



# LEAST MOST

Which is the *least*? ☐

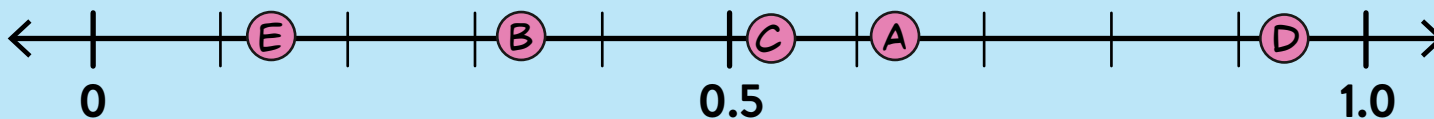
Which is the *Greatest*? ☐

What could these values be?

C =

D =

E =



Make K the greatest.



P 3.12

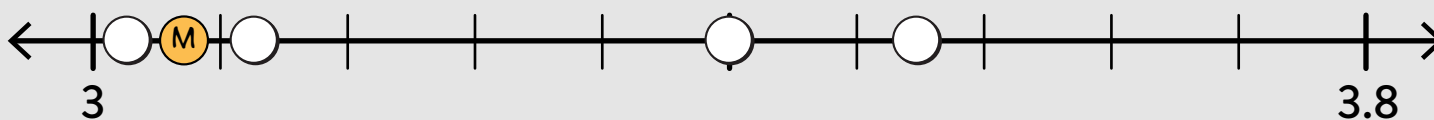
O 3.40

N 3.04

M

L 3.55

K



Least

Q

R

S

T

U

Greatest

☐ 0.038

Q

☐ 0.05

☐ 0.032

☐ 0.025

My family went apple picking. When we were done, we each weighed what we picked.

