At-Home Learning Packet #2

Grades 3–5

BELIEVE in the CHANGE℠

BATTLE CREEK PUBLIC SCHOOLS

BCPS Weekly Homework Calendar

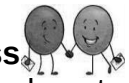
Week of: April 27-May 1 Grades 3-5

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Read for 30 minutes and enter the information on the Reading Log. Use the Reading Literature Prompt Sheet or Reading Information Prompt sheet to discuss your book before, during, or after.	Read for 30 minutes and enter the information on the Reading Log. Read ***Earth 2072*** Answer Questions 1-10.	Read for 30 minutes and enter the information on the Reading Log. Use the Reading Literature Prompt Sheet or Reading Information Prompt sheet to discuss your book before, during, or after.	Read for 30 minutes and enter the information on the Reading Log. Read ***All About Money*** Answer Questions 1-10.	Read for 30 minutes and enter the information on the Reading Log. Use the Reading Literature Prompt Sheet or Reading Information Prompt sheet to discuss your book before, during, or after.

	Monday	Tuesday	Wednesday	Thursday	Friday
Writing	Imagine you could snap your fingers and be anywhere else in the world. Write about where you'd go.	You're given $100 to do random acts of kindness for others. What do you do?	Write a summary of what you have read in your book so far this week.	Think about something you needed money for. Describe what it was and how you earned it.	Describe your favorite character in your book. If your book is nonfiction describe the most interesting thing to you.

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	Complete: **Understanding ½** worksheet.	Cut apart **Adding Fractions Task Cards**. Play one of the seven activities.	Compete: **Fractions of a Set** worksheet.	Play two or more of the seven activities using the **Adding Fractions Task Cards**.	Complete: **Fractions of a Group** worksheet.

BCPS Weekly Homework Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional/PE	Perform squat-jumps while naming the continents.	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.	Take a hike. 	Do as many push-ups as you can counting by multiples of 3.	**Acts of Kindness**  Offer to help out a family member or ask someone how they are.

BCPS Weekly Homework Calendar

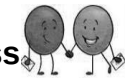
Week of: May 4-8 Grades 3-5

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Read for 30 minutes and enter the information on the Reading Log. Use the Reading Literature Prompt Sheet or Reading Information Prompt sheet to discuss your book before, during, or after.	Read for 30 minutes and enter the information on the Reading Log. Read ***Attack of the Leftovers*** Answer questions 1-10.	Read for 30 minutes and enter the information on the Reading Log. Read ***I Want to Buy a Computer Game*** Answer questions 1-10.	Read for 30 minutes and enter the information on the Reading Log. Read ***The Wishing Tree*** Answer questions 1-10.	Read for 30 minutes and enter the information on the Reading Log. Use the Reading Literature Prompt Sheet or Reading Information Prompt sheet to discuss your book before, during, or after.

	Monday	Tuesday	Wednesday	Thursday	Friday
Writing	Choose two characters in your story and compare and contrast them.	Superheroes in movies and comics can do some pretty amazing things, but think of someone you consider to be a real-life hero. What do (or did) they do that makes them a hero?	What is your favorite video game? Explain how your game works, what you like most about it, and why.	If you had a Wishing Tree, what would you wish for and why would this wish important to you?	What is your favorite color? Choose an animal or object that is that color and describe it.

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	Complete: **Equivalent Fractions** worksheet.	Cut apart the **Equal Fractions Match Game**. Play a couple rounds.	Complete: the second **Equivalent Fractions** worksheet.	Complete: **Adding Fractions** worksheet.	Use the **Adding Fractions Task Cards** and play two different activities and/or the **Equal Fractions Match Game**.

BCPS Weekly Homework Calendar

Social Emotional/PE	Monday	Tuesday	Wednesday	Thursday	Friday
	Draw a picture of yourself. Write at least 10 strengths all around the image.	Using your strengths, write a short speech convincing the principal that you should be the class president.	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds, or take a hike.	Write a Journal entry about how you are feeling today.	**Acts of Kindness**  Write a kind note to someone.

Reading Literature Prompt Sheet

These questions can be used when reading picture books, short stories, chapter books, and novels. These are also appropriate for retelling fairy tales or folktales. Outside of reading, these questions fit with family drama and comedy shows, cartoons, or movies.

Before Reading

- What will this book be about? How do you know?
- What is the title of this story? What clues does the title give about the story?
- Who is the author? What does the author do? Who is the illustrator? What does the illustrator do?
- What do you think will happen in this story? What gave you that idea?

During Reading

- What do you think will happen next? How do you think (character) will react?
- How would you feel if that happened to you?
- What would you have done if you were the character?
- What pictures have you been seeing in your mind?
- Can you predict what will happen next?
- What does the main character want to happen?
- How do the illustrations explain what is happening in the story?

After Reading

- What is the most important thing that happened in the story (or the chapter)?
- Why did the author write this story? What did they want you to learn?
- Can you retell the story in your own words?
- What do you think will happen to the main character after this story is over?
- Were your predictions correct? Why or why not?
- How is this story/character like a different story/character?

Reading Information Prompt Sheet

These questions can be used when reading nonfiction books, articles, news stories, or information. They are also appropriate for reading flyers, invitations, recipes, or any functional text. Outside of reading, these questions fit with news programs, history shows, or factual animal shows.

Before Reading

- Why are you reading this? What are you hoping to learn or find out?
- What do you already know about this topic?
- What do you think you will learn by previewing the photos in this book?

During Reading

- Why does the author tell you _____?
- What is the most important idea?
- How do the pictures/maps/illustrations help you understand the words?
- Are there bold words? Italics? Why? What information does this add?
- Can you tell what the author feels about this topic? How do you know?
- Does this remind you of anything in your life? What?
- What does _____ mean? Can you show in the text where you learned that?

After Reading

- What was the most interesting thing to you about this topic? Why?
- What words or ideas do you still not understand?
- Now that you've read this, what do you want to learn about next?
- What would you re-title this book/article?
- Can you tell what happened in order? (if applicable)
- Did you agree or disagree with the ideas? Why?
- If you were going to share a fact from this with someone else, what would you tell them?
- What questions would you ask the author?

Name:_____

Reading Log

Read for 20 or 30 minutes each day and complete the boxes. **You must write in complete sentences with appropriate punctuation.**

Date	Reading Log
	Book Title: x_____ Parent Signature
List the characters and write about the setting.(when and where the story takes place)	_____ _____ _____ _____
	Book Title: x_____ Parent Signature
Write 2 wonderings about your story. (Questions you had while reading)	_____ _____ _____ _____
	Book Title: x_____ Parent Signature
Write about connections you can make to the text.	_____ _____ _____ _____
	Book Title: x_____ Parent Signature
Describe in detail your vivid mental images.	_____ _____ _____ _____

Write a retelling of your book. Make sure your sentences start with a capital letter and end with punctuation.

