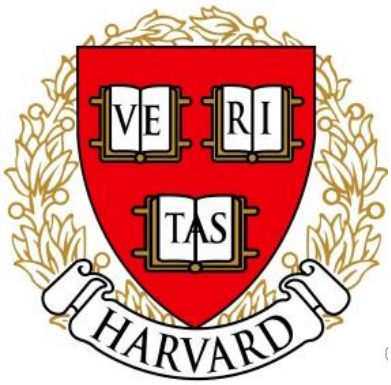
Name _____

3rd Grade Modified Math Remote Learning Packet

Week 25



Dear Educator,

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

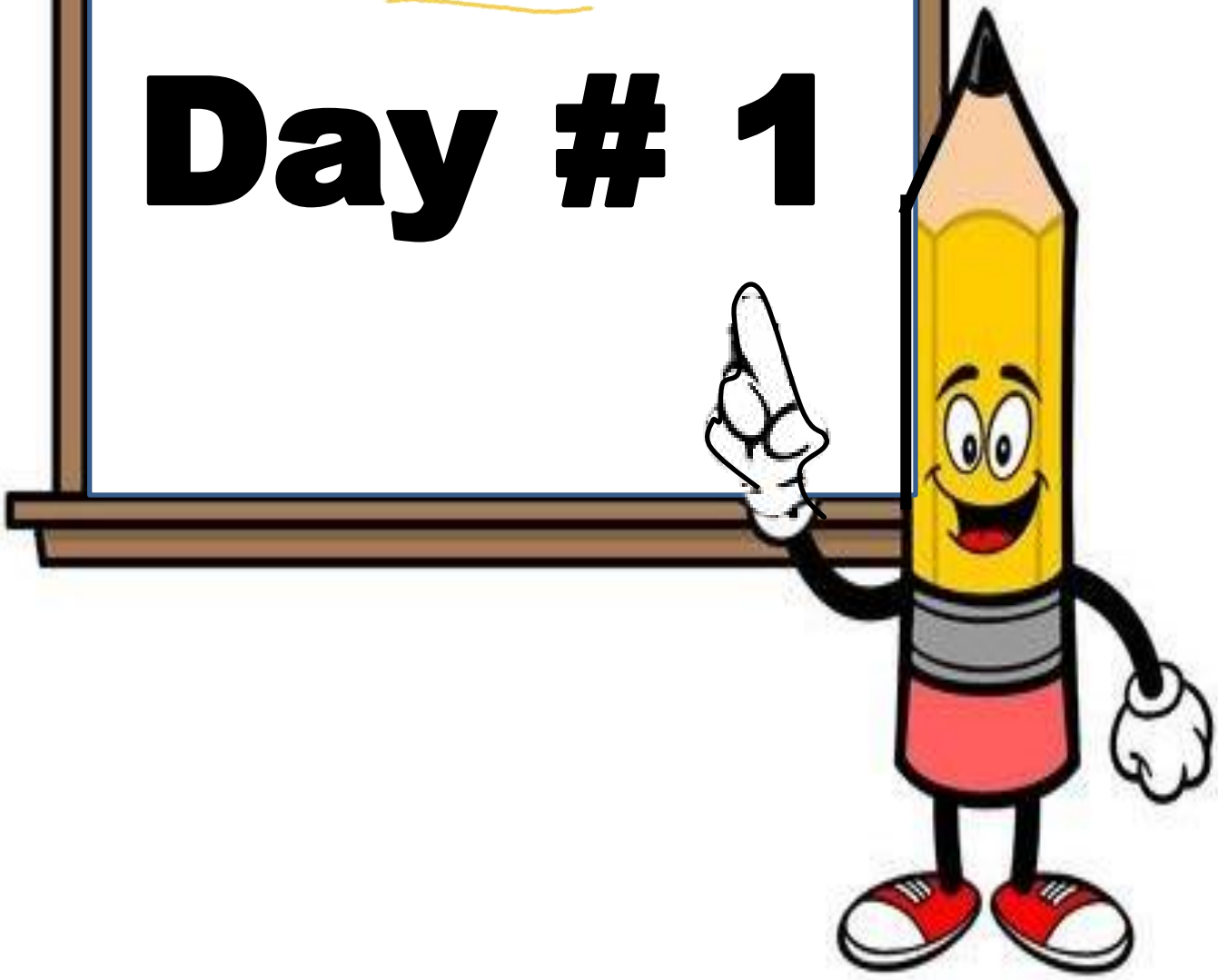
_____ _____

(Parent Signature) (Date)

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

Brighter Choice
Charter School for Boys

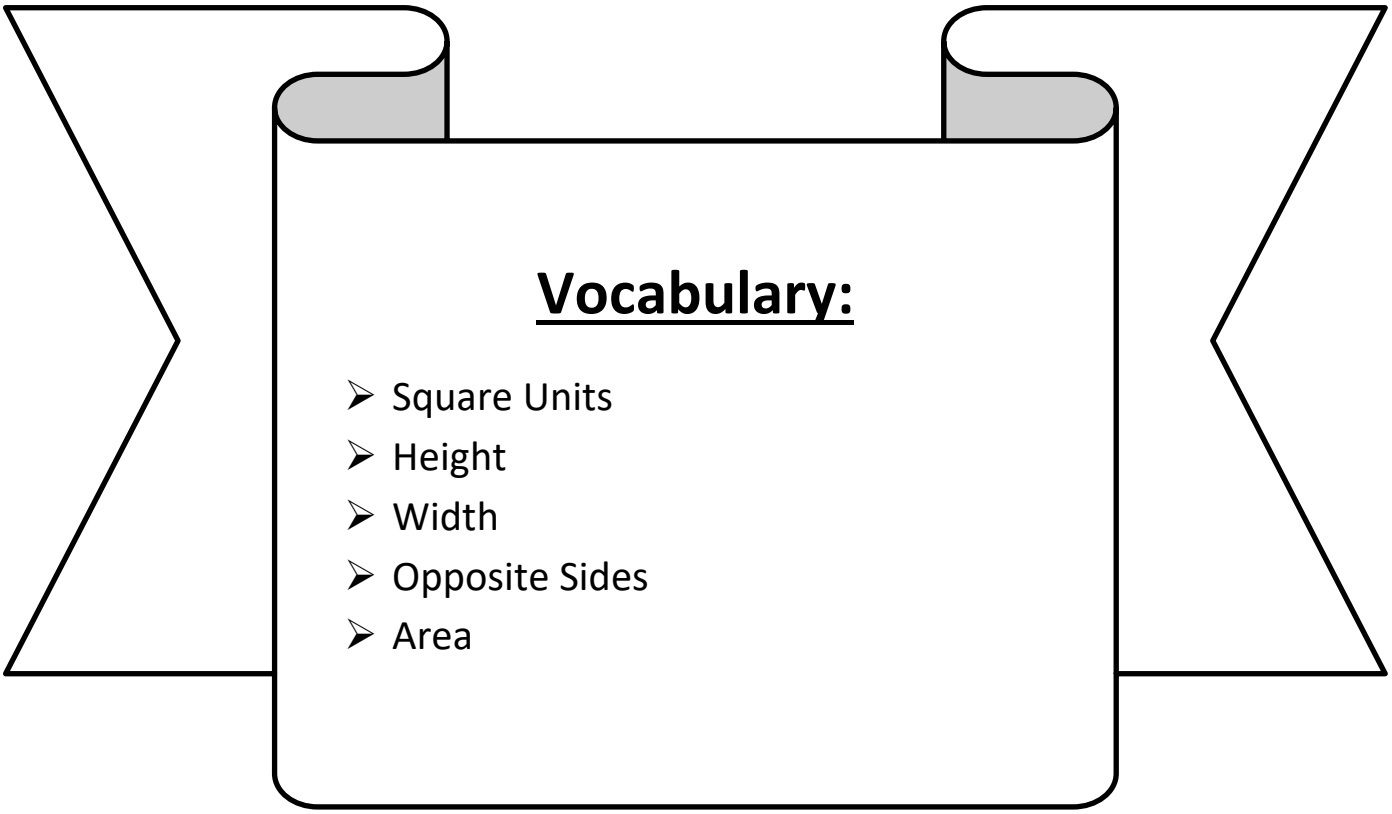
Day # 1



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: _____

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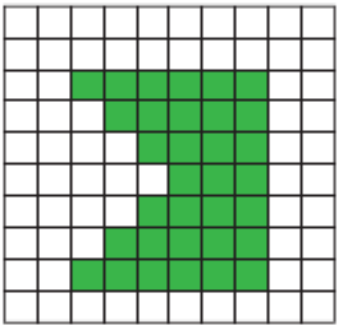
Do Now:

Find the area of each shape.

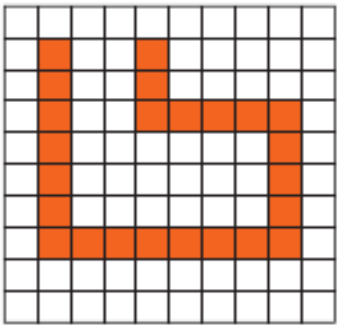
= 1 square unit

1)



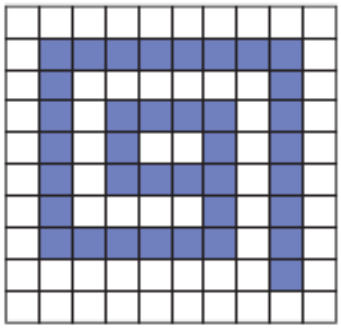
Area = 42 square units

2)



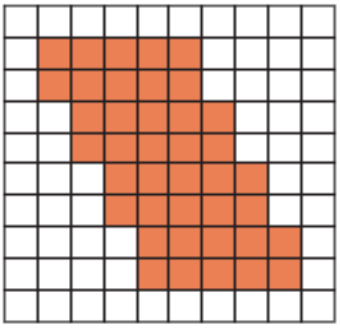
Area = _____ square units

3)



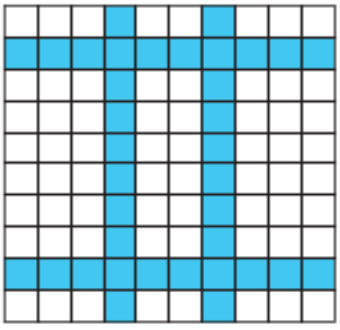
Area = _____ square units

4)



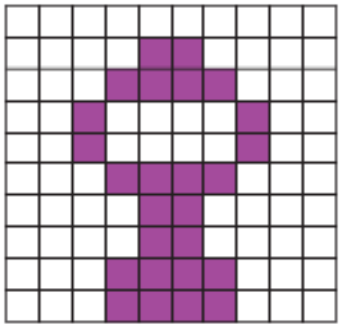
Area = _____ square units

5)



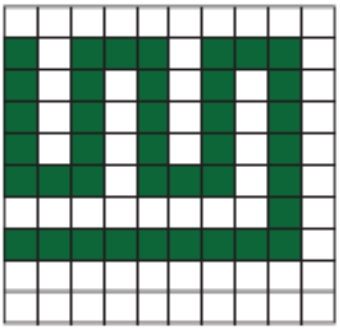
Area = _____ square units

6)



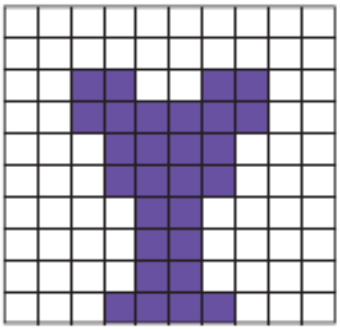
Area = _____ square units

7)



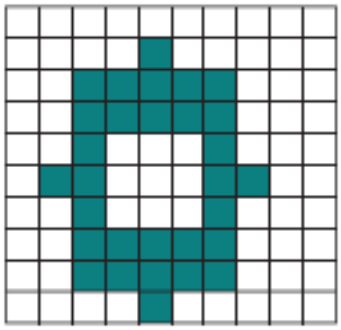
Area = _____ square units

8)



Area = _____ square units

9)



Area = _____ square units

Name: _____ Week 25 Day 1 Date: _____

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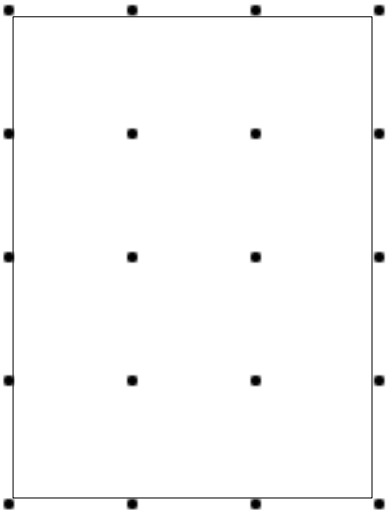
Input (My Turn):

The area of a shape is the _____ it takes up. In rectangles, we can find the area my 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 x W



← A = H x W

A = 5 x 4

W

H

A = H x W →

A = ____ x _____

Name: _____ Week 25 Day 1 Date: _____

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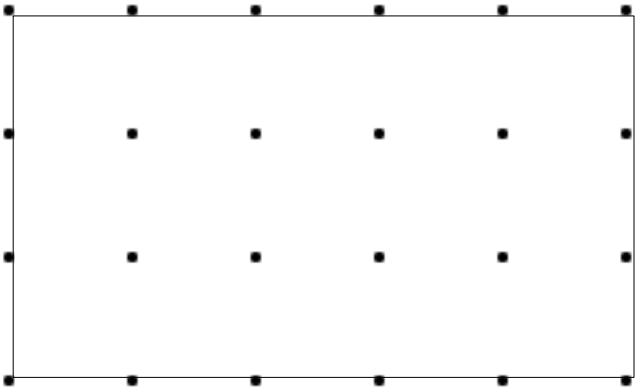
Problem Set (Your Turn):

Find the area of each rectangle below by using A= H x W
H= Height and W= Width

W

H

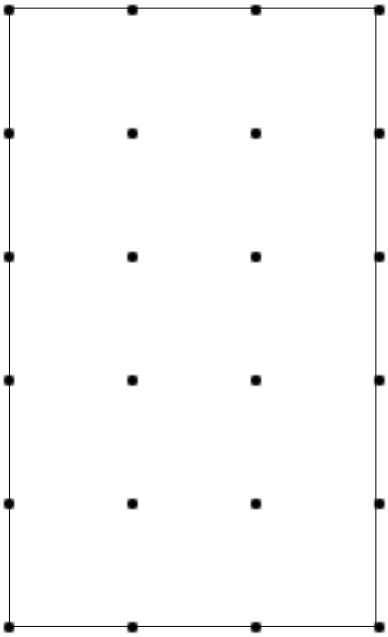


← A = H x W

A = 4 x _____

A = H x W →

A = _____ x _____



Name: _____ Week 25 Day 1 Date: _____

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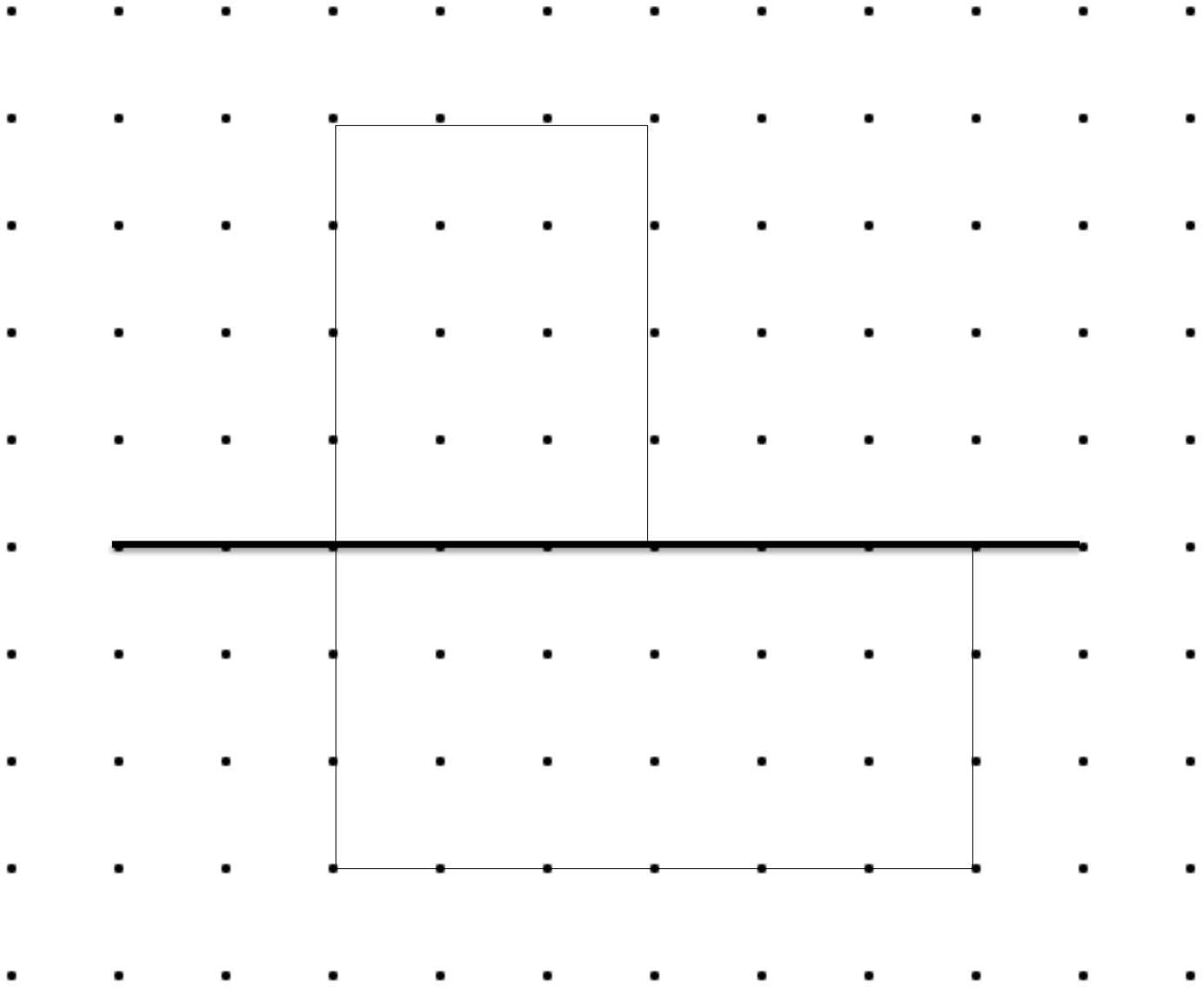
Input (My Turn):

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



A= HxW=

A= ___ x___=

Name: _____ Week 25 Day 1 Date: _____

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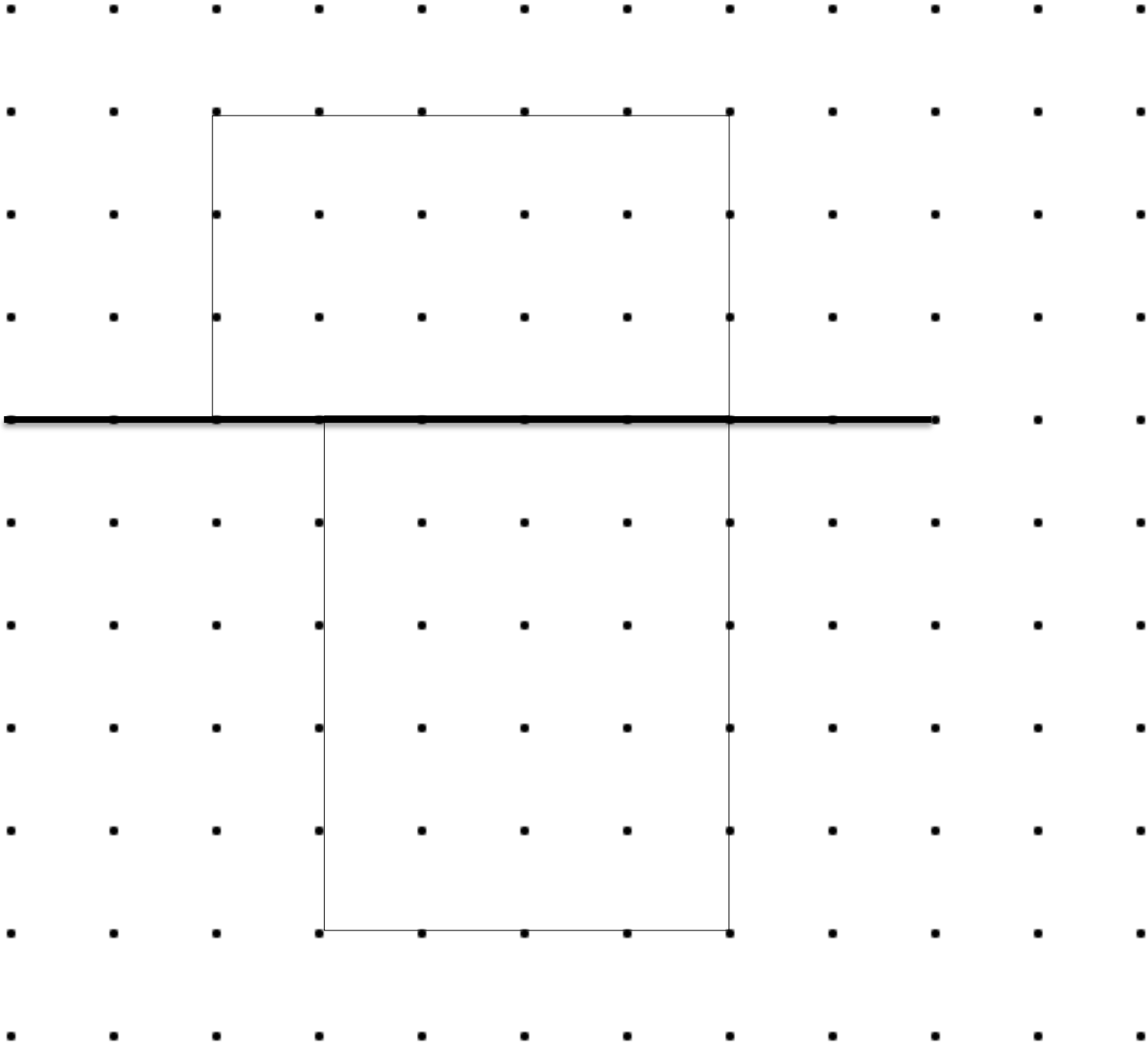
Problem Set (Your Turn):

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



A= H x W =

A= _____ x _____ = _____

Name: _____ Week 25 Day 1 Date: _____

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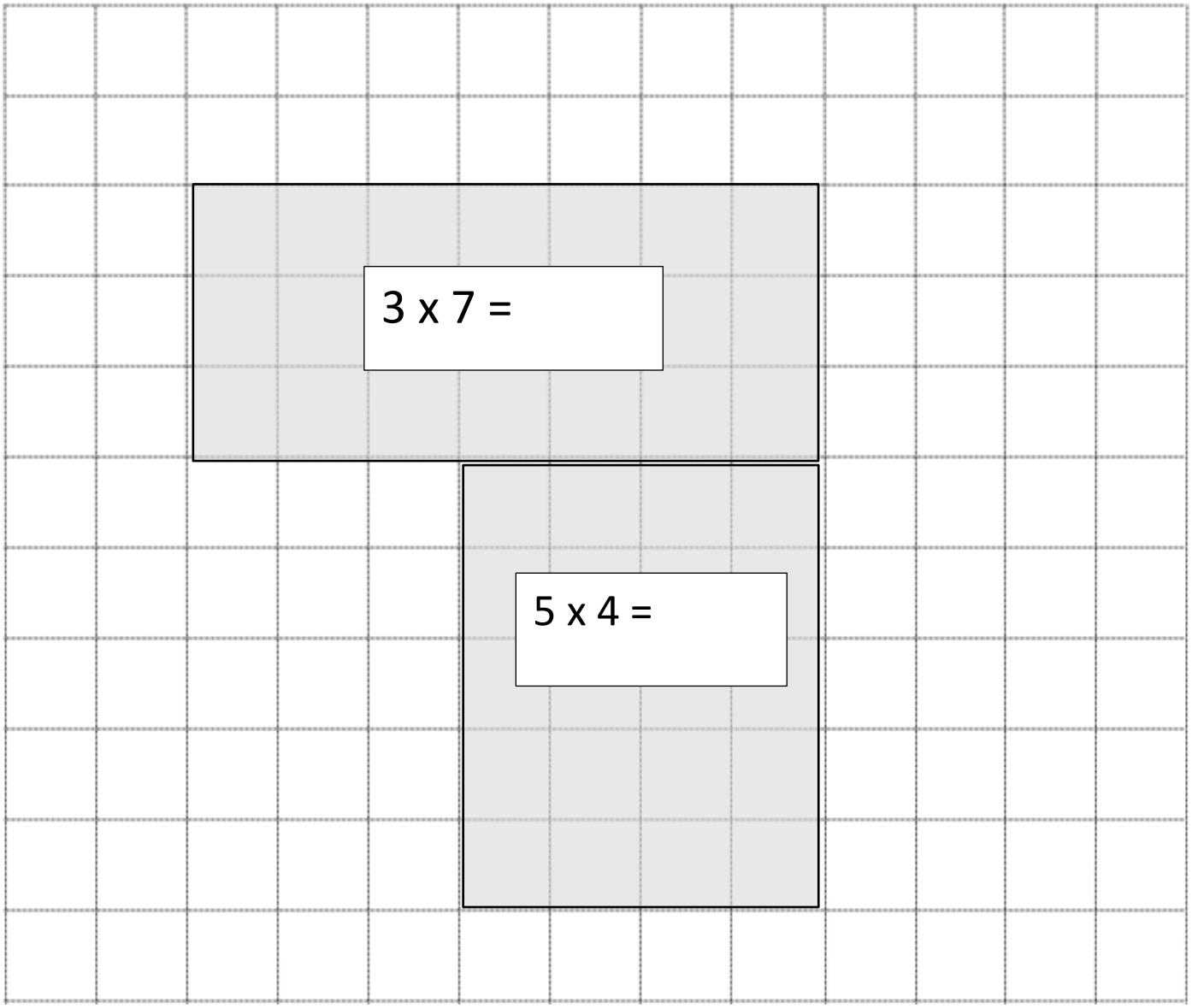
Input (My Turn):

