Name _____

3rd Grade Math (Modified ESL) Remote Learning Packet

Week 27

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.

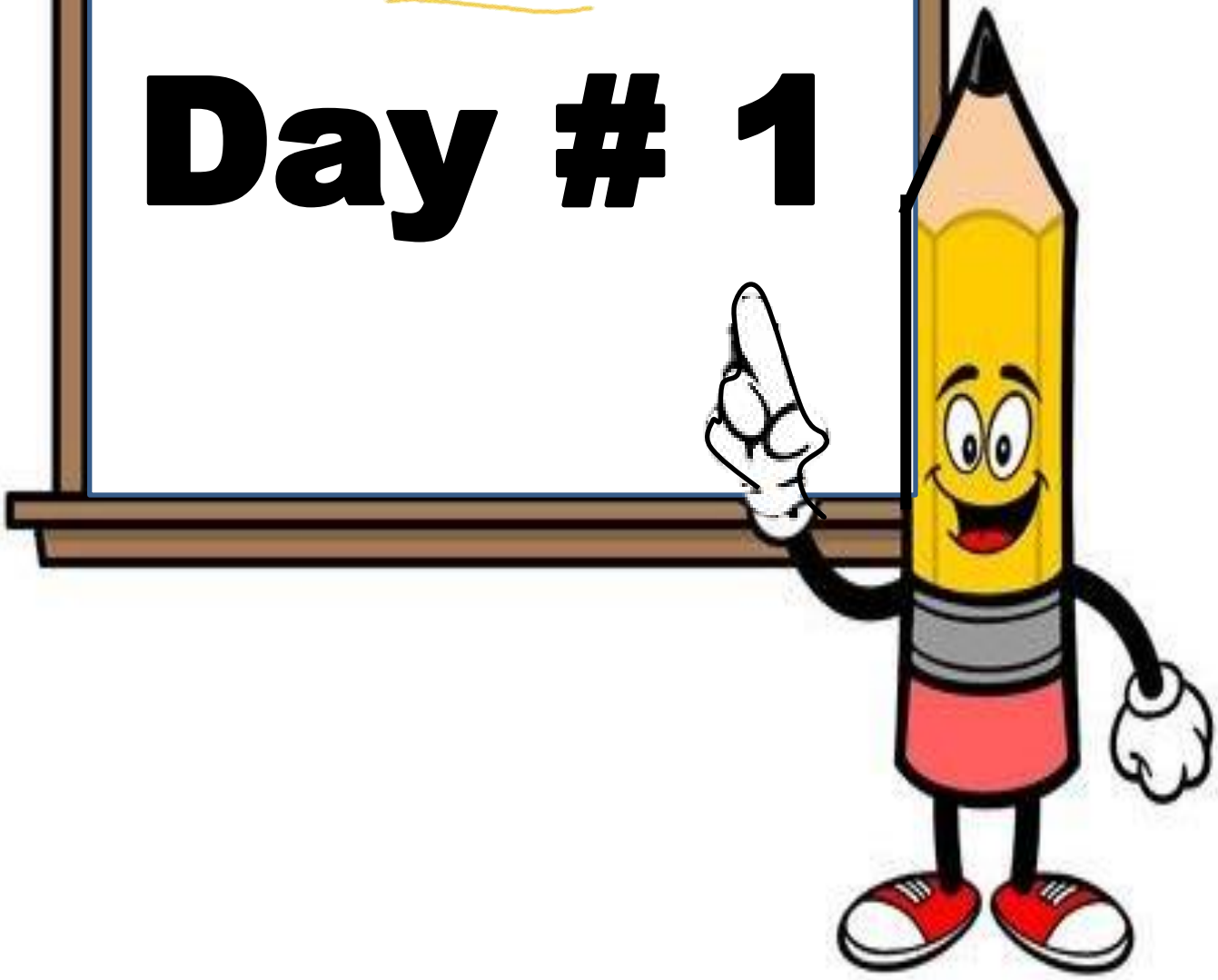
_____ _____

(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 recognize and show that equivalent fractions have the same size, though not necessarily the same shape?

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

Vocabulary:

- Equivalent
- Representation
- Fractional Amount
- Numerator
- Denominator

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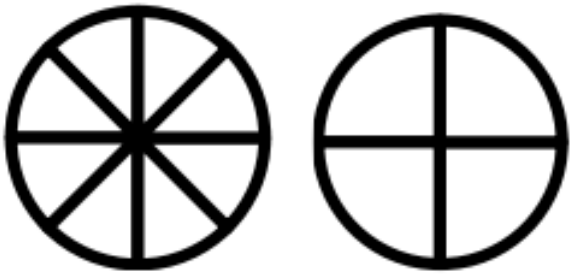
Do Now:

Circle 1 Circle 2

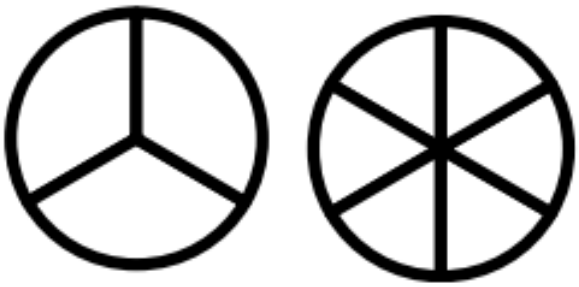


Step 1: Shade five-eighths of circle 1.

Step 2: Shade one-fourth of circle 2.

Step 3: Write the larger fraction below.

Circle 1 Circle 2

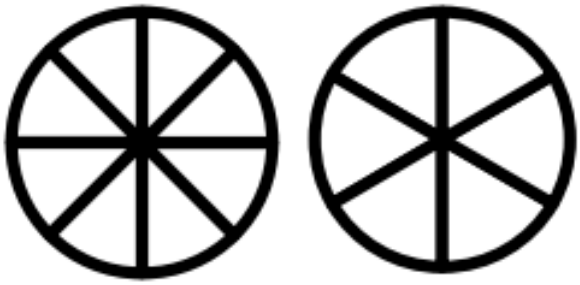


Step 1: Shade one-third of circle 1.

Step 2: Shade five-sixths of circle 2.

Step 3: Write the larger fraction below.

Circle 1 Circle 2

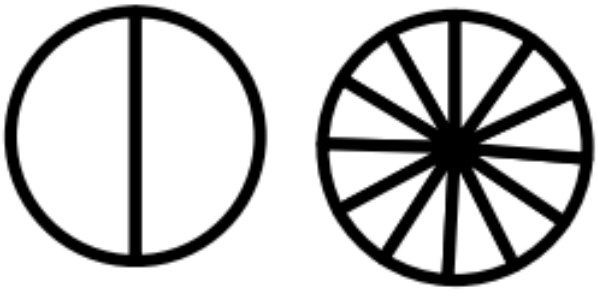


Step 1: Shade two-eighths of circle 1.

Step 2: Shade three-sixths of circle 2.

Step 3: Write the larger fraction below.

Circle 1 Circle 2



Step 1: Shade one-half of circle 1.

Step 2: Shade five-twelfths of circle 2.

Step 3: Write the larger fraction below.

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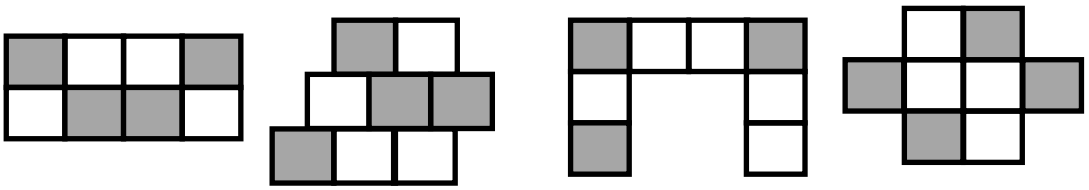
Input (My Turn):

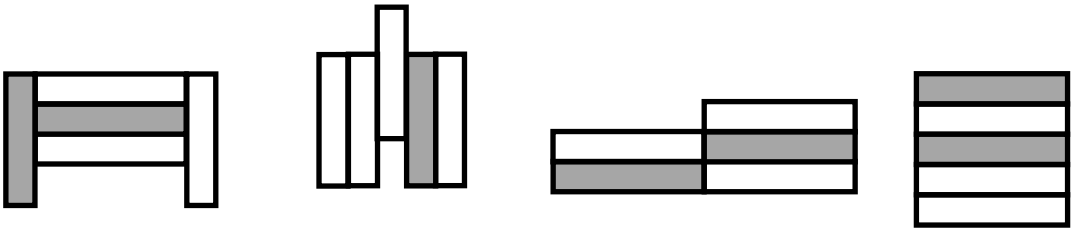
1. Label what fraction of each shape is shaded. Then, circle the fractions that are equal.

a.



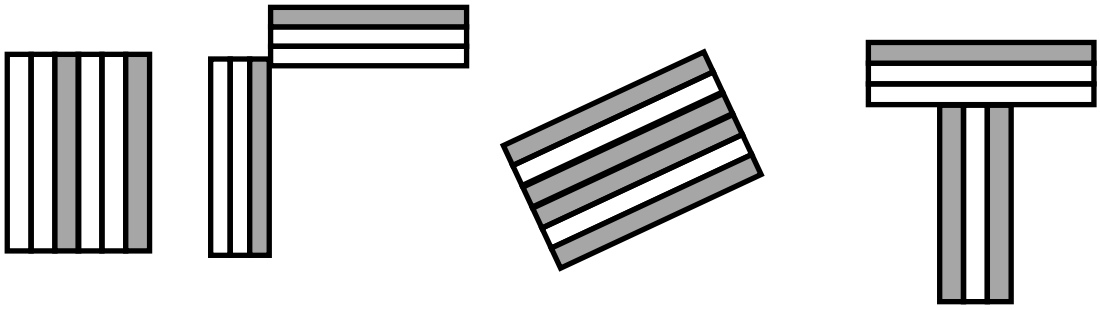
_____

b.



_____

c.



_____

Name: _____ Week 27 Day 1 Date: _____

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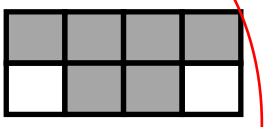
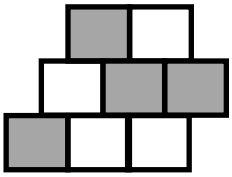
Problem Set (Your Turn):

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

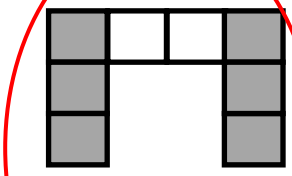
a.



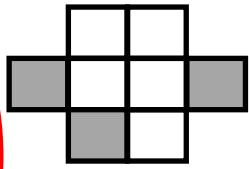
$\frac{6}{8}$ shaded boxes / total boxes



$\frac{4}{8}$ shaded boxes / total boxes

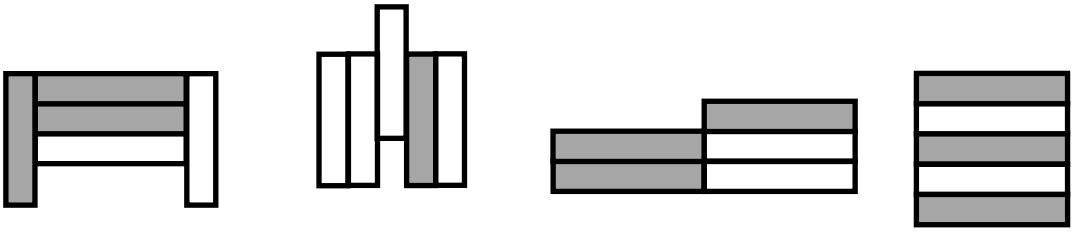


$\frac{6}{8}$ shaded boxes / total boxes

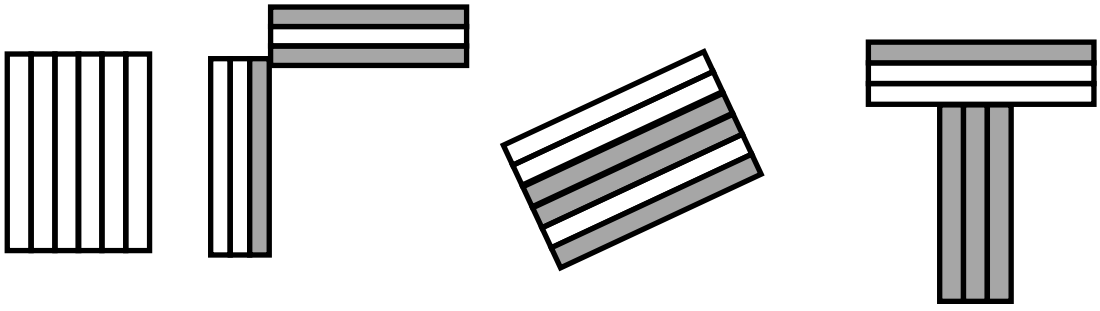


$\frac{3}{8}$ shaded boxes / total boxes

b.



c.



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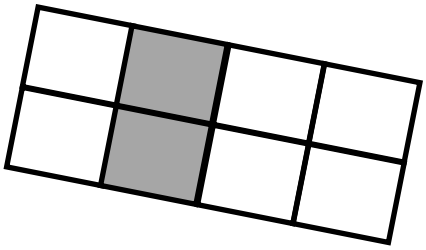
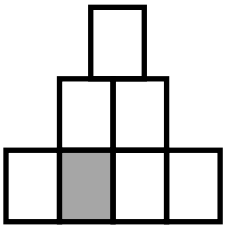
Input (My Turn):

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

a.



b.

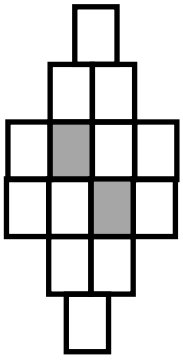


Problem Set (Your Turn):

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

a.

b.



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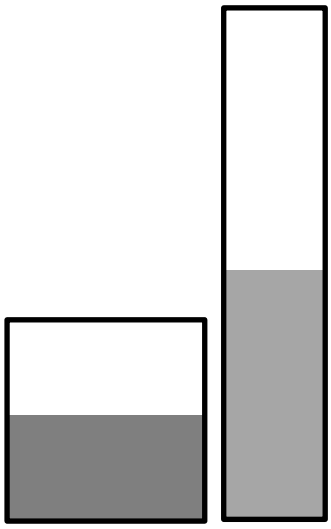
Input (My Turn):

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

I think is correct because

_____

_____



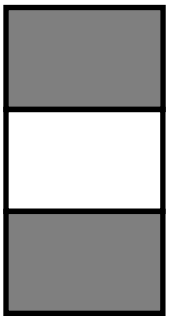
Problem Set (Your Turn):

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

I think is correct because

_____

_____



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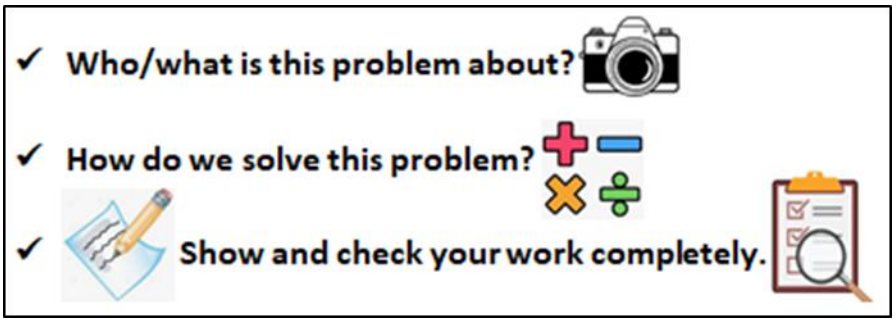
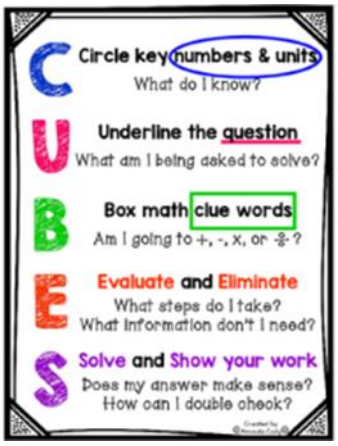
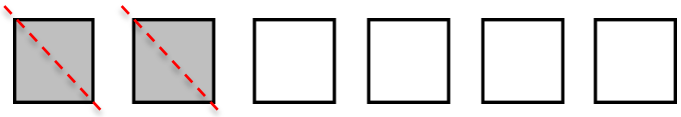




Application:

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



a. What shapes does he have now?

b. How many of each shape does he have?

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

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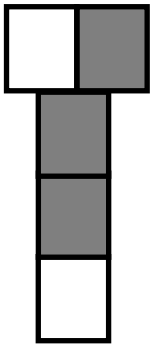
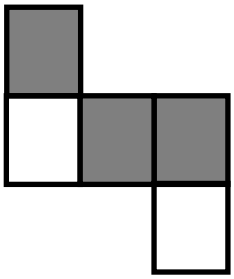
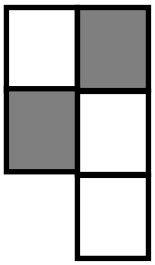
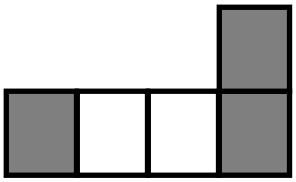
Exit Ticket:

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





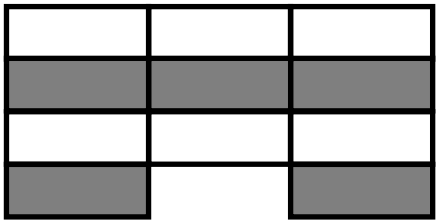




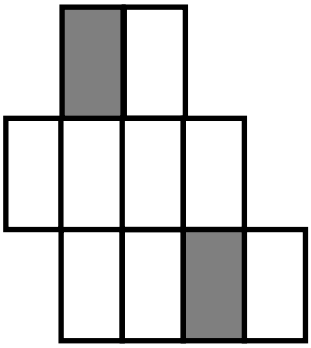
$$\frac{\text{shaded boxes}}{\text{total boxes}}$$

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

a.



b.



