

Learning Target: I will add 3-digit numbers.

 4th Grade - Readiness Standard 1 - 3.NBT.2a - Form A

1. We Do Together: Draw, tell and show.

| | |
|--|---|
| <p>Draw $859 + 674$ using hundreds, tens, and ones</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <p>859</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">8</div> </div> <div style="margin-right: 20px;"> </div> <div style="margin-right: 20px;"> <p>10 Tens</p> </div> <div> <p>10 ones</p> </div> </div> | <p>Show your thinking using numbers and symbols</p> $ \begin{array}{r} 859 \\ + 674 \\ \hline 1400 \\ 120 \\ + 13 \\ \hline 1533 \end{array} $ $ \begin{array}{r} 13 \\ 120 \\ + 1400 \\ \hline 1533 \end{array} $ |
| <p>Tell what totals you see</p> <p>I see <u>14</u> hundreds, <u>12</u> tens, and <u>13</u> ones</p> | |

2. Reflect: What questions do you have about adding 3-digit numbers?

3. You Do Together: Draw, tell and show.

| | |
|--|---|
| <p>Draw $437 + 748$ using hundreds, tens, and ones</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <p>437</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">4</div> </div> <div style="margin-right: 20px;"> </div> <div style="margin-right: 20px;"> </div> </div> | <p>Show your thinking using numbers and symbols</p> $ \begin{array}{r} 437 \\ + 748 \\ \hline 1100 \\ 700 \\ + 15 \\ \hline 1815 \end{array} $ $ \begin{array}{r} 15 \\ 700 \\ + 1100 \\ \hline 1815 \end{array} $ |
| <p>Tell what totals you see</p> <p>I see <u>11</u> hundreds, <u>7</u> tens, and <u>15</u> ones</p> | |
| <p>Draw $695 + 237$ using hundreds, tens, and ones</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <p>695</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">6</div> </div> <div style="margin-right: 20px;"> </div> <div style="margin-right: 20px;"> <p>10 Tens</p> </div> <div> <p>10 ones</p> </div> </div> | <p>Show your thinking using numbers and symbols</p> $ \begin{array}{r} 695 \\ + 237 \\ \hline 800 \\ 120 \\ + 12 \\ \hline 932 \end{array} $ $ \begin{array}{r} 12 \\ 120 \\ + 800 \\ \hline 932 \end{array} $ |
| <p>Tell what totals you see</p> <p>I see <u>8</u> hundreds, <u>12</u> tens, and <u>12</u> ones</p> | |

Learning Target: I will subtract 3-digit numbers.

 4th Grade - Readiness Standard 2 - 3.NBT.2b - Form A

1. We Do Together: Draw, ungroup, tell and subtract.

| | |
|--|--|
| <p>Draw 502 using tens and ones</p> | <p>Subtract 135 and show your thinking using numbers and symbols</p> $ \begin{array}{r} 9 \\ 4 \cancel{0} 12 \\ \cancel{5} 0 2 \\ - 135 \\ \hline 367 \end{array} $ |
| <p>Ungroup to subtract 135 and tell the new place-values</p> <p>I see <u>4</u> hundreds, <u>9</u> tens, and <u>12</u> ones</p> | |

2. Reflect: What questions do you have about subtracting 3-digit numbers?

3. You Do Together: Draw, ungroup, tell and subtract.

| | |
|---|---|
| <p>Draw 750 using tens and ones</p> | <p>Subtract 297 and show your thinking using numbers and symbols</p> $ \begin{array}{r} 14 \\ 6 \cancel{0} 10 \\ \cancel{7} 5 0 \\ - 297 \\ \hline 453 \end{array} $ |
| <p>Ungroup to subtract 297 and tell the new place-values</p> <p>I see <u>6</u> hundreds, <u>14</u> tens, and <u>10</u> ones</p> | |
| <p>Draw 600 using tens and ones</p> | <p>Subtract 318 and show your thinking using numbers and symbols</p> $ \begin{array}{r} 9 \\ 5 \cancel{0} 10 \\ \cancel{6} 0 0 \\ - 318 \\ \hline 282 \end{array} $ |
| <p>Ungroup to subtract 318 and tell the new place-values</p> <p>I see <u>5</u> hundreds, <u>9</u> tens, and <u>10</u> ones</p> | |



Name _____ Date _____

Learning Target: I will multiply 4-digit by 1-digit numbers and 2-digit by 2-digit numbers

5th Grade - Readiness Standard 1 - 4.NBT.5- Form A

1. We Do Together: Label, multiply and show.

| | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|----------------------|--------------------|---|---|-----------------------|----------------------|--------------------|---|-----|--|------------|--|------------|--|-----|----|------|-----------|-------------|-------------|
| <p>Label the partial lengths if the total length is 189</p> <div style="text-align: center; margin: 10px 0;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px 15px;"></td> <td style="padding: 5px 15px; text-align: center;">100</td> <td style="padding: 5px 15px; text-align: center;">80</td> <td style="padding: 5px 15px; text-align: center;">9</td> </tr> <tr> <td style="padding: 5px 15px; vertical-align: middle;">7</td> <td style="border: 1px solid black; padding: 10px; text-align: center;"> 7×100 700 </td> <td style="border: 1px solid black; padding: 10px; text-align: center;"> 7×80 560 </td> <td style="border: 1px solid black; padding: 10px; text-align: center;"> 7×9 63 </td> </tr> </table> </div> | | 100 | 80 | 9 | 7 | 7×100 700 | 7×80 560 | 7×9 63 | <p>Show your thinking using numbers and symbols</p> <div style="text-align: center; margin: 10px 0;"> <table style="margin: auto;"> <tr><td style="padding: 5px;">189</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">$\times 7$</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;"><u>700</u></td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">560</td><td style="padding: 5px;">or</td></tr> <tr><td style="padding: 5px;">+ 63</td><td style="padding: 5px;"><u>63</u></td></tr> <tr><td style="padding: 5px;"><u>1323</u></td><td style="padding: 5px;"><u>1323</u></td></tr> </table> </div> | 189 | | $\times 7$ | | <u>700</u> | | 560 | or | + 63 | <u>63</u> | <u>1323</u> | <u>1323</u> |
| | 100 | 80 | 9 | | | | | | | | | | | | | | | | | | |
| 7 | 7×100 700 | 7×80 560 | 7×9 63 | | | | | | | | | | | | | | | | | | |
| 189 | | | | | | | | | | | | | | | | | | | | | |
| $\times 7$ | | | | | | | | | | | | | | | | | | | | | |
| <u>700</u> | | | | | | | | | | | | | | | | | | | | | |
| 560 | or | | | | | | | | | | | | | | | | | | | | |
| + 63 | <u>63</u> | | | | | | | | | | | | | | | | | | | | |
| <u>1323</u> | <u>1323</u> | | | | | | | | | | | | | | | | | | | | |
| Multiply to find each partial area | | | | | | | | | | | | | | | | | | | | | |

2. Reflect: What questions do you have about multiplying a 3-digit number?

3. You Do Together: Label, multiply and show.

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------------------|------------------------|----------------------|--------------------|-----------------------|---------------------|-------------------------|------------------------|----------------------|---|---|------|-------------|------------|------------|-------------|----|------|----|-----------|------------|-----------|------------|--------------|--------------|
| <p>Label the partial lengths if the total length is 1896</p> <div style="text-align: center; margin: 10px 0;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px 15px;"></td> <td style="padding: 5px 15px; text-align: center;">1000</td> <td style="padding: 5px 15px; text-align: center;">800</td> <td style="padding: 5px 15px; text-align: center;">90</td> <td style="padding: 5px 15px; text-align: center;">6</td> </tr> <tr> <td style="padding: 5px 15px; vertical-align: middle;">7</td> <td style="border: 1px solid black; padding: 10px; text-align: center;"> 7×1000 7000 </td> <td style="border: 1px solid black; padding: 10px; text-align: center;"> 7×800 5600 </td> <td style="border: 1px solid black; padding: 10px; text-align: center;"> 7×90 630 </td> <td style="border: 1px solid black; padding: 10px; text-align: center;"> 7×6 42 </td> </tr> </table> </div> | | 1000 | 800 | 90 | 6 | 7 | 7×1000 7000 | 7×800 5600 | 7×90 630 | 7×6 42 | <p>Show your thinking using numbers and symbols</p> <div style="text-align: center; margin: 10px 0;"> <table style="margin: auto;"> <tr><td style="padding: 5px;">1896</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">$\times 7$</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;"><u>7000</u></td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">5600</td><td style="padding: 5px;">or</td></tr> <tr><td style="padding: 5px;">630</td><td style="padding: 5px;"><u>630</u></td></tr> <tr><td style="padding: 5px;">+ 42</td><td style="padding: 5px;"><u>42</u></td></tr> <tr><td style="padding: 5px;"><u>13272</u></td><td style="padding: 5px;"><u>13272</u></td></tr> </table> </div> | 1896 | | $\times 7$ | | <u>7000</u> | | 5600 | or | 630 | <u>630</u> | + 42 | <u>42</u> | <u>13272</u> | <u>13272</u> |
| | 1000 | 800 | 90 | 6 | | | | | | | | | | | | | | | | | | | | | |
| 7 | 7×1000 7000 | 7×800 5600 | 7×90 630 | 7×6 42 | | | | | | | | | | | | | | | | | | | | | |
| 1896 | | | | | | | | | | | | | | | | | | | | | | | | | |
| $\times 7$ | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>7000</u> | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5600 | or | | | | | | | | | | | | | | | | | | | | | | | | |
| 630 | <u>630</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| + 42 | <u>42</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>13272</u> | <u>13272</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| Multiply to find each partial area | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Label the partial lengths if the total length is 18</p> <div style="text-align: center; margin: 10px 0;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px 15px;"></td> <td style="padding: 5px 15px; text-align: center;">10</td> <td style="padding: 5px 15px; text-align: center;">8</td> </tr> <tr> <td style="padding: 5px 15px; vertical-align: middle;">10</td> <td style="border: 1px solid black; padding: 10px; text-align: center;"> 10×10 100 </td> <td style="border: 1px solid black; padding: 10px; text-align: center;"> 10×8 80 </td> </tr> <tr> <td style="padding: 5px 15px; vertical-align: middle;">7</td> <td style="border: 1px solid black; padding: 10px; text-align: center;"> 7×10 70 </td> <td style="border: 1px solid black; padding: 10px; text-align: center;"> 7×8 56 </td> </tr> </table> </div> | | 10 | 8 | 10 | 10×10 100 | 10×8 80 | 7 | 7×10 70 | 7×8 56 | <p>Show your thinking using numbers and symbols</p> <div style="text-align: center; margin: 10px 0;"> <table style="margin: auto;"> <tr><td style="padding: 5px;">18</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">$\times 17$</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;"><u>100</u></td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">80</td><td style="padding: 5px;">or</td></tr> <tr><td style="padding: 5px;">70</td><td style="padding: 5px;"><u>56</u></td></tr> <tr><td style="padding: 5px;">+ 56</td><td style="padding: 5px;"><u>70</u></td></tr> <tr><td style="padding: 5px;"><u>306</u></td><td style="padding: 5px;"><u>306</u></td></tr> </table> </div> | 18 | | $\times 17$ | | <u>100</u> | | 80 | or | 70 | <u>56</u> | + 56 | <u>70</u> | <u>306</u> | <u>306</u> | |
| | 10 | 8 | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 10×10 100 | 10×8 80 | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 7×10 70 | 7×8 56 | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | | |
| $\times 17$ | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>100</u> | | | | | | | | | | | | | | | | | | | | | | | | | |
| 80 | or | | | | | | | | | | | | | | | | | | | | | | | | |
| 70 | <u>56</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| + 56 | <u>70</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>306</u> | <u>306</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| Multiply to find each partial area | | | | | | | | | | | | | | | | | | | | | | | | | |

Learning Target: I will divide up to a 4-digit by 1-digit number 5th Grade - Readiness Standard 2 - 4.NBT.6 - Form A

1. We Do Together: List, label, think multiply to divide and show.

| | | | |
|--|---|-----------------------------------|--|
| <p>List the multiples of 3</p> <p> $3 \times 1 = \underline{3}$ $3 \times 2 = \underline{6}$ $3 \times 3 = \underline{9}$ $3 \times 4 = \underline{12}$ $3 \times 5 = \underline{15}$ $3 \times 6 = \underline{18}$ $3 \times 7 = \underline{21}$ $3 \times 8 = \underline{24}$ $3 \times 9 = \underline{27}$ </p> | <p>Show your thinking using numbers and symbols</p> $ \begin{array}{r} 60 \\ 20 \\ \hline 3 \overline{) 78} \\ - 60 \\ \hline 18 \\ - 18 \\ \hline 0 \end{array} $ | | |
| <p>Label the missing lengths</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 20px;">3</div> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="width: 100px; height: 100px;"> 20 $3(\underline{20})$ 60 </td> <td style="width: 100px; height: 100px;"> 6 $3(\underline{6})$ 18 </td> </tr> </table> </div> | 20 $3(\underline{20})$ 60 | 6 $3(\underline{6})$ 18 | |
| 20 $3(\underline{20})$ 60 | 6 $3(\underline{6})$ 18 | | |
| <p>List the multiples of 9</p> <p> $9 \times 1 = \underline{9}$ $9 \times 2 = \underline{18}$ $9 \times 3 = \underline{27}$ $9 \times 4 = \underline{36}$ $9 \times 5 = \underline{45}$ $9 \times 6 = \underline{54}$ $9 \times 7 = \underline{63}$ $9 \times 8 = \underline{72}$ $9 \times 9 = \underline{81}$ </p> | <p>Show your thinking using numbers and symbols</p> $ \begin{array}{r} 60 \\ 60 \\ \hline 9 \overline{) 603} \\ - 540 \\ \hline 63 \\ - 63 \\ \hline 0 \end{array} $ | | |
| <p>Label the missing lengths</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 20px;">9</div> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="width: 100px; height: 100px;"> 60 $9(\underline{60})$ 540 </td> <td style="width: 100px; height: 100px;"> 7 $9(\underline{7})$ 63 </td> </tr> </table> </div> | 60 $9(\underline{60})$ 540 | 7 $9(\underline{7})$ 63 | |
| 60 $9(\underline{60})$ 540 | 7 $9(\underline{7})$ 63 | | |

