DELTA MATH
RtI PROGRAM

7th Grade
Tier 2 Intervention Lessons

Readiness Standard 1 - 6.NS.1

Learning Target: I will multiply and divide fractions

Readiness for 6.EE.7: Solve 1-step algebraic equations

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IES Recommendations for Tier 2 and 3 intervention lessons:

2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee.	**Low**
3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.	**Strong**
4. Interventions should include instruction on solving word problems that is based on common underlying structures.	**Strong**
5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.	**Moderate**
6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.	**Moderate**
7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.	**Low**
8. Include motivational strategies in tier 2 and tier 3 interventions.	**Low**

(Institute of Educational Sciences, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, 2009, p. 6)

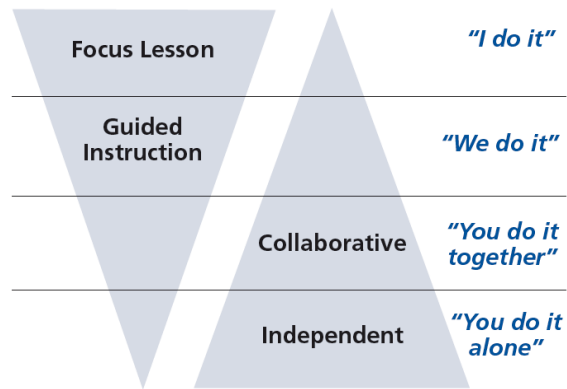# Gradual release of responsibility model

Teacher Responsibility

Focus Lesson		*"I do it"*
Guided Instruction		*"We do it"*
	Collaborative	*"You do it together"*
	Independent	*"You do it alone"*

Figure 1

(Dr. Douglas Fisher, Effective Use of the Gradual Release of Responsibility Model)

Planning Guide: Session 1

7th Grade - Readiness Standard 1 - 6.NS.1

Learning Target: I will multiply and divide fractions   **Readiness** for solving 1-step algebraic equations

	Recommended Actions
Beginning *(15 min.)*	Review the readiness standard with the intervention group using the **Guided Review** ➢ Introduce the learning target and why it is important for future learning ➢ Read each question on the Guided Review and ask students to share what they remember from the previous school year.

Middle *(5 min.)*	➢ Ask students to reflect on their progress towards the learning target
	
	  ➢ What did I remember about the learning target?
	
	  ➢ What did I learn today about the learning target?
	
	  ➢ How confident do I feel about doing the learning target on my own?

End *(10 min.)*	➢ Assess each student's progress using **Quick Check – Form A** ➢ Guide students to self-correct their **Quick Check – Form A** ➢ Guide students to chart their progress by recording the date and Quick Check score in their **Growth Chart** ➢ Collect each student's Quick Check and Growth Chart

After	➢ Create sub-groups to differentiate the middle of sessions 2 through 8
	
	  o Group 1 – Include students who did not meet the learning goal
	
	  o Group 2 – Include students who met or exceeded the learning goal

Name_____ Date_____

Learning Target: I will multiply and divide fractions.

1.

Multiply:

$$\frac{2}{3} \times \frac{5}{6}$$

○ $\frac{7}{18}$ ○ $\frac{5}{9}$ ○ $\frac{7}{9}$ ○ $\frac{15}{12}$

2.

Divide:

$$\frac{3}{4} \div \frac{5}{7}$$

○ $\frac{15}{28}$ ○ $\frac{15}{11}$ ○ $\frac{21}{20}$ ○ $\frac{20}{21}$

3.

Divide:

$$\frac{7}{8} \div \frac{1}{2}$$

○ $\frac{7}{16}$ ○ $\frac{4}{5}$ ○ $\frac{4}{7}$ ○ $\frac{7}{4}$

7th Grade Winter Guided Review
Readiness Standard 1 - 6.NS.1

Name_____ Date_____

Learning Target: I will multiply and divide fractions.

1.

Multiply:

$$\frac{2}{5} \quad \times \quad \frac{3}{4}$$

○ $\frac{5}{9}$ ○ $\frac{3}{10}$ ○ $\frac{5}{20}$ ○ $\frac{8}{15}$

2.

Divide:

$$\frac{2}{3} \quad \div \quad \frac{4}{5}$$

○ $\frac{3}{4}$ ○ $\frac{8}{15}$ ○ $\frac{5}{6}$ ○ $\frac{6}{5}$

3.

Divide:

$$\frac{5}{6} \quad \div \quad \frac{1}{3}$$

○ $\frac{7}{16}$ ○ $\frac{4}{5}$ ○ $\frac{2}{5}$ ○ $\frac{5}{2}$

7th Grade Spring Guided Review

Readiness Standard 1 - 6.NS.1

Name_____ Date_____

Learning Target: I will multiply and divide fractions.

1.

Multiply:

$$\frac{3}{5} \times \frac{2}{9}$$

○ $\frac{5}{14}$ ○ $\frac{2}{15}$ ○ $\frac{5}{45}$ ○ $\frac{10}{27}$

2.

Divide:

$$\frac{3}{4} \div \frac{2}{3}$$

○ $\frac{1}{2}$ ○ $\frac{5}{7}$ ○ $\frac{9}{8}$ ○ $\frac{8}{9}$

3.

Divide:

$$\frac{4}{7} \div \frac{2}{5}$$

○ $\frac{7}{10}$ ○ $\frac{10}{7}$ ○ $\frac{8}{35}$ ○ $\frac{1}{2}$

Learning Target: I will multiply and divide fractions

Briefly discuss student responses

> ➢ What did I remember about multiplying and dividing fractions?

> ➢ What did I learn today about multiplying and dividing fractions?

> ➢ How confident do I feel about multiplying and dividing fractions on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form A

7th Grade - Readiness Standard 1 - 6.NS.1

Name_____ Date_____

Learning Target: I will multiply and divide fractions.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. $\dfrac{3}{4}$ x $\dfrac{5}{6}$ = _____	**2.** $\dfrac{1}{10}$ x $\dfrac{4}{9}$ = _____
3. $\dfrac{2}{5}$ x $\dfrac{1}{4}$ = _____	**4.** $\dfrac{2}{3}$ ÷ $\dfrac{4}{5}$ = _____
5. $\dfrac{3}{4}$ ÷ $\dfrac{6}{7}$ = _____	**6.** $\dfrac{5}{9}$ ÷ $\dfrac{1}{3}$ = _____

Growth Chart

Name_____ Date_____

Learning Target: I will multiply and divide fractions.

Goal: 5 out of 6 correct

Number Correct (y-axis: 1, 2, 3, 4, 5, 6)

Quick Check Form (x-axis: A, B, C, D, E, F, G, H)
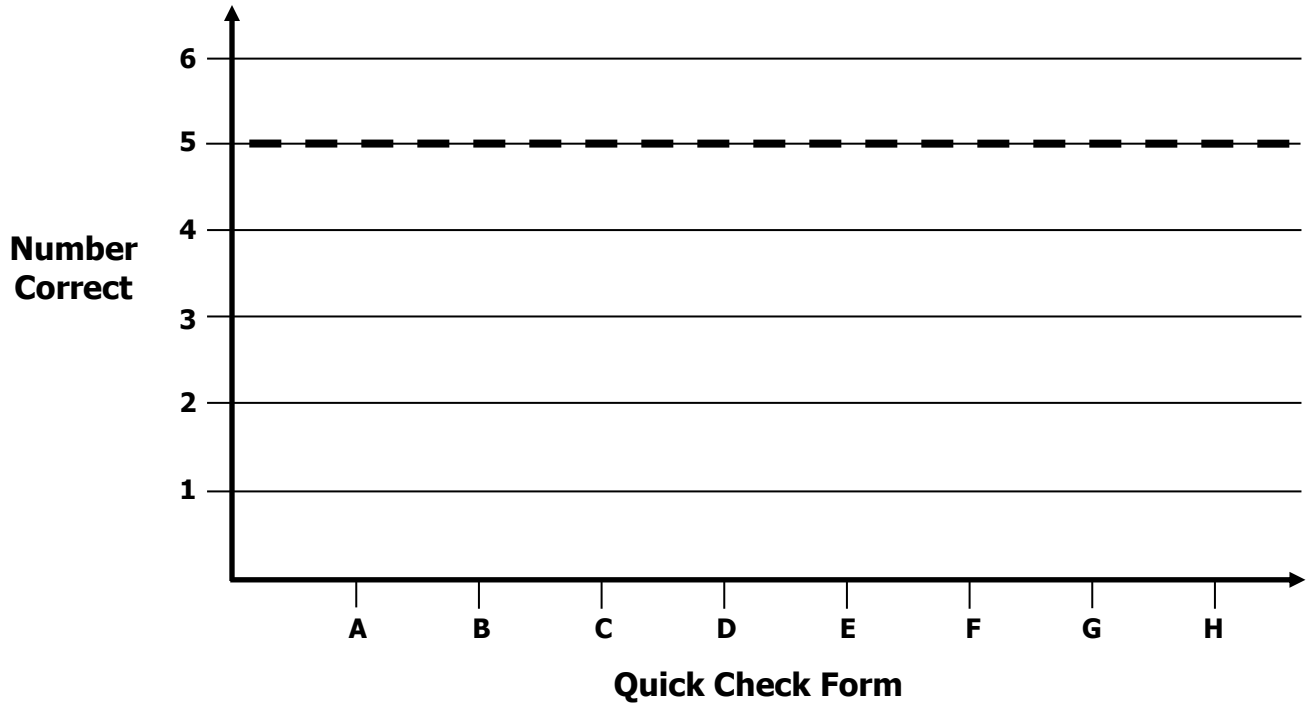
Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		

Learning Target: I will multiply and divide fractions

Readiness for solving 1-step algebraic equations

	Recommended Actions	
Beginning (5 min.)	➢ Review the learning target with the whole group and ask each student to set a goal for today's learning	
Middle (15 min.)	**Group 1:** *(Students who <u>did not</u> meet the learning goal on the previous Quick Check)* ➢ Model solving a word problem – "I do" ➢ Guided Practice – "We do together/ You do together" **Session 2:** Draw to see the differences between dividing and multiplying fractions. **Session 3:** Use drawings to understand using common denominators to divide fractions **Session 4:** Use common denominators and "multiply by the reciprocal" to divide fractions	**Group 2:** *(Students who met the learning goal)* ➢ Independent practice – "You do alone" **Activity:** *Multiplication/Division Match-up!* *(Look for additional activities in 6th grade core instruction resources.)*
End (10 min.)	➢ Bring the students back together. ➢ Ask students to reflect on their progress towards the learning target o What did I learn today about multiplying and dividing fractions? o How confident do I feel about multiplying and dividing fractions on my own? (Thumbs up, down, or sideways) ➢ Assess each student's progress using the next **Quick Check** form ➢ Guide students to self-correct their **Quick Check** ➢ Guide students to chart their progress in their **Growth Chart** o If not using Delta Math lessons, record the activity in the table ➢ Collect each student's **Quick Check** and **Growth Chart**	
After	➢ Regroup students to differentiate the middle of sessions 3 through 8 o Promote students who met the learning goal to group 2 o Exit students who met the learning goal for a third time ➢ Problem solve with a team to plan additional support for students who did not exit	

Learning Target: I will multiply and divide fractions   **Readiness** for solving 1-step algebraic equations

Last night, Andy's family ate three fourths of a square pizza for dinner. If each piece was equal to one-eighth of the whole pizza, how many servings of the pizza were eaten?

