Name _____

4th Grade Modified Math 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 packets assignments are mandatory and must be completed by all scholars.


Brighter Choice
Charter School for Boys
Day # 1

Name: _____ Week 27 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How do I subtract fractions from whole numbers and fractions with the same denominator?

Objective: I can subtract a fraction from a whole number by converting back to a fraction and then subtracting.

Do Now

Keisha ran 5/6 mile in the morning and 2/3 mile in the afternoon. Did Keisha run farther in the morning or in the afternoon? Solve independently. Explain how you solved this problem on the lines.

HINT: Use a number line!

_____

_____

_____

Input

What is a mixed number? A mixed number is _____

_____

Problem 1: using a number line to subtract fractions of the same unit. (5/6-4/6)

←----------→

Name: _____ Week 27 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Your turn

←----------→

Step 1: draw a number line to show 8ths.

Step 2: plot 7/8 on the number line

Step 3: count backwards 3/8 on the number line, where are you?

7/8-3/8=_____

We can also solve problems like this with fractions that are _____ than one.

7/6-2/ 6= _____

←----------→

Name: _____ Week 27 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Your turn

Step 1: Draw a number line from 0-2 and label fourths.

←----------→

Plot 7/4 and count back 5/4

7/4-5/4=_____

Problem 2: Decompose to record a difference greater than 1 as a mixed number.

Solve in unit form: 10 sixths – 2 sixths = _____

Rewrite and solve in standard form: _____

Decompose the answer into a whole and a part using a number bond.

We can say that 8/6 (8 sixths) = _____

Name: _____ Week 27 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Your turn

Step 1: solve 9 fifths – 3 fifths in unit form and number form.

9 fifths – 3 fifths= _____

Standard form: _____

Step 2: draw a number bond to decompose 6/5 as a whole and a part.

Step 3: rename 6/5 as a mixed number.

6/5= _____

Problem 3: Solve for the sum using unit language and a number line.

We can solve _____ problems also by counting up on a number line instead of backwards.

←----------→

On this number line, let's label sixths.

Plot 1/6 and count up 4/6. Where do we end up? _____

Name: _____ Week 27 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Your turn

Draw a number line from 0 to 1 and label all the 8ths.

Plot 2/8 and count up 3/8, where do we end up? _____

So, we can say: 2/8+3/8=_____

←----------→

Problem 4: Decompose to record a sum greater than 1 as a mixed number.

Solve in unit form: 5 fourths + 2 fourths= _____

Rewrite and solve in standard form: _____

Draw a number bond to decompose the answer into a whole and a part:

Rename _____ as _____

Your Turn

Step 1: solve 6 sixths + 4 sixths= _____

Rewrite and solve in standard form: _____

Lap 2: decompose 10/4 using a number bond to show the whole and part.

Name: _____ Week 27 Day 1 Date: _____

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Lap 3: rename 10/4 as a mixed number.

10/4 = _____

CFU:

Solve. Use a number bond to decompose the sum. Record your final answer as a mixed number.

$$\frac{12}{6} - \frac{5}{6}$$

$$\frac{7}{10} + \frac{6}{10}$$

Application Problem:

Solve. Use a number bond to decompose the sum. Record your final answer as a mixed number.

$$\frac{5}{12} + \frac{10}{12}$$

Name: _____ Week 27 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Exit Ticket

Solve. Use a number bond to decompose the difference. Record your final answer as a mixed number.

$\frac{16}{9} - \frac{5}{9}$

HOMEWORK

Solve. Use a number bond to decompose the difference. Record your final answer as a mixed number. Problem (a) has been completed for you.

