Name ______________________________

4th Grade Modified Math Remote Learning Packet

Week 34

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 34 Day 1 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How I subtract mixed numbers and fractions?

Objective: scholars will be able to subtract fractions from mixed number by changing the mixed number to an improper fraction when needed.

Do Now

A

Number Correct: ______

Change Mixed Numbers to Fractions

1.	$4 = 3 + \underline{\qquad}$		23.	$\frac{8}{4} =$	
2.	$\frac{4}{3} = \frac{3}{3} + \frac{\square}{3}$		24.	$\frac{\square}{4} = \frac{8}{4} + \frac{3}{4}$	
3.	$\frac{4}{3} = 1 + \frac{\square}{3}$		25.	$\frac{11}{4} = \frac{8}{4} + \frac{\square}{4}$	
4.	$\frac{4}{3} = 1\frac{\square}{3}$		26.	$\frac{11}{4} = 2 + \frac{\square}{4}$	
5.	$6 = 5 + \underline{\qquad}$		27.	$\frac{11}{4} = 2\frac{\square}{4}$	
6.	$\frac{6}{5} = \frac{5}{5} + \frac{\square}{5}$		28.	$\frac{\square}{3} = \frac{6}{3} + \frac{1}{3}$	
7.	$\frac{6}{5} = 1 + \frac{\square}{5}$		29.	$\frac{\square}{3} = 2 + \frac{1}{3}$	
8.	$\frac{6}{5} = 1\frac{\square}{5}$		30.	$\frac{7}{3} = \underline{\qquad}\frac{1}{3}$	
9.	$5 = \underline{\qquad} + 1$		31.	$\frac{8}{3} = \underline{\qquad}\frac{2}{3}$	
10.	$\frac{5}{4} = \frac{\square}{4} + \frac{1}{4}$		32.	$\frac{17}{5} = \frac{\square}{5} + \frac{2}{5}$	
11.	$\frac{5}{4} = 1 + \frac{\square}{4}$		33.	$\frac{17}{5} = \frac{15}{5} + \frac{\square}{5}$	
12.	$\frac{5}{4} = \underline{\qquad}\frac{1}{4}$		34.	$\frac{17}{5} = \underline{\qquad} + \frac{2}{5}$	
13.	$8 = \underline{\qquad} + 3$		35.	$\frac{17}{5} = \underline{\qquad}\frac{2}{5}$	
14.	$\frac{8}{5} = \frac{\square}{5} + \frac{3}{5}$		36.	$\frac{13}{6} = \frac{12}{6} + \frac{\square}{6}$	
15.	$\frac{8}{5} = 1 + \frac{\square}{5}$		37.	$\frac{13}{6} = \underline{\qquad} + \frac{1}{6}$	
16.	$\frac{8}{5} = 1\frac{\square}{5}$		38.	$\frac{13}{6} = 2\frac{\square}{6}$	

Name: ________________________ Week 34 Day 1 Date: __________

BCCS-B Howard Morehouse Hampton

Do Now

B

Number Correct: _______

Improvement: _______

Change Mixed Numbers to Fractions

1.	$5 = 4 + \_\_\_$		23.	$\frac{6}{3} =$	
2.	$\frac{5}{4} = \frac{4}{4} + \frac{\square}{4}$		24.	$\frac{\square}{3} = \frac{6}{3} + \frac{2}{3}$	
3.	$\frac{5}{4} = 1 + \frac{\square}{4}$		25.	$\frac{8}{3} = \frac{6}{3} + \frac{\square}{3}$	
4.	$\frac{5}{4} = 1\frac{\square}{4}$		26.	$\frac{8}{3} = 2 + \frac{\square}{3}$	
5.	$3 = 2 + \_\_\_$		27.	$\frac{8}{3} = 2\frac{\square}{3}$	
6.	$\frac{3}{2} = \frac{2}{2} + \frac{\square}{2}$		28.	$\frac{\square}{10} = \frac{20}{10} + \frac{1}{10}$	
7.	$\frac{3}{2} = 1 + \frac{\square}{2}$		29.	$\frac{\square}{10} = 2 + \frac{1}{10}$	
8.	$\frac{3}{2} = 1\frac{\square}{2}$		30.	$\frac{21}{10} = \_\_\_\frac{1}{10}$	
9.	$9 = \_\_\_ + 1$		31.	$\frac{27}{10} = \_\_\_\frac{7}{10}$	
10.	$\frac{9}{8} = \frac{\square}{8} + \frac{1}{8}$		32.	$\frac{13}{6} = \frac{\square}{6} + \frac{1}{6}$	
11.	$\frac{9}{8} = 1 + \frac{\square}{8}$		33.	$\frac{13}{6} = \frac{12}{6} + \frac{\square}{6}$	
12.	$\frac{9}{8} = \_\_\_\frac{1}{8}$		34.	$\frac{13}{6} = \_\_\_ + \frac{1}{6}$	
13.	$9 = \_\_\_ + 4$		35.	$\frac{13}{6} = \_\_\_\frac{1}{6}$	
14.	$\frac{9}{5} = \frac{\square}{5} + \frac{4}{5}$		36.	$\frac{17}{8} = \frac{16}{8} + \frac{\square}{8}$	
15.	$\frac{9}{5} = 1 + \frac{\square}{5}$		37.	$\frac{17}{8} = \frac{\square}{8} + \frac{1}{8}$	
16.	$\frac{9}{5} = 1\frac{\square}{5}$		38.	$\frac{17}{8} = 2\frac{\square}{8}$	

Name: ________________________ Week 34 Day 1 Date: _________

BCCS-B Howard Morehouse Hampton

Input

Problem 1: Subtract a fraction from a mixed number by taking out 1 when there are not enough fractional units.

8 1/10 – 8/10

Before we begin subtracting, let's stack our numbers so that we can see if we have enough tenths to subtract.

Now that we have our problem stacked in the box to the right, do we have enough tenths to subtract? _________

We have to make more tenths before we can subtract. Let's review the steps we took before to solve problems like this one.

1. Make more of the unit by borrowing from the whole number.
2. Add the fraction to what we have so that we can make more.
3. Subtract the fractions
4. Subtract the whole numbers if we need to.

