

Name _____

Period _____

Unit 4 Dividing Fractions Week of 1/21/19

Learning Targets from 6th Grade Common Core State Standards:

Lesson 6 Using diagrams to find number of groups

- I can use a tape diagram to represent equal-sized groups and find the number of groups.

Lesson 7 What fraction of group?

- I can use diagrams and multiplication and division equations to represent and answer "what fraction of a group?" questions.
- I can tell when a question is asking for the number of groups and that number is less than 1.

Lesson 8 How much in each group? (Part 1)

- I can tell when a question is asking for the amount in one group.
- I can use diagrams and multiplication and division equations to represent and answer "how much in each group?" questions.

Lesson 9 How much in each group? (Part 2)

- I can find the amount in one group in different real-world situations.

This Week's Vocabulary Words:

multiplication division quotient divisor group tape diagram

Homework is due the following day.

Day	Class work—All in Spiral using iPad	Homework	Complete	Correct
Monday	No School Martin Luther King Day			
Tuesday	Lesson 6 Using diagrams to find number of groups PDF page 19	Pages 1 & 2: Lesson 6 Practice Problems—All	/4	/14
Wednesday	Lesson 7 What fraction of group? PDF page 23	Pages 3 & 4: Lesson 7 Practice Problems—All	/4	/16
Thursday	Lesson 8 How much in each group? (Part 1) PDF page 29	Pages 5 & 6: Lesson 8 Practice Problems—All	/4	/14
Friday	Lesson 9 How much in each group? (Part 2) PDF page 36	None		
		Total	/12	
		Quality	/4	
		Total	/16	

Homework Quality—Remember, if you don't know how to complete a problem you should read it again and write down the information you have, draw a picture, or write a question you have, please do not leave blank or write "?" or idk. You can also come in and get help before school 😊!

- Work is **thorough** with **detailed** explanations (2 pts)
- Homework is corrected (with additions needed) in a different color pen/pencil (2 pts)

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Unit 4, Lesson 6: Using Diagrams to Find the Number of Groups

1. We can think of $3 \div \frac{1}{4}$ as the answer to the question "How many groups of $\frac{1}{4}$ are in 3?" Draw a tape diagram to represent the question. Then answer the question.

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2. Describe how to draw a tape diagram to represent and answer $3 \div \frac{3}{5} = ?$ for a friend who was absent.

1

3. How many groups of $\frac{1}{2}$ days are in 1 week?

a. Write a multiplication equation or a division equation to represent the question.

b. Draw a tape diagram to show the relationship between the quantities and to answer the question. Use graph paper, if needed.

1/2

4. Diego said that the answer to the question "How many groups of $\frac{5}{6}$ are in 1?" is $\frac{6}{5}$ or $1\frac{1}{5}$. Do you agree with his statement? Explain or show your reasoning.

5. Select **all** equations that can represent the question: "How many groups of $\frac{4}{5}$ are in 1?"

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A. $? \cdot 1 = \frac{4}{5}$ Y or N

B. $1 \cdot \frac{4}{5} = ?$ Y or N

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C. $\frac{4}{5} \div 1 = ?$ Y or N

D. $? \cdot \frac{4}{5} = 1$ Y or N

E. $1 \div \frac{4}{5} = ?$ Y or N

/1

(from Unit 4, Lesson 5)

6. Calculate each percentage mentally.

a. What is 10% of 70?

e. What is 50% of 90?

b. What is 10% of 110?

f. What is 50% of 350?

c. What is 25% of 160?

g. What is 75% of 300?

d. What is 25% of 48?

h. What is 75% if 48?

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(from Unit 3, Lesson 14)

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Unit 4, Lesson 7: What Fraction of a Group?

