



Additional Guided Practice

4th Grade Readiness Standards

3.NBT.2a, 3.NBT.2b, 3.OA.7a, 3.OA.7b, 3.NF.1, 3.NF.2, 3.NF.3d

- Intended Purpose
 - To help students **strengthen and maintain conceptual understanding** using visual representations of mathematical ideas
- Suggestions for use:
 - **Distributed/spaced practice** between readiness screenings
 - **Revisit an intervention** after taking a short break with students who demonstrate some conceptual understanding by coming close to the learning goal on their Growth Chart
- Instructional Design:
 - Approximately **5 to 15 minutes** per session
 - **Forms A, B and C** are available for each readiness standard
 - Begin with the teacher/interventionist leading a **“We Do Together”** problem
 - The middle provides time for students to **reflect** and ask questions about the learning target
 - End with students taking turns leading to solve the **“You Do Together”** problems
- Solutions for Form A Guided Practice are included at the end of this document:
 - Drawing guides were used to construct each math drawing
 - Students who struggle with kinesthetic movement and spatial organization many benefit from using drawing guides to construct math drawings
 - Drawing guides are available with Delta Math intervention kits at www.deltamath.org



Name _____ Date _____

Learning Target: I will add 3-digit numbers.

4th Grade - Readiness Standard 1 - 3.NBT.2a - Form A

1. We Do Together: Draw, tell and show.

Draw $859 + 674$ using hundreds, tens, and ones 859 674	Show your thinking using numbers and symbols $\begin{array}{r} 859 \\ + 674 \\ \hline \end{array}$
Tell what totals you see I see _____ hundreds, _____ tens, and _____ ones	

2. Reflect: What questions do you have about adding 3-digit numbers?

3. You Do Together: Draw, tell and show.

Draw $437 + 748$ using hundreds, tens, and ones 437 748	Show your thinking using numbers and symbols $\begin{array}{r} 437 \\ + 748 \\ \hline \end{array}$
Tell what totals you see I see _____ hundreds, _____ tens, and _____ ones	
Draw $695 + 237$ using hundreds, tens, and ones 695 237	Show your thinking using numbers and symbols $\begin{array}{r} 695 \\ + 237 \\ \hline \end{array}$
Tell what totals you see I see _____ hundreds, _____ tens, and _____ ones	



Name _____ Date _____

Learning Target: I will add 3-digit numbers.

4th Grade - Readiness Standard 1 - 3.NBT.2a - Form B

1. We Do Together: Draw, tell and show.

Draw 958 + 436 using hundreds, tens, and ones 958 436	Show your thinking using numbers and symbols $\begin{array}{r} 958 \\ + 436 \\ \hline \end{array}$
Tell what totals you see I see ____ hundreds, ____ tens, and ____ ones	

2. Reflect: What questions do you have about adding 3-digit numbers?

3. You Do Together: Draw, tell and show.

Draw 539 + 643 using hundreds, tens, and ones 539 643	Show your thinking using numbers and symbols $\begin{array}{r} 539 \\ + 643 \\ \hline \end{array}$
Tell what totals you see I see ____ hundreds, ____ tens, and ____ ones	
Draw 596 + 283 using hundreds, tens, and ones 596 283	Show your thinking using numbers and symbols $\begin{array}{r} 596 \\ + 283 \\ \hline \end{array}$
Tell what totals you see I see ____ hundreds, ____ tens, and ____ ones	



Name _____ Date _____

Learning Target: I will add 3-digit numbers.

4th Grade - Readiness Standard 1 - 3.NBT.2a - Form C

1. We Do Together: Draw, tell and show.

Draw 748 + 493 using hundreds, tens, and ones 748 493	Show your thinking using numbers and symbols $\begin{array}{r} 748 \\ + 493 \\ \hline \end{array}$
Tell what totals you see I see _____ hundreds, _____ tens, and _____ ones	

2. Reflect: What questions do you have about adding 3-digit numbers?

3. You Do Together: Draw, tell and show.

Draw 349 + 867 using hundreds, tens, and ones 349 867	Show your thinking using numbers and symbols $\begin{array}{r} 349 \\ + 867 \\ \hline \end{array}$
Tell what totals you see I see _____ hundreds, _____ tens, and _____ ones	
Draw 685 + 128 using hundreds, tens, and ones 685 128	Show your thinking using numbers and symbols $\begin{array}{r} 685 \\ + 128 \\ \hline \end{array}$
Tell what totals you see I see _____ hundreds, _____ tens, and _____ ones	



Name _____ Date _____

Learning Target: I will subtract 3-digit numbers.

4th Grade - Readiness Standard 2 - 3.NBT.2b - Form A

1. We Do Together: Draw, ungroup, tell and subtract.

Draw 502 using tens and ones	Subtract 135 and show your thinking using numbers and symbols $\begin{array}{r} 502 \\ - 135 \\ \hline \end{array}$
Ungroup to subtract 135 and tell the new place-values I see _____ hundreds, _____ tens, and _____ ones	

2. Reflect: What questions do you have about subtracting 3-digit numbers?

3. You Do Together: Draw, ungroup, tell and subtract.

Draw 750 using tens and ones	Subtract 297 and show your thinking using numbers and symbols $\begin{array}{r} 750 \\ - 297 \\ \hline \end{array}$
Ungroup to subtract 297 and tell the new place-values I see _____ hundreds, _____ tens, and _____ ones	
Draw 600 using tens and ones	Subtract 318 and show your thinking using numbers and symbols $\begin{array}{r} 600 \\ - 318 \\ \hline \end{array}$
Ungroup to subtract 318 and tell the new place-values I see _____ hundreds, _____ tens, and _____ ones	



Name _____ Date _____

Learning Target: I will subtract 3-digit numbers.

4th Grade - Readiness Standard 2 - 3.NBT.2b - Form B

1. We Do Together: Draw, ungroup, tell and subtract.

Draw 800 using tens and ones	Subtract 258 and show your thinking using numbers and symbols $\begin{array}{r} 800 \\ - 258 \\ \hline \end{array}$
Ungroup to subtract 258 and tell the new place-values I see _____ hundreds, _____ tens, and _____ ones	

2. Reflect: What questions do you have about subtracting 3-digit numbers?

3. You Do Together: Draw, ungroup, tell and subtract.

Draw 705 using tens and ones	Subtract 374 and show your thinking using numbers and symbols $\begin{array}{r} 705 \\ - 374 \\ \hline \end{array}$
Ungroup to subtract 374 and tell the new place-values I see _____ hundreds, _____ tens, and _____ ones	
Draw 630 using tens and ones	Subtract 281 and show your thinking using numbers and symbols $\begin{array}{r} 630 \\ - 281 \\ \hline \end{array}$
Ungroup to subtract 281 and tell the new place-values I see _____ hundreds, _____ tens, and _____ ones	



Name _____ Date _____

Learning Target: I will subtract 3-digit numbers.