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: _____

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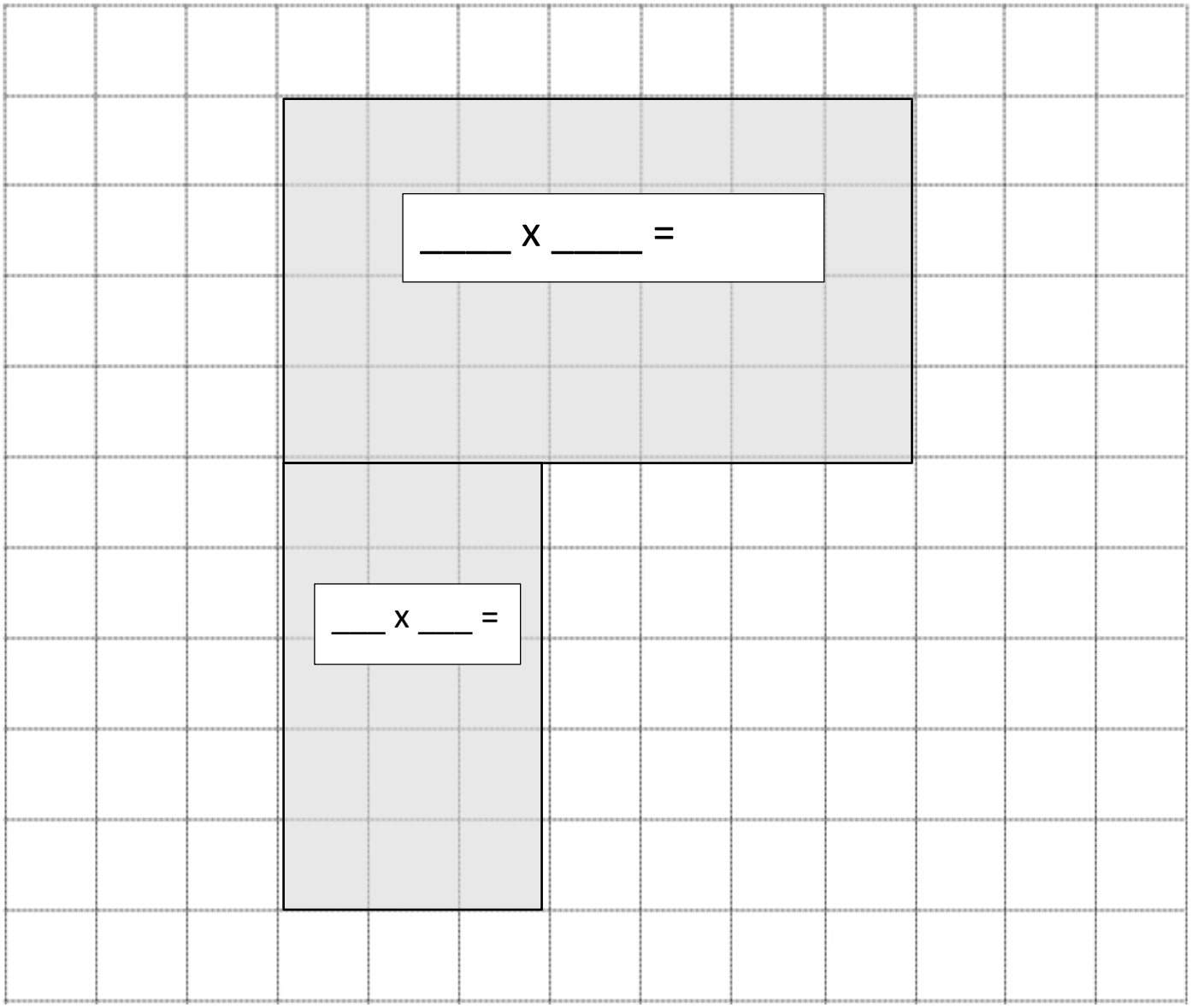
Problem Set (Your Turn):

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: _____

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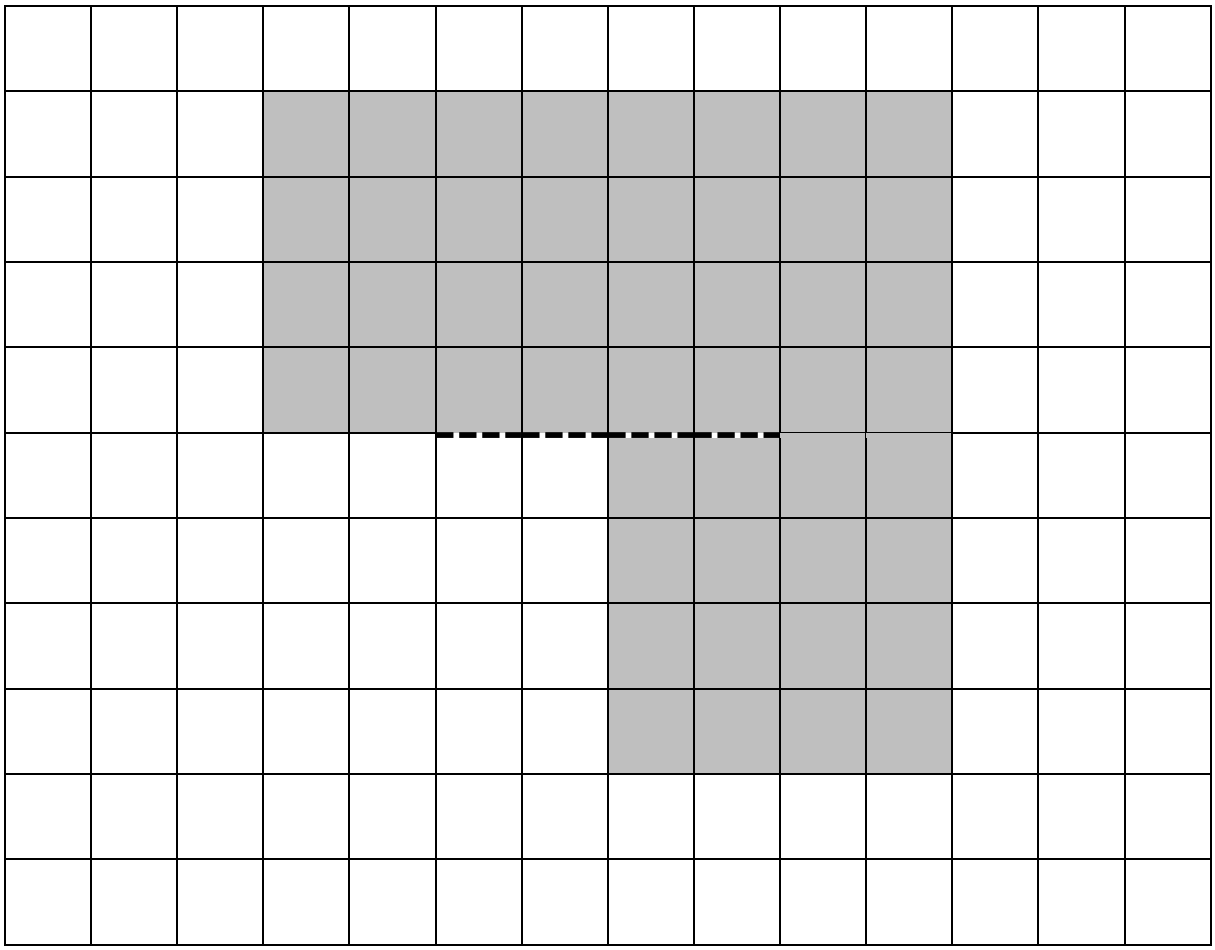
Exit Ticket:

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



Name: _____ Week 25 Day 1 Date: _____

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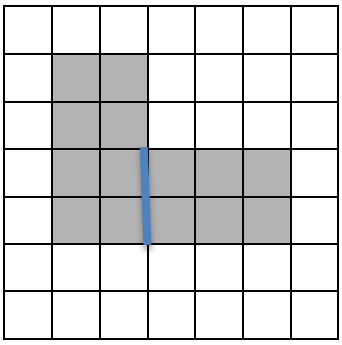
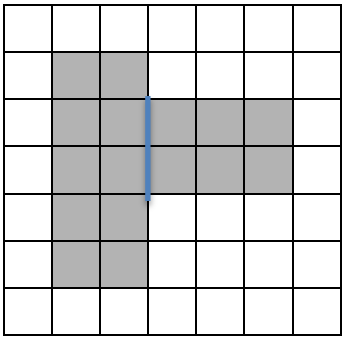
Homework:

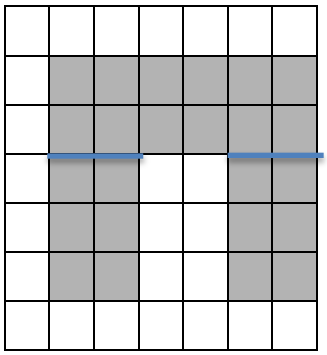
1. Find the area of each composite figure.



_____

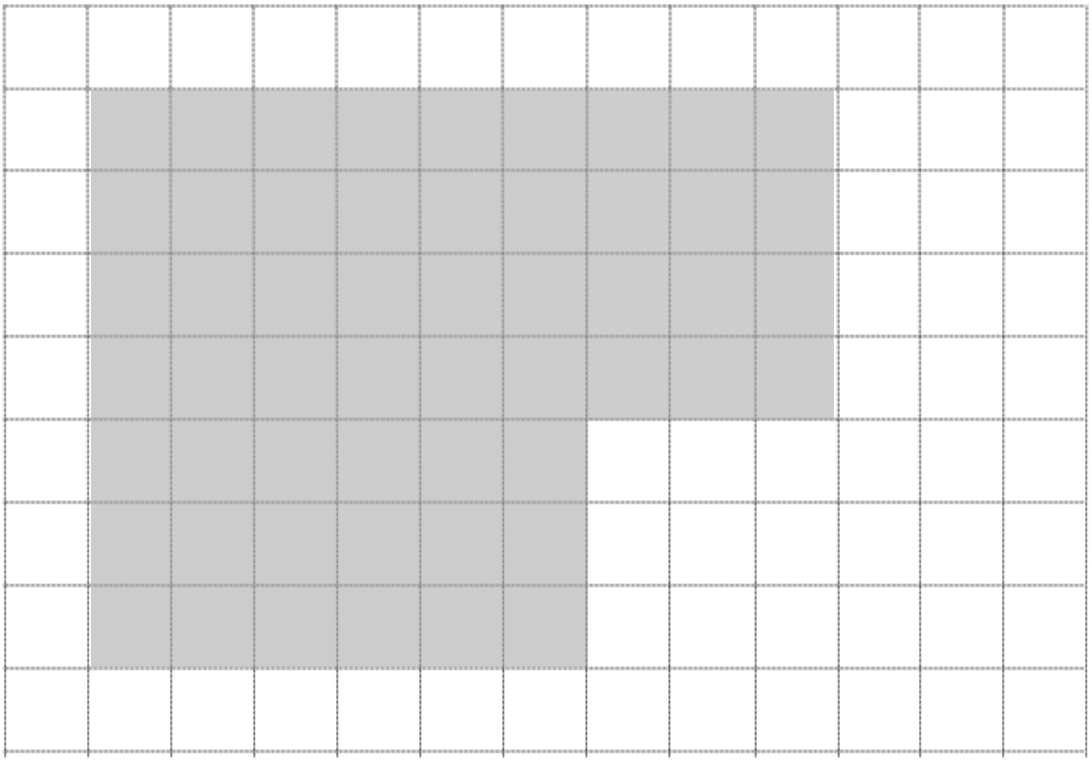


_____



_____

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



The area of the composite figure above is _____ square units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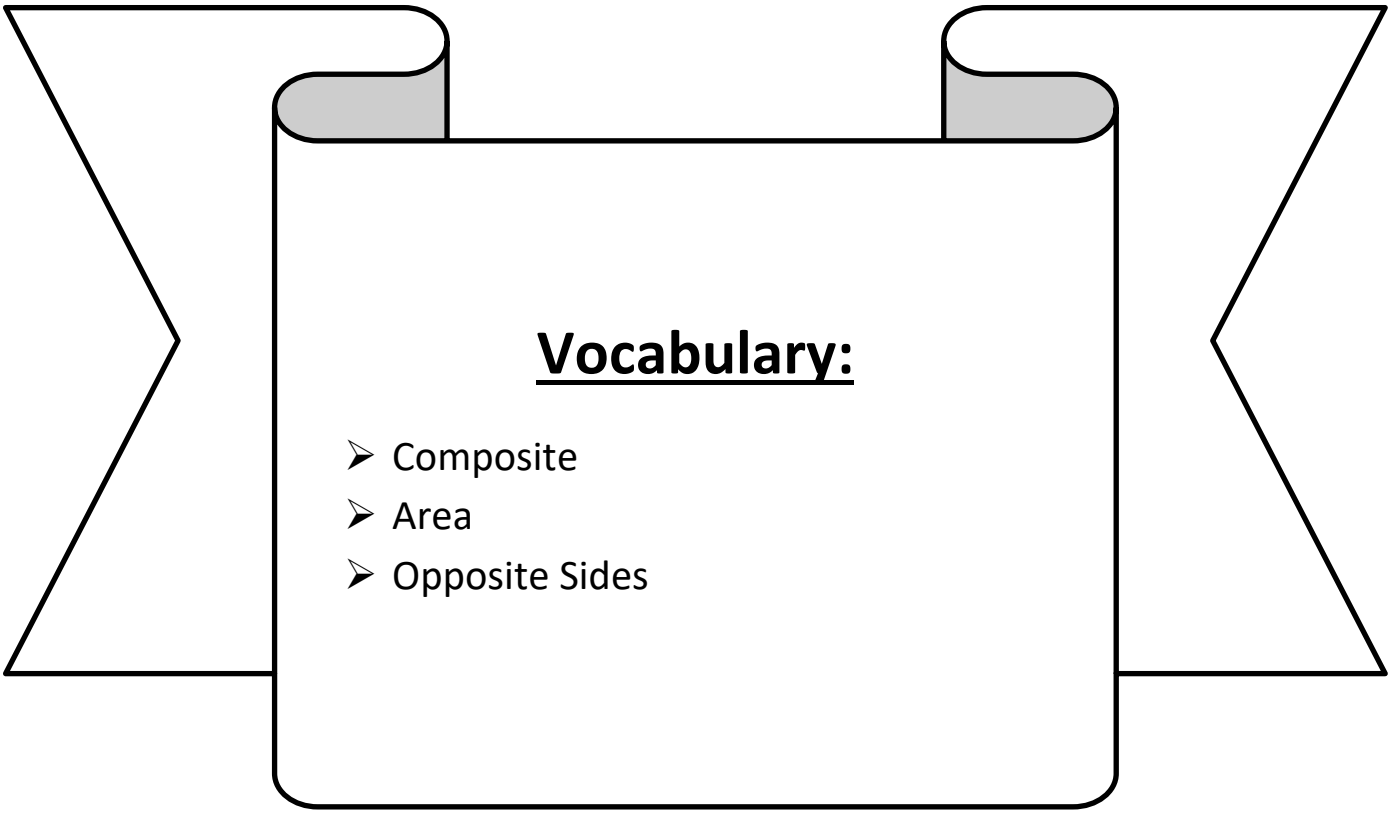
Day # 2

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: _____

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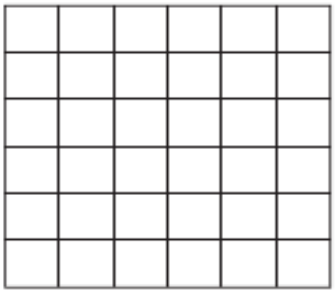
Do Now:

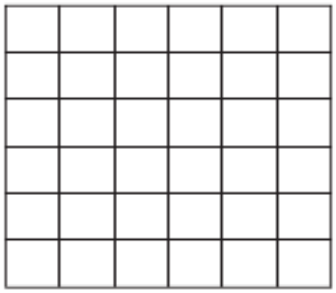
= 1 square unit

Draw any shape in each grid with the following area.

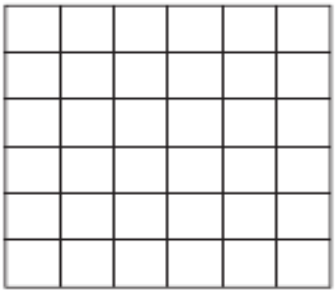
1) Area = 26 square units



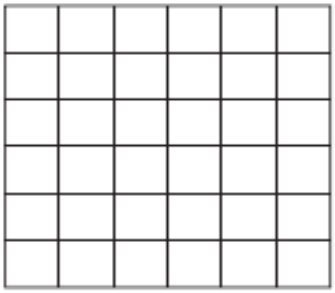
2) Area = 22 square units



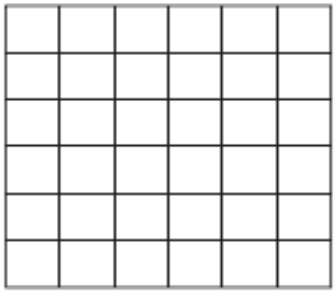
3) Area = 13 square units



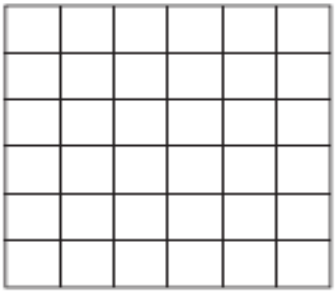
4) Area = 17 square units



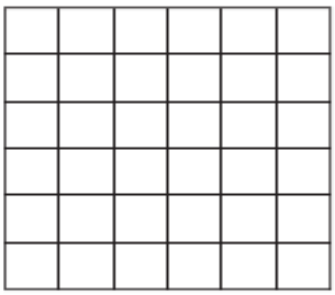
5) Area = 10 square units



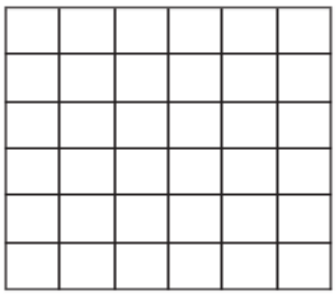
6) Area = 24 square units



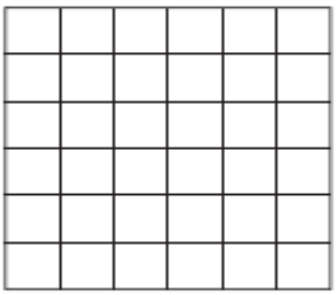
7) Area = 19 square units



8) Area = 15 square units

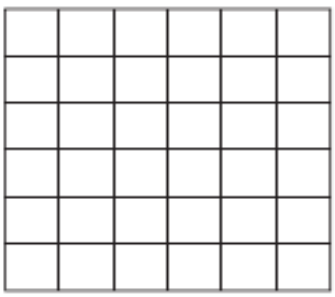


9) Area = 28 square units

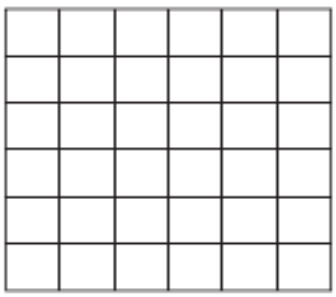


Draw 3 different shapes with the area 20 square units.

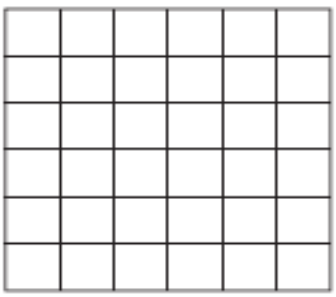
10)



11)



12)



Name: _____ Week 25 Day 2 Date: _____

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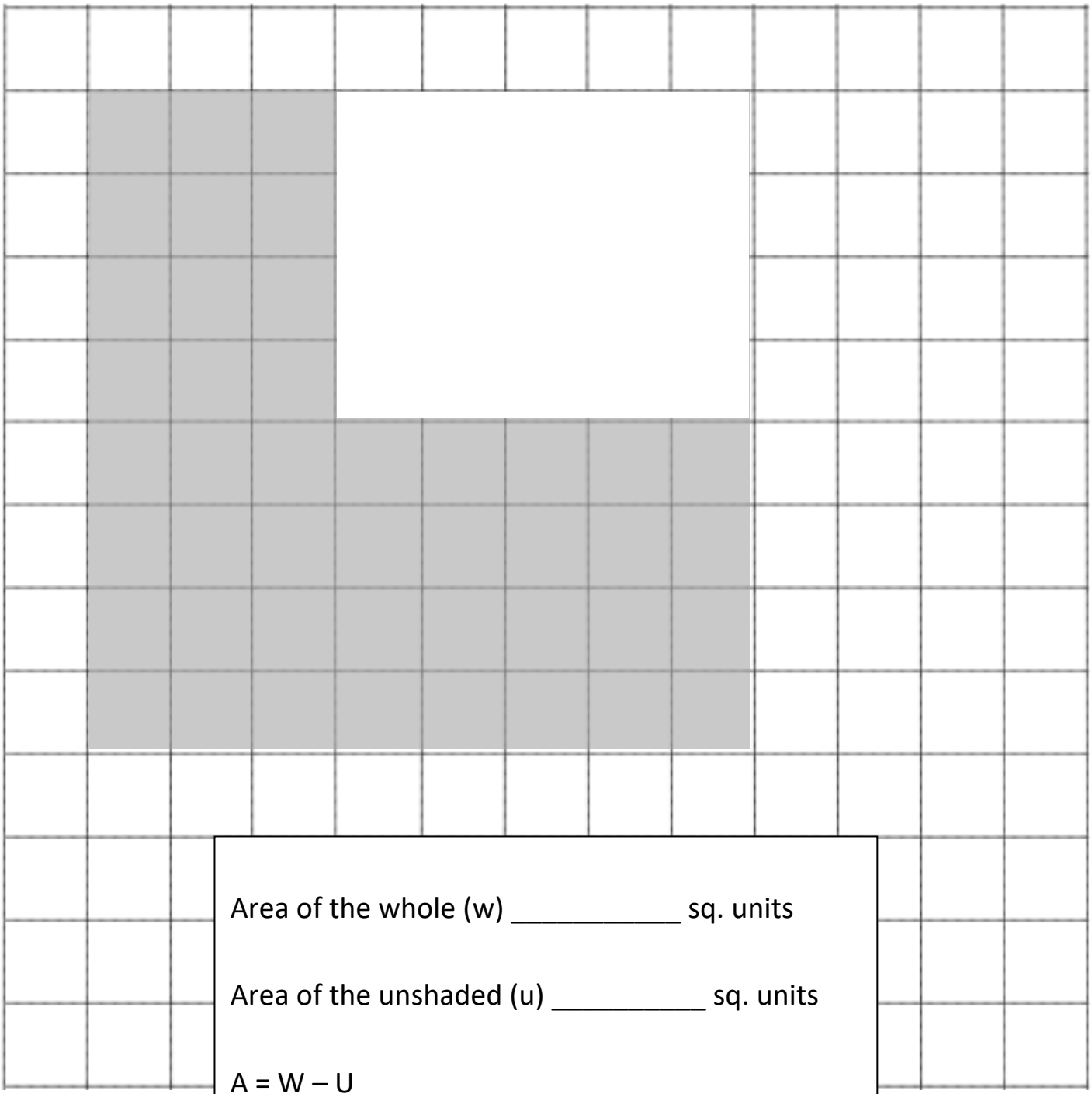
Input (My Turn):

