

$\frac{1}{2}$   $\frac{1}{3}$   $1$   $\frac{1}{2}$   $\frac{1}{3}$   $1$   $\frac{1}{3}$   $1^{\frac{1}{5}}$   
 $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$

# Fractions

$\frac{1}{2}$   $\frac{1}{2}$   $\frac{1}{2}$   $\frac{1}{2}$   $\frac{1}{2}$   $\frac{1}{2}$   $\frac{1}{2}$   $\frac{1}{2}$   
 $\frac{1}{3}$   $\frac{1}{3}$   $\frac{1}{3}$   $\frac{1}{3}$   $\frac{1}{3}$   $\frac{1}{3}$   $\frac{1}{3}$   $\frac{1}{3}$   
 $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$   
 $\frac{1}{5}$   $\frac{1}{5}$   $\frac{1}{5}$   $\frac{1}{5}$   $\frac{1}{5}$   $\frac{1}{5}$   $\frac{1}{5}$   $\frac{1}{5}$



Copyright © 2009 3P Learning. All rights reserved.

First edition printed 2009 in Australia.

A catalogue record for this book is available from 3P Learning Ltd.

**ISBN** 978-1-921860-50-8

**Ownership of content** The materials in this resource, including without limitation all information, text, graphics, advertisements, names, logos and trade marks (Content) are protected by copyright, trade mark and other intellectual property laws unless expressly indicated otherwise.

You must not modify, copy, reproduce, republish or distribute this Content in any way except as expressly provided for in these General Conditions or with our express prior written consent.

**Copyright** Copyright in this resource is owned or licensed by us. Other than for the purposes of, and subject to the conditions prescribed under, the Copyright Act 1968 (Cth) and similar legislation which applies in your location, and except as expressly authorised by these General Conditions, you may not in any form or by any means: adapt, reproduce, store, distribute, print, display, perform, publish or create derivative works from any part of this resource; or commercialise any information, products or services obtained from any part of this resource.

Where copyright legislation in a location includes a remunerated scheme to permit educational institutions to copy or print any part of the resource, we will claim for remuneration under that scheme where worksheets are printed or photocopied by teachers for use by students, and where teachers direct students to print or photocopy worksheets for use by students at school. A worksheet is a page of learning, designed for a student to write on using an ink pen or pencil. This may lead to an increase in the fees for educational institutions to participate in the relevant scheme.

**Published** 3P Learning Ltd

For more copies of this book, contact us at: [www.3plearning.com/contact](http://www.3plearning.com/contact)

**Designed** 3P Learning Ltd

Although every precaution has been taken in the preparation of this book, the publisher and authors assume no responsibility for errors or omissions. Neither is any liability assumed for damages resulting from the use of this information contained herein.

# Series D – Fractions

## Contents

### Section 1 – Answers (pp. 1–21)

- introducing fractions \_\_\_\_\_ 1
- types of fractions \_\_\_\_\_ 13

### Section 2 – Assessment with answers (pp. 22–31)

- introducing fractions \_\_\_\_\_ 22
- types of fractions \_\_\_\_\_ 28

### Section 3 – Outcomes (p. 32)

Series Author:

Nicola Herringer



# Introducing fractions – modelling fractions

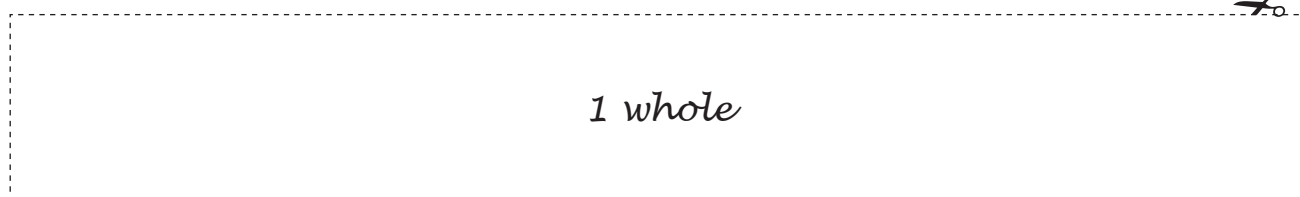
Here we are going to explore fractions.

**You will need:** ■ a copy of this page ■ scissors ■ a paper bag  
■ coloured pencils (blue, red, yellow and orange)

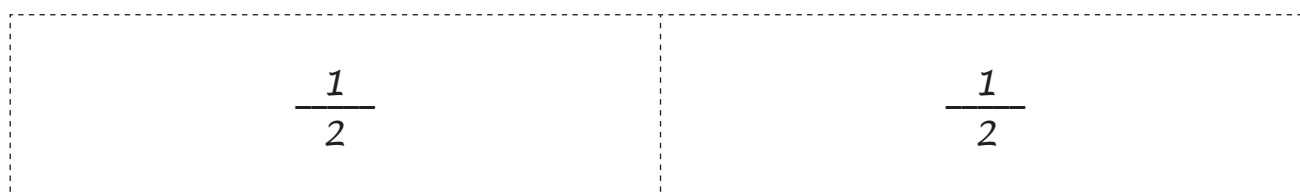


## Instructions:

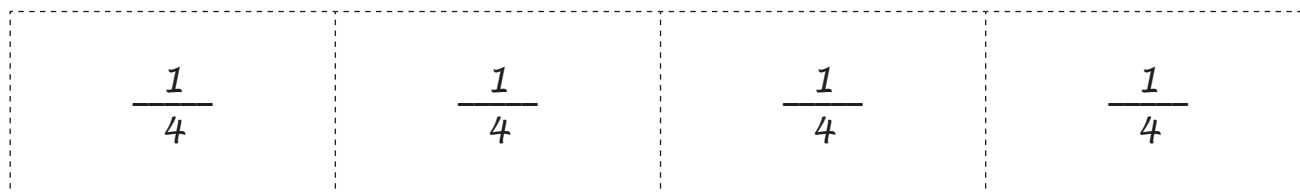
- a Colour this strip blue. Cut it out. Label it 1 whole.



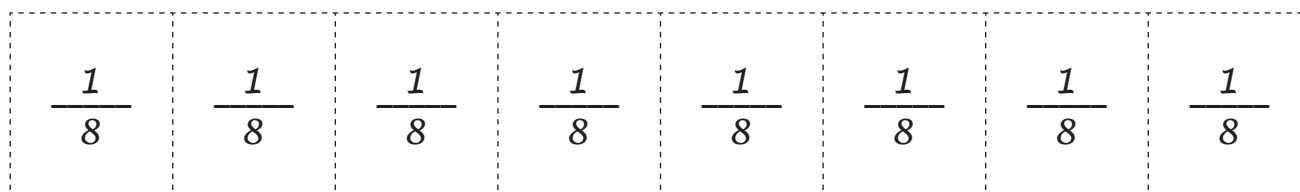
- b Colour this strip red. Cut it out. Fold it in half along the line and label each part  $\frac{1}{2}$ .



- c Colour this strip yellow. Cut it out. Fold it in half and half again along the lines and label each part  $\frac{1}{4}$ .



- d Colour this strip orange. Cut it out. Fold it in half three times and label each part  $\frac{1}{8}$ .



- e Cut them carefully along the folded lines and place the pieces inside your paper bag.  
This is your fraction kit!

# Introducing fractions – modelling fractions

**You will need:** ■ your fraction kit ■ a die



Number on die	Fraction piece from kit
1 or 6	$\frac{1}{2}$ red
2 or 5	$\frac{1}{4}$ yellow
3 or 4	$\frac{1}{8}$ orange

## Game 1

The aim of this game is get as close to one whole as possible by placing pieces from your fraction kit on top of the whole.

Each player starts the game with the blue piece of paper from the kit. This is 1 whole.

Player 1 rolls the die and places a matching fraction piece on their whole.

Player 2 rolls the die and places a matching fraction piece on their whole.

Continue taking turns placing fraction pieces on top of the whole.

The winner is the player who is the closest to one whole without going over.

## Game 2

The aim of this game is to be the first to reveal the whole piece of paper from your fraction kit.

Each player starts the game with the whole covered with 2 halves.

Player 1 rolls the die and takes off that fraction. Players may need to swap pieces first.

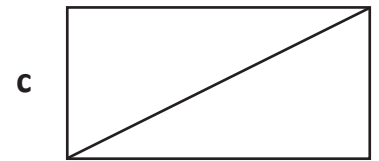
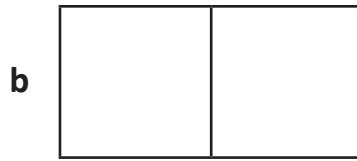
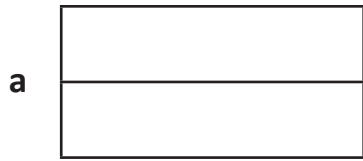
For example, if you roll  $\frac{1}{4}$  first, you need to swap  $\frac{1}{2}$  for  $\frac{2}{4}$  then you can take off  $\frac{1}{4}$ .

Player 2 rolls the die and takes off that fraction, swapping pieces if needed.

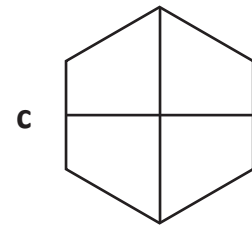
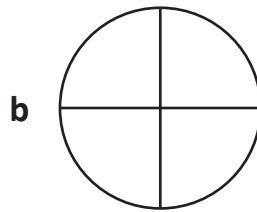
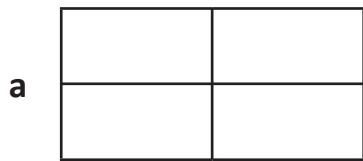
The winner is the player who is the first to reveal the whole piece of paper.

# Introducing fractions – modelling fractions

1 Show one half in a different way on each rectangle:

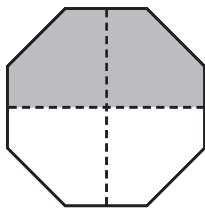


2 Show how each shape can be divided into quarters:

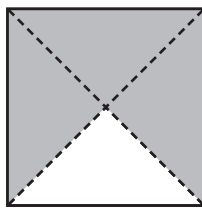


3 Colour the fractions of each shape:

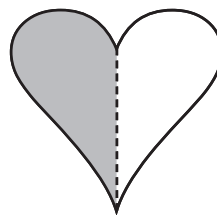
a two quarters



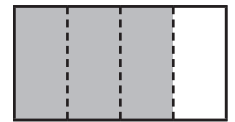
b three quarters



c one half



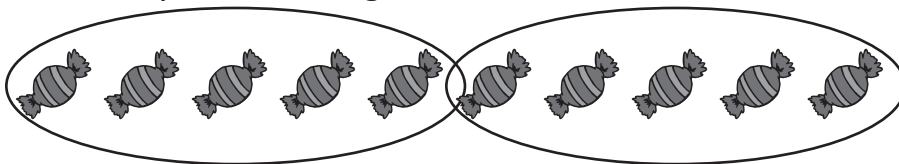
d three quarters



4 Answer these sharing problems. Draw a picture to match:

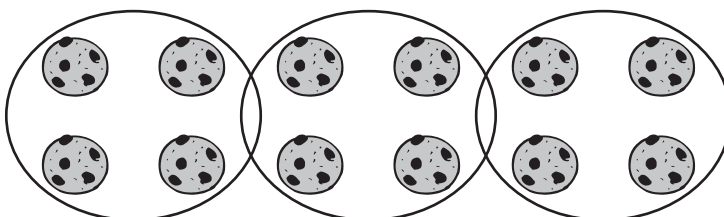
a I have 10 lollies and I have to share them with my brother.  
How many do we each get?

out of



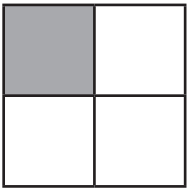
b There are 12 biscuits to be shared among 3 people.  
How many does each person get?

out of



# Introducing fractions – modelling fractions

Fractions are written like this:



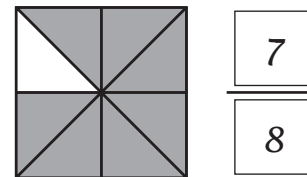
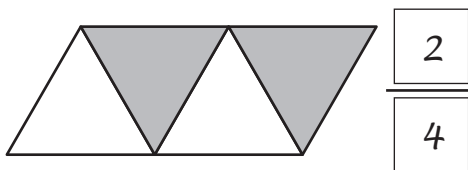
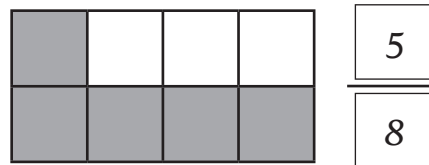
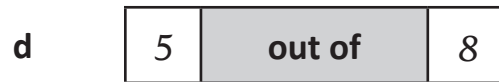
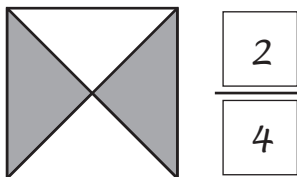
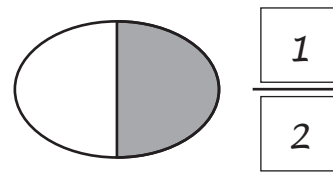
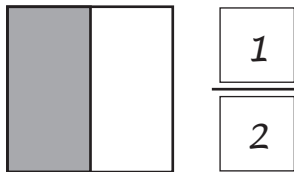
$\frac{1}{4}$

The number on the top is the numerator and shows the number of parts.

$\frac{1}{4}$

The number on the bottom is the denominator and shows the number of parts in the whole.

5 Look at these fraction diagrams and label them.



6 Share this chocolate bar among 4 kids:

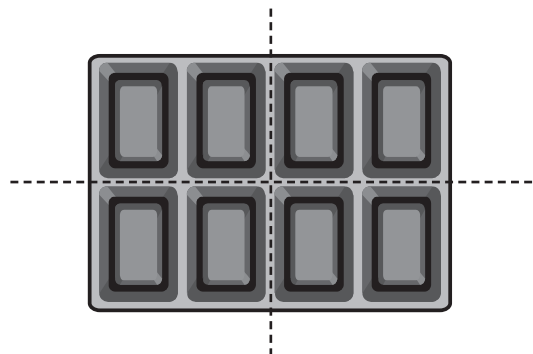
a Draw lines to show how you will break it.

b How many pieces will each kid get? 

2
---

c Show this as a fraction. 

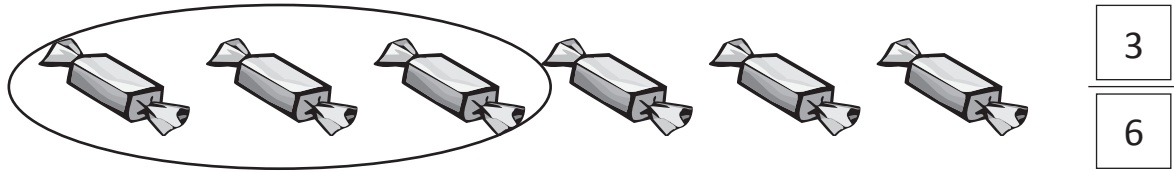
2
8





# Introducing fractions – fractions of a collection

Fractions can show part of a collection. 3 out of 6 lollies are circled.



## 1 What fraction of each group is circled?

a

2	out of	8
---	--------	---

2
8

b

3	out of	4
---	--------	---

3
4

c

6	out of	8
---	--------	---

6
8

d

5	out of	7
---	--------	---

5
7

## 2 Circle the fraction shown:

a

6	out of	8
---	--------	---

6
8

b

4	out of	6
---	--------	---

4
6

c

3	out of	9
---	--------	---

3
9

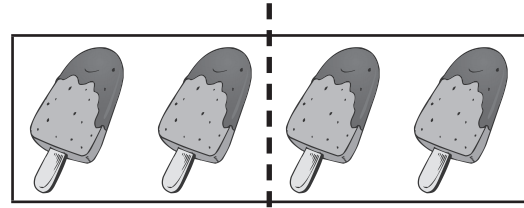
d

4	out of	12
---	--------	----

4
12

# Introducing fractions – fractions of a collection

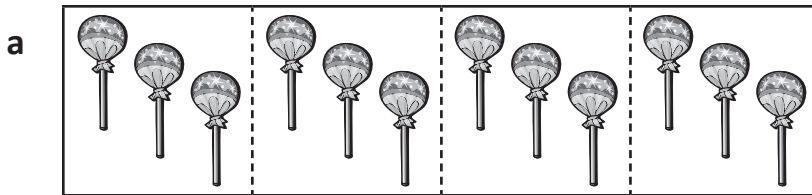
Finding a fraction of different amounts is like division. Look at this tray of 4 ice creams. We can see that  $\frac{1}{2}$  of this group is 2. This is the same as dividing 4 by 2.



$$4 \div 2 = 2$$

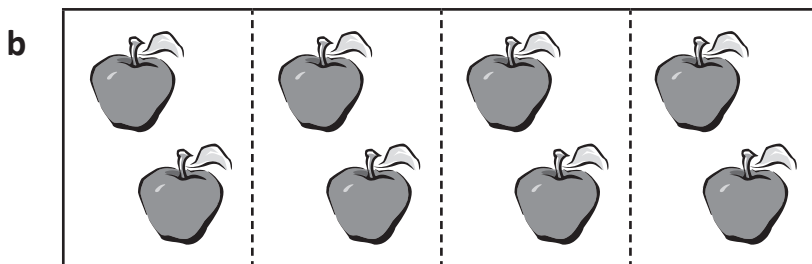
$$\frac{1}{2} \text{ of } 4 = 2$$

- 3 Look at these fraction pictures. They have been divided into groups to help you. Complete the boxes to show how division and fractions are related. The first one has been done for you.



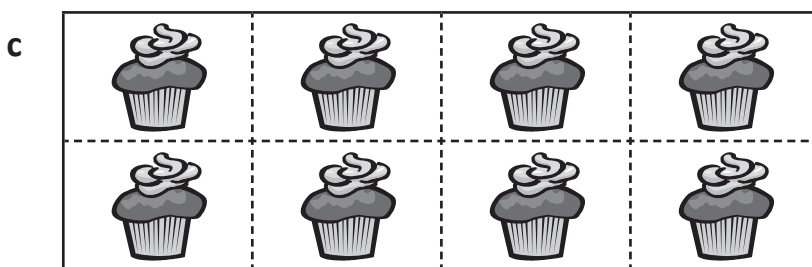
$$12 \div 4 = 3$$

$$\frac{1}{4} \text{ of } 12 = 3$$



$$8 \div 4 = 2$$

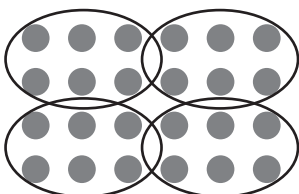
$$\frac{1}{4} \text{ of } 8 = 2$$



$$8 \div 8 = 1$$

$$\frac{1}{8} \text{ of } 8 = 1$$

- 4 Find  $\frac{1}{4}$  of these amounts:

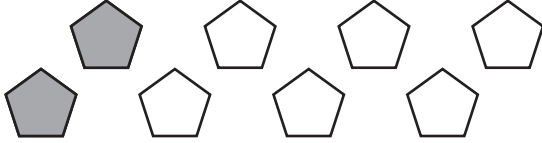


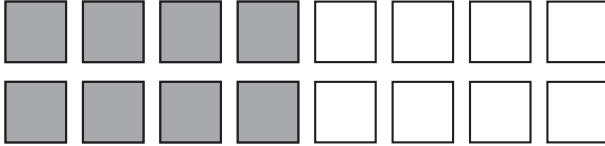
$$\frac{1}{4} \text{ of } 24 = 6$$



# Introducing fractions – fractions of a collection

5 Shade the fraction of these amounts:

a   $\frac{1}{4}$  of 8 = 2

b   $\frac{1}{2}$  of 16 = 8

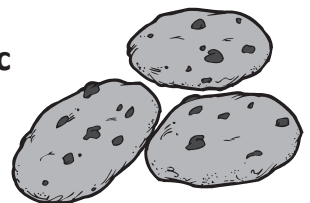
6 Find these amounts. Use counters to help you.

a How many sweets did I get if I was allowed  $\frac{1}{4}$  of 24? 6 sweets

b  $\frac{1}{3}$  of all the kids in my class have a pet dog.  
How many have a dog if there are 30 kids in my class? 10 kids

c  $\frac{1}{5}$  of all the kids in my class ate an apple at recess.  
How many apples were eaten if there were 30 kids in my class? 6 apples

7 Jackson loves to bake cookies. He is famous for his triple choc chip delights. Work out how many each person received if Jackson baked a batch of 24 triple choc chip delights.



a His best friend Hamish got  $\frac{1}{4}$ . Hamish got 6 triple choc chip delights.

b He gave  $\frac{1}{2}$  away to the teachers in the staff room.

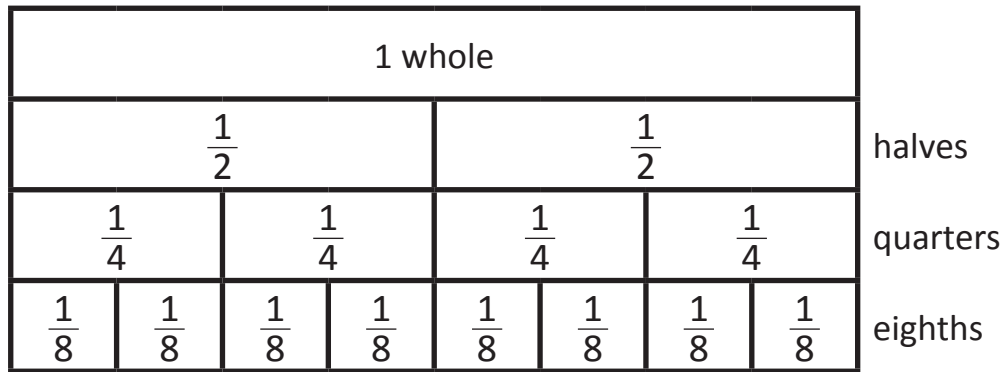
The teachers got 12 triple choc chip delights.

c He gave the rest to his next door neighbour Mr Wallis.

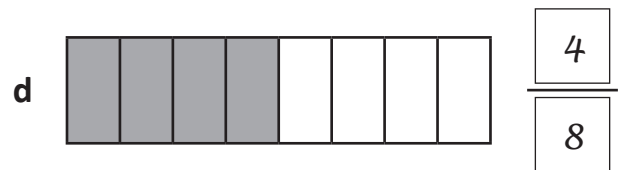
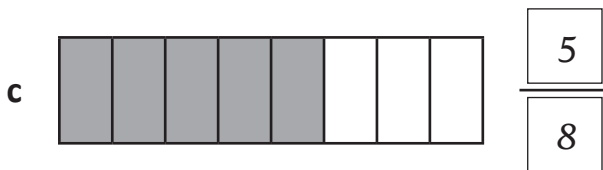
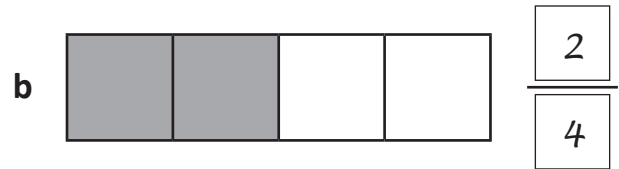
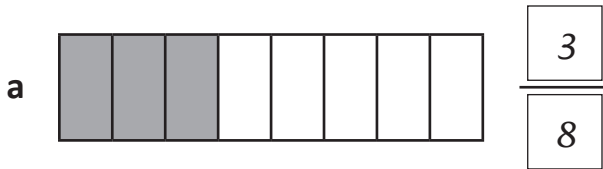
Mr Wallis got 6 triple choc chip delights.

# Introducing fractions – comparing and ordering fractions

This fraction wall is just like your fraction strips laid out side by side.



1 Label the following fractions:



e What do you notice with the fractions shown in b and d?

