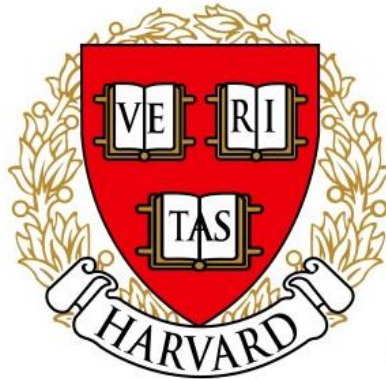


Name \_\_\_\_\_

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

### Week 27



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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.

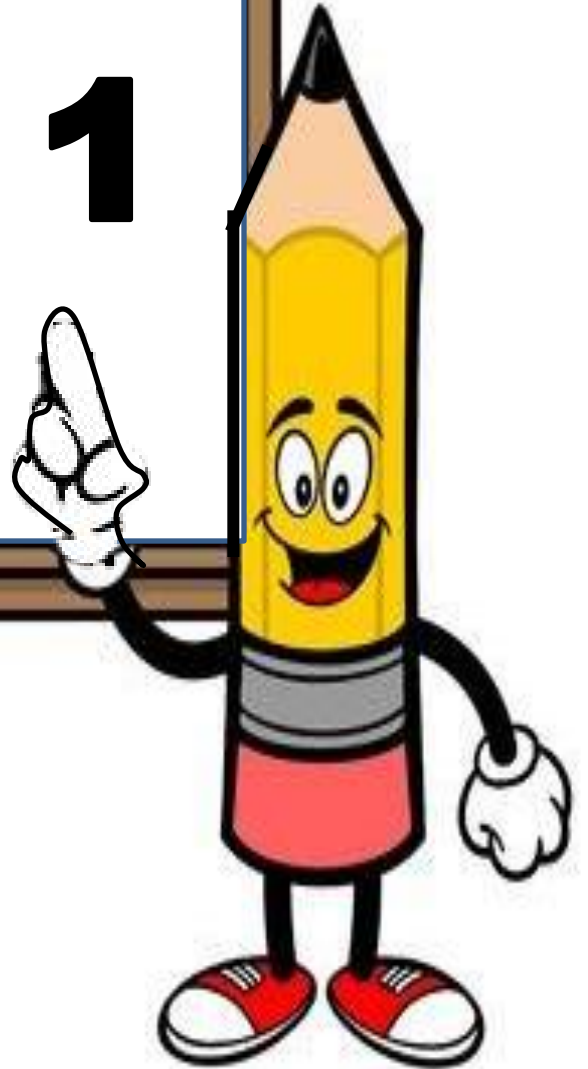
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(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.

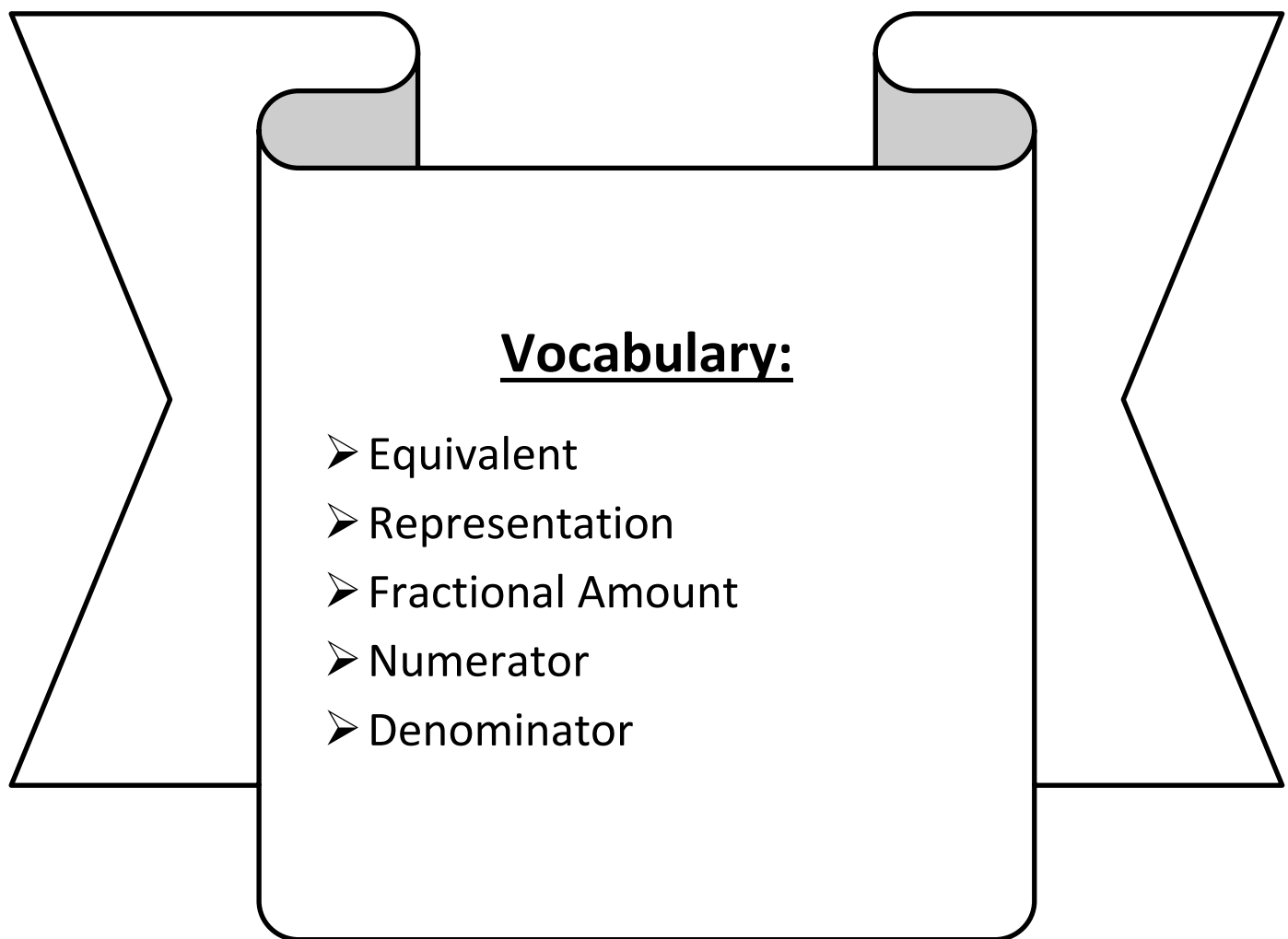


# Day # 1



**LEQ:** How can I recognize and show that equivalent fractions have the same size, though not necessarily the same shape?

**Objective:** I can use my understanding of equal parts within a shape to recognize and show that equivalent fractions have the same size, though not necessarily the same shape.



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

Week 27 Day 1 Date: \_\_\_\_\_



BCCS-B



Harvard



Yale



Princeton

**Do Now:**

<b>Circle 1</b>	<b>Circle 2</b>	<b>Step 1: Shade five-eighths of circle 1.</b> <b>Step 2: Shade one-fourth of circle 2.</b> <b>Step 3: Write the larger fraction below.</b>
		

<b>Circle 1</b>	<b>Circle 2</b>	<b>Step 1: Shade one-third of circle 1.</b> <b>Step 2: Shade five-sixths of circle 2.</b> <b>Step 3: Write the larger fraction below.</b>
		

<b>Circle 1</b>	<b>Circle 2</b>	<b>Step 1: Shade two-eighths of circle 1.</b> <b>Step 2: Shade three-sixths of circle 2.</b> <b>Step 3: Write the larger fraction below.</b>
		

<b>Circle 1</b>	<b>Circle 2</b>	<b>Step 1: Shade one-half of circle 1.</b> <b>Step 2: Shade five-twelfths of circle 2.</b> <b>Step 3: Write the larger fraction below.</b>
		

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

Week 27 Day 1 Date: \_\_\_\_\_

BCCS-B

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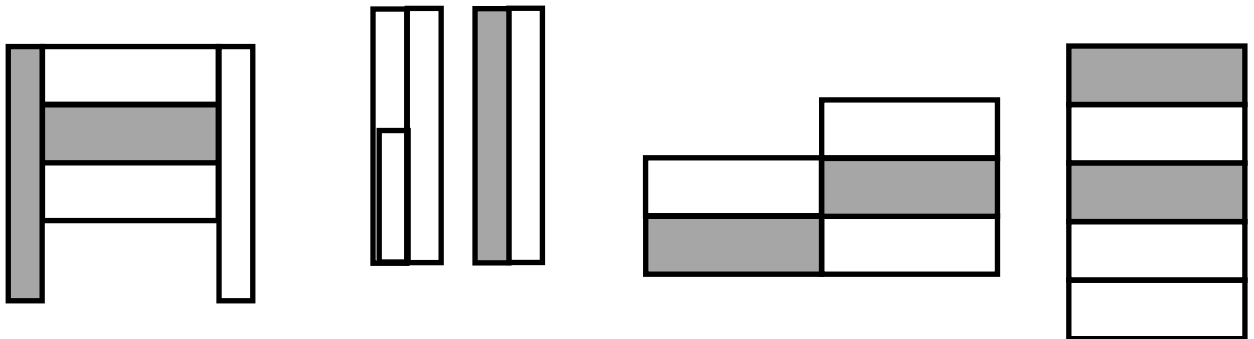
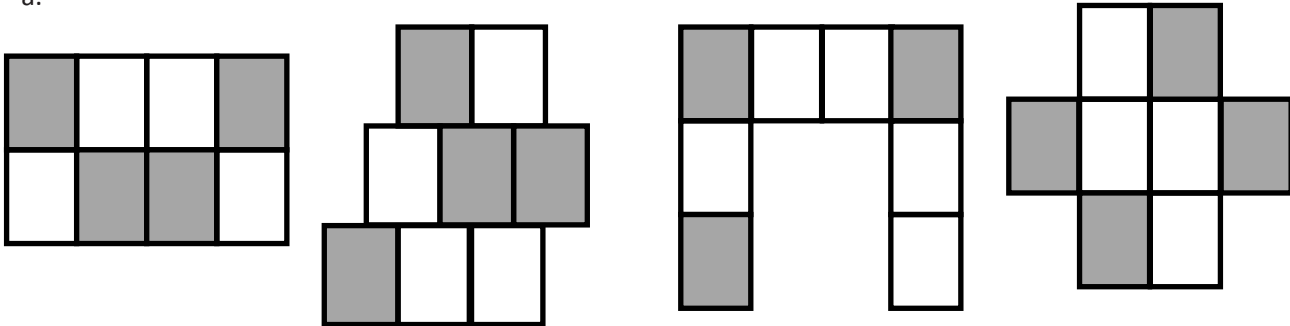
Yale

Princeton

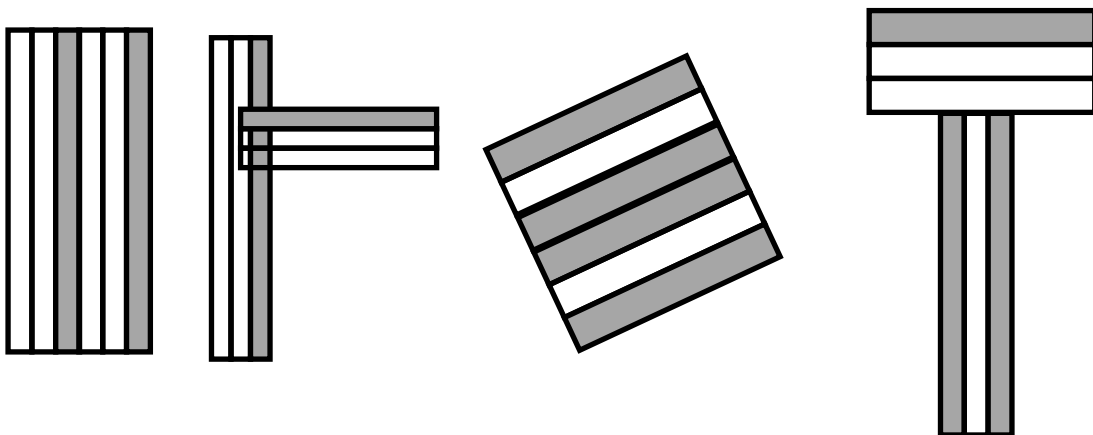
**Input (My Turn):**

**1. Label what fraction of each shape is shaded. Then, circle the fractions that are equal.**

a.



b.



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

Week 27 Day 1 Date: \_\_\_\_\_

BCCS-B

Harvard

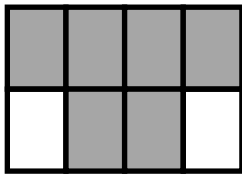
Yale

Princeton

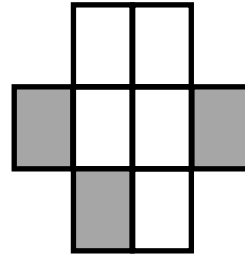
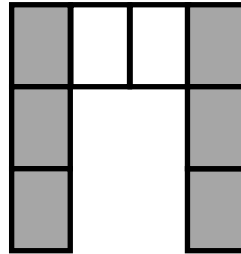
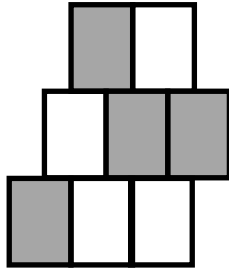
**Problem Set (Your Turn):**

**1. Label what fraction of each shape is shaded. Then, circle the fractions that are equal.**

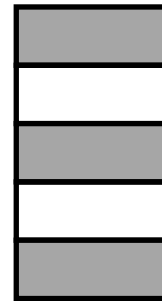
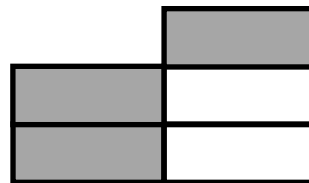
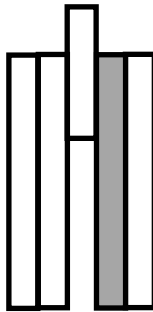
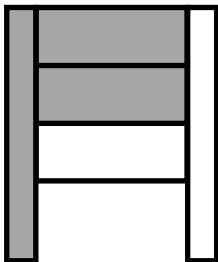
a.



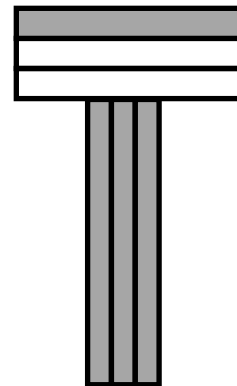
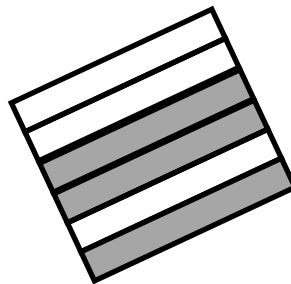
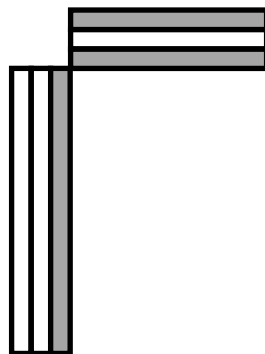
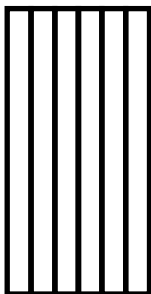
$6/8$



b.



c.



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

Week 27 Day 1 Date: \_\_\_\_\_

BCCS-B

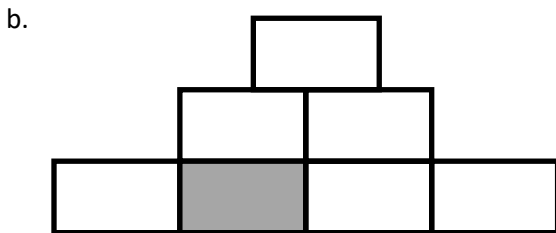
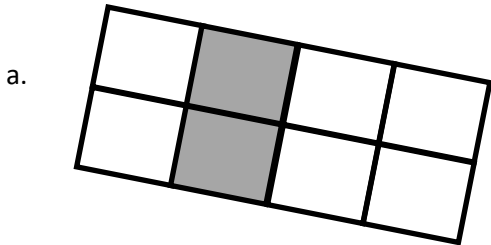
Harvard

Yale

Princeton

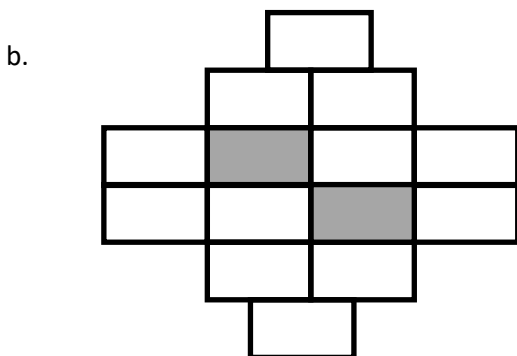
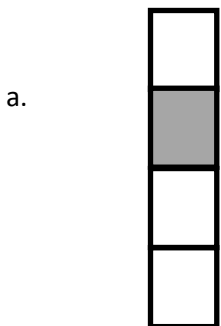
**Input (My Turn):**

**2. Label the shaded fraction. Draw 2 different representations of the same fractional amount.**



**Problem Set (Your Turn):**

**2. Label the shaded fraction. Draw 2 different representations of the same fractional amount.**



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

Week 27 Day 1 Date: \_\_\_\_\_

BCCS-B

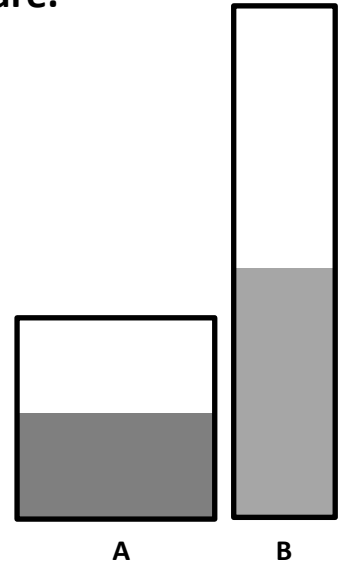
Harvard

Yale

Princeton

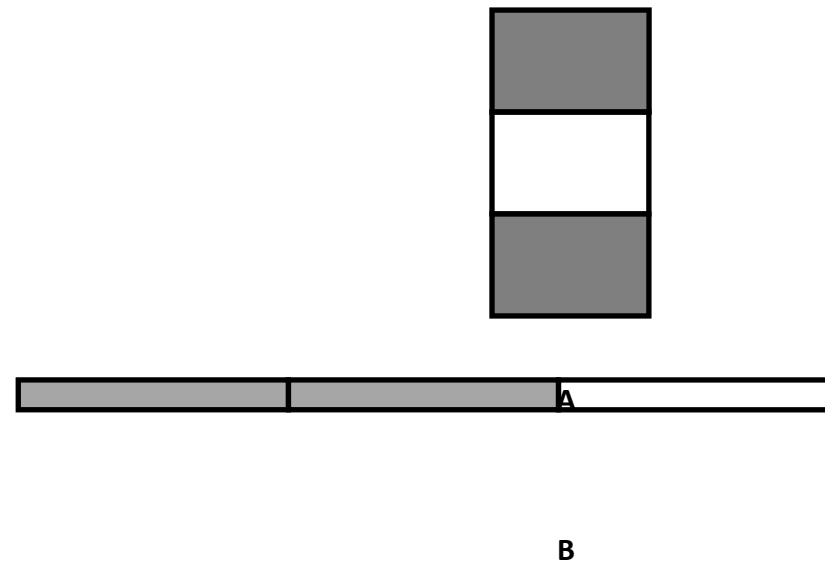
**Input (My Turn):**

4. Mrs. Page has 2 different containers that hold exactly 1 liter. She pours  $\frac{1}{2}$  liter of blue liquid into Container A. She pours  $\frac{1}{2}$  liter of orange liquid into Container B. Kenny says the amounts are not equal. Xaiden says they are. Explain who you think is correct and why.



**Problem Set (Your Turn):**

4. Mrs. Blomgren has 2 different bottles that hold exactly 1 liter. She pours  $\frac{2}{3}$  liter of green liquid into Bottle A. She pours  $\frac{2}{3}$  liter of red liquid into Bottle B. Ahmed says the amounts are not equal. Messiah says they are. Explain who you think is correct and why.





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


Week 27 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:**

Myson has 6 small square pieces of paper. 2 squares are grey. Myson cuts the 2 grey squares in half with a diagonal line from one corner to the other.



a. What shapes does he have now?

b. How many of each shape does he have?

c. Use all the shapes with no overlaps. Draw at least 2 different ways Ann's set of shapes might look. What fraction of the figure is grey?

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

Week 27 Day 1 Date: \_\_\_\_\_

BCCS-B

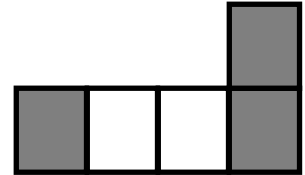
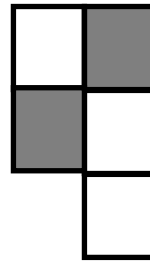
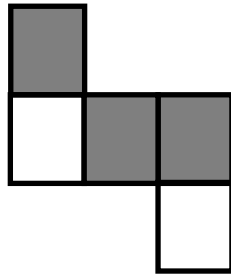
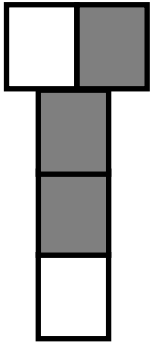
Harvard

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Princeton

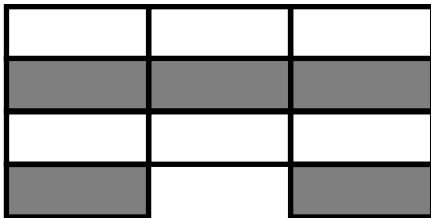
**Exit Ticket:**

**1. Label what fraction of the figure is shaded. Then, circle the fractions that are equal.**

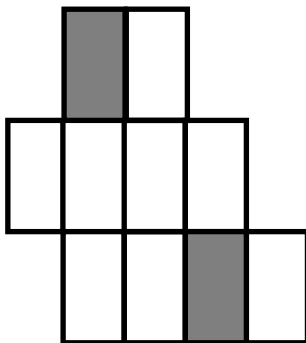


**2. Label the shaded fraction. Draw 2 different representations of the same fractional amount.**

a.



b.



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

Week 27 Day 1 Date: \_\_\_\_\_

BCCS-B

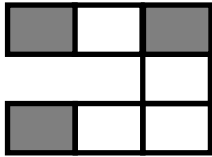
Harvard

Yale

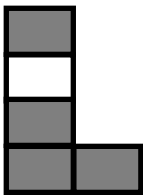
Princeton

### Homework:

1. Label the shaded fraction. Draw 2 different representations of the same fractional amount.



2. These two shapes both show  $\frac{4}{5}$ .



- a. Are the shapes equivalent? Why or why not?

- b. Draw two different representations of  $\frac{4}{5}$  that are equivalent.

