

*Grade 5 Work Station*  
*Dividing Whole Numbers*  
*and Unit Fractions*

#ThankATeacher  
#TeacherDay  
#TeacherAppreciationWeek



# Dividing Whole Numbers and Unit Fractions

TEKS 5(3)(L)  
Reporting Category 2  
Computations and Algebraic Relationships

## Materials

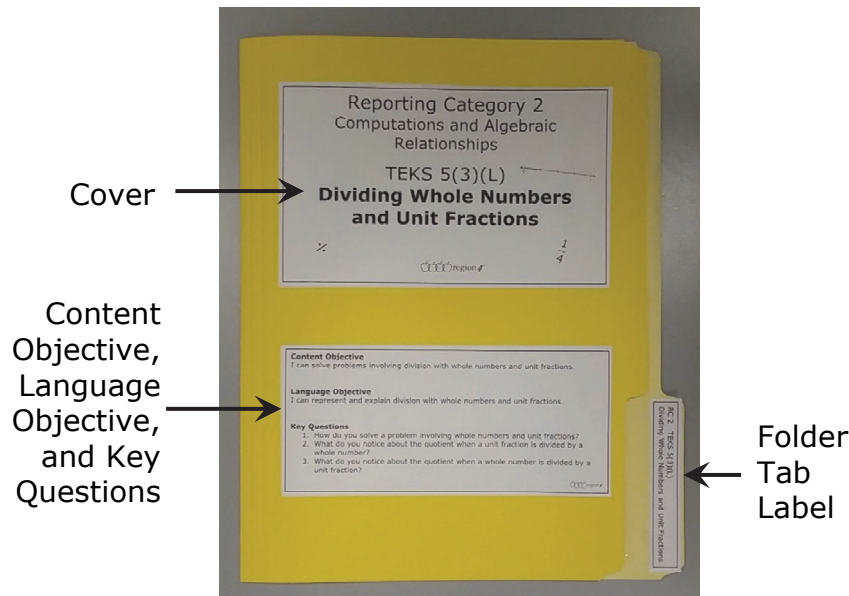
### For the folder

- Yellow folder
- Yellow cardstock
- Velcro® dot
- Packing tape
- Transparency
- Dry erase markers

