

# Step-by-Step 1

## Lesson 5.1, Question 6

- Step 1** The numerator of the sum is 5.  
Write two whole numbers with a sum of 5.

$$\square + \square = 5$$

- Step 2** Use *Step 1* to write the numerators of possible fractions Bella added.

$$\frac{\quad}{6} + \frac{\quad}{6} = \frac{5}{6}$$

- Step 3** Repeat *Steps 1* and *2* using two different whole numbers.

$$\square + \square = 5$$

- Step 4** Are there any other pairs of whole numbers that add to 5?  
How do you know?

- Step 5** Look at the fractions that are added in *Step 2*.  
Can any of them be renamed as an equivalent fraction?

$$\frac{\quad}{6} = \frac{\quad}{\quad} \quad \frac{\quad}{6} = \frac{\quad}{\quad}$$

**Step 6** Write pairs of fractions that have sum  $\frac{5}{6}$ .

$$\frac{-}{6} + \frac{-}{6} = \frac{5}{6} \quad \frac{-}{6} + \frac{-}{6} = \frac{5}{6}$$

$$\frac{-}{6} + \frac{-}{6} = \frac{5}{6} \quad \frac{-}{6} + \frac{-}{6} = \frac{5}{6}$$

**Step 7** Review your work. Suppose you started with a fraction equivalent to  $\frac{5}{6}$ .

Could you get different fractions with a sum equivalent to  $\frac{5}{6}$ ?

## Lesson 5.2, Question 9

**Step 1** Write all possible fractions with each denominator.

Each fraction should be less than 1.

 $\frac{\quad}{2}$  $\frac{\quad}{3}$     $\frac{\quad}{3}$  $\frac{\quad}{4}$     $\frac{\quad}{4}$     $\frac{\quad}{4}$  $\frac{\quad}{5}$     $\frac{\quad}{5}$     $\frac{\quad}{5}$     $\frac{\quad}{5}$  $\frac{\quad}{6}$     $\frac{\quad}{6}$     $\frac{\quad}{6}$     $\frac{\quad}{6}$     $\frac{\quad}{6}$ 

**Step 2** Use fraction strips to order the fractions in *Step 1*, from least to greatest.

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**Step 3** Choose 2 fractions that you think have a sum between 1 and 2.

Use number lines to check.

How many different sums can you find?

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**Step 4** Order the sums from least to greatest.

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**Step 5** Which is the least sum that is greater than 1? \_\_\_\_\_

## Lesson 5.3, Question 7

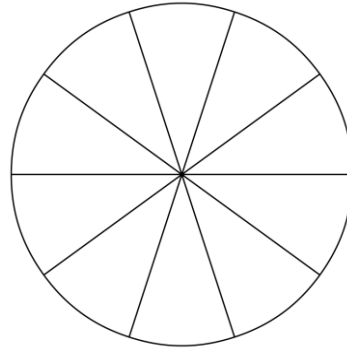
**Step 1** Shade  $\frac{1}{10}$  of this pie blue.

Shade  $\frac{3}{5}$  of this pie green.

Shade  $\frac{1}{2}$  of this pie red.

What do you notice?

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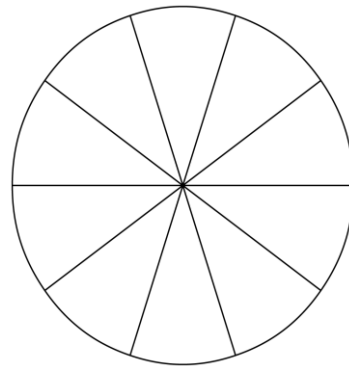
**Step 2** Shade  $\frac{3}{10}$  of this pie blue.

Shade  $\frac{1}{5}$  of this pie green.

Shade  $\frac{1}{2}$  of this pie red.

What do you notice?

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**Step 3** Use the diagrams in *Steps 1* and *2*.  
Which statement about the pies is true?  
Explain how you know.

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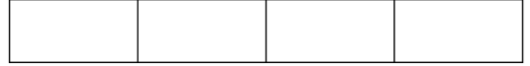


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## Step-by-Step 4

## Lesson 5.4, Question 11

**Step 1** Shade this strip to show  $\frac{3}{4}$ .



**Step 2** Shade this strip to show  $\frac{1}{8}$ .



**Step 3** Compare the diagrams in *Steps 1* and *2*.

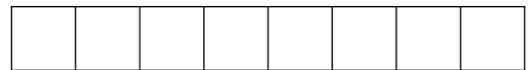
Did Kelly use more or less than  $\frac{1}{2}$  of a tank of gas?