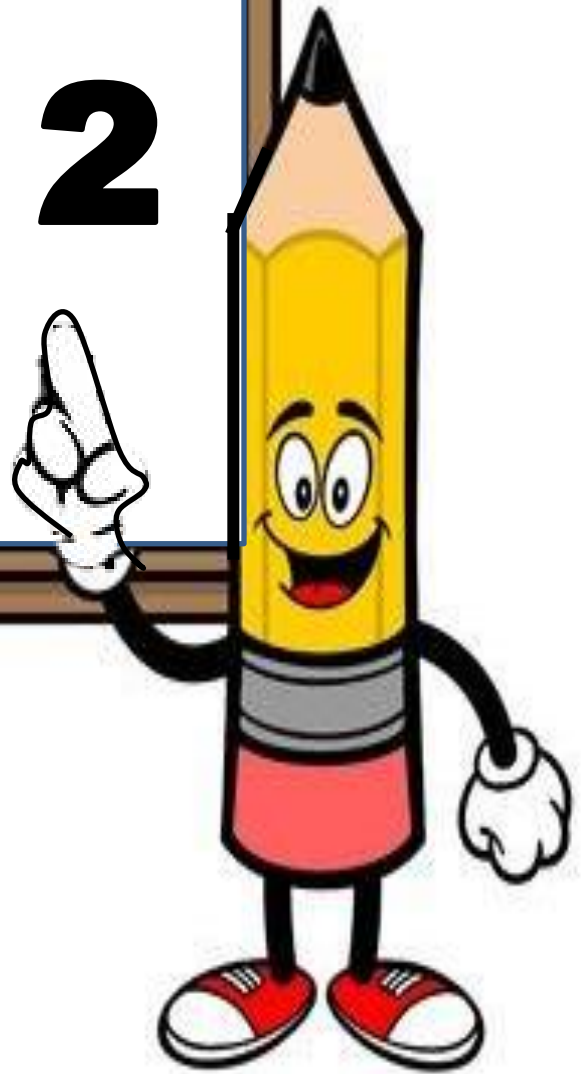
3. Diana ran a quarter mile straight down the street. Becky ran a quarter mile on a track. Who ran more? Explain your thinking.

Diana \_\_\_\_\_

Becky ○

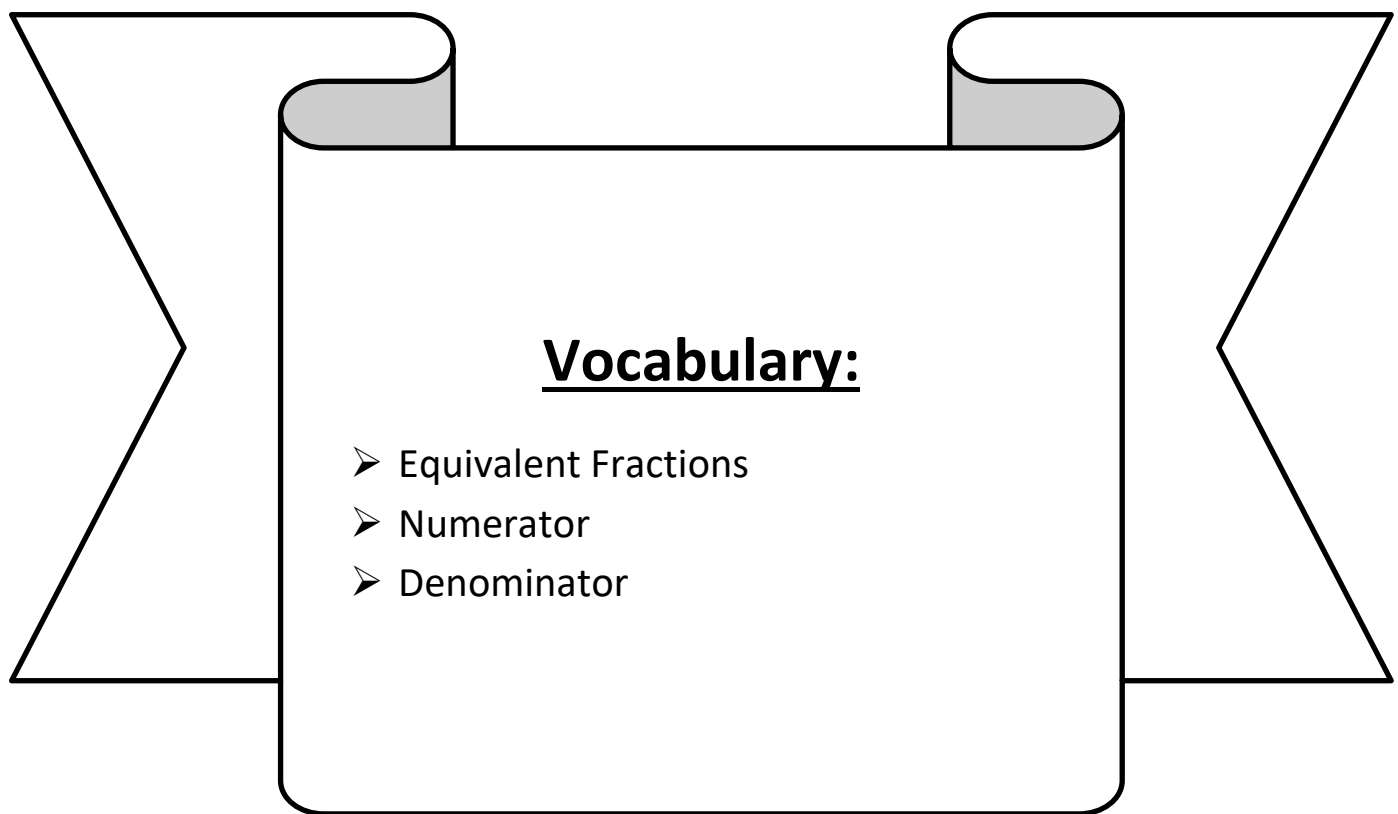


# Day # 2



**LEQ:** How can I recognize and show that equivalent fractions refer to the same point on the number line?

**Objective:** I can draw a number line and plot equivalent fractions to show that they have the same point on the number line.



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

Week 27 Day 2 Date: \_\_\_\_\_

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Harvard

Yale

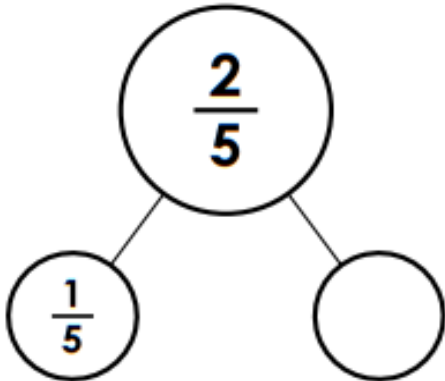
Princeton

Do Now:

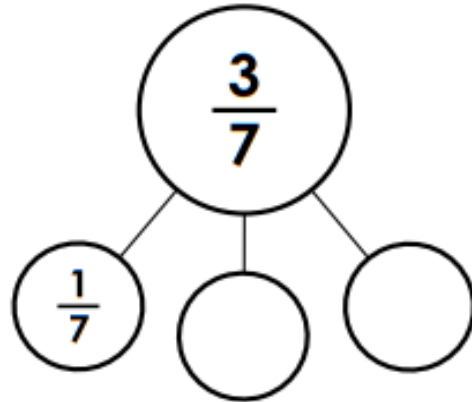
## Fraction Number Bonds

Complete each number bond.

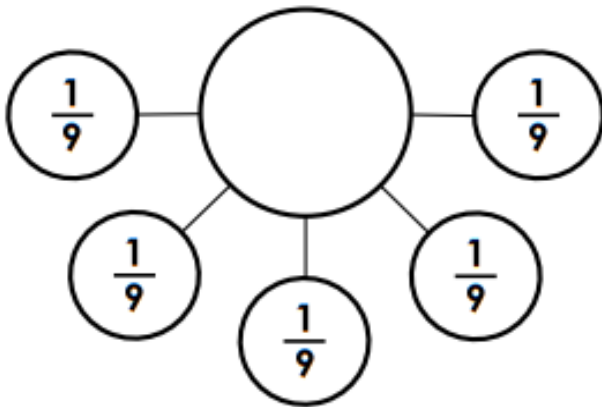
a.



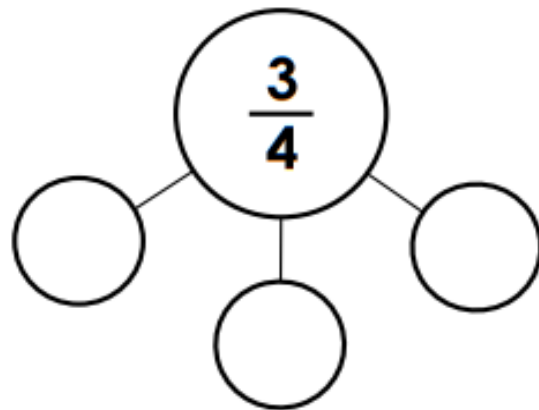
b.



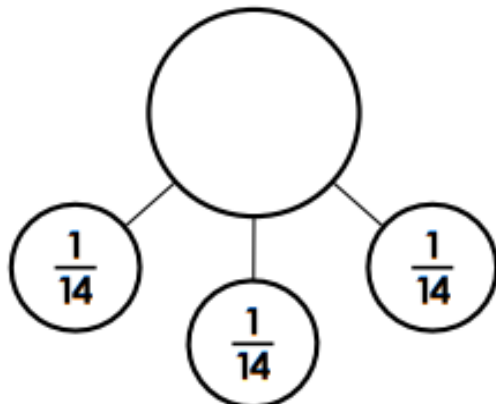
c.



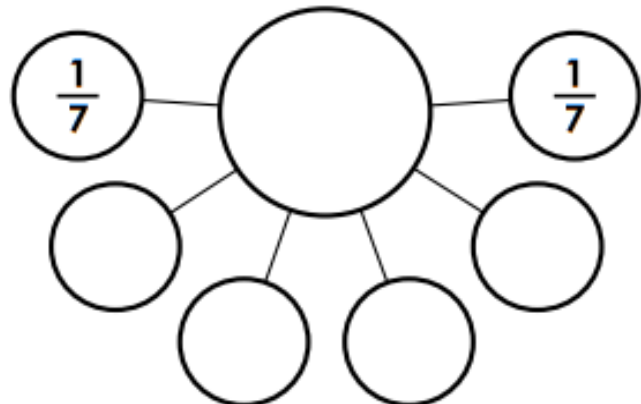
d.



e.



f.



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

Week 27 Day 2 Date: \_\_\_\_\_

BCCS-B

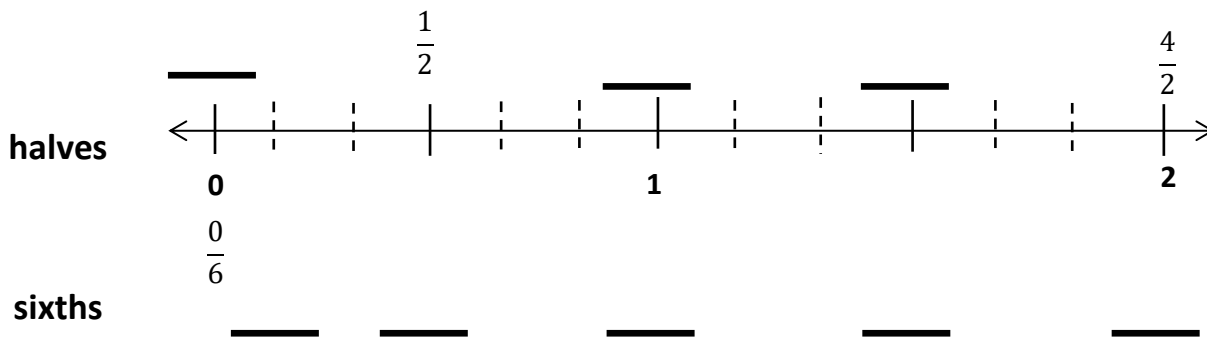
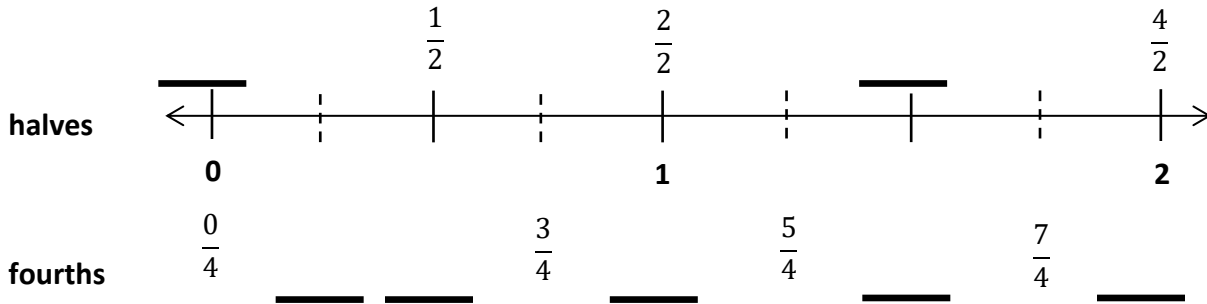
Harvard

Yale





Princeton

**Input (My Turn):**

1. Use the fractional units on the left to count up on the number line. Label the missing fractions on the blanks.



**2. Use the number lines above to:**

- Put a circle around fractions equal to 1 half 
- Put a square around fractions equal to 1 
- Put a triangle around fractions equal to 3 halves 
- Put a star next to fractions equal to 2 

**3. Use the number lines above to make the number sentences true.**

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

$$\frac{6}{6} = \frac{2}{\square} = \frac{\square}{\square}$$

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



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

Week 27 Day 2 Date: \_\_\_\_\_

BCCS-B

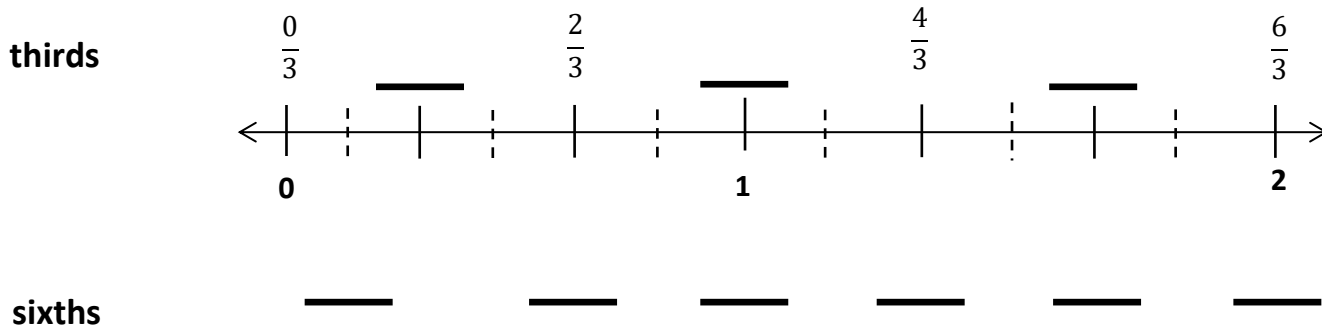
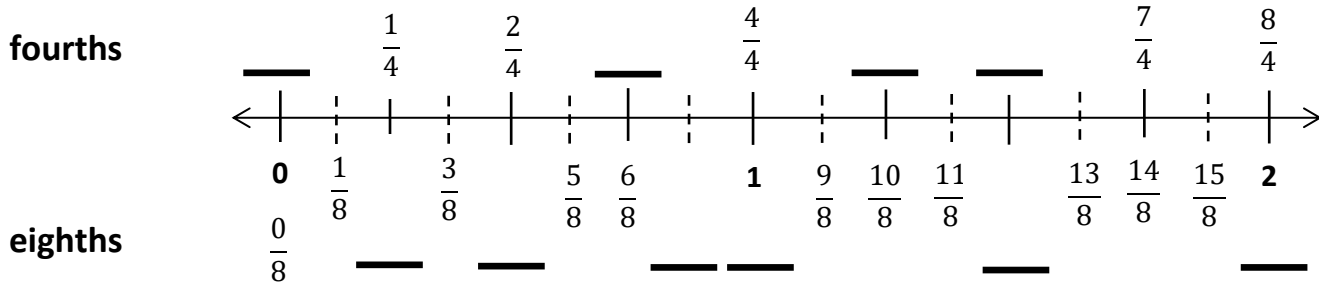
Harvard

Yale





Princeton

**Problem Set (Your Turn):**

1. Use the fractional units on the left to count up on the number line. Label the missing fractions on the blanks.



**2. Use the number lines above to:**

- Put a circle around fractions equal to 1 
- Put a square around fractions equal to 2 fourths 
- Put a triangle around fractions equal to 2 
- Put a star next to fractions equal to 5 thirds 

Write two pairs of fractions that are **equivalent**.

\_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ = \_\_\_\_\_

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

Week 27 Day 2 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

**Problem Set (Your Turn):**

2. Use the number lines on the previous page to make the number sentences true.

$$\frac{1}{4} = \frac{\square}{8}$$

$$\frac{6}{4} = \frac{12}{\square}$$

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

---

$$\frac{6}{3} = \frac{12}{\square}$$

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

$$2 = \frac{8}{4} = \frac{\square}{8}$$

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


Week 27 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:**

Dorothea is training to run a 2-mile race. She marks off her starting point and the finish line. To track her progress, she places a mark at 1 mile. She then places a mark halfway between her starting position and 1 mile and another mark halfway between 1 mile and the finish line.

- a. Draw and label a number line to show the points Dorothea marks along her run.



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

Week 27 Day 2 Date: \_\_\_\_\_

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**Exit Ticket:**

Saveon went home after school and told his mother that 1 whole is the same as  $\frac{2}{2}$  and  $\frac{6}{6}$ . His mother asked why, but Saveon couldn't explain. Use a number line and words to help him show and explain why  $1 = \frac{2}{2} = \frac{6}{6}$ .



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

Week 27 Day 2 Date: \_\_\_\_\_

BCCS-B

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Yale

Princeton

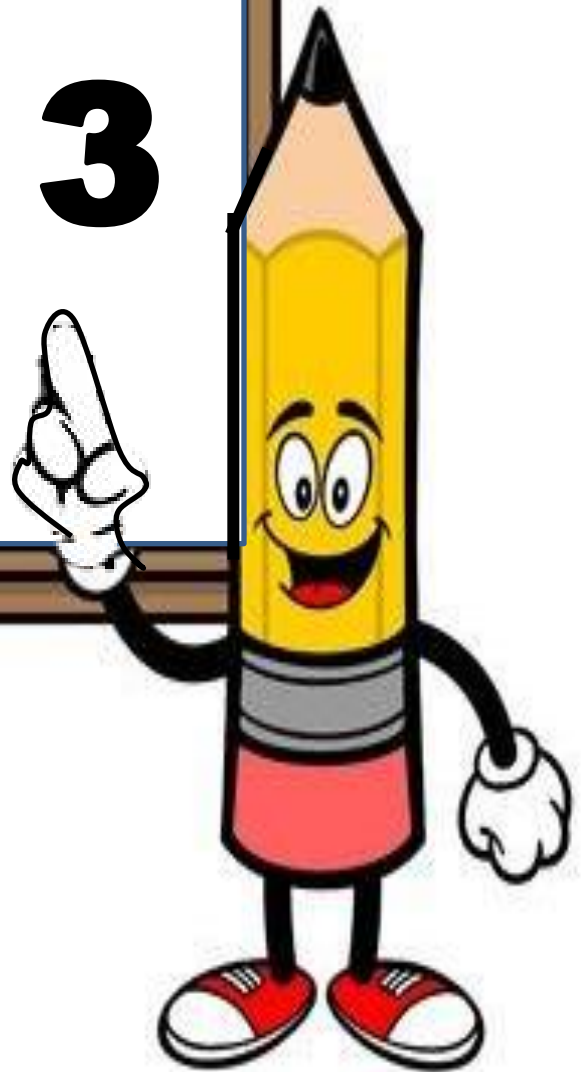
**Homework:**

1. Jack and Jill use rain gauges the same size and shape to measure rain on the top of a hill. Jack uses a rain gauge marked in fourths of an inch. Jill's gauge measures rain in eighths of an inch. On Thursday, Jack's gauge measured  $\frac{2}{4}$  inches of rain. They both had the same amount of water, so what was the reading on Jill's gauge Thursday? **Draw a number line to help explain your thinking.**



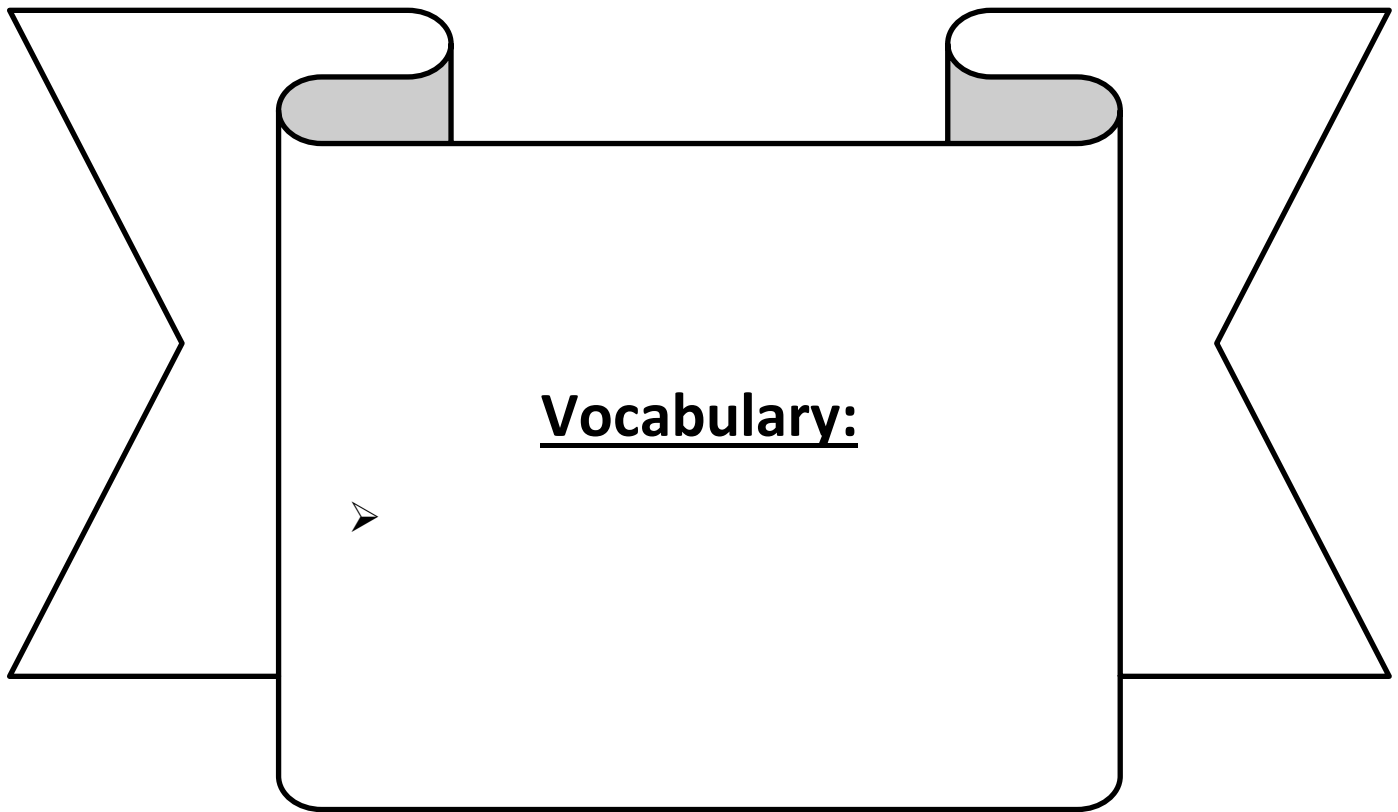


# Day # 3



**LEQ:** How can I generate simple equivalent fractions?

**Objective:** I can generate simple equivalent fractions by using visual fraction models and the number line.





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

Week 27 Day 3 Date: \_\_\_\_\_

BCCS-B

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Yale

Princeton

**Do Now:**

**Match the pictures the halves or quarters with their wholes. Then complete the shape to recreate the whole again.**

1.)

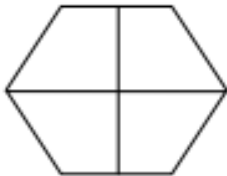


a.



