Name ______________________________

5^{th} Grade Math Remote Learning Packet

Week 16

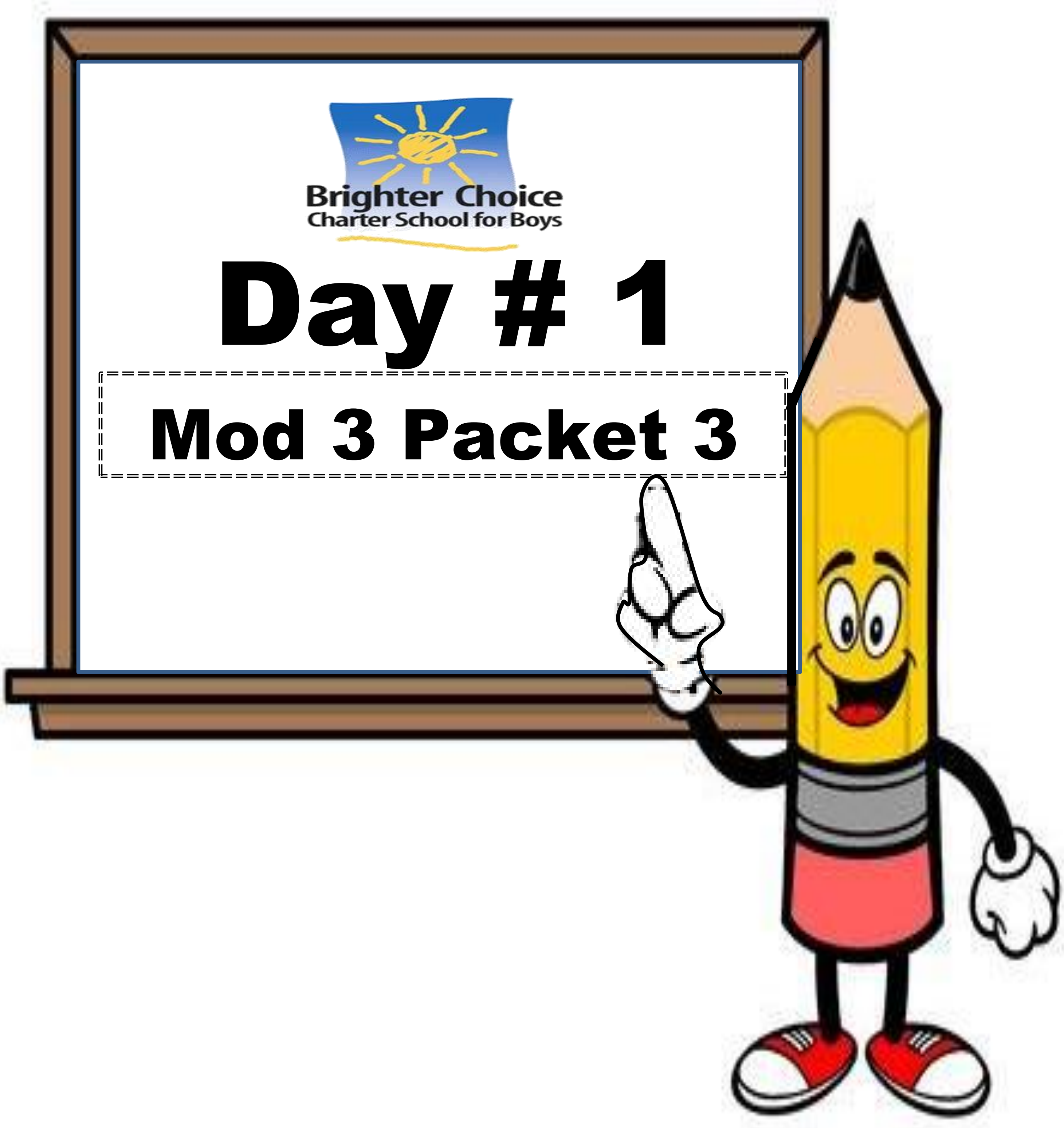
Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

______________________________ (Parent Signature)

______________________________ (Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.


Brighter Choice
Charter School for Boys
Day # 1
Mod 3 Packet 3

Name:______________________________ Week 16 Day 1 Date:______________

BCCS-Boys Stanford MIT

Do Now

Find the number that makes an equivalent fraction.

$\frac{7}{9} = \frac{49}{\_\_\_}$	$\frac{2}{8} = \frac{\_\_\_}{24}$
$\frac{8}{9} = \frac{\_\_\_}{54}$	$\frac{4}{5} = \frac{32}{\_\_\_}$

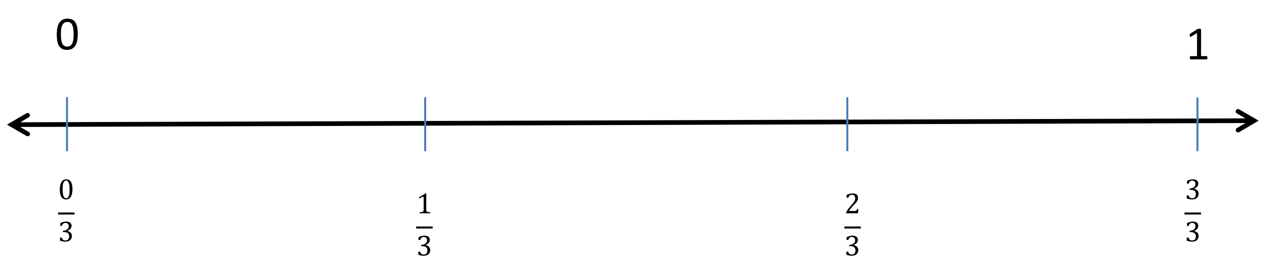
Model:

Input Activity:

Problem 1:

1 third + 1 third = ______

Draw a number line and split it into thirds.



On the number line, show how to add each $\frac{1}{3}$ with arrows designating lengths.

Express this as an addition sentence and a multiplication equation and solve.

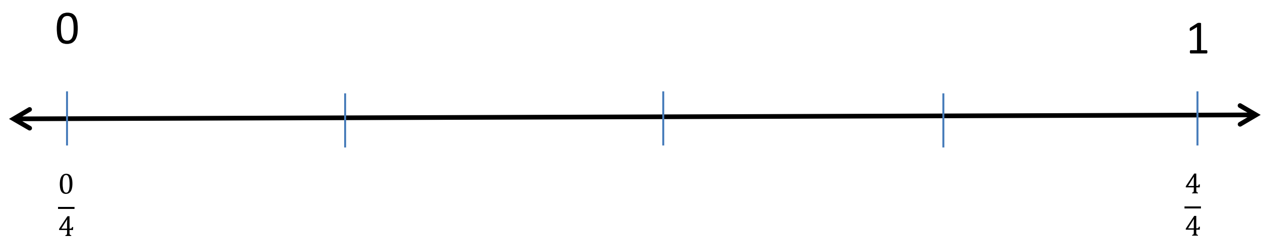
Addition Sentence ________________________________

Multiplication Equation____________________________

<u>Problem 2:</u>

1 fourth + 1 fourth + 1 fourth = _______

Draw a number line and split it into fourths.



On the number line, show how to add each $\frac{1}{4}$ with arrows designating lengths.

Express this as an addition sentence and a multiplication equation and solve.

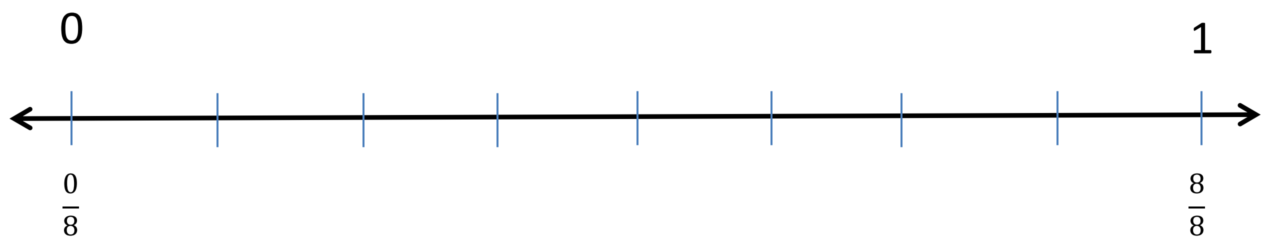
Addition Sentence _________________________________

Multiplication Equation_____________________________

Problem 3

3 eighths + 3 eighths + 1 eighth = _______

Draw a number line and split it into eighths.



On the number line, show how to add each $\frac{3}{8}$ and $\frac{1}{8}$ with arrows designating lengths.

Express this as an addition sentence and a multiplication equation and solve.

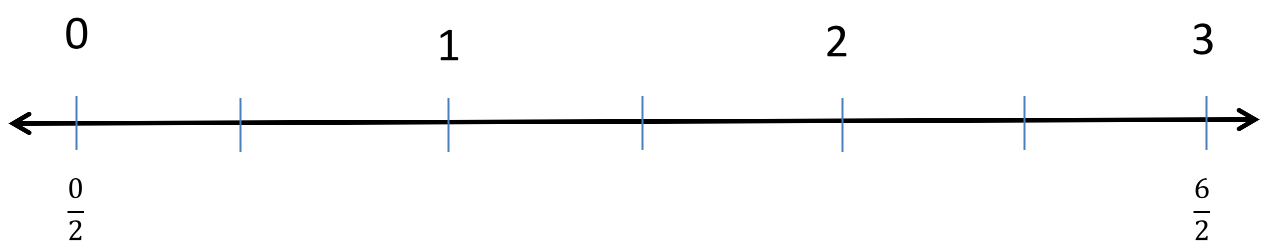
Addition Sentence _______________________________

Multiplication Equation___________________________

Problem 4

$$\frac{2}{2}+\frac{2}{2}+\frac{2}{2}= \_\_\_\_\_\_\_\_\_$$

Draw a number line and split it into halves. Label it from 0 halves to 6 halves.



