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Version 1	Version 2	Version 3
3.NF.1	4.NF.1	5.NF.1
3.NF.2a	4.NF.2	5.NF.3
3.NF.2b	4.NF.3a	5.NF.4a
3.NF.3a	4.NF.3b	5.NF.5b
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3.NF.3d	4.NF.4a	5.NF.7a
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	4.NF.5	

Version I

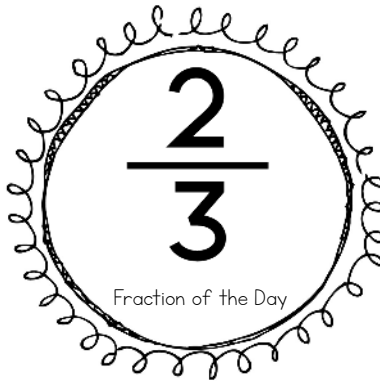
- Write in word form.-Students should write the Fraction of the Day in written form.
- How many more parts do you need to make a whole?-Students should determine how many more parts to their fraction need to be added to the fraction in order to have one whole.
- How many parts of the whole are counted-Students identify the numerator of the fraction.
- How many parts are there in a whole?-Students identify the denominator of the fraction.
- Represent with an area model.-Students may draw any shape and partition and shade in the correct number of pieces.
- Represent the fraction on a number line.-Students should correctly label the number line and identify the Fraction of the Day on the number line.
- Write two fractions with similar numerators that are greater than the Fraction of the Day.-Students may write any two fractions that are greater, answers will vary.
- Write two fractions with similar denominators that are greater than the Fraction of the Day.-Students may write any two fractions that are greater, answers will vary.
- Write two fractions with similar numerators that are less than the Fraction of the Day.-Students may write any two fractions that are less than the Fraction of the Day, answers will vary.
- Write two fractions with similar denominators that are less than the Fraction of the Day-Students may write any two fractions that are less. In some noted situations, there will only be one possible answer.
- Decompose the fraction into unit fractions.-Students will add $1/a$ until they reach the sum of the Fraction of the Day.
- Write two equivalent fractions.-Students may use any strategy to generate two equivalent fractions to the Fraction of the Day.
- Partition two different shapes into the correct number of pieces to represent the number of parts of the Fraction of the Day.-Students should try to draw a variety of shapes and partition them into equal parts.

Write in word form.

How many parts of the whole are counted?

How many more parts do you need to make a whole?

How many parts are there in a whole?



Represent with an area model.

Represent the fraction on a number line.



Write two fractions with similar **numerators** that are GREATER than the Fraction of the Day.

Decompose the fraction into unit fractions.

Write two fractions with similar **denominators** that are GREATER than the Fraction of the Day.

Write two equivalent fractions.

Write two fractions with similar **numerators** that are LESS than the Fraction of the Day.

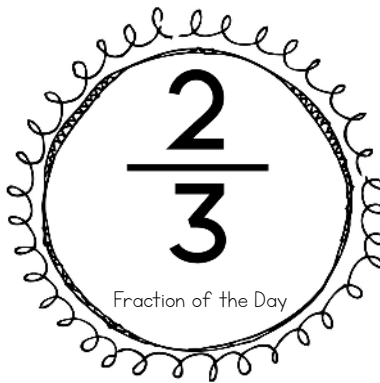
Partition two different shapes into the correct number of pieces to represent the number of parts of the Fraction of the Day.

Write one fraction with a similar **denominators** that is LESS than the Fraction of the Day.

Version 2

- Use repeated addition to show how to multiply the Fraction of the Day by a given whole number.
- What are the next three multiples of the Fraction of the Day? Students should list three multiples.
- Subtract the Fraction of the Day from a given fraction. It is up to you whether or not you have students reduce the fractions.
- Add the Fraction of the Day to a given fraction.
- Students identify the missing number in a multiplication equation where a whole number, multiplied by the missing fraction, equals a given fraction.
- Write one fraction with a different numerator that is greater than the Fraction of the Day.
- Write one fraction with a different denominator that is greater than the Fraction of the Day.
- Write one fraction with a different numerator that is less than the Fraction of the Day.
- Write one fraction with a different denominator that is less than the Fraction of the Day.
- Decompose the fraction into unit fractions.-Students will add $1/a$ until they reach the sum of the Fraction of the Day.
- Decompose the fraction two different ways.-Students should use a variety of addition number sentences to decompose the fraction. In cases where the only way to decompose the fraction is by unit fraction, the question is changed to represent the fraction on a number line.
- Write two equivalent fractions.-Students may use any strategy to generate two equivalent fractions to the Fraction of the Day.

Use repeated addition to show how to multiply the Fraction of the Day by 3.



What are the next three multiples of the Fraction of the Day?

Subtract the Fraction of the Day from five-thirds.

Add the Fraction of the Day to four-thirds.

Solve the problem below.

$$2 \times \underline{\hspace{2cm}} = \frac{2}{3}$$

Write a fraction with a different **numerator** and **denominator** that is **GREATER** than the Fraction of the Day.

Write a fraction with a different **numerator** and **denominator** that is **LESS** than the Fraction of the Day.

Write a comparison statement using the Fraction of the Day.

Decompose the fraction into unit fractions.

Model the fraction on a number line.



Solve the problem below.

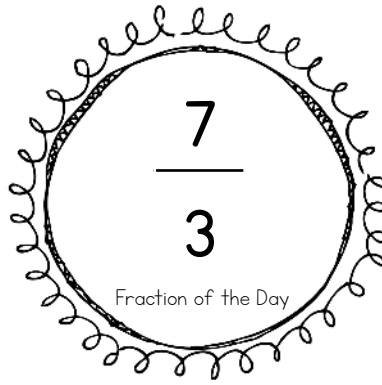
$$\frac{2}{3} + \frac{30}{100} =$$

Write two equivalent fractions and show how you found their equivalence.

Version 3

- Convert the Fraction of the Day to a mixed number.
- Model the Fraction of the Day.-Students' models should correctly reflect the mixed number.
- Subtract the Fraction of the Day from a given fraction with an unlike denominator. If is up to you rather or not you have students reduce the answer to simplest form.
- Add the Fraction of the Day to a given fraction with an unlike denominator.
- Solve a fraction multiplied by a fraction problem.
- Write one fraction with a different numerator that is greater than the Fraction of the Day.
- Write one fraction with a different denominator that is greater than the Fraction of the Day.
- Write one fraction with a different numerator that is less than the Fraction of the Day.
- Write one fraction with a different denominator that is less than the Fraction of the Day
- Show the Fraction of the Day on a number line. Whole numbers should be marked.
- Divide the unit fraction of the Fraction of the Day by a given whole number.
- Divide a given whole number by the unit fraction of the Fraction of the Day.
- Write two equivalent fractions.-Students may use any strategy to generate two equivalent fractions to the Fraction of the Day.

Convert the Fraction of the Day to a mixed number.



Model the Fraction of the Day.

Subtract the Fraction of the Day from four wholes.

Add the Fraction of the Day to one and four-sixths.

Solve the problem below.

$$\frac{3}{8} \times \frac{2}{3} =$$

Write a fraction with a different **numerator** and **denominator** that is **GREATER** than the Fraction of the Day.

Write a fraction with a different **numerator** and **denominator** that is **LESS** than the Fraction of the Day.

Write a comparison statement using the Fraction of the Day.

Show the Fraction of the Day on the number line.



Divide the unit fraction of the Fraction of the Day by 4.

Divide 4 by the unit fraction of the Fraction of the Day.

Round the Fraction of the Day to the nearest whole number.

Write two equivalent fractions and show how you found their equivalence.