imagine IM®

Grade 4

Teacher Resource Pack (TRP) Sampler

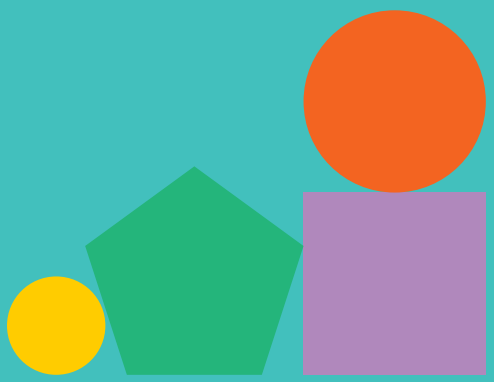
This Imagine IM Teacher Resource Pack Sampler includes selections of the following materials:

- Lesson Blackline Masters
- Assessments
- Center Materials

These materials are available as print reproducibles in the complete Teacher Resource Pack and online from the digital platform.

Family Support Materials	2
Lesson Blackline Masters	4
Unit Monitoring Sheets	14
Unit Assessments	16
Center Materials	31

*The sampler features materials from Grade 4 Unit 2.
The resources are representative of what you will see in all of the units.



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Unit 2

Family Support Materials

In this unit, students deepen their knowledge of fractions. They explore the sizes of fractions, write equivalent fractions, and compare and order fractions with the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

Section A: Size and Location of Fractions

In this section, students revisit the meaning of "fraction." They use fraction strips, tape diagrams, and number lines to represent fractions. Students compare fractions that have the same numerator or the same denominator, and recall that equivalent fractions have the same size.

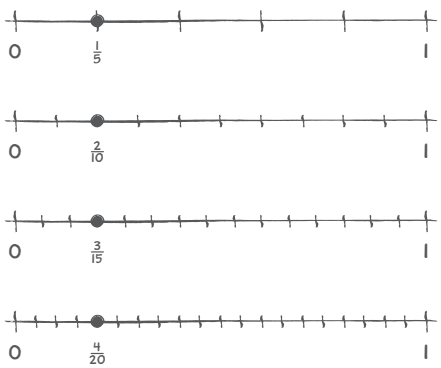
Students consider the sizes of fractions with denominators that are related, such as $\frac{1}{5}$ and $\frac{1}{10}$, or $\frac{1}{6}$ and $\frac{1}{12}$. They also compare fractions to benchmarks such as $\frac{1}{2}$ and 1. (For instance, they see that $\frac{3}{10}$ is less than $\frac{1}{2}$ and $\frac{3}{5}$ is greater than $\frac{1}{2}$.)

Section B: Equivalent Fractions

Here, students take a closer look at equivalent fractions and reason using number lines. They show that fractions at the same point on the number line are equivalent.

Students then learn to tell if two fractions are equivalent, without using number lines.

For example, they can explain that the fraction $\frac{2}{3}$ is equivalent to $\frac{8}{12}$ because the numerator and the denominator of $\frac{2}{3}$ are each multiplied by the number, 4, to get $\frac{8}{12}$. Students use such observations to identify and write equivalent fractions.



Unit 2

Family Support Materials

Section C: Fraction Comparison

In this section, students compare fractions that have different numerators and different denominators, using various strategies. For example, they may think of the fractions in terms of the same denominator, how far each fraction is from 0 on a number line, or how each fraction compares to $\frac{1}{2}$ or 1.

Students record the results of comparisons with the symbols >, <, or =. They then solve problems that involve comparing fractional measurements, such as lengths, in fractions of an inch.

Try it at home!

Near the end of the unit, ask your fourth grader to compare $\frac{3}{5}$ and $\frac{3}{7}$.

Questions that may be helpful as they work:

- How are the two fractions alike? How are they different?
- What strategy did you use to compare?
- Is there a different strategy that you could use to compare?

Solution: $\frac{3}{5}$ is greater than $\frac{3}{7}$.

