Name:_____

College:_____

4th Grade Math

Week of: 3/22-3/26

Monday

Date: March 22

<u>Learning Target:</u> I can reason using benchmarks to compare two fractions on the number line.
<u>Standards</u>: 4.NF.2

<u>Do Now:</u>

What is the product of 32×67?

A 1,824

B 1,934

C 2,044

D 2,144

Concept Development

Plot $\frac{1}{4}$, $\frac{4}{5}$, and $\frac{5}{8}$ on a number line, and compare the three points.

Let's Work Together!

Problem 1: Reason about the size of a fraction compared to $\frac{1}{2}$.

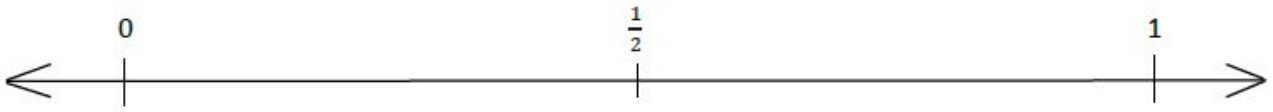
Problem 2: Plot points on a number line by thinking about fractions in relation to 0, $\frac{1}{2}$, or 1. Compare the fractions.

Problem 3: Use the benchmarks 0, $\frac{1}{2}$, and 1 to compare two fractions without using a number line.

You Try!

1. a. Plot the following points on the number line without measuring.

   i. $\frac{1}{3}$ ii. $\frac{5}{6}$ iii. $\frac{7}{12}$

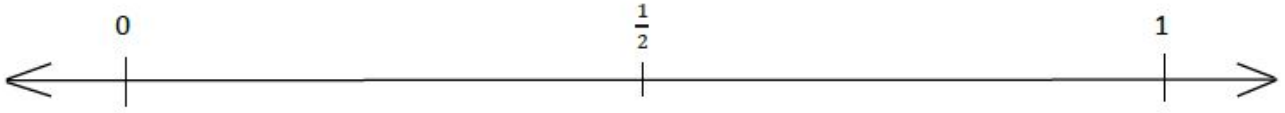


   b. Use the number line in Part (a) to compare the fractions by writing >, <, or = on the lines.

   i. $\frac{7}{12}$ _____ $\frac{1}{2}$ ii. $\frac{7}{12}$ _____ $\frac{5}{6}$

2. a. Plot the following points on the number line without measuring.

   i. $\frac{11}{12}$ ii. $\frac{1}{4}$ iii. $\frac{3}{8}$



   b. Select two fractions from Part (a), and use the given number line to compare them by writing >, <, or =.

   c. Explain how you plotted the points in Part (a).

3. Compare the fractions given below by writing > or < on the lines.
Give a brief explanation for each answer referring to the benchmarks 0, $\frac{1}{2}$, and 1.

a. $\frac{1}{2}$ _____ $\frac{3}{4}$

b. $\frac{1}{2}$ _____ $\frac{7}{8}$

c. $\frac{2}{3}$ _____ $\frac{2}{5}$

d. $\frac{9}{10}$ _____ $\frac{3}{5}$

e. $\frac{2}{3}$ _____ $\frac{7}{8}$

f. $\frac{1}{3}$ _____ $\frac{2}{4}$

g. $\frac{2}{3}$ _____ $\frac{5}{10}$

h. $\frac{11}{12}$ _____ $\frac{2}{5}$

i. $\frac{49}{100}$ _____ $\frac{51}{100}$

j. $\frac{7}{16}$ _____ $\frac{51}{100}$

EXIT TICKET

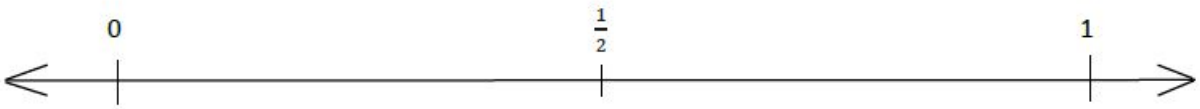
Name:_____ Date:_____
BCCSG Howard / Spelman

