# Mathematics

# Grade 3

DETROIT
PUBLIC SCHOOLS
COMMUNITY DISTRICT

Dear DPSCD Families,

The Office of Mathematics is partnering with families to support Distance Learning while students are home. As your child's first teacher, we empower you to utilize the resources provided to foster a deeper understanding of grade-level mathematics.

Students in grades K-8 will work from our core curriculum, Eureka Math, utilizing this Academic Packet supported by Knowledge on the Go recorded videos. The videos have a Eureka Math instructor presenting a lesson for students to engage in grade-level mathematics. The instructor will guide students to work through the lesson by completing problems simultaneously with your child and/or asking them to pause the video for independent solving and then check. As the instructor demonstrates sample problems in the Problem Set, Application Problems, Fluency Activities, Examples and/or Exercises, parents feel free to engage your child in this work. Ask students to show work and explain their answers. When appropriate have students add models or drawings to help them solve and record answers in complete sentences.


Daily lesson guidance can be found on the pages that follow. Each day has been designed to provide you access to materials from the Eureka Math Knowledge on the Go website https://gm.greatminds.org/en-us/knowledgeonthego . After you have accessed the site, click your child's grade level, and scroll down to find the desired lesson. The resources are found at the bottom of the page and we recommend the lessons be completed in order.


Eureka Math is our core curriculum, but we also recognize it is necessary to differentiate mathematics instruction to meet all students' needs. Students took the **i-Ready** diagnostic earlier this year and it created a Learning Path for students to follow. Students work weekly on the goals set on the i-Ready Learning Path. After their core math lesson, if able, we ask that students continue to work on their Learning Path by logging on to www.clever.com and selecting the i-Ready icon. In addition, students may also access the i-Ready Teacher-Assigned Lessons which would be an enrichment to grade-level content and should be utilized if extension activities are needed.


If one-on-one, live support is required, please feel free to call the **Homework Hotline** at **1-833-466-3978**. Please check the Homework Hotline page for operating hours. We have DPSCD mathematics teachers standing by and are ready to assist.

If students need additional help, and parents have internet access, please refer to the **Homework Helper** document and sign up for an account. Homework Helper provides step by step explanations of how to work the Eureka Math problems. Also, provided on the Eureka Math Knowledge on the Go website is a plethora of **Additional Resources** that consists of Templates, Homework, Parent Tip Sheets, and more.

We appreciate your continued dedication, support and partnership with Detroit Public Schools Community District and with your assistance we can press forward with our priority: Outstanding Achievement. Be safe. Be well!

Deputy Executive Director of K-12 Mathematics

Notice of Non-Discrimination
DPSCD does not discriminate on the basis of race, color, national origin, sex, sexual orientation, transgender identity, disability, age, religion, height, weight, citizenship, marital or family status, military status, ancestry, genetic information, or any other legally protected category, in its educational programs and activities, including employment and admissions Questions? Concerns? contact the Civil Rights Coordinator at (313) 240-4377 or dpscd.compliance@detroitk12.org or 3011 West Grand Boulevard, 14th Floor, Detroit MI 48202.

Parents,

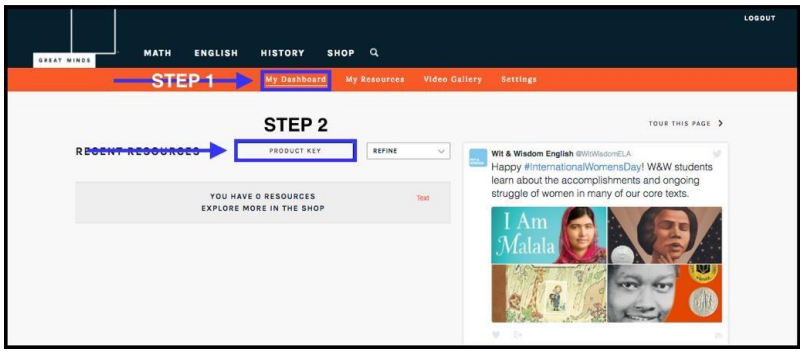
Find additional resources aligned to Eureka Math here:

EUREKA MATH™

## ACCESSING HOMEWORK HELPER eBOOKS

STEP 1: CREATE AN ACCOUNT
Sign up for a free account at GreatMinds.org/store/signup.

STEP 2: ACCESS YOUR DASHBOARD
Once you have created an account at GreatMinds.org, you will be taken to your Dashboard.




After you have logged in you can also access your Dashboard by clicking “MY DASHBOARD” in the upper right-hand corner of the site.

STEP 3: ENTER YOUR PRODUCT KEY
In your Dashboard you will see several buttons, select “PRODUCT KEY” and enter **H00688525** to access your Homework Helper eBook.


STEP 4: ACCESS YOUR HOMEWORK HELPER eBOOK
After you’ve entered your Product Key, select a grade-level, and the Homework Helper eBook will be added to your Dashboard. Click “LAUNCH PRODUCT” to navigate into the eBook. Note: if you are viewing the Homework Helper eBooks on a mobile device or tablet, we recommend using landscape view.

Questions? Contact us at info@GreatMinds.org.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# Clever—How to access DPSCD Curriculum Applications through Clever.com

DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT
Students Rise. We All Rise.

1 Click on the Clever desktop shortcut or open Google Chrome and go to clever.com/in/dpscd

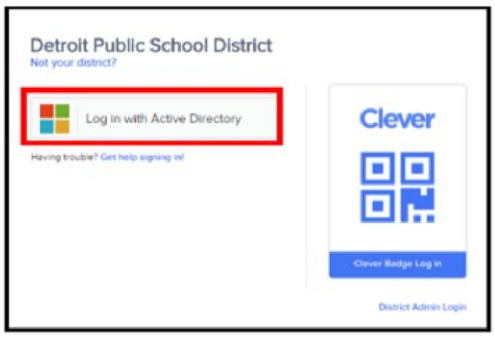
1 

OR Clever.com/in/dpscd

2 Click "Log in with Active Directory"

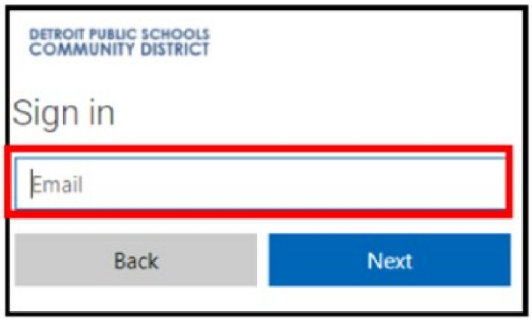
Teacher's will use the same credentials that they use to login to their email.

Student's will follow the following format listed below

2 


3 Enter student's username in the space identified. The username will consist of the students ID # with @thedps.org appended on.

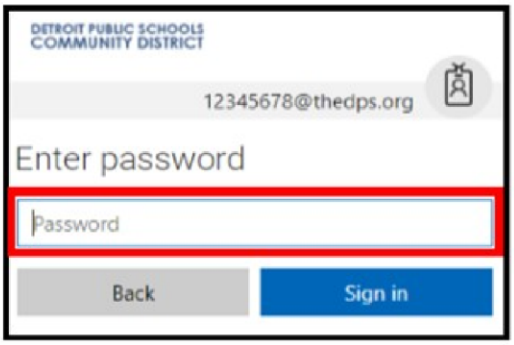
For example 12345678@thedps.org

3 

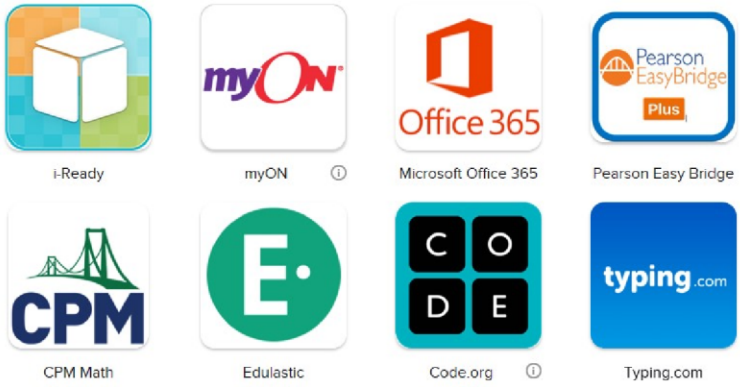

4 Enter the student's password. The password will consist of the following:

First letter of first name in upper case
First letter of last name in lower case
2 digit of their birth month
2 digit of their birth year
01 (male) or 02 (female)

For example: Jane Doe's birthday is May 13, 2004. Her password is Jd050402

4 


5 Click on the application you are interested in accessing

5 

# Grade 3 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

| 4/14/20 to 4/17/20 Week 1 (4 days) | |
|---|---|
| **Directions:** | **Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons. **Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-ready to continue your learning path and complete Teacher-Assigned lessons. |
| **Target Standard(s)** | 3.G.A.2 |
| **Module Topic** | Module 5: Fractions as Numbers on the Number Line<br>Topic A; Partitioning a Whole into Equal Parts |
| **Materials Needed:** | • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson.<br>• Clever Access for i-Ready (see links and QR codes below)<br>• Paper, Pencil, Academic Packet including Problem Sets<br><br>SCAN ME Knowledge on the Go Videos<br>SCAN ME Clever.com<br>SCAN ME Additional Resources |

| | Daily Lesson (50 Minutes) | Extension (10-15 minutes) | Intervention (10 minutes) |
|---|---|---|---|
| **Day 1** | Knowledge on the Go Video for Module 5, Lesson 1<br>**Module 5, Problem Set 1 (English /Spanish)** | i-Ready "Teacher Assigned" Lesson clever.com | i-Ready "My Path" Lesson clever.com |
| **Day 2** | Knowledge on the Go Video for Module 5, Lesson 2<br>**Module 5, Problem Set 2 (English /Spanish)** | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 3** | Knowledge on the Go Video for Module 5, Lesson 3<br>**Module 5, Problem Set 3 (English /Spanish)** | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 4** | Knowledge on the Go Video for Module 5, Lesson 4<br>**Module 5, Problem Set 4 (English /Spanish)** | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |

**Click on the Knowledge on the Go Lesson Materials Link or Scan the QR Reader Code in the Materials needed section, Scroll down and Click the Corresponding Module and Lesson. Problem sets are included in this academic packet.**

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 1

| | |
|---|---|
| **Standard** | 3.G.A.2 |
| **Learning Target** | Specify and partition a whole into equal parts, identifying and counting unit fractions using concrete models. |
| **Launch** * | SCAN ME<br>***Recommended***: Students will *view the Knowledge on the Go video for Module 5, Lesson 1.* .<br>Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME<br>***Recommended:*** *Students will complete the Problem Set* for ***Module 5, Lesson 1*** *from the "Knowledge on the Go" video along with the instructor.*<br>*These are included in this academic packet or can be accessed here:* Module 5, Lesson 1 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 1.* |
| **Extend** | SCAN ME<br>***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 2

| | |
|---|---|
| **Standard** | 3.G.A.2 |
| **Learning Target** | Specify and partition a whole into equal parts, identifying and counting unit fractions by folding fraction strips. |
| **Launch** | SCAN ME<br>***Recommended***: Students will *view the Knowledge on the Go video for Module 5, Lesson 2*<br>Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos.<br>. |
| **Guided Practice** | SCAN ME<br>***Recommended:*** *Students will complete the Problem Set* for ***Module 5, Lesson 2*** *from the "Knowledge on the Go" video along with the instructor.*<br>*These are included in this academic packet or can be accessed here:* Module 5, Lesson 2 Problem Set |
| **Closing**<br>. | *Students will reflect and share their learning from Module 5, Lesson 2.* |
| **Extend** | SCAN ME<br>***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. .Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 3

| | |
|---|---|
| **Standard** | 3.G.A.2 |
| **Learning Target** | Specify and partition a whole into equal parts, identifying and counting unit fractions by drawing pictorial area models. |
| **Launch** | SCAN ME<br>***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 3***. . Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. . |
| **Guided Practice** | SCAN ME<br>***Recommended:*** *Students will complete the Problem Set* for ***Module 5, Lesson3*** *from the "Knowledge on the Go" video along with the instructor.*<br>*These are included in this academic packet or can be accessed here:* Module 5, Lesson 3 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 3.* |
| **Extend** . | SCAN ME<br>***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 4

| | |
|---|---|
| **Standard** | 3.G.A.2 |
| **Learning Target** | Represent and identify fractional parts of different wholes. |
| **Launch** | SCAN ME<br>***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 4***. . Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME<br>***Recommended:*** *Students will complete the Problem Set* for ***Module 5, Lesson 4*** *from the "Knowledge on the Go" video along with the instructor.*<br>*These are included in this academic packet or can be accessed here:* Module 5, Lesson 4 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 4.* |
| **Extend** . | SCAN ME<br>***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Grade 3 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

| 4/20/20 to 4/24/20 Week 2 (5days) | |
|---|---|
| **7Directions:** | **Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons. **Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-ready to continue your learning path and complete Teacher-Assigned lessons. |
| **Standard(s)** | 3.NF.A.1 |
| **Module Topic** | Module 5: Fractions as Numbers on the Number Line<br>Topic B: Unit Fractions and Their Relation to the Whole |
| **Materials Needed:** | • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson.<br>• Clever Access for i-Ready (see links and QR codes below)<br>• Paper, Pencil, Academic Packet including Problem Sets<br><br>SCAN ME Knowledge on the Go Videos<br>SCAN ME Clever.com<br>SCAN ME Additional Resources |

| | Daily Lesson (50 Minutes) | Extension (10-15 minutes) | Intervention (10 minutes) |
|---|---|---|---|
| **Day 5** | Knowledge on the Go Video for Module 5, Lesson 5<br>**Module 5, Problem Set 5 (English /Spanish)**<br>**Homework Helper (English /Spanish)** | i-Ready "Teacher Assigned" Lesson clever.com | i-Ready "My Path" Lesson clever.com |
| **Day 6** | Knowledge on the Go Video for Module 5, Lesson 6<br>**Module 5, Problem Set 6 (English /Spanish)**<br>**Homework Helper (English /Spanish)** | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 7** | Knowledge on the Go Video for Module 5, Lesson 7<br>**Module 5, Problem Set 7 (English /Spanish)**<br>**Homework Helper (English /Spanish)** | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 8** | Knowledge on the Go Video for Module 5, Lesson 8<br>**Module 5, Problem Set 8 (English /Spanish)**<br>**Homework Helper (English /Spanish)** | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 9** | Knowledge on the Go Video for Module 5, Lesson 9<br>**Module 5, Problem Set 9 (English /Spanish)**<br>**Homework Helper (English /Spanish)** | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 5

| | |
|---|---|
| **Standard** | 3.NF.A.1 |
| **Learning Target** | Partition a whole into equal parts and define the equal parts to identify the unit fraction numerically. |
| **Launch** | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson5***. . Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 5*** *from the "Knowledge on the Go" video along with the instructor.*<br><br>*These are included in this academic packet or can be accessed here:* Module 5, Lesson 5 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 5.* |
| **Extend** | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 6

| | |
|---|---|
| **Standard** | 3.NF.A.1 |
| **Learning Target** | Build non-unit fractions less than one whole from unit fractions. |
| **Launch** * | SCAN ME <br> ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 6***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME <br> ***Recommended:*** *Students will complete the Problem Set* for ***Module 5, Lesson 6*** *from the "Knowledge on the Go" video along with the instructor.* <br> *These are included in this academic packet or can be accessed here:* Module 5, Lesson 6 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 6.* |
| **Extend** . | SCAN ME <br> ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 7

| | |
|---|---|
| **Standard** | 3.NF.A.1 |
| **Learning Target** | Identify and represent shaded and non-shaded parts of one whole as fractions. |
| **Launch** * | SCAN ME  ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 7***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME  ***Recommended:*** *Students will complete the Problem Set* for ***Module 5, Lesson 7*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 5, Lesson 7 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 7.* |
| **Extend** . | SCAN ME  ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 8

| | |
|---|---|
| **Standard** | 3.NF.A.1 |
| **Learning Target** | Represent parts of one whole as fractions with number bonds. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 8***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set* for ***Module 5, Lesson 8*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 5, Lesson 8 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 8.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 9

| | |
|---|---|
| **Standard** | 3.NF.A.1 |
| **Learning Target** | Build and write fractions greater than one whole using unit fractions. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 9***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 9*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here: e Module 5, Lesson 9 Problem Set* |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 9.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Grade 3 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

| 4/27/20 to 5/1/20 Week 3 (5 days) | |
|---|---|
| **Directions:** | **Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons.<br>**Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-ready to continue your learning path and complete Teacher-Assigned lessons. |
| **Target Standard(s)** | 3.NF.A.1 \| 3.NF.A.3 \| 3.NF.A.3.d |
| **Module Topic** | Module 5: Fractions as Numbers on the Number Line<br>Topic C: Comparing Unit Fractions and Specifying the Whole<br>Topic D: Fractions on a Number Line |
| **Materials Needed:** | • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson.<br>• Clever Access for i-Ready (see links and QR codes below)<br>• Paper, Pencil, Academic Packet including Problem Sets<br>SCAN ME Knowledge on the Go Videos<br>SCAN ME Clever.com<br>SCAN ME Additional Resources |

| | Daily Lesson (50 Minutes) | Extension (10-15 minutes) | Intervention (10 minutes) |
|---|---|---|---|
| **Day 10** | Knowledge on the Go Lesson Materials for Module 5, Lesson 10 | i-Ready "Teacher Assigned" Lesson clever.com | i-Ready "My Path" Lesson clever.com |
| **Day 11** | Knowledge on the Go Lesson Materials for Module 5, Lesson 11 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 12** | Knowledge on the Go Lesson Materials for Module 5, Lesson 12 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 13** | Knowledge on the Go Lesson Materials for Module 5, Lesson 13 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 14** | Knowledge on the Go Lesson Materials for Module 5, Lesson 14 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |

**Click on the Knowledge on the Go Lesson Materials Link or Scan the QR Reader Code in the Materials needed section, Scroll down and Click the Corresponding Module and Lesson. Problem sets are included in this academic packet.**

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 10

| | |
|---|---|
| **Standard** | 3.NF.A.3.d |
| **Learning Target** | Compare unit fractions by reasoning about their size using fraction strips. |
| **Launch** * | SCAN ME <br> ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson10***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME <br> ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 10*** *from the "Knowledge on the Go" video along with the instructor.* <br> *These are included in this academic packet or can be accessed here:* Module 5, Lesson 10 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 10.* |
| **Extend** . | SCAN ME <br> ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

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## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 11

| | |
|---|---|
| **Standard** | 3.NF.A.3.d |
| **Learning Target** | Compare unit fractions with different-sized models representing the whole. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 11***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 11*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here: e Module 5, Lesson 11 Problem Set* |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson11.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 12

| | |
|---|---|
| **Standard** | 3.NF.A.1 |
| **Learning Target** | Specify the corresponding whole when presented with one equal part. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 12***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 12*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 5, Lesson 12 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 12.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 13

| | |
|---|---|
| **Standard** | 3.NF.A.3.d |
| **Learning Target** | Identify a shaded fractional part in different ways depending on the designation of the whole. |
| **Launch** * | SCAN ME <br> ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 13***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME <br> ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 13*** *from the "Knowledge on the Go" video along with the instructor.* <br> *These are included in this academic packet or can be accessed here:* Module 5, Lesson 13 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson13.* |
| **Extend** . | SCAN ME <br> ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 14

| | |
|---|---|
| **Standard** | 3.NF.A.1 |
| **Learning Target** | Build and write fractions greater than one whole using unit fractions. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 14***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set* for ***Module 5, Lesson 14*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 5, Lesson 14 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson14.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Grade 3 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

| 5/4/20 to 5/8/20 Week 4 (5 days) | |
|---|---|
| **Directions:** | **Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons.<br>**Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-ready to continue your learning path and complete Teacher-Assigned lessons. |
| **Target Standard(s)** | 3.NF.A.2 \| 3.NF.A.3 \| 3.NF.A.3.c \| 3.NF.A.3.d |
| **Module Topic** | Module 5: Fractions as Numbers on the Number Line<br>Topic D; Fractions on a Number Line |
| **Materials Needed:** | • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson.<br>• Clever Access for i-Ready (see links and QR codes below)<br>• Paper, Pencil, Academic Packet including Problem Sets<br>SCAN ME Knowledge on the Go Videos<br>SCAN ME Clever.com<br>SCAN ME Additional Resources |

| | Daily Lesson (50 Minutes) | Extension (10-15 minutes) | Intervention (10 minutes) |
|---|---|---|---|
| **Day 15** | Knowledge on the Go Video for Module 5, Lesson 15 | i-Ready "Teacher Assigned" Lesson clever.com | i-Ready "My Path" Lesson clever.com |
| **Day 16** | Knowledge on the Go Video for Module 5, Lesson 16 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 17** | Knowledge on the Go Video for Module 5, Lesson 17 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 18** | Knowledge on the Go Video for Module 5, Lesson 18 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 19** | Knowledge on the Go Video for Module 5, Lesson 19 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |

**Click on the Knowledge on the Go Lesson Materials Link or Scan the QR Reader Code in the Materials needed section, Scroll down and Click the Corresponding Module and Lesson. Problem sets are included in this academic packet.**

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 15

| | |
|---|---|
| **Standard** | 3.NF.A.2 \| 3.NF.A.3.c |
| **Learning Target** | Place any fraction on a number line with endpoints 0 and 1. |
| **Launch** * | SCAN ME  ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 15***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME  ***Recommended:*** *Students will complete the Problem Set* for ***Module 5, Lesson 15*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 5, Lesson 15 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson15.* |
| **Extend** . | SCAN ME  ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 16

| | |
|---|---|
| **Standard** | 3.NF.A.2.b \| 3.NF.A.3.c |
| **Learning Target** | Place whole number fractions and fractions between whole numbers on the number line. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 16****.* Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 16*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here: Module 5, Lesson 16 Problem Set* |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 16.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 17

| | |
|---|---|
| **Standard** | 3.NF.A.2.b \| 3.NF.A.3.c |
| **Learning Target** | Practice placing various fractions on the number line. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 17***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 17*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 5, Lesson 17 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 17.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 18

| | |
|---|---|
| **Standard** | 3.NF.A.2.b \| 3.NF.A.3.d |
| **Learning Target** | Compare fractions and whole numbers on the number line by reasoning about their distance from 0. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 18***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 18*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 5, Lesson 18 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 18.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 19

| | |
|---|---|
| **Standard** | 3.NF.A.1 |
| **Learning Target** | Build and write fractions greater than one whole using unit fractions. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 19***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 19*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 5, Lesson 19 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 19.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Grade 3 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

| 5/11/20 to 5/15/20 Week 5 (5 days) | |
|---|---|
| **Directions:** | **Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons.<br>**Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-ready to continue your learning path and complete Teacher-Assigned lessons. |
| **Target Standard(s)** | 3.NF.A.3 \| 3.NF.A.3.a \| 3.NF.A.3.b \| 3.NF.A.3.c |
| **Module Topic** | Module 5: Fractions as Numbers on the Number Line<br>Topic D; Equivalent Fractions |
| **Materials Needed:** | • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson.<br>• Clever Access for i-Ready (see links and QR codes below)<br>• Paper, Pencil, Academic Packet including Problem Sets<br>SCAN ME Knowledge on the Go Videos<br>SCAN ME Clever.com<br>SCAN ME Additional Resources |

| | Daily Lesson (50 Minutes) | Extension (10-15 minutes) | Intervention (10 minutes) |
|---|---|---|---|
| **Day 20** | Knowledge on the Go Video for Module 5, Lesson 20 | i-Ready "Teacher Assigned" Lesson clever.com | i-Ready "My Path" Lesson clever.com |
| **Day 21** | Knowledge on the Go Video for Module 5, Lesson 21 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 22** | Knowledge on the Go Video for Module 5, Lesson 22 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 23** | Knowledge on the Go Video for Module 5, Lesson 23 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 24** | Knowledge on the Go Video for Module 5, Lesson 24 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |

**Click on the Knowledge on the Go Lesson Materials Link or Scan the QR Reader Code in the Materials needed section, Scroll down and Click the Corresponding Module and Lesson. Problem sets are included in this academic packet.**

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 20

| | |
|---|---|
| **Standard** | 3.NF.A.3.a |
| **Learning Target** | Recognize and show that equivalent fractions have the same size, though not necessarily the same shape. |
| **Launch** * | SCAN ME <br> ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 20***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME <br> ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 20*** *from the "Knowledge on the Go" video along with the instructor.* <br> *These are included in this academic packet or can be accessed here:* Module 5, Lesson 20 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 20* |
| **Extend** . | SCAN ME <br> ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 21

| | |
|---|---|
| **Standard** | 3.NF.A.3.a \| 3.NF.A.3.b \| 3.NF.A.3.c |
| **Learning Target** | Recognize and show that equivalent fractions refer to the same point on the number line. |
| **Launch** * |  ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 21***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** |  ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 21*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 5, Lesson 21 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 21.* |
| **Extend** . |  ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 22

| | |
|---|---|
| **Standard** | 3.NF.A.3.a \| 3.NF.A.3.b |
| **Learning Target** | Generate simple equivalent fractions by using visual fraction models and the number line. |
| **Launch** * | SCAN ME  ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 22***. Go We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME  ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 22*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here: e* Module 5, Lesson 22 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 22.* |
| **Extend** . | SCAN ME  ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 23

| | |
|---|---|
| **Standard** | 3.NF.A.3.a \| 3.NF.A.3.b \| 3.NF.A.3.c |
| **Learning Target** | Generate simple equivalent fractions by using visual fraction models and the number line. |
| **Launch** * |   ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 23***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** |   ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 23*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 5, Lesson 23 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 23.* |
| **Extend** . |   ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 24

| | |
|---|---|
| **Standard** | 3.NF.A.3.a \| 3.NF.A.3.b \| 3.NF.A.3.c |
| **Learning Target** | Express whole numbers as fractions and recognize equivalence with different units. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 24***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 24*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 5, Lesson 24 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 24.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Grade 3 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

| 5/18/20 to 5/22/20 Week 6 (5 days) | |
|---|---|
| **Directions:** | **Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons.<br>**Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-ready to continue your learning path and complete Teacher-Assigned lessons. |
| **Target Standard(s)** | 3.NF.A.3 \| 3.NF.A.3.a \| 3.NF.A.3.b \| 3.NF.A.3.c |
| **Module Topic** | Module 5: Fractions as Numbers on the Number Line<br>Topic E: Equivalent Fractions<br>Topic F: Comparison, Order and Size of Fractions |
| **Materials Needed:** | • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson.<br>• Clever Access for i-Ready (see links and QR codes below)<br>• Paper, Pencil, Academic Packet including Problem Sets<br>SCAN ME Knowledge on the Go Videos<br>SCAN ME Clever.com<br>SCAN ME Additional Resources |

| | Daily Lesson (50 Minutes) | Extension (10-15 minutes) | Intervention (10 minutes) |
|---|---|---|---|
| **Day 25** | Knowledge on the Go Video for Module 5, Lesson 25 | i-Ready "Teacher Assigned" Lesson clever.com | i-Ready "My Path" Lesson clever.com |
| **Day 26** | Knowledge on the Go Video for Module 5, Lesson 26 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 27** | Knowledge on the Go Video for Module 5, Lesson 27 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 28** | Knowledge on the Go Video for Module 5, Lesson 28 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 29** | Knowledge on the Go Video for Module 5, Lesson 29 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |

**Click on the Knowledge on the Go Lesson Materials Link or Scan the QR Reader Code in the Materials needed section, Scroll down and Click the Corresponding Module and Lesson. Problem sets are included in this academic packet.**

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 25

| | |
|---|---|
| **Standard** | 3.NF.A.3.a \| 3.NF.A.3.c |
| **Learning Target** | Express whole number fractions on the number line when the unit interval is 1. |
| **Launch** * | SCAN ME <br> ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 25***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME <br> ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 25*** *from the "Knowledge on the Go" video along with the instructor.* <br> *These are included in this academic packet or can be accessed here: Module 5, Lesson 25 Problem Set* |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 25.* |
| **Extend** . | SCAN ME <br> ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 26

| | |
|---|---|
| **Standard** | 3.NF.A.3.a \| 3.NF.A.3.c |
| **Learning Target** | Decompose whole number fractions greater than 1 using whole number equivalence with various models. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 26***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 26*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here: Module 5, Lesson 26 Problem Set* |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 26.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 27

| | |
|---|---|
| **Standard** | 3.NF.A.3.a \| 3.NF.A.3.b |
| **Learning Target** | Explain equivalence by manipulating units and reasoning about their size. |
| **Launch** * | SCAN ME <br> ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 27***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME <br> ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 27*** *from the "Knowledge on the Go" video along with the instructor.* <br> *These are included in this academic packet or can be accessed here: Module 5, Lesson 27 Problem Set* |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 27.* |
| **Extend** . | SCAN ME <br> ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 28

| | |
|---|---|
| **Standard** | 3.NF.A.3.d |
| **Learning Target** | Compare fractions with the same numerator pictorially. |
| **Launch** * | SCAN ME <br> ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 28***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME <br> ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 28*** *from the "Knowledge on the Go" video along with the instructor.* <br> *These are included in this academic packet or can be accessed here: Module 5, Lesson 28 Problem Set* |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 28* |
| **Extend** . | SCAN ME <br> ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 29

| | |
|---|---|
| **Standard** | 3.NF.A.3.d |
| **Learning Target** | Compare fractions with the same numerator using <, >, or =, and use a model to reason about their size. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 29***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 29*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 5, Lesson 29 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 29.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Grade 3 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

| 5/18/20 to 5/22/20 Week 7 (4 days) | |
|---|---|
| **Directions:** | **Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons. **Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-ready to continue your learning path and complete Teacher-Assigned lessons. |
| **Target Standard(s)** | 3.NF.A.3 \| 3.NF.A.3.a \| 3.NF.A.3.b \| 3.NF.A.3.c |
| **Module Topic** | Module 5: Fractions as Numbers on the Number Line<br>Topic F: Comparison, Order and Size of Fractions<br>Module 6: Collecting and Displaying Data<br>Topic A: Generate and Analyze Categorical Data |
| **Materials Needed:** | • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson.<br>• Clever Access for i-Ready (see links and QR codes below)<br>• Paper, Pencil, Academic Packet including Problem Sets<br><br>SCAN ME Knowledge on the Go Videos<br>SCAN ME Clever.com<br>SCAN ME Additional Resources |

| | Daily Lesson (50 Minutes) | Extension (10-15 minutes) | Intervention (10 minutes) |
|---|---|---|---|
| **Day 30** | Knowledge on the Go Video for Module 5, Lesson 30 | i-Ready "Teacher Assigned" Lesson clever.com | i-Ready "My Path" Lesson clever.com |
| **Day 31** | Knowledge on the Go Video for Module 6, Lesson 1 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 32** | Knowledge on the Go Video for Module 6, Lesson 2 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 33** | Knowledge on the Go Video for Module 6, Lesson 3 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |

**Click on the Knowledge on the Go Lesson Materials Link or Scan the QR Reader Code in the Materials needed section, Scroll down and Click the Corresponding Module and Lesson. Problem sets are included in this academic packet.**

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 30

| | |
|---|---|
| **Standard** | 33.NF.A.2.a |
| **Learning Target** | Partition various wholes precisely into equal parts using a number line method. |
| **Launch** * | SCAN ME  ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 30***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME  ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 30*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 5, Lesson 30 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 30.* |
| **Extend** . | SCAN ME  ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 31

| | |
|---|---|
| **Standard** | 3.MD.B.3 |
| **Learning Target** | Generate and organize data. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 6, Lesson 1***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 6, Lesson 1*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 6, Lesson 1 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 6, Lesson 1.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 32

| | |
|---|---|
| **Standard** | 3.MD.B.3 |
| **Learning Target** | Rotate tape diagrams vertically. |
| **Launch** * | SCAN ME <br> ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 6, Lesson 2***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME <br> ***Recommended:*** *Students will complete the Problem Set* for ***Module 6, Lesson 2*** *from the "Knowledge on the Go" video along with the instructor.* <br> *These are included in this academic packet or can be accessed here:* Module 6, Lesson 2 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 6, Lesson 2.* |
| **Extend** . | SCAN ME <br> ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 33

| | |
|---|---|
| **Standard** | 3.MD.B.3 |
| **Learning Target** | Create scaled bar graphs. |
| **Launch** * | SCAN ME <br> ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 6, Lesson 3***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME <br> ***Recommended:*** *Students will complete the Problem Set for* ***Module 6, Lesson 3*** *from the "Knowledge on the Go" video along with the instructor.* <br> *These are included in this academic packet or can be accessed here: Module 6, Lesson 3 Problem Set* |
| **Closing** | *Students will reflect and share their learning from Module 6, Lesson 3.* |
| **Extend** . | SCAN ME <br> ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Grade 3 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

| 6/1/20 to 6/5/20 Week 8 (5 days) | |
|---|---|
| **Directions:** | **Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons. **Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-ready to continue your learning path and complete Teacher-Assigned lessons. |
| **Target Standard(s)** | 3.NF.A.3 \| 3.NF.A.3.a \| 3.NF.A.3.b \| 3.NF.A.3.c |
| **Module Topic** | Module 6: Collecting and Displaying Data<br>Topic A: Generate and Analyze Categorical Data<br>Topic B: Generate and Analyze Measurement Data |
| **Materials Needed:** | • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson.<br>• Clever Access for i-Ready (see links and QR codes below)<br>• Paper, Pencil, Academic Packet including Problem Sets<br><br>SCAN ME Knowledge on the Go Videos<br>SCAN ME Clever.com<br>SCAN ME Additional Resources |

| | Daily Lesson (50 Minutes) | Extension (10-15 minutes) | Intervention (10 minutes) |
|---|---|---|---|
| **Day 34** | Knowledge on the Go Video for Module 6, Lesson 4 | i-Ready "Teacher Assigned" Lesson clever.com | i-Ready "My Path" Lesson clever.com |
| **Day 35** | Knowledge on the Go Video for Module 6, Lesson 5 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 36** | Knowledge on the Go Video for Module 6, Lesson 6 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 37** | Knowledge on the Go Video for Module 6, Lesson 7 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 38** | Knowledge on the Go Video for Module 6, Lesson 8 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |

**Click on the Knowledge on the Go Lesson Materials Link or Scan the QR Reader Code in the Materials needed section, Scroll down and Click the Corresponding Module and Lesson. Problem sets are included in this academic packet.**

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 34

| | |
|---|---|
| **Standard** | 3.MD.B.3 |
| **Learning Target** | Solve one- and two-step problems involving graphs. |
| **Launch** * | SCAN ME <br> ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 6, Lesson 4***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME <br> ***Recommended:*** *Students will complete the Problem Set* for ***Module 6, Lesson 4*** *from the "Knowledge on the Go" video along with the instructor.* <br> *These are included in this academic packet or can be accessed here:* Module 6, Lesson 4 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 6, Lesson 4.* |
| **Extend** . | SCAN ME <br> ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 35

| | |
|---|---|
| **Standard** | 3.MD.B.4 |
| **Learning Target** | Create ruler with 1-inch, 1/2-inch, and 1/4-inch intervals, and generate measurement data. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 6, Lesson 5***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 6, Lesson 5*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 6, Lesson 5 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 6, Lesson 5.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 36

| | |
|---|---|
| **Standard** | 3.MD.B.4 |
| **Learning Target** | Interpret measurement data from various line plots. |
| **Launch** * |  SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 6, Lesson 6***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** |  SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 6, Lesson 6*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 6, Lesson 6 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 6, Lesson 6.* |
| **Extend** . |  SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 37

| | |
|---|---|
| **Standard** | 3.MD.B.4 |
| **Learning Target** | Represent measurement data with line plots. |
| **Launch** * | SCAN ME <br> ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 6, Lesson 7***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME <br> ***Recommended:*** *Students will complete the Problem Set for* ***Module 6, Lesson 7*** *from the "Knowledge on the Go" video along with the instructor.* <br> *These are included in this academic packet or can be accessed here: Module 6, Lesson 7 Problem Set* |
| **Closing** | *Students will reflect and share their learning from Module 6, Lesson 7.* |
| **Extend** . | SCAN ME <br> ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 38

| | |
|---|---|
| **Standard** | 3.MD.B.4 |
| **Learning Target** | Represent measurement data with line plots. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 6, Lesson 8***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 6, Lesson 8*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 6, Lesson 8 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 6, Lesson 8.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Grade 3 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

| 6/8/20 to 6/12/20 Week 9 (5 days) | |
|---|---|
| **Directions:** | **Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons. **Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-ready to continue your learning path and complete Teacher-Assigned lessons. |
| **Target Standard(s)** | 3.OA.D.8 |
| **Module Topic** | Module 7: Geometry and Measurement Word Problems<br>Topic A: Solve word problems in varied contexts using a letter to represent the unknown. |
| **Materials Needed:** | • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson.<br>• Clever Access for i-Ready (see links and QR codes below)<br>• Paper, Pencil, Academic Packet including Problem Sets<br><br>SCAN ME Knowledge on the Go Videos<br>SCAN ME Clever.com<br>SCAN ME Additional Resources |

| | Daily Lesson (50 Minutes) | Extension (10-15 minutes) | Intervention (10 minutes) |
|---|---|---|---|
| **Day 39** | Knowledge on the Go Video for Module 6, Lesson 9 | i-Ready "Teacher Assigned" Lesson clever.com | i-Ready "My Path" Lesson clever.com |
| **Day 40** | Knowledge on the Go Video for Module 7, Lesson 1 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 41** | Knowledge on the Go Video for Module 7, Lesson 2 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 42** | Knowledge on the Go Video for Module 7, Lesson 3 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 43** | Knowledge on the Go Video for Module 7, Lesson 4 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |

**Click on the Knowledge on the Go Lesson Materials Link or Scan the QR Reader Code in the Materials needed section, Scroll down and Click the Corresponding Module and Lesson. Problem sets are included in this academic packet.**

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 39

| | |
|---|---|
| **Standard** | 3.MD.B.4 |
| **Learning Target** | Analyze data to problem solve. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 6, Lesson 9*** Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set* for ***Module 6, Lesson 9*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 6, Lesson 9 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 6, Lesson 9.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 40

| | |
|---|---|
| **Standard** | 3.OA.D.8 |
| **Learning Target** | Solve word problems in varied contexts using a letter to represent the unknown. |
| **Launch** * | SCAN ME <br> ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 7, Lesson 1***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME <br> ***Recommended:*** *Students will complete the Problem Set* for ***Module 7, Lesson 1*** *from the "Knowledge on the Go" video along with the instructor.* <br> *These are included in this academic packet or can be accessed here:* Module 7, Lesson 1 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 7, Lesson 1.* |
| **Extend** . | SCAN ME <br> ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 41

| | |
|---|---|
| **Standard** | 3.OA.D.8 |
| **Learning Target** | Solve word problems in varied contexts using a letter to represent the unknown. |
| **Launch** * | SCAN ME <br> ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module7, Lesson 2***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME <br> ***Recommended:*** *Students will complete the Problem Set for* ***Module 7, Lesson 2*** *from the "Knowledge on the Go" video along with the instructor.* <br> *These are included in this academic packet or can be accessed here:* Module 7, Lesson 2 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 7, Lesson 2.* |
| **Extend** . | SCAN ME <br> ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 42

| | |
|---|---|
| **Standard** | 3.OA.D.8 |
| **Learning Target** | Share and critique peer solution strategies to varied word problems. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 7, Lesson 3***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 7, Lesson 3*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 7, Lesson 3 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 7, Lesson 3.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 43

| | |
|---|---|
| **Standard** | 3.G.A.1 |
| **Learning Target** | Compare and classify quadrilaterals. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 7, Lesson 4***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set* for ***Module 7, Lesson 4*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 7, Lesson 4 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 7, Lesson 4.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Grade 3 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

| 6/15/20 to 6/19/20 Week 10 (4 days) | |
|---|---|
| **Directions:** | **Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons.. **Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-ready to continue your learning path and complete Teacher-Assigned lessons. |
| **Target Standard(s)** | 3.G.A.1 |
| **Module Topic** | Module 7: Geometry and Measurement Word Problems<br>Topic B: Attributes of Two-Dimensional Figures |
| **Materials Needed:** | • Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson.<br>• Clever Access for i-Ready (see links and QR codes below)<br>• Paper, Pencil, Academic Packet including Problem Sets<br><br>SCAN ME Knowledge on the Go Videos<br>SCAN ME Clever.com<br>SCAN ME Additional Resources |

| | Daily Lesson (50 Minutes) | Extension (10-15 minutes) | Intervention (10 minutes) |
|---|---|---|---|
| **Day 44** | Knowledge on the Go Video for Module 7, Lesson 5 | i-Ready "Teacher Assigned" Lesson clever.com | i-Ready "My Path" Lesson clever.com |
| **Day 45** | Knowledge on the Go Video for Module 7, Lesson 6 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 46** | Knowledge on the Go Video for Module 7, Lesson 7 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |
| **Day 47** | Knowledge on the Go Video for Module 7, Lesson 8 | i-Ready "Teacher Assigned" Lesson | i-Ready "My Path" Lesson |

**Click on the Knowledge on the Go Lesson Materials Link or Scan the QR Reader Code in the Materials needed section, Scroll down and Click the Corresponding Module and Lesson. Problem sets are included in this academic packet.**

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 44

| | |
|---|---|
| **Standard** | 3.G.A.1 |
| **Learning Target** | Express whole number fractions on the number line when the unit interval is 1. |
| **Launch** * |  SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 25***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** |  SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 25*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here: Module 7, Lesson 5 Problem Set* |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 25.* |
| **Extend** . |  SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended***: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 45

| | |
|---|---|
| **Standard** | 3.G.A.1 |
| **Learning Target** | Decompose whole number fractions greater than 1 using whole number equivalence with various models. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 26***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 26*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 7, Lesson 6 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 26.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

## Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

### Lesson 46

| | |
|---|---|
| **Standard** | 3.G.A.1 |
| **Learning Target** | Explain equivalence by manipulating units and reasoning about their size. |
| **Launch** * | SCAN ME ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 5, Lesson 27***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME ***Recommended:*** *Students will complete the Problem Set for* ***Module 5, Lesson 27*** *from the "Knowledge on the Go" video along with the instructor.* *These are included in this academic packet or can be accessed here:* Module 7, Lesson 7 Problem Set |
| **Closing** | *Students will reflect and share their learning from Module 5, Lesson 27.* |
| **Extend** . | SCAN ME ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

# Daily Fluency Practice

**Mathematical Fluencies:**
In Grade 3, students are expected to multiply/divide within 100 and by end of year, know from memory all products of two one-digit numbers. This is a great time to practice these skills.

## Lesson 47

| | |
|---|---|
| **Standard** | 3.G.A.1 |
| **Learning Target** | Create a tangram puzzle and observe relationships among the shapes. |
| **Launch** * | SCAN ME <br> ***Recommended***: Students will *view the "Knowledge on the Go" video for* ***Module 7, Lesson 8***. Scan the Knowledge on the Go QR code or click the link to access the videos We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos. |
| **Guided Practice** | SCAN ME <br> ***Recommended:*** *Students will complete the Problem Set for* ***Module 7, Lesson 8*** *from the "Knowledge on the Go" video along with the instructor.* <br> *These are included in this academic packet or can be accessed here: Module 7, Lesson 8 Problem Set* |
| **Closing** | *Students will reflect and share their learning from Module 7, Lesson 8.* |
| **Extend** . | SCAN ME <br> ***Recommended:*** Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready. |
| **Intervention** . | ***Recommended****:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready. |

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G3-M5-M6-L-05.2018

Measure the length of your math book using a ruler in inches. Then measure it again in centimeters.

a. Which is a larger unit, an inch or a centimeter?

b. Which would yield a greater number when measuring the math book, inches or centimeters?

**Read** **Draw** **Write**



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c. Measure at least 2 different items in both inches and centimeters. What do you notice?

**Read** **Draw** **Write**



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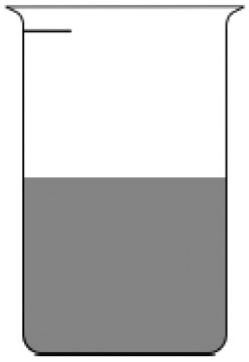
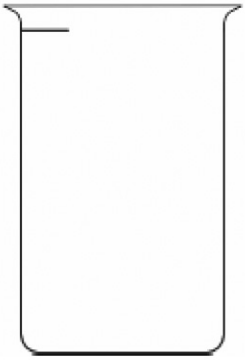
Name _____ Date _____

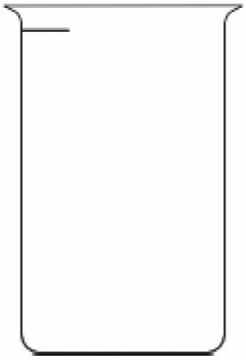
1. A beaker is considered full when the liquid reaches the fill line shown near the top. Estimate the amount of water in the beaker by shading the drawing as indicated. The first one is done for you.



1 half

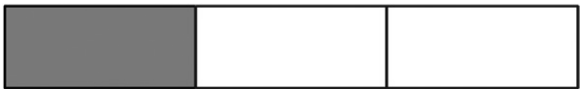


1 fourth



1 third

2. Juanita cut her string cheese into equal pieces as shown in the rectangles below. In the blanks below, name the fraction of the string cheese represented by the shaded part.



_____

_____

_____



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3. a. In the space below, draw a small rectangle. Estimate to split it into 2 equal parts. How many lines did you draw to make 2 equal parts? What is the name of each fractional unit?

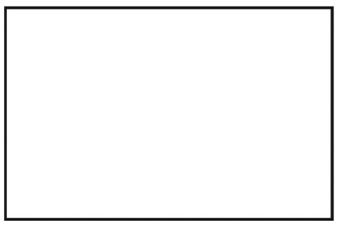
   b. Draw another small rectangle. Estimate to split it into 3 equal parts. How many lines did you draw to make 3 equal parts? What is the name of each fractional unit?

   c. Draw another small rectangle. Estimate to split it into 4 equal parts. How many lines did you draw to make 4 equal parts? What is the name of each fractional unit?

4. Each rectangle represents 1 sheet of paper.

   a. Estimate to show how you would cut the paper into fractional units as indicated below.

sevenths



ninths

   b. What do you notice? How many lines do you think you would draw to make a rectangle with 20 equal parts?

5. Rochelle has a strip of wood 12 inches long. She cuts it into pieces that are each 6 inches in length. What fraction of the wood is one piece? Use your strip from the lesson to help you. Draw a picture to show the piece of wood and how Rochelle cut it.



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Anu needs to cut a piece of paper into 6 equal parts. Draw at least 3 pictures to show how Anu can cut her paper so that all the parts are equal.

**Read** **Draw** **Write**



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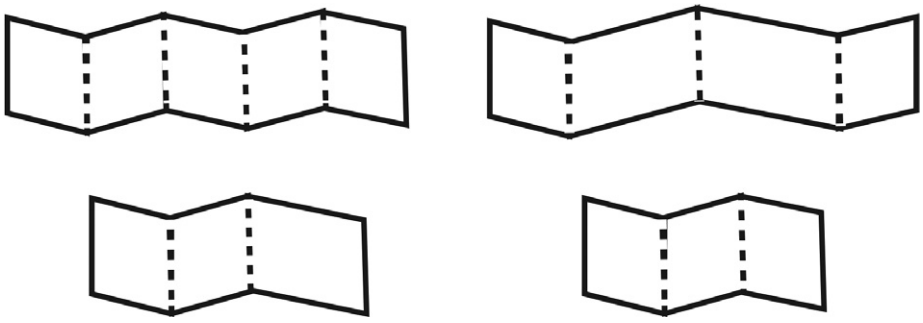
Name _____ Date _____

1. Circle the strips that are folded to make equal parts.

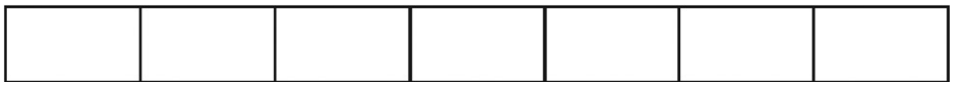


2.

a. There are _____ equal parts in all. _____ are shaded.

b. There are _____ equal parts in all. _____ are shaded.

c. There are _____ equal parts in all. _____ are shaded.



d. There are _____ equal parts in all. _____ are shaded.



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Use your fraction strips as tools to help you solve the following problems.

3. Noah, Pedro, and Sharon share a whole candy bar fairly. Which of your fraction strips shows how they each get an equal part? Draw the candy bar below. Then, label Sharon's fraction of the candy bar.

4. To make a garage for his toy truck, Zeno bends a rectangular piece of cardboard in half. He then bends each half in half again. Which of your fraction strips best matches this story?

   a. What fraction of the original cardboard is each part? Draw and label the matching fraction strip below.

   b. Zeno bends a different piece of cardboard in thirds. He then bends each third in half again. Which of your fraction strips best matches this story? Draw and label the matching fraction strip in the space below.



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Marcos has a 1-liter jar of milk to share with his mother, father, and sister. Draw a picture to show how Marcos must share the milk so that everyone gets the same amount. What fraction of the milk does each person get?

**Read** **Draw** **Write**



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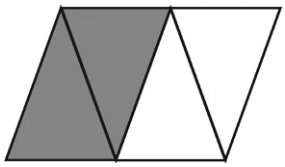
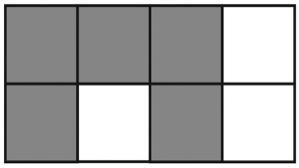
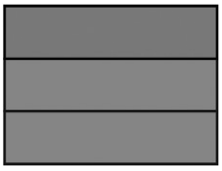
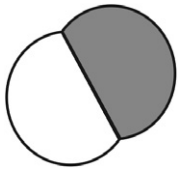
Name _____ Date _____

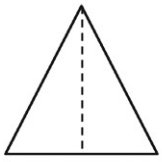
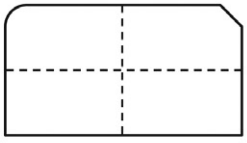
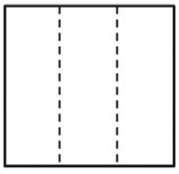
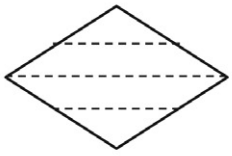
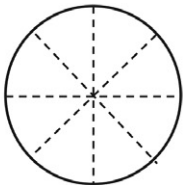
1. Each shape is a whole divided into equal parts. Name the fractional unit, and then count and tell how many of those units are shaded. The first one is done for you.

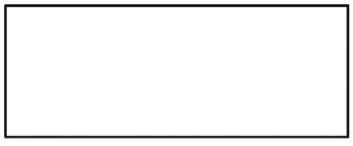
Fourths

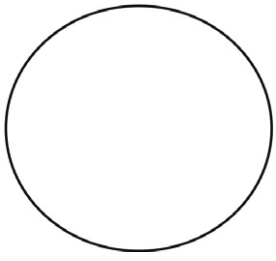
2 fourths are shaded.

2. Circle the shapes that are divided into equal parts. Write a sentence telling what *equal parts* means.

3. Each shape is 1 whole. Estimate to divide each into 4 equal parts. Name the fractional unit below.





Fractional unit: _____



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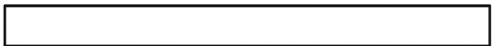
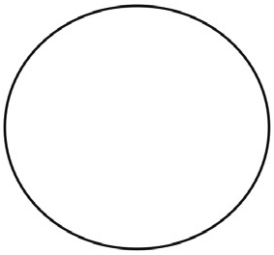
4. Each shape is 1 whole. Divide and shade to show the given fraction.

1 half

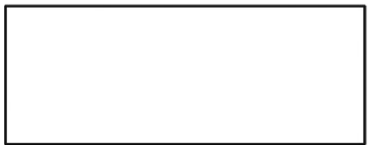
1 sixth



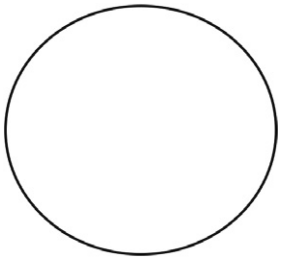
1 third



5. Each shape is 1 whole. Estimate to divide each into equal parts (do not draw fourths). Divide each whole using a different fractional unit. Write the name of the fractional unit on the line below the shape.







_____ _____ _____

6. Charlotte wants to equally share a candy bar with 4 friends. Draw Charlotte's candy bar. Show how she can divide her candy bar so everyone gets an equal share. What fraction of the candy bar does each person receive?

Each person receives _____.



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Mr. Ramos sliced an orange into 8 equal pieces. He ate 1 slice. Draw a picture to represent the 8 slices of an orange. Shade in the slice Mr. Ramos ate. What fraction of the orange did Mr. Ramos eat? What fraction did he not eat?

**Read** **Draw** **Write**



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Name _____ Date _____

1. Draw a picture of the yellow strip at 3 (or 4) different stations. Shade and label 1 fractional unit of each.

2. Draw a picture of the brown bar at 3 (or 4) different stations. Shade and label 1 fractional unit of each.

3. Draw a picture of the square at 3 (or 4) different stations. Shade and label 1 fractional unit of each.



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4. Draw a picture of the clay at 3 (or 4) different stations. Shade and label 1 fractional unit of each.

5. Draw a picture of the water at 3 (or 4) different stations. Shade and label 1 fractional unit of each.

6. Extension: Draw a picture of the yarn at 3 (or 4) different stations.



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Ms. Browne cut a 6-meter rope into 3 equal-size pieces to make jump ropes. Mr. Ware cut a 5-meter rope into 3 equal size pieces to make jump ropes. Which class has longer jump ropes?

**Extension:** How long are the jump ropes in Ms. Browne's class?

**Read** **Draw** **Write**



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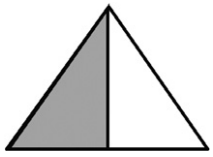
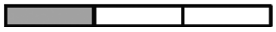
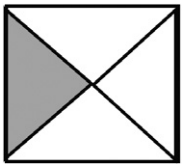
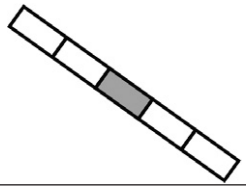
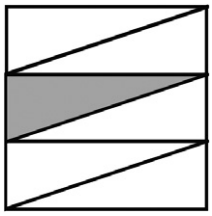
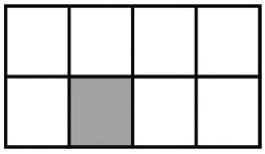
Name _____ Date _____

1. Fill in the chart. Each image is one whole.

| | Total Number of Equal Parts | Total Number of Equal Parts Shaded | Unit Form | Fraction Form |
|---|---|---|---|---|
| a.  | | | | |
| b.  | | | | |
| c.  | | | | |
| d.  | | | | |
| e.  | | | | |
| f.  | | | | |



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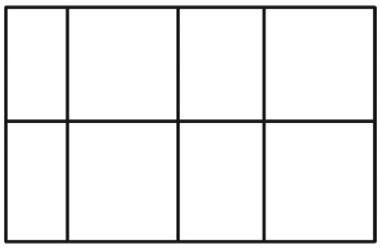
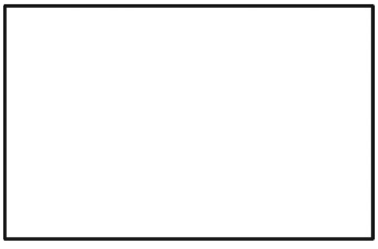
2. Andre's mom baked his 2 favorite cakes for his birthday party. The cakes were the exact same size. Andre cut his first cake into 8 pieces for him and his 7 friends. The picture below shows how he cut it. Did Andre cut the cake into eighths? Explain your answer.



3. Two of Andre's friends came late to his party. They decide they will all share the second cake. Show how Andre can slice the second cake so that he and his nine friends can each get an equal amount with none leftover. What fraction of the second cake will they each receive?



4. Andre thinks it's strange that $\frac{1}{10}$ of the cake would be less than $\frac{1}{8}$ of the cake since ten is bigger than eight. To explain to Andre, draw 2 identical rectangles to represent the cakes. Show 1 tenth shaded on one and 1 eighth shaded on the other. Label the unit fractions and explain to him which slice is bigger.



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Chloe's dad partitions his garden into 4 equal-sized sections to plant tomatoes, squash, peppers, and cucumbers. What fraction of the garden is available for growing tomatoes?

**Extension:** Chloe talked her dad into planting beans and lettuce, too. He used equal-sized sections for all the vegetables. What fraction do the tomatoes have now?

**Read** **Draw** **Write**



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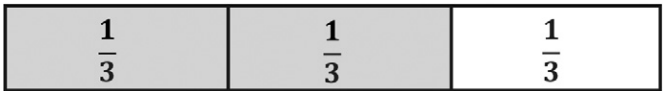
Name _____ Date _____

1. Complete the number sentence. Estimate to partition each strip equally, write the unit fraction inside each unit, and shade the answer.

   Sample:

   2 thirds = $\frac{2}{3}$




   a. 3 fourths =

   b. 3 sevenths =

   c. 4 fifths =

   d. 2 sixths =

2. Mr. Stevens bought 8 liters of soda for a party. His guests drank 1 liter.

   a. What fraction of the soda did his guests drink?

   b. What fraction of the soda was left?



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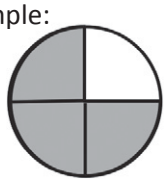
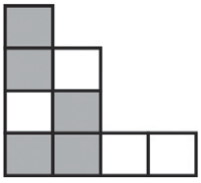
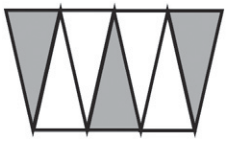
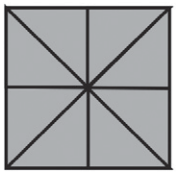
3. Fill in the chart.

| | Total Number of Equal Parts | Total Number of Shaded Equal Parts | Unit Fraction | Fraction Shaded |
|---|---|---|---|---|
| Sample:  | 4 | 3 | $\frac{1}{4}$ | $\frac{3}{4}$ |
| a.  | | | | |
| b.  | | | | |
| c.  | | | | |
| d.  | | | | |
| e.  | | | | |



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Robert ate half of the applesauce in a container. He split the remaining applesauce equally into 2 bowls for his mother and sister. Robert said, "I ate 1 half, and each of you gets 1 half."
Is Robert right? Draw a picture to prove your answer.

**Extension:**

1. What fraction of the applesauce did his mother get?

**Read** **Draw** **Write**



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2. What fraction of the applesauce did Robert's sister eat?

**Read** **Draw** **Write**



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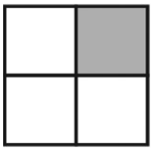
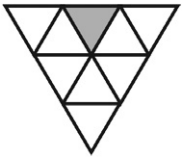
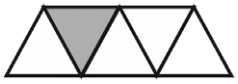
Whisper the fraction of the shape that is shaded. Then, match the shape to the amount that is not shaded.

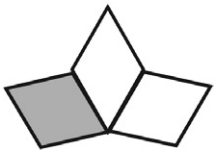
1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

- 2 thirds
- 6 sevenths
- 4 fifths
- 8 ninths
- 1 half
- 5 sixths
- 7 eighths
- 3 fourths



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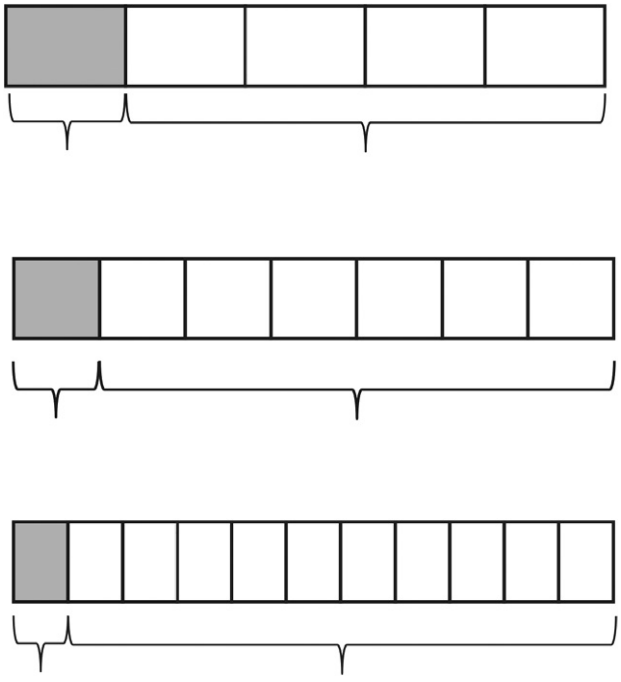
9. a. How many eighths are in 1 whole? _____

   b. How many ninths are in 1 whole? _____

   c. How many twelfths are in 1 whole? _____

10. Each strip represents 1 whole. Write a fraction to label the shaded and unshaded parts.



11. Avanti read 1 sixth of her book. What fraction of the book has she not read yet?



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For breakfast, Mr. Schwartz spent 1 sixth of his money on a coffee and 1 sixth of his money on a bagel. What fraction of his money did Mr. Schwartz spend on breakfast?

**Read** **Draw** **Write**



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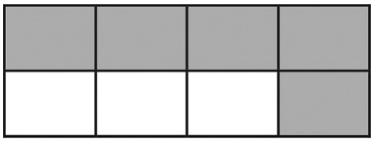
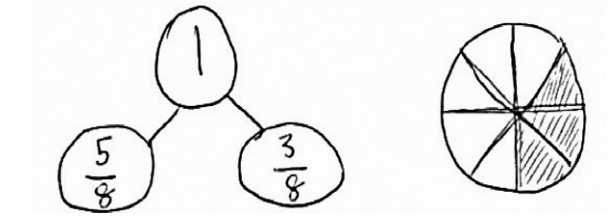
Name _____ Date _____

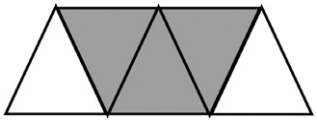
Show a number bond representing what is shaded and unshaded in each of the figures. Draw a different visual model that would be represented by the same number bond.

Sample:

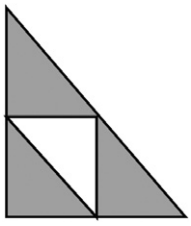




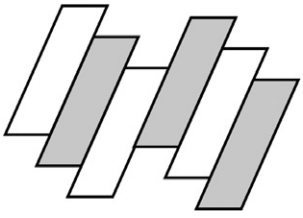

1.



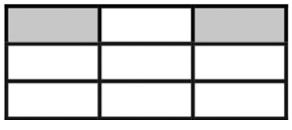
2.



3.



4.





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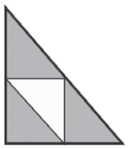
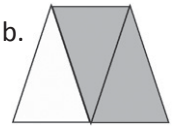
5. Draw a number bond with 2 parts showing the shaded and unshaded fractions of each figure. Decompose both parts of the number bond into unit fractions.

a. 

b. 

c. 

d. 

6. The chef put $\frac{1}{4}$ of the ground beef on the grill to make one hamburger and put the rest in the refrigerator. Draw a 2-part number bond showing the fraction of the ground beef on the grill and the fraction in the refrigerator. Draw a visual model of all the ground beef. Shade what is in the refrigerator.

a. What fraction of the ground beef was in the refrigerator?

b. How many more hamburgers can the chef make if he makes them all the same size as the first one?

c. Show the refrigerated ground beef broken into unit fractions on your number bond above.



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Julianne's friendship bracelet had 8 beads. When it broke, the beads fell off. She could only find 1 bead. To fix her bracelet, what fraction of the beads does she need to buy?

**Read** **Draw** **Write**



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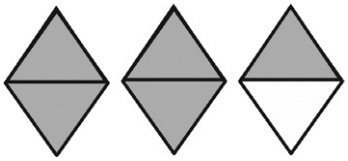
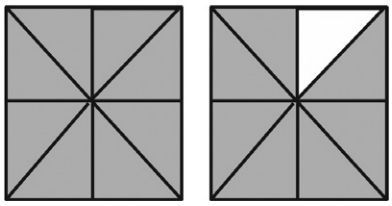
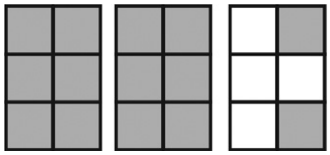
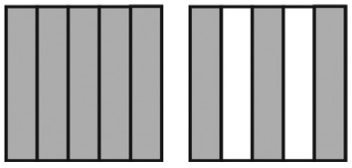
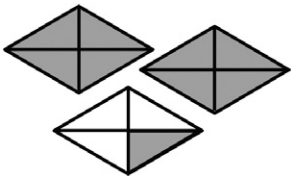
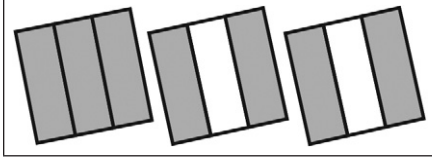
Name _____ Date _____

1. Each figure represents 1 whole. Fill in the chart.

| | Unit Fraction | Total Number of Units Shaded | Fraction Shaded |
|---|---|---|---|
| a. Sample:  | $\frac{1}{2}$ | 5 | $\frac{5}{2}$ |
| b.  | | | |
| c.  | | | |
| d.  | | | |
| e.  | | | |
| f.  | | | |



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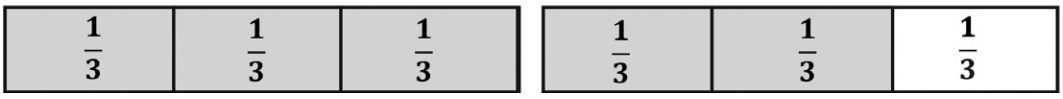
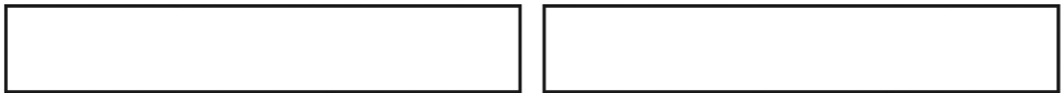
2. Estimate to draw and shade units on the fraction strips. Solve.
   Sample:

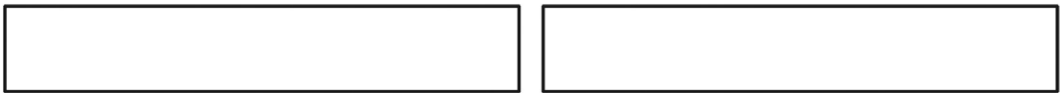
5 thirds = $\frac{5}{3}$



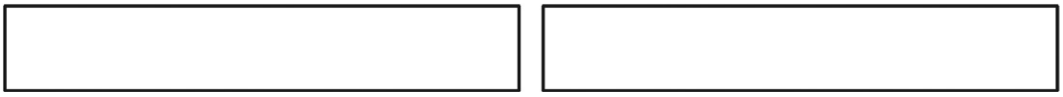

a. 8 sixths =



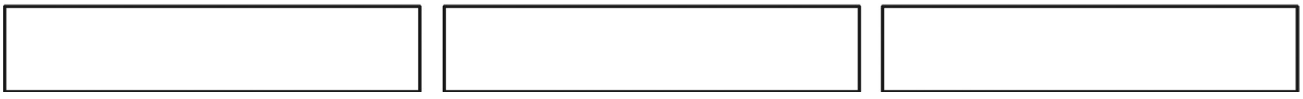
b. 7 fourths =



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



d. _____ = $\frac{5}{2}$



3. Mrs. Jawlik baked 2 pans of brownies. Draw the pans and estimate to partition each pan into 8 equal pieces.

   a. Mrs. Jawlik's children gobbled up 10 pieces. Shade the amount that was eaten.

   b. Write a fraction to show how many pans of brownies her children ate.



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Sarah makes soup. She divides each batch equally into thirds to give away. Each family that she makes soup for gets 1 third of a batch. Sarah needs to make enough soup for 5 families. How much soup does Sarah give away? Write your answer in terms of batches.

**Extension:** What fraction will be left over for Sarah?

**Read** **Draw** **Write**



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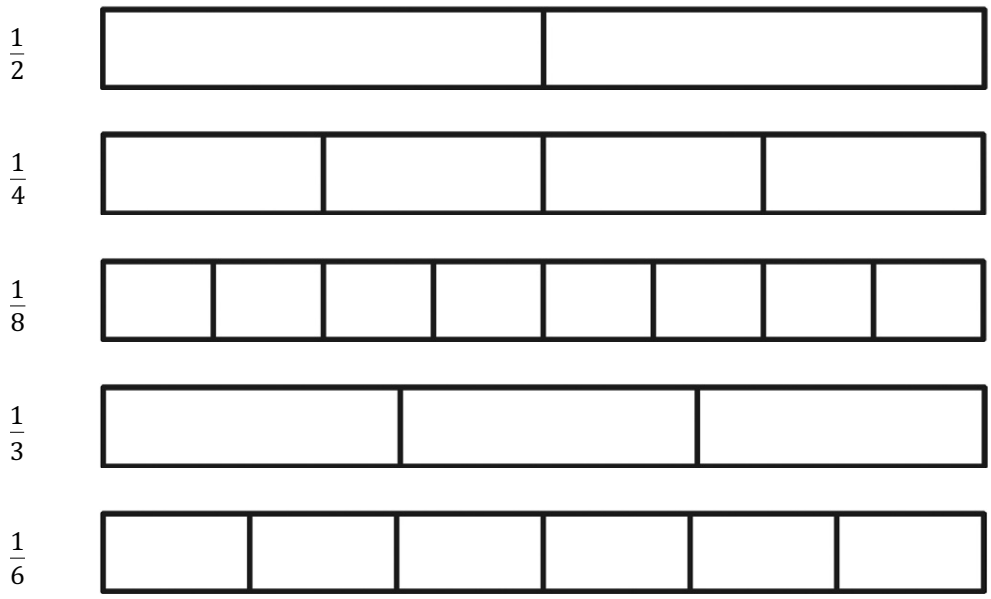
Name _____ Date _____

1. Each fraction strip is 1 whole. All the fraction strips are equal in length. Color 1 fractional unit in each strip. Then, answer the questions below.




2. Circle *less than* or *greater than.* Whisper the complete sentence.

a. $\frac{1}{2}$ is less than / greater than $\frac{1}{4}$

b. $\frac{1}{6}$ is less than / greater than $\frac{1}{2}$

c. $\frac{1}{3}$ is less than / greater than $\frac{1}{2}$

d. $\frac{1}{3}$ is less than / greater than $\frac{1}{6}$

e. $\frac{1}{8}$ is less than / greater than $\frac{1}{6}$

f. $\frac{1}{8}$ is less than / greater than $\frac{1}{4}$

g. $\frac{1}{2}$ is less than / greater than $\frac{1}{8}$

h. 9 eighths is less than / greater than 2 halves



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3. Lily needs $\frac{1}{3}$ cup of oil and $\frac{1}{4}$ cup of water to make muffins. Will Lily use more oil or more water? Explain your answer using pictures, numbers, and words.

4. Use >, <, or = to compare.

a. 1 third ◯ 1 fifth

b. 1 seventh ◯ 1 fourth

c. 1 sixth ◯ $\frac{1}{6}$

d. 1 tenth ◯ $\frac{1}{12}$

e. $\frac{1}{16}$ ◯ 1 eleventh

f. 1 whole ◯ 2 halves

Extension:

g. $\frac{1}{8}$ ◯ 1 eighth ◯ $\frac{1}{6}$ ◯ $\frac{1}{3}$ ◯ 2 halves ◯ 1 whole

5. Your friend Eric says that $\frac{1}{6}$ is greater than $\frac{1}{5}$ because 6 is greater than 5. Is Eric correct? Use words and pictures to explain what happens to the size of a unit fraction when the number of parts gets larger.



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Rachel, Silvia, and Lola each received the same homework assignment and only completed part of it. Rachel completed $\frac{1}{6}$ of her homework, Silvia completed $\frac{1}{2}$ of her homework, and Lola completed $\frac{1}{4}$ of her homework. Write the amount of homework each girl completed from least to greatest. Draw a picture to prove your answer.

