Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Two friends want to share 1 and ¾ submarine sandwiches so that each gets the same amount. How much should each friend get?

Justify your solution with numbers, pictures, and/or words.

* What standards does this lesson address?
	+ 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
	+ For student strategies, classroom discussion example, and teacher questions on this exact problem turn to page 181 in your book Extending Children’s Mathematics: Fractions and Decimals by Empson and Levi.
* Why were these number sets chosen for this problem?
	+ The number set for the Sharing Subs problem will create a need for students to replace 2 of 3 fractions with equivalent fractions in order to add all of the pieces together. This number set also allows for students to use halves, fourths, and eighths which are typically easy for them to reason about size and equivalence.
* What are some expected student strategies and misconceptions? How can I address these strategies and misconceptions in our class discussion?

|  |  |  |
| --- | --- | --- |
| Number Set | Possible Student Strategies and Misconceptions | Possible Ways to Address Strategies and Misconceptions in Class Discussion |
| Sub Sharing | Turn to page 181 in Extending Children’s Mathematics: Fractions and Decimals by Empson and Levi  |