DELTA MATH
RtI PROGRAM

5th Grade
Tier 2 Intervention Lessons

Readiness Standard 4 - 4.NF.3b

Learning Target: I will convert between improper fractions and mixed numbers

Readiness for 4.NF.3c: Add and subtract mixed numbers with like denominators

Table of Contents

IES Recommendations for Tier 2 and 3 intervention lessons:

2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee.	Low
3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.	Strong
4. Interventions should include instruction on solving word problems that is based on common underlying structures.	Strong
5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.	Moderate
6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.	Moderate
7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.	Low
8. Include motivational strategies in tier 2 and tier 3 interventions.	Low

(Institute of Educational Sciences, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, 2009, p. 6)

Gradual release of responsibility model

Teacher Responsibility

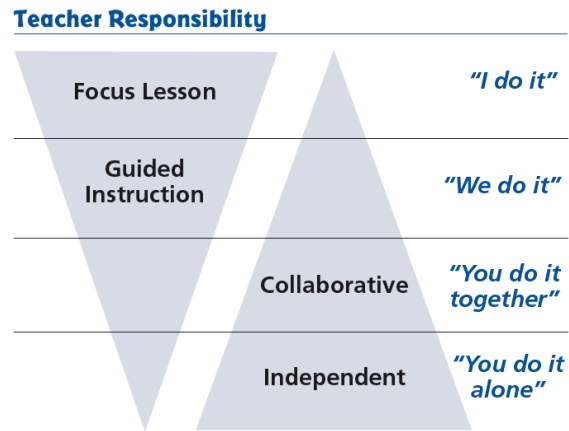|		
Focus Lesson		*"I do it"*
Guided Instruction		*"We do it"*
	Collaborative	*"You do it together"*
	Independent	*"You do it alone"*

Figure 1

[(Dr. Douglas Fisher, Effective Use of the Gradual Release of Responsibility Model)](#)

Planning Guide: Session 1

5th Grade - Readiness Standard 4 - 4.NF.3b

Learning Target: I will convert between improper fractions and mixed numbers

Readiness for adding and subtracting mixed numbers with like denominators

	Recommended Actions
Beginning *(15 min.)*	<u>Review</u> the readiness standard with the intervention group using the **Guided Review** ➢ Introduce the learning target and why it is important for future learning ➢ Read each question on the Guided Review and ask students to share what they remember from the previous school year.

Middle
(5 min.)
	➢ Ask students to <u>reflect</u> on their progress towards the learning target
	    ➢ What did I remember about the learning target?
	    ➢ What did I learn today about the learning target?
	    ➢ How confident do I feel about doing the learning target on my own?

End *(10 min.)*	➢ <u>Assess</u> each student's progress using **Quick Check – Form A** ➢ Guide students to self-correct their **Quick Check – Form A** ➢ Guide students to <u>chart their progress</u> by recording the date and Quick Check score in their **Growth Chart** ➢ Collect each student's Quick Check and Growth Chart

After	➢ Create sub-groups to differentiate the middle of sessions 2 through 8
	    o Group 1 – Include students who <u>did not</u> meet the learning goal
	    o Group 2 – Include students who met or exceeded the learning goal

Name_____ Date_____

Learning Target: I will convert between improper fractions and mixed numbers.

1.

The mixed number $4\frac{2}{3}$ is equivalent to which expression?

   ○ $4 \times \frac{2}{3}$ ○ $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3}$

   ○ $3 + \frac{2}{4}$ ○ $\frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{2}{3}$

2.

The mixed number $3\frac{4}{5}$ is equivalent to which fraction?

  ○ $\frac{19}{5}$ ○ $\frac{19}{4}$ ○ $\frac{12}{5}$ ○ $\frac{11}{4}$

3.

The improper fraction $\frac{9}{4}$ is equivalent to which mixed number or fraction?

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

5th Grade Winter Guided Review

Readiness Standard 4 - 4.NF.3b

Name_____ Date_____

Learning Target: I will convert between improper fractions and mixed numbers.

1.

The mixed number $3\frac{1}{4}$ is equivalent to which expression?

○ $3 \times \frac{1}{4}$

○ $\frac{4}{4} + \frac{4}{4} + \frac{4}{4} + \frac{1}{4}$

○ $4 + \frac{1}{3}$

○ $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

2.

The mixed number $2\frac{5}{6}$ is equivalent to which fraction?

○ $\frac{13}{6}$ ○ $\frac{10}{6}$ ○ $\frac{17}{5}$ ○ $\frac{17}{6}$

3.

The improper fraction $\frac{13}{5}$ is equivalent to which mixed number or fraction?

○ $1\frac{3}{5}$ ○ $2\frac{3}{5}$ ○ $3\frac{2}{5}$ ○ $\frac{5}{13}$

5th Grade Spring Guided Review

Name_____ Date_____

Learning Target: I will convert between improper fractions and mixed numbers.

1.

The mixed number $4\frac{1}{2}$ is equivalent to which expression?

○ $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2}$ ○ $4 \times \frac{1}{2}$

○ $2 + \frac{1}{4}$ ○ $\frac{2}{2} + \frac{2}{2} + \frac{2}{2} + \frac{2}{2} + \frac{1}{2}$

2.

The mixed number $2\frac{3}{4}$ is equivalent to which fraction?

○ $\frac{11}{4}$ ○ $\frac{11}{3}$ ○ $\frac{6}{4}$ ○ $\frac{9}{4}$

3.

The improper fraction $\frac{14}{3}$ is equivalent to which mixed number or fraction?

○ $\frac{3}{14}$ ○ $4\frac{1}{3}$ ○ $4\frac{2}{3}$ ○ $3\frac{2}{3}$

Learning Target: I will convert between improper fractions and mixed numbers

Briefly discuss student responses:

➢ What did I remember today about converting between improper fractions and mixed numbers?

➢ What did I learn today about converting between improper fractions and mixed numbers?

➢ How confident do I feel about converting between improper fractions and mixed numbers on my own?
(Thumbs up, down, or sideways)

Quick Check - Form A

5th Grade - Readiness Standard 4 - 4.NF.3b

Name_____ Date_____

Learning Target: I will convert between improper fractions and mixed numbers.

Directions: Write each equivalent mixed number or improper fraction. (Work time: 5 minutes)

