

3rd Grade Distance Learning One Pager: Week 3
Due: Every Monday by 6:30 PM

Picking Up Work:

- Every Monday and Tuesday packets can be picked up between the hours of 7:00AM-5:00PM.
- You may access all 3rd grade distance learning materials on the IDEA Judson Academy website: www.judsonacademy.wixsite.com/jags

Zoom Office Hours:

- During office hours teachers will answer any questions or concerns that parents and scholars may have. We will also use this time to provide short reviews, and daily interactions for the scholars that log-on. Please remember that logging on to Zoom is NOT MANDATORY!

Turning in Work:

- When your scholar completes his/her work please feel free to take a picture or scan the completed work and send it to the content teacher. * You do not need to take a picture of every page. Each teacher will assign a page for students to submit for grading. Please refer to the weekly schedule on page 3 of the packet.

Teacher	Contact Information
Ms. Brown- Reading	Office Hours: Mon. & Wed. 9:00-10:00 AM Zoom link: https://zoom.us/j/7591902367 Phone: (305)397.5476 Email: Melissa.brown@ideapublicschools.org ,
Mrs. Bonds- Writing	Office Hours: Tues 2:00pm-3:00PM Zoom link: https://zoom.us/j/4630723113 Phone: 210.802.8445 Email: Kimberly.bonds@ideapublicschools.org
Mrs. Stence- Math	Office Hours: M & W 1:00pm-2:00PM Zoom Link: https://zoom.us/j/5079547980 Phone: 210.390.6340 Email: Katelynn.osburnstenc@ideapublicschools.org
Ms. Bazaldua- Social Studies/ Intervention	Office Hours: Tues & Thurs 1:00- 2:00PM Zoom link: https://zoom.us/j/2467397250 Phone: 210.802.7036 Email: samantha.bazaldua@ideapublicschools.org
Mrs. Keeler- Special Education (Sped)	Office Hours M-F 1:00-2:00pm Zoom: https://zoom.us/j/554143817 Phone: 210.854.4644 Email: ruth.keeler@ideapublicschools.org

Please remember that teachers can be reached M-F via email, phone, remind or dojo.

3rd Grade Weekly "Homework"

Day & Subject	Task
Monday Reading & Math	Reading: Week 3, Day 1 <ul style="list-style-type: none"> • Read the story Alvin Ailey • Complete the Vocabulary Practice Sheet (you may need a dictionary/ online dictionary). Math: <ul style="list-style-type: none"> • Pages 1 – 4 (Lessons 6 & 7) • Lesson 6 sprint (Optional, will do on Zoom)
Tuesday Writing	Opinion Writing: Written Composition: Week 2 Write about your favorite place to spend time. Describe the place and explain what makes it special. Social Studies: *List the challenges and accomplishments of Alvin Ailey
Wednesday- Reading & Math	Reading: Week 3, Day 2 <ul style="list-style-type: none"> • Reread the story Alvin Ailey • Answer Comprehension Questions 1-10 Math: <ul style="list-style-type: none"> • Pages 5 – 8 (Lessons 9 & 10) • Lesson 9 sprint (Optional, will do on Zoom) • Students only need to return pages 7 & 8 (Lesson 10).
Thursday- Writing & Social Studies	Capitalization, Punctuation, Parts of Speech Complete Day 51-53 Social Studies: *List the challenges and accomplishments of Alvin Ailey
Friday- Electives/ Fun Friday	P.E AR/ Hotspot Fun Friday 11-12:00 pm Join all 3rd grade teachers on zoom.

Jag News

Hello, our amazing Jaguar Family I hope you and your family are enjoying this extended time together. We need your feedback. We are asking that each family send a message to your scholar(s) homeroom teacher no later than Monday evening each week by **6:30pm** advising them if you have/have not received the packet for the week.

Turning in Work

Going forward we are doing things a little different, when your scholar completes his/her work please feel free to send their work to their content teacher by taking a picture and posting to remind/dojo or email to the teacher who teaches that particular subject-**Mrs. Stence-Math, Ms. Brown-Reading, Mrs. Bonds-Writing**. (For example, if your scholar completes his/her Math work on a Thursday please feel free to send to Mrs. Stence that day and the same applies for all other teachers). **You do not have to wait until Sunday or Monday to send in the work.**

