Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Fractions – Student Outcomes***

***These are the outcomes that you need to understand and demonstrate for this unit:***

1. ***Model addition and subtraction of a given positive fraction or given mixed number***, using concrete representations, and record symbolically.

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1. Determine the ***sum of two given positive fractions or mixed numbers*** with like denominators.
2. Determine the ***difference of two given positive fractions or mixed numbers*** with like denominators.
3. Determine a ***common denominator*** for a given set of positive fractions or mixed numbers.

1. Determine the ***sum of two given positive fractions or mixed numbers*** with ***unlike*** denominators.

1. Determine the ***difference of two given positive fractions or mixed numbers*** with ***unlike*** denominators.

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1. ***Simplify a given positive fraction*** or mixed number by identifying the common factor between the numerator and denominator.

Reduce the following. Show your work

1. ***Simplify the solution to a given problem*** involving the sum or difference of two positive fractions or mixed numbers.

***Addison and David were driving to Vancouver in two separate cars. Addison drove of the way and David drove of the way. Who drove further? How much farther did one driver go than the other? ( answer in fraction form)***

1. ***Solve a given problem involving the addition or subtraction of positive fractions or mixed numbers, and determine if the solution is reasonable. Show your work.***

***Over the weekend, Jeremy read 1 books, Darian read 2 books and Lalia read 1 books.***

***How many books in total did Jeremy and Lalia read?***

***How many books in total did all three classmates read in total?***

***How many MORE books did DARIAN read than JEREMY?***

1. Position fractions with ***like and unlike denominators from a given set on a number line***, and explain strategies used to determine order.

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1. ***Position a given set of positive fractions, including mixed numbers and improper fractions, on a number line;*** and explain strategies used to determine position.

**Place the following fractions on the number line.**

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