Sample responses:

- They have the same numerator. They have different denominators.
- I know that a fifth is greater than a seventh because when a whole is split into fewer pieces, the size of each piece is greater. So 3 fifths is greater than 3 sevenths.
- I can also use a benchmark to compare. I know that $\frac{3}{5}$ will be greater than $\frac{1}{2}$ and $\frac{3}{7}$ will be less than $\frac{1}{2}$. That means $\frac{3}{5}$ is greater than $\frac{3}{7}$.

Unit 2 Family Support video



Go Online

Go online to find videos for this unit.

ilclass.com/r/10455654

Please log in to the site before using the QR code or URL.

Unit 2

Lesson Blackline Masters

lesson and activity	title	students per copy	written on	requires cutting	card stock needed	color paper needed	multiple use	center material	page number
1.1	Fraction Strips Template	2	yes	yes	no	no	no	no	55
6.2	Card Sort Where Do They Belong? Cards	2	no	yes	no	no	no	no	56
9.2	How Do You Know Cards	15	no	yes	no	no	no	no	59
11.3	Card Sort Fractions Galore Cards	3	no	yes	no	no	no	no	62
16.1	Fraction Cards with Denominators 2, 3, 4, and 6	2	no	no	yes	no	yes	yes	100
16.1	Fraction Cards with Denominators 5, 8, 10, 12, and 100	2	no	no	yes	no	yes	yes	103

All resources are available on your district's *ILClassroom.com* site to support printing and copying.

How Do You Know Cards

A

$\frac{2}{10}$ $\frac{20}{100}$

How Do You Know Cards

B

$\frac{6}{4}$ $\frac{18}{12}$

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How Do You Know Cards

C

$\frac{3}{5}$ $\frac{60}{100}$

How Do You Know Cards

D

$\frac{1}{4}$ $\frac{3}{12}$ $\frac{30}{100}$

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How Do You Know Cards

E

$\frac{15}{6}$ $\frac{7}{4}$ $\frac{30}{12}$

How Do You Know Cards

F

$\frac{7}{3}$ $\frac{21}{10}$ $\frac{28}{12}$

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Card Sort: Fractions Galore
A
$\frac{4}{3}$

Card Sort: Fractions Galore
B
$\frac{1}{4}$

Card Sort: Fractions Galore
C
$\frac{3}{4}$

Card Sort: Fractions Galore
D
$\frac{5}{4}$

Card Sort: Fractions Galore
E
$\frac{4}{5}$

Card Sort: Fractions Galore
F
$\frac{5}{5}$

Card Sort: Fractions Galore
G
$\frac{9}{5}$

Card Sort: Fractions Galore
H
$\frac{10}{12}$

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Card Sort: Fractions Galore
I
$\frac{5}{6}$

Card Sort: Fractions Galore
J
$\frac{8}{6}$

Card Sort: Fractions Galore
K
$\frac{12}{6}$

Card Sort: Fractions Galore
L
$\frac{12}{8}$

Card Sort: Fractions Galore
M
$\frac{16}{8}$

Card Sort: Fractions Galore
N
$\frac{1}{10}$

Card Sort: Fractions Galore
O
$\frac{5}{10}$

Card Sort: Fractions Galore
P
$\frac{8}{10}$

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Card Sort: Fractions Galore
Q
$\frac{18}{10}$

Card Sort: Fractions Galore
R
$\frac{7}{12}$

Card Sort: Fractions Galore
S
$\frac{16}{12}$

Card Sort: Fractions Galore
T
$\frac{1}{20}$

Card Sort: Fractions Galore
U
$\frac{6}{20}$

Card Sort: Fractions Galore
V
$\frac{4}{25}$

Card Sort: Fractions Galore
W
$\frac{5}{50}$

Card Sort: Fractions Galore
X
$\frac{100}{50}$

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Card Sort: Fractions Galore
Y

$\frac{1}{100}$

Card Sort: Fractions Galore
Z

$\frac{5}{100}$

Card Sort: Fractions Galore
AA

$\frac{10}{100}$

Card Sort: Fractions Galore
BB

$\frac{16}{100}$

Card Sort: Fractions Galore
CC

$\frac{20}{100}$

Card Sort: Fractions Galore
DD

$\frac{25}{100}$

Card Sort: Fractions Galore
EE

$\frac{30}{100}$

Card Sort: Fractions Galore
FF

$\frac{49}{100}$

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Card Sort: Fractions Galore
GG
$\frac{50}{100}$

