

DUE Fri. Oct. 4
20 minute time limit

NAME _____

HW #8 10/2, Unit 1 Tri 1

FIRST FEEDBACK FROM TEACHER:

- SHOW WORK PLEASE NEATER PLEASE
 WRITE TIME SPENT PLEASE CORRECT

LEVEL 3 _____ (✓, ✓+, or ✓++)

2nd FEEDBACK FROM TEACHER:

- Please Correct Mistakes
Please Reflect on Your Work
Please Show Work on Redo
LATE = -1 If you were absent, write "Absent" here:

FEEDBACK FROM STUDENT:

1. Time Limit: This homework took
 ≤20 Minutes MORE Than 20 Minutes, because _____

2. How I feel about this HW:

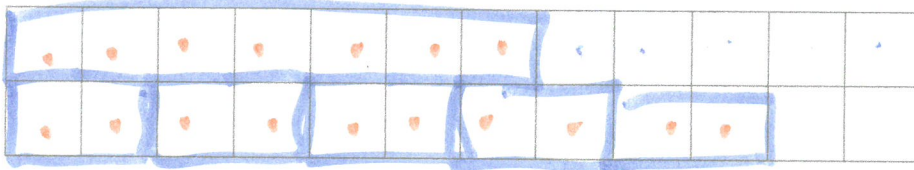
- LEVEL 1: 😊 😐 ☹️ because _____
LEVEL 2: 😊 😐 ☹️ because _____
LEVEL 3: 😊 😐 ☹️ because _____

LEVEL ONE – Making Meaning

Solve visually:

Use your fraction template if you like.

1. Add $\frac{7}{12}$ and $\frac{5}{6}$ by drawing it below. What is the sum?



Improper fraction (just count the 12ths)
 $\frac{17}{12}$

Mixed number (1 whole and how many 12ths?)
 $1\frac{5}{12}$

2. Add $1\frac{1}{2} + 1\frac{1}{3}$ by shading below. What is the sum?



Improper fraction (just count the 6ths)
 $\frac{17}{6}$

Mixed number (1 whole and how many 6ths?)
 $2\frac{5}{6}$

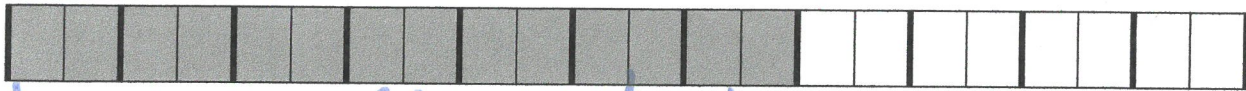
LEVEL TWO – Fractions

Rules

You can only use unit fractions (fractions that have a ONE in the numerator).
All the denominators must be different.

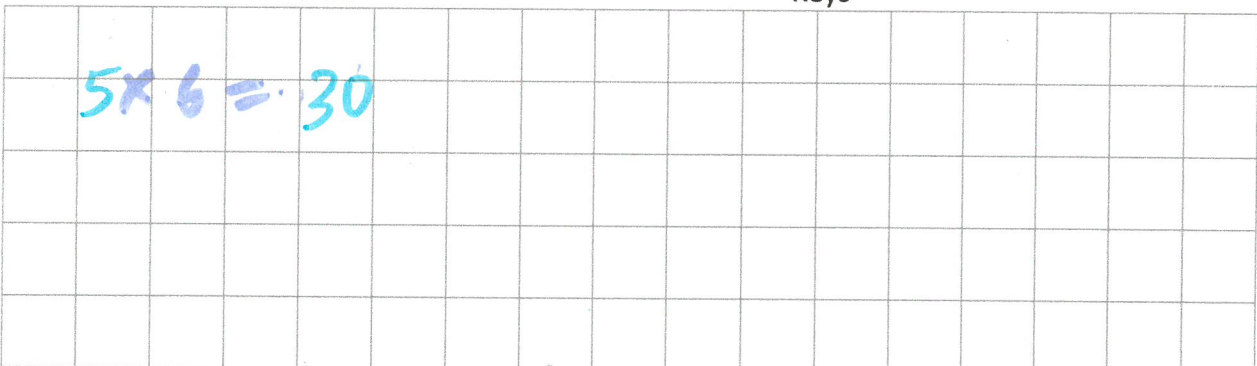
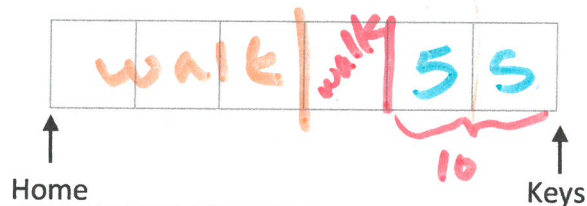
3. Make **7 ELEVENTHS** using Egyptian rules. (We had to mark off the 11ths using 22 blocks! Count the pairs of blocks – are there 7 out of 11 shaded? Same as 14 out of 22 little squares? Now you can start by taking $\frac{1}{2}$ of the 22... How many is that? Then can you take $\frac{1}{11}$ of 22? What is 1 eleventh of 22? Count the pairs ☺ ... and then? Maybe 1 out of 22? Count and draw!)

