

# MATH SKETCH NOTES

## MODEL: FRACTIONS ÷ WHOLE NUMBERS 21

### DIVIDEND

The number that is divided by the divisor

### DIVISOR

The number that divides a given number

### QUOTIENT

The result/ answer of a division problem

Just as with whole numbers, dividing fractions breaks up one number into equal size parts.

$$\frac{1}{5} \div 4 = \frac{1}{20}$$

|    |    |    |    |    |
|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |

① Draw fraction bars to model the dividend.

② Divide the dividend fraction bars according to the divisor.

③ Count the total # of smaller parts created; this is the denominator.

④ Count the # of smaller parts in each fraction bar of the dividend; this is the numerator.

$$\frac{3}{5} \div 4 = \frac{3}{20}$$

|    |    |    |    |    |
|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |

$$\frac{5}{8} \div 3 = \frac{5}{24}$$

THINK  $\frac{5}{8}$  divided into 3 equal groups.

$$\frac{4}{7} \div 5 = \frac{4}{35}$$

THINK  $\frac{4}{7}$  divided into 5 equal groups.

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | 32 | 33 | 34 | 35 |

# GRADE 6

# STEP-BY-STEP POWERPOINT

## MODEL: FRACTIONS + WHOLE NUMBERS 21

| DIVIDEND                                  | DIVISOR                                | QUOTIENT                                |
|-------------------------------------------|----------------------------------------|-----------------------------------------|
| The number that is divided by the divisor | The number that divides a given number | The result/answer of a division problem |

Just as with whole numbers, dividing fractions breaks up one number into equal size parts.

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| 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |

Count the # of smaller parts in each fraction bar of the dividend, this is the numerator

|    |    |    |    |    |
|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |

$$5 \div 4 = 20$$

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |

THINK  $\frac{5}{8} \div \frac{3}{8}$  divided into 3 equal groups

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |

THINK  $\frac{4}{5} \div \frac{5}{5}$  divided into 5 equal groups

## MODEL: FRACTIONS ÷ WHOLE NUMBERS (21)

| DIVIDEND                                  | DIVISOR                                | QUOTIENT                                |
|-------------------------------------------|----------------------------------------|-----------------------------------------|
| The number that is divided by the divisor | The number that divides a given number | The result/answer of a division problem |

Just as with whole numbers, dividing fractions breaks up one number into equal size parts.

$$\frac{1}{5} \div 4 = \frac{1}{20}$$

|    |    |    |    |    |
|----|----|----|----|----|
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| 16 | 17 | 18 | 19 | 20 |

- 1 Draw fraction bars to model the dividend
- 2 Divide the dividend fraction bars according to the divisor
- 3 Count the total # of smaller parts created; this is the denominator
- 4 Count the # of smaller parts in each fraction bar of the dividend; this is the numerator

## MODEL: FRACTIONS ÷ WHOLE NUMBERS (21)

| DIVIDEND                                  | DIVISOR                                | QUOTIENT                                |
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| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |

- 1 Draw fraction bars to model the dividend
- 2 Divide the dividend fraction bars according to the divisor
- 3 Count the total # of smaller parts created; this is the denominator
- 4 Count the # of smaller parts in each fraction bar of the dividend; this is the numerator

# 2 SIZES: STANDARD US 8.5 × 11 & COMPOSITION NOTEBOOK



|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

# MODEL: FRACTIONS ÷ WHOLE NUMBERS (21)

**DIVIDEND**

The number that is divided by the divisor

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|    |    |    |    |    |
|----|----|----|----|----|
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| 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |

① Draw fraction bars to model the dividend

② Divide the dividend fraction into equal groups

③ Count the total

④ Count the number of groups

$$\frac{3}{5} \div 4$$

## DETAILED ANSWER KEY

$\frac{5}{8} \div 3 = \frac{5}{24}$

**THINK**  
 $\frac{5}{8}$  divided into 3 equal groups

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| ①  | ②  | ③  | ④  | ⑤  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |

$\frac{4}{7} \div 5 = \frac{4}{35}$

**THINK**  
 $\frac{4}{7}$  divided into 5 equal groups

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| ①  | ②  | ③  | ④  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | 32 | 33 | 34 | 35 |

# MATH SKETCH NOTES

## MATH SKETCH NOTES

These 6th-grade math sketch notes (AKA doodle pages) are a powerful learning and teaching tool. They cover essential math concepts and procedures for students in a visually appealing way. You can use this resource to supplement any math curriculum, and they are perfect for previewing/pre-teaching or reviewing/reinforcing.

These sketch pages are like mini anchor charts that your students actively create and can be referred to in the future.

## WHAT'S INCLUDED:

- Blank student note page  
(two sizes: 8.5 x 11 & composition notebook size for INBs)
- Detailed answer key
- Step-by-step PowerPoint

## GUIDED NOTE-TAKING

Guiding your students through the note-taking process is so easy and requires almost zero preparation!

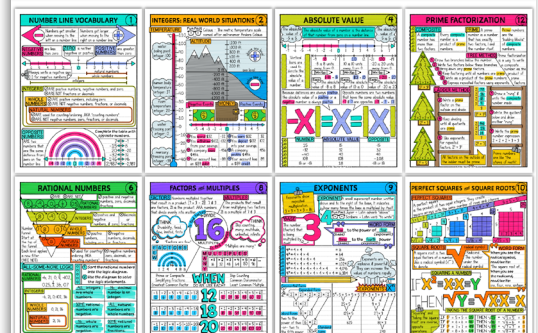
1. PowerPoint: Each sketch note page comes with a step-by-step PowerPoint that you can use to guide your students as they complete their notes.
2. Document Camera: Use a document camera to project a blank copy of the notes. Use the answer key provided to complete the note page in front of your students.

## WHY SKETCH?

Sketch notes present your students with a meaningful and engaging activity they will love. Doodle note-taking activates verbal and visual modalities to capture concepts. The whole brain is absorbed in hearing, synthesizing, and retaining ideas. This high level of engagement helps students retain the content and leaves little room for distraction.

**GET THE BUNDLE!!!**

## SIXTH GRADE MATH GUIDED SKETCH NOTES



**GROWING BUNDLE**