Quarter

2.)



b.



Half

3.)



c.



Quarter

4.)



d.



Half

5.)



e.



Half

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

Week 27 Day 3 Date: \_\_\_\_\_

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Princeton

**Input (My Turn):**

---- label the unit fraction for each strip

\_\_\_ shade  $\frac{2}{3}$ ,  $\frac{4}{6}$ , and  $\frac{8}{12}$

1 Whole											
1/2		1/2									
1/4	1/4	1/4	1/4								

$\frac{2}{3}$ ,  $\frac{4}{6}$ , and  $\frac{8}{12}$  are \_\_\_\_\_ fractions. As the number of shaded parts and total number of parts double, each equal part on the fraction strip doubles.

***What other fractions are equivalent?***


$\frac{\quad}{2} = \frac{\quad}{4} = \frac{\quad}{6} = \frac{\quad}{8}$

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

Week 27 Day 3 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

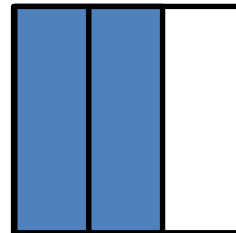
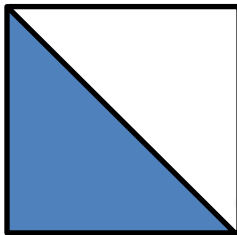
Princeton

**Input (My Turn):**

1. Write the shaded fraction of each figure on the blank. Then, draw a line to match the equivalent fractions.

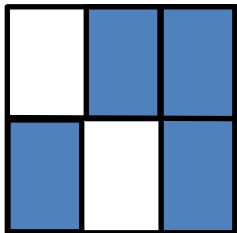
$\frac{1}{2}$

\_\_\_\_\_



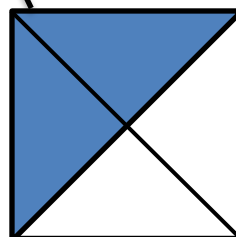
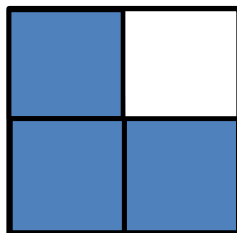
\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

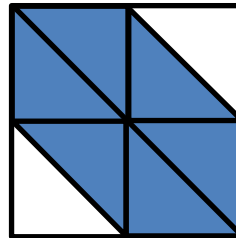
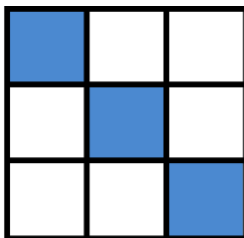
\_\_\_\_\_



$\frac{1}{2}$

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

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

Week 27 Day 3 Date: \_\_\_\_\_

BCCS-B

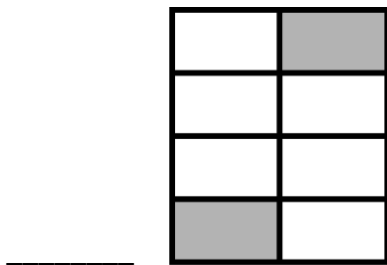
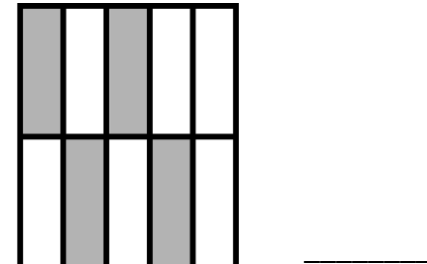
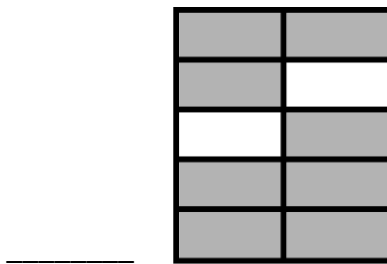
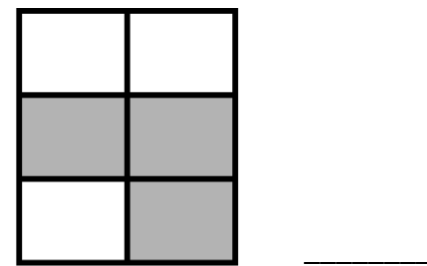
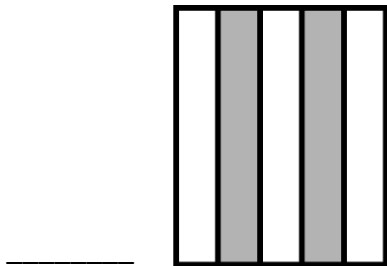
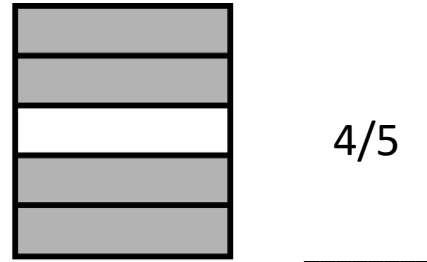
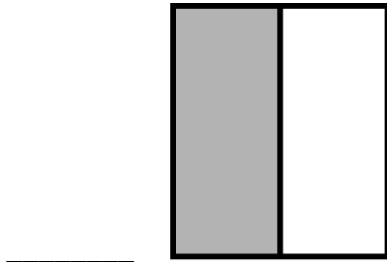
Harvard

Yale

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**Problem Set (Your Turn):**

1. Write the shaded fraction of each figure on the blank. Then, draw a line to match the equivalent fractions.



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

Week 27 Day 3 Date: \_\_\_\_\_

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**Input (My Turn):**

1. Draw and label two models that show  $\frac{1}{2} = \frac{2}{4}$

--

2. Draw a number line that proves your thinking about Problem 1.

**Problem Set (Your Turn):**

1. Draw and label two models that show  $\frac{1}{2} = \frac{3}{4}$ .

--

2. Draw a number line that proves your thinking about Problem 1.

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

Week 27 Day 3 Date: \_\_\_\_\_

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**Exit Ticket:**

1. Draw and label two models that show  $1/2 = 4/8$


2. Draw a number line that proves your thinking about Problem 1.

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

Week 27 Day 3 Date: \_\_\_\_\_

BCCS-B

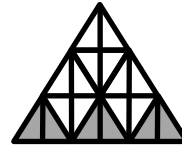
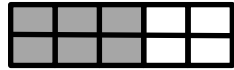
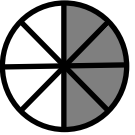
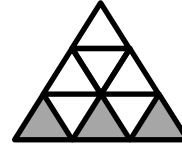
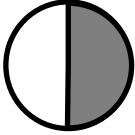
Harvard

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## Homework:

1. Complete the fractions to make true statements.



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

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

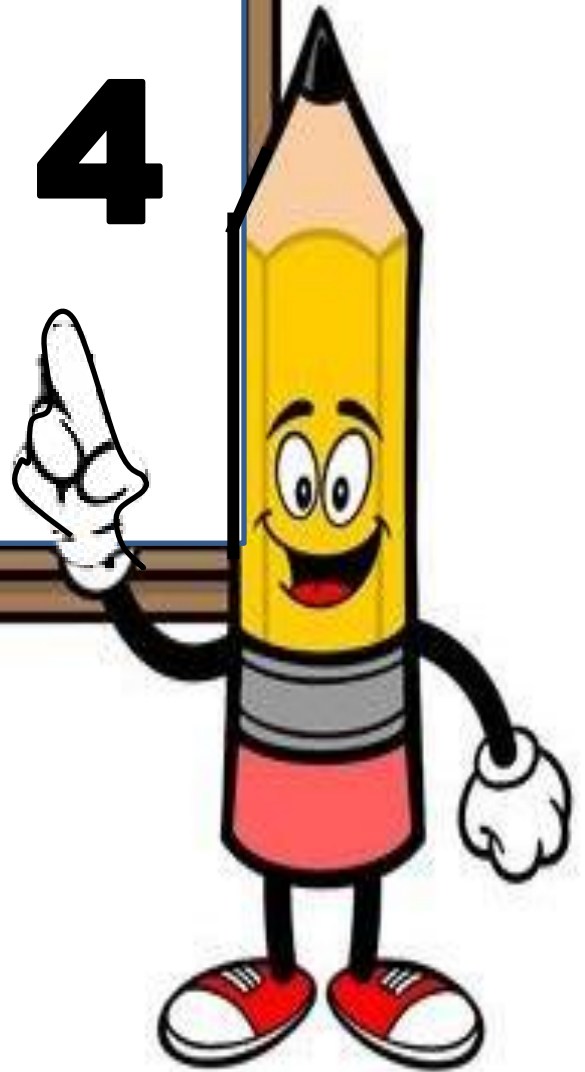
$$\frac{3}{9} = \frac{6}{18}$$

2. How many ninths does it take to make the same amount as  $\frac{1}{3}$ ? Explain your answer in words and pictures.

3. A pie was cut into 8 equal slices. If Ruben ate  $\frac{3}{4}$  of the pie, how many slices did he eat? Explain your answer using a number line and words.



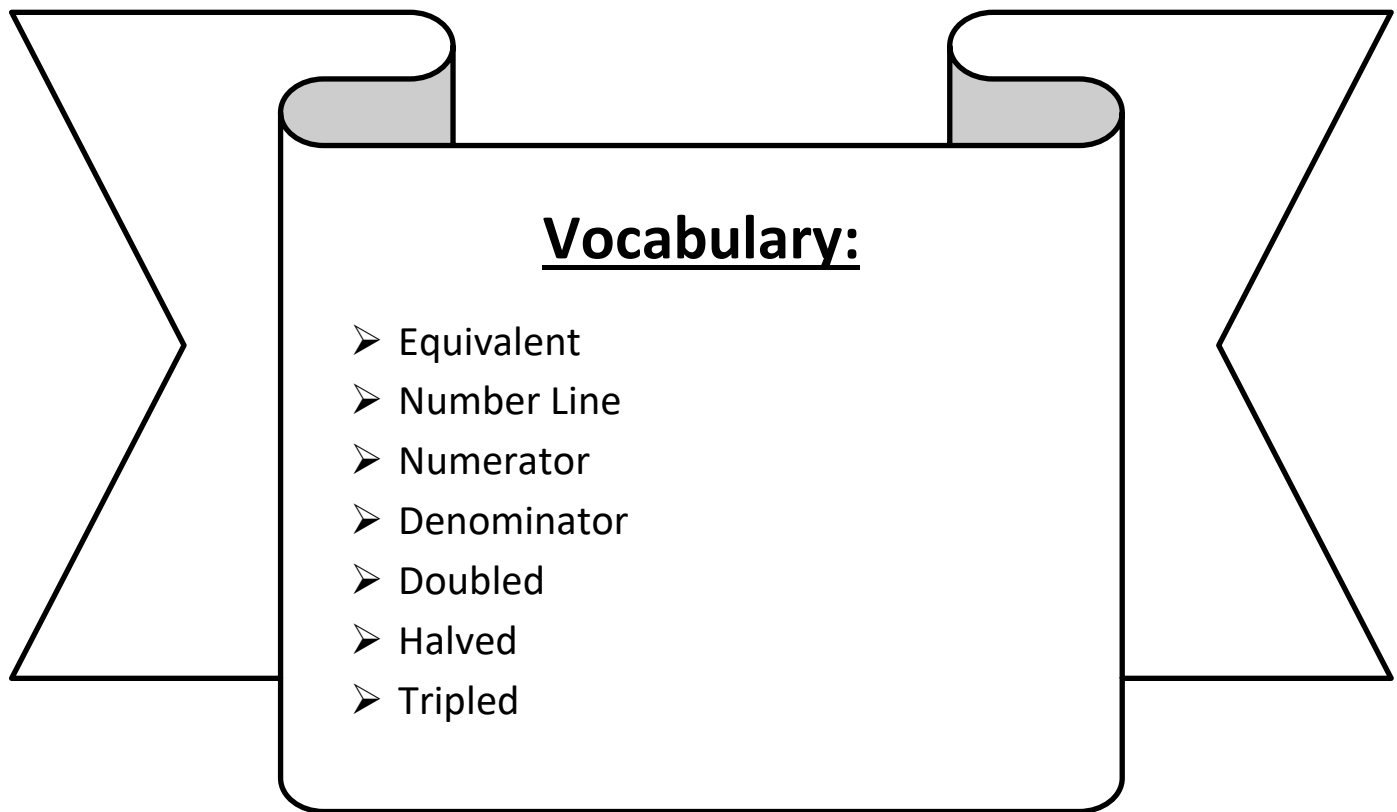
**Day # 4**





**LEQ:** How can I generate simple equivalent fractions?

**Objective:** I can generate simple equivalent fractions by using visual fraction models and the number line.



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

Week 27 Day 4 Date: \_\_\_\_\_

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**Do Now:**

**Multiplication: 0 - 3**

a.  $\begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array}$       $\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$       $\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$       $\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$       $\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$



b.  $\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array}$       $\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$       $\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$       $\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$       $\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$       $\begin{array}{r} 0 \\ \times 9 \\ \hline \end{array}$       $\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$

c.  $\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$       $\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$       $\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$       $\begin{array}{r} 0 \\ \times 1 \\ \hline 0 \end{array}$       $\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$       $\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$



d.  $\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$       $\begin{array}{r} 1 \\ \times 1 \\ \hline \end{array}$       $\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$       $\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$       $\begin{array}{r} 1 \\ \times 7 \\ \hline \end{array}$       $\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$

e.  $\begin{array}{r} 3 \\ \times 0 \\ \hline \end{array}$       $\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$       $\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$       $\begin{array}{r} 0 \\ \times 10 \\ \hline \end{array}$       $\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$       $\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$       $\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$

f.  $\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$       $\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$       $\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$       $\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$       $\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$



g.  $\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$       $\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$       $\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$       $\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$       $\begin{array}{r} 1 \\ \times 5 \\ \hline \end{array}$

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

Week 27 Day 4 Date: \_\_\_\_\_

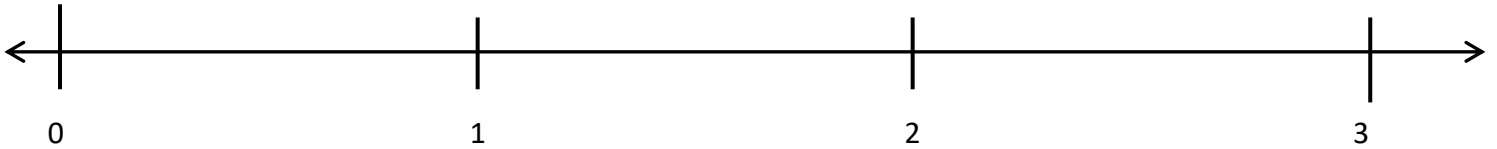
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**Input (My Turn):**



1. On the number line above, divide each whole into fourths, and label each fraction above the line. Use a fraction strip to help you estimate, if necessary.
2. On the number line above, divide each whole into eighths, and label each fraction below the line. Refold your fraction strip from Problem 1 to help you estimate.
3. List the fractions that name the same place on the number line.

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

Week 27 Day 4 Date: \_\_\_\_\_

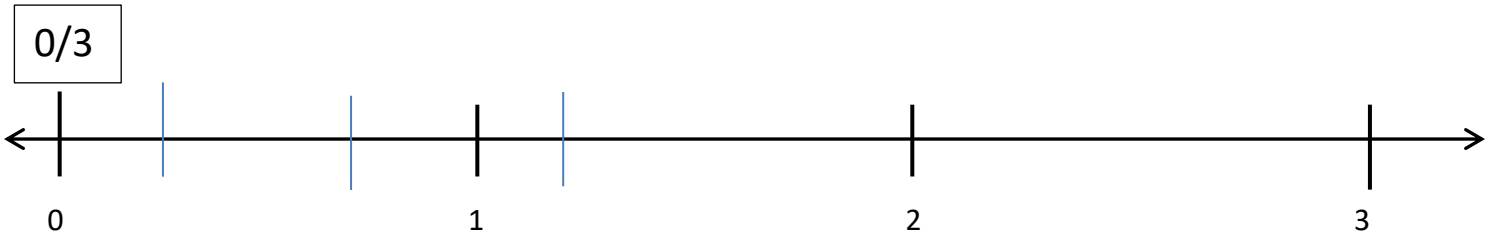
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**Problem Set (Your Turn):**



1. On the number line above, divide each whole into thirds and label each fraction above the line.
2. On the number line above, divide each whole into sixths and label each fraction below the line.
3. Write the fractions that name the same place on the number line.

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

Week 27 Day 4 Date: \_\_\_\_\_

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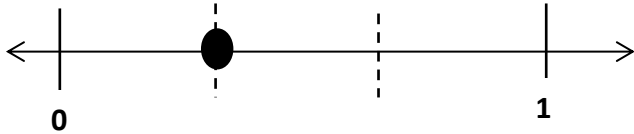
Harvard

Yale

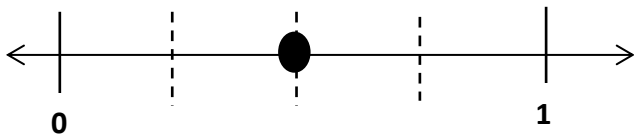
Princeton

**Input (My Turn):**

**4. Write two different fractions for the dot on the number line. You may use halves, thirds, fourths, fifths, sixths, or eighths.**



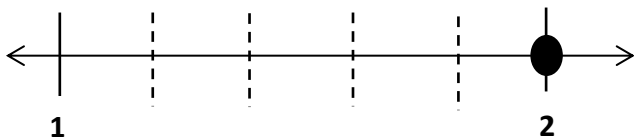
\_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ = \_\_\_\_\_

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

Week 27 Day 4 Date: \_\_\_\_\_

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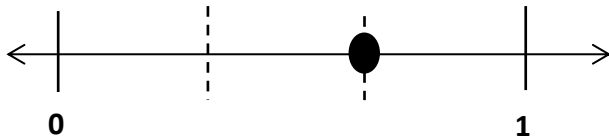
Yale

Princeton

**Problem Set (Your Turn):**

4. Write two different fraction names for the dot on the number line. You may use halves, thirds, fourths, fifths, sixths, eighths, or tenths.

0/3



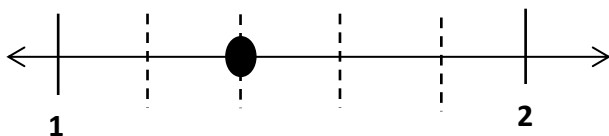
\_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ = \_\_\_\_\_

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


Week 27 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:**

Davelle and Jaylan each ordered a large pizza for dinner. Davelle's pizza was cut into sixths, and Jaylan's pizza was cut into twelfths. Davelle ate 2 sixths of his pizza. If Jaylan wants to eat the same amount of pizza as Davelle, how many slices of pizza will he have to eat? Write the answer as a fraction. **Draw a number line to explain your answer.**



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

Week 27 Day 4 Date: \_\_\_\_\_

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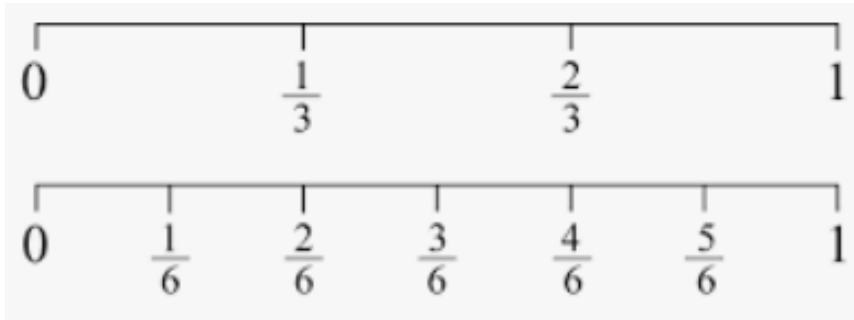
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**Exit Ticket:**

Justin and Jamell were in a pie-eating contest. The pies were cut either into thirds or sixths. Justin picked up a pie cut into sixths and ate  $\frac{4}{6}$  of it in 1 minute. Jamell picked up a pie cut into thirds. What fraction of his pie does Jamell have to eat in 1 minute to tie with Justin? Use the number line to explain your answer.





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

Week 27 Day 4 Date: \_\_\_\_\_

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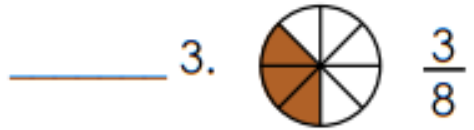
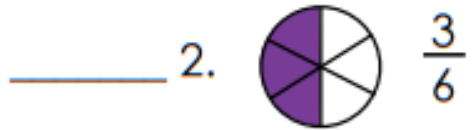
Princeton

**Homework:**

**Equivalent Fractions**

Match the fractions on the left with equivalent fractions on the right. Write the correct letters on the lines.

d



Circle the three fractions below that are equal.



