Grade 5 Unit 6 Week 5

Parents: Please help your child choose the most appropriate assignment(s) to complete each day. When the day's assignment is done, students finish the two reflection statements on this page.

Please note Extra Practice activities are on-level for the grade level. Re-Engage activities give students additional support.

Special Education students should use the Re-Engage lessons as shown in the weekly plans.

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	Subtract fractions with unlike denominators using an area model (without regrouping).	Subtract fractions with unlike denominators using a number line (without regrouping).	Subtract fractions with unlike denominators using an algorithm (without regrouping).	Subtract fractions with unlike denominators using an area model (with regrouping).	Subtract fractions with unlike denominators using an algorithm (with regrouping).
Assignment	Unit 6 Lesson 3 Re-Engage Extra Practice	Unit 6 Lesson 5 Re-Engage Extra Practice	Unit 6 Lesson 7 Homework	Unit 6 Lesson 9 Re-Engage Extra Practice	Unit 6 Lesson 11 Re-Engage Extra Practice
Video link	Unit 6 Lesson 3 English Spanish **Student Support Video**	Unit 6 Lesson 5 English Spanish **Student Support Video**	Unit 6 Lesson 7 English Spanish **Student Support Video**	Unit 6 Lesson 9 English Spanish **Student Support Video**	Unit 6 Lesson 11 English Spanish **Student Support Video**
Fluency Practice	Multiplication A Products within 100 (70 items)	Multiplication B Products within 100 (70 items)	Online Facts Practice Multiplication Families from 2 to 9 5-10 minutes	Division Fluency Check (6s) (Version A or B)	Division Fluency Check (7s) (Version A or B)
Reflection	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…

Find this packet on swunmath.com. Click on the hyperlinks to jump to the lesson videos.

Re-Engage

Unit 6 Lessons 2-3: Subtract Fractions with Unlike Denominators Using an Area Model

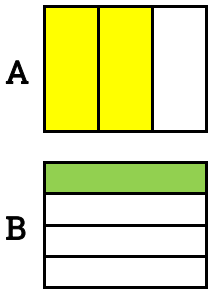
Name: _____

Date: _____

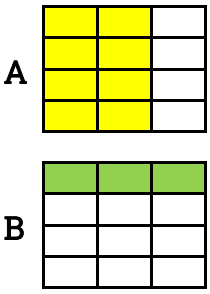
Model

$\frac{2}{3} - \frac{1}{4} =$

1. Draw and shade each fraction

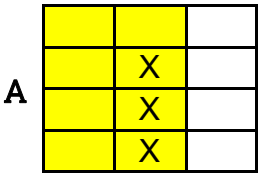


2. Add horizontal lines and shade



2. Add vertical lines and shade

3. Redraw model A and subtract model B from model A



4. Count the number of shaded parts left for the numerator, count the number of total parts for the denominator

$\frac{5}{12}$ ← # of shaded parts left

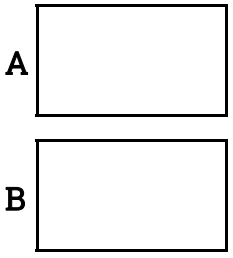
← # of total parts

Structured Guided Practice

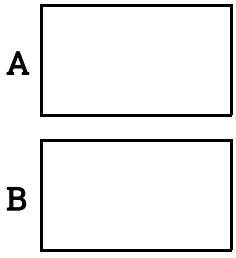
Directions: Solve using an area model.

1. $\frac{1}{2} - \frac{1}{3} =$

Draw and shade.



Add vertical and horizontal lines.



Redraw model A and subtract model B.

A

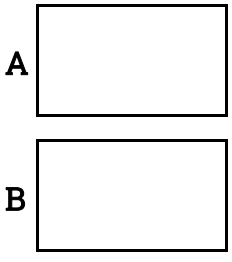
= _____

← # of shaded parts left

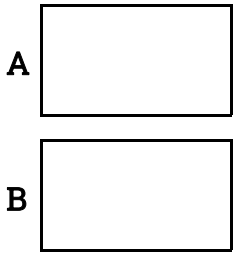
← # of total parts

2. $\frac{3}{4} - \frac{1}{3} =$

Draw and shade.



Add vertical and horizontal lines.



Redraw model A and subtract model B.

A

= _____

← # of shaded parts left

← # of total parts

Re-Engage

Unit 6 Lessons 2-3: Subtract Fractions with Unlike Denominators Using an Area Model

Student Practice

Directions: Solve using an area model.

1. $\frac{3}{5} - \frac{1}{2} =$

Draw and shade.

A

B

Add vertical and horizontal lines.

A

B

Redraw model A and subtract model B.

A

= _____

← # of shaded parts left

← # of total parts

2. $\frac{3}{4} - \frac{1}{2} =$

Draw and shade.

A

B

Add vertical and horizontal lines.

A

B

Redraw model A and subtract model B.

A

= _____

← # of shaded parts left

← # of total parts

3. $\frac{4}{5} - \frac{2}{3} =$

Draw and shade.

A

B

Add vertical and horizontal lines.

A

B

Redraw model A and subtract model B.

