Grade 3

TERM 2
Math Exam Review
ANSWERS

(Specifications)
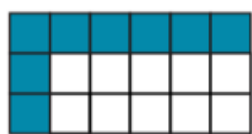*2023-2024*

Ms. Lucinda
Al Maseera School
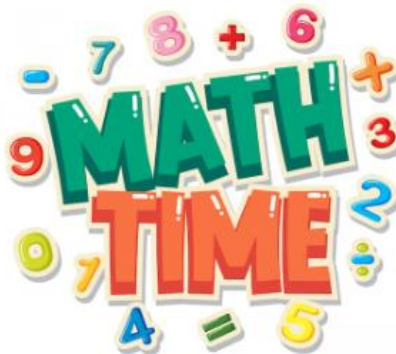
No.	Outcome	Example	Page
1. MCQ	Demonstrate an understanding of the concept of measurement.	1-7	203

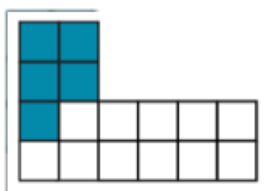Which figure is tiled correctly to find the area? Circle it.
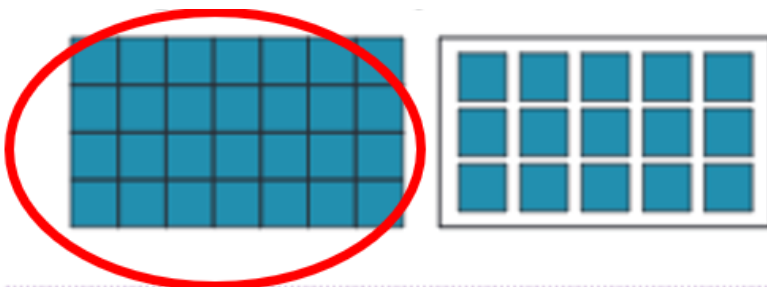
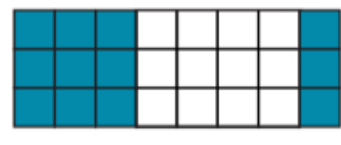What is the area of the figure? Draw to complete the tiling?
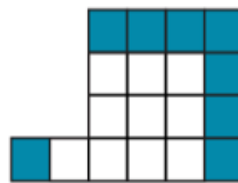
2.

area = __18__ square units

3.

area = __16__ square units

4.

area = __24 square units__

5.

area = __18 square units__

6. Why is it important that there are no gaps or overlaps when tiling a figure?

To calculate the correct area
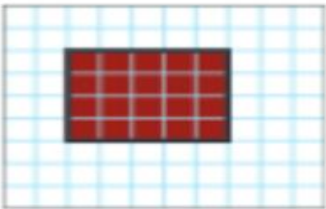
7. Label the length of each side of the unit square.

unit square

__1__ unit

__1__ unit

No.	Outcome	Example	Page
2. MCQ	Determine area by counting unit squares	1-7	207

How can you find the area? Label the area with the unit.
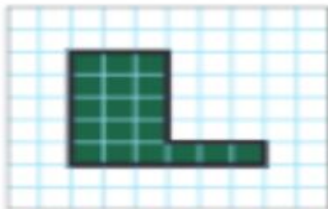
How can you find the area of the figure? Label the area with the unit.

1.
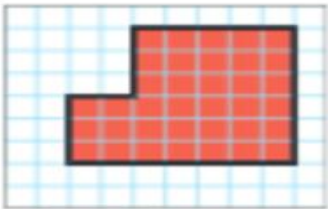
area = **20 square units**

2.
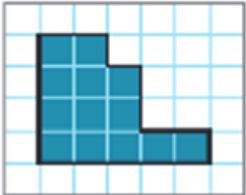
area = **18 square units**
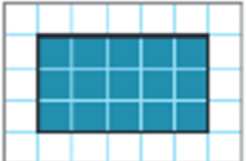
3.

area = **36 square units**

4.

☐ 1 m
1 m

area = **13 square meters**
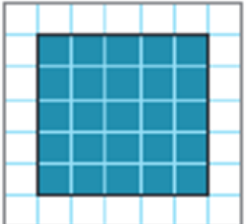
5.
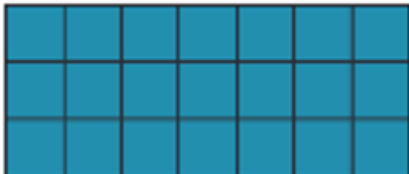
☐ 1 ft
1 ft

area = **15 square feet**

6.

☐ 1 yd
1 yd

area = **25 square yards**

7.

☐ 1 cm
1 cm

3 cm

7 cm

area = **21 square centimeters**

No.	Outcome	Example	Page
3. MCQ	Multiply the length of a rectangle by its width to determine the area.	8-12	212

How can you find the area of the object?

8.

5 ft

8 ft
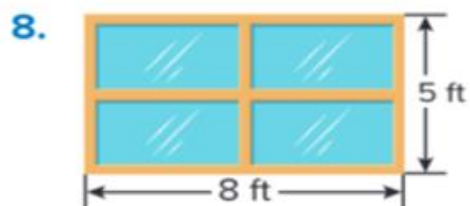
The area of the window is **40** square **feet**.

9.

7 in.

9 in.
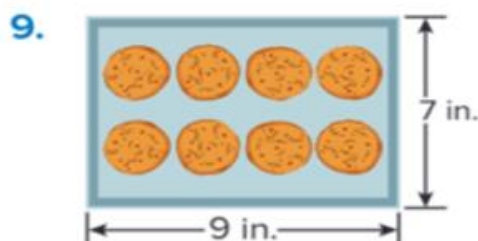
The area of the baking sheet is **63** square **inches**.

10. Enrique painted a mural on his sister's wall. The side lengths of the wall are shown. What is the area of the wall that Enrique painted?

8 ft

9 ft

8 x 9 = 72 square feet
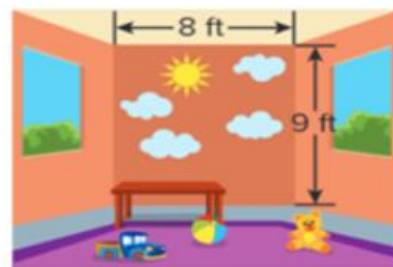
11. Tonya is wrapping the front cover of her notebook. The cover is 10 inches long and 8 inches wide. What is the area of the cover?

10 x 8 = 80 square inches

12. Extend your thinking

A closet floor is the shape of a rectangle. The area of the floor is 18 square feet. What could be the length and width of the floor?

9ft x 2ft = 18 square ft

Or

6ft x 3ft = 18 square ft

No.	Outcome	Example	Page
4. **MCQ**	**Determine the area of a rectangle by decomposing a side length using the distributive property.**	1-4	221

How can you decompose to find the area of each rectangle?

1.

5 cm   3 cm

4 cm
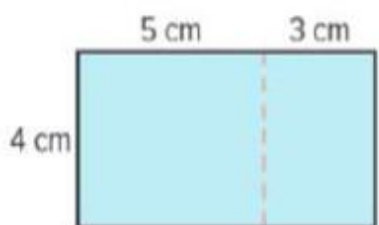
$4 \times 8 = 4 \times \underline{5} + 4 \times \underline{3}$

$4 \times 8 = \underline{20} + \underline{12}$

$4 \times 8 = \underline{32}$ square cm

2.

5 m   10 m

6 m

$6 \times 15 = 6 \times \underline{5} + 6 \times \underline{10}$

$6 \times 15 = \underline{30} + \underline{60}$

$6 \times 15 = \underline{90}$ square m

3.

10 13 In. **3**

8 In.

$8 \times 13 = 8 \times \underline{10} + 8 \times \underline{3}$

$8 \times 13 = \underline{80} + \underline{24}$

$8 \times 13 = \underline{104}$ square in.

