

Subtracting Hundreds, Tens, and Ones

Math Focus Points

- ◆ Representing 3-digit numbers using a place-value model
- ◆ Representing a 3-digit number as hundreds, tens, and ones
- ◆ Solving a subtraction problem by keeping one number whole and subtracting the other in parts by place

| Today's Plan | | Materials |
|---|---|--|
| 1 <small>ACTIVITY</small> Introducing a Subtraction Problem |  25 MIN  CLASS | <ul style="list-style-type: none"> • Chart paper: Write the problem from p. CC97 to begin the activity. • Set of paper stickers |
| 2 <small>ACTIVITY</small> Solving Subtraction Sticker Problems |  35 MIN  INDIVIDUALS | <ul style="list-style-type: none"> • <i>Student Activity Book</i>, pp. 75–76 or C94–C95, Subtracting Groups of Stickers Make copies. (as needed) |
| 3 <small>SESSION FOLLOW-UP</small> Daily Practice | | <ul style="list-style-type: none"> • <i>Student Activity Book</i>, p. 77 or C96, Plus or Minus 100 Make copies. (as needed) • <i>Student Math Handbook</i>, pp. 71–72 |

Classroom Routines

Today's Number: 235 Ask students to express 235 as the sum of 100s, 10s, and 1s using expanded notation, e.g., $235 = 200 + 30 + 5$. Also record $235 = 200 + 35$. Students write other expressions for 235 by representing the 200 as the sum of multiples of 10 plus 35 (e.g., $100 + 100 + 35$; $100 + 50 + 50 + 35$; $80 + 20 + 70 + 30 + 35$; and so on).

1

ACTIVITY



Introducing a Subtraction Problem

Post the following problem, and read it aloud with students.

Sally had a collection of 258 star stickers. She decided to give 123 of these stickers to Franco for his collection. How many star stickers did Sally have left?

Ask several students to retell the story and predict whether or not Sally will have more than 258 star stickers or less than 258 star stickers after she gives some to Franco.

What information do we know? Yes, we know that Sally had 258 stickers. How could we represent Sally's stickers using this paper set of stickers?

Ask a student volunteer to display 258 stickers using the set of paper stickers. Record 258 on the board and, using sticker notation, represent this amount on the board as well. Ask students to point out how the sticker notation connects to the paper set of stickers and to the number 258.

What does the 2 in the number 258 mean? Where do you see that amount represented in the paper stickers or in the sticker notation?



Refer back to the problem and ask students how many stickers Sally gave to Franco.

So, we know that Sally had 258 stickers. What else do we know? Yes, we know that she gave 123 stickers to Franco. What equation can we write to show this?

Record $258 - 123 = ?$ on the board.

How can we break apart 123 so that we can take that number of stickers away from the set of 258?

Students might say:



"I would first take away one of the sheets of stickers. That's 100. Then I would take away two strips. That's 120. Then I would take away three of the singles. That's 123."

Teaching Note

**1 Keeping One Number Whole/
Subtracting the Other in Parts by**

Place The work in these sessions focuses on the subtraction strategy of keeping one number whole and then subtracting the amount being removed by breaking it into hundreds, tens, and ones and subtracting each of those amounts. This strategy is well represented using the familiar context of stickers and place-value notation. Students will work with other subtraction strategies and models for representing subtraction, including the open number line, in grade 3.

Math Note

2 Subtracting by Place Because students were just focusing on adding 3-digit numbers by place, some may suggest and experiment with this strategy for subtraction. Subtracting by place is fairly straightforward when there are more ones (or tens) in the total amount than in the number to be subtracted, as in the example presented in this session,

$$258 - 123$$

$$(200 - 100 = 100,$$

$$50 - 20 = 30,$$

$$8 - 3 = 5 \text{ and}$$

$$100 + 30 + 5 = 135).$$

However, when there are more ones (or tens) in the number to be subtracted, as in $258 - 129$, students must think

$$"200 - 100 = 100,$$

$$50 - 20 = 30,$$

$$8 - 9 = -1 \text{ and}$$

$$100 + 30 + (-1) = 129" \text{ or}$$

$$"258 \text{ is the same as } 240 + 18,$$

$$\text{so } 240 - 120 = 120 \text{ and } 18 - 9 = 9$$

$$\text{and } 120 + 9 = 129."$$



"You can just cross out 123 stickers from the 258. You cross out 1 square, 2 lines, and 3 dots."