$\frac{2}{4}$



$\frac{4}{6}$



$\frac{5}{8}$



$\frac{3}{6}$



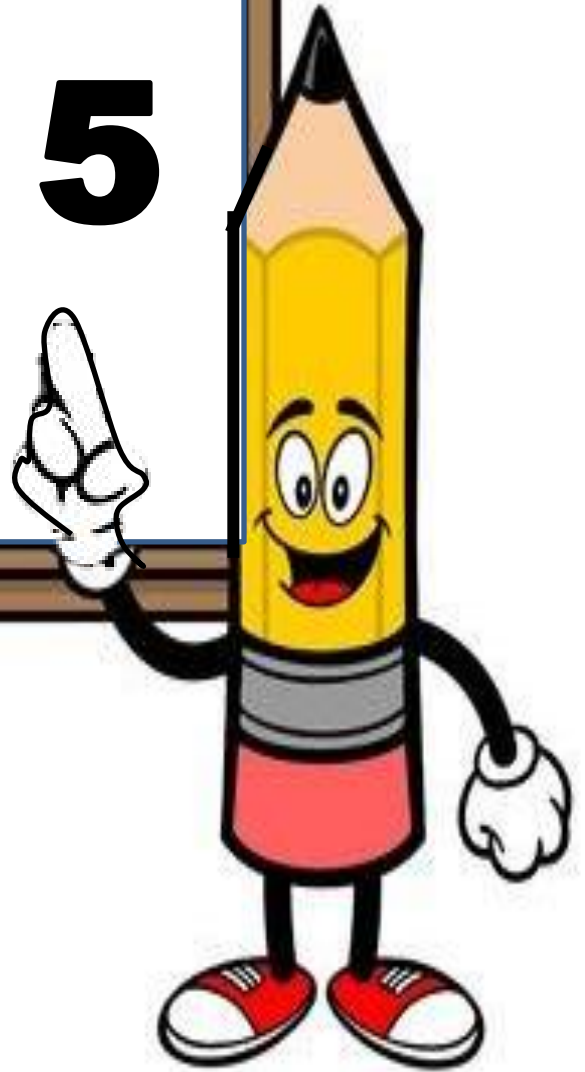
$\frac{2}{3}$



$\frac{6}{9}$

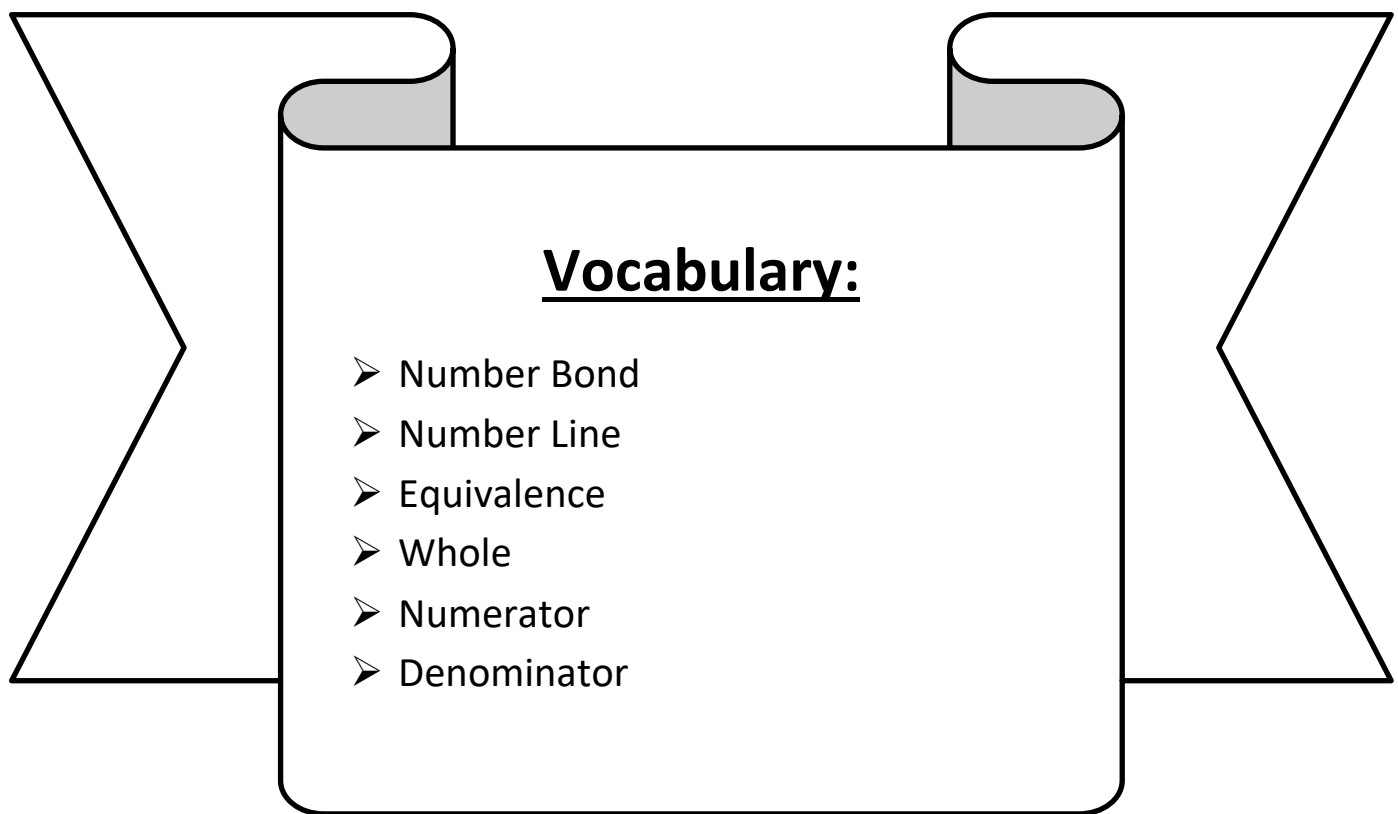


**Day # 5**



**LEQ:** How can I express whole numbers as fractions and recognize equivalence with different units?

**Objective:** I can use division and skip count to express whole numbers as fractions and recognize equivalence with different units.



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

Week 27 Day 5 Date: \_\_\_\_\_

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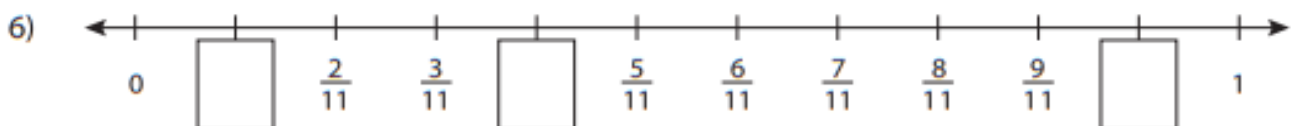
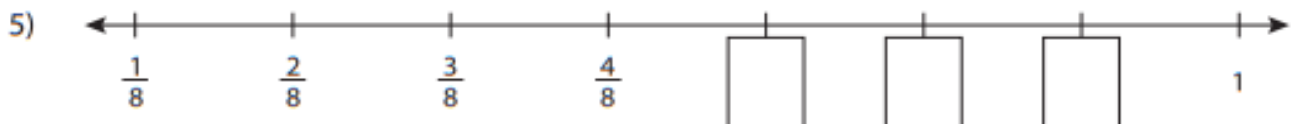
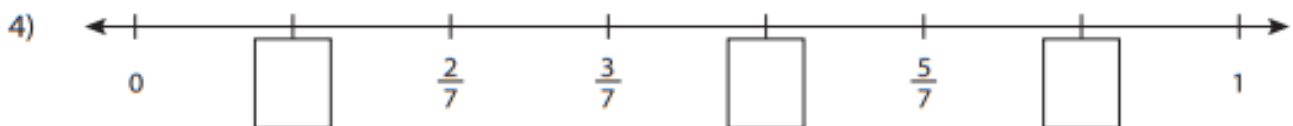
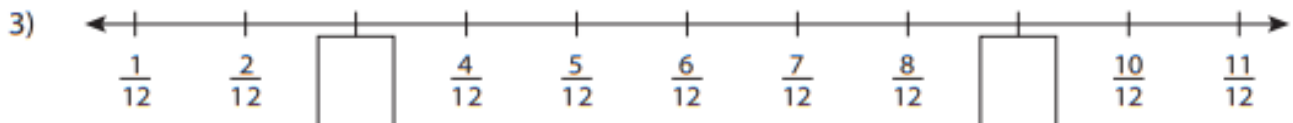
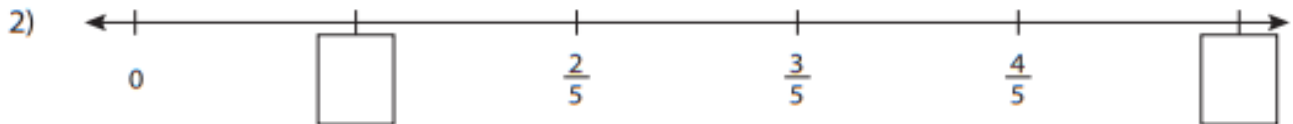
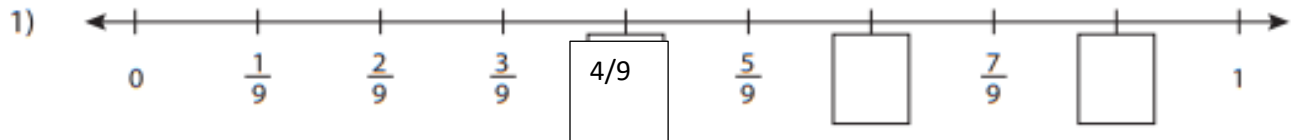
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**Do Now:**

## Missing Fractions

Write the missing fractions in each number line.



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

Week 27 Day 5 Date: \_\_\_\_\_

BCCS-B

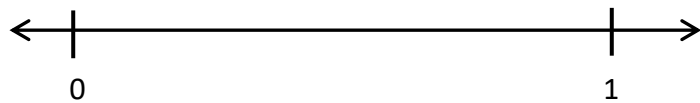
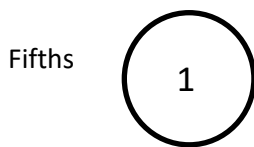
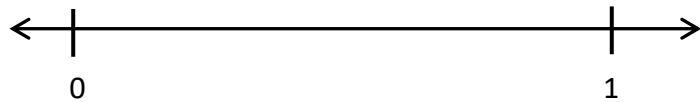
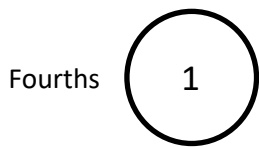
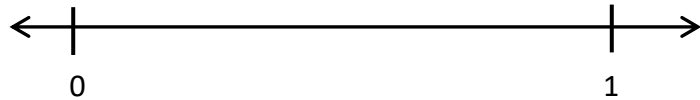
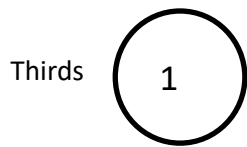
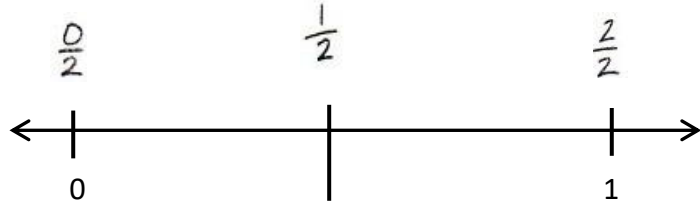
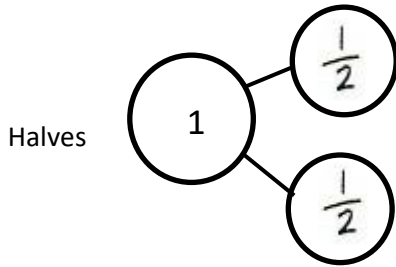
Harvard

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**Input (My Turn):**

**1. Complete the number bond as indicated by the fractional unit. Partition the number line into the given fractional unit, and label the fractions. Rename 0 and 1 as fractions of the given unit. The first one is done for you.**



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

Week 27 Day 5 Date: \_\_\_\_\_

BCCS-B

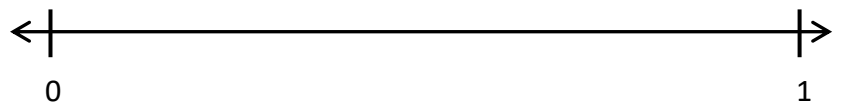
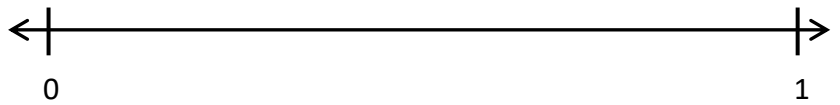
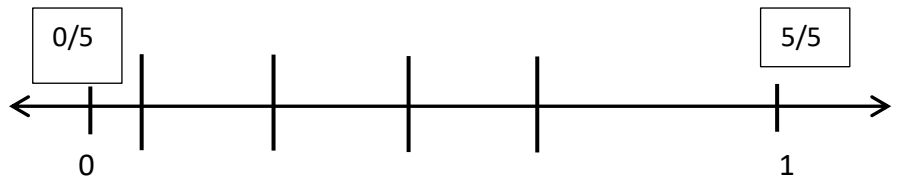
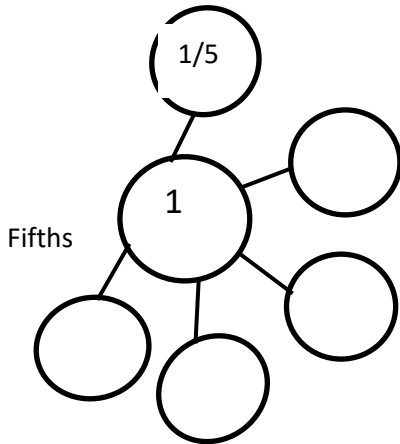
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**Problem Set (Your Turn):**

1. Complete the number bond as indicated by the fractional unit. Partition the number line into the given fractional unit, and label the fractions. Rename 0 and 1 as fractions of the given unit.



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

Week 27 Day 5 Date: \_\_\_\_\_

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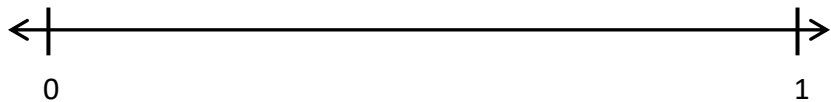
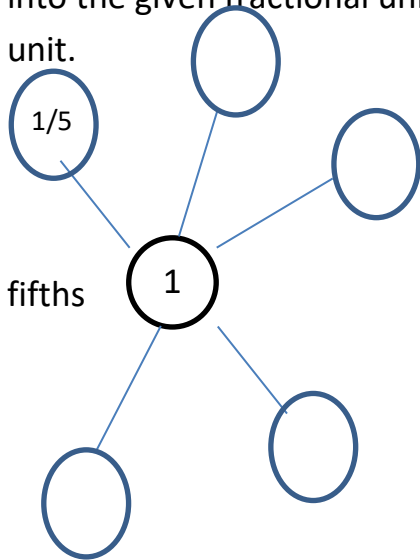
Harvard

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**Input (My Turn):**

1. Complete the number bond as indicated by the fractional unit. Partition the number line into the given fractional unit, and label the fractions. Rename 0 and 1 as fractions of the given unit.



How many copies of  $\frac{1}{5}$  does it take to make 1 whole? What's the fraction for 1 whole in this case? Use the number line or the number bond in Problem 1 to help you explain.

It takes \_\_\_\_\_<sup>5</sup> copies of  $\frac{1}{5}$  to make 1 whole. I know this because \_\_\_\_\_

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

Week 27 Day 5 Date: \_\_\_\_\_

BCCS-B

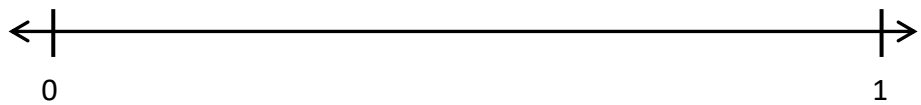
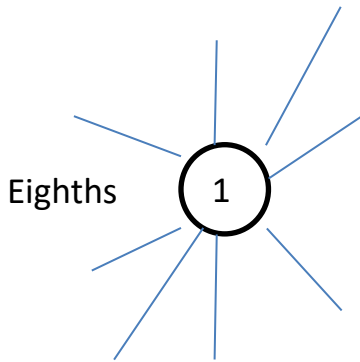
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**Problem Set (Your Turn):**

1. Complete the number bond as indicated by the fractional unit. Partition the number line into the given fractional unit, and label the fractions. Rename 0 and 1 as fractions of the given unit.



How many copies of  $\frac{1}{8}$  does it take to make 1 whole? What's the fraction for 1 whole in this case? Use the number line or the number bond in Problem 1 to help you explain.

It takes <sup>8</sup>\_\_\_\_\_ copies of  $\frac{1}{8}$  to make 1 whole. I know this because \_\_\_\_\_

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


Week 27 Day 5 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:**

1. Ahmed took his little sister to get pizza. Each person ordered a small pizza. Ahmed's pizza was cut in fourths, and his sister's was cut in thirds. After they had both eaten all of their pizza, Ahmed's little sister said, "Hey that was no fair! You got more than me! You got 4 pieces, and I only got 3."

Should Ahmed's little sister be mad? What could you say to explain the situation to her? Use words, pictures, or a number line.

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

Week 27 Day 5 Date: \_\_\_\_\_

BCCS-B

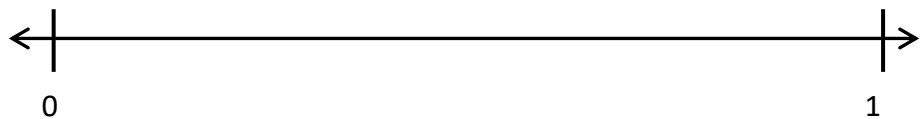
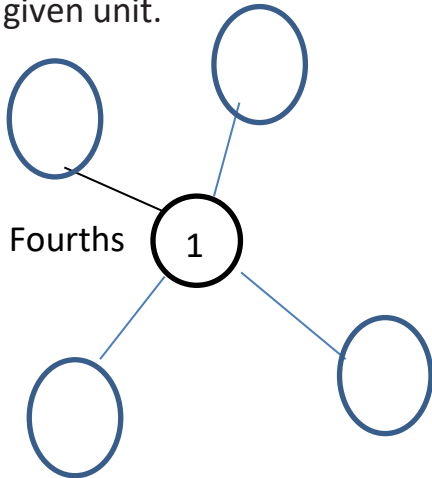
Harvard

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**Exit Ticket:**

1. Complete the number bond as indicated by the fractional unit. Partition the number line into the given fractional unit, and label the fractions. Rename 0 and 1 as fractions of the given unit.



2. How many copies of  $\frac{1}{4}$  does it take to make 1 whole? What's the fraction for 1 whole in this case? **Use the number line or the number bond in Problem 1 to help you explain.**

It takes \_\_\_\_\_ copies of  $\frac{1}{4}$  to make 1 whole. I know this because \_\_\_\_\_

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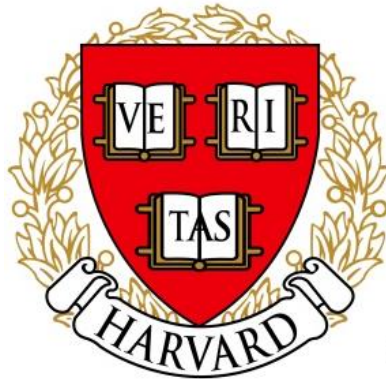
---



Name \_\_\_\_\_

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

### Week 28



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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.

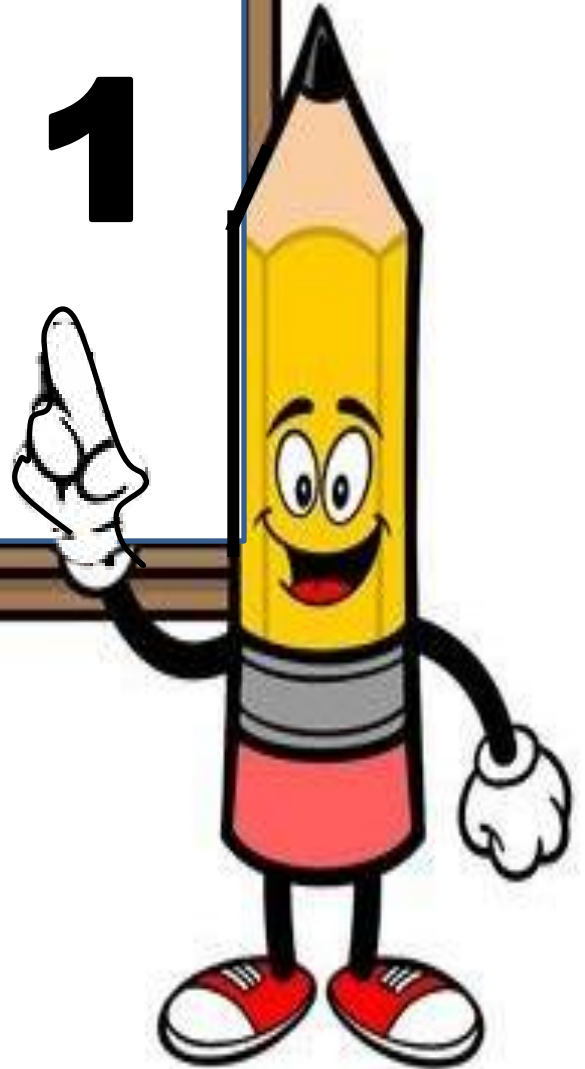
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(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.

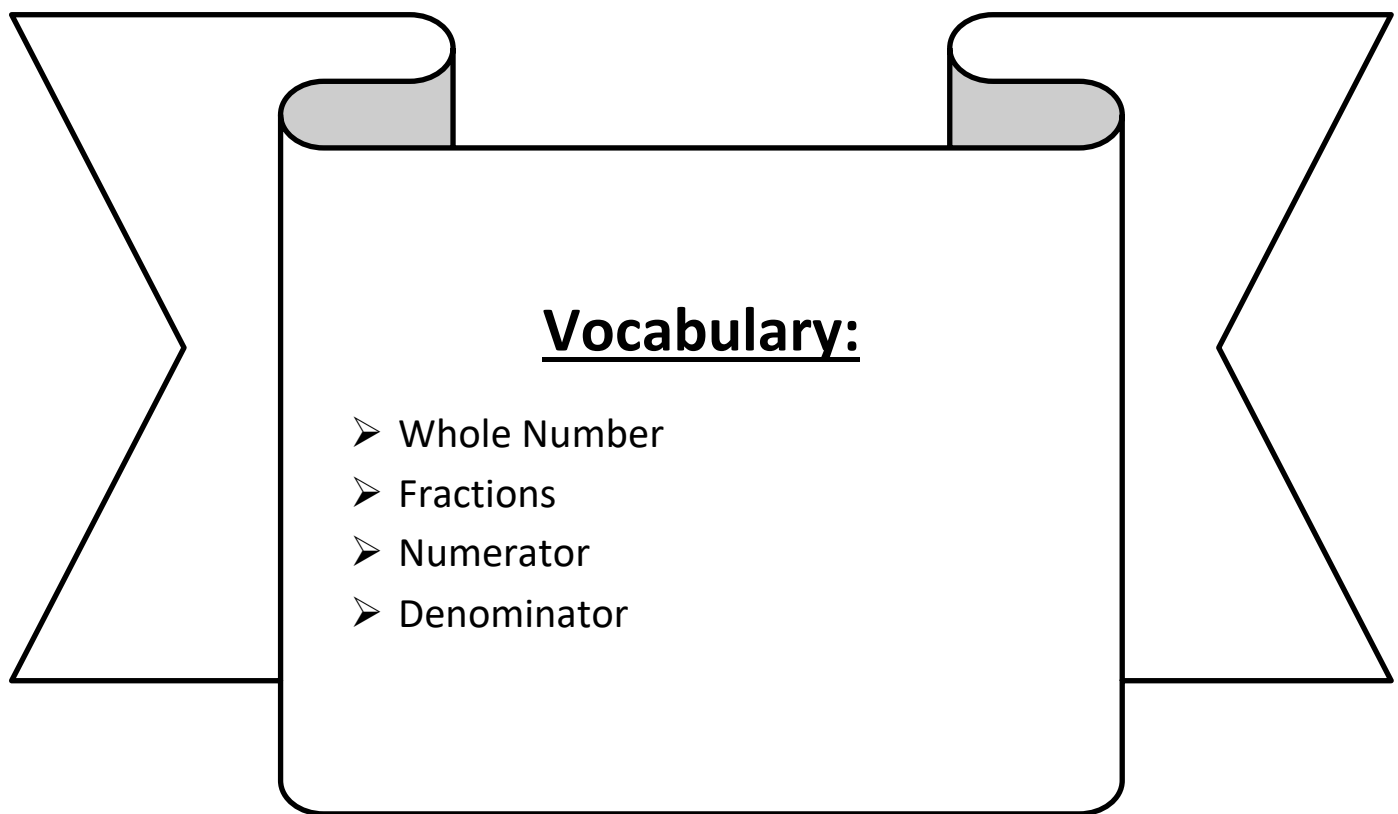


# Day # 1



**LEQ:** How can I express whole number fractions on the number line when the unit interval is 1?

**Objective:** I can place equally spaced tick marks based on the fractional unit on the number line to express whole number fractions.



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

Week 28 Day 1 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

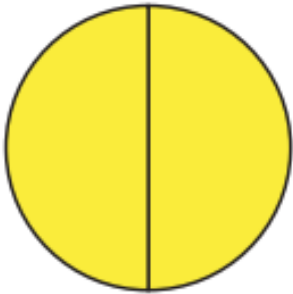
Princeton

Do Now:

## Equivalent Fractions

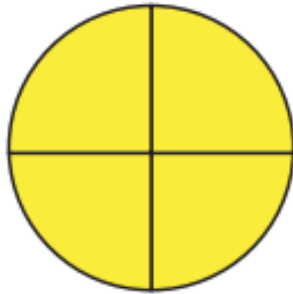
Equivalent fractions have the same value, even though they use different numbers.

Directions: Fill in the equivalent fractions below.