A

= _____

← # of shaded parts left

← # of total parts

Extra Practice

Unit 6 Lessons 2-3: Subtract Fractions with Unlike Denominators Using an Area Model (without regrouping)

Name: _____

Date: _____

Directions: Estimate and then solve using an area model. Simplify, if possible.

1. $\frac{7}{8} - \frac{1}{2} =$

2. $\frac{3}{4} - \frac{2}{3} =$

3. $1\frac{1}{3} - \frac{1}{4} =$

4. $2\frac{4}{5} - 1\frac{2}{3} =$

Extra Practice

Unit 6 Lessons 2-3: Subtract Fractions with Unlike Denominators Using an Area Model (without regrouping)

Directions: Estimate and then solve using an area model. Simplify, if possible.

5 $\frac{5}{6} - \frac{1}{3} =$

6. Matt and his family are driving to the beach. The beach is $2\ ^{2}/_{3}$ miles away. Matt's family traveled $1\ ^{1}/_{2}$ miles and stopped for snacks. How much farther do they have to travel to get to the beach?

7. Jake had $2\ ^{3}/_{4}$ feet of wrapping paper to wrap a birthday gift. He only used $^{1}/_{2}$ of a foot of the paper. How much does he have left?

8. Brooke has $2\ ^{1}/_{2}$ cups of chocolate chips. She uses $1\ ^{1}/_{3}$ cups to make chocolate chip pancakes. How many cups of chocolate chips does she have left?

Re-Engage

Unit 6 Lessons 4-5: Subtract Fractions with Unlike Denominators Using a Number Line

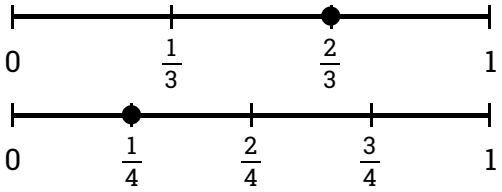
Name: _____

Date: _____

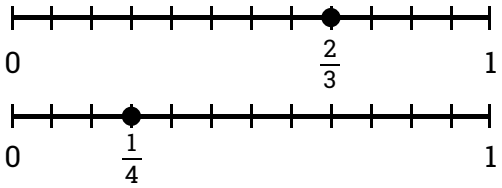
Model

$\frac{2}{3} - \frac{1}{4} =$

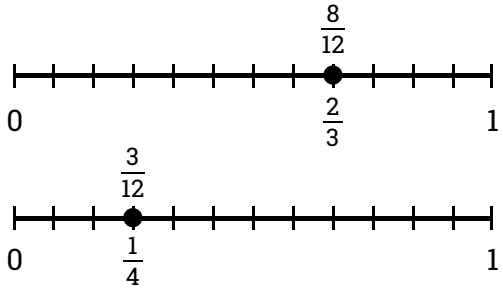
1. Plot and label the fractions on the number lines.



2. Partition each third into fourths. Partition each fourth into thirds.



3. Count the new number of total tick marks for the denominator, and count the number of tick marks for to $^2/_3$ and $^1/_4$ for each numerator.



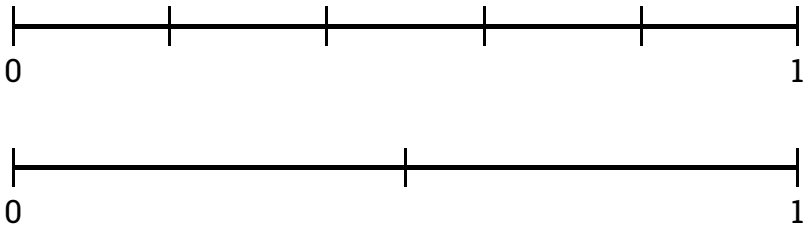
4. Subtract the new fractions with like denominators.

$$\frac{8}{12} - \frac{3}{12} = \frac{5}{12}$$

Structured Guided Practice

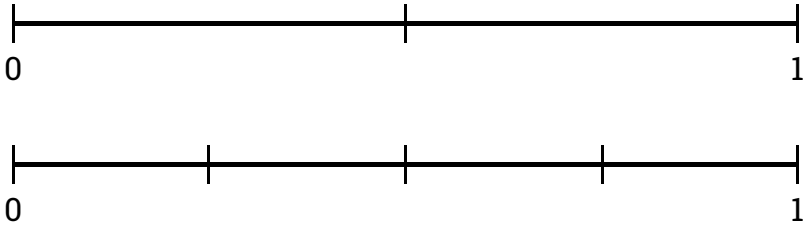
Directions: Solve using a number line.

