



# MATH NEWS



Grade 5, Module 3, Topic D

## 5<sup>th</sup> Grade Math

*Module 3: Addition and Subtraction of Fractions*

### Math Parent Letter

This document is created to give parents and students an understanding of the math concepts found in Eureka Math (© 2013 Common Core, Inc.) that is also posted as the Engage New York material which is taught in the classroom. Grade 5 Module 3 of Eureka Math (Engage New York) covers Addition and Subtraction of Fractions. This newsletter will discuss Module 3, Topic D. In this topic students will use reasoning to estimate the value of expressions, strategize to solve problems involving more than two fractions, and assess the reasonableness of their solutions to word problems.

### Topic D: Further Applications

#### Words to know:

- expression
- benchmark fraction
- sum
- solution
- estimate/about
- reasonableness
- difference

#### Things to Remember!

- **Expression** – a group of numbers and symbols that shows a mathematical relationship  
Example:  $\frac{1}{3} + \frac{3}{4} + \frac{2}{5}$
- Symbol for meaning ‘about’ -  $\approx$
- **Benchmark fraction** -  $\frac{1}{2}$  is a benchmark fraction when comparing fractions  
Example:  $\frac{1}{3}$  and  $\frac{5}{8}$   $\frac{1}{3}$  is less than  $\frac{1}{2}$  or  $\frac{1}{3} < \frac{1}{2}$   
 $\frac{5}{8}$  is greater than  $\frac{1}{2}$  or  $\frac{5}{8} > \frac{1}{2}$   
Therefore  $\frac{1}{3}$  is less than  $\frac{5}{8}$  or  $\frac{1}{3} < \frac{5}{8}$ .

### OBJECTIVES OF TOPIC D

- Use fraction benchmark numbers to assess reasonableness of addition and subtraction equations.
- Strategize to solve multi-term problems.
- Solve multi-step word problems; assess reasonableness of solutions using benchmark numbers.
- Explore part to whole relationships.

## Focus Area– Topic D

*Module 3: Addition and Subtraction of Fractions*

**Use benchmark fraction to estimate the value of expressions:**

**Example 1:**  $\frac{1}{2} + \frac{3}{4} > 1$  } We know that  $\frac{1}{2} + \frac{1}{2} = 1$ . Since  $\frac{3}{4}$  is more than half and we are adding  $\frac{1}{2}$  more, the sum will be greater than 1.

**Example 2:**  $\frac{4}{10} + \frac{1}{3} < 1$  and  $\frac{4}{10} + \frac{1}{3} < \frac{1}{2}$

Since  $\frac{4}{10}$  and  $\frac{1}{3}$  are less than half, the sum will be less than 1.  
 $\frac{4}{10} + \frac{1}{3} < 1$

Also  $\frac{4}{10}$  needs  $\frac{1}{10}$  to be a half.  $\frac{1}{3}$  of a whole is greater than  $\frac{1}{10}$  of the same whole, so adding  $\frac{1}{3}$  more to  $\frac{4}{10}$  will give us a sum greater than  $\frac{1}{2}$ .  $\frac{4}{10} + \frac{1}{3} > \frac{1}{2}$

**Example 3:**  $1\frac{2}{5} - \frac{2}{3} < 1$

We know  $\frac{2}{5}$  is less than  $\frac{1}{2}$  and  $\frac{2}{3}$  is greater than  $\frac{1}{2}$ . We can't subtract  $\frac{2}{3}$  from  $\frac{2}{5}$  since  $\frac{2}{3}$  is larger so we'll need to subtract  $\frac{2}{3}$  from the one whole.  $1 - \frac{2}{3} = \frac{3}{3} - \frac{2}{3} = \frac{1}{3}$

Since  $\frac{1}{3}$  and  $\frac{2}{5}$  are both less than half, we know when we combine the two fractions the answer will be less than 1.