First_____

_____

_____

_____

Next_____

_____

_____

_____

Then_____

_____

_____

_____

Last_____

_____

_____

_____

_____

_____

_____

_____

x_____

Parent Signature

Earth 2072

The year was 2072. Beth touched the start button. The voice came on. "Good morning, Beth. Log into lesson number 9."

Beth liked school. She liked sitting in her study pod. Today's lesson was on history. She waited for the other children from around her home planet to sign on. There was also a visitor. It was a girl from station 54. It was near Mars. That was a place she really wanted to visit. Her parents promised that they could go there soon.

She signed on. She loved to hear the chatter on the line.

"Did you catch the meteor shower last night?" Nate asked.

"How could I miss it!" Jay interrupted.

"Amazing! We had to move our ship to get out of the way!" Beth said.

The robot started the lesson.

"Up until just 40 years ago," it said, "children learned together in school buildings. They worked together with a human teacher. But today, we are far ahead of the old ways."

The robo-teacher kept talking. Beth began to think what it would have been like in the old days. She had never met another child face to face. Would it be strange to be in a room with another person?

Name: _____ **Date:** _____

1. Which of the following subjects were students learning about in the piece?

A. math
B. language arts
C. history
D. space

2. Read the following sentences from the passage: "She waited for the other children from around her home planet to sign on. There was also a visitor. It was a girl from station 54. It was near Mars."

What is the reason for including these sentences in the passage?

A. to compare Earth to Mars
B. to describe a school day in the future
C. to explain what the lesson plan is about
D. to introduce the teacher to the reader

3. What can you conclude about Beth after reading the passage?

A. She is curious about the past
B. History is not her favorite subject.
C. She missed the meteor shower.
D. She wants to teach the lesson.

4. Read the following sentence from the passage:

"She loved to hear the chatter on the line."

In this sentence, the word **chatter** means

A. static
B. music
C. complete silence
D. ongoing talking

5. The primary purpose of this passage is to

A. explain how robots teach school

B. illustrate what a meteor shower is

C. teach people about the solar system

D. describe how life has changed in future

6. What does the dialogue among the characters tell us about the meteor shower?

7. In this passage, how has technology affected life in the year 2072?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Beth signed on, and ___ the robot started the lesson.

A. instead

B. for example

C. before

D. then

All About Money

by ReadWorks

Money can be coins. Money can also be paper. People use money to buy things. That is called spending.

People don't spend all their money at the same time. They keep some for another time. That is called saving.

Many people keep their money at a bank. A bank is a place that keeps money safe.

Here are some names for money in the United States:

- A penny equals one cent.
- A nickel equals five cents.
- A dime equals 10 cents.
- A quarter equals 25 cents.
- A half-dollar equals 50 cents.
- One dollar equals 100 cents.

Name: _____ **Date:** _____

1. What can money be?

A. coins only

B. paper only

C. coins and paper

2. This passage describes money. What two things do people do with money?

A. spend it and save it

B. hide it and throw it away

C. give it away and save it

3. Banks make sure that your money is not lost or stolen. What part of the passage tells us that this is true?

A. "People don't spend all their money at the same time."

B. "Many people keep their money at a bank."

C. "A bank is a place that keeps money safe."

4. What is "All About Money" mainly about?

A. food

B. money

C. coins

5. How many cents does a quarter equal?

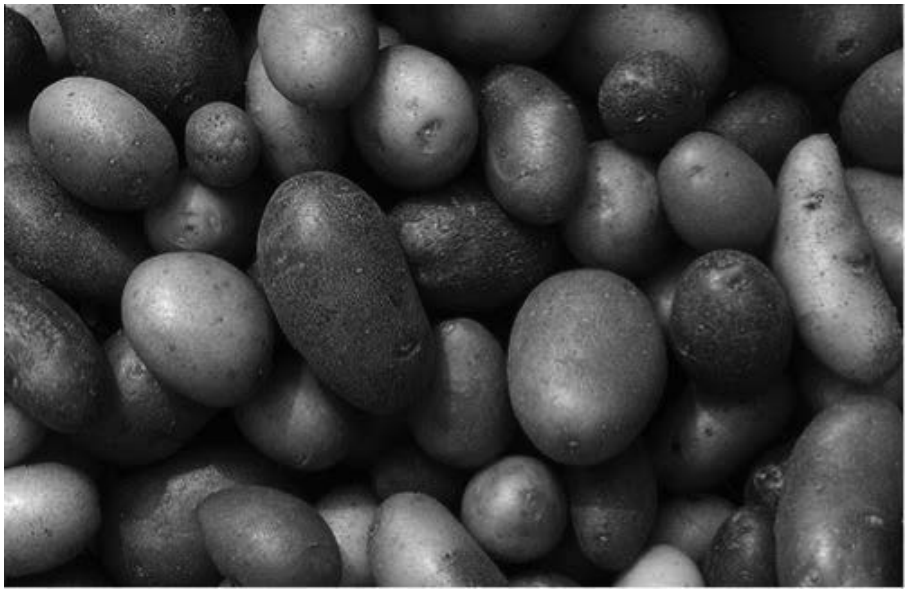
6. What did you learn from "All About Money"?

7. Class Discussion Question: Explain what saving means and why people save their money.

8. Draw some money.

Attack of the Leftovers

by ReadWorks



"We have too many mashed potatoes," said Caroline.

"I know!" said her brother, Stewart. "I am sick of them."

"We've had mashed potatoes for lunch."

"We've had mashed potatoes for dinner."

"We've even," said Caroline with a grimace, "had them for breakfast."

"Thanksgiving is over," said her brother, crossing his arms. "We want new food."

Thanksgiving had happened five days earlier. Everyone came over to their house: aunts and uncles and cousins. Even a long-lost aunt from Alabama. They ate turkey and mashed potatoes and stuffing and gravy. Lots and lots of gravy. It was great. It made everyone sleepy.

But when everyone left, the food was still there. Turkey. Mashed potatoes. Stuffing. Gravy. Everywhere! The counters were covered. Food invaded the fridge. It sat on Caroline and Stewart's plates for days and days. Eventually, it got boring.

"Pleeeeeeeeeeease," said Stewart. "Make us something else!"

"Not mashed potatoes."

"Anything but that!"

"Hmm," said Mom. She was quiet for what seemed like a long time. Her finger tapped against her mouth. "I think I have an idea."

She took out a container. Stewart's mouth fell open.

"Mom!" he shouted. "Are you crazy? Those are the mashed potatoes."

"They sure are," said Mom. "I think I just remembered something my grandmother used to do."

Mom pulled out a frying pan and a jug of vegetable oil. She poured the oil in the pan. It went *glug, glug, glug*. She turned on the heat. Stewart and Caroline backed away. They are not allowed near the stove when hot oil is in the pan.