*They are both the same as  $\frac{1}{2}$ .*

2 Use the fraction wall at the top of this page to decide which fraction is larger and circle it:

a  $\frac{1}{4}$  or  $\frac{3}{8}$

b  $\frac{2}{8}$  or  $\frac{1}{2}$

c  $\frac{3}{4}$  or  $\frac{4}{8}$

d  $\frac{1}{2}$  or  $\frac{5}{8}$

e  $\frac{5}{8}$  or  $\frac{3}{4}$

f  $\frac{2}{4}$  or  $\frac{3}{8}$

3 Put these fractions in order from smallest to largest:

a  $\frac{4}{8}, \frac{1}{8}, \frac{3}{4}, \frac{7}{8}$   $\frac{1}{8}$   $\frac{4}{8}$   $\frac{3}{4}$   $\frac{7}{8}$

b  $\frac{7}{8}, \frac{1}{2}, \frac{1}{4}, \frac{5}{8}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{5}{8}$   $\frac{7}{8}$

# Introducing fractions – comparing and ordering fractions

Each player will need: ■ to cut out the fraction cards below



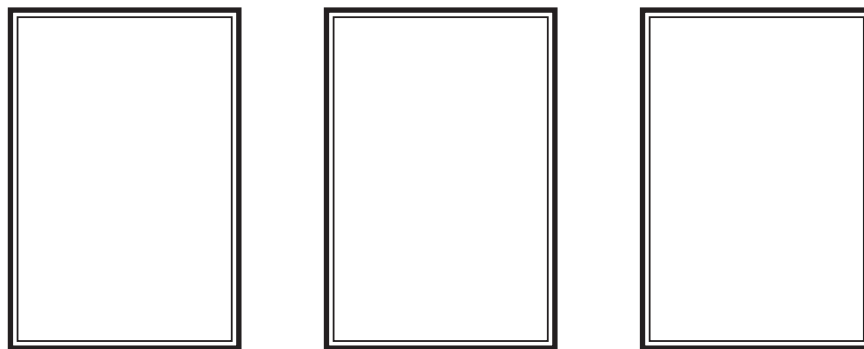
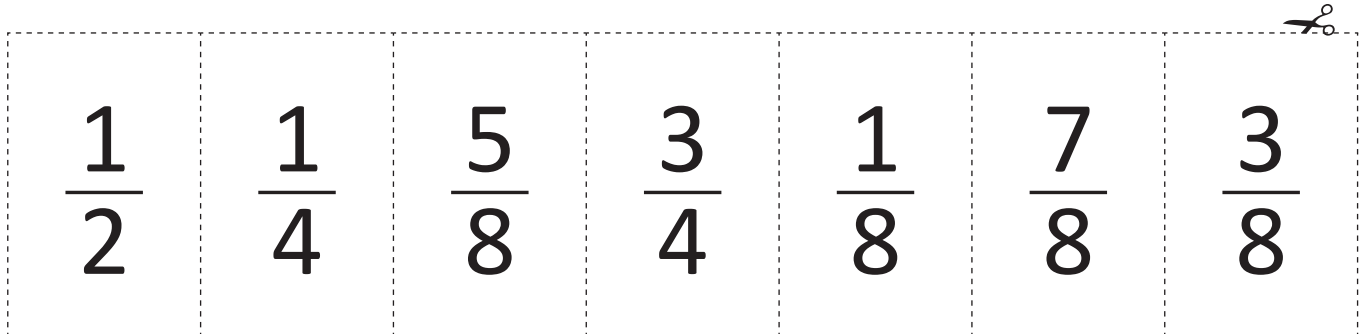
This is a game for 2 players. Choose one player to be the dealer.

Each player cuts out their own set of fraction cards.

The dealer shuffles the cards well and places them in one stack in the centre.

Player 1 draws 3 cards, one at a time and places them from left to right in each box, from smallest to largest. If they are in the correct order, the player scores 5 points. If they are not in the correct order, they do not score any points. Player 2 then has their turn.

The winner is the player with the largest score after 3 turns each.



.....→  
Smallest to largest

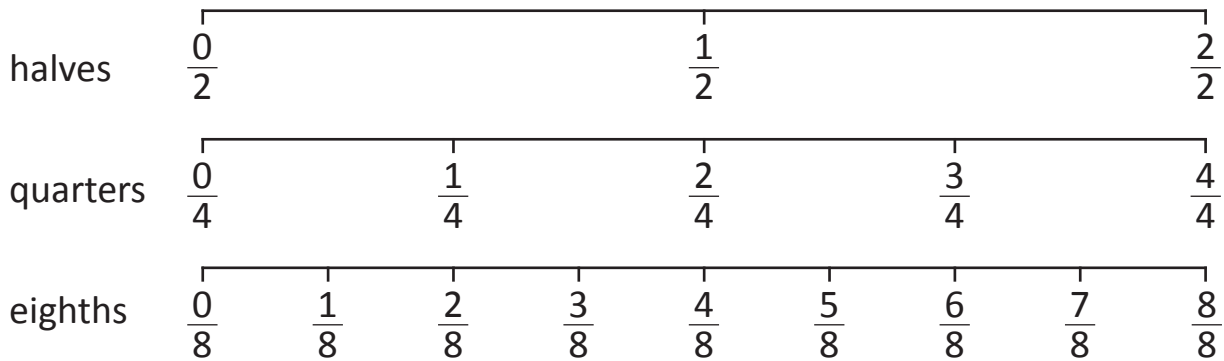


You can use the fraction wall on page 8 to help you see if the fractions are in the right order.

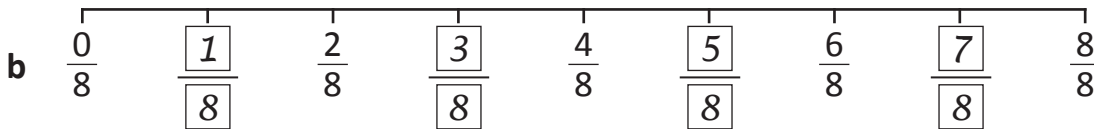
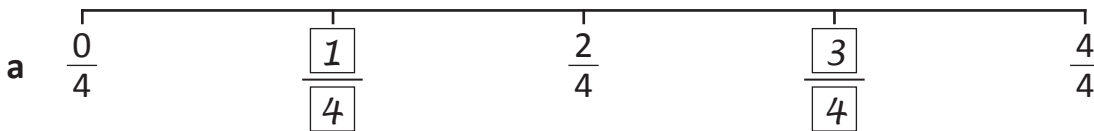
	Player 1	Player 2
1		
2		
3		
<b>Total</b>		

# Introducing fractions – comparing and ordering fractions

Let us now look at placing fractions on number lines.



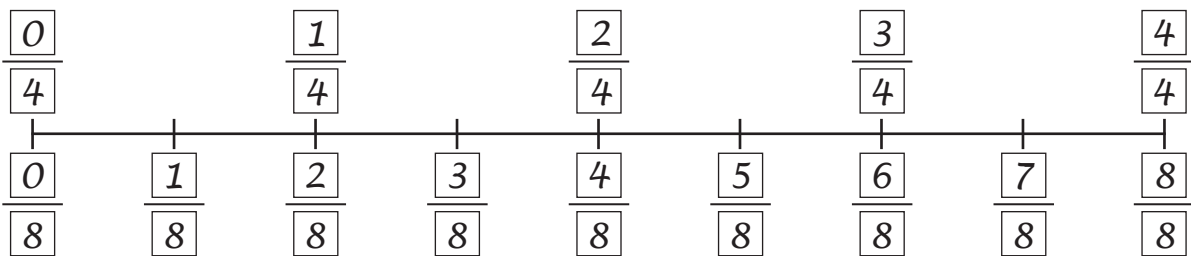
4 Label the missing fractions on these number lines:



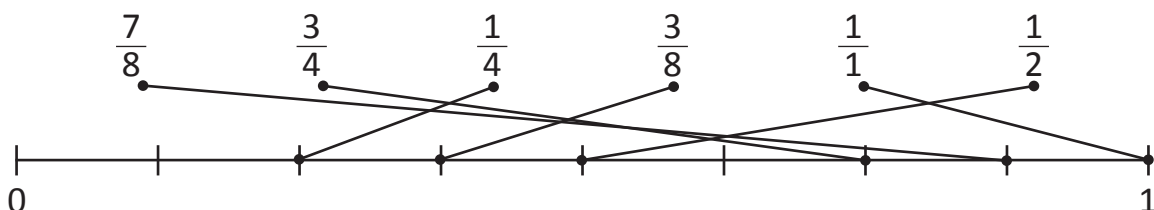
c What do you notice about  $\frac{2}{4}$  and  $\frac{4}{8}$ ?

*They are the same.*

5 Label this number line with quarters above the line and eighths below the line:



6 Draw a line to match each of these fractions to the correct positions on the number line. Use the number lines at the top of the page to help you.





Getting ready

This is a game for 3 to 4 players. Each player will need the fraction board below and some counters. You will also need to cut out one copy of the flash cards on page 12.



copy



What to do

Choose one player to be the caller. The rest of the players fill their fraction boards with any of the following fractions:

$$\frac{1}{2}, \frac{1}{4}, \frac{2}{4}, \frac{3}{4}, \frac{4}{4}, \frac{1}{8}, \frac{2}{8}, \frac{3}{8}, \frac{4}{8}, \frac{5}{8}, \frac{6}{8}, \frac{7}{8}, \frac{8}{8}$$

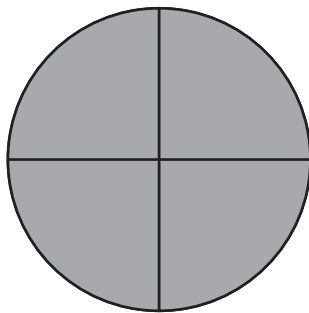
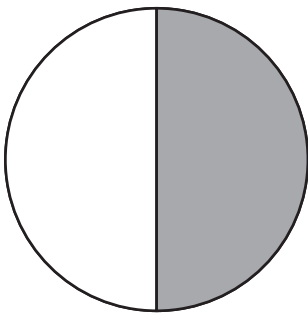
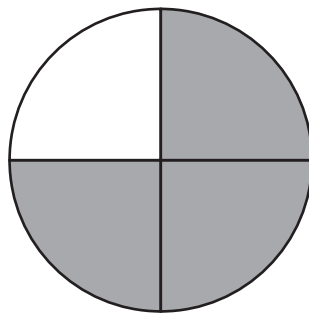
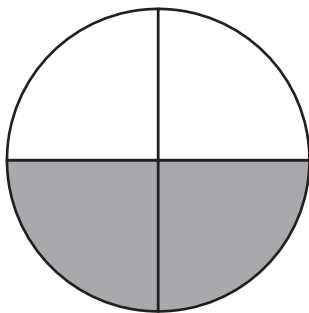
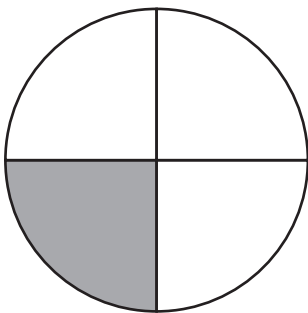
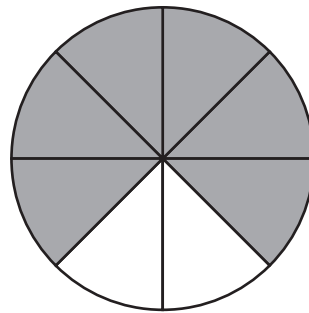
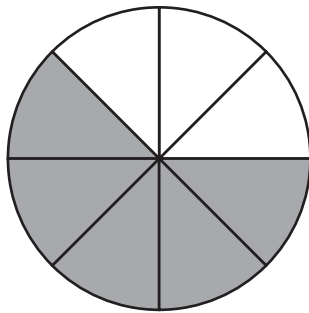
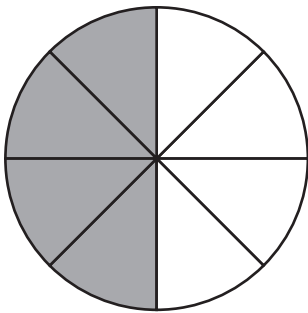
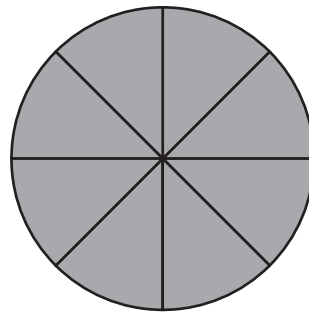
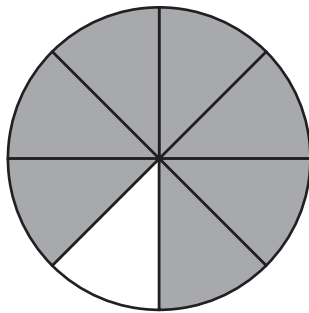
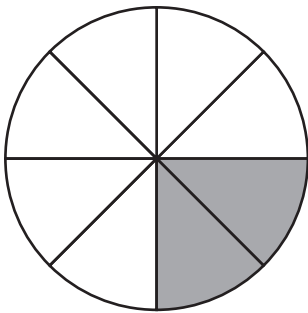
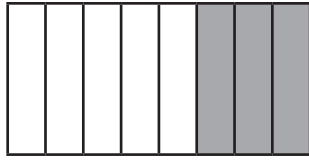
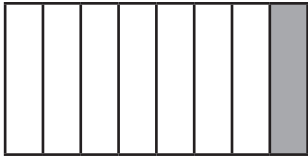
The caller chooses a flash card from the pile and shows the players.