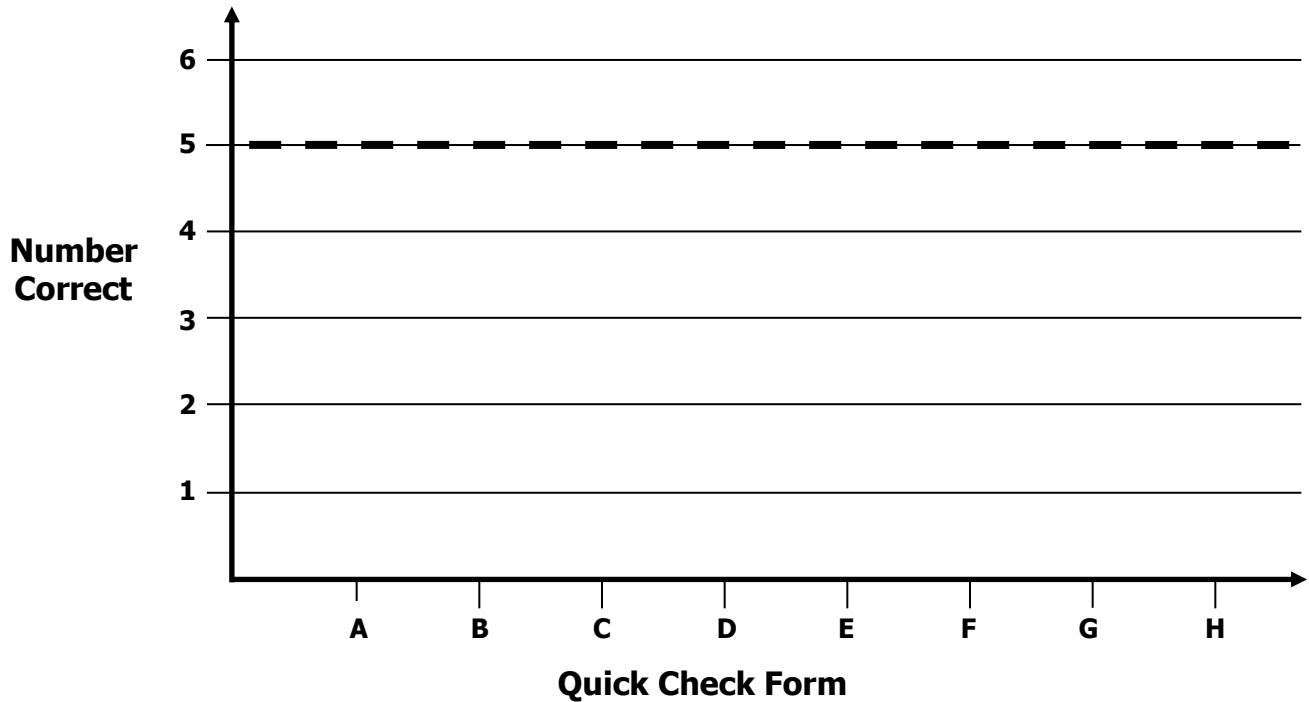|	
1. $5\dfrac{3}{4}$ = _____	**2.** $3\dfrac{2}{5}$ = _____
3. $4\dfrac{1}{3}$ = _____	**4.** $\dfrac{13}{4}$ = _____
5. $\dfrac{8}{3}$ = _____	**6.** $\dfrac{9}{2}$ = _____

Growth Chart

5th Grade - Readiness Standard 4 - 4.NF.3b

Name_____ Date_____

Learning Target: I will convert between improper fractions and mixed numbers.

Goal: 5 out of 6 correct

Number Correct (y-axis: 1, 2, 3, 4, 5, 6)

Quick Check Form (x-axis: A, B, C, D, E, F, G, H)

Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		

Planning Guide: Sessions 2 Through 8

5th Grade - Readiness Standard 4 - 4.NF.3b

Learning Target: I will convert between improper fractions and mixed numbers

Readiness for adding and subtracting mixed numbers with like denominators

	Recommended Actions
Beginning (5 min.)	➢ Review the learning target with the whole group and ask each student to set a goal for today's learning
Middle (15 min.)	**Group 1:** *(Students who <u>did not</u> meet the learning goal on the previous Quick Check)* ➢ Model solving a word problem – "I do" ➢ Guided Practice – "We do together/ You do together" **Session 2:** Use fraction strips to convert between improper fractions and mixed numbers **Session 3:** Use number lines to convert between improper fractions and mixed numbers **Session 4:** Use understanding of whole numbers and fractional parts to find equivalent improper fractions and mixed numbers	**Group 2:** *(Students who met the learning goal)* ➢ Independent practice – "You do alone" **Activity:** *"Improper Fraction/Mixed Number Match-up!"* *(Look for additional activities in 4th grade core instruction resources.)*
End (10 min.)	➢ Bring the students back together. ➢ Ask students to reflect on their progress towards the learning target 　o What did I learn today about comparing fractions with the same numerator or denominator? 　o How confident do you feel about comparing fractions with the same numerator or denominator on my own? (Thumbs up, down, or sideways) ➢ Assess each student's progress using the next **Quick Check** form ➢ Guide students to self-correct their **Quick Check** ➢ Guide students to chart their progress in their **Growth Chart** 　o If not using Delta Math lessons, record the activity in the table ➢ Collect each student's **Quick Check** and **Growth Chart**	
After	➢ Regroup students to differentiate the middle of sessions 3 through 8 　o Promote students who met the learning goal to group 2 　o Exit students who met the learning goal for a third time ➢ Problem solve with a team to plan additional support for students who did not exit	

Learning Target: I will convert between improper fractions and mixed numbers

Readiness for adding and subtracting mixed numbers with like denominators

Gianna is baking big brownies for her birthday party. The serving size for each brownie is 1/4 of a brownie per person. If nine of her friends are invited to the party, how many brownies does she need to feed all of them?

Session 2: Modeling (I Do – Visual Support)

Learning Target: I will convert between improper fractions and mixed numbers

Readiness for adding and subtracting mixed numbers with like denominators

Gianna is baking big brownies for her birthday party. The serving size for each brownie is 1/4 of a brownie per person. If nine of her friends are invited to the party, how many brownies does she need to feed all of them?

Fold

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

Fold

$\frac{4}{4}$ $\frac{4}{4}$ $\frac{1}{4}$

Session 2: Modeling (I Do - Teacher Notes)

5th Grade - Readiness Standard 4 - 4.NF.3b

Learning Target: I will convert between improper fractions and mixed numbers

Readiness for adding and subtracting mixed numbers with like denominators

> Gianna is baking big brownies for her birthday party. The serving size for each brownie is 1/4 of a brownie per person. If nine of her friends are invited to the party, how many brownies does she need to feed all of them?
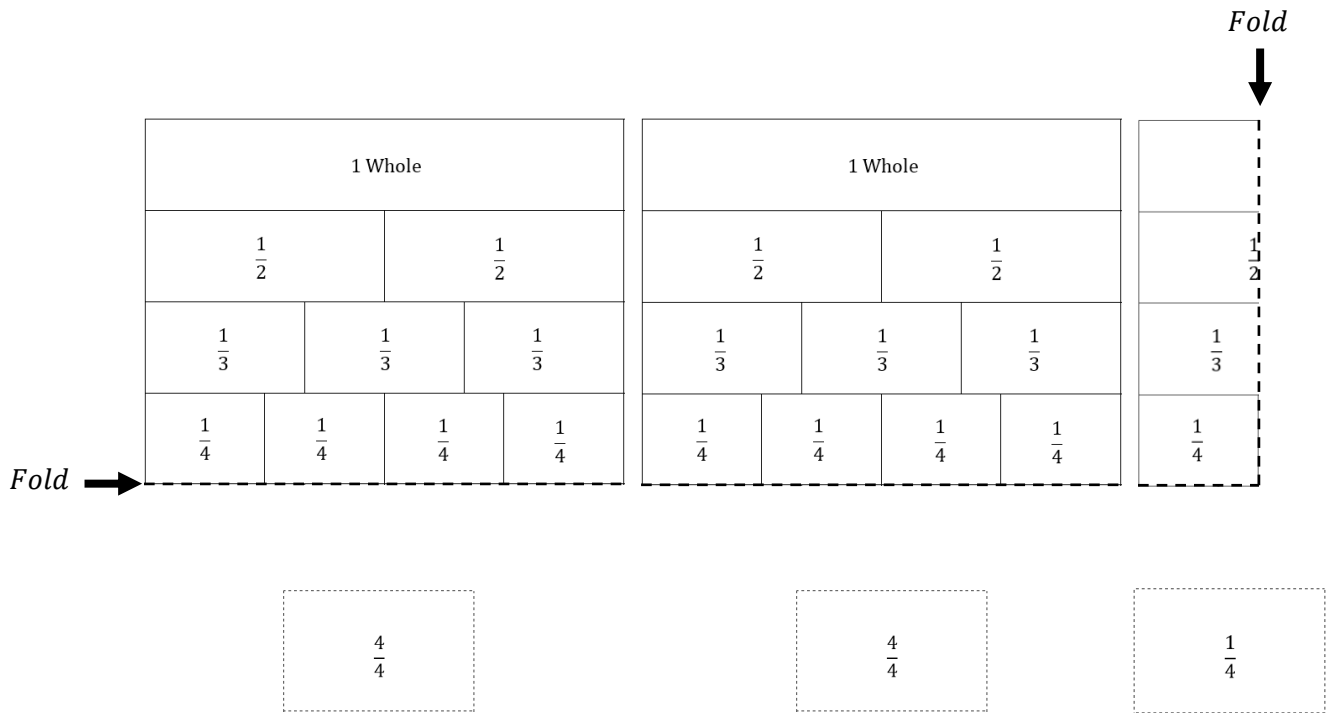
I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Gianna baking big brownies.

