Learning Target: I will multiply a whole number by a fraction.

1. \( \frac{1}{3} \times 4 \) is equivalent to which expression?

   - \( \frac{1}{3} \times \frac{1}{4} \)
   - \( \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} \)
   - \( 4 + \frac{1}{3} \)
   - \( \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \)

2. Multiply: \( 3 \times \frac{1}{4} \)

   - \( \frac{1}{12} \)
   - \( \frac{12}{1} \)
   - \( \frac{3}{4} \)
   - \( \frac{4}{3} \)

3. Multiply: \( 4 \times \frac{5}{6} \)

   - \( \frac{20}{6} \)
   - \( \frac{5}{24} \)
   - \( \frac{24}{5} \)
   - \( \frac{20}{24} \)
Quick Check - Form A
5th Grade - Readiness Standard 6 - 4.NF.4b

Name__________________________________  Date________

Learning Target: I will multiply a whole number by a fraction.

Directions: Which answer choice has the same value as the multiplication problem.
(Work time: 30 seconds)

1. \( \frac{1}{3} \times 2 = \) _____________
   - \( \frac{1}{3} + \frac{1}{2} \)
   - \( 2 + \frac{1}{3} \)
   - \( \frac{1}{3} + \frac{1}{3} \)
   - \( \frac{1}{3} \times \frac{1}{3} \)

Directions: Multiply each whole number and fraction. (Work time: 3 minutes)

2. \( 5 \times \frac{1}{3} = \) _____

3. \( 4 \times \frac{5}{7} = \) _____

4. \( \frac{4}{5} \times 2 = \) _____

5. \( \frac{3}{4} \times 6 = \) _____
Growth Chart
5th Grade - Readiness Standard 6 - 4.NF.4b

Name__________________________________  Date_______

Learning Target: I will multiply a whole number by a fraction.

Goal: 4 out of 5 correct

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 3:</td>
<td></td>
<td></td>
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<tr>
<td>Session 4:</td>
<td></td>
<td></td>
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<tr>
<td>Session 5:</td>
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<td>Session 6:</td>
<td></td>
<td></td>
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<tr>
<td>Session 7:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 8:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: I will multiply a fraction by a whole number

Session 2: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use fraction strips and number lines to multiply fractions by whole numbers.

1. \( 5 \times \frac{1}{3} = \) __________

2. \( 3 \times \frac{2}{4} = \) __________

3. \( 4 \times \frac{3}{8} = \) __________

4. \( 3 \times \frac{2}{6} = \) __________
Learning Target: I will multiply a fraction by a whole number

Session 2: Guided Practice  (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading using fraction strips and number lines to multiply fractions by whole numbers.

5. \[ 2 \times \frac{3}{4} = \square \]

6. \[ 3 \times \frac{1}{2} = \square \]

7. \[ 3 \times \frac{2}{3} = \square \]

8. \[ 7 \times \frac{2}{8} = \square \]
Quick Check - Form B
5th Grade - Readiness Standard 6 - 4.NF.4b

Name__________________________________  Date________

Learning Target: I will multiply a whole number by a fraction.

Directions: Which answer choice has the same value as the multiplication problem. (Work time: 30 seconds)

\[ \frac{1}{3} \times 4 = \underline{\quad} \]

○ \( \frac{1}{3} + \frac{1}{4} \)

○ \( 4 + \frac{1}{3} \)

○ \( \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} \)

○ \( \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \)

Directions: Multiply each whole number and fraction. (Work time: 3 minutes)

2.

\[ 4 \times \frac{2}{5} = \underline{\quad} \]

3.

\[ 6 \times \frac{3}{4} = \underline{\quad} \]

4.

\[ \frac{3}{7} \times 4 = \underline{\quad} \]

5.

\[ \frac{1}{4} \times 5 = \underline{\quad} \]
Learning Target: I will multiply a fraction by a whole number

Session 3: Guided Practice  (We Do)

We Do Together: (Teacher Actions)

➢ Use number lines to multiply fractions by whole numbers.

1. \(4 \times \frac{2}{3} = \) __________

\[\text{Number Line:}
\begin{array}{cccc|c}
0 & 1 & 2 & 3 \\
\end{array}\]

2. \(\frac{3}{4} \times 2 = \) __________

\[\text{Number Line:}
\begin{array}{cccc|c}
0 & 1 & 2 & 3 \\
\end{array}\]

3. \(6 \times \frac{3}{8} = \) __________

\[\text{Number Line:}
\begin{array}{cccc|c}
0 & 1 & 2 & 3 \\
\end{array}\]

4. \(\frac{2}{5} \times 5 = \) __________

\[\text{Number Line:}
\begin{array}{cccc|c}
0 & 1 & 2 & 3 \\
\end{array}\]
Learning Target: I will multiply a fraction by a whole number

Session 3: Guided Practice  (We Do - Continued)

You Do Together: (Teacher Actions)

- Students take turns leading to multiply fractions by whole numbers.

5. \( 6 \times \frac{2}{4} = \) __________

6. \( \frac{5}{6} \times 3 = \) __________

7. \( 4 \times \frac{5}{8} = \) __________

8. \( \frac{3}{4} \times 3 = \) __________
Quick Check - Form C
5th Grade - Readiness Standard 6 - 4.NF.4b

Name__________________________________  Date________

Learning Target: I will multiply a whole number by a fraction.

Directions: Which answer choice has the same value as the multiplication problem.
(Work time: 30 seconds)

\[
\frac{1}{4} \times 3 = __________
\]

- \[\frac{1}{4} + \frac{1}{4} + \frac{1}{4}\]
- \[\frac{1}{4} + \frac{1}{3}\]
- \[3 + \frac{1}{4}\]
- \[\frac{1}{4} \times \frac{1}{4} \times \frac{1}{4}\]

Directions: Multiply each whole number and fraction. (Work time: 3 minutes)

2. \[2 \times \frac{4}{5} = ______\]
3. \[5 \times \frac{3}{4} = ______\]

4. \[\frac{1}{7} \times 3 = ______\]
5. \[\frac{3}{5} \times 4 = ______\]
Learning Target: I will multiply a fraction by a whole number

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Which answer choice has the same value as the multiplication problem.

<table>
<thead>
<tr>
<th>1.</th>
<th>( \frac{1}{5} \times 2 = )</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>( \frac{1}{5} + \frac{1}{2} )</td>
</tr>
<tr>
<td>○</td>
<td>( 2 + \frac{1}{5} )</td>
</tr>
<tr>
<td>○</td>
<td>( \frac{1}{5} + \frac{1}{5} )</td>
</tr>
<tr>
<td>○</td>
<td>( \frac{1}{5} \times \frac{1}{5} )</td>
</tr>
</tbody>
</table>

- Use your understanding of multiplication as repeated addition to complete each multiplication problem.

<table>
<thead>
<tr>
<th>2.</th>
<th>( 5 \times \frac{2}{3} = )</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>( 4 \times \frac{3}{7} = )</td>
</tr>
<tr>
<td>4.</td>
<td>( \frac{2}{5} \times 3 = )</td>
</tr>
<tr>
<td>5.</td>
<td>( \frac{3}{4} \times 2 = )</td>
</tr>
</tbody>
</table>
Learning Target: I will multiply a fraction by a whole number

Session 4: Guided Practice  (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to answer each problem using their understanding of multiplication.
- Which answer choice has the same value as the multiplication problem.

6. \( \frac{1}{7} \times 3 = \) __________

- \( \frac{1}{7} + \frac{1}{3} \)
- \( \frac{1}{7} + \frac{1}{7} + \frac{1}{7} \)
- \( 3 + \frac{1}{7} \)
- \( \frac{1}{7} \times \frac{1}{7} \times \frac{1}{7} \)

- Use your understanding of multiplication as repeated addition to complete each multiplication problem.

7. \( 4 \times \frac{1}{3} = \) _____  
8. \( 3 \times \frac{5}{6} = \) _____

9. \( \frac{3}{5} \times 2 = \) _____  
10. \( \frac{2}{7} \times 5 = \) _____
Quick Check - Form D
5th Grade - Readiness Standard 6 - 4.NF.4b

Name__________________________________  Date________

Learning Target: I will multiply a whole number by a fraction.

Directions: Which answer choice has the same value as the multiplication problem.
(Work time: 30 seconds)

\[
\frac{1}{3} \times 5 = \underline{\hspace{1cm}}
\]

- \(\frac{1}{3} + \frac{1}{5}\)
- \(5 + \frac{1}{3}\)
- \(\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}\)
- \(\frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3}\)

Directions: Multiply each whole number and fraction. (Work time: 3 minutes)

2. 
\[
4 \times \frac{2}{5} = \underline{\hspace{1cm}}
\]

3. 
\[
6 \times \frac{1}{4} = \underline{\hspace{1cm}}
\]

4. 
\[
\frac{3}{7} \times 4 = \underline{\hspace{1cm}}
\]

5. 
\[
\frac{3}{4} \times 5 = \underline{\hspace{1cm}}
\]
Learning Target: I will multiply a fraction by a whole number

**Session 5: Guided Practice (We Do)**

**We Do Together: (Teacher Actions)**

- Use number lines to multiply fractions by whole numbers.