While the oil got hot, Mom fixed the potatoes. She turned the container upside down. "Plop!" went the potatoes. They fell onto the counter in a cold, hard block. With her sharpest knife, Mom sliced the potatoes into squares. She dusted them with flour. She sprinkled them with salt. She covered them with pepper.

And then she slid them into the oil.

Sizzle! went the oil. *Sizzle, sizzle, sizzle!*

"Whoa, Mom," said Caroline. "What are you doing?"

"I'm frying the potatoes. The same way you would make French fries. It's a good way to get rid of leftovers."

When the potatoes stopped sizzling, they were done. Mom lifted them from the oil and let them dry. Once they were cool, Caroline picked one up in her hands.

"Don't you want one, Stewart?"

"No!" he said. "I told you. No more mashed potatoes."

Caroline lifted the block of crisp, brown potato to her mouth. She took a tiny bite-the tiniest bite in the world.

"Oh boy," she said. "Oh boy, Stewart. These are good."

He took a bite, too. She was right. The potatoes didn't taste like mashed potatoes at all. They were crisp and brown on the outside. They were creamy and fluffy on the inside. It was like eating a crispy cloud.

"See?" said Mom. "Leftovers aren't the end of the world."

Name: _____ **Date:** _____

1. What have Caroline and Stewart eaten for lunch, dinner, and breakfast?

A. turkey

B. mashed potatoes

C. stuffing

D. gravy

2. What main problem do Caroline and Stewart face at the beginning of the story?

A. They have run out of mashed potatoes.

B. Thanksgiving is over and they are sad.

C. They do not like turkey and mashed potatoes.

D. They are sick of eating Thanksgiving leftovers.

3. Caroline and Stewart normally like Thanksgiving food. What evidence from the story supports this conclusion?

A. "They ate turkey and mashed potatoes and stuffing and gravy. Lots and lots of gravy. It was great."

B. "Thanksgiving had happened five days earlier. Everyone came over to their house: aunts and uncles and cousins."

C. "But when everyone left, the food was still there. Turkey. Mashed potatoes. Stuffing. Gravy. Everywhere!"

D. "Food invaded the fridge. It sat on Caroline and Stewart's plates for days and days. Eventually, it got boring."

4. Why does Stewart yell, "'Are you crazy? Those are the mashed potatoes,'" when his mother takes out a container of mashed potatoes?

A. He is excited to eat the mashed potatoes.

B. He knows that Mom will prepare potatoes in a new way.

C. He thinks Mom plans to serve them more mashed potatoes.

D. He does not want Mom to eat the mashed potatoes.

5. What is this story mostly about?

A. two children who discover a new way to eat leftovers

B. two children who do not like Thanksgiving

C. one family's Thanksgiving dinner

D. how to cook mashed potatoes for breakfast, lunch, and dinner

6. Read the following sentences:

"We have too many mashed potatoes," said Caroline.

"I know!" said her brother, Stewart. "I am sick of them."

"We've had mashed potatoes for lunch."

"We've had mashed potatoes for dinner."

"We've even," said Caroline with a **grimace**, "had them for breakfast."

As used in this sentence, what does the word "**grimace**" mean?

A. smile

B. frown

C. laugh

D. sigh

7. Choose the answer that best completes the sentence below.

_____ Mom fried the mashed potatoes, they became crisp and brown on the outside.

A. But

B. Thus

C. Such as

D. After

8. What do Caroline and Stewart want Mom to do?

9. Explain how Mom fixes the leftover mashed potatoes.

10. Explain how Caroline and Stewart's feelings about leftover mashed potatoes change throughout the story and what causes the change.

I Want to Buy a Computer Game

by Susan LaBella

Luis was excited. The new computer game he wanted was finally in stores. "The game is here!" he told his mom. "Can we go buy it?"

"How much does it cost?" Luis's mother asked.

"Thirty-five dollars," he replied.

"That is a lot of money, Luis. Do you have enough to buy it yourself?"

He shook his head.

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need."

"But I really want this game!" answered Luis. "What can I do?"

"You get eight dollars a week for doing chores," his mom said. "Try to save it. Before long, you will have enough to pay for the game."

"I do not think so," said Luis. "By then, all the games will be sold."

"Try it," replied his mother.

Weeks later, Luis came home very happy. "Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars."

"And," his mother added, "you did it with your own money!"

Name: _____ **Date:** _____

1. Why was Luis excited at the start of the story?

A. He managed to save up thirty-five dollars.

B. The new computer game he wanted was in stores.

C. His mother bought him a computer game as a gift.

2. What is the main problem Luis faces in the story?

A. He wants a new computer game, but the store has run out of that game.

B. He wants a new computer game, but he doesn't have enough money to buy it.

C. He wants a new computer game, but his mother hates all computer games.

3. Read this statement that Luis's mom said to Luis.

"'You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need.'"

What conclusion can you draw from this evidence?

A. A house and food are things that Luis's family needs.

B. Luis's mom doesn't want to buy clothing, books, and gas for the car.

C. Having clothing, books, and gas is more important than having a house and food.

4. How does Luis's mom most likely feel about the computer game?

A. She feels excited because she wants to play the game, too.

B. She feels angry that Luis wants to spend his money on a game.

C. She feels like the game is not something that Luis really needs.

5. What is the main idea of this story?

A. The computer game that Luis wants costs thirty-five dollars.

B. Luis wants a new computer game, so he saves up money to buy it.

C. Luis's mom has to spend money on things like food, clothing, and the house.

6. Read these sentences from the text.

"Luis was excited. The new computer game he wanted was finally in stores. 'The game is here!' he told his mom. 'Can we go buy it?'"

Why might the author have used an exclamation point when Luis tells his mother that the game is here?

A. to show that Luis is very excited

B. to show that Luis's mom is very excited

C. to show that the game is really fun to play

7. Read these sentences from the text.

"'You get eight dollars a week for doing chores,' his mom said. 'Try to save it. Before long, you will have enough to pay for the game.'"

What does the word "it" in the second sentence refer to?

A. the chores

B. the eight dollars

C. the week

8. Why doesn't Luis's mother buy the computer game when Luis first asks her for it?

9. Read these sentences from the text.

"Weeks later, Luis came home very happy. 'Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars.'
"'And,' his mother added, 'you did it with your own money!'"

How does Luis's mother probably feel about Luis saving up his money to buy the computer game?

10. This story suggests that it is a good idea to save up your extra money to buy things that you want. Why might this be a good idea? Use evidence from the story to support your answer.

The Wishing Tree

by Kyria Abrahams

Deep in the woods is a secret tree. Only one boy knows about it. It's a wishing tree.

One day, the boy followed his dog into the woods. They stopped at the tree.

"I wish I could climb this tree!" the boy said.

POOF! His wish was granted. He was in the tree!

The leaves began to giggle.

"Hello!" they said. "Pleased to meet you!"

"My name is Noah," the boy said. "What's yours?"