4.

10 14 ft **4**

8 ft

$8 \times 14 = 8 \times \underline{10} + 8 \times \underline{4}$

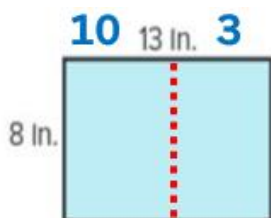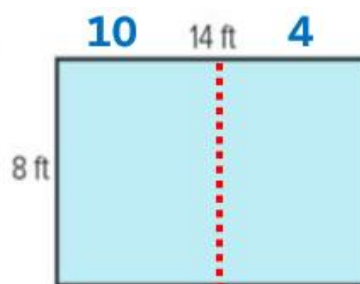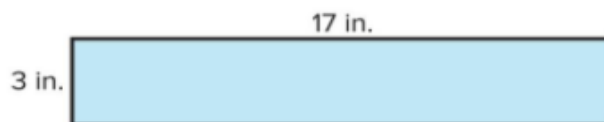$8 \times 14 = \underline{80} + \underline{32}$

$8 \times 14 = \underline{112}$ square ft

No.	Outcome	Example	Page
4. MCQ	Determine the area of a rectangle by decomposing a side length using the distributive property.	5	221

5. Error Analysis Joseph finds the area of the rectangle. His work is shown below.

$3 \times 17 = 2 \times 10 + 1 \times 7$

Will the area be correct? Explain.

17 in.

3 in.

No, he decomposed both factors. He must only decompose one factor.

No.	Outcome	Example	Page
4. MCQ	Determine the area of a rectangle by decomposing a side length using the distributive property.	6-7	222

How can you decompose the rectangle into smaller rectangles to find the area?

6.

17 ft

10 | 7

8 ft
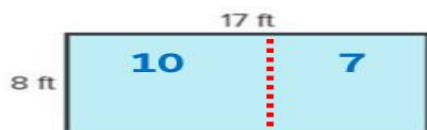
$8 \times 17 = 8 \times \underline{\textbf{10}} + 8 \times \underline{\textbf{7}}$

$8 \times 17 = \underline{\textbf{80}} + \underline{\textbf{56}}$

$8 \times 17 = \underline{\textbf{136}}$ square ft

7.

16 m

10 | 6

5 m

$5 \times 16 = 5 \times \underline{\textbf{10}} + 5 \times \underline{\textbf{6}}$

$5 \times 16 = \underline{\textbf{50}} + \underline{\textbf{30}}$

$5 \times 16 = \underline{\textbf{80}}$ square m

No.	Outcome	Example	Page
5. MCQ	Use the number of parts to describe the equal parts of a shape.	1-7	5

How can you draw a line or lines to partition the shape into equal parts?

1. fourths

2. sixths
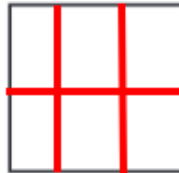
3. eighths

4. fourths

5. sixths

6. eighths
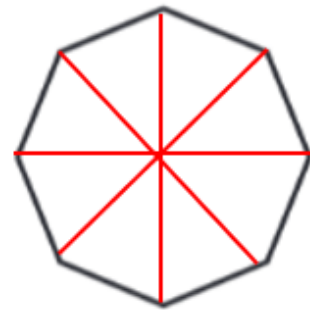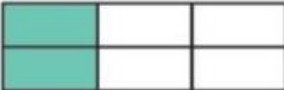
7. Wendy draws three rectangles that are the same size. She partitions each rectangle into equal parts. What happens to the size of each part as the number of parts increases?
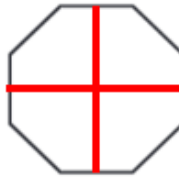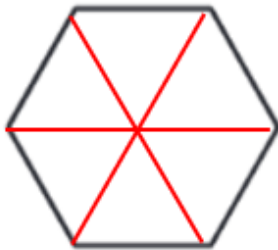
The parts get smaller

No.	Outcome	Example	Page
5. MCQ	Use the number of parts to describe the equal parts of a shape.	7	30

7. Which figure represents one-fourth? Select the correct figure. (Lesson 7-1)

A.

B.

C.

D.

No.	Outcome	Example	Page
6. MCQ	Identify and represent fractions	1-4	9

What unit fraction is represented by each part of the figure?
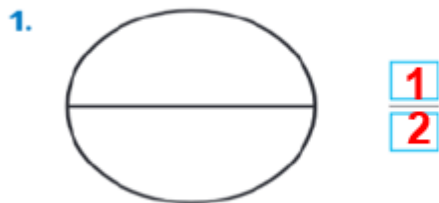
1. $\frac{1}{2}$

2. $\frac{1}{3}$

What fraction is represented by the shaded part of the figure?

3. $\frac{2}{6}$

4. $\frac{6}{8}$

No.	Outcome	Example	Page
6. MCQ	Identify and represent fractions	5-7	9

What fraction is represented by the shaded part of the figure?

5.

$\dfrac{1}{3}$

6.

$\dfrac{4}{6}$

7. What fraction represents the shaded part and the unshaded part of the figure?
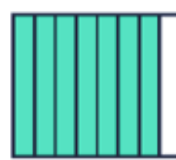
Fraction to Represent Shaded Part	$\dfrac{2}{4}$	$\dfrac{7}{8}$	$\dfrac{4}{6}$
Fraction to Represent Unshaded Part	$\dfrac{2}{4}$	$\dfrac{1}{8}$	$\dfrac{2}{6}$

No.	Outcome	Example	Page
6. MCQ	Identify and represent fractions	10-12	10

How can you shade equal parts to show the fraction?

10. $\dfrac{2}{6}$

11. $\dfrac{2}{3}$
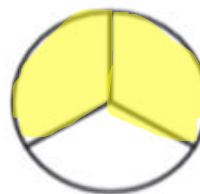
12. $\dfrac{3}{4}$

No.	Outcome	Example	Page
7. MCQ	Represent one whole as a fraction	1-4	19

What fraction represents the shaded part of the shape?

1.

$\dfrac{8}{8}$

2.

$\dfrac{6}{6}$

3.
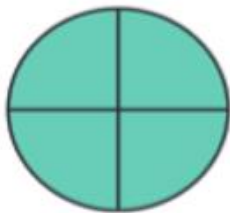
$\dfrac{4}{4}$

4.

$\dfrac{3}{3}$

No.	Outcome	Example	Page
7. MCQ	Represent one whole as a fraction	14	31

14. What fraction represents the shaded part of the shape?

(Lesson 7-4)

$\dfrac{6}{6}$

No.	Outcome	Example	Page
8. MCQ	Represent whole numbers as fractions	1-8	23

What fraction represents the whole number? **Each piece is ONE WHOLE.**

1.
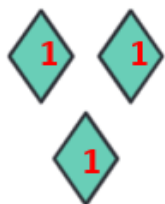
$3 = \dfrac{3}{1}$

2.
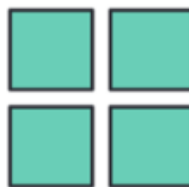
$4 = \dfrac{4}{1}$

3.

$2 = \dfrac{2}{1}$

4.

$5 = \dfrac{5}{1}$

Which fractions are equal to a whole number? Circle them.

$\dfrac{3}{1}$ (circled) $\dfrac{3}{4}$ $\dfrac{5}{6}$

$\dfrac{7}{8}$ $\dfrac{7}{1}$ (circled) $\dfrac{4}{1}$ (circled)

6. Lin has 2 blocks of cheese. How can you express the number of blocks of cheese as a fraction? Explain your answer.
   $\dfrac{2}{1}$ **We write the number of wholes as the numerator and 1 the denominator.**

---

7. How can you label the number line using fractions?

$\dfrac{5}{1}$ $\dfrac{6}{1}$ $\dfrac{7}{1}$ $\dfrac{8}{1}$ $\dfrac{9}{1}$ $\dfrac{10}{1}$

8. Is $\dfrac{1}{3}$ less than or greater than $\dfrac{3}{1}$? Explain.

Yes $\dfrac{1}{3}$ *is one part of a whole and* $\dfrac{3}{1}$ *is three copies* of a whole.