Session 2: Modeling (I Do – Visual Support)

Learning Target: I will multiply and divide fractions   **Readiness** for solving 1-step algebraic equations

Last night, Andy's family ate three fourths of a square pizza for dinner. If each piece was equal to one-eighth of the whole pizza, how many servings of the pizza were eaten?

1 Whole Pizza

Draw 3 fourths of the whole

$\frac{3}{4}$ of the whole

$$\frac{3}{4} \div \frac{1}{8} =$$

1 Whole Pizza

Separate the whole into eighths

$\frac{3}{4}$ of the whole

$$\frac{3}{4} \div \frac{1}{8} =$$

1 Whole Pizza

Find how many eighths are in 3 fourths

$\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$
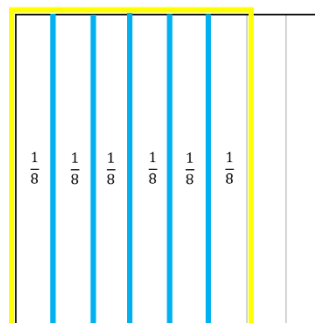
$\frac{3}{4}$ of the whole

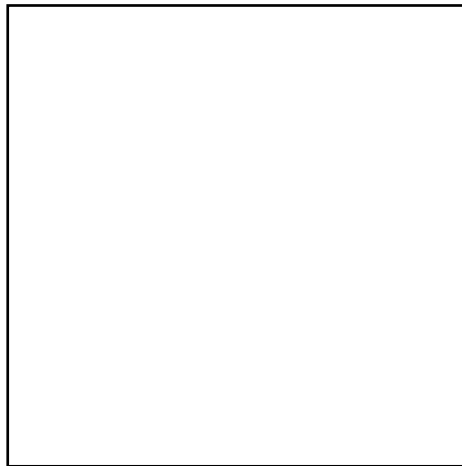$$\frac{3}{4} \div \frac{1}{8} = 6$$

Session 2: Modeling (I Do - Teacher Notes)

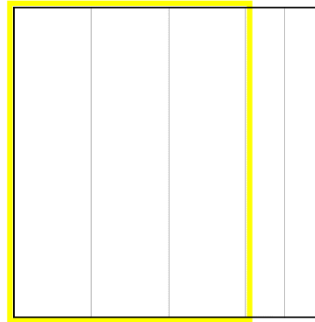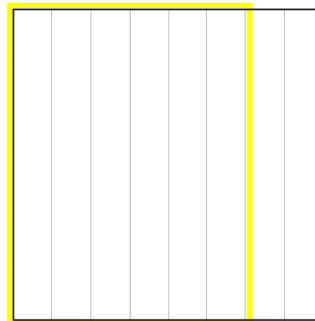7th Grade - Readiness Standard 1 - 6.NS.1

Learning Target: I will multiply and divide fractions   **Readiness** for solving 1-step algebraic equations

Last night, Andy's family ate three fourths of a square pizza for dinner. If each piece was equal to one-eighth of the whole pizza, how many servings of the pizza were eaten?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about. **This problem is about Andy's family eating a square pizza for dinner.**
Second, I need to determine what I need to find. **I need to find how many servings of pizza were eaten.**
Third, I need to determine what I know. **I know that Andy's family ate 3 fourths of the pizza and each serving size is equal to 1 eighth of the whole.**

Fourth, I need to figure out what I can try.

I am going to try drawing how much pizza they ate and each serving size on a square representing the whole pizza.
(Label the square and write the division problem.)

I will begin by highlighting 3 fourths of the pizza that was eaten.
(Use the guide for drawing fractions and draw lines separating the fourths
 Then, outline three of the fourths using a yellow highlighter and label them.)

Now I will separate the pizza into serving sizes equal to 1 eighth by slicing each fourth in half using vertical lines.
(Use the guide for drawing fractions and draw lines with a blue highlighter
 to slice the fourths into eighths.)

I see that 3 fourths is equal to 6 eighths which is equal to 6 servings.

(Point to each section and write $\frac{1}{8}$ inside each.)

It looks like 6 servings of pizza were eaten.

1 Whole Pizza

$\frac{3}{4}$ of the whole

$$\frac{3}{4} \div \frac{1}{8} = 6$$
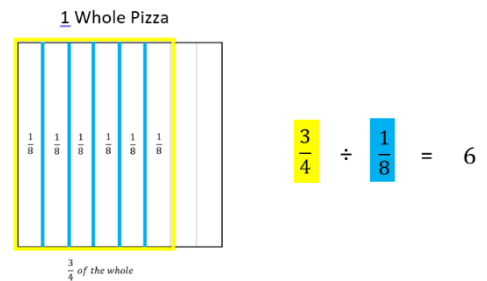
Last, I need to make sure that my answer makes sense.

I found that Andy's family ate 6 servings of pizza. It makes sense because I showed 3 fourths of the square pizza that they ate. Then, I drew eighths of the whole to see how many eighths were equal to 3 fourths.

Guides for Drawing Fractions

Directions: Copy on cardstock and cut out 1 square per student.

Note: The sides of each square provide a guide to draw thirds, fourths, sixths and eighths.
Rotate the square to use the side required for each problem.
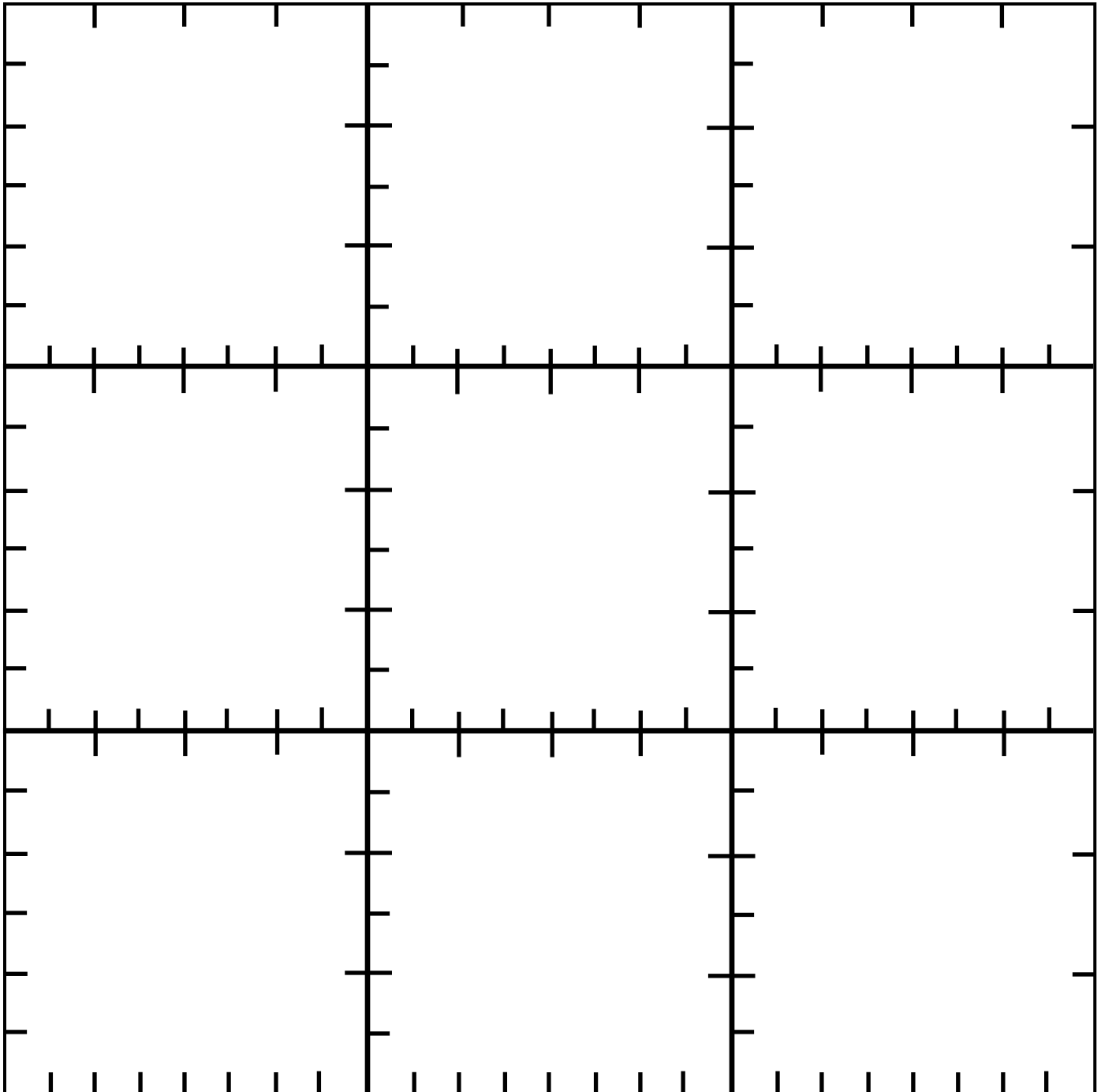
Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Session 2: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Restate each problem based on your conceptual understanding.
   Problem 1: How many groups of 1 fourth are in 1 half?
   Problem 2: 1 half of 1 fourth is equal to what part of the whole?

➢ Use the square guide to help you draw the fractions given in each problem.

