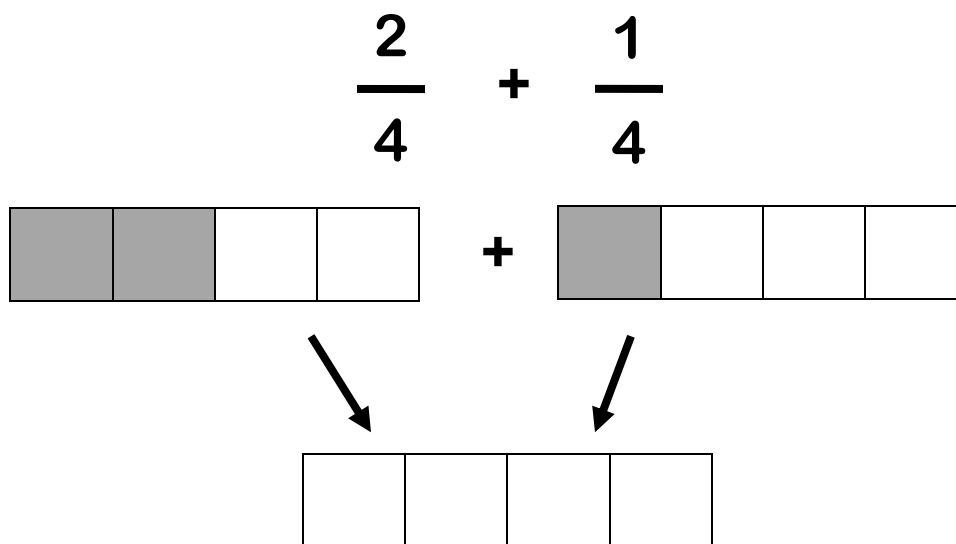
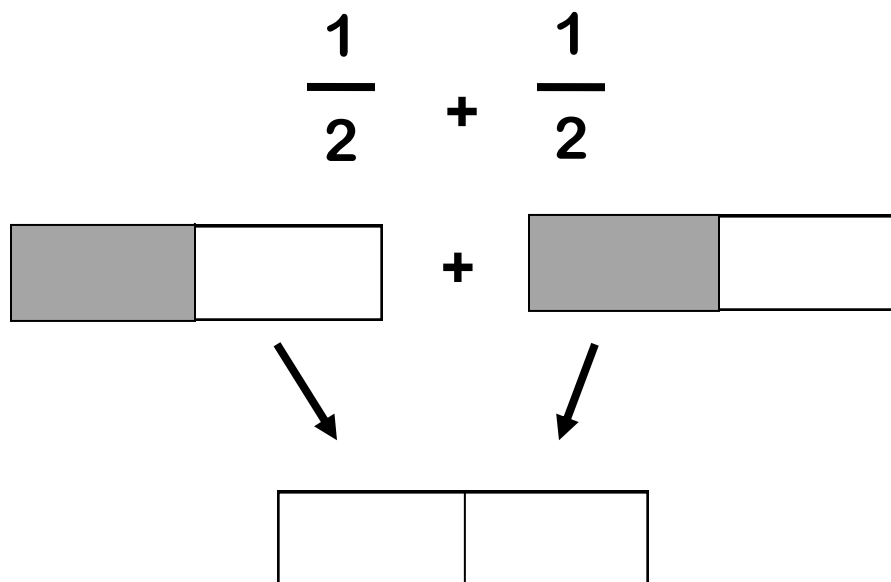
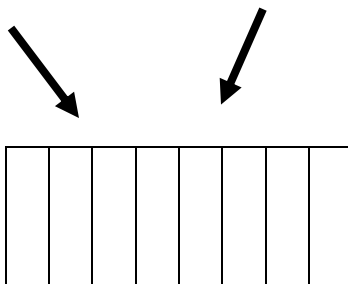
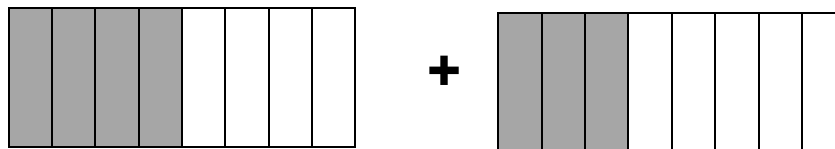


Adding with Like Denominators with Shaded Pieces

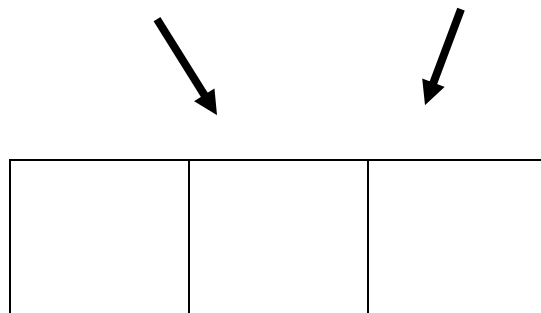
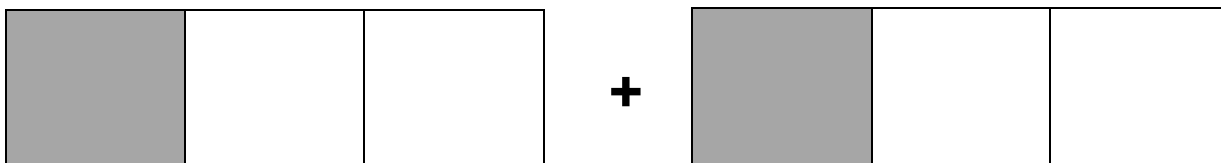


Adding with Like Denominators

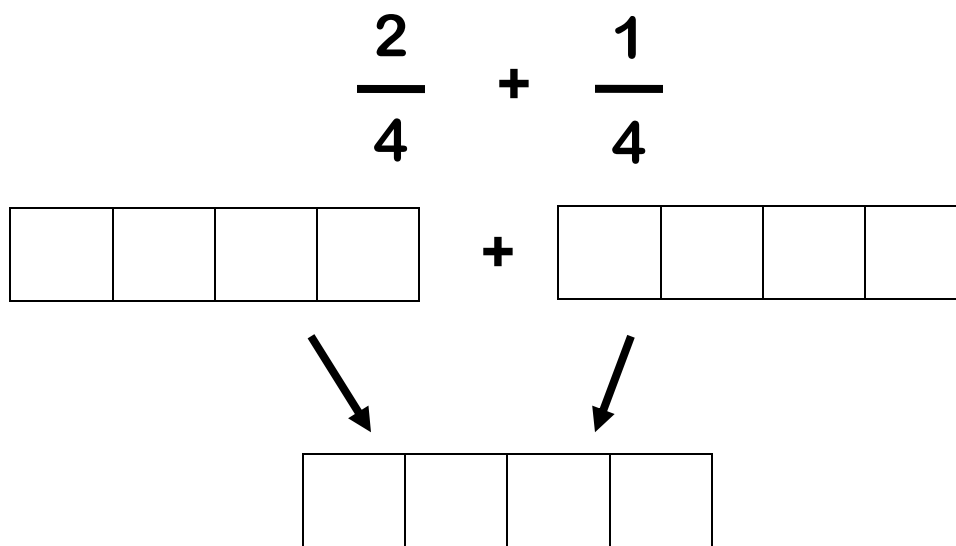
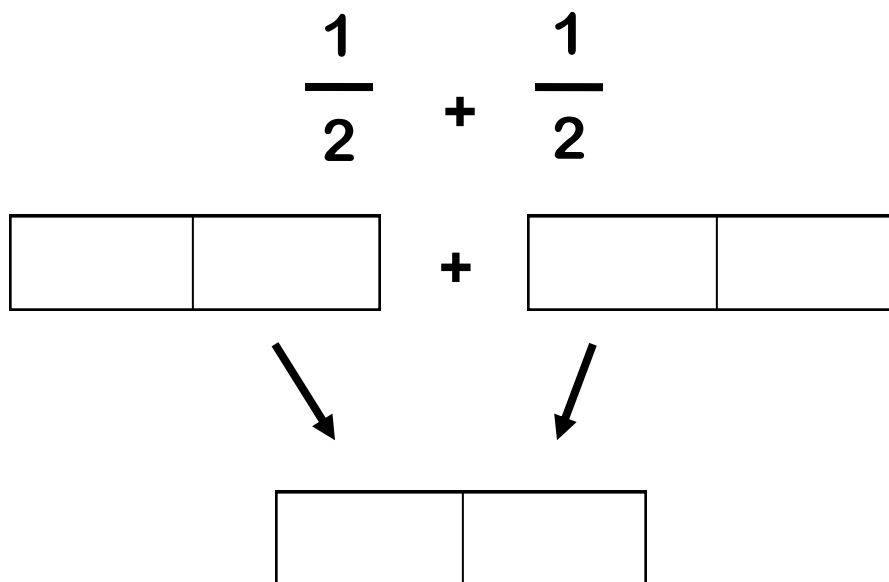
$$\frac{4}{8} + \frac{3}{8}$$



