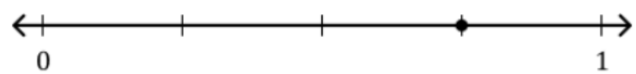
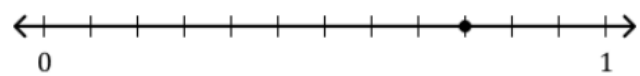
Teacher guide:

ROUND 2: Slate Style (Students can solve on slates or on paper)

This means you are having students solve problems 1-3 and then engaging in a quick discussion of the problems depending on how they do. Problems 4-6 are the second at bat and can be more independent. The goal is for all students to complete 1-3 and students can work at different paces for 4-6.

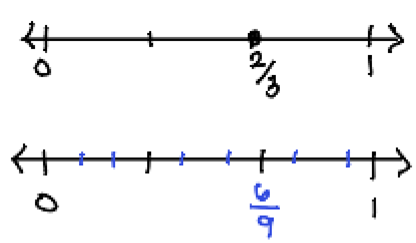
Number	Focus	Question with answer	Notes

1	Equivalent Fraction Models	What fraction does the point on the number line below represent?
		
		
		What fraction does the point on the number line below represent?
		
		
		Use the number lines to explain why the two fractions represented above are equivalent.
			Here, we are revisiting using number lines to prove when fractions are equivalent.
			
			Guiding Questions/Discussion Notes:
			• **What are the two fractions?**
			  ○ $\frac{3}{4}$ and $\frac{9}{12}$
			• **How did you use the number lines to compare each fraction?**
			  ○ They are at the same place on the number line, so they must be equal.
			  ○ We can also subdivide each fourth into three sections to make it look the same as the second number line, which then proves they are equivalent.
			• **What do you notice about the numerators and denominators of the equivalent fractions? How can you use the number lines to explain why this happens? How can we represent this using multiplication or division?**
			  ○ $\frac{3}{4} \times \frac{3}{3} = \frac{9}{12}$
			  ○ We can take each fourth and cut into three pieces to keep the same value, but change the units to twelfths.

2	Multidigit multiplication	A grocery store orders boxes of bananas to sell. They ordered 275 boxes of bananas this week. Each box	**Discuss any common misconceptions/trouble spots specific to your class.**

		contains 28 bananas. How many total bananas did they order?	**Guiding Questions/Discussion Notes:** • **How did you know what operation to use to solve this problem?** • **What strategy helped you solve efficiently?**

3	Metric Conversions (4th standard)	1 kilometer = 1,000 meters.
		1 meter = 100 centimeters.
		1 centimeter = 10 millimeters.
		
		A turtle walked 3.04 meters. How many centimeters did he walk?
		3.04 x 100 = 304 cm
		An inchworm crawled 3.4 centimeters. How many millimeters did he crawl?
		3.4 x 10 = 34 mm
			If students do not remember the conversion rates, you can review them as a class!
			
			Guiding Questions/Discussion Notes:
			• **Which metric unit of length/distance is the longest? The shortest?**
			  ○ *Kilometers are the longest and millimeters and the smallest*
			• **If we measured the same length in all 3 units, which unit would we have the most of? Least of?**
			  ○ *We would have the most millimeters and the least kilometers. When the unit is bigger, there are fewer of them. When the unit is smaller, there are more of them.*
			• **How did you use your place value knowledge to solve each problem? Why were we able to use place value knowledge for these conversions?**

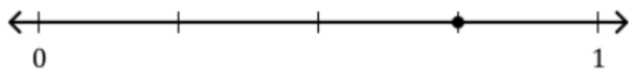
4	Equivalent Fraction Models	Use a number line or number lines to prove that $\frac{2}{3} = \frac{6}{9}$ 	

5	Metric Conversions (4th standard)	Complete each conversion: 25 meters =2,500 centimeters 250 meters =25,000 centimeters 250.25 meters = 25,025 centimeters	
6	Multidigit Multiplication	Estimate and solve for as many products as you can in the time you have left: 26 x 78 Estimate: 2400 Actual: 2028 26 x 878 Estimate: 27,000 Actual: 22,828 26 x 7,878 Estimate: 240,000 Actual: 204,828 326 x 878 Estimate: 270,000 Actual: 286,228	

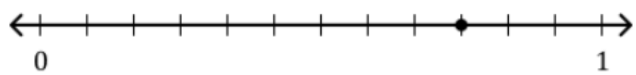
Name ____________________________

First At Bat

1.
What fraction does the point on the number line below represent?



What fraction does the point on the number line below represent?



Use the number lines to explain why the two fractions represented above are equivalent.

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2. A grocery store orders boxes of bananas to sell. They ordered 275 boxes of bananas this week. Each box contains 28 bananas. How many total bananas did they order?

3.

1 kilometer = ________ meters.
1 meter = ________ centimeters.
1 centimeter = ______ millimeters.

A turtle walked 3.04 meters. How many centimeters did he walk?

An inchworm crawled 3.4 centimeters. How many millimeters did he crawl?

Name ____________________

Second at Bat

4. Use a number line or number lines to prove that $\frac{2}{3} = \frac{6}{9}$

5. Complete each conversion:

a. 25 meters = __________ centimeters

b. 250 meters = __________ centimeters

c. 250.25 meters = __________ centimeters

6. Estimate and solve for as many products as you can in the time you have left:

26 x 78

26 x 878

26 x 7,878

326 x 878