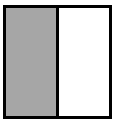
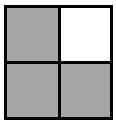
# 2019-2020 HISD @ H.O.M.E. – Distance Learning
## Mathematics – Grade 3
## Week of April 6-10, 2020

| Monday – 30 minutes | |
|---|---|
| Activity / Task | **Representing Equivalent Fractions on Area Models**<br>Cut all fraction cards and place them in a pile face down.<br>Pull two fraction cards.<br>Represent each fraction on individual area boxes (see handout).<br>Explain whether the two fractions are equivalent.<br><br>Repeat the activity and explain your thinking using these sentence frames:<br>• _____ is equivalent to _____ because _____.<br>• _____ is not equivalent to _____ because _____.<br><br>See example of one half and three fourths below.<br><br>$\frac{1}{2}$  $\frac{3}{4}$  <br><br>"One half is not equivalent to three fourths because three fourths take up more area of a square." |
| Resources | Area Boxes for Fractions<br>Fraction Cards |

| Tuesday – 30 minutes | |
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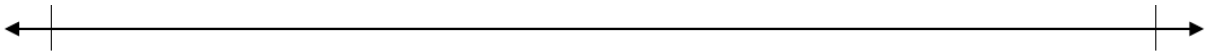
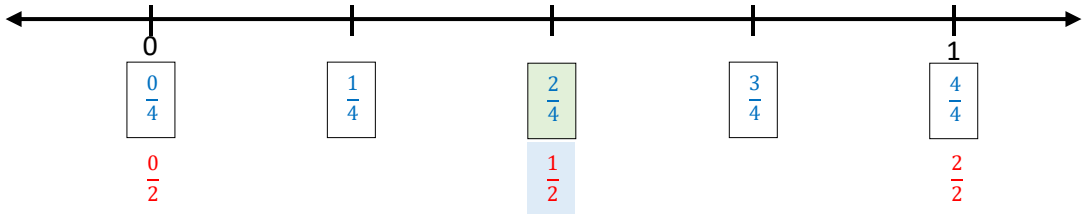
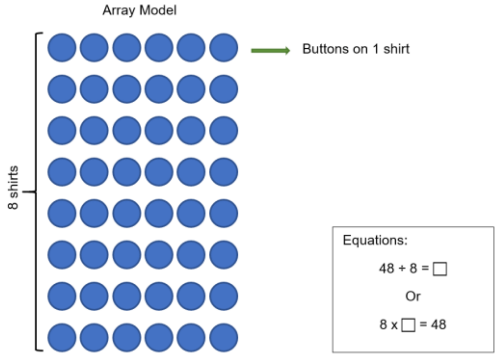
| Activity / Task | **Representing Equivalent Fractions on an Open Number Line**<br>Use the fraction cards from the day before and place them in a pile face down.<br>Draw an open number line (see below) and label the "0" and "1" on the number line.<br>Pull two fraction cards. Place these fractions on the open number line.<br>Are these two fractions equivalent? Why or why not?<br><br>Open Number Line:<br>  <br><br>Repeat the activity and explain your thinking using these sentence frames:<br>• _____ is equivalent to _____ because _____.<br>• _____ is not equivalent to _____ because _____.<br><br>See example of one half and two fourths below.<br>  <br>0 $\frac{0}{4}$ $\frac{0}{2}$ $\frac{1}{4}$ $\frac{2}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ 1 $\frac{4}{4}$ $\frac{2}{2}$<br><br>"One half is equivalent to two fourths because both fractions represent the same point on the number line." |
| Resources | Fraction Cards |

**2019-2020 HISD @ H.O.M.E. – Distance Learning**

**Mathematics – Grade 3**

**Week of April 6-10, 2020**

| Wednesday – 30 minutes | |
|---|---|
| Activity / Task | **Solve One-Step Multiplication or Division Word Problems**<br>Find 50 items of the same kind to represent the buttons in the math story. For example, you can count 50 beans or 50 small buttons.<br>Read the following math story three times like you did for the Addition and Subtraction Math Stories last week.<br><br>*Ms. Lewis has 48 buttons. She will sew the same number of buttons on each of 8 shirts. How many buttons will Ms. Lewis sew on each shirt?*<br><br>Use an array model with your items to represent the math story, and then write the equation.<br><br>Example of this math story represented with an array and an equation.<br><br>  <br><br>*Image by HISD Curriculum using Microsoft® Word*<br><br>Look at each of the Math Stories #3 resource:<br>1) Read each math story three times.<br>2) Represent each story using an array model and equation.<br>3) Solve. |
| Resources | Math Stories #3 |

| Thursday – 30 minutes | |
|---|---|
| Activity / Task | **Solve One-Step Multiplication or Division Word Problems**<br>Review your work from the day before. Explain in writing how you used array models to help you solve math stories.<br><br>Look at the Math Stories #4 resource.<br>1) Read each math story three times.<br>2) Represent each story using an array model and equation.<br>3) Solve. |
| Resources | Math Stories #4 |

| Friday |
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| **Spring Holiday** |