If a player has the fraction, they place a counter over it.

The winner is the first player to cover 3 in a row.

Swap roles and play again until everyone in the group has been the caller.

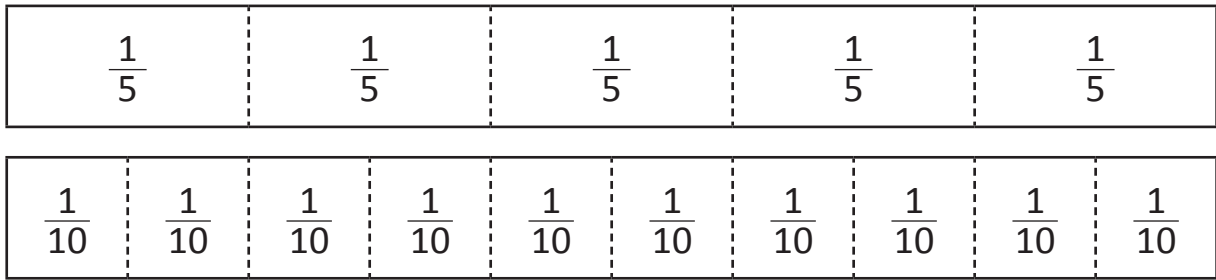
## FRACTION BINGO

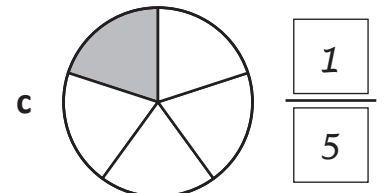
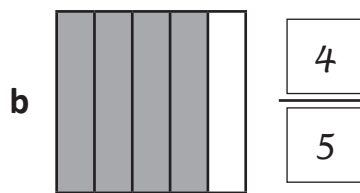
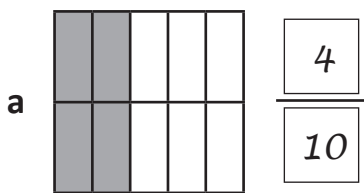


# Types of fractions – fifths and tenths

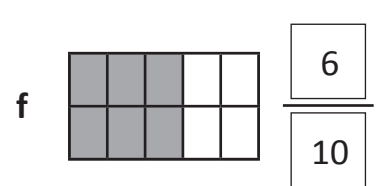
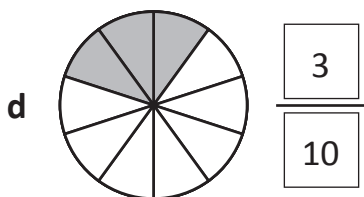
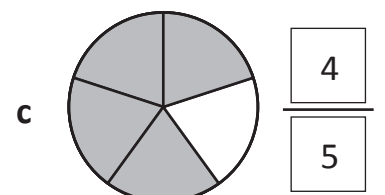
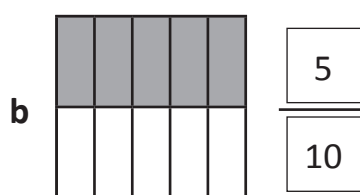
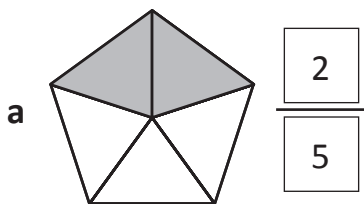
These fraction strips show fifths and tenths.



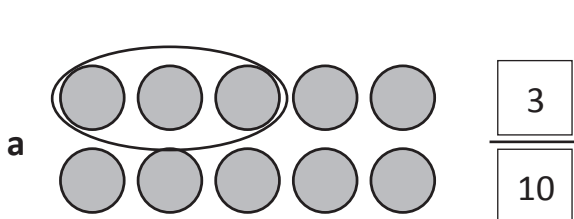
1 Label these fractions:



2 Show fifths and tenths on these shapes:

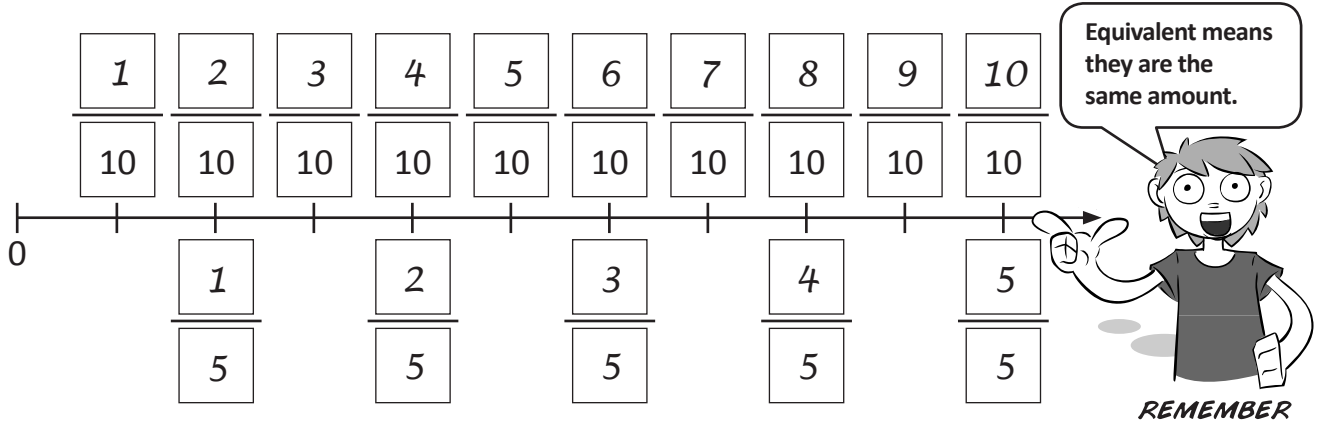


3 Circle the correct amounts shown in these fractions:

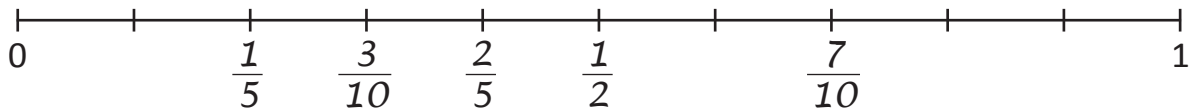


# Types of fractions – fifths and tenths

4 Complete this equivalent fraction number line. The first two have been done for you.

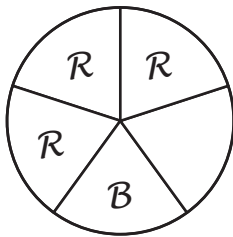


5 Place these fractions on the number line:  $\frac{2}{5}$ ,  $\frac{1}{2}$ ,  $\frac{3}{10}$ ,  $\frac{7}{10}$ ,  $\frac{1}{5}$

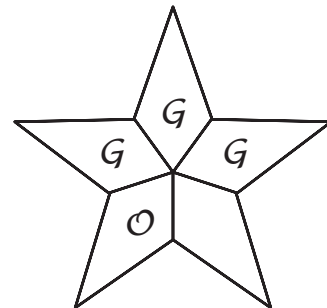


6 Colour these shapes according to the directions. The equivalent fraction line above will help you.

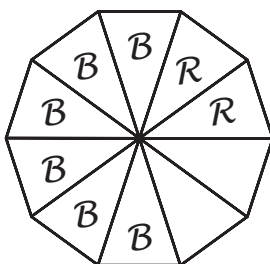
a Colour  $\frac{1}{5}$  blue and  $\frac{6}{10}$  red and leave the rest blank.



b Colour  $\frac{2}{10}$  orange and  $\frac{3}{5}$  green and leave the rest blank.



c Colour  $\frac{3}{5}$  blue and  $\frac{2}{10}$  red and leave the rest blank.



THINK

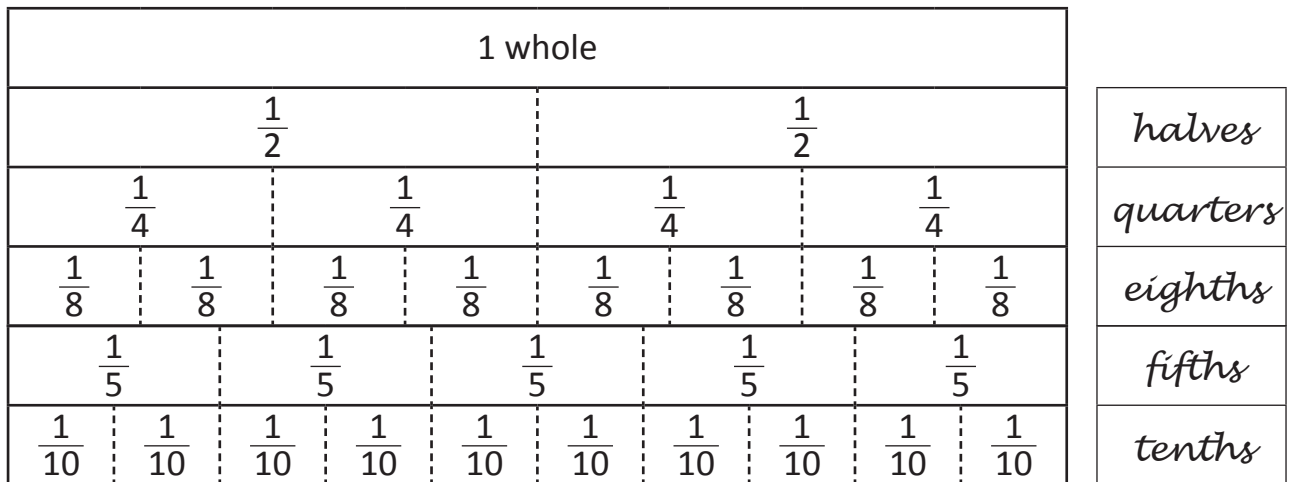
If a shape is divided into fifths I need to change the fractions to fifths.

If a shape is divided into tenths I need to change the fractions to tenths.

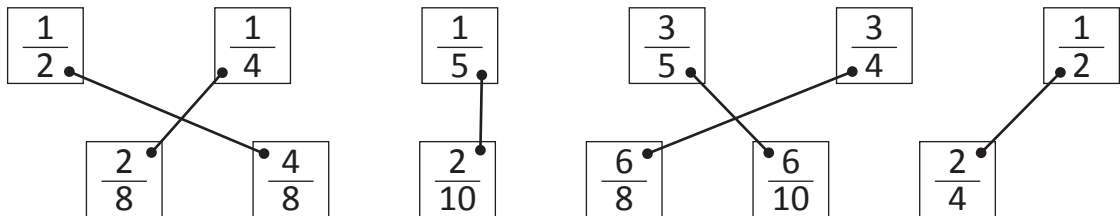
# Types of fractions – equivalent fractions

This fraction wall shows fractions that are equivalent. Equivalent fractions are fractions that are the same amount. How many equivalent fractions can you find?

