

Grade 4

Unit 5

Week 5

Parents: Please help your child choose the most appropriate assignment(s) to complete each day. When the day's assignment is done, students finish the two reflection statements on this page.

Please note Extra Practice activities are on-level for the grade level. Re-Engage activities give students additional support.

Special Education students should use the Re-Engage lessons as shown in the weekly plans.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|---|---|---|---|---|
| Topic | Decompose a fraction by breaking up the fraction into a sum of fractions. | Add fractions by joining parts. | Subtract fractions by separating parts to find the difference. | Convert improper fractions into mixed numbers. | Convert mixed numbers into improper fractions. |
| Assignment | Unit 5 Lesson 1 Re-Engage Extra Practice | Unit 5 Lesson 3 Re-Engage Extra Practice | Unit 5 Lesson 5 Re-Engage Extra Practice | Unit 5 Lesson 8 Re-Engage Extra Practice | Unit 5 Lesson 9 Re-Engage Extra Practice |
| Video link | Unit 5 Lesson 1 English Spanish Student Support Video | Unit 5 Lesson 3 English Spanish Student Support Video | Unit 5 Lesson 5 English Spanish Student Support Video | Unit 5 Lesson 8 English Spanish Student Support Video | Unit 5 Lesson 9 English Spanish Student Support Video |
| Fluency Practice | Fluency Check Division (2s) (Version A, B, C, or D) | Fluency Check Division (3s) (Version A, B, C, or D) | Fluency Check Division (4s) (Version A, B, C, or D) | Fluency Check Division (5s) (Version A, B, C, or D) | Fluency Check Division (6s) (Version A, B, C, or D) |
| Reflection | One thing I was successful with is... | One thing I was successful with is... | One thing I was successful with is... | One thing I was successful with is... | One thing I was successful with is... |
| | One thing I need more help with is... | One thing I need more help with is... | One thing I need more help with is... | One thing I need more help with is... | One thing I need more help with is... |

Find this packet on swunmath.com. Click on the hyperlinks to jump to the lesson videos.

Re-Engage

Unit 5 Lesson 1: Decompose Fractions - Area Models



Name: _____

Date: _____

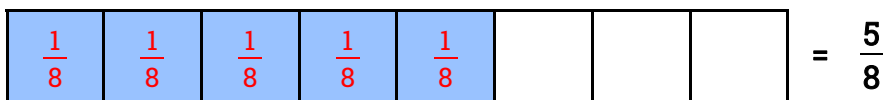
Model

Decompose $\frac{5}{8}$.

1. Draw a model for the fraction.



2. Label each part of the model and show one way the fraction can be decomposed.



3. Record this as a sum of fractions.

One way:

$$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{5}{8}$$

Another way:

$$\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$$

Structured Guided Practice

Directions: Decompose the fraction. Record as a sum.

1. $\frac{7}{8}$

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

3. $\frac{6}{7}$

4. $\frac{3}{4}$

Re-Engage

Unit 5 Lesson 1: Decompose Fractions - Area Models



Student Practice

Directions: Decompose the fraction. Record as a sum.

1. $\frac{8}{9}$

| | | | | | | | | |
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2. $\frac{3}{5}$

| | | | | |
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| | | | | |
|--|--|--|--|--|

3. $\frac{4}{12}$

| | | | | | | | | | | | |
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| | | | | | | | | | | | |
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4. $\frac{6}{10}$

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

5. $\frac{5}{6}$

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

6. $\frac{7}{8}$

| | | | | | | | |
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| | | | | | | | |
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Extra Practice

Unit 5 Lessons 1-2: Decompose Fractions

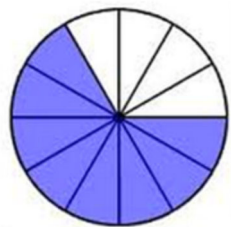


Name: _____

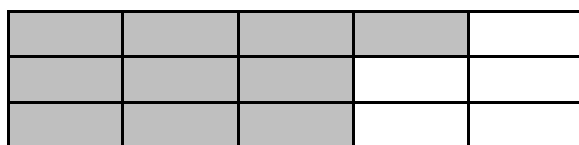
Date: _____

Directions: Decompose the fraction.

