Name:_____

College:_____

4th Grade Math

Week of 4/12 - 4/16

Spelman College®

1867 HOWARD UNIVERSITY

Monday

Date: April 12

Learning Target: I I can add two fractions with related units using denominators 2,3,4,5,6,8,10 and 12.
Standards: 4.NF.3

M5L21

FLUENCY PRACTICE

Name: _____ Date: _____

Multiplication and division worksheets

21 ÷ 3=	18 ÷ 3=	30 ÷ 3=	3 x 7=	3 x 9=
3 x 5=	3 x 5=	3 x 3=	3 x 3=	18 ÷ 3=
3 x 8=	3 x 7=	3 x 8=	3 x 9=	12 ÷ 3=
6 ÷ 3=	3 x 10=	12 ÷ 3=	3 x 7=	3 x 3=
3 x 9=	3 x 2=	9 ÷ 3=	3 x 7=	27 ÷ 3=
3 x 10=	6 ÷ 3=	18 ÷ 3=	3 x 9=	21 ÷ 3=

Concept Development

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

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

Problem 2: Add two fractions with related units without using a model. Express the answer as a mixed number.

$$\frac{3}{5} + \frac{6}{10}$$

Let's Work Together!

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

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

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

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

You Try!

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

e. $\frac{5}{8}+\frac{3}{4}$

f. $\frac{5}{8}+\frac{2}{4}$

EXIT TICKET

Name:_____ **Date:**_____
BCCSG **Howard / Spelman**

Learning Target: I can add two fractions with related units using denominators 2,3,4,5,6,8,10 and 12.
Standards: 4.NF.3

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

Solve. Write a complete number sentence. Use a number bond to write each as a mixed number. Use a model if necessary.

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

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

Grade:

Tuesday

Date: April 13

FLUENCY PRACTICE

Name: _____ Date: _____

Multiplication and division worksheets

4 x 10=	36 ÷ 4=	24 ÷ 4=	4 x 9=	4 x 7=
12 ÷ 4=	12 ÷ 4=	4 x 8=	4 x 2=	4 x 9=
12 ÷ 4=	4 x 10=	24 ÷ 4=	28 ÷ 4=	4 x 7=
40 ÷ 4=	8 ÷ 4=	4 x 9=	4 x 3=	4 x 10=
4 x 7=	16 ÷ 4=	4 x 5=	4 x 3=	36 ÷ 4=
4 x 9=	4 x 6=	24 ÷ 4=	8 ÷ 4=	4 x 7=

Learning Target: I can practice decomposing, comparing and adding and subtracting ecompose, compare, add and subtract fractions.
Standards: 4.NF.1, 4.NF.2, 4.NF.3, 4NF.4

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Mid Module 5 Review

1. The table below shows the height increases, in inches of some girls in Mrs. Forbes class from last month to this month.

What girl had an increase that was greater than $\frac{1}{2}$?

A. Gina

B. Maxine

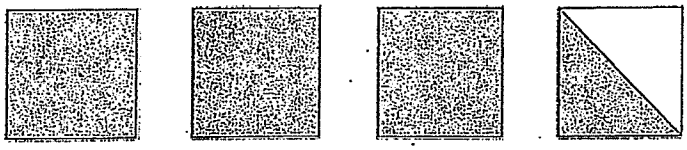
C. Shari

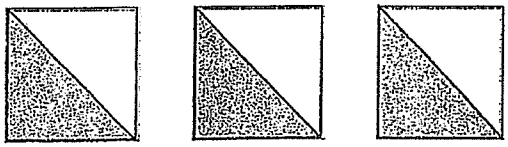
D. Vanessa

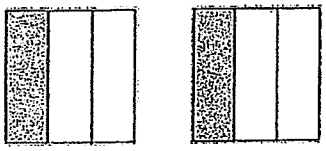
HEIGHT INCREASES IN 1 MONTH

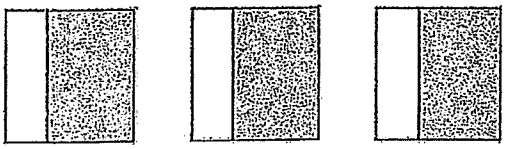
Name	Height Increase (inches)
Gina	$\frac{3}{8}$
Maxine	$\frac{2}{3}$
Shari	$\frac{2}{4}$
Vanessa	$\frac{3}{12}$

