

Mathematics: Number and Operations - Fractions

5.NF.1	<p>Cluster Heading: 5.NF.A Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>Content Standard: 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>Practice Standards: MP6 Attend to precision, MP.8 Look for and express regularity in repeated reasoning.</p>	
Problem/Task Suggestions		Formative Assessment Suggestions
<p>Spin and Race Students, in pairs or groups of three, spin both spinners and record the fractions in the chart. To complete a player's turn, they record the sum of the two fractions. After each player takes 5 turns, each student should add their five sums to get a final score. The student with the largest final score wins the game.</p> <p>Materials Spin and Race Fraction Spinner (1 spinner sheet/group), Paper Clips (1/group), Spin and Race Recording Sheet (1 half sheet/student)</p> <p>Differentiation</p> <p>Supports</p> <ul style="list-style-type: none"> • Provide manipulatives. • Have students draw fraction models. • Have students get a final score after 3 turns. <p>Extensions</p> <ul style="list-style-type: none"> • Have students get a final score after 8 or more turns. • Have students add the first two fractions, subtract the third fraction, add the fourth fraction, and subtract the fifth fraction. 		<p>Does the Student</p> <ul style="list-style-type: none"> • Use common denominators to add fractions, including mixed numbers? • Compare fractions to determine which is largest? • Choose an appropriate strategy for solving the problem? <p>Questions to Guide Student Thinking</p> <ul style="list-style-type: none"> • How can you add fractions with unlike denominators? • Which strategy are you using? Why did you choose that strategy? • Why do you need common denominators when adding fractions? • How did you decide which denominator to use? • What did you do when your answer was greater than one? Explain. • Which denominator did you use frequently? Why do you think these denominators were more common? <p>Misconceptions Students may</p> <ul style="list-style-type: none"> • Have trouble finding equivalent fractions and/or common denominators. • Add both the numerator and denominator. <p>Vocabulary Considerations Numerator, denominator, mixed number, fraction</p>
<p>Source: North Carolina Department of Public Instruction – Fifth Grade http://maccss.ncdpi.wikispaces.net/file/view/CCSSMathTasks-Grade5.pdf/375611936/CCSSMathTasks-Grade5.pdf</p>		