All the leaves started to talk at once.

"We are the Wishing Tree," the leaves said. "We see good children and give them gifts.

"I wish I had one million dollars!" said Noah. But nothing happened.

"I *said* I wish I had a million dollars!" Noah said, louder.

"We heard you the first time," said the leaves.

"What good are you, anyway?"

"Very good," said the leaves. "This is a very good tree."

"Then give me money!" Noah demanded.

"We can only give you good things. Things that will make you a better person."

Well, that didn't sound like much fun. He thought of a new wish.

"I wish I could fight a dragon!" he said.

"Do you honestly think we would conjure a dragon?" asked the leaves.

"I guess not," said Noah. "Well, then, I wish I were brave enough to fight a dragon!"

Suddenly, Noah was standing at the bottom of the tree.

"Wish granted!" said the leaves.

"Arooo!" said Peanuts the dog.

"Let's go!" said Noah. He and Peanuts ran out of the woods. But Noah didn't feel very brave.

"Some wishing tree that was! No money! No dragons! What a waste!"

Crack! Suddenly, something hit him in the back of his head.

"Hey, No-Brains!" someone was shouting.

"Oh no!" Noah said to Peanuts. "It's Mitch the bully!"

Mitch was throwing peanuts at Noah.

"Here are some peanuts for your dumb dog!" Mitch said.

That was the last straw! Noah couldn't take it any more.

"Go away, bully!" he yelled. "You never hurt dogs!"

"Aroo!" howled Peanuts the dog.

"Whatever!" said Mitch. "You're not worth my time."

Mitch left.

"Yay! He left!" Noah said. "Thank you, wishing tree!"

Noah had never told Mitch to go away before. But on that day, he was very brave. Being brave was just like fighting a dragon. Being brave was better than having a million dollars.

You see, Noah thought his bravery came from the wishing tree. But the truth is, the tree didn't grant any wishes. Noah did it all himself. Being brave came from inside.

If you could make a wish like Noah, what would you wish for?

Name: _____ **Date:** _____

1. What does Noah find in the woods?

A. a wishing tree

B. his dog, Peanuts

C. Mitch the bully

2. Mitch throws peanuts at Noah. How does Noah deal with this problem?

A. Noah runs away from Mitch.

B. Noah tells him to go away.

C. Noah tells his dog to attack Mitch.

3. Noah thinks that the wishing tree made him brave. What evidence from the story supports this conclusion?

A. "Being brave came from inside."

B. "POOF! His wish was granted. He was in the tree!"

C. "'Yay! He left!' Noah said. 'Thank you, wishing tree!'"

4. When Noah asks for money, the wishing tree says it can only give good things that will make you a better person. Based on this information, what does the wishing tree think about money?

A. Having money will not make you a better person.

B. Having money will make you a better person.

C. Money is good for some people.

5. What is the main message of the story?

A. Bravery comes from the inside.

B. Money will make you a bad person.

C. You should always make wishes on trees.

6. Read the following sentences: "Some wishing tree that was! No money! No dragons! **What a waste**!"

What does Noah mean by the phrase, "**what a waste**"?

A. Noah does not think the wishing tree grants good wishes.

B. Noah thinks that you shouldn't waste money or dragons.

C. Noah thinks that money and dragons are not good wishes.

7. Choose the answer that best completes the sentence below.

Noah believed that the wishing tree made him brave, _____ the tree did not really grant him that wish. Noah stood up to the bully all on his own.

A. but

B. so

C. and

8. Who is bullying Noah and Peanuts?

_____

_____

_____

9. What does Noah do that he has never done before?

_____

_____

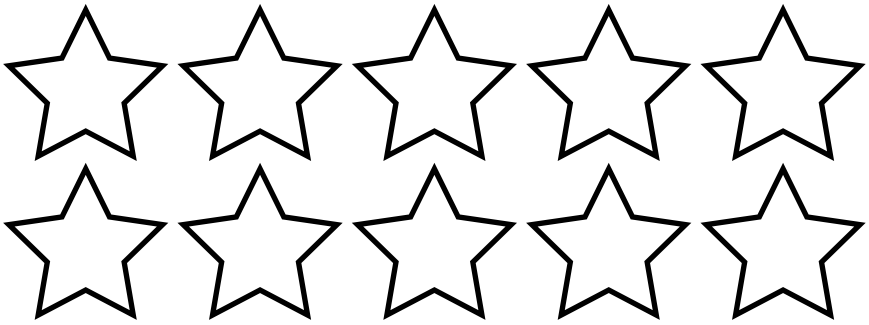
_____

10. The passage states that "Being brave comes from the inside." Explain how Noah shows this is true. Use evidence from the passage to support your answer.

Name: _____

Understanding $\frac{1}{2}$

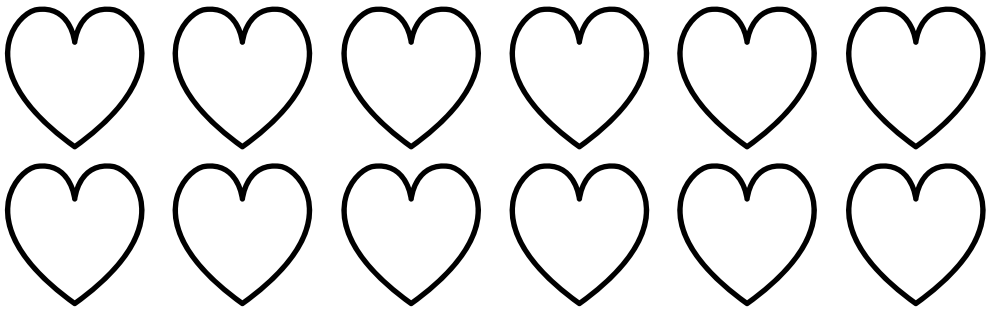
Color $\frac{1}{2}$ of the stars.



What fraction of the stars did you color?

$\frac{\quad}{10} = \frac{1}{2}$

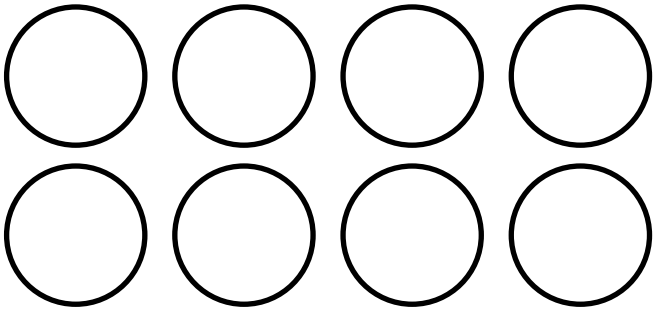
Color $\frac{1}{2}$ of the hearts.



What fraction of the hearts did you color?

