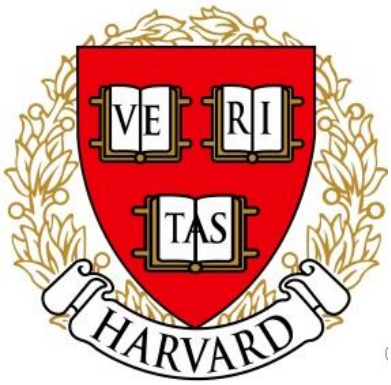
Name _____

3rd Grade Math Remote Learning Packet

Week 22



Dear Educator,

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

_____ _____

(Parent Signature) (Date)

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

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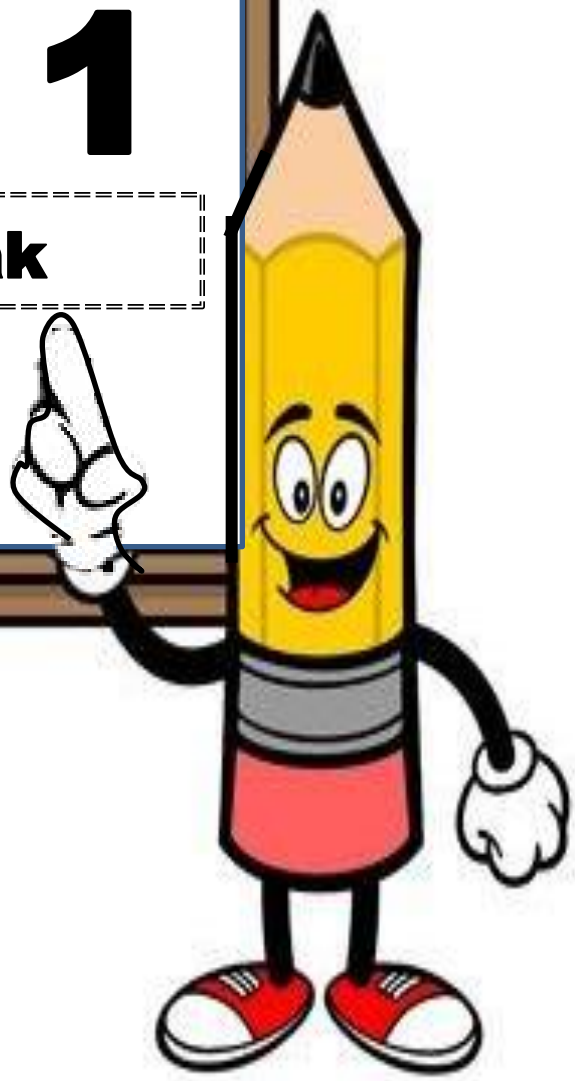
Day # 1

February Break



Name: _____ Week 22 Day 1 Date: _____

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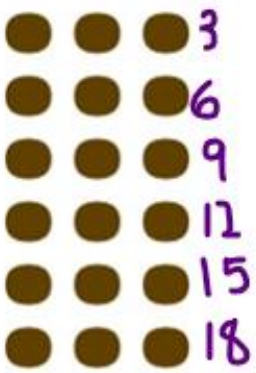
The commutative property states that even when the **factors** are switched and arrays are **rotated,** the answer or **product** remains the same. We can prove this by counting by the number of groups or rows. This method is called **skip counting.** We label each row to show the skip-counting sequence until we reach the product.

For example:



6x3=18

3x6=18

Draw and label each array below with a skip-count sequence to find the product.

4x6= _____	**6x4= _____**

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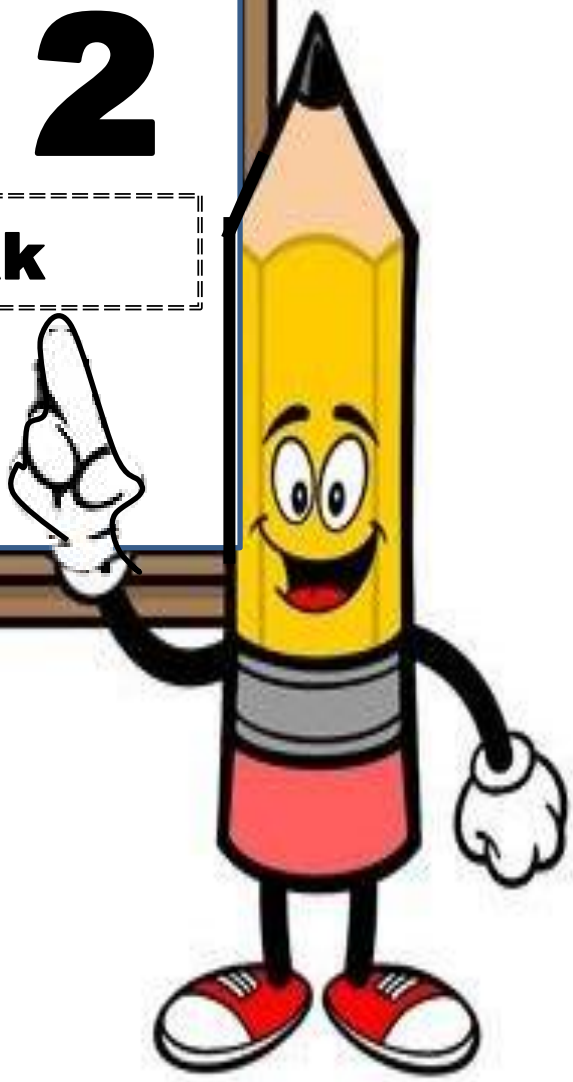
Day # 2

February Break



Name: _____ Week 22 Day 2 Date: _____

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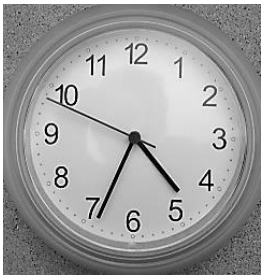
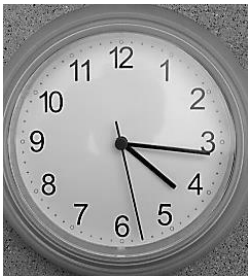
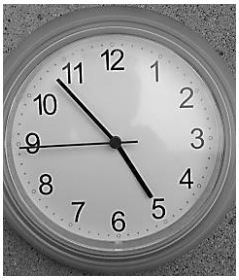
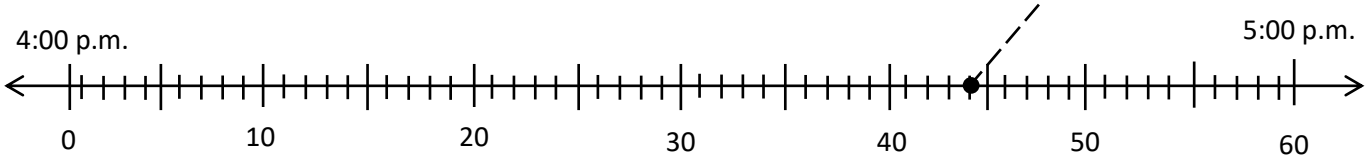
In a **digital** clock, the time is shown using numbers. In an **analog** clock, the time is show using **minute** and **hour** hands.

1. Plot points on the number line for each time shown on a clock below. Then, draw lines to match the clocks to the points.

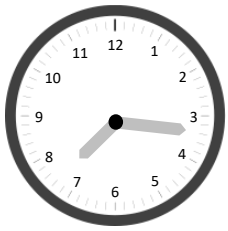


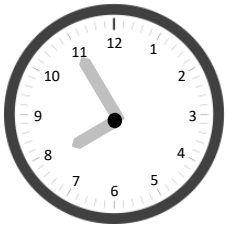


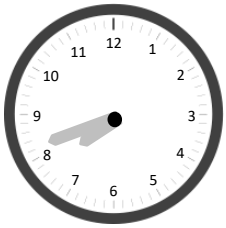


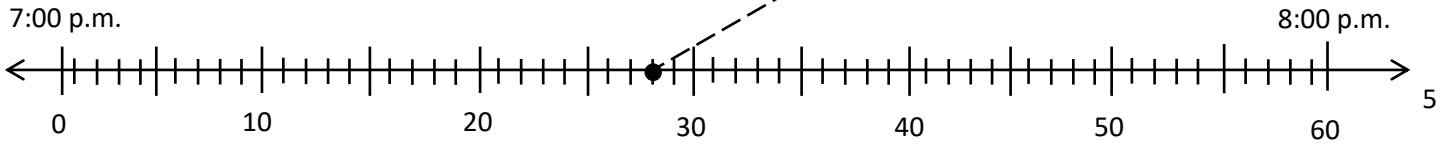


2. Plot a point on the number line for the times shown on the clocks below. Then, draw a line to match the clocks to the points.









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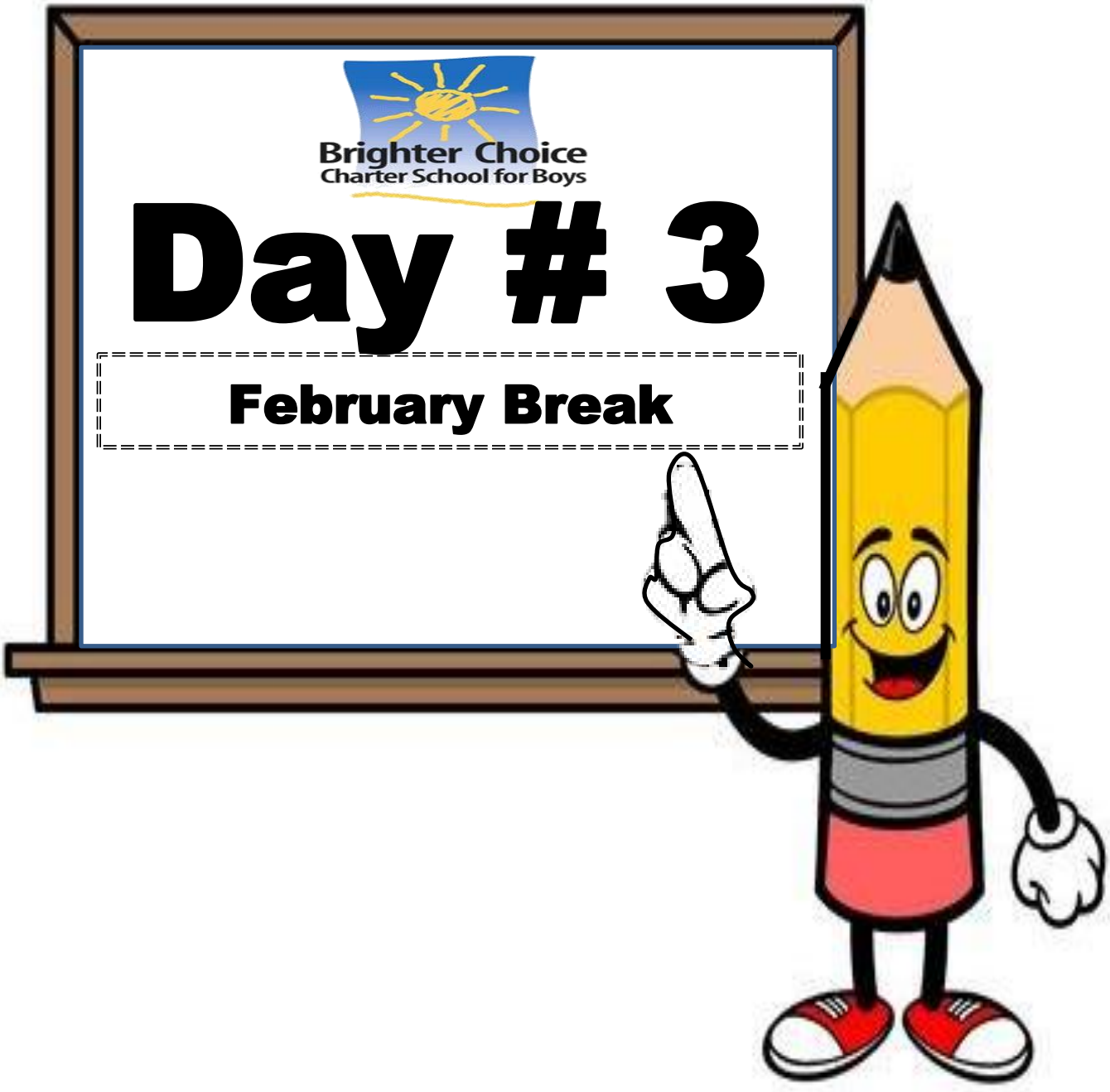
Day # 3

February Break



Name: _____ Week 22 Day 3 Date: _____

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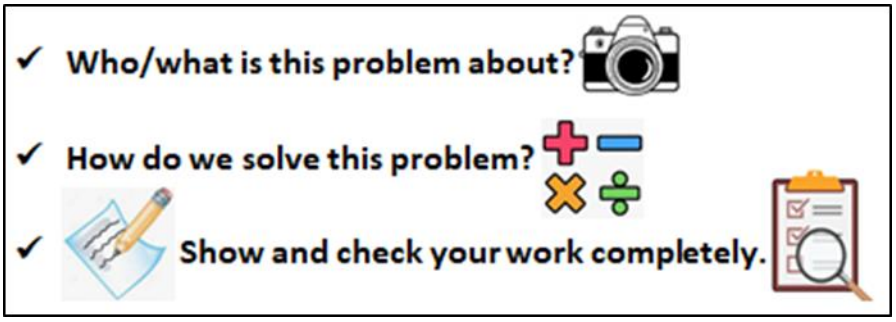

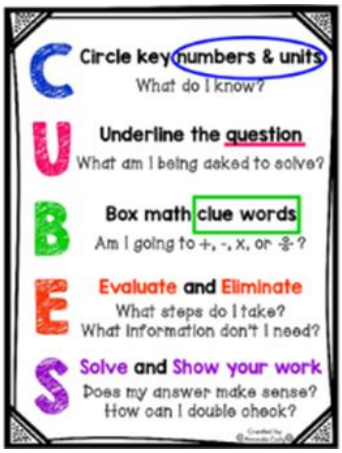

1. Ms. Millin has 40 apple slices and 10 peach slices. Five children equally share all of the fruit slices. How many fruit slices does each child get?

2. Red, orange, and blue scarves are on sale for $4 each. Ms. Sherman buys 2 scarves of each color. How much does she spend altogether?

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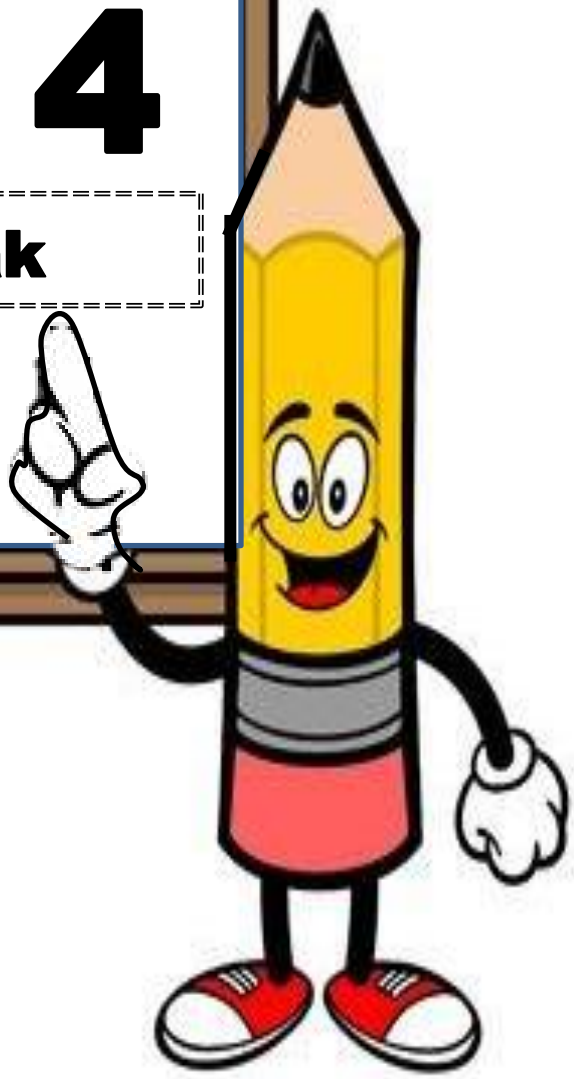
Day # 4

February Break



Name: _____ Week 22 Day 4 Date: _____

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Round to the Nearest Ten

1.	11 ≈	
2.	21 ≈	
3.	31 ≈	
4.	71 ≈	
5.	69 ≈	
6.	59 ≈	
7.	49 ≈	
8.	19 ≈	
9.	26 ≈	
10.	24 ≈	
11.	46 ≈	
12.	44 ≈	
13.	87 ≈	
14.	83 ≈	
15.	78 ≈	
16.	72 ≈	
17.	15 ≈	
18.	25 ≈	
19.	35 ≈	
20.	75 ≈	
21.	85 ≈	
22.	45 ≈	

23.	79 ≈	
24.	89 ≈	
25.	99 ≈	
26.	109 ≈	
27.	119 ≈	
28.	159 ≈	
29.	211 ≈	
30.	311 ≈	
31.	418 ≈	
32.	518 ≈	
33.	528 ≈	
34.	538 ≈	
35.	568 ≈	
36.	968 ≈	
37.	978 ≈	
38.	988 ≈	
39.	998 ≈	
40.	1,108 ≈	
41.	1,118 ≈	
42.	2,337 ≈	
43.	4,578 ≈	
44.	8,785 ≈	

