Sharing Equally

Use drawings to help you solve the problems. Solve each problem in more than one way. Show your work.

SRB
124-125,
156-157

① Four friends shared 5 pizzas equally. How much pizza did each friend get?

_____ pizzas

One way:

Another way:

② Five kittens are sharing 6 cups of milk equally. How much milk does each kitten get?

_____ cups of milk

One way:

Another way:

Practice

③ Name the next 4 multiples of 7. 7, _____, _____, _____, _____

④ List all the factors of 18. _____

⑤ List all the factors of 18 that are prime. _____

⑥ List all the factor pairs of 40.

_____ and _____ ; _____ and _____ ;

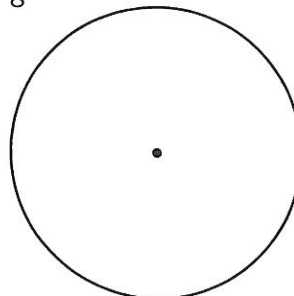_____ and _____ ; _____ and _____
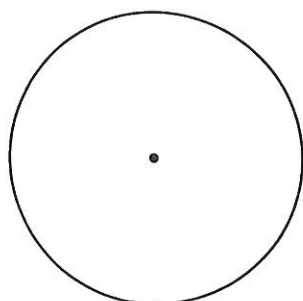
99

Fraction Circles

(1) Divide into 4 equal parts. Shade $\frac{1}{4}$.
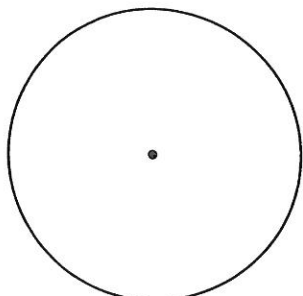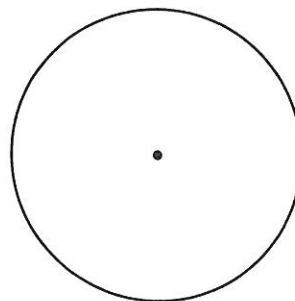
(2) Divide into 8 equal parts. Shade $\frac{2}{8}$.

(3) Divide into 12 equal parts. Shade $\frac{3}{12}$.

(4) Create your own. Divide into equal parts and shade a portion. Record the amount you shaded.

(5) What patterns do you notice in Problems 1 through 3?

_____

_____

Practice

(6) List the next 4 multiples of 5. 20, _____, _____, _____, _____

(7) List all the factors of 48. _____

(8) List the factors of 48 that are composite. _____

105

Finding Equivalent Fractions

Use the number lines to help you answer the following questions.

(1) Fill in the blank with = or ≠.
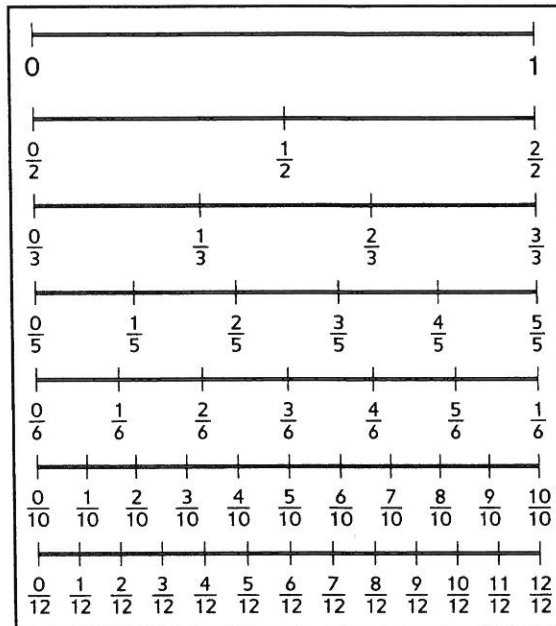
a. $\frac{2}{3}$ _____ $\frac{1}{3}$

b. $\frac{2}{6}$ _____ $\frac{1}{3}$

c. $\frac{2}{6}$ _____ $\frac{2}{5}$

d. $\frac{1}{5}$ _____ $\frac{2}{10}$

e. $\frac{2}{12}$ _____ $\frac{1}{6}$

(2) Fill in the missing numbers.

a. $\frac{1}{5} = \frac{\square}{10}$ b. $\frac{4}{12} = \frac{\square}{3}$

c. $\frac{5}{10} = \frac{\square}{2}$ d. $\frac{3}{6} = \frac{\square}{12}$

e. $\frac{4}{6} = \frac{\square}{3}$

(3) Circle the number sentences that are NOT true.

a. $\frac{3}{12} = \frac{1}{4}$

b. $\frac{1}{2} = \frac{5}{10}$

c. $\frac{2}{6} = \frac{2}{5}$

d. $\frac{7}{10} = \frac{4}{6}$

e. $\frac{9}{10} = \frac{11}{12}$

Practice

Solve using U.S. traditional addition or subtraction.

