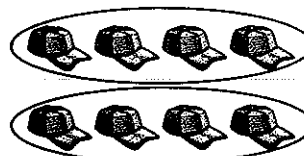


Understanding Division

Name _____ Class _____ Date _____

GET STARTED

1 a. _____ \times _____ = _____ b. _____ \times _____ = _____



- 2 a. 6 pencils divided into _____ groups with 2 pencils in each group
b. 8 hats divided into _____ groups with 4 hats in each group

6 \div 2 = _____
dividend divisor quotient

8 \div 4 = _____
dividend divisor quotient

- 3 a. 10 apples in 2 groups with 5 apples in each group
b. 10 apples in 5 groups with 2 apples in each group



_____ \div _____ = _____

_____ \div _____ = _____

Frank has 12 pieces of candy. He gives 4 pieces of candy to each friend. How many friends receive candy?

BUILD THE CONCEPT



How many pieces of candy does Frank have? _____

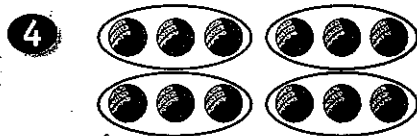
How many pieces of candy does Frank give each friend? _____

12 \div 4 = _____

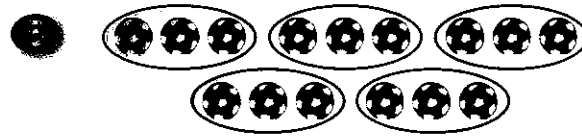
How many friends receive candy? _____

TRY IT TOGETHER

Write a division sentence for each problem.



$$12 \div 3 = \underline{\quad}$$



$$15 \div \underline{\quad} = \underline{\quad}$$

- 6 12 crayons for 2 children with 6 crayons for each child

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

- 7 4 cookies for 2 people with 2 cookies for each person

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

WORK ON YOUR OWN

Write Division Sentences

Using Symbols

1. Divide 8 stars into 2 groups with 4 stars in each group.



2.

$$\begin{array}{ccccccc} 8 & \div & 4 & = & 2 \\ \uparrow & & \uparrow & & \uparrow \\ \text{dividend} & & \text{divisor} & & \text{quotient} \end{array}$$

Using Words

The total number of items is put into groups where the size of each group is the same.

In a division sentence:

- the total number of items is the dividend,
- the number of items in each group is the divisor, and
- the number of groups is the quotient.

HOW TO

Division Facts: 1, 2, and 5

Name _____ Class _____ Date _____

GET STARTED

1 5, 10, _____, 20, _____, _____, 35, _____, 45

2 8 T-shirts in 4 packages with 2 T-shirts in each package

_____ \div _____ = _____



4 \div 1 = _____



6 \div 2 = _____



15 \div 5 = _____

Michelle has 12 socks. How many pairs of socks does she have?



How many socks does Michelle have? _____

How many socks are in 1 pair? _____

How many pairs are there? _____

12 \div 2 = _____ Michelle has _____ pairs of socks.**BUILD
THE
CONCEPT**

TRY IT TOGETHER

Find each quotient.

6 $6 \div 1 = \underline{\quad}$

7 $8 \div 2 = \underline{\quad}$

8 $10 \div 5 = \underline{\quad}$

9 $16 \div 2 = \underline{\quad}$

10 $20 \div 5 = \underline{\quad}$

11 $9 \div 1 = \underline{\quad}$

WORK ON YOUR OWN

Divide by 1, 2, and 5

Using Symbols

$6 \div 1 = 6$



$8 \div 2 = 4$



8 is divided into 4 groups of 2.

$15 \div 5 = 3$



15 is divided into 3 groups of 5.

Using Words

When a number is divided by 1, the quotient is always that number.

When a number is divided by 2, the quotient is the number of groups of 2 that can be formed.

When a number is divided by 5, the quotient is the number of groups of 5 that can be formed.

HOW
TO

Division Facts: 3, 4, and 6

Name _____ Class _____ Date _____

GET STARTED

① 3, 6, 9, 12, _____, _____, _____, 24, _____

② 4, 8, _____, _____, 20, _____, _____, 36

③ 6, _____, 18, _____, 30, _____, _____, 48, _____



$$15 \div 3 = \underline{\hspace{2cm}}$$



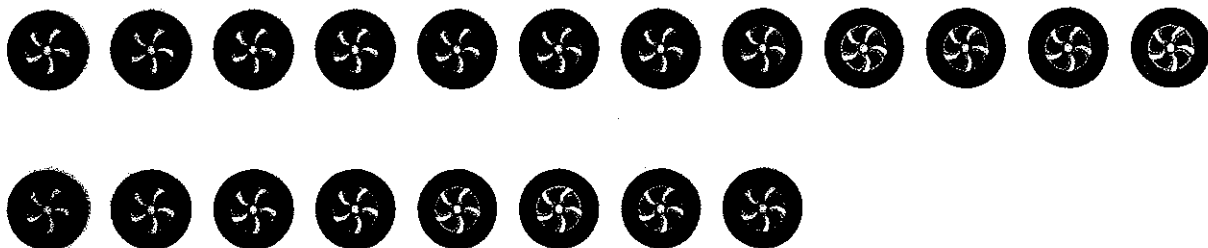
$$8 \div 4 = \underline{\hspace{2cm}}$$



$$12 \div 6 = \underline{\hspace{2cm}}$$

BUILD THE CONCEPT

A tire factory made 20 new car tires. A car has 4 tires. How many cars will get new tires?



