|  |  |
| --- | --- |
| Name: math fractions  Unit Title: adding and subtracting fractions with unlike denominators using equivalent fractions  Date: 2/7/14 | |
| **Goal(s):**  **5.nf.1**  **5.nf.2** | |
| **Essential Understandings:**  •  Equivalent fractions are essential when adding and subtracting fractions with unlike denominators  Use knowledge of fractions and equivalence of fractions to develop algorithms for adding and subtracting | **Essential Questions:**  **•**  What do equivalent fractions represent and why are they useful when solving equations with fractions**?**  How do you add and subtract fractions with unlike denominators? |
| Students will know:  what an algorithm is    what equivalent fractions represent | Students will be able to:  • add and subtract fractions with unlike denominators  • compute equivalent fractions |

|  |  |
| --- | --- |
| STAGE 2 – EVIDENCE | |
| **Key Evidence (Performance Based):**  **Explain how to use the algorithm:**  **a/b + or – c/d**    **a/b X d/d = equivalent fraction**  **c/d X b/b = equivalent fraction**    **+ or – new equivalent fractions**  **See attached picture for drawing and student notes**  **http://www.screenchomp.com/t/u9oATKTt1** | **Other Evidence (Formative):**  Chapter test or lesson worksheet |

|  |
| --- |
| STAGE 3 – ACTION PLAN |
| 1. **Review key concepts, vocab words, and background knowledge such as: numerators, denominators, equivalent fractions, and the need to have like denominators before manipulating fractions.** 2. **Model the algorithm (view video) to show students the process to add or subtract fractions with unlike denominators.** 3. **Have student illustrate this process on their own.** 4. **Show students how to use this algorithm with numbers.** 5. **Students would apply the concept in the videocusing actual problems.** 6. **Have student apply this knowledge through worksheet and/or chapter test.** |

