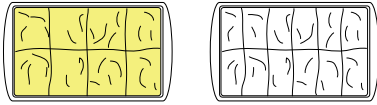**The Clever Tailor Problems**

1. If the robbers share the $50, how much does each robber get? Show or tell how you decided.
2. In the last scene, the robbers are wondering what happened. Draw a picture to help them understand how they end up with $50.

✓ **Check-In: Questions 3-4**

3. The tailor went to the bakery to buy some cake. The giant was there to buy some cake too. The baker's cakes are shown below.

The tailor bought $\frac{1}{2}$ of the yellow cake and the giant bought 4 pieces of the white cake. Did they buy the same amount of cake?

4. Write your own scene for "The Clever Tailor" story that shows the Clever Tailor comparing fractions.

Homework

1. At the end of the story the Clever Tailor had $4050. Make a list of the things you would buy if you had $4050 to spend. Look at catalogs and advertisements.
2. Look for the most expensive item on your list. About what fraction of the $4050 will you spend on that item?

Use the menus on the *Showing Fractions* pages and the *Fraction Concepts* pages in the *Student Activity Book* to choose practice.

Student Guide - Page 280

Student Guide

Workshop: Fractions (SG p. 280)
Questions 1–4

1. $6.25; $50 divided by 8 is 6 with $2 left. I then figured out that there are 8 quarters in $2. Each robber will receive an additional quarter.

2. Responses will vary: The tailor had $100 and each robber had $1000. The picture should show the tailor sharing her half of $100 or $50 with the robbers and the robbers each giving her half of their money or $500.

3. The tailor and the giant did not buy the same amount of cake. The tailor purchased $\frac{1}{2}$ of the yellow cake and the giant purchased $\frac{4}{12}$ or $\frac{1}{3}$ of the white cake.

4. Responses will vary.

Homework (SG p. 280)
Questions 1–2

1. Responses will vary. Possible response: a telescope for $500, music player $150, game system $300, computer $700, a trip for my family $2000, new clothes $400.

2. Responses will vary. Possible response based on the list in Question 1. I would spend a little less than half of the money on a trip with my family.
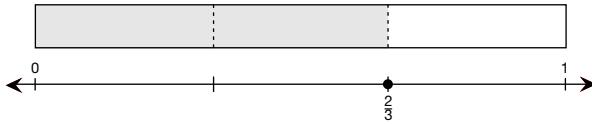
Student Activity Book

Showing Fractions (SG pp. 369–376)
Questions 1–18

I. **A.** $\frac{1}{3}$, one-third

   B.

2. **A.** 4; $\frac{1}{4}$

   B. 3; $\frac{1}{3}$

   C. 3; $\frac{1}{3}$

   D. 8; $\frac{1}{8}$

   E. 2; $\frac{1}{2}$
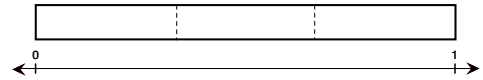

Name _____ Date _____

Showing Fractions

Use fraction circle pieces and *Writing Numbers in Words* from the *Student Guide* Reference section as you answer the questions.

✓ **Self-Check: Question 1**

1. A. Two aquas is what fraction of a pink?

_____   _____
   number   words

B. Shade $\frac{2}{3}$ of the fraction strip and label $\frac{2}{3}$ on the number line.

Use the menu and the Self-Check questions to choose practice with showing fraction with model, words, and symbols.

Can I Do This?	Working On It! I could use some extra help.	Getting It! I just need some more practice.	Got It! I'm ready for a challenge.
Show fractions using objects, area models, and drawings. Locate fractions on a number line. Use words and numbers to name fractions.	★ Q# 2–8, 10, 13–14, 17	● Q# 4–12, 15–17	■ Q# 7–9, 12, 15–18

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Workshop: Fractions   **SAB · Grade 3 · Unit 9 · Lesson 7** **369**

Student Activity Book - **Page 369**

Name _____ Date _____

★2. Look at the shapes and then fill in the blanks.

A. _____ equal-size parts.

Each part is _____ of the whole.

B. _____ equal-size parts.

Each part is _____ of the whole.

C. _____ equal-size parts.

Each part is _____ of the whole.

D. _____ equal-size parts.

Each part is _____ of the whole.

E. _____ equal-size parts.

Each part is _____ of the whole.

