

## 3<sup>rd</sup> Grade Distance Learning

**Hello 3<sup>rd</sup> grade team and family!**

Lessons will now be provided via an online classroom called Zoom. Here, students will be able to participate in group instruction and chat with their teacher(s) and classmates. Please see the information below for details about office hours and links for scanning work and connecting virtually with teachers!

**We would like for each scholar to log on to zoom at least once a week for attendance credits!**

<u><b>Homework Expectations</b></u>	<u><b>Homework Grading</b></u>	<u><b>Office Hours</b></u>
<p>Now that students will be learning via online classrooms, homework packets will be distributed <b>WEEKLY</b> (Monday) for students to complete. Packets will contain work for all core subjects and are required to be turned in <u>every Monday</u> for grading.</p> <p><b><i>**packets may be picked up from IDEA Judson's campus and are also available for printing online.</i></b></p>	<p><b>Every Monday at 4:30 PM</b> please send a picture of your work to your specific content teacher to Remind or email. Please make sure your <b>name is included in the email subject or remind message</b>. Assignments will be graded, and feedback will be given by teachers each week.</p>	<p>3<sup>rd</sup> grade teachers will host office hours via Zoom (video chat) &amp; phone. This is an opportunity for parents &amp; students to chat with teachers about any questions, comments, or concerns they have regarding their learning. Please see below for Office Hour Schedules and teacher contact information.</p> <p>Teachers will continue to be available each day through remind, dojo, and email</p>

<p><b>Melissa Brown- 3<sup>rd</sup> ELA/ Reading</b>  <b>Office Hours:</b> M &amp; W 9:00am-10:00am  <b>Zoom link:</b> <a href="https://zoom.us/j/7591902367">https://zoom.us/j/7591902367</a>  <b>Phone:</b> (210) 802-8397  <b>Available M-F 9:00am- 4:30pm via</b>  Email: <a href="mailto:Melissa.brown@ideapublicschools.org">Melissa.brown@ideapublicschools.org</a>,  Remind, Dojo</p>	<p><b>Kateylnn Stence- 3<sup>rd</sup> Math</b>  <b>Office Hours:</b> M-Th 12:00pm-1:00pm  <b>Zoom Link:</b> <a href="https://zoom.us/j/5079547980">https://zoom.us/j/5079547980</a>  <b>Phone:</b> 210.390.6340  <b>Available M-F 9:00am- 4:30pm via</b>  Email: <a href="mailto:Katelynn.osburnstenc@ideapublicschools.org">Katelynn.osburnstenc@ideapublicschools.org</a>  Remind, Dojo</p>
<p><b>Kimberly Bonds- 3<sup>rd</sup> Writing</b>  <b>Office Hours:</b> Tues &amp; Th 2:00pm-3:00pm  <b>Zoom link:</b> <a href="https://zoom.us/j/4630723113">https://zoom.us/j/4630723113</a>  <b>Phone:</b> 210.802.8445  <b>Available M-F 9:00am- 4:30pm via</b>  Email: <a href="mailto:Kimberly.bonds@ideapublicschools.org">Kimberly.bonds@ideapublicschools.org</a>  Remind &amp; Dojo</p>	<p><b>Samantha Bazaldua- 3<sup>rd</sup> Social Studies</b>  <b>Office Hours:</b> Tues &amp; Th 12:00pm-1:00pm  <b>Zoom link:</b> <a href="https://zoom.us/j/2467397250">https://zoom.us/j/2467397250</a>  <b>Phone:</b> 210.802.7036  <b>Available M-F 9:00am- 4:30pm via</b>  Email: <a href="mailto:samantha.bazaldua@ideapublicschools.org">samantha.bazaldua@ideapublicschools.org</a>  Remind &amp; Dojo</p>

# 3<sup>rd</sup> Grade Weekly “Homework”

Day & Subject	Task
Monday  <b>Reading &amp; Math</b>	Skill: <del>Theme</del> <i>Text Evidence</i>  Complete Week 2 Day 1  <b>Math:</b> Lesson 1- Pages 1 & 2
Tuesday  <b>Writing &amp; Math</b>	Opinion Writing:  Written Composition: Week 2  Write about your favorite place to spend time. Describe the place and explain what makes it special.  <b>Math:</b> Lesson 2- Pages 3 & 4
Wednesday-  <b>Reading &amp; Math</b>	<b>Reading: Character Traits &amp; Character Change</b>  <ul style="list-style-type: none"> <li>• Complete Week 2 Day 2 in Reading Packet</li> <li>• Draw a picture of yourself. Around your picture list 5 traits that describe you.</li> </ul> <b>*Optional: Create a short video describing your traits. Make sure to give examples of why you believe that trait describes you. Post your video to remind! Example: Brave. I am brave because I am not afraid to try new things.</b>  <b>Math:</b> Lesson 3- Pages 5 & 6
Thursday- Math & <b>Writing</b>	<b>Capitalization, Punctuation, Parts of Speech</b> <b>Complete Day 51-53</b>  <b>Math:</b> Lesson 5- Pages 7 & 8
Friday-  <b>Electives/ Fun Friday</b>	P.E AR/ Hotspot <b>Fun Friday 12-1:00 pm Join all 3<sup>rd</sup> grade teachers on zoom.</b>