$$\frac{1}{3} + \frac{1}{3}$$

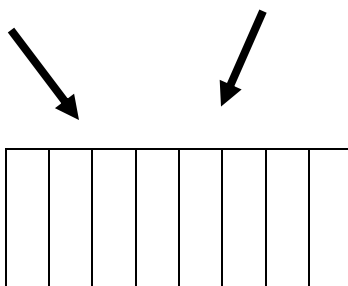
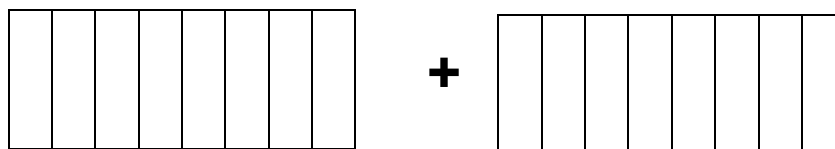


Adding with Like Denominators Without Shading

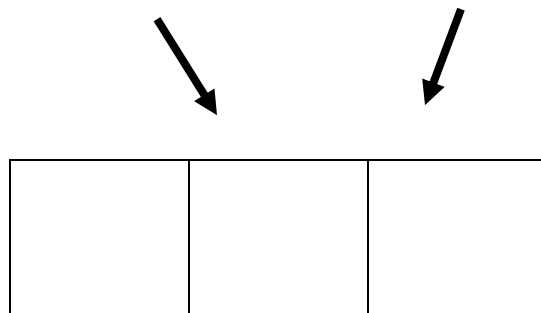
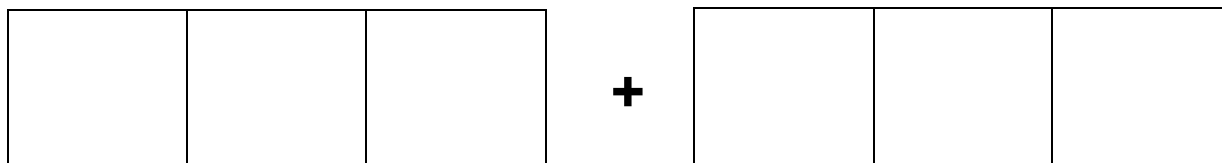


Adding with Like Denominators

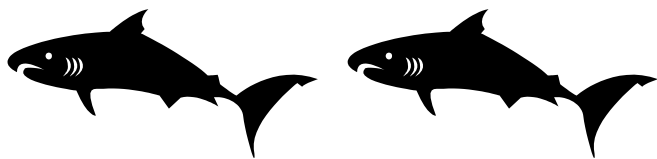
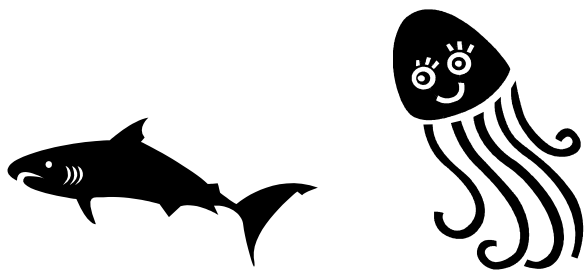
$$\frac{4}{8} + \frac{3}{8}$$



$$\frac{1}{3} + \frac{1}{3}$$



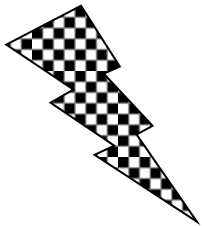
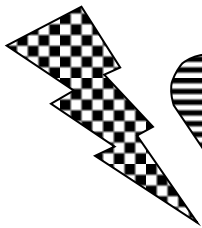
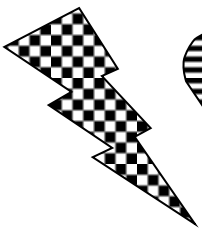
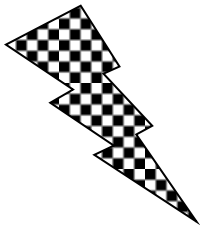
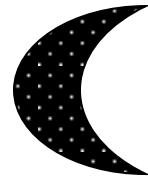
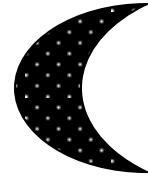
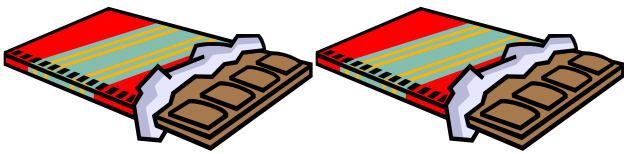
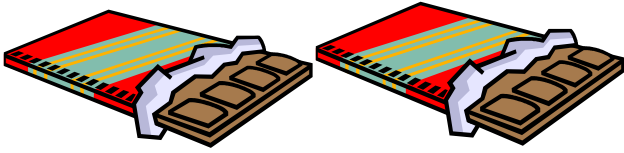
RATIO PICTURE CARDS