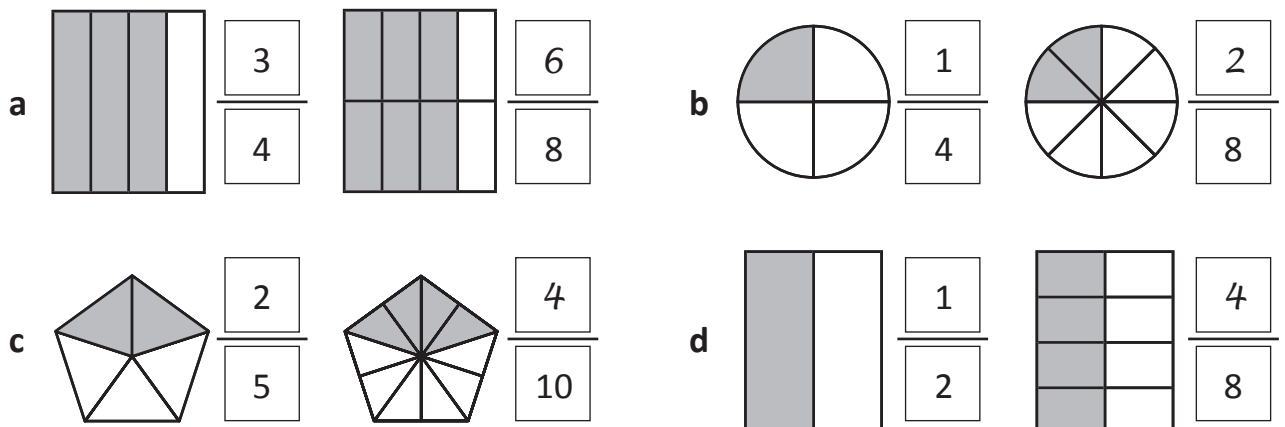
- 1 Label each row of the fraction wall and colour each strip a different colour. The first one has been done for you.



- 2 Match the equivalent fractions in the top row with the fractions underneath by drawing a line to connect them. The first one has been done for you.



- 3 Complete these equivalent fraction models by shading and writing the equivalent fraction:



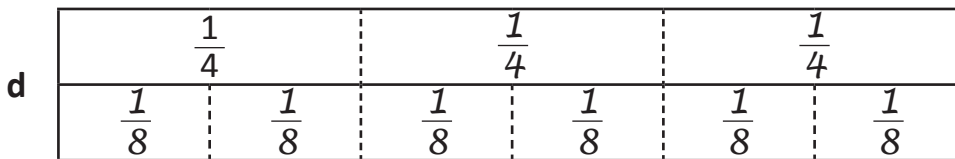
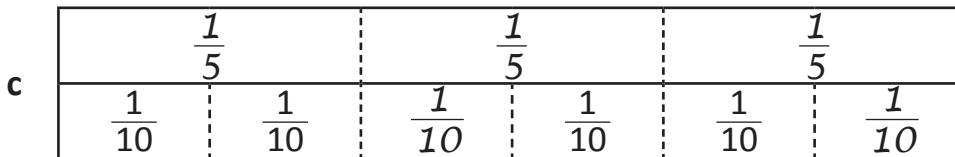
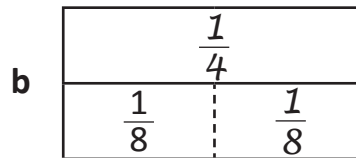
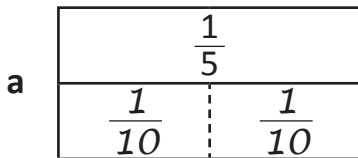
# Types of fractions – equivalent fractions

4 Rewrite these fractions in order from smallest to largest:

$$\frac{4}{5} \quad \frac{9}{10} \quad \frac{7}{10} \quad \frac{2}{5} \quad \frac{3}{10}$$

$$\frac{3}{10} \quad \frac{2}{5} \quad \frac{7}{10} \quad \frac{4}{5} \quad \frac{9}{10}$$

5 Here is a fraction wall that has been broken up into pieces. Label the pieces:



6 Match the equivalent fractions to find out an interesting animal fact:

Q: What is something that a rat can do for longer than a camel?

First word: A =  $\frac{2}{4}$     T =  $\frac{3}{4}$     L =  $\frac{1}{5}$     S =  $\frac{4}{10}$

Second word: U =  $\frac{1}{5}$     H =  $\frac{8}{10}$     I =  $\frac{4}{10}$     W =  $\frac{1}{2}$     T =  $\frac{6}{8}$     O =  $\frac{2}{8}$

Third word: A =  $\frac{2}{10}$     T =  $\frac{1}{5}$     E = 1    R =  $\frac{8}{10}$     W =  $\frac{1}{2}$

$\frac{L}{\frac{2}{10}}$	$\frac{A}{\frac{1}{2}}$	$\frac{S}{\frac{2}{5}}$	$\frac{T}{\frac{6}{8}}$
--------------------------	-------------------------	-------------------------	-------------------------

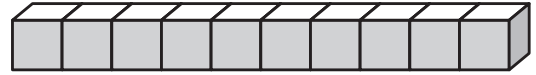
$\frac{W}{\frac{4}{8}}$	$\frac{I}{\frac{2}{5}}$	$\frac{T}{\frac{3}{4}}$	$\frac{H}{\frac{4}{5}}$	$\frac{O}{\frac{1}{4}}$	$\frac{U}{\frac{2}{10}}$	$\frac{T}{\frac{3}{4}}$
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	--------------------------	-------------------------

$\frac{W}{\frac{5}{10}}$	$\frac{A}{\frac{1}{5}}$	$\frac{T}{\frac{2}{10}}$	$\frac{E}{\frac{10}{10}}$	$\frac{R}{\frac{4}{5}}$
--------------------------	-------------------------	--------------------------	---------------------------	-------------------------

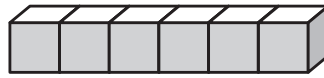
# Types of fractions – tenths as decimals

Fractions can be written as decimals.

This row of multilink cubes shows 10 tenths:



$\frac{6}{10}$  can be shown like this:



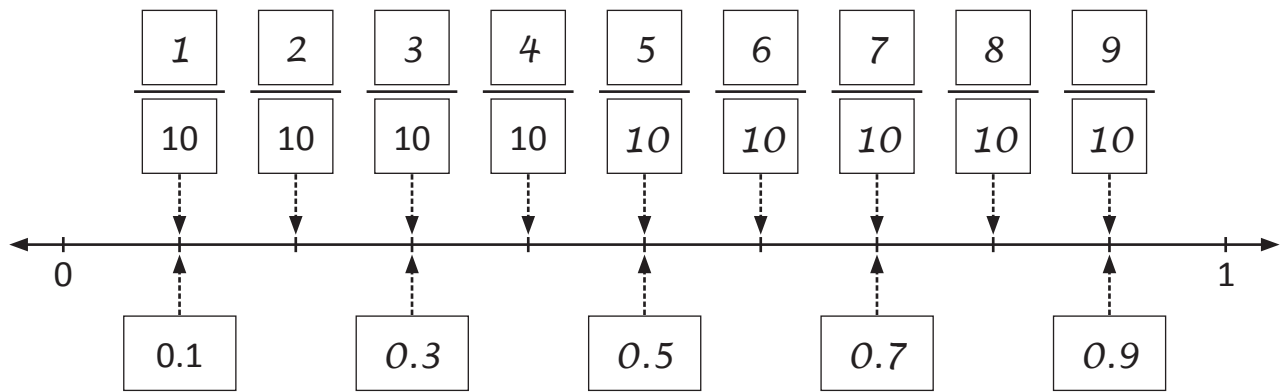
$\frac{6}{10}$  as a decimal is 0.6

Units	Tenths
0	6

The decimal point separates the whole number from the decimal.

We would write 1 or  $\frac{10}{10}$  as 1.0

**1 Complete this number line showing equivalent tenths and decimals:**

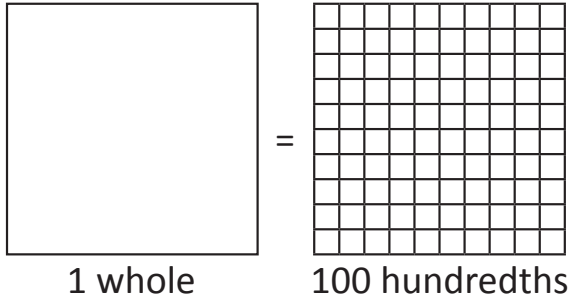


**2 If a row of 10 multilink cubes is 1 whole, then label the other rows with a fraction and decimal:**

	Fraction	Decimal
a	$\frac{10}{10}$	1.0
b	$\frac{6}{10}$	0.6
c	$\frac{8}{10}$	0.8

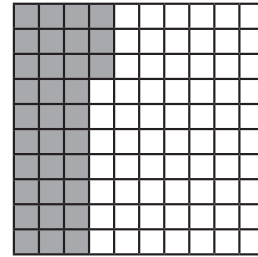
# Types of fractions – introducing hundredths

We can divide a whole into one hundred parts. These are called hundredths.



This hundred grid shows 33 out of 100.

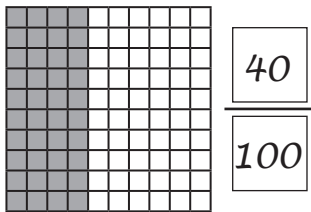
As a fraction it is  $\frac{33}{100}$



**1** Write what each grid shows part out of 100 that is shaded and record it as a fraction:

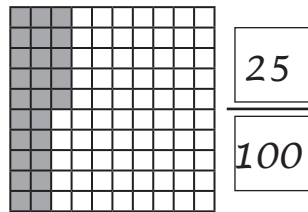
a 

40	out of	100
----	--------	-----



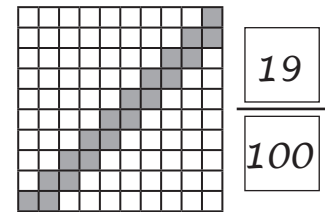
b 

25	out of	100
----	--------	-----

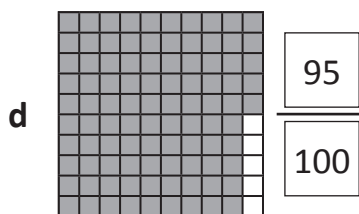
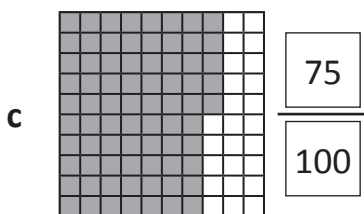
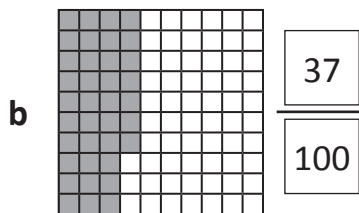
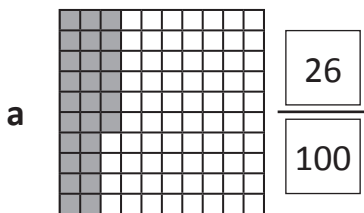


c 

19	out of	100
----	--------	-----



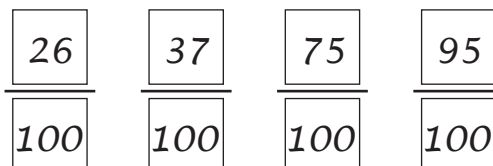
**2** Shade these grids according to the fraction:



It is easier to work out how many grids not to shade instead of counting each one.