Point out to students that for this problem they should keep the total amount whole but they can break up the number that is being removed by groups of hundreds, tens, and ones. **1 2**

Ask a student to demonstrate how to take away 123 from the set of paper stickers and another student to demonstrate how to cross out 123 from the sticker notation. Use equations to notate each part being removed.

$$258 - 100 = 158$$

$$158 - 20 = 138$$

$$138 - 3 = \underline{\quad}$$

Then review the problem and representation with students, focusing next on where the answer is represented.

So we had 258 stickers and then we took away or crossed out 123 stickers by removing 100, then 20, then 3. What does the 123 represent in the problem? Right. It is the number of stickers that Sally gave to Franco. So, how do we figure out what the answer is?



Students are likely to describe the answer as the amount that remains or is not crossed out. Emphasize for students that the total of 258 stickers is now broken into two groups—the group that was taken away (123) and the group that is left over (135).

[Juan] suggested counting the number of paper stickers that have not been taken away, and [Amaya] suggested counting the number of stickers that are not crossed out on the sticker notation. Should these amounts be the same? Why or why not? What does this group of stickers represent?

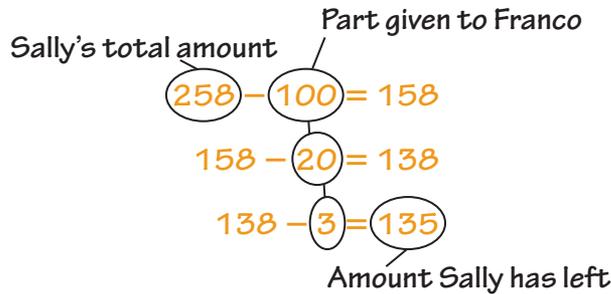
Ask a student volunteer to count each remaining/not crossed out group of stickers to confirm that there are 135 in each group and discuss what this set of stickers represents.

So, this group of 258 represents what? (*the amount of stickers Sally started with*)

And this group of 123 represents what? (*the amount of stickers Sally gave to Franco*)

And this group of 135 represents what? (*the amount of stickers Sally has left*)

If we look at the equations that we wrote, where can we see each of these amounts represented?



2 ACTIVITY

Solving Subtraction Sticker Problems



35 MIN



INDIVIDUALS

Students complete *Student Activity Book* pages 75–76 or C94–C95. Explain that for the remainder of the session they will work on a set of similar problems. In each of these problems they should represent the problem using sticker notation and an equation and use the strategy of keeping one number whole and then subtracting the amount being removed by breaking it into hundreds, tens, and ones.

Let students know that you will be discussing Problem 1 as a whole class at the beginning of tomorrow's math class.

ONGOING ASSESSMENT: Observing Students at Work



Students use the strategy of keeping one number whole and subtracting the other in parts to solve subtraction problems.

- **Can students retell the problem in their own words and describe what is happening in the problem?** Can they write an equation that represents the action of the problem?
- **Are students able to use sticker notation to represent the total amount?**

Name _____ Date _____
Partners, Teams, and Paper Clips

Subtracting Groups of Stickers

 (page 1 of 2)
Write an equation and use stickers to represent each problem.

Problem 1
Sally had a collection of 176 star stickers. She decided to give 115 of these stickers to Franco for his collection. How many star stickers did Sally have left?
Equation: _____ - _____ = _____ stickers
Sticker notation:

Problem 2
Jake collects car stickers. He has 264 car stickers in his collection. He decides to give 120 of them to James. How many car stickers does Jake have left in his collection?
Equation: _____ - _____ = _____ stickers
Sticker notation:

© Houghton Mifflin Harcourt
Session 5A.3 Unit 8 75

▲ Student Activity Book, Unit 8, p. 75;
Resource Masters, C94

Name _____ Date _____
Partners, Teams, and Paper Clips

Subtracting Groups of Stickers

 (page 2 of 2)
Write an equation, and use stickers to represent each problem.