Baseball Score

Nationals	Orioles
7	2

RATIO PICTURES

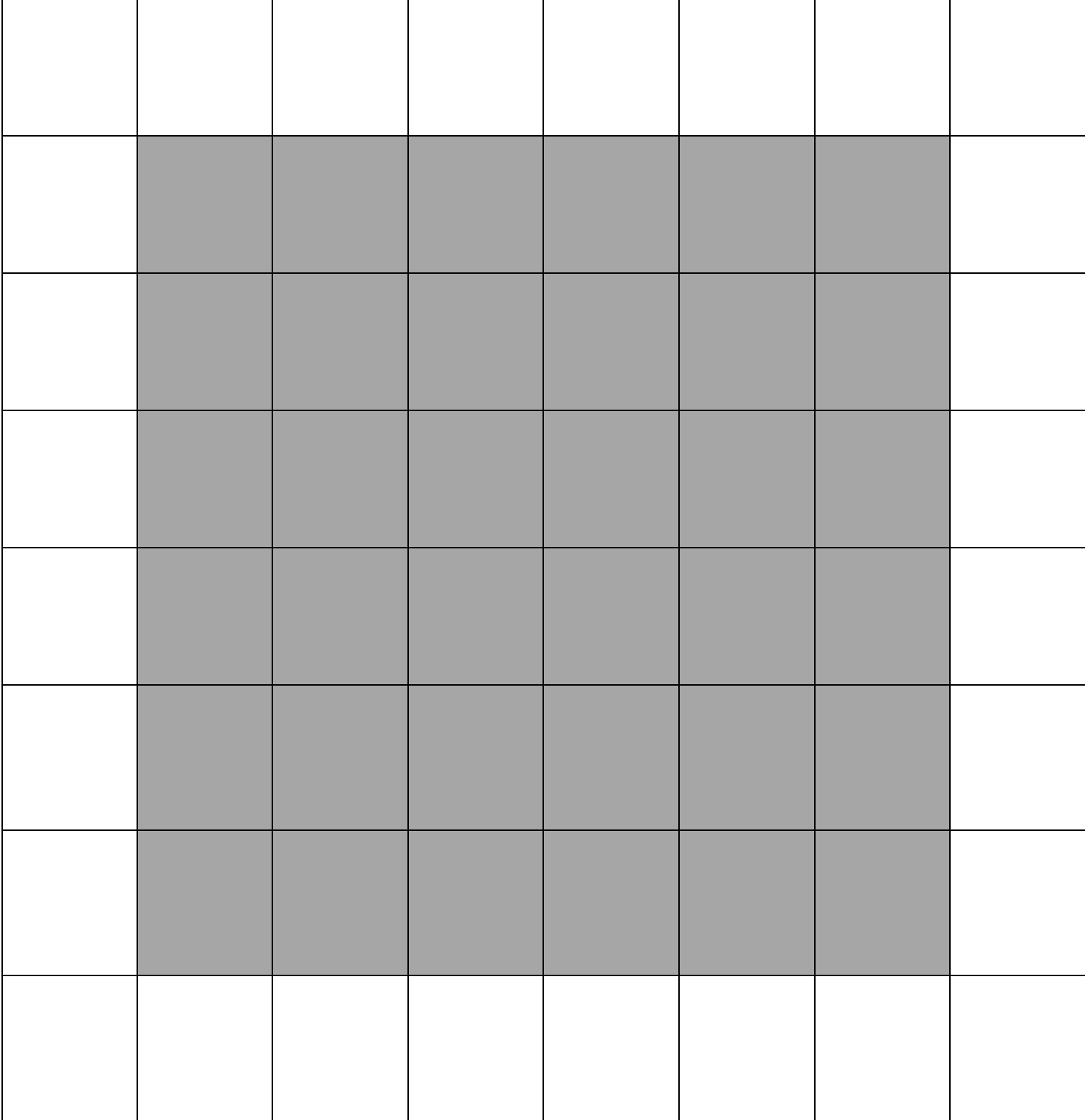


Basketball Score

Wizards	Lakers
78	112

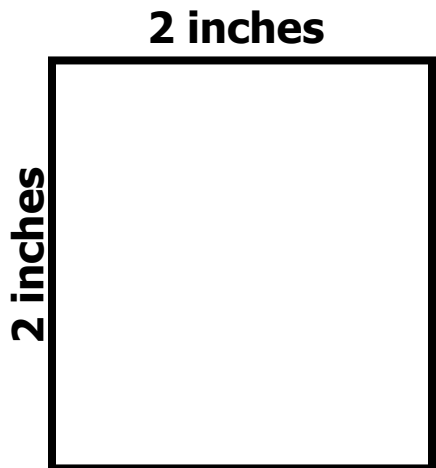
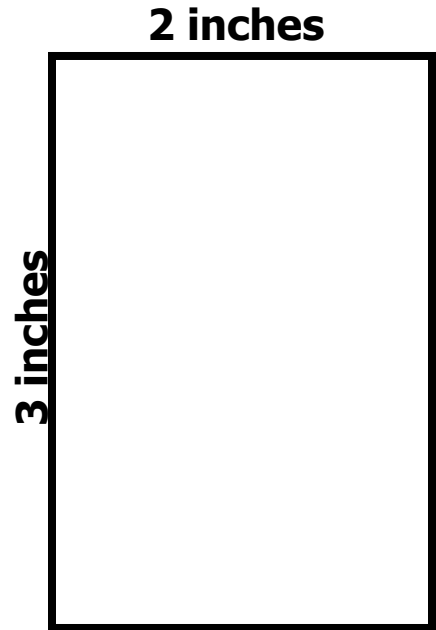
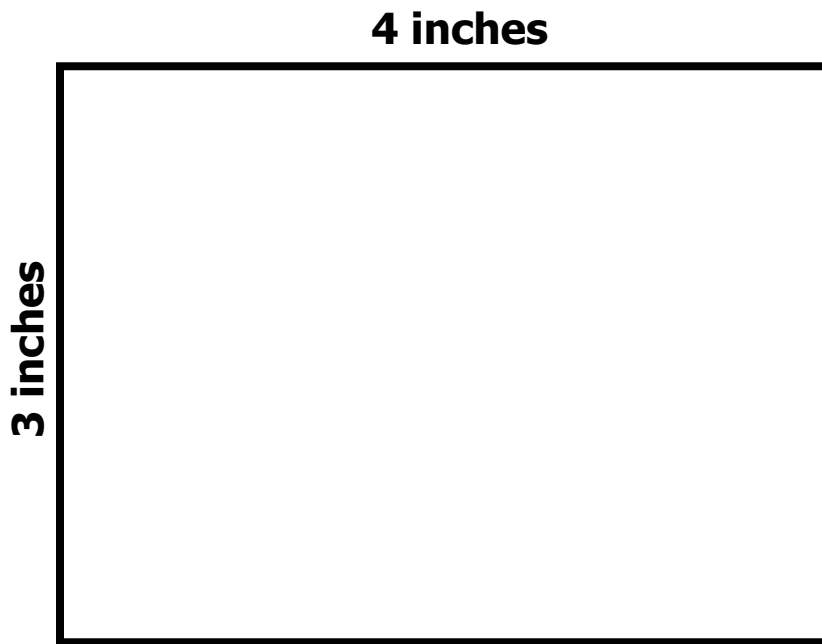
Finding Area

Determine the area of a given surface by **estimating** and then finding the number of square units needed to cover the surface. Use tiles or cheese crackers to find the area.