1. $\dfrac{1}{2} \div \dfrac{1}{4} =$ _____
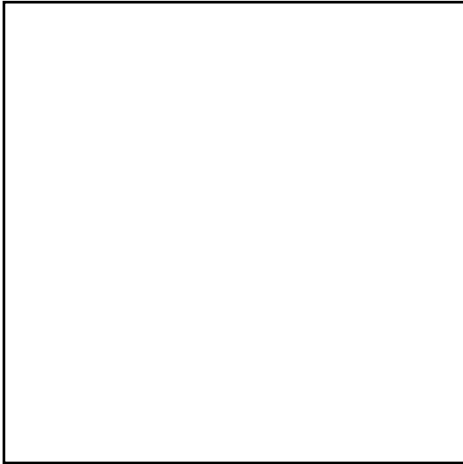
2. $\dfrac{1}{2} \times \dfrac{1}{4} =$ _____

3. $\dfrac{3}{4} \div \dfrac{2}{8} =$ _____

4. $\dfrac{3}{4} \times \dfrac{2}{8} =$ _____

Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Session 2: Guided Practice (We Do Continued)

You Do Together: (As a class, or in small groups)

- ➢ Take turns restating each problem.

- ➢ Use the square guide to help you draw the fractions given in each problem.

5. $\dfrac{1}{2} \div \dfrac{1}{6} =$ _____
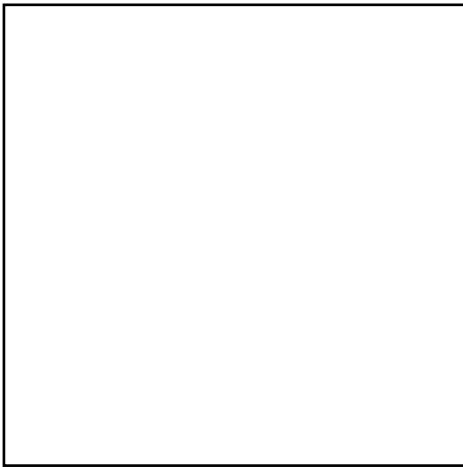
6. $\dfrac{1}{2} \times \dfrac{1}{6} =$ _____

7. $\dfrac{2}{3} \div \dfrac{2}{6} =$ _____

8. $\dfrac{2}{3} \times \dfrac{2}{6} =$ _____

Name _____ Date _____

Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Session 2: Guided Practice (We Do – Teacher Notes)
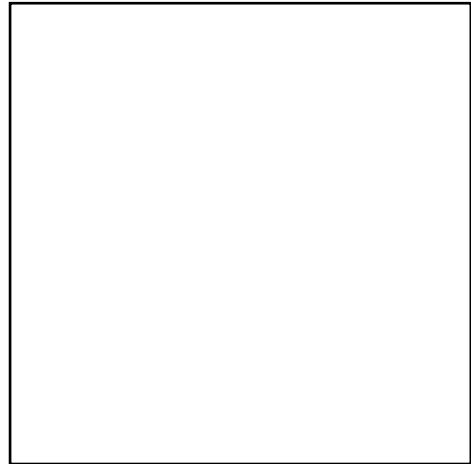
We Do Together: (Teacher Actions)

> ➤ Restate each problem based on your conceptual understanding.
>> *Problem 1: How many groups of 1 fourth are in 1 half?*
>> *Problem 2: 1 half of 1 fourth is equal to what part of the whole?*
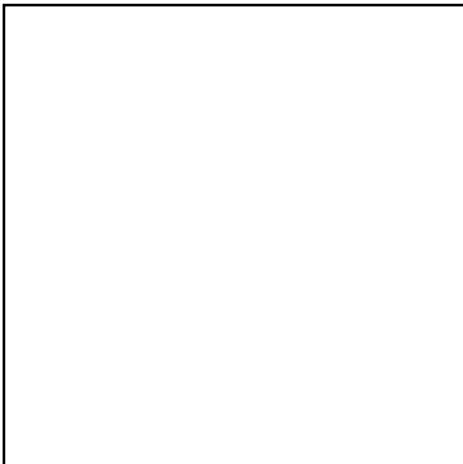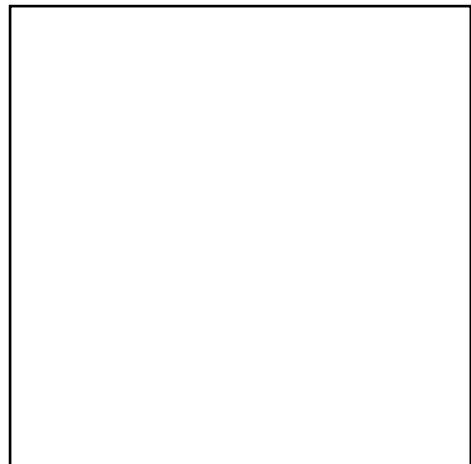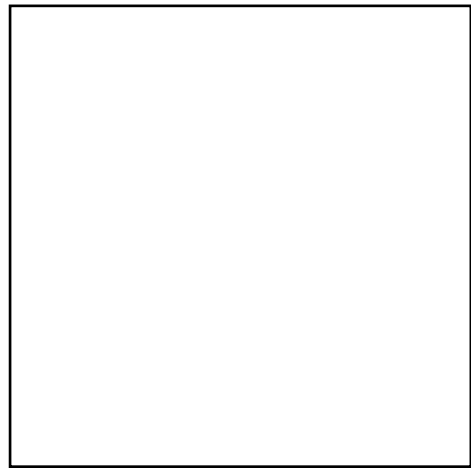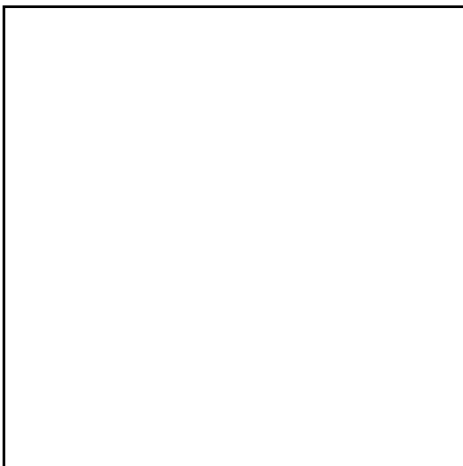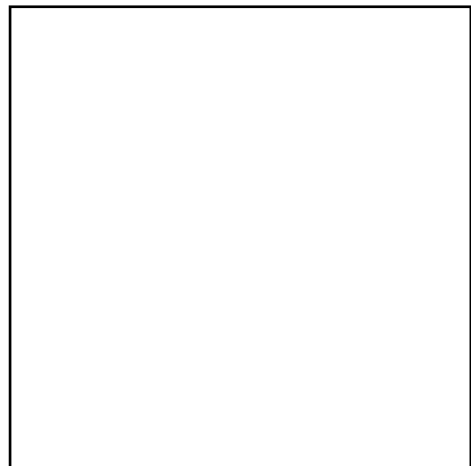> ➤ Use the square guide to help you draw the fractions given in each problem.

How many groups of 1 fourth are in 1 half?   *1 half of 1 fourth is 1 eighth of the whole*
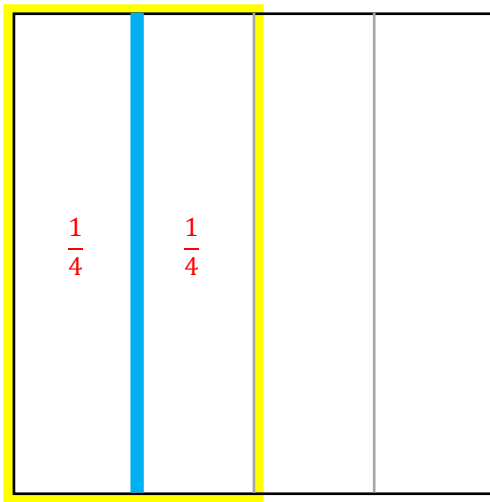
1. $\dfrac{1}{2} \div \dfrac{1}{4} =$ **2**

$\dfrac{1}{4}$ $\dfrac{1}{4}$

$\dfrac{1}{2}$ *of the whole*

2. $\dfrac{1}{2} \times \dfrac{1}{4} = \dfrac{1}{8}$
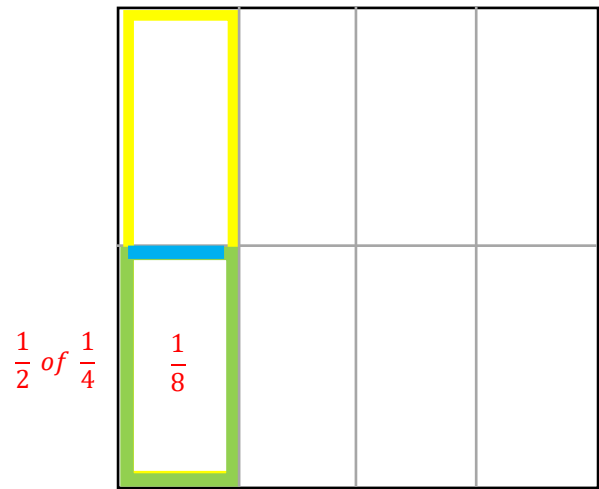
$\dfrac{1}{2}$ *of* $\dfrac{1}{4}$ $\dfrac{1}{8}$

$\dfrac{1}{4}$

How many groups of 2 eighths are in 3 fourths?   *3 fourths of 2 eighths is 3 sixteenths of the whole*
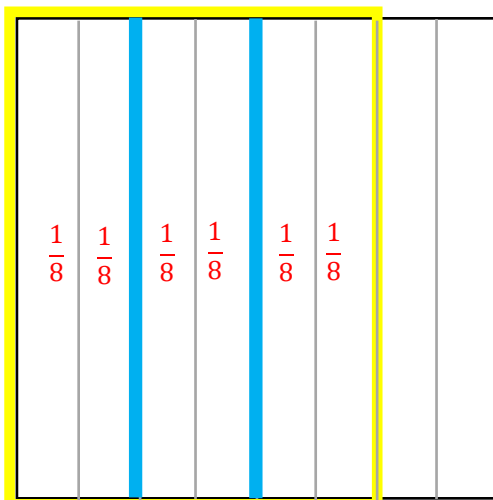
3. $\dfrac{3}{4} \div \dfrac{2}{8} =$ **3**

$\dfrac{1}{8}$ $\dfrac{1}{8}$ $\dfrac{1}{8}$ $\dfrac{1}{8}$ $\dfrac{1}{8}$ $\dfrac{1}{8}$