4th Grade - Readiness Standard 2 - 3.NBT.2b - Form C

1. We Do Together: Draw, ungroup, tell and subtract.

Draw 703 using tens and ones	Subtract 239 and show your thinking using numbers and symbols $\begin{array}{r} 703 \\ - 239 \\ \hline \end{array}$
Ungroup to subtract 239 and tell the new place-values I see _____ hundreds, _____ tens, and _____ ones	

2. Reflect: What questions do you have about subtracting 3-digit numbers?

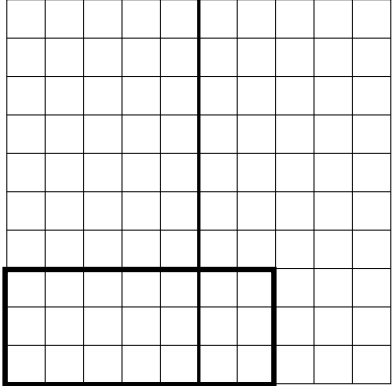
3. You Do Together: Draw, ungroup, tell and subtract.

Draw 560 using tens and ones	Subtract 148 and show your thinking using numbers and symbols $\begin{array}{r} 560 \\ - 148 \\ \hline \end{array}$
Ungroup to subtract 148 and tell the new place-values I see _____ hundreds, _____ tens, and _____ ones	
Draw 600 using tens and ones	Subtract 419 and show your thinking using numbers and symbols $\begin{array}{r} 600 \\ - 419 \\ \hline \end{array}$
Ungroup to subtract 419 and tell the new place-values I see _____ hundreds, _____ tens, and _____ ones	

Learning Target: I will multiply numbers from 0 to 10.

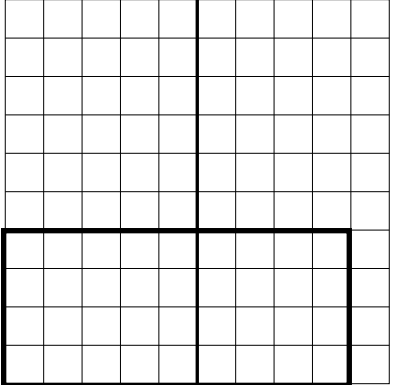
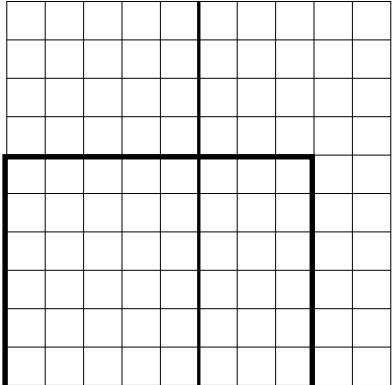
4th Grade - Readiness Standard 3 - 3.OA.7a - Form A

1. We Do Together: Label, tell, and think 5 and some more to write.

<p>Label the partial areas</p> <div style="text-align: center;">  </div> <p style="text-align: center;">5 + 2 = 7</p>	<p>Tell the areas you see</p> <p style="text-align: center;">$3 \times 5 = \underline{\hspace{1cm}}, 3 \times 2 = \underline{\hspace{1cm}}, 3 \times 7 = \underline{\hspace{1cm}}$</p> <hr/> <p>Write the parts of 7, subgroups and total</p> <p style="text-align: center;"> $3 \times 7 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ </p>
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2. Reflect: What questions do you have about multiplying numbers?

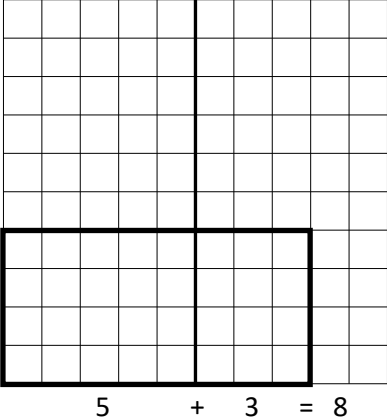
3. You Do Together: Label, tell, and think 5 and some more to write.

<p>Label the partial areas</p> <div style="text-align: center;">  </div> <p style="text-align: center;">5 + 4 = 9</p>	<p>Tell the areas you see</p> <p style="text-align: center;">$4 \times 5 = \underline{\hspace{1cm}}, 4 \times 4 = \underline{\hspace{1cm}}, 4 \times 9 = \underline{\hspace{1cm}}$</p> <hr/> <p>Write the parts of 9, subgroups and total</p> <p style="text-align: center;"> $4 \times 9 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ </p>
<p>Label the partial areas</p> <div style="text-align: center;">  </div> <p style="text-align: center;">5 + 3 = 8</p>	<p>Label the areas</p> <p style="text-align: center;">$6 \times 5 = \underline{\hspace{1cm}}, 6 \times 3 = \underline{\hspace{1cm}}, 6 \times 8 = \underline{\hspace{1cm}}$</p> <hr/> <p>Write the parts of 8, subgroups and total</p> <p style="text-align: center;"> $6 \times 8 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ </p>

Learning Target: I will multiply numbers from 0 to 10.

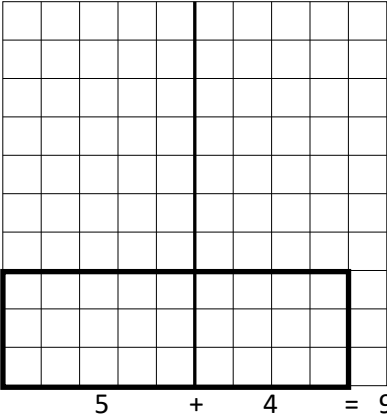
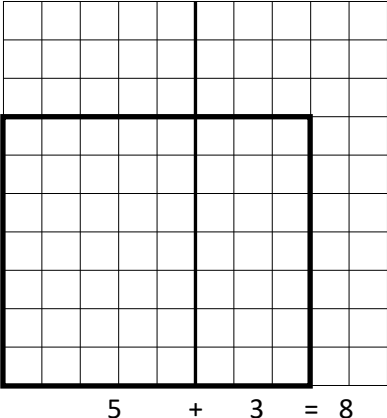
4th Grade - Readiness Standard 3 - 3.OA.7a - Form B

1. We Do Together: Label, tell, and think 5 and some more to write.

<p>Label the partial areas</p> <div style="text-align: center;">  <p>4</p> <p>5 + 3 = 8</p> </div>	<p>Tell the areas you see</p> <p>4 x 5 = _____, 4 x 3 = _____, 4 x 8 = _____</p> <hr/> <p>Write the parts of 8, subgroups and total</p> <p style="text-align: center;"> $4 \times 8 = \text{_____} + \text{_____} = \text{_____}$ </p>
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2. Reflect: What questions do you have about multiplying numbers?

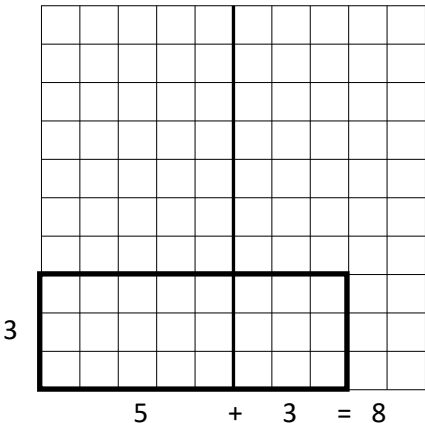
3. You Do Together: Label, tell, and think 5 and some more to write.