To solve this first problem, lets follow each of these steps from above one at a time.

Let's try this one together and then you can try the next on your own.

$6\frac{2}{8} - \frac{7}{8}$

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Input

Try the next 2 on your own, use the boxes I have provided to stack your numbers and show your work.

$5\frac{1}{4} - \frac{3}{4}$ and $4\frac{2}{6} - \frac{5}{6}$.

Problem 2: Subtract a mixed number from a mixed number by taking out 1 when there are not enough fractional units.

What do you notice about the following problem?

$11\frac{1}{5} - 2\frac{3}{5}$=?

This time we are ___________________ a mixed number from a ___________________ number.

Before we solve this problem, let's take a look at the tool kit on the next page and then we will come back to solving this the way that the tool kit tells us to.

Name: ________________________ Week 34 Day 1 Date: _________

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Input

Subtracting Mixed Numbers

1. Subtract the whole numbers
2. Look at the fractions, do we have enough to subtract?
   No? make more!
   Yes! Subtract
3. Make more of the unit by borrowing 1 of the wholes and decomposing it into the unit needed.
4. Add to what you already have
5. Subtract

Now Let's try to solve:

$11\frac{1}{5} - 2\frac{3}{5}$=?

Let's try another one:

$4\frac{1}{8} - 1\frac{7}{8}$

Try there 2 on your own:

$7\frac{5}{12} - 3\frac{9}{12}$

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

Name: ________________________ Week 34 Day 1 Date: _________

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CFU

Here are a couple more that you can practice on your own:

$9\frac{3}{8} - 7\frac{5}{8}$

$6\frac{2}{7} - 3\frac{6}{7}$

$7\frac{3}{10} - 2\frac{4}{10}$

Application Problem

There were $4\frac{1}{8}$ pizzas. Benny took $\frac{2}{8}$ of a pizza. How many pizzas are left? Use CUBES to solve.

Name: ________________________ Week 34 Day 1 Date: _________

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Exit Ticket

Look back at your notes!

Solve.

1. $7\frac{1}{6} - 2\frac{4}{6}$

2. $12\frac{5}{8} - 3\frac{7}{8}$

Homework

Solve using any strategy.

a. $7\frac{3}{12} - 4\frac{9}{12}$

b. $9\frac{6}{10} - 5\frac{8}{10}$

c. $17\frac{2}{16} - 9\frac{7}{16}$

d. $12\frac{5}{100} - 8\frac{94}{100}$


Brighter Choice
Charter School for Boys
Day # 2

Name: ________________________ Week 34 Day 2 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How do I use the associative property to multiply whole numbers and fractions?

Objective: I can use the associative property to multiply whole numbers and fractions.

Do Now

$2\frac{3}{5}+2\frac{2}{5}$	$10\frac{3}{5}+5\frac{4}{5}$	$7\frac{2}{3}+3\frac{2}{3}$

$6\frac{2}{3}-3\frac{2}{3}$	$6\frac{1}{3}-4\frac{2}{3}$	$10\frac{1}{5}-4\frac{3}{5}$

Input

What do you know about the associative property? _________________________

____

____

The associative property is ____

____

Name: ________________________ Week 34 Day 2 Date: _________

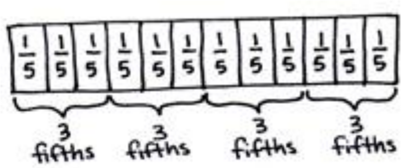
BCCS-B Howard Morehouse Hampton

Input

Problem: What does 4 copies of 3cm mean? Write an equation and draw a picture.

Tape diagram	Equation

Look at the tape diagram below:



This tape diagram is showing ______ copies of _______ fifths. What multiplication equation will match this picture?

____

Would the following be true?

(4 x 3) fifths and 4 x (3 fifths)? Why or why not? ____________________________

____

Name: ________________________ Week 34 Day 2 Date: _________

BCCS-B Howard Morehouse Hampton

Input

Try the next one on your own:

Draw a picture to show 3 copies of 5 sixths and write a matching multiplication sentence.

Tape Diagram	Equation

Problem 2:

$4 \times 3/5$

There are two different ways that we could read this equation. What are the two ways we can read this?

____

____

When thinking about the ________________ property, we could write this number sentence two different ways. Look at the two problems below, are they both true? Do they both give us the same answer?

$4 \times (3 \times 1/5)$

$(4 \times 3) \times 1/5$

Explain. ____

Name: ________________________ Week 34 Day 2 Date: _________

BCCS-B Howard Morehouse Hampton

Input

How would we read the problem below? Write this problem in unit form on the line below:

$5 \times \frac{3}{4} =$ ________

____

Solve the next two independently and rewrite the equation in unit form like we did above.

Try these:

$8 \times \frac{2}{3} =$ _________

Rewrite in unit form: ____

$12 \times \frac{3}{10} =$ ________

Rewrite in unit form: ____

CFU

Write the expression in unit form to solve.

a. $7 \times \frac{2}{3}$

b. $4 \times \frac{2}{4}$

c. $16 \times \frac{3}{8}$

d. $6 \times \frac{5}{8}$

Name: ________________________ Week 34 Day 2 Date: _________

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Application problem

Mary needs 3/5 yards of fabric for each costume. How many yards of fabric will she need for 6 costumes?

Exit Ticket

1. Solve using unit form.

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

2. Solve.

$$11 \times \frac{5}{6}$$

Name: ________________________ Week 34 Day 2 Date: _________

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Homework -

Look back at your notes for examples!

Solve.

a. $6 \times \frac{3}{4}$

b. $7 \times \frac{5}{8}$

c. $13 \times \frac{2}{3}$

d. $18 \times \frac{2}{3}$

Mrs. Smith bought some orange juice. Each member of her family drank $\frac{2}{3}$ cup for breakfast. There are five people in her family. How many cups of orange juice did they drink? **USE CUBES**


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Day # 3

Name: ________________________ Week 34 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How can I model a whole number x a mixed number?

Objective: I can model a whole number x a mixed by using a tape diagram.