2. Reflect: What questions do you have about dividing a 3-digit number?



Name _____ Date _____

Learning Target: I will divide up to a 4-digit by 1-digit number 5th Grade - Readiness Standard 2 - 4.NBT.6 - Form A


3. You Do Together: List, label, think multiply to divide and show.

| | | | | | | | | | | | | | |
|---|---|---------------------|--------------------|----------------------|-----------------------|----------------------|---------------------|--------------------|------|------|-----|----|--|
| <p>List the multiples of 7</p> <p> $7 \times 1 = \underline{7}$ $7 \times 2 = \underline{14}$ $7 \times 3 = \underline{21}$ $7 \times 4 = \underline{28}$ $7 \times 5 = \underline{35}$ $7 \times 6 = \underline{42}$ $7 \times 7 = \underline{49}$ $7 \times 8 = \underline{56}$ $7 \times 9 = \underline{63}$ </p> | <p>Show your thinking using numbers and symbols</p> <div style="text-align: right; margin-bottom: 10px;"> $\left. \begin{array}{r} 3 \\ 90 \\ 200 \\ 1000 \end{array} \right\} 1293$ </div> $ \begin{array}{r} 7 \overline{)9051} \\ \underline{-7000} \\ 2051 \\ \underline{-1400} \\ 651 \\ \underline{-630} \\ 21 \\ \underline{-21} \\ 0 \end{array} $ | | | | | | | | | | | | |
| <p>Label the missing lengths</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px 10px;">1000</td> <td style="padding: 5px 10px;">200</td> <td style="padding: 5px 10px;">90</td> <td style="padding: 5px 10px;">3</td> </tr> <tr> <td style="padding: 5px 10px;">$7(\underline{1000})$</td> <td style="padding: 5px 10px;">$7(\underline{200})$</td> <td style="padding: 5px 10px;">$7(\underline{90})$</td> <td style="padding: 5px 10px;">$7(\underline{3})$</td> </tr> <tr> <td style="padding: 5px 10px;">7000</td> <td style="padding: 5px 10px;">1400</td> <td style="padding: 5px 10px;">630</td> <td style="padding: 5px 10px;">21</td> </tr> </table> | 1000 | 200 | 90 | 3 | $7(\underline{1000})$ | $7(\underline{200})$ | $7(\underline{90})$ | $7(\underline{3})$ | 7000 | 1400 | 630 | 21 | |
| 1000 | 200 | 90 | 3 | | | | | | | | | | |
| $7(\underline{1000})$ | $7(\underline{200})$ | $7(\underline{90})$ | $7(\underline{3})$ | | | | | | | | | | |
| 7000 | 1400 | 630 | 21 | | | | | | | | | | |
| <p>List the multiples of 8</p> <p> $8 \times 1 = \underline{8}$ $8 \times 2 = \underline{16}$ $8 \times 3 = \underline{24}$ $8 \times 4 = \underline{32}$ $8 \times 5 = \underline{40}$ $8 \times 6 = \underline{48}$ $8 \times 7 = \underline{56}$ $8 \times 8 = \underline{64}$ $8 \times 9 = \underline{72}$ </p> | <p>Show your thinking using numbers and symbols</p> <div style="text-align: right; margin-bottom: 10px;"> $\left. \begin{array}{r} 3 \\ 10 \\ 700 \end{array} \right\} 713$ </div> $ \begin{array}{r} 8 \overline{)5704} \\ \underline{-5600} \\ 104 \\ \underline{-80} \\ 24 \\ \underline{-24} \\ 0 \end{array} $ | | | | | | | | | | | | |
| <p>Label the missing lengths</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px 10px;">700</td> <td style="padding: 5px 10px;">10</td> <td style="padding: 5px 10px;">3</td> </tr> <tr> <td style="padding: 5px 10px;">$8(\underline{700})$</td> <td style="padding: 5px 10px;">$8(\underline{10})$</td> <td style="padding: 5px 10px;">$8(\underline{3})$</td> </tr> <tr> <td style="padding: 5px 10px;">5600</td> <td style="padding: 5px 10px;">80</td> <td style="padding: 5px 10px;">24</td> </tr> </table> | 700 | 10 | 3 | $8(\underline{700})$ | $8(\underline{10})$ | $8(\underline{3})$ | 5600 | 80 | 24 | | | | |
| 700 | 10 | 3 | | | | | | | | | | | |
| $8(\underline{700})$ | $8(\underline{10})$ | $8(\underline{3})$ | | | | | | | | | | | |
| 5600 | 80 | 24 | | | | | | | | | | | |

Learning Target: I will name fractions on a number line.

