


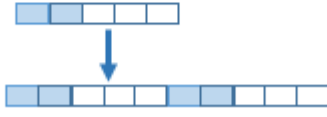
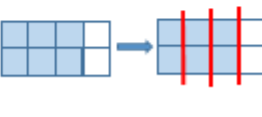
Packet 6: Fraction Addition and Subtraction

Dear Parents/Guardians,

In Packet 6, students explore diagrams and the “big 1” to explore equivalent fractions. They will use these strategies to compare and order fractions as well as add and subtract fractions and mixed numbers.

Equivalent Fractions: Using Diagrams

Students will explore three different kinds of diagrams to create equivalent fractions.

Splitting	Replicating	Grouping
The area of the diagram stays the same. Split the diagram into smaller, equal parts.	Take the original diagram and increase it proportionally. (In this case, 2 out of every 5 is shaded.)	Take the original diagram and create equal parts (group them).
		

Equivalent Fractions: The “Big 1”

Students will multiply or divide by a form of 1 to find equivalent fractions. This is a precursor for finding common denominators.

$\frac{2}{5} = \frac{6}{15}$	$\frac{12}{20} = \frac{3}{5}$	Rewrite each fraction, using a common denominator. $\frac{5}{3}$ and $\frac{7}{5}$	
$\frac{2}{5} \cdot \frac{3}{3} = \frac{6}{15}$	$\frac{12}{20} \div \frac{4}{4} = \frac{3}{5}$	$\frac{5}{3} \cdot \frac{5}{5} = \frac{25}{15}$	$\frac{7}{5} \cdot \frac{3}{3} = \frac{21}{15}$



By the end of the packet, your student should know...

How to use diagrams and the “big 1” to create equivalent fractions [Lesson 6.1](#)

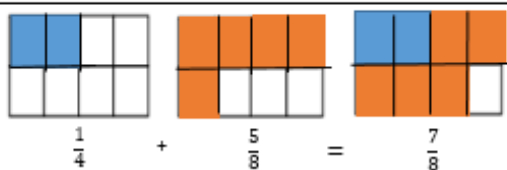
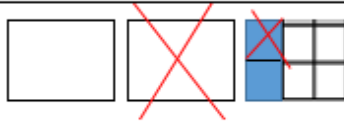
How to add and subtract fractions and mixed numbers [Lessons 6.2 and 6.3](#)

Additional Resources

Resource Guide (RG)
Part 1, Pages 34-43

Addition and Subtraction of Fractions

Students will add and subtract fractions and mixed numbers using diagrams and number sentences.

	Diagram	Number Sentence
$\frac{1}{4} + \frac{3}{8}$		$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$
$2\frac{1}{3} - 1\frac{1}{6}$		$2\frac{1}{3} - 1\frac{1}{6} = 2\frac{2}{6} - 1\frac{1}{6} = 1\frac{1}{6}$
Show the removal of $1\frac{1}{6}$ by removing (crossing out) 1 whole and $\frac{1}{6}$ of a whole, which is not the typical procedural way.		