2. Which model represents $3 \times \frac{1}{2}$?

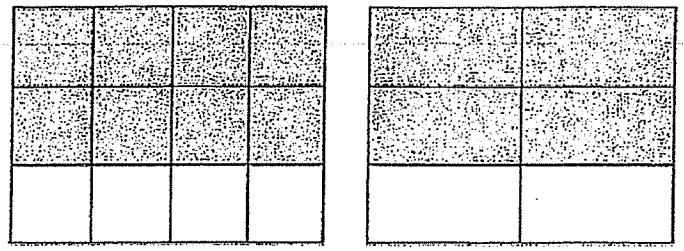
A 

B 

C 

D 

3. The models below are shaded to show 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. $\frac{9}{12}$

4. Of the animals at a pet show $\frac{3}{8}$ were cats and $\frac{4}{8}$ were dogs. The rest of the animals were rabbits. What fraction of the animals at the pet show were rabbits? Draw a model and write a number sentence. (3 points)

5. Compare each pair of fractions using <, >, or =.

a. $\frac{2}{6}$ ——— $\frac{1}{5}$

b. $\frac{2}{5}$ ——— $\frac{4}{10}$

c. $\frac{2}{3}$ ——— $\frac{3}{4}$

6. Add or subtract. Simplify if needed.

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

b. $\frac{2}{3}+\frac{3}{5}$

c. $1\frac{2}{7}-\frac{4}{7}$

7. Andrea bought a box of colored chalk. The list below shows the fraction of each color of chalk in the bucket. (3 points)

- $\frac{2}{6}$ are yellow
- $\frac{5}{12}$ are blue
- $\frac{3}{12}$ are green

Which is greater, the amount of yellow chalk in the bucket or the amount of green chalk in the bucket?

Show your work.

Andrea told Michelle that less than $\frac{1}{2}$ the chalk in the bucket is blue. Michelle said she is mistaken. Who is correct? Explain why you chose your answer.

Wednesday

Date: April 14

FLUENCY PRACTICE

Name: _____ Date: _____

Multiplication and division worksheets

5 x 3=	30 ÷ 5=	15 ÷ 5=	5 x 6=	5 x 8=
15 ÷ 5=	25 ÷ 5=	50 ÷ 5=	5 x 8=	5 x 5=
5 x 4=	30 ÷ 5=	25 ÷ 5=	5 x 1=	5 x 9=
15 ÷ 5=	40 ÷ 5=	20 ÷ 5=	5 ÷ 5=	5 x 9=
20 ÷ 5=	5 x 10=	5 x 3=	10 ÷ 5=	5 x 3=
5 x 4=	5 x 9=	30 ÷ 5=	35 ÷ 5=	35 ÷ 5=

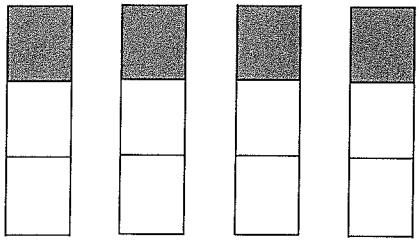
Learning Target: I can use what I know to solve new problems about fractions.
Standards: 4.NF.1, 4NF.2, 4NF.3, 4NF.4

Module 5 Mid Module Assessment

Name _____ Date _____

Choose the best answer for each problem. Show all work.

1. The fraction model below represents 4 whole units.



Which number sentence represents the amount of the fraction model that is shaded?