a. $\frac{12}{6} - \frac{3}{6} =$ $\frac{9}{6}$ $= 1\frac{3}{6}$

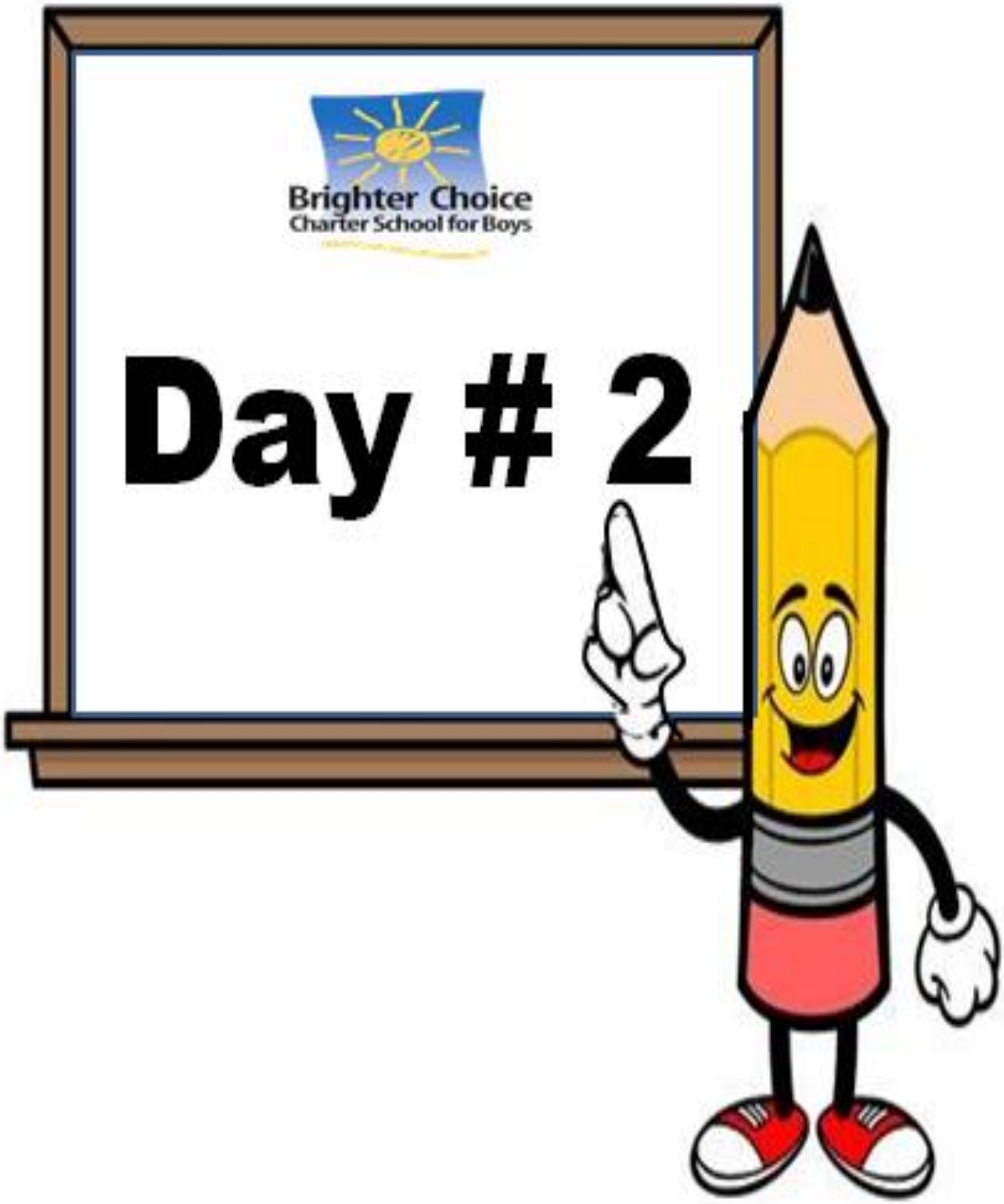
$\frac{6}{6}$ $\frac{3}{6}$

b. $\frac{17}{8} - \frac{6}{8}$

HINT: Use this example!

c. $\frac{9}{5} - \frac{3}{5}$

d. $\frac{11}{4} - \frac{6}{4}$


Brighter Choice
Charter School for Boys
Day # 2

Name: _____ Week 27 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: Is the process of subtracting/adding more than 2 fractions different?

