

Math Objectives

Exercise 1: Convert two fractions into whole numbers.

Exercise 2: Solve equivalent-fraction problems.

Exercise 3: Rewrite equations to show prime factors.

Exercise 4: Work short division problems.

Exercise 5: Complete an equation to show various fractions that equal a whole number.

Exercise 6: Use comparison facts to figure out numbers needed in a 3-by-3 table.

Exercise 1: Whole Numbers

Copy each pair of fractions. Write the whole numbers they equal. Circle the fraction that is larger.

Exercise 2: Two-Step Problems

These problems show equivalent fractions, but part of the fraction after the equal sign is missing. You have to figure out the missing number. Remember, first figure out whether you can work on top or on the bottom. Write the fraction that equals 1. Then multiply and complete the fraction after the equal sign.

Exercise 3: Composite Values

Open your workbook to lesson 26 and find part 1. Last time, you wrote equations that show the prime factors for different numbers. For all the problems you worked, you

started with a fact that had one prime number and one number that was not prime. For some of the problems you'll work this time, neither factor is a prime. So you'll circle both factors.

Exercise 4: Short Division Discrimination

Find part 2 in your workbook. Remember, to work these problems, you say the problem for the first digit. If that digit is not big enough, you underline the first two digits and work that problem. You write the answer above the last underlined digit.

Exercise 5: Fractions for Whole Numbers

Find part 3 in your workbook. You're going to write a series of fractions that equal the whole number shown.

Exercise 6:

Find part 4 in your workbook. This table is supposed to show the number of red cars and blue cars that were on two different streets, Hill Street and Valley Street. The table has lots of numbers missing. The facts next to the table give you information about two of the missing numbers.

Exercise 7:

Do the independent work for lesson 26 of your textbook.

Lesson 26

Textbook

Copy each pair of fractions. Below, write the whole number each fraction equals. If a fraction is greater, circle it.

a. $\frac{36}{9}$

$\frac{80}{80}$

b. $\frac{35}{5}$ $\frac{20}{2}$

c. $\frac{48}{8}$ $\frac{42}{7}$

d. $\frac{0}{4}$ $\frac{4}{1}$

Copy and complete each pair of equivalent fractions.

a. $\frac{7}{2}(\blacksquare) = \frac{\blacksquare}{14}$

b. $\frac{4}{5}(\blacksquare) = \frac{36}{\blacksquare}$

c. $\frac{9}{10}(\blacksquare) = \frac{18}{\blacksquare}$

d. $\frac{3}{7}(\blacksquare) = \frac{\blacksquare}{28}$

e. $\frac{1}{8}(\blacksquare) = \frac{5}{\blacksquare}$

f. $\frac{9}{3}(\blacksquare) = \frac{\blacksquare}{24}$

- Check the missing numbers for part 4 in your workbook.
- Answer each question.

This table shows the number of red cars and blue cars that were on Hill Street and Valley Street.

Questions

- What was the total number of both red cars and blue cars on Valley Street?
- How many blue cars were on Hill Street?
- Were there more blue cars on Hill Street or on Valley Street?
- What was the total number of red cars for both streets?
- Were there more red cars or blue cars on Hill Street?

	Red cars	Blue cars	Total for both colors
Hill Street	48	33	81
Valley Street	38	65	103
Total for both streets	86	98	184

Independent Work

For each problem, write the equation, make a number family and figure out the answer.

- a. On Monday, Donna spent some money. On Tuesday, she spent \$14 more. She ended up spending \$34 for both days. How much did she spend on Monday?
- b. There were 713 ladybugs in a field. Then some of them left the field. Now there are 104 ladybugs in the field. How many flew away?
- c. The bakery made some pies in the morning. Then it made another 145 pies in the afternoon. In all, the bakery made 501 pies during the day. How many pies were made in the morning?

Part 5 Copy and complete each equation. If the fractions are equivalent, write the simple equation below.

a. $\frac{4}{7}(\square) = \frac{24}{42}$

b. $\frac{3}{5}(\square) = \frac{6}{10}$

c. $\frac{5}{6}(\square) = \frac{30}{30}$

d. $\frac{10}{4}(\square) = \frac{20}{16}$

e. $\frac{8}{5}(\square) = \frac{80}{50}$

Part 6 Copy each number. Write P if it is a prime number. If it is not a prime number, show the equation with prime factors.



a. 143

b. 151

c. 161

d. 101

Part 7 For each problem, make a number family. Figure out the answer to the question.

- a. The stove weighed 120 pounds less than the refrigerator. The stove weighed 175 pounds. How much did the refrigerator weigh?
- b. A dove flew 134 meters farther than a hawk flew. The dove flew 2121 meters. How far did the hawk fly?
- c. A bus burned 340 more gallons of fuel than a truck burned. The truck burned 640 gallons. How much fuel did the bus burn?

$\frac{1}{1}$

$\square = \frac{18}{\square}$

$\square = \frac{\square}{24}$

book.

that

total for both colors

81

03

84

Lesson 26

Part 1 Circle each factor that is not a prime number. Rewrite each fact to show prime factors.

4 x 6 = 24

10 x 9 = 90

8 x 2 = 16

8 x 6 = 48

Part 2 Work each problem.

a. $5 \overline{)470}$

b. $3 \overline{)525}$

c. $4 \overline{)356}$

d. $6 \overline{)144}$

Part 3 Complete each equation.

a. $3 = \frac{\quad}{7} = \frac{\quad}{8} = \frac{\quad}{1} = \frac{\quad}{3} = \frac{\quad}{5}$

b. $7 = \frac{\quad}{7} = \frac{\quad}{8} = \frac{\quad}{1} = \frac{\quad}{3} = \frac{\quad}{5}$

c. $9 = \frac{\quad}{7} = \frac{\quad}{8} = \frac{\quad}{1} = \frac{\quad}{3} = \frac{\quad}{5}$

Part 4 Make number families for facts 1 and 2. Figure out all the missing numbers.

This table is supposed to show the number of red cars and blue cars that were on Hill Street and Valley Street.

Notes
On Hill Street, there were 15 more red cars than blue cars.

	Red cars	Blue cars	Total for both colors
Hill Street	48		
Valley Street			
Total for both streets		98	

The total number of blue cars was 12 more than the total number of red cars.

Karen Nelson
AIW Math Lesson Revision

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- Exercise 5: Complete an equation to show various fractions that equal a whole number
- Exercise 6: Use comparison facts to figure out numbers needed in a 3-by-3 table
- Exercise 7: Independent work
- Exercise 8: Create a number line problem and write an explanation for solving it.

Exercise 1: Whole numbers

Copy each pair of fractions; write the whole numbers they equal.
Evaluate the original fractions and circle the one that is greater.

Exercise 2: Two-step problems

These problems show equivalent fractions, but part of the fraction after the equal sign is missing. You have to figure out the missing number. Analyze the fractions and determine whether you can work on top or on the bottom. Write the fraction that equals 1. Then multiply and complete the fraction after the equal sign.

Exercise 3: Composite values

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Exercise 7:

Do the independent work for lesson 26 in your textbook

Exercise 8:

Because you are a student manager for the girls' basketball team, it is your responsibility to make sure there are enough clean towels for everyone on the varsity and junior varsity teams to use after tonight's game. You want to show that you are responsible and that you can complete the job that is expected, but how will you know whether or not you have enough?

Create a number line in order to solve this real-life situation. Then carefully **explain, in writing**, each step you use in solving this problem.