<p>Label the partial areas</p> <div style="text-align: center;">  <p>3</p> <p>5 + 4 = 9</p> </div>	<p>Tell the areas you see</p> <p>3 x 5 = _____, 3 x 4 = _____, 3 x 9 = _____</p> <hr/> <p>Write the parts of 9, subgroups and total</p> <p style="text-align: center;"> $3 \times 9 = \text{_____} + \text{_____} = \text{_____}$ </p>
<p>Label the partial areas</p> <div style="text-align: center;">  <p>7</p> <p>5 + 3 = 8</p> </div>	<p>Tell the areas you see</p> <p>7 x 5 = _____, 7 x 3 = _____, 7 x 8 = _____</p> <hr/> <p>Write the parts of 8, subgroups and total</p> <p style="text-align: center;"> $7 \times 8 = \text{_____} + \text{_____} = \text{_____}$ </p>

Learning Target: I will multiply numbers from 0 to 10.

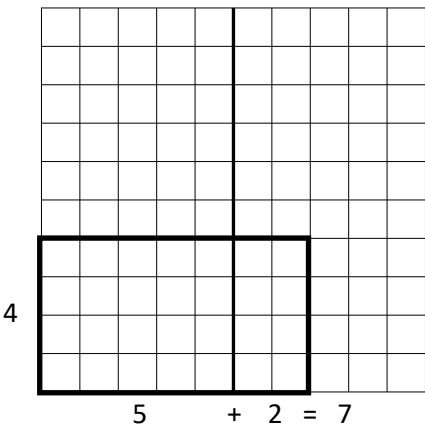
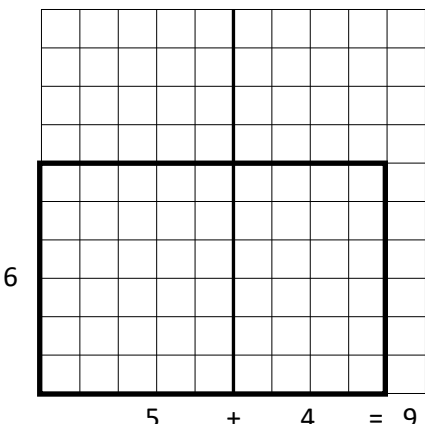
4th Grade - Readiness Standard 3 - 3.OA.7a - Form C

1. We Do Together: Label, tell, and think 5 and some more to write.

<p>Label the partial areas</p> <div style="text-align: center;">  </div>	<p>Tell the areas you see</p> <p style="text-align: center;">$3 \times 5 = \underline{\hspace{1cm}}, 3 \times 3 = \underline{\hspace{1cm}}, 3 \times 8 = \underline{\hspace{1cm}}$</p> <hr/> <p>Write the parts of 8, subgroups and total</p> <p style="text-align: center;"> $3 \times 8 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ </p>
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2. Reflect: What questions do you have about multiplying numbers?

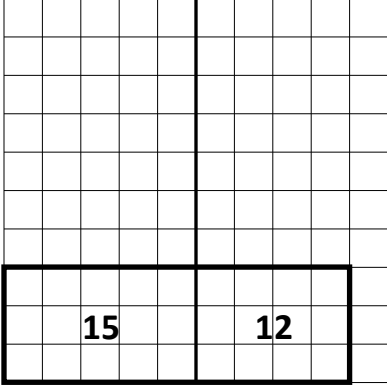
3. You Do Together: Label, tell, and think 5 and some more to write.

<p>Label the partial areas</p> <div style="text-align: center;">  </div>	<p>Tell the areas you see</p> <p style="text-align: center;">$4 \times 5 = \underline{\hspace{1cm}}, 4 \times 2 = \underline{\hspace{1cm}}, 4 \times 7 = \underline{\hspace{1cm}}$</p> <hr/> <p>Write the parts of 7, subgroups and total</p> <p style="text-align: center;"> $4 \times 7 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ </p>
<p>Label the partial areas</p> <div style="text-align: center;">  </div>	<p>Tell the areas you see</p> <p style="text-align: center;">$6 \times 5 = \underline{\hspace{1cm}}, 6 \times 4 = \underline{\hspace{1cm}}, 6 \times 9 = \underline{\hspace{1cm}}$</p> <hr/> <p>Write the parts of 8, subgroups and total</p> <p style="text-align: center;"> $6 \times 9 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ </p>

Learning Target: I will divide numbers by 1 to 10.

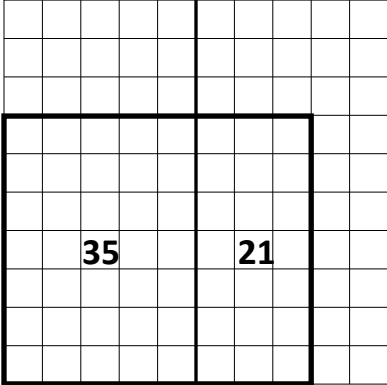
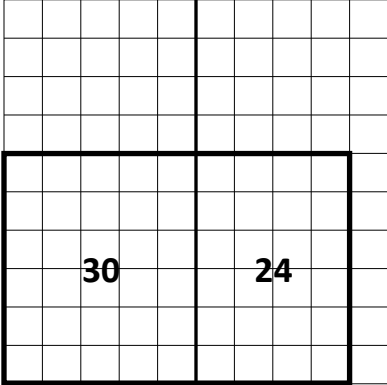
4th Grade - Readiness Standard 4 - 3.OA.7b - Form A

1. We Do Together: Label, think multiply to divide, and write.

<p>Label the missing lengths</p> <div style="text-align: center;">  </div>	<p>Think multiply to divide. Write the parts to help you multiply</p> <div style="text-align: center; margin: 20px 0;"> $3 \times \begin{array}{c} \text{ } \\ \diagup \quad \diagdown \end{array} = 27$ </div> <hr/> <p>Write the missing numbers</p> <div style="text-align: center; margin-top: 20px;"> $27 \div 3 = \underline{\hspace{2cm}}$ $27 \div 9 = \underline{\hspace{2cm}}$ </div>
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2. Reflect: What questions do you have about dividing numbers?

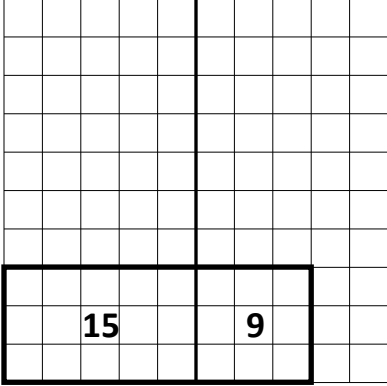
3. You Do Together: Label, think multiply to divide, and write.

<p>Label the missing lengths</p> <div style="text-align: center;">  </div>	<p>Think multiply to divide. Write the parts to help you multiply</p> <div style="text-align: center; margin: 20px 0;"> $7 \times \begin{array}{c} \text{ } \\ \diagup \quad \diagdown \end{array} = 56$ </div> <hr/> <p>Write the missing numbers</p> <div style="text-align: center; margin-top: 20px;"> $56 \div 7 = \underline{\hspace{2cm}}$ $56 \div 8 = \underline{\hspace{2cm}}$ </div>
<p>Label the missing lengths</p> <div style="text-align: center;">  </div>	<p>Think multiply to divide. Write the parts to help you multiply</p> <div style="text-align: center; margin: 20px 0;"> $6 \times \begin{array}{c} \text{ } \\ \diagup \quad \diagdown \end{array} = 54$ </div> <hr/> <p>Write the missing numbers</p> <div style="text-align: center; margin-top: 20px;"> $54 \div 6 = \underline{\hspace{2cm}}$ $54 \div 9 = \underline{\hspace{2cm}}$ </div>

Learning Target: I will divide numbers by 1 to 10.