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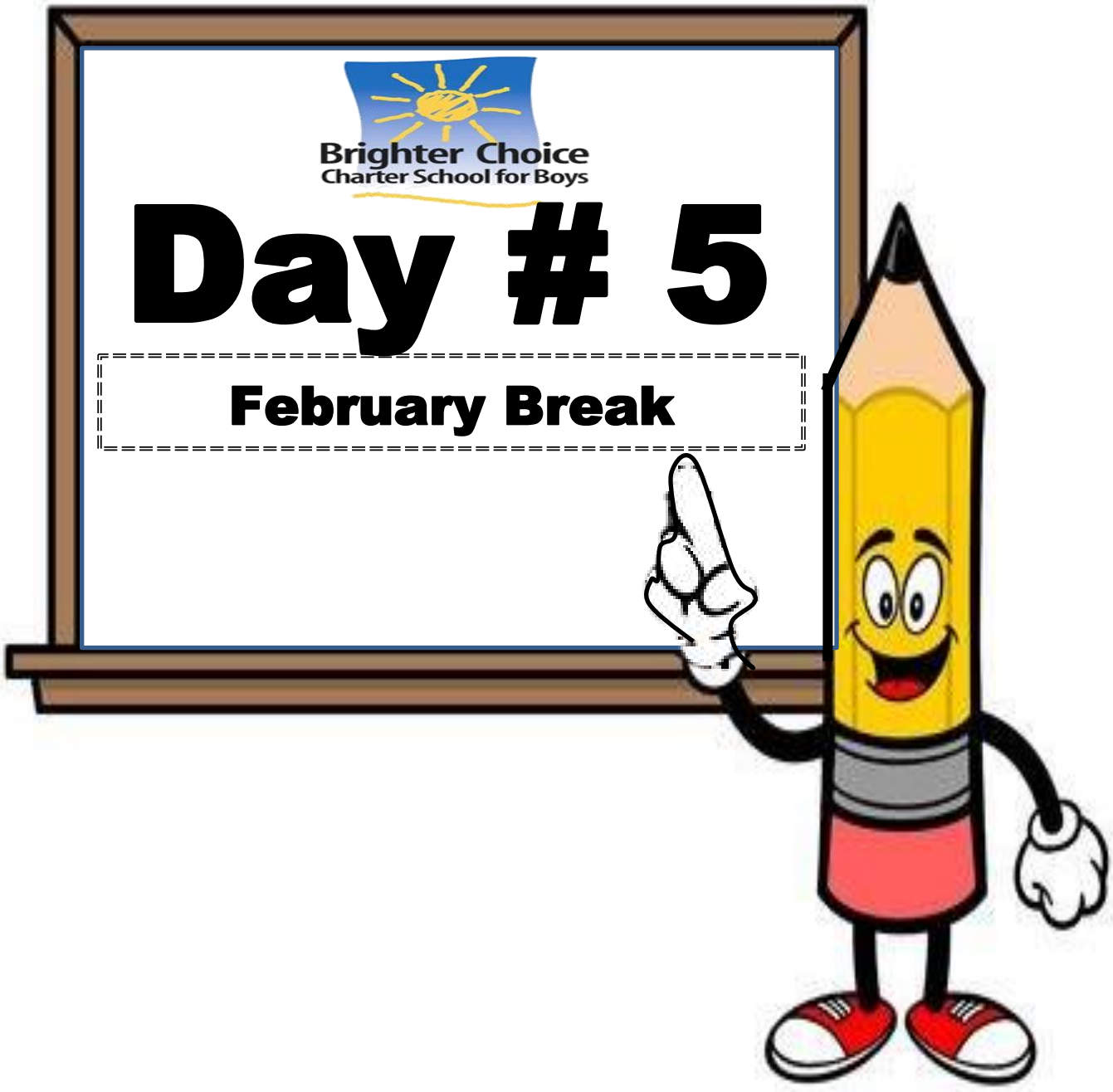
Day # 5

February Break



Name: _____ Week 22 Day 5 Date: _____

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Solve the following pairs of problems.

30 = (3 + 2) × 6

5 X 6

15 = 3 + (2 × 6)

3+ 12

1. a. 7 + (6 + 4) =_____

   b. (7 + 6) + 4 =_____

2. a. (3 × 2) × 4 =_____

   b. 3 × (2 × 4) =_____

3. a. (2 × 1) × 5 =_____

   b. 2 × (1 × 5) =_____

4. a. (4 × 2) × 2 =_____

   b. 4 × (2 × 2) =_____

Name _____

3rd Grade Math Remote Learning Packet

Week 23

Dear Educator,

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

_____ _____

(Parent Signature) (Date)

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.


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Day # 1

Name: _____ Week 23 Day 1 Date: _____

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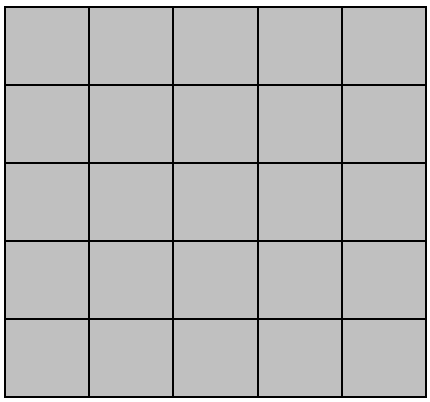
End of Module Assessment 4

Practice

1) Find the area of the rectangle below in square units.

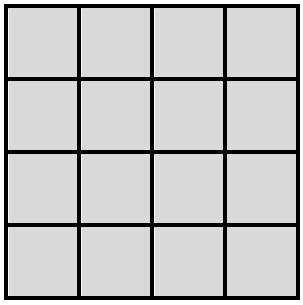


A. 15 square units
B. 20 square units
C. 25 square units
D. 30 square units

2. Area is the amount of _____ space a shape takes up.

A. most
B. some
C. flat
D. long

3. Which factor pairs have the same area as the rectangle below?

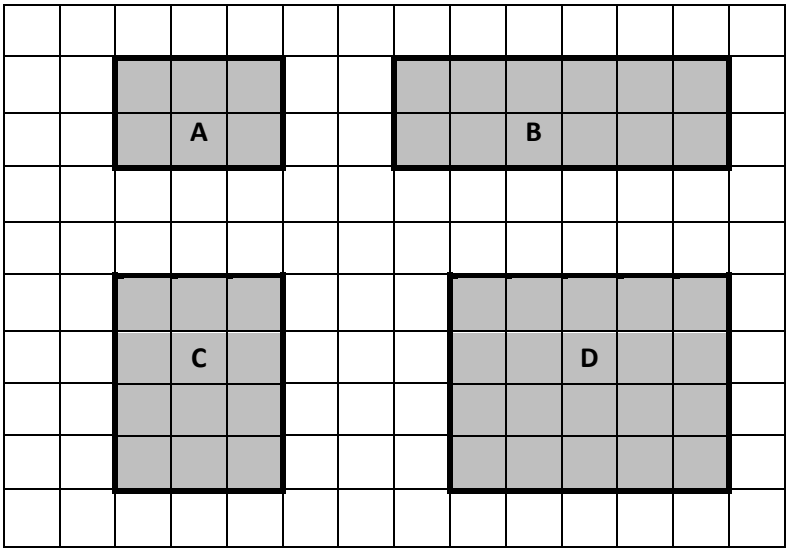


A. 2 x 6
B. 2 x 8
C. 8 x 1
D. 4 x 5

4. Which statement below is true about rectangle W with an area of 16 square centimeters and a rectangle X with an area of 16 square inches?

A. They have the same area
B. Rectangle W has a bigger area
C. Rectangle X has a bigger area

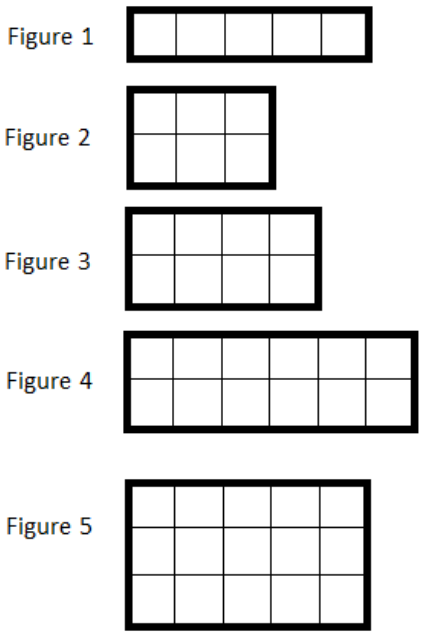
5. Which rectangle has the greatest area?



A. Rectangle A
B. Rectangle B
C. Rectangle C
D. Rectangle D

6. Ahmed draws a rectangle with an area of 12 square units. Which rectangle could he have drawn? Show your thinking.

A. Figure 2
B. Figure 3
C. Figure 4
D. Figure 5

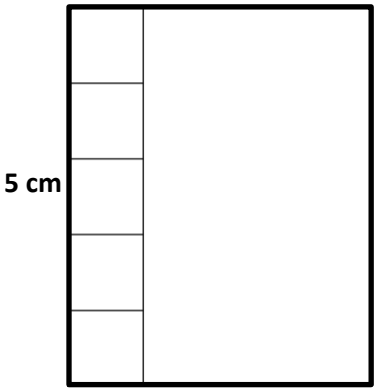


7. Michael uses 10 square-centimeter tiles to make a rectangle. If one side length is 2 square units, what is the other side length?

A.10 square units
B. 12 square units
C. 8 square units
D. 5 square units

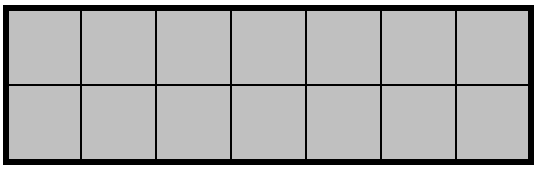
8. What is the missing side length?

Area: 30 square centimeters.



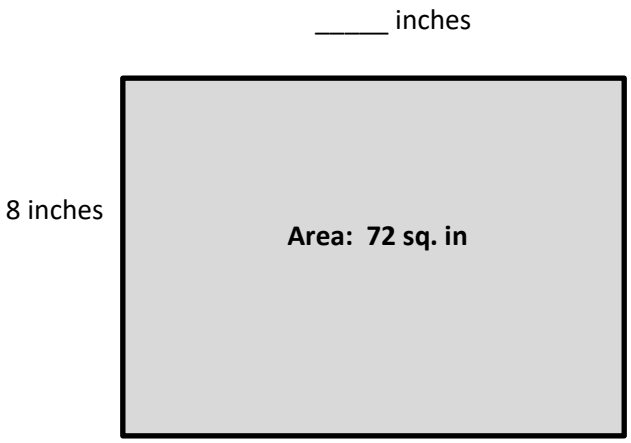
A. 7 cm
B. 6 cm
C. 5 cm
D. 4 cm.

9. Which side lengths will result in the same area as the rectangle below?



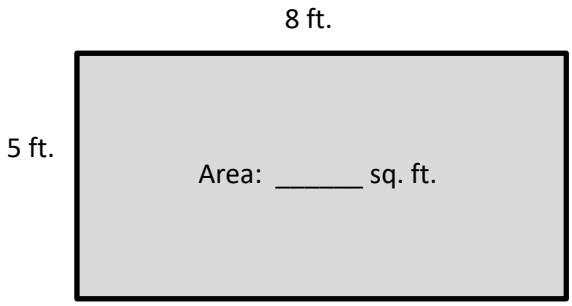
A. 3 square units X 4 square units
B. 3 square units X 6 square units
C. 7 square units X 2 square units
D. 5 square units X 4 square units

10. What is the missing side length?



A. 7 inches
B. 8 inches
C. 9 inches
D. 10 inches

11. What is the area?

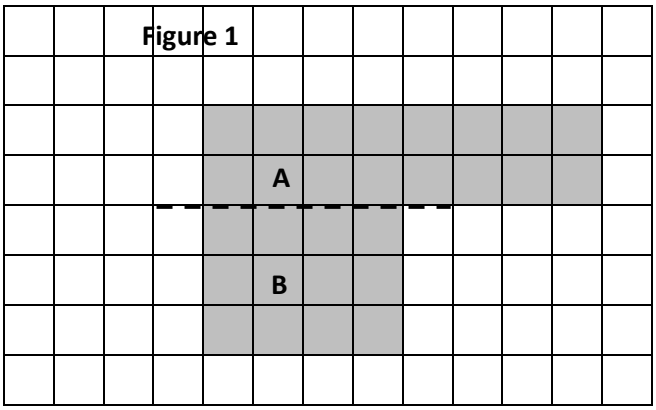


A. 13 sq. ft.
B. 8 inches
C. 40 inches
D. 32 inches

12. The surface of an office desk has an area of 45 square feet. Its length is 5 feet. How wide is the office desk?

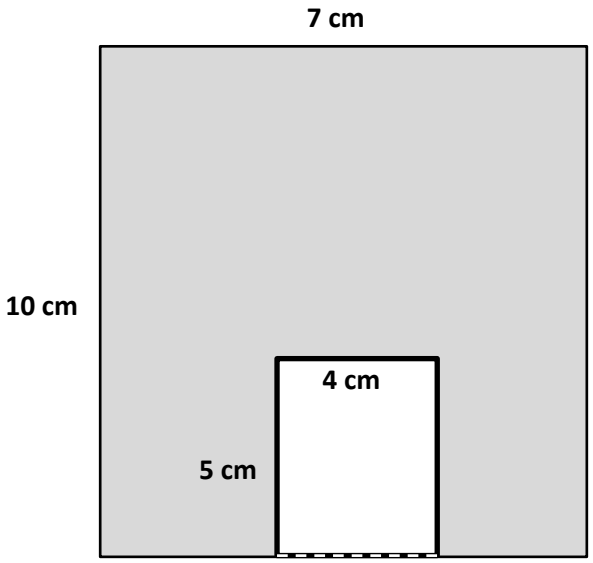
A. 9 feet
B. 8 feet
C. 7 feet
D. 6 feet

13. What is the area of figure 1?



A. 28 square units
B. 40 square units
C. 5 square units
D. 9 square units

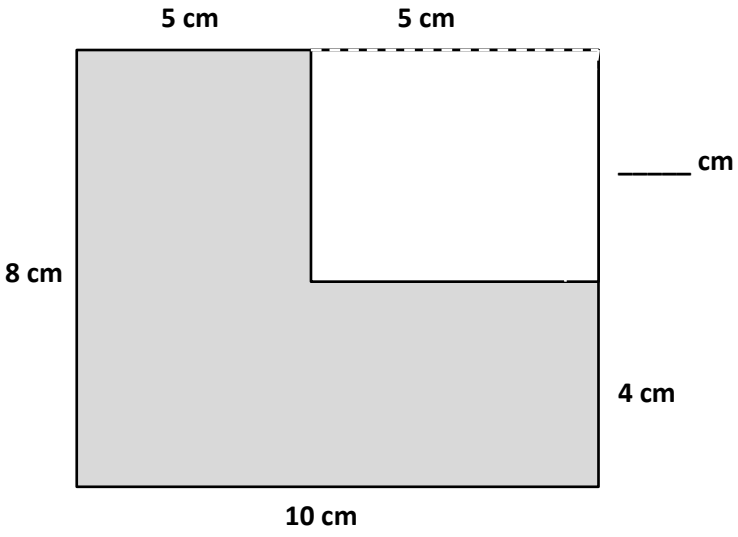
14. Find the area of the shaded figure



A. 50 square centimeters
B. 70 square centimeters
C. 20 square centimeters
D. 90 square centimeters

15. A rectangle has an area 30 square units. Recreate it twice on the grid below

16. The figure shows a small rectangle cut out of a big rectangle.



a. Label the unknown measurements.

b. Area of the big rectangle:

_____ cm × _____ cm = _____ sq. cm

c. Area of the small rectangle:

_____ cm × _____ cm = _____ sq. cm

d. **Area of the shaded figure** = ____ sq. cm

End of Module Assessment

Name: _____ Week 23 Day 2 Date: _____

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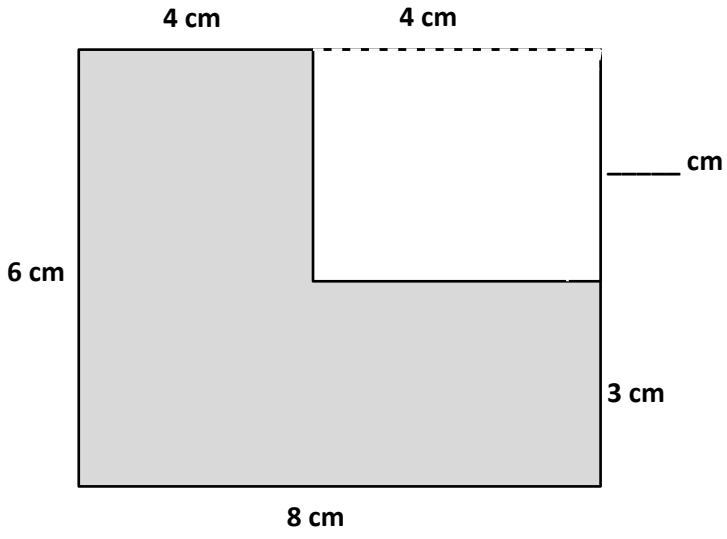
15. A rectangle has an area of 20 square units. Recreate it twice on the grid below