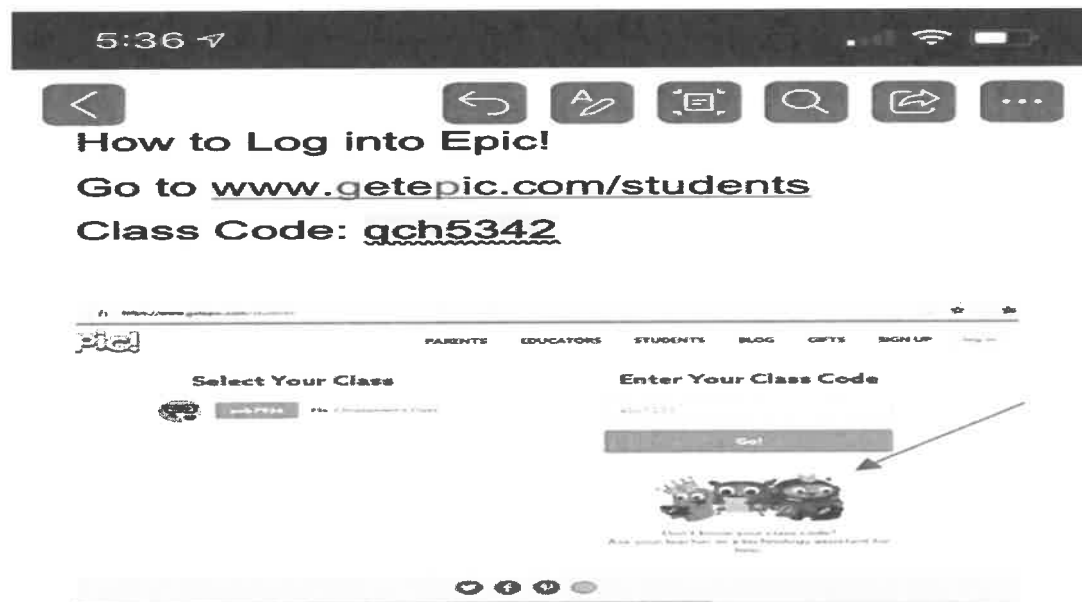
**A.R Office hours will be Tuesday and Thursday at 3:00-3:30pm for any questions and concerns.**  
<https://zoom.us/j/5083882653?status=success>

Good afternoon family, I hope all is well.

I started a new getepic account for our scholars. It is like myON (a free online library) however getepic will have more of a variety of books that will also offer Spanish addition(s). It is NOT mandatory; it is another option. I would like for y'all to explore, feel free to search for other books.

[www.getepic.com/students](http://www.getepic.com/students)

Please ensure books have quizzes available on Renaissance before reading find on Clever.



**Enter the following class code: gch5342**

**Then select "Go!"**



**There are many books preselected, however feel free to search for other books. Please ensure books have quizzes available on Renaissance before reading!**



# 3<sup>rd</sup> Grade ELA

## Week 2

### **Focus:**

- Exploring Literary Text
- Word Study
  - Affixes and How They Change Root Words
  - Using Context to Determine the Meaning of Words
  - Identify and Use Antonyms, Synonyms, Homographs, and Homophones

### **Directions:**

- Complete each day's work.
- Read for 30 minutes each day.
- Complete the reading log on the next page after you read each day.

Name: \_\_\_\_\_

Reading Log

Date	Title	Pages	1 question or prediction
3/23/2020	<i>The Three Little Pigs</i>	1-20	I wonder why the third pig didn't help his brothers build better houses?

**Week 2, Day 1**

*Reading*

**Ask Relevant Questions, Locate Facts and Details, and Support Answers with Text Evidence**

**Read the selection before answering the questions below.**

1 Kareem's day did not go well. He woke up late for work. There was no hot water for his shower. His favorite soap was all gone. Two buttons tore off of the first shirt he picked to wear. The second shirt was too small. After searching deep in his closet, Kareem finally found a clean shirt. His socks had a big hole in each toe, and the belt for his pants broke.

2 When Kareem did make it down to breakfast, he was out of cereal and bread. Quickly eating a banana and washing it down with a glass of milk, Kareem rushed into his garage. He discovered the right front tire on his car was out of air. When he tried to open the garage door, it would not move. It was locked. The key was somewhere in Kareem's house, but he could not remember.