$\dfrac{3}{4}$ *of the whole*

4. $\dfrac{3}{4} \times \dfrac{2}{8} = \dfrac{6}{32} = \dfrac{3}{16}$ (2 x 3 / 2 x 16)
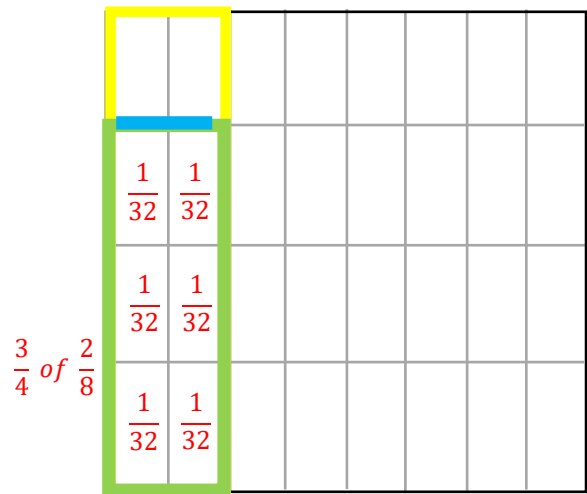
$\dfrac{3}{4}$ *of* $\dfrac{2}{8}$

$\dfrac{1}{32}$ $\dfrac{1}{32}$
$\dfrac{1}{32}$ $\dfrac{1}{32}$
$\dfrac{1}{32}$ $\dfrac{1}{32}$

$\dfrac{2}{8}$

Learning Target: I will multiply and divide fractions

Briefly discuss student responses

➢ What did I learn today about multiplying and dividing fractions?

➢ How confident do I feel about multiplying and dividing fractions

on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form B

7th Grade - Readiness Standard 1 - 6.NS.1

Name_____ Date_____

Learning Target: I will multiply and divide fractions.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. $\dfrac{4}{5}$ x $\dfrac{1}{6}$ = _____	**2.** $\dfrac{2}{5}$ x $\dfrac{7}{8}$ = _____
3. $\dfrac{3}{4}$ x $\dfrac{2}{6}$ = _____	**4.** $\dfrac{2}{5}$ ÷ $\dfrac{5}{6}$ = _____
5. $\dfrac{1}{4}$ ÷ $\dfrac{2}{5}$ = _____	**6.** $\dfrac{7}{8}$ ÷ $\dfrac{2}{9}$ = _____

Learning Target: I will multiply and divide fractions   **Readiness** for solving 1-step algebraic equations

Yesterday, Joe's family ate three-fourths of a square cake for dessert. If each serving size was equal to three-eighths of the whole cake, how many servings of the cake were eaten?

Learning Target: I will multiply and divide fractions   **Readiness** for solving 1-step algebraic equations

Yesterday, Joe's family ate three-fourths of a square cake for dessert. If each serving size was equal to three-eighths of the whole cake, how many servings of the cake were eaten?

$$\frac{6}{8} \div \frac{3}{8} = \text{2 groups}$$

$$\frac{3}{4} \div \frac{3}{8} = \underline{\quad 2 \quad}$$

| $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ |

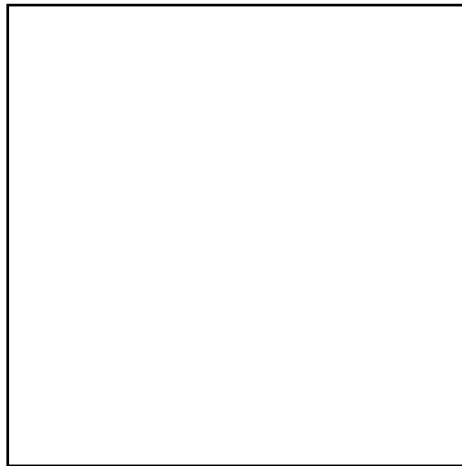$\frac{3}{4}$ *of the whole*

Session 3: Modeling (I Do - Teacher Notes)

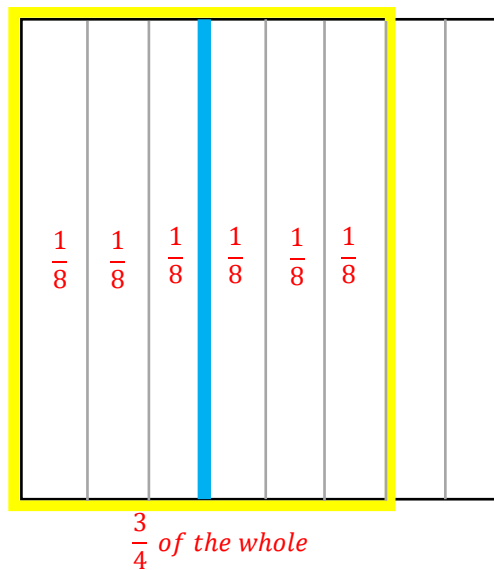7th Grade - Readiness Standard 1 - 6.NS.1

Learning Target: I will multiply and divide fractions   **Readiness** for solving 1-step algebraic equations

Yesterday, Joe's family ate three-fourths of a square cake for dessert. If each serving size was equal to three-eighths of the whole cake, how many servings of the cake were eaten?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Joe's family eating a square cake.

Second, I need to determine what I need to find.

I need to find how many servings of cake were eaten.

Third, I need to determine what I know.

I know that Joe's family ate 3 fourths of the cake and each serving size is equal to 3 eighths of the whole.

Fourth, I need to figure out what I can try.

I am going to try drawing how much cake they ate along with each serving size to see how many 3 eighths servings are in 3 fourths of the cake.
(Point to the square on the "Modeling" page and write the division problem above.)

I will begin by highlighting the 3 fourths of the cake that was eaten.
(Draw 3 vertical lines, outline 3 fourths using a yellow highlighter and label it "$\frac{3}{4}$ of the whole".)

Now I will separate the cake into serving sizes equal to 3 eighths by slicing each fourth into 2 equal parts.
(Draw 4 vertical lines to slice each fourth into eighths and label each section.)

I see that 3 fourths is equal to 6 eighths, so I can rewrite the division problem using 8 as a common denominator.
(Write $\frac{6}{8} \div \frac{3}{8}$ above the original problem.)
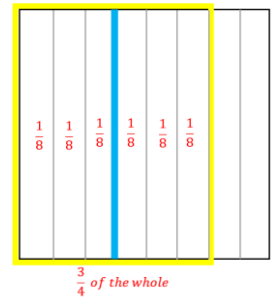
And, 6 eighths divided by 3 eighths is equal to 2 groups of 3 eighths.
(Use a blue highlighter to separate 2 groups of 3 eighths in the drawing and write the answer.)

$$\frac{6}{8} \div \frac{3}{8} = 2 \text{ groups}$$

$$\frac{3}{4} \div \frac{3}{8} = \underline{\quad 2 \quad}$$

$\frac{3}{4}$ of the whole

Last, I need to make sure that my answer makes sense.

I found that dividing numerators when the denominators are common will tell me how many groups make up the original fractional part. It makes sense because when fractions have common denominators, they have equivalent parts. And when you divide numbers with similar units, all you have to know is how many parts you have and how many parts make up one group…for example…6 eighths divided by 3 eighths is equal to 2 eighths in each group.

Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Rewrite and solve each problem using common denominators.

➢ Use an area model to verify each answer.

1. $\dfrac{1}{2} \div \dfrac{1}{6} = $ _____
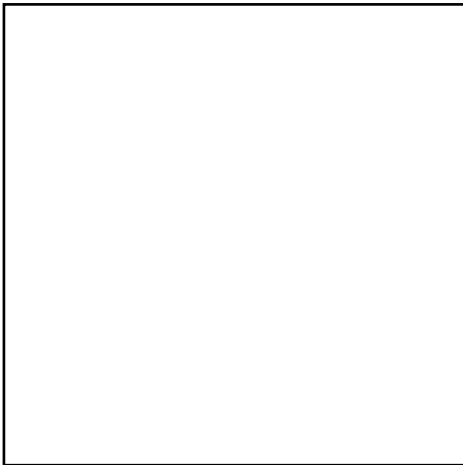
2. $\dfrac{1}{2} \div \dfrac{3}{8} = $ _____

3. $\dfrac{3}{4} \div \dfrac{3}{8} = $ _____
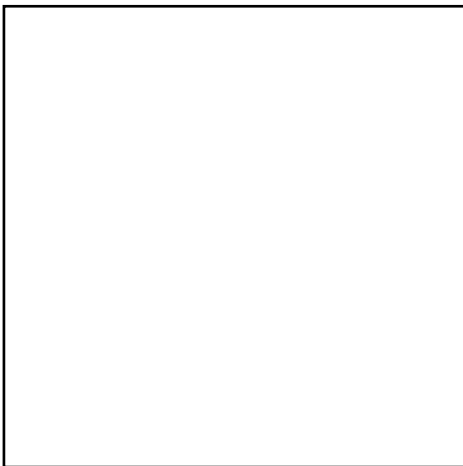
4. $\dfrac{2}{3} \div \dfrac{4}{9} = $ _____
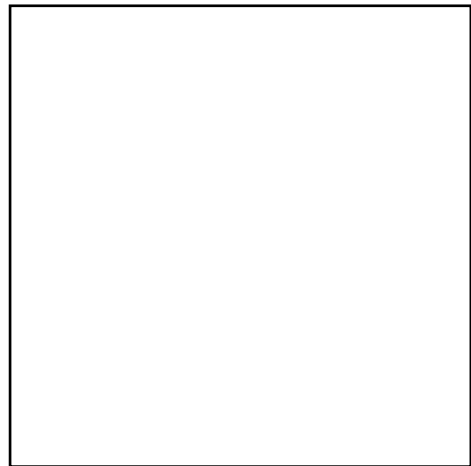
Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Session 3: Guided Practice (We Do Continued)

You Do Together: (As a class, or in small groups)

➢ Take turns leading using common denominators to divide.

➢ Use an area model to verify each answer.

