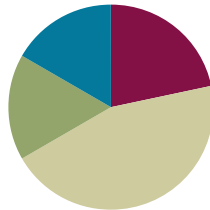


Lesson 14

Objective: Strategize to solve multi-term problems.

Suggested Lesson Structure

■ Fluency Practice	(13 minutes)
■ Application Problems	(10 minutes)
■ Concept Development	(27 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Fluency Practice (13 minutes)

- Sprint: Make Larger Units **4.NF.1** (10 minutes)
- Happy Counting with Mixed Numbers **4.NF.3a** (3 minutes)

Sprint (10 minutes)

Materials: (S) Make Larger Units Sprint

Example: Make units of 2. $2/6 = 1 \times 2 / 3 \times 2 = 1/3$

Happy Counting with Mixed Numbers (3 minutes)

- T: Let's count by $1/2$ with mixed numbers. Ready? (Teacher rhythmically points up until a change is desired. Show a closed hand, then point down. Continue, mixing it up).
- S: $1/2, 1, 1 \frac{1}{2}, 2$ (stop), $1 \frac{1}{2}, 1, 1/2, 0$ (stop), $1/2, 1, 1 \frac{1}{2}, 2, 2 \frac{1}{2}, 3, 3 \frac{1}{2}, 4$ (stop), $3 \frac{1}{2}, 3, 2 \frac{1}{2}, 2, 1 \frac{1}{2}, 1$ (stop), $1 \frac{1}{2}, 2, 2 \frac{1}{2}, 3, 3 \frac{1}{2}, 4, 4 \frac{1}{2}, 5$.
- T: Excellent. Try it for 30 seconds with your partner. Partner A, you are the teacher today.

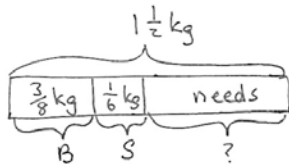


NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

The Sprint depends greatly on students' knowledge of their factors. Below grade level students often are not fluent with their basic facts. The day before administering this Sprint, discreetly call below grade-level students to meet with you in order to give them a copy of the next day's Sprint. This is very motivating. Now they have a reason to study and practice.

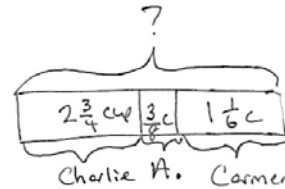
Application Problems (10 minutes)

For a large order, Mr. Magoo made $\frac{3}{8}$ kg of fudge in his bakery. He then got $\frac{1}{6}$ kg from his sister’s bakery. If he needs a total of $1\frac{1}{2}$ kg, how much more fudge does he need to make?



$$\begin{aligned} & \left(1\frac{1}{2} \text{ kg} - \frac{3}{8} \text{ kg}\right) - \frac{1}{6} \text{ kg} = ______ \\ & 1\frac{4}{8} - \frac{3}{8} \\ & = 1\frac{1}{8} \\ & 1\frac{1}{8} - \frac{1}{6} \\ & = 1\frac{3}{24} - \frac{4}{24} \\ & = \frac{23}{24} \\ & \therefore \text{Mr. Magoo needs} \\ & \frac{23}{24} \text{ kg more fudge.} \end{aligned}$$

During lunch, Charlie drinks $2\frac{3}{4}$ cup of milk. Allison drinks $\frac{3}{8}$ cup of milk. Carmen drinks $\frac{1}{6}$ cup of milk. How much milk do the 3 students drink?



$$\begin{aligned} & 2\frac{3}{4} + \frac{3}{8} + \frac{1}{6} = \\ & 3\frac{3}{4} + \frac{3}{8} + \frac{1}{6} \\ & 3\frac{18}{24} + \frac{9}{24} + \frac{4}{24} \\ & 3\frac{31}{24} = 4\frac{7}{24} \\ & \therefore \text{The students} \\ & \text{drank } 4\frac{7}{24} \\ & \text{cups of milk.} \end{aligned}$$

- T: Now that you have solved these two problems, consider how they are the same and how they are different.
- S: Both problems had three parts that we knew. → True, but actually in the fudge problem, the one part was the whole amount. → The fudge problem had a missing part but the milk problem was missing the whole amount of milk. → So, for the fudge problem we had to subtract from $1\frac{1}{2}$ kg. For the milk problem we had to add up the three parts to find the total amount of milk.