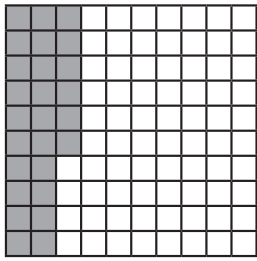


**3** Order the fractions from question 2 from smallest to largest:



# Types of fractions – hundredths as decimals

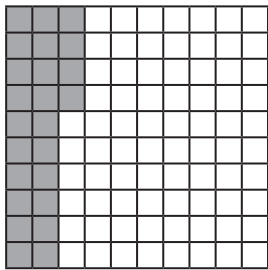
This diagram shows 26 hundredths shaded or  $\frac{26}{100}$



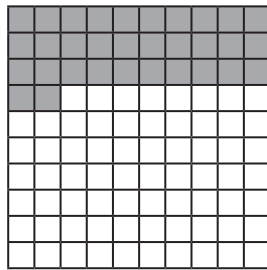
Fractions can be written as decimals.  
As a decimal, this amount is written as:

Units	Tenths	Hundredths
0	2	6

1 Label each hundredth grid picture with the fraction and decimal:



a  $\frac{24}{100}$       0.24



b  $\frac{32}{100}$       0.32



$\frac{10}{100}$  is the same as  $\frac{1}{10}$  which is the same as 0.1

2 Colour this grid of stars according to the directions below:

a Orange  $\frac{22}{100}$

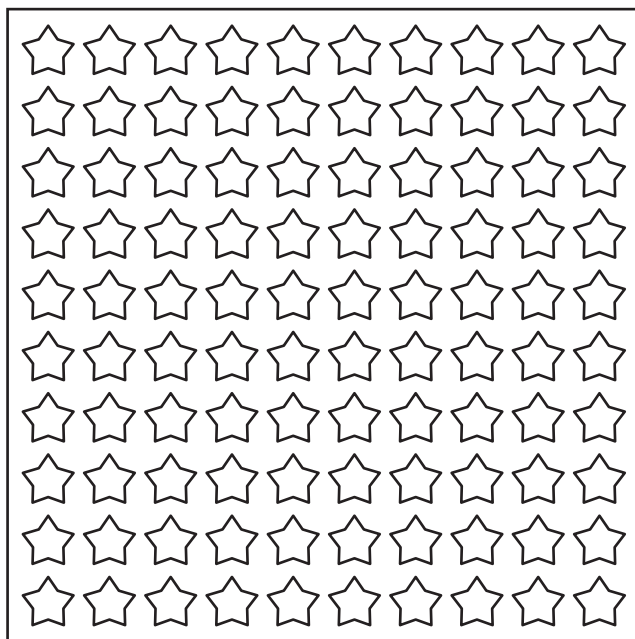
b Blue  $\frac{12}{100}$

c Green  $\frac{9}{100}$

d Pink  $\frac{25}{100}$

e Yellow 0.15

f Red 0.17



*Teacher check.*



Getting ready

This is a game for 2 players. Each player will need a copy of this page and a copy of the playing cards on page 21.



copy



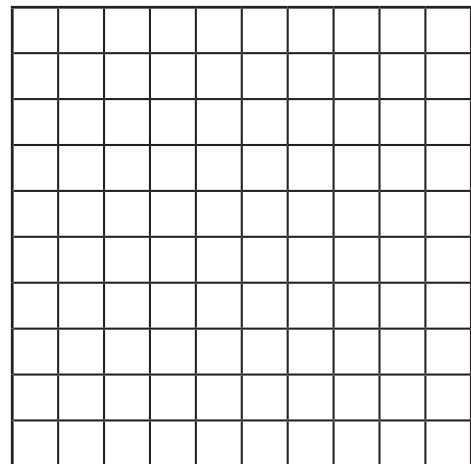
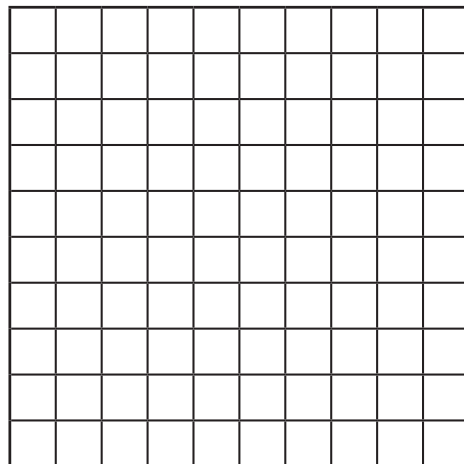
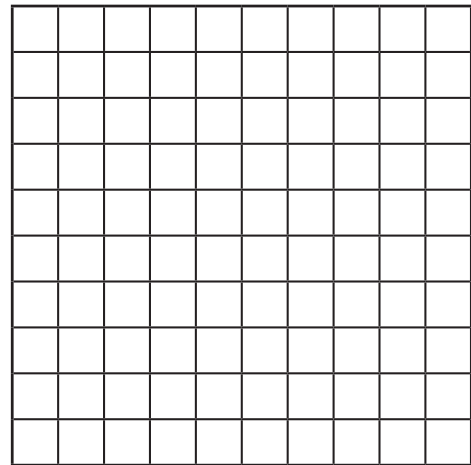
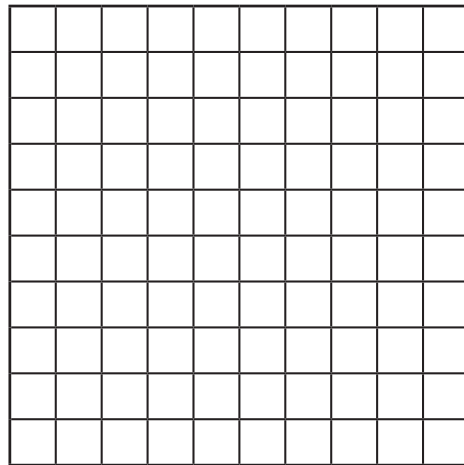
What to do

The object of this game is to be the first player to colour a whole grid. Each player cuts out the playing cards. The 2 players join the cards and shuffle them. There will be 24 cards. Lay 4 cards out in a row, ensuring both players can see them. The rest of the cards go face down in a pile.

Player 1 takes a card from the row of 4 and colours in that amount on one of their hundred grids. Then they put that card at the bottom of the pile and replace the card with one from the top of the pile.

Player 2 repeats this process.

Players take turns until 1 player has filled in 100 hundredths or 1 whole. (If you go over 100 hundredths or 1 whole, it does not count as a win. You must reach exactly 1 whole.)







$$\frac{1}{10}$$

$$\frac{20}{100}$$

$$\frac{3}{10}$$

$$\frac{40}{100}$$

$$\frac{1}{2}$$

0.6

0.7

$$\frac{80}{100}$$

$$\frac{9}{10}$$

0.25

$$\frac{75}{100}$$

$$\frac{60}{100}$$

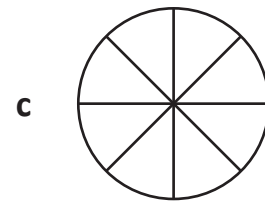
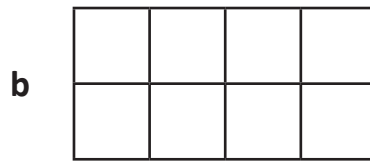
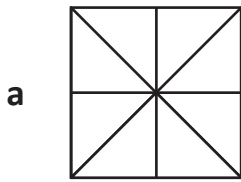
$\frac{10}{100}$  is the same  
as  $\frac{1}{10}$  which is  
the same as 0.1



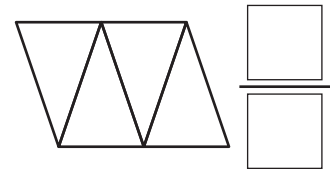
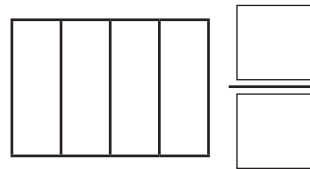
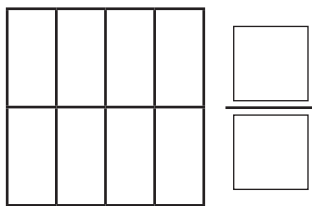
# Introducing fractions

Name \_\_\_\_\_

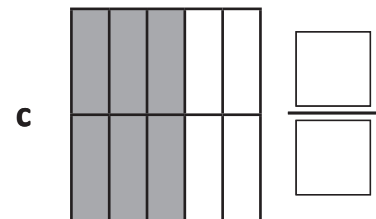
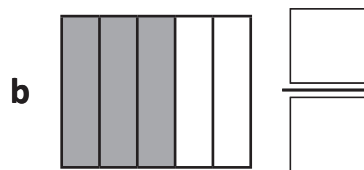
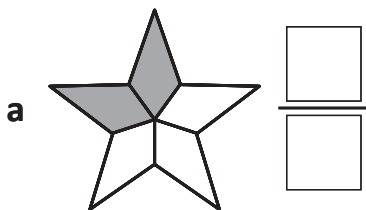
## 1 Colour half of each shape:



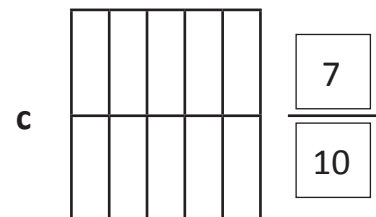
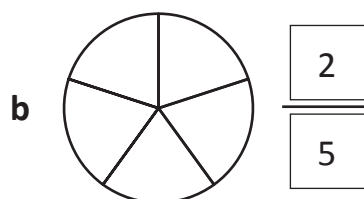
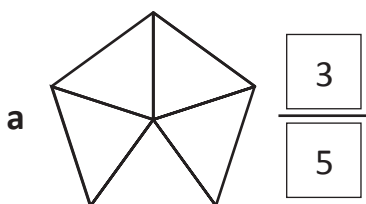
## 2 Show the following fractions:



## 3 Label these fractions:



## 4 Shade these fractions:



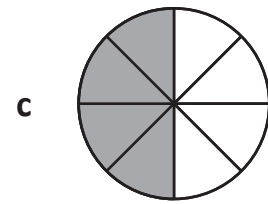
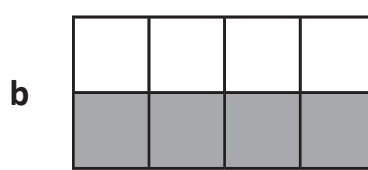
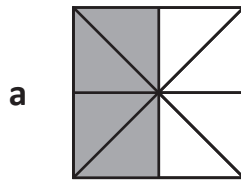
Skills	Not yet	Kind of	Got it
• Represents common fractions on different models			
• Interprets the numerator and denominator of a fraction			

# Introducing fractions

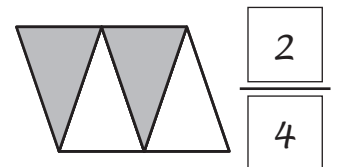
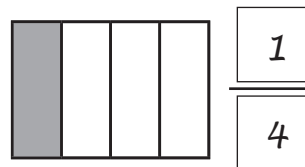
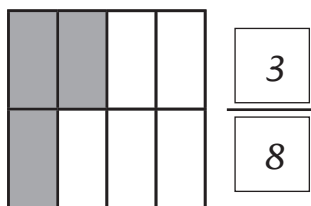
Name \_\_\_\_\_

1 Colour half of each shape:

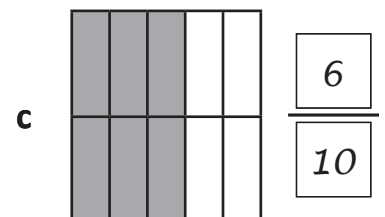
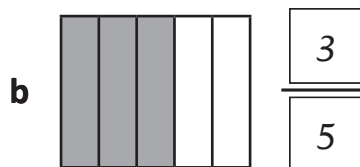
*Shading may vary.*



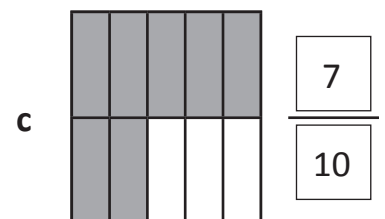
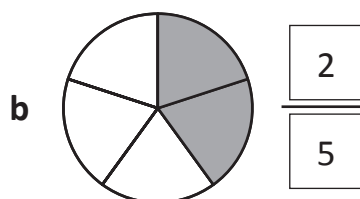
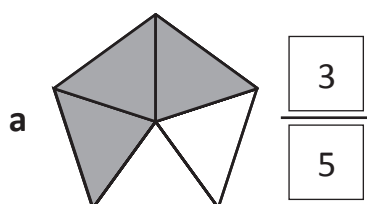
2 Show the following fractions:



3 Label these fractions:



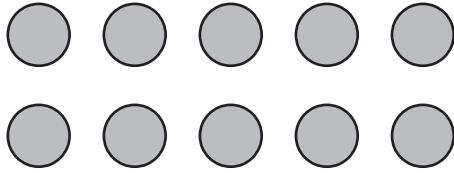
4 Shade these fractions:



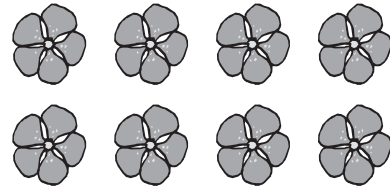
Skills	Not yet	Kind of	Got it
• Represents common fractions on different models			
• Interprets the numerator and denominator of a fraction			

5 Put a ring around the following:

a  $\frac{1}{2}$  of the circles



b  $\frac{1}{4}$  of the flowers



6 What fraction of each group has a ring around it?

a

b

7 Use the diagrams to find the fractions of different numbers:

a  $\frac{1}{4}$  of 24 =

b  $\frac{1}{3}$  of 18 =

c  $\frac{1}{8}$  of 16 =

8 Find these amounts in these problems:

a  $\frac{1}{3}$  of all the kids in my class wear a watch. How many wear a watch if there are 24 kids in my class?

b Ben made 30 cookies and gave  $\frac{1}{2}$  away to his friends. How many did he give away?

