Mathletics

Series D Teacher

Fractions

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Series D – Fractions

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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.

1 whole

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

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

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

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

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

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

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

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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.

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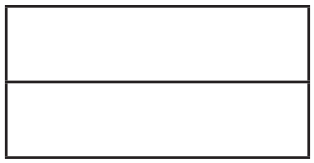
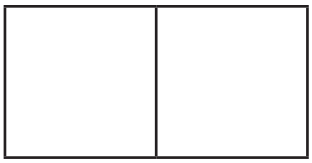
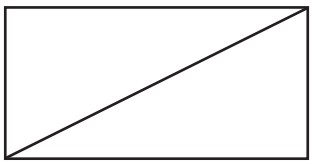
Introducing fractions – modelling fractions

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

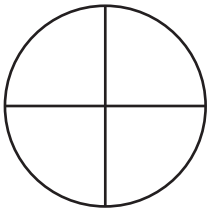
a 

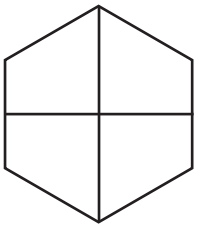
b 

c 

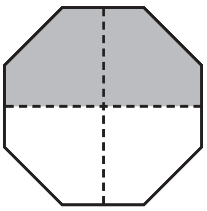
2 **Show how each shape can be divided into quarters:**

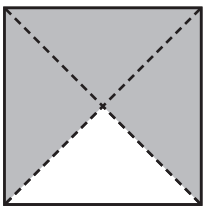
a

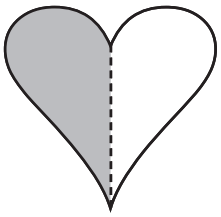
b 

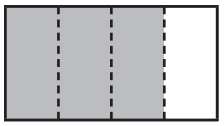
c 

3 **Colour the fractions of each shape:**

a two quarters 

b three quarters 

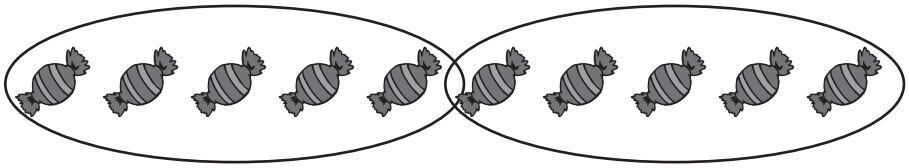
c one half 

d three quarters 

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

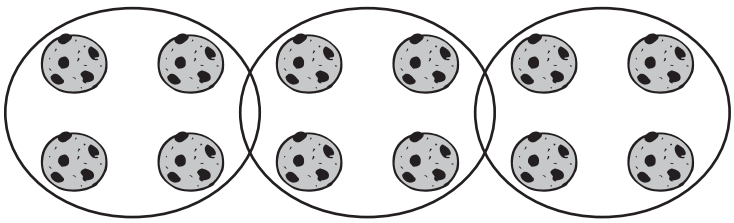
a I have 10 lollies and I have to share them with my brother. How many do we each get?

5 out of 10



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

4 out of 12



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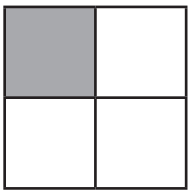
Introducing fractions – modelling fractions

Fractions are written like this:



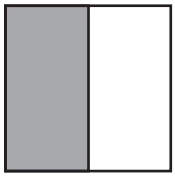
$\frac{1}{4}$

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

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

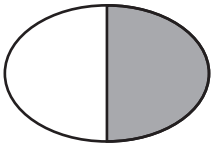
5 **Look at these fraction diagrams and label them.**

