5th - ES08 - CFA - LT33 Fraction Division

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| **Fraction Division**  **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ #\_\_\_\_** | | **Total** | **0-2**  **Not yet** | | **3-4**  **Getting there** | | **5-6**  **Proficient** | | **7-8**  **Mastered** |
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| ***Learning Target 33: I know a fraction represents division of the numerator by the denominator.*** | | | | |
| **0** - Insufficient assessment data exists to make a fair evaluation of student performance expectations. | **1** - Minimal understanding and does not meet grade-level standards. Performance is inconsistent even with guidance and support. | **2** - Shows mastery of some grade-level standards. The student grasps and applies some of the key concepts, processes, and skills with significant errors. | **3** - Shows mastery of grade-level standards. Consistently grasps and applies key concepts, processes, and skills with limited errors. | **4** - Shows mastery, with excellence, of the standards with ease and consistency. Applies and extends the key concepts, processes, and skills of the grade level. |
| Six team members are sharing four boxes of cookies.  **Model and label the situation above.**  **How much of a box will each student get?**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Emily buys ribbons of various lengths to cut into five equal pieces to wrap around presents.   1. She buys 16 feet of red ribbon. What is the length of each piece of red ribbon? 2. She buys 3 feet of yellow ribbon. What is the length of each piece of yellow ribbon? | | | | |

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| I knew what I was doing. | I didn’t follow directions. | I made a calculation mistake. | My reasoning was off. | I did the wrong operation. | My modeling was off. |

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| 40 gallons of water is used to completely fill 6 fish tanks. If each tank holds the same amount of water, how many gallons will each tank hold?   1. Draw a tape diagram to represent the problem. 2. Find the exact answer. Write it as a fraction and as a mixed number. 3. Determine which two whole numbers the answer is in between. 4. Explain how the fractional part of the mixed number is related to the remainder in the problem. 5. Check your work. | | | | |

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5th-ES08-CFA- LT33 Rubric

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| ***Learning Target 33: I know a fraction represents division of the numerator by the denominator.*** | | | | |
| 0- Not attempted or some sections left blank | 1- out of 4 of the following:  -correct model  -box per student  -amount of red ribbon  -amount of yellow ribbon  -each problem attempted | 2- out of 4 of the following:  -correct model  -box per student  -amount of red ribbon  -amount of yellow ribbon | 3- out of 4 of the following:  -correct model  -box per student  -amount of red ribbon  -amount of yellow ribbon | 4- out of 4 of the following:  -correct model  -box per student  -amount of red ribbon  -amount of yellow ribbon |
| Six team members are sharing four boxes of cookies.  **Model and label the situation above.**    **How much of a box will each student get?**  **4/6 = ⅔ of a box**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Emily buys ribbons of various lengths to cut into five equal pieces to wrap around presents.   1. She buys 16 feet of red ribbon. What is the length of each piece of red ribbon? **16/5 = 3 ⅕ ft** 2. She buys 3 feet of yellow ribbon. What is the length of each piece of yellow ribbon? **⅗ ft** | | | | |
| 0- Not attempted or some sections left blank | 1- out of 4 of the following:  -tape diagram model  -exact answer (doesn’t have to be simplified)  -correct whole numbers  -explanation of the remainder  -each problem attempted | 2- out of 4 of the following:  -tape diagram model  -exact answer (doesn’t have to be simplified)  -correct whole numbers  -explanation of the remainder | 3- out of 4 of the following:  -tape diagram model  -exact answer (doesn’t have to be simplified)  -correct whole numbers  -explanation of the remainder | 4- out of 4 of the following:  -tape diagram model  -exact answer (doesn’t have to be simplified)  -correct whole numbers  -explanation of the remainder |
| 40 gallons of water is used to completely fill 6 fish tanks. If each tank holds the same amount of water, how many gallons will each tank hold?   1. Draw a tape diagram to represent the problem.      1. Find the exact answer. Write it as a fraction and as a mixed number. **40/6 = 6 4/6 = 6 ⅔ gallon** 2. Determine which two whole numbers the answer is in between. **6 & 7** 3. Explain how the fractional part of the mixed number is related to the remainder in the problem.   **40 6 = 6 with a remainder of 4. The remainder is 4 and it is split 6 ways or 4/6 (simplifies to ⅔)**   1. Check your work.   **6 ⅔ x 6 = 20/3 x 6 = 120/3 = 40** | | | | |

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| Five team members are sharing six boxes of cookies.  **Model and label the situation above.**  **How much of a box will each student get?**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Emily buys ribbons of various lengths to cut into 7 equal pieces to wrap around presents.   1. She buys 45 feet of red ribbon. What is the length of each piece of red ribbon? 2. She buys 3 feet of yellow ribbon. What is the length of each piece of yellow ribbon? | | | | |

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| 125 gallons of water is used to completely fill 4 fish tanks. If each tank holds the same amount of water, how many gallons will each tank hold?   1. Draw a tape diagram to represent the problem.      1. Find the exact answer. Write it as a fraction and as a mixed number. 2. Determine which two whole numbers the answer is in between. 3. Explain how the fractional part of the mixed number is related to the remainder in the problem. 4. Check your work. | | | | |

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