(4) _____ = 989 + 657   (5) 3,314 + 4,719 = _____

(6) 5,887 − 3,598 = _____   (7) _____ = 2,004 − 1,716

Finding Equivalent Fractions

Family Note Today students learned about an **Equivalent Fractions Rule**, which can be used to rename any fraction as an equivalent fraction. The rule for multiplication states that if the numerator and denominator are multiplied by the same nonzero number, the result is a fraction that is equivalent to the original fraction.

For example, the fraction $\frac{1}{2}$ can be renamed as an infinite number of equivalent fractions. When you multiply the numerator 1 by 5, the result is 5. When you multiply the denominator 2 by 5, the result is 10.

$$\frac{1 \times 5}{2 \times 5} = \frac{5}{10}$$

This results in the number sentence $\frac{1}{2} = \frac{5}{10}$. If you multiplied both the numerator and denominator in $\frac{1}{2}$ by 3, the result would be $\frac{3}{6}$, which is also equal to $\frac{1}{2}$.

Fill in the boxes to complete the equivalent fractions.

Example: $\frac{1}{2} = \frac{3}{\boxed{6}}$

① $\frac{1}{2} = \frac{6}{\boxed{}}$

② $\frac{1}{4} = \frac{3}{\boxed{}}$

③ $\frac{1}{3} = \frac{2}{\boxed{}}$

④ $\frac{2}{3} = \frac{8}{\boxed{}}$

⑤ $\frac{1}{5} = \frac{\boxed{}}{10}$

⑥ $\frac{2}{5} = \frac{\boxed{}}{10}$

⑦ $\frac{3}{4} = \frac{9}{\boxed{}}$

⑧ $\frac{5}{6} = \frac{10}{\boxed{}}$

⑨ $\frac{2}{\boxed{}} = \frac{6}{9}$

⑩ $\frac{4}{\boxed{}} = \frac{8}{12}$

⑪ Name 3 equivalent fractions for $\frac{1}{2}$. _____

Practice

⑫ List all the factors of 56. _____

⑬ Write the factor pairs for 30.

_____ and _____, _____ and _____, _____ and _____,

_____ and _____

⑭ Is 30 prime or composite? _____

Sharing Veggie Pizza

(1) Karen and her 3 friends want to share 3 small veggie pizzas equally. Karen tried to figure out how much pizza each of the 4 children would get. She drew this picture and wrote two answers.

$$\frac{3}{4} \text{ or } 1\frac{1}{4}$$
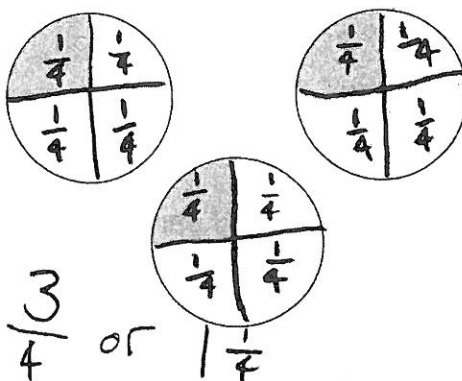
a. Which of Karen's answers is correct? _____

b. Draw on Karen's diagram to make it clear how the pizza should be distributed among the 4 children.

(2) Erin and her 7 friends want to share 6 small veggie pizzas equally.

How much pizza will each of the 8 children get? _____

(3) Who will get more pizza, Karen or Erin? _____

Explain or show how you know.

Practice

(4) List all the factors of 50. _____

(5) Is 50 prime or composite? _____

(6) Write the factor pairs for 75.

_____ and _____

_____ and _____

_____ and _____

117

Solving Fraction Comparison Number Stories

Solve the problems below.

