## Unit 3 Lesson 11: Subtract Fractions Flexibly

### WU Which One Doesn’t Belong: Fractional Values (Warm up)

#### Student Task Statement

Which one doesn’t belong?

A. ​​​​​

$2−\frac{3}{5}$

B.

$\frac{10}{5}−\frac{3}{5}$

C.

$1\frac{3}{5}−\frac{1}{5}$

D.

$\frac{10}{5}−1$

### 1 Friendship Bracelets

#### Student Task Statement



Clare, Elena, and Andre are making macramé friendship bracelets. They’d like their bracelets to be $9\frac{4}{8}$ inches long. For each question, explain or show your reasoning.

1. Clare started her bracelet first and has only $\frac{7}{8}$ inch left until she finishes it. How long is her bracelet so far?
2. So far, Elena’s bracelet is $5\frac{1}{8}$ inches long and Andre’s is $3\frac{5}{8}$ inches long. How many more inches do they each need to reach $9\frac{4}{8}$ inches?
3. How much longer is Elena’s bracelet than Andre’s at the moment?

### 2 Multiple Ways to Subtract

#### Student Task Statement

Here are four expressions that you may have written about the friendship bracelets.

$9\frac{4}{8}−\frac{7}{8}$

$9\frac{4}{8}−5\frac{1}{8}$

$9\frac{4}{8}−3\frac{5}{8}$

$5\frac{1}{8}−3\frac{5}{8}$

1. Here is one way to find the value of the first expression. Analyze the calculation. Talk to your partner about why $9\frac{4}{8}$ is written as different sums.
* 
1. Here are some unfinished calculations. Complete them to find the value of each difference.
	1.
	* 
	1.
	* 
	1.
	* 



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