Objective: I can add/subtract more than 2 fractions using what I have learned already about adding and subtracting fractions.

Do Now

Use a number bond to show the relationship between $\frac{2}{6}$, $\frac{3}{6}$, and $\frac{5}{6}$. Then, use the fractions to write two addition and two subtraction sentences.

Addition number sentences: _____ and _____

Subtraction number sentences: _____ and _____

Input

Problem 1: Subtract a fraction from 1

$1 - \frac{3}{8}$= _____

Name: _____ Week 27 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Your turn

$1 - \frac{7}{12}$= _____

How many twelfths are in 1 whole? _____

Rewrite: _____

Answer: _____

Problem 2: Subtract a fraction from a number between 1 and 2.

$1\frac{1}{5} - \frac{2}{5}$= _____

First we have to change this mixed number back into an improper fraction before we can subtract.

Draw a number bond so show the whole and part.

Now, add the pieces together. _____ + _____= _____

Using the improper fraction subtract _____ - _____ = _____

Your Turn

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

Name: _____ Week 27 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Problem 3: adding/subtracting more than 2 fractions at a time.

$1 - \frac{3}{12} - \frac{5}{12}$= _____

Just like the other problems we have solved today, we have to make sure that all the _____ that we are subtracting are the _____.

1 whole is equal to _____ .

There are multiple ways that we can subtract these 3 fractions and arrive at the same answer.

Now you try. Solve:

$$\frac{11}{10} - \frac{4}{10} - \frac{1}{10}$$

Using 3 different ways like we did in the previous problem.

Name: _____ Week 27 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

CFU

Directions: Use the following three fractions to write two subtraction and two addition number sentences.

$\frac{8}{5}, \frac{2}{5}, \frac{10}{5}$

Addition sentences: _____ and _____

Subtraction sentences: _____ and _____

Directions: Solve 3 different ways:

$\frac{5}{8}+\frac{4}{8}+\frac{1}{8}$

Name: _____ Week 27 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Application Problem

Bonnie used two different strategies to solve $\frac{5}{10} + \frac{4}{10} + \frac{3}{10}$.

Bonnie's First Strategy

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

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

Bonnie's Second Strategy

$$\frac{5}{10} + \frac{4}{10} + \frac{3}{10} = \frac{12}{10} = 1 + \frac{2}{10} = 1\frac{2}{10}$$

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

Which strategy do you like best? Why? _____

_____

_____

_____

Name: _____ Week 27 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Exit Ticket

1. Solve. Model the problem with a number line, and solve by both counting up and subtracting.

$1 - \frac{2}{5}$ = _____

←----------→

2. Find the difference in two ways. Use a number bond to show the decomposition.

$1\frac{2}{7} - \frac{5}{7}$

Number Bond	Strategy 1	Strategy 2

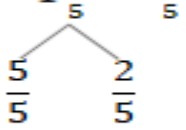
Name: _____ Week 27 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

HOMEWORK

1. Find the difference in two ways. Use number bonds to decompose the total. Part (a) has been completed for you.

a. $1\frac{2}{5} - \frac{4}{5}$



$\frac{5}{5} + \frac{2}{5} = \frac{7}{5}$

$\frac{7}{5} - \frac{4}{5} = \frac{3}{5}$

$\frac{5}{5} - \frac{4}{5} = \frac{1}{5}$

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

HINT: Use this example!

b. $1\frac{3}{8} - \frac{7}{8}$

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

d. $1\frac{2}{7} - \frac{5}{7}$


Brighter Choice
Charter School for Boys
Day # 3

Name: _____ Week 27 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I apply the CUBES strategy to solving word problems that include fractions?

Objective: I can use CUBES to help me be successful in solving any word problem that involves fractions.

Do Now

Add the following 3 different ways:

¾ + 2/4 + ¼=

Rename as a mixed number: _____

Input

C_____

U_____

B_____

E_____

S_____

Name: _____ Week 27 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Problem 1:

Sue ran $\frac{9}{10}$ mile on Monday and $\frac{7}{10}$ mile on Tuesday. How many miles did Sue run in the 2 days?

