

Unlike Denominators Addition and Subtraction

These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

Some of the activities listed below work well in a remote environment and can be easily added to your virtual classroom. The activities that can be used remotely are designated as such.

EVERE FUELE FALK Clearborn Enhanced Student Work More and the different arrounds of waters to they would make different sorrounds wither the rights the finger along the rim. Generation and the different arrounds of water does not be different sorrounds with the different arrounds of water does not be different arrounds of waters ele own unch water different with rights life head 3 cups of water?	 Give students problems that require adding and/or subtracting mixed numbers. Example: Kevin filled 4 glasses with different amounts of water so they would make different sounds when he rubbed his finger along the rim. Glass A held 5/8 cup of water, glass B held ³/₄ cup of water, glass C held ³/₆ cup of water, glass D held ²/₆ cup of water, glass C how much water did Kevin use? How much water could he put in a fifth glass if he had 3 cups of water? (Can be used remotely)
	 Display a puzzle from Level 1 and have students represent the puzzle using a fraction tool, such as fraction strips, Cuisenaire rods or connecting cubes. After students have solved the puzzle, ask students to use their bar model from the puzzle to build a number line. Share and compare the number lines students create. Discuss the features the number lines have in common.
EVEZLE TALK Classroom Enhanced Student Work Mame:Dates Michael added the denominations and got an answer of 2/8. Is Michael correct? Why or why not?	 Pose the following problem to students: Michael's teacher asked him to solve the problem 1/4 + 1/2. Michael added the numerators and added the denominators and got an answer of 2/6. Is Michael correct? Why or why not? Have students solve the problem and then share their thinking. Discuss why the answer is incorrect. Students might say that 2/6 is less than ½ so the answer couldn't be correct, etc. Solve the problem together by finding a common denominator. (Can be used remotely)
	 Give students whiteboards and dry erase markers. Display the first puzzle in Level 2. Ask students to represent what they see in the puzzle with an equation (e.g., 2/3 + 1/3 + 2/6). Ask students to work with a partner to find a common denominator and solve the puzzle. Have student pairs share their solution and strategy for finding a common denominator. Repeat with the remaining puzzles in Level 2.
EPUZLE TALK Classroom Extensions Pre-Work Name Date Solve 321 x 45 using two different strategies?	• If you are using Puzzle Talks as part of your remote learning plan, it is important to think about how to maximize the learning in the virtual environment. One strategy might be to do Pre-Work. Pre-Work encourages students to think about the concept prior to the Puzzle Talk.



Name:

Date:

Kevin filled 4 glasses with different amounts of water so they would make different sounds when he rubbed his finger along the rim.

- Glass A held 5/8 cup of water, glass B held 3/4 cup of water, glass C held 3/6 cup of water, glass D held 2/6 cup of water.
- o How much water did Kevin use?
- o How much water could he put in a fifth glass if he had 3 cups of water?



Name:	Date:

Michael's teacher asked him to solve the problem 1/4 + 1/2. Michael added the numerators and added the denominators and got an answer of 2/6. Is Michael correct? Why or why not?



A fraction with a numerator greater than its denominator (e.g., 12/4 or 3/2) is sometimes called an "improper fraction". The word improper means "incorrect". Is it incorrect to write a fraction this way? Why or why not?

What are examples of real life situations where fractions might be expressed as mixed numbers?

Mike was cleaning up after a big birthday party. As he cleaned up the lemonade pitchers, he saw 2 3/8 cups were left in one pitcher, 1 ¼ cups in another, 2 cups in another, and 2/8 cup in the last pitcher. How many total cups of leftover lemonade does Mike have?