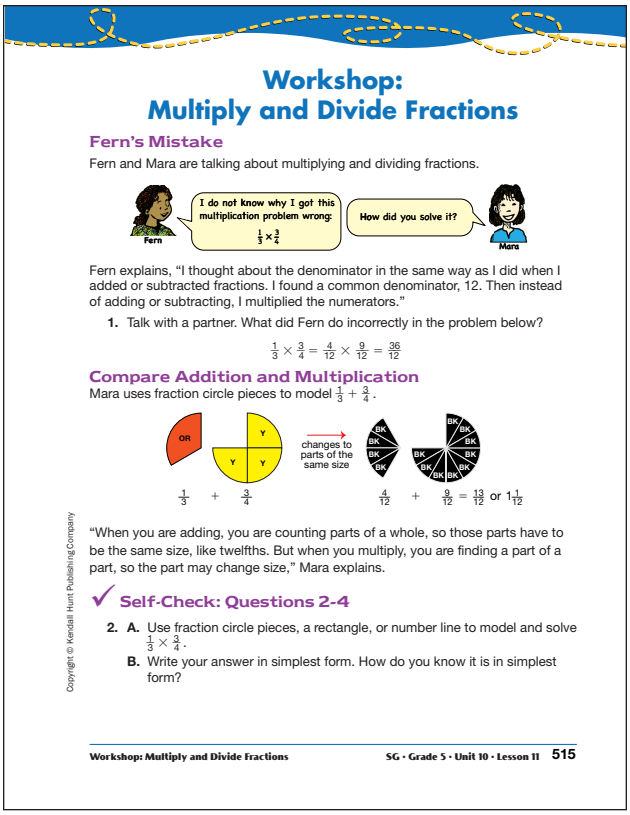

Workshop: Multiply and Divide Fractions

Fern's Mistake

Fern and Mara are talking about multiplying and dividing fractions.

Fern: I do not know why I got this multiplication problem wrong: $\frac{1}{3} \times \frac{3}{4}$

Mara: How did you solve it?

Fern explains, "I thought about the denominator in the same way as I did when I added or subtracted fractions. I found a common denominator, 12. Then instead of adding or subtracting, I multiplied the numerators."

1. Talk with a partner. What did Fern do incorrectly in the problem below?

$$\frac{1}{3} \times \frac{3}{4} = \frac{4}{12} \times \frac{9}{12} = \frac{36}{12}$$

Compare Addition and Multiplication

Mara uses fraction circle pieces to model $\frac{1}{3} + \frac{3}{4}$.

$\frac{1}{3} + \frac{3}{4}$ $\frac{4}{12} + \frac{9}{12} = \frac{13}{12}$ or $1\frac{1}{12}$

"When you are adding, you are counting parts of a whole, so those parts have to be the same size, like twelfths. But when you multiply, you are finding a part of a part, so the part may change size," Mara explains.

✓ Self-Check: Questions 2-4

2. **A.** Use fraction circle pieces, a rectangle, or number line to model and solve $\frac{1}{3} \times \frac{3}{4}$.
   B. Write your answer in simplest form. How do you know it is in simplest form?

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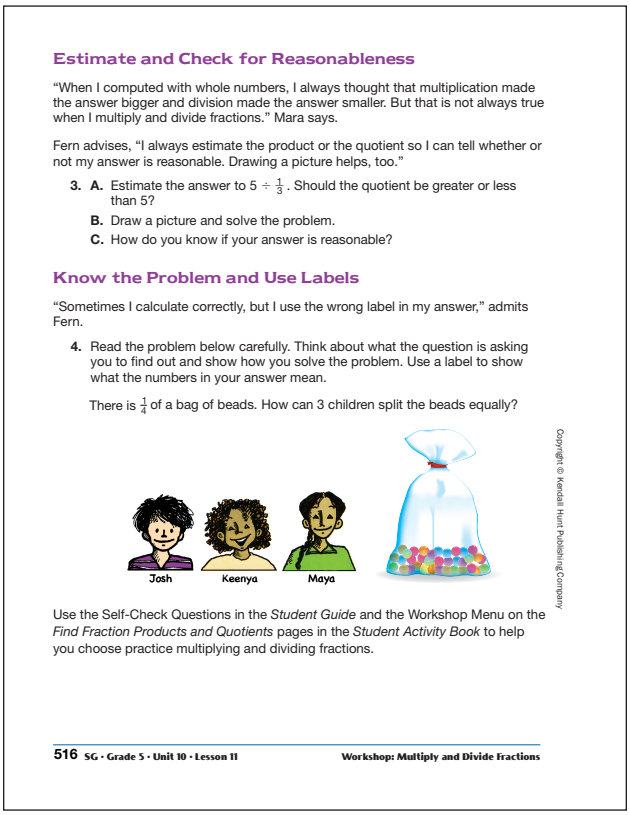

Estimate and Check for Reasonableness

"When I computed with whole numbers, I always thought that multiplication made the answer bigger and division made the answer smaller. But that is not always true when I multiply and divide fractions." Mara says.

Fern advises, "I always estimate the product or the quotient so I can tell whether or not my answer is reasonable. Drawing a picture helps, too."

3. **A.** Estimate the answer to $5 \div \frac{1}{3}$. Should the quotient be greater or less than 5?
   B. Draw a picture and solve the problem.
   C. How do you know if your answer is reasonable?

Know the Problem and Use Labels

"Sometimes I calculate correctly, but I use the wrong label in my answer," admits Fern.

4. Read the problem below carefully. Think about what the question is asking you to find out and show how you solve the problem. Use a label to show what the numbers in your answer mean.

