



Fill in the blanks of the sentence frames to describe the meaning of each problem. Then, solve it. Use a mental strategy or draw a picture.

1.  $10 \div \frac{1}{4} = \underline{10}$

I am finding out how many  $\frac{1}{4}$ 's are in  $\underline{10}$ .

This means that I am counting how many  $\frac{1}{4}$ 's are in  $\underline{10}$  wholes.

2.  $5 \div \frac{1}{3} = \underline{\hspace{2cm}}$

I am finding out how many  $\underline{\hspace{2cm}}$  are in  $\underline{\hspace{2cm}}$ .

This means that I am counting how many  $\underline{\hspace{2cm}}$  are in  $\underline{\hspace{2cm}}$  wholes.

3.  $6 \div \frac{1}{2} = \underline{\hspace{2cm}}$

I am finding out how many  $\underline{\hspace{2cm}}$  are in  $\underline{\hspace{2cm}}$ .

This means that I am counting how many  $\underline{\hspace{2cm}}$  are in  $\underline{\hspace{2cm}}$  wholes.

4.  $12 \div \frac{1}{5} = \underline{\hspace{2cm}}$

I am finding out how many  $\underline{\hspace{2cm}}$  are in  $\underline{\hspace{2cm}}$ .

This means that I am counting how many  $\underline{\hspace{2cm}}$  are in  $\underline{\hspace{2cm}}$  wholes.





## About the Author



Jennifer Bay-Williams is a passionate mathematics educator at the University of Louisville, Kentucky. She has written many books, including *Math Fact Fluency*, *Elementary and Middle School Mathematics: Teaching Developmentally* and *Teaching Student-Centered Mathematics*, all of which take different angles at trying to ensure mathematics teaching engages every student.

Bay-Williams is involved with many organizations related to mathematics teaching. She is a member of the National Council of Teachers of Mathematics (NCTM) Board of Directors, a former president of the Association of Mathematics Teacher Education (AMTE), and active in TODOS: Mathematics for All.