1. A recipe calls for $\frac{1}{2}$ lb of flour for 1 batch. How many batches can be made with each of the following amounts?

a. 1 lb

b. $\frac{3}{4}$ lb

c. $\frac{1}{4}$ lb

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2. Whiskers the cat weighs $2\frac{2}{3}$ kg. Piglio weighs 4 kg. For each question, write a multiplication and a division equation, decide whether the answer is greater or less than 1, and then answer the question.

a. How many times as heavy as Piglio is Whiskers?

b. How many times as heavy as Whiskers is Piglio?

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3. Andre is walking from home to a festival that is $1\frac{5}{8}$ kilometers away. He takes a quick rest after walking $\frac{1}{3}$ kilometers. In this situation, which question can be represented by the equation:

$$? \cdot 1\frac{5}{8} = \frac{1}{3}?$$

Y N A. What fraction of the trip has Andre completed?

Y N B. How many more kilometers does he have to walk to get to the festival?

Y N C. What fraction of the trip is left?

Y N D. How many kilometers is it from home to the festival and back home?

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4. Draw a tape diagram to represent and answer the question: What fraction of $2\frac{1}{2}$ is $\frac{4}{5}$?

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5. How many groups of $\frac{3}{4}$ are in each of the following quantities?

a. $\frac{11}{4}$

b. $6\frac{1}{2}$

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(from Unit 4, Lesson 6)

6. Which question can be represented by the equation $4 \div \frac{2}{7} = ?$

A. What is 4 groups of $\frac{2}{7}$? Y or N

B. How many $\frac{2}{7}$ s are in 4? Y or N

C. What is $\frac{2}{7}$ of 4? Y or N

D. How many 4s are in $\frac{2}{7}$? Y or N

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(from Unit 4, Lesson 4)

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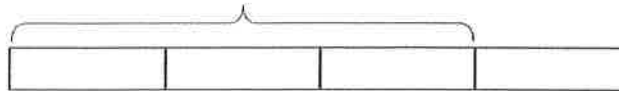
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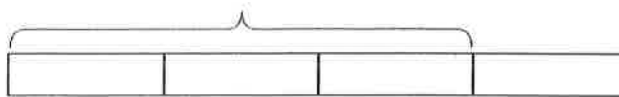
Unit 4, Lesson 8: How Much in Each Group? (Part 1)

1. For each scenario, use the given tape diagram to help you answer the question. Mark up and label the diagrams as needed.

- a. Mai has picked 1 cup of strawberries for a cake, which is enough for $\frac{3}{4}$ of the cake. How many cups does she need for the whole cake?



- b. Priya has picked $1\frac{1}{2}$ cups of raspberries, which is enough for $\frac{3}{4}$ of a cake. How many cups does she need for the whole cake?



2. Tyler painted $\frac{9}{2}$ square yards of wall area with 3 gallons of paint. How many gallons of paint does it take to paint each square yard of wall?

- a. Write multiplication and division equations to represent the situation.

$\times \rightarrow$

$\div \rightarrow$

- b. Draw a diagram to represent the situation and to answer the question.

3. After walking $\frac{1}{4}$ mile from home, Han is $\frac{1}{3}$ of his way to school. What is the distance between his home and school?

- a. Write multiplication and division equations to represent this situation.

- b. Use the given diagram to help you answer the question. Mark up and label it as needed.

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4. Here is a division equation: $\frac{4}{5} \div \frac{2}{3} = ?$

- a. Write a multiplication equation that corresponds to the division equation.
- b. Draw a diagram to represent and answer the question.

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(from Unit 4, Lesson 7)

5. A set of books that are each 1.5 inches wide are being organized on a bookshelf that is 36 inches wide. How many books can fit on the shelf?

- a. Write a multiplication equation and a division equation to represent this question.
- b. Find the answer. Draw a diagram, if needed.
- c. Use the multiplication equation to check your answer.

(from Unit 4, Lesson 3)

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6. a. Without calculating, order the expressions based on their values, from smallest to largest.

$56 \div 8$

$56 \div 8,000,000$

$56 \div 0.000008$

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