

SKILL BOOSTERS: FRACTION CONCEPTS WEEK 1

SKILLS OF THE WEEK

- | | |
|---|--------------------|
| A. Notation | B. Fraction models |
| C. Multiply by 10, whole (addition/subtraction) | D. Order fractions |

DAY 1	DAY 2
<p>A. Write 3 divided by 12 in three different ways.</p> <p>B. Draw $\frac{2}{5}$ using a set model.</p> <p>C. Compute: a. $23(1,000)$ b. $500 + 56 - 78$</p> <p>D. Place $\frac{1}{4}$, $\frac{3}{5}$, and $\frac{7}{8}$ on a number line.</p>	<p>A. Write 2 divided by 8 in three different ways.</p> <p>B. Draw $\frac{3}{4}$ using a set model.</p> <p>C. Compute: a. $431(100)$ b. $72 - (6 + 7)$</p> <p>D. Place $\frac{1}{3}$, $\frac{4}{5}$, and $\frac{4}{7}$ on a number line.</p>
DAY 3	DAY 4
<p>A. Write $\frac{5}{6}$ in three different ways.</p> <p>B. Draw $\frac{1}{3}$ using a linear model.</p> <p>C. Compute: a. $52(10)$ b. $300 + 42 - 17$</p> <p>D. Place $\frac{2}{4}$, $\frac{2}{8}$, and $\frac{2}{10}$ on a number line.</p>	<p>A. Write $\frac{4}{5}$ in three different ways.</p> <p>B. Draw $\frac{5}{8}$ using a model of your choice. (area, set, or linear)</p> <p>C. Compute: a. $676(1,000)$ b. $450 - 46 + 4$</p> <p>D. Place $\frac{1}{8}$, $\frac{4}{9}$, and $\frac{7}{10}$ on a number line.</p>

SKILL BOOSTERS: FRACTION CONCEPTS WEEK 2

SKILLS OF THE WEEK

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|---|--------------------------|
| A. Identify factors, whole (multiplication) | B. Equivalence (Big 1) |
| C. Equivalence (mixed numbers) | D. Equivalence (diagram) |

DAY 1	DAY 2
A. a. List the factors of 18. b. Compute: 48(12) B. Use the big 1 to find n : $\frac{3}{5} = \frac{n}{15}$ C. Write $2\frac{1}{5}$ as a sum. D. Show $\frac{1}{5} = \frac{2}{10}$.	A. a. List the factors of 24. b. Compute: 25(21) B. Use the big 1 to find n : $\frac{3}{4} = \frac{n}{16}$ C. Write $2\frac{1}{5}$ as an improper fraction. D. Show $\frac{1}{4} = \frac{3}{12}$.
DAY 3	DAY 4
A. a. List the factors of 30. b. Compute: 17(18) B. Use the big 1 to write $\frac{8}{12}$ in simplest form. C. Write $\frac{9}{4}$ as a mixed number and as a sum. D. Show $\frac{5}{10} = \frac{1}{2}$.	A. a. List the factors of 36. b. Compute: 34(13) B. Use the big 1 to write $\frac{4}{18}$ in simplest form. C. Write $4\frac{1}{3}$ as an improper fraction. D. Show $\frac{3}{9} = \frac{1}{3}$.

SKILL BOOSTERS: FRACTION CONCEPTS WEEK 3

SKILLS OF THE WEEK

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|------------------------------|--------------------------|
| A. Notation | B. Equivalence (diagram) |
| C. LCM/GCF, whole (division) | D. Number Lines |

DAY 1	DAY 2
<p>A. Write $\frac{6}{20}$ in three different ways.</p> <p>B. Show that $\frac{6}{10} = \frac{3}{5}$ using a diagram.</p> <p>C. a. Find the LCM and GCF of 18 and 24.</p> <p style="padding-left: 20px;">b. Compute: $425 \div 17$</p> <p>D. Locate $\frac{3}{4}$ on a number line.</p>	<p>A. Write 9 divided by 10 in three different ways.</p> <p>B. Show that $\frac{1}{3} = \frac{4}{12}$ using a diagram.</p> <p>C. a. Find the LCM and GCF of 12 and 32.</p> <p style="padding-left: 20px;">b. Compute: $1020 \div 30$</p> <p>D. Locate $1\frac{2}{5}$ on a number line.</p>
DAY 3	DAY 4
<p>A. Write $\frac{4}{25}$ in three different ways.</p> <p>B. Show that $\frac{6}{12} = \frac{1}{2}$ using a diagram.</p> <p>C. a. Find the LCM and GCF of 10 and 25.</p> <p style="padding-left: 20px;">b. Compute: $504 \div 24$</p> <p>D. Locate $-\frac{1}{8}$ on a number line.</p>	<p>A. Write 5 divided by 15 in three different ways.</p> <p>B. Show that $\frac{1}{4} = \frac{3}{12}$ using a diagram.</p> <p>C. a. Find the LCM and GCF of 30 and 36.</p> <p style="padding-left: 20px;">b. Compute: $882 \div 21$</p> <p>D. Locate $-2\frac{1}{3}$ on a number line.</p>