**Read** **Draw** **Write**



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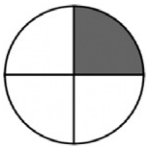
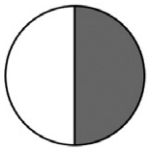
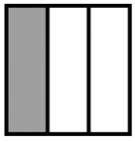
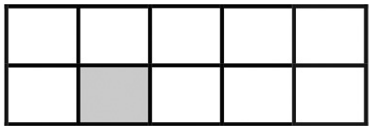
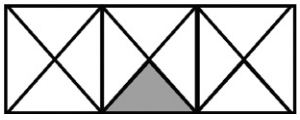
Name _____ Date _____

Label the unit fraction. In each blank, draw and label the same whole with a shaded unit fraction that makes the sentence true. There is more than 1 correct way to make the sentence true.

| | | |
|---|---|---|
| Sample: $\frac{1}{4}$  | is less than | $\frac{1}{2}$  |
| 1.  | is greater than | |
| 2.  | is less than | |
| 3.  | is greater than | |
| 4.  | is less than | |



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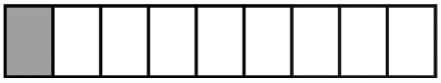
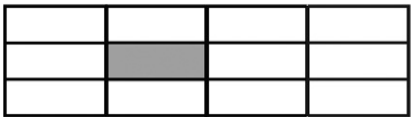
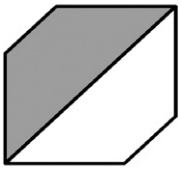
| | | |
|---|---|---|
| 5. | is greater than |  |
| 6. | is less than |  |
| 7. | is greater than |  |

8. Fill in the blank with a fraction to make the statement true, and draw a matching model.

| | |
|---|---|
|  |  |
| $\frac{1}{4}$ is less than ☐ | $\frac{1}{2}$ is greater than ☐ |



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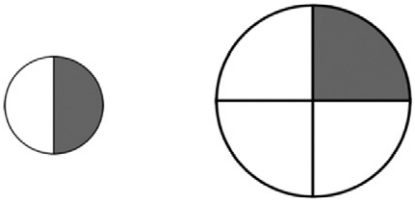
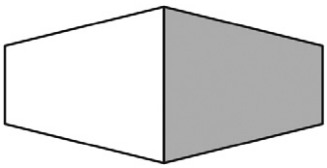
9. Robert ate $\frac{1}{2}$ of a small pizza. Elizabeth ate $\frac{1}{4}$ of a large pizza. Elizabeth says, "My piece was larger than yours, so that means $\frac{1}{4} > \frac{1}{2}$." Is Elizabeth correct? Explain your answer.



10. Manny and Daniel each ate $\frac{1}{2}$ of his candy, as shown below. Manny said he ate more candy than Daniel because his half is longer. Is he right? Explain your answer.

Manny's Candy Bar

Daniel's Candy Bar





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Jennifer hid half of her birthday money in the dresser drawer. The other half she put in her jewelry box. If she hid $8 in the drawer, how much money did she get for her birthday?

**Read** **Draw** **Write**



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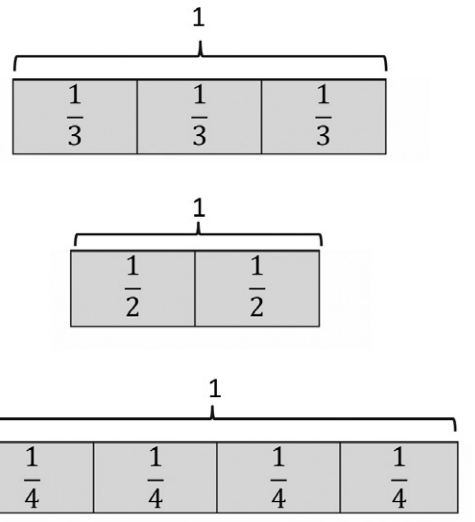
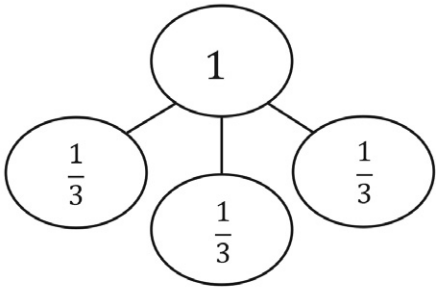
Name _____ Date _____

For each of the following:

- Draw a picture of the designated unit fraction copied to make at least two different wholes.
- Label the unit fractions.
- Label the whole as 1.
- Draw at least one number bond that matches a drawing.




1. Yellow strip

2. Brown strip



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3. Orange square

4. Yarn

5. Water

6. Clay



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Davis wants to make a picture using 9 square tiles. What fraction of the picture does 1 tile represent? Draw 3 different ways Davis could make his picture.

**Read** **Draw** **Write**



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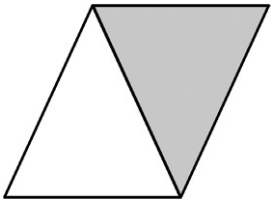
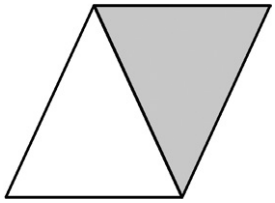
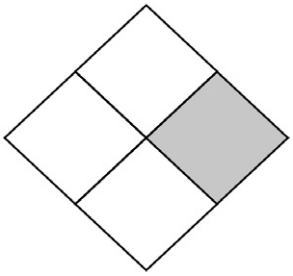
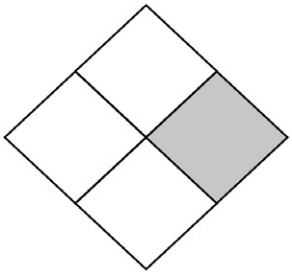
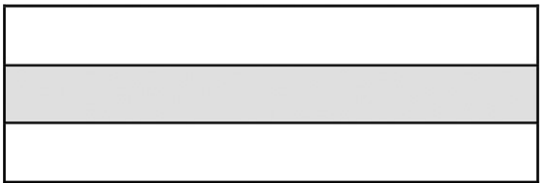
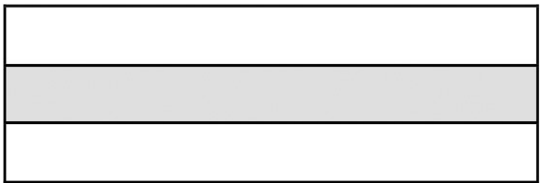
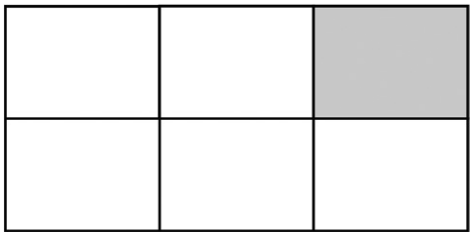
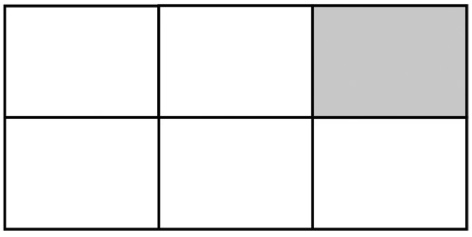
Name _____ Date _____

| The shape represents 1 whole. Write a unit fraction to describe the shaded part. | The shaded part represents 1 whole. Divide 1 whole to show the same unit fraction you wrote in Part (a). |
|---|---|
| 1. a.  | b.  |
| 2. a.  | b.  |
| 3. a.  | b.  |
| 4. a.  | b.  |
| 5. a.  | b.  |



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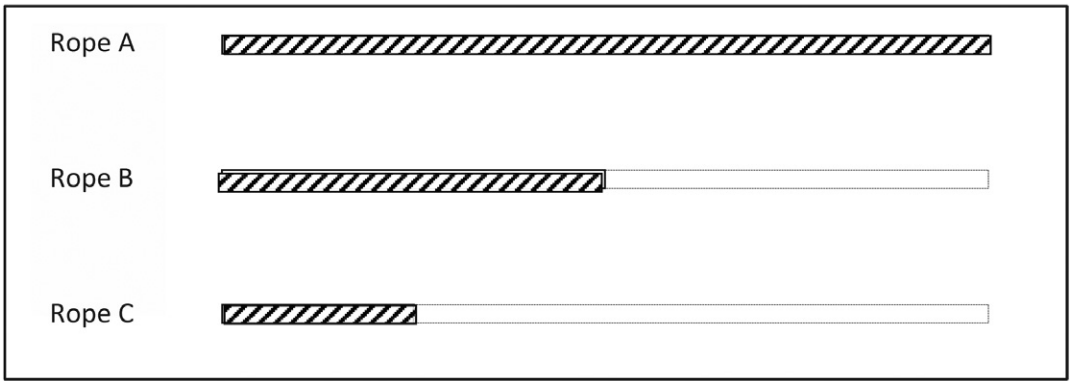
6. Use the diagram below to complete the following statements.




a. Rope _____ is $\frac{1}{2}$ the length of Rope B.

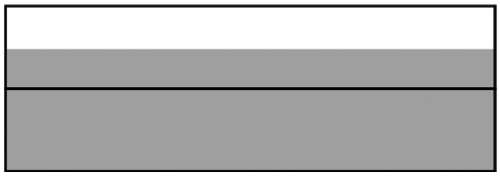
b. Rope _____ is $\frac{1}{2}$ the length of Rope A.

c. Rope C is $\frac{1}{4}$ the length of Rope _____.

d. If Rope B measures 1 m long, then Rope A is _____ m long, and Rope C is _____ m long.

e. If Rope A measures 1 m long, Rope B is _____ m long, and Rope C is _____ m long.

7. Ms. Fan drew the figure below on the board. She asked the class to name the shaded fraction. Charlie answered $\frac{3}{4}$. Janice answered $\frac{3}{2}$. Jenna thinks they're both right. With whom do you agree? Explain your thinking.





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Mr. Ray is knitting a scarf. He says that he has completed 1 fifth of the total length of the scarf. Draw a picture of the final scarf. Label what he has finished and what he still has to make. Draw a number bond with 2 parts to show the fraction he has made and the fraction he has not made.

**Read** **Draw** **Write**



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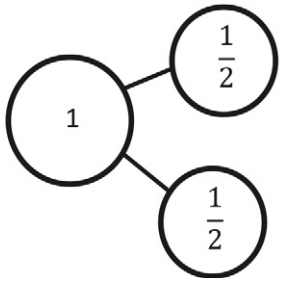
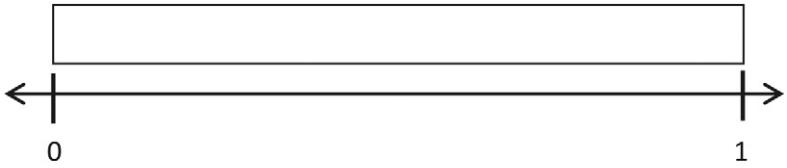
Name _____ Date _____

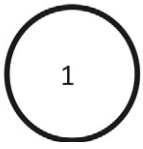
1. Draw a number bond for each fractional unit. Partition the fraction strip to show the unit fractions of the number bond. Use the fraction strip to help you label the fractions on the number line. Be sure to label the fractions at 0 and 1.

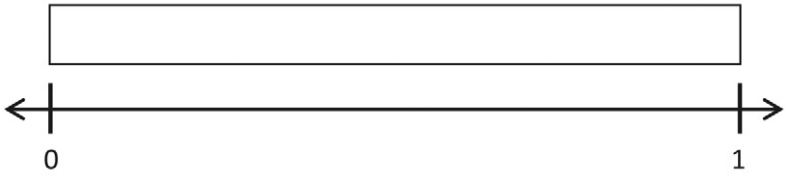
a. Halves



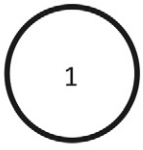



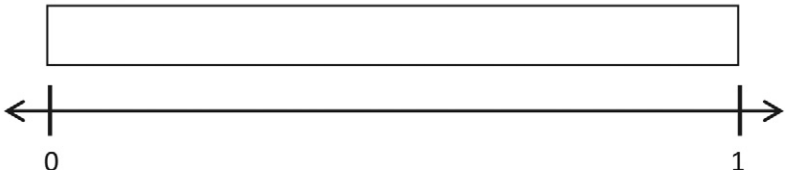

b. Thirds



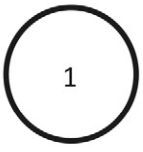



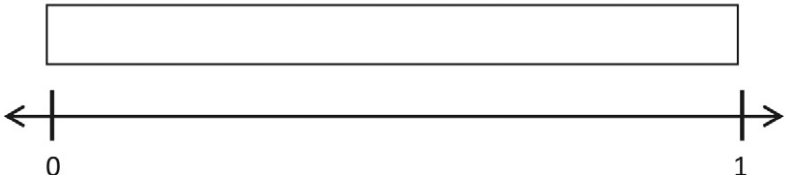

c. Fourths




d. Fifths



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2. Trevor needs to let his puppy outside every quarter (1 fourth) hour to potty train him. Draw and label a number line from 0 hours to 1 hour to show every 1 fourth hour. Include 0 fourths and 4 fourths hour. Label 0 hours and 1 hour, too.

3. A ribbon is 1 meter long. Mrs. Lee wants to sew a bead every $\frac{1}{5}$ meter. The first bead is at $\frac{1}{5}$ meter. The last bead is at 1 meter. Draw and label a number line from 0 meters to 1 meter to show where Mrs. Lee will sew beads. Label all the fractions, including 0 fifths and 5 fifths. Label 0 meters and 1 meter, too.



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In baseball, it is about 30 yards from home plate to first base. The batter got tagged out about halfway to first base. About how many yards from home plate was he when he got tagged out? Draw a number line to show the point where he was when he got tagged out.

**Read** **Draw** **Write**



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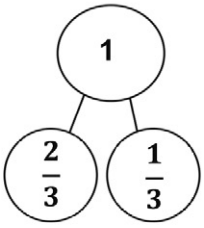
Name _____ Date _____

1. Estimate to label the given fractions on the number line. Be sure to label the fractions at 0 and 1. Write the fractions above the number line. Draw a number bond to match your number line.

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


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


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


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


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

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2. Draw a number line. Use a fraction strip to locate 0 and 1. Fold the strip to make 8 equal parts. Use the strip to measure and label your number line with eighths.

   Count up from 0 eighths to 8 eighths on your number line. Touch each number with your finger as you count.

3. For his boat, James stretched out a rope with 5 equally spaced knots as shown.



   a. Starting at the first knot and ending at the last knot, how many equal parts are formed by the 5 knots? Label each fraction at the knot.

   b. What fraction of the rope is labeled at the third knot?

   c. What if the rope had 6 equally spaced knots along the same length? What fraction of the rope would be measured by the first 2 knots?



EUREKA MATH

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Hannah bought 1 yard of ribbon to wrap 4 small presents. She wants to cut the ribbon into equal parts. Draw and label a number line from 0 yards to 1 yard to show where Hannah will cut the ribbon. Label all the fractions, including 0 fourths and 4 fourths. Also, label 0 yards and 1 yard.

**Read** **Draw** **Write**



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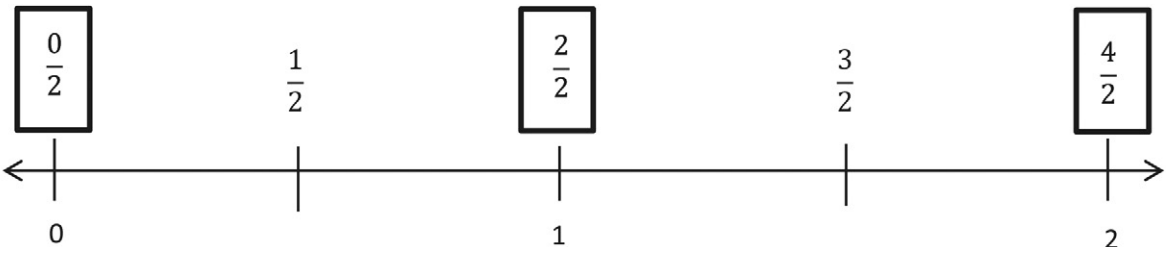
Name _____ Date _____

1. Estimate to equally partition and label the fractions on the number line. Label the wholes as fractions, and box them. The first one is done for you.

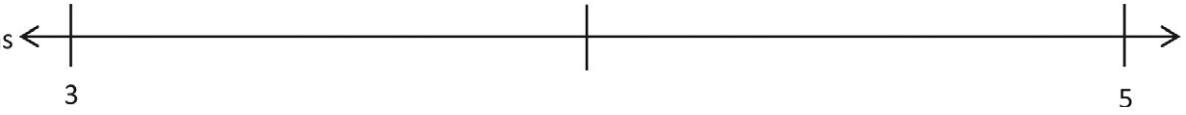
a. halves




b. thirds


c. halves


d. fourths




e. thirds

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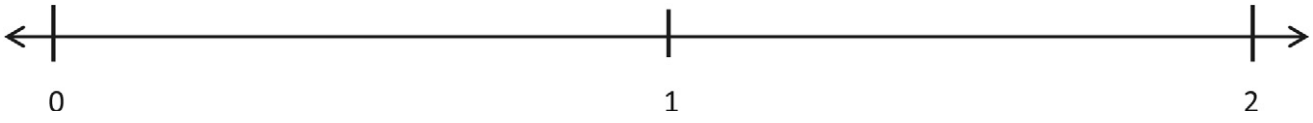
2. Partition each whole into fifths. Label each fraction. Count up as you go. Box the fractions that are located at the same points as whole numbers.




3. Partition each whole into thirds. Label each fraction. Count up as you go. Box the fractions that are located at the same points as whole numbers.


4. Draw a number line with endpoints 0 and 3. Label the wholes. Partition each whole into fourths. Label all the fractions from 0 to 3. Box the fractions that are located at the same points as whole numbers. Use a separate paper if you need more space.



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Sammy sees a black line at the bottom of the pool stretching from one end to the other. She wonders how long it is. The black line is the same length as 9 concrete slabs that make the sidewalk at the edge of the pool. One concrete slab is 5 meters long. What is the length of the black line at the bottom of the pool?

**Read** **Draw** **Write**



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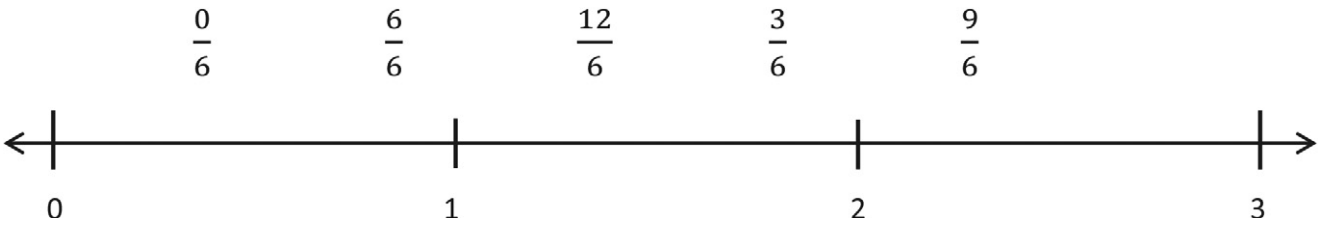
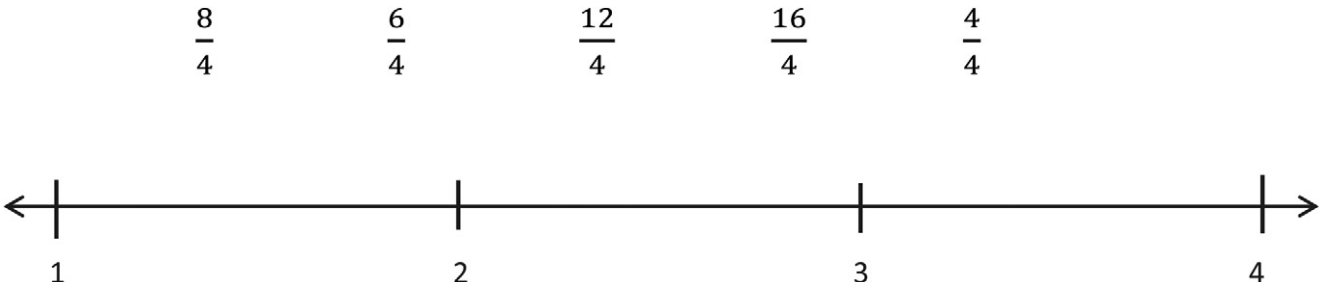
Name _____ Date _____

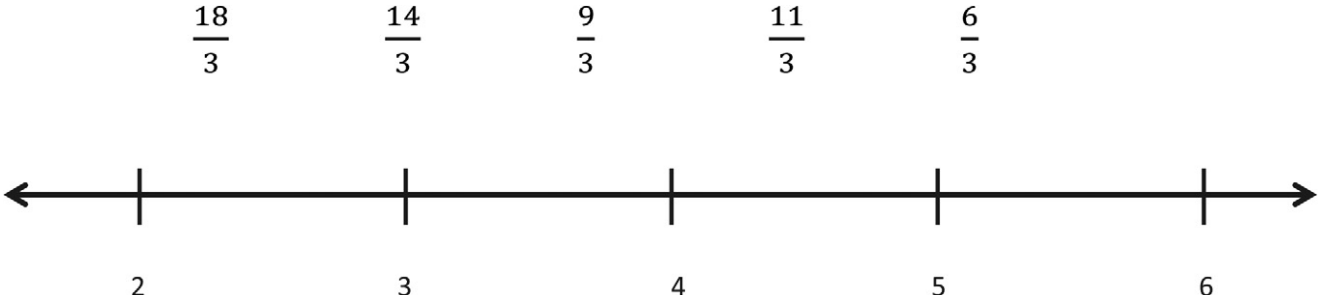
1. Locate and label the following fractions on the number line.




2. Locate and label the following fractions on the number line.




3. Locate and label the following fractions on the number line.



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4. For a measurement project in math class, students measured the lengths of their pinky fingers. Alex's measured 2 inches long. Jerimiah's pinky finger was $\frac{7}{4}$ inches long. Whose finger is longer? Draw a number line to help prove your answer.

5. Marcy ran 4 kilometers after school. She stopped to tie her shoelace at $\frac{7}{5}$ kilometers. Then, she stopped to switch songs on her iPod at $\frac{12}{5}$ kilometers. Draw a number line showing Marcy's run. Include her starting and finishing points and the 2 places where she stopped.



EUREKA MATH

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Third-grade students are growing peppers. The student with the longest pepper wins the Green Thumb award. Jackson's pepper measured 3 inches long. Drew's measured $\frac{10}{4}$ inches long. Who won the award? Draw a number line to help prove your answer.

**Read** **Draw** **Write**



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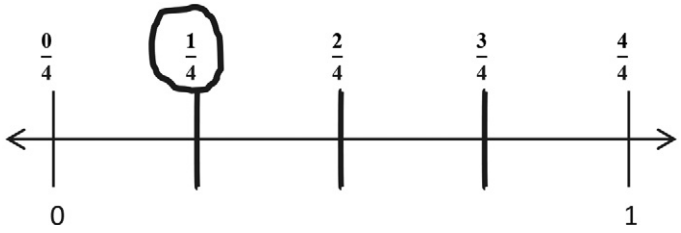
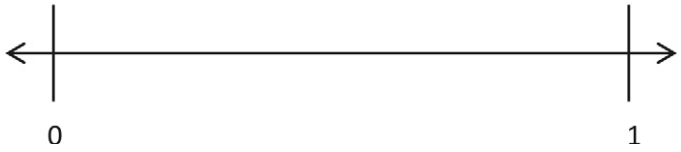
Name _____ Date _____

Place the two fractions on the number line. Circle the fraction with the distance closest to 0. Then, compare using >, <, or =. The first problem is done for you.

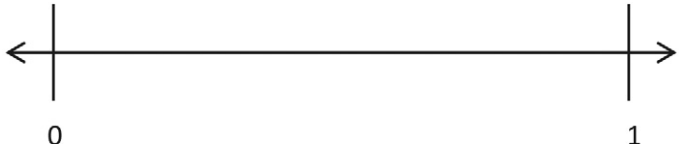
1. $\frac{1}{4} < \frac{3}{4}$



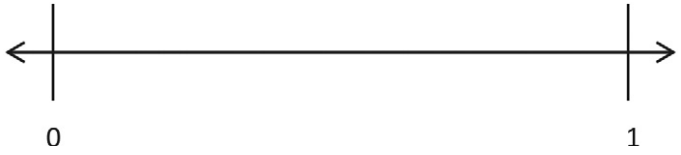

2. $\frac{2}{6} \bigcirc \frac{3}{6}$




3. $\frac{1}{2} \bigcirc \frac{1}{4}$




4. $\frac{2}{3} \bigcirc \frac{2}{6}$




5. $\frac{11}{8} \bigcirc \frac{7}{4}$

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6. JoAnn and Lupe live straight down the street from their school. JoAnn walks $\frac{5}{6}$ miles and Lupe walks $\frac{7}{8}$ miles home from school every day. Draw a number line to model how far each girl walks. Who walks the least? Explain how you know using pictures, numbers, and words.

7. Cheryl cuts 2 pieces of thread. The blue thread is $\frac{5}{4}$ meters long. The red thread is $\frac{4}{5}$ meters long. Draw a number line to model the length of each piece of thread. Which piece of thread is shorter? Explain how you know using pictures, numbers, and words.

8. Brandon makes homemade spaghetti. He measures 3 noodles. One measures $\frac{7}{8}$ feet, the second is $\frac{7}{4}$ feet, and the third is $\frac{4}{2}$ feet long. Draw a number line to model the length of each piece of spaghetti. Write a number sentence using <, >, or = to compare the pieces. Explain using pictures, numbers, and words.



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Thomas has 2 sheets of paper. He wants to punch 4 equally spaced holes along the edge of each sheet. Draw Thomas's 2 sheets of paper next to each other so the ends meet. Label a number line from 0 at the start of his first paper to 2 at the end of his second paper. Show Thomas where to hole-punch his papers and label the fractions. What fraction is labeled at the eighth hole?

**Read** **Draw** **Write**



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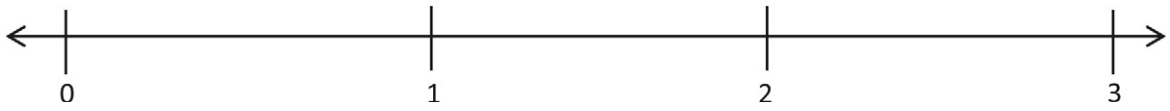
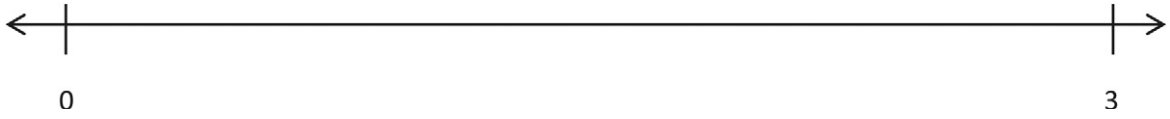
Name _____ Date _____

1. Divide each number line into the given fractional unit. Then, place the fractions. Write each whole as a fraction.

a. halves $\frac{3}{2}$ $\frac{5}{2}$ $\frac{4}{2}$




b. fourths $\frac{9}{4}$ $\frac{11}{4}$ $\frac{6}{4}$




c. eighths $\frac{24}{8}$ $\frac{19}{8}$ $\frac{16}{8}$


2. Use the number lines above to compare the following fractions using >, <, or =.

$\frac{6}{4}$ ◯ $\frac{9}{4}$ $\quad$ $\frac{3}{2}$ ◯ $\frac{5}{2}$ $\quad$ $\frac{19}{8}$ ◯ $\frac{16}{8}$

$\frac{16}{8}$ ◯ $\frac{3}{2}$ $\quad$ $\frac{9}{4}$ ◯ $\frac{19}{8}$ $\quad$ $\frac{4}{2}$ ◯ $\frac{16}{8}$

$\frac{6}{4}$ ◯ $\frac{16}{8}$ $\quad$ $\frac{5}{2}$ ◯ $\frac{9}{4}$ $\quad$ $\frac{24}{8}$ ◯ $\frac{11}{4}$



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3. Choose a *greater than* comparison you made in Problem 2. Use pictures, numbers, and words to explain how you made that comparison.

4. Choose a *less than* comparison you made in Problem 2. Use pictures, numbers, and words to explain a different way of thinking about the comparison than what you wrote in Problem 3.

5. Choose an *equal to* comparison you made in Problem 2. Use pictures, numbers, and words to explain two ways that you can prove your comparison is true.



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Max ate $\frac{2}{3}$ of his pizza for lunch. He wanted to eat a small snack in the afternoon, so he cut the leftover pizza in half and ate 1 slice. How much of the pizza was left? Draw a picture to help you think about the pizza.

**Read** **Draw** **Write**



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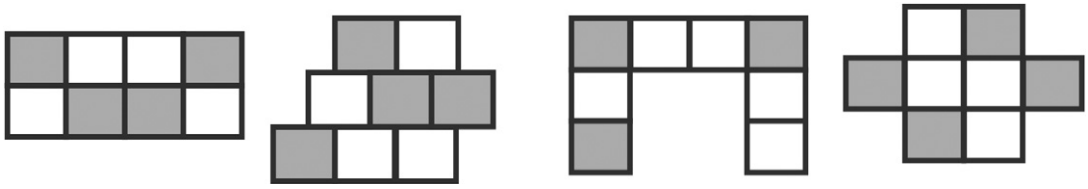
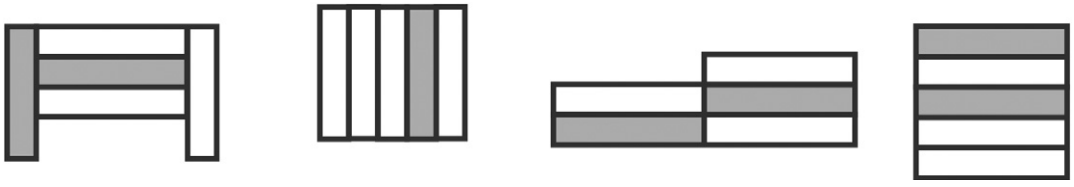
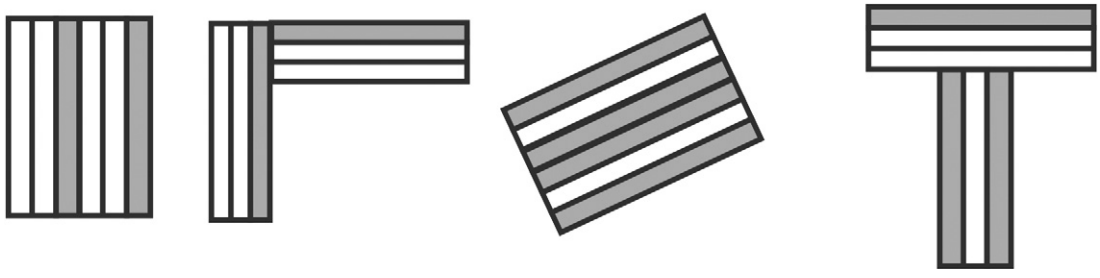
Name _____ Date _____

1. Label what fraction of each shape is shaded. Then, circle the fractions that are equal.

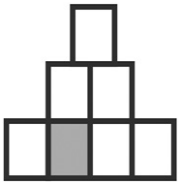
a. 

b. 

c. 

2. Label the shaded fraction. Draw 2 different representations of the same fractional amount.

a. 

b. 



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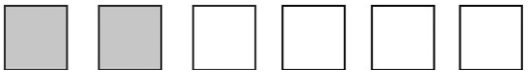
3. Ann has 6 small square pieces of paper. 2 squares are grey. Ann cuts the 2 grey squares in half with a diagonal line from one corner to the other.

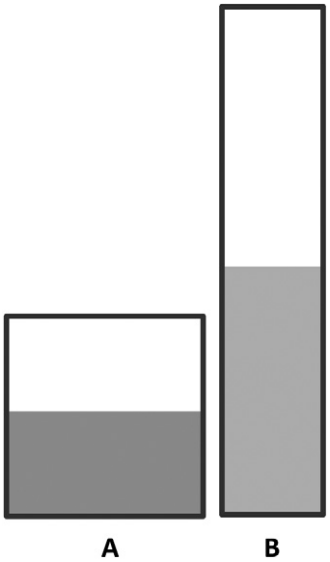


   a. What shapes does she have now?

   b. How many of each shape does she have?

   c. Use all the shapes with no overlaps. Draw at least 2 different ways Ann's set of shapes might look. What fraction of the figure is grey?

4. Laura has 2 different beakers that hold exactly 1 liter. She pours $\frac{1}{2}$ liter of blue liquid into Beaker A. She pours $\frac{1}{2}$ liter of orange liquid into Beaker B. Susan says the amounts are not equal. Cristina says they are. Explain who you think is correct and why.



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Dorothea is training to run a 2-mile race. She marks off her starting point and the finish line. To track her progress, she places a mark at 1 mile. She then places a mark halfway between her starting position and 1 mile, and another mark halfway between 1 mile and the finish line.

a. Draw and label a number line to show the points Dorothea marks along her run.

b. What fractional unit does Dorothea make as she marks the points on her run?

**Read** **Draw** **Write**



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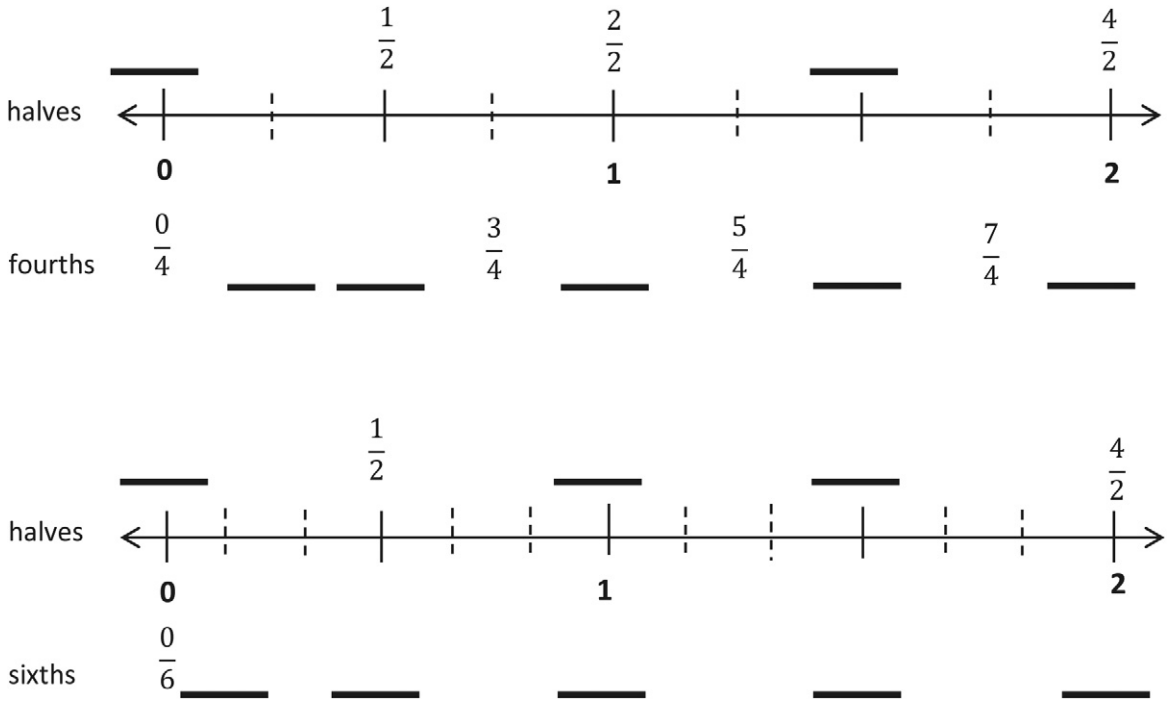
Name _____ Date _____

1. Use the fractional units on the left to count up on the number line. Label the missing fractions on the blanks.




2. Use the number lines above to:
   - Color fractions equal to 1 half blue.
   - Color fractions equal to 1 yellow.
   - Color fractions equal to 3 halves green.
   - Color fractions equal to 2 red.

3. Use the number lines above to make the number sentences true.

$$\frac{2}{4} = \frac{\quad}{6} \qquad \frac{6}{6} = \frac{2}{\quad} = \quad \qquad \frac{3}{2} = \frac{\quad}{6} = \frac{6}{\quad}$$



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4. Jack and Jill use rain gauges the same size and shape to measure rain on the top of a hill. Jack uses a rain gauge marked in fourths of an inch. Jill's gauge measures rain in eighths of an inch. On Thursday, Jack's gauge measured $\frac{2}{4}$ inches of rain. They both had the same amount of water, so what was the reading on Jill's gauge Thursday? Draw a number line to help explain your thinking.