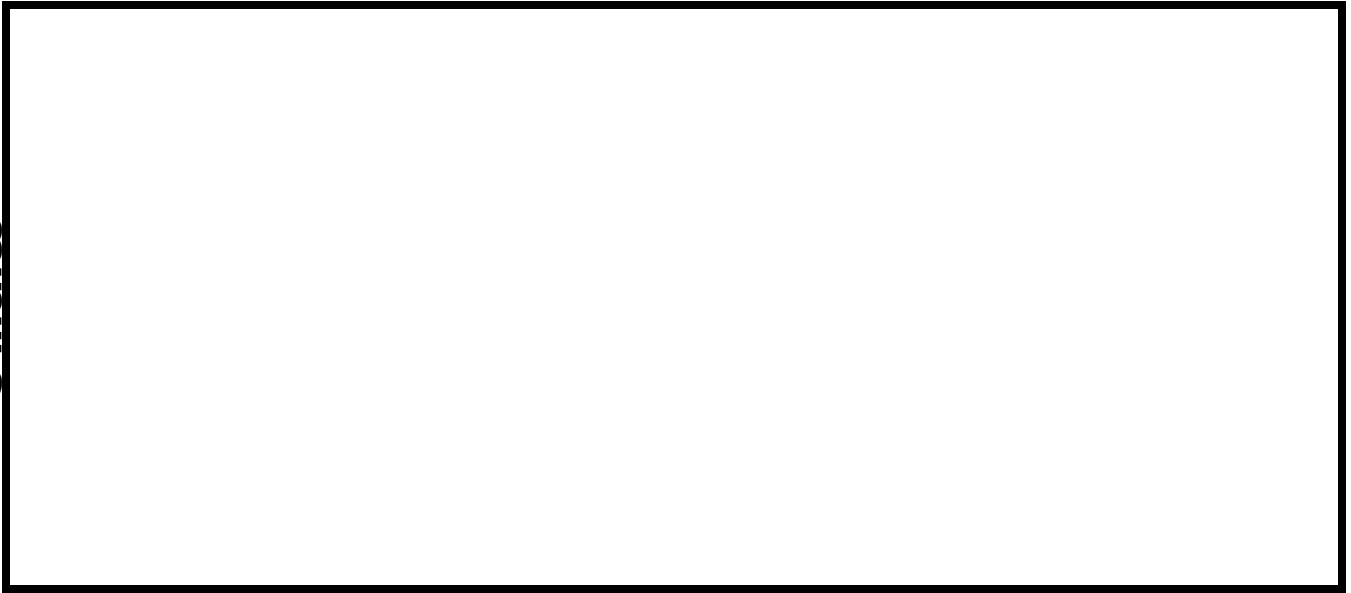
What's the Area?

Directions: The student determines the area using tiles, repeated addition, and/or multiplication.

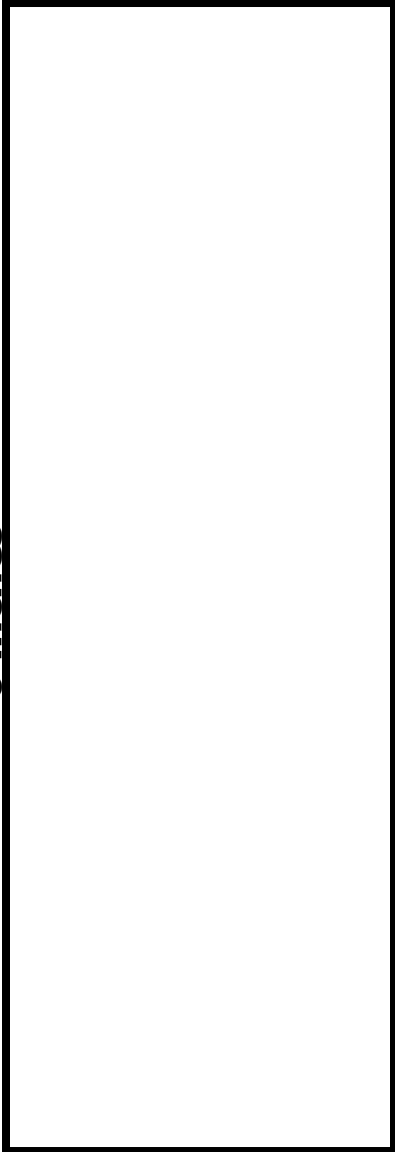


7 inches

3 inches



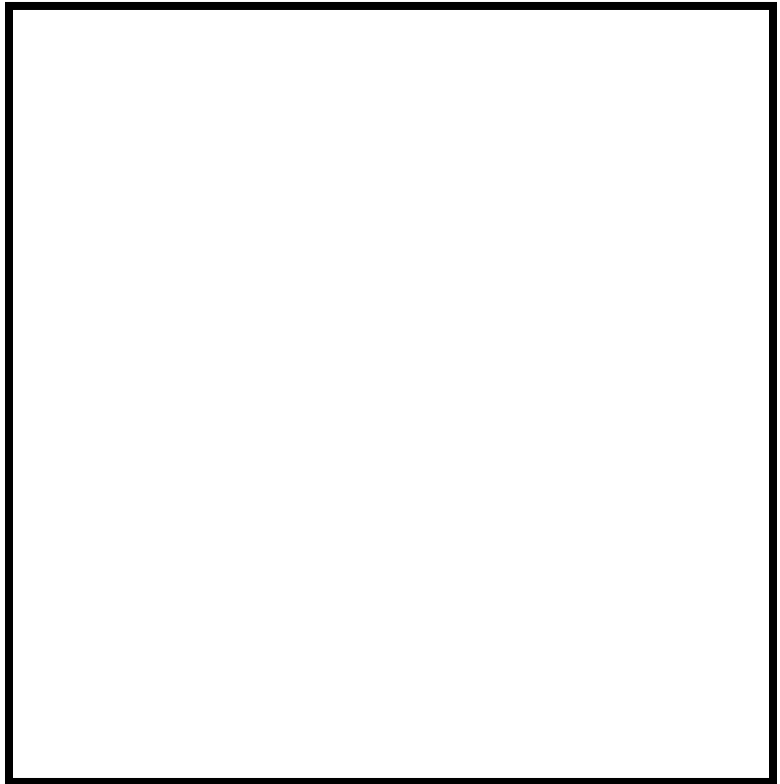
6 inches



2 inches

4 inches

4 inches



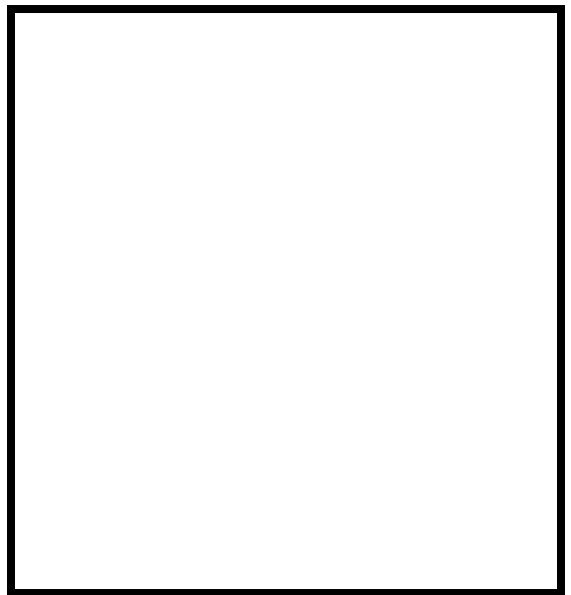
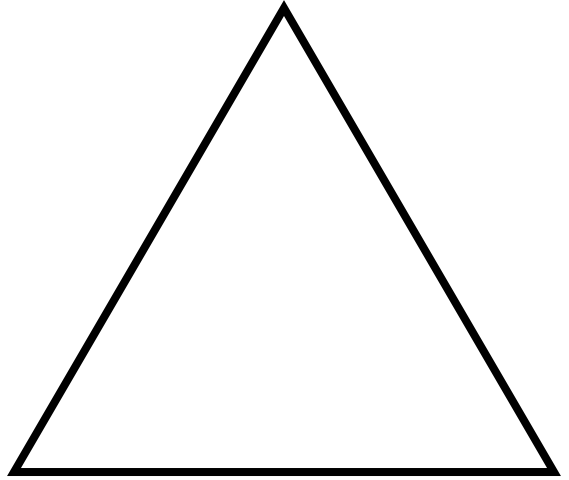
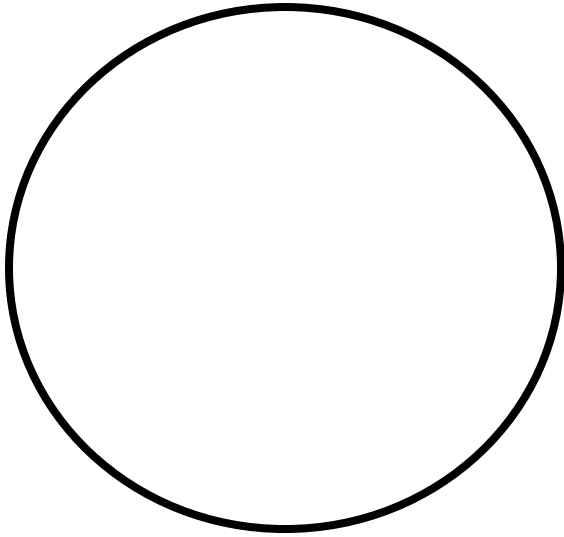
Shape Sort