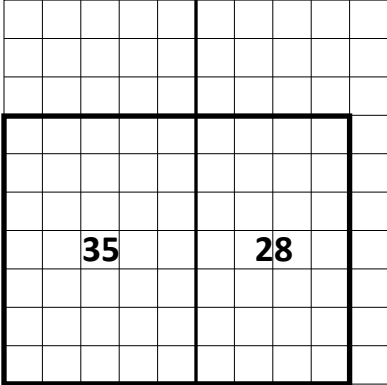
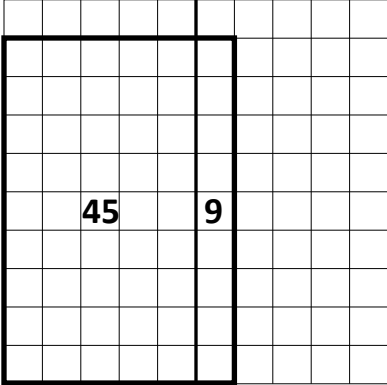
4th Grade - Readiness Standard 4 - 3.OA.7b - Form B

1. We Do Together: Label, think multiply to divide, and write.

<p>Label the missing lengths</p> <div style="text-align: center;">  </div>	<p>Think multiply to divide. Write the parts to help you multiply</p> <div style="text-align: center; margin: 20px 0;"> $3 \times \begin{array}{c} \text{ } \\ \diagup \quad \diagdown \end{array} = 24$ </div> <hr/> <p>Write the missing numbers</p> <div style="text-align: center; margin: 20px 0;"> $24 \div 3 = \underline{\hspace{2cm}}$ </div> <div style="text-align: center; margin: 20px 0;"> $24 \div 8 = \underline{\hspace{2cm}}$ </div>
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2. Reflect: What questions do you have about dividing numbers?

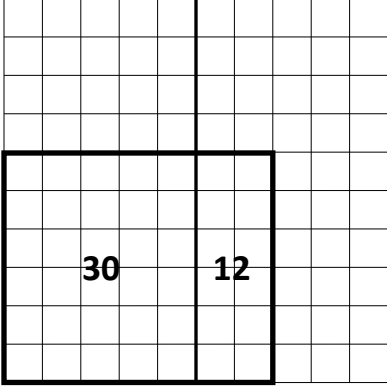
3. You Do Together: Label, think multiply to divide, and write.

<p>Label the missing lengths</p> <div style="text-align: center;">  </div>	<p>Think multiply to divide. Write the parts to help you multiply</p> <div style="text-align: center; margin: 20px 0;"> $7 \times \begin{array}{c} \text{ } \\ \diagup \quad \diagdown \end{array} = 63$ </div> <hr/> <p>Write the missing numbers</p> <div style="text-align: center; margin: 20px 0;"> $63 \div 7 = \underline{\hspace{2cm}}$ </div> <div style="text-align: center; margin: 20px 0;"> $63 \div 9 = \underline{\hspace{2cm}}$ </div>
<p>Label the missing lengths</p> <div style="text-align: center;">  </div>	<p>Think multiply to divide. Write the parts to help you multiply</p> <div style="text-align: center; margin: 20px 0;"> $9 \times \begin{array}{c} \text{ } \\ \diagup \quad \diagdown \end{array} = 54$ </div> <hr/> <p>Write the missing numbers</p> <div style="text-align: center; margin: 20px 0;"> $54 \div 9 = \underline{\hspace{2cm}}$ </div> <div style="text-align: center; margin: 20px 0;"> $54 \div 6 = \underline{\hspace{2cm}}$ </div>

Learning Target: I will divide numbers by 1 to 10.

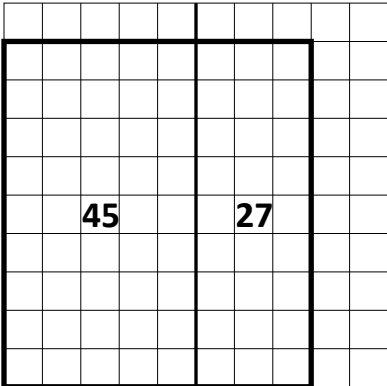
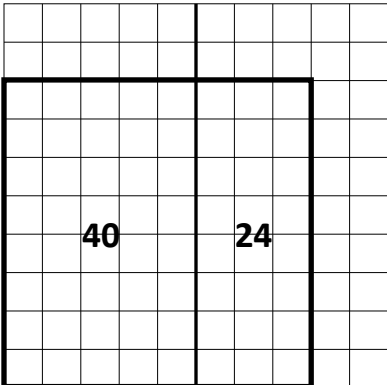
4th Grade - Readiness Standard 4 - 3.OA.7b - Form C

1. We Do Together: Label, think multiply to divide, and write.

<p>Label the missing lengths</p> <div style="text-align: center;">  </div>	<p>Think multiply to divide. Write the parts to help you multiply</p> $6 \times \frac{\quad}{\quad} = 42$ <hr/> <p>Write the missing numbers</p> $42 \div 6 = \underline{\quad}$ $42 \div 7 = \underline{\quad}$
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2. Reflect: What questions do you have about dividing numbers?


3. You Do Together: Label, think multiply to divide, and write.

<p>Label the missing lengths</p> <div style="text-align: center;">  </div>	<p>Think multiply to divide. Write the parts to help you multiply</p> $9 \times \frac{\quad}{\quad} = 72$ <hr/> <p>Write the missing numbers</p> $72 \div 9 = \underline{\quad}$ $72 \div 8 = \underline{\quad}$
<p>Label the missing lengths</p> <div style="text-align: center;">  </div>	<p>Think multiply to divide. Write the parts to help you multiply</p> $8 \times \frac{\quad}{\quad} = 56$ <hr/> <p>Write the missing numbers</p> $56 \div 8 = \underline{\quad}$ $56 \div 7 = \underline{\quad}$

Learning Target: I will name fractions on a number line.



4th Grade - Readiness Standard 5 - 3.NF.1 - Form A

1. We Do Together: Draw, label and tell.

<p>Draw eight equal parts and shade 3</p> <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 10px;"></div>	<p>Label the numerator or denominator of the fraction</p> <div style="text-align: center; margin-top: 20px;"> $\frac{3}{8}$  </div>
<p>Tell</p> <p>How many unshaded parts make up the whole rectangle? _____</p> <p>What fractional part of the rectangle appears to be shaded? _____ Unshaded? _____</p>	

2. Reflect: What questions do you have about naming fractions on a number line?

3. You Do Together: Draw, label and write.

<p>Draw six equal parts and shade 5</p> <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 10px;"></div>	<p>Label the numerator or denominator of the fraction</p> <div style="text-align: center; margin-top: 20px;"> $\frac{5}{6}$  </div>
<p>Tell</p> <p>How many unshaded parts make up the whole rectangle? _____</p> <p>What fractional part of the rectangle appears to be shaded? _____ Unshaded? _____</p>	
<p>Draw four equal parts and shade 1</p> <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 10px;"></div>	<p>Label the numerator or denominator of the fraction</p> <div style="text-align: center; margin-top: 20px;"> $\frac{1}{4}$  </div>
<p>Tell</p> <p>How many unshaded parts make up the whole rectangle? _____</p> <p>What fractional part of the rectangle appears to be shaded? _____ Unshaded? _____</p>	





Name _____ Date _____

Learning Target: I will name fractions on a number line.

