Name_____

5th Grade Modified 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.

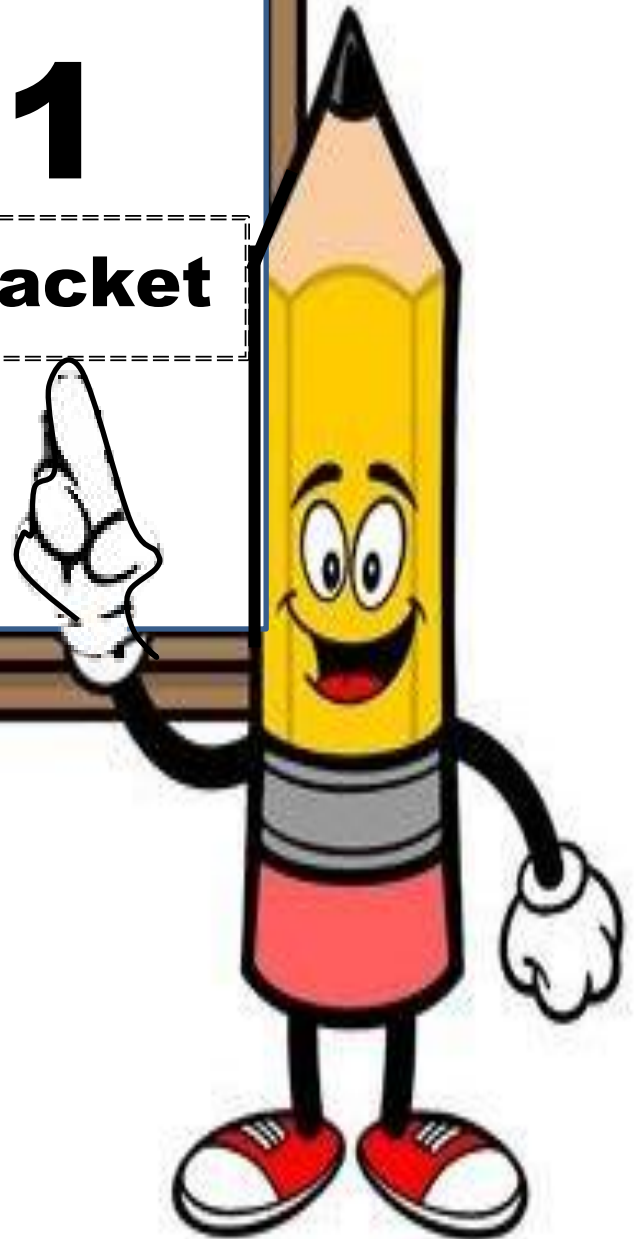_____   _____
(Parent Signature)   (Date)

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.

Brighter Choice
Charter School for Boys

Day # 1

February Break Packet

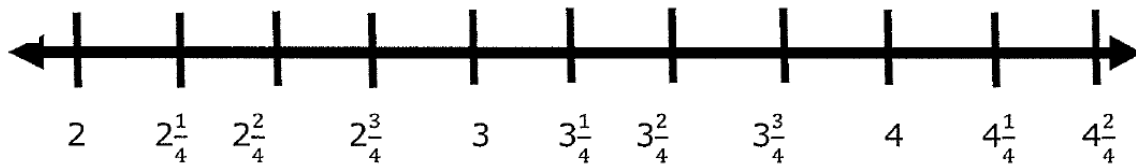BCCS-Boys   Stanford   MIT

Line Plots

2) Teachers measured the height of their students in morning daycare. Each child was measured to the nearest ¼ foot. Children were given numbers to make the data easier to plot. The data can be found below. Display the data on the line plot below. Then answer the questions below the line plot.

Plot these fractions first

1. Jennifer $3\frac{1}{4}$	4. Victoria $2\frac{3}{4}$	7. Anthony $4\frac{1}{4}$
2. Amanda 4	5. Abigail $3\frac{1}{4}$	8. Brandon $3\frac{2}{4}$
3. Alyssa $2\frac{3}{4}$	6. William $4\frac{1}{4}$	9. Alexis $4\frac{1}{4}$

$2 \qquad 2\frac{1}{4} \quad 2\frac{2}{4} \qquad 2\frac{3}{4} \qquad 3 \qquad 3\frac{1}{4} \quad 3\frac{2}{4} \qquad 3\frac{3}{4} \qquad 4 \qquad 4\frac{1}{4} \qquad 4\frac{2}{4}$

Questions:

a. What is the size difference between the tallest and shortest person?
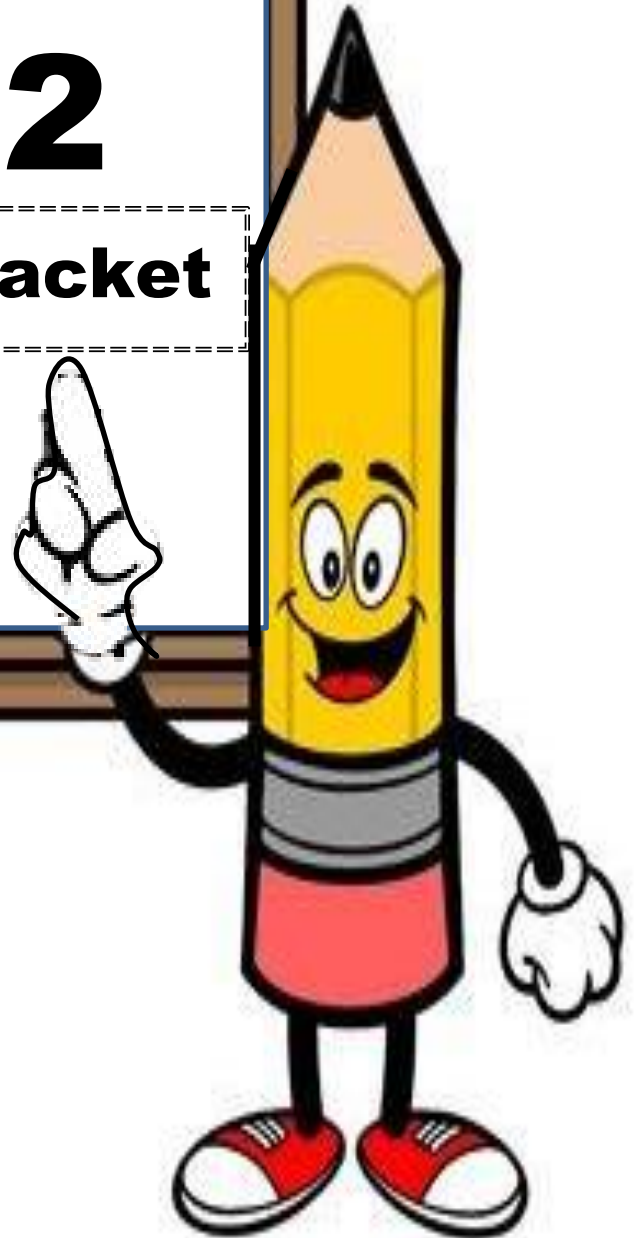
b. What is the most common height?

c. How many measurements are less than $3\frac{2}{4}$ feet?

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Day # 2

February Break Packet

Subtracting Fractions with Unlike Denominators

Step 1:   Find equivalent fractions and rewrite the problem so that the denominators are the same.

Step 2:   Subtract the numerators.

Step 3:   Use the same denominator.

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

$-\frac{1}{8} = \frac{1}{8}$

$\frac{1}{8}$

$Ex:$

a. $\frac{4}{8}$ $\frac{4}{8}$ $> \frac{2 \div 2}{8 \div 2}$ $\boxed{\frac{1}{4}}$

$-\frac{1}{4}^{x2}_{x2}$ $\frac{2}{8}$

b. $\frac{7}{12}$

$-\frac{3}{6}$

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

$-\frac{1}{6}$

d. $\frac{9}{10}$

$-\frac{1}{2}$

e. $\frac{4}{6}$

$-\frac{1}{3}$

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

$-\frac{2}{5}$

5

Day # 3

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February Break Packet
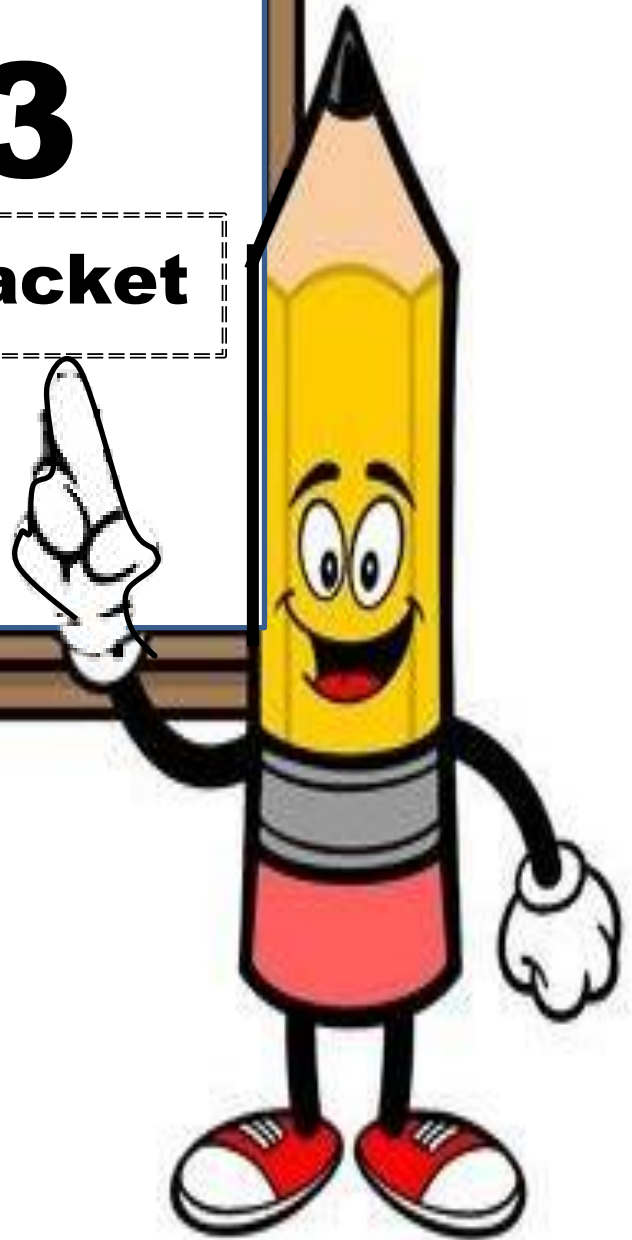
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Comparing Fractions

Compare the fractions, and write >, < or = in the box.