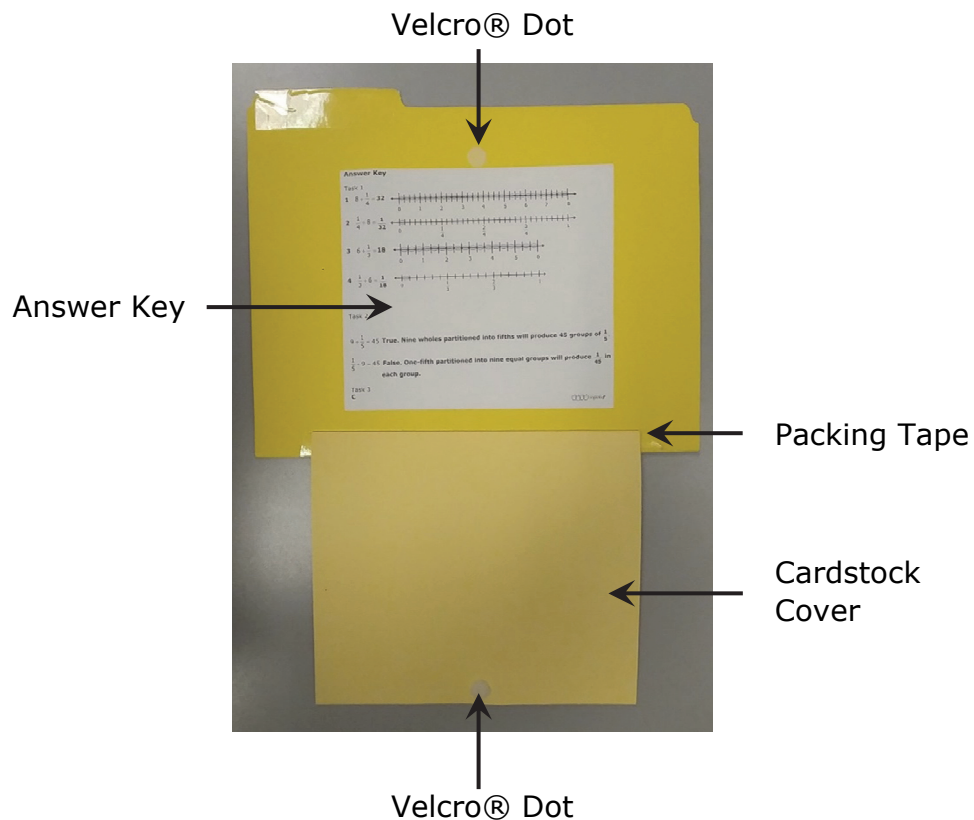
### For each student

- *Dividing Whole Numbers and Unit Fractions* Recording Sheet

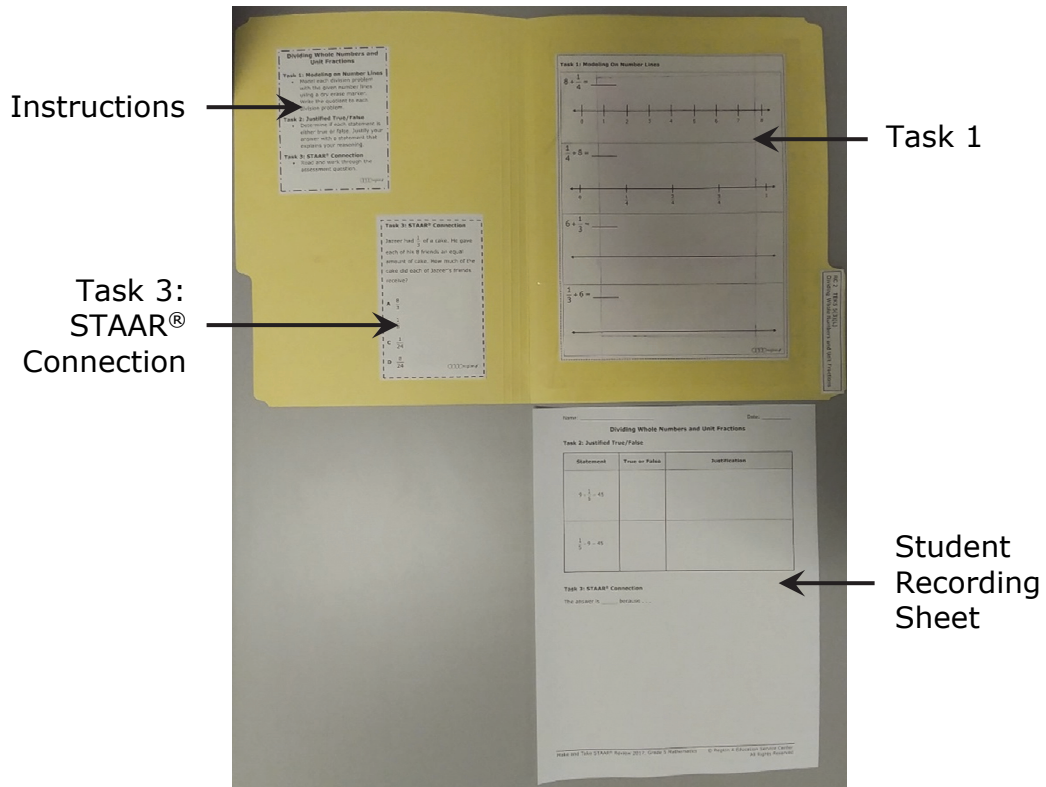
1. Print the document.
2. Cut out, arrange, and glue the *Cover* and the *Content Objective, Language Objective, and Key Questions* on the front of the folder.
3. Cut out and glue the *Folder Tab Label* to the tab of the folder.



4. Cut out and glue the *Answer Key* on the back of the folder. Use packing tape and cardstock to make a cover for the *Answer Key*. Use a Velcro® dot to keep the cover closed until needed.



- Cut out, arrange, and glue the *Instructions, Task 1: Modeling On Number Lines* on the right side, and *Task 3: STAAR® Connection* to the left side of the folder. Cover *Task 1* with a transparency.
- The student recording sheet is not attached to the folder. Place copies for your students inside the folder.



Folder tab label:

RC 2 TEKS 5(3)(L)  
Dividing Whole Numbers and Unit Fractions

Cover:

# Reporting Category 2 Computations and Algebraic Relationships

## TEKS 5(3)(L)

# Dividing Whole Numbers and Unit Fractions



### Content Objective

I can solve problems involving division with whole numbers and unit fractions.

### Language Objective

I can represent and explain division with whole numbers and unit fractions.

### Key Questions

1. How do you solve a problem involving whole numbers and unit fractions?
2. What do you notice about the quotient when a unit fraction is divided by a whole number?
3. What do you notice about the quotient when a whole number is divided by a unit fraction?