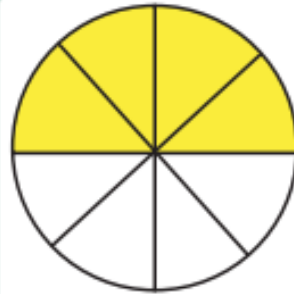


$$\frac{2}{2}$$

=

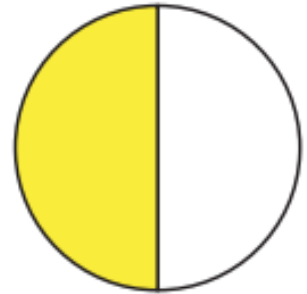


$$\frac{4}{4}$$

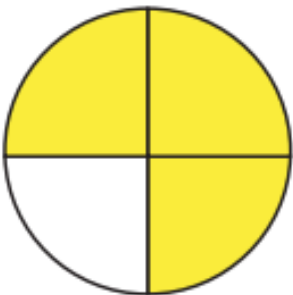


$$\frac{4}{8}$$

=



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



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

=



$$\frac{6}{8}$$



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

=



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



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

=

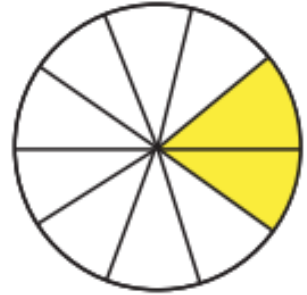


$$\frac{2}{6}$$



$$\frac{1}{5}$$

=



$$\frac{2}{10}$$

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

Week 28 Day 1 Date: \_\_\_\_\_

BCCS-B

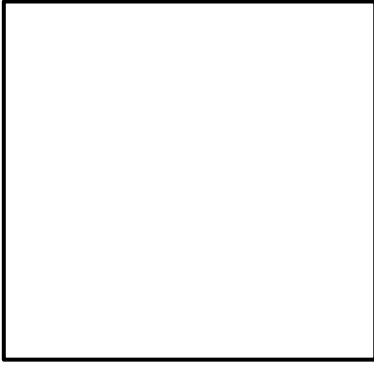
Harvard

Yale

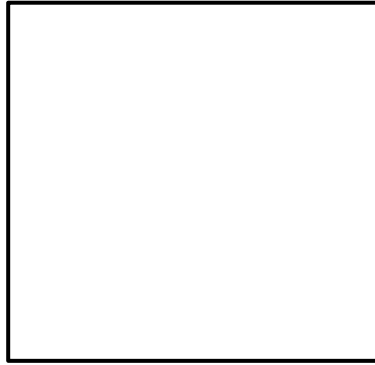
Princeton

**Input (My Turn):**

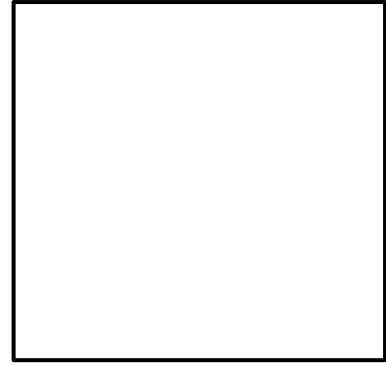
**How many parts make a whole?**



thirds

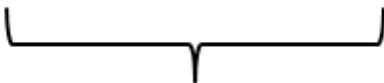
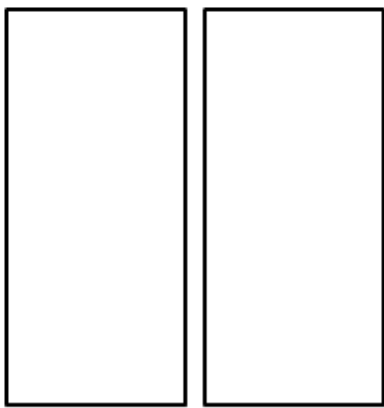


halves

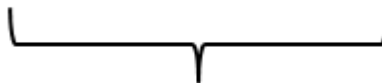
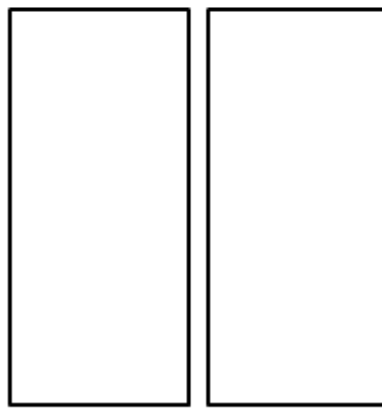


wholes

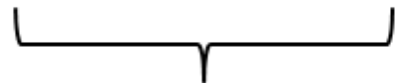
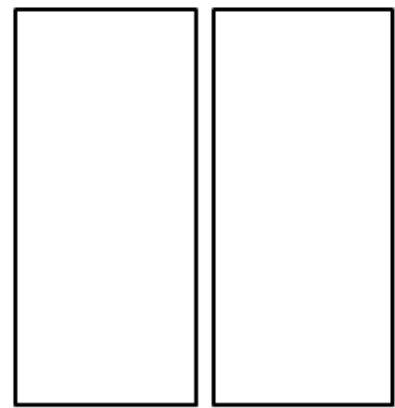
**Let's partition Model 1 into thirds, Model 2 into halves, and Model 3 into wholes.**



Model 1



Model 2



Model 3

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

Week 28 Day 1 Date: \_\_\_\_\_

BCCS-B

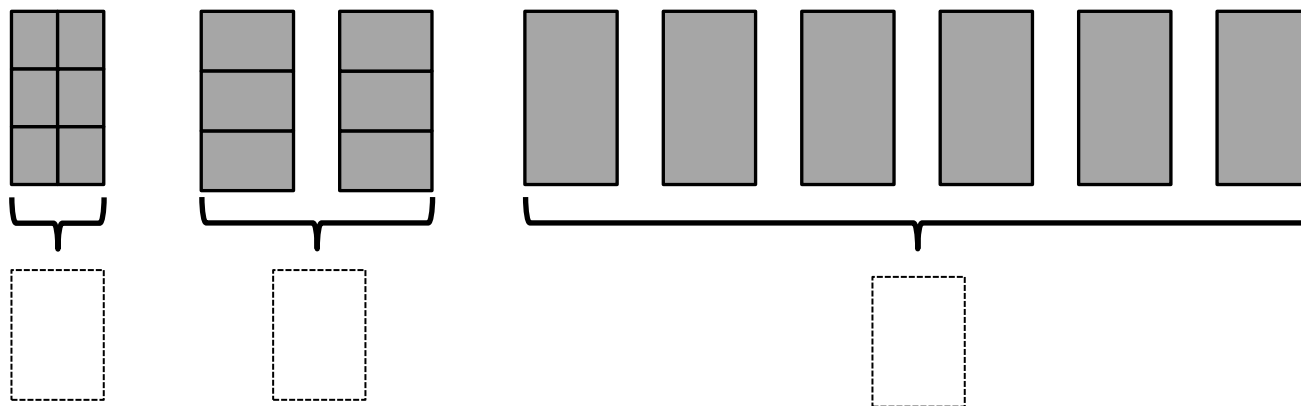
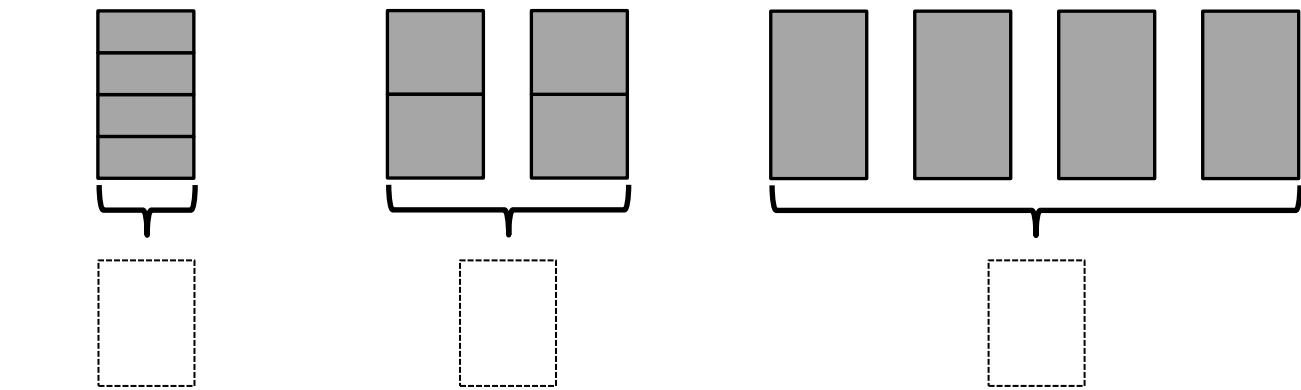
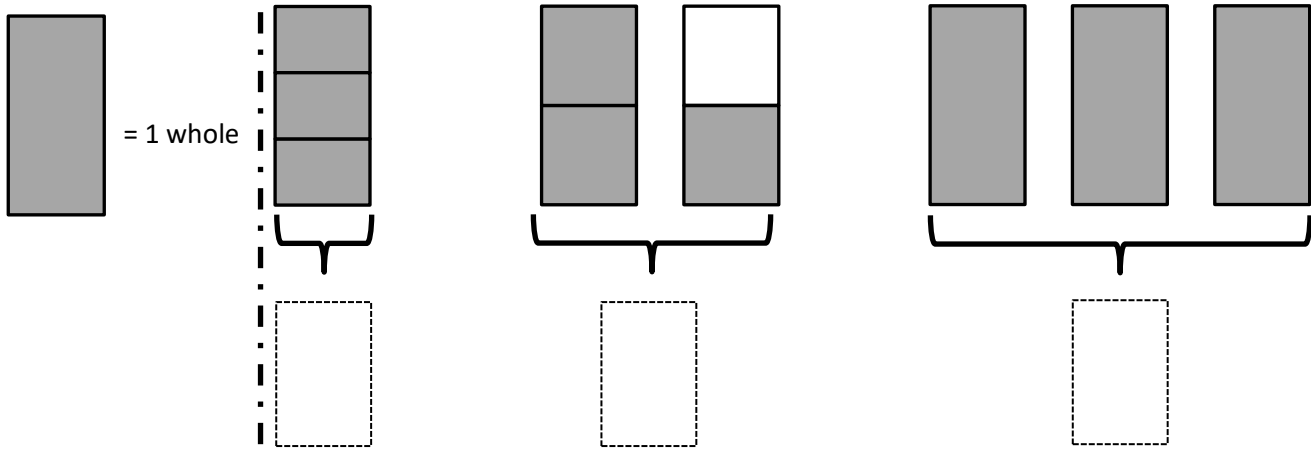
Harvard

Yale

Princeton

**Input (My Turn):**

1. Label the following models as fractions inside the boxes.





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

Week 28 Day 1 Date: \_\_\_\_\_

BCCS-B

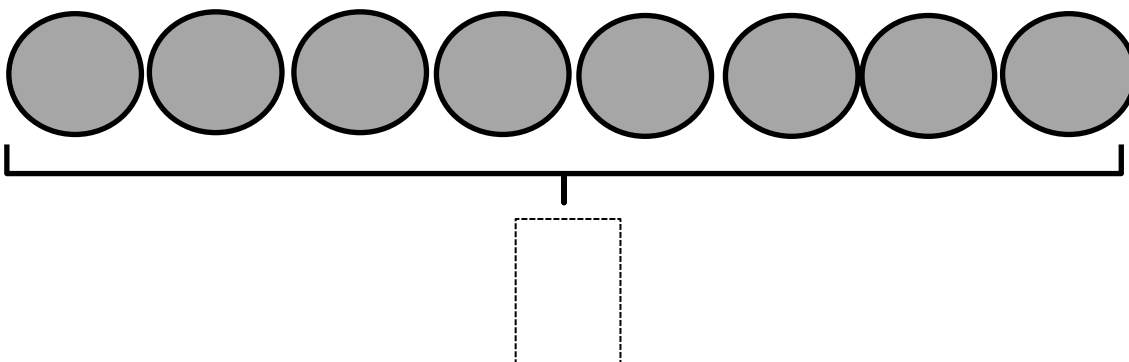
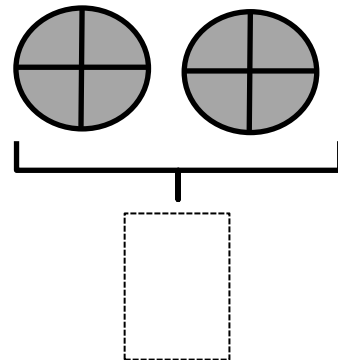
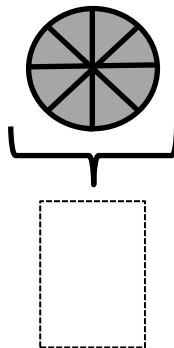
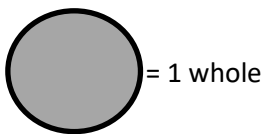
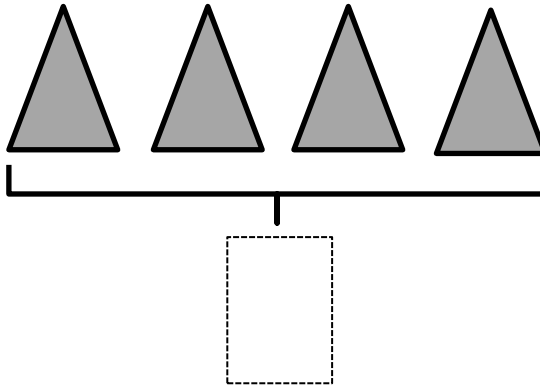
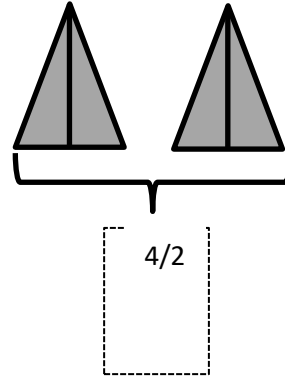
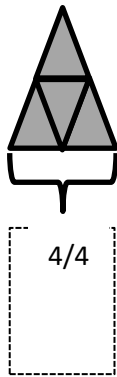
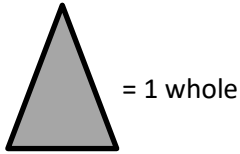
Harvard

Yale

Princeton

**Problem Set (Your Turn):**

1. Label the following models as fractions inside the boxes.



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

Week 28 Day 1 Date: \_\_\_\_\_

BCCS-B

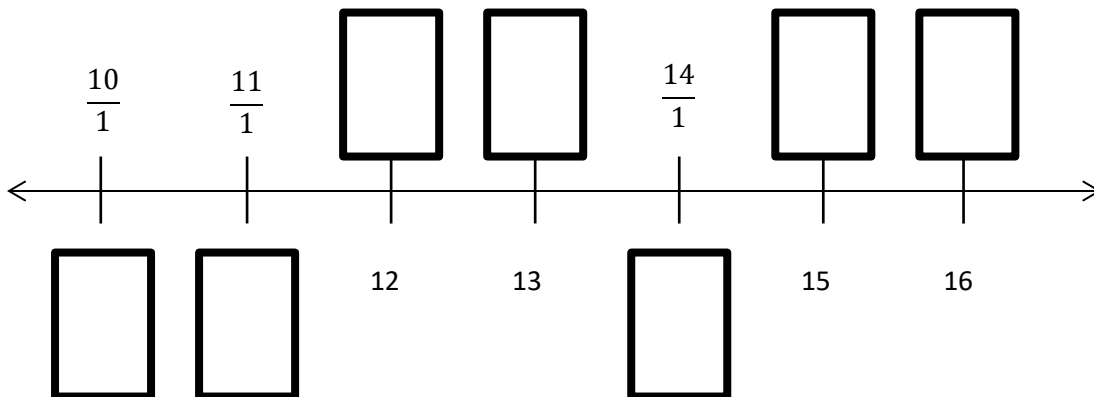
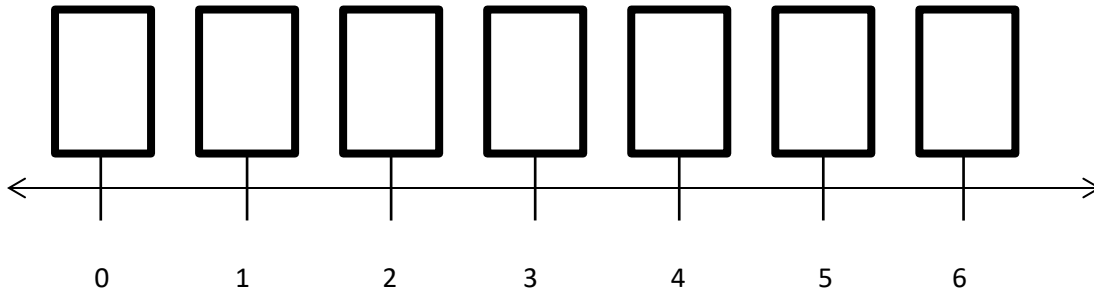
Harvard

Yale

Princeton

**Input (My Turn):**

2. Fill in the missing whole numbers in the boxes below the number line. Rename the wholes as fractions in the boxes above the number line.



3. Explain the difference between these two fractions with words and pictures.

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

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

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

Week 28 Day 1 Date: \_\_\_\_\_

BCCS-B

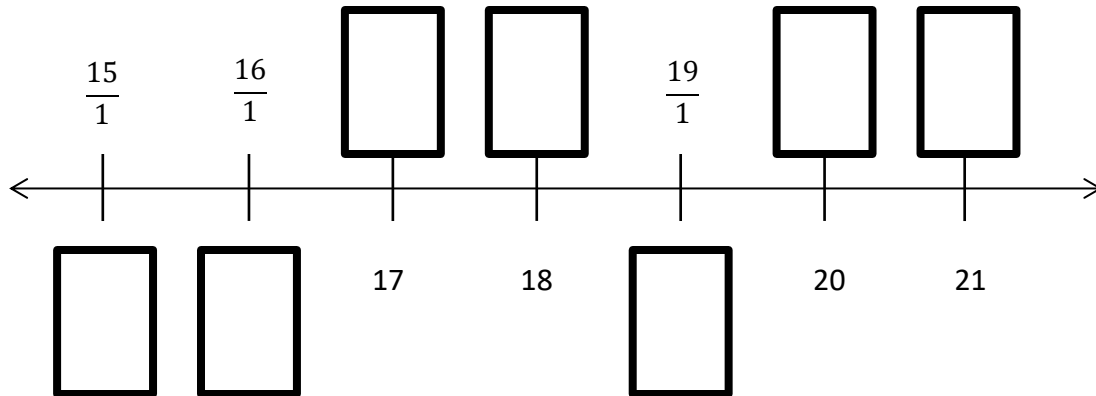
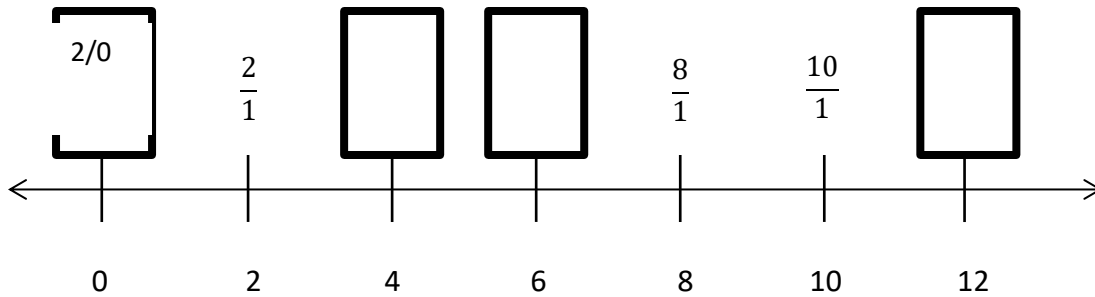
Harvard

Yale

Princeton

**Problem Set (Your Turn):**

**2. Fill in the missing whole numbers in the boxes below the number line. Rename the wholes as fractions in the boxes above the number line.**



**3. Explain the difference between these fractions with words and pictures.**

$$\frac{5}{1}$$

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

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

Week 28 Day 1 Date: \_\_\_\_\_

BCCS-B

Harvard

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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 addition, subtraction, multiplication, and division)
- ✓ **Show and check your work completely.** (with a pencil and a magnifying glass over a checklist icon)

A poster for 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 +, -, 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:**

Mrs. Mclean drinks 1 eighth gallon of milk every morning.

a. How many days will it take Mrs. Mclean to drink 1 gallon of milk? Use a number line and words to explain your answer.

b. How many days will it take Mrs. Mclean to drink 2 gallons? Extend your number line to show 2 gallons, and use words to explain your answer.

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

Week 28 Day 1 Date: \_\_\_\_\_

BCCS-B

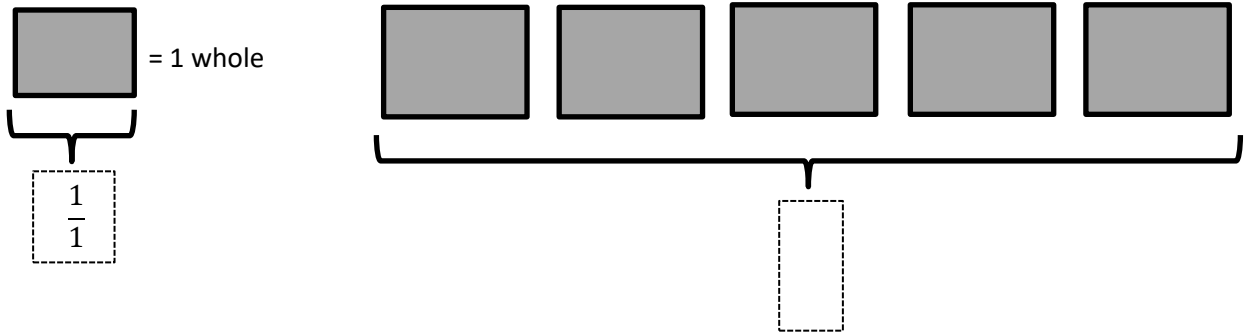
Harvard

Yale

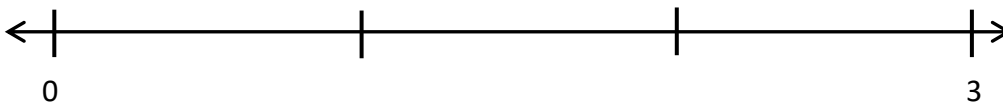
Princeton

**Exit Ticket:**

1. Label the model as a fraction inside the box.



2. Partition the wholes into thirds. Rename the fraction for 3 wholes. Use the number line and words to explain your answer.