a 1 **out of** 2



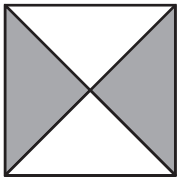
$\frac{1}{2}$

b *1* **out of** *2*



$\frac{1}{2}$

c *2* **out of** *4*

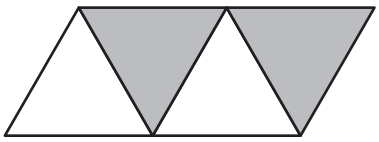


$\frac{2}{4}$

d *5* **out of** *8*

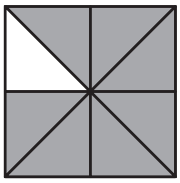
$\frac{5}{8}$

e *2* **out of** *4*



$\frac{2}{4}$

f *7* **out of** *8*



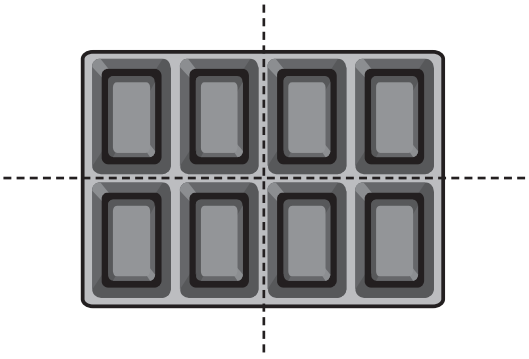
$\frac{7}{8}$

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. $\frac{2}{8}$



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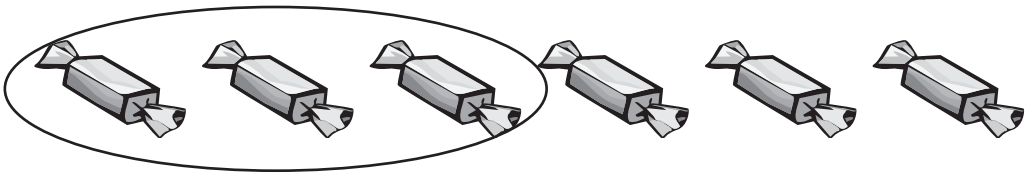
Introducing fractions – fractions of a collection

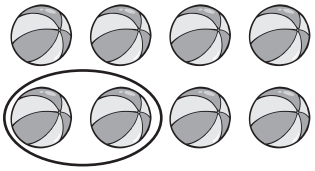
Fractions can show part of a collection. 3 out of 6 lollies are circled.



$\frac{3}{6}$

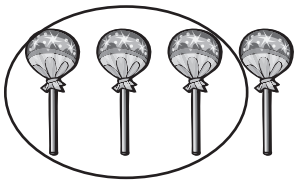
1 **What fraction of each group is circled?**

a 2 **out of** 8



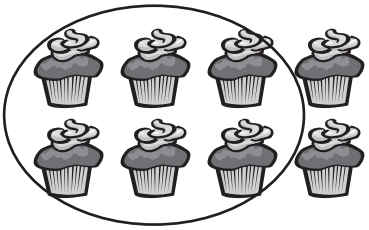
$\frac{2}{8}$

b 3 **out of** 4



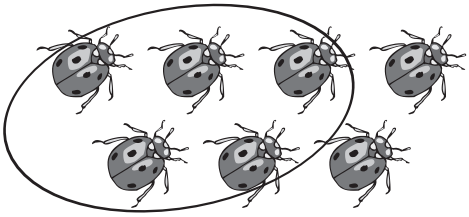
$\frac{3}{4}$

c 6 **out of** 8



$\frac{6}{8}$

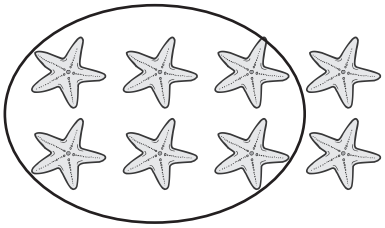
d 5 **out of** 7



$\frac{5}{7}$

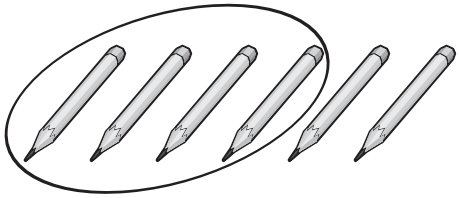
2 **Circle the fraction shown:**

a 6 **out of** 8



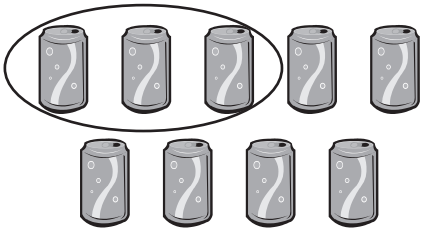
$\frac{6}{8}$

b 4 **out of** 6



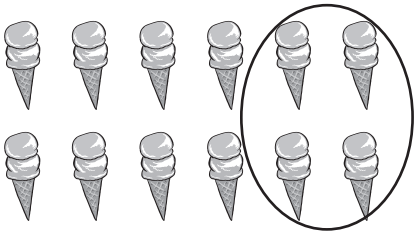
$\frac{4}{6}$

c 3 **out of** 9



$\frac{3}{9}$

d 4 **out of** 12



$\frac{4}{12}$

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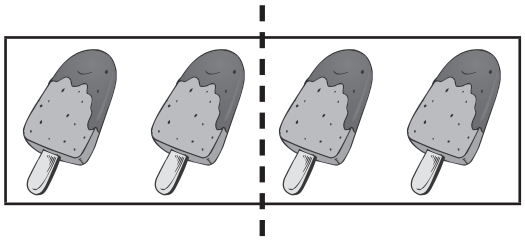
Introducing fractions – fractions of a collection

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.