Ex: 12 13		
1 a. $\dfrac{3}{13}$ $\boxed{<}$ $\dfrac{1}{4}$	**1 b.** $\dfrac{7}{16}$ $\boxed{}$ $\dfrac{10}{12}$	**1 c.** $\dfrac{5}{13}$ $\boxed{}$ $\dfrac{10}{15}$
2 a. $\dfrac{6}{12}$ $\boxed{}$ $\dfrac{5}{11}$	**2 b.** $\dfrac{10}{16}$ $\boxed{}$ $\dfrac{8}{14}$	**2 c.** $\dfrac{5}{13}$ $\boxed{}$ $\dfrac{4}{14}$

Day # 4

Brighter Choice
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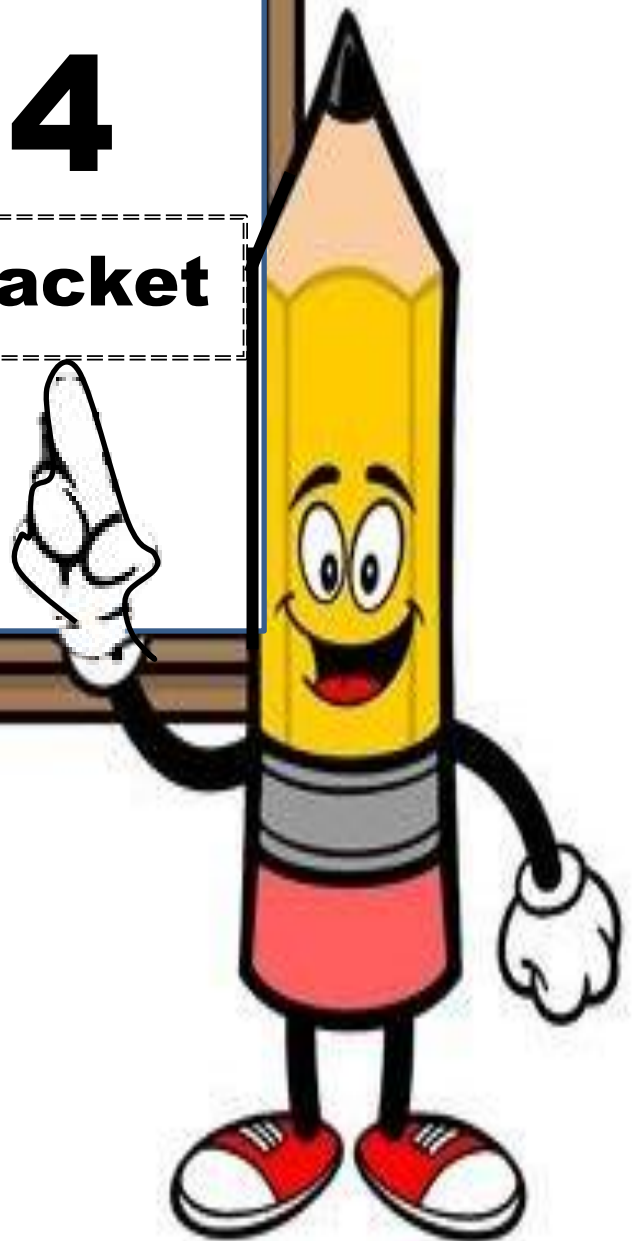
February Break Packet

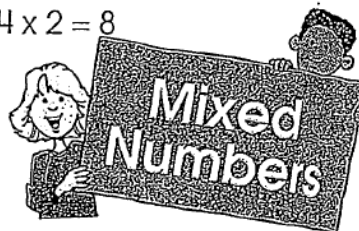# Changing Mixed Numbers to Improper Fractions

Mixed Numbers

A **mixed number** is a whole number and a fraction together. An example of a mixed number is $2\frac{3}{4}$. A mixed number can be changed to an improper fraction.

Example: $2\frac{3}{4}$

Step 1: Multiply the denominator by the whole number: $4 \times 2 = 8$

Step 2: Add the numerator: $8 + 3 = 11$

Step 3: Write the sum over the denominator: $\frac{11}{4}$

Directions: Follow the steps above to change the mixed numbers to improper fractions.
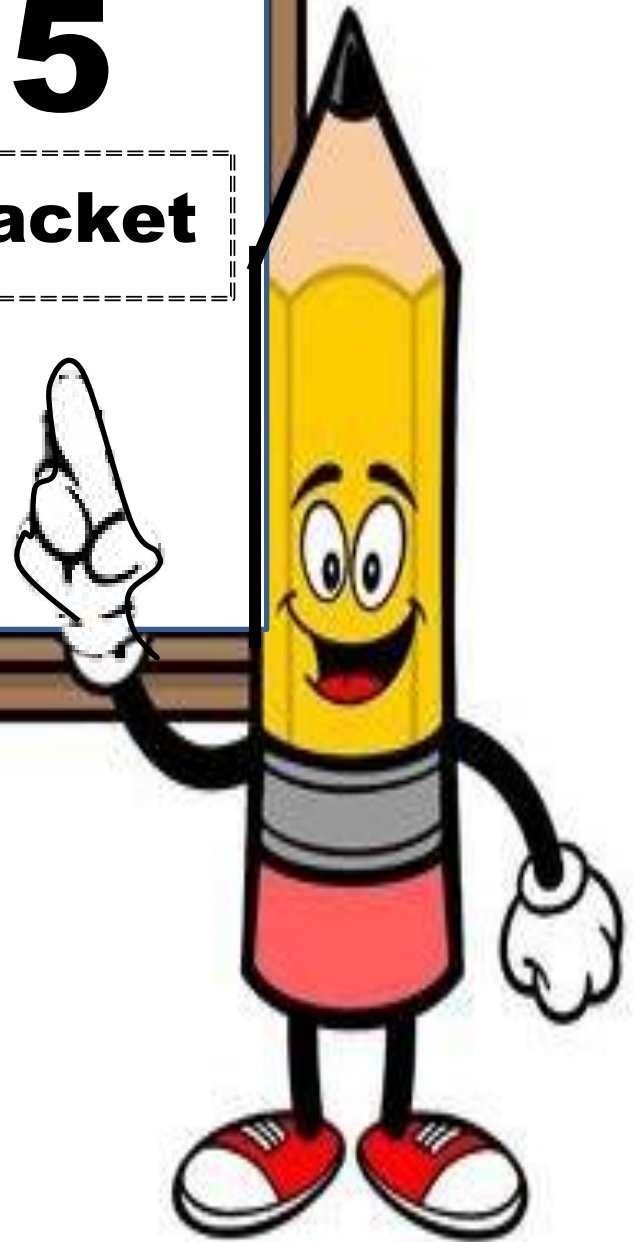
Ex:

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

9

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Day # 5

February Break Packet

Adding Mixed Numbers

Solve and simplify your answer.

$5\frac{3}{4}$ $5\frac{9}{12}$

$+\ 3\frac{1}{12}$ $3\frac{1}{12}$ $8\frac{10}{12}$

$8\frac{10}{12} \div 2$ $\boxed{8\frac{5}{6}}$

$4\frac{4}{9}$

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

$8\frac{3}{7}$

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

$4\frac{3}{8}$

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

Name_____

5th Grade Modified Math Remote Learning Packet

Week 23

Dear Educator,

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

_____   _____
(Parent Signature)   (Date)

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Day # 1

Mod 4 Packet 7
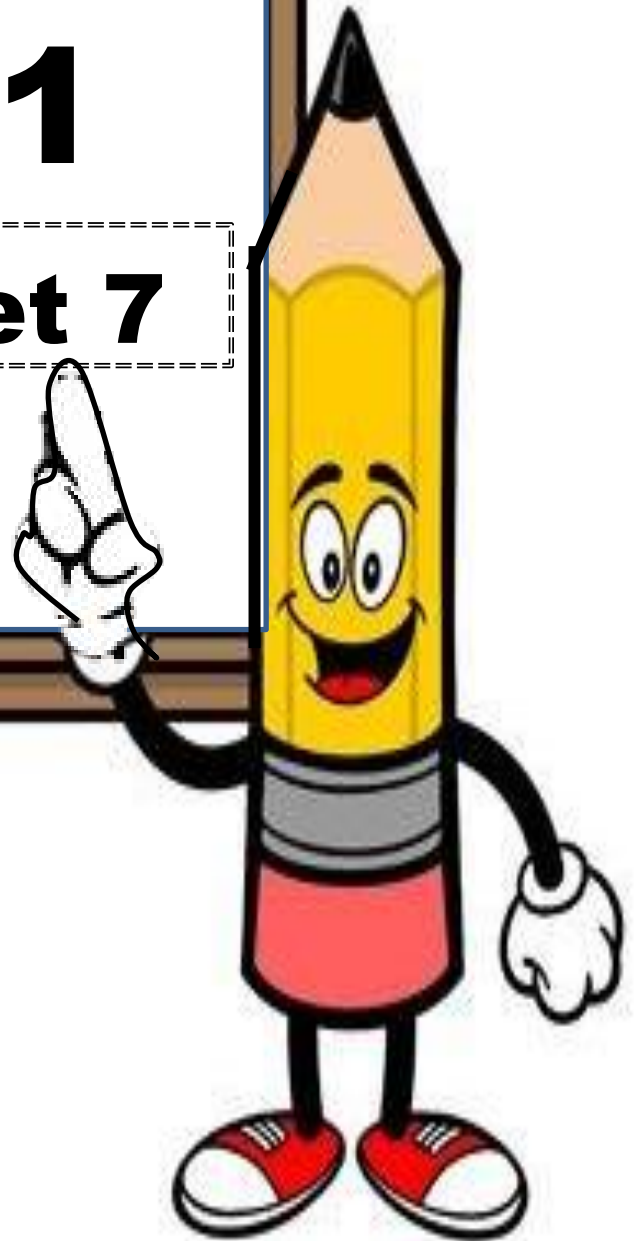
Name:_____ Week 23 Day 1 Date:_____

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Do Now

Fill in the chart.