No.	Outcome	Example	Page
8. MCQ	Represent whole numbers as fractions	15	31

15. Ryan writes a whole number as a fraction. Which fraction does he write? (Lesson 7-5)

A. $\frac{2}{3}$ B. $\frac{4}{3}$
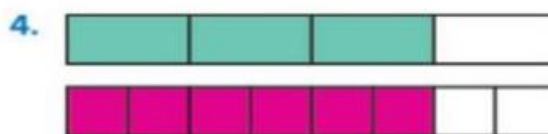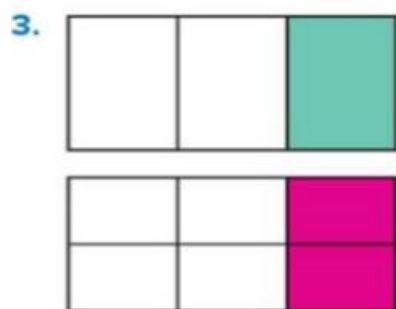
C. $\frac{1}{4}$ (D.) $\frac{4}{1}$

No.	Outcome	Example	Page
9. MCQ	Determine whether two fractions are equivalent.	1-4	39

How can you shade the model to show the equivalent fraction?

1.

2.

3.

4.
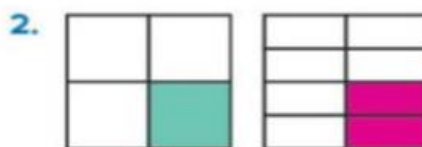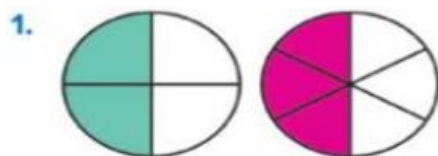
No.	Outcome	Example	Page
9. MCQ	Determine whether two fractions are equivalent.	5-6	39

5. The table shows the amounts of cherry, key lime, and peach pie left. Which two pies have the same amount left? Shade the models and explain.

Cherry	Key Lime	Peach
$\frac{4}{6}$	$\frac{2}{3}$	$\frac{3}{4}$
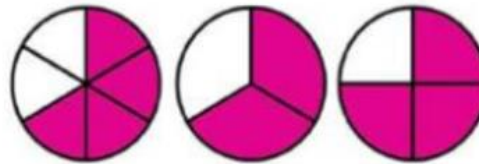
Cherry and Key Lime.

6. **Error Analysis** Hannah draws two squares that are the same size. One has 8 equal parts with 2 parts shaded. The other has 4 equal parts with 1 part shaded. She says they do not represent equivalent fractions. Do you agree? Explain.

2/8

1/4
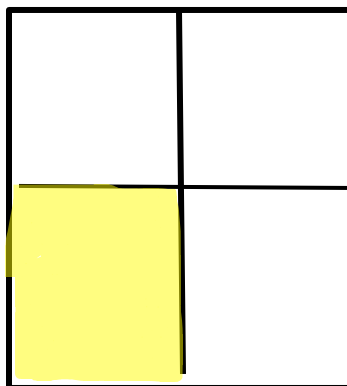
No, ⅔⁄₈ is equivalent to ¼.

13

No.	Outcome	Example	Page
9. MCQ	Determine whether two fractions are equivalent.	7-11	40

How can you shade the models to decide whether the fractions are equivalent? Write equivalent or not equivalent.

7. $\frac{1}{4}$ and $\frac{2}{3}$
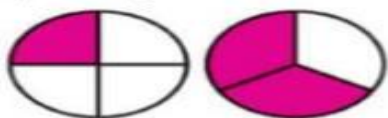
not equivalent

8. $\frac{1}{3}$ and $\frac{2}{4}$
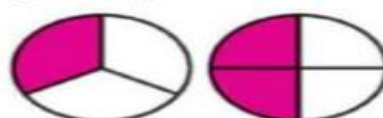
not equivalent
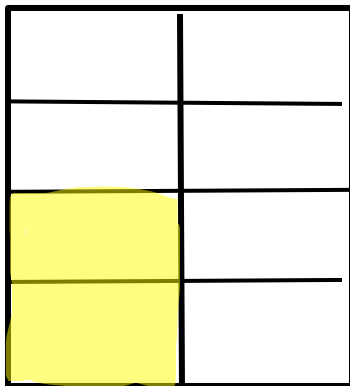
9. $\frac{3}{6}$ and $\frac{1}{2}$
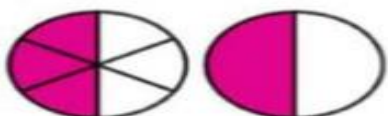
equivalent

10. $\frac{1}{3}$ and $\frac{2}{6}$
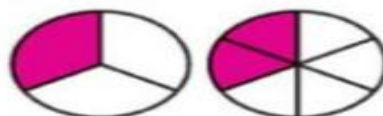
equivalent

11. **Extend Your Thinking** The fractions $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent.

List 2 more fractions that are equivalent to $\frac{1}{2}$. How can you

describe a pattern related to fractions equivalent to $\frac{1}{2}$?

$\frac{3}{6}, \frac{4}{8}$ **The numerator is always half the**

denominator when fractions are equal to $\frac{1}{2}$.

No.	Outcome	Example	Page
10. MCQ	Generate equivalent fractions	1-5	43

What fraction is equivalent to the fraction shown? Create a model to determine the equivalent fraction?

1.

$\frac{1}{4} = \frac{\boxed{2}}{8}$

2.

$\frac{2}{3} = \frac{\boxed{4}}{6}$

3.

$\frac{1}{2} = \frac{\boxed{4}}{8}$

4.

$\frac{2}{4} = \frac{\boxed{3}}{6}$
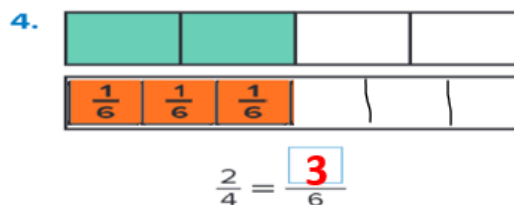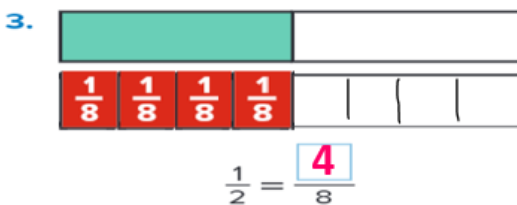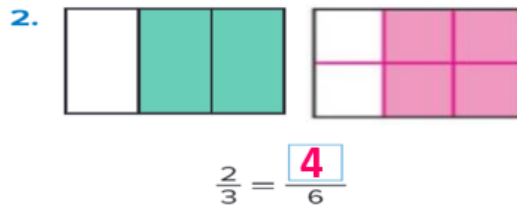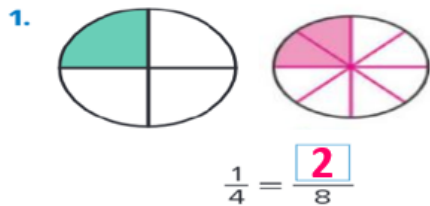
5. Jacob folded a piece of paper into 4 equal parts and shaded 3 parts. Sarah folded her piece of paper into 8 equal parts. She shaded the same amount as Jacob. What equivalent fractions did they represent? Draw a model to justify your answer.
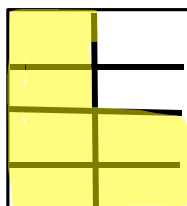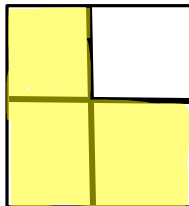
$$\frac{3}{4} = \frac{6}{8}$$

No.	Outcome	Example	Page
10. MCQ	Generate equivalent fractions	1-5 11	43 71

11. Which number can replace the unknown numerator to make the fractions equivalent? Shade the model to help you. (Lesson 8-2)
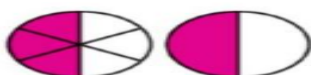
$\frac{\boxed{}}{6} = \frac{1}{2}$

A. 1

B. 3

C. 2

D. 4

No.	Outcome	Example	Page
11. MCQ	Explain why fraction comparisons are valid only when the wholes are the same size.	7-11	52

How can you draw a picture to match the statement?