(1) Tenisha and Christa were each reading the same book. Tenisha said she was $\frac{3}{4}$ of the way done with it, and Christa said she was $\frac{6}{8}$ of the way finished.

Who has read more, or have they read the same amount? _____

_____

How do you know? _____

_____

(2) Heather and Jerry each bought an ice cream bar. Although the bars were the same size, they were different flavors. Heather ate $\frac{5}{8}$ of her ice cream bar, and Jerry ate $\frac{5}{10}$ of his.

Who ate more, or did they eat the same amount? _____

Write a number sentence to show this. _____

(3) Howard's baseball team won $\frac{7}{10}$ of its games. Jermaine's team won $\frac{2}{5}$ of its games. They both played the same number of games.

Whose team won more games, or did they win the same amount? _____

How do you know? _____

_____

(4) Write your own fraction number story. Ask someone at home to solve it.

_____

_____

_____

Practice

Write T for true or F for false.

(5) $1,286 + 2,286 = 3,752$ _____

(6) $9,907 - 9,709 = 200$ _____

(7) $2,641 + 4,359 = 2,359 + 4,641$ _____

(8) $2,345 - 198 = 2,969 - 822$ _____

120

Comparing and Ordering Fractions

Write the fractions from smallest to largest, and then justify your conclusions by placing the numbers in the correct places on the number lines.

(1) $\frac{5}{6}, \frac{2}{6}, \frac{4}{6}$ _____ _____ _____
                                 smallest   **largest**

0 ————————————————————————————————— 1

(2) $\frac{3}{5}, \frac{9}{10}, \frac{1}{4}, \frac{5}{12}$ _____ _____ _____ _____
                                 smallest   **largest**

0 ————————————————————————————————— 1

(3) $\frac{7}{12}, \frac{1}{2}, \frac{2}{3}, \frac{4}{10}, \frac{1}{6}$ _____ _____ _____ _____ _____
                                 smallest   **largest**

0 ————————————————————————————————— 1

Practice

(4) _____ = 5,494 + 3,769   (5) 5,853 + 4,268 = _____

(6) _____ = 8,210 − 6,654   (7) 7,235 − 5,906 = _____

Names for Fractions and Decimals

(1) Fill in the blanks in the table below.

SRB
150-151

Number in Words	Fraction	Decimal
one-tenth		
four-tenths		
	$\frac{8}{10}$	
		0.9
	$\frac{2}{10}$	
seven-tenths		

(2) Name two ways you might see decimals used outside of school.

_____
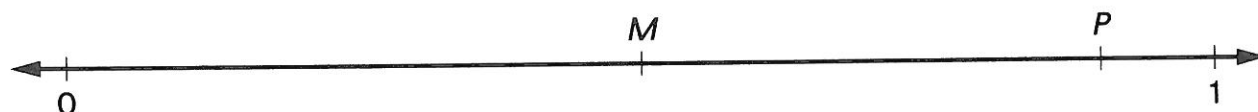
(3) What decimal is represented by the tick mark labeled *M*? _____

(4) What fraction is represented by the tick mark labeled *M*? _____

(5) What decimal is represented by the tick mark labeled *P*? _____

(6) What fraction is represented by the tick mark labeled *P*? _____

Practice

(7) List all the factors of 100. _____

(8) List the factors of 100 that are prime. _____

(9) Write the factor pairs for 42.

_____ and _____   _____ and _____

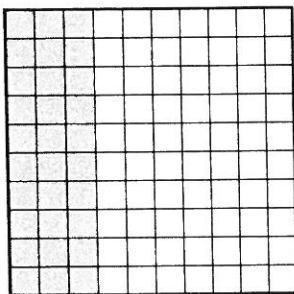_____ and _____   _____ and _____

Representing Fractions and Decimals

If the grid is the whole, then what part of each grid is shaded?