\_\_\_\_\_

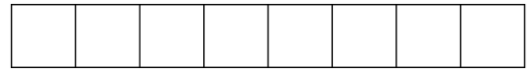
\_\_\_\_\_

How do you know? \_\_\_\_\_

**Step 4** Shade this strip to show the amount of gas Kelly used.



**Step 5** Shade this strip to show  $\frac{1}{2}$ .



**Step 6** Compare the diagrams in *Steps 4* and *5*.

How much more or how much less than  $\frac{1}{2}$  of a tank did Kelly use? \_\_\_\_\_

How do you know? \_\_\_\_\_

**Step-by-Step 5****Lesson 5.5, Question 6**

**Step 1** Terri biked for  $\frac{5}{6}$  h on Saturday. She biked  $\frac{7}{12}$  h longer on Sunday.

Add:  $\frac{5}{6} + \frac{7}{12}$

How long did Terri bike on Sunday? \_\_\_\_\_

**Step 2** Bastien biked for  $\frac{1}{2}$  h on Saturday. He biked  $\frac{3}{4}$  h longer on Sunday.

Add:  $\frac{1}{2} + \frac{3}{4}$

How long did Bastien bike on Sunday? \_\_\_\_\_

**Step 3** Compare your answers in *Steps 1* and *2*.

Who biked longer on Sunday? \_\_\_\_\_

How can you tell?

\_\_\_\_\_

**Step 4** Look at your answers in *Steps 1* and *2*.

Subtract the lesser time from the greater time.

\_\_\_ - \_\_\_ =

How much longer did the person who biked longer on Sunday bike? \_\_\_\_\_

**Step 5** What did you need to know about fractions to do *Steps 1, 2, 3, and 4*?

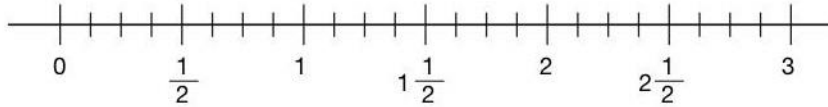
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## Step-by-Step 6

## Lesson 5.6, Question 9

**Step 1** Joseph used  $1\frac{3}{8}$  cans of paint. Juntia used  $2\frac{1}{4}$  cans of paint.

Place each mixed number on the number line below.



Estimate:  $1\frac{3}{8}$  is close to \_\_\_\_\_.

$2\frac{1}{4}$  is close to \_\_\_\_\_.

So,  $1\frac{3}{8} + 2\frac{1}{4}$  is close to \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_.

About how many cans of paint were used in all? \_\_\_\_\_

**Step 2** To add  $1\frac{3}{8} + 2\frac{1}{4}$ , add the fractions and the whole numbers separately.

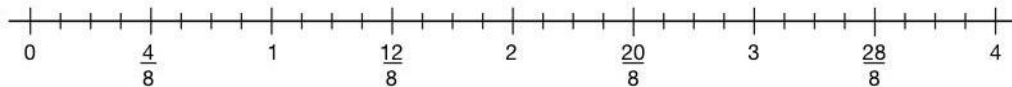
Add:  $\frac{3}{8} + \frac{1}{4}$

Add:  $1 + 2 =$  \_\_\_\_\_

So,  $1\frac{3}{8} + 2\frac{1}{4} =$  \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

How many cans of paint were used? \_\_\_\_\_

**Step 3** Draw fraction strips on a number line to show your calculations in *Step 2*.



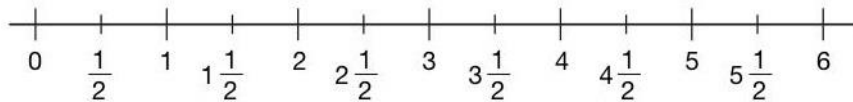
## Step-by-Step 7

## Lesson 5.7, Question 11

**Step 1** Mr. Crowe's class used  $5\frac{1}{8}$  loaves of bread.

Mme. Boudreau's class used  $3\frac{2}{3}$  loaves.

Place each mixed number on the number line below.



Estimate:  $5\frac{1}{8}$  is close to \_\_\_\_\_.  $3\frac{2}{3}$  is close to \_\_\_\_\_.

So,  $5\frac{1}{8} - 3\frac{2}{3}$  is about \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_.

About how many more loaves did Mr. Crowe's class use? \_\_\_\_\_

**Step 2** To subtract  $5\frac{1}{8} - 3\frac{2}{3}$ , write each mixed number as an improper fraction.

$$5\frac{1}{8} = \qquad \qquad \qquad 3\frac{2}{3} =$$

Subtract the improper fractions:

$$\text{So, } 5\frac{1}{8} - 3\frac{2}{3} = \underline{\hspace{2cm}}$$

How many more loaves did Mr. Crowe's class use? \_\_\_\_\_

**Step 3** Draw a diagram to model your calculations in *Step 2*.



**Step 4** To find how many loaves the class used, add  $5\frac{1}{8} + 3\frac{2}{3}$ .

**Step 5** The class purchased 10 loaves.

Subtract your answer in *Step 4* from 10.

How many loaves were left? \_\_\_\_\_