1. Decompose the fraction that is represented by the shaded region.

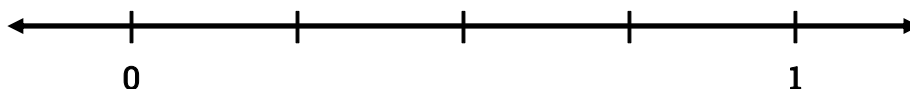


2. Decompose the fraction that is represented by the shaded region.



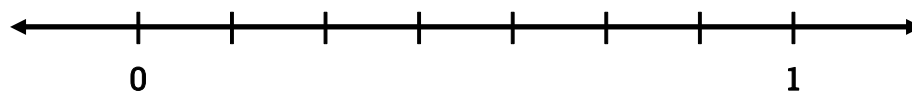
3. Use a number line to show that:

$$\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$$



4. Use a number line to show that:

$$\frac{3}{7} = \frac{1}{7} + \frac{1}{7} + \frac{1}{7}$$



Extra Practice

Unit 5 Lessons 1-2: Decompose Fractions



Directions: Decompose the fraction.

5. Illustrate two ways to decompose $\frac{7}{10}$.

6. Illustrate two ways to decompose $\frac{6}{8}$.

7. Illustrate two ways to decompose $\frac{4}{6}$.

8. Does the fraction sentence $\frac{4}{8} + \frac{2}{8}$ give the same solution as $\frac{5}{8} + \frac{1}{8}$?
Explain your thinking.

Re-Engage

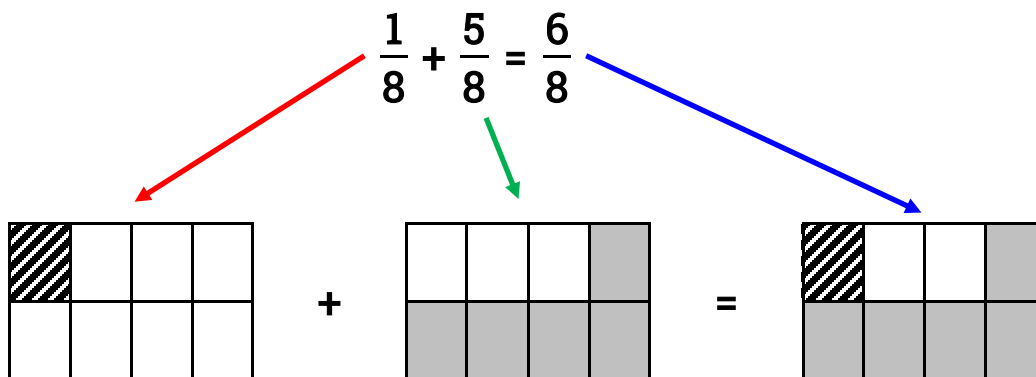
Unit 5 Lesson 3: Add Fractions by Joining Parts - Area Models



Name: _____

Date: _____

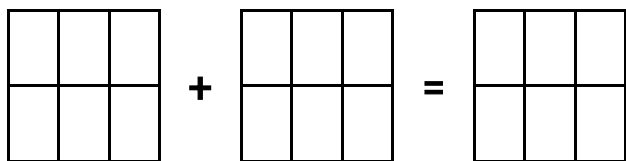
Model



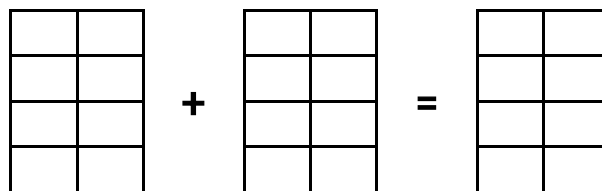
Structured Guided Practice

Directions: Shade the visual models to find the sum.

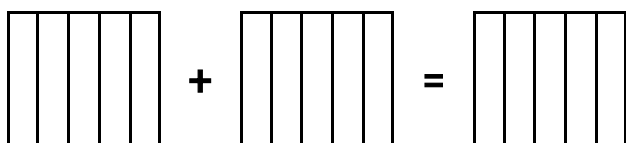
1. $\frac{2}{6} + \frac{3}{6} =$ _____



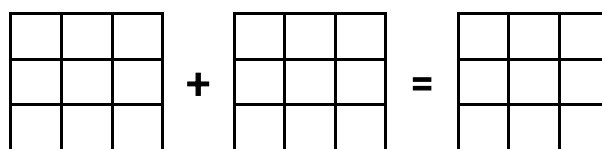
2. $\frac{3}{8} + \frac{4}{8} =$ _____



3. $\frac{3}{5} + \frac{2}{5} =$ _____



4. $\frac{4}{9} + \frac{3}{9} =$ _____



Re-Engage

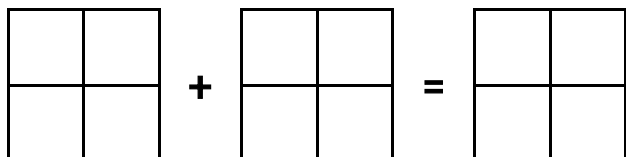
Unit 5 Lesson 3: Add Fractions by Joining Parts - Area Models