Your Turn:

Sam read 3/12 of his book on Monday, 3/12 on Tuesday and 5/12 on Wednesday. How much of his book did he read? Use CUBES to solve.

Name: _____ Week 27 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Problem 2:

Mr. Salazar cut his son's birthday cake into 8 equal pieces. Mr. Salazar, Mrs. Salazar, and the birthday boy each ate 1 piece of cake. What fraction of the cake was left?

Your Turn

Ms. Lewis cut a pizza into 12 equal pieces. She ate 1, her two daughters each had 1 and her son had 2. How much of the pizza is left? Use CUBES to solve.

Name: _____ Week 27 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

CFU

Hudson picked $1\frac{1}{4}$ baskets of apples. Suzy picked 2 baskets of apples. How many more baskets of apples did Suzy pick than Hudson?

Exit Ticket

Mrs. Smith took her bird to the vet. Tweety weighed 1 and 3/10 pounds. The vet said that Tweety weighed 4/10 pound more last year. How much did Tweety weigh last year?

Name: _____ Week 27 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

HOMEWORK

Directions: Use the CUBES process to solve.

1. Isla walked $\frac{3}{4}$ mile each way to and from school on Wednesday. How many miles did Isla walk that day?

HINT:

Include labels!

2. Zach spent $\frac{2}{3}$ hour reading on Friday and $1\frac{1}{3}$ hours reading on Saturday. How much more time did he read on Saturday than on Friday?


Brighter Choice
Charter School for Boys
Day # 4

Name: _____ Week 27 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

Directions: Today You are going to take a quiz on what we have learned this week.

Log into your Math google class room and look for the quiz title Module 5 topic D quiz.

There will NOT be any HOMEWORK tonight and there is NO exit ticket to complete.


Brighter Choice
Charter School for Boys
Day # 5

Today scholars will be engaging in a math lesson provided by a substitute teacher. There will not be any math homework tonight and there is also no exit ticket for today's lesson. Have a great weekend and I will see you Monday!

Name _____

4th Grade Modified Math 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)

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Brighter Choice
Charter School for Boys
Day # 1

Name: _____ Week 28 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How do I add fractions when the denominators are different?

Objective: I can add fractions that have different denominators by making them the same first.

Do Now

Krista drank $\frac{3}{16}$ of the water in her water bottle in the morning, $\frac{5}{16}$ in the afternoon, and $\frac{3}{16}$ in the evening. What fraction of water was left at the end of the day?

Input

Problem 1: Add unit fractions with related denominators using tape diagrams.

1/3 + 1/6= _____

To solve a problem like the one above we have to make sure our units are the _____. Right now they are not, therefore we need to _____ one.

Which should we change and how?

Name: _____ Week 28 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Let's draw a tape diagram to show how 1/3 can be equal to sixths.

Now we can add _____ + 1/6= _____

Let's try another one:

$\frac{1}{2} + \frac{1}{8}$= _____

Which fraction should we decompose? (change)

Let's model that in a tape diagram and use multiplication to support it.

Now, we can add _____ + 1/8 = _____

Your Turn

$\frac{2}{3} + \frac{3}{12}$= _____

*Think about what fraction you will change BEFORE you add.

Show your work

Name: _____ Week 28 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Problem 2: Add fractions with related denominators without using a model.

$\frac{2}{5} + \frac{3}{10}$= _____

We can show that fifths can change to tenths using multiplication. What will we multiply 5 by to get to 10?

Remember the rule: Whatever do to the _____ we do to the _____.

Try the next one:

$\frac{3}{12} + \frac{4}{3}$=_____

CFU

Directions: Solve the following by making the denominators the same first.

c. $\frac{2}{6} + \frac{1}{3}$

d. $\frac{1}{2} + \frac{3}{8}$

e. $\frac{3}{10} + \frac{3}{5}$

f. $\frac{2}{3} + \frac{2}{9}$

Name: _____ Week 28 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Application Problem

Sam and sister were in charge of mowing the lawn. Sam mowed 3/12 of the lawn and his sister mowed 1/3 of the lawn. How much of the lawn did they mow so far?

