publicPREP | girlsPREP boysPREP prePREP

4th Grade Math Remote Learning - Week 1

Cover Page

Date:	Assignment:
Monday 3/23	• **Review the guided practice** by a PPN teacher on problem 1 • **Complete all problems** in the packet using the Strategic Math Plan • **Complete the exit ticket** at illuminate.online
Tuesday 3/24	• **Review the guided practice** by a PPN teacher on problem 1 • **Complete all problems** in the packet using the Strategic Math Plan • **Complete the exit ticket** at illuminate.online
Wednesday 3/25	• **Review the guided practice** by a PPN teacher on problem 7 • **Complete all problems** in the packet using the Strategic Math Plan • **Complete the exit ticket** at illuminate.online
Thursday 3/26	• **Review the guided practice** by a PPN teacher on problem 1 • **Complete all problems** in the packet using the Strategic Math Plan • **Complete the exit ticket** at illuminate.online
Friday 3/27	• **Review the guided practice** by a PPN teacher on problem 1 • **Complete all problems** in the packet using the Strategic Math Plan

Guidance on Exit Tickets: Complete this short 3-question quiz in Illuminate on Monday, Tuesday, Wednesday, and Thursday, after completing that day's practice problems. You will need your student ID to login, make sure you get this information from your child's teacher.

*NOTE: All answers for this week will be shared on Monday, March 30th. Please save your work so you can review all answers then!

Resources to Refer to throughout the week =)

Strategic Math Plan (SMP)

1. **Read and Interpret the Question**
   - Ask yourself:
     - What is this question asking ?
     - What is my plan to solve ?
2. **Make a plan to solve.**
   - For multiple-choice, cover the answer choices and solve the problem before looking at the answer choices
   - Organize your workspace
   - Make a model/Write a formula/operation/equation
3. **Use your plan to solve.**
   - Label your work as you solve.
4. **Check your work.**
   - Re-read the question and ask,
     - "Does my answer make sense ?"
     - "Did I answer the question completely?"

     Did I answer the question completely?
   - If your answer doesn't make sense, make a new plan and re-solve the problem.

publicPREP

Equivalent Fractions

Equivalent fractions are fractions that have the same value. When looking at models of equivalent fractions, they have to be the same shape and size.

$\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$

These models all show equivalent fractions. The same amount is shaded on each rectangle.

Drawing a model can help you identify equivalent fractions, but you can also find equivalent fractions by multiplying or dividing.

Find Equivalent Fractions by Multiplying	Find Equivalent Fractions by Dividing
$\frac{1}{2} \times \frac{4}{4} = \frac{4}{8}$	$\frac{2}{4} \div \frac{2}{2} = \frac{1}{2}$
You can find an equivalent fraction by multiplying the numerator and denominator by the same number.	You can find an equivalent fraction by dividing the numerator and denominator by the same number.

Monday-Day 1

Objective: Given a visual fraction model, students will be able to identify an equivalent fraction in notation form and on a number line; Given a fraction in notation form, students will be able to identify an equivalent fraction in a visual fraction model.

Guided Practice:

Directions: Watch Ms. Bordt as she solves a fraction problem by interpreting the question and making an appropriate plan to solve! Make sure that you are looking at problem #1 (See Below) so that you can follow along with the model. =) Ms. Bordt's Model

1.

