

Classroom Mathematics

California

Teacher Toolbox

Resource Sampler



GRADE

3

Engaging Resources to Drive Student Growth

The Teacher Toolbox for *Classroom Mathematics California* is an important part of your digital experience and companion to your Teacher's Guide, as it houses many of the resources you need to deliver effective core mathematics instruction. You'll see references to specific Teacher Toolbox resources throughout the Teacher's Guide, pointing you to materials you can use for whole class instruction and small group differentiation. The Teacher Toolbox resources are accessible through the Teacher Digital Experience via i-ReadyConnect.com.

Easily Access All Grades K–8 Resources on the Teacher Toolbox:

- Activity Sheets 
- Assessments (Lesson Quizzes, Assessment Notes Recording Sheet, and Unit Assessments—Forms A and B) 
- Centers Library 
- Cumulative Practice 
- Digital Math Tools
- Graphic Organizers 
- Games (Unit Level for Grades K–8 and Grade Level for Grades K–2) 
- Enrichment Activities 
- Family Letters 
- Fluency and Skills Practice 
- Implementation Support
- Interactive Tutorials 
- Literacy Connection Activities 
- Learning Activities (On Level, Below Level, and Above Level) 
- Student Worktext PDFs 
- PowerPoint® Slides 
- Teacher's Guide PDFs 
- Tools for Instruction 
- Unit Flow & Progression Videos (closed captioned in English and Spanish)

 = Available in English and Spanish

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Grade 4 Teacher Toolbox Shown

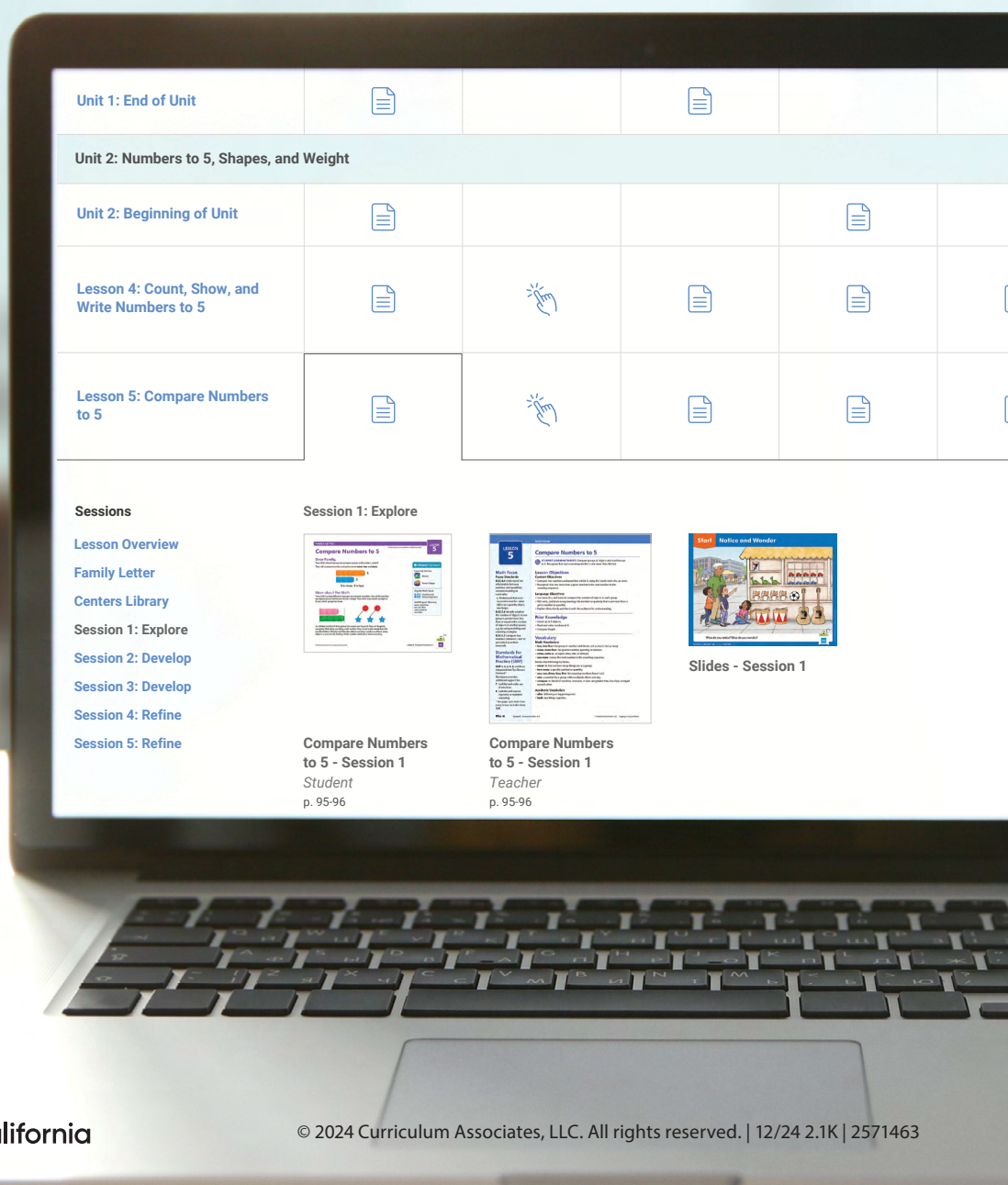


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Check out the Teacher Digital Experience Walkthrough to see more digital resources!

Explore all Grades K–8 resources in your demo account. Review the Teacher Digital Experience Walkthrough to see how.



Program Implementation Support

A wealth of resources to help California educators implement *Classroom Mathematics California* as a core program, including digital versions of support found in your Teacher's Guide, plus Try–Discuss–Connect instructional framework details, pacing and correlations resources, Digital Math Tools, Data Talk Displays, and more

Program

Classroom California ...