On the number line, show how to add each $\frac{2}{2}$ with arrows designating lengths.

Express this as a different equation and solve.

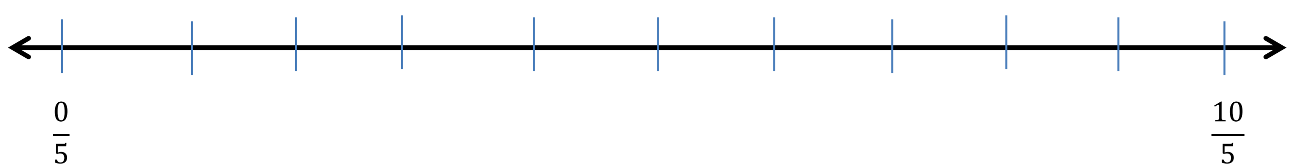
Equation_____________________________

Change your improper fraction to a mixed number.

<u>Problem 5</u>

$$\frac{5}{5} + \frac{3}{5} = \_\_\_\_\_$$

Draw a number line and split it into fifths. Mark the endpoints 0 fifths and 10 fifths. Find the halfway point and label it $\frac{5}{5}$ on the bottom. Fill in the rest from $\frac{0}{5}$ to $\frac{10}{5}$. Record the whole number equivalents above the number line.



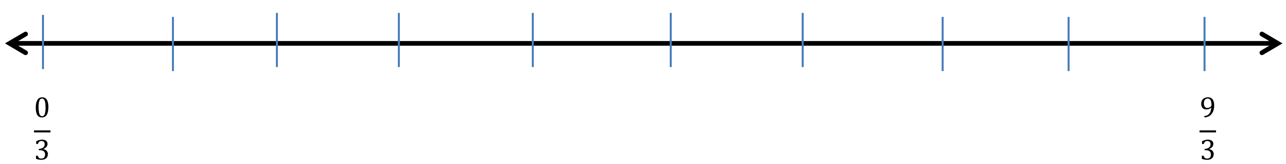
On the number line, show the sum of $\frac{5}{5}$ and $\frac{3}{5}$ with arrows designating lengths.

Solve then change your improper fraction to mixed number.

Problem 6

$$\frac{6}{3} + \frac{1}{3}$$

Draw a number line mark the endpoints 0 thirds and 9 thirds. Fill in the rest from $\frac{0}{3}$ to $\frac{9}{3}$. Record the whole number equivalents above the number line.



On the number line, show the sum of $\frac{6}{3}$ and $\frac{1}{3}$ with arrows designating lengths.

Solve then change your improper fraction to a mixed number.

Problem 7:

Express each fraction as the sum of two or three equal fractional parts two different ways.

$$\frac{\mathbf{10}}{\mathbf{4}}$$

____

____

Problem 8:

Express each fraction as the sum of two or three equal fractional parts two different ways.

$$\frac{\mathbf{8}}{\mathbf{3}}$$

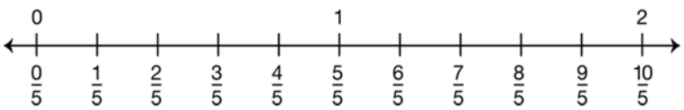
____

____

Problem Set:

Show each expression on a number line. Solve

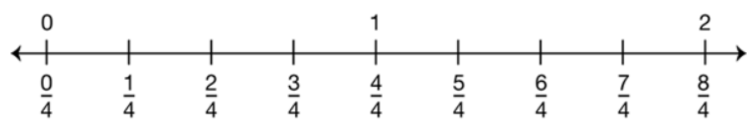
1. $\frac{2}{5} + \frac{1}{5}$



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

3. $\frac{3}{10} + \frac{3}{10} + \frac{3}{10}$

4. $2\ x \frac{3}{4} + \frac{1}{4}$



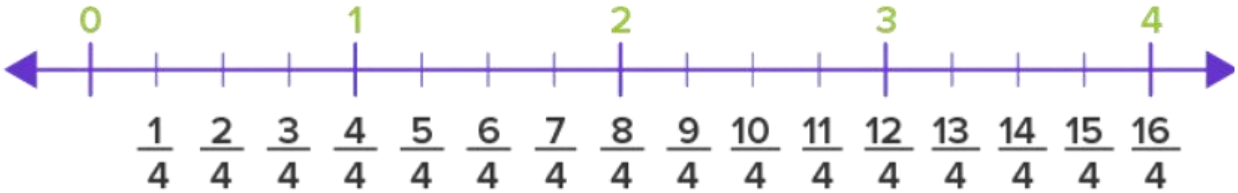
Express each fraction as the sum of two or three equal fractional parts.

5. $\frac{6}{7}$ = ______________________________

6. $\frac{9}{2}$ = ______________________________

Application Problem:

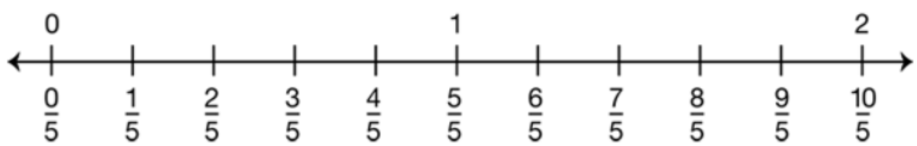
Marisela cut four equivalent lengths of ribbon. Each was 3 fourths of a yard long. How many yards of ribbon did she cut? Draw a number line to represent the problem.



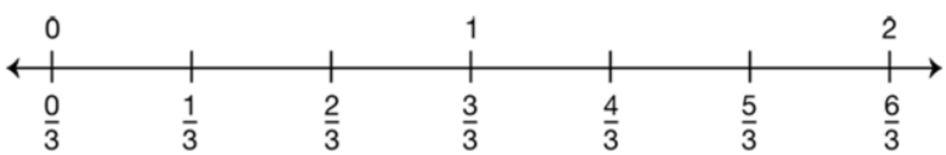
Exit Ticket

Show each expression on a number line. Solve.

a. $\frac{5}{5} + \frac{2}{5}$



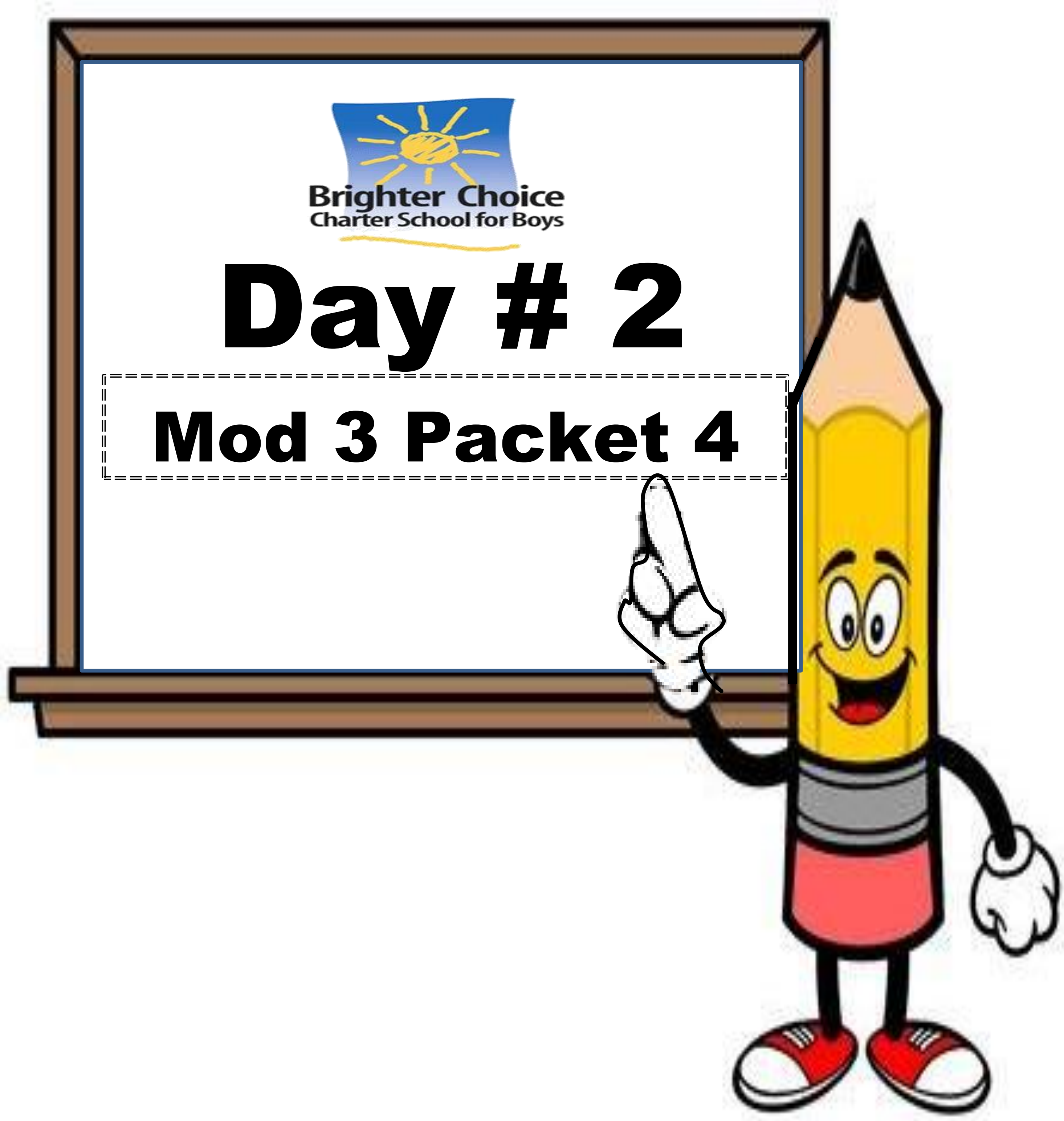
b. $\frac{4}{3} + \frac{2}{3}$



Express each fraction as the sum of two or three equal fractional parts.