How many groups of 4 are there? _____

$20 \div 4 = \underline{\hspace{2cm}}$ _____ cars will get new tires.

TRY IT TOGETHER

Find each quotient.

7 $6 \div 3 =$ _____

8 $12 \div 4 =$ _____

9 $18 \div 6 =$ _____

10 $20 \div 4 =$ _____

11 $24 \div 6 =$ _____

12 $27 \div 3 =$ _____

WORK ON YOUR OWN

Divide by 3, 4, and 6

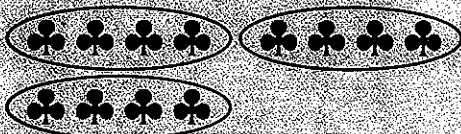
Using Symbols

$15 \div 3 = 5$



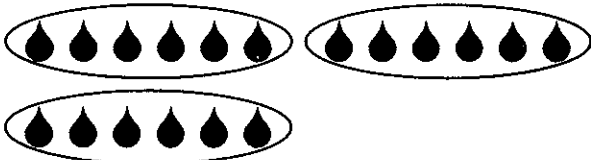
15 is divided into 5 groups of 3.

$12 \div 4 = 3$



12 is divided into 3 groups of 4.

$18 \div 6 = 3$



18 is divided into 3 groups of 6.

Using Words

When a number is divided by 3, the quotient is the number of groups of 3 that can be formed.

When a number is divided by 4, the quotient is the number of groups of 4 that can be formed.

When a number is divided by 6, the quotient is the number of groups of 6 that can be formed.

HOW TO

Division Facts: 7, 8, and 9

Name _____ Class _____ Date _____

GET STARTED

1 7, 14, _____, _____, _____, 42, 49, _____, 63

2 8, _____, 24, _____, _____, 48, _____, _____, 72

3 9, 18, _____, 36, _____, _____, 63, _____, _____



$$14 \div 7 = \underline{\hspace{2cm}}$$

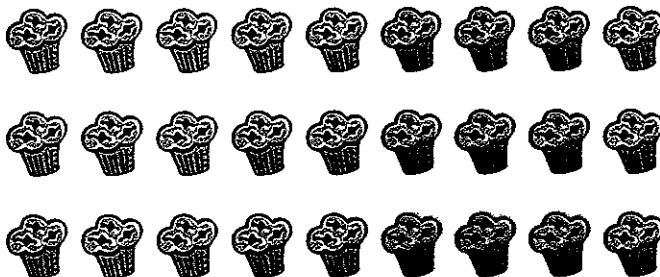


$$24 \div 8 = \underline{\hspace{2cm}}$$



$$18 \div 9 = \underline{\hspace{2cm}}$$

Keira made 27 muffins for a bake sale. She will put 9 muffins in each box. How many boxes will Keira need?



How many groups of 9 are there? _____

$27 \div 9 = \underline{\hspace{2cm}}$ Keira will need _____ boxes.

**BUILD
THE
CONCEPT**

TRY IT TOGETHER

Find each quotient.

7 $21 \div 7 =$ _____

8 $32 \div 8 =$ _____

9 $36 \div 9 =$ _____

10 $45 \div 9 =$ _____

11 $56 \div 7 =$ _____

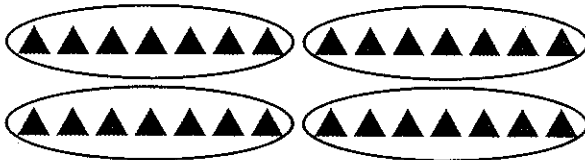
12 $48 \div 8 =$ _____

WORK ON YOUR OWN

Divide by 7, 8, and 9

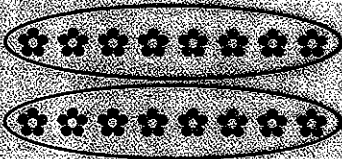
Using Symbols

$28 \div 7 = 4$



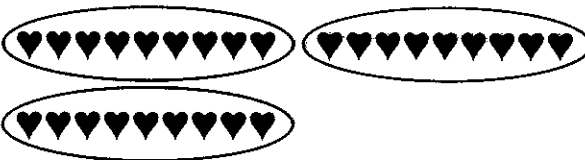
28 is divided into 4 groups of 7.

$16 \div 8 = 2$



16 is divided into 2 groups of 8.

$27 \div 9 = 3$



27 is divided into 3 groups of 9.

Using Words

When a number is divided by 7, the quotient is the number of groups of 7 that can be formed.

When a number is divided by 8, the quotient is the number of groups of 8 that can be formed.

When a number is divided by 9, the quotient is the number of groups of 9 that can be formed.