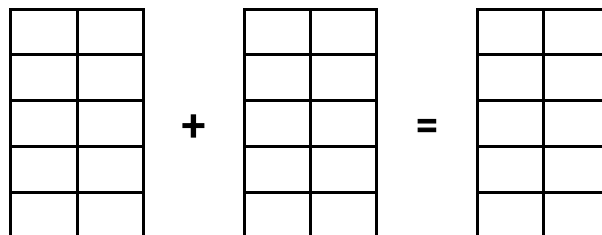
Student Practice

Directions: Shade the visual models to find the sum.

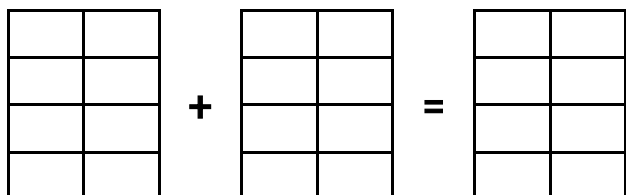
1. $\frac{2}{4} + \frac{1}{4} =$ _____



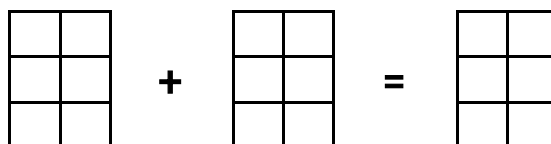
2. $\frac{4}{10} + \frac{2}{10} =$ _____



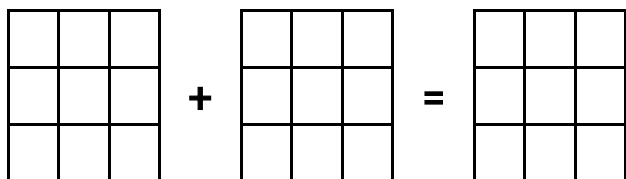
3. $\frac{5}{8} + \frac{1}{8} =$ _____



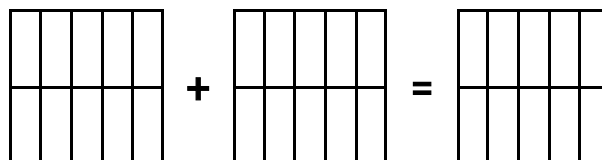
4. $\frac{2}{6} + \frac{2}{6} =$ _____



5. $\frac{2}{9} + \frac{6}{9} =$ _____



6. $\frac{6}{10} + \frac{4}{10} =$ _____



Extra Practice

Unit 5 Lessons 3-4: Add Fractions by Joining Parts

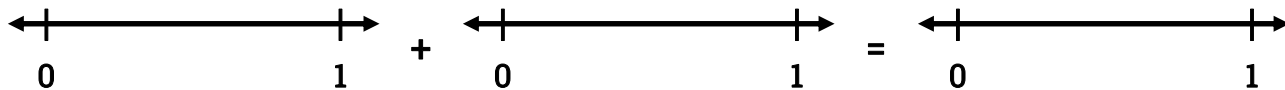


Name: _____

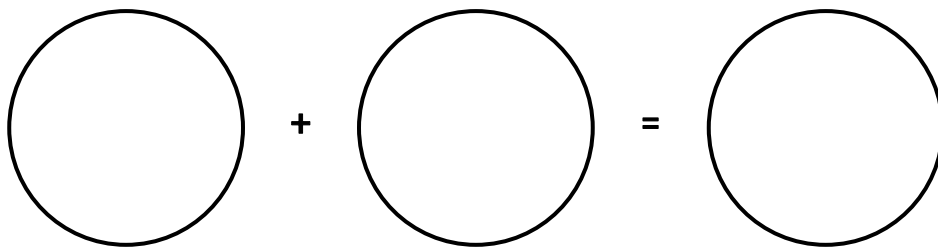
Date: _____

Directions: Use a visual model to find the sum.

