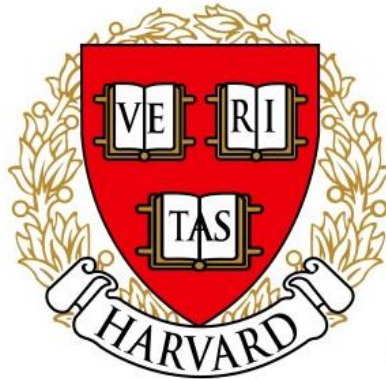Name_____

3rd Grade Modified ESL Math Remote Learning Packet

Week 30

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.
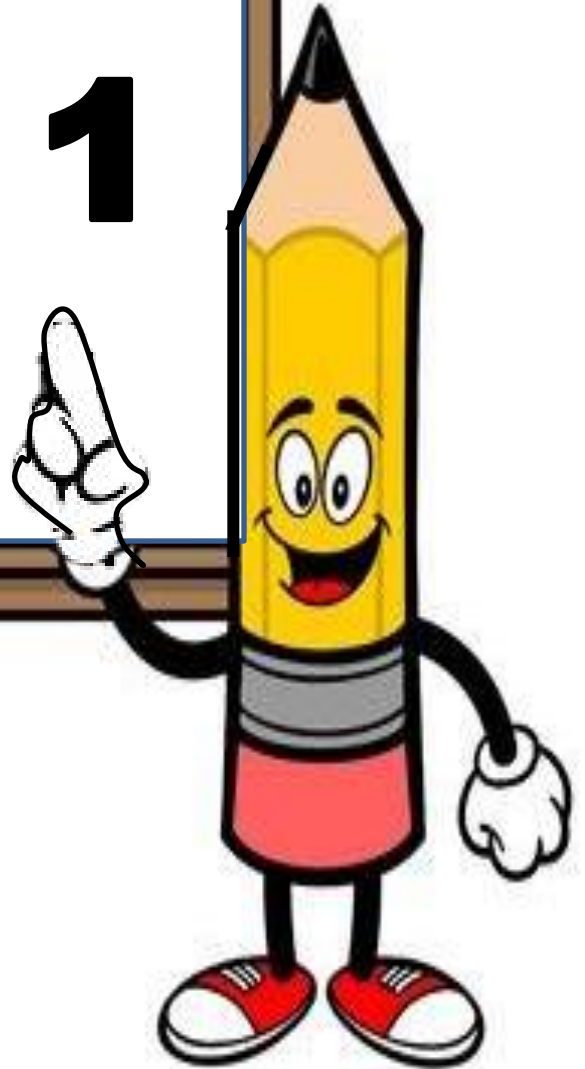
_____   _____
(Parent Signature)   (Date)

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.
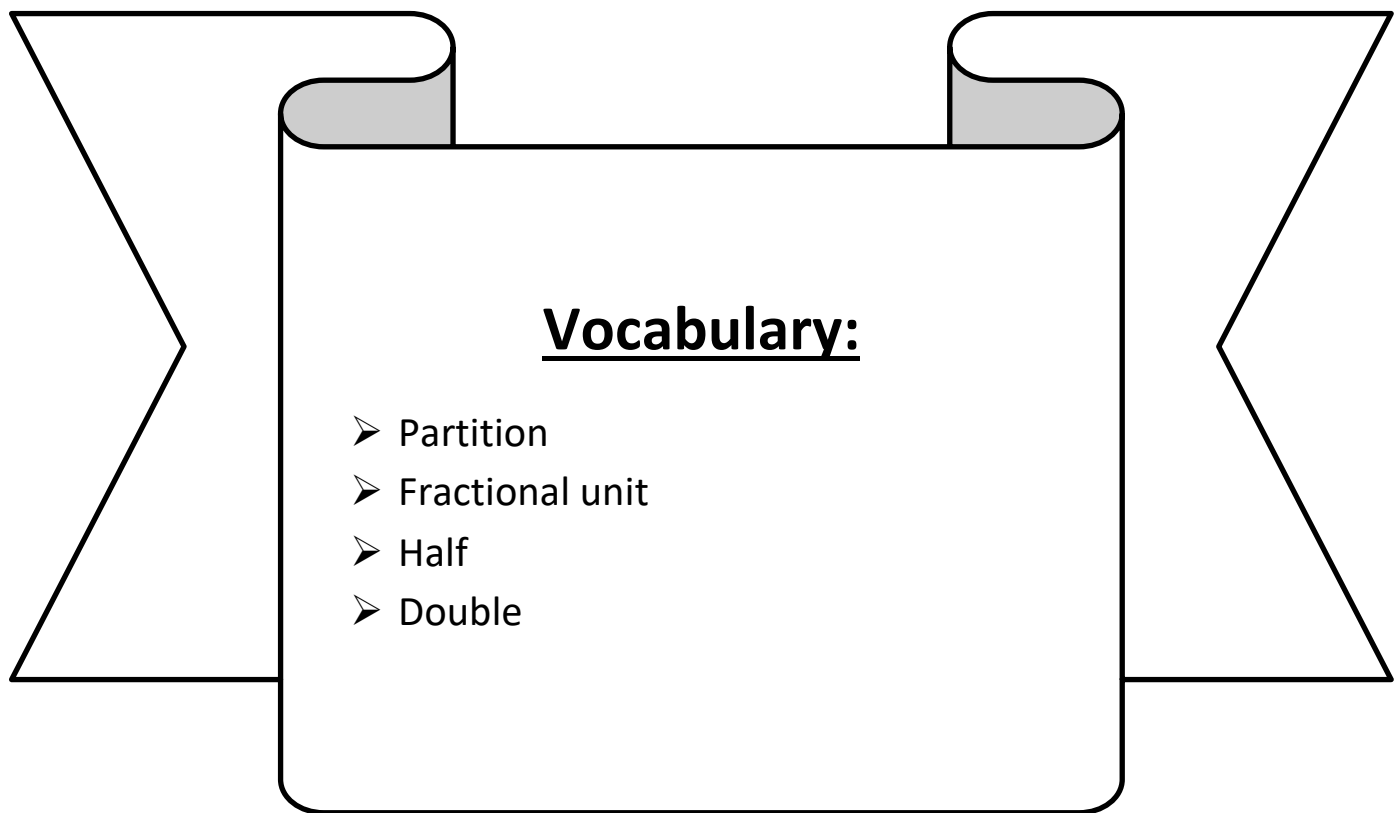
Day # 1

Brighter Choice
Charter School for Boys

Reteach

LEQ: How can I partition a number line and label fractional units of sixths, eighths, and tenths?

Objective: I can use halves, thirds, fourths, and fifths to partition a number line and label sixths, eights, and tenths.

Vocabulary:

➢ Partition
➢ Fractional unit
➢ Half
➢ Double

Do Now:

Fractions on Number Lines

1.

A

0 $\frac{1}{5}$ $\frac{2}{5}$ $\frac{4}{5}$ 1

Point **A** is:

3/5

2.

B

0 $\frac{2}{7}$ $\frac{3}{7}$ $\frac{4}{7}$ $\frac{5}{7}$ $\frac{6}{7}$ 1

Point **B** is:

3.

C

0 $\frac{1}{3}$ 1

Point **C** is:

4.

D   E

0 1
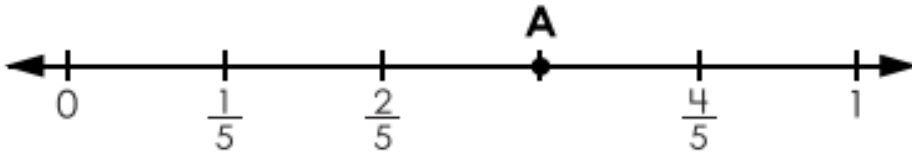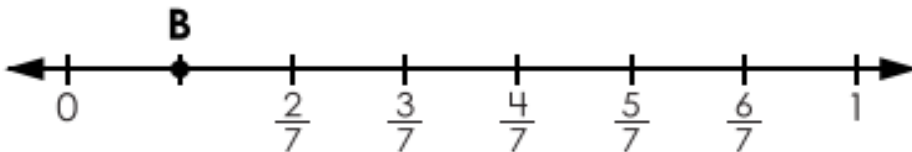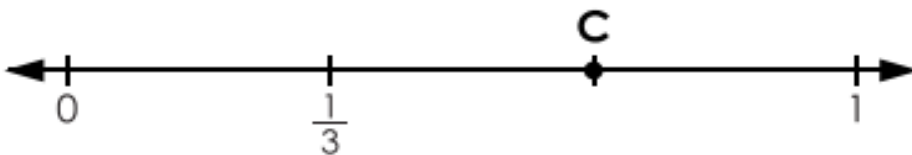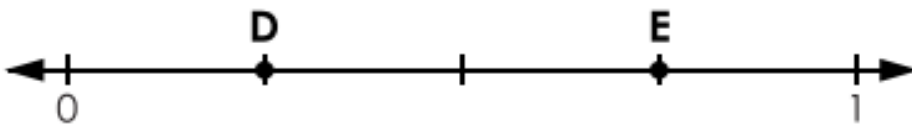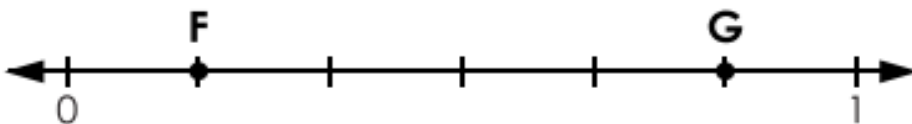
Point **D** is: Point **E** is:

5.

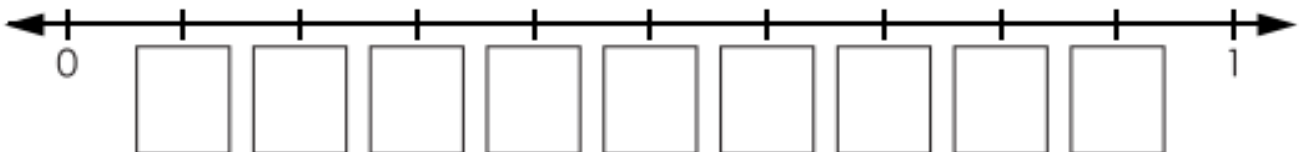F   G

0 1

Point **F** is: Point **G** is:

6. Label each fraction on the number line below.
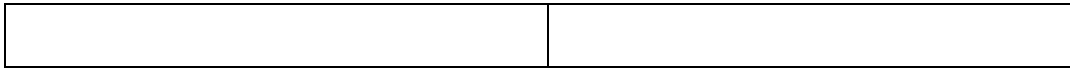
0 1

Input (My Turn):

Rule: We can use halves to make fourths and eighths by doubling the parts.

Directions: Partition each number line into the given fractional unit and label all fractions from 0 to 1 whole.

Halves

$\frac{2}{2}$

0   1

Fourths

$\frac{4}{4}$

0   1

Eighths

0   1

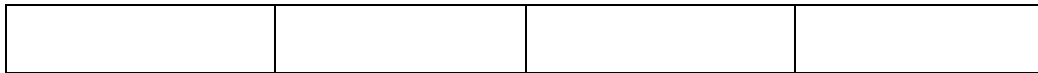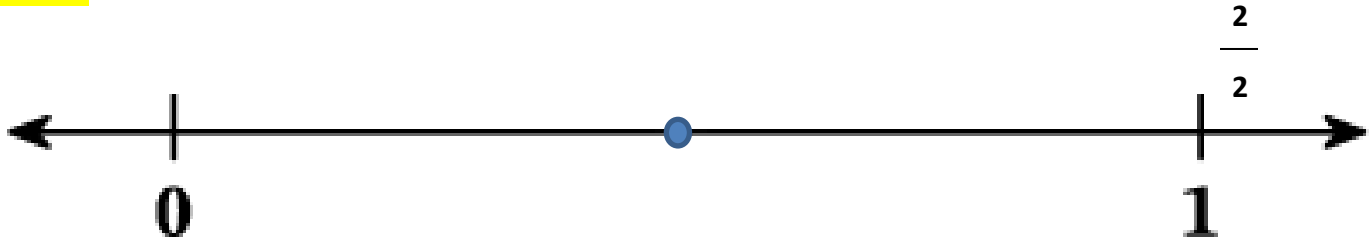BCCS-B   Harvard   Yale   Princeton

Problem Set (Your Turn):

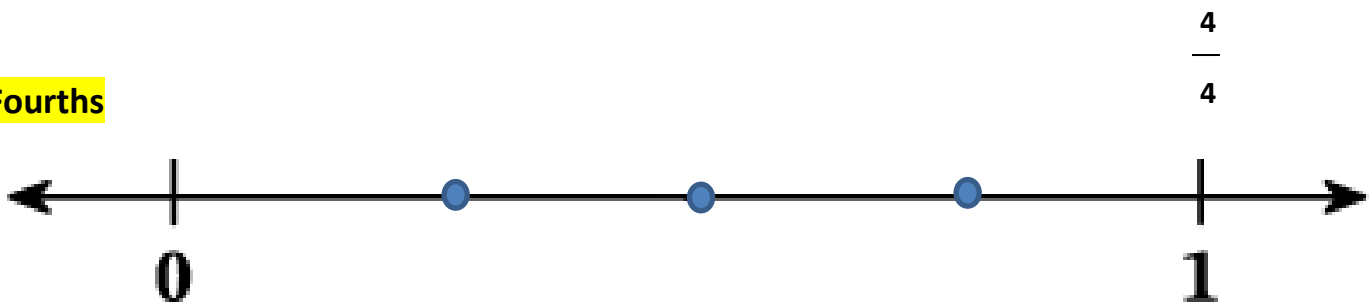**Rule:** We can use halves to make fourths and eighths by doubling the parts.

Directions: Partition each number line into the given fractional unit and label all fractions from 0 to 1 whole.

Halves

Fourths

Eighths

Input (My Turn):

Rule: We can use fifths to make tenths by doubling the parts.

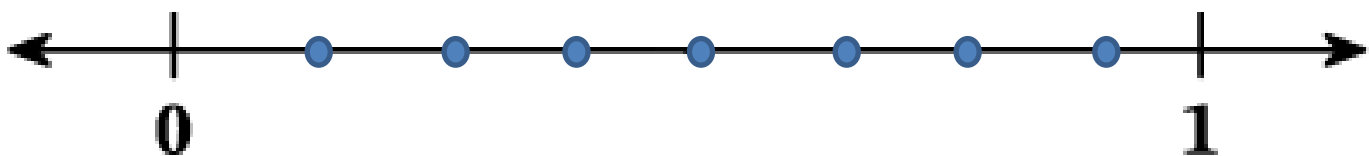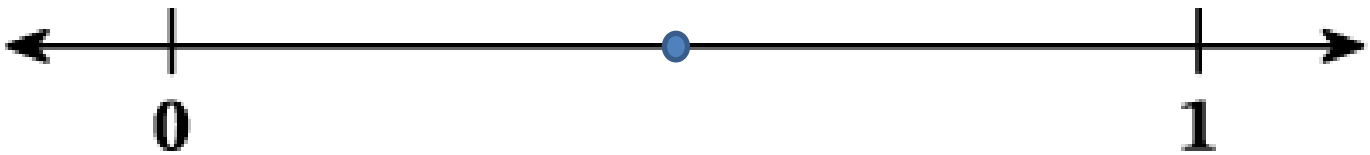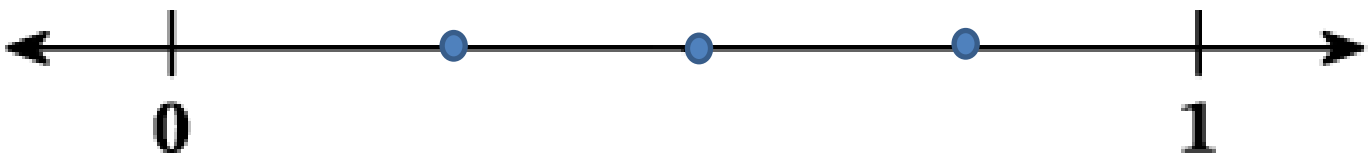**Directions:** Partition each number line into the given fractional unit and label all fractions from 0 to 1 whole.

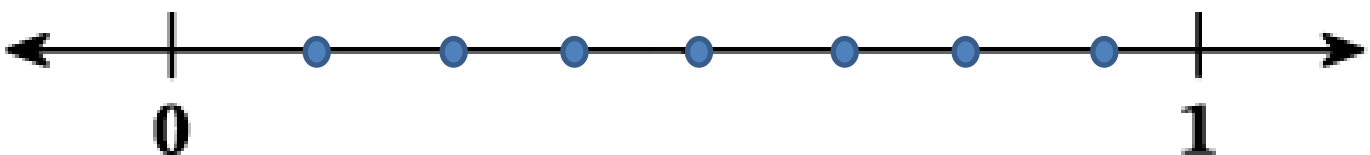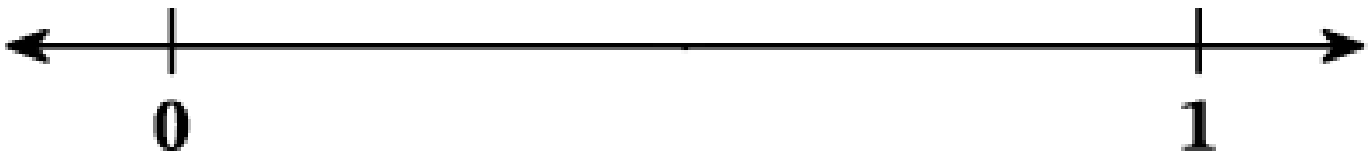**Fifths**

```
←———|————————————————————————————|————→
    0                            1
```

Tenths

```
←———|————————————————————————————|————→
    0                            1
```

Problem Set (Your Turn):

Directions: Partition each number line into the given fractional unit and label all fractions from 0 to 1 whole.

Thirds

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

0   **1**

Sixths

0   **1**

Ninths

0   **1**

Application:

Jeremiah says that 1 eighth is less than 1 fourth. Josiah says that 1 eighth is greater than 1 fourth because 8 is greater than 4. Who is correct? Draw a number line to explain your thinking.

Name: _____   Week 30 Day 1 Date: _____

BCCS-B   Harvard   Yale   Princeton

Exit Ticket:

<u>**Directions:**</u> Partition each number line into the given fractional unit and label all fractions from 0 to 1 whole.

Halves

0   1

Eighths

0   1

Homework:

Draw a number line to match each fraction strip below. Label all fractions within the whole.

$\dfrac{1}{3}$	$\dfrac{1}{3}$	$\dfrac{1}{3}$

0   1

$\dfrac{1}{6}$	$\dfrac{1}{6}$	$\dfrac{1}{6}$	$\dfrac{1}{6}$	$\dfrac{1}{6}$	$\dfrac{1}{6}$

0   1

Day # 2

Brighter Choice
Charter School for Boys
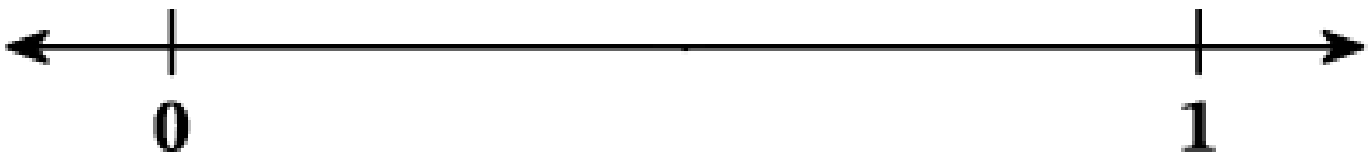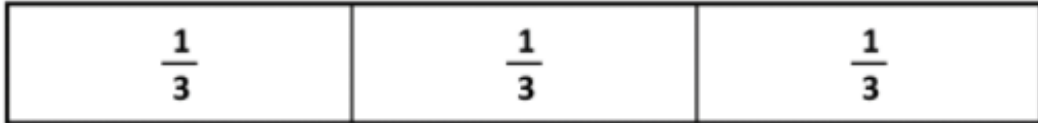
End of Module Review
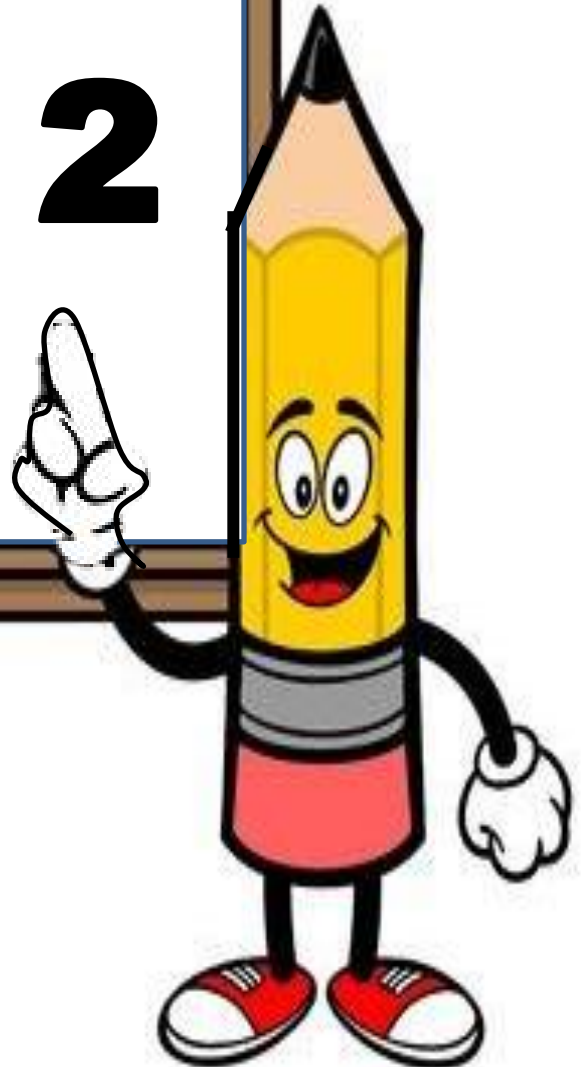
End of Module Assessment 5: Fractions

PRACTICE

Name: _____

College: _____

1. What fractions of the trees are shaded?

A. $\dfrac{5}{6}$

B. $\dfrac{4}{6}$

C. $\dfrac{1}{6}$

D. $\dfrac{6}{4}$

2. Mrs. Page paints $\dfrac{3}{4}$ of her roof. Which picture could be Mrs. Page's roof?

A.

