

Monday

Mental Arithmetic:

I would like you all to spend some time on Times Tables Rockstars today. Please try and spend at least 20 minutes on TTRs. It is up to you what you choose to go on, but I would like you to complete another **soundcheck** today so that I can see how you are doing. Your login is the same as the one you use in school.

<https://play.ttrockstars.com/auth>

It will also be useful to practise some basic subtraction calculations like the ones below as this should be useful for your activities later in the week. Once you have completed all of those I have given, have a go at making your own and working these out. The more you practise, the quicker you will get and the easier this will be when you are applying subtraction into other areas of maths.

- | | |
|---------------|---------------|
| 1) $12 - 4 =$ | 2) $9 - 6 =$ |
| 3) $8 - 2 =$ | 4) $10 - 5 =$ |
| 5) $17 - 8 =$ | 6) $4 - 4 =$ |
| 7) $7 - 3 =$ | 8) $14 - 7 =$ |

Tuesday

Recapping adding fractions.

- | | |
|---|---|
| 1) $\frac{5}{8} + \frac{1}{8} = \frac{\quad}{8}$ | 2) $\frac{4}{10} + \frac{4}{10} = \frac{\quad}{10}$ |
| 3) $\frac{3}{7} + \frac{2}{7} = \frac{\quad}{7}$ | 4) $\frac{4}{3} + \frac{3}{3} = \frac{\quad}{3}$ |
| 5) $\frac{5}{9} + \frac{3}{9} = \frac{\quad}{9}$ | 6) $\frac{3}{4} + \frac{2}{4} = \frac{\quad}{4}$ |
| 7) $\frac{4}{12} + \frac{7}{12} = \frac{\quad}{12}$ | 8) $\frac{4}{5} + \frac{3}{5} = \frac{\quad}{5}$ |
| 9) $\frac{3}{6} + \frac{7}{6} = \frac{\quad}{6}$ | 10) $\frac{4}{9} + \frac{8}{9} = \frac{\quad}{9}$ |

Can you work out the answers to the following?

If you can put your fraction into a mixed number or can simplify your fraction to its simplest form, remember to do this.

For example: $\frac{6}{24}$ can be simplified by dividing both the top and bottom by the same number (6). If I do this, the fraction in the simplest form would be $\frac{1}{4}$ so $\frac{6}{24} = \frac{1}{4}$.

Once you have finished, write down the rule that you must remember when adding fractions with the same denominator. *What is it you need to do?* If you can find the rule, this may help you when you are subtracting fractions with the same denominator.

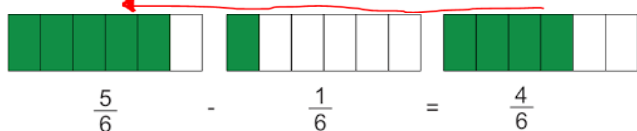
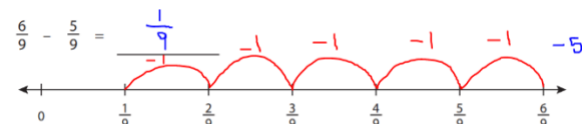
Wednesday

Fluency

Focus: to subtract fractions with the same denominator.

Think about what you needed to do when you were adding fractions with the same denominator and do the same thing but for subtraction.

You could use a number line to help or draw bars if you need to. For example:



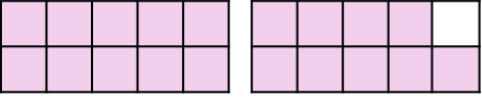
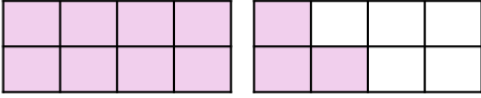
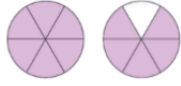

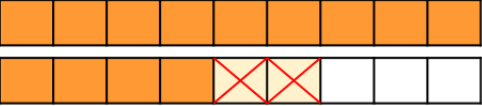
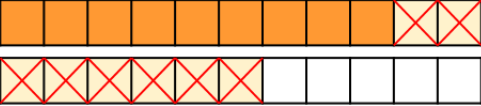

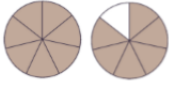


- | | |
|-------------------------------------|---------------------------------------|
| 1) $\frac{10}{12} - \frac{3}{12} =$ | 2) $\frac{5}{7} - \frac{3}{7} =$ |
| 3) $\frac{2}{3} - \frac{1}{3} =$ | 4) $\frac{3}{4} - \frac{2}{4} =$ |
| 5) $\frac{4}{5} - \frac{2}{5} =$ | 6) $\frac{9}{10} - \frac{3}{10} =$ |
| 7) $\frac{7}{8} - \frac{4}{8} =$ | 8) $\frac{5}{6} - \frac{4}{6} =$ |
| 9) $\frac{8}{10} - \frac{1}{10} =$ | 10) $\frac{11}{12} - \frac{10}{12} =$ |

Now that you have some methods that you can use and have thought about what the rule is when subtracting fractions with the same denominator, have a go at the following varied fluency methods using the method that is best for you.