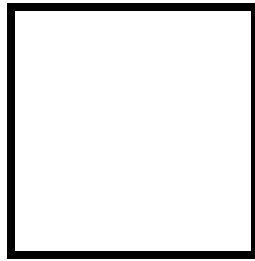
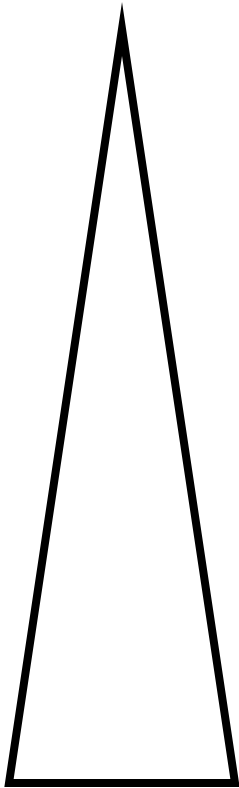
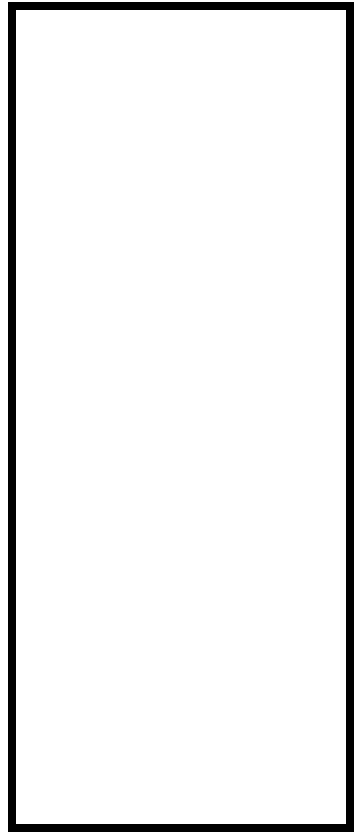
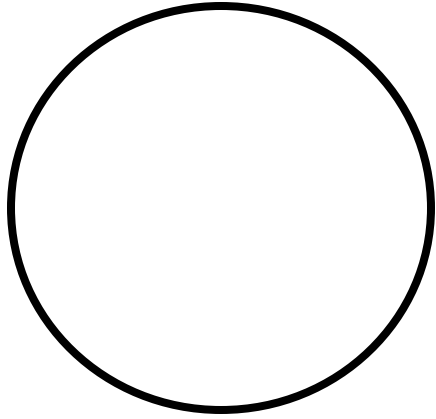
Directions: Have students sort the shapes.

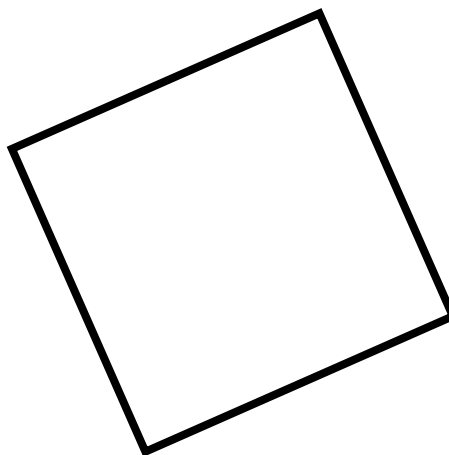
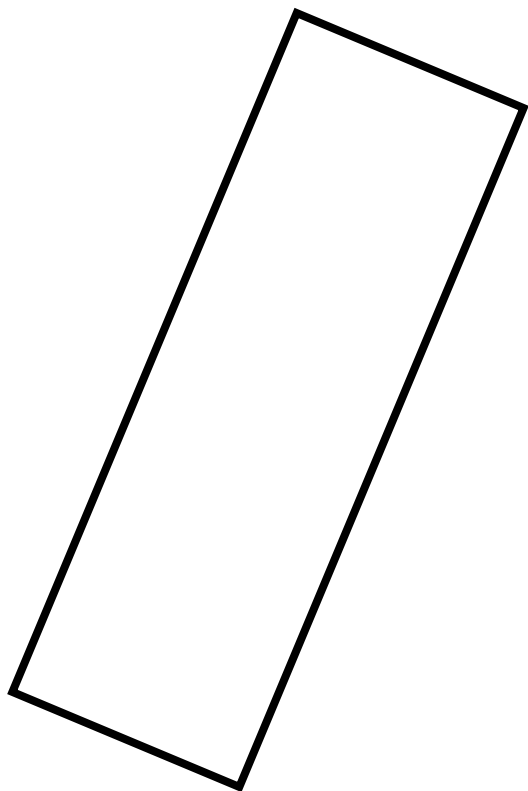
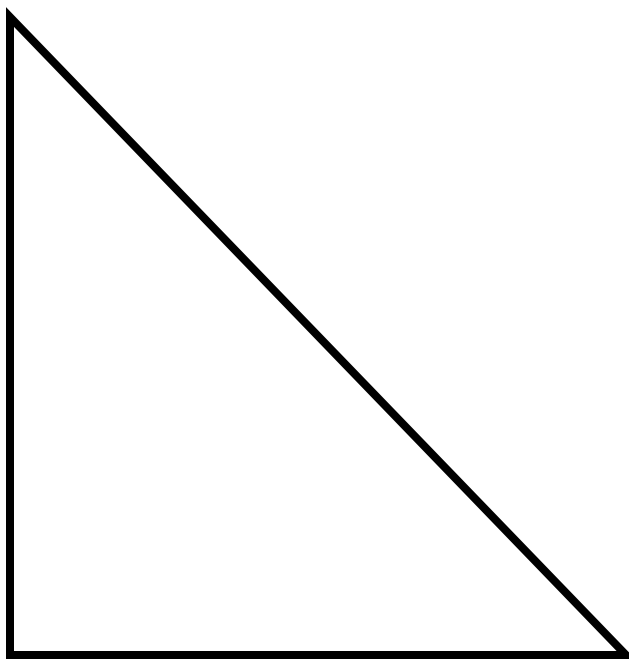
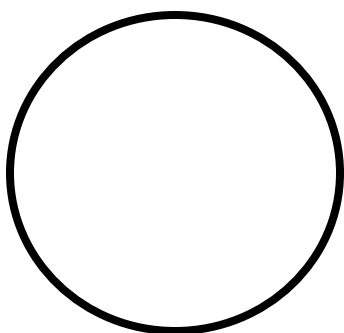
circle

triangle

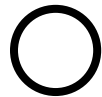
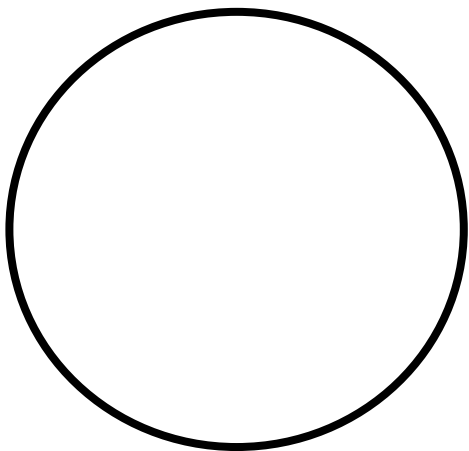
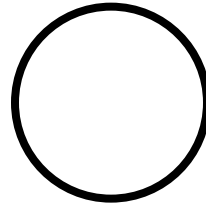
square / rectangle