3 Holding his head in his hands, Kareem moaned softly. He sat on the steps of his front porch. A moment earlier, he had called one of his friends, Karl. Karl said that he would come and get Kareem and take him to work.

3. What is Kareem's problem before he discovers that the shirt he puts on is too small?

- A He is out of breakfast cereal.
- B He has a hole in each sock.
- C The soap he likes the most is gone.
- D The belt he wears around his pants breaks.

4. Karl helps Kareem solve one of Kareem's problems by

- F fixing Kareem's flat tire.
- G looking for Kareem's key.
- H picking Kareem up and taking him to work.
- J taking Kareem to his house.



**Paraphrase Themes and Supporting Details of Fables, Legends, Myths, or Stories**

**Read the selection before answering the questions below.**

**The Tiger and the Monkey**

1 The tiger walked softly through the underbrush toward the group of monkeys. None of them knew the tiger was nearby. He crept closer and closer. Just as he was ready to pounce on the nearest monkey, he fell into a big pit.

2 The sides were too steep for the tiger to climb out. The monkeys heard the tiger. They all ran away. One little monkey stayed behind. He looked over the side of the pit.

3 “What do you want?” the tiger growled at the monkey.

4 “I am here to help you,” said the monkey.

5 “How can you help me?” asked the tiger.

6 “Just you wait and see,” replied the monkey. He left and returned a few minutes later. The monkey pulled and heaved several long branches down into the pit. He left and returned with more branches. After a few more trips, the monkey told the tiger to try and climb out. With giant leaps, the tiger scrambled out of the pit. He stopped to thank the monkey, but the monkey was nowhere in sight. The tiger went on his way.

7 Several months later, the tiger was hunting for his supper. He surprised a monkey resting on a large rock. The tiger was all set to eat the monkey when he realized who it was. The tiger stopped, grinned at the monkey, and walked away.

3. Which of the following is the best theme of this fable?

- A Have many friends
- B Watch out for enemies
- C Help those who help you
- D Stay in good shape

4. What does the monkey do for the tiger?

- F Brings some branches
- G Finds food
- H Looks for other animals
- J Goes on his way

**Paraphrase Themes and Supporting Details of Fables, Legends, Myths, or Stories****Read the selection before answering the question below.****Leaves for Shade**

1 Many years ago, the trees on Earth were able to move from place to place. They liked to travel around and not stay too long in one spot. Most of the trees were kind and caring. However, some of the trees always seemed to be getting into mischief. These trees liked to play tricks on the other plants and animals.

2 One day, a stand of trees decided to play a trick on a group of elephants. The elephants were trying to stay out of the hot sun. They used the trees for shade. The trees kept moving away from the elephants. Climbing steadily into the sky, the sun beat down on the elephants. After several hours, the elephants grew weary and pleaded with the trees to stay in one place. The trees just laughed and skittered away to a new spot. This left the elephants out in the full heat of the sun.

3 Upset, the elephants tromped to Mother Nature's home in the jungle. They asked for a meeting. She agreed. The elephants told Mother Nature all that had happened with the trees.

4 Mother Nature listened well. She was deeply concerned, for this was not the first group of animals to come to her about the mischief of the trees. Mother Nature thought long and hard. She made a decision. From that day forward, all trees would stay in one spot. No longer would they be able to move around on their own. Roots would go into the ground to soak up food and water. The trees would live out their lives in one place.

3. What is this myth mostly about?

- A Elephants play tricks
- B Trees have to stay in one place
- C Mother Nature finds food and water
- D The sun makes for a hot day

Name \_\_\_\_\_

Date \_\_\_\_\_

**Paraphrase Themes and Supporting Details of Fables, Legends, Myths, or Stories**

**Read the selection before answering the questions below.**

- 1 A rabbit asked a bear if he wanted to go fishing. The bear said he did indeed want to go fishing but alone.
- 2 “I do not want to share any of what I catch with you,” the bear said.
- 3 As the bear was leaving for the river, a bird, a raccoon, and a fox all stopped him to ask if he would like to have company fishing. To all, the bear said, “No, I do not want any company. I prefer to fish alone.”
- 4 The bear lumbered down to the river. He found his spot and started to fish by himself. The bear could almost taste the fish as he searched the water. The rabbit, bird, raccoon, and all of the other animals went off together. They began to fish and have a fun time.
- 5 Before long, the bear had caught more than his share of fish. The more he fished, the more he caught. The bear wanted to tell someone, but there was no one around. The other group of animals had caught not one fish but were talking and laughing with each other.
- 6 The bear looked over at all of the fish he had caught. They would feed him for a while, but he was still not happy. He realized that he needed more than food to be happy.

