G4_Journal_W1_D1

How does the feedback in the puzzle help you figure out how to solve the puzzle? Give an example.

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ST Math
Created by MIND Research Institute

G4_Journal_W1_D2

What strategies did you use to determine how to solve puzzles in ST Math?

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G4_Task_W1_D3

Create a model of a scale fraction with fourths. Use Cuisenaire rods, connecting cubes or paper strips to create your bar model. Build a number line using your bar model. Include numbers halves, fourths and eighths up to 3.

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G4_POD_W1_D4

Kyle and Juan each had the same size chocolate bar. Kyle cut his into 6 equal size pieces and gave 2 pieces to Carla. Juan cut his bar into 3 equal size pieces and gave 1 piece to Carla. Compare how much chocolate bar each friend has.

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G4_Journal_W1_D4

Explain how to order, from least to greatest, fractions that have the same numerator but different denominators.

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G4_POD_W2_D1

Jana and Deklan each brought the same size pan of brownies for the class party.

- Jana cut her brownie into 4 equal size pieces.
- Deklan cut his brownie into 3 equal sized pieces.
- They needed to give 24 students the same size piece.
- How could they do this with their two pans of brownies?

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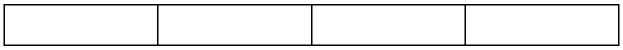
ST Math
Created by MIND Research Institute

G4_Journal_W2_D1

Explain how to find $\frac{3}{8}$ of this whole rectangle.



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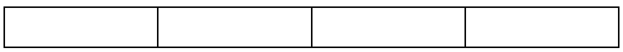

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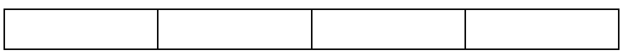

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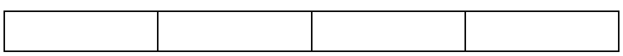

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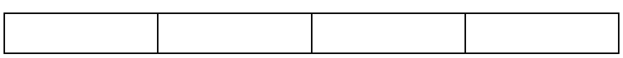

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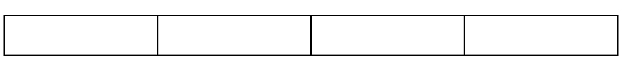

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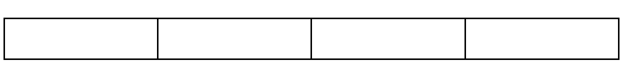

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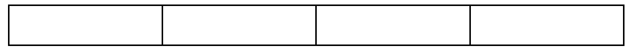

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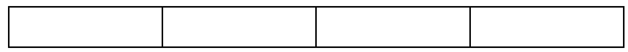

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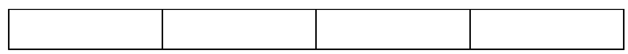

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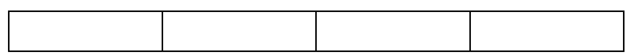

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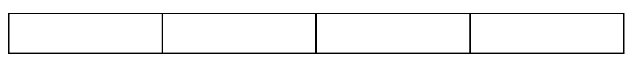

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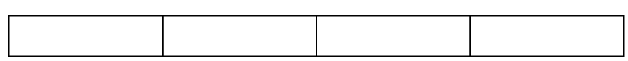

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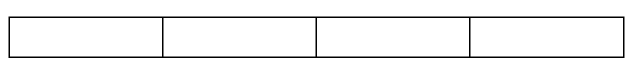

G4_POD_W2_D2

Howard and Imani were in charge of dividing the clay for their table in Art class. Each table had 4 students.

- Howard divided the clay into 4 equal sized pieces.
- Imani divided the clay into 8 equal sized pieces.
- Both tables fair shared all of their clay.
- Compare and contrast the clay students at each table received.

Howard and Imani were in charge of dividing the clay for their table in Art class. Each table had 4 students.

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G4_Journal_W2_D2

Explain how to tell if 2 fractions are equivalent.

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Using Benchmark and Equivalent Fractions
to Estimate Locations on a Number Line

Partners
Names:

Cut out the fractions. Create a number line using all of these fractions. Be as exact as possible.

Individual
Name:

Record your number line (be as accurate as possible). Select three of the fractions you placed on the number line and explain how you and your partner determined where to place these fractions on the number line. Challenge yourself.