Do Now

Multiplying whole numbers and fractions and then rewrite as a mixed number if possible

4 x 2/3=______ 5 x 3/7=______ 7 x 3/6= _____

Input

We have learned how to draw __________________ tape diagrams. For example,

4	***4***	***4***	***4***

What multiplication problem would the tape diagram above represent? ________

What about this one? ______________

½	½	½	½	½

Problem 1: Draw a tape diagram to show the product of a whole number and a mixed number.

First I want to draw a tape diagram to show 3 and 1/5. Part of the tape diagram can be for the ones and the other part can be for the fraction.

Name: ________________________ Week 34 Day 3 Date: _________

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Input

Now, lets draw another copy of that same tape diagram.

We can also reorganize these pieces to look like this:

If I change the way the tape diagram is organized, does it still show the same information? ________

Right an equation to match: ________________________________

Try This:

For this one I want you to try and draw a tape diagram on your own to **show 4 units of 5 and 2/10.**

Write an equation: ______________________________

Name: _______________________ Week 34 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Input

Using this equation, 3 × 7 3/4, rewrite it in the way in which we could solve.

____

What do you notice about the answer we got this time compared to the answers we got in the questions that came before this?

Since the fraction is _____________________, we need to change it to a _________________ number and then add the whole number the part of the answer that we already have.

Solve the next on your own:

$5 \times 3\frac{2}{3}$= __________

Name: ________________________ Week 34 Day 3 Date: _________

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CFU activities:

Solve the following on your own using the same steps that we did during our practice together.

e. $3 \times 7\frac{3}{4}$	f. $6 \times 3\frac{1}{2}$
g. $4 \times 9\frac{1}{5}$	h. $5\frac{6}{8} \times 4$

Application activities:

In April, Jenny ran in a marathon as part of a relay team. She ran 6 55/100 miles. In September, Jenny ran 4 times as far to complete a marathon on her own. How far did Jenny run in September?

Name: ______________________ Week 34 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Exit Ticket

1. $4 \times 5\frac{3}{8}$

2. $4\frac{3}{10} \times 3$

Name: ________________________ Week 34 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Homework

Solve

e. $8 \times 7\frac{1}{4}$	f. $3\frac{3}{8} \times 12$

3. Sara's street is $2\frac{3}{10}$ miles long. She ran the length of the street 6 times. How far did she run?

4. Kelly's new puppy weighed $4\frac{7}{10}$ pounds when she brought him home. Now, he weighs six times as much. How much does he weigh now?


Brighter Choice
Charter School for Boys
Day # 4

Name: ________________________ Week 34 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How can I model a whole number x a mixed number?

Objective: I can model a whole number x a mixed by using a tape diagram.

<u>Do Now</u>

Use CUBES to solve:

Eight students are on a relay team. Each runs $1\frac{3}{4}$ kilometers. How many total kilometers does their team run?

Input

Problem 1: Missing Factors

How do we know what factors to put in the blanks of this missing equation?

$5 \times 8\frac{1}{5}$ = (__ × 8) + (__ × $\frac{1}{5}$)

Draw a tape diagram to match the equation above:

Solve:

Name: ________________________ Week 34 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

Try the next one:

4 x 3 and 2/7= (____ x 3) + (_____ x 2/7)

Problem 2: Use and share strategies for using the distributive property to find the product of a whole number and a mixed number.

$4 \times 9\frac{3}{4}$ = ___

What are we going to first in this problem above?

____

Do it: ____________________

What are we going to do next? ____

____

Do it: ____________________

Finally, what are we going to do? ____

____

Do it: ______________________

What is the final answer? ______________

CFU

$5\frac{6}{8} \times 4$	$12\frac{2}{6} \times 3$	$9 \times 7\frac{5}{7}$

Name: _______________________ Week 34 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

Application Problem

Robin rides for $3\frac{1}{2}$ miles round trip to get to and from school. How many miles would Robin ride in 5 days? Use CUBES to solve.

Exit Ticket

1. Fill in the unknown factors.

$$8 \times 5\frac{2}{3} = (\_\_\_\_ \times 5) + (\_\_\_\_ \times \frac{2}{3})$$

2. Multiply. Use the distributive property.

$$6\frac{5}{8} \times 7$$

Name: ________________________ Week 34 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

Homework

Solve e and f using any strategy you have learned. Solve 3 and 4 using CUBES.

e. $4 \times 20\frac{8}{12}$

f. $30\frac{3}{100} \times 12$

3. Brandon is cutting 9 boards for a woodworking project. Each board is $4\frac{5}{8}$ feet long. What is the total length of the boards?

4. Rocky the collie ate $3\frac{1}{4}$ cups of dog food each day for two weeks. How much dog food did Rocky eat in that time?


Brighter Choice
Charter School for Boys
Day # 5

Name: _______________________ Week 34 Day 5 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How can I demonstrate my understanding of topics F and G?

Objective: I can score an 80% or better on my quiz to demonstrate my understanding of topics G and F.

<u>Do Now</u>

Brandon is cutting 9 boards for a woodworking project. Each board is $4\frac{5}{8}$ feet long. What is the total length of the boards?

<u>There is NO HOMEWORK tonight and NO EXIT TICKET.</u>

Remote scholars- make sure to submit your open response answers on EDLIGHT and your multiple choice using the google form posted in your math classroom

Use the space on the next page for questions 9 and 10.

Number 9

Number 10

Name ______________________________

4^{th} Grade Modified Math Remote Learning Packet

Week 35

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 35 Day 1 Date: _________

BCCS-B Howard Morehouse Hampton

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

Objective: I can use CUBES to help solve word problems that involve the multiplication of fractions.