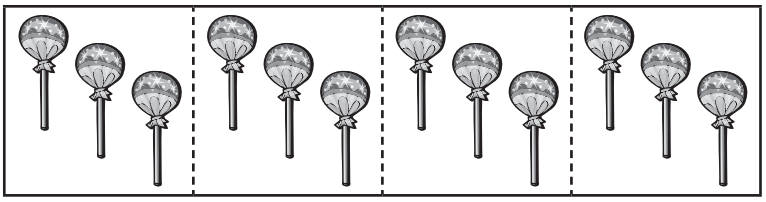


$4 \div 2 = 2$

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

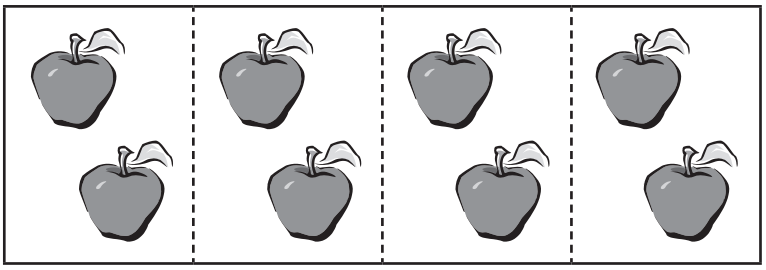
3 **Look at these fraction pictures. They have been divided into groups to help you. Complete the boxes to show how division and fractions are related. The first one has been done for you.**

a



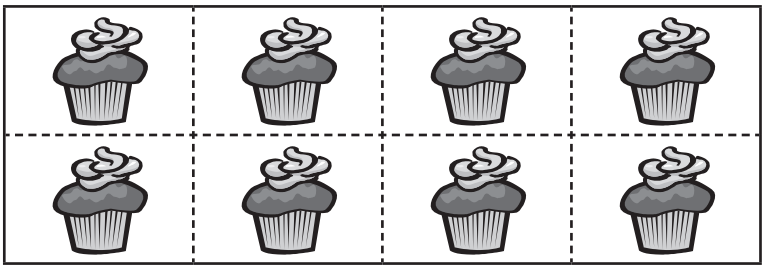
12	÷	4	=	3			
$\frac{1}{4}$	of	12	=	3			

b



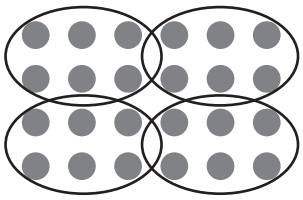
8	÷	4	=	2			
$\frac{1}{4}$	of	8	=	2			

c

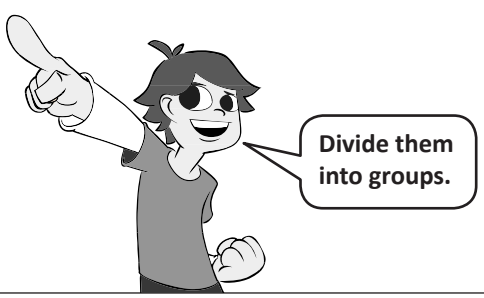


8	÷	8	=	1			
$\frac{1}{8}$	of	8	=	1			

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



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



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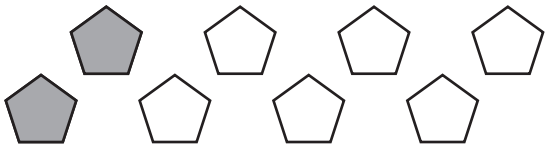
Introducing fractions – fractions of a collection

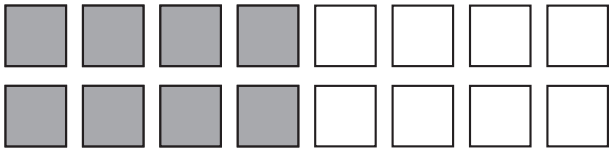
5 **Shade the fraction of these amounts:**

a



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

b



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

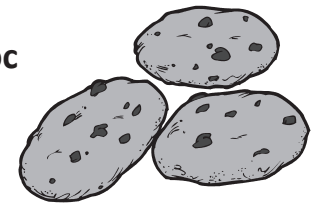
6 **Find these amounts. Use counters to help you.**

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.

