


TRY IT Rich tasks that provide multiple entry points and hands-on learning engage individual students' preconceptions and build on prior knowledge. Students use language routines to make sense of the problem before solving the problem on their own using the strategies and tools of their choice.


LESSON 10 | SESSION 2 ■ ■ ■ ■

Develop Dividing Fractions

Read and try to solve the problem below.

Imani is planning her city's Juneteenth festival. There will be $3\frac{1}{2}$ hours of performances on the main stage. Each performer's time slot lasts $\frac{3}{4}$ hour. How many time slots can Imani plan to have?



TRY IT  **Math Toolkit** fraction bars, fraction circles, grid paper, number lines

DISCUSS IT

Ask: How is your strategy similar to mine? How is it different?

Share: My strategy is similar to yours because ... It is different because ...

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DISCUSS IT Students turn and talk to a partner and discuss strategies. Strategically selected student work is shared during a class discussion to build conceptual understanding.

CONNECT IT

Use the problem from the previous page to help you understand how to divide fractions when the quotient is not a whole number.

- Look at the second **Model It**. How many full $\frac{3}{4}$ -hour time slots does Imani have for performances? How does the second bar model show this?
- The second bar model shows one group that has only 2 parts of size $\frac{1}{4}$. Explain why this group is $\frac{2}{3}$ of a full time slot.
- Look at **Analyze It** and the second **Model It**. How does the bar model show that you can use the quotient $14 \div 3$ to find the quotient $\frac{14}{4} \div \frac{3}{4}$?
- When you divide 14 by 3, the result is 4 with a remainder of 2. When you divide $\frac{14}{4}$ by $\frac{3}{4}$, the remainder is $\frac{2}{4}$. Where do you see this remainder in the bar model? What fraction of the divisor, $\frac{3}{4}$, does this remainder represent?
- How many times does $\frac{3}{4}$ fit into $3\frac{1}{2}$? Use multiplication to check your answer.
- Reflect** Think about all the models and strategies you have discussed today. Describe how one of them helped you better understand how to divide fractions when the quotient is not a whole number.

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CONNECT IT Students make connections between the strategies discussed and those in the worktext to reinforce and extend their understanding.