1. $\frac{4}{5} - \frac{1}{2} =$



_____ - _____ = _____

2. $\frac{1}{2} - \frac{1}{4} =$



_____ - _____ = _____

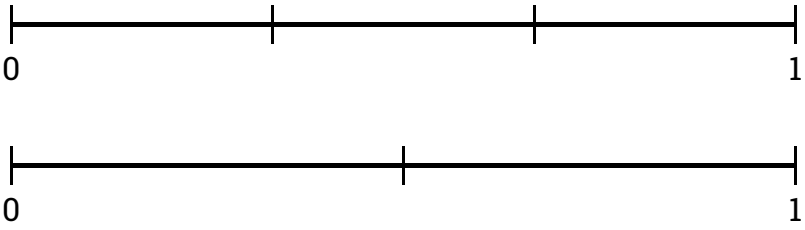
Re-Engage

Unit 6 Lessons 4-5: Subtract Fractions with Unlike Denominators Using a Number Line

Student Practice

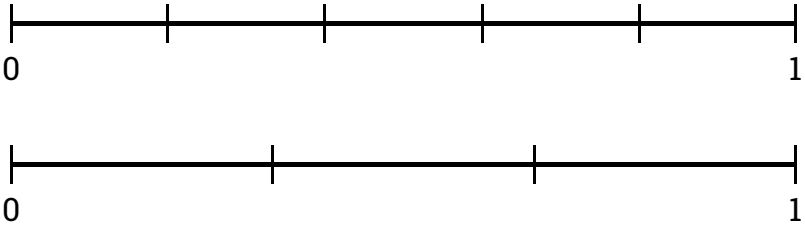
Directions: Solve using a number line.

1. $\frac{2}{3} - \frac{1}{2} =$



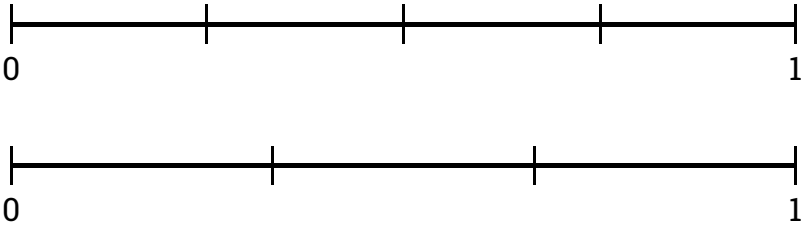
____ - ____ = ____

2. $\frac{4}{5} - \frac{1}{3} =$



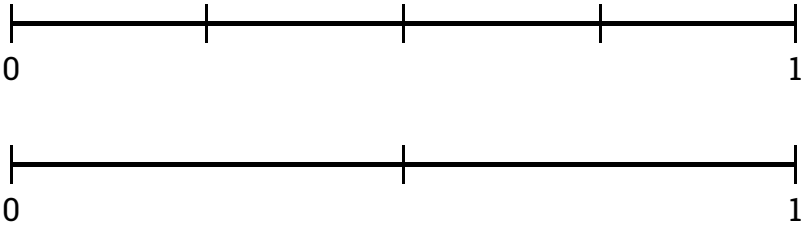
____ - ____ = ____

3. $\frac{2}{4} - \frac{1}{3} =$



____ - ____ = ____

4. $\frac{3}{4} - \frac{1}{2} =$



____ - ____ = ____

Extra Practice

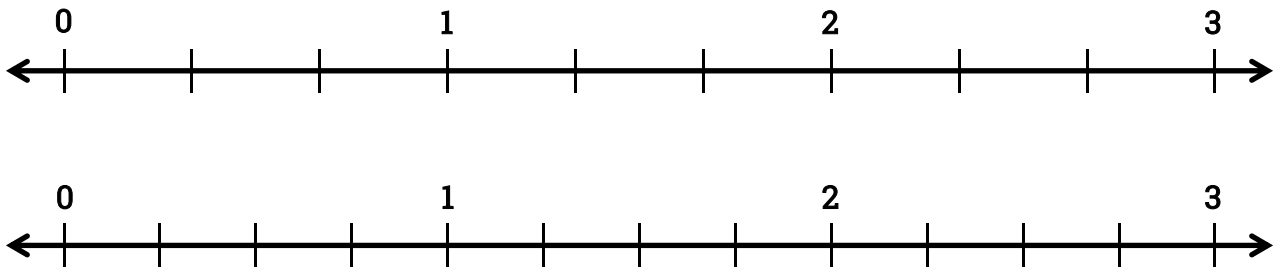
Unit 6 Lessons 4-5: Subtract Fractions with Unlike Denominators Using a Number Line

Name: _____

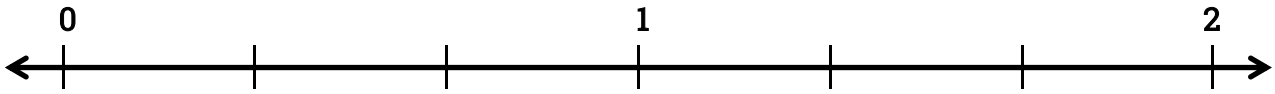
Date: _____

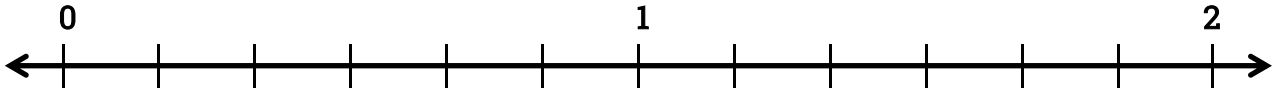
Directions: Subtract fractions with unlike denominators.