Subject

Math

Grade

K

1

2

3

4

5

6

7

8

Program Implementation

Classroom Resources

Classroom Resources (Spanish)

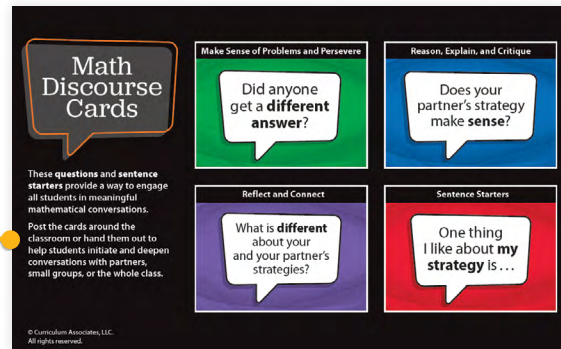
Assessment Practice

Whole Class Instruction			Small Group Differentiation			
Teach		Assess	Prepare	Reteach	Reinforce	Extend
Instruction & Practice	Interactive Tutorials	Lesson Quizzes & Unit Assessments	Prerequisite Lessons	Tools for Instruction	Math Center Activities	Enrichment Activities

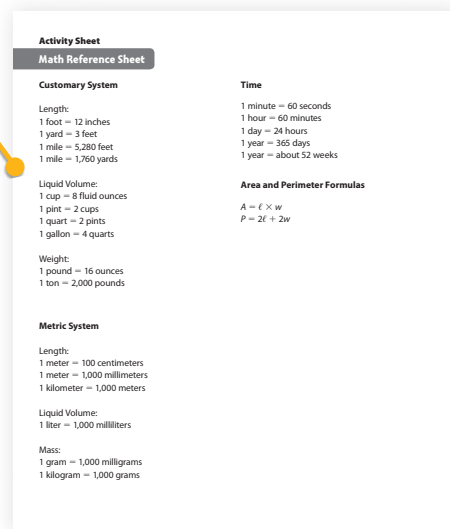
Unit 1: Whole Numbers: Place Value, Comparison, Addition, and Subtraction

Teaching and Learning Resources

- Digital Math Tools and Supporting Videos
- **Discourse Cards and Discourse Cube** ^{E/S}
- **Activity Sheet Resources** ^{E/S}



Discourse Card Example Shown



Activity Sheet Example Shown

^{E/S} = Available in English and Spanish

Implementation Support

- **UDL Process Toolkit**
- Integrating Prerequisites into Grade-Level Instruction
- Student Handbook ^{E/S}
- Multilingual Glossary
- Bilingual Glossary
- Spanish Glossary
- Academic Vocabulary Glossary ^{E/S}
- **Data Science Resources**
- Manipulative Lists
- Digital Resource Correlations
- Comprehension Check Correlations
- Spiral Review and Cumulative Practice Correlations
- Try-Discuss-Connect Framework Resources ^{E/S}
- Positive Learning Habits

UDL PROCESS TOOLKIT FOR CLASSROOM MATHEMATICS CALIFORNIA
UDL PROCESS PLANNER • GRADE 7 EXAMPLE

UDL Process Planner Grade 7 Example

Math focus: Identify the constant of proportionality from a description of a proportional relationship. Use proportional reasoning to solve ratio problems.

Instructional component and its purpose:
The Exit Ticket asks students to write and show how to solve a word problem involving a multi-step proportional relationship and share what they know. It lets the teacher identify and address a common error: writing the reciprocal for the constant of proportionality.

Students' strengths, experiences, and needs related to the math focus:

Strengths:

- SMP 4 – Students have previous experience modeling the constant of proportionality from word problems, diagrams, and xy tables.
- Students have real-world experiences they can use to create the context of their word problem.

Experiences:

- Students use proportional relationships in real life (e.g., doubling a recipe, budgeting for shopping).

Needs:

- Students may forget the second step in their answer.
- Need conceptual, not procedural, understanding of what a proportional relationship is.

1–3 Potential barriers to Engagement, Representation, Action & Expression:

- Students' responses are expected to be written, in English, and in complete sentences, with minimal time. Potential barrier to Expression.
- Students may struggle to quickly generate novel problem context independently. Potential barrier to Engagement and Expression.
- Teacher planning: Unable to see all students' Exit Tickets (i.e., Exit Tickets are in student books, which are taken home).

Relevant supports to leverage:

1–2 Embedded supports:

- Use a Collect and Display chart to capture a variety of models and sentence structures
- Students get to create their own relevant and interesting problem contexts.
- Students can use a graphing calculator to make tables, solve problems, and check work.

1–3 Additional support opportunities:

- Before students start, brainstorm a list of contexts that use proportions.
- Offer choice of response method: type, write in students' home language, draw a picture to model the problem and solution.
- Provide ample time and allow those who do not finish to turn it in the next day. Have children write their Exit Ticket response on a sheet of paper, sticky note, or whiteboard for the teacher to collect.

Unit: 1
Lesson: 5
Session: 3

☐ Explore
☐ Develop
☒ Refine

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Grade 7 UDL Process Toolkit Shown

DATA INVESTIGATION | ROLLING ON
UNIT 1

SAMPLE DATA

Sample Data Set A: Number Cube Rolls (optional)

1. 6 5	2. 3 3	3. 4 1	4. 3 5
5. 3 1	6. 1 1	7. 3 1	8. 3 4
9. 3 1	10. 4 6	11. 4 6	12. 5 1
13. 3 2	14. 2 6	15. 4 2	16. 1 2
17. 1 3	18. 6 2	19. 6 1	20. 3 5
21. 4 1	22. 6 4	23. 1 4	24. 5 4
25. 2 3	26. 1 1	27. 5 5	28. 3 6
29. 1 3	30. 5 1	31. 3 2	32. 4 1
33. 2 1	34. 6 5	35. 2 1	36. 1 3
37. 1 4	38. 4 5	39. 1 3	40. 4 5

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Grade 2 Data Investigation Example Shown

Lesson-Level Resources

Lesson 23: Find Equivalent Fractions

Additional Practice

Fluency and Skills Practice 7

Differentiation

Reteach: Tools for Instruction 10

Reinforce: Differentiated Learning Activities 12

Extend: Enrichment Activity 16

Assessment

Lesson Quiz 18

Support

Family Letter 20

Instructional Presentation Slides 21



Finding Equivalent Fractions

The answers to problems 1–6 are mixed up at the bottom of the page.

Cross out the answers as you complete the problems.

1 $\frac{1}{3} = \frac{\square}{6}$

2 $\frac{2}{3} = \frac{\square}{6}$

3 $\frac{1}{2} = \frac{\square}{6}$

4 $\frac{4}{8} = \frac{\square}{2}$

5 $\frac{3}{4} = \frac{\square}{8}$

6 $\frac{1}{4} = \frac{2}{\square}$

7 Draw a model to show why your answer to problem 2 is true.

8 Draw a model to show why your answer to problem 4 is true.

Answers

1

2

3

4

6

8



Writing a Whole Number as a Fraction

Writing the missing numerator for the fractions shown.