370 SAB · Grade 3 · Unit 9 · Lesson 7   **Workshop: Fractions**

Student Activity Book - **Page 370**

Name _____ Date _____

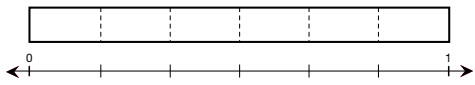★**3.** Luis has a collection of marbles.

A. What fraction of the marbles are white? _____
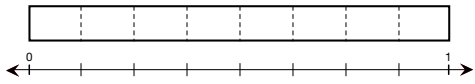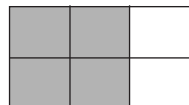
B. What fraction are black? _____

★●**4.** **A.** Jackie made brownies for the bake sale. Color $\frac{5}{6}$ of Jackie's pan of brownies.

B. Color $\frac{2}{3}$ of Jackie's pan of brownies.

★●**5.** Shade $\frac{5}{6}$ of the fraction strip and label $\frac{5}{6}$ on the number line.

0   1

★●**6.** Shade $\frac{5}{8}$ of the fraction strip and label $\frac{5}{8}$ on the number line.

0   1

Workshop: Fractions   **SAB · Grade 3 · Unit 9 · Lesson 7 371**

Student Activity Book - **Page 371**

3. A. $\frac{5}{8}$

  B. $\frac{2}{8}$

4. A.

  B.

5.

0        $\frac{5}{6}$ 1

6.

0        $\frac{5}{8}$ 1
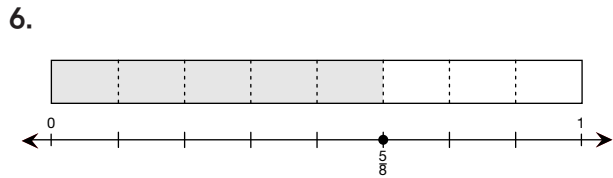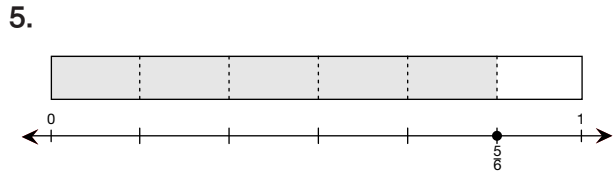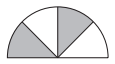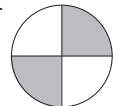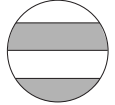
7. Shapes A, B, E, F, H, and I should be circled.

Name _____ Date _____
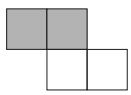
★●■**7.** Draw a circle around the shapes that show two-fourths of the shape shaded in.

A.   **B.**

C.   **D.**

E.   **F.**

G.   **H.**

I.

J.

372 SAB · Grade 3 · Unit 9 · Lesson 7   **Workshop: Fractions**
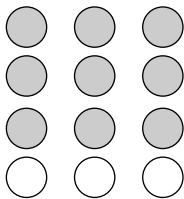
Student Activity Book - **Page 372**

8. The shape in Question 7C does not show $\frac{2}{4}$ because the parts are not equal. The area that is shaded is equal to $\frac{2}{4}$ of the circle though.

9. The shape in Question 7F shows $\frac{4}{8}$ and $\frac{2}{4}$. It depends on how the shape is partitioned. If the shape is partitioned into fourths rather than eighths $\frac{2}{4}$ is shaded.

10. 2

11. 4
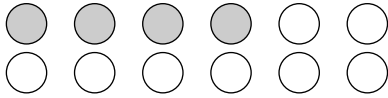
12. 9

Name _____ Date _____

★●■8. Did you draw a circle around the shape in Question 7C? Why or why not?

●■9. Moe thinks the shape in Question 7F shows $\frac{4}{8}$ but not $\frac{2}{4}$. Do you agree with Moe? Why or why not?

★●10. If 8 counters are a whole set, how many are in one-fourth of a set?

●11. If 12 counters are a whole set, how many are in $\frac{1}{3}$ of a set? Draw a picture to show how you decided.