Second, I need to determine what I need to find.

I need to find how many brownies she needs for all of her friends.

Third, I need to determine what I know.

I know that the serving size is one-fourth of a brownie and she has 9 friends to feed.

Fourth, I need to figure out what I can try.

I am going to try using fraction strips to find how many brownies is equal to 9 one-fourth servings.
(Hold up four sets of fraction strips)

I am going fold my fraction template to so that the "fourths" are visible as the bottom row…
(Fold the template so that four-fourths are visible at the bottom.)

One whole brownie has 4 one-fourth servings.
(Point to the 1 whole at the top of the template and place a "four-fourths" fraction card below it.)

I need 9 one-fourth servings, so I will add another fraction template showing fourths at the bottom.
(Fold another template so that four-fourths are visible at the bottom and place it next to the first template.)

These two brownies have 8 one-fourth servings.
(Point to the 1 whole at the top of the template and place a "four-fourths" fraction card below the second template.)

I need one more "fourth" to equal 9 one-fourth servings, so I will fold another template twice to show one-fourth.
(Fold the template twice so that one-fourth is visible at the bottom and place a "one-fourth" fraction card below.)

9 one-fourth servings is equal to 2 whole brownies and one-fourth of another.

Last, I need to make sure that my answer makes sense.

I found that Gianna needs two and one-fourth brownies to feed 9 friends. It makes sense because I used fraction templates represent how many brownies equaled 9 one-fourth portions.
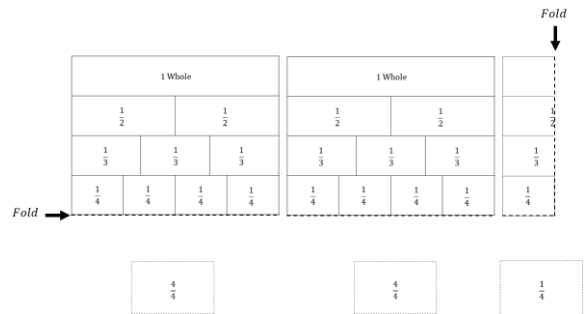
Learning Target: I will convert between improper fractions and mixed numbers

Session 2: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use fraction strips and cards to find each equivalent mixed number or improper fraction.

1. Improper Fraction Mixed Number $\dfrac{11}{6}$ = _____	**2.** Mixed Number Improper Fraction $2\dfrac{3}{4}$ = _____
3. Mixed Number Improper Fraction $1\dfrac{5}{8}$ = _____	**4.** Improper Fraction Mixed Number $\dfrac{7}{3}$ = _____

You Do Together: (As a class, or in small groups)

➢ Students take turns leading using strips and cards to find equivalent mixed numbers or improper fractions.

5. Improper Fraction Mixed Number $\dfrac{5}{2}$ = _____	**6.** Mixed Number Improper Fraction $2\dfrac{1}{6}$ = _____
7. Mixed Number Improper Fraction $1\dfrac{3}{4}$ = _____	**8.** Improper Fraction Mixed Number $\dfrac{19}{8}$ = _____

Fraction Strips (4 Sets)

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Directions: Each student should receive two sets of strips…do not cut into individual strips. (See example on p. 8, *fold the template twice to show fractional parts of a whole.*)

1 Whole		1 Whole	
$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$

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

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

1 Whole		1 Whole	
$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$

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

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

Modeling & Guided Practice Cards

5th Grade - Readiness Standard 4 - 4.NF.3b

Use for Problem 1	Use for Problem 2

$$\frac{11}{6} = \underline{\hspace{2cm}}$$

$$2\frac{3}{4} = \underline{\hspace{2cm}}$$

$$1\frac{5}{8} = \underline{\hspace{2cm}}$$

$$\frac{7}{3} = \underline{\hspace{2cm}}$$

$$\frac{5}{2} = \underline{\hspace{2cm}}$$

$$2\frac{1}{6} = \underline{\hspace{2cm}}$$

$$1\frac{3}{4} = \underline{\hspace{2cm}}$$

$$\frac{19}{8} = \underline{\hspace{2cm}}$$

Guided Practice Fraction Cards

5th Grade - Readiness Standard 4 - 4.NF.3b

$\dfrac{1}{2}$	$\dfrac{2}{2}$	$\dfrac{2}{2}$	$\dfrac{1}{3}$
$\dfrac{2}{3}$	$\dfrac{3}{3}$	$\dfrac{3}{3}$	$\dfrac{1}{4}$
$\dfrac{2}{4}$	$\dfrac{3}{4}$	$\dfrac{4}{4}$	$\dfrac{4}{4}$
$\dfrac{1}{6}$	$\dfrac{2}{6}$	$\dfrac{3}{6}$	$\dfrac{4}{6}$
$\dfrac{5}{6}$	$\dfrac{6}{6}$	$\dfrac{6}{6}$	$\dfrac{1}{8}$
$\dfrac{2}{8}$	$\dfrac{3}{8}$	$\dfrac{4}{8}$	$\dfrac{5}{8}$
$\dfrac{6}{8}$	$\dfrac{7}{8}$	$\dfrac{8}{8}$	$\dfrac{8}{8}$

Session 2: Self-Reflection

5th Grade - Readiness Standard 4 - 4.NF.3b

Learning Target: I will convert between improper fractions and mixed numbers

Briefly discuss student responses:

➢ What did I learn today about converting between improper fractions and mixed numbers?

➢ How confident do I feel about converting between improper fractions and mixed numbers on my own?
(Thumbs up, down, or sideways)

Name_____ Date_____

Learning Target: I will convert between improper fractions and mixed numbers.