c. $\frac{10}{9}$ = ______________________________

d. $\frac{15}{4}$ = ______________________________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Day # 2
Mod 3 Packet 4

Name:______________________________ Week 16 Day 2 Date:______________

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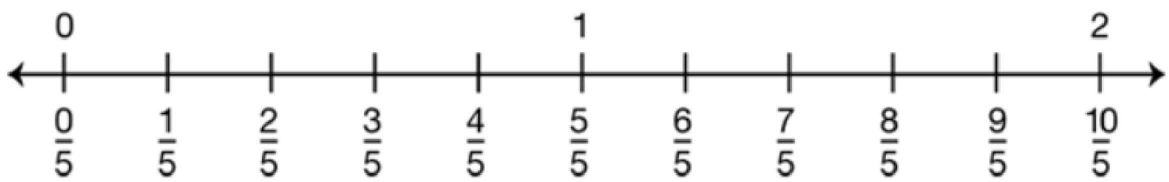
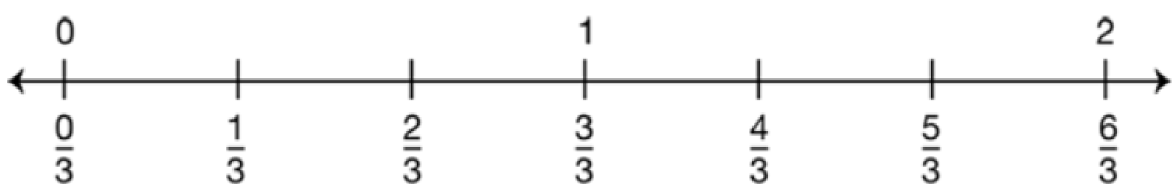
Do Now

Show each expression on a number line. Solve.

a. $\frac{2}{5} + \frac{2}{5}$



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



Review:

Change the mixed number to an improper fraction:

$6\frac{7}{8}$ $5\frac{2}{3}$

Change the improper fraction to a mixed number:

$\frac{13}{5}$ $\frac{29}{3}$

Input Activity:

Divisibility Rules - when ___________ can be __________ easily by other _____________

Rules for:

2: if the **last** number is an ______ number (it ends in ___, ___, ___, ___, ___), it is divisible by 2.

Ex: _________

5: if the **last** number ends in a ___ or ___, it is divisible by 5.

Ex: ___________

10: if the **last** number ends in a ___, it is divisible by 5.

Ex: ___________

3: if the _____ of the digits is a _________of 3, it is divisible by 3.

Ex: ___________

9: if the _____ of the digits is a _________of 9, it is divisible by 9.

Ex: ___________

Model

Problem 1

672 **2 5 10 3 9**

Problem 2

5,430 **2 5 10 3 9**

Problem 3

1,265 **2 5 10 3 9**

Problem 4

4,582 2 5 10 3 9

Problem 5

12,910 2 5 10 3 9

Problem 6

21,451 2 5 10 3 9

Prime Numbers – numbers that have only ______ factors, ______ and _________

Composite Numbers – numbers that more than _______ factors

Eratosthenes Sieve

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. Cross out 1. It is neither prime nor composite.
2. Circle 2. It is the only even prime number. Cross out any multiple of 2. Those are composite.
3. Circle 3. It prime. Cross out any multiple of 3. Those are composite.
4. Circle 5. It is prime. Cross out any multiple of 5. Those are composite.
5. Circle 7. It is prime. Cross out any multiple of 7. Those are composite.
6. Circle 11. It is prime. Cross out any multiple of 11. Those are composite.
7. Circle any remaining numbers. They are prime.

Prime Numbers:____

Problem Set

Test the divisibility for the following numbers:

4,893	2	5	10	3	9
17,370	2	5	10	3	9
10,951	2	5	10	3	9

Determine whether the following numbers are prime or composite. Circle P or C.

67	P	C	28	P	C
99	P	C	35	P	C

Exit Ticket

Test the divisibility for the following numbers:

27,313 2 5 10 3 9

90,852 2 5 10 3 9

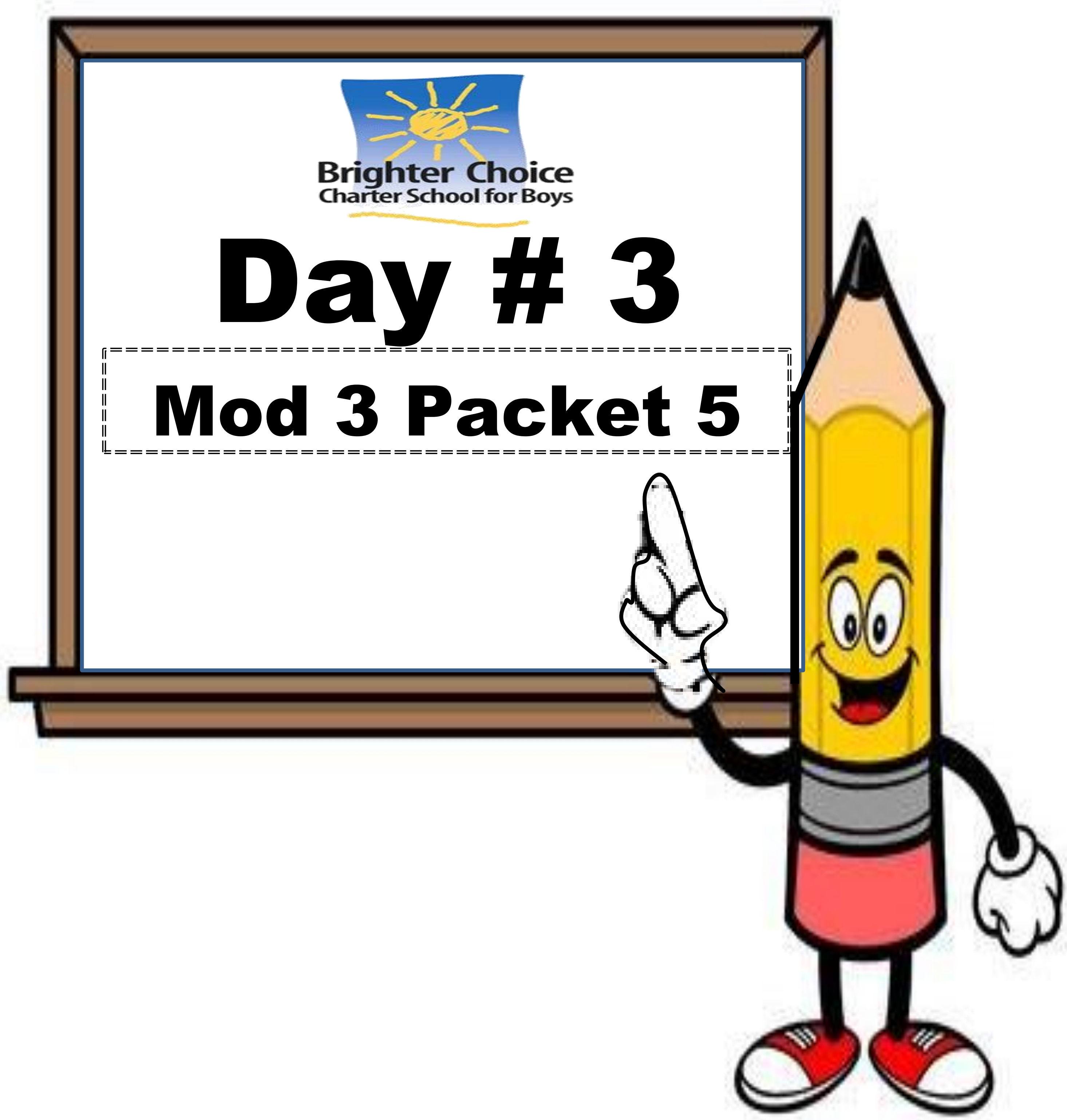
Determine whether the following numbers are prime or composite.
Circle P or C.

39 P C

55 P C

71 P C

47 P C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Day # 3
Mod 3 Packet 5

Name:______________________________ Week 16 Day 3 Date:______________

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Do Now

Create an equivalent fraction to the follow fractions:

1. $\frac{3}{5}$ **=** **2.** $\frac{5}{7}$ **=** **3.** $\frac{2}{9}$ **=**

Find the missing numerator or denominator to create equivalent fractions.

4. $\frac{6}{9} = \frac{}{27}$ **5.** $\frac{8}{5} = \frac{32}{}$ **6.** $\frac{3}{4} = \frac{}{28}$

Key Terms:

Reduce – to make _________ in ___________ or _____________

Other words that mean the same as reduce:

- **Simplify**
- **Lowest Terms**
- **Simplest Form**

Factor – the _____________ that we _____________

Common Factor – a _________ that _____ or more ________ have in _________

Greatest Common Factor (GCF) – the ________ factor that 2 or more _________ have in _____________

Finding the GCF of numbers:

Model:

10: ______, ______, ______, ______

14:______, ______, ______, ______

CF:___________

GCF:_________

1. List the factors of each number.

2. Circle the common factors.

3. The largest common factor is called the GCF.

Input Activity

Problem 1

Find the GCF of 12 and 15.