Do Now-Sprint A

$\frac{1}{3}+\frac{1}{3}=$	
$2\times\frac{1}{3}=$	
$\frac{1}{4}+\frac{1}{4}+\frac{1}{4}=$	
$3\times\frac{1}{4}=$	
$\frac{1}{5}+\frac{1}{5}=$	
$2\times\frac{1}{5}=$	
$\frac{1}{5}+\frac{1}{5}+\frac{1}{5}=$	
$3\times\frac{1}{5}=$	
$\frac{1}{5}+\frac{1}{5}+\frac{1}{5}+\frac{1}{5}=$	
$4\times\frac{1}{5}=$	
$\frac{1}{10}+\frac{1}{10}+\frac{1}{10}=$	
$3\times\frac{1}{10}=$	
$\frac{1}{8}+\frac{1}{8}+\frac{1}{8}=$	
$3\times\frac{1}{8}=$	
$\frac{1}{2}+\frac{1}{2}=$	
$2\times\frac{1}{2}=$	

23.	$\frac{1}{3}+\frac{1}{3}+\frac{1}{3}+\frac{1}{3}=$	
24.	$4\times\frac{1}{3}=$	
25.	$\frac{5}{6}=$	$\_\_\times\frac{1}{6}$
26.	$\frac{5}{6}=$	$5\times -$
27.	$\frac{5}{8}=$	$5\times -$
28.	$\frac{5}{8}=$	$\_\_\times\frac{1}{8}$
29.	$\frac{7}{8}=$	$7\times -$
30.	$\frac{7}{10}=$	$7\times -$
31.	$\frac{7}{8}=$	$\_\_\times\frac{1}{8}$
32.	$\frac{7}{10}=$	$\_\_\times\frac{1}{10}$
33.	$\frac{6}{6}=$	$6\times -$
34.	$1=$	$6\times -$
35.	$\frac{8}{8}=$	$\_\_\times\frac{1}{8}$
36.	$1=$	$\_\_\times\frac{1}{8}$
37.	$9\times\frac{1}{10}=$	
38.	$7\times\frac{1}{5}=$	

Name: ________________________ Week 35 Day 1 Date: _________

BCCS-B Howard Morehouse Hampton

Do Now-Sprint B

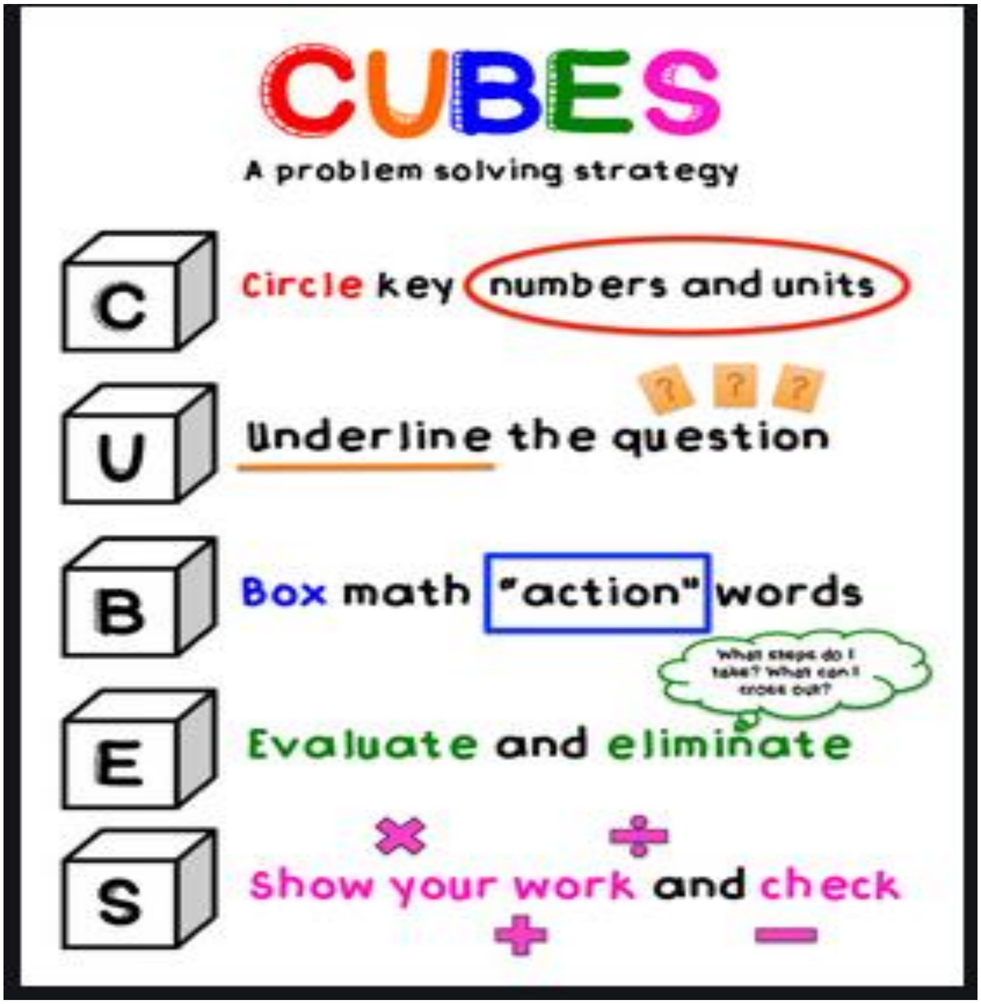
$\frac{1}{5} + \frac{1}{5} =$	
$2 \times \frac{1}{5} =$	
$\frac{1}{3} + \frac{1}{3} =$	
$2 \times \frac{1}{3} =$	
$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} =$	
$3 \times \frac{1}{4} =$	
$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} =$	
$3 \times \frac{1}{5} =$	
$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} =$	
$4 \times \frac{1}{5} =$	
$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} =$	
$3 \times \frac{1}{8} =$	
$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} =$	
$3 \times \frac{1}{10} =$	
$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$	
$3 \times \frac{1}{3} =$	

23.	$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} =$	
24.	$3 \times \frac{1}{2} =$	
25.	$\frac{5}{6} =$	$\_\_ \times \frac{1}{6}$
26.	$\frac{5}{6} =$	$5 \times$ —
27.	$\frac{5}{8} =$	$5 \times$ —
28.	$\frac{5}{8} =$	$\_\_ \times \frac{1}{8}$
29.	$\frac{7}{8} =$	$7 \times$ —
30.	$\frac{7}{10} =$	$7 \times$ —
31.	$\frac{7}{8} =$	$\_\_ \times \frac{1}{8}$
32.	$\frac{7}{10} =$	$\_\_ \times \frac{1}{10}$
33.	$\frac{8}{8} =$	$8 \times$ —
34.	$1 =$	$8 \times$ —
35.	$\frac{6}{6} =$	$\_\_ \times \frac{1}{6}$
36.	$1 =$	$\_\_ \times \frac{1}{6}$
37.	$5 \times \frac{1}{12} =$	
38.	$6 \times \frac{1}{5} =$	

Name: _______________________ Week 35 Day 1 Date: _________

BCCS-B Howard Morehouse Hampton

Input

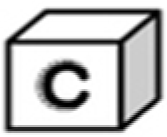


Name: ________________________   Week 35 Day 1 Date: _________

BCCS-B   Howard Morehouse Hampton

Input

The tool kit is on the first page is ______________ correct. We do a few steps a little ______________________, so in these notes we will remind ourselves of how we use CUBES to solve _____________ problems.