Directions: Write each equivalent mixed number or improper fraction. (Work time: 5 minutes)

1. $4\dfrac{2}{3} = $ _____	**2.** $3\dfrac{1}{4} = $ _____
3. $2\dfrac{3}{5} = $ _____	**4.** $\dfrac{10}{3} = $ _____
5. $\dfrac{7}{2} = $ _____	**6.** $\dfrac{17}{4} = $ _____

Learning Target: I will convert between improper fractions and mixed numbers

Readiness for adding and subtracting mixed numbers with like denominators

Joe begins each track practice by jogging around the track 7 times. If each lap around the track is equal to one-quarter of a mile, how many miles does Joe run at the beginning of each practice? (Write your answer as a mixed number)

Session 3: Modeling (I Do – Visual Support)

5th Grade - Readiness Standard 4 - 4.NF.3b

Learning Target: I will convert between improper fractions and mixed numbers

Readiness for adding and subtracting mixed numbers with like denominators

Joe begins each track practice by jogging around the track 7 times. If each lap around the track is equal to one-quarter of a mile, how many miles does Joe run at the beginning of each practice? (Write your answer as a mixed number)

Laps

$1\frac{3}{4}$ Miles

0 Miles	$\frac{1}{4}$	$\frac{2}{4}$	$\frac{3}{4}$	1 Mile	$\frac{5}{4}$	$\frac{6}{4}$	$\frac{7}{4}$	2 Miles	3 Miles
$\frac{0}{4}$				$\frac{4}{4}$				$\frac{8}{4}$	

Learning Target: I will convert between improper fractions and mixed numbers

Readiness for adding and subtracting mixed numbers with like denominators

> Joe begins each track practice by jogging around the track 7 times. If each lap around the track is equal to one-quarter of a mile, how many miles does Joe run at the beginning of each practice? (Write your answer as a mixed number)

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about how Joe begins track practice.

Second, I need to determine what I need to find.

I need to find how many miles Joe runs to begin practice.

Third, I need to determine what I know.

I know that he runs around the track 7 times and each lap is one-quarter of a mile.
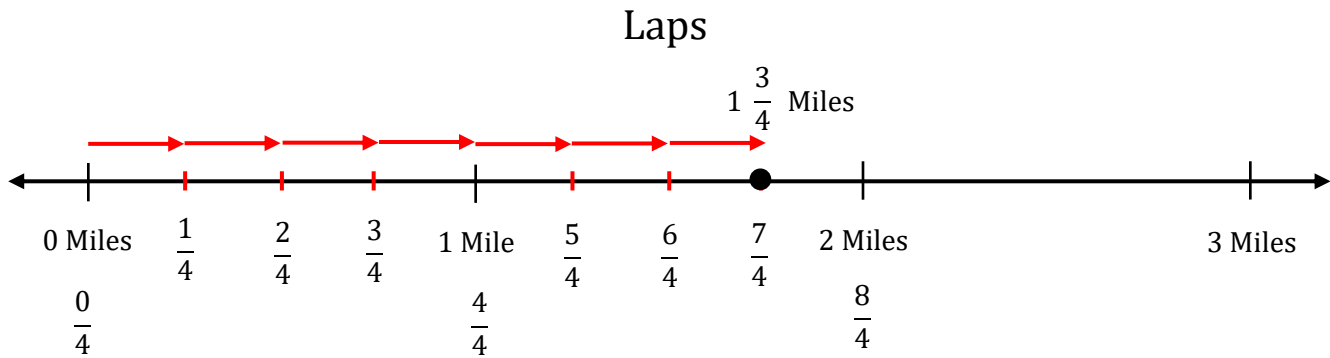

Fourth, I need to figure out what I can try.

I am going to try using a number line to find the total distance in miles.
(Label the number line with the title "Laps".
Then label the dash marks with "0 Miles", "1 Mile", "2 Miles" and "3 Miles".)
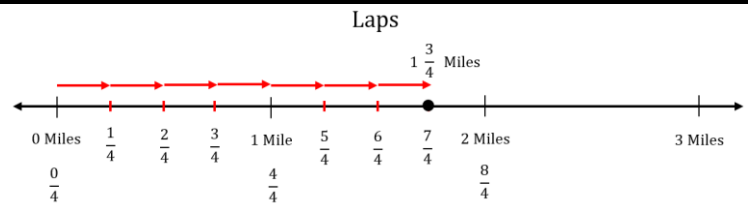
Since each lap is one-quarter of a mile, I am going to show the first 4 laps in the first mile.
(Mark the middle dash first…then the middle of each half…then label each dash with it's fractional value.)

**I need a total of 7 laps, so I know that Joe runs more than 1 mile…
I will need to show the next three laps in the second mile.**
(Mark and label each fractional part of the second mile.)

I see that Joe runs seven-fourths of a mile at the beginning of practice. Seven-fourths is an improper fraction because the seven parts are greater than the number of parts that make up one whole.
(Draw a dot at the "seven-fourths" mark.)

**We can represent improper fractions as the number of wholes and the fractional parts less than one whole…
This mixed number is one whole and three-fourths.**
(Write "$1\frac{3}{4}$ Miles" above the point.)

Last, I need to make sure that my answer makes sense.

I found that Joe runs one and three-fourths of a mile to begin each track practice. It makes sense because I represented 7 quarter-mile laps on a number to help me write this distance as a mixed number.

Learning Target: I will convert between improper fractions and mixed numbers

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use number lines to find each equivalent mixed number or improper fraction.

1.

Improper Fraction   Mixed Number

$\dfrac{11}{6}$ = _____

2.

Mixed Number   Improper Fraction

$2\dfrac{1}{2}$ = _____

3.

Improper Fraction   Mixed Number

$\dfrac{12}{4}$ = _____

4.

Mixed Number   Improper Fraction

$1\dfrac{3}{8}$ = _____

5.

Improper Fraction   Mixed Number

$\dfrac{8}{3}$ = _____

Learning Target: I will convert between improper fractions and mixed numbers

Session 3: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns using number lines to find each equivalent mixed number or improper fraction.

6.

Improper Fraction   Mixed Number

$\dfrac{7}{3}$ = _____

7.

Mixed Number   Improper Fraction

$2\dfrac{3}{4}$ = _____

8.

Improper Fraction   Mixed Number

$\dfrac{13}{6}$ = _____

9.

Mixed Number   Improper Fraction

$1\dfrac{7}{8}$ = _____

10.

Improper Fraction   Mixed Number

$\dfrac{5}{2}$ = _____

Learning Target: I will convert between improper fractions and mixed numbers

Session 3: Guided Practice (We Do – Teacher Notes)

We Do Together: (Teacher Actions)

➢ Use number lines to find each equivalent mixed number or improper fraction.

1.

Improper Fraction   Mixed Number

$$\frac{11}{6} \quad = \quad 1\frac{5}{6}$$

2.

Mixed Number   Improper Fraction

$$2\frac{1}{2} \quad = \quad \frac{5}{2}$$

3.

Improper Fraction   Mixed Number

$$\frac{12}{4} \quad = \quad 3$$

4.

Mixed Number   Improper Fraction

$$1\frac{3}{8} \quad = \quad \frac{11}{8}$$

5.

Improper Fraction   Mixed Number

$$\frac{8}{3} \quad = \quad 2\frac{2}{3}$$

Session 3: Self-Reflection
5th Grade - Readiness Standard 4 - 4.NF.3b

Learning Target: I will convert between improper fractions and mixed numbers

Briefly discuss student responses:

> ➤ What did I learn today about converting between improper fractions and mixed numbers?