12: ______, ______, ______, ______, ______, ______

15: ______, ______, ______, ______

Common Factors ___________________

GCF_______

Problem 2

Find the GCF of 16 and 18.

16: ______, ______, ______, ______, ______

18: ______, ______, ______, ______, ______, ______

Common Factors ___________________

GCF_______

Problem 3

Find the GCF of 10 and 20.

10: _____, _____, _____, _____

20: _____, _____, _____, _____, _____, _____

Common Factors ________________

GCF______

Problem 4

Find the GCF of 30 and 24.

30: ____, ____, ____, ____, ____, ____, ____, ____

24: ____, ____, ____, ____, ____, ____, ____, ____

Common Factors ________________

GCF______

Problem 5

Reduce fractions using GCF:

Model:

$$\frac{10}{15}$$

10: ______, ______, ______, ______

15:______, ______, ______, ______

CF:___________

GCF:__________

Now divide the fraction by your GCF.

$$\frac{10}{15}$$

4. List the factors of each number.
5. Circle the common factors.
6. The largest common factor is called the GCF.
7. Take the GCF and divide the numerator and denominator by it.
8. This is your equivalent fraction in lowest terms (simplest form).

Problem 6

Reduce fractions using GCF:

$$\frac{\mathbf{22}}{\mathbf{40}}$$

22: _____, _____, _____, _____

40:_____, _____, _____, _____, _____, _____, _____, _____

CF:___________

GCF:_________

Now divide the fraction by your

GCF.

$$\frac{22}{40}$$

Problem 7

Reduce fractions using GCF:

$$\frac{\mathbf{36}}{\mathbf{12}}$$

36: _____, _____, _____, _____, _____, _____, _____, _____, _____

12:_____, _____, _____, _____, _____, _____

CF:__________

GCF:_________

Now divide the fraction by your

GCF.

$$\frac{36}{12}$$

Problem 8

Reduce fractions using GCF:

$$\frac{\mathbf{35}}{\mathbf{25}}$$

35: _____, _____, _____, _____

25:_____, _____, _____

CF:___________

GCF:__________

Now divide the fraction by your

GCF.

$$\frac{35}{25}$$

Problem Set:

Reduce the fraction by finding the GCF first.

$\mathbf{\frac{18}{28}}$

18: _____, _____, _____, _____, _____, _____

28:_____, _____, _____, _____, _____, _____

CF:__________ GCF:_________

Now divide the fraction by your

GCF.

$\frac{18}{28}$

$\mathbf{\frac{15}{30}}$

15: _____, _____, _____, _____

30:_____, _____, _____, _____, _____, _____, _____, _____

CF:__________ GCF:_________

Now divide the fraction by your GCF.

$\frac{15}{30}$

Application Problem

Tony needs to ship 12 comedy DVDs, and 30 musical DVDs. He can pack only one type of DVD in each box and he must pack the same number of DVDs in each box. What is the greatest number of DVDs Tony can pack in each box?

12 ________________________________

30 ________________________________

GCF: ________________

Answer: The greatest number of DVD's Tony can pack in each box is ________________.

Exit Ticket

Reduce each fraction by finding the GCF first.

$$\frac{36}{30}$$

36: _____, _____, _____, _____, _____, _____, _____, _____, _____

30: _____, _____, _____, _____, _____, _____, _____, _____

Common Factors: _________________________ GCF: _____

Reduce by the GCF $\frac{36}{30}$

$$\frac{40}{28}$$

40: _____, _____, _____, _____, _____, _____, _____, _____

28: _____, _____, _____, _____, _____, _____

Common Factors: _________________________ GCF: _____

Reduce by the GCF $\frac{40}{28}$

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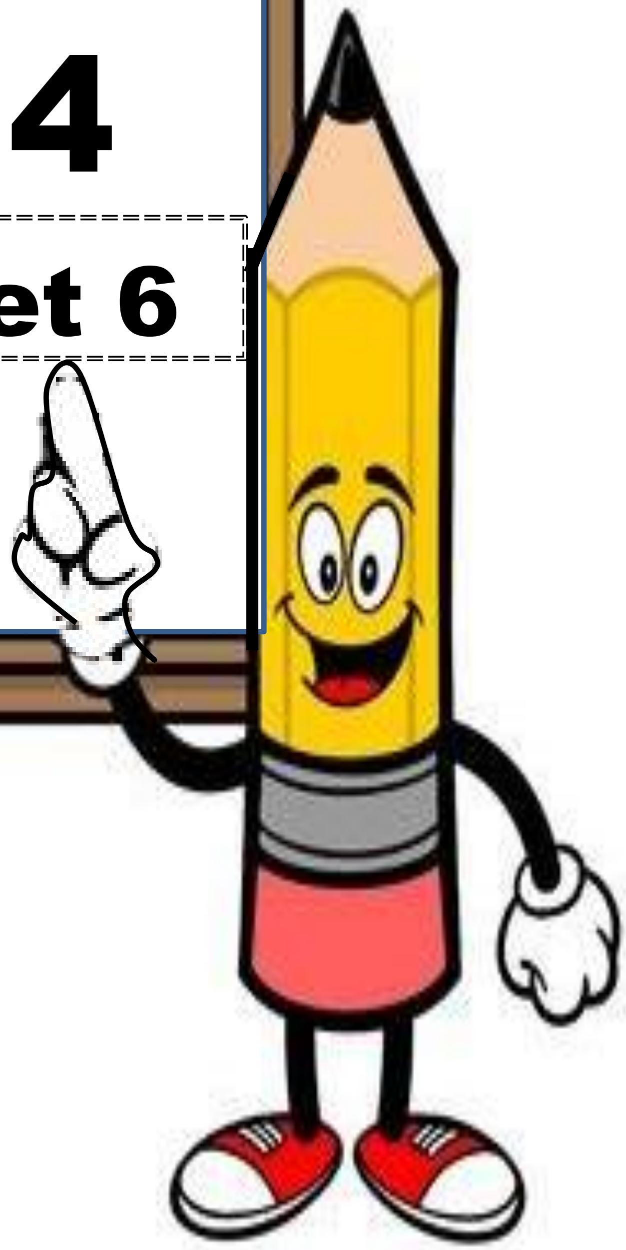
Day # 4

Mod 3 Packet 6



Name:_____________________________ Week 16 Day 4 Date:______________

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Do Now

Reduce fractions using GCF:

$$\mathbf{\frac{32}{36}}$$

32: _____, _____, _____, _____, _____, _____

36:_____, _____, _____, _____, _____, _____, _____, _____, _____,

CF:___________

GCF:_________

Now divide the fraction by your

GCF.

$$\frac{32}{36}$$

Key Terms:

Multiple - the ___________ we get from ____________ numbers

Common Multiple - the ________ that ___ or more __________ have in ____________

Least Common Multiple (LCM) – the ____________ common __________ of two or more numbers

---

Finding the LCM of numbers:

Model:

10: ___, ___, ___, ___, ___

20: ___, ___, ___, ___, ___

CM:__________

LCM:_________

1. List the first 5 multiples of each number.
2. If they have anything in common after 5 numbers, stop. If they don't have anything in common yet, you must keep your lists going.
3. Circle the common multiple in both numbers. The lowest common multiple is called the LCM.

Input Activity

Problem 1

Find the LCM of 8 and 16.

8: _____, _____, _____, _____, _____

16: _____, _____, _____, _____, _____

Common Multiples ________________

LCM______

Problem 2

Find the LCM of 12 and 10.

12: _____, _____, _____, _____, _____

10: _____, _____, _____, _____, _____

Common Multiples ________________

LCM______

Problem 3

Find the LCM of 9 and 6.

9: _____, _____, _____, _____, _____

6: _____, _____, _____, _____, _____

Common Multiples: _________________

LCM______

Problem 4

Find the LCM of 3 and 4.

3: _____, _____, _____, _____, _____

4: _____, _____, _____, _____, _____

Common Multiples _________________

LCM______

Problem 5

Model:

Adding Fractions with unlike denominators using LCM:

$$\frac{15}{20} + \frac{4}{5}$$

20: _____, _____, _____, _____, _____

5:_____, _____, _____, _____, _____

LCM:_________

1. List the multiples of each denominator.
2. Circle the common multiples.
3. The LCM is now going to be your least common multiple)
4. Create equivalent fractions with your new denominator and old numerator.
5. Now you have 2 fractions with the same denominator.
6. Add
7. Simplify whenever necessary.

Problem 6

Adding Fractions with unlike denominators using LCM

$$\frac{2}{4}+\frac{1}{6}$$

4: _____, _____, _____, _____, _____

6:_____, _____, _____, _____, _____

LCM:__________

Problem 7

Adding Fractions with unlike denominators using LCM

$$\frac{3}{12}+\frac{1}{4}$$

4: _____, _____, _____, _____, _____

12:_____, _____, _____, _____, _____

LCM:__________

Problem 8

Adding Fractions with unlike denominators using LCM

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

5: _____, _____, _____, _____, _____

3:_____, _____, _____, _____, _____

LCM:__________

Problem Set:

Adding Fractions with unlike denominators using LCM

$\frac{1}{2} + \frac{5}{8}$

2: ____, ____, ____, ____, ____

8:____, ____, ____, ____, ____

LCM:__________

Now change each fraction to its equivalent fraction and add.

$\frac{3}{10} + \frac{2}{5}$

10: ____, ____, ____, ____, ____

5:____, ____, ____, ____, ____

LCM:__________

Now change each fraction to its equivalent fraction and add.

Application Problem:

Cups are sold 5 to a package and plates are sold 10 to a package. If you want to have the same number of each item for a party, what is the least number of packages of each you need to buy?