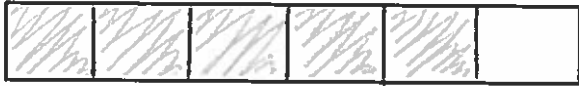
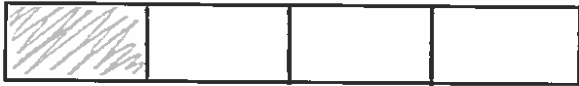
 4th Grade - Readiness Standard 5 - 3.NF.1 - Form A

1. We Do Together: Draw, label and tell.

| | |
|--|--|
| <p>Draw eight equal parts and shade 3</p>  | <p>Label the numerator or denominator of the fraction</p> <p style="text-align: center;"> $\frac{3}{8}$ ← numerator </p> |
| <p>Tell</p> <p>How many unshaded parts make up the whole rectangle? <u>5</u></p> <p>What fractional part of the rectangle appears to be shaded? <u>$\frac{3}{8}$</u> Unshaded? <u>$\frac{5}{8}$</u></p> | |

2. Reflect: What questions do you have about naming fractions on a number line?

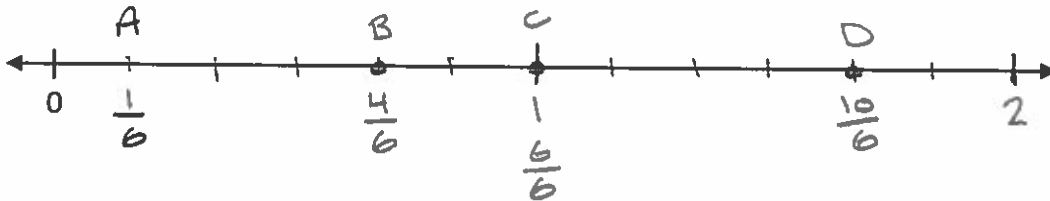
3. You Do Together: Draw, label and write.

| | |
|--|--|
| <p>Draw six equal parts and shade 5</p>  | <p>Label the numerator or denominator of the fraction</p> <p style="text-align: center;"> $\frac{5}{6}$ ← denominator </p> |
| <p>Tell</p> <p>How many unshaded parts make up the whole rectangle? <u>1</u></p> <p>What fractional part of the rectangle appears to be shaded? <u>$\frac{5}{6}$</u> Unshaded? <u>$\frac{1}{6}$</u></p> | |
| <p>Draw four equal parts and shade 1</p>  | <p>Label the numerator or denominator of the fraction</p> <p style="text-align: center;"> $\frac{1}{4}$ ← numerator </p> |
| <p>Tell</p> <p>How many unshaded parts make up the whole rectangle? <u>3</u></p> <p>What fractional part of the rectangle appears to be shaded? <u>$\frac{1}{4}$</u> Unshaded? <u>$\frac{3}{4}$</u></p> | |

Learning Target: I will name fractions on a number line.

 4th Grade - Readiness Standard 6 - 3.NF.2 - Form A

1. We Do Together: Draw, label and write.

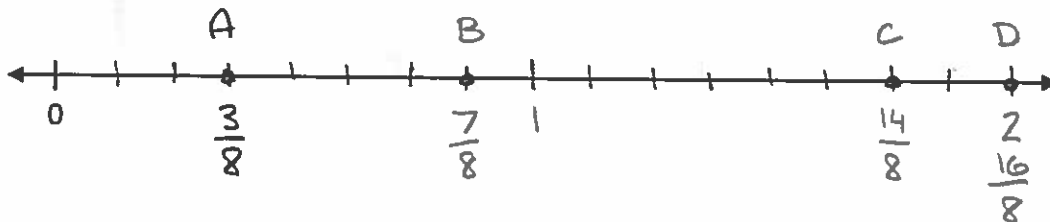
 Draw and label sixths from zero to two


Place and label points each location on the number line

A = one-sixth B = four-sixths C = six-sixths D = ten-sixths

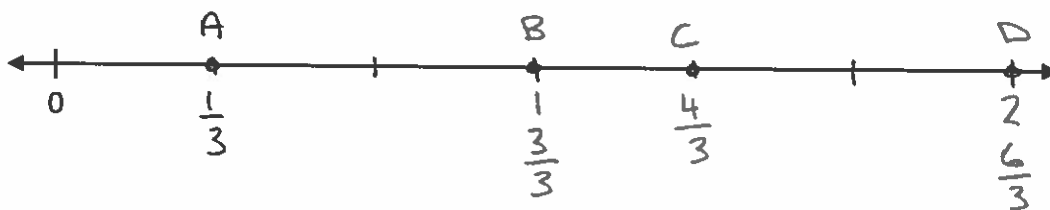
2. Reflect: What questions do you have about naming fractions on a number line?

