# lesson twenty-five - student resource sheet

**Lesson Objective:** Multiply without using objects or pictures.

## Vocabulary Box

**multiply** — Add a number to itself a certain number of times. Example: 2 x 3 = 2 + 2 + 2.

**factor** — A number that is being multiplied. Example: In 2 x 3 = 6, 2 and 3 are factors.

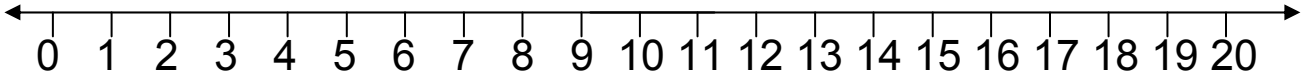
**product** — The result of numbers being multiplied. Example: In 2 x 3 = 6, 6 is the product.

## Independent Practice

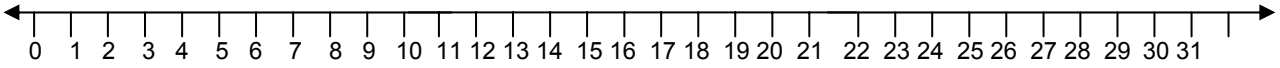
Directions: Complete these practice problems on your own. Your teacher will review the answers. Make sure you show all your work.

I. Skip count to find each product. Draw hops on the number line to show the skip counting.

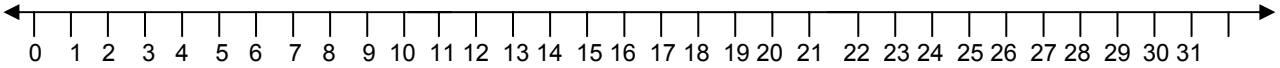
1. $7 \times 2 =$ _____




2. $8 \times 3 =$ _____




3. $6 \times 5 =$ _____



**II.** Use addition to find each product.

1. **4 × 6 = ?**

   6 + 6 + 6 + 6 = _____

   4 × 6 = _____

2. **3 × 7 = ?**

   ____ + ____ + ____ = ____

   3 × 7 = _____

3. **5 × 5 = ?**

   ____ + ____ + ____ + ____ + ____ = ____

   5 × 5 = _____

## BONUS?

Directions: Write the missing factor.

1. $3 \times$ _____ = 6

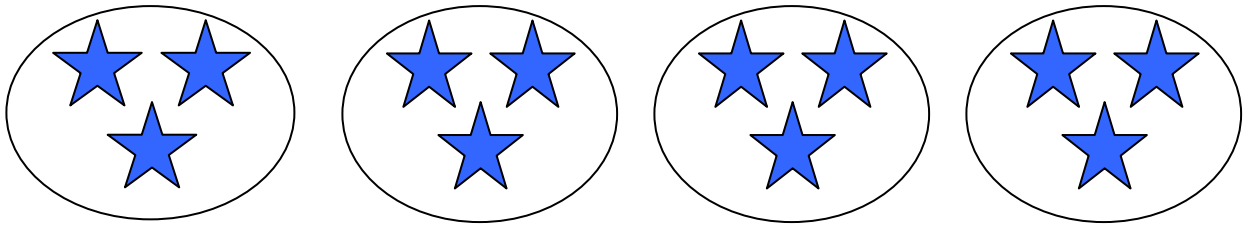
2. $4 \times$ _____ = 12

3. $5 \times$ _____ = 20

4. $6 \times$ _____ = 12

5. $3 \times$ _____ = 21

Directions: Fill in the blanks to describe the picture.



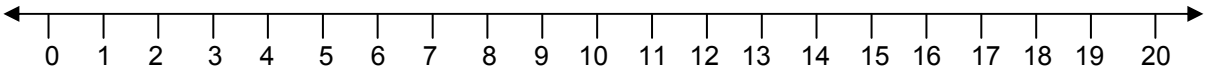
_____ groups of _____ stars = _____ stars in all

_____ × _____ = _____

## Problem Solving

Maria buys three packs of stickers. Each pack has five stickers. Ted buys four packs of stickers. Each pack has four stickers. Who has more stickers?

