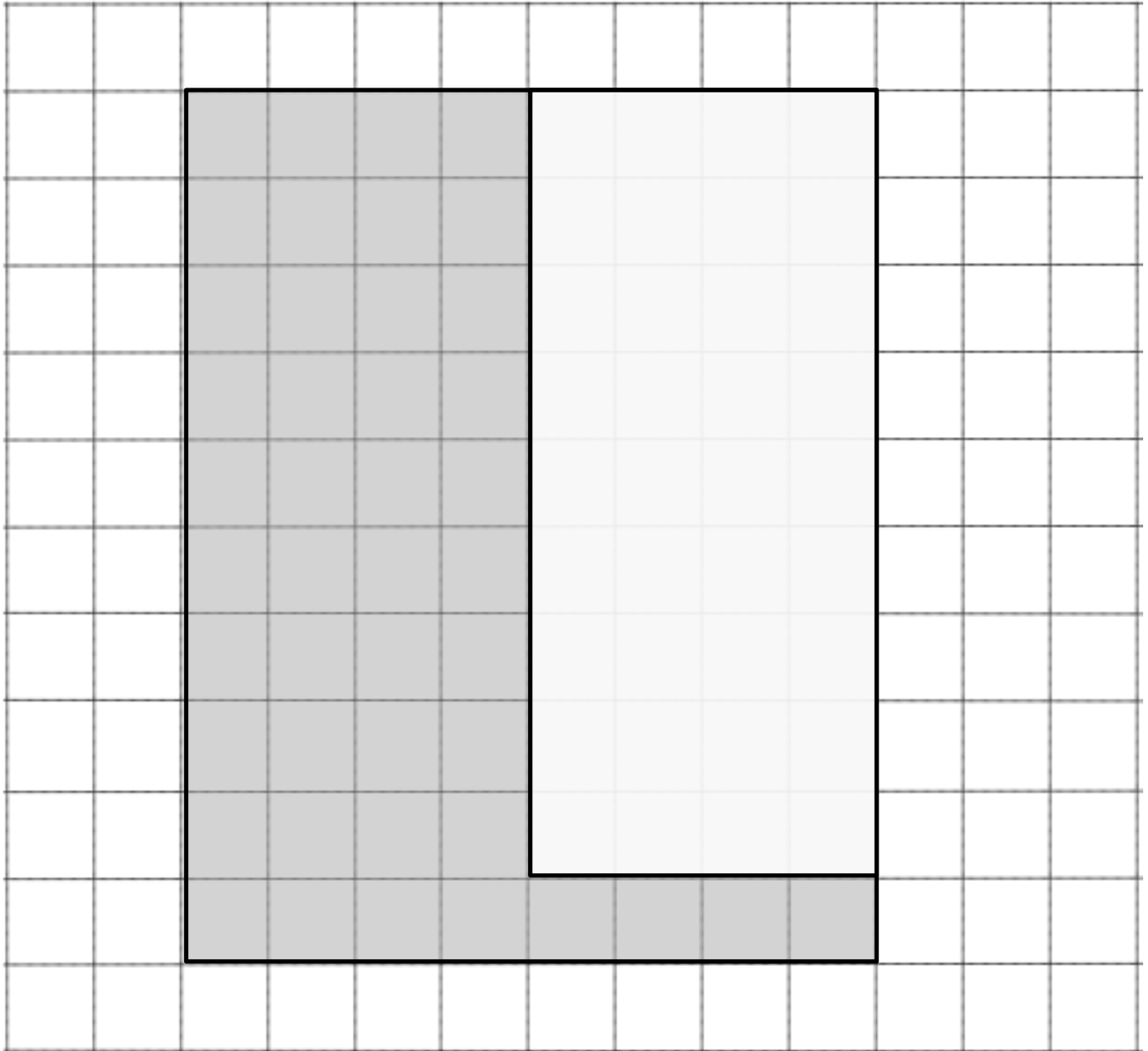
Harvard

Yale

Princeton

**Exit Ticket:**

Label each side length. Then find the area of the shaded figure by using subtraction.



A = \_\_\_\_\_ square units

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

Week 25 Day 2 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

**Homework:**

1. A paper rectangle has a length of 3 inches and a width of 6 inches. A square with a side length of 2 inches was cut out of it. What is the area of the remaining paper?

2. Label each side length in inches. Then find the area of the shaded figure by using subtraction.

**9 in**

**4 in**

\_\_\_\_\_

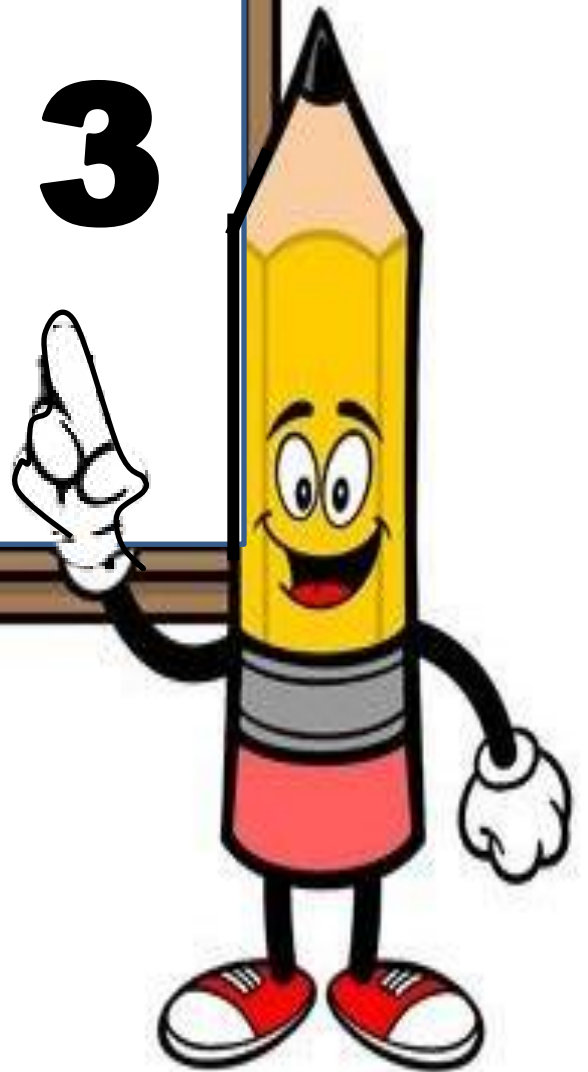


**5 in**

\_\_\_\_\_

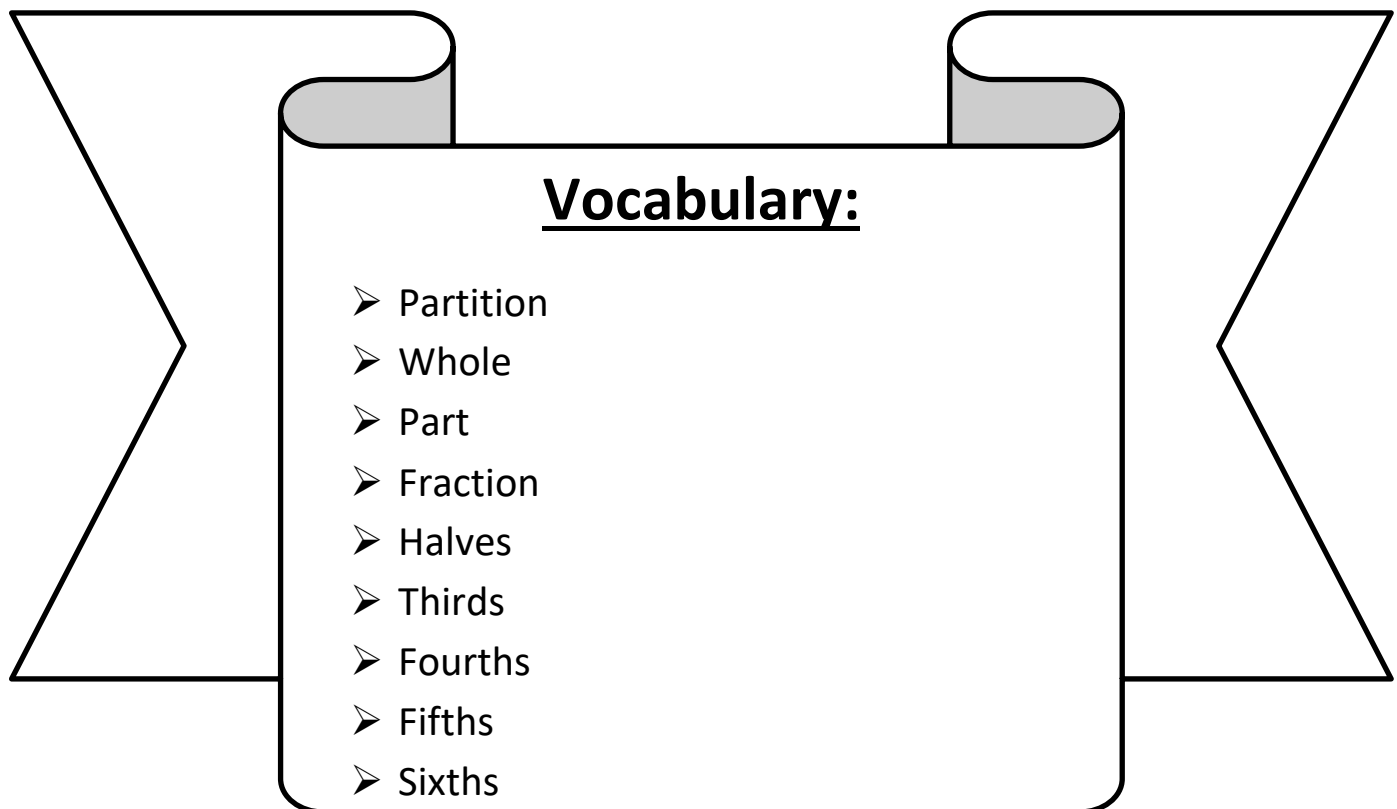


# Day # 3



**LEQ:** How can I identify a shaded fractional part in different ways in relation to the whole?

**Objective:** I can partition a part in a whole to identify the fractional part differently in relation to the whole.





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

Week 25 Day 3 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

Do Now:

## Comparing Fractions

Shade the correct fraction of each shape.

Then compare each pair of fractions using the symbols  $<$ ,  $>$ , and  $=$ .

a.



$\frac{4}{6}$



$\frac{5}{6}$

b.



$\frac{3}{4}$



$\frac{1}{4}$

c.



$\frac{5}{8}$



$\frac{5}{8}$

d.



$\frac{2}{3}$



$\frac{1}{3}$

e.



$\frac{2}{5}$



$\frac{3}{5}$

f.



$\frac{1}{7}$



$\frac{6}{7}$

g.



$\frac{2}{2}$



$\frac{1}{2}$

h.



$\frac{7}{10}$



$\frac{5}{10}$

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

Week 25 Day 3 Date: \_\_\_\_\_

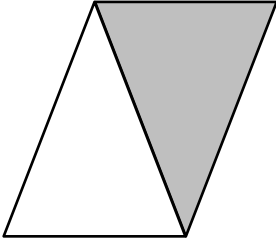
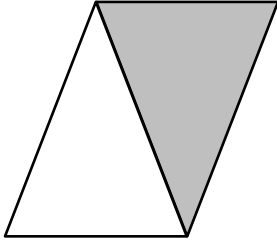
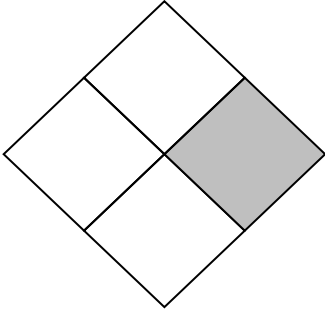
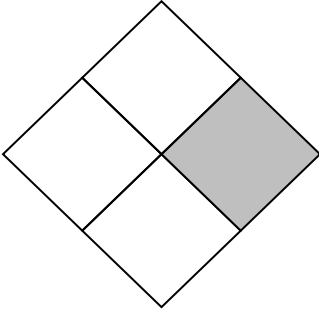


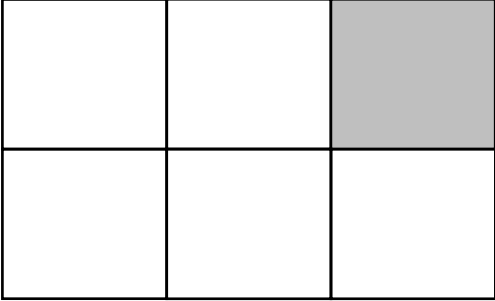
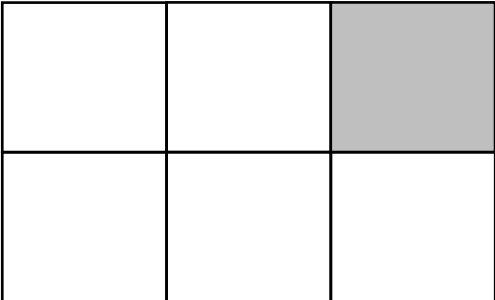
BCCS-B

Harvard

Yale

Princeton

**Input (My Turn):**

The shape represents 1 whole. Write a unit fraction to describe the shaded part.	The shaded part represents 1 whole. Divide 1 whole to show the same unit fraction you wrote in Part (a).
1. a. 	b. 
2. a. 	b. 
3. a. 	b. 
4. a. 	b. 

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

Week 25 Day 3 Date: \_\_\_\_\_

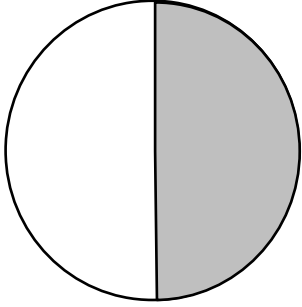
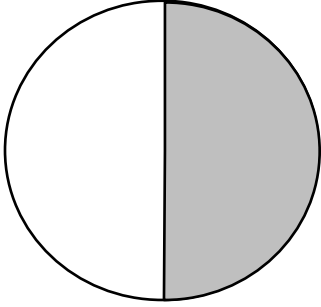
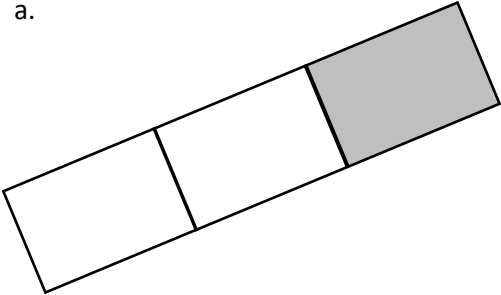
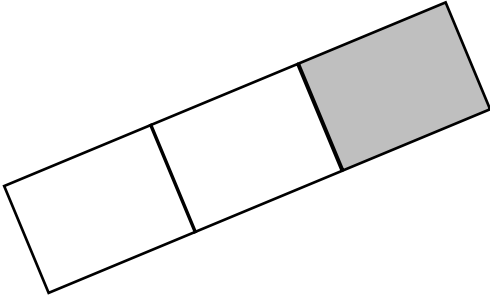
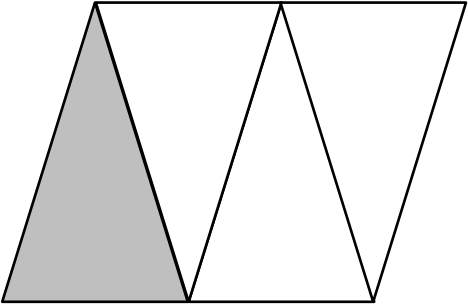
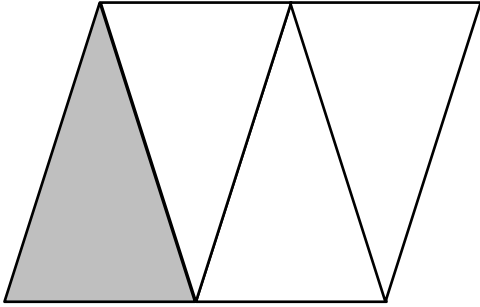
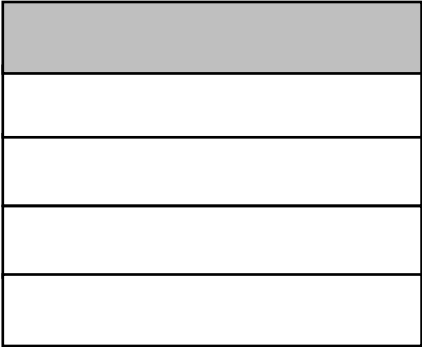
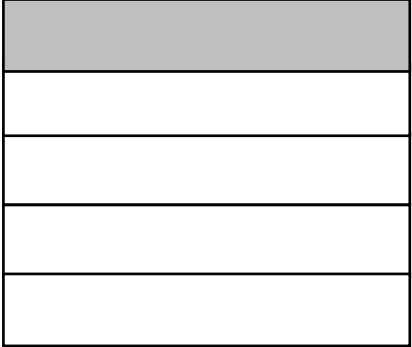
BCCS-B

Harvard

Yale

Princeton

**Problem Set (Your Turn):**

The shape represents 1 whole. Write a fraction to describe the shaded part.	The shaded part represents 1 whole. Divide 1 whole to show the same unit fraction you wrote in Part (a).
1. a. 	b. 
2. a. 	b. 
3. a. 	b. 
4. a. 	b. 

Name: \_\_\_\_\_ Week 25 Day 3 Date: \_\_\_\_\_

BCCS-B

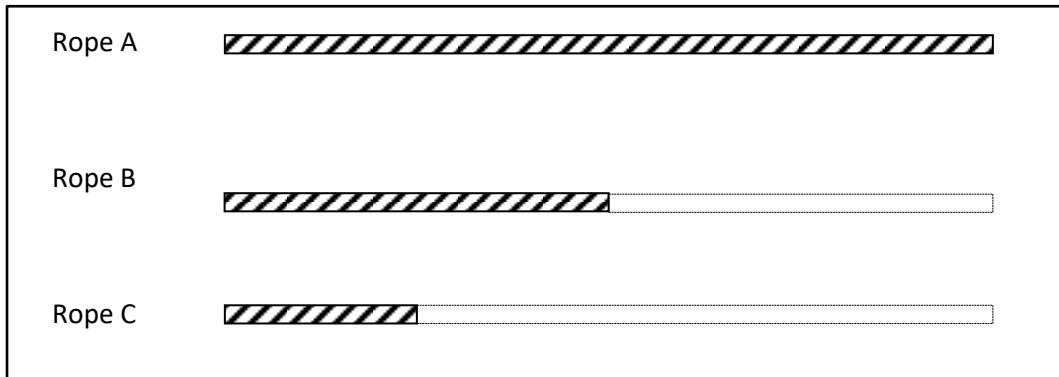
Harvard

Yale

Princeton

**Input (My Turn):**

5. Use the diagram below to complete the following statements.



a. Rope \_\_\_\_\_ is  $\frac{1}{2}$  the length of Rope B.

b. Rope \_\_\_\_\_ is  $\frac{1}{2}$  the length of Rope A.

c. Rope C is  $\frac{1}{4}$  the length of Rope \_\_\_\_\_.

d. If Rope B measures 1 m long, then Rope A is \_\_\_\_\_ m long, and Rope C is \_\_\_\_\_ m long.

e. About how many copies of Rope B equal the length of Rope A? Draw number bonds to help you.

