# Lesson 9: Relacionemos el área con la multiplicación

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 5.NF.B.4.b |

### Teacher-facing Learning Goals

* Find the area of a rectangle with a unit fraction side length in a way that makes sense to them.

### Student-facing Learning Goals

* Exploremos el área de rectángulos en los que una longitud de lado es una fracción unitaria.

### Lesson Purpose

The purpose of this lesson is for students to calculate the area of a rectangle whose side lengths are a unit fraction and a whole number in a way that makes sense to them.

Students build on their understanding of multiplication and area from grade 3 as they work with areas with fractional side lengths. Students may count the number of smaller parts within a rectangle and will need to recognize and consider the size of these parts, which is a fraction of a square unit. It is important to be precise in the units used to describe the area and teachers should make sure to refer to “square units” rather than “squares.”

As with the area work in grade 3, the commutative property may come up. The commutative property allows students to find products in a way that makes sense to them. For example a student might find the area of a rectangle with side lengths and 4 by thinking of 4 groups of .

In Unit 6, students have another opportunity to interpret the product of a fraction and a whole number in the context of multiplication as scaling. This section is about area.

### Access for:

### Students with Disabilities

* Action and Expression (Activity 1)

### English Learners

* MLR8 (Activity 1)

### Instructional Routines

Which One Doesn’t Belong? (Warm-up)

### Materials to Copy

* Grid Paper 5 (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

As students shared their ideas today, how did you ensure all students’ voices were heard and valued as an important part of the collective learning?

## Cool-down

(to be completed at the end of the lesson) 5min

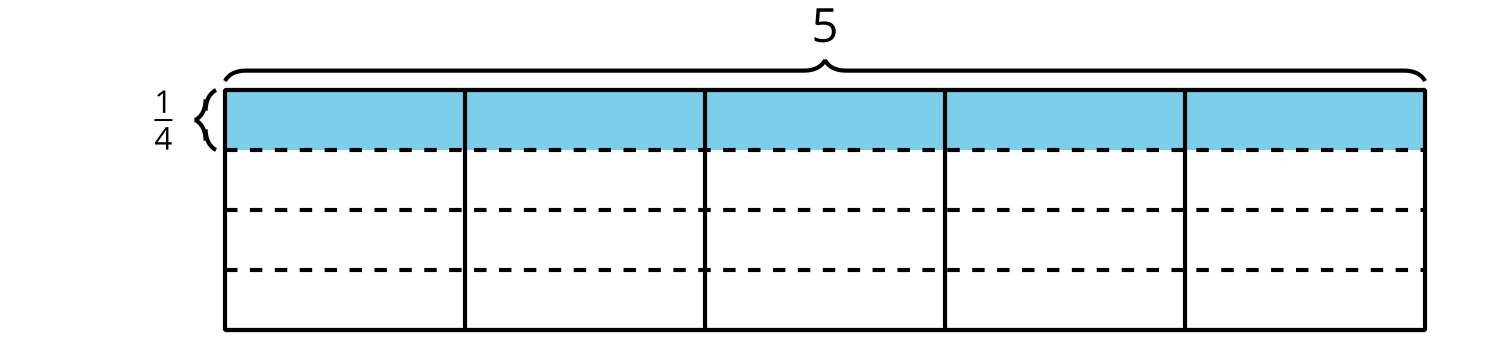
Partes fraccionarias

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 5.NF.B.4.b |

### Student-facing Task Statement

Encuentra el área de la región sombreada. Explica o muestra tu razonamiento.



### Student Responses

The area is or square units.

Sample response: I counted the shaded pieces which are fourths and figured out that I had enough to fill one unit square and of a second unit square.