5. $\dfrac{3}{4}$ ÷ $\dfrac{1}{8}$ = _____
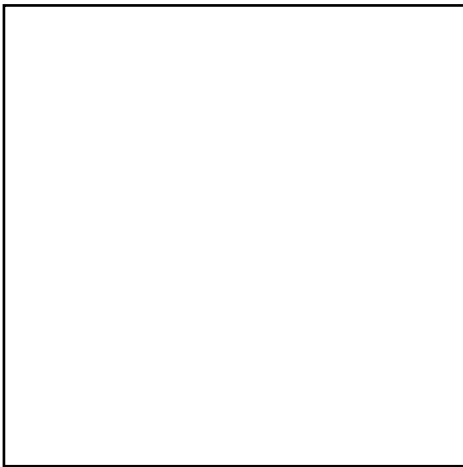
6. $\dfrac{1}{2}$ ÷ $\dfrac{1}{3}$ = _____
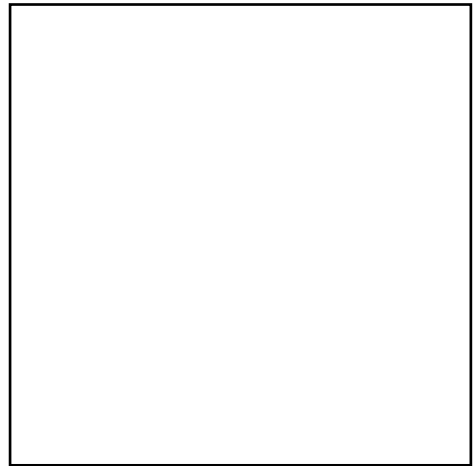
7. $\dfrac{3}{4}$ ÷ $\dfrac{5}{8}$ = _____
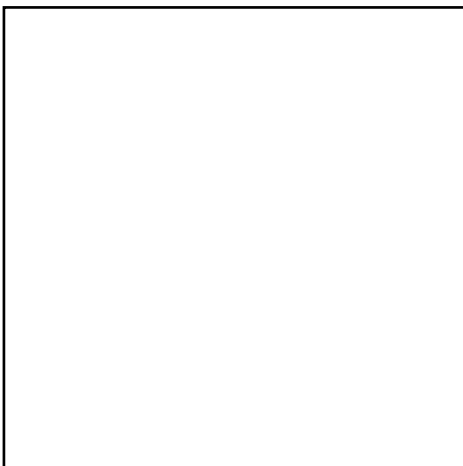
8. $\dfrac{2}{3}$ ÷ $\dfrac{2}{6}$ = _____
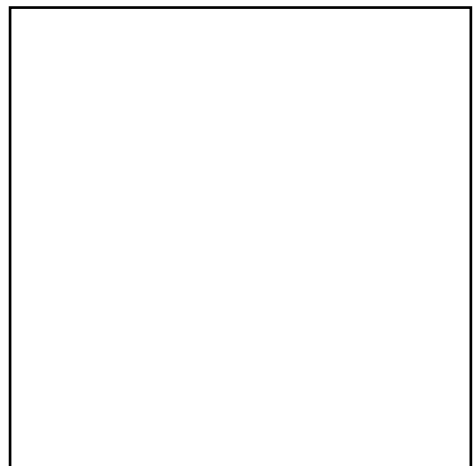
Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

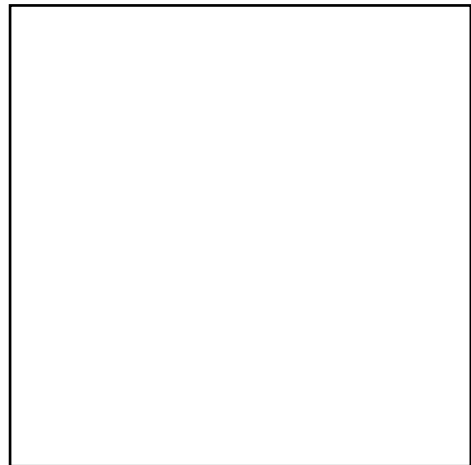# Session 3: Guided Practice (We Do – Teacher Notes)

We Do Together: (Teacher Actions)

➢ Rewrite and solve each problem using common denominators. Then, use an area model to verify each answer.

1.

$\frac{3}{6} \div \frac{1}{6} =$ 3 groups of 1 sixth

$\frac{1}{2} \div \frac{1}{6} =$ 3

$\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{6}$
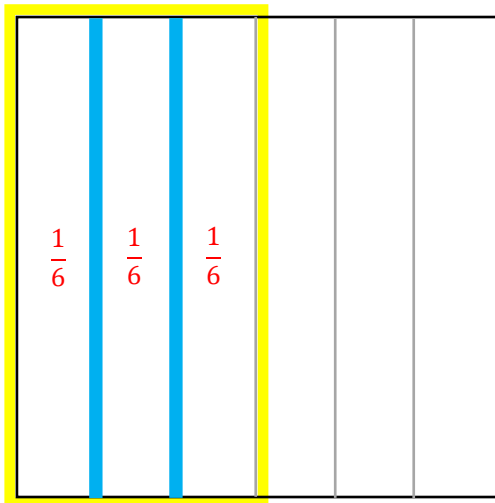
$\frac{1}{2}$ *of the whole*

2.

$\frac{4}{8} \div \frac{3}{8} =$ $1\frac{1}{3}$ groups of 3

$\frac{1}{2} \div \frac{3}{8} = 1\frac{1}{3}$

$\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$
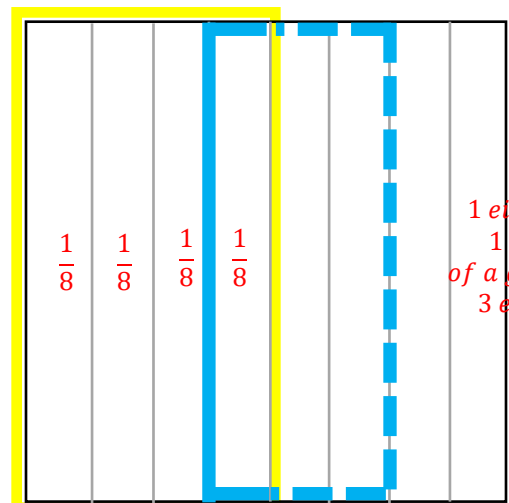
1 eighth is 1 third of a group of 3 eighths

$\frac{1}{2}$ *of the whole*

3.

$\frac{6}{8} \div \frac{3}{8} =$ 2 groups of 3 eighths

$\frac{3}{4} \div \frac{3}{8} =$ 2

$\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$
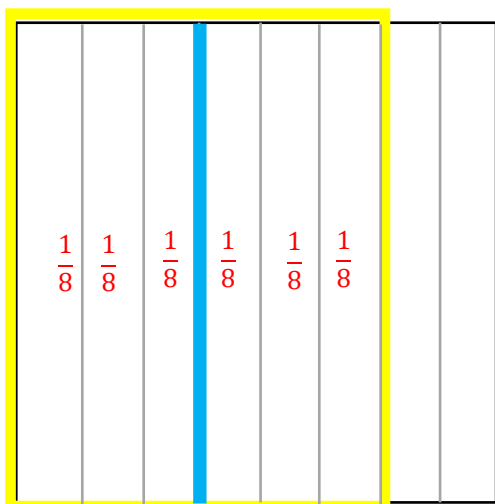
$\frac{3}{4}$ *of the whole*

4.

$\frac{6}{9} \div \frac{4}{9} =$ $1\frac{1}{2}$ groups of 4 ninths

$\frac{2}{3} \div \frac{4}{9} = 1\frac{1}{2}$
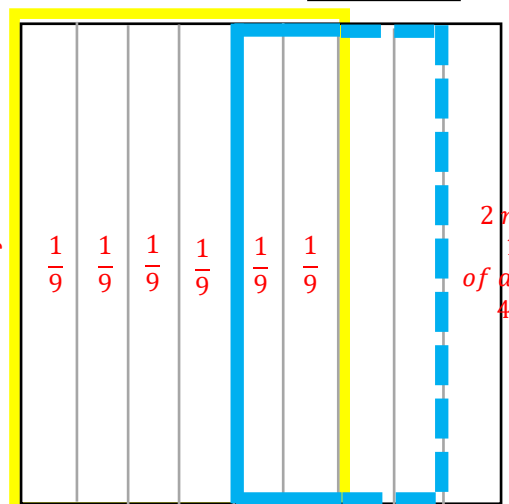
Note: To draw ninths using the drawing guide, draw thirds, then estimate thirds of each third.

$\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$

2 ninths is 1 half of a group of 4 ninths

$\frac{2}{3}$ *of the whole*

Learning Target: I will multiply and divide fractions

Briefly discuss student responses

➢ What did I learn today about multiplying and dividing fractions?

➢ How confident do I feel about multiplying and dividing fractions on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form C

7th Grade - Readiness Standard 1 - 6.NS.1

Name_____ Date_____

Learning Target: I will multiply and divide fractions.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. $\dfrac{1}{3} \times \dfrac{3}{5} =$ _____	**2.** $\dfrac{4}{5} \times \dfrac{3}{8} =$ _____
3. $\dfrac{2}{5} \times \dfrac{3}{4} =$ _____	**4.** $\dfrac{1}{4} \div \dfrac{5}{6} =$ _____
5. $\dfrac{3}{4} \div \dfrac{2}{3} =$ _____	**6.** $\dfrac{5}{6} \div \dfrac{2}{7} =$ _____

**Learning Target:** I will multiply and divide fractions   **Readiness** for solving 1-step algebraic equations

Levi showed his dad how to solve $\frac{3}{4} \div \frac{2}{8}$ using the common denominator method. His dad appreciated

how it worked and said, "When I was your age, we were taught a multiplication strategy to divide fractions!

My teachers taught us to rewrite fraction division problems as multiplication by the reciprocal. And, we would

have solved the problem as $\frac{3}{4}$ x $\frac{8}{2}$."

Verify that the answer to $\frac{3}{4}$ x $\frac{8}{2}$ is the same as Levi's answer to $\frac{3}{4} \div \frac{2}{8}$.

$$\frac{3^{\times 2}}{4_{\times 2}} \div \frac{2}{8} \;=\; \frac{6}{8} \div \frac{2}{8} \;=\; \frac{6 \div 2}{8 \div 8} \;=\; \frac{3}{1} \;=\; 3$$

Session 4: Modeling (I Do – Visual Support)

Learning Target: I will multiply and divide fractions   **Readiness** for solving 1-step algebraic equations

Levi showed his dad how to solve $\frac{3}{4} \div \frac{2}{8}$ using the common denominator method. His dad appreciated

how it worked and said, "When I was your age, we were taught a multiplication strategy to divide fractions!