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Introducing fractions – comparing and ordering fractions

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

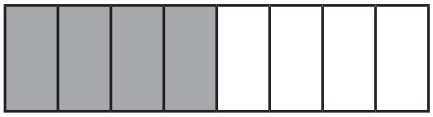
1 whole								
$\frac{1}{2}$				$\frac{1}{2}$				halves
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		quarters
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	eighths

1 **Label the following fractions:**

a $\frac{3}{8}$

b $\frac{2}{4}$

c $\frac{5}{8}$

d  $\frac{4}{8}$

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

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Introducing fractions – comparing and ordering fractions

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

copy

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

Each player cuts out their own set of fraction cards.

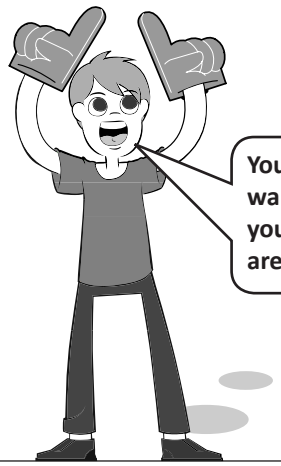
The dealer shuffles the cards well and places them in one stack in the centre.

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.

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

Smallest to largest



	Player 1	Player 2
1		
2		
3		
Total		

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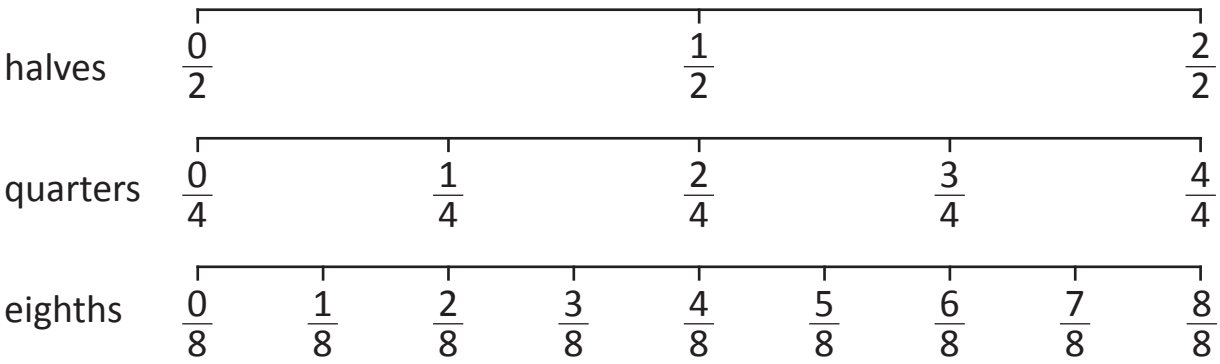
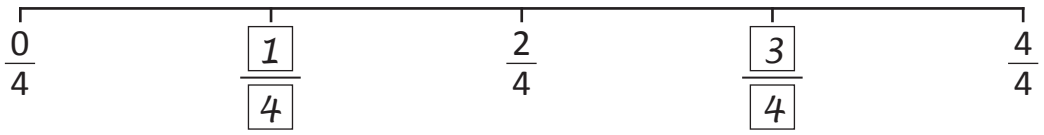
Introducing fractions – comparing and ordering fractions

Let us now look at placing fractions on number lines.

