Lesson 10: All Sorts of Denominators

Standards Alignments

Addressing   5.NF.A.1

Teacher-facing Learning Goals

- Recognize that when adding or subtracting fractions with unlike denominators, a common denominator can be found by multiplying the denominators.

Student-facing Learning Goals

- Let's find common denominators.

Lesson Purpose

The purpose of this lesson is for students to explain why it is possible to find a common denominator for two given fractions by multiplying the denominators.

In this lesson students begin to develop formal strategies for adding and subtracting fractions. They deal with all cases, including situations where the two denominators share no common factor and cases where the denominators share a large factor. Students show why the product of the two denominators is always a common denominator but are encouraged to use the common denominator that makes sense to them. The discussions focus on different choices students make for a common denominator and how their calculations are the same and different.

Access for:

♿ Students with Disabilities

- Representation (Activity 1)

🌐 English Learners

- MLR8 (Activity 2)

Instructional Routines

How Many Do You See? (Warm-up)

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min

Teacher Reflection Question

Reflect on a time your thinking changed about something in class recently. How will you alter your teaching practice to incorporate your new understanding?

| Lesson Synthesis | 10 min |
| Cool-down | 5 min |

Cool-down (to be completed at the end of the lesson)   🕐 5 min

Sums of Fractions

Standards Alignments

Addressing   5.NF.A.1

Student-facing Task Statement

Find the value of $\frac{4}{5} + \frac{2}{7}$.

Student Responses

$\frac{38}{35}$ or equivalent