1. $2\frac{2}{3} - 1\frac{2}{4} =$



2. $1\frac{2}{3} - \frac{1}{6} =$



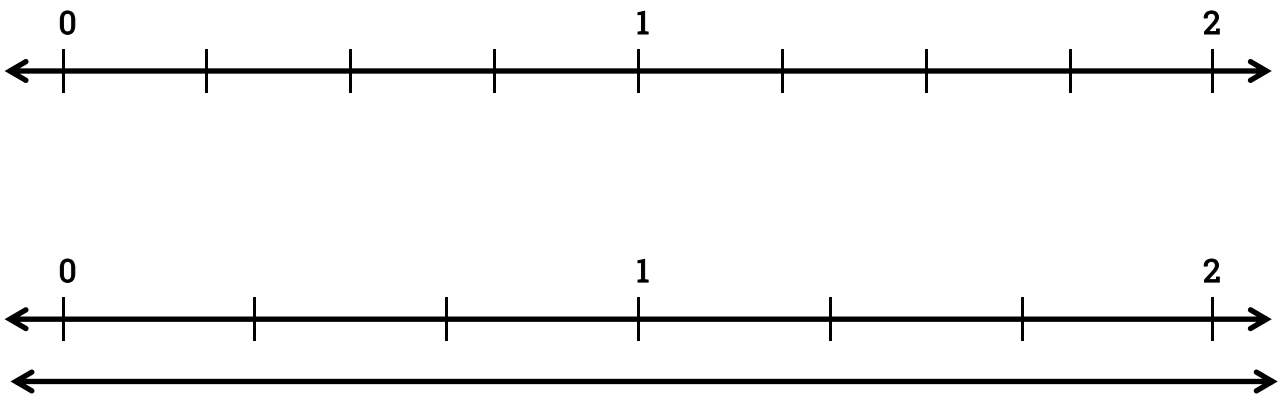


Extra Practice

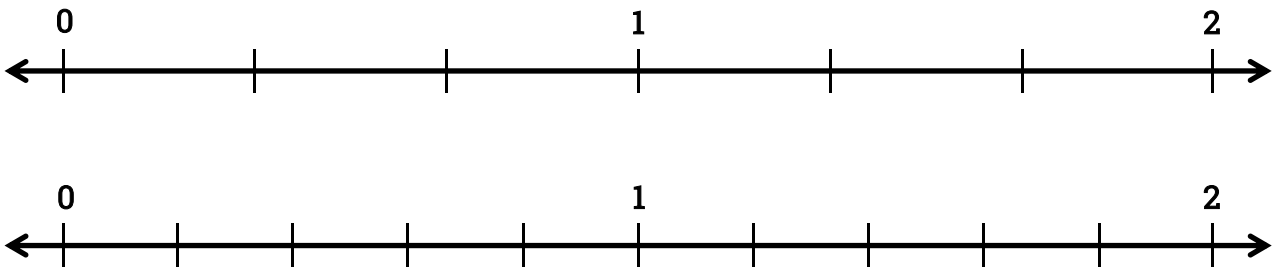
Unit 6 Lessons 4-5: Subtract Fractions with Unlike Denominators Using a Number Line

Directions: Subtract fractions with unlike denominators.

3. $1\frac{2}{4} - 1\frac{1}{3} =$



4. $1\frac{2}{3} - 1\frac{1}{5} =$

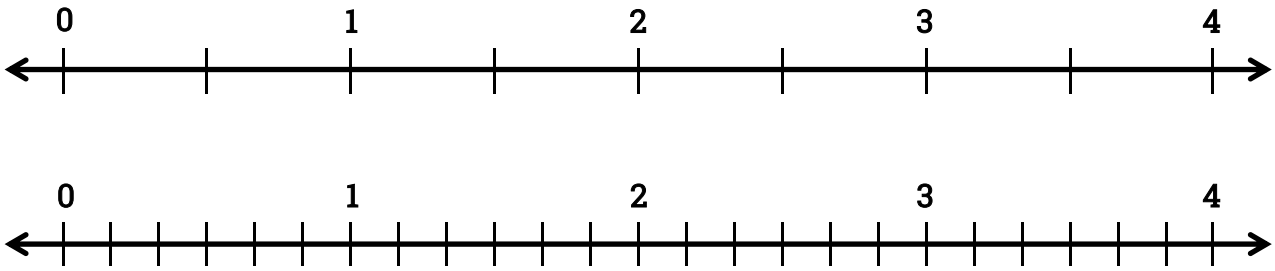


Extra Practice

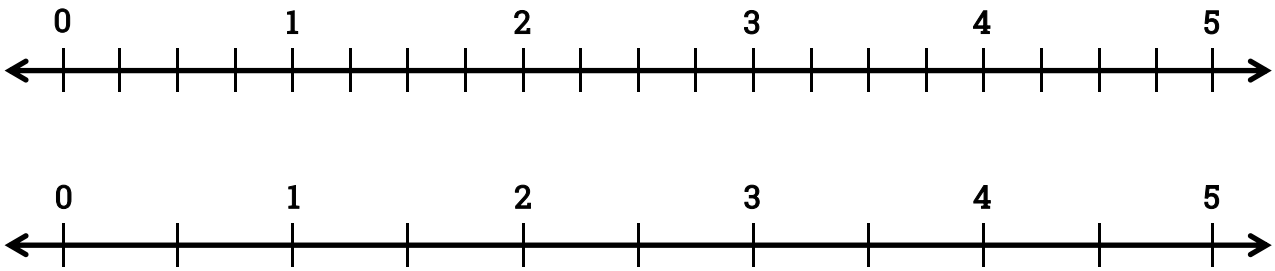
Unit 6 Lessons 4-5: Subtract Fractions with Unlike Denominators Using a Number Line

Directions: Subtract fractions with unlike denominators.

