Unit 3

Homelink Packet

Sharing Equally

Home Link 3-1

NAME DATE TIME

Use drawings to help you solve the problems. Solve each problem in more than one way. Show your work.

SRB 124 125, 136-157

① Four friends shared 5 pizzas equally. How much pizza did each friend get?

_____ pizzas

One way:

Another way:

② Five kittens are sharing 6 cups of milk equally. How much milk does each kitten get?

_____ cups of milk

One way:

Another way:

Practice

③ Name the next 4 multiples of 7. 7, _____, _____, _____, _____

④ List all the factors of 18. _____

⑤ List all the factors of 18 that are prime. _____

⑥ List all the factor pairs of 40.

_____ and _____ ; _____ and _____;

_____ and _____ ; _____ and _____

$2 \times 70 =$ _____

$40 \times 6 =$ _____

$30 \times 6 =$ _____

$9 \times 60 =$ _____

$80 \times 9 =$ _____

$4 \times 30 =$ _____

$70 \times 8 =$ _____

$20 \times 3 =$ _____

$2 \times 40 =$ _____

$80 \times 3 =$ _____

$5 \times 90 =$ _____

$50 \times 7 =$ _____

$5 \times 40 =$ _____

$90 \times 9 =$ _____

$60 \times 3 =$ _____

$8 \times 20 =$ _____

$9 \times 30 =$ _____

$50 \times 9 =$ _____

$7 \times 40 =$ _____

$7 \times 30 =$ _____

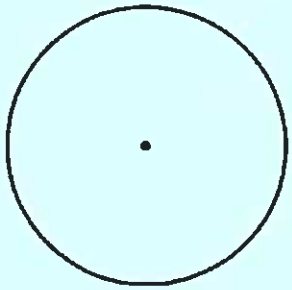
Fraction Circles

Home Link 3-2

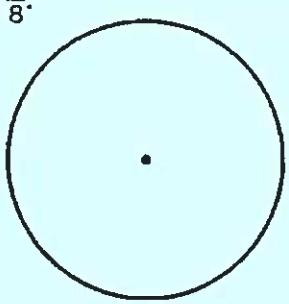
NAME DATE TIME

SRB 136

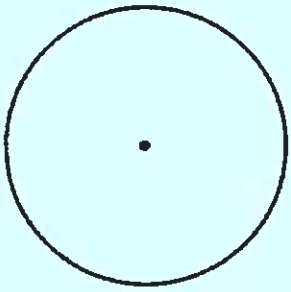
① Divide into 4 equal parts. Shade $\frac{1}{4}$.



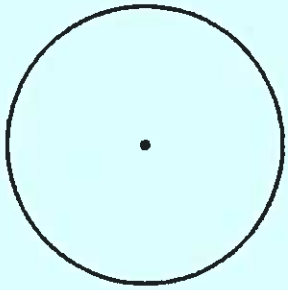
② Divide into 8 equal parts. Shade $\frac{2}{8}$.



③ Divide into 12 equal parts. Shade $\frac{3}{12}$.



④ Create your own. Divide into equal parts and shade a portion. Record the amount you shaded.



⑤ What patterns do you notice in Problems 1 through 3?

