

Learning Goals

As a result of engaging in the lesson she wanted her students to understand that:

1. When you scale a fraction up or down you have not changed the amount it represents ($2/3 = 4/6$); equivalent fractions represent the same area and name the same position on a number line. *Since the mixed number and the fraction in the task did not have the same denominator, students would need to be able to rewrite $2/3$ as $4/6$ and know that they were equivalent.*
2. When you are dividing by a fraction, the remainder is expressed as a fraction of the divisor. *The $1/6$ of a pizza left over after making 7 servings needs to be interpreted as $1/4$ of a serving.*
3. When you find “how many ___ are in ___?” you are doing division. That is, in $a \div b$ you are trying to find how many times b is contained in a . *What division actually means whether you are working with fractions or whole numbers.*

Pizza Party

You ordered pizza for your birthday party. When the party was over you still had $4\frac{5}{6}$ pizzas left over. Your mother decided to freeze the remaining pizza. She put $\frac{2}{3}$ of a pizza (one serving) in each freezer bag.

1. How many servings would your mother be able to freeze?
2. How much more pizza does your mother need to make another serving?

Draw a picture, build a model, construct a number line, or make a table to explain your solution.