Learning Objective: Students will be able to use a visual model and a formal rule to divide by a fraction.

Warm Up

705	183	625	276
× 156	× 515	× 208	× 150

957	547	719	919
× 393	× 404	× 628	× 800

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Warm Up Answers

705	183	625	276
× 156	× 515	× 208	× 150
4,230	915	5,000	0
35,250	1,830	0	13,800
70,500	91,500	125,000	27,600
109,980	94,245	130,000	41,400

957	547	719	919
× 393	× 404	× 628	× 800
2,871	2,188	5,752	0
86,130	0	14,380	0
287,100	218,800	431,400	735,200
376,101	220,988	451,532	735,200

Learning Objective: Students will be able to use a visual model and a formal rule to divide by a fraction.

Lesson 2.2   October 2, 2014

Essential Question:

How can you divide by a fraction?

Lesson 2.2

October 2, 2014

Lesson Objective:

Students will be able to:

use a visual model and a formal rule to divide by a fraction.

Self-Evaluation Scale

Score	Description
4	I can teach other students how to use a visual model and a formal rule to divide by a fraction.
3	I can use a visual model and a formal rule to divide by a fraction.
2	I recognize, but still need help to use a visual model and a formal rule to divide by a fraction.
1	I do not know how to use a visual model and a formal rule to divide by a fraction.

October 2, 2014 Period 4 Lesson 2.2

Learning Objective: Students will be able to use a visual model and a formal rule to divide by a fraction.

Homework Answers

2.1 Record and Practice Journal

Multiply. Write the answer in simplest form.

1. $\frac{1}{6} \times \frac{5}{8}$

$$\frac{5}{48}$$

2. $\frac{7}{9} \times 3$

$$2\frac{1}{3}$$

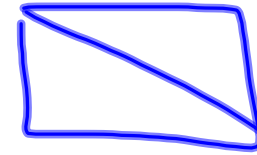3. $\frac{8}{9} \times \frac{3}{5}$

$$\frac{8}{15}$$

4. $\frac{7}{8} \times 2\frac{1}{3}$

$$2\frac{1}{24}$$

5. $7 \times 3\frac{9}{14}$

$$25\frac{1}{2}$$

6. $5\frac{5}{9} \times 2\frac{7}{10}$

$$15$$

7. You reserve $\frac{2}{5}$ of the seats on a tour bus. You are able to fill $\frac{5}{8}$ of the seats you reserve. What fraction of the seats on the bus are you able to fill?

$$\frac{1}{4}$$

8. A triangle has a base of $5\frac{2}{3}$ inches and a height of 3 inches. What is the area of the triangle?

$$8\frac{1}{2} \text{ in.}^2$$

$A = \frac{1}{2} bh$

$5\frac{2}{3} \cdot 3$

$17 \cdot \frac{3}{1}$

$\frac{17}{3}$

Learning Objective: Students will be able to use a visual model and a formal rule to divide by a fraction.

Activity 1 & 2

With a partner, work on Activity 1 & 2 on pages 35 & 36 of your Big Ideas Record and Practice Journal.
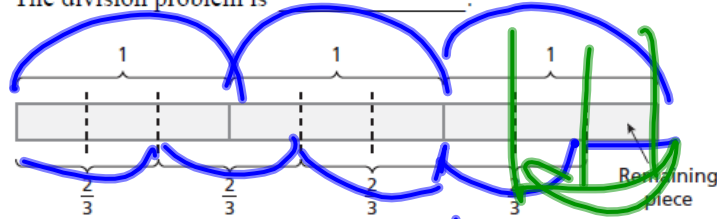
October 2, 2014 Period 4 Lesson 2.2

Learning Objective: Students will be able to use a visual model and a formal rule to divide by a fraction.

1 ACTIVITY: Dividing by a Fraction

Work with a partner. Write the division problem and solve it using a model.

a. How many two-thirds are in three?

The division problem is _____.

How many groups of $\frac{2}{3}$ are in 3? ___**4**___

The remaining piece represents ___**½**___ of $\frac{2}{3}$.

So, there are ___**4½**___ groups of $\frac{2}{3}$ in 3.

So, ___**3**___ ÷ ___$\frac{2}{3}$___ = ___**4½**___.