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

Week 28 Day 1 Date: \_\_\_\_\_

BCCS-B

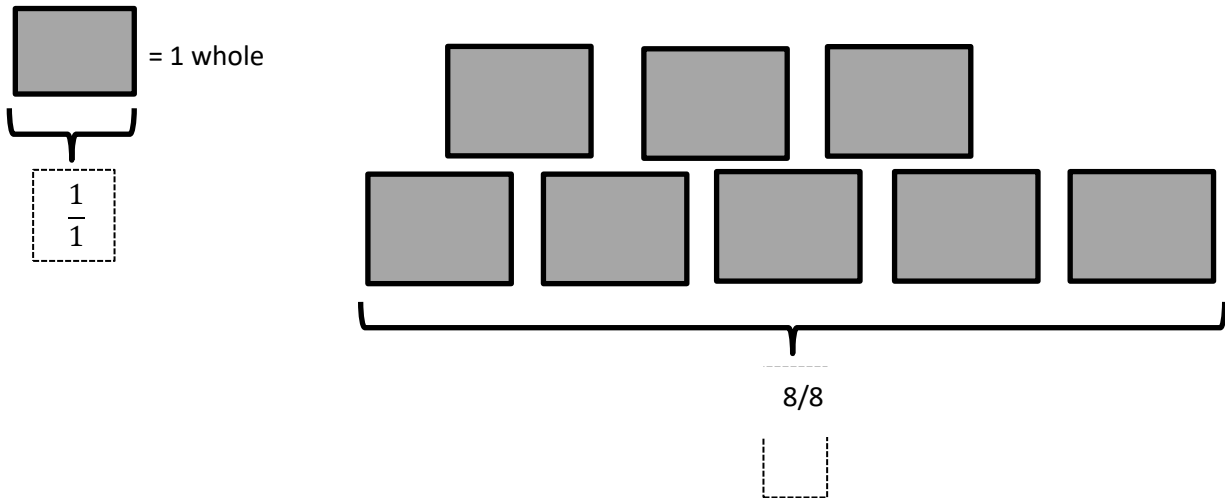
Harvard

Yale

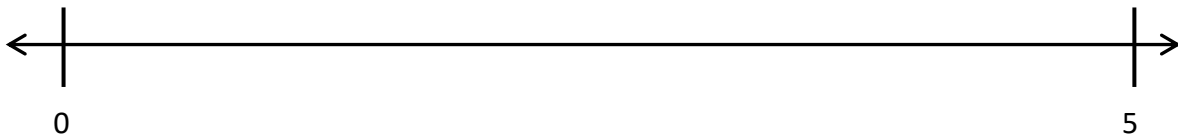
Princeton

**Homework:**

1. Label the model as a fraction inside the box.

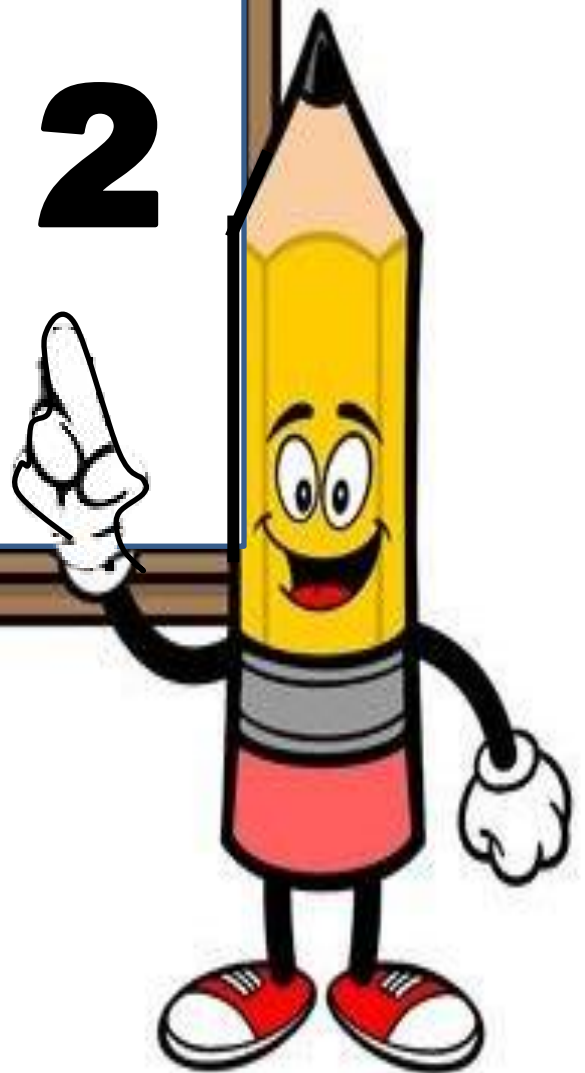


2. Partition the wholes into fifths. Rename the fraction for 5 wholes. Use the number line and words to explain your answer.



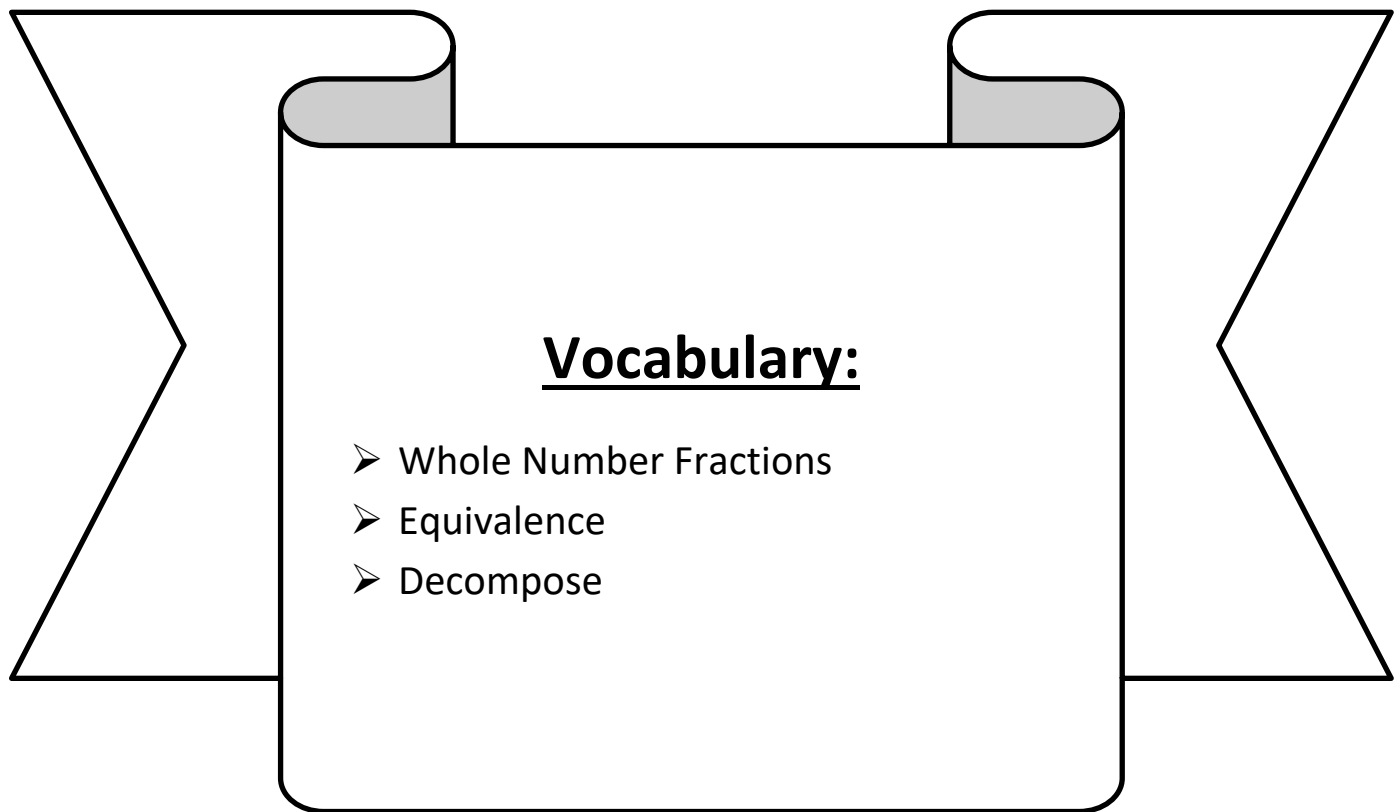


# Day # 2



**LEQ:** How can I decompose whole number fractions greater than 1?

**Objective:** I can use whole number equivalence models to decompose number fractions greater than 1.





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

Week 28 Day 2 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

Do Now:

## Understanding $\frac{1}{2}$

Color  $\frac{1}{2}$  of the stars.



What fraction of the stars did you color?

$$\frac{5}{10} = \frac{1}{2}$$

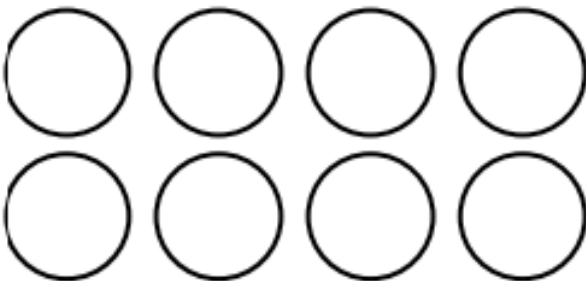
Color  $\frac{1}{2}$  of the hearts.



What fraction of the hearts did you color?

$$\frac{6}{12} = \frac{1}{2}$$

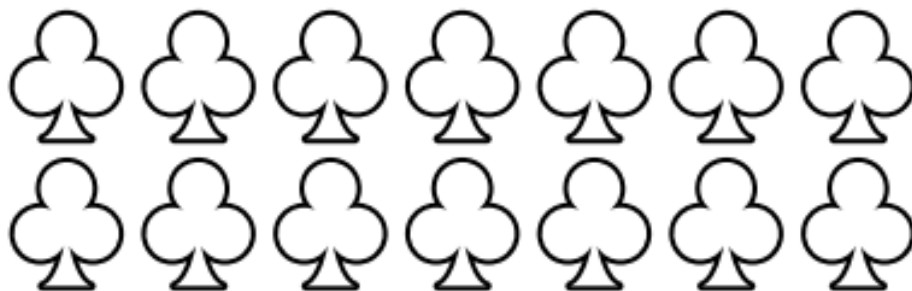
Color  $\frac{1}{2}$  of the circles.



What fraction of the circles did you color?

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

Color  $\frac{1}{2}$  of the clubs.



What fraction of the clubs did you color?

$$\frac{7}{14} = \frac{1}{2}$$

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

Week 28 Day 2 Date: \_\_\_\_\_

BCCS-B

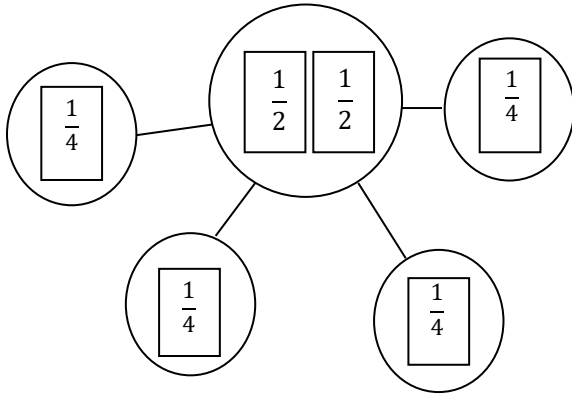
Harvard

Yale

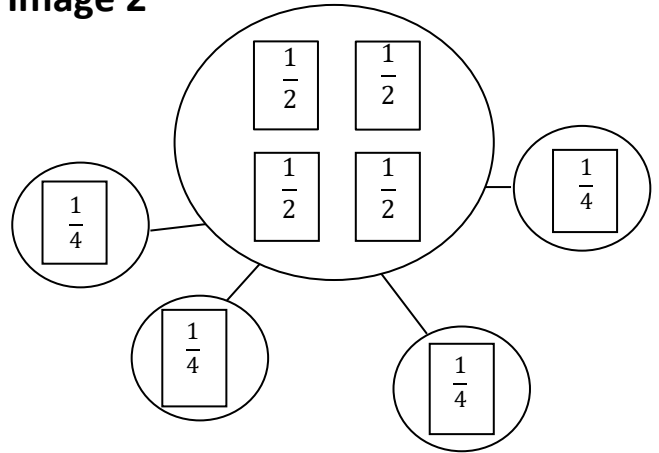
Princeton

**Input (My Turn):**

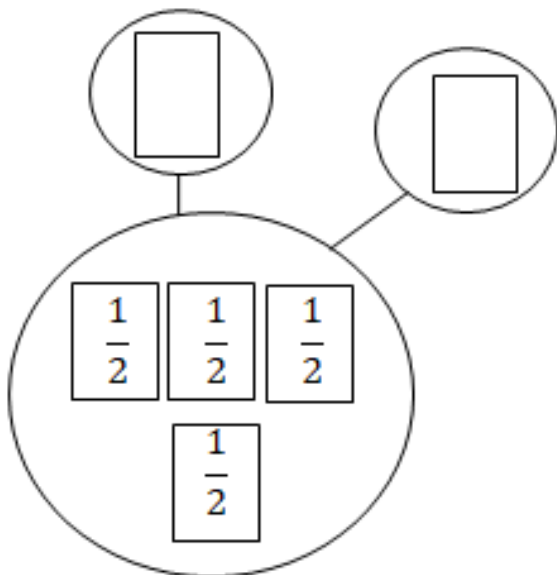
**Image 1**



**Image 2**



-----  
Rewrite the parts of the number in terms of fourths.



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

Week 28 Day 2 Date: \_\_\_\_\_

BCCS-B

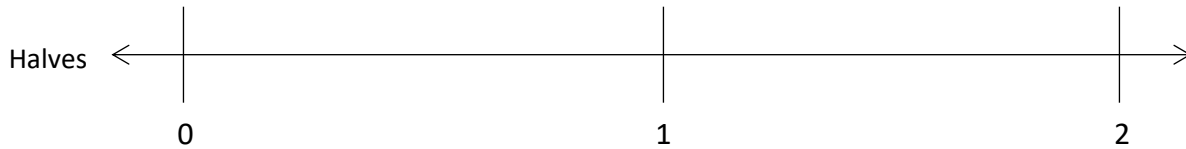
Harvard

Yale

Princeton

**Input (My Turn):**

**1. Partition the number line to show the fractional units. Then, draw number bonds using copies of 1 whole for the circled whole numbers.**



0 = \_\_\_\_\_  
halves

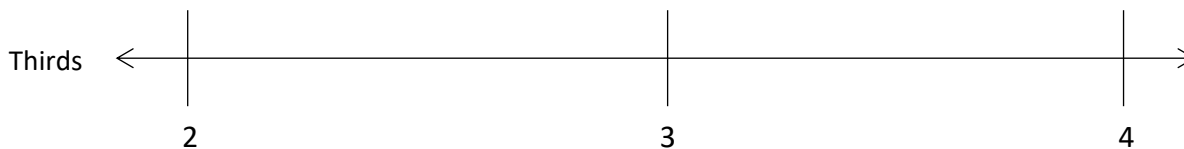
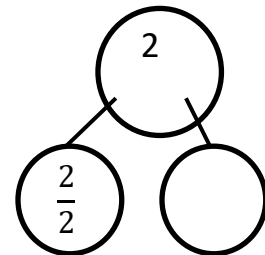
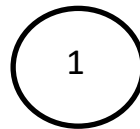
1 = \_\_\_\_\_  
halves

2 = \_\_\_\_\_  
halves

$$0 = \frac{\square}{2}$$

$$1 = \frac{\square}{\square}$$

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



2 = \_\_\_\_\_ thirds

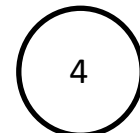
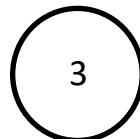
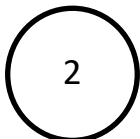
3 = \_\_\_\_\_ thirds

4 = \_\_\_\_\_  
thirds

$$2 = \frac{\square}{3}$$

$$3 = \frac{\square}{3}$$

$$4 = \frac{\square}{3}$$



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

Week 28 Day 2 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

**Problem Set (Your Turn):**

**1. Partition the number line to show the fractional units. Then, draw number bonds with copies of 1 whole for the circled whole numbers.**



0 = \_\_\_\_\_ sixths

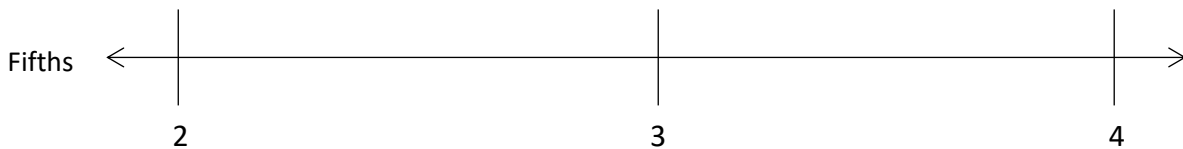
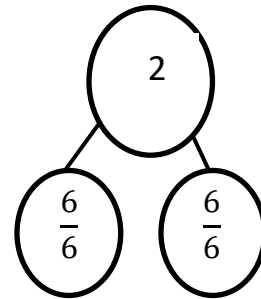
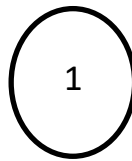
$0 = \frac{\square}{6}$

1 = \_\_\_\_\_  
sixths

$1 = \frac{\square}{6}$

2 = \_\_\_\_\_  
sixths

$2 = \frac{12}{6}$



2 = \_\_\_\_\_ fifths

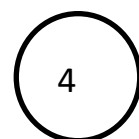
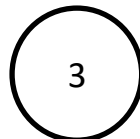
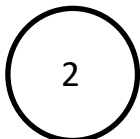
$2 = \frac{\square}{5}$

3 = \_\_\_\_\_ fifths

$3 = \frac{\square}{5}$

4 = \_\_\_\_\_ fifths

$4 = \frac{\square}{5}$



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

Week 28 Day 2 Date: \_\_\_\_\_

BCCS-B

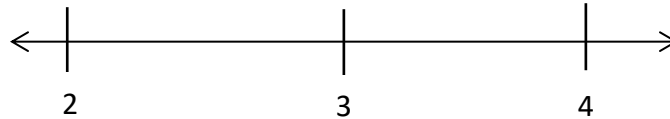
Harvard

Yale

Princeton

**Input (My Turn):**

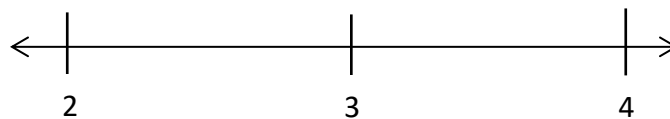
2. Write the fractions that name the whole numbers for each fractional unit.



Halves	$\frac{4}{2}$	$\frac{6}{2}$	$\frac{8}{2}$
Thirds			
Fourths			
Sixths			

**Problem Set (Your Turn):**

2. Write the fractions that name the whole numbers for each fractional unit



Thirds	$\frac{6}{3}$	$\frac{9}{3}$	$\frac{12}{3}$
Sevenths			
Eighths			
Tenths			

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


Week 28 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:**

Prince works on his project for 4 thirds hours. His mom tells him that he must spend another 2 thirds of an hour on it. Draw a number bond and number line with copies of thirds to show how long Prince needs to work altogether. **Write the amount of time Prince needs to work altogether as a whole number.**

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

Week 28 Day 2 Date: \_\_\_\_\_

BCCS-B

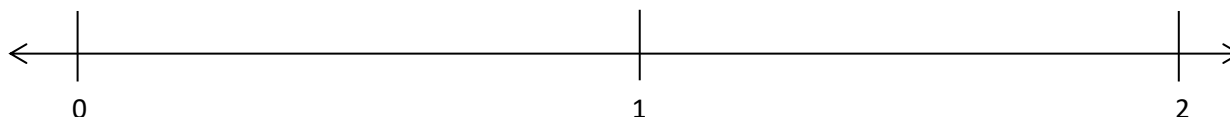
Harvard

Yale

Princeton

**Exit Ticket:**

Jessie has 2 yards of fabric into pieces of  $\frac{1}{5}$  yard in length. Partition the number line to show her cuts.



How many  $\frac{1}{5}$ -yard pieces does she cut altogether?

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

Week 28 Day 2 Date: \_\_\_\_\_

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Princeton

### Homework:

1. Partition the number line to show the fractional units. Then, draw number bonds using copies of 1 whole for the circled whole numbers.



$$0 = \frac{\quad}{\text{fourths}}$$

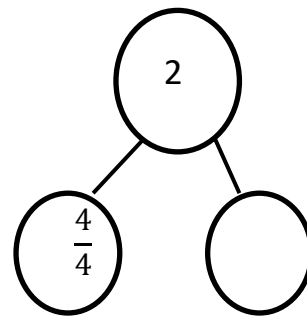
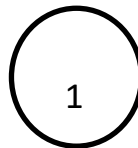
$$0 = \frac{\square}{4}$$

$$1 = \frac{\quad}{\text{fourths}}$$

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

$$2 = \frac{\quad}{\text{fourths}}$$

$$2 = \frac{8}{4}$$



2. Jordan has 2 feet of string into pieces of  $\frac{1}{3}$  yard in length. Partition the number line to show her cuts.

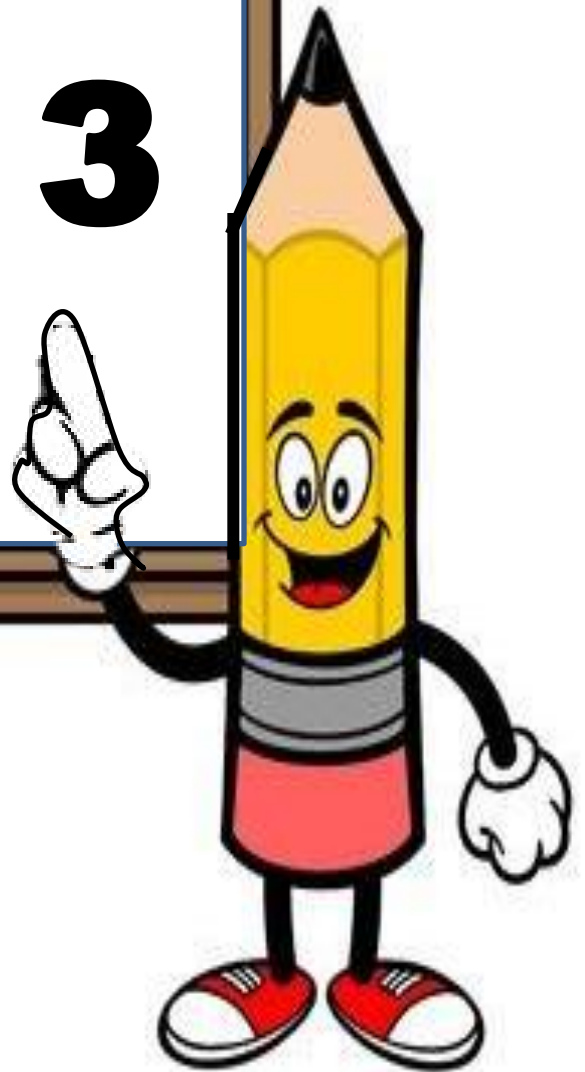


How many  $\frac{1}{3}$ -yard pieces does she cut altogether?