5: _________________________

10:_________________________

LCM: ______________

Answer: The least amount of each package you need is _________ packages of cups and ________packages of plates.

<u>Exit Ticket</u>

Add Fractions with unlike denominators using LCM

$$\frac{3}{7} + \frac{4}{5}$$

7: ______, ______, ______, ______, ______

5: ______, ______, ______, ______, ______

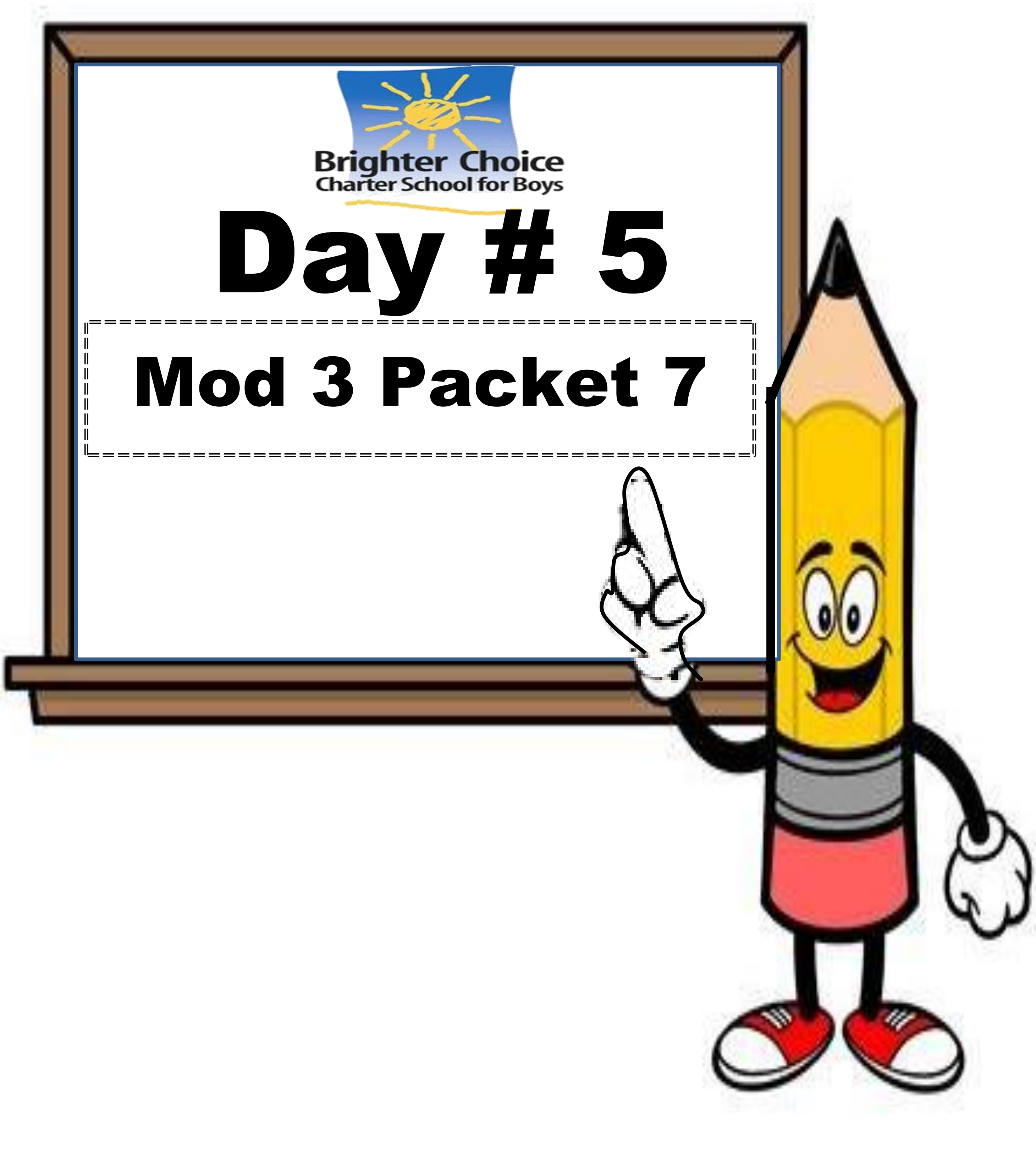
LCM: _____

$$\frac{2}{8} + \frac{1}{4}$$

8: ______, ______, ______, ______, ______

4: ______, ______, ______, ______, ______

LCM: _____


Brighter Choice
Charter School for Boys
Day # 5
Mod 3 Packet 7

Name:_____________________________ Week 16 Day 5 Date:______________

BCCS-Boys Stanford MIT

Do Now

Find the LCM of 3 and 9.

3: ____, ____, ____, ____, ____

9:____, ____, ____, ____, ____

LCM:__________

Find the LCM of 20 and 30.

20: ____, ____, ____, ____

30:____, ____, ____, ____, ____, ____

LCM:__________

Input Activity:

Problem 1

Adding Fractions with unlike denominators using LCM:

Model:

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

3: _____, _____, _____, _____, _____

4:_____, _____, _____, _____, _____

LCM:_________

1. _______ the __________ of each ______________.
2. ________ the _________ multiples.
3. The _______ is now going to be your least common ______________.
4. Create ___________ fractions with your new _____________ and old __________.
5. Now you have 2 __________ with the ______denominator.
6. _______
7. ___________ whenever ______________.

Problem 2

Adding Fractions with unlike denominators using LCM

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

2: _____, _____, _____, _____, _____

4:_____, _____, _____, _____, _____

LCM:__________

Problem 3

Adding Fractions with unlike denominators using LCM

$$\frac{4}{5} + \frac{1}{2}$$

5: _____, _____, _____, _____, _____

2:_____, _____, _____, _____, _____

LCM:__________

Problem 4

Adding Fractions with unlike denominators using LCM

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

3: _____, _____, _____, _____, _____

5:_____, _____, _____, _____, _____

LCM:__________

Problem 5

Adding Fractions with unlike denominators using LCM

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

8: ____, ____, ____, ____, ____

3:____, ____, ____, ____, ____

LCM:_________

Problem Set:

Adding Fractions with unlike denominators using LCM

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

3: ____, ____, ____, ____, ____

2:____, ____, ____, ____, ____

LCM:_________

Now change each fraction to its equivalent fraction and add.

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

4: ____, ____, ____, ____, ____

3:____, ____, ____, ____, ____

LCM:_________

Now change each fraction to its equivalent fraction and add.

Application Problem:

Penny used $\frac{2}{5}$ lb of flour to bake a vanilla cake. She used another $\frac{3}{4}$ lb of flour to bake a chocolate cake. How much flour did she use altogether?

C

U

B

E

S

Answer Statement________________________________

____

Exit Ticket

Add Fractions with unlike denominators using LCM

1. $\frac{1}{2} + \frac{3}{5}$

2: ______, ______, ______, ______, ______

5: ______, ______, ______, ______, ______

LCM: _____

2. $\frac{5}{7} + \frac{1}{2}$

7: ______, ______, ______, ______, ______

2: ______, ______, ______, ______, ______

LCM: _____

Name ______________________________

5^{th} Grade Math Remote Learning Packet

Week 17

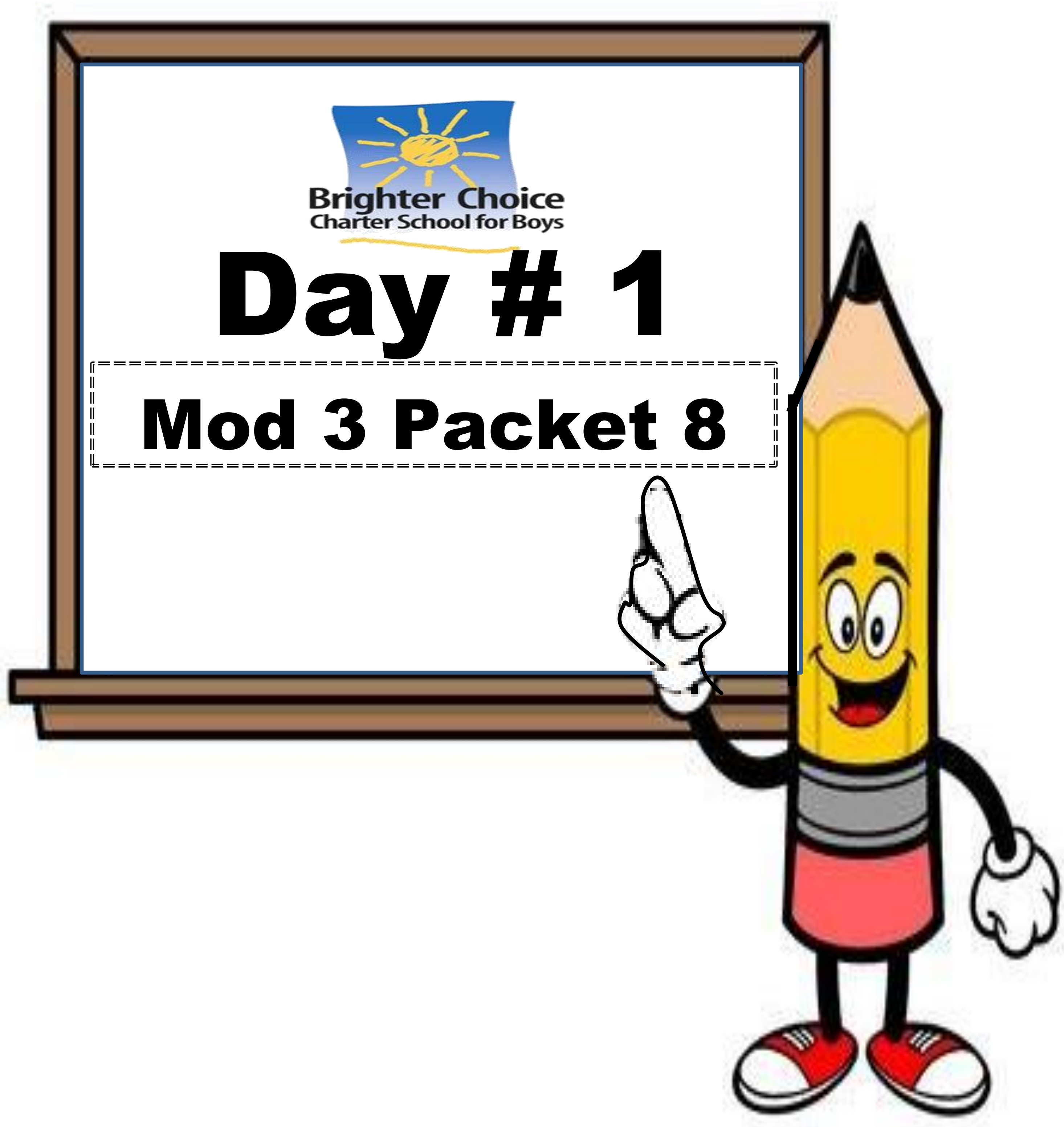
Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

______________________ ______________________

(Parent Signature) (Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.