   There is $\frac{1}{4}$ of a bag of beads. How can 3 children split the beads equally?

Use the Self-Check Questions in the *Student Guide* and the Workshop Menu on the *Find Fraction Products and Quotients* pages in the *Student Activity Book* to help you choose practice multiplying and dividing fractions.

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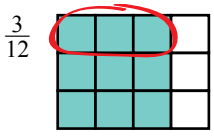
Student Guide

Workshop: Multiply and Divide Fractions (SG pp. 515–516) Questions 1–4

1. Possible response: Fern did not need to find common denominators. She could have just multiplied the numerators and multiplied the denominators.

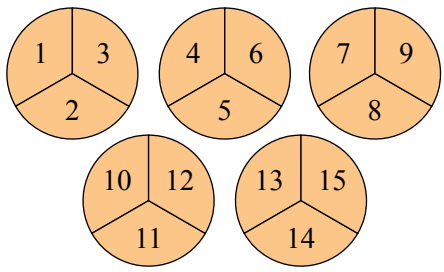
2. **A.** $\frac{1}{3} \times \frac{3}{4} = \frac{3}{12}$.



   B. $\frac{3}{12} = \frac{1}{4}$; Possible response: I know my answer is in simplest form because I used the fewest yellow circle pieces. 3 black twelfths was not the simplest form because I used 3 pieces. I could trade them for 1 yellow.

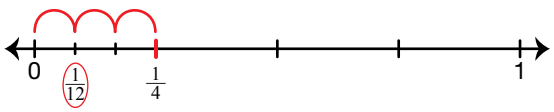
3. **A.** Possible response: The quotient for $5 \div \frac{1}{3}$ should be greater than 5. I think a lot of thirds will be in 5.

   B. $5 \div \frac{1}{3} = 15$; Drawings will vary. Sample drawing:



   C. My quotient, 15, is greater than 5 so it is reasonable. I expected a lot of thirds to be in 5.

4. $\frac{1}{4} \div 3 = \frac{1}{12}$ bag of beads for each child; Possible solution:



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*Answers and/or discussion are included in the lesson.

Student Activity Book

Find Fraction Products and Quotient (SAB pp. 425–440) Questions 1–30

1. **A.** greater than 1
   B. less than 1
   C. less than 1
   D. greater than 1
   E. less than 1
   F. less than $\frac{1}{2}$
   G. $\frac{1}{2} \times 3$
2. **A.** greater than 1
   B. greater than 1
   C. less than 1
   D. less than 1
   E. less than $\frac{1}{2}$
   F. less than $\frac{1}{2}$
   G. $6 \div \frac{1}{2}$
3. **A.** greater than 1
   B. less than 1
   C. greater than 1
   D. less than 1
   E. less than 1
   F. greater than 1
   G. less than 1
   H. less than 1
   I. greater than 1
   J. greater than 1

Name _____ Date _____

Find Fraction Products and Quotients

Think about your work on Self-Check: Questions 2–4 on the *Workshop: Multiply and Divide Fractions* pages in the *Student Guide*, and your progress with multiplying and dividing fractions. Use the Workshop Menu to choose practice with finding fraction products and quotients.

Workshop Menu

Can I Do This?	Working On It! 	Getting It! 	Got It! 
Represent and solve problems involving multiplication and division of fractions.	★ Q# 1–2, 4–8, 10–16	● Q# 1–3, 9A–D, 15–25	■ Q# 1–3, 9E–H, 15–30

For Questions 1–3, estimate the product or quotient. Circle the best estimate.

★●■1. Estimate.

A. 2×1	less than 1	greater than 1
B. $\frac{1}{2} \times 1$	less than 1	greater than 1
C. $\frac{3}{4} \times 3$	less than 1	greater than 1
D. $\frac{1}{2} \times 3$	less than 1	greater than 1
E. $\frac{1}{2} \times \frac{1}{2}$	less than $\frac{1}{2}$	greater than $\frac{1}{2}$
F. $\frac{3}{4} \times \frac{1}{2}$	less than $\frac{1}{2}$	greater than $\frac{1}{2}$
G. Circle which is greater?	$\frac{1}{2} \times 3$ or	$\frac{1}{2} \times \frac{3}{4}$

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Name _____ Date _____

★●■2. Estimate.

A. $3 \div 1$	less than 1	greater than 1
B. $3 \div \frac{1}{3}$	less than 1	greater than 1
C. $1 \div 3$	less than 1	greater than 1
D. $\frac{1}{3} \div 1$	less than 1	greater than 1
E. $\frac{1}{3} \div 1$	less than $\frac{1}{2}$	greater than $\frac{1}{2}$
F. $\frac{1}{3} \div 3$	less than $\frac{1}{2}$	greater than $\frac{1}{2}$
G. Circle which is greater?	$\frac{1}{2} \div 6$ or	$6 \times \frac{1}{2}$

●■3. Estimate.

A. $2 \times \frac{3}{5}$	less than 1	greater than 1
B. $\frac{1}{2} \times \frac{3}{4}$	less than 1	greater than 1
C. $\frac{7}{8} \times 2$	less than 1	greater than 1
D. $\frac{4}{5} \times \frac{7}{8}$	less than 1	greater than 1
E. $\frac{1}{2} \times \frac{1}{2}$	less than 1	greater than 1
F. $12 \div \frac{1}{5}$	less than 1	greater than 1
G. $\frac{1}{5} \div 12$	less than 1	greater than 1
H. $1 \div 4$	less than 1	greater than 1
I. $2 \div \frac{1}{7}$	less than 1	greater than 1
J. $2 \times \frac{3}{2}$	less than 1	greater than 1

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Use rectangles, fraction circle pieces, drawings, number lines, or paper and pencil to solve the problems. Refer to the *Multiplying Fractions Menu* and the *Dividing Fractions Menu* in the *Student Guide* Reference section.