**Problem:** Use  $>$ ,  $<$  or  $=$  to make the following statement true.

$$4\frac{9}{10} - 1\frac{1}{8} \quad \text{---} \quad 2\frac{1}{2} + \frac{2}{7}$$

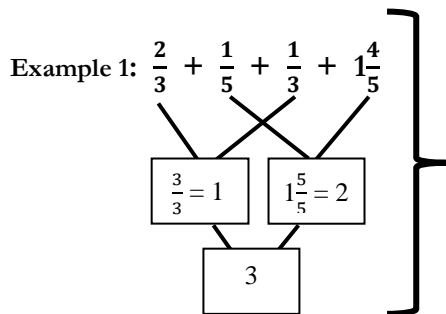
$$\downarrow \quad \downarrow \quad \quad \quad \downarrow \quad \downarrow$$

$$\approx 5 \quad \approx 1 \quad \quad \quad = 2\frac{1}{2} \quad \frac{2}{7} < \frac{1}{2}$$

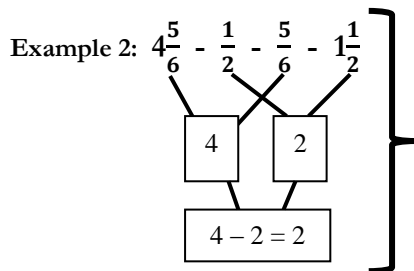
$$4\frac{9}{10} - 1\frac{1}{8} \approx 4 \quad \quad \quad 2\frac{1}{2} + \frac{2}{7} \approx 2\frac{1}{2}$$

$$4\frac{9}{10} - 1\frac{1}{8} > 2\frac{1}{2} + \frac{2}{7}$$

**Strategize to solve an addition or subtraction problem involving more than 2 fractions and/or mixed numbers.**



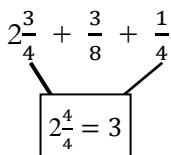
This problem is adding thirds and fifths. The most efficient approach would be to first add the like units together. Then combine the sums.



In this problem we are subtracting  $\frac{1}{2}$ ,  $\frac{5}{6}$  and  $1\frac{1}{2}$  from  $4\frac{5}{6}$ . We begin by subtracting  $\frac{5}{6}$  from  $4\frac{5}{6}$ . Now you **don't** subtract  $\frac{1}{2}$  from  $1\frac{1}{2}$ . **Remember we are subtracting both  $\frac{1}{2}$  and  $1\frac{1}{2}$  from what is left.** So we add  $\frac{1}{2}$  and  $1\frac{1}{2}$ . The sum of 2 is subtracted from the 4.

**Application Problem:**

During lunch, Chris drinks  $2\frac{3}{4}$  cups of milk. Allie drinks  $\frac{3}{8}$  cup of milk. Carmen drinks  $\frac{1}{4}$  cup of milk. How much milk do the 3 students drink?



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

Chris, Allie, and Carmen drank  $3\frac{3}{8}$  cups of milk.

**Assess Reasonableness of Solution:**

John used  $1\frac{3}{4}$  kg of salt to melt the ice on his sidewalk. He then used another  $3\frac{4}{5}$  kg on the driveway. If he originally bought 10 kg of salt, how much does he have left? (This is an example of a multi-step problem.)

Step 1

$$\begin{aligned} & 1\frac{3}{4} \text{ kg} + 3\frac{4}{5} \text{ kg} \\ &= 1\frac{15}{20} + 3\frac{16}{20} \\ &= 4\frac{31}{20} \\ &= 4 + \frac{20}{20} + \frac{11}{20} \\ &= 5\frac{11}{20} \text{ kg of salt used} \end{aligned}$$

Step 2

$$\begin{aligned} & 10 \text{ kg} - 5\frac{11}{20} \text{ kg} \\ &= 5 - \frac{11}{20} \\ &= 4\frac{9}{20} \end{aligned}$$

**Assess reasonableness of answer:**

$$\begin{aligned} & 1\frac{3}{4} + 3\frac{4}{5} & 10 - 6 = 4 & 4\frac{9}{20} \text{ falls between 4 and 5. Since } 4\frac{9}{20} \\ & \approx 2 + 4 & & \text{is less than half, } 4\frac{9}{20} \text{ is closer to 4} \\ & = 6 & & \text{than 5 which we can say the solution} \\ & & & \text{is reasonable.} \end{aligned}$$

John had  $4\frac{9}{20}$  kg of salt left.