b. How many halves are in five halves?
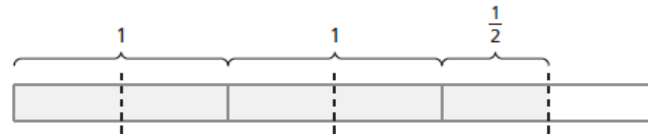
c. How many four-fifths are in eight?
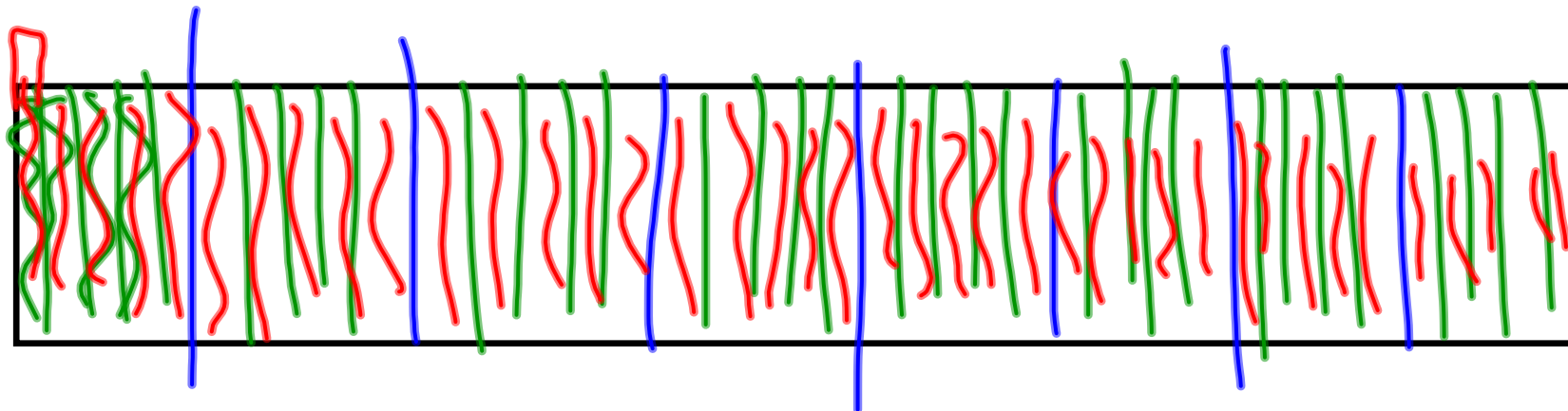
$5 \div \frac{2}{3}$

$$8 + 2 = 10$$

1 2 3 4 5 6 7 8 9 10

Learning Objective: Students will be able to use a visual model and a formal rule to divide by a fraction.

Work with a partner.

a. Complete each table.

Division Table

$8 \div 16$	$\dfrac{1}{2}$
$8 \div 8$	1
$8 \div 4$	2
$8 \div 2$	4
$8 \div 1$	8
$8 \div \dfrac{1}{2}$	
$8 \div \dfrac{1}{4}$	
$8 \div \dfrac{1}{8}$	

Multiplication Table

$8 \times \dfrac{1}{16}$	$\dfrac{1}{2}$
$8 \times \dfrac{1}{8}$	1
$8 \times \dfrac{1}{4}$	2
$8 \times \dfrac{1}{2}$	4
8×1	8
8×2	
8×4	
8×8	

Learning Objective: Students will be able to use a visual model and a formal rule to divide by a fraction.

$\frac{3}{8}$

O O

Two numbers whose product is 1 are **reciprocals**. To write the reciprocal of a number, write the number as a fraction. Then invert the fraction. So, the reciprocal of a fraction $\frac{a}{b}$ is $\frac{b}{a}$, where a and $b \neq 0$.

$\frac{2}{1} = 2 \neq \frac{1}{2}$

The Meaning of a Word ● Invert

When you **invert** a glass,   you turn it over.

October 2, 2014 Period 4 Lesson 2.2

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$$\frac{16}{16} \quad \frac{16}{16} = \quad \frac{8}{5} * \frac{5}{8} = 1 \qquad \frac{8}{5} \times \frac{5}{8}$$

1 — Writing Reciprocals

	Original Number	Fraction	Reciprocal	Check
a.	$\frac{3}{5}$	$\frac{8}{5}$ ⟶ $\frac{5}{3}$		$\frac{3}{5} \times \frac{5}{3} = 1$
b.	$\frac{9}{5}$	$\frac{9}{5}$ ⟶ $\frac{5}{9}$		$\frac{9}{5} \times \frac{5}{9} = 1$
c.	$\frac{2}{1}$	$\frac{2}{1}$ ⟶ $\frac{1}{2}$		$\frac{2}{1} \times \frac{1}{2} = 1$

Learning Objective: Students will be able to use a visual model and a formal rule to divide by a fraction.

On Your Own

Write the reciprocal of the number.

1. $\dfrac{3}{4}$

2. 5

3. $\dfrac{7}{2}$

4. $\dfrac{4}{9}$

$$Div = Mult \text{ of the reciprocal}$$

$$4 \div 2 = 2$$

$$\overset{2}{\cancel{4}} \cdot \frac{1}{\cancel{2}_{1}} = \frac{2}{1} = 2$$

$$10 \div 2$$

$$\overset{5}{\cancel{10}} \cdot \frac{1}{2} = \frac{5}{1} = 5$$

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Key Idea

Dividing Fractions

Words   To divide a number by a fraction, multiply the number by the reciprocal of the fraction.