16. The figure shows a small rectangle cut out of a big rectangle.



e. Label the unknown measurements.

f. Area of the big rectangle:

_____ cm × _____ cm = _____ sq. cm

g. Area of the small rectangle:

_____ cm × _____ cm = _____ sq. cm

h. **Area of the shaded figure** = ____ sq. cm

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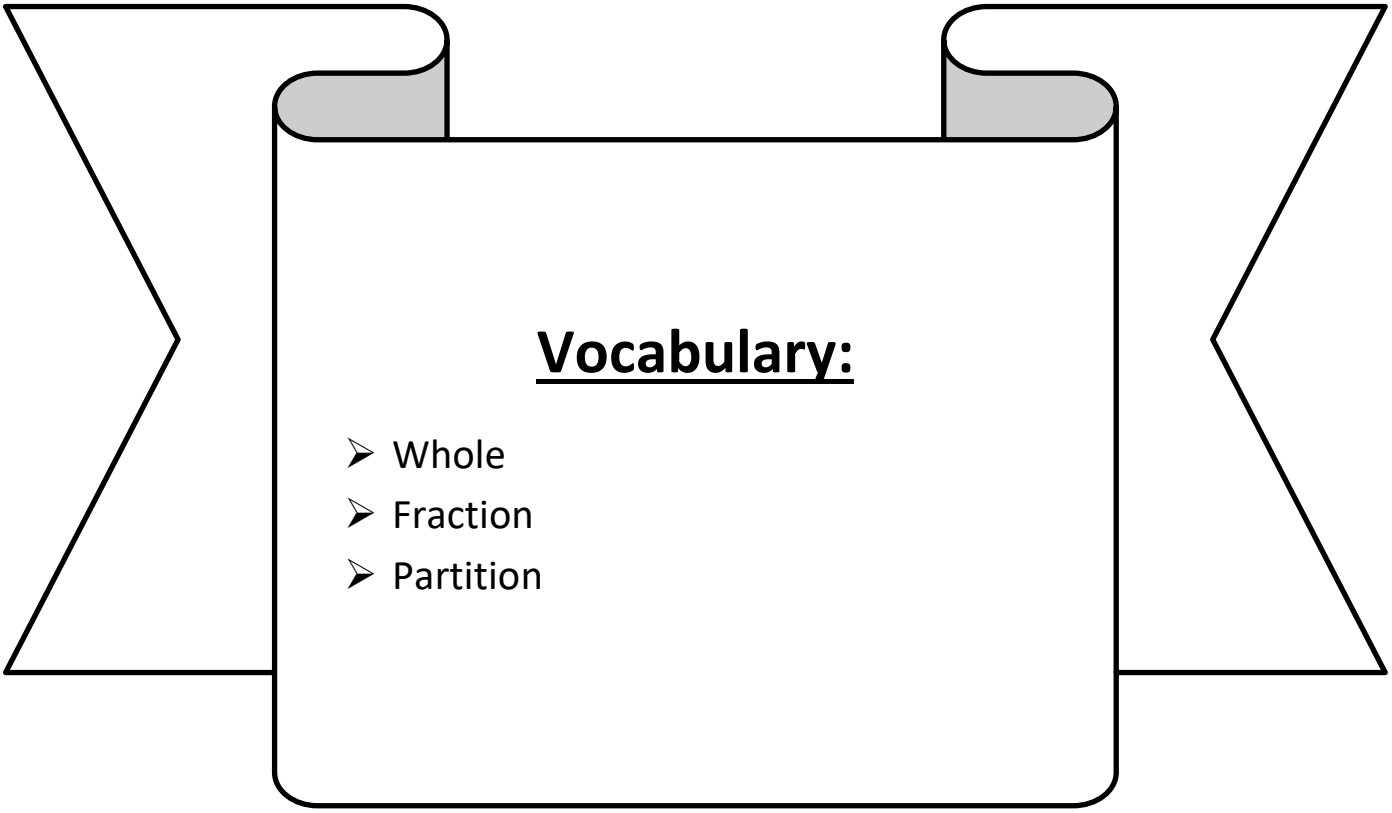
Day # 3

LEQ: How can I represent fractional units in shapes?

Objective: I can estimate to equally partition the shape and shade to show the given fraction.



Name: _____ Week 23 Day 3 Date: _____

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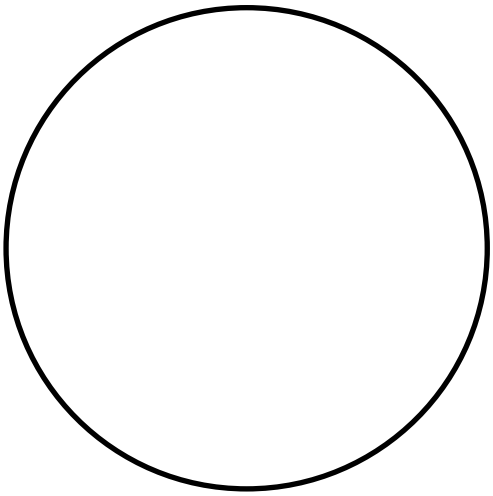
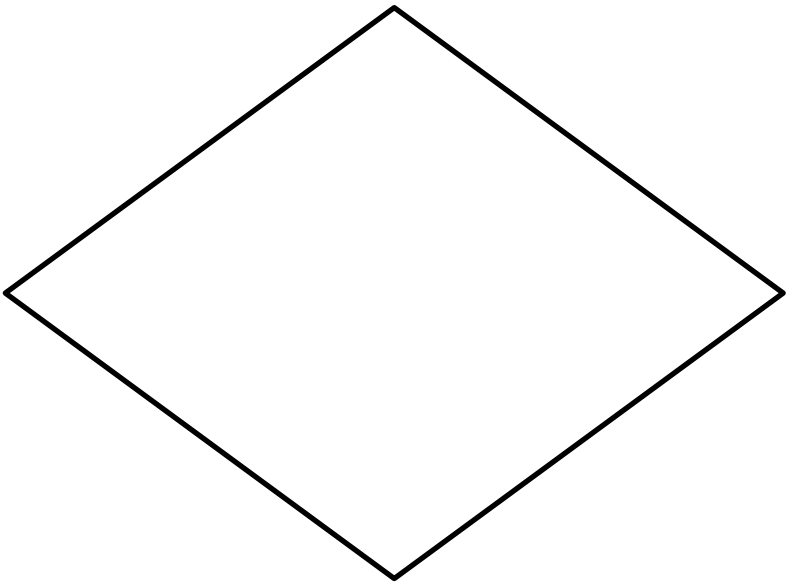
<u>Do Now</u>:

1. Partition the rectangle below to create 6 equal parts. Shade 2 sixths.

2. Partition the octagon below to create 8 equal parts. Shade 3 eighths.



3. Partition the she diamond below to create 4 equal parts. Shade in 1 fourth.



Name: _____ Week 23 Day 3 Date: _____

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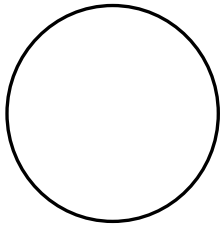
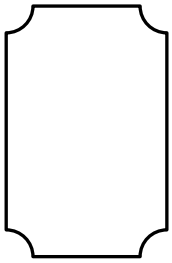
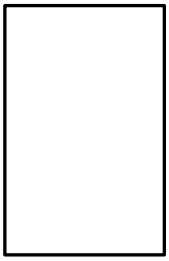
Input (My Turn):

1. Each shape is 1 whole. Estimate to equally partition the shape and shade to show the given fraction.

1 fourth







A. B. C. D.

E. 1 third

F. 1 fourth _____

Name: _____ Week 23 Day 3 Date: _____

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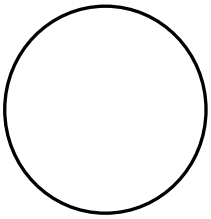
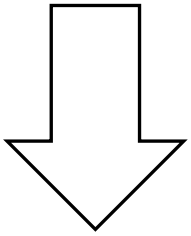
Problem Set (Your Turn):

1. Each shape is 1 whole. Estimate to equally partition the shape and shade to show the given fraction.

1 half

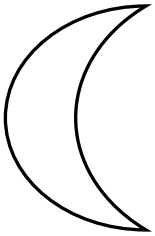


A.



B.

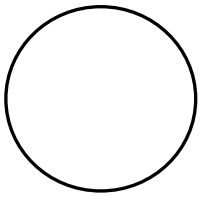
C.



D.

---

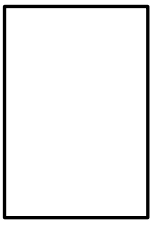
1 third



E.

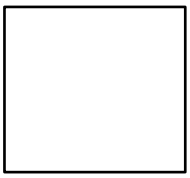
F.

G.



H.

I. 1 fifth



J. 1 seventh _____

Name: _____ Week 23 Day 3 Date: _____

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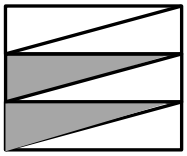
Input (My Turn):

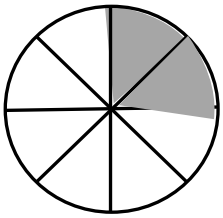
2. Each of the shapes represents 1 whole. Match each shape to its fraction.

2 fifths

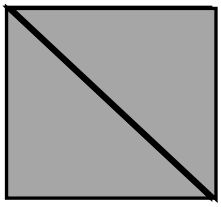
2 twelves



2 thirds

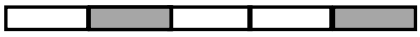


2 fourths

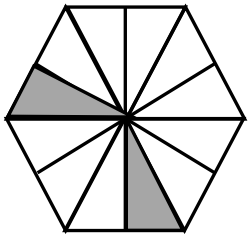


2 halves

2 eighths



2 tenths



2 sixths

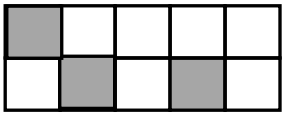
Name: _____ Week 23 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

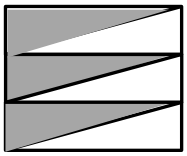
Problem Set (Your Turn):

2. Each of the shapes represents 1 whole. Match each shape to its fraction.

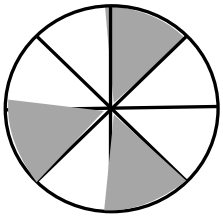
1 fourth



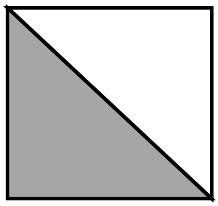
1 half



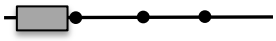
1 third



3 fifths

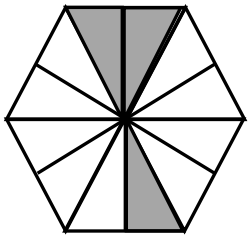


3 tenths



3 sixths

3 twelves



3 eighths

Name: _____ Week 23 Day 3 Date: _____

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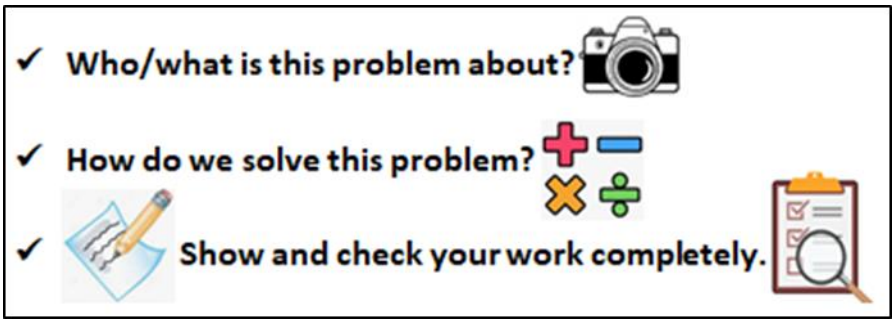

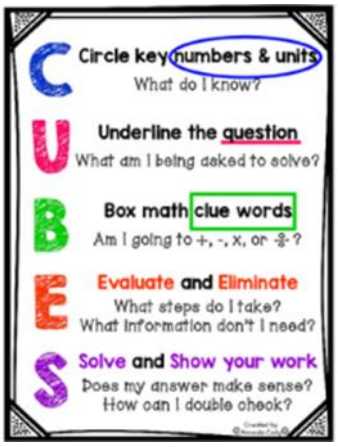

Application:

Mr. Thompson sliced an orange into 8 equal pieces. He ate 1 slice. Draw a picture to represent the 8 slices of an orange. Shade in the slice Mr. Thompson ate. What fraction of the orange did Mr. Thompson eat? What fraction did he not eat?

Name: _____ Week 23 Day 3 Date: _____

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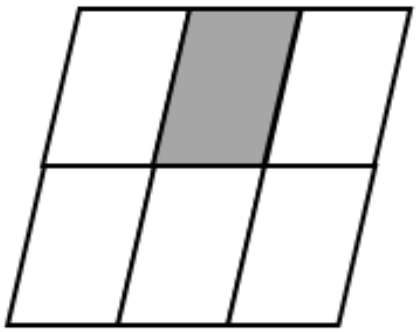
Exit Ticket:

1. Each shape is 1 whole. Estimate to equally partition the shape and shade to show the given fraction.

1 fourth

1 fifth _____

2. The shape represents 1 whole. Write the fraction for the shaded part.



The shaded part is _____.

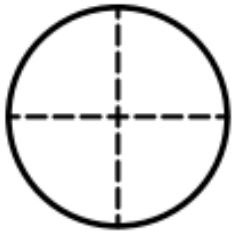
Name: _____ Week 23 Day 3 Date: _____

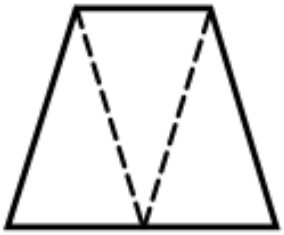
BCCS-B Harvard Yale Princeton

Homework:

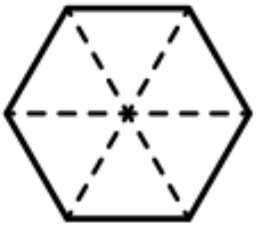
Fractions of Shapes

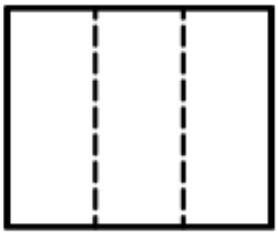
Shade each figure to show the fraction given.

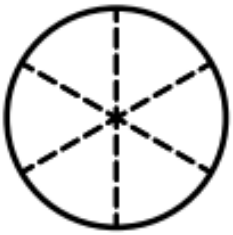
$\frac{1}{4}$ 

$\frac{2}{3}$ 

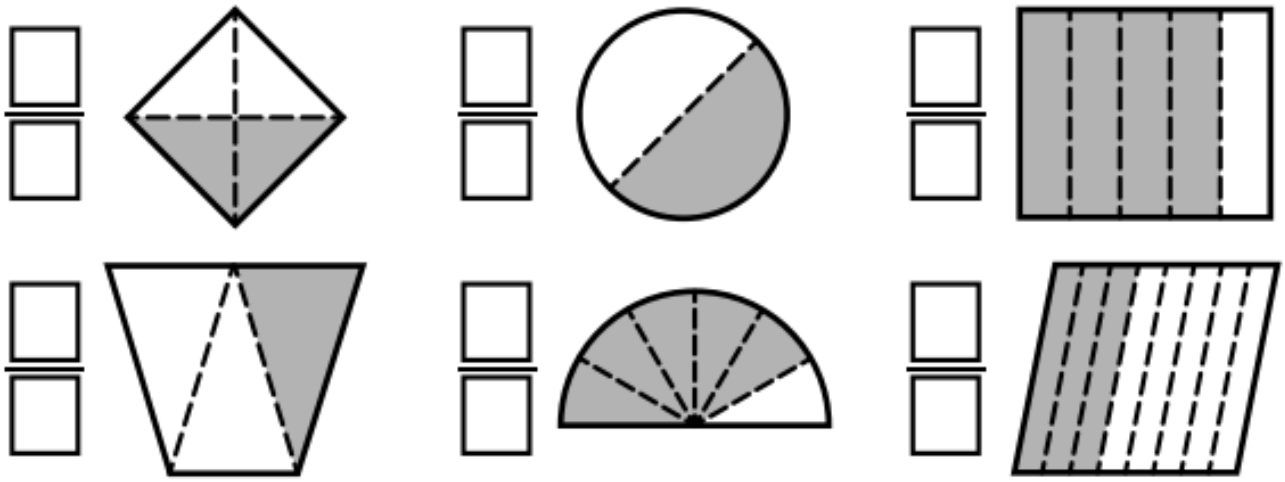
$\frac{1}{2}$ 

$\frac{1}{6}$ 

$\frac{1}{3}$ 

$\frac{5}{6}$ 

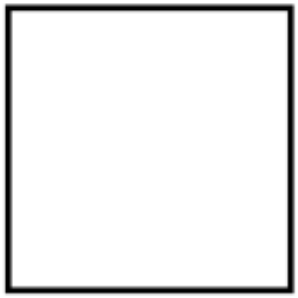
Tell what fraction of each shape is shaded.



