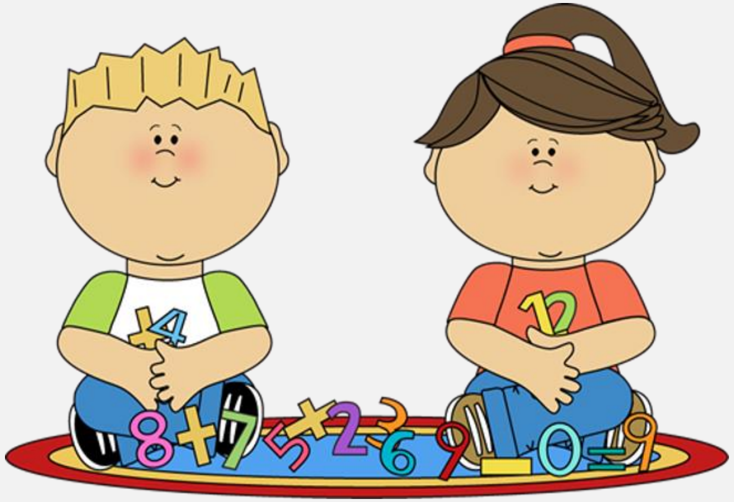
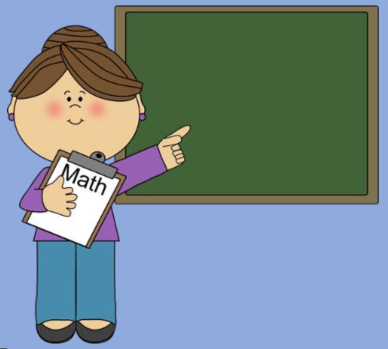


Grade 5 Math

Day 1



Hello!

In today's lesson you will review adding and subtracting fractions with unlike denominators using a variety of models. **This lesson consists of an opening, a problem of the day, a math activity, a reflection, and Dreambox if internet is available.**

All assignments that have this picture are due to your teacher.

Standard:

5.NSF.1 Add and subtract fractions with unlike denominators (including mixed numbers) using a variety of models, including an area model and number line.

I CAN Statements:

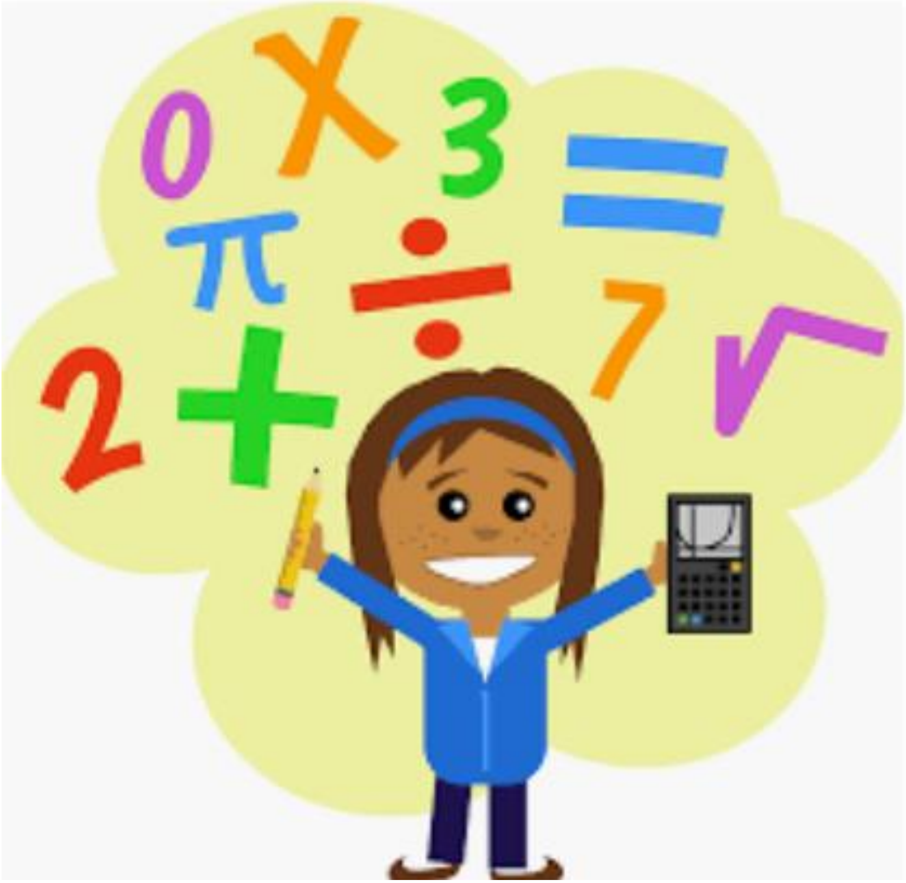
I can add and subtract fractions with unlike denominators using a variety of models, including an area model and number line.

