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| ***IMPORTANT CONCEPTS YOUR STUDENT SHOULD KNOW AND ACTIVITIES TO DO AT HOME*** | |
| **Fractions Unit** | |
| **Important Concepts Addressed in this Unit** | |
| **MGSE5.NF.1**  **I can add and subtract fractions with unlike denominators.**  Example 1: 40 /51 = 40/ 35 + 40 /16 = 8/ 7 + 5/ 2  **MGSE5.NF.2**  **I can solve word problems that involve addition and subtraction of fractions. I can use number sense and fractions that I know to estimate the reasonableness of answers to fraction problems.**  For example, recognize an incorrect result 2/5 + ½ = 3/7, by observing that 3/7 < ½.  **MGSE5.NF.3**  **I can understand that fractions are really division problems. I can solve word problems where I need to divide whole numbers leading to answers that are fractions or mixed numbers.**  **MGSE5.NF.5**  **I can think of multiplication as the scaling of a number (similar to a scale on a map.)**  **I can explain why multiplying a number by a fraction greater than 1 will result in a bigger number than the number I started with.**  **I can relate the notion of equivalent fractions to the effect of multiplying a fraction by 1.** | **MGSE5.NF.4**  **I can use what I know about multiplication to multiply fractions or whole numbers by a fraction.**  **I can understand and show with models that multiplying a fraction by a whole number is the same as finding the product of the numerator and whole number and then dividing it by the denominator.**  Example: Three-fourths of the class is boys. Two-thirds of the boys are wearing tennis shoes. What fraction of the class are boys wearing tennis shoes? This question is asking what is 2 /3 of 3 /4 what is 2 /3 × ¾ ? In this case you have 2 /3 groups of size 3 /4. (A way to think about it in terms of the language for whole numbers is by using an example such as 4 × 5, which means you have 4 groups of size 5.) Boys Boys wearing tennis shoes = ½ the class  **MGSE5.NF.6**  **I can solve real world problems that involve multiplication of fractions and mixed numbers.**  **MGSE5.NF.7**  **a) I can use what I know about division to divide fractions by whole numbers or whole numbers by fractions.**  **b) I can use what I know about division problems involving fractions to solve real world problems.** |
| **Key Words To Know** | **How You Can Help Your Student** |
| **Fraction-**Part of a whole number  **Numerator-the number above the line in a common fraction showing how many of the parts indicated by the denominator are taken, for example, 2 in 2/3.**  **Denominator-the number below the line in a common fraction; a divisor**  **Benchmark-**Standard or reference point by which something is measured  **Equivalent Fraction-**Fractions that name the same size or amount  **Common Denominator**  **Mixed number-**Number made up of a whole number and a fraction  **Decompose-**Break apart a single non-unit fraction into a group of fractions with the same denominator  **Multiples-**Product of a given number and any other whole number  **Line Plot-**Display of data on a number line, using an x or another mark to show frequency | **Present your child with the problem 1/3 + 1/6. Encourage students to use the clock face as a model for solving the problem. Have your child share his/her approach to the problem and demonstrate his/her thinking using the clock model.**  **Math Talk: Discuss fractional parts of objects (pizza, candy,....) or Have your child help you in the kitchen with recipes that involve fractions ½, 2/3 , ¾ and etc. Find equivalent fractions for each.**  [**www.mathplayground.com/Triplets/index.html**](https://www.mathplayground.com/Triplets/index.html)  [**www.reflex.com**](http://www.reflex.com)  [**www.FrontRowed.com**](http://www.frontrowed.com)  [**www.brainpopjr.com**](http://www.brainpopjr.com)  [**www.brainpop.com**](http://www.brainpop.com)  [**http://mrnussbaum.com/tonyfraction**](http://mrnussbaum.com/tonyfraction) |

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| Sample Problems:   1. Anna needs 3 cups of flour for the cookies she is making. She has already measured ¾ of a cup of flour. How much more flour does she need? 2. The distance from Elsa’s house to her grandmother’s is ¾ of a mile. She biked ⅓ of the way there and stopped to rest. How far did Elsa travel before her rest stop? 3. Louise ate ½ of the bunch of grapes that were in the fruit bowl. Her brother ate ¼ of the grapes that were left. What part of the bunch of grapes did Louise and her brother eat? 4. I have ½ lb. of chocolate raisins and I want to divide it up to put the same amount of chocolate in each of 3 small bags. How much should each small bag of chocolate raisins weigh? |