Learning Target: I can reason using benchmarks to compare two fractions on the number line.
Standards: 4.NF.2

Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom

1. Plot the following points on the number line without measuring.

   a. $\frac{8}{10}$ b. $\frac{3}{5}$ c. $\frac{1}{4}$



2. Use the number line in Problem 1 to compare the fractions by writing >, <, or = on the lines.

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

   b. $\frac{8}{10}$ _____ $\frac{3}{5}$

   c. $\frac{1}{2}$ _____ $\frac{3}{5}$

   d. $\frac{1}{4}$ _____ $\frac{8}{10}$

Grade:

Tuesday

Date: March 23

Learning Target: **I can reason to compare two fractions on the number line.**
Standards: 4.NF.2

Do Now:

For a math project, Roxana made the table below to show the amount of time she spent doing different activities last weekend.

WEEKEND ACTIVITIES

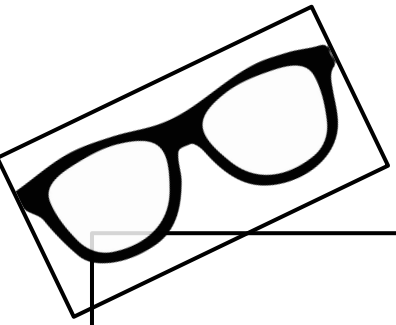
Activity	Time Spent (hours)
Dance Class	$\frac{6}{5}$
Reading	$\frac{4}{12}$
Soccer	$\frac{7}{8}$
Swimming	$\frac{2}{6}$

On which activities did Roxana spend more than $\frac{1}{2}$ an hour? Explain how you know which activities took more than $\frac{1}{2}$ an hour.

Show your work.

Concept Development

Mr. and Mrs. Reynolds went for a run. Mr. Reynolds ran for $\frac{6}{10}$ mile. Mrs. Reynolds ran for $\frac{2}{5}$ mile. Who ran farther? Explain how you know. Use the benchmarks 0, $\frac{1}{2}$, and 1 to explain your answer.



Watch Me!

Reason to compare fractions between 1 and 2.

Let's Work Together!

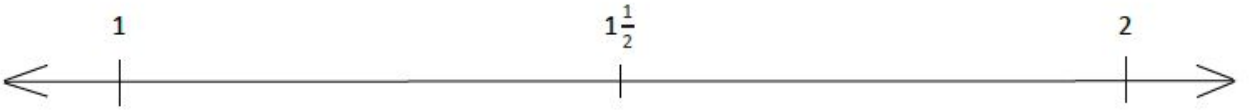
Reason using benchmarks to compare two fractions.

Reason about the size of fractions as compared to $1\frac{1}{2}$.

You Try!

1. Place the following fractions on the number line given.

   a. $\frac{4}{3}$ b. $\frac{11}{6}$ c. $\frac{17}{12}$

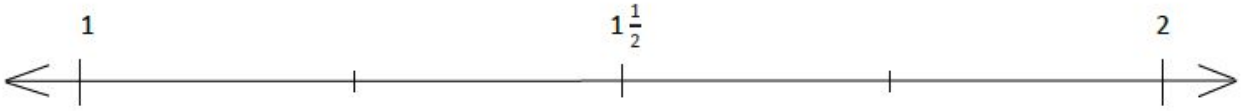


2. Use the number line in Problem 1 to compare the fractions by writing >, <, or = on the lines.

   a. $1\frac{5}{6}$ _____ $1\frac{5}{12}$ b. $1\frac{1}{3}$ _____ $1\frac{5}{12}$

3. Place the following fractions on the number line given.

   a. $\frac{11}{8}$ b. $\frac{7}{4}$ c. $\frac{15}{12}$



4. Use the number line in Problem 3 to explain the reasoning you used when determining whether $\frac{11}{8}$ or $\frac{15}{12}$ is greater.

