

**Workshop:
Multiply and Divide Fractions**

Fern's Mistake
Fern and Maria are talking about multiplying and dividing fractions.

1. Understand What You're Asked to Do
Fern explains, "I thought about the denominator in the same way as I did when I added or subtracted fractions. I found a common denominator, 12. Then instead of adding or subtracting, I multiplied the numerators."

2. Plan and Solve
Fern explains, "I thought about the denominator in the same way as I did when I added or subtracted fractions. I found a common denominator, 12. Then instead of adding or subtracting, I multiplied the numerators."

3. Check and Reflect
Fern explains, "I thought about the denominator in the same way as I did when I added or subtracted fractions. I found a common denominator, 12. Then instead of adding or subtracting, I multiplied the numerators."

Compare Addition and Multiplication
Maria uses fraction circle pieces to model $\frac{1}{2} + \frac{1}{3}$.

4. Reflect and Communicate
When you are adding, you are counting parts of a whole, so those parts have to be the same size, like twelfths. But when you multiply, you are finding a part of a part, so the part-whole changes size." Maria explains.

Self-Check: Questions 2–4
A. Use fraction circle pieces, a rectangle, or number line to model and solve $\frac{1}{2} \times \frac{1}{3}$.
B. Write your answer in simplest form. How do you know this is in simplest form?

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Estimate and Check for Reasonableness
When I computed with whole numbers, I always thought that multiplication made the answer bigger and division made the answer smaller. But that is not always true when I multiply and divide fractions." Maria says.

1. Understand What You're Asked to Do
Fern explains, "I always estimate the product or the quotient so I can tell whether or not my answer is reasonable. Drawing a picture helps, too."

2. Plan and Solve
A. Estimate the answer to $5 \div \frac{1}{3}$. Should the quotient be greater or less than 5?
B. Draw a picture and solve the problem.
C. How do you know if your answer is reasonable?

Know the Problem and Use Labels
"Sometimes I calculate correctly, but I use the wrong label in my answer," admits Fern.

3. Check and Reflect
Read the problem below carefully. Think about what the question is asking you to find and what answer you are using the problem. Use a label to show what the numbers in your answer mean.
There is $\frac{1}{3}$ of a bag of beads. How can 3 children split the beads equally?

4. Reflect and Communicate
Use the Self-Check Questions in the Student Guide and the Workshop Menu on the First Fraction Products and Quotients pages in the Student Activity Book to help you choose practice multiplying and dividing fractions.

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(5G pp. 515–516)

Questions 1–4

1. Possible response: Fern did not need to find common denominators. She could have just multiplied the numerators and multiplied the denominators.

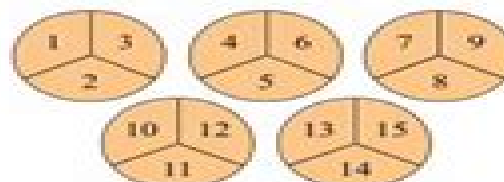
2. A. $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$



- B. $\frac{1}{12} = \frac{1}{4}$; Possible response: I know my answer is in simplest form because I used the fewest yellow circle pieces. 3 black twelfths was not the simplest form because I used 3 pieces. I could trade them for 1 yellow.

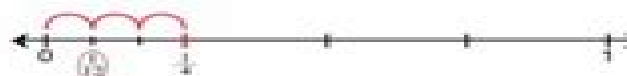
3. A. Possible response: The quotient for $5 \div \frac{1}{3}$ should be greater than 5. I think a lot of thirds will be in 5.

- B. $5 \div \frac{1}{3} = 15$; Drawings will vary. Sample drawing:



- C. My quotient, 15, is greater than 5 so it is reasonable. I expected a lot of thirds to be in 5.

