Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.NF.4

Write a story to go with the expression below and draw a visual representation to show the solution.



Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.NF.4

Write a story to go with the expression below and draw a visual representation to show the solution.





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| Teacher notes:  Student Learning Targets for this task may include:   * I can multiply a fraction by a whole number. * I can multiply a fraction by a fraction. * I can create story contexts for problems involving multiplication of fractions and whole numbers or multiplication of two fractions. * I can multiply fractional side lengths to find areas of rectangles.   This expression reads ¾ of 3. Students should write a story that represents this wording.  Possible idea may be:  Jason ate ¾ of the 3 cookies  If students color in ¾ of each circle, they will find that they have a total of 9/4 or 2 ¼ of the cookies. |
| |  |  |  |  | | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | **Got It:** Student essentially understands the target concept. | | | **Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | **Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |