

3rd Grade Mathematics Pacing Guide

APRIL 6th to May 1st:

*Please continue to check "Mrs. Smothers' Math" google classroom page.

*I have included "Extra Practice" assignments as "optional" for each lesson. Please feel free to use this if you think your student is struggling with a concept.

Monday April 6th: **Lesson 9.1**

-"Use Number Lines to Multiply by Multiples of 10" pages 407 to 410

Tuesday April 7th: **Continue Lesson 9.1**

-Complete "9.1 Homework & Practice" pages 411 to 412

-Lesson 9.1 "Extra Practice" pages 407 to 408 (optional)

Wednesday April 8th: **Lesson 9.2**

-"Use Place Value to Multiply by Multiples of 10" pages 413 to 416

-"Reteach" page 415

Thursday April 9th: **Continue Lesson 9.2**

-"Homework & Practice" pages 417 to 418

-"Extra Practice" pages 413-414 (optional)

Friday April 10th: **No School - Good Friday**

April 13th to April 17th: **Spring Break**

Monday April 20th: **Lesson 9.3**

-"Use Properties to Multiply by Multiples of 10" pages 419-422

-"Reteach" page 421

Tuesday April 21st: **Continue Lesson 9.3**

-"Homework & Practice" pages 423 to 424

-"Extra Practice" pages 419- 420 (optional)

Wednesday April 22nd: **Begin Chapter 10**

- "Vocabulary" page 444 & "Chapter 10 Vocabulary Flash Cards"
- **Lesson 10.1** "Equal Parts of a Whole" pages 445-448
- "Reteach" page 447

Thursday April 23rd: **Continue Lesson 10.1**

- "Homework & Practice" pages 449-450
- "Extra Practice" Pages 445-446 (optional)

Friday April 24th: **Lesson 10.2**

- "Understand a Unit Fraction" pages 451-454
- "Reteach" page 453

Monday April 27th: **Continue Lesson 10.2**

- "Homework & Practice" pages 455-456
- "Extra Practice" pages 451-452 (optional)

Tuesday April 28th: **Lesson 10.3**

- "Write Fractions of a Whole" pages 457-460

Wednesday April 29th: **Continue Lesson 10.3**

- "Homework & Practice" pages 461-462
- "Extra Practice" pages 457-458 (optional)

Thursday April 30th: **Lesson 10.4**

- "Fractions on a Number Line: Less than 1" pages 463-466

May 1: Half Day - **Teacher's In-service**

*Extra Activities:

- "Big Ideas" skill trainers
- "Quizlet" division flash cards

Name _____

**Use Number
Lines to
Multiply by
Multiples of 10**

9.1

Learning Target: Use number lines to multiply by multiples of 10.

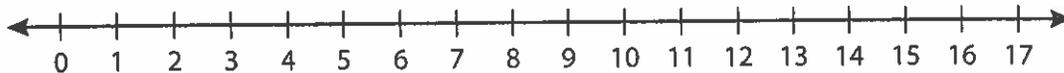
Success Criteria:

- I can use a number line to skip count by a multiple of 10.
- I can find the product of a one-digit number and a multiple of 10.



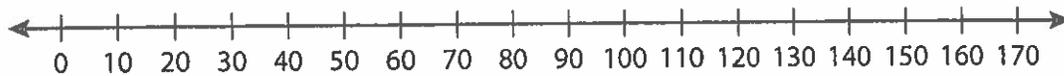
Explore and Grow

Show 5 jumps of 3. Write a multiplication equation shown by the number line.



_____ × _____ = _____

Show 5 jumps of 30. Write a multiplication equation shown by the number line.



_____ × _____ = _____



Structure Compare the models. How are they the same?
How are they different?

- The number of jumps are the same.
- The size of the jumps are different by a multiple of 10.



Think and Grow: Number Lines and Multiples of 10

Example Find 3×50 .

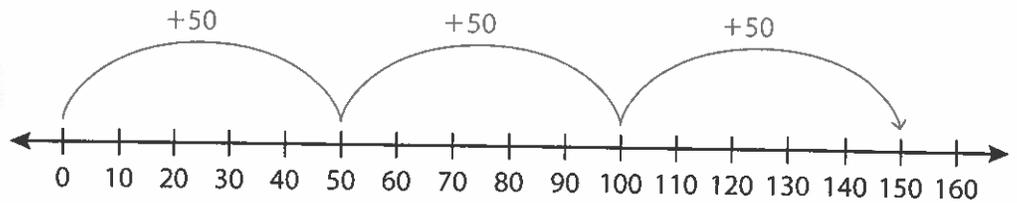
3×50 means 3 groups of 50.

Number of jumps: 3

Size of each jump: 50

Start at 0. Skip count by 50 three times.

Think:
 $50 = 5 \text{ tens}$



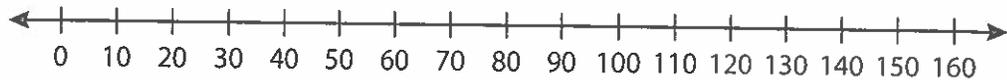
$3 \times 50 = \underline{150}$

Show and Grow

1. Find 8×20 .

Number of jumps: _____

Size of each jump: _____

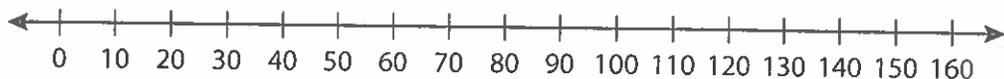


$8 \times 20 = \underline{\hspace{2cm}}$

2. Find 4×30 .

Number of jumps: _____

Size of each jump: _____



$4 \times 30 = \underline{\hspace{2cm}}$

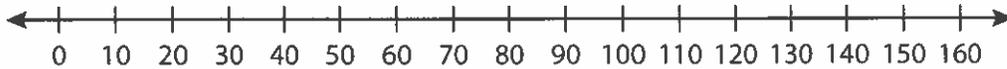
Name _____

 **Apply and Grow: Practice**

3. Find 2×60 .

Number of jumps: _____

Size of each jump: _____



$2 \times 60 = \underline{\hspace{2cm}}$

4. Find 5×50 .



$5 \times 50 = \underline{\hspace{2cm}}$

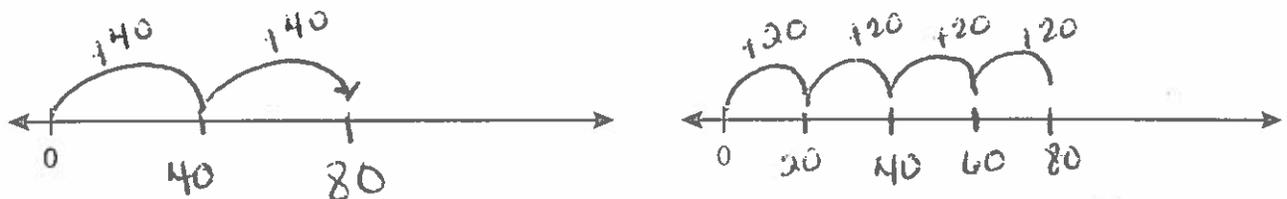
5. Find 3×70 .

$3 \times 70 = \underline{\hspace{2cm}}$

6. Find 30×6 .

$30 \times 6 = \underline{\hspace{2cm}}$

7.  **Structure** Show 2×40 on one number line and 4×20 on the other. What is the same about the number lines? What is different?



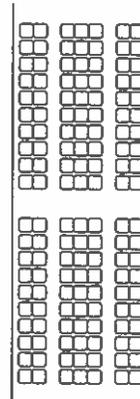
- the products are the same.
- the number & size of jumps



Think and Grow: Modeling Real Life

A section of an airplane has 20 rows of seats. Each row has 7 seats. Can the section seat more than 150 people? Explain.

Model:



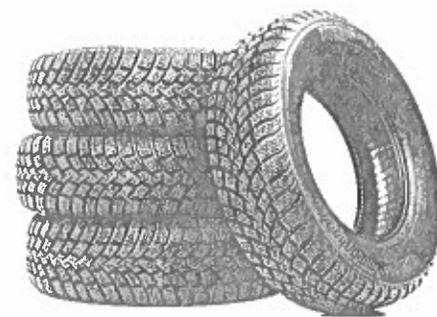
The section _____ seat more than 150 people.

Explain:

Show and Grow

8. There are 9 rows of seats in an auditorium. Each row has 30 seats. Can the auditorium seat more than 250 people? Explain.

9. A mechanic installs new tires on 20 cars and 20 pickup trucks. How many new tires does the mechanic install in all?



10.

DIG DEEPER!

Optional!

Newton saves \$5 each week for 20 weeks. How much more money does he need to buy a new bike that costs \$130? If he continues to save the same amount each week, how many more weeks does he need to save to buy the bike? Explain.

Name _____

Homework & Practice

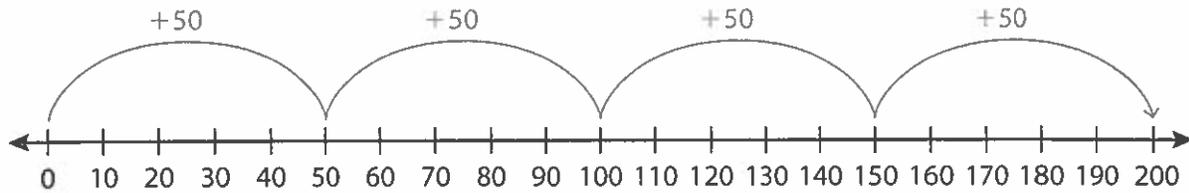
9.1

Learning Target: Use number lines to multiply by multiples of 10.

Example Find 4×50 .

Number of jumps: 4

Size of each jump: 50

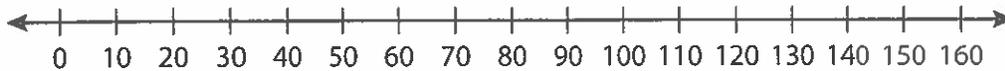


$$4 \times 50 = \underline{200}$$

1. Find 3×30 .

Number of jumps: _____

Size of each jump: _____



$$3 \times 30 = \underline{\hspace{2cm}}$$

2. Find 7×60 .



$$7 \times 60 = \underline{\hspace{2cm}}$$

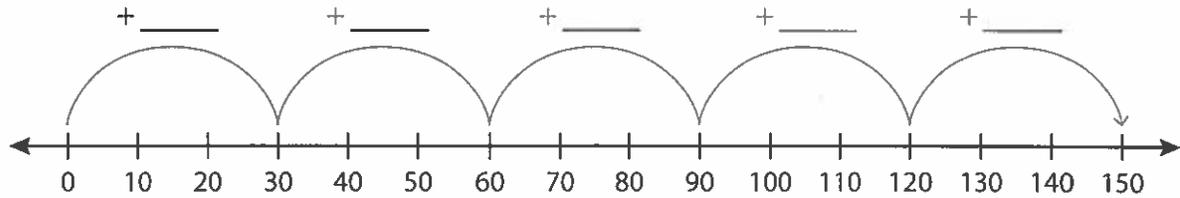
3. Find 4×40 .

$$4 \times 40 = \underline{\hspace{2cm}}$$

4. Find 80×3 .

$$80 \times 3 = \underline{\quad}$$

5. **MP Structure** Complete the number line. Then write the multiplication equation shown on the number line.