Card Sort: Fractions Galore
HH
$\frac{75}{100}$

Card Sort: Fractions Galore
II
$\frac{80}{100}$

Card Sort: Fractions Galore
JJ
$\frac{100}{100}$

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Unit Monitoring Sheet		1 of 3
Unit 2, Section A: Size and Location of Fractions	Make sense of fractions with denominators 2, 3, 4, 5, 6, 8, 10, and 12 through physical representations and diagrams.	Reason about the location of fractions on the number line.

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Unit Monitoring Sheet		2 of 3
Unit 2, Section B: Equivalent Fractions	Generate equivalent fractions with the following denominators: 2, 3, 4, 5, 6, 8, 10, 12, and 100.	Use visual representations to reason about fraction equivalence, including using benchmarks such as $\frac{1}{2}$ and 1.

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Unit Monitoring Sheet	3 of 3
Unit 2, Section C: Fraction Comparison	Use visual representations or a numerical process to reason about fraction comparison.

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Name	Date

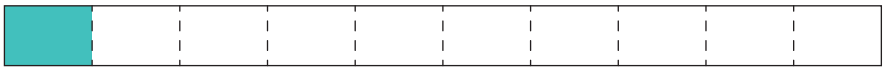
LESSON COOL-DOWN

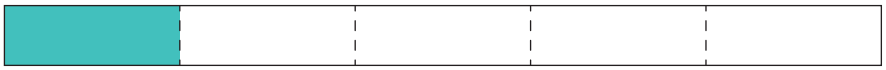
1 What Do the Diagrams Show?

Each whole diagram represents 1.

1. What fraction does each shaded part represent?







2. Explain or show how you could use this diagram to represent sixths.



Name	Date

LESSON COOL-DOWN

9 To Be or Not to Be (Equivalent)

1. Explain or show why this statement is true: $\frac{5}{4}$ is equivalent to $\frac{15}{12}$. Use a number line, if it helps.



2. Diego wrote $\frac{11}{5}$ and $\frac{55}{10}$ as equivalent fractions. Are those fractions equivalent? _____

   Explain or show how you know. Use a number line, if it helps.



Name	Date

LESSON COOL-DOWN

13 Make It True

Compare each pair of fractions. Use the symbols >, <, or = to make each statement true. Explain or show your reasoning.

1. $\frac{15}{8}$ _____ $\frac{7}{4}$

2. $\frac{2}{5}$ _____ $\frac{30}{100}$

Name	Date

LESSON COOL-DOWN

14 Who Ran the Farthest?

Jada, Kiran, and Lin tried to run as far as possible before they had to stop and rest.

- Jada ran $\frac{3}{4}$ mile.
- Kiran ran $\frac{7}{12}$ mile.
- Lin ran $\frac{4}{6}$ mile.

Who ran the farthest before stopping? _____

Explain or show your reasoning.

Name	Date

Section A Checkpoint

1. Label the point on each number line with a fraction it represents.

   a.



   b.



2. Is $\frac{7}{12}$ greater than or less than $\frac{1}{2}$? Explain your reasoning. Use the number line if it is helpful.



Section A Checkpoint (continued)

3. Explain why $\frac{4}{12}$ is equivalent to $\frac{1}{3}$. Use the number line if it is helpful.



Name	Date

Section B Checkpoint

1. List two fractions that are equivalent to $\frac{3}{4}$. Explain or show your reasoning.

2. List two equivalent fractions that the point represents. Explain your reasoning.



Section B Checkpoint (continued)

3. To show that $\frac{7}{12}$ is equivalent to $\frac{14}{24}$, Kiran wrote: $\frac{2 \times 7}{2 \times 12} = \frac{14}{24}$.

Do you agree with Kiran? Explain your reasoning.