Concept Development (27minutes)

Problem 1

$$\frac{2}{3} + \frac{1}{5} + \frac{1}{3} + 1\frac{4}{5} =$$

- T: Yesterday, we learned to solve fraction problems by estimating the answers without using our pencils. Today we are going to build upon that knowledge by continuing to solve fractions in our heads before using paper and pencil.

- T: Look at this problem. What do you notice? Turn and share with a partner.
- S: I see that it's an addition problem adding thirds and fifths.
- S: I see that I can add up the thirds and I can also add the fifths together.
- T: Can you solve this problem mentally? Turn and share.
- S: (Students share.)
- T: Are we finding a part or whole?
- S: Whole.
- S: $2/3$ plus $1/3$ equals 1 whole. $1/5$ plus $1\ 4/5$ equals 2 wholes. Finally, 1 plus 2 equals 3.
- T: Excellent. We can rearrange the problem and solve it using Sam's strategy.

$$\begin{aligned} & \left(\frac{2}{3} + \frac{1}{3}\right) + \left(\frac{1}{5} + 1\frac{4}{5}\right) \\ & = 1 + 2 \\ & = 3 \end{aligned}$$

Problem 2

$$5\frac{7}{8} - \frac{1}{2} - \frac{7}{8} - 1\frac{1}{2} =$$

- S: I see that it's a subtraction problem. \rightarrow I see that denominators are in eighths and halves. They need to be the same in order for me to subtract. \rightarrow Without looking at the mixed numbers, I see two $7/8$'s and two $1/2$'s.
- T: Yes. This is a subtraction problem. Analyze the parts and wholes. Turn and share.
- S: $5\ 7/8$ is the whole amount. $7/8$ is a part being taken away. That makes 5. \rightarrow $1\ 1/2$ and $1/2$ are both parts being taken away. If I combine them, I'm taking away 2. $5 - 2 = 3$. \rightarrow We can combine all the parts and make a bigger part, then subtract from the whole.

$$\begin{aligned} & 5\frac{7}{8} - \left(\frac{1}{2} + \frac{7}{8} + 1\frac{1}{2}\right) \\ & = 5\frac{7}{8} - 2\frac{7}{8} \\ & = 3 \end{aligned}$$

$$\begin{aligned} & \left(5\frac{7}{8} - \frac{7}{8}\right) - \left(\frac{1}{2} + 1\frac{1}{2}\right) \\ & = 5 - 2 \\ & = 3 \end{aligned}$$



**NOTES ON
SCAFFOLDING
MULTIPLE MEANS OF
ENGAGEMENT:**

When students are analyzing parts and wholes, relationships, or compatible numbers, resist the temptation to jump in. Wait time is critical. Let them analyze. This allows students that are above grade level to find more complexities and those below grade level to enter at the most basic level.

Problem 3 is more challenging because of the change in sign. Students will see the compatibility of $2\frac{5}{6}$ and $\frac{1}{6}$, which will expedite the addition of the two numbers to make a larger whole from which one third is subtracted.

Problem 3

$$\begin{aligned} 2\frac{5}{6} - \frac{1}{3} + \frac{1}{6} \\ &= (2\frac{5}{6} + \frac{1}{6}) - \frac{1}{3} \\ &= 3 - \frac{1}{3} \\ &= 2\frac{2}{3} \end{aligned}$$

Problem 4

$$\frac{14}{3} + \underline{\hspace{2cm}} + \frac{9}{4} = 8\frac{11}{12}$$

- T: Let's analyze this fraction equation. Share with your partner: What do you notice about this fraction equation?
- S: This is an addition problem and I have the answer of $8\frac{11}{12}$ on the right hand side. → I'm missing a part that is needed to make the whole amount of $8\frac{11}{12}$. → $\frac{14}{3}$ is a part, too.
- S: I can add the parts and subtract them from the whole amount to find that mystery number. → Find the sum of the parts and take them from the whole.
- T: Go ahead and solve for the missing part. You can use paper and pencil if you wish.