Little Sister



0.67lbs

Louis



1.32lbs

Mom



0.8lbs

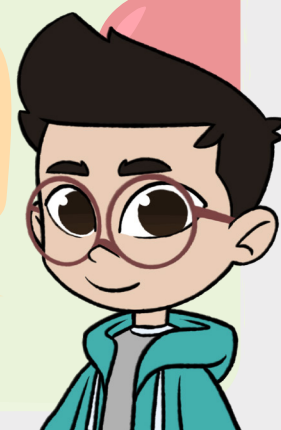
Stepdad



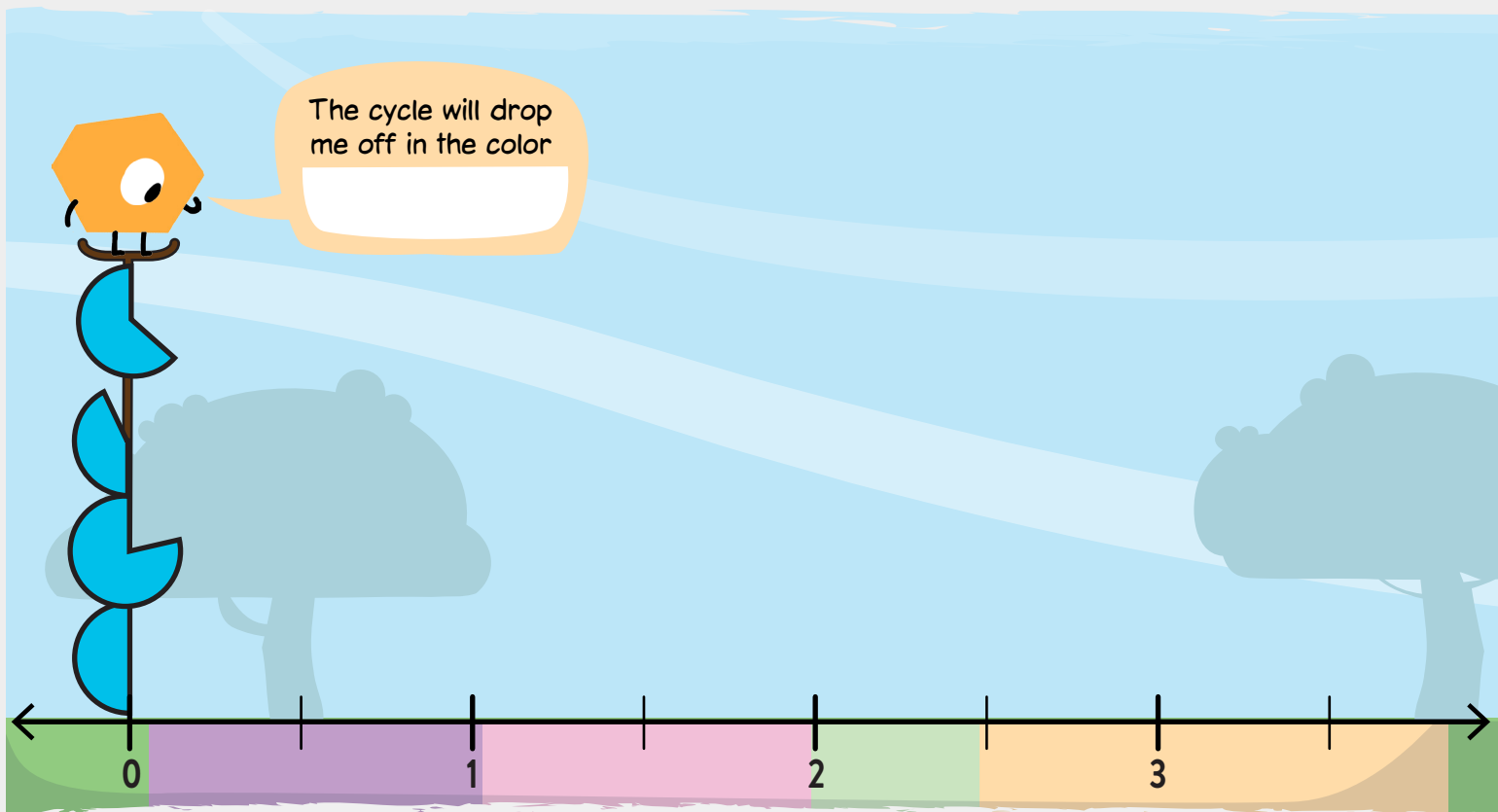
1.04lbs

's apples weighed the *least*.

's apples weighed the *most*.



The cycle will drop me off in the color



$\frac{1}{2}$	$\frac{1}{10}$
$\frac{2}{8}$	$\frac{1}{4}$
$\frac{2}{4}$	$\frac{3}{4}$



How can I get to the pink section?

I want to land in pink, too.



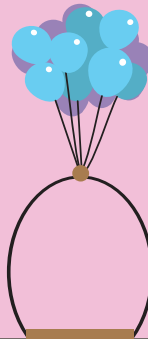
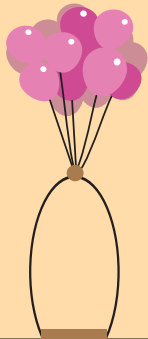
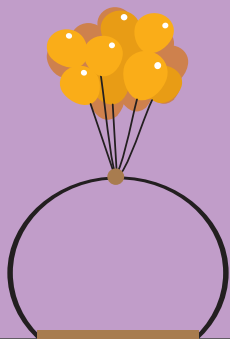
Where will I land?