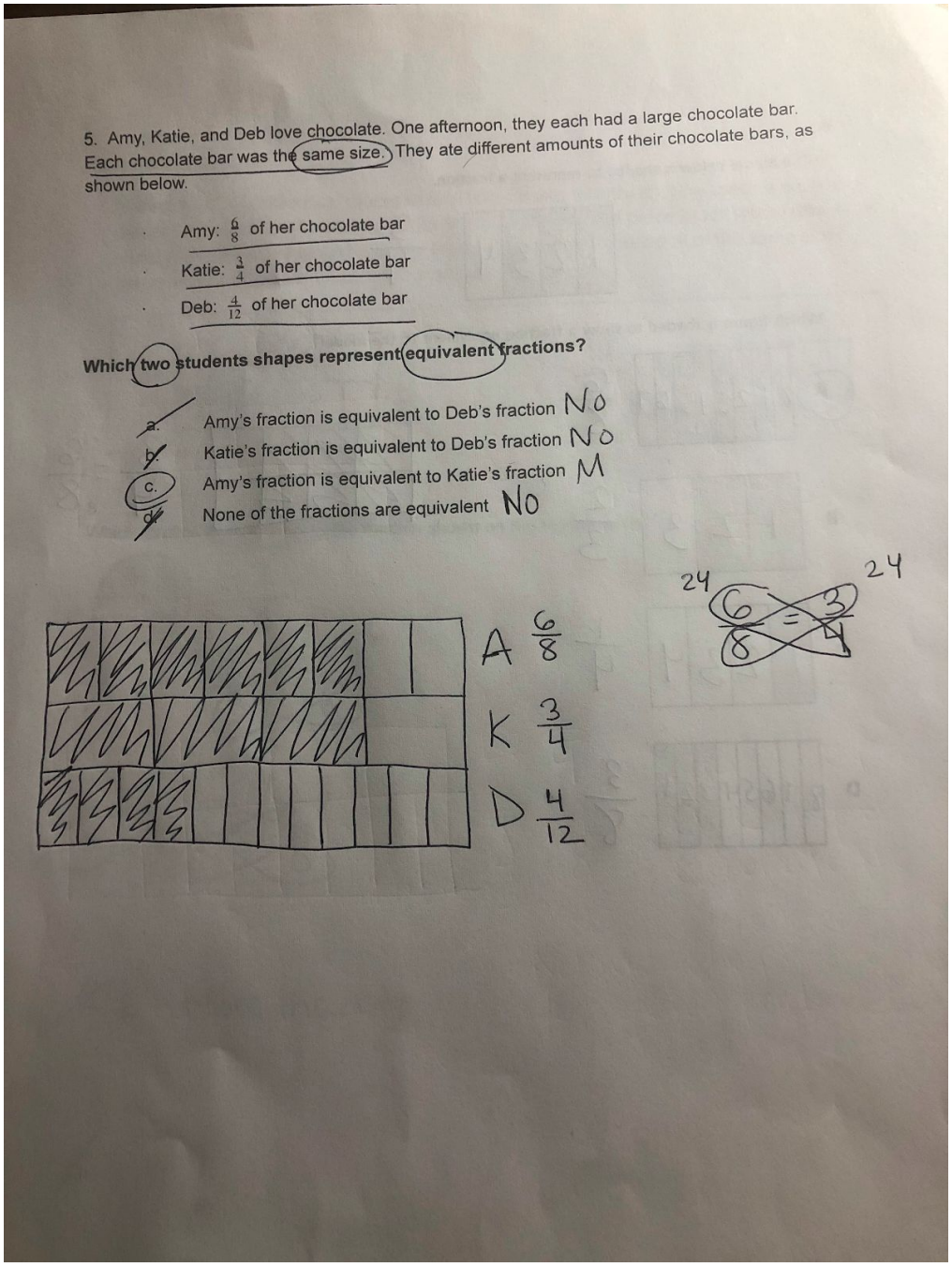
Amy, Katie, and Deb love chocolate. One afternoon, they each had a large chocolate bar. Each chocolate bar was the same size. They ate different amounts of their chocolate bars, as shown below.

- Amy: $\frac{6}{8}$ of her chocolate bar
- Katie: $\frac{3}{4}$ of her chocolate bar
- Deb: $\frac{4}{12}$ of her chocolate bar

Which two students shapes represent equivalent fractions?

a. Amy's fraction is equivalent to Deb's fraction
b. Katie's fraction is equivalent to Deb's fraction
c. Amy's fraction is equivalent to Katie's fraction
d. None of the fractions are equivalent

Model Work:



5. Amy, Katie, and Deb love chocolate. One afternoon, they each had a large chocolate bar. Each chocolate bar was the same size. They ate different amounts of their chocolate bars, as shown below.

- Amy: $\frac{6}{8}$ of her chocolate bar
- Katie: $\frac{3}{4}$ of her chocolate bar
- Deb: $\frac{4}{12}$ of her chocolate bar

Which two students shapes represent equivalent fractions?

a. Amy's fraction is equivalent to Deb's fraction No
b. Katie's fraction is equivalent to Deb's fraction No
c. Amy's fraction is equivalent to Katie's fraction M
d. None of the fractions are equivalent No

A $\frac{6}{8}$
K $\frac{3}{4}$
D $\frac{4}{12}$

24 24
6 = 3
8 4

Independent Work
Directions:

1. **First,** do problems number **2, 6, and 8.** Make sure to show your work for each problem (You can print this packet out to show your work or you can do your work in a notebook or on paper.) Show evidence of investing in the problem and creating a plan to help you answer each question.
2. **Next,** complete the exit ticket. (Make sure to show all your work on a seperate piece of paper)
3. **Then,** finish the rest of Day 1 questions.
4. **Finally,** if you have some more time check out the Equivalent Fractions and Comparing Fractions Activities on Khan Academy. [Khan Academy Fractions Link]

2.

Meredith has two identical pieces of felt. She cut one into thirds. She used two of these pieces to cover a small notebook. She then cut the second piece of felt into sixths. How many of these pieces would she need to cover a second notebook of the same size? Use words or drawings to justify your answer.

3.

Model the fraction $\frac{5}{8}$ on the number line.

4.

Emily paints $\frac{1}{2}$ of her wall blue. Zachary is painting a wall that is the same size as Emily's wall. Zachary paints $\frac{2}{3}$ of his wall. Are the fractions $\frac{1}{2}$ and $\frac{2}{3}$ equivalent?

Show or explain your work in the space below.

5.

Lauren and Jackson each baked a pie. Their pies were the same size. Lauren gave away $\frac{2}{4}$ of her pie. Jackson gave away $\frac{4}{8}$ of his pie. Are these fractions equivalent?

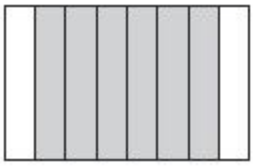
Show or explain your work in the space below.

6.

The model below is shaded to represent a fraction.

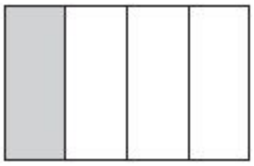
Which figure is shaded to show a fraction equivalent to the model?

