Name_____

5th Grade Modified 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.

_____   _____
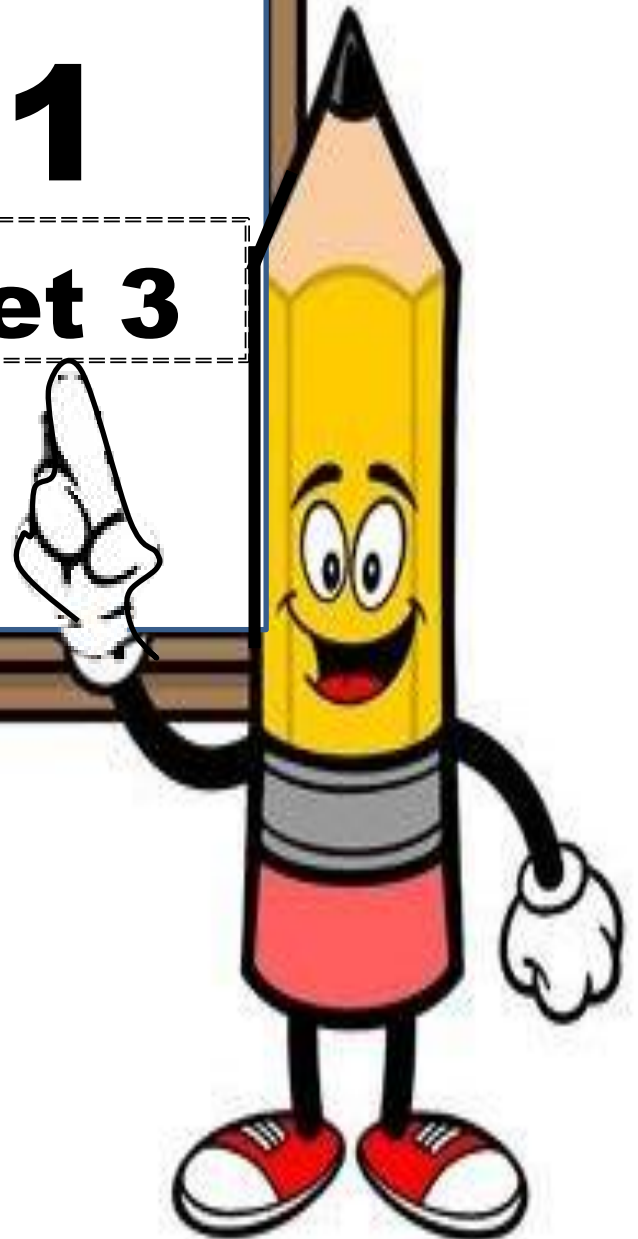(Parent Signature)   (Date)

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.

Day # 1

Mod 3 Packet 3

Name:_____ Week 16 Day 1 Date:_____

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<u>Do Now</u>

Find the number that makes an equivalent fraction.

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

Input Activity:

Problem 1:

1 third + 1 third = _____

Draw a number line and split it into thirds.

0   1

$\dfrac{0}{3}$ $\dfrac{1}{3}$ $\dfrac{2}{3}$ $\dfrac{3}{3}$
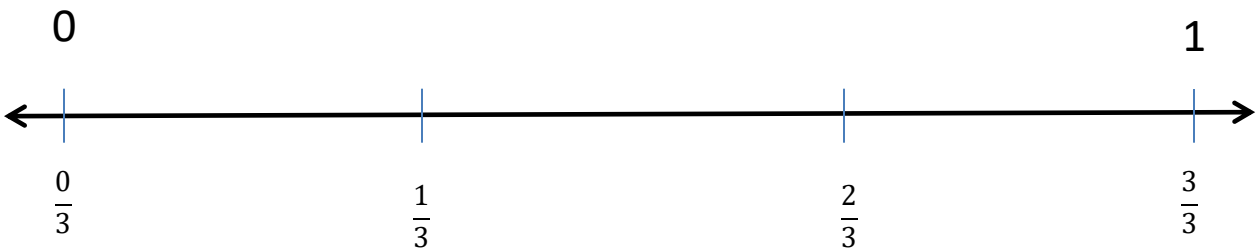
On the number line, show how to add each $\dfrac{1}{3}$ with arrows designating lengths.

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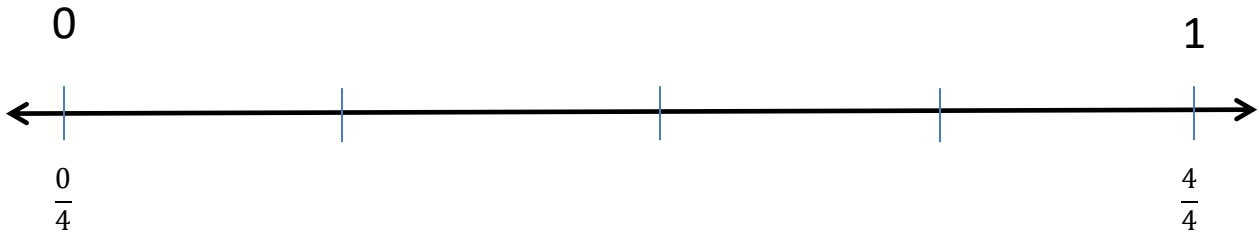
Addition Sentence _____

Multiplication Equation_____

Problem 2:

1 fourth + 1 fourth + 1 fourth = _____

Draw a number line and split it into fourths.