Exit Ticket

Solve each of the following with or without a model.

$\frac{5}{8} + \frac{2}{4} =$

$\frac{3}{4} + \frac{1}{2} =$

Name: _____ Week 28 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

HOMEWORK

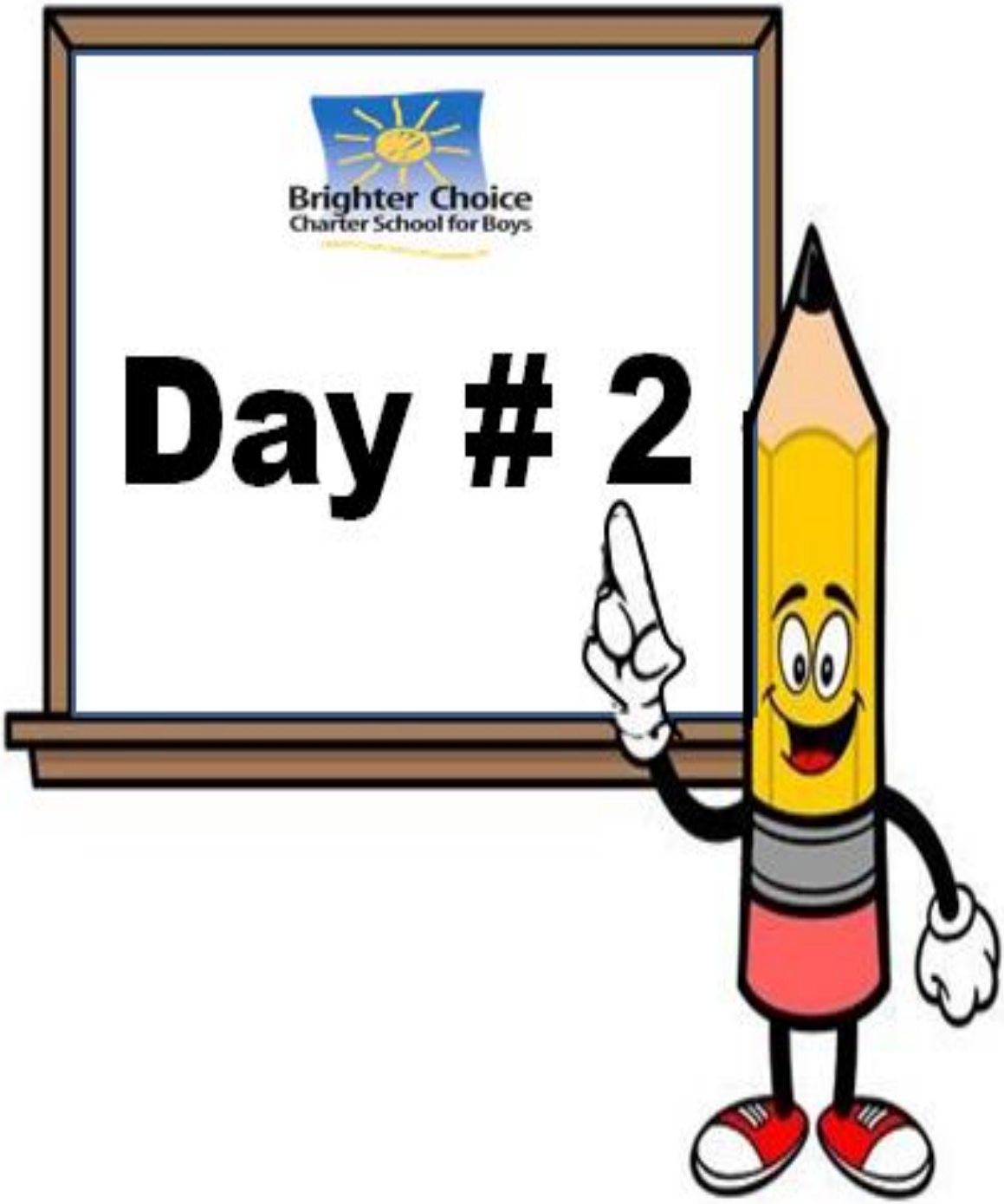
Solve the following using any strategy you have learned.

a. $\frac{1}{3} + \frac{1}{6}$

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

c. $\frac{3}{4} + \frac{1}{8}$

d. $\frac{1}{4} + \frac{5}{12}$


Brighter Choice
Charter School for Boys
Day # 2

Name: _____ Week 28 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How do I add fractions when the denominators are different?

