

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1. LES Story Problem 2. "The Juicer" Act 1 & Act 2 only	1. LES Story Problem 2. "The Juicer" Act 3	1. LES Story Problem 2. Pizza Party Planning p.97	1. LES Story Problem 2. Adding & Subtracting Fractions p.103	1. LES Story Problem 2. Comparing, Adding & Subtracting Fractions p.101-102
HINTS *Fraction Builder https://apps.mathlearningcenter.org/fractions/ *GeoBoard https://apps.mathlearningcenter.org/geoboard/ *3 Reads example by Mr. Korn https://youtu.be/9L95ciz4wEM	HINTS *Fraction Builder https://apps.mathlearningcenter.org/fractions/ *GeoBoard https://apps.mathlearningcenter.org/geoboard/ *3 Reads example by Mr. Korn https://youtu.be/9L95ciz4wEM	HINTS *Fraction Builder https://apps.mathlearningcenter.org/fractions/ *GeoBoard https://apps.mathlearningcenter.org/geoboard/ *3 Reads example by Mr. Korn https://youtu.be/9L95ciz4wEM	HINTS *Fraction Builder https://apps.mathlearningcenter.org/fractions/ *GeoBoard https://apps.mathlearningcenter.org/geoboard/ *3 Reads example by Mr. Korn https://youtu.be/9L95ciz4wEM	HINTS *Fraction Builder https://apps.mathlearningcenter.org/fractions/ *GeoBoard https://apps.mathlearningcenter.org/geoboard/ *3 Reads example by Mr. Korn https://youtu.be/9L95ciz4wEM
NEXT STEPS *Dreambox – lessons need to be complete otherwise unfinished work will reset *Math Coloring Page	NEXT STEPS *Dreambox – lessons need to be complete otherwise unfinished work will reset *Math Coloring Page	NEXT STEPS *Dreambox – lessons need to be complete otherwise unfinished work will reset *Math Coloring Page	NEXT STEPS *Dreambox – lessons need to be complete otherwise unfinished work will reset *Math Coloring Page	NEXT STEPS *Dreambox – lessons need to be complete otherwise unfinished work will reset *Math Coloring Page

TO FAMILY: This is only a suggestion for how you complete the daily work. You may decide on a different order. We recommend that you complete as much as you are able and celebrate yourselves each week for challenging your brain with mathematics. The hints we provide work for some learners, and they might not work for all learners. Be considerate to yourselves and when the hints we provide or the strategies you are using do not work, reach out to your teacher for support. Your feedback and your partnership have value with us.

Launch Explore Summarize (LES)

<https://tools4ncteachers.com/resources/4-fourth-grade/additional-resources/cluster-1/brieflaunchexplorediscusslesson.pdf>

Launch using 3 Reads protocol so students access the context and content to explore the Big Idea concept or skill in the problem.

Explore allows students to explore a problem, which will help them to analyze and generalize a concept or skill in the problem.

Summarize encourages students to share their discoveries about a concept or skill in the problem.

LAUNCH (5 minutes)

*First read the story problem, instead of saying any number say “some” (instead of 10 apples, say some apples)

“What is the Problem About?”

*Second read the story problem as it is written and focus on the question or what your solution will show

“What is the Question?”

*Third read the story problem as it is written and focus on the information you will need for your strategy and your solution

“What is the important Information?”

EXPLORE (10 minutes)

Student answers the question using as many strategies as they can within the time limit

SUMMARIZE (5 minutes)

Student explains their thinking for one or all strategies they used to answer the question

3 Reads Protocol

<http://www.fosteringmathpractices.com/wp-content/uploads/2019/05/3-Reads-Student-Notetaker-Template-.pdf>

Read the Problem 3 Times



1st Read What is the problem about?



2nd Read What is the question?



3rd Read What is the important Information?

Is the problem about **Get more (+)**, or **Get more of even groups (x)**

Is the problem about **Give away (-)**, or **Give away even groups (÷)**

Is the problem about **Bring together (+)**, or **Bring together even groups (x)**

Is the problem about **Take apart/sort (-)**, or **Take apart/sort even groups (÷)**

Is the problem about **Compare**, or **Compare even groups**

LAUNCH, EXPLORE, SUMMARIZE (LES) STORY PROBLEMS

Monday

Avani and her family planted a garden on the deck of their apartment in a planter box the shape of a rectangle. They have 9 types of seeds to plant into 8 small squares that Avani and her family created in the planting soil. If one seed is planted into each small square, how many seeds will fill half of the squares in the planter box?

Tuesday

Franco lives in the apartment next to Avani. After seeing the garden next door, Franco got an idea of his own. Franco and his family purchased material to create a garden on their deck; 12 seeds, 1 rectangle planter box. If Franco creates 12 small squares for each seed, how many seeds would he use to fill $\frac{3}{4}$ of his planter box?

Wednesday

Poppy also lives next door to Avani and Franco and she saw their gardens and got an idea of her own. Poppy and her family purchased 16 small flowerpots and some seeds to begin a flower garden on their deck. What is the fraction that Poppy and her family make if they only fill 4 of the small flowerpots with soil and seeds?