$$\begin{aligned} 8\frac{11}{12} - (\frac{14}{3} + \frac{9}{4}) \\ &= 8\frac{11}{12} - (4\frac{2}{3} + 2\frac{1}{4}) \\ &= 8\frac{11}{12} - (4\frac{8}{12} + 2\frac{3}{12}) \\ &= 8\frac{11}{12} - 6\frac{11}{12} \\ &= 2 \end{aligned}$$

Problem 5

$$\underline{\hspace{2cm}} - 15 - 4\frac{1}{2} = 7\frac{3}{5}$$

- S: I see that it's a subtraction problem. Something minus 15 minus $4\frac{1}{2}$ equals $7\frac{3}{5}$. → The whole is missing in this problem and everything else is a part. → I can add up all the parts together to find the whole.

S: The whole is missing, so we'll add up all the parts to find the whole. I can rewrite the problem like this:

$$\underline{\hspace{2cm}} - 15 - 4\frac{1}{2} = 7\frac{3}{5}$$

$$15 + 4\frac{1}{2} + 7\frac{3}{5} = \underline{\hspace{2cm}}$$

$$= 15 + 4\frac{5}{10} + 7\frac{6}{10}$$

$$= 26\frac{11}{10}$$

$$= 27\frac{1}{10}$$

Problem 6

T: I would like you to try to solve this problem with your partner. You have two minutes.

$$6\frac{3}{4} + \frac{3}{5} - \underline{\hspace{2cm}} = 5$$

Allow two minutes for students to analyze and discuss the problem without calculating, just formulating their thoughts about how to solve.

T: Go ahead and solve the problem.

$$\begin{aligned} 6\frac{3}{4} + \frac{3}{5} - \underline{\hspace{2cm}} &= 5 \\ &= (6\frac{3}{4} + \frac{3}{5}) - 5 \\ &= 6\frac{15}{20} + \frac{12}{20} - 5 \\ &= 6\frac{27}{20} - 5 \\ &= 7\frac{7}{20} - 5 \\ &= 2\frac{7}{20} \end{aligned}$$



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

The problems on this particular Problem Set may require more room than the Problem Set offers. Be aware that students do well to have a math notebook or journal. When a Problem Set has a set of challenging problems, assign pairs to solve them on the board as others use paper so that they are easier to review. It is also much more engaging for the students to see their peers' solutions.

Problem Set (14 minutes)

Students should do their personal best to complete the Problem Set within the allotted 14 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.

Student Debrief (10 minutes)

Lesson Objective: Strategize to solve multi-term problems.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

- T: When rearranging the terms in the top section of the activity sheet, talk to your partner about what you looked for to help you solve the problems easily.
- S: We grouped to make whole numbers. → By grouping fractions to make whole numbers it was easy to add or subtract. → I looked for numbers in different forms. It was harder to see the pairs if the denominators were different or if they weren't written as mixed numbers.
- T: What about in Section B?
- S: That was so much harder! I was really surprised the answer to Part (c) was 1. I didn't expect that so it made me go back and look at the relationships in the problem.
- T: Talk to your partner about some of the skills you had to use to solve these problems.
- S: We had to analyze part and whole relationships. → I had to recognize when there were easy like units. → We had to move back and forth between decimals and fractions in Part (f) and in the second word problem about the volunteers, too. → We had to think hard about the problems that had addition and subtraction problems and whether to add or subtract something.
- T: This was a challenging activity.
- S: We had to really think!

Name Jacqueline Date 11/18

1) Rearrange the terms so that you can add or subtract mentally, then solve.

a) $\frac{1}{4} + 2\frac{2}{3} + \frac{1}{4} + \frac{2}{3}$
 $(\frac{1}{4} + \frac{1}{4}) + (2\frac{2}{3} + \frac{2}{3}) =$
 $2 + 3 = 5$

b) $2\frac{2}{3} - \frac{1}{4} + \frac{2}{3}$
 $(2\frac{2}{3} + \frac{2}{3}) - \frac{1}{4} =$
 $3 - \frac{1}{4} = 2\frac{3}{4}$

c) $4\frac{2}{7} - \frac{2}{4} - 2\frac{1}{4} - \frac{2}{7}$
 $(4\frac{2}{7} - \frac{2}{7}) - (\frac{2}{4} + 2\frac{1}{4}) =$
 $4 - 3 = 1$

d) $\frac{5}{6} + \frac{1}{3} - \frac{1}{3} + \frac{1}{6}$
 $(\frac{5}{6} + \frac{1}{6}) - (\frac{1}{3} - \frac{1}{3}) =$
 $1 = 0$