HOW
TO


Multiplication and Division Fact Families

Name _____ Class _____ Date _____

GET STARTED

① 5, 13, 8

| | | | | | | | | | |
|-------|---|-------|---|-------|-------|---|-------|---|-------|
| 5 | + | _____ | = | _____ | _____ | - | 8 | = | _____ |
| _____ | + | _____ | = | _____ | _____ | - | _____ | = | _____ |

2 a. 

b. 

$$\frac{\text{_____}}{\text{_____}} \times \frac{\text{_____}}{\text{_____}} = \frac{\text{_____}}{\text{_____}}$$

$$\frac{\text{_____}}{\text{_____}} \times \frac{\text{_____}}{\text{_____}} = \frac{\text{_____}}{\text{_____}}$$

3 a. $10 \div 5 =$ _____

b. $10 \div 2 =$ _____

④ 3, 4, 12

Multiplication facts

$$3 \times 4 =$$

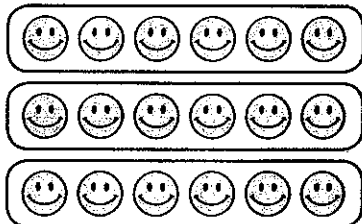
$$4 \times \quad =$$

Division facts

$$\underline{\hspace{2cm}} \div 4 = \underline{\hspace{2cm}}$$

$$\frac{d}{dt} \left(\frac{\partial L}{\partial \dot{x}} \right) = \frac{\partial L}{\partial x}$$

Use the pictures and the numbers 3, 6, and 18 to write a multiplication and division fact family.



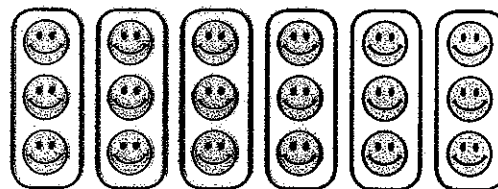
Number of groups: _____

Number in each group: _____

Number in all: _____

$$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$$

$$\frac{\partial}{\partial t} \left(\frac{1}{\rho} \frac{\partial \rho}{\partial t} \right) = \frac{1}{\rho} \frac{\partial^2 \rho}{\partial t^2} - \frac{1}{\rho^2} \left(\frac{\partial \rho}{\partial t} \right)^2$$



Number of groups: _____

Number in each group: _____

Number in all:

$$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$$

Figure 1. Schematic representation of the experimental design. The subjects were divided into two groups: the control group (n = 10) and the experimental group (n = 10). The control group received a standard diet (SD) and the experimental group received a high-fat diet (HFD). The experimental group was further divided into two subgroups: the HFD + probiotics group (n = 5) and the HFD + placebo group (n = 5). The subjects were monitored for 12 weeks. The HFD + probiotics group received a probiotic supplement (Lactobacillus acidophilus) during the 12-week period. The HFD + placebo group received a placebo supplement (Lactobacillus acidophilus) during the 12-week period. The subjects were then sacrificed and the liver and adipose tissue were collected for analysis.

BUILD THE CONCEPT

TRY IT TOGETHER

Write the multiplication and division facts for each fact family.

5 5, 20, 4

$$\begin{array}{rcl} 5 & \times & \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \\ \underline{\hspace{1cm}} & \times & \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \end{array}$$

$$\begin{array}{rcl} \underline{\hspace{1cm}} & \div & 4 = \underline{\hspace{1cm}} \\ \underline{\hspace{1cm}} & \div & \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \end{array}$$

6 3, 3, 9

$$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

7 7 3 = 21

$$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$\begin{array}{rcl} \underline{\hspace{1cm}} & \div & \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \\ \underline{\hspace{1cm}} & \div & \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \end{array}$$

WORK ON YOUR OWN

Recognize Multiplication and Division Fact Families

Using Symbols

4, 9, 36

$$4 \times 9 = 36 \quad 36 \div 9 = 4$$

$$9 \times 4 = 36 \quad 36 \div 4 = 9$$

Using Words

Two factors and their product can be used to make the numbers in a fact family. Each fact will use the same three numbers.

The three numbers make 2 multiplication facts and 2 division facts.

The greatest number is always last in the multiplication facts and first in the division facts.

5, 5, 25

$$5 \times 5 = 25 \quad 25 \div 5 = 5$$

If the two smallest numbers are the same, the three numbers make 1 multiplication fact and 1 division fact.

HOW TO

Dividing a 2-Digit Dividend by a 1-Digit Divisor

Name _____ Class _____ Date _____

GET STARTED

1 a. $6 \div 3 =$ _____

b. $9 \div 3 =$ _____

2 $69 \div 3$

$$\begin{array}{r} 3 \overline{)69} \\ - \downarrow \\ \hline \end{array}$$

Check:

$$\times 3$$

3 $84 \div 4$

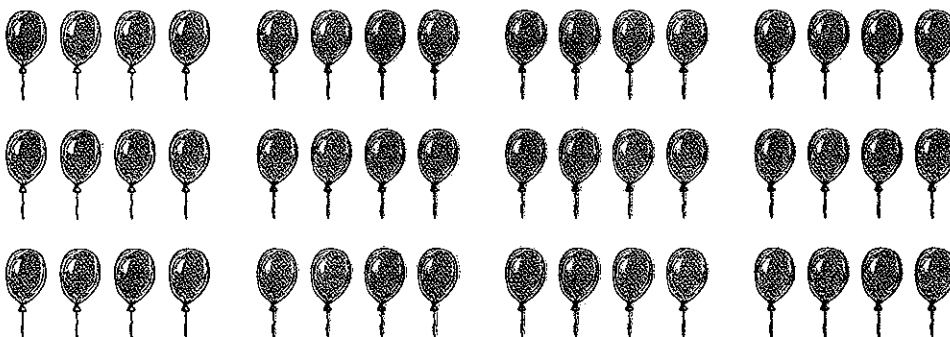
$$\begin{array}{r} 4 \overline{)84} \\ - \downarrow \\ \hline \end{array}$$

Check:

$$\times 4$$

Alicia has 48 balloons. She puts the balloons into groups of 4.
How many groups of balloons does Alicia have?