A



B

C



D

7.

Which shows $\frac{3}{4}$ of the figure shaded?

A. 

B. 

C. 

D. 

8.

Which fraction is equivalent to the fraction shown on the model below?

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

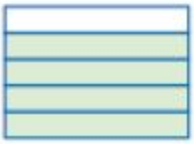
B. $\frac{1}{4}$

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

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

9.

Which fraction is equivalent to the shaded part of the fraction model?



A. $\frac{2}{5}$

B. $\frac{4}{10}$

C. $\frac{8}{10}$

D. $\frac{8}{12}$

PPN Math Spring Review - Grade 4	EXIT TICKET: Remote Learning

Illuminate online link: https://illuminate.online?access_code=9YBRZ9B Code: 9YBRZ9B

1.

Derek drew this circle.

Which fraction is equivalent to the shaded part of Derek' s circle?

A. $\frac{3}{12}$

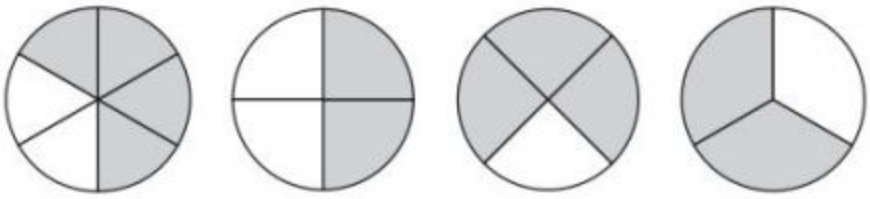
B. $\frac{2}{12}$

C. $\frac{2}{9}$

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

2.

Students shaded the shapes below to represent fractions.



Britney Keisha Ivan Walter

Which two students' shapes represent equivalent fractions?

A Britney's fraction is equivalent to Walter's fraction.

B Keisha's fraction is equivalent to Walter's fraction.

C Ivan's fraction is equivalent to Keisha's fraction.

D Ivan's fraction is equivalent to Britney's fraction.

3.

Find the quotient.

3,180 ÷ 4 = _____

A. 720

B. 790

C. 795

D. 797 R2

Tuesday-Day 2

How to answer question #1:
Think about what you know? What do you need to find out? Mark up the problem to pull out important information/jots. Make a plan.

I know that I need to focus on the blue chalk. I know that 6/12 is equivalent to ½. The blue chalk is 5/12, which is less than 6/12, so 5/12 is less than ½. Andrea is correct.

Directions:

1. **First,** do problems number **4,5, 6, and 8.** Make sure to show your work for each problem (You can print this packet out to show your work or you can do your work in a notebook or on paper.) Show evidence of investing in the problem and creating a plan to help you answer each question.
2. **Next,** complete the exit ticket. (Make sure to show all your work on a seperate piece of paper)
3. **Then,** finish the rest of Day 2 questions.
4. **Finally,** if you have some more time check out the Equivalent Fractions and Comparing Fractions Activities on Khan Academy. Khan Academy Fractions Link

1.

Andrea bought a bucket of colored chalk. The list below shows the fraction of each color of chalk in the bucket.

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

Andrea told Michelle that less than $\frac{1}{2}$ the chalk in the bucket is blue.

Michelle said she is mistaken. Who is correct? Explain why you chose your answer.

_____

_____

_____

2. Trevor and Jonas both went for a jog. Trevor jogged $\frac{6}{8}$ miles. Jonas jogged $\frac{2}{6}$ miles. Who jogged more?

3.

Lilly needs $\frac{3}{8}$ cup of milk and $\frac{1}{3}$ cup of heavy cream to make pancakes.

Does she need more milk or more heavy cream to make the pancakes?

Answer:_____

4.

Three friends each played the same computer game. The table below shows the fraction of the game each of them has completed.

Fraction of Computer Game Completed

Name	Fraction Completed
Akira	$\frac{1}{2}$
Connor	$\frac{2}{5}$
Duan	$\frac{2}{3}$

Which of the following statements is true?

A. Akira has completed less of the game than Duan has.

B. Connor has completed more of the game than Duan has.

C. Akira and Connor have completed the same amount of the game.

D. Connor and Duan have completed the same amount of the game.

5.

Marjorie used $\frac{2}{5}$ cup of flour, $\frac{1}{4}$ cup of baking soda, and $\frac{1}{3}$ cup of sugar for a recipe.

A. Did Marjorie use more baking soda or more sugar? Show your work.

Answer:_____

6. What fraction goes in the blank to make the number sentence true?

$\frac{3}{4} >$ _____

A. $\frac{8}{10}$
B. $\frac{2}{3}$
C. $\frac{5}{6}$
D. $\frac{7}{8}$

7.

Which symbol makes the sentence true? Write >, <, or =.

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

8.

Which sentence is **not** true?

A. $\frac{1}{5} > \frac{1}{8}$
B. $\frac{1}{3} > \frac{1}{6}$
C. $\frac{1}{7} < \frac{1}{2}$
D. $\frac{1}{4} < \frac{1}{9}$

9.

What fraction goes in the blank to make the number sentence true?