Division Expression	Fraction	Show Work	Between which two whole numbers is your answer?
12 ÷ 7			____ and ____
5 ÷ 4			____ and ____

Input Activity:

Problem 1

A total of <mark>2 yards</mark> of fabric is used to make <mark>5 identical pillows.</mark> How much fabric is used for each pillow?

Answer: _____

Problem 2

An ice cream shop uses 4 pints of ice cream to make 6 sundaes. How many pints of ice cream are used for each sundae?

Answer:_____

Problem 3

An ice cream shop uses 6 bananas to make 4 identical sundaes. How many bananas are used in each sundae? Use a tape diagram to show your work.

Answer: _____

Problem 4

Julian has to read <mark>4 articles</mark> for school. He has <mark>8 nights</mark> to read them. He decides to read the same number of articles each night.

a. How many articles will he have to read per night?

b. What fraction of the reading assignment will he read each night?

Problem 5

40 students shared 5 pizzas equally. How much pizza did each student receive? What fraction of the pizza did each student receive?

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│                                                       │
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Answer: _____

Problem Set

Lillian had 2 two-liter bottles of soda, which she distributed equally between 10 glasses.

a. How much soda was in each glass?

b. Express your answer as a fraction of a liter.

Application Problem:

Craig bought a ==3-foot==-long baguette and then made ==4 equally sized== sandwiches with it.

a. <u>What portion of the baguette was used for each sandwich?</u> Draw a visual model to help you solve this problem.

b. <u>How long, in feet, is one of Craig's sandwiches?</u>

c. <u>How many inches long is one of Craig's sandwiches</u>?

Exit Ticket

A grasshopper covered a distance of <mark>5 yards</mark> in <mark>9 equal hops</mark>. How many yards did the grasshopper travel on each hop?
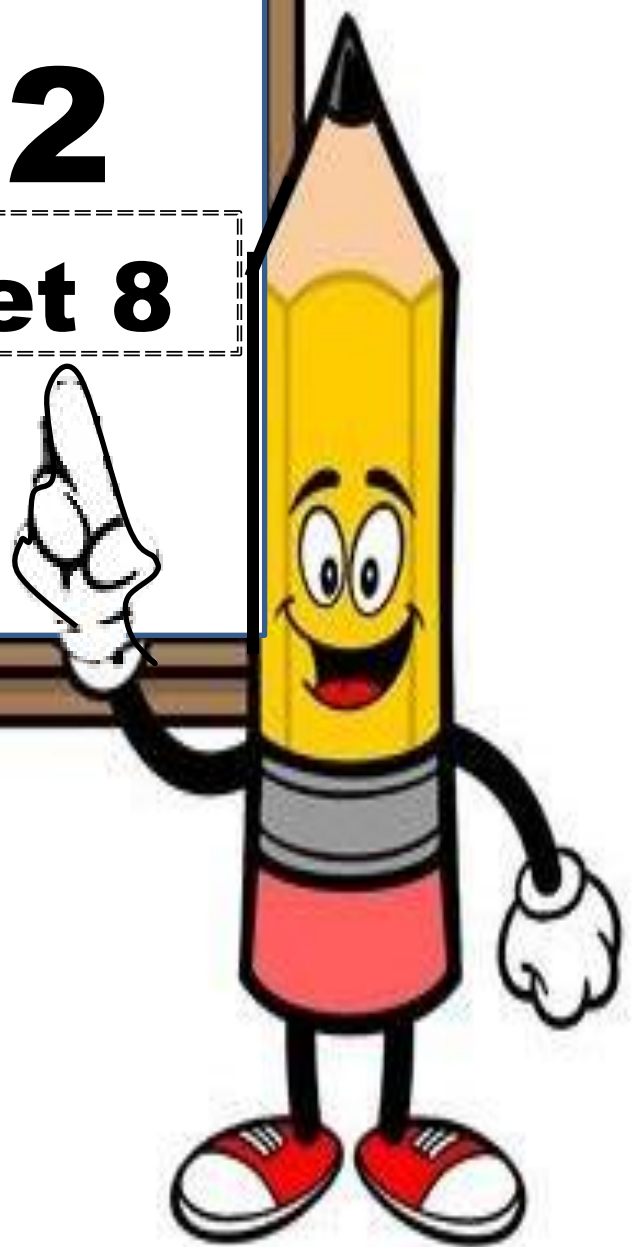
   a. Draw a picture to support your work.

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   b. How many yards did the grasshopper travel after hopping two times?

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Day # 2

Mod 4 Packet 8

Name:_____ Week 23 Day 2 Date:_____

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<u>Do Now</u>

Fill in the chart.

Division Expression	Fraction	Solve	Between what 2 whole numbers is the answer
14 ÷ 6			____ and ____
12 ÷ 7			____ and ____

Input Activity:

Problem 1

Steps:	Example:
1. Change the word of to a _____ symbol (x).	$\dfrac{1}{3}$ of 6
2. Change to _____ number to a fraction over ____.	
3. _____ across. Multiply the _____ first then multiply the _____.	
4. If you have an _____ fraction, _____ to get a mixed number.	

Problem 2

$\dfrac{2}{3}$ of 6

Problem 3

$\dfrac{3}{3}$ of 6

Problem 4

$\frac{1}{4}$ of 12

Problem 5

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

Problem 6

$\frac{1}{6}$ of 12

Problem 7

$\frac{1}{5}$ of 15

Problem 8

$\frac{1}{4}$ of 16

Problem 9

$\frac{1}{8}$ of 16

Problem 10

Mrs. Paul has <mark>8 apples</mark>. She wants to <mark>give</mark> $\frac{3}{4}$ of the apples to her students. <u>How many apples will her students get?</u>

Problem Set

Find the value of each of the following.

$a. \dfrac{2}{3}$ of 12   b. $\dfrac{1}{4}$ of 44   c. $\dfrac{2}{7}$ of 14

In a class of 24 students, $\dfrac{5}{6}$ are boys. How many boys are in the class? How many are girls?

Application Problem

There are ==32 students== in a class. Of the class, $\frac{3}{8}$ of the students bring their own lunches. <u>How many students bring their lunches?</u>
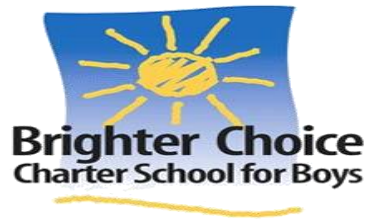
Exit Ticket

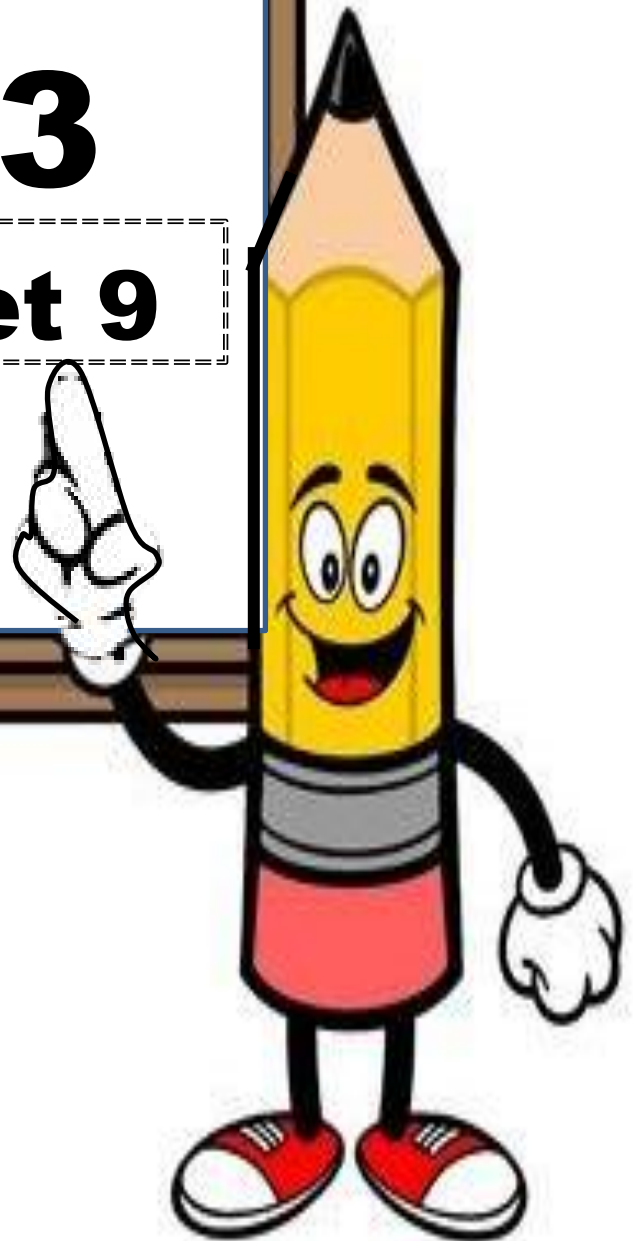Find the value of each of the following.

