Exploring Multiplication of Whole Numbers and Fractions

Overarching Student Learning Goals In this unit, your child will work to build an understanding of the following:	Resources/Tasks to support your child at home.
Students can decompose fractions as products of unit fractions (Note: Fractions in 4 th grade are limited to fractions with denominators of 2,3,4,5,6,8,10,12, and 100.) Example(s): $\frac{3}{6} = \frac{1}{6} + \frac{1}{6} + \frac{1}{6}, \text{ or 3 groups of } \frac{1}{6}, \text{ can be represented as } 3 \times \frac{1}{6}.$ Number line: $\frac{1}{6} = \frac{2}{6} = \frac{3}{6} = \frac{4}{6} = \frac{5}{6} = \frac{6}{6} = \frac{7}{6} = \frac{8}{6}$ Area model: $\frac{1}{6} = \frac{2}{6} = \frac{3}{6} = \frac{4}{6} = \frac{5}{6} = \frac{6}{6} = \frac{7}{6} = \frac{8}{6}$ Example(s): $3 \times \frac{2}{5}, \text{ or 3 groups of } \frac{2}{5}, \text{ can be represented as } \frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{6}{5}.$ $\frac{3 \times \frac{2}{5}}{\frac{2}{3}}, \text{ or 3 groups of } \frac{2}{5}, \text{ can be represented as } \frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{6}{5}.$ $\frac{3 \times \frac{2}{5}}{\frac{2}{3}}, \text{ or 3 groups of } \frac{2}{5}, \text{ can be represented as } \frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{6}{5}.$ $\frac{3 \times \frac{2}{5}}{\frac{2}{3}}, \text{ or 3 groups of } \frac{2}{5}, \text{ can be represented as } \frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{6}{5}.$ $\frac{3 \times \frac{2}{5}}{\frac{2}{3}}, \text{ or 3 groups of } \frac{2}{5}, \text{ can be represented as } \frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{6}{5}.$ $\frac{3 \times \frac{2}{5}}{\frac{2}{3}}, \text{ or 3 groups of } \frac{2}{5}, \text{ can be represented as } \frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{6}{5}.$ $\frac{3 \times \frac{2}{5}}{\frac{2}{3}}, \text{ or 3 groups of } \frac{2}{5}, \text{ so 3 groups of } 2$	 Next time you order pizza for dinner, count the number of slices. What fraction does each slice represent? (\$\frac{1}{8}\$ if there are 8 slices in the pie.) How would I represent the whole pie? (\$\frac{8}{8}\$) Ask your child questions such as, "If I ate 5 slices, how much did I eat and how can I write that as a fraction multiplication problem?" (5 × \$\frac{1}{8}\$ = \$\frac{5}{8}\$) Khan Academy: Multiply Whole Number by a Unit Fraction Practice https://goo.gl/iRP2yL LearnZillion: Represent Fractions as a Sum of Unit Fractions http://bit.ly/2q6yTXz LearnZillion: Use a Fraction Model for Multiplication of Fractions and Whole Numbers http://bit.ly/2SenwcU Ask your child to take a recipe and multiply the ingredients to make a larger portion of the recipe. Khan Academy: Multiply Fractions by Whole Numbers https://goo.gl/eAs7Xp XP Math: Multiply fractions by Whole Numbers by Using Models http://goo.gl/qY3S0y LearnZillion: Multiply Fractions by Whole Numbers by Using Models http://bit.ly/2PTc4lg

Grade 4

Students can solve multiplication of fractions word problems by using visual models

Example:

If each person at a party eats 3/8 of a pound of roast beef, and there are 5 people at the party, how many pounds of roast beef are needed? Between what two whole numbers does your answer lie?

A student may build a fraction model to represent this problem:



 $5 \times \frac{3}{8} = \frac{15}{8} = 1\frac{7}{8}$ pounds, which is between the whole numbers 1 and 2.

• LearnZillion: Multiply by Fractions Using Repeated Addition http://bit.ly/2O5V7CC