0   1

$\longleftarrow$ | _____ | _____ | _____ | $\longrightarrow$

$\dfrac{0}{4}$ $\dfrac{4}{4}$

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

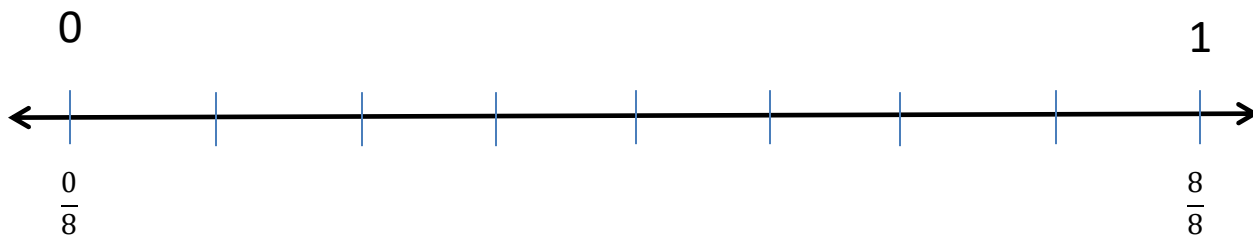Express this as an addition sentence and a multiplication equation and solve.

Addition Sentence _____

Multiplication Equation_____

Problem 3

3 eighths + 3 eighths + 1 eighth = _____

Draw a number line and split it into eighths.

0   1

$$\frac{0}{8}$$ $$\frac{8}{8}$$

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

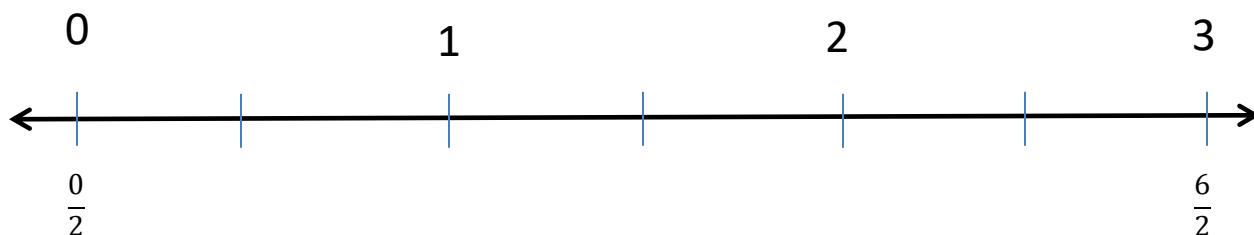**Express this as an addition sentence and a multiplication equation and solve.**

Addition Sentence _____

Multiplication Equation_____

Problem 4

$$\frac{2}{2} + \frac{2}{2} + \frac{2}{2} = \underline{\hspace{2cm}}$$

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

| 0 | | 1 | | 2 | | 3 |

$\frac{0}{2}$ $\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad$ $\frac{6}{2}$

On the number line, show how to add each $\frac{2}{2}$ with arrows designating lengths.
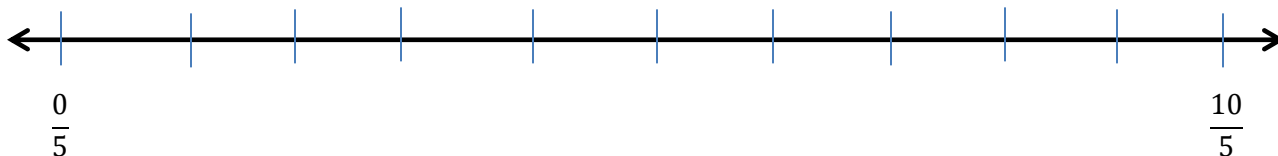
Express this as a different equation and solve.
Equation_____

Change your improper fraction to a mixed number.

Problem 5

$$\frac{5}{5} + \frac{3}{5} = \underline{\quad\quad}$$

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.

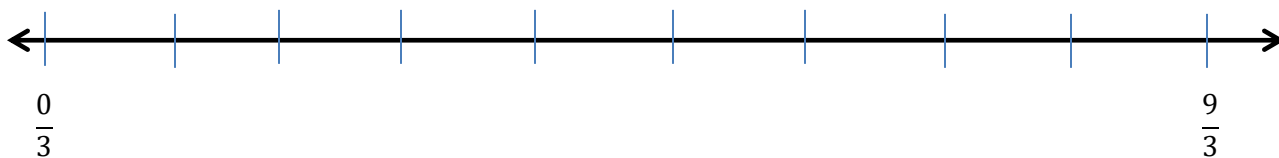$\frac{0}{5}$ $\frac{10}{5}$

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.