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



Area of the whole (w) _____ sq. units

Area of the unshaded (u) _____ sq. units

A = W – U

A = _____ - _____ = _____ sq. units

Name: _____ Week 25 Day 2 Date: _____

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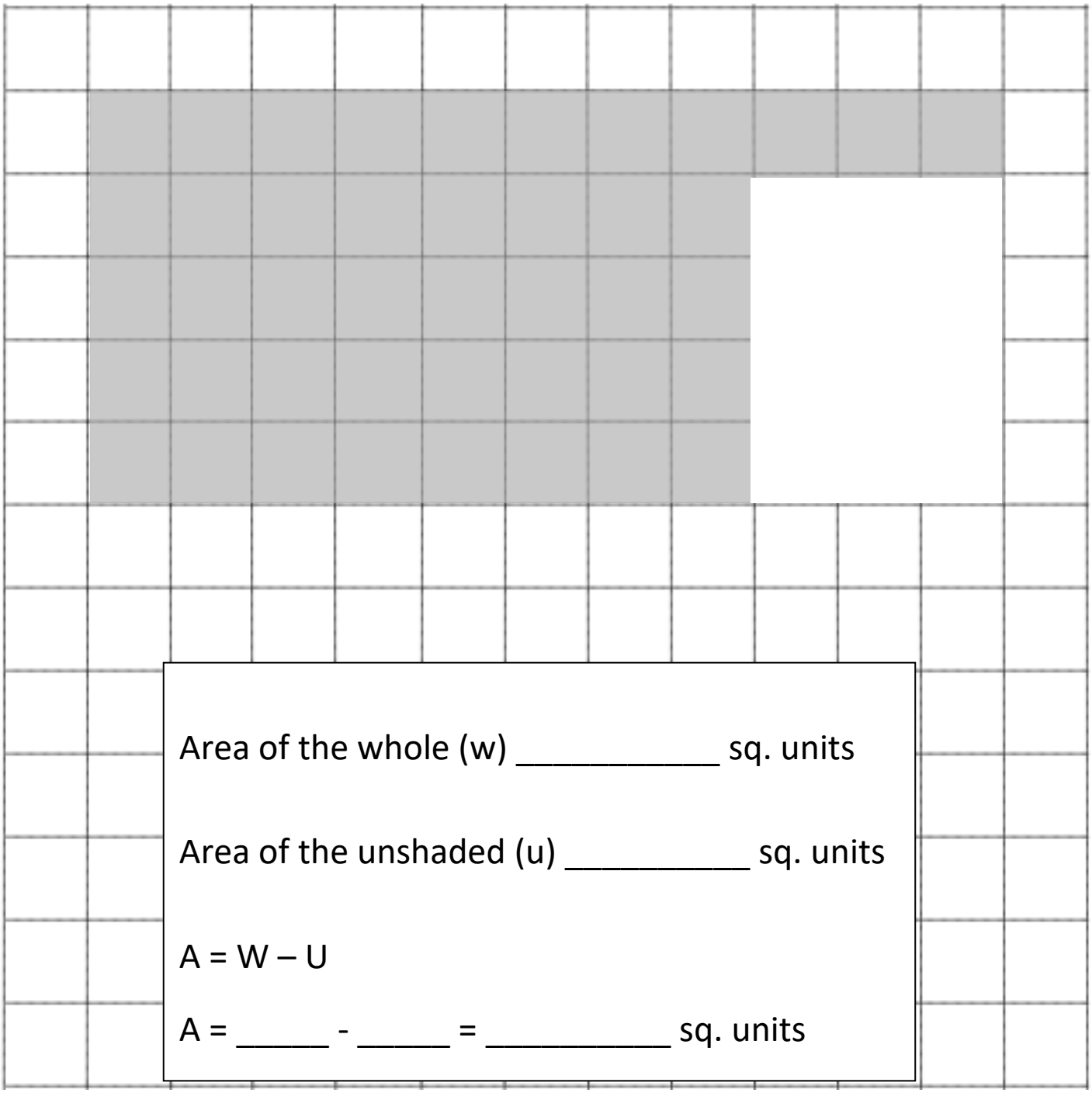
Problem Set (Your Turn):

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



Area of the whole (w) _____ sq. units

Area of the unshaded (u) _____ sq. units

A = W – U

A = _____ - _____ = _____ sq. units

Name: _____ Week 25 Day 2 Date: _____

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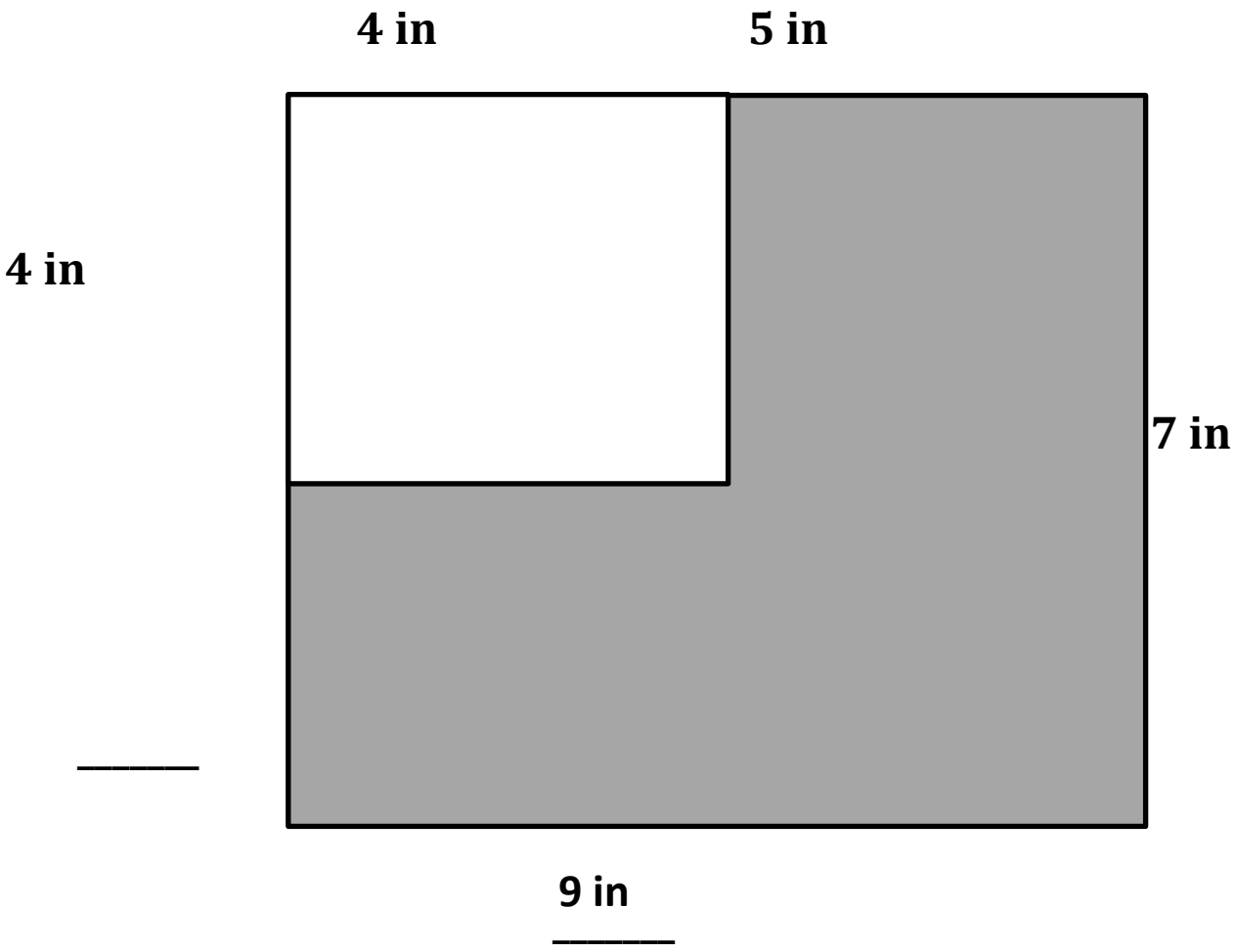
Input (My Turn):

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



_____

_____

Name: _____ Week 25 Day 2 Date: _____

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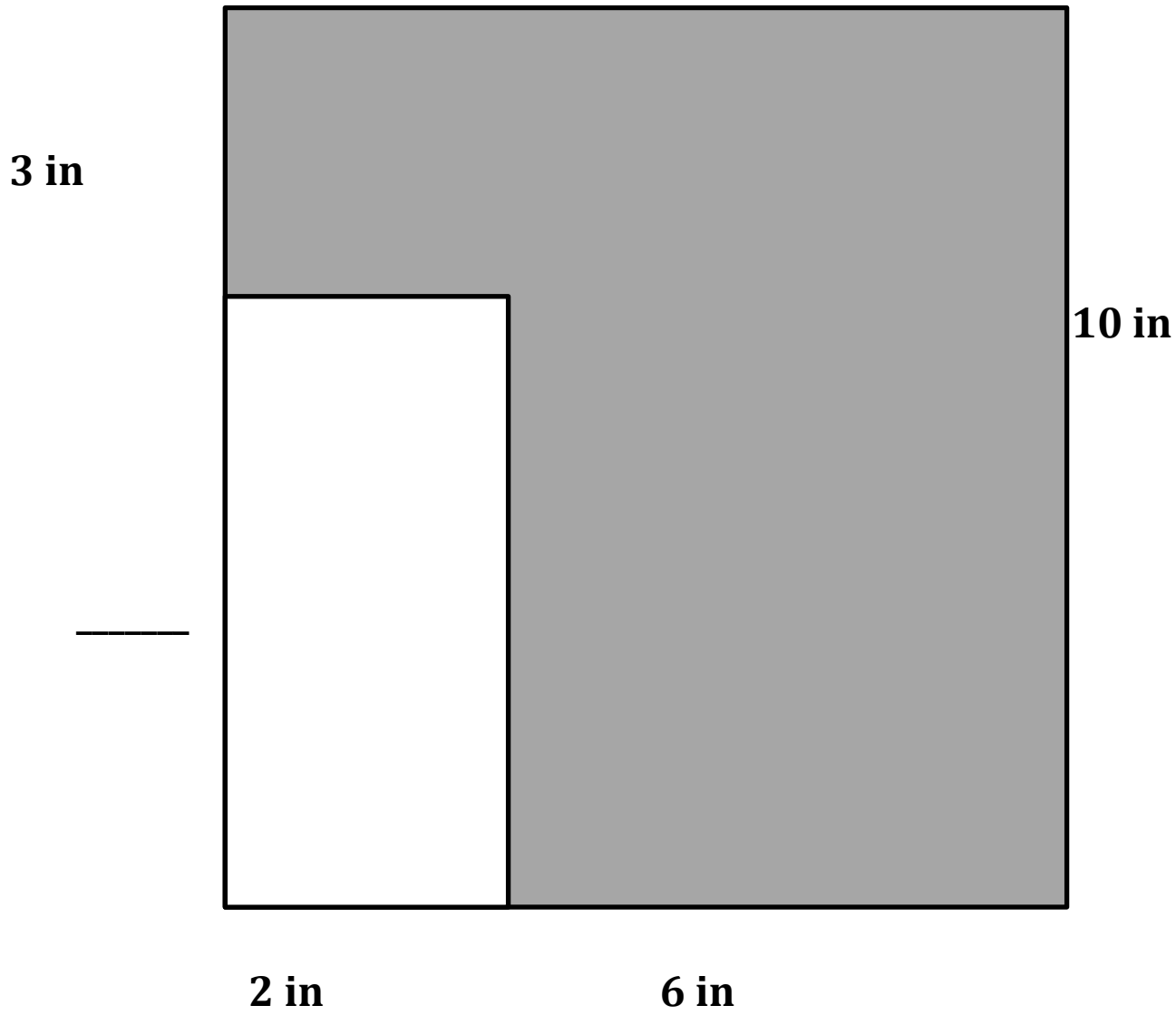
Problem Set (Your Turn):

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

_____



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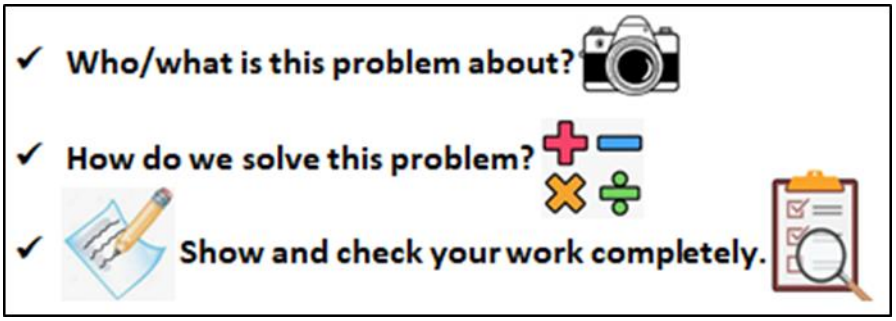
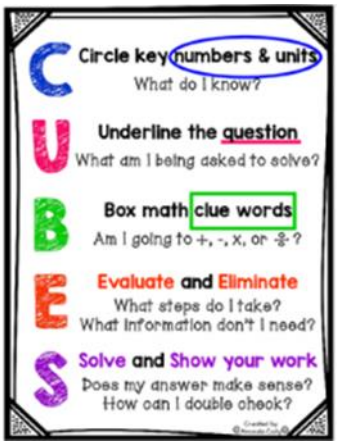
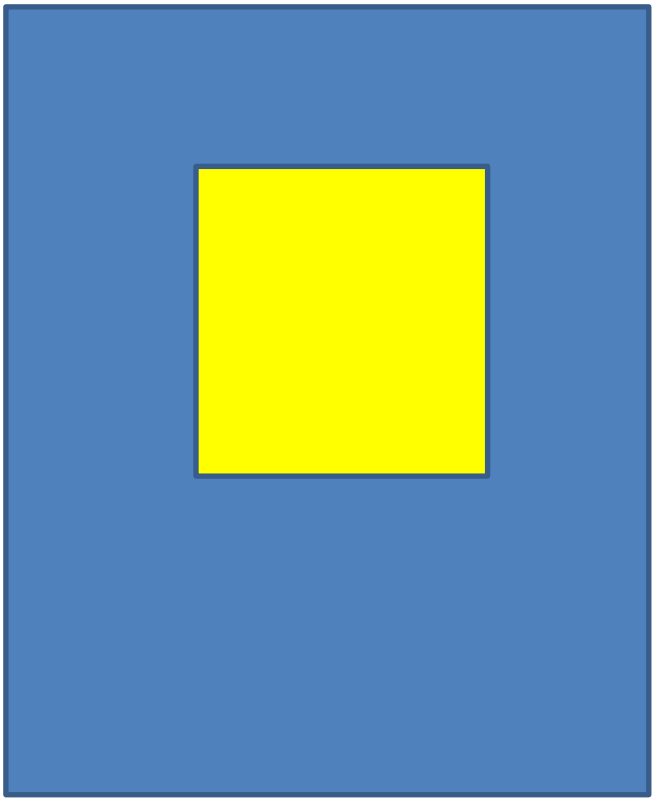




Application:

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: _____

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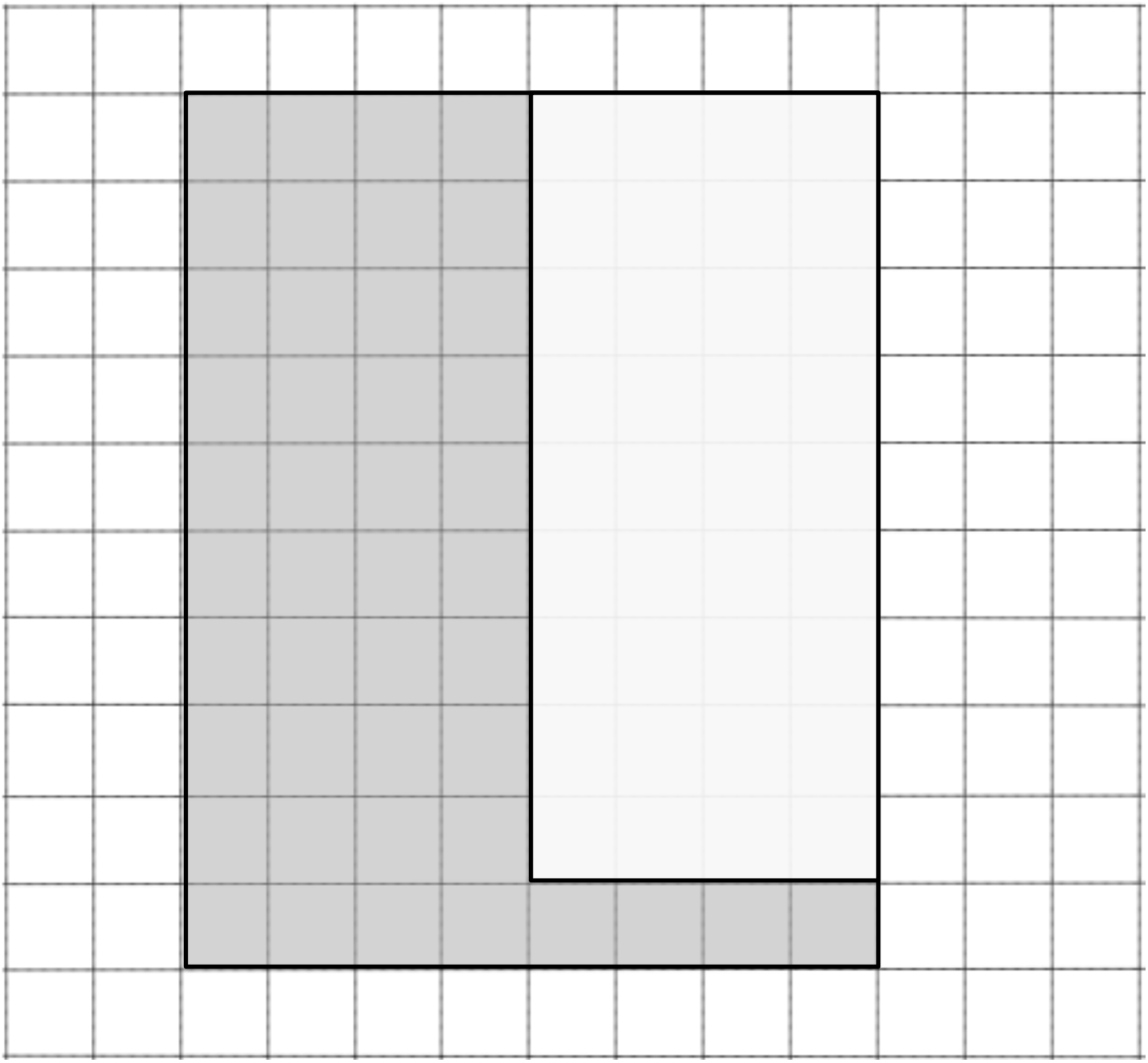
Exit Ticket:

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



A = _____ square units

Name: _____ Week 25 Day 2 Date: _____

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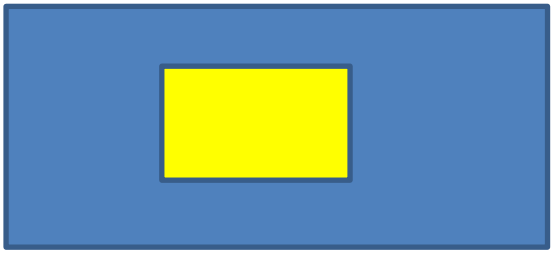
Homework:

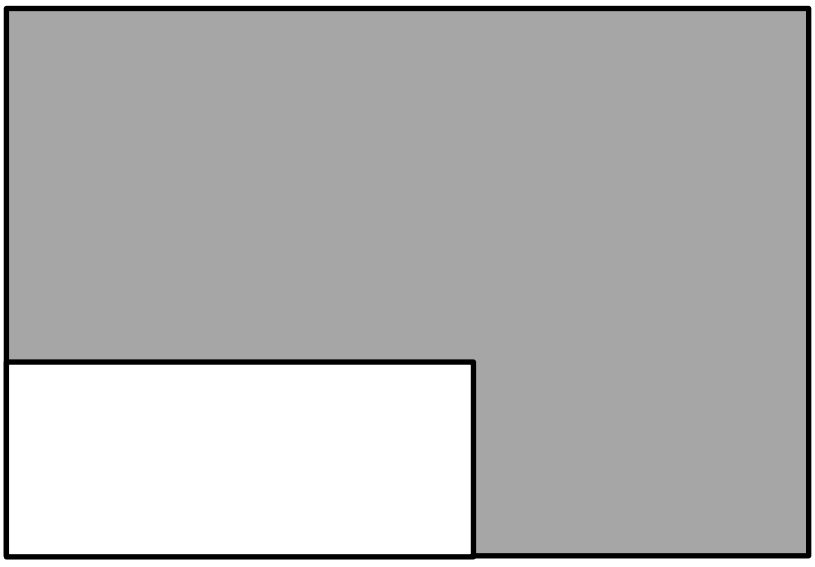
1. A paper rectangle has a length of 3 inches and a width of 6 inches. A square with a side length of 2 inches was cut out of it. What is the area of the remaining paper?



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

9 in

4 in



6 in

_____

5 in _____

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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.

Vocabulary:

- Partition
- Whole
- Part
- Fraction
- Halves
- Thirds
- Fourths
- Fifths
- Sixths

Name: _____ Week 25 Day 3 Date: _____

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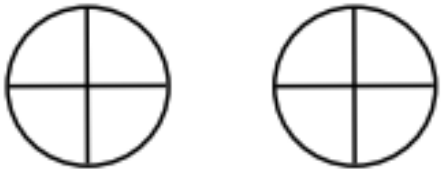
Do Now:

Comparing Fractions

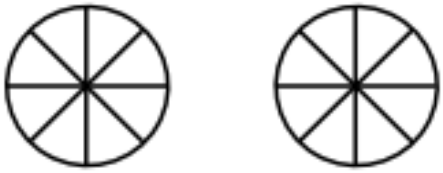
Shade the correct fraction of each shape.
Then compare each pair of fractions using the symbols <, >, and = .

a. 

$\frac{4}{6}$ ○ $\frac{5}{6}$

b. 

$\frac{3}{4}$ ○ $\frac{1}{4}$

c. 

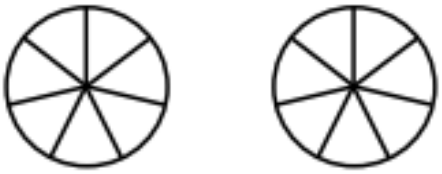
$\frac{5}{8}$ ○ $\frac{5}{8}$

d. 

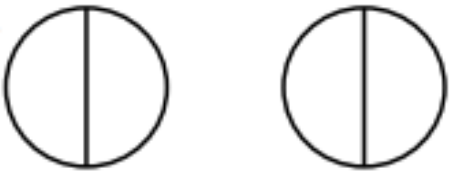
$\frac{2}{3}$ ○ $\frac{1}{3}$

e. 

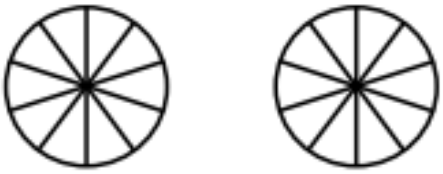
$\frac{2}{5}$ ○ $\frac{3}{5}$

f. 

$\frac{1}{7}$ ○ $\frac{6}{7}$

g. 

$\frac{2}{2}$ ○ $\frac{1}{2}$

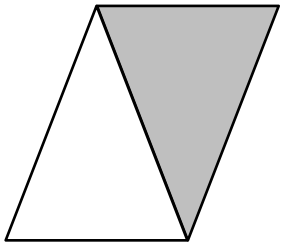
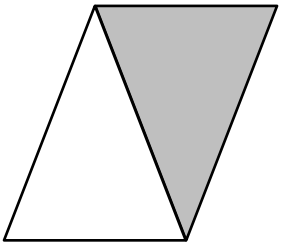
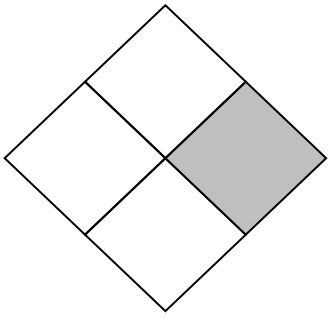
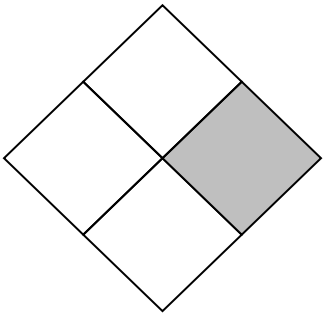
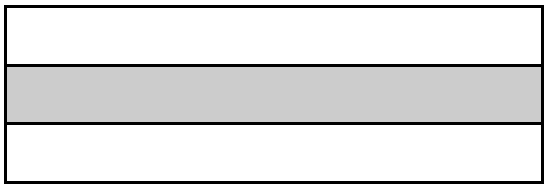
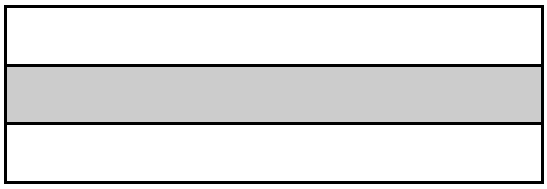
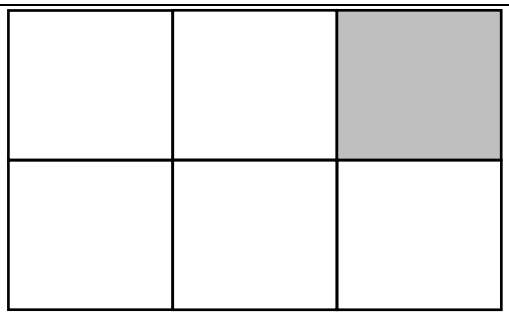
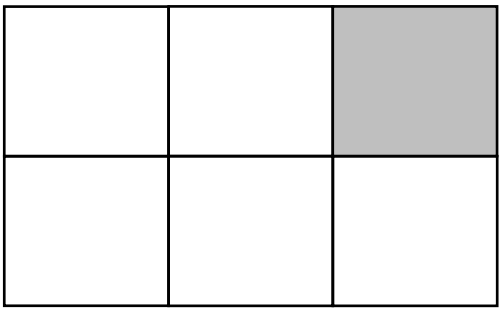
h. 

