

Mathematics Exemplar Grade 5

Title: Sharing Equally

Standards: CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Goals:

- SWBAT: solve word problems using real life situations
- SWBAT: multiply fractions
- SWBAT: use visuals to solve a problem

Teacher Set-Up:

- Create Loom Lesson
- Post video in the classroom,
<https://www.loom.com/share/3b32414efa934289b97a7478dc7f8654>
- Post assignment in the classroom, a Google Doc.
- Post Kami assignment.

Introduction:

Students will begin to have to solve problems on the skill of multiplying fractions by a whole number. They will use visual representations or equations to complete the problems.

Lesson:

- Students will complete the Kami activity where they will use visual representation to complete a set of word problems. Ex. There are 22 cookies and they need to be shared equally between 4 people.
- Students will start by watching the video Sharing Equally, which will break down the process of a word problem, using visual representations and equations. Ex. Mr. Gomez has 12 cupcakes. He puts the cupcakes into 4 boxes so that there are the same number of cupcakes in each box. How many cupcakes did Mr. Gomez put in each box?
- Students will complete the Google Doc assignment.

Time Allotment:

45 minutes

Accommodations/Differentiation:

If a student does not have access to the Internet, they may complete the activity utilizing the paper version of the resources. If accessibility to the video is not available, students may refer to the notes to review the information.

To ensure that needs of all the students are met, students' assignments will be adapted to meet their individual needs. Limiting questions, providing break down of steps while completing the assignment, and teacher assistant. A teacher is available to meet with students during regular school hours for a one on one meeting.

Expectations for instructional outcomes:

- SWBAT: solve word problems using real life situations
- SWBAT: multiply fractions by a whole number
- SWBAT: use visuals to solve a problem

Resources:

Teacher-centered videos, Loom

Teacher created assignment on Kami

Teacher created assignment on Google Docs

Google Classroom

Device to access internet

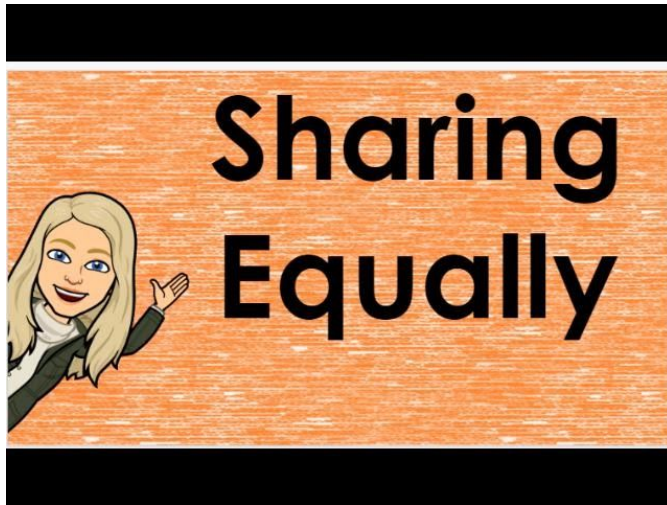
Paper version of assignments and videos

Evidence of Learning

Students will show learning by showing a visual representation of sharing equally on Kami.

Students will show learning by completing real world word problems on GoggleDocs.

Image Examples:



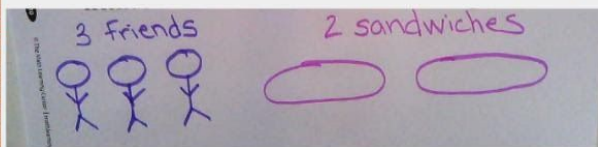
Mark and 2 of his friends were playing at the park. His mom brought them lunch, but she didn't know how many kids were there, so she only brought 2 sandwiches. Mark and his friends want to share the sandwiches equally.

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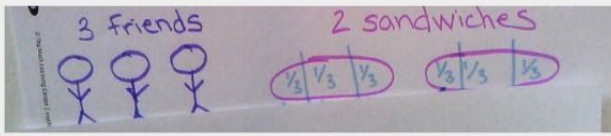


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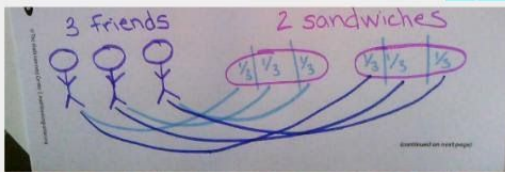


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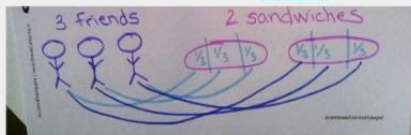
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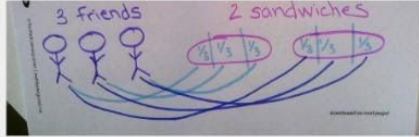


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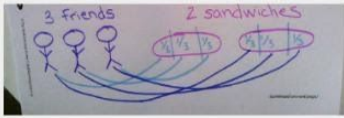
Equations: $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

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Equations: $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$ or $2 \div 3 = \frac{2}{3}$

Mark and 2 of his friends were playing at the park. His mom brought them lunch, but she didn't know how many kids were there, so she only brought 2 sandwiches. Mark and his friends want to share the sandwiches equally.



Each boy gets $\frac{2}{3}$ of the sandwich.

Equations: $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$ or $2 \div 3 = \frac{2}{3}$

Mr. Gomez has 12 cupcakes. He puts the cupcakes into 4 boxes so that there are the same number of cupcakes in each box. How many cupcakes did Mr. Gomez put in each box?

What is the equation to solve this problem? *

1 point

- 12 divided by 4
- 4 divided by 12
- 12×4
- 4×12
- $12/4$

How many cupcakes did Mr. Gomez put in each box? *

1 point

Your answer _____

A zookeeper has 4 bananas to feed the 6 monkeys. If she wants to use up all the bananas and give the same amount to each monkey, how much should she give each monkey?

What is the equation? *

1 point

- 4×6
- 4 divided by 6
- 6 divided by 4
- $6 + 4$

How much does each monkey get? *

1 point

Your answer

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Part 3

Four children want to share 10 candy bars so that everyone gets the same amount. How much candy can each child get?

What is the equation? *

1 point

Your answer

How much candy can each child get? Put the answer into a mixed number. *

1 point

Your answer

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Part 4

On a field trip to the museum, 12 kids were given 16 pizzas to share equally. How much should each kid get?

What is the equation? *

1 point

Your answer

How much pizza should each kid get? *

1 point

Your answer

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