Idea Website

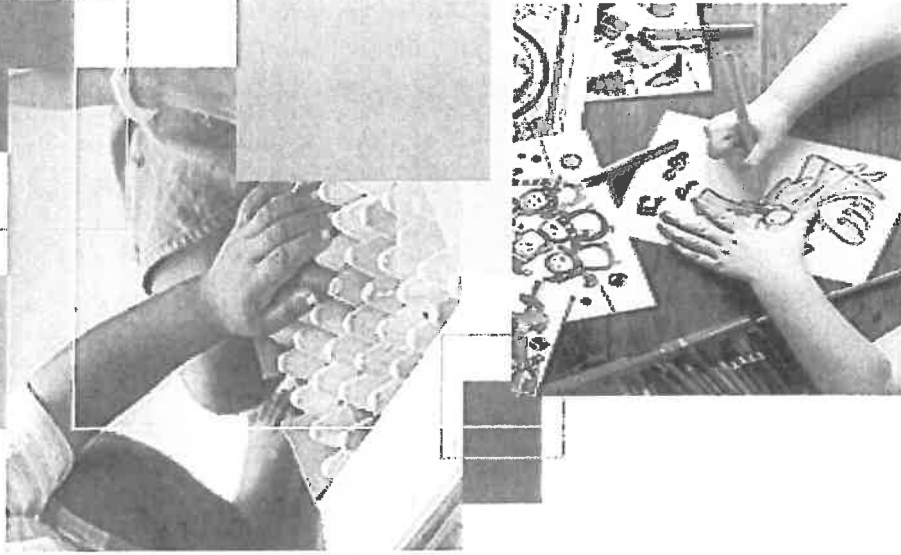
Great news? Idea has a website that you can utilize at your own pace. You will be able to find important information, packets for each week, exercises from the coaches, AR & Hotspot and some helpful videos. **Packets will no longer be posted on Remind after this week.**

Questions, thoughts, or suggestions

If you have any questions, thoughts or concerns please reach out to any third-grade teacher to assist you. We can be reached on Remind, Dojo, or our email.

Thank you for all that you do and partnering with us during this unpredictable time.

Third Grade Team



Idea Judson

Website:

www.judsonacademy.wixsite.com/iags

Jag Noticias

Hola, nuestra increíble familia Jaguar espero que usted y su familia estén disfrutando de este tiempo prolongado juntos. Necesitamos sus comentarios. Pedimos que cada familia envíe un mensaje a su maestro de salón de clases a más tardar el lunes por la noche de cada semana antes de las **6:30 p.m.** aconsejándoles si ha recibido el paquete para la semana.

Entregar Trabajo

En el futuro estamos haciendo las cosas un poco diferentes, cuando su erudito complete su trabajo, no dude en enviar su trabajo a su profesor de contenido tomando una foto y publicando para recordar / dojo o correo electrónico a la maestra que enseña que el tema en particular-Sra. Stence-Math, Sra. Brown-Reading, Sra. Bonds-Writing. (Por ejemplo, si su erudito completa su trabajo de matemáticas un jueves, no dude en enviar a la señora Stence ese día y lo mismo se aplica a todos los demás maestros). **No tienes que esperar hasta el domingo o el lunes para enviar el trabajo.**

Idea Website

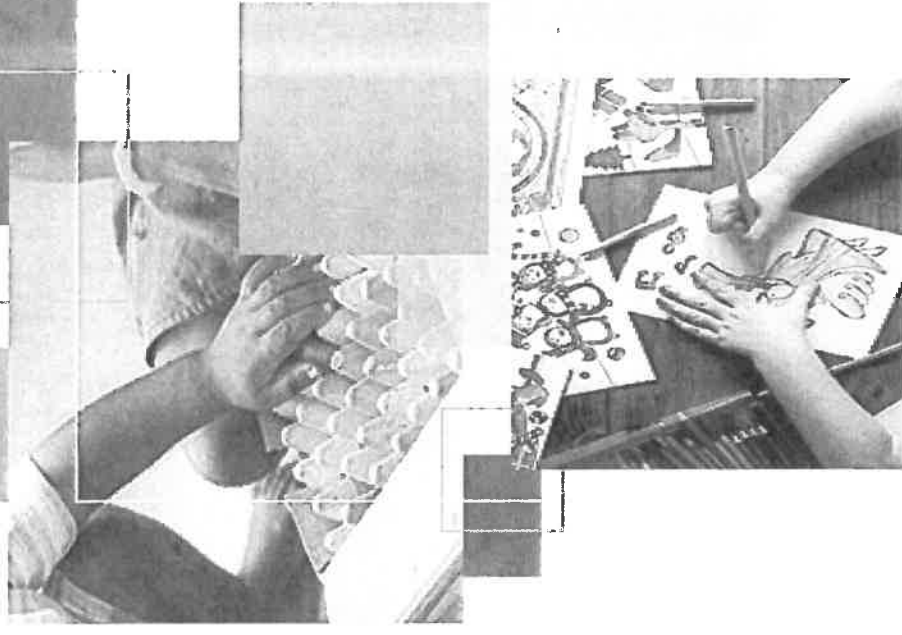
¿Buenas noticias? Idea tiene un sitio web que puede utilizar a su propio ritmo. Usted será capaz de encontrar información importante, paquetes para cada semana, ejercicios de los entrenadores, AR & Hotspot y algunos videos útiles. **Los paquetes ya no se publicarán en Remins después de esta semana.**

Preguntas, pensamientos o preocupaciones

Si tiene alguna pregunta, pensamiento o inquietud, comuníquese con cualquier maestro de tercer grado para ayudarlo. Podemos ser contactados en Remind, Dojo o nuestro correo electrónico.