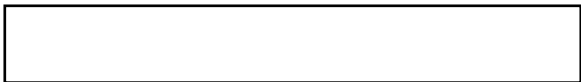

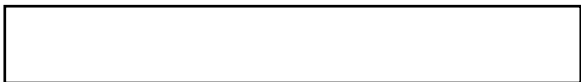

4th Grade - Readiness Standard 5 - 3.NF.1 - Form B

1. We Do Together: Draw, label and tell.

Draw six equal parts and shade 5 	Label the numerator or denominator $\frac{5}{6}$ 
Tell How many unshaded parts make up the whole rectangle? _____ What fractional part of the rectangle appears to be shaded? _____ Unshaded? _____	

2. Reflect: What questions do you have about naming fractions on a number line?

3. You Do Together: Draw, label and write.

Draw eight equal parts and shade 3 	Label the numerator or denominator $\frac{3}{8}$ 
Tell How many unshaded parts make up the whole rectangle? _____ What fractional part of the rectangle appears to be shaded? _____ Unshaded? _____	
Draw three equal parts and shade 2 	Label the numerator or denominator $\frac{2}{3}$ 
Tell How many unshaded parts make up the whole rectangle? _____ What fractional part of the rectangle appears to be shaded? _____ Unshaded? _____	

Learning Target: I will name fractions on a number line.

4th Grade - Readiness Standard 5 - 3.NF.1 - Form C

1. We Do Together: Draw, label and tell.

Draw nine equal parts and shade 4 <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	Label the numerator or denominator <div style="text-align: center;"> $\frac{4}{9}$ </div>
Tell How many unshaded parts make up the whole rectangle? _____ What fractional part of the rectangle appears to be shaded? _____ Unshaded? _____	

2. Reflect: What questions do you have about naming fractions on a number line?

3. You Do Together: Draw, label and write.

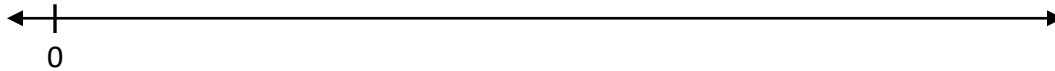
Draw eight equal parts and shade 5 <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	Label the numerator or denominator <div style="text-align: center;"> $\frac{5}{8}$ </div>
Tell How many unshaded parts make up the whole rectangle? _____ What fractional part of the rectangle appears to be shaded? _____ Unshaded? _____	
Draw six equal parts and shade 1 <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	Label the numerator or denominator <div style="text-align: center;"> $\frac{1}{6}$ </div>
Tell How many unshaded parts make up the whole rectangle? _____ What fractional part of the rectangle appears to be shaded? _____ Unshaded? _____	

Learning Target: I will name fractions on a number line.

4th Grade - Readiness Standard 6 - 3.NF.2 - Form A

1. We Do Together: Draw, label and write.

Draw and label sixths from zero to two



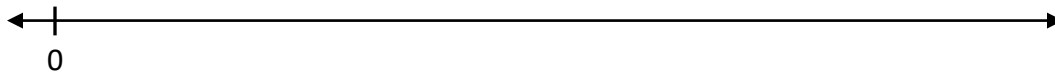
Place and label points each location on the number line

A = one-sixth B = four-sixths C = six-sixths D = ten-sixths

2. Reflect: What questions do you have about naming fractions on a number line?

3. You Do Together: Draw, label and write.

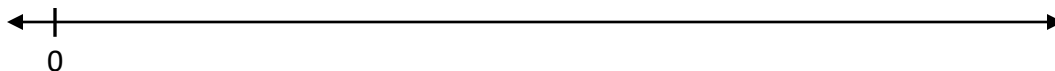
Draw and label eighths from zero to two



Place and label points each location on the number line

A = three-eighths B = seven-eighths C = fourteen-eighths D = sixteen-eighths

Draw and label thirds from zero to two



Place and label points each location on the number line

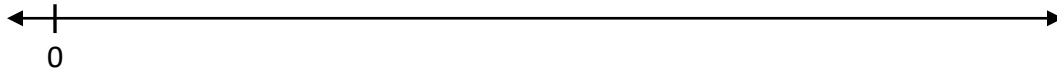
A = one-third B = three-thirds C = four-thirds D = six-thirds

Learning Target: I will name fractions on a number line.

4th Grade - Readiness Standard 6 - 3.NF.2 - Form B

1. We Do Together: Draw, label and write.

Draw and label eighths from zero to two



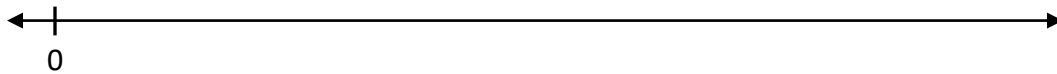
Place and label points each location on the number line

A = one-eighth B = four-eighths C = six-eighths D = thirteen-eighths

2. Reflect: What questions do you have about naming fractions on a number line?

3. You Do Together: Draw, label and write.

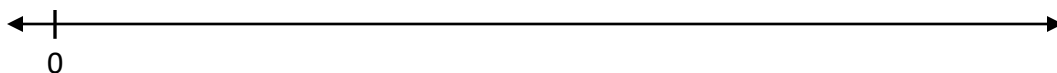
Draw and label sixths from zero to two



Place and label points each location on the number line

A = two-sixths B = five-sixths C = eight-sixths D = twelve-sixths

Draw and label fourths from zero to two



Place and label points each location on the number line

A = one-third B = three-thirds C = four-thirds D = five-thirds



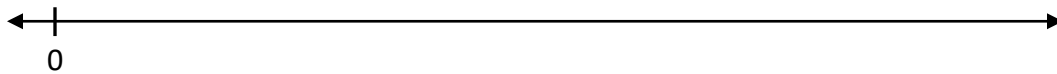
Name _____ Date _____

Learning Target: I will name fractions on a number line.