5. Julia bought $3\frac{1}{2}$ pounds of candy for Halloween. She gave out $2\frac{3}{6}$ pounds. How many pounds of candy does she have left?



6. Nolan jogged $4\frac{3}{4}$ miles on Friday and $1\frac{1}{2}$ miles on Saturday. What is the difference between these two distances?

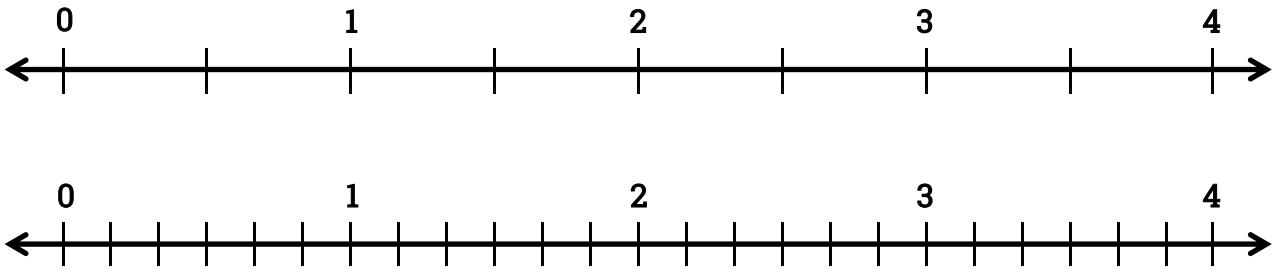


Extra Practice

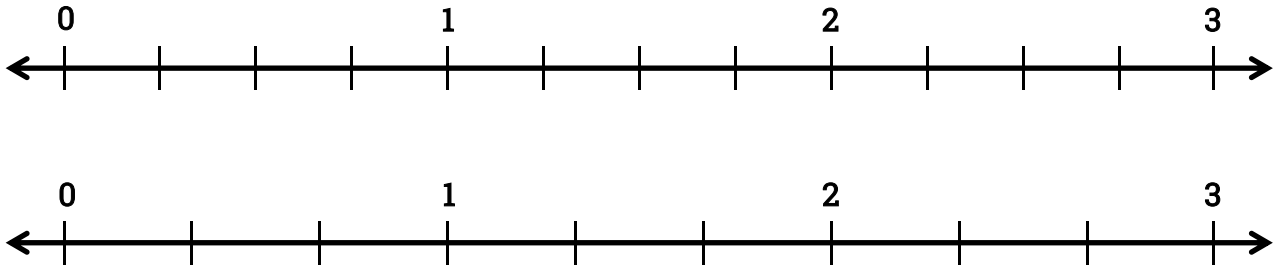
Unit 6 Lessons 4-5: Subtract Fractions with Unlike Denominators Using a Number Line

Directions: Subtract fractions with unlike denominators.

7. Carrie bought $3\ ^{1}/_{2}$ pounds of candy for a party. She used $2\ ^{1}/_{6}$ pounds. How many pounds of candy does she have left?



8. The soccer coach filled up a cooler with water until it weighed $2\ ^{3}/_{4}$ pounds. After the game, the cooler weighed $1\ ^{1}/_{3}$ pounds. How many pounds of water were used during the game?



Homework

Unit 6 Lesson 7: Subtract Fractions with Unlike Denominators Using an Algorithm

Name: _____

Date: _____

Directions: Subtract using the algorithm. Simplify, if possible.

Example: $^4/_5 - {}^1/_2 =$

First, I will multiply each fraction by 1 using the denominator of the opposite fraction. $\frac{4 \times 2}{5 \times 2} = \frac{8}{10}$ and $\frac{1 \times 5}{2 \times 5} = \frac{5}{10}$

Next, I will rewrite the problem using common denominators. $\frac{8}{10} - \frac{5}{10} =$

Finally, I will subtract the numerators and keep the same denominator. $\frac{8}{10} - \frac{5}{10} = \frac{3}{10}$

My answer is $^3/_{10}$.

1. Softball bats are $2\ ^1/_4$ inches in diameter. If a softball is $3\ ^1/_2$ inches in diameter, how much wider is the ball than the bat?

2. Michael spent $^7/_8$ of an hour on his science homework and $^2/_6$ of an hour on his math homework. How much more time did Michael spend on his science homework than his math homework?

Homework

Unit 6 Lesson 7: Subtract Fractions with Unlike Denominators Using an Algorithm

3. $3\frac{1}{4} - 1\frac{1}{6} =$

4. Cynthia spent $3\frac{3}{4}$ hours hiking and $1\frac{3}{8}$ hours napping in the tent. How many more hours did she spend hiking than napping?