$$\frac{7}{11} = \frac{1}{2} + \frac{1}{11} + \frac{1}{22}$$



4. Word problem:

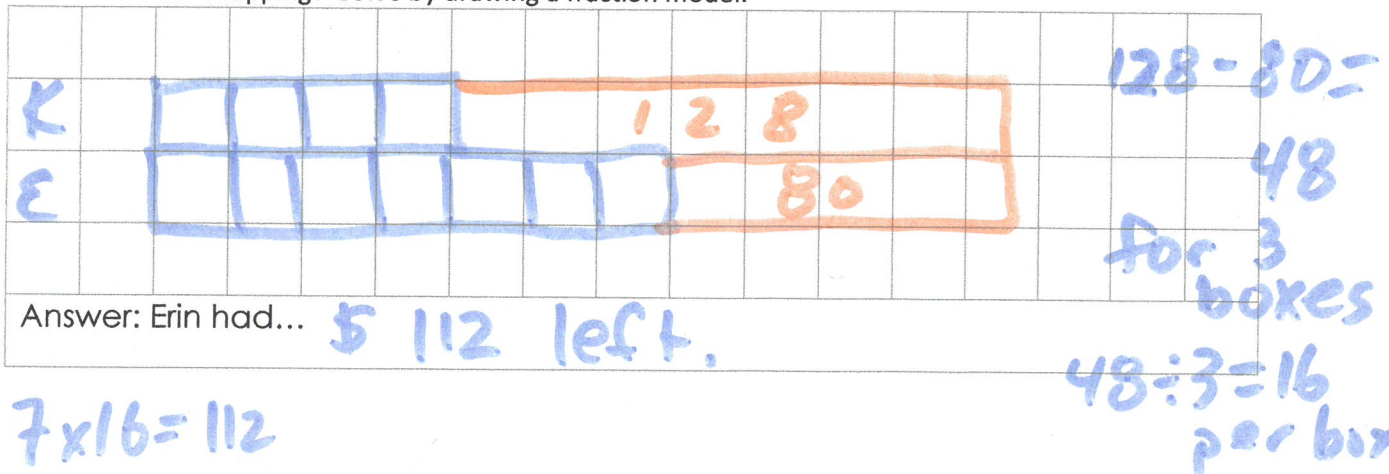
Joe walked $\frac{1}{2}$ of the total distance from Keys to his home. Then he rested and ate lunch. After lunch, he walked of $\frac{1}{3}$ of the **REMAINING** distance. If he still had 10 km left to walk, what was the **TOTAL** distance?



Answer: The total distance.... **was 30 km.**

LEVEL 3 – (only if time)

5. Erin and Kana went shopping for groceries. Each of them had an equal amount of money at first. Then Erin spent \$80 and Kana spent \$128. After that Kana had $\frac{4}{7}$ of what Erin had left. How much money did Erin have left after shopping? Solve by drawing a fraction model.



Answer: Erin had... **\$ 112 left.**