Using Benchmark and Equivalent Fractions
to Estimate Locations on a Number Line

Partners
Names:

Cut out the fractions. Create a number line using all of these fractions. Be as exact as possible.

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G4_Task_W2_D3

Created by MIND Research Institute

G4_Task_W2_D3

Fractions

$\frac{3}{6}$	$\frac{7}{8}$	$\frac{11}{12}$	$\frac{8}{6}$
$\frac{1}{8}$	$\frac{3}{4}$	$\frac{25}{12}$	$\frac{6}{3}$
$\frac{6}{12}$	$\frac{6}{5}$	$\frac{3}{5}$	$\frac{14}{8}$

G4_POD_W2_D4

Isabella baked a pan of lasagna for her family of 4. She cut the lasagna into eight equal pieces.

- Explain how much lasagna each family member might eat.
- Write equations/inequalities to compare how much each family member ate.
- Find at least 3 different ways the family could share the lasagna.

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G4_Journal_W2_D4

How does a number line help you compare fractions? How do you know if two fractions are equivalent on a number line?

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G4_POD_W3_D1

Keyton wanted to make 2 gallons of punch to take to the school picnic.

- He found a recipe that called for 3/4 gallon of fruit punch, 2 quarts of orange juice, 3 quarts of 7UP, and 1/2 gallon of water.
- If Keyton makes this recipe, will he have as much punch as he wants? Justify your solution.

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G4_Journal_W3_D1

Compare adding and subtracting fractions to adding and subtracting whole numbers.

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ST Math
Created by MIND Research Institute

G4_POD_W3_D2

Fill in the blank with the correct symbol (>, <, or =). Explain how you determined the symbol to use. Then use a number line to compare these two addition expressions.

3/6 + 4/6 _______ 2/3 + 2/3

Fill in the blank with the correct symbol (>, <, or =). Explain how you determined the symbol to use. Then use a number line to compare these two addition expressions.

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3/6 + 4/6 _______ 2/3 + 2/3

G4_Journal_W3_D2

Explain how addition and subtraction of fractions can be represented on a number line using jumps.

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G4_POD_W3_D3

Joan and Brett were decorating picture frames for a class store project. They needed $3\frac{1}{4}$ feet of ribbon to decorate all their frames.

- Joan had $2\frac{1}{2}$ feet of ribbon but used $\frac{3}{4}$ of a foot of her ribbon for another project.
- Brett had $2\frac{3}{4}$ feet of ribbon but used $\frac{5}{4}$ of a foot of his ribbon for another project.
- Do they have enough ribbon for their project? Justify your solution.

Joan and Brett were decorating picture frames for a class store project. They needed $3\frac{1}{4}$ feet of ribbon to decorate all their frames.

- Joan had $2\frac{1}{2}$ feet of ribbon but used $\frac{3}{4}$ of a foot of her ribbon for another project.
- Brett had $2\frac{3}{4}$ feet of ribbon but used $\frac{5}{4}$ of a foot of his ribbon for another project.
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- Do they have enough ribbon for their project? Justify your solution.

G4_Journal_W3_D3

Explain how to subtract a mixed number when the fractional part of the number being subtracted is greater than the fractional part of the number you are subtracting from.

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G4_POD_W3_D4

Iris and her brother needed 2 1/2 bags of popcorn kernels to make enough popcorn to sell at the school bake sale. Iris had 1 1/4 bags and her brother had 1 3/8 bags. Do they have enough bags of popcorn kernels? Explain how you know.

Iris and her brother needed 2 1/2 bags of popcorn kernels to make enough popcorn to sell at the school bake sale. Iris had 1 1/4 bags and her brother had 1 3/8 bags. Do they have enough bags of popcorn kernels? Explain how you know.

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ST Math
Created by MIND Research Institute

G4_Journal_W3_D4

Explain why you cannot add 1/2 of a large pizza and 1/2 of a small pizza and say, "I have one whole pizza because 1/2 + 1/2 = 1."

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G4_POD_W4_D1

Kevin poured 16 glasses of water from a jug. Each glass held 1/8 cup of water. How much water was in Kevin's jug?

Kevin poured 16 glasses of water from a jug. Each glass held 1/8 cup of water. How much water was in Kevin's jug?

Kevin poured 16 glasses of water from a jug. Each glass held 1/8 cup of water. How much water was in Kevin's jug?

