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

UNIT 2 LESSON 5

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| AIM: | SWBAT write word problems |

**THINK ABOUT IT!**

Which situation below can be modeled and solved using the expression ? Explain how you know.

Circle all that apply.

1. Tia has 2¾ oz. of coffee left in her coffee can. She needs 1½ oz. to make a cup of coffee. How many cups of coffee can she make?
2. Ned needs 2¾ cups of sugar to make a birthday cake for his friend. He has 1½ cups of sugar. What fraction of one cake can he make with the sugar he has?
3. Nadia has 2¾ jars of milk. Each jar, when full, contains ½ gallon of milk. How much milk does she have?
4. Dana has the perfect amount of sugar to make 1 ½ cakes for a party. If he has 2 ¾ cups of sugar, how much sugar does he use for one cake?

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Key Point

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ expressions represent a total being split into a number of \_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_ sized groups. |

**Interaction with New Material**

**Ex. 1)** Write a word problem for the expression:

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**PARTNER PRACTICE**

* CFS for top quality work
  + Model is drawn
  + Quotient is named
  + Unit(s) is picked
  + Situation is written that is interesting, realistic, short, and clear, and has all information needed for solving.

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| *Bachelor Level* |

1. Which problem below can be represented by and solved using the expression:
   1. Tina uses oz. of cinnamon each time she makes a batch of coffee cake topping. How many batches can she make if she has oz. left in her spice jar?

* 1. Bonnie Baker has a total of pound of chocolate. She needs pound of chocolate for each batch of brownies she bakes. How many batches of brownies can Bonnie bake with pound of chocolate?
  2. Eugenia has yard of ribbon. She used of the ribbon to make party decorations. How much ribbon did she use?
  3. Alison is a pitcher on a baseball team. She struck out of the batters she faced and walked of the batters she faced. What fraction more of the batters she faced resulted in a strikeout?

Explain how you know.

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| *Master Level* |

1. Write a word problem that matches the expression below. Remember to first model and solve the expression.

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**INDEPENDENT PRACTICE**

* CFS for top quality work
  + Model is drawn
  + Quotient is named
  + Unit(s) is picked
  + Situation is written that is interesting, realistic, short, and clear, and has all information needed for solving.

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| *Bachelor Level* |

1. Which problem below can be represented by and solved using the expression:
   1. Angel ran of a race. The race is a total of mile long. How far did Angel run?
   2. Susan is a potter. She has pound of clay and needs pound of clay to make a pot. What fraction of the total amount of clay that she needs does Susan have?
   3. Adam has yard of rope that he wants to cut into segments that are each inch long. How many segments can he make?
   4. There are 12 inches in a foot. A piece of wire is foot long. Hector needs to cut pieces of wire that are foot long. How many pieces of wire can he cut?

Explain how you know.

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| *Master Level* |

1. Write a word problem that matches the expression below. Remember to first model and solve the expression.

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1. Which word problem matches the model provided? Find the quotient and explain the match you selected.



1. Kristina road the B102 for mile. Her friend Anna road for of that distance. How far did Anna ride the bus?
2. Charlie measured his rectangular closet and found that the length is meter and the width is meter. What is the area of Charlie’s closet?
3. Michael collected kilograms of trash. He put the trash in separate bags that each hold kilogram of trash. How many bags did he use?
4. A box weighs ton. The contents were taken out and separated into containers that each hold pound. How many containers were used to hold all of the contents of the box?

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| *PhD Level* |

1. Write a two-step problem that matches the expression below

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

* CFS for top quality work
  + Model is drawn
  + Quotient is named
  + Unit(s) is picked
  + Situation is written that is interesting, realistic, short, and clear, and has all information needed for solving.

**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. Write a real world problem for the expression . Include a tape diagram and the quotient.

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