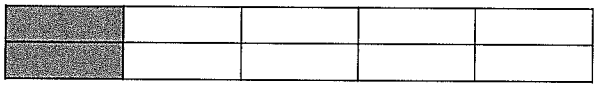
A. $4 \times \frac{1}{3} =$ _____

B. $4 \times \frac{1}{4} =$ _____

C. $3 \times \frac{1}{4} =$ _____

D. $3 \times \frac{1}{3} =$ _____

2. Mrs. Forbes folded a sheet of paper to make 10 equal sections. She shaded 2.



Which fraction is equivalent to the one represented by the shaded part of the sheet of paper?

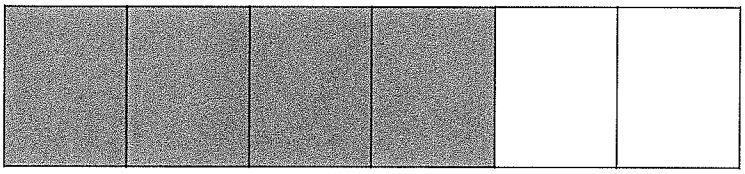
A. $\frac{3}{10}$

B. $\frac{1}{6}$

C. $\frac{1}{5}$

D. $\frac{9}{5}$

3. Which expression represents the amount of the fraction strip below that is shaded?



A. $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

B. $\frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

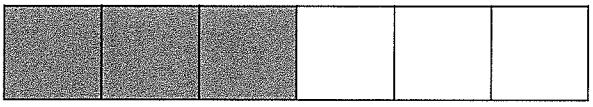
C. $\frac{1}{6} + \frac{2}{6}$

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

4. Which model is shaded to represent a fraction that is equivalent to $\frac{1}{3}$?

A.

B.



C.

D.

5. Which number sentence is true?

A. $\frac{1}{2} = \frac{2}{6}$

B. $\frac{1}{6} > \frac{1}{3}$

C. $\frac{3}{5} = \frac{6}{10}$

D. $\frac{1}{2} < \frac{4}{8}$

Compare each using <, >, or =. Rewrite the fractions with common denominators if needed.

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

7. $\frac{4}{6}$ _____ $\frac{2}{3}$

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

Add or Subtract.

9. $1 - \frac{4}{6}$

10. $\frac{5}{6} + \frac{2}{6}$

11. $\frac{1}{6} + \frac{3}{4}$

12. $\frac{4}{5} + \frac{2}{3}$

13. Andrea, Mary, and Quiarrah ran these distances in a race on Saturday:

- Andrea ran $\frac{4}{6}$ mile.
- Mary ran $\frac{1}{2}$ mile.
- Quiarrah ran $\frac{3}{4}$ mile.

Who ran the longest distance? Show your work.

14. Mrs. Forbes is making a quilt for her daughter. $\frac{3}{12}$ of the quilt will be polka dot. $\frac{5}{12}$ of the quilt will be striped. The rest of the quilt will be red. What fraction of the quilt will be red? Show and explain how you got your answer.

15. Chastity picked $\frac{5}{8}$ cup of blueberries. Her sister picked $\frac{4}{8}$ cup of blueberries. The girls used $\frac{7}{8}$ cup of all the blueberries they picked to make muffins. What was the amount, in cups, left of the berries they picked? Show your work.

Thursday

Date: April 15

FLUENCY PRACTICE

Name: _____ Date: _____

Multiplication and division worksheets

36 ÷ 6=	6 x 10=	6 x 8=	18 ÷ 6=	6 x 3=
48 ÷ 6=	6 x 9=	6 x 6=	6 x 8=	48 ÷ 6=
6 x 2=	6 x 10=	36 ÷ 6=	12 ÷ 6=	24 ÷ 6=
6 x 7=	12 ÷ 6=	6 x 1=	6 x 8=	24 ÷ 6=
24 ÷ 6=	6 x 8=	6 x 5=	42 ÷ 6=	6 x 2=
18 ÷ 6=	24 ÷ 6=	6 x 1=	6 x 3=	36 ÷ 6=

Learning Target: I can add a fraction less than 1 to, or subtract a fraction less than 1 from, a whole number using decomposition and visual models.