_____

_____

Practice

⑥ List the next 4 multiples of 5. 20, _____, _____, _____, _____

⑦ List all the factors of 48. _____

⑧ List the factors of 48 that are composite. _____

$180 \div 9 =$

$4{,}200 \div 6 =$

$45{,}000 \div 9 =$

$400 \div 2 =$

$5{,}600 \div 8 =$

$90 \div 3 =$

$12{,}000 \div 4 =$

$24{,}000 \div 8 =$

$4{,}900 \div 7 =$

$32{,}000 \div 8 =$

$7{,}200 \div 9 =$

$400 \div 5 =$

$1{,}400 \div 7 =$

$360 \div 4 =$

$1{,}200 \div 3 =$

$12{,}000 \div 2 =$

$27{,}000 \div 3 =$

$1{,}500 \div 3 =$

$5{,}400 \div 6 =$

$16{,}000 \div 2 =$

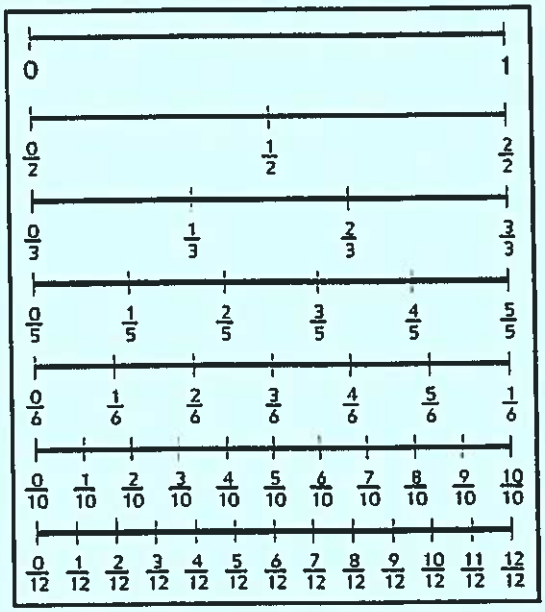
Finding Equivalent Fractions

Home Link 3-3

NAME DATE TIME

SRB 136-137

Use the number lines to help you answer the following questions.



(1) Fill in the blank with = or ≠.

a. $\frac{2}{3}$ ___ $\frac{1}{3}$

b. $\frac{2}{6}$ ___ $\frac{1}{3}$

c. $\frac{2}{6}$ ___ $\frac{2}{5}$

d. $\frac{1}{5}$ ___ $\frac{2}{10}$

e. $\frac{2}{12}$ ___ $\frac{1}{6}$

(2) Fill in the missing numbers.

a. $\frac{1}{5} = \frac{\square}{10}$

b. $\frac{4}{12} = \frac{\square}{3}$

c. $\frac{5}{10} = \frac{\square}{2}$

d. $\frac{3}{6} = \frac{\square}{12}$

e. $\frac{4}{6} = \frac{\square}{3}$

(3) Circle the number sentences that are NOT true.

a. $\frac{3}{12} = \frac{1}{4}$

b. $\frac{1}{2} = \frac{5}{10}$

c. $\frac{2}{6} = \frac{2}{5}$

d. $\frac{7}{10} = \frac{4}{6}$

e. $\frac{9}{10} = \frac{11}{12}$

Practice

Solve using U.S. traditional addition or subtraction.

(4) _____ = 989 + 657

(5) 3,314 + 4,719 = _____

(6) 5,887 − 3,598 = _____

(7) _____ = 2,004 − 1,716

1) 6,109 - 5,983	**2)** 3,950 - 3,528	**3)** 3,493 - 1,809	**4)** 8,742 - 8,496
5) 8,558 - 6,851	**6)** 2,553 - 2,431	**7)** 8,064 - 3,719	**8)** 8,819 - 2,954

Finding Equivalent Fractions

Home Link 3-4

NAME DATE TIME

Family Note Today students learned about an **Equivalent Fractions Rule**, which can be used to rename any fraction as an equivalent fraction. The rule for multiplication states that if the numerator and denominator are multiplied by the same nonzero number, the result is a fraction that is equivalent to the original fraction.

For example, the fraction $\frac{1}{2}$ can be renamed as an infinite number of equivalent fractions. When you multiply the numerator 1 by 5, the result is 5. When you multiply the denominator 2 by 5, the result is 10.

$$\frac{1 \times 5}{2 \times 5} = \frac{5}{10}$$

This results in the number sentence $\frac{1}{2} = \frac{5}{10}$. If you multiplied both the numerator and denominator in $\frac{1}{2}$ by 3, the result would be $\frac{3}{6}$, which is also equal to $\frac{1}{2}$.

Fill in the boxes to complete the equivalent fractions.