$\frac{4}{5} <$ _____

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

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

C. $\frac{2}{5}$

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

PPN Math Spring Review - Grade 4	EXIT TICKET: Remote Learning

Illuminate Online Link https://illuminate.online?access_code=URUHTB8 **Code: URUHTB8**

1.

Ramona wanted to run more than $\frac{5}{8}$ mile. Which distance is greater than $\frac{5}{8}$ mile?

A. $\frac{3}{4}$ mile

B. $\frac{1}{3}$ mile

C. $\frac{2}{5}$ mile

D. $\frac{7}{12}$ mile

2.

Which is true?

A. $\frac{5}{6} > \frac{1}{2}$

B. $\frac{4}{10} > \frac{1}{2}$

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

D. $\frac{9}{12} < \frac{1}{2}$

3.

Which fraction is equivalent to $\frac{2}{3}$?

A. $\frac{1}{6}$
B. $\frac{2}{6}$
C. $\frac{3}{6}$
D. $\frac{4}{6}$

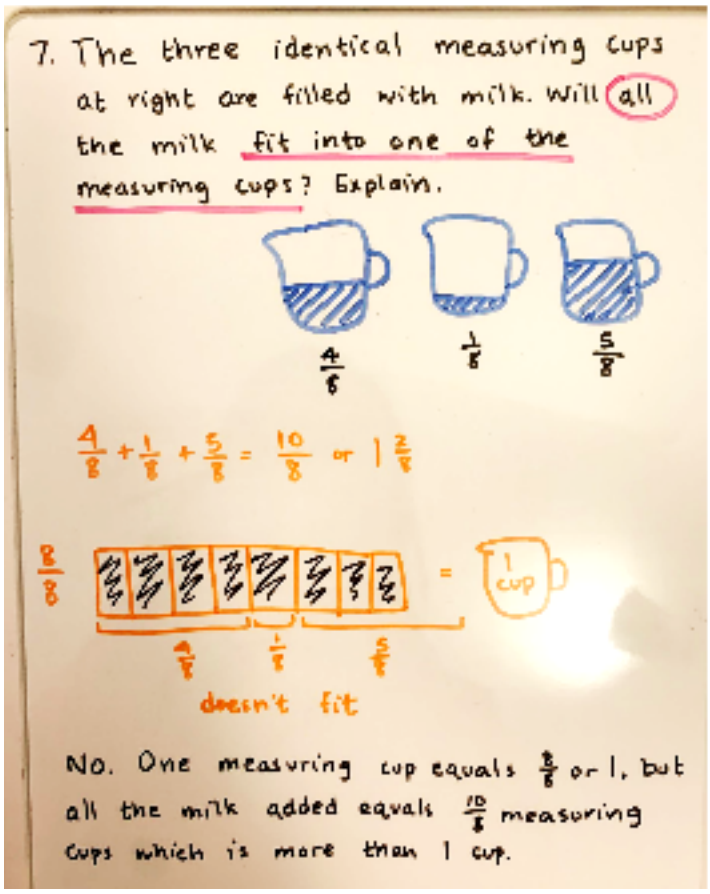
Wednesday: Day 3

Make sure you: Invest in the question by asking yourself: *What is this question asking me? What is my plan to solve?*

APPLY The three identical measuring cups at right are filled with milk. Will all the milk fit into one of the measuring cups? Explain.

Look how Ms. Leem:

- ✓ invested in the question
- ✓ made a plan to solve



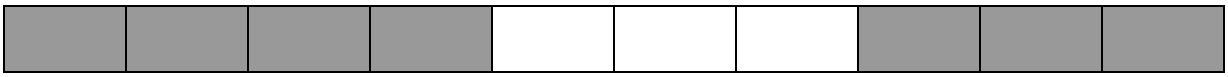
The question asked me:
Will ALL the milk fit in ONE measuring cup?

➔ *I knew I needed to find out how much total milk there was, and how much would fit in one measuring cup. So, I added up all the milk and then I tried to fit it inside one measuring cup. When I added up the milk, I got* $\frac{10}{8}$ *or* $1\ \frac{2}{8}$*. I knew one full measuring cup would be* $\frac{8}{8}$ *because* $\frac{8}{8}$ *equals 1. So, I found out that all the milk would* ***not*** *fit into one measuring cup and explained my answer.*

Independent Work Directions:

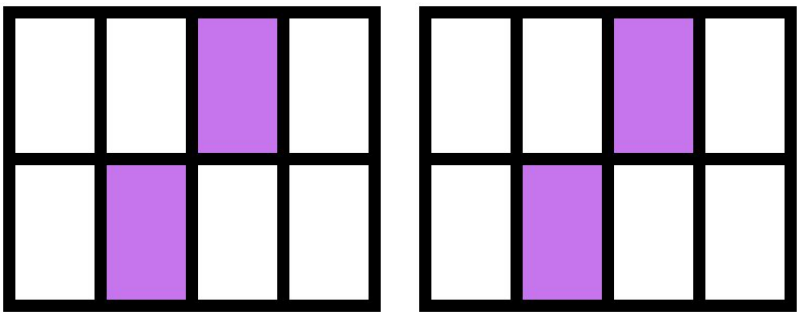
1. **First,** do numbers **3, 5,** and **7.** Make sure to show your work for each problem (You can print this packet out to show your work or you can do your work in a notebook or on a blank paper). Show evidence of investing in the problem and creating a plan to help you answer each question.
2. **Next,** complete the exit ticket. (Make sure to show all your work on a separate piece of paper).
3. **Then,** finish the rest of today's questions.

