GRADES 3-5

How does the picture help you see that there are lots of ways to figure out what 7 × 6 is?

How do the white lines help you figure out the grass area?

45 yards

40   5

20   23 yards

3

What division story does the picture show?
Suppose there were 4 more fish.
Would it still show a division story? How?
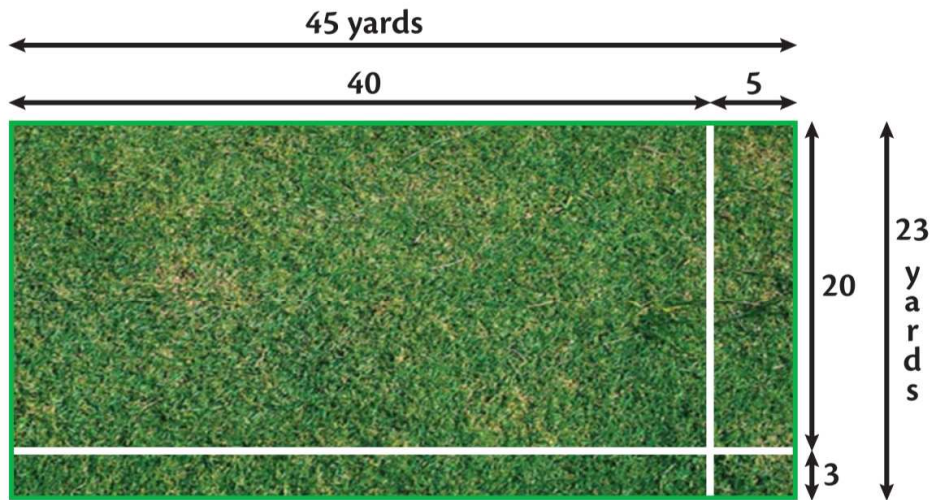
Where are the remainders in each picture?
What does "remainder" mean?

DIVISION: REMAINDERS • Grades 3–5 • CCSS 4.OA

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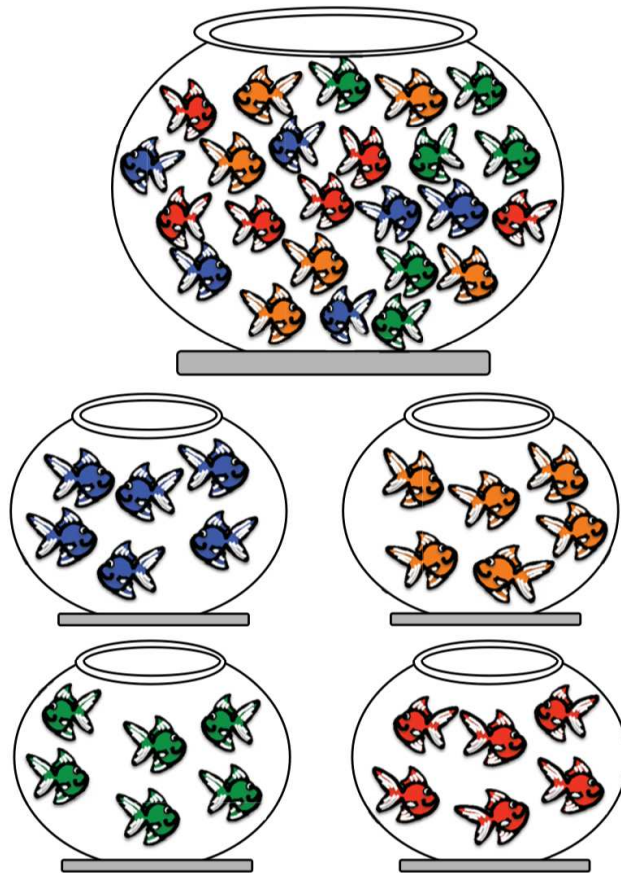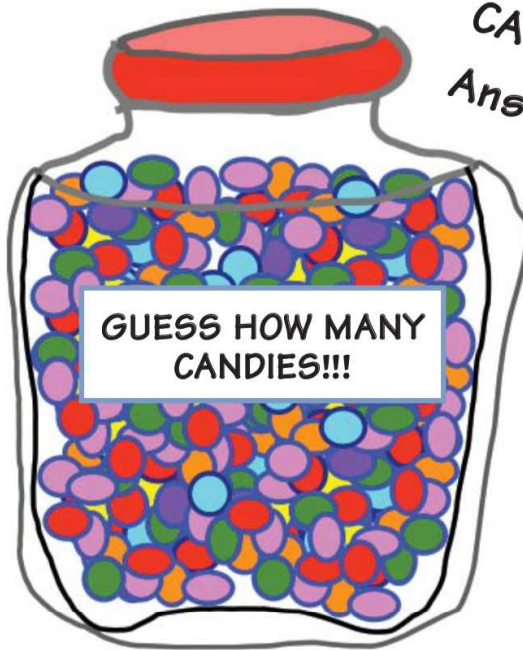© 2013 by Teachers College, Columbia University. For more information or to order, visit: http://store.tcpress.com/0807753912.shtml

Which would you say:

- About 400 candies?
- About 430 candies?
- About 425 candies?

GUESS the Number of CANDIES in this JAR!!!
Answer: 426 Candies

GUESS HOW MANY CANDIES!!!