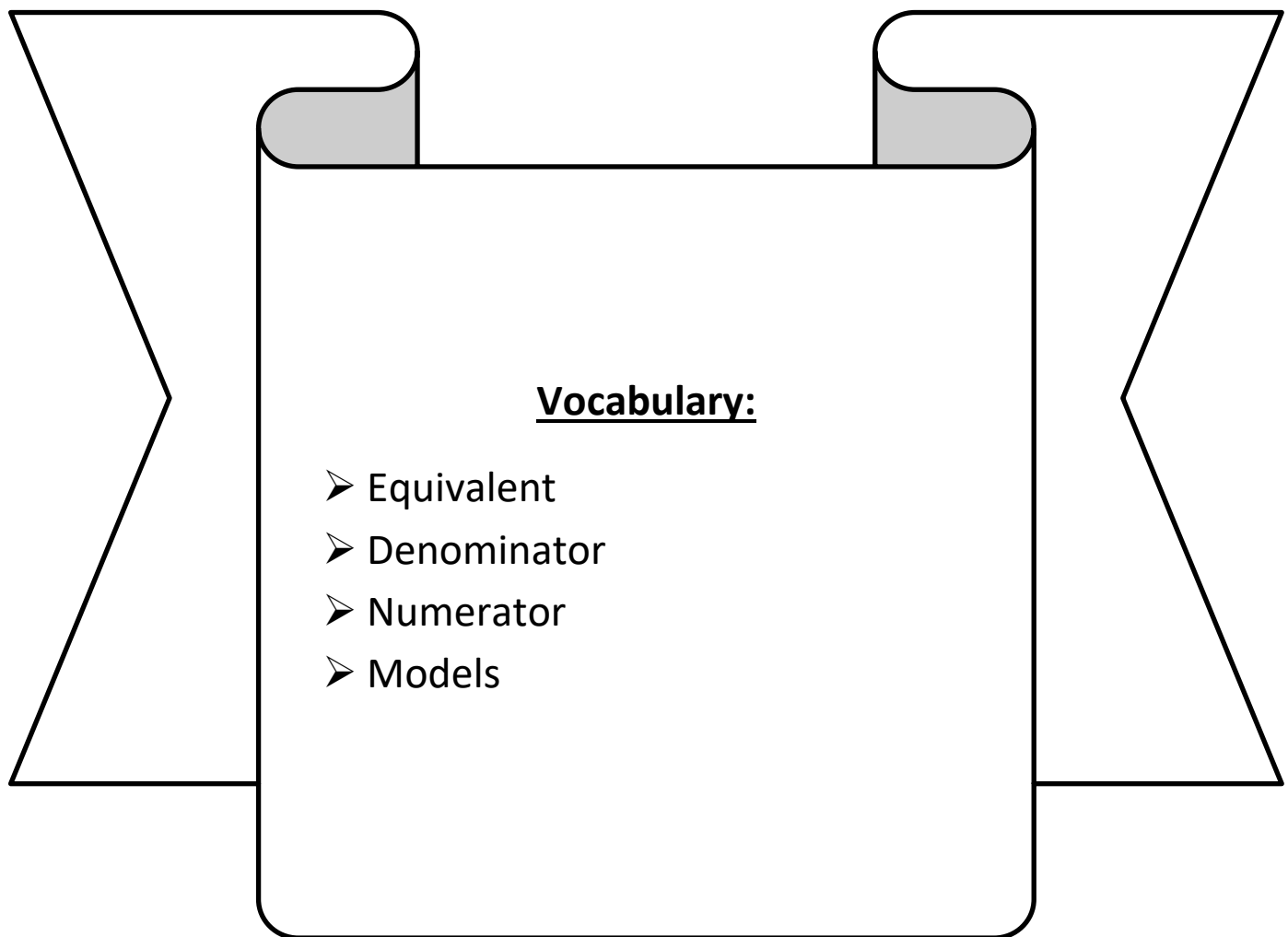


# Day # 3



**LEQ:** How can I explain equivalence?

**Objective:** I can explain equivalence by using visual fraction models and the number line.



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

Week 28 Day 3 Date: \_\_\_\_\_

BCCS-B

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Do Now:

## Comparing Fractions

Use  $<$ ,  $>$ , or  $=$  to compare each pair of fractions.

Use your fraction strips to help you.

a.  $\frac{1}{4} > \frac{1}{8}$

b.  $\frac{1}{4} \text{ — } \frac{1}{2}$

c.  $\frac{1}{12} \text{ — } \frac{1}{4}$

d.  $\frac{2}{4} \text{ — } \frac{1}{2}$

e.  $\frac{3}{6} \text{ — } \frac{4}{8}$

f.  $\frac{1}{3} \text{ — } \frac{2}{3}$

g.  $\frac{2}{6} \text{ — } \frac{2}{3}$

h.  $\frac{1}{8} \text{ — } \frac{2}{6}$

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

BCCS-B

Week 28 Day 3 Date: \_\_\_\_\_

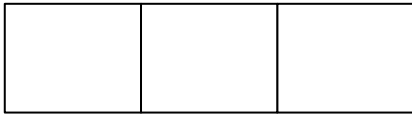
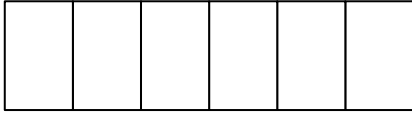
Harvard

Yale

Princeton

**Input (My Turn):**

1. Use the pictures to model equivalent fractions. Fill in the blanks, and answer the questions.



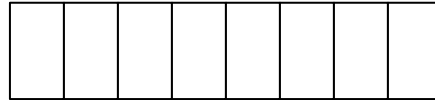
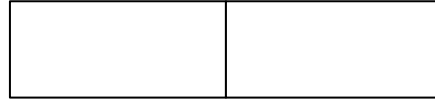
4 sixths is equal to \_\_\_\_\_ thirds.

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

The whole stays the same.

What happened to the size of the equal parts when there were fewer equal parts?

What happened to the number of equal parts when the equal parts became larger?



1 half is equal to \_\_\_\_\_ eighths.

$$\frac{1}{2} = \frac{\square}{8}$$

The whole stays the same.

What happened to the size of the equal parts when there were more equal parts?

What happened to the number of equal parts when the equal parts became smaller?

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

BCCS-B

Week 28 Day 3 Date: \_\_\_\_\_

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**Problem Set (Your Turn):**

1. Use the pictures to model equivalent fractions. Fill in the blanks, and answer the questions.



1

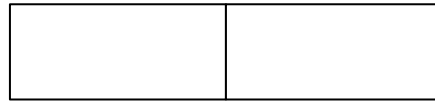
2 sixths is equal to \_\_\_\_\_  
third.

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

The whole stays the same.

What happened to the size of the equal parts when there were fewer equal parts?

What happened to the number of equal parts when the equal parts became larger?



1 half is equal to \_\_\_\_\_ tenths.

$$\frac{1}{2} = \frac{\square}{10}$$

The whole stays the same.

What happened to the size of the equal parts when there were more equal parts?

What happened to the number of equal parts when the equal parts became smaller?

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

Week 28 Day 3 Date: \_\_\_\_\_

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**Input (My Turn):**

**1. When the whole is the same, why does it take 6 copies of 1 eighth to equal 3 copies of 1 fourth? Draw a model to support your answer.**

$$\frac{1}{8} \qquad \frac{1}{4}$$

**2. When the whole is the same, how many sixths does it take to equal 1 third? Draw a model to support your answer.**

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

Week 28 Day 3 Date: \_\_\_\_\_

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**Problem Set (Your Turn):**

**1. When the whole is the same, why does it take 4 copies of  $\frac{1}{6}$  to equal 2 copies of  $\frac{1}{3}$ ? Draw a model to support your answer.**

**2. When the whole is the same, how many eighths does it take to equal  $\frac{1}{4}$ ? Draw a model to support your answer.**

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


Week 28 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?

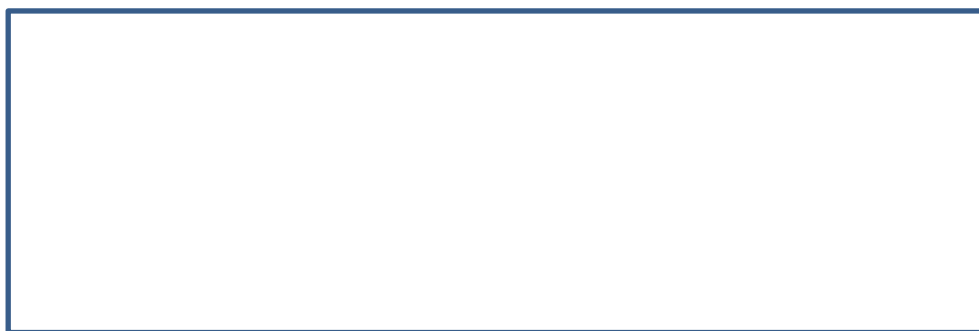
**B** Box math clue words  
Am I going to +, -, x, or ÷?

**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:**

You have a magic wand that doubles the number of equal parts but keeps the whole the same size. Use your magic wand. In the space below, draw to show what happens to a rectangle that is partitioned in fourths after you tap it with your wand. Use words and numbers to explain what happened.





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

Week 28 Day 3 Date: \_\_\_\_\_

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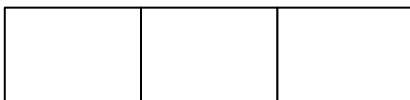
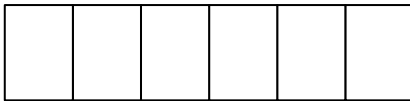
Princeton

**Exit Ticket:**

**1. When the whole is the same, why does it take 3 copies of 1 sixth to equal 1 copy of 1 half?  
Draw a model to support your answer.**

=

**2. Use the pictures to model equivalent fractions. Fill in the blanks, and answer the questions.**



6 sixths is equal to

\_\_\_\_\_ thirds.

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

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

Week 28 Day 3 Date: \_\_\_\_\_

BCCS-B

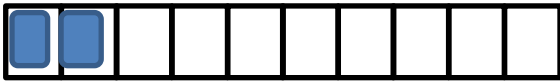
Harvard

Yale

Princeton

### Homework:

1. Use the pictures to model equivalent fractions. Fill in the blanks, and answer the questions.

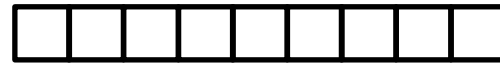


2 tenths is equal to  $\frac{1}{5}$   
fifths.

$$\frac{2}{10} = \frac{1}{5}$$

The whole stays the same.

What happened to the size of the equal parts when there were fewer equal parts?



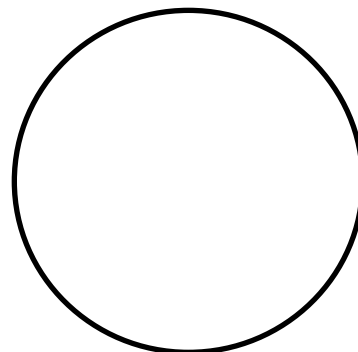
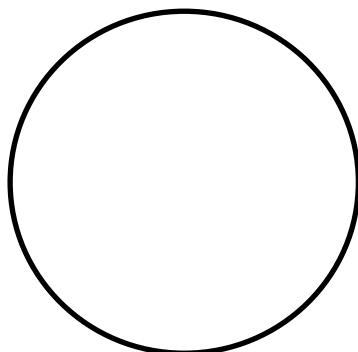
1 third is equal to \_\_\_\_\_  
ninths.

$$\frac{1}{3} = \frac{3}{9}$$

The whole stays the same.

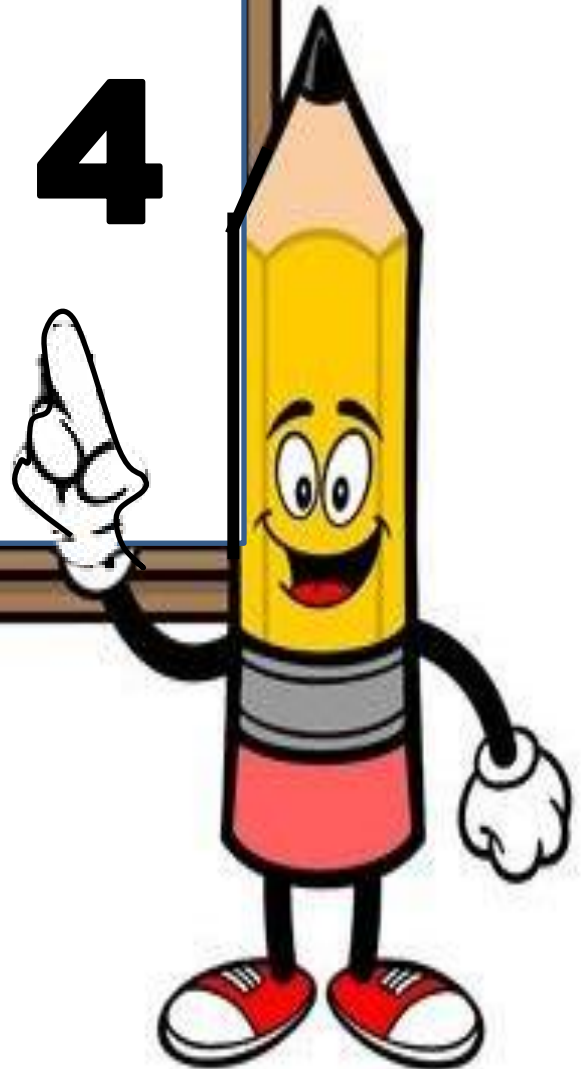
What happened to the size of the equal parts when there were more equal parts?

2. 8 students share 2 pizzas that are the same size, which are represented by the 2 circles below. They notice that the first pizza is cut into 4 equal slices, and the second is cut into 8 equal slices. How can the 8 students share the pizzas equally without cutting any of the pieces?



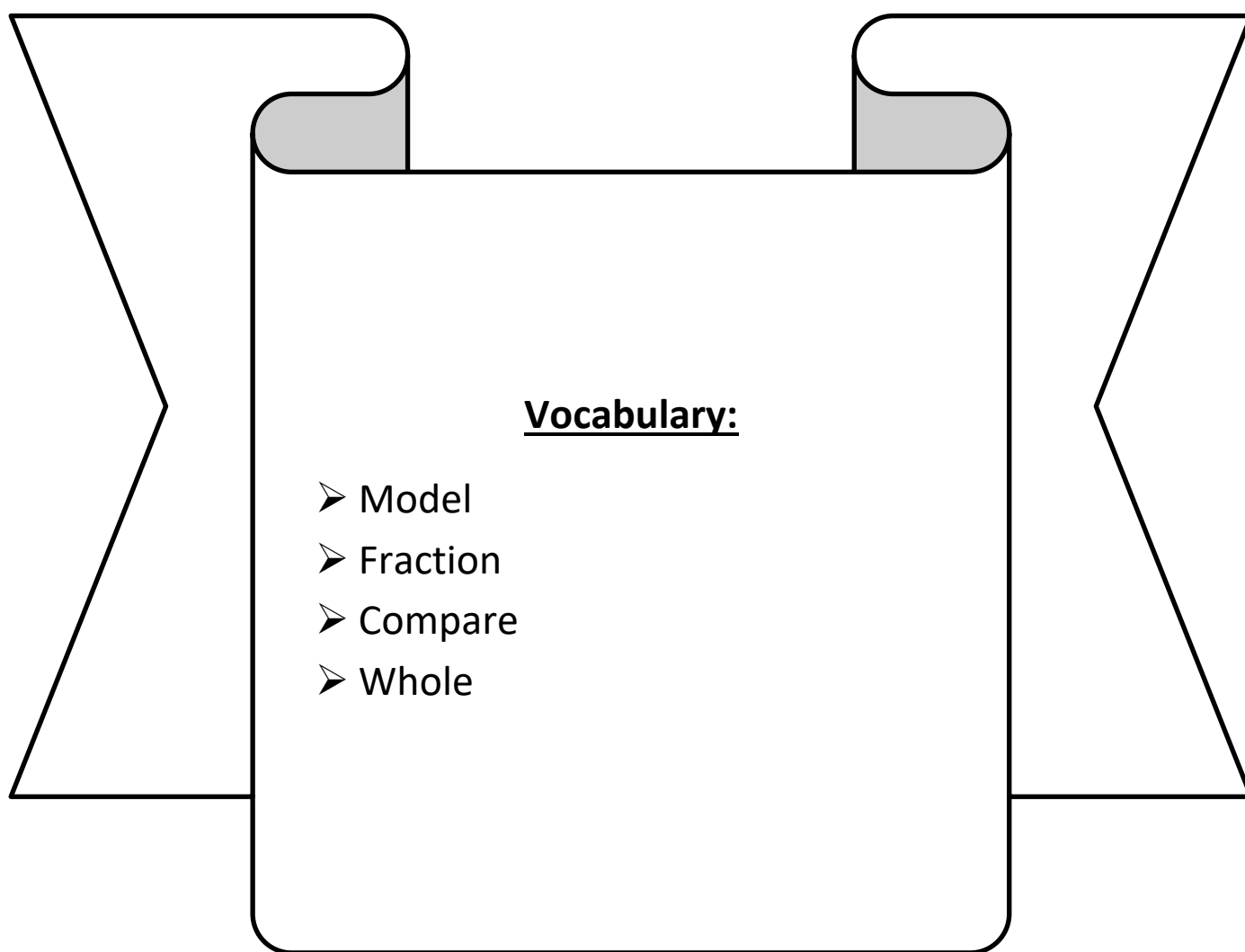


**Day # 4**



**LEQ:** How can I compare unit fractions with different sized models representing the whole?

**Objective:** I can reason about the size of individual models to compare unit fractions with different sized models representing the whole.



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

Week 28 Day 4 Date: \_\_\_\_\_

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**Do Now:**

# Fractions

$\frac{1}{2}$

one-half

$\frac{1}{3}$

one-third

$\frac{2}{3}$

two-thirds

$\frac{1}{4}$

one-fourth

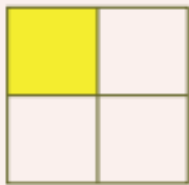
$\frac{2}{4}$

two-fourths

$\frac{3}{4}$

three-fourths

Write the fraction for each colored area in numbers and in words.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Circle the correct answer.

A pizza is cut into 4 even pieces. Tim eats 3 pieces.  
What fraction of the pizza did he eat?

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

I have 5 robots. 2 of them are red and the rest are blue.  
What fraction of the robots are red?

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

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

Week 28 Day 4 Date: \_\_\_\_\_

BCCS-B

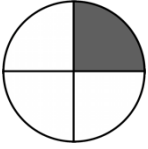
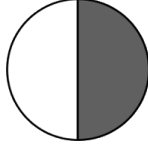


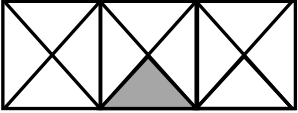
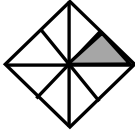

Harvard

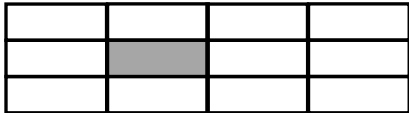
Yale

Princeton

**Input (My Turn):**

Label the unit fraction. In each blank, draw and label the same whole with a shaded unit fraction that makes the sentence true. *There is more than 1 correct way to make the sentence true.*

$\frac{1}{4}$  <p>Sample:</p>	is less than	$\frac{1}{2}$ 
1. 	is greater than	
2. 	is less than	
3. 	is less than	
4.	is greater than	
5.	is less than	

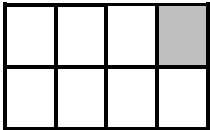

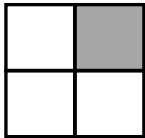
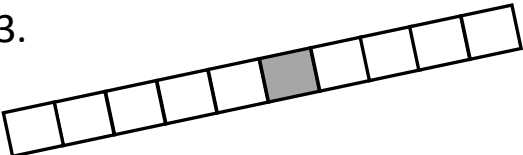
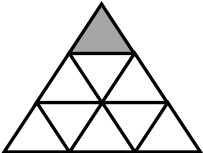
6.	is greater than	
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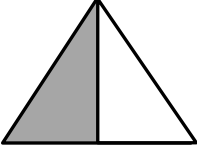
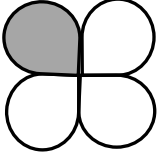
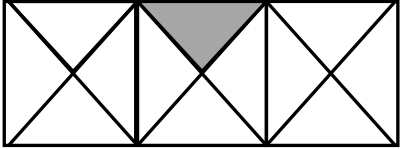
Name: \_\_\_\_\_  
BCCS-B

Week 28 Day 4 Date: \_\_\_\_\_  
Harvard Yale Princeton

**Problem Set (Your Turn):**

Label the unit fraction. In each blank, draw and label the same whole with a shaded unit fraction that makes the sentence true. *There is more than 1 correct way to make the sentence true.*

<p>1.</p>  <p><math>1/8</math></p>	is greater than	 <p><math>1/10</math></p>
<p>2.</p> 	is less than	
<p>3.</p> 	is greater than	
<p>4.</p> 	is less than	

5.	is greater than	
6.	is less than	
7.	is greater than	



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

Week 28 Day 4 Date: \_\_\_\_\_

BCCS-B

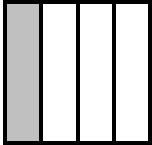
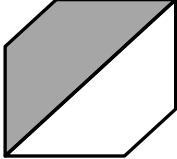
Harvard

Yale

Princeton

**Input (My Turn):**

**8. Fill in the blank with a fraction to make the statement true, and draw a matching model.**

			
$\frac{1}{4}$ is less than <input type="text"/>		$\frac{1}{2}$ is greater than <input type="text"/>	

**9. Mr. Stallings ate  $\frac{1}{2}$  of a small brownie. Mr. Moore ate  $\frac{1}{4}$  of a large brownie. Who ate more? Use words and pictures to explain your answer.**

Mr. Stallings ate more because

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

Week 28 Day 4 Date: \_\_\_\_\_

BCCS-B

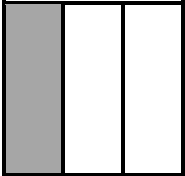

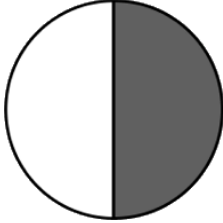
Harvard

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Princeton

**Problem Set (Your Turn):**

**8. Fill in the blank with a fraction to make the statement true, and draw a matching model.**

			
$\frac{1}{3}$ is less than <input type="text"/>		$\frac{1}{2}$ is greater than <input type="text"/>	

**9. Mrs. Mclean ate  $\frac{1}{3}$  of a small candy bar. Mr. Moore ate  $\frac{1}{4}$  of a large candy bar. Who ate more? Use words and pictures to explain your answer.**

Mrs. Mclean ate more of the candy bar. I know this because

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


Week 28 Day 4 Date: \_\_\_\_\_


BCCS-B



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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:

Rachel, Silvia, and Lola each received the same homework assignment and only completed part of it. Rachel completed  $\frac{1}{6}$  of her homework, Silvia completed  $\frac{1}{2}$  of her homework, and Lola completed  $\frac{1}{4}$  of her homework. Write the amount of homework each girl completed from least to greatest. Draw a picture to prove your answer.