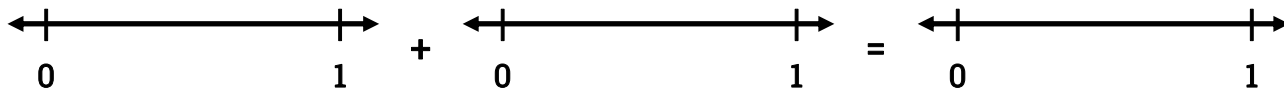
1. $\frac{2}{4} + \frac{1}{4} =$



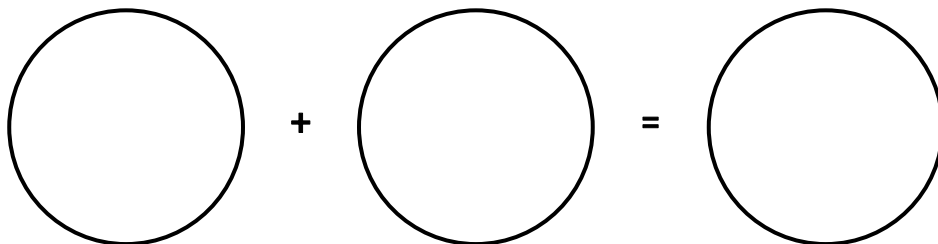
2. $\frac{2}{8} + \frac{3}{8} =$



3. $\frac{1}{3} + \frac{2}{3} =$



4. $\frac{3}{6} + \frac{2}{6} =$



Extra Practice

Unit 5 Lessons 3-4: Add Fractions by Joining Parts



Directions: Use a visual model to find the sum.

5. $\frac{1}{4} + \frac{1}{4} =$

6. $\frac{3}{8} + \frac{3}{8} =$

7. $\frac{2}{10} + \frac{7}{10} =$

8. $\frac{1}{8} + \frac{2}{8} =$

Re-Engage

Unit 5 Lesson 5: Subtract Fractions by Separating Parts - Area Models



Name: _____

Date: _____

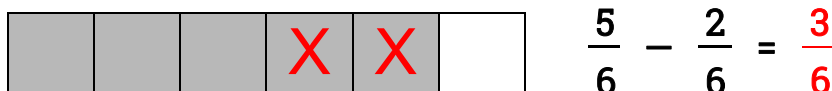
Model

$$\frac{5}{6} - \frac{2}{6}$$

1. Represent the minuend with a visual model.



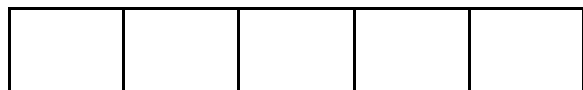
2. Cross out the parts of the subtrahend (in the numerator) from the minuend to find the difference.



Structured Guided Practice

Directions: Use the visual model to find the difference.

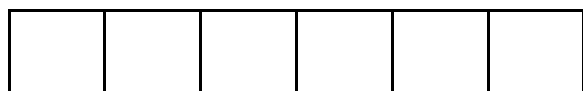
1. $\frac{3}{5} - \frac{2}{5} =$ _____



2. $\frac{5}{8} - \frac{3}{8} =$ _____



3. $\frac{4}{6} - \frac{1}{6} =$ _____



4. $\frac{2}{4} - \frac{1}{4} =$ _____



Re-Engage

Unit 5 Lesson 5: Subtract Fractions by Separating Parts - Area Models



Student Practice

Directions: Use the visual model to find the difference.

1. $\frac{7}{8} - \frac{2}{8} =$ _____

| | | | |
|--|--|--|--|
| | | | |
| | | | |

2. $\frac{9}{10} - \frac{6}{10} =$ _____

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

3. $\frac{8}{12} - \frac{3}{12} =$ _____

| | | | | | | | | | | | |
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| | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|

4. $\frac{3}{9} - \frac{1}{9} =$ _____

| | | |
|--|--|--|
| | | |
| | | |
| | | |

5. $\frac{5}{6} - \frac{2}{6} =$ _____

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
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6. $\frac{4}{5} - \frac{3}{5} =$ _____

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Extra Practice

Unit 5 Lessons 5-6: Subtract Fractions by Separating Parts



Name: _____

Date: _____

Directions: Find the difference. Use a model to support your answer.

1. $\frac{7}{8} - \frac{2}{8} =$

Illustrate your answer using a number line.

2. $\frac{5}{6} - \frac{3}{6} =$

Illustrate your answer using an area model.

3. $\frac{2}{4} - \frac{1}{4} =$

Illustrate your answer using a number line.

4. $\frac{9}{10} - \frac{4}{10} =$

Illustrate your answer using an area model.

Extra Practice

Unit 5 Lessons 5-6: Subtract Fractions by Separating Parts



Directions: Find the difference. Use a model to support your answer.