Name: \_\_\_\_\_ Week 25 Day 3 Date: \_\_\_\_\_

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**Problem Set (Your Turn):**

5. Use the pictures below to complete the following statements.

Towel Rack A



Towel Rack B



Towel Rack C



f. Towel Rack \_\_\_\_\_ is about  $\frac{1}{2}$  the length of Towel Rack C.

g. Towel Rack \_\_\_\_\_ is about  $\frac{1}{3}$  the length of Towel Rack C.

h. If Towel Rack C measures 6 ft long, then Towel Rack B is about \_\_\_\_\_ ft long,  
and Towel Rack A is about \_\_\_\_\_ ft long.

i. About how many copies of Towel Rack A equal the length of Towel Rack C? Draw number bonds to help you.

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


Week 25 Day 3 Date: \_\_\_\_\_


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✓ Who/what is this problem about? 

✓ How do we solve this problem? 

✓  Show and check your work completely. 

**C** Circle key numbers & units  
What do I know?

**U** Underline the question  
What am I being asked to solve?

**B** Box math clue words  
Am I going to +, -, x, or ÷?

**E** Evaluate and Eliminate  
What steps do I take?  
What information don't I need?

**S** Solve and Show your work  
Does my answer make sense?  
How can I double check?

**Application:**

For his birthday, Kyle's mom brought in cake to share with the class. When she picked up the 2 cake pans at the end of the day, she said, "Wow, your friends ate  $\frac{3}{4}$  of the cake." Kyle said, "No, Mom, we ate  $\frac{6}{4}$  cakes." Talk to a partner: Who is right?

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

Week 25 Day 3 Date: \_\_\_\_\_

BCCS-B

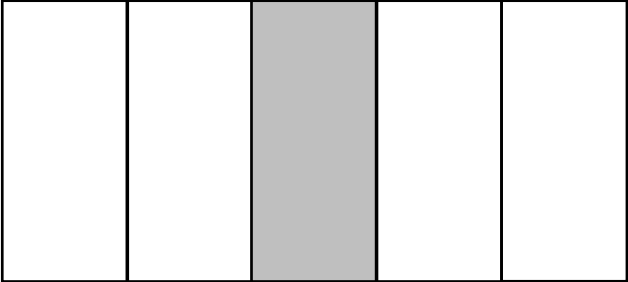
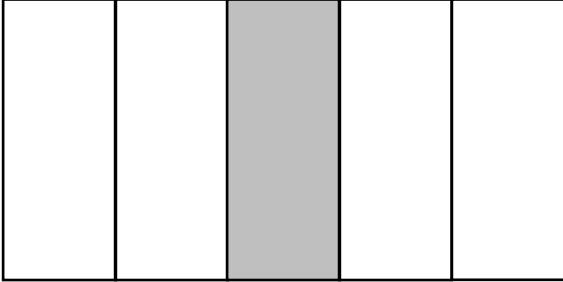
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**Exit Ticket:**

1.

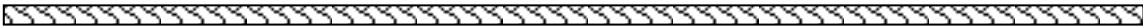
The shape represents 1 whole. Write a unit fraction to describe the shaded part.	The shaded part represents 1 whole. Divide 1 whole to show the same unit fraction you wrote in Part (a).
a. 	b. 

2. Draw 3 strings—B, C, and D—by following the directions below. String A is already drawn for you.

String B is  $\frac{1}{3}$  of String A.

String C is  $\frac{1}{2}$  of String B.

String D is  $\frac{1}{3}$  of String C.

String A 

String B

String C

String D

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

Week 25 Day 3 Date: \_\_\_\_\_

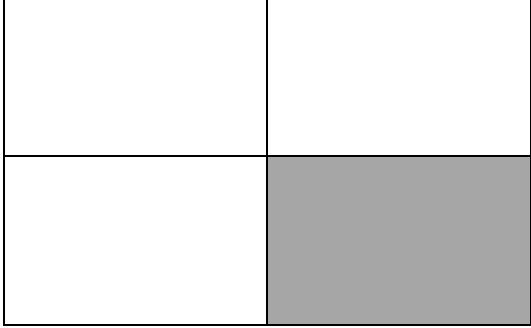
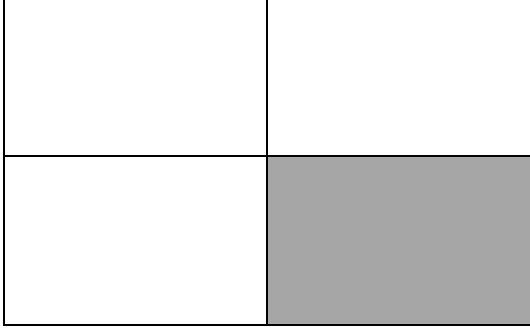
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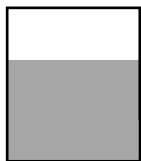
Yale

Princeton

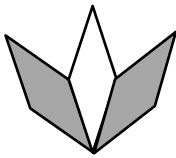
**Homework:**

<b>The shape represents 1 whole. Write a unit fraction to describe the shaded part.</b>	<b>The shaded part represents 1 whole. Divide 1 whole to show the same unit fraction you wrote in Part (a).</b>
a. 	b. 

Mrs. DeRouville asked the class to draw a model showing  $\frac{2}{3}$  shaded. Kenny and Prince drew the models below. Whose model is correct? Explain how you know.



Kenny's  
Diagram



Prince  
Diagram

---

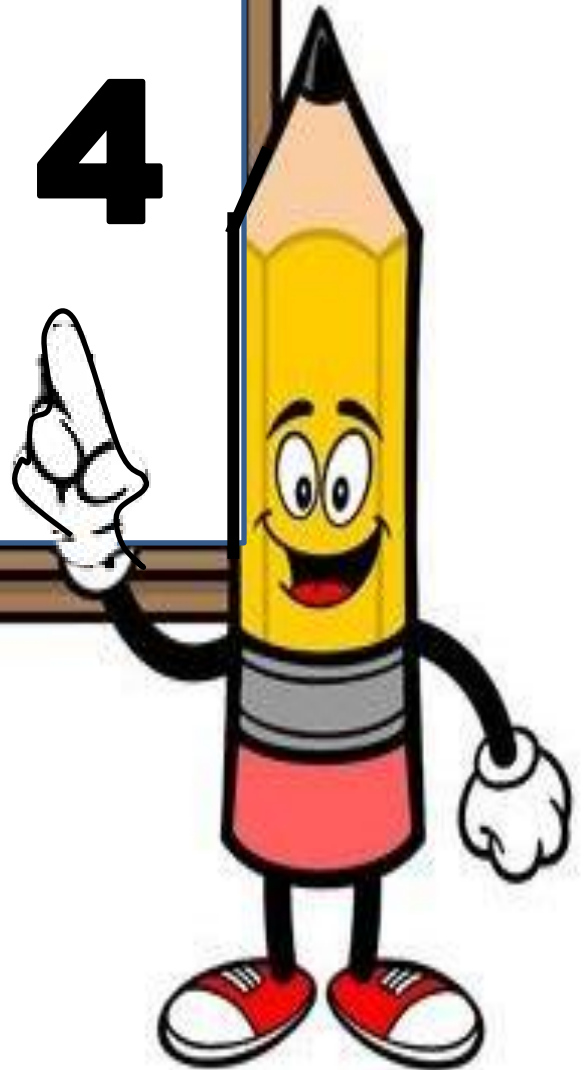
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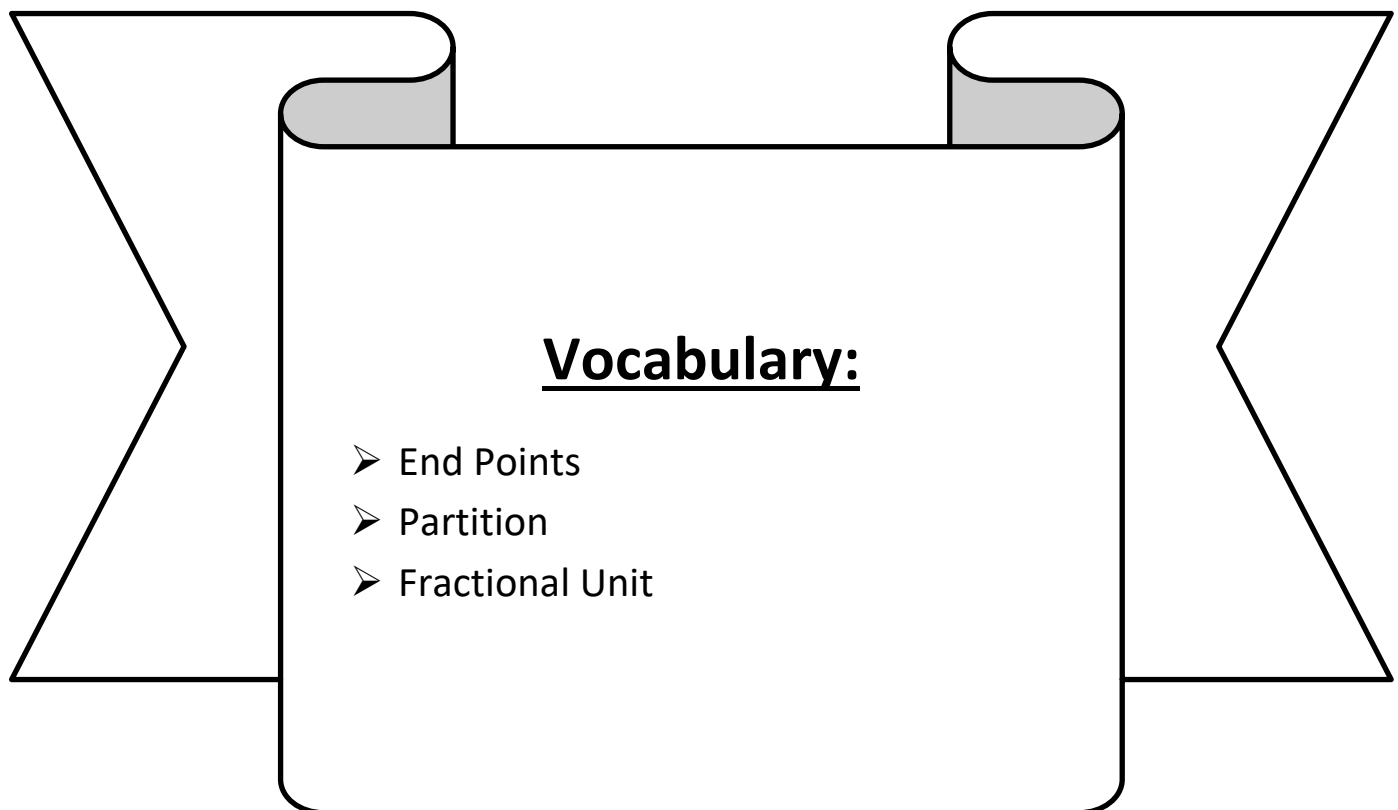


# Day # 4



**LEQ:** How can I place fractions on a number line with endpoints 0 and 1?

**Objective:** I can partition a number line into a given fractional unit to place in on a number line.



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

Week 25 Day 4 Date: \_\_\_\_\_

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**Do Now:**

Label each equal part within each fraction strip. Then use it to fill in the blanks below using < (less than) > (greater than) and = (equal to).

--

--	--

--	--	--

--	--	--	--

--	--	--	--	--

--	--	--	--	--	--

$$\frac{1}{3} \text{ — } \frac{1}{5}$$

$$\frac{2}{6} \text{ — } \frac{1}{3}$$

$$\frac{1}{5} \text{ — } \frac{1}{2}$$

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

Week 25 Day 4 Date: \_\_\_\_\_

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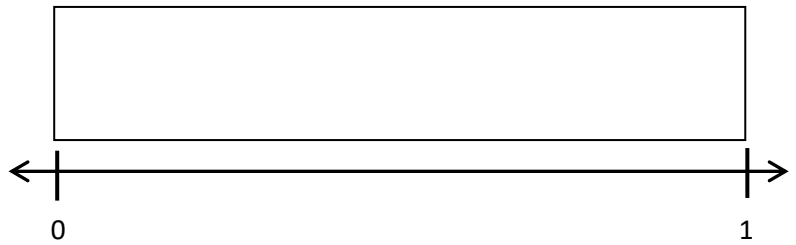
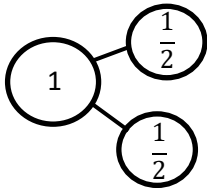
Princeton

**Input (My Turn):**

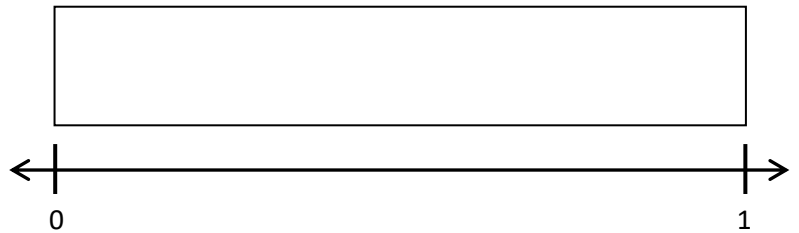
The numbers between 0 and 1 on a number line are \_\_\_\_\_ less than 1  
\_\_\_\_\_. We can draw tick marks to partition a number line as we would any  
shape.

1. Draw a number bond for each fractional unit. Partition the fraction strip to show the unit fractions of the number bond. Use the fraction strip to help you label the fractions on the number line. Be sure to label the fractions at 0 and 1.

a. Halves



b. Sixths



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

Week 25 Day 4 Date: \_\_\_\_\_

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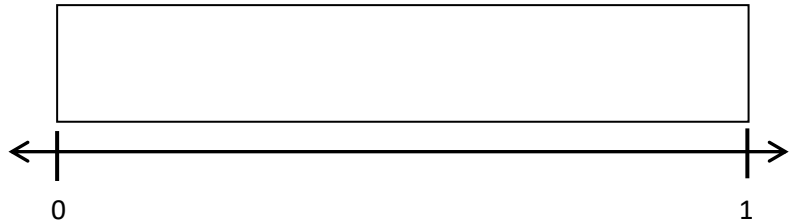
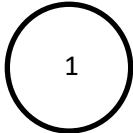
Yale

Princeton

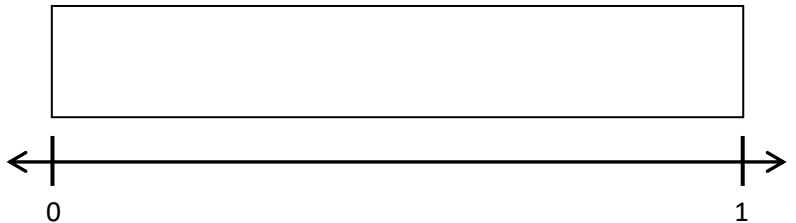
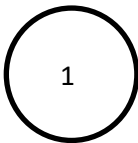
**Problem Set (Your Turn):**

1. Draw a number bond for each fractional unit. Partition the fraction strip to show the unit fractions of the number bond. Use the fraction strip to help you label the fractions on the number line. Be sure to label the fractions at 0 and 1.

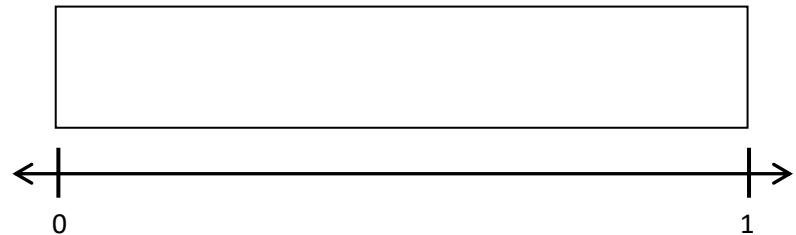
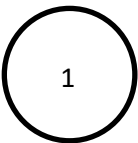
a. Halves



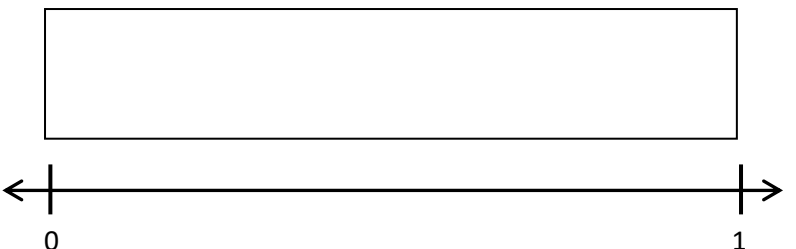
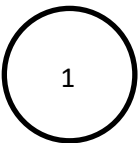
b. Thirds



c. Fourths



d. Fifths



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

Week 25 Day 4 Date: \_\_\_\_\_

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**Input (My Turn):**

2. Ms. Moise wants to share \$1 equally among 5 students. Draw a number bond and a number line to help explain your answer.

Number Bond	Number Line

What fraction of a dollar will each student get?

*Each student will get \_\_\_\_\_ of a dollar*

3. Trevor needs to let his puppy outside every quarter (1 fourth) hour to potty train him. Draw and label a number line from 0 hours to 1 hour to show every 1 fourth hour. Include 0 fourths and 4 fourths hour. Label 0 hours and 1 hour, too.

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

Week 25 Day 4 Date: \_\_\_\_\_

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**Problem Set (Your Turn):**

2. Ms. Maisenbacher wants to share 1 bag of chips equally among 3 friends. Draw a number bond and a number line to help explain your answer.

Number Bond	Number Line

What fraction of a bag of chips will each friend get?

*Each friend will get \_\_\_\_\_ of a bag of chips*

3. Gionni needs to let his kitten outside every half (1 half) hour to potty train him. Draw and label a number line from 0 hours to 1 hour to show every 1 half hour. Include 0 halves and 2 halves hour. Label 0 hours and 1 hour, too.

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


Week 25 Day 4 Date: \_\_\_\_\_


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✓ Who/what is this problem about? 

✓ How do we solve this problem? 

✓  Show and check your work completely. 

**C** Circle key numbers & units  
What do I know?

**U** Underline the question  
What am I being asked to solve?

**B** Box math clue words  
Am I going to +, -, x, or ÷?

**E** Evaluate and Eliminate  
What steps do I take?  
What information don't I need?

**S** Solve and Show your work  
Does my answer make sense?  
How can I double check?

**Application:**

A ribbon is 1 meter long. Mrs. McLean wants to sew a bead every  $\frac{1}{5}$  meter. The first bead is at  $\frac{1}{5}$  meter. The last bead is at 1 meter. Draw and label a number line from 0 meters to 1 meter to show where Mrs. McLean will sew beads. Label all the fractions, including 0 fifths and 5 fifths. Label 0 meters and 1 meter, too.



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

Week 25 Day 4 Date: \_\_\_\_\_

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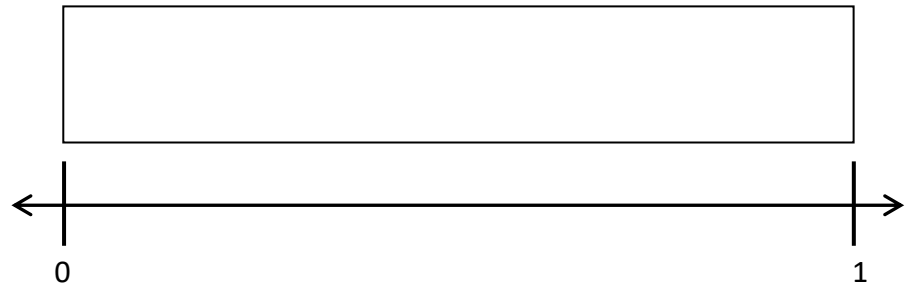
Yale

Princeton

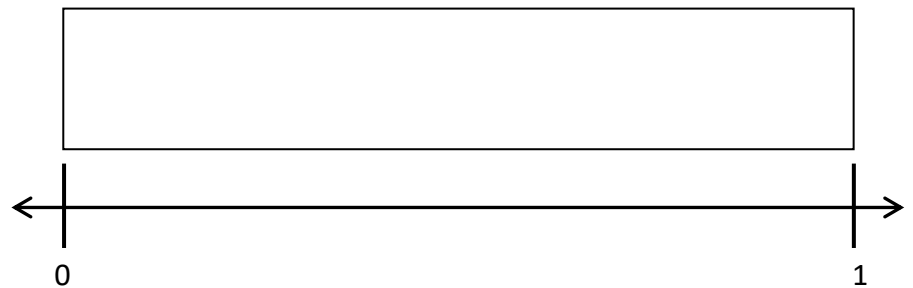
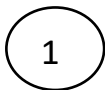
**Exit Ticket:**

1. Draw a number bond for the fractional unit. Partition the fraction strip, and draw and label the fractions on the number line. Be sure to label the fractions at 0 and 1.