Problem 3
Kira wanted to start a collection of cat stickers. Sally had 388 cat stickers in her sticker book. She gave 150 of them to Kira for her new collection. How many cat stickers does Sally have now?
Equation: _____ - _____ = _____ stickers
Sticker notation:

Problem 4
Franco decided to count all of the stickers in his collection and then put them in sticker books. Franco counted 680 stickers. On Saturday, he put 350 stickers into sticker books. How many stickers does Franco have left to put into sticker books?
Equation: _____ - _____ = _____ stickers
Sticker notation:

© Houghton Mifflin Harcourt
76 Unit 8 Session 5A.3

▲ Student Activity Book, Unit 8, p. 76;
Resource Masters, C95

Name _____ Date _____

Partners, Teams, and Paper Clips Daily Practice

Plus or Minus 100

Write the number that is 100 more or 100 less than the target number.

| 100 Less | Target Number | 100 More |
|----------|---------------|----------|
| | 150 | |
| | 276 | |
| | 383 | |
| | 195 | |
| | 400 | |
| | 711 | |
| | 528 | |
| | 632 | |
| | 949 | |
| | 855 | |
| | 900 | |

© Houghton Mifflin Harcourt Publishing Company
Session SA.3 Unit 8 77

▲ Student Activity Book, Unit 8, p. 77;
Resource Masters, C96

- **Do students break apart the amount being removed into hundreds, tens, and ones and then remove each of these parts from the total amount?** Can they show their strategy on the sticker notation? Do they notate their work using equations?
- **Are students able to explain their strategy as well as identify each part of the problem (the total amount, part removed, part left/answer)?**

DIFFERENTIATION: Supporting the Range of Learners



Intervention Work with a small group of students who may need more directed help in making sense of these subtraction problems. Some students may benefit by using paper stickers to represent numbers. Read the problem together as a group. Have students identify the important pieces of information such as what is happening in the problem (*an amount is being removed*). Next represent the total amount of stickers using a paper set of stickers. Reinforce the number of sheets (100s), strips (10s), and singles (ones), asking students to identify the part of the number that is represented by the paper stickers and vice versa. (What does the 2 mean in 258? How many groups of 100 is that? How is that shown in our set of stickers?) Work through each step of the problem with students making connections between the written problem, the paper set of stickers, the sticker notation, and equations.

ELL Some English Language Learners may have difficulty with the language of the story problems on pages 75–76. Simplifying the text may be helpful. For example, in Problem 1: Sally has 176 stickers. She gives 115 to Franco. How many stickers does Sally have left?

3 SESSION FOLLOW-UP Daily Practice



Daily Practice: For ongoing review, have students complete *Student Activity Book* page 77 or C96.



Student Math Handbook: Students and families may use *Student Math Handbook* pages 71–72 for reference and review. See pages 205–211 in the back of Unit 8.

Subtracting Groups of Stickers

(page 1 of 2)

Write an equation and use stickers to represent each problem.

Problem 1

Sally had a collection of 176 star stickers. She decided to give 115 of these stickers to Franco for his collection. How many star stickers did Sally have left?

Equation: _____ - _____ = _____ stickers

Sticker notation:

Problem 2

Jake collects car stickers. He has 264 car stickers in his collection. He decides to give 120 of them to James. How many car stickers does Jake have left in his collection?

Equation: _____ - _____ = _____ stickers

Sticker notation:

Subtracting Groups of Stickers

(page 2 of 2)

Write an equation and use stickers to represent each problem.

Problem 3

Kira wanted to start a collection of cat stickers. Sally had 388 cat stickers in her sticker book. She gave 150 of them to Kira for her new collection. How many cat stickers does Sally have now?

Equation: _____ - _____ = _____ stickers

Sticker notation:

Problem 4

Franco decided to count all of the stickers in his collection and then put them in sticker books. Franco counted 680 stickers. On Saturday, he put 350 stickers into sticker books. How many stickers does Franco have left to put into sticker books?

Equation: _____ - _____ = _____ stickers

Sticker notation:

Name _____

Date _____



Plus or Minus 100

NOTE Students practice adding and subtracting 100 from a given number.