Thursday

Varied Fluency

Focus: to subtract fractions with the same denominator

<p>a. Use the images below to help you calculate the subtraction.</p> $\frac{19}{10} - \frac{7}{10} = \frac{\square}{\square}$ 	<p>b. Use the images below to help you calculate the subtraction.</p> $\frac{11}{8} - \frac{5}{8} = \frac{\square}{\square}$ 
<p>a. Match the correct answer to the calculation.</p> $\frac{11}{6} - \frac{9}{6} = \frac{\square}{\square}$  <p>A. $\frac{1}{6}$ B. $\frac{2}{6}$ C. $\frac{6}{6}$</p>	<p>b. Match the correct answer to the calculation.</p> $\frac{13}{9} - \frac{11}{9} = \frac{\square}{\square}$  <p>A. $\frac{2}{9}$ B. $\frac{9}{15}$ C. $\frac{16}{9}$</p>
<p>a. Circle the calculation that matches the representation.</p> $\frac{14}{8} - \frac{2}{8} \qquad \frac{15}{9} - \frac{2}{9}$ 	<p>b. Circle the calculation that matches the representation.</p> $\frac{17}{11} - \frac{8}{11} \qquad \frac{21}{11} - \frac{13}{11}$ 
<p>a. Complete the calculations.</p> <p>A. $\frac{12}{5} - \frac{\square}{\square} = \frac{4}{5}$ </p> <p>B. $\frac{13}{7} - \frac{\square}{\square} = \frac{2}{7}$ </p>	<p>b. Complete the calculations.</p> <p>A. $\frac{14}{6} - \frac{\square}{\square} = \frac{8}{6}$ </p> <p>B. $\frac{21}{10} - \frac{\square}{\square} = \frac{12}{10}$ </p>

Friday

Varied Fluency

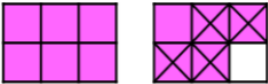
Focus: to subtract fractions with the same denominator

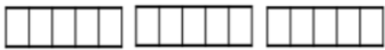
- 1) Use identical strips of paper and fold them into eighths.
Use the strips to solve the calculations.

$$\frac{8}{8} - \frac{3}{8} = \quad \frac{7}{8} - \frac{3}{8} = \quad \frac{16}{8} - \frac{9}{8} = \quad \frac{13}{8} - \frac{\square}{8} = \frac{7}{8}$$

Use the bar models to subtract the fractions.

2)  $\frac{6}{7} - \frac{2}{7} =$

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

 $\frac{13}{5} - \frac{\square}{5} = \frac{6}{5}$

- 3) Annie uses the number line to solve $\frac{17}{11} - \frac{9}{11}$



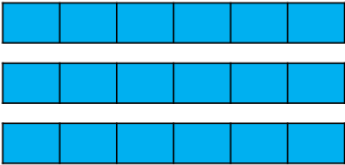

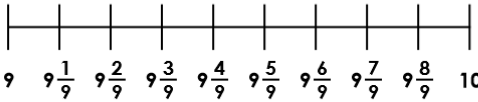
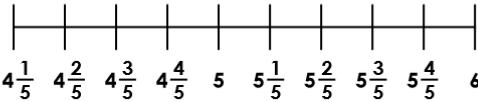
Use a number line to solve:

$$\frac{16}{13} - \frac{9}{13} \quad \frac{16}{9} - \frac{9}{9} \quad \frac{16}{7} - \frac{9}{7} \quad \frac{16}{16} - \frac{9}{16}$$

Extension:

Remember that if a fraction has a numerator which is larger than the denominator, it is an improper fraction and its value is greater than 1 whole. For example, 5/5 is the same as 1 whole. If I was given a fraction 7/5 I would know that this is one whole (5/5) and 2/5 are left over so as a mixed number, this would be 2 and 2/5. Use this knowledge to help you to complete the following questions and write them as mixed numbers if you can.

Use the methods I showed you on Wednesday to help you with this work.

<p>a. Use the bar model to complete the calculation.</p>  $3 - \frac{5}{6} = \frac{\square}{\square}$	<p>b. Use the bar model to complete the calculation.</p>  $2 - \frac{8}{7} = \frac{\square}{\square}$
<p>a. Complete the calculation by using the number line.</p>  $10 - \frac{7}{9} = \frac{\square}{\square}$	<p>b. Complete the calculation by using the number line.</p>  $6 - \frac{4}{5} = \frac{\square}{\square}$

Hint: look at the denominator of the fraction given in the question. This will be the denominator for your whole number. To show your whole number as a fraction think first about what 1 whole is equal to. For example, $2 - \frac{4}{5}$ would require you to work out that 1 whole is $\frac{5}{5}$ so 2 wholes is $\frac{10}{5}$. So, the calculation would be $\frac{10}{5} - \frac{4}{5} = \frac{6}{5}$.