Thursday

Warren is a neighbor to Poppy, Franco, and Avani. He saw them on their deck watering something and got an idea. Warren and his family purchased a small planter box in the shape of a rectangle, 20 seeds, and some planting soil. If Warren makes a small square in the planter box for each seed, how many squares will equal $\frac{3}{4}$ of 20?

Friday

Warren, Poppy, Franco, and Avani were all at the greenspace in their apartment complex playing together. They were excited to share stories about their deck garden and how each garden only had $\frac{1}{2}$ of the seeds grow. Tell how many seeds grew in each garden if every garden only had half of the seeds actually grow into something.

3 ACT TASK “The Juicer”

MONDAY

Act 1 – Watch the video and answer each question [read the directions]

VIDEO <https://vimeo.com/268004569>

QUESTIONS

Each answer is your estimate*

*an estimate is a close judgment of the value, number, or quantity of something

1) How many half grapefruits will it take to fill up the entire glass?

I think it will take _____ half grapefruits to fill up the entire glass because _____

_____.

2) How many whole grapefruits will it take to fill up the entire glass?

I think it will take _____ whole grapefruits to fill up the entire glass because _____

_____.

MONDAY continued

Act 2 – Watch the video and answer each question [read the directions]

VIDEO <https://vimeo.com/278949138>

QUESTIONS

- 1) If the container is 250 mL (milliliters), about how many mL (milliliters) of grapefruit juice comes from 1 half grapefruit?

Answer rounded to nearest 10: _____ mL

Answer rounded to nearest 100: _____ mL

**Hint:* the longer lines on the container are multiples of 50, the shorter lines are multiples of 25

- 2) How many half grapefruits would you need to make about 250 ml (milliliters) of grapefruit juice?

I think you would need _____ half grapefruits to make about 250 mL (milliliters) of grapefruit juice because

TUESDAY

ACT 3 – Watch video 1 and answer the question [show your work]. Do not watch video 2 until you have a solution.

VIDEO 1 <https://vimeo.com/278949214>

QUESTIONS

- 1) Now that you know that the entire glass will hold about _____ mL (milliliters) of water, how many half grapefruits will it take to make about _____ mL (milliliters) of grapefruit juice? Show your work below.

VIDEO 2 <https://vimeo.com/278949035>

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Pizza Party Planning

A fourth grade class won a pizza party for collecting the most paper for recycling in their school contest. Medium pizzas were cut into 8 slices, and large pizzas were cut into 12 slices.

- 1 Mariah ate 2 slices of a large pizza. What fraction of the pizza did she eat? Draw a sketch to show your thinking.

- 2 Carlos said that Mariah ate of $\frac{1}{6}$ a pizza. Tell why you agree or disagree.

- 3 Mariah's table seats 4 students. Each student ate 2 slices of a large pizza. Write an equation that shows what fraction of a pizza was eaten at Mariah's table.

- 4 Tony ate 3 slices of a medium pizza. His friend, Connor, ate 4 slices of the same pizza.
 - a Write two different fractions to describe how much pizza Connor ate.

 - b What fraction of the pizza did the boys eat together? _____

- 5 Lionel's table group drank $1\frac{1}{2}$ liters of juice with their pizza. How many milliliters did they drink? Show your work.

- 6 Complete the problems.

$\begin{array}{r} 100 \\ \times 45 \\ \hline \end{array}$	$\begin{array}{r} 79 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 100 \\ \times \square \\ \hline 8,500 \end{array}$	$\begin{array}{r} 20 \\ \times \square \\ \hline 1,400 \end{array}$	$\begin{array}{r} \square \\ \times 40 \\ \hline 240 \end{array}$	$\begin{array}{r} 35 \\ \times \square \\ \hline 7,000 \end{array}$	$\begin{array}{r} 60 \\ \times 60 \\ \hline \square \end{array}$
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Planificación de la fiesta de pizza

Una clase de cuarto grado ganó una fiesta de pizza por recopilar la mayor cantidad de papel para reciclar en el concurso de su escuela. Se cortaron pizzas medianas en 8 pedazos, y las pizzas grandes se cortaron en 12 pedazos.

- 1 Mariah se comió 2 pedazos de una pizza grande. ¿Qué fracción de la pizza se comió? Dibuja un dibujo para mostrar tu razonamiento.

- 2 Carlos dijo que Mariah se comió de $\frac{1}{6}$ de pizza. Indica por qué estás de acuerdo o no.

- 3 En la mesa de Mariah se pueden sentar 4 estudiantes. Cada estudiante se comió 2 pedazos de una pizza grande. Escribe una ecuación que represente qué fracción de una pizza se comieron en la mesa de Mariah.

- 4 Tony se comió 3 pedazos de una pizza mediana. Su amigo, Connor, se comió 4 pedazos de la misma pizza.
 - a Escribe dos fracciones distintas para describir cuánta pizza se comió Connor.