Name: _____ Week 27 Day 1 Date: _____

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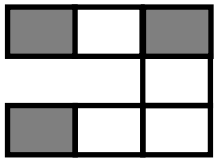
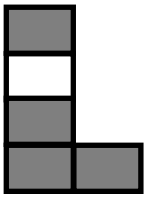
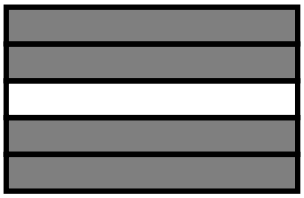
Homework:

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



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





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

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

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

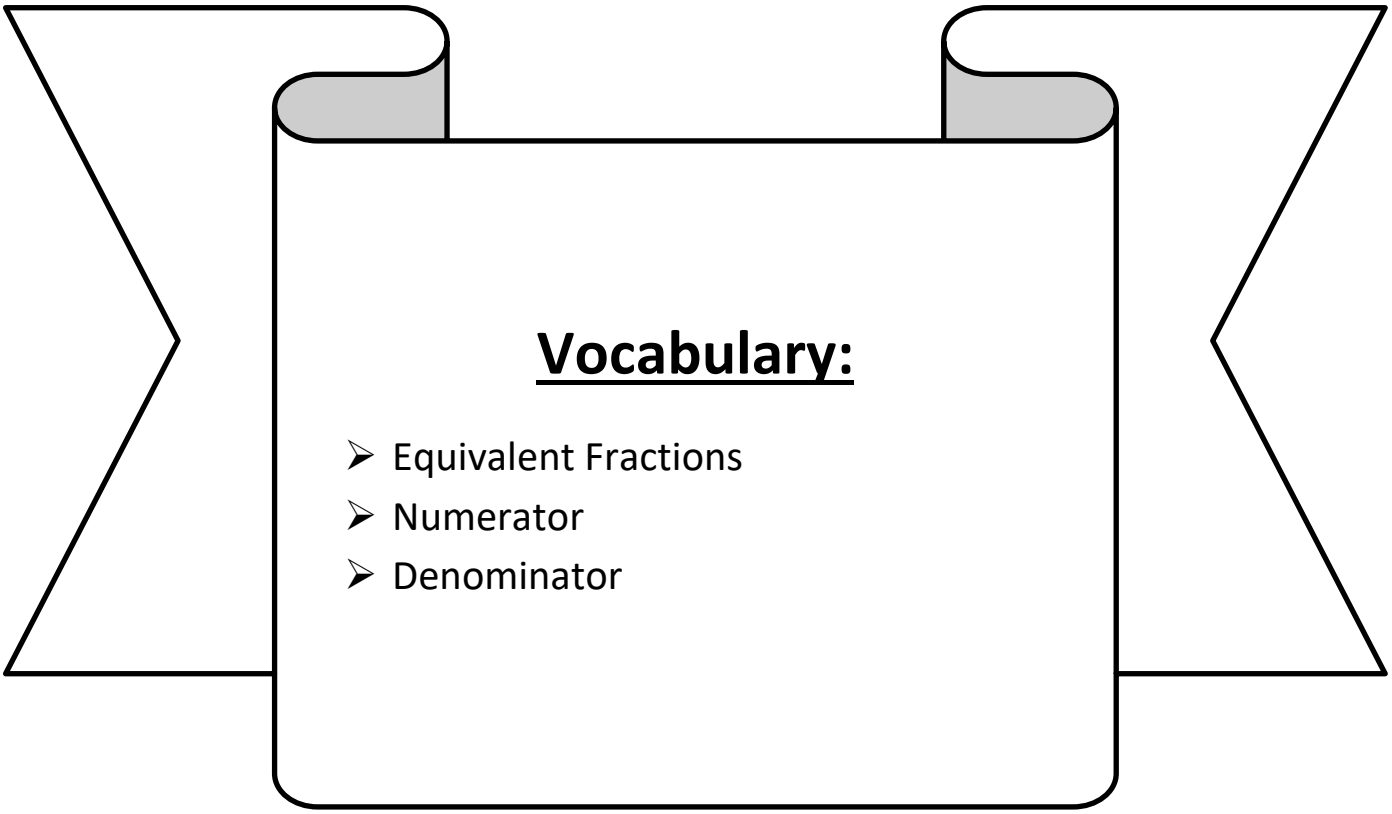
Diana _____

Becky ( )


Brighter Choice
Charter School for Boys
Day # 2

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

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



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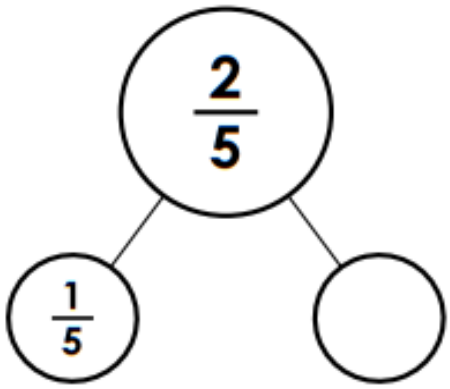
Do Now:

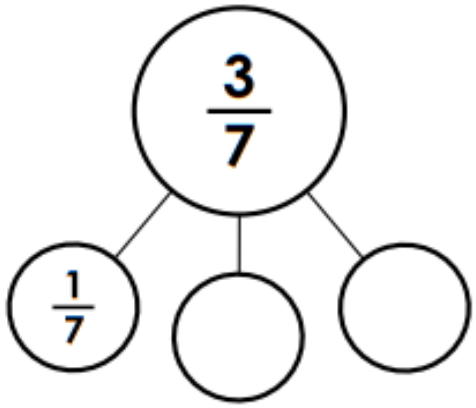
Fraction Number Bonds

Complete each number bond.

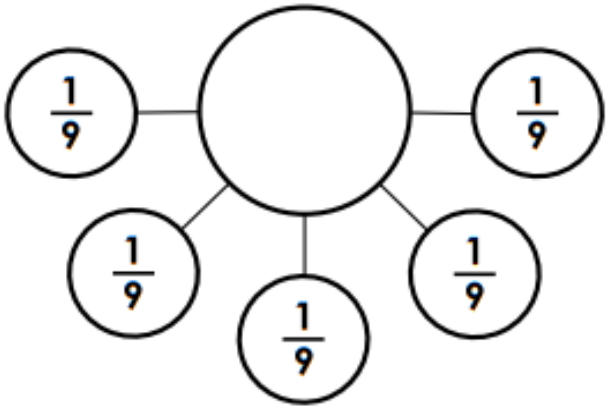
a.



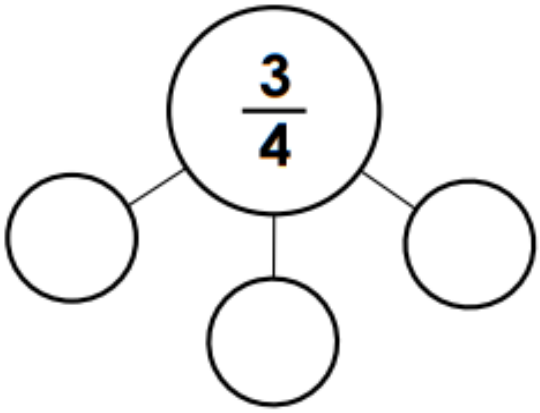
b.



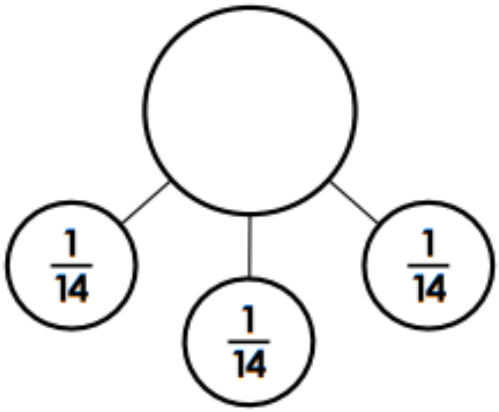
c.



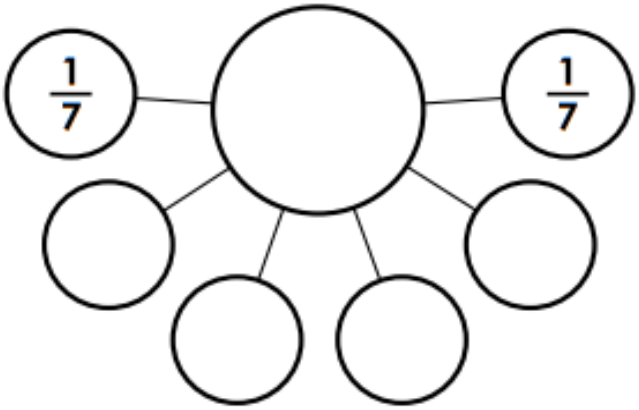
d.



e.



f.



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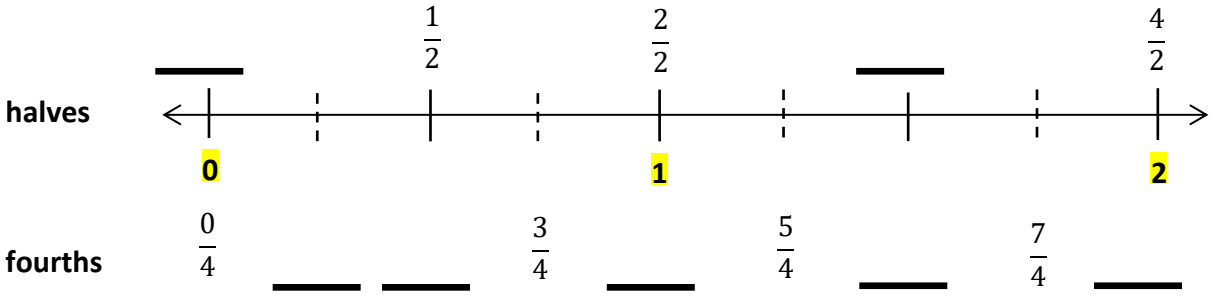
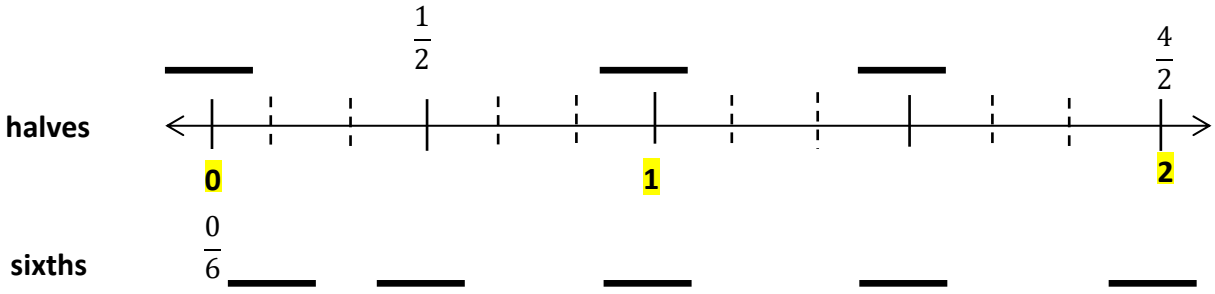
Input (My Turn):

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





2. **Use the number lines above to:**
   - Put a circle around fractions equal to 1 half
   - Put a square around fractions equal to 1
   - Put a triangle around fractions equal to 3 halves
   - Put a start next to fractions equal to 2

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

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

Name: _____ Week 27 Day 2 Date: _____

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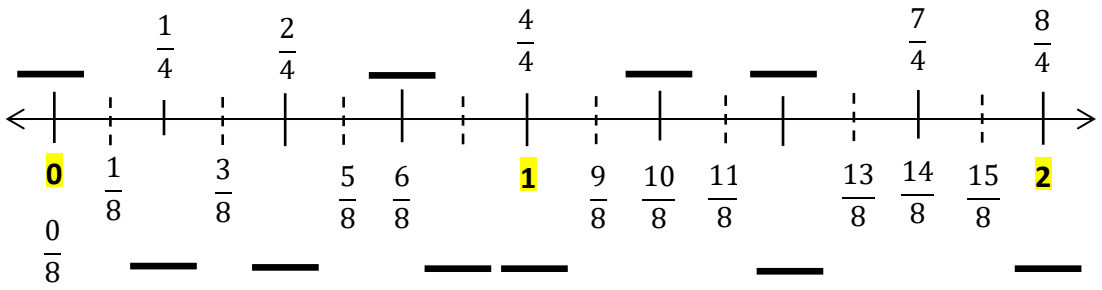
Problem Set (Your Turn):

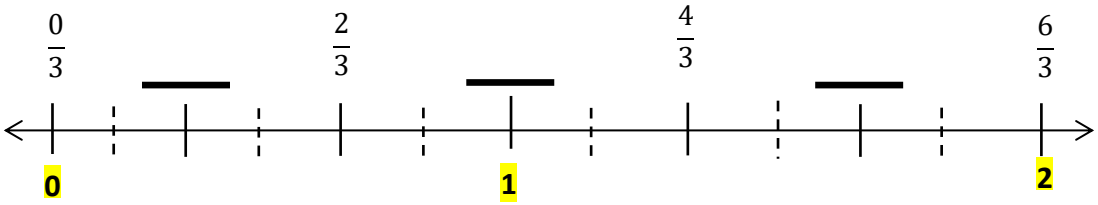
1. Use the fractional units on the left to count up on the number line. Label the missing fractions on the blanks.

fourths

eighths



thirds



sixths

2. Use the number lines above to:

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

Write two pairs of fractions that are equivalent.

_____ = _____ _____ = _____

Name: _____ Week 27 Day 2 Date: _____

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Problem Set (Your Turn):

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

$\frac{1}{4} = \frac{\square}{8}$ $\frac{6}{4} = \frac{12}{\square}$ $\frac{2}{3} = \frac{\square}{6}$

$\frac{6}{3} = \frac{12}{\square}$ $\frac{3}{3} = \frac{\square}{6}$ $2 = \frac{8}{4} = \frac{\square}{8}$

Name: _____ Week 27 Day 2 Date: _____

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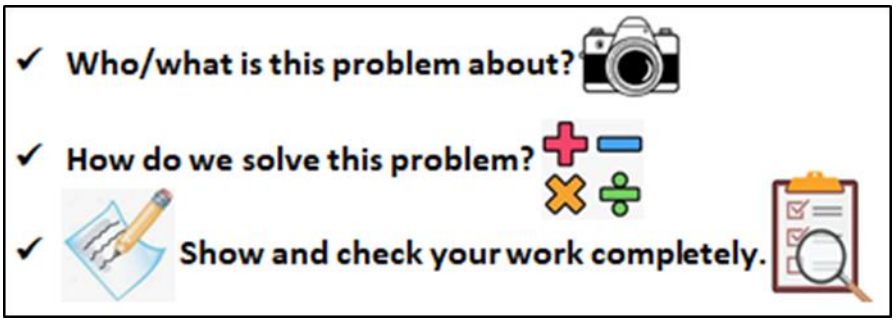

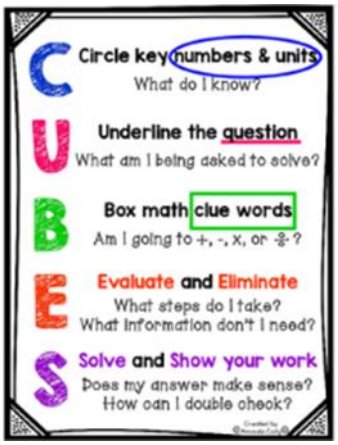

Application:

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

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

b. What fractional unit does Dorothea make as she marks the points on her run?

c. What fraction of her run has she completed when she reaches the third marker?

Name: _____ Week 27 Day 2 Date: _____

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Exit Ticket:

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

Name: _____ Week 27 Day 2 Date: _____

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Homework:

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

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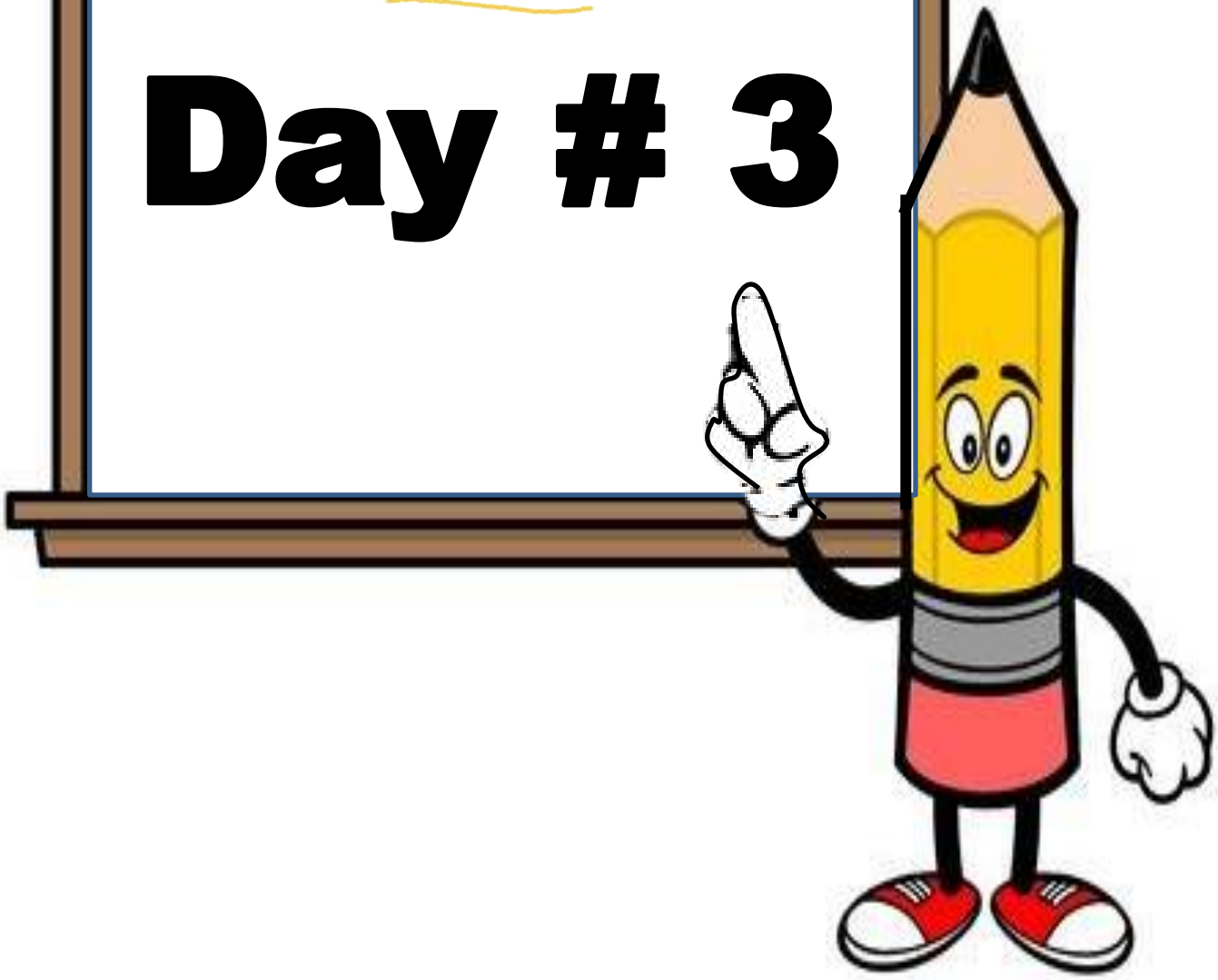
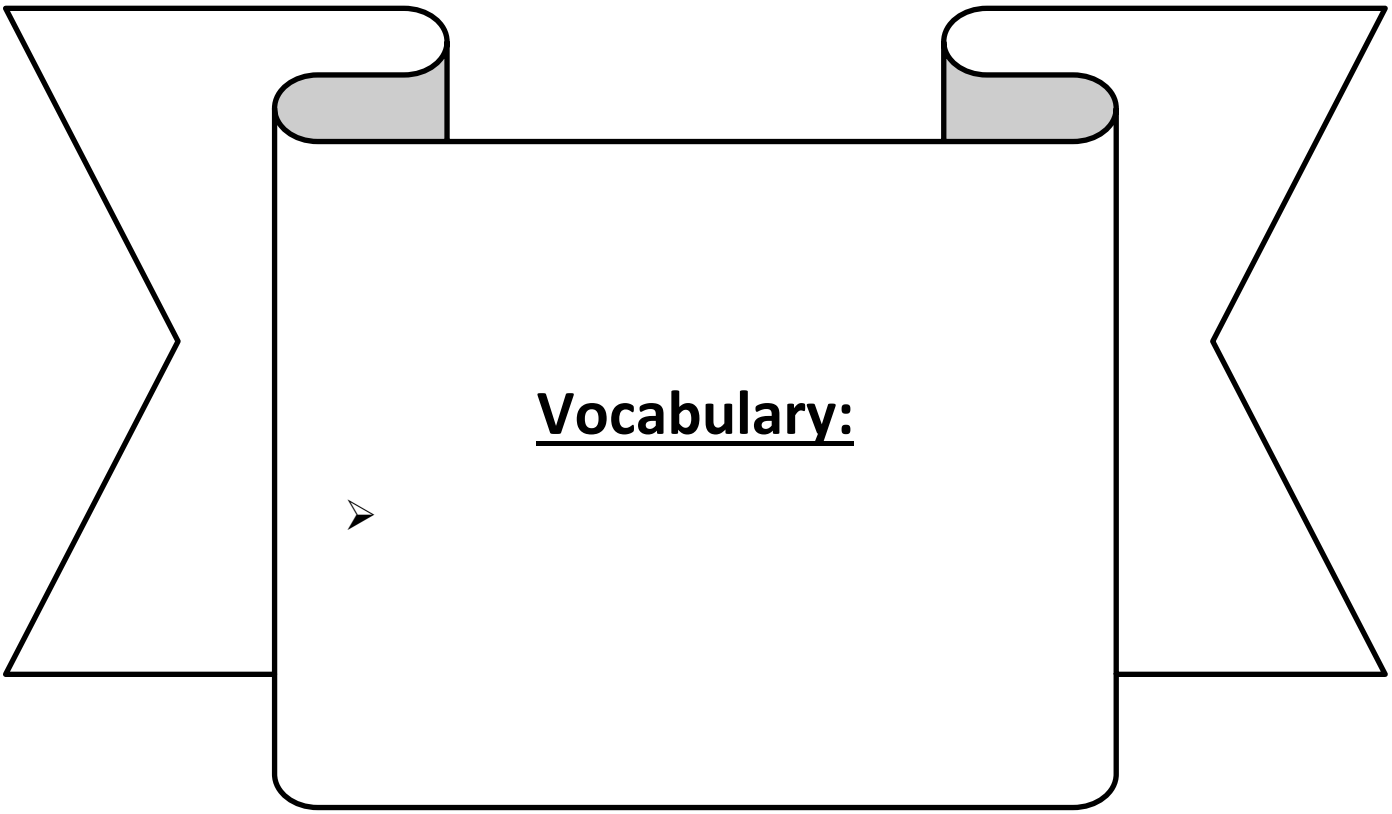
Day # 3



LEQ: How can I generate simple equivalent fractions?

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



Name: _____ Week 27 Day 3 Date: _____

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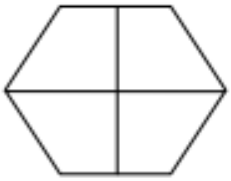
Do Now:

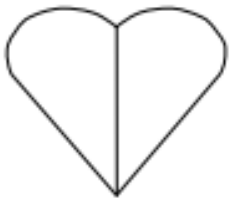
Match the pictures the halves or quarters with their wholes. Then complete the shape to recreate the whole again.

