NOT SO WIMPY

UNIT 7: FRACTIONS AND DECIMALS

4th GRADE MATH CURRICULUM

15 DAYS OF COMPARING FRACTIONS MATH LESSON PLANS, POWERPOINTS, ACTIVITIES, AND ASSESSMENT
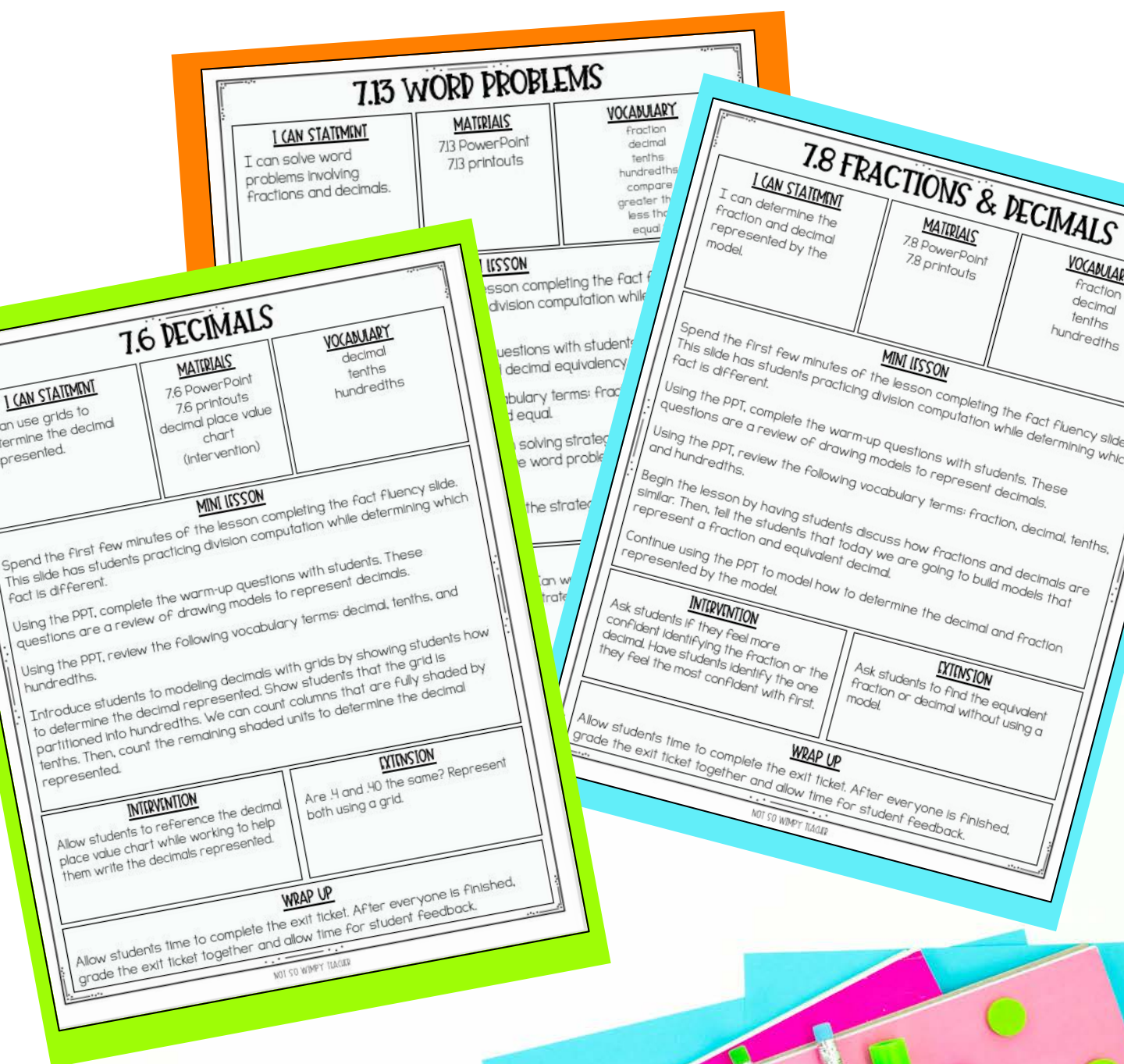
NOT SO wimpy Teacher