3. You Do Together: Draw, label and write.

 Draw and label eighths from zero to two


Place and label points each location on the number line

A = three-eighths B = seven-eighths C = fourteen-eighths D = sixteen-eighths

 Draw and label thirds from zero to two


Place and label points each location on the number line

A = one-third B = three-thirds C = four-thirds D = six-thirds

Learning Target: I will compare fractions with the same numerator or same denominator

4th Grade - Readiness Standard 7 - 3.NF.3d
- Form A

< or >
Less Than or Greater Than

1. We Do Together: Draw, compare and tell.

Draw each point on a number line

Compare using > or <

$$\frac{5}{8} < \frac{5}{6}$$

Tell how you could compare without a drawing
Both have 5 parts from the same size whole and 8^{ths} are smaller than 6^{ths}

2. Reflect: What questions do you have about comparing fractions?

3. You Do Together: Draw, compare and tell.

Draw each point on a number line

Compare using > or <

$$\frac{3}{4} > \frac{3}{6}$$

Tell how you could compare without a drawing
Both have 3 parts from the same size whole and 4^{ths} are bigger than 6^{ths}

Draw each point on a number line

Compare using > or <

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

Tell how you could compare without a drawing
Both have parts that are the same size and 4 parts are more than 3 parts



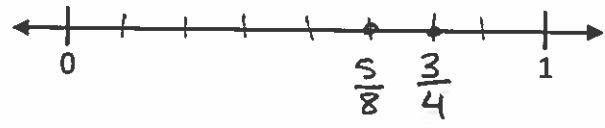
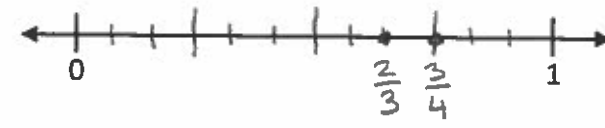
Name _____ Date _____

Learning Target: I will compare fractions with different numerators and different denominators

5th Grade - Readiness Standard 3 - 4.NF.2
- Form A

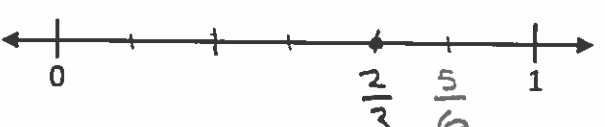

< or >
Less Than Greater Than

1. We Do Together: Rename, plot and compare.

| One denominator is a multiple of the other. | One denominator is <u>NOT</u> a multiple of the other. |
|--|---|
| <p>Rename one fraction to create common denominators</p> $\frac{3}{4} = \frac{3 \cdot 2}{4 \cdot 2} = \frac{6}{8} \qquad \frac{5}{8}$ | <p>Rename each fraction to create common denominators</p> $\frac{2}{3} = \frac{2 \cdot 4}{3 \cdot 4} = \frac{8}{12} \qquad \frac{3}{4} = \frac{3 \cdot 3}{4 \cdot 3} = \frac{9}{12}$ |
| <p>Label each point on the number line</p>  | <p>Label each point on the number line</p>  |
| <p>Compare using > or <</p> $\frac{3}{4} > \frac{5}{8}$ | <p>Compare using > or <</p> $\frac{2}{3} < \frac{3}{4}$ |

2. Reflect: What questions do you have about comparing fractions?

3. You Do Together: Draw, compare and write.

| One denominator is a multiple of the other. | One denominator is <u>NOT</u> a multiple of the other. |
|--|---|
| <p>Rename one fraction to create common denominators</p> $\frac{2}{3} = \frac{2 \cdot 2}{3 \cdot 2} = \frac{4}{6} \qquad \frac{5}{6}$ | <p>Rename each fraction to create common denominators</p> $\frac{1}{3} = \frac{1 \cdot 4}{3 \cdot 4} = \frac{4}{12} \qquad \frac{1}{4} = \frac{1 \cdot 3}{4 \cdot 3} = \frac{3}{12}$ |
| <p>Label each point on the number line</p>  | <p>Label each point on the number line</p>  |
| <p>Compare using > or <</p> $\frac{2}{3} < \frac{5}{6}$ | <p>Compare using > or <</p> $\frac{1}{3} > \frac{1}{4}$ |

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

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

1. We Do Together: Draw, tell and write.

| | | |
|--|----------------------------|-----------------------------------|
| Draw and label the improper fraction on the number line | | |
| | | |
| Tell how many wholes you see and the equivalent number of 6 ^{ths} | Tell the part of the whole | Write the equivalent mixed number |
| 2 Wholes = $\frac{12}{6}$ | $\frac{5}{6}$ | $\frac{17}{6} = 2\frac{5}{6}$ |