1.) 

2.) 

3.) 

4.) 

5.) 

a.  Quarter

b.  Half

c.  Quarter

d.  Half

e.  Half

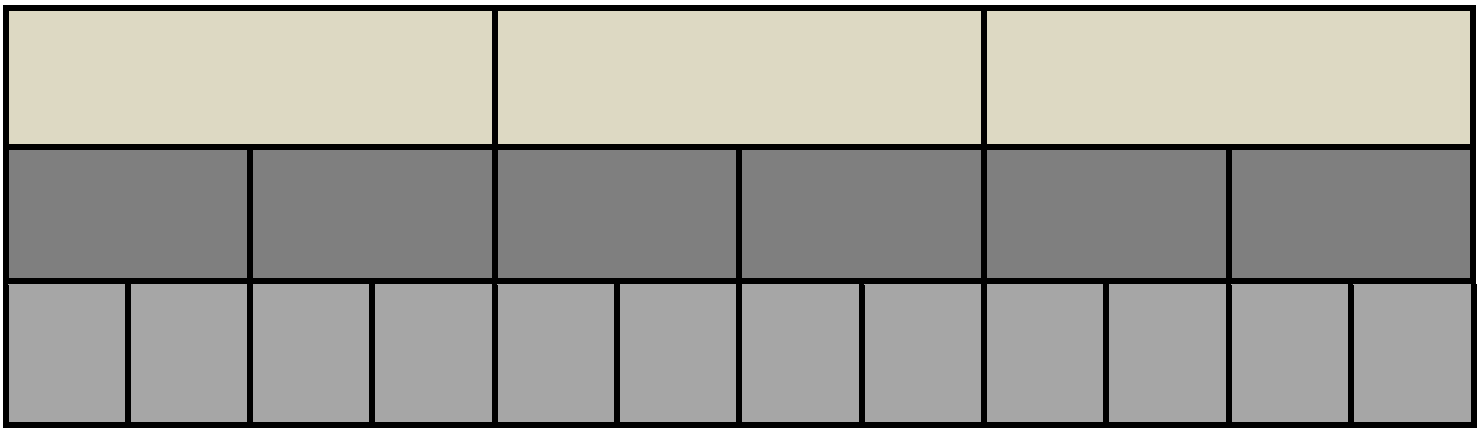
Name: _____ Week 27 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

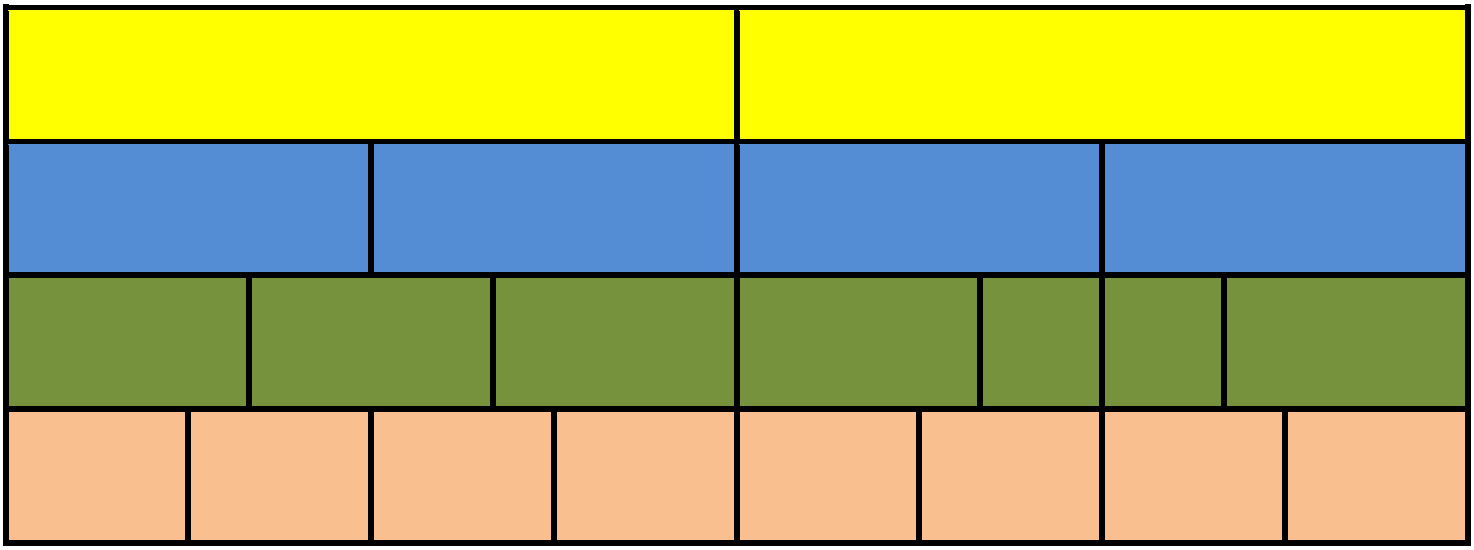
---- label the unit fraction for each strip

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



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

What other fractions are equivalent?



___ = ___ = ___ = ___

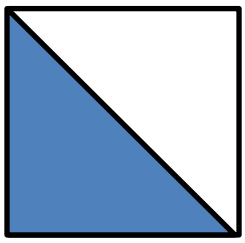
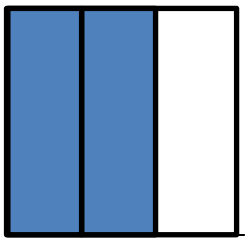
2 4 6 8

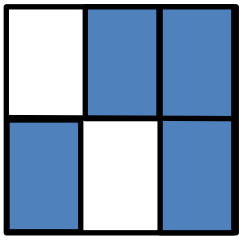
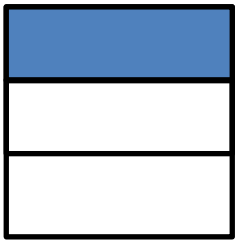
Name: _____ Week 27 Day 3 Date: _____

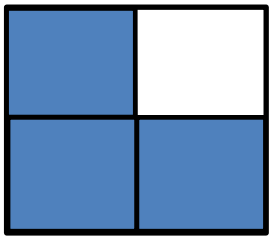
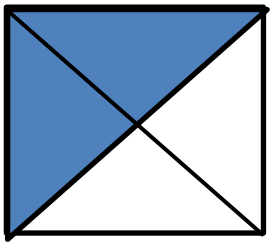
BCCS-B Harvard Yale Princeton

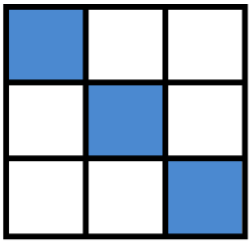
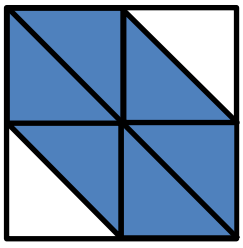
Input (My Turn):

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

_____   _____

_____   _____

_____   _____

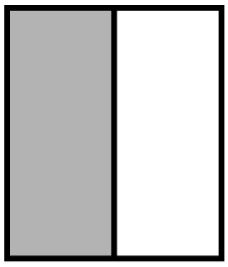
_____   _____

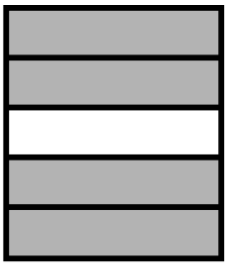
Name: _____ Week 27 Day 3 Date: _____

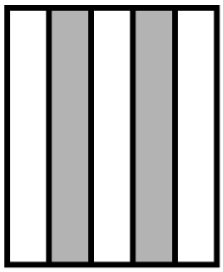
BCCS-B Harvard Yale Princeton

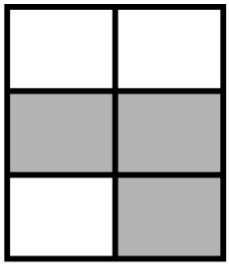
Problem Set (Your Turn):

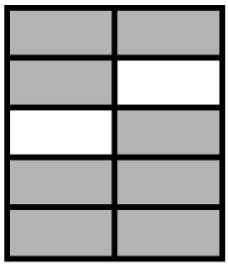
1. Write the shaded fraction of each figure on the blank. Then, draw a line to match the equivalent fractions.

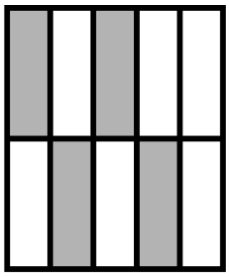
_____ 

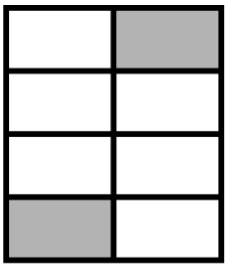
 _____

_____ 

 _____

_____ 

 _____

_____ 

 _____

Name: _____ Week 27 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

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

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

Problem Set (Your Turn):

1. Draw and label two models that show 1/2 = 3/4.

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

Name: _____ Week 27 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

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

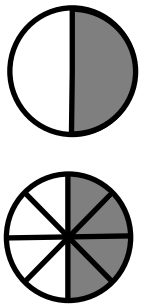
2. Draw a number line that proves your thinking about Problem 1.

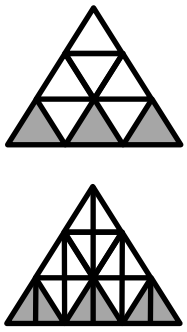
Name: _____ Week 27 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

1. Complete the fractions to make true statements.





$\frac{1}{2} = \frac{4}{\_}$ $\frac{3}{5} = \frac{\_}{10}$ $\frac{3}{9} = \frac{6}{\_}$

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

It takes ninths to make the same amount as $\frac{1}{3}$

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

Ruben ate slices of pie.


Brighter Choice
Charter School for Boys
Day # 4

LEQ: How can I generate simple equivalent fractions?

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

Vocabulary:

- Equivalent
- Number Line
- Numerator
- Denominator
- Doubled
- Halved
- Tripled

Name: _____ Week 27 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

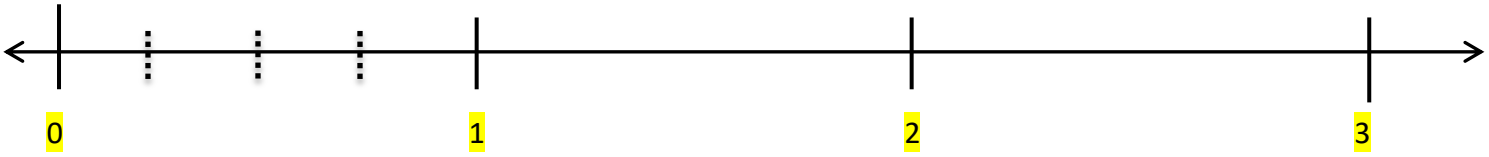
Multiplication: 0 - 3

a.	3 x 5	2 x 9	1 x 8	3 x 2	2 x 7	
b.	1 x 10	3 x 3	3 x 9	2 x 6	1 x 4	0 x 9	2 x 2
c.	3 x 7	2 x 3		2 x 10	0 x 1	3 x 6	1 x 9
d.	2 x 8	1 x 1		2 x 4	3 x 10	1 x 7	2 x 5
e.	3 x 0	2 x 7	3 x 8	0 x 10	1 x 6	2 x 9	3 x 4
f.	1 x 3			3 x 9	0 x 5	2 x 10	3 x 6
g.	3 x 8			1 x 9	3 x 7	2 x 9	1 x 5

Name: _____ Week 27 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):



1. On the number line above, divide each whole into fourths, and label each fraction above the line. Use a fraction strip to help you estimate, if necessary.

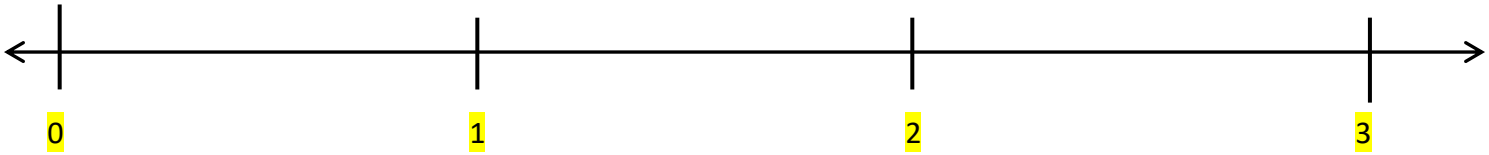
2. On the number line above, divide each whole into eighths, and label each fraction below the line. Refold your fraction strip from Problem 1 to help you estimate.

3. List the fractions that name the same place on the number line.

Name: _____ Week 27 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):



1. On the number line above, divide each whole into thirds and label each fraction above the line.

2. On the number line above, divide each whole into sixths and label each fraction below the line.

3. Write the fractions that name the same place on the number line.

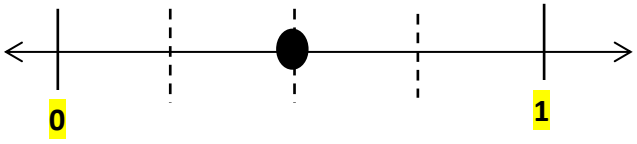
Name: _____ Week 27 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

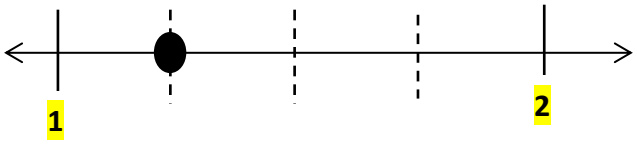
Input (My Turn):

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

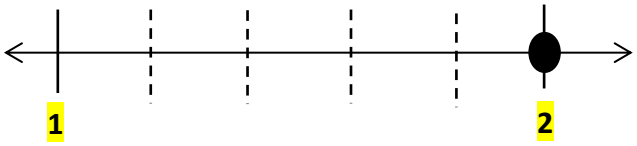
_____ = _____



_____ = _____



_____ = _____



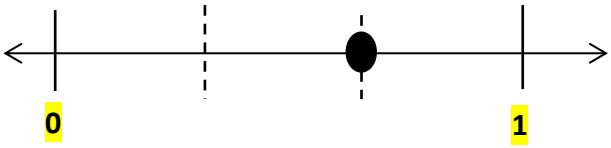
_____ = _____

Name: _____ Week 27 Day 4 Date: _____

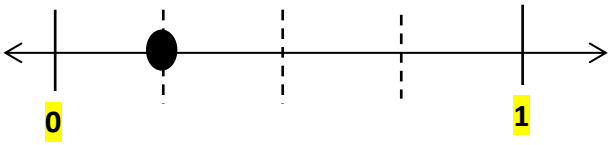
BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

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

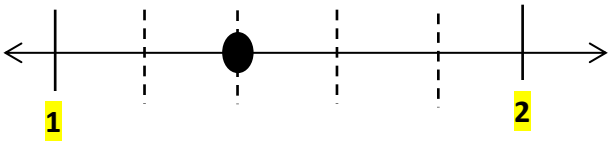


_____ = _____



_____ = _____

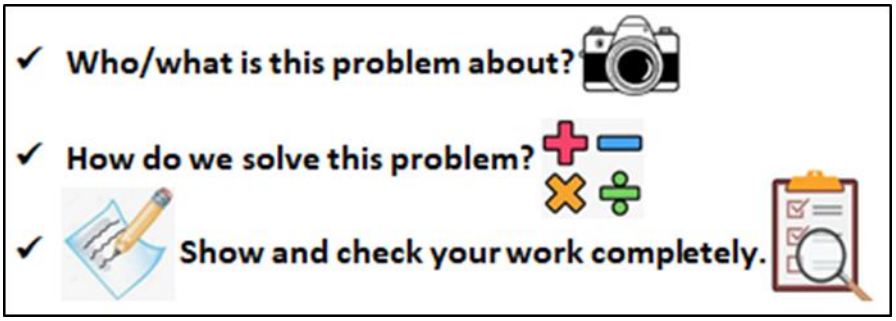
_____ = _____

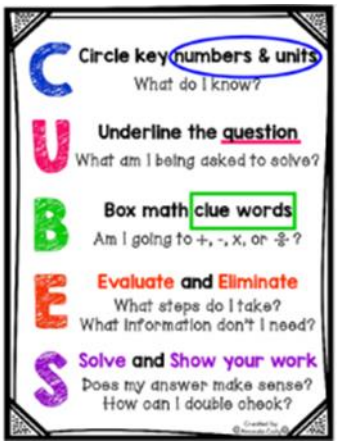


_____ = _____

Name: _____ Week 27 Day 4 Date: _____

BCCS-B Harvard Yale Princeton





Application:

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

Davelle

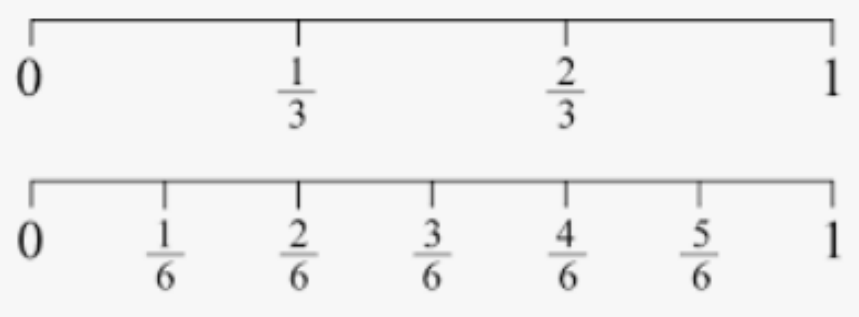
Jaylan

Name: _____ Week 27 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

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



Name: _____ Week 27 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

Equivalent Fractions

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

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

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

_____ 3.  $\frac{3}{8}$

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

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

_____ 6.  1 whole

_____ 7.  $\frac{2}{5}$

a.  $\frac{6}{16}$

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

c.  $\frac{6}{8}$

d.  $\frac{2}{8}$

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

f.  $\frac{2}{6}$

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

Circle the three fractions below that are equal.

 $\frac{2}{4}$

 $\frac{4}{6}$

 $\frac{5}{8}$

 $\frac{3}{6}$

 $\frac{2}{3}$

 $\frac{6}{9}$


Brighter Choice
Charter School for Boys
Day # 5

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

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

Vocabulary:

- Number Bond
- Number Line
- Equivalence
- Whole
- Numerator
- Denominator

Name: _____ Week 27 Day 5 Date: _____

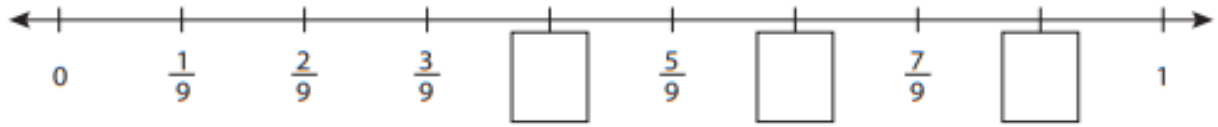
BCCS-B Harvard Yale Princeton

Do Now:

Missing Fractions

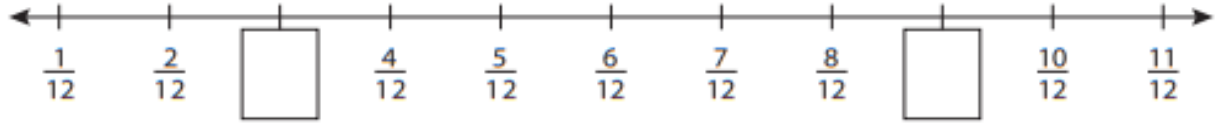
Write the missing fractions in each number line.