 - b ¿Qué fracción de la pizza se comieron los niños en total? _____

- 5 El grupo de la mesa de Lionel bebió $1\frac{1}{2}$ litros de jugo con su pizza. ¿Cuántos mililitros bebieron? Muestra tu trabajo.

- 6 Completa los problemas.

$\begin{array}{r} 100 \\ \times 45 \\ \hline \end{array}$	$\begin{array}{r} 79 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 100 \\ \times \square \\ \hline 8,500 \end{array}$	$\begin{array}{r} 20 \\ \times \square \\ \hline 1,400 \end{array}$	$\begin{array}{r} \square \\ \times 40 \\ \hline 240 \end{array}$	$\begin{array}{r} 35 \\ \times \square \\ \hline 7,000 \end{array}$	$\begin{array}{r} 60 \\ \times 60 \\ \hline \square \end{array}$
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Comparing, Adding & Subtracting Fractions page 1 of 2

1 Use the symbols $>$, $=$, or $<$ to compare each pair of fractions.

$\frac{3}{8}$ <input type="text"/> $\frac{2}{8}$	$\frac{3}{8}$ <input type="text"/> $\frac{1}{4}$	$\frac{3}{8}$ <input type="text"/> $\frac{7}{16}$	$\frac{7}{16}$ <input type="text"/> $\frac{1}{4}$
$\frac{1}{4}$ <input type="text"/> $\frac{3}{4}$	$\frac{4}{16}$ <input type="text"/> $\frac{2}{16}$	$\frac{4}{16}$ <input type="text"/> $\frac{5}{8}$	$\frac{3}{4}$ <input type="text"/> $\frac{5}{8}$

2 Find each sum.

$\frac{1}{4} + \frac{3}{4} =$	$\frac{2}{4} + \frac{1}{4} =$	$\frac{2}{4} + \frac{3}{4} =$
$1\frac{1}{4} + \frac{1}{4} =$	$\frac{2}{8} + \frac{5}{8} =$	$\frac{5}{8} + \frac{6}{8} =$

3 Find each difference.

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

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Comparing, Adding & Subtracting Fractions page 2 of 2**4 CHALLENGE** Write as many equivalent fractions as you can for each fraction shown below.

a $\frac{1}{8}$	
b $\frac{1}{4}$	
c $\frac{2}{3}$	

d Describe how you can write equivalent fractions for any fraction.**5 CHALLENGE** Find each sum.

$1\frac{1}{4} + \frac{1}{2} =$	$\frac{2}{8} + \frac{3}{4} =$	$\frac{12}{16} + \frac{1}{8} =$
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6 CHALLENGE Find each difference.

$1\frac{1}{4} - \frac{1}{2} =$	$\frac{3}{4} - \frac{3}{8} =$	$\frac{5}{16} - \frac{1}{4} =$
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Adding & Subtracting Fractions

Ariel got a new box of 8 crayons and a set of 10 markers for her birthday. Use this information as you solve each problem below. Use numbers, labeled sketches, or words to show your thinking.

- 1** Ariel used 5 crayons to make a thank-you card. What fraction of the box did she use?

- 2** Ariel gave her brother 4 crayons. What fraction does she have left out of her box of 8?

- 3** After she gave some crayons to her brother, Ariel's dog ate 2 of her crayons.
 - a** Now what fraction does Ariel have left of her original box of 8 crayons?

 - b** What fraction of the crayons went to Ariel's brother and her dog?

- 4** Ariel took 6 markers out of her marker set. What fraction of the markers are left in the set?

- 5** Two of Ariel's markers are green, 2 are red, and 3 are blue. What fraction of the markers are
green? _____
red? _____
blue? _____



Comparación, suma y resta de fracciones página 1 de 2

1 Usa los signos $>$, $=$ o $<$ para comparar cada par de fracciones.

$\frac{3}{8}$ <input type="text"/> $\frac{2}{8}$	$\frac{3}{8}$ <input type="text"/> $\frac{1}{4}$	$\frac{3}{8}$ <input type="text"/> $\frac{7}{16}$	$\frac{7}{16}$ <input type="text"/> $\frac{1}{4}$
$\frac{1}{4}$ <input type="text"/> $\frac{3}{4}$	$\frac{4}{16}$ <input type="text"/> $\frac{2}{16}$	$\frac{4}{16}$ <input type="text"/> $\frac{5}{8}$	$\frac{3}{4}$ <input type="text"/> $\frac{5}{8}$

2 Halla las sumas.

$\frac{1}{4} + \frac{3}{4} =$	$\frac{2}{4} + \frac{1}{4} =$	$\frac{2}{4} + \frac{3}{4} =$
$1\frac{1}{4} + \frac{1}{4} =$	$\frac{2}{8} + \frac{5}{8} =$	$\frac{5}{8} + \frac{6}{8} =$

3 Halla las diferencias.

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

Comparación, suma y resta de fracciones página 2 de 2

- 4** RETO Escribe todas las fracciones equivalentes que puedas para cada fracción que se muestra a continuación.

a $\frac{1}{8}$	
b $\frac{1}{4}$	
c $\frac{2}{3}$	

- d** Describe cómo puedes escribir fracciones equivalentes a cualquier fracción.

