

Division Fraction Detectives

Turn each division problem into a fraction.

GRADE 5 • MA.5.FR.1

MA.5.FR.1 "Interpret a fraction as an answer to a division problem."

NAME _____

DATE _____

DIVISION BECOMES A FRACTION

A fraction can show the answer to a division problem. Put the number being divided on top, and put the number you divide by on the bottom.

WORKED EXAMPLE

17 liters of juice are shared equally among 5 teams. How many liters does each team get? Write a fraction.

1. The division is $17 \div 5$.
2. Put 17, the amount being shared, in the numerator.
3. Put 5, the number of teams, in the denominator: $17/5$.

Answer: Each team gets $17/5$ liter of juice.

PRACTICE 6 problems

1 Write $3 \div 8$ as a fraction.

ANSWER _____

2 Write $14 \div 9$ as a fraction.

ANSWER _____

3 Write $6 \div 11$ as a fraction.

ANSWER _____

4 Write $18 \div 7$ as a fraction.

ANSWER _____

5 Write $4 \div 13$ as a fraction.

ANSWER _____

6 Write $16 \div 3$ as a fraction.

ANSWER _____

APPLY IT Show your work

- 1** A robotics team has 12 meters of wire to share equally among 7 robots. What fraction of a meter of wire does each robot get?

WORK SPACE

ANSWER _____

- 2** At art club, 20 ounces of clay are shared equally among 9 students. How many ounces of clay does each student get? Write a fraction.

WORK SPACE

ANSWER _____

CHALLENGE One step up

CHALLENGE

Maya says $15 \div 8 = 15/8$. Leo says $15 \div 8 = 8/15$. Who is correct? Explain your reasoning.

PART 1 • PRACTICE

#	PROBLEM	ANSWER
1	Write $3 \div 8$ as a fraction.	3/8
2	Write $14 \div 9$ as a fraction.	14/9
3	Write $6 \div 11$ as a fraction.	6/11
4	Write $18 \div 7$ as a fraction.	18/7
5	Write $4 \div 13$ as a fraction.	4/13
6	Write $16 \div 3$ as a fraction.	16/3

PART 2 • APPLY IT

1. **12/7 meter** This is $12 \div 7$. Put the amount of wire, 12, in the numerator and the number of robots, 7, in the denominator.
2. **20/9 ounces** This is $20 \div 9$. The clay amount is the numerator, and the number of students is the denominator.

CHALLENGE

Maya is correct. In $15 \div 8$, 15 is the number being divided, so it is the numerator, and 8 is the divisor, so it is the denominator: 15/8.

Accept equivalent fractions when they represent the same quotient. Students should place the dividend in the numerator and the divisor in the denominator.