Standards: 4.NF.1, 4.NF.2, 4NF.3

M5L22

Concept Development

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

Problem 2: $3 - \frac{1}{4}$

Concept Development

Problem 3: $4 \quad 4\frac{4}{5} \quad \frac{4}{5}$

Problem 4: $5 - \frac{1}{4}$

Let's Work Together!

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

a. $3 + \frac{1}{3} =$ _____

b. $5 - \frac{2}{5} =$ _____

2. Use the following three numbers to write two subtraction and two addition number sentences.

a. $6,\ 6\frac{3}{8},\ \frac{3}{8}$

You Try!

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

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

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

2. Use the following three numbers to write two subtraction and two addition number sentences.

b. $\frac{4}{7}$, 9, $8\frac{3}{7}$

You Try!

Solve using a tape diagram or number bond if needed.

c. $7 - \frac{3}{8} =$ _____

d. $10 - \frac{4}{10} =$ _____

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

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

c. $6 - \frac{5}{8} =$ _____

d. $7 - \frac{3}{9} =$ _____

e. $8 - \frac{6}{10} =$ _____

f. $29 - \frac{9}{12} =$ _____

EXIT TICKET

Name:_____ **Date:**_____
BCCSG **Howard / Spelman**

<u>Learning Target:</u> I can add a fraction less than 1 to, or subtract a fraction less than 1 from, a whole number using decomposition and visual models.

<u>Standards:</u> 4.NF.1, 4.NF.2, 4NF.3

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

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

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

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

3. $7 - \frac{5}{8} =$ _____

Friday

Date: April 16

Learning Target: I can add and multiply unit fractions to build fractions greater than 1 using visual models.
Standards: 4.NF.1, 4NF.2, 4NF.3

M5L23

FLUENCY PRACTICE

Name: _____ Date: _____

Multiplication and division worksheets

4 x 10=	36 ÷ 4=	24 ÷ 4=	4 x 9=	4 x 7=
12 ÷ 4=	12 ÷ 4=	4 x 8=	4 x 2=	4 x 9=
12 ÷ 4=	4 x 10=	24 ÷ 4=	28 ÷ 4=	4 x 7=
40 ÷ 4=	8 ÷ 4=	4 x 9=	4 x 3=	4 x 10=
4 x 7=	16 ÷ 4=	4 x 5=	4 x 3=	36 ÷ 4=
4 x 9=	4 x 6=	24 ÷ 4=	8 ÷ 4=	4 x 7=

Concept Development

Problem 1: Write 6 x 2 as an addition sentence

Write $6 \times \frac{1}{2}$ as an addition sentence

Problem 2: $6 \times \frac{1}{2}$

$10 \times \frac{1}{5}$

Concept Development

Problem 3

9 copies of $\frac{1}{4}$

Let's Work Together!

1. Circle any fractions that are equivalent to a whole number. Record the whole number below the fraction.

   a. Count by 1 thirds. Start at 0 thirds. End at 6 thirds.

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

   0

   b. Count by 1 halves. Start at 0 halves. End at 8 halves.

2. Use parentheses to show how to make ones in the following number sentence.

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

Multiply. Draw a tape diagram to support your answer.

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

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

b. $6 \times \frac{1}{2}$

You Try!

4. Multiply, as shown below. Write the product as a mixed number.

Draw a tape diagram if needed

a. 7 copies of 1 third

b. 7 copies of 1 half

c. $10 \times \frac{1}{4}$

d. $14 \times \frac{1}{3}$

EXIT TICKET

Name:_____ **Date:**_____
BCCSG **Howard / Spelman**

<u>Learning Target:</u> I can add and multiply unit fractions to build fractions greater than 1 using visual models.
<u>Standards</u>: 4.NF.1, 4NF.2, 4NF.3

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

Multiply and write the product as a mixed number. Draw a number line to support your answer.

1. $8 \times \frac{1}{2}$

2. 7 copies of 1 fourth

3. $13 \times \frac{1}{3}$