4. $\frac{1}{3} \div 3 = \frac{1}{9}$ bag of beads for each child;
Possible solution:



Virtual Business Answer Key Lesson 4

Crystal Panek



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Web-Based Learning Solutions for Communities of Practice: Developing Virtual Environments for Social and Pedagogical Advancement Karacapilidis, Nikos, 2009-07-31 This book provides readers with an up to date research manual in developing innovative and effective learning systems using web based technologies Provided by publisher

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Rockefeller,2016-03-18 Have you ever wondered why people can have similar opportunities grow up in the same locality go to the same school and live in similar economy but some can outperform others financially and excel in their craft while others sometimes intelligent and capable enough fail miserably Why are other people mega successful and what do they have that you don't You perhaps think that they are hiding some secret formula which gives them tremendous success But if there is really such thing we surely would all be using and doing it The truth is as what other successful individuals will also tell you there is no secret ingredient for success You have what it takes to achieve success it is your decision to use what you've got and leverage it towards your good that makes a difference To give you a clearer view let's take a look at Richard Branson's journey towards success A high school drop out who followed his passion in entrepreneurship He chose to do the things he is passionate about which made him a mega successful individual today It was his decision to follow his heart that led him to the place he is now This book will give you a snapshot of Richard Branson's life and journey in the business landscape and the lessons from this journey Hope this gives you something of importance Take this lessons as your guide on your journey towards your own success *Dance Lessons* Chip R. Bell,Heather Shea,Heather Shea-Schultz,1998-10-15 Two veteran business consultants show business people how to manage the personal side of partnerships and choreograph the results they want Successful partnering the authors argue is like dancing easily learned in six simple steps Illustrations

Integrating AI and Machine Learning into Business and Management Education R., Manjunath B.,R., Sunil Kumar,2025-07-30 The integration of AI and machine Learning into business education has developed a more efficient way of training future leaders These technologies enhance the curriculum design and equip students with critical and analytical decision skills for today's fast paced business environment AI and machine learning tools foster experiential learning and bridge the gap between theory and practice As industries increasingly rely on automation and predictive analytics embedding these technologies into business education is not just innovative it is imperative for preparing agile tech savvy professionals capable of navigating complex organizational challenges Integrating AI and Machine Learning into Business and Management Education explores how the transformative capabilities of AI and machine learning can be effectively integrated into management education This book encourages the adoption of AI for personalized learning and advanced problem solving in management training Covering topics such as education AI and management this book is an excellent resource for academicians researchers corporate trainers graduates and policymakers *Virtual Enterprises and Collaborative Networks* Luis M. Camarinha-Matos,2004-07-27 Collaborative Network Organizations CNO corresponds to a very active and steadily

growing area For instance Virtual enterprises Virtual Organizations PVC suggest new ways of work and put the emphasis on collaborative networks of human actors Further to these main lines other collaborative forms and patterns of collaborative behavior are emerging not only in industry but also in service sector as well as governmental and non government social organizations e g the collaborative networks for rescue tasks in disaster situations time bank organizations etc The concept of breeding environment is now understood as a fundamental entity to enable dynamic collaborative organizations

Organisational Behaviour Stephen Robbins, Timothy A. Judge, Bruce Millett, Maree Boyle, 2013-08-20 Robbins Leading the way in OB Organisational Behaviour shows managers how to apply the concepts and practices of modern organisational behaviour in a competitive dynamic business world Written and researched by industry respected authors this continues to be Australia's most popular text for introductory courses in organisational behaviour A new suite of learning and teaching resources that will excite future managers and inspire critical thinking accompanies the text *The New Virtual Classroom* Ruth C. Clark, Ann Kwin, 2007-03-22 The New Virtual Classroom draws on the most current research in multimedia learning as well as practitioner experience to show how to effectively harness the power of the virtual classroom Written by Ruth Clark co author of the best selling e Learning the Science of Instruction and Ann Kwin 3 4 recognized experts in instructional design and workforce learning this important resource includes guidelines research and illustrative examples that clearly show how to leverage the powerful instructional features in the new virtual classroom *Harvard Business Review*, 1999-07

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Fusion of Smart, Multimedia and Computer Gaming Technologies Dharmendra Sharma,Margarita Favorskaya,Lakhmi C. Jain,Robert J. Howlett,2015-02-11 This monograph book is focused on the recent advances in smart multimedia and computer gaming technologies The Contributions include Smart Gamification and Smart Serious Games Fusion of secure IPsec based Virtual Private Network mobile computing and rich multimedia technology Teaching and Promoting Smart Internet of Things Solutions Using the Serious game Approach Evaluation of Student Knowledge using an e Learning Framework The iTEC Eduteka 3D Virtual Worlds as a Fusion of Immersing Visualizing Recording and Replaying Technologies Fusion of multimedia and mobile technology in audio guides for Museums and

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