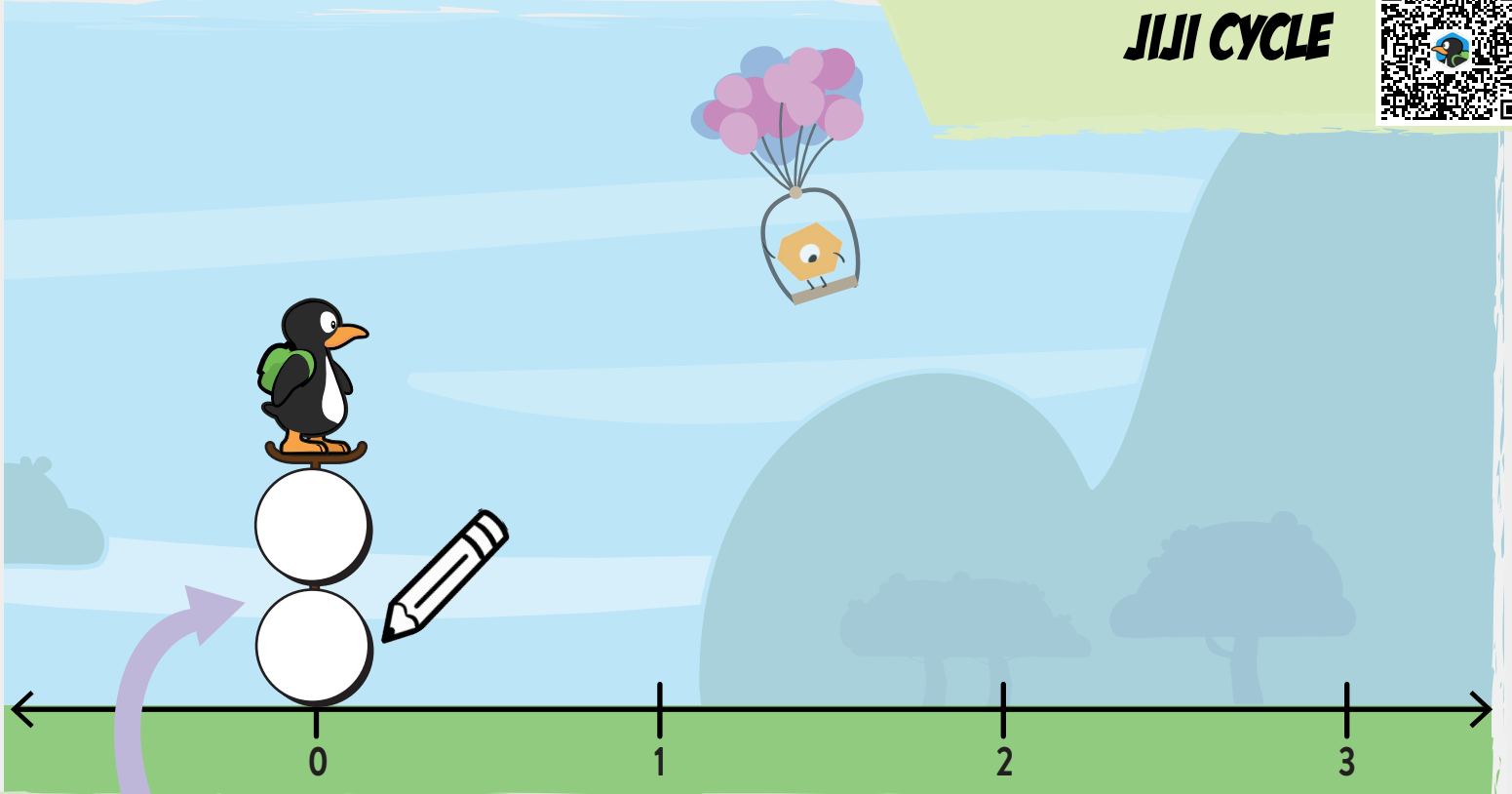


$$\frac{3}{2} - \frac{\quad}{\quad}$$

$$\frac{5}{6} + \frac{\quad}{\quad} - \frac{\quad}{\quad}$$

$$\frac{\quad}{\quad} \circ \frac{\quad}{\quad} \circ \frac{\quad}{\quad}$$










Jiji moves forward by  $\frac{7}{15}$  of a wheel, then another  $\frac{11}{20}$  of a wheel.

Sketch what this puzzle will look like. About where will Jiji Land?