$\frac{\quad}{12} = \frac{1}{2}$

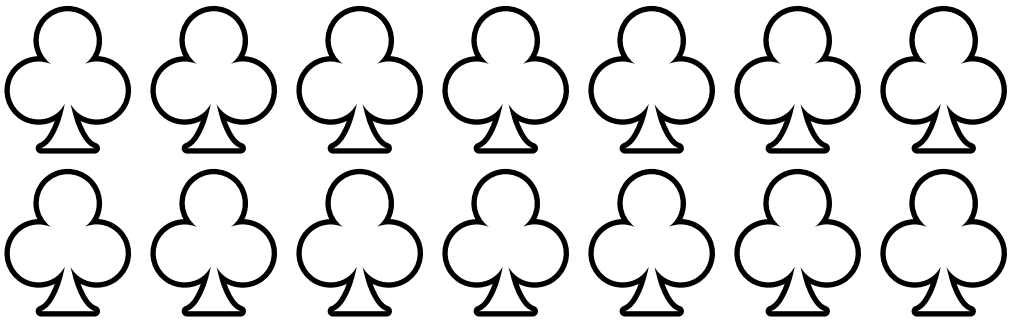
Color $\frac{1}{2}$ of the circles.



What fraction of the circles did you color?

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

Color $\frac{1}{2}$ of the clubs.



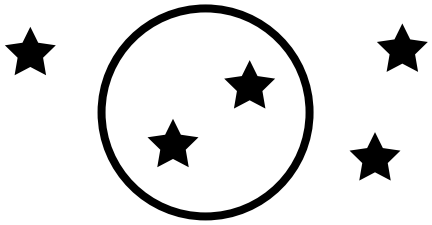
What fraction of the clubs did you color?

$\frac{\quad}{14} = \frac{1}{2}$

Name: _____

Fractions of a Set

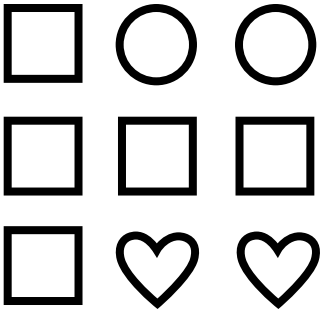
a. What fraction of the stars are outside the circle?



answer:

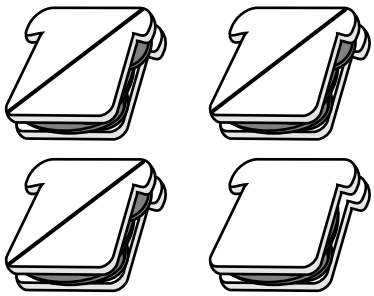
b. Draw 7 shapes. $\frac{3}{7}$ of the shapes should be triangles.

c. What fraction of the shapes are circles?



answer:

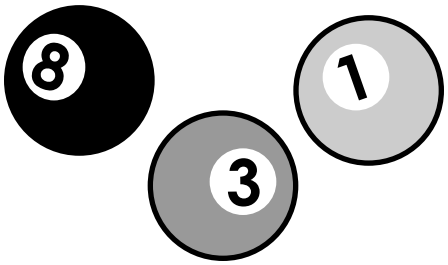
d. What fraction of the sandwiches are cut in half?



answer:

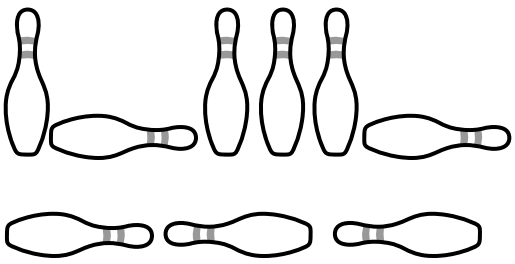
e. Write 6 letters. $\frac{5}{6}$ of your letters should be vowels.

f. What fraction of the billiard balls have even numbers on them?



answer:

g. What fraction of the bowling pins are standing?



answer:

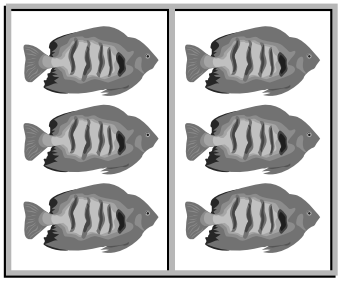
h. Draw 10 smiling faces. Only $\frac{1}{10}$ of the smiling faces should have a nose.

Name: _____

Fractions of a Group

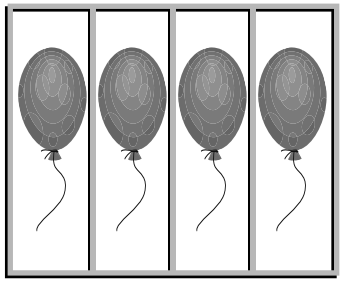
Complete the fraction equation for each picture.

a.



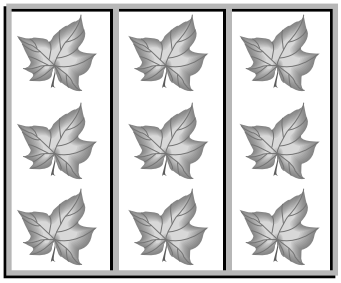
$\frac{1}{2}$ of 6 = _____

b.



$\frac{1}{4}$ of 4 = _____

c.

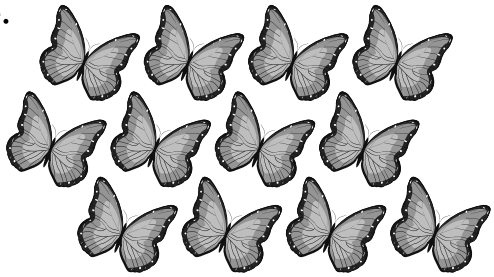


$\frac{1}{3}$ of 9 = _____

d.

$\frac{1}{5}$ of 5 = _____

e.

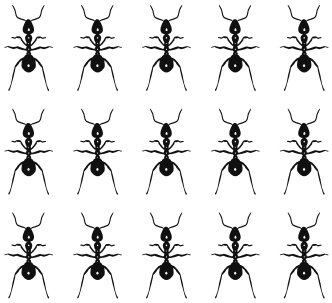


$\frac{1}{6}$ of 12 = _____

f.

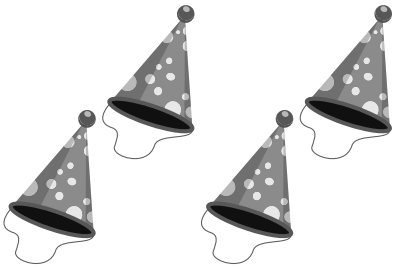
$\frac{1}{3}$ of 6 = _____

g.