7. Two models of $\frac{1}{3}$ that represent the same amount.
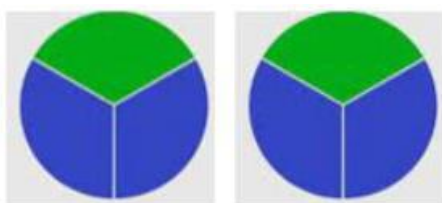
8. Two models of $\frac{1}{4}$ that do not represent the same amount.

$\frac{1}{4}$
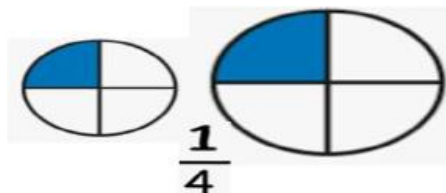
9. Two models of $\frac{1}{2}$ that do not represent the same amount.

10. Two models of $\frac{2}{3}$ that represent the same amount.
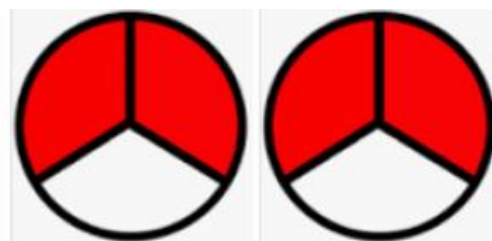
11. Do the fraction circles represent the same amount? Why or why not?

No, the shapes are not the same size.
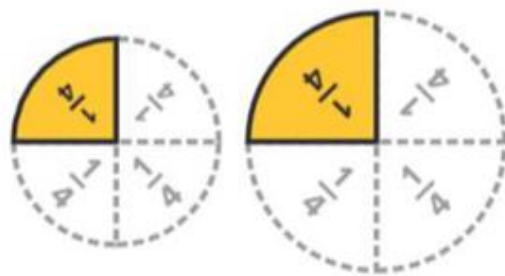
No.	Outcome	Example	Page
11. **MCQ**	Explain why fraction comparisons are valid only when the wholes are the same size.	12	52

12. **Extend Your Thinking** Kara swam $\frac{1}{3}$ the distance of a 100-meter race. Marcus swam $\frac{1}{3}$ the distance of a 500-meter race. Did Kara and Marcus swim the same number of meters?

No, the distance is different.

No.	Outcome	Example	Page
11. **MCQ**	Explain why fraction comparisons are valid only when the wholes are the same size.	6	70

6. Determine whether each pair of models show the same amount. Write *yes* or *no* below each model. (Lesson 8-4)

no

yes

no

No.	Outcome	Example	Page
12. **MCQ**	**Compare fractions with the same denominator and different numerators.**	1-7 7	55 70

How can you write < or > to make the comparison true? Shade the fraction model to justify your reasoning.

1. $\frac{1}{4}$ **<** $\frac{3}{4}$
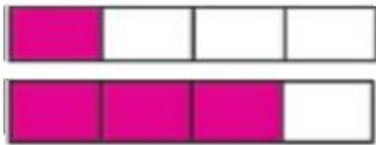
2. $\frac{4}{8}$ **>** $\frac{3}{8}$
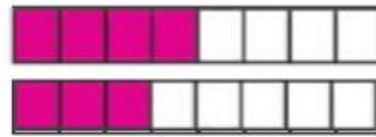
3. $\frac{2}{5}$ **<** $\frac{4}{5}$
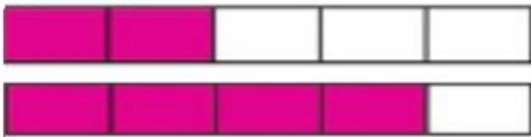
4. $\frac{1}{3}$ **<** $\frac{3}{3}$

5. $\frac{7}{8}$ **>** $\frac{5}{8}$

6. $\frac{2}{6}$ **<** $\frac{5}{6}$

7. Which comparisons are true? Circle them. Use pictures or words to explain your reasoning.

$\frac{3}{8} < \frac{5}{8}$ $\frac{3}{8} > \frac{5}{8}$ $\frac{5}{8} < \frac{3}{8}$ $\frac{5}{8} > \frac{3}{8}$

$\frac{3}{8}$

$\frac{5}{8}$
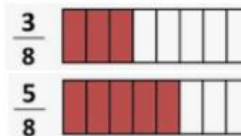
7. Which comparison is true?

(Lesson 8-5)

A. $\frac{1}{4} > \frac{2}{4}$

B. $\frac{7}{8} < \frac{4}{8}$

C. $\frac{1}{3} > \frac{2}{3}$

D. $\frac{3}{6} < \frac{5}{6}$

No.	Outcome	Example	Page
13. MCQ	Compare fractions with the same numerators and different denominators.	9-12 8	60 70

9. Circle the comparisons that are true. Explain your reasoning.

$\frac{4}{6} < \frac{4}{8}$ $\boxed{\frac{3}{2} > \frac{3}{3}}$ $\frac{2}{3} < \frac{2}{6}$ $\boxed{\frac{1}{4} > \frac{1}{8}}$

Because the fractions have the same numerator, the one's with the greater denominator are greater.

10. Circle the fractions that are greater than $\frac{2}{6}$. Explain how you know.

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

Any fraction with a denominator less than 6 is greater

11. **STEM Connection** Owen searches $\frac{3}{4}$ of Field A for insects. He searches $\frac{3}{8}$ of Field B. Both fields are the same size. Does he search more of Field A or B? Explain how you know.

Field A, the numerators are the same so the fraction with the lesser donminator is greater

12. **Extend Your Thinking** Bryce is comparing $\frac{1}{4}$ and $\frac{2}{3}$. How can he use $\frac{2}{4}$ to help him compare the two fractions and decide which is greater?

$\frac{2}{3}$ is greater than $\frac{2}{4}$ and $\frac{2}{4}$ is greater than $\frac{1}{4}$.

8. Which comparison is true?

(Lesson 8-6)

Ⓐ $\frac{2}{3} > \frac{2}{4}$ **B.** $\frac{2}{6} < \frac{2}{8}$

C. $\frac{3}{6} > \frac{3}{4}$ **D.** $\frac{4}{2} < \frac{4}{3}$

No.	Outcome	Example	Page
14. MCQ	Use related multiplication facts to divide by 2	10-13 18	84 117

10. Jin is finding the unknown in the equation $16 \div ? = 2$. What multiplication fact can help him find the unknow ? Explain.

$$? \times 2 = 16$$
$$8 \times 2 = 16$$

11. Priya has an even number of stickers. She gives half of her stickers to Brock. Write an equation to represent the number of stickers Priya and Brock each might have. Explain.

$24 \div 2 = 12$ They each have 12 stickers.
This is an example write your own equation!!