4th Grade - Readiness Standard 6 - 3.NF.2 - Form C

1. We Do Together: Draw, label and write.

Draw and label sixths from zero to two



Place and label points each location on the number line

A = one-sixth

B = five-sixths

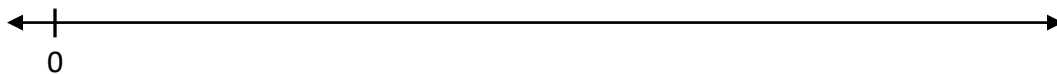
C = seven-sixths

D = twelve-sixths

2. Reflect: What questions do you have about naming fractions on a number line?

3. You Do Together: Draw, label and write.

Draw and label eighths from zero to two



Place and label points each location on the number line

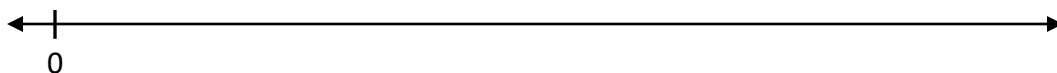
A = three-eighths

B = five-eighths

C = eight-eighths

D = thirteen-eighths

Draw and label thirds from zero to two



Place and label points each location on the number line

A = one-third

B = two-thirds

C = four-thirds

D = six-thirds

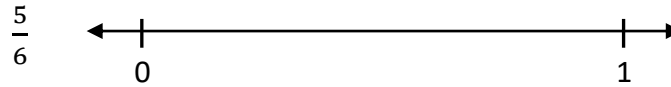
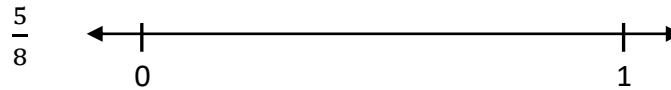
Learning Target: I will compare fractions with the same numerator or same denominator

4th Grade - Readiness Standard 7 - 3.NF.3d
- Form A

$<$ or $>$
 Less Than Greater Than

1. We Do Together: Draw, compare and tell.

Draw each point on a number line



Compare using $>$ or $<$

$$\frac{5}{8} \quad \frac{5}{6}$$

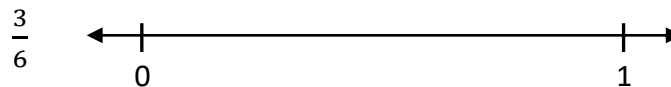
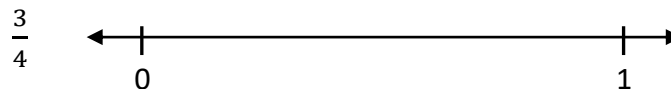
Tell how you could compare without a drawing

Both have 5 parts from the same size whole and _____

2. Reflect: What questions do you have about comparing fractions?

3. You Do Together: Draw, compare and tell.

Draw each point on a number line



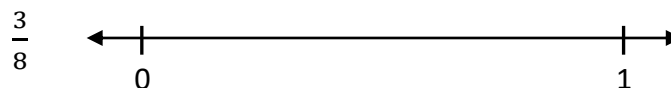
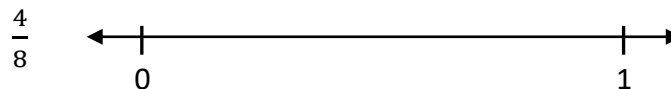
Compare using $>$ or $<$

$$\frac{3}{4} \quad \frac{3}{6}$$

Tell how you could compare without a drawing

Both have 3 parts from the same size whole and _____

Draw each point on a number line



Compare using $>$ or $<$

$$\frac{4}{8} \quad \frac{3}{8}$$

Tell how you could compare without a drawing

Both have parts that are the same size and _____

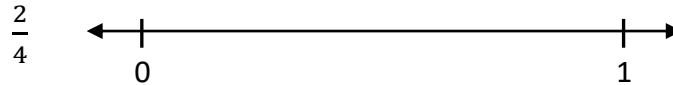
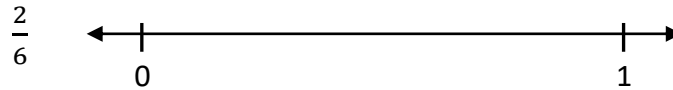
Learning Target: I will compare fractions with the same numerator or same denominator

4th Grade - Readiness Standard 7 - 3.NF.3d
- Form B

$<$ or $>$
 Less Than Greater Than

1. We Do Together: Draw, compare and tell.

Draw each point on a number line



Compare using $>$ or $<$

$$\frac{2}{6} \quad \frac{2}{4}$$

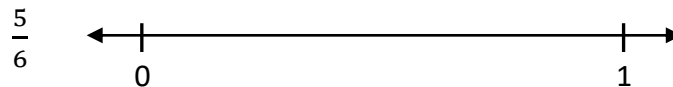
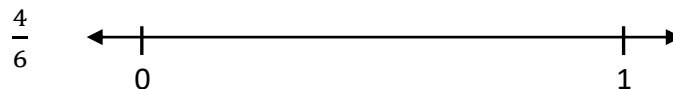
Tell how you could compare without a drawing

Both have 2 parts from the same size whole and _____

2. Reflect: What questions do you have about comparing fractions?

3. You Do Together: Draw, compare and tell.

Draw each point on a number line



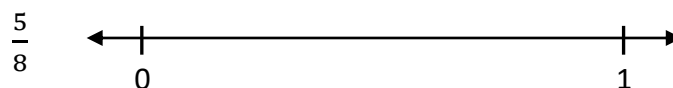
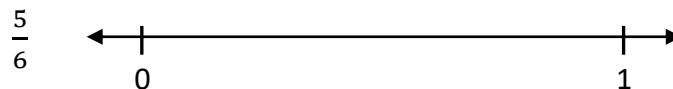
Compare using $>$ or $<$

$$\frac{4}{6} \quad \frac{5}{6}$$

Tell how you could compare without a drawing

Both have parts that are the same size and _____

Draw each point on a number line



Compare using $>$ or $<$

$$\frac{5}{6} \quad \frac{5}{8}$$

Tell how you could compare without a drawing

Both have 5 parts from the same size whole and _____

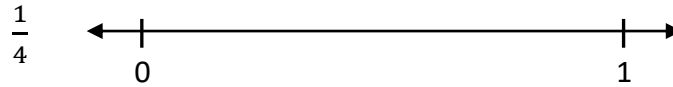
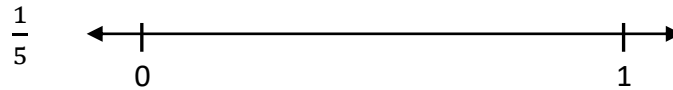
Learning Target: I will compare fractions with the same numerator or same denominator

4th Grade - Readiness Standard 7 - 3.NF.3d
- Form C

$<$ or $>$
 Less Than Greater Than

1. We Do Together: Draw, compare and tell.

Draw each point on a number line



Compare using $>$ or $<$

$$\frac{1}{5} \quad \frac{1}{4}$$

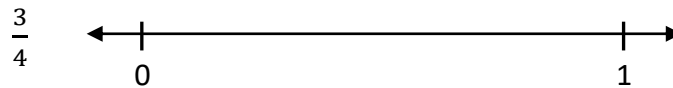
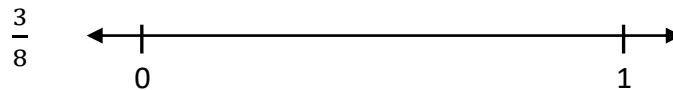
Tell how you could compare without a drawing

Both have 1 part from the same size whole and _____

2. Reflect: What questions do you have about comparing fractions?

3. You Do Together: Draw, compare and tell.

Draw each point on a number line



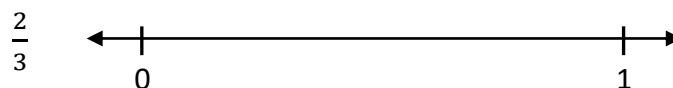
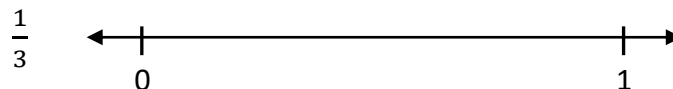
Compare using $>$ or $<$

$$\frac{3}{8} \quad \frac{3}{4}$$

Tell how you could compare without a drawing

Both have 3 parts from the same size whole and _____

Draw each point on a number line



Compare using $>$ or $<$

$$\frac{1}{3} \quad \frac{2}{3}$$

Tell how you could compare without a drawing

Both have parts that are the same size and _____

Learning Target: I will add 3-digit numbers.