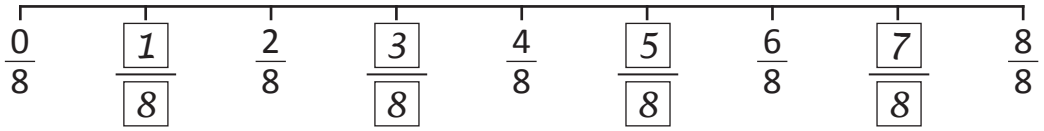


4 **Label the missing fractions on these number lines:**

a



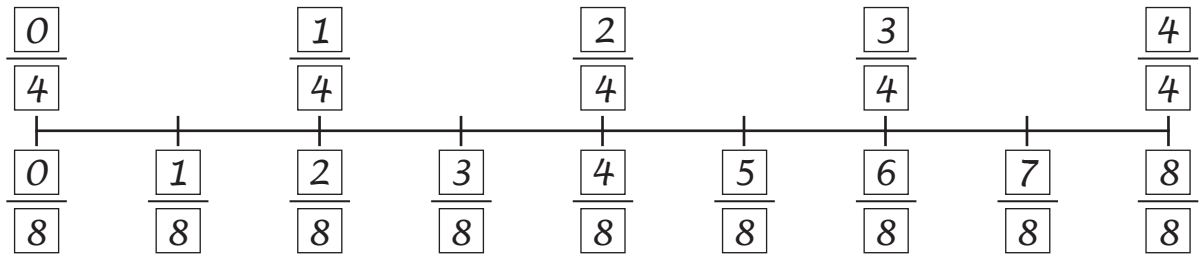
b



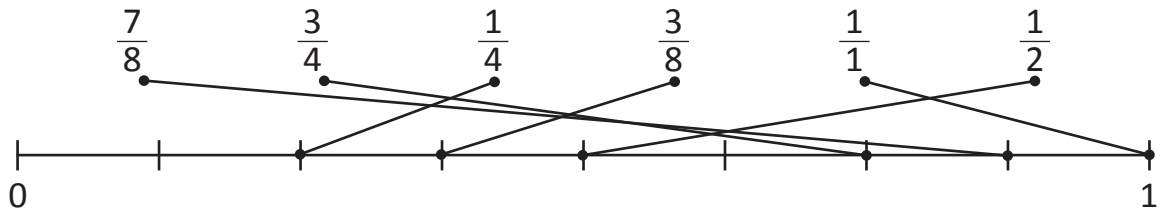
c What do you notice about $\frac{2}{4}$ and $\frac{4}{8}$?

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.**



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Fraction bingo

apply

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.

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

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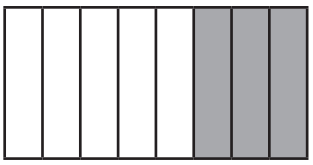
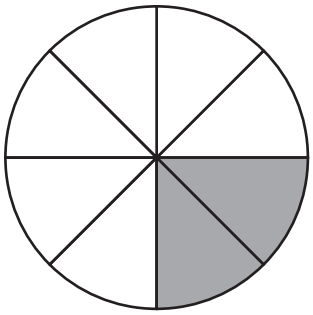
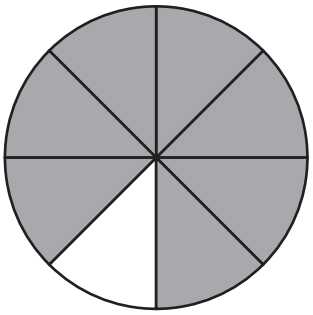
Fraction bingo

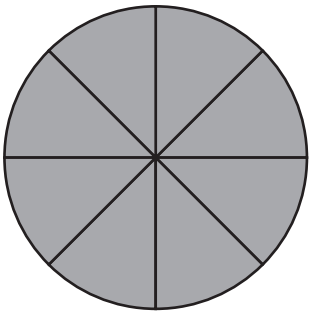
apply

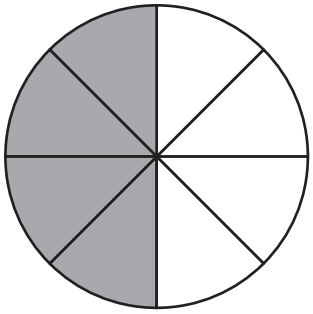
C copy

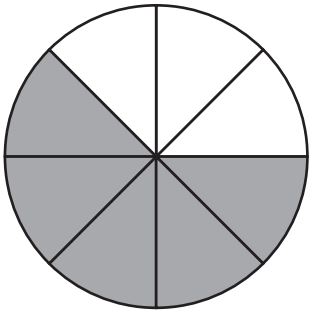


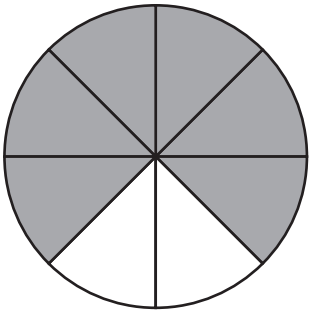


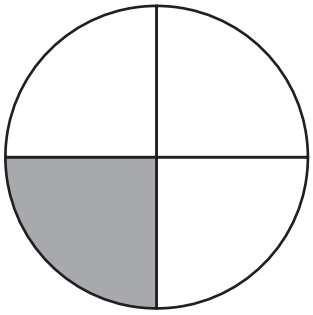


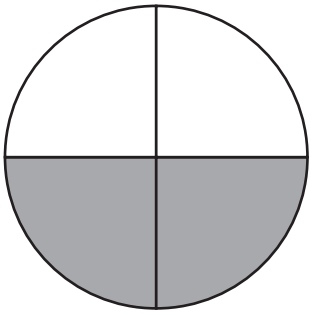


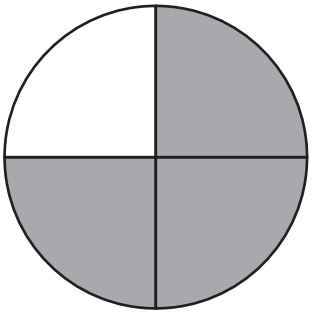


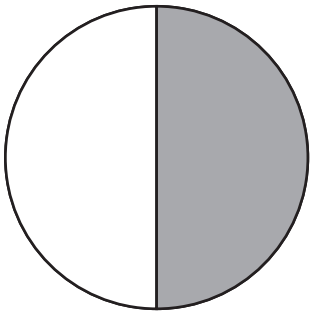


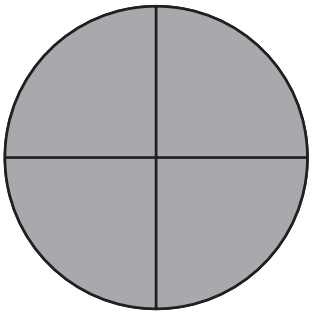












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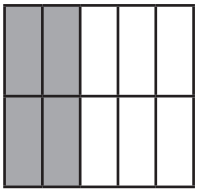
Types of fractions – fifths and tenths

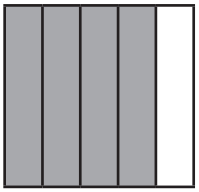
These fraction strips show fifths and tenths.

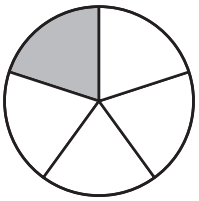
$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$

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

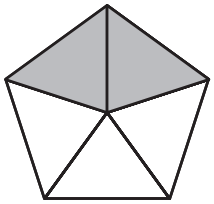
1 **Label these fractions:**

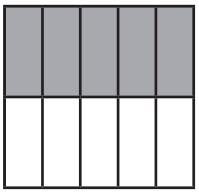
a  $\frac{4}{10}$

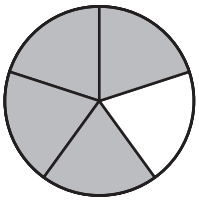
b  $\frac{4}{5}$

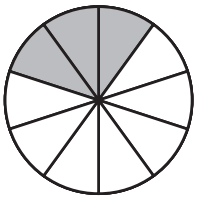
c  $\frac{1}{5}$

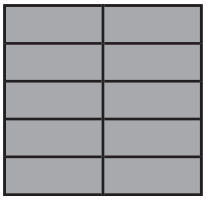
2 **Show fifths and tenths on these shapes:**

