# 6th Grade Fall Guided Review
Readiness Standard 6 - 5.NF.7a

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Learning Target: I will divide a unit fraction by a whole number.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## 1.

Divide: \( \frac{1}{9} \div 3 \)

- \( \frac{1}{27} \)
- \( \frac{3}{9} \)
- 3
- 27

## 2.

Divide: \( \frac{1}{4} \div 8 \)

- 32
- \( \frac{4}{8} \)
- \( \frac{8}{4} \)
- \( \frac{1}{32} \)

## 3.

Divide: \( \frac{1}{10} \div 2 \)

- \( \frac{20}{1} \)
- \( \frac{1}{20} \)
- \( \frac{2}{10} \)
- \( \frac{10}{2} \)
Quick Check - Form A
6th Grade - Readiness Standard 6 - 5.NF.7a

Name__________________________________ Date________

Learning Target: I will divide a unit fraction by a whole number.

Directions: Write the answer to each problem. (Work time: 4 minutes)

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{1}{4} \div 5 = ______________ )</td>
<td>( \frac{1}{8} \div 4 = ______________ )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{1}{6} \div 2 = ______________ )</td>
<td>( \frac{1}{9} \div 6 = ______________ )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.</th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{1}{3} \div 4 = ______________ )</td>
<td>( \frac{1}{4} \div 8 = ______________ )</td>
</tr>
</tbody>
</table>
Learning Target: I will divide a unit fraction by a whole number.

Goal: 5 out of 6 correct

Quick Check Form

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

Session 2: Guided Practice  (We Do)

Materials:
- Templates for Squares (2 sheets per student)
- 1 yellow and 1 blue highlighter per student

We Do Together: (Teacher Actions)
- Restate each division problem based on your conceptual understanding.
- Fold and highlight fraction squares to find each answer.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

You Do Together: (As a class, or in small groups)
- Students take turns leading to divide unit fractions by whole numbers.

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>5.</td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>
**Quick Check - Form B**

6th Grade - Readiness Standard 6 - 5.NF.7a

Name__________________________  Date________

**Learning Target:** I will divide a unit fraction by a whole number.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

<table>
<thead>
<tr>
<th>Learning Target:</th>
<th>Directions:</th>
<th>1.</th>
<th>2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will divide a unit fraction by a whole number.</td>
<td>Write the answer to each problem. (Work time: 4 minutes)</td>
<td>( \frac{1}{4} \div 3 = \underline{\hspace{2cm}} )</td>
<td>( \frac{1}{6} \div 4 = \underline{\hspace{2cm}} )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target:</th>
<th>Directions:</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will divide a unit fraction by a whole number.</td>
<td>Write the answer to each problem. (Work time: 4 minutes)</td>
<td>( \frac{1}{5} \div 7 = \underline{\hspace{2cm}} )</td>
<td>( \frac{1}{10} \div 5 = \underline{\hspace{2cm}} )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target:</th>
<th>Directions:</th>
<th>5.</th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will divide a unit fraction by a whole number.</td>
<td>Write the answer to each problem. (Work time: 4 minutes)</td>
<td>( \frac{1}{4} \div 2 = \underline{\hspace{2cm}} )</td>
<td>( \frac{1}{8} \div 4 = \underline{\hspace{2cm}} )</td>
</tr>
</tbody>
</table>
Learning Target: I will divide a unit fraction by a whole number

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Restate each division problem based on your conceptual understanding.
  Example: 1 fourth equally divided 2 ways
➢ Use the square guide to help you draw each problem.

1. \( \frac{1}{4} \div 2 = \)  

2. \( \frac{1}{6} \div 3 = \) 

3. \( \frac{1}{3} \div 4 = \)  

4. \( \frac{1}{8} \div 6 = \)
Learning Target: I will divide a unit fraction by a whole number

Session 3: Guided Practice (We Do - Continued)

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

- Students take turns leading to divide unit fractions by whole numbers.

5. \( \frac{1}{3} \div 6 = \) 

6. \( \frac{1}{2} \div 3 = \) 

7. \( \frac{1}{4} \div 8 = \) 

8. \( \frac{1}{8} \div 2 = \)
Learning Target: I will divide a unit fraction by a whole number.