$\frac{0}{3}$ .... $\frac{9}{3}$

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.
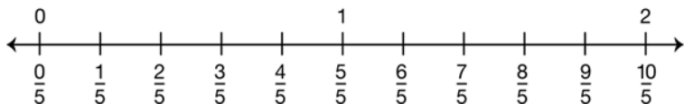
$$\frac{10}{4}$$

_____

_____

Problem 8:

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

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

_____

_____

Problem Set:

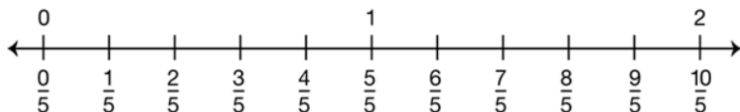**Show each expression on a number line. Solve**

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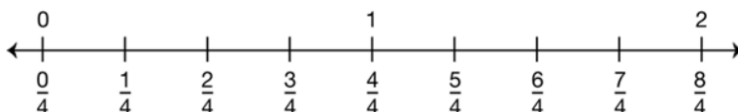

2. $\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

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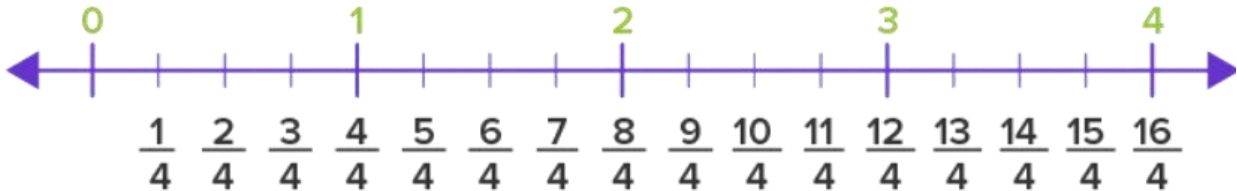

4. $2 \; x\frac{3}{4} + \frac{1}{4}$

Express each fraction as the sum of two or three equal fractional parts.
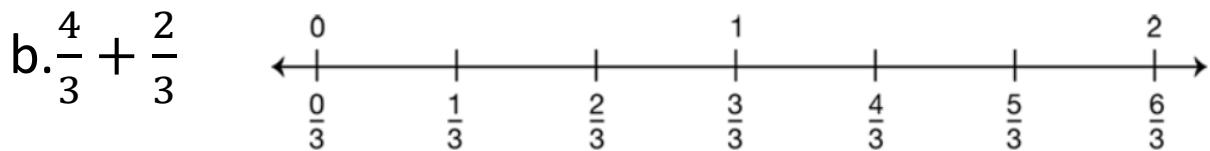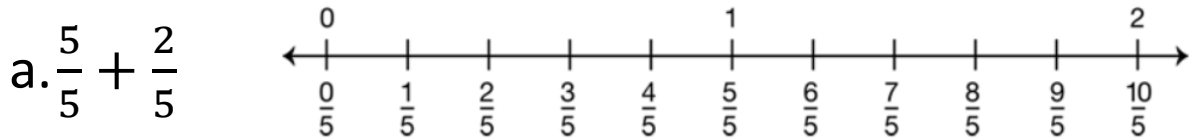
5. $\frac{6}{7}$ = _____

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.

$$\begin{array}{ccccccccccccccccc} 0 & & & & 1 & & & & 2 & & & & 3 & & & & 4 \end{array}$$

$$\frac{1}{4} \quad \frac{2}{4} \quad \frac{3}{4} \quad \frac{4}{4} \quad \frac{5}{4} \quad \frac{6}{4} \quad \frac{7}{4} \quad \frac{8}{4} \quad \frac{9}{4} \quad \frac{10}{4} \quad \frac{11}{4} \quad \frac{12}{4} \quad \frac{13}{4} \quad \frac{14}{4} \quad \frac{15}{4} \quad \frac{16}{4}$$

Exit Ticket

Show each expression on a number line. Solve.

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

$$\begin{array}{cccccccccccc} 0 & & & & & & 1 & & & & & & 2 \\ \frac{0}{5} & \frac{1}{5} & \frac{2}{5} & \frac{3}{5} & \frac{4}{5} & \frac{5}{5} & \frac{6}{5} & \frac{7}{5} & \frac{8}{5} & \frac{9}{5} & \frac{10}{5} \end{array}$$

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

$$\begin{array}{ccccccc} 0 & & & 1 & & & 2 \\ \frac{0}{3} & \frac{1}{3} & \frac{2}{3} & \frac{3}{3} & \frac{4}{3} & \frac{5}{3} & \frac{6}{3} \end{array}$$