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

6. **Modeling Real Life** A gymnasium has 9 rows of seats. Each row has 50 seats. Can the gymnasium seat more than 500 people? Explain.

7. **Modeling Real Life** Ten adults and 20 children fill their bike tires at a public pump. How many tires are filled in all?



Review & Refresh

8. There are 35 counters. The counters are in 7 equal rows. How many counters are in each row?

7 rows of $\underline{\quad}$

$$35 \div 7 = \underline{\quad}$$

9. You have 32 counters. You arrange them with 8 counters in each row. How many rows of counters do you make?

$\underline{\quad}$ rows of 8

$$32 \div 8 = \underline{\quad}$$

*Optional

Name _____

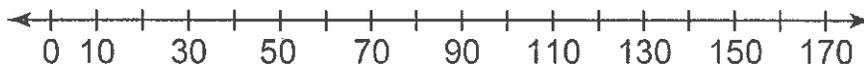
Lesson
9.1

Extra Practice

1. Find 5×30 .

Number of jumps: _____

Size of each jump: _____



$5 \times 30 =$ _____

2. Find 8×70 .



$8 \times 70 =$ _____

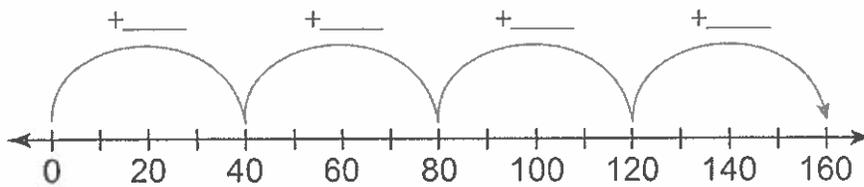
3. Find 4×60 .

$4 \times 60 =$ _____

4. Find 90×3 .

$$90 \times 3 = \underline{\hspace{2cm}}$$

5. Complete the number line. Then write the multiplication equation shown on the number line.



$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

6. A concert hall has 8 rows of seats. Each row has 80 seats. Can the concert hall seat 600 people? Explain.

7. An outdoor theatre has 7 rows of seats. Each row has 70 seats. Can the outdoor theatre seat more than 500 people? Explain.

8. Twenty adults and 30 children fill their bike tires at a public pump. How many tires are filled in all?

Name _____

Use Place Value to Multiply by Multiples of 10

9.2

Learning Target: Use place value to multiply by multiples of 10.

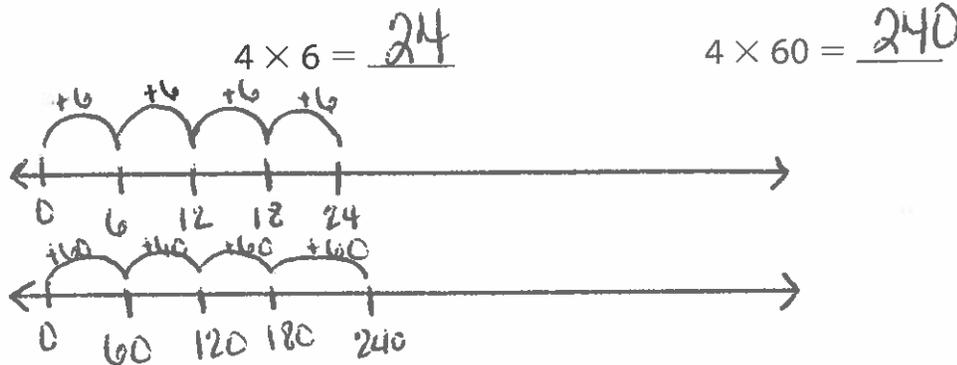
Success Criteria:

- I can use a model to multiply by a multiple of 10.
- I can find the product of a one-digit number and a multiple of 10.
- I can describe a pattern when multiplying by multiples of 10.



Explore and Grow

Use models to find each product. Draw your models.



Structure Compare the models. How are they the same? How are they different?

Both have the same number of jumps.
The size of jumps in the second number line are multiples of 10.

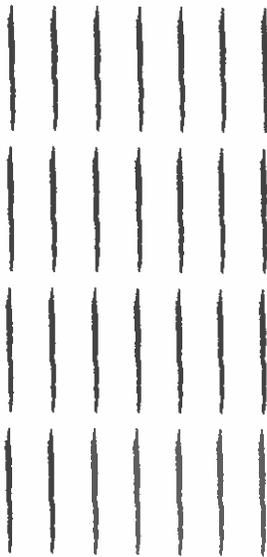


Think and Grow: Place Value and Multiples of 10

Example Find 4×70 .

Step 1: Make a quick sketch to model the product. Think: 4 groups of 70, or 7 tens.

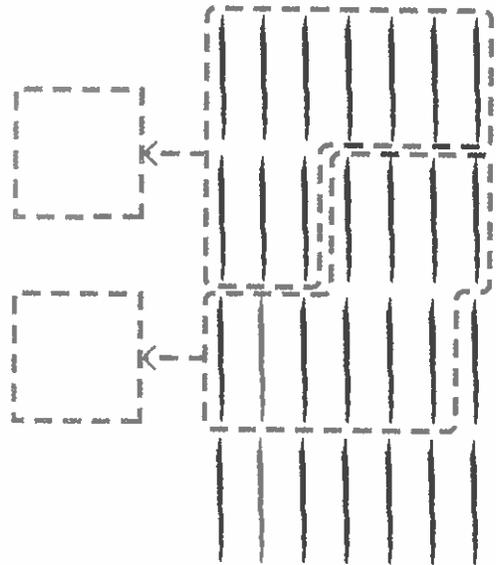
Do you notice a pattern when multiplying by multiples of 10?



$$4 \times 70 = 4 \times \text{_____ tens}$$

$$4 \times 70 = \text{_____ tens}$$

Step 2: Regroup _____ tens.



Remember, you can regroup 10 tens as 1 hundred.

There are _____
hundreds and
_____ tens.

$$\text{So, } 4 \times 70 = \text{_____}.$$



Show and Grow

Make a quick sketch to find the product.

1. $3 \times 80 = \text{_____}$

2. $5 \times 40 = \text{_____}$

Name _____



Apply and Grow: Practice

Use place value to find the product.

3. $3 \times 90 = 3 \times \underline{\hspace{1cm}}$ tens

$3 \times 90 = \underline{\hspace{1cm}}$ tens

$3 \times 90 = \underline{\hspace{1cm}}$

4. $6 \times 60 = 6 \times \underline{\hspace{1cm}}$ tens

$6 \times 60 = \underline{\hspace{1cm}}$ tens

$6 \times 60 = \underline{\hspace{1cm}}$

5. $2 \times 70 = 2 \times \underline{\hspace{1cm}}$ tens

$2 \times 70 = \underline{\hspace{1cm}}$ tens

$2 \times 70 = \underline{\hspace{1cm}}$

6. $9 \times 20 = 9 \times \underline{\hspace{1cm}}$ tens

$9 \times 20 = \underline{\hspace{1cm}}$ tens

$9 \times 20 = \underline{\hspace{1cm}}$

Find the product.

7. $3 \times 30 = \underline{\hspace{1cm}}$

8. $6 \times 80 = \underline{\hspace{1cm}}$

9. $4 \times 40 = \underline{\hspace{1cm}}$

10. $7 \times 50 = \underline{\hspace{1cm}}$

11. $8 \times 70 = \underline{\hspace{1cm}}$

12. $5 \times 90 = \underline{\hspace{1cm}}$

13. ^{Optional} **MP Reasoning** Explain why the product of 6 and 30 has 1 zero and the product of 4 and 50 has 2 zeros.

14. **YOU BE THE TEACHER** Is Descartes correct? Explain.

The product of 3 and 70 is equal to the product of 3 and 7 with a 0 written after it.





Think and Grow: Modeling Real Life

Newton saves \$30 each month for 6 months. Does he have enough money to buy the drone? Explain.

Newton _____ have enough money to buy the drone.

Explain:



Show and Grow

15. Descartes saves \$20 each month for 8 months. Does he have enough money to buy the remote control jeep? Explain.



16. You practice playing the guitar for 40 minutes every day. How many minutes do you practice in one week?

17. A box of snacks has 25 bags of pretzels and 25 bags of peanuts. How many bags are in 9 boxes?

Name _____

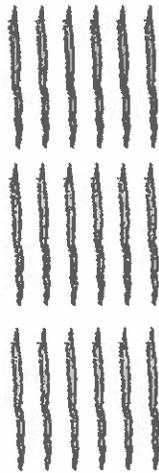
Lesson
9.2

Reteach

Find 3×60 .

Step 1: Make a quick sketch to model the product.

Think: $3 \times 60 = 3$ groups of 60
Remember $60 = 6$ tens.



$$3 \times 60 = 3 \times 6 \text{ tens}$$

$$3 \times 60 = 18 \text{ tens}$$

Step 2: Regroup 10 tens.

Remember you can regroup
10 tens as 1 hundred.



There is 1 hundred and
8 tens.

So, $3 \times 60 = 180$.

Make a quick sketch to find the product.

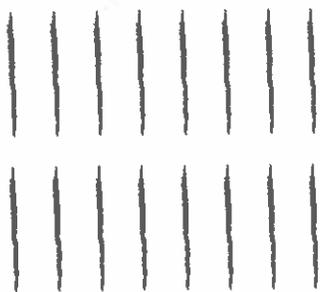
1. $6 \times 30 =$ _____

2. $4 \times 90 =$ _____

Learning Target: Use place value to multiply by multiples of 10.

Example Find 2×80 .

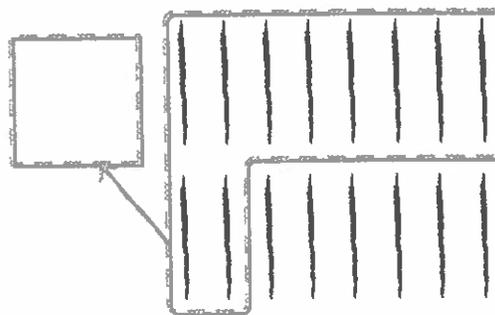
Step 1: Make a quick sketch to model the product. Think: 2 groups of 80, or 8 tens.



$$2 \times 80 = 2 \times \underline{8} \text{ tens}$$

$$2 \times 80 = \underline{16} \text{ tens}$$

Step 2: Regroup 10 tens.



There is 1 hundred and
6 tens.

$$\text{So, } 2 \times 80 = \underline{160}.$$



Make a quick sketch to find the product.

1. $5 \times 70 = \underline{\quad}$

2. $3 \times 60 = \underline{\quad}$

Use place value to find the product.

3. $8 \times 50 = 8 \times \underline{\quad}$ tens

$$8 \times 50 = \underline{\quad} \text{ tens}$$

$$8 \times 50 = \underline{\quad}$$

4. $7 \times 60 = 7 \times \underline{\quad}$ tens

$$7 \times 60 = \underline{\quad} \text{ tens}$$

$$7 \times 60 = \underline{\quad}$$

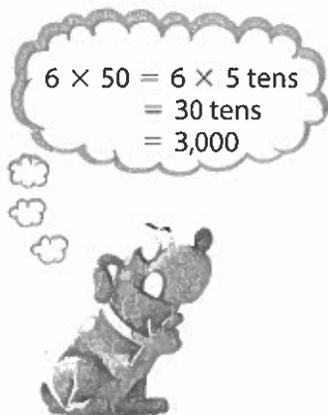
Find the product.

