

EAST ISLIP SCHOOL DISTRICT

A Story of Units Parent Handbook

Grade 5 Module 3

$$5 \text{ tenths} + 7 \text{ tenths} = 12 \text{ tenths} = 1 \text{ and } 2 \text{ tenths}$$

$$5 \text{ eighths} + 7 \text{ eighths} = 12 \text{ eighths} = 1 \text{ and } 4 \text{ eighths}$$

In Topic B, students move forward to see that fraction addition and subtraction is analogous to whole number addition and subtraction. Students add and subtract fractions with unlike denominators (**5.NF.1**) by replacing different fractional units with an equivalent fraction or like unit.

$$1 \text{ fourth} + 2 \text{ thirds} = 3 \text{ twelfths} + 8 \text{ twelfths} = 11 \text{ twelfths}$$

$$\frac{1}{4} + \frac{2}{3} = \frac{3}{12} + \frac{8}{12} = \frac{11}{12}$$

This is not a new concept but certainly a new level of complexity. Students h

-8T3.5(u)-uu t-get18-h.5(s)-e8T3.2(o)-.17(31.5(d18 Td())-1.9)-5-397(5g(e)-36g)J(b)-3(q)()-u.1(c)-w 1.6()0.7(nsk))4)T..7

- f* Fraction (e.g., 3 fifths or $\frac{3}{5}$)
- f* Between (e.g., $\frac{1}{2}$ is between $\frac{1}{3}$ and $\frac{3}{5}$)
- f* Fraction written in the largest possible unit (e.g., $\frac{3}{6} = 1 \times \frac{3}{2 \times 3} = \frac{1}{2}$ or 1 three out of 2 threes = $\frac{1}{2}$)
- f* Equivalent fraction (e.g., $\frac{3}{5} = \frac{6}{10}$)
- f* Tenth ($\frac{1}{10}$ or 0.1)
- f* Hundredth ($\frac{1}{100}$ or 0.01)
- f* Fraction greater than or equal to 1 (e.g., $\frac{7}{3}$, $3 \frac{1}{2}$, an abbreviation for $3 + \frac{1}{2}$)

Suggested Tools and Representations

- f* Paper strips (for modeling equivalence)
- f* Number line (a variety of templates)
- f* Rectangular fraction model
- f* Fraction strips
- f* Bar diagrams