5. $\frac{7}{10} - \frac{1}{3} =$

Homework

Unit 6 Lesson 7: Subtract Fractions with Unlike Denominators Using an Algorithm

Name: _____

Date: _____

6. On Tuesday, the rainfall total was $^{3}/_{5}$ inches. On Wednesday, the rainfall total was $^{2}/_{9}$ inches. What was the difference in rainfall in those two days?

7. $5\ ^{2}/_{3} - 2\ ^{2}/_{7} =$

Re-Engage

Unit 6 Lessons 8-9: Subtract Fractions with Unlike Denominators Using an Area Model (with regrouping)

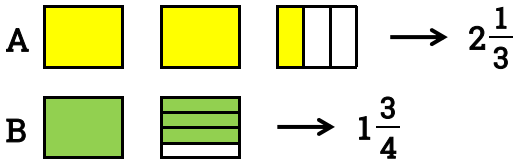
Name: _____

Date: _____

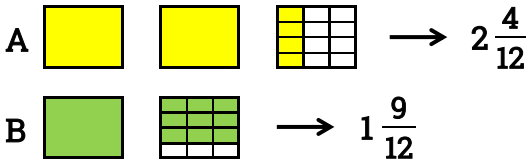
Model

$$2\frac{1}{3} - 1\frac{3}{4} =$$

1. Draw and shade each model.

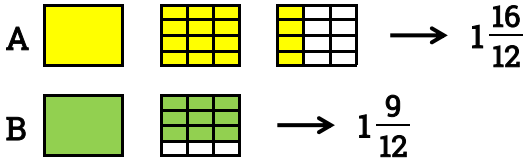


2. Add vertical lines and shade.

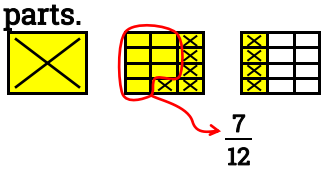


Add horizontal lines and shade

3. Regroup in model A by dividing a whole into the same number of equal parts.



4. Subtract model B from model A and count the leftover parts.



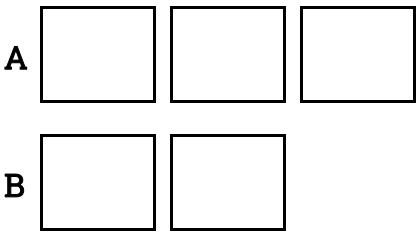
$$1\frac{16}{12} - 1\frac{9}{12} = \frac{7}{12}$$

Structured Guided Practice

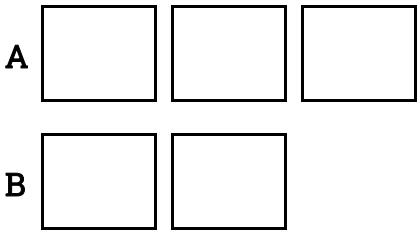
Directions: Solve using an area model.

1. $$2\frac{1}{2} - 1\frac{3}{4} =$$

1. Draw and shade each model.

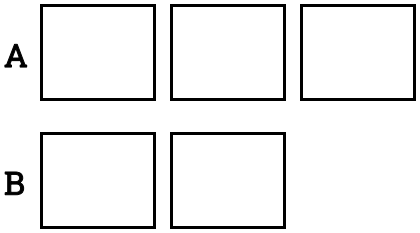


2. Add vertical lines and shade.



Add horizontal lines and shade

3. Regroup in model A by dividing a whole into the same number of equal parts.



4. Subtract model B from model A and count the leftover parts.

$$2\frac{1}{2} - 1\frac{3}{4} = \_\_\_\_$$

Re-Engage

Unit 6 Lessons 8-9: Subtract Fractions with Unlike Denominators Using an Area Model (with regrouping)

Student Practice

Directions: Solve using an area model.

1. $2\frac{1}{3} - 1\frac{1}{2} =$

1. Draw and shade each model.

A

B

3. Regroup in model A by dividing a whole into the same number of equal parts.

A

B

2. Add vertical lines and shade.

A

B

Add horizontal lines and shade

4. Subtract model B from model A and count the leftover parts.

$2\frac{1}{3} - 1\frac{1}{2} =$ _____

2. $2\frac{1}{4} - 1\frac{1}{2} =$

1. Draw and shade each model.

A

B

3. Regroup in model A by dividing a whole into the same number of equal parts.

A

B

2. Add vertical lines and shade.

A

B

Add horizontal lines and shade

4. Subtract model B from model A and count the leftover parts.

$2\frac{1}{4} - 1\frac{1}{2} =$ _____

Re-Engage

Unit 6 Lessons 8-9: Subtract Fractions with Unlike Denominators Using an Area Model (with regrouping)

Student Practice

Directions: Solve using an area model.

3. $2\frac{2}{5} - 1\frac{1}{2} =$

1. Draw and shade each model.

A

B

2. Add vertical lines and shade.

A

B

Add horizontal lines and shade

3. Regroup in model A by dividing a whole into the same number of equal parts.

A

B

4. Subtract model B from model A and count the leftover parts.

$2\frac{2}{5} - 1\frac{3}{2} =$ _____

4. $2\frac{1}{5} - 1\frac{1}{3} =$

1. Draw and shade each model.

A

B

2. Add vertical lines and shade.

A

B

Add horizontal lines and shade

3. Regroup in model A by dividing a whole into the same number of equal parts.

A

B

4. Subtract model B from model A and count the leftover parts.

$2\frac{1}{5} - 1\frac{1}{3} =$ _____

Extra Practice

Unit 6 Lessons 8-9: Subtract Fraction with Unlike Denominators Using an Area Model (with regrouping)

Name: _____

Date: _____

Directions: Estimate and then solve using an area model. Simplify, if possible.