- 5** RETO Halla las sumas.

$1\frac{1}{4} + \frac{1}{2} =$	$\frac{2}{8} + \frac{3}{4} =$	$\frac{12}{16} + \frac{1}{8} =$

- 6** RETO Halla las diferencias.

$1\frac{1}{4} - \frac{1}{2} =$	$\frac{3}{4} - \frac{3}{8} =$	$\frac{5}{16} - \frac{1}{4} =$



Sumar y restar fracciones

Ariel recibió una nueva caja de 8 crayones y un conjunto de 10 marcadores para su cumpleaños. Usa esta información mientras resuelve cada problema a continuación. Usa números, dibujos o palabras para mostrar tu razonamiento.

- 1** Ariel usó 5 crayones para hacer una tarjeta de agradecimiento. ¿Qué fracción de la caja usó?

- 2** Ariel le dio a su hermano 4 crayones. ¿Qué fracción le quedó de su caja de 8?

- 3** Después de que le dio algunos crayones a su hermano, el perro de Ariel se comió 2 de sus crayones.
 - a** Ahora, ¿qué fracción le quedó a Ariel de su caja original de 8 crayones?

 - b** ¿Qué fracción de los crayones fueron para el hermano de Ariel y para su perro?

- 4** Ariel agarró 6 marcadores de su conjunto de marcadores. ¿Qué fracción de los marcadores queda en el conjunto?

- 5** Dos de los marcadores de Ariel son verdes, 2 son rojos y 3 son azules. ¿Qué fracción de los marcadores es
verde? _____
rojo? _____
azul? _____

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Pizza Party Planning

A fourth grade class won a pizza party for collecting the most paper for recycling in their school contest. Medium pizzas were cut into 8 slices, and large pizzas were cut into 12 slices.

- 1** Mariah ate 2 slices of a large pizza. What fraction of the pizza did she eat? Draw a sketch to show your thinking.

$\frac{2}{12}$ or $\frac{1}{6}$ of a large pizza. Sketches will vary.

- 2** Carlos said that Mariah ate of $\frac{1}{6}$ a pizza. Tell why you agree or disagree.

Agree; explanations will vary.

- 3** Mariah's table seats 4 students. Each student ate 2 slices of a large pizza. Write an equation that shows what fraction of a pizza was eaten at Mariah's table.

Equations will vary. Example:

$$\frac{2}{12} + \frac{2}{12} + \frac{2}{12} + \frac{2}{12} = \frac{8}{12}$$

- 4** Tony ate 3 slices of a medium pizza. His friend, Connor, ate 4 slices of the same pizza.

- a** Write two different fractions to describe how much pizza Connor ate.

$\frac{4}{8}$, $\frac{2}{4}$ (also $\frac{1}{2}$)

- b** What fraction of the pizza did the boys eat together? $\frac{7}{8}$

- 5** Lionel's table group drank $1\frac{1}{2}$ liters of juice with their pizza. How many milliliters did they drink? Show your work.

1,500 ml; work will vary.

- 6** Complete the problems.

$$\begin{array}{r} 100 \\ \times 45 \\ \hline 4,500 \end{array}$$

$$\begin{array}{r} 79 \\ \times 10 \\ \hline 790 \end{array}$$

$$\begin{array}{r} 100 \\ \times 85 \\ \hline 8,500 \end{array}$$

$$\begin{array}{r} 20 \\ \times 70 \\ \hline 1,400 \end{array}$$

$$\begin{array}{r} 6 \\ \times 40 \\ \hline 240 \end{array}$$

$$\begin{array}{r} 35 \\ \times 200 \\ \hline 7,000 \end{array}$$

$$\begin{array}{r} 60 \\ \times 60 \\ \hline 3,600 \end{array}$$

NAME _____

DATE _____



Comparing, Adding & Subtracting Fractions page 1 of 2

1 Use the symbols $>$, $=$, or $<$ to compare each pair of fractions.

$\frac{3}{8} > \frac{2}{8}$	$\frac{3}{8} > \frac{1}{4}$	$\frac{3}{8} < \frac{7}{16}$	$\frac{7}{16} > \frac{1}{4}$
$\frac{1}{4} < \frac{3}{4}$	$\frac{4}{16} > \frac{2}{16}$	$\frac{4}{16} < \frac{5}{8}$	$\frac{3}{4} > \frac{5}{8}$

2 Find each sum.

$\frac{1}{4} + \frac{3}{4} =$ $\frac{4}{4}$ or 1	$\frac{2}{4} + \frac{1}{4} =$ $\frac{3}{4}$	$\frac{2}{4} + \frac{3}{4} =$ $\frac{5}{4}$ or $1 \frac{1}{4}$
$1 \frac{1}{4} + \frac{1}{4} =$ $1 \frac{2}{4}$ or $1 \frac{1}{2}$ or $\frac{6}{4}$	$\frac{2}{8} + \frac{5}{8} =$ $\frac{7}{8}$	$\frac{5}{8} + \frac{6}{8} =$ $1 \frac{1}{8}$ or $1 \frac{3}{8}$