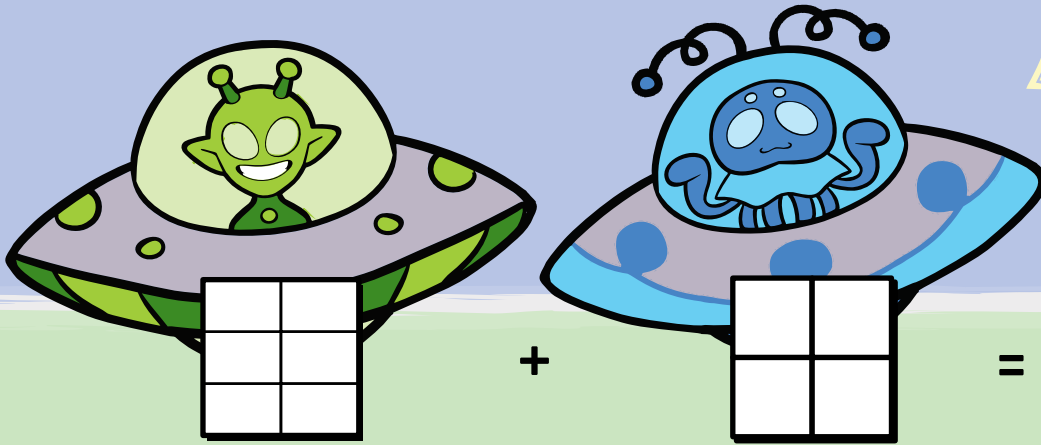
How did you use estimation to solve this puzzle?

Connect the values that are the closest match.

	+		≈	≈	0
	+		≈	≈	$\frac{1}{2}$
	+	$\frac{11}{5}$	≈	≈	1
$\frac{7}{8}$	+	$\frac{12}{13}$	≈	≈	$1\frac{1}{2}$
$\frac{1}{10}$	+	$\frac{9}{20}$	≈	≈	2
$\frac{24}{25}$	-	$\frac{8}{9}$	≈	≈	$2\frac{1}{2}$
$\frac{24}{6}$	-	$\frac{9}{10}$	≈	≈	3

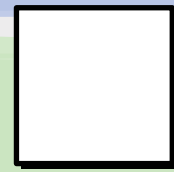


# ALIEN BRIDGE



+

=



The Martian has  $\frac{3}{6}$  of a fuel tank.  
The Plutonian has  $\frac{1}{4}$  of a fuel tank. How  
much fuel do they have altogether?

$$\frac{3}{4} + \left\{ \begin{array}{c} \square \\ \square \end{array} \right\} = 2$$

$$\frac{5}{6} + \left[ \begin{array}{|c|c|c|} \hline \text{green} & \text{white} & \text{white} \\ \hline \end{array} \right] = \left\{ \begin{array}{c} \square \\ \square \end{array} \right\}$$

$$\left\{ \begin{array}{c} \square \\ \square \end{array} \right\} = \left[ \begin{array}{|c|c|c|} \hline \text{orange} & \text{orange} & \text{white} \\ \hline \end{array} \right] + \frac{1}{8}$$

$$\frac{6}{4} - \frac{1}{2} = \left\{ \begin{array}{c} \square \\ \square \end{array} \right\}$$

$$\left( \text{circle with 4 blue quadrants} \right) + \left( \text{circle with 3 blue quadrants and 1 white quadrant} \right) + \frac{5}{8} = \left\{ \begin{array}{c} \square \\ \square \end{array} \right\}$$

Which problem was most  
challenging to you? Why?



$$\frac{3}{2}$$

$$\frac{1}{2}$$

$$\frac{8}{3}$$

$$\frac{2}{3}$$

$$\frac{3}{4}$$

$$\frac{5}{4}$$

$$\frac{1}{4}$$

$$\frac{4}{5}$$

$$\frac{5}{5}$$

$$\frac{9}{8}$$

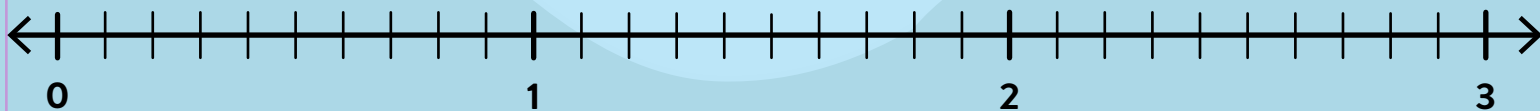


Make your own equations using these fractions.