12. STEM Connection Malik plans to work with fibe optic cables when he is an engineer. One cable is 20 meters long. Malik needs to divide t in half. What is the length of each half? Explain the the strategy you used.

$20 \div 2 = ?$
$20 \div 2 = 10$

13. Extend Your Thinking Can the unknowns represent more than one pair of whole numbers? Explain.

Yes, it could be 4 and 3 or 6 and 2 using related facts.

12

x   y

18. David uses 10 pennies to make an array with 2 rows. How many columns does David use to make his array? (Lesson 9-2)

A. 10   B. 5
C. 25   D. 7

No.	Outcome	Example	Page
15. MCQ	Use patterns and rules to recall division facts with 1 and 0.	5-12 13-15	91 92

What number makes the equation true?
Write a multiplication equation to help you.
Cross out any equation that cannot be solved.

5. $7 \div 7 =$ __1__

  7 x 1 = 7

6. __X__ $= 8 \div 0$

  Can not be solved

7. $10 = 10 \div$ __1__

  10 x 1 = 10

8. $8 \div 1 =$ __8__

  8 x 1 = 8

9. __X__ $= 5 \div 0$

10. __0__ $\div 6 = 0$

  0 x 6 = 0

11. __1__ $= 9 \div 9$

  1 x 9 = 9

12. __0__ $= 0 \div 10$

  0 x 10 = 0

13. There are 5 erasers, 5 pencils, and 10 pens to divide equally among 5 bags. How many of each item are in each bag? Show your work.   Erasers: $5 \div 5 = 1$

  Pencils: $5 \div 5 = 1$

  Pens : $10 \div 5 = 2$

14. **Error Analysis** Which product is incorrect? Explain.

$4 \div 0 = 0$
4 divided by 0 is not equal to 0.
We can NOT divide a number by 0.

$8 \div 1 = 8$
$9 \div 9 = 1$
$4 \div 0 = 0$
$0 \div 10 = 0$

No.	Outcome	Example	Page
15. MCQ	Use patterns and rules to recall division facts with 1 and 0.	5-12 13-15	91 92

15. Extend Your Thinking Eli checks out some books from the library. He reads 1 book per day. How many days will it take Eli to read all his books? Explain.

1 day, 1 book
2 days, 2 books
3 days, 3 books
4 days, 4 books

The questions below are Free Response Questions (FRQ).
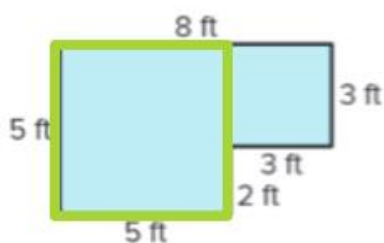There will be 5 questions.
Marks per FRQ: 5-11 marks per question.
Students should show ALL their calculations, ALL the steps.
VERY IMPORTANT: PRACTICE THESE QUESTIONS VERY WELL!!!

No.	Outcome	Example	Page
16. FRQ	Determine the area of composite figures.	1-6	215

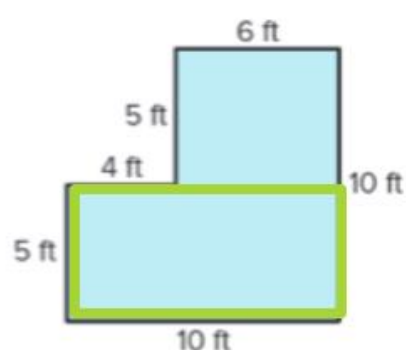Draw one or more lines to partition each figure. Then find the area of the composite figure.

1.

8 ft
3 ft
5 ft
3 ft
2 ft
5 ft

area = __25__ + __9__

area = __34__ square feet

2.

6 ft
5 ft
4 ft
10 ft
5 ft
10 ft

area = __50__ + __30__

area = __80__ square feet

No.	Outcome	Example	Page
16. **FRQ**	Determine the area of composite figures.	1-6	215

3.

5 In.

4 In.

7 In.   5 In.

3 In.

10 In.
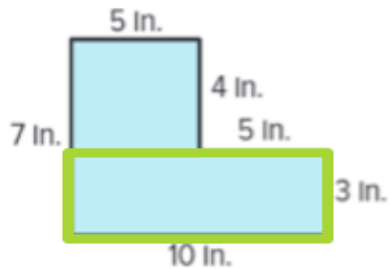
area = __30__ + __20__

area = __50__ square inches

4.

4 In.

4 In.

3 In.   6 In.

2 In.

7 In.
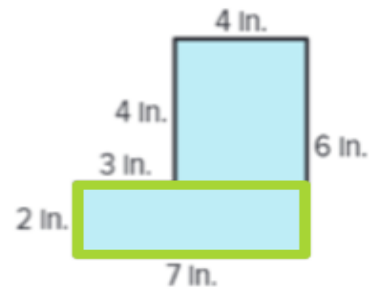
area = __14__ + __16__

area = __30__ square inches

5.

6 m

10 m   2 m

5 m

10 m

10 m

3 m

6 m
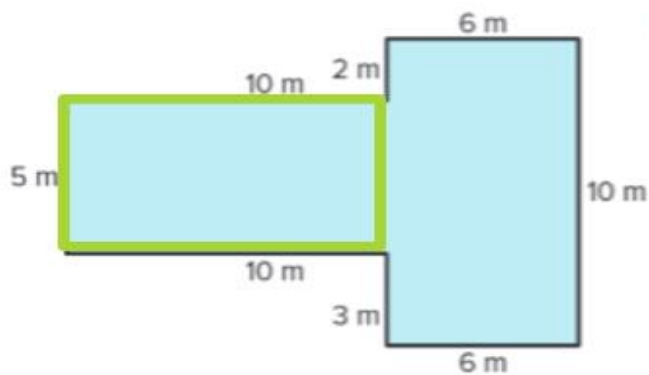
area = __50__ + __60__

area = __110__ square meters

6.

2 In.   2 In.

2 In   2 In.

2 In.

6 In.   2 In.   6 In.

2 In   2 In.

2 In.   2 In.
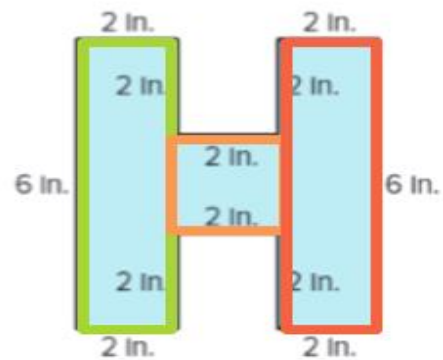
area = __12__ + __12__ + __4__

area = __28__ square inches

No.	Outcome	Example	Page
16. FRQ	Solve real-world problems involving the area of rectangular figures	1-4	225

How can you solve the problem?

1. Marissa is making a banner that is 15 feet long and 4 feet wide. What is the area of the banner?

15 ft

10   5   4 ft
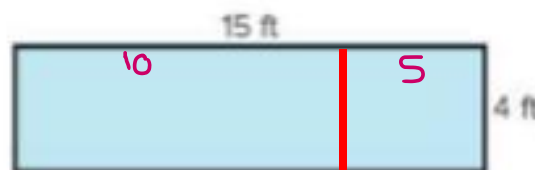
15 x 4 = 4 X 10 + 4 X 5
= 40 + 20
= 60 square feet

2. Some students are making a rectangular poster for school. Their poster is 7 feet long and 3 feet wide. The teacher wants them to increase the length of the poster to 10 feet. How will the new length change the size of the poster? Explain.

7 ft

3 ft

10 ft

Was 3 x 7 = 21 square feet
Now 3 x 10 = 30 square feet

3. For a project, Huang cuts three rectangles from felt. How do their areas compare? Explain.

6 in.

6 in.

Rectangle A

9 in.

4 in.