1. \(2 \times \frac{3}{4} = \) __________

2. \(\frac{3}{5} \times 3 = \) __________

3. \(5 \times \frac{3}{8} = \) __________

4. \(\frac{2}{3} \times 4 = \) __________
Learning Target: I will multiply a fraction by a whole number

Session 5: Guided Practice  (We Do - Continued)

You Do Together:  (Teacher Actions)

➤ Students take turns leading to multiply fractions by whole numbers.

5. \( 5 \times \frac{2}{4} = \) 

\[ \begin{array}{c}
0 & | & 1 & | & 2 & | & 3 \\
\end{array} \]

6. \( \frac{5}{6} \times 2 = \) 

\[ \begin{array}{c}
0 & | & 1 & | & 2 & | & 3 \\
\end{array} \]

7. \( 4 \times \frac{3}{8} = \) 

\[ \begin{array}{c}
0 & | & 1 & | & 2 & | & 3 \\
\end{array} \]

8. \( \frac{3}{5} \times 4 = \) 

\[ \begin{array}{c}
0 & | & 1 & | & 2 & | & 3 \\
\end{array} \]
Quick Check - Form E
5th Grade - Readiness Standard 6 - 4.NF.4b

Name__________________________________  Date________

Learning Target: I will multiply a whole number by a fraction.

Directions: Which answer choice has the same value as the multiplication problem.
(Work time: 30 seconds)

1. \( \frac{1}{3} \times 2 = \) ____________
   - \( \frac{1}{3} + \frac{1}{2} \)
   - \( 2 + \frac{1}{3} \)
   - \( \frac{1}{3} \times \frac{1}{3} \)

Directions: Multiply each whole number and fraction. (Work time: 3 minutes)

2. \( 5 \times \frac{1}{3} = \) ______
3. \( 4 \times \frac{5}{7} = \) ______

4. \( \frac{4}{5} \times 2 = \) ______
5. \( \frac{3}{4} \times 6 = \) ______
Learning Target: I will multiply a fraction by a whole number

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use number lines to multiply fractions by whole numbers.

1. \[ \frac{2}{5} \times \frac{5}{6} = \]

2. \[ \frac{4}{5} \times 3 = \]

3. \[ \frac{5}{3} \times \frac{3}{8} = \]

4. \[ \frac{2}{5} \times 4 = \]
Session 6: Guided Practice  (We Do - Continued)

You Do Together: (Teacher Actions)

➢ Students take turns leading to multiply fractions by whole numbers.

5. \[5 \times \frac{2}{4} = \]

6. \[\frac{5}{6} \times 2 = \]

7. \[3 \times \frac{5}{8} = \]

8. \[\frac{3}{4} \times 4 = \]
Quick Check - Form F
5th Grade - Readiness Standard 6 - 4.NF.4b

Name__________________________________  Date________

Learning Target: I will multiply a whole number by a fraction.

Directions: Which answer choice has the same value as the multiplication problem.
(Work time: 30 seconds)

$$\frac{1}{3} \times 4 = \underline{\hspace{2cm}}$$

○ $\frac{1}{3} + \frac{1}{4}$  ○ $4 + \frac{1}{3}$

○ $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$  ○ $\frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3}$

Directions: Multiply each whole number and fraction. (Work time: 3 minutes)

2. $4 \times \frac{2}{5} = \underline{\hspace{2cm}}$

3. $6 \times \frac{3}{4} = \underline{\hspace{2cm}}$

4. $\frac{3}{7} \times 4 = \underline{\hspace{2cm}}$

5. $\frac{1}{4} \times 5 = \underline{\hspace{2cm}}$
Learning Target: I will multiply a fraction by a whole number

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Which answer choice has the same value as the multiplication problem.

1. \( \frac{1}{7} \times 2 = \) 
   - \( \frac{1}{7} + \frac{1}{2} \)
   - \( 2 + \frac{1}{7} \)
   - \( \frac{1}{7} \times \frac{1}{7} \)

- Use your understanding of multiplication as repeated addition to complete each multiplication problem.

2. \( 4 \times \frac{2}{3} = \) 
3. \( 5 \times \frac{3}{7} = \) 

4. \( \frac{4}{5} \times 3 = \) 
5. \( \frac{7}{8} \times 2 = \)
Learning Target: I will multiply a fraction by a whole number

Session 7: Guided Practice  (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to answer each problem using their understanding of multiplication.
- Which answer choice has the same value as the multiplication problem.