1. First, find how many stickers Maria has. Use skip counting on this number line to find the total.




$3 \times 5 =$ _____

Maria has _____ stickers.

2. Then, find how many stickers Ted has. Use addition to find the total.

$4 \times 4 =$ _____

_____ + _____ + _____ + _____ = _____

Ted has _____ stickers.

3. Finally, compare the two totals.

_____ has more stickers than _____.


1. When I _____, I combine equal groups to find a total.

2. $3 \times 4 =$ _____

3. $7 \times 2 =$ _____

4. $5 \times 5 =$ _____

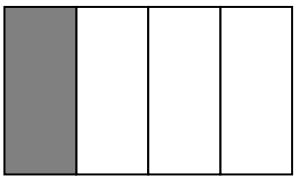
**Lesson Objective:** Understand and write fractions.

## Vocabulary Box

**fraction** — A number that names part of a whole or part of a group.
Examples:

**Part of a Whole**

This shape has four equal parts.
One part is shaded gray.



So $\frac{1}{4}$ of the shape is gray.

**Part of a Group**

This group has five stars.
Two stars are shaded gray.

So $\frac{2}{5}$ of the stars are gray.

**numerator** — The number written above the bar in a fraction. It tells how many equal parts the fraction names.

Examples: $\frac{1}{4}$ ← numerator $\frac{2}{5}$ ← numerator

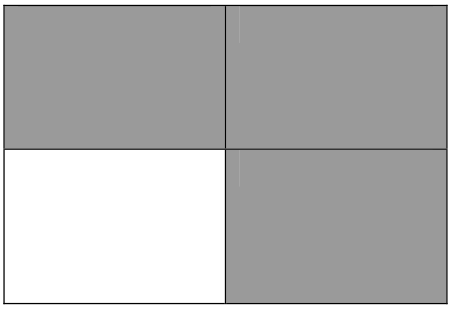
**denominator** — The number written below the bar in a fraction. It tells the total number of equal parts in a whole or group.

Examples: $\frac{1}{4}$ ← denominator $\frac{2}{5}$ ← denominator

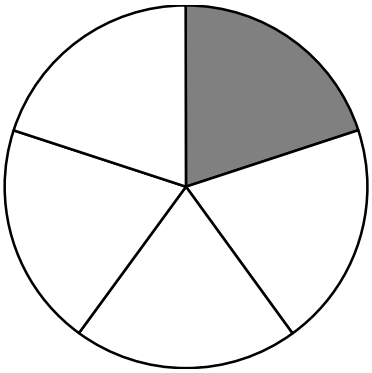
## Guided Practice

Directions: Complete these practice problems with your partner. Your teacher will review the answers.

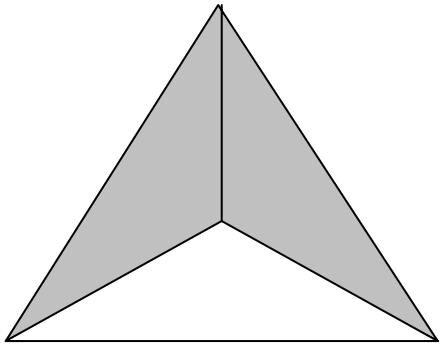
I. Write the fraction that names the shaded part of each whole.

1. 

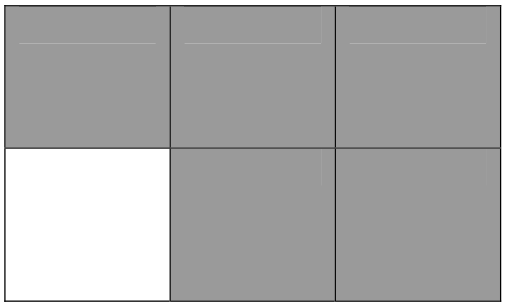
$\frac{\text{part}}{\text{whole}} = \_\_\_\_\_$

2. 