Sixths



Eighths



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

Week 25 Day 4 Date: \_\_\_\_\_

BCCS-B

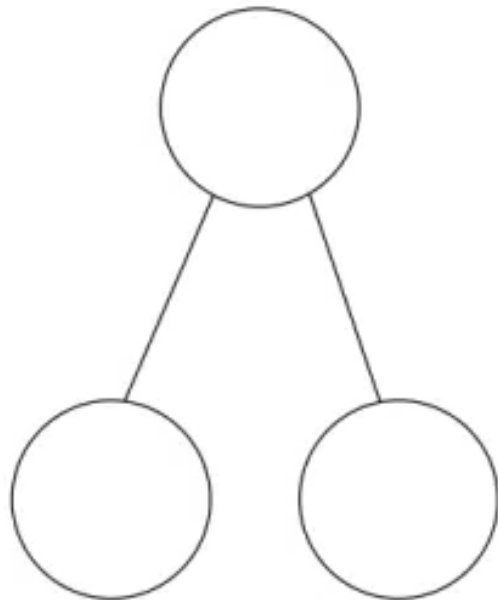
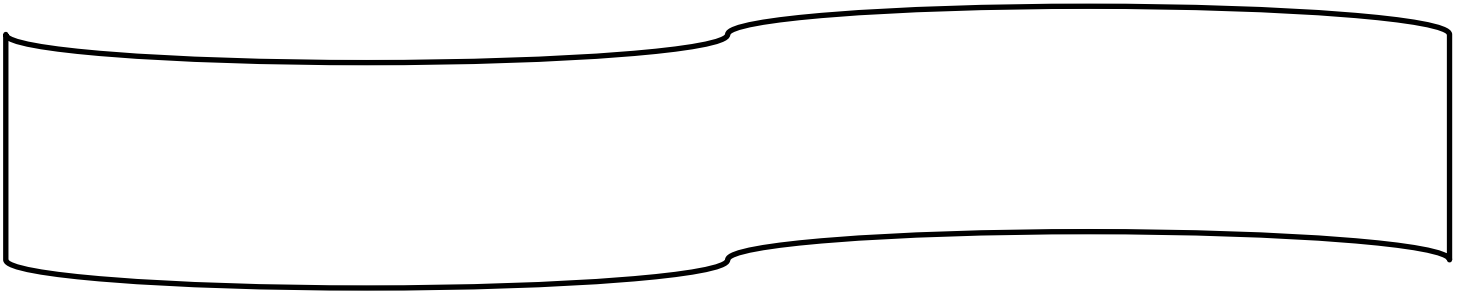
Harvard

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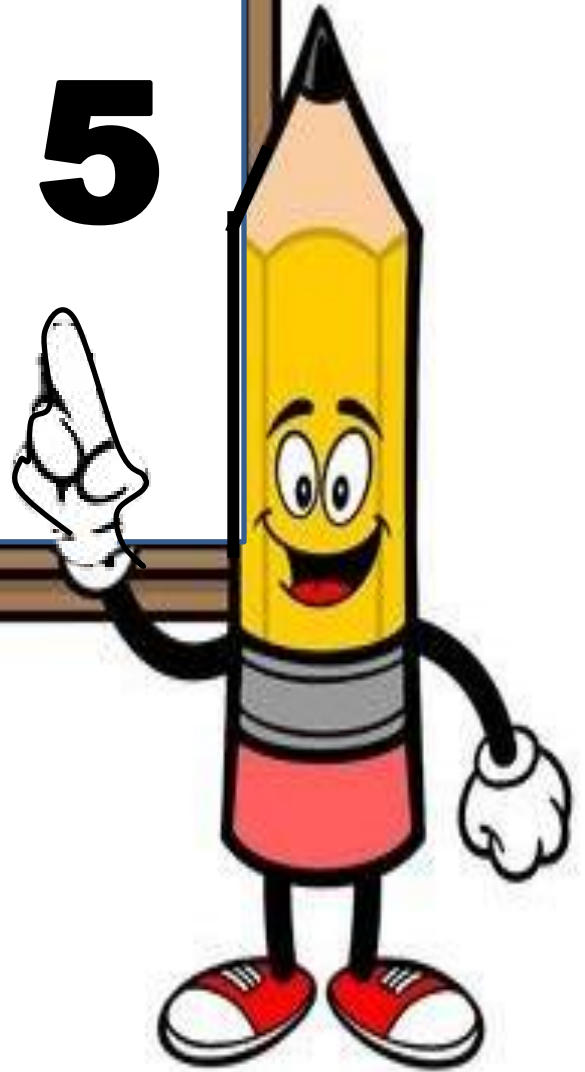
**Homework:**

Mr. Ray is knitting a scarf. He says that he has completed 1 fifth of the total length of the scarf. Label the scarf below to show what he has finished and what he still has to make. Draw a number bond with 2 parts to show the fraction he has made and the fraction he has not made.



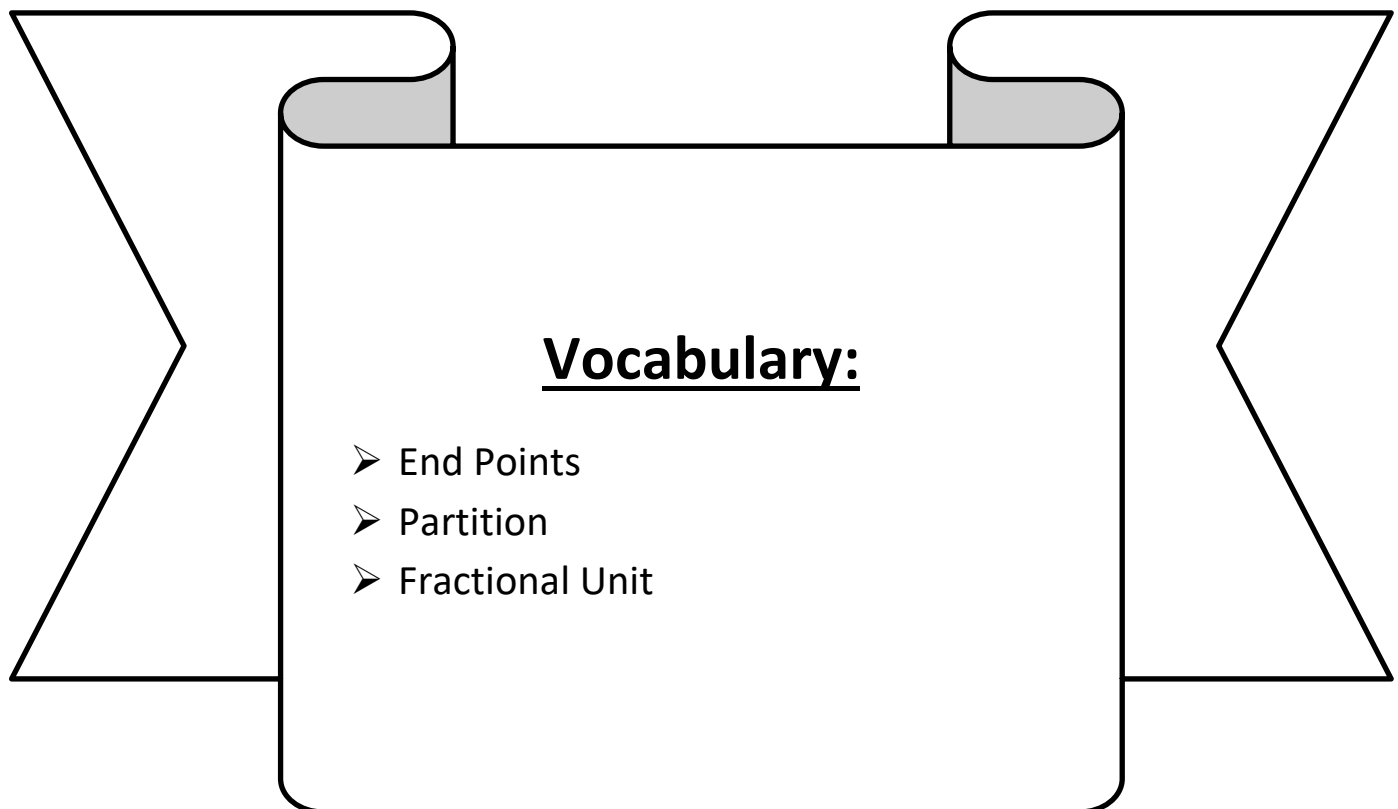


**Day # 5**



**LEQ:** How can I place any fraction on a number line with endpoints 0 and 1?

**Objective:** I can partition a number line into a given fractional unit to place any fraction on a number line.



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

Week 25 Day 5 Date: \_\_\_\_\_

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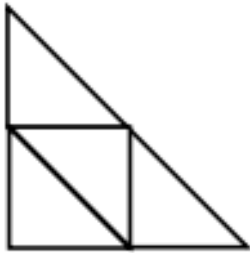
Yale

Princeton

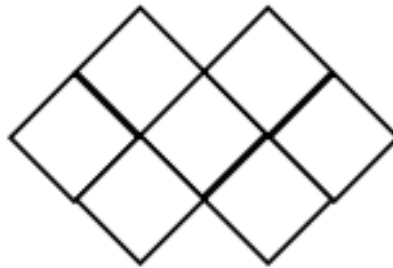
**Do Now:**

Shade the correct fraction of each shape.

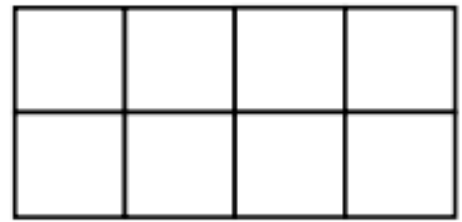
Remember  $\frac{1}{4}$  means 1 out of every 4!



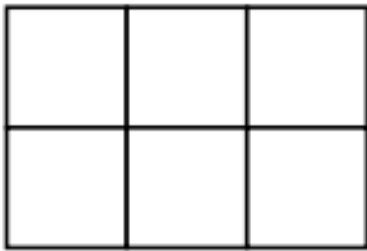
Shade  $\frac{1}{2}$



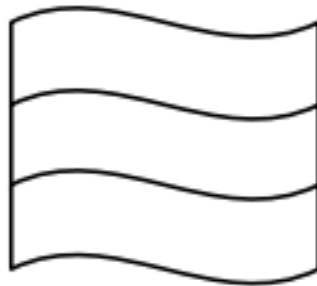
Shade  $\frac{4}{7}$



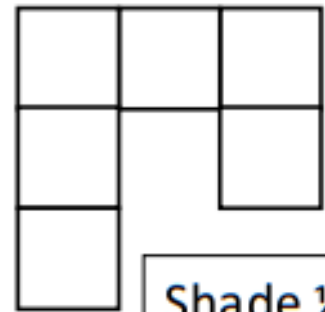
Shade  $\frac{1}{4}$



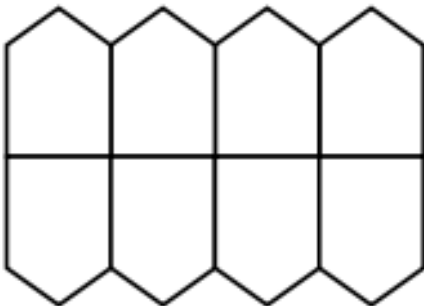
Shade  $\frac{1}{3}$



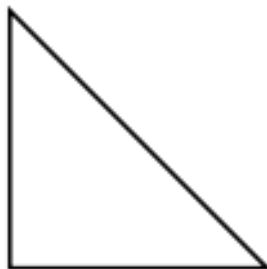
Shade  $\frac{2}{3}$



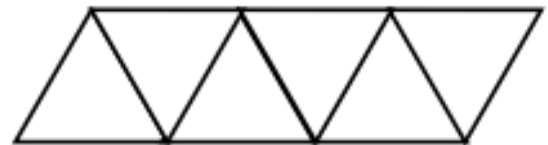
Shade  $\frac{1}{2}$



Shade  $\frac{3}{4}$



Shade  $\frac{1}{2}$



Shade  $\frac{2}{3}$

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

Week 25 Day 5 Date: \_\_\_\_\_

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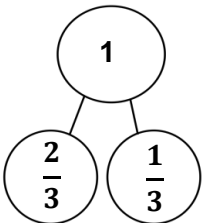
Harvard


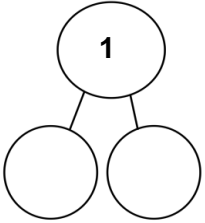
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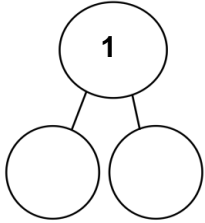
Princeton


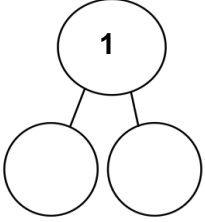
**Input (My Turn):**


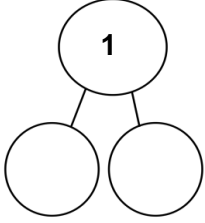
1. Estimate to label the given fractions on the number line. Be sure to label the fractions at 0 and 1. Write the fractions above the number line. Draw a number bond to match your number line.

a.  $\frac{2}{3}$   

b.  $\frac{3}{4}$   

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

d.  $\frac{5}{6}$   

e.  $\frac{3}{10}$   

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

Week 25 Day 5 Date: \_\_\_\_\_

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**Problem Set (Your Turn):**


1. Estimate to label the given fractions on the number line. Be sure to label the fractions at 0 and 1. Write the fractions above the number line. Draw a number bond to match your number line.

a.  $\frac{1}{3}$




A horizontal number line with arrows at both ends. A vertical tick mark is at the left end, labeled '0'. Another vertical tick mark is at the right end, labeled '1'. Above the left tick mark is an empty rectangular box. Above the right tick mark is another empty rectangular box. A horizontal line with arrows at both ends connects the two tick marks.

b.  $\frac{2}{4}$




A horizontal number line with arrows at both ends. A vertical tick mark is at the left end, labeled '0'. Another vertical tick mark is at the right end, labeled '1'. Above the left tick mark is an empty rectangular box. Above the right tick mark is another empty rectangular box. A horizontal line with arrows at both ends connects the two tick marks.

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



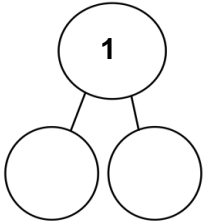
A horizontal number line with arrows at both ends. A vertical tick mark is at the left end, labeled '0'. Another vertical tick mark is at the right end, labeled '1'. Above the left tick mark is an empty rectangular box. Above the right tick mark is another empty rectangular box. A horizontal line with arrows at both ends connects the two tick marks.

d.  $\frac{7}{10}$

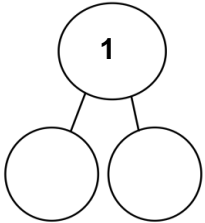


A horizontal number line with arrows at both ends. A vertical tick mark is at the left end, labeled '0'. Another vertical tick mark is at the right end, labeled '1'. Above the left tick mark is an empty rectangular box. Above the right tick mark is another empty rectangular box. A horizontal line with arrows at both ends connects the two tick marks.

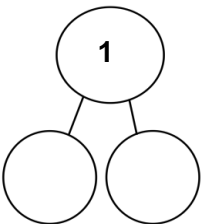
Number bond diagrams for each row:



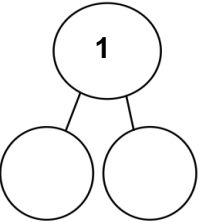
A circle at the top contains the number '1'. Two lines connect it to two empty circles below.



A circle at the top contains the number '1'. Two lines connect it to two empty circles below.



A circle at the top contains the number '1'. Two lines connect it to two empty circles below.



A circle at the top contains the number '1'. Two lines connect it to two empty circles below.

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

Week 25 Day 5 Date: \_\_\_\_\_

BCCS-B

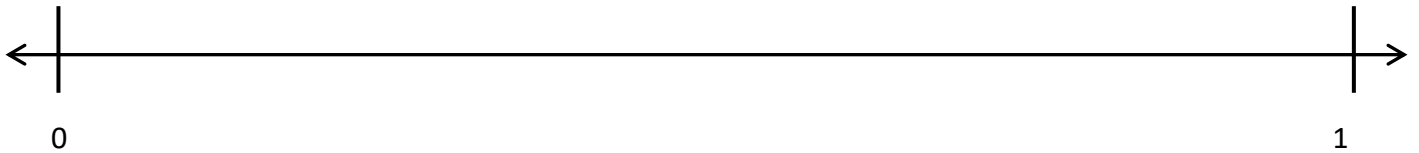
Harvard

Yale

Princeton

**Input (My Turn):**

2. Partition the number line. Then, place each fraction on the number line:  $\frac{3}{5}$ ,  $\frac{1}{5}$ , and  $\frac{4}{5}$ .



3. Asante has 5 dimes. Saad has 9 dimes. Emperor has 2 dimes.

a. Write the value of each person's money as a fraction of a dollar:



TEN DIMES = ONE DOLLAR

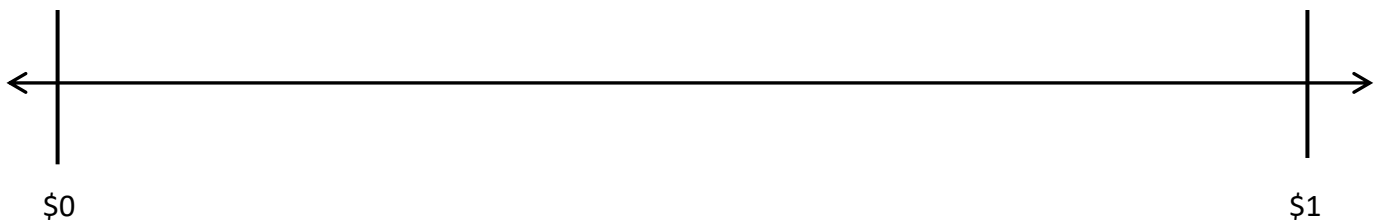
Asante:

Saad:

Emperor:



b. Estimate to place each fraction on the number line.