5. Jack and Jill's baby brother Rosco also had a gauge the same size and shape on the same hill. He told Jack and Jill that there had been $\frac{1}{2}$ inch of rain on Thursday. Is he right? Why or why not? Use words and a number line to explain your answer.



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Mr. Ramos wants to put a wire on the wall. He puts 9 nails equally spaced along the wire. Draw a number line representing the wire. Label it from 0 at the start of the wire to 1 at the end. Mark each fraction where Mr. Ramos puts each nail.

a. Build a number bond with unit fractions to 1 whole.

b. Write the fraction of the nail that is equivalent to $\frac{1}{2}$ of the wire.

**Read** **Draw** **Write**



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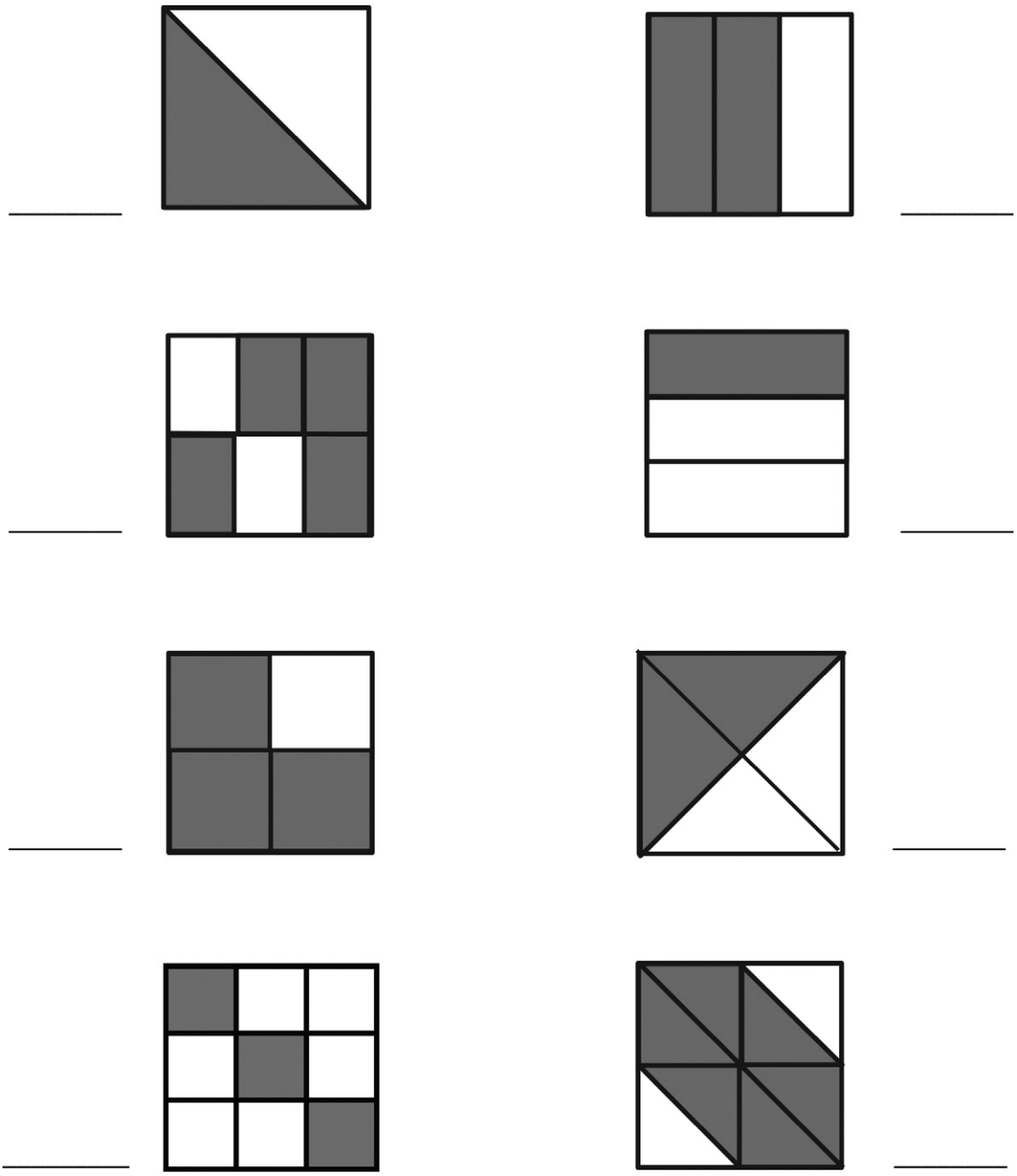
Name _____ Date _____

1. Write the shaded fraction of each figure on the blank. Then, draw a line to match the equivalent fractions.





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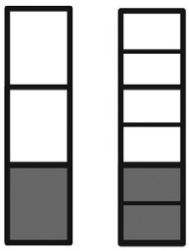
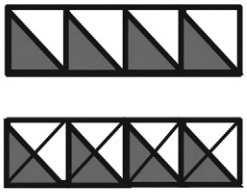
2. Write the missing parts of the fractions.



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

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



$\frac{4}{8} = \frac{8}{\quad}$

3. Why does it take 2 copies of $\frac{1}{8}$ to show the same amount as 1 copy of $\frac{1}{4}$? Explain your answer in words and pictures.

4. How many sixths does it take to make the same amount as $\frac{1}{3}$? Explain your answer in words and pictures.

5. Why does it take 10 copies of 1 sixth to make the same amount as 5 copies of 1 third? Explain your answer in words and pictures.



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Shannon stood at the end of a 100-meter long soccer field and kicked the ball to her teammate. She kicked it 20 meters. The commentator said she kicked it a quarter of the way down the field. Is that true? If not, what fraction should the commentator have said? Prove your answer by using a number line.

**Read** **Draw** **Write**



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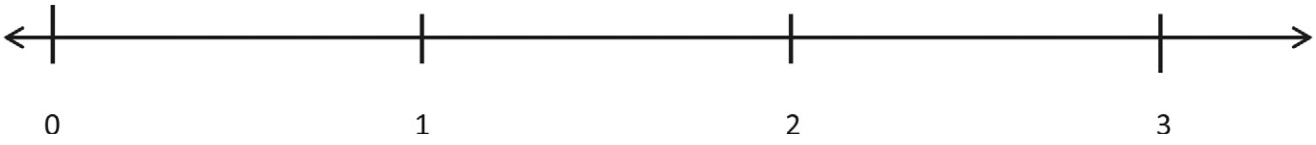
Name _____ Date _____




1. On the number line above, use a red colored pencil to divide each whole into fourths, and label each fraction above the line. Use a fraction strip to help you estimate, if necessary.

2. On the number line above, use a blue colored pencil to divide each whole into eighths, and label each fraction below the line. Refold your fraction strip from Problem 1 to help you estimate.

3. List the fractions that name the same place on the number line.

4. Using your number line to help, what red fraction and what blue fraction would be equal to $\frac{7}{2}$? Draw the part of the number line below that would include these fractions, and label it.



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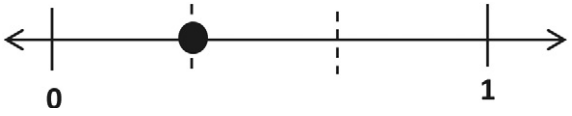
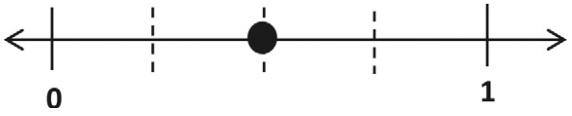
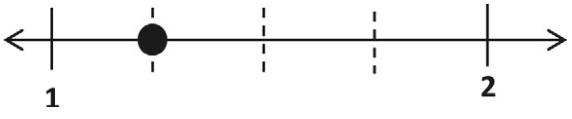
5. Write two different fractions for the dot on the number line. You may use halves, thirds, fourths, fifths, sixths, or eighths. Use fraction strips to help you, if necessary.



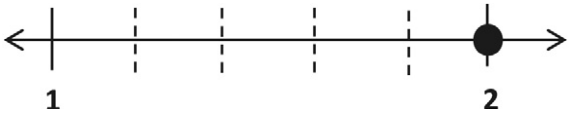

_____ = _____




_____ = _____




_____ = _____




_____ = _____

6. Cameron and Terrance plan to run in the city race on Saturday. Cameron has decided that he will divide his race into 3 equal parts and will stop to rest after running 2 of them. Terrance divides his race into 6 equal parts and will stop and rest after running 2 of them. Will the boys rest at the same spot in the race? Why or why not? Draw a number line to explain your answer.



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The zipper on Robert's jacket is 1 foot long. It breaks on the first day of winter. He can only zip it $\frac{8}{12}$ of the way before it gets stuck. Draw and label a number line to show how far Robert can zip his jacket.

a. Divide and label the number line in thirds. What fraction of the way can he zip his jacket in thirds?

b. What fraction of Robert's jacket is not zipped? Write your answer in twelfths and thirds.

**Read** **Draw** **Write**



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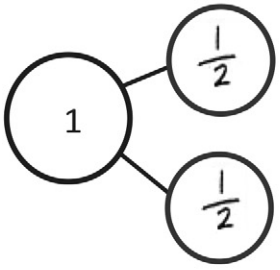
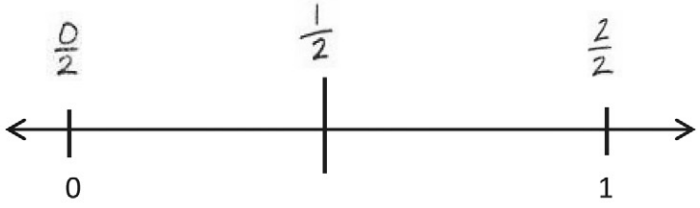
Name _____ Date _____

1. Complete the number bond as indicated by the fractional unit. Partition the number line into the given fractional unit, and label the fractions. Rename 0 and 1 as fractions of the given unit. The first one is done for you.

Halves




Thirds



Fourths



Fifths





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2. Circle all the fractions in Problem 1 that are equal to 1. Write them in a number sentence below.

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

3. What pattern do you notice in the fractions that are equivalent to 1?

4. Taylor took his little brother to get pizza. Each boy ordered a small pizza. Taylor's pizza was cut in fourths, and his brother's was cut in thirds. After they had both eaten all of their pizza, Taylor's little brother said, "Hey that was no fair! You got more than me! You got 4 pieces, and I only got 3."

   Should Taylor's little brother be mad? What could you say to explain the situation to him? Use words, pictures, or a number line.



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Lincoln drinks 1 eighth gallon of milk every morning.

a. How many days will it take Lincoln to drink 1 gallon of milk? Use a number line and words to explain your answer.

b. How many days will it take Lincoln to drink 2 gallons? Extend your number line to show 2 gallons, and use words to explain your answer.

**Read** **Draw** **Write**



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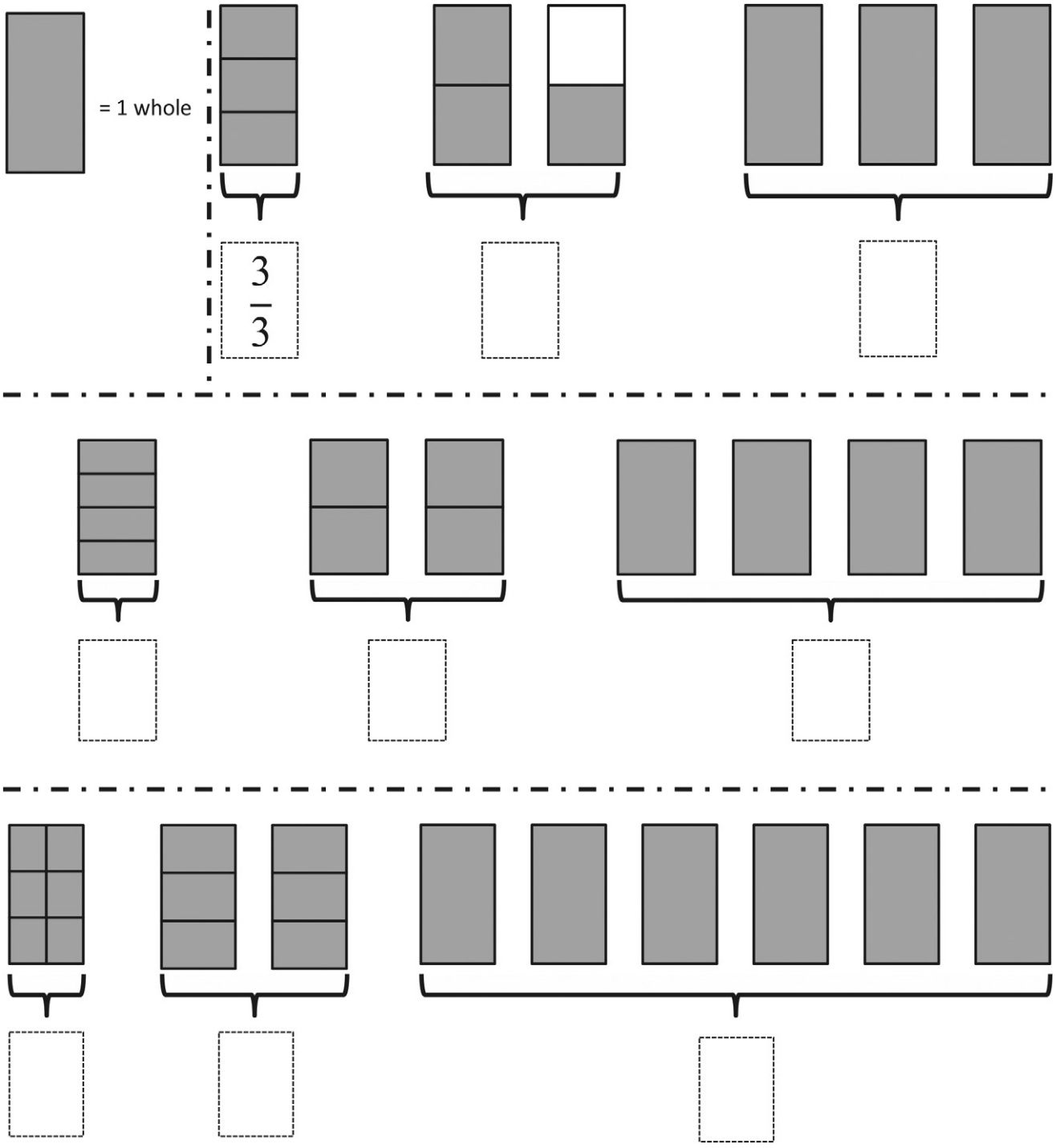
Name _____ Date _____

1. Label the following models as a fraction inside the dotted box. The first one has been done for you.



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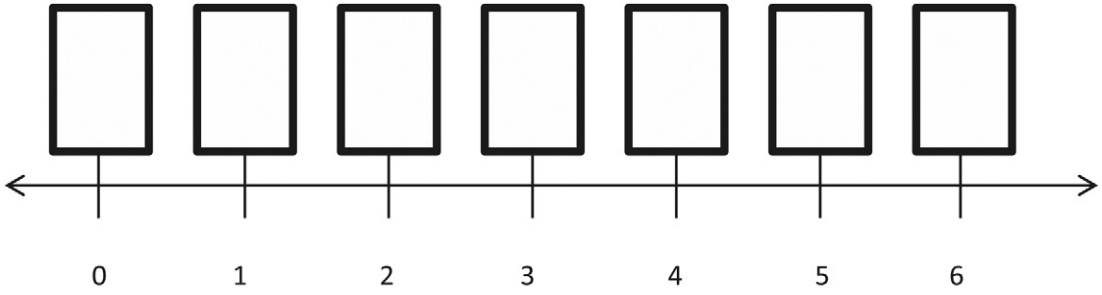
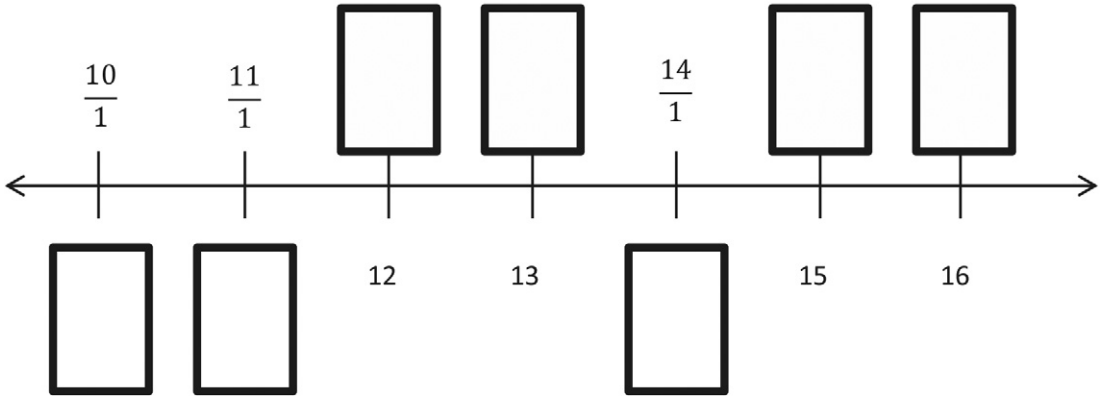
2. Fill in the missing whole numbers in the boxes below the number line. Rename the whole numbers as fractions in the boxes above the number line.




3. Explain the difference between these two fractions with words and pictures.

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



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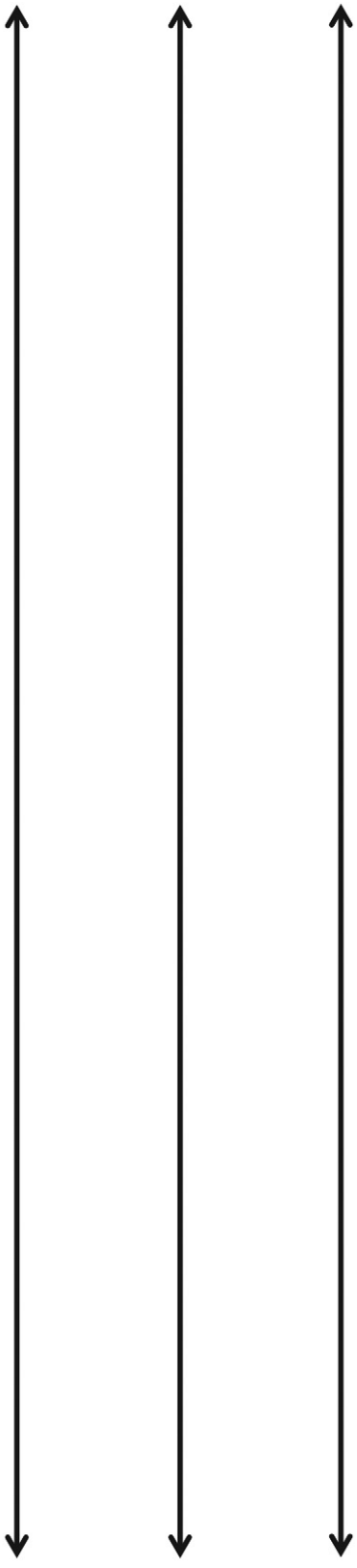

3 wholes



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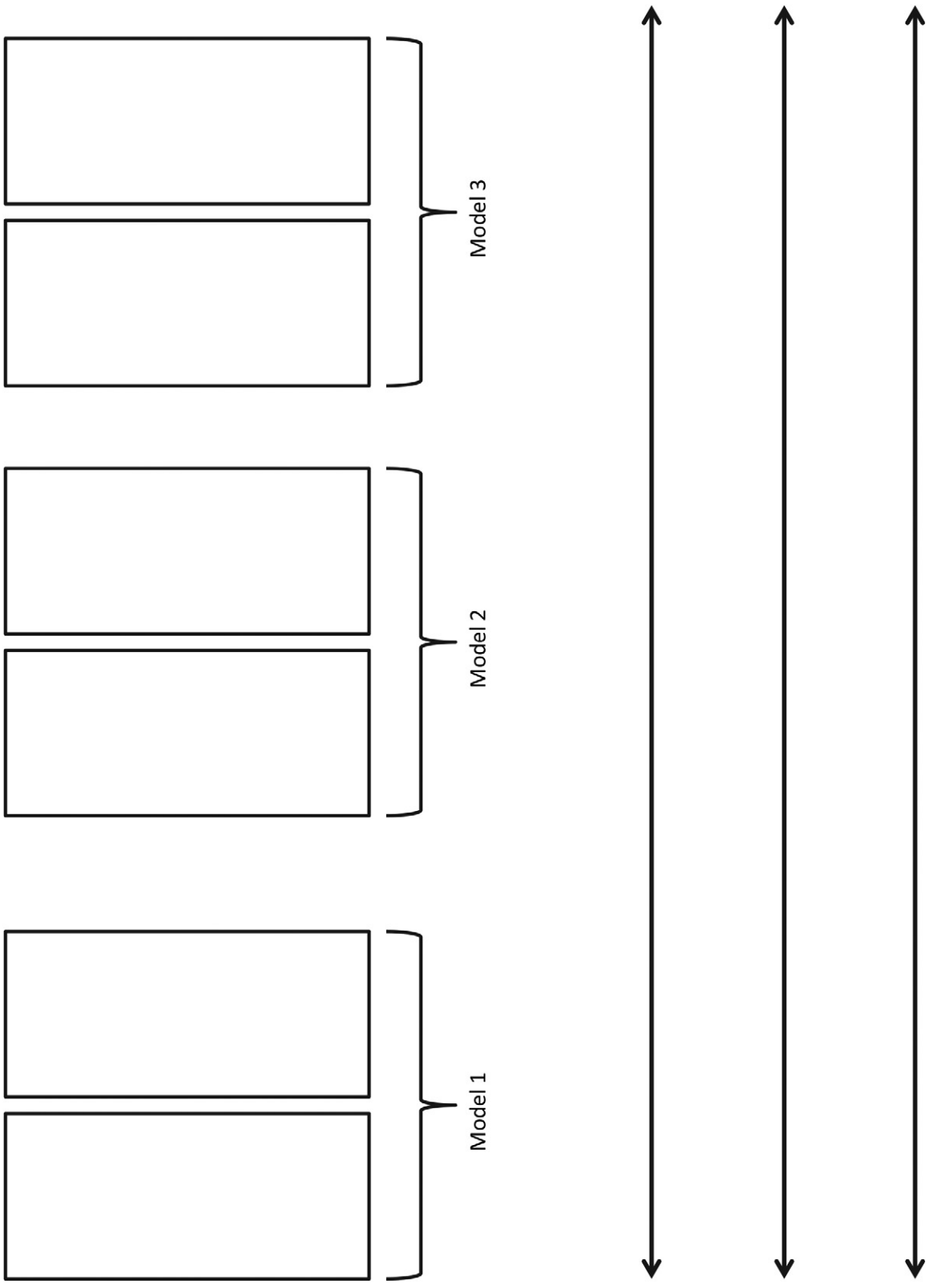


6 wholes



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Antonio works on his project for 4 thirds hours. His mom tells him that he must spend another 2 thirds of an hour on it. Draw a number bond and number line with copies of thirds to show how long Antonio needs to work altogether. Write the amount of time Antonio needs to work altogether as a whole number.

**Read** **Draw** **Write**



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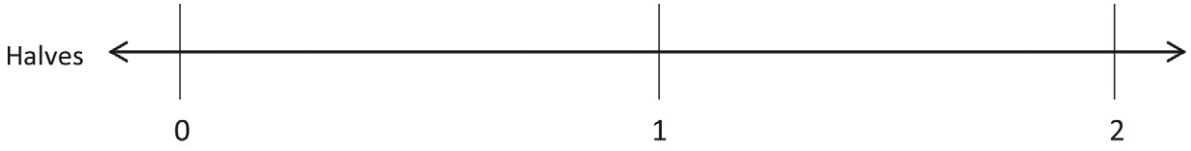
Name _____ Date _____

1. Partition the number line to show the fractional units. Then, draw number bonds using copies of 1 whole for the circled whole numbers.




0 = _____ halves

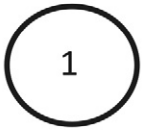
$0 = \frac{\square}{2}$

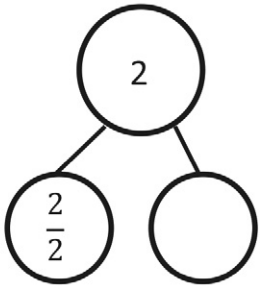
1 = _____ halves

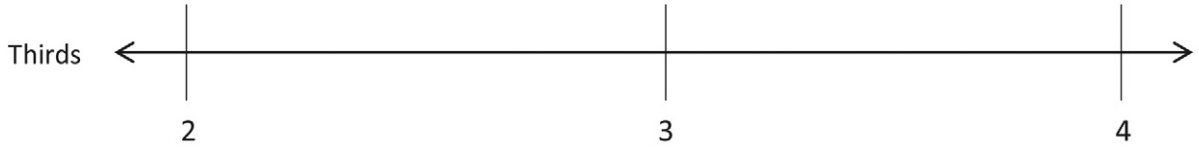
$1 = \frac{\square}{2}$

2 = _____ halves

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




2 = _____ thirds

$2 = \frac{\square}{3}$

3 = _____ thirds

$3 = \frac{\square}{3}$

4 = _____ thirds

$4 = \frac{\square}{3}$



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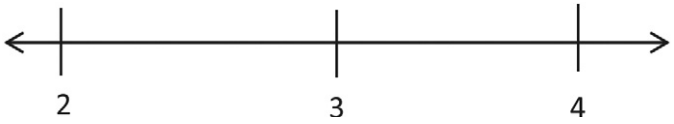
2. Write the fractions that name the whole numbers for each fractional unit. The first one has been done.




| | | | |
|---|---|---|---|
| Halves | $\frac{4}{2}$ | $\frac{6}{2}$ | $\frac{8}{2}$ |
| Thirds | | | |
| Fourths | | | |
| Sixths | | | |

3. Sammy uses $\frac{1}{4}$ meter of wire each day to make things.

   a. Draw a number line to represent 1 meter of wire. Partition the number line to represent how much Sammy uses each day. How many days does the wire last?

   b. How many days will 3 meters of wire last?

4. Cindy feeds her dog $\frac{1}{3}$ pound of food each day.

   a. Draw a number line to represent 1 pound of food. Partition the number line to represent how much food she uses each day.

   b. Draw another number line to represent 4 pounds of food. After 3 days, how many pounds of food has she given her dog?

   c. After 6 days, how many pounds of food has she given her dog?



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The branch of a tree is 2 meters long. Monica chops the branch for firewood. She cuts pieces that are $\frac{1}{6}$ meter long. Draw a number line to show the total length of the branch. Partition and label each of Monica's cuts.

a. How many pieces does Monica have altogether?

b. Write 2 equivalent fractions to describe the total length of Monica's branch.

**Read** **Draw** **Write**



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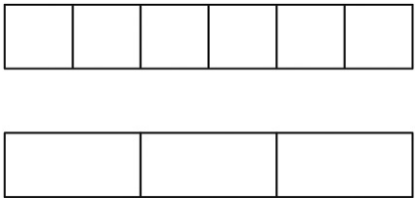
Name _____ Date _____

1. Use the pictures to model equivalent fractions. Fill in the blanks, and answer the questions.



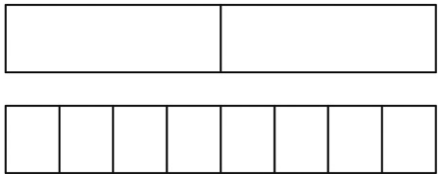
4 sixths is equal to _____ thirds.

$$\frac{4}{6} = \frac{\square}{3}$$

The whole stays the same.

What happened to the size of the equal parts when there were fewer equal parts?

What happened to the number of equal parts when the equal parts became larger?



1 half is equal to _____ eighths.

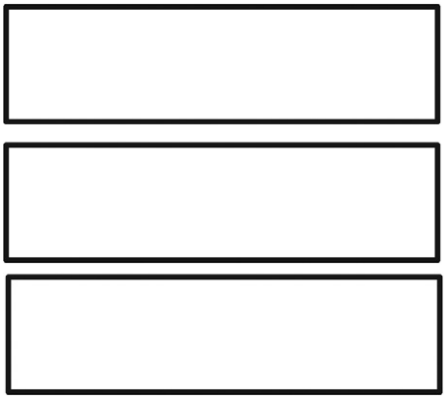
$$\frac{1}{2} = \frac{\square}{8}$$

The whole stays the same.

What happened to the size of the equal parts when there were more equal parts?

What happened to the number of equal parts when the equal parts became smaller?

2. 6 friends want to share 3 chocolate bars that are all the same size, which are represented by the 3 rectangles below. When the bars are unwrapped, the friends notice that the first chocolate bar is cut into 2 equal parts, the second is cut into 4 equal parts, and the third is cut into 6 equal parts. How can the 6 friends share the chocolate bars equally without breaking any of the pieces?





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3. When the whole is the same, why does it take 6 copies of 1 eighth to equal 3 copies of 1 fourth? Draw a model to support your answer.

4. When the whole is the same, how many sixths does it take to equal 1 third? Draw a model to support your answer.

5. You have a magic wand that doubles the number of equal parts but keeps the whole the same size. Use your magic wand. In the space below, draw to show what happens to a rectangle that is partitioned in fourths after you tap it with your wand. Use words and numbers to explain what happened.



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LaTonya has 2 equal-sized hotdogs. She cut the first one into thirds at lunch. Later, she cut the second hotdog to make double the number of pieces. Draw a model of LaTonya's hotdogs.

a. How many pieces is the second hotdog cut into?

b. If she wants to eat $\frac{2}{3}$ of the second hotdog, how many pieces should she eat?

**Read** **Draw** **Write**



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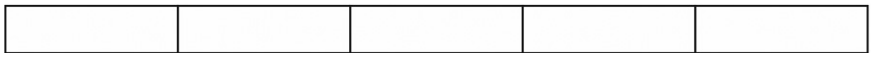
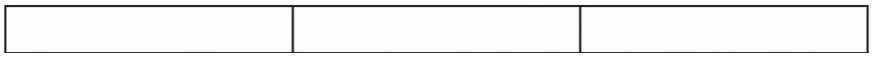
Name _____ Date _____

Shade the models to compare the fractions. Circle the larger fraction for each problem.

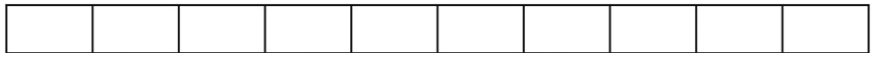
1. 2 fifths



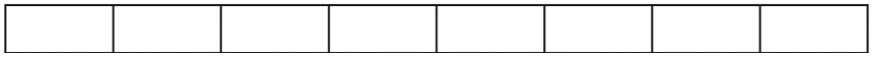
2 thirds



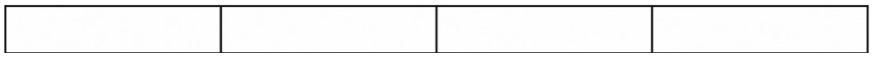
2. 2 tenths



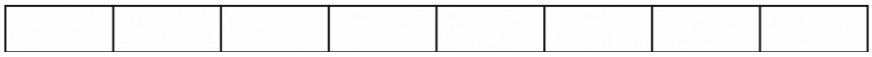
2 eighths



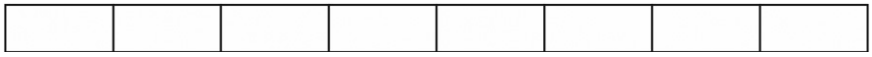
3. 3 fourths



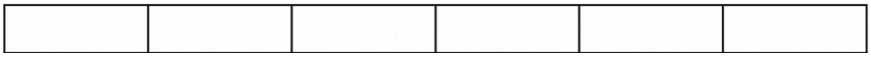
3 eighths



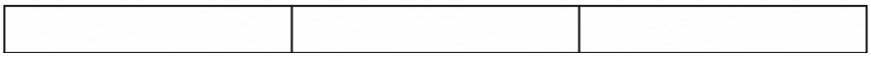
4. 4 eighths



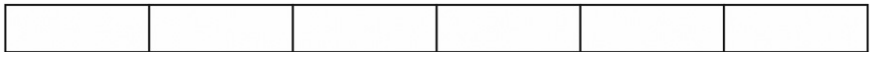
4 sixths



5. 3 thirds



3 sixths





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6. After softball, Leslie and Kelly each buy a half-liter bottle of water. Leslie drinks 3 fourths of her water. Kelly drinks 3 fifths of her water. Who drinks the least amount of water? Draw a picture to support your answer.

7. Becky and Malory get matching piggy banks. Becky fills $\frac{2}{3}$ of her piggy bank with pennies. Malory fills $\frac{2}{4}$ of her piggy bank with pennies. Whose piggy bank has more pennies? Draw a picture to support your answer.

8. Heidi lines up her dolls in order from shortest to tallest. Doll A is $\frac{2}{4}$ foot tall, Doll B is $\frac{2}{6}$ foot tall, and Doll C is $\frac{2}{3}$ foot tall. Compare the heights of the dolls to show how Heidi puts them in order. Draw a picture to support your answer.



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Catherine and Diana buy matching scrapbooks. Catherine decorates $\frac{5}{9}$ of the pages in her book. Diana decorates $\frac{5}{6}$ of the pages in her book. Who has decorated more pages of her scrapbook? Draw a picture to support your answer.

**Read** **Draw** **Write**



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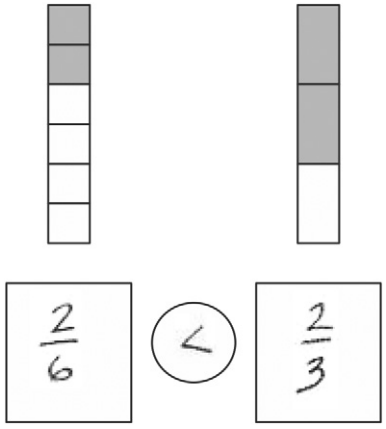
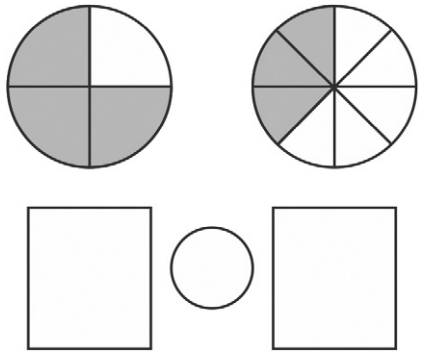
Name _____ Date _____

Label each shaded fraction. Use >, <, or = to compare. The first one has been done for you.

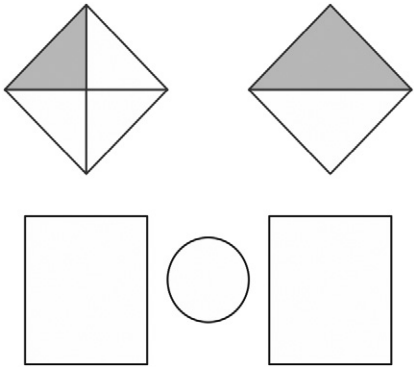
1.



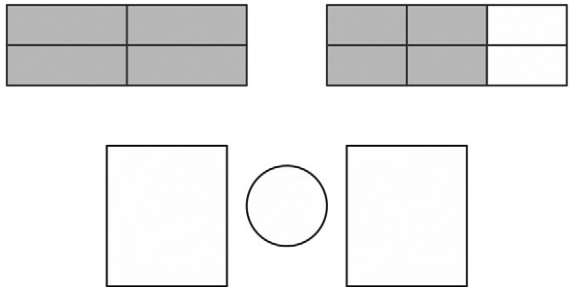

2.



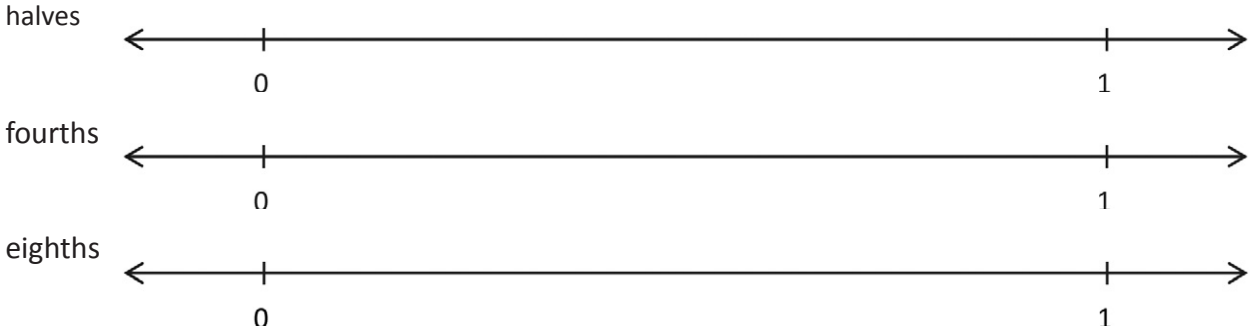
3.