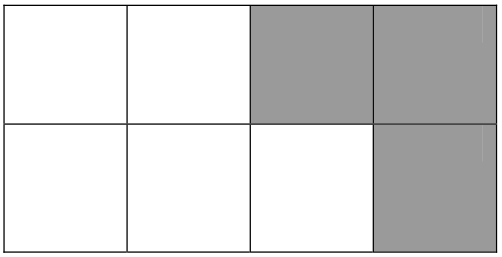
$\frac{\text{part}}{\text{whole}} = \_\_\_\_\_$

3. 

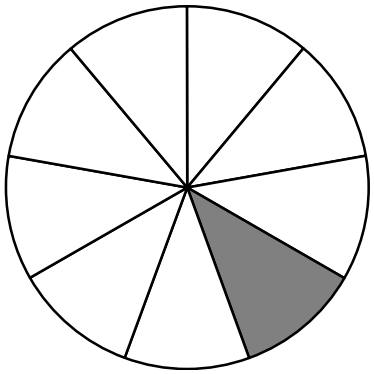
$\frac{\text{part}}{\text{whole}} = \_\_\_\_\_$

4. 

$\frac{\text{part}}{\text{whole}} = \_\_\_\_\_$

5. 

$\frac{\text{part}}{\text{whole}} = \_\_\_\_\_$

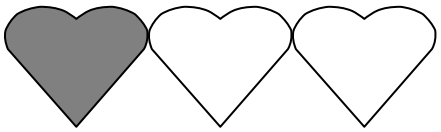
6. 

$\frac{\text{part}}{\text{whole}} = \_\_\_\_\_$

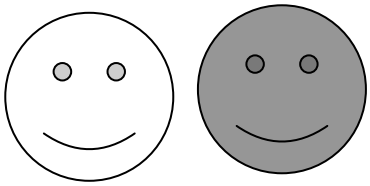
II. Write the fraction that names the shaded part of each group.

1. 

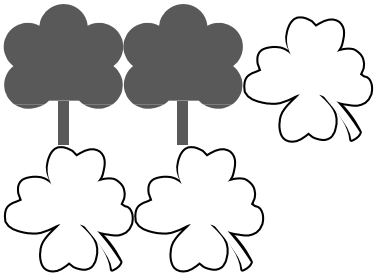
$\frac{\text{part}}{\text{group}} = \frac{\quad}{\quad}$

2. 

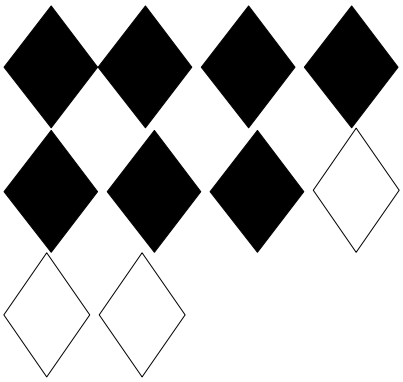
$\frac{\text{part}}{\text{group}} = \frac{\quad}{\quad}$

3. 

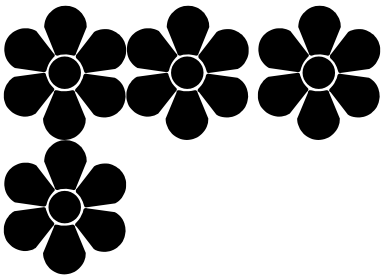
$\frac{\text{part}}{\text{group}} = \frac{\quad}{\quad}$

4. 

$\frac{\text{part}}{\text{group}} = \frac{\quad}{\quad}$

5. 

$\frac{\text{part}}{\text{group}} = \frac{\quad}{\quad}$

6. 