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

Week 25 Day 5 Date: \_\_\_\_\_

BCCS-B

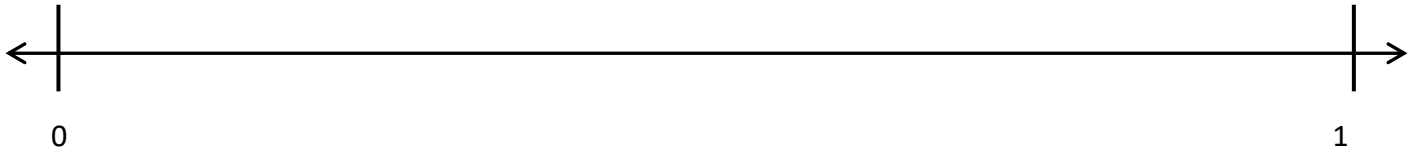
Harvard

Yale

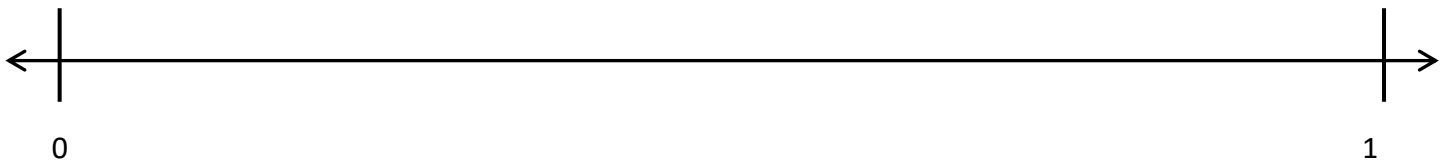
Princeton

**Problem Set (Your Turn):**

2. Partition the number line. Then, place each fraction on the number line:  $\frac{2}{6}$ ,  $\frac{4}{6}$ , and  $\frac{5}{6}$ .



3. Partition the number line. Then, place each fraction on the number line:  $\frac{1}{10}$ ,  $\frac{5}{10}$ , and  $\frac{3}{10}$ .



4. Ahmed has 6 dimes. Zaymir has 8 dimes. Josiah has 4 dimes.

c. Write the value of each person's money as a fraction of a dollar:

Ahmed:

Zaymir:

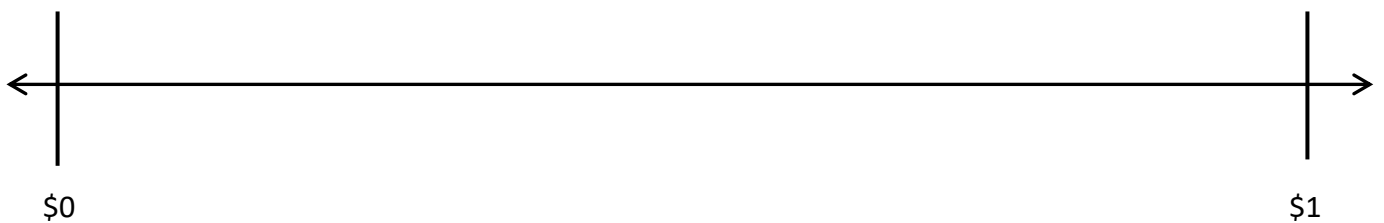
Josiah:



TEN DIMES = ONE DOLLAR



d. Estimate to place each fraction on the number line.



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


Week 25 Day 5 Date: \_\_\_\_\_


BCCS-B



Harvard

Yale

Princeton

✓ Who/what is this problem about? 

✓ How do we solve this problem? 

✓  Show and check your work completely. 

**C** Circle key numbers & units  
What do I know?

**U** Underline the question  
What am I being asked to solve?

**B** Box math clue words  
Am I going to +, -, x, or ÷?

**E** Evaluate and Eliminate  
What steps do I take?  
What information don't I need?

**S** Solve and Show your work  
Does my answer make sense?  
How can I double check?

**Application:**

For his boat, James stretched out a rope with 5 equally spaced knots. Starting at the first knot and ending at the last knot, draw equally-spaced knots. Label each fraction at the knot

a. What fraction of the rope is labeled at the third knot?

b. What if the rope had 6 equally spaced knots along the same length? What fraction of the rope would be measured by the first 2 knots?

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

Week 25 Day 5 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

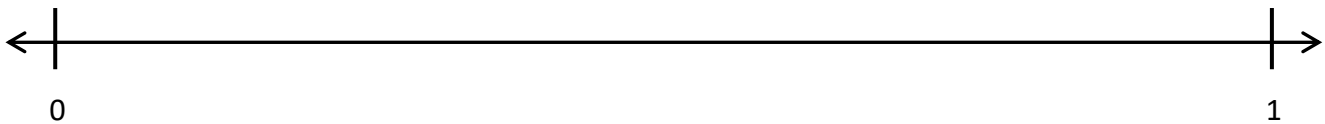
Princeton

**Exit Ticket:**

1. Estimate to label the given fraction on the number line. Be sure to label the fractions at 0 and 1. Write the fractions above the number line. Draw a number bond to match your number line.



2. Partition the number line. Then, place each fraction on the number line:  $\frac{3}{6}$ ,  $\frac{1}{6}$ , and  $\frac{5}{6}$ .

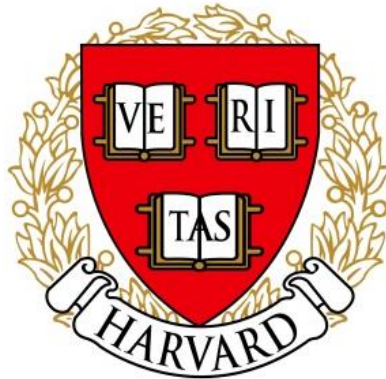




Name \_\_\_\_\_

## 3<sup>rd</sup> Grade Math Remote Learning Packet

### Week 26



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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.

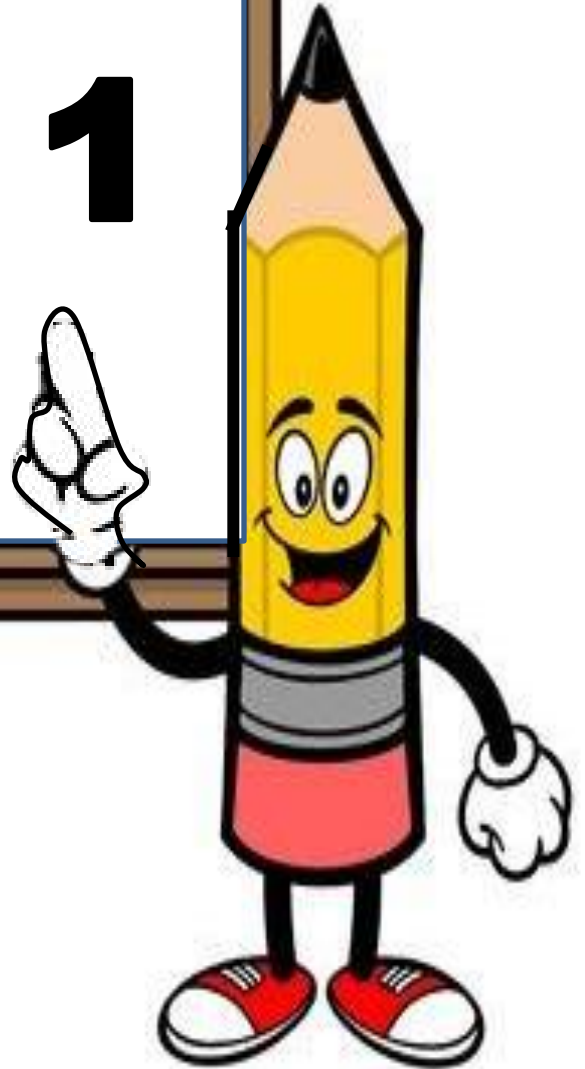
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.

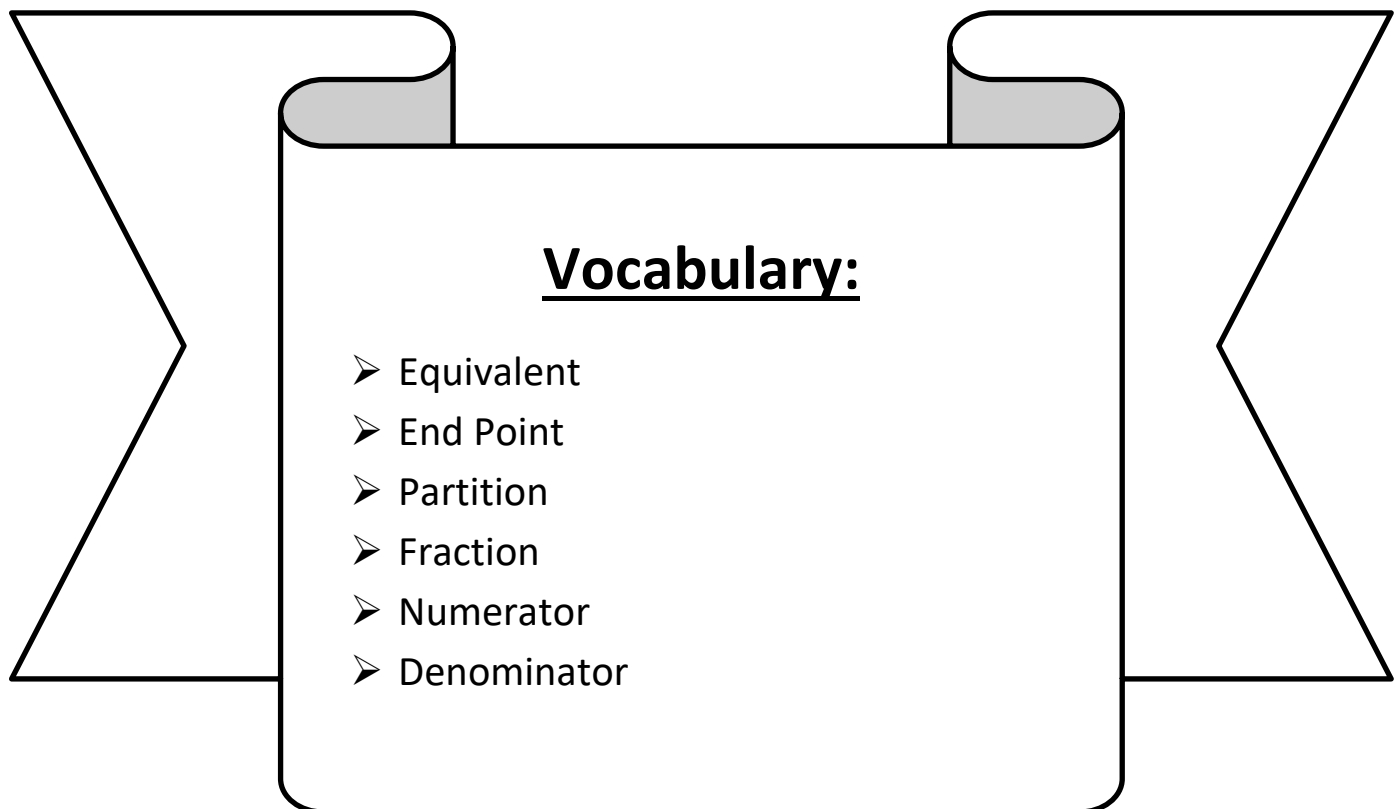


# Day # 1



**LEQ:** How can I place whole number fractions and fractions between whole numbers on the number line?

**Objective:** I can use my knowledge of whole fractions to place whole numbers and fractions on a number line.



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

Week 26 Day 1 Date: \_\_\_\_\_

BCCS-B

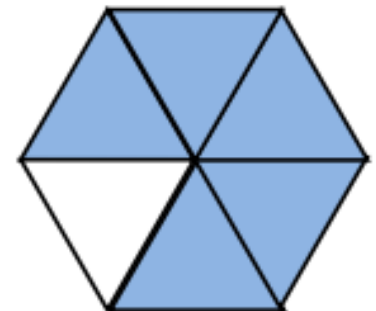
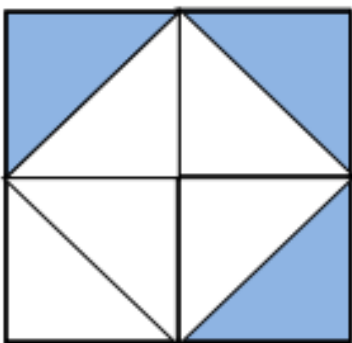
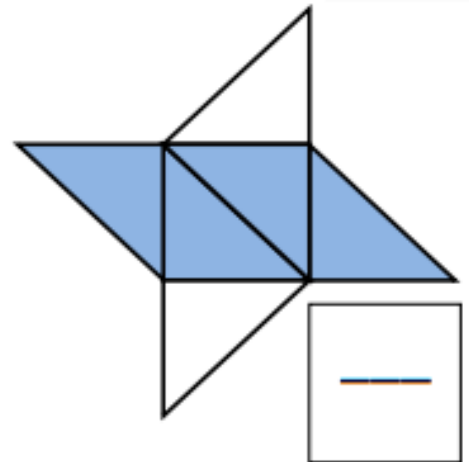
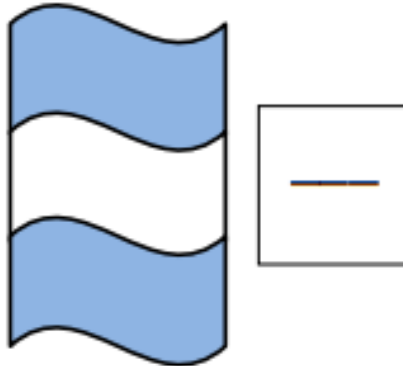
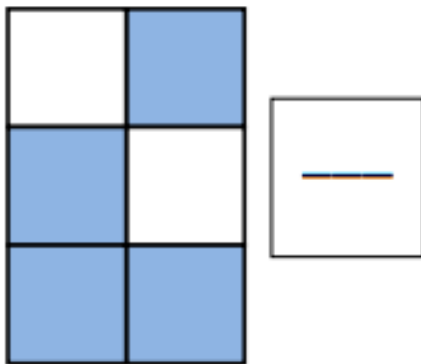
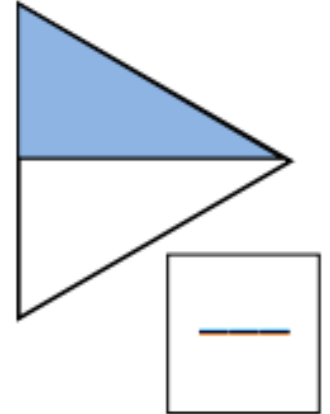
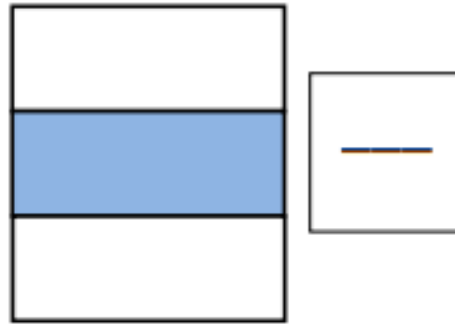
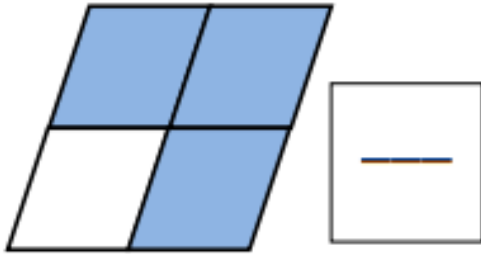
Harvard

Yale

Princeton

**Do Now:**

Write the correct fraction of each shape which has been shaded.



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

Week 26 Day 1 Date: \_\_\_\_\_

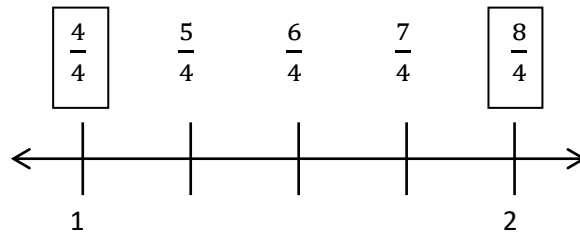
BCCS-B

Harvard

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**Input (My Turn):**



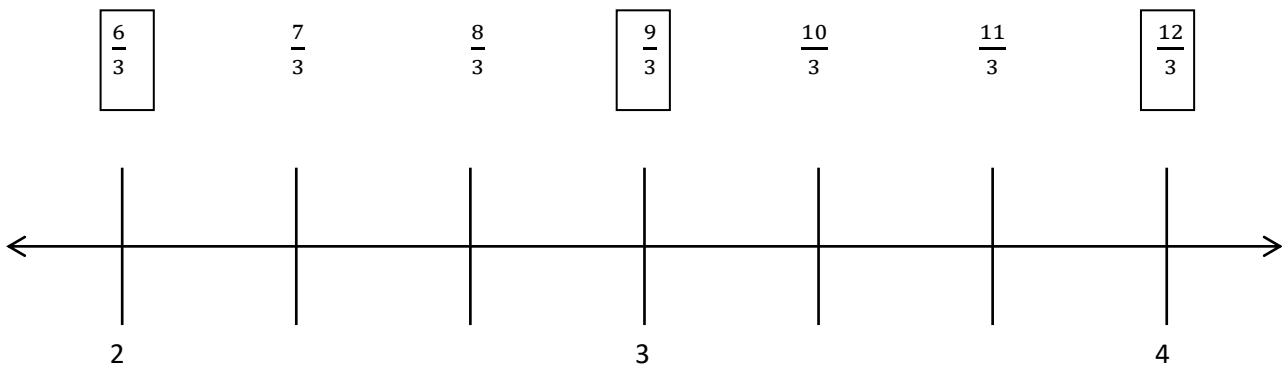
When fractions are equivalent, they have the same value. We call that **equivalence**. 4 fourths is the same point on the number line as **1**. How many fourths would be equivalent to, or at the same point as, 2? \_\_\_\_ fourths.

**3 thirds or  $\frac{3}{3} = 1$  How many thirds would be equivalent to or at the same point as:**

2  $\rightarrow$  \_\_\_\_

3  $\rightarrow$  \_\_\_\_

4  $\rightarrow$  \_\_\_\_





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

Week 26 Day 1 Date: \_\_\_\_\_

BCCS-B

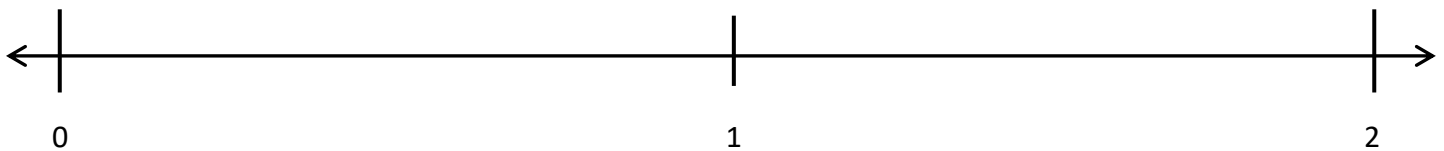
Harvard

Yale

Princeton

**Input (My Turn):**

1. Partition each whole into fifths. Label each fraction. Count up as you go. Box the fractions that are located at the same points as whole numbers.



2. Draw a number line with endpoints 0 and 2. Label the wholes. Partition each whole into thirds. Label all the fractions from 0 to 2. Box the fractions that are located at the same points as whole numbers. Use a separate paper if you need more space.

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

Week 26 Day 1 Date: \_\_\_\_\_

BCCS-B

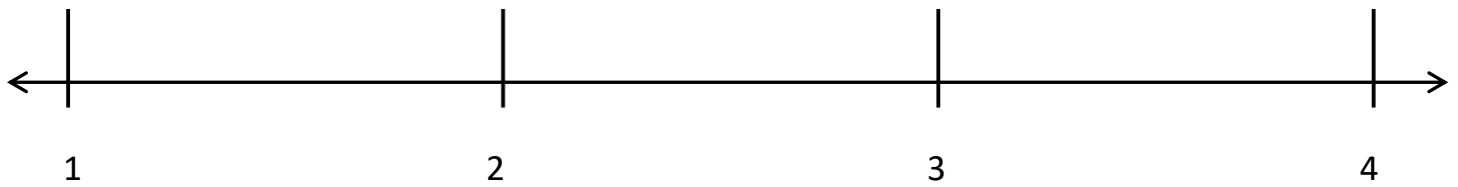
Harvard

Yale

Princeton

**Problem Set (Your Turn):**

1. Partition each whole into thirds. Label each fraction. Count up as you go. Box the fractions that are located at the same points as whole numbers.



