# Multiplying and Dividing Algebraic Fractions

To **multiply algebraic fractions**, we multiply the **numerators** together, and multiply the **denominators** together.

*Example*

$$\frac{3x^3}{a} \times \frac{5x}{2b} = \frac{3x^3 \times 5x}{a \times 2b} = \frac{15x^4}{2ab}$$

> Here we use the multiplication law of indices to multiply the numerators.

To **divide algebraic fractions**, we first write the **reciprocal** of the **dividing fraction** and then multiply the **numerators** and multiply the **denominators**.

*Example*

$$\frac{4b}{3} \div \frac{7a}{b} = \frac{4b}{3} \times \frac{b}{7a} = \frac{4b \times b}{3 \times 7a} = \frac{4b^2}{21a}$$

> To find the reciprocal, flip the fraction.

# Bridge To Algebra Division Of Fractions

**Georg August D. Ritter**

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Bridges to Algebra and Geometry ,2004    *CORD Bridges to Algebra and Geometry* Cord,2000    An Elementary Treatise on Algebra by B. Bridge B. Bridge,1858    *Unpacking Fractions* Monica Neagoy,2017-03-10 For years the teaching and learning of fractions has been associated with rote memorization But this mechanical approach to instruction which strips students of an ability to reason or make sense of math has resulted in a failure of understanding Author Monica Neagoy drawing on decades of research studies evidence from teacher practice and 25 years of experience working around the world with teachers students and parents addresses seven big ideas in the teaching and learning of fractions in grades 2 6 Each idea is supported by a vignette from a real classroom common misconceptions a thorough unpacking of productive mathematical thinking and several multistep and thought provoking problems for teachers to explore She offers three fundamental reasons why it s imperative for us to take a closer look at how we teach fractions 1 Fractions play a key role in students feelings about mathematics 2 Fractions are fundamental to school math and daily life 3 Fractions are foundational to success in algebra While a solid grounding in algebra is necessary for a STEM career the worthy goal of algebra for all will not be possible until fractions for all is a reality Unpacking Fractions provides teachers with concrete strategies for achieving that reality in short helping all students gain the knowledge they need to feel at ease with fractions    **Report to the Controllers of the Public Schools, on the re-organization of the Central High-School of Philadelphia, by A. D. Bache** PENNSYLVANIA. Board of Controllers of Public Schools of the First School District,1839    **Prep for Success in Chemistry, a Bridge Between Math and Science** Laurie Sorge,2011-01-28 Everything you need to succeed in Chemistry and may have missed along the way Cover    An Elementary Treatise on Algebra ... A New Edition, Improved and Simplified, by Thomas Atkinson. (Solutions to the Examples in the Appendix to Bridge's Algebra.). Bewick BRIDGE,1864    Annual Report School District of Philadelphia, Pa Board of Public Education,1839    *Math Success, Grade 6* ,2008-08-26 Provide focused practice for sixth graders in areas such as addition subtraction multiplication division fractions decimals percents algebra geometry and word problems Grade appropriate flash cards completion chart and skills matrix are also provided Meets NCTM standards    **An Elementary Treatise on Algebra** Bewick Bridge,1848    *Elementary Theory and Calculation of Iron Bridges and Roofs* August Ritter,1879    *Elementary theory and calculation of iron bridges and roofs, tr. by H.R. Sankey* Georg August D. Ritter,1879    Negative Math Alberto A. Martínez,2018-06-05 A student in class asks the math teacher Shouldn t minus times minus make minus Teachers soon convince most students that it does not Yet the innocent question brings with it a germ of mathematical creativity What happens if we encourage that thought odd and ungrounded though it may seem Few books in the field of mathematics encourage such creative thinking Fewer still are engagingly written and fun to read This book succeeds on both counts Alberto Martinez shows us how many of the mathematical concepts that we take for granted were once considered contrived imaginary absurd or just plain wrong Even

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