Brighter Choice
Charter School for Boys
Day # 1
Mod 3 Packet 8

Name:_____________________________ Week 17 Day 1 Date:______________

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Do Now

Sam made $\frac{2}{3}$ liter of punch and $\frac{3}{4}$ liter of tea to take to a party. How many liters of beverages did Sam bring to the party?

C

U

B

E

S

Answer Statement ____

____

$$\frac{\mathbf{2}}{\mathbf{3}} + \frac{\mathbf{5}}{\mathbf{6}}$$

3: _____, _____, _____, _____, _____

6:_____, _____, _____, _____, _____

LCM:__________

Input Activity

Problem 1

Model:

Subtracting fractions with unlike denominators using LCM:

$$\frac{1}{2} - \frac{1}{3}$$

2: _____, _____, _____, _____, _____

3: _____, _____, _____, _____, _____

LCM: _________

1. List the multiples of each denominator.
2. Circle the common multiples.
3. The LCM is now going to be your least common multiple)
4. Create equivalent fractions with your new denominator and old numerator.
5. Now you have 2 fractions with the same denominator.
6. Subtract.
7. Simplify whenever necessary.

Problem 2

Subtracting Fractions with unlike denominators using LCM

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

5: _____, _____, _____, _____, _____

3:_____, _____, _____, _____, _____

LCM:__________

Now change each fraction to its equivalent fraction and subtract.

Problem 3

Subtracting Fractions with unlike denominators using LCM

$$\frac{1}{7} - \frac{1}{14}$$

7: _____, _____, _____, _____, _____

14:_____, _____, _____, _____, _____

LCM:__________

Now change each fraction to its equivalent fraction and subtract.

Problem 4

Subtracting Fractions with unlike denominators using LCM

$$\frac{2}{3} - \frac{2}{4}$$

3: _____, _____, _____, _____, _____

4:_____, _____, _____, _____, _____

LCM:__________

Now change each fraction to its equivalent fraction and subtract.

Problem 5

Subtracting Fractions with unlike denominators using LCM

$$\frac{2}{3} - \frac{1}{6}$$

3: _____, _____, _____, _____, _____

6:_____, _____, _____, _____, _____

LCM:__________

Now change each fraction to its equivalent fraction and subtract.

Problem 6

Subtracting Fractions with unlike denominators using LCM

$$\frac{3}{10} - \frac{4}{20}$$

10: _____, _____, _____, _____, _____

20:_____, _____, _____, _____, _____

LCM:__________

Now change each fraction to its equivalent fraction and subtract.

Problem 7

Subtracting Fractions with unlike denominators using LCM

$$\frac{1}{3} - \frac{1}{4}$$

3: _____, _____, _____, _____, _____

4:_____, _____, _____, _____, _____

LCM:__________

Now change each fraction to its equivalent fraction and subtract.

Problem Set:

Subtracting Fractions with unlike denominators using LCM

$\frac{1}{2} - \frac{2}{8}$

2: ____, ____, ____, ____, ____

8:____, ____, ____, ____, ____

LCM:_________

Now change each fraction to its equivalent fraction and subtract.

$\frac{5}{6} - \frac{1}{4}$

6: ____, ____, ____, ____, ____

4:____, ____, ____, ____, ____

LCM:_________

Now change each fraction to its equivalent fraction and subtract.

Application Problem:

A farmer uses $\frac{3}{4}$ of his field to plant corn, $\frac{1}{6}$ of his field to plant beans, and the rest to plant wheat. What fraction of his field is used for wheat?

Answer: ____________________________

Exit Ticket

Subtract fractions with unlike denominators using LCM.

$$\frac{1}{2} - \frac{5}{12}$$

4: ______, ______, ______, ______, ______

8: ______, ______, ______, ______, ______

LCM: ______

$$\frac{3}{4} - \frac{2}{7}$$

4: ______, ______, ______, ______, ______

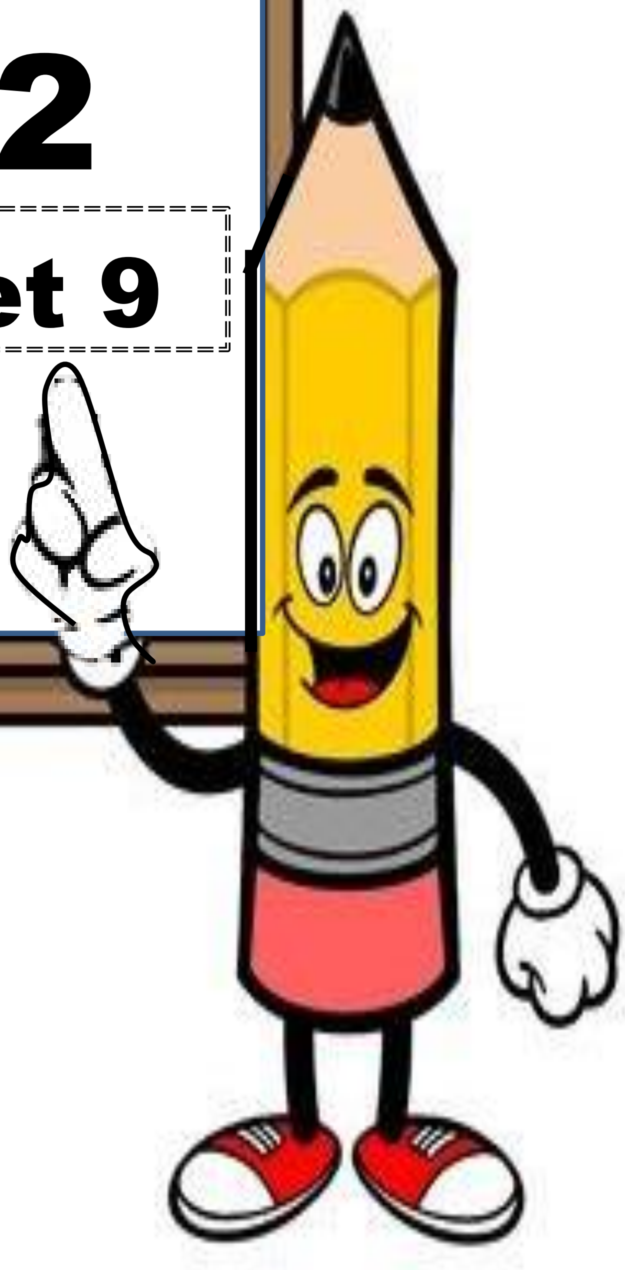
7: ______, ______, ______, ______, ______

LCM: ______

Brighter Choice
Charter School for Boys

Day # 2

Mod 3 Packet 9



Name:_____________________________ Week 17 Day 2 Date:______________

BCCS-Boys Stanford MIT

Do Now:

$$\frac{2}{3} - \frac{2}{5}$$

3: ____, ____, ____, ____, ____

5:____, ____, ____, ____, ____

LCM:_________

$$\frac{5}{7} - \frac{2}{3}$$

7: ____, ____, ____, ____, ____

3:____, ____, ____, ____, ____

LCM:_________

Input Activity:

Problem 1

Model:

Subtracting fractions with unlike denominators using LCM:

$$1\frac{1}{3} - \frac{1}{2}$$

2: _____, _____, _____, _____, _____

3:_____, _____, _____, _____, _____

LCM:_________

1. Change the mixed number to an improper fraction.
2. List the multiples of each denominator.
3. Circle the common multiples.
4. The LCM is now going to be your least common multiple)
5. Create equivalent fractions with your new denominator and old numerator.
6. Now you have 2 fractions with the same denominator.
7. Subtract.
8. Simplify whenever necessary.

Problem 2

Subtracting Fractions with unlike denominators.

$$\mathbf{1-\frac{1}{3}}$$

Problem 3

Subtracting Fractions with unlike denominators.

$$\mathbf{1-\frac{2}{7}}$$

Problem 4

Subtracting Fractions with unlike denominators using LCM

$$1\frac{1}{2} - \frac{2}{3}$$

2: _____, _____, _____, _____, _____

3:_____, _____, _____, _____, _____

LCM:__________

Problem 5

Subtracting Fractions with unlike denominators using LCM

$$1\frac{3}{4} - \frac{4}{5}$$

4: _____, _____, _____, _____, _____

5:_____, _____, _____, _____, _____

LCM:__________

Problem 6

Subtracting Fractions with unlike denominators using LCM

$$1\frac{4}{9} - \frac{1}{2}$$

9: _____, _____, _____, _____, _____

2: _____, _____, _____, _____, _____

LCM:__________

Problem 7

Subtracting Fractions with unlike denominators.

