Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

UNIT 2 LESSON 4

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| AIM: | SWBAT divide mixed numbers and fractions |

**THINK ABOUT IT!**

The Hartford Academy Middle School cross country team is running a 3 ¾ miles race. Every ¾ mile, the runners are given a cup of water to hydrate. How many cups of water will the runners get by the end of the race?

Key Point

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|  |

**Interaction with New Material**

***Ex #1)*** Evaluate the expression

***Ex #2)***Evaluate the expression

**PARTNER PRACTICE**

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| *Bachelor Level* |

1. Evaluate each expression using a model and using the algorithm

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| *Master Level* |

1. Evaluate the expression. Simplify the quotient.
2. What is the width of the rectangle below?

A = sq. ft.

2 ½ ft.

Select all choices below that represent the width of the rectangle:

a)

b)

c)

d)

e)

f)

**Check for Understanding**

Find the quotient:

1. 1
2. 3

**INDEPENDENT PRACTICE**

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| *Bachelor Level* |

1. Evaluate each expression using a model
2. Mr. Wynn found the quotient of and got an answer of 3. What mistake did he make?

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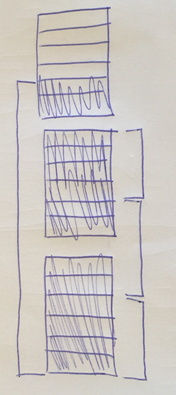
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| *Master Level* |

1. Samuel is planting marigold seeds in his garden. His garden is 2 feet long and he wants to plant seeds every foot. How many seeds can he plant?

**Show your work.**

1. Write two different expressions that match the model below.



Expression 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Expression 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Find the value of n that would make the equation true.

n = \_\_\_\_\_\_\_\_

1. Evaluate the expression. Simplify the quotient.
2. Andrea is framing a picture for her great grandmother. The picture has an area of 8 square inches and the width is 2 inches. If the width of the picture frame is 3 inches, will the picture fit? **Explain**.

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| *PhD Level* |

1. The area of a rectangle is 12 ¾ square feet. The length is feet. Determine which statements below are “true” and which are “false.”

|  |  |  |
| --- | --- | --- |
|  | True | False |
| The width is the same as the length | □ | □ |
| The width is feet | □ | □ |
| The perimeter is feet | □ | □ |
| The perimeter is feet | □ | □ |

1. Evaluate the expression.

Does the magnitude of the quotient make sense relative to the dividend and divisor? Why?

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**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EXIT TICKET**

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| --- | --- | --- | --- |
| Self-assessment | I mastered the learning objective today. | I am almost there. | Need more practice and feedback. |
| Teacher feedback | You mastered the learning objective today. | You are almost there. | You need more practice and feedback. |

1. Evaluate the expression
2. Write and evaluate an expression that matches the model below