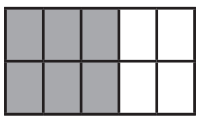
a  $\frac{2}{5}$

b  $\frac{5}{10}$

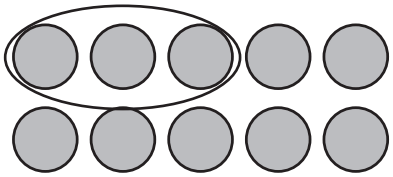
c  $\frac{4}{5}$

d  $\frac{3}{10}$

e  $\frac{10}{10}$

f  $\frac{6}{10}$

3 **Circle the correct amounts shown in these fractions:**

a  $\frac{3}{10}$

b $\frac{1}{5}$

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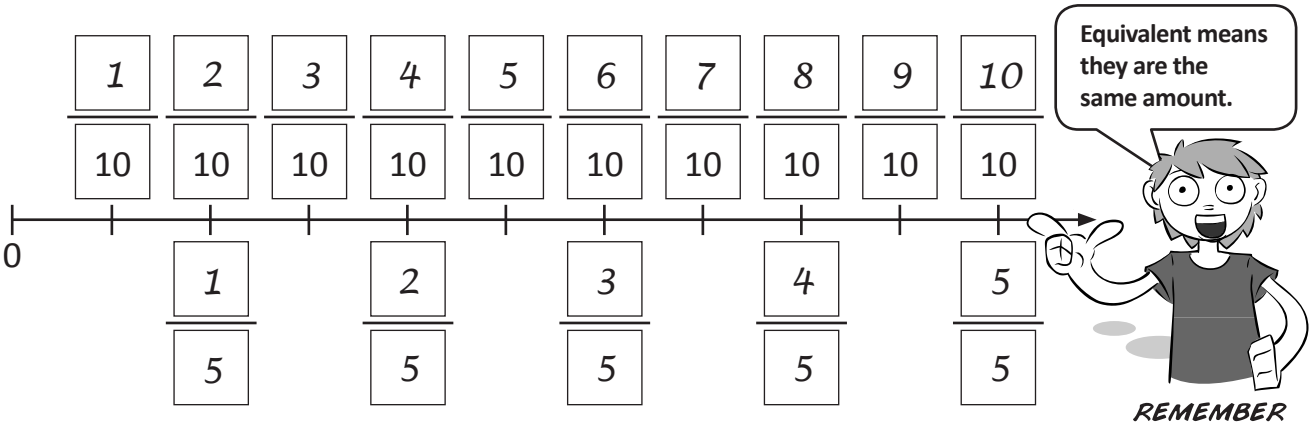
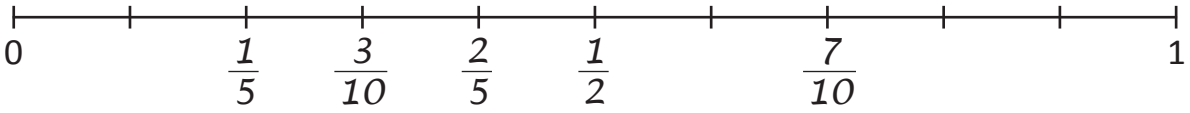
Types of fractions – fifths and tenths

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

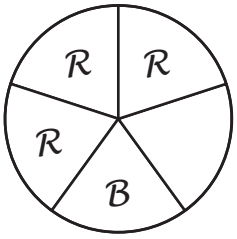


5 **Place these fractions on the number line: $\frac{2}{5}$, $\frac{1}{2}$, $\frac{3}{10}$, $\frac{7}{10}$, $\frac{1}{5}$**

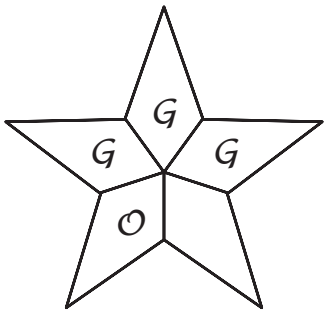


6 **Colour these shapes according to the directions. The equivalent fraction line above will help you.**

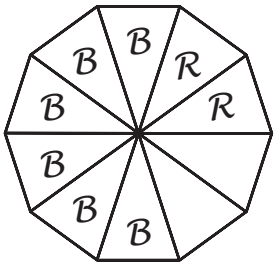
a Colour $\frac{1}{5}$ blue and $\frac{6}{10}$ red and leave the rest blank.

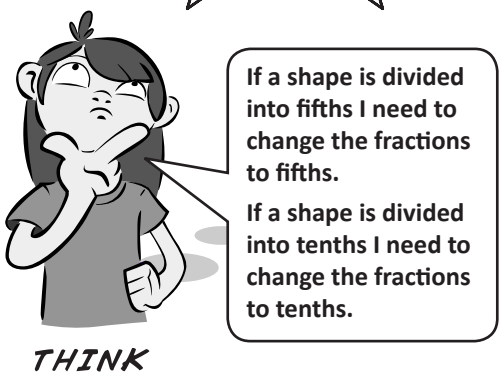


b Colour $\frac{2}{10}$ orange and $\frac{3}{5}$ green and leave the rest blank.



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





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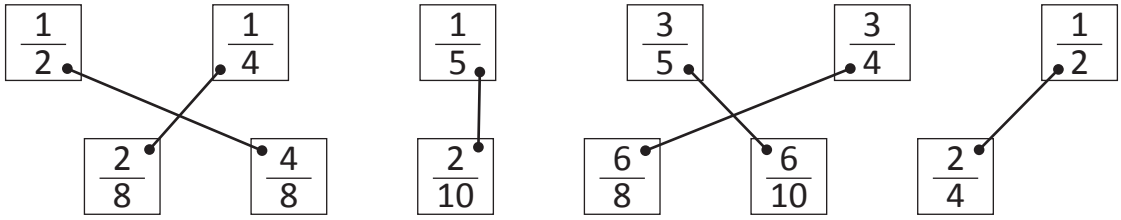
Types of fractions – equivalent fractions