B.

C.

D.

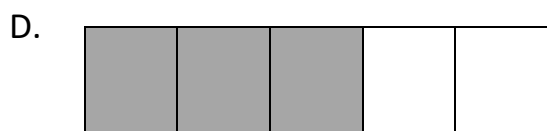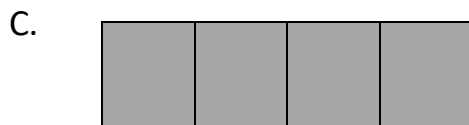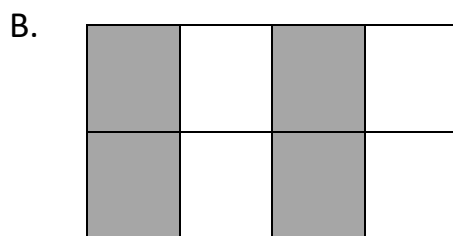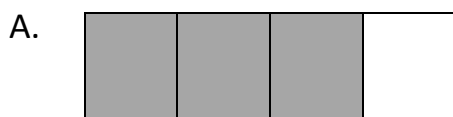**3. Which statement is an example of the fraction $\frac{1}{3}$?**

A. In Josiah's fish tank, 1 of his 3 fish is a goldfish.

B. In Mason's pencil case, 3 of his 7 pencils are sharpened.

C. In Prince's backpack, 2 out of 3 books are about math.

D. Gionni has 1 cat that he feeds 5 times a day.

4. Which figure is $\frac{1}{6}$ shaded?

A

B

C

D
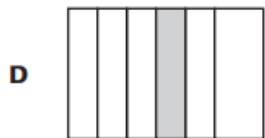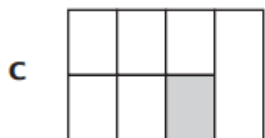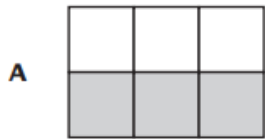
5. Point E is:
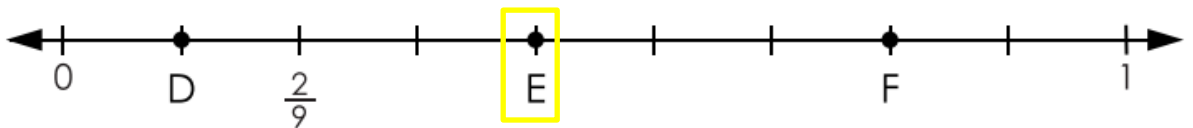
A. $\frac{2}{9}$

B. $\frac{4}{9}$

C. $\frac{7}{9}$

D. 1 whole

6. Which number line is partitioned into fifths?

A.
```
0        1/2        1
```

B.
```
0     1/3      2/3      1
```

C.
```
0    1/4    2/4    3/4    1
```

D.
```
0   1/5   2/5   3/5   4/5   1
```
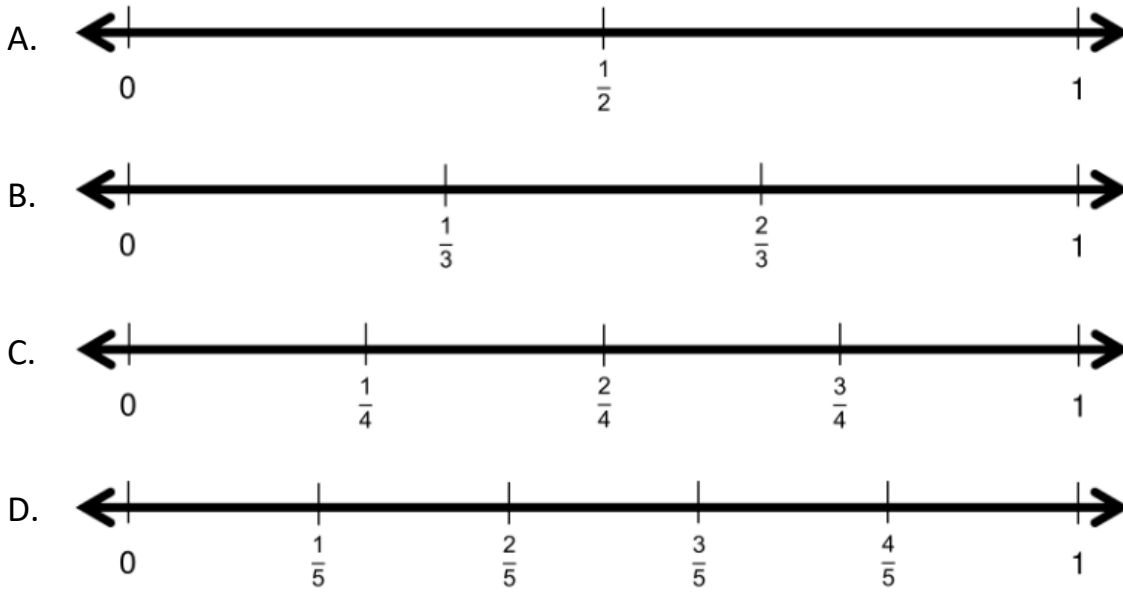
7. What is the fractional unit for the pizza below?
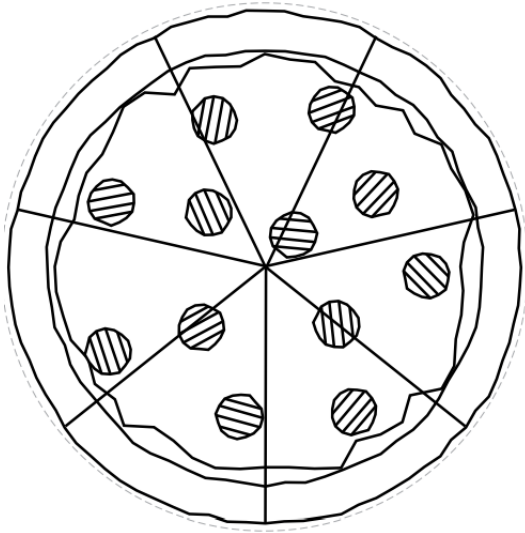
A. Fifths

B. Eighths

C. Thirds

D. Sevenths

8. How many fourths are in 1 whole?
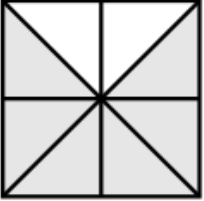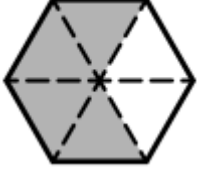
A. 1

B. 2 ninths

C. 4

D. $\frac{2}{4}$

9. Which fraction model is equivalent to $\frac{1}{2}$?

A.	B.
C.	D.

10. Which fraction is equivalent to 4 wholes?

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

B. $\frac{12}{2}$

C. $\frac{4}{4}$

D. $\frac{8}{4}$

11. $\frac{20}{5}$ is equivalent to:

A. 10 wholes

B. 4 wholes

C. 3 wholes

D. 5 wholes

12. Use the model to fill in the equivalent fraction

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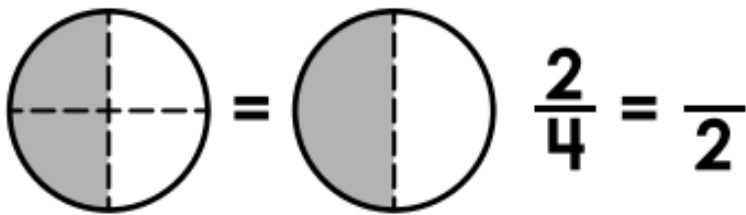
A. $\frac{2}{2}$

B. $\frac{4}{2}$

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

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

13. Which fraction statement below is _true_?

A. $\frac{1}{3} > \frac{1}{5}$

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

A. $\frac{1}{6} = \frac{1}{3}$

A. $\frac{1}{8} > \frac{1}{6}$

The alligator will eat the BIGGER number!!!
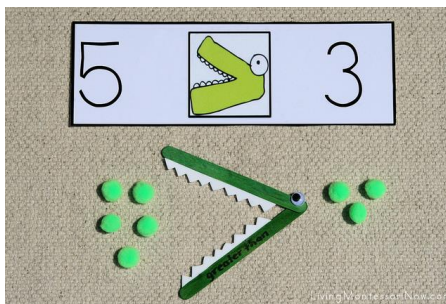
14. Which fraction will complete the whole in the number bond below?
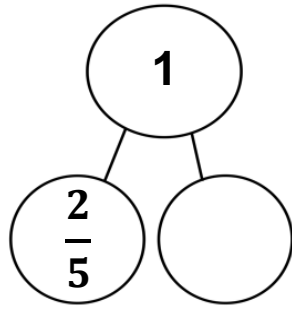
A. $\dfrac{1}{5}$

B. $\dfrac{3}{5}$

C. 1

D. $\dfrac{2}{5}$

15. Which whole represents 6 thirds?

| $\dfrac{6}{3}$ | $\dfrac{7}{3}$ | $\dfrac{8}{3}$ | $\dfrac{9}{3}$ | $\dfrac{10}{3}$ | $\dfrac{11}{3}$ | $\dfrac{12}{3}$ |

____   3   4

A. 1

B. 2

C. 3

D. 4

Day # 3

Brighter Choice
Charter School for Boys
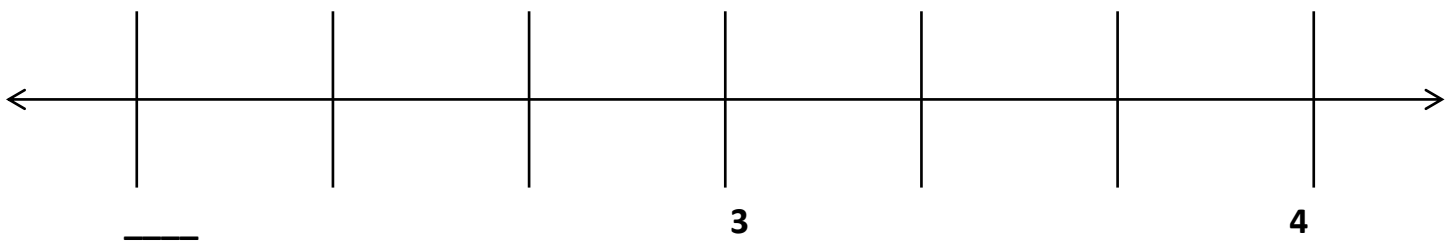
End of Module
Assessment
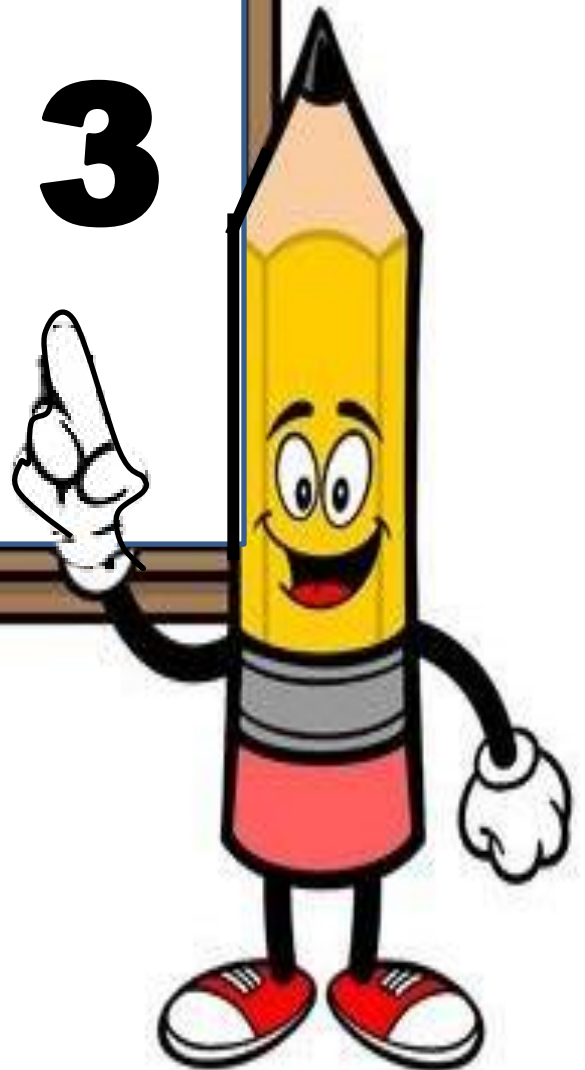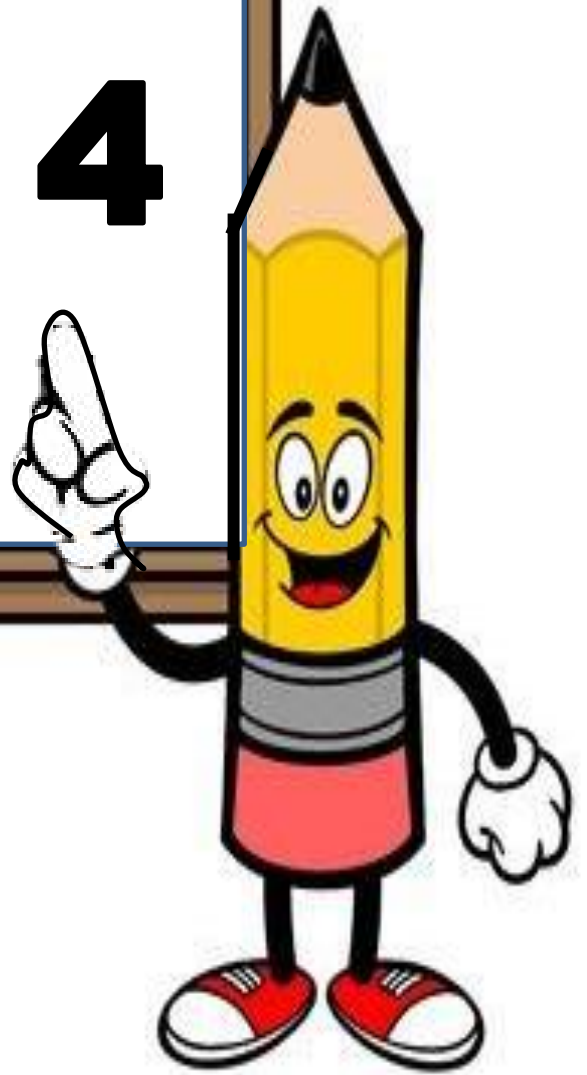
Day # 4

LEQ: How can I create scaled bar graphs?

Objective: I can use number lines with intervals to create scaled bar graphs.

Vocabulary:

➢ Bar Graph
➢ Interval
➢ Scale
➢ Data
➢ Axis

Exploration:

Pets

What information is the diagram above giving to me? What am I wondering about?
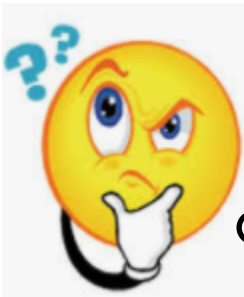
Name: _____ Week 30 Day 4 Date: _____

BCCS-B   Harvard   Yale   Princeton

Input (My Turn):

_____ _____ are diagrams and show collected data or information. Bar graphs have scales or _____ on the vertical line or axis that display certain amounts per category. The horizontal axis tells all the different categories to tell what each bar represents.

Favorite Lunch	
Mac and Cheese	4
Sandwich	7
Pizza	10

    Mac and Cheese   **Sandwich**   **Pizza**

Input (My Turn):

1. This table shows the number of scholars in each class.

Number of Scholars in Each Class	
Class	Number of Scholars
Baking	9
Sports	16
Chorus	13
Drama	18

Use the table to color the bar graph. The first one has been done for you.

Number of Students in Each Class
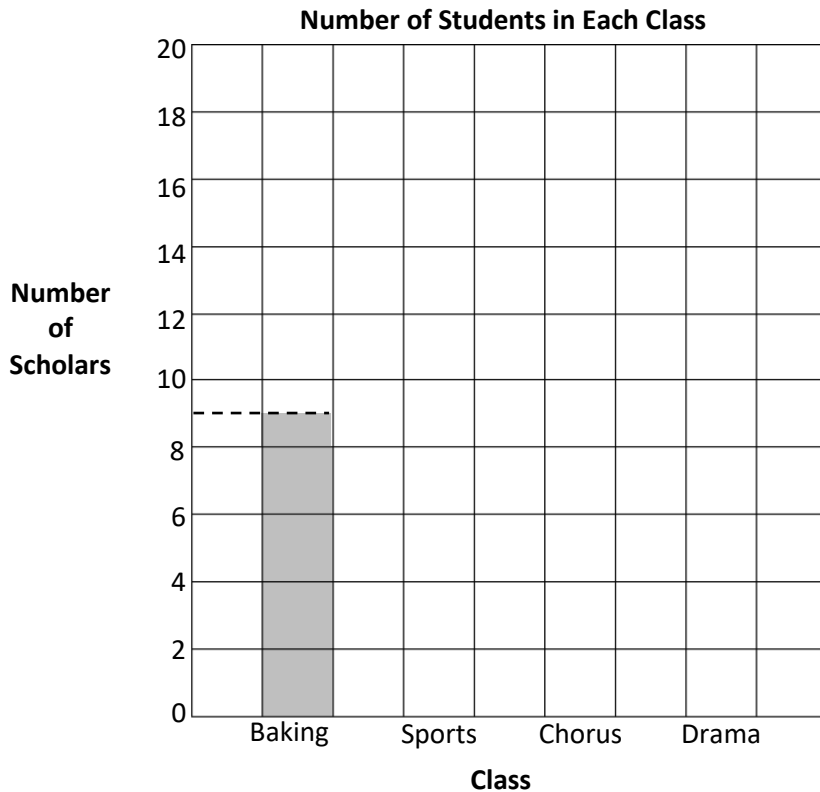
a.   Write a number sentence to find how many total scholars are enrolled in classes.

_____ + _____ + _____ + _____ =

b.   How many fewer scholars are in sports than in chorus and baking combined?

_____ + _____ = **22**

Chorus + Baking

22
_____ - _____ = _____

Chorus+ Baking - Sports

25

Guided Practice (Our Turn):

1. This table shows the favorite colors of third graders at Brighter Choice for Boys Elementary.

Favorite Colors	
Subject	Number of Scholar Votes
Green	16
Red	11
Blue	20
Yellow	___

Use the table to color the bar graph.

Favorite Colors
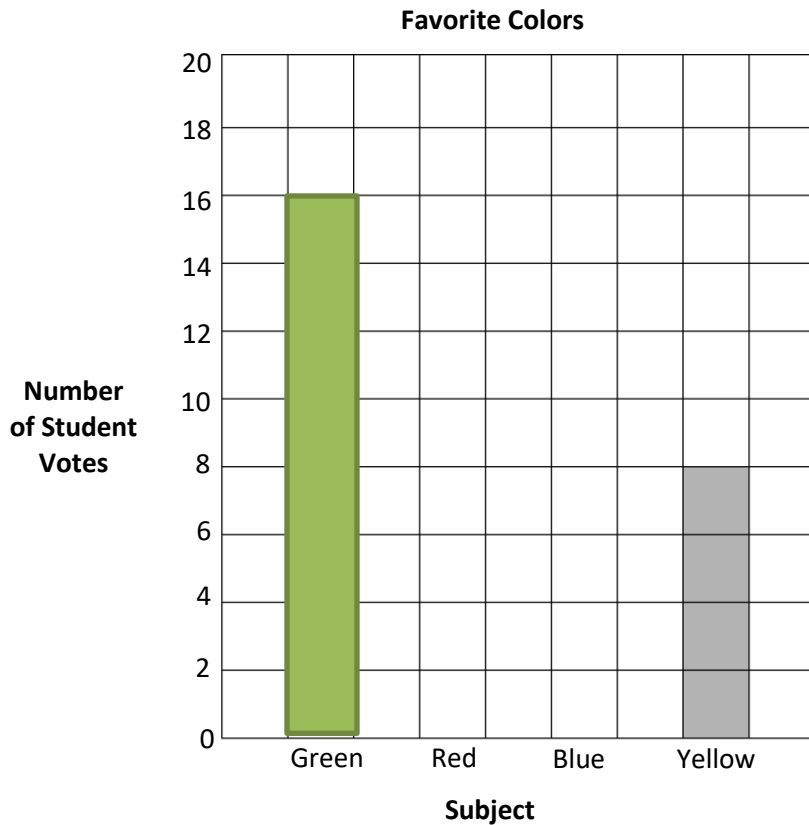
a. **How many scholars were surveyed?**   _____ total scholars were surveyed.

b. **How many more Scholars voted for blue than for yellow?**

            _____ more scholars voted for blue than yellow.

Problem Set (Your Turn):

1. This table shows the favorite subjects of third graders at KIPP Elementary.

Favorite Subjects	
Subject	Number of Scholar Votes
Math	18
ELA	13
History	17
Science	?