Gracias por todo lo que haces y asociarte con nosotros durante este tiempo impredecible.

Equipo de tercer grado



Sitio

web:www.judsonacademy.wixsite.com/jags

3rd – 5th Grade FITNESS FUN!

April 6 - April 9

My Goal: Complete two rounds of each exercise 3 days this week. Once each activity is complete, mark with an "X"

	Monday	Wednesday	Thursday
10 Jumping Jacks			
10 Sit Ups			
10 Squats			
10 Lunges			
10 Push Ups			
10 Toe Touches			
10 Leg Raises			
10 Arm Circles			
10 Knee Raises			
Play Outside: 15-30 min			

Please complete each workout only 3 days this week with No school on Friday!!

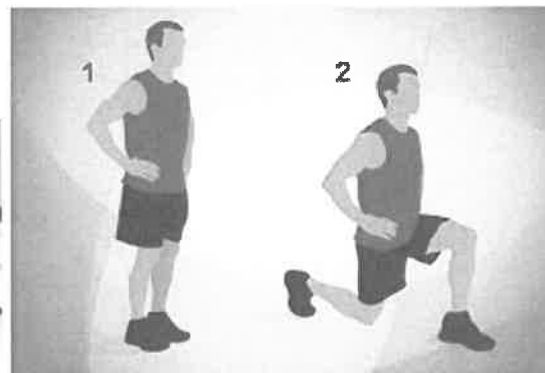
Below are examples of each exercise workout scholars will complete



Sit ups



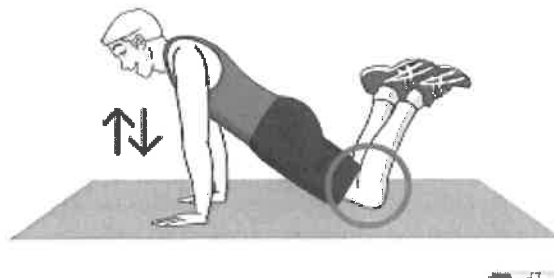
Squats



Lunges



Push Ups



Modified Push ups



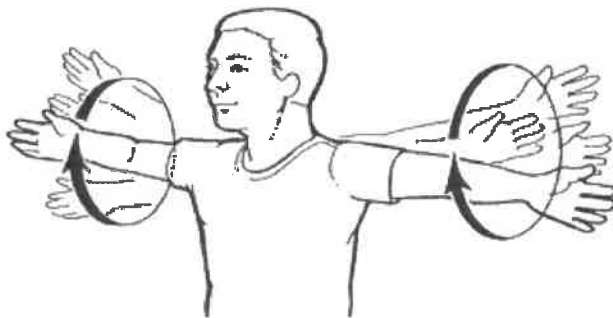
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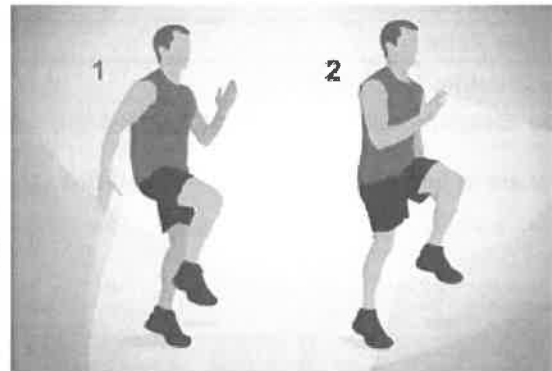
www.shutterstock.com • 215867932

Toe Touches

Leg Raises



Arm Circle



Knee Raises

April 6, 2020



JAG NEWS

Writing for Week 4-6-20 to 4-10-20

In this issue:

- Writing Directions
- Writing Prompts for the week.
- Judson Website
-

Writing Time

The purpose of a newsletter is to provide information on how the next few weeks of distance learning will look. If your scholars has access to the internet feel free to allow him/her to get on the website to see videos, writing prompt for each day and writing resources that they can use during their writing time. Your scholar can use the lined paper in the packet to respond to the writing prompts daily.

El propósito de un boletín es proporcionar información sobre cómo se verán las próximas semanas de aprendizaje a distancia. Si sus estudiosos tienen acceso a Internet, no dude en permitirle entrar en el sitio web para ver videos, escribir mensajes para cada día y escribir recursos que puedan usar durante su tiempo de escritura. Su alumno puede usar el papel forrado del paquete para responder a las indicaciones de escritura todos los días.