> ➤ How confident do I feel about converting between improper fractions and mixed numbers on my own?
> *(Thumbs up, down, or sideways)*

Name_____ Date_____

Learning Target: I will convert between improper fractions and mixed numbers.

Directions: Write each equivalent mixed number or improper fraction. (Work time: 5 minutes)

1. $3 \dfrac{4}{5} = $ _____	**2.** $4 \dfrac{1}{5} = $ _____
3. $3 \dfrac{2}{3} = $ _____	**4.** $\dfrac{17}{5} = $ _____
5. $\dfrac{11}{4} = $ _____	**6.** $\dfrac{9}{2} = $ _____

Learning Target: I will convert between improper fractions and mixed numbers

Readiness for adding and subtracting mixed numbers with like denominators

On the Delta Math readiness screener, Aubrey selected the following answer choice. Is she correct? If not, why do you think she chose her answer?

1.

The mixed number $4\frac{2}{3}$ is equivalent to which expression?

○ $4 \times \frac{2}{3}$

● $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3}$

○ $3 + \frac{2}{4}$

○ $\frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{2}{3}$

Session 4: Modeling (I Do – Visual Support)

Learning Target: I will convert between improper fractions and mixed numbers

Readiness for adding and subtracting mixed numbers with like denominators

On the Delta Math readiness screener, Aubrey selected the following answer choice. Is she correct? If not, why do you think she chose her answer?

1.

The mixed number $4\frac{2}{3}$ is equivalent to which expression?

○ $4 \times \frac{2}{3}$

● $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3}$

○ $3 + \frac{2}{4}$

○ $\frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{2}{3}$

$$\frac{3}{3} \quad + \quad \frac{3}{3} \quad + \quad \frac{3}{3} \quad + \quad \frac{3}{3} \quad + \quad \frac{2}{3}$$

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

$$4 \quad + \quad \frac{2}{3}$$

Session 4: Modeling (I Do – Teacher Notes)

5th Grade - Readiness Standard 4 - 4.NF.3b

Learning Target: I will convert between improper fractions and mixed numbers

Readiness for adding and subtracting mixed numbers with like denominators

On the Delta Math readiness screener, Aubrey selected the following answer choice. Is she correct? If not, why do you think she chose her answer?
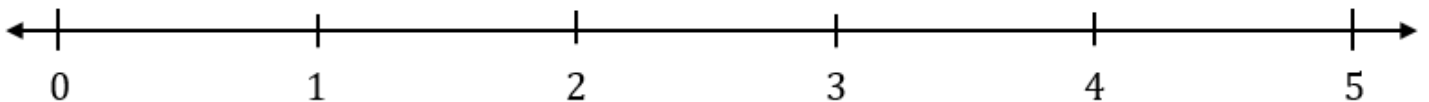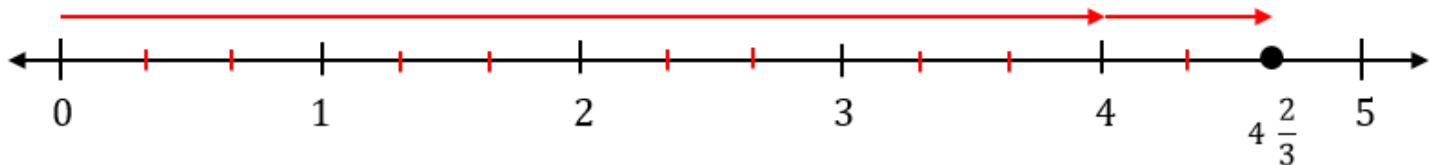
I am going to think aloud to model solving this problem….your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Aubrey answering a problem about mixed numbers on a Delta Math readiness screener.

Second, I need to determine what I need to find.

I need to find if Aubrey chose the correct answer and if not, I need to guess why she chose the incorrect answer.

Third, I need to determine what I know.

I know that mixed numbers are made up of a whole number and a fractional part that is less than one whole.

Fourth, I need to figure out what I can try.

I am going to try drawing the mixed number on a number line to find other expressions equal to the mixed number.

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

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

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

To draw four and two-thirds on a number line, I need to move 4 whole spaces to the right.
(Draw an arrow to represent the whole number, 4.)
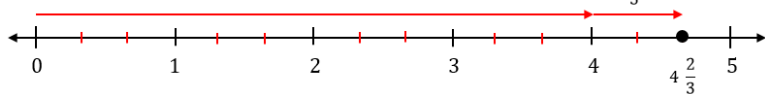
Now I need to move 2 more thirds of another whole…so I will separate the next whole into 3 equal parts.
(Draw to dash marks separating the fifth whole into thirds.)

One expression equal to four and 2-thirds I see in this drawing is four plus 2-thirds.

(Write $4 + \frac{2}{3}$ above the arrows.)

Another equivalent expression I see is one plus one plus one plus one plus two-thirds.

(Write $1 + 1 + 1 + 1 + \frac{2}{3}$ above $4 + \frac{2}{3}$.)

Also, each of the four whole units can be separated into thirds
(Draw dash marks to separate each whole into thirds.)

Now, the equivalent expression I see is 3-thirds plus 3-thirds plus 3-thirds plus 3-thirds plus 2-thirds.
(Write $\frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{2}{3}$ above $1 + 1 + 1 + 1 + \frac{2}{3}$.)

The only expression that is equivalent to 4 and 2-thirds and an answer choice to the question is 3-thirds plus 3-thirds plus 3-thirds plus 3-thirds plus 2-thirds. So, this must be the correct answer to the question.

Learning Target: I will convert between improper fractions and mixed numbers

Readiness for adding and subtracting mixed numbers with like denominators

But, Aubrey did not select this one. Instead, she selected 2-thirds plus 2-thirds plus 2-thirds plus 2-thirds.
I think she may have chosen this because the mixed number has a whole number "4" and a proper fraction $\frac{2}{3}$.
And, this answer choice has 2-thirds added to itself 4 times.
Last, I need to make sure that my answer makes sense.
I found that Aubrey did not choose the incorrect answer. It makes sense because I used a number line to find many expressions that are equal to four and two-thirds so that I could compare my expressions to the expression that she chose.

Learning Target: I will convert between improper fractions and mixed numbers

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use your understanding of whole numbers and fractional parts to find each equivalent mixed number or improper fraction.

1. $\dfrac{11}{6}$ =	**2.** $1\dfrac{5}{9}$ =
3. $2\dfrac{1}{7}$ =	**4.** $\dfrac{15}{5}$ =

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to find each equivalent mixed number or improper fraction.

5. $\dfrac{15}{4}$ =	**6.** $3\dfrac{5}{8}$ =
7. $1\dfrac{7}{9}$ =	**8.** $\dfrac{8}{2}$ =

Learning Target: I will convert between improper fractions and mixed numbers

Session 4: **Guided Practice** (We Do – Teacher Notes)

We Do Together: (Teacher Actions)

➢ Use your understanding of whole numbers and fractional parts to find each equivalent mixed number or improper fraction.

1. $$\frac{11}{6} = \frac{6}{6} + \frac{5}{6}$$ $$= 1 + \frac{5}{6} = 1\frac{5}{6}$$	**2.** $$1\frac{5}{9} = 1 + \frac{5}{9}$$ $$= \frac{9}{9} + \frac{5}{9} = \frac{14}{9}$$
3. $$2\frac{1}{7} = 1 + 1 + \frac{1}{7}$$ $$= \frac{7}{7} + \frac{7}{7} + \frac{1}{7} = \frac{15}{7}$$	**4.** $$\frac{15}{5} = \frac{5}{5} + \frac{5}{5} + \frac{5}{5}$$ $$= 1 + 1 + 1 = 3$$

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to find each equivalent mixed number or improper fraction.