★4. There are 4 glasses with $\frac{2}{3}$-cup juice. How many cups of juice are there altogether?

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

A. Is $4 \times \frac{2}{3}$ greater than or less than $\frac{2}{3}$? _____

B. Is $4 \times \frac{2}{3}$ greater than or less than 4? _____

C. Should the product be closer to $\frac{2}{3}$ or 4? _____

D. Use the number line to show $4 \times \frac{2}{3}$.

E. $4 \times \frac{2}{3} =$ _____

Is your answer in simplest form? If not, rewrite it.

F. Does your answer make sense?

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Name _____ Date _____

★5. There was $\frac{1}{2}$ pan of brownies. Emily and Ana ate $\frac{2}{3}$ of it. How much of the whole pan of brownies did the girls eat?

$\frac{2}{3} \times \frac{1}{2}$

A. Is $\frac{2}{3} \times \frac{1}{2}$ greater than or less than $\frac{2}{3}$?

_____

B. Is $\frac{2}{3} \times \frac{1}{2}$ greater than or less than $\frac{1}{2}$?

_____

C. Use the rectangle to show $\frac{2}{3} \times \frac{1}{2}$.

D. $\frac{2}{3} \times \frac{1}{2} =$ _____

Is your answer in simplest form? If not, rewrite it.

E. Does your answer make sense?

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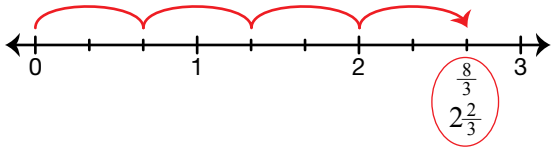
4. A. greater than $\frac{2}{3}$

B. less than 4

C. closer to 4

D.



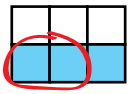
E. $4 \times \frac{2}{3} = \frac{8}{3} = 2\frac{2}{3}$

F. Answers will vary. Yes, because $4 \times 1 = 4$ and $\frac{2}{3}$ is a little less than 1. So, $4 \times \frac{2}{3}$ is a little less than 4. My answer is $2\frac{2}{3}$

5. A. less than $\frac{2}{3}$

B. less than $\frac{1}{2}$

C. Use the rectangle to show $\frac{2}{3} \times \frac{1}{2}$



$\frac{2}{3}$ of $\frac{1}{2}$ is $\frac{2}{6}$ or $\frac{1}{3}$

D. $\frac{2}{3} \times \frac{1}{2} = \frac{2}{6} = \frac{1}{3}$

E. Answers will vary. Yes, I thought about fraction circle pieces. It takes 2 orange pieces to equal $\frac{2}{3}$. So, one orange piece is $\frac{1}{3}$.

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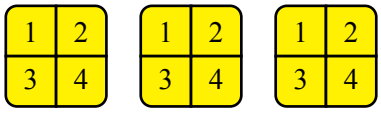
6. A. sandwich per child

B. less than 1

C.



Kid 1 = $\frac{3}{4}$

Kid 2 = $\frac{3}{4}$

Kid 3 = $\frac{3}{4}$

Kid 4 = $\frac{3}{4}$

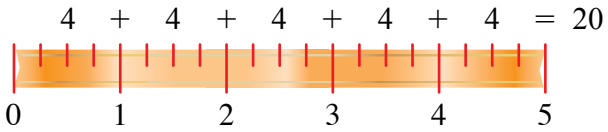
D. $3 \div 4 = \frac{3}{4}$ sandwich per child

E. Answers will vary.

7. A. pieces of ribbon

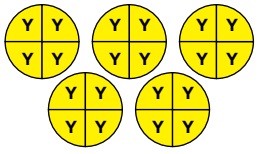
B. greater than 5

C.

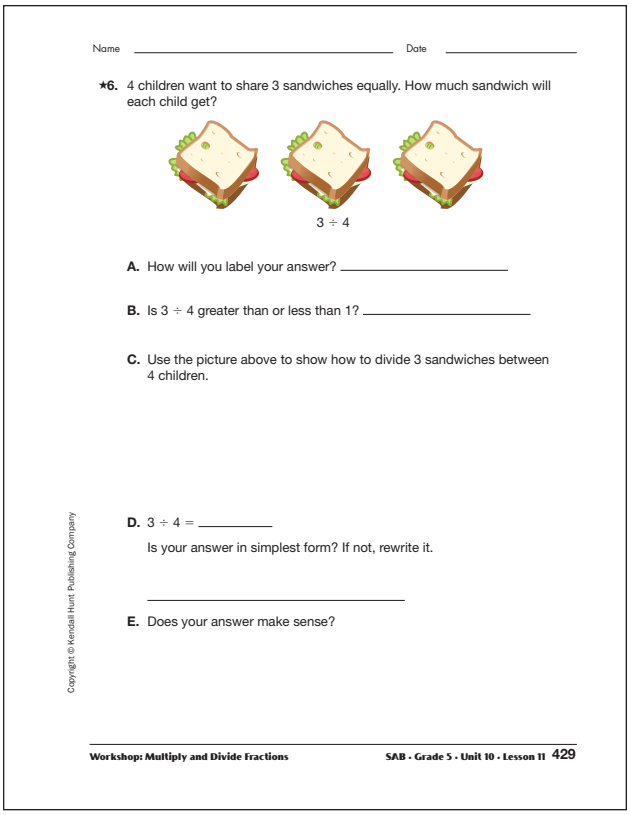


D. $5 \div \frac{1}{4} = 20$ pieces of ribbon

E.