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

Problem 8

Subtracting Fractions with unlike denominators.

$$1 - \frac{3}{8}$$

Problem 9

Subtracting Fractions with unlike denominators using LCM

$$1\frac{1}{4}-\frac{1}{3}$$

4: _____, _____, _____, _____, _____

3:_____, _____, _____, _____, _____

LCM:__________

Problem 10

Subtracting Fractions with unlike denominators using LCM

$$1\frac{1}{5} - \frac{1}{3}$$

5: _____, _____, _____, _____, _____

3:_____, _____, _____, _____, _____

LCM:__________

Problem Set:

Subtracting Fractions with unlike denominators using LCM

$1\frac{3}{8} - \frac{1}{2}$

8: _____, _____, _____, _____, _____

2:_____, _____, _____, _____, _____

LCM:__________

Now change each fraction to its equivalent fraction and subtract.

$1\frac{2}{5} - \frac{1}{2}$

5: _____, _____, _____, _____, _____

2:_____, _____, _____, _____, _____

LCM:__________

Now change each fraction to its equivalent fraction and subtract.

Application Problem:

The Napoli family had two bags of dry cat food. The yellow bag had $3\frac{5}{6}$ kg of cat food. The red bag had $\frac{3}{4}$ kg. How much more cat food did the yellow bag have than the red bag?

C

U

B

E

S

Answer Statement________________________________

____

<u>Exit Ticket</u>

Subtract fractions with unlike denominators using LCM.

$$1\frac{2}{7} - \frac{1}{3}$$

7: ______, ______, ______, ______, ______

3: ______, ______, ______, ______, ______

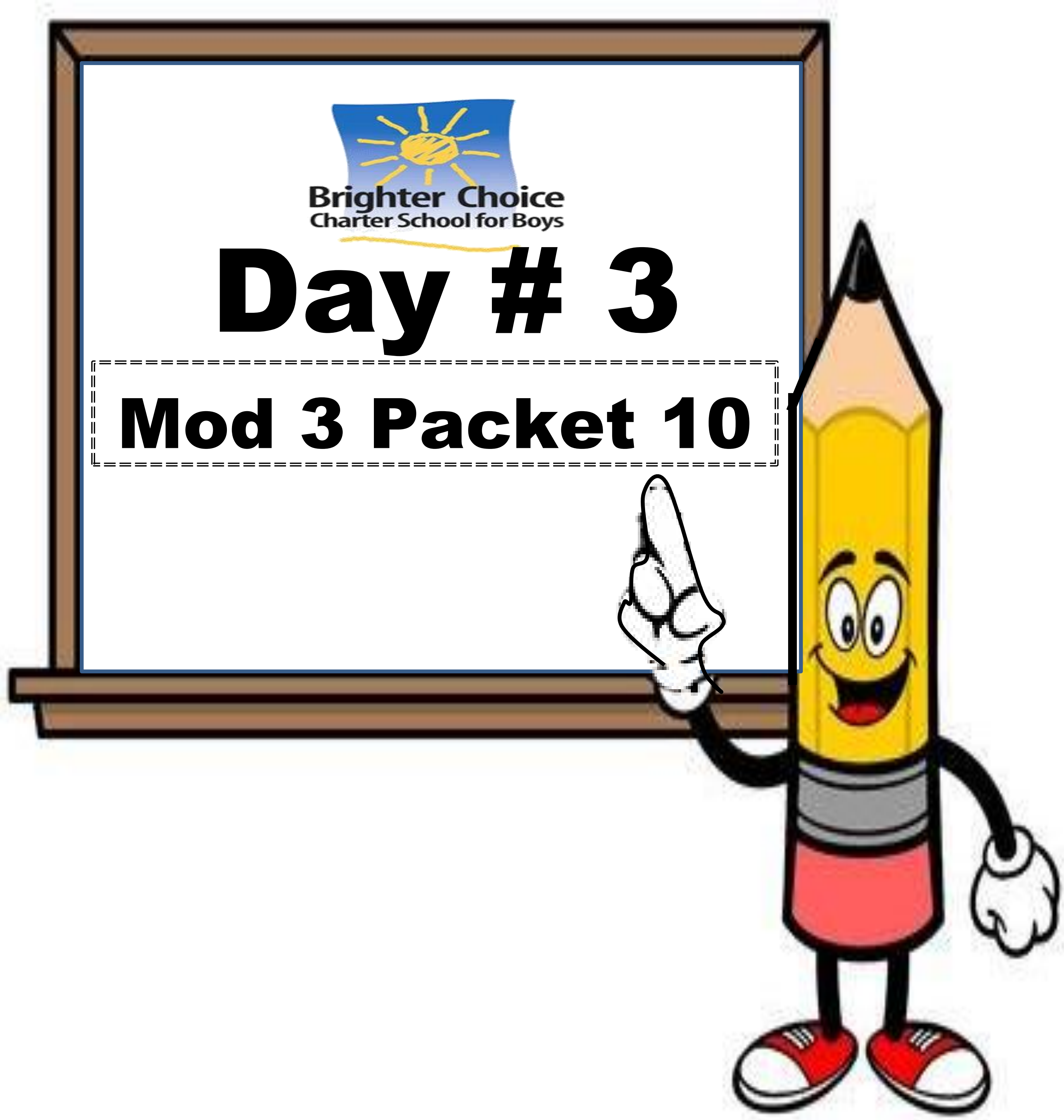
LCM: _____

$$1 - \frac{3}{5}$$

Brighter Choice
Charter School for Boys

Day # 3

Mod 3 Packet 10



Name:______________________________ Week 17 Day 3 Date:______________

BCCS-Boys Stanford MIT

Do Now:

Do Now

$$1\frac{3}{12} - \frac{2}{3}$$

12: _____, _____, _____, _____, _____

3:_____, _____, _____, _____, _____

LCM:__________

$$\frac{9}{7} - \frac{3}{4}$$

7: _____, _____, _____, _____, _____

4:_____, _____, _____, _____, _____

LCM:__________

Input Activity:

Problem 1

Auggie weeded $\frac{1}{5}$ of the garden, and Summer weeded some, too. When they were finished, $\frac{2}{3}$ of the garden still needed to be weeded. What fraction of the garden did Summer weed?

Answer: ______________________

Problem 2

Kayla spent $\frac{1}{3}$ of her money on a pack of pens, $\frac{1}{2}$ of her money on a pack of markers, and $\frac{1}{8}$ of her money on a pack of pencils. What fraction of her money is left?

Answer: _______________

Problem 3

Shelby bought a 2-ounce tube of blue paint. She used $\frac{2}{3}$ ounce to paint the water, $\frac{3}{5}$ ounce to paint the sky, and some to paint a flag. After that, she had $\frac{2}{15}$ ounce left. How much paint did Shelby use to paint her flag?

Answer: ________________

Problem 4

Jim sold $\frac{3}{4}$ gallon of lemonade. David sold some lemonade, too. Together, they sold $1\frac{5}{12}$ gallons. Who sold more lemonade, Jim or David? How much more?

Answer: ____________________

Problem 5

Leonard spent $\frac{1}{4}$ of his money on a sandwich. He spent 2 times as much on a gift for his brother as on some comic books. He had $\frac{3}{8}$ of his money left. What fraction of his money did he spend on the comic books?

Answer: ______________

Problem Set

Ribbon A is $\frac{1}{3}\,\mathrm{m}$ long. It is $\frac{2}{5}\,\mathrm{m}$ shorter than Ribbon B. What's the total length of the two ribbons?

Answer: _______________

Application Problem:

Sam had $1\frac{1}{2}$ m of rope. He cut off $\frac{5}{8}$ m and used it for a project. How much rope does Sam have left?