SRB 141

Example: $\frac{1}{2} = \frac{3}{6}$

① $\frac{1}{2} = \frac{6}{\square}$ ② $\frac{1}{4} = \frac{3}{\square}$ ③ $\frac{1}{3} = \frac{2}{\square}$ ④ $\frac{2}{3} = \frac{8}{\square}$ ⑤ $\frac{1}{5} = \frac{\square}{10}$

⑥ $\frac{2}{5} = \frac{\square}{10}$ ⑦ $\frac{3}{4} = \frac{9}{\square}$ ⑧ $\frac{5}{6} = \frac{10}{\square}$ ⑨ $\frac{2}{\square} = \frac{6}{9}$ ⑩ $\frac{4}{\square} = \frac{8}{12}$

⑪ Name 3 equivalent fractions for $\frac{1}{2}$. _____

Practice

⑫ List all the factors of 56. _____

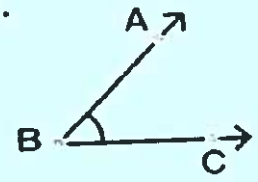
⑬ Write the factor pairs for 30.

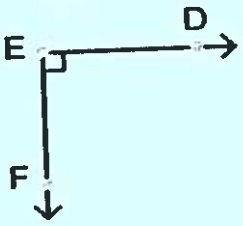
_____ and _____, _____ and _____, _____ and _____,

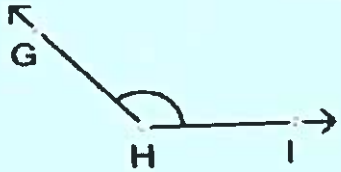
_____ and _____

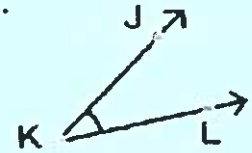
⑭ Is 30 prime or composite? _____

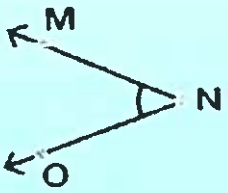
Label each angle as acute, obtuse, or right.

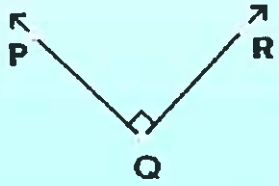
1. 

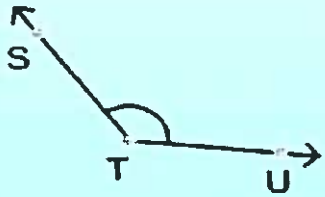
2. 

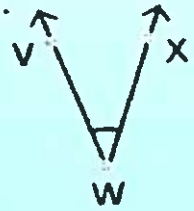
3. 

4. 

5. 

6. 

7. 

8. 

7 × 12	10 × 7	11 × 7	9 × 3	4 × 6	8 × 11	6 × 3
6 × 5	5 × 4	5 × 7	8 × 3	11 × 9	3 × 7	10 × 3
6 × 4	12 × 9	6 × 5	7 × 11	3 × 8	7 × 10	6 × 10

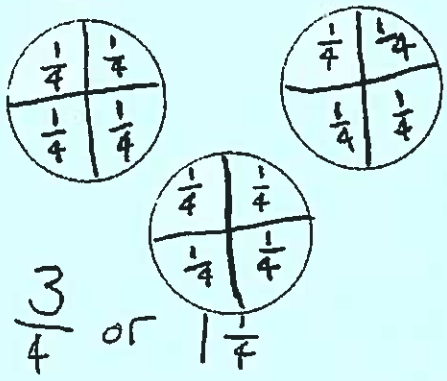
Sharing Veggie Pizza

Home Link 3-5

NAME DATE TIME

SRB 124, 137

1. Karen and her 3 friends want to share 3 small veggie pizzas equally. Karen tried to figure out how much pizza each of the 4 children would get. She drew this picture and wrote two answers.



   a. Which of Karen's answers is correct? _____

   b. Draw on Karen's diagram to make it clear how the pizza should be distributed among the 4 children.

2. Erin and her 7 friends want to share 6 small veggie pizzas equally.

   How much pizza will each of the 8 children get? _____

3. Who will get more pizza, Karen or Erin? _____

   Explain or show how you know.