$\frac{\text{part}}{\text{group}} = \frac{\quad}{\quad}$

## Summary/Closure

**A. Vocabulary Words**

Directions: Circle ALL the correct answers.

1. Which numbers are fractions?

25 $\frac{1}{2}$ $1.50 $\frac{5}{8}$

2. Which fractions have the numerator 3?

$\frac{1}{3}$ $\frac{3}{8}$ $\frac{2}{3}$ $\frac{3}{5}$

3. Which fractions have the denominator 4?

$\frac{4}{5}$ $\frac{3}{4}$ $\frac{1}{4}$ $\frac{4}{7}$

**B. Summarize What We Learned Today**

Draw a whole shape. Divide it into equal parts. Then color one or more parts. Write the fraction that names the colored part of the whole.

Draw a group of shapes. Color one or more of those shapes. Write the fraction that names the colored part of the group.

Write notes around your pictures and fractions to explain what you did. You will use these notes to remember how to write fractions.

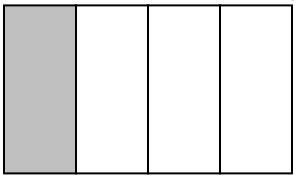
**Lesson Objective:** Understand and write fractions.

## Vocabulary Box

**fraction** — A number that names part of a whole or part of a group.
Examples:

**Part of a Whole**

This shape has four equal parts.
One part is shaded gray.



So $\frac{1}{4}$ of the shape is gray.

**Part of a Group**

This group has five stars.
Two stars are shaded gray.

So $\frac{2}{5}$ of the stars are gray.

**numerator** — The number written above the bar in a fraction. It tells how many equal parts the fraction names.

Examples: $\frac{1}{4}$ ← numerator $\frac{2}{5}$ ← numerator

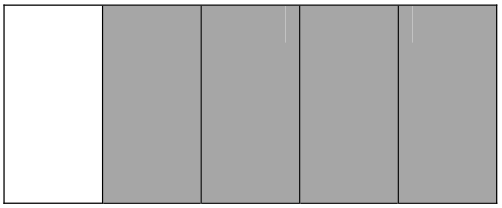
**denominator** — The number written below the bar in a fraction. It tells the total number of equal parts in the whole or group.

Examples: $\frac{1}{4}$ ← denominator $\frac{2}{5}$ ← denominator

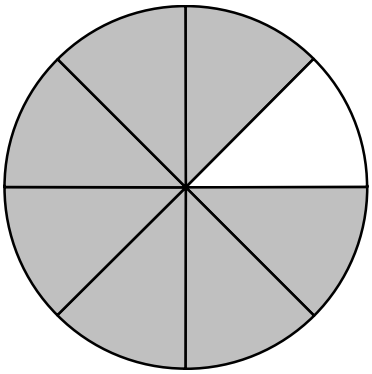
## Independent Practice

Directions: Complete these practice problems on your own. Your teacher will review the answers.

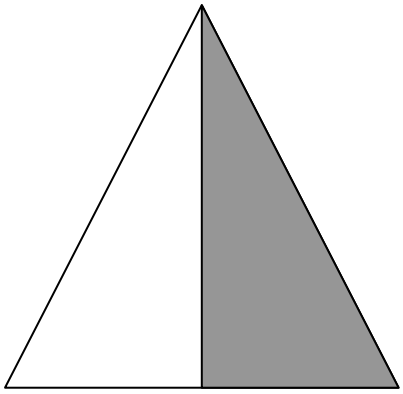
I. Write the fraction that names the shaded part of each whole.

1. 

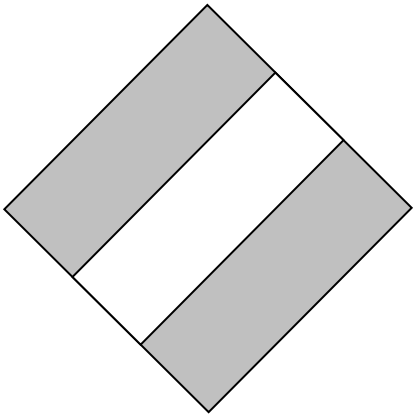
_____

2. 