3 Find each difference.

$\frac{3}{4} - \frac{1}{4} =$ $\frac{2}{4}$ or $\frac{1}{2}$	$1 \frac{1}{4} - \frac{1}{4} =$ 1 or $\frac{4}{4}$	$1 \frac{1}{4} - \frac{3}{4} =$ $\frac{2}{4}$ or $\frac{1}{2}$
$\frac{6}{8} - \frac{2}{8} =$ $\frac{4}{8}$ or $\frac{2}{4}$ or $\frac{1}{2}$	$1 \frac{3}{8} - \frac{2}{8} =$ $1 \frac{1}{8}$ or $\frac{9}{8}$	$1 \frac{3}{8} - \frac{4}{8} =$ $\frac{7}{8}$

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Comparing, Adding & Subtracting Fractions page 2 of 2

Responses will vary. Example:

4 CHALLENGE Write as many equivalent fractions as you can for each fraction shown below.

a $\frac{1}{8}$	$\frac{2}{16}, \frac{4}{32}, \frac{8}{64}, \frac{16}{128}$
b $\frac{1}{4}$	$\frac{2}{8}, \frac{3}{12}, \frac{4}{16}, \frac{8}{32}, \frac{16}{64}$
c $\frac{2}{3}$	$\frac{4}{6}, \frac{6}{9}, \frac{8}{12}, \frac{10}{15}, \frac{12}{18}$

d Describe how you can write equivalent fractions for any fraction.

Responses will vary.

5 CHALLENGE Find each sum.

$1\frac{1}{4} + \frac{1}{2} =$	$\frac{2}{8} + \frac{3}{4} =$	$\frac{12}{16} + \frac{1}{8} =$
$1\frac{3}{4}$ or $\frac{7}{4}$	$\frac{4}{4}$ or 1 or $\frac{8}{8}$	$\frac{14}{16}$ or $\frac{7}{8}$

6 CHALLENGE Find each difference.

$1\frac{1}{4} - \frac{1}{2} =$	$\frac{3}{4} - \frac{3}{8} =$	$\frac{5}{16} - \frac{1}{4} =$
$\frac{3}{4}$	$\frac{3}{8}$	$\frac{1}{16}$

NAME _____

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Adding & Subtracting Fractions

Ariel got a new box of 8 crayons and a set of 10 markers for her birthday. Use this information as you solve each problem below. Use numbers, labeled sketches, or words to show your thinking.

- 1** Ariel used 5 crayons to make a thank-you card. What fraction of the box did she use?

$\frac{5}{8}$ of the box; work will vary.

- 2** Ariel gave her brother 4 crayons. What fraction does she have left out of her box of 8?

$\frac{4}{8}$ or $\frac{1}{2}$ of the box; work will vary

- 3** After she gave some crayons to her brother, Ariel's dog ate 2 of her crayons.

- a** Now what fraction does Ariel have left of her original box of 8 crayons?

$\frac{2}{8}$ or $\frac{1}{4}$ of the box; work will vary

- b** What fraction of the crayons went to Ariel's brother and her dog?

$\frac{6}{8}$ or $\frac{3}{4}$ of the box; work will vary

- 4** Ariel took 6 markers out of her marker set. What fraction of the markers are left in the set?

$\frac{4}{10}$ or $\frac{2}{5}$ of the markers; work will vary

- 5** Two of Ariel's markers are green, 2 are red, and 3 are blue. What fraction of the markers are