Use the table to color the bar graph.

Favorite Subjects
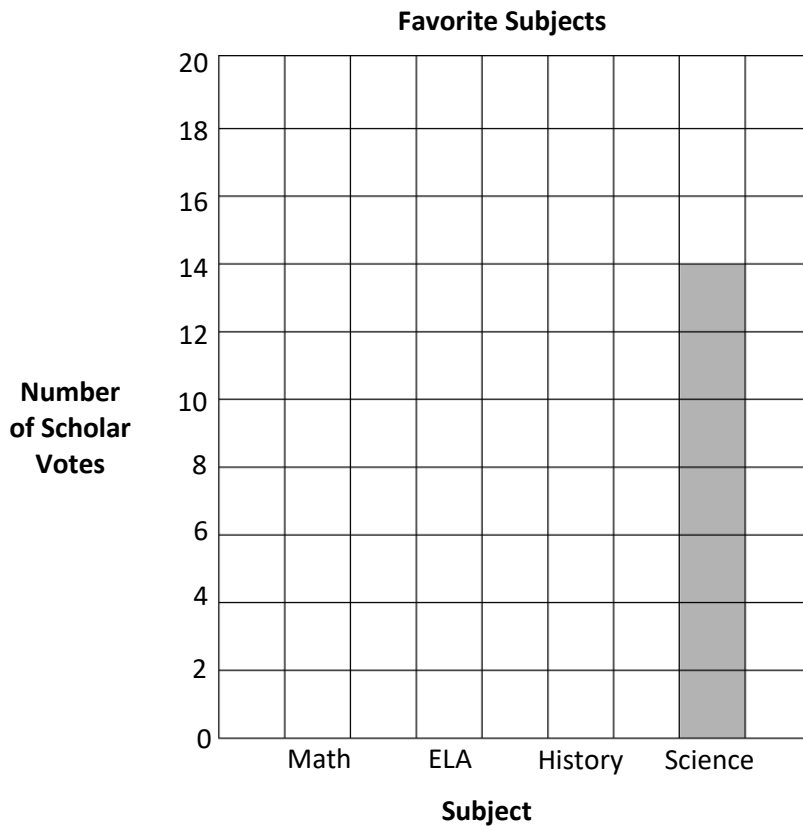
c. **How many scholars voted for science?**

_____ scholars voted for science.

d. **How many more scholars voted for math than for science?**

_____ more scholars voted for math than science.

Application:

The bar graph below shows the students' favorite ice cream flavors.

Favorite Ice Cream Flavors

Flavor

Butter Pecan

Chocolate

Strawberry

Vanilla

0   10   20   30   40   50   60
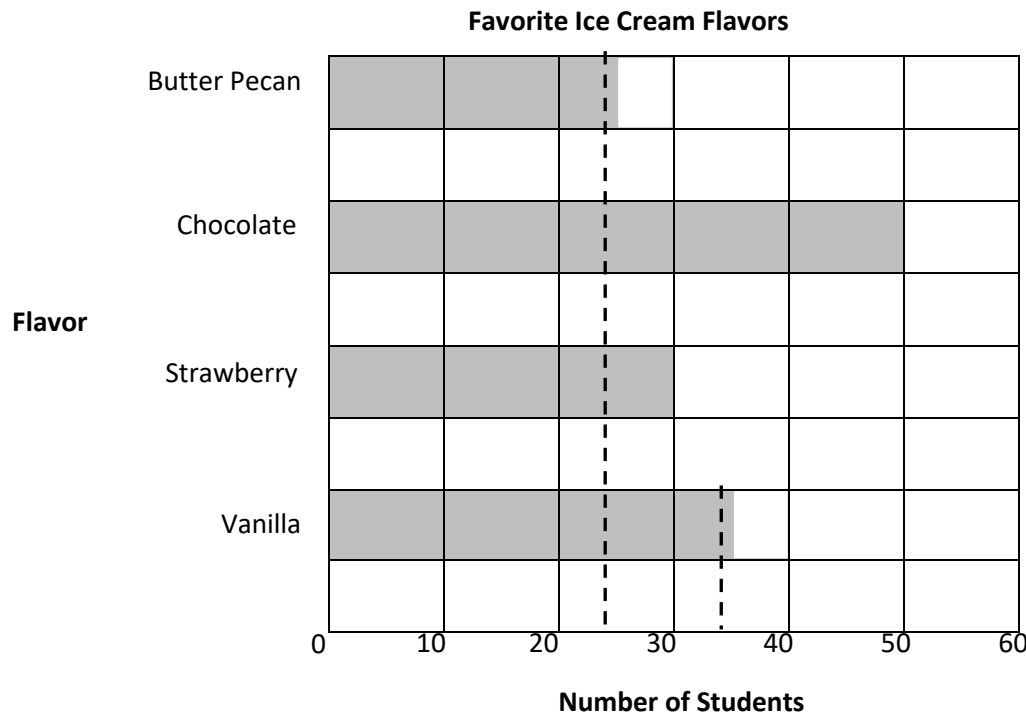
Number of Students

a. **Write a number sentence to show the total number of students who voted for butter pecan, vanilla, and chocolate.**

_____ + _____+ _____ = _____

Butter Pecan + Vanilla + Chocolate

28

Name: _____ Week 30 Day 4 Date: _____

Exit Ticket: Use the graph below to fill in the chart.

Favorite Subjects	
Subject	Number of Scholar Votes
Math	
ELA	
History	
Science	

Favorite Subjects
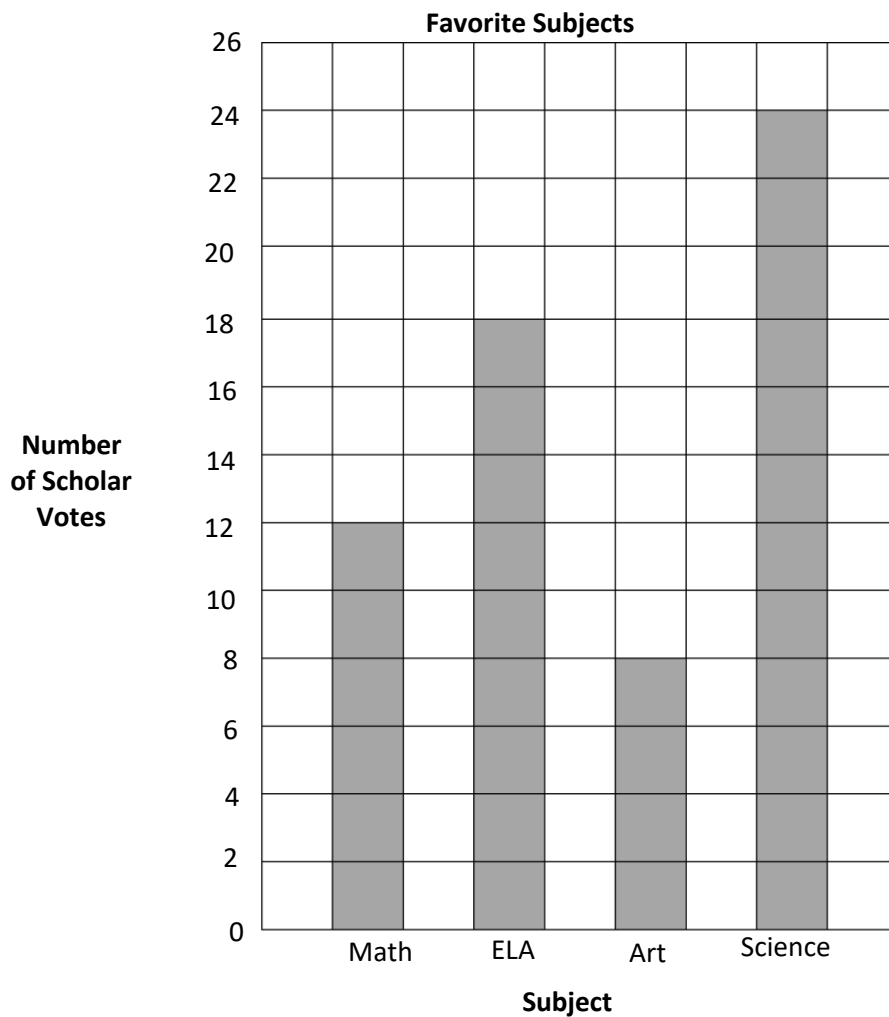
How many scholars were surveyed? _____ scholars were surveyed.

Homework Page 1:

Noah counts the flowers in his garden. He sees:

- 5 red flowers
- 7 purple flowers
- 3 pink flowers
- 2 blue flowers

Make a graph to show how many flowers of each color he sees.

Noah's Garden Flowers
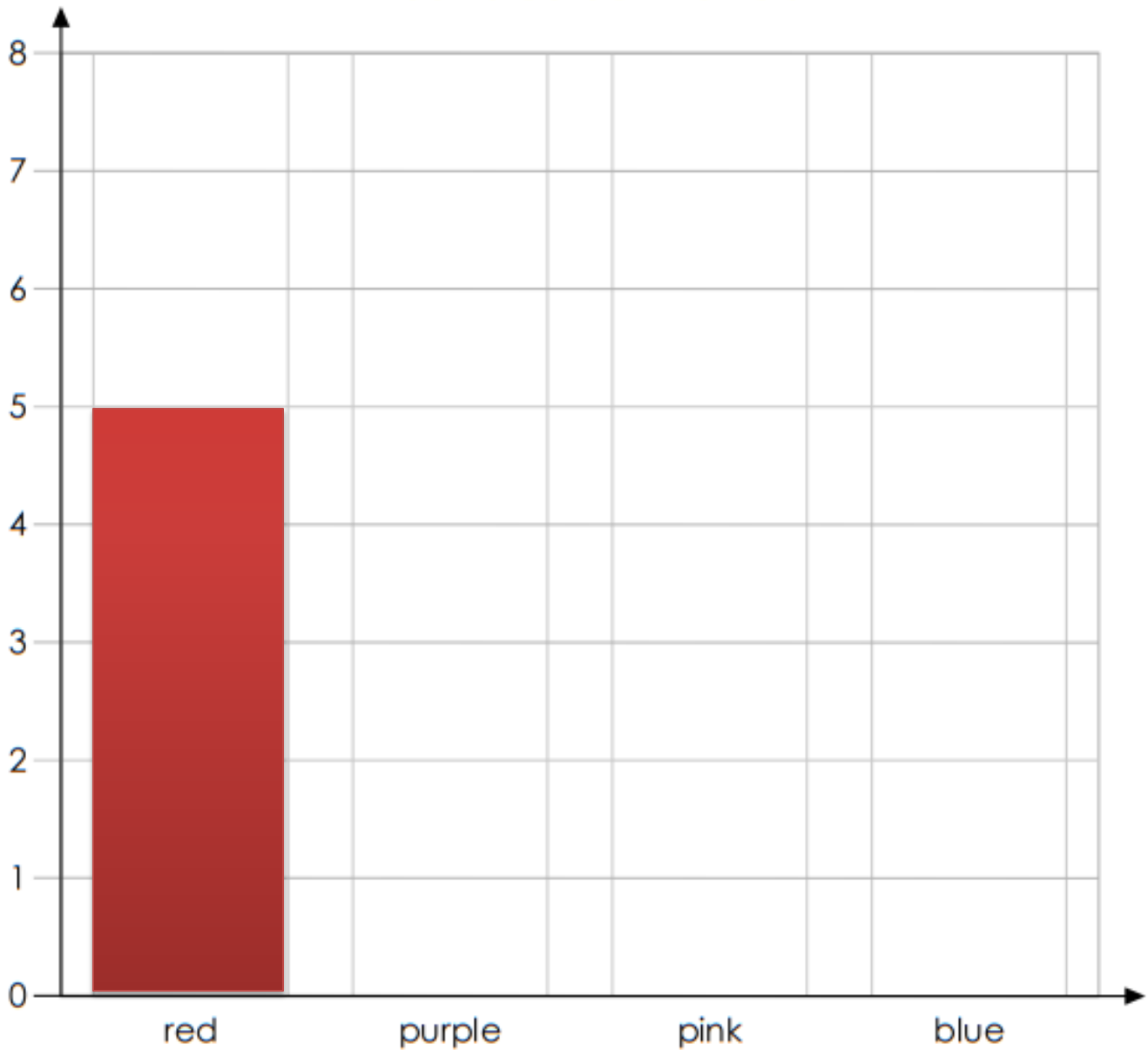
Homework Page 2:

Use the bar graph you made
to answer the questions.

1. Did Noah see more red flowers or pink
   flowers?   1._____

2. What color did Noah see the most?   2._____

3. What color did Noah see the least?   3._____

4. How many more purple flowers than pink   4._____
   flowers did he see?

5. How many pink and blue flowers did he see 5._____
   in all?
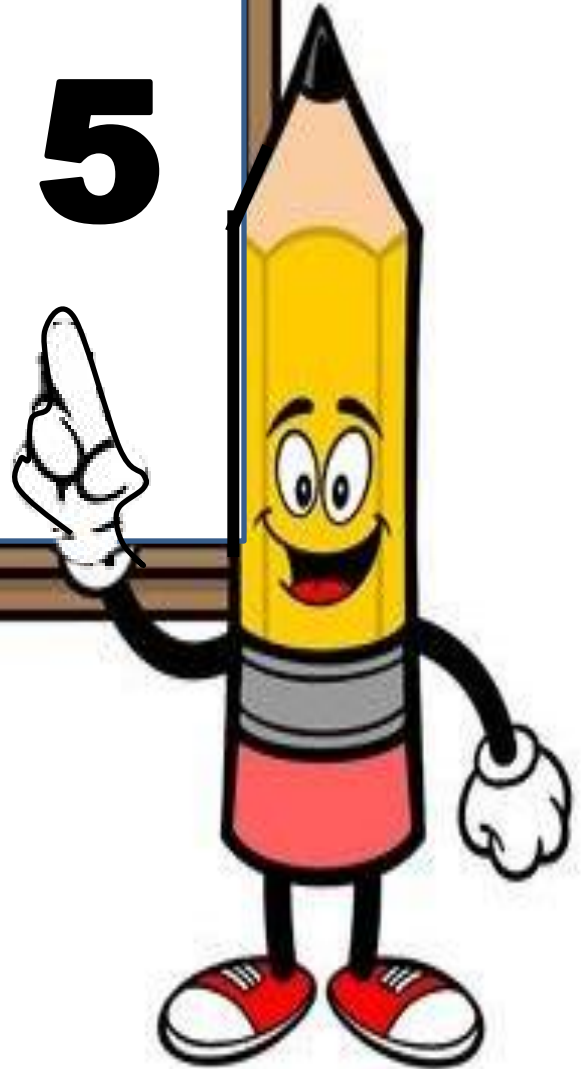
Day # 5

LEQ: How can I solve one and two step problems involving bar graphs?

Objective: I can identify the scale and use CUBES to solve one and two step problems involving bar graphs.

Vocabulary:

➢ Fewer
➢ Combined
➢ Axis
➢ Scale
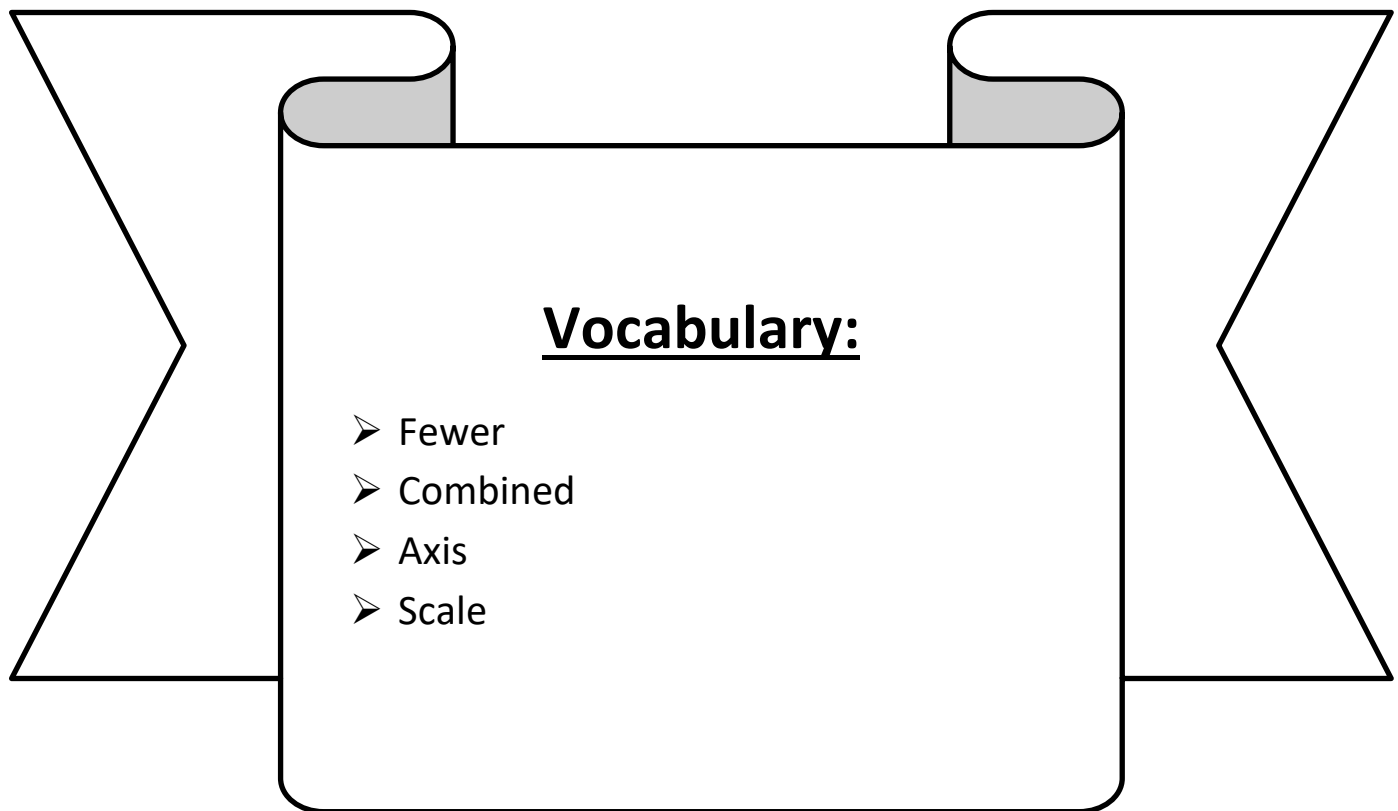
Do Now:

Esther's school sold raffle tickets last week. The table below shows the number of tickets sold each day. Use the information in the table to complete the graph.