F. Answers will vary. Yes, I know the answer will be a lot bigger than 5 because I need to count the pieces that are $\frac{1}{4}$ in each whole.



Name _____ Date _____

★6. 4 children want to share 3 sandwiches equally. How much sandwich will each child get?

3 ÷ 4

A. How will you label your answer? _____

B. Is 3 ÷ 4 greater than or less than 1? _____

C. Use the picture above to show how to divide 3 sandwiches between 4 children.

D. 3 ÷ 4 = _____

Is your answer in simplest form? If not, rewrite it.

_____

E. Does your answer make sense?

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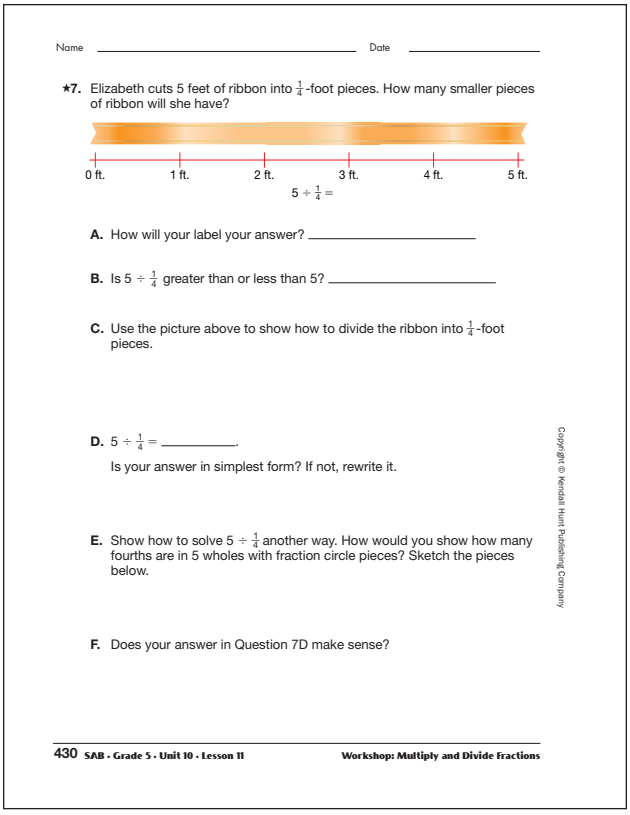

Name _____ Date _____

★7. Elizabeth cuts 5 feet of ribbon into $\frac{1}{4}$-foot pieces. How many smaller pieces of ribbon will she have?

0 ft. 1 ft. 2 ft. 3 ft. 4 ft. 5 ft.

$5 \div \frac{1}{4} =$

A. How will your label your answer? _____

B. Is $5 \div \frac{1}{4}$ greater than or less than 5? _____

C. Use the picture above to show how to divide the ribbon into $\frac{1}{4}$-foot pieces.

D. $5 \div \frac{1}{4} =$ _____.

Is your answer in simplest form? If not, rewrite it.

E. Show how to solve $5 \div \frac{1}{4}$ another way. How would you show how many fourths are in 5 wholes with fraction circle pieces? Sketch the pieces below.

F. Does your answer in Question 7D make sense?

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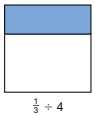
★8. There was $\frac{1}{3}$ of a cake leftover. Luis cut it into 4 pieces. How much of the whole cake is each piece?



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

A. How will your label your answer? _____

B. Is $\frac{1}{3} \div 4$ greater than or less than 4? _____

C. Use the picture above to show how to divide the leftover cake by 4.

D. $\frac{1}{3} \div 4 =$ _____.

Is your answer in simplest form? If not, rewrite it.

E. Show how to solve $\frac{1}{3} \div 4$ another way. Use the fraction circle piece below to show how to divide $\frac{1}{3}$ into 4 equal shares .

F. Does your answer in Question 8D make sense?

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Name _____ Date _____

9. Represent each of the following problems with rectangles, fraction circle pieces, number lines, drawings, or stories. Show your solution by completing the number sentence. Write your answer in simplest form.

- A. $4 \times \frac{3}{4} =$
- B. $\frac{2}{5} \times \frac{3}{4} =$
- C. $3 \div \frac{1}{4} =$
- D. $\frac{1}{3} \div 4 =$
- E. $5 \times \frac{4}{5} =$
- F. $\frac{2}{3} \times \frac{5}{8} =$
- G. $\frac{1}{8} \div 6 =$
- H. $5 \div \frac{1}{6} =$

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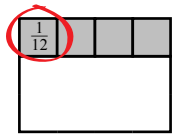
8. A. cake

B. less than 4

C.



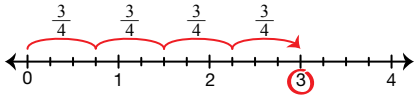
D. $\frac{1}{3} \div 4 = \frac{1}{12}$ cake

E.