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

Week 28 Day 4 Date: \_\_\_\_\_

BCCS-B


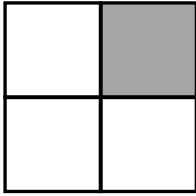
Harvard

Yale

Princeton

**Exit Ticket:**

**1. Fill in the blank with a fraction to make the statement true. Draw a matching model.**

			
$\frac{1}{7}$ is less than <input type="text"/>		$\frac{1}{4}$ is greater than <input type="text"/>	

**2. Tatiana ate  $\frac{1}{2}$  of a small carrot. Louis ate  $\frac{1}{4}$  of a large carrot. Who ate more? Use words and pictures to explain your answer.**

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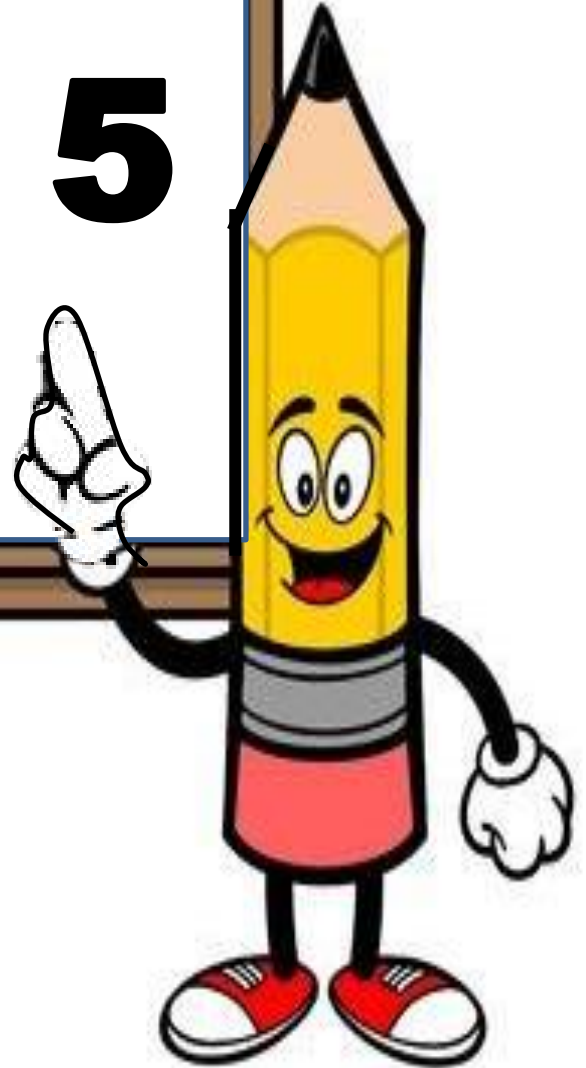
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# Day # 5

**NO SCHOOL:**  
Professional Development Day

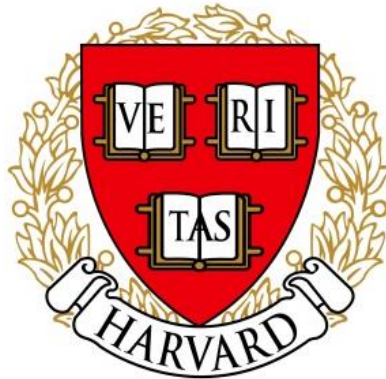




Name \_\_\_\_\_

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

### Week 29



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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)

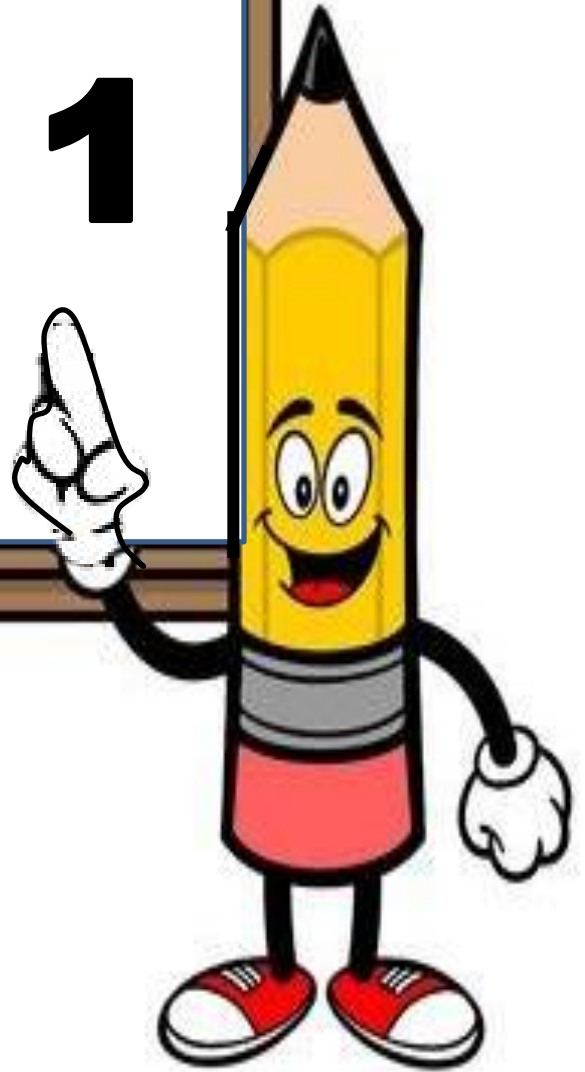
\_\_\_\_\_  
(Date)

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

Spring Break



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

Week 29 Day 1 Date: \_\_\_\_\_

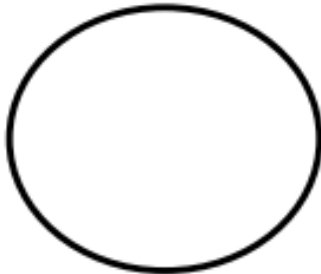
BCCS-B

Harvard

Yale

Princeton

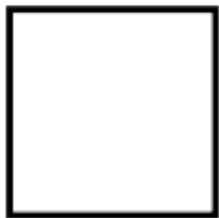
Divide each shape into the number of equal parts shown.  
Remember, all parts must be identical!



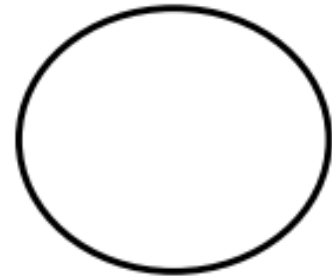
halves (2 parts)



thirds (3 parts)



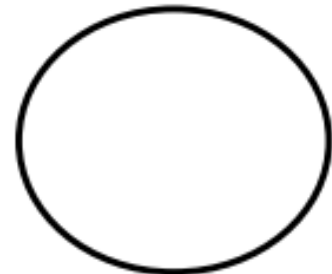
quarters (4 parts)



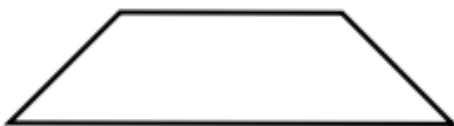
quarters (4 parts)



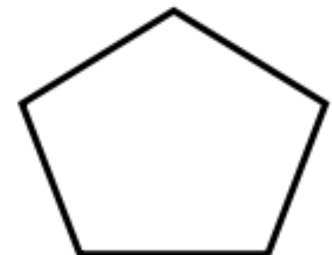
halves (2 parts)



eighths (8 parts)



halves (2 parts)



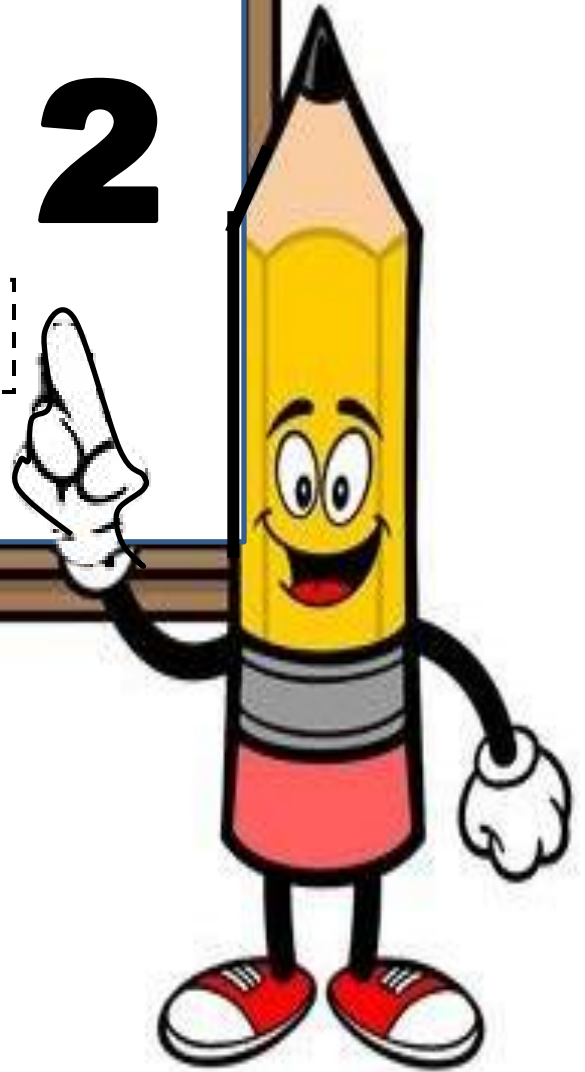
fifths (5 parts)





# Day # 2

Spring Break



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

Week 29 Day 2 Date: \_\_\_\_\_

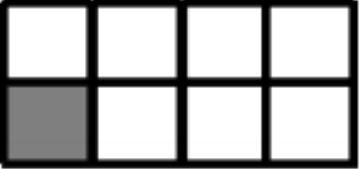
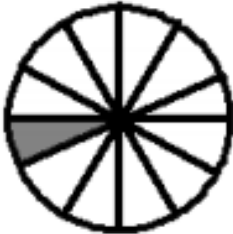
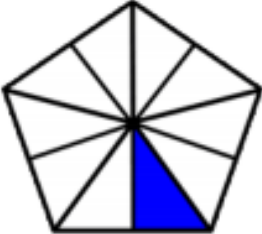
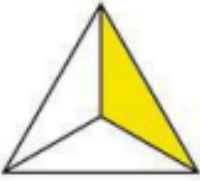

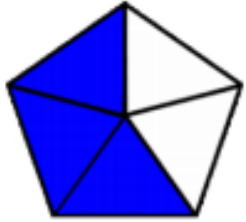
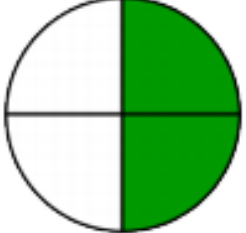
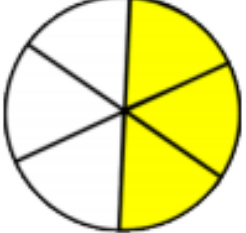

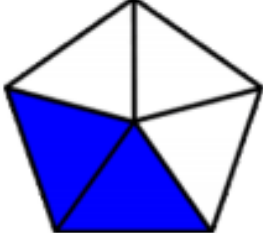


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Harvard

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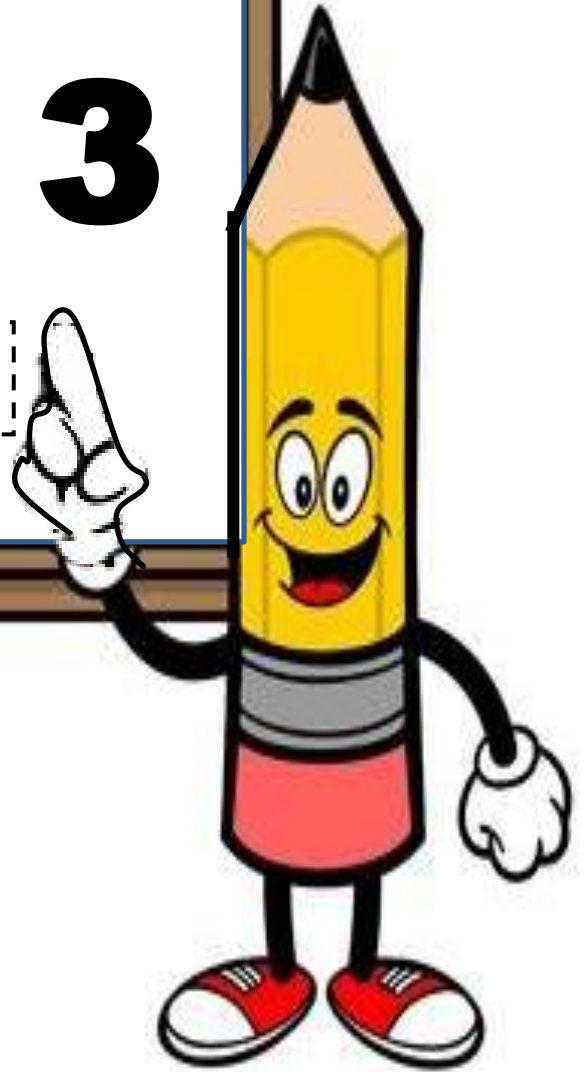
What fraction of the shape is shaded? Circle the correct answer.

		
<p><math>\frac{8}{1}</math>   <math>\frac{8}{7}</math>   <math>\frac{1}{8}</math></p>	<p><math>\frac{1}{12}</math>   <math>\frac{12}{1}</math>   <math>\frac{10}{11}</math></p>	<p><math>\frac{1}{9}</math>   <math>\frac{1}{10}</math>   <math>\frac{10}{1}</math></p>
		
<p><math>\frac{3}{1}</math>   <math>\frac{1}{3}</math>   <math>\frac{1}{2}</math></p>	<p><math>\frac{4}{3}</math>   <math>\frac{1}{4}</math>   <math>\frac{3}{4}</math></p>	<p><math>\frac{2}{3}</math>   <math>\frac{5}{3}</math>   <math>\frac{3}{5}</math></p>
		
<p><math>\frac{2}{4}</math>   <math>\frac{1}{4}</math>   <math>\frac{4}{2}</math></p>	<p><math>\frac{6}{3}</math>   <math>\frac{3}{6}</math>   <math>\frac{2}{3}</math></p>	<p><math>\frac{7}{16}</math>   <math>\frac{16}{9}</math>   <math>\frac{9}{16}</math></p>
		
<p><math>\frac{3}{5}</math>   <math>\frac{2}{5}</math>   <math>\frac{5}{2}</math></p>	<p><math>\frac{5}{8}</math>   <math>\frac{8}{5}</math>   <math>\frac{3}{5}</math></p>	<p><math>\frac{12}{5}</math>   <math>\frac{5}{7}</math>   <math>\frac{5}{12}</math></p>



# Day # 3

Spring Break



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

Week 29 Day 3 Date: \_\_\_\_\_


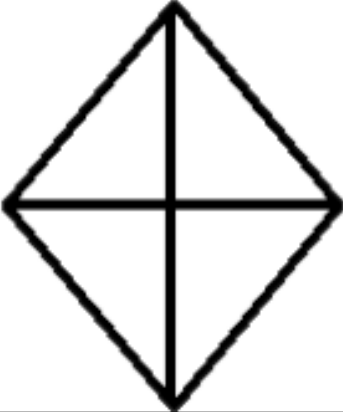
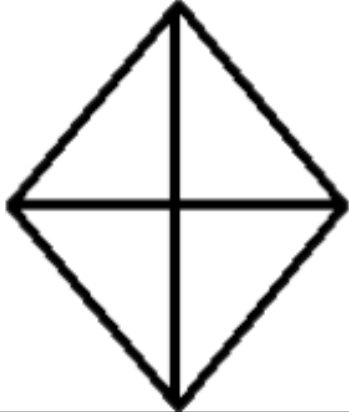
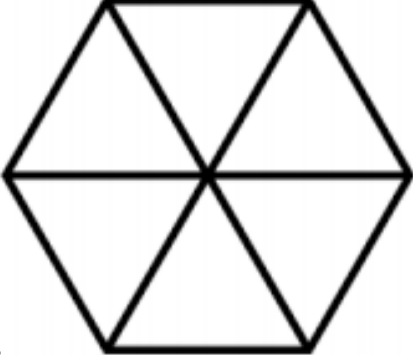

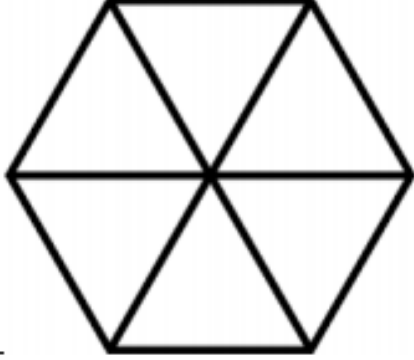


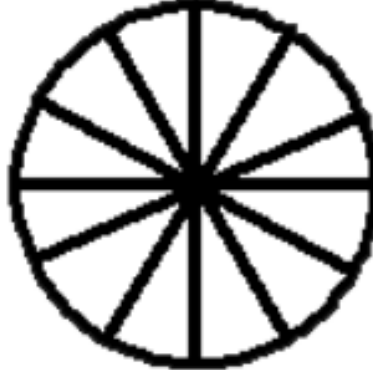
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Harvard

Yale

Princeton

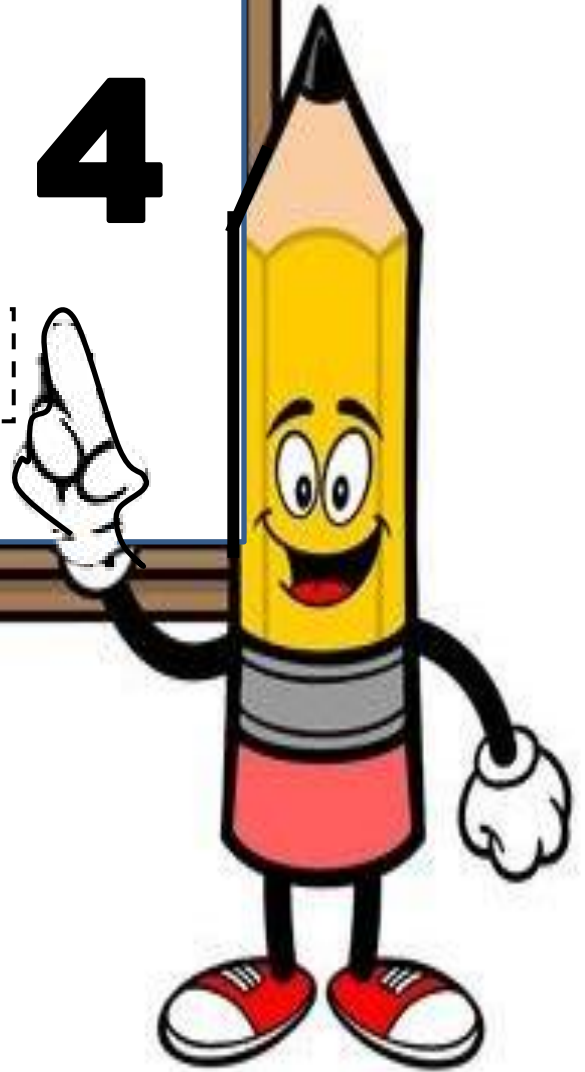
Color the shapes according to the fractions below each shape.

		
$\frac{1}{4}$	$\frac{3}{4}$	$\frac{1}{2}$
		
$\frac{2}{6}$	$\frac{5}{6}$	$\frac{1}{3}$
		
$\frac{5}{12}$	$\frac{7}{12}$	$\frac{5}{6}$



# Day # 4

Spring Break



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

Week 29 Day 4 Date: \_\_\_\_\_

BCCS-B

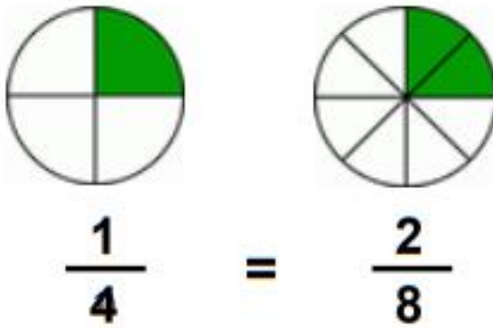
Harvard

Yale

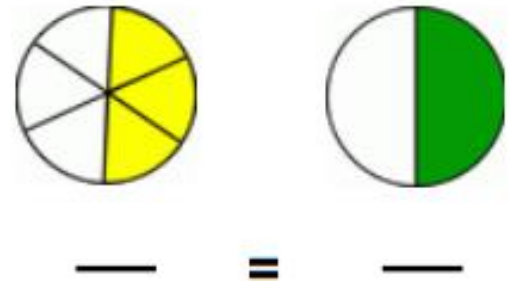
Princeton

Write in the numerators and denominators of the equivalent fractions shown.

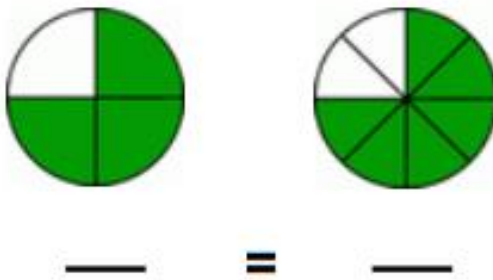
1)



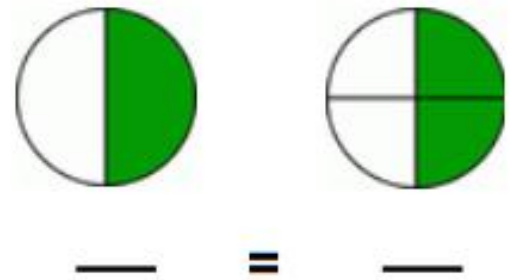
2)



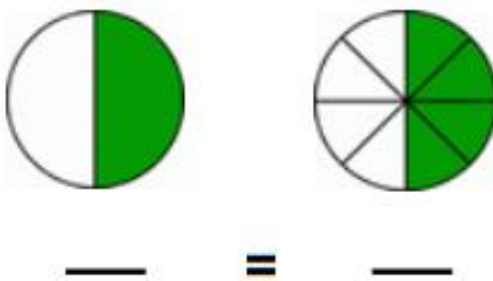
3)



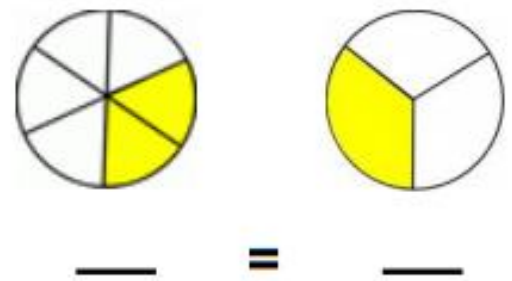
4)



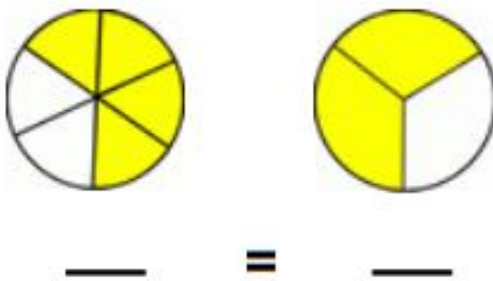
5)



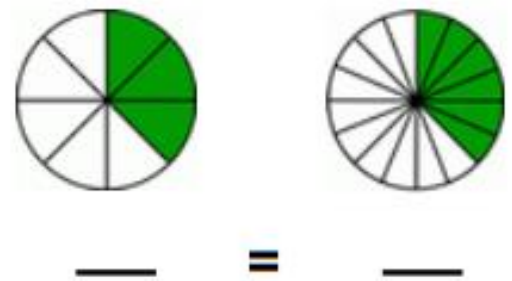
6)



7)



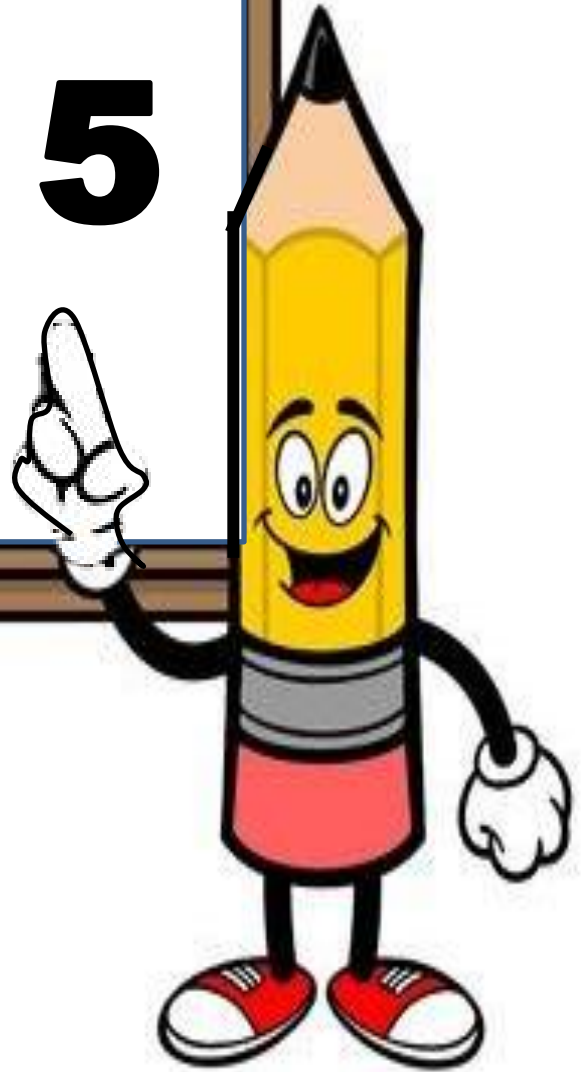
8)





# Day # 5

Spring Break



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

Week 29 Day 5 Date: \_\_\_\_\_

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Compare the fractions with the help of the pictures shown on the left.

Circle the GREATER fraction.

	$\frac{2}{4}$ $\frac{5}{8}$
	$\frac{5}{6}$ $\frac{2}{3}$
	$\frac{1}{2}$ $\frac{4}{6}$
	$\frac{7}{9}$ $\frac{2}{3}$
	$\frac{6}{7}$ $\frac{3}{4}$