1. $3 - {}^{5}/_{8} =$

2. $2 - 1\,{}^{5}/_{6} =$

3. $3\,{}^{1}/_{2} - 1\,{}^{2}/_{3} =$

4. $2\,{}^{1}/_{4} - 1\,{}^{1}/_{2} =$

Extra Practice

Unit 6 Lessons 8-9: Subtract Fraction with Unlike Denominators Using an Area Model (with regrouping)

Directions: Estimate and then solve using an area model. Simplify, if possible.

5. $3\ ^{2}/_{4} - 1\ ^{4}/_{5} =$

6. Stephanie picked $4\ ^{1}/_{3}$ baskets of apples. Her mom used $^{3}/_{4}$ of a basket of apples to make an apple pie. How many baskets of apples are left?

7. Carla walks $3\ ^{1}/_{2}$ miles from her home to school. Betty walks $1\ ^{3}/_{4}$ miles from her home to school. How much farther does Carla walk to school than Betty?

8. Leo's sandbox had 5 gallons of sand in it. He shoveled $^{8}/_{9}$ gallons of sand out of the sandbox. How much sand was left in Leo's sandbox?

Re-Engage

Unit 6 Lessons 10-11: Subtract Fractions with Regrouping Using an Algorithm (with regrouping)

Name: _____

Date: _____

Model

$2 - \frac{3}{4} =$

1. Write the problem vertically. →

$$\begin{array}{r} 2 \\ -\ \frac{3}{4} \\ \hline \end{array}$$

2. Regroup from the whole number. →

$$\begin{array}{r} 1\ \&\ \frac{4}{4} \\ -\ \frac{3}{4} \\ \hline \end{array}$$

3. Subtract the fractions, and then the whole number. → $1\frac{4}{4}$

$2\frac{1}{4} - 1\frac{1}{3} =$

1. Write the problem vertically and create common denominators. →

$$\begin{array}{r} 2\frac{1}{4}\ {}_{\times 3}^{\times 3} = \frac{3}{12} \\ -\ 1\frac{1}{3}\ {}_{\times 4}^{\times 4} = \frac{4}{12} \\ \hline \end{array}$$

2. Regroup from the whole number. →

$$\begin{array}{r} 1\ \cancel{2}\ \frac{\cancel{3}^{15}}{12} \\ -\ 1\ \frac{4}{12} \\ \hline \end{array}$$

3. Subtract the fractions, then the whole number. → $\frac{11}{12}$

Structured Guided Practice

Directions: Solve using an algorithm.

1. $3 - \frac{2}{3} =$

Step 1:

Step 2:

Step 3:

2. $3\frac{1}{3} - 1\frac{1}{2} =$

Step 1:

Step 2:

Step 3:

Re-Engage

Unit 6 Lessons 10-11: Subtract Fractions with Regrouping Using an Algorithm (with regrouping)

Student Practice

Directions: Solve using an algorithm.

1. $2 - \frac{1}{4} =$

Step 1:

Step 2:

Step 3:

2. $3\frac{1}{3} - 1\frac{3}{4} =$

Step 1:

Step 2:

Step 3:

3. $3 - \frac{2}{5} =$

Step 1:

Step 2:

Step 3:

4. $2\frac{1}{2} - 1\frac{4}{5} =$

Step 1:

Step 2:

Step 3:

Extra Practice

Unit 6 Lessons 10-11: Subtract Fractions Using an Algorithm (with regrouping)

Name: _____

Date: _____

Directions: Subtract using the algorithm. Simplify, if possible.

1. $6\frac{1}{8} - 2\frac{1}{2} =$

2. $7\frac{1}{2} - 3\frac{4}{6} =$

3. $8\frac{1}{6} - 2\frac{5}{9} =$

4. $5\frac{1}{4} - 2\frac{2}{3} =$

Extra Practice

Unit 6 Lessons 10-11: Subtract Fractions Using an Algorithm (with regrouping)

Directions: Subtract using the algorithm. Simplify, if possible.

5. $8\ ^{3}/_{9} - 1\ ^{1}/_{3} =$

6. Mary walked $3\ ^{2}/_{4}$ miles on Wednesday and $1\ ^{4}/_{5}$ miles on Thursday. What is the difference between these two distances?

7. Rob and his friend collected coins. Rob's coin collection weighed 6 pounds and his friend's weighed $4\ ^{4}/_{5}$ pounds. How much more did Rob's coin collection weigh than his friend's?

8. Thomas ran $5\ ^{3}/_{8}$ miles on Monday and $4\ ^{1}/_{2}$ miles on Tuesday. What is the difference in the amount of miles he ran on Monday and Tuesday?