1. Which expression is equivalent to the amount that is shaded?



a. $\frac{1}{10} + \frac{1}{10} + \frac{1}{10}$
b. $\frac{3}{10} + \frac{3}{10} + \frac{1}{10}$
c. $\frac{1}{10} + \frac{2}{10}$
d. $\frac{3}{10} + \frac{3}{10}$

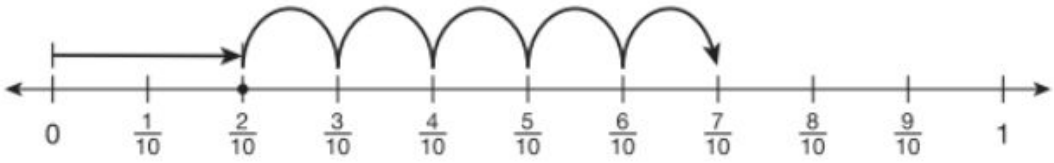
2. What is the sum of the two fractions shown below?



A. $\frac{2}{8}$
B. $\frac{4}{16}$
C. $\frac{7}{8}$
D. $\frac{4}{8}$

3.

Ivan drew a model for $\frac{2}{10} + \frac{6}{10}$.



Ivan's Model

Part A Is the model correct? Use words or numbers to justify your answer.

4.

Which fraction correctly completes the number sentence?

$\frac{4}{12} + \square = \frac{11}{12}$

A. $\frac{3}{12}$

B. $\frac{6}{12}$

C. $\frac{7}{12}$

D. $\frac{15}{12}$

5.

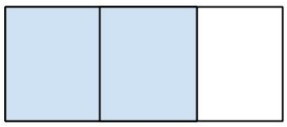
Megan wants to add $\frac{4}{8}$ and $\frac{1}{8}$. Draw a fraction strip model to find the sum.

$\frac{4}{8} + \frac{1}{8} = \frac{\square}{\square}$

6. What is the sum of the two fractions shown below?

A. $\frac{9}{12}$
B. $\frac{6}{24}$
C. $\frac{6}{12}$
D. $\frac{3}{12}$

7. Write a unit fraction number sentence to match the shaded portion below.



Answer:_____

PPN Math Spring Review - Grade 4	EXIT TICKET: Remote Learning

Illuminate Online Link https://illuminate.online?access_code=5PNBSHD **Code:** 5PNBSHD

1.

What is $\frac{3}{8} + \frac{4}{8}$?

A. $\frac{7}{16}$

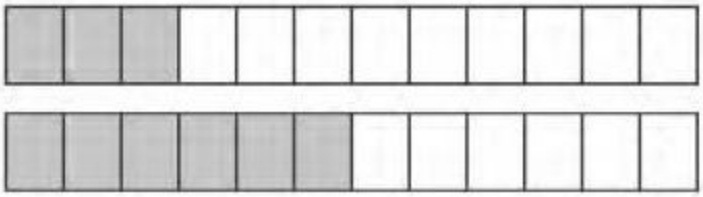
B. $\frac{7}{8}$

C. 1

D. $1\frac{5}{8}$

2.

The shaded parts of the fraction strips below represent two fractions.



What is the sum of the two fractions?

A $\frac{3}{12}$

B $\frac{9}{24}$

C $\frac{9}{12}$

D $\frac{15}{12}$

3.

Which number sentence is true?