Divide the square into four equal parts.
Shade 3 parts.

What fraction of the square is shaded?

_____




Brighter Choice
Charter School for Boys
Day # 4

LEQ: How can I identify equal parts numerically?

Objective: I can partition a whole into equal parts and define the equal parts to identify the unit fraction numerically.

Vocabulary:

- Unit Fraction (word and numeric)
- Parts
- Whole
- Numerator
- Denominator

Name: _____ Week 23 Day 4 Date: _____

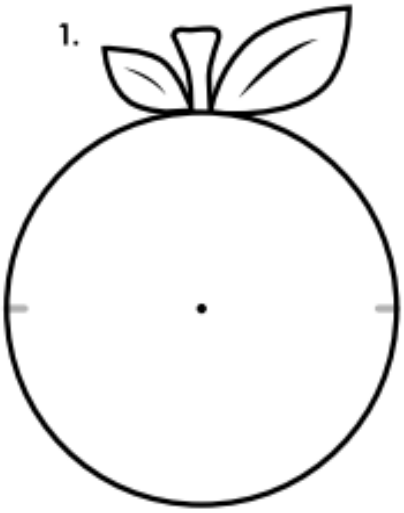
BCCS-B Harvard Yale Princeton

Do Now:

Apple Fractions

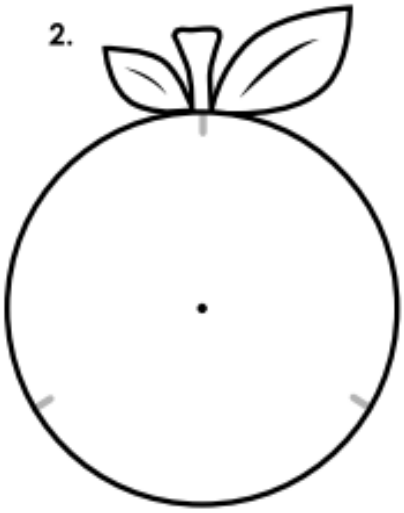
Color the apples below.
Divide each apple into fractional parts to match the given fraction.
For example, if the fractional word is ***"Thirds"***, divide the apple into three equal parts.

1.



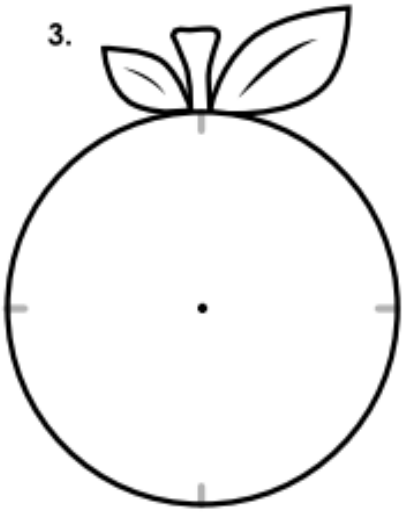
halves

2.



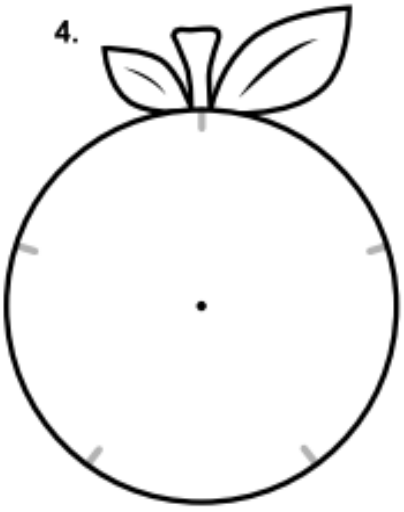
thirds

3.



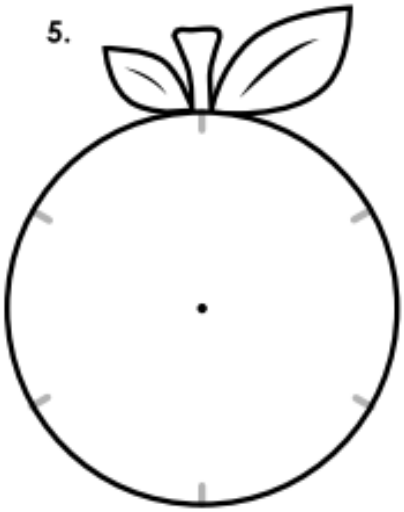
fourths or quarters

4.



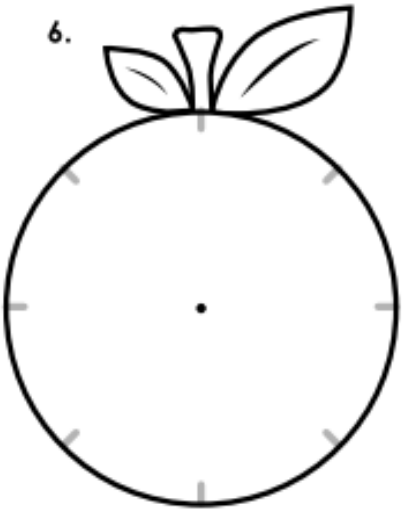
fifths

5.



sixths

6.



eighths

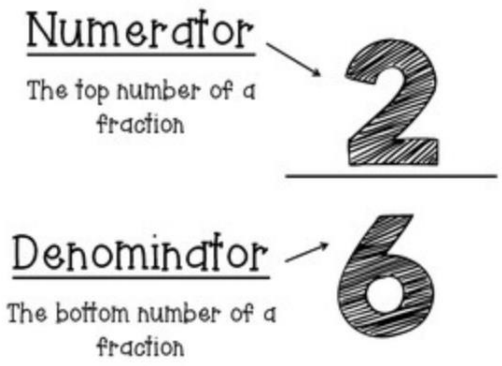
Name: _____ Week 23 Day 4 Date: _____

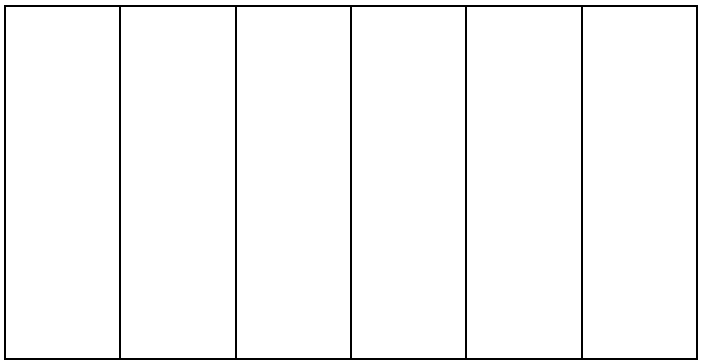
BCCS-B Harvard Yale Princeton

Input (My Turn):

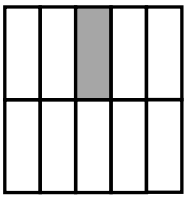
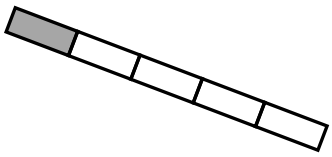
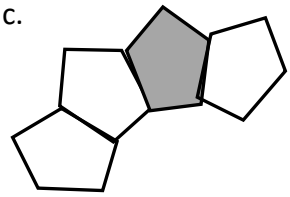
When representing unit fractions numerically, we show it in terms of parts and wholes where the _____ is the number of parts out of a certain whole and the _____ is the total number of parts or the whole.

Examples: 1 half ___ 2 thirds ___ 4 fifths ___ 3 eighths ___





1. Fill in the chart. Each image is one whole.

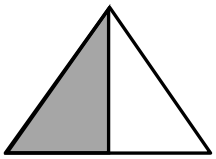
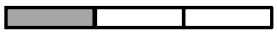
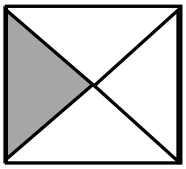
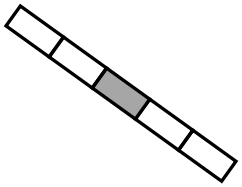
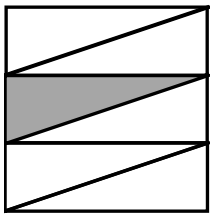
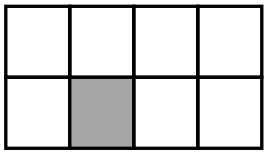
	Total Number of Equal Parts	Total Number of Equal Parts Shaded	Unit Form	Fraction Form
a 				
b. 				
c. 				

Name: _____ Week 23 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

1. Fill in the chart. Each image is one whole.

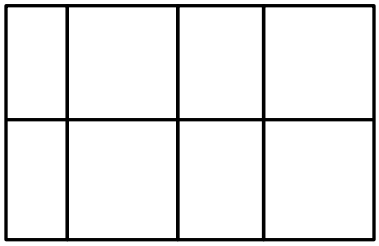
	Total Number of Equal Parts	Total Number of Equal Parts Shaded	Unit Form	Fraction Form
a. 				
b. 				
c. 				
d. 				
e. 				
f. 				

Name: _____ Week 23 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

2. Mason's mom baked his 2 favorite cakes for his birthday party. The cakes were the exact same size. Mason cut his first cake into 8 pieces for him and his 7 friends. The picture below shows how he cut it. Did Mason cut the cake into eighths? Explain your answer.



3. Two of Mason's friends came late to his party. They decide they will all share the second cake. Show how Mason can slice the second cake so that he and his nine friends can each get an equal amount with none leftover. What fraction of the second cake will they each receive?

They will each receive _____

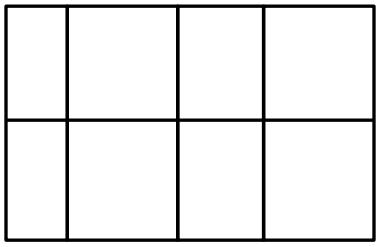
4. Mason thinks it's strange that $\frac{1}{10}$ of the cake would be less than $\frac{1}{8}$ of the cake since ten is bigger than eight. To explain to Mason, draw 2 identical rectangles to represent the cakes. Show 1 tenth shaded on one and 1 eighth shaded on the other. Label the unit fractions and explain to him which slice is bigger.

Name: _____ Week 23 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

2. Naquah's mom baked his 2 favorite cakes for his birthday party. The cakes were the exact same size. Naquah cut his first cake into 8 pieces for him and his 7 friends. The picture below shows how he cut it. Did Naquah cut the cake into eighths? Explain your answer.



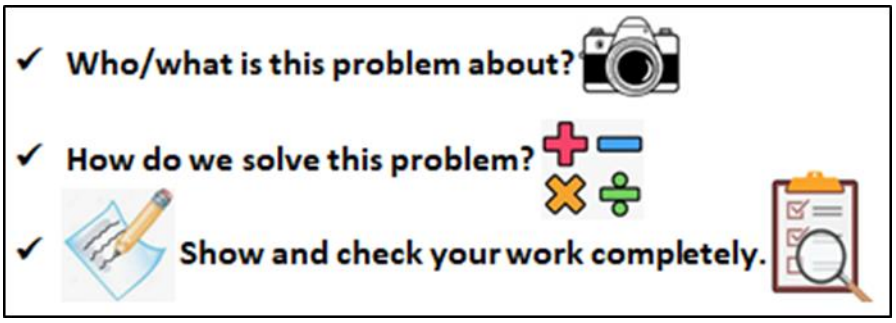
3. One of Naquah's friends came late to his party. They decide they will all share the second cake. Show how Naquah can slice the second cake so that he and his eight friends can each get an equal amount with none leftover. What fraction of the second cake will they each receive?

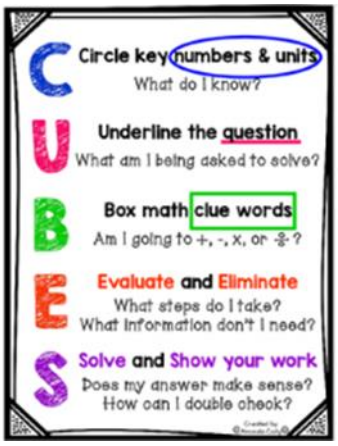
They will each receive _____

4. Naquah thinks it's strange that $\frac{1}{6}$ of the cake would be less than $\frac{1}{4}$ of the cake since ten is bigger than eight. To explain to Naquah, draw 2 identical rectangles to represent the cakes. Show 1 sixth shaded on one and 1 fourth shaded on the other. Label the unit fractions and explain to him which slice is bigger.

Name: _____ Week 23 Day 4 Date: _____

BCCS-B Harvard Yale Princeton





Application:

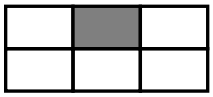
Ms. Moise cut a 6-meter rope into 3 equal-size pieces to make jump ropes. Mrs. Wise cut a 5-meter rope into 3 equal size pieces to make jump ropes. Which class has longer jump ropes?

Name: _____ Week 23 Day 4 Date: _____

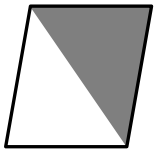
BCCS-B Harvard Yale Princeton

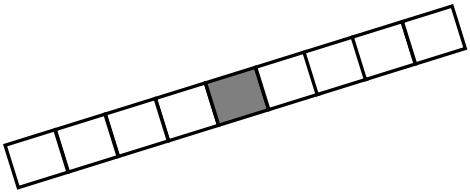
Exit Ticket:

1. Fill in the chart.

	Total Number of Equal Parts	Total Number of Equal Parts Shaded	Unit Form	Fraction Form
				

2. Each image below is 1 whole. Write the fraction that is shaded.





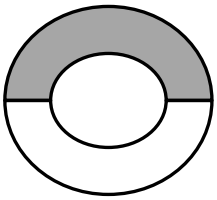
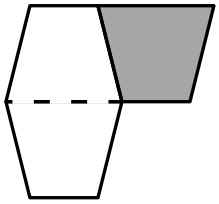
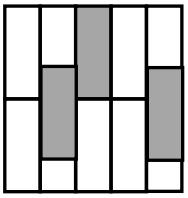
_____ _____ _____

Name: _____ Week 23 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

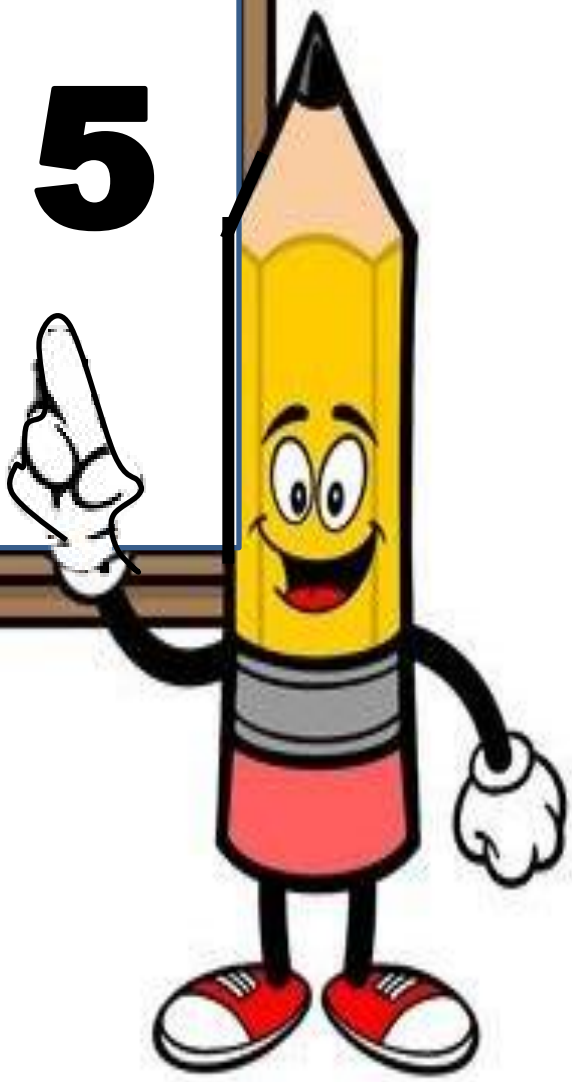
1. Fill in the chart. Each image is one whole.

	Total Number of Equal Parts	Total Number of Equal Parts Shaded	Unit Form	Fraction Form
a. 				
b. 				
c. 				

2. Draw two identical rectangles. Shade 1 seventh of one rectangle and 1 tenth of the other. Label the unit fractions. Use your rectangles to explain why $\frac{1}{7}$ is greater than $\frac{1}{10}$.