**1. What is the theme of this fable?**

- A** To share with friends
- B** To know how to fish
- C** To have enough food
- D** To be able to live alone

**2. Who wants to fish by himself?**

- F** A fox
- G** A bird
- H** A bear
- J** A raccoon

**Week 2, Day 2**

Reading

Name \_\_\_\_\_

Date \_\_\_\_\_

**Interaction of Characters and Changes They Undergo**

**Read the selection before answering the questions below.**

**1** Miguel hung his head. His arms rested still, down at his sides. A baseball bat leaned against his leg. Miguel's father stood next to him with his hands crossed over his chest. He was talking softly to Miguel.

**2** As his father spoke to him, Miguel wiped his eyes. Miguel's father uncrossed his arms. He put them around Miguel's shoulders and pointed up to the neighbor's broken window. Slowly, Miguel began to smile. He gave his father a hug, picked up his bat, and walked to his neighbor's house.

**1.** How does Miguel feel at the beginning of the selection?

- A** Tired
- B** Safe
- C** Surprised
- D** Sad

**2.** Why does Miguel most likely go to his neighbor's house?

- F** To find another bat to use
- G** To look for someone to play baseball with
- H** To let them know that his father is home
- J** To say he is sorry about breaking the window

**Interaction of Characters and Changes They Undergo**

**Read the passage before answering the questions below.**

- 1 “Why do I have to go to Aunt Helen’s and Uncle Bud’s house?” asked Brad with a frown. “There is nothing to do there.”
- 2 “Brad, we want to visit Uncle Bud,” said Mom. “It has been a couple of weeks since he had his operation, and we would like to see how he is doing. If we can help him in any way, we will.”
- 3 Brad’s family arrived at Uncle Bud’s house later that morning. They walked into the living room. Brad saw a model train engine on one of the shelves along the wall. He walked over and took a closer look. Being very careful, Brad lifted it off of its special stand and held the engine in his hands.
- 4 “That is a model of one of the engines I used to drive,” said Uncle Bud as he entered the room.
- 5 “I didn’t know you ever worked on a train,” said Brad. “What was it like? Where did you go? How long did you work on the train? Did you get to honk the horn?”
- 6 “Slow down,” laughed Uncle Bud. “Let me sit down and I’ll tell you all about it.”

1. How does Brad feel at the beginning of the story?

- A Foolish
- B Greedy
- C Scared
- D Unhappy

2. Brad takes the train engine off of the shelf because

- F his uncle wants to tell Brad its history.
- G he wants to learn more about it.
- H his aunt got it to surprise his uncle.
- J he wants to take it home.

**Read the passage before answering the questions below.**

- 1 Andrea pulled herself back up the rope using her hands and feet. Her third try up the short cliff was wearing her down. All of her fingers were bleeding. Scrapes covered her arms and legs. Andrea kept climbing. She looked over at her friend, Sally, and smiled. Sally pointed to the top of the cliff.
- 2 As she neared the top of the cliff, Andrea looked out at several tall hills nearby. One caught her eye. It had a steep part on one side. She wondered how hard it would be to get to the top of that hill.

3. From paragraph 1, the reader can tell that Andrea is

- A willing to work hard.
- B eager to get home.
- C worried about getting hurt.
- D scared about being up high.

4. When Andrea looks at Sally, the reader can tell that Sally is

- F curious about climbing the hill.
- G wanting to finish the climb.
- H needing to stop for a rest.
- J upset that there are more hills.

**Interaction of Characters and Changes They Undergo Practice B**

**Read the story before answering the questions below.**

- 1 "I can get the paper I need to make everything if I go to the store," said Aunt Anna. "Once this is done, Joe and Melissa can come over and watch while I finish the other things for them."
- 2 "You will not be able to get it all done in time," said Lance. "There are only a few hours left."
- 3 "Don't you worry about that," replied Aunt Anna with a laugh. "Just leave it all to me."
- 4 Several hours later, Aunt Anna placed a basket next to Lance. "Here are almost all of them. Each of these is ready to go for Joe and Melissa. I have only one left to make."
- 5 "I guess you will be able to do it after all," smiled Lance. You have half an hour to go."

**1. How do Lance's feelings about Aunt Anna change by the end of the story?**

- A** He knows she will be there for him.
- B** He thinks she will finish what she needs to do.
- C** He wants her to make the same things for him.
- D** He thinks she is the best at what she does.

**2. Why does Aunt Anna laugh at the beginning of the story?**

- F** She is not eager for Joe and Melissa to be together.
- G** She is happy that Lance has asked to help her.
- H** She is not worried about helping Joe and Melissa.
- J** She is sure that Lance knows what he is talking about.

**Interaction of Characters and Changes They Undergo**

**Read the story before answering the questions below.**

1 The two boys walked together down the sidewalk in front of the store. They each had an arm draped across the other's shoulder. People passing by heard laughs and giggles coming from the pair.