Writing Prompts:

4-6-20: If you could trade places with a teacher for the day, which teacher would you trade with and why?

"Be Brave

Be Creative

Be Kind

4-7-20: If you had a magical power what would it be? Explain

Be Thankful

4-8-20: Would you rather clean your room or do yard work? Explain

Be Happy

Be You"

4-9-20: What is something you could teach someone? Explain

-Miss all of you very

4-10-20: Write about a recipe you know how to make.

much, Mrs., Bonds

Scholars can use their journal or lined paper to respond to the prompts daily



Judson Academy websites:
www.judsonacademy.wixsite.com/jags

Writing: Journal Time

Jaguar Family, here are the steps for writing the week of 4-6-20 to 4-10-20. (See the newsletter on the back of this page for the writing prompt each day). ****Please scan/take a picture of the writing for 4-6-20 ONLY**** Please advise your scholar that they should be writing daily because I will choose one writing prompt each week that I will grade. During Zoom time I will have scholars share their writing with their classmates and me. Please make sure your scholars are responding to the prompt, writing neatly, clear and putting their name where it is visible for me to see. **Remember to scan work once completed to me on Remind, Dojo or my email.** If you have any questions, please reach out to me.

Writing Prompt Steps:

- Welcome to Journal time.
- Today you are going to take 30 minutes to brainstorm to write and share about a topic I give you.
- For the first 5 minutes you are going to brainstorm all the ideas that you can think of.
- Make sure it's related to the topic.
- Once you choose the best idea, you're going to take the next 20 minutes to write about the idea that you have selected.
- If you feel like you are finished, go back in your story and revise and edit and look for mistakes.
- If you still have time after that, select a new idea from your list and continue writing.
- For the last 5 minutes, you can share your writing with someone at home.

****Turn over for the Newsletter**** Thank you, Mrs. Bonds

3RD Grade Reading/ ELA

Week 3 One Pager

Please turn in the Alvin Ailey Answer Sheet for this week's graded assignment.

Day	Assignment
Monday- week 3 Day 1	<ul style="list-style-type: none">• Read the story Alvin Ailey * Optional: Listen to the read aloud of Alvin Ailey located on IDEA Judson website under the Youtube Channel tab. www.judsonacademy.wixsite.com/jags• Complete the Vocabulary Practice Sheet• You will need a dictionary/ online dictionary to complete this assignment.
Wednesday- Week 3 Day 2	<ul style="list-style-type: none">• Reread the story Alvin Ailey• Answer Comprehension Questions 1-12• Fill-in the answers on the sheet titled "Alvin Ailey Answer Sheet". Take a picture of the answer sheet ONLY and submit it via email, remind, or dojo to Ms. Brown.• You will only submit the answer sheet for a grade this week.

Make flash cards. Use them to study daily.

Word	Definition
dignified	showing a serious manner that is worthy of respect
opportunities	lucky chance, things that makes something possible
marquee	theater sign, a rooflike projection over the entrance to a theater, hotel, or other building
handbill	a small printed advertisement distributed by hand
expression	showing feelings with your face or body
rhythm	the repeating beat in music or poetry
tempo	the speed at which a passage of music is or should be played
choreography	art of planning or executing ballets or dances
heritage	family traditions and culture
blues music	a music genre born in the deep south around the 1870s, folk music using guitar, piano, trombone and more

Name : _____

Date: _____

Vocabulary Practice Day 1

Directions: Choose the best word to complete the sentences and fill-in the blank. The definition for each word can be found above please use the definitions to help you answer each question.

- The large man had a _____ way about him.
A. dignified B. opportunities C. marquee D. handbill
- We moved to the big city so that we would have many more _____ to find good jobs.
A. music B. heritage C. tempo D. opportunities
- The letters on the theater _____ were blinking a beautiful blue color.
A. expression B. rhythm C. choreography D. marquee
- Jackson picked up a _____ to read all about the show.

A. dignified B. handbill C. temp D. heritage

5. The _____ on the man's face was as if he were surprised.

A. expression B. blues C. choreography D. rhythm

6. We danced and moved to the _____ of the music.

A. rhythm B. opportunities C. dignified D. marquee

7. The music had a very fast _____.

A. handbill B. heritage C. tempo D. dignified

8. The _____ of the dance was very creative.

A. marquee B. dignified C. handbill D. choreography

9. Our family loves to celebrate our _____ by continuing our traditions.

A. heritage B. rhythm C. expression D. marquee

10. Our family is from the deep south and we love to listen to _____

A. handbill B. temp C. blues music D. dignified

Reading

Week 3, Day 2

Name _____ Date _____ # _____

Reading Day 2 Alvin Ailey by Andrea Davis Pinkney Wit & Wisdom

Comprehension Questions

Directions: Circle the best answer for each question. Then fill- in the answers on the answer sheet. Snap a picture of the answer sheet only and turn it in via remind, email or dojo.