4.



5. Partition each number line into the units labeled on the left. Then, use the number lines to compare the fractions.




a. $\frac{3}{8}$ ◯ $\frac{3}{4}$

b. $\frac{4}{4}$ ◯ $\frac{4}{8}$

c. $\frac{2}{4}$ ◯ $\frac{2}{8}$



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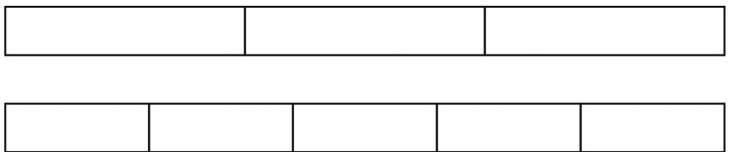
Draw your own model to compare the following fractions.

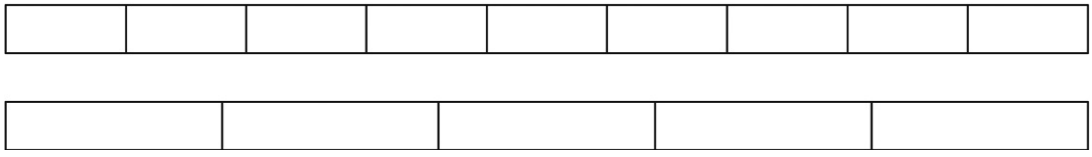
6. $\frac{3}{10}$ ◯ $\frac{3}{5}$

7. $\frac{2}{6}$ ◯ $\frac{2}{8}$

8. John ran 2 thirds of a kilometer after school. Nicholas ran 2 fifths of a kilometer after school. Who ran the shorter distance? Use the model below to support your answer. Be sure to label 1 whole as 1 kilometer.



9. Erica ate 2 ninths of a licorice stick. Robbie ate 2 fifths of an identical licorice stick. Who ate more? Use the model below to support your answer.





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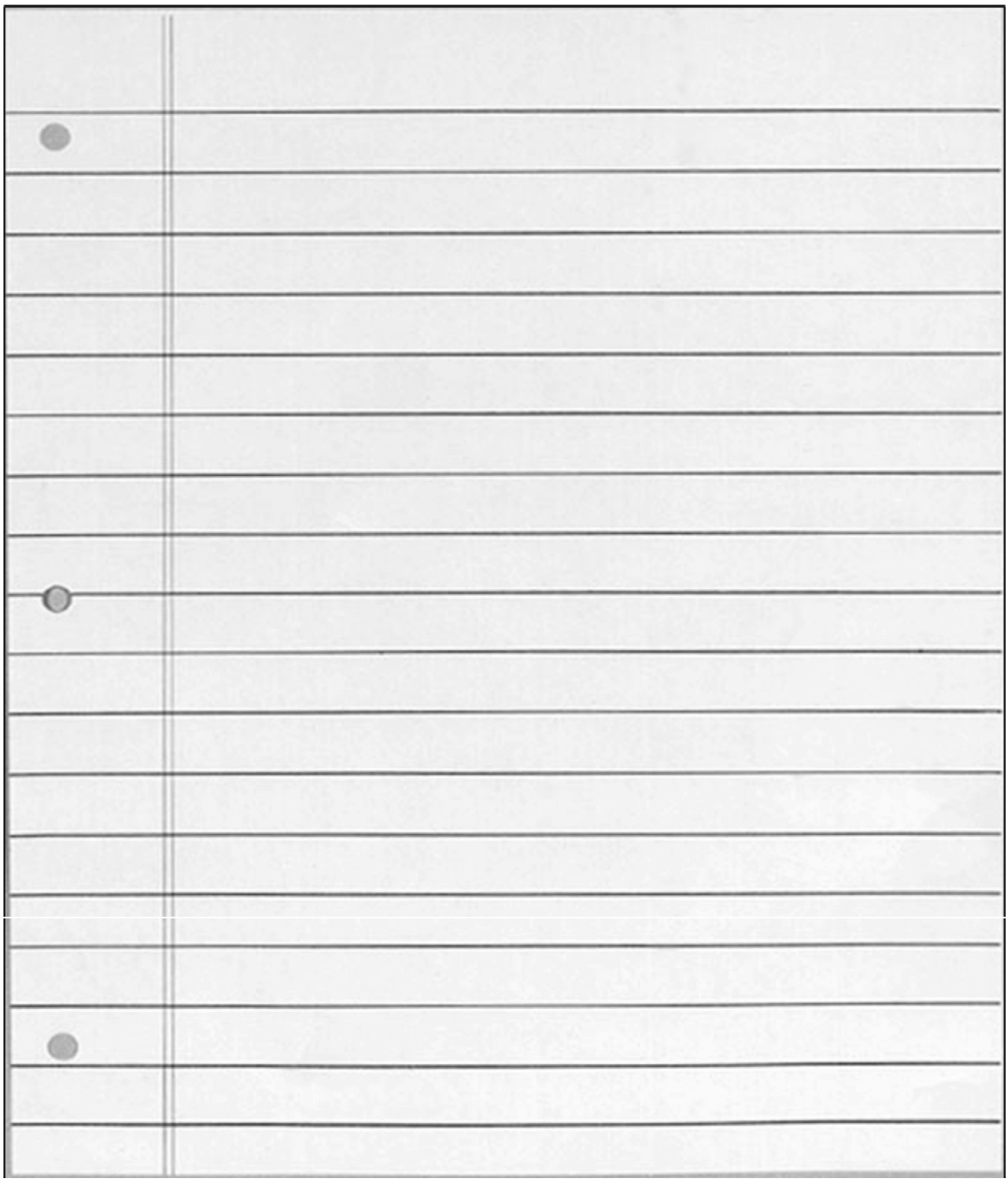

lined paper



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Damien folds a paper strip into 6 equal parts. He shades 5 of the equal parts and then cuts off 2 shaded parts. Explain your thinking about what fraction is unshaded.

**Read** **Draw** **Write**



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Name _____ Date _____

1. "What is your favorite color?" Survey the class to complete the tally chart below.

| Favorite Colors | |
|---|---|
| **Color** | **Number of Students** |
| **Green** | |
| **Yellow** | |
| **Red** | |
| **Blue** | |
| **Orange** | |

2. Use the tally chart to answer the following questions.

   a. How many students chose orange as their favorite color?

   b. How many students chose yellow as their favorite color?

   c. Which color did students choose the most? How many students chose it?

   d. Which color did students choose the least? How many students chose it?

   e. What is the difference between the number of students in parts (c) and (d)? Write a number sentence to show your thinking.

   f. Write an equation to show the total number of students surveyed on this chart.



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3. Use the tally chart in Problem 1 to complete the picture graphs below.

a.

| Favorite Colors | | | | |
|---|---|---|---|---|
| | | | | |
| **Green** | **Yellow** | **Red** | **Blue** | **Orange** |
| Each ♡ represents 1 student. | | | | |

b.

| Favorite Colors | | | | |
|---|---|---|---|---|
| | | | | |
| **Green** | **Yellow** | **Red** | **Blue** | **Orange** |
| Each ♡ represents 2 students. | | | | |



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4. Use the picture graph in Problem 3(b) to answer the following questions.

   a. What does each  represent?

   b. Draw a picture and write a number sentence to show how to represent 3 students in your picture graph.

   c. How many students does  represent? Write a number sentence to show how you know.

   d. How many more  did you draw for the color that students chose the most than for the color that students chose the least? Write a number sentence to show the difference between the number of votes for the color that students chose the most and the color that students chose the least.



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Reisha played in three basketball games. She scored 12 points in Game 1, 8 points in Game 2, and 16 points in Game 3. Each basket that she made was worth 2 points. She uses tape diagrams with a unit size of 2 to represent the points she scored in each game. How many total units of 2 does it take to represent the points she scored in all three games?

**Read** **Draw** **Write**



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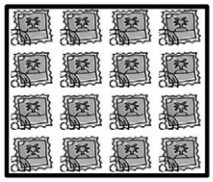
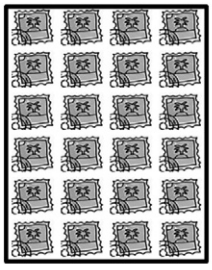
Name _____ Date _____

1. Find the total number of stamps each student has. Draw tape diagrams with a unit size of 4 to show the number of stamps each student has. The first one has been done for you.

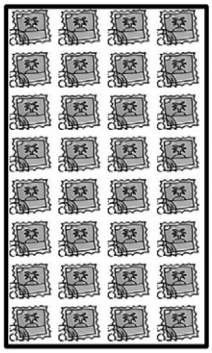


Dana

Tanisha



Raquel



Anna

Each  represents 1 stamp.

Dana:


Tanisha:

Raquel:

Anna:

2. Explain how you can create vertical tape diagrams to show this data.



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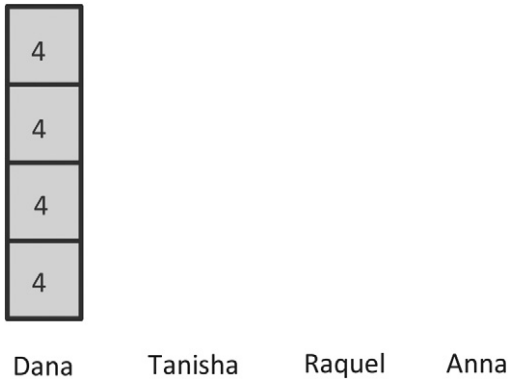
3. Complete the vertical tape diagrams below using the data from Problem 1.

a.




b.


c. What is a good title for the vertical tape diagrams?

d. How many total units of 4 are in the vertical tape diagrams in Problem 3(a)?

e. How many total units of 8 are in the vertical tape diagrams in Problem 3(b)?

f. Compare your answers to parts (d) and (e). Why does the number of units change?

g. Mattaeus looks at the vertical tape diagrams in Problem 3(b) and finds the total number of Anna's and Raquel's stamps by writing the equation $7 \times 8 = 56$. Explain his thinking.



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Name _____ Date _____

The chart below shows a survey of the book club's favorite type of book.

| Book Club's Favorite Type of Book | |
|---|---|
| **Type of Book** | **Number of Votes** |
| Mystery | 12 |
| Biography | 16 |
| Fantasy | 20 |
| Science Fiction | 8 |

a. Draw tape diagrams with a unit size of 4 to represent the book club's favorite type of book.

b. Use your tape diagrams to draw vertical tape diagrams that represent the data.



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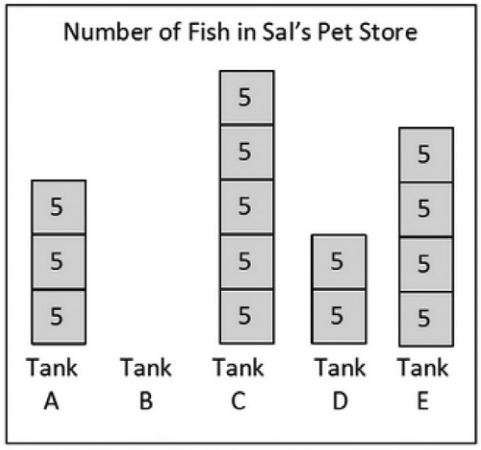
The vertical tape diagrams show the number of fish in Sal's Pet Store.




a. Find the total number of fish in Tank C. Show your work.

b. Tank B has a total of 30 fish. Draw the tape diagram for Tank B.

**Read** **Draw** **Write**



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c. How many more fish are in Tank B than in Tanks A and D combined?

**Read** **Draw** **Write**



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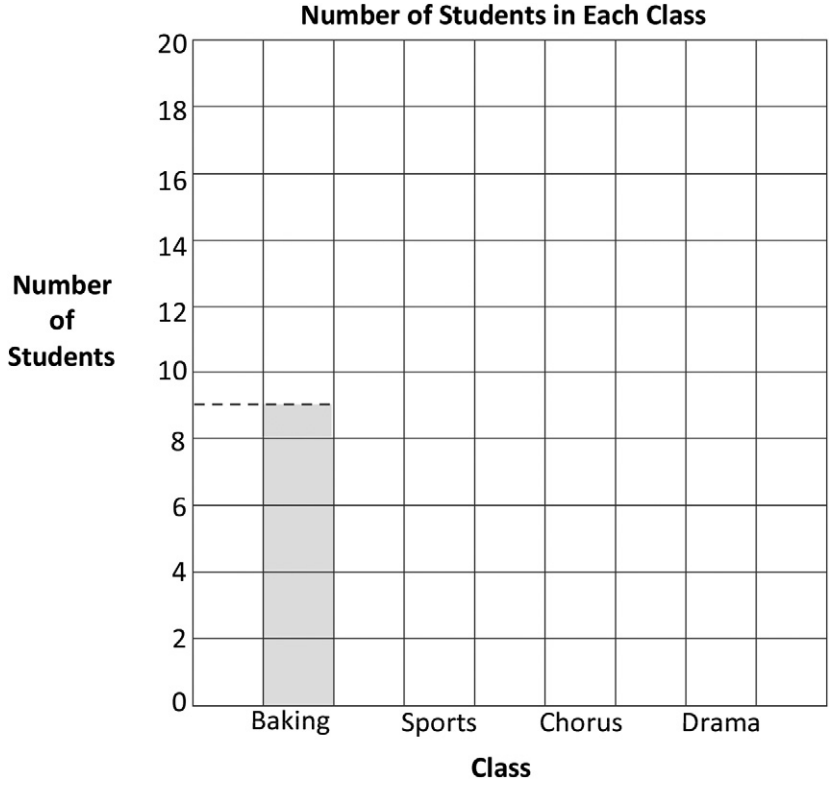
Name _____ Date _____

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

| Number of Students in Each Class | |
|---|---|
| Class | Number of Students |
| Baking | 9 |
| Sports | 16 |
| Chorus | 13 |
| Drama | 18 |

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




a. What is the value of each square in the bar graph?

b. Write a number sentence to find how many total students are enrolled in classes.

c. How many fewer students are in sports than in chorus and baking combined? Write a number sentence to show your thinking.



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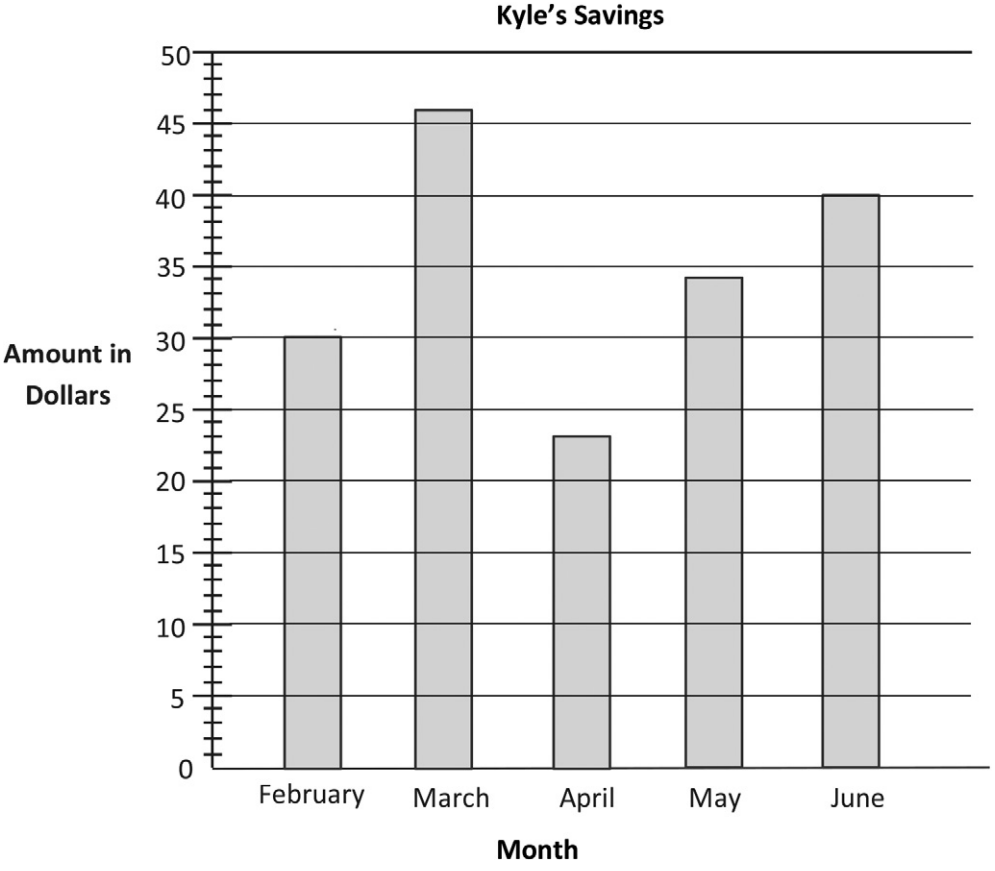
2. This bar graph shows Kyle's savings from February to June. Use a straightedge to help you read the graph.




a. How much money did Kyle save in May?

b. In which months did Kyle save less than $35?

c. How much more did Kyle save in June than April? Write a number sentence to show your thinking.

d. The money Kyle saved in _____ was half the money he saved in _____.

3. Complete the table below to show the same data given in the bar graph in Problem 2.

| **Months** | February | | | | |
|---|---|---|---|---|---|
| **Amount Saved in Dollars** | | | | | |



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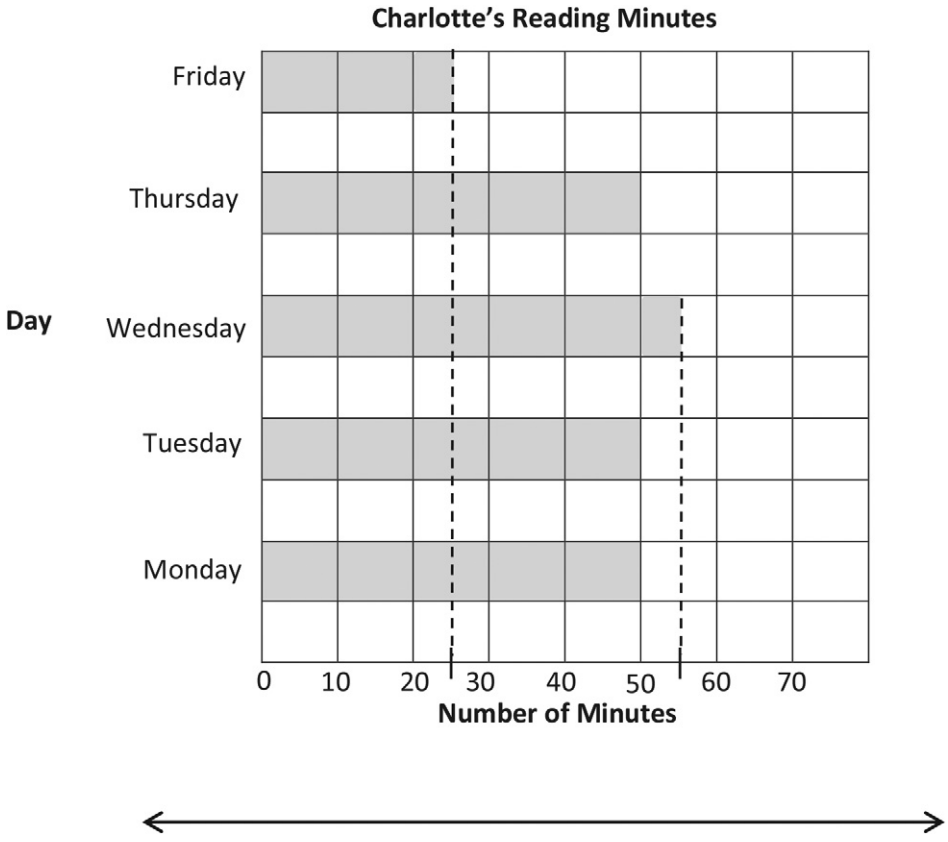
This bar graph shows the number of minutes Charlotte read from Monday through Friday.




4. Use the graph's lines as a ruler to draw in the intervals on the number line shown above. Then plot and label a point for each day on the number line.

5. Use the graph or number line to answer the following questions.

   a. On which days did Charlotte read for the same number of minutes? How many minutes did Charlotte read on these days?

   b. How many more minutes did Charlotte read on Wednesday than on Friday?



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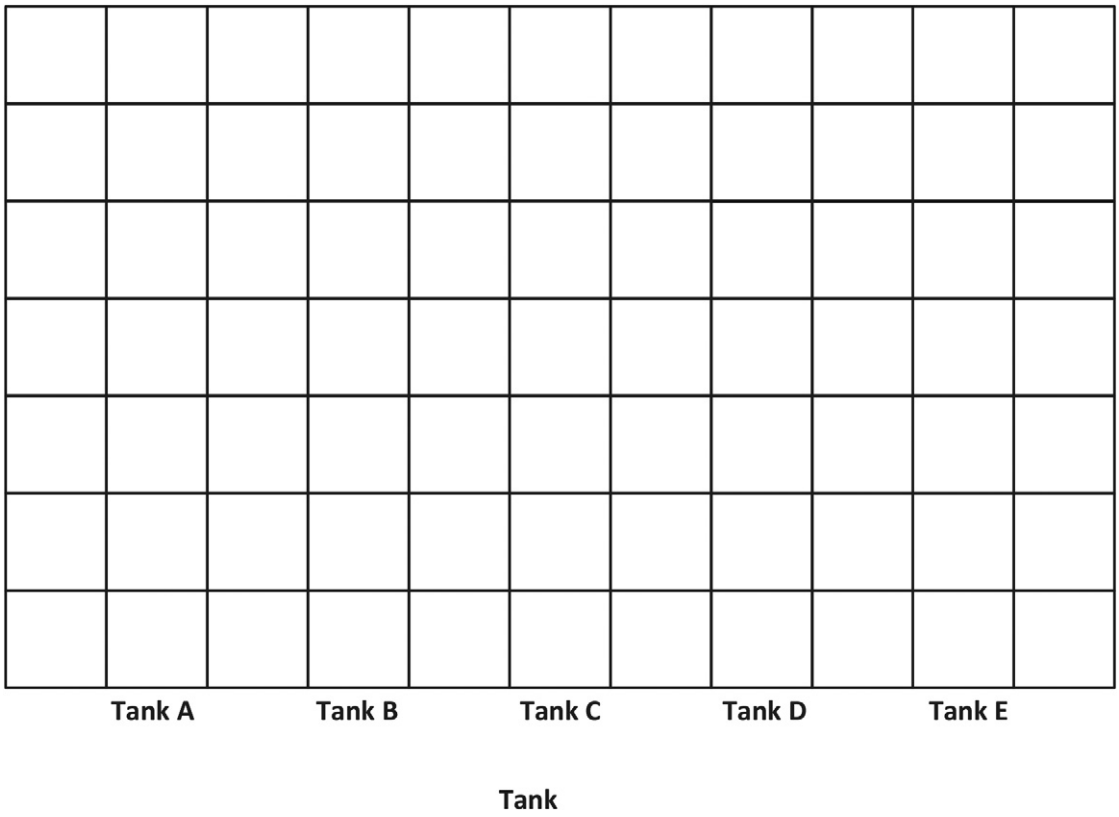


graph A



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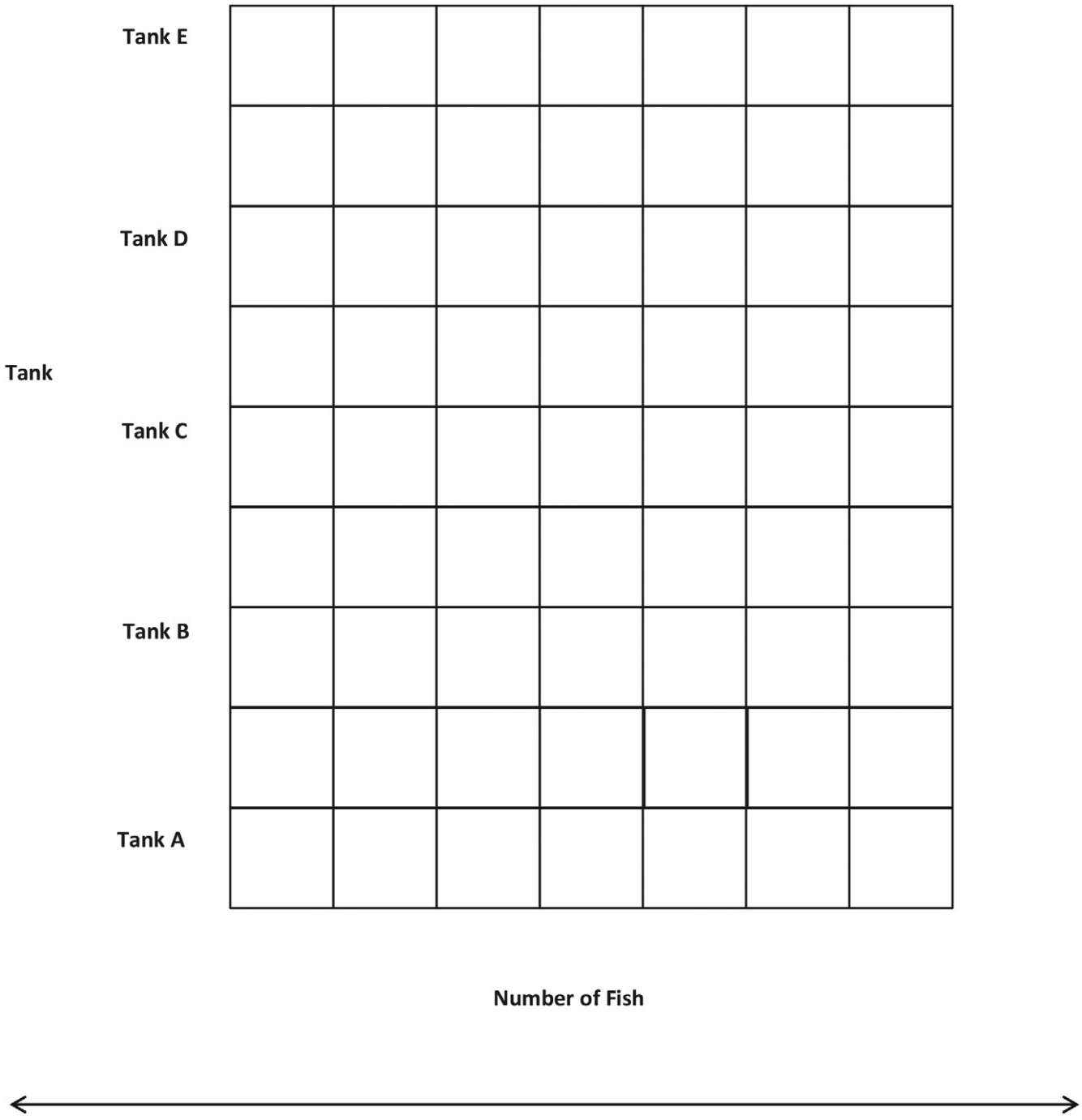
**Number of Fish at Sal's Pet Store**




graph B



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The following chart shows the number of times an insect's wings vibrate each second. Use the following clues to complete the unknowns in the chart.

| Wing Vibrations of Insects | |
|---|---|
| **Insect** | **Number of Wing Vibrations Each Second** |
| Honeybee | 350 |
| Beetle | *b* |
| Fly | 550 |
| Mosquito | *m* |

a. The beetle's number of wing vibrations is the same as the difference between the fly's and honeybee's.

b. The mosquito's number of wing vibrations is the same as 50 less than the beetle's and fly's combined.

**Read** **Draw** **Write**



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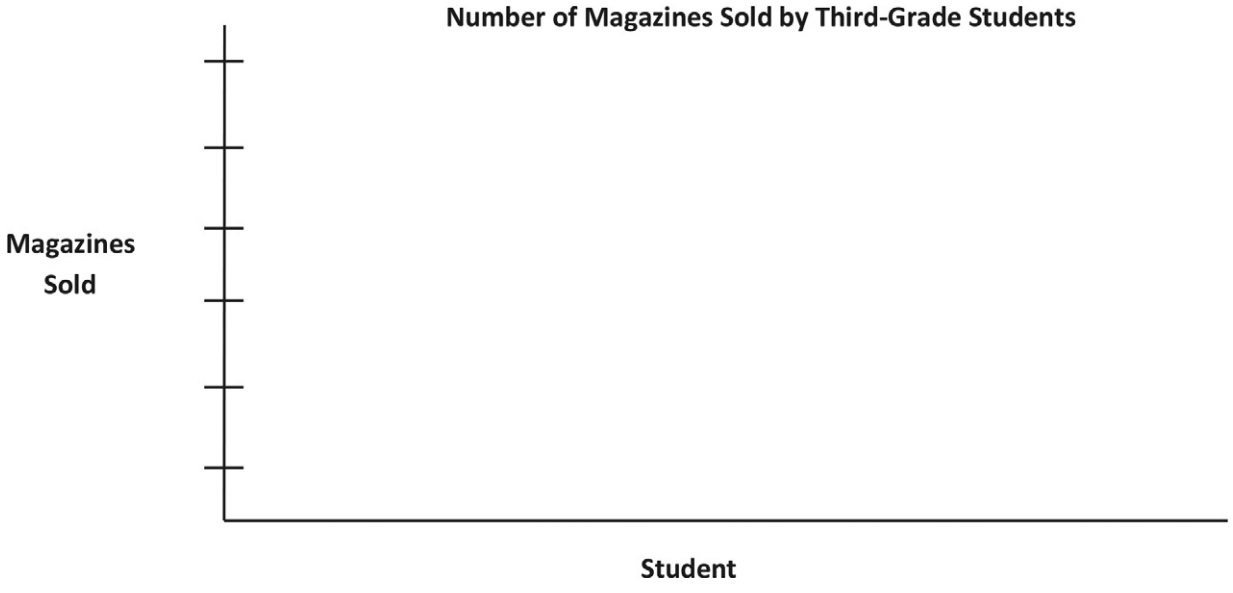
Name _____ Date _____

1. 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.




b. Explain why you chose the scale for the graph.

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

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



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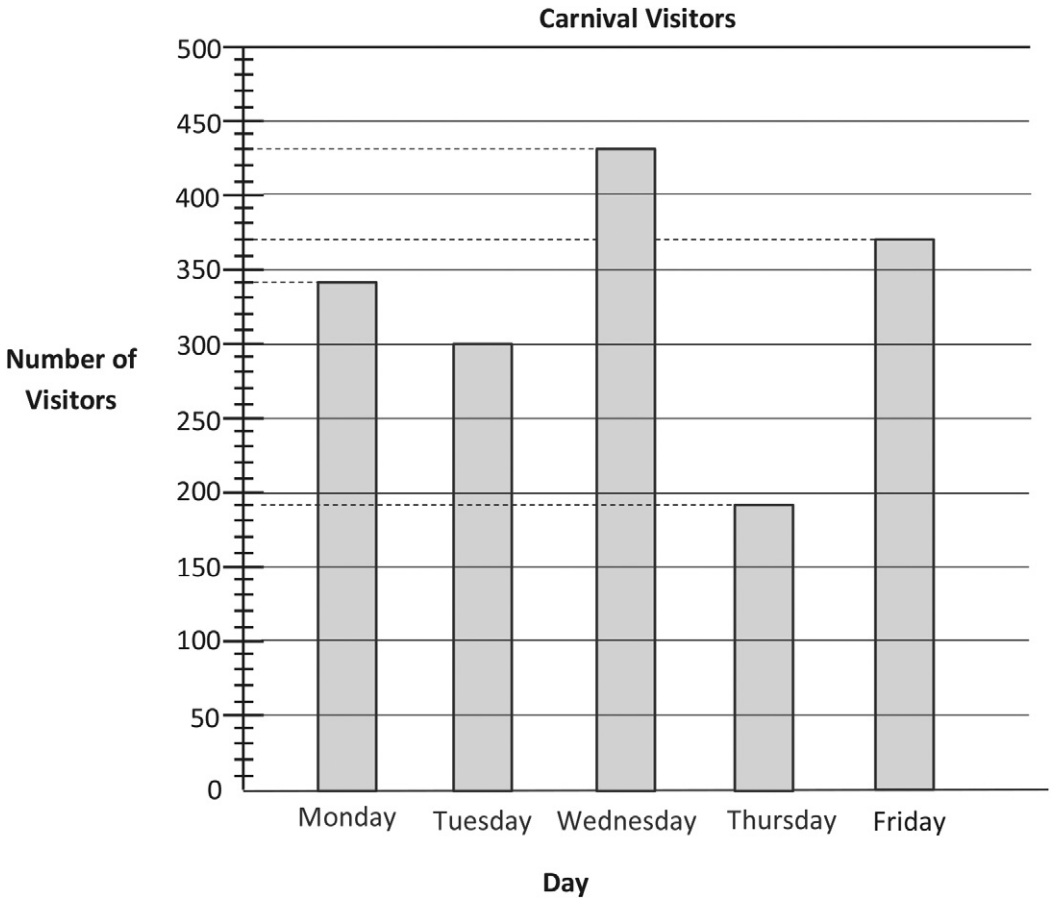
2. The bar graph shows the number of visitors to a carnival from Monday through Friday.




a. How many fewer visitors were there on the least busy day than on the busiest day?

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



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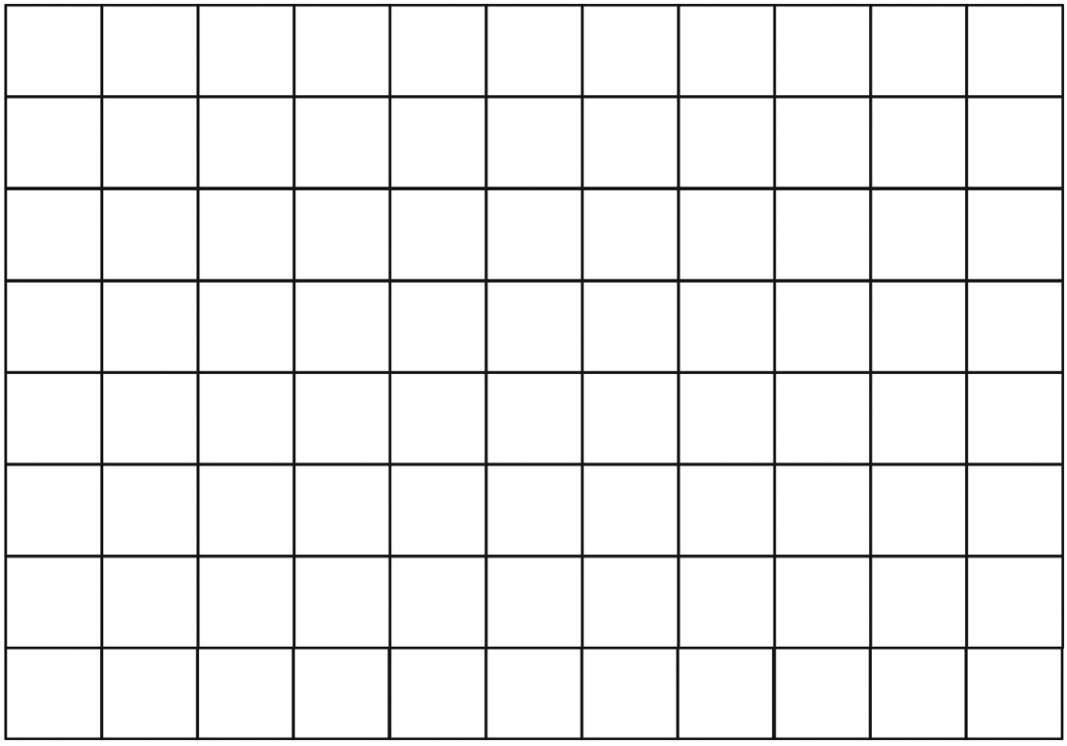

graph



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Name _____ Date _____

1. Use the ruler you made to measure different classmates' straws to the nearest inch, $\frac{1}{2}$ inch, and $\frac{1}{4}$ inch. Record the measurements in the chart below. Draw a star next to measurements that are exact.

| Straw Owner | Measured to the nearest inch | Measured to the nearest $\frac{1}{2}$ inch | Measured to the nearest $\frac{1}{4}$ inch |
|---|---|---|---|
| My straw | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

a. _____ 's straw is the shortest straw I measured. It measures _____ inch(es).

b. _____ 's straw is the longest straw I measured. It measures _____ inches.

c. Choose the straw from your chart that was most accurately measured with the $\frac{1}{4}$-inch intervals on your ruler. How do you know the $\frac{1}{4}$-inch intervals are the most accurate for measuring this straw?