5. $6 \times 90 = \underline{\hspace{2cm}}$

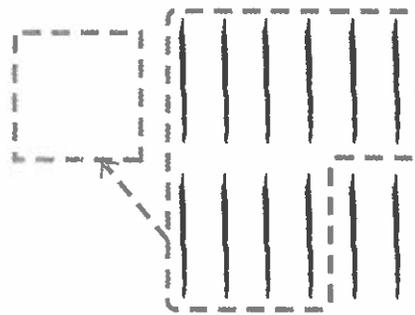
6. $8 \times 30 = \underline{\hspace{2cm}}$

7. $5 \times 40 = \underline{\hspace{2cm}}$

8. **YOU BE THE TEACHER** Is Newton correct? Explain.



9. **MP Structure** Write an equation for the quick sketch.



$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

10. **Modeling Real Life** Descartes saves \$50 each month for 5 months. Does he have enough money to buy the game system? Explain.



11. **Modeling Real Life** A group of staff members packs coolers for a field trip. Each cooler has 15 peanut butter sandwiches and 15 turkey sandwiches. How many sandwiches are in 7 coolers?

Review & Refresh

12. Round 282 to the nearest ten and to the nearest hundred.

Nearest ten: $\underline{\hspace{2cm}}$

Nearest hundred: $\underline{\hspace{2cm}}$

* Optional

Name _____

Lesson
9.2 **Extra Practice**

Make a quick sketch to find the product.

1. $4 \times 60 =$ _____

2. $5 \times 30 =$ _____

3. $7 \times 40 =$ _____

4. $9 \times 20 =$ _____

Use place value to find the product.

5. $3 \times 80 = 3 \times$ _____ tens

$3 \times 80 =$ _____ tens

$3 \times 80 =$ _____

6. $6 \times 50 = 6 \times$ _____ tens

$6 \times 50 =$ _____ tens

$6 \times 50 =$ _____

7. $8 \times 60 = 8 \times$ _____ tens

$8 \times 60 =$ _____ tens

$8 \times 60 =$ _____

8. $9 \times 70 = 9 \times$ _____ tens

$9 \times 70 =$ _____ tens

$9 \times 70 =$ _____

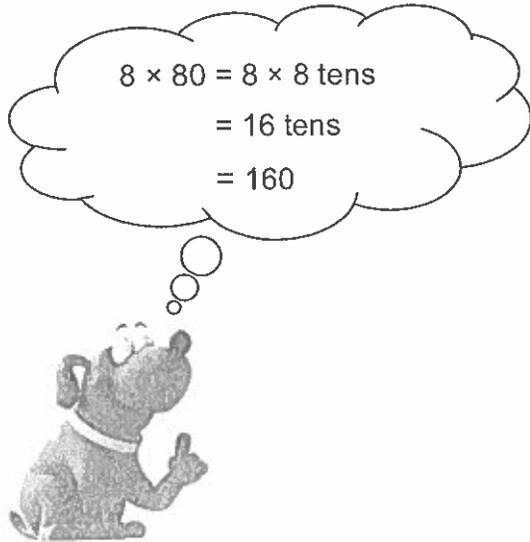
Find the product.

9. $4 \times 80 = \underline{\hspace{2cm}}$

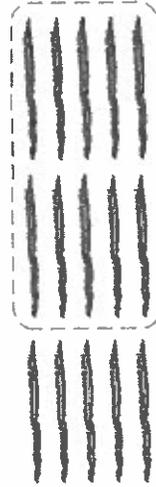
10. $5 \times 90 = \underline{\hspace{2cm}}$

11. $6 \times 70 = \underline{\hspace{2cm}}$

12. Is Descartes correct? Explain.

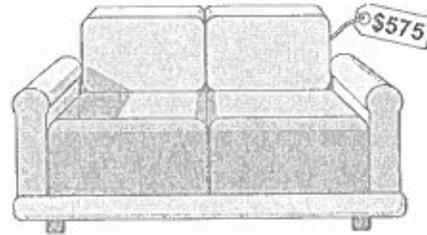


13. Write an equation for the quick sketch.



$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

14. Newton saves \$90 each month for 6 months. Does he have enough money to buy the couch? Explain.



15. A group of instructors pack coolers for a summer camp. Each cooler has 25 pears and 15 apples. How many pieces of fruit are in 8 coolers?

Name _____

Use Properties to Multiply by Multiples of 10

9.3

Learning Target: Use properties to multiply by multiples of 10.

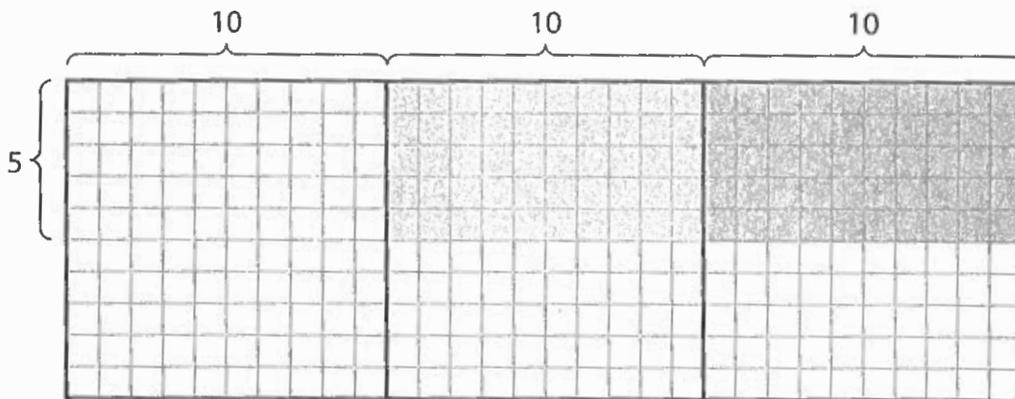
Success Criteria:

- I can use the Associative Property of Multiplication to multiply by a multiple of 10.
- I can use the Distributive Property to multiply by a multiple of 10.
- I can use properties to find the product of a one-digit number and a multiple of 10.



Explore and Grow

Use the colored rectangles to find 5×30 .



$$5 \times 10 = 50$$

$$5 \times 10 = 50$$

$$5 \times 10 = 50$$

$$50 + 50 + 50 = 150$$

$$\text{So, } 5 \times 30 = 150.$$



Reasoning How does this model relate to the Distributive Property? 30 is broken up into $10+10+10$

and 5 is distributed to each 10 .



Think and Grow: Properties and Multiples of 10

Example Find 6×20 .

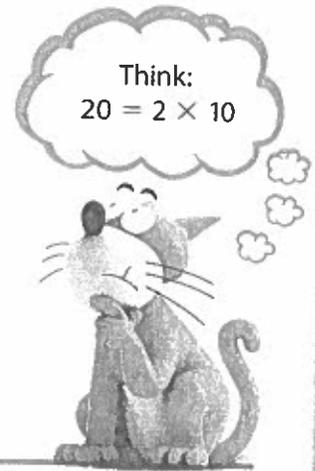
One Way: Use the Associative Property of Multiplication.

$$6 \times 20 = 6 \times (\underline{\quad} \times 10) \quad \text{Rewrite 20 as } \underline{\quad} \times 10.$$

$$6 \times 20 = (6 \times \underline{\quad}) \times 10 \quad \text{Associative Property of Multiplication}$$

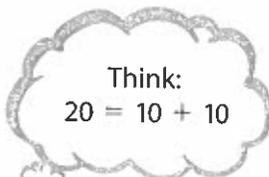
$$6 \times 20 = \underline{\quad} \times 10$$

$$6 \times 20 = \underline{\quad}$$



Think:
 $20 = 2 \times 10$

Another Way: Use the Distributive Property.



Think:
 $20 = 10 + 10$

$$6 \times 20 = 6 \times (10 + \underline{\quad}) \quad \text{Rewrite 20 as } 10 + \underline{\quad}.$$

$$6 \times 20 = (6 \times 10) + (6 \times \underline{\quad}) \quad \text{Distributive Property}$$

$$6 \times 20 = \underline{\quad} + \underline{\quad}$$

$$6 \times 20 = \underline{\quad}$$



Show and Grow

1. Use the Associative Property of Multiplication to find 4×60 .

$$4 \times 60 = 4 \times (\underline{\quad} \times 10)$$

$$4 \times 60 = (4 \times \underline{\quad}) \times 10$$

$$4 \times 60 = \underline{\quad} \times 10$$

$$4 \times 60 = \underline{\quad}$$

2. Use the Distributive Property to find 9×20 .

$$9 \times 20 = 9 \times (10 + \underline{\quad})$$

$$9 \times 20 = (9 \times 10) + (9 \times \underline{\quad})$$

$$9 \times 20 = \underline{\quad} + \underline{\quad}$$

$$9 \times 20 = \underline{\quad}$$

Name _____



Apply and Grow: Practice

Use properties to find the product.

3. $7 \times 30 = \underline{\hspace{2cm}}$

4. $5 \times 80 = \underline{\hspace{2cm}}$

5. $5 \times 20 = \underline{\hspace{2cm}}$

6. $3 \times 90 = \underline{\hspace{2cm}}$

Find the missing factor.

7. $8 \times \underline{\hspace{1cm}} = 320$

8. $\underline{\hspace{1cm}} \times 50 = 300$

9. $\underline{\hspace{1cm}} \times 30 = 270$

10. **Number Sense** Use the Associative Property of Multiplication to show why

$$4 \times 20 = 8 \times 10.$$

$$4 \times 20 = 4 \times (2 \times 10)$$

$$4 \times 20 = (4 \times 2) \times 10$$

$$4 \times 20 = 8 \times 10$$

11. **Open-Ended** Write three expressions equal to 240.

$$\underline{24} \times \underline{10} \quad \underline{8} \times \underline{30} \quad \underline{6} \times \underline{40}$$

12. **Number Sense** Which equations show the Distributive Property?

$$2 \times 20 = (2 \times 10) + (2 \times 10)$$

$$4 \times (3 \times 10) = (4 \times 3) \times 10$$

$$(7 \times 10) + (7 \times 10) = 7 \times 20$$



Think and Grow: Modeling Real Life

There are 8 tables in a classroom. There are 5 students at each table. Each student has 10 markers. How many markers do the students have in all?



There are _____ markers at each table.

The students have _____ markers in all.

Show and Grow

13. Your teacher buys 5 boxes of pens. Each box has 6 bundles of 10 pens. How many pens does your teacher buy in all?



14.

DIG DEEPER!

Optional

Newton earns \$30 each work shift. He wants to buy Descartes a cat tree. The tree costs \$150. After how many work shifts can Newton buy the tree?

Name _____

Lesson
9.3

Reteach

Example Use the Associative Property of Multiplication to find 3×60 .

$3 \times 60 = 3 \times (6 \times 10)$ ← **Step 1:** Rewrite 60 as (6×10) .

$3 \times 60 = (3 \times 6) \times 10$ ← **Step 2:** Change the grouping of the factors.