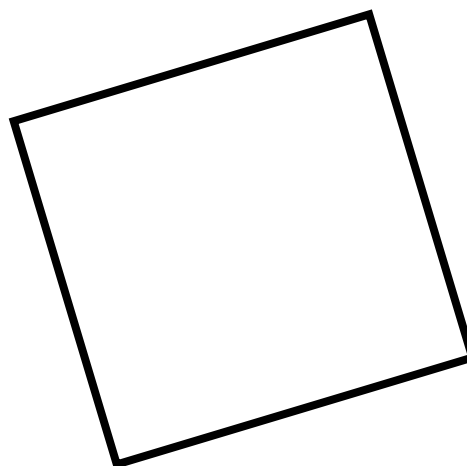
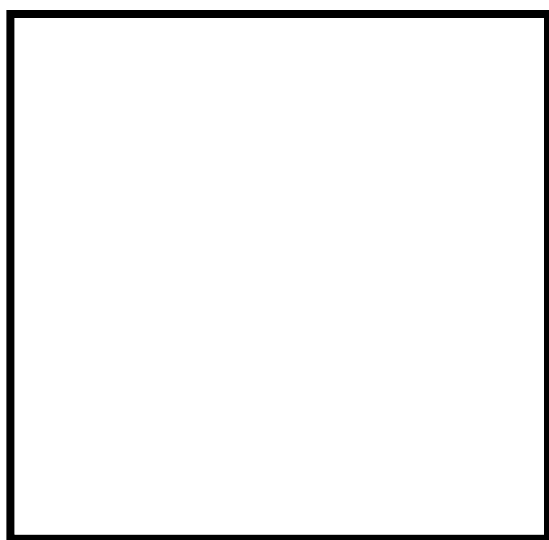
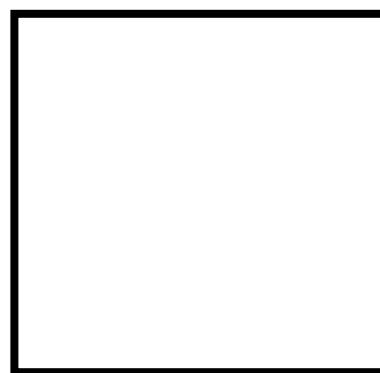
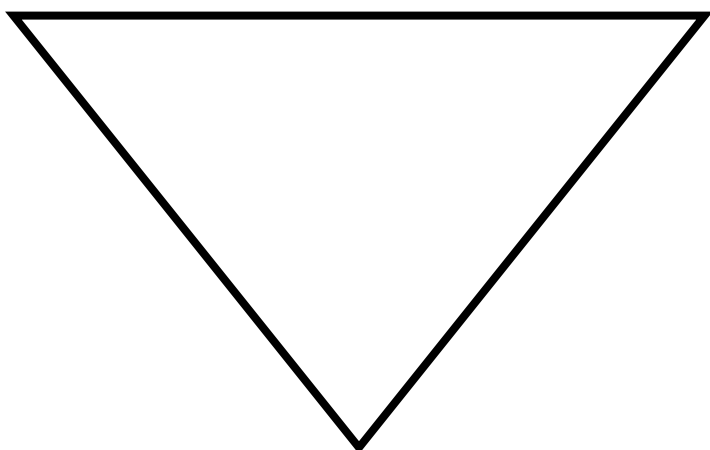
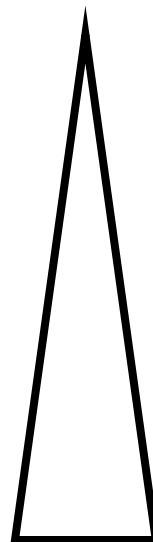
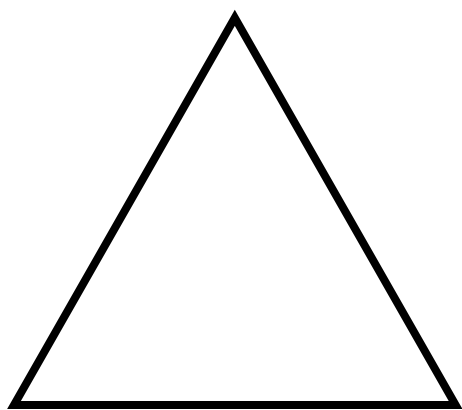


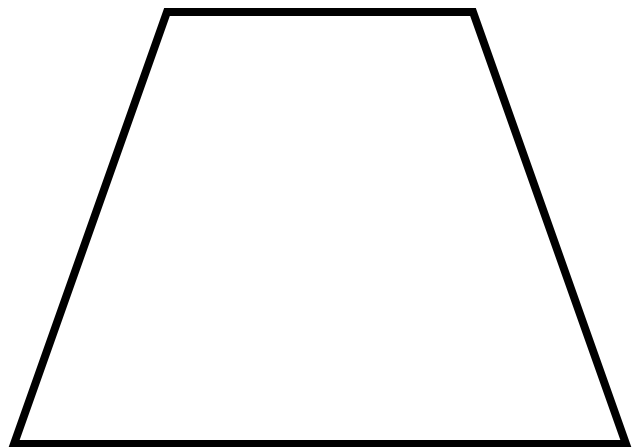
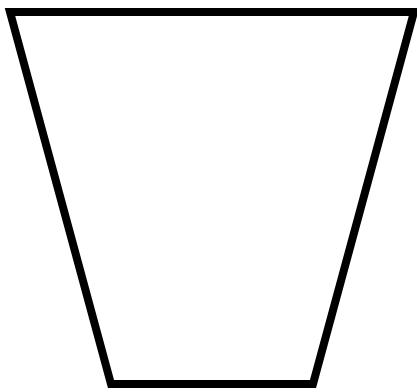
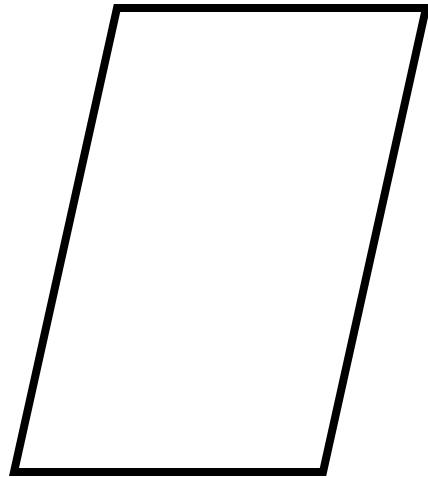
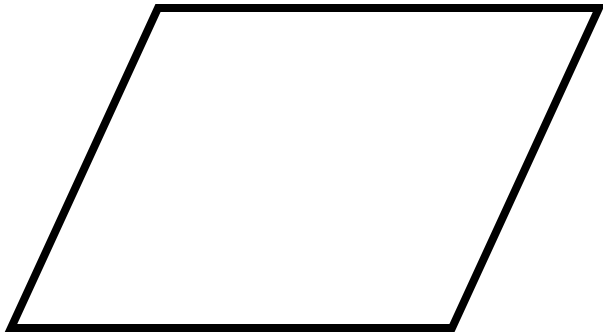
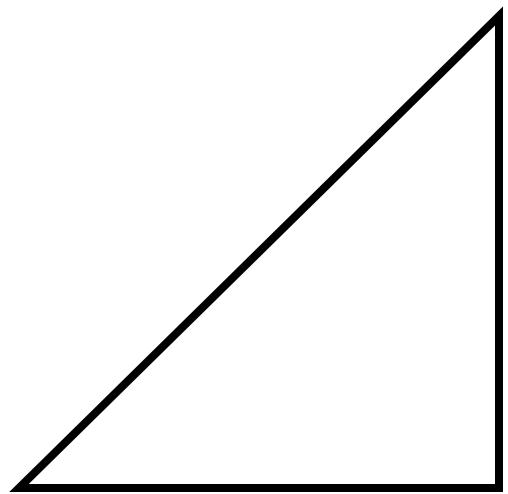
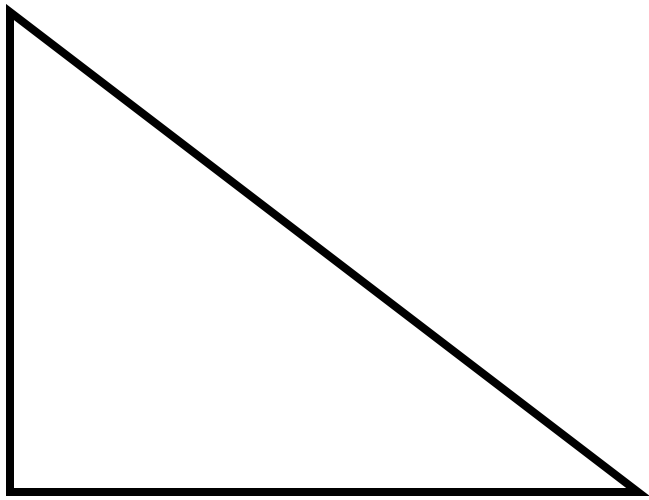