4th Grade - Readiness Standard 1 - 3.NBT.2a - Form A

1. We Do Together: Draw, tell and show.

<p>Draw $859 + 674$ using hundreds, tens, and ones</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>859</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">8</div> </div> <div style="margin-right: 20px;"> <p>674</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">6</div> </div> </div>	<p>Show your thinking using numbers and symbols</p> <div style="display: flex; justify-content: space-around;"> $\begin{array}{r} 859 \\ + 674 \\ \hline 1400 \\ 120 \\ + 13 \\ \hline 1533 \end{array}$ $\begin{array}{r} 13 \\ 120 \\ + 1400 \\ \hline 1533 \end{array}$ </div>
<p>Tell what totals you see</p> <p>I see <u>14</u> hundreds, <u>12</u> tens, and <u>13</u> ones</p>	

2. Reflect: What questions do you have about adding 3-digit numbers?

3. You Do Together: Draw, tell and show.

<p>Draw $437 + 748$ using hundreds, tens, and ones</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>437</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">4</div> </div> <div style="margin-right: 20px;"> <p>748</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">7</div> </div> </div>	<p>Show your thinking using numbers and symbols</p> <div style="display: flex; justify-content: space-around;"> $\begin{array}{r} 437 \\ + 748 \\ \hline 1100 \\ 700 \\ + 15 \\ \hline 1815 \end{array}$ $\begin{array}{r} 15 \\ 700 \\ + 1100 \\ \hline 1815 \end{array}$ </div>
<p>Tell what totals you see</p> <p>I see <u>11</u> hundreds, <u>7</u> tens, and <u>15</u> ones</p>	

<p>Draw $695 + 237$ using hundreds, tens, and ones</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>695</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">6</div> </div> <div style="margin-right: 20px;"> <p>237</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">2</div> </div> </div>	<p>Show your thinking using numbers and symbols</p> <div style="display: flex; justify-content: space-around;"> $\begin{array}{r} 695 \\ + 237 \\ \hline 800 \\ 120 \\ + 12 \\ \hline 932 \end{array}$ $\begin{array}{r} 12 \\ 120 \\ + 800 \\ \hline 932 \end{array}$ </div>
<p>Tell what totals you see</p> <p>I see <u>8</u> hundreds, <u>12</u> tens, and <u>12</u> ones</p>	

Learning Target: I will subtract 3-digit numbers.

4th Grade - Readiness Standard 2 - 3.NBT.2b - Form A

1. We Do Together: Draw, ungroup, tell and subtract.

<p>Draw 502 using tens and ones</p> <p>Ungroup to subtract 135 and tell the new place-values</p> <p>I see <u>4</u> hundreds, <u>9</u> tens, and <u>12</u> ones</p>	<p>Subtract 135 and show your thinking using numbers and symbols</p> $ \begin{array}{r} 9 \\ 4 \cancel{0} 12 \\ \cancel{5} 0 \cancel{2} \\ - 135 \\ \hline 367 \end{array} $
--	--

2. Reflect: What questions do you have about subtracting 3-digit numbers?

3. You Do Together: Draw, ungroup, tell and subtract.

<p>Draw 750 using tens and ones</p> <p>Ungroup to subtract 297 and tell the new place-values</p> <p>I see <u>6</u> hundreds, <u>14</u> tens, and <u>10</u> ones</p>	<p>Subtract 297 and show your thinking using numbers and symbols</p> $ \begin{array}{r} 14 \\ 6 \cancel{5} 10 \\ \cancel{7} 5 \cancel{0} \\ - 297 \\ \hline 453 \end{array} $
<p>Draw 600 using tens and ones</p> <p>Ungroup to subtract 318 and tell the new place-values</p> <p>I see <u>5</u> hundreds, <u>9</u> tens, and <u>10</u> ones</p>	<p>Subtract 318 and show your thinking using numbers and symbols</p> $ \begin{array}{r} 9 \\ 5 \cancel{0} 10 \\ \cancel{6} 0 \cancel{0} \\ - 318 \\ \hline 282 \end{array} $

Learning Target: I will multiply numbers from 0 to 10.

4th Grade - Readiness Standard 3 - 3.OA.7a - Form A

1. We Do Together: Label, tell, and think 5 and some more to write.

<p>Label the partial areas</p> <div style="text-align: center;"> </div>	<p>Tell the areas you see</p> <p>$3 \times 5 = \underline{15}$, $3 \times 2 = \underline{6}$, $3 \times 7 = \underline{21}$</p> <hr/> <p>Write the parts of 7, subgroups and total</p> <div style="text-align: center;"> $\begin{array}{c} 3 \times 7 = \underline{15} + \underline{6} = \underline{21} \\ \swarrow \quad \searrow \\ 5 \quad 2 \end{array}$ </div>
--	---

2. Reflect: What questions do you have about multiplying numbers?

3. You Do Together: Label, tell, and think 5 and some more to write.

<p>Label the partial areas</p> <div style="text-align: center;"> </div>	<p>Tell the areas you see</p> <p>$4 \times 5 = \underline{20}$, $4 \times 4 = \underline{16}$, $4 \times 9 = \underline{36}$</p> <hr/> <p>Write the parts of 9, subgroups and total</p> <div style="text-align: center;"> $\begin{array}{c} 4 \times 9 = \underline{20} + \underline{16} = \underline{36} \\ \swarrow \quad \searrow \\ 5 \quad 4 \end{array}$ </div>
<p>Label the partial areas</p> <div style="text-align: center;"> </div>	<p>Label the areas</p> <p>$6 \times 5 = \underline{30}$, $6 \times 3 = \underline{18}$, $6 \times 8 = \underline{48}$</p> <hr/> <p>Write the parts of 8, subgroups and total</p> <div style="text-align: center;"> $\begin{array}{c} 6 \times 8 = \underline{30} + \underline{18} = \underline{48} \\ \swarrow \quad \searrow \\ 5 \quad 3 \end{array}$ </div>

Learning Target: I will divide numbers by 1 to 10.

4th Grade - Readiness Standard 4 - 3.OA.7b - Form A

1. We Do Together: Label, think multiply to divide, and write.

<p>Label the missing lengths</p>	<p>Think multiply to divide. Write the parts to help you multiply</p> $3 \times \begin{array}{c} 9 \\ \swarrow \searrow \\ 5 \quad 4 \end{array} = 27$ <p>Write the missing numbers</p> $27 \div 3 = \underline{9}$ $27 \div 9 = \underline{3}$
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2. Reflect: What questions do you have about dividing numbers?


