

# Lesson 19: Fraction Games

## Standards Alignments

Addressing 5.NF.B.4, 5.NF.B.6, 5.NF.B.7, 5.NF.B.7.c

### Teacher-facing Learning Goals

- Multiply and divide with fractions.

### Student-facing Learning Goals

- Let's multiply and divide with fractions.

## Lesson Purpose

The purpose of this lesson is for students to use their understanding of fractions and division to make the largest and smallest expressions using given numbers.

Students work together with expressions involving a unit fraction divided by a whole number and a whole number divided by a unit fraction. In both activities, students write multiplication and division expressions, given specific digits to choose from. In Activity 1, students are applying what they learned to strategically write expressions that represent the greatest product or quotient. In Activity 2, they are trying to write expressions that represent the smallest product or quotient. This lesson has a Student Section Summary.

### Access for:

#### Students with Disabilities

- Engagement (Activity 1)

#### English Learners

- MLR8 (Activity 1)

## Instructional Routines

Estimation Exploration (Warm-up)

### Lesson Timeline

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

### Teacher Reflection Question

How effective were your questions in supporting students' thinking today? What did students say or do that showed they were effective?

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

🕒 5 min

Fill in the Blanks

### Standards Alignments

Addressing 5.NF.B.6, 5.NF.B.7

### Student-facing Task Statement

Use the numbers 6, 7, 8, and 9 to make the greatest product. Show or explain how you know it is the greatest product.

$$\frac{\square}{\square} \times \frac{\square}{\square}$$

### Student Responses

$\frac{9}{6} \times \frac{8}{7}$  or equivalent. It's the greatest because I used the two largest numbers for numerators and the two smallest numbers for denominators.