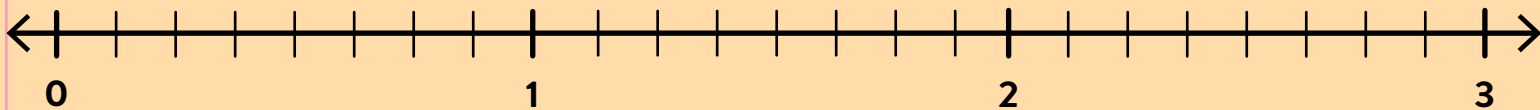
Each card gets used once, so they'll all fit in an equation.

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

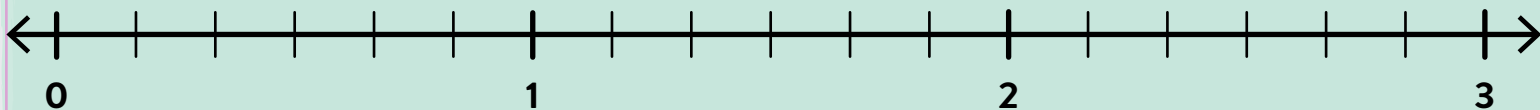
The number line is a useful tool to show your thinking but make sure you choose the fractions carefully for each number line!



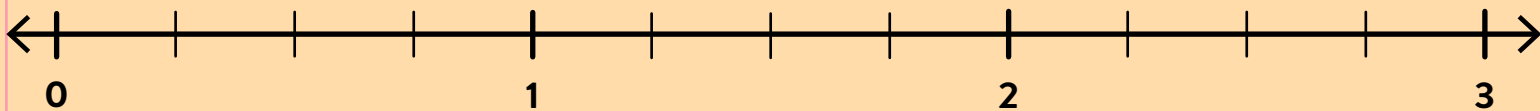
$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



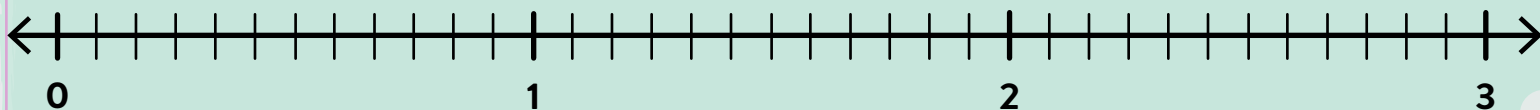
$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



# FRACTION AREA

>, <, or = ?