2) Fill in the blank to make the statement true.

a) $11\frac{2}{3} - 3\frac{2}{3} - \frac{11}{3} = \frac{4}{15}$
 $11\frac{2}{3} - 6 - \frac{4}{3} =$
 $= 5\frac{2}{3} - 1\frac{1}{3} =$
 $= 4\frac{1}{3} - \frac{1}{3} = 4\frac{1}{3} - \frac{2}{6} = 4\frac{2}{6} - \frac{2}{6} = 4\frac{0}{6} = 4$

b) $11\frac{7}{8} + 3\frac{1}{8} - \frac{3}{40} = 15$
 $14\frac{8}{8} + \frac{1}{8} =$
 $14\frac{35}{40} + \frac{5}{40} =$
 $14\frac{40}{40} = 15 - \frac{3}{40} = 14\frac{37}{40}$

c) $\frac{5}{12} - \frac{1}{4} + \frac{2}{3} = \frac{2}{3}$
 $\frac{5}{12} - \frac{3}{12} + \frac{8}{12} = \frac{8}{12}$
 $\frac{20}{12} - \frac{3}{12} = \frac{17}{12}$
 $1\frac{5}{12} - \frac{1}{4} = \frac{10}{12} - \frac{3}{12} = \frac{7}{12}$

d) $58\frac{11}{12} - 30 - 7\frac{1}{4} = 21\frac{5}{12}$
 $30 + 7\frac{3}{4} + 21\frac{5}{12} =$
 $58\frac{9}{12} + \frac{25}{12} = 58\frac{34}{12}$

e) $\frac{24}{5} + \frac{8}{7} = 9$
 $\frac{24}{5} + \frac{8}{7} =$
 $4\frac{4}{5} + 1\frac{1}{7} = 5\frac{28}{35} + \frac{5}{35} =$
 $5\frac{33}{35} = 5\frac{33}{35} - 5\frac{28}{35} = 5\frac{5}{35} = 5\frac{1}{7} = 5\frac{4}{28}$

f) $11.1 + 3\frac{1}{10} - \frac{99}{10} = 9.9$
 $11.1 + 3.1 - \frac{99}{10} = 9.9$
 $14.2 - \frac{99}{10} = 9.9$
 $14.2 - 9.9 = 4.3$

e) $\frac{24}{5} + \frac{8}{7} = 9$
 $\frac{24}{5} + \frac{8}{7} =$
 $4\frac{4}{5} + 1\frac{1}{7} = 5\frac{28}{35} + \frac{5}{35} =$
 $5\frac{33}{35} = 5\frac{33}{35} - 5\frac{28}{35} = 5\frac{5}{35} = 5\frac{1}{7} = 5\frac{4}{28}$

f) $11.1 + 3\frac{1}{10} - \frac{99}{10} = 9.9$
 $11.1 + 3.1 - \frac{99}{10} = 9.9$
 $14.2 - \frac{99}{10} = 9.9$
 $14.2 - 9.9 = 4.3$

3) DeAngelo needs 100 lbs of garden soil to landscape a building. In the company's storage area, he finds 2 cases holding 24 3/4 lbs of garden soil each, and a third case holding 19 3/8 lbs. How much gardening soil does DeAngelo still need in order to do the job?

$24\frac{3}{4} + 24\frac{3}{4} + 19\frac{3}{8} + \underline{\hspace{1cm}} = 100$
 $67\frac{6}{4} + \frac{3}{8} =$
 $68\frac{12}{8} + \frac{3}{8} = 68\frac{15}{8}$
 $100 - 68\frac{15}{8} = 31\frac{1}{8}$ lbs of garden soil.
 DeAngelo needs 31 1/8 lbs of garden soil.

4) Volunteers helped clean up 8.2 kg of trash in one neighborhood and 11 1/2 kg in another. They sent 1 1/4 kg to be recycled, and threw the rest away. How many kilograms of trash did they throw away?