Name	Date

Section C Checkpoint

1. Use a >,<, or = symbol to make each statement true. Explain your reasoning.

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

b. $\frac{53}{100}$ _____ $\frac{5}{12}$

c. $\frac{265}{100}$ _____ $\frac{28}{10}$

d. $\frac{13}{8}$ _____ $\frac{7}{5}$

2. Clare walked $\frac{4}{5}$ of the way around a lake. Tyler walked $\frac{7}{12}$ of the way around a pond. Explain why you don't have enough information to determine who walked farther.

Name	Date

End-of-Unit Assessment

1. Select **all** fractions that are equivalent to $\frac{3}{12}$.

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

B. $\frac{2}{8}$

C. $\frac{1}{10}$

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

E. $\frac{6}{24}$

2. Select **all** fractions that are greater than $\frac{1}{2}$ but less than 1.

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

B. $\frac{1}{3}$

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

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

E. $\frac{5}{10}$

3. Which fraction is less than $\frac{6}{10}$?

A $\frac{3}{4}$

B $\frac{4}{6}$

C $\frac{5}{8}$

D $\frac{7}{12}$

4. List three different fractions that are equivalent to $\frac{4}{5}$. Explain or show your reasoning.

5. Elena says that $\frac{3}{5}$ and $\frac{6}{10}$ are not equivalent because there are twice as many parts in $\frac{6}{10}$.

Do you agree with Elena? Explain your reasoning.

6. Write comparison statements with these fractions using < or > symbols.

$\frac{7}{4}$ $\frac{7}{12}$ $\frac{3}{8}$ $\frac{2}{3}$ $\frac{1}{4}$

a. Choose 2 fractions and write a comparison statement. Explain or show your reasoning.

b. Choose 2 different fractions and write a comparison statement. Explain or show your reasoning.

7. For each fraction, write an equivalent fraction with the given denominator.

a. $\frac{1}{2} = \frac{\square}{12}$

b. $\frac{2}{3} = \frac{\square}{24}$

c. $\frac{6}{5} = \frac{\square}{35}$

d. $\frac{7}{8} = \frac{\square}{32}$

e. $\frac{20}{100} = \frac{\square}{10}$

8. Noah and Lin drew different geometric designs on the same-size rectangular paper and colored the designs.

a. $\frac{4}{10}$ of Noah's design is blue. How can you describe the size of the fraction?

b. $\frac{5}{12}$ of Lin's design is blue.

Sketch an example of what Lin's design could look like.

c. Whose design has more blue, Noah's or Lin's? Explain or show your reasoning.

Unit 2

Center Materials

center	title	students per copy	written on	requires cutting	card stock needed	color paper needed	multiple use	page number
Get Your Numbers in Order (1–5): 3	Get Your Numbers in Order Stages 3 and 4 Gameboard	2	yes	no	no	no	yes	99
Get Your Numbers in Order (1–5): 3	Fraction Cards with Denominators 2, 3, 4, and 6	2	no	no	yes	no	yes	100
Get Your Numbers in Order (1–5): 4	Fraction Cards with Denominators 5, 8, 10, 12, and 100	2	no	no	yes	no	yes	103
Get Your Numbers in Order (1–5): 4	Get Your Numbers in Order Stages 3 and 4 Gameboard	2	yes	no	no	no	yes	99
Get Your Numbers in Order (1–5): 4	Fraction Cards with Denominators 2, 3, 4, and 6	2	no	no	yes	no	yes	100
Number Line Scoot (2–4): 3	Number Line Scoot Stage 3 Gameboard	2	no	no	no	no	no	109
Number Line Scoot (2–4): 3	Number Line Scoot Stage 3 Directions	2	no	yes	no	no	no	110
Mystery Number (1–5): 3	Mystery Number Stage 3 Gameboard	2	no	no	no	no	yes	111
Mystery Number (1–5): 4	Mystery Number Stage 4 Gameboard	2	no	no	no	no	yes	112
How Close? (1–5): 6	How Close? Stage 6 Recording Sheet	1	yes	no	no	no	no	113
How Close? (1–5): 6	Number Cards 0–10	2	no	yes	yes	no	yes	114