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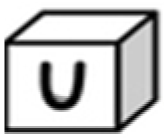

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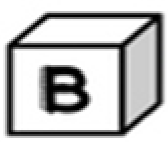

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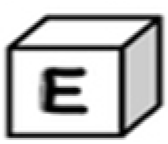

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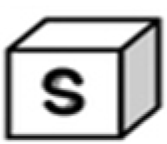

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Name: ______________________ Week 35 Day 1 Date: _________

BCCS-B Howard Morehouse Hampton

Input

Problem 1: Tameka ran $\mathbf{2\frac{5}{8}}$ miles. Her sister ran twice as far. How far did Tameka's sister run? Use CUBES to solve.

Your Turn

Sam Read 3 and ¼ of his book and his sister ran twice as much. How much of her book did Sam's sister read? Use CUBES to solve

Name: ________________________ Week 35 Day 1 Date: _________

BCCS-B Howard Morehouse Hampton

Input

Problem 2: Natasha's sculpture was $5\frac{3}{16}$ inches tall. Maya's was 4 times as tall. How much shorter was Natasha's sculpture than Maya's?

Application Problem

A seamstress needs $\mathbf{1\frac{5}{8}}$ yards of fabric to make a child's dress. She needs 3 times as much fabric to make a woman's dress. How many yards of fabric does she need for both dresses?

Name: ________________________ Week 35 Day 1 Date: _________

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Exit Ticket

Use CUBES to solve.

A piece of blue yarn is $\mathbf{5\frac{2}{3}}$ yards long. A piece of pink yarn is 5 times as long as the blue yarn. Bailey tied them together with a knot that used $\mathbf{\frac{1}{3}}$ yard from each piece of yarn. What is the total length of the yarn tied together?

Homework-Use CUBES to solve

1. Ground turkey is sold in packages of $2\frac{1}{2}$ pounds. Dawn bought eight times as much turkey that is sold in 1 package for her son's birthday party. How many pounds of ground turkey did Dawn buy?

2. Trevor's stack of books is $7\frac{7}{8}$ inches tall. Rick's stack is 3 times as tall. What is the difference in the heights of their stacks of books?


Brighter Choice
Charter School for Boys
Day # 2

Name: ________________________ Week 35 Day 2 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How can I apply the CUBES strategy to solving multiplicative word problems that involve fractions and line plots?

Objective: I can use CUBES to help solve word problems that involve the multiplication of fractions and line plots.

Do Now

Change the following improper fractions into mixed numbers:

12/5=______

17/3 =______

21/4=_______

34/2=_______

Review of line plots:

What do we use a line plot for? While watching this video, keep this question in your mind and when we are done I want you to answer that question on the lines below.

https://www.youtube.com/watch?v=S8ZX1uROWzo

____

____

Name: _______________________ Week 35 Day 2 Date: _________

BCCS-B Howard Morehouse Hampton

Input

Problem 1

The chart to the right shows the heights, in feet, of some football players. Use the data to create a line plot at the bottom of this page and to answer the questions below.

Player	Height (in feet)
A	$6\frac{1}{4}$
B	$5\frac{7}{8}$
C	$6\frac{1}{2}$
D	$6\frac{1}{4}$
E	$6\frac{2}{8}$
F	$5\frac{7}{8}$
G	$6\frac{1}{8}$
H	$6\frac{5}{8}$
I	$5\frac{6}{8}$
J	$6\frac{1}{8}$

What is the difference in the height of the tallest and shortest players?

____

Name: ________________________ Week 35 Day 2 Date: _________

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Input

For the next question, we are going to refer to the line plot as well.

Problem 2

One of the players on the team is now 4 times as tall as he was at birth, when he measured $1\frac{5}{8}$ feet. Who is the player?

Draw	Solve

CFU

Try to solve the next 2 on your own and again, refer back to the table and line plot if needed:

Six of the players on the team weigh over 300 pounds. Doctors recommend that players of this weight drink at least $3\frac{3}{4}$ quarts of water each day. At least how much water should be consumed per day by all 6 players?

Nine of the players on the team weigh about 200 pounds. Doctors recommend that people of this weight each eat about $3\frac{7}{10}$ grams of carbohydrates per pound each day. About how many combined grams of carbohydrates should these 9 players eat per pound each day?

Name: ________________________ Week 35 Day 2 Date: _________

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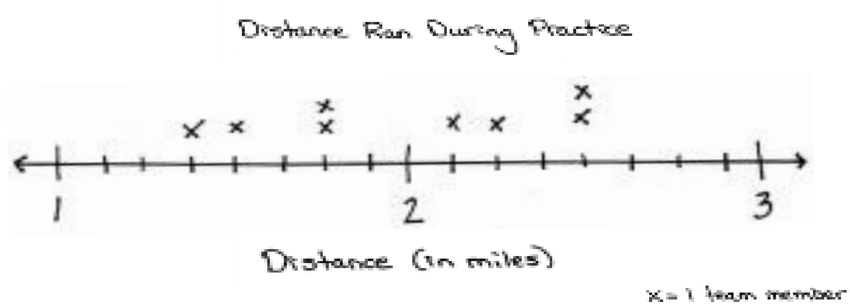
Exit Ticket

Coach Taylor asked his team to record the distance they ran during practice. The distances are listed in the table.

