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

UNIT 2 LESSON 1

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| AIM: | SWBAT divide fractions |

**THINK ABOUT IT!**

Jonah has of an apple leftover. He wants to share his apple with his friends. If he shares of the whole apple with each friend, how many friends can he share his apple with? Draw a model to help you solve. Represent the problem and solution using any method.

**Test the Conjecture**

*Test the Conjecture #1)* Evaluate the expression

*Test the Conjecture #2)* Evaluate the expression

Conjecture

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| The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of two fractions with like denominators is the quotient of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

**PARTNER PRACTICE**

CFS for top quality work

* Problem is annotated with margin notes to provide additional meaning
* As needed, expression is written with like denominators
* Model is drawn accurately and clearly labeled
* Quotient is identified and contextualized, as appropriate

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| *Bachelor Level* |

1. Evaluate each expression using a model

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| *Master Level* |

1. The area of a rectangle is square yards. The length is square yards. What is the width of the rectangle? Use a model to prove your answer.

**Check for Understanding:**

What is the quotient of and ?

a)

b)

c) 3

d) 4

**INDEPENDENT PRACTICE**

CFS for top quality work

* Problem is annotated with margin notes to provide additional meaning
* As needed, expression is written with like denominators
* Model is drawn accurately and clearly labeled
* Quotient is identified and contextualized, as appropriate

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| *Bachelor Level* |

1. Evaluate each expression using a model
2. Evaluate the expression

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| *Master Level* |

1. When dividing by , why can you simply divide 6 by 2 and get the quotient?

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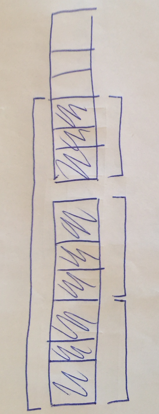
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1. Ken brought gallons of water to his team’s basketball game. Each team member drank of a gallon of water throughout the game and didn’t leave any extra water. How many people are on the team? Use a **model** to prove your answer.
2. Which expression does **not** have a quotient of 2?
3. Write two **different** division expressions that could represent the model below.



Expression 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Expression 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Clayton Kershaw had gallons of chocolate milk. He had two friends over and gave each of them gallons of chocolate milk. How much milk was left after his friends left? Use a **model** to justify your answer.

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| *PhD Level* |

1. India works in a warehouse and has to stack boxes in a back storage room. The height of the ceiling is 10 feet tall. The volume of one box is cubic feet. The length of a box is foot and the width is foot. India thinks that she can stack eleven boxes safely. Is she correct? How do you know?

**Show your work.**

1. Write an equation that has a quotient of 3 and a divisor of . The dividend has to have a different denominator than the divisor.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EXIT TICKET**

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| --- | --- | --- | --- |
| Self-assessment | I mastered the learning objective today. | I am almost there. | Need more practice and feedback. |
| Teacher feedback | You mastered the learning objective today. | You are almost there. | You need more practice and feedback. |

1. Draw a model and evaluate the expression
2. Ms. Boyd purchased cups of strawberries. She eats cup servings. How many servings did Ms. Boyd purchase? Draw a model to solve.