## Unit 2 Lesson 5: Relate Division and Fractions

### WU True or False: Interpret Fractions (Warm up)

#### Student Task Statement

Decide if each statement is true or false. Be prepared to explain your reasoning.

### 1 Relate Pounds to People

#### Student Task Statement

|  | Each person gets \_\_\_\_\_\_\_\_ pound(s) of blueberries. | | | |
| --- | --- | --- | --- | --- |
| more than 1 | exactly 1 | less than 1 |  |
| \_\_\_\_\_\_\_\_\_\_ people share 7 pounds of blueberries |  |  |  |  |
| \_\_\_\_\_\_\_\_\_ people share \_\_\_\_\_\_\_\_\_\_ pounds of blueberries |  |  |  |  |
| Three people share \_\_\_\_\_\_\_\_\_\_ pounds of blueberries |  |  |  |  |
| \_\_\_\_\_\_\_\_\_\_ people share \_\_\_\_\_\_\_\_\_\_ pounds of blueberries |  |  |  |  |

1. Fill in the blanks to match the rules in the table.
2. How many pounds of blueberries did each person get when they got more than 1 pound of blueberries?
3. How many pounds of blueberries did each person get when they got less than 1 pound of blueberries?

(Pause for teacher directions.)

* Work with your group to make a poster that shows or explains your thinking about the questions below.
  + What is true about all of the pairs of numbers that were used when each person got less than 1 pound of blueberries?
  + What is true about all of the pairs of numbers that were used when each person got more than 1 pound of blueberries?
  + What is true about all of the pairs of numbers that were used when each person gets exactly pound of blueberries?

### 2 Why Does It Work?

#### Student Task Statement

1. What numbers can replace the question marks in each equation? Explain your reasoning. (Pause for teacher directions.)
2. Work with your partner to explain why any division expression can be interpreted as a fraction. You can use diagrams, expressions, equations, and words.



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