1. In the beginning what did Alvin love to do in the first row of True Vine Baptist Church?
 - A. He could watch his mother sing in the gospel choir.
 - B. He could watch the dancers on the stage.
 - C. He could sit in the choir with his mother.
 - D. It was cooler up front.

2. Where were Alvin and his mom moving when they left Texas?
 - A. Baton Rouge, Louisiana
 - B. Orlando, Florida
 - C. New York, New York
 - D. Los Angeles, California

3. Why were Alvin and his mom moving to a new city?
 - A. Mom wanted a better life with more opportunities to earn a decent living.
 - B. Mom wanted to get married.
 - C. Mom wanted Alvin to live with relatives.
 - D. Mom wanted Alvin to stay in Texas while she left.

4. What did Alvin like about Central Avenue?
 - A. It boomed with the sounds of dishes clanking.
 - B. It boomed with the sounds of big-band jazz music.
 - C. It boomed with sounds of classical music.
 - D. It boomed with the sounds of soft music.

5. What did Alvin love to collect outside of the theaters?

- A. Handbills that announced coming attractions.
 - B. Newspapers announcing the daily news.
 - C. Posters that told of the previous attractions.
 - D. Pictures of famous movies.
6. What was amazing to Alvin about Katherine Dunham and Her Dancers?
- A. They were dancing ballet.
 - B. They were not dancers at all.
 - C. They were black dancers performing dances from Africa, Haiti, and Latin America.
 - D. They were flamingo dancers with feathers.
7. How did Alvin feel when he saw the splendor of *Tropical Revue*?
- A. He was amazed. "Alvin's soul danced along with Katherine Dunham's style."
 - B. He was not interested at all.
 - C. He was sad because of the sound of the drums.
 - D. He was happy to see such a pretty lady.
8. Why did Alvin attend the Lester Horton Dance Theater School?
- A. He learned classical ballet there.
 - B. It accepted only men.
 - C. It welcomed students of all races.
 - D. It welcomed women only.
9. "At first, Alvin kept time to Lester's beat and followed Lester's moves. Then Alvin's own _____ took over, and he started creating his own steps. Alvin's tempo worked from his belly to his elbows, then oozed through his thighs and feet." What word would best complete the sentence?
- A. facial expressions
 - B. rhythm
 - C. love
 - D. weakness
10. What event happened on March 30, 1958?
- A. Alvin and his friends danced in time square.

- B. Alvin and his friends stayed home and had a party.
- C. Alvin and his friends rode on a train.
- D. Alvin and his friends premiered with *Blues Suite*.

Name: _____ Date: _____

Alvin Ailey Answer Sheet

Directions: Use this sheet to record your answers for the Alvin Ailey Comprehension Questions. Record answers 1-10 below (Letter Only). Next to your answer, write down the evidence from the text that supports your answer. Take a picture of the answer sheet ONLY and submit it via email, remind, or dojo to Ms. Brown.

Answer	Text Evidence (write down the evidence here).
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Turn in this paper ONLY

Grade 3
Module 5- Week 3
Eureka Math Knowledge on the Go

- Recommended Schedule:
 - Monday 4/6- Pages 1-4 (Problem Sets 6 & 7)
 - Wednesday 4/8- Pages 5-8 (Problem Sets 9 & 10)
 - ***Sprints are optional, will do on Zoom
- 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 13th.
- For a complete review of the the lesson, please visit our IDEA Judson Academy website.
judsonacademy.wixsite.com/jags/3rd-grade
- Students may also reach out to the teacher on Zoom for assistance or questions on the assignments.
- **Students only need to return pages 7 & 8 (Problem Set 10) this week**

**Optional

Number Correct: _____

A

Multiply with Seven

1.	$1 \times 7 =$	
2.	$7 \times 1 =$	
3.	$2 \times 7 =$	
4.	$7 \times 2 =$	
5.	$3 \times 7 =$	
6.	$7 \times 3 =$	
7.	$4 \times 7 =$	
8.	$7 \times 4 =$	
9.	$5 \times 7 =$	
10.	$7 \times 5 =$	
11.	$6 \times 7 =$	
12.	$7 \times 6 =$	
13.	$7 \times 7 =$	
14.	$8 \times 7 =$	
15.	$7 \times 8 =$	
16.	$9 \times 7 =$	
17.	$7 \times 9 =$	
18.	$10 \times 7 =$	
19.	$7 \times 10 =$	
20.	$7 \times 3 =$	
21.	$1 \times 7 =$	
22.	$2 \times 7 =$	