5. Compare the fractions given below by writing > or < on the lines. Give a brief explanation for each answer referring to benchmarks.

a. $\frac{3}{8}$ _____ $\frac{7}{12}$

b. $\frac{5}{12}$ _____ $\frac{7}{8}$

c. $\frac{8}{6}$ _____ $\frac{11}{12}$

d. $\frac{5}{12}$ _____ $\frac{1}{3}$

e. $\frac{7}{5}$ _____ $\frac{11}{10}$

f. $\frac{5}{4}$ _____ $\frac{7}{8}$

g. $\frac{13}{12}$ _____ $\frac{9}{10}$

h. $\frac{6}{8}$ _____ $\frac{5}{4}$

i. $\frac{8}{12}$ _____ $\frac{8}{4}$

j. $\frac{7}{5}$ _____ $\frac{16}{10}$

EXIT TICKET

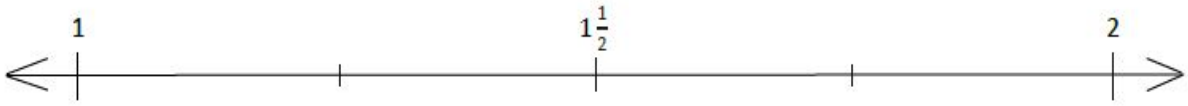
Name:_____ Date:_____
BCCSG Howard / Spelman

<u>Learning Target:</u> I can reason to compare two fractions on the number line.
<u>Standards</u>: 4.NF.2

Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom

1. Place the following fractions on the number line given.

   a. $\frac{5}{4}$ b. $\frac{10}{7}$ c. $\frac{16}{9}$



2. Compare the fractions using >, <, or =.

   a. $\frac{5}{4}$ _____ $\frac{10}{7}$ b. $\frac{5}{4}$ _____ $\frac{16}{9}$ c. $\frac{16}{9}$ _____ $\frac{10}{7}$

Grade:

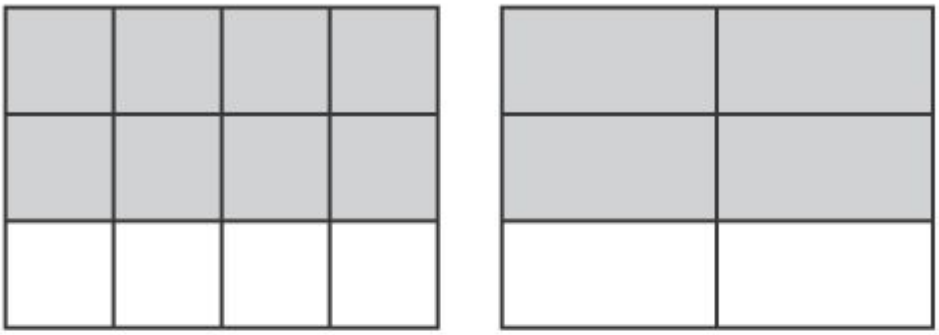
Wednesday

Date: March 24

<u>Learning Target:</u> I can find common units or number of units to compare two fractions.
<u>Standards:</u> 4.NF.2

Do Now:

The models below are shaded to represent equivalent fractions.



Which fraction is equivalent to the fractions shown by the models?

A $\frac{2}{3}$

B $\frac{4}{8}$

C $\frac{6}{10}$

D $\frac{9}{12}$

Concept Development

Compare $\frac{4}{5}$, $\frac{3}{4}$, and $\frac{9}{10}$ using <, >, or =. Explain your reasoning using a benchmark.

Let's Work Together!

Compare fractions with related numerators.

Compare fractions having related denominators where one denominator is a factor of the other.

You Try!