$3 \times 60 = 18 \times 10$

$3 \times 60 = 180$ ← **Step 3:** Find the product.

Example Use the Distributive Property to find 4×20 .

$4 \times 20 = 4 \times (10 + 10)$ ← **Step 1:** Rewrite 20 as $(10 + 10)$.

$4 \times 20 = (4 \times 10) + (4 \times 10)$ ← **Step 2:** Distribute the 4 to the 10 and the 10.

$4 \times 20 = 40 + 40$

$4 \times 20 = 80$ ← **Step 3:** Find the product.

1. Use the Associative Property of Multiplication to find 5×40 .

$5 \times 40 = 5 \times (\underline{\quad} \times 10)$

$5 \times 40 = (5 \times \underline{\quad}) \times 10$

$5 \times 40 = \underline{\quad} \times 10$

$5 \times 40 = \underline{\quad}$

2. Use the Distributive Property to find 7×20 .

$7 \times 20 = 7 \times (10 + \underline{\quad})$

$7 \times 20 = (7 \times 10) + (7 \times \underline{\quad})$

$7 \times 20 = \underline{\quad} + \underline{\quad}$

$7 \times 20 = \underline{\quad}$

Name _____

Homework & Practice

9.3

Learning Target: Use properties to multiply by multiples of 10.



Example Find 8×20 .

One Way: Use the Associative Property of Multiplication.

$$8 \times 20 = 8 \times (\underline{2} \times 10) \quad \text{Rewrite 20 as } \underline{2} \times 10.$$

$$8 \times 20 = (8 \times \underline{2}) \times 10 \quad \text{Associative Property of Multiplication}$$

$$8 \times 20 = \underline{16} \times 10$$

$$8 \times 20 = \underline{160}$$

Another Way: Use the Distributive Property.

$$8 \times 20 = 8 \times (10 + \underline{10}) \quad \text{Rewrite 20 as } 10 + \underline{10}.$$

$$8 \times 20 = (8 \times 10) + (8 \times \underline{10}) \quad \text{Distributive Property}$$

$$8 \times 20 = \underline{80} + \underline{80}$$

$$8 \times 20 = \underline{160}$$

1. Use the Associative Property of Multiplication to find 6×70 .

$$6 \times 70 = 6 \times (\underline{\quad} \times 10)$$

$$6 \times 70 = (6 \times \underline{\quad}) \times 10$$

$$6 \times 70 = \underline{\quad} \times 10$$

$$6 \times 70 = \underline{\quad}$$

2. Use the Distributive Property to find 3×20 .

$$3 \times 20 = 3 \times (10 + \underline{\quad})$$

$$3 \times 20 = (3 \times 10) + (3 \times \underline{\quad})$$

$$3 \times 20 = \underline{\quad} + \underline{\quad}$$

$$3 \times 20 = \underline{\quad}$$

Use properties to find the product.

3. $9 \times 20 = \underline{\quad}$

4. $5 \times 30 = \underline{\quad}$

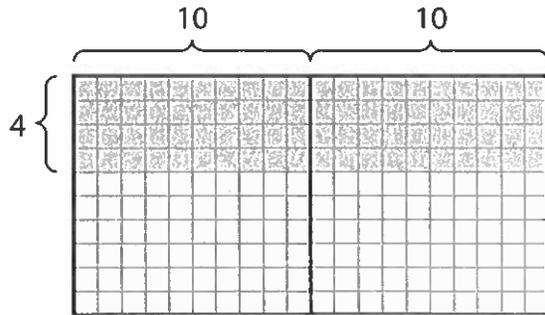
Find the missing factor.

5. $\square \times 60 = 180$

6. $6 \times \square = 240$

7. $\square \times 80 = 720$

8. **YOU BE THE TEACHER** Your friend draws a model to find 4×20 . Is your friend correct? Explain.



$4 \times 10 = 40$ $4 \times 10 = 40$

$40 + 40 = 80$

So, $4 \times 20 = 80$.

9. **MP Number Sense** How can you tell whether 7×40 or 8×70 is greater without finding the products?

10. **Modeling Real Life** There are 9 teams in a math competition. Each team has 6 students. Each student answers 10 questions. How many questions are answered in all?

Optional

11. **DIG DEEPER!** A soccer team earns \$40 each week washing cars. The team wants to buy an inflatable field for \$240. After how many weeks can the team buy the field?

Review & Refresh

Find the quotient.

12. $\square \div 3 = 18$

13. $\square \div 4 = 32$

14. $\square \div 3 = 27$

15. $\square \div 4 = 16$

*Optional

Name _____

Lesson
9.3

Extra Practice

1. Use the Associative Property of Multiplication to find 3×60 .

$$3 \times 60 = 3 \times (\underline{\quad} \times 10)$$

$$3 \times 60 = (3 \times \underline{\quad}) \times 10$$

$$3 \times 60 = \underline{\quad} \times 10$$

$$3 \times 60 = \underline{\quad}$$

2. Use the Distributive Property to find 4×20 .

$$4 \times 20 = 4 \times (10 + \underline{\quad})$$

$$4 \times 20 = (4 \times 10) + (4 \times \underline{\quad})$$

$$4 \times 20 = \underline{\quad} + \underline{\quad}$$

$$4 \times 20 = \underline{\quad}$$

Use properties to find the product.

3. $6 \times 80 = \underline{\quad}$

4. $5 \times 90 = \underline{\quad}$

5. $2 \times 50 = \underline{\quad}$

6. $9 \times 40 = \underline{\quad}$

7. $7 \times 20 = \underline{\quad}$

8. $8 \times 70 = \underline{\quad}$

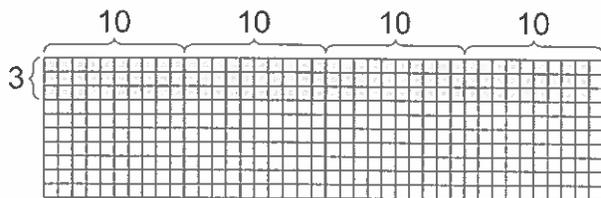
Find the missing factor.

9. _____ \times 70 = 420

10. 2 \times _____ = 180

11. _____ \times 40 = 320

12. Your friend draws a model to find 3×30 . Is your friend correct? Explain.



$3 \times 10 = 30$

$30 + 30 + 30 + 30 = 120$

So, $3 \times 30 = 120$.

13. How can you tell whether 7×30 or 3×60 is greater without finding the products?

14. There are 7 teams in a soccer tournament. Each team has 10 players. Each player scores 9 goals. How many goals are scored in all?

15. A volleyball team earns \$30 each week washing cars. The team wants to buy new jerseys for \$180. After how many weeks can the team buy new jerseys?

10

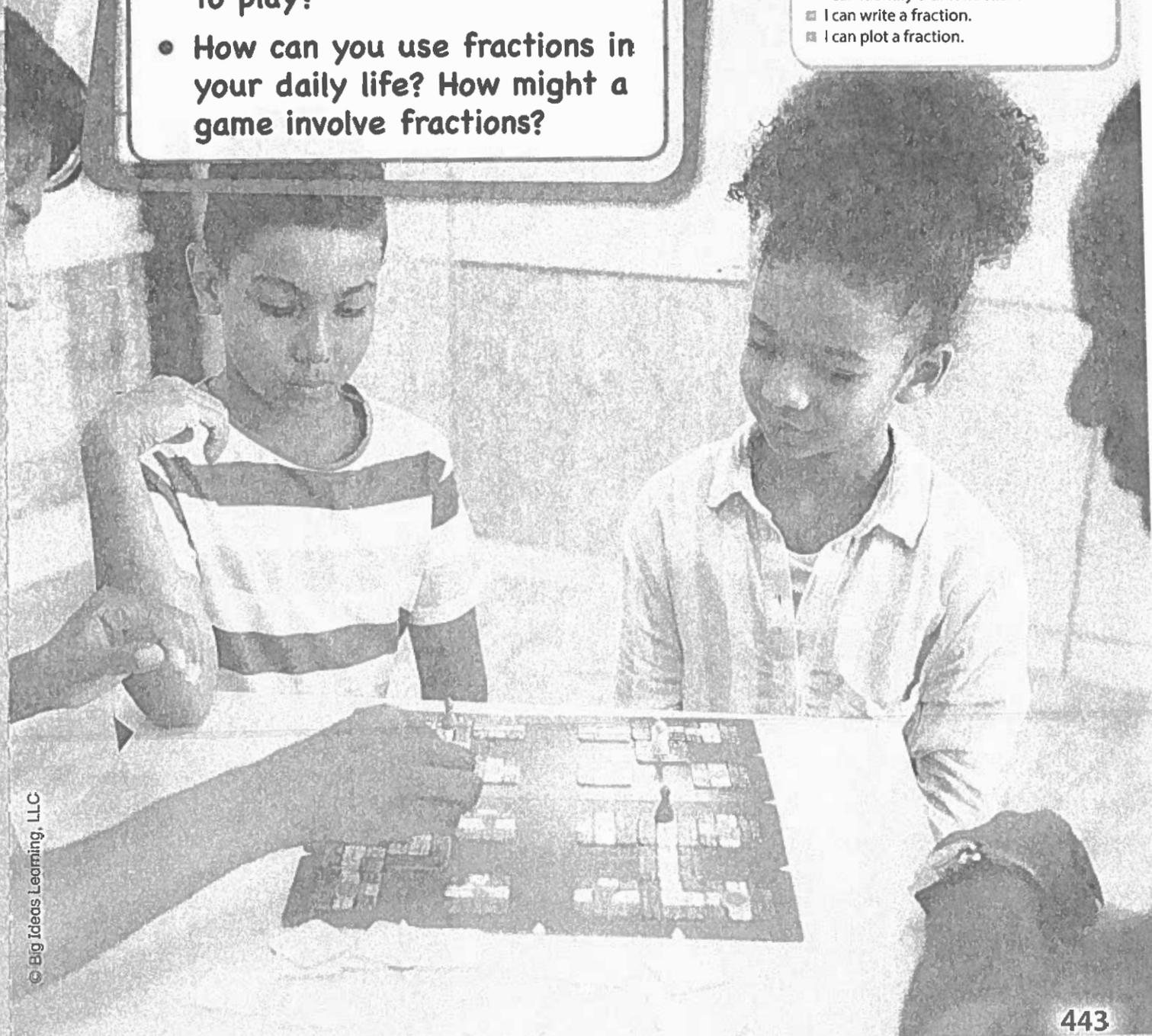
Understand Fractions

- What games do you like to play?
- How can you use fractions in your daily life? How might a game involve fractions?

Chapter Learning Target:
Understand fractions.

Chapter Success Criteria:

- I can name equal parts.
- I can identify a unit fraction.
- I can write a fraction.
- I can plot a fraction.



10

Name _____

Vocabulary

Review Words

equal shares

fourths

halves

thirds

Organize It

Use the review words to complete the graphic organizer.

Parts that are the same size are called



Define It

Use your vocabulary cards to complete the definition.

1. numerator: tells how many _____ parts are being _____
2. denominator: tells how many _____ parts are in a _____
3. eighths: There are _____ equal _____ in the whole.
4. sixths: There are _____ equal _____ in the whole.