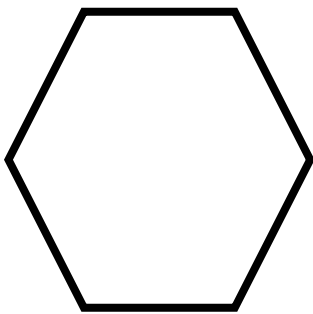
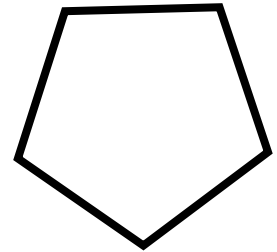
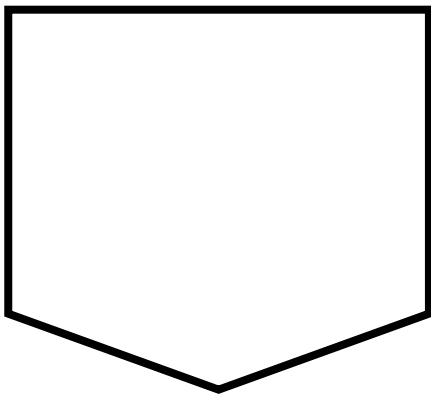
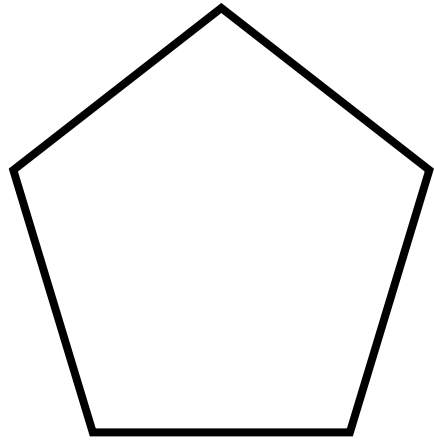
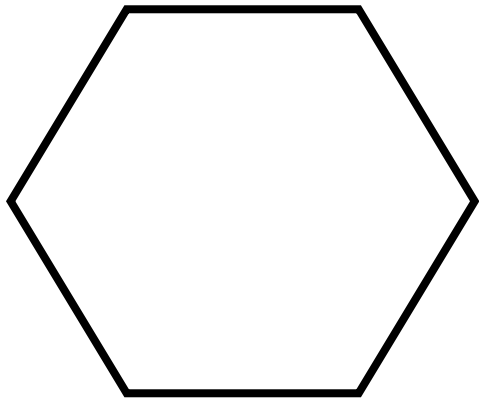


Choosing Shapes: Have students select a specific shape from a group of shapes.









Possible or Impossible?

An ant will eat my umbrella.

The Earth will stop spinning at 5 p.m. tomorrow.

Your teacher will be at school tomorrow.

You will turn into a fish.

If I roll dice, I will roll an odd number.

When I toss a coin it will land on tails.

It will be sunny tomorrow.

**You will see a shark swimming on your way home
from school.**

You will celebrate your 30th birthday tomorrow.

possible

impossible

Building the Commutative Property

Directions: Give the student the first part of an expression. Give them two choices to choose from to complete the expression to show the commutative property.

Set 1

$$3 + 4 =$$

$$4 + 3$$

$$2 + 6$$

$$2 \times 7 =$$

$$3 \times 4$$

$$7 \times 2$$

$$5 + 6 =$$

$$10 + 1$$

$$6 + 5$$

$$2 \times 6 =$$

$$6 \times 2$$

$$3 \times 4$$

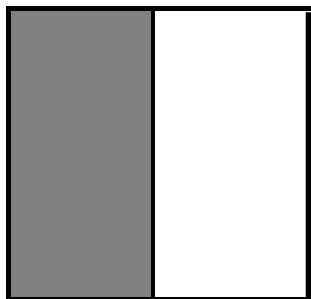
$$5 \cdot 2 =$$

$$5 \cdot 2$$

$$2 \cdot 5$$

Instructional Activity Resources for 7M-PSPFA 3

These cards can be used for comparing fractions to fractions.