Objective: I can add fractions that have different denominators by making them the same first.

Do Now

Two-fifths liter of chemical A was added to $\frac{7}{10}$ liter of chemical B to make chemical C. How many liters of chemical C are there?

Input

Problem 1: Add two fractions with related units modeled with a tape diagram. Use a number bond to rename the sum as a mixed number

$\frac{3}{8} + \frac{3}{4} =$ _____

Draw a tape diagram to show ¾ and then decompose the fourths to eighths.

Add.

Name: _____ Week 28 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Problem 2: Add two fractions with related units modeled with a tape diagram. Use a number bond to rename the sum as a mixed number.

$\frac{1}{2} + \frac{7}{8}$

Your Turn

$\frac{5}{6} + \frac{2}{3}$

Problem 3: Add two fractions with related units without using a model. Express the answer as a mixed number.

$\frac{3}{4} + \frac{6}{8}$

Name: _____ Week 28 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

CFU

Solve. Write the sum as a mixed number. Draw a model if needed.

a. $\frac{3}{4} + \frac{2}{8}$

b. $\frac{4}{6} + \frac{1}{2}$

c. $\frac{4}{6} + \frac{2}{3}$

d. $\frac{8}{10} + \frac{3}{5}$

Application Problem

Henry and his family were going on vacation. On the first day they drove 2/8 of the trip and on the next day they drove ¼ of the trip. How much of the trip have they driven in all so far?

Name: _____ Week 28 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Exit Ticket

Solve. Write a complete number sentence. Use a number bond to write each sum as a mixed number.

Use a model if needed.

1. $\frac{1}{4} + \frac{7}{8}$

2. $\frac{2}{3} + \frac{7}{12}$

Name: _____ Week 28 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

HOMEWORK

Solve. Write the sum as a mixed number. Draw a model if needed.

a. $\frac{1}{2} + \frac{6}{8}$

b. $\frac{7}{8} + \frac{3}{4}$

c. $\frac{5}{6} + \frac{1}{3}$

d. $\frac{9}{10} + \frac{2}{5}$

e. $\frac{4}{12} + \frac{3}{4}$

f. $\frac{1}{2} + \frac{5}{6}$

g. $\frac{3}{12} + \frac{5}{6}$

h. $\frac{7}{10} + \frac{4}{5}$


Brighter Choice
Charter School for Boys
Day # 3

Name: _____ Week 28 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How do I add/subtracts to a whole number greater than 1?

Objective: I can add/subtract a fraction to a whole number greater than 1 by changing that number to a fraction.

Do Now

Winnie went shopping and spent $\frac{2}{5}$ of the money that was on a gift card. What fraction of the money was left on the card? Draw a number line and a number bond to help show your thinking.

Input

Problem 1: Add a fraction less than 1 to a whole number using a tape diagram.

Think about the following:

2 meters + 5 centimeters is 2 meters 5 centimeters (2m5cm)
2 hours + 5 minutes is _____
2 ones + 5 eighths is _____

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

Draw a tape diagram to model.

Name: _____ Week 28 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Your Turn

Draw a tape diagram to model and solve.

$3 + \frac{2}{3}$= _____

Problem 2: Subtract a fraction less than 1 from a whole number using a tape diagram.

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

To solve this we are going to use a tape diagram model to help us. Watch as a draw a partition a tape diagram to solve.

Your Turn

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

Problem 2: Subtract a fraction less than 1 from a whole number using decomposition.