23.	$10 \times 7 =$	
24.	$9 \times 7 =$	
25.	$4 \times 7 =$	
26.	$8 \times 7 =$	
27.	$7 \times 3 =$	
28.	$7 \times 7 =$	
29.	$6 \times 7 =$	
30.	$7 \times 10 =$	
31.	$7 \times 5 =$	
32.	$7 \times 6 =$	
33.	$7 \times 1 =$	
34.	$7 \times 9 =$	
35.	$7 \times 4 =$	
36.	$7 \times 3 =$	
37.	$7 \times 2 =$	
38.	$7 \times 7 =$	
39.	$7 \times 8 =$	
40.	$11 \times 7 =$	
41.	$7 \times 11 =$	
42.	$12 \times 7 =$	
43.	$7 \times 12 =$	
44.	$13 \times 7 =$	

** Optional

Number Correct: _____

Improvement: _____

B

Multiply with Seven

1.	$7 \times 1 =$	
2.	$1 \times 7 =$	
3.	$7 \times 2 =$	
4.	$2 \times 7 =$	
5.	$7 \times 3 =$	
6.	$3 \times 7 =$	
7.	$7 \times 4 =$	
8.	$4 \times 7 =$	
9.	$7 \times 5 =$	
10.	$5 \times 7 =$	
11.	$7 \times 6 =$	
12.	$6 \times 7 =$	
13.	$7 \times 7 =$	
14.	$7 \times 8 =$	
15.	$8 \times 7 =$	
16.	$7 \times 9 =$	
17.	$9 \times 7 =$	
18.	$7 \times 10 =$	
19.	$10 \times 7 =$	
20.	$1 \times 7 =$	
21.	$10 \times 7 =$	
22.	$2 \times 7 =$	

23.	$9 \times 7 =$	
24.	$3 \times 7 =$	
25.	$8 \times 7 =$	
26.	$4 \times 7 =$	
27.	$7 \times 7 =$	
28.	$5 \times 7 =$	
29.	$6 \times 7 =$	
30.	$7 \times 5 =$	
31.	$7 \times 10 =$	
32.	$7 \times 1 =$	
33.	$7 \times 6 =$	
34.	$7 \times 4 =$	
35.	$7 \times 9 =$	
36.	$7 \times 2 =$	
37.	$7 \times 7 =$	
38.	$7 \times 3 =$	
39.	$7 \times 8 =$	
40.	$11 \times 7 =$	
41.	$7 \times 11 =$	
42.	$12 \times 7 =$	
43.	$7 \times 12 =$	
44.	$13 \times 7 =$	

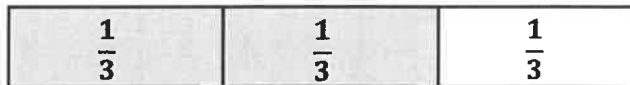
Name _____

Date _____

1. Complete the number sentence. Estimate to partition each strip equally, write the unit fraction inside each unit, and shade the answer.

Sample:

$$2 \text{ thirds} = \frac{2}{3}$$



- a. 3 fourths =

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- b. 3 sevenths =

--

- c. 4 fifths =

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- d. 2 sixths =

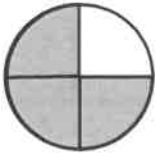
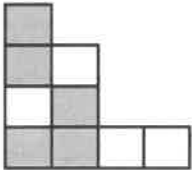
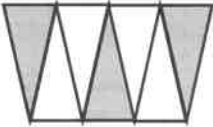
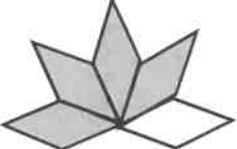
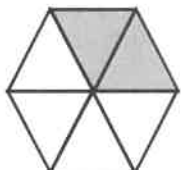
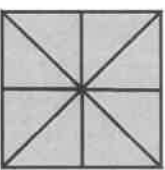
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2. Mr. Stevens bought 8 liters of soda for a party. His guests drank 1 liter.

- a. What fraction of the soda did his guests drink?

- b. What fraction of the soda was left?

3. Fill in the chart.

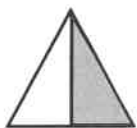
	Total Number of Equal Parts	Total Number of Shaded Equal Parts	Unit Fraction	Fraction Shaded
Sample: 	4	3	$\frac{1}{4}$	$\frac{3}{4}$
a. 				
b. 				
c. 				
d. 				
e. 				

Name _____

Date _____

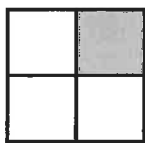
Whisper the fraction of the shape that is shaded. Then, match the shape to the amount that is not shaded.

1.



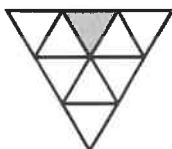
▪ 2 thirds

2.