ROUNDING NUMBERS • Grades 3–5 • CCSS 3.NBT

Suppose there were eight butterflies to look at through the kaleidoscope. How many butterflies would you see in the viewer?
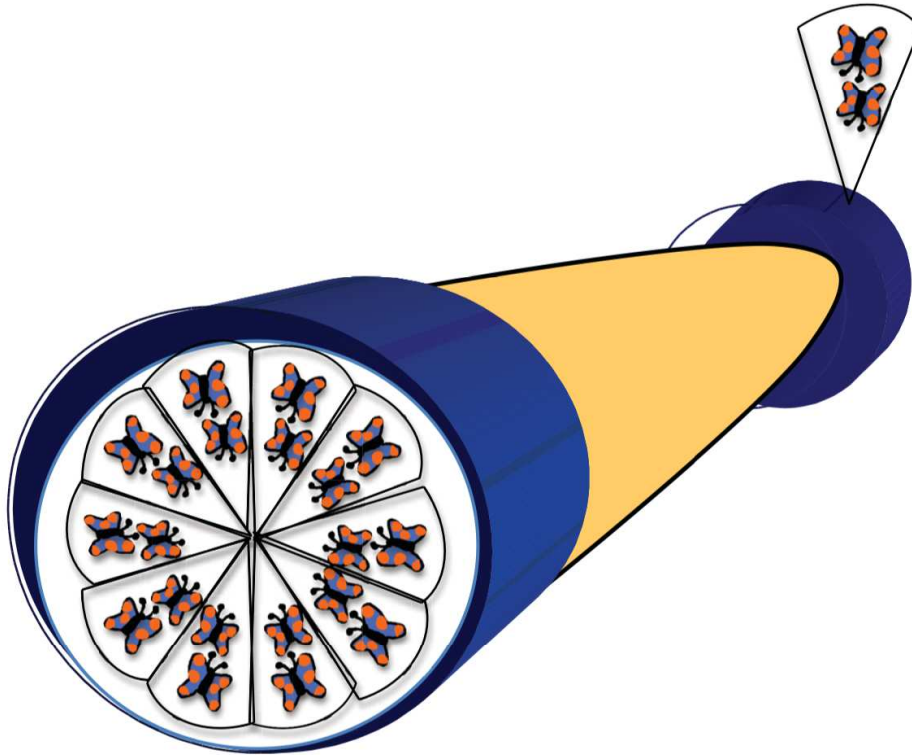
PLACE VALUE: MULTIPLYING AND DIVIDING BY POWERS OF 10 • Grades 3–5 • CCSS 4.NBT

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If the people sat in stands of 100 people, how many stands would have been full? How many rows of 10 people would have been full?
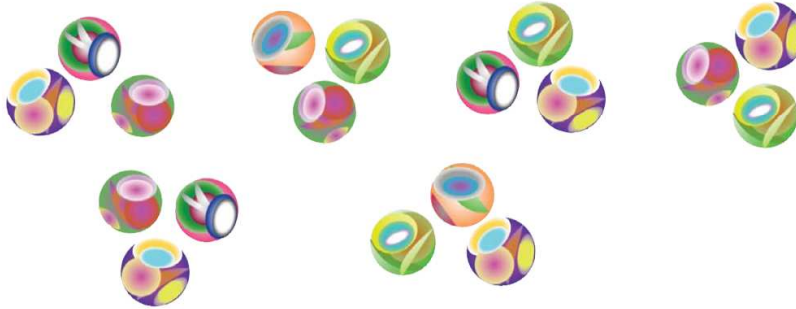
DAILY SPORTS

### 3400 Fans Attend First Game of the Season!!

How many people could share 18 marbles fairly?

FACTORS: WHAT THEY ARE • Grades 3–5 • CCSS 4.OA

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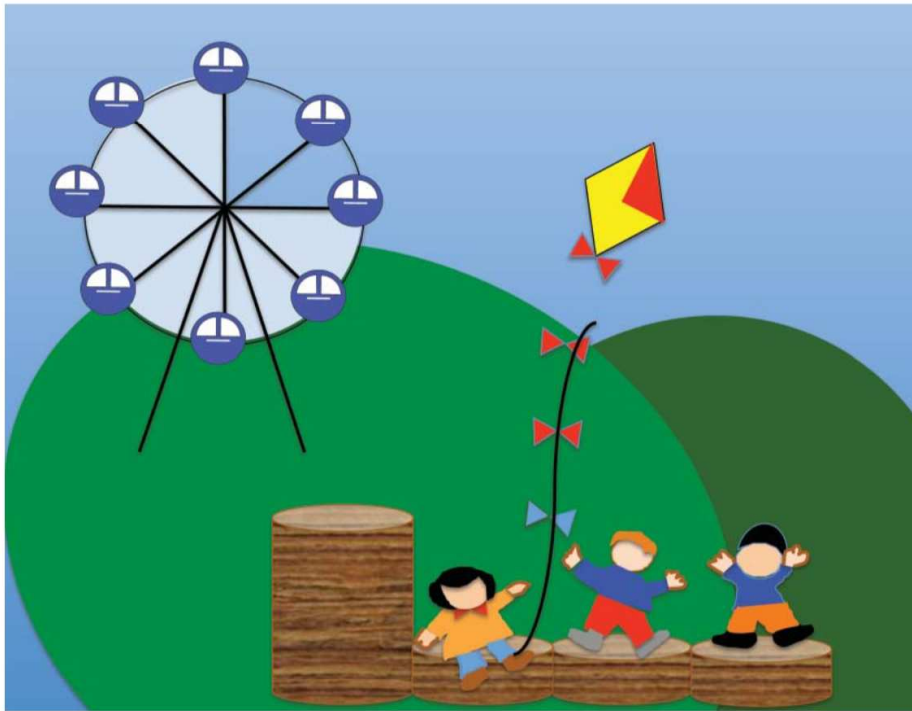© 2013 by Teachers College, Columbia University. For more information or to order, visit: http://store.tcpress.com/0807753912.shtml