1)



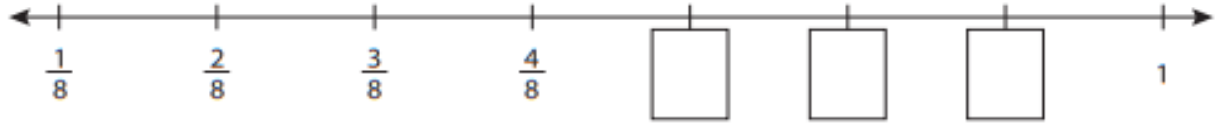
2)

3)

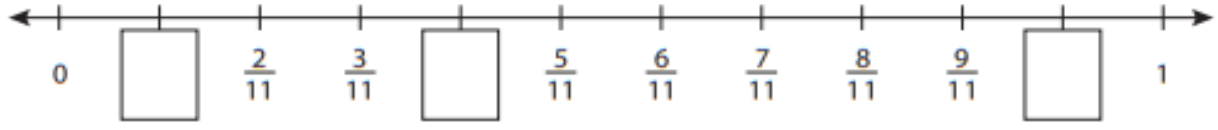


4)

5)



6)



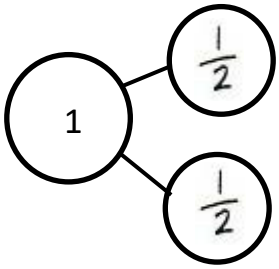
Name: _____ Week 27 Day 5 Date: _____

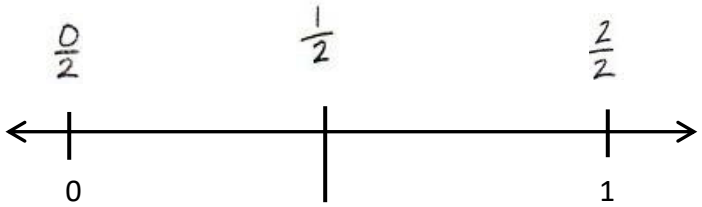
BCCS-B Harvard Yale Princeton

Input (My Turn):

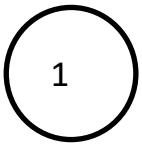
1. Complete the number bond as indicated by the fractional unit. Partition the number line into the given fractional unit, and label the fractions. Rename 0 and 1 as fractions of the given unit. The first one is done for you.

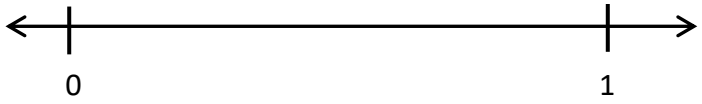
Halves



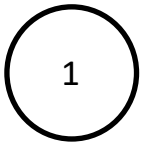


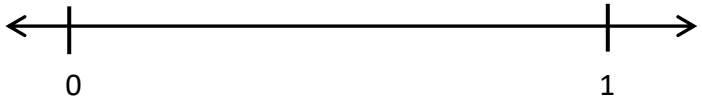
Thirds



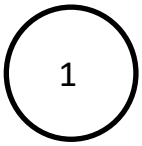


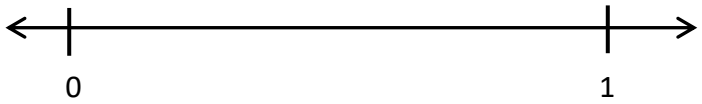
Fourths





Fifths





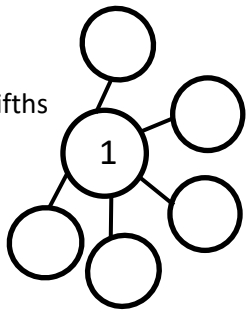
Name: _____ Week 27 Day 5 Date: _____

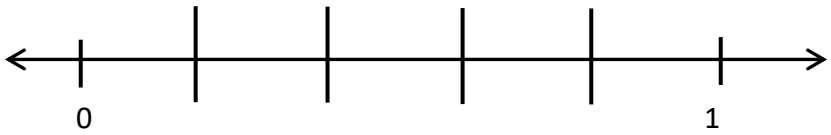
BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

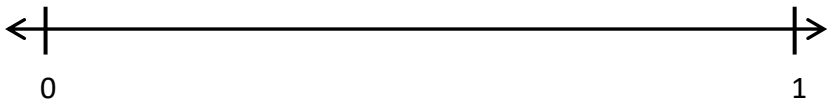
1. Complete the number bond as indicated by the fractional unit. Partition the number line into the given fractional unit, and label the fractions. Rename 0 and 1 as fractions of the given unit.

Fifths

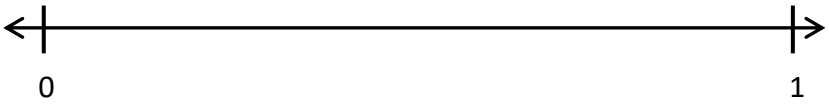




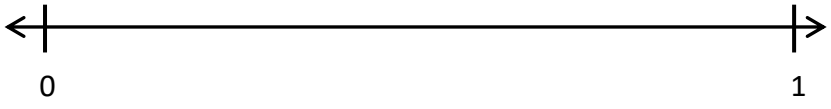
Sixths 1



Sevenths 1



Eighths 1



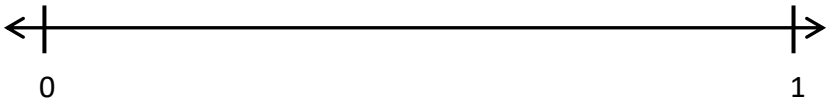
Name: _____ Week 27 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

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

Fifths



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

It takes _____ copies of $\frac{1}{5}$ to make 1 whole. I know this because _____

_____

_____

_____

_____

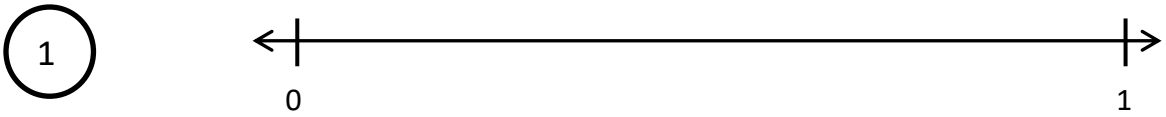
Name: _____ Week 27 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

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

Eighths



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

It takes _____ copies of $\frac{1}{8}$ to make 1 whole. I know this because _____

_____

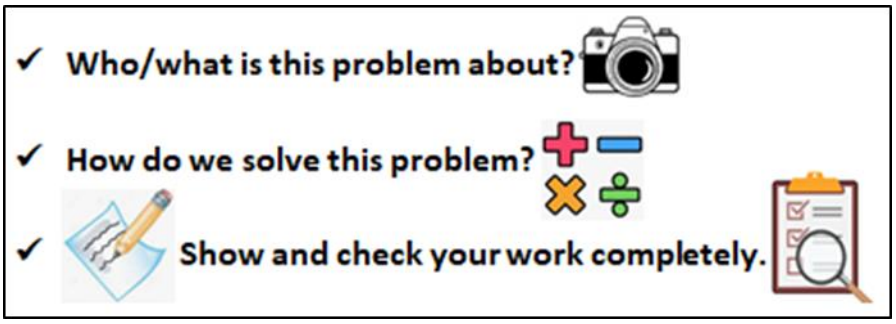
_____

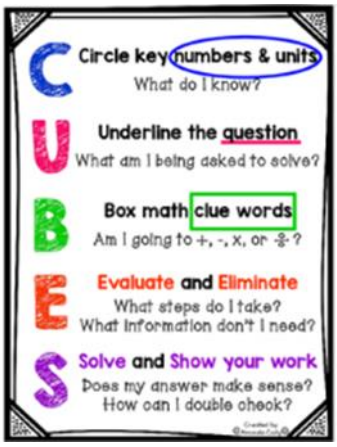
_____

_____

Name: _____ Week 27 Day 5 Date: _____

BCCS-B Harvard Yale Princeton





Application:

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

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

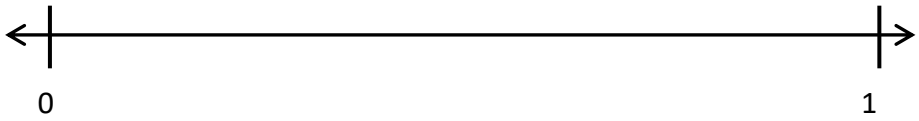
Name: _____ Week 27 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

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

Fourths 



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

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

_____

_____

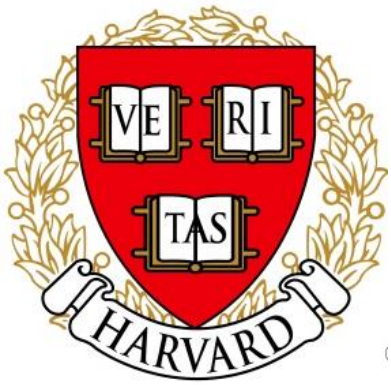
_____

_____

Name _____

3rd Grade Math (Modified ESL) Remote Learning Packet

Week 28



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.

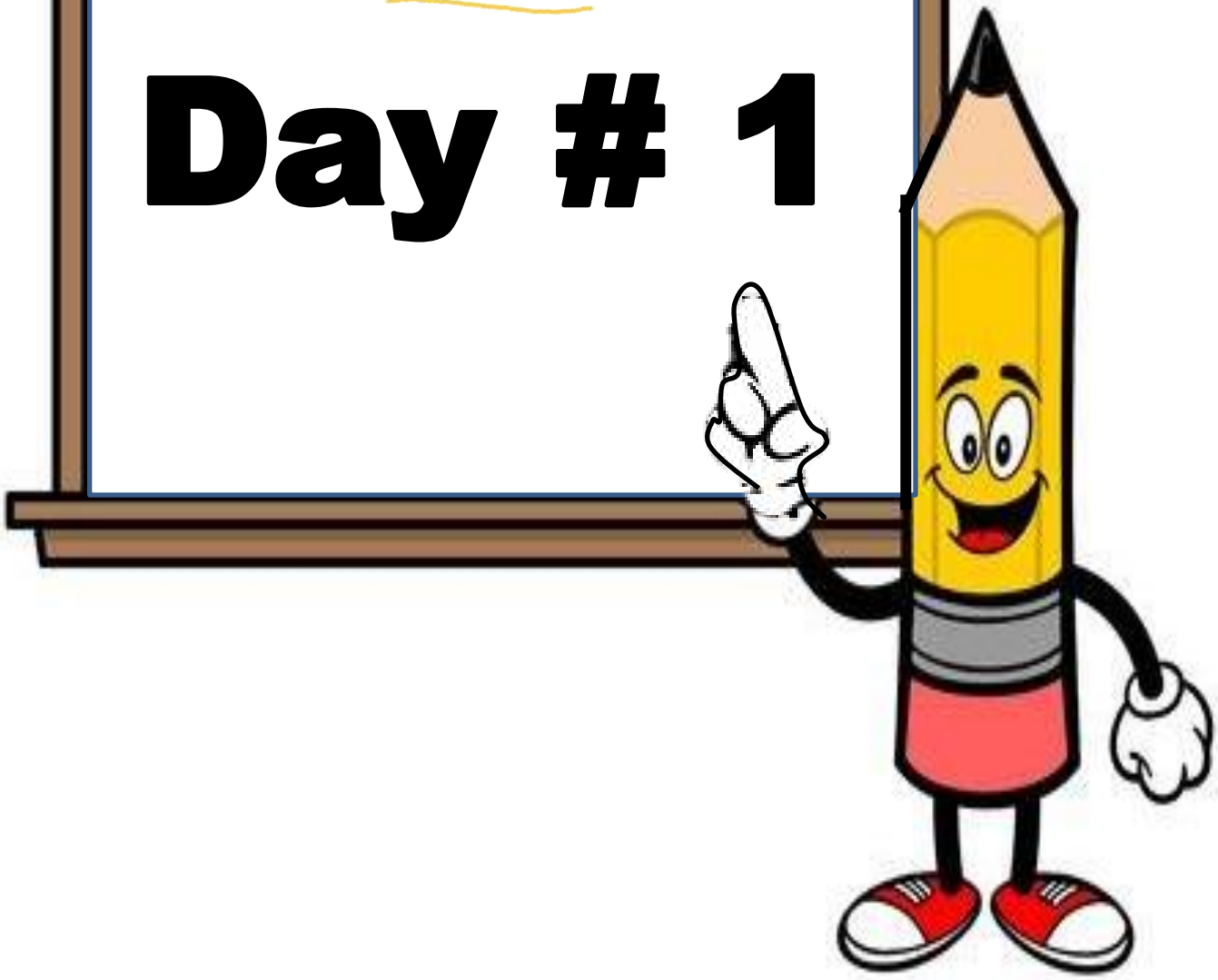
_____ _____

(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.

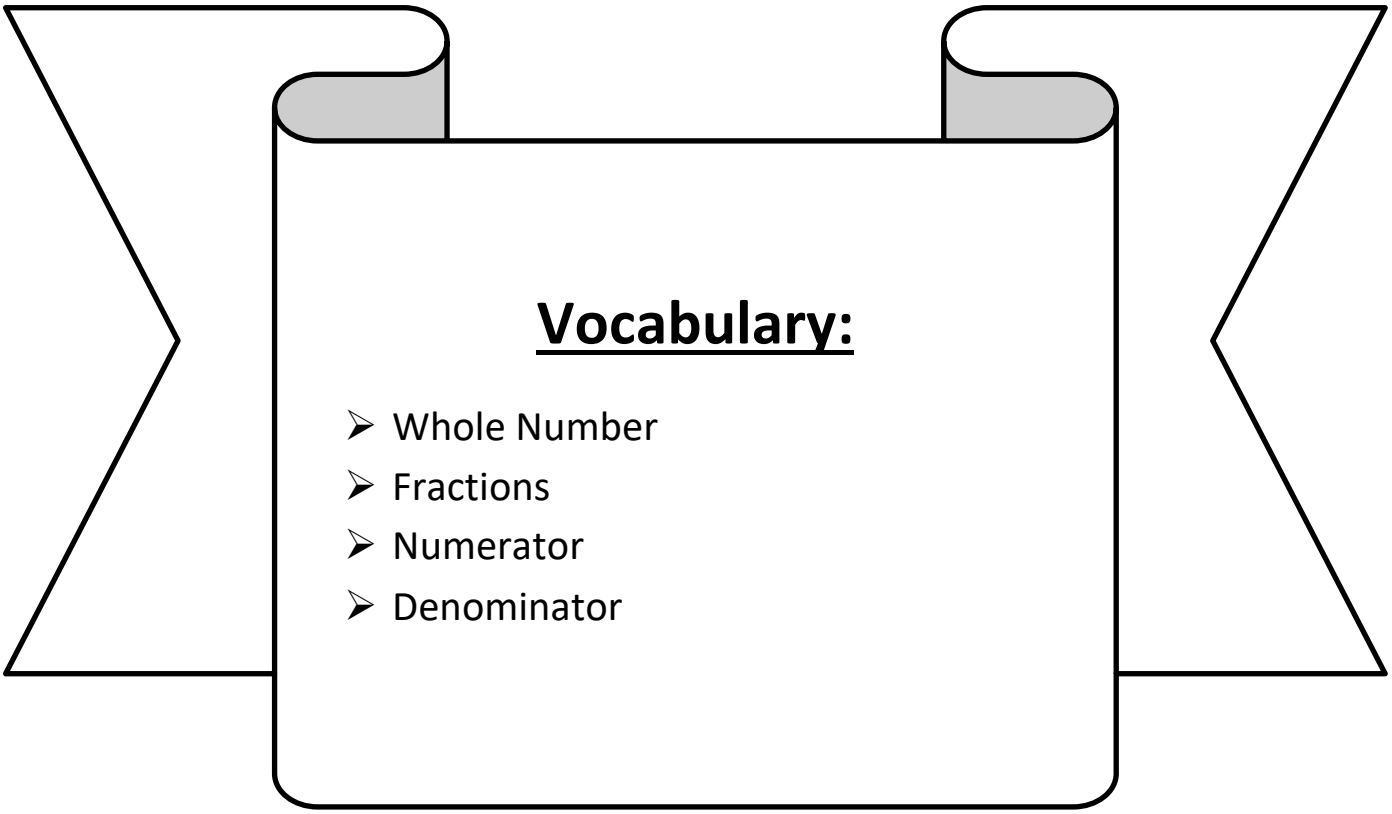
Brighter Choice
Charter School for Boys

Day # 1



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

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



Name: _____ Week 28 Day 1 Date: _____

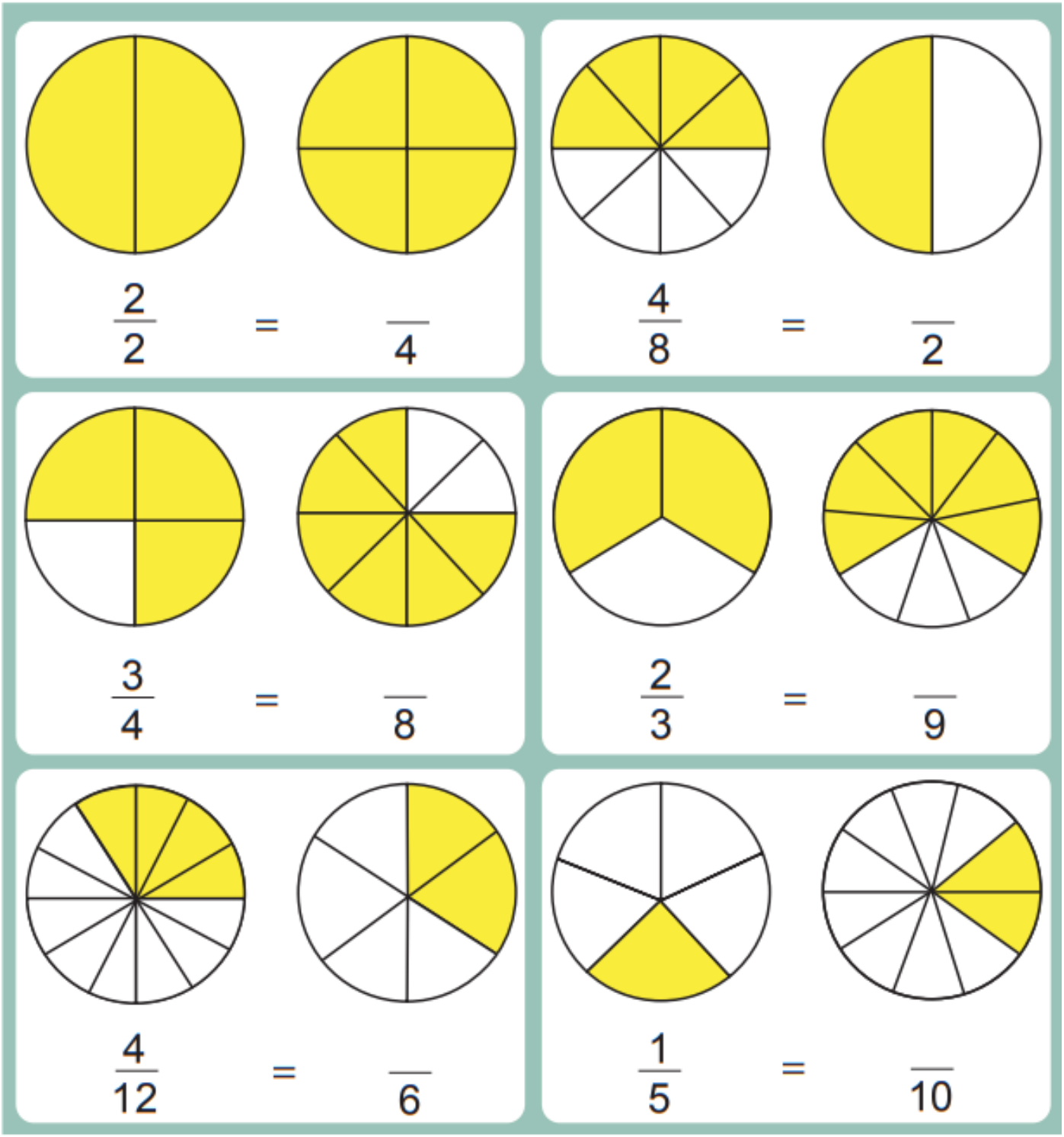
BCCS-B Harvard Yale Princeton

Do Now:

Equivalent Fractions

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

Directions: Fill in the equivalent fractions below.