1. Compare the pairs of fractions by reasoning about the size of the units. Use >, <, or =.

   a. 1 fourth _____ 1 fifth

   b. 3 fourths _____ 3 fifths

   c. 1 tenth _____ 1 twelfth

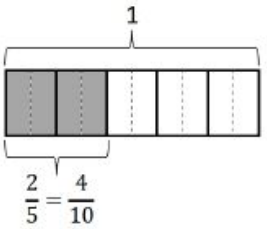
   d. 7 tenths _____ 7 twelfths

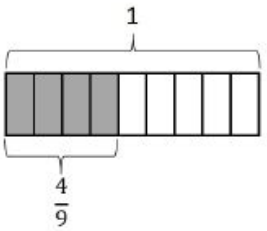
2. Compare by reasoning about the following pairs of fractions with the same or related numerators. Use >, <, or =. Explain your thinking using words, pictures, or numbers. Problem 2(b) has been done for you.

   a. $\frac{3}{5}$ _____ $\frac{3}{4}$

   b. $\frac{2}{5} < \frac{4}{9}$

   because $\frac{2}{5} = \frac{4}{10}$ 4 tenths is less than 4 ninths because tenths are smaller than ninths.





   c. $\frac{7}{11}$ _____ $\frac{7}{13}$

   d. $\frac{6}{7}$ _____ $\frac{12}{15}$

3. Draw two tape diagrams to model each pair of the following fractions with related denominators. Use >, <, or = to compare.

a. $\frac{2}{3}$ _____ $\frac{5}{6}$

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

c. $1\frac{3}{4}$ _____ $1\frac{7}{12}$

EXIT TICKET

Name:_____ Date:_____
BCCSG Howard / Spelman

<u>Learning Target:</u> I can find common units or number of units to compare two fractions.
<u>Standards:</u> 4.NF.2

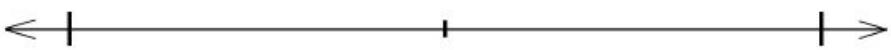
Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom

1. Draw tape diagrams to compare the following fractions:

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

2. Use a number line to compare the following fractions:

$\frac{4}{3}$ _____ $\frac{7}{6}$



Grade:

Thursday

Date: March 25

Learning Target: **I can find common units or number of units to compare two fractions.**
Standards: **4.NF.2**

Do Now:

In December, a toy store sold 934 puzzles. Each puzzle cost $6, including tax. What was the total cost of the puzzles sold, including tax?

A $5,434

B $5,484

C $5,604

D $5,684

Concept Development

Jamal ran $\frac{2}{3}$ mile. Ming ran $\frac{2}{4}$ mile. Laina ran $\frac{7}{12}$ mile. Who ran the farthest? What do you think is the easiest way to determine the answer to this question? Talk with a partner about your ideas.

Let's Work Together!

Problem 1: Compare two fractions with unrelated denominators using area models.

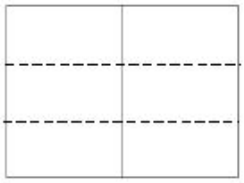
Problem 2: Compare two fractions greater than one with unrelated denominators using number bonds and area models.

You Try!

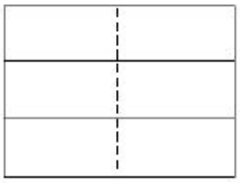
1. Draw an area model for each pair of fractions, and use it to compare the two fractions by writing >, <, or = on the line. The first two have been partially done for you. Each rectangle represents 1.

a. $\frac{1}{2}$ _____ $\frac{2}{3}$

$\frac{1\times3}{2\times3}=\frac{3}{6}$



$\frac{2\times2}{3\times2}=\frac{4}{6}$



b. $\frac{4}{5}$ _____ $\frac{3}{4}$

c. $\frac{3}{5}$ _____ $\frac{4}{7}$

d. $\frac{3}{7}$ _____ $\frac{2}{6}$

2. Rename the fractions, as needed, using multiplication in order to compare each pair of fractions by writing >, <, or =.