How do you know that 6 dogs could also share 24 bones fairly?
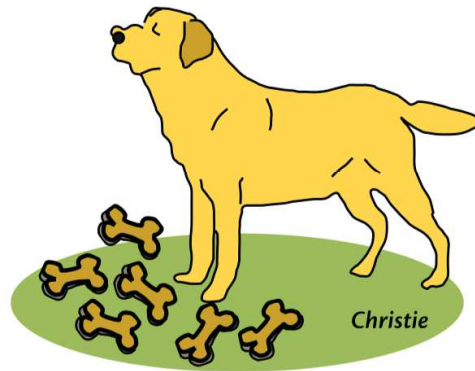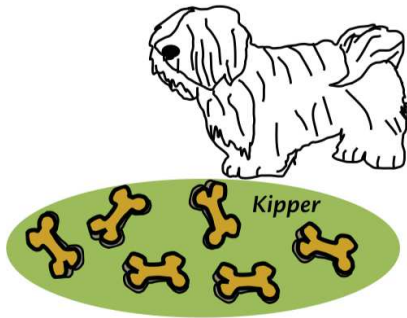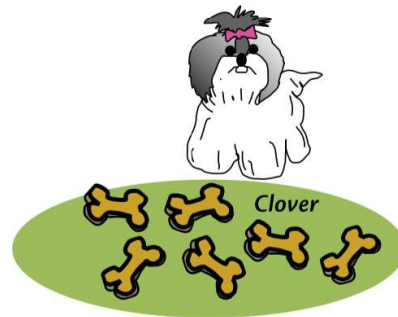
What does this picture show about fractions?

FRACTIONS: REPRESENTING • Grades 3–5 • CCSS 3.NF

How can you describe the cabinet using fractions?

FRACTIONS: EQUIVALENCE • Grades 3–5 • CCSS 3.NF

What fractions would you compare to decide which group of days seems the sunniest?

Monday	Tuesday	Wednesday	Thursday
☀️	🌧️	☀️	☀️

Monday	Tuesday	Wednesday	Thursday	Friday
☀️	☀️	☀️	☀️	🌧️

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
☀️	☀️	🌧️	☀️	☀️	☀️

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
☀️	☀️	🌧️	🌧️	☀️	☀️

FRACTIONS: COMPARING • Grades 3–5 • CCSS 3.NF

How many whole apples, pears, and lemons were cut up?
How do you know?

FRACTIONS: MIXED NUMBER/IMPROPER FRACTION RELATIONSHIP • Grades 3–5 • CCSS 4.NF

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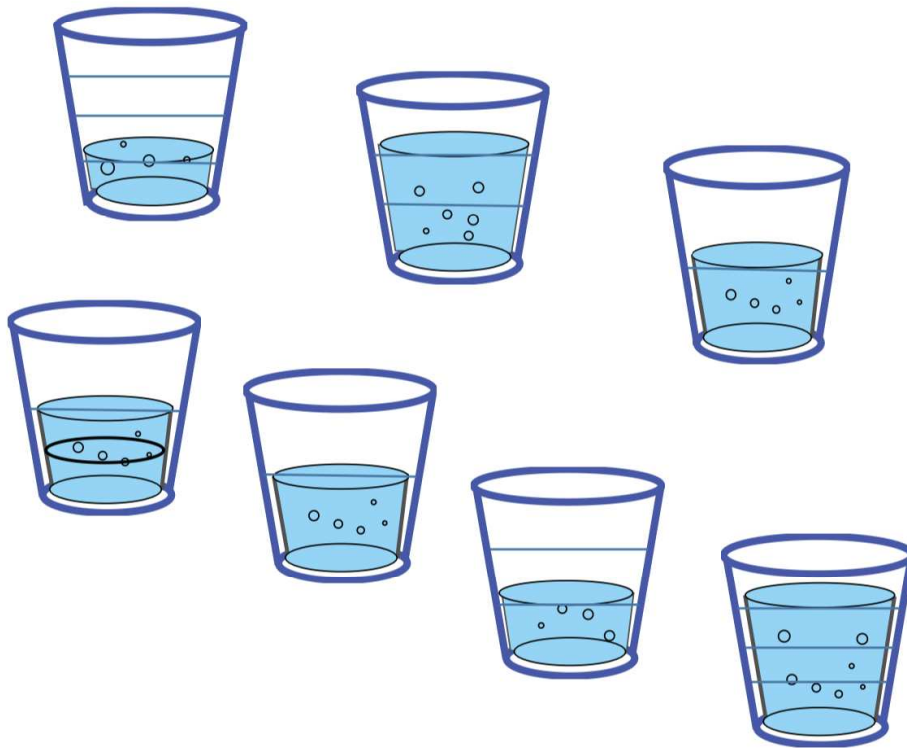© 2013 by Teachers College, Columbia University. For more information or to order, visit: http://store.tcpress.com/0807753912.shtml