SRB
150-151

Write a fraction and a decimal below each grid.
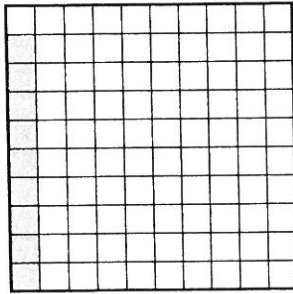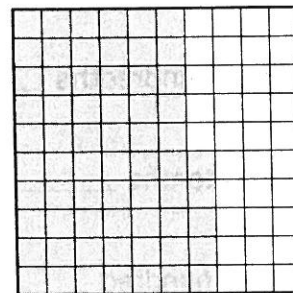
①

fraction: _____
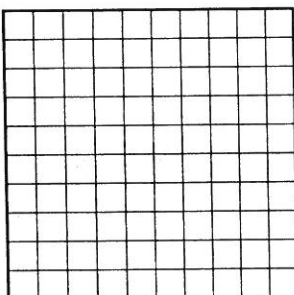
decimal: _____

②

fraction: _____

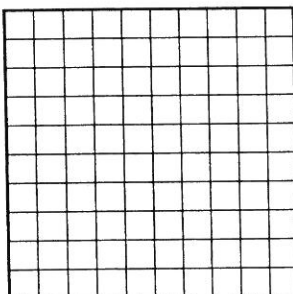decimal: _____

③
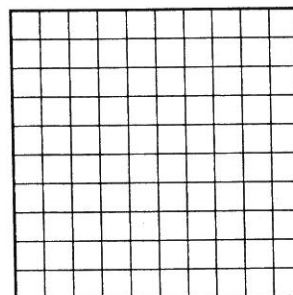
fraction: _____

decimal: _____

④ Color 0.8 of the grid.

⑤ Color 0.04 of the grid.

⑥ Color 0.53 of the grid.

Practice

⑦ The numbers 81, 27, and 45 are all multiples of 1, _____, and _____.

⑧ List the first ten multiples of 6.

_____, _____, _____, _____, _____, _____, _____, _____,

_____, _____

129

Tenths and Hundredths

Family Note Your child continues to work with decimals. Encourage him or her to think about ways to write money amounts. This is called dollars-and-cents notation. For example, $0.07 (7 cents), $0.09 (9 cents), and so on.
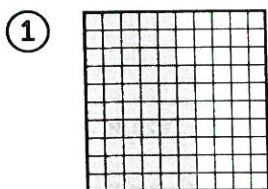
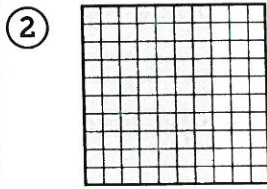Write the decimal numbers that represent the shaded part in each diagram.

Whole
grid

①

_____ hundredths

_____ tenths _____ hundredths

②

_____ hundredths

_____ tenths _____ hundredths

③
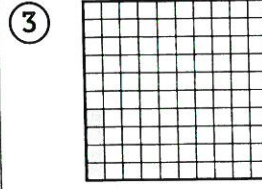
_____ hundredths

_____ tenths _____ hundredths

Write the words as decimal numbers.

④ twenty-three hundredths

_____

⑤ eight and four-tenths

_____

⑥ thirty and twenty-hundredths

_____

⑦ five-hundredths

_____

Continue each pattern.

⑧ 0.1, 0.2, 0.3, _____, _____, _____, _____, _____, _____

⑨ 0.01, 0.02, 0.03, _____, _____, _____, _____, _____, _____

Practice

⑩ Round 7,604 to the nearest thousand. _____

⑪ Round 46,099 to the nearest thousand. _____

⑫ Round 8,500,976 three ways: nearest thousand, hundred-thousand, and million.

_____   _____

Practice with Decimals

Fill in the missing numbers.

① ← ＋——＋——＋——＋——＋——＋——＋——＋——＋——＋ →

     0   0.01   ____   ____   ____   ____   ____   ____   0.08

② ← ＋——＋——＋——＋——＋——＋——＋——＋——＋——＋ →

     0.7   ____   ____   ____   ____   ____   ____   ____   1.5
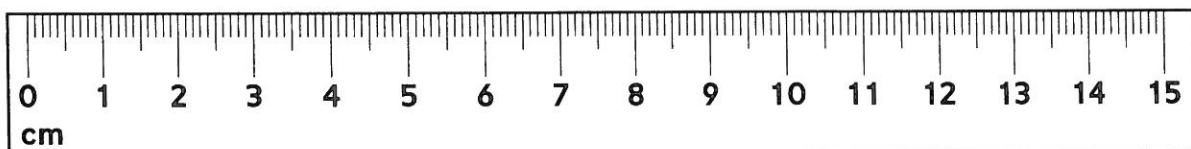
Follow these directions on the ruler below.

③ Make a dot at 7 cm and label it with the letter *A*.