1 $1 = \frac{\square}{2}$

2 $2 = \frac{\square}{2}$

3 $3 = \frac{\square}{2}$

4 $4 = \frac{\square}{2}$

5 $1 = \frac{\square}{3}$

6 $2 = \frac{\square}{3}$

7 $3 = \frac{\square}{3}$

8 $4 = \frac{\square}{3}$

9 $1 = \frac{\square}{4}$

10 $2 = \frac{\square}{4}$

11 $3 = \frac{\square}{4}$

12 $4 = \frac{\square}{4}$

13 Explain a pattern you noticed.



Writing a Whole Number as a Fraction with a Denominator of 1

Write the missing number that makes each equation true.

1 $\frac{2}{1} = \square$

2 $\frac{\square}{1} = 8$

3 $5 = \frac{5}{\square}$

4 $6 = \frac{\square}{1}$

5 $\frac{9}{\square} = 9$

6 $\frac{\square}{1} = 4$

7 $\square = \frac{3}{1}$

8 $7 = \frac{\square}{\square}$

9 $\frac{\square}{1} = \square$

10 Explain the patterns you noticed in the problems.

11 Draw a model to show that your answer to problem 6 is true.

Tools for Instruction

Find Equivalent Fractions

Objective Recognize and generate equivalent fractions related to word problems.

Materials drawing paper, crayons

This activity builds on prior skills of dividing rectangles into equal parts to show halves, thirds, and fourths and using fraction language to describe the parts. It also builds on skills such as identifying fractions represented as parts of a whole shown in area models. In this activity, students draw models and name equivalent fractions represented as parts of a whole using an area model. A good understanding of equivalent fractions is the foundation for comparing, adding, and subtracting fractions and working with unlike denominators.

Step by Step

15–20 minutes

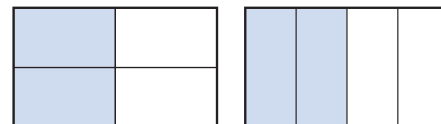
1 Draw a model to represent $\frac{1}{2} = \frac{2}{4}$.

- Present this problem: *Susan's mom makes an ice cream cake. She makes one half of the cake strawberry and the other half of the cake vanilla. She then cuts the cake into fourths so that each fourth is all strawberry or all vanilla. What fraction other than one half names the part of the cake that is all strawberry? Ask: How could you represent the whole cake and its parts with a model?*
- Have the student discuss what the cake looks like before it is cut and draw a picture of it. Check the drawing to make sure that the cake shows two equal parts (strawberry and vanilla).
- Have the student write the fraction that represents each part of the drawing.
- Ask: *How would you show dividing the cake into fourths so that each fourth is all strawberry or all vanilla?*

Ask: Now what

fraction is represented by each part?

- Guide the student to use the drawing to explain why $\frac{1}{2} = \frac{2}{4}$.
- Ask if there is another way to represent the equal parts in the cake and then have the student draw another model.



2 Draw a model to represent $\frac{1}{2} = \frac{3}{6}$.

- Present the following problem: *Lana and Eric each order a small square pizza. Lana eats $\frac{1}{2}$ of her pizza. Eric's pizza is divided into 6 slices. They eat the same amount. How many slices of pizza does Eric eat?*
- Have the student draw a square with 2 equal parts, shading 1 part to represent the amount of pizza Lana eats. Ask: *How can you show the amount of pizza Eric eats on the model?*
- Ask: *How many parts are shaded now? How many slices of pizza does Eric eat? What sixths fraction is equivalent to one half?*

Support English Learners Connect the meanings of the word *equivalent* and the word *equal* to reinforce the idea that equivalent fractions name the same, or equal, amounts.

3 Model a whole number as a fraction.

- Present the problem. *Maria has 2 ribbons that are the same length. She cuts each ribbon into fourths. How can you write the number 2 as a fraction to find how many fourths Maria cuts the ribbons into?*

Tools for Instruction

- Ask: *What model could you use to show one ribbon?*
- Ask: *How could you show the second ribbon?*
- Ask: *How many one-fourth parts are there in the 2 wholes?*
- Write on the board: $2 = \frac{8}{4}$. Explain that the fraction $\frac{8}{4}$ is equivalent to the whole number 2.
- Repeat the activity using thirds or sixths, if time allows.

Check for Understanding

Present the following problem: *Simone eats $\frac{1}{4}$ of a sandwich. Janice eats $\frac{2}{8}$ of a sandwich that is the same size. Do the girls eat the same amount of sandwich?* Have the student draw and shade a model or models for the sandwiches. Have the student explain whether the models show that two fractions are equivalent.

For the student who struggles, use the table below to help pinpoint where extra help may be needed.

If you observe...	the student may...	Then try...
the student has difficulty showing the two fractions using the same rectangular model,	not understand how to create equal parts.	providing the student with two sheets of paper to fold (one for each fraction) so that after they fold and shade both sheets to represent each fraction, both sheets show the same shaded amount.
the student does not recognize $\frac{1}{4}$ and $\frac{2}{8}$ as being equivalent fractions,	have difficulty seeing the relationship between fourths and eighths.	having the student cut out $\frac{1}{4}$ and $\frac{2}{8}$ from the models and place the $\frac{1}{4}$ atop the $\frac{2}{8}$ to prove they are congruent.



Building Equivalent Fractions

What You Need

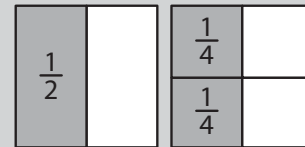
- fraction strips
- Recording Sheet

What You Do

1. Take turns. Pick a fraction on the **Recording Sheet**.
2. Use the fraction strips to build that fraction. Then divide the first shape and shade part(s) to show that fraction on the **Recording Sheet**.
3. Your partner builds an equivalent fraction with the fraction strips and writes it on the **Recording Sheet**. Then he or she divides and shades the second shape to show the equivalent fraction.
4. Repeat until all the fractions have been used.

Example

$$\frac{1}{2} = \frac{2}{4}$$



I need to remember that equivalent fractions take up the same amount of space.



Check Understanding

Use fraction strips to show an equivalent fraction for $\frac{2}{4}$. Explain how you know they are equivalent.



Go Further

Write five fractions that are equal to 1. Trade papers with your partner to check.