2 One of the friends spotted a piece of paper on the sidewalk. He rushed to bend down to pick it up before the other boy did, but the other boy beat him to it. The first one managed to grab onto an edge of the paper. He began to pull on it. The other boy did the same. Each boy started shouting at the other.

3 "I saw it first!" yelled the first boy. "It is my twenty dollar bill!"

4 "But I picked it up first!" answered the second boy, louder than the first. "It is mine!"

5 Soon, the two boys were pulling and shoving each other. Suddenly, the bill dropped out of their fingers and sailed away on the wind.

3. How do the two boys feel about each other at the beginning of the story?

- A They like each other.
- B They do not know each other.
- C They are not sure of each other.
- D They make fun of each other.

4. Why does the first boy rush to bend down in front of the store?

- F To watch people pass by in front of the other boy
- G To beat the other boy to some money
- H To play a joke on the other boy
- J To get away from the other boy



## **Daily Grams**



**CAPITALIZATION:**

**Capitalize the name of a church, temple, or other religious place.**

Example: Crossroads Chapel

1. did pastor rios speak at good shepherd church?

**PUNCTUATION:**

**Place a comma after yes or no at the beginning of a sentence.**

Example: No, that truck isn't new.

2. Yes were planning a party for Wednesday at 2 00

**PARTS OF SPEECH: NOUNS**

**Plural means more than one.**

**Most words add s to form the plural.**

**However, add es to words ending in s, sh, ch, and x.**

**Write the plural:**

3. A. mix - \_\_\_\_\_  
B. envelope - \_\_\_\_\_  
C. patch - \_\_\_\_\_  
D. target - \_\_\_\_\_

**RHYMING WORDS:**

4. Write two words that rhyme with *cat*: \_\_\_\_\_ and \_\_\_\_\_

**SENTENCE COMBINING:**

5. The container is round.

The container is used for storing apples.

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## DAY 52

### CAPITALIZATION:

**Capitalize the name of a building such as a tower or lighthouse.**

Example: Twin Lights Lighthouse

1. is memorial tower near peppy preschool?

### PUNCTUATION:

**Underline the title of a book or magazine.**

Example: She read the magazine, Fishing.

2. I read the book named The Little Engine That Could

### DIFFICULT WORDS:

**Circle the correct word:**

3. Would you like to go ( their, there ) tonight?

### PARTS OF SPEECH: PREPOSITIONS

**A prepositional phrase begins with a preposition and stops with a noun that follows.**

**For example, to is a preposition.**

**To the store is a prepositional phrase.**

**Circle the prepositional phrase that begins with for:**

4. This gift is for my mom.

### SENTENCE COMBINING:

5. Martin ran down the street.

Alva ran down the street.

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**CAPITALIZATION:**

1. did john w. powell go down the colorado river?

**PUNCTUATION:**

2. One clowns act used a cat and a dog

**PARTS OF SPEECH: PRONOUNS**

**Pronouns take the place of nouns.**

**Place a friend's name in the first blank and finish the sentence:**

3. \_\_\_\_\_ likes \_\_\_\_\_.

**Replace your friend's name with a pronoun and finish the sentence:**

\_\_\_\_\_ likes \_\_\_\_\_.

**PARTS OF SPEECH: ADJECTIVES**

**Adjectives are describing words.**

**Circle any descriptive adjectives:**

4. Fancy slippers are on the blue sofa.

**SENTENCE COMBINING:**

5. The doorbell rang.

The telephone rang.

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# **G3 Being a Writer**

## **Week 2**

Directions:

- Work on your writing prompt throughout the week. Complete your brainstorming, draft, revising and editing, and final draft.
- Complete the STAAR practice throughout the week.
- Complete one Daily Gram a day.
- Complete one Skills Practice a day.