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

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

d. $\frac{15}{4}$ = _____

Day # 2

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Mod 3 Packet 4
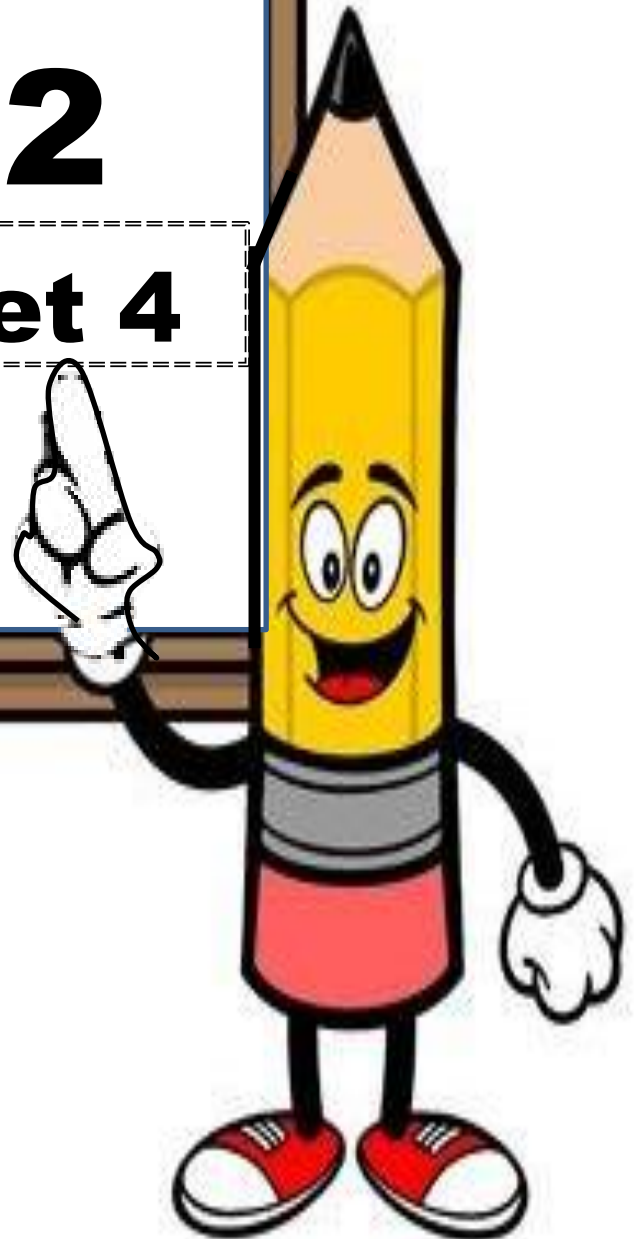
Name:_____ Week 16 Day 2 Date:_____

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<u>Do Now</u>

Show each expression on a number line. Solve.

a. $\dfrac{2}{5} + \dfrac{2}{5}$
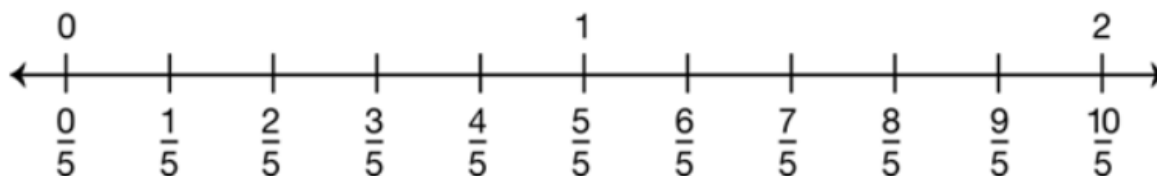
b. $\dfrac{1}{3} + \dfrac{2}{3}$

<u>Review:</u>

<mark>Change</mark> the mixed number to an <mark>improper fraction</mark>:

$$6\frac{7}{8}$$

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

<mark>Change</mark> the improper fraction to a <mark>mixed number</mark>:

$$\frac{13}{5}$$

$$\frac{29}{3}$$

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: _____

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.
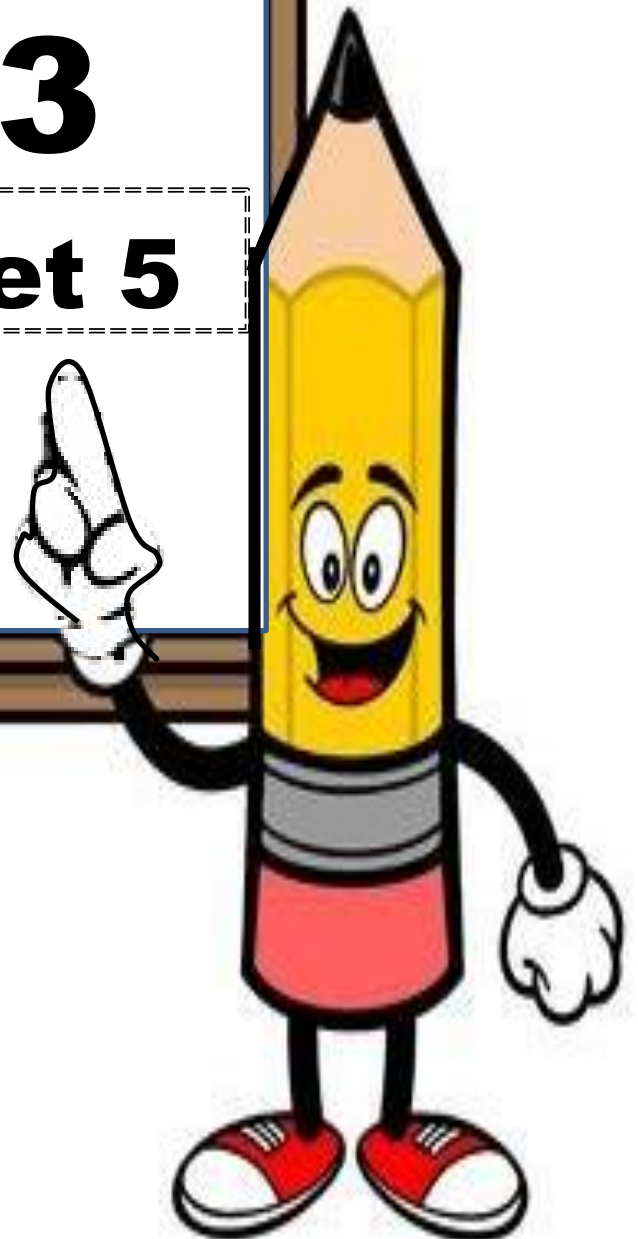
39   P   C   **55**   P   C

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

Find the missing numerator or denominator to create equivalent fractions.