●■12. If 12 counters are a whole set, how many are in $\frac{3}{4}$ of a set? Draw a picture to show how you decided.
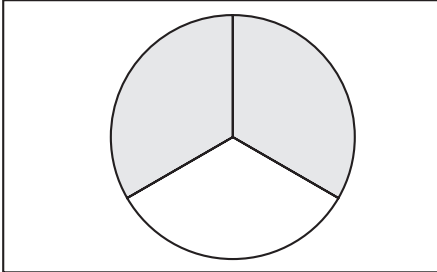
Workshop: Fractions   SAB · Grade 3 · Unit 9 · Lesson 7 373

Student Activity Book - **Page 373**

Name _____ Date _____
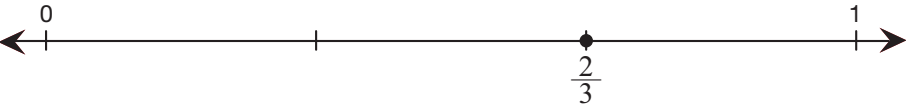
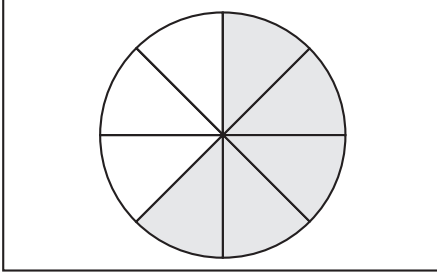**Show the fraction in each box below in four other ways. The red circle is the unit whole.**

★13.

$\dfrac{2}{3}$
_____
number

two-thirds
_____
words

drawing

one whole fraction strip

0   1

$\dfrac{2}{3}$
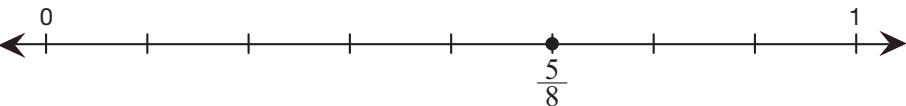
★14.

$\dfrac{5}{8}$
_____
number

five-eighths
_____
words

drawing

one whole fraction strip

0   1

$\dfrac{5}{8}$

Student Activity Book - **Page 374**

Name _____ Date _____

●■15.

$$\frac{3}{6}$$
number

three-sixths
words

drawing

one whole fraction strip

0   1

$$\frac{3}{6}$$
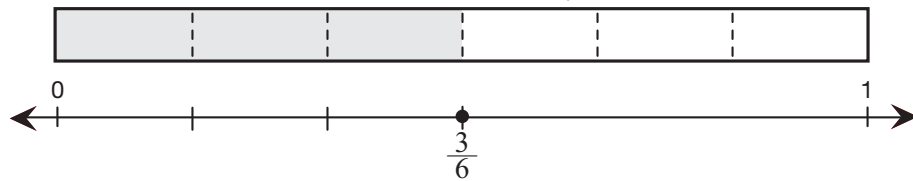
●■16.

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

seven-eight
words

drawing

one whole fraction strip

0   1

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

Workshop: Fractions

Student Activity Book - **Page 375**
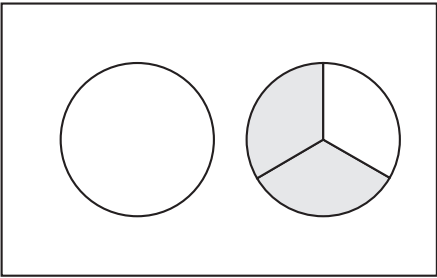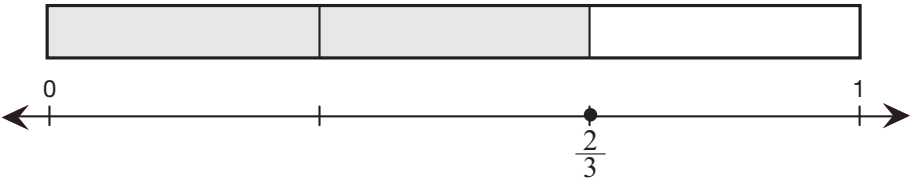
Name _____ Date _____
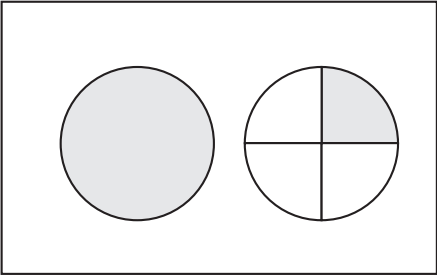
★●■17.

$$\frac{2}{3}$$
number

two-thirds
words

drawing

one whole fraction strip

0   1

$$\frac{2}{3}$$
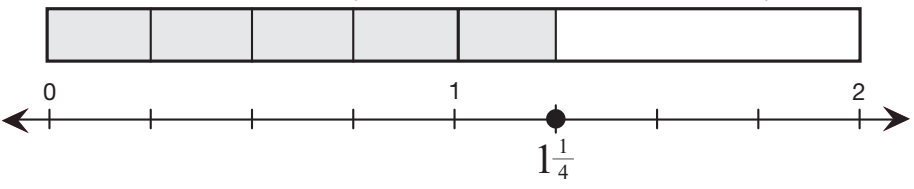
■18.

