

## Lesson 2: Share More Sandwiches

### Standards Alignments

Building On 3.NF.A.1, 3.OA.A.2

Addressing 5.NF.B.3

### Teacher-facing Learning Goals

- Represent the relationship between division and fractions with diagrams and expressions.

### Student-facing Learning Goals

- Let's use diagrams and expressions to represent division situations.

### Lesson Purpose

The purpose of this lesson is for students to relate equal shares to division expressions and visual representations of fractions.

In the previous lesson, students explored the relationship between fractions and division by representing situations where some people shared some sandwiches. They used informal language to describe how they knew each person got about the same amount of sandwich.

In this lesson, students recognize the relationship between a fraction and a division expression. For example,  $\frac{1}{5} = 1 \div 5$ . Students interpret  $1 \div 5$  as the amount in one group when a single whole is divided into 5 equal portions. They see that the quantity in that portion is  $\frac{1}{5}$  of a whole.

### Access for:

#### Students with Disabilities

- Representation (Activity 1)

#### English Learners

- MLR8 (Activity 2)

### Instructional Routines

Card Sort (Activity 2), Estimation Exploration (Warm-up)

### Materials to Copy

- Sandwich Match (groups of 2): Activity 2

## Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

## Teacher Reflection Question

What have you noticed about the language students use to describe the relationship between fractions and division? How can you continue to recognize and honor their authentic language and also connect it to more formal math vocabulary?

## Cool-down (to be completed at the end of the lesson)

🕒 5 min

How Much Sandwich?

### Standards Alignments

Addressing 5.NF.B.3

### Student-facing Task Statement

- 4 sandwiches are equally shared by 5 students. How much sandwich does each student get? Show or explain your reasoning.
- Write a division expression to represent the situation.

### Student Responses

- $\frac{4}{5}$  sandwich: Students may draw different shaped sandwiches and partition them in a variety of ways. They may also write an equation.
- $4 \div 5$