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

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.

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:

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

22: _____, _____, _____, _____

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

CF:_____

GCF:_____

Now divide the fraction by your

GCF.

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

<u>Problem 7</u>

Reduce fractions using GCF:

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

36: ____, ____, ____, ____, ____, ____, ____, ____, ____

12:____, ____, ____, ____, ____, ____

CF:_____

GCF:_____

Now divide the fraction by your

GCF.

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

Problem 8

Reduce fractions using GCF:

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

35: _____, _____, _____, _____

25:_____, _____, _____

CF:_____

GCF:_____

Now divide the fraction by your

GCF.

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

Problem Set:

Reduce the fraction by finding the GCF first.

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

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

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

CF:_____   GCF:_____

Now divide the fraction by your

GCF.

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

_____

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

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. <u>What is the greatest number of DVDs Tony can pack in each box?</u>

12 _____

30 _____

GCF: _____

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

<u>Exit Ticket</u>

Reduce each fraction by finding the GCF first.

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

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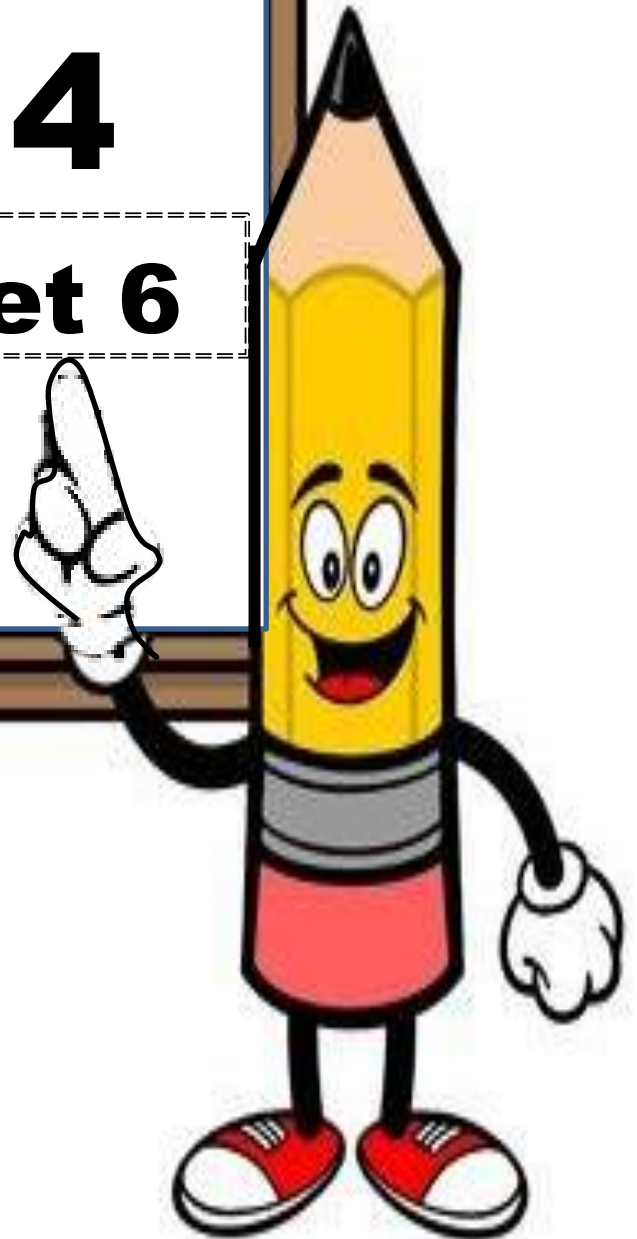
30: _____, _____, _____, _____, _____, _____, _____, _____

Common Factors: _____ GCF: _____

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

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

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

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

Common Factors: _____ GCF: _____

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

Day # 4

Mod 3 Packet 6

Name:_____ Week 16 Day 4 Date:_____

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Do Now

Reduce fractions using GCF:

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

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

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.