$a.\ \frac{1}{3}$ of 21   b. $\frac{3}{4}$ of 16

c. Out of ==18 cookies, $\frac{2}{3}$ are== chocolate chips. <u>How many cookies are chocolate chips?</u>

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Day # 3

Mod 4 Packet 9

Name:_____ Week 23 Day 3 Date:_____

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<u>Do Now</u>

Find the value of each of the following.

$\frac{1}{5}$ of 35 = $\frac{3}{4}$ of 20 =

Problem 1

$$\frac{3}{5} \text{ of } 35$$

Make a tape diagram below:

How many units should the whole be cut into?_____

Solve:

Answer_____

Problem 2

$\frac{1}{3}$ of 18

Problem 3

$\frac{3}{8} \times 24$

Problem 4

$\frac{4}{5} \times 25$

Problem 5

$\frac{2}{3}$ of 36

Problem 6

Aurelia buys <mark>2 dozen</mark> roses. Of these roses, $\frac{3}{4}$ <mark>are red</mark>, and the rest are white. <u>How many white roses did she buy?</u>

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Problem 7

$\frac{2}{3}$ of a number is 8. What is the number?

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Problem 8

Tiffany spent $\frac{4}{7}$ of her money on a teddy bear. If the teddy bear cost $24, how much money did she have at first?

Problem 9

$\frac{3}{4}$ of a number is 24. What's the number?

Problem Set

Solve using a tape diagram.

$\frac{2}{3}$ of 33

$\frac{2}{3}$ of a number is 20. <u>What's the number</u>?

Application Problem:

Mr. Peterson bought a case (==24 boxes==) of fruit juice. ==One-third== of the drinks were grape, and ==two-thirds== were cranberry. How many boxes of each flavor did Mr. Peterson buy? Show your work using a tape diagram or an array.

Answer: _____ grape and _____ cranberry

Exit Ticket

Solve using a tape diagram.

a. $\frac{3}{5}$ of 30

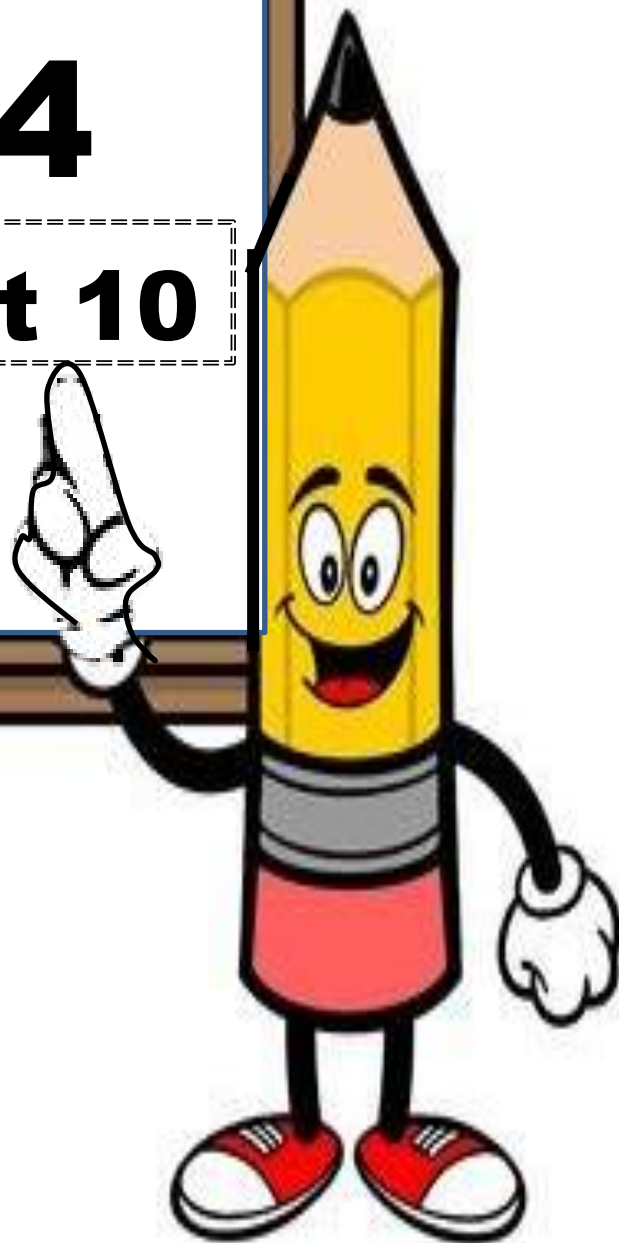b. $\frac{2}{3}$ of a number is 10. What's the number?

Day # 4

Mod 4 Packet 10

Name:_____ Week 23 Day 4 Date:_____

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__Do Now__

Draw a tape diagram to find the value of each of the following.

$$\frac{3}{4} \text{ of } 48 =$$

$$\frac{2}{5} \text{ of } 45 =$$

Input Activity:

Problem 1

2 x 6 = _____

Repeated addition _____

Repeated addition_____

$\frac{2}{3}$ of 6 as repeated addition_____

Let's solve 2 different ways:

Problem 2

$\frac{3}{5}$ of 10

Problem 3

$\frac{7}{6} \times 24$

Problem 4

$\frac{7}{6} \times 27$

Problem 5

$\frac{2}{3}$ hour=____minutes

Problem 6

$$\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \underline{\hspace{1cm}}$$

Problem 7

$$\frac{3}{4} + \frac{3}{4} + \frac{3}{4} = \underline{\hspace{1cm}}$$

Problem 8

$\frac{1}{2}$ x 60 =____minutes

Problem 9

$\frac{1}{5}$ meter=____centimeter

Problem 10

$\frac{2}{10}$ kilogram=____grams

Problem 11

$\frac{3}{4}$ minute=____seconds

Problem Set

Rewrite the following addition expressions, then solve.

a. $\dfrac{7}{4} + \dfrac{7}{4} + \dfrac{7}{4}$ b. $\dfrac{14}{5} + \dfrac{14}{5}$

Solve and model each problem as a fraction of a set and as repeated addition.

c. $\dfrac{1}{2}$ x 8

repeated addition _____

solve:

Application Problem:

Sasha organizes the art gallery in her town's community center. This month, she has 24 new pieces to add to the gallery. Of the new pieces, $\frac{1}{6}$ of them are photographs, and $\frac{2}{3}$ of them are paintings. <u>How many more paintings are there than photos?</u>

C

U

B

E

S

Answer: _____more paintings

Exit Ticket
Solve each problem

a. $\frac{2}{3} \times 7$

b. $\frac{5}{9} + \frac{5}{9} + \frac{5}{9} + \frac{5}{9} + \frac{5}{9}$
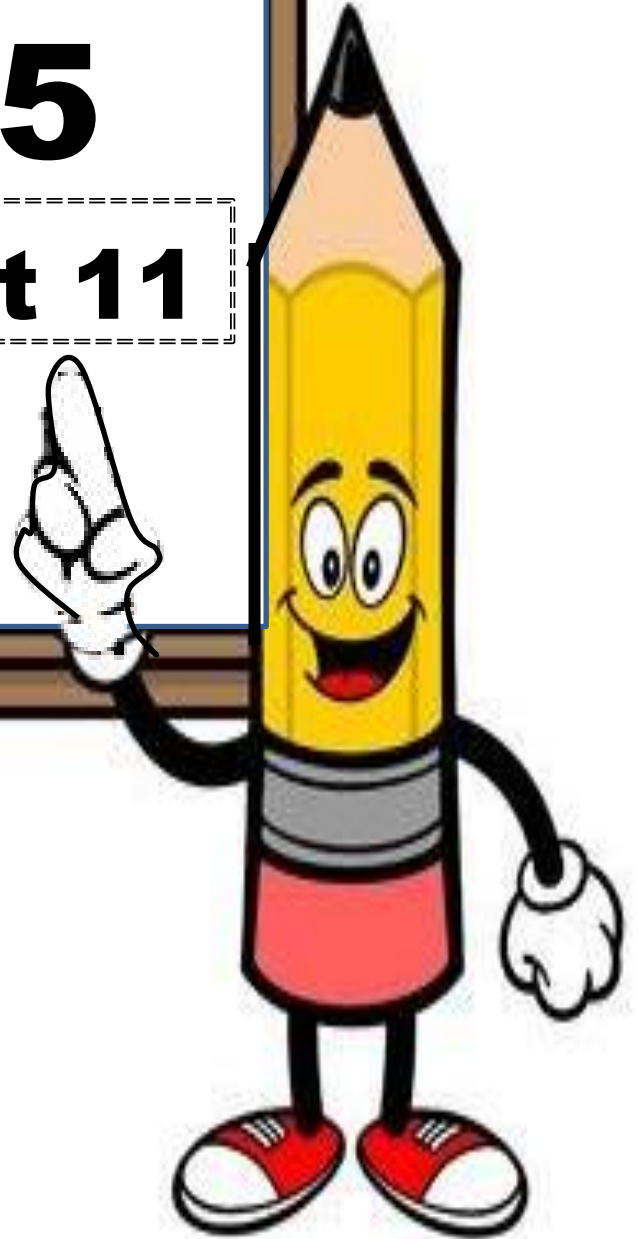
c. $\frac{4}{7} \times 12$

d. $\frac{3}{10} + \frac{3}{10} + \frac{3}{10} + \frac{3}{10}$

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Day # 5

Mod 4 Packet 11

Name:_____ Week 23 Day 5 Date:_____

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<u>Do Now</u>

$\dfrac{3}{4} \times 16 =$ _____	$\dfrac{2}{8}$ of $64 =$ _____

Input Activity:

Problem 1

$$\frac{1}{4}\text{lb} = \;\underline{}\;\text{oz}$$

Which is a larger unit, pounds or ounces? _____

So, we want to find $\frac{1}{4}$ x _____

How many ounces are in a pound?_____

Let's rename the pound in our expression as ounces.