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2. Jenna marks a 5-inch paper strip into equal parts as shown below.

a. Label the whole and half inches on the paper strip.

b. Estimate to draw the $\frac{1}{4}$-inch marks on the paper strip. Then, fill in the blanks below.

1 inch is equal to _____ half inches.

1 inch is equal to _____ quarter inches.

1 half inch is equal to _____ quarter inches.

c. Describe how Jenna could use this paper strip to measure an object that is longer than 5 inches.

3. Sari says her pencil measures 8 half inches. Bart disagrees and says it measures 4 inches. Explain to Bart why the two measurements are the same in the space below. Use words, pictures, or numbers.



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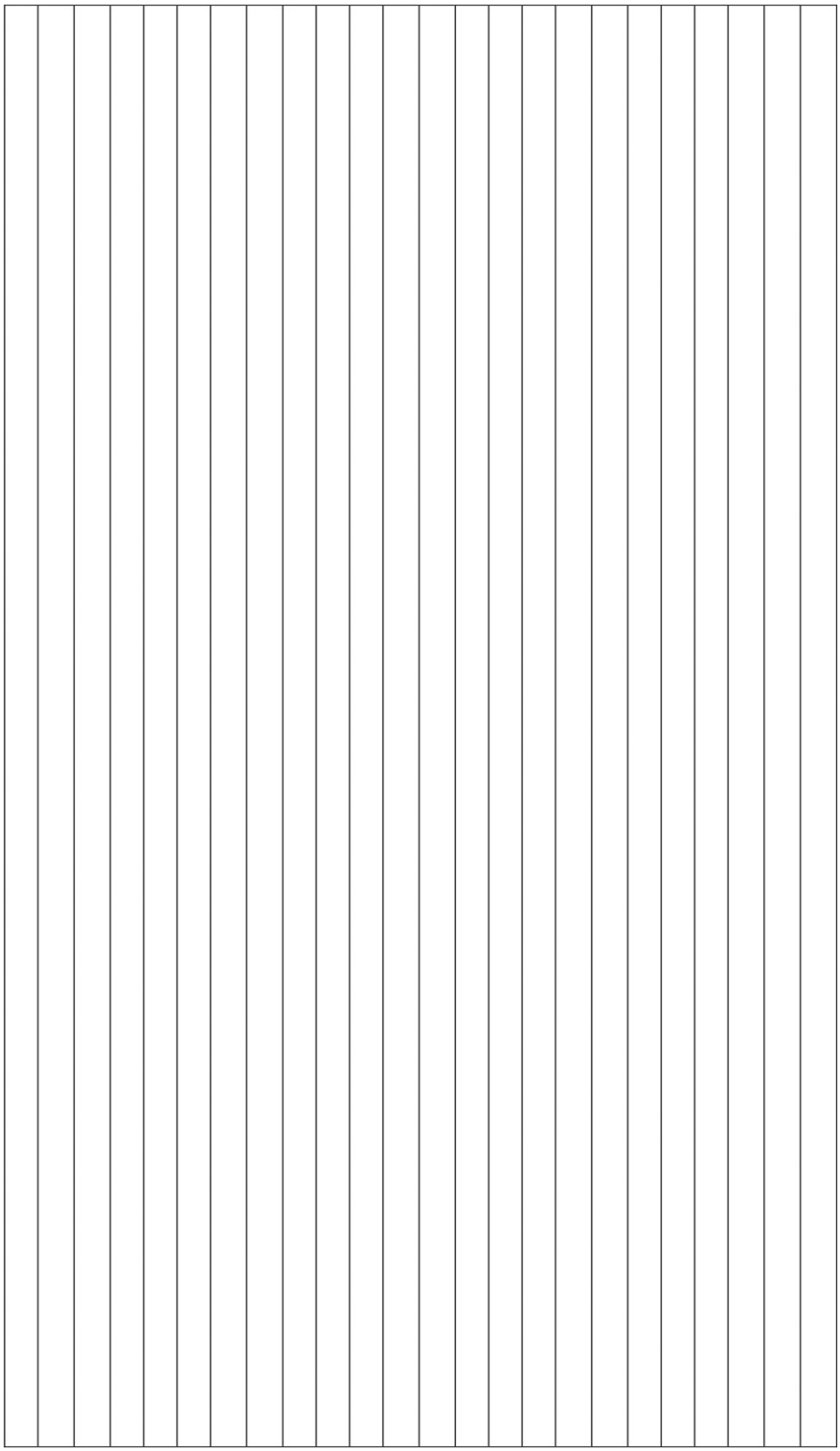

lined paper



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Katelynn measures the height of her bean plant on Monday and again on Friday. She says that her bean plant grew 10 quarter inches. Her partner records $2\frac{1}{2}$ inches on his growth chart for the week. Is her partner right? Why or why not?

**Read** **Draw** **Write**



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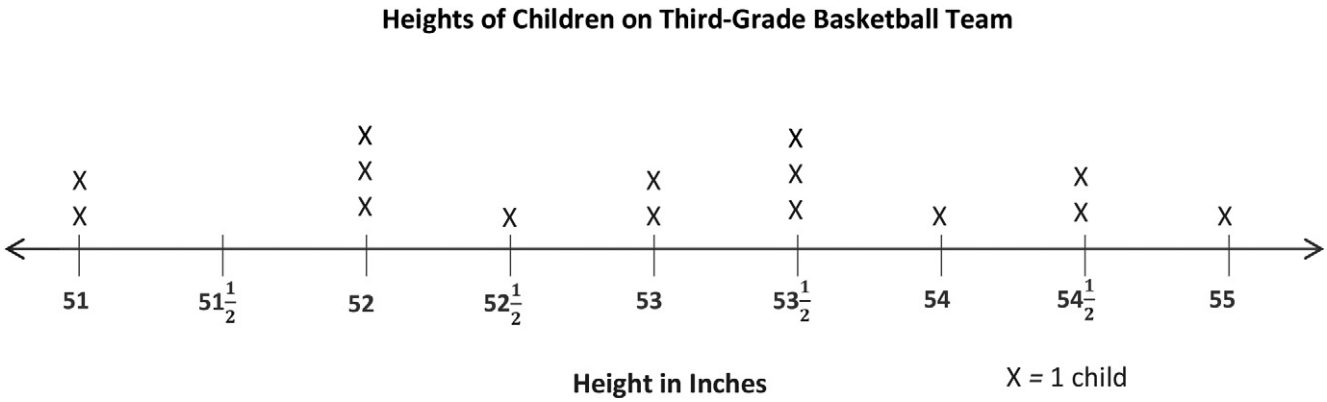
Name _____ Date _____

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




a. How many children are on the team? How do you know?

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

c. Coach Harris 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 Harris 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?



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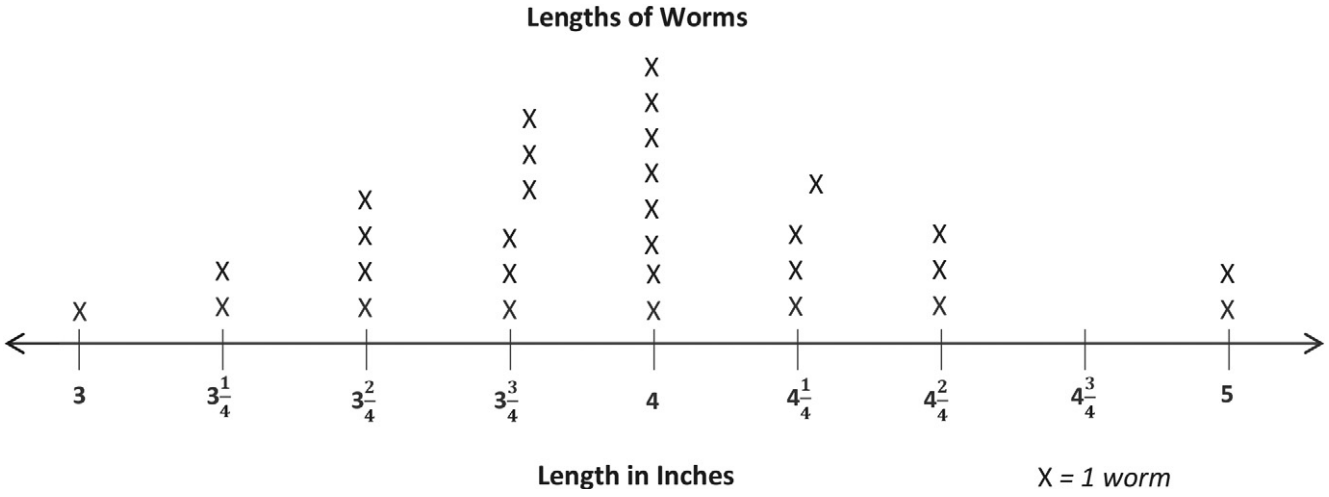
2. Miss Vernier's class is studying worms. The lengths of the worms in inches are shown in the line plot below.




a. How many worms did the class measure? How do you know?

b. Cara 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 she right? Explain your answer.

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



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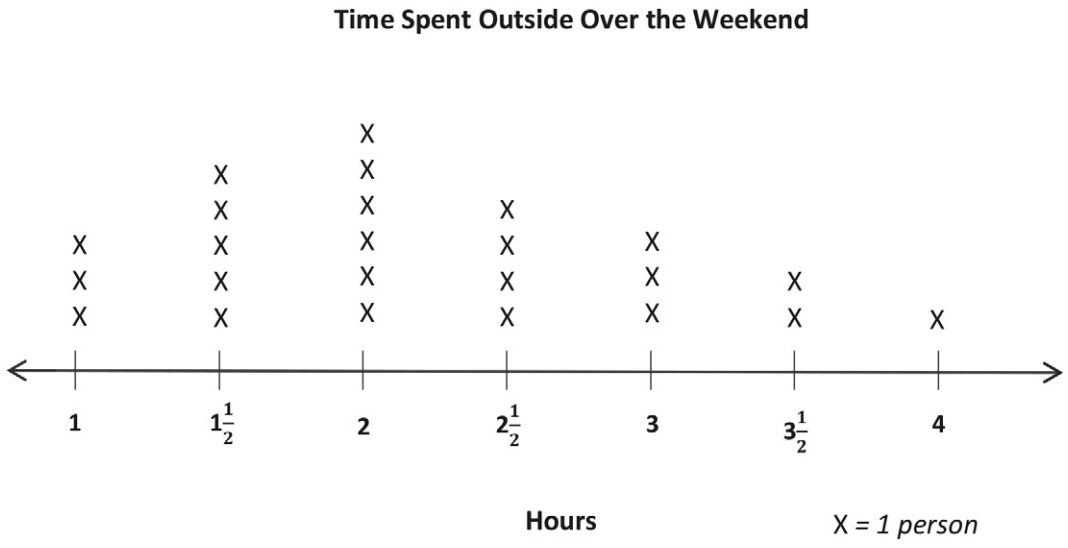


time spent outside line plot



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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?

**Read** **Draw** **Write**



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

**Read** **Draw** **Write**



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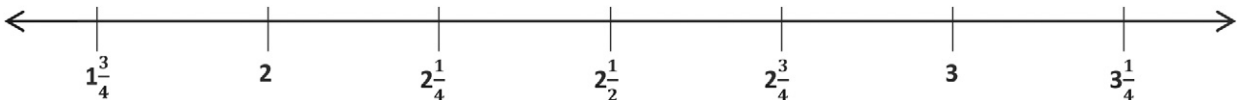
Name _____ Date _____

Mrs. Weisse'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 =



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b. How many bean plants are at least $2\frac{1}{4}$ inches tall?

c. How many bean plants are taller than $2\frac{3}{4}$ inches?

d. What is the most frequent measurement? How many bean plants were plotted for this measurement?

e. George says that most of the bean plants are at least 3 inches tall. Is he right? Explain your answer.

f. Savannah was absent the day the class measured the heights of their bean plants. When she returns, her plant measures $2\frac{2}{4}$ inches tall. Can Savannah plot the height of her bean plant on the class line plot? Why or why not?



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| 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 | $3\frac{1}{2}$ | $4\frac{1}{2}$ |
| $4\frac{3}{4}$ | 4 | $3\frac{1}{4}$ | 5 | $4\frac{1}{4}$ |

straw lengths



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Mrs. Byrne's class is studying worms. They measure the lengths of the worms to the nearest quarter inch. The length of the shortest worm is $3\frac{3}{4}$ inches. The length of the longest worm is $5\frac{2}{4}$ inches. Kathleen says they need 8 quarter-inch intervals to plot the lengths of the worms on a line plot. Is she right? Why or why not?

**Read** **Draw** **Write**



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Name _____ Date _____

Delilah stops under a silver maple tree and collects leaves. At home, she measures the widths of the leaves to the nearest $\frac{1}{4}$ inch and records the measurements as shown below.

| Widths of Silver Maple Tree Leaves (in Inches) | | | | |
|---|---|---|---|---|
| $5\frac{3}{4}$ | 6 | $6\frac{1}{4}$ | 6 | $5\frac{3}{4}$ |
| $6\frac{1}{2}$ | $6\frac{1}{4}$ | $5\frac{1}{2}$ | $5\frac{3}{4}$ | 6 |
| $6\frac{1}{4}$ | 6 | 6 | $6\frac{1}{2}$ | $6\frac{1}{4}$ |
| $6\frac{1}{2}$ | $5\frac{3}{4}$ | $6\frac{1}{4}$ | 6 | $6\frac{3}{4}$ |
| 6 | $6\frac{1}{4}$ | 6 | $5\frac{3}{4}$ | $6\frac{1}{2}$ |

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



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b. Explain the steps you took to create the line plot.

c. How many more leaves were 6 inches wide than $6\frac{1}{2}$ inches wide?

d. Find the three most frequent measurements on the line plot. What does this tell you about the typical width of a silver maple tree leaf?



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Mrs. Schaut measures the heights of the sunflower plants in her garden. The measurements are shown in the chart below.

| Heights of Sunflower Plants (in Inches) | | | | |
|---|---|---|---|---|
| 61 | 63 | 62 | 61 | $62\frac{1}{2}$ |
| $61\frac{1}{2}$ | $61\frac{1}{2}$ | $61\frac{1}{2}$ | 62 | 60 |
| 64 | 62 | $60\frac{1}{2}$ | $63\frac{1}{2}$ | 61 |
| 63 | $62\frac{1}{2}$ | $62\frac{1}{2}$ | 64 | $62\frac{1}{2}$ |
| $62\frac{1}{2}$ | $63\frac{1}{2}$ | 63 | $62\frac{1}{2}$ | $63\frac{1}{2}$ |
| 62 | $62\frac{1}{2}$ | 62 | 63 | $60\frac{1}{2}$ |

heights of sunflower plants chart



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Maria creates a line plot with a half-inch scale from 33 to 37 inches. How many tick marks should be on her line plot?

**Read** **Draw** **Write**



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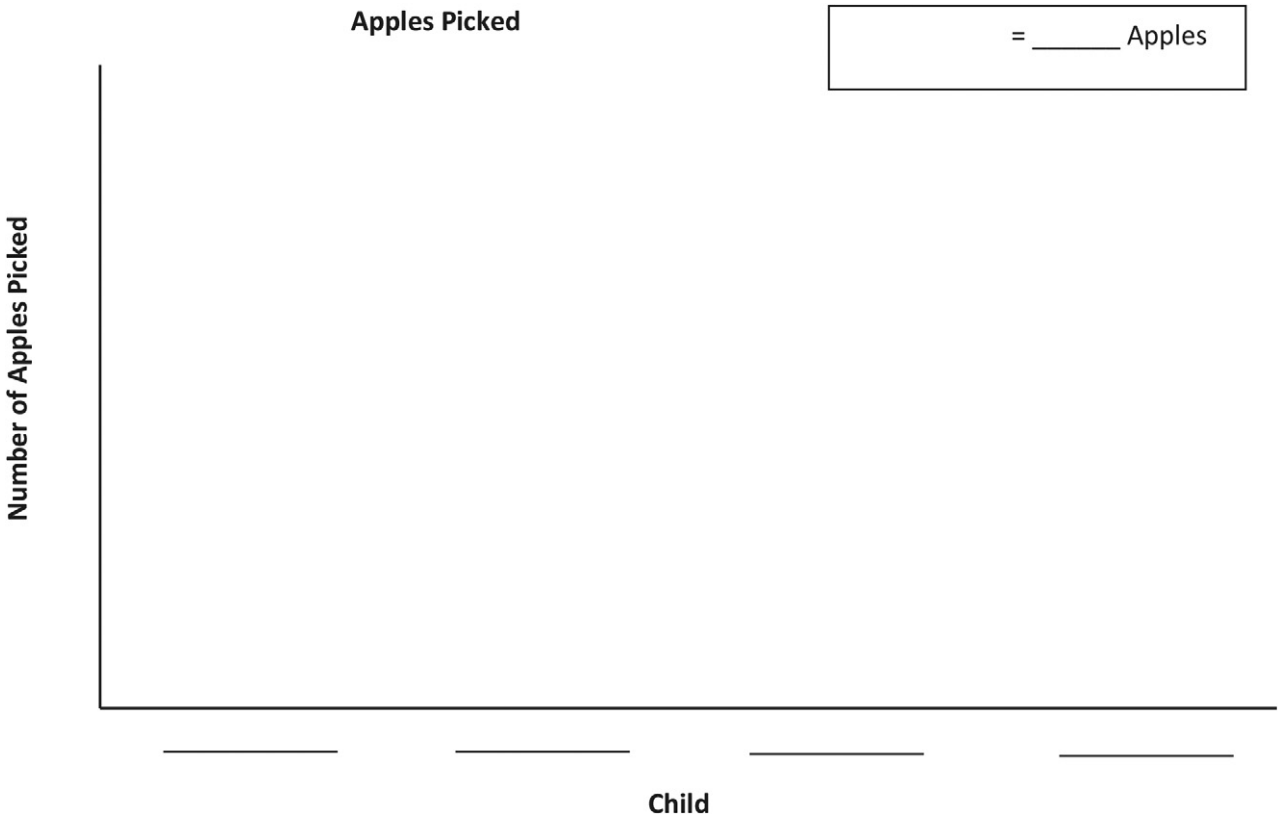
Name _____ Date _____

1. Four children went apple picking. The chart shows the number of apples the children picked.

| Name | Number of Apples Picked |
|---|---|
| Stewart | 16 |
| Roxanne | _____ |
| Trisha | 12 |
| Philip | 20 |
| | **Total:** 72 |

a. Find the number of apples Roxanne picked to complete the chart.

b. Create a picture graph below using the data in the table.





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2. Use the chart or graph to answer the following questions.

   a. How many more apples did Stewart and Roxanne pick than Philip and Trisha?

   b. Trisha and Stewart combine their apples to make apples pies. Each pie takes 7 apples. How many pies can they make?

3. Ms. Pacho's science class measured the lengths of blades of grass from their school field to the nearest $\frac{1}{4}$inch. The lengths are shown below.

| Lengths of Blades of Grass (in Inches) | | | | | |
|---|---|---|---|---|---|
| $2\frac{1}{4}$ | $2\frac{3}{4}$ | $3\frac{1}{4}$ | 3 | $2\frac{1}{2}$ | $2\frac{3}{4}$ |
| $2\frac{3}{4}$ | $3\frac{3}{4}$ | 2 | $2\frac{3}{4}$ | $3\frac{3}{4}$ | $3\frac{1}{4}$ |
| 3 | $2\frac{1}{2}$ | $3\frac{1}{4}$ | $2\frac{1}{4}$ | $2\frac{3}{4}$ | 3 |
| $3\frac{1}{4}$ | $2\frac{1}{4}$ | $3\frac{3}{4}$ | 3 | $3\frac{1}{4}$ | $2\frac{3}{4}$ |



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a. Make a line plot of the grass data. Explain your choice of scale.

b. How many blades of grass were measured? Explain how you know.

c. What was the length measured most frequently on the line plot? How many blades of grass had this length?

d. How many more blades of grass measured $2\frac{3}{4}$ inches than both $3\frac{3}{4}$ inches and 2 inches combined?



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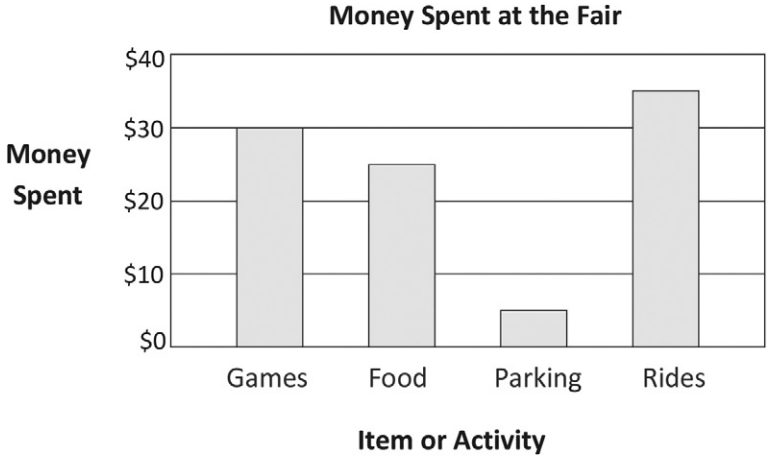


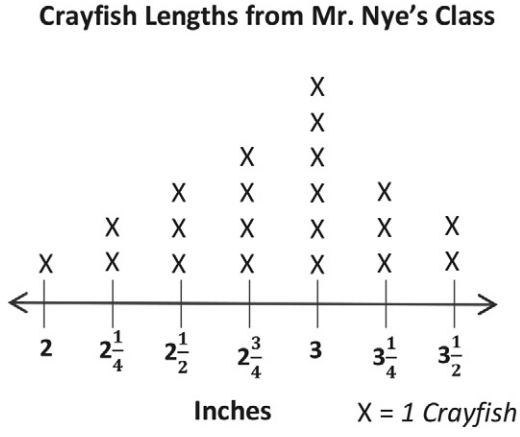


bar graph and line plot



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G3-M7-L-05.2018

Name _____ Date _____

Lena's family visits Little Tree Apple Orchard. Use the RDW process to solve the problems about Lena's visit to the orchard. Use a letter to represent the unknown in each problem.

1. The sign below shows information about hayrides at the orchard.


a. Lena's family buys 2 adult tickets and 2 child tickets for the hayride. How much does it cost Lena's family to go on the hayride?

b. Lena's mom pays for the tickets with $5 bills. She receives $3 in change. How many $5 bills does Lena's mom use to pay for the hayride?

c. Lena's family wants to go on the fourth hayride of the day. It's 11:38 now. How many minutes do they have to wait for the fourth hayride?



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2. Lena picked 17 apples, and her brother picked 19. Lena's mom has a pie recipe that requires 9 apples. How many pies can Mom make with the apples that Lena and her brother picked?

3. Lena's dad gives the cashier $30 to pay for 6 liters of apple cider. The cashier gives him $6 in change. How much does each liter of apple cider cost?

4. The apple orchard has 152 apple trees. There are 88 trees with red apples. The rest of the trees have green apples. How many more trees have red apples than green apples?



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Name _____ Date _____

Use the RDW process to solve. Use a letter to represent the unknown in each problem.

1. Leanne needs 120 tiles for an art project. She has 56 tiles. If tiles are sold in boxes of 8, how many more boxes of tiles does Leanne need to buy?

2. Gwen pours 236 milliliters of water into Ravi's beaker. Henry pours 189 milliliters of water into Ravi's beaker. Ravi's beaker now contains 800 milliliters of water. How much water was in Ravi's beaker to begin with?

3. Maude hung 3 pictures on her wall. Each picture measures 8 inches by 10 inches. What is the total area of the wall covered by the pictures?



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4. Kami scored a total of 21 points during her basketball game. She made 6 two-point shots, and the rest were three-point shots. How many three-point shots did Kami make?

5. An orange weighs 198 grams. A kiwi weighs 85 grams less than the orange. What is the total weight of the fruit?

6. The total amount of rain that fell in New York City in two years was 282 centimeters. In the first year, 185 centimeters of rain fell. How many more centimeters of rain fell in the first year than in the second year?



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Name _____ Date _____

Use the RDW process to solve the problems below. Use a letter to represent the unknown in each problem. When you are finished, share your solutions with a partner. Discuss and compare your strategies with your partner's strategies.

1. Monica measures 91 milliliters of water into 9 tiny beakers. She measures an equal amount of water into the first 8 beakers. She pours the remaining water into the ninth beaker. It measures 19 milliliters. How many milliliters of water are in each of the first 8 beakers?

2. Matthew and his dad put up 8 six-foot lengths of fence on Monday and 9 six-foot lengths on Tuesday. What is the total length of the fence?

3. The total weight of Laura's new pencils is 112 grams. One pencil rolls off the scale. Now the scale reads 105 grams. What is the total weight of 7 new pencils?



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4. Mrs. Ford's math class starts at 8:15. They do 3 fluency activities that each last 4 minutes. Just when they finish all of the fluency activities, the fire alarm goes off. When they return to the room after the drill, it is 8:46. How many minutes did the fire drill last?

5. On Saturday, the baker bought a total of 150 pounds of flour in five-pound bags. By Tuesday, he had 115 pounds of flour left. How many five-pound bags of flour did the baker use?

6. Fred cut an 84-centimeter rope into 2 parts and gave his sister 1 part. Fred's part is 56 centimeters long. His sister cut her rope into 4 equal pieces. How long is 1 of his sister's pieces of rope?



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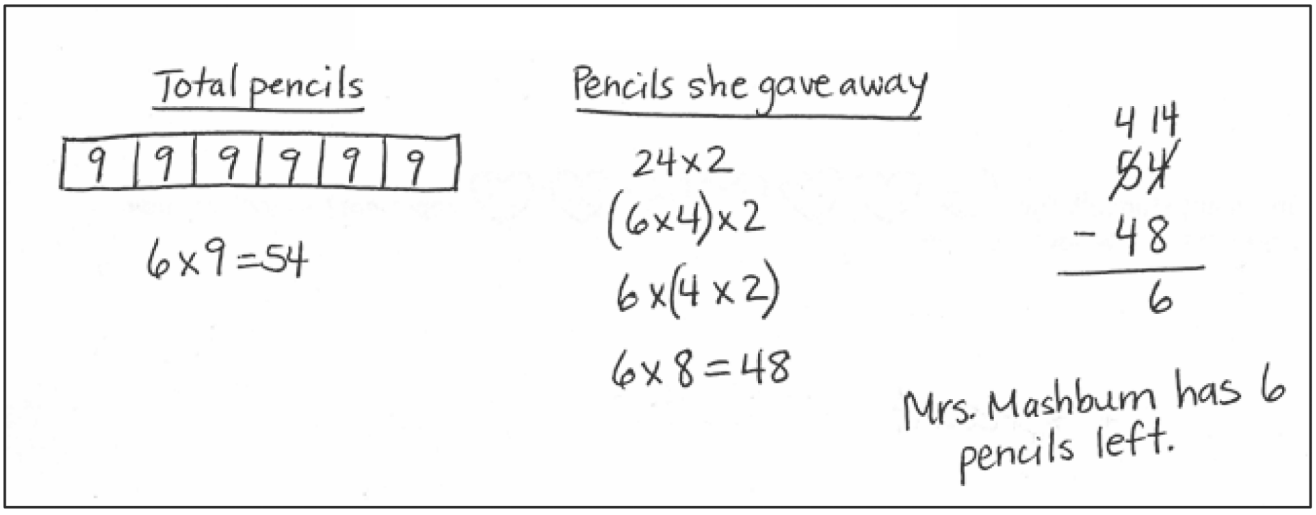
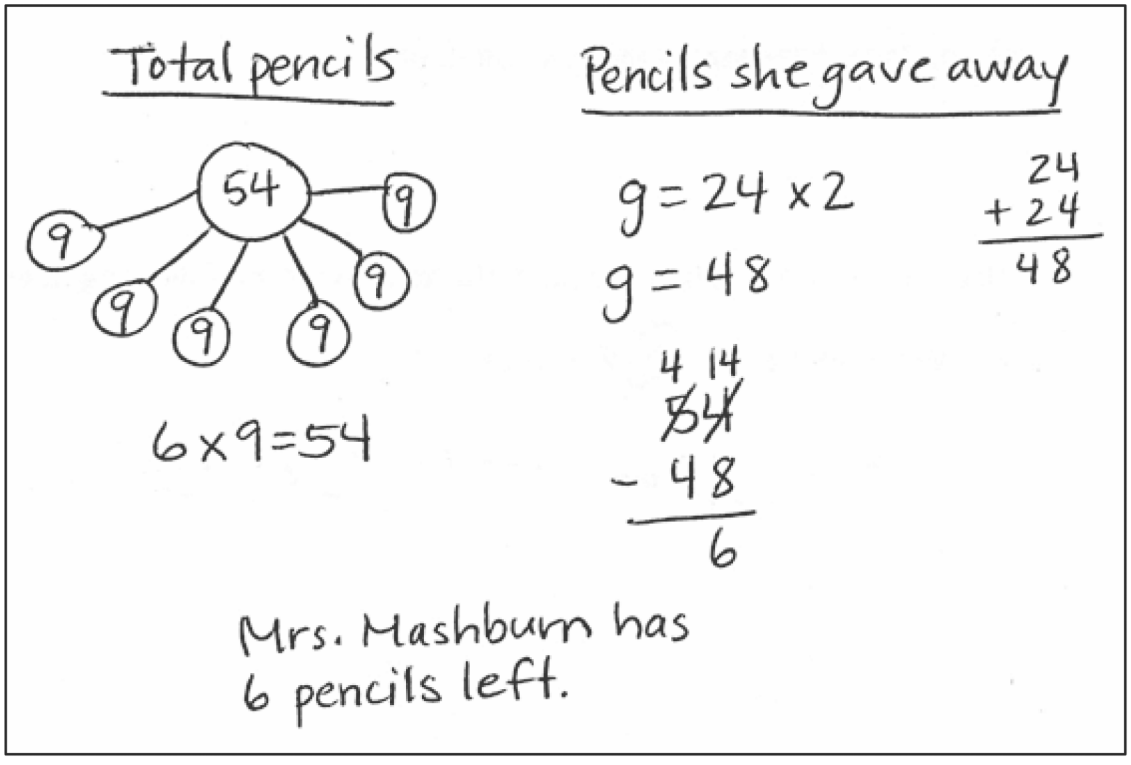
**Student A**




**Student B**




student work samples



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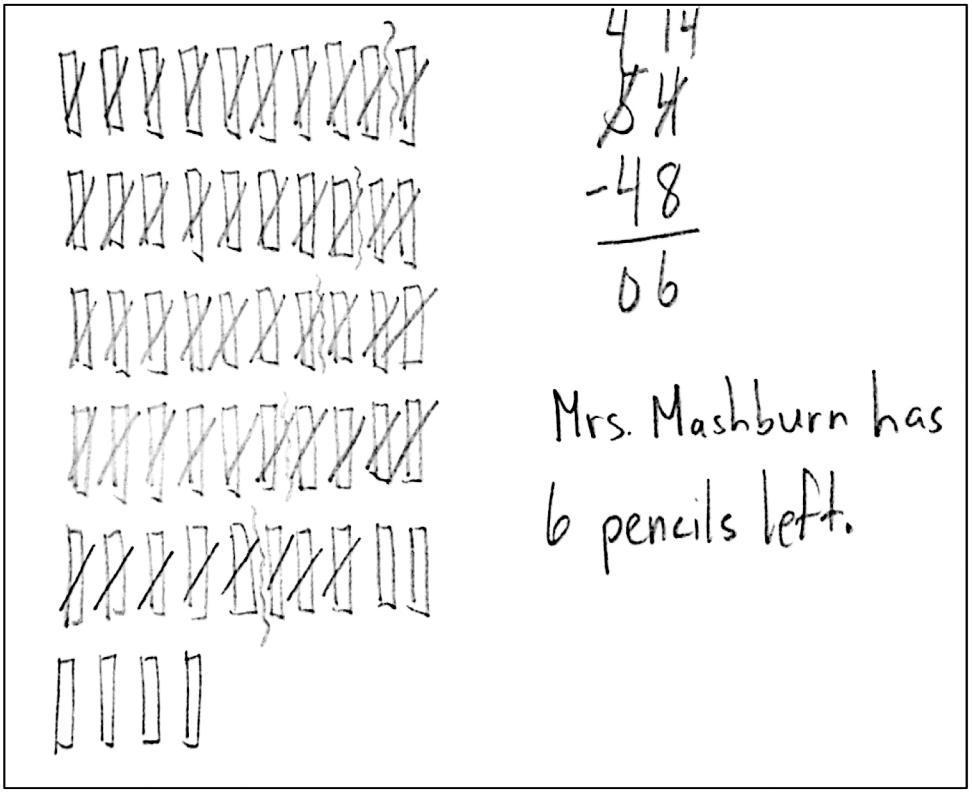
**Student C**




student work samples



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The third graders raised $437 in a fundraiser. The fourth graders raised $68 less than the third graders. How much money did the two grade levels raise altogether?

**Read** **Draw** **Write**



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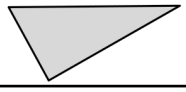
Name _____ Date _____

1. Cut out all the polygons (A–L) in the Template. Then, use the polygons to complete the following chart.

| Attribute | Write the letters of the polygons in this group. | Sketch 1 polygon from the group. |
|---|---|---|
| *Example:* **3 Sides** | Polygons: Y, Z |  |
| **4 Sides** | Polygons: | |
| **At Least 1 Set of Parallel Sides** | Polygons: | |
| **2 Sets of Parallel Sides** | Polygons: | |
| **4 Right Angles** | Polygons: | |
| **4 Right Angles and 4 Equal Sides** | Polygons: | |



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2. Write the letters of the polygons that are quadrilaterals. Explain how you know these polygons are quadrilaterals.

3. Sketch a polygon below from the group that has 2 sets of parallel sides. Trace 1 pair of parallel sides red. Trace the other pair of parallel sides blue. What makes parallel sides different from sides that are not parallel?

4. Draw a diagonal line from one corner to the opposite corner of each polygon you drew in the chart using a straightedge. What new polygon(s) did you make by drawing the diagonal lines?



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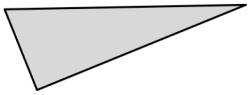
Name _____ Date _____

1. Cut out all the polygons (M–X) in the Template. Then, use the polygons to complete the following chart.

| Attribute | List polygons' letters for each group. | Sketch 1 polygon from the group. |
|---|---|---|
| *Example*: **3 Sides** | Polygons: Y, Z |  |
| **All Sides Are Equal** | Polygons: | |
| **All Sides Are Not Equal** | Polygons: | |
| **At Least 1 Right Angle** | Polygons: | |
| **At Least 1 Set of Parallel Sides** | Polygons: | |



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2. Compare Polygon M and Polygon X. What is the same? What is different?

3. Jenny says, "Polygon N, Polygon R, and Polygon S are all regular quadrilaterals!" Is she correct? Why or why not?

4. "I have six equal sides and six equal angles. I have three sets of parallel lines. I have no right angles."

   a. Write the letter and the name of the polygon described above.

   b. Estimate to draw the same type of polygon as in part (a), but with no equal sides.



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Frankie says that all squares are rectangles, but not all rectangles are squares. Do you agree with this statement? Why or why not? Draw diagrams to support your statement.

**Read** **Draw** **Write**



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Name _____ Date _____

Use a ruler and a right angle tool to help you draw the figures with the attributes given below.

1. Draw a triangle with 1 right angle.

2. Draw a quadrilateral with 4 right angles and sides that are all 2 inches long.

3. Draw a quadrilateral with at least 1 set of parallel sides. Trace the parallel sides green.



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4. Draw a pentagon with at least 2 equal sides. Label the 2 equal side lengths of your shape.