green? $\frac{2}{10}$ or $\frac{1}{5}$

red? $\frac{2}{10}$ or $\frac{1}{5}$

blue? $\frac{3}{10}$

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Butterfly

10/15	6/9	6/9	4/6	8/12	2/3	4/6	10/15	10/15	8/12	4/6	8/12	10/15	2/3	8/12	2/3	2/3	6/9	6/9
10/15	6/9	4/6	6/9	4/6	8/12	2/3	10/15	2/3	2/3	8/12	8/12	4/6	4/6	6/9	6/9	2/3	2/3	10/15
6/9	6/9	2/3	4/6	8/12	6/9	10/15	4/6	10/15	6/9	6/9	10/15	4/6	2/3	4/6	2/3	10/15	6/9	2/3
2/3	6/9	6/9	2/3	6/9	6/9	10/15	12/12	8/12	4/6	6/9	9/9	6/9	2/3	8/12	10/15	2/3	4/6	2/3
4/6	8/12	8/12	4/12	4/12	4/12	4/6	8/12	9/9	6/9	3/3	8/12	4/6	4/12	3/9	5/15	2/3	10/15	8/12
2/3	8/12	4/12	1/3	2/6	12/12	1/3	4/12	10/15	15/15	2/3	5/15	5/15	9/9	1/3	2/6	2/6	4/6	2/3
6/9	6/9	2/6	9/9	3/9	2/6	15/15	4/12	4/12	9/9	5/15	1/3	6/6	3/9	3/9	9/9	4/12	10/15	2/3
8/12	2/3	1/3	4/12	15/15	4/12	4/12	15/15	2/6	6/6	4/12	15/15	1/3	1/3	15/15	3/9	3/9	8/12	2/3
8/12	8/12	5/15	5/15	3/9	3/9	3/9	2/6	1/3	15/15	1/3	5/15	2/6	2/6	4/12	3/9	4/12	6/9	6/9
8/12	10/15	6/9	5/15	12/12	4/12	2/6	1/3	2/6	6/6	5/15	2/6	1/3	5/15	6/6	2/6	8/12	2/3	2/3
8/12	4/6	6/9	4/6	5/15	6/6	15/15	12/12	2/6	12/12	3/9	3/3	15/15	15/15	2/6	4/6	6/9	8/12	8/12
2/3	4/6	6/9	5/15	3/9	1/3	1/3	2/6	3/9	3/3	2/6	4/12	1/3	1/3	2/6	5/15	2/3	8/12	2/3
6/9	6/9	4/12	1/3	9/9	3/9	5/15	15/15	2/6	6/6	1/3	3/3	1/3	5/15	9/9	4/12	4/12	10/15	8/12
4/6	2/3	1/3	9/9	12/12	9/9	1/3	3/9	2/6	9/9	3/9	4/12	4/12	9/9	3/3	6/6	3/9	4/6	4/6
6/9	4/6	4/12	4/12	15/15	1/3	2/6	4/12	4/6	4/6	8/12	3/9	3/9	4/12	15/15	2/6	1/3	6/9	8/12
6/9	10/15	4/6	5/15	1/3	5/15	4/12	2/3	2/3	6/9	4/6	4/6	1/3	1/3	2/6	1/3	6/9	2/3	6/9
4/6	10/15	8/12	2/3	8/12	6/9	10/15	10/15	2/3	8/12	2/3	10/15	6/9	10/15	2/3	10/15	8/12	10/15	10/15
8/12	6/9	6/9	6/9	8/12	8/12	4/6	4/6	6/9	8/12	6/9	8/12	10/15	2/3	4/6	6/9	8/12	8/12	6/9
10/15	6/9	6/9	8/12	4/6	6/9	6/9	6/9	6/9	2/3	10/15	8/12	6/9	2/3	10/15	2/3	6/9	6/9	4/6
6/9	6/9	2/3	8/12	2/3	4/6	2/3	10/15	4/6	6/9	6/9	4/6	4/6	6/9	10/15	4/6	8/12	2/3	2/3

Key:

Equal to $\frac{1}{3}$	Red
Equal to $\frac{2}{3}$	Blue
Equal to 1 whole	Gray

Name:

Date:

Pig

21/28	3/4	4/16	4/16	2/8	6/8	27/36	5/20	6/24	6/24	9/36	15/20	12/16	7/28	2/8	2/8	9/12	6/8	18/24
30/40	27/36	8/32	18/36	14/28	6/24	5/20	14/28	6/12	10/20	1/2	6/24	3/12	12/24	18/36	5/20	24/32	30/40	27/36
12/16	27/36	3/12	14/28	3/12	20/40	2/4	10/20	16/32	14/28	18/36	12/24	14/28	8/32	4/8	6/24	15/20	9/12	30/40
18/24	9/12	9/12	7/28	6/12	16/32		6/12	2/4	20/40	2/4		6/12	4/8	9/36	30/40	12/16	6/8	30/40
21/28	15/20	15/20	2/4	4/8	16/32	4/4	6/12	6/12	8/16	18/36	8/8	6/12	2/4	16/32	15/20	6/8	3/4	30/40
6/8	9/12	10/40	1/2	20/40	20/40	6/12	16/32	12/24	2/4	6/12	2/4	16/32	4/8	16/32	6/24	18/24	3/4	3/4
3/4	27/36	2/8	14/28	12/24	4/8	2/4	6/12	8/16	4/8	18/36	6/12	6/12	6/12	18/36	4/16	21/28	30/40	30/40
30/40	7/28	2/4	18/36	18/36	8/16	4/8	16/32	9/36	1/4	1/4	4/16	6/12	8/16	1/2	18/36	5/20	30/40	24/32
4/16	14/28	14/28	4/8	16/32	20/40	8/16	5/20	6/12	20/40	16/32	18/36	10/40	12/24	10/20	4/8	3/12	21/28	21/28
2/8	20/40	14/28	6/12	2/4	10/20	6/12	1/4	36/36	8/16	14/28	40/40	8/32	10/20	20/40	20/40	2/8	3/4	10/20
7/28	2/4	4/8	10/20	14/28	18/36	20/40	8/32	40/40	4/8	16/32	24/24	7/28	12/24	14/28	12/24	9/36	2/4	3/4
3/12	1/2	14/28	4/8	2/4	8/16	20/40	18/36	9/36	6/24	2/8	2/8	2/4	10/20	12/24	8/16	2/8	24/32	27/36
9/36	8/16	4/8	16/32	16/32	16/32	14/28	10/20	18/36	4/8	20/40	1/2	1/2	16/32	2/4	4/8	9/36	15/20	6/8
3/12	12/24	1/2	12/24	8/16	8/16	14/28	8/16	6/12	2/4	2/4	14/28	18/36	6/12	18/36	8/16	9/36	27/36	15/20
10/40	20/40	16/32	8/16	10/20	20/40	10/20	4/8	2/4	18/36	20/40	14/28	14/28	18/36	6/12	4/16	9/12	12/16	24/32
12/16	7/28	3/12	16/32	40/40	4/4	16/32	20/40	1/2	6/12	20/40	4/4	16/16	2/4	5/20	30/40	6/8	18/24	18/24
30/40	12/16	6/8	36/36	3/12	5/20	40/40	2/4	1/2	12/24	4/4	9/36	9/36	20/20	3/4	15/20	9/12	30/40	6/8
15/20	6/8	30/40	20/20	9/36	2/8	4/4	9/36	1/4	1/4	24/24	1/4	1/4	16/16	24/32	9/12	24/32	30/40	15/20
21/28	15/20	3/4	28/28	24/24	4/4	4/4	9/12	21/28	30/40	8/8	20/20	24/24	20/20	3/4	18/24	21/28	21/28	30/40
10/40	5/20	1/4	9/36	4/16	1/4	4/16	8/32	5/20	2/8	1/4	4/16	7/28	3/12	5/20	5/20	1/4	4/16	6/24