_____

Let's create a tape diagram and solve.

Let's multiply and solve.

Problem 2

$$\frac{3}{4} \text{ft} = \underline{\quad(?)\quad} \text{in}$$

How many inches make a foot?_____

Rewrite the expression.

_____

Let's create a tape diagram and solve.

Let's multiply and solve.

Problem 3

$$\frac{3}{8}\text{lb} = \underline{}\text{oz}$$

How many ounces make a pound?_____

Rewrite the expression.

_____

Let's create a tape diagram and solve.

Let's multiply and solve.

Problem 4

$$\frac{2}{3}\text{yd} = \underline{}\text{ft}$$

How many feet make a yard?_____

Rewrite the expression.

_____

Let's create a tape diagram and solve.

Let's multiply and solve.

Problem 5

$$\frac{2}{5}\text{hr} = \underline{\quad\text{⑦}\quad}\text{min}$$

How many minutes make an hour?_____

Rewrite the expression.

_____

Let's create a tape diagram and solve.

Let's multiply and solve.

Problem 6

Mr. Carson spends $\frac{2}{3}$ of every year in Florida. <u>How many months does he spend in Florida each year</u>?

How many months make a year?_____

Rewrite the expression.

_____

Let's create a tape diagram and solve.

Let's multiply and solve.

Problem Set

Mrs. Lang told her class that the class's pet hamster is $\frac{1}{4}$ ft in length. How long is the hamster in inches?

How many inches make a foot?_____

Rewrite the expression.

_____

Let's create a tape diagram and solve.

Let's multiply and solve.

Application Problem

At the market, Mr. Paul bought $\frac{7}{8}$ lb of cashews and $\frac{3}{4}$ lb of walnuts.
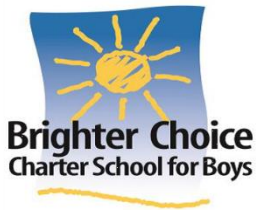
   a. How many ounces of cashews did Mr. Paul buy?

   b. How many ounces of walnuts did Mr. Paul buy?

   c. How many more cashews than walnuts did Mr. Paul buy?

Exit Ticket

a. $\frac{3}{6}$ hour = _____ minutes

b. $\frac{2}{3}$ feet = _____ inches

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Name_____

5th Grade Modified 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.

_____   _____
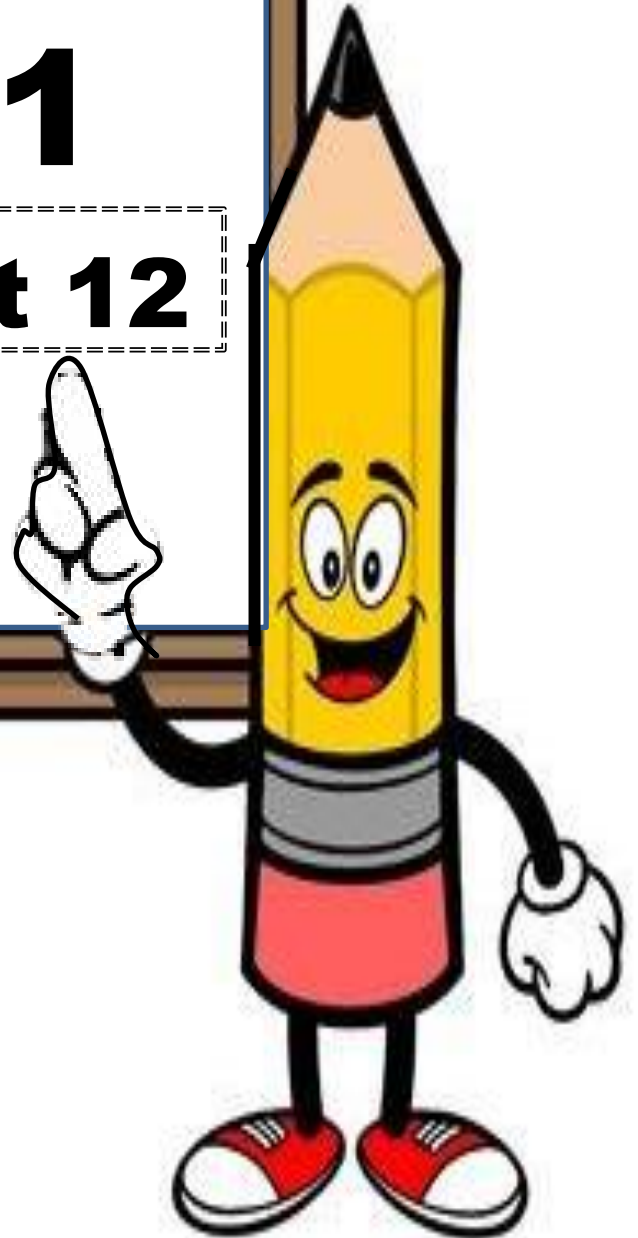(Parent Signature)   (Date)

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Day # 1

Mod 4 Packet 12

Name:_____ Week 24 Day 1 Date:_____

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Do Now

Convert. Show your work using a tape diagram or an equation.

$\dfrac{3}{4}$ ft = __in	$\dfrac{2}{8}$ lb = __oz

Word Problem Review:

Bridget has <mark>$240.</mark> She spent $\frac{3}{5}$ of her money and saved the rest. <u>How much more money did she spend than save?</u>
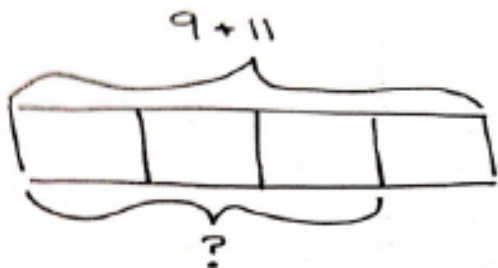
C

U

B

E

S

Answer: $_____

Input Activity:

Problem 1

Write an expression to match a tape diagram. Then, evaluate.

9 + 11

What is the expression that names the wholes?_____

What do we call the answer to an addition expression?_____ Let's write it to the right of the tape diagram.

How many units is the sum being divided into?_____

What is the name of the fractional units?_____ How many fractional units are we trying to find?_____

Why do we use parentheses? Let's solve this problem with putting parentheses around what we think goes first?

Problem 2

Write an expression to match a tape diagram. Then, evaluate.

$$\frac{17}{5} - \frac{7}{5}$$
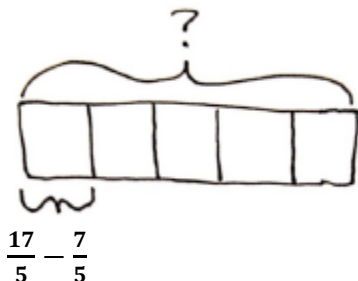
Look at this model. How is it different from the first one?_____

_____

How many parts is the whole divided into?_____

Let's write an expression and add parentheses to what must be done first.

Expression:_____

Solve:

Problem 3

Write an expression with a parentheses to match.

$$\frac{1}{4} \text{ the product of } \frac{1}{2} \text{ and } 24$$

Expression with parentheses _____

Solve.

Problem 4

Write an expression with a parentheses to match.

$$\text{subtract } 4 \text{ from } \frac{1}{6} \text{ of } 24$$

Expression with parentheses _____

Solve.

Problem 5

Write an expression with a parentheses to match.

$$\frac{1}{2} \text{ the product of } \frac{2}{5} \text{ and } 20$$

Expression with parentheses _____

Solve.

Problem 6

Write an expression with a parentheses to match.

$$\text{subtract } 10 \text{ from } \frac{2}{3} \text{ of } 30$$

Expression with parentheses _____

Solve.

Problem 7

Write the word form that matches the expression below.

$$\frac{1}{2} \times (15 + 15)$$

Solve:

Problem 8

Write the word form that matches the expression below.

$$\frac{1}{4}(32 - 12)$$

Solve:

Problem 9

Compare expressions in numerical forms.

$\dfrac{1}{8}$ the sum of 18 and 6 $\bigcirc$ $(6 + 18) \div 8$

Problem 10

$4 \times \dfrac{8}{3}$ $\bigcirc$ **4 times the quotient of 6 and 4**

Problem Set

Write an expression or word form to match, and then evaluate.

$\frac{1}{6}$ the sum of 16 and 20

Expression: _____

Solve:

$\frac{1}{2}(24 - 10)$

Word Form: _____

_____

Solve:

Application Problem:

Collette bought milk for herself each month and recorded the amount in the table below. For (a)–(c), write an expression that records the calculation described. Then, solve to find the missing data in the table.