A. $\frac{3}{5} > \frac{2}{3}$

B. $\frac{4}{5} < \frac{2}{3}$

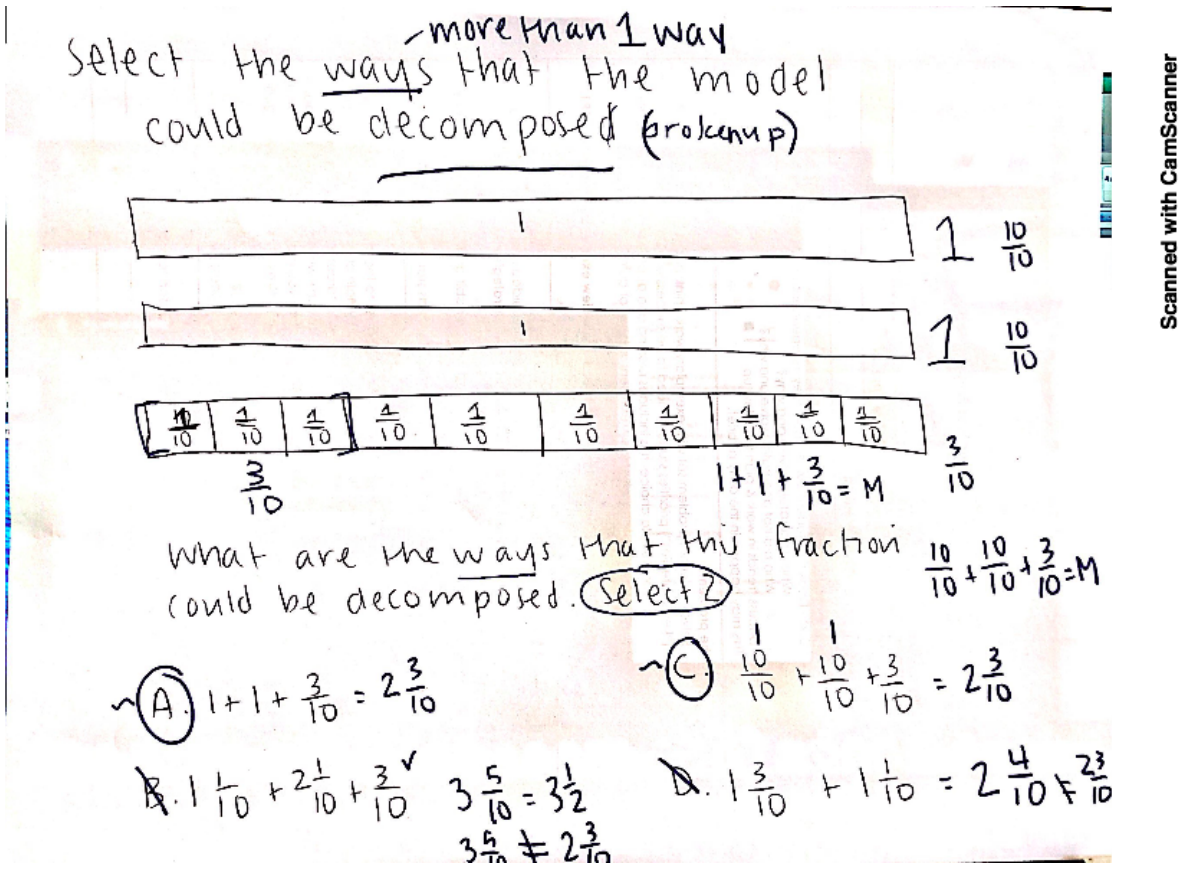
C. $\frac{3}{4} < \frac{7}{8}$

D. $\frac{3}{10} = \frac{3}{5}$

Thursday: Day 4

Objective: Students will be able to identify an equivalent fraction in a visual fraction model.

Guided Practice:
Directions: Watch Ms. O'Donnell as she solves a fraction problem by interpreting the question and making an appropriate plan to solve!
Click here to watch Ms. O'Donnell→ Ms. O'Donnell's Video Link



Check out how Ms. O'Donnell solves by marking up the model too!

Independent Practice:
Complete the following fraction problems below. Your goal is to make sure you are interpreting the question and making an appropriate plan BEFORE solving. Your teachers will be checking in with you to make sure you are labeling all models and showing for these specific problems. I will show my BEST effort on problem numbers: 1, 2, 3, 8, 9

**Yikes! If fractions still seem a bit tricky, check out this Khan Academy video to help you: https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-decompose-fractions/v/decomposing-a-fraction-visually

1.

Which expression is equivalent to $\frac{7}{10} - \frac{2}{10}$?

A $\frac{2}{10} + \frac{3}{10}$

B $\frac{5}{10} + \frac{4}{10}$

C $\frac{1}{5} + \frac{4}{5}$

D $\frac{3}{6} + \frac{2}{4}$

2. Which expression is the equivalent of $4\frac{2}{3}$?

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

b. $\frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{1}{3}$

c. $\frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{2}{3} + \frac{2}{3}$

d. $\frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{3}{3}$

3. Which of the following is **not** true?

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

B. $\frac{4}{3} = \frac{5}{3} - \frac{1}{3}$

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

D. $\frac{4}{3} = \frac{3}{3} - \frac{1}{3}$

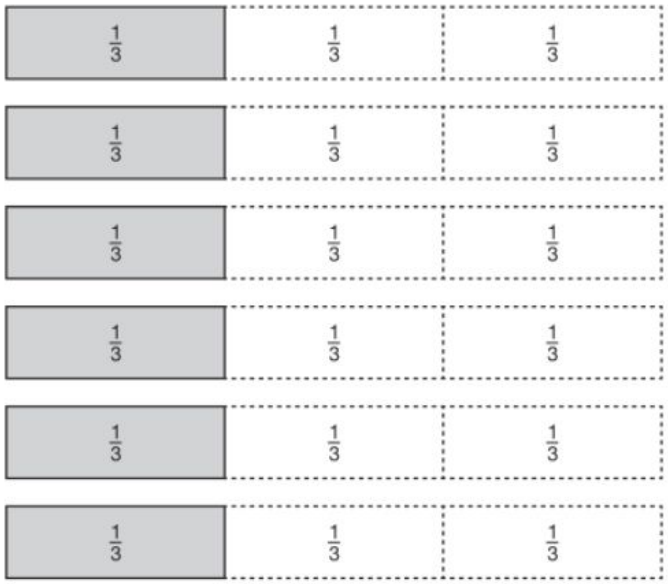
4. Which expression should be filled in the blank to make the equation correct?