$\frac{7}{10}$ ○ $\frac{5}{10}$

Name: _____ Week 25 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

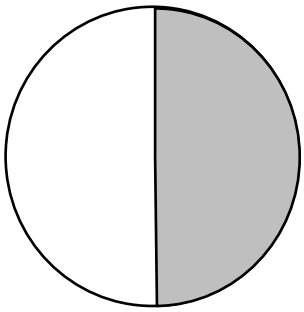
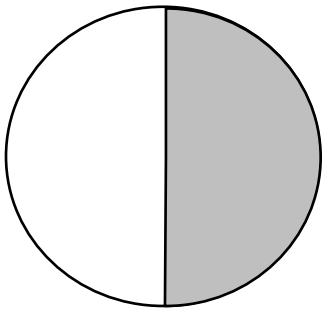
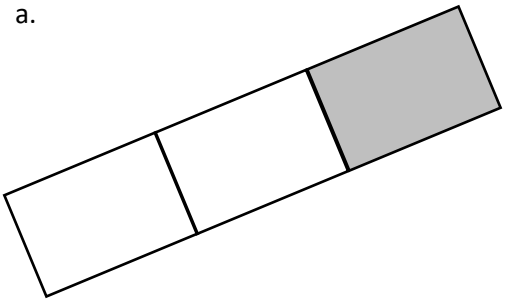
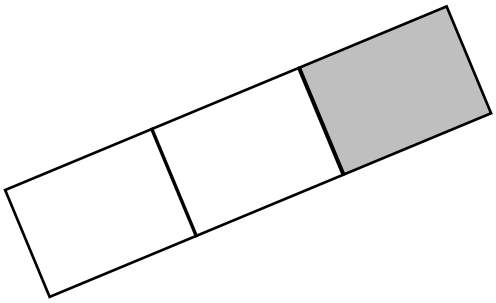
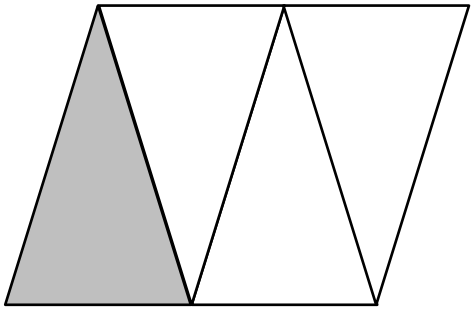
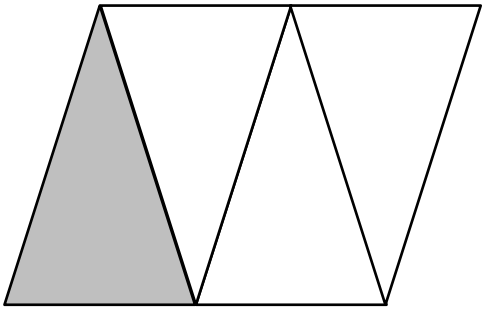
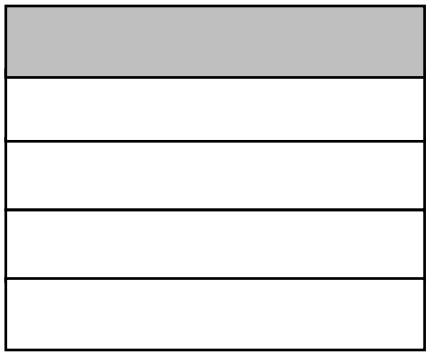
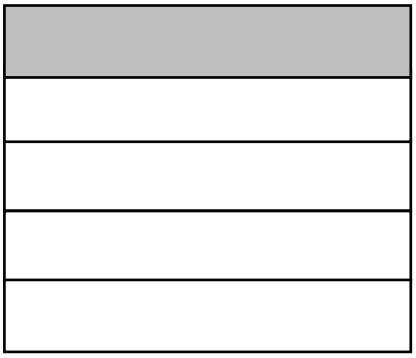
Input (My Turn):

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):

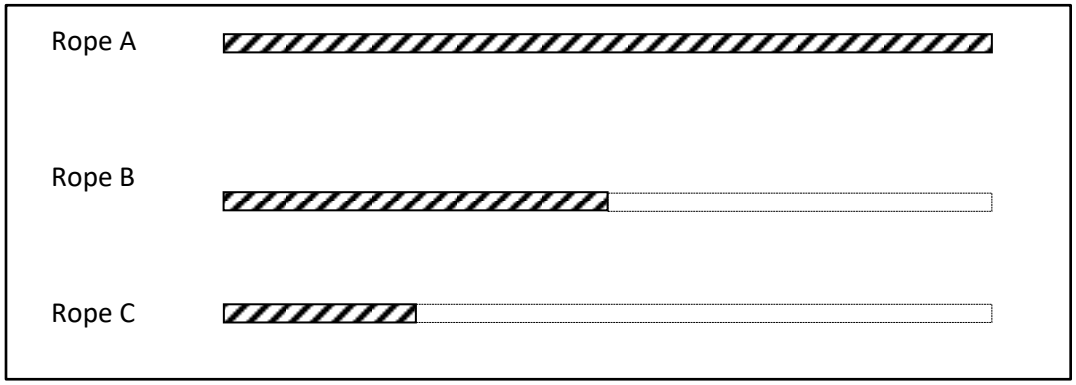
The shape represents 1 whole. Write a fraction to describe the shaded part.	The shaded part represents 1 whole. Divide 1 whole to show the same unit fraction you wrote in Part (a).
1. a. $\frac{1}{2}$ 	b. 
2. a. 	b. 
3. a. 	b. 
4. a. 	b. 

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 C 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: _____

BCCS-B Harvard Yale Princeton

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 **B** _____ 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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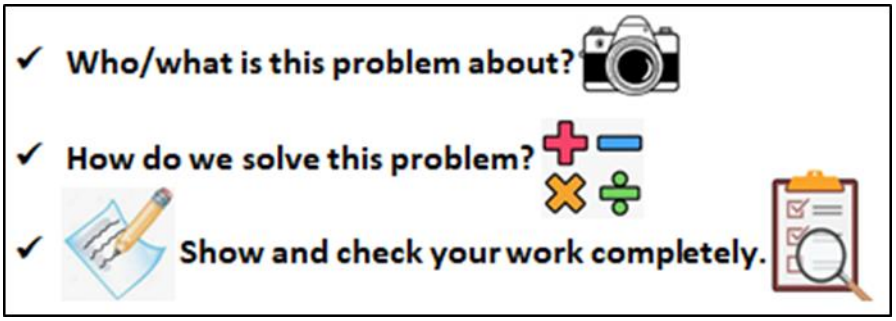
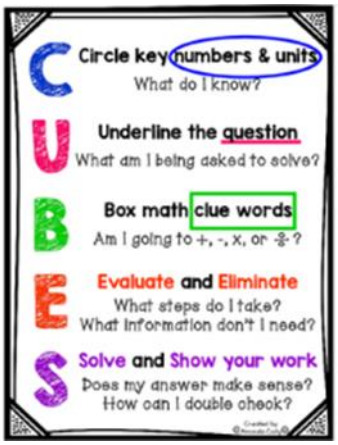
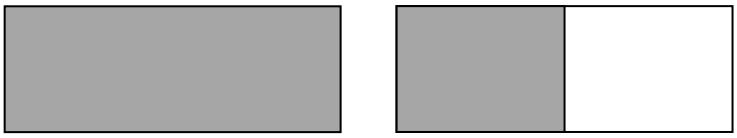




Application:

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 3/4 of the cake." Kyle said, "No, Mom, we ate 6/4 cakes." Talk to a partner: Who is right?

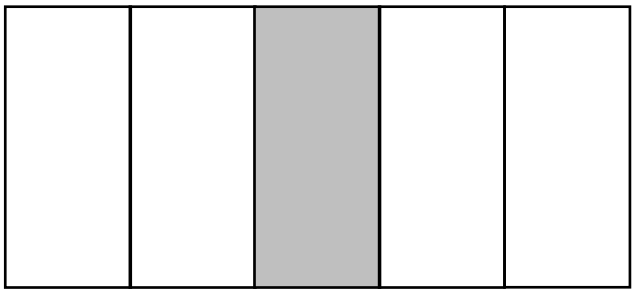
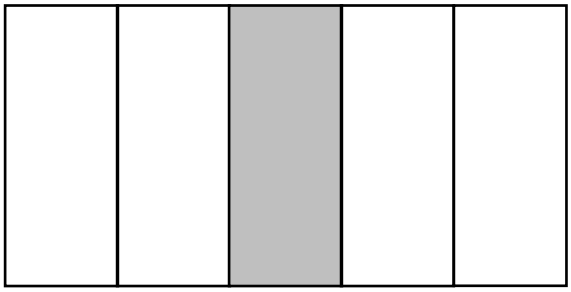


Name: _____ Week 25 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

1.

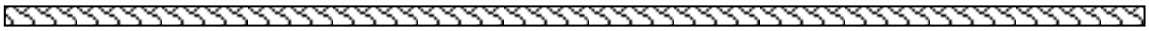
The shape represents 1 whole. Write a unit fraction to describe the shaded part.	The shaded part represents 1 whole. Divide 1 whole to show the same unit fraction you wrote in Part (a).
a. 	b. 

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

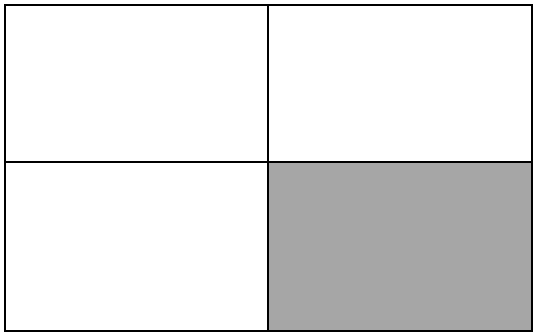
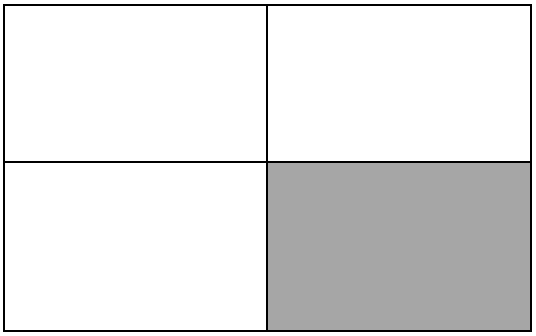
String C

String D

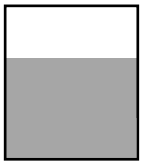
Name: _____ Week 25 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

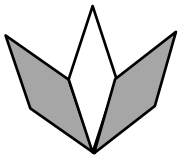
Homework:

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. 

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

The diagram the is correct is the one that drew because

_____

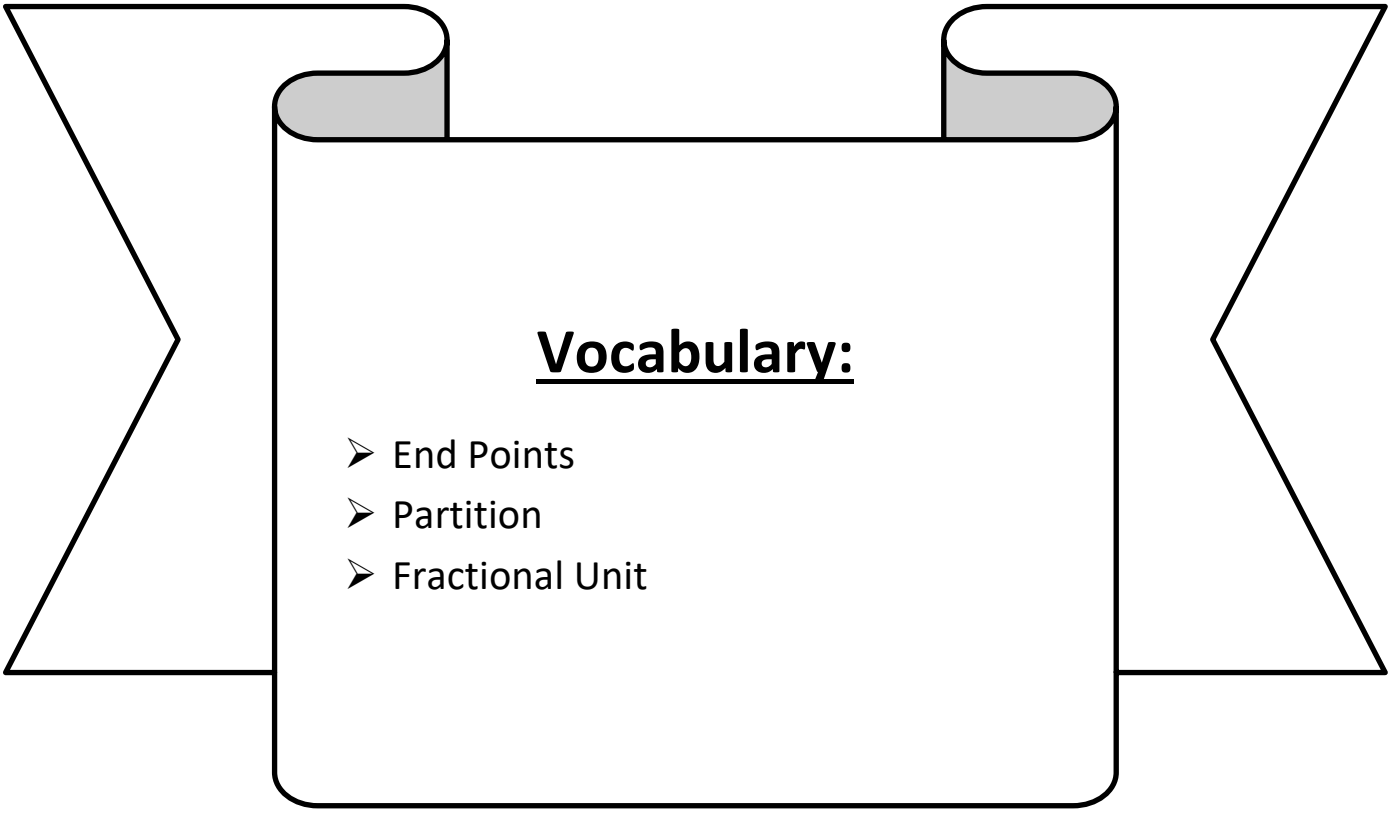
_____

_____


Brighter Choice
Charter School for Boys
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.

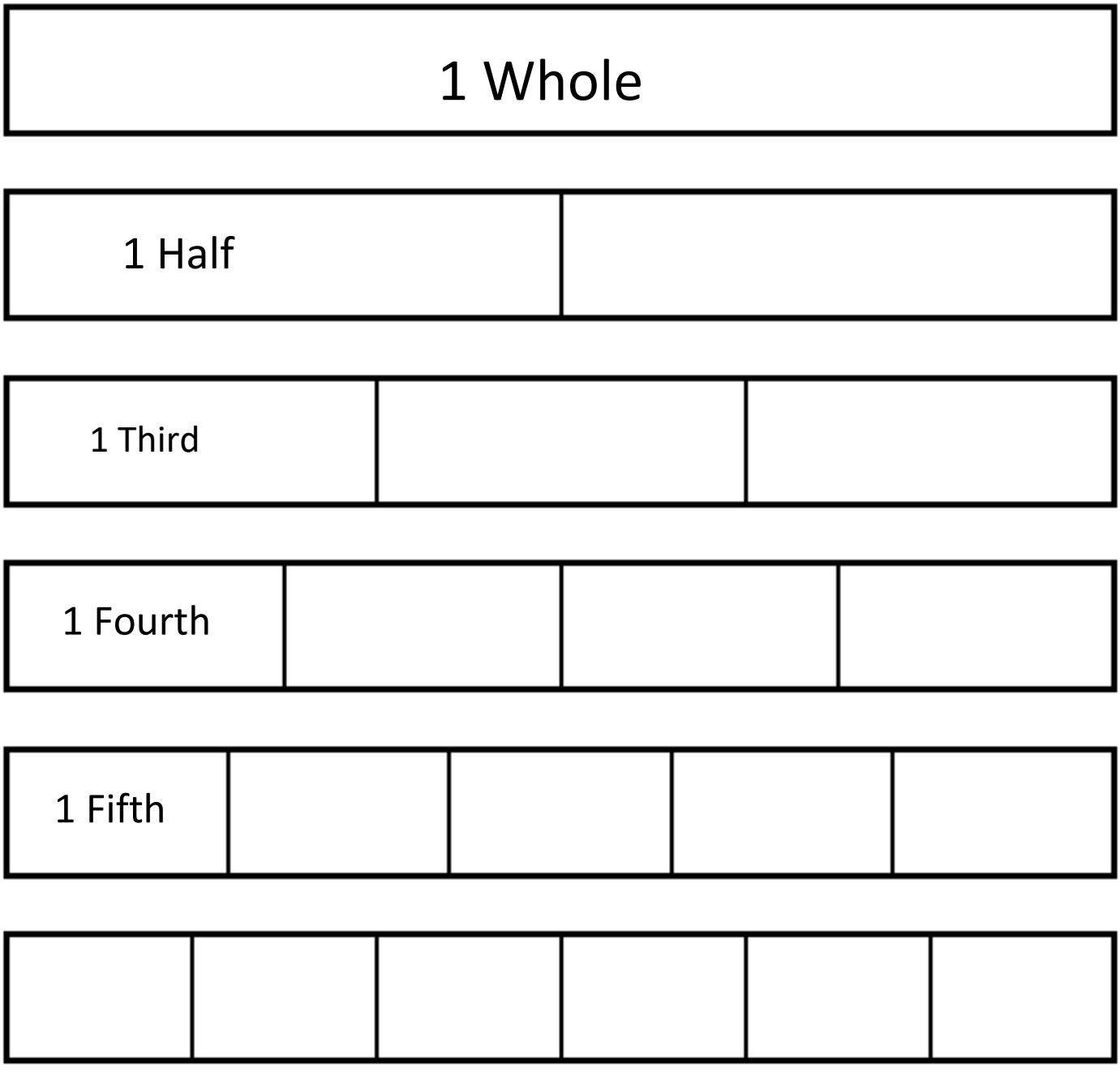


Name: _____ Week 25 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

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).



$\frac{1}{3}$ ___ $\frac{1}{5}$ $\frac{2}{6}$ ___ $\frac{1}{3}$ $\frac{1}{5}$ ___ $\frac{1}{2}$

Name: _____ Week 25 Day 4 Date: _____

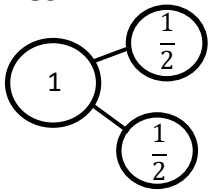
BCCS-B Harvard Yale Princeton

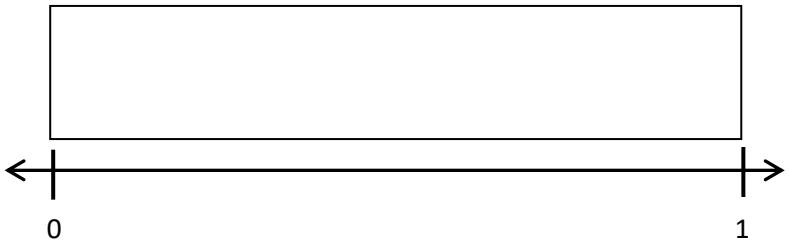
Input (My Turn):

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

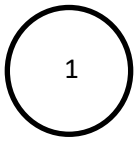
Name: _____ Week 25 Day 4 Date: _____

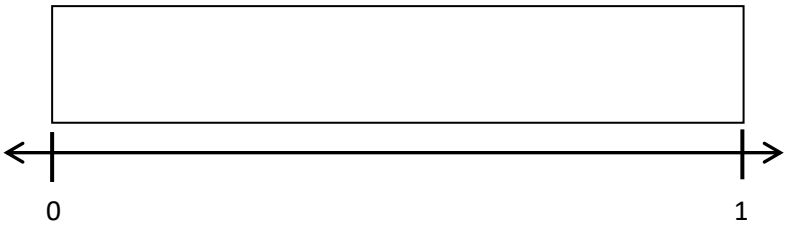
BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

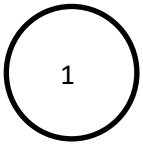
1. Draw a number bond for each fractional unit. Partition the fraction strip to show the unit fractions of the number bond. Use the fraction strip to help you label the fractions on the number line. Be sure to label the fractions at 0 and 1.

a. Halves

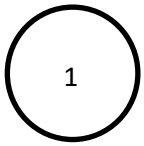


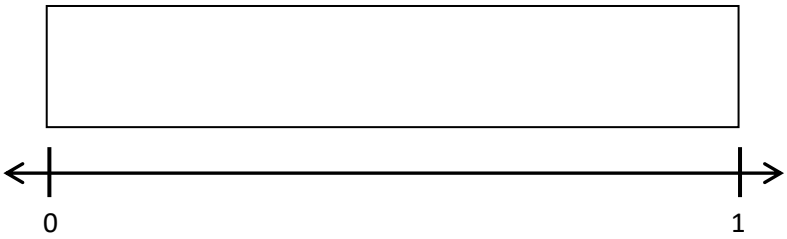


b. Thirds

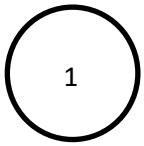


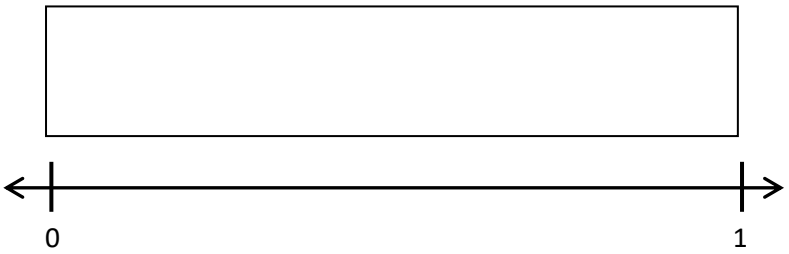
c. Fourths





d. Fifths



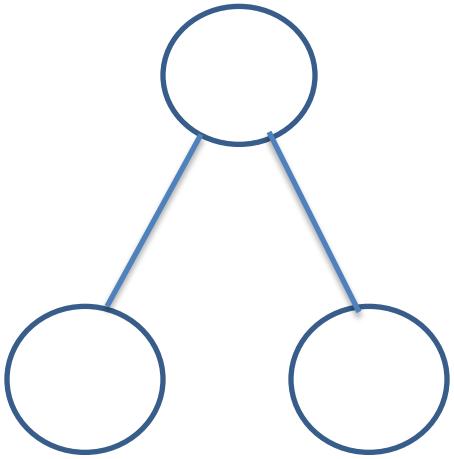


Name: _____ Week 25 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

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: _____

BCCS-B Harvard Yale Princeton

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

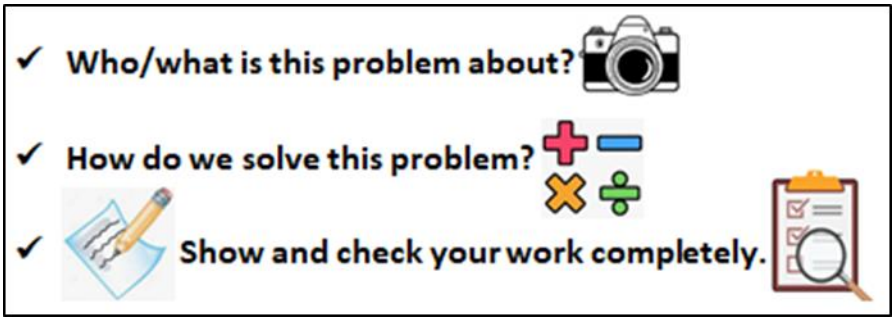
What fraction of a bag of chips will each friend get?