Chapter 10 Vocabulary Cards

denominator

eighths

fraction

numerator

sixths

unit
fraction

whole

whole
numbers

© Big Ideas Learning, LLC

The whole is divided into eight equal parts, or **eighths**.



© Big Ideas Learning, LLC

The part of a fraction that represents how many equal parts are in a whole.

$\frac{1}{6}$ ← denominator

© Big Ideas Learning, LLC

The part of a fraction that represents how many equal parts are being counted.

$\frac{1}{6}$ ← numerator

© Big Ideas Learning, LLC

A number that represents part of a whole

$\frac{1}{6}$



© Big Ideas Learning, LLC

Represents one equal part of a whole

The fraction $\frac{1}{6}$ is a unit fraction.

© Big Ideas Learning, LLC

The whole is divided into six equal parts, or **sixths**.



© Big Ideas Learning, LLC

The numbers 0, 1, 2, 3, and so on

© Big Ideas Learning, LLC

All of the parts of one shape or group



Name _____

Equal Parts of a Whole

10.1

Learning Target: Identify equal parts of a whole and name them.

Success Criteria:

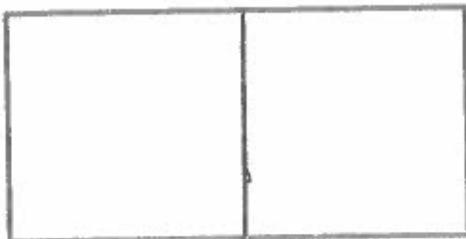
- I can tell whether shapes show equal or unequal parts.
- I can name equal parts.
- I can divide a shape into equal parts.



Explore and Grow

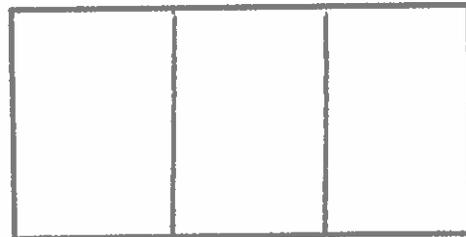
Use the name of the equal parts to divide each rectangle. Write the number of equal parts for each rectangle.

halves



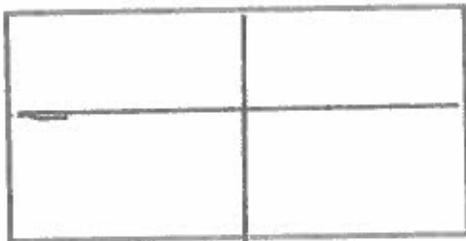
2 equal parts

thirds



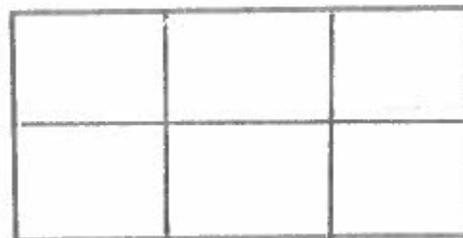
3 equal parts

fourths



4 equal parts

sixths



6 equal parts



Repeated Reasoning How many equal parts are in a rectangle that is divided into eighths? Explain.



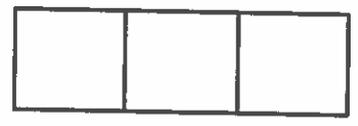
Think and Grow: Equal Parts of a Whole



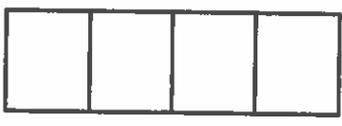
The rectangle represents a whole. A **whole** is all of the parts of one shape or group.



2 equal parts, or halves



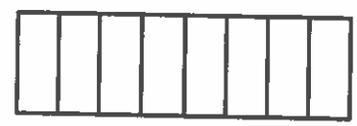
3 equal parts, or thirds



4 equal parts, or fourths

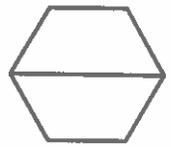


6 equal parts, or **sixths**

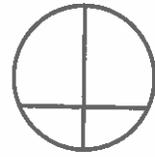


8 equal parts, or **eighths**

Example Tell whether the shape shows equal parts or unequal parts. If the shape shows equal parts, then name them.



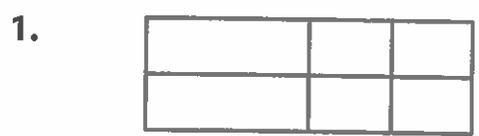
_____ parts



_____ parts

Show and Grow

Tell whether the shape shows equal parts or unequal parts. If the shape shows equal parts, then name them.



_____ parts



_____ parts

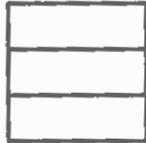
Name _____



Apply and Grow: Practice

Tell whether the shape shows equal parts or unequal parts. If the shape shows equal parts, then name them.

3.



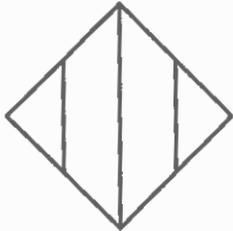
_____ parts

4.



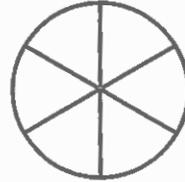
_____ parts

5.



_____ parts

6.



_____ parts

7. Divide the rectangle into 2 equal parts. Then name the equal parts.

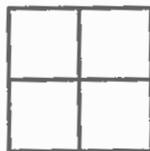


8. Divide the square into 6 equal parts. Then name the equal parts.





9. **YOU BE THE TEACHER** Newton says he divided each shape into fourths. Is he correct? Explain.





Think and Grow: Modeling Real Life

Three students want to share a whiteboard to solve math problems. Each student wants to use an equal part of the board. Should the students divide the whiteboard into halves, thirds, or fourths?

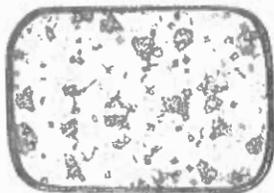
Draw to show:



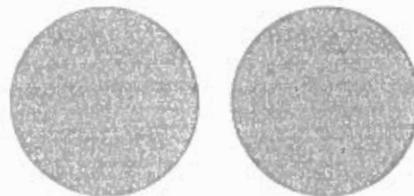
The students should divide the whiteboard into _____.

Show and Grow

10. Six friends want to share an egg casserole. Each friend wants an equal part. Should the friends cut the casserole into halves, fourths, or sixths?



11. Eight students need to sit around two tables. Each student needs an equal part of a table. Should the tables be divided into thirds, fourths, or sixths?



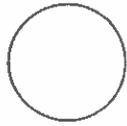
12. **DIG DEEPER!** Ten friends want to share five rectangular sheets of paper. Each friend wants an equal part. Should the friends cut the sheets of paper into halves or thirds? Explain.

Name _____

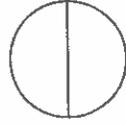
Lesson
10.1

Reteach

A **whole** is all the parts of one shape or group.



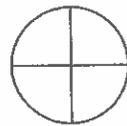
The circle is the whole.



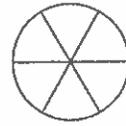
2 equal parts, or halves



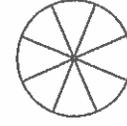
3 equal parts, or thirds



4 equal parts, or fourths



6 equal parts, or **sixths**

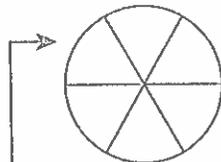


8 equal parts, or **eighths**

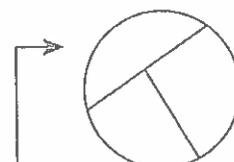
Example Tell whether the shape shows equal parts or unequal parts. If the shape shows equal parts, then name them.

Step 1: Think: Are the parts of the shape the same size? If yes, the shape shows equal parts. If no, the shape shows unequal parts.

Step 2: If the shape shows equal parts, count the number of equal parts.



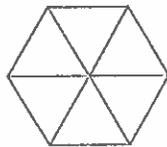
6 equal parts
sixths



unequal parts

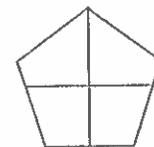
Tell whether the shape shows equal parts or unequal parts. If the shape shows equal parts, then name them.

1.



_____ parts

2.



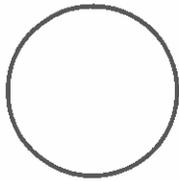
_____ parts

Name _____

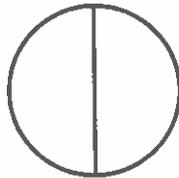
Homework & Practice

10.1

Learning Target: Identify equal parts of a whole and name them.



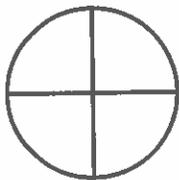
1 equal part,
or whole



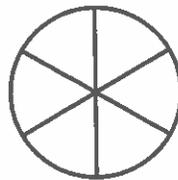
2 equal parts,
or halves



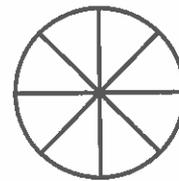
3 equal parts,
or thirds



4 equal parts,
or fourths



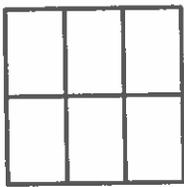
6 equal parts,
or sixths



8 equal parts,
or eighths

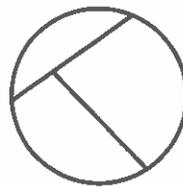
Tell whether the shape shows equal parts or unequal parts. If the shape shows equal parts, then name them.

1.



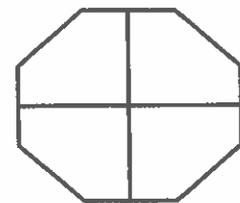
_____ parts

2.



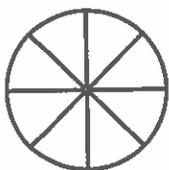
_____ parts

3.



_____ parts

4.



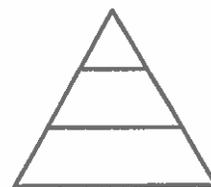
_____ parts

5.



_____ parts

6.

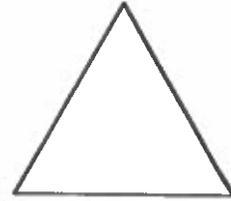


_____ parts

7. Divide the square into 3 equal parts. Then name the equal parts.



8. Divide the triangle into 2 equal parts. Then name the equal parts.



9. **MP Patterns** Use the pattern to divide the square into equal parts. Name the equal parts.



10. **Modeling Real Life** Eight friends want to share a lasagna. Each friend wants an equal part. Should the friends cut the lasagna into fourths, sixths, or eighths?



11. **DIG DEEPER!** Twelve friends want to pull weeds from three community gardens. Each friend wants to pull weeds from an equal part. Should the friends divide each garden into thirds, fourths, or sixths?

Review & Refresh

Find the product.

12. $2 \times (3 \times 3) = \underline{\quad}$

13. $(4 \times 2) \times 9 = \underline{\quad}$

14. $2 \times (8 \times 5) = \underline{\quad}$

*optional

Name _____

Lesson 10.1 Extra Practice

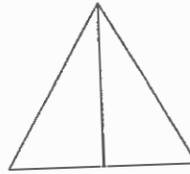
Tell whether the shape shows equal parts or unequal parts. If the shape shows equal parts, then name them.