2. Reflect: What questions do you have about converting between improper fractions and mixed numbers?

3. You Do Together: Draw, tell and write.

| | | |
|---|----------------------------|--|
| Draw and label the mixed number on the number line | | |
| | | |
| Tell how many 8 ^{ths} equals 3 wholes | Tell the part of the whole | Write the equivalent improper fraction |
| 3 Wholes = $\frac{24}{8}$ | $\frac{5}{8}$ | $3\frac{5}{8} = \frac{29}{8}$ |
| Draw and label the improper fraction on the number line | | |
| | | |
| Tell how many wholes you see and the equivalent number of 3 ^{ds} | Tell the part of the whole | Write the equivalent mixed number |
| 2 Wholes = $\frac{6}{3}$ | $\frac{2}{3}$ | $\frac{8}{3} = 2\frac{2}{3}$ |

Learning Target: I will add and subtract mixed numbers with like denominators

5th Grade - Readiness Standard 5 - 4.NF.3c - Form A

1. We Do Together: Draw, ungroup and show.

| | |
|--|---|
| <p>Ungroup a whole to subtract one and four-sixths</p> | <p>Show how you subtracted</p> $2 \frac{7}{6}$ $\cancel{3} \frac{1}{6}$ <hr style="width: 50%; margin-left: 0;"/> $- 1 \frac{4}{6}$ <hr style="width: 50%; margin-left: 0;"/> $1 \frac{3}{6} \text{ or } 1 \frac{1}{2}$ <p style="text-align: center;">↑</p> $\frac{3-1}{3-2} = \frac{1}{2}$ |
| <p>Tell what you ungrouped and the equivalent mixed number</p> $1 \text{ Whole} = \frac{6}{6} \qquad 3 \frac{1}{6} = 2 \frac{7}{6}$ | |

2. Reflect: What questions do you have about subtracting mixed numbers?

3. You Do Together: Draw, tell and show.

| | |
|--|---|
| <p>Ungroup a whole to subtract one and three-fourths</p> | <p>Show how you subtracted</p> $3 \frac{4}{4}$ $\cancel{4}$ <hr style="width: 50%; margin-left: 0;"/> $- 1 \frac{3}{4}$ <hr style="width: 50%; margin-left: 0;"/> $2 \frac{1}{4}$ |
| <p>Tell what you ungrouped and the equivalent mixed number</p> $1 \text{ Whole} = \frac{4}{4} \qquad 4 \frac{0}{4} = 3 \frac{4}{4}$ | |
| <p>Draw one and five-sixths plus one and three-sixths by <u>adding the whole numbers first</u></p> | <p>Show how you added</p> $1 \frac{5}{6} \qquad \frac{1}{3}$ $+ 1 \frac{3}{6} \qquad \frac{2 \cdot 1}{2 \cdot 3} = \frac{2}{6}$ <hr style="width: 50%; margin-left: 0;"/> $2 \frac{8}{6} = 3 \frac{2}{6}$ <p style="text-align: center;">or $3 \frac{1}{3}$</p> |
| <p>Tell what you grouped and the equivalent mixed number</p> $\frac{6}{6} = 1 \text{ Whole} \qquad \frac{5}{6} + \frac{3}{6} = \frac{8}{6} = 1 \frac{2}{6}$ | |

Learning Target: I will multiply a whole number by a fraction

 5th Grade - Readiness Standard 6 - 4.NF.4b - Form A

1. We Do Together: Draw, add and multiply.

| | |
|--|---|
| Draw four groups of three-eighths $4 \times \frac{3}{8}$ | |
| | |
| Add to find the total $4 \times \frac{3}{8} = \frac{3}{8} + \frac{3}{8} + \frac{3}{8} + \frac{3}{8} = \frac{12}{8}$ | Multiply to find the total as a mixed number $\frac{4}{1} \times \frac{3}{8} = \frac{12}{8} = 1 \frac{4}{8} \text{ or } 1 \frac{1}{2}$ |

2. Reflect: What questions do you have about multiplying a whole number by a fraction?

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

3. You Do Together: Draw, add and multiply.

| | |
|--|---|
| Draw three groups of five-sixths $3 \times \frac{5}{6}$ | |
| | |
| Add to find the total $3 \times \frac{5}{6} = \frac{5}{6} + \frac{5}{6} + \frac{5}{6} = \frac{15}{6}$ | Multiply to find the total as a mixed number $\frac{3}{1} \times \frac{5}{6} = \frac{15}{6} = 2 \frac{3}{6} \text{ or } 2 \frac{1}{2}$ |
| Draw five groups of two-thirds $5 \times \frac{2}{3}$ | |
| | |
| Add to find the total $5 \times \frac{2}{3} = \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{10}{3}$ | Multiply to find the total as a mixed number $\frac{5}{1} \times \frac{2}{3} = \frac{10}{3} = 3 \frac{1}{3}$ |

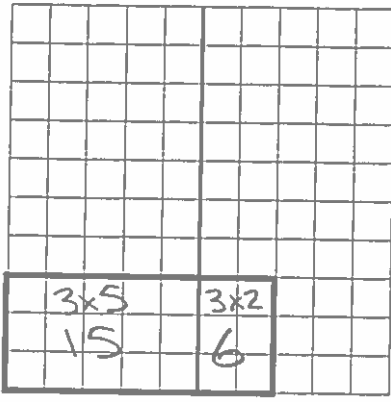


Name _____ Date _____

Learning Target: I will multiply numbers from 0 to 10.