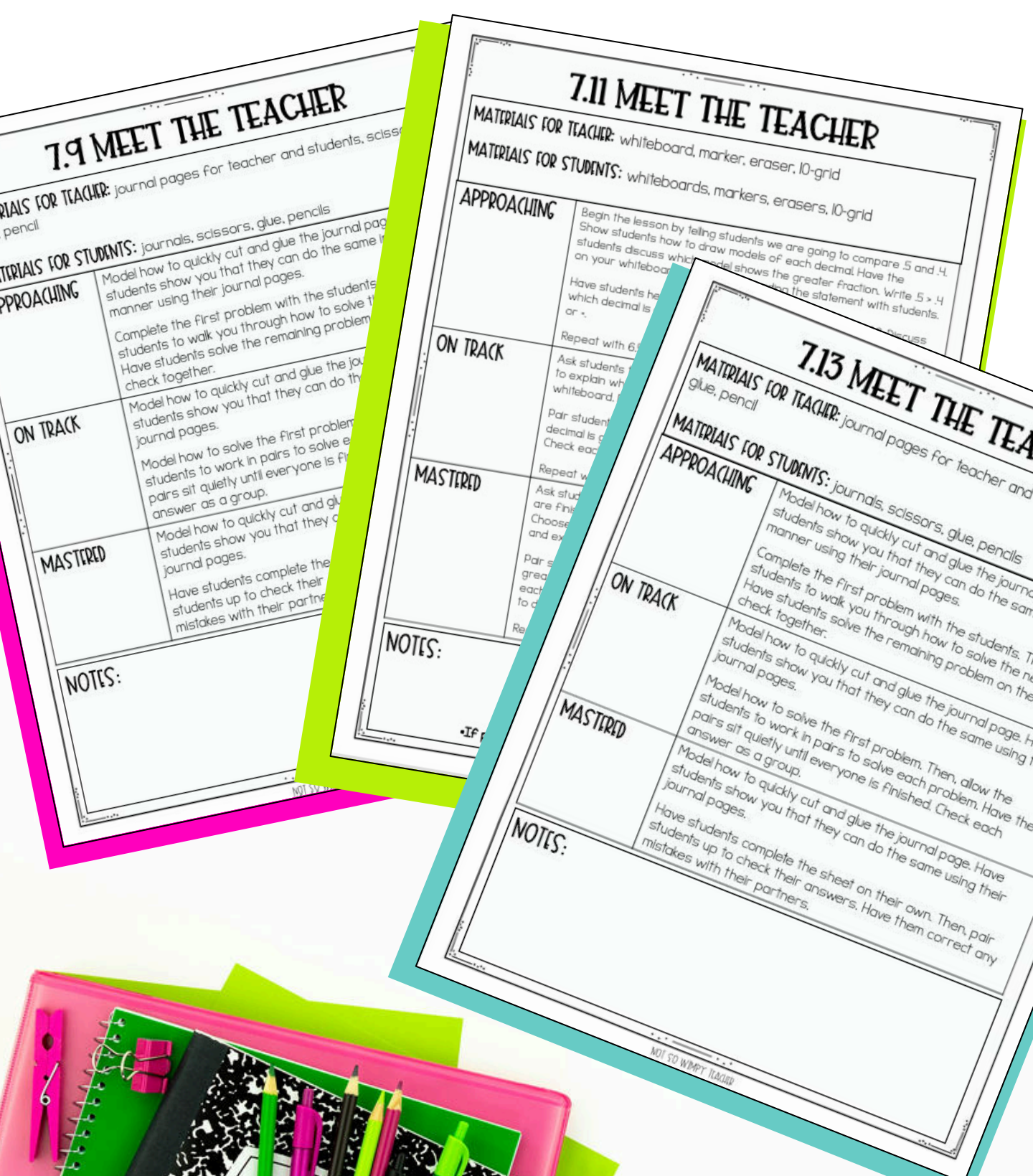# UNIT 7: FRACTIONS & DECIMALS *at a glance*

Day 1 Equivalent Fractions with Denominators 10 & 100	Day 2 Equivalent Fractions with Denominators 10 & 100	Day 3 What is a Decimal?	Day 4 Tenths and Decimals Using Models	Day 5 Tenths and Decimals Using Number Lines
Day 6 Hundredths and Decimals Using Grids	Day 7 Hundredths and Decimals Using Number Lines	Day 8 Fractions and Decimals	Day 9 Fractions and Decimals	Day 10 Review
Day 11 Comparing Decimals	Day 12 Comparing Decimals	Day 13 Word Problems	Day 14 PBL	Day 15 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 4.NF.5, 4.NF.6, 4.NF.7

NOTES:

INCLUDES A PACING GUIDE TO SEE YOUR ENTIRE WEEK AT A GLANCE

7.13 WORD PROBLEMS

I CAN STATEMENT
I can solve word problems involving fractions and decimals.

MATERIALS
7.13 PowerPoint
7.13 printouts

VOCABULARY
fraction
decimal
tenths
hundredths
compare
greater than
less than
equal

MINI LESSON
...lesson completing the fact f...
...division computation while...

...questions with students...
...decimal equivalency...

...cabulary terms: fra...
...d equal.

...solving strateg...
...e word proble...

...the strateg...

...an w...
...trate...

7.6 DECIMALS

I CAN STATEMENT
...an use grids to ...termine the decimal ...presented.

MATERIALS
7.6 PowerPoint
7.6 printouts
decimal place value chart
(intervention)

VOCABULARY
decimal
tenths
hundredths

MINI LESSON
Spend the first few minutes of the lesson completing the fact fluency slide. This slide has students practicing division computation while determining which fact is different.

Using the PPT, complete the warm-up questions with students. These questions are a review of drawing models to represent decimals.

Using the PPT, review the following vocabulary terms: decimal, tenths, and hundredths.

Introduce students to modeling decimals with grids by showing students how to determine the decimal represented. Show students that the grid is partitioned into hundredths. We can count columns that are fully shaded by tenths. Then, count the remaining shaded units to determine the decimal represented.

INTERVENTION
Allow students to reference the decimal place value chart while working to help them write the decimals represented.

EXTENSION
Are .4 and .40 the same? Represent both using a grid.

WRAP UP
Allow students time to complete the exit ticket. After everyone is finished, grade the exit ticket together and allow time for student feedback.

NOT SO WIMPY TEACHER

7.8 FRACTIONS & DECIMALS

I CAN STATEMENT
I can determine the fraction and decimal represented by the model.

MATERIALS
7.8 PowerPoint
7.8 printouts

VOCABULARY
fraction
decimal
tenths
hundredths

MINI LESSON
Spend the first few minutes of the lesson completing the fact fluency slide. This slide has students practicing division computation while determining which fact is different.

Using the PPT, complete the warm-up questions with students. These questions are a review of drawing models to represent decimals.

Using the PPT, review the following vocabulary terms: fraction, decimal, tenths, and hundredths.

Begin the lesson by having students discuss how fractions and decimals are similar. Then, tell the students that today we are going to build models that represent a fraction and equivalent decimal.

Continue using the PPT to model how to determine the decimal and fraction represented by the model.

INTERVENTION
Ask students if they feel more confident identifying the fraction or the decimal. Have students identify the one they feel the most confident with first.

EXTENSION
Ask students to find the equivalent fraction or decimal without using a model.

WRAP UP
Allow students time to complete the exit ticket. After everyone is finished, grade the exit ticket together and allow time for student feedback.

NOT SO WIMPY TEACHER

INCLUDES WHOLE GROUP LESSON PLANS!

7.9 MEET THE TEACHER

MATERIALS FOR TEACHER: journal pages for teacher and students, sciss...