$5 - \frac{1}{4}$= _____

Let's use a number bond to decompose 5 wholes into fourths.

Now, subtract.

Name: _____ Week 28 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

$7 - \frac{3}{5} =$ _____

Number Bond: Subtract:

Your Turn

$9 - \frac{5}{12} =$ _____

CFU

Complete the subtraction sentences using number bonds.

a. $3 - \frac{1}{10} =$ _____ b. $5 - \frac{3}{4} =$ _____

Name: _____ Week 28 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Application Problem

Sam bought 3 gallons of juice and drank 1/5 of it. How much juice does he have left?

Exit Ticket

Complete the subtraction sentences using number bonds. Draw a model if needed.

1. $6 - \frac{1}{5} = \_\_\_\_\_$

2. $8 - \frac{5}{6} = \_\_\_\_\_$

Name: _____ Week 28 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

HOMEWORK

Draw a tape diagram to match each number sentence. Then, complete the number sentence.

a. $2 + \frac{1}{4} =$ _____

b. $3 + \frac{2}{3} =$ _____

c. $2 - \frac{1}{5} =$ _____

d. $3 - \frac{3}{4} =$ _____

Complete the subtraction sentences using number bonds.

a. $6 - \frac{1}{4} =$ _____

b. $7 - \frac{2}{10} =$ _____


Brighter Choice
Charter School for Boys
Day # 4

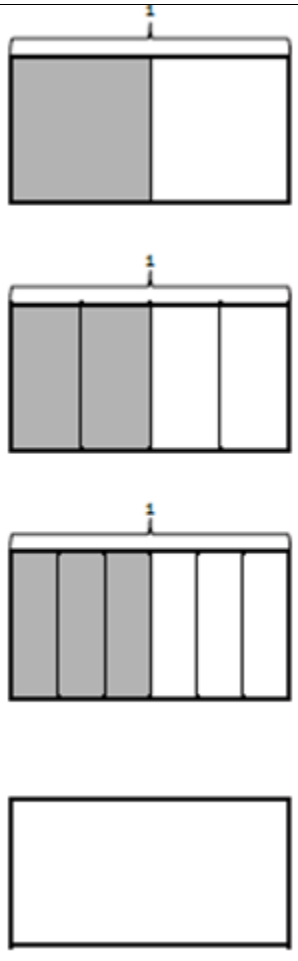
Name: _____ Week 28 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

Directions: Today we are taking our Mid-Mod Assessment. You will use this page and the following pages to solve the Open Response questions. After you have solved the open response questions, you will edlight your answers.

Question _____

Using the fractional units shown, identify the fraction of the rectangle that is shaded. Continue this pattern by drawing the next area model in the sequence and identifying the fraction shaded.

Area models	How much of the fraction is shaded?
	

Name: _____ Week 28 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

Question: _____

Ray, Robin, and Freddy went fishing.

They spent $\frac{1}{6}$ of their money on water, $\frac{4}{6}$ of their money on lunch, and the rest on worms. What fraction of their money was spent on worms? Draw a model, and write an equation to solve.

Name: _____ Week 28 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

Question: _____

Ray, Robin, and Freddy each had identical containers of worms. Ray used $\frac{3}{8}$ container. Robin used $\frac{6}{8}$ container, and Freddy used $\frac{7}{8}$ container. How many total containers of worms did they use?


Brighter Choice
Charter School for Boys
Day # 5
NO SCHOOL

Name_____

4th Grade Modified Math 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 packets assignments are mandatory and must be completed by all scholars.


Brighter Choice
Charter School for Boys
Day # 1
Spring Break

LEQ: How can I use what I have learnded to solve division questions that involve zeros?

Objective: I can use the steps of long division to solve questions that include zeros.

Directions: Rewrite each problem to use the long division method and then solve.

a. 302 ÷ 5 = _____	**b.** 163 ÷ 4 = _____	**c.** 642 ÷ 8 = _____
d. 807 ÷ 6 = _____	**e.** 720 ÷ 9 = _____	**f.** 983 ÷ 7 = _____

Sam had132 trading cards to put in an album. He was able to place 4 cards on each page. How many pages will he need to put all cards in the album? Use CUBES to solve.