1.



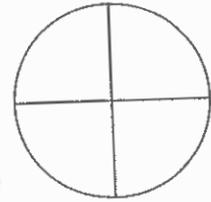
_____ parts

2.



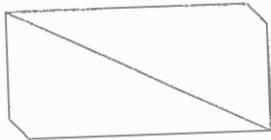
_____ parts

3.



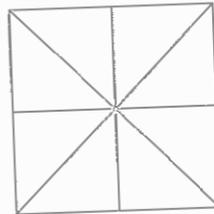
_____ parts

4.



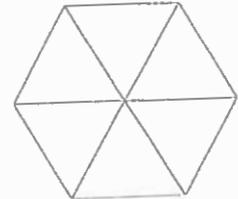
_____ parts

5.



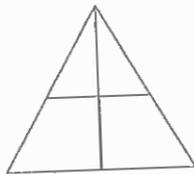
_____ parts

6.



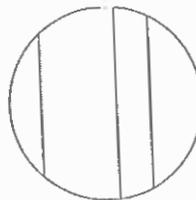
_____ parts

7.



_____ parts

8.



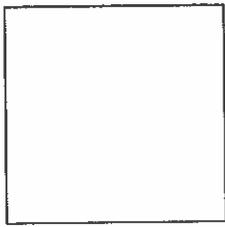
_____ parts

9.

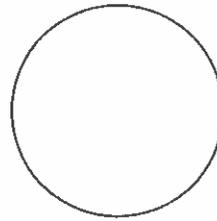


_____ parts

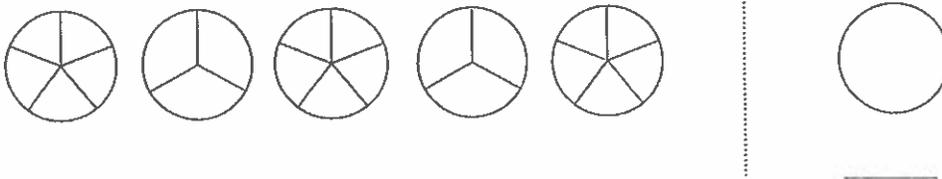
10. Divide the square into 4 equal parts. Then name the equal parts.



11. Divide the circle into 6 equal parts. Then name the equal parts.



12. Use the pattern to divide the circle into equal parts. Name the equal parts.



13. Six friends want to share a pizza. Each friend wants an equal part. Should the friends cut the pizza into fourths, sixths, or eighths?

14. Four friends want to share a rhubarb pie. Each friend wants an equal part. Should the friends cut the pie into fourths, sixths, or eighths?

15. Twelve friends want to pick carrots from four vegetable gardens. Each friend wants to pick carrots from an equal part. Should the friends divide each garden into thirds, fourths, or sixths?

Name _____

Understand a Unit Fraction

10.2

Learning Target: Identify and write a unit fraction.

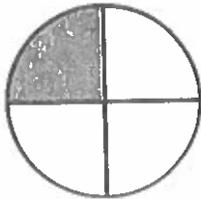
Success Criteria:

- I can identify a unit fraction.
- I can write a unit fraction.
- I can explain what a unit fraction is.
- I can explain what the numerator and denominator are in a fraction.

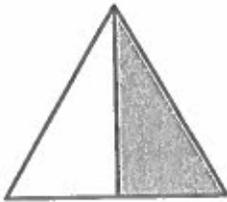


Explore and Grow

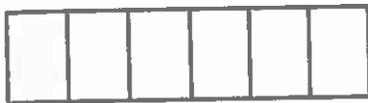
Match each shaded part to its name.



one-sixth



one-fourth



one-half

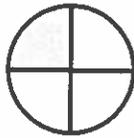


Precision What is the same about each shape? What is different?



Think and Grow: Understand a Unit Fraction

A **fraction** is a number that represents part of a whole.



$\frac{1}{4}$

The **numerator** represents how many equal parts are being counted.

The **denominator** represents how many equal parts are in a whole.

A **unit fraction** represents one equal part of a whole.

Example What fraction of the whole is shaded?



There are _____ equal parts in the whole.

_____ of the equal parts is shaded.



is shaded.

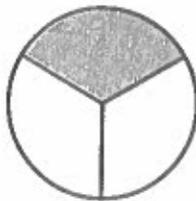
Each equal part is $\frac{1}{6}$.



Show and Grow

What fraction of the whole is shaded?

1.



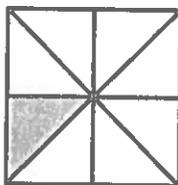
There are _____ equal parts in the whole.

_____ of the equal parts is shaded.



is shaded.

2.



is shaded.

3.



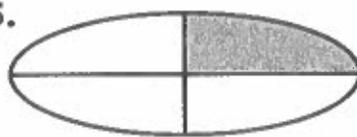
is shaded.

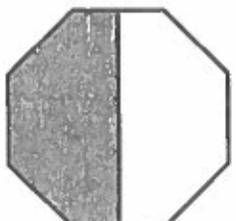
Name _____

 **Apply and Grow: Practice**

What fraction of the whole is shaded?

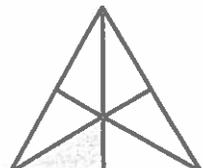
4.  $\frac{\square}{\square}$ is shaded.

5.  $\frac{\square}{\square}$ is shaded.

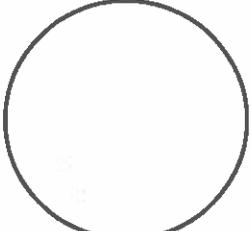
6.  $\frac{\square}{\square}$ is shaded.

7.  $\frac{\square}{\square}$ is shaded.

8.  $\frac{\square}{\square}$ is shaded.

9.  $\frac{\square}{\square}$ is shaded.

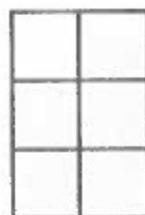
10. Divide the circle into 4 equal parts. Shade one part. What fraction of the whole is shaded?

 $\frac{\square}{\square}$ is shaded.

11. Divide the square into 3 equal parts. Shade one part. What fraction of the whole is shaded?

 $\frac{\square}{\square}$ is shaded.

12. **YOU BE THE TEACHER** Descartes says the part he shaded can be represented by a unit fraction. Is he correct? Explain.





Think and Grow: Modeling Real Life

For which nation's flag can you use a unit fraction to represent the amount of green? Explain.

Flag of _____

Explain:

Nation	Flag
Nigeria	
Mauritius	
Seychelles	

Show and Grow

13. For which nation's flag can you use a unit fraction to represent the amount of red? Explain.

Nation	Flag
Bahrain	
Austria	
France	

14. You paint a plate that has 4 equal parts. You paint two parts orange and one part red. You paint the rest of the plate yellow. What fraction of the plate is yellow?

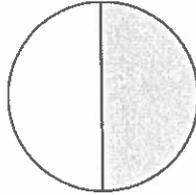
15. **DIG DEEPER!** Draw a quilt square that has blue, red, and white parts, but only the blue part can be represented by a unit fraction.

Name _____

Lesson
10.2

Reteach

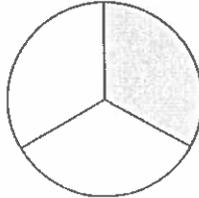
A **fraction** is a number that represents part of a whole.



$\frac{1}{2}$ ← The **numerator** represents the equal parts that are being counted
← The **denominator** represents how many equal parts are in a whole.

A **unit fraction** represents one equal part of a whole.

Example What fraction of the whole is shaded?



Step 1: Count the number of equal parts in the whole.

Step 2: Count the number of equal parts that are shaded.

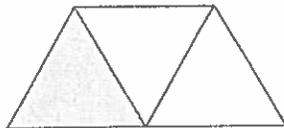
There are 3 equal parts in the whole.

1 of the equal parts is shaded.

numerator → $\frac{1}{3}$ is shaded.
denominator →

What fraction of the whole is shaded?

1.

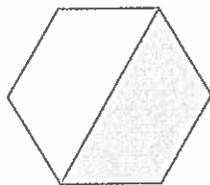


There are _____ equal parts in the whole.

_____ of the equal parts is shaded.

$\frac{\square}{\square}$ is shaded.

2.



$\frac{\square}{\square}$ is shaded.

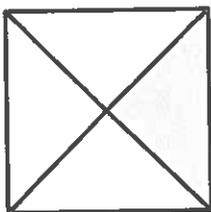
3.



$\frac{\square}{\square}$ is shaded.

Learning Target: Identify and write a unit fraction.

Example What fraction of the whole is shaded?

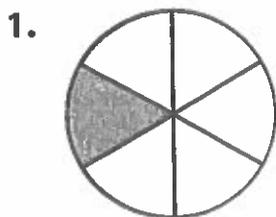


There are 4 equal parts in the whole.
1 of the equal parts is shaded.

$\frac{1}{4}$ is shaded.

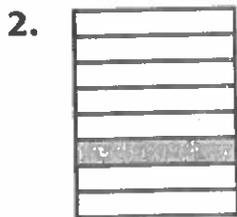


What fraction of the whole is shaded?

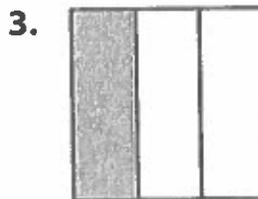


There are _____ equal parts in the whole.
_____ of the equal parts is shaded.

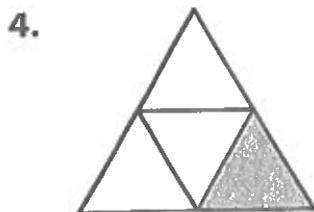
$\frac{\square}{\square}$ is shaded.



$\frac{\square}{\square}$ is shaded.



$\frac{\square}{\square}$ is shaded.

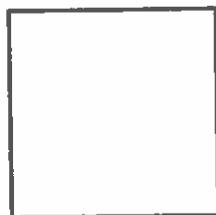


$\frac{\square}{\square}$ is shaded.



$\frac{\square}{\square}$ is shaded.

6. Divide the square into 6 equal parts. Shade one part. What fraction of the whole is shaded?



$\frac{\square}{\square}$ is shaded.

7. **MP Precision** Did Descartes label the shaded part correctly? Explain.

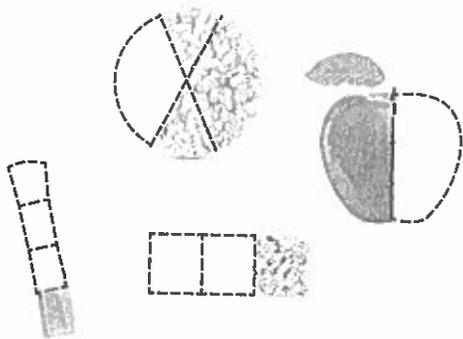


8. **DIG DEEPER!** You want to make a card. You fold a sheet of paper in half, then in half again. What fraction of the sheet of paper represents the front of the card?

9. **Writing** Explain how you know Newton ate $\frac{1}{3}$ of his taco.



10. **Modeling Real Life** For which foods can you use a unit fraction to represent the amount eaten? Explain.