2. Draw a number line with endpoints 0 and 3. Label the wholes. Partition each whole into fourths. Label all the fractions from 0 to 3. Box the fractions that are located at the same points as whole numbers. Use a separate paper if you need more space.

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

Week 26 Day 1 Date: \_\_\_\_\_

BCCS-B

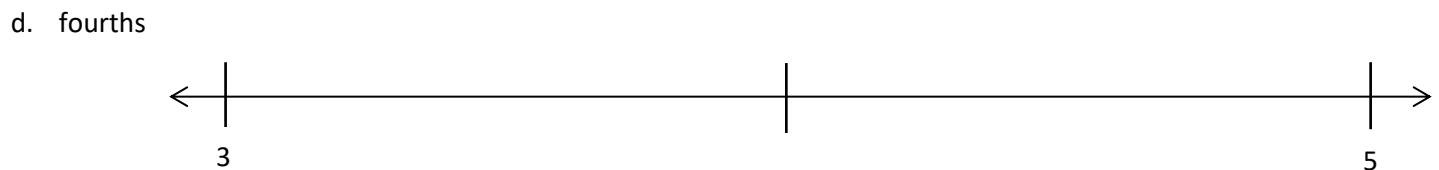
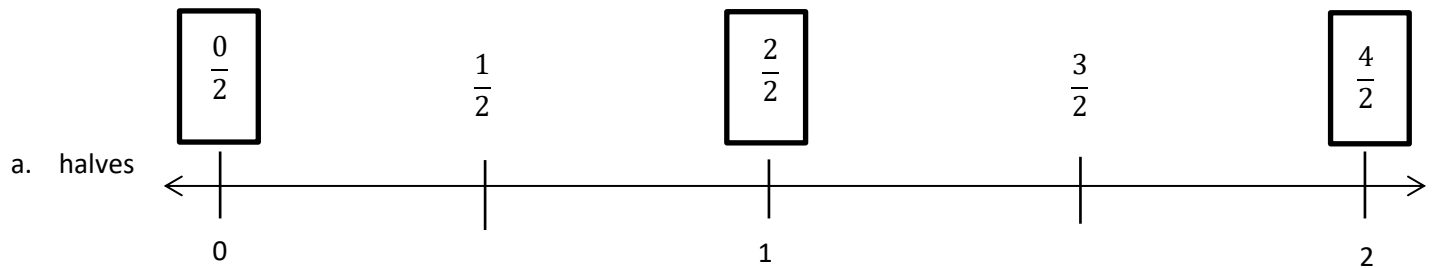
Harvard

Yale

Princeton

**Input (My Turn):**

1. Estimate to equally partition and label the fractions on the number line. Label the wholes as fractions, and box them. The first one is done for you.



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

Week 26 Day 1 Date: \_\_\_\_\_

BCCS-B

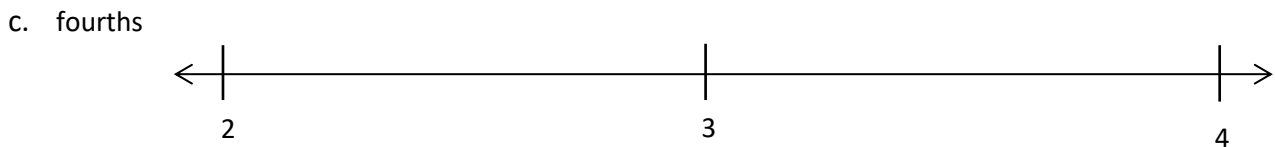
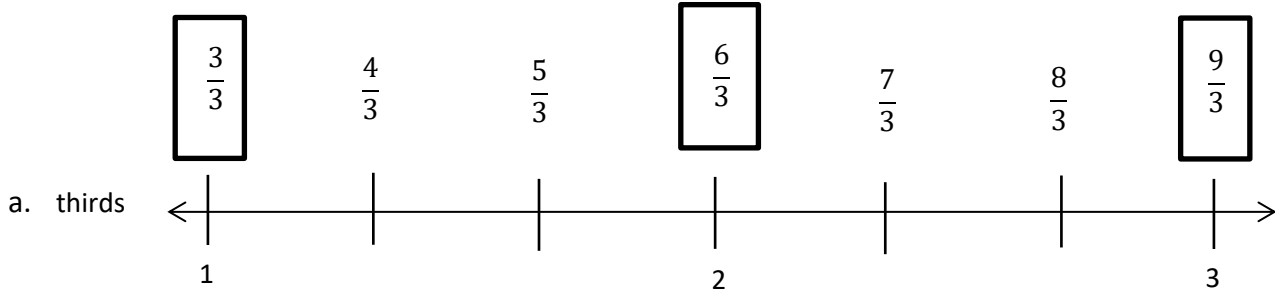
Harvard

Yale

Princeton

**Problem Set (Your Turn):**

1. Estimate to equally partition and label the fractions on the number line. Label the wholes as fractions, and box them. The first one is done for you.



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


Week 26 Day 1 Date: \_\_\_\_\_


BCCS-B



Harvard

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Princeton

✓ Who/what is this problem about? 

✓ How do we solve this problem? 

✓  Show and check your work completely. 

**C** Circle key numbers & units  
What do I know?

**U** Underline the question  
What am I being asked to solve?

**B** Box math clue words  
Am I going to +, -, x, or ÷?

**E** Evaluate and Eliminate  
What steps do I take?  
What information don't I need?

**S** Solve and Show your work  
Does my answer make sense?  
How can I double check?

**Application:**

Draw a number line with endpoints 0 and 3. Label the wholes. Partition each whole into fifths. Label all the fractions from 0 to 3. Box the fractions that are located at the same points as whole numbers. Use a separate paper if you need more space.

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

Week 26 Day 1 Date: \_\_\_\_\_

BCCS-B

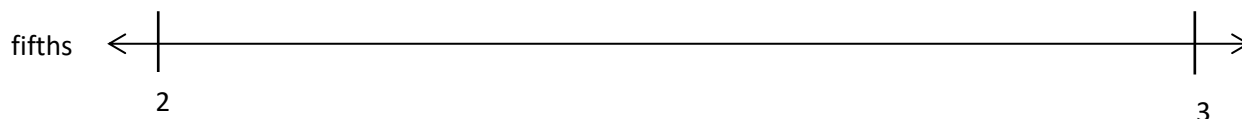
Harvard

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**Exit Ticket:**

1. Estimate to equally partition and label the fractions on the number line. Label the wholes as fractions, and box them.



2. Draw a number line with endpoints 0 and 2. Label the wholes. Estimate to partition each whole into sixths, and label them. Box in the fractions for 1 whole and 2 wholes.

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

Week 26 Day 1 Date: \_\_\_\_\_

BCCS-B

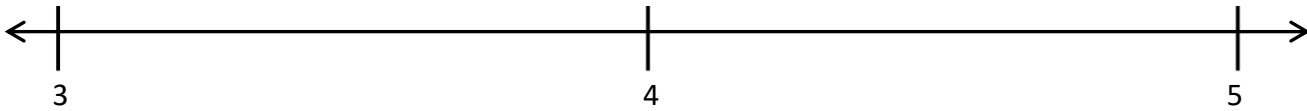
Harvard

Yale

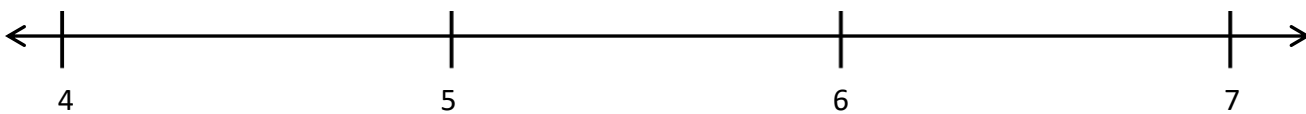
Princeton

**Homework:**

1. Partition each whole into sixths. Label each fraction. Count up as you go. Box the fractions that are located at the same points as whole numbers.

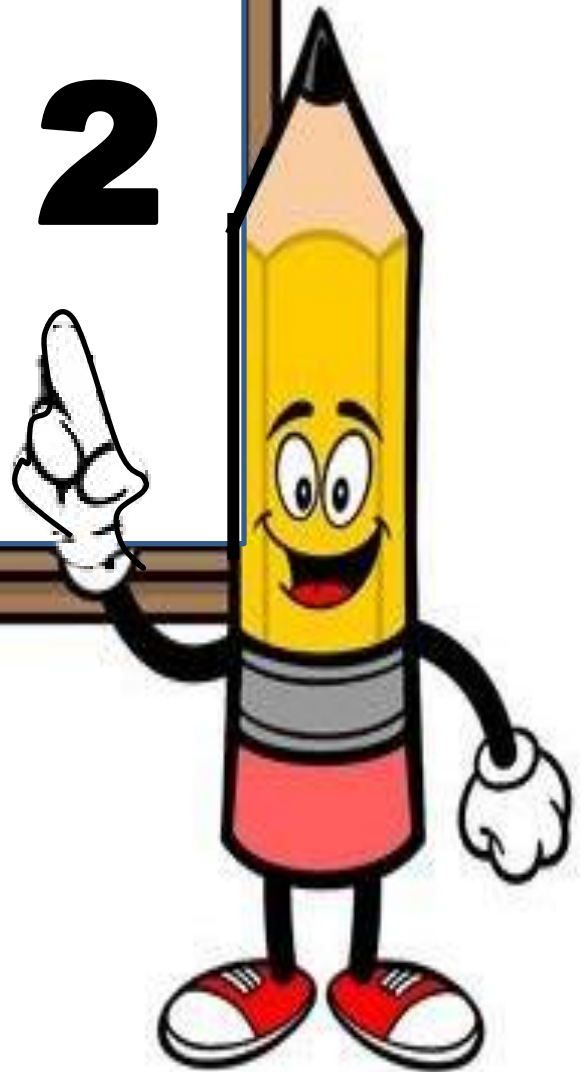


2. Partition each whole into halves. Label each fraction. Count up as you go. Box the fractions that are located at the same points as whole numbers.





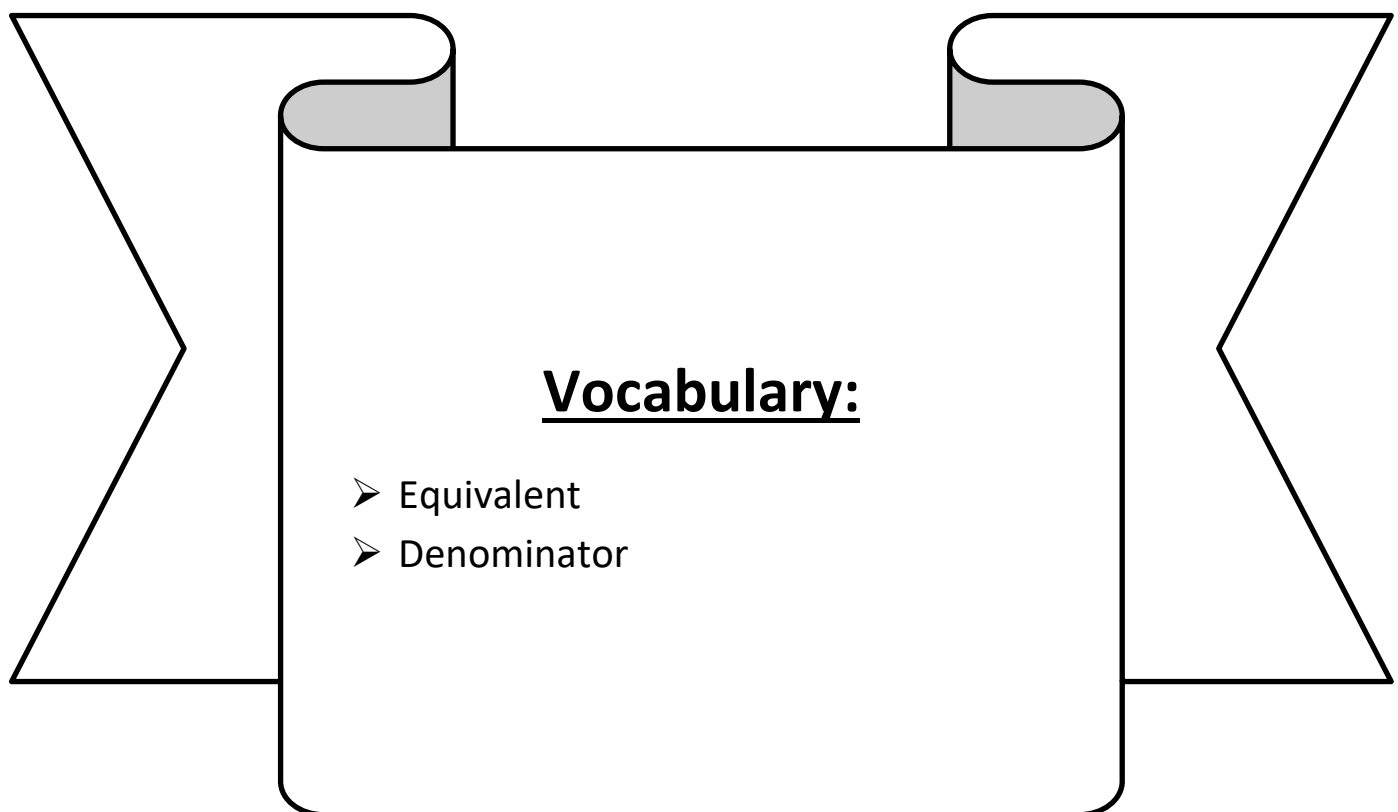
# Day # 2





**LEQ:** How can I practice placing various fractions on a number line?

**Objective:** I can use my knowledge of whole numbers and equivalent fractions to practice placing various fractions on a number line.



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

Week 26 Day 2 Date: \_\_\_\_\_

BCCS-B

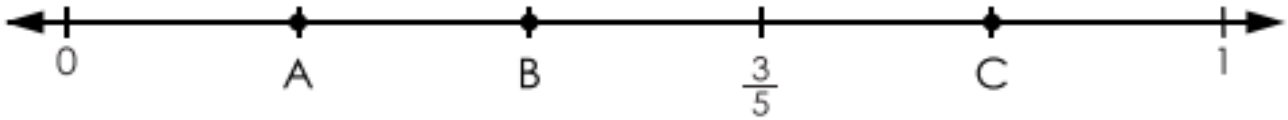
Harvard

Yale

Princeton

Do Now:

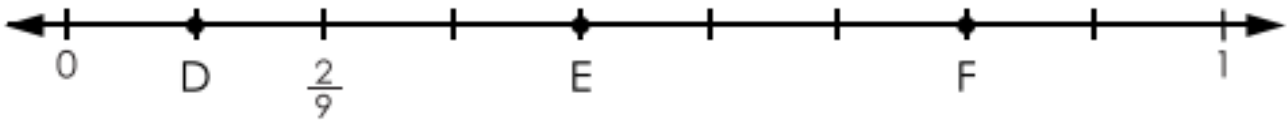
### Fractions on Number Lines



A =

B =

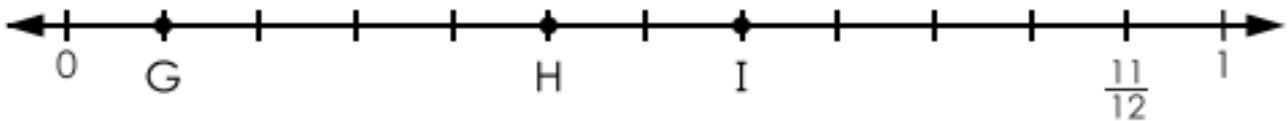
C =



D =

E =

F =



G =

H =

I =

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

Week 26 Day 2 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

**Input (My Turn):**

1. Locate and label the following fractions on the number line.

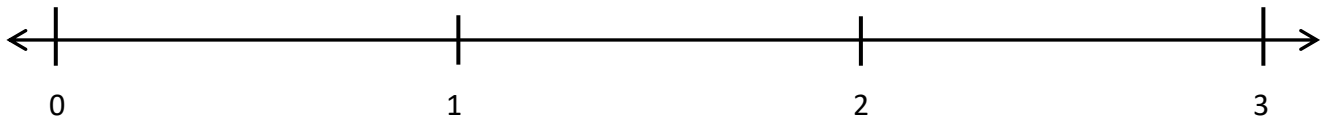
$$\frac{0}{6}$$

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

$$\frac{12}{6}$$

$$\frac{3}{6}$$

$$\frac{9}{6}$$



2. Locate and label the following fractions on the number line.

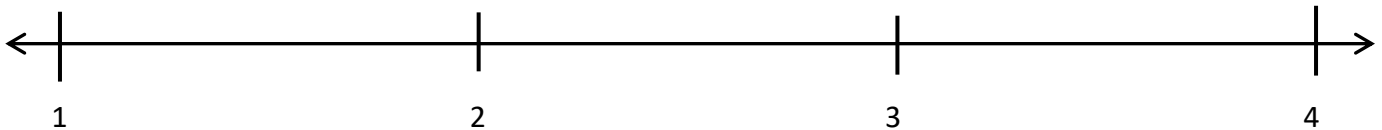
$$\frac{8}{4}$$

$$\frac{6}{4}$$

$$\frac{12}{4}$$

$$\frac{16}{4}$$

$$\frac{4}{4}$$



3. Locate and label the following fractions on the number line.

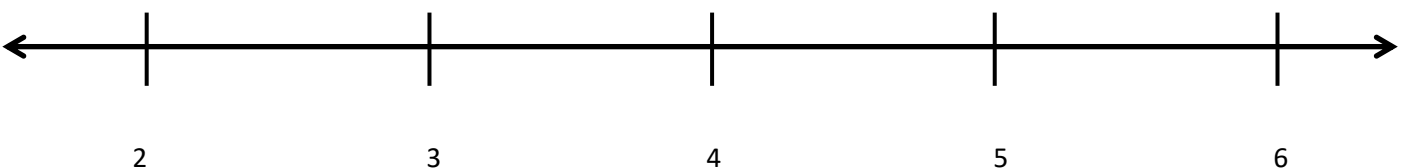
$$\frac{18}{3}$$

$$\frac{14}{3}$$

$$\frac{9}{3}$$

$$\frac{11}{3}$$

$$\frac{6}{3}$$



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

Week 26 Day 2 Date: \_\_\_\_\_

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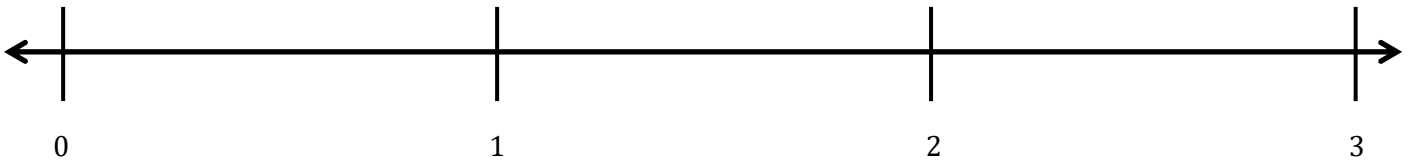
**Problem Set (Your Turn):**

1. Locate and label the following fractions on the number line.

$$\frac{1}{2}$$

$$\frac{4}{2}$$

$$\frac{5}{2}$$

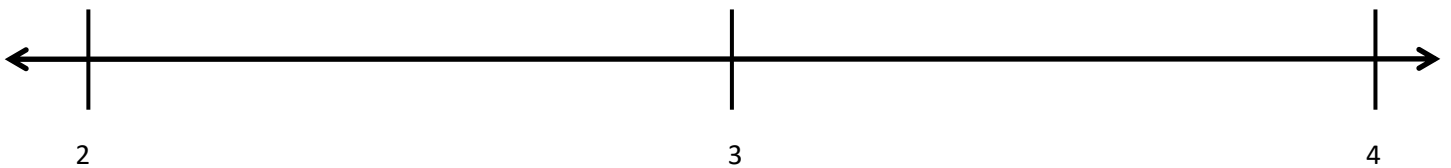


2. Locate and label the following fractions on the number line.

$$\frac{11}{3}$$

$$\frac{6}{3}$$

$$\frac{8}{3}$$

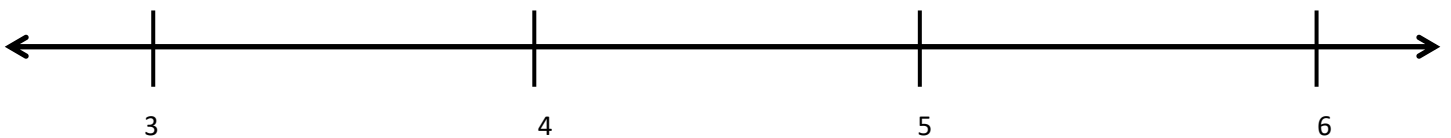


3. Locate and label the following fractions on the number line.

$$\frac{20}{4}$$

$$\frac{13}{4}$$

$$\frac{23}{4}$$



Name: \_\_\_\_\_ Week 26 Day 2 Date: \_\_\_\_\_

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**Input (My Turn):**

4. For a measurement project in math class, students measured the lengths of their pinky fingers. Shahidullah measured 2 inches long. Jeremiah's pinky finger was  $\frac{7}{4}$  inches long. Whose finger is longer? Draw a number line to help prove your answer.