Practice

4. List all the factors of 50. _____

5. Is 50 prime or composite? _____

6. Write the factor pairs for 75.

   _____ and _____

   _____ and _____

   _____ and _____

Solve each problem. Show all of your work and write the units on your answer.

Bianca and her friend were recycling paper for their class. For every three pounds they recycled they earned 1 point. If Bianca recycled eight pounds and her friend recycled seven pounds, how many points did they earn for the class?

answer: _____

At the town carnival, Oliver rode the ferris wheel five times and the bumper cars four times. If each ride cost seven tickets, how many tickets did he use?

answer: _____

If each ticket cost ten cents, how much money did Oliver spend?

answer: _____

Solving Fraction Comparison Number Stories

Home Link 3-6

NAME DATE TIME

SRB 145-146

Solve the problems below.

① Tenisha and Christa were each reading the same book. Tenisha said she was $\frac{3}{4}$ of the way done with it, and Christa said she was $\frac{6}{8}$ of the way finished.

Who has read more, or have they read the same amount? _____

_____

How do you know? _____

_____

② Heather and Jerry each bought an ice cream bar. Although the bars were the same size, they were different flavors. Heather ate $\frac{5}{8}$ of her ice cream bar, and Jerry ate $\frac{5}{10}$ of his.

Who ate more, or did they eat the same amount? _____

Write a number sentence to show this. _____

③ Howard's baseball team won $\frac{7}{10}$ of its games. Jermaine's team won $\frac{2}{5}$ of its games. They both played the same number of games.

Whose team won more games, or did they win the same amount? _____

How do you know? _____

_____

④ Write your own fraction number story. Ask someone at home to solve it.

_____

_____

_____

Practice

Write T for true or F for false.

⑤ 1,286 + 2,286 = 3,752 ____

⑥ 9,907 − 9,709 = 200 ____

⑦ 2,641 + 4,359 = 2,359 + 4,641 ____

⑧ 2,345 − 198 = 2,969 − 822 ____

16 - 7	16 - 9	8 - 4	13 - 6	13 - 9	14 - 5	16 - 7
9 - 5	12 - 5	13 - 5	14 - 8	12 - 5	11 - 5	9 - 5
15 - 6	12 - 9	15 - 7	11 - 7	7 - 3	14 - 9	15 - 9
17 - 8	16 - 8	13 - 7	10 - 7	13 - 8	14 - 6	8 - 3

Comparing and Ordering Fractions

Home Link 3-7

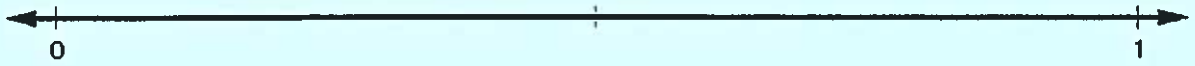
NAME DATE TIME

Write the fractions from smallest to largest, and then justify your conclusions by placing the numbers in the correct places on the number lines.

SRB 135, 147, 148

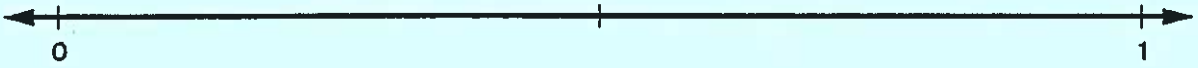
① $\frac{5}{6}, \frac{2}{6}, \frac{4}{6}$

_____ smallest _____ _____ largest



② $\frac{3}{5}, \frac{9}{10}, \frac{1}{4}, \frac{5}{12}$

_____ smallest _____ _____ _____ largest



③ $\frac{7}{12}, \frac{1}{2}, \frac{2}{3}, \frac{4}{10}, \frac{1}{6}$

_____ smallest _____ _____ _____ _____ largest

Practice

④ _____ = 5,494 + 3,769

⑤ 5,853 + 4,268 = _____

⑥ _____ = 8,210 − 6,654

⑦ 7,235 − 5,906 = _____

a. How many feet are in 1 yard? _____

b. How many feet are in 36 inches? _____

c. How many yards are in 27 feet? _____

d. How many inches are in 3 feet? _____

*. How many feet are in 5 yards? _____

*. How many feet are in 48 inches? _____

Gerald has a board that is 60 inches long. He needs to cut it into pieces that are 1 foot long. How many pieces can he cut the board into?