Answer: _______________

Exit Ticket

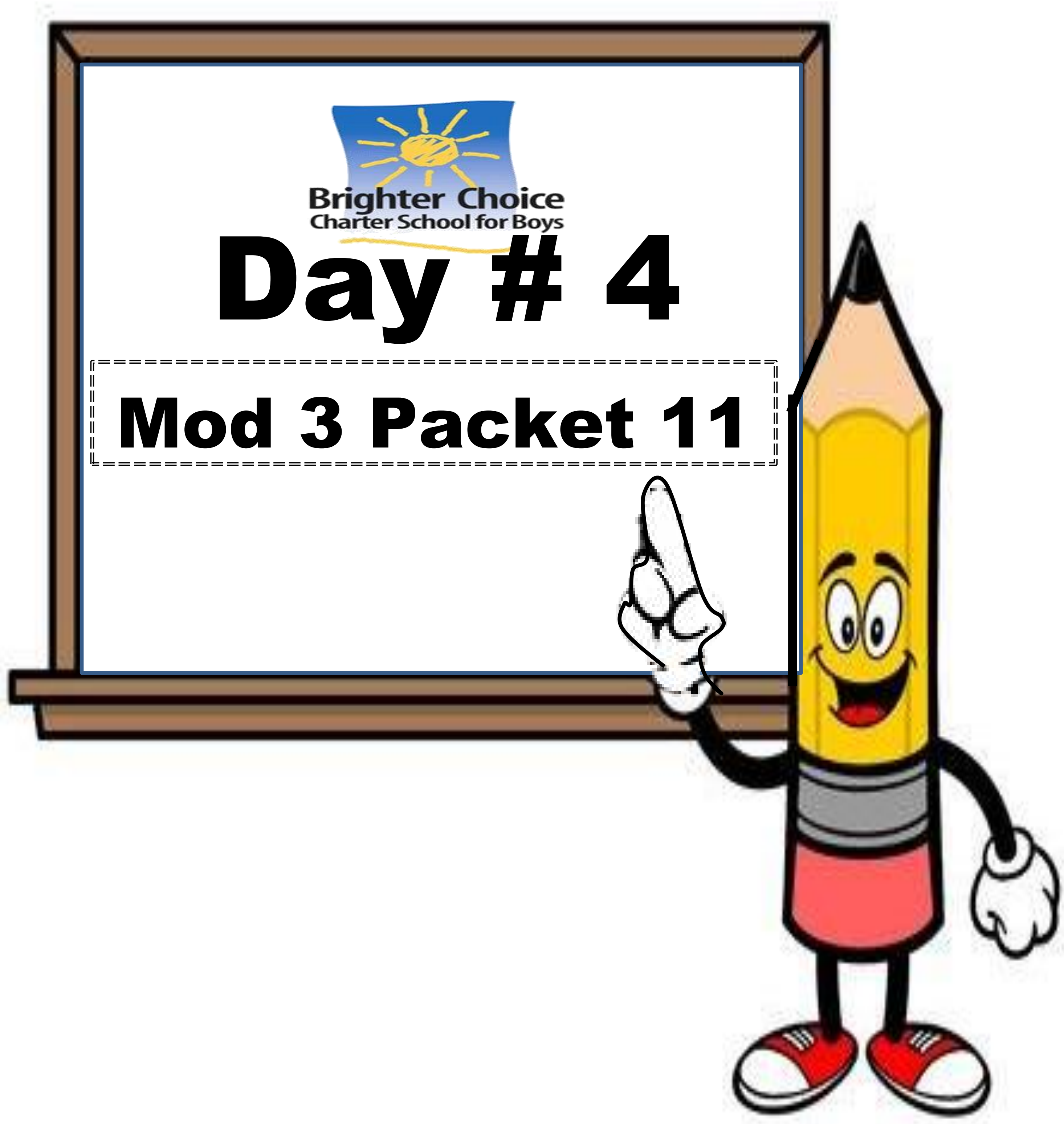
Mr. Parson mowed $\frac{2}{7}$ of his lawn. His son mowed $\frac{1}{4}$ of it. Who mowed the most? How much of the lawn still needs to be mowed?

Answer: _____________

Brighter Choice
Charter School for Boys

Day # 4

Mod 3 Packet 11



Name:_____________________________ Week 17 Day 4 Date:______________

BCCS-Boys Stanford MIT

Do Now

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

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

Input Activity:

Problem 1

Adding fractions with whole numbers.

Model:

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

9. Change the mixed number to an improper fraction and whole number to a fraction over itself.

10. Find LCM if fractions have different denominators.

11. Add wholes first, then fractions next.

12. Simplify whenever necessary.

Let's solve with the following model:

$\square + \square \quad \square$

Problem 2

Adding mixed numbers with whole numbers

$$2\frac{3}{10} + 3$$

Problem 3

Adding mixed numbers

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

Problem 4

Adding fractions

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

Problem 5

Adding fractions with whole numbers

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

Problem 6

Adding mixed numbers

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

Problem 7

Adding mixed numbers

$$\frac{3}{4} + 1\frac{1}{10}$$

Problem Set:

Add.

$2 + 1\frac{1}{5}$

$\frac{2}{5} + \frac{1}{4} + \frac{1}{10}$

$4 + 1\frac{3}{8}$

$\frac{5}{6} + 1\frac{1}{4}$

Application Problem:

Jackie brought $\frac{3}{4}$ of a gallon of iced tea to the party. Bill brought $\frac{7}{8}$ of a gallon of iced tea to the same party. How much iced tea did Jackie and Bill bring to the party?

Answer: ______________

Exit Ticket

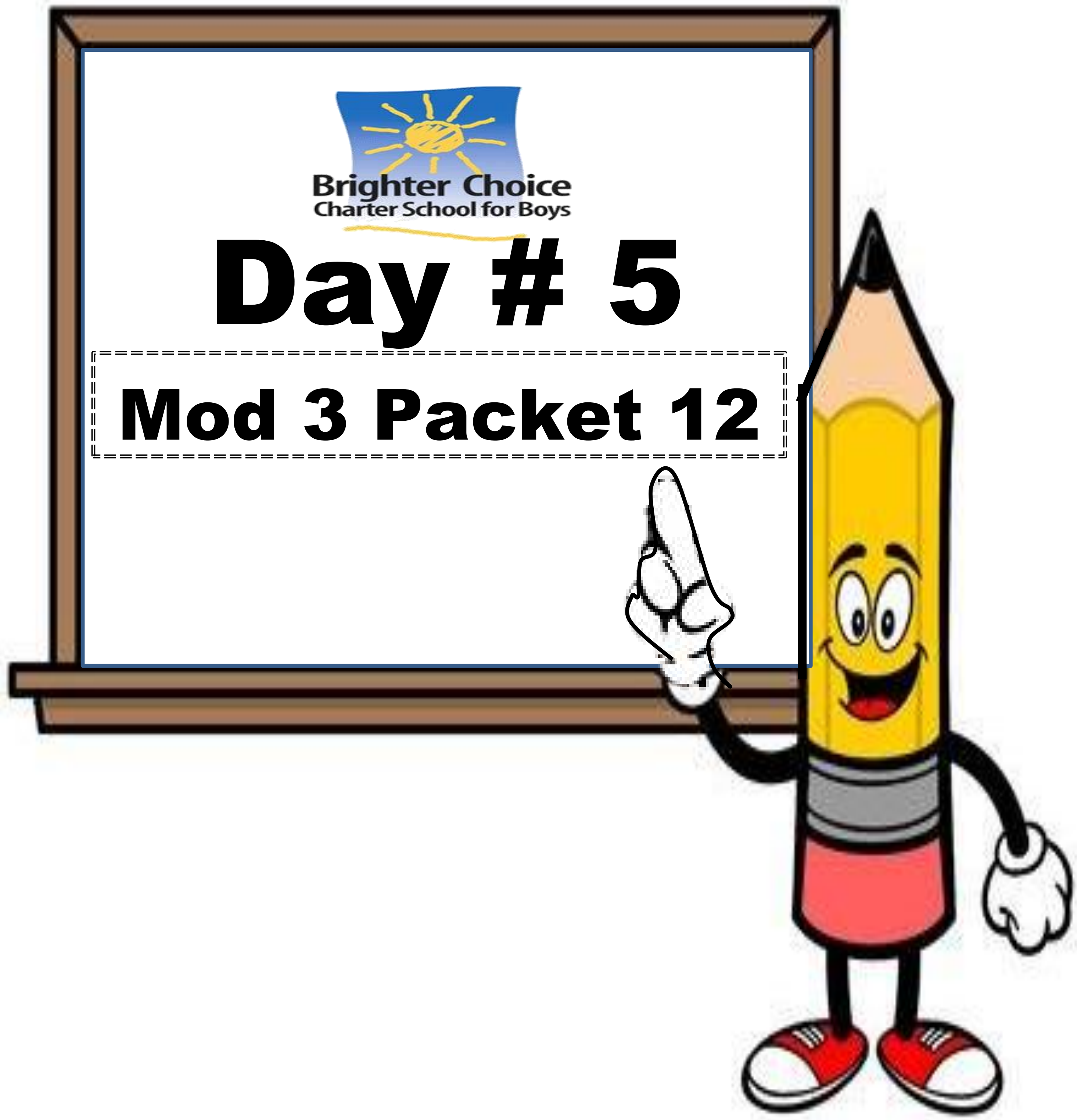
Add.

$5 + 1\frac{7}{8}$

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

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

$4 + 2\frac{4}{5}$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Day # 5
Mod 3 Packet 12

Name:______________________________ Week 17 Day 5 Date:______________

BCCS-Boys Stanford MIT

Do Now

$$\mathbf{2\frac{3}{10} + \frac{2}{5}}$$

$$\mathbf{1 - \frac{8}{9}}$$

Input Activity:

Problem 1

Subtracting fractions with mixed numbers.

Model:

$$2 - \frac{1}{2}$$

13. If you have a whole number greater than 1, take one whole and change that to a fraction over itself with the whole number next to it.
14. Change the mixed number to an improper fraction.
15. Subtract the numerators and write your answer over the original denominator.
16. Simplify whenever necessary.

Problem 2

Subtracting fractions with mixed numbers.

$$\mathbf{2 - \frac{3}{5}}$$

Problem 3

Subtracting fractions with mixed numbers.

$$\mathbf{3 - 1\frac{2}{3}}$$

Problem 4

Subtracting fractions with mixed numbers.

$$\mathbf{2 - 1\frac{3}{8}}$$

Problem 5

Subtracting fractions with mixed numbers.

$$\mathbf{4 - 2\frac{2}{7}}$$

Problem 6

Subtracting fractions with mixed numbers.

$$7 - 5\frac{2}{3}$$

Problem 7

Subtracting fractions with mixed numbers.

$$1 - \frac{1}{10}$$

Problem Set:

Subtract

$2 - \frac{1}{5}$

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

$4 - 1\frac{3}{8}$

$2 - 1\frac{1}{4}$

$3 - 1\frac{2}{5}$

$5 - \frac{3}{4}$

Application Problem:

The total length of two ribbons is 10 meters. If one ribbon is $7\frac{5}{8}$ meters long, what is the length of the other ribbon?

Answer: ________________

Exit Ticket

Subtract

$3 - 1\frac{3}{4}$

$4 - 2\frac{3}{7}$

$7 - 2\frac{1}{3}$

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