CENTER ACTIVITY ●●

LESSON 23

Partner A:

Partner B:

Building Equivalent Fractions Recording Sheet

$\frac{1}{2} = \frac{\square}{8}$	$\frac{1}{4} = \frac{\square}{\square}$
$\frac{1}{3} = \frac{\square}{\square}$	$\frac{3}{4} = \frac{\square}{\square}$
$\frac{8}{4} = \frac{\square}{\square}$	$3 = \frac{\square}{\square}$



CENTER ACTIVITY ●

LESSON 23

Name: _____

Below Level shown
here. Above Level also
available.

Building Equivalent Fractions

What You Need

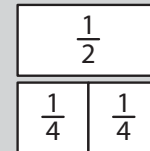
- fraction strips
- Recording Sheet

What You Do

1. Take turns. Pick a fraction on the **Recording Sheet**.
2. Use the fraction strips to build that fraction. Then shade part(s) to show that fraction on the **Recording Sheet**.
3. Your partner builds an equivalent fraction with the fraction strips and writes it on the **Recording Sheet**.
4. Your partner shades the second shape to show the equivalent fraction.
5. Repeat until all the fractions have been used.

Example

$$\frac{1}{2} = \frac{2}{4}$$



I know that equivalent fractions take up the same amount of space.



Check Understanding

Use fraction strips to show an equivalent fraction for $\frac{1}{4}$. Explain how you know they are equivalent.



Go Further

Draw two shapes that are the same. Divide one shape into halves and the other shape into eighths. Then shade the shapes to show equivalent fractions. Trade papers with your partner to check.



CENTER ACTIVITY ●

LESSON 23

Partner A:

Partner B:

Building Equivalent Fractions Recording Sheet

$\frac{1}{2} = \frac{\square}{6}$	$\frac{1}{4} = \frac{\square}{\square}$
$\frac{1}{3} = \frac{\square}{\square}$	$\frac{3}{4} = \frac{\square}{\square}$
$\frac{6}{3} = \frac{\square}{\square}$	$1 = \frac{\square}{\square}$



ENRICHMENT ACTIVITY

Name: _____

LESSON 23

Colorful Quilts

Your Challenge

1. Juno and Kerry are each making a quilt from colored squares. The quilts are the same size, but Kerry makes her quilt out of smaller squares than Juno. Both quilts have the same amount of red. Show what each child's quilt could look like on the **Recording Sheet**.
2. What fraction of each quilt is red? Show or explain how you know.
3. Benny and Leah are also making quilts from colored pieces. Leah makes her quilt using triangles instead of squares. Her quilt is the same size and has the same amount of red as Benny's quilt, but it has a different amount of red than Juno's quilt. What are possible designs for Benny's and Leah's quilts? Show what each child's quilt could look like on the **Recording Sheet**. What fraction of each quilt is red?



ENRICHMENT ACTIVITY

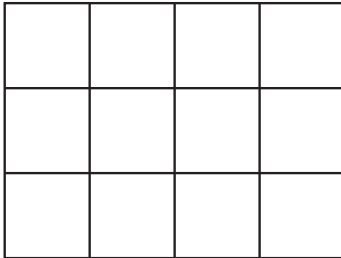
Name: _____

LESSON 23

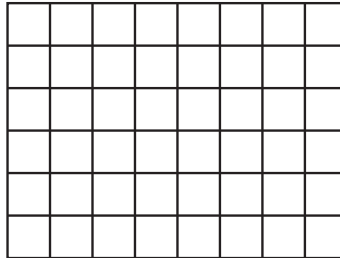
Colorful Quilts

1.

Juno's Quilt



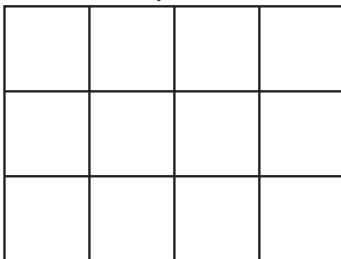
Kerry's Quilt



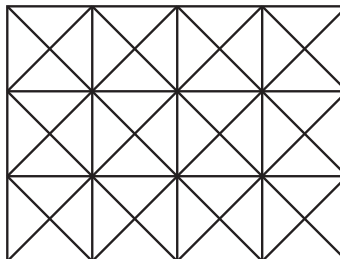
2.

3.

Benny's Quilt



Leah's Quilt





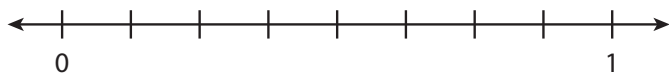
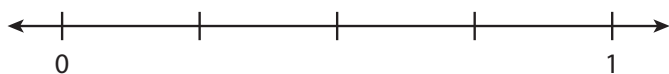
LESSON 23 • QUIZ

Name: _____

Solve the problems.

- 1** Which pairs of fractions are equivalent?

Choose all the correct answers.



Ⓐ $\frac{1}{4}$ and $\frac{1}{8}$

Ⓑ $\frac{3}{4}$ and $\frac{7}{8}$

Ⓒ $\frac{2}{4}$ and $\frac{4}{8}$

Ⓓ $\frac{1}{4}$ and $\frac{2}{8}$

Ⓔ $\frac{2}{4}$ and $\frac{2}{8}$

- 2** Jane draws this model to show a fraction equivalent to $\frac{7}{8}$.



Write the equivalent fraction in the blank.



LESSON 23 • QUIZ

Name: _____

- 3** For the science fair, a poster board is divided into 3 equal parts. The model of the poster board is shown below. Steve says that the model shows $\frac{3}{1}$.

Oscar says that the model shows $\frac{3}{3}$.



Which sentence explains who is correct?

- (A) Steve is correct because the model shows 3 wholes, and $\frac{3}{1} = 3$.
- (B) Neither is correct because the model shows 1 whole, and $\frac{3}{1}$ and $\frac{3}{3}$ are both equal to 3.
- (C) Oscar is correct because the model shows 1 whole, and $\frac{3}{3} = 1$.
- (D) Both are correct because the model show 3 wholes, and $\frac{3}{1}$ and $\frac{3}{3}$ are both equal to 3.
- 4 Part A** Find a fraction equivalent to $\frac{1}{3}$. Show your work.

Solution _____

Part B Find a fraction equivalent to 2. Show your work.

Solution _____

Find Equivalent Fractions

Dear Family,

This week your child is learning to find equivalent fractions.