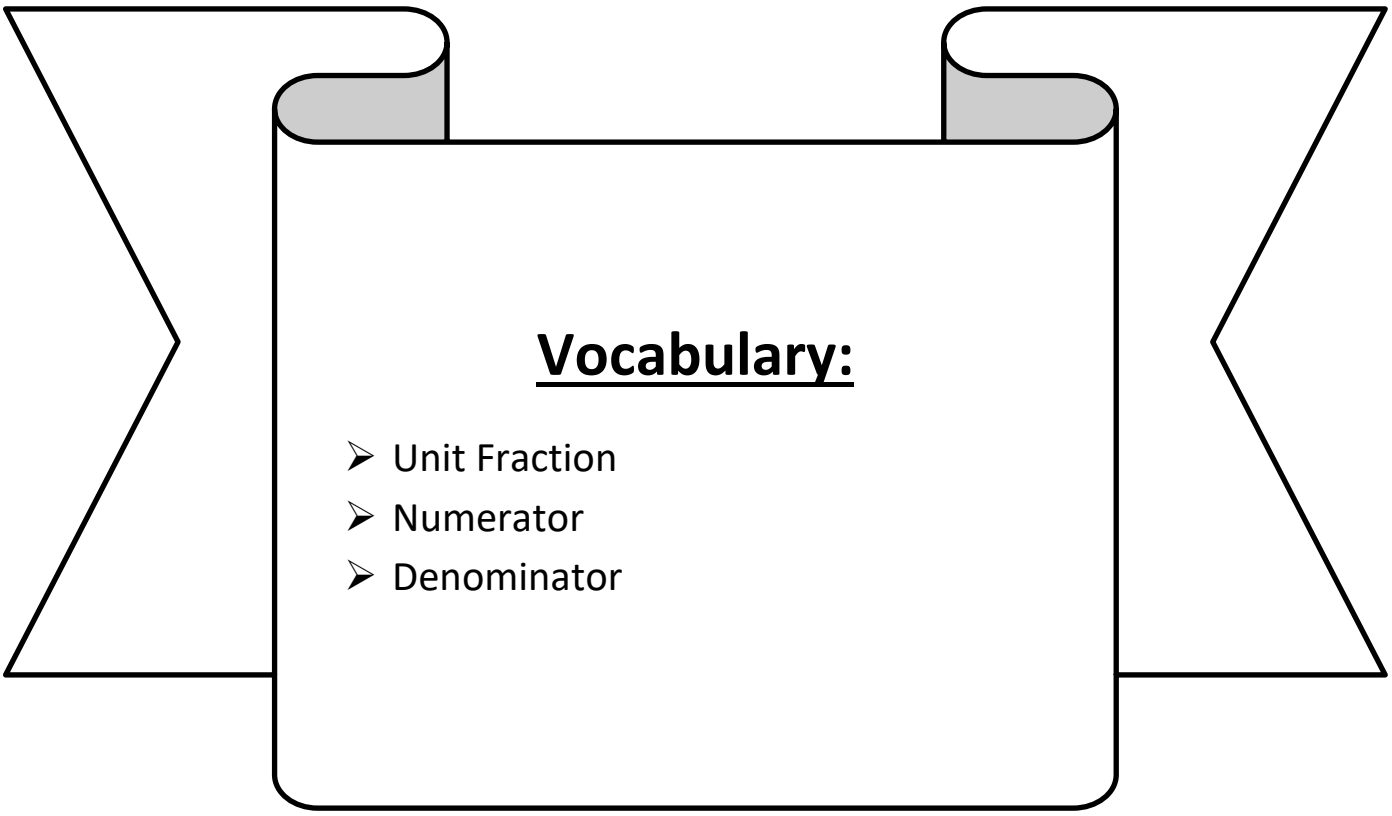
Brighter Choice
Charter School for Boys

Day # 5



LEQ: How can I build non-unit fractions less than one whole from unit fractions?

Objective: I can count the number of parts and wholes to build non-unit fractions less than one whole from unit fractions.



Name: _____ Week 23 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Do Now: Multiply with Seven

1.	1 × 7 =	
2.	7 × 1 =	
3.	2 × 7 =	
4.	7 × 2 =	
5.	3 × 7 =	
6.	7 × 3 =	
7.	4 × 7 =	
8.	7 × 4 =	
9.	5 × 7 =	
10.	7 × 5 =	
11.	6 × 7 =	
12.	7 × 6 =	
13.	7 × 7 =	
14.	8 × 7 =	
15.	7 × 8 =	
16.	9 × 7 =	
17.	7 × 9 =	
18.	10 × 7 =	
19.	7 × 10 =	
20.	7 × 3 =	
21.	1 × 7 =	
22.	2 × 7 =	

23.	10 × 7 =	
24.	9 × 7 =	
25.	4 × 7 =	
26.	8 × 7 =	
27.	7 × 3 =	
28.	7 × 7 =	
29.	6 × 7 =	
30.	7 × 10 =	
31.	7 × 5 =	
32.	7 × 6 =	
33.	7 × 1 =	
34.	7 × 9 =	
35.	7 × 4 =	
36.	7 × 3 =	
37.	7 × 2 =	
38.	7 × 7 =	
39.	7 × 8 =	
40.	11 × 7 =	
41.	7 × 11 =	
42.	12 × 7 =	
43.	7 × 12 =	
44.	13 × 7 =	

Name: _____ Week 23 Day 5 Date: _____

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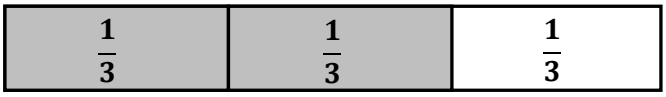
Input (My Turn):

1. Complete the number sentence. Estimate to partition each strip equally, write the unit fraction inside each unit, and shade the answer.

Sample:

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



a. 3 fifths =

b. 2 sevenths =

c. 2 eighths =

d. 4 sixths =

2. Mr. Moore bought 6 liters of soda for a party. His guests drank 1 liter.

   a. *What fraction of the soda did his guests drink?*

   b. *What fraction of the soda was left?*

Name: _____ Week 23 Day 5 Date: _____

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Problem Set (Your Turn):

1. Complete the number sentence. Estimate to partition each strip equally, write the unit fraction inside each unit, and shade the answer.

a. 3 fourths =

b. 3 sevenths =

c. 4 fifths =

d. 2 sixths =

3. Mr. Stevens bought 5 liters of juice for a party. His guests drank 1 liter.

   a. *What fraction of the juice did his guests drink?*

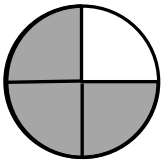
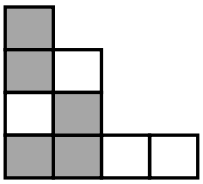
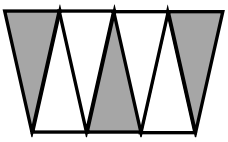
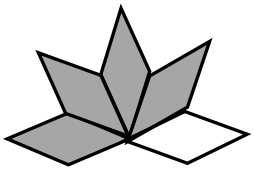
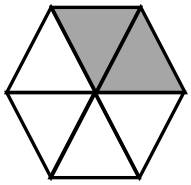
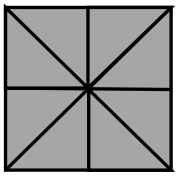
   b. *What fraction of the juice was left?*

Name: _____ Week 23 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

4. Fill in the chart.

	Total Number of Equal Parts	Total Number of Shaded Equal Parts	Unit Fraction	Fraction Shaded
Sample: 	4	3	$\frac{1}{4}$	$\frac{3}{4}$
a. 				
b. 				
c. 				
d. 				
e. 				

Name: _____ Week 23 Day 5 Date: _____

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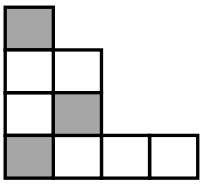
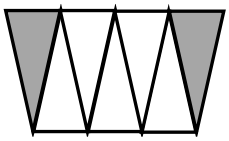
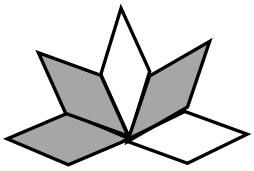
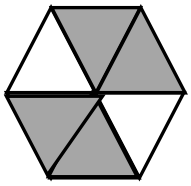
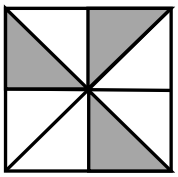
Problem Set (Your Turn):

4. Fill in the chart.

	Total Number of Equal Parts	Total Number of Shaded Equal Parts	Unit Fraction	Fraction Shaded
a. 				
b. 				
c. 				
d. 				
e. 				

Name: _____ Week 23 Day 5 Date: _____

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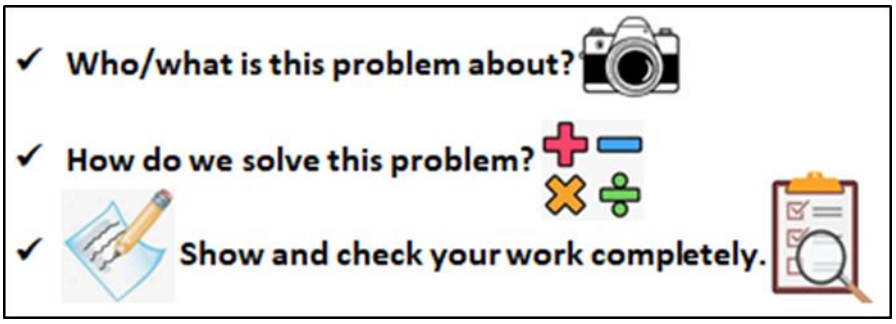

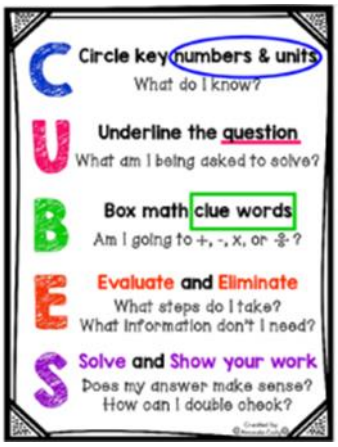

Application:

Cameron's dad partitions his garden into 4 equal-sized sections to plant tomatoes, squash, peppers, and cucumbers. What fraction of the garden is available for growing tomatoes? Cameron talked his dad into planting beans and lettuce, too. He used equal-sized sections for all the vegetables. What fraction do the tomatoes have now?

Name: _____ Week 23 Day 5 Date: _____

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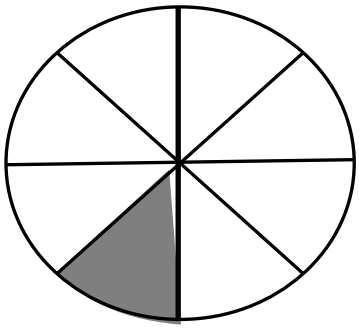
Exit Ticket:

1. Complete the number sentence. Estimate to partition the strip equally. Write the unit fraction inside each unit. Shade the answer.

2 fifths = 

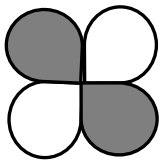
2.



a. What fraction of the circle is shaded?

b. What fraction of the circle is not shaded?

3. Complete the chart.

	Total Number of Equal Parts	Total Number of Shaded Equal Parts	Unit Fraction	Fraction Shaded
				

Name _____

3rd Grade Math Remote Learning Packet

Week 24

Dear Educator,

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

_____ _____

(Parent Signature) (Date)

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


Brighter Choice
Charter School for Boys
Day # 1

LEQ: How can I identify and represent shaded and non-shaded parts of one whole as fractions?

Objective: I can count the total number of parts and distinguish between the shaded and non-shaded parts to match diagram to their corresponding fractions.

Vocabulary:

- 1 whole
- Numerator
- Denominator

Name: _____ Week 24 Day 1 Date: _____

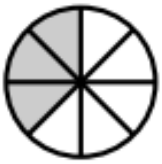
BCCS-B Harvard Yale Princeton

Do Now:

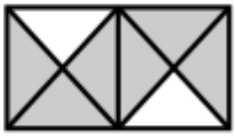
Fractions

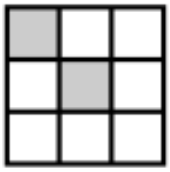
What fraction of each shape is shaded?
Write the missing numerator or denominator for each.

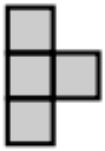
a.  $\frac{1}{\quad}$

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

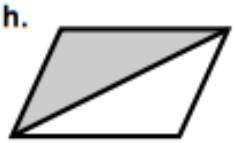
c.  $\frac{1}{\quad}$

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

e.  $\frac{2}{\quad}$

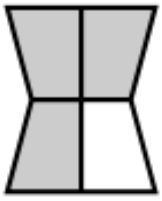
f.  $\frac{\quad}{4}$

g.  $\frac{\quad}{5}$

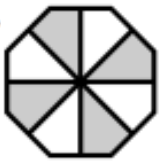
h.  $\frac{\quad}{2}$

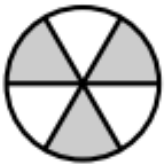
i.  $\frac{2}{\quad}$

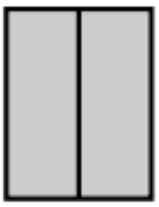
j.  $\frac{4}{\quad}$

k.  $\frac{\quad}{4}$

l.  $\frac{4}{\quad}$

m.  $\frac{4}{\quad}$

n.  $\frac{\quad}{6}$

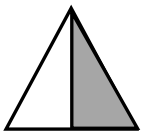
o.  $\frac{\quad}{2}$

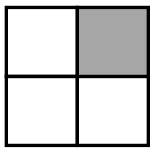
Name: _____ Week 24 Day 1 Date: _____

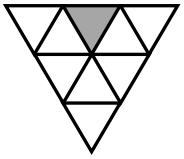
BCCS-B Harvard Yale Princeton

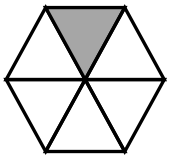
Input (My Turn):

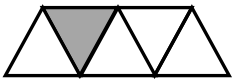
Match the shape to the amount that is not shaded.

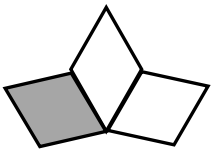
1. 

2. 

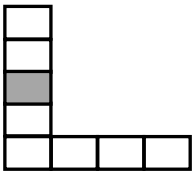
3. 

4. 

5. 

6. 

7. 

8. 

- 2 thirds
- 6 sevenths
- 4 fifths
- 8 ninths
- 1 half
- 5 sixths
- 7 eighths
- 3 fourths

Name: _____ Week 24 Day 1 Date: _____

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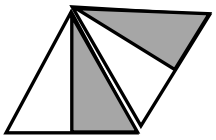
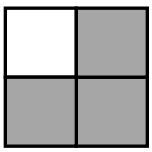
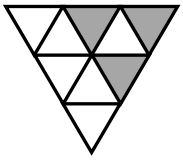
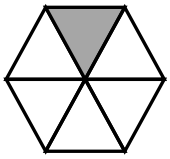
Problem Set (Your Turn):

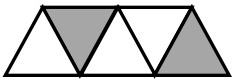
Match the shape to the amount that is not shaded.

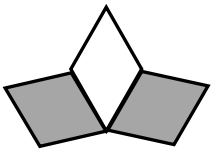
9. 

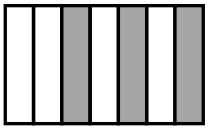
10. 

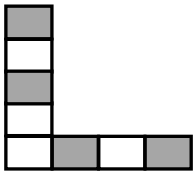
11. 

12. 

13. 

14. 

15. 

16. 

- 6 ninths
- 1 fourth
- 4 sevenths
- 1 third
- 2 fourths
- 5 sixths
- 4 eighths
- 3 fifths

Name: _____ Week 24 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

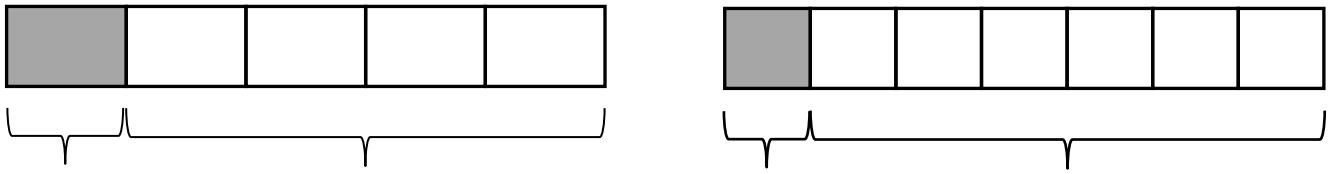
Input (My Turn):

1. How many eighths are in 1 whole? _____

2. How many ninths are in 1 whole? _____

3. How many twelfths are in 1 whole? _____

4. Each strip represents 1 whole. Write a fraction to label the shaded and unshaded parts.



5. Prince mows part of his lawn. Then, his lawnmower runs out of gas. He has not mowed $\frac{7}{8}$ of the lawn. What part of his lawn is mowed?