My teachers taught us to rewrite fraction division problems as multiplication by the reciprocal. And, we would

have solved the problem as $\frac{3}{4}$ x $\frac{8}{2}$."

Verify that the answer to $\frac{3}{4}$ x $\frac{8}{2}$ is the same as Levi's answer to $\frac{3}{4} \div \frac{2}{8}$.

$$\frac{3}{4}\overset{x\,2}{\underset{x\,2}{}} \div \frac{2}{8} \;=\; \frac{6}{8} \div \frac{2}{8} \;=\; \frac{6 \div 2}{8 \div 8} \;=\; \frac{3}{1} \;=\; 3$$

$$\frac{3}{4} \;\text{x}\; \frac{8}{2} \;=\; \frac{3\text{ x }8}{4\text{ x }2} \;=\; \frac{24}{8} \;=\; \frac{3}{1} \;=\; 3$$

8 x 3

8 x 1

Learning Target: I will multiply and divide fractions   **Readiness** for solving 1-step algebraic equations

Levi showed his dad how to solve $\frac{3}{4} \div \frac{2}{8}$ using the common denominator method. His dad appreciated how it worked and said, "When I was your age, we were taught a multiplication strategy to divide fractions! My teachers taught us to rewrite fraction division problems as multiplication by the reciprocal. And, we would have solved the problem as $\frac{3}{4} \times \frac{8}{2}$."

Verify that the answer to $\frac{3}{4} \times \frac{8}{2}$ is the same as Levi's answer to $\frac{3}{4} \div \frac{2}{8}$.

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Levi's dad sharing how he was taught to divide by a fraction.

Second, I need to determine what I need to find.

I need to find if the answer to $\frac{3}{4} \times \frac{8}{2}$ is the same as Levi's answer to $\frac{3}{4} \div \frac{2}{8}$.

Third, I need to determine what I know.

I know that Levi found that 3 fourths divided by 2 eighths is equal to 3.

Fourth, I need to figure out what I can try.

I am going to try using Levi's dad's multiplication strategy to see if I get the same answer.

The reciprocal of $\frac{2}{8}$ is $\frac{8}{2}$, so I need to multiply $\frac{3}{4}$ by $\frac{8}{2}$.
(Write the new multiplication problem below the division problem.)

And, to find 3 fourths of 8 halves, I will multiply the denominators to find the size of the new fractional parts. Similarly, I will multiply the numerators to find how many fractional parts I have.

4 times 2 is equal to 8 (Write "4 x 2", "=" and "8" in the denominators.)

3 times 8 is equal to 24 (Write "3 x 8" and "24" in the numerators.)

Since 8 is a factor of 24, we can simplify the numerator and denominator by 3…8 times 3 is equal to 24
(Write 8 x 3 by the numerator)

And, 8 times 1 is equal to 8
(Write 8 x 1 by the denominator)

The factors of 8 cancel out each other leaving me with 3 in the numerator and 1 in the denominator, which is equal to 3.

(Write "= 3" as the answer.)

$$\frac{3}{4} \times \frac{8}{2} = \frac{3 \times 8}{4 \times 2} = \frac{24}{8} = \frac{3}{1} = 3$$

(8 x 3 labeled by numerator; 8 x 1 labeled by denominator)

Last, I need to make sure that my answer makes sense.

I found that Levi's dad's method gave the same answer as Levi's. I am not sure why it gave the same answer, but let's see if the "multiply by the reciprocal" method works for more than one problem.

Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Solve each problem using Levi's and his dad's methods.

	Divide Using Common Denominators	**Multiply by the Reciprocal**
1. $\dfrac{1}{2} \div \dfrac{1}{6}$		
2. $\dfrac{3}{8} \div \dfrac{1}{2}$		
3. $\dfrac{3}{4} \div \dfrac{3}{8}$		
4. $\dfrac{2}{3} \div \dfrac{4}{9}$		

Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Solve each problem using Levi's and his dad's methods.

	Divide Using Common Denominators	**Multiply by the Reciprocal**
5. $\frac{3}{4} \div \frac{1}{8}$		
6. $\frac{4}{9} \div \frac{2}{3}$		
7. $\frac{3}{4} \div \frac{5}{8}$		
8. $\frac{2}{3} \div \frac{2}{6}$		

Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Session 4: **Guided Practice** (We Do – Teacher Notes)

We Do Together: (Teacher Actions)

➢ Solve each problem using Levi's and his dad's methods.

	Divide Using Common Denominators	**Multiply by the Reciprocal**
1. $\dfrac{1}{2} \div \dfrac{1}{6}$	$\overset{\text{x 3}}{\dfrac{1}{2}} \div \underset{\text{x 3}}{\dfrac{1}{6}} = \dfrac{3}{6} \div \dfrac{1}{6} = \dfrac{3 \div 1}{6 \div 6} = \dfrac{3}{1} = 3$	$\dfrac{1}{2} \times \dfrac{6}{1} = \dfrac{1 \times 6}{2 \times 1} = \dfrac{6}{2} \overset{\text{2 x 3}}{\underset{\text{2 x 1}}{=}} \dfrac{3}{1} = 3$
2. $\dfrac{3}{8} \div \dfrac{1}{2}$	$\dfrac{3}{8} \div \overset{\text{x 4}}{\underset{\text{x 4}}{\dfrac{1}{2}}} = \dfrac{3}{8} \div \dfrac{4}{8} = \dfrac{3 \div 4}{8 \div 8} = \dfrac{\frac{3}{4}}{1} = \dfrac{3}{4}$	$\dfrac{3}{8} \times \dfrac{2}{1} = \dfrac{3 \times 2}{8 \times 1} = \dfrac{6}{8} \overset{\text{2 x 3}}{\underset{\text{2 x 4}}{=}} \dfrac{3}{4}$
3. $\dfrac{3}{4} \div \dfrac{3}{8}$	$\overset{\text{x 2}}{\dfrac{3}{4}} \div \underset{\text{x 2}}{\dfrac{3}{8}} = \dfrac{6}{8} \div \dfrac{3}{8} = \dfrac{6 \div 3}{8 \div 8} = \dfrac{2}{1} = 2$	$\dfrac{3}{4} \times \dfrac{8}{3} = \dfrac{3 \times 8}{4 \times 3} = \dfrac{24}{12} \overset{\text{12 x 2}}{\underset{\text{12 x 1}}{=}} \dfrac{2}{1} = 2$
4. $\dfrac{2}{3} \div \dfrac{4}{9}$	$\overset{\text{x 3}}{\dfrac{2}{3}} \div \underset{\text{x 3}}{\dfrac{4}{9}} = \dfrac{6}{9} \div \dfrac{4}{9} = \dfrac{6 \div 4}{9 \div 9} = \dfrac{\frac{6}{4}}{1} =$ $\dfrac{6}{4} = 1\dfrac{2}{4} = 1\dfrac{1}{2}$	$\dfrac{2}{3} \times \dfrac{9}{4} = \dfrac{2 \times 9}{3 \times 4} = \dfrac{18}{12} \overset{\text{6 x 3}}{\underset{\text{6 x 2}}{=}} \dfrac{3}{2} = 1\dfrac{1}{2}$

Session 4: Self-Reflection

Learning Target: I will multiply and divide fractions

Briefly discuss student responses

➢ What did I learn today about multiplying and dividing fractions?

➢ How confident do I feel about multiplying and dividing fractions

on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form D

7th Grade - Readiness Standard 1 - 6.NS.1

Name_____ Date_____

Learning Target: I will multiply and divide fractions.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. $\dfrac{2}{3} \times \dfrac{4}{5} =$ _____	**2.** $\dfrac{7}{10} \times \dfrac{2}{5} =$ _____
3. $\dfrac{2}{8} \times \dfrac{2}{4} =$ _____	**4.** $\dfrac{2}{3} \div \dfrac{3}{4} =$ _____
5. $\dfrac{5}{6} \div \dfrac{2}{5} =$ _____	**6.** $\dfrac{9}{10} \div \dfrac{1}{3} =$ _____

Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢   Rewrite and solve each problem using common denominators.

➢   Use an area model to verify each answer.

1. $\dfrac{1}{2}$ ÷ $\dfrac{1}{8}$ = _____

2. $\dfrac{1}{2}$ ÷ $\dfrac{3}{4}$ = _____
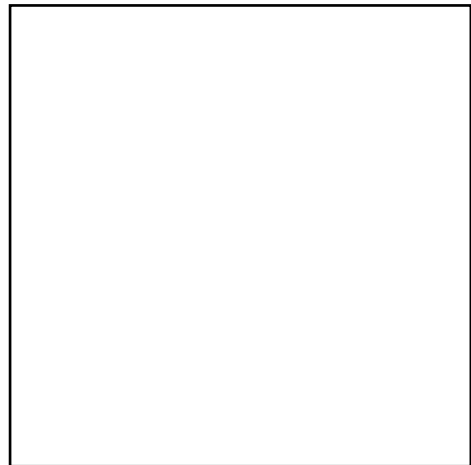
3. $\dfrac{3}{4}$ ÷ $\dfrac{5}{8}$ = _____

4. $\dfrac{2}{3}$ ÷ $\dfrac{2}{9}$ = _____
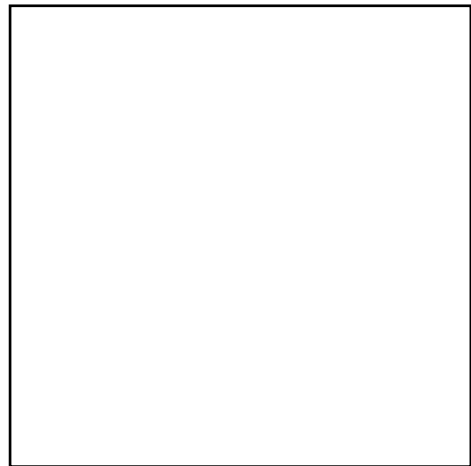
Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Session 5: Guided Practice (We Do Continued)

You Do Together: (As a class, or in small groups)

  ➢ Take turns leading using common denominators to divide.

  ➢ Use an area model to verify each answer.

5. $\dfrac{3}{4} \div \dfrac{3}{8} =$ _____

6. $\dfrac{1}{2} \div \dfrac{2}{3} =$ _____

7. $\dfrac{7}{8} \div \dfrac{1}{4} =$ _____

8. $\dfrac{5}{6} \div \dfrac{2}{3} =$ _____

Learning Target: I will multiply and divide fractions

Briefly discuss student responses

➢ What did I learn today about multiplying and dividing fractions?