Using a model or diagram to represent equivalent fractions helps make it clear why they are equivalent.

The models to the right show that $\frac{2}{8}$ and $\frac{1}{4}$ are equivalent because they cover the same amount of same-sized circles.

The circle showing $\frac{2}{8}$ has solid lines showing fourths and dotted lines showing how each fourth was cut to make eighths. It helps you see that since eighths are smaller than fourths, you need more of them to cover the same amount.

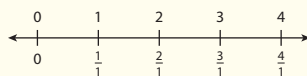
A number line is another model that can show equivalent fractions.

This number line shows both fourths and eighths. Since $\frac{1}{4}$ and $\frac{2}{8}$ are at the same point, $\frac{1}{4}$ and $\frac{2}{8}$ are equivalent.



A whole number can be written as a fraction too, with a denominator of 1.

A denominator of 1 means the whole has not been cut into parts. One whole can be written as $\frac{1}{1}$, 2 wholes as $\frac{2}{1}$, and so forth.



Invite your child to share what they know about finding equivalent fractions by doing the following activity together.



Learning Games

- Bounce
- Match
- Cloud Machine

Math Tools

- Number Line
- Fraction Models

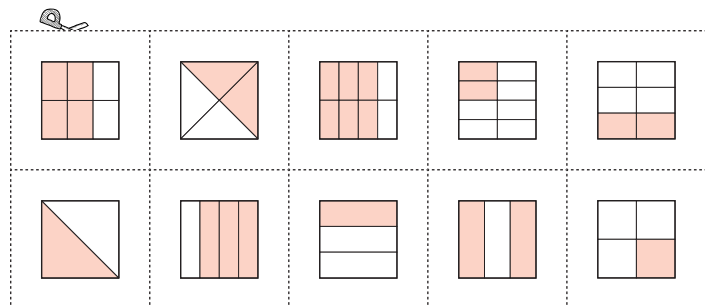
ACTIVITY EQUIVALENT FRACTIONS

Do this activity with your child to recognize equivalent fractions.

Materials cards below, scissors

Play this matching game to practice recognizing equivalent fractions.

- Cut out the cards below and color the backs.
- Mix the cards and place them facedown in two rows.
- Take turns. On your turn, flip two cards. Name the fractions.
- If the cards show equivalent fractions, keep them. If they are not equivalent, turn them back over in the same places as before.
- When all the equivalent fractions have been found, the player with the most cards is the winner.
- As you play, ask your child questions such as:
 - If you keep the cards, how do you know the fractions are equivalent?
 - If you turn the cards back over, how do you know the fractions are not equivalent?



SESSION 1

Explore

Equivalent Fractions

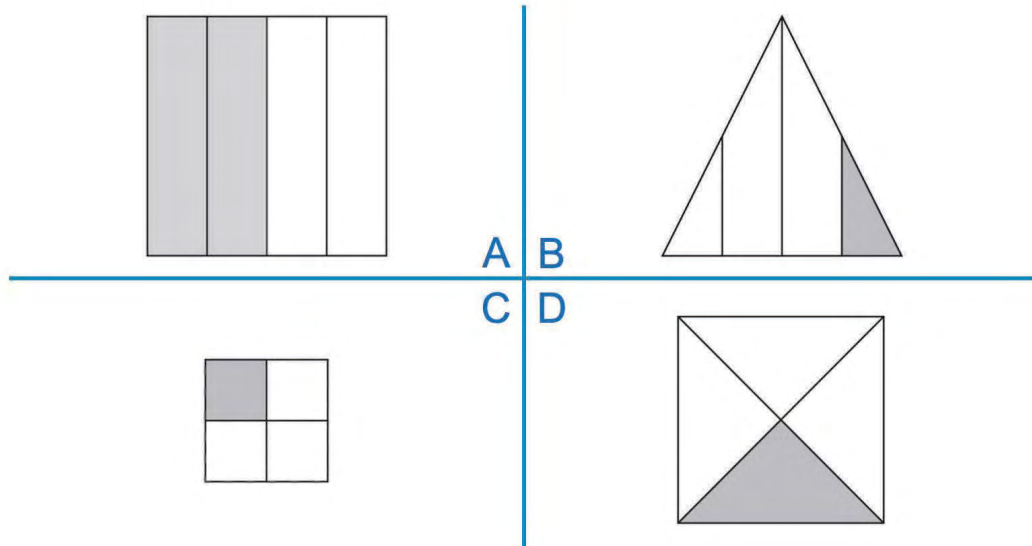
**Learning Targets**

- Find equivalent fractions.
- Write a whole number as a fraction.

Start

LESSON 2

Which One Doesn't Belong?



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Unit-Level Resources

Unit 4: Fractions: Equivalence and Comparison, Measurement, and Data

Unit Game	<u>23</u>
Literacy Connection	<u>27</u>
Mid-Unit Assessment (Form A)	<u>30</u>
Unit Assessment (Form A)	<u>36</u>



GAME

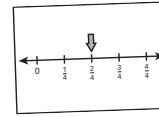
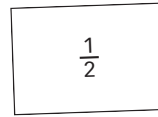
UNIT 4

Name: _____

Equivalent Fraction Match

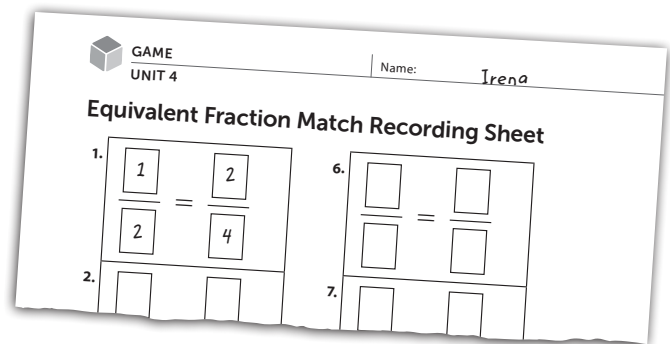
What you need:

Equivalent Fraction Match Recording Sheet,
Equivalent Fraction Match Game Cards



Directions

- Mix the Game Cards. Lay them facedown in 3 rows of 6 cards each.
- Take turns. Flip over two cards.
- If the cards show equivalent fractions, keep the cards. Record the equivalent fractions on the Recording Sheet.
- If the cards do not show equivalent fractions, turn them back over.
- Keep playing until all the cards are matched or no more matches can be found. The player with the most matches is the winner.