## **Writing Prompt**



## **Written Composition: Opinion**

**Write about your favorite place to spend time. Describe the place and explain what makes it special.**

**Be sure to-**

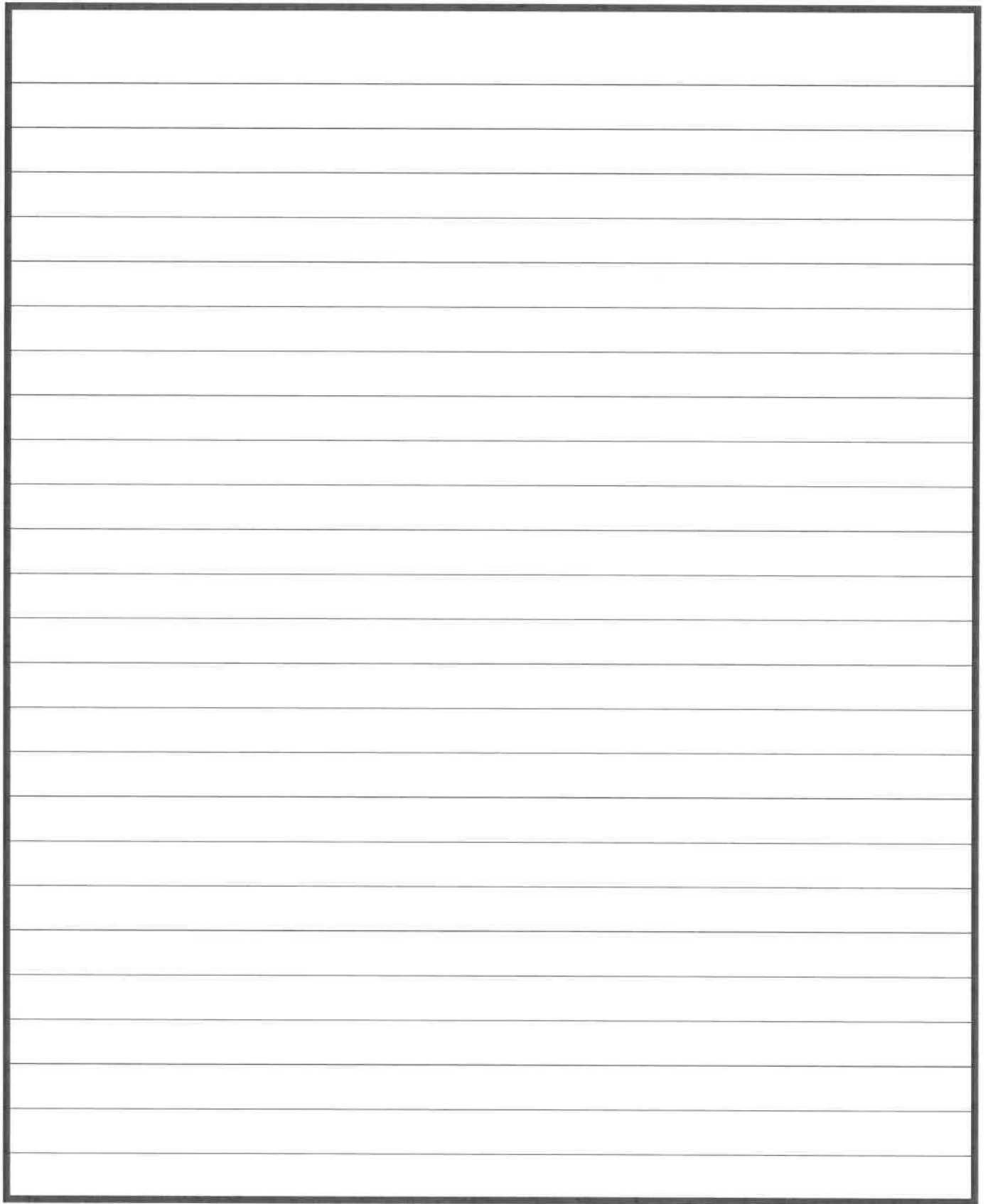
- clearly state your opinion
- support your opinion with reasons
- restate your opinion at the end of your composition
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

USE THIS PREWRITING PAGE TO  
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON  
THE LINED PAGE IN THE ANSWER DOCUMENT.

USE THIS PREWRITING PAGE TO  
PLAN YOUR COMPOSITION.

## STAAR WRITTEN COMPOSITIONS

A large rectangular box with a thick black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

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A large rectangular box with a thick black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

STUDENTS MAY NOT WRITE OUTSIDE THE BOX



Grade 3  
Module 5 Fraction as Numbers on the Number Line  
Eureka Math Knowledge on the Go

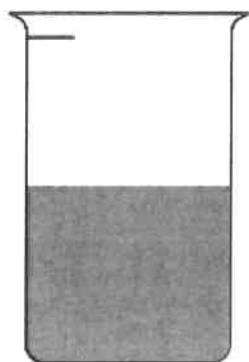
**Directions:**

- Watch the video for each lesson and complete the problem set. Complete four lessons per week. The recommended schedule can be found below. However, please feel free to complete the work at the schedule and pacing that works best for your family's schedules to allow them to complete the work by April 6th.
- Recommended Schedule:
  - Monday 3/30- Problem Set 1
  - Tuesday 3/21- Problem Set 2
  - Wednesday 4/1- Problem Set 3
  - Thursday 4/2- Problem Set 5
- For a complete review of the the lesson, there are lessons provided directly from Eureka available. These videos can be found on Remind or at <https://gm.greatminds.org/en-us/knowledge-for-grade-3>
- Students may also reach out to the teacher on Zoom for assistance or questions on the assignments

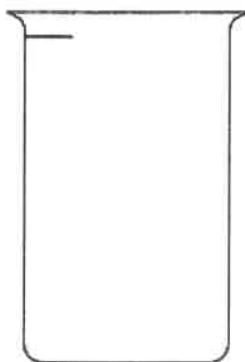
Name \_\_\_\_\_

Date \_\_\_\_\_

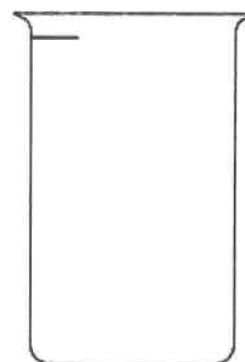
1. A beaker is considered full when the liquid reaches the fill line shown near the top. Estimate the amount of water in the beaker by shading the drawing as indicated. The first one is done for you.