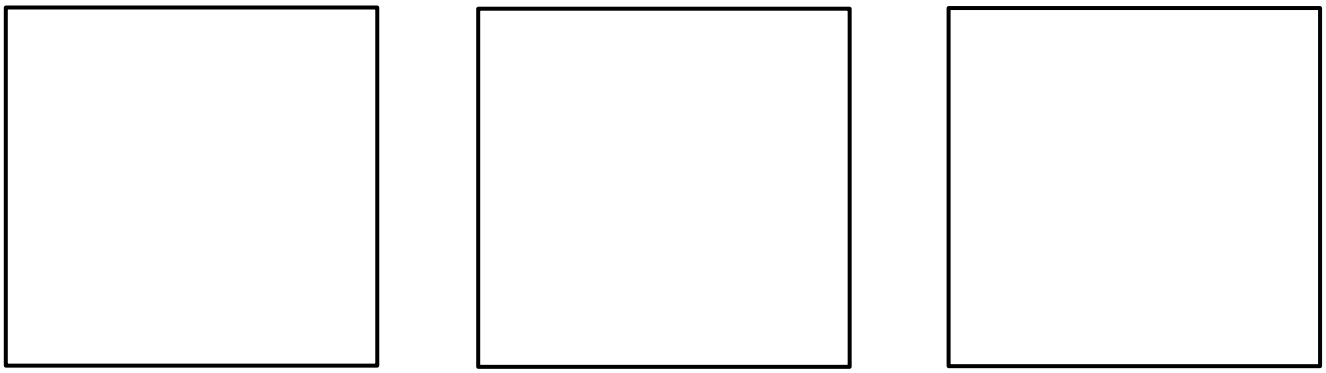


Name: _____ Week 28 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

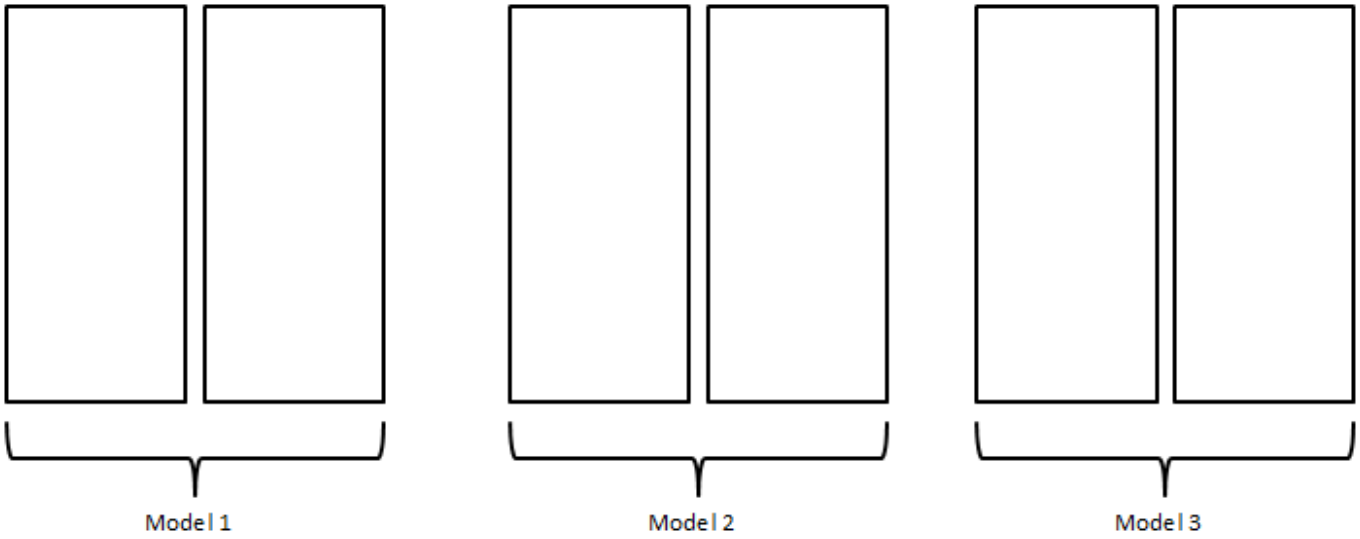
Input (My Turn):

How many parts make a whole?



thirds halves wholes

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

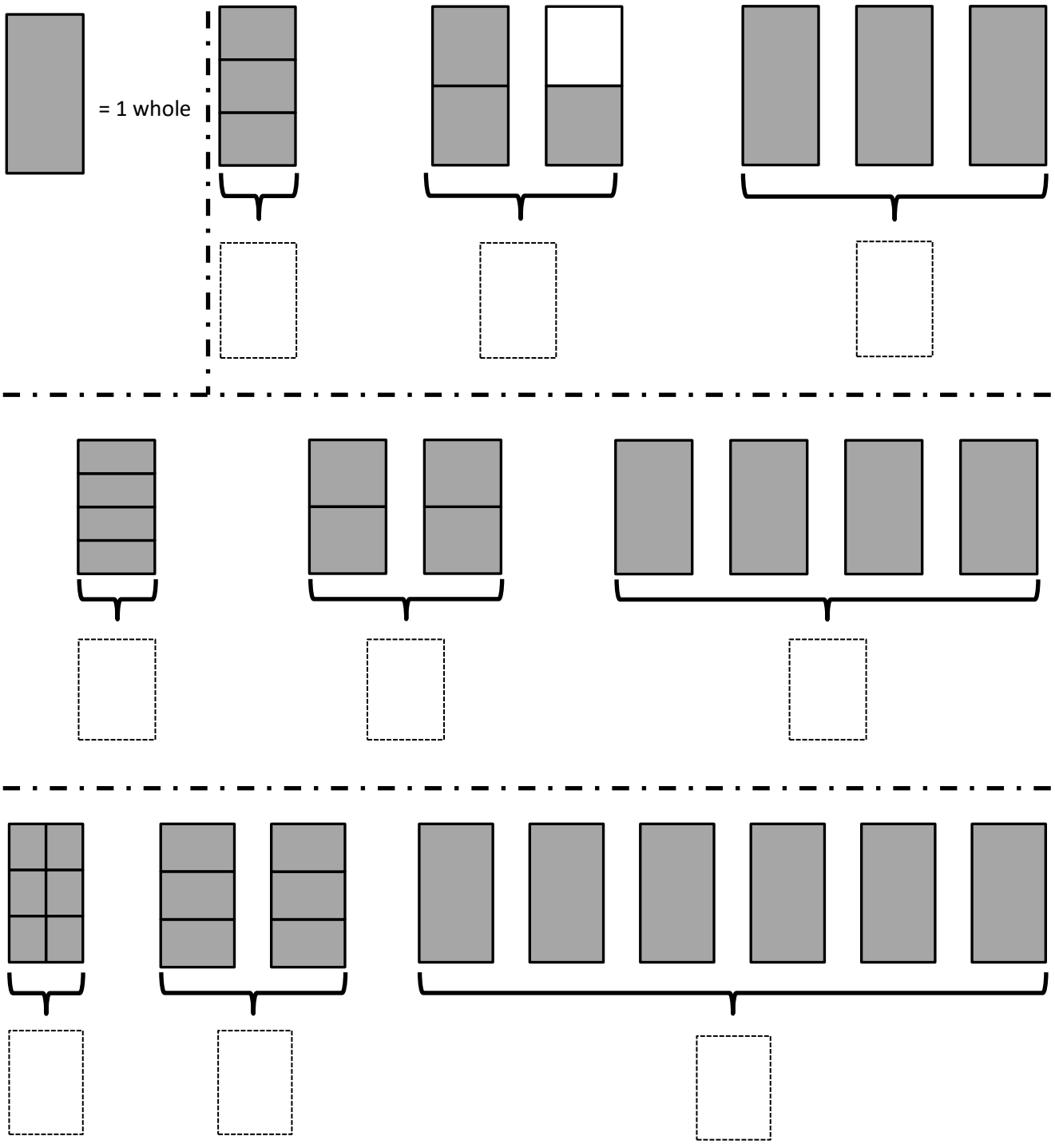


Name: _____ Week 28 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

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

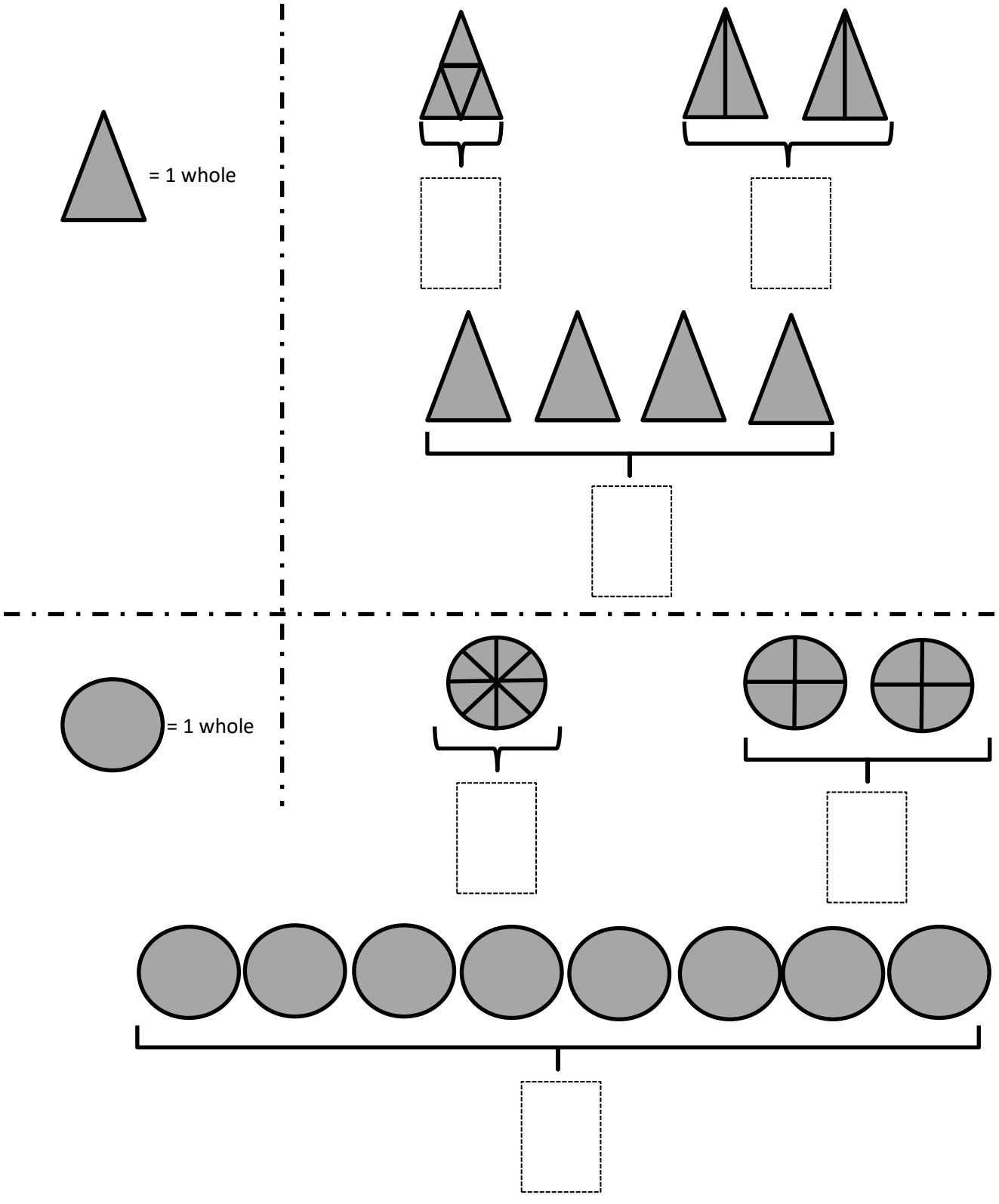


Name: _____ Week 28 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

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

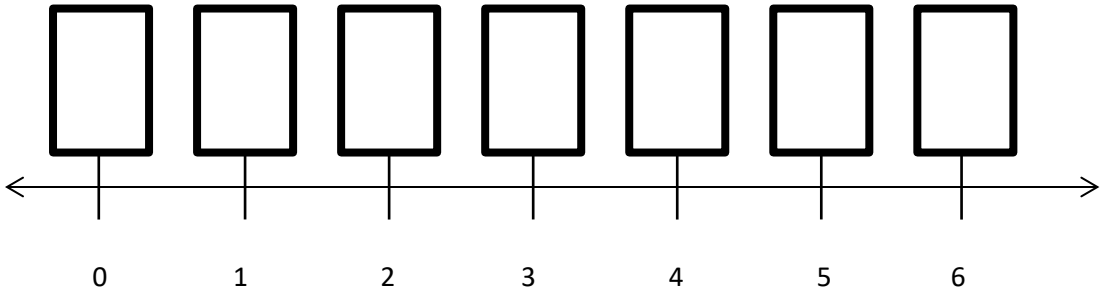


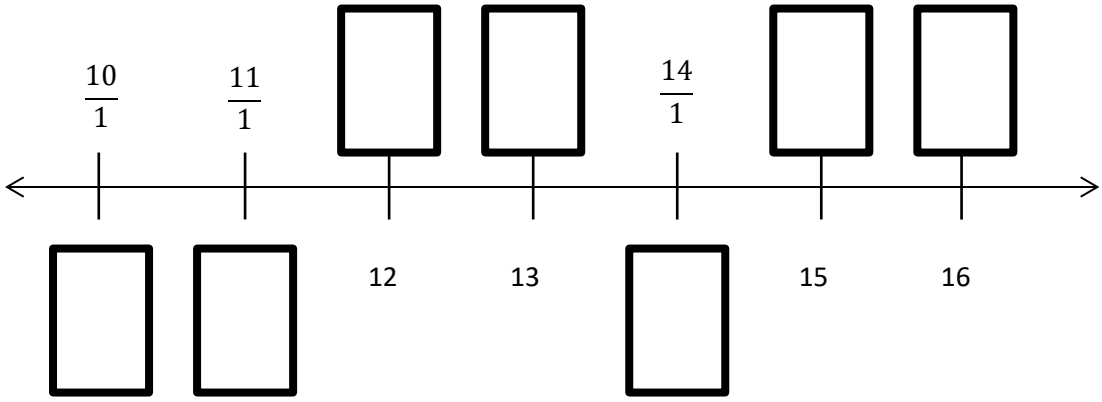
Name: _____ Week 28 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

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





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

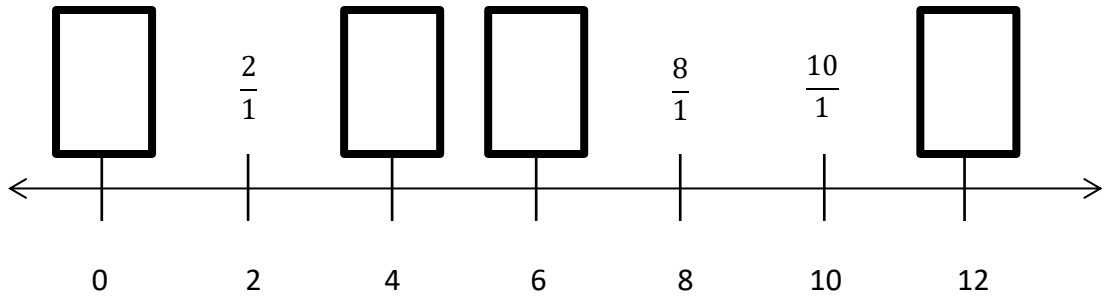
$$\frac{2}{1} \qquad \frac{2}{2}$$

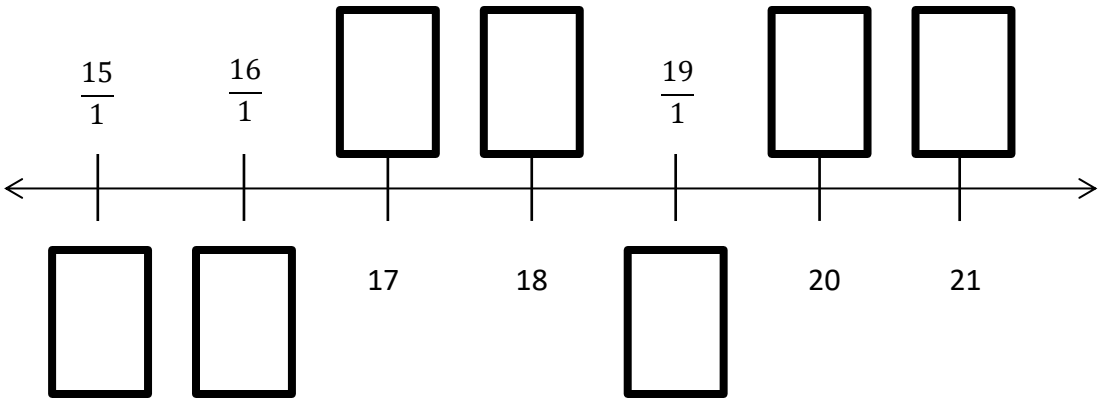
Name: _____ Week 28 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

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



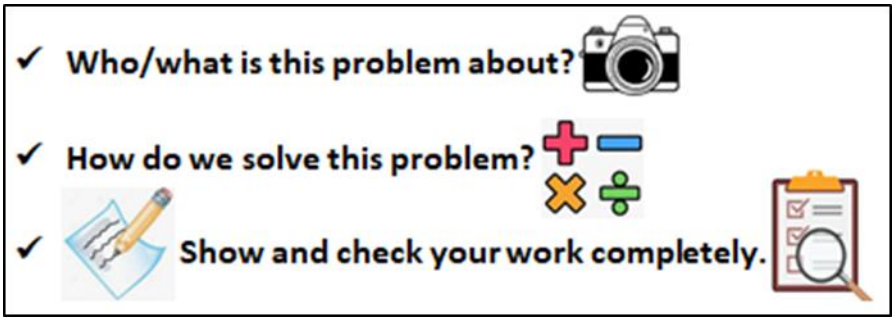


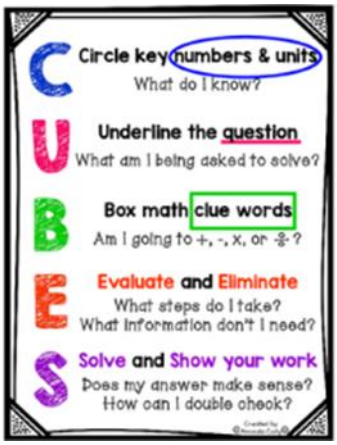
3. Explain the difference between these fractions with words and pictures.

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

Name: _____ Week 28 Day 1 Date: _____

BCCS-B Harvard Yale Princeton





Application:

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

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

It will take Mrs. Mclean
days to drink 1 gallon of milk.

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

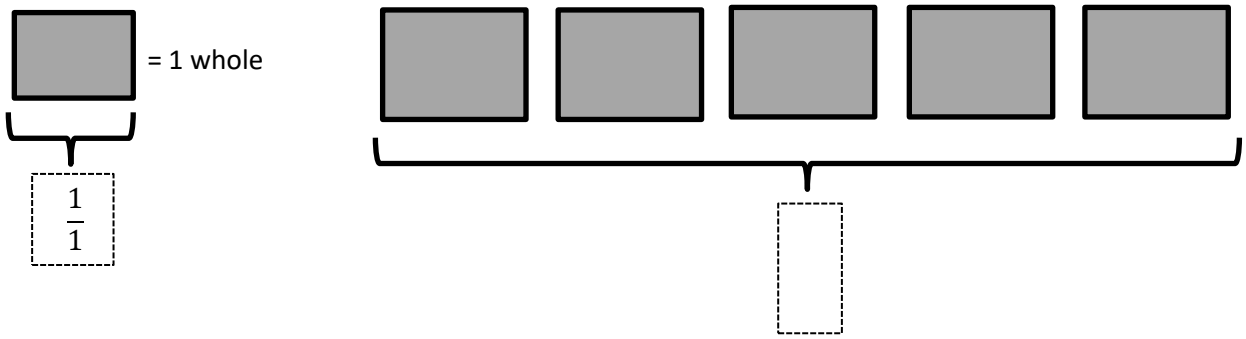
It will take Mrs. Mclean
days to drink 2 gallons of milk.

Name: _____ Week 28 Day 1 Date: _____

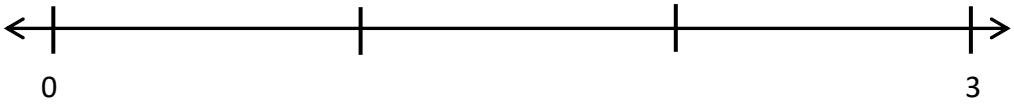
BCCS-B Harvard Yale Princeton

Exit Ticket:

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



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

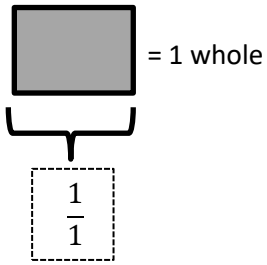


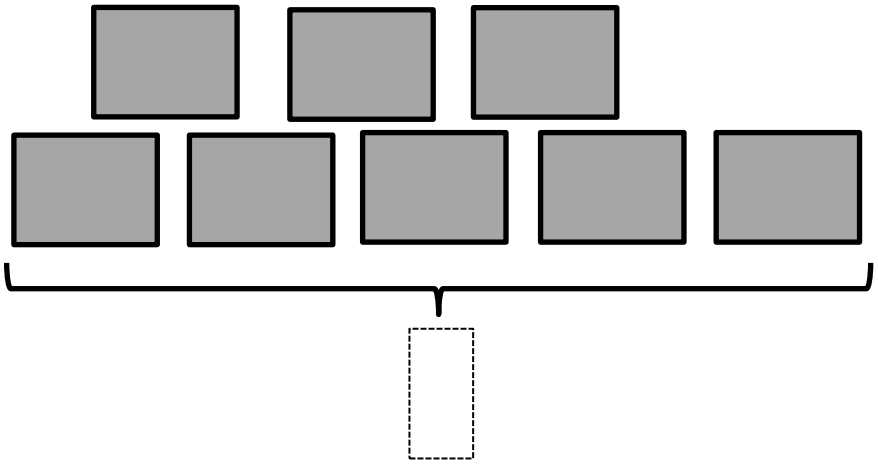
Name: _____ Week 28 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

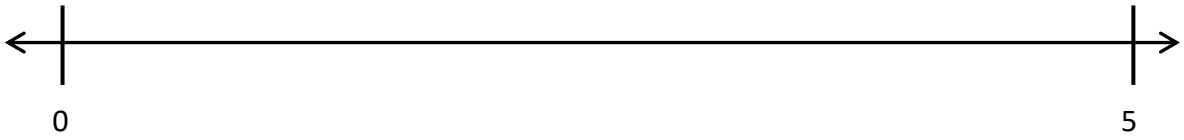
1. Label the model as a fraction inside the box.