$\frac{1}{2}$ and $\frac{2}{4}$ are
equivalent fractions.
I have a match!





GAME

Name: _____

UNIT 4

Equivalent Fraction Match Recording Sheet

1.

	=	

2.

	=	

3.

	=	

4.

	=	

5.

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8.

	=	

9.

	=	

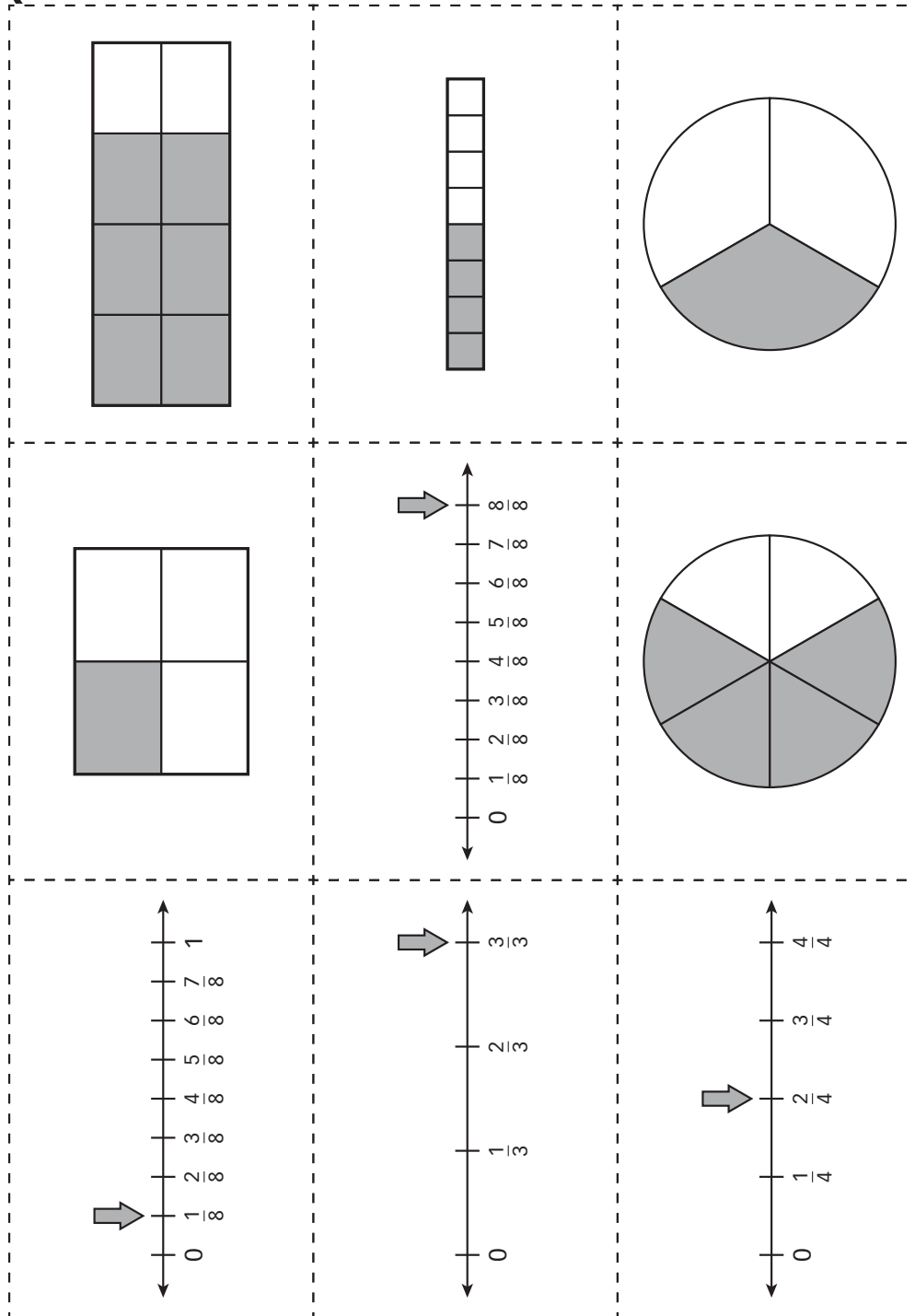


GAME

UNIT 4

Name: _____

Equivalent Fraction Match Game Cards





GAME

Name: _____

UNIT 4

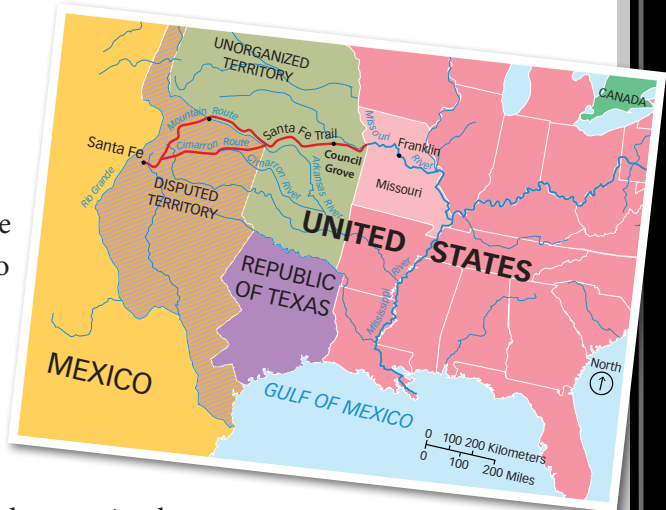
Equivalent Fraction Match Game Cards *(continued)*

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

WILLIAM BECKNELL and the SANTA FE TRAIL

by Joy Adams

- 1 William Becknell was a trader and trapper. He was born in Virginia in the late 1700s. As a young man, Becknell moved to Missouri in 1810.
- 2 In Missouri, Becknell traded salt. His business wasn't very successful. So, in the summer of 1821, he planned a trip west. Traveling on horseback, Becknell and his group hoped to trade horses and mules and trap animals.
- 3 When the party started their trip, Spain owned New Mexico. The Spanish didn't allow traders from the United States to sell their goods there. As the party made its way, however, the Spanish lost control of New Mexico. Becknell heard this news and changed his plans. He headed straight to Santa Fe. There, they traded their goods for silver dollars.
- 4 About a year later, in May 1822, Becknell and his wagons left Missouri once again. This time Becknell followed a dangerous route. First, he followed the Arkansas River to what is today Dodge City, Kansas. Then he traveled southwest to the Cimarron River. The party ran out of water and almost died. But Becknell pushed them on to the river. Finally, they reached Santa Fe. They had blazed a new trail!
- 5 Becknell's route became known as the Santa Fe Trail. In 1825 it was marked as the main route to the Southwest. This route was important to the growth of the United States.





