



# Multiplying fractions

**GRADE 5 MATH**

Name \_\_\_\_\_

Date \_\_\_\_\_

Say bigger-or-smaller first. Then work it out. Then check your answer against what you said.

**WORKED EXAMPLE**

$\times$  means “of”. Tops times tops, bottoms times bottoms — no common denominator. A fraction of a whole number is two steps. Mixed numbers: convert to improper fractions first.

1. Work out  $1/2 \times 1/3$

**FLUENCY**

Show your thinking

**Answer**

2. Work out  $2/3 \times 1/4$

**FLUENCY**

Show your thinking

**Answer**

3. Work out  $\frac{3}{4} \times \frac{2}{5}$

FLUENCY

Show your thinking

Answer

4. Work out  $\frac{2}{3}$  of 12,  $\frac{3}{4}$  of 20 and  $\frac{5}{6}$  of 18.

FLUENCY

Show your thinking

Answer

5. Work out  $2\frac{1}{2} \times 1\frac{1}{2}$

APPLICATION

Show your thinking

Answer

6. Work out  $3\frac{1}{2} \times 2$

APPLICATION

Show your thinking

Answer

7. A rectangle is  $\frac{3}{4}$  m by  $\frac{2}{5}$  m. Find its area. Draw or describe how you know.

APPLICATION

Show your thinking

Answer

8. Explain why  $\frac{1}{2} \times \frac{1}{3}$  gives sixths, when neither fraction is a sixth.

REASONING

Show your thinking

Answer

9. A child answers  $\frac{2}{3}$  of 12 as 4. What have they done right, and what is left to do?

REASONING

Show your thinking

Answer

10. Which is bigger,  $\frac{2}{3} \times 6$  or  $\frac{2}{3} \times \frac{1}{6}$ ? Answer without calculating either.

REASONING

Show your thinking

Answer

11. A recipe needs  $\frac{2}{3}$  of a cup of flour. You make  $1\frac{1}{2}$  batches. How much flour?

APPLICATION

Show your thinking

Answer

- 12.** Why does adding fractions need a common denominator when multiplying them does not?

REASONING

Show your thinking

Answer