Name: _____ Week 24 Day 1 Date: _____

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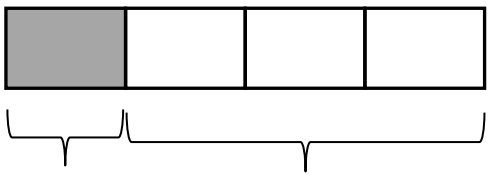
Problem Set (Your Turn):

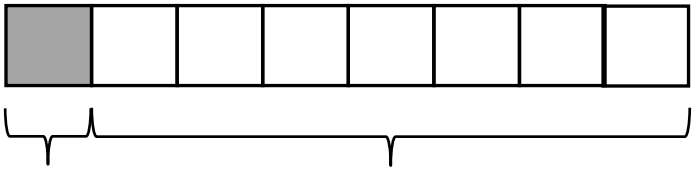
1. How many sevenths are in 1 whole? _____

2. How many tenths are in 1 whole? _____

3. How many fourths are in 1 whole? _____

4. Each strip represents 1 whole. Write a fraction to label the shaded and unshaded parts.

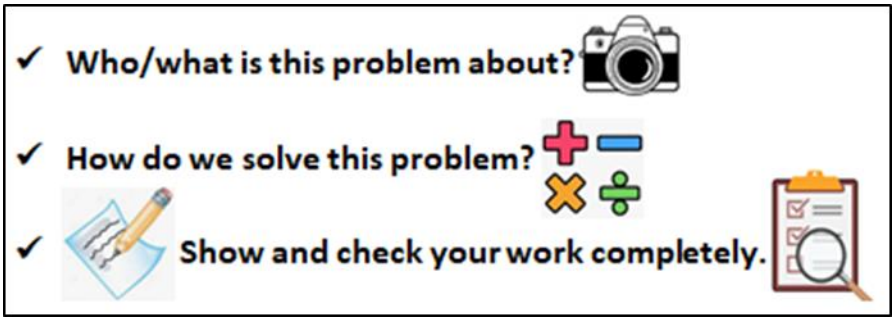


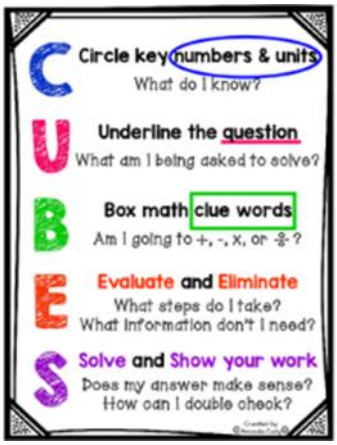


5. Justin mows part of his lawn. Then, his lawnmower runs out of gas. He has not mowed $\frac{9}{10}$ of the lawn. What part of his lawn is mowed?

Name: _____ Week 24 Day 1 Date: _____

BCCS-B Harvard Yale Princeton





Application:

Robert ate half of the applesauce in a container. He split the remaining applesauce equally into 2 bowls for his mother and sister. What fraction of the applesauce did his mother get?

Name: _____ Week 24 Day 1 Date: _____

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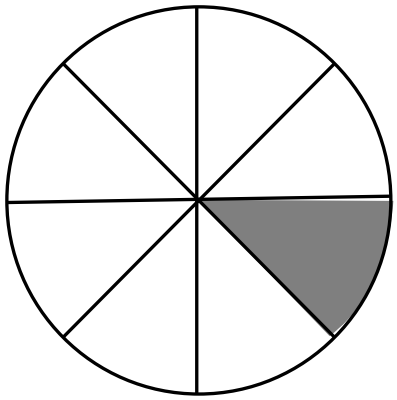
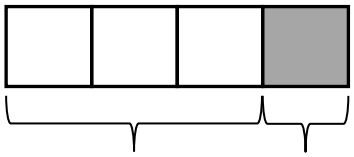
Exit Ticket:

1. Write the fraction that is not shaded.



2. There are _____ sixths in 1 whole.

3. The fraction strip is 1 whole. Write fractions to label the shaded and unshaded parts.



Name: _____ Week 24 Day 1 Date: _____

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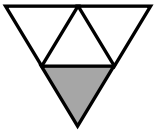
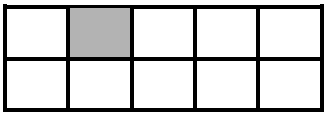
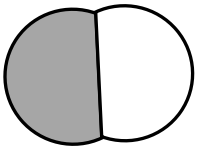
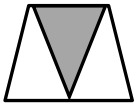
Homework:

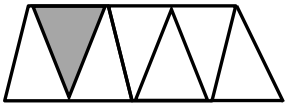
Match the shape to the amount that is not shaded.

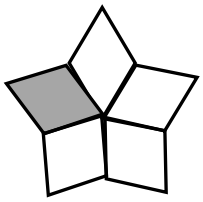
1. 

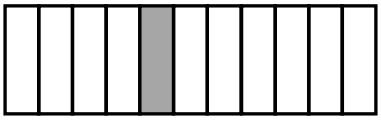
2. 

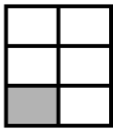
3. 

4. 

5. 

6. 

7. 

8. 

- 9 tenths
- 4 fifths
- 10 elevenths
- 5 sixths
- 1 half
- 2 thirds
- 3 fourths
- 6 sevenths

Name: _____ Week 24 Day 1 Date: _____

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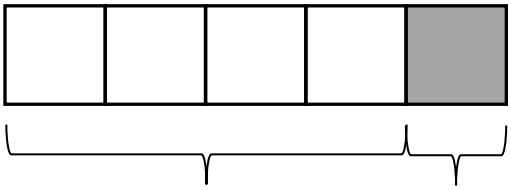
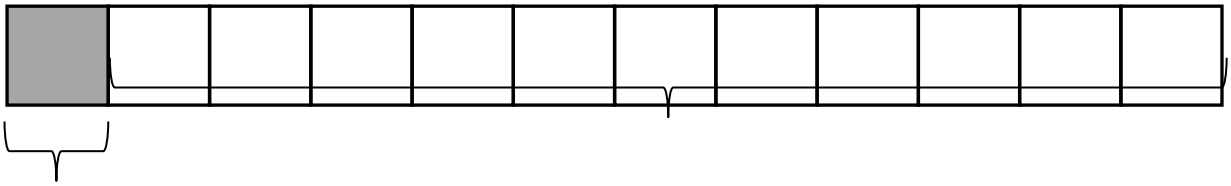
Homework:

9. Each strip represents 1 whole. Write a fraction to label the shaded and unshaded parts.





10. Carlia finished 1 fourth of her homework on Saturday. What fraction of her homework has she not finished? Draw and explain.

Brighter Choice
Charter School for Boys

Day # 2

LEQ: How can I represent parts of one whole as fractions with number bonds?

Objective: I can represent parts of one whole as fractions by representing the number of shaded parts in one circle and the number of non-shaded parts in another in a number bond.

Vocabulary:

- Fraction
- Number Bond
- Parts and wholes

Name: _____ Week 24 Day 2 Date: _____

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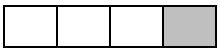
Do Now: Identify the fraction.

1.		/
2.		/
3.		/
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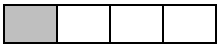
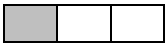
11.		/
12.		/
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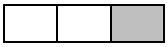
14.		/
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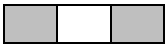
17.		/
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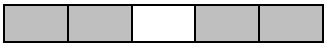
34.		/
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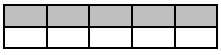
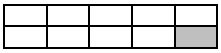
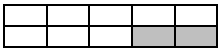
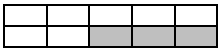
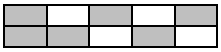
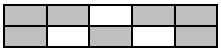
36.		/
37.		/
38.		/
39.		/
40.		/
41.		/
42.		/
43.		/
44.		/

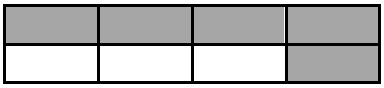
Name: _____ Week 24 Day 2 Date: _____

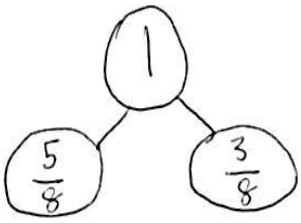
BCCS-B Harvard Yale Princeton

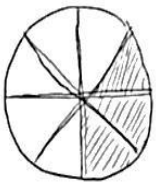
Input (My Turn):

Show a number bond representing what is shaded and unshaded in each of the figures. Draw a different visual model that would be represented by the same number bond.

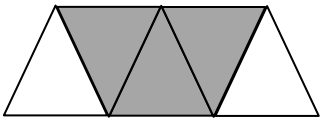
Example



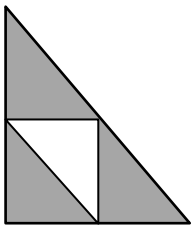




1.



2.



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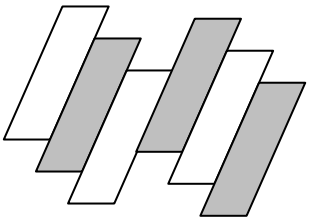
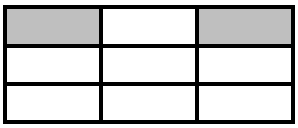


4.

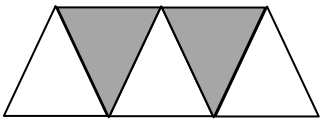


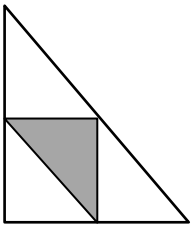
Name: _____ Week 24 Day 2 Date: _____

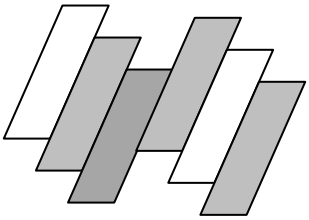
BCCS-B Harvard Yale Princeton

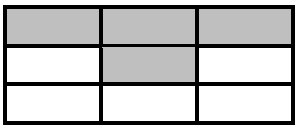
Problem Set (Your Turn):

Show a number bond representing what is shaded and unshaded in each of the figures. Draw a different visual model that would be represented by the same number bond.

1. 

2. 

3. 

4. 

Name: _____ Week 24 Day 2 Date: _____

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Input (My Turn):

5. The chef put $\frac{1}{4}$ of the ground beef on the grill to make one hamburger and put the rest in the refrigerator.

a. Draw a 2-part number bond showing the fraction of the ground beef on the grill and the fraction in the refrigerator.

b. Draw a visual model of all the ground beef. Shade what is in the refrigerator.

c. How many more hamburgers can the chef make if he makes them all the same size as the first one?

Name: _____ Week 24 Day 2 Date: _____

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Problem Set (Your Turn):

5. The chef put $\frac{1}{5}$ of the ground turkey on the grill to make one hamburger and put the rest in the refrigerator.

a. Draw a 2-part number bond showing the fraction of the ground turkey on the grill and the fraction in the refrigerator.

b. Draw a visual model of all the ground turkey. Shade what is in the refrigerator.

c. How many more hamburgers can the chef make if he makes them all the same size as the first one?

Name: _____ Week 24 Day 2 Date: _____

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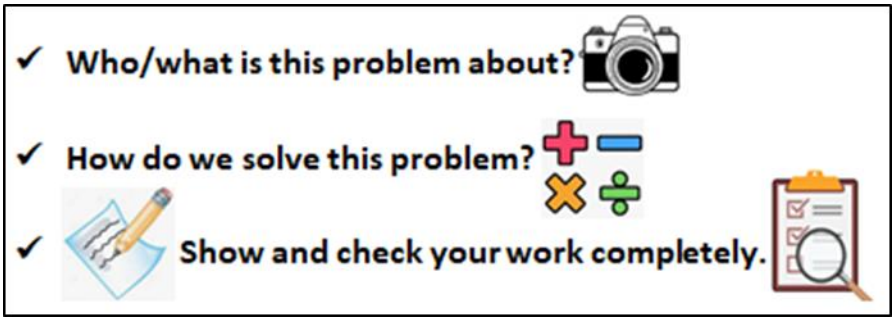
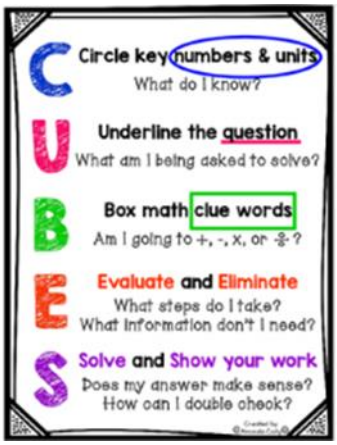




Application:

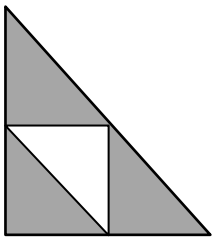
For breakfast, Mr. Schwartz spent 1 sixth of his money on a coffee and 1 sixth of his money on a bagel. What fraction of his money did Mr. Schwartz spend on breakfast?

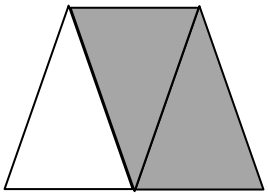
Name: _____ Week 24 Day 2 Date: _____

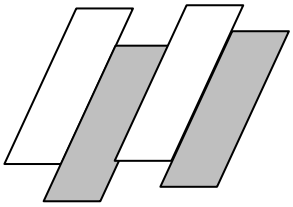
BCCS-B Harvard Yale Princeton

Exit Ticket:

1. Draw a number bond with 2 parts showing the shaded and unshaded fractions of each figure.

a. 

b. 

c. 

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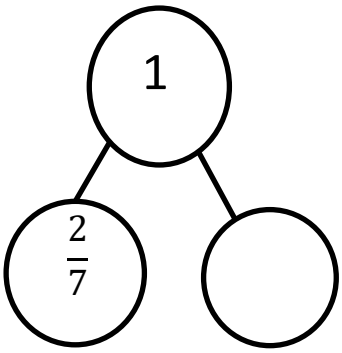
2. Complete the number bond. Draw a shape that has shaded and unshaded parts that match the completed number bond.



Name: _____ Week 24 Day 2 Date: _____

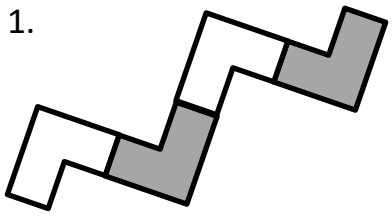
BCCS-B Harvard Yale Princeton

Homework:

Show a number bond representing what is shaded and unshaded in each of the figures. Draw a different visual model that would be represented by the same number bond.

_____

1.



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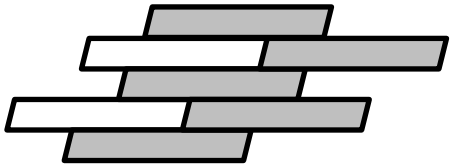
2.



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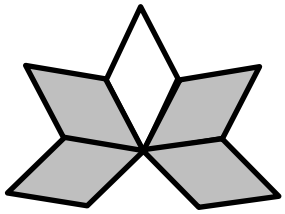
3.



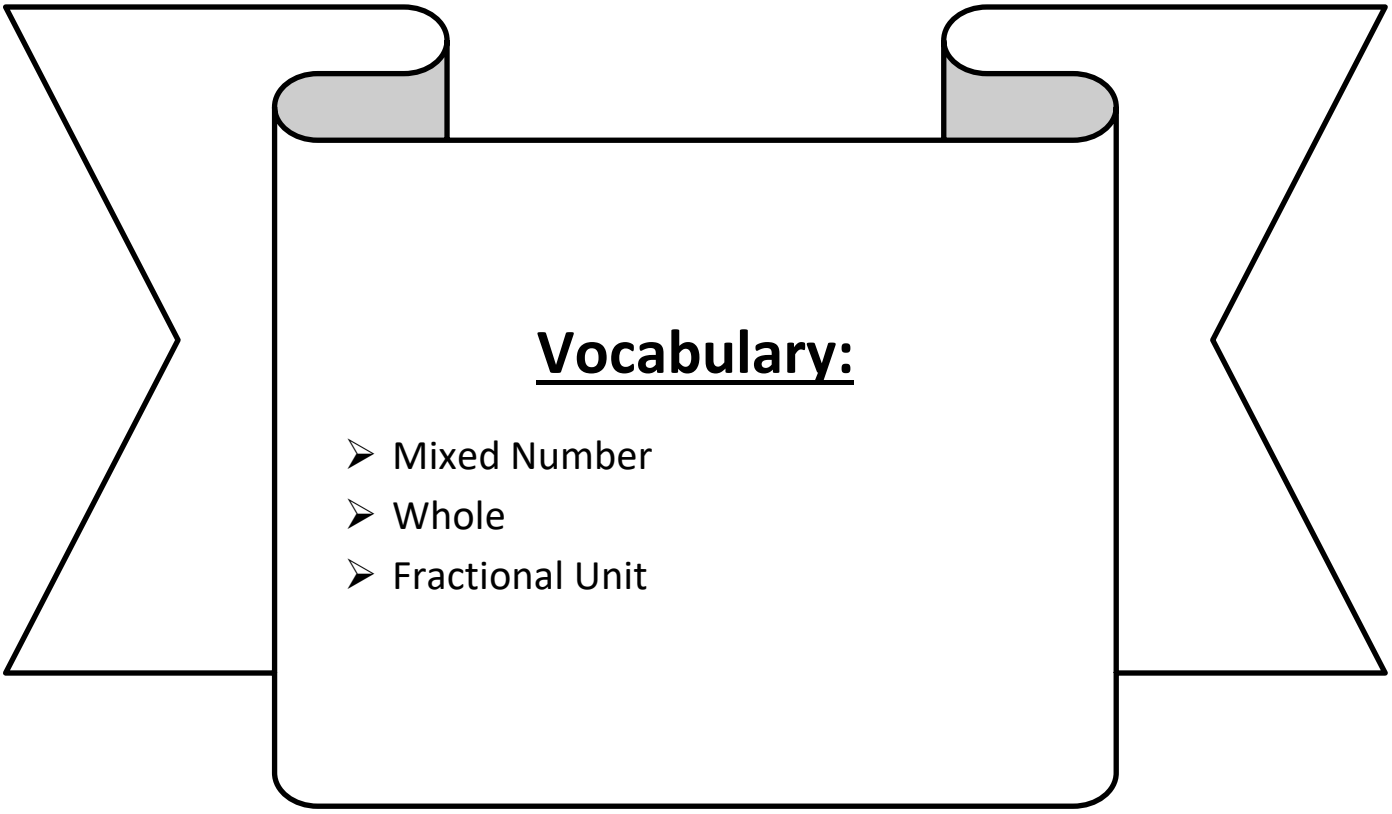
_____

4. Johnny made a square peanut butter and jelly sandwich. He ate $\frac{1}{3}$ of it and left the rest on his plate. Draw a picture of Johnny's sandwich. Shade the part he left on his plate, and then draw a number bond that matches what you drew. What fraction of his sandwich did Johnny leave on his plate?