Exit Ticket

Add Fractions with unlike denominators using LCM

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

7: _____, _____, _____, _____, _____

5: _____, _____, _____, _____, _____

LCM: _____

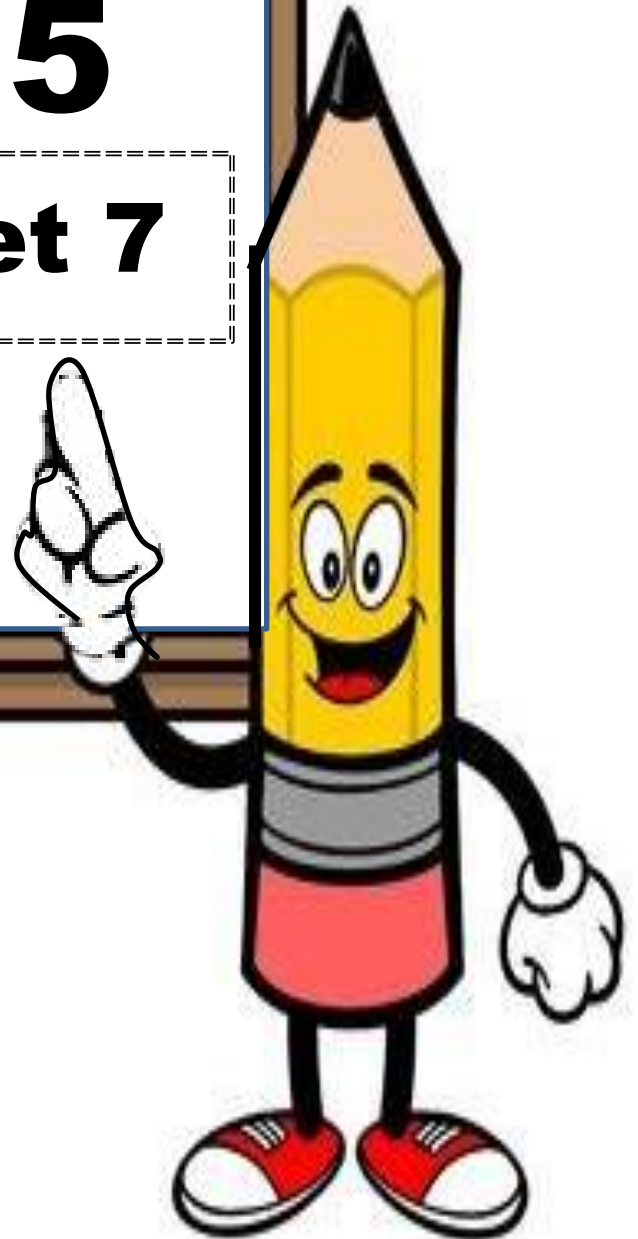$$\frac{2}{8} + \frac{1}{4}$$

8: _____, _____, _____, _____, _____

4: _____, _____, _____, _____, _____

LCM: _____

Brighter Choice Charter School for Boys

Day # 5

Mod 3 Packet 7

Name:_____   Week 16 Day 5 Date:_____

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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_____

5th Grade Modified Math Remote Learning Packet

Week 17

Day # 1

Brighter Choice Charter School for Boys

Mod 3 Packet 8

Name:_____ Week 17 Day 1 Date:_____

BCCS-Boys   Stanford   MIT

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 _____

_____

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

3: _____, _____, _____, _____, _____

6:_____, _____, _____, _____, _____

LCM:_____

Input Activity

Problem 1

Subtracting fractions with unlike denominators using LCM:

Model:

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

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.

<u>Problem 5</u>

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: _____, _____, _____, _____, _____
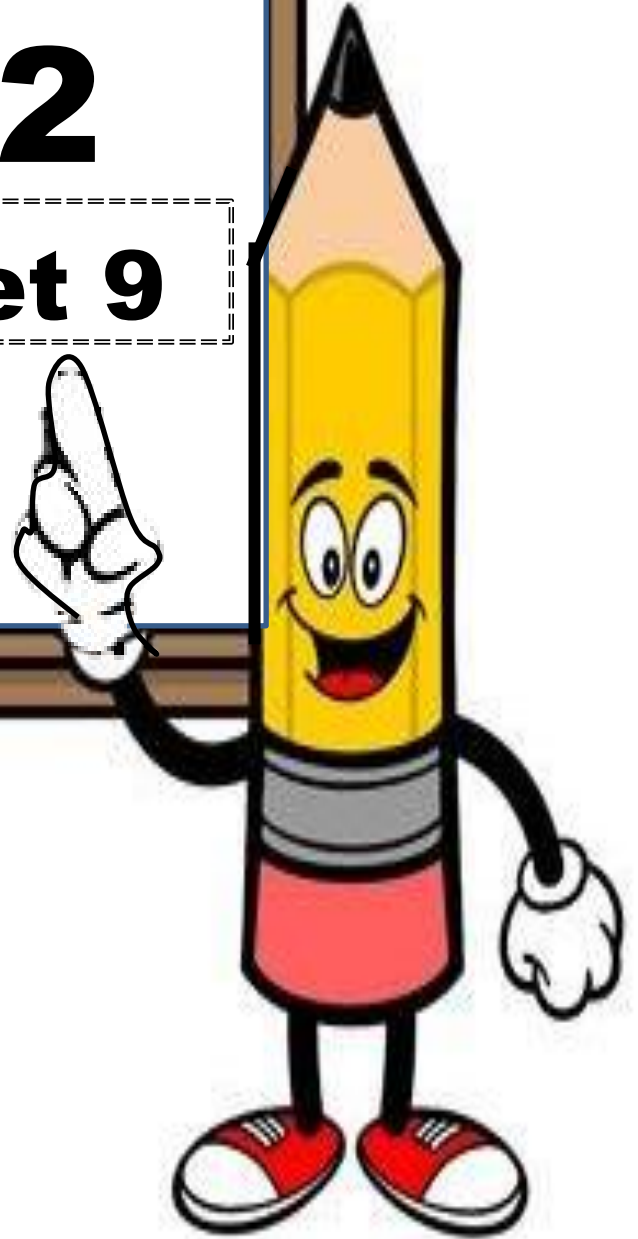
7: _____, _____, _____, _____, _____