Mon.	Tues.	Weds.	Thurs.	Fri.
55	40	25	35	80

Esther's Daily Raffle Ticket Sales

Number of Tickets

Day of the Week
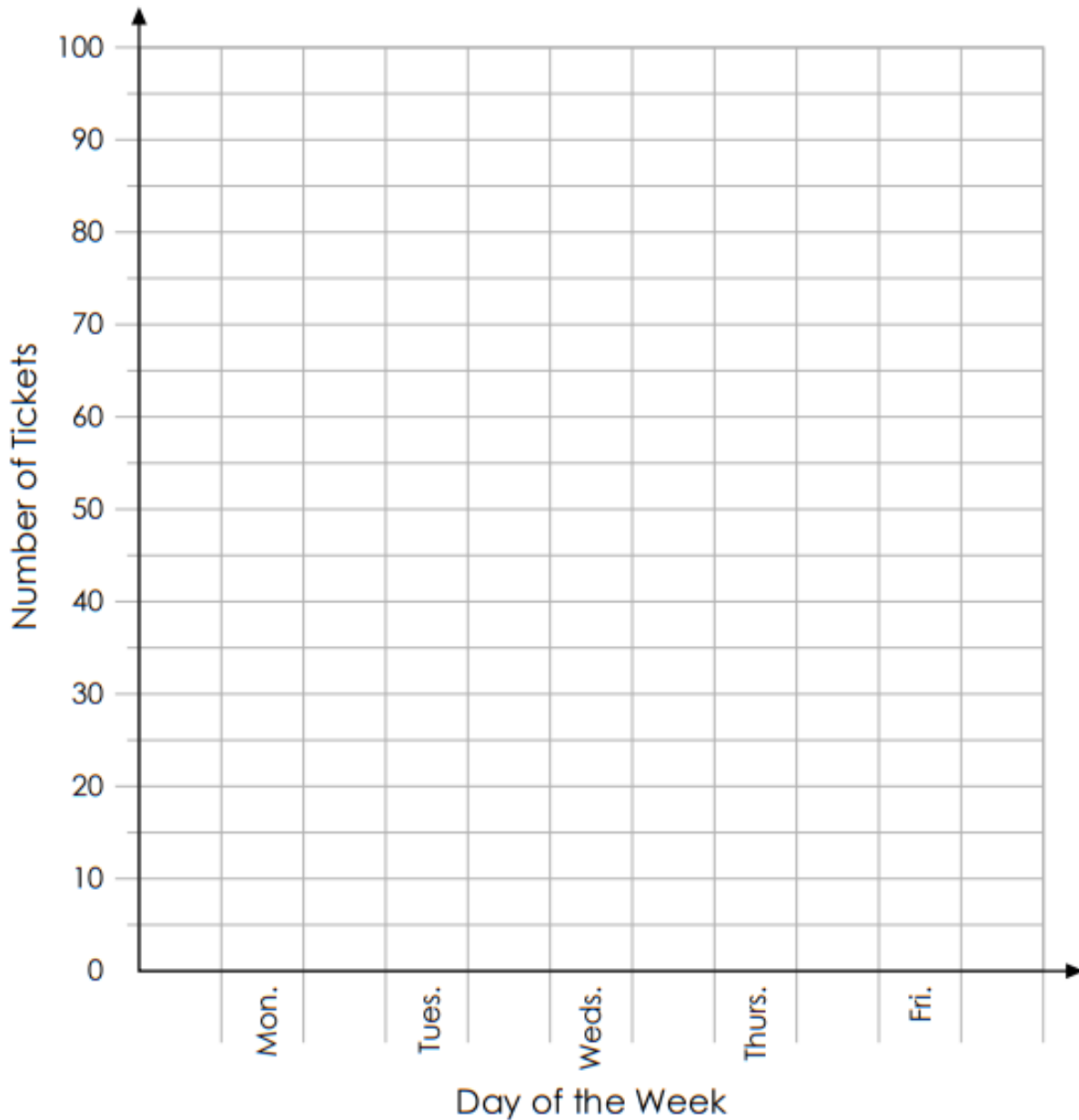
Input (My Turn):

The bar graph shows the number of visitors to a carnival from Monday through Friday.

Carnival Visitors

(Bar graph: Number of Visitors vs Day)
- Monday: ~343
- Tuesday: ~301
- Wednesday: ~432
- Thursday: ~192
- Friday: ~371

Y-axis: Number of Visitors (0 to 500)
X-axis: Day (Monday, Tuesday, Wednesday, Thursday, Friday)
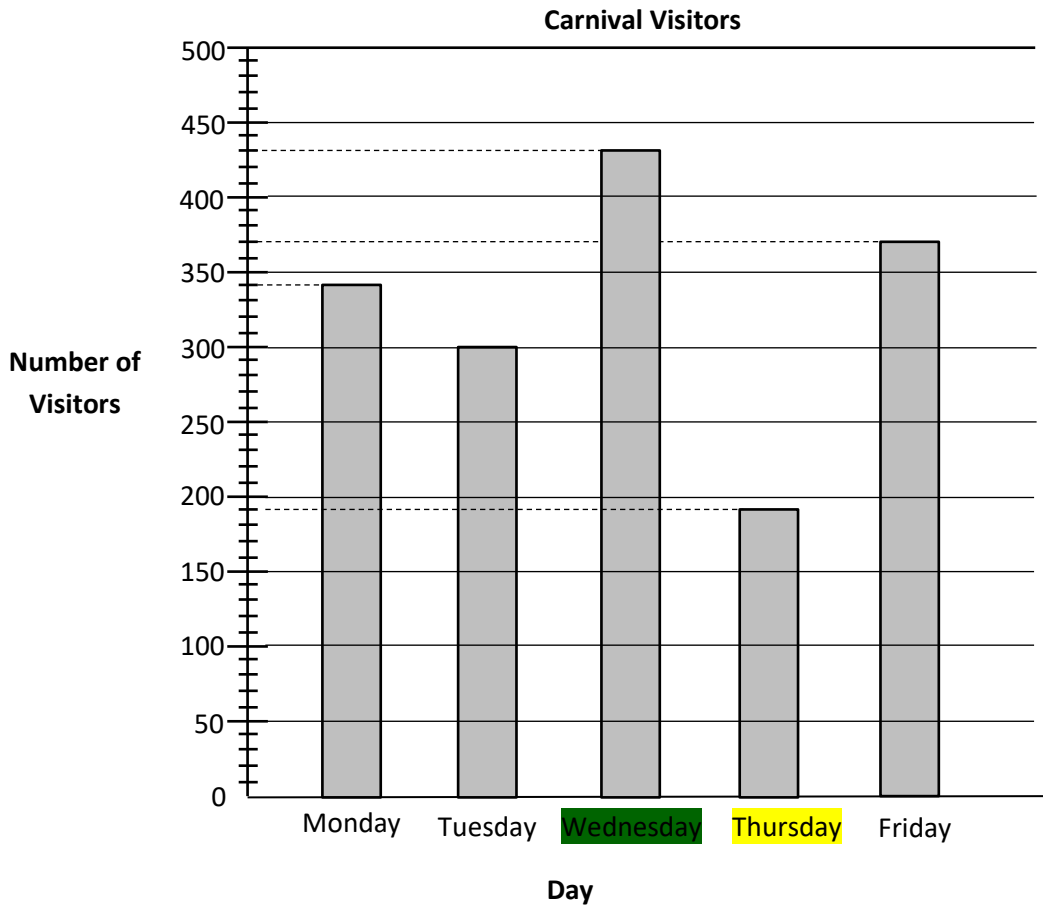
a. **How many fewer visitors were there on the least busy day than on the busiest day?**

> _____ - _____ = _____
> Yellow   -   Green

b. **How many more visitors attended the carnival on Monday and Tuesday combined than on Thursday and Friday combined?**

Guided Practice (Our Turn):

The graph below shows the minutes Joseph spent watching T.V in 5 days.

Minutes Spent Watching T.V.
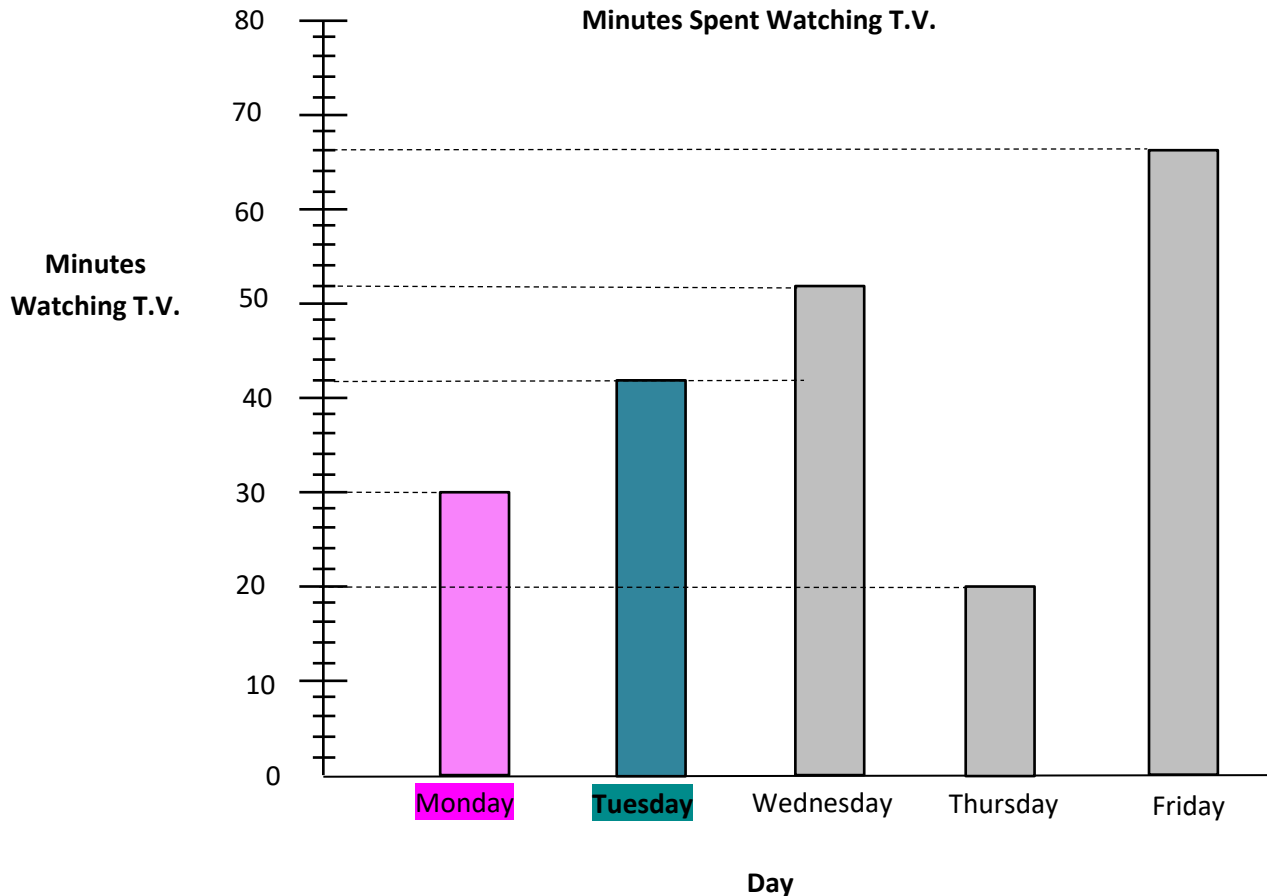
a. **How many minutes of T.V. did Joseph watch on Monday and Wednesday?**

_____ + _____ = _____
Monday   +   Tuesday

Joseph watched _____ minutes of T.V on Monday and Wednesday.

b. **How many more minutes of T.V. did Joseph watch on Friday than Tuesday?**

Joseph watched _____ more minutes of T.V on Friday than Thursday.

36

Problem Set (Your Turn):

The graph below shows the number of library books checked out in five days.

Library Books Checked Out
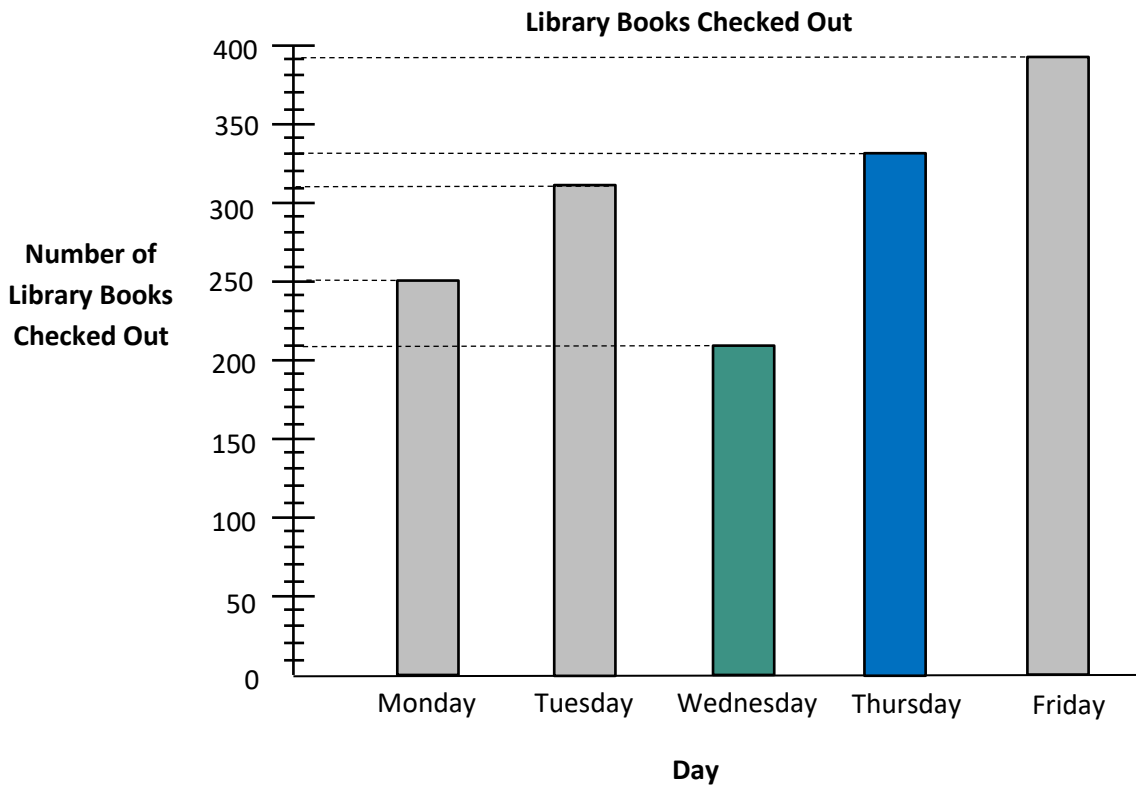
c. **How many books in total were checked out on Wednesday and Thursday?**

_____ books were checked out on Wednesday and Thursday.

d. **How many more books were checked out on Thursday than on Tuesday?**

_____ more books were checked out on Thursday than Tuesday.

Application:

The chart below shows the number of magazines sold by each student.

Student	Ben	Rachel	Jeff	Stanley	Debbie
Magazines Sold	300	250	100	450	600

a. Use the chart to draw a bar graph below. Create an appropriate scale for the graph.

Number of Magazines Sold by Third-Grade Students

Magazines
Sold

Student
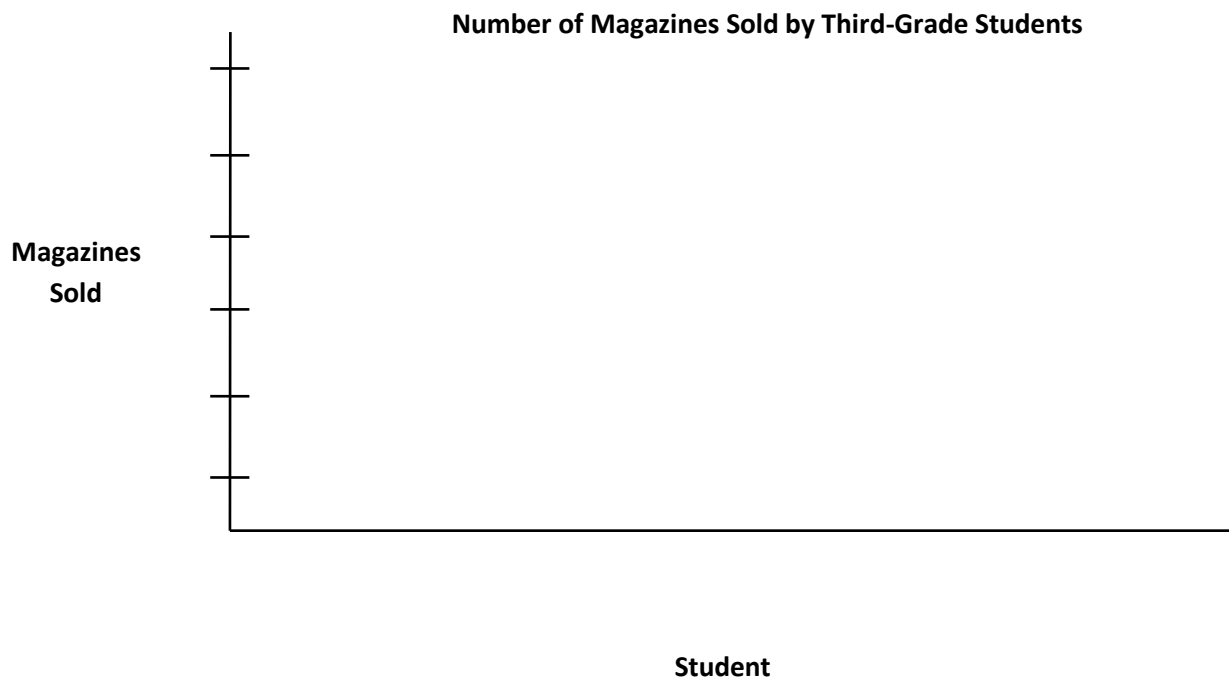
b. How many fewer magazines did Debbie sell than Ben and Stanley combined?

c. How many more magazines did Debbie and Jeff sell than Ben and Rachel?

Exit Ticket:

1. Naquah counts the coins in his piggy bank and records the results in the tally chart below. Use the tally marks to find the total number of each coin.

Coin	Number of Coins
Penny	30
Nickel	65
Dime	50
Quarter	90

A. Use the tally chart to complete the bar graph below. The scale is given.

Coins in Piggy Bank

Number of Coins
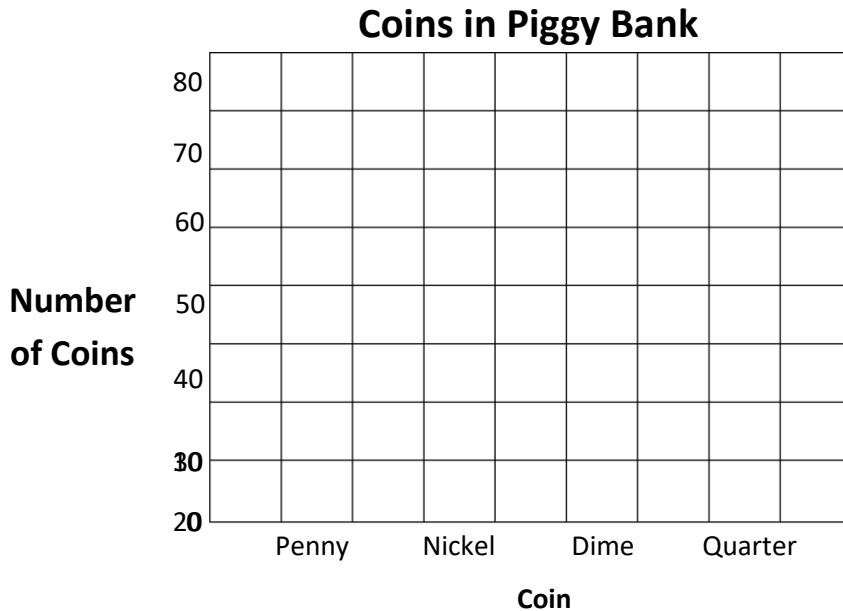
Coin

B. How many more dimes are there than pennies?

There are _____ more dimes than there are pennies.

C. How many coins does Naquah have in total?

Naquah has _____ coins in total.

Name_____

3rd Grade Modified ESL Math Remote Learning Packet

Week 31
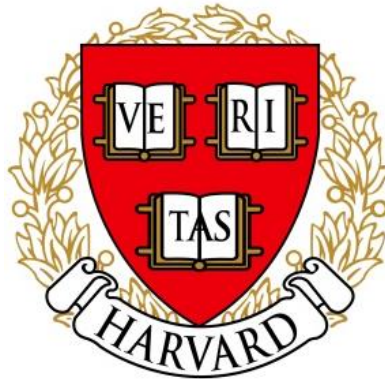
Dear Educator,

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.

LEQ: How can I convert an improper fraction into a mixed number?

Objective: I can skip count to convert an improper fraction into a mixed number.