You are going to combine the juice from different glasses, and you have to predict how full the glasses will be afterward. Which amounts are easiest to predict? Why?
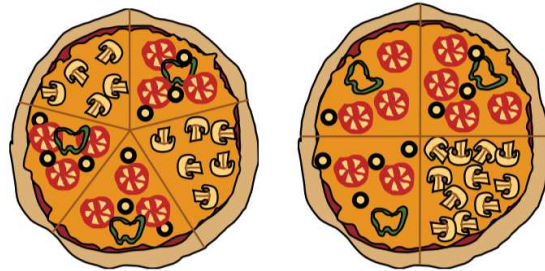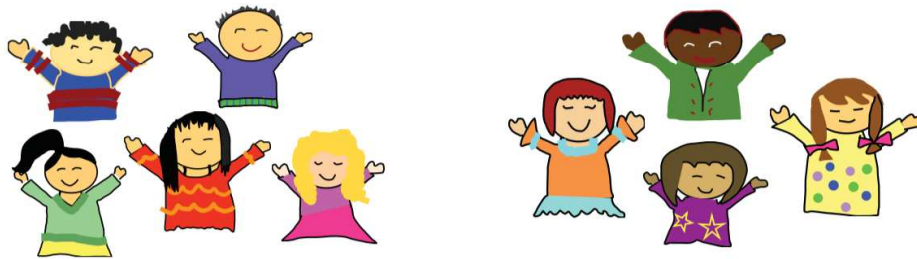

FRACTIONS: COMMON DENOMINATORS • Grades 3–5 • CCSS 4.NF

Is the fraction of the children that are boys the same as the fraction of a single new pizza that could be made using only the slices with mushrooms?
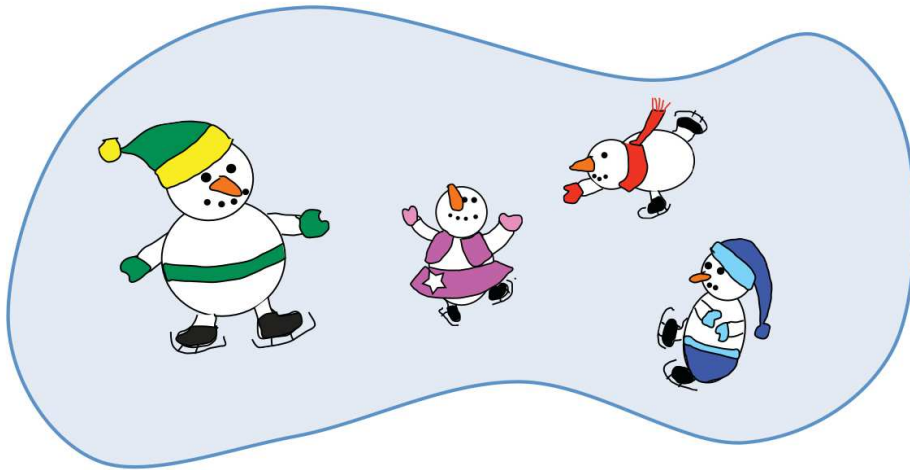

ADDING FRACTIONS • Grades 3–5 • CCSS 5.NF

A snowfather is skating with his snowchildren. What fraction of the group is not wearing a skirt? What fraction of the children is not wearing a skirt?

One height is $\frac{7}{8}$ of another.
One height is $1\frac{1}{3}$ times another.
Which is which?

How much of an apple is each share?
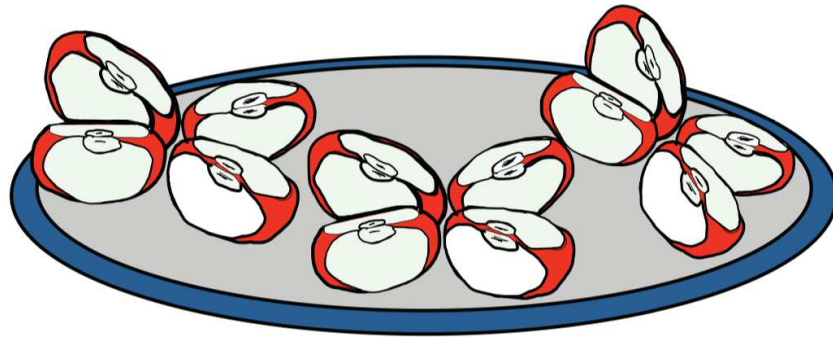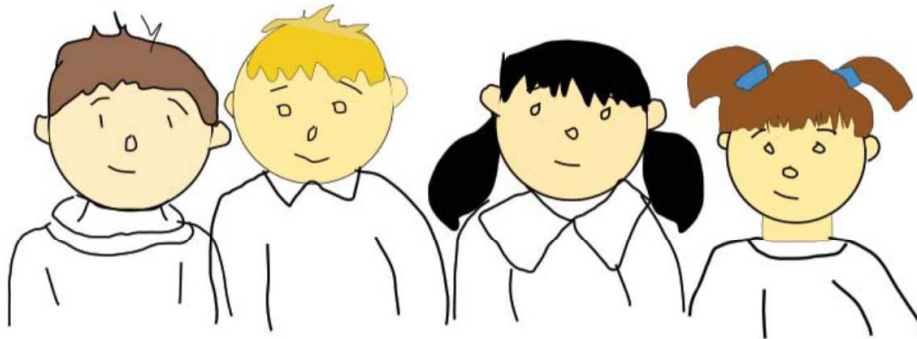
FRACTIONS AS DIVISION • Grades 3–5 • CCSS 5.NF

Why does this arrangement of flowers make it easy to describe 0.2 and 0.02 of the flowers? What other decimals of the flowers are easy to describe?