**BUILD
THE
CONCEPT**



How many groups of balloons are there? _____

$48 \div 4 =$ _____ Alicia has _____ groups of balloons.

TRY IT TOGETHER

Find each quotient. Check each answer using multiplication.

4

$$\begin{array}{r} 5 \overline{)50} \\ - \downarrow \\ \hline \end{array}$$

$$\begin{array}{r} \times \\ \hline \end{array}$$

5

$$\begin{array}{r} 2 \overline{)68} \\ - \downarrow \\ \hline \end{array}$$

$$\begin{array}{r} \times \\ \hline \end{array}$$

WORK ON YOUR OWN

Divide a 2-Digit Dividend by a 1-Digit Divisor

HOW
TO

Using Symbols

Using Words

1.
$$\begin{array}{r} 2 \\ 2 \overline{)48} \end{array}$$

Divide the tens digit of the dividend by the divisor.
Write the quotient above the tens digit.

2.
$$\begin{array}{r} 2 \\ 2 \overline{)48} \\ 4 \end{array}$$

Multiply the quotient by the divisor.
Write the product under the dividend.

3.
$$\begin{array}{r} 2 \\ 2 \overline{)48} \\ - 4 \downarrow \\ \hline 08 \end{array}$$

Subtract the product from the digit above it. Bring down the ones digit by writing it next to the difference.

4.
$$\begin{array}{r} 24 \\ 2 \overline{)48} \\ - 4 \downarrow \\ \hline 08 \\ - 8 \downarrow \\ \hline 0 \end{array}$$

Repeat steps 1–3 for the ones digit of the dividend.

5. $24 \times 2 = 48$ Check the answer with multiplication.

Problem-Solving: Working Backward

Name _____ Class _____ Date _____

GET STARTED

1 a. _____ \div _____ = _____ b. _____ \div _____ = _____

2 a. _____ \times _____ = _____ b. _____ \times _____ = _____

- 3 Kenny bought some goldfish in October. He had 4 times as many goldfish by the end of November. By the end of December, Kenny had 16 goldfish, which was 2 times more than he had at the end of November. How many goldfish did Kenny buy in October?

a. Find: _____

b. How? _____

c. Solve. Model: _____ \times _____ \times _____ = _____

Work backward: _____ \div _____ \div _____ = _____

Kenny bought _____ goldfish in October.

d. Is the answer reasonable? Explain. _____

TRY IT TOGETHER

Solve the problem.

- 4 The swim team held a fund-raiser. They divided the money they raised into 2 equal parts. One part went into a savings account. The other part went toward new goggles. Each of the 5 team members received \$8 for new goggles. How much money did the swim team raise at the fund-raiser?

a. Find: _____

b. How? _____

c. Solve. Model: _____ \div _____ \div _____ = _____

Work backward: _____ \times _____ \times _____ = _____

The swim team raised \$_____.

d. Is the answer reasonable? Explain. _____

WORK ON YOUR OWN

Solve a Problem by Working Backward

Michael played 4 times as many video games as Charlie. Louis played 16 video games, which is 4 times as many as Michael. How many video games did Charlie play?

1. Find: how many video games Charlie played

2. How? Work backward.

3. Solve. Model: $? \times 4 \times 4 = 16$

Work backward: $16 \div 4 \div 4 = 1$

Charlie played 1 video game.

4. Is the answer reasonable? Explain. Yes, $1 \times 4 \times 4 = 16$.

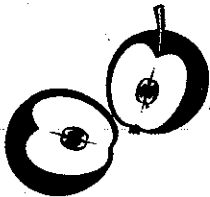
HOW
TO

Understanding Fractions

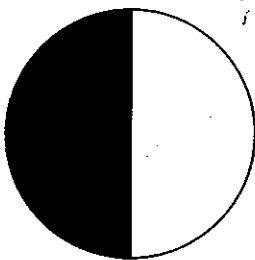
Name _____ Class _____ Date _____

GET STARTED

1

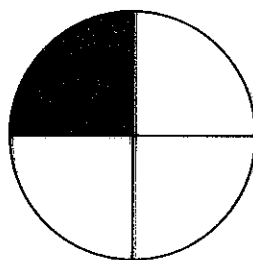


2



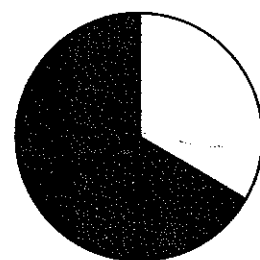
← numerator
 —
 ← denominator

3



← numerator
 —
 ← denominator

4



← numerator
 —
 ← denominator

BUILD THE CONCEPT

Jerome made a design in a circle.

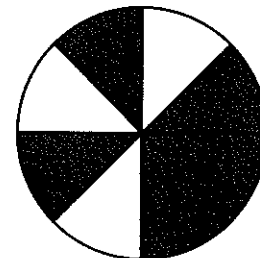
How many equal parts are in the circle? _____

How many parts are blue? _____

What fraction of the circle is blue? _____

How many parts are **not** blue? _____

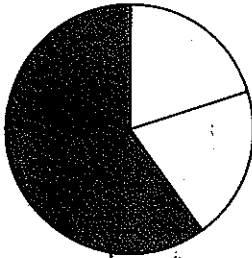
What fraction of the circle is **not** blue? _____



TRY IT TOGETHER

Write the fraction that names each shaded part.