5. $$\frac{15}{4} =$$	**6.** $$3\frac{5}{8} =$$
7. $$1\frac{7}{9} =$$	**8.** $$\frac{8}{2} =$$

Session 4: Self-Reflection

5th Grade - Readiness Standard 4 - 4.NF.3b

Learning Target: I will convert between improper fractions and mixed numbers

Briefly discuss student responses:

➢ What did I learn today about converting between improper fractions and mixed numbers?

➢ How confident do I feel about converting between improper fractions and mixed numbers on my own?
(Thumbs up, down, or sideways)

Quick Check - Form D

5th Grade - Readiness Standard 4 - 4.NF.3b

Name_____ Date_____

Learning Target: I will convert between improper fractions and mixed numbers.

Directions: Write each equivalent mixed number or improper fraction. (Work time: 5 minutes)

1. $5 \frac{2}{3}$ = _____	**2.** $2 \frac{1}{4}$ = _____
3. $2 \frac{1}{5}$ = _____	**4.** $\frac{11}{3}$ = _____
5. $\frac{12}{5}$ = _____	**6.** $\frac{17}{4}$ = _____

Learning Target: I will convert between improper fractions and mixed numbers

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use number lines to find each equivalent mixed number or improper fraction.

1.

Improper Fraction   Mixed Number

$$\frac{11}{4} = \underline{\hspace{2cm}}$$

0   1   2   3

2.

Mixed Number   Improper Fraction

$$2\frac{1}{3} = \underline{\hspace{2cm}}$$

0   1   2   3

3.

Improper Fraction   Mixed Number

$$\frac{12}{6} = \underline{\hspace{2cm}}$$

0   1   2   3

4.

Mixed Number   Improper Fraction

$$1\frac{5}{8} = \underline{\hspace{2cm}}$$

0   1   2   3

5.

Improper Fraction   Mixed Number

$$\frac{11}{3} = \underline{\hspace{2cm}}$$

0   1   2   3

Learning Target: I will convert between improper fractions and mixed numbers

Session 5: **Guided Practice** (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns using number lines to find each equivalent mixed number or improper fraction.

6.

Improper Fraction   Mixed Number

$$\frac{5}{2} \quad = \quad \underline{\qquad}$$

$\longleftarrow \ |||| \ \longrightarrow$
0   1   2   3

7.

Mixed Number   Improper Fraction

$$2\,\frac{1}{4} \quad = \quad \underline{\qquad}$$

$\longleftarrow \ |||| \ \longrightarrow$
0   1   2   3

8.

Improper Fraction   Mixed Number

$$\frac{15}{6} \quad = \quad \underline{\qquad}$$

$\longleftarrow \ |||| \ \longrightarrow$
0   1   2   3

9.

Mixed Number   Improper Fraction

$$2\,\frac{3}{8} \quad = \quad \underline{\qquad}$$

$\longleftarrow \ |||| \ \longrightarrow$
0   1   2   3

10.

Improper Fraction   Mixed Number

$$\frac{5}{3} \quad = \quad \underline{\qquad}$$

$\longleftarrow \ |||| \ \longrightarrow$
0   1   2   3

Learning Target: I will convert between improper fractions and mixed numbers

Briefly discuss student responses:

➢ What did I learn today about converting between improper fractions and mixed numbers?

➢ How confident do I feel about converting between improper fractions and mixed numbers on my own?
(Thumbs up, down, or sideways)

Quick Check - Form E

5th Grade - Readiness Standard 4 - 4.NF.3b

Name_____ Date_____

Learning Target: I will convert between improper fractions and mixed numbers.

Directions: Write each equivalent mixed number or improper fraction. (Work time: 5 minutes)

1. $5\dfrac{3}{4}$ = _____	**2.** $3\dfrac{2}{5}$ = _____
3. $4\dfrac{1}{3}$ = _____	**4.** $\dfrac{13}{4}$ = _____
5. $\dfrac{8}{3}$ = _____	**6.** $\dfrac{9}{2}$ = _____

Name _____ **Date** _____

Learning Target: I will convert between improper fractions and mixed numbers

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use number lines to find each equivalent mixed number or improper fraction.

1.

Improper Fraction   Mixed Number

$$\frac{13}{6} \quad = \quad \underline{\hspace{2cm}}$$

2.

Mixed Number   Improper Fraction

$$2\frac{1}{4} \quad = \quad \underline{\hspace{2cm}}$$

3.

Improper Fraction   Mixed Number

$$\frac{10}{4} \quad = \quad \underline{\hspace{2cm}}$$

4.

Mixed Number   Improper Fraction

$$2\frac{3}{8} \quad = \quad \underline{\hspace{2cm}}$$

5.

Improper Fraction   Mixed Number

$$\frac{8}{6} \quad = \quad \underline{\hspace{2cm}}$$

Name _____ **Date** _____

Learning Target: I will convert between improper fractions and mixed numbers

Session 6: **Guided Practice** (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns using number lines to find each equivalent mixed number or improper fraction.

6.

Improper Fraction   Mixed Number

$$\frac{8}{3} \quad = \quad \underline{\hspace{2cm}}$$

7.

Mixed Number   Improper Fraction

$$2\frac{3}{4} \quad = \quad \underline{\hspace{2cm}}$$

8.

Improper Fraction   Mixed Number

$$\frac{13}{8} \quad = \quad \underline{\hspace{2cm}}$$

9.

Mixed Number   Improper Fraction

$$1\frac{3}{4} \quad = \quad \underline{\hspace{2cm}}$$

10.

Improper Fraction   Mixed Number

$$\frac{8}{4} \quad = \quad \underline{\hspace{2cm}}$$

Learning Target: I will convert between improper fractions and mixed numbers

Briefly discuss student responses:

➢ What did I learn today about converting between improper fractions and mixed numbers?

➢ How confident do I feel about converting between improper fractions and mixed numbers on my own?
(Thumbs up, down, or sideways)

Name_____ Date_____

Learning Target: I will convert between improper fractions and mixed numbers.

Directions: Write each equivalent mixed number or improper fraction. (Work time: 5 minutes)

1. $4\dfrac{2}{3}$ = _____	**2.** $3\dfrac{1}{4}$ = _____
3. $2\dfrac{3}{5}$ = _____	**4.** $\dfrac{10}{3}$ = _____
5. $\dfrac{7}{2}$ = _____	**6.** $\dfrac{17}{4}$ = _____

Learning Target: I will convert between improper fractions and mixed numbers

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use your understanding of whole numbers and fractional parts to find each equivalent mixed number or improper fraction.

1. $\dfrac{15}{6}$ =	**2.** $2\dfrac{5}{9}$ =
3. $3\dfrac{1}{7}$ =	**4.** $\dfrac{16}{4}$ =

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to find each equivalent mixed number or improper fraction.

5. $\dfrac{16}{5}$ =	**6.** $2\dfrac{7}{8}$ =
7. $1\dfrac{7}{10}$ =	**8.** $\dfrac{10}{2}$ =

Session 7: Self-Reflection
5th Grade - Readiness Standard 4 - 4.NF.3b

Learning Target: I will convert between improper fractions and mixed numbers

Briefly discuss student responses:

> ➢ What did I learn today about converting between improper fractions and mixed numbers?

