This lesson haves you solve the Problem Set as the lesson. Read page 5.D.43 to see possible instructional delivery.

Eureka Math

4th Grade
Module 5
Lesson 19

At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

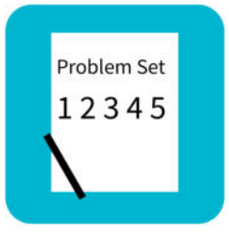
Directions for customizing presentations are available on the next slide.

Icons

Read, Draw, Write

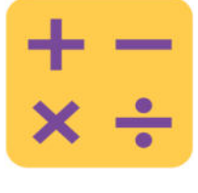
Learning Target

Personal White Board



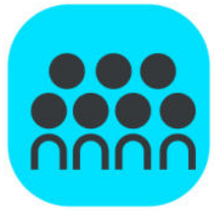
Problem Set

Manipulatives Needed



Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

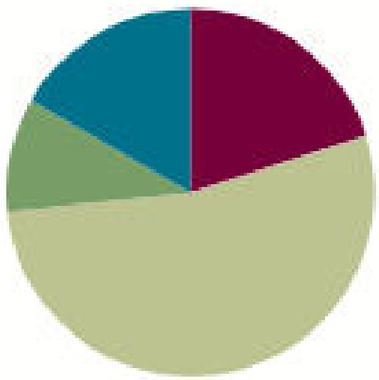
Small Group Time

Lesson 19

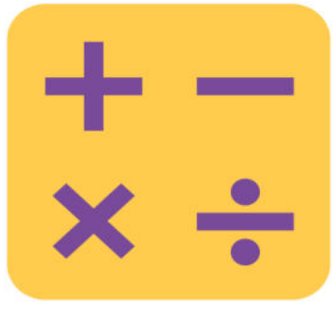
Objective: Solve word problems involving addition and subtraction of fractions.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(6 minutes)
Concept Development	(32 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Solve word problems involving addition and subtraction of fractions.



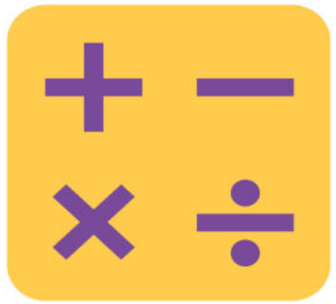
Count by...

Count by twos starting at 0 to 12.

Now count by 2 twelfths from 0 to 12 twelfths.

What is another name for 12/12?

What is another name for 6/12?



+ and - fractions

3/6 + ⅙+ ⅙=

5/10+2/10+2/10=

⅖+⅖+⅖=

What you notice about the last problem?

Can we keep it this way?

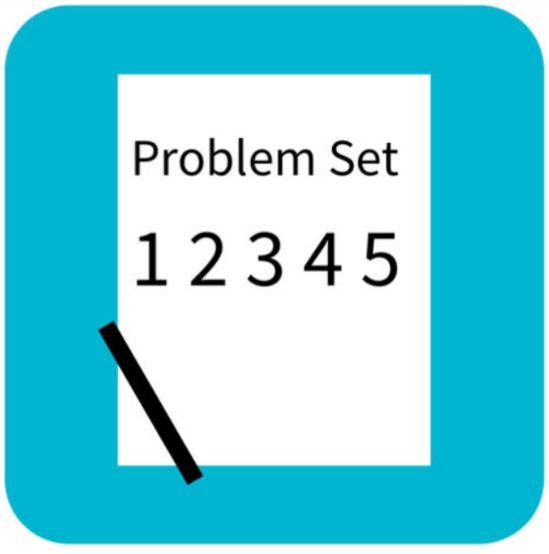
What must we do?!?!?!

Application Problem

Fractions are all around us! Make a list of times that you have used fractions, heard fractions, or seen fractions. Be ready to share your ideas.

Story Problems

Use your problem set for this lesson



Problem Set

Name _____ Date _____

Use the RDW process to solve.

1. Sue ran $\frac{9}{10}$ mile on Monday and $\frac{7}{10}$ mile on Tuesday. How many miles did Sue run in the 2 days?

Debrief

- What strategies did you use to solve the problems in the Problem Set? Did you use the same strategy each time?
- Which problem(s) were the most difficult? How were they difficult? What strategies did you use to persevere?
- Which problem(s) were the least difficult? Why?
- Was it easier to solve Problems 5 and 6 on your own after having completed Problems 1–4 together as a group? Why or why not? Did you use the same strategies that you used in solving Problems 1–4?
- How was Problem 4 different from the other problems?
- What was challenging about Problem 5? About Problem 6?
- How did the Application Problem connect to today's lesson?

Exit Ticket

Name _____ Date _____

Use the RDW process to solve.

1. Mrs. Smith took her bird to the vet. Tweety weighed $1\frac{3}{10}$ pounds. The vet said that Tweety weighed $\frac{4}{10}$ pound more last year. How much did Tweety weigh last year?