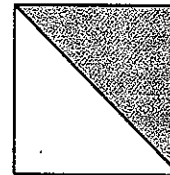
5



6



7



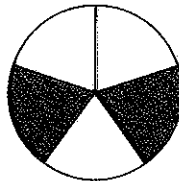
WORK ON YOUR OWN

Understand Fractions

Using Symbols

- Write the fraction that names the shaded part.

| |
|---|
| 2 |
| |



Using Words

Count the number of shaded parts. Write this number as the numerator.

2.

| |
|---|
| 2 |
| 5 |

Count the number of equal parts of the whole. Write this number as the denominator.

HOW TO


Naming Fractional Parts of a Set

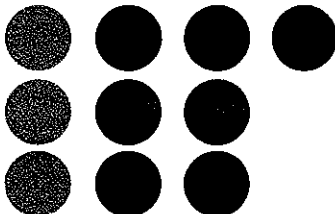
Name _____ Class _____ Date _____

GET STARTED

1  ← numerator
← denominator

2 _____

3  ← numerator
← denominator

4  a. _____ b. _____

Billy has 4 footballs and 2 basketballs. What fraction of the balls are footballs?



How many balls are footballs? _____

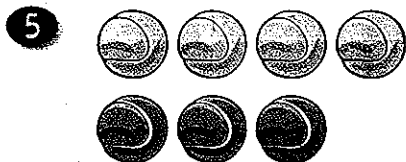
How many balls are there in all? _____

$\frac{\quad}{\quad}$ of the balls are footballs.

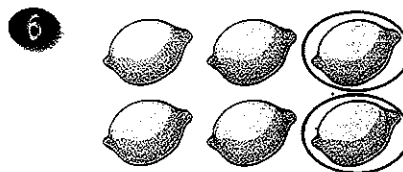
**BUILD
THE
CONCEPT**

TRY IT TOGETHER

Write a fraction to complete each sentence.



— of the tennis balls are yellow.



— of the lemons are circled.



— of the apples are green.

WORK ON YOUR OWN

Write Fractions of a Set

Using Symbols

1. What fraction of the fruits are pears?



$\frac{2}{\quad}$ ← number of pears

2. $\frac{2}{3}$ ← total number of fruits

Using Words

Write the number of items that are being considered above the fraction bar. This number is the numerator.

Write the total number of items under the fraction bar. This number is the denominator.

HOW TO

Understanding Equivalent Fractions

Name _____ Class _____ Date _____

GET STARTED

1



← numerator

—

← denominator

2



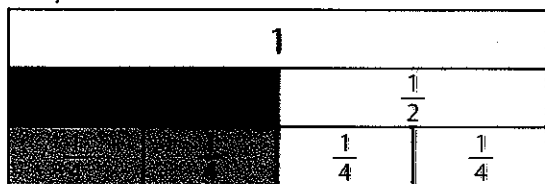
← numerator

—

← denominator

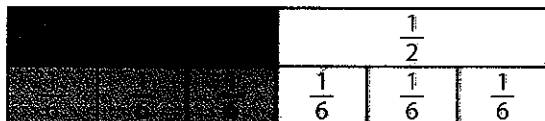
3

$$\frac{1}{2} = \frac{\quad}{\quad}$$

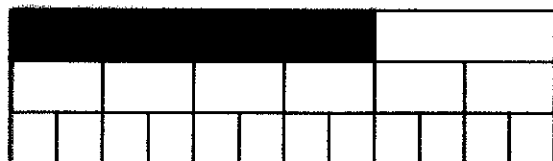


4

$$\frac{1}{2} = \frac{\quad}{\quad}$$



Use the model to name two fractions that are equivalent to $\frac{2}{3}$.

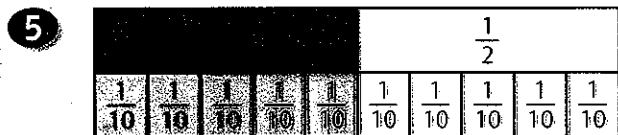


$$\frac{2}{3} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

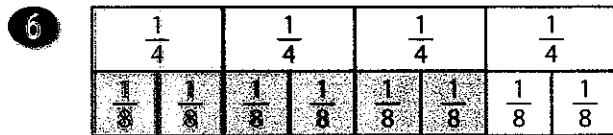
**BUILD
THE
CONCEPT**

TRY IT TOGETHER

Name each equivalent fraction.



$$\frac{1}{2} = \frac{\quad}{10}$$



$$\frac{3}{4} = \frac{\quad}{8}$$

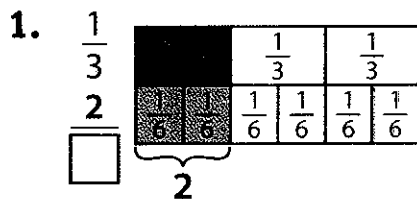
Write whether the fractions are *equivalent* or *not equivalent*.