Numbers $\dfrac{1}{5} \div \dfrac{3}{4} = \dfrac{1}{5} \times \dfrac{4}{3} = \dfrac{1 \times 4}{5 \times 3}$

Algebra $\dfrac{a}{b} \div \dfrac{c}{d} = \dfrac{a}{b} \cdot \dfrac{d}{c} = \dfrac{a \cdot d}{b \cdot c}$, where b, c, and $d \neq 0$

Dividend
Divisor

$$1 \div \frac{3}{4}$$

$$1 \cdot \frac{4}{3} \div \frac{4}{3}$$

$$4 \div \frac{3}{4} = 4 \cdot \frac{4}{3} = \frac{16}{3} = 5\frac{1}{3}$$

Learning Objective: Students will be able to use a visual model and a formal rule to divide by a fraction.

2   Dividing a Fraction by a Fraction

Find $\dfrac{1}{6} \div \dfrac{2}{3}$.

$\dfrac{1}{6} \div \dfrac{2}{3} = \dfrac{1}{6} \times \dfrac{3}{2}$ Multiply by the reciprocal of $\dfrac{2}{3}$, which is $\dfrac{3}{2}$.

$= \dfrac{1 \times \overset{1}{\cancel{3}}}{\underset{2}{\cancel{6}} \times 2}$ Multiply fractions. Divide out the common factor 3.
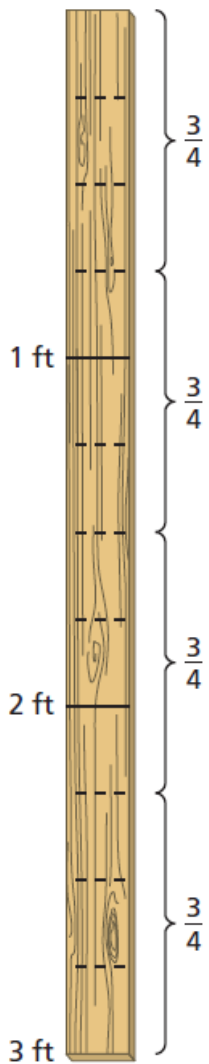
$= \dfrac{1}{4}$ Simplify.

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EXAMPLE 3 — **Dividing a Whole Number by a Fraction**

A piece of wood is 3 feet long. How many $\frac{3}{4}$-foot pieces can you cut from the piece of wood?

Method 1: Draw a diagram. Mark each foot on the diagram. Then divide each foot into $\frac{1}{4}$-foot sections.

Count the number of $\frac{3}{4}$-foot pieces of wood. There are four.

∴ So, you can cut four $\frac{3}{4}$-foot pieces from the piece of wood.

Method 2: Divide 3 by $\frac{3}{4}$ to find the number of $\frac{3}{4}$-foot pieces.

$$3 \div \frac{3}{4} = 3 \times \frac{4}{3}$$ Multiply by the reciprocal of $\frac{3}{4}$, which is $\frac{4}{3}$.

$$= \frac{\overset{1}{\cancel{3}} \times 4}{\cancel{3}_1}$$ Multiply. Divide out the common factor 3.

$$= 4$$ Simplify.

∴ So, you can cut four $\frac{3}{4}$-foot pieces from the piece of wood.

(Diagram labels: 1 ft, 2 ft, 3 ft; segments marked $\frac{3}{4}$, $\frac{3}{4}$, $\frac{3}{4}$, $\frac{3}{4}$)

Learning Objective: Students will be able to use a visual model and a formal rule to divide by a fraction.

On Your Own

Divide. Write the answer in simplest form.

5. $\dfrac{2}{7} \div \dfrac{1}{3}$ **6.** $\dfrac{1}{2} \div \dfrac{1}{8}$ **7.** $\dfrac{3}{8} \div \dfrac{1}{4}$ **8.** $\dfrac{2}{5} \div \dfrac{3}{10}$

9. How many $\dfrac{1}{2}$-foot pieces can you cut from a 7-foot piece of wood?

October 2, 2014 Period 4 Lesson 2.2

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4 Dividing a Fraction by a Whole Number

Find $\dfrac{4}{5} \div 2$.

$$\dfrac{4}{5} \div 2 = \dfrac{4}{5} \div \dfrac{2}{1}$$ Write 2 as an improper fraction.

$$= \dfrac{4}{5} \times \dfrac{1}{2}$$ Multiply by the reciprocal of $\dfrac{2}{1}$, which is $\dfrac{1}{2}$.

$$= \dfrac{\overset{2}{\cancel{4}} \times 1}{5 \times \underset{1}{\cancel{2}}}$$ Multiply fractions. Divide out the common factor 2.

$$= \dfrac{2}{5}$$ Simplify.

Learning Objective: Students will be able to use a visual model and a formal rule to divide by a fraction.

Assignment

Complete problems 8, 9, 11, 13, 19, 21, 43, 48, & 51 on pages 67 & 68 in your Big Ideas Text Book.

Lesson 2.2   October 2, 2014

Essential Question:

How can you divide by a fraction?

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Self-Evaluation Scale

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October 2, 2014 Period 4 Lesson 2.2

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Homework

In your Big Ideas Record and Practice Journal page 38.