



ST Math[®]

Summer Immersion

Problem Solving Slide Deck

Grade 4

stmath.com



Module 2

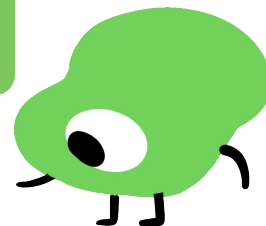
Can't wait to see what we do!



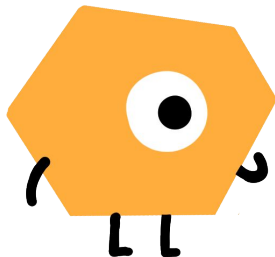
Module 2 - Day 1

My Thinking Path

Topic: Comparing Fractions and Understanding Equivalence



???



What I know about comparing fractions is...

What I know about equivalent fractions is...

One thing I learned is ...

A question I have is ...

This is like...

This is not like....

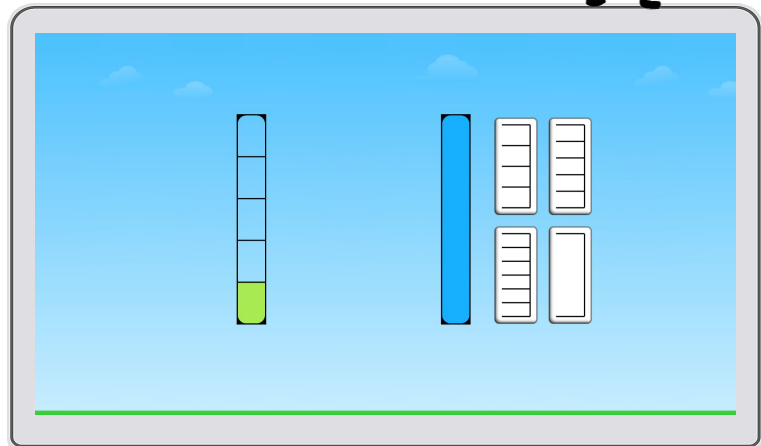
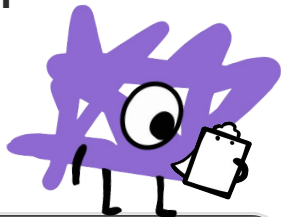
I wonder...





Module 2 - Day 1

Puzzle Talk



 [Puzzle Link](#)



Time for

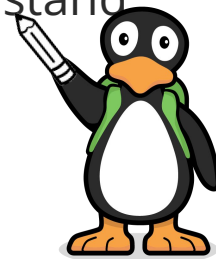
PROBLEM SOLVING!

ST Math Puzzle:

Common Denominator with Fractions >
Level 1

Learning Objective:

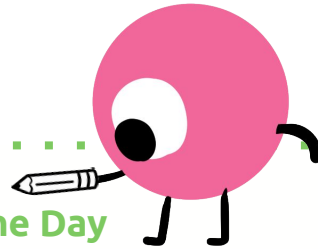
Compare fractions and understand
equivalence





Module 2 - Day 1

Problem Solving



Problem of the Day

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.

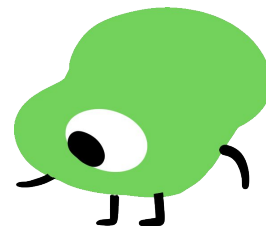
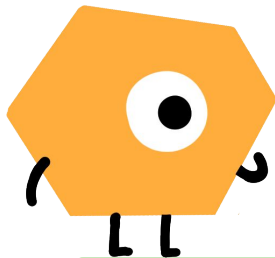
How could they do this with their two pans of brownies?



Module 2 - Day 2

My Thinking Path

???



What I know about comparing fractions is...

What I know about equivalent fractions is...

One thing I learned is ...

A question I have is ...

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This is not like...

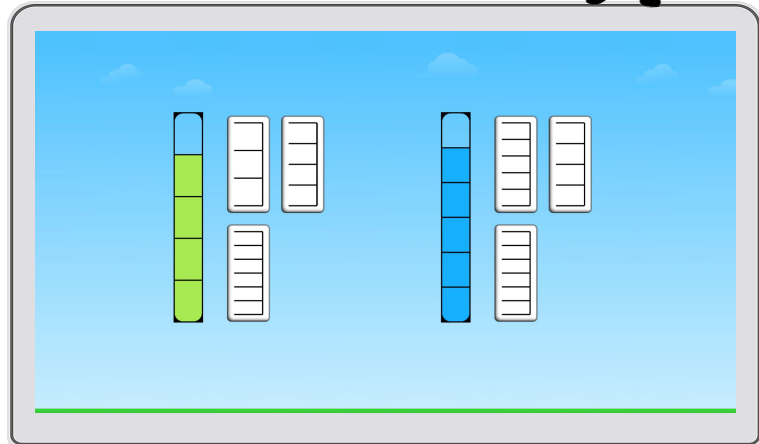
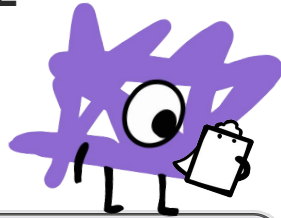
I wonder...





Module 2 - Day 2

Puzzle Talk



 [Puzzle Link](#)



Time for

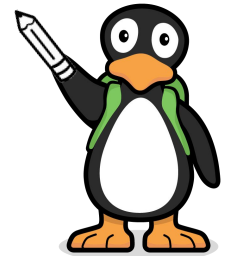
PROBLEM SOLVING!