Brighter Choice
Charter School for Boys
Day # 2
Spring Break

LEQ: How can I use CUBES to show all my work when solving word problems?

Objective: I can solve multiplication word problems using CUBES to show all my work.

Directions: Use CUBES to solve the following problems. Make sure to show all your work.

1. Mrs. Moore took her 4th grade class of 25 students to the aquarium. Admission for each student was $12. What was the total amount of money needed for the field trip?

2. Eighty-seven students were passing around a petition to stop the historical building from being demolished. Each student collected 92 signatures. What was the total number of signatures the students collected?


Brighter Choice
Charter School for Boys
Day # 3
Spring Break

LEQ: How can I solve 2 digit by 2 digit multiplcation?

Objective: I can use a standard algorithm to solve 2 digit by 2 digit multiplication.

Directions: Use what you have leared to solve these 2 digit by 2 digit multiplication problems.

59 x 21	96 x 37	32 x 94	18 x 65
80 x 43	26 x 58	45 x 74	63 x 12

Karen read her chapter book for 15 days in a row. Each day she read a total of 34 minutes. How many total minutes did she read in 15 days? Use CUBES to solve.


Brighter Choice
Charter School for Boys
Day # 4
Spring Break

LEQ: How can I use the GCF to reduce fractions?

Objective: I can use GCF to reduce each of these fractions to lowest terms.

Directions: Find the GCF of the numerator and denominator and then divide by the GCF to reduce each fraction to lowest terms.

GCF= The Greatest Common Factor

a. $\frac{2}{8}$ =

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

c. $\frac{3}{6}$ =

d. $\frac{4}{12}$ =

e. $\frac{7}{14}$ =

f. $\frac{2}{20}$ =

g. $\frac{3}{9}$ =

h. $\frac{6}{9}$ =

i. $\frac{8}{10}$ =

j. $\frac{5}{15}$ =

k. $\frac{8}{72}$ =

l. $\frac{5}{20}$ =

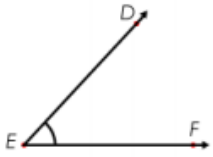
m. $\frac{4}{6}$ =

n. $\frac{21}{28}$ =

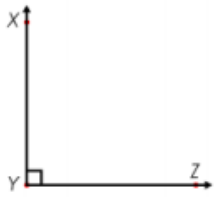
o. $\frac{4}{18}$ =

p. $\frac{33}{55}$ =

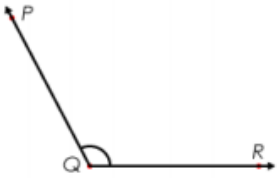

Brighter Choice
Charter School for Boys
Day # 5
Spring Break



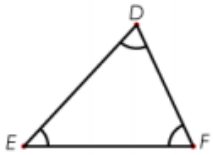
An **acute angle** is less than 90°



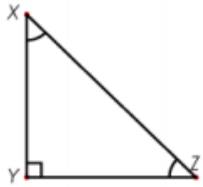
A **right angle** is exactly 90°



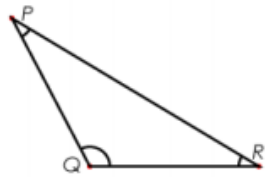
An **obtuse angle** is greater than 90°



An **acute triangle** has 3 acute angles.



A **right triangle** has 1 right angle and 2 acute angles.

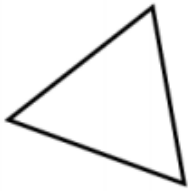


An **obtuse triangle** has 1 obtuse angle and 2 acute angles.

Identify each type of triangle as **acute**, **right** or **obtuse**.

a.

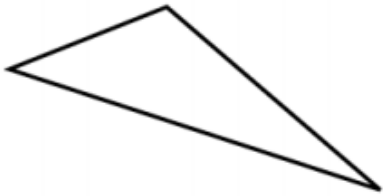
b.



c.

d.

e.



f.