5. $\frac{3}{4} - \frac{2}{4} =$

Illustrate your answer using a number line.

6. $\frac{8}{8} - \frac{5}{8} =$

Illustrate your answer using an area model.

7. $\frac{8}{12} - \frac{5}{12} =$

Illustrate your answer using an area model.

8. $\frac{9}{10} - \frac{2}{10} =$

Illustrate your answer using a number line.

Re-Engage

Unit 5 Lesson 8: Improper Fractions



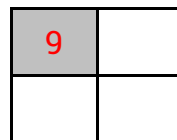
Name: _____

Date: _____

Model

Improper Fractions:

1.



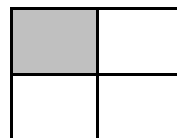
Count the number of shaded fourths.

9 fourths are shaded, so =

$$\frac{9}{4}$$

OR

2.



$$\frac{4}{4}$$

+

$$\frac{4}{4}$$

+

$$\frac{1}{4}$$

=

$$\frac{9}{4}$$

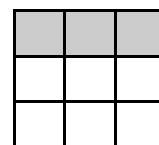
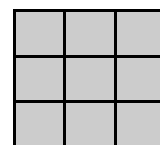
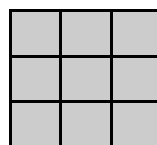
Structured Guided Practice

Directions: Write the improper fraction shown by the area model.

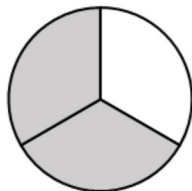
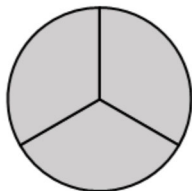
1.



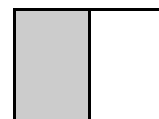
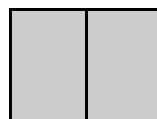
2.



3.



4.



Re-Engage

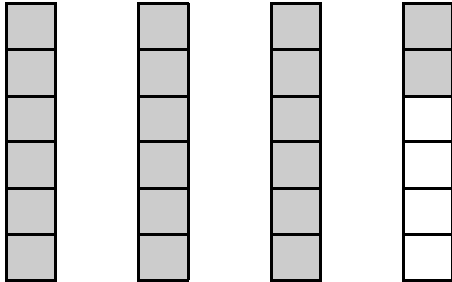
Unit 5 Lesson 8: Improper Fractions



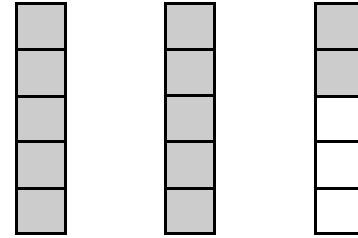
Student Practice

Directions: Write the improper fraction shown by the area model.

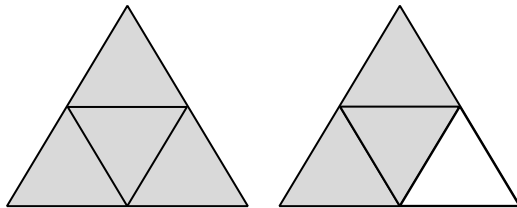
1.



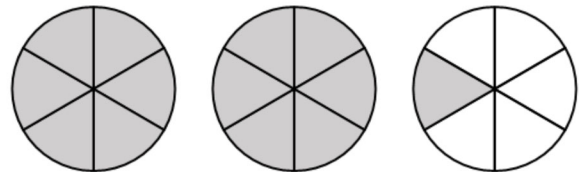
2.



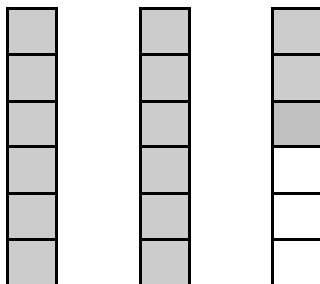
3.



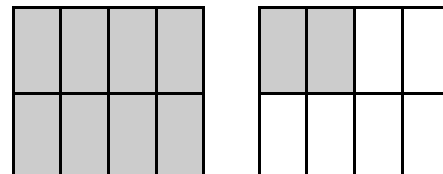
4.



5.



6.



Extra Practice

Unit 5 Lessons 8: Improper Fractions



Name: _____

Date: _____

Directions: Convert the improper fraction into a mixed number using a visual model.

1. $\frac{5}{4}$

Use an area model.

2. $\frac{7}{2}$

Use a number line.

3. $\frac{13}{4}$

Use an area model.

4. $\frac{19}{8}$

Use a number line.