Unit 2

Center Materials

center	title	students per copy	written on	requires cutting	card stock needed	color paper needed	multiple use	page number
Compare (1–5): 3	Compare Stage 3 Multiplication Cards	2	no	yes	no	no	yes	118
Compare (1–5): 3	Compare Stages 3–9 Directions	2	yes	no	no	no	yes	121
Compare (1–5): 6	Fraction Cards with Denominators 2, 3, 4, and 6	2	no	no	yes	no	yes	100
Compare (1–5): 6	Fraction Cards with Denominators 5, 8, 10, 12, and 100	2	no	no	yes	no	yes	103
Compare (1–5): 6	Compare Stages 3–9 Directions	2	yes	no	no	no	yes	121

All resources are available on your district's *ILClassroom.com* site to support printing and copying.

Directions:

- Take turns with your partner. On your turn:
  - Pick a fraction card.
  - Write your number on any space on the board. The numbers must go from least to greatest. If your number is equivalent to a number already on the board, you can write it in the same place.
  - You can't move a number once it is on the board. If your number card can't be placed on the gameboard, you keep the card, say "pass." You get a point.
  - Take turns until all the spaces on the board are filled or there aren't any more fractions that fit on the board.
    The partner with fewer points wins the game.

Least **Greatest**

Points

Partner A	Partner B

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Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{1}{8}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{2}{8}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{3}{8}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{4}{8}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{5}{8}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{6}{8}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{7}{8}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{8}{8}$

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Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{1}{5}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{2}{5}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{3}{5}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{4}{5}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{5}{5}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{6}{5}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{1}{10}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{2}{10}$

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Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{3}{10}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{4}{10}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{5}{10}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{6}{10}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{7}{10}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{8}{10}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{9}{10}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{10}{10}$

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Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{11}{10}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{19}{10}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{1}{12}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{3}{12}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{4}{12}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{7}{12}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{9}{12}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{10}{12}$

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Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{13}{12}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{15}{12}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{1}{100}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{5}{100}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{10}{100}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{20}{100}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{49}{100}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{50}{100}$

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Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{51}{100}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{75}{100}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{99}{100}$

Fraction Cards with Denominators
5, 8, 10, 12, and 100

$\frac{200}{100}$

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Number Line Scoot Stage 3 Gameboard	1 of 1

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Directions:

- Place a small cube on zero on each number line.
- On your turn:
  - Roll a number cube.
  - The number you rolled is the numerator of your fraction. Choose whether you want to use 2, 3, 4, 6 or 8 as the denominator for your fraction.
  - Count aloud as you move a cube that distance on the appropriate number line.
- Take turns rolling and moving one cube.
- If a cube lands *exactly* on the last tick mark of a number line, that partner keeps the cube and puts a new one at 0.
- The first player to collect 5 cubes wins.

Directions:

- Place a small cube on zero on each number line.
- On your turn:
  - Roll a number cube.
  - The number you rolled is the numerator of your fraction. Choose whether you want to use 2, 3, 4, 6 or 8 as the denominator for your fraction.
  - Count aloud as you move a cube that distance on the appropriate number line.
- Take turns rolling and moving one cube.
- If a cube lands exactly on the last tick mark of a number line, that partner keeps the cube and puts a new one at 0.
- The first player to collect 5 cubes wins.

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Directions:

- Partner A:
  - Pick a number on the gameboard. Don't tell your partner!
  - Give your partner a clue about your mystery number. You can use the vocabulary below to help you give clues, or make up your own.
- Partner B:
  - Guess your partner's mystery number.
- If Partner B guesses the mystery number, switch roles.
- If Partner B does not guess the mystery number, Partner A gives another clue. Go back and forth guessing the number and giving clues until Partner B guesses the mystery number.
- You get 1 point for each clue you were given to help you identify the mystery number. The partner with fewer points after 5 rounds wins.