Answer: _____

Explain in words how you solved this problem.

_____

_____

_____

_____

Names for Fractions and Decimals

Home Link 3-8

NAME DATE TIME

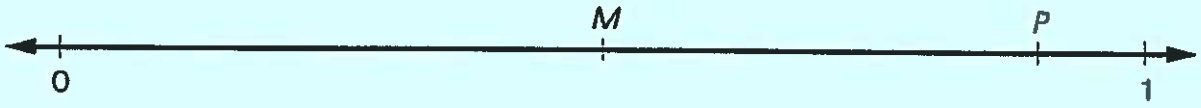
SRB 150-151

① Fill in the blanks in the table below.

Number in Words	Fraction	Decimal
one-tenth		
four-tenths		
	$\frac{8}{10}$	
		0.9
	$\frac{2}{10}$	
seven-tenths		

② Name two ways you might see decimals used outside of school.

_____



③ What decimal is represented by the tick mark labeled *M*? _____

④ What fraction is represented by the tick mark labeled *M*? _____

⑤ What decimal is represented by the tick mark labeled *P*? _____

⑥ What fraction is represented by the tick mark labeled *P*? _____

Practice

⑦ List all the factors of 100. _____

⑧ List the factors of 100 that are prime. _____

⑨ Write the factor pairs for 42.

_____ and _____ _____ and _____

_____ and _____ _____ and _____

8 × 6	9 × 4	9 × 7	8 × 5	5 × 7	5 × 6	8 × 9	8 × 3
5 × 3	7 × 8	7 × 6	3 × 7	5 × 4	6 × 7	6 × 8	6 × 3
8 × 4	7 × 3	3 × 4	4 × 8	6 × 5	4 × 7	8 × 4	7 × 3
9 × 5	6 × 9	4 × 7	7 × 9	5 × 9	5 × 9	6 × 4	9 × 8
7 × 8	8 × 8	8 × 5	3 × 8	6 × 5	8 × 7	6 × 7	3 × 3

Representing Fractions and Decimals

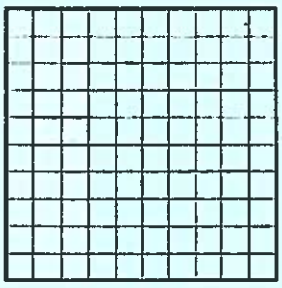
Home Link 3-9

NAME DATE TIME

If the grid is the whole, then what part of each grid is shaded?

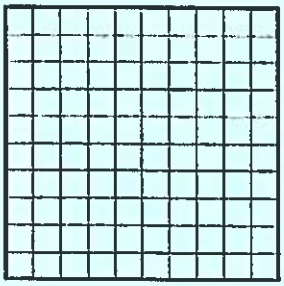
SRB 150-151

Write a fraction and a decimal below each grid.

① 

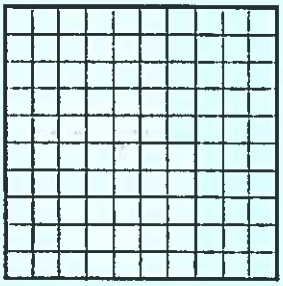
fraction: _____

decimal: _____

② 

fraction: _____

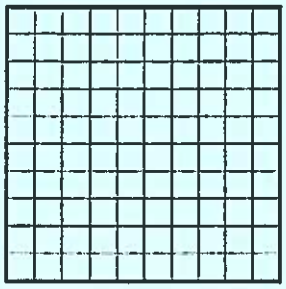
decimal: _____

③ 

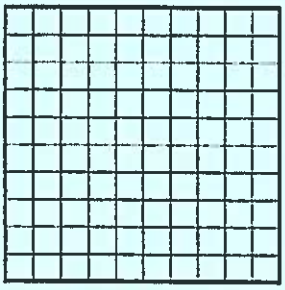
fraction: _____

decimal: _____

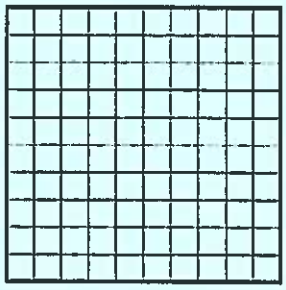
④ Color 0.8 of the grid.