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

one and one-fourth
words

drawing

one whole fraction strip   one whole fraction strip

0   1   2

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

Student Activity Book - Page 376

Student Activity Book

Fraction Concepts (SAB pp. 377–384)
Questions 1–12

1. Sam and Ben ate the same amount of cake. Possible responses: I used the fraction circle pieces. $\frac{1}{3}$ of the pink piece is the aqua piece leaving an orange piece. $\frac{1}{2}$ of an orange piece is an aqua piece.

2. **A.** pink
   B. yellow
   C. blue
   D. aqua

3. Halves are different sizes when the wholes are different sizes.

4. $\frac{1}{4}$ of the red circle is a yellow piece and $\frac{1}{4}$ of the pink piece is the blue piece.

5. Fourths are different sizes when the wholes are different sizes.

Name _____ Date _____

Fraction Concepts

✓ **Self-Check: Question 1**

1. Sam ate $\frac{1}{3}$ of the cake.

whole cake

Ben ate $\frac{1}{2}$ of the leftover cake.

leftover cake

Who ate the most cake? Show or tell how you decided.

Use the menu and the Self-Check question to choose practice with partitioning fractions.

| Can I Do This?	Working On It! I could use some extra help.	Getting It! I just need some more practice.	Got It! I'm ready for a challenge.
Partition shapes by a given unit fraction. Show the unit whole from a fractional part.	★ Q# 2, 4, 9, 10A, 11A, 12A	● Q# 6, 8, 10B–C, 11A–B, 12A–B	■ Q# 8, 10C–D, 11B–C, 12B–C
Show that fractional parts of a unit may be different shapes but must be the same size. Show that the same size fractional parts of different size unit wholes are not equal.	★ Q# 2–5,9	● Q# 7–8	■ Q# 7–8

Student Activity Book - **Page 377**

Name _____ Date _____

★**2.** What fraction circle pieces will you use to cover $\frac{1}{2}$ of each piece below?

A. R

B. Pk

C. Y

D. Or

★**3.** When are halves different sizes?

★**4.** What fraction circle pieces will cover $\frac{1}{4}$ of each piece below?

R

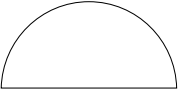Pk

_____ _____

★**5.** When are fourths different sizes?

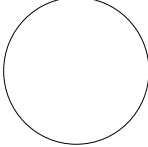*Student Activity Book* - **Page 378**

Name _____ Date _____

●**6. A.** Roberto shared a large taco equally with his three brothers.
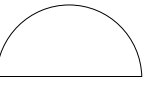Divide the taco into fourths.

B. Here is a picture of a cake. Divide the cake into eighths.

C. Ana's family ate $\frac{3}{4}$ of a pie.
Color $\frac{3}{4}$ of the pie.

D. Luis's family ate $\frac{3}{4}$ of a leftover pie.
Color $\frac{3}{4}$ of the leftover pie below.

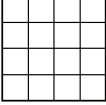●■**7.** Look at Questions 6C and 6D. Which family ate more pie? Show or
tell how you decided.

Student Activity Book - Page 379

Name _____ Date _____
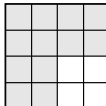
●■**8. A.** Mr. Martin asked Ming and Irma
to show $\frac{3}{4}$ on this rectangle.
Show $\frac{3}{4}$ on this rectangle.
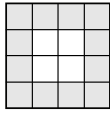
Here is how Ming showed $\frac{3}{4}$.

$\frac{1}{4}$ is

There are 16 boxes, which is 8 × 2.
$\frac{1}{4}$ will be 4 boxes.
I will shade 4 boxes 3 times.