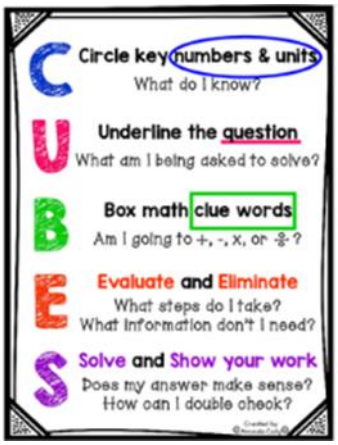
Each friend will get _____ of a bag of chips

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: _____

BCCS-B Harvard Yale Princeton





Application:

A ribbon is 1 meter long. Mrs. McLean wants to sew a bead every 1/5 meter. The first bead is at 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: _____

BCCS-B Harvard 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 (1)

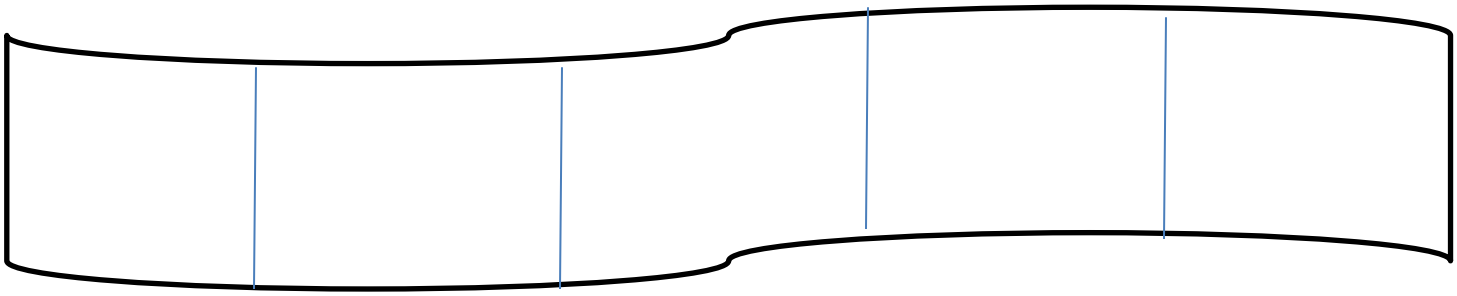
Eighths (1)

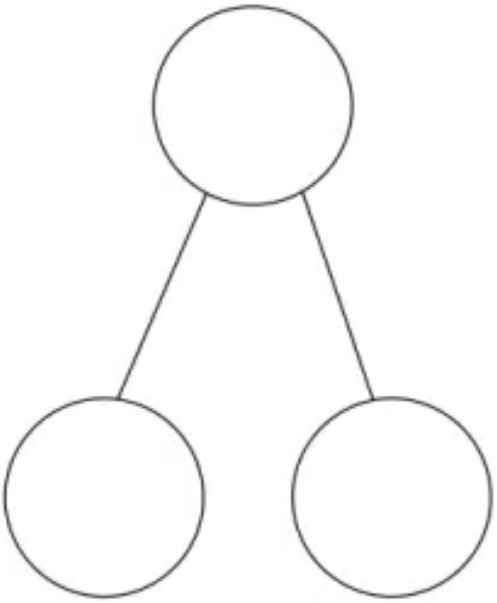
Name: _____ Week 25 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

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.

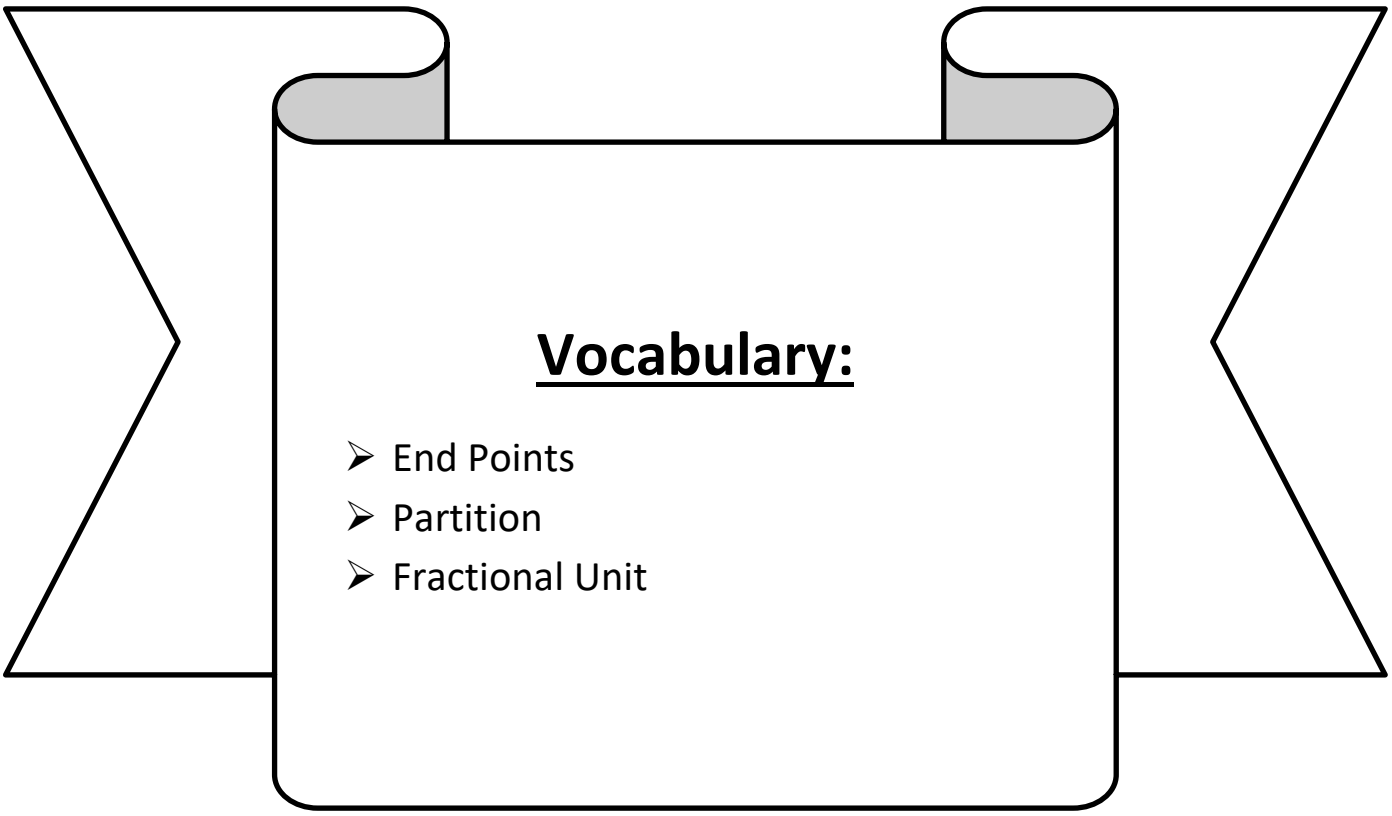





Brighter Choice
Charter School for Boys
Day # 5

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.



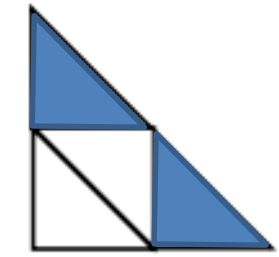
Name: _____ Week 25 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

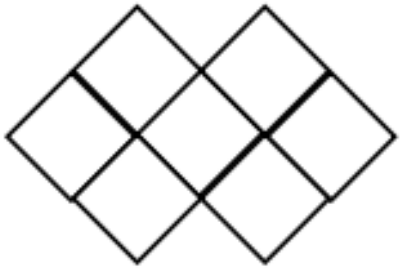
Do Now:

Shade the correct fraction of each shape.

Remember ¼ means 1 *out of every* 4!



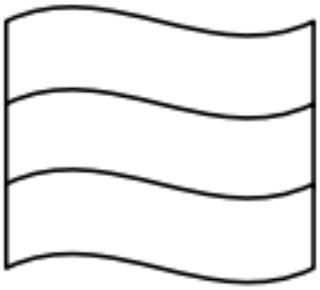
Shade ½



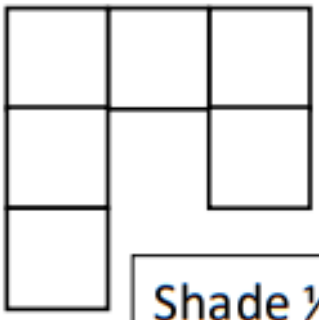
Shade $\frac{4}{7}$

Shade ¼

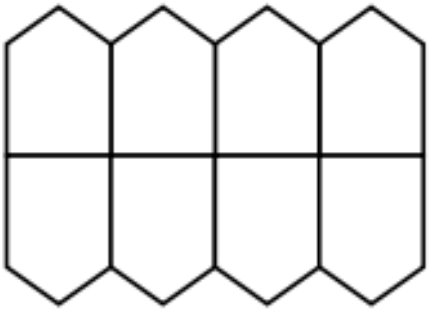
Shade $\frac{1}{3}$



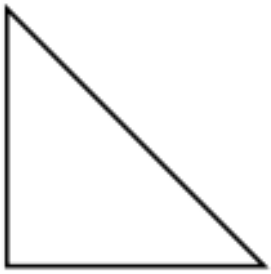
Shade $\frac{2}{3}$



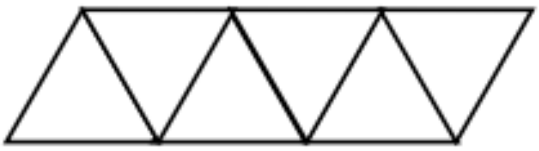
Shade ½



Shade ¾



Shade ½



Shade $\frac{2}{3}$

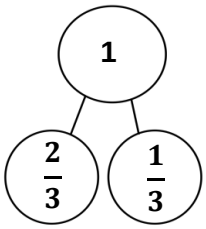
Name: _____ Week 25 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

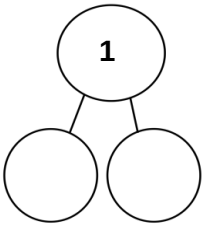
Input (My Turn):

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.

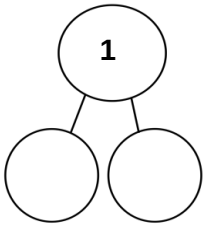
a. $\frac{2}{3}$



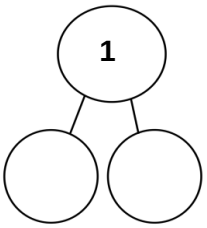
b. $\frac{3}{4}$



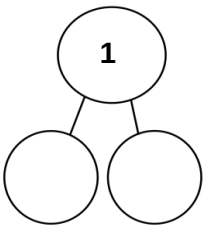
c. $\frac{3}{5}$



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



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

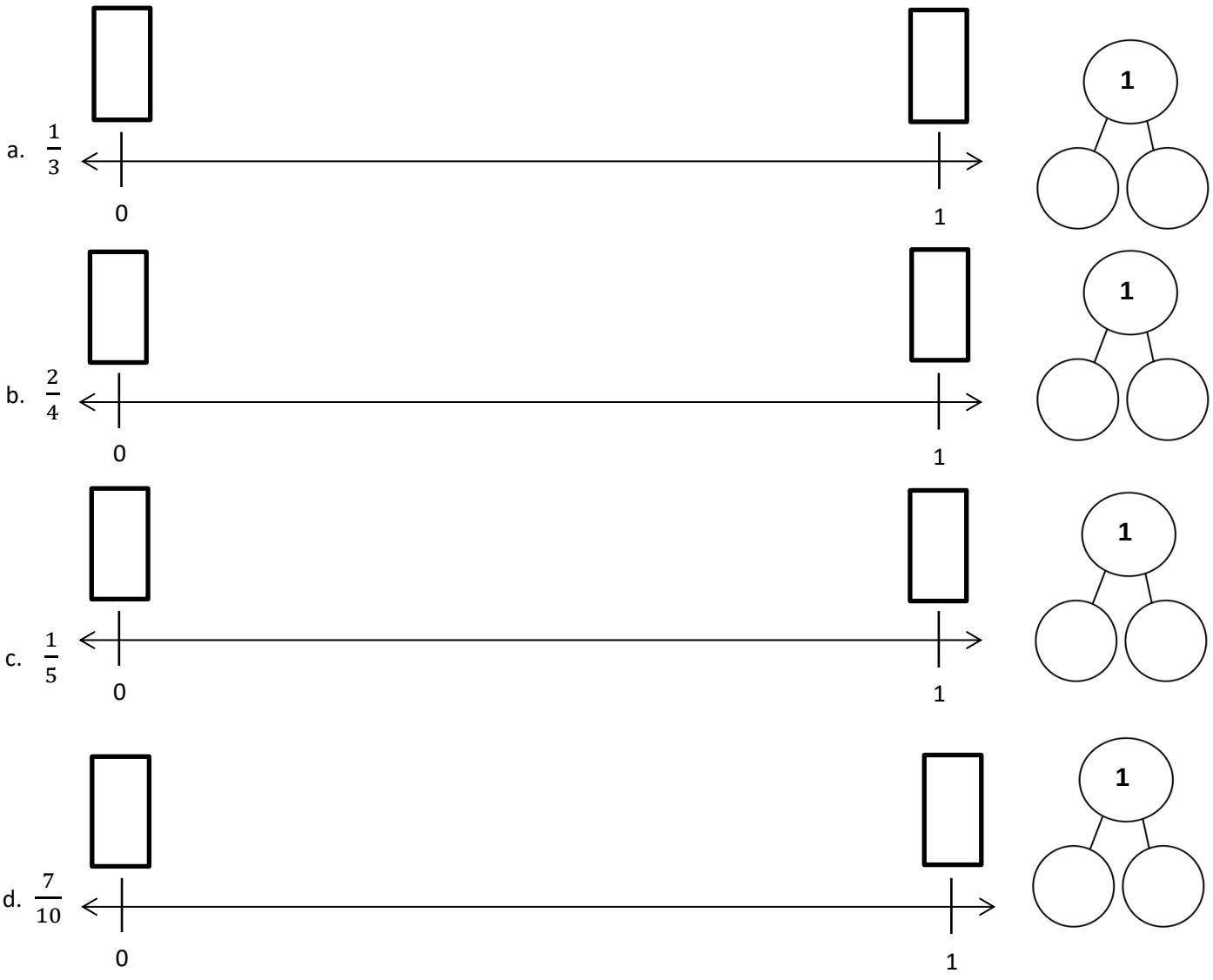


Name: _____ Week 25 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

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.

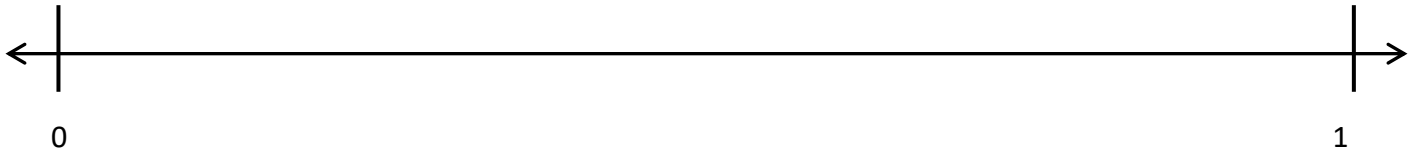


Name: _____ Week 25 Day 5 Date: _____

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:

Asante:

Saad:

Emperor:

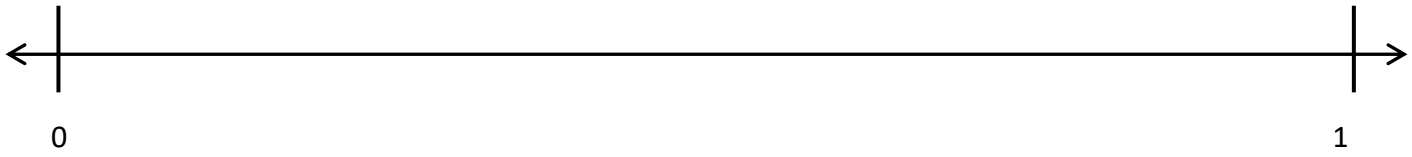
b. Estimate to place each fraction on the number line.

Name: _____ Week 25 Day 5 Date: _____

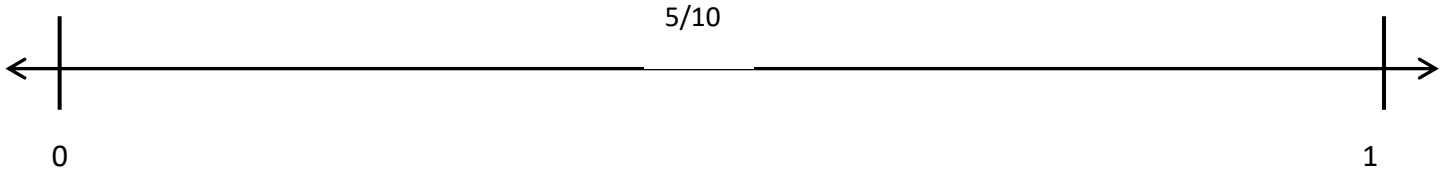
BCCS-B Harvard Yale Princeton

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:

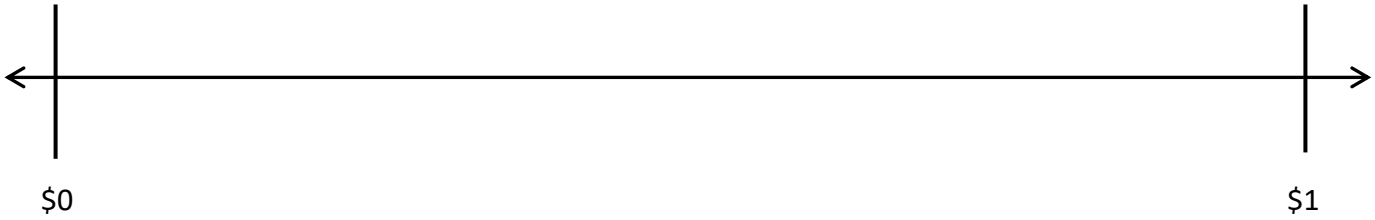
Ahmed:

TEN DIMES = ONE DOLLAR

Zaymir:

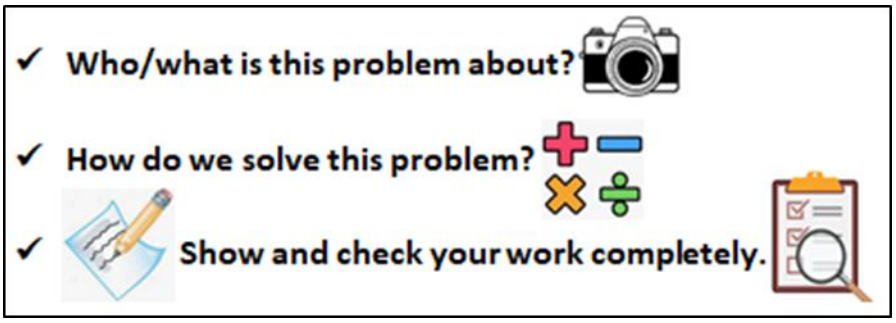
Josiah:

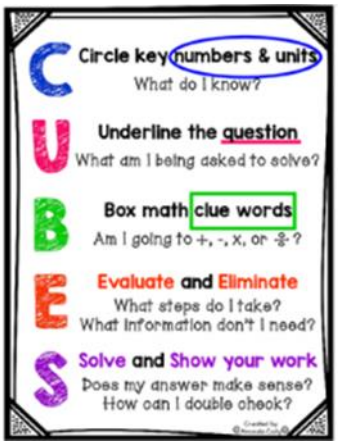
d. Estimate to place each fraction on the number line.



Name: _____ Week 25 Day 5 Date: _____

BCCS-B Harvard Yale Princeton





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?

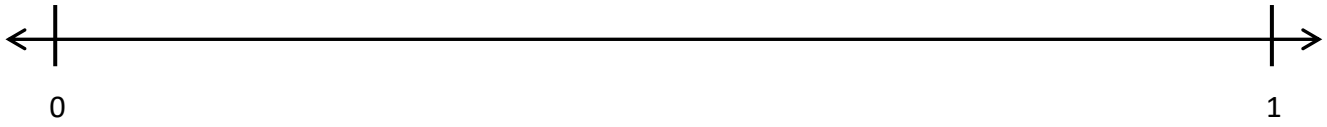
Name: _____ Week 25 Day 5 Date: _____

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 _____

3rd Grade Modified Math Remote Learning Packet

Week 26

Dear Educator,

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

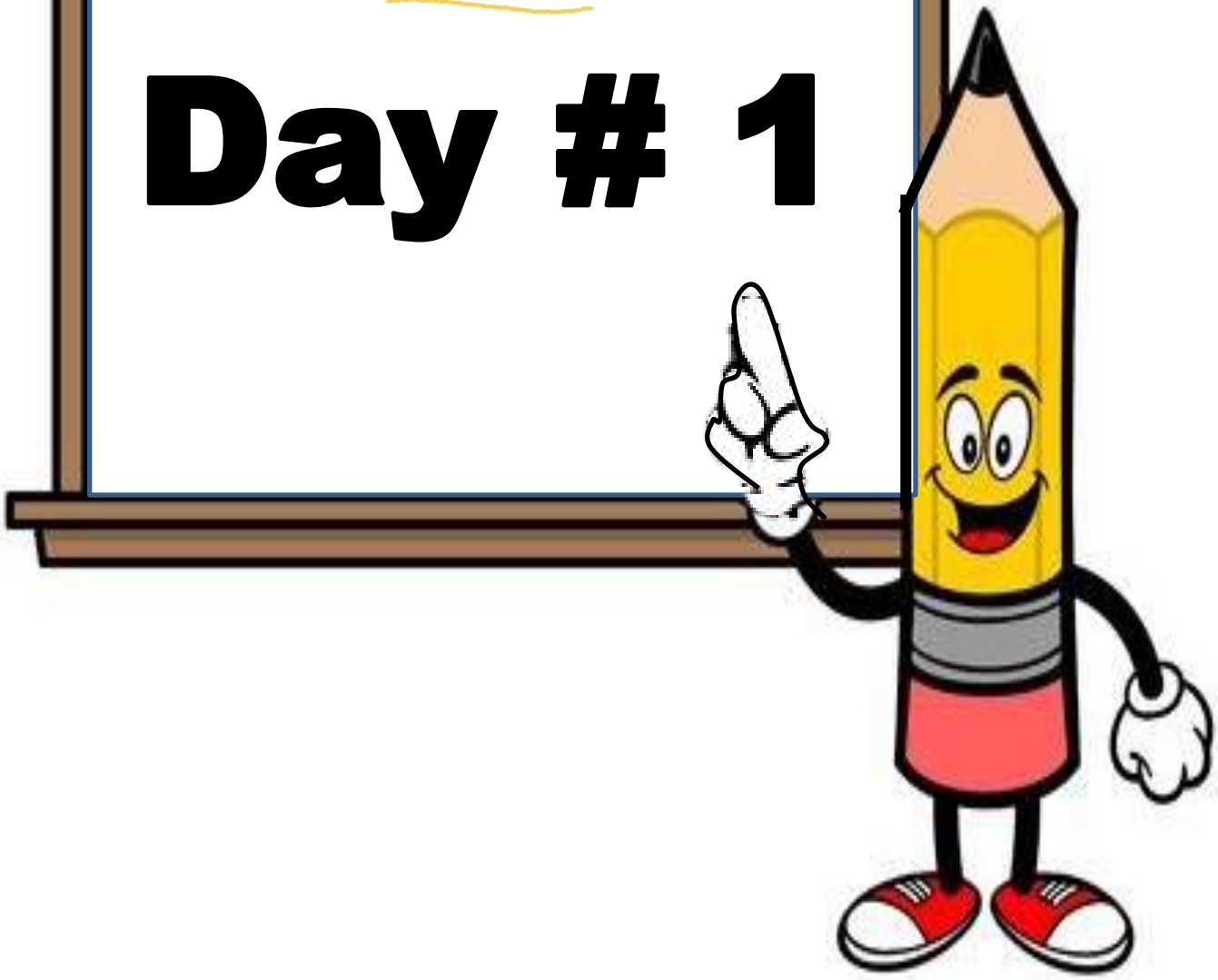
_____ _____

(Parent Signature) (Date)

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

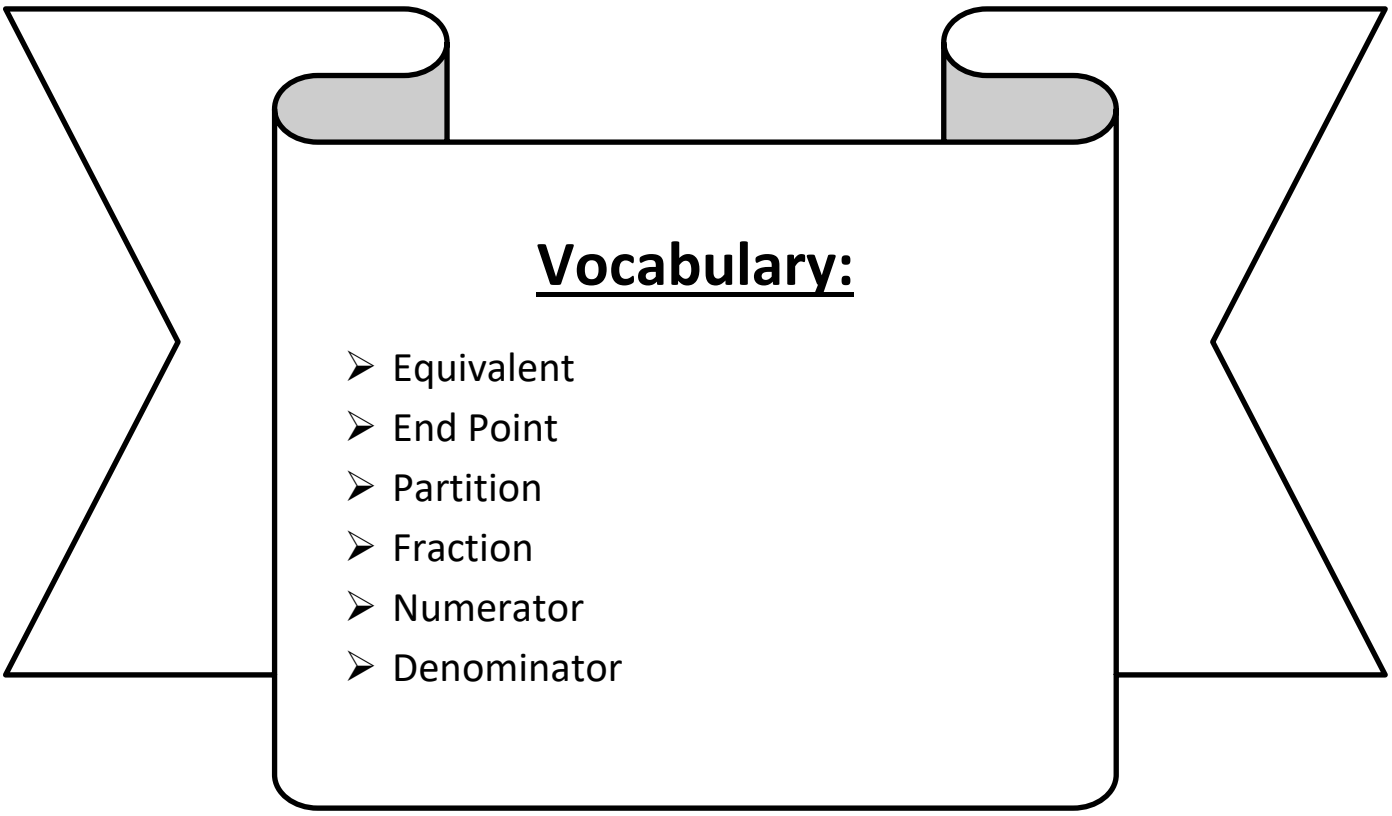
Brighter Choice
Charter School for Boys

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.