▪ 6 sevenths

3.



▪ 4 fifths

4.



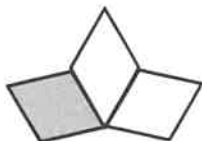
▪ 8 ninths

5.



▪ 1 half

6.



▪ 5 sixths

7.



▪ 7 eighths

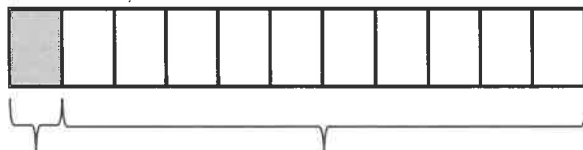
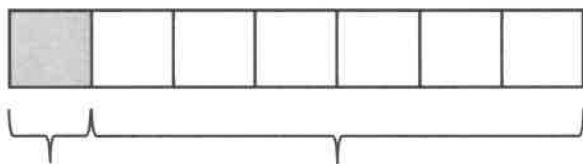
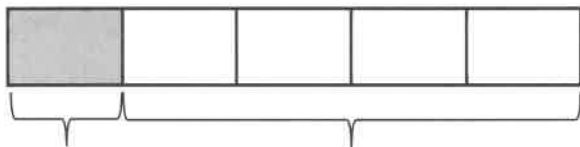
8.



▪ 3 fourths

9. a. How many eighths are in 1 whole? _____
- b. How many ninths are in 1 whole? _____
- c. How many twelfths are in 1 whole? _____

10. Each strip represents 1 whole. Write a fraction to label the shaded and unshaded parts.



11. Avanti read $\frac{1}{6}$ of her book. What fraction of the book has she not read yet?

** Optional

A

Number Correct: _____

Multiply with Eight

1.	$8 \times 1 =$	
2.	$1 \times 8 =$	
3.	$8 \times 2 =$	
4.	$2 \times 8 =$	
5.	$8 \times 3 =$	
6.	$3 \times 8 =$	
7.	$8 \times 4 =$	
8.	$4 \times 8 =$	
9.	$8 \times 5 =$	
10.	$5 \times 8 =$	
11.	$8 \times 6 =$	
12.	$6 \times 8 =$	
13.	$8 \times 7 =$	
14.	$7 \times 8 =$	
15.	$8 \times 8 =$	
16.	$8 \times 9 =$	
17.	$9 \times 8 =$	
18.	$8 \times 10 =$	
19.	$10 \times 8 =$	
20.	$1 \times 8 =$	
21.	$10 \times 8 =$	
22.	$2 \times 8 =$	

23.	$9 \times 8 =$	
24.	$3 \times 8 =$	
25.	$8 \times 8 =$	
26.	$4 \times 8 =$	
27.	$7 \times 8 =$	
28.	$5 \times 8 =$	
29.	$6 \times 8 =$	
30.	$8 \times 5 =$	
31.	$8 \times 10 =$	
32.	$8 \times 1 =$	
33.	$8 \times 6 =$	
34.	$8 \times 4 =$	
35.	$8 \times 9 =$	
36.	$8 \times 2 =$	
37.	$8 \times 7 =$	
38.	$8 \times 3 =$	
39.	$8 \times 8 =$	
40.	$11 \times 8 =$	
41.	$8 \times 11 =$	
42.	$12 \times 8 =$	
43.	$8 \times 12 =$	
44.	$13 \times 8 =$	

** Optional

Number Correct: _____

Improvement: _____

B

Multiply with Eight

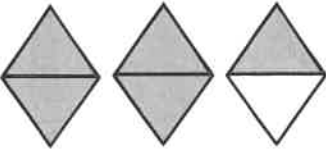
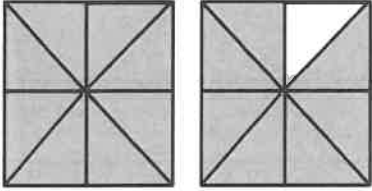
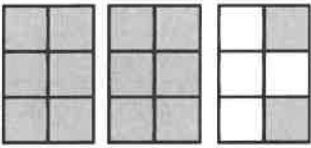
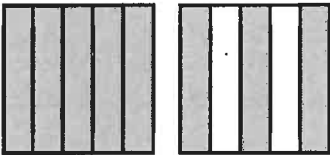
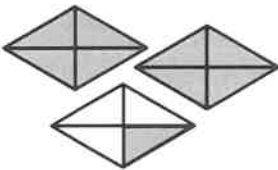
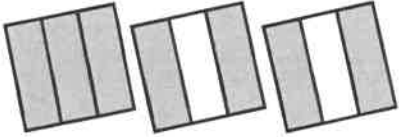
1.	$1 \times 8 =$	
2.	$8 \times 1 =$	
3.	$2 \times 8 =$	
4.	$8 \times 2 =$	
5.	$3 \times 8 =$	
6.	$8 \times 3 =$	
7.	$4 \times 8 =$	
8.	$8 \times 4 =$	
9.	$5 \times 8 =$	
10.	$8 \times 5 =$	
11.	$6 \times 8 =$	
12.	$8 \times 6 =$	
13.	$7 \times 8 =$	
14.	$8 \times 7 =$	
15.	$8 \times 8 =$	
16.	$9 \times 8 =$	
17.	$8 \times 9 =$	
18.	$10 \times 8 =$	
19.	$8 \times 10 =$	
20.	$8 \times 3 =$	
21.	$1 \times 8 =$	
22.	$2 \times 8 =$	

