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| **5.NF.7**  **Creating Stories** | |
| **Domain** | **Number and Operations - Fractions** |
| **Cluster** | **Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** |
| **Standard(s)** | **NC.5.NF.7** Solve one-step word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions using area and length models, and equations to represent the problem. |
| **Materials** | Task handout |
| **Task** | **Creating Stories**  In class, Sarah and Tony are talking about the difference between “ *times* 4” compared to “ *divided* by 4.” Their teacher asks them to draw a model and to write a story problem for each expression. What would Sarah and Tony’s work look like? Write an equation to represent both problems. Write a sentence explaining how the models are different. |

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| **Rubric** | | |
| **Level I**  **Not Yet** | 1. **Level II** 2. **Progressing** | **Level III**  **Meets Expectations** |
| * Student is not yet able to draw a model and write a story problem for each expression. | Student completes at least three of the following bullets:   * Draw a model to represent .      * Draw a model to represent      * Write a story problem to represent .   Example: *A chef made 4 trays of brownies for a party. of the 4 trays were left after the end of the party. How many trays of brownies are left?*   * Write a story problem to represent Example: *After a party, of a tray of brownies was leftover. 4 children shared the leftover brownies equally. How much of a tray of brownies did each child eat?* * Record equation for the multiplication situation: * Record equation for the division situation * Student writes a sentence to explain how the two models are different. | Student independently completes all of the following bullets:   * Draw a model to represent .      * Draw a model to represent      * Write a story problem to represent . Example: *A chef made 4 trays of brownies for a party. of the 4 trays were left after the end of the party. How many trays of brownies are left?* * Write a story problem to represent Example: *After a party, of a tray of brownies was leftover. 4 children shared the leftover brownies equally. How much of a tray of brownies did each child eat?* * Record equation for the multiplication situation: * Record equation for the division situation * Student writes a sentence to explain how the two models are different. |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| 6. Attends to precision. |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Creating Stories**

In class, Sarah and Tony are talking about the difference between “ *times* 4” compared to “ *divided* by 4.”

Their teacher asks them to draw a picture and to write a story problem for each expression.

What would Sarah and Tony’s work look like? Write an equation to represent both problems.

Write a sentence explaining how the models are different.