Write the number that is 100 more or 100 less than the target number.

| 100 Less | Target Number | 100 More |
|----------|---------------|----------|
| | 150 | |
| | 276 | |
| | 383 | |
| | 195 | |
| | 400 | |
| | 711 | |
| | 528 | |
| | 632 | |
| | 949 | |
| | 855 | |
| | 900 | |

Subtracting 3-Digit Numbers

Math Focus Points

- ◆ Representing 3-digit numbers using a place-value model
- ◆ Representing a 3-digit number as hundreds, tens, and ones
- ◆ Solving a subtraction problem by keeping one number whole and subtracting the other in parts by place
- ◆ Subtracting numbers where it is necessary to regroup the number of tens (or hundreds) in the total amount

| Today's Plan | Materials |
|---|--|
| <p>1 <small>DISCUSSION</small> Strategies for Subtraction</p> | <p>  25 MIN CLASS</p> <ul style="list-style-type: none"> • <i>Student Activity Book</i>, pp. 75–76 or C94–C95 (from Session 5A.3) • Chart paper: Write the problem from p. C94. |
| <p>2 <small>ACTIVITY</small> Solving Subtraction Story Problems</p> | <p>   35 MIN INDIVIDUALS PAIRS</p> <ul style="list-style-type: none"> • <i>Student Activity Book</i>, pp. 78–79 or C97–C98, More Sticker Problems Make copies. (as needed) |
| <p>3 <small>SESSION FOLLOW-UP</small> Daily Practice</p> | <ul style="list-style-type: none"> • <i>Student Activity Book</i>, pp. 80–81 or C99–C100, Fraction Practice Make copies. (as needed) • <i>Student Math Handbook</i>, pp. 85–89 |

Classroom Routines

Today's Number: 158 Ask students to express 158 using expanded form as the sum of 100s, 10s, and 1s, e.g., $158 = 100 + 50 + 8$. Also record $158 = 100 + 58$. Students write other expressions for 158 by representing the 100 as the sum of multiples of 10 plus 58 (e.g., $80 + 20 + 58$; $70 + 30 + 58$). Ask students to find all of the possible combinations.



DISCUSSION

Strategies for Subtraction



Math Focus Points for Discussion

- ◆ Solving a subtraction problem by keeping one number whole and subtracting the other in parts by place
- ◆ Subtracting numbers where it is necessary to regroup the number of tens (or hundreds) in the total amount

Refer students to Problem 1 on *Student Activity Book* page 75 or C94 that they worked on in the previous session.

Sally had a collection of 176 star stickers. She decided to give 115 of these stickers to Franco for his collection. How many star stickers did Sally have left?

Ask students to describe what is happening in the problem and include what information is known, what they are trying to find out, and what equation they wrote to represent this problem.

Have students describe how to represent the total amount of stickers Sally had as you record this information on the board.

We were solving this problem by keeping the total amount together, then taking away groups of hundreds, then groups of tens, and then the ones.

As in the previous session, have students describe how they solved the problem. Record their solutions using sticker notation and equations similar to what is represented below.

$$176 - 115 = \underline{\quad}$$

176

$$176 - 100 = 76$$

$$76 - 10 = 66$$

$$66 - 5 = 61$$

Review with students the connection between the sticker notation and the equations, as well as where each part of the problem is represented in both the notation and equations.

Next, introduce another problem.

Sally had 235 stickers. She gave 158 of them to her sister. How many stickers does Sally have left? What is an equation that represents this problem? ($235 - 158 = \underline{\quad}$)

How can I show the total number Sally started with using sticker notation? ①

Record the following on the board:

$$235 - 158 = \underline{\quad}$$



We know that Sally gave away 158 of her stickers.

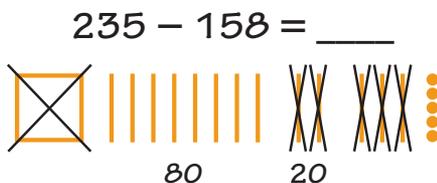
Record $158 = 100 + 50 + 8$

How many sheets, strips, and singles did she give away? Let's take away 100 by crossing out one sheet.

Cross out one square from the 235 sticker notation, record $235 - 100 = \underline{\quad}$, and ask students how many stickers remain.

Now there are 135 stickers left. We took away 100 of the 158, now let's take away 50 more. Here are 30 stickers (gesture to the 3 lines). Where can I get 20 more? [Tanya] says we should take them away from the sheet of 100. How many are left over if I take 20 away from 100? (80)

Record this step by dividing the remaining square into 2 parts, labeling each part 80/20.



$$235 - 100 = 135$$

$$135 - 50 = 85$$

Review with students the problem thus far.

