

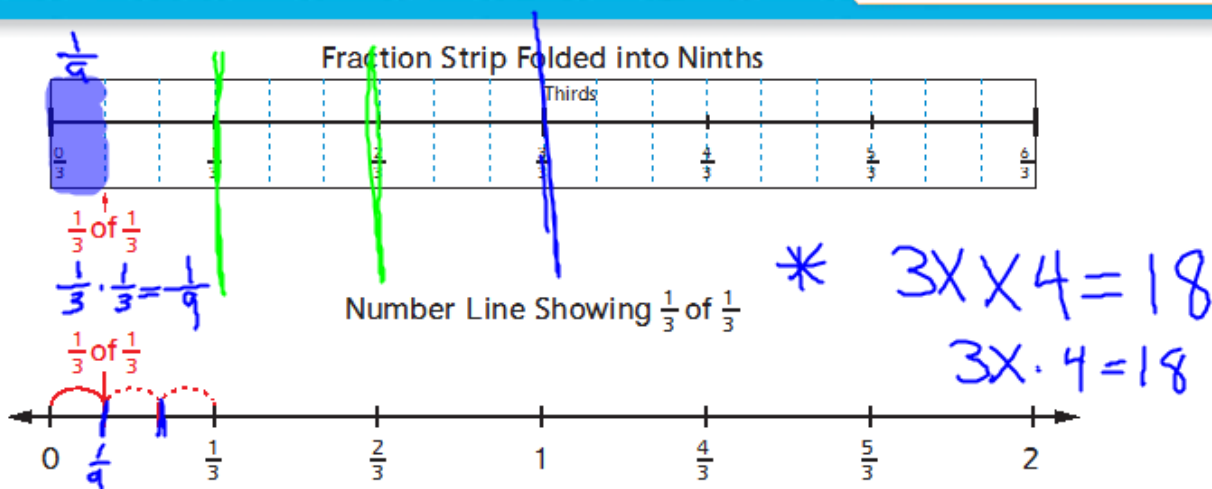
# Fraction-Multiplication Review

## Lesson 2-3

DATE

TIME

1



a. How are the two representations above similar?

b. How are the two representations different?

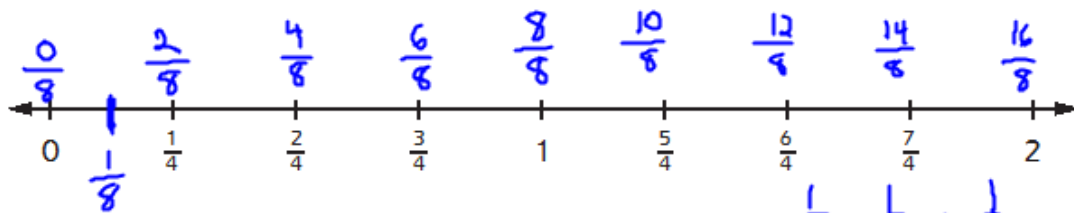
c. Write a number sentence to represent what  $\frac{1}{3}$  of  $\frac{1}{3}$  equals.

$$\frac{1}{3} \cdot \frac{1}{3} = \frac{1}{9}$$

2

Represent  $\frac{1}{2}$  of  $\frac{1}{4}$  on the number line. Number sentence:

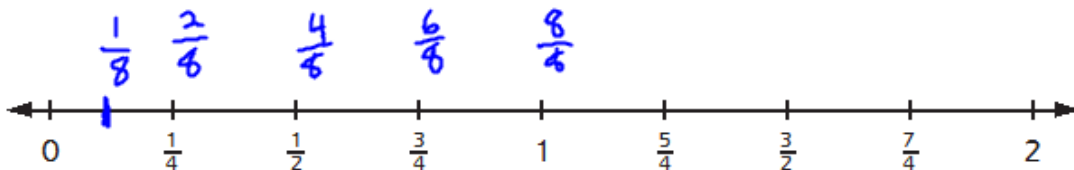
$$\frac{1}{2} \cdot \frac{1}{4} = \frac{1}{8}$$



3

Represent  $\frac{1}{4}$  of  $\frac{1}{2}$  on the number line. Number sentence:

$$\frac{1}{4} \cdot \frac{1}{2} = \frac{1}{8}$$



4

Mica says she thinks that when you multiply fractions, the order does not matter. You will get the same answer either way. Do you agree? \_\_\_\_\_

Explain. \_\_\_\_\_

# Fraction-Multiplication Review (continued)

Lesson 2-3

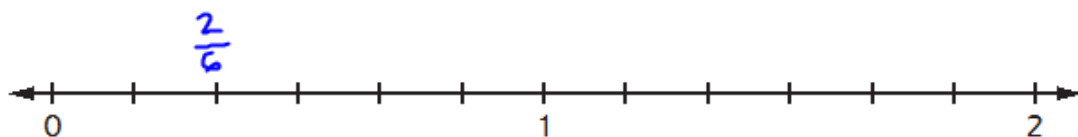
DATE

TIME

Represent Problems 5–6 on a number line and record a number sentence for each problem.