...pencil

MATERIALS FOR STUDENTS: journals, scissors, glue, pencils

APPROACHING	Model how to quickly cut and glue the journal page... students show you that they can do the same i... manner using their journal pages.
	Complete the first problem with the students... students to walk you through how to solve t... Have students solve the remaining problem... check together.
ON TRACK	Model how to quickly cut and glue the jo... students show you that they c... journal pages.
	Model how to solve the first problem... students to work in pairs to solve e... pairs sit quietly until everyone is fi... answer as a group.
MASTERED	Model how to quickly cut and glu... students show you that they c... journal pages.
	Have students complete the... students up to check their... mistakes with their...
NOTES:	

7.11 MEET THE TEACHER

MATERIALS FOR TEACHER: whiteboard, marker, eraser, 10-grid

MATERIALS FOR STUDENTS: whiteboards, markers, erasers, 10-grid

APPROACHING	Begin the lesson by telling students we are going to compare .5 and .4. Show students how to draw models of each decimal. Have the students discuss which model shows the greater fraction. Write .5 > .4 on your whiteboard...
	Have students he... which decimal is... or .
ON TRACK	Repeat with 6... Ask students... to explain wh... whiteboard.... Pair students... decimal is g... Check each...
MASTERED	Repeat with... Ask stud... are fini... Choose... and ex... Pair s... grea... each... to...
NOTES:	

•If r...

7.13 MEET THE TEA...

MATERIALS FOR TEACHER: journal pages for teacher and... glue, pencil

MATERIALS FOR STUDENTS: journals, scissors, glue, pencils
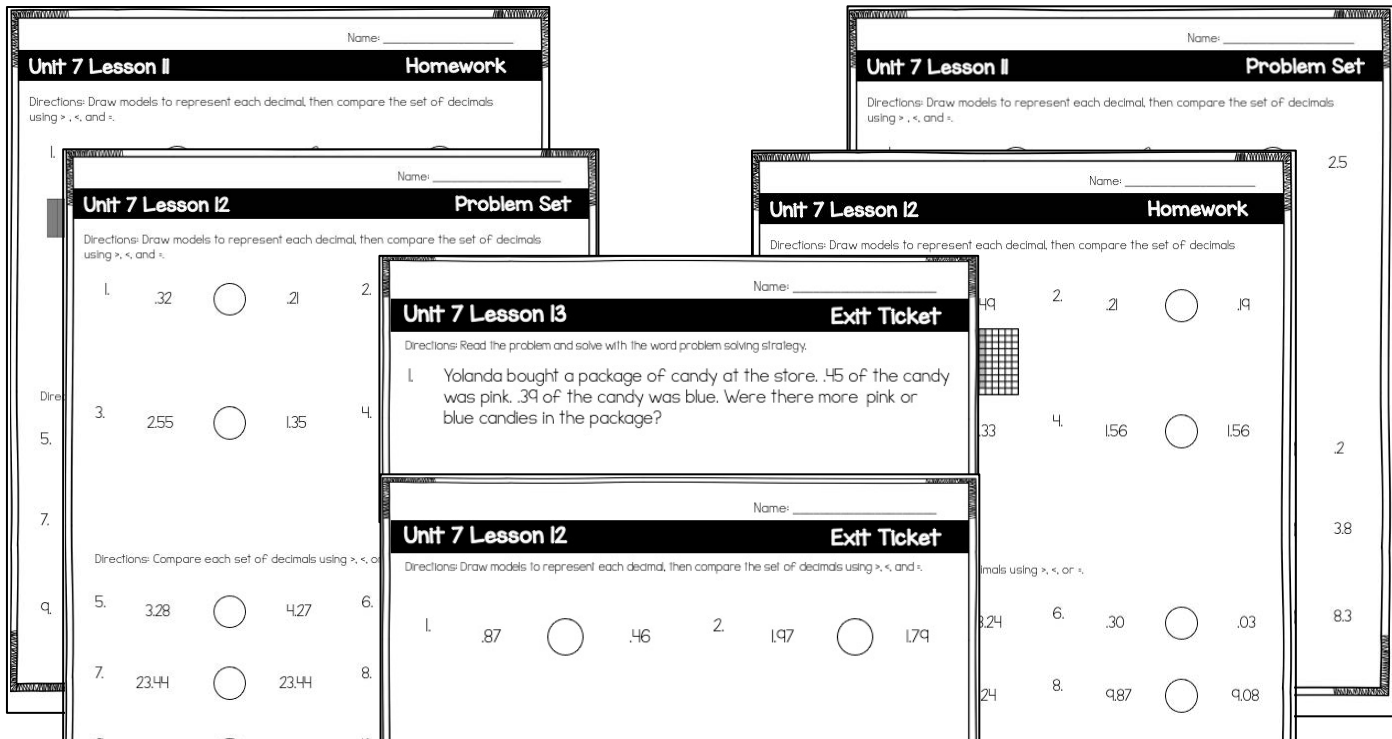
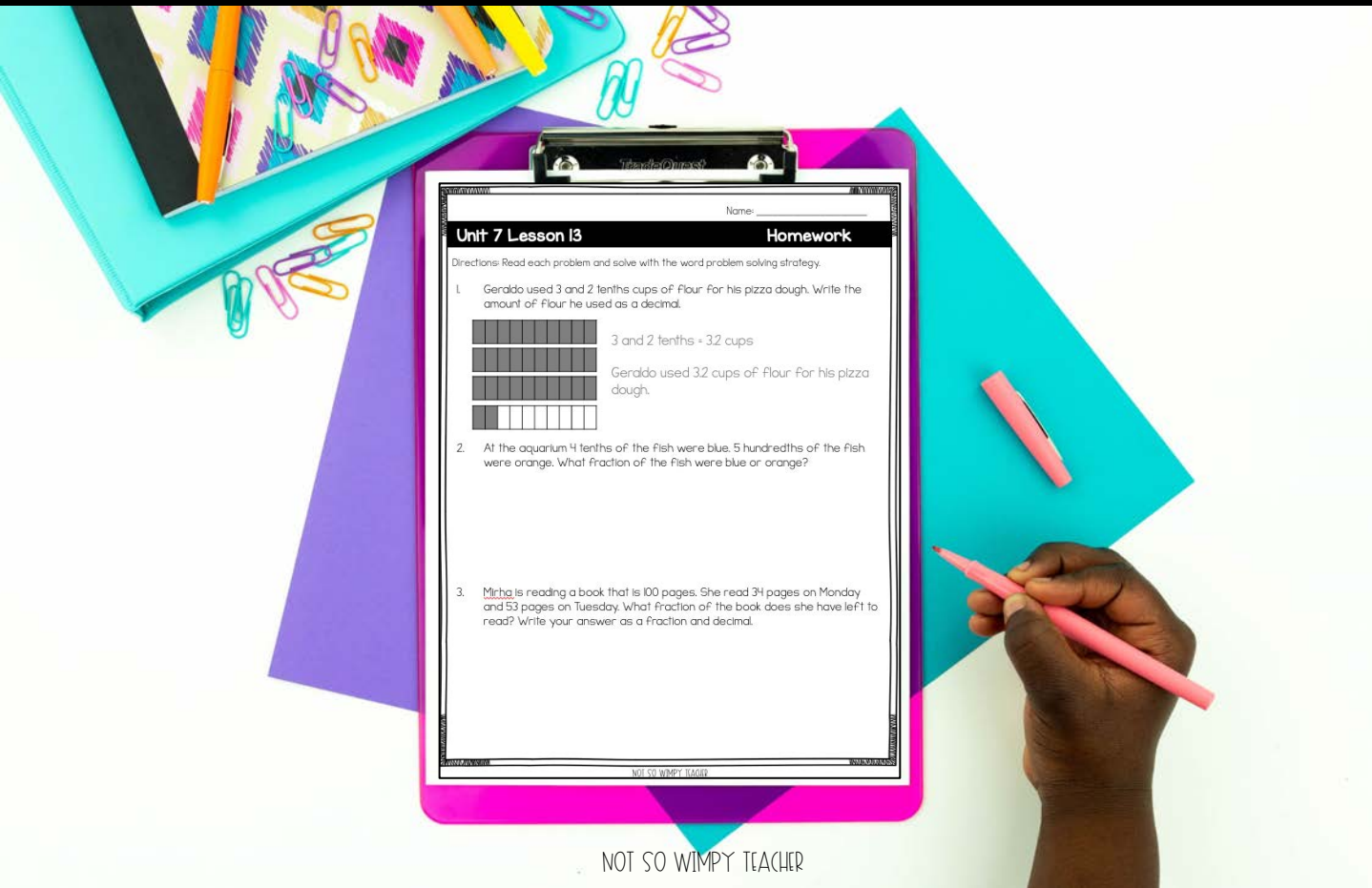|	
APPROACHING	Model how to quickly cut and glue the journa... students show you that they can do the sam... manner using their journal pages.
	Complete the first problem with the students. T... students to walk you through how to solve the ne... Have students solve the remaining problem on the... check together.
ON TRACK	Model how to quickly cut and glue the journal page. ... students show you that they can do the same using... journal pages.
	Model how to solve the first problem. Then, allow the... students to work in pairs to solve each problem. Have the... pairs sit quietly until everyone is finished. Check each... answer as a group.
MASTERED	Model how to quickly cut and glue the journal page. Have... students show you that they can do the same using... journal pages.
	Have students complete the sheet on their own. Then, pair... students up to check their answers. Have them correct any... mistakes with their partners.
NOTES:	