23.	$10 \times 8 =$	
24.	$9 \times 8 =$	
25.	$4 \times 8 =$	
26.	$8 \times 8 =$	
27.	$8 \times 3 =$	
28.	$7 \times 8 =$	
29.	$6 \times 8 =$	
30.	$8 \times 10 =$	
31.	$8 \times 5 =$	
32.	$8 \times 6 =$	
33.	$8 \times 1 =$	
34.	$8 \times 9 =$	
35.	$8 \times 4 =$	
36.	$8 \times 3 =$	
37.	$8 \times 2 =$	
38.	$8 \times 7 =$	
39.	$8 \times 8 =$	
40.	$11 \times 8 =$	
41.	$8 \times 11 =$	
42.	$12 \times 8 =$	
43.	$8 \times 12 =$	
44.	$13 \times 8 =$	

Name _____

Date _____

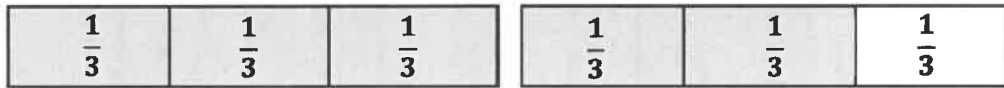
1. Each figure represents 1 whole. Fill in the chart.

	Unit Fraction	Total Number of Units Shaded	Fraction Shaded
a. Sample: 	$\frac{1}{2}$	5	$\frac{5}{2}$
b. 			
c. 			
d. 			
e. 			
f. 			

2. Estimate to draw and shade units on the fraction strips. Solve.

Sample:

$$5 \text{ thirds} = \frac{5}{3}$$



- a. 8 sixths =



- b. 7 fourths =



- c. _____ = $\frac{6}{5}$



- d. _____ = $\frac{5}{2}$



3. Mrs. Jawlik baked 2 pans of brownies. Draw the pans and estimate to partition each pan into 8 equal pieces.

- a. Mrs. Jawlik's children gobbled up 10 pieces. Shade the amount that was eaten.

- b. Write a fraction to show how many pans of brownies her children ate.

**Return by April 13th

Name _____

Date _____

1. Each fraction strip is 1 whole. All the fraction strips are equal in length. Color 1 fractional unit in each strip. Then, answer the questions below.

 $\frac{1}{2}$  $\frac{1}{4}$  $\frac{1}{8}$  $\frac{1}{3}$  $\frac{1}{6}$ 

2. Circle *less than* or *greater than*. Whisper the complete sentence.

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

is

less than
greater than

 $\frac{1}{4}$ b. $\frac{1}{6}$

is

less than
greater than

 $\frac{1}{2}$ c. $\frac{1}{3}$

is

less than
greater than

 $\frac{1}{2}$ d. $\frac{1}{3}$

is

less than
greater than

 $\frac{1}{6}$ e. $\frac{1}{8}$

is

less than
greater than

 $\frac{1}{6}$ f. $\frac{1}{8}$

is

less than
greater than

 $\frac{1}{4}$ g. $\frac{1}{2}$

is

less than
greater than

 $\frac{1}{8}$

h. 9 eighths is

less than
greater than

2 halves

****Return by April 13th**

3. Lily needs $\frac{1}{3}$ cup of oil and $\frac{1}{4}$ cup of water to make muffins. Will Lily use more oil or more water? Explain your answer using pictures, numbers, and words.

4. Use $>$, $<$, or $=$ to compare.

a. 1 third 1 fifth

b. 1 seventh 1 fourth

c. 1 sixth $\frac{1}{6}$

d. 1 tenth $\frac{1}{12}$

e. $\frac{1}{16}$ 1 eleventh

f. 1 whole 2 halves

Extension:

g. $\frac{1}{8}$ 1 eighth $\frac{1}{6}$ $\frac{1}{3}$ 2 halves 1 whole

5. Your friend Eric says that $\frac{1}{6}$ is greater than $\frac{1}{5}$ because 6 is greater than 5. Is Eric correct? Use words and pictures to explain what happens to the size of a unit fraction when the number of parts gets larger.