Key:

Equal to $\frac{1}{4}$	Brown
Equal to $\frac{2}{4}$	Pink
Equal to $\frac{3}{4}$	Blue
Equal to 1 whole	Black

*Blank squares are white

Name: _____

Date: _____

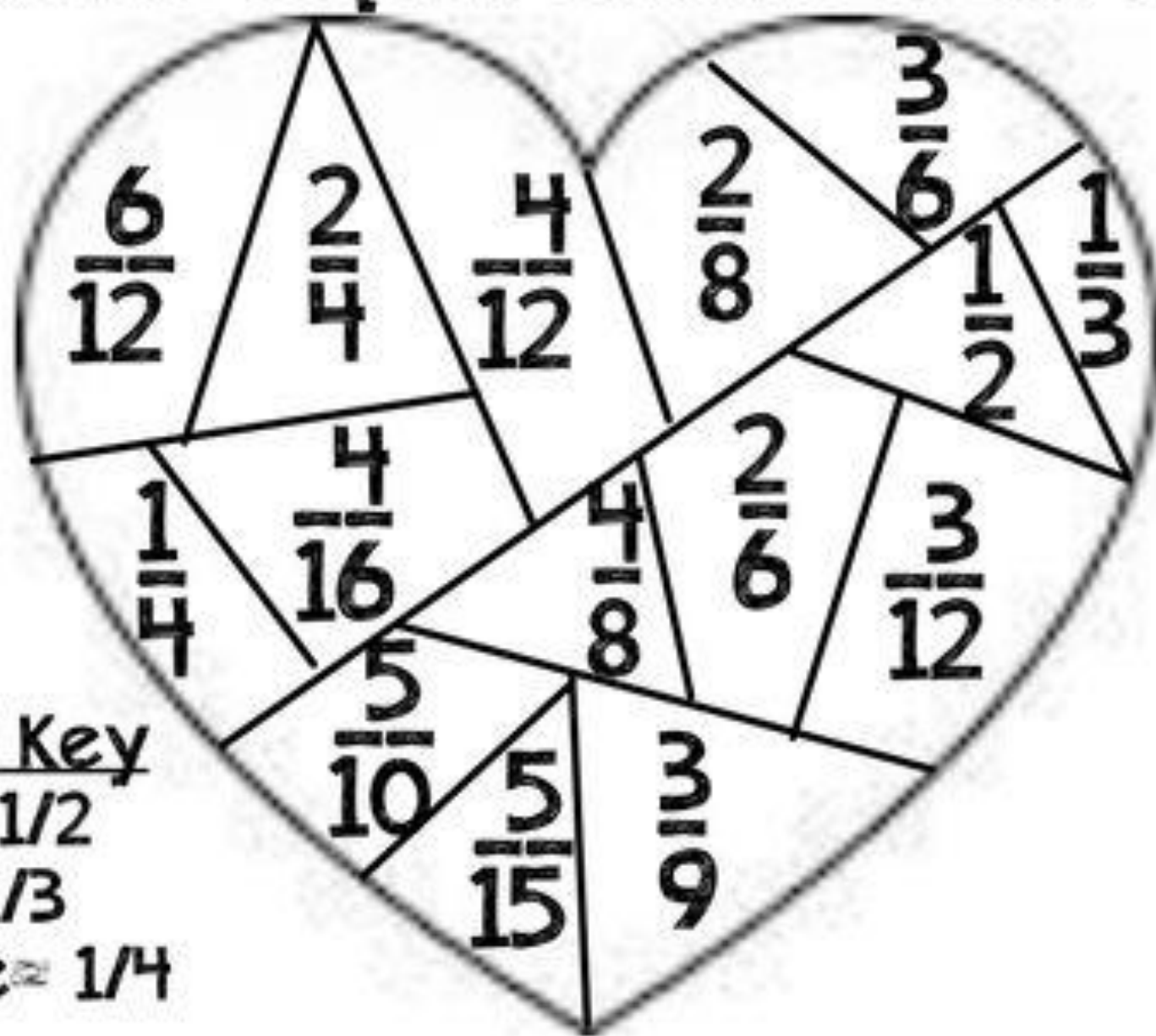
Video Games

4/16	1/4	10/20	2/4	6/12	4/8	6/12	10/20	2/4	2/4	8/16	4/8	10/20	6/12	2/8	1/4	5/20	5/20	2/8
2/8	4/16	8/16	4/16	3/12	5/20	5/20	3/12	4/16	1/4	2/8	3/12	5/20	10/20	3/12	3/12	1/4	5/20	1/4
5/20	4/16	6/12	2/8	5/20	5/20	1/4	3/12	3/12	4/16	4/16	2/8	3/12	8/16	3/12	4/16	5/20	2/8	4/16
3/12	5/20	4/8	1/4	5/20	4/16	2/8	4/16	5/20	1/4	4/16	3/12	3/12	4/8	5/20	20/20	15/20	4/16	3/12
3/12	4/16	10/20	4/16	4/16	2/8	1/4	3/12	4/16	1/4	4/16	1/4	4/16	8/16	1/4	15/20	3/4	2/8	1/4
2/8	5/20	4/8	5/20	8/8	2/8	2/8	10/20	10/20	3/12	2/8	1/4	4/16	4/8	3/12	6/8	15/20	3/12	5/20
4/16	2/8	6/12	4/16	20/20	4/4	12/12	8/8	8/8	8/8	20/20	12/12	5/20	10/20	5/20	3/4	9/12	2/8	2/8
5/20	5/20	2/4	3/4	16/16	10/20	10/20	8/8	8/8	4/4	10/20	10/20	12/12	6/12	5/20	3/4	3/4	3/12	1/4
2/8	3/12	8/16	12/16	6/8	8/16	4/8	6/8	15/20	6/8	2/4	10/20	3/4	6/12	3/12	15/20	3/4	2/8	2/8
2/8	5/20	10/20	15/20	9/12	9/12	12/16	12/16	15/20	12/16	9/12	6/8	15/20	6/12	2/8	9/12	12/16	6/12	6/12