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G4_Journal_W4_D1

Explain how multiplying a fraction by a whole number is like multiplying a whole number by a whole number.

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Explain how multiplying a fraction by a whole number is like multiplying a whole number by a whole number.

G4_POD_W4_D2

Demarius made cupcakes for his sister's birthday. He made 34 cupcakes. If Demarius used 1/8 cup of icing on each cupcake, how much icing did he use?

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G4_Journal_W4_D2

What happens with the denominator when a fraction is multiplied by a whole number? Why does this happen?

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ST Math
Created by MIND Research Institute

G4_POD_W4_D3

Carlos drinks 2/3 cup of milk at every meal and snack. How much milk does Carlos drink in 1 day if he eats breakfast, lunch, dinner, and an afternoon snack?

Carlos drinks 2/3 cup of milk at every meal and snack. How much milk does Carlos drink in 1 day if he eats breakfast, lunch, dinner, and an afternoon snack?

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ST Math

Created by MIND Research Institute

G4_Journal_W4_D3

Write an addition expression that is equal to 3 x 2/5. Explain how it compares to an addition expression for 3 x 2.

Write an addition expression that is equal to 3 x 2/5. Explain how it compares to an addition expression for 3 x 2.

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ST Math
Created by MIND Research Institute

G4_POD_W4_D4

Bev is knitting a scarf for her mother. She knits 1/3 of a foot every day.

- How long will it take her to knit 2 feet of her scarf?
- Write a multiplication equation to show how long it will take her to make a scarf 4 feet long.

Bev is knitting a scarf for her mother. She knits 1/3 of a foot every day.

- How long will it take her to knit 2 feet of her scarf?
- Write a multiplication equation to show how long it will take her to make a scarf 4 feet long.

Bev is knitting a scarf for her mother. She knits 1/3 of a foot every day.

- How long will it take her to knit 2 feet of her scarf?
- Write a multiplication equation to show how long it will take her to make a scarf 4 feet long.

Bev is knitting a scarf for her mother. She knits 1/3 of a foot every day.

- How long will it take her to knit 2 feet of her scarf?
- Write a multiplication equation to show how long it will take her to make a scarf 4 feet long.

Bev is knitting a scarf for her mother. She knits 1/3 of a foot every day.

- How long will it take her to knit 2 feet of her scarf?
- Write a multiplication equation to show how long it will take her to make a scarf 4 feet long.

Bev is knitting a scarf for her mother. She knits 1/3 of a foot every day.

- How long will it take her to knit 2 feet of her scarf?
- Write a multiplication equation to show how long it will take her to make a scarf 4 feet long.

Bev is knitting a scarf for her mother. She knits 1/3 of a foot every day.

- How long will it take her to knit 2 feet of her scarf?
- Write a multiplication equation to show how long it will take her to make a scarf 4 feet long.

Bev is knitting a scarf for her mother. She knits 1/3 of a foot every day.

- How long will it take her to knit 2 feet of her scarf?
- Write a multiplication equation to show how long it will take her to make a scarf 4 feet long.

Bev is knitting a scarf for her mother. She knits 1/3 of a foot every day.

- How long will it take her to knit 2 feet of her scarf?
- Write a multiplication equation to show how long it will take her to make a scarf 4 feet long.

Bev is knitting a scarf for her mother. She knits 1/3 of a foot every day.

- How long will it take her to knit 2 feet of her scarf?
- Write a multiplication equation to show how long it will take her to make a scarf 4 feet long.

G4_Journal_W4_D4

Explain why the denominator does not change in the fraction, when you multiply a whole number times a fraction.

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ST Math
Created by MIND Research Institute

G4_POD_W5_D1

Barry had $4.00. He earned $2.75 a day for 5 days taking care of his neighbor’s dog. How much money does he have now? Use a number line to show how much money Barry has now.

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G4_Journal_W5_D1

Change 0.84 into an addition expression with fractions. How do you determine the denominator when you write the decimal as a fraction?

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G4_POD_W5_D2

Loretta keeps time for each lap she runs around a track. The first lap she ran in 1.83 minutes. The second lap she ran in 1.9 minutes. She ran for three laps. Her total time for the three laps was 4.48 minutes. How long was her third lap?

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G4_Journal_W5_D2

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