Month	Amount (in gallons)
January	3
February	2
March	$1\frac{1}{4}$
April	
May	$\frac{7}{4}$
June	
July	2
August	1
September	
October	$\frac{1}{4}$

a. She bought $\frac{1}{4}$ of July's total in June.

b. She bought $\frac{3}{4}$ as much in September as she did in January and July combined.

c. In April, she bought $\frac{1}{2}$ gallon less than twice as much as she bought in August.

Exit Ticket

Write an expression to match, and then evaluate.

$$\frac{1}{3} \text{ the sum of 15 and 14}$$

Expression: _____

Solve:

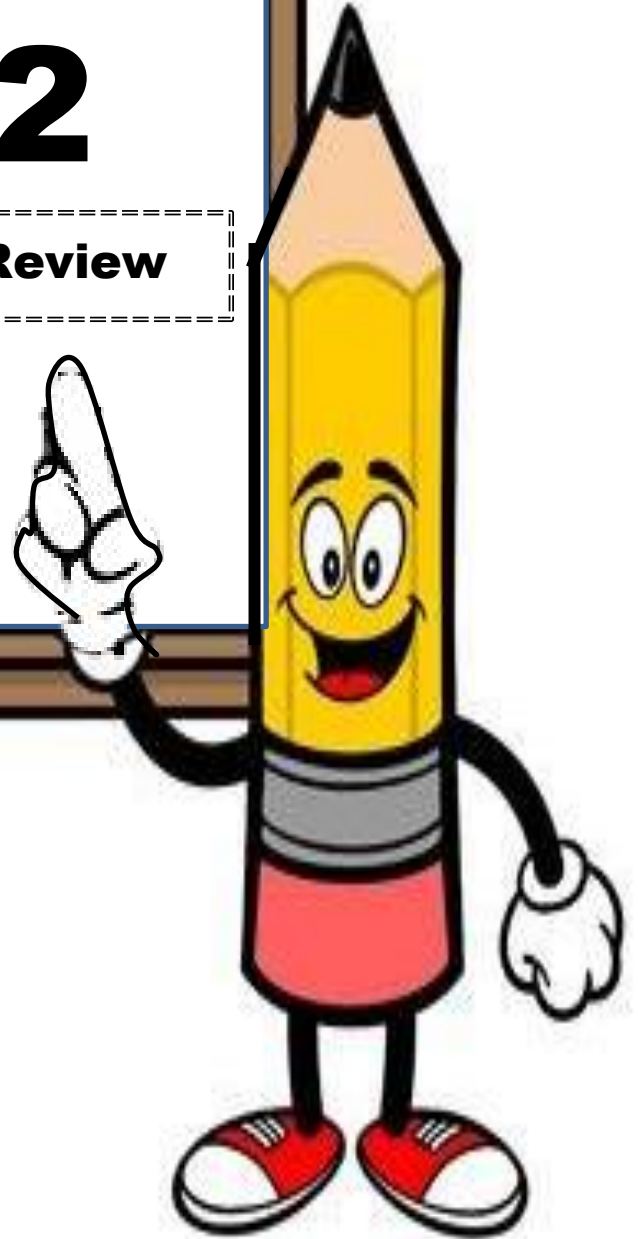$$\frac{2}{9} \text{ the difference of 29 and 20}$$

Expression: _____

Solve:

Day # 2

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Mid-Mod 4 Assessment Review

Name:_____ Week 24 Day 2 Date:_____

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Do Now

Write an expression to match, and then evaluate.

$\frac{2}{3}$ the sum of 15 and 15	$\frac{1}{4}$ the product of 12 and 5
Expression:_____ Solve:	Expression: _____ Solve:

Review for Mid-Mod SPA Assessment

Write the expression using repeated addition.

Problem 1

a. $7 \, x \, \frac{1}{8}$ _____

Problem 2

b. $\frac{4}{9} x \, 4$ _____

Solve.

Problem 3

$\frac{2}{3} x \, 12$

Problem 4

$\frac{2}{5}$ of 20

Problem 5

$$\frac{2}{4}\text{yd} = \underline{\quad}\text{in}$$

Problem 6

$$\frac{2}{10}\text{min} = \underline{\quad}\text{sec}$$

Problem 7

$$10 \text{ x} \left(4 \text{ x} \frac{2}{6} \right)$$

Write the following as expressions and solve.

Problem 8

seven-eighths of the sum of 10 and 14

Expression _____

Solve.

Problem 9

twelve times the difference of 32 and 7

Expression _____

Solve.

Problem 10

A jewelry maker purchased 20 inches of gold chain. She used $\frac{3}{10}$ of the chain for a bracelet. How many inches of gold chain did she have left?

Problem 11

Circle the expressions that give the same product as:

$$\frac{2}{5} \times 10$$

a. $\frac{1}{4}\ x\ 12$

b. $\frac{2}{3}\ x\ 6$

a. $\frac{2}{7}\ x\ 14$

d. $\frac{1}{8}\ x\ 32$

Problem 12

Jack, Jill, and Bill each carried a 48-ounce bucket full of water down the hill. By the time they reached the bottom, Jack's bucket was only $\frac{3}{4}$ full, Jill's was $\frac{2}{3}$ full, and Bill's was $\frac{1}{6}$ full.

How much water did Jack spill? How much did Jill spill? How much did Bill spill?

How much water did they spill altogether on their way down the hill?

Problem 13

Kim and Courtney share a 16-ounce box of cereal. By the end of the week, Kim has eaten $\frac{3}{8}$ of the box, and Courtney has eaten the rest. What fraction of the box did Courtney eat?

Problem 14

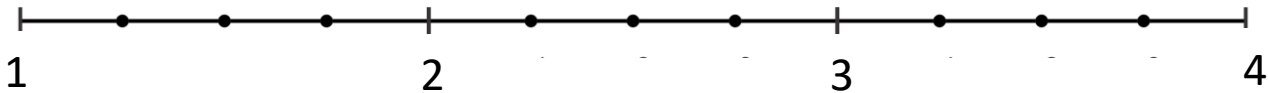Mrs. Albert baked 48 cookies. Two-thirds of the cookies were chocolate chip. How many cookies were not chocolate chip?

The list below shows the numbers of miles John biked each day for 12 days.

$$1\frac{3}{4}, \quad 2, \quad 1\frac{1}{2}, \quad 1\frac{3}{4}, \quad 2\frac{1}{4}, \quad 2, \quad 2\frac{1}{2}, \quad 1\frac{3}{4}, \quad 2\frac{1}{2}, \quad 1\frac{3}{4}, \quad 1\frac{1}{2}, \quad 2\frac{3}{4}$$

Make a line plot of the data using the line below. Include a title and correct labels.

Title: _____

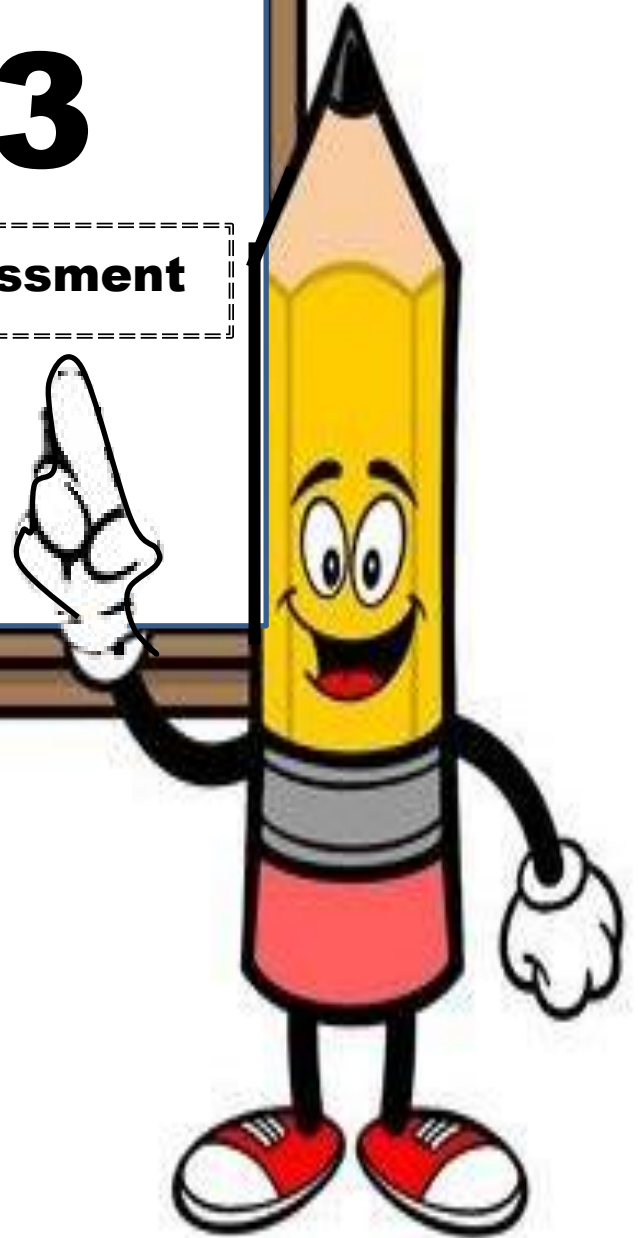1   2   3   4

Day # 3

Mod 4 Mid-Mod SPA Assessment

Name:_____ Week 24 Day 3 Date:_____

BCCS-Boys   Stanford   MIT

Module 4 Mid-Module Assessment

Directions: Make sure to show *all* your work and complete each part. Good luck! ☺

Part I: Multiple Choice – Choose the correct answer to each question. Show your work.