1. Use the table to locate the incorrect data on the line plot.
   Circle any incorrect points.

Mark any missing points

Team Members	Distance (in miles)
Alec	$1\frac{3}{4}$
Henry	$1\frac{1}{2}$
Charles	$2\frac{1}{8}$
Steve	$1\frac{3}{4}$
Pitch	$2\frac{2}{4}$
Raj	$1\frac{6}{8}$
Pam	$2\frac{1}{2}$
Terry	$1\frac{3}{8}$



Of the team members who ran $1\frac{6}{8}$ miles, how many miles did those team members run combined?

Name: ________________________ Week 35 Day 2 Date: _________

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Homework

The chart to the right shows the total monthly rainfall for a city.

1. Use the data to create a line plot at the bottom of this page and to answer the following questions.

Month	Rainfall (in inches)
January	$2\frac{2}{8}$
February	$1\frac{3}{8}$
March	$2\frac{3}{8}$
April	$2\frac{5}{8}$
May	$4\frac{1}{4}$
June	$2\frac{1}{4}$
July	$3\frac{7}{8}$
August	$3\frac{1}{4}$
September	$1\frac{5}{8}$
October	$3\frac{2}{8}$
November	$1\frac{3}{4}$
December	$1\frac{5}{8}$

2. What is the difference in rainfall from the wettest and driest months?

3. How much more rain fell in May than in April?


Brighter Choice
Charter School for Boys
Day # 3

Name: _______________________ Week 35 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How I demonstrate my understanding of Module 5?

Objective: I can demonstrate my understanding of mod 5 by actively interacting with the review

Today we are going to be reviewing what we have learned about ______________. I am really excited for you to prove what you know! Before we get started, I want you to take 1 minute to make a list of all the things that you can remember learning about ____________. Then, I will give you a chance to share your list!

Use this space to write down what you remember about FRACTIONS!

Input

THE AMAZING MATH RACE

Travel Information: Hop on a plane! You are on your way to Boston, MA

Directions: Find each missing number to make the fractions equivalent. Show all work.

Name: ________________________ Week 35 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Input

$\frac{4}{6} = \frac{\_\_\_\_}{24}$ $\frac{5}{6} = \frac{\_\_\_\_}{12}$

$\frac{1}{9} = \frac{5}{\_\_\_\_}$ $\frac{8}{10} = \frac{4}{\_\_\_\_}$

Directions: Make an equivalent fraction for each fraction. Show all work.

$\frac{4}{8} = \_\_\_\_$ $\frac{2}{9} = \_\_\_\_$

$\frac{9}{12} = \_\_\_\_$ $\frac{2}{6} = \_\_\_\_$

Once you have completed all the math problems all group members must "run" the Boston Marathon—run in place one minute.

STOP #1
BOSTON, MA

Name: ________________________ Week 35 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Input

THE AMAZING MATH RACE

Travel Information: Hop on a plane! You are on your way to Austin, TX.

Directions: Compare each set of fractions using >, <, or =.

$\frac{2}{6} \bigcirc \frac{4}{6}$ $\frac{3}{12} \bigcirc \frac{7}{12}$

$\frac{1}{2} \bigcirc \frac{3}{5}$ $\frac{2}{7} \bigcirc \frac{4}{14}$

$\frac{3}{8} \bigcirc \frac{3}{4}$ $\frac{10}{12} \bigcirc \frac{3}{6}$

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

Once you have completed all the math problems all group members must Texas line dance for one minute.

Name: ________________________ Week 35 Day 3 Date: _________

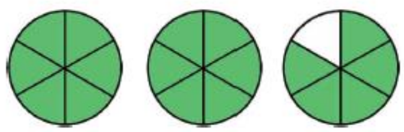
BCCS-B Howard Morehouse Hampton

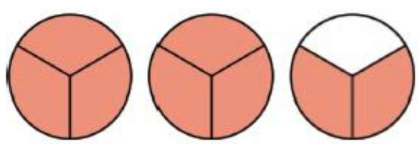
Input

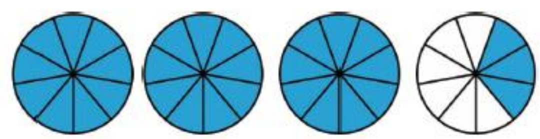
THE AMAZING MATH RACE

Travel Information: Hop on the train! You are on your way to Billings, MT.

Directions: Write both the improper fraction and mixed number for each drawing.







Once you have completed all the math problems all group members must go fishing for 30 seconds..

STOP #3 BILLINGS, MT

Name: ______________________ Week 35 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Input

THE AMAZING MATH RACE

Travel Information: Grab the car keys! You're on your way to Salt Lake City, UT

Directions: Change each improper fraction into a mixed number.

$\frac{10}{6}$ $\frac{23}{5}$ $\frac{8}{6}$ $\frac{12}{9}$

Directions: Change each mixed number into an improper fraction.

$5\frac{4}{6}$ $6\frac{4}{8}$ $2\frac{11}{12}$

Once you have completed all the math problems all group members must downhill ski for one minute.

STOP #4
SALT LAKE CITY, UT

Name: ______________________ Week 35 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Input

THE AMAZING MATH RACE

Travel Information: Grab the car keys! You're on your way to Grand Canyon Village, AZ

Directions: Solve each addition and subtraction problem.

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

$\frac{5}{8} + \frac{1}{8} =$ $\frac{9}{10} - \frac{4}{10} =$ $\frac{7}{11} - \frac{2}{11} =$

$\frac{5}{6} - \frac{4}{6} =$ $\frac{8}{10} + \frac{1}{10} =$

Once you have completed all the math problems all group members must kayak down the Colorado River for one minute.

STOP #5

GRAND CANYON VILLAGE, AZ

Name: ________________________ Week 35 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Input

THE AMAZING MATH RACE

Travel Information: Hop on a plane! You're on your way to Denali, AK

Directions: Solve each addition and subtraction problem.

$7\frac{3}{6} + \frac{2}{6} =$

$3\frac{2}{8} + 2\frac{7}{8} =$

$9\frac{8}{9} - \frac{4}{9} =$

$5\frac{3}{10} - \frac{4}{10} =$

Once you have completed all the math problems all group members must climb up the highest peak in North America, Denali, for one minute.

