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Name _____ Date _____


Equal Shares Check-In: Questions 7-9 Feedback Box	Expectation	Check In	Comments
Partition shapes and sets into equal shares.	E2	Yes, but ...	No, but ...
MP2. Find the strategy, I choose good tools and an efficient strategy for solving the problem.	Yes ...	Yes, but ...	No, but ...
MP6. Show my work, I show or tell how I arrived at my answer so someone else can understand my thinking.	Yes ...	Yes, but ...	No, but ...

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Professor Peabody's Candy Bars



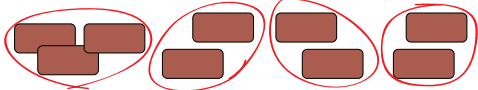
Dear Family Member:

Your child is learning to partition shapes and sets into equal shares. We call equal shares "fair shares." Equal sharing is something most students are familiar with because of their experiences fairly sharing food, game pieces, sets of toys, and so on with friends and family members. Please take some time to discuss the fair share problem below with your child.

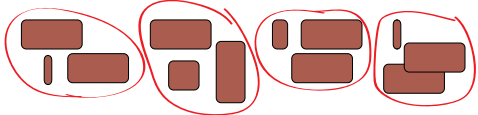
Thank you.

Professor Peabody has 9 candy bars. He wants 4 of his friends to share them equally. He wonders how he can make 4 equal shares. Discuss the answers to the questions below with someone.

- At first, Professor Peabody thought he could share the candy this way. Is this fair? Why or why not?



- Then he thought he could share the candy this way. Is this fair? Why or why not?



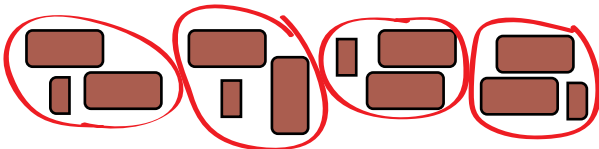
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Professor Peabody's Candy Bars (TG pp. 1-2) Homework Questions 1-4

- Possible response: This way is not fair because everyone does not receive the same number of candy bars.
- Possible response: This is better, but this is still not fair. Some people get more candy than others.
- Possible response:



- Possible response: I gave each person whole candy bar parts until there was one left. I broke that one into 4 equal part or fourths. That is fair. Each person gets 2 and one-fourth candy bars.

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- Show how Professor Peabody can share 9 candy bars fairly among his 4 friends.
- Tell someone how you know that each friend got a fair share of candy.

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Unit 13: Home Practice

Part 1 Subtraction Flash Cards: Group E

Take home your *Triangle Flash Cards: Group E*. Ask a family member to choose one flash card at a time for you to solve. Sort the flash cards into three piles: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn. Update your *Subtraction Facts I Know* chart. Clip the cards in the Facts I Know Quickly pile together and place them back into the envelope. Practice the facts in the last two piles again.

Part 2 Relating Subtraction and Addition

1. A. $14 - \square = 9$ B. $12 - \square = 4$ C. $13 - \square = 3$
 $9 + \square = 14$ $4 + \square = 12$ $3 + \square = 13$

2. A. $11 - \square = 10$ B. $12 - \square = 3$ C. $13 - \square = 9$
 $10 + \square = 11$ $3 + \square = 12$ $9 + \square = 13$

3. $13 - \square = 10$ 4. $12 - 7 = \square$ 5. $12 - \square = 10$

6. $13 - \square = 8$ 7. $12 - \square = 9$ 8. $13 - \square = 4$

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Part 2. Relating Subtraction and Addition (TG p. 1)

Questions 1–8

1. A. 5, 5 B. 8, 8 C. 10, 10
2. A. 1, 1 B. 9, 9 C. 4, 4
3. 3 4. 5 5. 2
6. 5 7. 3 8. 9

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Part 3 Base-Ten Practice

Solve. Use the *Addition Strategies Menu* in the *Student Activity Book Reference* section.

1. Use base-ten shorthand to show the weight of candy sold at the Yum-Yum store last year.

Candy Weight

Candy	Weight in Pounds	Base-Ten Shorthand
Mini-Mints	145	
Lemon Stars	196	
Vanilla Drops	327	
Coconut Dreams	81	

2. Estimate whether the Yum-Yum store sold more than 500 pounds of candy or less than 500 pounds of candy.

3. Explain how you found your answer.

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Part 3. Base-Ten Practice (TG p. 2)

Questions 1–3

1. Candy Weight

Candy	Weight in Pounds	Base-Ten Shorthand
Mini-Mints	145	
Lemon Stars	196	
Vanilla Drops	327	
Coconut Dreams	81	

2. More than 500 pounds.
3. Answers will vary. A good strategy is to count the flats. There are 5 flats so there are more than 500 pounds of candy.

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