_____

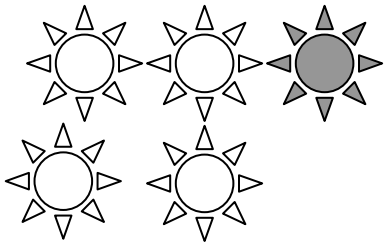
3. 

_____

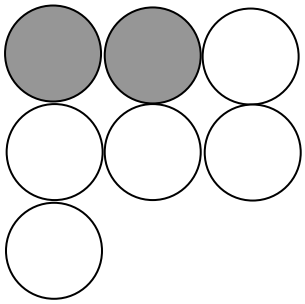
4. 

_____

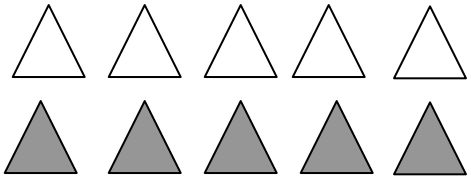
II. Write the fraction that names the shaded part of each group.

1. 

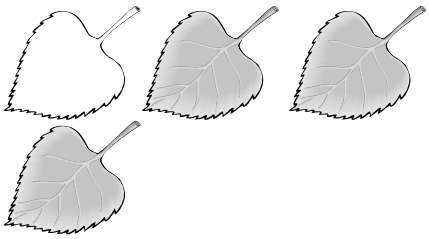
_____

2. 

_____

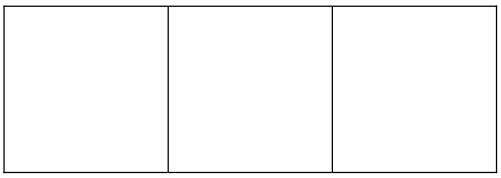
3. 

_____

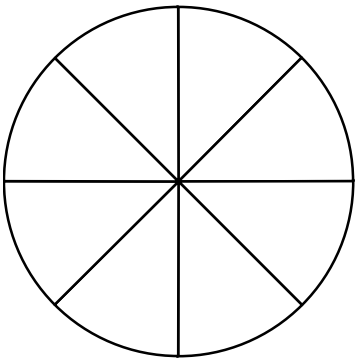
4. 

_____

**III**. Color one part of each whole red. Then write the fraction that names the red part of that whole.

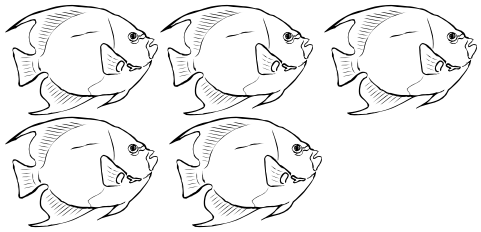
1. 

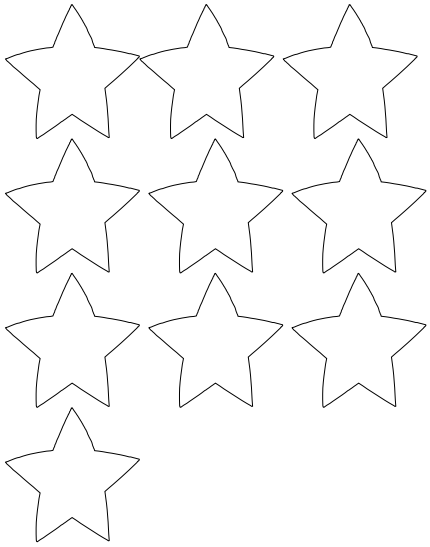
_____

2. 