STOP #6
DENALI, AK

Name: ________________________ Week 35 Day 3 Date: _________

BCCS-B Howard Morehouse Hampton

Input

THE AMAZING MATH RACE

Now you're in the home stretch! Take two laps around the room (being very careful, of course) to finish the Amazing Math Race: Fractions! Once you have finished write your name on the board and sit quietly at your desk and work on the challenge problems.

CHALLENGE PROBLEMS

Directions: Draw a model and write the improper fraction of the following fractions.

$5\frac{2}{7}$ $3\frac{5}{6}$

Emmie is canoeing the Lake Michigan. She has canoed $\frac{4}{10}$ of a mile. She is planning on canoeing $\frac{7}{10}$ of a mile total. How much further does Emmie have to canoe to meet her goal? Draw a model to help explain your answer.


Brighter Choice
Charter School for Boys
Day # 4

Name: ________________________ Week 35 Day 4 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How I demonstrate my understanding of Module 5?

Objective: I can demonstrate my understanding of mod 5 by scoring an 80% or better on my EOM assessment.

Today we are going to be taking our end of module 5 assessment: Fractions!

There is NO HOMEWORK TONIGHT and NO Exit Ticket today.

Use the Space below and on the next page to answer the 3 open response questions. DO NOT forget to submit each on edlight!

Number 16

Name: _________________________ Week 35 Day 4 Date: __________

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Number 17

Number 18


Brighter Choice
Charter School for Boys
Day # 5

Name: ________________________ Week 35 Day 5 Date: _________

BCCS-B Howard Morehouse Hampton

LEQ: How are tenths written as decimals compare to fractions?

Objective: I can show the decomposition of 1 whole into tenths as fractions and decimals.

Do Now

20 ÷ 10 =	
30 ÷ 10 =	
40 ÷ 10 =	
80 ÷ 10 =	
50 ÷ 10 =	
90 ÷ 10 =	
70 ÷ 10 =	
60 ÷ 10 =	
10 ÷ 10 =	
100 ÷ 10 =	
20 ÷ 10 =	
120 ÷ 10 =	
50 ÷ 10 =	
150 ÷ 10 =	
80 ÷ 10 =	
180 ÷ 10 =	
280 ÷ 10 =	

39.	50 ÷ 10 =
40.	850 ÷ 10 =
41.	1,850 ÷ 10 =
42.	70 ÷ 10 =
43.	270 ÷ 10 =
44.	4,270 ÷ 10 =
45.	90 ÷ 10 =
46.	590 ÷ 10 =
47.	7,590 ÷ 10 =
48.	120 ÷ 10 =
49.	1,200 ÷ 10 =
50.	2,000 ÷ 10 =
51.	240 ÷ 10 =
52.	2,400 ÷ 10 =
53.	4,000 ÷ 10 =
54.	690 ÷ 10 =
55.	6,900 ÷ 10 =

Name: ________________________ Week 35 Day 5 Date: _________

BCCS-B Howard Morehouse Hampton

Do Now

10 ÷ 10 =	
20 ÷ 10 =	
30 ÷ 10 =	
70 ÷ 10 =	
40 ÷ 10 =	
80 ÷ 10 =	
60 ÷ 10 =	
50 ÷ 10 =	
90 ÷ 10 =	
100 ÷ 10 =	
30 ÷ 10 =	
130 ÷ 10 =	
60 ÷ 10 =	
160 ÷ 10 =	
90 ÷ 10 =	
190 ÷ 10 =	
290 ÷ 10 =	
390 ÷ 10 =	
690 ÷ 10 =	
650 ÷ 10 =	
860 ÷ 10 =	
420 ÷ 10 =	

23	40 ÷ 10 =	
24.	840 ÷ 10 =	
25.	1,840 ÷ 10 =	
26.	80 ÷ 10 =	
27.	280 ÷ 10 =	
28.	4,280 ÷ 10 =	
29.	60 ÷ 10 =	
30.	560 ÷ 10 =	
31.	7,560 ÷ 10 =	
32.	130 ÷ 10 =	
33.	1,300 ÷ 10 =	
34.	3,000 ÷ 10 =	
35.	250 ÷ 10 =	
36.	2,500 ÷ 10 =	
37.	5,000 ÷ 10 =	
38.	740 ÷ 10 =	
39.	7,400 ÷ 10 =	
40.	4,000 ÷ 10 =	
41.	910 ÷ 10 =	
42.	5,820 ÷ 10 =	
43.	7,600 ÷ 10 =	
44.	6,000 ÷ 10 =	

Name: _______________________ Week 35 Day 5 Date: _________

BCCS-B Howard Morehouse Hampton

Input

Guess the weight of the rice: _________

Draw a tape diagram and at the top let's write 1kg as our total.

How can we represent the ten bags in the tape diagram?

Each bag or box in the tape diagram, represents what fraction of the whole? ____

So, 2 bags would be how many tenths? ________

4 bags? _______

7 bags? _________

Now, draw a number line to represent the same information.

←--→

Now, on our number line, we are going to include the decimal version of each of the fractions that we wrote, but first:

What is a decimal? ____

____

While watching the next video, I want you to keep this question in mind and at the end, be prepared to share your thoughts.

https://www.youtube.com/watch?v=xiMuFg9UqNY

Name: ________________________ Week 35 Day 5 Date: _________

BCCS-B Howard Morehouse Hampton

Activity 2:

Decompose a meter

On your paper I want you to represent this meter stick by drawing a tape diagram and on the top mark 1m as the total.

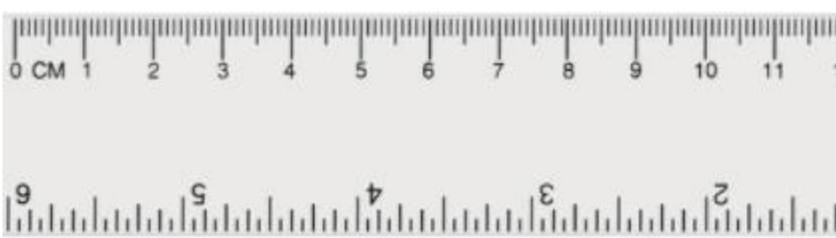
How can we decompose this meter into tenths? ___________________________

What if we shade 4 of these spaces, what fraction of this meter is shaded?