$8.2 \text{ kg} + 11\frac{1}{2} \text{ kg} - 1\frac{1}{4} = \underline{\hspace{1cm}}$
 $8.2 + 11.5 - 1.25 =$
 $19.7 - 1.25 = 18.25$
 They threw away 18 1/4 kg of trash!

- T: Let's go over the last problem about the volunteers. I would say it was related to Part (b) on the front side. Explain my thinking to your partner.
- T: (After students talk.) Which of the problems on the front side of the Problem Set would you relate to the problem of the gardening soil?
- T: (After students talk.) Review the process you used on two problems. First, review a problem that was very easy for you. Then, review the process on a problem that was very challenging for you.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

A

Correct _____

1	$\frac{2}{4} =$	/	23	$\frac{9}{27} =$	/
2	$\frac{2}{6} =$	/	24	$\frac{9}{63} =$	/
3	$\frac{2}{8} =$	/	25	$\frac{8}{12} =$	/
4	$\frac{5}{10} =$	/	26	$\frac{8}{16} =$	/
5	$\frac{5}{15} =$	/	27	$\frac{8}{24} =$	/
6	$\frac{5}{20} =$	/	28	$\frac{8}{64} =$	/
7	$\frac{4}{8} =$	/	29	$\frac{12}{18} =$	/
8	$\frac{4}{12} =$	/	30	$\frac{12}{16} =$	/
9	$\frac{4}{16} =$	/	31	$\frac{9}{12} =$	/
10	$\frac{3}{6} =$	/	32	$\frac{6}{8} =$	/
11	$\frac{3}{9} =$	/	33	$\frac{10}{12} =$	/
12	$\frac{3}{12} =$	/	34	$\frac{15}{18} =$	/
13	$\frac{4}{6} =$	/	35	$\frac{8}{10} =$	/
14	$\frac{6}{12} =$	/	36	$\frac{16}{20} =$	/
15	$\frac{6}{18} =$	/	37	$\frac{12}{15} =$	/
16	$\frac{6}{30} =$	/	38	$\frac{18}{27} =$	/
17	$\frac{6}{9} =$	/	39	$\frac{27}{36} =$	/
18	$\frac{7}{14} =$	/	40	$\frac{32}{40} =$	/
19	$\frac{7}{21} =$	/	41	$\frac{45}{54} =$	/
20	$\frac{7}{42} =$	/	42	$\frac{24}{36} =$	/
21	$\frac{8}{12} =$	/	43	$\frac{60}{72} =$	/
22	$\frac{9}{18} =$	/	44	$\frac{48}{60} =$	/

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B Improvement _____ # Correct _____

1	$\frac{5}{10} =$	/	23	$\frac{8}{24} =$	/
2	$\frac{5}{15} =$	/	24	$\frac{8}{56} =$	/
3	$\frac{5}{20} =$	/	25	$\frac{8}{12} =$	/
4	$\frac{2}{4} =$	/	26	$\frac{9}{18} =$	/
5	$\frac{2}{6} =$	/	27	$\frac{9}{27} =$	/
6	$\frac{2}{8} =$	/	28	$\frac{9}{72} =$	/
7	$\frac{3}{6} =$	/	29	$\frac{12}{18} =$	/
8	$\frac{3}{9} =$	/	30	$\frac{6}{8} =$	/
9	$\frac{3}{12} =$	/	31	$\frac{9}{12} =$	/
10	$\frac{4}{8} =$	/	32	$\frac{12}{16} =$	/
11	$\frac{4}{12} =$	/	33	$\frac{8}{10} =$	/
12	$\frac{4}{16} =$	/	34	$\frac{16}{20} =$	/
13	$\frac{4}{6} =$	/	35	$\frac{12}{15} =$	/
14	$\frac{7}{14} =$	/	36	$\frac{10}{12} =$	/
15	$\frac{7}{21} =$	/	37	$\frac{15}{18} =$	/
16	$\frac{7}{35} =$	/	38	$\frac{16}{24} =$	/
17	$\frac{6}{9} =$	/	39	$\frac{24}{32} =$	/
18	$\frac{6}{12} =$	/	40	$\frac{36}{45} =$	/
19	$\frac{6}{18} =$	/	41	$\frac{40}{48} =$	/
20	$\frac{6}{36} =$	/	42	$\frac{24}{36} =$	/
21	$\frac{8}{12} =$	/	43	$\frac{48}{60} =$	/
22	$\frac{8}{16} =$	/	44	$\frac{60}{72} =$	/