> ➢ How confident do I feel about converting between improper fractions and mixed numbers on my own?
> *(Thumbs up, down, or sideways)*

Quick Check - Form G

5th Grade - Readiness Standard 4 - 4.NF.3b

Name_____ Date_____

Learning Target: I will convert between improper fractions and mixed numbers.

Directions: Write each equivalent mixed number or improper fraction. (Work time: 5 minutes)

1. $3\dfrac{4}{5} = $ _____	**2.** $4\dfrac{1}{5} = $ _____
3. $3\dfrac{2}{3} = $ _____	**4.** $\dfrac{17}{5} = $ _____
5. $\dfrac{11}{4} = $ _____	**6.** $\dfrac{9}{2} = $ _____

Learning Target: I will convert between improper fractions and mixed numbers

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use your understanding of whole numbers and fractional parts to find each equivalent mixed number or improper fraction.

1. $$\frac{11}{5} =$$	**2.** $$1\frac{5}{8} =$$
3. $$3\frac{2}{7} =$$	**4.** $$\frac{15}{3} =$$

You Do Together: (As a class, or in small groups)

➢ Students take turns leading using strips and cards to find each equivalent mixed number or improper fraction.

5. $$\frac{17}{4} =$$	**6.** $$3\frac{5}{6} =$$
7. $$2\frac{7}{9} =$$	**8.** $$\frac{12}{4} =$$

Session 8: Self-Reflection
5th Grade - Readiness Standard 4 - 4.NF.3b

Learning Target: I will convert between improper fractions and mixed numbers

Briefly discuss student responses:

➢ What did I learn today about converting between improper fractions and mixed numbers?

➢ How confident do I feel about converting between improper fractions and mixed numbers on my own?
(Thumbs up, down, or sideways)

Quick Check - Form H

5th Grade - Readiness Standard 4 - 4.NF.3b

DELTA MATH - RtI PROGRAM

Name_____ Date_____

Learning Target: I will convert between improper fractions and mixed numbers.

Directions: Write each equivalent mixed number or improper fraction. (Work time: 5 minutes)

1. $5 \frac{2}{3} = $ _____	**2.** $2 \frac{1}{4} = $ _____
3. $2 \frac{1}{5} = $ _____	**4.** $\frac{11}{3} = $ _____
5. $\frac{12}{5} = $ _____	**6.** $\frac{17}{4} = $ _____

Learning Target: I will convert improper fractions into mixed numbers

Readiness for adding and subtracting mixed numbers with like denominators

Title of Game: Play "**Improper Fraction Match-up**!"

Number of Players: 2

Objective: To match your Improper Fraction cards to unknown Mixed Number cards.

Materials:

➢ 1 set of "Mixed Number" and "Improper Fractions" cards per group

➢ 1 recording sheet per player

Set-up:

➢ Deal all 12 **Mixed Number** cards face down in a row.

➢ Deal 5 **Improper Fraction** cards face up to each player.
  o There will be 2 cards left over…they will not be used in this game…but don't peek!

Directions:

➢ **Player 1** goes first
  o Take a card from the row of face down **Mixed Number** cards and turn it face up
  o Each player writes the mixed number on the recording sheet a determines the equivalent improper fraction

➢ If **Player 1** has the equivalent **Improper Fraction** card, place it face up on top of the **Mixed Number** card, take both cards and say:

*"My **Improper Fraction** card ____ is equal to ____, because ____."*

➢ If **Player 1** does not have the equivalent **Improper Fraction** card, turn the **Mixed Number** card back over.

➢ **Players 1 and 2** alternate turns. The **winner** is the first player to match all 4 cards.

Independent Practice (You Do – Version 2)

5th Grade - Readiness Standard 4 - 4.NF.3b

Learning Target: I will convert improper fractions into mixed numbers

Readiness for adding and subtracting mixed numbers with like denominators

Title of Game: Play "**Mixed Number Match-up**!"

Number of Players: 2

Objective: To match your Mixed Number cards to unknown Improper Fraction cards.

Materials:

➢ 1 set of "Mixed Number" and "Improper Fractions" cards per group

  o For easy of sorting, copied each type of card on different colored paper.

➢ 1 recording sheet per player

Set-up:

➢ Deal all 12 **Improper Fraction** cards face down in a row.

➢ Deal 5 **Mixed Number** cards face up to each player.

  o There will be 2 cards left over…they will not be used in this game…but don't peek!

Directions:

➢ **Player 1** goes first
  o Take a card from the row of face down **Improper Fractions** cards and turn it face up
  o Each player writes the improper fraction on the recording sheet a determines the equivalent mixed number

➢ If **Player 1** has the equivalent **Mixed Number** card, place it face up on top of the **Improper Fraction** card, take both cards and say:

*"My **Mixed Number** card ____ is equal to ____, because ____."*

➢ If **Player 1** does not have the equivalent **Mixed Number** card, turn the **Improper Fraction** card back over.

➢ **Players 1 and 2** alternate turns. The **winner** is the first player to match all 4 cards.

Learning Target: I will convert improper fractions to mixed numbers

Independent Practice: Improper Fraction Match-up!
(Recording Sheet)

Improper Fraction	Mixed Number	Improper Fraction	Mixed Number
Improper Fraction	Mixed Number	Improper Fraction	Mixed Number
Improper Fraction	Mixed Number	Improper Fraction	Mixed Number
Improper Fraction	Mixed Number	Improper Fraction	Mixed Number
Improper Fraction	Mixed Number	Improper Fraction	Mixed Number
Improper Fraction	Mixed Number	Improper Fraction	Mixed Number

Learning Target: I will convert mixed numbers to improper fractions

Independent Practice: Mixed Number Match-up!
(Recording Sheet)

Mixed Number	Improper Fraction	Mixed Number	Improper Fraction
Mixed Number	Improper Fraction	Mixed Number	Improper Fraction
Mixed Number	Improper Fraction	Mixed Number	Improper Fraction
Mixed Number	Improper Fraction	Mixed Number	Improper Fraction
Mixed Number	Improper Fraction	Mixed Number	Improper Fraction
Mixed Number	Improper Fraction	Mixed Number	Improper Fraction

Improper Fraction Cards (Set A)

5th Grade - Readiness Standard 4 - 4.NF.3b

Directions: Place 1 set of **Improper Fractions (Set A)** cards with 1 set of **Mixed Number (Set A)** cards in a bag.

Set A$_1$		Set A$_2$	
$\dfrac{7}{3}$ Set A	$\dfrac{13}{5}$ Set A	$\dfrac{7}{3}$ Set A	$\dfrac{13}{5}$ Set A
$\dfrac{5}{3}$ Set A	$\dfrac{9}{5}$ Set A	$\dfrac{5}{3}$ Set A	$\dfrac{9}{5}$ Set A
$\dfrac{8}{3}$ Set A	$\dfrac{14}{5}$ Set A	$\dfrac{8}{3}$ Set A	$\dfrac{14}{5}$ Set A
$\dfrac{5}{4}$ Set A	$\dfrac{15}{4}$ Set A	$\dfrac{5}{4}$ Set A	$\dfrac{15}{4}$ Set A
$\dfrac{11}{4}$ Set A	$\dfrac{7}{2}$ Set A	$\dfrac{11}{4}$ Set A	$\dfrac{7}{2}$ Set A
$\dfrac{7}{4}$ Set A	$\dfrac{5}{2}$ Set A	$\dfrac{7}{4}$ Set A	$\dfrac{5}{2}$ Set A

Mixed Number Cards (Set A)

5th Grade - Readiness Standard 4 - 4.NF.3b

Directions: Place 1 set of **Improper Fractions (Set A)** cards with 1 set of **Mixed Number (Set A)** cards in a bag.