⑤ Color 0.04 of the grid.



⑥ Color 0.53 of the grid.



Practice

⑦ The numbers 81, 27, and 45 are all multiples of 1, _____, and _____.

⑧ List the first ten multiples of 6.

_____, _____, _____, _____, _____, _____, _____, _____,

_____, _____

Solve each problem. Circle the best answer for each.

The town of Nickelsburg has about 1,500 homes. Which answer could be the exact number of homes in Nickelsburg?

a. 1,439 b. 1,584 c. 1,473 d. 1,612

There were about 25,000 people at last night's football game. Which answer is probably the exact number of people at the game?

a. 24,762 b. 25,694 c. 24,387 d. 25,519

The area of Texas is 268,820 square miles while the area of Alaska is 663,300 square miles. Which number sentence below best estimates the difference in the areas?

a. 660,000 - 270,000 = 390,000
b. 670,000 - 260,000 = 410,000
c. 600,000 - 300,00 = 300,000
d. 670,000 - 270,000 = 400,000

Tenths and Hundredths

Lesson 3-10

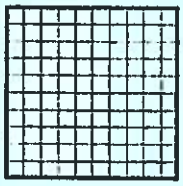
NAME DATE TIME

Family Note Your child continues to work with decimals. Encourage him or her to think about ways to write money amounts. This is called dollars-and-cents notation. For example, $0.07 (7 cents), $0.09 (9 cents), and so on.

Write the decimal numbers that represent the shaded part in each diagram.

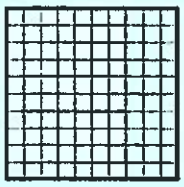
Whole
grid

SRB 149-150

① 

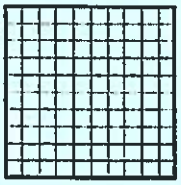
_____ hundredths

____ tenths ____ hundredths

② 

_____ hundredths

____ tenths ____ hundredths

③ 

_____ hundredths

____ tenths ____ hundredths

Write the words as decimal numbers.

④ twenty-three hundredths

_____

⑤ eight and four-tenths

_____

⑥ thirty and twenty-hundredths

_____

⑦ five-hundredths

_____

Continue each pattern.

⑧ 0.1, 0.2, 0.3, _____, _____, _____, _____, _____, _____

⑨ 0.01, 0.02, 0.03, _____, _____, _____, _____, _____, _____

Practice

⑩ Round 7,604 to the nearest thousand. _____

⑪ Round 46,099 to the nearest thousand. _____

⑫ Round 8,500,976 three ways: nearest thousand, hundred-thousand, and million.

_____ _____ _____

$4\overline{)36}$	$8\overline{)48}$	$3\overline{)21}$	$6\overline{)24}$	$7\overline{)56}$	$8\overline{)32}$	$9\overline{)81}$	$5\overline{)40}$
$3\overline{)9}$	$3\overline{)12}$	$4\overline{)32}$	$9\overline{)90}$	$7\overline{)21}$	$10\overline{)50}$	$7\overline{)70}$	$6\overline{)66}$
$10\overline{)40}$	$9\overline{)108}$	$3\overline{)6}$	$9\overline{)36}$	$3\overline{)15}$	$8\overline{)96}$	$3\overline{)33}$	$8\overline{)24}$
$5\overline{)35}$	$8\overline{)64}$	$7\overline{)77}$	$5\overline{)50}$	$10\overline{)110}$	$6\overline{)12}$	$5\overline{)25}$	$9\overline{)45}$
$6\overline{)60}$	$10\overline{)120}$	$10\overline{)100}$	$5\overline{)55}$	$7\overline{)84}$	$9\overline{)63}$	$9\overline{)27}$	$8\overline{)88}$

Joey has 56¢. If each eraser costs 7¢, how many can he buy?