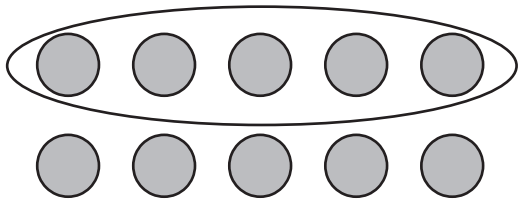
Skills	Not yet	Kind of	Got it
• Finds fractions of a collection of objects			
• Finds a fraction of a whole number			

# Introducing fractions

Name \_\_\_\_\_

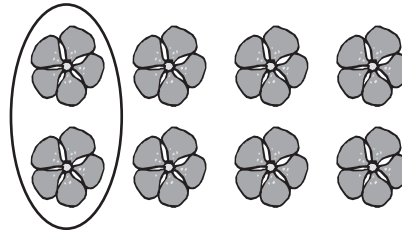
5 Put a ring around the following:

a  $\frac{1}{2}$  of the circles

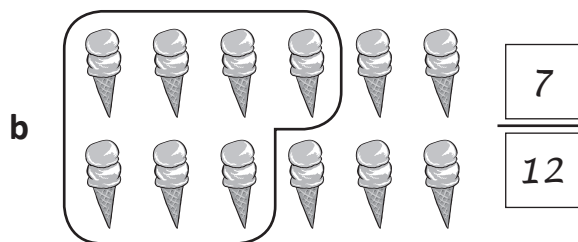
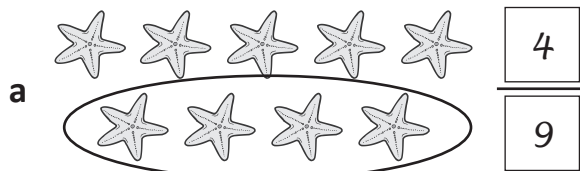


Answers may vary.

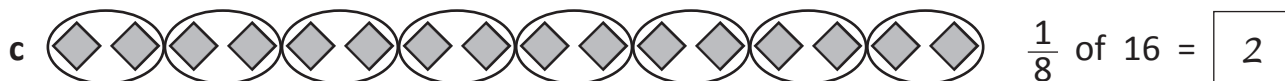
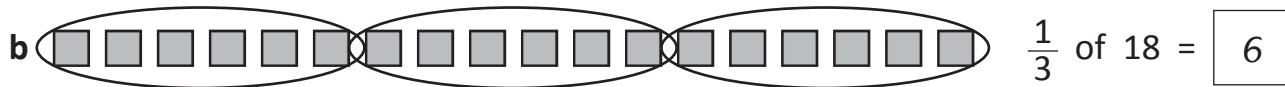
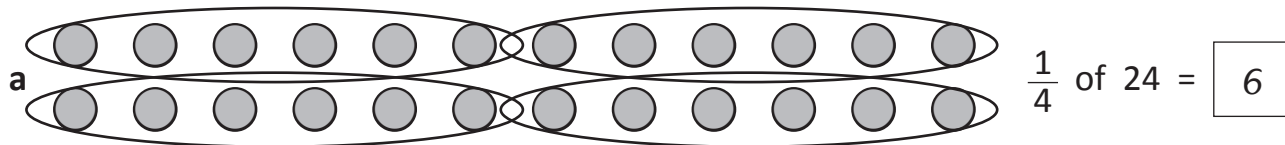
b  $\frac{1}{4}$  of the flowers



6 What fraction of each group has a ring around it?



7 Use the diagrams to find the fractions of different numbers:



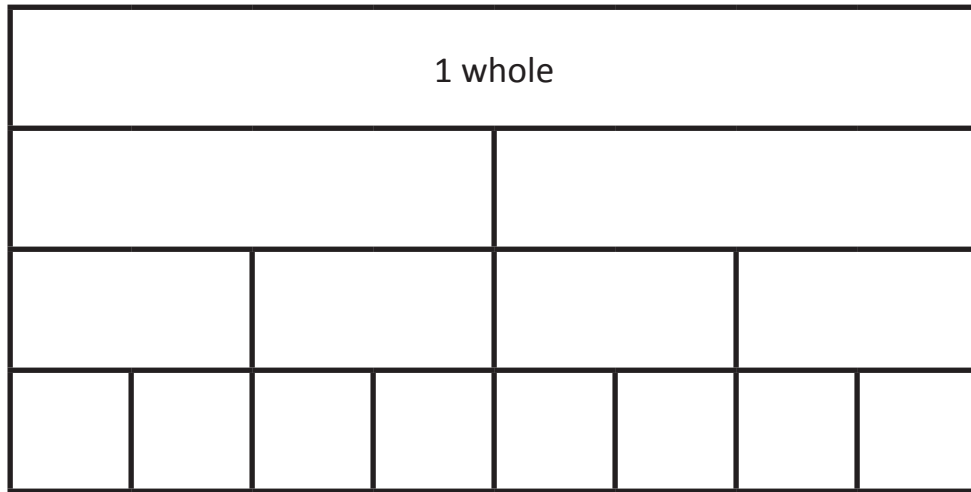
8 Find these amounts in these problems:

a  $\frac{1}{3}$  of all the kids in my class wear a watch. How many wear a watch if there are 24 kids in my class? 8

b Ben made 30 cookies and gave  $\frac{1}{2}$  away to his friends. How many did he give away? 15

Skills	Not yet	Kind of	Got it
• Finds fractions of a collection of objects			
• Finds a fraction of a whole number			

9 Label this fraction wall:



10 Put these fractions in order from smallest to largest:

a  $\frac{5}{8}$   $\frac{3}{4}$   $\frac{3}{8}$   $\frac{1}{2}$

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

b  $\frac{4}{8}$   $\frac{8}{8}$   $\frac{6}{8}$   $\frac{1}{4}$

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

11 Match the equivalent fractions in the top row with the fractions underneath by drawing a line to connect them:

$\frac{6}{8}$

$\frac{1}{4}$

$\frac{1}{2}$

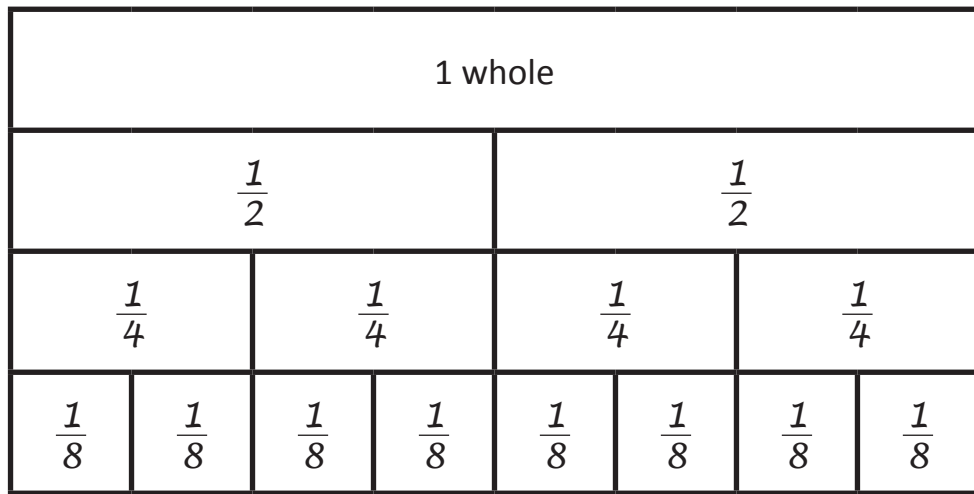
$\frac{2}{4}$

$\frac{3}{4}$

$\frac{2}{8}$

Skills	Not yet	Kind of	Got it
• Orders halves, quarters and eighths			
• Finds equivalence between halves, quarters and eighths			

9 Label this fraction wall:



10 Put these fractions in order from smallest to largest:

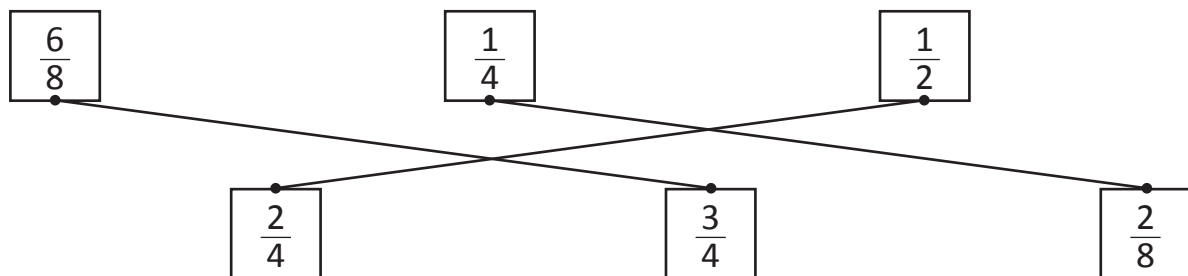
a  $\frac{5}{8}$   $\frac{3}{4}$   $\frac{3}{8}$   $\frac{1}{2}$

$\frac{3}{8}$	$\frac{1}{2}$	$\frac{5}{8}$	$\frac{3}{4}$
---------------	---------------	---------------	---------------

b  $\frac{4}{8}$   $\frac{8}{8}$   $\frac{6}{8}$   $\frac{1}{4}$

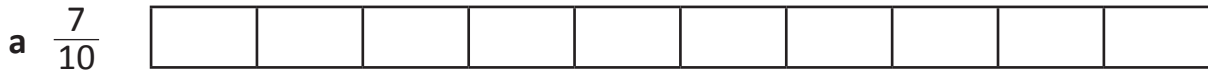
$\frac{1}{4}$	$\frac{4}{8}$	$\frac{6}{8}$	$\frac{8}{8}$
---------------	---------------	---------------	---------------

11 Match the equivalent fractions in the top row with the fractions underneath by drawing a line to connect them:

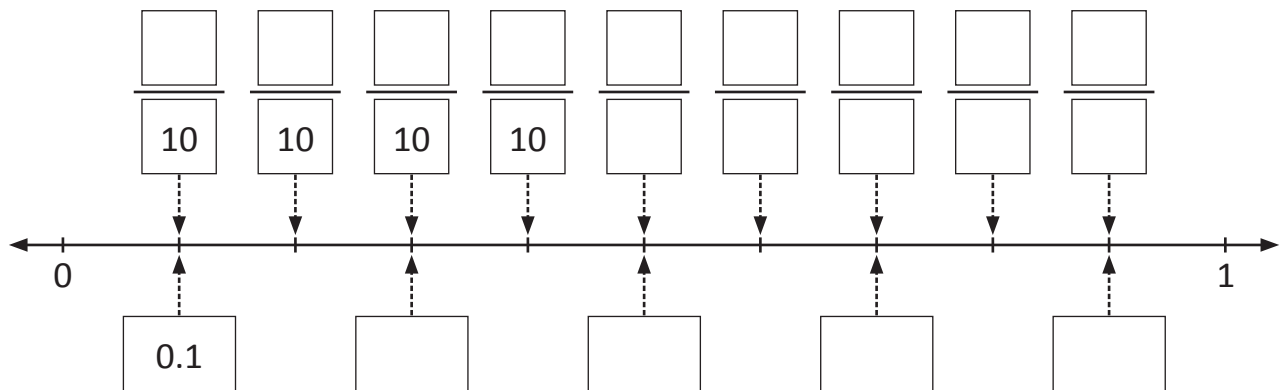


Skills	Not yet	Kind of	Got it
• Orders halves, quarters and eighths			
• Finds equivalence between halves, quarters and eighths			