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

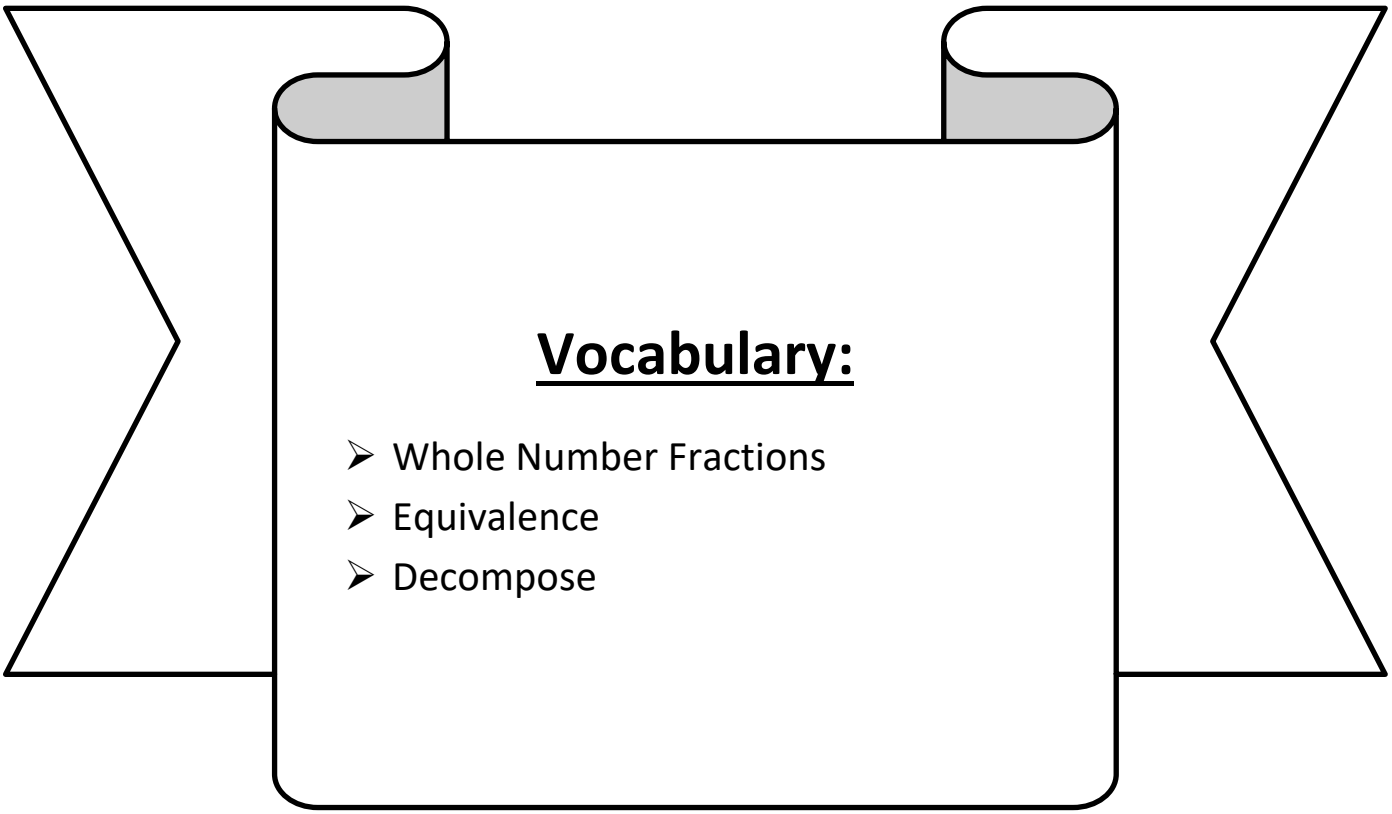
.




Brighter Choice
Charter School for Boys
Day # 2

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

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



Name: _____ Week 28 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

Understanding $\frac{1}{2}$

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

What fraction of the stars did you color?

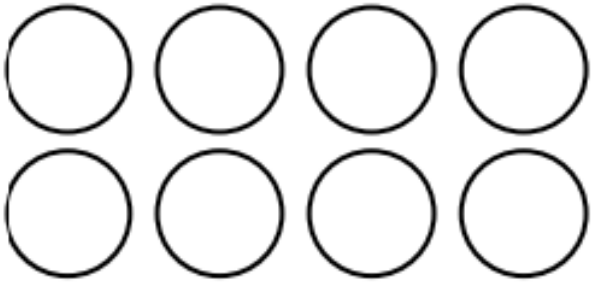
$$\frac{\quad}{10} = \frac{1}{2}$$

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

What fraction of the hearts did you color?

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

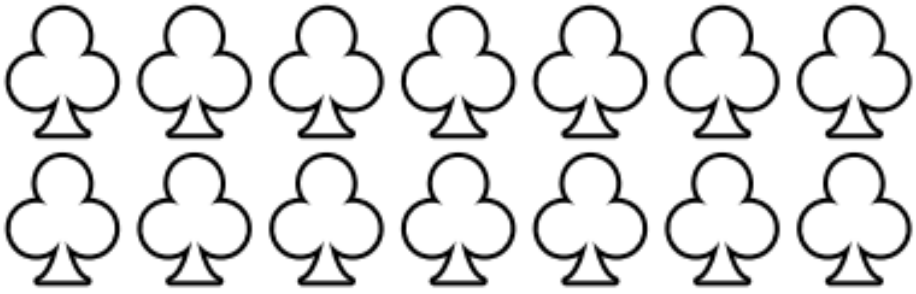
Color $\frac{1}{2}$ of the circles.



What fraction of the circles did you color?

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

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



What fraction of the clubs did you color?

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

Name: _____ Week 28 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

Image 1

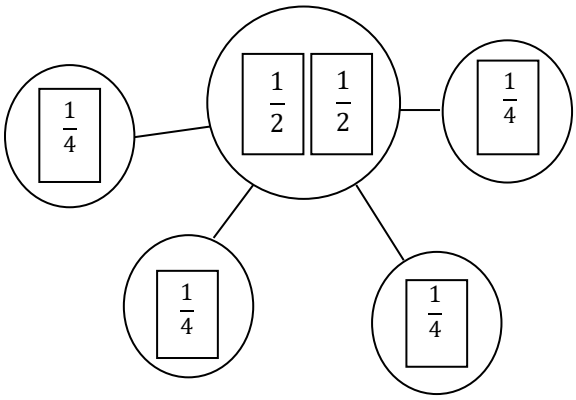
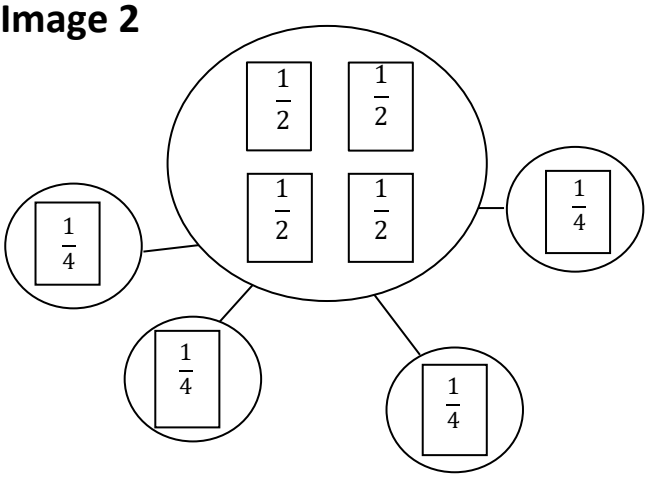
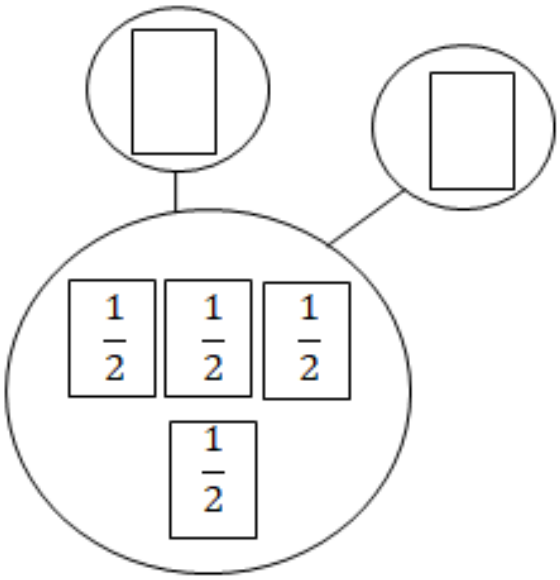


Image 2



Rewrite the parts of the number in terms of fourths.

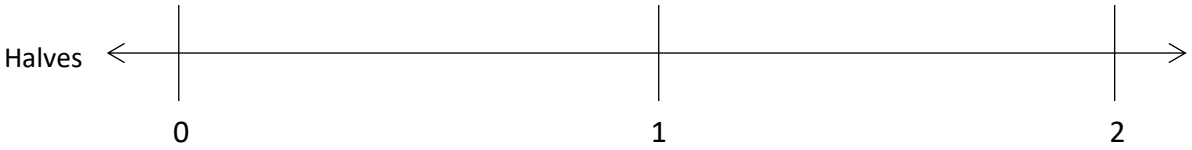


Name: _____ Week 28 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

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



0 = _____ halves

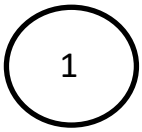
0 = $\frac{\square}{2}$

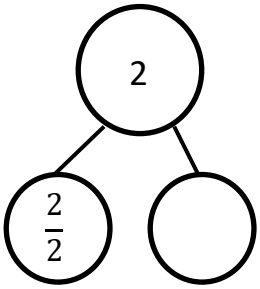
1 = _____ halves

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

2 = _____ halves

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





2 = _____ thirds

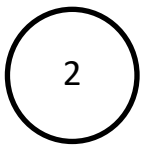
2 = $\frac{\square}{3}$

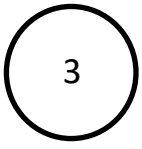
3 = _____ thirds

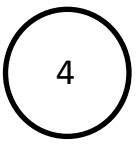
3 = $\frac{\square}{3}$

4 = _____ thirds

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





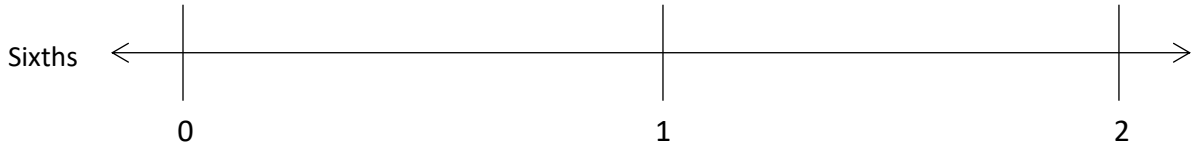


Name: _____ Week 28 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

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



0 = _____ sixths

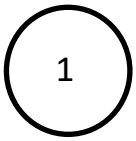
$0 = \frac{\square}{6}$

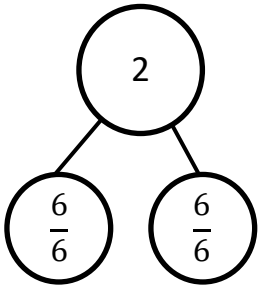
1 = _____ sixths

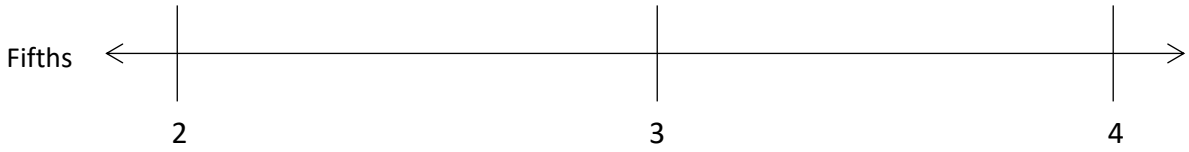
$1 = \frac{\square}{6}$

2 = _____ sixths

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







2 = _____ fifths

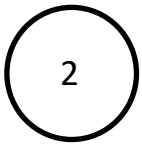
$2 = \frac{\square}{5}$

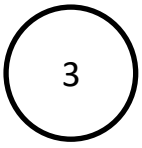
3 = _____ fifths

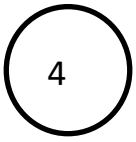
$3 = \frac{\square}{5}$

4 = _____ fifths

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





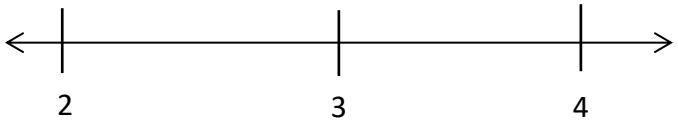


Name: _____ Week 28 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

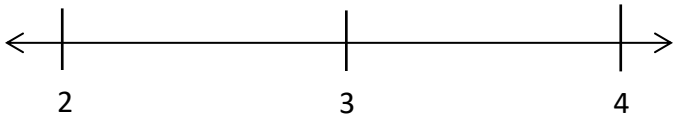
2. Write the fractions that name the whole numbers for each fractional unit.



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

Problem Set (Your Turn):

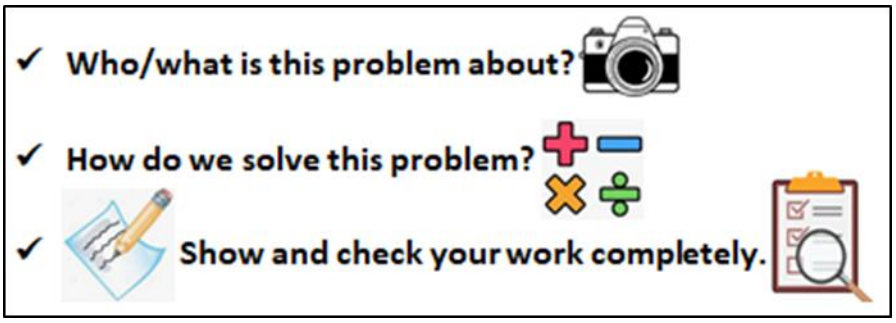
2. Write the fractions that name the whole numbers for each fractional unit

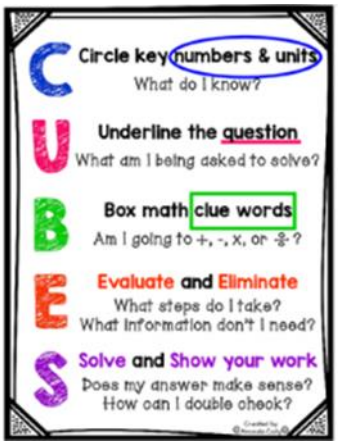


Thirds	$\frac{6}{3}$	$\frac{9}{3}$	$\frac{12}{3}$
Sevenths			
Eighths			
Tenths			

Name: _____ Week 28 Day 2 Date: _____

BCCS-B Harvard Yale Princeton





Application:

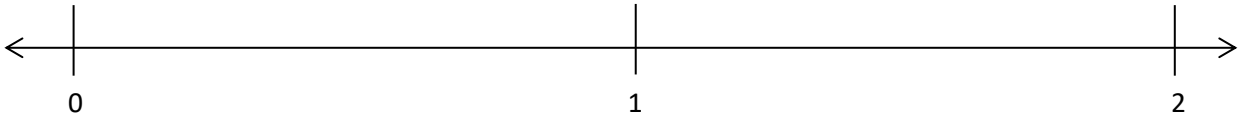
Prince works on his project for 4 thirds hours. His mom tells him that he must spend another 2 thirds of an hour on it. Draw a number bond and number line with copies of thirds to show how long Prince needs to work altogether. Write the amount of time Prince needs to work altogether as a whole number.

Name: _____ Week 28 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

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



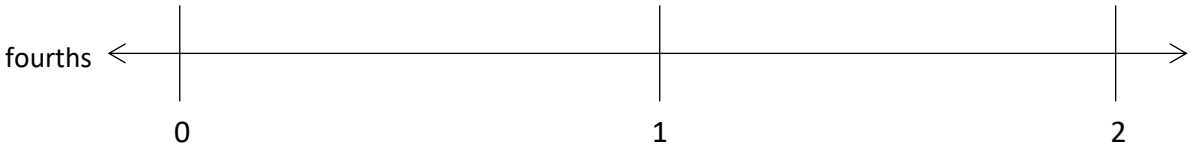
How many $\frac{1}{5}$-yard pieces does she cut altogether?

Name: _____ Week 28 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

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



0 = _____ fourths

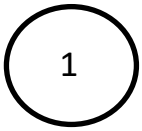
0 = $\frac{\square}{4}$

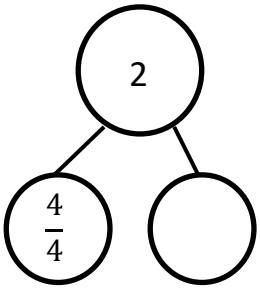
1 = _____ fourths

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

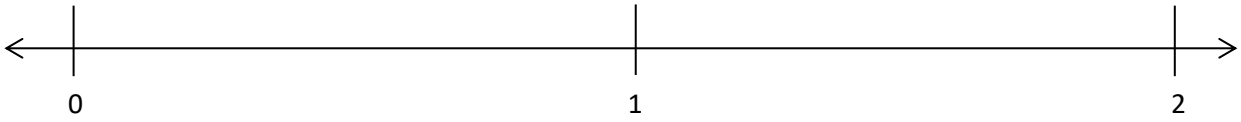
2 = _____ fourths

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





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

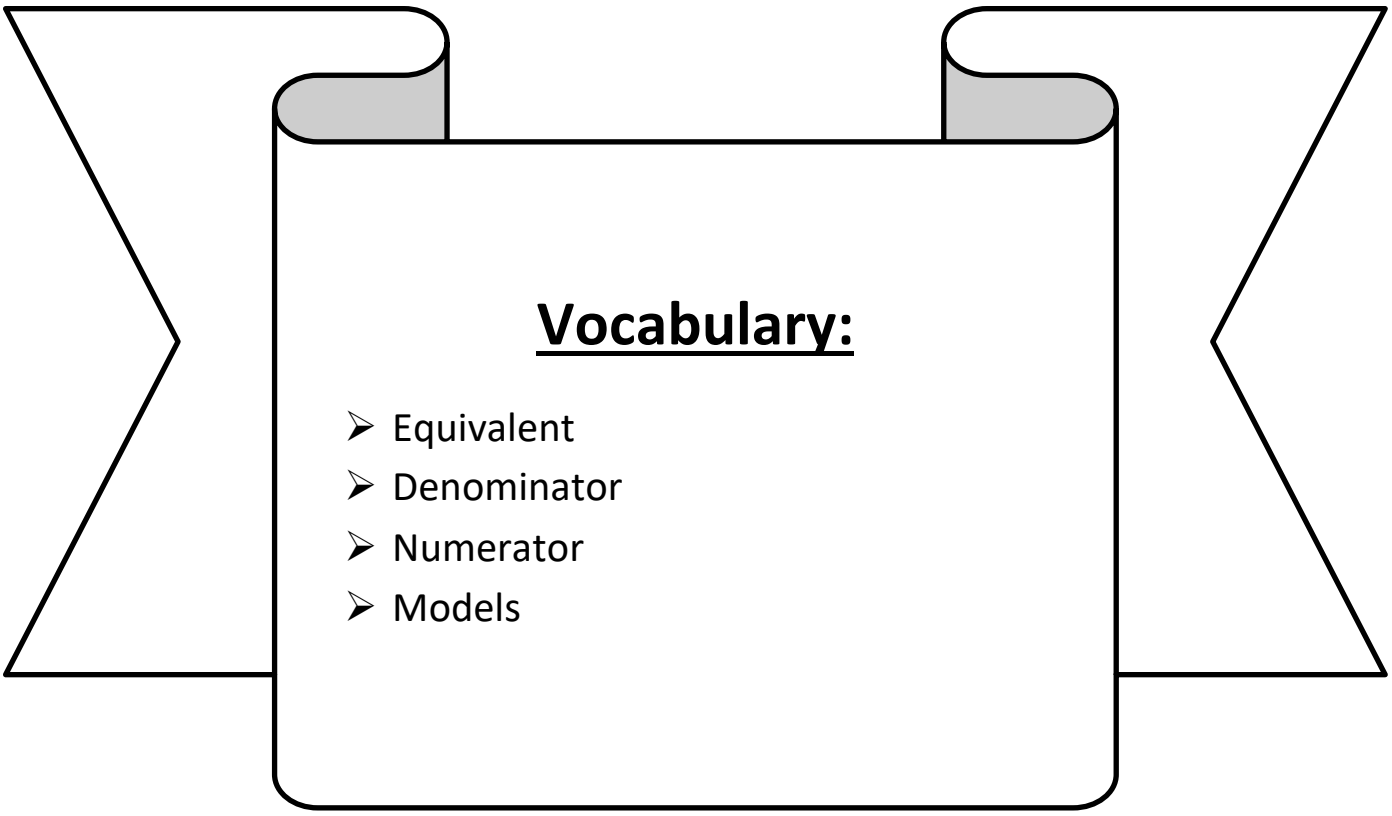


How many $\frac{1}{3}$-yard pieces does she cut altogether?