SKILL BOOSTERS: FRACTION CONCEPTS WEEK 4

SKILLS OF THE WEEK

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|--|------------------------|
| A. Order of operations, whole (multiplication) | B. Fraction models |
| C. Order fractions | D. Equivalence (Big 1) |

DAY 1	DAY 2
<p>A. Compute:</p> <p style="margin-left: 20px;">a. $8 \div 4 \bullet 2$</p> <p style="margin-left: 20px;">b. $234(75)$</p> <p>B. Draw a picture of $\frac{2}{3}$ using a set model.</p> <p>C. Place $\frac{2}{5}$, $\frac{7}{8}$, and $\frac{6}{10}$ on a number line.</p> <p>D. Use the big 1 to find n: $\frac{2}{5} = \frac{n}{25}$</p>	<p>A. Compute:</p> <p style="margin-left: 20px;">a. $3(25 - 12)$</p> <p style="margin-left: 20px;">b. $751(34)$</p> <p>B. Draw a picture of $\frac{2}{5}$ using an area model.</p> <p>C. Place $\frac{2}{3}$, $\frac{2}{6}$, and $\frac{2}{5}$ on a number line.</p> <p>D. Use the big 1 to write $\frac{12}{16}$ in simplest form.</p>
DAY 3	DAY 4
<p>A. Compute:</p> <p style="margin-left: 20px;">a. $4 + 20 \bullet 4$</p> <p style="margin-left: 20px;">b. $162(12)$</p> <p>B. Draw a picture of $\frac{5}{6}$ using a linear model.</p> <p>C. Place $\frac{3}{4}$, $\frac{4}{10}$, and $\frac{1}{12}$ on a number line.</p> <p>D. Use the big 1 to find n: $\frac{2}{3} = \frac{n}{24}$</p>	<p>A. Compute:</p> <p style="margin-left: 20px;">a. $505 - 36 \div 6$</p> <p style="margin-left: 20px;">b. $82(176)$</p> <p>B. Draw a picture of $\frac{1}{6}$ using a model of your choice.</p> <p>C. Place $\frac{4}{5}$, $\frac{5}{8}$, and $\frac{1}{3}$ on a number line.</p> <p>D. Use the big 1 to write $\frac{6}{18}$ in simplest form.</p>

SKILL BOOSTERS: FRACTION CONCEPTS WEEK 5

SKILLS OF THE WEEK

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|---------------------|--------------------------------|
| A. Number lines | B. Equivalence (mixed numbers) |
| C. Whole (division) | D. Order fractions |

DAY 1	DAY 2
<p>A. Locate $2\frac{4}{5}$ on a number line.</p> <p>B. Write $2\frac{3}{4}$ as a sum.</p> <p>C. Compute: $846 \div 9$</p> <p>D. Place $\frac{17}{25}$, $\frac{3}{10}$, and $\frac{4}{8}$ on a number line.</p>	<p>A. Locate $3\frac{1}{3}$ on a number line.</p> <p>B. Write $3\frac{1}{8}$ as an improper fraction.</p> <p>C. Compute: $\frac{1431}{27}$</p> <p>D. Place $\frac{3}{7}$, $\frac{3}{9}$, and $\frac{6}{8}$ on a number line.</p>
DAY 3	DAY 4
<p>A. Locate $2\frac{3}{4}$ on a number line.</p> <p>B. Write $\frac{36}{5}$ as a mixed number.</p> <p>C. Compute: 825 divided by 15</p> <p>D. Place $\frac{3}{5}$, $\frac{5}{6}$, and $\frac{13}{14}$ on a number line.</p>	<p>A. Locate $1\frac{1}{8}$ on a number line.</p> <p>B. Write $2\frac{4}{5}$ as an improper fraction.</p> <p>C. Compute: $16 \overline{)432}$</p> <p>D. Place $\frac{3}{8}$, $\frac{5}{11}$, and $\frac{5}{6}$ on a number line.</p>