$\frac{1}{2}$	$\frac{3}{4}$	$\frac{4}{6}$	$\frac{5}{3}$
$\frac{2}{6}$	$\frac{7}{4}$	$\frac{3}{2}$	$\frac{5}{6}$
$\frac{4}{6}$	$\frac{5}{2}$	$\frac{6}{6}$	$\frac{18}{6}$
$\frac{3}{3}$	$\frac{1}{3}$	$\frac{2}{2}$	$\frac{1}{4}$
$\frac{13}{4}$	$\frac{15}{6}$	$\frac{2}{3}$	$\frac{7}{4}$

Vocabulary:

numerator denominator greater than less than equivalent whole
odd even

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Directions:

- Partner A:
  - Pick a number on the gameboard. Don't tell your partner!
  - Give your partner a clue about your mystery number. You can use the vocabulary below to help you give clues, or make up your own.
- Partner B:
  - Guess your partner's mystery number.
- If Partner B guesses the mystery number, switch roles.
- If Partner B does not guess the mystery number, Partner A gives another clue. Go back and forth guessing the number and giving clues until Partner B guesses the mystery number.
- You get 1 point for each clue you were given to help you identify the mystery number. The partner with fewer points after 5 rounds wins.

$\frac{1}{100}$	$\frac{3}{8}$	$\frac{105}{100}$	$\frac{132}{12}$
$\frac{2}{8}$	$\frac{5}{5}$	$\frac{42}{100}$	$\frac{15}{8}$
$\frac{16}{10}$	$\frac{100}{10}$	$\frac{16}{100}$	$\frac{18}{8}$
$\frac{11}{12}$	$\frac{4}{8}$	$\frac{2}{12}$	$\frac{45}{8}$
$\frac{13}{4}$	$\frac{15}{10}$	$\frac{60}{100}$	$\frac{9}{8}$

Vocabulary:

numerator denominator greater than 1 less than 1 equivalent factor multiple prime composite odd even

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Directions:

- Remove the cards that show 10. Set them aside.
- Each partner:
  - Take 6 cards.
  - Choose 4 cards to make a multiplication expression. You can multiply a 1-digit number by a 3-digit number or a 2-digit number by a 2-digit number.
  - Write an equation to show the product of the numbers you made.
  - Your score for each round is the difference between your product and 3,000.
- Take new cards so that you have 6 cards to start the next round.
- Add your score for each round. The partner with the lower score wins.

round	multiplication equation	points
1		
2		
3		
4		
5		
6		
7		
8		

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Compare Stage 3

11×8

Compare Stage 3

12×7

Compare Stage 3

13×7

Compare Stage 3

14×6

Compare Stage 3

15×6

Compare Stage 3

10×9

Compare Stage 3

21×4

Compare Stage 3

19×5

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Compare Stage 3

18 × 5

Compare Stage 3

17 × 4

Compare Stage 3

16 × 6

Compare Stage 3

14 × 7

Compare Stage 3

31 × 3

Compare Stage 3

20 × 4

Compare Stage 3

8 × 9

Compare Stage 3

9 × 7

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Compare Stage 3

12×5

Compare Stage 3

13×4

Compare Stage 3

15×3

Compare Stage 3

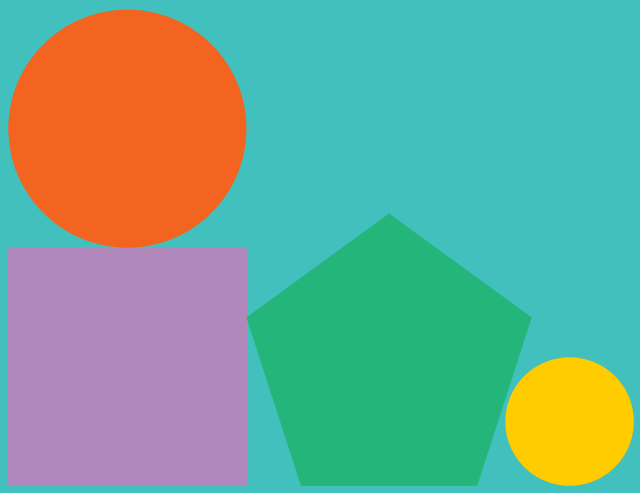
9×5

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