Teaching Note

- ① **Using Sticker Notation to Represent Subtraction Problems** While sticker notation can potentially be cumbersome to represent large numbers, it does provide students with a way to quickly represent the total amount of stickers they are working with. Using this sketch, students can keep one number whole and think about how to subtract the other parts in groups of 100s, 10s, and 1s. This notation, when paired with equations that represent each part being removed, can be a useful tool to many students when they are subtracting 3-digit numbers. In grade 3, students will transition to using the open number line as another tool to represent both addition and subtraction of large numbers.

We started with 235 stickers and need to take away 158 stickers. How many of the 158 have we taken away so far? (150) How does the sticker notation show that 150 have been taken away? How do the equations we have written show that we have taken away 150? How many stickers are left? How do you know?

Students should be able to identify the remaining 85 in both the sticker notation and the equation $135 - 50 = 85$.

So, we have taken away 150 of the 158 stickers. We need to take away 8 more stickers to equal 158.

Record the equation $85 - 8 = \underline{\quad}$ and ask students how they would solve it. Listen for a strategy that suggests breaking up the 8 ones into $5 + 3$. If that strategy is not mentioned, suggest it yourself as you connect that to sticker notation.

So, our drawing shows we have 85 stickers left—this part of the sheet (point to the 80 part) and these 5 singles. What is another way I could show 85 stickers using sticker notation?

Draw 85 using sticker notation.

[Leo] said that to take away 8 from 85 he would think about 8 as 5 plus 3. He would take away the group of 5 and then take away 3 more. To show this in sticker notation, I'll cross out this group of 5 singles. Now I have to show that I am taking 3 more away from this group of 80. Just like I divided up the sheet of 100 into a group of 80 and a group of 20, I can divide up one of the strips of ten into ten singles and then cross out three more singles.



Many people said that 85 minus 8 was 77. Where do you see the 77 remaining stickers in our notation?

Together as a class, count the remaining stickers by 10s and ones, confirming that there are 77 and complete the equation $85 - 8 = 77$.

Review the entire problem with students as you reinforce the connection between the problem, the notation, and the equations that represent each step. Begin by rereading the problem and having students describe each step.

2

ACTIVITY

Solving Subtraction Story Problems



35 MIN



INDIVIDUALS



PAIRS

Students complete *Student Activity Book* pages 78–79 or C97–C98. Explain that for the remainder of the session they will work on a set of similar problems. Tell students that they should first solve each problem and then compare their strategies and solutions with a partner before moving on to the next problem.

ONGOING ASSESSMENT: Observing Students at Work



Students solve a set of subtraction problems that involve regrouping a group of 10 or 100.

- **Can students retell the problem in their own words and describe what is happening in the problem?** Can they write an equation that represents the action of the problem?
- **Are students able to use sticker notation to represent the total amount?**
- **Do students break apart the amount being removed into hundreds, tens, and ones and then remove each of these parts from the total amount?** Can they show their strategy on the sticker notation? Do they notate their work using equations?
- **How do students work with numbers that require them to break up or regroup a group of 10 or 100?** Are they able to notate this in some way on their sticker notation?
- **Are students able to explain their strategy as well as identify each part of the problem (total amount, part removed, part left/answer)?**

DIFFERENTIATION: Supporting the Range of Learners



Intervention Work with a small group of students who may need more directed help. Some students may benefit from using paper stickers to represent numbers. Read the problem together as a group. Have students identify the important pieces of information such as what is happening in the problem (an amount is being removed). Next, represent the total amount of stickers using a paper set of stickers. Reinforce the number

Name _____ Date _____

Partners, Teams, and Paper Clips

More Sticker Problems (page 1 of 2)

Write an equation and use stickers to represent each problem.

Problem 1

Sally bought a sticker book to keep her stickers in. She has 770 stickers to put in the book. She put 248 stickers in her book. How many does she have left to do?

Equation: $\underline{\quad} - \underline{\quad} = \underline{\quad}$ stickers

Sticker notation:

Problem 2

Franco and Kira decided to combine their sticker collections. When they counted, they had 8 sheets of 100, 6 strips of 10, and 4 singles. How many stickers did they have in all?

Equation: $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$ stickers

Sticker notation:

Of these stickers, Kira decided to give 255 to her sister. How many stickers do Franco and Kira have left? (You can use the sticker notation above to show your work.)