Directions: Write the answer to each problem. (Work time: 4 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>( \frac{1}{5} \div 2 = )</td>
<td>( \frac{1}{4} \div 5 = )</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>( \frac{1}{7} \div 4 = )</td>
<td>( \frac{1}{10} \div 2 = )</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>( \frac{1}{5} \div 10 = )</td>
<td>( \frac{1}{9} \div 3 = )</td>
</tr>
</tbody>
</table>
Learning Target: I will divide a unit fraction by a whole number

Session 4: Guided Practice  (We Do)

We Do Together: (Teacher Actions)
- Fold your paper to hide the math drawings. Then, multiply to find the answer to each division problem.
- Unfold your paper to check if your answer is correct.

<table>
<thead>
<tr>
<th></th>
<th>Divide Using Multiplication</th>
<th>Check Your Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>( \frac{1}{4} \div 2 ) =</td>
<td><img src="image1.png" alt="Diagram" /></td>
</tr>
<tr>
<td>2.</td>
<td>( \frac{1}{6} \div 3 ) =</td>
<td><img src="image2.png" alt="Diagram" /></td>
</tr>
<tr>
<td>3.</td>
<td>( \frac{1}{3} \div 4 ) =</td>
<td><img src="image3.png" alt="Diagram" /></td>
</tr>
<tr>
<td>4.</td>
<td>( \frac{1}{8} \div 6 ) =</td>
<td><img src="image4.png" alt="Diagram" /></td>
</tr>
</tbody>
</table>
Learning Target: I will divide a unit 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 divide using multiplication.

<table>
<thead>
<tr>
<th></th>
<th>Divide Using Multiplication</th>
<th>Check Your Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>( \frac{1}{4} \div 3 = )</td>
<td><img src="image1" alt="Diagram" /></td>
</tr>
<tr>
<td>6.</td>
<td>( \frac{1}{6} \div 2 = )</td>
<td><img src="image2" alt="Diagram" /></td>
</tr>
<tr>
<td>7.</td>
<td>( \frac{1}{3} \div 3 = )</td>
<td><img src="image3" alt="Diagram" /></td>
</tr>
<tr>
<td>8.</td>
<td>( \frac{1}{8} \div 4 = )</td>
<td><img src="image4" alt="Diagram" /></td>
</tr>
</tbody>
</table>
Quick Check - Form D
6th Grade - Readiness Standard 6 - 5.NF.7a

Name__________________________________  Date________

Learning Target: I will divide a unit fraction by a whole number.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \[ \frac{1}{2} \div 6 = \]  
2. \[ \frac{1}{5} \div 3 = \]

3. \[ \frac{1}{8} \div 9 = \]  
4. \[ \frac{1}{6} \div 8 = \]

5. \[ \frac{1}{4} \div 6 = \]  
6. \[ \frac{1}{2} \div 10 = \]
Learning Target: I will divide a unit fraction by a whole number

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Restate each division problem based on your conceptual understanding.

  Example: 1 fourth equally divided 2 ways

➢ Use the square guide to help you draw each problem.

1. \( \frac{1}{4} \div 3 = \)  

2. \( \frac{1}{6} \div 2 = \)

3. \( \frac{1}{3} \div 6 = \)

4. \( \frac{1}{8} \div 4 = \)
Learning Target: I will divide a unit fraction by a whole number

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

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

- Students take turns leading to divide unit fractions by whole numbers.

5. \( \frac{1}{3} \div 4 = \)  

6. \( \frac{1}{2} \div 5 = \)  

7. \( \frac{1}{4} \div 6 = \)  

8. \( \frac{1}{8} \div 3 = \)
Quick Check - Form E  
6th Grade - Readiness Standard 6 - 5.NF.7a

Name___________________________________________ Date__________

**Learning Target:** I will divide a unit fraction by a whole number.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

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<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>( \frac{1}{4} \div 5 ) = _____</td>
<td>( \frac{1}{8} \div 4 ) = _____</td>
<td>( \frac{1}{6} \div 2 ) = _____</td>
<td>( \frac{1}{9} \div 6 ) = _____</td>
<td>( \frac{1}{3} \div 4 ) = _____</td>
<td>( \frac{1}{4} \div 8 ) = _____</td>
</tr>
</tbody>
</table>
Learning Target: I will divide a unit fraction by a whole number

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Restate each division problem based on your conceptual understanding.
  