1 half



1 fourth

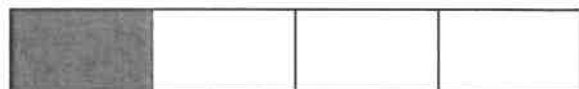


1 third

2. Juanita cut her string cheese into equal pieces as shown in the rectangles below. In the blanks below, name the fraction of the string cheese represented by the shaded part.



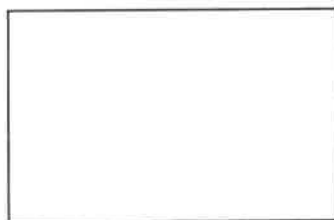
One third



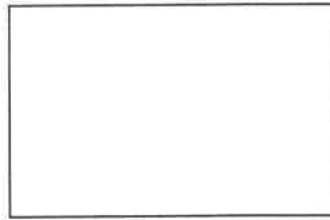


3. a. In the space below, draw a small rectangle. Estimate to split it into 2 equal parts. How many lines did you draw to make 2 equal parts? What is the name of each fractional unit?
- b. Draw another small rectangle. Estimate to split it into 3 equal parts. How many lines did you draw to make 3 equal parts? What is the name of each fractional unit?
- c. Draw another small rectangle. Estimate to split it into 4 equal parts. How many lines did you draw to make 4 equal parts? What is the name of each fractional unit?
4. Each rectangle represents 1 sheet of paper.

- a. Estimate to show how you would cut the paper into fractional units as indicated below.



sevenths



ninths

Challenge: b. What do you notice? How many lines do you think you would draw to make a rectangle with 20 equal parts?

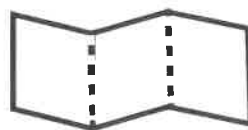
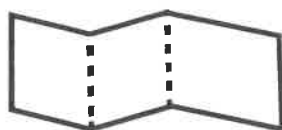
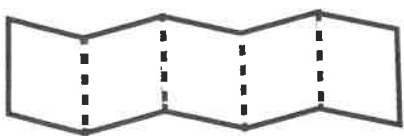
5. Rochelle has a strip of wood 12 inches long. She cuts it into pieces that are each 6 inches in length. What fraction of the wood is one piece? Use your strip from the lesson to help you. Draw a picture to show the piece of wood and how Rochelle cut it.

Tuesday

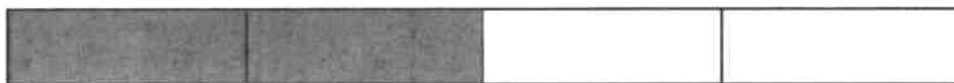
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Circle the strips that are folded to make equal parts.



2.



- a. There are \_\_\_\_\_ equal parts in all. \_\_\_\_\_ are shaded.



- b. There are \_\_\_\_\_ equal parts in all. \_\_\_\_\_ are shaded.



- c. There are \_\_\_\_\_ equal parts in all. \_\_\_\_\_ are shaded.



- d. There are \_\_\_\_\_ equal parts in all. \_\_\_\_\_ are shaded.

3. Noah, Pedro, and Sharon share a whole candy bar fairly. Which of your fraction strips shows how they each get an equal part? Draw the candy bar below. Then, label Sharon's fraction of the candy bar.

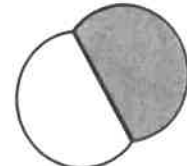
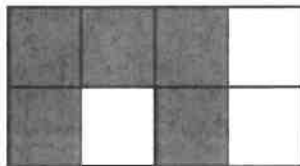
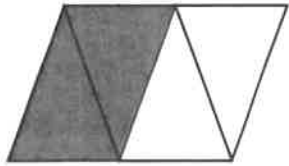
- EUREKA  
MATH™**

Wednesday

Name \_\_\_\_\_

Date \_\_\_\_\_

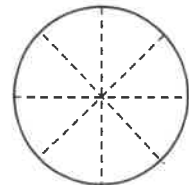
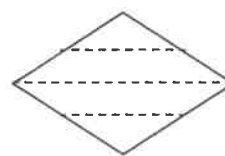
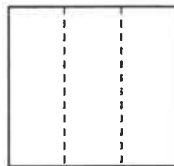
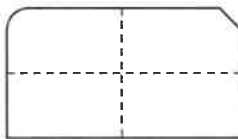
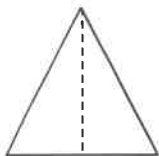
1. Each shape is a whole divided into equal parts. Name the fractional unit, and then count and tell how many of those units are shaded. The first one is done for you.