Equation: $\underline{\quad} - \underline{\quad} = \underline{\quad}$ stickers

78 Unit 8

Session 5A.4

▲ Student Activity Book, Unit 8, p. 78; Resource Masters, C97

Name _____ Date _____

Partners, Teams, and Paper Clips

More Sticker Problems (page 2 of 2)

Problem 3

Write a sticker problem to go with the following equation:

 $736 - 361 = \underline{\quad}$

Solve the problem. Show your work with sticker notation and equations.

Problem 4

Sally has this many stickers in her collection:



Sally gave 156 stickers to Kira for helping her babysit her little brother. How many stickers does Sally have left?

Equation: $\underline{\quad} - \underline{\quad} = \underline{\quad}$ stickers

Solve the problem. Show your work.

Session 5A.4

Unit 8 79

▲ Student Activity Book, Unit 8, p. 79; Resource Masters, C98

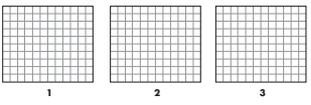
Name _____ Date _____

Partners, Teams, and Paper Clips Daily Practice

Fraction Practice (page 1 of 2)

NOTE: Students divide shapes into equal parts.

- Find three different ways to divide these rectangles into fourths.



- In Rectangle 1, color $\frac{1}{4}$ blue, $\frac{1}{4}$ red, and $\frac{1}{4}$ green.
 What fraction of the rectangle is colored? _____
 What fraction of the rectangle is **not** colored? _____
- In Rectangle 2, color $\frac{1}{2}$ green and $\frac{1}{4}$ red.
 How many fourths are green? _____
- In Rectangle 3, color $\frac{1}{4}$ red, $\frac{1}{2}$ green, and $\frac{1}{4}$ blue.
 What fraction of the rectangle is colored? _____

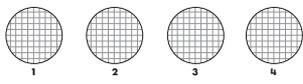
80 Unit 8 Sessions 5A-4

▲ Student Activity Book, Unit 8, p. 80; Resource Masters, C99

Name _____ Date _____

Partners, Teams, and Paper Clips Daily Practice

Fraction Practice (page 2 of 2)



- Divide Circle 1 into halves. Label each half with a fraction.
- Divide Circle 2 into fourths. Color $\frac{1}{2}$ red and $\frac{1}{4}$ green.
 What fraction of the circle is colored? _____
 What fraction of the circle is **not** colored? _____
- Divide Circle 3 into fourths. Decide how to color it using red, blue, and green. Then record the fractions of each color.
 What fraction of the circle is blue? _____
 What fraction of the circle is green? _____
 What fraction of the circle is red? _____
- Challenge** How can you divide Circle 4 into 8 equal parts? Color the circle using red, blue, and green. Then record the fractions of each color.
 _____ of the circle is blue.
 _____ of the circle is green.
 _____ of the circle is red.

81 Unit 8 Sessions 5A-4

▲ Student Activity Book, Unit 8, p. 81; Resource Masters, C100

of sheets (100s), strips (10s), and singles (ones), asking students to identify the part of the number that is represented by the paper stickers and vice versa. (What does the 2 mean in 235? How many groups of 100 is that? How is that shown in our set of stickers?) Work through each step of the problem with students making connections between the written problem, the paper set of stickers, the sticker notation, and equations.

Intervention Some students may need to see how to “regroup” a 10 or 100 by watching you cut up a paper sheet of 100 or strip of 10 and gluing these down on paper before making the transition to sticker notation.

3 SESSION FOLLOW-UP Daily Practice



Daily Practice: For ongoing review, have students complete *Student Activity Book* pages 80–81 or C99–C100.



Student Math Handbook: Students and families may use *Student Math Handbook* pages 85–89 for reference and review.

More Sticker Problems (page 1 of 2)

Write an equation and use stickers to represent each problem.

Problem 1

Sally bought a sticker book to keep her stickers in. She has 770 stickers to put in the book. She put 248 stickers in her book. How many does she have left to do?

Equation: _____ - _____ = _____ stickers

Sticker notation:

Problem 2

Franco and Kira decided to combine their sticker collections. When they counted, they had 8 sheets of 100, 6 strips of 10, and 4 singles. How many stickers did they have in all?