Extra Practice

Unit 5 Lesson 8: Improper Fractions



Directions: Convert the improper fraction into a mixed number using a visual model.

5. $\frac{11}{4}$

Use an area model.

6. $\frac{16}{5}$

Use a number line.

7. $\frac{13}{6}$

Use an area model.

8. $\frac{23}{9}$

Use a number line.

Re-Engage

Unit 5 Lesson 9: Mixed Numbers



Name: _____

Date: _____

Model

Mixed Numbers:

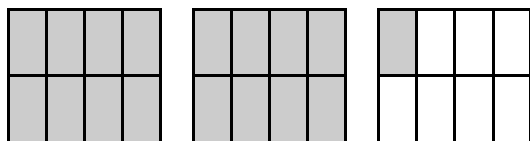


$$1\frac{4}{4} + 1\frac{4}{4} + \frac{1}{4} = 2\frac{1}{4}$$

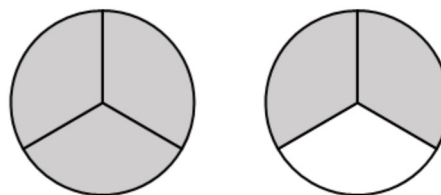
Structured Guided Practice

Directions: Write a mixed number for the visual models.

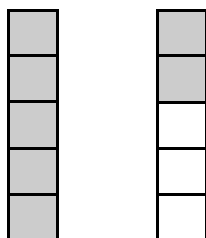
1.



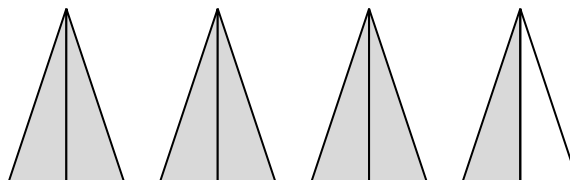
2.



3.



4.



Re-Engage

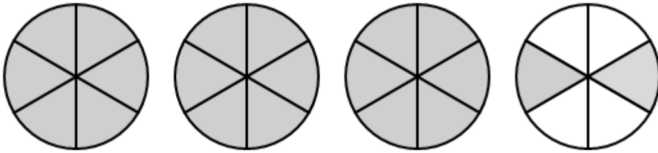
Unit 5 Lesson 9: Mixed Numbers



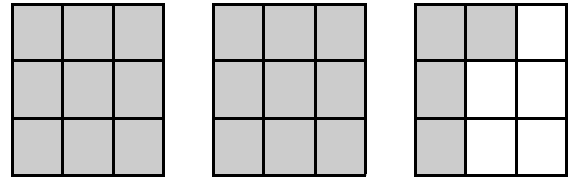
Student Practice

Directions: Write a mixed number for the visual models.

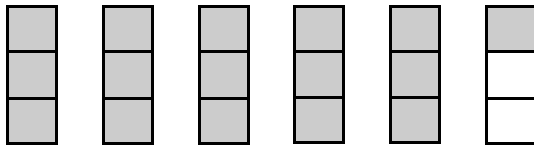
1.



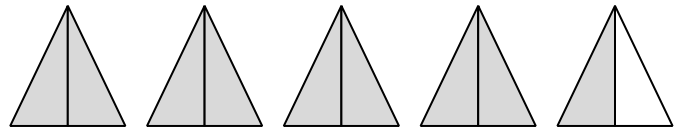
2.



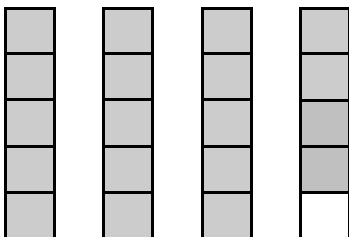
3.



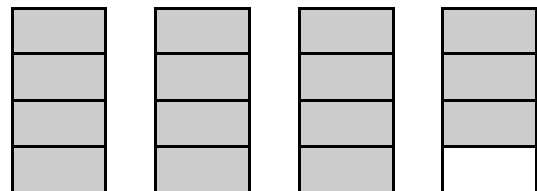
4.



5.



6.



Extra Practice

Unit 5 Lesson 9: Mixed Numbers



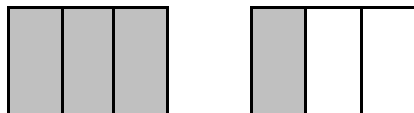
Name: _____

Date: _____

Directions: Represent the mixed number.