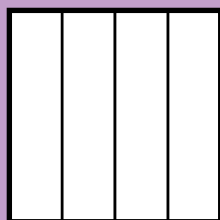
$$\frac{3}{4} \times 3$$

$$\frac{3}{4}$$

and

$$\frac{3}{4} \times \frac{1}{3}$$

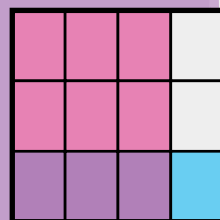
$$\frac{3}{4}$$



$\times$

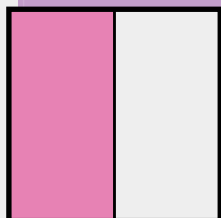


$=$

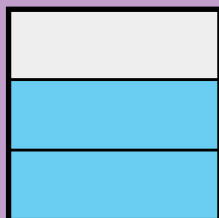


$$\frac{3}{4}$$

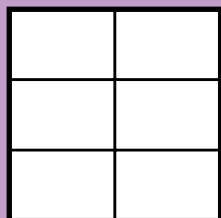
$$\frac{1}{3}$$



$\times$

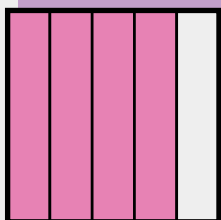


$=$

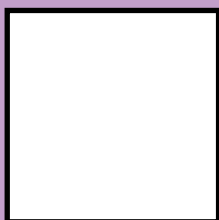


$$\frac{1}{2}$$

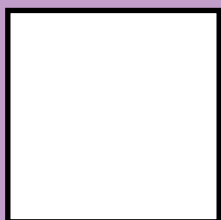
$$\frac{2}{3}$$



$\times$

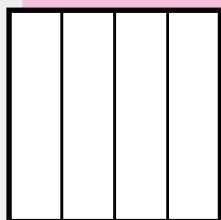


$=$

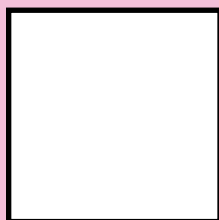


$$\frac{1}{2}$$

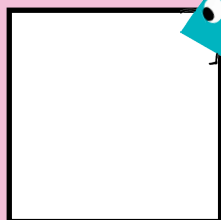
because...



$\times$



$=$

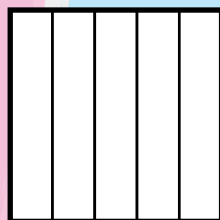


$$\frac{3}{4}$$

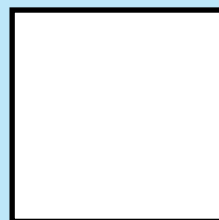
$$\frac{2}{5}$$

$\frac{2}{5}$  of  $\frac{3}{4}$  looks like...

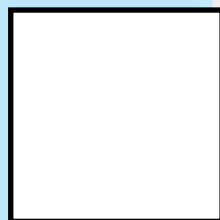
$\frac{3}{4}$  of  $\frac{2}{5}$  looks like...



$\times$



$=$

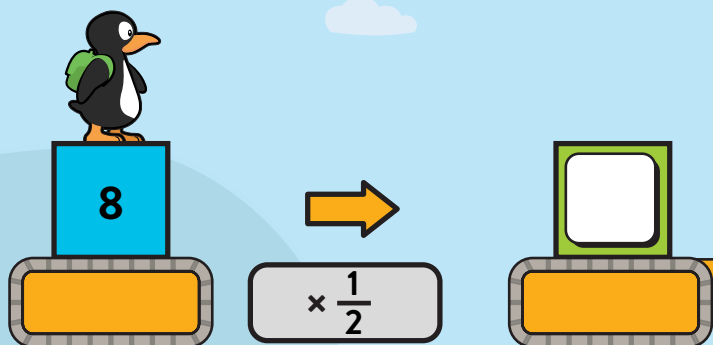


$$\frac{2}{5}$$

$$\frac{3}{4}$$

These problems are  
☐ the same ☐ different

because...



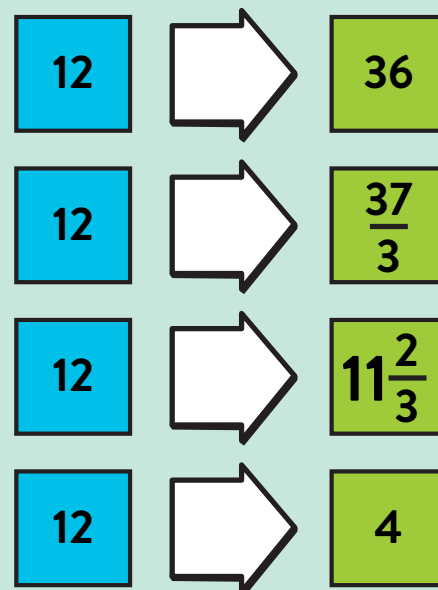
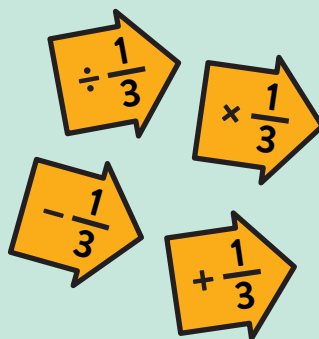
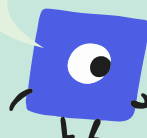
Which two operation machines do the same thing? Circle them.



Make your own machines that...

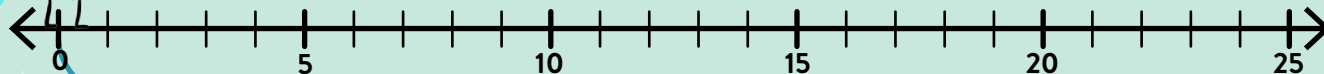


Help me put these machines together!