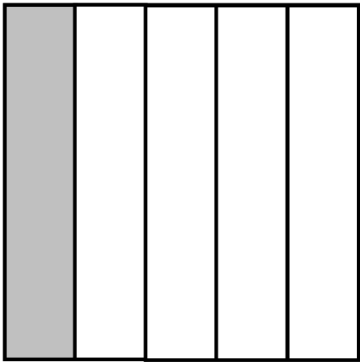
$$\frac{1}{2}$$



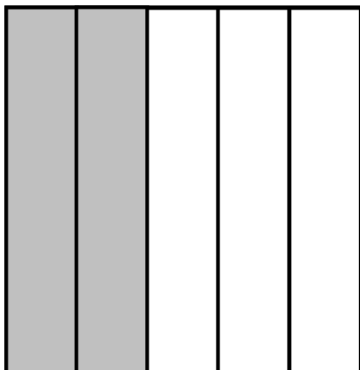
$$\frac{1}{4}$$



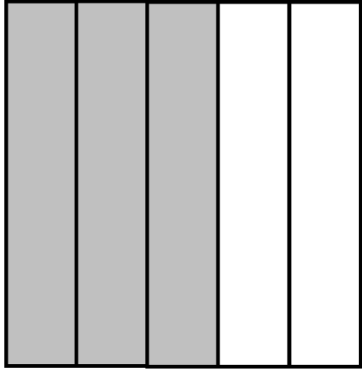
$$\frac{3}{4}$$



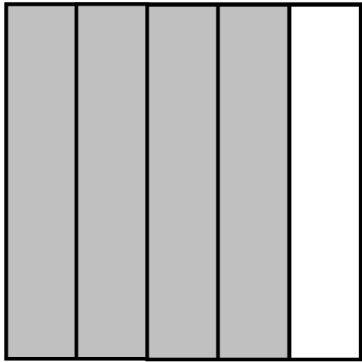
$$\frac{1}{5}$$



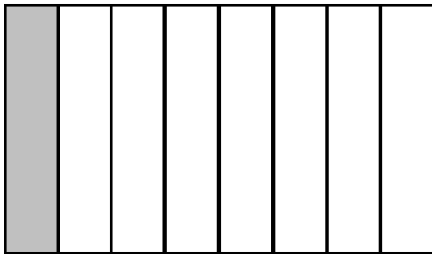
$$\frac{2}{5}$$



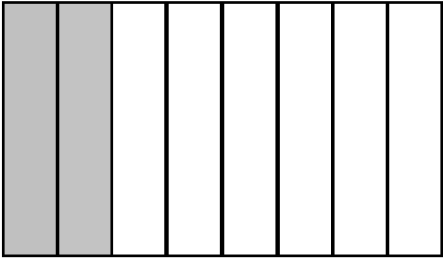
$$\frac{3}{5}$$



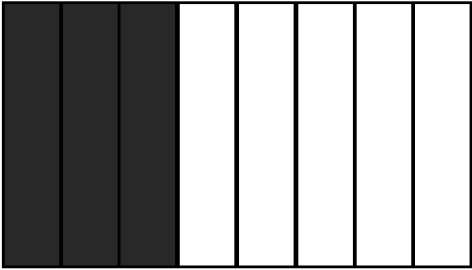
$$\frac{4}{5}$$



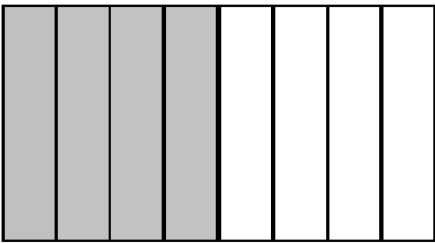
$$\frac{1}{8}$$



$$\frac{2}{8}$$



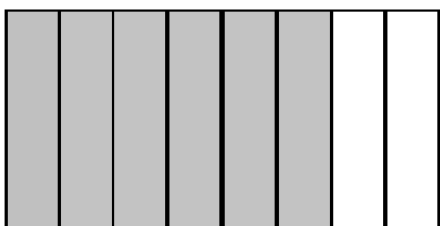
$$\frac{3}{8}$$



$$\frac{4}{8}$$



$$\frac{5}{8}$$

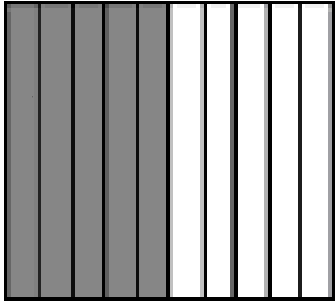


$$\frac{6}{8}$$

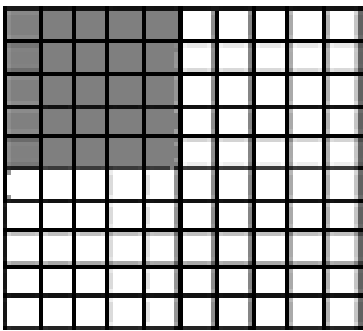


$$\frac{7}{8}$$

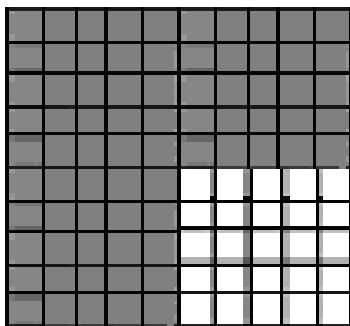
These cards can be used for comparing fractions to decimals.



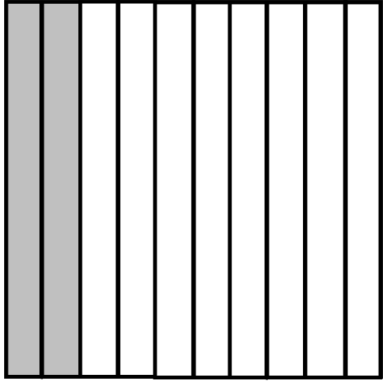
0.5



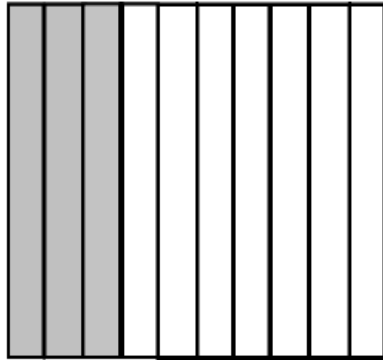
0.25



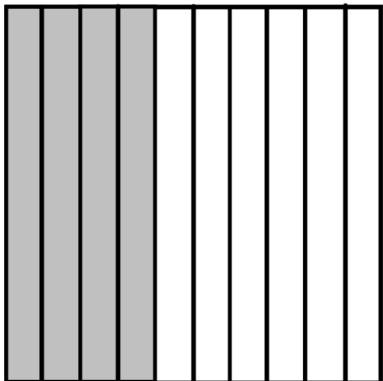
0.75



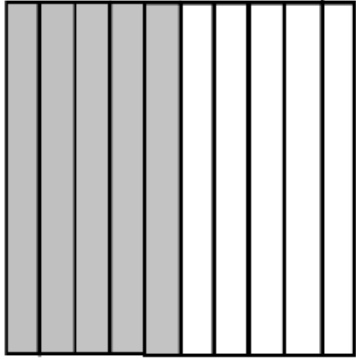
0.2



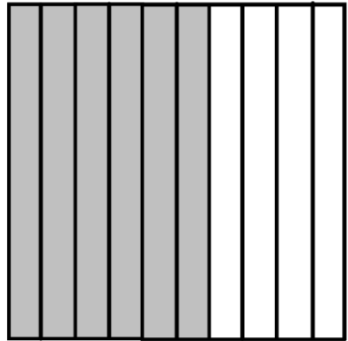
0.3



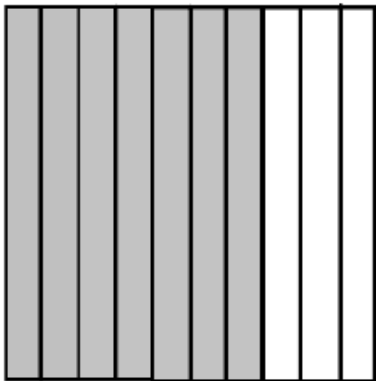
0.4



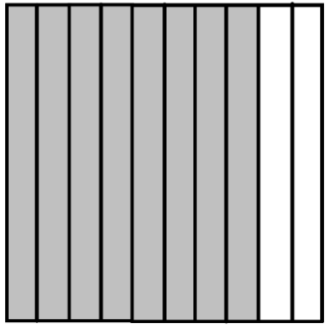
0.5



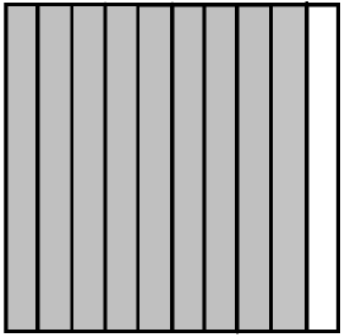
0.6



0.7



0.8



0.9