Brighter Choice
Charter School for Boys
Day # 3

LEQ: How can I explain equivalence?

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



Name: _____ Week 28 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

Comparing Fractions

Use <, >, or = to compare each pair of fractions.
Use your fraction strips to help you.

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

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

c. $\frac{1}{12} \_\_ \frac{1}{4}$

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

e. $\frac{3}{6} \_\_ \frac{4}{8}$

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

g. $\frac{2}{6} \_\_ \frac{2}{3}$

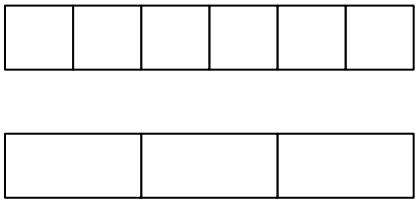
h. $\frac{1}{8} \_\_ \frac{2}{6}$

Name: _____ Week 28 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

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



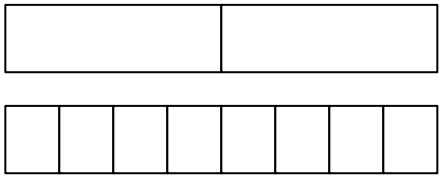
4 sixths is equal to _____ thirds.

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

The whole stays the same.

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

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



1 half is equal to _____ eighths.

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

The whole stays the same.

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

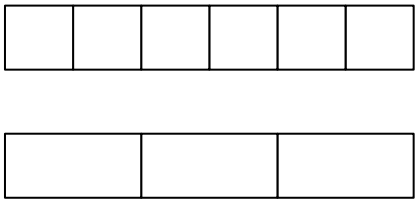
What happened to the number of equal parts when the equal parts became smaller?

Name: _____ Week 28 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

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



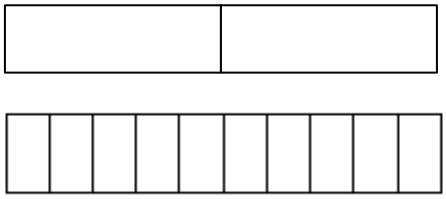
2 sixths is equal to _____ third.

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

The whole stays the same.

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

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



1 half is equal to _____ tenths.

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

The whole stays the same.

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

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

Name: _____ Week 28 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

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

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

Name: _____ Week 28 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

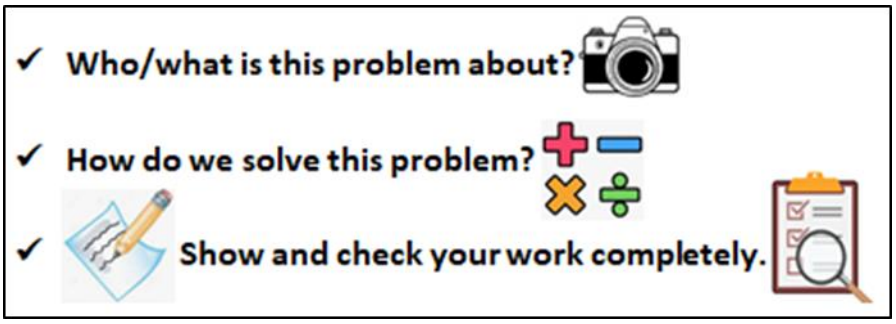
Problem Set (Your Turn):

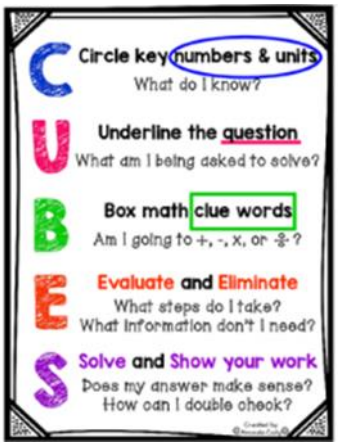
1. When the whole is the same, why does it take 4 copies of 1 sixth to equal 2 copies of 1 third? Draw a model to support your answer.

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

Name: _____ Week 28 Day 3 Date: _____

BCCS-B Harvard Yale Princeton





Application:

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

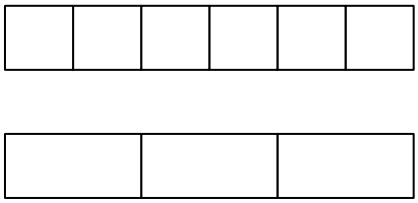
Name: _____ Week 28 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

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

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



6 sixths is equal to _____ thirds.

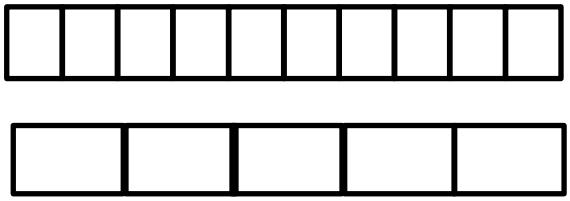
$$\frac{6}{6} = \frac{\square}{3}$$

Name: _____ Week 28 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

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

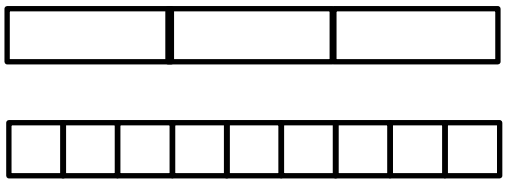


2 tenths is equal to _____ fifths.

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

The whole stays the same.

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



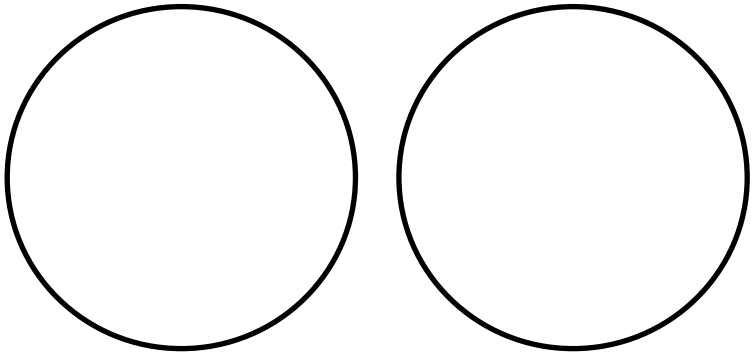
1 third is equal to _____ ninths.

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

The whole stays the same.

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

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




Brighter Choice
Charter School for Boys
Day # 4

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

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

Vocabulary:

- Model
- Fraction
- Compare
- Whole

Name: _____ Week 28 Day 4 Date: _____

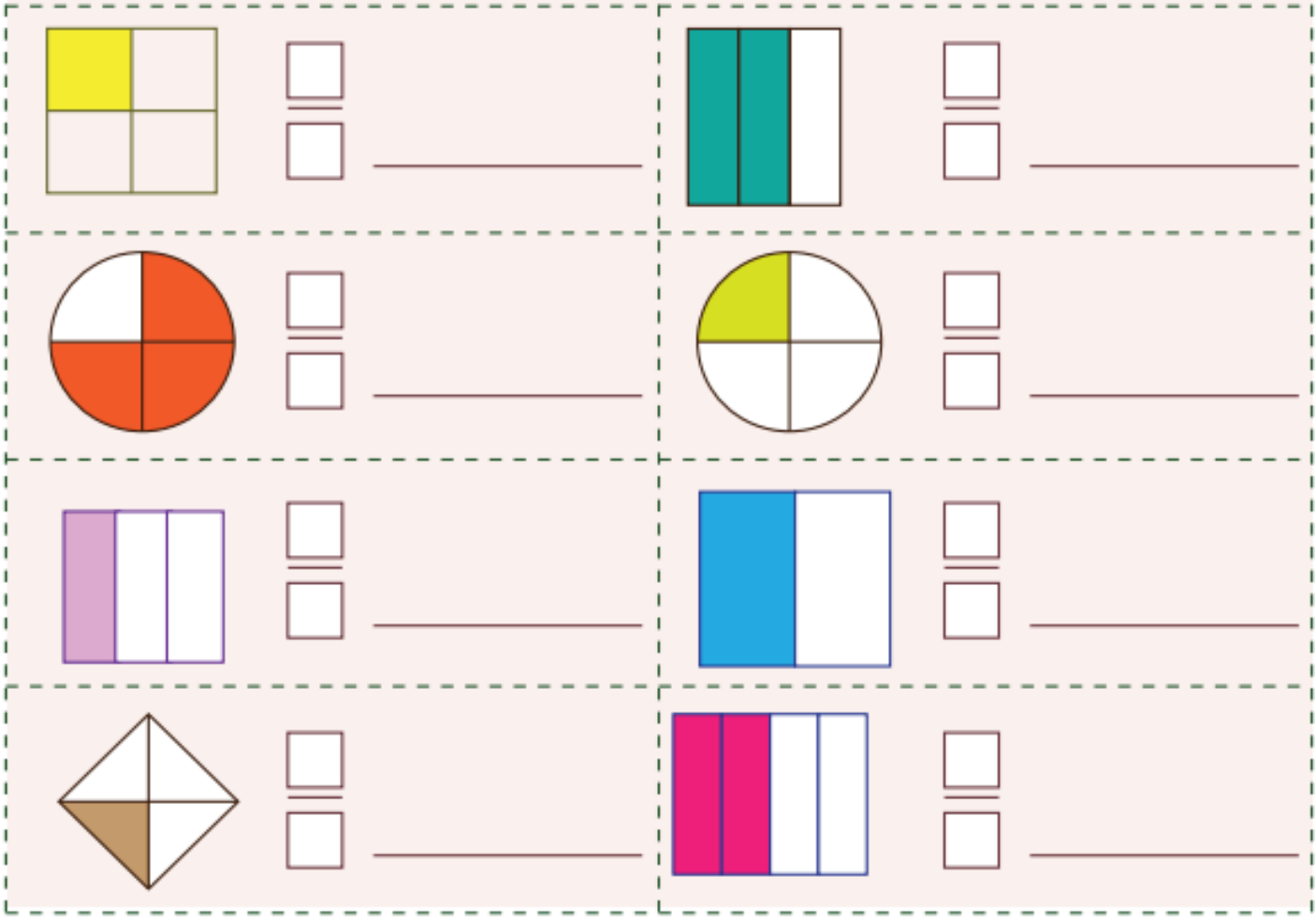
BCCS-B Harvard Yale Princeton

Do Now:

Fractions

$\frac{1}{2}$	$\frac{1}{3}$	$\frac{2}{3}$	$\frac{1}{4}$	$\frac{2}{4}$	$\frac{3}{4}$
one-half	one-third	two-thirds	one-fourth	two-fourths	three-fourths

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



Circle the correct answer.

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

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

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

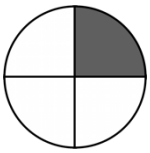
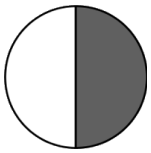
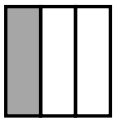
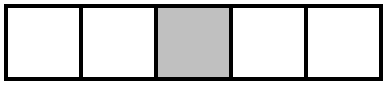
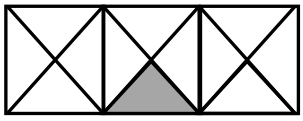
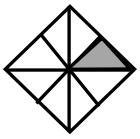
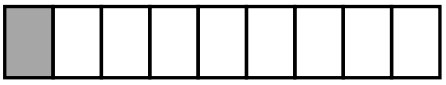
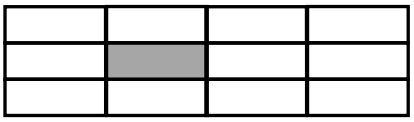
$\frac{2}{5}$ $\frac{2}{3}$ $\frac{1}{2}$

Name: _____ Week 28 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

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

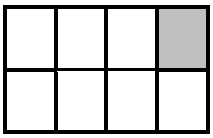
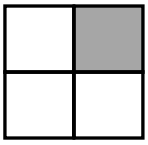
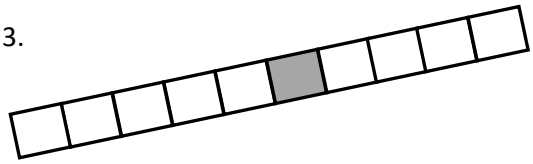
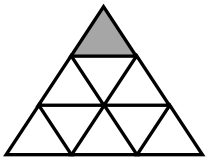
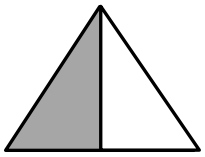
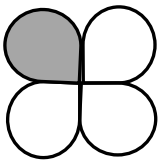
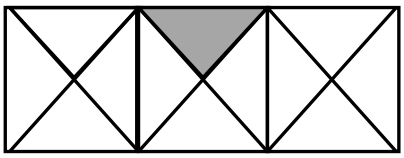
Sample: $\frac{1}{4}$ 	is less than	$\frac{1}{2}$ 
1. 	is greater than	
2. 	is less than	
3. 	is less than	
4.	is greater than	
5.	is less than	
6.	is greater than	

Name: _____ Week 28 Day 4 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.*

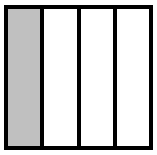
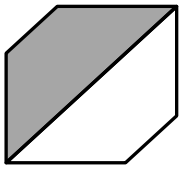
1. 	is greater than	
2. 	is less than	
3. 	is greater than	
4. 	is less than	
5.	is greater than	
6.	is less than	
7.	is greater than	

Name: _____ Week 28 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

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

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

_____

_____

_____

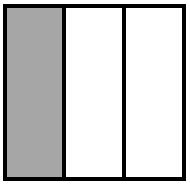
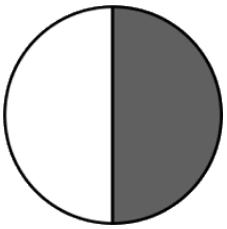
_____

Name: _____ Week 28 Day 4 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.

_____

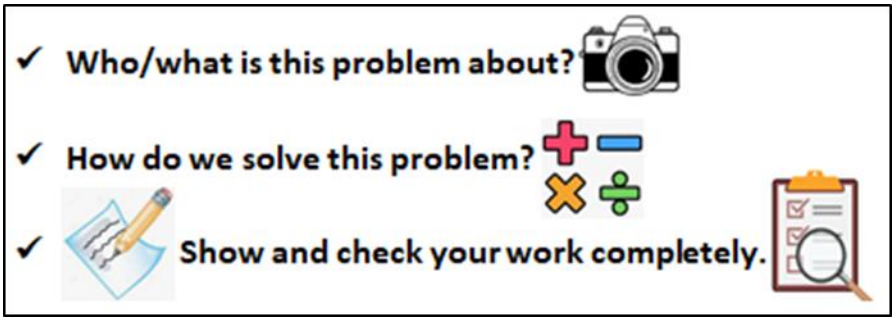
_____

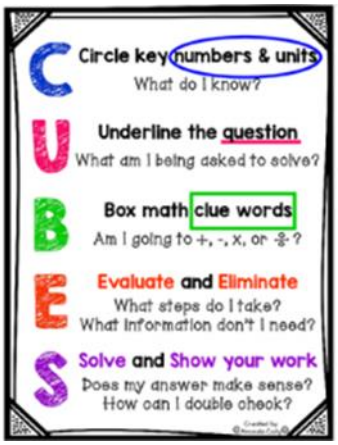
_____

_____

Name: _____ Week 28 Day 4 Date: _____

BCCS-B Harvard Yale Princeton





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.

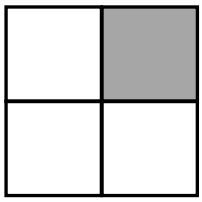
Name: _____ Week 28 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

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

$\frac{1}{7}$ is less than ☐



$\frac{1}{4}$ is greater than ☐

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.

_____

_____

_____

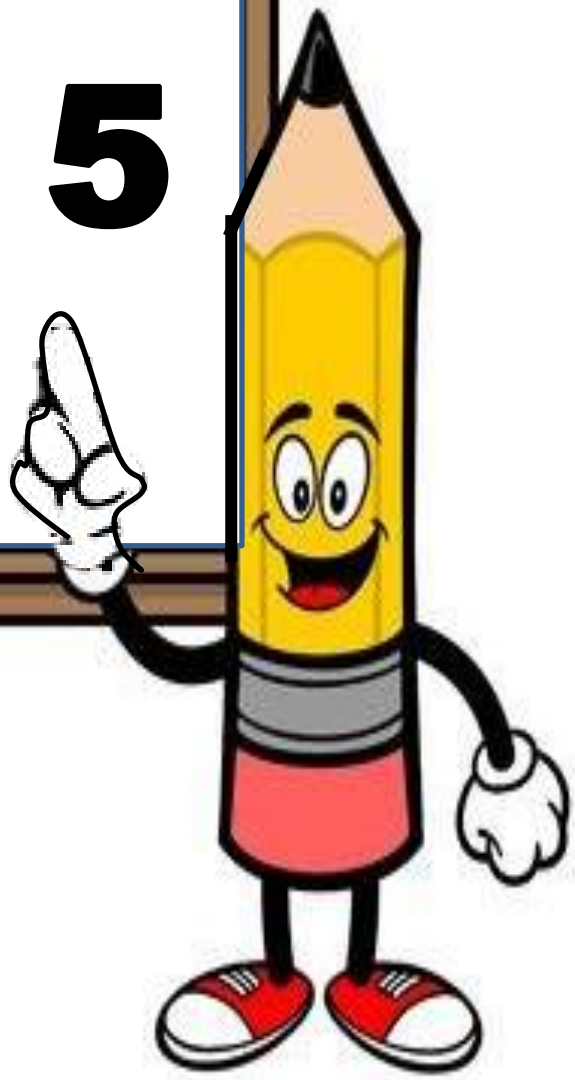
_____

Brighter Choice
Charter School for Boys

Day # 5

NO SCHOOL:

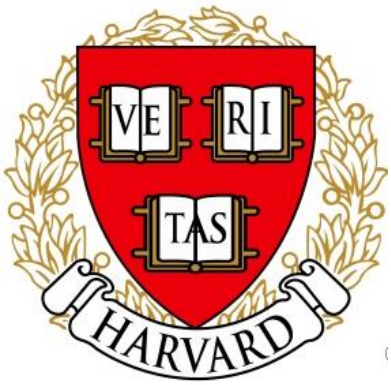
Professional Development Day



Name _____

3rd Grade Math (Modified ESL) Remote Learning Packet

Week 29



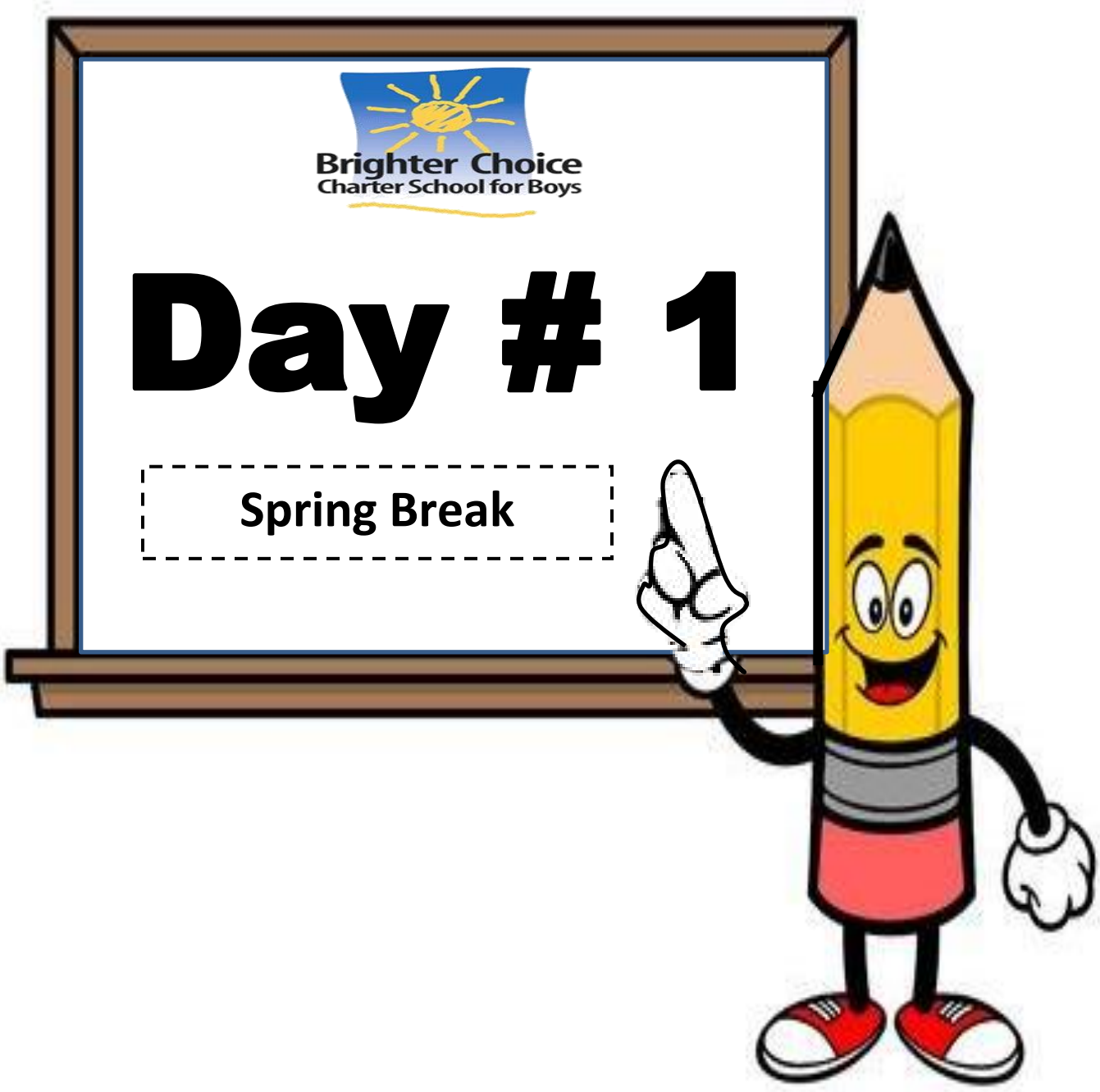
Dear Educator,

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)

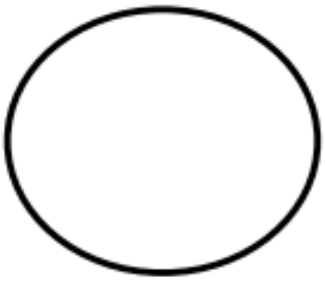
Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.