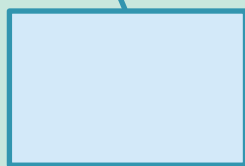
# AREA, PERIMETER,



Plot the **perimeter** of these shapes on the number line.

I wonder if these rectangles have the same **area**.

4 in



6 in

Area =

sq. in

7 in



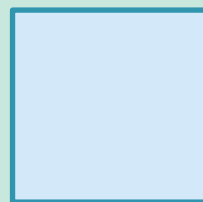
3 in

Area =

sq. in



in

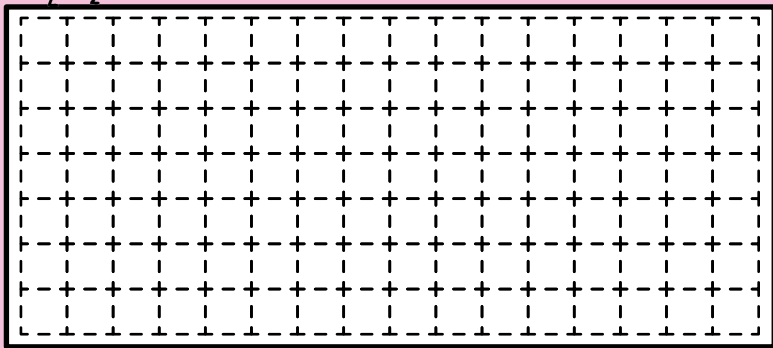
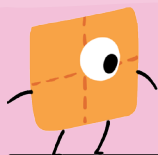


in

I have the same perimeter as them.

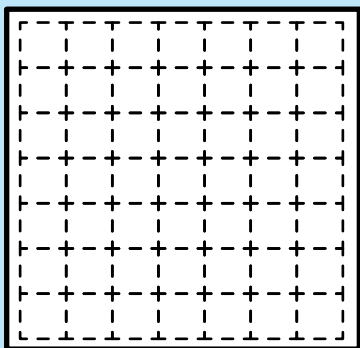
Area =

sq. in

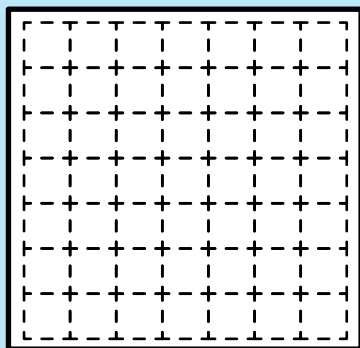


What do I look like?

My area is 35 square units. One side of my rectangle is 2 square units longer than the other.

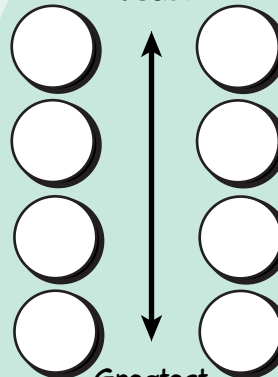


My area is half the number of square units as my perimeter's length.

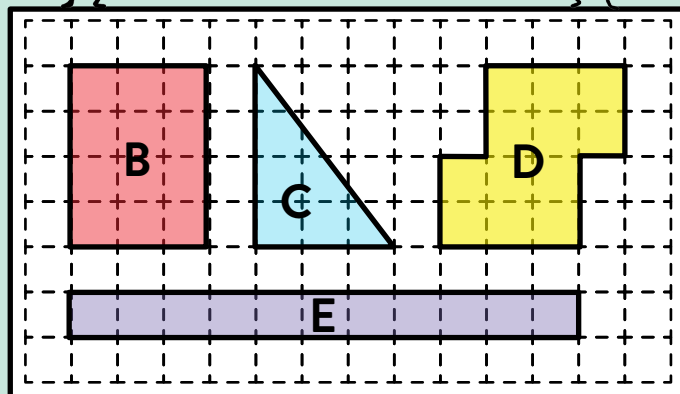
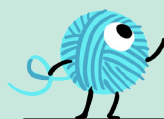


List the **perimeter** and **area**.