Rectangle B

12 in.

3 in.

Rectangle C
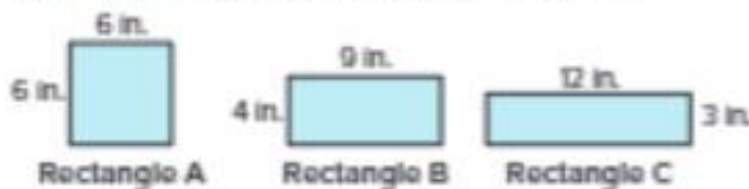
A = 6 x 6 = 36 in²
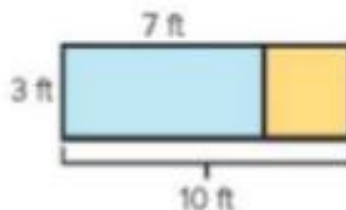B = 4 x 9 = 36 in²
C = 12 x 3 = 36 in²
The areas are all equal.

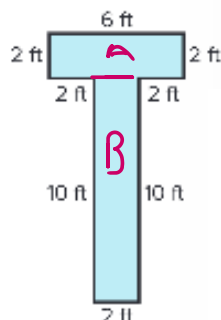| No.	Outcome	Example	Page
16. FRQ	Solve real-world problems involving the area of rectangular figures	1-4 5-7	225 226

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4. Talia paints a large T on the wall of her room. How much of the wall is covered by the T?

6 ft
2 ft   2 ft
2 ft   2 ft
10 ft   10 ft
2 ft

Area = 2 x 6 + 10 x 2
= 12 + 20
= 32 square feet

---

5. Error Analysis An artist produced a painting on three panels, which are to be set side-by-side. JoAnn and Joshua each find the same total area of the painting. Is their work correct? Explain.
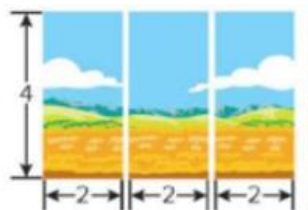
JoAnn
4 × 2 = 8
8 × 3 = 24
24 square units

Joshua
2 + 2 + 2 = 6
6 × 4 = 24
24 square units

4
←2→ ←2→ ←2→

Both are correct.

---

6. Alejandro designs a patio for his backyard. What is the area of the patio?

4 x 4 = 16
9 x 10 = 90
106 square meters

4 m
4 m
9 m
10 m

---
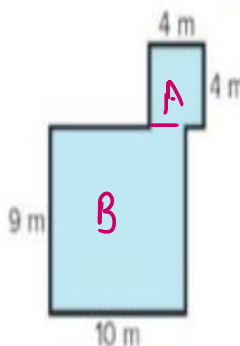
7. Extend Your Thinking A piece of fabric has an area of 24 square inches.

a. What could be the length and width of the piece of fabric?

4 inches and 6 inches   4 x 6 = 24 square inches

b. How can you find all possible lengths and widths of the piece of fabric?

I can see which two numbers can be multiplied by each other to give me 24.

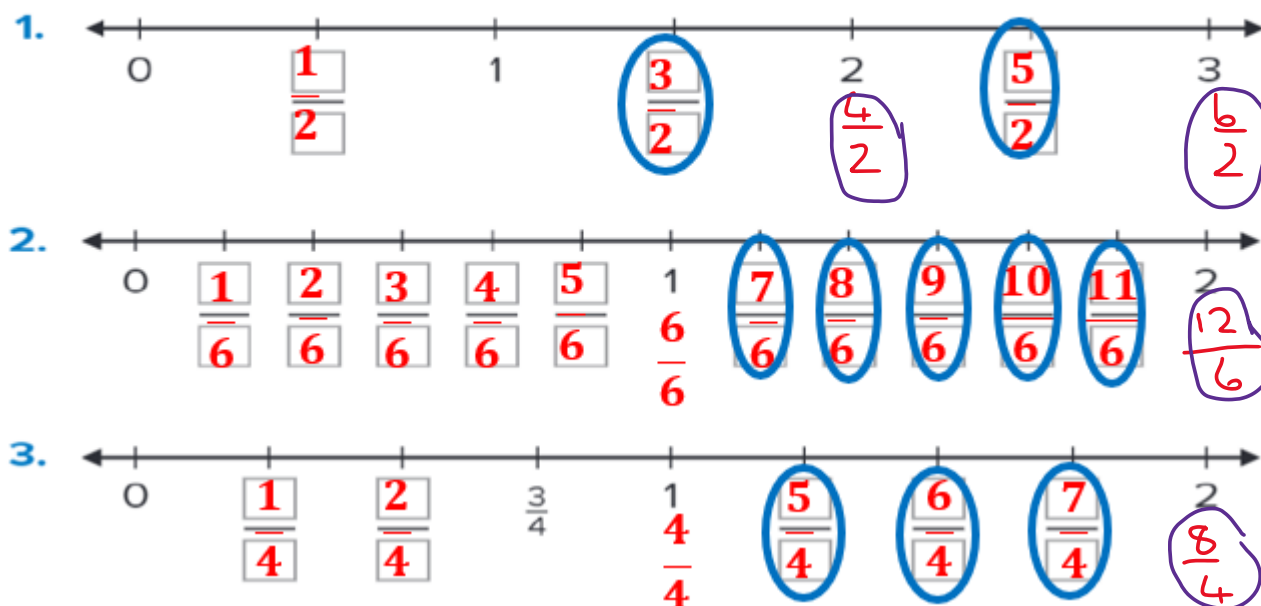| No.	Outcome	Example	Page
17. **FRQ**	(a+b) Represent fractions greater than 1 on a number line.	1-5 16	27 31

How can you label the missing fractions on the number line?
Which fractions are greater than 1? Circle them.

1.

O $\frac{1}{2}$ 1 $\frac{3}{2}$ 2 $\frac{5}{2}$ 3 $\frac{4}{2}$ $\frac{6}{2}$

2.

O $\frac{1}{6}$ $\frac{2}{6}$ $\frac{3}{6}$ $\frac{4}{6}$ $\frac{5}{6}$ 1 $\frac{6}{6}$ $\frac{7}{6}$ $\frac{8}{6}$ $\frac{9}{6}$ $\frac{10}{6}$ $\frac{11}{6}$ 2 $\frac{12}{6}$

3.

O $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ 1 $\frac{4}{4}$ $\frac{5}{4}$ $\frac{6}{4}$ $\frac{7}{4}$ 2 $\frac{8}{4}$

4. Which fractions are greater than 1? Circle them.

$\frac{1}{2}$ $\left(\frac{2}{1}\right)$ $\left(\frac{6}{4}\right)$

$\frac{4}{6}$ $\left(\frac{8}{3}\right)$ $\frac{3}{8}$

5. How can you use the digits to write a fraction that makes the comparison true? Some digits may be used more than once.