5. Jaylan bought 2 one-gallon bottles of juice for a party. His guests drank  $\frac{6}{4}$  gallons of juice. What fraction of a gallon of juice is left over? Draw a number line to show, and explain your answer.

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

Week 25 Day 2 Date: \_\_\_\_\_

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**Problem Set (Your Turn):**

4. For a measurement project in math class, students measured the lengths of their thumbs. MD's measured 1 inch long. Jacky's thumb was  $\frac{8}{9}$  inches long. Whose finger is longer? Draw a number line to help prove your answer.

5. Caleb bought 3 one-gallon bottles of juice for a party. His guests drank  $\frac{8}{4}$  gallons of juice. What fraction of a gallon of juice is left over? Draw a number line to show, and explain your answer.

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

Week 26 Day 2 Date: \_\_\_\_\_

BCCS-B

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A poster with three steps for solving a problem:

- ✓ Who/what is this problem about? (with a camera icon)
- ✓ How do we solve this problem? (with icons for +, -, ×, ÷)
- ✓ Show and check your work completely. (with a pencil and a magnifying glass over a checklist icon)

A poster with the CUBES strategy:

- C** Circle key numbers & units. What do I know?
- U** Underline the question. What am I being asked to solve?
- B** Box math clue words. Am I going to +, -, ×, or ÷?
- E** Evaluate and Eliminate. What steps do I take? What information don't I need?
- S** Solve and Show your work. Does my answer make sense? How can I double check?

**Application:**

Chamar bought 2 one-gallon bottles of juice for a party. His guests drank  $\frac{7}{5}$  gallons of juice. What fraction of a gallon of juice is left over? Draw a number line to show, and explain your answer.

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

Week 26 Day 2 Date: \_\_\_\_\_

BCCS-B

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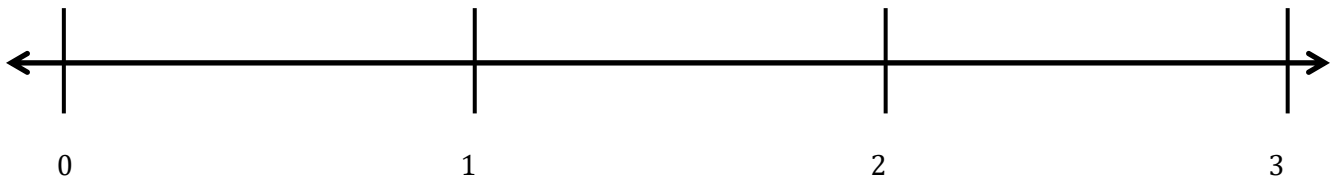
**Exit Ticket:**

1. Locate and label the following fractions on the number line.

$$\frac{7}{3}$$

$$\frac{2}{3}$$

$$\frac{4}{3}$$





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

Week 26 Day 2 Date: \_\_\_\_\_

BCCS-B

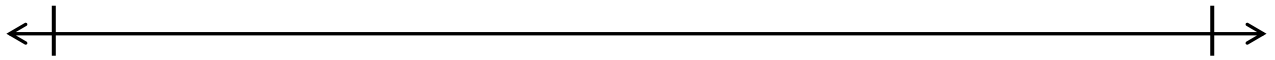
Harvard

Yale

Princeton

**Homework:**

1. Wayne went on a 4-kilometer hike. He took a break at  $\frac{4}{3}$  kilometers. He took a drink of water at  $\frac{10}{3}$  kilometers. Show Wayne's hike on the number line. Include his starting and finishing place and the 2 points where he stopped.



2. Locate and label the following fractions on the number line.

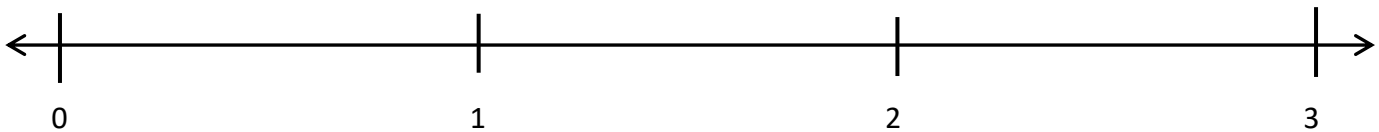
$$\frac{0}{4}$$

$$\frac{6}{4}$$

$$\frac{12}{4}$$

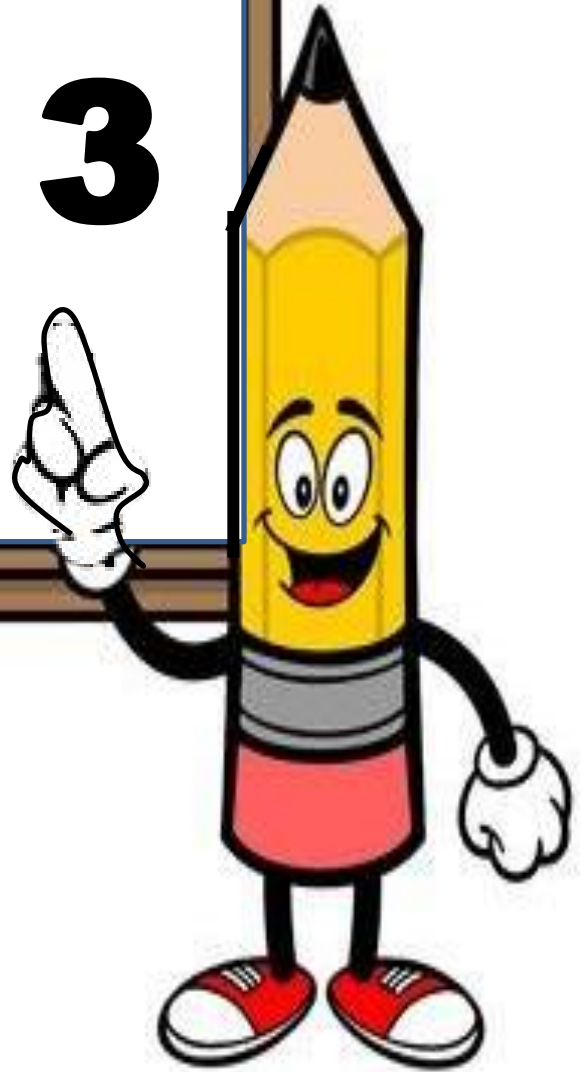
$$\frac{8}{4}$$

$$\frac{4}{4}$$



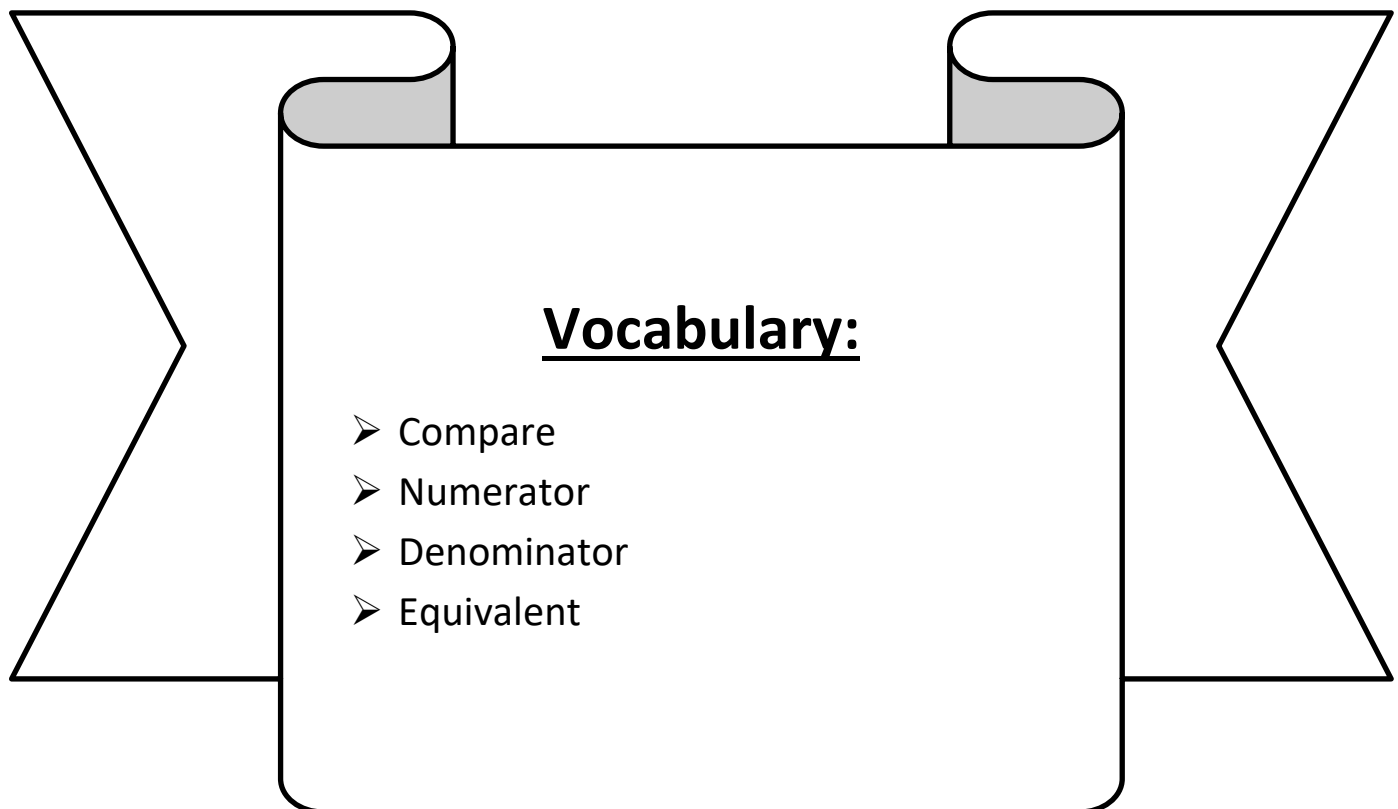


# Day # 3



**LEQ:** How can I compare fractions and whole numbers on the number line by reasoning about their distance from 0?

**Objective:** I can show two fractions on a single number line to compare fractions and whole numbers and determine which one is closer to 0.



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

Week 26 Day 3 Date: \_\_\_\_\_

BCCS-B

Harvard

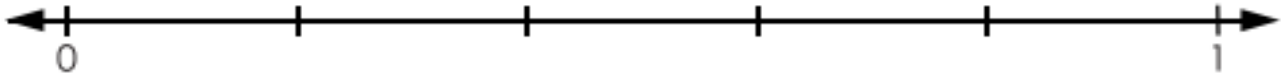
Yale

Princeton

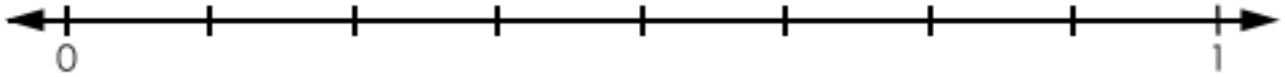
Do Now:

## Fractions on Number Lines

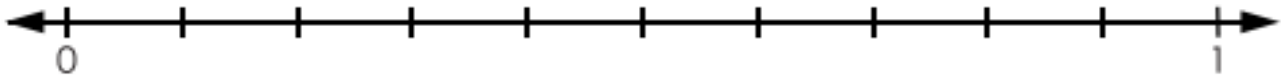
On the number line below label  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{3}{5}$ , and  $\frac{4}{5}$ .



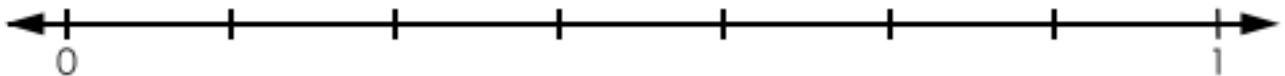
On the number line below label  $\frac{1}{8}$ ,  $\frac{3}{8}$ ,  $\frac{5}{8}$ , and  $\frac{7}{8}$ .



On the number line below label  $\frac{3}{10}$ ,  $\frac{7}{10}$ , and  $\frac{9}{10}$ .



On the number line below label  $\frac{3}{7}$ ,  $\frac{4}{7}$ ,  $\frac{5}{7}$ , and  $\frac{6}{7}$ .



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

Week 26 Day 3 Date: \_\_\_\_\_

BCCS-B

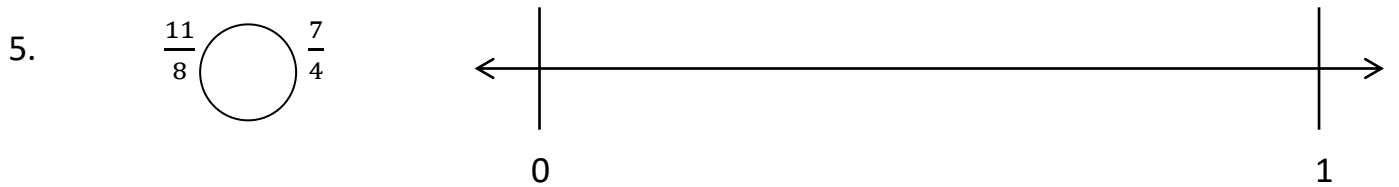
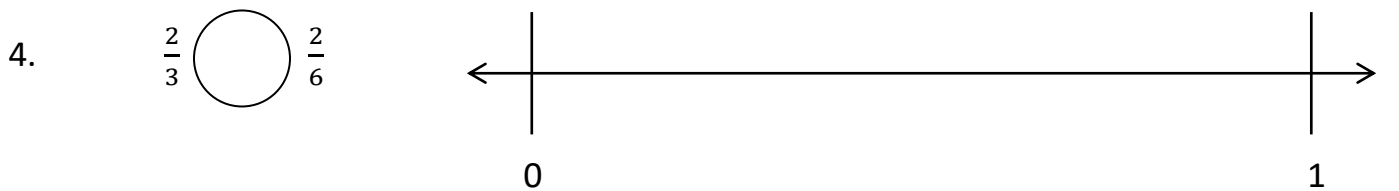
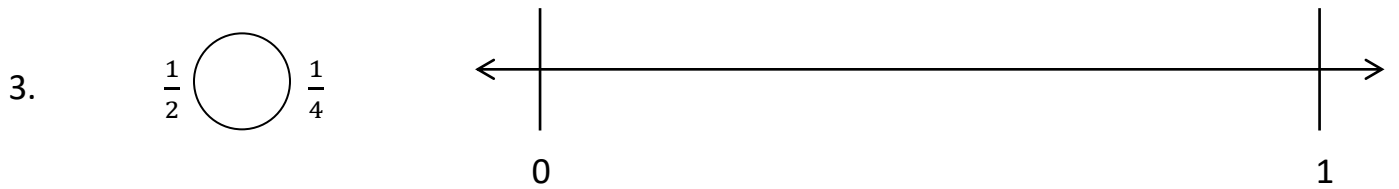
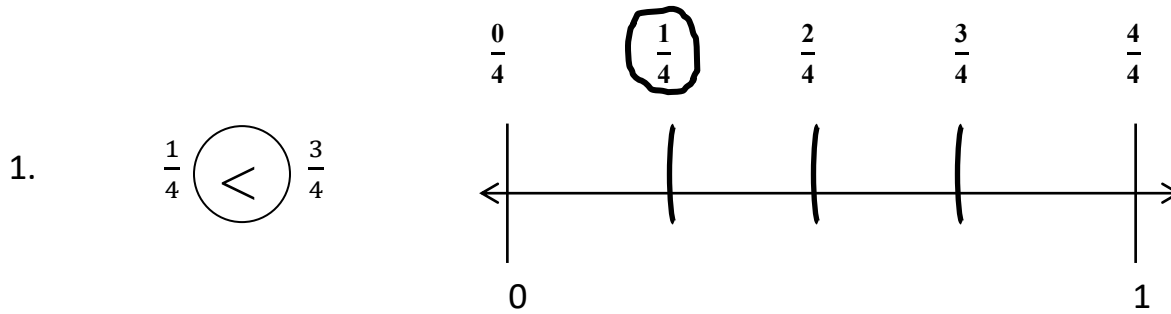
Harvard

Yale

Princeton

**Input (My Turn):**

Place the two fractions on the number line. Circle the fraction with the distance closest to 0. Then, compare using  $>$ ,  $<$ , or  $=$ . The first problem is done for you.



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

Week 26 Day 3 Date: \_\_\_\_\_

BCCS-B

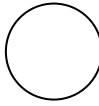
Harvard

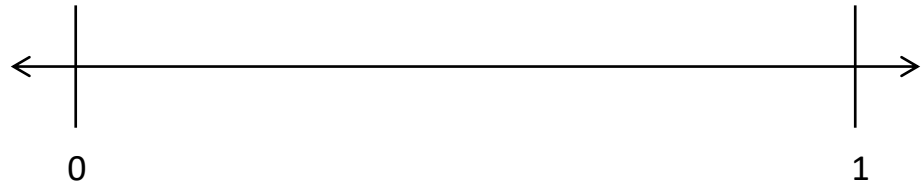
Yale

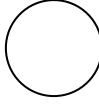
Princeton

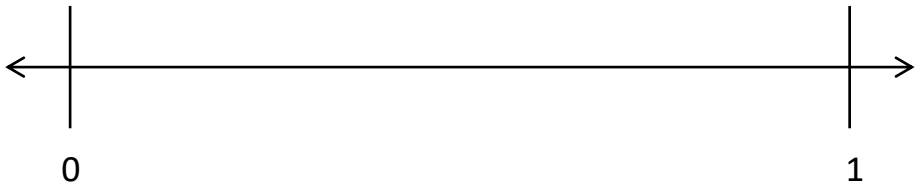
**Problem Set (Your Turn):**

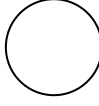
Place the two fractions on the number line. Circle the fraction with the distance closest to 0. Then, compare using  $>$ ,  $<$ , or  $=$ .