Least



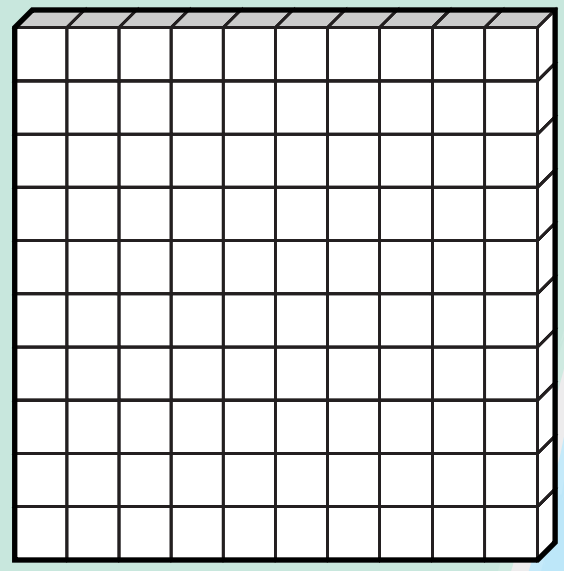
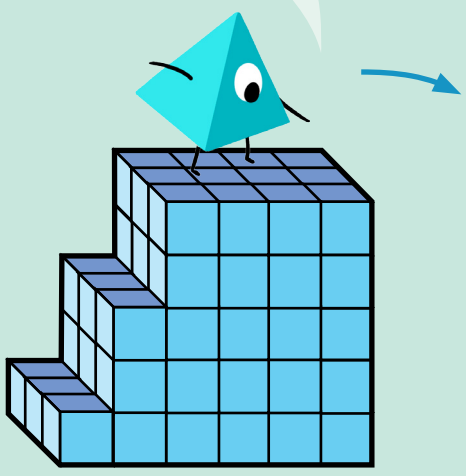
Greatest





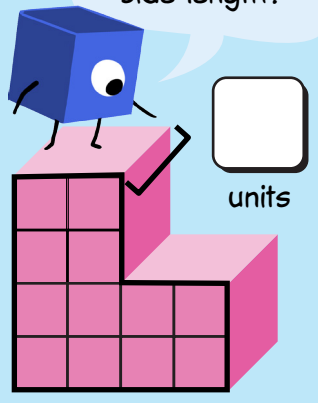
# AND VOLUME

The volume of this prism is the same as this



Volume =  
cu. in

What is the missing side length?



Volume = 60 cubic units

**Q**

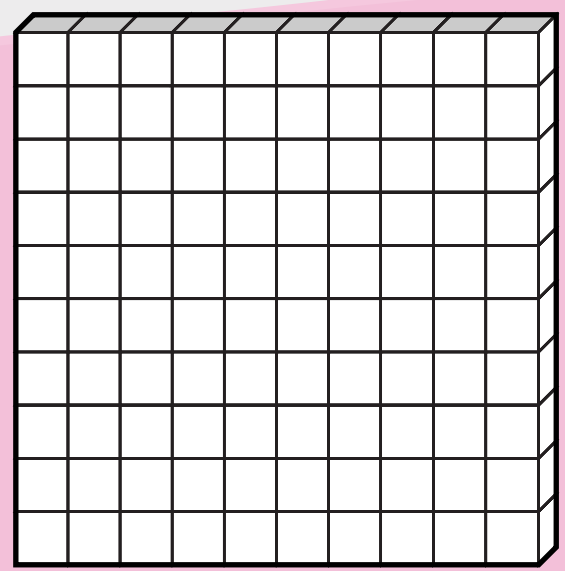
Volume =  
cu. in

**R**

Volume =  
cu. in

**S**

Volume =  
cu. in



Volume =  
cu. in

**Q** + **R** + **S** = cu. in

Volume =  
cu. in

What's your strategy to find the volume of this prism?

I used a ☐ similar ☐ different strategy to find the volume of this shape.

Volume =  
cu. in