WORK ON YOUR OWN

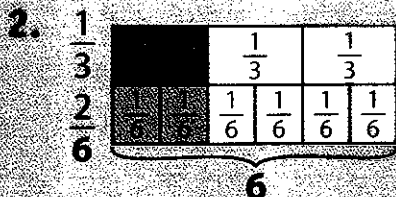
Name Equivalent Fractions

Using Symbols



Using Words

Count the number of shaded parts in the equivalent fraction model that represent the same amount as the given fraction. This number is the numerator of the equivalent fraction.



Count the total number of parts in the equivalent fraction model. This number is the denominator of the equivalent fraction.

3. $\frac{1}{3} = \frac{2}{6}$

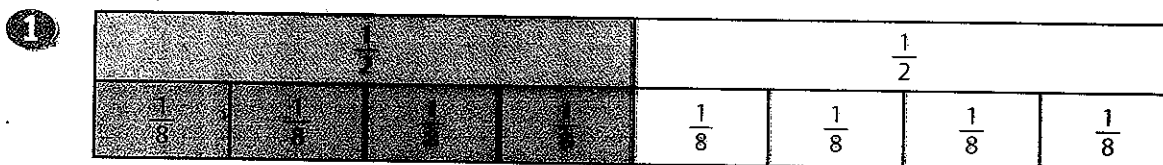
Write the equivalent fractions.



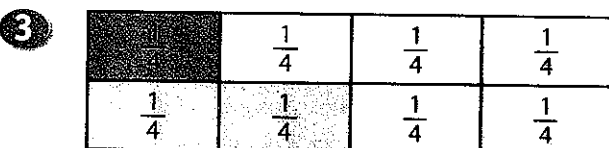
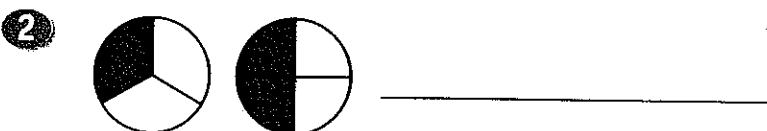
Comparing Fractions

Name _____ Class _____ Date _____

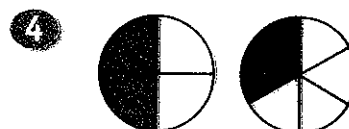
GET STARTED



$$\frac{1}{2} = \frac{\quad}{8}$$



$$\frac{1}{4} \quad \frac{2}{4}$$



$$\frac{2}{4} \quad \frac{2}{6}$$

Kenya wrote 4 pages of a 5-page paper for social studies. Dante wrote 3 pages of the 5-page paper. Who has written more of the paper?



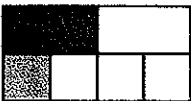
Which person's model shows the greater shaded area? _____

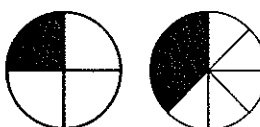
_____ has written more of the paper.

**BUILD
THE
CONCEPT**

TRY IT TOGETHER

Compare. Write $>$, $<$, or $=$.

5 $\frac{1}{2}$ $\frac{1}{4}$ 

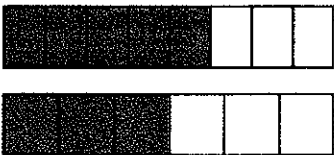
6 $\frac{1}{4}$ $\frac{3}{8}$ 

7 $\frac{4}{8}$ $\frac{6}{8}$

WORK ON YOUR OWN

Compare Fractions Using Pictures

Using Symbols

1.  $\frac{5}{8}$
 $\frac{3}{6}$

2. $\frac{5}{8} > \frac{3}{6}$

Using Words

The picture of the fraction showing the greater shaded area is the greater fraction.

Use an inequality symbol to show how the amounts compare.

Compare Fractions with Common Denominators

Using Symbols

1. $\frac{4}{6}$ $\frac{5}{6}$

2. $\frac{4}{6} < \frac{5}{6}$

Using Words

If the two fractions being compared have the same denominator, the fraction with the greater numerator is the greater fraction.

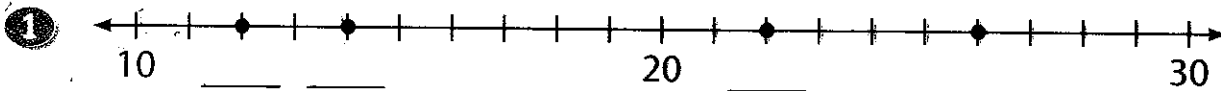
Use an inequality symbol to show how the amounts compare.

HOW TO

Fractions on the Number Line

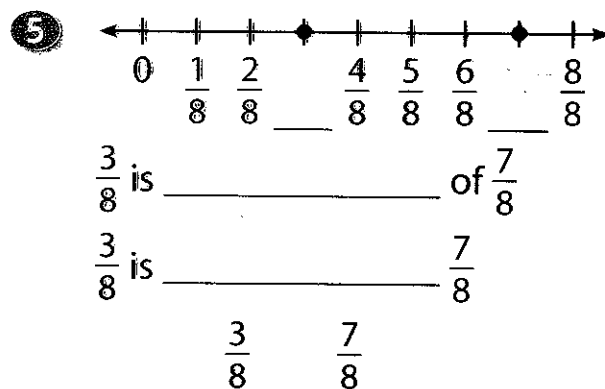
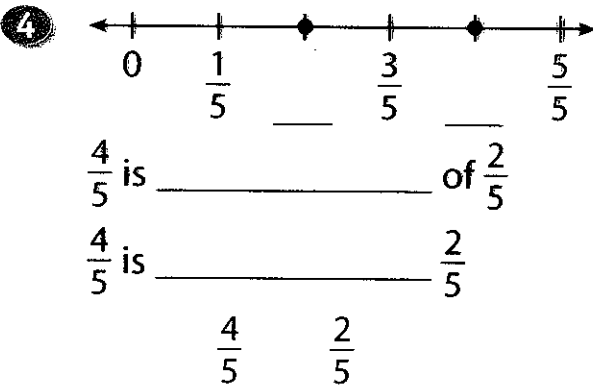
Name _____ Class _____ Date _____