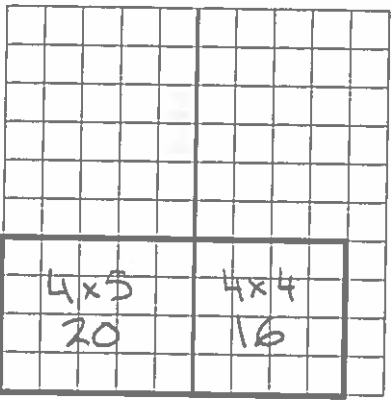
4th Grade - Readiness Standard 3 - 3.OA.7a - Form A

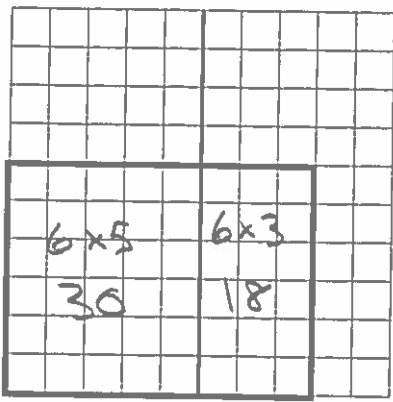
1. We Do Together: Label, tell, and think 5 and some more to write.

| | |
|--|--|
| <p>Label the partial areas</p>  <p style="text-align: center;">5 + 2 = 7</p> | <p>Tell the areas you see</p> <p style="text-align: center;">$3 \times 5 = \underline{15}, 3 \times 2 = \underline{6}, 3 \times 7 = \underline{21}$</p> <hr/> <p>Write the parts of 7, subgroups and total</p> <div style="text-align: center;"> $3 \times 7 = \frac{15}{5} + \frac{6}{2} = \underline{21}$ </div> |
|--|--|

2. Reflect: What questions do you have about multiplying numbers?

3. You Do Together: Label, tell, and think 5 and some more to write.

| | |
|--|--|
| <p>Label the partial areas</p>  <p style="text-align: center;">5 + 4 = 9</p> | <p>Tell the areas you see</p> <p style="text-align: center;">$4 \times 5 = \underline{20}, 4 \times 4 = \underline{16}, 4 \times 9 = \underline{36}$</p> <hr/> <p>Write the parts of 9, subgroups and total</p> <div style="text-align: center;"> $4 \times 9 = \frac{20}{5} + \frac{16}{4} = \underline{36}$ </div> |
|--|--|

| | |
|--|---|
| <p>Label the partial areas</p>  <p style="text-align: center;">5 + 3 = 8</p> | <p>Label the areas</p> <p style="text-align: center;">$6 \times 5 = \underline{30}, 6 \times 3 = \underline{18}, 6 \times 8 = \underline{48}$</p> <hr/> <p>Write the parts of 8, subgroups and total</p> <div style="text-align: center;"> $6 \times 8 = \frac{30}{5} + \frac{18}{3} = \underline{48}$ </div> |
|--|---|

Learning Target: I will divide numbers by 1 to 10.

 4th Grade - Readiness Standard 4 - 3.OA.7b - Form A

1. We Do Together: Label, think multiply to divide, and write.

| | |
|---|---|
| <p>Label the missing lengths</p> | <p>Think multiply to divide. Write the parts to help you multiply</p> $3 \times \begin{array}{c} 9 \\ \hline 5 \quad 4 \end{array} = 27$ |
| | <p>Write the missing numbers</p> $27 \div 3 = \underline{9}$ $27 \div 9 = \underline{3}$ |

2. Reflect: What questions do you have about dividing numbers?

3. You Do Together: Label, think multiply to divide, and write.

| | |
|---|---|
| <p>Label the missing lengths</p> | <p>Think multiply to divide. Write the parts to help you multiply</p> $7 \times \begin{array}{c} 8 \\ \hline 5 \quad 3 \end{array} = 56$ |
| | <p>Write the missing numbers</p> $56 \div 7 = \underline{8}$ $56 \div 8 = \underline{7}$ |
| <p>Label the missing lengths</p> | <p>Think multiply to divide. Write the parts to help you multiply</p> $6 \times \begin{array}{c} 9 \\ \hline 5 \quad 4 \end{array} = 54$ |
| | <p>Write the missing numbers</p> $54 \div 6 = \underline{9}$ $54 \div 9 = \underline{6}$ |