F. Answers will vary. Yes, because I am dividing a fraction into 4 shares so each share is going to be small.

9. Representations will vary. Sample representations are given for each question.

A. $4 \times \frac{3}{4} = \frac{12}{4} = 3$

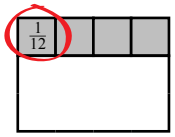


B. $\frac{2}{5} \times \frac{3}{4} = \frac{6}{20} = \frac{3}{10}$

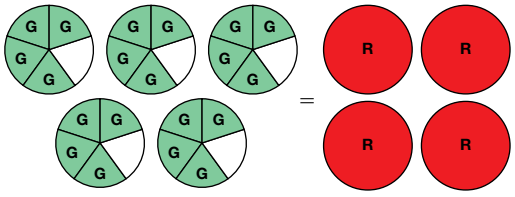
paper and pencil: $\frac{2 \times 3}{5 \times 4} = \frac{6}{20} = \frac{3}{10}$

C. $3 \div \frac{1}{4} = 12$

D. $\frac{1}{3} \div 4 = \frac{1}{12}$



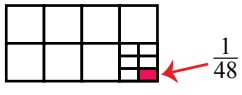
E. $5 \times \frac{4}{5} = \frac{20}{5} = 4$



F. $\frac{2}{3} \times \frac{5}{8} = \frac{10}{24} = \frac{5}{12}$

paper and pencil: $\frac{2 \times 5}{3 \times 8} = \frac{10}{24} = \frac{5}{12}$

G. $\frac{1}{8} \div 6 = \frac{1}{48}$



H. $5 \div \frac{1}{6} = 30$

1	2	7	8	13	14	19	20	25	26
3	4	9	10	15	16	21	22	27	28
5	6	11	12	17	18	23	24	29	30

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10. $10 \times \frac{1}{12} = \frac{10}{12} = \frac{5}{6}$ of an hour

11. $\frac{1}{2} \times \frac{3}{4} = \frac{3}{8}$ of a cup of sugar

12. $5 \div \frac{1}{2} = 10$ friends

13. A. 12 scoops

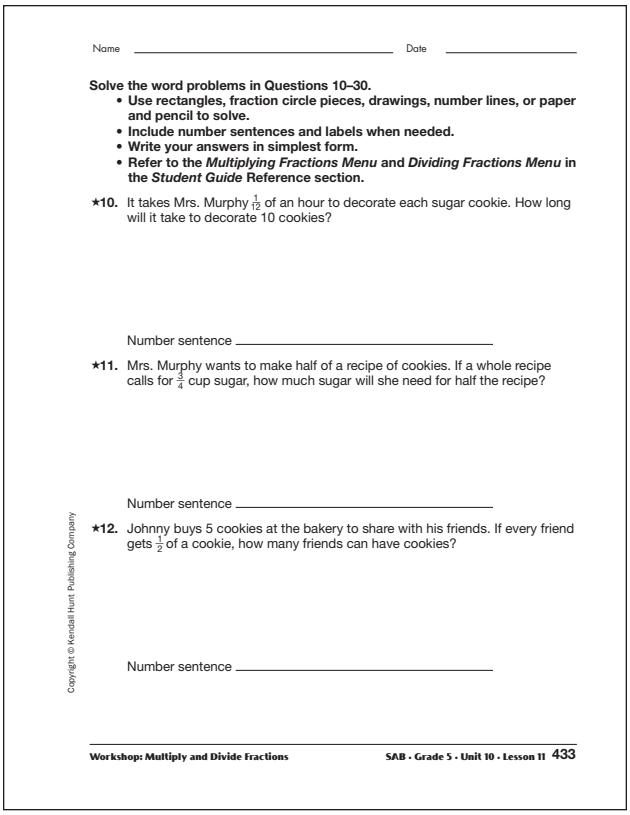
B. 15 scoops

C. 20 scoops

14. A. Each slice is $\frac{1}{4}$ of the whole cake.

B. Each slice is $\frac{1}{8}$ of the whole cake.

C. Each slice is $\frac{1}{16}$ of the whole cake.



Name _____ Date _____

Solve the word problems in Questions 10–30.
- **Use rectangles, fraction circle pieces, drawings, number lines, or paper and pencil to solve.**
- **Include number sentences and labels when needed.**
- **Write your answers in simplest form.**
- **Refer to the *Multiplying Fractions Menu* and *Dividing Fractions Menu* in the *Student Guide* Reference section.**

★**10.** It takes Mrs. Murphy $\frac{1}{12}$ of an hour to decorate each sugar cookie. How long will it take to decorate 10 cookies?

Number sentence _____

★**11.** Mrs. Murphy wants to make half of a recipe of cookies. If a whole recipe calls for $\frac{3}{4}$ cup sugar, how much sugar will she need for half the recipe?

Number sentence _____

★**12.** Johnny buys 5 cookies at the bakery to share with his friends. If every friend gets $\frac{1}{2}$ of a cookie, how many friends can have cookies?

Number sentence _____

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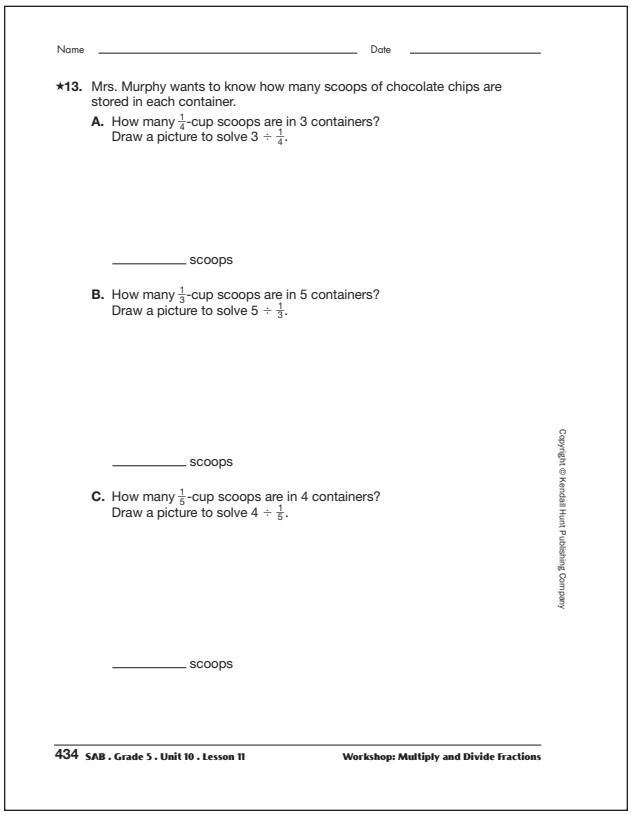

Name _____ Date _____

★**13.** Mrs. Murphy wants to know how many scoops of chocolate chips are stored in each container.