INCLUDES SMALL GROUP/ MEET WITH TEACHER LESSON PLANS

Unit 7 Lesson 11 — Homework

Directions: Draw models to represent each decimal, then compare the set of decimals using >, <, and =.

1.

Unit 7 Lesson 11 — Problem Set

Directions: Draw models to represent each decimal, then compare the set of decimals using >, <, and =.

2.5

Unit 7 Lesson 12 — Problem Set

Directions: Draw models to represent each decimal, then compare the set of decimals using >, <, and =.

1. .32 ◯ .21   2.

Dire...

3. 2.55 ◯ 1.35   4.

5.

7.

Directions: Compare each set of decimals using >, <, o...

5. 3.28 ◯ 4.27   6.

7. 23.41 ◯ 23.41   8.

Unit 7 Lesson 12 — Homework

Directions: Draw models to represent each decimal, then compare the set of decimals

.49   2. .21 ◯ .19

.33   4. 1.56 ◯ 1.56

.2

3.8

...mals using >, <, or =.

3.24   6. .30 ◯ .03

8.3

.24   8. 9.87 ◯ 9.08

Unit 7 Lesson 13 — Exit Ticket

Directions: Read the problem and solve with the word problem solving strategy.

1. Yolanda bought a package of candy at the store. .45 of the candy was pink. .39 of the candy was blue. Were there more pink or blue candies in the package?

Unit 7 Lesson 12 — Exit Ticket

Directions: Draw models to represent each decimal, then compare the set of decimals using >, <, and =.

1. .87 ◯ .46   2. 1.97 ◯ 1.79

INCLUDES PROBLEM SETS, HOMEWORK, AND EXIT TICKETS FOR EACH DAY

Unit 7 Lesson 13 — Homework

Directions: Read each problem and solve with the word problem solving strategy.

1. Geraldo used 3 and 2 tenths cups of flour for his pizza dough. Write the amount of flour he used as a decimal.

3 and 2 tenths = 3.2 cups

Geraldo used 3.2 cups of flour for his pizza dough.

2. At the aquarium 4 tenths of the fish were blue. 5 hundredths of the fish were orange. What fraction of the fish were blue or orange?

3. Mirha is reading a book that is 100 pages. She read 34 pages on Monday and 53 pages on Tuesday. What fraction of the book does she have left to read? Write your answer as a fraction and decimal.

7.6 Decimals

I can use g...
determine the...

