

Objectives:

- Students will memorize the multiplication table, as evidenced by them passing “minute quizzes.”
- Students will split rectangles into equal pieces, as evidenced by them completing a warm-up worksheet where they do so.
- Students will, given a rectangular whole, draw fractions of the whole, as evidenced by them completing a homework assignment where they do so.
- Students will, given a polygonal or circular whole, draw fractions the whole, as evidenced by them completing a homework assignment where they do so.

Student Materials on Desk Corner:

- Homework #2-16
- Homework Checker
- Readiness Checker

Student Materials for Class:

- Homework Log
- Binder Paper
- Pencils

Teacher Materials:

- “Warm-up 2-17” for each student
- “Minute Quiz 2-17” for each student
- “Homework #2-16” answer key and grading roster for TA
- “Homework #2-17” handout for each student

Homework:

- Homework #2-17

Time	Activity
Before Bell	<p style="text-align: center;">DO NOW</p> <p>As students enter the classroom, shake hands and give them a copy of the warm-up. Remind students that there is a minute quiz, so students need to be seated quietly with a pencil when the bell rings.</p>
5 min	<p style="text-align: center;">MINUTE QUIZ, HOMEWORK COLLECTION, AND WARM-UP</p> <p>Minute Quiz When the bell rings, quickly go around and put the minute quiz on each student’s desk, facedown. Then, start everyone on the quiz at the same time and give everyone one minute. While students are working on the quiz, stamp the readiness checkers of students who were ready when the bell rang and had their readiness checkers out.</p> <p>Homework Collection Instruct the TA go around and collect homework and stamp homework checkers. Give the TA the answer key and have him or her grade the homework that was collected.</p> <p>Warm-up After the minute quiz, students should work on the warm-up while you take attendance.</p>
35 min	<p style="text-align: center;">LESSON: WHOLE-TO-PART CONVERSIONS</p> <p>Notes Follow the handwritten Cornell Notes.</p> <p>Homework Pass out the “Homework #2-17” handout and have students write down the assignment on their homework logs.</p>
45 min	<p style="text-align: center;">ALEKS</p> <p>Students should continue with ALEKS. Use this student work time to return graded homework.</p>

Solve the following multiplication problems. You have exactly one minute!

$3 \cdot 12 =$

$3 \cdot 6 =$

$7 \cdot 11 =$

$10 \cdot 11 =$

$1 \cdot 1 =$

$5 \cdot 5 =$

$9 \cdot 3 =$

$9 \cdot 8 =$

$7 \cdot 3 =$

$1 \cdot 8 =$

$7 \cdot 5 =$

$9 \cdot 11 =$

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$5 \cdot 5 =$

$9 \cdot 3 =$

$9 \cdot 8 =$

$7 \cdot 3 =$

$1 \cdot 8 =$

$7 \cdot 5 =$

$9 \cdot 11 =$

Solve the following multiplication problems. You have exactly one minute!

$8 \cdot 10 =$

$2 \cdot 8 =$

$3 \cdot 3 =$

$5 \cdot 11 =$

$9 \cdot 11 =$

$7 \cdot 2 =$

$6 \cdot 9 =$

$8 \cdot 3 =$

$4 \cdot 3 =$

$4 \cdot 10 =$

$9 \cdot 8 =$

$2 \cdot 6 =$

Solve the following multiplication problems. You have exactly one minute!

$8 \cdot 10 =$

$2 \cdot 8 =$

$3 \cdot 3 =$

$5 \cdot 11 =$

$9 \cdot 11 =$

$7 \cdot 2 =$

$6 \cdot 9 =$

$8 \cdot 3 =$

$4 \cdot 3 =$

$4 \cdot 10 =$

$9 \cdot 8 =$

$2 \cdot 6 =$

Solve the following multiplication problems. You have exactly one minute!

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$2 \cdot 8 =$

$3 \cdot 3 =$

$5 \cdot 11 =$

$9 \cdot 11 =$

$7 \cdot 2 =$

$6 \cdot 9 =$

$8 \cdot 3 =$

$4 \cdot 3 =$

$4 \cdot 10 =$

$9 \cdot 8 =$

$2 \cdot 6 =$

Solve the following multiplication problems. You have exactly one minute!