A. How many $\frac{1}{4}$-cup scoops are in 3 containers?
Draw a picture to solve $3 \div \frac{1}{4}$.

_____ scoops

B. How many $\frac{1}{3}$-cup scoops are in 5 containers?
Draw a picture to solve $5 \div \frac{1}{3}$.

_____ scoops

C. How many $\frac{1}{8}$-cup scoops are in 4 containers?
Draw a picture to solve $4 \div \frac{1}{8}$.

_____ scoops

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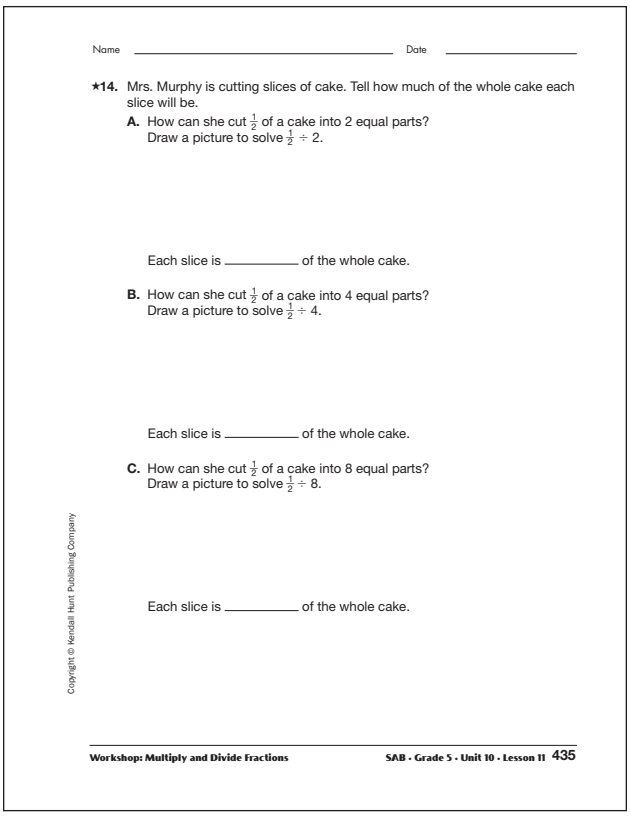

Name _____ Date _____

★**14.** Mrs. Murphy is cutting slices of cake. Tell how much of the whole cake each slice will be.

A. How can she cut $\frac{1}{2}$ of a cake into 2 equal parts?
Draw a picture to solve $\frac{1}{2} \div 2$.

Each slice is _____ of the whole cake.

B. How can she cut $\frac{1}{2}$ of a cake into 4 equal parts?
Draw a picture to solve $\frac{1}{2} \div 4$.

Each slice is _____ of the whole cake.

C. How can she cut $\frac{1}{2}$ of a cake into 8 equal parts?
Draw a picture to solve $\frac{1}{2} \div 8$.

Each slice is _____ of the whole cake.

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Check-In: Questions 15-16

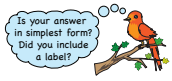
★●■**15.** Mrs. Murphy wants to cut $\frac{1}{3}$ of a pan of brownies into 3 pieces. How much of the pan is each piece?

A. Represent the problem with a drawing, fraction circle pieces, rectangle, or a number line.

B. Number sentence _____

★●■**16.** There was $\frac{4}{5}$ of a bag of flour in the bakery. Mrs. Murphy used $\frac{3}{4}$ of it to make batches of brownies. How much of the whole bag of flour did she use to make brownies?

A. Show how you solve the problem.



B. Number sentence _____

●■**17.** **A.** How many half hours are in 5 hours?

$5 \div \frac{1}{2} =$ ____ and ____ $\times \frac{1}{2} = 5$

B. How many half hours are in 10 hours?

$10 \div \frac{1}{2} =$ ____ and ____ $\times \frac{1}{2} = 10$

C. How many quarter hours are in 5 hours?

$5 \div \frac{1}{4} =$ ____ and ____ $\times \frac{1}{4} = 5$

D. How many quarter hours are in 10 hours?

$10 \div \frac{1}{4} =$ ____ and ____ $\times \frac{1}{4} = 10$

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●■**18.** **A.** How many $\frac{1}{2}$ miles are in 14 miles? _____

B. How many $\frac{1}{4}$ pies are in 12 pies? _____

C. How many $\frac{1}{3}$ cups are in 9 cups? _____

D. How many one-fifths are in 8 wholes?

●■**19.** Keenya spends $\frac{2}{3}$ hour practicing her violin each day. How many hours will she practice in one week?

Number sentence _____

●■**20.** Romesh skates $\frac{3}{4}$ mile in $\frac{1}{4}$ hour.

A. How far can he skate in 1 hour? _____

B. How far can he skate in 3 hours? _____

●■**21.** Josh has 4 pies. He is going to share the pies with his classmates. There is exactly enough to give each person $\frac{1}{8}$ of the pie. How many people are in his class?