④ Make a dot at 90 mm and label it with the letter *B*.

⑤ Make a dot at 0.13 m and label it with the letter *C*.

⑥ Make a dot at 0.06 m and label it with the letter *D*.

⑦ Write <, >, or =.

a. 1.2 ____ 0.12   **b.** 0.3 ____ 0.38   **c.** 0.80 ____ 0.08

⑧ Complete.   (1 cm = 10 mm   1 m = 100 cm)

cm	m
100	1
	5
1,000	
6,000	

cm	m
1	*0.01*
	0.03
	0.06
40	

Practice

⑨ 6,366 + 7,565 = _____

⑩ 3,238 + 29,784 = _____

⑪ 9,325 − 7,756 = _____

⑫ 14,805 − 2,927 = _____

135

Measuring Centimeters and Millimeters

SRB
180,
182,-183

① Find 6 objects in your home to measure. Use the ruler from the bottom of the page to measure them, first in centimeters and then in millimeters. Record your objects and their measurements.

Example: _crayon_ _3.5_ cm _35_ mm

Object   **Object**

_____ _____ cm _____ mm   _____ _____ cm _____ mm

_____ _____ cm _____ mm   _____ _____ cm _____ mm

_____ _____ cm _____ mm   _____ _____ cm _____ mm

Fill in the tables.

②

cm	mm
1	
15	
3.7	
49.6	
0.8	

③

cm	m
	1
180	
	23.6
	5.72
	0.65

Practice

④ List the factors for 63. _____

⑤ Write the factor pairs for 60.

_____ and _____   _____ and _____   _____ and _____

_____ and _____   _____ and _____   _____ and _____

- -

cm	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		.5	1.5	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5	12.5	13.5	14.5

Fold

		5	15	25	35	45	55	65	75	85	95	105	115	125	135	145
mm	0	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150

139
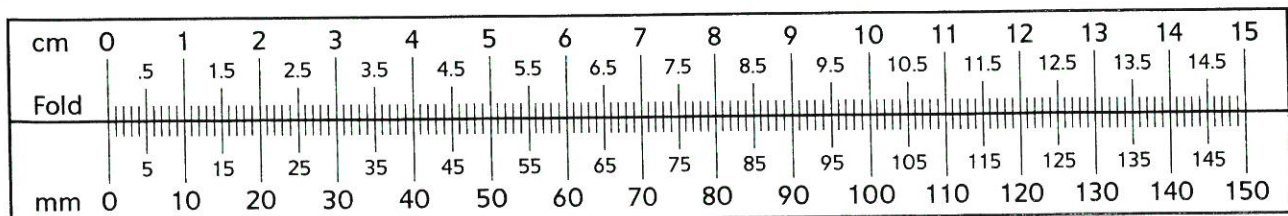
Comparing Decimals

Family Note Ask your child to read the decimal numerals aloud. Encourage your child to use the following method:
1. Read the whole-number part.
2. Say *and* for the decimal point.
3. Read the digits after the decimal point as though they form their own number.
4. Say *tenths* or *hundredths,* depending on the placement of the right-hand digit. Encourage your child to exaggerate the *-ths* sound. For example, 2.37 is read as "two and thirty-seven hundredths."

Write >, <, or =.

(1)   2.35 _____ 2.57   (2)   1.08 _____ 1.8

(3)   0.64 _____ 0.46   (4)   0.90 _____ 0.9

> means *is greater than*

(5)   42.1 _____ 42.09   (6)   7.09 _____ 7.54

< means *is less than*

(7)   0.4 _____ 0.40   (8)   0.26 _____ 0.21

Example: The 4 in 0.47 stands for 4 *tenths* or *0.4* .

(9)   The 9 in 4.59 stands for 9 _____ or _____.

(10)   The 3 in 3.62 stands for 3 _____ or _____.

Continue each number pattern.

(11)   6.56, 6.57, 6.58, _____, _____, _____

(12)   0.73, 0.83, 0.93, _____, _____, _____

Write the number that is 0.1 more.   Write the number that is 0.1 less.

(13)   4.3 _____   (14) 4.07 _____   (15) 8.2 _____   (16) 5.63 _____

Practice

(17)   43,589 + 12,641 = _____   (18)   63,274 + 97,047 = _____

(19)   41,805 − 26,426 = _____   (20)   82,004 − 11,534 = _____