$3\frac{2}{5} = \frac{1}{5} +$_____

a. $\frac{5}{5} + \frac{5}{5} + \frac{1}{5} + \frac{1}{5}$
b. $\frac{5}{5} + \frac{5}{5} + \frac{5}{5}$
c. $\frac{5}{5} + \frac{5}{5} + \frac{5}{5} + \frac{1}{5}$
d. $\frac{5}{5} + \frac{5}{5} + \frac{5}{5} + \frac{2}{5}$

4.

Franklin drew this fraction model.



Franklin said the sum of the fractions he drew is less than 1. Do you agree or disagree with Franklin? Show your work and explain your thinking on the lines below.

_____

_____

_____

5. Is the expression below correct or incorrect?

$$3 = \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2}$$

Show your work and explain your thinking.

Challenge Work:
If you are a ROCKSTAR and complete this fraction work with ease, check out this Khan Academy link:
https://www.khanacademy.org/math/cc-fourth-grade-math/comparing-fractions-and-equivalent-fractions

Exit Ticket:
Please complete the exit ticket (3 questions) with the given link. Remember this is the time to show your BEST thinking work.

PPN Math Spring Review - Grade 4	EXIT TICKET: Remote Learning

Illuminate Online Link https://illuminate.online?access_code=N9ZNMSK Code: N9ZNMSK

1.

Which of the following is **not** true?

A $\frac{9}{8} = \frac{6}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

B $\frac{9}{8} = \frac{5}{8} + \frac{4}{8}$

C $\frac{9}{8} = \frac{1}{8} + \frac{9}{8}$

D $\frac{9}{8} = \frac{6}{8} + \frac{3}{8}$

2.

Which of the following number sentences is **not** true?

A $\frac{12}{8} = \frac{11}{8} + \frac{1}{8}$

B $2\frac{1}{3} = 1 + \frac{3}{3} + \frac{1}{3}$

C $\frac{10}{6} = \frac{5}{6} + \frac{2}{6}$

D $\frac{11}{10} = 1 + \frac{1}{10}$

3.

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

A $\frac{1}{5} + \frac{1}{5}$

B $\frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

C $\frac{3}{5} + \frac{3}{5} + \frac{3}{5}$

D $\frac{3}{5} + \frac{2}{5}$

Friday- Day 5

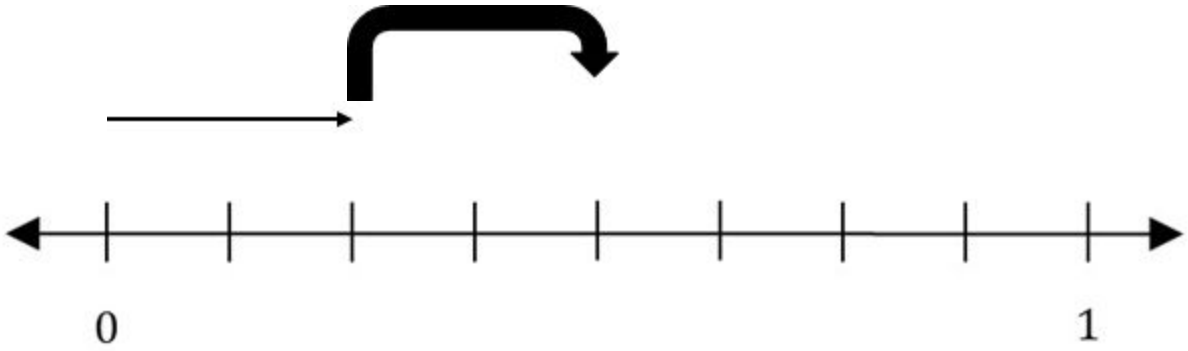
Objective: ***Mixed Review!***

- Given a visual fraction model, students will be able to identify an equivalent fraction in notation form and on a number line
- Students will be able to identify an equivalent fraction in a visual fraction model.

Guided Practice:
Directions: You've been working hard all week! Now let's put together all the skills we've practiced for a mix review!