____

Write this as a decimal. ________________

We can do this with centimeters as well. Look at this ruler, these tiny tick mark represents 1cm.



I could also decompose this into tenths and record the amounts as fractions and decimals.

Lets do that on our paper.

Name: ________________________ Week 35 Day 5 Date: _________

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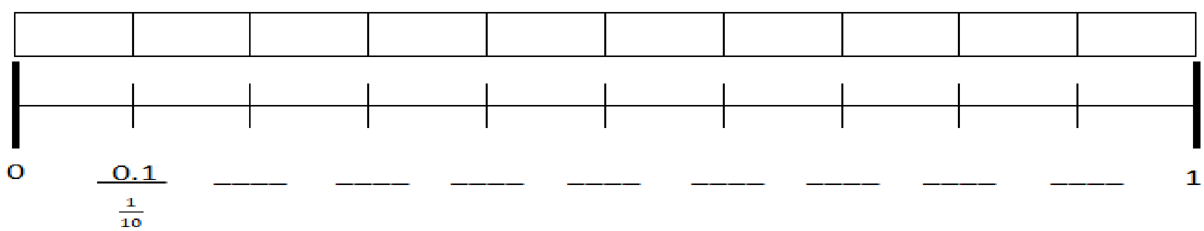
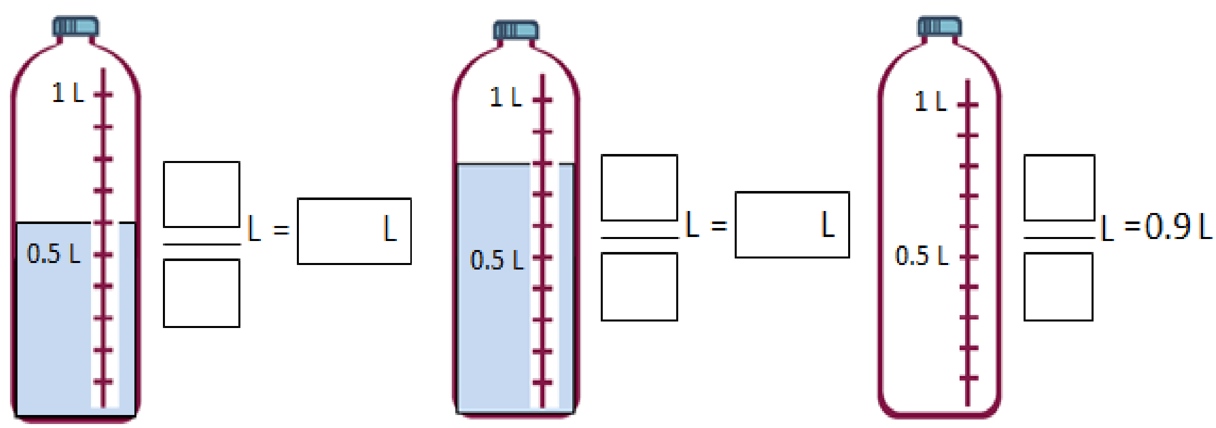
CFU

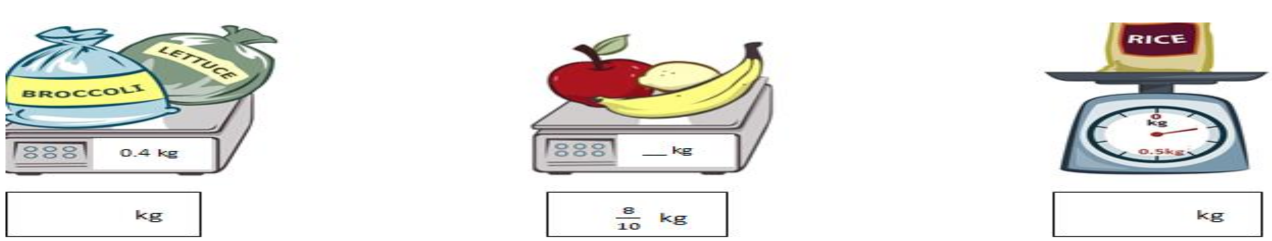
Shade the first 7 units of the tape diagram. Count by tenths to label the number line using a fraction and a decimal for each point. Circle the decimal that represents the shaded part.



Write the total amount of water in fraction form and decimal form. Shade the last bottle to show the correct amount.



Write the total weight of the food on each scale in fraction form or decimal form.



Name: ________________________ Week 35 Day 5 Date: _________

BCCS-B Howard Morehouse Hampton

CFU

Write the length of the bug in centimeters. (The drawing is not to scale.)

Fraction form: ______________ cm

Decimal form: ______________ cm

How far does the bug need to walk before its nose is at the 1 cm mark? ____________ cm

Fill in the blank to make the sentence true in both fraction form and decimal form.

a. $\frac{8}{10}$ cm + _______ cm = 1 cm 0.8 cm + _______ cm = 1.0 cm

b. $\frac{2}{10}$ cm + _______ cm = 1 cm 0.2 cm + _______ cm = 1.0 cm

c. $\frac{6}{10}$ cm + _______ cm = 1 cm 0.6 cm + _______ cm = 1.0 cm

Match each amount expressed in unit form to its equivalent fraction and decimal forms.

3 tenths	$\frac{5}{10}$	0.2
5 tenths	$\frac{9}{10}$	0.6
6 tenths	$\frac{2}{10}$	0.3
9 tenths	$\frac{3}{10}$	0.5
2 tenths	$\frac{6}{10}$	0.9

Name: ________________________ Week 35 Day 5 Date: _________

BCCS-B Howard Morehouse Hampton

Exit Ticket

1. Fill in the blank to make the sentence true in both fraction form and decimal form.

   a. $\frac{9}{10}$ cm + _______ cm = 1 cm   0.9 cm + _______ cm = 1.0 cm

   b. $\frac{4}{10}$ cm + _______ cm = 1 cm   0.4 cm + _______ cm = 1.0 cm

2. Match each amount expressed in unit form to its fraction form and decimal form.

3 tenths	$\frac{5}{10}$	0.8
8 tenths	$\frac{8}{10}$	0.3
5 tenths	$\frac{3}{10}$	0.5

NO HOMEWORK

Have a GREAT weekend ☺