3. You Do Together: Label, think multiply to divide, and write.

<p>Label the missing lengths</p>	<p>Think multiply to divide. Write the parts to help you multiply</p> $7 \times \begin{array}{c} 8 \\ \swarrow \searrow \\ 5 \quad 3 \end{array} = 56$ <p>Write the missing numbers</p> $56 \div 7 = \underline{8}$ $56 \div 8 = \underline{7}$
<p>Label the missing lengths</p>	<p>Think multiply to divide. Write the parts to help you multiply</p> $6 \times \begin{array}{c} 9 \\ \swarrow \searrow \\ 5 \quad 4 \end{array} = 54$ <p>Write the missing numbers</p> $54 \div 6 = \underline{9}$ $54 \div 9 = \underline{6}$

Learning Target: I will name fractions on a number line.

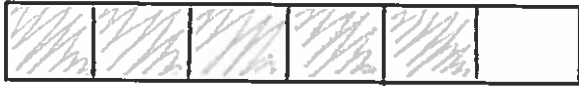
4th Grade - Readiness Standard 5 - 3.NF.1 - Form A

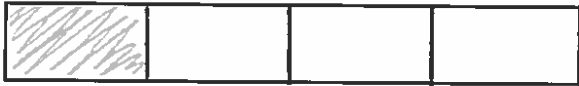
1. We Do Together: Draw, label and tell.

<p>Draw eight equal parts and shade 3</p> 	<p>Label the numerator or denominator of the fraction</p> <p style="text-align: center;"> $\frac{3}{8}$ ← numerator </p>
<p>Tell</p> <p>How many unshaded parts make up the whole rectangle? <u>5</u></p> <p>What fractional part of the rectangle appears to be shaded? <u>$\frac{3}{8}$</u> Unshaded? <u>$\frac{5}{8}$</u></p>	

2. Reflect: What questions do you have about naming fractions on a number line?

3. You Do Together: Draw, label and write.

<p>Draw six equal parts and shade 5</p> 	<p>Label the numerator or denominator of the fraction</p> <p style="text-align: center;"> $\frac{5}{6}$ ← denominator </p>
<p>Tell</p> <p>How many unshaded parts make up the whole rectangle? <u>1</u></p> <p>What fractional part of the rectangle appears to be shaded? <u>$\frac{5}{6}$</u> Unshaded? <u>$\frac{1}{6}$</u></p>	

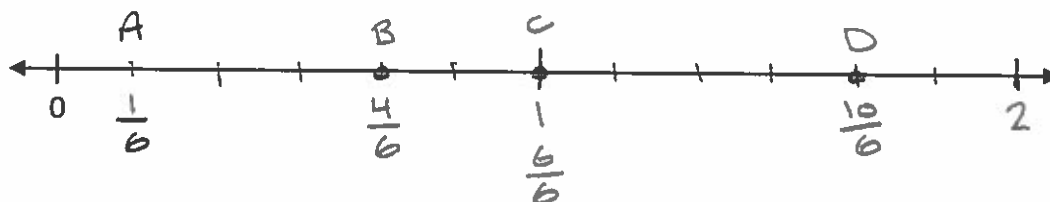
<p>Draw four equal parts and shade 1</p> 	<p>Label the numerator or denominator of the fraction</p> <p style="text-align: center;"> $\frac{1}{4}$ ← numerator </p>
<p>Tell</p> <p>How many unshaded parts make up the whole rectangle? <u>3</u></p> <p>What fractional part of the rectangle appears to be shaded? <u>$\frac{1}{4}$</u> Unshaded? <u>$\frac{3}{4}$</u></p>	

Learning Target: I will name fractions on a number line.

4th Grade - Readiness Standard 6 - 3.NF.2 - Form A

1. We Do Together: Draw, label and write.

Draw and label sixths from zero to two



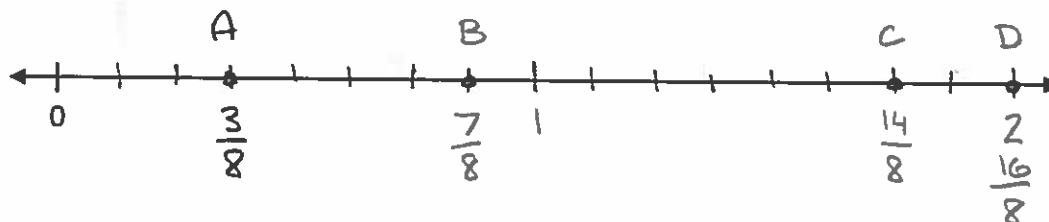
Place and label points each location on the number line

A = one-sixth B = four-sixths C = six-sixths D = ten-sixths

2. Reflect: What questions do you have about naming fractions on a number line?

3. You Do Together: Draw, label and write.

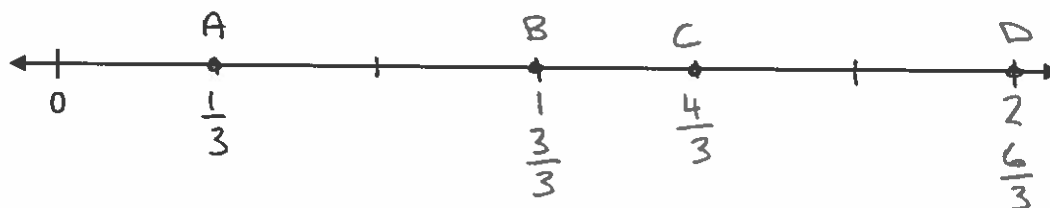
Draw and label eighths from zero to two



Place and label points each location on the number line

A = three-eighths B = seven-eighths C = fourteen-eighths D = sixteen-eighths

Draw and label thirds from zero to two



Place and label points each location on the number line

A = one-third B = three-thirds C = four-thirds D = six-thirds

Learning Target: I will compare fractions with the same numerator or same denominator

4th Grade - Readiness Standard 7 - 3.NF.3d
- Form A

1. **We Do Together:** Draw, compare and tell.

< or >
Less Than Greater Than

Draw each point on a number line



Compare using > or <

$$\frac{5}{8} < \frac{5}{6}$$

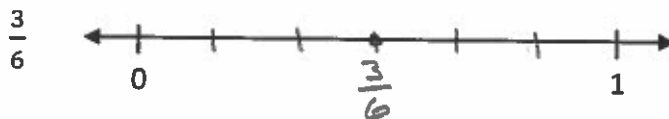
Tell how you could compare without a drawing

Both have 5 parts from the same size whole and 8^{ths} are smaller than 6^{ths}

2. **Reflect:** What questions do you have about comparing fractions?

3. **You Do Together:** Draw, compare and tell.

Draw each point on a number line



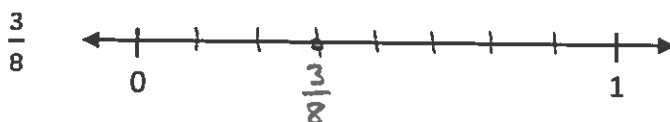
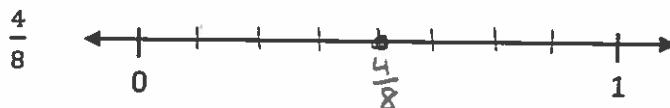
Compare using > or <

$$\frac{3}{4} > \frac{3}{6}$$

Tell how you could compare without a drawing

Both have 3 parts from the same size whole and 4^{ths} are bigger than 6^{ths}

Draw each point on a number line



Compare using > or <

$$\frac{4}{8} > \frac{3}{8}$$

Tell how you could compare without a drawing

Both have parts that are the same size and 4 parts are more than 3 parts