Multiplication A
Products within 100
(70 items)

Name_____ **Date**_____

4 × 2	5 × 2	7 × 3	2 × 6	6 × 2	3 × 4	7 × 9	5 × 0	2 × 9	6 × 4
9 × 8	7 × 6	5 × 5	3 × 7	4 × 8	6 × 7	7 × 7	4 × 9	9 × 3	5 × 3
8 × 7	4 × 3	7 × 2	5 × 8	2 × 3	9 × 4	2 × 5	6 × 5	5 × 4	3 × 9
7 × 1	8 × 9	9 × 1	7 × 5	4 × 4	6 × 6	4 × 6	4 × 5	6 × 8	3 × 8
2 × 2	9 × 5	7 × 4	3 × 5	3 × 6	8 × 8	8 × 5	8 × 3	6 × 9	9 × 7
9 × 6	5 × 6	6 × 3	2 × 1	7 × 8	9 × 2	8 × 4	3 × 2	4 × 7	8 ×2
8 ×6	4 × 1	3 × 1	2 × 7	2 × 8	2 × 4	9 × 9	5 × 9	5 × 7	3 × 3

Multiplication B
Products within 100
(70 items)

Name_____ **Date**_____

8 × 7	4 × 3	7 × 2	5 × 8	2 × 3	9 × 4	2 × 5	6 × 5	5 × 4	3 × 9
8 × 6	4 × 1	3 × 1	2 × 7	2 × 8	2 × 4	9 × 9	5 × 9	5 × 7	3 × 3
2 × 2	9 × 5	7 × 4	3 × 5	3 × 6	8 × 8	8 × 5	8 × 3	6 × 9	9 × 7
9 × 6	5 × 6	6 × 3	2 × 1	7 × 8	9 × 2	8 × 4	3 × 2	4 × 7	8 ×2
9 × 8	7 × 6	5 × 5	3 × 7	4 × 8	6 × 7	7 × 7	4 × 9	9 × 3	5 × 3
4 × 2	5 × 2	7 × 3	2 × 6	6 × 2	3 × 4	7 × 9	5 × 0	2 × 9	6 × 4
7 × 1	8 × 9	9 × 1	7 × 5	4 × 4	6 × 6	4 × 6	4 × 5	6 × 8	3 × 8

Name: _____

Fluency Check

Division Facts
6s

24 ÷ 6 = _____

42 ÷ 6 = _____

6 ÷ 6 = _____

54 ÷ 6 = _____

30 ÷ 6 = _____

60 ÷ 6 = _____

36 ÷ 6 = _____

48 ÷ 6 = _____

12 ÷ 6 = _____

18 ÷ 6 = _____

Version A

Name: _____

Fluency Check

Division Facts
6s

6 ÷ 6 = _____

54 ÷ 6 = _____

60 ÷ 6 = _____

36 ÷ 6 = _____

18 ÷ 6 = _____

48 ÷ 6 = _____

12 ÷ 6 = _____

24 ÷ 6 = _____

42 ÷ 6 = _____

30 ÷ 6 = _____

Version B

Name: _____

Fluency Check

Division Facts
6s

18 ÷ 6 = _____

48 ÷ 6 = _____

12 ÷ 6 = _____

6 ÷ 6 = _____

54 ÷ 6 = _____

60 ÷ 6 = _____

36 ÷ 6 = _____

30 ÷ 6 = _____

42 ÷ 6 = _____

24 ÷ 6 = _____

Version C

Name: _____

Fluency Check

Division Facts
6s

60 ÷ 6 = _____

36 ÷ 6 = _____

30 ÷ 6 = _____

42 ÷ 6 = _____

24 ÷ 6 = _____

18 ÷ 6 = _____

48 ÷ 6 = _____

12 ÷ 6 = _____

6 ÷ 6 = _____

54 ÷ 6 = _____

Version D

Name: _____

Fluency Check

Division Facts
7s

28 ÷ 7 = _____

49 ÷ 7 = _____

7 ÷ 7 = _____

63 ÷ 7 = _____

35 ÷ 7 = _____

70 ÷ 7 = _____

42 ÷ 7 = _____

56 ÷ 7 = _____

14 ÷ 7 = _____

21 ÷ 7 = _____

Version A

Name: _____

Fluency Check

Division Facts
7s

7 ÷ 7 = _____

63 ÷ 7 = _____

70 ÷ 7 = _____

42 ÷ 7 = _____

21 ÷ 7 = _____

56 ÷ 7 = _____

14 ÷ 7 = _____

28 ÷ 7 = _____

49 ÷ 7 = _____

35 ÷ 7 = _____

Version B

Name: _____

Fluency Check

Division Facts
7s

21 ÷ 7 = _____

56 ÷ 7 = _____

14 ÷ 7 = _____

7 ÷ 7 = _____

63 ÷ 7 = _____

70 ÷ 7 = _____

42 ÷ 7 = _____

35 ÷ 7 = _____

49 ÷ 7 = _____

28 ÷ 7 = _____

Version C

Name: _____

Fluency Check

Division Facts
7s

70 ÷ 7 = _____

42 ÷ 7 = _____

35 ÷ 7 = _____

49 ÷ 7 = _____

28 ÷ 7 = _____

21 ÷ 7 = _____

56 ÷ 7 = _____

14 ÷ 7 = _____

7 ÷ 7 = _____

63 ÷ 7 = _____

Version D