_____ 1. Which repeated addition expression matches the expression below?
(5.NF.4a)

$$\frac{1}{2} \; x \; 6$$

A. $\frac{1}{2} + \frac{1}{2} + \frac{1}{2}$

B. $6 + 6 + 6 + 6 + 6 + 6$

C. $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2}$

D. $\frac{1}{2} + 6 + \frac{1}{2} + 6 + \frac{1}{2} + 6$

———— 2. Solve. (5.NF.7)

$$\frac{2}{3} ft = \_\_\_inches$$

A. 12

B. 10

C. 8

D. 6

———— 3. Multiply the fraction. Simplify when necessary. (5.NF.4a)

$$\frac{3}{4} x\ 12$$

A. 6

B. 9

C. 2

D. 12

———— 4. There are 30 scholars going on a field trip. Two-fifth of the scholars are girls. How many **_boys_** are going on the trip? (5.NF.6)

A. 12 boys

B. 10 boys

C. 8 boys

D. 18 boys

———— 5. Solve. (5.NF.7)

$$\frac{1}{6}\ year\ =\ \_\_\_months$$

A. 12

B. 2

C. 4

D. 10

_____ 6. Multiply the fraction. Simplify when necessary. (5.NF.4a)

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

A. 2

B. 1

C. 4

D. 8

_____ 7. Solve. (5.OA.1)

$$\left(3 \ x \ \frac{1}{2}\right) x \ 14$$

A. 21

B. 84

C. 42

D. 6

——— 8. Solve. (5.NF.7)

$$\frac{1}{3} \; yd = \underline{\quad} ft$$

A. 3

B. 2

C. 6

D. 1

——— 9. Solve. (5.OA.1)

$$\left(\frac{2}{3} \times 12\right) + 7$$

A. 8

B. 12

C. 15

D. 24

_____ **10.** Mrs. Clute wrote the following expressions on the board: (5.NF.4a)

A. $\frac{3}{4} \times 8$ B. $\frac{2}{3} x \, 12$

C. $\frac{1}{2} x \, 16$ D. $\frac{1}{4} x \, 20$

Which of the following expressions are equivalent?

A. Expressions A and B

B. Expressions B and D

C. Expressions C and D

D. Expressions B and C

Part II: Show all of your work on this part of the test.

11. Write the following as expressions and solve.
   (5.OA.2)

one-third the sum of 6 and 3

Expression _____

Solve:

Answer_____

12. A movie theater sold 60 tickets. Of these, $\frac{2}{3}$ were children's tickets, and the rest were adult tickets. How many adult tickets were sold? (5.NF.6)

Answer: _____ adult tickets

13. At the market, Ms. Winn bought $\frac{3}{4}$ lb of grapes and $\frac{5}{8}$ lb of cherries. (5.NF.7)

a. How many ounces of grapes did Ms. Winn buy?

b. How many ounces of cherries did Ms. Winn buy?

c. How many more ounces of grapes than cherries did Ms. Winn buy?

14. Anna recorded the time she spent at soccer practice to the nearest $\frac{1}{4}$ hour for 15 days.

Her results are shown below. (5.MD.2)
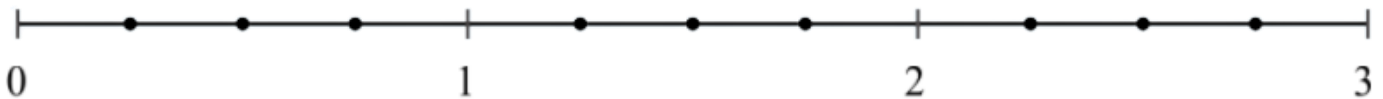
TIME SPENT AT SOCCER PRACTICE (HOURS)

Monday	Tuesday	Wednesday	Thursday	Friday
$2\frac{1}{4}$	$2\frac{1}{2}$	$1\frac{3}{4}$	2	$1\frac{1}{2}$
$2\frac{3}{4}$	$2\frac{1}{2}$	$2\frac{1}{2}$	$1\frac{3}{4}$	$2\frac{1}{4}$
$1\frac{3}{4}$	$2\frac{1}{2}$	2	$1\frac{3}{4}$	$1\frac{3}{4}$

Make one line plot to display Anna's data over the 15-day period.

Be sure to

- title the line plot
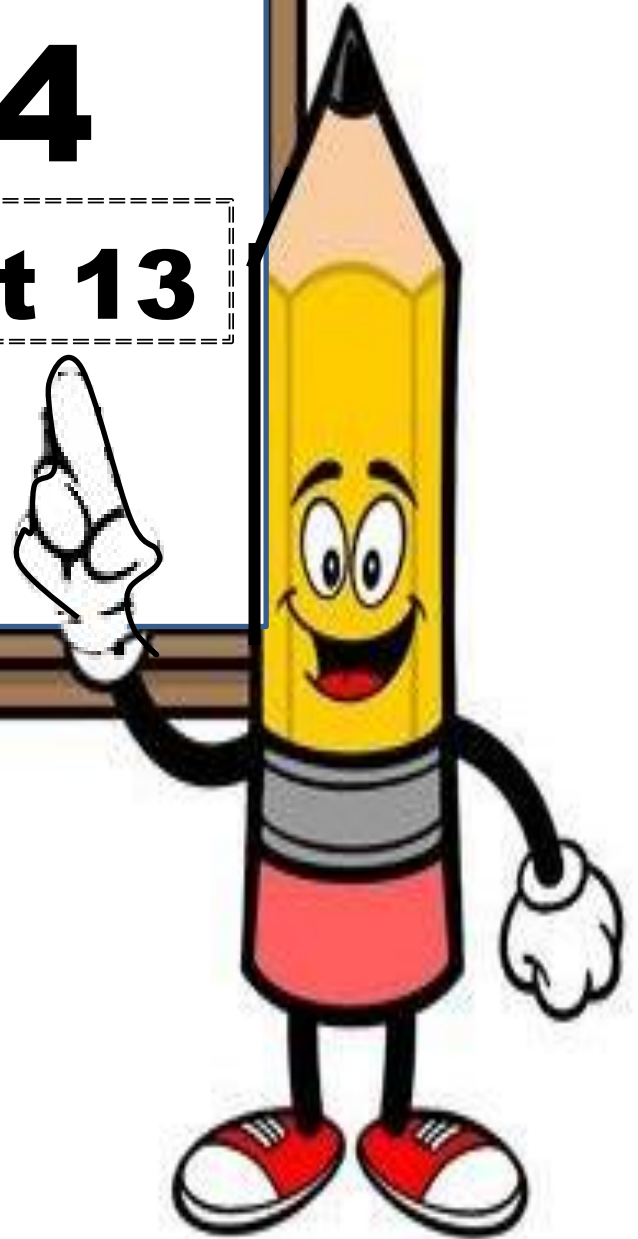- label the number line
- graph all the data

Title _____

Brighter Choice
Charter School for Boys

Day # 4

Mod 4 Packet 13

Name:_____ Week 24 Day 4 Date:_____

BCCS-Boys   Stanford   MIT

Do Now

$\frac{1}{4}$ x (3 + 5)	15 times as much as 1 fifth of 12

Input Activity:

Problem 1

Jan has 4 pans of crispy rice treats. She sends $\frac{1}{2}$ of the pans to school with her children. <u>How many pans of crispy rice treats does Jan send to school?</u>

Expression:_____

Solve:

What if she had 2 pans of crispy rice treats and sent $\frac{1}{2}$ of the pans to school. <u>How many pans of treats did Jan send?</u>

Expression:_____

Solve:

What if she had 1 pan of crispy rice treats and sent $\frac{1}{2}$ of the pan to school. How many pans of treats did Jan send?

Expression:_____

Solve:

What if she had $\frac{1}{2}$ pan of crispy rice treats and sent $\frac{1}{2}$ of the pan to school. How many pans of treats did Jan send?

Expression:_____

Solve:

Problem 2

$$\frac{1}{3} \text{ of } \frac{1}{2}$$

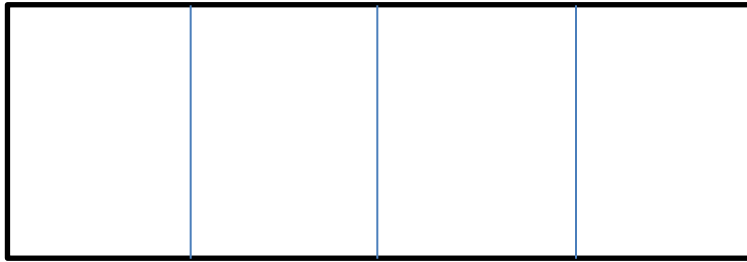Check by multiplying: Answer:

1. Let's cut the box into thirds to represent $\frac{1}{3}$ vertically, up and down. Label it $\frac{1}{3}$.

2. Let's cut the box into halves to represent $\frac{1}{2}$ horizontally, going side to side. Label it $\frac{1}{2}$.

3. One box created will be your answer to $\frac{1}{3} x \frac{1}{2}$

4. Check your work by multiplying numerators and multiplying denominators.

Problem 3

$$\frac{1}{3} \text{ of } \frac{1}{4}$$

Check by multiplying:

Answer:

5. Let's cut the box into fourths to represent $\frac{1}{4}$ vertically, up and down. Label it $\frac{1}{4}$.

6. Let's cut the box into thirds to represent $\frac{1}{3}$ horizontally, going side to side. Label it $\frac{1}{3}$.

7. One box created will be your answer to $\frac{1}{3} x \frac{1}{4}$

8. Check your work by multiplying numerators and multiplying denominators.

Problem 4

A sales lot is filled with vehicles for sale. $\frac{1}{3}$ of the vehicles are pickup trucks. $\frac{1}{3}$ of the trucks are white. <u>What fraction of all the vehicles are white pickup trucks?</u>

$$\frac{1}{3} \text{ of } \frac{1}{3}$$

Check by multiplying:

Answer:

Problem 5

$$\frac{1}{2} \text{ of } \frac{1}{4}$$

Check by multiplying:

Answer:

Problem 6

$$\frac{1}{2} \text{ of } \frac{1}{6}$$

Check by multiplying:

Answer:

Problem 7

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

Check by multiplying:

Answer:

Problem Set

1. $\frac{1}{4}$ *of* $\frac{1}{4}$

2. $\frac{1}{2}$ *of* $\frac{1}{6}$

Application Problem

Marie is designing a bedspread for her grandson's new bedroom. $\frac{1}{3}$ of the bedspread is covered in race cars, and the rest is striped. $\frac{2}{3}$ of the stripes are red. <u>What fraction of the bedspread is covered in red stripes?</u>
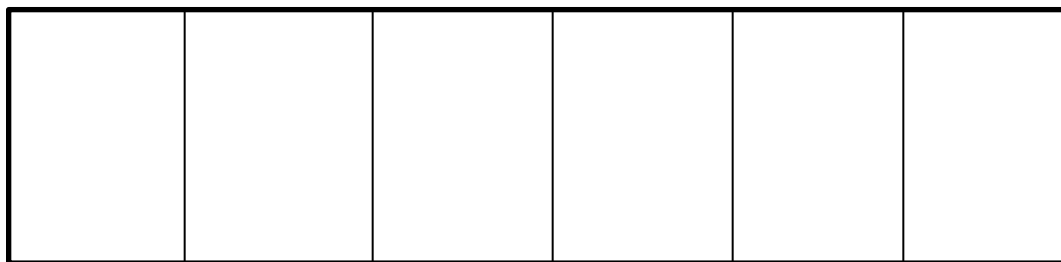
Exit Ticket

1. Solve. Draw a rectangular fraction model to show your thinking.

$$\frac{1}{3} \text{ of } \frac{1}{3} = \underline{\quad}$$

2. Solve. Draw a rectangular fraction model to show your thinking.

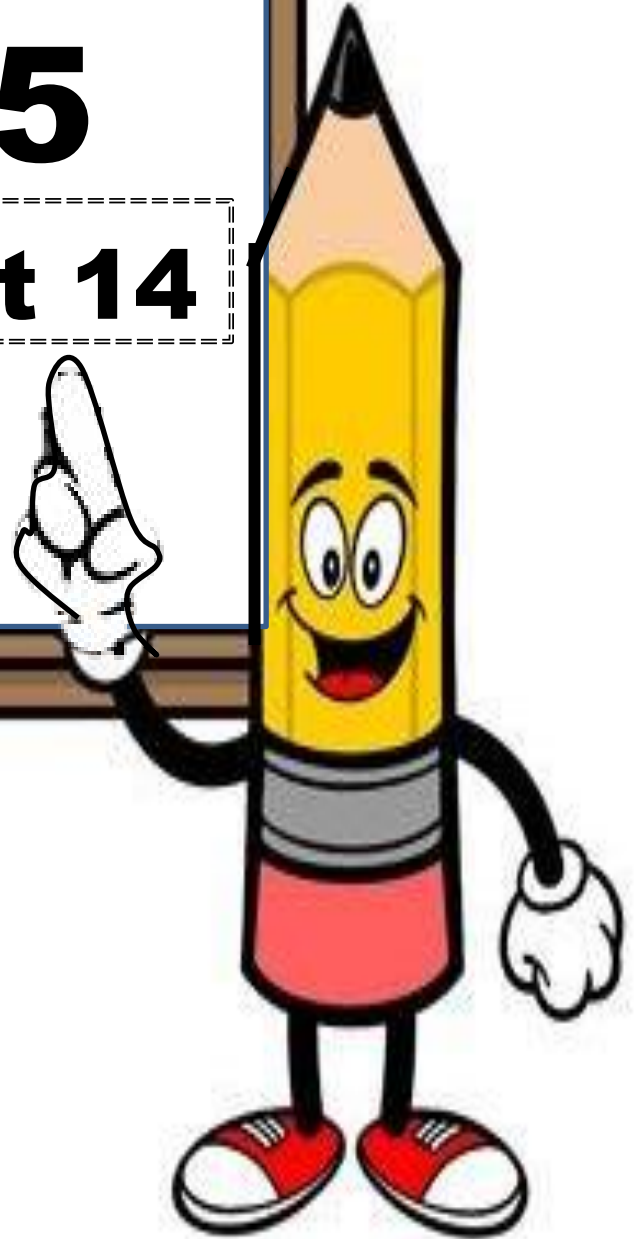$$\frac{1}{2} \text{ of } \frac{1}{6} = \underline{\quad}$$

Brighter Choice
Charter School for Boys

Day # 5

Mod 4 Packet 14

Name:_____ Week 24 Day 5 Date:_____

BCCS-Boys   Stanford   MIT

Do Now

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

$$\frac{1}{6} \times \frac{1}{3}$$

Input Activity:

Problem 1

Sarah had $\frac{3}{5}$ pan of crispy rice treats. She sent $\frac{1}{3}$ of the treats to school. <u>What fraction of the whole pan did she send to school?</u>

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

Check by multiplying:

Answer:

1. Let's cut the box into fifths. Shade in 3 to represent $\frac{3}{5}$ vertically, up and down.

2. Let's cut the box into thirds to represent $\frac{1}{3}$ horizontally, going side to side. Shade one to represent $\frac{1}{3}$.

3. The shaded boxes created will be your answer to $\frac{3}{5} x \frac{1}{3}$

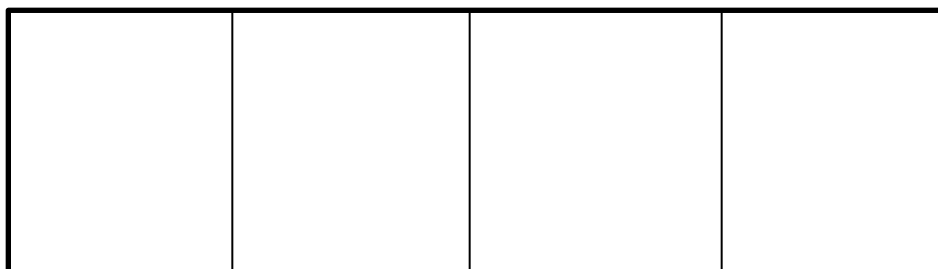4. Check your work by multiplying numerators and multiplying denominators.

Problem 2

Sarah had <mark>$\frac{2}{3}$ pan</mark> of crispy rice treats. She sent $\frac{3}{4}$ of the treats to school. <u>What fraction of the whole pan did she send to school?</u>

$$\frac{2}{3} \text{ of } \frac{3}{4}$$

Check by multiplying:

Answer:

1. Let's cut the box into fourths and shade in 3 to represent $\frac{3}{4}$ vertically, up and down.

2. Let's cut the box into thirds and shade in 2 to represent $\frac{2}{3}$ horizontally, going side to side.

3. One box created will be your answer to $\frac{2}{3} x \frac{3}{4}$

4. Check your work by multiplying numerators and multiplying denominators.

Reduce First, Then Solving:

Problem 3

$$\frac{7}{9} \text{ of } \frac{3}{7}$$

Let's solve this problem a different way since it would be <u>too hard</u> to solve it with a tape diagram.

- **Can we reduce somewhere? If so, where? Remember we can only reduce numerators to denominators and not numerators to numerators or denominators to denominators.**
- **After reducing, now multiply across.**

Problem 4

$$\frac{3}{10} \text{ x } \frac{5}{9}$$

Problem 5

$$\frac{5}{8} \times \frac{4}{15}$$

Problem 6

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

Problem 7

$$\frac{2}{3} \text{ of } \frac{3}{5}$$

Problem 8

$$\frac{3}{4} \text{ of } \frac{4}{5}$$

Problem Set

Solve. Reduce each fraction before multiplying.

$\frac{4}{5}$ **of** $\frac{2}{3}$ $\frac{3}{4}$ **X** $\frac{2}{3}$

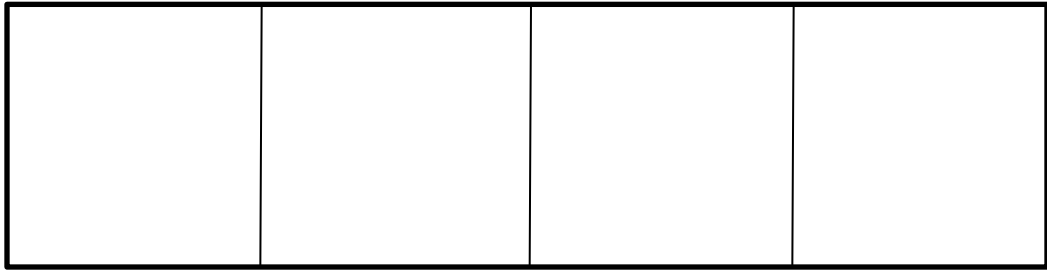$\frac{3}{4}$ **X** $\frac{5}{6}$ $\frac{4}{5}$ **of** $\frac{5}{8}$

Application Problem:

Solve by drawing a rectangular fraction model and writing a multiplication sentence.

Beth had $\frac{3}{4}$ box of candy. She ate $\frac{2}{3}$ of the candy. What fraction of the whole box does she have left?

C

U

B

E

S

Answer: _____ of the box

Exit Ticket

Solve.

1. $\frac{2}{3}$ of $\frac{3}{5}$

2. $\frac{4}{9}$ x $\frac{3}{8}$

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

4. $\frac{2}{9}$ of $\frac{3}{8}$