Essential Questions:

- What models can we use to help us add and subtract fractions with different denominators?
- How is adding and subtracting fractions with unlike denominators different from adding and subtracting fractions with like denominators?

Materials and Resources:

- Paper and Pencil
- Freckle Math (If internet is available)



Activities

<u>Opening</u>: Grade 5 Fraction Routine

How do you know that $2\frac{1}{2} + 3\frac{2}{3} > 6$?

Justify your answer using pictures, words, and/or numbers.

Grade 5 Problem of the Day:

Kenny did the following computation:

$$\frac{2}{5} + \frac{2}{3} = \frac{4}{8}$$

Is Kenny's answer correct?

If not, what did he do wrong? How can you fix it?

Use pictures, words, and or numbers to justify your thinking.

Activity # 1

Standard Review

Here's how a model can show fraction addition, such as $1\frac{2}{3} + \frac{3}{4}$.

$1\frac{2}{3} \quad + \quad \frac{3}{4}$

The denominators, 3 and 4, tell how many equal parts are in the whole. 3 and 4 are **unlike denominators**.

The parts of the whole are different sizes, thirds and fourths.

It doesn't make sense to add different-size parts, so divide the model to show equal-size parts, twelfths. Then add.

$1\frac{2}{3} = 1\frac{8}{12} \qquad \frac{3}{4} = \frac{9}{12}$

The denominator 12 tells that there are 12 equal parts in the whole. 12 and 12 are **like denominators**.

$1\frac{8}{12} + \frac{9}{12} = 1\frac{17}{12}$

$1\frac{17}{12}$ can also be written as $2\frac{5}{12}$.

Some other ways your child can think about adding and subtracting fractions is to use a picture or a number line. Jump forward on the number line for addition and jump backward for subtraction.

1

Find the sum of $\frac{1}{8} + \frac{3}{4}$

Solve the equation using a model such as an area model or number line to justify.

2

Sue drank $\frac{2}{5}$ of her water bottle and Sally drank $\frac{4}{10}$ of her water bottle. How much water did both girls drink?

Solve using a model to justify your thinking.

3 Which pairs of fractions can be added using the given common denominators?

Write a pair of fractions on each blank to show their common denominator. Use the pairs of fractions in the box. Not all answer choices will be used.

$\frac{1}{2}, \frac{7}{9}$	$\frac{3}{4}, \frac{2}{6}$	$\frac{4}{5}, \frac{6}{10}$	$\frac{1}{3}, \frac{3}{5}$	$\frac{5}{6}, \frac{2}{9}$	$\frac{3}{20}, \frac{1}{3}$	$\frac{2}{3}, \frac{4}{9}$

Common denominator: 24 ____________

Common denominator: 15 ____________

Common denominator: 9 ____________

4 Kevin makes a list of the tasks he has to do after school and how long it will take him to do each task.

Task	Time (hours)
Read	$\frac{1}{3}$
Do homework	$\frac{3}{4}$
Play soccer	$\frac{4}{6}$
Practice piano	$\frac{1}{2}$

Part A

How long will it take Kevin to complete his homework and practice piano?

Show your work.

Answer: ____________________ hour(s).

Part B

Kevin says it will take him less than 1 hour to do homework, play soccer, and practice piano because these tasks will take a total of $\frac{8}{12}$ hour. Is he correct? **Explain.**

Reflection: **Today you have reviewed** adding and subtracting fractions with unlike denominators using a variety of models. **What was one thing you did well with today's lesson? What is one thing you need additional help with?**

Write down the answers to these questions on a sheet of paper.