Lesson 15: Situaciones de división de fracciones

Standards Alignments

Addressing   5.NF.B.7, 5.NF.B.7.c

Teacher-facing Learning Goals

- Write situations and solve problems involving dividing a unit fraction and a whole number.

Student-facing Learning Goals

- Escribamos situaciones de división y resolvamos problemas en los que se dividen números enteros y fracciones unitarias.

Lesson Purpose

The purpose of this lesson is for students to write and solve problems that involve dividing a whole number by a unit fraction and a unit fraction by a whole number.

In previous lessons, students learned how to divide a whole number by a unit fraction and a unit fraction by a whole number. They reasoned about relationships between dividends, divisors, and quotients. In this lesson, students apply what they have learned in this section to write and solve problems involving division of a whole number by a unit fraction and division of a unit fraction by a whole number. Before they solve the problems, they match each one with an equation. As students match each problem with an equation, they interpret the meaning of the equation in a context (MP2).

Access for:

♿ Students with Disabilities

- Engagement (Activity 1)

🌐 English Learners

- MLR8 (Activity 1)

Instructional Routines

Card Sort (Activity 1), Number Talk (Warm-up)

Materials to Copy

- Fraction Division Problem Sort, Spanish (groups of 2): Activity 1

Required Preparation

Gather poster from previous lesson that explains what students know and wonder about division of a

unit fraction by a whole number.

Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

What strategies did you anticipate today? Which did you not anticipate? What did you learn about student understanding from the strategies you did not anticipate?

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

Empareja y resuelve

Standards Alignments

Addressing   5.NF.B.7.c

Student-facing Task Statement

1. Empareja cada expresión con una situación. Responde ambas preguntas.
   - $5 \div \frac{1}{4}$
   - $\frac{1}{4} \div 5$

   a. Han cortó 5 pies de cinta en pedazos que miden $\frac{1}{4}$ de pie de largo. ¿Cuántos pedazos hay?

   b. Han cortó un pedazo de cinta de $\frac{1}{4}$ de pie de largo en 5 pedazos iguales. ¿Qué tan largo es cada pedazo?

Student Responses

1. a. $5 \div \frac{1}{4} = 20$. There are 20 pieces.

   b. $\frac{1}{4} \div 5 = \frac{1}{20}$. Each piece is $\frac{1}{20}$ foot long.