_____

IV. Color one object in each group blue. Then write the fraction that names the blue part of that group.

1. 

2. 

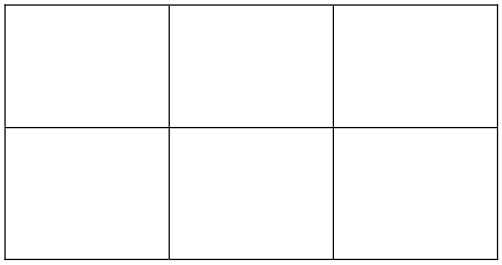
_____ _____

BONUS?

---

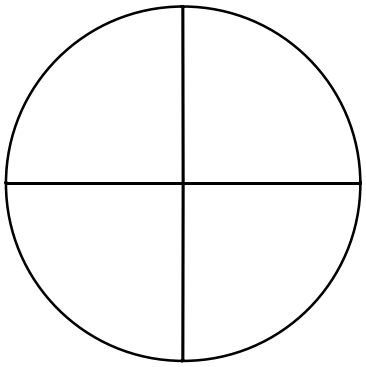
Directions: Color part of each whole or group to show each fraction.

1.



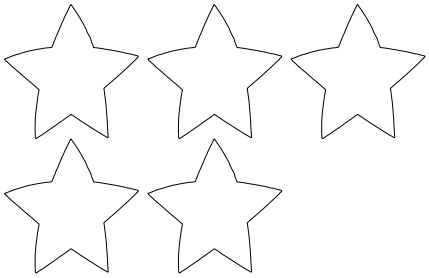
$\frac{1}{6}$

2.



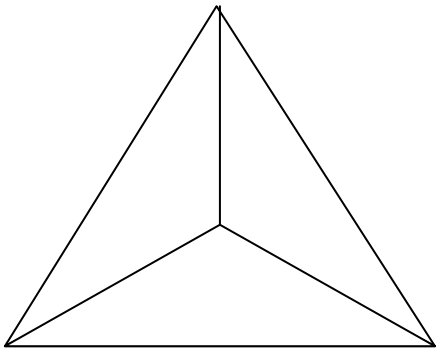
$\frac{3}{4}$

3.

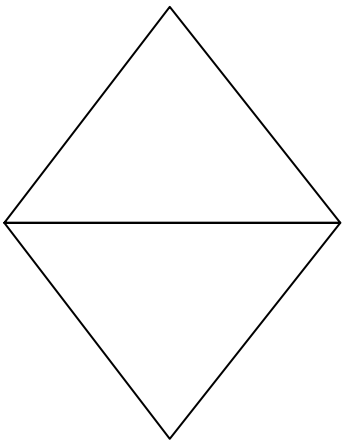


$\frac{3}{5}$

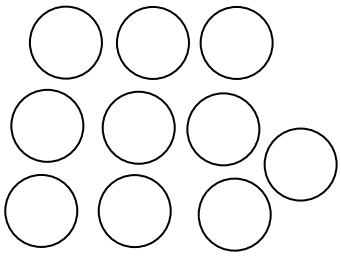
4.



$\frac{2}{3}$

5. 

$\frac{1}{2}$

6. 

$\frac{3}{10}$

## Problem Solving

Anita and Jamal each get a pizza. Both pizzas are the same size. Anita eats $\frac{3}{4}$ of her pizza. Jamal eats $\frac{1}{2}$ of his pizza. Who eats more pizza?

1. Draw pictures of their whole pizzas. Then color the pictures to show how much pizza they each eat.

Anita Eats Jamal Eats

2. Then compare your two pictures. Whose circle has more color? _____

So, _____ eats more pizza than _____.


1. Draw a picture to represent $\frac{3}{4}$.

2. Label the numerator and denominator in this fraction.

$$\frac{3}{5}$$

3. What fraction names the shaded part of this whole rectangle? _____

4. What fraction names the shaded part of this group of hearts? _____