11. **Modeling Real Life** You prepare a rectangular dip tray that has 6 equal parts. Three parts are hummus, one part is *queso*, and one part is guacamole. The rest of the tray is salsa. What fraction of the tray is salsa?

Review & Refresh

Compare.

12. 4×6 ○ 6×6

13. 6×5 ○ 4×5

14. 42 ○ 6×7

*optional

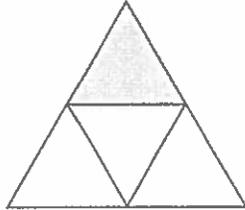
Name _____

Lesson
10.2

Extra Practice

What fraction of the whole is shaded?

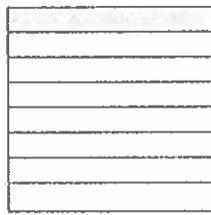
1.



There are _____ equal parts in the whole.
_____ of the equal parts is shaded.

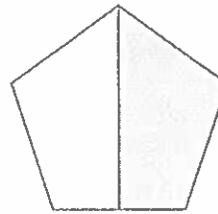
$\frac{\square}{\square}$ is shaded.

2.



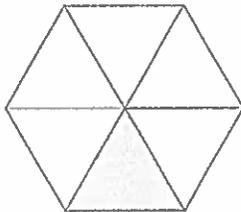
$\frac{\square}{\square}$ is shaded.

3.



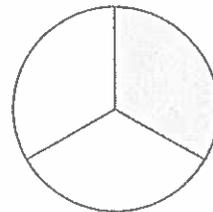
$\frac{\square}{\square}$ is shaded.

4.



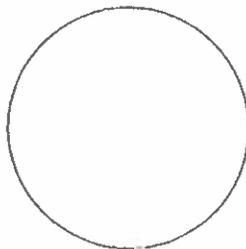
$\frac{\square}{\square}$ is shaded.

5.



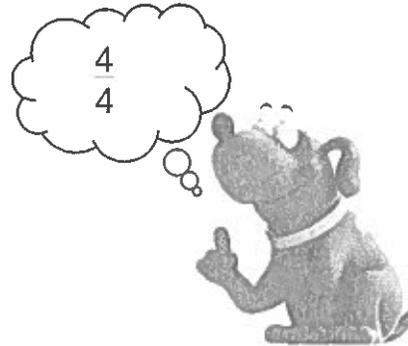
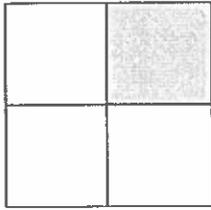
$\frac{\square}{\square}$ is shaded.

6. Divide the circle into 8 equal parts. Shade one part. What fraction of the whole is shaded?



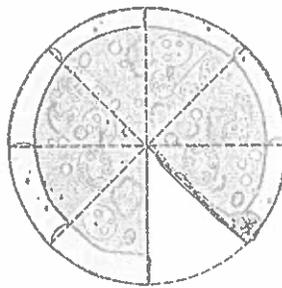
$\frac{\square}{\square}$ is shaded.

7. Did Newton label the shaded part correctly? Explain.

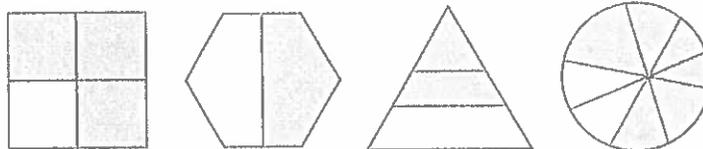


8. You want to make a pamphlet. You fold a sheet of paper in half, then in half again. What fraction of the sheet of paper represents the front of the pamphlet?

9. Explain how you know Descartes ate $\frac{1}{8}$ of his pizza.



10. For which shapes can you use a unit fraction to represent the amount shaded? Explain.



11. You prepare a rectangular dip tray that has 8 equal parts. Two parts are hummus, three parts are ranch, and two parts are guacamole. The rest of the tray is salsa. What fraction of the tray is salsa?

Name _____

Write Fractions of a Whole

10.3

Learning Target: Identify and write a fraction.

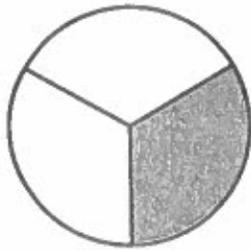
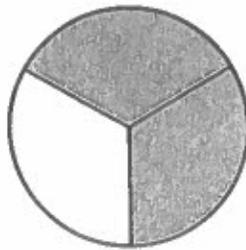
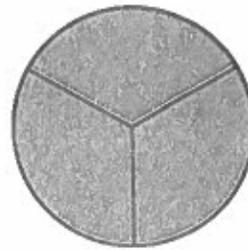
Success Criteria:

- I can identify a fraction.
- I can write a fraction.



Explore and Grow

Write a fraction for the shaded part of each whole.


$$\frac{\square}{\square}$$

$$\frac{\square}{\square}$$

$$\frac{\square}{\square}$$


Reasoning All of the equal parts of a shape are shaded. What do you know about the numerator and denominator of the fraction that describes the shaded parts?



Think and Grow: Fractions of a Whole

Example What fraction of the whole is shaded?



There are _____ equal parts in the whole.

_____ of the equal parts are shaded.

$\frac{\square}{\square}$ is shaded.

Each equal part is $\frac{1}{3}$.
Two $\frac{1}{3}$ s are shaded.



Show and Grow

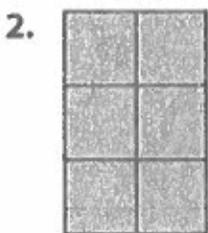
What fraction of the whole is shaded?



There are _____ equal parts in the whole.

_____ of the equal parts are shaded.

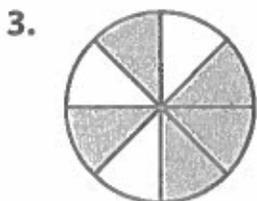
$\frac{\square}{\square}$ is shaded.



There are _____ equal parts in the whole.

_____ of the equal parts are shaded.

$\frac{\square}{\square}$ is shaded.



$\frac{\square}{\square}$ is shaded.

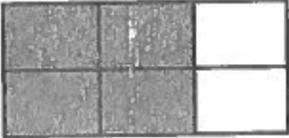


$\frac{\square}{\square}$ is shaded.

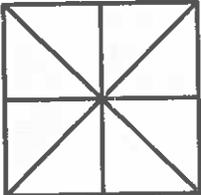
Name _____

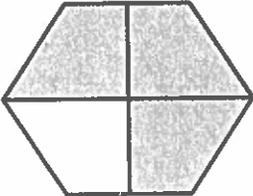
 **Apply and Grow: Practice**

What fraction of the whole is shaded?

5.  / is shaded.

6.  / is shaded.

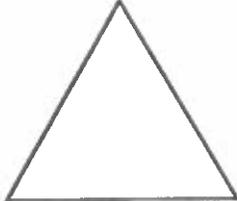
7.  / is shaded.

8.  / is shaded.

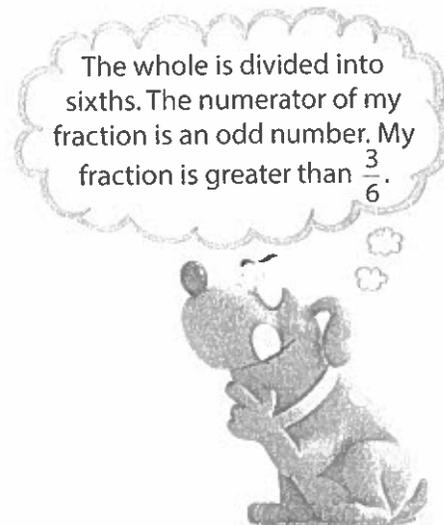
9. Divide the rectangle into eighths. Shade three of the equal parts. What fraction of the whole is shaded?

 / is shaded.

10. Divide the triangle in half. Shade two of the equal parts. What fraction of the whole is shaded?

 / is shaded.

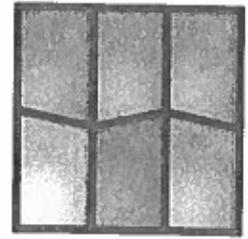
11. **DIG DEEPER!** Newton is thinking of a fraction. What is his fraction?





Think and Grow: Modeling Real Life

You are making a stained glass window that has 6 equal parts. You finish 1 part of the window. What fraction of the window do you have left to finish?



Draw to show:

You have $\frac{\square}{\square}$ of the window left to finish.

Show and Grow

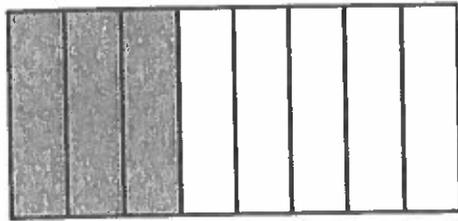
- 12.** You color 8 equal parts of a banner for a school play. You write the title in 4 of the parts. What fraction of the banner does *not* have the title?
- 13.** A fruit tray has 4 equal parts. One part of the tray has grapes. Another part of the tray has pineapple. The rest of the tray has watermelon. What fraction of the tray has watermelon?

- 14.** **DIG DEEPER!** *Optional* You divide a flower bed into equal parts. You plant sunflowers in 1 part. You plant daisies in the other 2 parts. What fraction of the flower bed has sunflowers?



Learning Target: Identify and write a fraction.

Example What fraction of the whole is shaded?



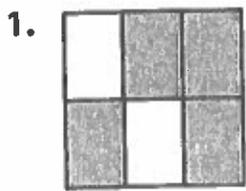
There are 8 equal parts in the whole.

3 of the equal parts are shaded.

$\frac{3}{8}$ is shaded.



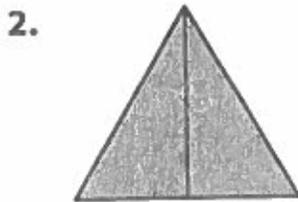
What fraction of the whole is shaded?



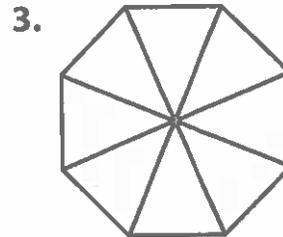
There are _____ equal parts in the whole.

_____ of the equal parts are shaded.

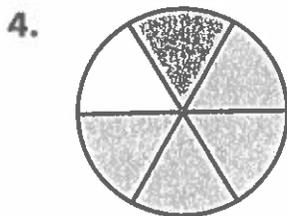
$\frac{\square}{\square}$ is shaded.



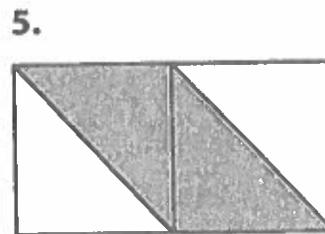
$\frac{\square}{\square}$ is shaded.



$\frac{\square}{\square}$ is shaded.

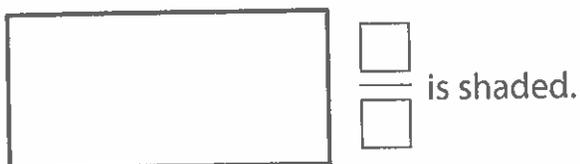


$\frac{\square}{\square}$ is shaded.