➢ How confident do I feel about multiplying and dividing fractions

on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form E

DELTA MATH
- RtI PROGRAM

Name_____ Date_____

Learning Target: I will multiply and divide fractions.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. $\dfrac{3}{4} \times \dfrac{5}{6} =$ _____	**2.** $\dfrac{1}{10} \times \dfrac{4}{9} =$ _____
3. $\dfrac{2}{5} \times \dfrac{1}{4} =$ _____	**4.** $\dfrac{2}{3} \div \dfrac{4}{5} =$ _____
5. $\dfrac{3}{4} \div \dfrac{6}{7} =$ _____	**6.** $\dfrac{5}{9} \div \dfrac{1}{3} =$ _____

Name _____   Date _____

Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➤ Rewrite and solve each problem using common denominators.

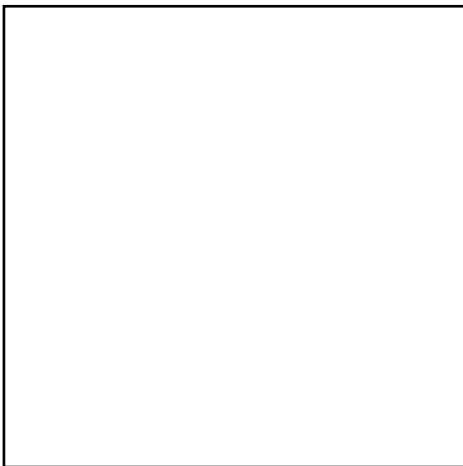➤ Use an area model to verify each answer.

1. $\dfrac{1}{4} \div \dfrac{1}{8} =$ _____

2. $\dfrac{1}{2} \div \dfrac{5}{8} =$ _____

3. $\dfrac{5}{6} \div \dfrac{1}{3} =$ _____

4. $\dfrac{2}{3} \div \dfrac{2}{9} =$ _____

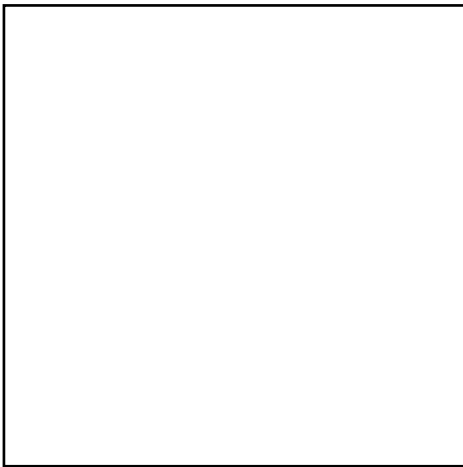**Learning Target:** I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

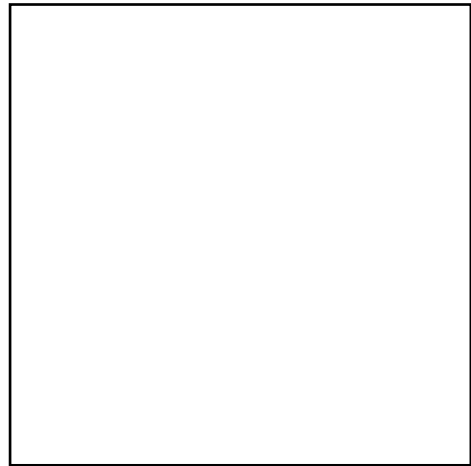# Session 6: Guided Practice (We Do Continued)

You Do Together: (As a class, or in small groups)

➢ Take turns leading using common denominators to divide.

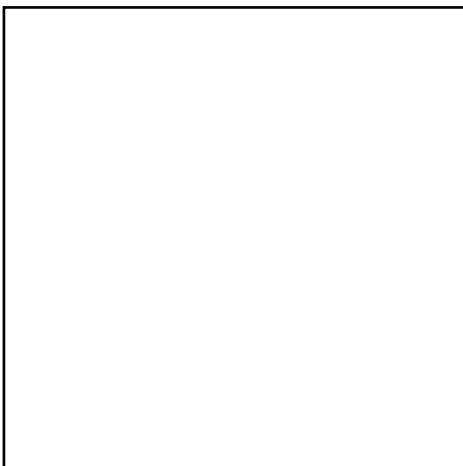➢ Use an area model to verify each answer.
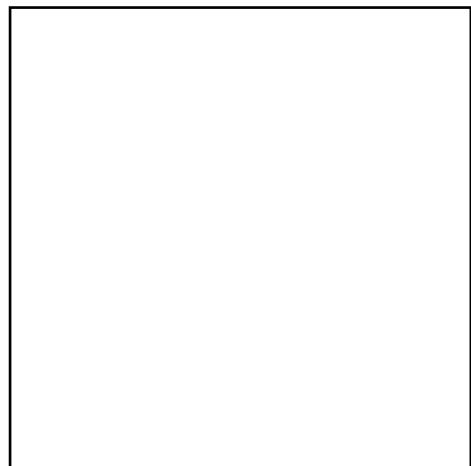
5. $\dfrac{3}{4} \div \dfrac{1}{2} =$ _____
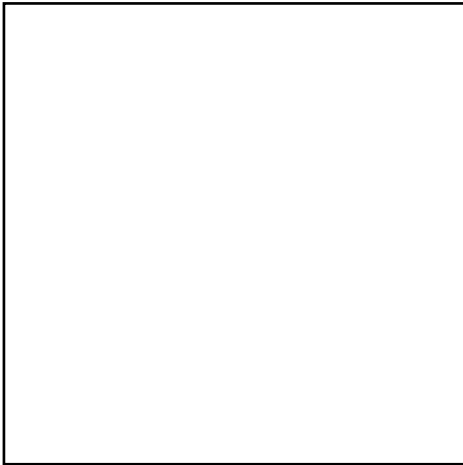
6. $\dfrac{2}{3} \div \dfrac{1}{2} =$ _____
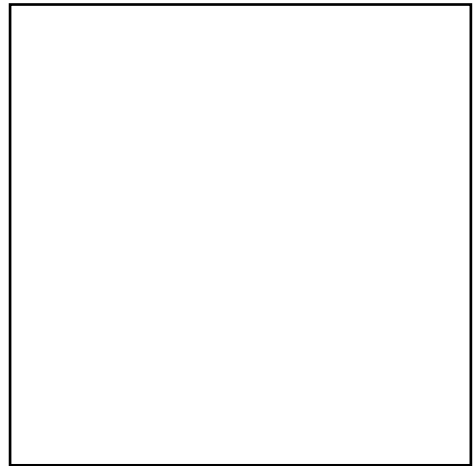
7. $\dfrac{8}{9} \div \dfrac{2}{3} =$ _____
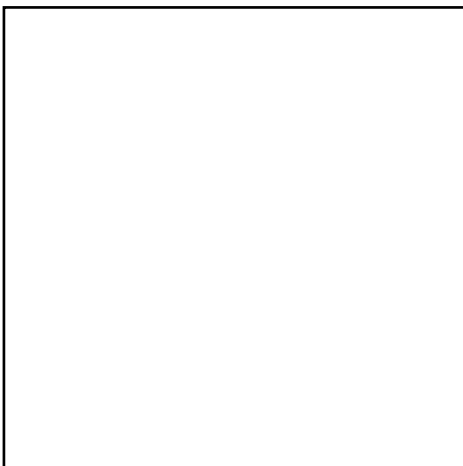
8. $\dfrac{7}{8} \div \dfrac{1}{4} =$ _____
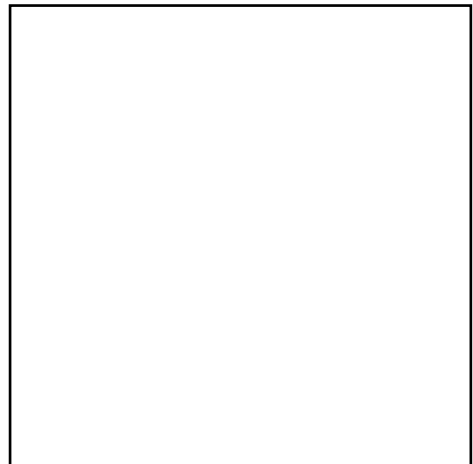
Session 6: Self-Reflection

7th Grade - Readiness Standard 1 - 6.NS.1

Learning Target: I will multiply and divide fractions

Briefly discuss student responses

> What did I learn today about multiplying and dividing fractions?

> How confident do I feel about multiplying and dividing fractions on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form F

7th Grade - Readiness Standard 1 - 6.NS.1

Name_____ Date_____

Learning Target: I will multiply and divide fractions.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. $\dfrac{4}{5}$ x $\dfrac{1}{6}$ = _____	**2.** $\dfrac{2}{5}$ x $\dfrac{7}{8}$ = _____
3. $\dfrac{3}{4}$ x $\dfrac{2}{6}$ = _____	**4.** $\dfrac{2}{5}$ ÷ $\dfrac{5}{6}$ = _____
5. $\dfrac{1}{4}$ ÷ $\dfrac{2}{5}$ = _____	**6.** $\dfrac{7}{8}$ ÷ $\dfrac{2}{9}$ = _____

Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

> Solve each problem using Levi's and his dad's methods.

	Divide Using Common Denominators	**Multiply by the Reciprocal**
1. $\frac{1}{2} \div \frac{1}{8}$		
2. $\frac{7}{10} \div \frac{1}{2}$		
3. $\frac{1}{4} \div \frac{3}{12}$		
4. $\frac{2}{3} \div \frac{2}{15}$		

Name _____ Date _____

Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Solve each problem using Levi's and his dad's methods.

	Divide Using Common Denominators	**Multiply by the Reciprocal**
5. $\dfrac{2}{3} \div \dfrac{1}{12}$		
6. $\dfrac{7}{9} \div \dfrac{1}{3}$		
7. $\dfrac{3}{4} \div \dfrac{1}{8}$		
8. $\dfrac{2}{5} \div \dfrac{3}{10}$		

Learning Target: I will multiply and divide fractions

Briefly discuss student responses

➤ What did I learn today about multiplying and dividing fractions?