Vocabulary:

➢ Mixed Number
➢ Improper Fraction
➢ Skip Count
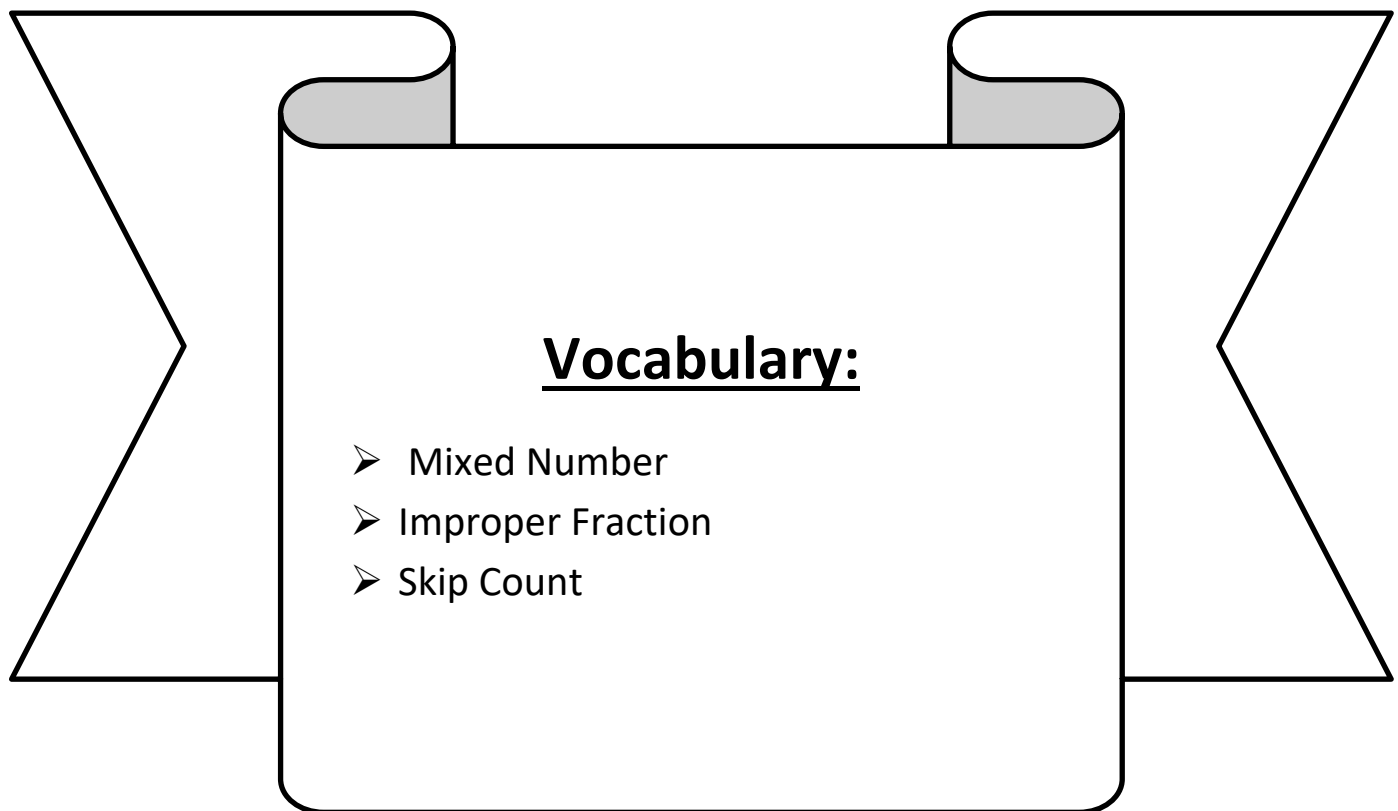
Name: _____ Week 31 Day 1 Date: _____

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Do Now:

Name: _____	
Date: _____	
Level: B	**Skill: 0 - 3**

1.	0 x 9 = _____	26.	9 x 3 = _____
2.	1 x 6 = _____	27.	6 x 0 = _____
3.	2 x 2 = _____	28.	1 x 3 = _____
4.	2 x 0 = _____	29.	4 x 2 = _____
5.	3 x 7 = _____	30.	7 x 2 = _____
6.	3 x 3 = _____	31.	3 x 0 = _____
7.	0 x 1 = _____	32.	3 x 5 = _____
8.	5 x 1 = _____	33.	1 x 7 = _____
9.	8 x 2 = _____	34.	8 x 0 = _____
10.	2 x 10 = _____	35.	9 x 2 = _____
11.	0 x 5 = _____	36.	10 x 1 = _____
12.	3 x 6 = _____	37.	2 x 6 = _____
13.	4 x 1 = _____	38.	3 x 8 = _____
14.	2 x 3 = _____	39.	0 x 0 = _____
15.	8 x 1 = _____	40.	10 x 0 = _____
16.	0 x 0 = _____	41.	2 x 5 = _____
17.	3 x 4 = _____	42.	3 x 2 = _____
18.	4 x 0 = _____	43.	9 x 3 = _____
19.	1 x 2 = _____	44.	1 x 7 = _____
20.	1 x 1 = _____	45.	2 x 8 = _____
21.	10 x 3 = _____	46.	6 x 1 = _____
22.	9 x 1 = _____	47.	4 x 2 = _____
23.	2 x 5 = _____	48.	1 x 1 = _____
24.	7 x 0 = _____	49.	2 x 9 = _____
25.	8 x 1 = _____	50.	0 x 1 = _____

Time: _____   Score: _____

Exploration:

$$2\frac{3}{4} = \frac{11}{4}$$

$$\frac{9}{4} = 2\frac{1}{4}$$

What makes this true?
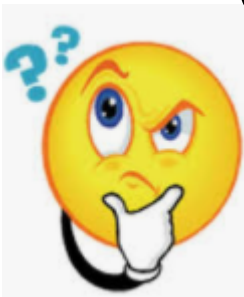
Input (My Turn):

An improper fraction is a fraction with a _____numerator_____ that is

greater than the __denominator___. We can also call an improper fraction a

_____   _____.

Improper Fraction
Numerator > Denominator

$$\frac{7}{3}$$

Mixed Number

$$2\frac{1}{3}$$
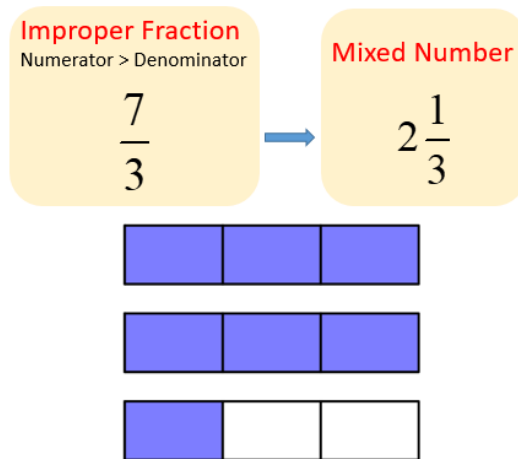
Improper Fraction	Model	Mixed Number
$\dfrac{8}{3}$		
$\dfrac{11}{5}$		

Name: _____ Week 31 Day 1 Date: _____

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Guided Practice (Our Turn):

Improper Fraction	Model	Mixed Number
$\dfrac{8}{5}$		
$\dfrac{13}{6}$		

Problem Set (Your Turn):

Improper Fraction	Model	Mixed Number
$\dfrac{8}{3}$		
$\dfrac{21}{8}$		
$\dfrac{10}{6}$		

Input (My Turn):

Skip count to convert each improper fraction into a mixed number.

Improper Fraction	Mixed Number
$\dfrac{10}{3}$	
$\dfrac{14}{5}$	
$\dfrac{7}{2}$	

Problem Set (your Turn):

Skip count to convert each improper fraction into a mixed number.

Improper Fraction	Mixed Number
$\dfrac{10}{4}$	
$\dfrac{11}{5}$	

Application:

Jenny is baking chocolate chip muffins for the bake sale. She sells 4 and 1 quarter muffins. How many muffins did she sell as a mixed number? Use fraction models and skip counting to show your thinking.

Exit Ticket:

Improper Fraction	Model	Mixed Number
$\dfrac{13}{3}$		

Skip count to convert each improper fraction into a mixed number.

Improper Fraction	Mixed Number
$\dfrac{20}{3}$	

Homework:

Mixed Numbers

a. Color $3\frac{2}{5}$.
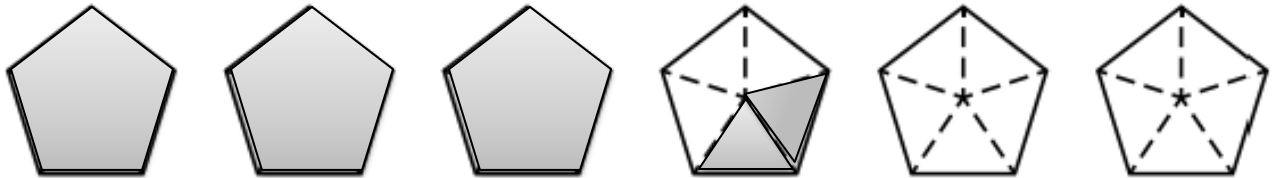
b. Color $4\frac{3}{4}$.
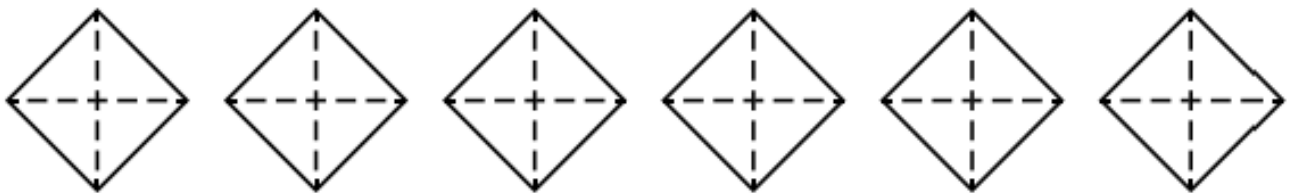
c. Color $2\frac{2}{4}$.
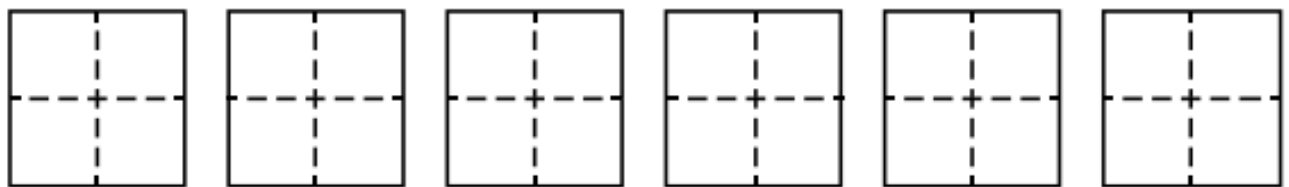
d. Color $4\frac{1}{5}$.

e. Color $1\frac{2}{3}$.

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

50
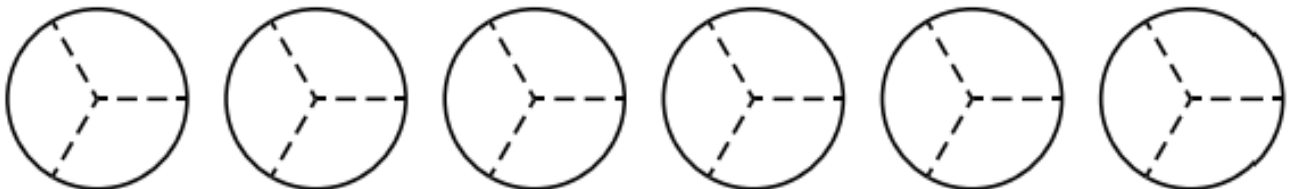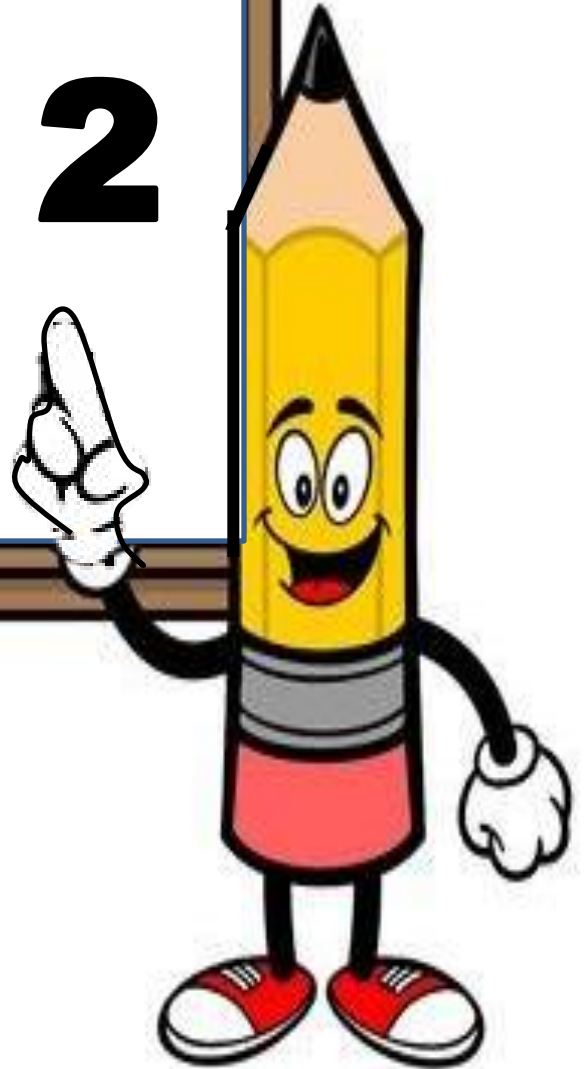
Day # 2

LEQ: How can I interpret measurement data from various line plots?

Objective: I can use my knowledge of fractions to interpret measurement data from various line plots.

Vocabulary:

- ➤ Line Plot
- ➤ Interval
- ➤ Data
- ➤ Fraction
- ➤ Key

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Do Now: Calculate each sum.

9 +9	8 +1	5 +9	7 +6	6 +2	5 +7	9 +2	5 +5	9 +3	3 +5
7 +4	4 +7	7 +5	1 +8	4 +5	7 +1	8 +6	9 +7	4 +2	1 +5
7 +2	2 +1	9 +6	4 +4	8 +7	3 +7	4 +3	6 +8	8 +2	9 +4
8 +5	3 +6	7 +8	6 +4	2 +7	8 +9	1 +6	9 +5	7 +7	3 +3
4 +6	3 +2	6 +6	2 +9	8 +3	2 +8	8 +4	4 +8	3 +1	9 +1
5 +4	5 +1	5 +8	5 +3	1 +4	5 +6	6 +9	9 +8	1 +1	1 +3
3 +4	5 +2	1 +9	6 +3	4 +9	8 +8	2 +2	7 +9	6 +5	2 +3
7 +3	6 +7	1 +7	3 +8	2 +4	2 +6	3 +9	4 +1	6 +1	1 +2
2 +5	7 +6	9 +9	9 +7	3 +8	4 +4	8 +8	1 +9	6 +7	6 +5
1 +7	7 +3	9 +6	8 +6	7 +9	5 +8	2 +6	5 +1	5 +5	1 +2

Exploration:

50 _____ 51 _____ 52 _____ 53 _____ 54 _____
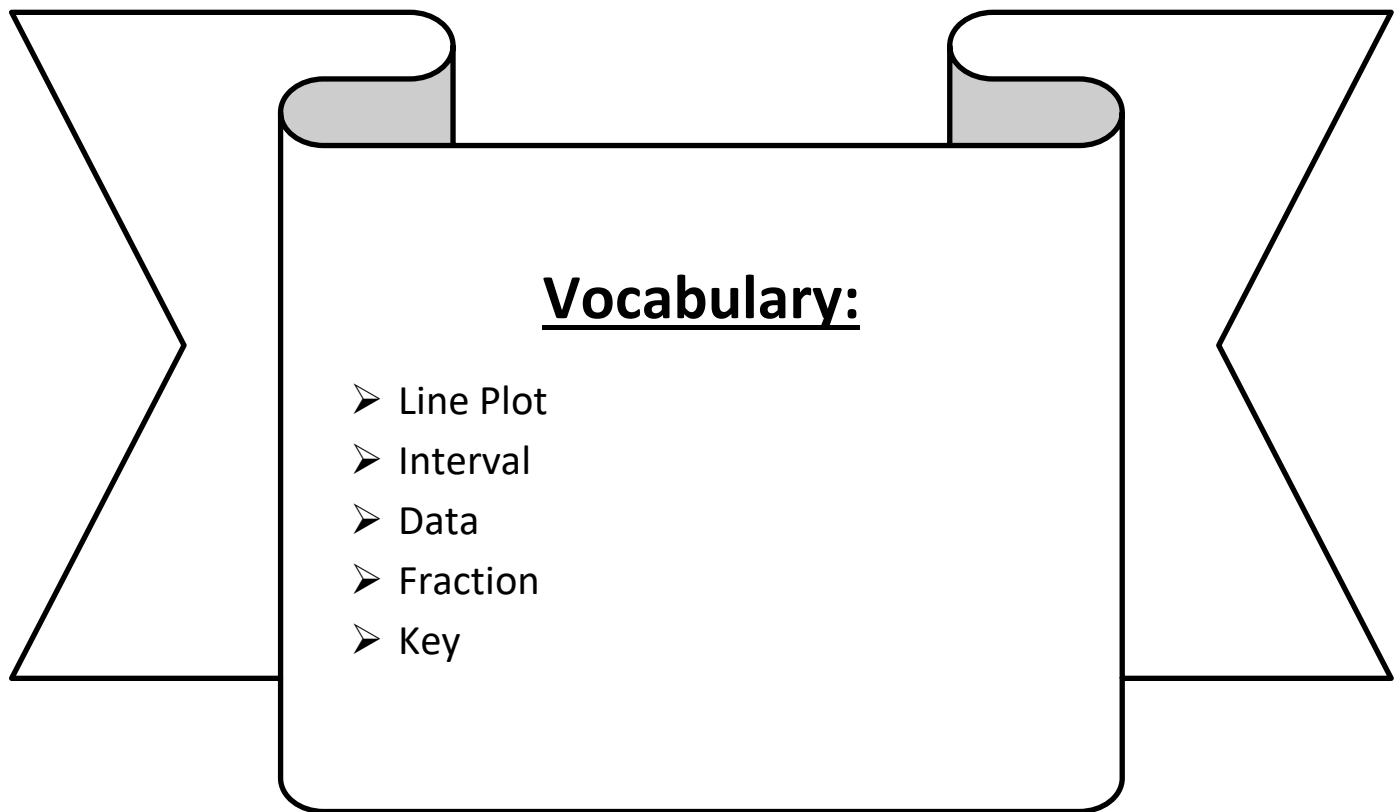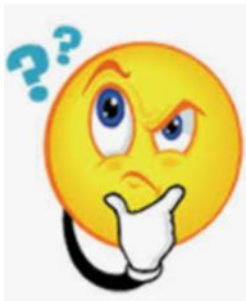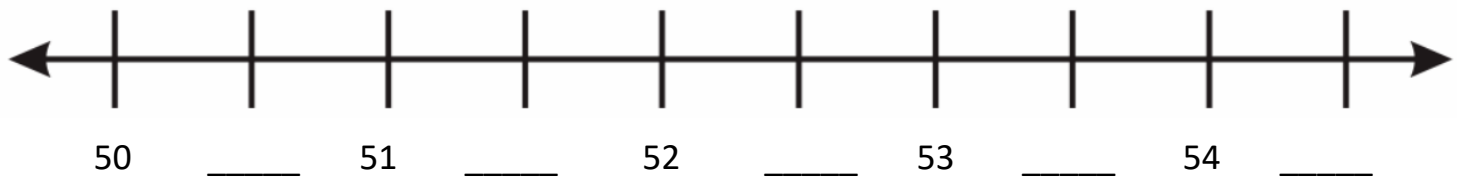
The amount between two whole numbers is _____

Guided Notes:

A _____ _____ is a way to organize information, just like a bar

graph! Each amount along the horizontal axis represents a category and each X

tells how much of each category is represented.