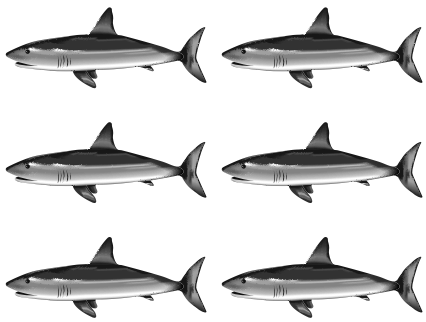
$\frac{1}{3}$ of 15 = _____

h.



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

i.



$\frac{1}{6}$ of 6 = _____

j. Tony saw 6 birds in a tree. $\frac{1}{6}$ of them flew away. How many were left?

_____

k. Bob got 8 presents for his birthday and opened $\frac{1}{2}$ of them. How many did he open?

_____

1. Adding Fractions with Like Denominators

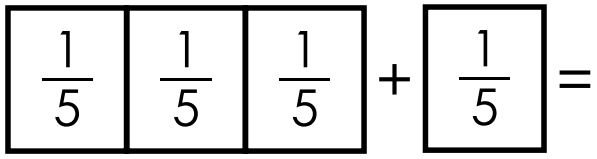
$$\begin{array}{r} \frac{3}{9} \\ +\ \frac{2}{9} \\ \hline \end{array}$$

2. Adding Fractions with Like Denominators

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

3. Adding Fractions with Like Denominators

Write an addition problem for the illustration below. Solve.



4. Adding Fractions with Like Denominators

Find the missing addend.

$$\frac{3}{12} + \boxed{?} = \frac{7}{12}$$

5. **Adding Fractions with Like Denominators**

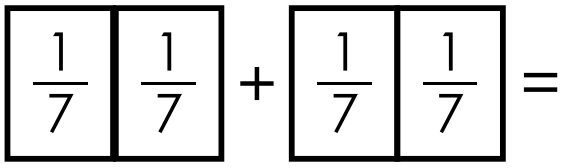
$$\begin{array}{r} \frac{1}{5} \\ +\ \frac{2}{5} \\ \hline \end{array}$$

6. **Adding Fractions with Like Denominators**

$$\frac{5}{10} + \frac{2}{10} =$$

7. **Adding Fractions with Like Denominators**

Write an addition problem for the illustration below. Solve.



8. **Adding Fractions with Like Denominators**

Find the missing addend.

$$\frac{6}{11} + \boxed{?} = \frac{9}{11}$$

9. **Adding Fractions with Like Denominators**

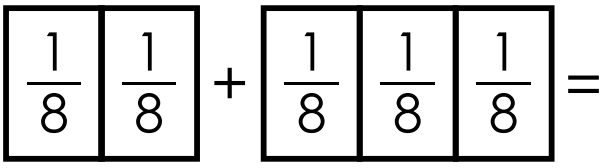
$$\begin{array}{r} \frac{1}{3} \\ +\ \frac{1}{3} \\ \hline \end{array}$$

10. **Adding Fractions with Like Denominators**

$$\frac{2}{8} + \frac{5}{8} =$$

11. **Adding Fractions with Like Denominators**

Write an addition problem for the illustration below. Solve.



12. **Adding Fractions with Like Denominators**

Find the missing addend.

$$\frac{3}{10} + \boxed{?} = \frac{8}{10}$$

13. Adding Fractions with Like Denominators

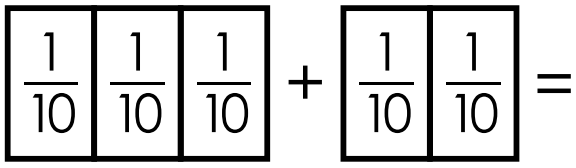
$$\begin{array}{r} \frac{5}{9} \\ +\ \frac{2}{9} \\ \hline \end{array}$$

14. Adding Fractions with Like Denominators

$$\frac{2}{11} + \frac{5}{11} =$$

15. Adding Fractions with Like Denominators

Write an addition problem for the illustration below. Solve.



16. Adding Fractions with Like Denominators

Find the missing addend.

$$\frac{3}{12} + \boxed{?} = \frac{11}{12}$$

17. Adding Fractions with Like Denominators

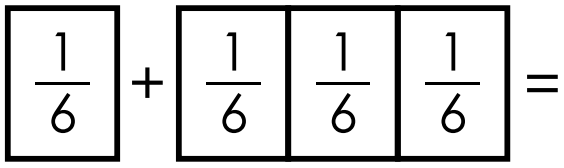
$$\begin{array}{r} \frac{3}{10} \\ +\ \frac{6}{10} \\ \hline \end{array}$$

18. Adding Fractions with Like Denominators

$$\frac{5}{9} + \frac{3}{9} =$$

19. Adding Fractions with Like Denominators

Write an addition problem for the illustration below. Solve.



20. Adding Fractions with Like Denominators

Find the missing addend.

$$\frac{2}{11} + \boxed{?} = \frac{10}{11}$$

21. Adding Fractions with Like Denominators

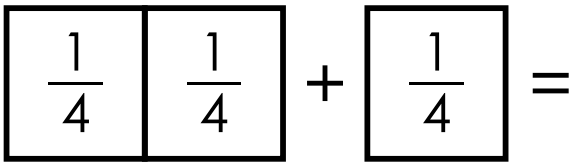
$$\begin{array}{r} \frac{6}{12} \\ + \quad \frac{4}{12} \\ \hline \end{array}$$

22. Adding Fractions with Like Denominators

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

23. Adding Fractions with Like Denominators

Write an addition problem for the illustration below. Solve.



24. Adding Fractions with Like Denominators

Find the missing addend.

$$\frac{2}{9} + \boxed{?} = \frac{8}{9}$$

25. **Adding Fractions with Like Denominators**

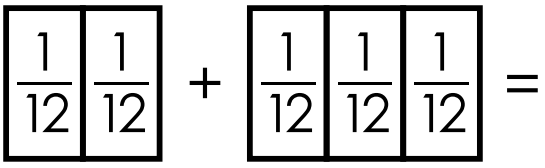
$$\begin{array}{r} \frac{2}{10} \\ +\ \frac{2}{10} \\ \hline \end{array}$$

26. **Adding Fractions with Like Denominators**

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

27. **Adding Fractions with Like Denominators**

Write an addition problem for the illustration below. Solve.



28. **Adding Fractions with Like Denominators**

Find the missing addend.

$$\frac{4}{8} + \boxed{?} = \frac{7}{8}$$

29. Adding Fractions with Like Denominators

$$\begin{array}{r} \frac{4}{7} \\ + \frac{1}{7} \\ \hline \end{array}$$

30. Adding Fractions with Like Denominators

$$\frac{5}{12} + \frac{3}{12} =$$

31. Adding Fractions with Like Denominators

32. Adding Fractions with Like Denominators

Name: _____

Like Denominators

Task Cards: Adding Fractions

1.	**2.**	**3.**	**4.**	**5.**
6.	**7.**	**8.**	**9.**	**10.**
11.	**12.**	**13.**	**14.**	**15.**

Name: _____

Like Denominators

Task Cards: Adding Fractions

16.	**17.**	**18.**	**19.**	**20.**
21.	**22.**	**23.**	**24.**	**25.**
26.	**27.**	**28.**	**29.**	**30.**

Task Cards: Adding Fractions

This file contains 30 adding fractions cards with like denominators.