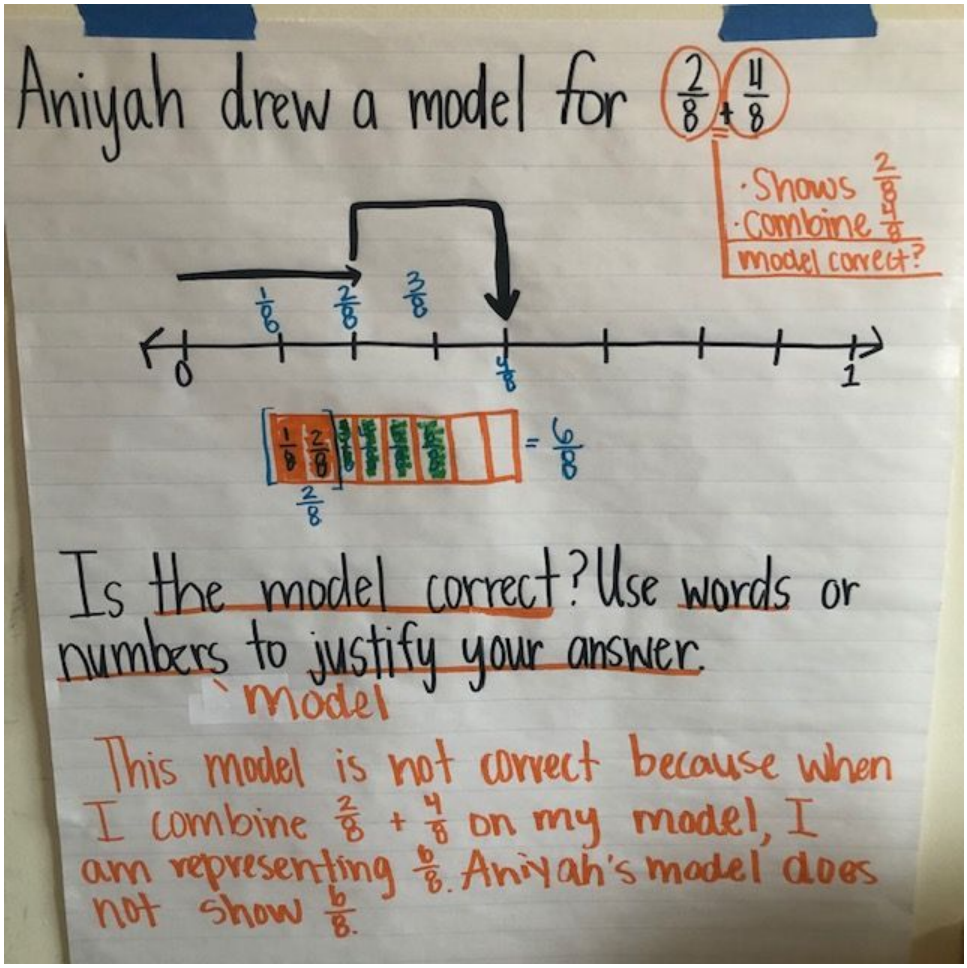
Watch how Mrs. Lamour uses her plan after interpreting the question to determine an appropriate plan for solving this question!
Click here to watch Mrs. Lamour → Mrs. Lamour's Model

Aniyah drew a model for $\frac{2}{8} + \frac{4}{8}$



Aniyah's Model

Is the model correct? Use words or numbers to justify your answer.



Independent Practice:

Complete the following fraction problems below. Your goal is to make sure you are interpreting the question and making an appropriate plan **BEFORE** solving. Remember: Making a plan and thinking carefully about all parts of the problem helps you solve along the way! Your teachers will be checking in with you to make sure you have a plan before solving and you are labeling all models. I will show my **BEST** effort on problem numbers: ***1, 4, 5, 8***

1. Stephanie spent $\frac{3}{4}$ of the afternoon completing Reflex math questions. Justin spent $\frac{4}{8}$ of the afternoon completing Reflex math questions. Are the fractions $\frac{3}{4}$ and $\frac{4}{8}$ equivalent?

   Show or explain your work in the space below.

2. Tyler and Jada both had a jogging competition in their living room. Tyler jogged in place for $\frac{3}{6}$ miles. Jada jogged in place for $\frac{3}{8}$ miles. Who jogged more?

3. Ms. Champagne needs $\frac{1}{2}$ cup of baking soda and $\frac{5}{8}$ vinegar for a science experiment. Does she need more baking soda or more vinegar to complete her experiment?

Answer:_____

4. Which sentence is **not** true?
   a. $\frac{3}{4} > \frac{5}{12}$
   b. $\frac{6}{8} = \frac{3}{4}$
   c. $\frac{1}{2} > \frac{4}{6}$
   d. $\frac{1}{9} < \frac{1}{6}$

5. Courtney and Ashley wanted to combine their leftovers from lunch. Courtney had $\frac{5}{12}$ of her sandwich left. Ashley had $\frac{3}{12}$ of her sandwich left. Draw a fraction strip model and write an equation using the variable *s* to represent the total amount of sandwich Courtney and Ashley have altogether.

Fraction Strip:

Number Sentence: _____

6. Which fraction correctly completes the number sentence? $\frac{3}{10}$ + □ = $\frac{8}{10}$
   a. $\frac{5}{10}$
   b. $\frac{4}{10}$
   c. $\frac{7}{10}$
   d. $\frac{10}{10}$

7. Four friends each spent the afternoon on Khan Academy. The table below shows the fraction of the Khan Academy activity each one of them has completed.

Fraction of Khan Academy Activity Completed

Name	Fractions Completed
Alanah	$\frac{4}{6}$
Matthew	$\frac{2}{6}$
Nyla	$\frac{1}{2}$
Daniel	$\frac{3}{4}$

Which of the following statements is true?

a. Nyla has completed more of the activity than Alanah
b. Matthew has completed more of the game than Nyla
c. Alanah and Matthew have completed the same amount
d. Daniel has completed more than any other friend.

8. Which expression is the equivalent of $3\frac{3}{4}$?

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

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

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

d. $\frac{3}{3}+\frac{3}{3}+\frac{3}{3}+\frac{3}{3}$

9. Which expression should be filled in the blank to make the equation correct?

$$2\frac{5}{8}=\frac{2}{8}+\_\_\_\_$$

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

b. $\frac{8}{8}+\frac{8}{8}+\frac{3}{8}$

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

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