  Example: 1 fourth equally divided 2 ways

- Use the square guide to help you draw each problem.

1. \( \frac{1}{3} \div 2 = \)  

2. \( \frac{1}{8} \div 3 = \)  

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

4. \( \frac{1}{2} \div 6 = \)
Learning Target: I will divide a unit fraction by a whole number

Session 6: Guided Practice (We Do - Continued)

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

- Students take turns leading to divide unit fractions by whole numbers.

5. \( \frac{1}{8} \div 6 = \)  

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

7. \( \frac{1}{3} \div 8 = \) 

8. \( \frac{1}{6} \div 4 = \)
**Learning Target:** I will divide a unit fraction by a whole number.

**Directions:** Write the answer to each problem. (Work time: 4 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td><strong>2.</strong></td>
</tr>
<tr>
<td>( \frac{1}{4} \div 3 = )</td>
<td>( \frac{1}{6} \div 4 = )</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td><strong>4.</strong></td>
</tr>
<tr>
<td>( \frac{1}{5} \div 7 = )</td>
<td>( \frac{1}{10} \div 5 = )</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td><strong>6.</strong></td>
</tr>
<tr>
<td>( \frac{1}{4} \div 2 = )</td>
<td>( \frac{1}{8} \div 4 = )</td>
</tr>
</tbody>
</table>
Learning Target: I will divide a unit fraction by a whole number

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Restate each fraction multiplication problem based on your conceptual understanding.
  Example: 1 third equally divided 2 ways?

- Multiply to find the answer to each division problem. Then, sketch the division problem to check your answer.

1. \( \frac{1}{3} \div 4 = \)  

2. \( \frac{1}{8} \div 2 = \)  

3. \( \frac{1}{6} \div 3 = \)  

4. \( \frac{1}{2} \div 5 = \)
Learning Target: I will divide a unit 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 restating each division problem. Then, multiply to find the answer to each division problem and sketch the original problem to check your answer.

5. \[ \frac{1}{8} \div 3 = \]

6. \[ \frac{1}{4} \div 4 = \]

7. \[ \frac{1}{3} \div 5 = \]

8. \[ \frac{1}{6} \div 3 = \]
Quick Check - Form G
6th Grade - Readiness Standard 6 - 5.NF.7a

Name ___________________________________________ Date________

Learning Target: I will divide a unit fraction by a whole number.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \( \frac{1}{5} \div 2 = \) ______

2. \( \frac{1}{4} \div 5 = \) ______

3. \( \frac{1}{7} \div 4 = \) ______

4. \( \frac{1}{10} \div 2 = \) ______

5. \( \frac{1}{5} \div 10 = \) ______

6. \( \frac{1}{9} \div 3 = \) ______
Learning Target: I will divide a unit fraction by a whole number

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Restate each fraction multiplication problem based on your conceptual understanding.  
   Example: 1 third equally divided 2 ways?

➢ Multiply to find the answer to each division problem. Then, sketch the division problem to check your answer.

1. \( \frac{1}{4} \div 2 = \) 

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

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

4. \( \frac{1}{7} \div 5 = \)
Learning Target: I will divide a unit 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 restating each division problem. Then, multiply to find the answer to each division problem and sketch the original problem to check your answer.

5. \( \frac{1}{6} \div 4 = \) 

6. \( \frac{1}{3} \div 5 = \) 

7. \( \frac{1}{8} \div 2 = \) 

8. \( \frac{1}{5} \div 6 = \)
Quick Check - Form H
6th Grade - Readiness Standard 6 - 5.NF.7a

Name__________________________________  Date________

Learning Target: I will divide a unit fraction by a whole number.

Directions: Write the answer to each problem. (Work time: 4 minutes)

1. \(\frac{1}{2} \div 6 = \) _____

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

3. \(\frac{1}{8} \div 9 = \) _____

4. \(\frac{1}{6} \div 8 = \) _____

5. \(\frac{1}{4} \div 6 = \) _____

6. \(\frac{1}{2} \div 10 = \) _____

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