Number sentence _____

●■**22.** Fern is hanging 5 block party posters on her city block. Her block is $\frac{1}{8}$ mile long. How far apart should she hang the posters so that they are evenly spaced?

Number sentence _____

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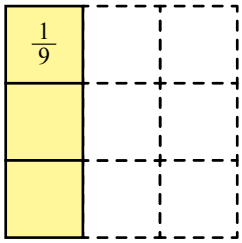
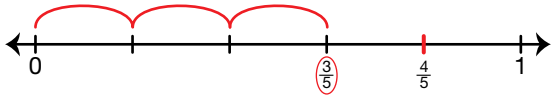
15. A.* Representations will vary. Sample representation:



See Figure 4 in Lesson for more representations.

B.* $\frac{1}{3} \div 3 = \frac{1}{9}$ pan

16. A.* Solution strategies will vary. Possible solution:



B.* $\frac{3}{4} \times \frac{4}{5} = \frac{12}{20} = \frac{3}{5}$ bag of flour

17. A. $5 \div \frac{1}{2} =$ 10 and 10 $\times \frac{1}{2} = 5$

B. $10 \div \frac{1}{2} =$ 20 and 20 $\times \frac{1}{2} = 10$

C. $5 \div \frac{1}{4} =$ 20 and 20 $\times \frac{1}{4} = 5$

D. $10 \div \frac{1}{4} =$ 40 and 40 $\times \frac{1}{4} = 10$

18. A. 7 half-miles

B. 48 $\frac{1}{4}$-pies

C. 27 $\frac{1}{3}$-cups

D. 40 one-fifths

19. $4\frac{2}{3}$ hours; $\frac{2}{3} \times 7 = \frac{14}{3} = 4\frac{2}{3}$

20. A. 3 miles

B. 9 miles

21. $4 \div \frac{1}{6} = 24$ people

22. $\frac{1}{8} \div 5 = \frac{1}{40}$ mile

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***Answers and/or discussion are included in the lesson.**

23. A. $\frac{4}{5} \times \frac{1}{8} = \frac{4}{40} = \frac{1}{10}$ of the wall

B. $\frac{4}{5} \times \frac{2}{5} = \frac{8}{25}$ of the wall

C. $\frac{4}{5} \times \frac{3}{10} = \frac{12}{50} = \frac{6}{25}$ of the wall

24. $\frac{1}{5} \div 3 = \frac{1}{15}$ of the pan

25. $9 \times \frac{1}{3} = \frac{9}{3} = \$3.00$

26. A. $\frac{1}{3} \div 6 = \frac{1}{18}$ of a pound

B. $\frac{2}{3} \div 6 = \frac{1}{9}$ of a pound

27. A. $3 \div \frac{1}{3} = 9$ patties

B. About 4–5 patties

28. A. $5 \div \frac{1}{5} = 25$ people

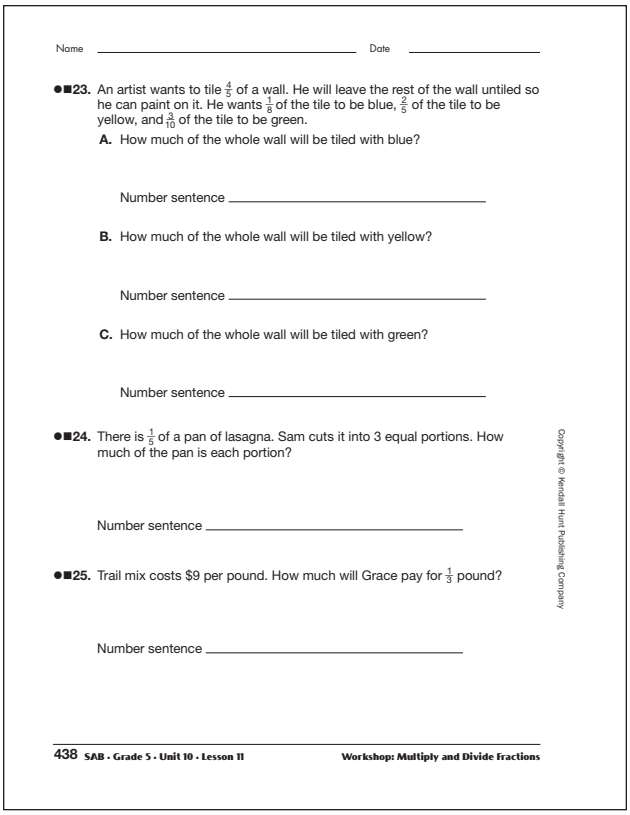
B. About 12–13 people

29. $\frac{3}{5} \times \frac{7}{8} = \frac{21}{40}$ yard

30. A. $\frac{1}{2} \div \frac{1}{2} = 1$ big bow

B. $\frac{1}{2} \div \frac{1}{4} = 2$ medium bows

C. $\frac{1}{2} \div \frac{1}{10} = 5$ small bows



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●■**23.** An artist wants to tile $\frac{4}{5}$ of a wall. He will leave the rest of the wall untiled so he can paint on it. He wants $\frac{1}{8}$ of the tile to be blue, $\frac{2}{5}$ of the tile to be yellow, and $\frac{3}{10}$ of the tile to be green.

A. How much of the whole wall will be tiled with blue?

Number sentence _____

B. How much of the whole wall will be tiled with yellow?

Number sentence _____

C. How much of the whole wall will be tiled with green?

Number sentence _____

●■**24.** There is $\frac{1}{5}$ of a pan of lasagna. Sam cuts it into 3 equal portions. How much of the pan is each portion?