<table>
<thead>
<tr>
<th>6.</th>
<th>$\frac{1}{4} \times 3$ = ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\frac{1}{4}$ + $\frac{1}{3}$</td>
</tr>
<tr>
<td></td>
<td>$3 + \frac{1}{4}$</td>
</tr>
</tbody>
</table>

- Use your understanding of multiplication as repeated addition to complete each multiplication problem.

<table>
<thead>
<tr>
<th>7.</th>
<th>$5 \times \frac{1}{3}$ = _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>$4 \times \frac{5}{6}$ = _____</td>
</tr>
<tr>
<td>9.</td>
<td>$\frac{3}{5} \times 6$ = _____</td>
</tr>
<tr>
<td>10.</td>
<td>$\frac{4}{7} \times 5$ = _____</td>
</tr>
</tbody>
</table>
Quick Check - Form G
5th Grade - Readiness Standard 6 - 4.NF.4b

Name__________________________________  Date________

Learning Target: I will multiply a whole number by a fraction.

Directions: Which answer choice has the same value as the multiplication problem. (Work time: 30 seconds)

\[
\frac{1}{4} \times 3 = \rule{1cm}{0.1em}
\]

- \(\frac{1}{4} + \frac{1}{4} + \frac{1}{4}\)
- \(\frac{1}{4} + \frac{1}{3}\)
- \(3 + \frac{1}{4}\)
- \(\frac{1}{4} \times \frac{1}{4} \times \frac{1}{4}\)

Directions: Multiply each whole number and fraction. (Work time: 3 minutes)

2. \(2 \times \frac{4}{5} = \rule{1cm}{0.1em}\)

3. \(5 \times \frac{3}{4} = \rule{1cm}{0.1em}\)

4. \(\frac{1}{7} \times 3 = \rule{1cm}{0.1em}\)

5. \(\frac{3}{5} \times 4 = \rule{1cm}{0.1em}\)
Learning Target: I will multiply a fraction by a whole number

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Which answer choice has the same value as the multiplication problem.

1. \(\frac{1}{5} \times 4 = \) __________

   - \(\frac{1}{5} + \frac{1}{4}\)
   - \(\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}\)
   - \(4 + \frac{1}{5}\)
   - \(\frac{1}{5} \times \frac{1}{5} \times \frac{1}{5} \times \frac{1}{5}\)

- Use your understanding of multiplication as repeated addition to complete each multiplication problem.

2. \(5 \times \frac{2}{9} = \) ______

3. \(4 \times \frac{3}{5} = \) ______

4. \(\frac{2}{3} \times 6 = \) ______

5. \(\frac{5}{7} \times 3 = \) ______
Learning Target: I will multiply a fraction by a whole number

Session 8: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to answer each problem using their understanding of multiplication.
➢ Which answer choice has the same value as the multiplication problem.

6. \[
\frac{1}{7} \times 2 = \underline{\hspace{2cm}}
\]

\[\circ \frac{1}{7} + \frac{1}{2} \quad \circ \frac{1}{7} + \frac{1}{7} \]
\[\circ 2 + \frac{1}{7} \quad \circ \frac{1}{7} \times \frac{1}{7} \]

➢ Use your understanding of multiplication as repeated addition to complete each multiplication problem.

7. \[4 \times \frac{2}{3} = \underline{\hspace{2cm}}\]

8. \[2 \times \frac{5}{6} = \underline{\hspace{2cm}}\]

9. \[\frac{4}{5} \times 5 = \underline{\hspace{2cm}}\]

10. \[\frac{6}{7} \times 4 = \underline{\hspace{2cm}}\]
Quick Check - Form H
5th Grade - Readiness Standard 6 - 4.NF.4b

Name__________________________________  Date________

Learning Target: I will multiply a whole number by a fraction.

Directions: Which answer choice has the same value as the multiplication problem. 
(Work time: 30 seconds)

1 \(\frac{1}{3}\) x 5 = _____________

- \(\frac{1}{3} + \frac{1}{5}\)
- \(5 + \frac{1}{3}\)
- \(\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}\)
- \(\frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3}\)

Directions: Multiply each whole number and fraction. (Work time: 3 minutes)

2. 
4 x \(\frac{2}{5}\) = ______

3. 
6 x \(\frac{1}{4}\) = ______

4. 
\(\frac{3}{7}\) x 4 = ______

5. 
\(\frac{3}{4}\) x 5 = ______