a. $\frac{3}{5}$ _____ $\frac{5}{6}$

b. $\frac{2}{6}$ _____ $\frac{3}{8}$

c. $\frac{7}{5}$ _____ $\frac{10}{8}$

d. $\frac{4}{3}$ _____ $\frac{6}{5}$

3. Use any method to compare the fractions. Record your answer using >, <, or =.

a. $\frac{3}{4}$ _____ $\frac{7}{8}$

b. $\frac{6}{8}$ _____ $\frac{3}{5}$

c. $\frac{6}{4}$ _____ $\frac{8}{6}$

d. $\frac{8}{5}$ _____ $\frac{9}{6}$

4. Explain two ways you have learned to compare fractions. Provide evidence using words, pictures, or numbers.

EXIT TICKET

Name:_____ Date:_____
BCCSG Howard / Spelman

Learning Target: I can find common units or number of units to compare two fractions.
Standards: 4.NF.2

Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom

Draw an area model for each pair of fractions, and use it to compare the two fractions by writing >, <, or = on the line.

1. $\frac{3}{4}$ _____ $\frac{4}{5}$

2. $\frac{2}{6}$ _____ $\frac{3}{5}$

Friday

Date: March 26

Learning Target: **Use visual models to add and subtract two fractions with the same units.**
Standards: 4.NF.1 4.NF.3

Do Now:

Which fraction goes into the blank to make the number sentence true?

$\frac{2}{3} < \underline{\quad ? \quad}$

A $\frac{1}{6}$

B $\frac{3}{6}$

C $\frac{3}{5}$

D $\frac{3}{4}$

Concept Development

Keisha ran $\frac{5}{6}$ mile in the morning and $\frac{2}{3}$ mile in the afternoon. Did Keisha run farther in the morning or in the afternoon? Solve independently. Share your solution with your partner. Did your partner solve the problem in the same way or a different way? Explain.

Let's Work Together!

Problem 1: Solve for the difference using unit language and a number line.

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

You Try!

1. Solve.

   a. 3 fifths – 1 fifth = _____

   b. 5 fifths – 3 fifths = _____

   c. 3 halves – 2 halves = _____

   d. 6 fourths – 3 fourths = _____

2. Solve.

   a. $\frac{5}{6} - \frac{3}{6}$

   b. $\frac{6}{8} - \frac{4}{8}$

   c. $\frac{3}{10} - \frac{3}{10}$

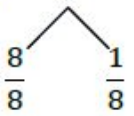
   d. $\frac{5}{5} - \frac{4}{5}$

   e. $\frac{5}{4} - \frac{4}{4}$

   f. $\frac{5}{4} - \frac{3}{4}$

3. Solve. Use a number bond to show how to convert the difference to a mixed number. Problem (a) has been completed for you.

   a. $\frac{12}{8} - \frac{3}{8} = \frac{9}{8} = 1\frac{1}{8}$

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

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

   d. $\frac{14}{8} - \frac{3}{8}$

   e. $\frac{8}{4} - \frac{2}{4}$

   f. $\frac{15}{10} - \frac{3}{10}$

4. Solve. Write the sum in unit form.

   a. 2 fourths + 1 fourth = _____

   b. 4 fifths + 3 fifths = _____

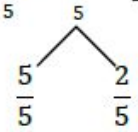
5. Solve.

   a. $\frac{2}{8} + \frac{5}{8}$

   b. $\frac{4}{12} + \frac{5}{12}$

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

   a. $\frac{3}{5} + \frac{4}{5} = \frac{7}{5} = 1\frac{2}{5}$

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

   c. $\frac{6}{9} + \frac{6}{9}$

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

   e. $\frac{5}{6} + \frac{7}{6}$

   f. $\frac{9}{8} + \frac{5}{8}$

7. Solve. Use a number line to model your answer.

   a. $\frac{7}{4} - \frac{5}{4}$

   b. $\frac{5}{4} + \frac{2}{4}$

EXIT TICKET

Name:_____ Date:_____
BCCSG Howard / Spelman

<u>Learning Target:</u> Use visual models to add and subtract two fractions with the same units.
<u>Standards: 4.NF.1, 4.NF.3</u>

Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom

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

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

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

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