Fact Fluency

ALIKE OR DIFFERENT

Three of these expressions have something in
...hich one is different?

$$15 \div 5$$
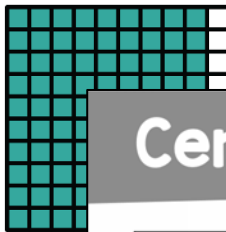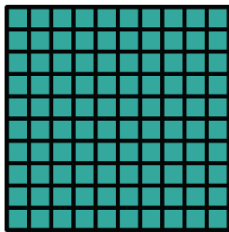
Warm Up

Draw a model that represents the decimal.

5.3

Decimals

DECIMAL PLACE VALUE

	hundreds	tens	ones	tenths	hundredths

Decimals

What decimal is represented?

Centers

	MON.	TUES.	WED.	THURS.
GROUP 1	Meet the Teacher	Independent	Meet the Teacher	Independent
	Math Facts	Technology	Math Facts	
	Meet the Teacher	Independent	Meet the Teacher	
	Technology	Math Facts	Technology	
	Math Facts	Technology	Math Facts	
		Meet the Teacher		
	Independent	Technology	Independent	
	Technology	Math Facts	Technology	

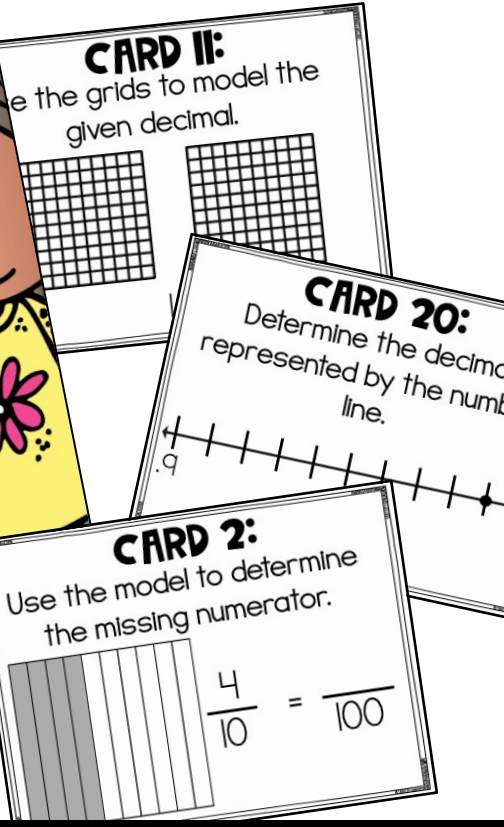## Exit Ticket

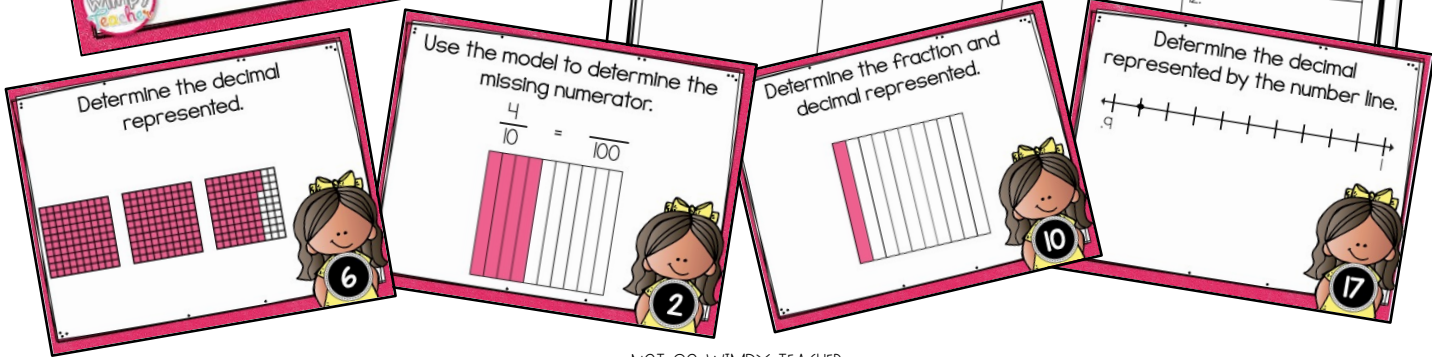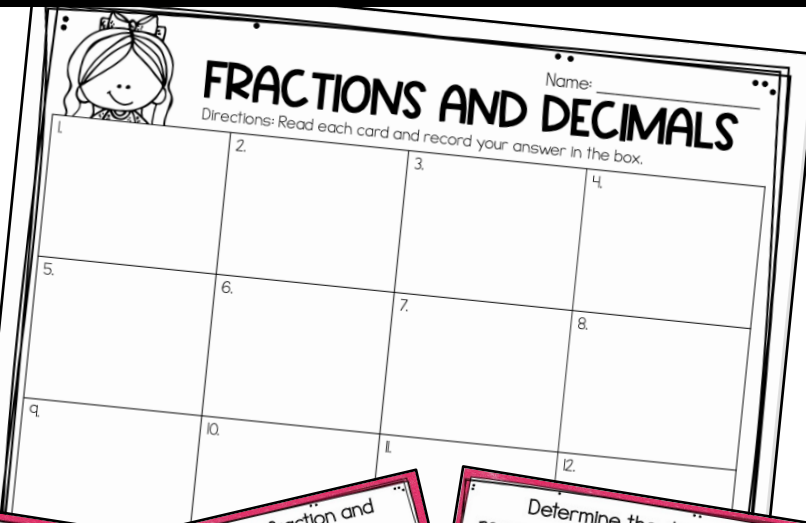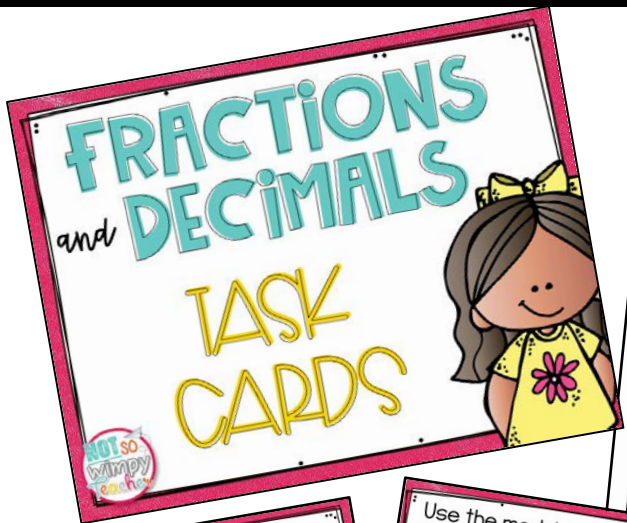Directions: Use the grids to determine the decimals represented.