Each **X** represents one student
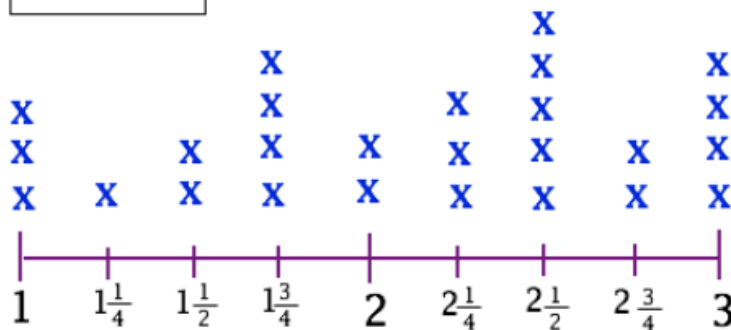
Hours Spent Reading

Input (My Turn):

1. **Coach Jordan measures the heights of the children on his third-grade basketball team in inches. The heights are shown on the line plot below.**

Heights of Children on Third-Grade Basketball Team

Height in Inches   **X = 1 child**
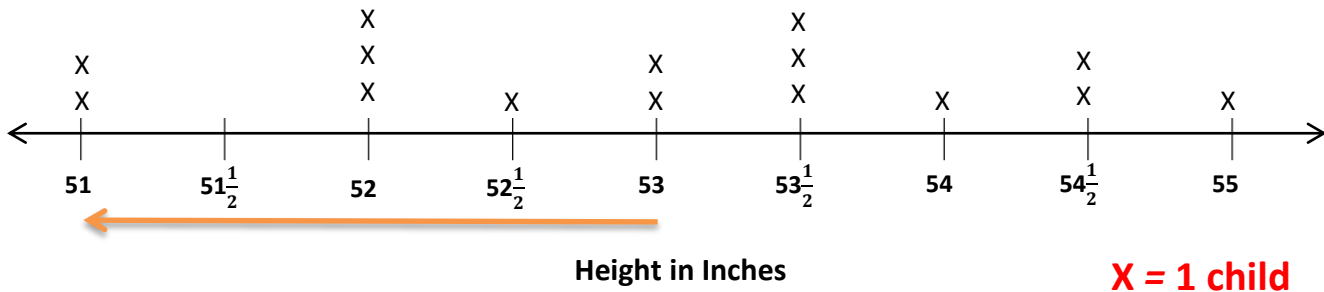
   a. **How many children are on the team? How do you know?**

There are _____ children on the team

   b. **How many children are less than 53 inches tall?**

_____ children are **less than 53 inches** tall.

   c. **Coach Jordan says that the most common height for the children on his team is $53\frac{1}{2}$ inches. Is he right? Explain your answer.**

   d. **Coach Jordan says that the player who does the tip-off in the beginning of the game has to be at least 54 inches tall. How many children could do the tip-off?**

Guided Practice (Our Turn):

2. **Ms. Ogden's class is studying worms. The lengths of the worms in inches are shown in the line plot below.**

Lengths of Worms

Length in Inches   **X = 1 worm**
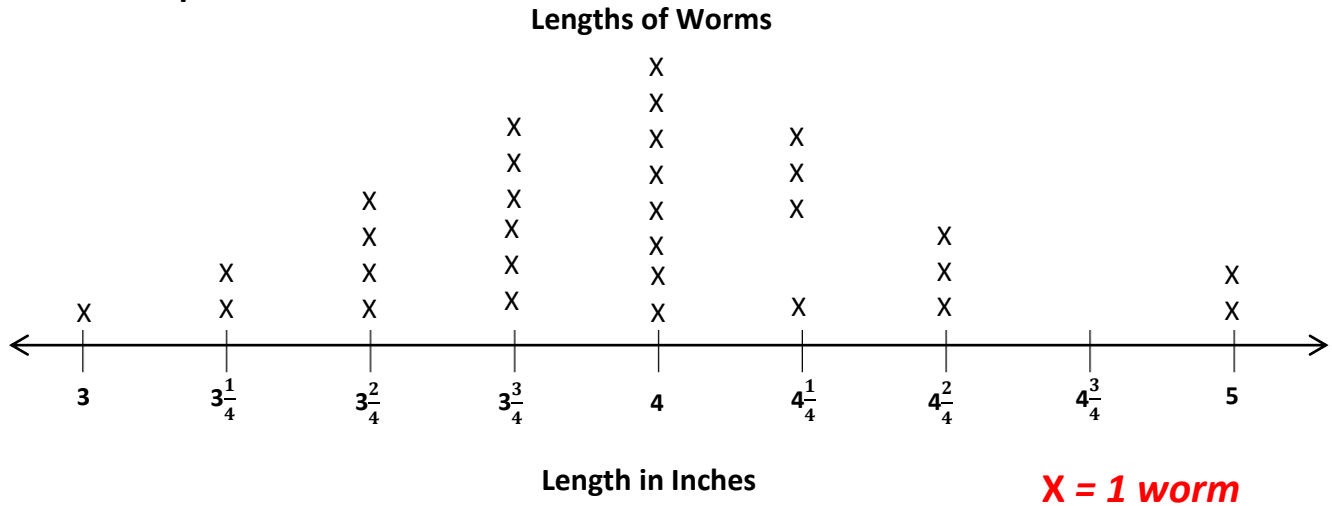
a. How many worms did the class measure? How do you know?

b. Caleb says that there are more worms $3\frac{3}{4}$ inches long than worms that are $3\frac{2}{4}$ and $4\frac{1}{4}$ inches long combined. Is he right? Explain your answer.

c. Mic'Ky finds a worm hiding under a leaf. He measures it, and it is $4\frac{3}{4}$ inches long. Plot the length of the worm on the line plot.

Name: _____   Week 31 Day 2 Date: _____

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Problem Set (Your Turn):

3. Ms. Maisenbacher measures the lengths of her third-grade students' hands in inches. The lengths are shown on the line plot below.

Lengths of Hands of Third-Grade Students
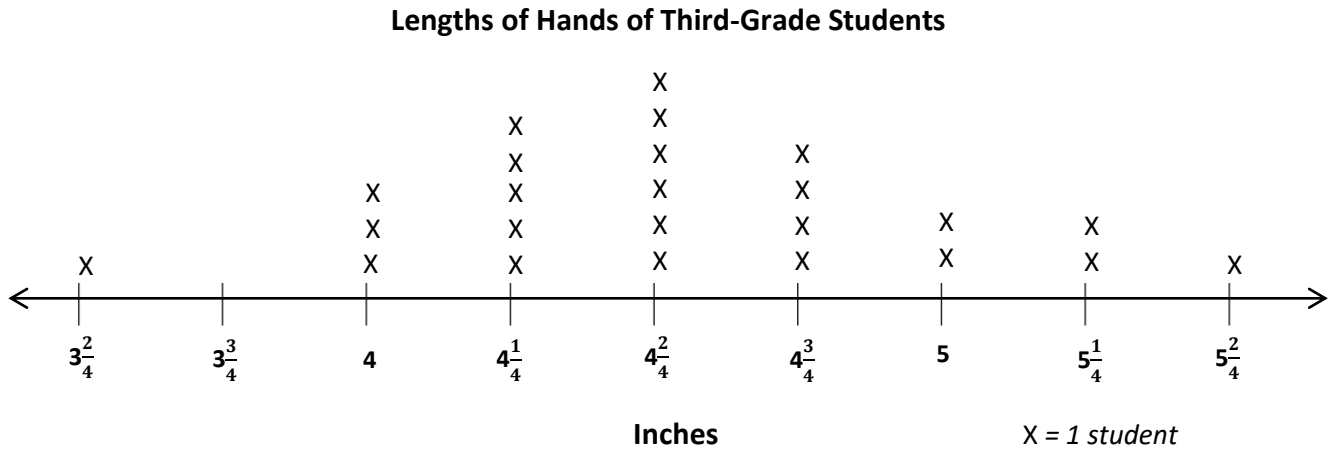
```
                                   X
                          X        X
                          X        X        X
                 X        X        X        X
                 X        X        X        X        X        X
        X        X        X        X        X        X        X        X
   ←────┼────────┼────────┼────────┼────────┼────────┼────────┼────────┼────────┼──→
       3²⁄₄     3³⁄₄      4       4¹⁄₄     4²⁄₄     4³⁄₄       5       5¹⁄₄     5²⁄₄
```

$$3\tfrac{2}{4} \quad 3\tfrac{3}{4} \quad 4 \quad 4\tfrac{1}{4} \quad 4\tfrac{2}{4} \quad 4\tfrac{3}{4} \quad 5 \quad 5\tfrac{1}{4} \quad 5\tfrac{2}{4}$$

Inches   X = 1 student

a. How many students are in Ms. Maisenbacher's class? How do you know?

b. How many students' hands are longer than $4\frac{2}{4}$ inches?

c. Asante says that more students' hands are $4\frac{2}{4}$ inches long than 4 and $5\frac{1}{4}$ inches combined. Is he right? Explain your answer.

Name: _____   Week 31 Day 2 Date: _____

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Application:

Gionni measures the height of his bean plant on Monday and again on Friday. He says that his bean plant grew 10 quarter inches. His science partner records "2" 1/2 inches on his growth chart for the week. Is his partner right? Why or why not?

Name: _____   Week 31 Day 2 Date: _____

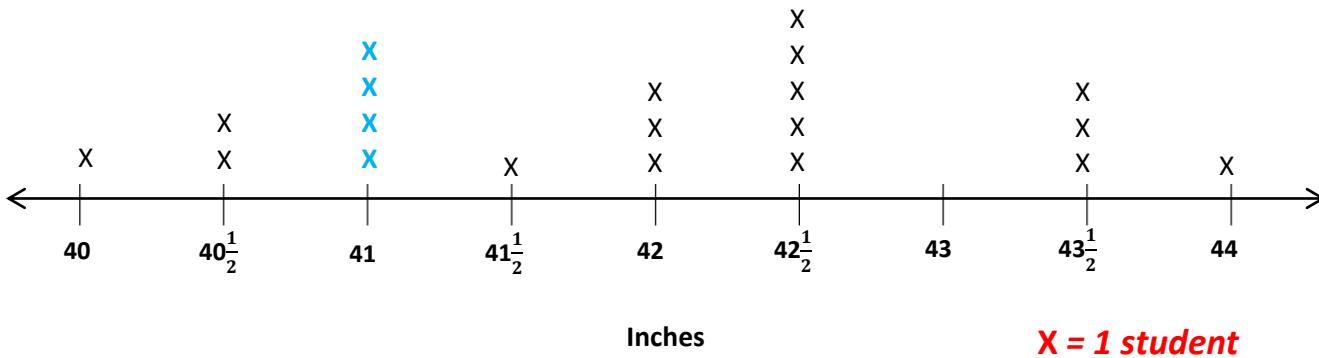BCCS-B   Harvard   Yale   Princeton

Exit Ticket:

Ms. Cunningham measures the heights of the students in her kindergarten class. The heights are shown on the line plot below.

Heights of Students in Ms. Cunningham's Kindergarten Class

Inches   **X = 1 student**

a. How many students in Ms. Cunningham's class are **exactly 41** inches tall?

b. How many students are in Ms. Cunningham's class? How do you know?

   **Count all the X's

c. How many students in Ms. Cunningham's class are more than 42 inches tall?

Name: _____ Week 31 Day 2 Date: _____

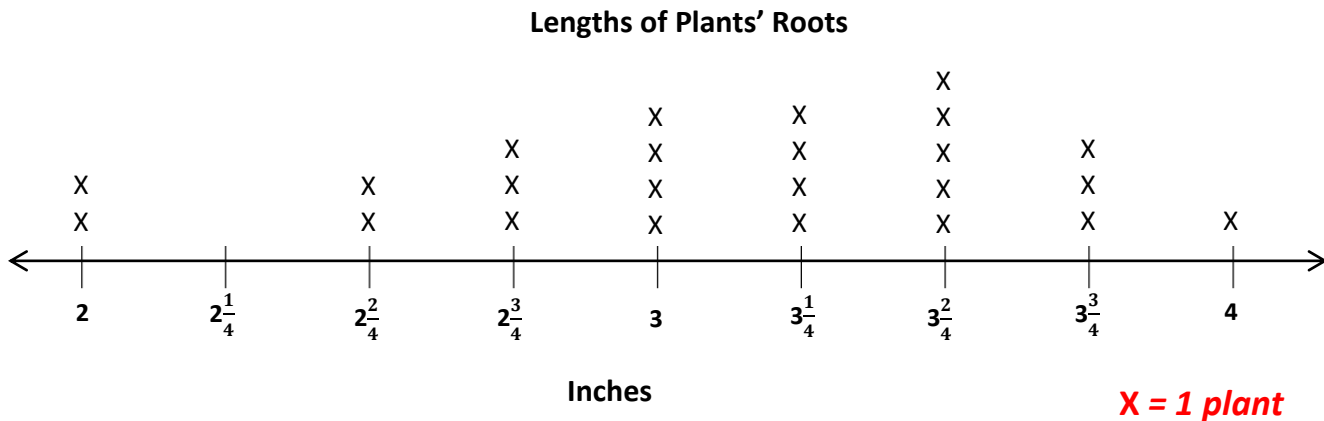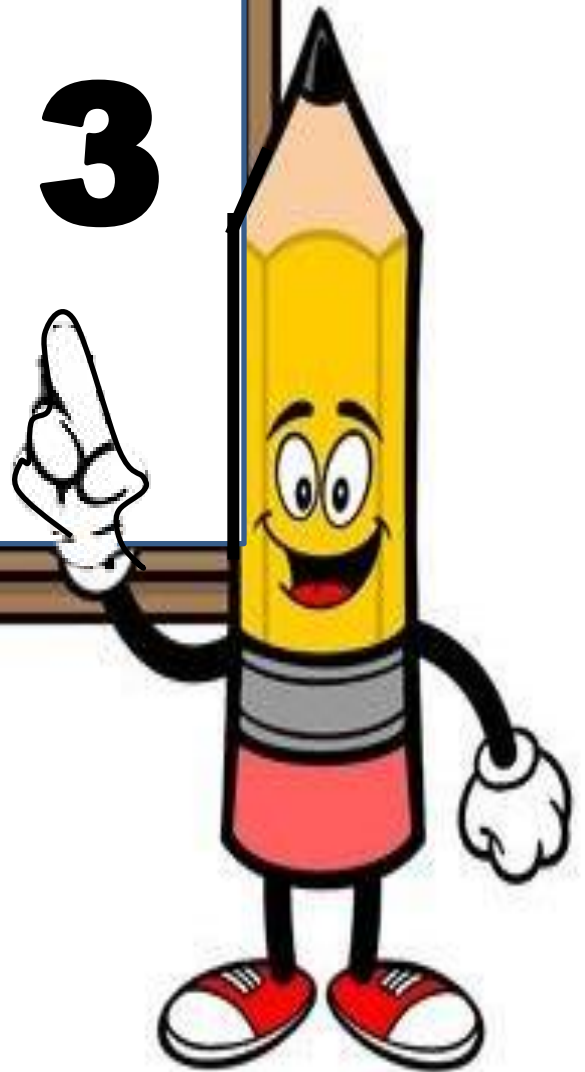BCCS-B   Harvard   Yale   Princeton

Homework:

1. **Mr. Pierce's class is studying plants. They plant seeds in clear plastic bags and measure the lengths of the roots. The lengths of the roots in inches are shown in the line plot below.**

Lengths of Plants' Roots

Inches

X = 1 plant

a. How many roots did Mr. Pierce class measure? How do you know?

b. Zaymir says that the 3 most frequent measurements in order from shortest to longest are $3\frac{1}{4}$ inches, $3\frac{2}{4}$ inches, and $3\frac{3}{4}$ inches. Do you agree? Explain your answer.

c. Mason says that 7 plants measure fewer than 3 inches in length. Is he right?
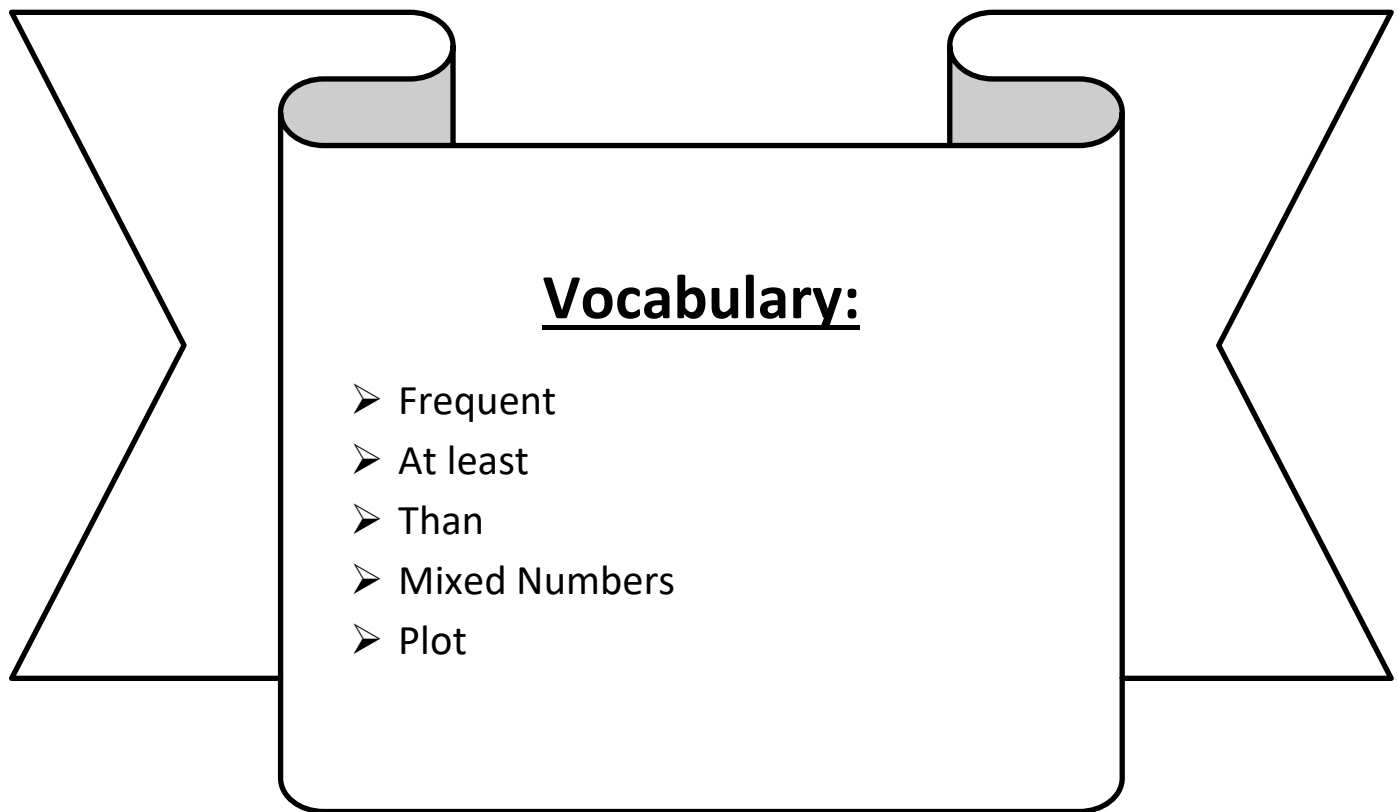
60

Day # 3

LEQ: How can I represent measurement data with line plots?

Objective: I can analyze measurement data and plot it to represent measurement data with line plots.

Vocabulary:

- ➢ Frequent
- ➢ At least
- ➢ Than
- ➢ Mixed Numbers
- ➢ Plot

Do Now:

Calculate each difference.

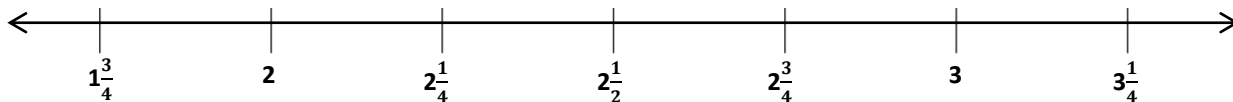|				
105 − 63	548 − 97	731 − 65	275 − 83	829 − 16
684 − 97	447 − 73	879 − 28	577 − 87	382 − 13
793 − 42	739 − 65	963 − 27	729 − 64	611 − 12
288 − 98	321 − 83	987 − 78	943 − 51	685 − 58
394 − 19	690 − 40	399 − 81	248 − 54	710 − 60

Input (My Turn):

Mrs. Wise's class grows beans for a science experiment. The students measure the heights of their bean plants to the nearest $\frac{1}{4}$ inch and record the measurements as shown below.

Heights of Bean Plants (in Inches)				
$2\frac{1}{4}$	$2\frac{3}{4}$	$3\frac{1}{4}$	$1\frac{3}{4}$	$1\frac{3}{4}$
$1\frac{3}{4}$	3	$2\frac{1}{2}$	$3\frac{1}{4}$	$2\frac{1}{2}$
2	$2\frac{1}{4}$	3	$2\frac{1}{4}$	3
$2\frac{1}{2}$	$3\frac{1}{4}$	$1\frac{3}{4}$	$2\frac{3}{4}$	2

a.   Use the data to complete the line plot below.

Title: _____

Label: _____   X =

Input (My Turn):

b. How many plants were measured?

c. How many bean plants are <u>at least</u> $2\frac{1}{4}$ inches tall?

d. How many bean plants are <u>taller than</u> $2\frac{3}{4}$ inches?

e. What is the <u>most frequent</u> measurement? How many bean plants were plotted for this measurement?

Name: _____ Week 31 Day 3 Date: _____

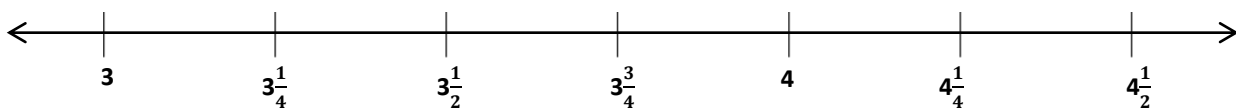BCCS-B   Harvard   Yale   Princeton

Guided Practice (Our Turn):

Mrs. Dietzman's students build a model of their school's neighborhood out of blocks. The students measure the heights of the buildings to the nearest $\frac{1}{4}$ inch and record the measurements as shown below.

Heights of Buildings (in Inches)				
$3\frac{1}{4}$	$3\frac{3}{4}$	$4\frac{1}{4}$	$4\frac{1}{2}$	$3\frac{1}{2}$
4	3	$3\frac{3}{4}$	3	$4\frac{1}{2}$
3	$3\frac{1}{2}$	$3\frac{3}{4}$	$3\frac{1}{2}$	4
$3\frac{1}{2}$	$3\frac{1}{4}$	$3\frac{1}{2}$	4	$3\frac{3}{4}$
3	$4\frac{1}{4}$	4	$3\frac{1}{4}$	4

a. **Use the data to complete the line plot below.**

Title: _____

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

Label: _____ X =

Problem Set (Your Turn):

b. How many building were measured?

c. How many buildings are $4\frac{1}{4}$ inches tall?

d. How many buildings are less than $3\frac{1}{2}$ inches?

e. How many building are at least 4 inches tall?

f. What is the most frequent measurement? How do you know?