Brighter Choice
Charter School for Boys
Day # 3

LEQ: How can I build and write fractions greater than one whole using unit fractions?

Objective: I can identify the fractional unit and count the total number of shaded parts to build and write fractions greater than 1.



Name: _____ Week 24 Day 3 Date: _____

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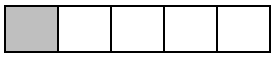
Do Now: Identify the fraction.

23.		/
24.		/
25.		/
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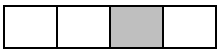
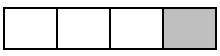
31.		/
32.		/
33.		/
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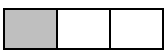
36.		/
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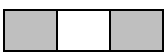
39.		/
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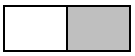
49.		/
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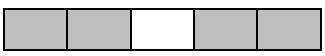
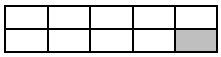
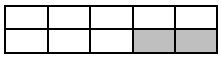
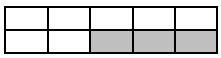
57.		/
58.		/
59.		/
60.		/
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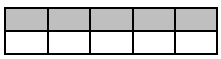
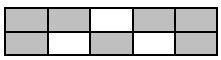
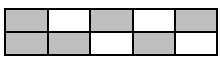
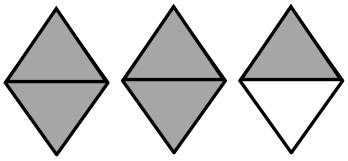
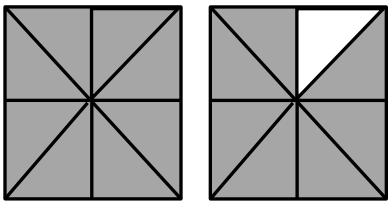
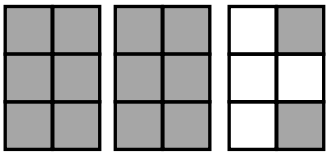
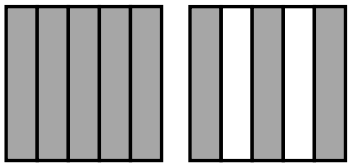
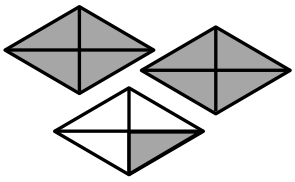
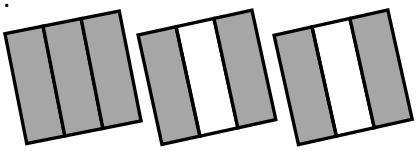
62.		/
63.		/
64.		/

Name: _____ Week 24 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

1.Each figure represents 1 whole. Fill in the chart.

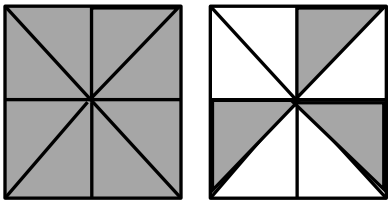
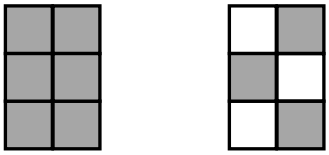
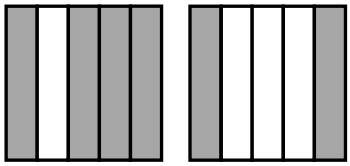
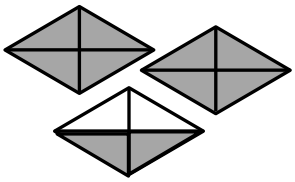
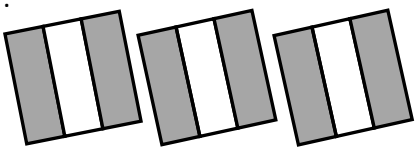
	Unit Fraction	Total Number of Units Shaded	Fraction Shaded
a. Sample: 	$\frac{1}{2}$	5	$\frac{5}{2}$
b. 			
c. 			
d. 			
e. 			
f. 			

Name: _____ Week 24 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

1.Each figure represents 1 whole. Fill in the chart.

	Unit Fraction	Total Number of Units Shaded	Fraction Shaded
b. 			
c. 			
d. 			
e. 			
f. 			

Name: _____ Week 24 Day 3 Date: _____

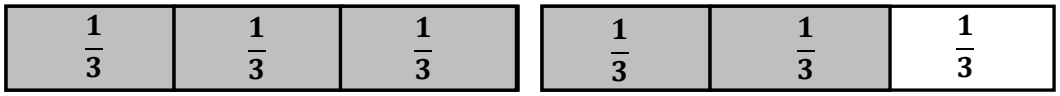
BCCS-B Harvard Yale Princeton

Input (My Turn):

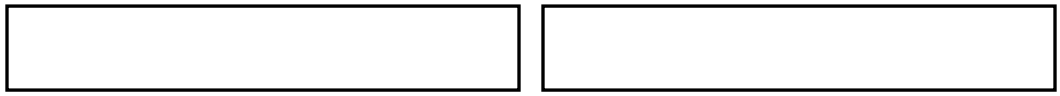
2. Estimate to draw and shade units on the fraction strips. Solve.

Sample:

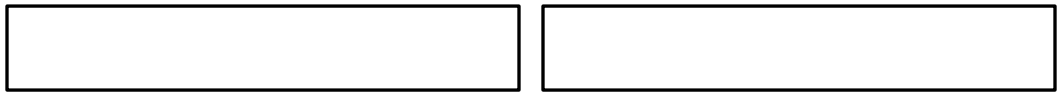
5 thirds = $\frac{5}{3}$



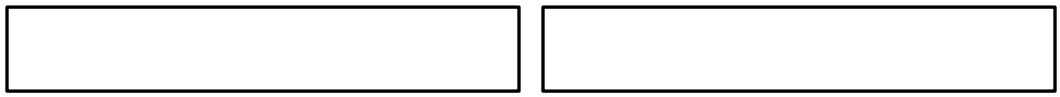
a. 8 sixths =



b. 7 fourths =



c. _____ $= \frac{6}{5}$



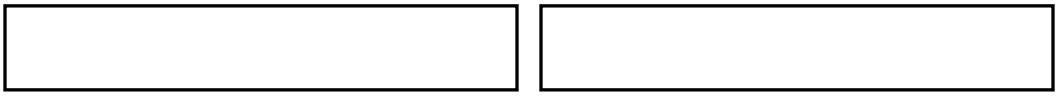
Name: _____ Week 24 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

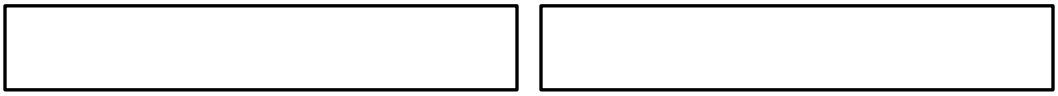
Problem Set (Your Turn):

2. Estimate to draw and shade units on the fraction strips. Solve.

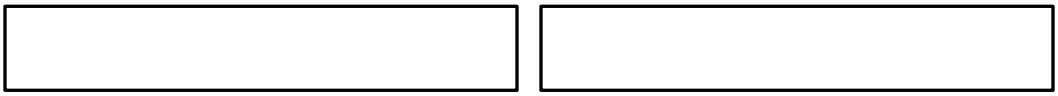
d. 8 sixths =



e. 7 fourths =



f. _____ $= \frac{6}{5}$



g. _____ $= \frac{5}{2}$

h. _____ $= \frac{7}{3}$

Name: _____ Week 24 Day 3 Date: _____

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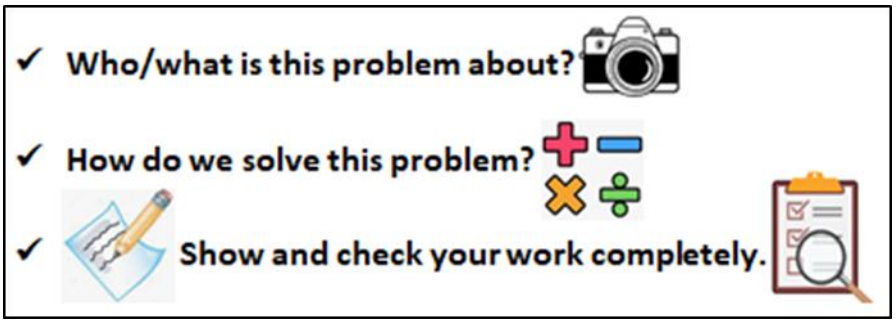

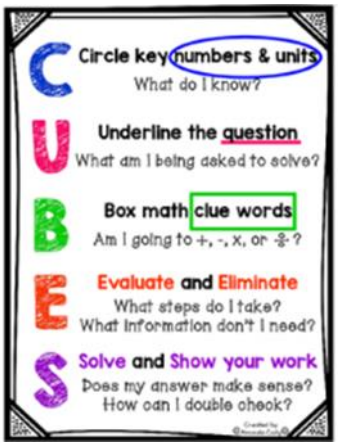

Application:

Julianne's friendship bracelet has 6 beads. She loves it so much that she names 2 more. Each bracelet has 3 pink beads. What fraction of all the beads is pink?

Name: _____ Week 24 Day 3 Date: _____

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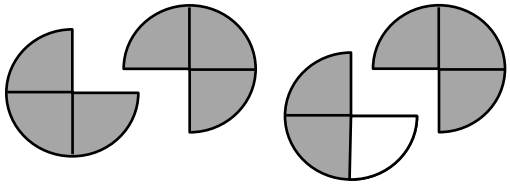
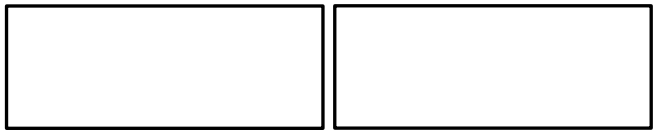
Exit Ticket:

1. Each shape represents 1 whole. Fill in the chart.

	Unit Fraction	Total Number of Units Shaded	Fraction Shaded
			

2. Estimate to draw and shade units on the fraction strips. Solve.

a. 4 thirds =



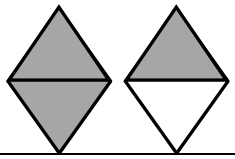
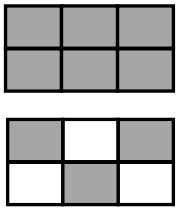
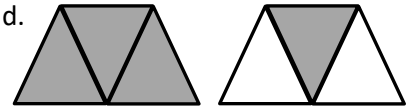
b. _____ $= \frac{10}{4}$

Name: _____ Week 24 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

1. **Each shape represents 1 whole. Fill in the chart.**

	Unit Fraction	Total Number of Units Shaded	Fraction Shaded
a. Sample: 	$\frac{1}{2}$	3	$\frac{3}{2}$
b. 			
c. 			
d. 			

2. **Reggie bought 2 candy bars. Draw the candy bars and estimate to partition each bar into 4 equal pieces.**

a. Reggie ate 5 pieces. Shade the amount he ate.

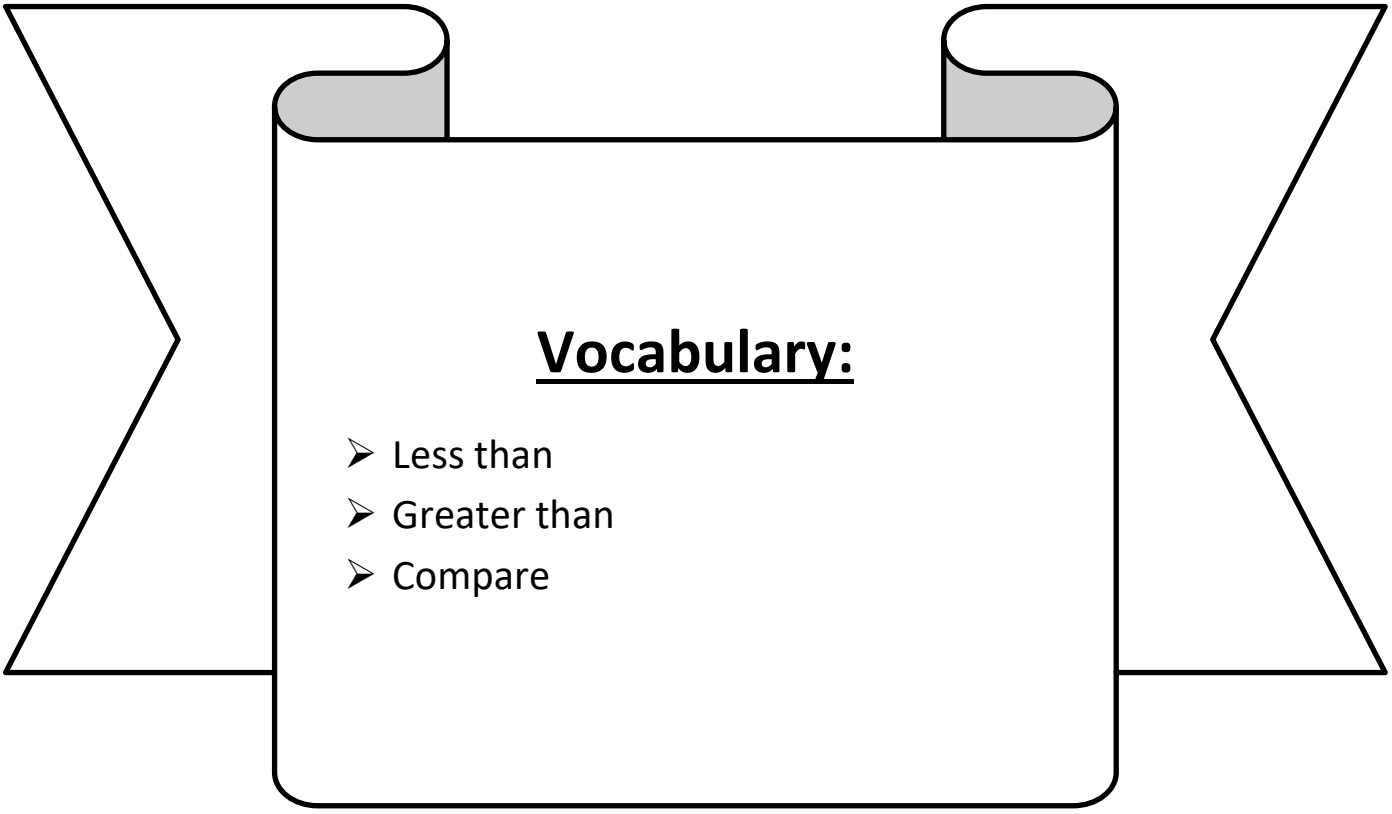
b. Write a fraction to show how many candy bars Reggie ate.

Brighter Choice
Charter School for Boys

Day # 4

LEQ: How can I compare unit fractions with the same size model?

Objective: I can compare unit fractions by reasoning about their size using fraction strips and writing “less than” or “greater than” to represent their relationship.



Name: _____ Week 24 Day 4 Date: _____

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Do Now:

Numerators and Denominators

Part 1: Circle the numerator in each fraction below.

$\frac{3}{4}$ $\frac{1}{9}$ $\frac{7}{8}$ $\frac{7}{16}$ $\frac{2}{3}$ $\frac{6}{11}$ $\frac{1}{100}$ $\frac{5}{6}$

Part 2: Circle the denominator in each fraction below.

$\frac{1}{7}$ $\frac{2}{7}$ $\frac{1}{2}$ $\frac{5}{12}$ $\frac{3}{3}$ $\frac{8}{13}$ $\frac{1}{9}$ $\frac{4}{5}$

Part 3: Tell whether the arrow is pointing to the numerator or denominator.

$\frac{3}{8}$ ← _____ $\frac{7}{20}$ → _____ $\frac{3}{6}$ → _____

$\frac{6}{18}$ ← _____ $\frac{1}{5}$ ← _____ $\frac{7}{9}$ → _____

$\frac{1}{6}$ ← _____ $\frac{2}{10}$ ← _____ $\frac{2}{9}$ → _____

Part 4: Continue the pattern.