1.   2.

INCLUDES DAILY POWERPOINTS FOR
TEACHING MATH SKILLS.

REVIEW board game

UP 2 SPACES	GO AGAIN			UP 2 SPACES	BACK 3 SPACES
GO AGAIN			UP 2 SPACES	BACK 3 SPACES	LOSE A TURN
UP 2 SPACES			UP 2 SPACES		BACK 3 SPACES
BACK 3 SPACES					LOSE A TURN
				GO AGAIN	FINISH

NOT SO WIMPY TEACHER

CARD 11:
Use the grids to model the given decimal.

CARD 20:
Determine the decimal represented by the number line.

.9

CARD 2:
Use the model to determine the missing numerator.

$$\frac{4}{10} = \frac{}{100}$$

---

games and task cards are included for end of unit review

FRACTIONS and DECIMALS TASK CARDS

Not So Wimpy Teacher

FRACTIONS AND DECIMALS
Name: _____

Directions: Read each card and record your answer in the box.

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.

Determine the decimal represented.

6

Use the model to determine the missing numerator.

$$\frac{4}{10} = \frac{}{100}$$

2

Determine the fraction and decimal represented.

10

Determine the decimal represented by the number line.

.9

17

NOT SO WIMPY TEACHER

PBL ACTIVITY
FRACTIONS AND DECIMALS

A PARTY-PLANNING THEMED PROJECT-BASED LEARNING ACTIVITY

Not So Wimpy Teacher

SHOPPING for SUP...

...s you were setting up for the party, you realized you were missing a few items. b... ... to need to get from the store. Use the information given to determine the missi... ...and fill in the missing information on the table.

SHOPPING LIST

candy

candles

$0.98

piñata

	PRICE	FRACTION	ADDING WITH UNLIKE DE...
cupcake liner	$0.62	——	$\frac{}{10}$ + $\frac{}{100}$
candy			
candles		$\frac{34}{100}$	$\frac{}{10}$ + $\frac{4}{100}$ =
	$0.87		
piñata		$\frac{8}{10}$ + $\frac{}{100}$ =
balloons		$\frac{98}{100}$	$\frac{}{10}$ + $\frac{8}{100}$ = ...10
party hat		——	$\frac{}{10}$ + $\frac{}{100}$ = ...100
		$\frac{5}{10}$ + $\frac{}{100}$ = $\frac{}{100}$
			$\frac{}{10}$ + $\frac{6}{100}$ = $\frac{}{100}$

PARTY RENTALS

...our friend wants there to be lots of entertainment at the party. You are going to rent some items that will ...ertain the party guests. Each service has a rental time, but you can rent each item more than once. Use the ...formation to create a plan for the entertainment. Be sure your plan has a total of 8 hours of service time.

Service	Time
Total Time	8 hours

balloon wall $1\frac{2}{5}$ hours

popcorn machine $2\frac{3}{5}$ hours

photo booth $3\frac{2}{5}$ hours

kiddie pool $2\frac{1}{5}$ hours

waterslide $1\frac{4}{5}$ hours

cotton candy $\frac{3}{5}$ hours

water targets $3\frac{1}{5}$ hours

snow cones $4\frac{2}{5}$ hours

face painting $\frac{2}{5}$ hours

GOODIE BAGS

...n the agenda is assembling the goodie bags! Your friend ...h goodie bag. Use the guidelines to determine the amou... ...the bags. Fill in the table with the fraction that represe... ...of each item in the bag.

Guidelines

- ...goodie bag will have ten items.
- The goodie bag will have 3 pieces of candy.
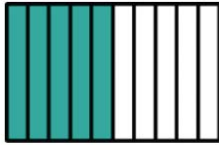- The fraction of blocks in the bag is greater than the fraction of spinners.

Item	Fractio...
Candy	
Blocks	

INCLUDES A SPECIAL PARTY PLANNING PROJECT-BASED LEARNING ACTIVITY

Unit 7

Directions: Draw a model for each given fraction.

1. $\frac{3}{10}$　　2. $\frac{5}{10}$

Directions: Use the models to determine the frac...

4.

Unit 7　　　　　　　　　　Name: _____

Directions: Solve for the missing numerators.

1. $\frac{2}{10} = \overline{100}$　　　2. $\frac{4}{10}$

3. $\overline{10} = \frac{70}{100}$　　　4. $\overline{10}$

Unit 7　　　　　　　　　　Name: _____

Assessment

Directions: Write the decimal that is represented by the model.

9.

10.

12.

Unit 7　　　　　Pre...

Directions: Draw a model for each given fractio...

1. $\frac{3}{10}$　　2. $\frac{5}{10}$

Directions: Use the models to determine the fra...

4.

$\frac{43}{100}$

Directions: Compare each fraction using >, <, or =.

6. $\frac{5}{10}$ ⊛ $\frac{2}{10}$　　　7. $\frac{4}{10}$

8. $\frac{49}{100}$ ⊛ $\frac{65}{100}$　　　9. $\frac{72}{100}$

Directions: Write the decimal that is represented by the number line.

13. .8

14. .33

15. 5.3

Name: _____

Assessment Answer Key

with the word problem solving strategy.

y work. Janice drove 5.23 miles to get to rive to work? Write your answer using >.

78　<　5.23

drive to work because 5.23 is

class wore purple shirts. What fraction h a denominator of 100?