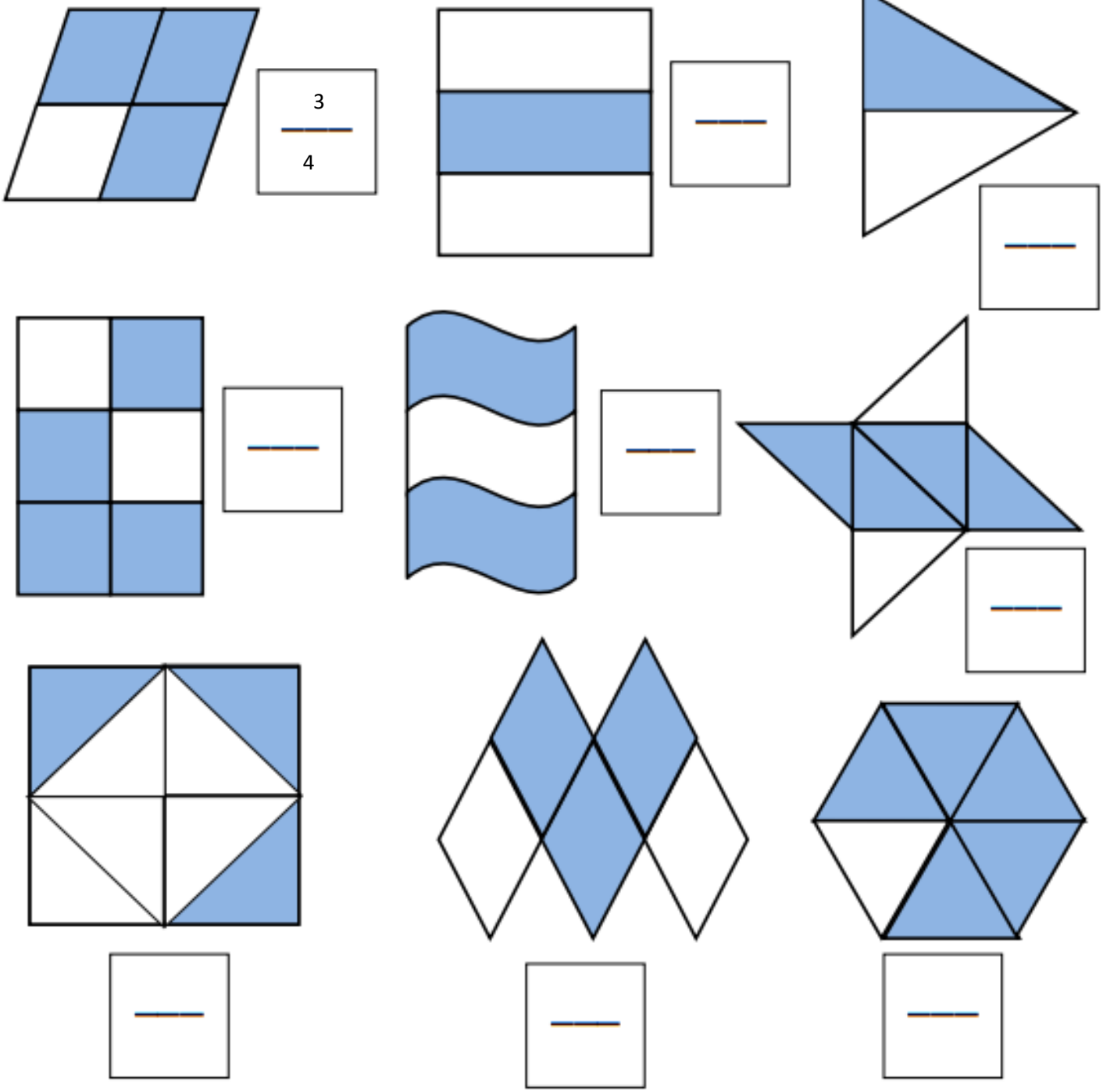


Name: _____ Week 26 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

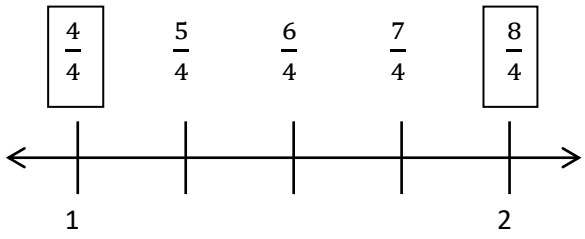
Write the correct fraction of each shape which has been shaded.



Name: _____ Week 26 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

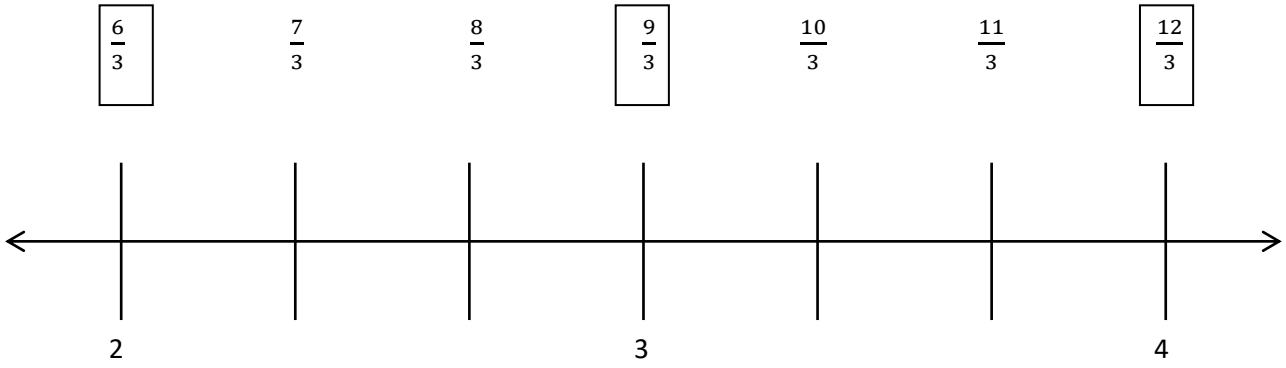
Input (My Turn):



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 → ___ 3 → ___ 4 → ___

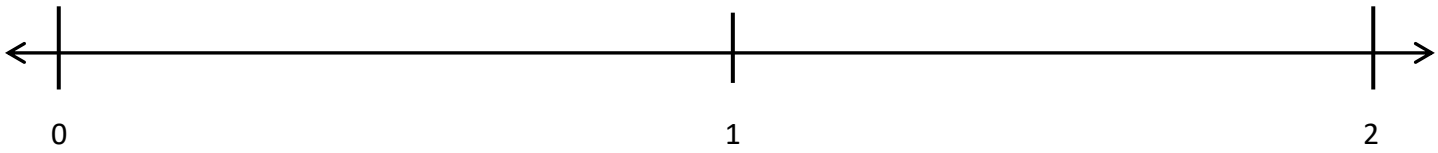


Name: _____ Week 26 Day 1 Date: _____

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.

‘

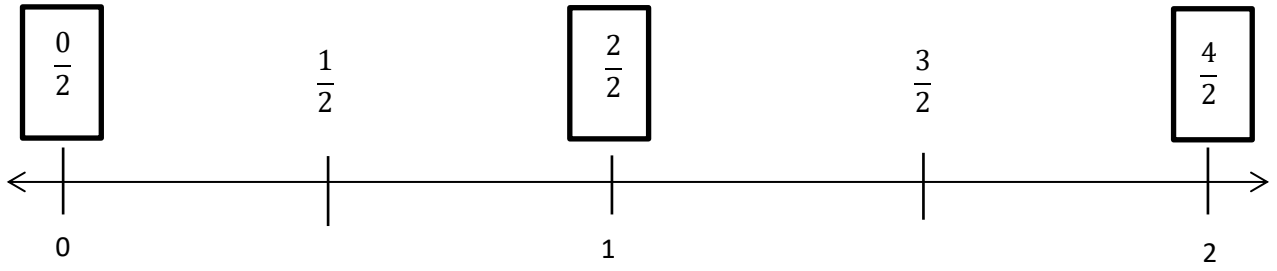
Name: _____ Week 26 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

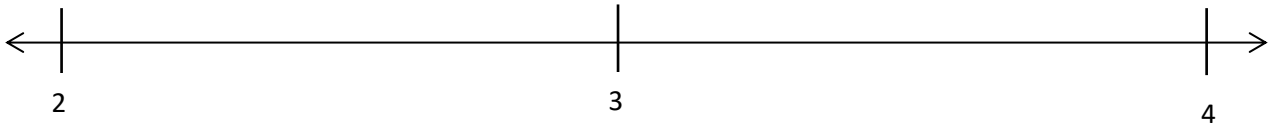
1. Estimate to equally partition and label the fractions on the number line. Label the wholes as fractions, and box them. The first one is done for you.

a. halves

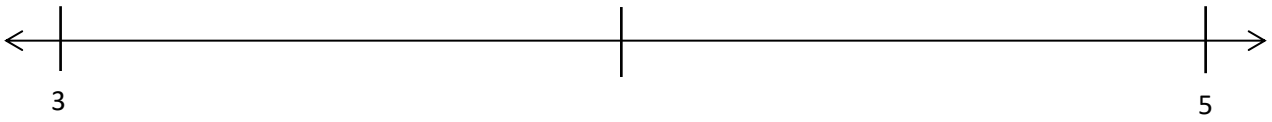


b. thirds

c. halves



d. fourths



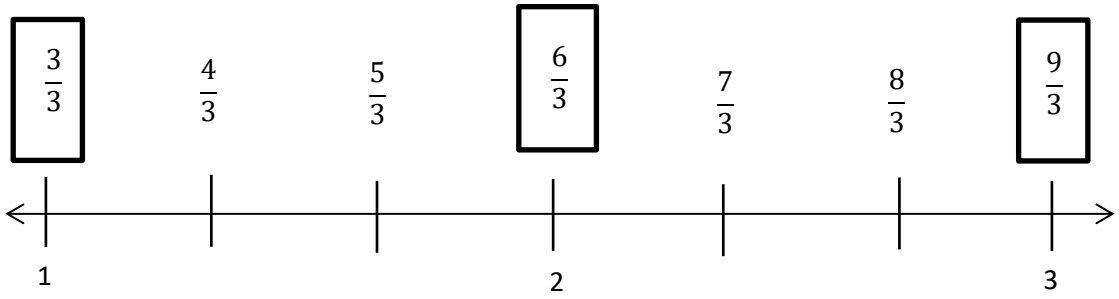
Name: _____ Week 26 Day 1 Date: _____

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.

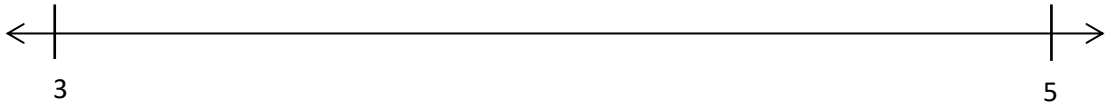
a. thirds



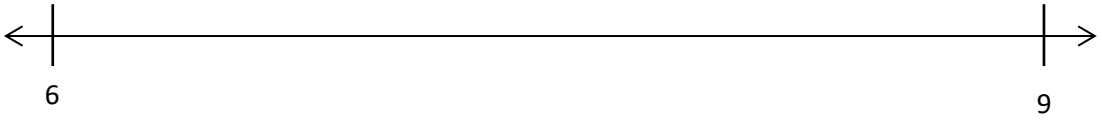
b. eighths

c. fourths

d. halves

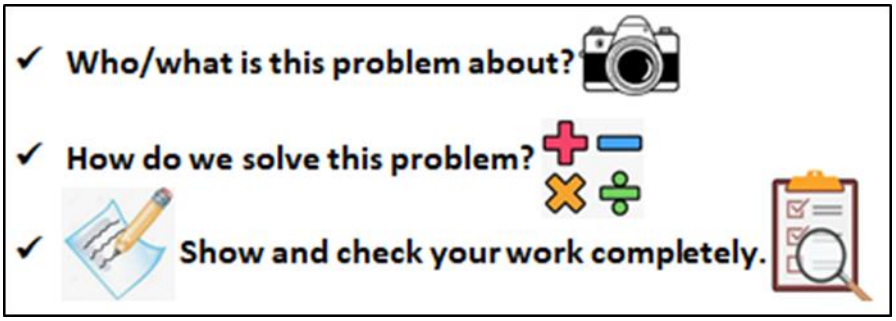


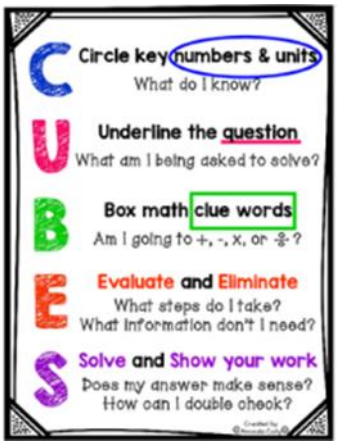
e. fifths



Name: _____ Week 26 Day 1 Date: _____

BCCS-B Harvard Yale Princeton





Application:

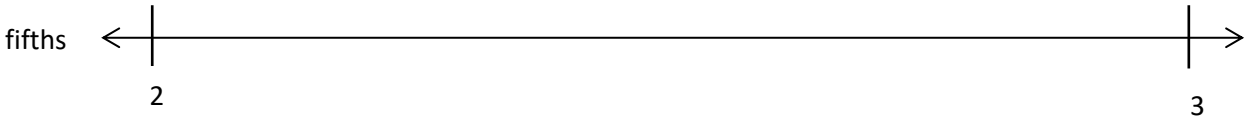
Draw a number line with endpoints 0 and 3. Label the wholes. Partition each whole into fifths. Label all the fractions from 0 to 3. Box the fractions that are located at the same points as whole numbers. Use a separate paper if you need more space.

Name: _____ Week 26 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

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



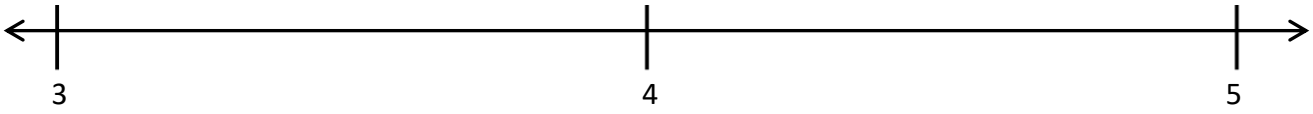
2. Draw a number line with endpoints 0 and 2. Label the wholes. Estimate to partition each whole into sixths, and label them. Box in the fractions for 1 whole and 2 wholes.

Name: _____ Week 26 Day 1 Date: _____

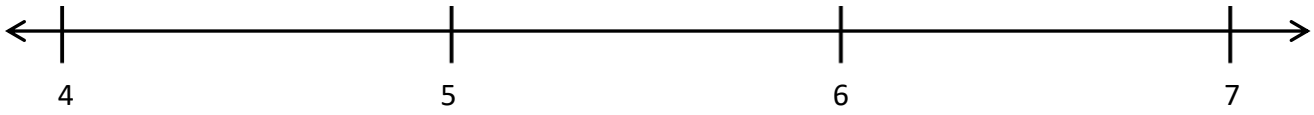
BCCS-B Harvard Yale Princeton

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.

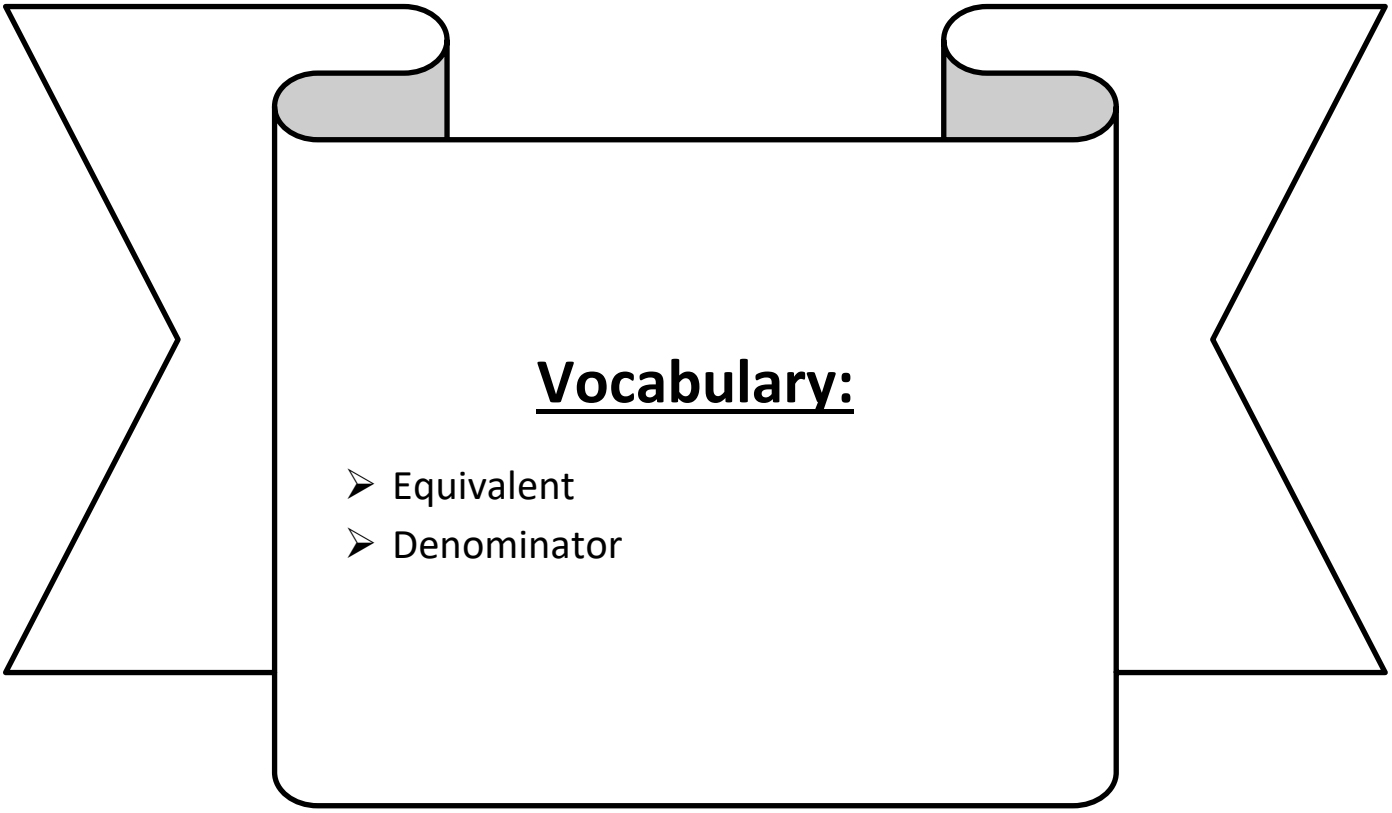


Brighter Choice
Charter School for Boys

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.

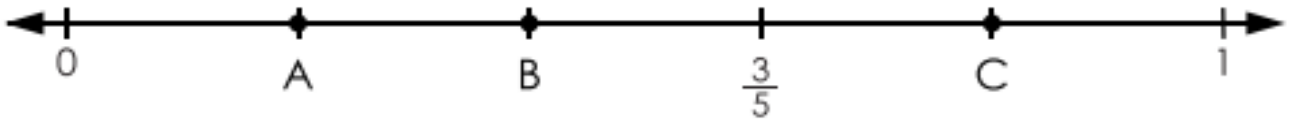


Name: _____ Week 26 Day 2 Date: _____

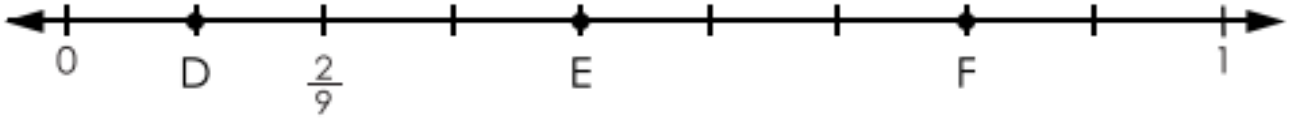
BCCS-B Harvard Yale Princeton

Do Now:

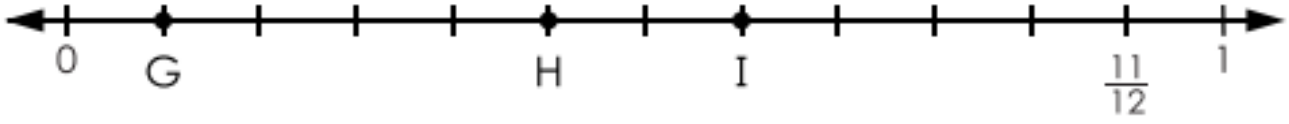
Fractions on Number Lines



A = ☐ B = ☐ C = ☐



D = ☐ E = ☐ F = ☐



G = 1/12 H = ☐ I = ☐

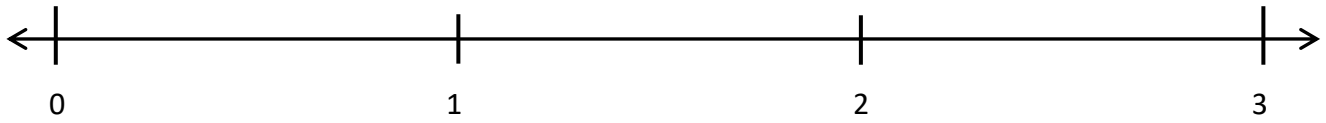
Name: _____ Week 26 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

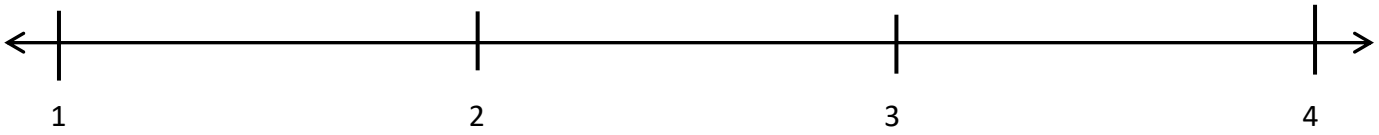
1. Locate and label the following fractions on the number line.