$\frac{1}{3}$, $\frac{2}{6}$, $\frac{3}{9}$, $\frac{4}{12}$, _____ , _____ , _____ , _____ , _____

Explain how you figured out the pattern above: _____

_____

_____

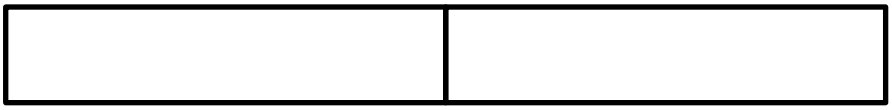
Name: _____ Week 24 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

1. Each fraction strip is 1 whole. All the fraction strips are equal in length. Color 1 fractional unit in each strip. Then, answer the questions below.

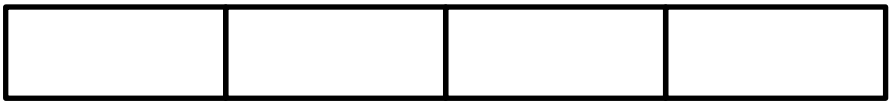
$\frac{1}{2}$



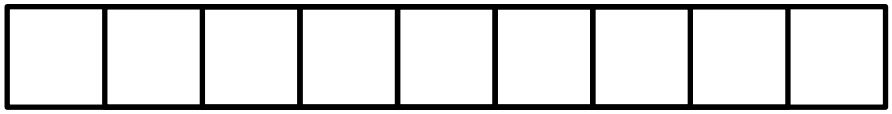
$\frac{1}{3}$

$\frac{1}{5}$

$\frac{1}{4}$



$\frac{1}{9}$



2. Circle *less than* or *greater than*. Whisper the complete sentence.

a. $\frac{1}{2}$ is less than / greater than $\frac{1}{3}$

b. $\frac{1}{9}$ is less than / greater than $\frac{1}{2}$

c. $\frac{1}{4}$ is less than / greater than $\frac{1}{2}$

d. $\frac{1}{4}$ is less than / greater than $\frac{1}{9}$

e. $\frac{1}{5}$ is less than / greater than $\frac{1}{3}$

f. $\frac{1}{5}$ is less than / greater than $\frac{1}{4}$

g. $\frac{1}{2}$ is less than / greater than $\frac{1}{5}$

h. 6 fifths is less than / greater than 3 thirds

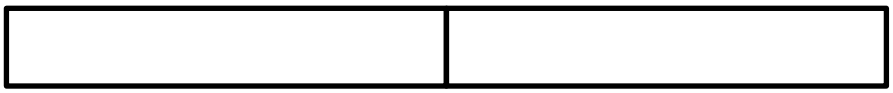
Name: _____ Week 24 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

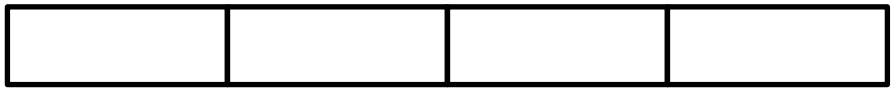
Problem Set (Your Turn):

1. Each fraction strip is 1 whole. All the fraction strips are equal in length. Color 1 fractional unit in each strip. Then, answer the questions below.

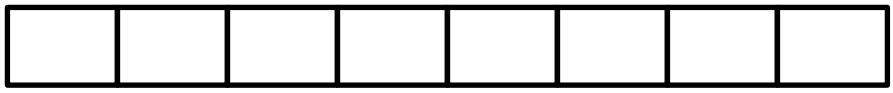
$\frac{1}{2}$



$\frac{1}{4}$

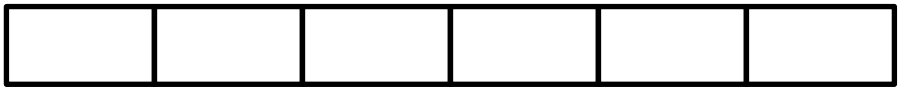


$\frac{1}{8}$



$\frac{1}{3}$

$\frac{1}{6}$



2. Circle *less than* or *greater than*. Whisper the complete sentence.

i. $\frac{1}{2}$ is less than / greater than $\frac{1}{4}$

j. $\frac{1}{6}$ is less than / greater than $\frac{1}{2}$

k. $\frac{1}{3}$ is less than / greater than $\frac{1}{2}$

l. $\frac{1}{3}$ is less than / greater than $\frac{1}{6}$

m. $\frac{1}{8}$ is less than / greater than $\frac{1}{6}$

n. $\frac{1}{8}$ is less than / greater than $\frac{1}{4}$

o. $\frac{1}{2}$ is less than / greater than $\frac{1}{8}$

p. 9 eighths is less than / greater than 2 halves

Name: _____ Week 24 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

The symbol for “greater than” is _____ and the symbol for “less than” is _____. The symbol for “equal to” is _____. When comparing fractions, we can look at the numerator and denominator. The larger the denominator, the _____ fractional unit because each piece is smaller.

Example: 5 ____ 2 9 ____ 4 100 ____ 91 20 ___ 20

3. Use >, <, or = to compare.

a. 1 half ◯ 1 fifth

b. 1 seventh ◯ 1 ninth

c. 1 fourth ◯ $\frac{1}{6}$

d. 1 eighth ◯ $\frac{1}{2}$

e. $\frac{1}{10}$ ◯ 1 tenth

f. 1 whole ◯ 3 thirds

Name: _____ Week 24 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

3. Use >, <, or = to compare.

a. 1 third ◯ 1 fifth

b. 1 seventh ◯ 1 fourth

c. 1 sixth ◯ $\frac{1}{6}$

d. 1 tenth ◯ $\frac{1}{12}$

e. $\frac{1}{16}$ ◯ 1 eleventh

f. 1 whole ◯ 2 halves

g. $\frac{1}{8}$ ◯ 1 eighth ◯ $\frac{1}{6}$ ◯ $\frac{1}{3}$ ◯ 2 halves ◯ 1 whole

4. Your friend Eric says that $\frac{1}{6}$ is greater than $\frac{1}{5}$ because 6 is greater than 5. Is Eric correct? Use words and pictures to explain what happens to the size of a unit fraction when the number of parts gets larger.

Name: _____ Week 24 Day 4 Date: _____

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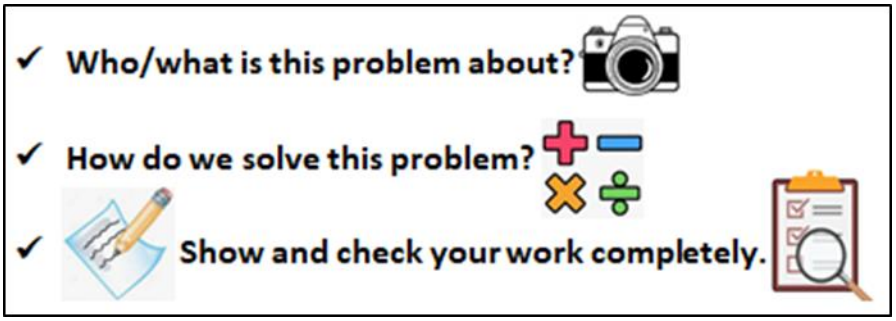

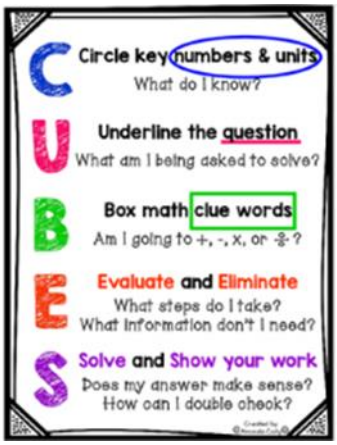

Application:

Lily needs $\frac{1}{3}$ cup of oil and $\frac{1}{4}$ cup of water to make muffins. Will Lily use more oil or more water? Explain your answer using pictures, numbers, and words.

Name: _____ Week 24 Day 4 Date: _____

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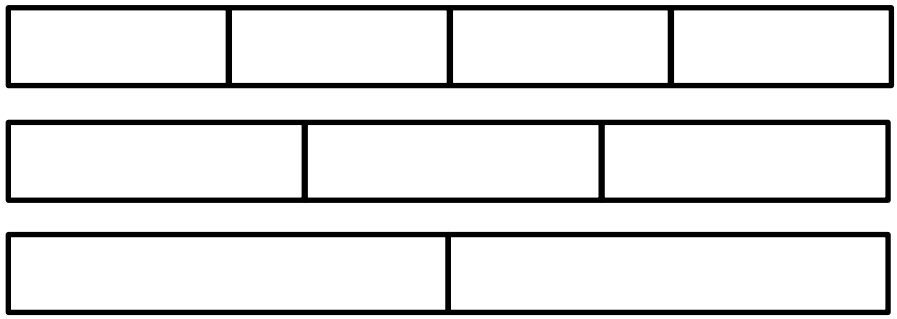
Exit Ticket:

1. Each fraction strip is 1 whole. All the fraction strips are equal in length. Color 1 fractional unit in each strip. Then, circle the largest fraction and draw a star to the right of the smallest fraction.

$\frac{1}{4}$

$\frac{1}{3}$

$\frac{1}{2}$



2. Use >, <, or = to compare.

a. 1 eighth ◯ 1 tenth

b. 1 whole ◯ 5 fifths

c. $\frac{1}{7}$ ◯ $\frac{1}{6}$

Name: _____ Week 24 Day 4 Date: _____

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Homework:

1. After his football game, Malik drinks $\frac{1}{2}$ liter of water and $\frac{1}{3}$ liter of juice. Did Malik drink more water or juice? Draw and estimate to partition. Explain your answer.

2. Use >, <, or = to compare.

a. 1 fourth ◯ 1 eighth

b. 1 seventh ◯ 1 fifth

c. 1 eighth ◯ $\frac{1}{8}$

d. 1 twelfth ◯ $\frac{1}{10}$

e. $\frac{1}{15}$ ◯ 1 thirteenth

f. 3 thirds ◯ 1 whole


Brighter Choice
Charter School for Boys
Day # 5

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.

Vocabulary:

- Model
- Fraction
- Compare
- Whole

Name: _____ Week 24 Day 5 Date: _____

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Do Now:

1. How many animals are in the picture? _____

2. What fraction of the animals are dogs? _____

3. What fraction of the cats are sleeping? _____

4. What fraction of the turtles are swimming in water? _____

5. What fraction of the birds are flying? _____

6. What fraction of the animals have four legs? _____

7. What fraction of the animals have eyes? _____

Name: _____ Week 24 Day 5 Date: _____

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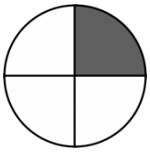
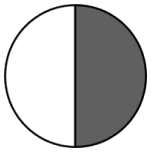
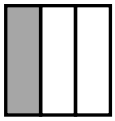
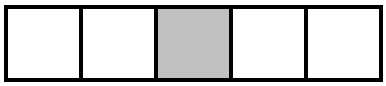
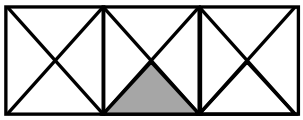
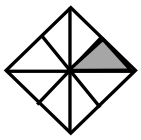
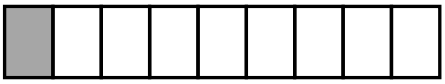
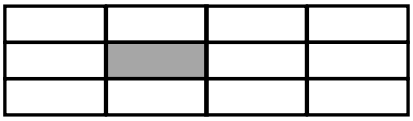
Input (My Turn):

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.

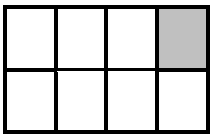
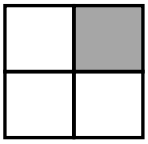
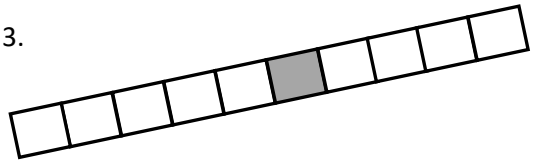
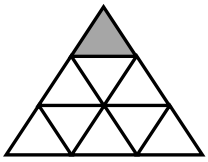
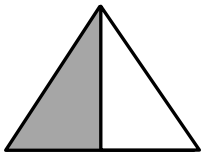
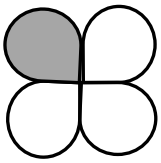
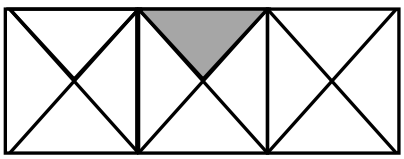
Sample: $\frac{1}{4}$ 	is less than	$\frac{1}{2}$ 
1. 	is greater than	
2. 	is less than	
3. 	is less than	
4.	is greater than	
5.	is less than	
6.	is greater than	

Name: _____ Week 24 Day 5 Date: _____

BCCS-B 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.

1. 	is greater than	
2. 	is less than	
3. 	is greater than	
4. 	is less than	
5.	is greater than	
6.	is less than	
7.	is greater than	

Name: _____ Week 24 Day 5 Date: _____

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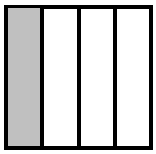
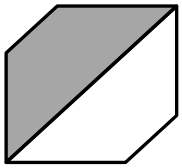
Input (My Turn):

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

	
$\frac{1}{4}$ is less than ☐	$\frac{1}{2}$ is greater than ☐

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.

_____

_____

_____

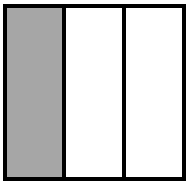
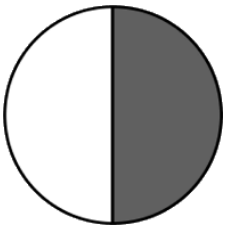
_____

Name: _____ Week 24 Day 5 Date: _____

BCCS-B Harvard Yale 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 ☐	$\frac{1}{2}$ is greater than ☐

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.

_____

_____

_____

_____

Name: _____ Week 24 Day 5 Date: _____

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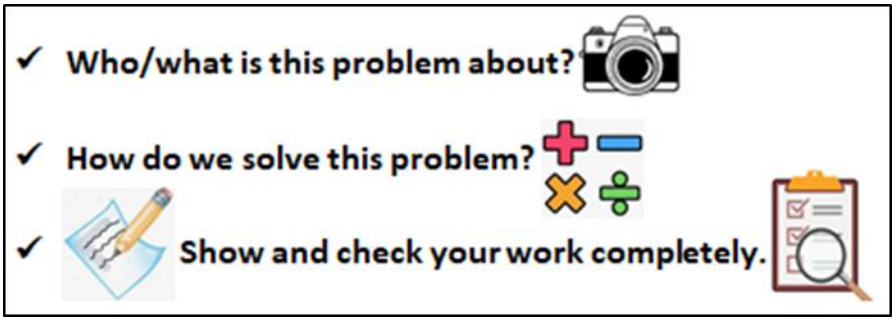

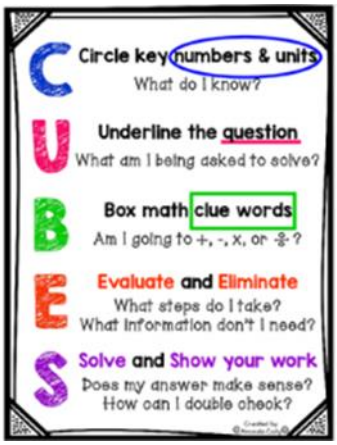

Application:

Rachel, Silvia, and Lola each received the same homework assignment and only completed part of it. Rachel completed 1/6 of her homework, Silvia completed 1/2 of her homework, and Lola completed 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 24 Day 5 Date: _____

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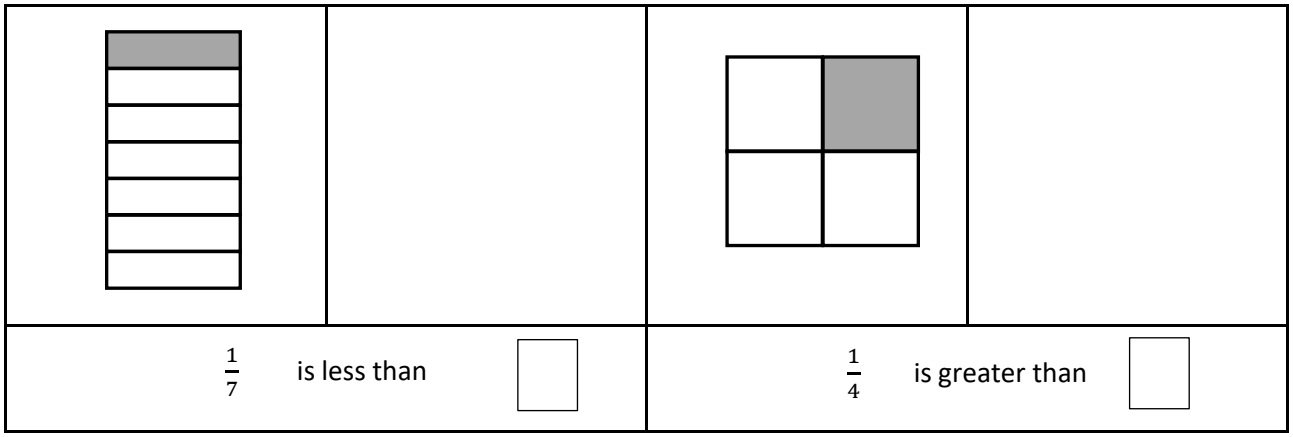
Exit Ticket:

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



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.