GET STARTED

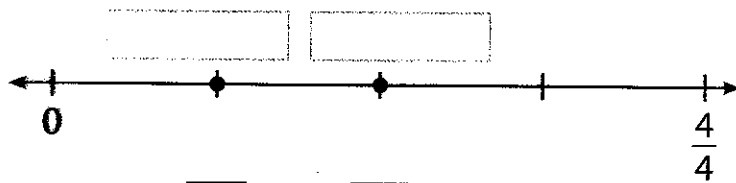


2 12 is _____ of 26
12 is _____ 26
12 26

3 22 is _____ of 14
22 is _____ 14
22 14



Peter walks $\frac{1}{4}$ mile to school. Jack walks $\frac{2}{4}$ mile to school.
Who walks the greater distance to school?

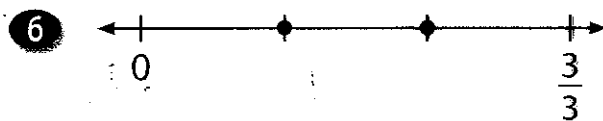


_____ walks the greater distance to school.

**BUILD
THE
CONCEPT**

TRY IT TOGETHER

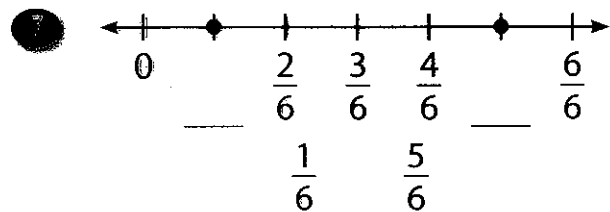
Label the fractions on the number line. Then use the number line to compare the fractions. Write $>$, $<$, or $=$.



$\frac{2}{3}$ is _____ of $\frac{1}{3}$

$\frac{2}{3}$ is _____ $\frac{1}{3}$

$\frac{2}{3}$ $\frac{1}{3}$

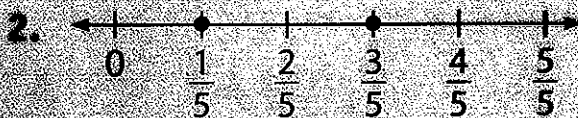
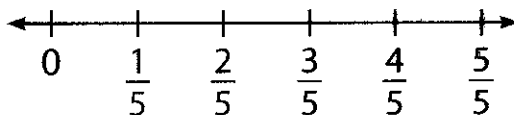


WORK ON YOUR OWN

Compare Fractions on a Number Line

Using Symbols

1. Compare $\frac{3}{5}$ and $\frac{1}{5}$.



3. $\frac{1}{5} < \frac{3}{5}$
 $\frac{3}{5} > \frac{1}{5}$

Using Words

Create a number line from 0 to 1.

Locate the fractions on the number line.

The fraction on the left is less than the fraction on the right.

The fraction on the right is greater than the fraction on the left.



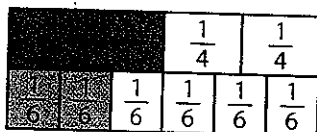
Ordering Fractions

Name _____ Class _____ Date _____

GET STARTED

$$\frac{2}{4}$$

$$\frac{2}{6}$$



2

$$\frac{1}{4}$$

$$\frac{3}{4}$$

$$\frac{3}{12}$$



$$\frac{1}{8}$$



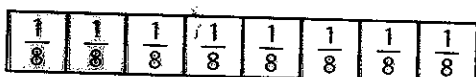
$$\frac{1}{2}$$



least

greatest

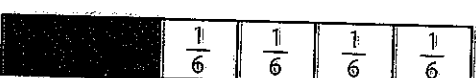
28



2
4



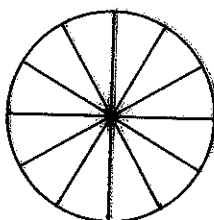
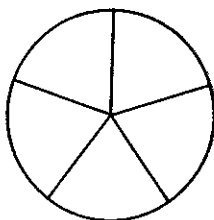
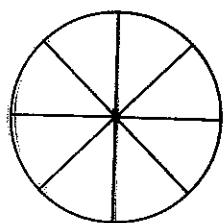
$$\frac{2}{6}$$



greatest

least

Order the fractions $\frac{4}{8}$, $\frac{4}{5}$, and $\frac{4}{12}$ from least to greatest.

