LESSON MAKER PRO

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 ÷ 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 ÷ 8 as a fraction.

ANSWER _____

2 Write 14 ÷ 9 as a fraction.

ANSWER _____

3 Write 6 ÷ 11 as a fraction.

ANSWER _____

4 Write 18 ÷ 7 as a fraction.

ANSWER _____

5 Write 4 ÷ 13 as a fraction.

ANSWER _____

6 Write 16 ÷ 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

Maya says 15 ÷ 8 = 15/8. Leo says 15 ÷ 8 = 8/15. Who is correct? Explain your reasoning.

WORK SPACE AND ANSWER

ANSWER KEY

Division Fraction Detectives

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PART 1 · PRACTICE

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

PART 2 · APPLY IT

1. **12/7 meter** This is 12 ÷ 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 ÷ 9. The clay amount is the numerator, and the number of students is the denominator.

CHALLENGE

Maya is correct. In 15 ÷ 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.