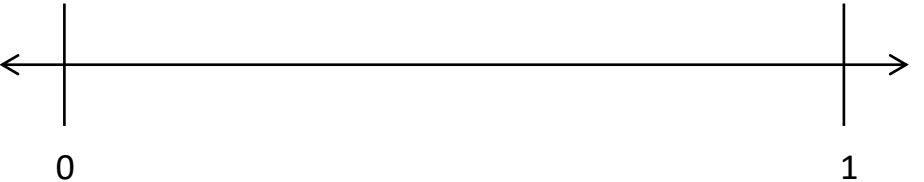
1.  $\frac{1}{3}$    $\frac{2}{3}$

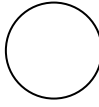


2.  $\frac{4}{6}$    $\frac{1}{6}$



3.  $\frac{1}{4}$    $\frac{1}{8}$



4.  $\frac{4}{5}$    $\frac{4}{10}$



Name: \_\_\_\_\_ Week 26 Day 3 Date: \_\_\_\_\_

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**Input (My Turn):**

6. Ms. Young cuts 2 pieces of thread. The blue thread is  $\frac{5}{4}$  meters long. The red thread is  $\frac{4}{5}$  meters long. Draw a number line to model the length of each piece of thread. Which piece of thread is shorter? Explain how you know using pictures, numbers, and words.

**Problem Set (Your Turn):**

6. Mr. Thompson cuts 2 pieces of rope. The blue rope is  $\frac{4}{3}$  feet long and the red rope is  $\frac{3}{4}$  feet long. Which piece of rope is shorter? Explain how you know using pictures, numbers, and words.

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


Week 26 Day 3 Date: \_\_\_\_\_


BCCS-B



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✓ Who/what is this problem about? 

✓ How do we solve this problem? 

✓  Show and check your work completely. 

**C** Circle key numbers & units  
What do I know?

**U** Underline the question  
What am I being asked to solve?

**B** Box math clue words  
Am I going to +, -, x, or ÷?

**E** Evaluate and Eliminate  
What steps do I take?  
What information don't I need?

**S** Solve and Show your work  
Does my answer make sense?  
How can I double check?

**Application:**

Nikki has 3 pieces of yarn. The first piece is  $\frac{5}{6}$  feet long, the second piece is  $\frac{5}{3}$  feet long, and the third piece is  $\frac{3}{2}$  feet long. She wants to arrange them from the shortest to the longest. Draw a number line to model the length of each piece of yarn. Write a number sentence using  $<$ ,  $>$ , or  $=$  to compare the pieces. Explain using pictures, numbers, and words.



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

Week 26 Day 3 Date: \_\_\_\_\_

BCCS-B

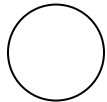
Harvard

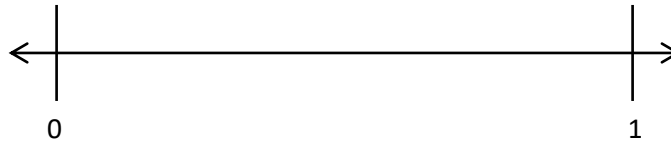
Yale

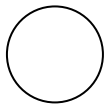
Princeton

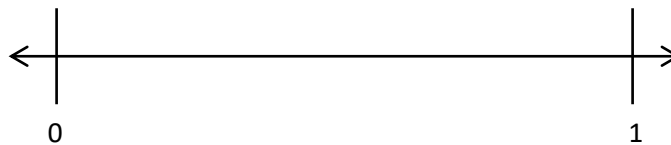
**Exit Ticket:**

Place the two fractions on the number line. Circle the fraction with the distance closest to 0. Then, compare using  $>$ ,  $<$ , or  $=$ .

1.  $\frac{3}{5}$    $\frac{1}{5}$



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



3. Mr. Brady draws a fraction on the board. Ken says it's  $\frac{2}{3}$ , and Dan said it's  $\frac{3}{2}$ . Do both of these fractions mean the same thing? If not, which fraction is larger? Draw a number line to model  $\frac{2}{3}$  and  $\frac{3}{2}$ . Use words, pictures, and numbers to explain your comparison.

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

Week 26 Day 3 Date: \_\_\_\_\_

BCCS-B


Harvard

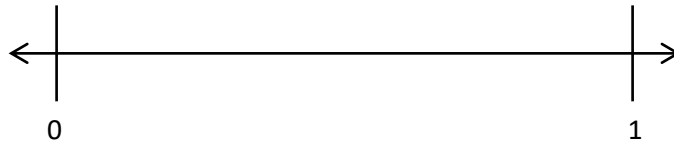
Yale


Princeton

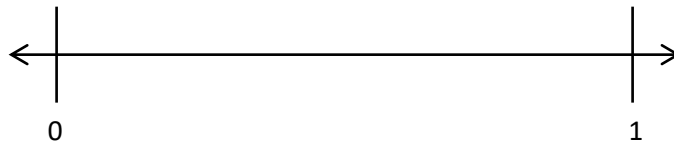
### Homework:

Place the two fractions on the number line. Circle the fraction with the distance closest to 0. Then, compare using  $>$ ,  $<$ , or  $=$ .

1.  $\frac{2}{5}$    $\frac{1}{5}$



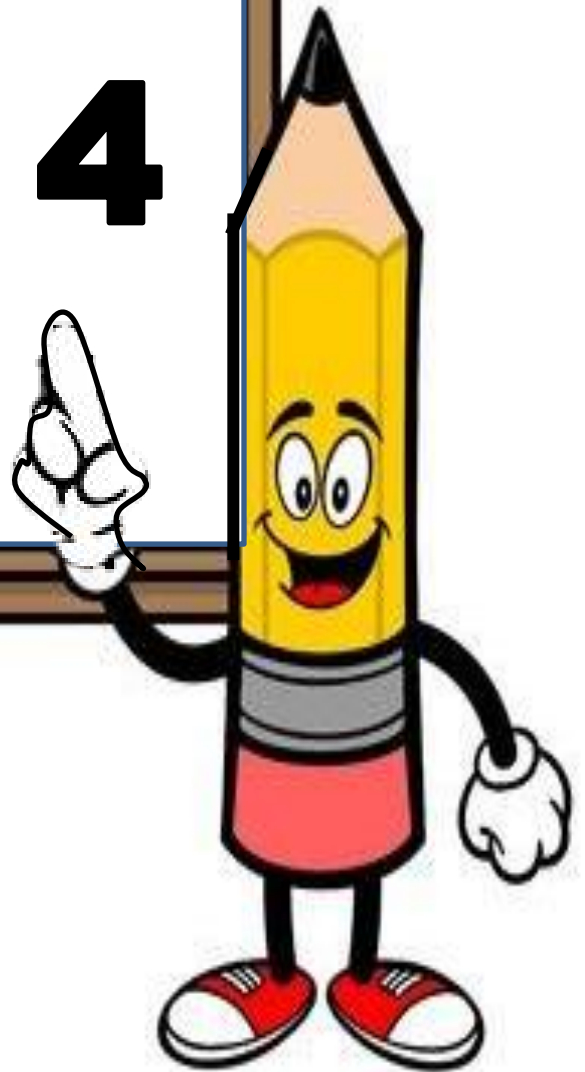
2.  $\frac{1}{2}$    $\frac{2}{4}$



3. Liz and Jay each have a piece of string. Liz's string is  $\frac{3}{6}$  yards long, and Jay's string is  $\frac{5}{8}$  yards long. Whose string is longer? Draw a number line to model the length of both strings. Explain the comparison using pictures, numbers, and words.

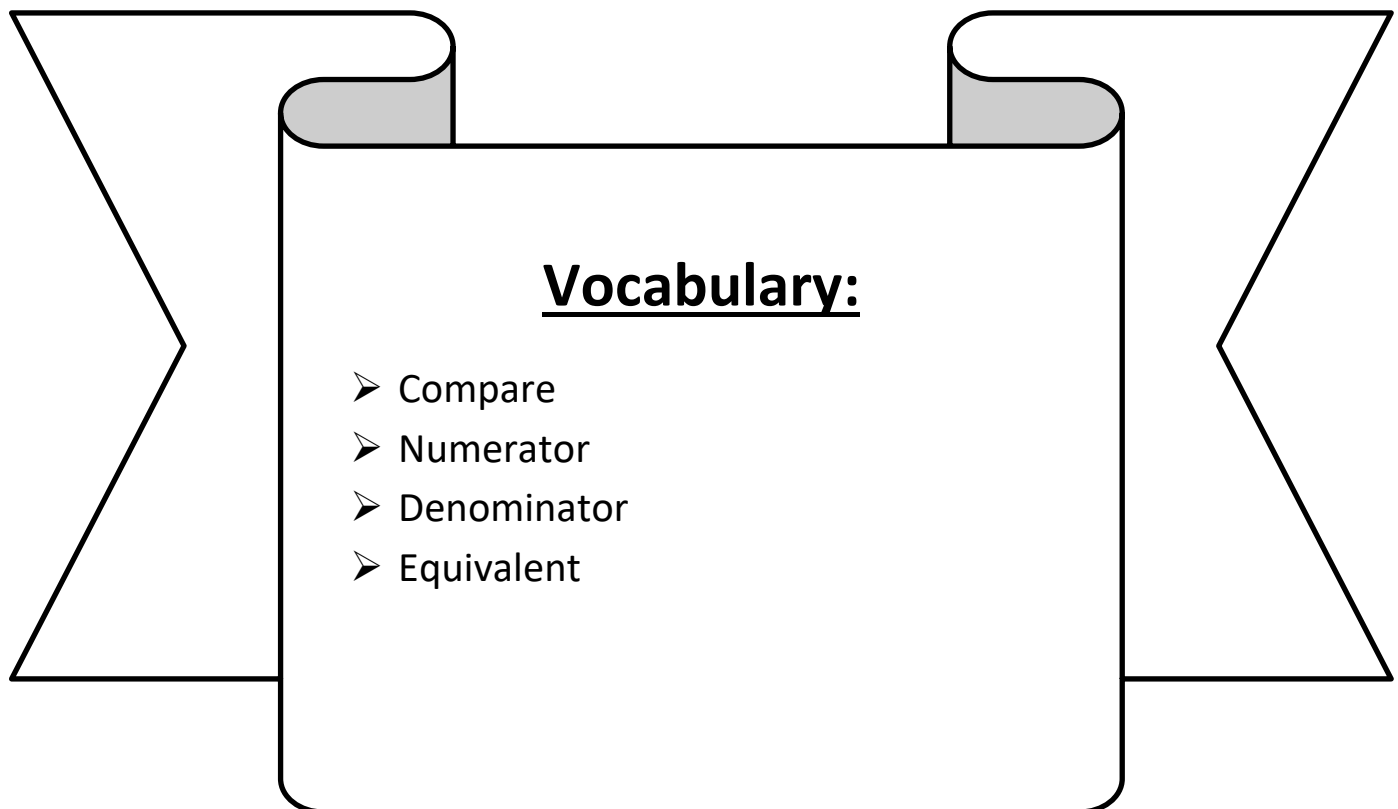


# Day # 4



**LEQ:** How can I understand distance and position on the number line as strategies for comparing fractions?

**Objective:** I can use “greater than” and “less than” to compare fractions on a number line.



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

Week 26 Day 4 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

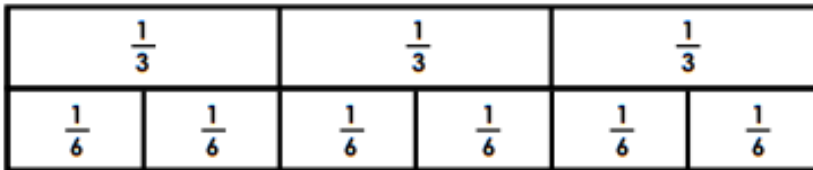
Princeton

Do Now:

## Comparing Fractions

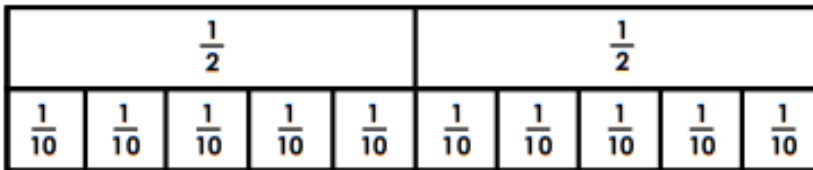
Shade the fraction strips to show the given fractions. Then compare each pair of fractions using the symbol  $<$ ,  $>$ , or  $=$ .

a.



$$\frac{2}{3} \quad \bigcirc \quad \frac{5}{6}$$

b.



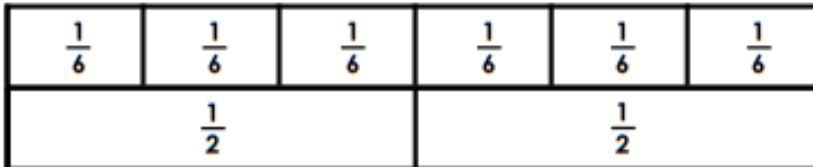
$$\frac{1}{2} \quad \bigcirc \quad \frac{3}{10}$$

c.



$$\frac{6}{8} \quad \bigcirc \quad \frac{3}{4}$$

d.



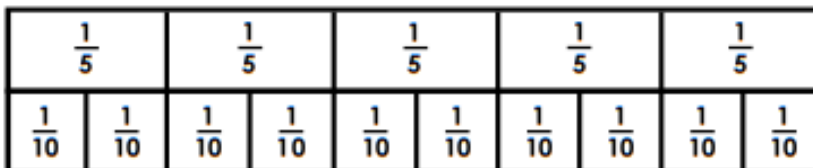
$$\frac{5}{6} \quad \bigcirc \quad \frac{1}{2}$$

e.



$$\frac{7}{12} \quad \bigcirc \quad \frac{7}{10}$$

f.



$$\frac{4}{5} \quad \bigcirc \quad \frac{8}{10}$$

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

Week 26 Day 4 Date: \_\_\_\_\_

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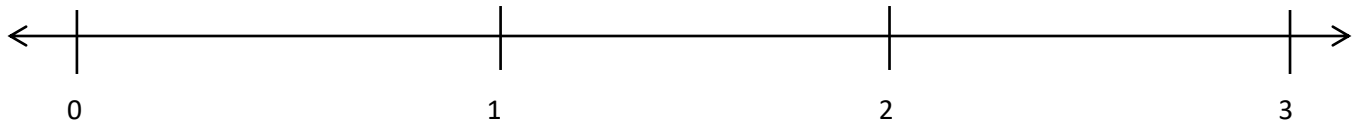
Yale

Princeton

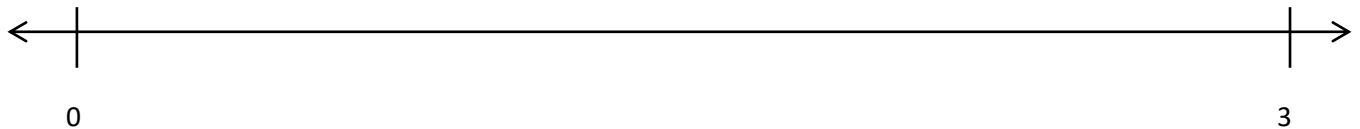
**Input (My Turn):**

Divide each number line into the given fractional unit. Then, place the fractions. Write each whole as a fraction.

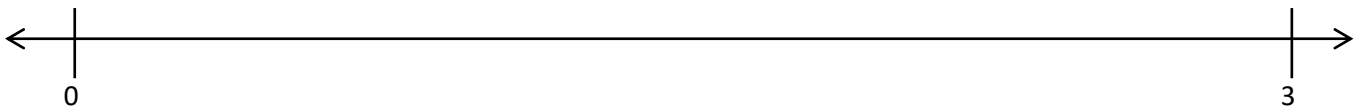
a. halves  $\frac{3}{2}$   $\frac{5}{2}$   $\frac{4}{2}$



b. fourths  $\frac{9}{4}$   $\frac{11}{4}$   $\frac{6}{4}$



c. eighths  $\frac{24}{8}$   $\frac{19}{8}$   $\frac{16}{8}$



1. Use the number lines above to compare the following fractions using  $>$ ,  $<$ , or  $=$ .

$$\frac{6}{4} \bigcirc \frac{9}{4}$$

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

$$\frac{19}{8} \bigcirc \frac{16}{8}$$

$$\frac{16}{8} \bigcirc \frac{3}{2}$$

$$\frac{9}{4} \bigcirc \frac{19}{8}$$

$$\frac{4}{2} \bigcirc \frac{16}{8}$$

$$\frac{6}{4} \bigcirc \frac{16}{8}$$

$$\frac{5}{2} \bigcirc \frac{9}{4}$$

$$\frac{24}{8} \bigcirc \frac{11}{4}$$

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

Week 26 Day 4 Date: \_\_\_\_\_

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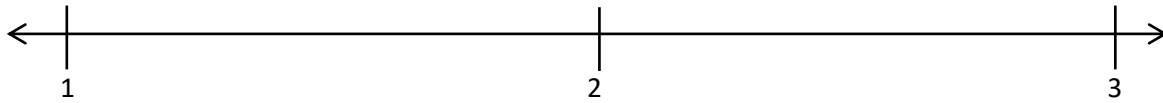
Yale

Princeton

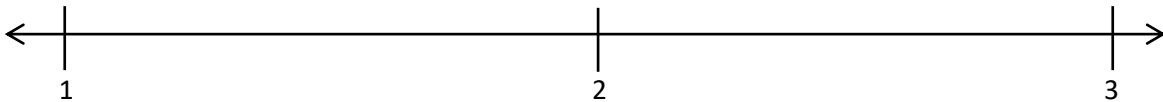
**Problem Set (Your Turn):**

1. Divide each number line into the given fractional unit. Then, place the fractions. Write each whole as a fraction.

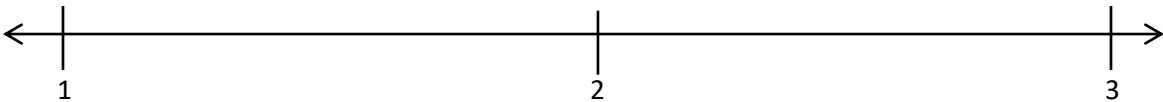
a. thirds  $\frac{6}{3}$   $\frac{5}{3}$   $\frac{8}{3}$



b. sixths  $\frac{10}{6}$   $\frac{18}{6}$   $\frac{15}{6}$



c. fifths  $\frac{14}{5}$   $\frac{7}{5}$   $\frac{11}{5}$



2. Use the number lines above to compare the following fractions using  $>$ ,  $<$ , or  $=$ .

$\frac{17}{6}$  ○  $\frac{15}{6}$

$\frac{7}{3}$  ○  $\frac{9}{3}$

$\frac{11}{5}$  ○  $\frac{8}{5}$

$\frac{4}{3}$  ○  $\frac{8}{6}$

$\frac{13}{6}$  ○  $\frac{8}{3}$

$\frac{11}{6}$  ○  $\frac{5}{3}$

$\frac{10}{6}$  ○  $\frac{3}{3}$

$\frac{6}{3}$  ○  $\frac{12}{6}$

$\frac{15}{5}$  ○  $\frac{5}{3}$

# Fraction Strips

1 Whole

$\frac{1}{2}$

$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{3}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{4}$

$\frac{1}{4}$

$\frac{1}{4}$

$\frac{1}{5}$

$\frac{1}{5}$

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$\frac{1}{12}$



Name: \_\_\_\_\_ Week 26 Day 4 Date: \_\_\_\_\_

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**Input (My Turn):**

**Use the fraction strip on the previous page to answer the question below:**

Complete the sentence. Use words, pictures, or numbers to explain how you made that comparison.