_____ number model

_____ answer with its units

Practice with Decimals

Home Link 3-11

NAME DATE TIME

Fill in the missing numbers.

① 0 0.01 ____ ____ ____ ____ ____ ____ 0.08

② 0.7 ____ ____ ____ ____ ____ ____ ____ 1.5

Follow these directions on the ruler below.

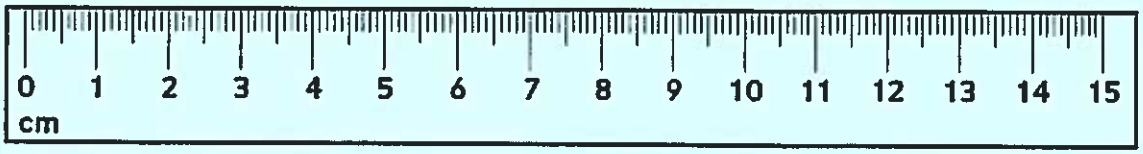
SRB 134, 182-183

③ Make a dot at 7 cm and label it with the letter *A*.

④ Make a dot at 90 mm and label it with the letter *B*.

⑤ Make a dot at 0.13 m and label it with the letter *C*.

⑥ Make a dot at 0.06 m and label it with the letter *D*.



⑦ Write <, >, or =.

a. 1.2 ____ 0.12 **b.** 0.3 ____ 0.38 **c.** 0.80 ____ 0.08

⑧ Complete.

1 cm = 10 mm 1 m = 100 cm

cm	m
100	1
	5
1,000	
6,000	

cm	m
1	0.01
	0.03
	0.06
40	

Practice

⑨ 6,366 + 7,565 = _____

⑩ 3,238 + 29,784 = _____

⑪ 9,325 − 7,756 = _____

⑫ 14,805 − 2,927 = _____

8 × 4	8 × 3	7 × 7	6 × 5	8 × 8	6 × 7	8 × 7	5 × 4
3 × 5	5 × 8	6 × 4	3 × 4	5 × 3	3 × 4	9 × 5	7 × 4
8 × 7	7 × 6	3 × 6	4 × 3	3 × 7	5 × 8	9 × 5	5 × 7
4 × 7	6 × 7	9 × 3	7 × 8	4 × 7	6 × 9	5 × 9	6 × 3
9 × 6	5 × 7	7 × 9	3 × 7	5 × 6	9 × 4	4 × 5	9 × 3

Write the first 10 multiples of 8.

_____, _____, _____, _____, _____, _____, _____, _____, _____, _____

Measuring Centimeters and Millimeters

Home Link 3-12

NAME DATE TIME

SRB 180, 182, 183

① Find 6 objects in your home to measure. Use the ruler from the bottom of the page to measure them, first in centimeters and then in millimeters. Record your objects and their measurements.

Example: crayon 3.5 cm 35 mm

Object			Object		
_____	___ cm	___ mm	_____	___ cm	___ mm
_____	___ cm	___ mm	_____	___ cm	___ mm
_____	___ cm	___ mm	_____	___ cm	___ mm

Fill in the tables.

②

cm	mm
1	
15	
3.7	
49.6	
0.8	

③

cm	m
	1
180	
	23.6
	5.72
	0.65

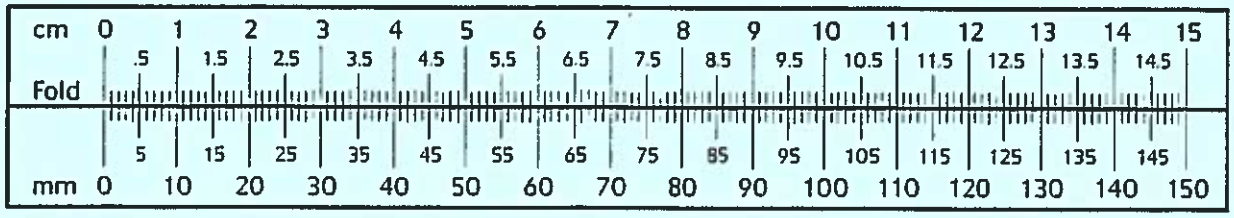
Practice

④ List the factors for 63. _____

⑤ Write the factor pairs for 60.