Application:

The chart shows the lengths of straws measured in Mr. Han's class.

Straw Lengths (in Inches)				
3	4	$4\frac{1}{2}$	$2\frac{3}{4}$	$3\frac{3}{4}$
$3\frac{3}{4}$	$4\frac{1}{2}$	$3\frac{1}{4}$	4	$4\frac{3}{4}$
$4\frac{1}{4}$	5	3	$3\frac{1}{2}$	$4\frac{1}{2}$
$4\frac{1}{2}$	4	$3\frac{1}{4}$	5	$4\frac{1}{4}$

a.   How many straws were measured? Explain how you know.

b.   What is the smallest measurement on the chart? The greatest?

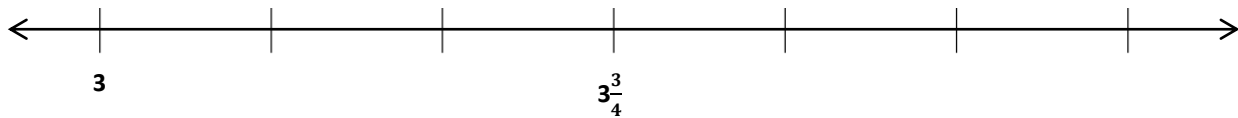**c.   Were the straws measured to the nearest inch? How do you know?**

Exit Ticket:

Scientists measure the growth of mice in inches. The scientists measure the length of the mice to the nearest $\frac{1}{4}$ inch and record the measurements as shown below.

Lengths of Mice (in Inches)				
$3\frac{1}{4}$	3	$3\frac{1}{4}$	$3\frac{3}{4}$	4
$3\frac{3}{4}$	3	$4\frac{1}{2}$	$4\frac{1}{2}$	$3\frac{3}{4}$
4	$4\frac{1}{4}$	4	$4\frac{1}{4}$	4

Label each tick mark. Then, record the data on the line plot below.

Title: _____

3                                      $3\frac{3}{4}$
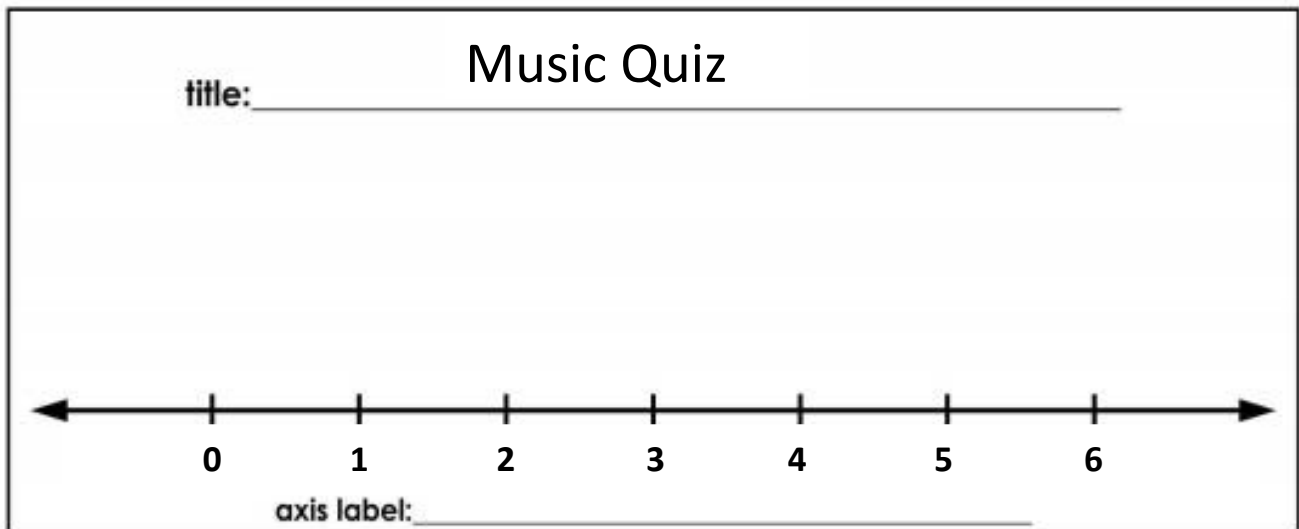
X = 1 mouse

Label: _____

Homework:

Making a Line Plot

Miss Smith is a music teacher. She gave her students a 6-question quiz about famous composers. The list below shows the scores her students received on the quiz.

| 6, 6, 5, 4, 6, 4, 5, 3, 6, 0, 1, 6, 3, 3, 6, 5 |

Use the data on the above to make a line plot. Be sure you write numbers on the axis, label the axis, write a title, and use Xs to represent students.

title: Music Quiz _____

```
   <------+-------+-------+-------+-------+-------+-------+------>
          0       1       2       3       4       5       6
```

axis label: _____

How many students scored exactly 3?   _____

How many students scored higher than 3?   _____
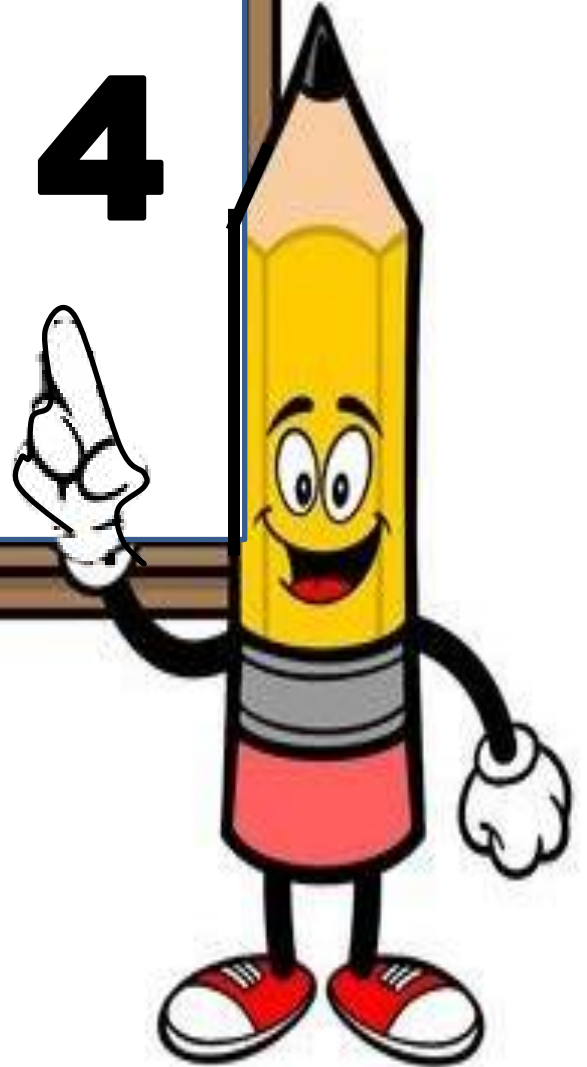
How many students scored less than 3?   _____

What score did the highest number of students receive?   _____
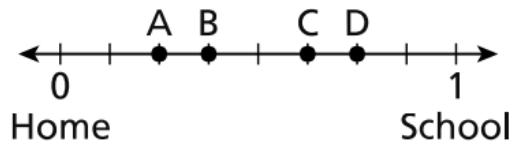
Day # 4

NYS Math Exam Practice

1. The distance between Liam's home and his school is exactly 1 mile, as shown on the number line below.

Liam buys a snack at a store that is $\frac{3}{8}$ mile from his home. What point on the number line shows the location of the store?

A   point A

B   point B

C   point C

D   point D

2. Kay and Juanita each have a garden of the same size and shape.

- Kay grows flowers in $\frac{1}{6}$ of her garden.

- Juanita grows flowers in $\frac{1}{3}$ of her garden.

Which statement shows a correct comparison of the sections of flowers grown in Kay's garden and Juanita's garden?

A $\frac{1}{6} > \frac{1}{3}$

B $\frac{1}{6} < \frac{1}{3}$

C $\frac{1}{3} = \frac{1}{6}$

D $\frac{1}{3} + \frac{1}{6}$

3. Which number line shows the fraction $\frac{1}{3}$ plotted correctly?

A

C

B

D
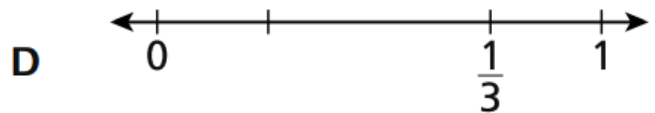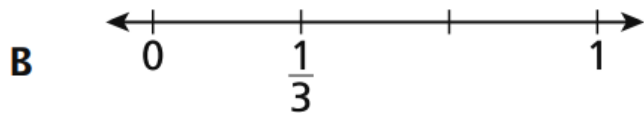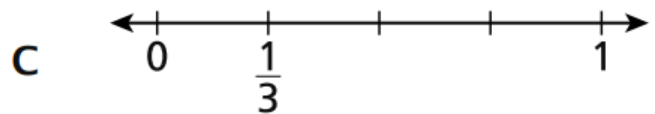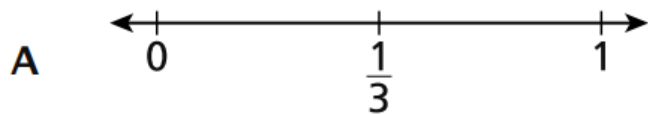
4. Theo divided a garden equally into 6 parts. He planted seeds in 5 of the parts. In what fraction of the garden did Theo plant seeds?

A $\frac{1}{6}$

B $\frac{1}{5}$

C $\frac{5}{6}$

D $\frac{6}{5}$

5. Jaime has a small container that holds exactly $\frac{1}{4}$ cup of dog food. How many times should Jaime fill the container and pour it into the dog's bowl to make sure the dog gets exactly $\frac{1}{2}$ cup of food?

A $\frac{1}{4}$

B $\frac{1}{2}$

C 2

D 4

6. Gianna cuts a ribbon into equal pieces as shown below.

She uses 4 pieces of the ribbon for a project. What fraction of the ribbon does Gianna use for the project?
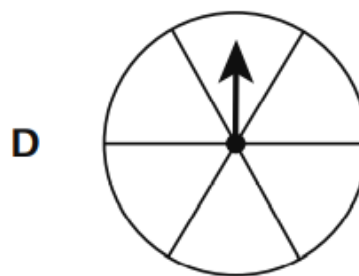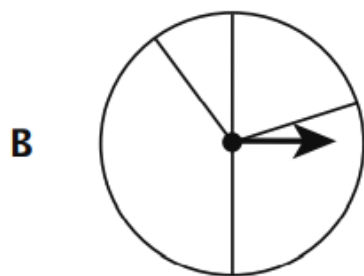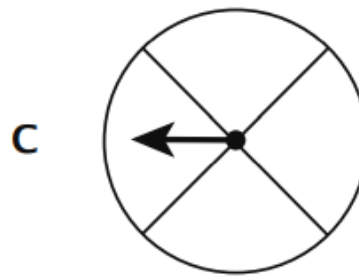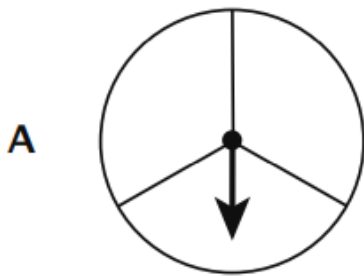
Explain how you found your answer.

_____

_____

_____

7. The Diaz family used a spinner to play a game. The spinner was in the shape of a circle. Each section of the spinner was $\frac{1}{4}$ of the whole circle. Which picture shows a spinner that the Diaz family used?

A

C

B

D

8. Which fraction is equivalent to 4 ?

A $\frac{1}{4}$

B $\frac{8}{4}$

C $\frac{4}{4}$

D $\frac{4}{1}$

9. Two teachers each buy pizzas for a party. All of the pizzas are the same size.

- Teacher A's pizzas were cut into 6 equal slices.

- Teacher B's pizzas were cut into 8 equal slices.

Which teacher's pizzas were cut into larger slices? Use what you know about fractions to explain your answer.

Answer

_____

_____

_____

10. Which two fractions should be plotted at the same location on a number line?

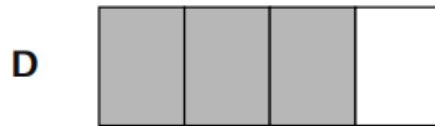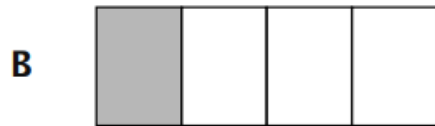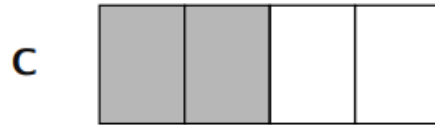A $\frac{3}{4}$ and $\frac{4}{8}$

B $\frac{1}{4}$ and $\frac{2}{8}$

C $\frac{2}{4}$ and $\frac{4}{6}$

D $\frac{1}{2}$ and $\frac{2}{6}$

11. The shape below is shaded to represent a fraction.

Which shape is shaded to represent a fraction equivalent to the shape shown above?

A

C

B

D

12. Two families buy large sandwiches of the same size. Family A shares one sandwich equally among 4 people, as represented in the picture below.

Family B shares one sandwich equally between 2 people.

Will a person from Family A get the same amount or a different amount of a sandwich as a person from Family B ? Be sure to include what you know about fractions or parts of a whole in your answer.
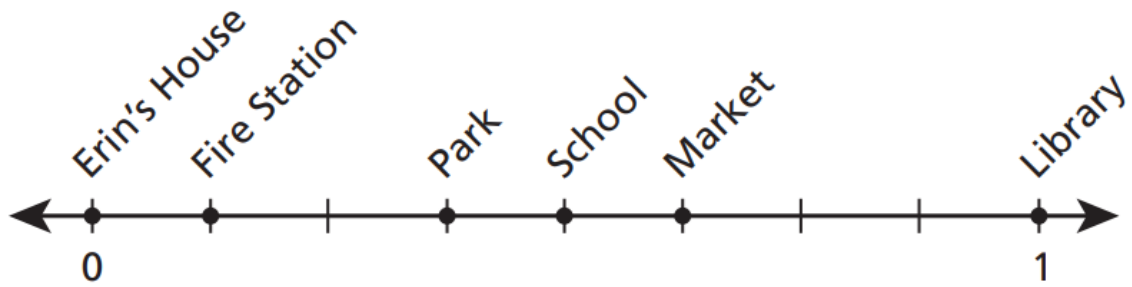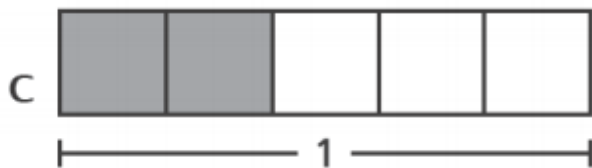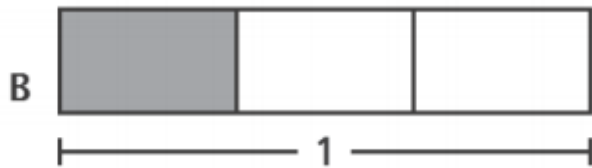
Explain your answer.

_____

_____

_____

13. Erin walked 1 mile from her house to the library. Along the way, she passed several places shown on the number line below.
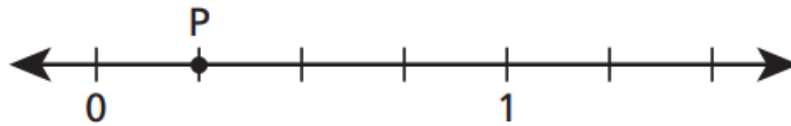

Which place is $\frac{4}{8}$ mile from Erin's house?

A the fire station

B the park

C the school

D the market

14. Which of these is shaded to represent $\frac{2}{3}$?

15. Which fraction does point P represent on the number line below?

A $\dfrac{1}{6}$

B $\dfrac{2}{6}$

C $\dfrac{1}{4}$

D $\dfrac{2}{4}$

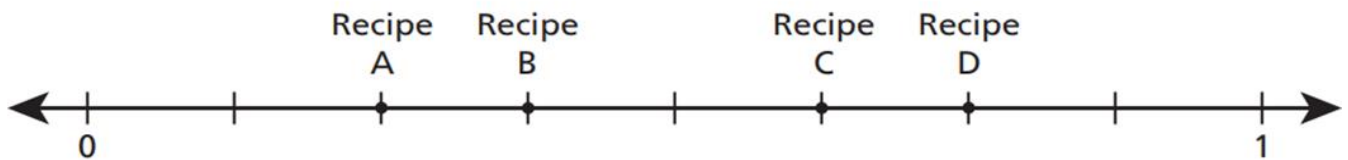**16.** Which fraction is equal to $\dfrac{2}{8}$?

A $\dfrac{8}{2}$

B $\dfrac{1}{2}$

C $\dfrac{2}{4}$

D $\dfrac{1}{4}$

17. Four different recipes were used by students to bake cookies for a bake sale. The number line below shows the fraction of a cup of milk needed in each recipe.

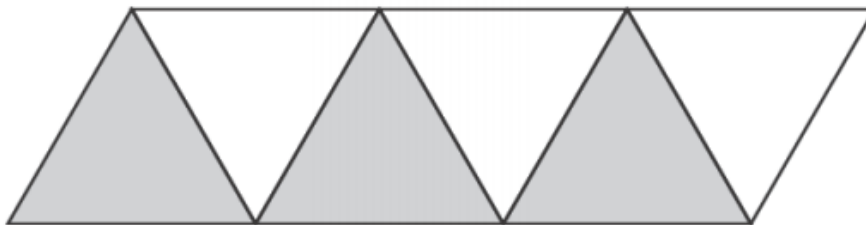Which recipe needs $\dfrac{3}{8}$ cup of milk?

A Recipe A

B Recipe B

C Recipe C

D Recipe D

18. The figure below is divided into equal-sized parts.

Which fraction is represented by the shaded parts of the figure?

A $\dfrac{1}{3}$

B $\dfrac{3}{3}$

C $\dfrac{3}{6}$

D $\dfrac{6}{3}$

19. The fraction strip shown below is shaded to represent a fraction.

Which fraction strip is shaded to represent a fraction equal to the fraction strip shown above?

A

B

C

D

20. Which fraction comparison is **not** correct?

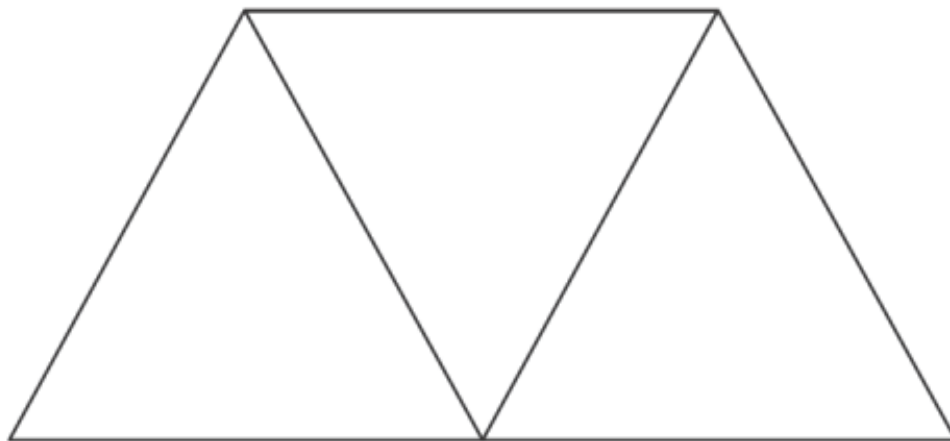A $\dfrac{1}{3} < \dfrac{2}{3}$

B $\dfrac{3}{4} < \dfrac{1}{4}$

C $\dfrac{2}{3} > \dfrac{2}{8}$

D $\dfrac{5}{6} > \dfrac{5}{8}$

21. Ved drew the shape below by combining exactly three triangles of the same size and shape.

What fraction of the area of the whole shape is each triangle?