There are countless ways to use task cards in your classroom.
Here are a few ideas:

1. **Math Learning Center**
   Place all of the cards on a table in the classroom. Small groups of 3 to 5 students can visit the table and solve the problems on the task cards. They can complete them in any order they'd like. You can have them do as many, or as few, problems as you choose.

2. **Dry-Erase**
   Laminate the cards. Then invite students to write on the cards with a dry-erase marker as they solve.

3. **Back-to-Back Game**
   Two students draw a task card at random. Then they sit back-to-back as they solve the math problem on the card. After they've finished, they turn, face-to-face, to compare their answers.

4. **Classroom Scavenger Hunts**
   Place task cards all around the room. (Examples: on the classroom door, attached to a students' chair, hanging from the classroom bookshelf) Students must search for the cards and solve the math problems.

5. **Morning Challenge**
   Place all of the task cards in a basket. When students enter the classroom in the morning, they choose one card from the basket to solve.

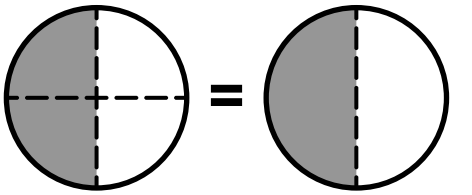
6. **Interactive White Board Lessons**
   If you have a document camera attached to an interactive white board, you can display task cards for students to solve.

7. **Extra Help**
   Have a parent, friend, or volunteer sit with individual students who need extra help. They can practice by solving the problems on the task cards together.

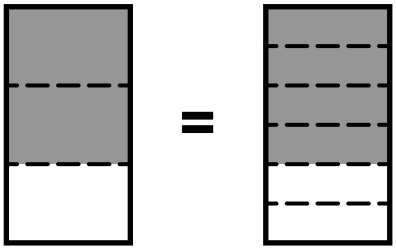
Name: _____

Equivalent Fractions

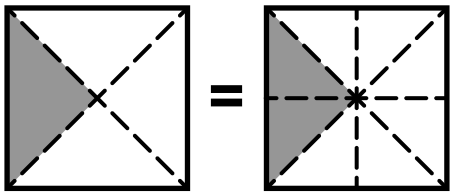
Use the models to find equivalent fractions.



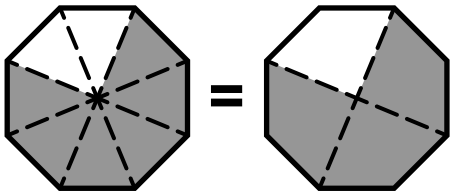
$\frac{2}{4} = \frac{\quad}{2}$



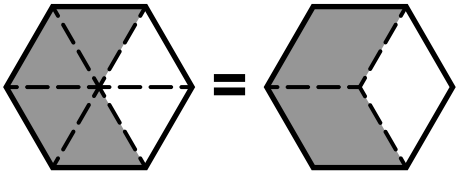
$\frac{2}{3} = \frac{\quad}{6}$



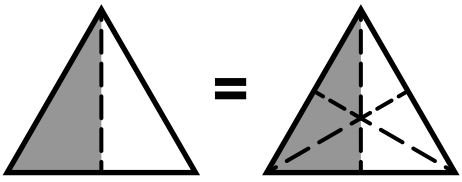
$\frac{1}{4} = \frac{\quad}{\quad}$



$\frac{6}{8} = \frac{\quad}{\quad}$

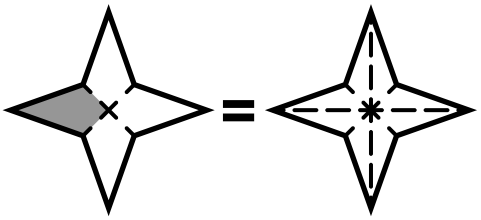


$\frac{\quad}{\quad} = \frac{\quad}{\quad}$

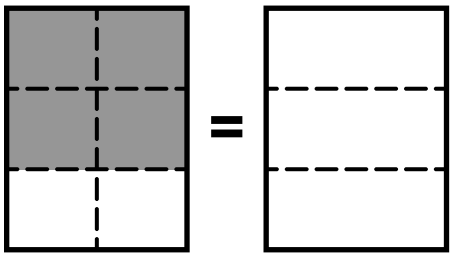


$\frac{\quad}{\quad} = \frac{\quad}{\quad}$

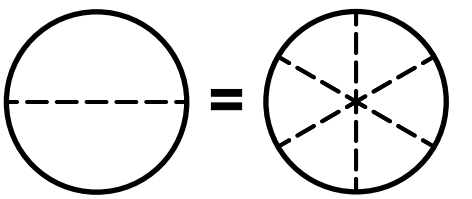
Shade the models and write the equivalent fractions.



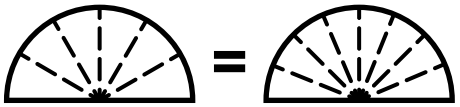
$\frac{1}{4} = \frac{\quad}{\quad}$



$\frac{4}{6} = \frac{\quad}{\quad}$



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

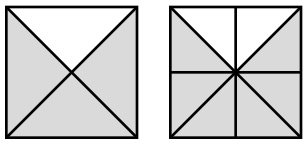


$\frac{3}{6} = \frac{\quad}{\quad}$

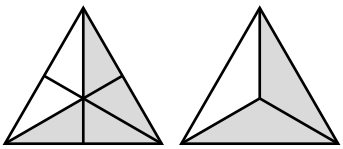
Name: _____

Equivalent Fractions

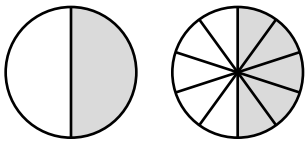
Fill in the missing fraction parts.

a. 

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

b. 

$\frac{4}{6} = \frac{\quad}{3}$

c. 

