Lesson 3: Stories with Fractions

Standards Alignments

Addressing 4.NF.B.3.c, 4.NF.B.3.d, 4.NF.C.5, 4.NF.C.6, 4.NF.C.7

Teacher-facing Learning Goals

- Solve and create word problems involving addition and subtraction of fractions referring to the same whole.

Student-facing Learning Goals

- Let's add and subtract mixed numbers.

Lesson Purpose

The purpose of this lesson is to use understanding of equivalence to solve addition and subtraction problems with decimal fractions. Students also create their own word problems that involve the addition and subtraction of fractions.

In a previous lesson, students solved word problems that involved adding and subtracting fractions and using equivalent fractions. Here, students continue to apply their understanding of fractions to solve problems that require adding or subtracting decimal fractions. Students also show their understanding of the structure of fractions and word problems to create their own situations given a value or equation and some constraints. In doing so, they practice reasoning quantitatively and abstractly (MP2).

Invite students to use the Three Reads routine as needed to solve problems. If students need additional support with the concepts in this lesson, refer back to Unit 3, Section B in the curriculum materials.

Access for:

Students with Disabilities

- Representation (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

Number Talk (Warm-up)

Lesson Timeline

Warm-up	10 min

Teacher Reflection Question

Think about a time in today's lesson when you asked questions to address a misconception or

Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

to clarify a student's understanding. What questions were effective in surfacing a misunderstanding or the student's thinking about the math? What questions would you ask differently and why?

Cool-down (to be completed at the end of the lesson)

5 min

Mai's Milky Cereal

Standards Alignments

Addressing 4.NF.B.3.c, 4.NF.B.3.d

Student-facing Task Statement

There were 7 cups of milk before Mai made breakfast. Now there are $2\frac{2}{8}$ cups of milk. How much milk did Mai use for breakfast?

Student Responses

$4\frac{6}{8}$ or $4\frac{3}{4}$ cups. Sample reasoning:

- $7 - 2 = 5$ and $5 - \frac{2}{8} = 4 + \frac{8}{8} - \frac{2}{8} = 4\frac{6}{8}$
- I know $\frac{2}{8} = \frac{1}{4}$. So $7 - 2 = 5$ and $5 - \frac{1}{4} = 4\frac{3}{4}$