Brighter Choice
Charter School for Boys
Day # 1
Spring Break

Name: _____ Week 29 Day 1 Date: _____

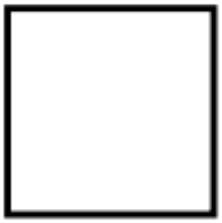
BCCS-B Harvard Yale Princeton

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

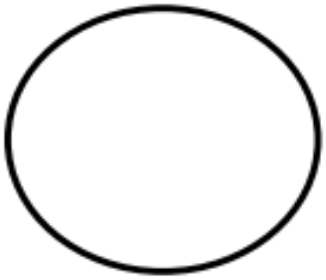


halves (2 parts)

thirds (3 parts)

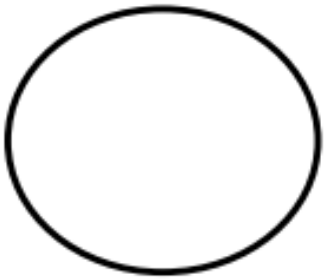


quarters (4 parts)

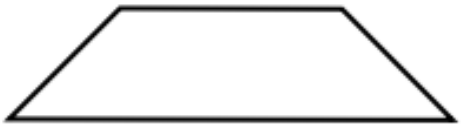


quarters (4 parts)

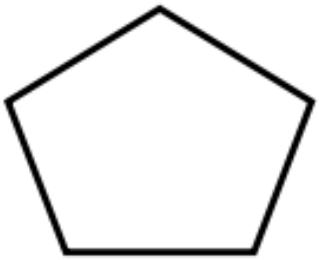
halves (2 parts)



eights (8 parts)



halves (2 parts)



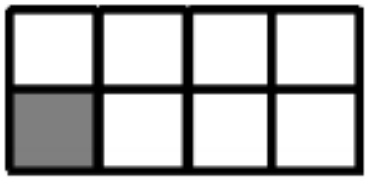
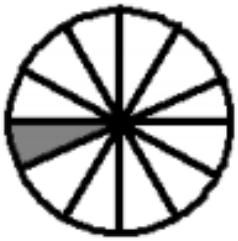
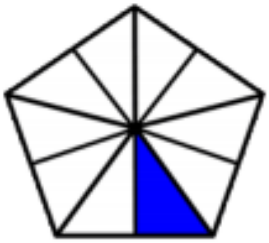
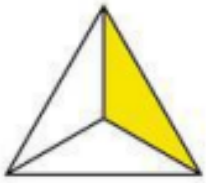
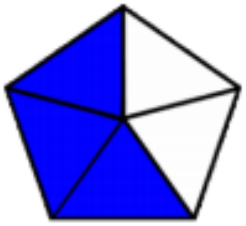
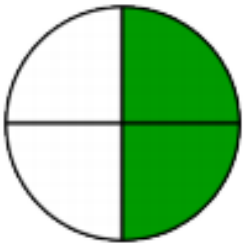
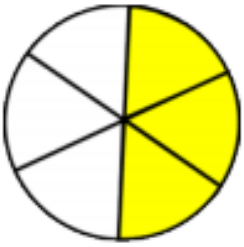
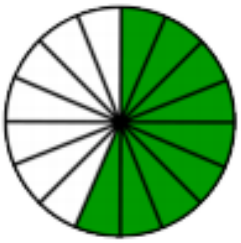
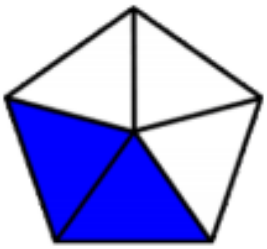
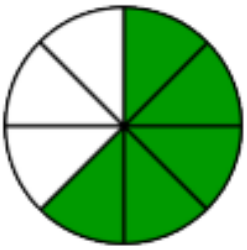
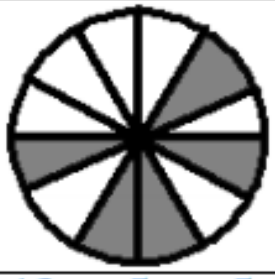
fifths (5 parts)


Brighter Choice
Charter School for Boys
Day # 2
Spring Break

Name: _____ Week 29 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

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

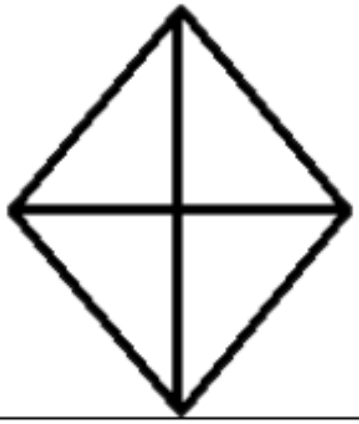
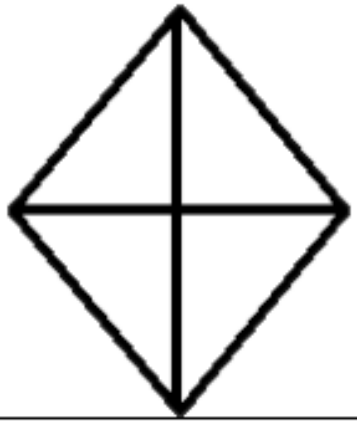
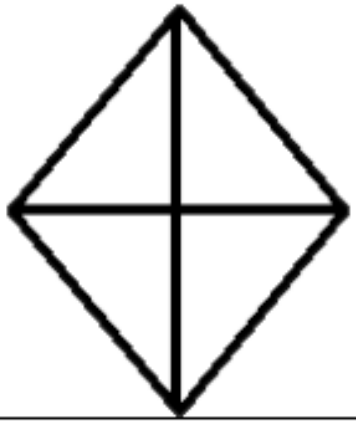
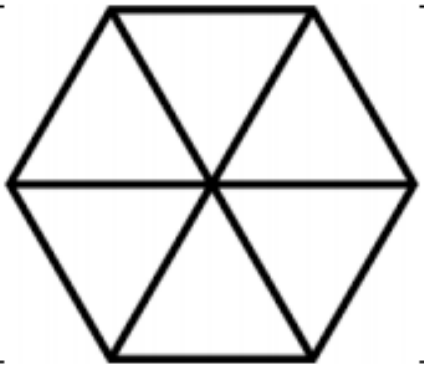
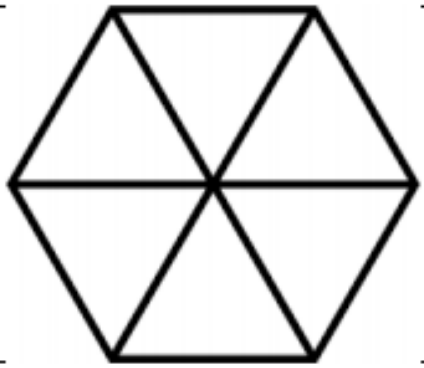
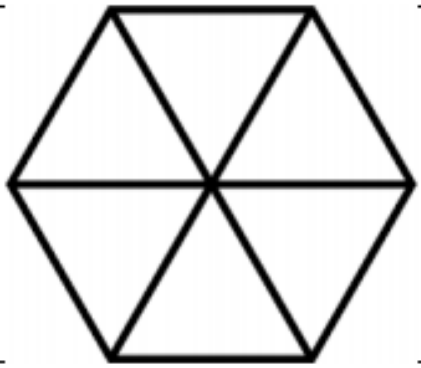
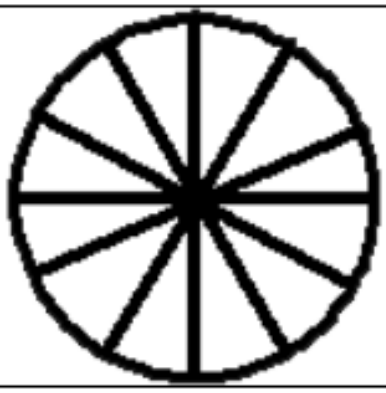
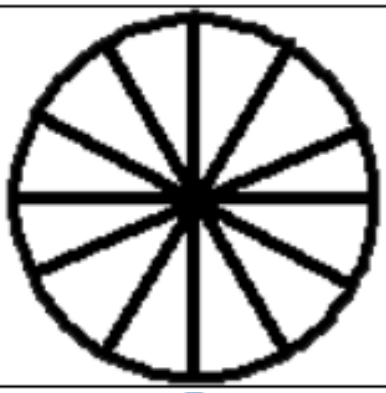
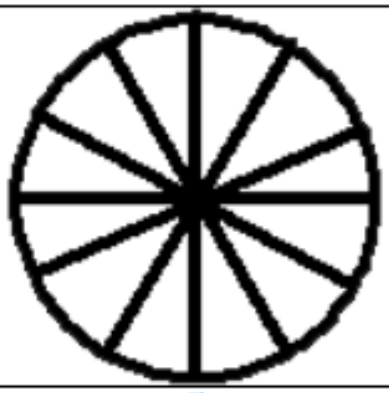
		
$\frac{8}{1}$ $\frac{8}{7}$ $\frac{1}{8}$	$\frac{1}{12}$ $\frac{12}{1}$ $\frac{10}{11}$	$\frac{1}{9}$ $\frac{1}{10}$ $\frac{10}{1}$
		
$\frac{3}{1}$ $\frac{1}{3}$ $\frac{1}{2}$	$\frac{4}{3}$ $\frac{1}{4}$ $\frac{3}{4}$	$\frac{2}{3}$ $\frac{5}{3}$ $\frac{3}{5}$
		
$\frac{2}{4}$ $\frac{1}{4}$ $\frac{4}{2}$	$\frac{6}{3}$ $\frac{3}{6}$ $\frac{2}{3}$	$\frac{7}{16}$ $\frac{16}{9}$ $\frac{9}{16}$
		
$\frac{3}{5}$ $\frac{2}{5}$ $\frac{5}{2}$	$\frac{5}{8}$ $\frac{8}{5}$ $\frac{3}{5}$	$\frac{12}{5}$ $\frac{5}{7}$ $\frac{5}{12}$


Brighter Choice
Charter School for Boys
Day # 3
Spring Break

Name: _____ Week 29 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Color the shapes according to the fractions below each shape.

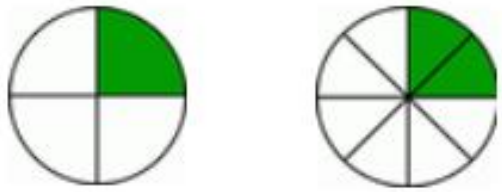
 $\frac{1}{4}$	 $\frac{3}{4}$	 $\frac{1}{2}$
 $\frac{2}{6}$	 $\frac{5}{6}$	 $\frac{1}{3}$
 $\frac{5}{12}$	 $\frac{7}{12}$	 $\frac{5}{6}$


Brighter Choice
Charter School for Boys
Day # 4
Spring Break

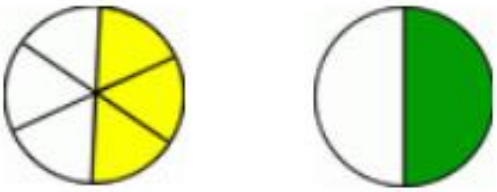
Name: _____ Week 29 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

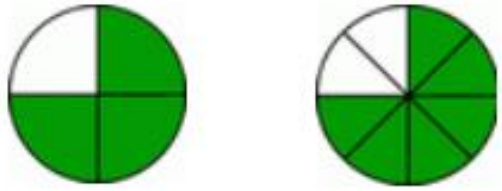
Write in the numerators and denominators of the equivalent fractions shown.

1) 

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

2) 

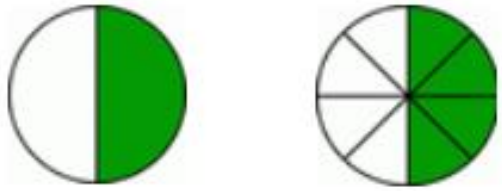
$\frac{\quad}{\quad} = \frac{\quad}{\quad}$

3) 

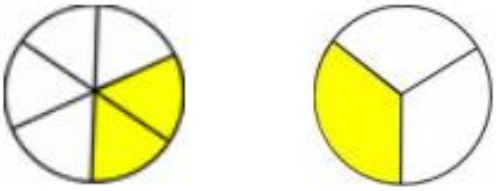
$\frac{\quad}{\quad} = \frac{\quad}{\quad}$

4) 

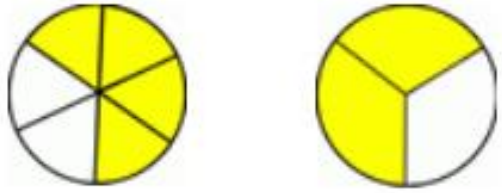
$\frac{\quad}{\quad} = \frac{\quad}{\quad}$

5) 

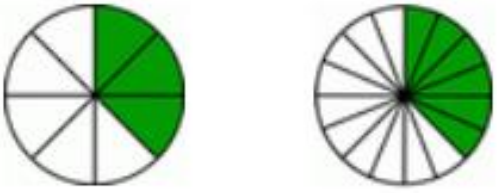
$\frac{\quad}{\quad} = \frac{\quad}{\quad}$

6) 

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

7) 

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

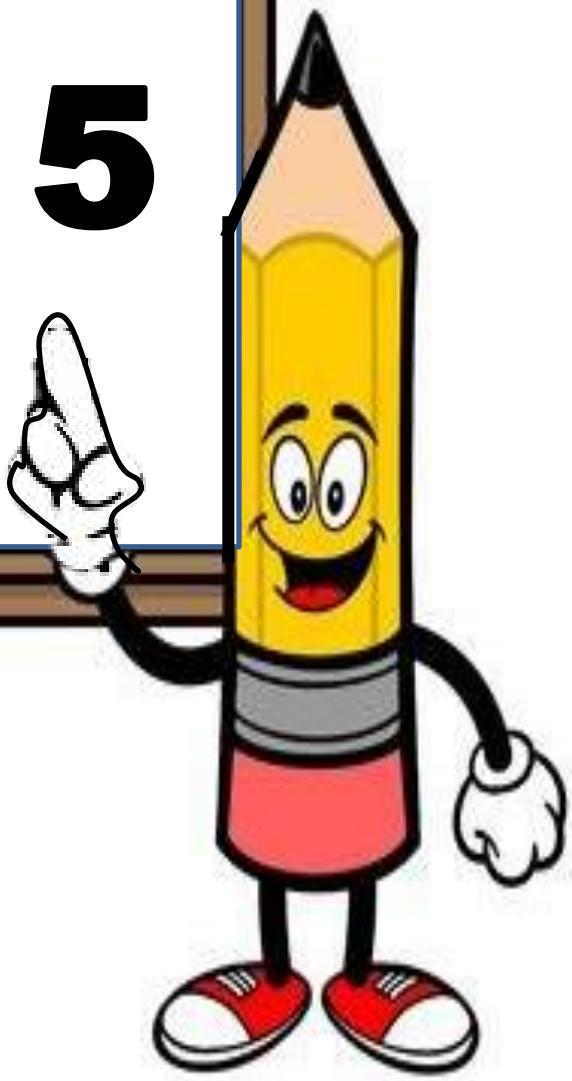
8) 

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

Brighter Choice
Charter School for Boys

Day # 5

Spring Break

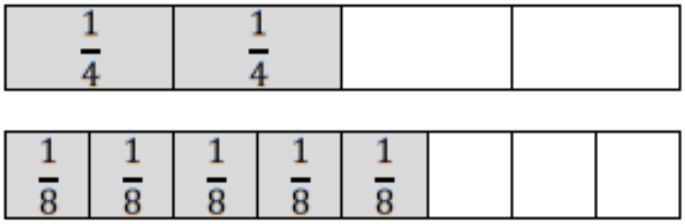
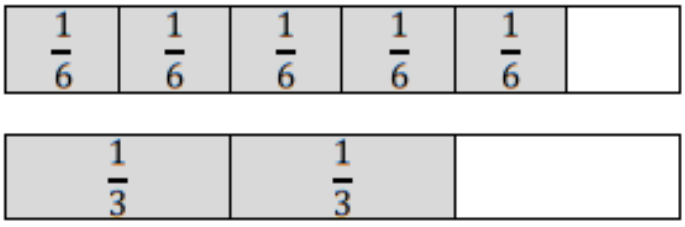
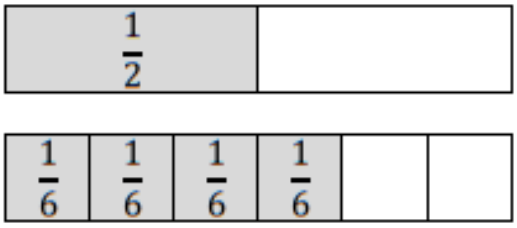
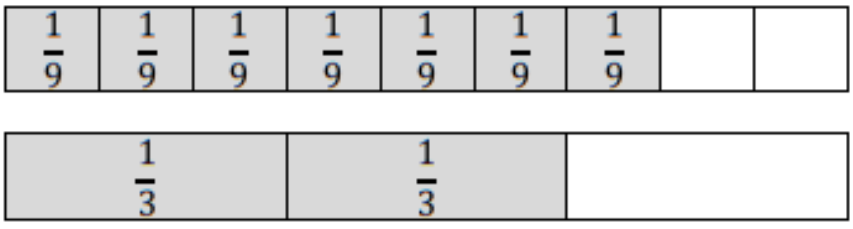
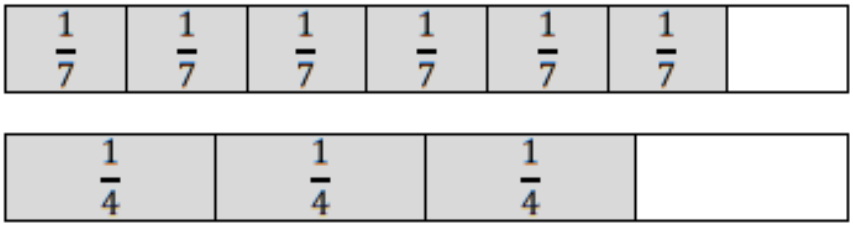


Name: _____ Week 29 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

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

Circle the GREATER fraction.

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