

Sharing Paper



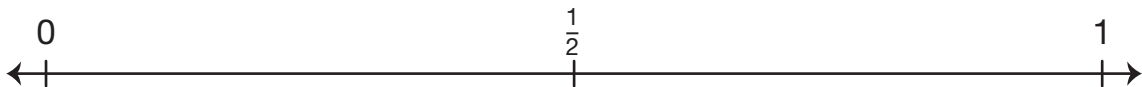
Check-In: Questions 1–3

Show or tell how you solved each problem.

Emily and Sara shared one sheet of paper. Emily used $\frac{1}{2}$ of the sheet of paper to make a birthday card. Sara used $\frac{1}{4}$ of the paper to make two gift tags and $\frac{1}{8}$ of the paper to make a bookmark.

1. How much of the sheet of paper did Emily and Sara use? Show or tell how you know and include a number sentence.

2. **A.** Place a mark on the number line to estimate how much paper is left.



- B.** Is there enough paper left for Emily to make a card like the first one she made? Explain how you know.

- C.** Exactly how much of the sheet of paper is left? Write a number sentence.

3. What can the girls make from the leftover paper?

Name _____ Date _____

Sharing Paper Check-In: Questions 1–3 Feedback Box	Expectation	Check In	Comments
Compare fractions using number lines and benchmarks. [Q# 2A–B, 3]	E6		
Add fractions including those with unlike denominators. [Q# 1]	E7		
Subtract fractions including those with unlike denominators. [Q# 2C]	E7		
Use visual models or equations to represent the solution for word problems involving adding and subtracting fractions. [Q# 1, 2C]	E8		
Use benchmark fractions to estimate sums and differences and assess the reasonableness of answers. [Q# 2A]	E9		

	Yes . . .	Yes, but . . .	No, but . . .	No . . .
MPE2. Find a strategy. I choose good tools and an efficient strategy for solving the problem. [Q# 1, 2A, 2C]				
MPE3. Check for reasonableness. I look back at my solution to see if my answer makes sense. If it does not, I try again. [Q# 2A–B]				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 1]				