DECIMALS: RELATING HUNDREDTHS TO TENTHS • Grades 3–5 • CCSS 4.NF

What two decimals could you use to describe how full of pennies the grid is?

DECIMALS: EQUIVALENCE • Grades 3–5 • CCSS 4.NF

Which chains could you put together to have a total length of about 0.5 m?
Why those?

0.31 m

0.7 m

0.14 m

0.2 m

DECIMALS: ADDING AND SUBTRACTING • Grades 3–5 • CCSS 5.NBT

Which chains could you put together to have a total length of about 0.5 m?
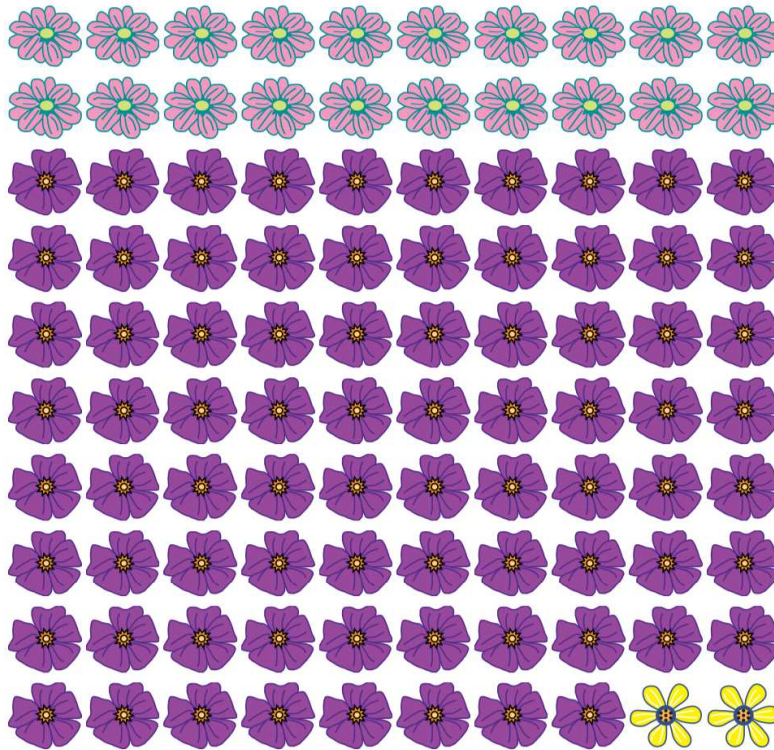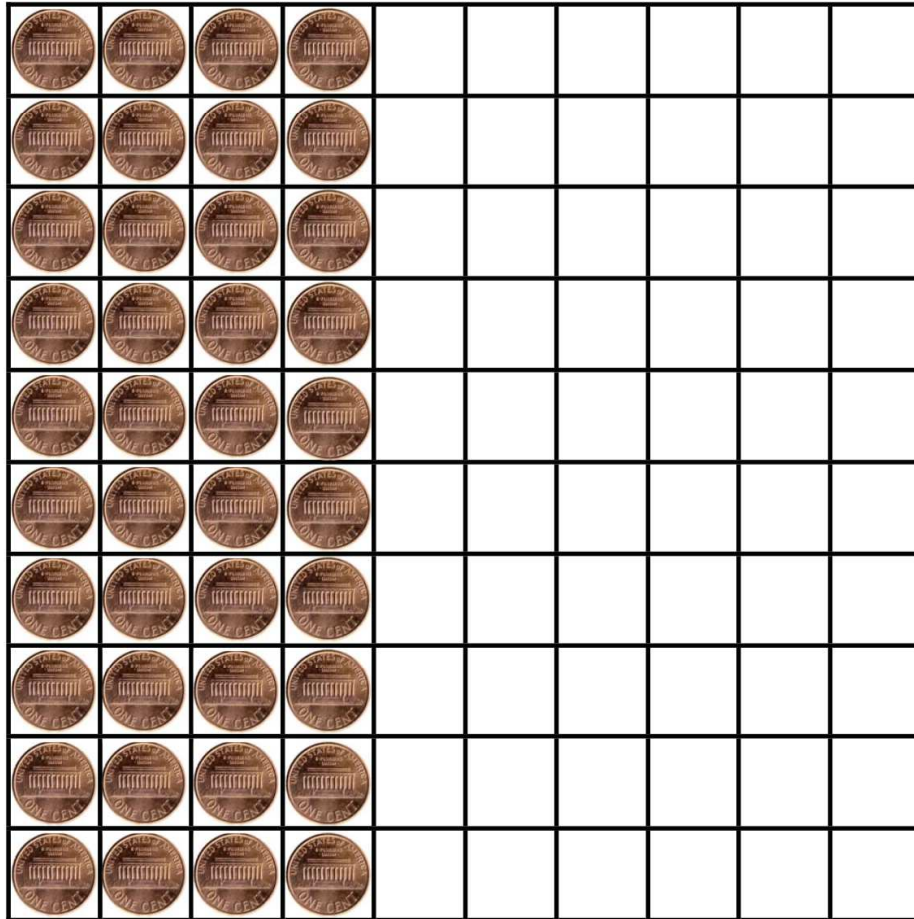# Why those?