LCM: _____

Day # 2

Brighter Choice
Charter School for Boys

Mod 3 Packet 9

Name:_____ Week 17 Day 2 Date:_____

BCCS-Boys   Stanford   MIT

<u>Do Now:</u>

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

3: _____, _____, _____, _____, _____

5:_____, _____, _____, _____, _____

LCM:_____

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

7: _____, _____, _____, _____, _____

3:_____, _____, _____, _____, _____

LCM:_____

Input Activity:

Problem 1

Subtracting fractions with unlike denominators using LCM:

Model:

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

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.

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

Problem 3

Subtracting Fractions with unlike denominators.

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

Problem 4

Subtracting Fractions with unlike denominators using LCM

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

2: _____, _____, _____, _____, _____

3: _____, _____, _____, _____, _____

LCM: _____

<u>Problem 5</u>

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_____

_____

Exit Ticket

Subtract fractions with unlike denominators using LCM.

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

7: _____, _____, _____, _____, _____
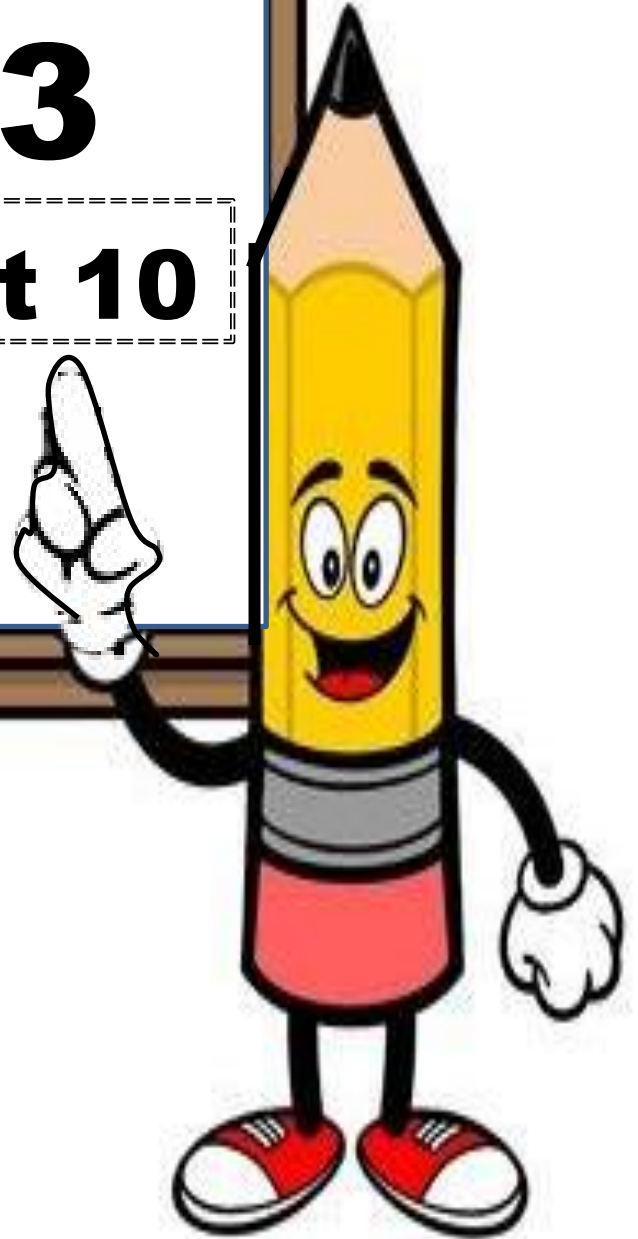
3: _____, _____, _____, _____, _____