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Name _____

Date _____

1. Rearrange the terms so that you can add or subtract mentally, then solve.

a) $\frac{1}{4} + 2\frac{2}{3} + \frac{7}{4} + \frac{1}{3}$

b) $2\frac{3}{5} - \frac{3}{4} + \frac{2}{5}$

c) $4\frac{3}{7} - \frac{3}{4} - 2\frac{1}{4} - \frac{3}{7}$

d) $\frac{5}{6} + \frac{1}{3} - \frac{4}{3} + \frac{1}{6}$

2. Fill in the blank to make the statement true.

a) $11\frac{2}{5} - 3\frac{2}{3} - \frac{11}{3} = \underline{\hspace{2cm}}$

b) $11\frac{7}{8} + 3\frac{1}{5} - \underline{\hspace{2cm}} = 15$

c) $\frac{5}{12} - \underline{\hspace{2cm}} + \frac{5}{4} = \frac{2}{3}$

d) $\underline{\hspace{2cm}} - 30 - 7\frac{1}{4} = 21\frac{2}{3}$

e) $\frac{24}{5} + \underline{\hspace{2cm}} + \frac{8}{7} = 9$

f) $11.1 + 3\frac{1}{10} - \underline{\hspace{2cm}} = \frac{99}{10}$

3. DeAngelo needs 100 lb of garden soil to landscape a building. In the company's storage area, he finds 2 cases holding $24\frac{3}{4}$ lb of garden soil each, and a third case holding $19\frac{3}{8}$ lb. How much gardening soil does DeAngelo still need in order to do the job?

4. Volunteers helped clean up 8.2 kg of trash in one neighborhood and $11\frac{1}{2}$ kg in another. They sent $\frac{1}{4}$ kg to be recycled and threw the rest away. How many kilograms of trash did they throw away?

Name _____

Date _____

Fill in the blank to make the statement true.

1. $1\frac{3}{4} + \frac{1}{6} + \underline{\hspace{2cm}} = 7\frac{1}{2}$

2) $8\frac{4}{5} - \frac{2}{3} - \underline{\hspace{2cm}} = 3\frac{1}{10}$

Name _____

Date _____

1. Rearrange the terms so that you can add or subtract mentally, then solve.

a) $1\frac{3}{4} + \frac{1}{2} + \frac{1}{4} + \frac{1}{2}$

b) $3\frac{1}{6} - \frac{3}{4} + \frac{5}{6}$

d) $5\frac{5}{8} - 2\frac{6}{7} - \frac{2}{7} - \frac{5}{8}$

d) $\frac{7}{9} + \frac{1}{2} - \frac{3}{2} + \frac{2}{9}$

2. Fill in the blank to make the statement true.

g) $7\frac{3}{4} - 1\frac{2}{7} - \frac{3}{2} = \underline{\hspace{2cm}}$

h) $9\frac{5}{6} + 1\frac{1}{4} + \underline{\hspace{2cm}} = 14$

i) $\frac{7}{10} - \underline{\hspace{2cm}} + \frac{3}{2} = \frac{6}{5}$

j) $\underline{\hspace{2cm}} - 20 - 3\frac{1}{4} = 14\frac{5}{8}$

k) $\frac{17}{3} + \underline{\hspace{2cm}} + \frac{5}{2} = 10\frac{4}{5}$

l) $23.1 + 1\frac{7}{10} - \underline{\hspace{2cm}} = \frac{66}{10}$

3. Laura bought $8\frac{3}{10}$ yd of ribbon. She used $1\frac{2}{5}$ yd to tie a package and $2\frac{1}{3}$ to make a bow. Joe later gave her $4\frac{3}{5}$ yd. How much ribbon does she now have?

4. Mia bought $10\frac{1}{9}$ lb of flour. She used $2\frac{3}{4}$ lb of flour to bake a banana cake and some to bake a chocolate cake. After baking the two cakes, she had $3\frac{5}{6}$ lb of flour left. How much flour did she use to bake the chocolate cake?