➤ How confident do I feel about multiplying and dividing fractions on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form G

7th Grade - Readiness Standard 1 - 6.NS.1

Name_____ Date_____

Learning Target: I will multiply and divide fractions.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. $\dfrac{1}{3}$ x $\dfrac{3}{5}$ = _____	**2.** $\dfrac{4}{5}$ x $\dfrac{3}{8}$ = _____
3. $\dfrac{2}{5}$ x $\dfrac{3}{4}$ = _____	**4.** $\dfrac{1}{4} \div \dfrac{5}{6}$ = _____
5. $\dfrac{3}{4} \div \dfrac{2}{3}$ = _____	**6.** $\dfrac{5}{6} \div \dfrac{2}{7}$ = _____

Name _____ Date _____

Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Solve each problem using Levi's and his dad's methods.

	Divide Using Common Denominators	**Multiply by the Reciprocal**
1. $\frac{1}{3} \div \frac{1}{6}$		
2. $\frac{3}{10} \div \frac{1}{2}$		
3. $\frac{3}{4} \div \frac{5}{8}$		
4. $\frac{2}{3} \div \frac{4}{12}$		

Name _____ Date _____

Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Solve each problem using Levi's and his dad's methods.

	Divide Using Common Denominators	**Multiply by the Reciprocal**
5. $\dfrac{3}{4} \div \dfrac{4}{8}$		
6. $\dfrac{7}{9} \div \dfrac{2}{3}$		
7. $\dfrac{3}{4} \div \dfrac{7}{8}$		
8. $\dfrac{4}{5} \div \dfrac{2}{15}$		

Session 8: Self-Reflection
7th Grade - Readiness Standard 1 - 6.NS.1

Learning Target: I will multiply and divide fractions

Briefly discuss student responses

➢ What did I learn today about multiplying and dividing fractions?

➢ How confident do I feel about multiplying and dividing fractions on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form H

Name_____ Date_____

Learning Target: I will multiply and divide fractions.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. $$\frac{2}{3} \times \frac{4}{5} = \underline{\hspace{1cm}}$$	**2.** $$\frac{7}{10} \times \frac{2}{5} = \underline{\hspace{1cm}}$$
3. $$\frac{2}{8} \times \frac{2}{4} = \underline{\hspace{1cm}}$$	**4.** $$\frac{2}{3} \div \frac{3}{4} = \underline{\hspace{1cm}}$$
5. $$\frac{5}{6} \div \frac{2}{5} = \underline{\hspace{1cm}}$$	**6.** $$\frac{9}{10} \div \frac{1}{3} = \underline{\hspace{1cm}}$$

Independent Practice (You Do)

Learning Target: I will multiply and divide fractions   **Readiness** for solving 1-step algebraic equations

Title of Game: Play "**Multiplication and Division Match-up**!"

Number of Players: 2

Objective: To match your answer cards to unknown problem cards.

Materials:

➢ 1 set of **Problem** and **Answer** cards per group

➢ 1 recording sheet per player

Set-up:

➢ Deal all 10 **Problem** cards face down in a row.

➢ Deal 5 **Answer** cards face up to each player.

Directions:

➢ **Player 1** goes first
- o Take a card from the row of face down **Problem** cards and turn it face up
- o Write the problem on the recording sheet
- o And, find the answer in simplest form

➢ If **Player 1** has the **Answer** card, place it face up on top of the **Problem** card, take both cards and say:

"The answer to ____ is equal to ____."

➢ If **Player 1** does not have the answer to the **Problem** card, turn the **Problem** card back over.

➢ **Players 1 and 2** alternate turns. The **winner** is the first player to match all 5 of their cards.

Learning Target: I will multiply and divide fractions   7th Grade - Readiness Standard 1 - 6.NS.1

Independent Practice: Multiplication/Division Match-up!
(Recording Sheet)

Problem Cards (Set A)

7th Grade - Readiness Standard 1 - 6.NS.1

Storage Suggestions: Copy the **Problem (Set A)** cards and **Answer (Set A)** cards in two different colors.

Store 1 set of each in a sealable bag for each pair of students.

Set A₁

$\dfrac{1}{2}$ x $\dfrac{1}{6}$ Set A	$\dfrac{1}{2}$ ÷ $\dfrac{2}{3}$ Set A	$\dfrac{2}{3}$ x $\dfrac{3}{6}$ Set A	$\dfrac{1}{3}$ ÷ $\dfrac{5}{6}$ Set A
$\dfrac{2}{3}$ x $\dfrac{1}{6}$ Set A	$\dfrac{1}{4}$ ÷ $\dfrac{2}{5}$ Set A	$\dfrac{3}{4}$ x $\dfrac{4}{5}$ Set A	$\dfrac{3}{4}$ ÷ $\dfrac{5}{6}$ Set A
$\dfrac{2}{5}$ x $\dfrac{3}{8}$ Set A	$\dfrac{2}{5}$ ÷ $\dfrac{1}{8}$ Set A		

Set A₂

$\dfrac{1}{2}$ x $\dfrac{1}{6}$ Set A	$\dfrac{1}{2}$ ÷ $\dfrac{2}{3}$ Set A	$\dfrac{2}{3}$ x $\dfrac{3}{6}$ Set A	$\dfrac{1}{3}$ ÷ $\dfrac{5}{6}$ Set A
$\dfrac{2}{3}$ x $\dfrac{1}{6}$ Set A	$\dfrac{1}{4}$ ÷ $\dfrac{2}{5}$ Set A	$\dfrac{3}{4}$ x $\dfrac{4}{5}$ Set A	$\dfrac{3}{4}$ ÷ $\dfrac{5}{6}$ Set A
$\dfrac{2}{5}$ x $\dfrac{3}{8}$ Set A	$\dfrac{2}{5}$ ÷ $\dfrac{1}{8}$ Set A		

Storage Suggestions: Copy the **Problem (Set A)** cards and **Answer (Set A)** cards in two different colors.

Store 1 set of each in a sealable bag for each pair of students.

Set A₁

$\dfrac{1}{12}$ Set A	$\dfrac{3}{4}$ Set A	$\dfrac{1}{3}$ Set A	$\dfrac{2}{5}$ Set A
$\dfrac{1}{9}$ Set A	$\dfrac{5}{8}$ Set A	$\dfrac{3}{5}$ Set A	$\dfrac{9}{10}$ Set A
$\dfrac{3}{20}$ Set A	$3\,\dfrac{1}{5}$ Set A		

Set A₂

$\dfrac{1}{12}$ Set A	$\dfrac{3}{4}$ Set A	$\dfrac{1}{3}$ Set A	$\dfrac{2}{5}$ Set A
$\dfrac{1}{9}$ Set A	$\dfrac{5}{8}$ Set A	$\dfrac{3}{5}$ Set A	$\dfrac{9}{10}$ Set A
$\dfrac{3}{20}$ Set A	$3\,\dfrac{1}{5}$ Set A		

Problem Cards (Set B)

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Storage Suggestions: Copy the **Problem (Set B)** cards and **Answer (Set B)** cards in two different colors.

Store 1 set of each in a sealable bag for each pair of students.

Set B₁	$\dfrac{1}{2}$ x $\dfrac{5}{6}$ Set B	$\dfrac{2}{3}$ ÷ $\dfrac{5}{6}$ Set B	$\dfrac{1}{3}$ x $\dfrac{9}{10}$ Set B	$\dfrac{1}{4}$ ÷ $\dfrac{4}{5}$ Set B

Set B₁

$\dfrac{1}{2}$ x $\dfrac{5}{6}$ Set B

$\dfrac{2}{3}$ ÷ $\dfrac{5}{6}$ Set B

$\dfrac{1}{3}$ x $\dfrac{9}{10}$ Set B

$\dfrac{1}{4}$ ÷ $\dfrac{4}{5}$ Set B

$\dfrac{3}{4}$ x $\dfrac{4}{5}$ Set B

$\dfrac{2}{3}$ ÷ $\dfrac{8}{9}$ Set B

$\dfrac{3}{5}$ x $\dfrac{5}{8}$ Set B

$\dfrac{5}{6}$ ÷ $\dfrac{5}{9}$ Set B

$\dfrac{5}{9}$ x $\dfrac{3}{10}$ Set B

$\dfrac{2}{9}$ ÷ $\dfrac{3}{4}$ Set B

Set B₂

$\dfrac{1}{2}$ x $\dfrac{5}{6}$ Set B

$\dfrac{2}{3}$ ÷ $\dfrac{5}{6}$ Set B

$\dfrac{1}{3}$ x $\dfrac{9}{10}$ Set B

$\dfrac{1}{4}$ ÷ $\dfrac{4}{5}$ Set C

$\dfrac{3}{4}$ x $\dfrac{4}{5}$ Set B

$\dfrac{2}{3}$ ÷ $\dfrac{8}{9}$ Set B

$\dfrac{3}{5}$ x $\dfrac{5}{8}$ Set B

$\dfrac{5}{6}$ ÷ $\dfrac{5}{9}$ Set B

$\dfrac{5}{9}$ x $\dfrac{3}{10}$ Set B

$\dfrac{2}{9}$ ÷ $\dfrac{3}{4}$ Set B

Storage Suggestions: Copy the **Problem (Set B)** cards and **Answer (Set B)** cards in two different colors.
Store 1 set of each in a sealable bag for each pair of students.

Set B₁

$\dfrac{5}{12}$ Set B	$\dfrac{4}{5}$ Set B	$\dfrac{3}{10}$ Set B	$\dfrac{5}{16}$ Set B
$\dfrac{3}{5}$ Set B	$\dfrac{3}{4}$ Set B	$\dfrac{3}{8}$ Set B	$1\dfrac{1}{2}$ Set B
$\dfrac{1}{6}$ Set B	$\dfrac{8}{27}$ Set B		

Set B₂

$\dfrac{5}{12}$ Set B	$\dfrac{4}{5}$ Set B	$\dfrac{3}{10}$ Set B	$\dfrac{5}{16}$ Set B
$\dfrac{3}{5}$ Set B	$\dfrac{3}{4}$ Set B	$\dfrac{3}{8}$ Set B	$1\dfrac{1}{2}$ Set B
$\dfrac{1}{6}$ Set B	$\dfrac{8}{27}$ Set B		

Questions for Solving Word Problems

Q₁	
	What is the problem about?
Q₂	
	What do I need to find?
Q₃	
	What do I know?
Q₄	
	What can I try?
Q₅	
	Does my answer make sense?

Steps for Solving Word Problems

Q₁. What is the problem about?

Q₂. What do I need to find?

Q₃. What do I know?

Q₄. What can I try?

Q₅. Does my answer make sense?