2, 3, 4, 6, 8

$\frac{2}{2} = 1$ $\frac{4}{3} > 1$ $\frac{6}{8} < 1$
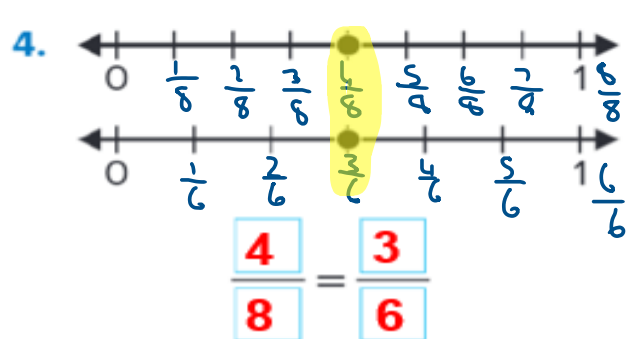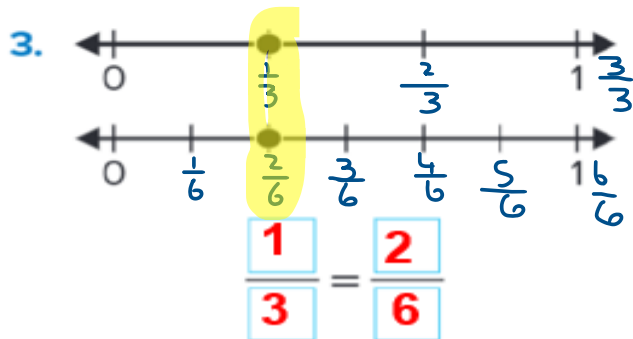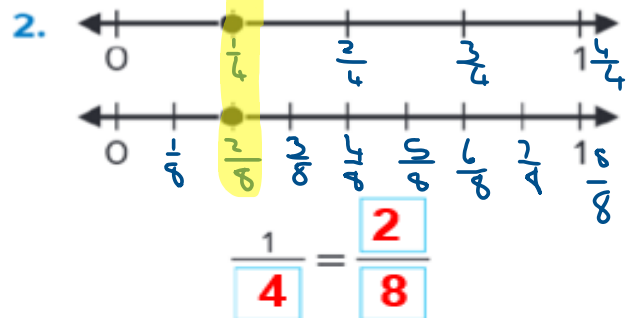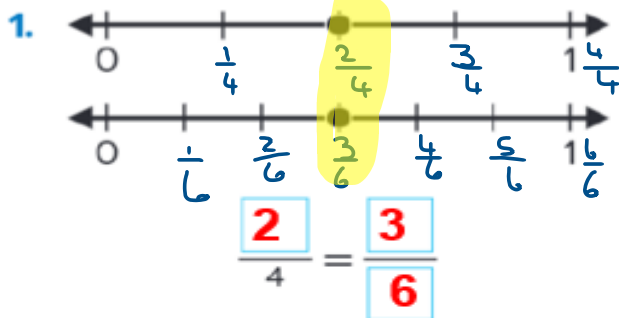
No.	Outcome	Example	Page
17. FRQ	(a+b) Represent fractions greater than 1 on a number line.	16	31

16. Which fractions are greater than 1? Choose all that are correct. (Lesson 7-6)

A. $\frac{2}{3}$ B. $\frac{4}{3}$

C. $\frac{5}{4}$ D. $\frac{4}{5}$

E. $\frac{6}{5}$ F. $\frac{3}{2}$

No.	Outcome	Example	Page
18. FRQ	Use number lines to determine and generate equivalent fractions.	1-4	47

How can you use the points on the number lines to name the equivalent fractions?

1.

$\dfrac{2}{4} = \dfrac{3}{6}$

2.

$\dfrac{1}{4} = \dfrac{2}{8}$

3.

$\dfrac{1}{3} = \dfrac{2}{6}$

4.

$\dfrac{4}{8} = \dfrac{3}{6}$

27

No.	Outcome	Example	Page
18. FRQ	Use number lines to determine and generate equivalent fractions.	6-11	48

How can you use the number lines to complete the equations?
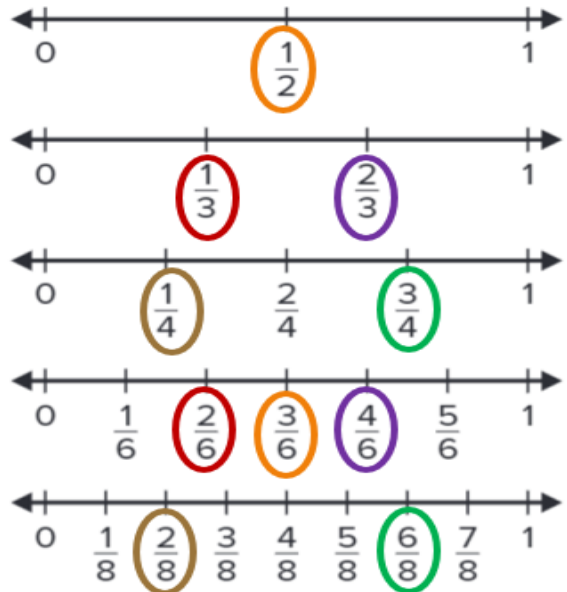
6. $\dfrac{6}{8} = \dfrac{3}{4}$

7. $\dfrac{2}{3} = \dfrac{4}{6}$

8. $\dfrac{1}{2} = \dfrac{3}{6}$

9. $\dfrac{2}{2} = \dfrac{3}{3}$

10. $\dfrac{1}{3} = \dfrac{2}{6}$
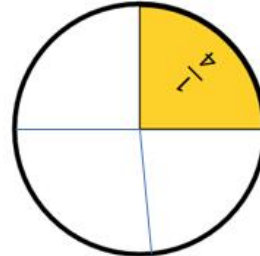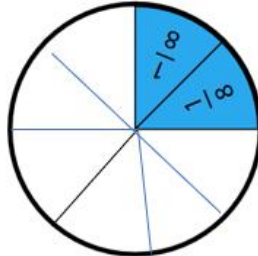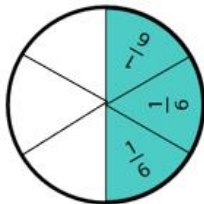
11. $\dfrac{2}{8} = \dfrac{1}{4}$
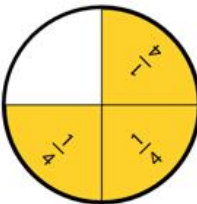

No.	Outcome	Example	Page
19. FRQ	Compare two fractions and justify their comparisons using fraction models and number lines.	1-8	63

How can you use >, <, or = to make the comparison true?
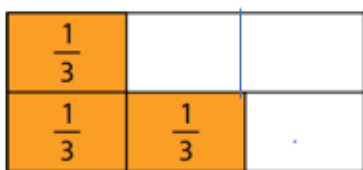Draw a fraction model to justify the answer.

1. $\dfrac{3}{4}$ > $\dfrac{3}{6}$

2. $\dfrac{2}{8}$ = $\dfrac{1}{4}$

No.	Outcome	Example	Page
19. FRQ	Compare two fractions and justify their comparisons using fraction models and number lines.	1-8	63

3. $\dfrac{1}{3}$ $<$ $\dfrac{2}{3}$

| $\frac{1}{3}$ | | |
| $\frac{1}{3}$ | $\frac{1}{3}$ | |

4. $\dfrac{5}{8}$ $<$ $\dfrac{5}{6}$

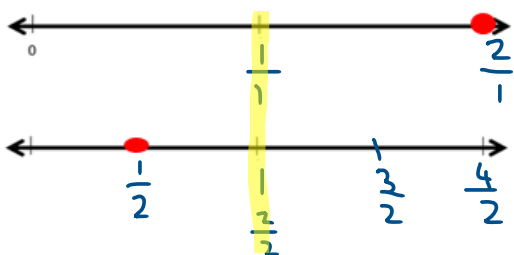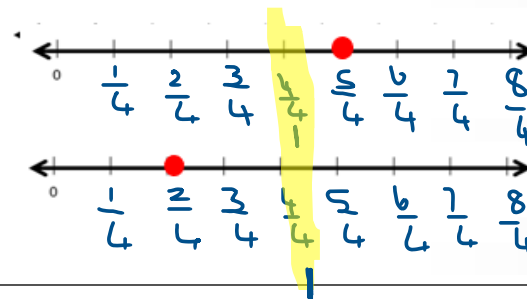| $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | |
| $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | |

How can you use >, <, or = to make the comparison true?
Draw two number lines to justify the answer.