3/12	3/12	4/8	6/12	4/8	2/4	10/20	10/20	4/8	2/4	10/20	10/20	6/12	8/16	10/20	6/8	9/12	3/12	2/4
5/20	1/4	3/12	4/16	4/16	4/16	2/8	3/12	4/16	1/4	5/20	5/20	4/16	5/20	2/8	4/16	2/8	5/20	2/4
2/8	3/12	3/12	4/16	5/20	2/8	10/20	8/16	2/4	10/20	10/20	6/12	10/20	10/20	6/12	6/12	6/12	2/4	6/12
1/4	4/16	3/12	5/20	4/16	1/4	8/16	3/12	2/8	5/20	5/20	3/12	1/4	5/20	1/4	2/8	1/4	2/8	1/4
2/8	1/4	6/8	15/20	12/16	3/4	9/12	3/4	12/16	3/4	15/20	3/4	6/8	6/8	3/12	5/20	5/20	4/16	3/12
2/8	1/4	9/12	3/4	8/16	12/16	15/20	15/20	9/12	15/20	15/20	9/12	9/12	15/20	3/12	5/20	3/12	3/12	1/4
2/8	1/4	3/4	4/8	10/20	8/16	9/12	9/12	15/20	15/20	16/16	15/20	4/4	9/12	2/8	1/4	5/20	4/16	2/8
5/20	1/4	9/12	9/12	6/12	6/8	12/16	3/4	3/4	6/8	9/12	12/16	3/4	9/12	2/8	4/16	3/12	5/20	1/4
1/4	5/20	6/8	15/20	15/20	9/12	12/16	9/12	3/4	6/8	9/12	3/4	6/8	15/20	2/8	4/16	5/20	1/4	4/16
1/4	4/16	2/8	2/8	1/4	1/4	1/4	4/16	1/4	2/8	4/16	3/12	3/12	2/8	2/8	4/16	3/12	2/8	5/20

Key:

Equal to 1/4	Blue
Equal to 2/4	Gray
Equal to 3/4	Black
Equal to 1 whole	Red

We love equivalent fractions!



Color Key
pink $\approx \frac{1}{2}$
red $\approx \frac{1}{3}$
purple $\approx \frac{1}{4}$