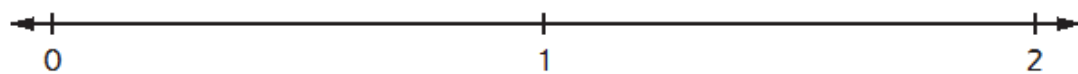
- 5 Sasha has  $\frac{4}{6}$  of a granola bar. She gives  $\frac{1}{2}$  of what she has to her friend.

How much of a whole granola bar does Sasha's friend get?  $\frac{1}{2} \cdot \frac{4}{6} = \frac{2}{6}$  or  $\frac{1}{3}$



- 6 There was  $\frac{3}{4}$  of a sandwich left over from lunch. Vana ate  $\frac{1}{2}$  of the leftover part for dinner.

What fraction of a whole sandwich did Vana eat for dinner? \_\_\_\_\_



- 7 Molly says that multiplication ALWAYS makes a product that is greater than its factors. Explain how you know Molly did not consider all problems, and give an example of when Molly's statement is not true.

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## Try This

- 8 Describe any patterns you see in the sets of equations below that might help you predict whether a product will be greater than or less than its factors.

$$3 * 15 = 45$$

$$\frac{1}{3} * 21 = 7$$

$$\frac{1}{3} * \frac{1}{6} = \frac{1}{18}$$

$$4 * 8 = 32$$

$$\frac{1}{4} * 12 = 3$$

$$\frac{3}{4} * \frac{2}{6} = \frac{6}{24}$$

$$5 * 25 = 125$$

$$\frac{1}{5} * 10 = 2$$

$$\frac{2}{5} * \frac{4}{20} = \frac{8}{100}$$

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1 Add or subtract.

a.  $\frac{7}{8} - \underline{\hspace{2cm}} = \frac{4}{8}$

b.  $\frac{1}{9} + \underline{\hspace{2cm}} = \frac{5}{9}$

c.  $\underline{\hspace{2cm}} - \frac{4}{5} = \frac{6}{5}$

d.  $\underline{\hspace{2cm}} + 1\frac{1}{2} = 2\frac{1}{4}$



2 Estimate the product. Record a number sentence to show how you estimated.

a.  $74 * 95$

\_\_\_\_\_

b.  $382 * 510$

\_\_\_\_\_

c.  $855 * 765$

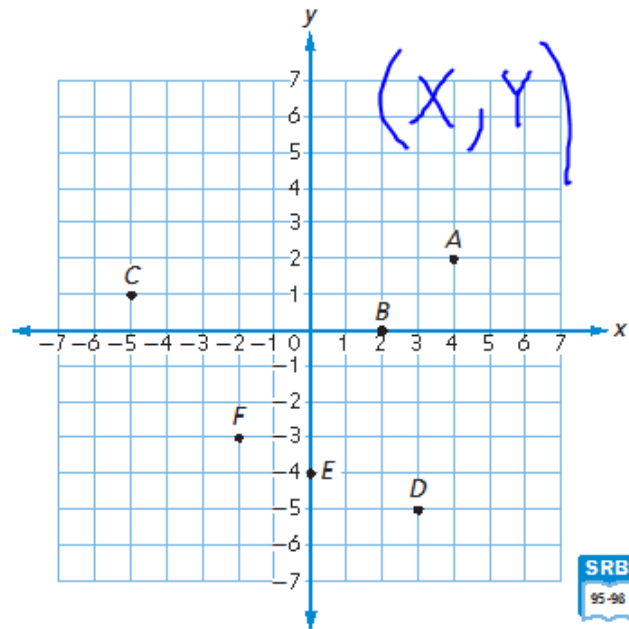
\_\_\_\_\_

3 Write the ordered pair for each point.

A: \_\_\_\_\_ B: \_\_\_\_\_

C: \_\_\_\_\_ D: \_\_\_\_\_

E: \_\_\_\_\_ F: \_\_\_\_\_



4 **Writing/Reasoning** Explain how you know your answer to Problem 2c makes sense.