



Students are building the understanding of addition and subtraction of fractions as joining and separating parts referring to the same whole. They may make a connection to decomposition of fractions and to mixed numbers.

**LOOK FOR** students who mark the fractions between each whole number.



Talk with a partner to summarize how you know if a sum of 2 fractions will be greater or less than 1.



Make a prediction: Will your difference be greater or less than 1? How do you know?



What is another way to show the location of the snail?

### Jiji Cycle

How can I get to the orange balloons?

Um, I'm afraid of heights! What could my other two wheels be so I can avoid the balloons?

Jiji will land on the **blue** balloons.

How many more do I need to get to the blue balloons?

Possible answer: **5 more**

I'll land on the **orange** balloons!

I'll end up on the **orange** balloons...

I will land on the **blue** balloons.

Can you help me reach the pink balloons?

### Jiji Cycle Symbolic

Which creature is at  $\frac{6}{2} - \frac{2}{2}$ ?

**ladybug**

It's also at  $\frac{3}{6} + \frac{9}{6}$ !

I spy a centipede at... **4** **3**

I see a snail at... **8** **2**

Bee Centipede Ladybug Snake Snail

My dog chased a **snail** at  $\frac{8}{4} + \frac{7}{4}$

I'm allergic to **bees** So keep me away from  $\frac{5}{4} - \frac{2}{4}$

I love **snakes** So I should look at...  $\frac{4}{3} + \frac{4}{3}$

Which creature is your favorite? **answers will vary**

How would you get to them from  $\frac{4}{3}$ ?



Write an equation to represent the critters' turns on the wheels.



Is there more than one way to help the critter reach the pink balloons?



Use pattern blocks or fraction tiles to help add or subtract the improper fractions.



Find another way to tell where each creature is on the number line. Can you come up with another expression?