_____ and _____ _____ and _____ _____ and _____

_____ and _____ _____ and _____ _____ and _____



Write the value of the underlined digit.

a. 7,1<u>9</u>8,752 - _____

b. <u>8</u>,256,726 - _____

c. 1,<u>0</u>71,861 - _____

d. 5,472,<u>2</u>61 - _____

e. 6,89<u>6</u>,804 - _____

f. <u>4</u>72,861 - _____

g. 3,467,5<u>3</u>0 - _____

h. <u>5</u>,707,501 - _____

4 +9	6 +7	4 +6	3 +5	5 +9	7 +9	6 +4	4 +8
6 +4	8 +3	7 +4	8 +7	8 +5	4 +6	5 +3	9 +6
7 +7	5 +6	6 +9	3 +6	7 +9	9 +8	4 +8	5 +4

Comparing Decimals

Home Link 3-13

NAME DATE TIME

Family Note Ask your child to read the decimal numerals aloud. Encourage your child to use the following method:

1. Read the whole-number part.
2. Say *and* for the decimal point.
3. Read the digits after the decimal point as though they form their own number.
4. Say *tenths* or *hundredths*, depending on the placement of the right-hand digit. Encourage your child to exaggerate the *-ths* sound. For example, 2.37 is read as "two and thirty-seven hundredths."

Write >, <, or =.

SRB 154-155

① 2.35 ___ 2.57

② 1.08 ___ 1.8

③ 0.64 ___ 0.46

④ 0.90 ___ 0.9

⑤ 42.1 ___ 42.09

⑥ 7.09 ___ 7.54

⑦ 0.4 ___ 0.40

⑧ 0.26 ___ 0.21

> means *is greater than*

< means *is less than*

Example: The 4 in 0.47 stands for 4 *tenths* or *0.4*.

⑨ The 9 in 4.59 stands for 9 _____ or _____.

⑩ The 3 in 3.62 stands for 3 _____ or _____.

Continue each number pattern.

⑪ 6.56, 6.57, 6.58, _____, _____, _____

⑫ 0.73, 0.83, 0.93, _____, _____, _____

Write the number that is 0.1 more.

⑬ 4.3 _____

⑭ 4.07 _____

Write the number that is 0.1 less.

⑮ 8.2 _____

⑯ 5.63 _____

Practice

⑰ 43,589 + 12,641 = _____

⑱ 63,274 + 97,047 = _____

⑲ 41,805 − 26,426 = _____

⑳ 82,004 − 11,534 = _____

$8\overline{)80}$	$5\overline{)35}$	$6\overline{)36}$	$5\overline{)30}$	$3\overline{)27}$	$7\overline{)49}$	$9\overline{)72}$	$10\overline{)80}$
$9\overline{)63}$	$7\overline{)35}$	$6\overline{)30}$	$4\overline{)36}$	$5\overline{)40}$	$4\overline{)40}$	$10\overline{)60}$	$3\overline{)18}$
$6\overline{)42}$	$9\overline{)54}$	$4\overline{)32}$	$4\overline{)24}$	$8\overline{)64}$	$3\overline{)30}$	$9\overline{)90}$	$4\overline{)20}$
$8\overline{)48}$	$7\overline{)63}$	$8\overline{)72}$	$9\overline{)45}$	$6\overline{)48}$	$10\overline{)70}$	$10\overline{)50}$	$7\overline{)70}$
$5\overline{)25}$	$5\overline{)45}$	$3\overline{)15}$	$6\overline{)54}$	$3\overline{)21}$	$9\overline{)81}$	$9\overline{)63}$	$3\overline{)27}$