$\frac{1}{2} = \frac{\quad}{10}$

d. $\frac{6}{12} = \frac{\quad}{6}$

e. $\frac{1}{3} = \frac{\quad}{6}$

f. $\frac{1}{6} = \frac{\quad}{12}$

g. $\frac{5}{10} = \frac{\quad}{6}$

h. $\frac{2}{3} = \frac{\quad}{9}$

i. $\frac{2}{4} = \frac{\quad}{6}$

j. $\frac{1}{4} = \frac{\quad}{12}$

k. $\frac{6}{9} = \frac{\quad}{3}$

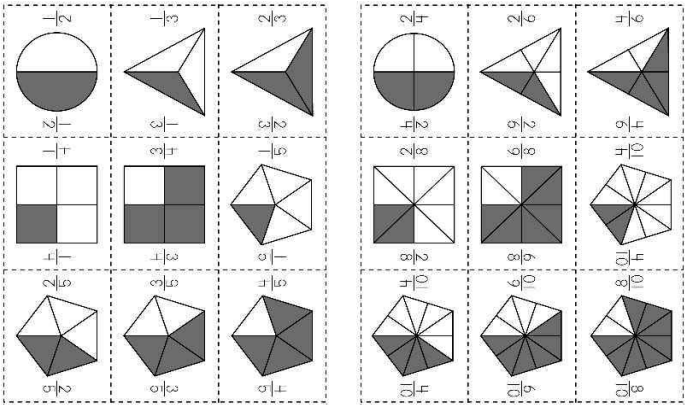
l. $\frac{2}{5} = \frac{\quad}{10}$

m. $\frac{6}{8} = \frac{\quad}{12}$

n. $\frac{5}{7} = \frac{\quad}{14}$

o. $\frac{14}{16} = \frac{\quad}{8}$

Equal Fractions Match Game



This game is played like the memory match card game that many children are familiar with. It is designed to reinforce their understanding of equivalent fractions.

Materials:

Fraction cards (pages 2-5)

Set up:

Copy the cards on card stock so students cannot see through the paper.

Cut the cards on the dotted lines.

Laminate the cards, if desired.

How to Play:

Lay all of the cards upside-down on the table and mix them up.

Players will try to flip pairs of cards with equivalent fractions.

example: The "1/4" card matches the "2/8" card

Player 1 flips two cards. If the cards match, he or she gets to keep both cards. If the cards do not match, then the cards are flipped back upside-down.

Then, player 2 gets a turn to try to flip matching cards. Players alternate until all cards have been removed from the game.

When the game is over, the player with the most cards is the winner.

1/2

2/1

1/3

3/1

2/3

3/2

1/4

4/1

3/4

4/3

1/5

5/1

2/5

5/2

3/5

5/3

4/5

5/4

$\frac{2}{4}$

$\frac{2}{4}$

$\frac{2}{6}$

$\frac{2}{6}$

$\frac{4}{6}$

$\frac{4}{6}$

$\frac{2}{8}$

$\frac{2}{8}$

$\frac{6}{8}$

$\frac{6}{8}$

$\frac{2}{10}$

$\frac{2}{10}$

$\frac{4}{10}$

$\frac{4}{10}$

$\frac{6}{10}$

$\frac{6}{10}$

$\frac{8}{10}$

$\frac{8}{10}$

1/6

1/6

5/6

5/6

1/7

1/7

2/7

2/7

3/7

3/7

4/7

4/7

5/7

5/7

6/7

6/7

2/2

2/2

$\frac{2}{12}$

$\frac{2}{12}$

$\frac{10}{12}$

$\frac{10}{12}$

$\frac{2}{14}$

$\frac{2}{14}$

$\frac{4}{14}$

$\frac{4}{14}$

$\frac{6}{14}$

$\frac{6}{14}$

$\frac{8}{14}$

$\frac{8}{14}$

$\frac{10}{14}$

$\frac{10}{14}$

$\frac{12}{14}$

$\frac{12}{14}$

$\frac{5}{5}$

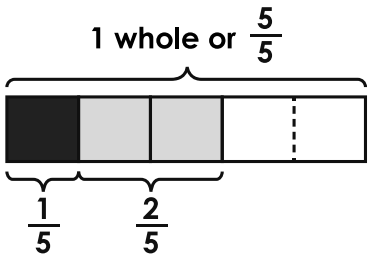
$\frac{5}{5}$

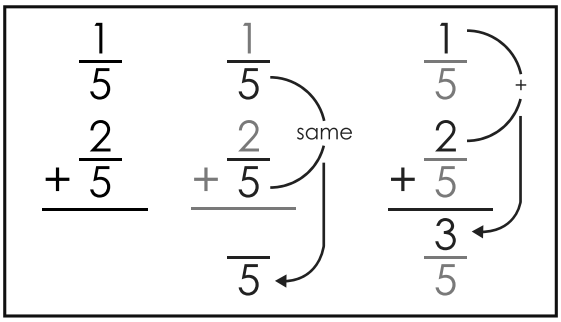
Name: _____

Adding Fractions

with the Same Denominators, No Simplifying

$$\begin{array}{r} \frac{1}{5} \\ +\frac{2}{5} \\ \hline \frac{3}{5} \end{array}$$





a. $\begin{array}{r} \frac{3}{6} \\ +\frac{2}{6} \\ \hline \end{array}$ b. $\begin{array}{r} \frac{5}{8} \\ +\frac{2}{8} \\ \hline \end{array}$ c. $\begin{array}{r} \frac{1}{4} \\ +\frac{2}{4} \\ \hline \end{array}$ d. $\begin{array}{r} \frac{4}{7} \\ +\frac{2}{7} \\ \hline \end{array}$ e. $\begin{array}{r} \frac{5}{9} \\ +\frac{2}{9} \\ \hline \end{array}$

f. $\begin{array}{r} \frac{4}{12} \\ +\frac{3}{12} \\ \hline \end{array}$ g. $\begin{array}{r} \frac{1}{9} \\ +\frac{3}{9} \\ \hline \end{array}$ h. $\begin{array}{r} \frac{1}{8} \\ +\frac{4}{8} \\ \hline \end{array}$ i. $\begin{array}{r} \frac{3}{5} \\ +\frac{1}{5} \\ \hline \end{array}$ j. $\begin{array}{r} \frac{5}{10} \\ +\frac{2}{10} \\ \hline \end{array}$

k. $\begin{array}{r} \frac{3}{7} \\ +\frac{2}{7} \\ \hline \end{array}$ l. $\begin{array}{r} \frac{1}{3} \\ +\frac{1}{3} \\ \hline \end{array}$ m. $\begin{array}{r} \frac{2}{9} \\ +\frac{3}{9} \\ \hline \end{array}$ n. $\begin{array}{r} \frac{5}{11} \\ +\frac{5}{11} \\ \hline \end{array}$ o. $\begin{array}{r} \frac{1}{10} \\ +\frac{6}{10} \\ \hline \end{array}$

p. $\begin{array}{r} \frac{4}{9} \\ +\frac{3}{9} \\ \hline \end{array}$ q. $\begin{array}{r} \frac{1}{8} \\ +\frac{2}{8} \\ \hline \end{array}$ r. $\begin{array}{r} \frac{4}{11} \\ +\frac{5}{11} \\ \hline \end{array}$ s. $\begin{array}{r} \frac{2}{12} \\ +\frac{3}{12} \\ \hline \end{array}$ t. $\begin{array}{r} \frac{1}{7} \\ +\frac{1}{7} \\ \hline \end{array}$