

Lesson 8: Apply Fraction Multiplication

Standards Alignments

Addressing 5.NF.B.4.a, 5.NF.B.6

Teacher-facing Learning Goals

- Solve problems involving multiplication of fractions.

Student-facing Learning Goals

- Let's solve problems about flags.

Lesson Purpose

The purpose of this lesson is for students to apply what they have learned about fraction multiplication to solve problems.

In previous lessons, students developed an understanding of how to find products of fractions both with an area context and with no context. The purpose of this lesson is to use this knowledge to solve problems about different national flags. Students work with problems where the side lengths are given and they are finding the area in square units of a particular region. They also solve problems where they are determining what fraction of the flag a certain region is. The distinction between these two types of problems is subtle, but is important as the answer to the first problem involves square units but units are not needed for the second problem.

This lesson has a Student Section Summary.

Access for:

Students with Disabilities

- Representation (Activity 2)

English Learners

- MLR7 (Activity 1)

Instructional Routines

Number Talk (Warm-up)

Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min

Teacher Reflection Question

As you finish up this section, reflect on the norms and activities that have supported each student in learning math. List ways you have seen each student grow as a young mathematician throughout this work. List ways

Lesson Synthesis

10 min

you have seen yourself grow as a teacher. What will you continue to do and what will you improve on in the next unit?

Cool-down

5 min

Cool-down (to be completed at the end of the lesson)

🕒 5 min

The Flag of Chad

Standards Alignments

Addressing 5.NF.B.6

Student-facing Task Statement

The area of this flag of Chad is $25\frac{1}{2}$ square centimeters. The blue, yellow, and red sections are all equal. What is the area of the blue part of the flag? Explain or show your reasoning.

**Student Responses**

$\frac{1}{3} \times 25\frac{1}{2}$ or $\frac{51}{6}$ or $8\frac{1}{2}$ square centimeters or equivalent.