Ming

Here is how Irma showed $\frac{3}{4}$.

is $\frac{1}{4}$

There are 16 boxes. 16 ÷ 4 = 4.
$\frac{1}{4}$ is 4 boxes.
$\frac{3}{4}$ is 3 × 4 boxes = 12 boxes

Irma

B. Who showed $\frac{3}{4}$ on the rectangle—Ming or Irma? How do you
know?

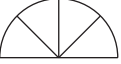**C.** Why did Ming and Irma both say that $\frac{1}{4}$ is 4 boxes?

D. Is Ming's $\frac{3}{4}$ the same size as Irma's $\frac{3}{4}$? _____

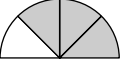**E.** Is Ming's $\frac{3}{4}$ the same shape as Irma's $\frac{3}{4}$? _____
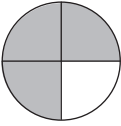
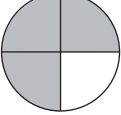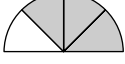*Student Activity Book* - Page 380

6. A.

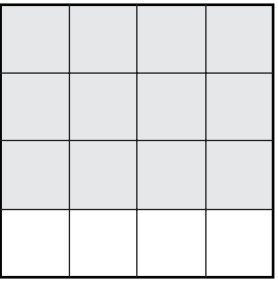**B.** Drawing may vary. Two possible responses
are:

or

C.

D.

7. Ana's family ate more pie.

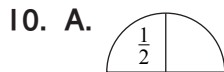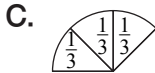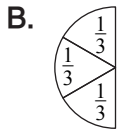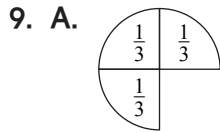Ana's family pie   Luis's family pie

8. A.

B. They both showed $\frac{3}{4}$ of the rectangle.

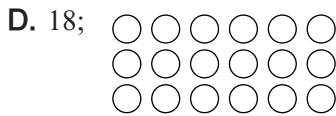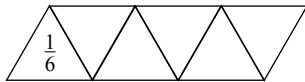**C.** To partition 16 boxes into 4 equal parts, $\frac{1}{4}$
looks like 4 boxes.

D. Yes

E. No

9. A.

B.

C.

10. A.

B. Drawings may vary. One possible response:

C.

D. 18;

Name _____ Date _____

★**9.** Professor Peabody drew fractions of shapes. For each shape draw what the whole shape could look like. Use the fraction circle pieces.

A.

B.

C.

Workshop: Fractions   SAB · Grade 3 · Unit 9 · Lesson 7 **381**

Student Activity Book - **Page 381**

Name _____ Date _____

10. Draw a picture to show each whole.
★**A.** Jason is building a patio. Here is a picture of $\frac{1}{2}$ of the patio.

●**B.** Professor Peabody drew $\frac{1}{6}$ of a shape.

●■**C.** Here is a picture of Ming's birthday cake after a party. One-fourth was eaten.

■**D.** Here is a picture of $\frac{2}{3}$ of the students in the class. How many students are in the whole class?

382 SAB · Grade 3 · Unit 9 · Lesson 7   Workshop: Fractions

Student Activity Book - **Page 382**

Student Activity Book - Page 383

Student Activity Book - Page 384

11. A.

Color	Fraction
1. blue	$\frac{1}{8}$
2. blue	$\frac{1}{8}$
3. yellow	$\frac{1}{4}$
4. aqua	$\frac{1}{6}$
5. aqua	$\frac{1}{6}$
6. aqua	$\frac{1}{6}$

B.

Color	Fraction
1. blue	$\frac{1}{4}$
2. blue	$\frac{1}{4}$
3. yellow	$\frac{1}{2}$

C.

Color	Fraction
1. orange	$\frac{1}{2}$
2. aqua	$\frac{1}{4}$
3. aqua	$\frac{1}{4}$

12. A.
1. $\frac{1}{3}$
2. $\frac{1}{3}$
3. $\frac{1}{6}$
4. $\frac{1}{6}$

B.
1. $\frac{1}{16}$
2. $\frac{1}{16}$
3. $\frac{1}{8}$
4. $\frac{1}{4}$
5. $\frac{1}{2}$

C. black $\frac{2}{24}$ or $\frac{1}{12}$

white $\frac{14}{24}$ or $\frac{7}{12}$

circled $\frac{4}{24}$ or $\frac{1}{6}$

gray $\frac{8}{24}$ or $\frac{1}{3}$