Social Studies

“William Becknell and the Santa Fe Trail”: Compare Fractions

Read each problem. Use a model to show the problem. Answer the question using a complete sentence, then write a comparison statement using $<$, $>$, or $=$.

- 1** Carl is reading a book about the life of William Becknell. He reads $\frac{4}{6}$ of the book before lunch and $\frac{1}{6}$ of the book after lunch. Does Carl read more of the book before lunch or after lunch?

Model:

_____ > _____

- 2** Angela and Marcus are working on a class project about William Becknell and the Santa Fe Trail. In the first week, Angela completes $\frac{3}{4}$ of her poster board and Marcus completes $\frac{3}{8}$ of his poster board. Who completes more of his or her poster board in the first week?

Model:

_____ > _____



LITERACY CONNECTION

Name: _____

UNIT 4

Social Studies *continued*

- 3** Mr. Heckman's class is working on a play about William Becknell and the Santa Fe Trail. The class spends $\frac{2}{8}$ of their time writing the script and $\frac{6}{8}$ of their time building the set. Which takes less time, writing the script or building the set?

Model:

_____ < _____

- 4** Pedro and Mia are studying the script for their school play. Pedro studies the script for $\frac{2}{4}$ of an hour and Mia studies it for $\frac{1}{4}$ of an hour. Who studies the script for a greater amount of time, Pedro or Mia?

Model:

_____ > _____



UNIT 4 • MID-UNIT ASSESSMENT

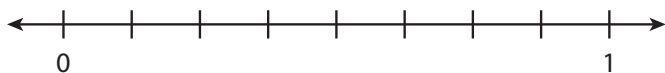
Name: _____

FORM A

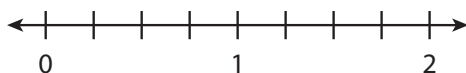
Form A shown here. Digital Comprehension Checks and Form B are also available.

Solve the problems.

- 1 How many equal parts are between 0 and 1? Write your answer in the blank.



- 2 The number line has marks at which fractions? Choose all the correct answers.



- (A) $\frac{3}{4}$
(B) $\frac{4}{4}$
(C) $\frac{8}{2}$
(D) $\frac{2}{3}$
(E) $\frac{8}{4}$
(F) $\frac{6}{2}$



UNIT 4 • MID-UNIT ASSESSMENT

Name: _____

FORM A continued

- 3** The parts in this model are all equal.

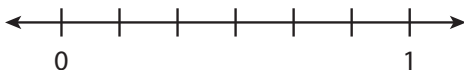
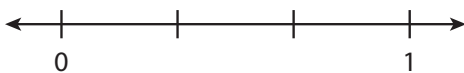


Which fraction names the shaded part of the model?

- Ⓐ $\frac{4}{4}$
 Ⓑ $\frac{4}{6}$
 Ⓒ $\frac{2}{4}$
 Ⓓ $\frac{2}{6}$

- 4** Which pairs of equivalent fractions can be shown on the number lines below?

Choose all the correct answers.



- Ⓐ $\frac{1}{6} = \frac{1}{3}$
 Ⓑ $\frac{2}{3} = \frac{4}{6}$
 Ⓒ $\frac{3}{3} = \frac{6}{6}$
 Ⓓ $\frac{2}{3} = \frac{2}{6}$
 Ⓔ $\frac{2}{6} = \frac{1}{3}$
 Ⓕ $\frac{5}{6} = \frac{2}{3}$



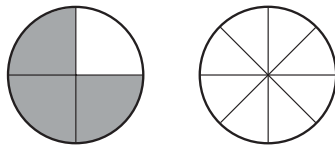
UNIT 4 • MID-UNIT ASSESSMENT

Name: _____

FORM A continued

5 Part A

The shaded model shows $\frac{3}{4}$. Describe how you would shade the other model to show a fraction equivalent to $\frac{3}{4}$.



Part B

Name the equivalent fractions that the shaded models represent.

- 6** A bulletin board is divided into four equal parts. A model of the bulletin board is shown below. Steph says that the model shows $\frac{4}{1}$.

Kevin says that the model shows $\frac{4}{4}$.



Which sentence explains who is correct?

- Ⓐ Both are correct because the model shows 4 wholes, and $\frac{4}{1}$ and $\frac{4}{4}$ are both equal to 4.
- Ⓑ Neither is correct because the model shows 1 whole, and $\frac{4}{1}$ and $\frac{4}{4}$ are both equal to 4.
- Ⓒ Steph is correct because the model shows 4 wholes, and $\frac{4}{1} = 4$.
- Ⓓ Kevin is correct because the model shows 1 whole, and $\frac{4}{4} = 1$.

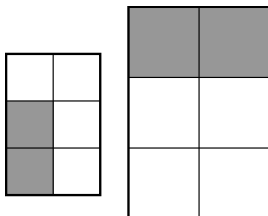


UNIT 4 • MID-UNIT ASSESSMENT

Name: _____

FORM A continued

- 7** Each rectangle is divided into equal parts.

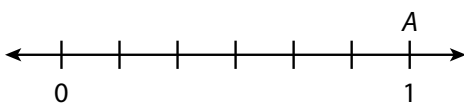


Compare the fraction of each rectangle that is shaded. Explain what is the same and what is different about the shaded parts.

- 8** Fallon says that A is at 1.

Kelly says that A is at $\frac{6}{6}$.

Bill says Fallon and Kelly are both right. Is Bill correct? Use the number line to explain.





UNIT 4 • MID-UNIT ASSESSMENT

Name: _____

FORM A continued

- 9 Abigail uses this model to show $\frac{5}{8}$.



Morgan uses this model to show $\frac{3}{6}$.

**Part A**

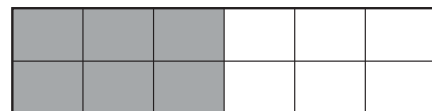
Which statement best explains whether the models show that $\frac{5}{8}$ and $\frac{3}{6}$ are equivalent?