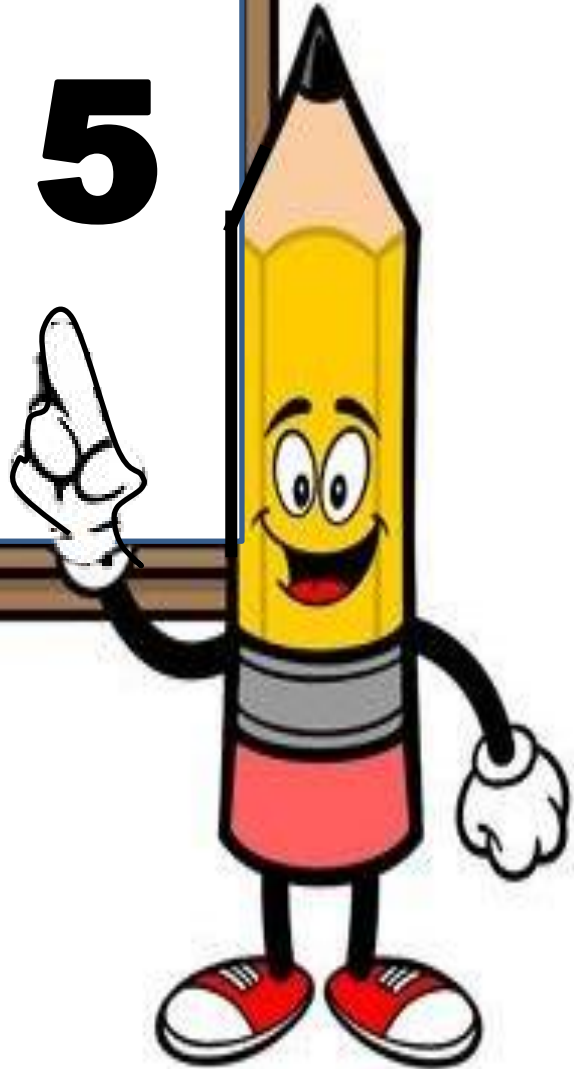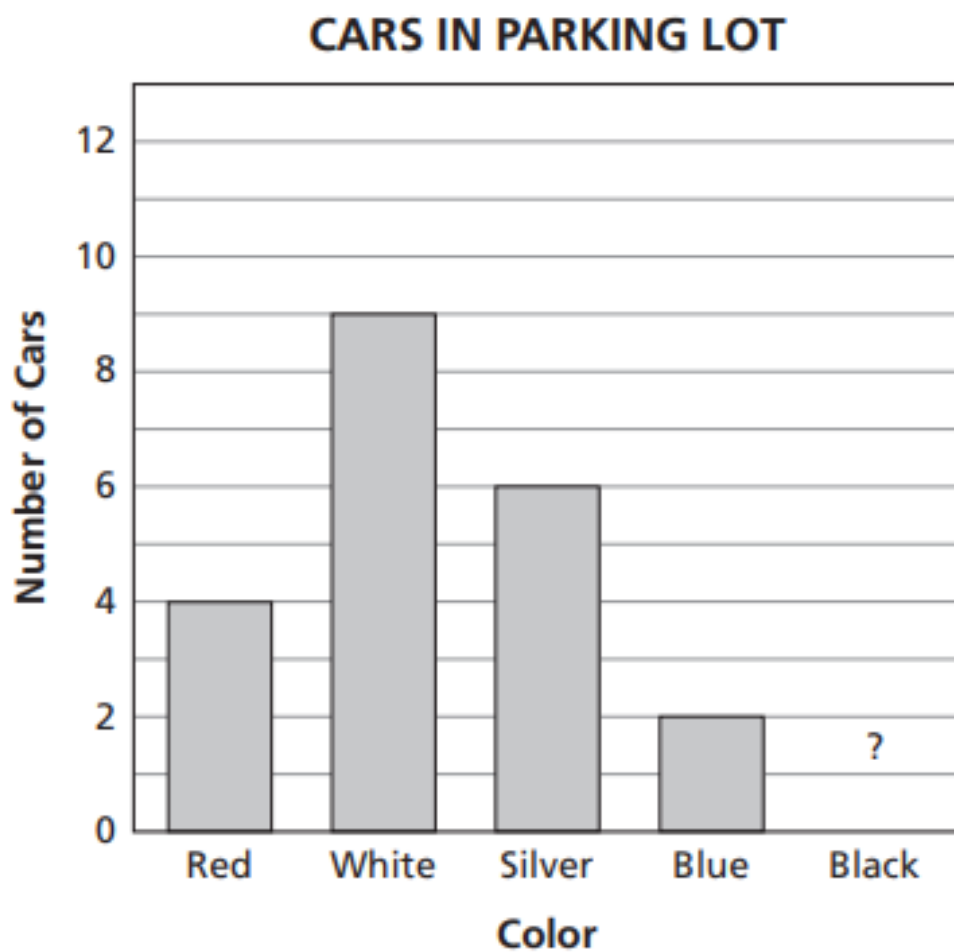*Answer* _____

Explain how you know your answer is correct.

_____

_____

_____

# Day # 5

NYS Math Exam Practice

1. The bar graph shows the numbers and colors of cars in a parking lot.

CARS IN PARKING LOT

The total number of silver and black cars equals the total number of red, white, and blue cars. How many black cars are in the parking lot?
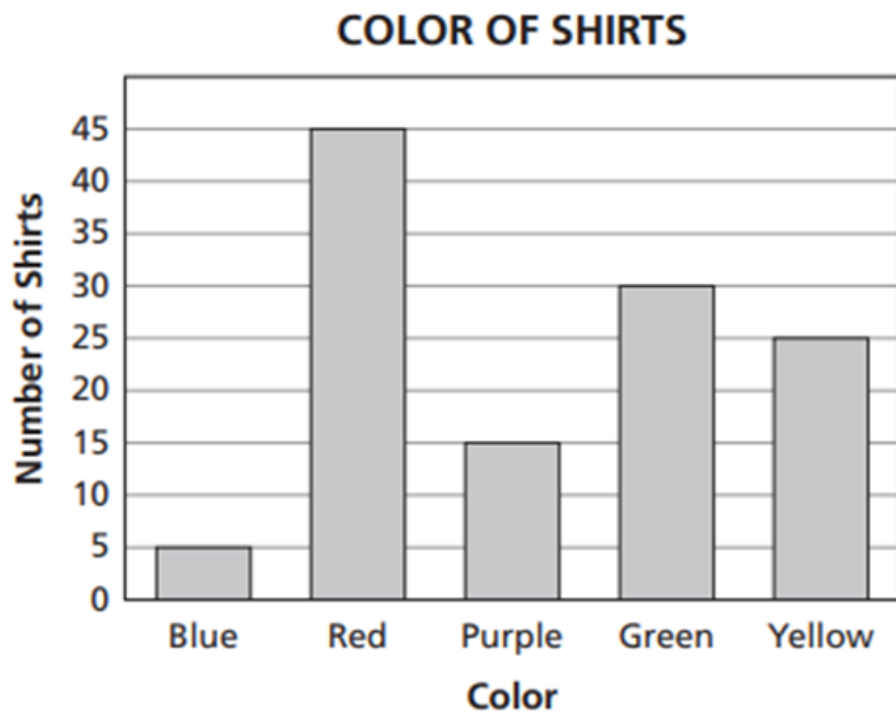
A 9

B 10

C 15

D 30

2. The students in Mr. Gazer's class are collecting cans for recycling. The bar graph below shows the number of cans they collected for each of three days.
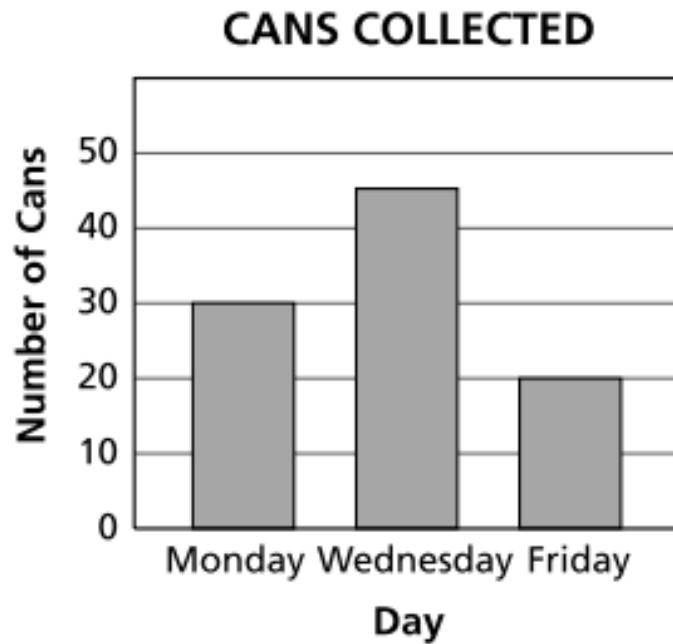
CANS COLLECTED

How many more cans were collected on Wednesday than on Friday?

A   15

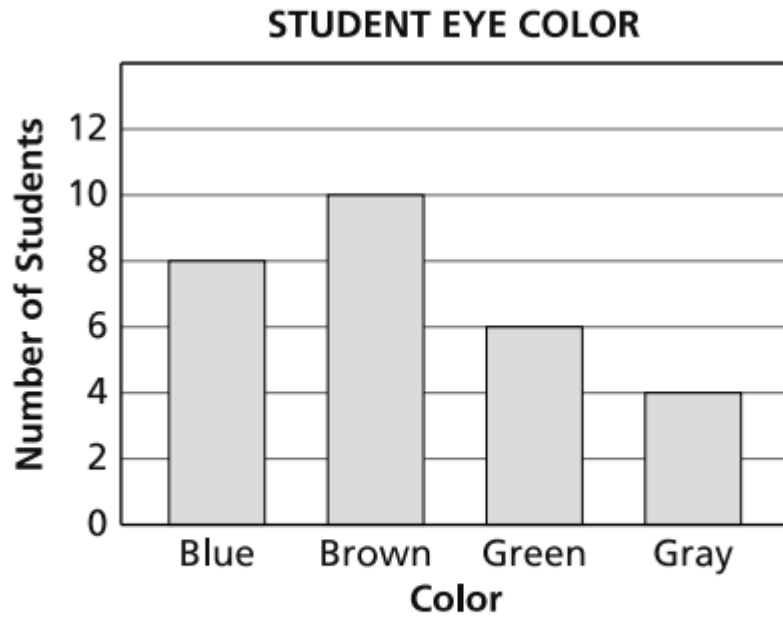**B**   20

C   25

D   45

3. The graph below shows the number of shirts of each color in a store.

COLOR OF SHIRTS

How many more red shirts than the total number of blue shirts and yellow shirts are in the store?

A 15

B 30

C 40

D 45

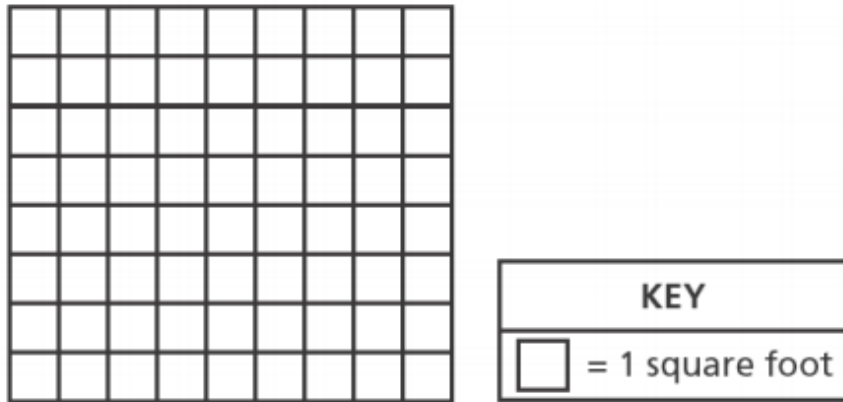**4.** The bar graph below shows the information third grade students collected about the eye color of students in their classroom.

STUDENT EYE COLOR

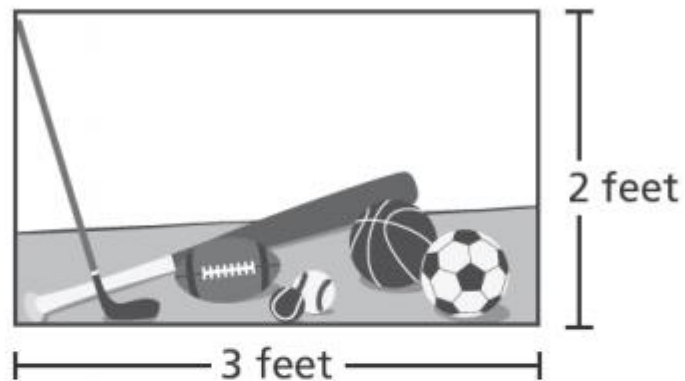How many **fewer** students have green eyes than students that have blue eyes and brown eyes combined?

Show your work.

5. The diagram below represents a wall Kim painted in her basement.

KEY
☐ = 1 square foot

What is the area, in square feet, of the wall Kim painted?
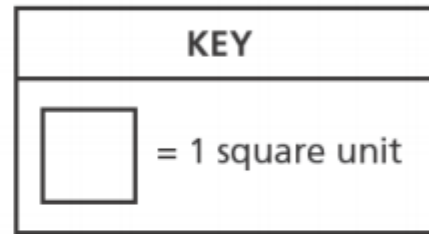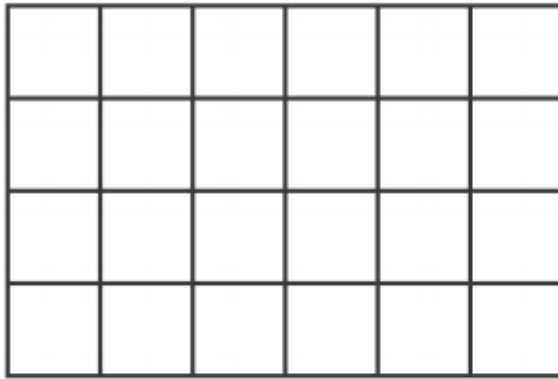
A 17

B 34

C 64

D 72

6. Kelly has a rectangular poster in her room. The poster is shown below.

2 feet

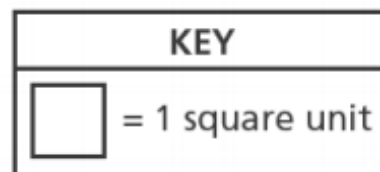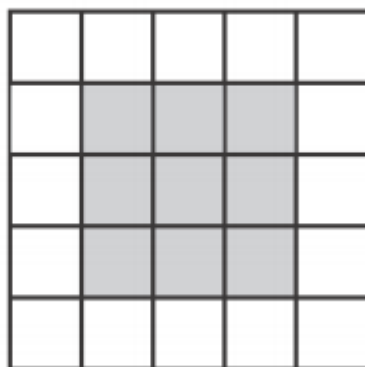3 feet

What is the area, in square feet, of Kelly's poster?

A 5

B 6

C 10

D 12

7. The figure below is tiled with squares.

KEY

☐ = 1 square unit

Which expression could be used to find the area of this figure?
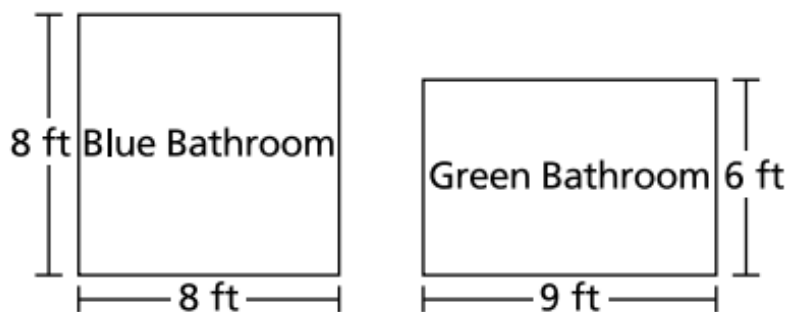
A 4×6

B $4 + 6$

C $4 \times 4 \times 6 \times 6$

D $4 + 4 + 6 + 6$

8. Brandon used square tiles to find the area of the shaded part of the picture below.

KEY

☐ = 1 square unit

What is the area of the shaded part of the picture?

A 3 square units

B 6 square units

C 8 square units

D 9 square units

9. The sizes of two bathroom floors in Beth's house are shown below.

Beth says that the area of the floor of the green bathroom is larger than the area of the floor of the blue bathroom. Is Beth's statement true? Why or why not?
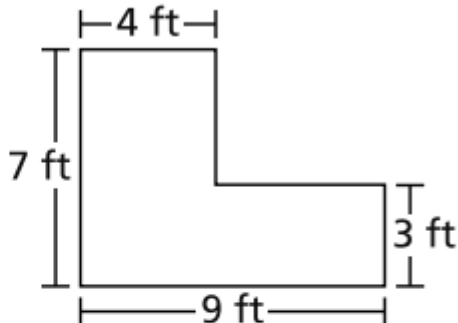
Explain your answer.

_____

_____

_____

10. The shape of Cindy's flower garden is shown below.

What is the area, in square feet, of Cindy's flower garden?

A   23

B   32

C   43

D   47

11. Two figures are shown below.

KEY

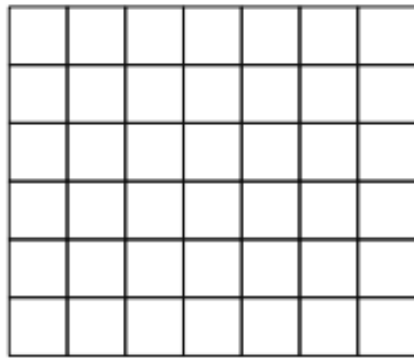☐ = 1 square foot

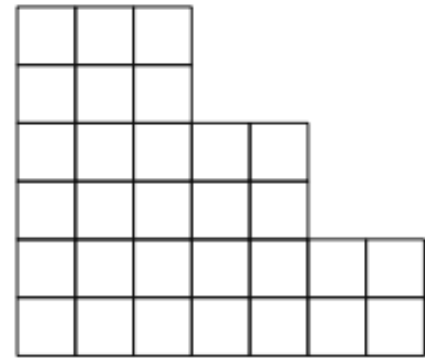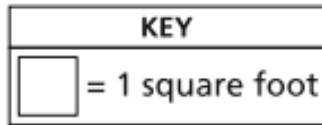FIGURE A   FIGURE B

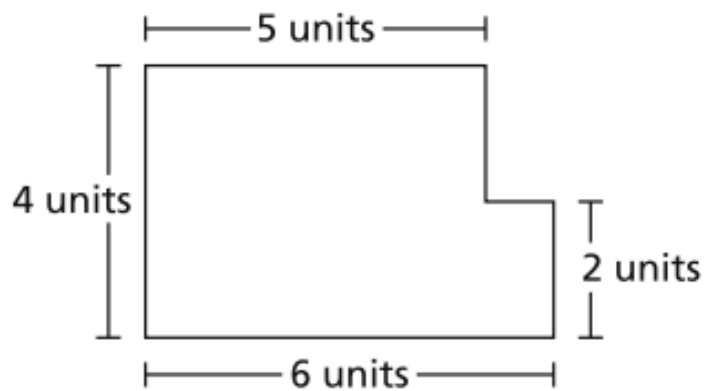What is the difference, in square feet, between the area of Figure A and the area of Figure B?

Explain how you found your answer.

_____

_____
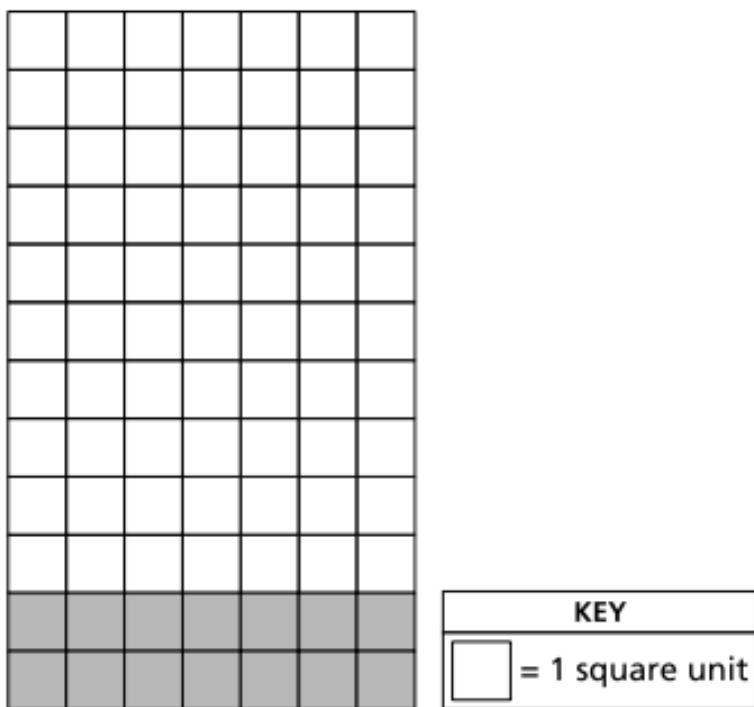
_____

12. The figure below was made by combining two rectangles.

├────── 5 units ──────┤

4 units

2 units

├────── 6 units ──────┤

What is the total area, in square units, of the figure?

A   17

B   20

C   22

D   32

13. The figure below represents a floor covered with white tiles and gray tiles.

KEY

☐ = 1 square unit

Which expression could be used to find the area, in square units, of the entire floor?

A $(12 + 7) \times (12 + 7)$ **C** $(10 + 7) \times (2 + 7)$

B $(12 \times 7) + (12 \times 7)$ **D** $(10 \times 7) + (2 \times 7)$

14. The array below represents a product.
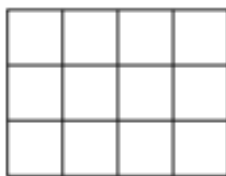
Which expression can be used to find the product represented by the array?

A $4 + 3$

B $4 + 4 + 4 + 4$

C 3×4

D $3 \times 3 \times 3 \times 3$