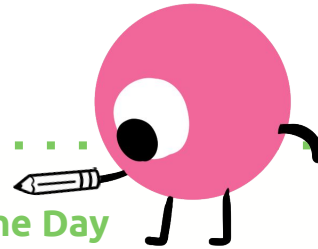
ST Math Puzzle:

Common Denominator with Fractions >
Level 4

Learning Objective:

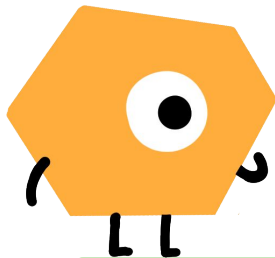
Compare fractions and understand
equivalence





Problem of the Day

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.



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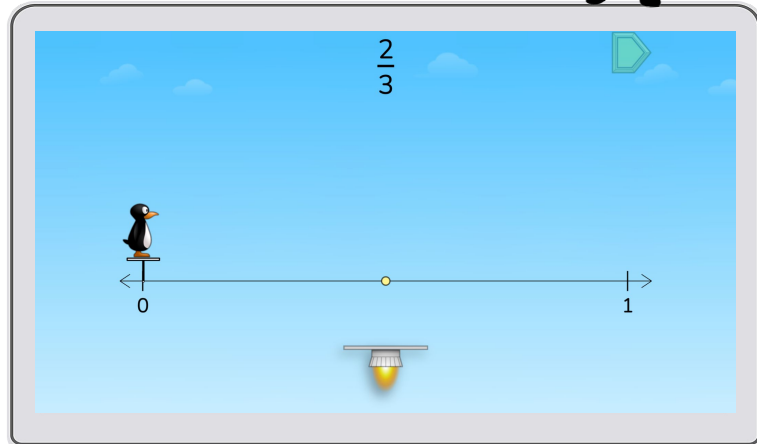
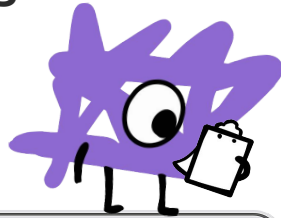
I wonder...





Module 2 - Day 3

Puzzle Talk



[Puzzle Link](#)



Time for

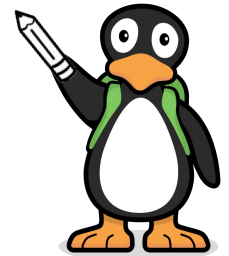
PROBLEM SOLVING!

ST Math Puzzle:

Estimate Fractions on a Number Line >
Level 2

Learning Objective:

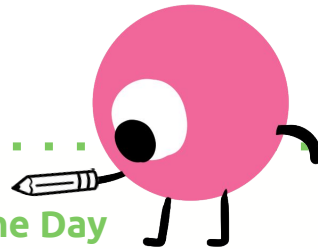
Compare fractions and understand
equivalence





Module 2 - Day 3

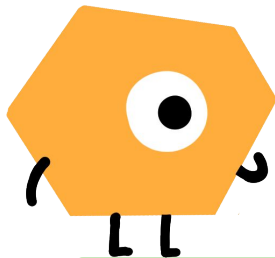
Problem Solving



Problem of the Day

Draw a number line. Place the following fractions $\frac{3}{6}$, $\frac{7}{8}$, $\frac{11}{12}$, $\frac{8}{6}$, $\frac{1}{8}$, $\frac{3}{4}$, $\frac{25}{12}$, $\frac{6}{3}$, $\frac{6}{12}$, $\frac{6}{5}$, $\frac{3}{5}$, and $\frac{14}{8}$ on the number line.

Select three of the fractions you placed on the number line and explain how you determined where to place these fractions. Challenge yourself.



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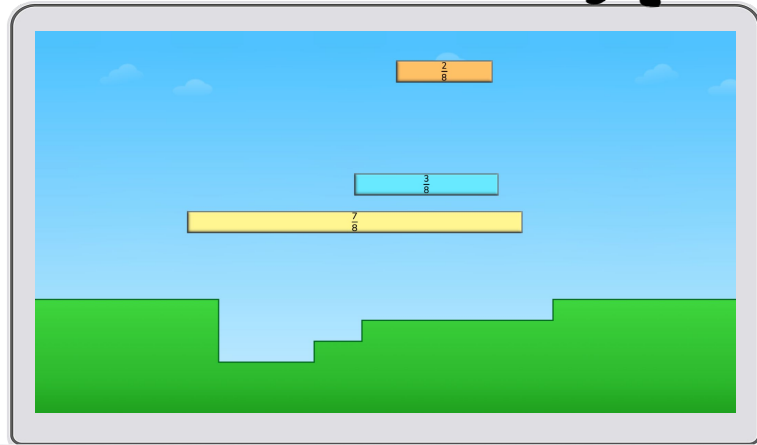
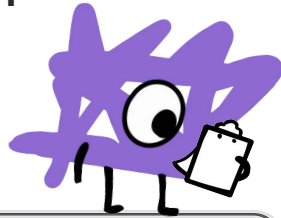
I wonder...





Module 2 - Day 4

Puzzle Talk



Time for

PROBLEM SOLVING!

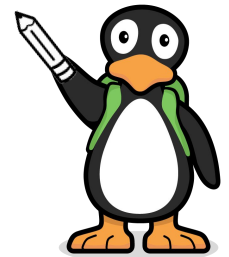
ST Math Puzzle:

Fraction Order Fill > Level 1

Learning Objective:

Compare fractions and understand equivalence

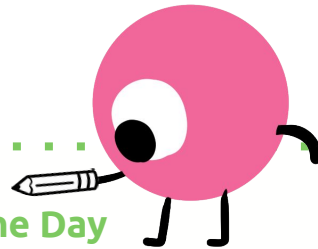
 [Puzzle Link](#)





Module 2 - Day 4

Problem Solving



Problem of the Day

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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