$\frac{0}{6}$ $\frac{6}{6}$ $\frac{12}{6}$ $\frac{3}{6}$ $\frac{9}{6}$



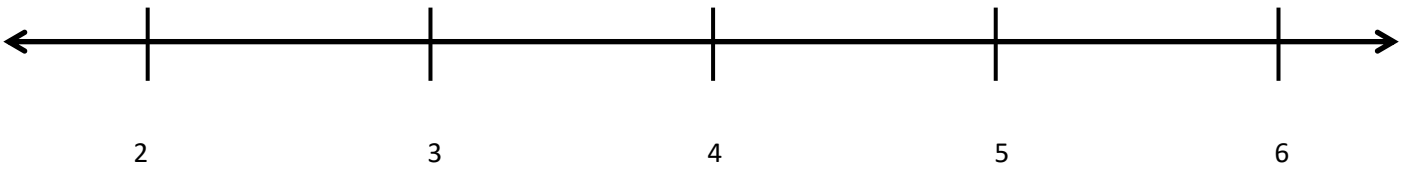
2. Locate and label the following fractions on the number line.

$\frac{8}{4}$ $\frac{6}{4}$ $\frac{12}{4}$ $\frac{16}{4}$ $\frac{4}{4}$



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

$\frac{18}{3}$ $\frac{14}{3}$ $\frac{9}{3}$ $\frac{11}{3}$ $\frac{6}{3}$



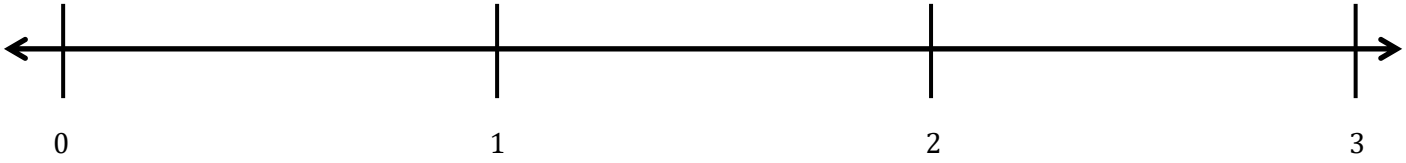
Name: _____ Week 26 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

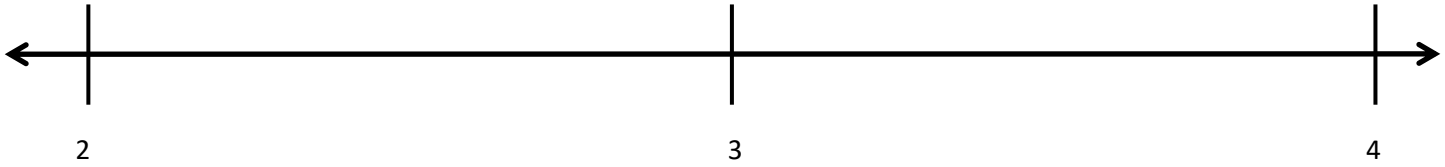
1. Locate and label the following fractions on the number line.

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



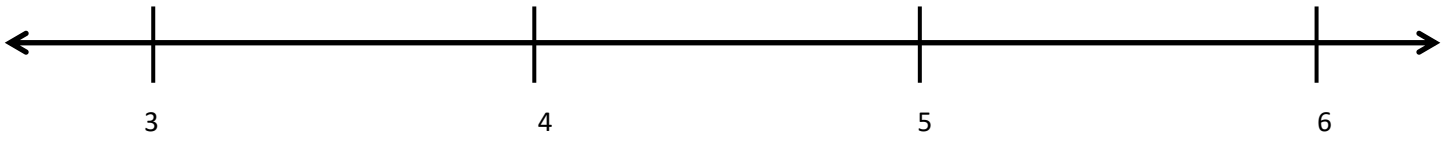
2. Locate and label the following fractions on the number line.

$\frac{11}{3}$ $\frac{6}{3}$ $\frac{8}{3}$



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: _____

BCCS-B Harvard Yale Princeton

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: _____

BCCS-B Harvard Yale Princeton

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: _____

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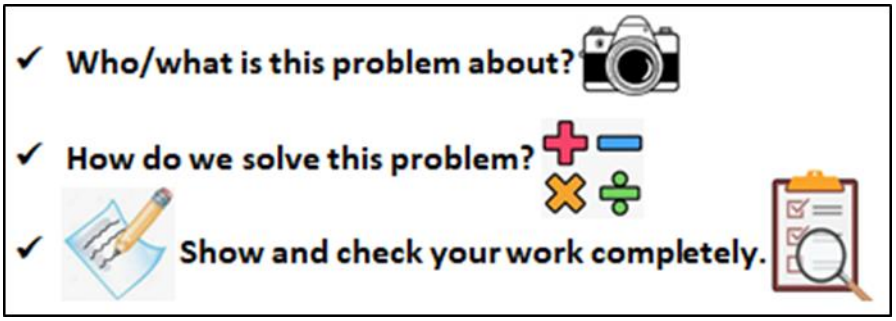
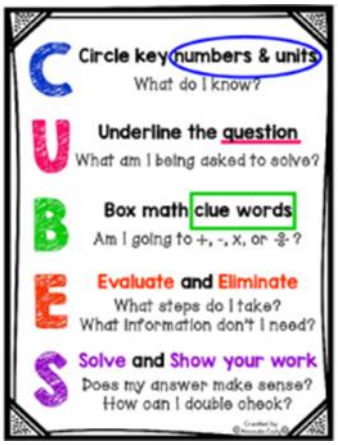




Application:

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.

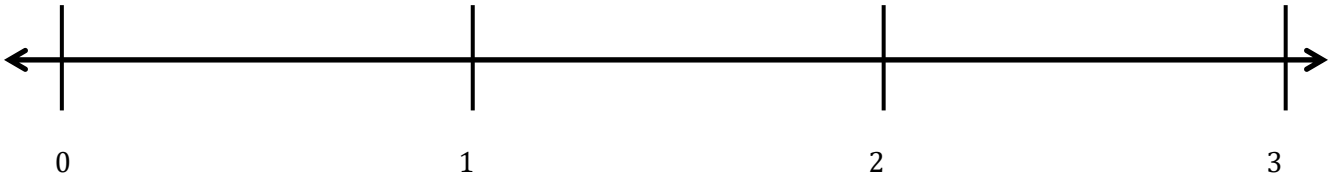
Name: _____ Week 26 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

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

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

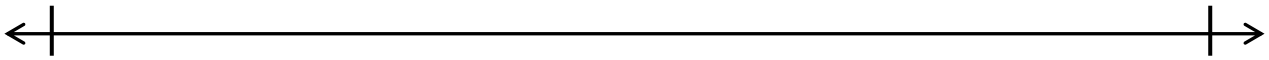


Name: _____ Week 26 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

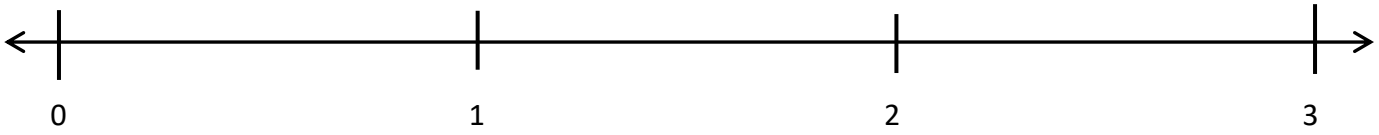
Homework:

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.

$\frac{0}{4}$ $\frac{6}{4}$ $\frac{12}{4}$ $\frac{8}{4}$ $\frac{4}{4}$

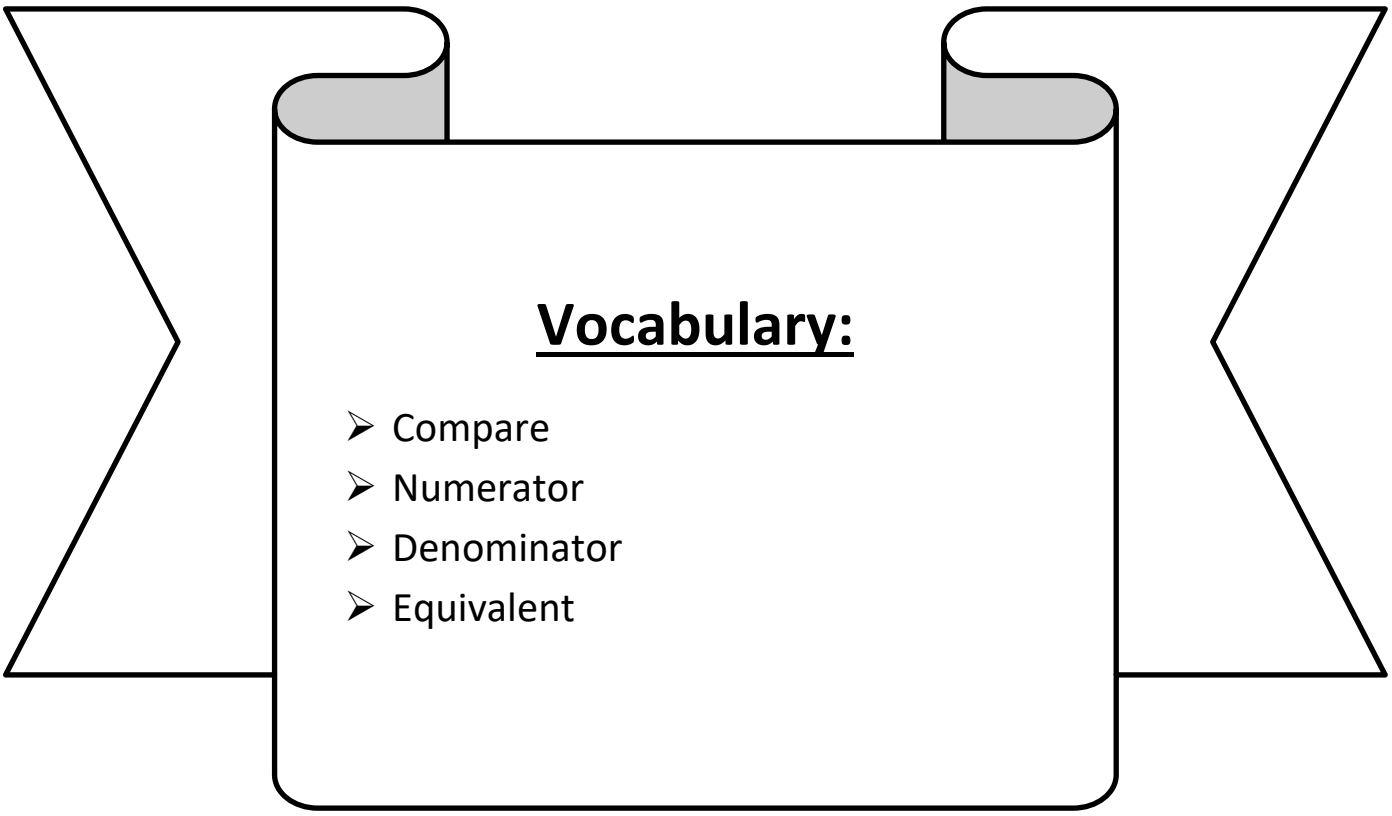


Brighter Choice
Charter School for Boys

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.



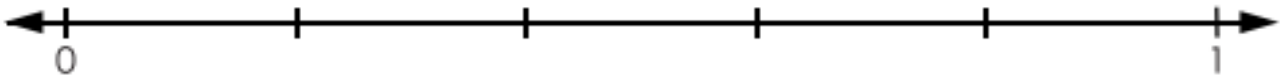
Name: _____ Week 26 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

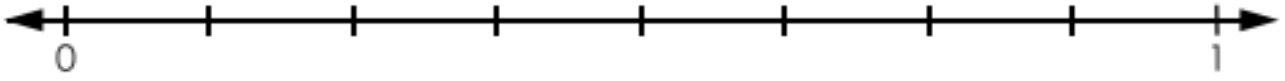
Do Now:

Fractions on Number Lines

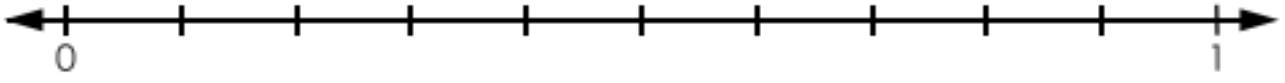
On the number line below label $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$, and $\frac{4}{5}$.



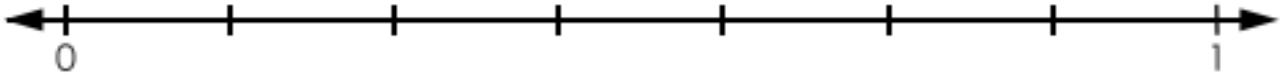
On the number line below label $\frac{1}{8}$, $\frac{3}{8}$, $\frac{5}{8}$, and $\frac{7}{8}$.



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 $\frac{6}{7}$.



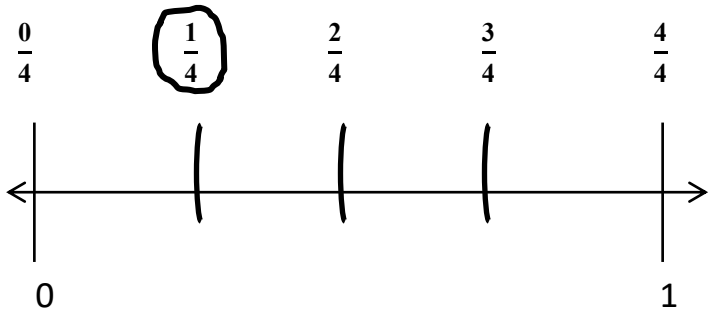
Name: _____ Week 26 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

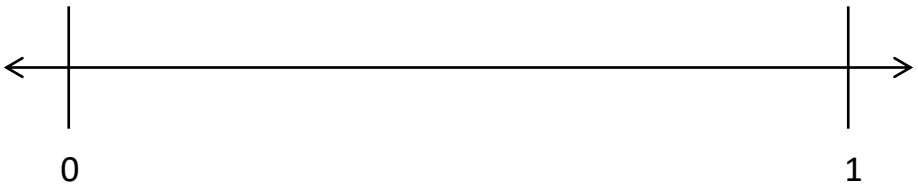
Input (My Turn):

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.

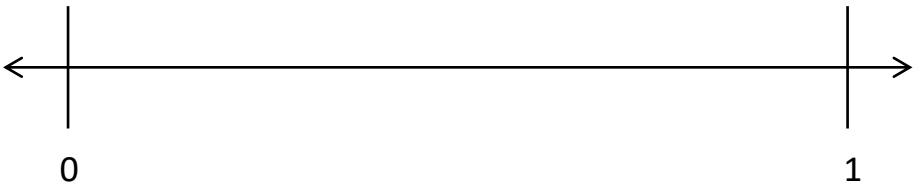
1. $\frac{1}{4} < \frac{3}{4}$



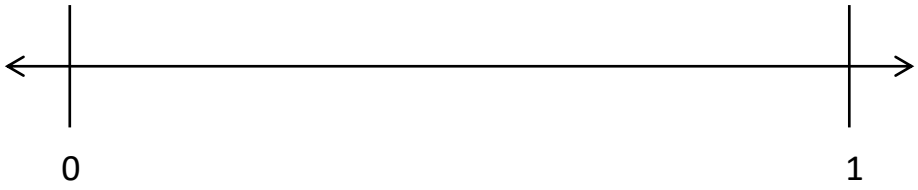
2. $\frac{2}{6} \bigcirc \frac{3}{6}$



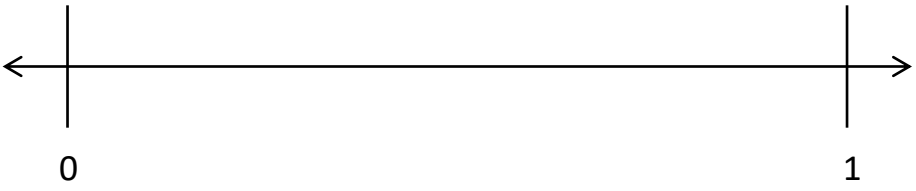
3. $\frac{1}{2} \bigcirc \frac{1}{4}$



4. $\frac{2}{3} \bigcirc \frac{2}{6}$



5. $\frac{11}{8} \bigcirc \frac{7}{4}$



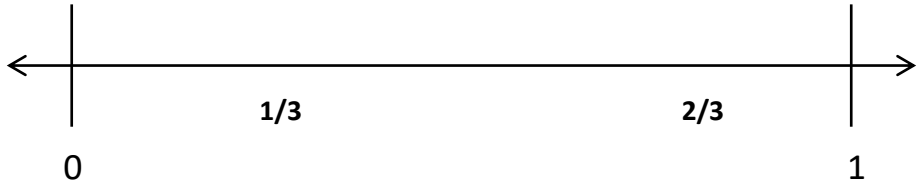
Name: _____ Week 26 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

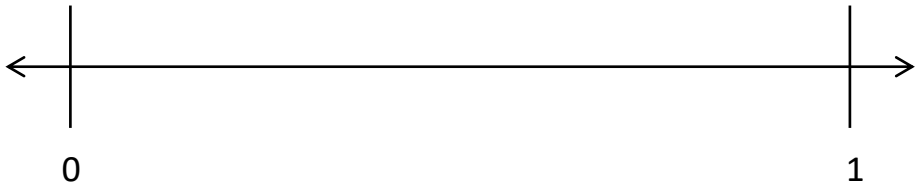
Place the two fractions on the number line. Circle the fraction with the distance closest to 0. Then, compare using >, <, or =.

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: _____

BCCS-B Harvard Yale Princeton

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: _____

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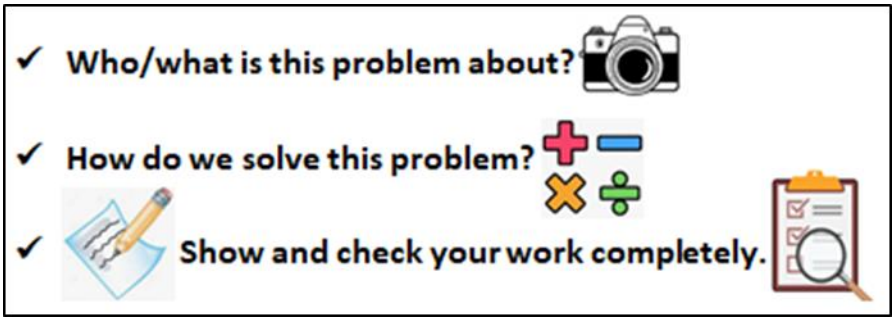
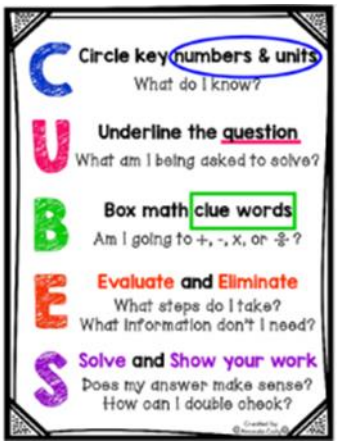




Application:

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.

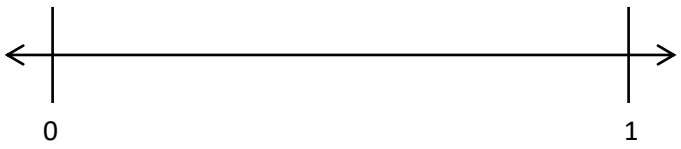
Name: _____ Week 26 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

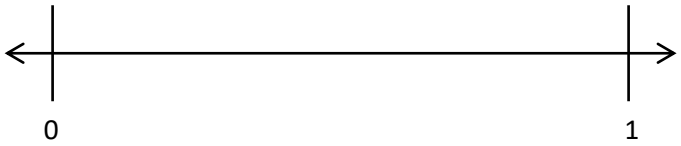
Exit Ticket:

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.

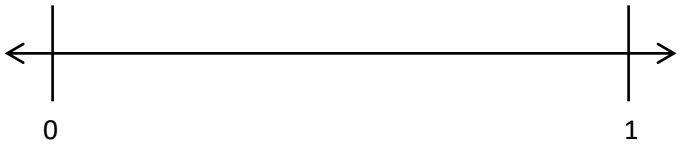
Name: _____ Week 26 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

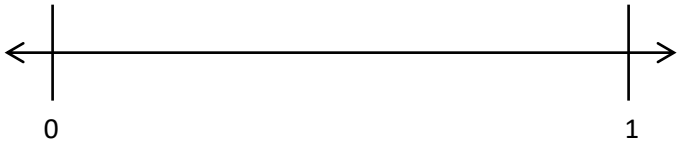
Homework:

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.

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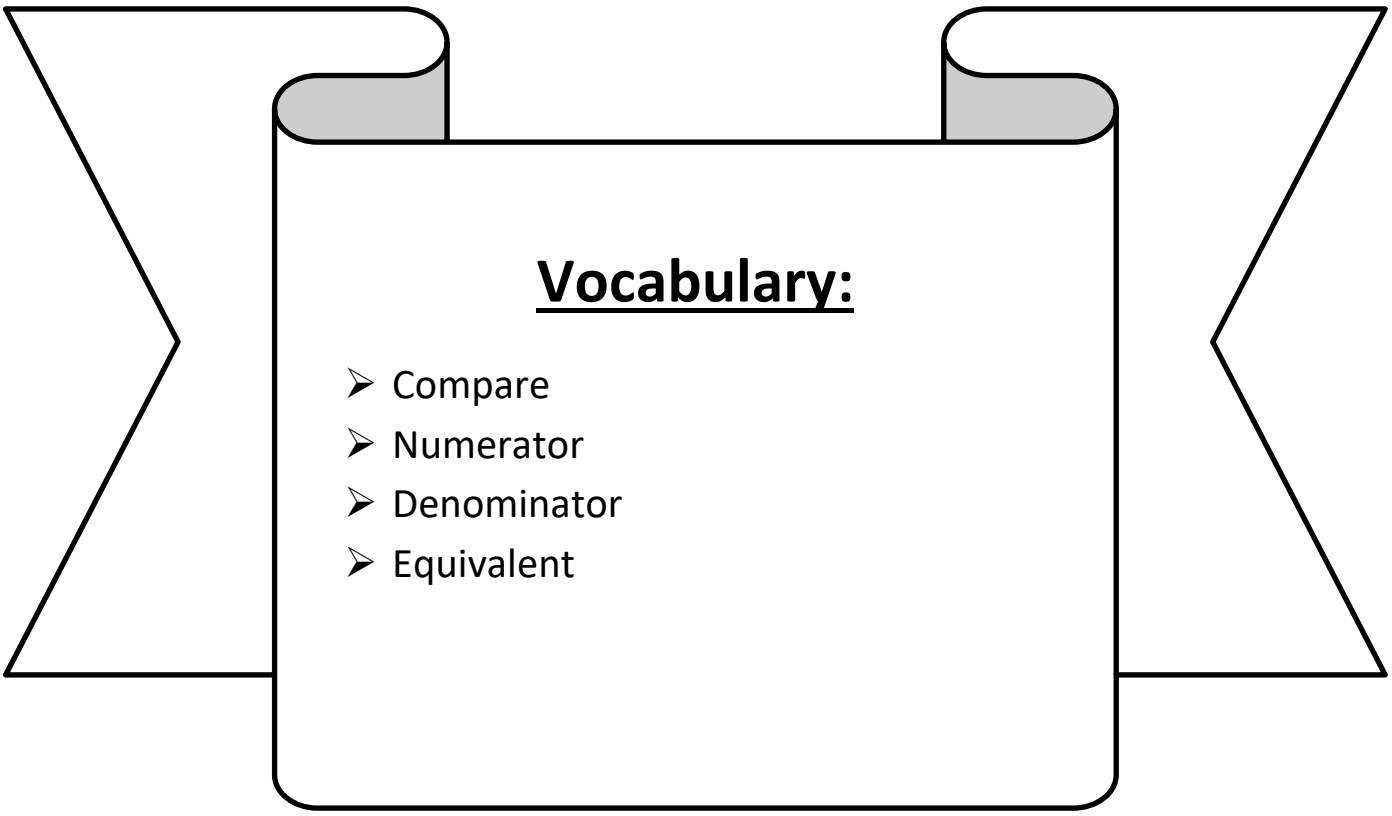
Brighter Choice
Charter School for Boys
Day # 4

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: _____

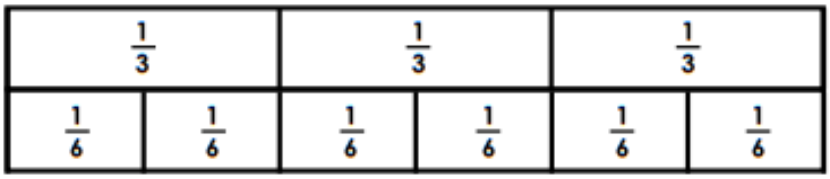
BCCS-B Harvard Yale Princeton

Do Now:

Comparing Fractions

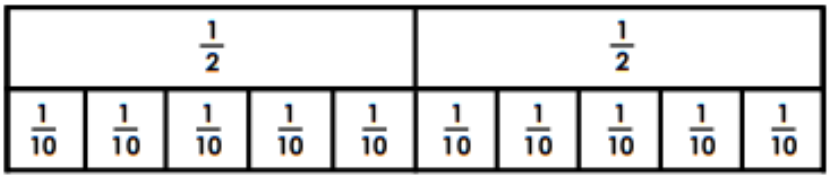
Shade the fraction strips to show the given fractions. Then compare each pair of fractions using the symbol <, >, or =.

a.