Number sentence _____

●■**25.** Trail mix costs $9 per pound. How much will Grace pay for $\frac{1}{3}$ pound?

Number sentence _____

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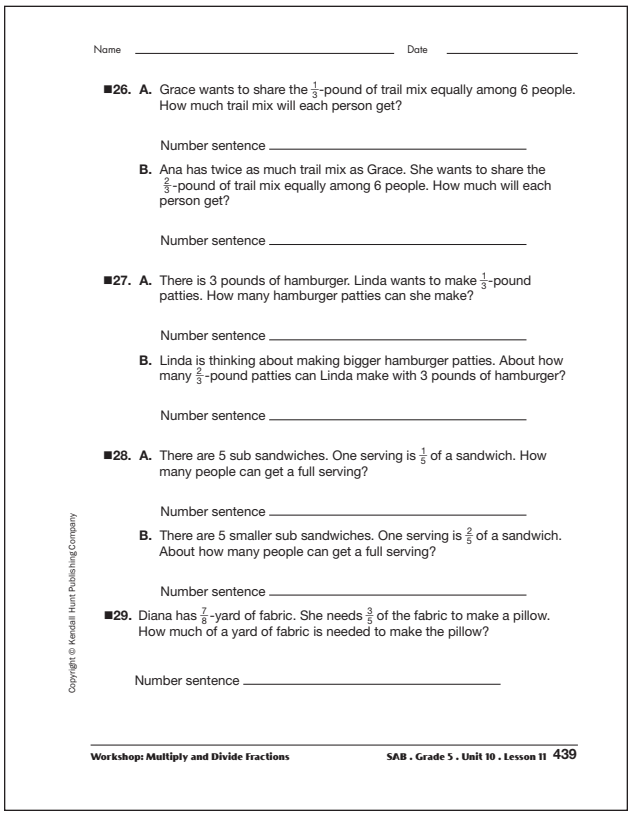

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■**26. A.** Grace wants to share the $\frac{1}{3}$-pound of trail mix equally among 6 people. How much trail mix will each person get?

Number sentence _____

B. Ana has twice as much trail mix as Grace. She wants to share the $\frac{2}{3}$-pound of trail mix equally among 6 people. How much will each person get?

Number sentence _____

■**27. A.** There is 3 pounds of hamburger. Linda wants to make $\frac{1}{3}$-pound patties. How many hamburger patties can she make?

Number sentence _____

B. Linda is thinking about making bigger hamburger patties. About how many $\frac{2}{3}$-pound patties can Linda make with 3 pounds of hamburger?

Number sentence _____

■**28. A.** There are 5 sub sandwiches. One serving is $\frac{1}{5}$ of a sandwich. How many people can get a full serving?

Number sentence _____

B. There are 5 smaller sub sandwiches. One serving is $\frac{2}{5}$ of a sandwich. About how many people can get a full serving?

Number sentence _____

■**29.** Diana has $\frac{7}{8}$-yard of fabric. She needs $\frac{3}{5}$ of the fabric to make a pillow. How much of a yard of fabric is needed to make the pillow?

Number sentence _____

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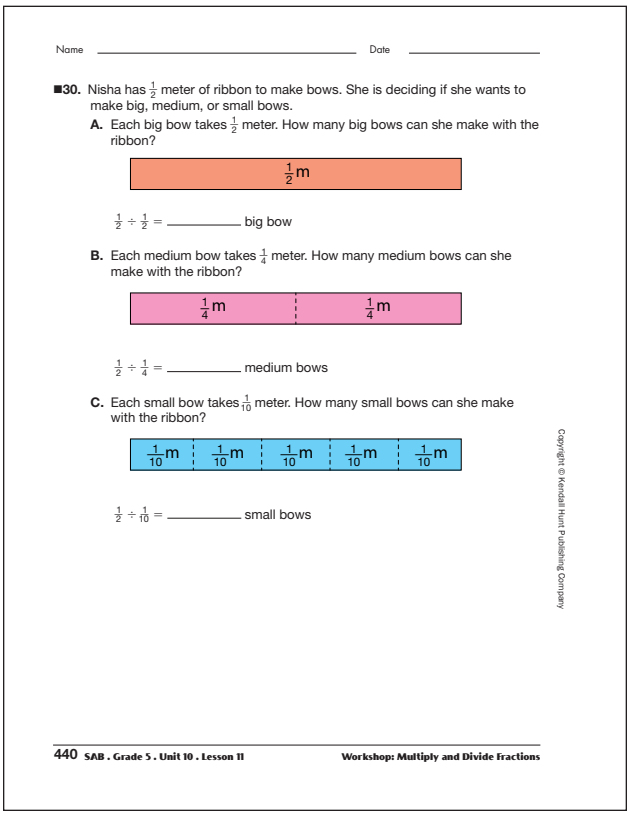

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■**30.** Nisha has $\frac{1}{2}$ meter of ribbon to make bows. She is deciding if she wants to make big, medium, or small bows.

A. Each big bow takes $\frac{1}{2}$ meter. How many big bows can she make with the ribbon?

$\frac{1}{2} \div \frac{1}{2} =$ _____ big bow

B. Each medium bow takes $\frac{1}{4}$ meter. How many medium bows can she make with the ribbon?

$\frac{1}{2} \div \frac{1}{4} =$ _____ medium bows

C. Each small bow takes $\frac{1}{10}$ meter. How many small bows can she make with the ribbon?

$\frac{1}{2} \div \frac{1}{10} =$ _____ small bows

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