0.31 m

0.7 m

0.14 m

0.2 m

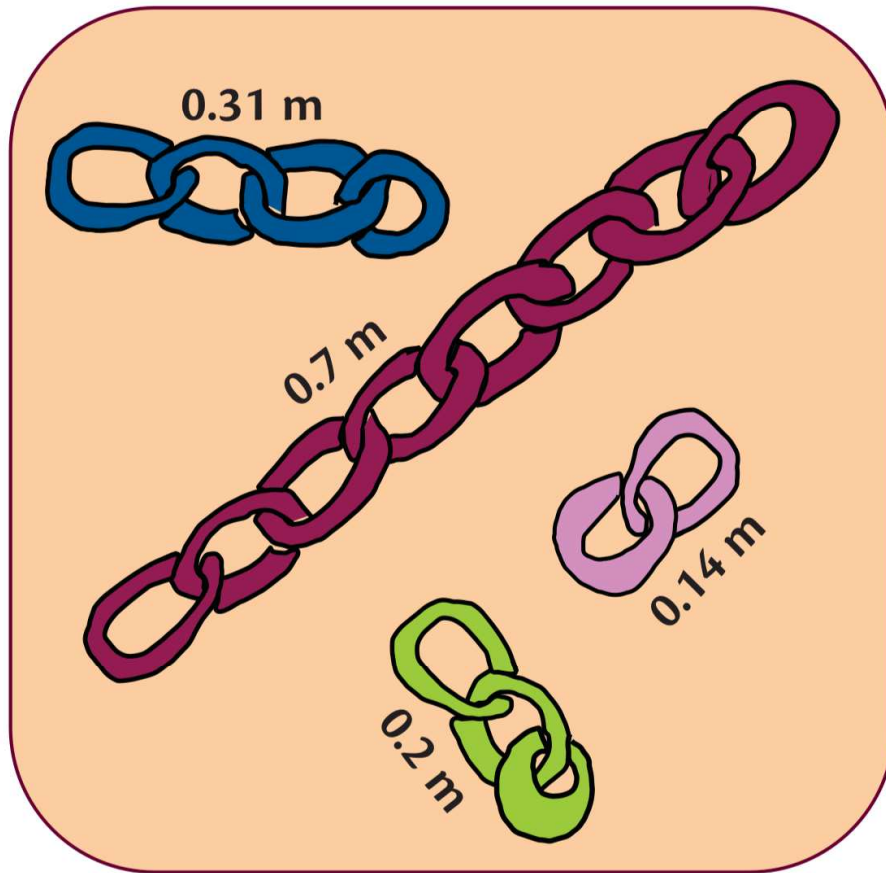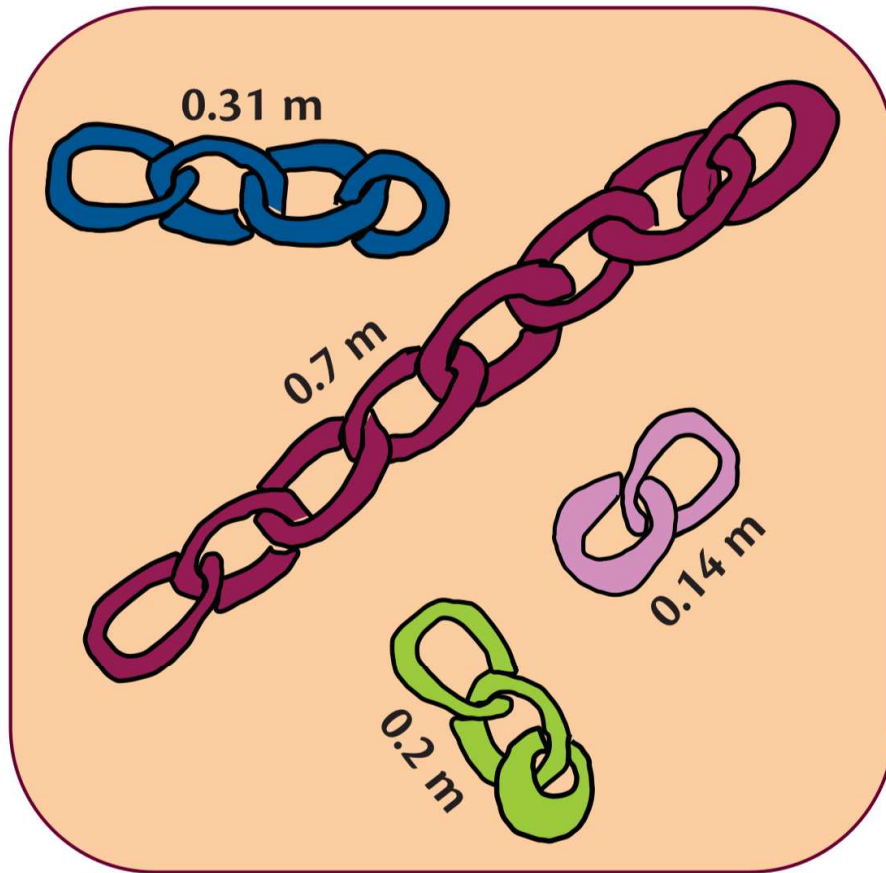**DECIMALS: ADDING AND SUBTRACTING • Grades 3–5 • CCSS 5.NBT**

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Which would you call a pattern? Why?