1. Represent $1 \frac{3}{4}$ using an area model. Label as an improper fraction.

2. What fraction is represented in this area model?



Write as an improper fraction: _____

Write as a mixed number: _____

3. Represent $2 \frac{2}{3}$ using an area model. Label as an improper fraction.

4. Represent $1 \frac{5}{8}$ using an area model. Label as an improper fraction.

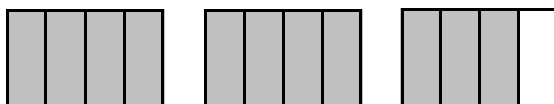
Extra Practice

Unit 5 Lesson 9: Mixed Numbers



Directions: Represent the mixed number.

5. What fraction is represented in this area model?



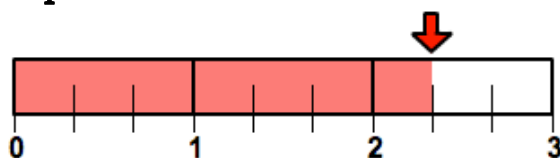
Write as an improper fraction: _____

Write as a mixed number: _____

6. Represent $1 \frac{3}{5}$ on a number line. Label as an improper fraction.

7. Represent $1 \frac{4}{8}$ on a number line. Label as an improper fraction.


8. What fraction is represented on the number line?



Write as an improper fraction: _____

Write as a mixed number: _____

Name: _____

Fluency Check 

Division Facts
2s

$8 \div 2 =$ _____

$14 \div 2 =$ _____

$2 \div 2 =$ _____

$18 \div 2 =$ _____

$10 \div 2 =$ _____

$20 \div 2 =$ _____

$12 \div 2 =$ _____

$16 \div 2 =$ _____

$4 \div 2 =$ _____

$6 \div 2 =$ _____

Version A

Name: _____

Fluency Check 

Division Facts
2s

$2 \div 2 =$ _____

$18 \div 2 =$ _____

$20 \div 2 =$ _____

$12 \div 2 =$ _____

$6 \div 2 =$ _____

$16 \div 2 =$ _____

$4 \div 2 =$ _____


$8 \div 2 =$ _____

$14 \div 2 =$ _____

$10 \div 2 =$ _____

Version B

Name: _____

Fluency Check 

Division Facts
2s

$6 \div 2 =$ _____

$16 \div 2 =$ _____

$4 \div 2 =$ _____

$2 \div 2 =$ _____

$18 \div 2 =$ _____

$20 \div 2 =$ _____

$12 \div 2 =$ _____

$10 \div 2 =$ _____

$14 \div 2 =$ _____

$8 \div 2 =$ _____

Version C

Name: _____

Fluency Check 

Division Facts
2s

$20 \div 2 =$ _____

$12 \div 2 =$ _____

$10 \div 2 =$ _____

$14 \div 2 =$ _____

$8 \div 2 =$ _____

$6 \div 2 =$ _____

$16 \div 2 =$ _____

$4 \div 2 =$ _____

$2 \div 2 =$ _____

$18 \div 2 =$ _____

Version D

Name: _____

Fluency Check

Division Facts
3s

$12 \div 3 =$

$21 \div 3 =$

$3 \div 3 =$

$27 \div 3 =$

$15 \div 3 =$

$30 \div 3 =$

$18 \div 3 =$

$24 \div 3 =$

$6 \div 3 =$

$9 \div 3 =$

Version A

Name: _____

Fluency Check

Division Facts
3s

$3 \div 3 =$

$27 \div 3 =$

$30 \div 3 =$

$18 \div 3 =$

$9 \div 3 =$

$24 \div 3 =$

$6 \div 3 =$

$12 \div 3 =$

$21 \div 3 =$

$15 \div 3 =$

Version B

Name: _____

Fluency Check

Division Facts
3s

$9 \div 3 =$

$24 \div 3 =$

$6 \div 3 =$

$3 \div 3 =$

$27 \div 3 =$

$30 \div 3 =$

$18 \div 3 =$

$15 \div 3 =$

$21 \div 3 =$

$12 \div 3 =$

Version C

Name: _____

Fluency Check

Division Facts
3s

$30 \div 3 =$

$18 \div 3 =$

$15 \div 3 =$

$21 \div 3 =$

$12 \div 3 =$

$9 \div 3 =$

$24 \div 3 =$


$6 \div 3 =$

$3 \div 3 =$

$27 \div 3 =$

Version D

Name: _____

Fluency Check 

Division Facts
4s

$16 \div 4 =$ _____

$28 \div 4 =$ _____

$4 \div 4 =$ _____

$36 \div 4 =$ _____

$20 \div 4 =$ _____

$40 \div 4 =$ _____

$24 \div 4 =$ _____


$32 \div 4 =$ _____

$8 \div 4 =$ _____

$12 \div 4 =$ _____

Version A

Name: _____