5. Draw a hexagon with at least 2 equal sides. Label the 2 equal side lengths of your shape.

6. Sam says that he drew a polygon with 2 sides and 2 angles. Can Sam be correct? Use pictures to help you explain your answer.



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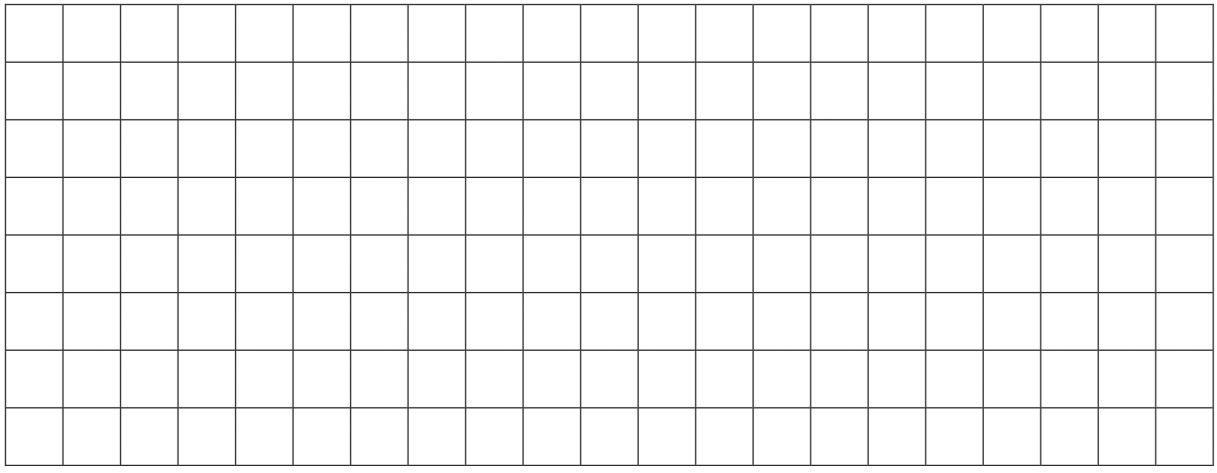
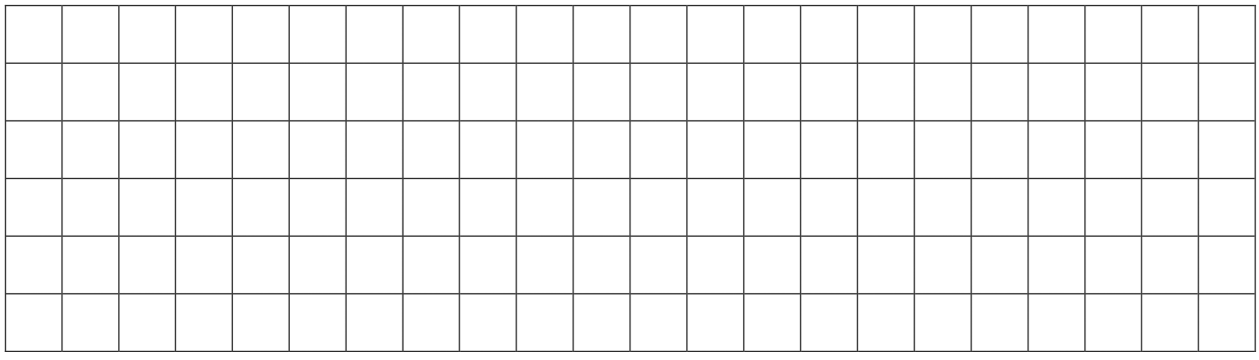
Name _____ Date _____

1. Use tetrominoes to create at least two different rectangles. Then, color the grid below to show how you created your rectangles. You may use the same tetromino more than once.



2. Use tetrominoes to create at least two squares, each with an area of 36 square units. Then, color the grid below to show how you created your squares. You may use the same tetromino more than once.



a. Write an equation to show the area of a square above as the sum of the areas of the tetrominoes you used to make the square.

b. Write an equation to show the area of a square above as the product of its side lengths.



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3. a. Use tetrominoes to create at least two different rectangles, each with an area of 12 square units. Then, color the grid below to show how you created the rectangles. You may use the same tetromino more than once.

b. Explain how you know the area of each rectangle is 12 square units.

4. Marco created a rectangle with tetrominoes and traced its outline in the space below. Use tetrominoes to re-create it. Estimate to draw lines inside the rectangle below to show how you re-created Marco's rectangle.



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Name _____ Date _____

1. Fold and cut the square on the diagonal. Draw and label your 2 new shapes below.

2. Fold and cut one of the triangles in half. Draw and label your 2 new shapes below.

3. Fold twice, and cut your large triangle. Draw and label your 2 new shapes below.

4. Fold and cut your trapezoid in half. Draw and label your 2 new shapes below.



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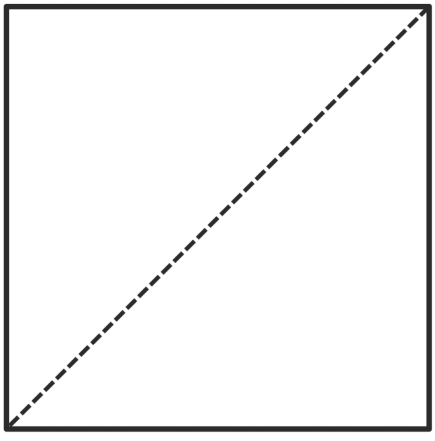
5. Fold and cut one of your trapezoids. Draw and label your 2 new shapes below.

6. Fold and cut your second trapezoid. Draw and label your 2 new shapes below.

7. Reconstruct the original square using the seven shapes.

   a. Draw lines inside the square below to show how the shapes go together to form the square. The first one has been done for you.



   b. Describe the process of forming the square. What was easy, and what was challenging?



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Name at least two attributes that a trapezoid, a square, and a parallelogram all have in common. Draw a diagram to support your ideas.

**Read** **Draw** **Write**



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Name _____ Date _____

1. Use at least two tangram pieces to make and draw two of each of the following shapes. Draw lines to show where the tangram pieces meet.

   a. A rectangle that does not have all equal sides.

   b. A triangle.

   c. A parallelogram.

   d. A trapezoid.



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2. Use your two smallest triangles to create a square, a parallelogram, and a triangle. Show how you created them below.

3. Create your own shape on a separate sheet of paper using all seven pieces. Describe its attributes below.

4. Trade your outline with a partner to see if you can re-create her shape using your tangram pieces. Reflect on your experience below. What was easy? What was challenging?



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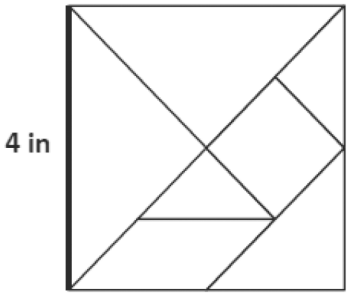
Trista uses all seven of her tangram pieces to make a square as shown. One side of the large square is 4 inches long. What is the total area of the two large triangles? Explain your answer.




**Read** **Draw** **Write**



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Name _____ Date _____

1. Use a 2-inch square to answer the questions below.

   a. Trace the square in the space below with a red crayon.

   b. Trace the new shape you made with the square in the space below with a red crayon.

   c. Which shape has a greater perimeter? How do you know?

   d. Color the inside of the shapes in Problem 1 (a) and (b) with a blue crayon.



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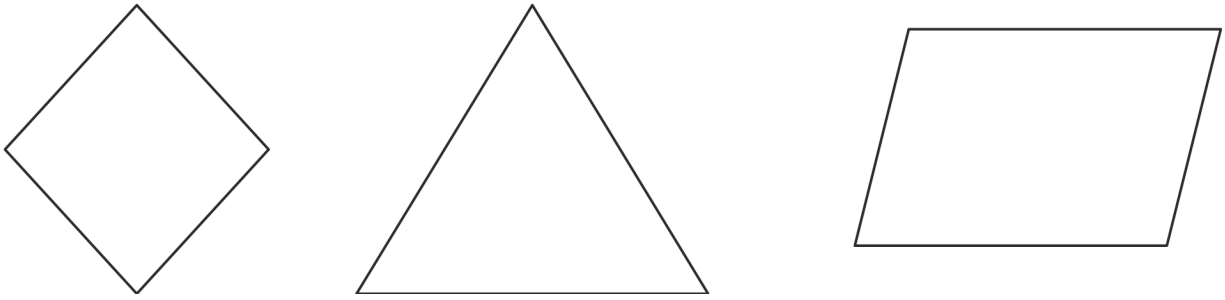
e. Which color represents the perimeters of the shapes? How do you know?

f. What does the other color represent? How do you know?

g. Which shape has a greater area? How do you know?

2. a. Outline the perimeter of the shapes below with a red crayon.



b. Explain how you know you outlined the perimeters of the shapes above.

3. Outline the perimeter of this piece of paper with a highlighter.



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Name _____ Date _____

1. Follow the directions below using the shape you created yesterday.
   a. Tessellate your shape on a blank piece of paper.
   b. Color your tessellation to create a pattern.
   c. Outline the perimeter of your tessellation with a highlighter.
   d. Use a string to measure the perimeter of your tessellation.

2. Compare the perimeter of your tessellation to a partner's. Whose tessellation has a greater perimeter? How do you know?

3. How could you increase the perimeter of your tessellation?

4. How would overlapping your shape when you tessellated change the perimeter of your tessellation?



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Angela measures the sides of a Square napkin with her ruler. Each side measures 6 inches. What is the perimeter of the napkin?

**Read** **Draw** **Write**



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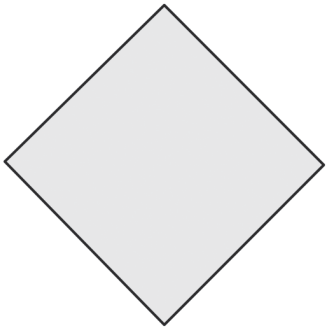
Name _____ Date _____

1. Measure and label the side lengths of the shapes below in centimeters. Then, find the perimeter of each shape.

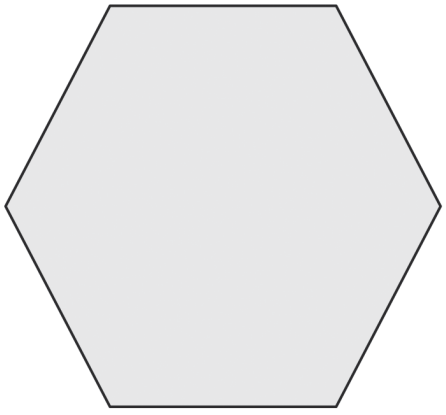
a.



Perimeter = _____ cm + _____ cm + _____ cm + _____ cm

= _____ cm

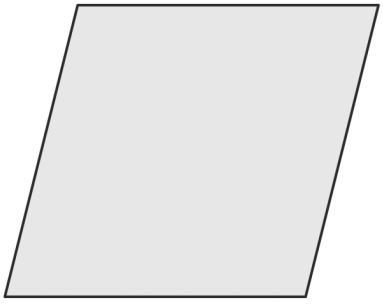
b.



Perimeter = _____

= _____ cm

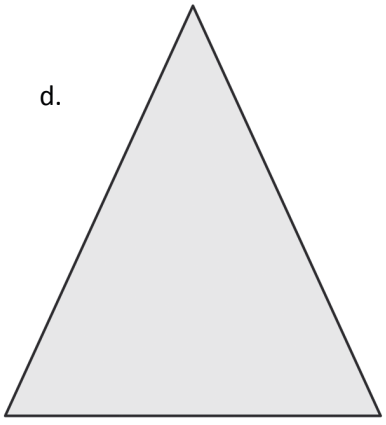
c.



Perimeter = _____

= _____ cm

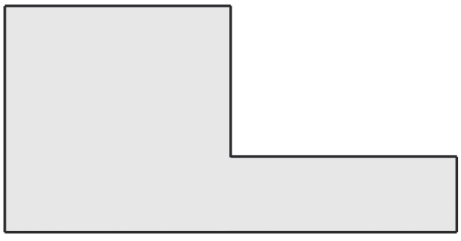
d.



Perimeter = _____

= _____ cm

e.



Perimeter = _____

= _____ cm



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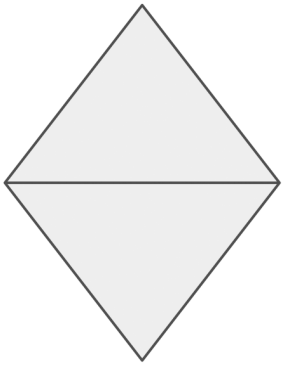
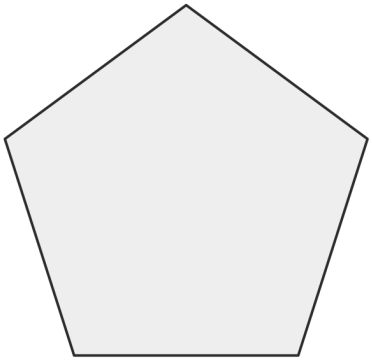
2. Carson draws two triangles to create the new shape shown below. Use a ruler to find the side lengths of Carson's shape in centimeters. Then, find the perimeter.

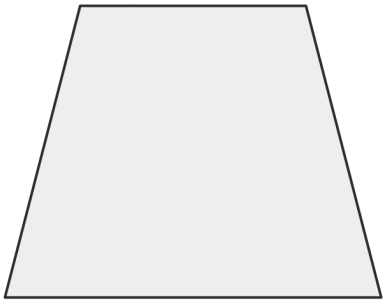


3. Hugh and Daisy draw the shapes shown below. Measure and label the side lengths in centimeters. Whose shape has a greater perimeter? How do you know?

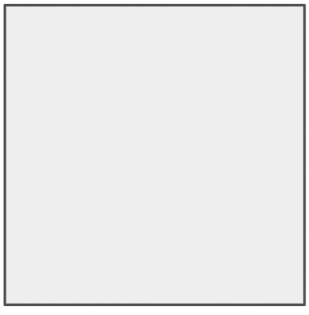
**Hugh's Shape**



**Daisy's Shape**



4. Andrea measures one side length of the square below and says she can find the perimeter with that measurement. Explain Andrea's thinking. Then, find the perimeter in centimeters.





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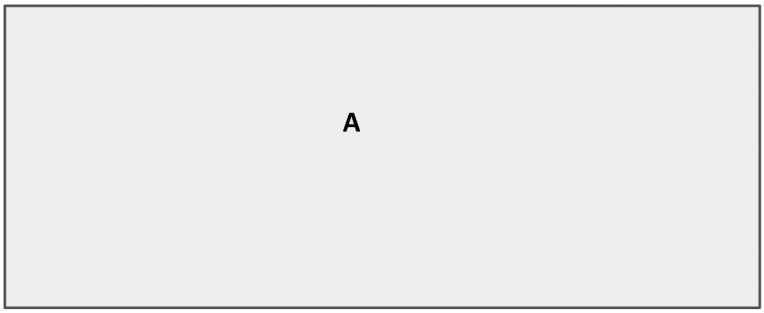


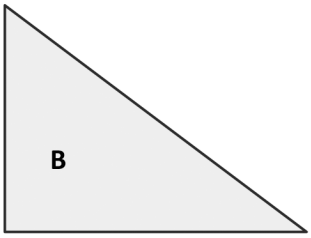


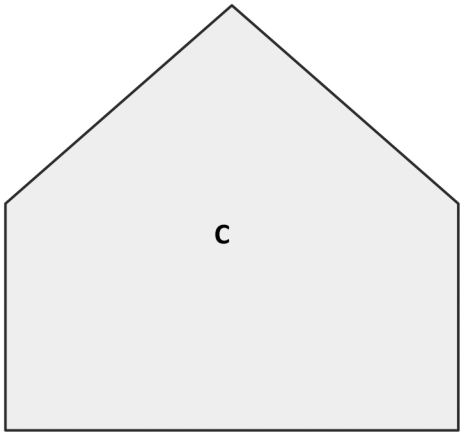


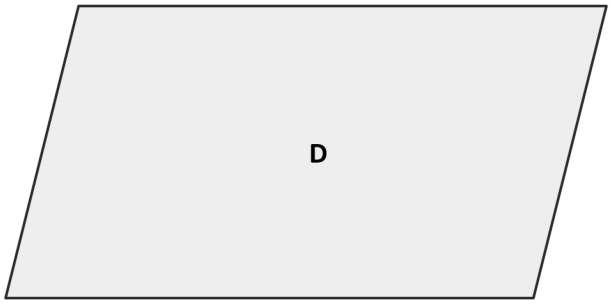


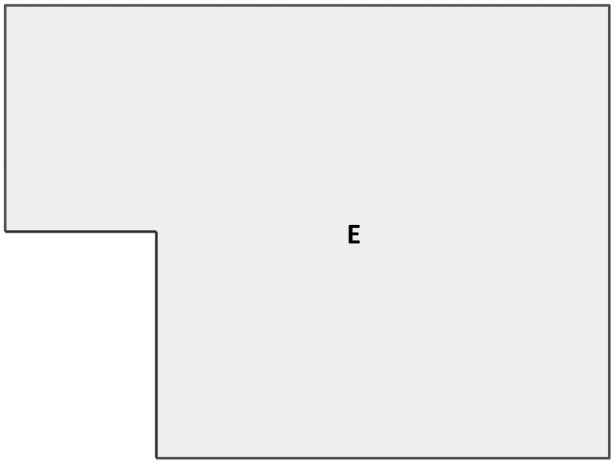


shapes



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Use an index card to answer the questions.

a. What is the perimeter of your index card in inches?

b. Place the short end of your index card next to the short end of your partner's index card. Make a prediction: What do you think the perimeter is of the new shape you made?

**Read** **Draw** **Write**



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c. Find the perimeter of the new shape. Was your prediction right? Why or why not?

**Read** **Draw** **Write**



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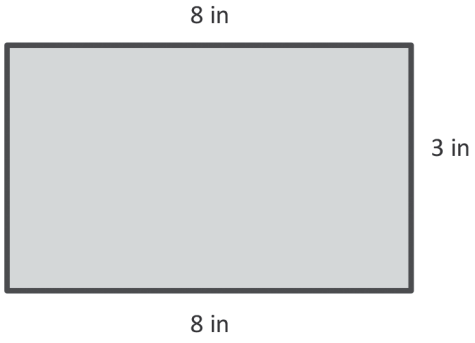
Name _____ Date _____

1. Find the perimeter of the following shapes.

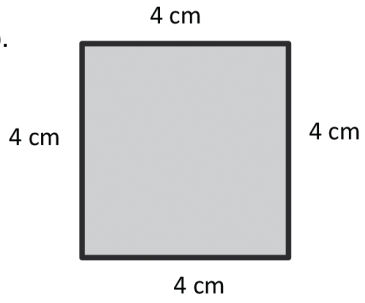
a.




P = 3 in + 8 in + 3 in + 8 in

= _____ in

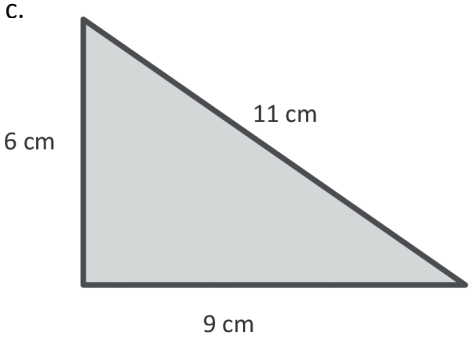
b.




P = ____ cm + ____ cm + ____ cm + ____ cm

= _____ cm

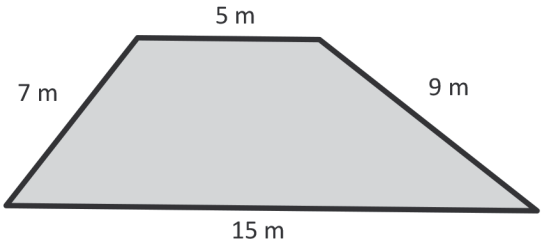
c.




P = ____ cm + ____ cm + ____ cm

= _____ cm

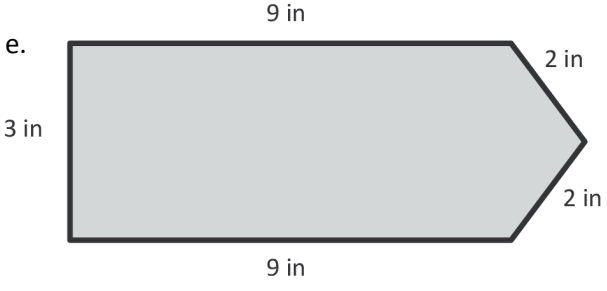
d.




P = ____ m + ____ m + ____ m + ____ m

= _____ m

e.




P = ____ in + ____ in + ____ in + ____ in + ____ in

= _____ in



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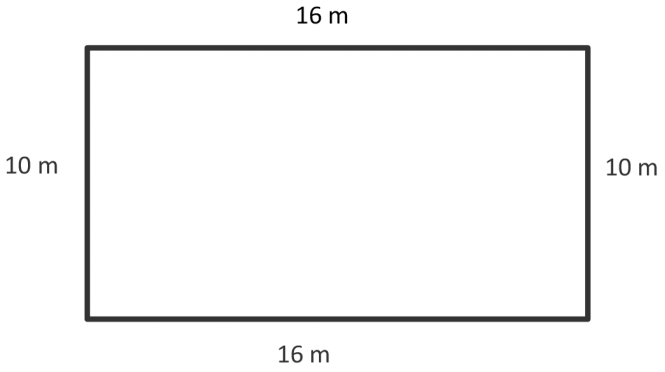
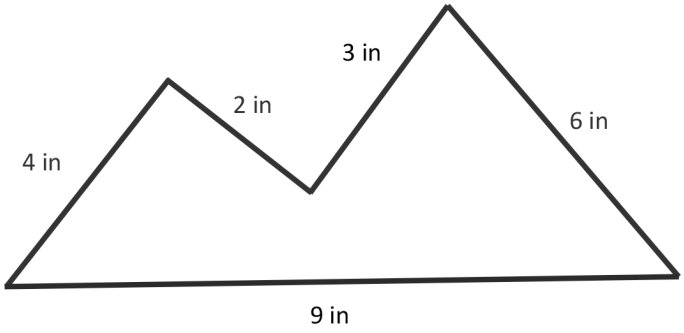
2. Alan's rectangular swimming pool is 10 meters long and 16 meters wide. What is the perimeter?




3. Lila measures each side of the shape below.




a. What is the perimeter of the shape?

b. Lila says the shape is a pentagon. Is she correct? Explain why or why not.



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A rectangular sheep pen measures 5 meters long and 9 meters wide. The perimeter of the cow pen is double the perimeter of the sheep pen. What is the perimeter of the cow pen?

**Read** **Draw** **Write**



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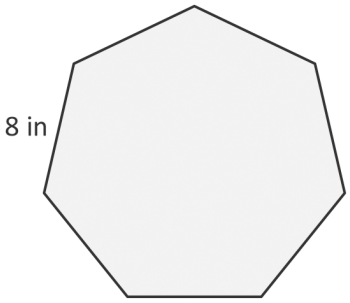
Name _____ Date _____

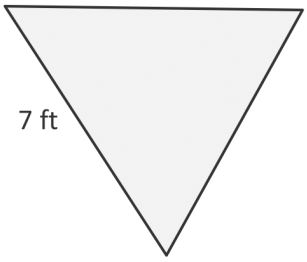
1. Label the unknown side lengths of the regular shapes below. Then, find the perimeter of each shape.

a.




Perimeter = _____ in

b.

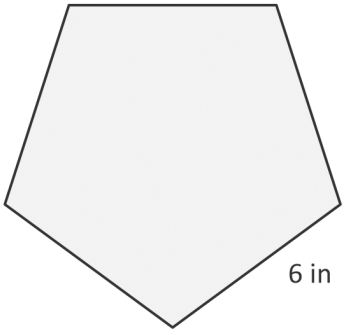



Perimeter = _____ ft

c.

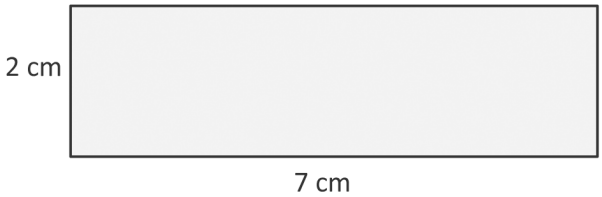

Perimeter = _____ m

d.




Perimeter = _____ in

2. Label the unknown side lengths of the rectangle below. Then, find the perimeter of the rectangle.




Perimeter = _____ cm



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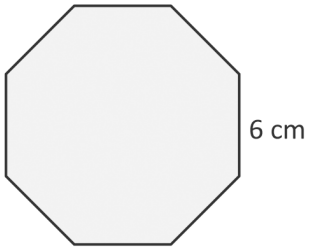
3. David draws a regular octagon and labels a side length as shown below. Find the perimeter of David's octagon.




4. Paige paints an 8-inch by 9-inch picture for her mom's birthday. What is the total length of wood that Paige needs to make a frame for the picture?

5. Mr. Spooner draws a regular hexagon on the board. One of the sides measures 4 centimeters. Giles and Xander find the perimeter. Their work is shown below. Whose work is correct? Explain your answer.

| **Giles's Work** |
| --- |
| Perimeter = 4 cm + 4 cm + 4 cm + 4 cm + 4 cm + 4 cm |
| Perimeter = 24 cm |

| **Xander's Work** |
| --- |
| Perimeter = 6 × 4 cm |
| Perimeter = 24 cm |



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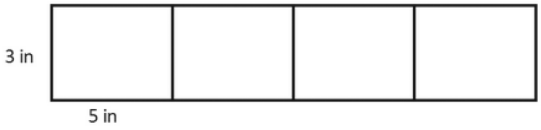
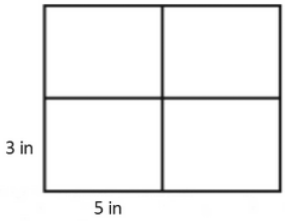
Clara and Pedro each use four 3-inch by 5-inch cards to make the rectangles below. Whose rectangle has a greater perimeter?

Clara's Rectangle




Pedro's Rectangle




**Read** **Draw** **Write**



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Name _____ Date _____

1. Mrs. Kozlow put a border around a 5-foot by 6-foot rectangular bulletin board. How many feet of border did Mrs. Kozlow use?

2. Jason built a model of the Pentagon for a social studies project. He made each outside wall 33 centimeters long. What is the perimeter of Jason's model pentagon?

3. The Holmes family plants a rectangular 8-yard by 9-yard vegetable garden. How many yards of fencing do they need to put a fence around the garden?



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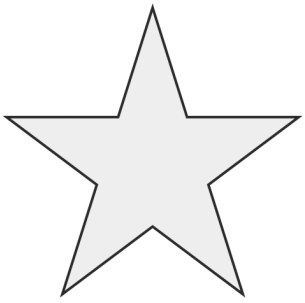
4. Marion paints a 5-pointed star on her bedroom wall. Each side of the star is 18 inches long. What is the perimeter of the star?



5. The soccer team jogs around the outside of the soccer field twice to warm up. The rectangular field measures 60 yards by 100 yards. What is the total number of yards the team jogs?

6. Troop 516 makes 3 triangular flags to carry at a parade. They sew ribbon around the outside edges of the flags. The flags' side lengths each measure 24 inches. How many inches of ribbon does the troop use?



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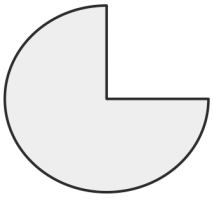
Name _____ Date _____

1. Find the perimeter of 10 circular objects to the nearest quarter inch using string. Record the name and perimeter of each object in the chart below.

| Object | Perimeter (to the nearest quarter inch) |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

a. Explain the steps you used to find the perimeter of the circular objects in the chart above.

b. Could the same process be used to find the perimeter of the shape below? Why or why not?





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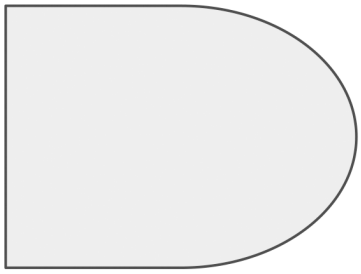
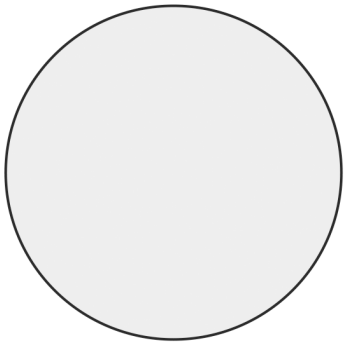
2. Can you find the perimeter of the shape below using just your ruler? Explain your answer.



3. Molly says the perimeter of the shape below is $6\frac{1}{4}$ inches. Use your string to check her work. Do you agree with her? Why or why not?



4. Is the process you used to find the perimeter of a circular object an efficient method to find the perimeter of a rectangle? Why or why not?



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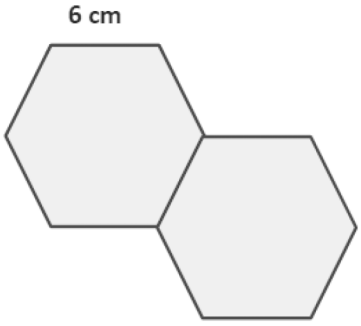
Gil places two regular hexagons side by side as shown to make a new shape. Each side measures 6 centimeters. Find the perimeter of his new shape.




**Read** **Draw** **Write**



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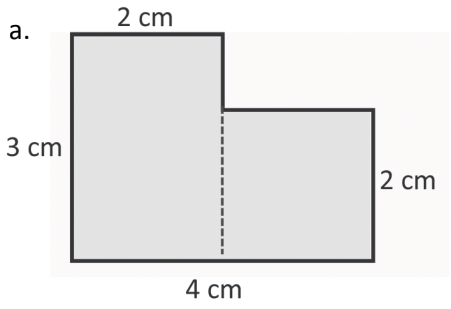
Name _____ Date _____

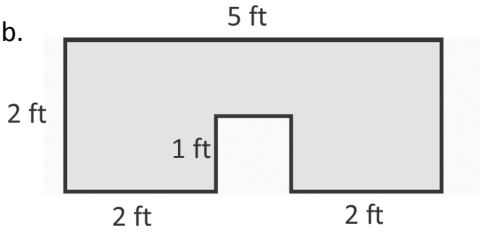
1. The shapes below are made up of rectangles. Label the unknown side lengths. Then, write and solve an equation to find the perimeter of each shape.

a.



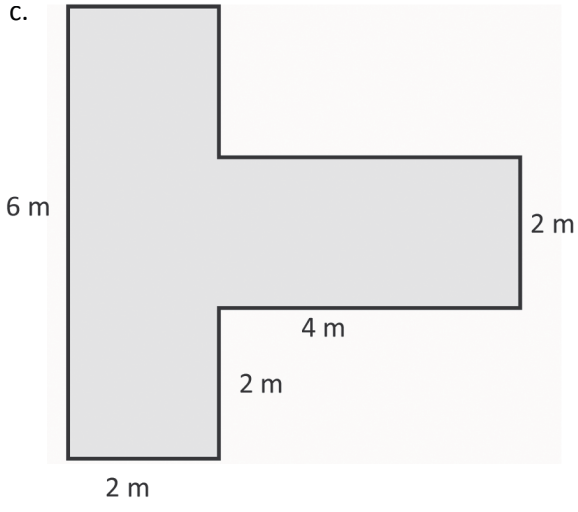

P =

b.



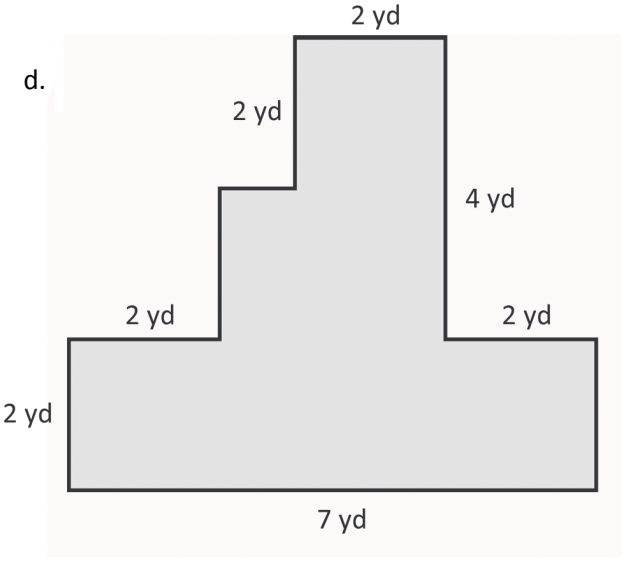

P =

c.




P =

d.




P =



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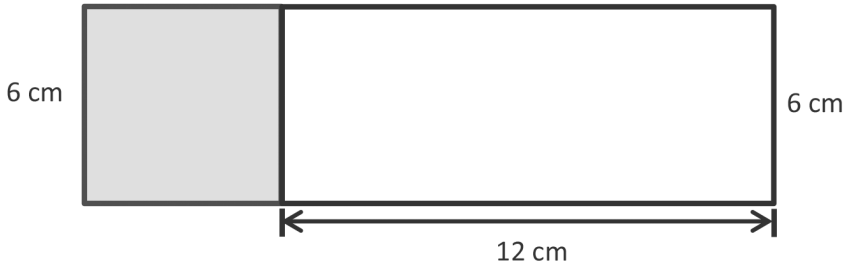
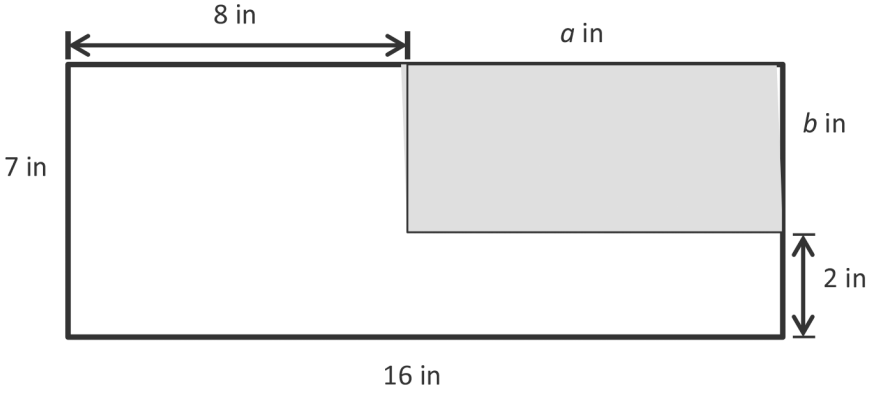
2. Nathan draws and labels the square and rectangle below. Find the perimeter of the new shape.




3. Label the unknown side lengths. Then, find the perimeter of the shaded rectangle.



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Rita says that since 15 is larger than 12, she can draw more arrays to show 15 than she can to show 12. Is she correct? Model to solve.

**Read** **Draw** **Write**



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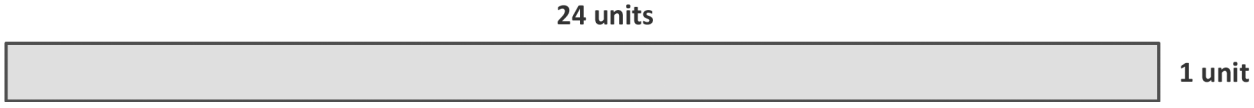
Name _____ Date _____

1. Use unit squares to build as many rectangles as you can with an area of 24 square units. Shade in squares on your grid paper to represent each rectangle that you made with an area of 24 square units.

   a. Estimate to draw and label the side lengths of each rectangle you built in Problem 1. Then, find the perimeter of each rectangle. One rectangle is done for you.




**P** = 24 units + 1 unit + 24 units + 1 unit = 50 units

   b. The areas of the rectangles in part (a) above are all the same. What do you notice about the perimeters?