$\frac{70}{100}$

43. Lilly has 100 stickers. 12 of the stickers are smelly stickers. 39 of the stickers are character stickers. The rest of the stickers are flower stickers. What fraction of her stickers are flower stickers?

smelly　character
$\frac{12}{100} + \frac{39}{100} = \frac{51}{100}$

$\frac{100}{100} - \frac{51}{100} = \frac{49}{100}$

$\frac{49}{100}$ of the stickers are flower stickers.

Skill	Equivalent Fractions with Denominators of 10 and 100	Determining the Decimal Represented by Models	Determining the Decimal Represented by Number Lines	Converting Decimals to Fractions: Tenths	Converting Decimals to Fractions: Hundredths	Converting Fractions to Decimals: Tenths	Converting Fractions to Decimals: Hundredths	Comparing Decimals	Word Problems	
Student	1-4	5-12	13-18	19-22	23-26	27-30	31-34	35-40	41-43	TOTAL
	/4	/8	/6	/4	/4	/4	/4	/6	/3	/43
	/4	/8	/6	/4	/4	/4	/4	/6	/3	/43
	/4	/8	/6	/4	/4	/4	/4	/6	/3	/43
	/4	/8	/6	/4	/4	/4	/4	/6	/3	/43
	/4	/8	/6	/4	/4	/4	/4	/6	/3	/43
	/4	/8	/6	/4	/4	/4	/4	/6	/3	/43
	/4	/8	/6	/4	/4	/4	/4	/6	/3	/43
	/4	/8	/6	/4	/4	/4	/4	/6	/3	/43
	/4	/8	/6	/4	/4	/4	/4	/6	/3	/43
	/4	/8	/6	/4	/4	/4	/4	/6	/3	/43
	/4	/8	/6	/4	/4	/4	/4	/6	/3	/43
	/4	/8	/6	/4	/4	/4	/4	/6	/3	/43
	/4	/8	/6	/4	/4	/4	/4	/6	/3	/43
	/4	/8	/6	/4	/4	/4	/4	/6	/3	/43

INCLUDES PRE- AND POST-ASSESSMENTS, ANSWER KEYS AND A RUBRIC FOR TRACKING STUDENT PROGRESS

COMPARING DECIMALS

Use >, <, or = sym...
decim...

.5 <

DECIMAL PLACE VALUE

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones		tenths	hundredths
1,	3	4	9,	3	4	2	.	8	7

NOT SO WIMPY TEACHER — FOR USE WITH LESSONS 7.3–7.15

Vocabulary cards and anchor charts for teacher and students to reference throughout the unit
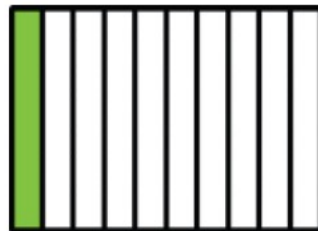
FRACTION
part of a whole

EQUAL TO
the same as the other

TENTH
one out of ten equal parts of a whole

7.8 FRACTIONS & DECIMALS

I CAN STATEMENT	MATERIALS	VOCABULARY
I can determine the fraction and decimal represented by the model.	7.8 PowerPoint 7.8 printouts	fraction decimal tenths hundredths

MINI LESSON

Spend the first few minutes of the lesson completing the fact fluency slide. This slide has students practicing division computation while determining which fact is different.

Using the PPT, complete the warm-up questions with students. These questions are a review of drawing models to represent decimals.

Using the PPT, review the following vocabulary terms: fraction, decimal, tenths, and hundredths.

Begin the lesson by having students discuss how fractions and decimals are similar. Then, tell the students that today we are going to build models that represent a fraction and equivalent decimal.

Continue using the PPT to model how to determine the decimal and fraction represented by the model.

INTERVENTION	EXTENSION
Ask students if they feel more confident identifying the fraction or the decimal. Have students identify the one they feel the most confident with first.	Ask students to find the equivalent fraction or decimal without using a model.

WRAP UP

Complete the exit ticket. After everyone is finished, ...ether and allow time for student feedback.

Unit 7 Lesson 12

Directions: Draw models to represent each decimal, then ... using >, <, and =.

1.   .32   ◯   .21   2.

3.   2.55   ◯   1.35

Directions: Compare each set of decimals usin...

5.   3.28   ◯   4.27

Homework

...the word problem solving strategy.

...f flour for his pizza dough. Write the

...ths = 3.2 cups

...d 3.2 cups of flour for his pizza

...re blue. 5 hundredths of the fish ...were blue or orange?

...e read 34 pages on Monday ...the book does she have left to ...ecimal.

COMPARING DECIMALS

Use >, <, or = symbols to compare decimals

DECIMAL PLACE VALUE

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones		tenths	hundredths
1,	3	4	9,	3	4	2	.	8	7

FRACTION
part of a whole
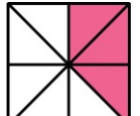
EQUAL TO
the same as the other

TENTH
one out of ten equal parts of a whole
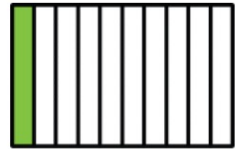
Hundredths Template
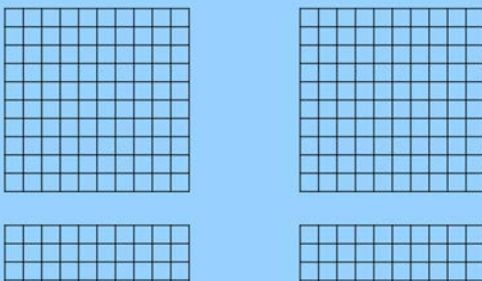
Decimal Place Value Chart

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones	tenths	hundredths

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EACH DAY OF MATH IS FULLY PLANNED FOR YOU WITH ALL THE TOOLS YOU'LL NEED!