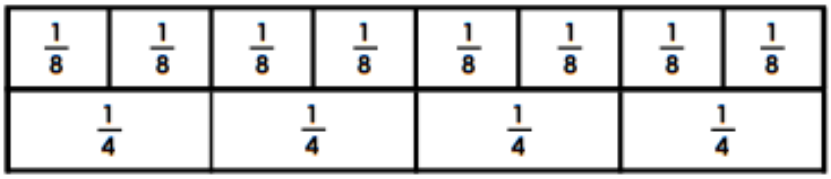
$\frac{2}{3}$ ◯ $\frac{5}{6}$

b.



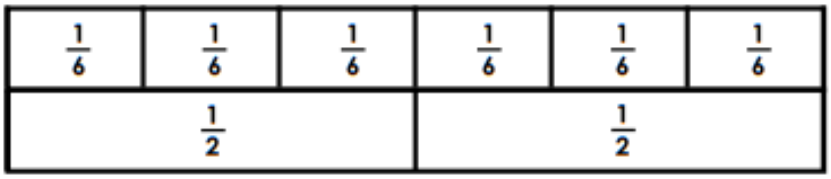
$\frac{1}{2}$ ◯ $\frac{3}{10}$

c.



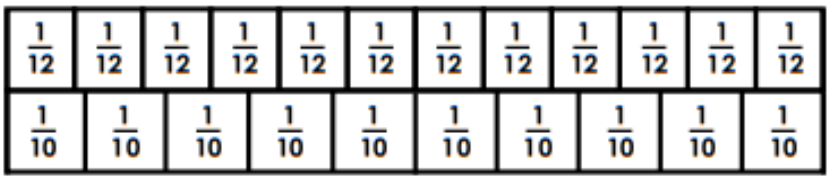
$\frac{6}{8}$ ◯ $\frac{3}{4}$

d.



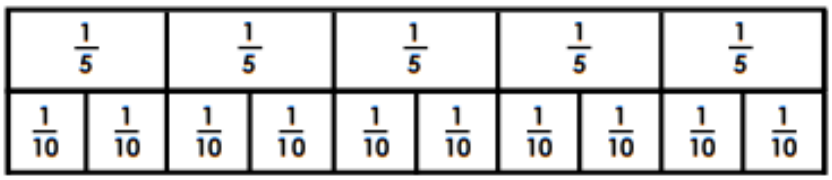
$\frac{5}{6}$ ◯ $\frac{1}{2}$

e.



$\frac{7}{12}$ ◯ $\frac{7}{10}$

f.



$\frac{4}{5}$ ◯ $\frac{8}{10}$

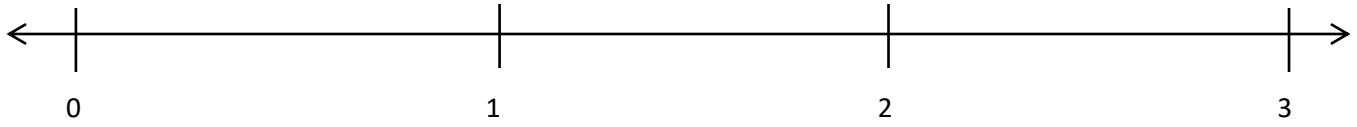
Name: _____ Week 26 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

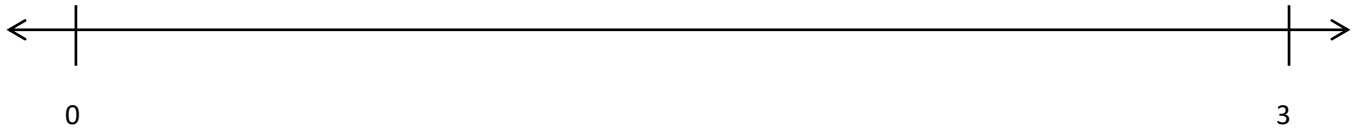
Input (My Turn):

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

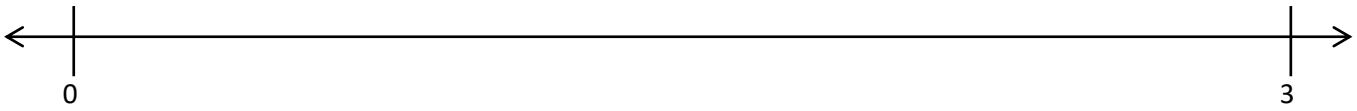
a. halves $\frac{3}{2}$ $\frac{5}{2}$ $\frac{4}{2}$



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 =.

$\frac{6}{4}$ ◯ $\frac{9}{4}$ $\quad$ $\frac{3}{2}$ ◯ $\frac{5}{2}$ $\quad$ $\frac{19}{8}$ ◯ $\frac{16}{8}$

$\frac{16}{8}$ ◯ $\frac{3}{2}$ $\quad$ $\frac{9}{4}$ ◯ $\frac{19}{8}$ $\quad$ $\frac{4}{2}$ ◯ $\frac{16}{8}$

$\frac{6}{4}$ ◯ $\frac{16}{8}$ $\quad$ $\frac{5}{2}$ ◯ $\frac{9}{4}$ $\quad$ $\frac{24}{8}$ ◯ $\frac{11}{4}$

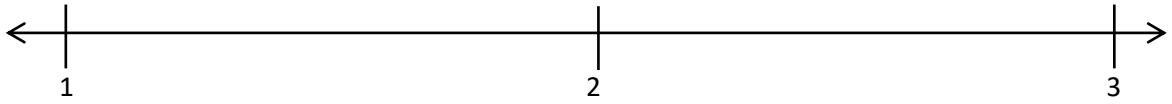
Name: _____ Week 26 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

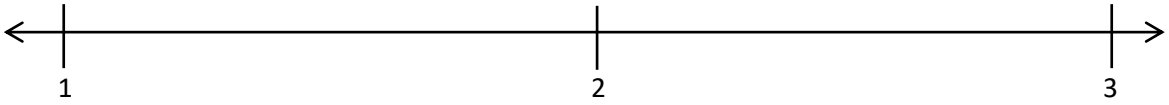
Problem Set (Your Turn):

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

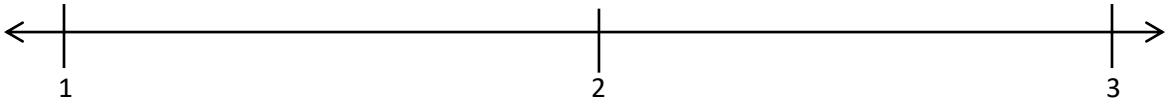
a. thirds $\frac{6}{3}$ $\frac{5}{3}$ $\frac{8}{3}$



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



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



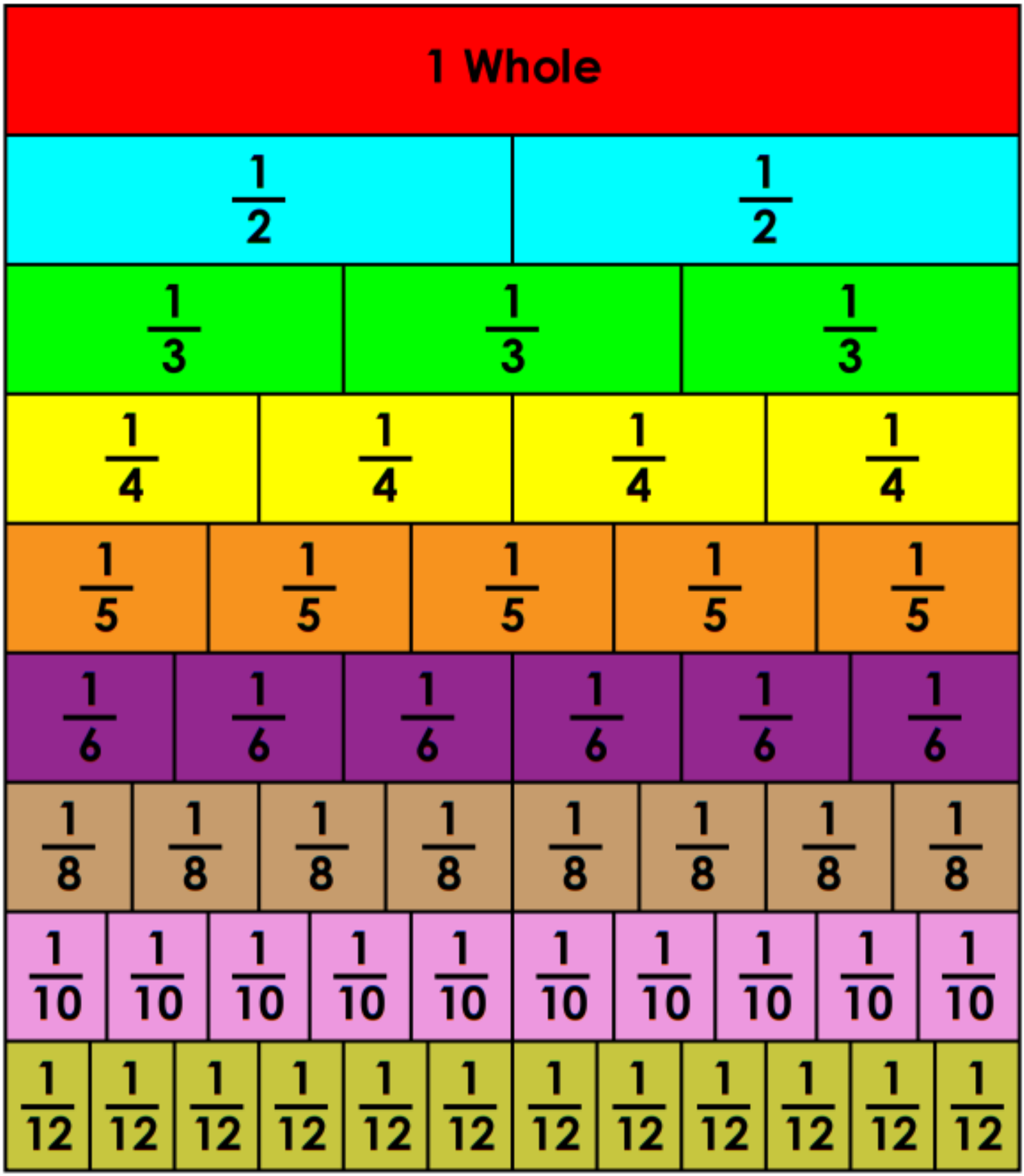
2. Use the number lines above to compare the following fractions using >, <, or =.

$\frac{17}{6}$ ◯ $\frac{15}{6}$ $\quad$ $\frac{7}{3}$ ◯ $\frac{9}{3}$ $\quad$ $\frac{11}{5}$ ◯ $\frac{8}{5}$

$\frac{4}{3}$ ◯ $\frac{8}{6}$ $\quad$ $\frac{13}{6}$ ◯ $\frac{8}{3}$ $\quad$ $\frac{11}{6}$ ◯ $\frac{5}{3}$

$\frac{10}{6}$ ◯ $\frac{3}{3}$ $\quad$ $\frac{6}{3}$ ◯ $\frac{12}{6}$ $\quad$ $\frac{15}{5}$ ◯ $\frac{5}{3}$

Fraction Strips



Name: _____ Week 26 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

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.

1 whole is greater than ½ because

1 whole 1/2

_____ 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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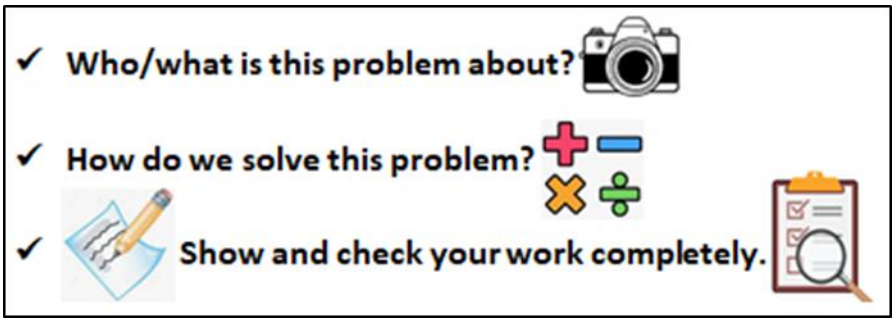

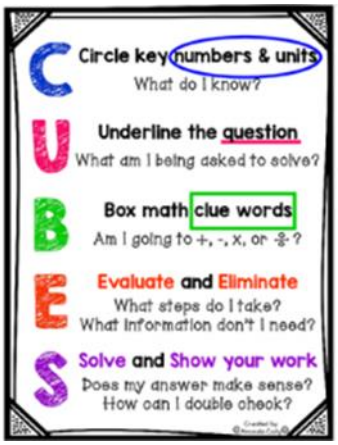

Application:

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: _____

BCCS-B Harvard Yale Princeton

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 =.

$\frac{3}{4}$ ◯ $\frac{5}{4}$ $\frac{7}{4}$ ◯ $\frac{4}{4}$ 3 ◯ $\frac{6}{4}$

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.

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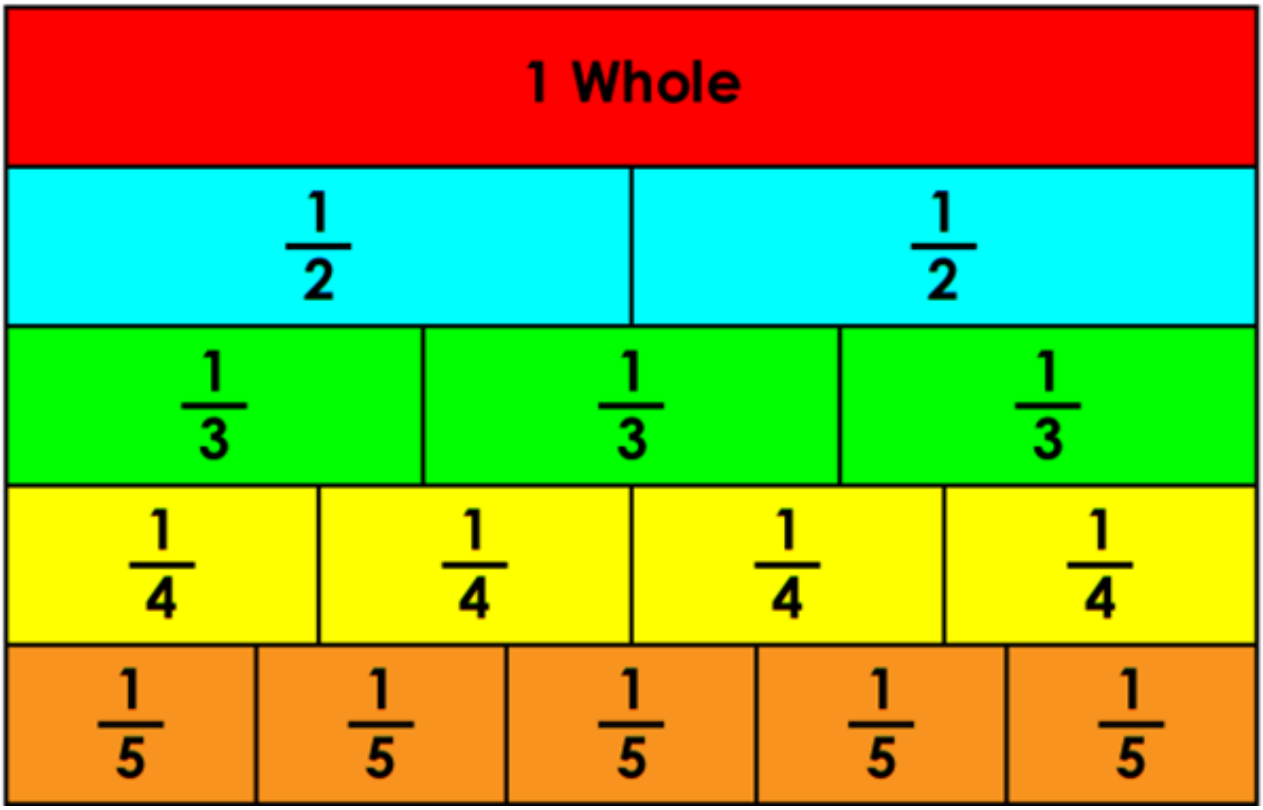
Homework:



Use the fraction above to answer the question below:

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

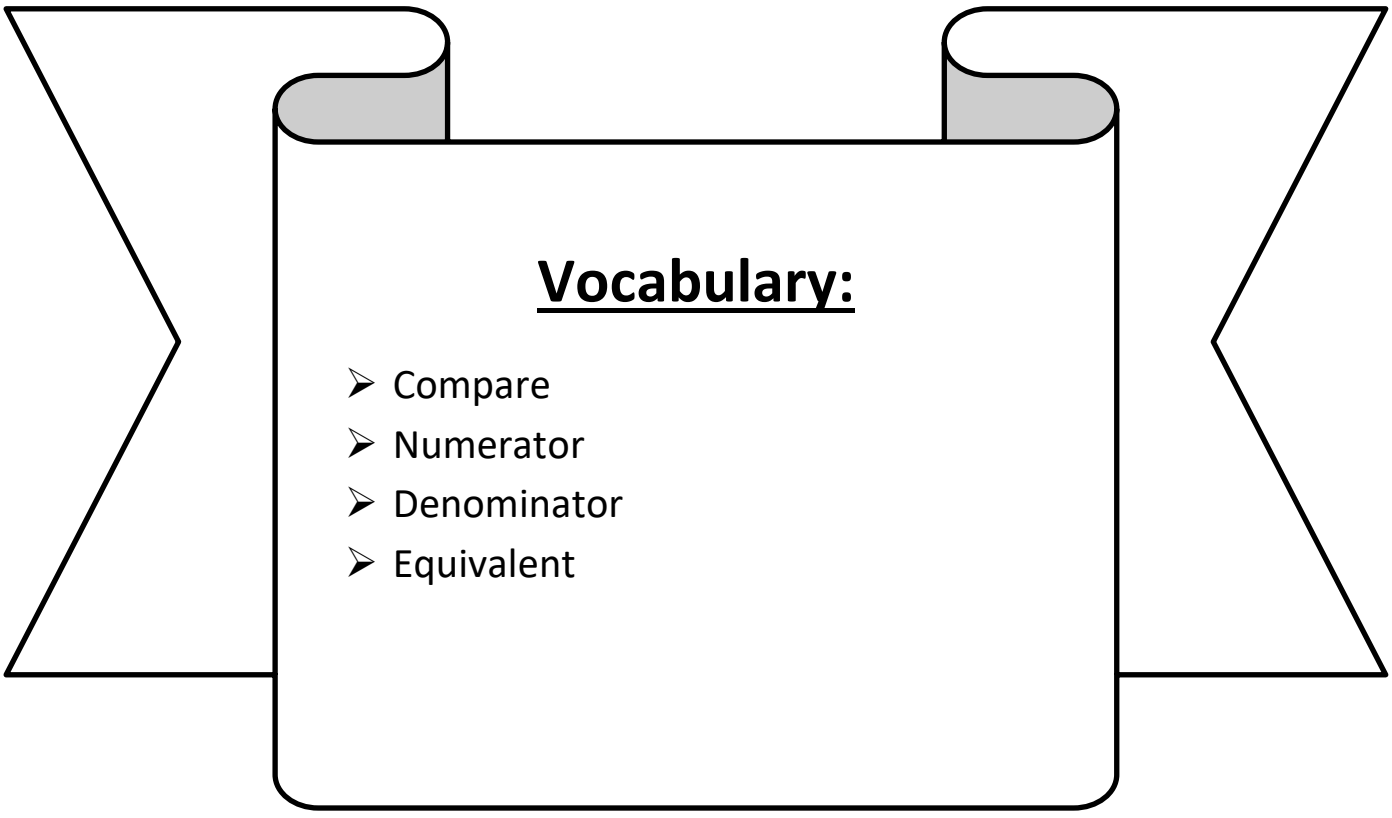
_____ is *less than* _____


Brighter Choice
Charter School for Boys
Day # 5

Extension Lesson

LEQ: How can I express fractions as whole numbers?

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



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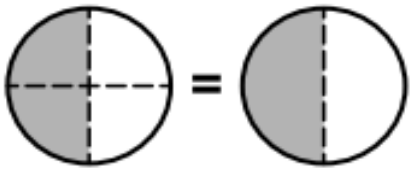
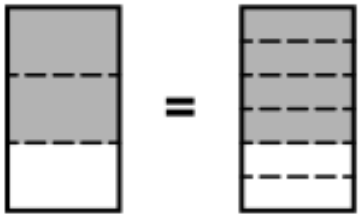
Do Now:

Equivalent Fractions

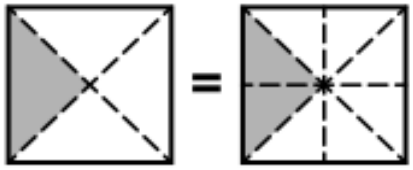
Use the models to find equivalent fractions.



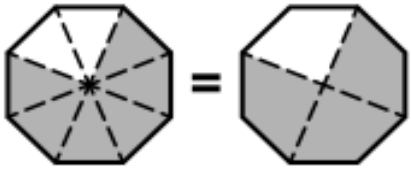
$\frac{2}{4} = \frac{1}{2}$



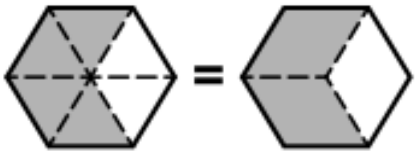
$\frac{2}{3} = \frac{4}{6}$



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



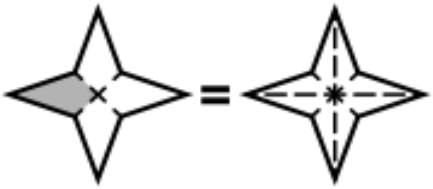
$\frac{6}{8} = \frac{\quad}{\quad}$



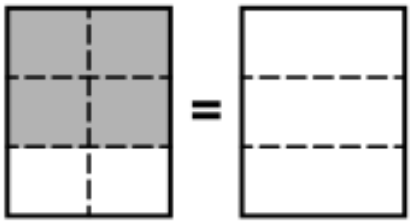
$\frac{\quad}{\quad} = \frac{\quad}{\quad}$

$\frac{\quad}{\quad} = \frac{\quad}{\quad}$

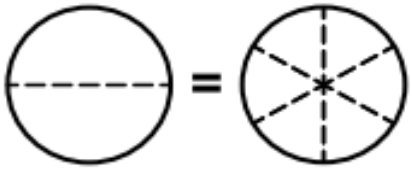
Shade the models and write the equivalent fractions.



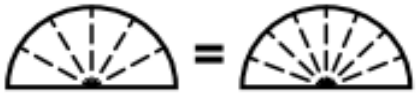
$\frac{1}{4} = \frac{\quad}{\quad}$



$\frac{4}{6} = \frac{\quad}{\quad}$



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



$\frac{3}{6} = \frac{\quad}{\quad}$

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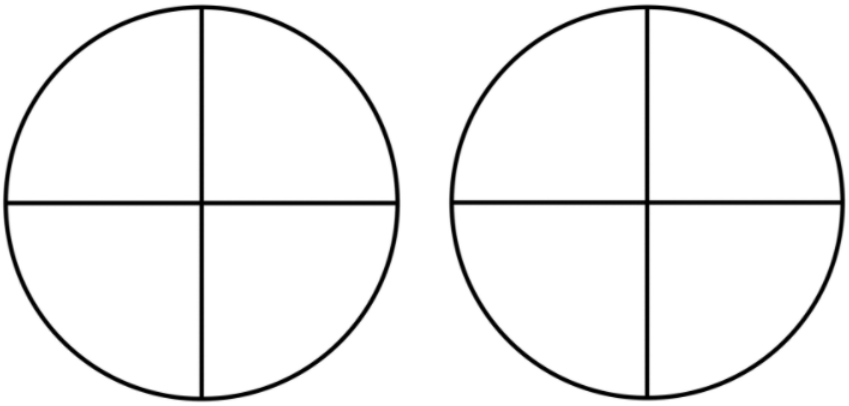
Input (My Turn):

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 ÷ 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.

$\frac{30}{5}$

$\frac{18}{3}$ 3,6,9,12,15,18

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Input (My Turn):

Express Fractions as Whole Numbers

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

Name: _____ Week 25 Day 5 Date: _____

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Problem Set (Your Turn):

Express Fractions as Whole Numbers

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

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

Name: _____ Week 25 Day 5 Date: _____

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Exit Ticket:

1. Express Fractions as Whole Numbers

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

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

$\frac{20}{2}$ 2,4,6,8,10,12,14,16,18,20

$\frac{24}{3}$

$\frac{100}{10}$