- Ⓐ The models show that $\frac{5}{8}$ is not equivalent to $\frac{3}{6}$ because they each have a different number of parts shaded.
- Ⓑ The models show that $\frac{5}{8}$ is not equivalent to $\frac{3}{6}$ because the size of each whole is different.
- Ⓒ The models show that $\frac{5}{8}$ is equivalent to $\frac{3}{6}$ because they are divided into a different number of parts.
- Ⓓ The models show that $\frac{5}{8}$ is equivalent to $\frac{3}{6}$ because the shading covers the same area.

Part B

Morgan draws a line through his model.

Which fraction is shown by the shaded part of the new model? Write your answer in the blank.





UNIT 4 • UNIT ASSESSMENT

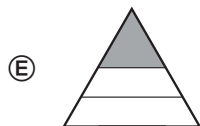
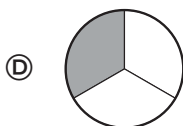
Name: _____

FORM A

Form A shown here. Digital Comprehension Checks and Form B are also available.

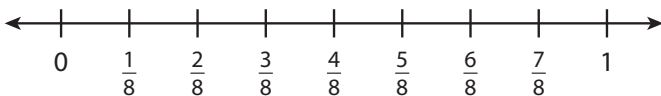
Solve the problems.

- 1 Which models show $\frac{1}{3}$? Choose all the correct answers.



2 **Part A**

Explain how to find which fraction on the number line below is equivalent to $\frac{3}{4}$.



Part B

Which fraction on the number line in Part A is equivalent to $\frac{3}{4}$?

Write your answer in the blank.

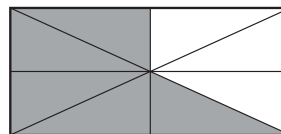


UNIT 4 • UNIT ASSESSMENT

Name: _____

FORM A continued

- 3** Which fraction names an amount that is greater than the fraction shown in the model?



- Ⓐ $\frac{3}{8}$
- Ⓑ $\frac{5}{6}$
- Ⓒ $\frac{5}{12}$
- Ⓓ $\frac{4}{8}$
- 4** Cheryl measures the lengths of some ribbons and records the data in a table. Liam measures the lengths of some other ribbons and records the data in another table.

Lengths of Cheryl's Ribbons						
Ribbon	A	B	C	D	E	F
Length (in inches)	4	$4\frac{1}{2}$	5	$4\frac{3}{4}$	$4\frac{1}{2}$	$4\frac{1}{4}$

Lengths of Liam's Ribbons					
Ribbon	G	H	I	J	K
Length (in inches)	5	$4\frac{3}{4}$	5	4	$4\frac{1}{2}$

Cheryl and Liam make one line plot using both sets of data. How many Xs will there be on the line plot?

- Ⓐ 5
- Ⓑ 6
- Ⓒ 11
- Ⓓ 12



UNIT 4 • UNIT ASSESSMENT

Name: _____

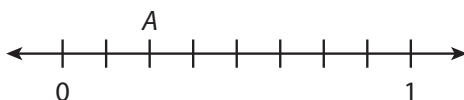
FORM A continued**5 Part A**

Write a comparison statement using two of the fractions in the box.

$\frac{7}{8}$	$\frac{5}{6}$	$\frac{5}{8}$	$\frac{7}{7}$
---------------	---------------	---------------	---------------

Part B

Explain how you know the statement you wrote in Part A is true.

6 Look at the number line below.

Write the fraction at A.



UNIT 4 • UNIT ASSESSMENT

Name: _____

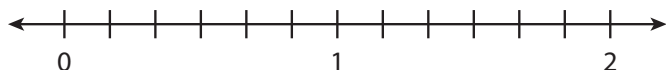
FORM A continued

- 7** Nadia draws this model to show a fraction equivalent to 3.



Write the equivalent fraction. Write your answer in the blank.

- 8** The number line has marks at which fractions? Choose all the correct answers.



- | | |
|--------------------|--------------------|
| (A) $\frac{6}{6}$ | (B) $\frac{3}{5}$ |
| (C) $\frac{6}{10}$ | (D) $\frac{6}{1}$ |
| (E) $\frac{11}{6}$ | (F) $\frac{12}{2}$ |



UNIT 4 • UNIT ASSESSMENT

Name: _____

FORM A continued

- 9** The shaded model shows $\frac{2}{3}$.

Part A

Describe how you would shade the other model to show a fraction equivalent to $\frac{2}{3}$.



Part B

Name the equivalent fractions that the shaded parts of the models represent.

- 10** Carl runs $\frac{5}{8}$ of a mile. Brenda runs $\frac{7}{8}$ of a mile. Which statement correctly explains who runs the greater distance?

- (A) Brenda runs the greater distance because $\frac{7}{8} > \frac{5}{8}$.
- (B) Carl runs the greater distance because $\frac{5}{8} > \frac{7}{8}$.
- (C) Brenda runs the greater distance because $\frac{7}{8} < \frac{5}{8}$.
- (D) Carl runs the greater distance because $\frac{5}{8} < \frac{7}{8}$.

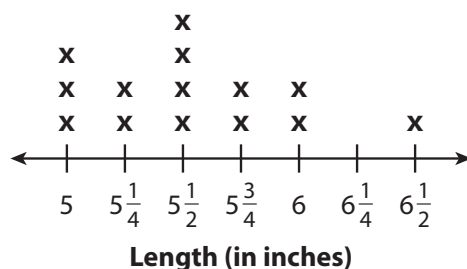


UNIT 4 • UNIT ASSESSMENT

Name: _____

FORM A continued

- 11** The line plot shows the lengths of some flowers measured in Julia's garden.

Lengths of Flowers Measured**Part A**

Which statements about the line plot are true? Choose all the correct answers.

- Ⓐ All of the flowers have lengths of at least $5\frac{1}{2}$ inches.
- Ⓑ Thirteen flowers have lengths less than 6 inches.
- Ⓒ The line plot shows lengths of 14 flowers in all.
- Ⓓ No flowers have lengths of $6\frac{1}{4}$ inches.
- Ⓔ The lengths of the longest flowers are $5\frac{1}{2}$ inches.
- Ⓕ Exactly 2 flowers have lengths of $5\frac{1}{4}$ inches.

Part B

Julia measures three more flowers. Their measurements are $4\frac{3}{4}$ inches, 5 inches, and $6\frac{1}{4}$ inches. How can Julia change the line plot so that it correctly shows the three new measurements?

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