Fluency Check 

Division Facts
4s

$4 \div 4 =$ _____

$36 \div 4 =$ _____

$40 \div 4 =$ _____

$24 \div 4 =$ _____

$12 \div 4 =$ _____

$32 \div 4 =$ _____

$8 \div 4 =$ _____


$16 \div 4 =$ _____

$28 \div 4 =$ _____

$20 \div 4 =$ _____

Version B

Name: _____

Fluency Check 

Division Facts
4s

$12 \div 4 =$ _____

$32 \div 4 =$ _____

$8 \div 4 =$ _____

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$36 \div 4 =$ _____

$40 \div 4 =$ _____

$24 \div 4 =$ _____


$20 \div 4 =$ _____

$28 \div 4 =$ _____

$16 \div 4 =$ _____

Version C

Name: _____

Fluency Check 

Division Facts
4s

$40 \div 4 =$ _____

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$20 \div 4 =$ _____

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$32 \div 4 =$ _____


$8 \div 4 =$ _____

$4 \div 4 =$ _____

$36 \div 4 =$ _____

Version D

Name: _____

Fluency Check 

Division Facts
5s

$20 \div 5 =$ _____

$35 \div 5 =$ _____

$5 \div 5 =$ _____

$45 \div 5 =$ _____

$25 \div 5 =$ _____

$50 \div 5 =$ _____

$30 \div 5 =$ _____

$40 \div 5 =$ _____

$10 \div 5 =$ _____

$15 \div 5 =$ _____

Version A

Name: _____

Fluency Check 

Division Facts
5s

$5 \div 5 =$ _____

$45 \div 5 =$ _____

$50 \div 5 =$ _____

$30 \div 5 =$ _____

$15 \div 5 =$ _____

$40 \div 5 =$ _____

$10 \div 5 =$ _____


$20 \div 5 =$ _____

$35 \div 5 =$ _____

$25 \div 5 =$ _____

Version B

Name: _____

Fluency Check 

Division Facts
5s

$15 \div 5 =$ _____

$40 \div 5 =$ _____

$10 \div 5 =$ _____

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$45 \div 5 =$ _____

$50 \div 5 =$ _____

$30 \div 5 =$ _____


$25 \div 5 =$ _____

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$20 \div 5 =$ _____

Version C

Name: _____

Fluency Check 

Division Facts
5s

$50 \div 5 =$ _____

$30 \div 5 =$ _____

$25 \div 5 =$ _____

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$20 \div 5 =$ _____

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$40 \div 5 =$ _____


$10 \div 5 =$ _____

$5 \div 5 =$ _____

$45 \div 5 =$ _____

Version D

Name: _____

Fluency Check 

Division Facts
6s

$24 \div 6 =$ _____

$42 \div 6 =$ _____

$6 \div 6 =$ _____

$54 \div 6 =$ _____

$30 \div 6 =$ _____

$60 \div 6 =$ _____

$36 \div 6 =$ _____


$48 \div 6 =$ _____

$12 \div 6 =$ _____

$18 \div 6 =$ _____

Version A

Name: _____

Fluency Check 

Division Facts
6s

$6 \div 6 =$ _____

$54 \div 6 =$ _____

$60 \div 6 =$ _____

$36 \div 6 =$ _____

$18 \div 6 =$ _____

$48 \div 6 =$ _____

$12 \div 6 =$ _____


$24 \div 6 =$ _____

$42 \div 6 =$ _____

$30 \div 6 =$ _____

Version B

Name: _____

Fluency Check 

Division Facts
6s

$18 \div 6 =$ _____

$48 \div 6 =$ _____

$12 \div 6 =$ _____

$6 \div 6 =$ _____

$54 \div 6 =$ _____

$60 \div 6 =$ _____

$36 \div 6 =$ _____


$30 \div 6 =$ _____

$42 \div 6 =$ _____

$24 \div 6 =$ _____

Version C

Name: _____

Fluency Check 

Division Facts
6s

$60 \div 6 =$ _____

$36 \div 6 =$ _____

$30 \div 6 =$ _____

$42 \div 6 =$ _____

$24 \div 6 =$ _____

$18 \div 6 =$ _____

$48 \div 6 =$ _____

$12 \div 6 =$ _____

$6 \div 6 =$ _____

$54 \div 6 =$ _____

Version D