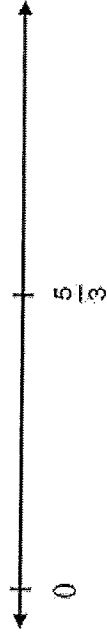


The number line below shows two numbers, 0 and $\frac{5}{3}$.



Where is 1 on this number line?

3rd Grade

- a. Write a story problem that can be solved by finding 5×4 .
- b. Draw two different diagrams that show that $5 \times 4 = 20$. Explain how your diagrams represent $5 \times 4 = 20$.

c. Which of the diagrams you used to represent $5 \times 4 = 20$ can be used to represent $5 \times \frac{2}{3}$? Draw the diagram if possible.

4th grade

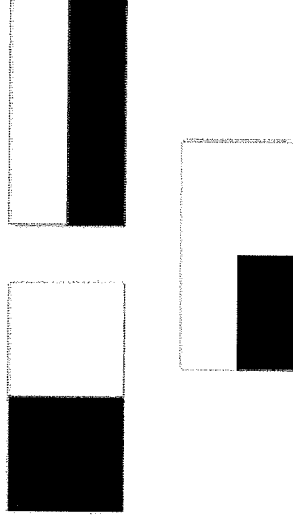
Cai, Mark, and Jen were raising money for a school trip.

- Cai collected $2\frac{1}{2}$ times as much as Mark.
- Mark collected $\frac{2}{3}$ as much as Jen.

Who collected the most? Who collected the least? Explain.


5th Grade

Ms. Nim gave her students a picture of a rectangle. Then she asked them to shade in one half of the rectangle. Here are three pictures:



Which ones show one half? Explain. 2nd grade

Fraction Card Sort

<p>Cynthia is making her famous "Perfect Punch" for a party. After looking through the recipe, Cynthia knows that she needs to mix $4\frac{5}{8}$ gallons of fruit juice concentrate with $3\frac{7}{8}$ gallons of sparkling water.</p> <p>a. Just as she is about to get started she realizes that she only has one 10-gallon container to use for mixing. Will this container be big enough to hold all the ingredients?</p> <p>b. How much punch will this recipe make?</p> <p style="text-align: right;">4th Grade</p>	<p>Malik is given a list of numbers:</p> <p style="text-align: center;">1 5 10 50 100</p> <p>He wants to include the following numbers so all numbers will be listed in order from least (on the left) to greatest (on the right):</p> <p style="text-align: center;">49, 7, 22, 98, and 3</p> <p>Where in the list should he put each of these numbers?</p> <p style="text-align: right;">1st Grade</p>
<p>Find two different ways to add these two numbers:</p> $1\frac{1}{3} + 2\frac{3}{5}$ <p style="text-align: right;">5th Grade</p>	<div style="text-align: center;">  </div> <p>Mrs. Frances drew a picture on the board.</p> <p>Then she asked her students what fraction it represents.</p> <ul style="list-style-type: none"> - Emily said that the picture represents $\frac{2}{5}$. Label the picture to show how Emily's answer can be correct. - Raj said that the picture represents $\frac{2}{3}$. Label the picture to show how Raj's answer can be correct. - Alejandra said that the picture represents $\frac{2}{5}$. <p>Label the picture to show how Alejandra's answer can be correct.</p> <p style="text-align: right;">3rd Grade</p>


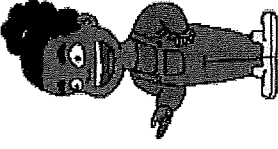
Fraction Card Sort

After a class potluck, Emily has three equally sized apple pies left and she wants to divide them into eight equal portions to give to eight students who want to take some pie home.

- Draw a picture showing how Emily might divide the pies into eight equal portions. Explain how your picture shows eight equal portions.
- What fraction of a pie will each of the eight students get?
- Explain how the answer to (b) is related the division problem $3 \div 8$.

5th Grade

Maya's teacher drew this number line on the board. Maya jumped up and shouted, "Hey, I know what that is! It must be a ruler!" Do you agree with Maya? Explain why you agree or disagree.

2nd Grade

Arrange the fractions in order from least to greatest. Explain your answer with a picture.

- $\frac{1}{5}, \frac{1}{7}, \frac{1}{3}$
- $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}$
- $\frac{5}{6}, \frac{3}{6}, \frac{1}{6}$
- $\frac{5}{12}, \frac{8}{12}, \frac{4}{12}$

3rd Grade

A dime is $\frac{1}{10}$ of a dollar and a penny is $\frac{1}{100}$ of a dollar.

What fraction of a dollar is 6 dimes and 3 pennies? Write your answer in both fraction and decimal form.

4th Grade

Fraction Card Sort

<p>Represent each of the following rational numbers in fraction form.</p> <p>a. $0.\overline{333}$</p> <p>b. $0.\overline{317}$</p> <p>c. $2.\overline{16}$</p>	<p>In a bag of marbles, $\frac{2}{5}$ of the marbles are blue and the rest are red. If the number of red marbles is doubled and the number of blue marbles stays the same, what fraction of the marbles will be red?</p>	<p>8th grade</p>	<p>6th grade</p>
<p>A store was selling 8 mangos for \$10 at the farmers market.</p> <p>Keisha said,</p> <p><i>"That means we can write the ratio 10 : 8, or \$1.25 per mango."</i></p> <p>Luis said,</p> <p><i>"I thought we had to write the ratio the other way, 8 : 10, or 0.8 mangos per dollar."</i></p> <p>Can we write different ratios for this situation? Explain why or why not.</p>		<p>6th grade</p>	<p>Molly runs $\frac{1}{3}$ of a mile in 4 minutes.</p> <p>a. If Molly continues at the same speed, how long will it take her to run one mile?</p> <p>b. Draw and label a picture showing why your answer to part (a) makes sense.</p>