Fourths

2 fourths are shaded.

2. Circle the shapes that are divided into equal parts. Write a sentence telling what *equal parts* means.

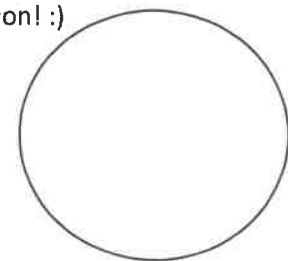


\_\_\_\_\_

\_\_\_\_\_

3. Each shape is 1 whole. Estimate to divide each into 4 equal parts. Name the fractional unit below.

Remember: A fractional unit is the same as a unit fraction! :)



Fractional unit: \_\_\_\_\_

Unit Fractions

1 half  
1 third  
1 fourth  
1 fifth  
1 sixth  
1 seventh  
1 eighth  
1 ninth  
1 tenth

4. Each shape is 1 whole. Divide and shade to show the given fraction.

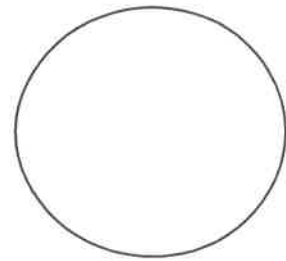
1 half



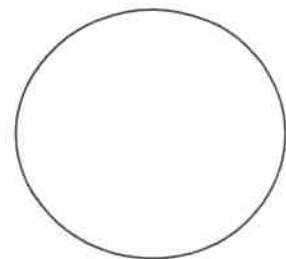
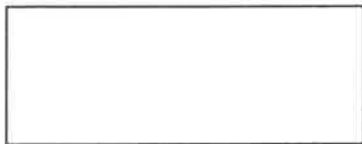
1 sixth



1 third



5. Each shape is 1 whole. Estimate to divide each into equal parts (do not draw fourths). Divide each whole using a different fractional unit. Write the name of the fractional unit on the line below the shape.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

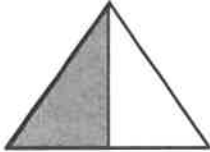

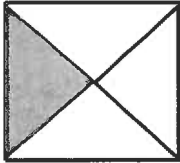

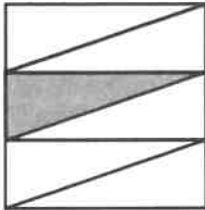
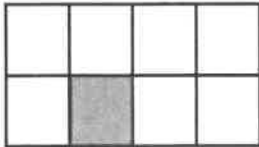
6. Charlotte wants to equally share a candy bar with 4 friends. Draw Charlotte's candy bar. Show how she can divide her candy bar so everyone gets an equal share. What fraction of the candy bar does each person receive?

Each person receives \_\_\_\_\_.

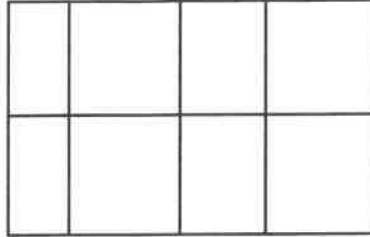
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Fill in the chart. Each image is one whole.

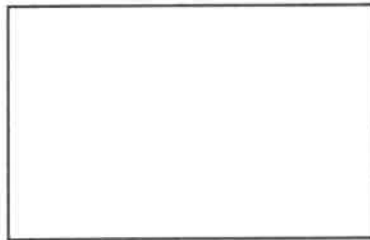
	Total Number of Equal Parts	Total Number of Equal Parts Shaded	Unit Form	Fraction Form
a. 	2	1	one half	$\frac{1}{2}$
b. 				
c. 				
d. 				
e. 				
f. 				

2. Andre's mom baked his 2 favorite cakes for his birthday party. The cakes were the exact same size. Andre cut his first cake into 8 pieces for him and his 7 friends. The picture below shows how he cut it. Did Andre cut the cake into eighths? Explain your answer.



Challenge:

3. Two of Andre's friends came late to his party. They decide they will all share the second cake. Show how Andre can slice the second cake so that he and his nine friends can each get an equal amount with none leftover. What fraction of the second cake will they each receive?



4. Andre thinks it's strange that  $\frac{1}{10}$  of the cake would be less than  $\frac{1}{8}$  of the cake since ten is bigger than eight. To explain to Andre, draw 2 identical rectangles to represent the cakes. Show 1 tenth shaded on one and 1 eighth shaded on the other. Label the unit fractions and explain to him which slice is bigger.