\_\_\_\_\_ is *greater than* \_\_\_\_\_.

**Problem Set (Your Turn):**

**Use the fraction strip on the previous page to answer the question below:**

Complete the sentence. Use words, pictures, or numbers to explain how you made that comparison.

\_\_\_\_\_ is *greater than* \_\_\_\_\_.

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


Week 26 Day 4 Date: \_\_\_\_\_


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✓ Who/what is this problem about? 

✓ How do we solve this problem? 

✓  Show and check your work completely. 

**C** Circle key numbers & units  
What do I know?

**U** Underline the question  
What am I being asked to solve?

**B** Box math clue words  
Am I going to +, -, x, or ÷?

**E** Evaluate and Eliminate  
What steps do I take?  
What information don't I need?

**S** Solve and Show your work  
Does my answer make sense?  
How can I double check?

**Application:**

Jennifer hid half of her birthday money in the dresser drawer. The other half she put in her jewelry box. If she hid \$8 in the drawer, how much money did she get for her birthday?

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

Week 26 Day 4 Date: \_\_\_\_\_

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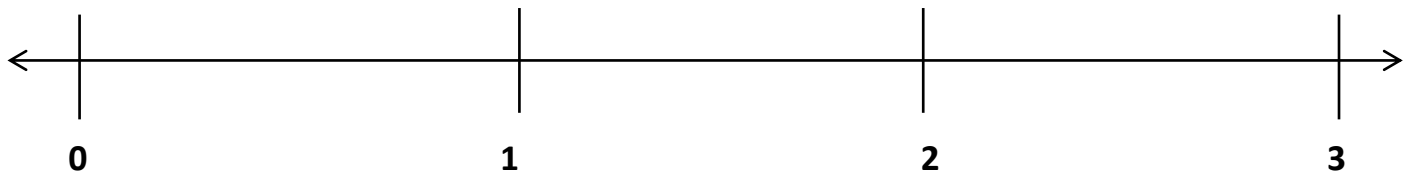
Yale

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**Exit Ticket:**

1. Divide the number line into the given fractional unit. Then, place the fractions. Write each whole as a fraction.

fourths  $\frac{2}{4}$   $\frac{10}{4}$   $\frac{7}{4}$



2. Use the number line above to compare the following fractions using  $>$ ,  $<$ , or  $=$ .

$$\frac{3}{4} \bigcirc \frac{5}{4}$$

$$\frac{7}{4} \bigcirc \frac{4}{4}$$

$$3 \bigcirc \frac{6}{4}$$

Use the number line from Problem 1. Which is larger: 2 wholes or  $\frac{9}{4}$ ? Use words, pictures, and numbers to explain your answer.

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

Week 26 Day 4 Date: \_\_\_\_\_

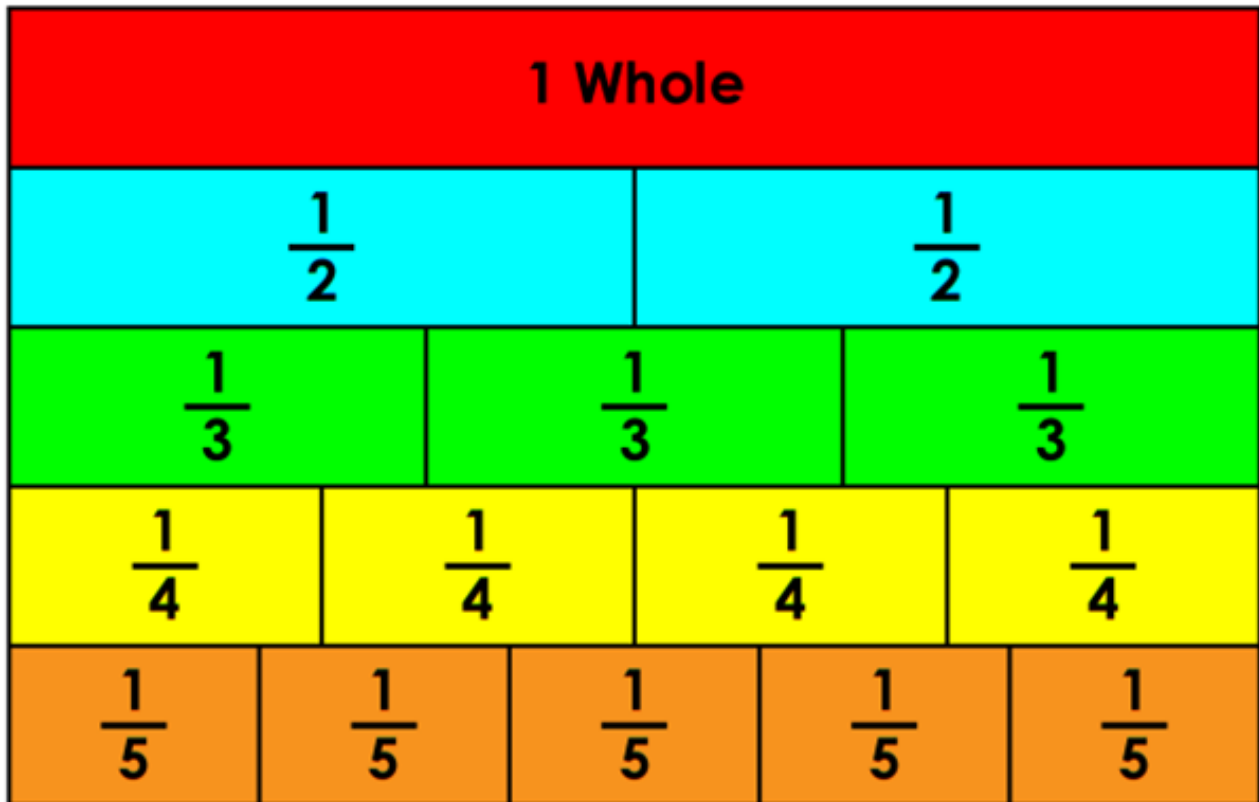
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**Homework:**



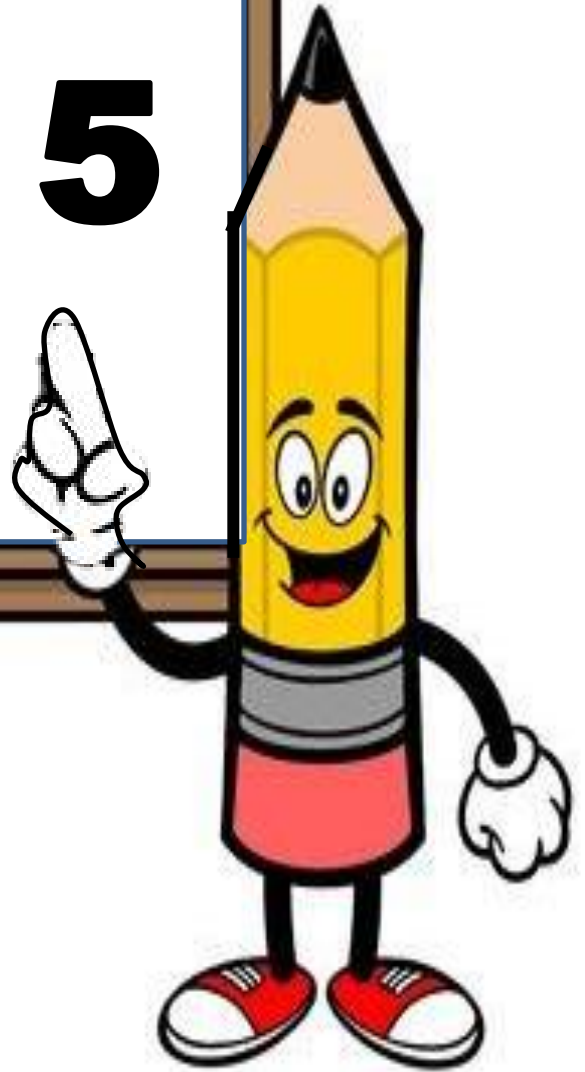
Use the fraction above to answer the question below:

Complete the sentence. Use words, pictures, or numbers to explain how you made that comparison.

\_\_\_\_\_ is less than \_\_\_\_\_



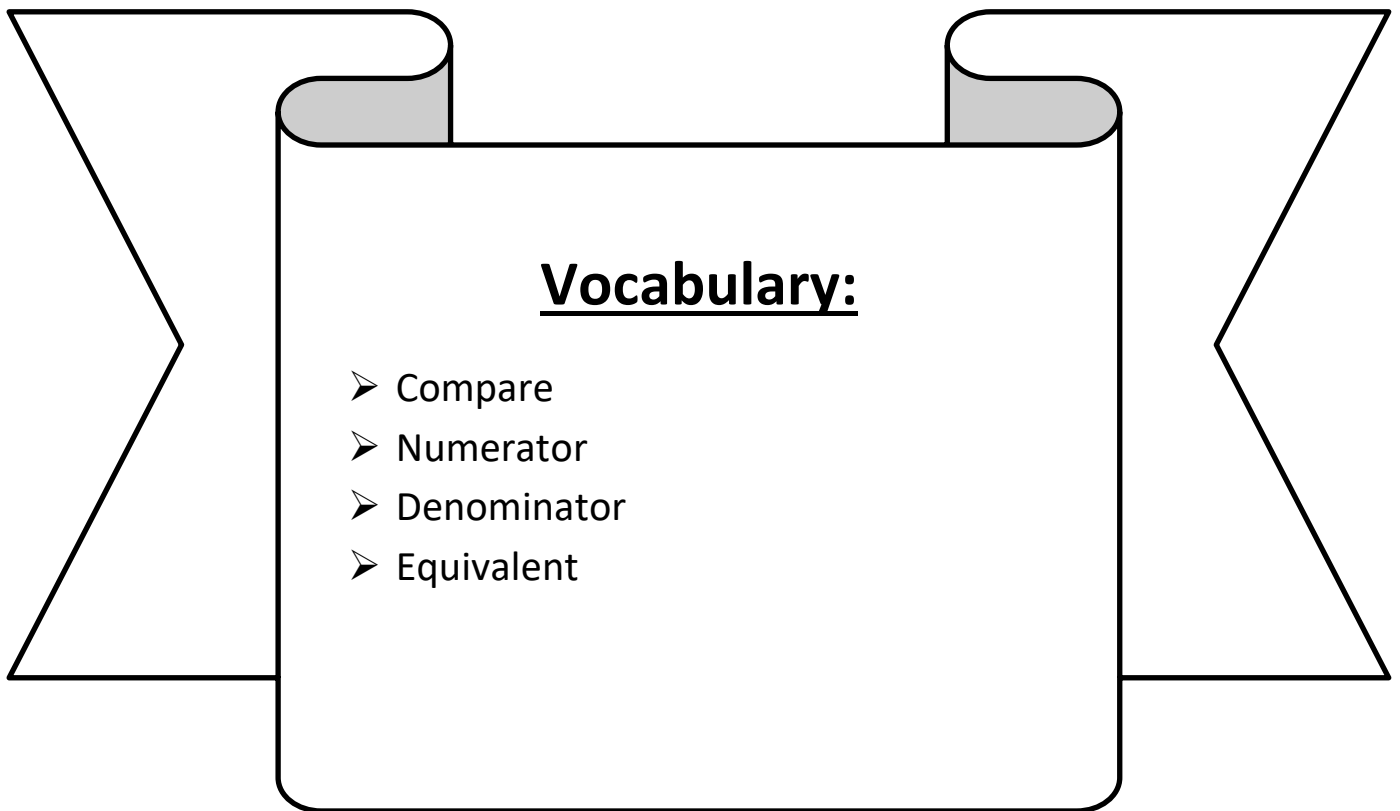
**Day # 5**



## **Extension Lesson**

**LEQ:** How can I express fractions as whole numbers?

**Objective:** I can use multiplication to express fractions as whole numbers.



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

Week 25 Day 5 Date: \_\_\_\_\_

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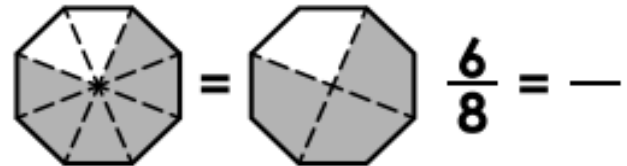
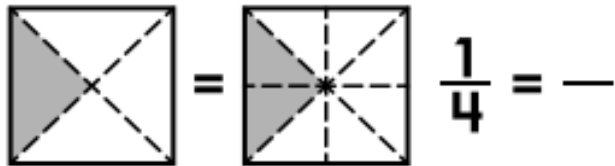
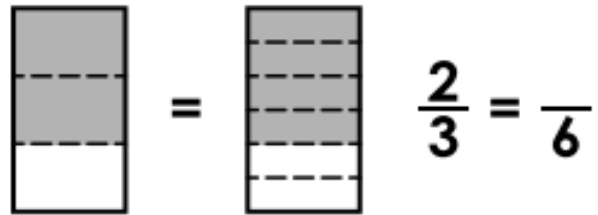
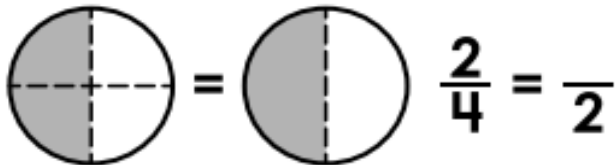
Yale

Princeton

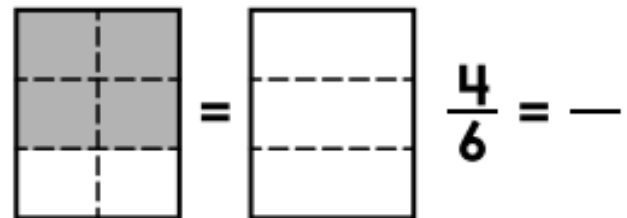
Do Now:

## Equivalent Fractions

Use the models to find equivalent fractions.



Shade the models and write the equivalent fractions.



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

Week 25 Day 5 Date: \_\_\_\_\_

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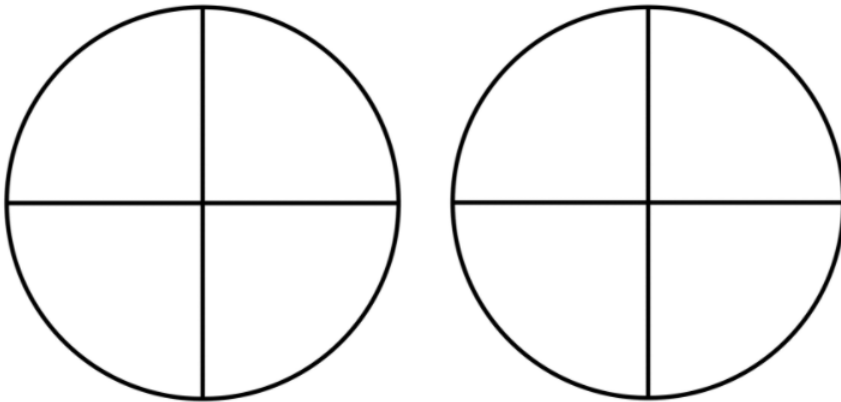
Yale

Princeton

**Input (My Turn):**

When written in number form, fractions represent \_\_\_\_\_ where the numerator is the dividend and the denominator is the divisor.

For example, 8 fourth is  $\frac{8}{4}$  or  $8 \div 4$ . When the number eight is grouped into groups of 4, the number of groups, or quotient is \_\_\_\_\_.



**9 thirds**



We can also skip-count by the denominator until we reach the numerator to express fractions as whole numbers.

$\begin{array}{r} 30 \\ \hline 5 \end{array}$
$\begin{array}{r} 18 \\ \hline 3 \end{array}$



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

Week 25 Day 5 Date: \_\_\_\_\_

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**Input (My Turn):**

Express Fractions as Whole Numbers

1.	$\frac{2}{1} =$	
2.	$\frac{2}{2} =$	
3.	$\frac{4}{2} =$	
4.	$\frac{6}{2} =$	
5.	$\frac{10}{2} =$	
6.	$\frac{8}{2} =$	
7.	$\frac{5}{1} =$	
8.	$\frac{5}{5} =$	
9.	$\frac{10}{5} =$	
10.	$\frac{15}{5} =$	
11.	$\frac{25}{5} =$	
12.	$\frac{20}{5} =$	
13.	$\frac{10}{10} =$	
14.	$\frac{50}{10} =$	
15.	$\frac{30}{10} =$	
16.	$\frac{10}{1} =$	
17.	$\frac{20}{10} =$	
18.	$\frac{40}{10} =$	
19.	$\frac{8}{4} =$	
20.	$\frac{4}{4} =$	

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

Week 25 Day 5 Date: \_\_\_\_\_

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**Problem Set (Your Turn):**

Express Fractions as Whole Numbers

1.	$\frac{5}{1} =$	
2.	$\frac{5}{5} =$	
3.	$\frac{10}{5} =$	
4.	$\frac{15}{5} =$	
5.	$\frac{25}{5} =$	
6.	$\frac{20}{5} =$	
7.	$\frac{2}{1} =$	
8.	$\frac{2}{2} =$	
9.	$\frac{4}{2} =$	
10.	$\frac{6}{2} =$	
11.	$\frac{10}{2} =$	
12.	$\frac{8}{2} =$	
13.	$\frac{10}{1} =$	
14.	$\frac{10}{10} =$	
15.	$\frac{50}{10} =$	
16.	$\frac{30}{10} =$	
17.	$\frac{20}{10} =$	
18.	$\frac{40}{10} =$	
19.	$\frac{6}{3} =$	
20.	$\frac{3}{3} =$	
21.	$\frac{3}{1} =$	
22.	$\frac{9}{3} =$	

23.	$\frac{8}{4} =$	
24.	$\frac{4}{4} =$	
25.	$\frac{4}{1} =$	
26.	$\frac{12}{4} =$	
27.	$\frac{12}{3} =$	
28.	$\frac{15}{3} =$	
29.	$\frac{16}{4} =$	
30.	$\frac{20}{4} =$	
31.	$\frac{90}{10} =$	
32.	$\frac{30}{5} =$	
33.	$\frac{35}{5} =$	
34.	$\frac{70}{10} =$	
35.	$\frac{12}{2} =$	
36.	$\frac{14}{2} =$	
37.	$\frac{80}{10} =$	
38.	$\frac{45}{5} =$	
39.	$\frac{16}{2} =$	
40.	$\frac{60}{10} =$	
41.	$\frac{18}{2} =$	
42.	$\frac{40}{5} =$	
43.	$\frac{36}{4} =$	
44.	$\frac{24}{3} =$	

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

Week 25 Day 5 Date: \_\_\_\_\_

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**Exit Ticket:**

1. Express Fractions as Whole Numbers

1.	$\frac{6}{3} =$	
2.	$\frac{3}{3} =$	
3.	$\frac{3}{1} =$	
4.	$\frac{9}{3} =$	
5.	$\frac{16}{4} =$	
6.	$\frac{20}{4} =$	
7.	$\frac{12}{3} =$	
8.	$\frac{15}{3} =$	
9.	$\frac{70}{10} =$	
10.	$\frac{12}{2} =$	

2. Skip-count by the denominator until we reach the numerator to express fractions as whole numbers.

$\frac{20}{2}$
$\frac{24}{3}$
$\frac{100}{10}$