

Grade 4 Unit 3

Lesson 9

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Unit 3 Lesson 9: Differences of Fractions

WU True or False: Sums of Tenths (Warm up)

Student Task Statement

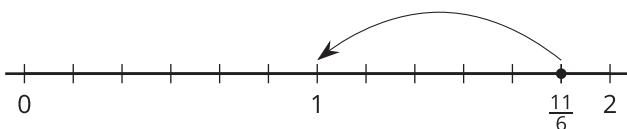
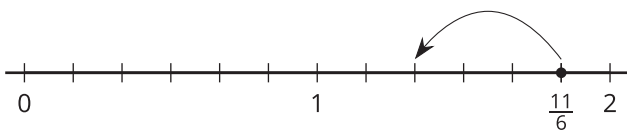
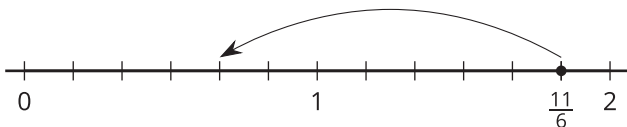
Decide if each statement is true or false. Be prepared to explain your reasoning.

- $\frac{1}{10} + \frac{2}{10} + \frac{3}{10} = 1$
- $1 + \frac{7}{10} = \frac{3}{10} + \frac{4}{10} + \frac{10}{10}$
- $\frac{5}{10} + 1 = \frac{6}{10}$
- $\frac{2}{10} + \frac{10}{10} = 1 + \frac{1}{5}$

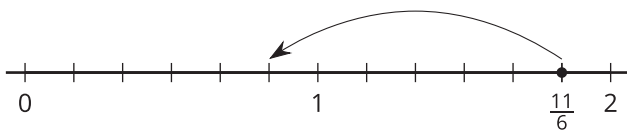
1 Jump to Subtract

Student Task Statement

1. To subtract different fractions from $\frac{11}{6}$, Noah draws “jumps” on number lines.



- a. The first diagram shows how he finds $\frac{11}{6} - \frac{7}{6}$. What is the value of $\frac{11}{6} - \frac{7}{6}$?
 - b. Write an equation to show the difference represented by each of Noah’s diagrams.
2. Here is another diagram Noah draws:



Which equations could the diagram represent? Explain your reasoning.

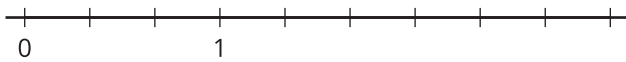
$$\frac{11}{6} - \frac{6}{6} = \frac{5}{6}$$

$$\frac{11}{6} - 1 = \frac{5}{6}$$

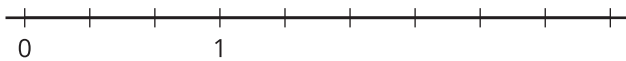
$$1\frac{5}{6} - 1 = \frac{5}{6}$$

3. Use a number line to represent each difference and to find its value.

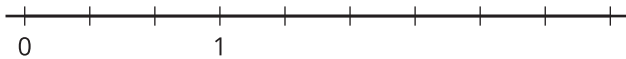
a. $\frac{8}{3} - \frac{2}{3}$



b. $\frac{8}{3} - \frac{4}{3}$



c. $\frac{8}{3} - 1$

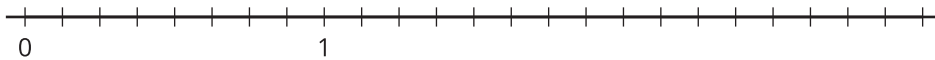


2 What's the Difference?

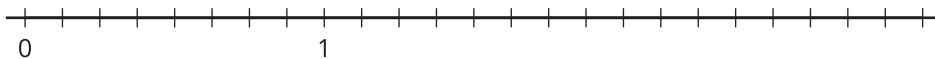
Student Task Statement

Use a number line to represent each difference and to find its value.

1. $\frac{13}{8} - \frac{2}{8}$



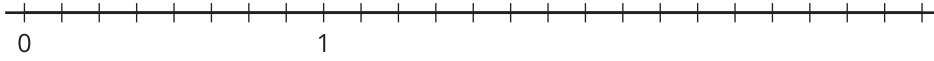
2. $\frac{13}{8} - \frac{6}{8}$



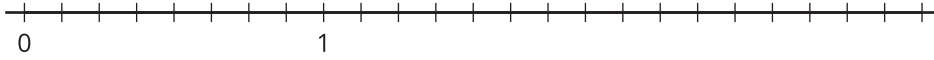
3. $\frac{13}{8} - 1$



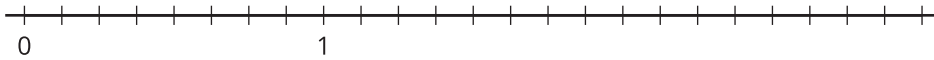
4. $1\frac{5}{8} - \frac{7}{8}$



5. $1\frac{5}{8} - 1$



6. $1\frac{5}{8} - 1\frac{4}{8}$



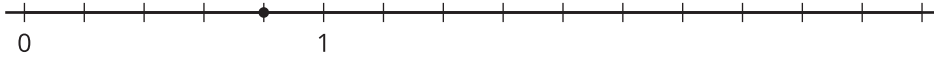
3 Make a Jump, Subtraction Edition (Optional)

Student Task Statement

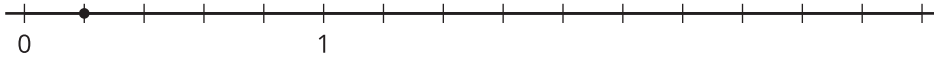
Here are four number lines, each with a point on it. Label each point with a fraction it represents.



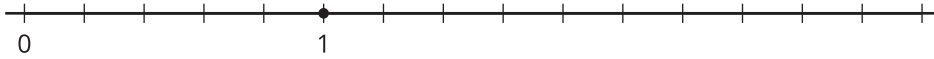
1.



2.



3.



4.

The point you labeled is your target.

- Pick a card from the set given to you. Locate and label the fraction on the number line.
- From that point, draw one or more jumps to reach the target. What do you need to subtract? Label each jump you draw.
- Write an equation to represent the difference of your two fractions.