At first, there were two bees.
More and more groups of three bees join them.
If this continues, what are some numbers of bees there could be and some numbers of bees there could not be?

How many birds might be left after a lot of pairs leave?

ALGEBRAIC THINKING: SHRINKING ADDITIVELY • Grades 3–5 • CCSS 4.OA

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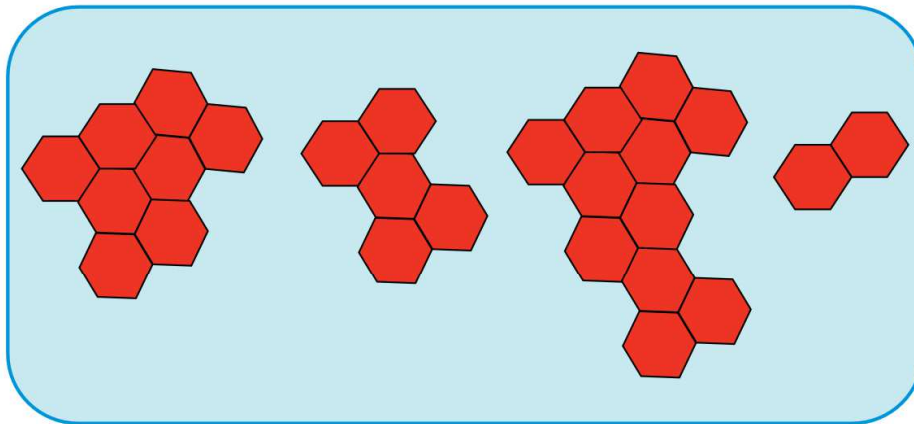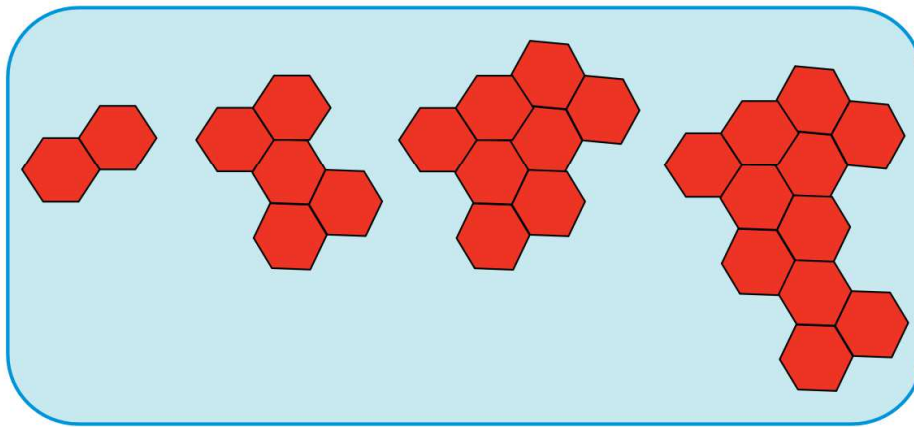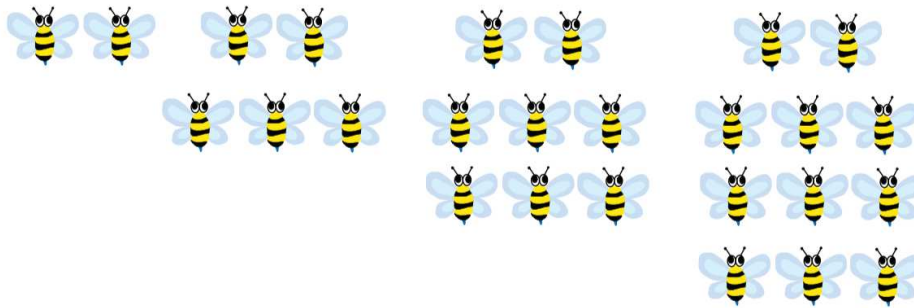© 2013 by Teachers College, Columbia University. For more information or to order, visit: http://store.tcpress.com/0807753912.shtml

Whose collection will grow faster?