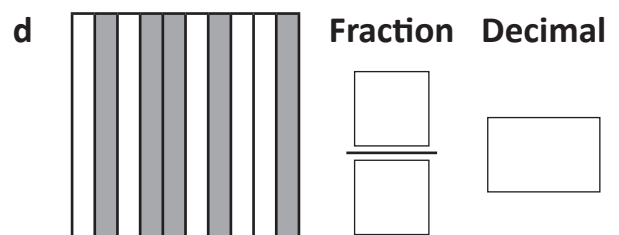
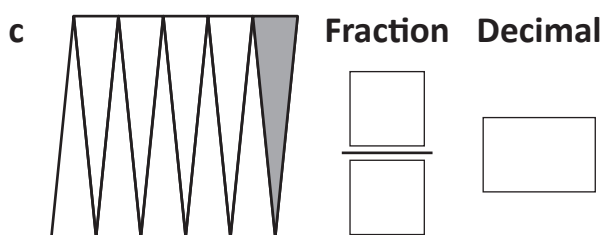
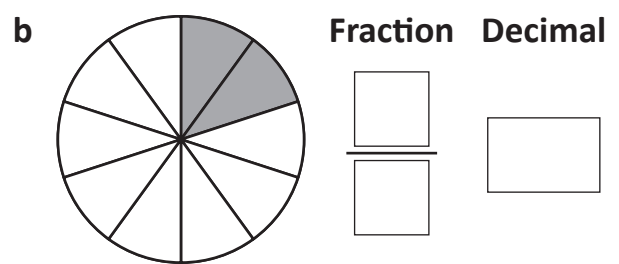
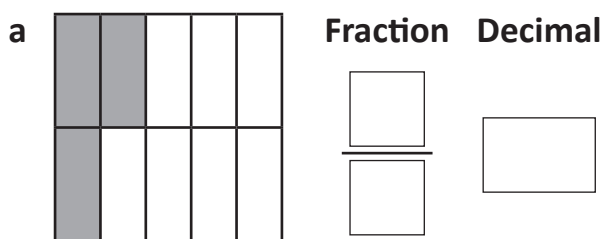
**1** Shade the fraction strips so that each one matches the fraction or decimal:



**2** Complete this number line showing equivalent tenths and decimals:



**3** Label these models as fractions and as decimals:

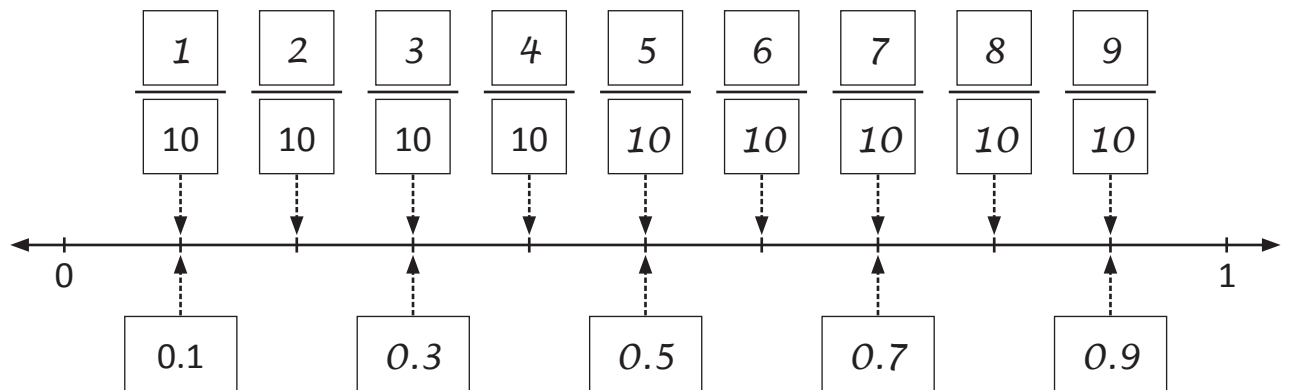




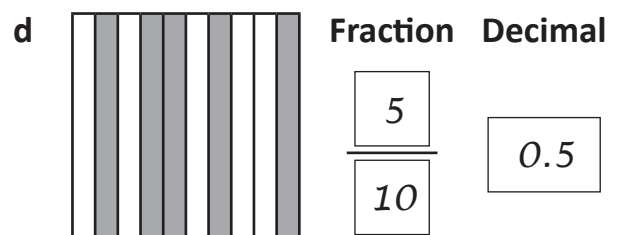
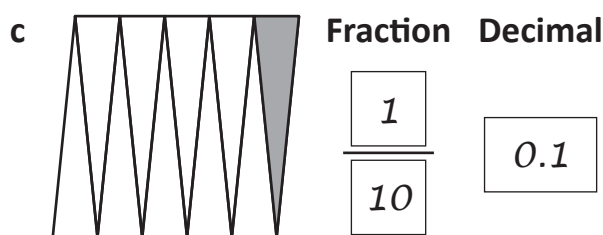
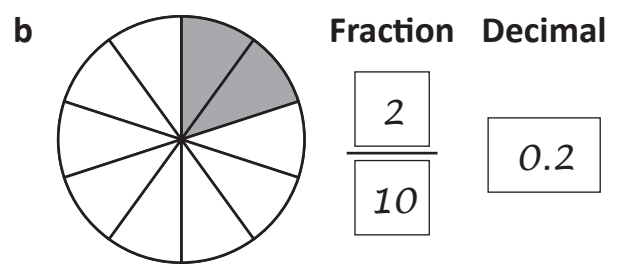
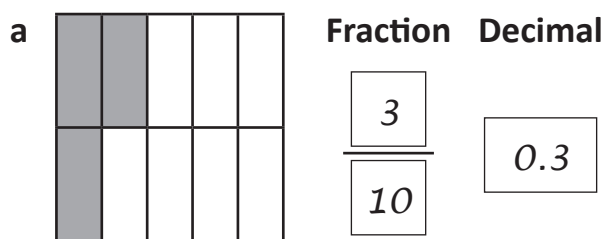
**1** Shade the fraction strips so that each one matches the fraction or decimal:



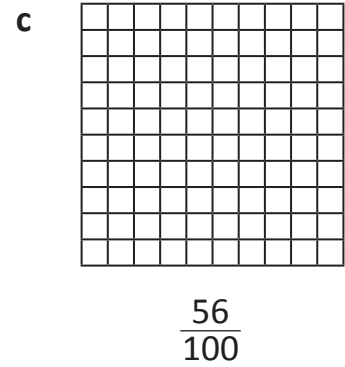
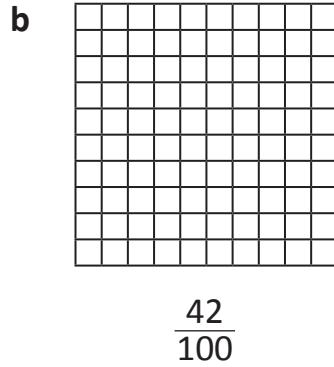
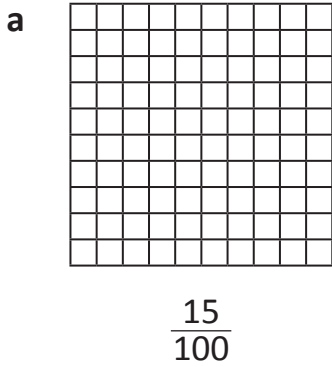
**2** Complete this number line showing equivalent tenths and decimals:



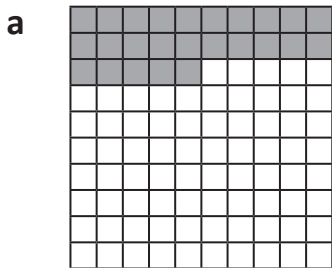
**3** Label these models as fractions and as decimals:



4 Shade the number of hundredths on each grid:

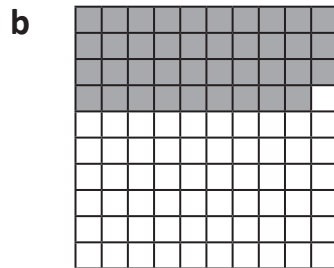


5 Write the number of hundredths shown on each grid as a fraction and a decimal:



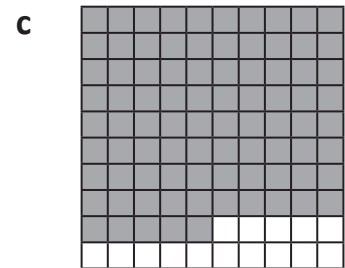
Fraction    Decimal

$\frac{\square}{\square}$	<input style="width: 60px; height: 20px;" type="text"/>
---------------------------	---



Fraction    Decimal

$\frac{\square}{\square}$	<input style="width: 60px; height: 20px;" type="text"/>
---------------------------	---

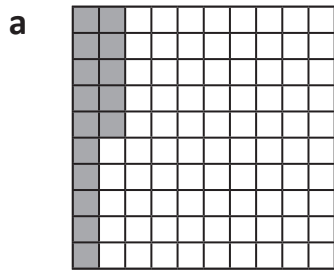


Fraction    Decimal

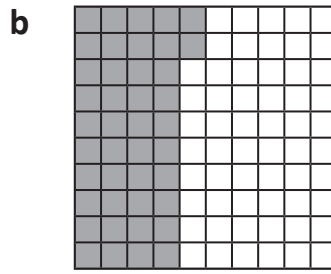
$\frac{\square}{\square}$	<input style="width: 60px; height: 20px;" type="text"/>
---------------------------	---

Skills	Not yet	Kind of	Got it
• Uses decimal notation for tenths and hundredths			
• Finds equivalence between tenths and decimals			
• Finds equivalence between hundredths and decimals			

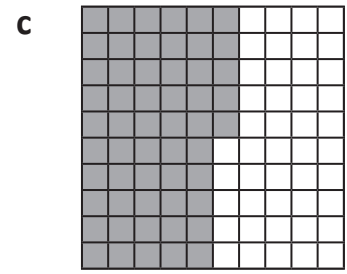
**4** Shade the number of hundredths on each grid:



$$\frac{15}{100}$$

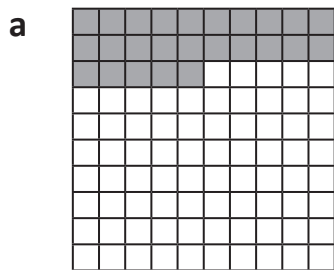


$$\frac{42}{100}$$



$$\frac{56}{100}$$

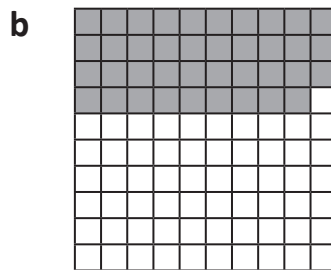
**5** Write the number of hundredths shown on each grid as a fraction and a decimal:



Fraction    Decimal

$$\frac{25}{100}$$

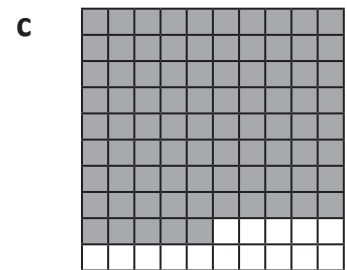
$$0.25$$



Fraction    Decimal

$$\frac{39}{100}$$

$$0.39$$



Fraction    Decimal

$$\frac{85}{100}$$

$$0.85$$

Skills	Not yet	Kind of	Got it
• Uses decimal notation for tenths and hundredths			
• Finds equivalence between tenths and decimals			
• Finds equivalence between hundredths and decimals			

## Series D – Fractions

Curriculum	Outcomes
NA2-1	Use simple additive strategies with whole numbers and fractions.
NA2-5	Know simple fractions in everyday use.
NA2-6	Communicate and interpret simple additive strategies, using words, diagrams (pictures), and symbols.