Lesson 6: Problemas con grupos iguales de fracciones

Standards Alignments

Addressing 4.NF.B.4.a, 4.NF.B.4.b, 4.NF.B.4.c

Teacher-facing Learning Goals

- Represent and solve problems involving multiplication of a fraction by a whole number.

Student-facing Learning Goals

- Resolvamos problemas con fracciones.

Lesson Purpose

The purpose of this lesson is for students to apply their understandings about multiplication of a fraction by a whole number to solve problems.

Students may choose to draw diagrams, write equations, or make use of patterns to understand the situations and answer the questions. As students make sense of representations and quantities in context, they practice reasoning quantitatively and abstractly (MP2).

This lesson has a Student Section Summary.

Access for:

Students with Disabilities

- Engagement (Activity 2)

English Learners

- MLR7 (Activity 2)

Instructional Routines

True or False (Warm-up)

Materials to Gather

- Chart paper: Activity 2

Lesson Timeline

Warm-up	10 min
Activity 1	15 min

Teacher Reflection Question

What new mathematical connections did you see students make today as they were solving problems about multiplication of fractions? How can those connections be leveraged in

Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

upcoming work?

Cool-down (to be completed at the end of the lesson) 5 min

¿Es o no es lo mismo?

Standards Alignments

Addressing 4.NF.B.4.c

Student-facing Task Statement

1. Tyler compró 5 cartones de leche. Cada cartón contiene $\frac{3}{4}$ de litro. ¿Cuántos litros de leche compró Tyler? Explica o muestra tu razonamiento.
2. Han compró 3 cartones de leche achocolatada. Cada cartón contiene $\frac{5}{8}$ de litro. ¿Han compró la misma cantidad de leche que Tyler? Explica o muestra tu razonamiento.

Student Responses

1. $\frac{15}{4}$ liters. Sample response: $5 \times \frac{3}{4} = \frac{15}{4}$
2. No, Han bought less milk than Tyler did. Sample response: $3 \times \frac{5}{8} = \frac{15}{8}$, and $\frac{15}{8}$ is less than $\frac{15}{4}$ because an eighth is less than a fourth, so 15 eighths is less than 15 fourths.