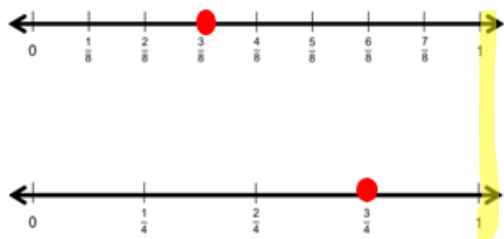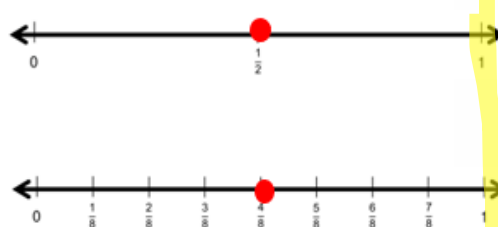**5.** $\dfrac{2}{1}$ $>$ $\dfrac{1}{2}$

6. $\dfrac{5}{4}$ $>$ $\dfrac{2}{4}$

7. $\dfrac{3}{8}$ $<$ $\dfrac{3}{4}$

8. $\dfrac{1}{2}$ $=$ $\dfrac{4}{8}$

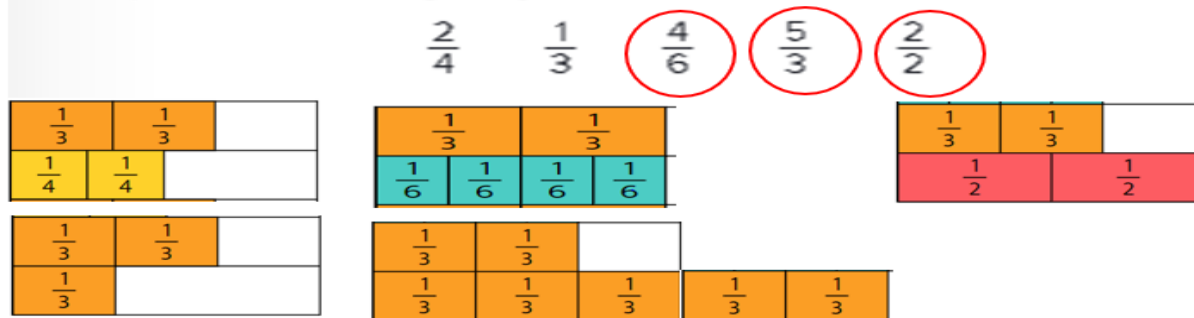| No.	Outcome	Example	Page
19. FRQ	Compare two fractions and justify their comparisons using fraction models and number lines.	9-12	64

9. Circle the comparisons that are true. Explain your reasoning.

$$\frac{2}{3} = \frac{4}{6} \qquad \frac{3}{4} > \frac{4}{3} \qquad \frac{2}{6} < \frac{5}{6} \qquad \frac{3}{1} > \frac{3}{8}$$
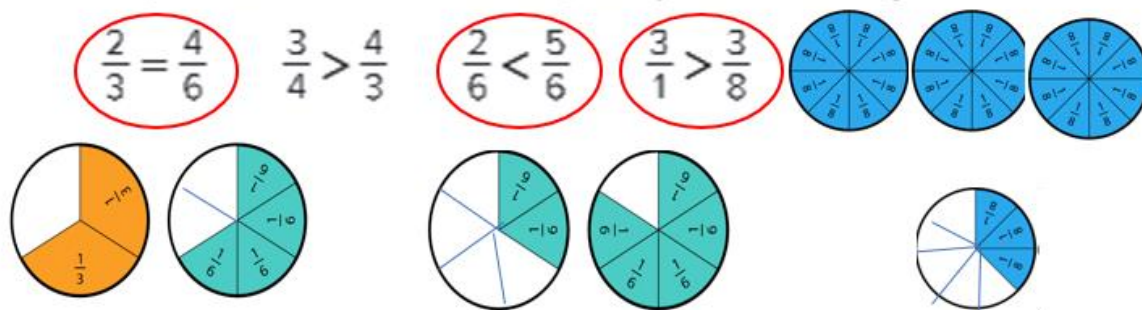
10. Circle the fractions that are greater than or equal to $\frac{2}{3}$. Draw a representation to justify each.

$$\frac{2}{4} \qquad \frac{1}{3} \qquad \frac{4}{6} \qquad \frac{5}{3} \qquad \frac{2}{2}$$

11. Error Analysis How can you check each boy's work to decide if they compared the fractions correctly?
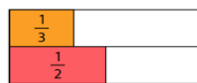
Andrew
$\frac{4}{5} < \frac{4}{6}$
>

Aiden
$\frac{1}{3} < \frac{1}{2}$

We can draw models.

12. Extend Your Thinking Order the fractions $\frac{2}{4}$, $\frac{2}{6}$, and $\frac{4}{4}$ from least to greatest. Explain your reasoning.

2/6   2/4   4/4

No.	Outcome	Example	Page
20. FRQ	Use different multiplication and division strategies to multiply and divide.	1-9 10-13	79 80

How can you complete the fact family?
Use the fact triangle to help you.

1. $35 \div 7 =$ __5__
   $35 \div$ __5__ $= 7$
   $7 \times$ __5__ $= 35$
   __5__ $\times 7 = 35$

2. $18 \div 3 =$ __6__
   $18 \div$ __6__ $= 3$
   $3 \times$ __6__ $= 18$
   __6__ $\times 3 = 18$

3. __32__ $\div$ __4__ $=$ __8__
   __32__ $\div$ __8__ $=$ __4__
   __4__ $\times$ __8__ $=$ __32__
   __8__ $\times$ __4__ $=$ __32__

35 / 5 / 7

18 / 3 / 6

32 / 4 / 8

How can you complete the division equation?
Write a related multiplication fact to show your work.

4. $24 \div 6 =$ __4__
   $6 \times 4 = 24$

5. __3__ $= 21 \div 7$
   $3 \times 7 = 21$

6. $30 \div$ __5__ $= 6$
   $5 \times 6 = 30$

7. $15 \div 3 =$ __5__
   $3 \times 5 = 15$

8. $72 \div 9 =$ __8__
   $9 \times 8 = 72$

9. $8 = 64 \div$ __8__
   $8 \times 8 = 64$

No.	Outcome	Example	Page
20. FRQ	Use different multiplication and division strategies to multiply and divide.	10-13	80

10. At the library, 20 books are arranged on shelves in a bookcase in equal groups as shown. How many shelves are in the bookcase? Explain.

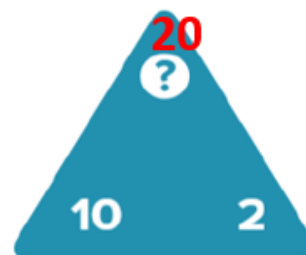$20 \div 5 = ?$

$20 \div 5 = 4$

There are 4 shelves.

11. Malia practices the piano 4 times each week for a total of 40 minutes of weekly practice. How many minutes does she practice each day? Show your work.
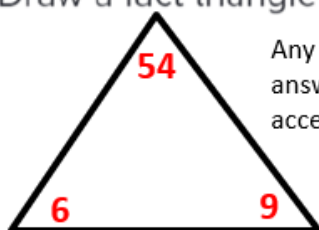
$40 \div 4 = ?$

$40 \div 4 = 10$ minutes

12. Error Analysis Cameron says he can write two division facts using the fact triangle shown. Do you agree? Explain.

Yes, Cameron can write $? \div 10 = 2$ and $? \div 2 = 10$

20
?
10   2

13. Extend Your Thinking Write 4 related facts in a fact family. Draw a fact triangle to represent the fact family you wrote.

54
6   9

Any correct answer is acceptable

6, 9, 54

$6 \times 9 = 54$
$9 \times 6 = 54$
$54 \div 6 = 9$
$54 \div 9 = 6$