Area Model Template

Multiplication Table

| | | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

UNIT FO
VOCABUL
CARDS

DI

ESTI
when we
calculate

DIVIDEND
the total in a division

$42 \div 6$

DIVISION
king a number
o equal parts

$6 \div 3 = 2$

STANDARD ALG
the common step—

PARTIAL QUOTI
parts of an answe
to a division

DIVISOR
w the dividend is being
divided

$42 \div 6$

FOR USE WITH LESSON 4.14–4.20

NOT SO WIMPY TEACHER

REMAINDE
the part left over
after division

VOCABULARY CARDS AND ANCHOR CHARTS FOR TEACHER AND STUDENTS TO REFERENCE THROUGHOUT THE UNIT

NOT SO WIMPY TEACHER

REVIEW board game

Math Genius

START / FINISH
UP 2 SPACES
GO AGAIN
LOSE A TURN
UP 2 SPACES
GO AGAIN
LOSE A TURN
LOSE A TURN
BACK 3 SPACES
LOSE A TURN
UP 2 SPACES
GO AGAIN
BACK 3 SPACES

How to Play:
- The first player picks up the first question card and answers it. Other players check the answer using the answer cards.
- If the player is correct, they roll the die, move forward that many spaces, and follow any directions on the space where they land.
- The next player draws a question card and repeats the same steps.
- The first player to go all the way around the board and reach the "start/finish" space is the winner!

NOT SO WIMPY TEACHER

CARD 5:
Solve using an array.

$25 \div 7 =$

CARD 14:
Solve using partial quotients.

$3 \overline{)5,943}$

CARD 11:
Chandler is making cards for his 7 cousins. He has 99 stickers to use. How many stickers can he use on each card? Will there be any left over?

GAMES AND TASK CARDS ARE INCLUDED FOR END OF UNIT REVIEW

UNIT 4 DiVISION TASK CARDS

UNIT 4 DiVISION

The teacher gave a group of students notes. How many notes use? left

DIVISION   Name: _____

Directions: Read each card and record your answer in the box.

The café has 33 chairs to set out on the patio. There are 6 tables. How many chairs can the café put at each table? Will any chairs be left over?

$4 =$

equal groups.

Nemes picked 53 strawberries to make strawberry shortcake. He needs each

Ursina has 38 feet of yarn to Each feet of

Solve using an area model.

$9 =$

Solve using partial quotients.

$3 \overline{)5,943}$

NOT SO WIMPY TEACHER

4.1 MEET THE TEACHER

MATERIALS FOR TEACHER: journal pages for teacher and students, scissors, glue, pencil

MATERIALS FOR STUDENTS: pencils, scissors, glue, journals

APPROACHING	Model how to quickly cut and glue the journal page. Have students show you that they can do the same in a timely manner using their journal pages.
	Complete the first problem with the students. Then, allow the students to walk you through how to solve the next problem. Have students solve the remaining problem on their own and check together.
ON TRACK	Model how to quickly cut and glue the journal page. Have students show you that they can do the same using their journal pages.
	Model how to solve the first problem. Then, allow the students to work in pairs to solve each problem. Have the pairs sit quietly until everyone is finished. Check each answer as a group.
MASTERED	Model how to quickly cut and glue the journal page. Have students show you that they can do the same using their journal pages.
	Have students complete the sheet on their own. Then partner students up to check their answers. Have them correct any mistakes with their partners.
NOTES:	

UNIT 4: DIVISION

Day 1 Introducing Remainders	Day 2 Remainders with Equal Groups	
Day 6 2-Digit by 1-Digit Division with Partial Quotients	Day 7 3-Digit by 1-Digit Division with Partial Quotients	
Day 11 Review	Day 12 Divide by 10s, 100s, and 1,000s	
Day 16 Word Problems	Day 17 Word Problems	

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS

Notes:

4.8 PARTIAL QUOTIENTS

4.7 PARTIAL QUOTIENTS

4.5 AREA MODEL

I CAN STATEMENT
I can solve division problems with remainders using the area model

MATERIALS
4.5 PowerPoint
4.5 printouts
multiplication table

VOCABULARY
division
dividend
divisor

INTRODUCING REMAINDERS

MATERIALS
4.1 PowerPoint
4.1 printouts

VOCABULARY
division
dividend
divisor
quotient
remainder

MINI LESSON

You have decided that the theater will host a special family movie night! Families are so excited that some of them have already reserved tickets!

There are already 6 families of 5 people each with reserved seating. Because they reserved tickets, they will get one extra bonus seat for their family.

FAMILY SEATING

MOVIE FIELD TRIP

A local elementary school just finished studying different types of animals. They decided that seeing *Cat vs K9* would be the perfect ending to their unit!

Small $7
Medium $10
Large $14

Small $4
Large $6

Regular $8
Large $10
Jumbo $13

At the snack bar, the class ordered 17 large bags of popcorn, 22 jumbo sodas, and spent $36 on small candy bars.

1. How much money did the class spend in total?
$560

2. How many small candy bars did the class purchase?
9

3. Once in the theater, 3 students sat in the front row, and six times as many sat in the back half of the theater. How many students went to see the movie?

STANDARD ALGORITH

PART

STEP 1:

Name: _____

Unit 4 Lesson 1

hework

Problem Set

day. How

Directions: Re

1. A bake
   cakes

Name: _____

EA N

Unit 4 Lesson 5

Name: _____

13

Directions: Read each problem and solve.

Level Up

1. Frida and Flynn picked bluek
   and Flynn picked 32 blueber
   many pies can they make?

2. Mr. Je
   chairs
   any c

6

Unit 4 Lesson 8

Name: _____

Directions: Use the partial quotients

2. Mallie's le
   $45. If si
   Sunday?

3. Betty
   hats

Unit 4 Lesson 5

Unit 4 Lesson 1

Directions: Solve each problem using the

Directions: Read and solve the problem.

1. 74 ÷ 8 = _____

1. Dingo's dog food bag has
   day. How many days will
   food left over?

Ur

4. Crec
   ever
   gum

3. Mrs. Pickins
   students. Sh

Dire

2. 154 ÷ 6 = _____

1.

2. 19 ÷ 4 = _____

INCLUDES Problem sets, Homework,
and exit tickets for each day