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 $\frac{1}{3}$ m long. It is $\frac{2}{5}$ 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?
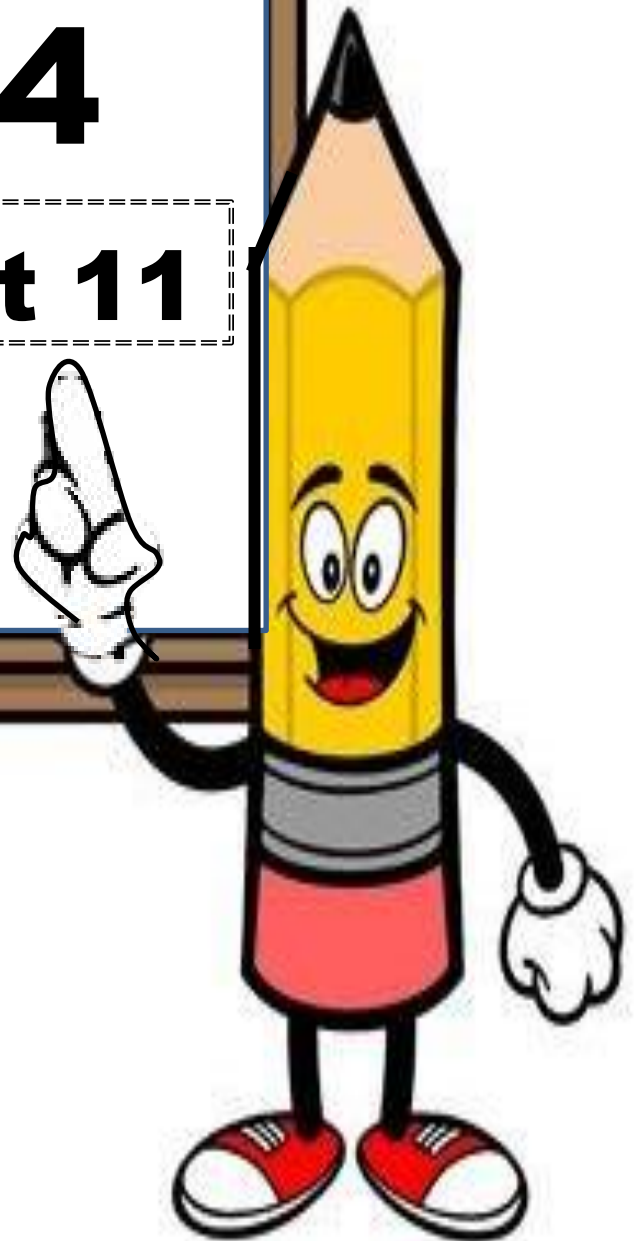
Answer: _____

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:

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

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:

+

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.

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

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

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

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

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.

$5 + 1\frac{7}{8}$ $3\frac{1}{2} + 2\frac{1}{4}$

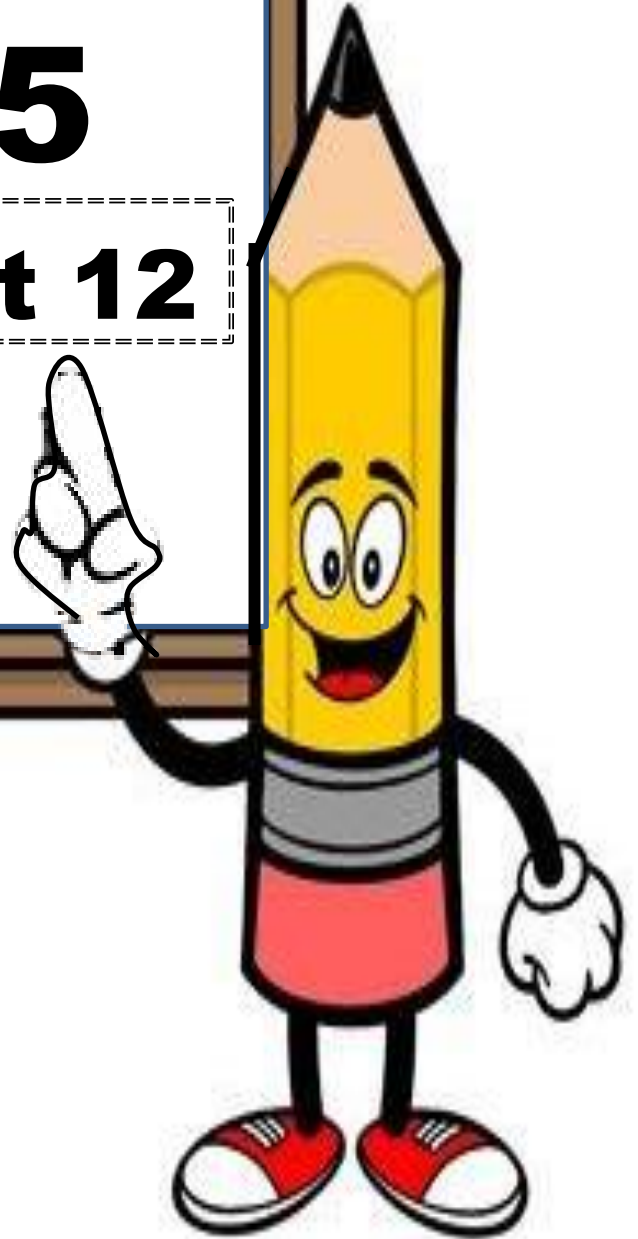$7\frac{3}{8} + 4\frac{1}{2}$ $4 + 2\frac{4}{5}$

Brighter Choice
Charter School for Boys

Day # 5

Mod 3 Packet 12

Name:_____ Week 17 Day 5 Date:_____

BCCS-Boys   Stanford   MIT

<u>Do Now</u>

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

$1 - \dfrac{8}{9}$

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.

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

Problem 3

Subtracting fractions with mixed numbers.

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

Problem 4

Subtracting fractions with mixed numbers.

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

Problem 5

Subtracting fractions with mixed numbers.

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

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

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

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

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

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

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

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

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: _____

<u>Exit Ticket</u>

Subtract

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

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

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

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