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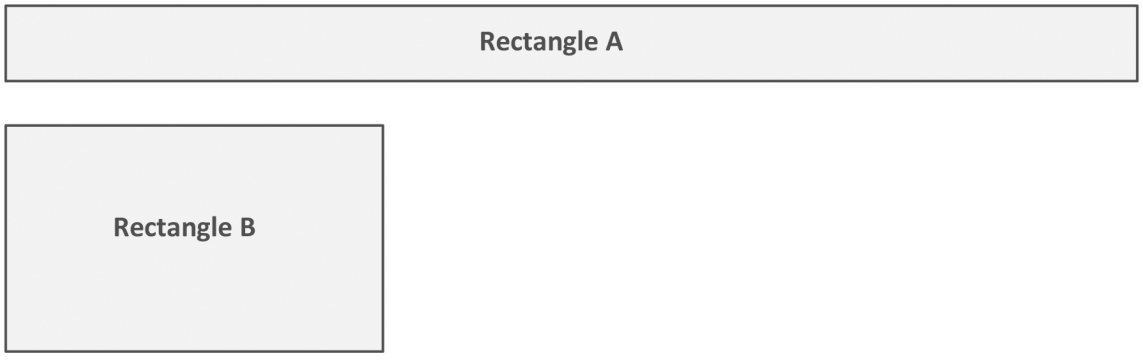
2. Use unit square tiles to build as many rectangles as you can with an area of 16 square units. Estimate to draw each rectangle below. Label the side lengths.

   a. Find the perimeters of the rectangles you built.

   b. What is the perimeter of the square? Explain how you found your answer.

3. Doug uses square unit tiles to build rectangles with an area of 15 square units. He draws the rectangles as shown below but forgets to label the side lengths. Doug says that Rectangle A has a greater perimeter than Rectangle B. Do you agree? Why or why not?



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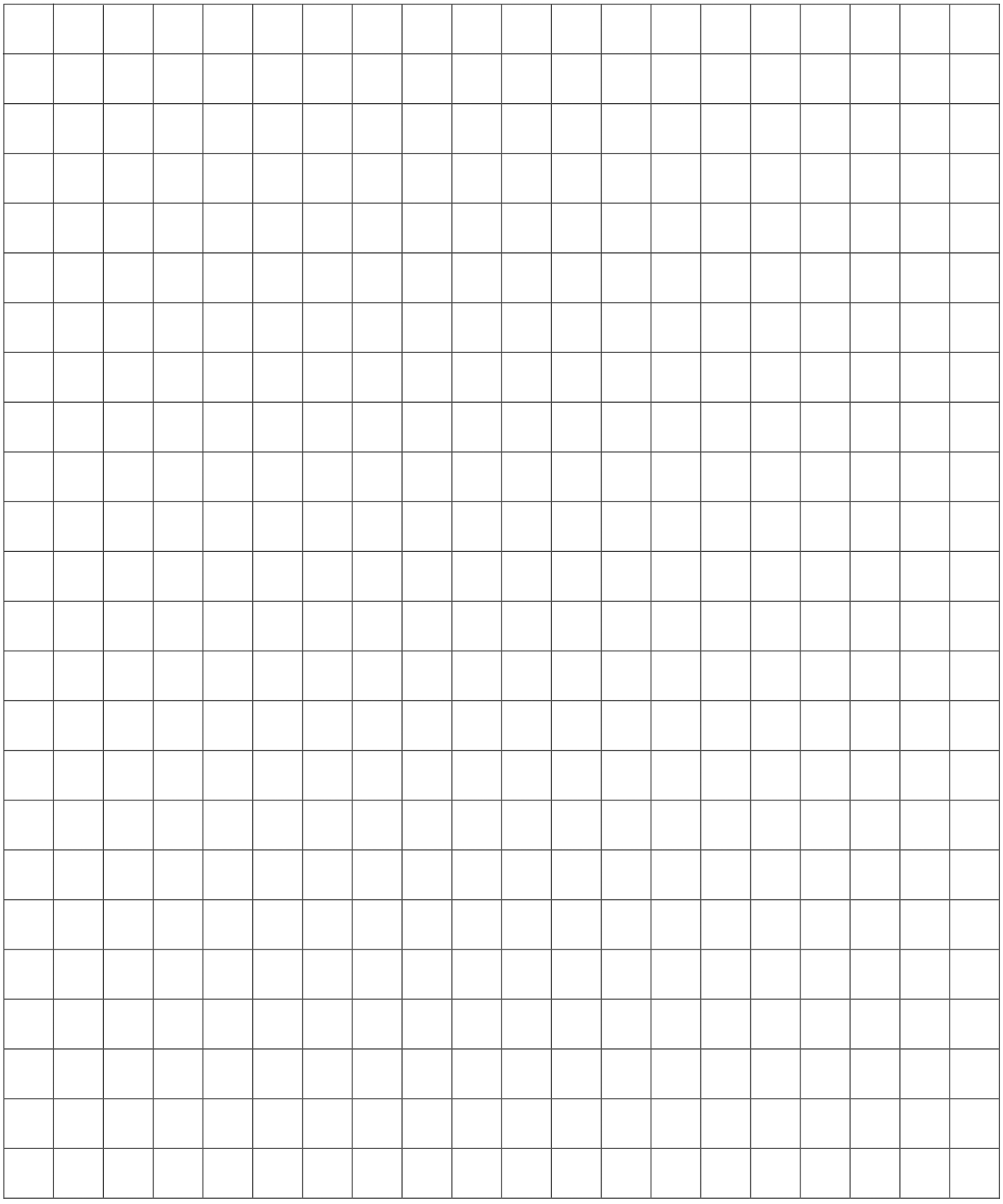

grid paper



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Marci says, “If a rectangle has a greater area than another rectangle, it must have a larger perimeter.” Do you agree or disagree? Show an example to prove your thinking.

**Read** **Draw** **Write**



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Name _____ Date _____

1. Use unit square tiles to make rectangles for each given number of unit squares. Complete the charts to show how many rectangles you can make for each given number of unit squares. The first one is done for you. You might not use all the spaces in each chart.

Number of unit squares = **12**

Number of rectangles I made: 3

| Width | Length |
|---|---|
| 1 | 12 |
| 2 | 6 |
| 3 | 4 |

Number of unit squares = **13**

Number of rectangles I made: ____

| Width | Length |
|---|---|
| | |
| | |
| | |

Number of unit squares = **14**

Number of rectangles I made: ____

| Width | Length |
|---|---|
| | |
| | |
| | |

Number of unit squares = **15**

Number of rectangles I made: ____

| Width | Length |
|---|---|
| | |
| | |
| | |

Number of unit squares = **16**

Number of rectangles I made: ____

| Width | Length |
|---|---|
| | |
| | |
| | |

Number of unit squares = **17**

Number of rectangles I made: ____

| Width | Length |
|---|---|
| | |
| | |
| | |

Number of unit squares = **18**

Number of rectangles I made: ____

| Width | Length |
|---|---|
| | |
| | |
| | |



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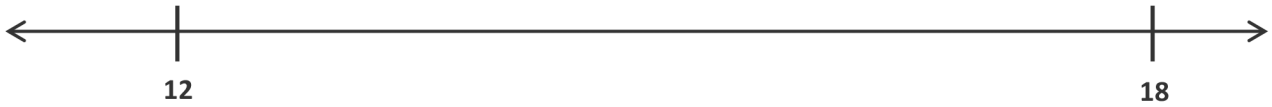
2. Create a line plot with the data you collected in Problem 1.

**Number of Rectangles Made with Unit Squares**




Number of Unit Squares Used

**X = 1 Rectangle**

3. Which numbers of unit squares produce three rectangles?

4. Why do some numbers of unit squares, such as 13, only produce one rectangle?



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Molly builds a rectangular playpen for her pet rabbit. The playpen has an area of 15 square yards.

a. Estimate to draw and label as many possibilities as you can for the playpen.

b. Find the perimeters of the rectangles in part (a).

**Read** **Draw** **Write**



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c. What other information do you need in order to re-create Molly's playpen?

**Read** **Draw** **Write**



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Name _____ Date _____

1. Use your square unit tiles to build as many rectangles as you can with a perimeter of 12 units.
   a. Estimate to draw your rectangles below. Label the side lengths of each rectangle.

   b. Explain your strategy for finding rectangles with a perimeter of 12 units.

   c. Find the areas of all the rectangles in part (a) above.

   d. The perimeters of all the rectangles are the same. What do you notice about their areas?



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2. Use your square unit tiles to build as many rectangles as you can with a perimeter of 14 units.

   a. Estimate to draw your rectangles below. Label the side lengths of each rectangle.

   b. Find the areas of all the rectangles in part (a) above.

   c. Given a rectangle's perimeter, what other information do you need to know about the rectangle to find its area?



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Name _____ Date _____

Use the data you gathered from Problem Sets 20 and 21 to complete the charts to show how many rectangles you can create with a given perimeter. You might not use all the spaces in the charts.

Perimeter = 10 units

Number of rectangles you made: _____

| Width | Length | Area |
|---|---|---|
| 1 unit | 4 units | 4 square units |
| | | |
| | | |
| | | |

Perimeter = 12 units

Number of rectangles you made: _____

| Width | Length | Area |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

Perimeter = 14 units

Number of rectangles you made: _____

| Width | Length | Area |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

Perimeter = 16 units

Number of rectangles you made: _____

| Width | Length | Area |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

Perimeter = 18 units

Number of rectangles you made: _____

| Width | Length | Area |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Perimeter = 20 units

Number of rectangles you made: _____

| Width | Length | Area |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |



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Mrs. Zeck will use 14 feet of tape to mark a rectangle on the gym wall. Draw several rectangles that Mrs. Zeck could make with her tape. Label the width and length of each rectangle.

**Read** **Draw** **Write**



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Name _____ Date _____

1. On your centimeter grid paper, shade and label as many rectangles as you can with a perimeter of 16 centimeters.

   a. Sketch the rectangles below, and label the side lengths.

   b. Find the area of each rectangle you drew above.

2. On your centimeter grid paper, shade and label as many rectangles as you can with a perimeter of 18 centimeters.

   a. Sketch the rectangles below, and label the side lengths.

   b. Find the area of each rectangle you drew above.



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3. Use centimeter grid paper to shade in as many rectangles as you can with the given perimeters.

   a. Use the charts below to show how many rectangles you shaded for each given perimeter. You might not use all the spaces in the charts.

| Perimeter = 10 cm<br>Number of rectangles I made: ____ | | |
|---|---|---|
| Width | Length | Area |
| 1 cm | 4 cm | 4 square cm |
| | | |
| | | |
| | | |
| | | |

| Perimeter = 20 cm<br>Number of rectangles I made: ____ | | |
|---|---|---|
| Width | Length | Area |
| 1 cm | 9 cm | 9 square cm |
| | | |
| | | |
| | | |
| | | |

   b. Did you make a square with either of the given perimeters? How do you know?

4. Macy and Gavin both draw rectangles with perimeters of 16 centimeters. Use words and pictures to explain how it is possible for Macy's and Gavin's rectangles to have the same perimeters but different areas.



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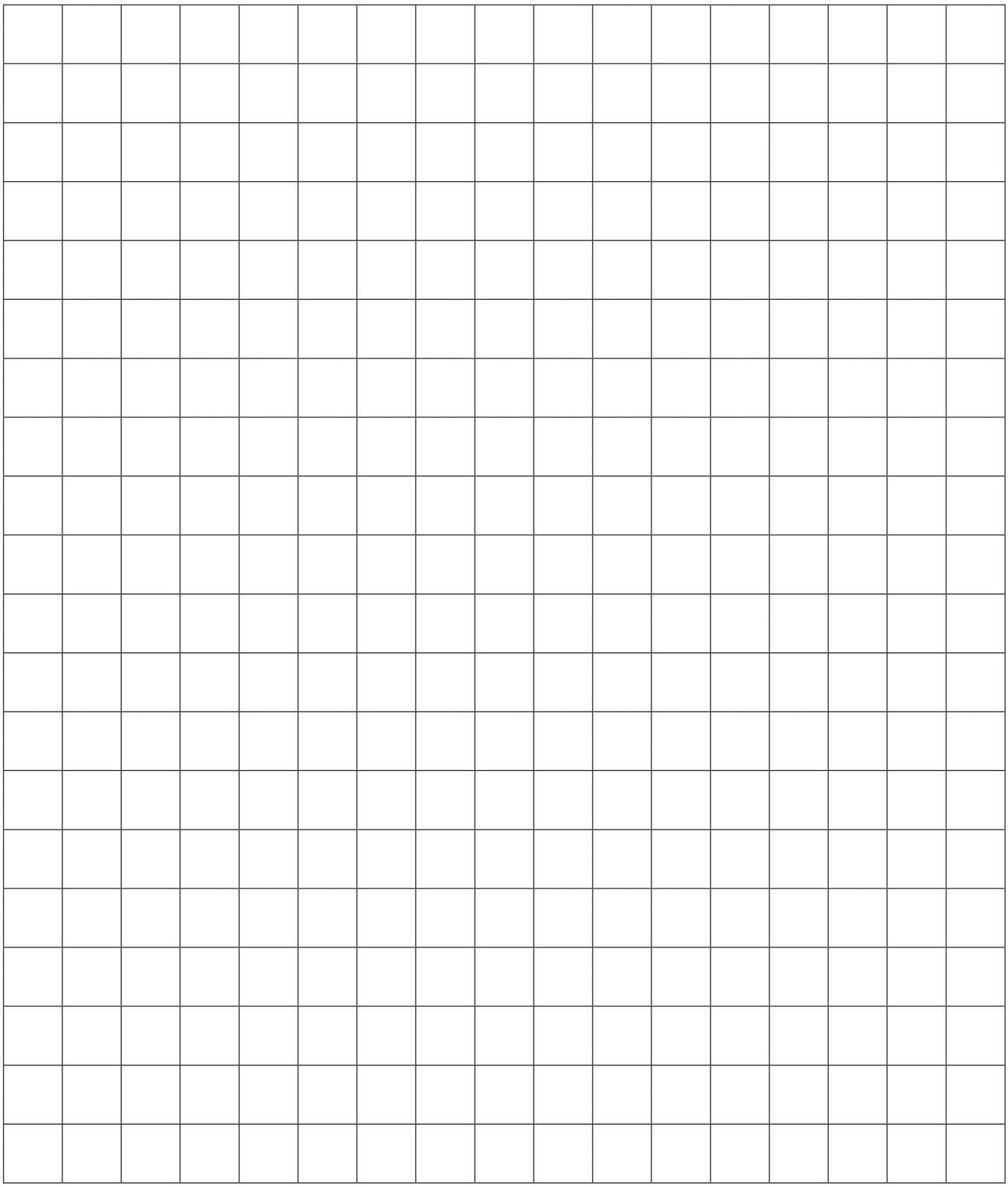

centimeter grid paper



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Name _____ Date _____

Use the data you gathered from Problem Sets 20 and 21 to complete the charts to show how many rectangles you can create with a given perimeter. You might not use all the spaces in the charts.

Perimeter = 10 units

Number of rectangles you made: _____

| Width | Length | Area |
|---|---|---|
| 1 unit | 4 units | 4 square units |
| | | |
| | | |
| | | |

Perimeter = 12 units

Number of rectangles you made: _____

| Width | Length | Area |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

Perimeter = 14 units

Number of rectangles you made: _____

| Width | Length | Area |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

Perimeter = 16 units

Number of rectangles you made: _____

| Width | Length | Area |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

Perimeter = 18 units

Number of rectangles you made: _____

| Width | Length | Area |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Perimeter = 20 units

Number of rectangles you made: _____

| Width | Length | Area |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |



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Name _____ Date _____

1. Use the data you gathered from your Problem Sets to create a line plot for the number of rectangles you created with each given perimeter.

**Number of Rectangles Made with a Given Perimeter**

**Perimeter Measurements in Units**

**X = 1 Rectangle**

2. Why are all of the perimeter measurements even? Do all rectangles have an even perimeter?



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3. Compare the two line plots we created. Is there any reason to think that knowing only the area of a rectangle would help you to figure out its perimeter or knowing only the perimeter of a rectangle would help you figure out its area?

4. Sumi uses unit square tiles to build 3 rectangles that have an area of 32 square units. Does knowing this help her find the number of rectangles she can build for a perimeter of 32 units? Why or why not?

5. George draws 3 rectangles that have a perimeter of 14 centimeters. Alicia tells George that there are more than 3 rectangles that have a perimeter of 14 centimeters. Explain why Alicia is correct.



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Name _____ Date _____

1. Gale makes a miniature stop sign, a regular octagon, with a perimeter of 48 centimeters for the town he built with blocks. What is the length of each side of the stop sign?

2. Travis bends wire to make rectangles. Each rectangle measures 34 inches by 12 inches. What is the total length of the wire needed for two rectangles?

3. The perimeter of a rectangular bathroom is 32 feet. The width of the room is 8 feet. What is the length of the room?



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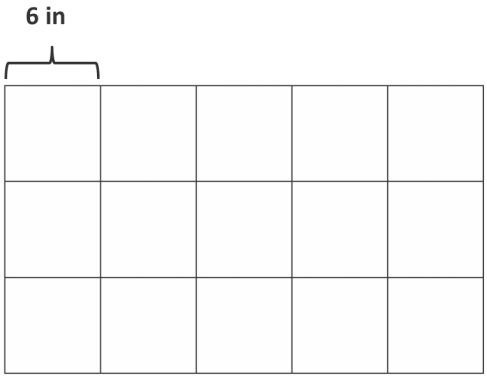
4. Raj uses 6-inch square tiles to make a rectangle, as shown below. What is the perimeter of the rectangle in inches?




5. Mischa makes a 4-foot by 6-foot rectangular banner. She puts ribbon around the outside edges. The ribbon costs $2 per foot. What is the total cost of the ribbon?

6. Colton buys a roll of wire fencing that is 120 yards long. He uses it to fence in his 18-yard by 24-yard rectangular garden. Will Colton have enough wire fencing left over to fence in a 6-yard by 8-yard rectangular play space for his pet rabbit?



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Name _____ Date _____

Use the given perimeters in the chart below to choose the widths and lengths of your robot's rectangular body parts. Write the widths and lengths in the chart below. Use the blank rows if you want to add extra rectangular body parts to your robot.

| Letter | Body Part | Perimeter | Width and Length |
|---|---|---|---|
| A | arm | 14 cm | _____ cm by _____ cm |
| B | arm | 14 cm | _____cm by _____ cm |
| C | leg | 18 cm | _____cm by _____ cm |
| D | leg | 18 cm | _____ cm by _____ cm |
| E | body | Double the perimeter of one arm = _____cm | _____ cm by _____ cm |
| F | head | 16 cm | _____ cm by _____ cm |
| G | neck | Half the perimeter of the head = _____cm | _____ cm by _____ cm |
| H | | | _____ cm by _____ cm |
| I | | | _____ cm by _____ cm |
| My robot has 7 to 9 rectangular body parts. Number of body parts: _____ | | | |



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Use the information in the chart below to plan an environment for your robot. Write the width and length for each rectangular item. Use the blank rows if you want to add extra circular or rectangular items to your robot's environment.

| Letter | Item | Shape | Perimeter | Width and Length |
|---|---|---|---|---|
| J | sun | circle | about 25 cm | |
| K | house | rectangle | 82 cm | _____ cm by _____ cm |
| L | tree top | circle | about 30 cm | |
| M | tree trunk | rectangle | 30 cm | _____ cm by _____ cm |
| N | tree top | circle | about 20 cm | |
| O | tree trunk | rectangle | 20 cm | _____ cm by _____ cm |
| P | | | | |
| Q | | | | |
| My robot's environment has 6 to 8 items. Number of items: _____ | | | | |


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Name _____ Date _____

Draw a picture of your robot in its environment in the space below. Label the widths, lengths, and perimeters of all rectangles. Label the perimeters of all circular shapes.



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Drew makes rectangular shoes for his robot. Each shoe has whole number side lengths and an area of 7 square centimeters. What is the total perimeter of both shoes? Is there more than one answer? Why or why not?

**Read** **Draw** **Write**



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Name _____ Date _____

1. Collect the area measurements of your classmates' **robot bodies.** Make a line plot using everyone's area measurements.

**Areas of Robot Bodies**

**Area Measurements of the Robot's Body in Square Centimeters**

**X = 1 Robot Body**

a. How many different measurements are on the line plot? Why are the measurements different?

b. What does this tell you about the relationship between area and perimeter?



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2. Measure and calculate the perimeter of your construction paper in inches. Show your work below.

3. Sketch and label two shapes with the same perimeter from the robot's environment. What do you notice about the way they look?

4. Write two or three sentences describing your robot and the environment in which it lives.


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Name _____ Date _____

**Part A:** I reviewed _____ 's robot.

1. Use the chart below to evaluate your friend's robot. Measure the width and length of each rectangle. Then, calculate the perimeter. Record that information in the chart below. If your measurements differ from those listed on the project, put a star by the letter of the rectangle.

| Rectangle | Width and Length | Student's Perimeter | Required Perimeter |
|---|---|---|---|
| A | _____ cm by _____ cm | | 14 cm |
| B | _____ cm by _____ cm | | 14 cm |
| C | _____ cm by _____ cm | | 18 cm |
| D | _____ cm by _____ cm | | 18 cm |
| E | _____ cm by _____ cm | | 28 cm |
| F | _____ cm by _____ cm | | 16 cm |
| G | _____ cm by _____ cm | | 8 cm |
| H | _____ cm by _____ cm | | |
| I | _____ cm by _____ cm | | |



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2. Is the perimeter of the robot's body double that of the arm? Show calculations below.

3. Is the perimeter of the robot's neck half the perimeter of the head? Show calculations below.


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**Part B:** I reviewed _____'s robot environment.

4. Use the chart below to evaluate your friend's robot environment. Measure the width and length of each rectangle. Then, calculate the perimeter. Use your string to measure the perimeters of nonrectangular items. Record that information in the chart below. If your measurements differ from those listed on the project, put a star by the letter of the shape.

| Item | Width and Length | Student's Perimeter | Required Perimeter |
|---|---|---|---|
| J | | | About 25 cm |
| K | _____ cm by _____ cm | | 82 cm |
| L | | | About 30 cm |
| M | _____ cm by _____ cm | | 30 cm |
| N | | | About 20 cm |
| O | _____ cm by _____ cm | | 20 cm |
| P | | | |
| Q | | | |



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Name Sample Date

**Part A:** I reviewed Student A 's robot.

Use the chart below to evaluate your friend's robot. Measure the lengths and widths of each rectangle. Then calculate the perimeter. Record that information in the table below. If your measurements differ from those listed on the project, put a star by the letter of the rectangle.

| Rectangle | Width and Length | Student's Perimeter | Required Perimeter |
|---|---|---|---|
| A | 2 cm by 5 cm | 2cm + 2cm + 5cm + 5cm = 14cm | 14 cm |
| B | 2 cm by 5 cm | | 14 cm |
| C | 2 cm by 7 cm | | 18 cm |
| D | 2 cm by 7 cm | | 18 cm |
| E | 6 cm by 8 cm | | 28 cm |
| F | 4 cm by 4 cm | | 16 cm |
| G | 2 cm by 2 cm | | 8 cm |
| H | _____ cm by _____ cm | | |
| I | _____ cm by _____ cm | | |

sample Problem Set



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Name _____ Date _____

1. Gia measures her rectangular garden and finds the width is 9 yards and the length is 7 yards.
   a. Estimate to draw Gia's garden, and label the side lengths.

   b. What is the area of Gia's garden?

   c. What is the perimeter of Gia's garden?

2. Elijah draws a square that has side lengths of 8 centimeters.
   a. Estimate to draw Elijah's square, and label the side lengths.

   b. What is the area of Elijah's square?

   c. What is the perimeter of Elijah's square?



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d. Elijah connects three of these squares to make one long rectangle. What is the perimeter of this rectangle?

3. The area of Mason's rectangular painting is 72 square inches. The width of the painting is 8 inches.

a. Estimate to draw Mason's painting, and label the side lengths.

b. What is the length of the painting?

c. What is the perimeter of Mason's painting?

d. Mason's mom hangs the painting on a wall that already has two of Mason's other paintings. The areas of the other paintings are 64 square inches and 81 square inches. What is the total area of the wall that is covered with Mason's paintings?



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4. The perimeter of Jillian's rectangular bedroom is 34 feet. The length of her bedroom is 9 feet.

   a. Estimate to draw Jillian's bedroom, and label the side lengths.

   b. What is the width of Jillian's bedroom?

   c. What is the area of Jillian's bedroom?

   d. Jillian has a 4-foot by 6-foot rug in her room. What is the area of the floor that is not covered by the rug?



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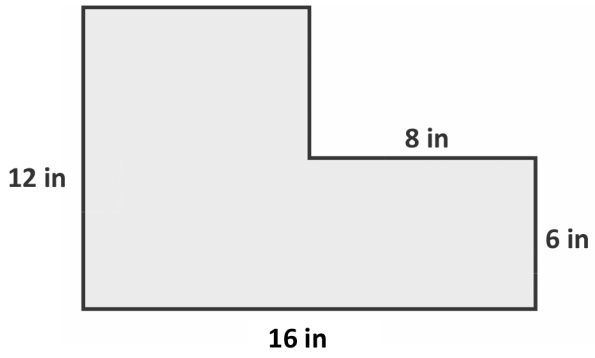
Name _____ Date _____

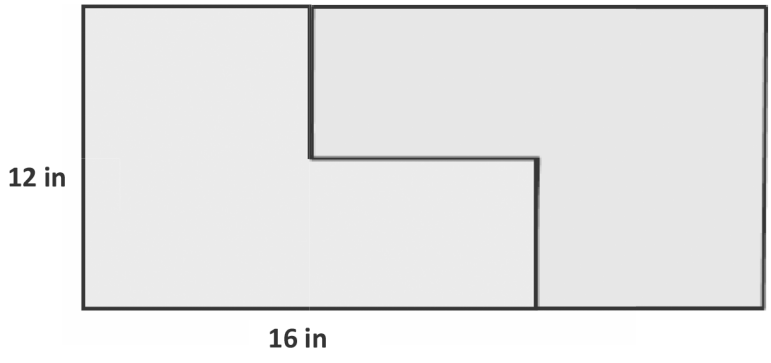
1. Kyle puts two rectangles together to make the L-shaped figure below. He measures some of the side lengths and records them as shown.




a. Find the perimeter of Kyle's shape.

b. Find the area of Kyle's shape.

c. Kyle makes two copies of the L-shaped figure to create the rectangle shown below. Find the perimeter of the rectangle.





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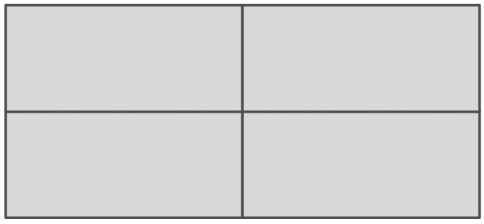
2. Jeremiah and Hayley use a piece of rope to mark a square space for their booth at the science fair. The area of their space is 49 square feet. What is the length of the rope that Jeremiah and Hayley use if they leave a 3-foot opening so they can get in and out of the space?

3. Vivienne draws four identical rectangles as shown below to make a new, larger rectangle. The perimeter of one of the small rectangles is 18 centimeters, and the width is 6 centimeters. What is the perimeter of the new, larger rectangle?



4. A jogging path around the outside edges of a rectangular playground measures 48 yards by 52 yards. Maya runs $3\frac{1}{2}$ laps on the jogging path. What is the total number of yards Maya runs?



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Name _____ Date _____

Use this form to critique your classmate's problem-solving work.

| **Classmate:** | | **Problem Number:** | |
|---|---|---|---|
| Strategies My Classmate Used: | | | |
| Things My Classmate Did Well: | | | |
| Suggestions for Improvement: | | | |
| Strategies I Would Like to Try Based on My Classmate's Work: | | | |



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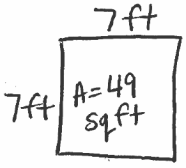
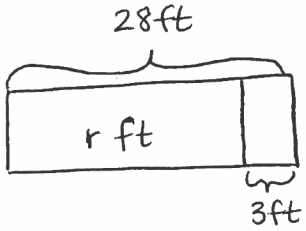
**Student A**




7x7=49

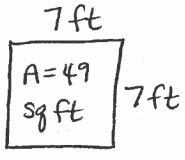
P= 7ft + 7ft + 7ft + 7ft
P= 4 x 7ft
P= 28ft

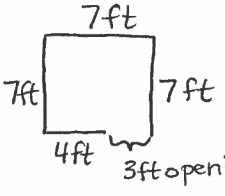



r=28-3
r=25
The total length of the rope is 25 feet.

---

**Student B**




The length of the rope is 25 feet.

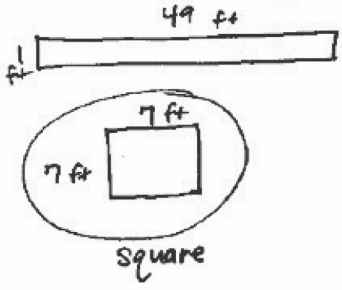
__ x __ =49
7 x 7 =49

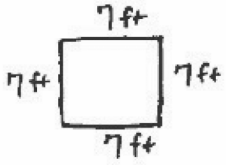
7ft + 7ft + 7ft + 4ft
3 x 7ft = 21ft
21 ft + 4ft
25 ft

---

**Student C**

Area = 49 sq ft
Possible rectangles:




P= 4 x 7 ft
P= 28 ft

28 ft - 3 ft = 25 ft
The length of the rope is 25 ft.

---

student work sample images



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Mara draws a 6-inch by 8-inch rectangle. She shades one-half of the rectangle. What is the area of the shaded part of Mara's rectangle?

**Read** **Draw** **Write**



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Name _____ Date _____

Use this form to analyze your classmate's representations of one-half shaded.

| Square (letter) | Does this square show one-half shaded? | Explain why or why not. | Describe changes to make so the square shows one-half shaded. |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |



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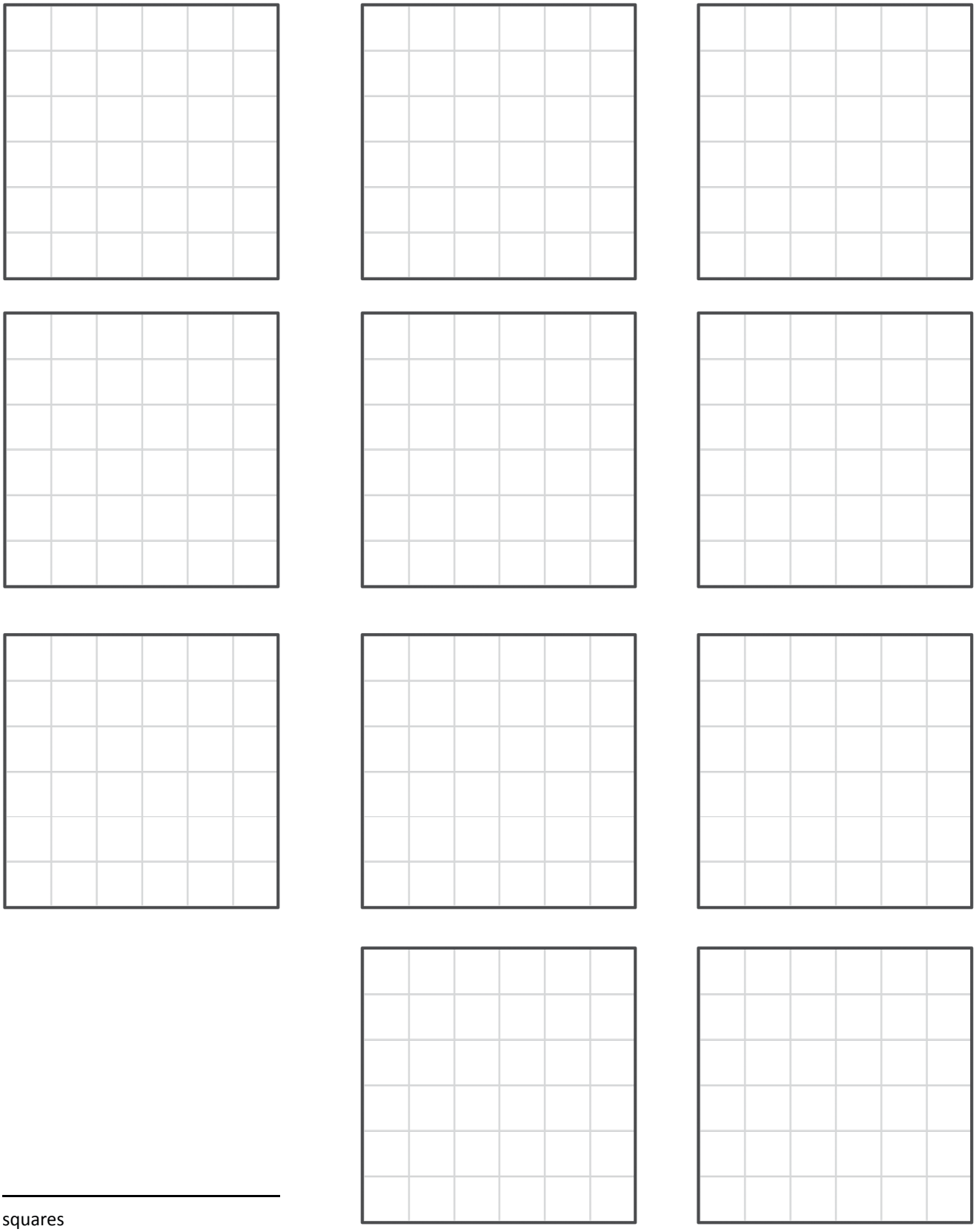

squares



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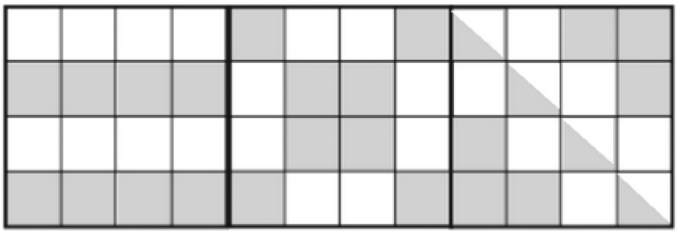
Hannah traces square-inch tiles to draw 3 larger squares. She draws the 3 large squares side by side to make a rectangle. She shades one-half of each larger square, as shown.



a. Do you agree that all 3 squares are one-half shaded? Explain your answer.

b. What is the area of the rectangle?

**Read** **Draw** **Write**



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c. What is the total area of the shaded space?

**Read** **Draw** **Write**



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Name _____ Date _____

1. Look at the circles you shaded today. Glue a circle that is about one-half shaded in the space below.

   a. Explain the strategy you used to shade in one-half of your circle.

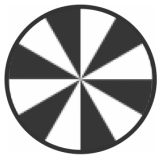
   b. Is your circle exactly one-half shaded? Explain your answer.

2. Julian shades 4 circles as shown below.


Circle A


Circle B


Circle C


Circle D

   a. Write the letters of the circles that are about one-half shaded.



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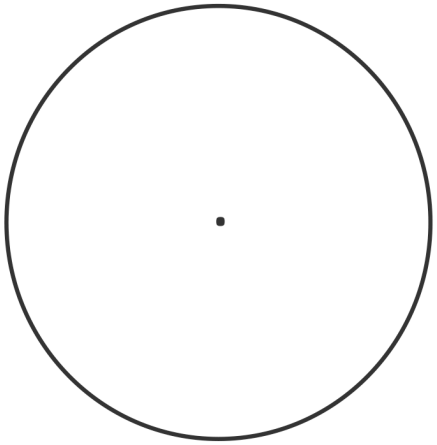
b. Choose one circle from your answer to Part (a), and explain how you know it's about one-half shaded.

Circle _____

c. Choose one circle that you did not list in Part (a), and explain how it could be changed so that it is about one-half shaded.

Circle _____

3. Read the clues to help you shade the circle below.



a. Divide the circle into 4 equal parts.

b. Shade in 2 parts.

c. Erase a small circle from each shaded part.

d. Estimate to draw and shade 2 circles in the unshaded parts that are the same size as the circles you erased in Part (c).

4. Did you shade in one-half of the circle in Problem 3? How do you know?



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Name _____ Date _____

List some games we played today in the chart below. Place a check mark in the box that shows how you felt about your level of fluency as you played each activity. Check off the last column if you would like to practice this activity over the summer.

| Activity | I still need some practice with my facts. | I am fluent. | I would like to put this in my summer activity book. |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |



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There are 9 bicycles and some tricycles at the repair shop. There are 42 total wheels on all the bicycles and tricycles. How many tricycles are in the shop?

**Read** **Draw** **Write**



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