$2 \cdot 12 =$

$5 \cdot 8 =$

$11 \cdot 7 =$

$3 \cdot 6 =$

$6 \cdot 8 =$

$11 \cdot 5 =$

$7 \cdot 6 =$

$12 \cdot 7 =$

$10 \cdot 1 =$

$3 \cdot 11 =$

$1 \cdot 8 =$

$12 \cdot 12 =$

Solve the following multiplication problems. You have exactly one minute!

$2 \cdot 12 =$

$5 \cdot 8 =$

$11 \cdot 7 =$

$3 \cdot 6 =$

$6 \cdot 8 =$

$11 \cdot 5 =$

$7 \cdot 6 =$

$12 \cdot 7 =$

$10 \cdot 1 =$

$3 \cdot 11 =$

$1 \cdot 8 =$

$12 \cdot 12 =$

Solve the following multiplication problems. You have exactly one minute!

$2 \cdot 12 =$

$5 \cdot 8 =$

$11 \cdot 7 =$

$3 \cdot 6 =$

$6 \cdot 8 =$

$11 \cdot 5 =$

$7 \cdot 6 =$

$12 \cdot 7 =$

$10 \cdot 1 =$

$3 \cdot 11 =$

$1 \cdot 8 =$

$12 \cdot 12 =$

Draw vertical lines (up and down) to split each rectangle into the specified number of equal pieces.

1) 2 equal pieces



2) 3 equal pieces



3) 4 equal pieces



4) 5 equal pieces



5) 6 equal pieces



6) 7 equal pieces



Draw vertical lines (up and down) to split each rectangle into the specified number of equal pieces.

1) 2 equal pieces



2) 3 equal pieces



3) 4 equal pieces



4) 5 equal pieces



5) 6 equal pieces



6) 7 equal pieces



Whole-to-Part Conversion

Section → Examples

In real life, we sometimes get a whole pizza and need to find a part of it.

Ex: Here is one whole pizza:



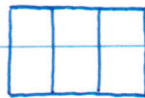
Find three-fourths of the pizza.

$\frac{3}{4}$
3 ← we want 3 slices
4 ← there are 4 slices in a pizza

To see how big the slices are, cut the whole pizza into 4 equal slices:



Now, we want 3 of the slices.



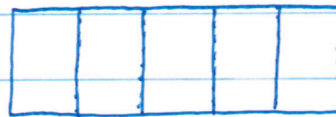
This is $\frac{3}{4}$ of the pizza.

Ex: One Whole:



Five-thirds:

$\frac{5}{3}$



Ex: One Whole:

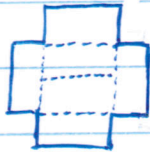


One-third:

$$\frac{1}{3}$$

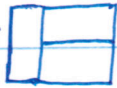


Ex: One Whole:



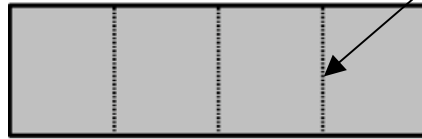
Three-sixths:

$$\frac{3}{6}$$



Given a whole pizza, draw the fraction.

Ex) One Whole:



1) Draw lines to separate the whole pizza into four equal slices. (It's four because the fraction has four in the denominator.)

Seven-Fourths:



2) Draw seven slices to get the answer. (It's seven because the fraction has seven in the numerator.)

1) One Whole:



One-Fourth:

2) One Whole:



Three-Halves:

3) One Whole:



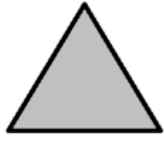
Five-Thirds:

4) One Whole:



Two-Fifths:

5) One Whole:



Two-Thirds:

6) One Whole:



One-Half:

7) One Whole:



Three-Fifths:

8) One Whole:



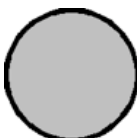
One-Third:

9) One Whole:



Five-Sixths:

10) One Whole:



Three-Fourths: