

KEY CONCEPT OVERVIEW

In Lessons 3 through 7, students learn to add and subtract fractions with unlike **denominators**. Students also apply their fraction skills in real-world contexts.

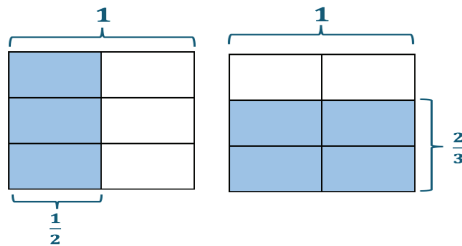
You can expect to see homework that asks your child to do the following:

- Add and subtract fractions with unlike denominators by drawing **rectangular fraction models** and by finding the **common denominator**.
- Solve fraction word problems.

SAMPLE PROBLEM (From Lesson 4)

For the following problem, draw a picture using the rectangular fraction model and write the answer. If possible, write your answer as a **mixed number**.

$$\begin{aligned}\frac{1}{2} + \frac{2}{3} &= \frac{3}{6} + \frac{4}{6} \\ &= \frac{7}{6} \\ &= \frac{6}{6} + \frac{1}{6} \\ &= 1\frac{1}{6}\end{aligned}$$



To LEARN MORE by viewing a video about using rectangular fraction models to add fractions, visit eurmath.link/rectangle-fraction-models.

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- Play the Find the Smallest Multiple dice game with your child.
 1. Roll a die.
 2. Have your child roll a die.
 3. Ask, “What’s the smallest common multiple of those numbers?”

For example, you roll the number 3. Your child rolls the number 4. You ask, “What’s the smallest multiple of 3 and 4?” He says, “12.”

HOW YOU CAN HELP AT HOME

(CONTINUED)

- Play the Find the Equivalent Fraction card game with your child.
 1. Take out the jacks, queens, kings, aces, and jokers.
 2. Put the stack of remaining cards facedown.
 3. Flip a card, and have your child flip a card.
 4. Both you and your child arrange the cards as a fraction, using the smaller number as the **numerator** and the larger number as the denominator.
 5. Ask, “What’s an equivalent fraction to this fraction?”

For example, you flip the number 10, and your child flips the number 4. Those numbers represent the fraction $\frac{4}{10}$. You ask, “What’s an equivalent fraction to $\frac{4}{10}$?” Some possible answers are $\frac{2}{5}, \frac{8}{20}, \frac{12}{30}$.

TERMS

Common denominator: The common fractional unit. For example, the common denominator for $\frac{1}{2}$ and $\frac{1}{6}$ is sixths, which is denoted by a 6 in the denominator.

Denominator: Denotes the fractional unit (i.e., the bottom number in a fraction). For example, *fifths* in three-fifths, as represented by the 5 in $\frac{3}{5}$, is the denominator.

Mixed number: A number made up of a whole number and a fraction. For example, $13\frac{42}{100}$ is a mixed number.

Numerator: Denotes the count of fractional units (i.e., the top number in a fraction). For example, *three* in three-fifths, or 3 in $\frac{3}{5}$, is the numerator.

MODELS

Rectangular Fraction Model