### Dividing Whole Numbers and Unit Fractions

#### Task 1: Modeling on Number Lines

- Model each division problem with the given number lines using a dry erase marker.
- Write the quotient to each division problem.

#### Task 2: Justified True/False

- Determine if each statement is either true or false. Justify your answer with a statement that explains your reasoning.

#### Task 3: STAAR® Connection

- Read and work through the assessment question.



#### Task 3: STAAR® Connection

Jazeer had  $\frac{1}{3}$  of a cake. He gave each of his 8 friends an equal amount of cake. How much of the cake did each of Jazeer's friends receive?

A  $\frac{8}{3}$

B  $\frac{1}{8}$

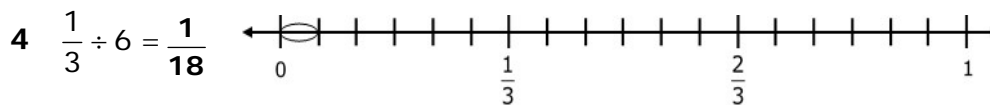
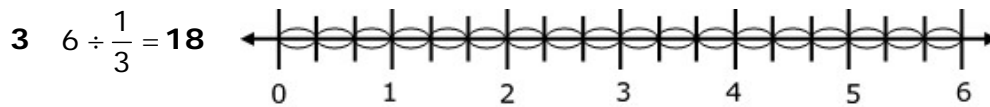
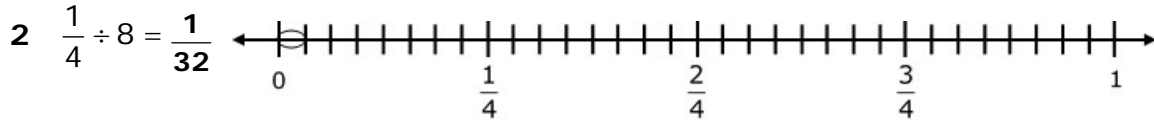
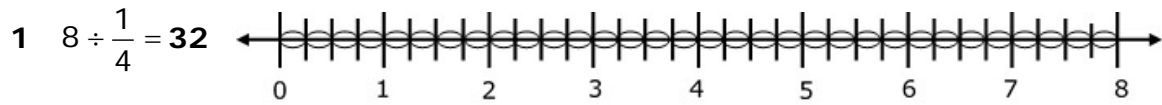
C  $\frac{1}{24}$

D  $\frac{8}{24}$



## Answer Key

### Task 1



### Task 2

$9 \div \frac{1}{5} = 45$  **True.** Nine wholes partitioned into fifths will produce 45 groups of  $\frac{1}{5}$ .

$\frac{1}{5} \div 9 = 45$  **False.** One-fifth partitioned into nine equal groups will produce  $\frac{1}{45}$  in each group.

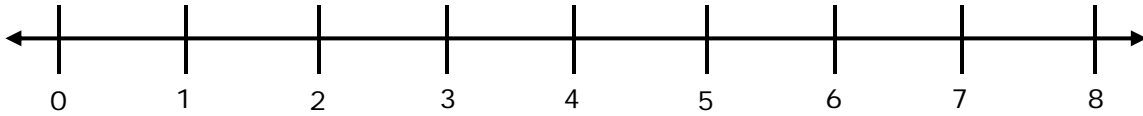
### Task 3

**C**

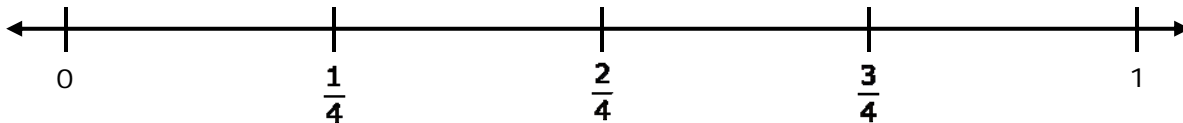


**Task 1: Modeling On Number Lines**

$$8 \div \frac{1}{4} = \underline{\hspace{2cm}}$$



$$\frac{1}{4} \div 8 = \underline{\hspace{2cm}}$$



$$6 \div \frac{1}{3} = \underline{\hspace{2cm}}$$



$$\frac{1}{3} \div 6 = \underline{\hspace{2cm}}$$





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Dividing Whole Numbers and Unit Fractions

### Task 2: Justified True/False

Statement	True or False	Justification
$9 \div \frac{1}{5} = 45$		
$\frac{1}{5} \div 9 = 45$		

### Task 3: STAAR® Connection

The answer is \_\_\_\_\_ because . . .