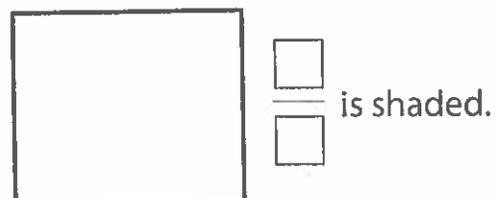


$\frac{\square}{\square}$ is shaded.

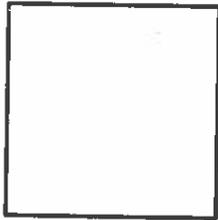
6. Divide the rectangle into sixths. Shade 2 of the equal parts. What fraction of the whole is shaded?



7. Divide the square into thirds. Shade 2 of the equal parts. What fraction of the whole is shaded?



8. **Open-Ended** Divide and shade the square to show more than $\frac{4}{8}$, but less than $\frac{8}{8}$. What fraction of the whole is shaded?

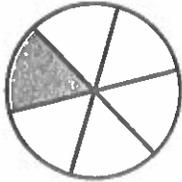


$\frac{\square}{\square}$ is shaded.

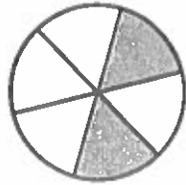
9. **MP Reasoning** A pool has 4 swim lanes. Swimmers are using all of the lanes. Draw and shade a model that represents the lanes being used. Then write a fraction for your model.

$\frac{\square}{\square}$ is shaded.

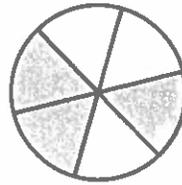
10. **MP Patterns** What fraction of each circle is shaded? Think: What do you notice about the numerators? Model and write the next fraction.



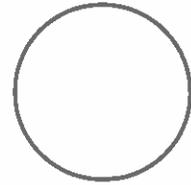
$\frac{\square}{6}$



$\frac{\square}{6}$



$\frac{\square}{6}$



$\frac{\square}{6}$

11. **Modeling Real Life** *Optional* A vegetable tray has 8 equal parts. Three parts have peppers. One part has broccoli. Another part has tomatoes. The rest of the tray has carrots. What fraction of the tray has carrots?

12. **DIG DEEPER!** You divide an art canvas into equal parts. You paint 1 part blue, 2 parts orange, and the last part yellow. What fraction of the canvas is painted orange?

Complete the fact family.

13. $6 \times \underline{\quad} = 42$ $42 \div 7 = \underline{\quad}$

$\underline{\quad} \times 6 = 42$ $42 \div \underline{\quad} = 7$

14. $9 \times \underline{\quad} = 9$ $9 \div 1 = \underline{\quad}$

$\underline{\quad} \times 9 = 9$ $9 \div \underline{\quad} = 1$

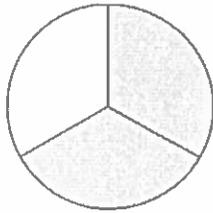
Name _____

Lesson
10.3

Extra Practice

What fraction of the whole is shaded?

1.



There are _____ equal parts in the whole.

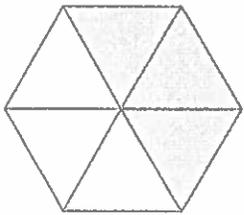


is shaded.

_____ of the equal parts are shaded.



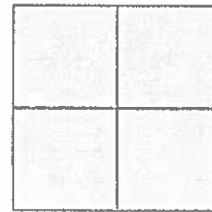
2.



is shaded.



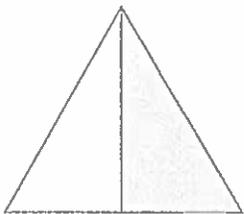
3.



is shaded.



4.



is shaded.



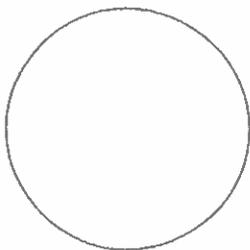
5.



is shaded.



6. Divide the circle into fourths.
Shade 3 of the equal parts. What
fraction of the whole is shaded?



is shaded.



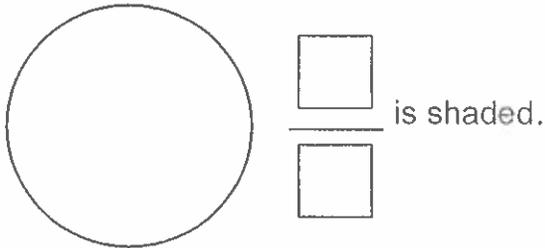
7. Divide the square into eighths.
Shade 5 of the equal parts. What
fraction of the whole is shaded?



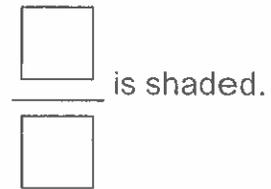
is shaded.



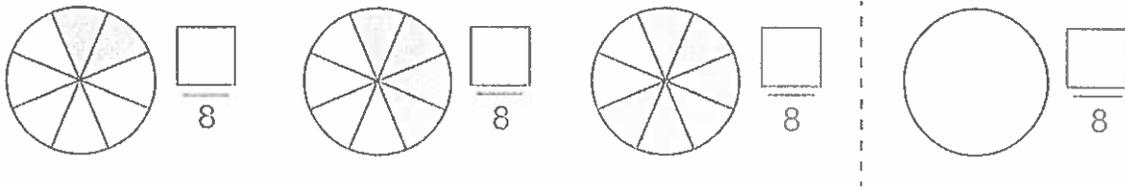
8. Divide and shade the circle to show more than $\frac{1}{4}$, but less than $\frac{4}{4}$. What fraction of the whole is shaded?



9. A swimming pool has 6 lanes. Swimmers are using 4 of the lanes. Draw and shade a model that represents the lanes being used. Then write a fraction for your model.



10. What fraction of each circle is shaded? Think: What do you notice about the numerators? Model and write the next fraction.



11. A fruit tray has 6 equal parts. Two parts have pineapple. One part has strawberries. Another part has oranges. The rest of the tray has cantaloupe. What fraction of the tray has cantaloupe?

12. You divide a poster board into equal parts. You color 1 part yellow, 1 part purple, 2 parts green, and the last 4 parts red. What fraction of the poster board is colored green?

Name _____

Fractions on a Number Line: Less Than 1

10.4

Learning Target: Plot fractions less than 1 on a number line.

Success Criteria:

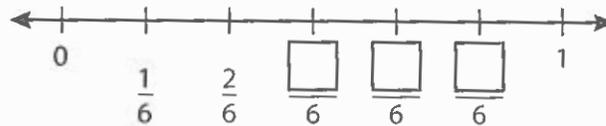
- I can divide a number line into equal parts.
- I can label fractions on a number line.
- I can plot a fraction.



Explore and Grow

Use the $\frac{1}{6}$ Fraction Strips to complete the fractions on the number line.

Then plot $\frac{3}{6}$ on the number line.



Precision Plot $\frac{6}{6}$ on the number line. What do you notice? Explain.



Think and Grow: Fractions on a Number Line: Less Than 1

Every number on a number line represents a distance from 0. The distance from 0 to 1 is one whole. A number line can be divided into any number of equal parts or distances.

Example Plot $\frac{3}{4}$ on the number line.

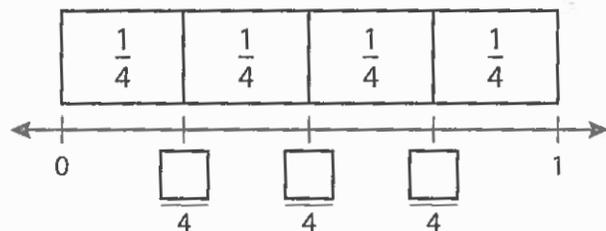
Step 1: Divide the length from 0 to 1 into _____ equal parts.

Step 2: Label each tick mark on the number line.

Think: One $\frac{1}{4}$ is $\frac{1}{4}$. Two $\frac{1}{4}$ s are $\frac{2}{4}$.

Step 3: Plot $\frac{3}{4}$ on the number line.

Think: _____ $\frac{1}{4}$ s are $\frac{3}{4}$.



Fraction Strips can help you divide a number line into equal parts

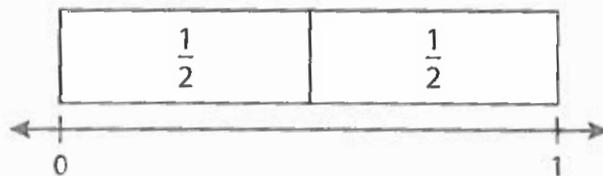


Show and Grow

Plot the fraction on the number line.

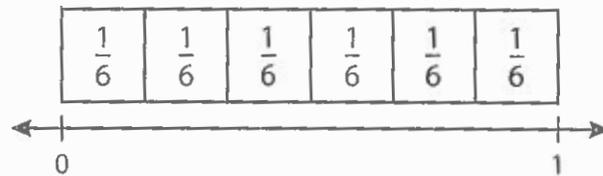
1. $\frac{1}{2}$

_____ $\frac{\square}{\square}$ is $\frac{1}{2}$.



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

_____ $\frac{\square}{\square}$ s are $\frac{2}{6}$.

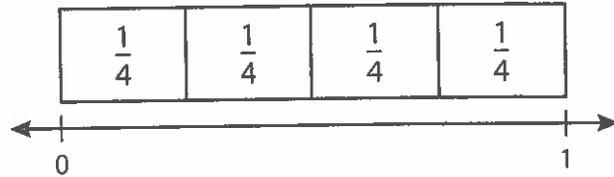
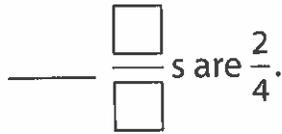


Name _____

 **Apply and Grow: Practice**

Plot the fraction on a number line.

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



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



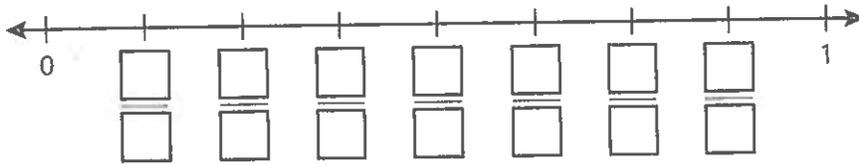
5. $\frac{2}{3}$



6. $\frac{6}{8}$

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

8.  **Structure** Complete the number line.



9. **Writing** How are the number lines the same? How are they different?





Think and Grow: Modeling Real Life

Three laps around a walking trail is 1 mile. How many laps does it take you to walk $\frac{2}{3}$ mile?

Model:



You need to walk _____ laps to walk $\frac{2}{3}$ mile.

Show and Grow

10. You follow a recipe and make four servings. How many servings can you make using $\frac{1}{4}$ of each ingredient in the recipe?



11. **DIG DEEPER!** *Optional* A gymnast needs to take 8 equal-sized steps to get from one end of a balance beam to the other. She starts on the left end of the beam and takes 6 steps. What fraction of the beam is behind her? What fraction of the beam is in front of her?



12. **DIG DEEPER!** A tightrope walker needs to take 6 equal-sized steps to get from one end of a tightrope to the other. He starts on the left side of the rope and takes 5 steps. What fraction of the rope is behind him? What fraction of the rope is in front of him?