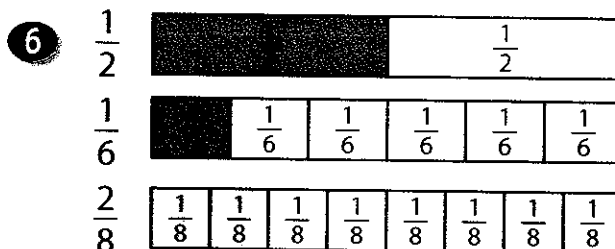
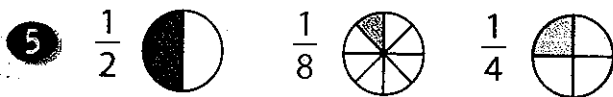


Least to greatest: _____, _____, _____

BUILD THE CONCEPT

TRY IT TOGETHER

Order each set of fractions from least to greatest.



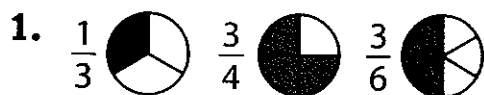
Order each set of fractions from greatest to least.



WORK ON YOUR OWN

Order Fractions Using Pictures

Using Symbols



Using Words

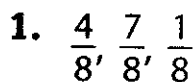
The fraction showing the greater shaded area is the greater fraction.



Order the fractions from least to greatest or from greatest to least.

Order Fractions with Same Denominators

Using Symbols



Using Words

The fraction with the greater numerator is the greater fraction.



Order the fractions from least to greatest or from greatest to least.

HOW TO

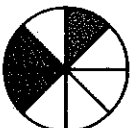
Adding Fractions with Like Denominators




Name _____ Class _____ Date _____

GET STARTED

① $\frac{4}{6} + \frac{2}{6} + \frac{5}{6}$ _____

② $\frac{1}{9} + \frac{8}{9} + \frac{6}{9}$ _____

③  _____ + _____ = _____

④  +  = 

$\frac{1}{4} + \frac{1}{4} =$ _____

⑤ $\frac{2}{6} + \frac{3}{6} =$ _____

BUILD THE CONCEPT

Shannon read $\frac{3}{8}$ of her book on Monday and $\frac{4}{8}$ of her book on Wednesday. How much of her book has Shannon read in all?



$\frac{3}{8} + \frac{4}{8} =$

| |
|--|
| |
| |

Shannon has read _____ of her book in all.

TRY IT TOGETHER

Find each sum.

6 $\frac{3}{6} + \frac{1}{6} = \underline{\hspace{1cm}}$

7 $\frac{2}{8} + \frac{5}{8} = \underline{\hspace{1cm}}$

8 $\frac{5}{12} + \frac{3}{12} = \underline{\hspace{1cm}}$

WORK ON YOUR OWN



Add Fractions with Like Denominators

Using Symbols

1. $\frac{3}{7} + \frac{2}{7} = \frac{5}{\square}$

Using Words

Add the numerators of the fractions.

2. $\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$

Keep the denominator the same.

Subtracting Fractions with Like Denominators

Name _____ Class _____ Date _____

GET STARTED

① $\frac{1}{3} + \frac{1}{3} = \underline{\quad}$

② $\frac{3}{7} + \frac{2}{7} = \underline{\quad}$

③ 

$\frac{3}{4} - \frac{1}{4} = \underline{\quad}$

④ 

$\frac{5}{6} - \frac{3}{6} = \underline{\quad}$

⑤ $\frac{4}{5} - \frac{1}{5} = \underline{\quad}$

BUILD THE CONCEPT

Marcy bought $\frac{10}{16}$ pound of cheese. She used $\frac{3}{16}$ pound of the cheese in a recipe. How much cheese does she have left?

| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

$\frac{10}{16} - \frac{3}{16} = \underline{\quad}$

Marcy has $\underline{\quad}$ pound of cheese left.

TRY IT TOGETHER

Find each difference.

6 $\frac{7}{8} - \frac{3}{8} = \frac{\quad}{8}$

7 $\frac{10}{12} - \frac{3}{12} = \frac{\quad}{12}$

8 $\frac{8}{10} - \frac{2}{10} = \frac{\quad}{10}$

WORK ON YOUR OWN

Subtract Fractions with Like Denominators

Using Symbols

1. $\frac{6}{7} - \frac{4}{7} = \frac{2}{\square}$

2. $\frac{6}{7} - \frac{4}{7} = \frac{2}{7}$

Using Words

Subtract the numerators of the fractions.

Keep the denominator the same.



Problem-Solving: Using Patterns and Tables

Name _____ Class _____ Date _____

GET STARTED

1 46, 40, 34, 28, _____, _____ Pattern rule: _____

2 $\frac{3}{6} + \frac{3}{6} = \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

| | | | | | |
|---------------|---------------|---------------|---------------|---------------|---------------|
| 1 | | | | | |
| $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ |

3 $\frac{10}{12} - \frac{4}{12} = \underline{\hspace{1cm}}$

4 Construction crews worked on a new building. By the end of the first month, $\frac{1}{6}$ of the building was complete. By the end of the second month, $\frac{2}{6}$ of the building was complete. By the end of the third month, $\frac{3}{6}$ of the building was complete. If this pattern continues, how many months will it take to complete the building?

a. Find: _____

b. How? _____

c. Solve.

| Month | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------------|---------------|---------------|---------------|-------|-------|-------|
| Building Completion | $\frac{1}{6}$ | $\frac{2}{6}$ | $\frac{3}{6}$ | _____ | _____ | _____ |

Pattern rule: _____.

It will take _____ months to complete the building.

d. Is the answer reasonable? Explain. _____
