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| **NC.5.NF.1** **Find the Common Denominator** |
| **Domain** | **Numbers and Operations - Fractions** |
| **Cluster** | **Use equivalent fractions as a strategy to add and subtract fractions.** |
| **Standard(s)** | **NC.5.NF.1**: Add and subtract fractions, including mixed numbers, with unlike denominators using related fractions: halves, fourths, and eighths; thirds, sixths, and twelfths; fifths, tenths, and hundredths.* Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
* Solve one- and two-step word problems in context using area and length models to develop the algorithm. Represent the word problem in an equation.
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| **Materials** | Paper and pencilOptional: fraction bars, pattern blocks, graph paper |
| **Task** | 1. Find a common denominator for $\frac{5}{6}$ and $\frac{1}{3}$ and create equivalent fractions with a common denominator.
2. Use the two equivalent fractions to solve the problem:

 7 $\frac{5}{6}$ - 3 $\frac{1}{3}$1. Write a sentence to explain how you know that you are correct.
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| **Rubric** |  |  |
| **Level I****Not Yet** | 1. **Level II**
2. **Progressing**
 | **Level III****Meets Expectations** |
| The student is not yet able to complete the task without assistance. | 1. The student is independently able to identify an equivalent fraction or fractions with a common denominator for $\frac{5}{6}$ and $\frac{1}{3}$. The students needs additional support to find the difference for 7$\frac{5}{6}$ - 3$\frac{1}{3}$.
 | 1. The student is independently able to identify an equivalent fraction or fractions with a common denominator for $\frac{5}{6}$ and $\frac{1}{3}$. The student uses equivalent fractions to find the difference 4 $\frac{1}{2}$.

Student explains how they know that their answer is correct. |

***Level IV -*** *Student is independently able to correctly complete all three parts of the task.*

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| **Standards for Mathematical Practice** |
| 1. Makes sense and perseveres in solving problems. |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. Attends to precision. |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

This task was adapted from *Illustrative Mathematics.*

**Find the Common Denominator**

1. Find two different common denominators for $\frac{5}{6}$ and $\frac{1}{3}$ and create equivalent fractions with a common denominator.
2. Use the two equivalent fractions to solve the problem:

7 $\frac{5}{6} $- 3

1. Write a sentence to explain how you know that you are correct.