Set A₁   ## Set A₂

$2\frac{1}{3}$ *Set A*	$2\frac{3}{5}$ *Set A*	$2\frac{1}{3}$ *Set A*	$2\frac{3}{5}$ *Set A*
$1\frac{2}{3}$ *Set A*	$1\frac{4}{5}$ *Set A*	$1\frac{2}{3}$ *Set A*	$1\frac{4}{5}$ *Set A*
$2\frac{2}{3}$ *Set A*	$2\frac{4}{5}$ *Set A*	$2\frac{2}{3}$ *Set A*	$2\frac{4}{5}$ *Set A*
$1\frac{1}{4}$ *Set A*	$3\frac{3}{4}$ *Set A*	$1\frac{1}{4}$ *Set A*	$3\frac{3}{4}$ *Set A*
$2\frac{3}{4}$ *Set A*	$3\frac{1}{2}$ *Set A*	$2\frac{3}{4}$ *Set A*	$3\frac{1}{2}$ *Set A*
$1\frac{3}{4}$ *Set A*	$2\frac{1}{2}$ *Set A*	$1\frac{3}{4}$ *Set A*	$2\frac{1}{2}$ *Set A*

Improper Fraction Cards (Set B)

5th Grade - Readiness Standard 4 - 4.NF.3b

Directions: Place 1 set of **Improper Fractions (Set B)** cards with 1 set of **Mixed Number (Set B)** cards in a bag.

Set B₁   ## Set B₂

$\dfrac{17}{6}$ Set B	$\dfrac{19}{8}$ Set B	$\dfrac{17}{6}$ Set B	$\dfrac{19}{8}$ Set B
$\dfrac{11}{6}$ Set B	$\dfrac{13}{8}$ Set B	$\dfrac{11}{6}$ Set B	$\dfrac{13}{8}$ Set B
$\dfrac{13}{6}$ Set B	$\dfrac{23}{8}$ Set B	$\dfrac{13}{6}$ Set B	$\dfrac{23}{8}$ Set B
$\dfrac{10}{7}$ Set B	$\dfrac{25}{7}$ Set B	$\dfrac{10}{7}$ Set B	$\dfrac{25}{7}$ Set B
$\dfrac{18}{7}$ Set B	$\dfrac{13}{5}$ Set B	$\dfrac{18}{7}$ Set B	$\dfrac{13}{5}$ Set B
$\dfrac{12}{4}$ Set B	$\dfrac{17}{5}$ Set B	$\dfrac{12}{4}$ Set B	$\dfrac{17}{5}$ Set B

Directions: Place 1 set of **Improper Fractions (Set B)** cards with 1 set of **Mixed Number (Set B)** cards in a bag.

Set B₁   Set B₂

$2\frac{5}{6}$ Set B	$2\frac{3}{8}$ Set B	$2\frac{5}{6}$ Set B	$2\frac{3}{8}$ Set B
$1\frac{5}{6}$ Set B	$1\frac{5}{8}$ Set B	$1\frac{5}{6}$ Set B	$1\frac{5}{8}$ Set B
$2\frac{1}{6}$ Set B	$2\frac{7}{8}$ Set B	$2\frac{1}{6}$ Set B	$2\frac{7}{8}$ Set B
$1\frac{3}{7}$ Set B	$3\frac{4}{7}$ Set B	$1\frac{3}{7}$ Set B	$3\frac{4}{7}$ Set B
$2\frac{4}{7}$ Set B	$2\frac{3}{5}$ Set B	$2\frac{4}{7}$ Set B	$2\frac{3}{5}$ Set B
$1\frac{5}{7}$ Set B	$3\frac{2}{5}$ Set B	$1\frac{5}{7}$ Set B	$3\frac{2}{5}$ Set B

Improper Fraction Cards (Set C)

5th Grade - Readiness Standard 4 - 4.NF.3b

Directions: Place 1 set of **Improper Fractions (Set C)** cards with 1 set of **Mixed Number (Set C)** cards in a bag.

Set C$_1$

$\dfrac{21}{8}$ Set C	$\dfrac{23}{10}$ Set C
$\dfrac{15}{8}$ Set C	$\dfrac{17}{10}$ Set C
$\dfrac{17}{8}$ Set C	$\dfrac{21}{10}$ Set C
$\dfrac{13}{9}$ Set C	$\dfrac{32}{9}$ Set C
$\dfrac{23}{9}$ Set C	$\dfrac{17}{7}$ Set C
$\dfrac{16}{9}$ Set C	$\dfrac{13}{7}$ Set C

Set C$_2$

$\dfrac{21}{8}$ Set C	$\dfrac{23}{10}$ Set C
$\dfrac{15}{8}$ Set C	$\dfrac{17}{10}$ Set C
$\dfrac{17}{8}$ Set C	$\dfrac{21}{10}$ Set C
$\dfrac{13}{9}$ Set C	$\dfrac{32}{9}$ Set C
$\dfrac{23}{9}$ Set C	$\dfrac{17}{7}$ Set C
$\dfrac{16}{9}$ Set C	$\dfrac{13}{7}$ Set C

Mixed Number Cards (Set C - *2 Sets*)

5th Grade - Readiness Standard 4 - 4.NF.3b

Directions: Place 1 set of **Improper Fractions (Set C)** cards with 1 set of **Mixed Number (Set C)** cards in a bag.

Set C$_1$ ## Set C$_2$

$2\frac{5}{8}$ Set C	$2\frac{3}{10}$ Set C	$2\frac{5}{8}$ Set C	$2\frac{3}{10}$ Set C
$1\frac{7}{8}$ Set C	$1\frac{7}{10}$ Set C	$1\frac{7}{8}$ Set C	$1\frac{7}{10}$ Set C
$2\frac{1}{8}$ Set C	$2\frac{1}{10}$ Set C	$2\frac{1}{8}$ Set C	$2\frac{1}{10}$ Set C
$1\frac{4}{9}$ Set C	$3\frac{5}{9}$ Set C	$1\frac{4}{9}$ Set C	$3\frac{5}{9}$ Set C
$2\frac{5}{9}$ Set C	$2\frac{3}{7}$ Set C	$2\frac{5}{9}$ Set C	$2\frac{3}{7}$ Set C
$1\frac{7}{9}$ Set C	$1\frac{6}{7}$ Set C	$1\frac{7}{9}$ Set C	$1\frac{6}{7}$ Set C

Questions for Solving Word Problems

Q₁ **What is the problem about?**
Q₂ **What do I need to find?**
Q₃ **What do I know?**
Q₄ **What can I try?**
Q₅ **Does my answer make sense?**

Steps for Solving Word Problems

Q₁. *What is the problem about?*

Q₂. *What do I need to find?*

Q₃. *What do I know?*

Q₄. *What can I try?*

Q₅. *Does my answer make sense?*