Day 1	Day 2	Day 3	Day 4

Jamie's Collection
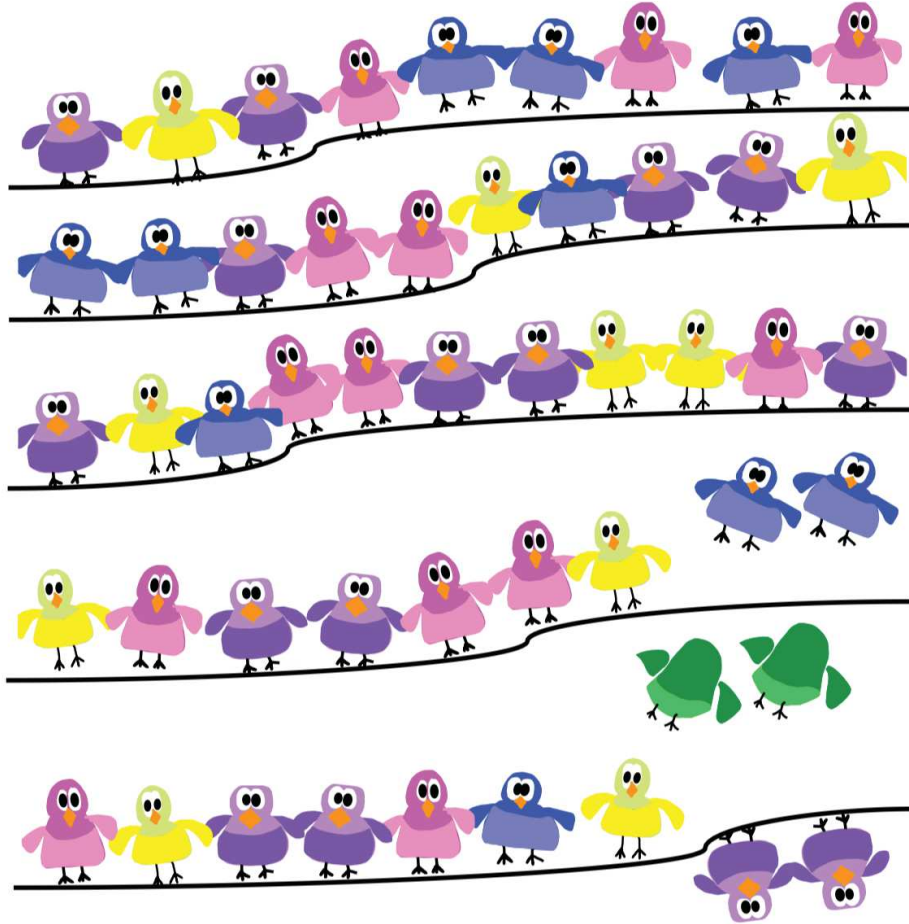
Shemin's Collection

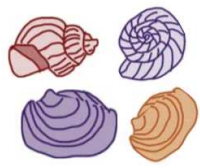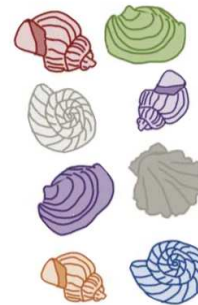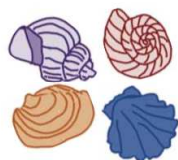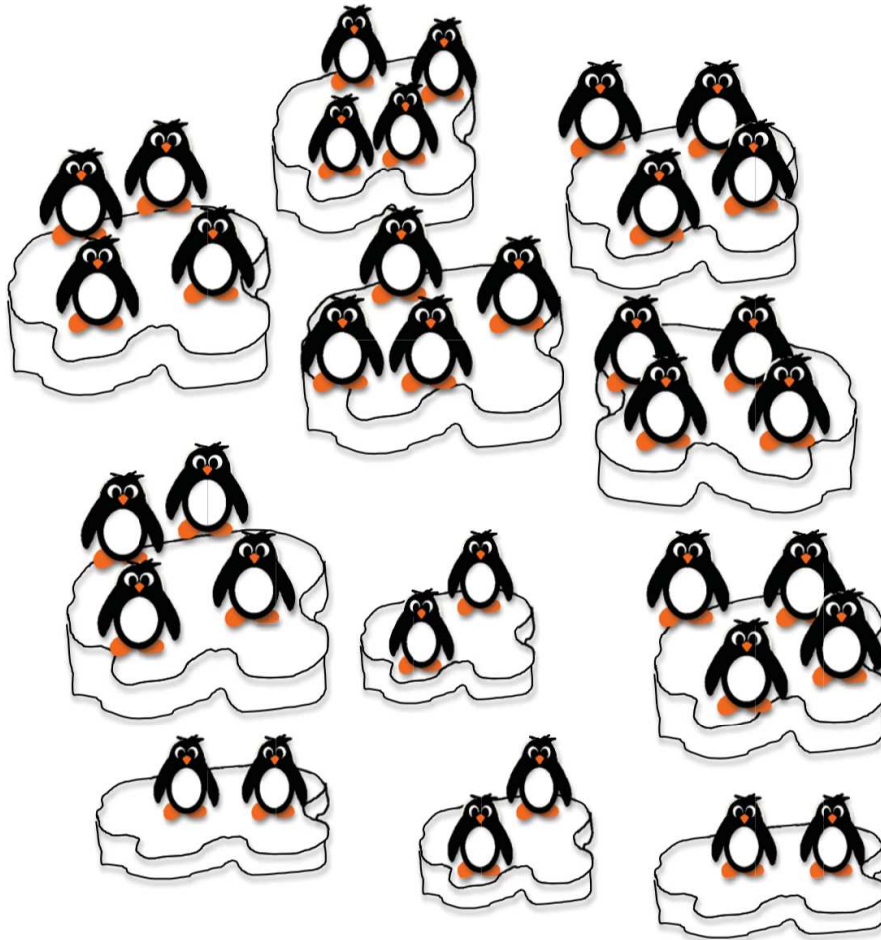**ALGEBRAIC THINKING: GROWING MULTIPLICATIVELY • Grades 3–5 • CCSS 5.OA**

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Can you write □ × □ to describe this picture?

MULTIPLICATION: EQUAL GROUPS • Grades 3–5 • CCSS 3.OA

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Number Strings 1
Addition Strategies

How can you find the sum of
16 + 8 + 4 + 22?

What did you do?
Why did you do it?
How else could you find the sum?

OPERATIONS

42