Equation: _____ + _____ + _____ = _____ stickers

Sticker notation:

Of these stickers, Kira decided to give 255 to her sister. How many stickers do Franco and Kira have left? (You can use the sticker notation above to show your work.)

Equation: _____ - _____ = _____ stickers

More Sticker Problems (page 2 of 2)

Problem 3

Write a sticker problem to go with the following equation:

$$736 - 361 = \underline{\quad}$$

Solve the problem. Show your work with sticker notation and equations.

Problem 4

Sally has this many stickers in her collection:



Sally gave 156 stickers to Kira for helping her babysit her little brother. How many stickers does Sally have left?

Equation: $\underline{\quad} - \underline{\quad} = \underline{\quad}$ stickers

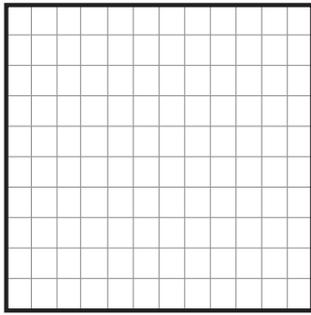
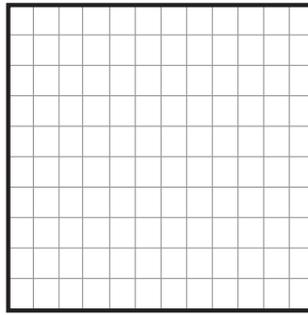
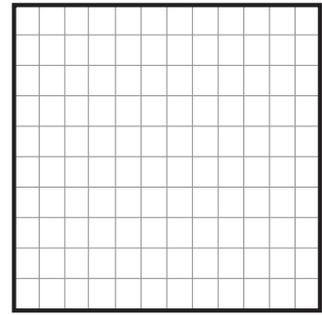
Solve the problem. Show your work.



Fraction Practice (page 1 of 2)

NOTE Students divide shapes into equal parts.

1. Find three different ways to divide these rectangles into fourths.

**1****2****3**

2. In Rectangle 1, color $\frac{1}{4}$ blue, $\frac{1}{4}$ red, and $\frac{1}{4}$ green.

What fraction of the rectangle is colored? _____

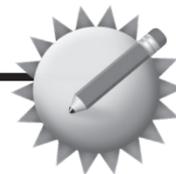
What fraction of the rectangle is **not** colored? _____

3. In Rectangle 2, color $\frac{1}{2}$ green and $\frac{1}{4}$ red.

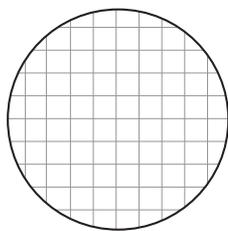
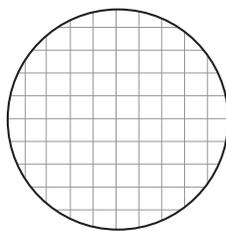
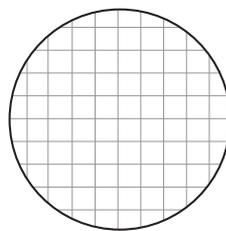
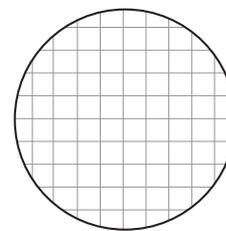
How many fourths are green? _____

4. In Rectangle 3, color $\frac{1}{4}$ red, $\frac{1}{2}$ green, and $\frac{1}{4}$ blue.

What fraction of the rectangle is colored? _____



Fraction Practice (page 2 of 2)

**1****2****3****4**

5. Divide Circle 1 into halves. Label each half with a fraction.

6. Divide Circle 2 into fourths. Color $\frac{1}{2}$ red and $\frac{1}{4}$ green.

What fraction of the circle is colored? _____

What fraction of the circle is **not** colored? _____

7. Divide Circle 3 into fourths. Decide how to color it using red, blue, and green. Then record the fractions of each color.

What fraction of the circle is blue? _____

What fraction of the circle is green? _____

What fraction of the circle is red? _____

8. Challenge How can you divide Circle 4 into 8 equal parts? Color the circle using red, blue, and green. Then record the fractions of each color.

_____ of the circle is blue.

_____ of the circle is green.

_____ of the circle is red.