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.**

1 whole										
$\frac{1}{2}$				$\frac{1}{2}$						halves
$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$	quarters
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$			eighths
$\frac{1}{5}$			$\frac{1}{5}$			$\frac{1}{5}$			$\frac{1}{5}$	fifths
$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	tenths

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:**

a $\frac{3}{4}$ $\frac{6}{8}$

b $\frac{1}{4}$ $\frac{2}{8}$

c $\frac{2}{5}$ $\frac{4}{10}$

d $\frac{1}{2}$ $\frac{4}{8}$

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Types of fractions – equivalent fractions

4 **Rewrite these fractions in order from smallest to largest:**

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

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

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

a

$\frac{1}{5}$	
$\frac{1}{10}$	$\frac{1}{10}$

b

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

c

$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$	
$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

d

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

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 = $\frac{1}{2}$

L A S T

$\frac{2}{10}$ $\frac{1}{2}$ $\frac{2}{5}$ $\frac{6}{8}$

W I T H O U T

$\frac{4}{8}$ $\frac{2}{5}$ $\frac{3}{4}$ $\frac{4}{5}$ $\frac{1}{4}$ $\frac{2}{10}$ $\frac{3}{4}$

W A T E R

$\frac{5}{10}$ $\frac{1}{5}$ $\frac{2}{10}$ $\frac{10}{10}$ $\frac{4}{5}$

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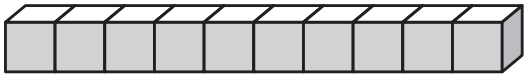
Types of fractions – tenths as decimals

Fractions can be written as decimals.
This row of multilink cubes shows 10 tenths:



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

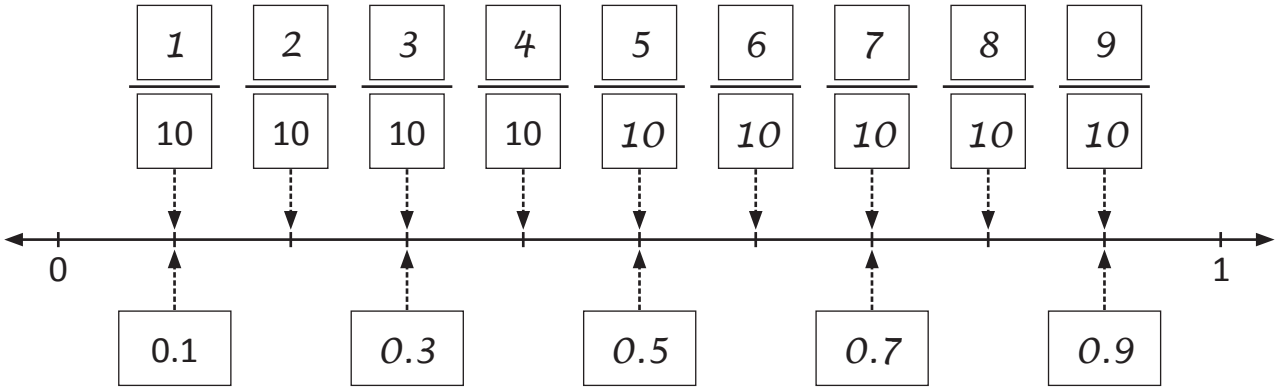
$\frac{6}{10}$ as a decimal is 0.6

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		10/10	1.0
b		6/10	0.6
c		8/10	0.8

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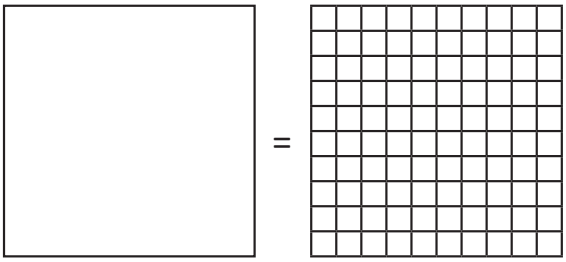
Types of fractions – introducing hundredths

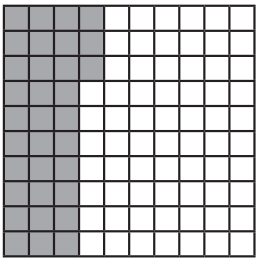
We can divide a whole into one hundred parts. These are called hundredths.



1 whole = 100 hundredths

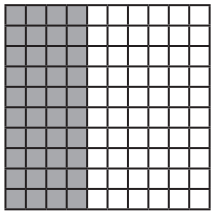
This hundred grid shows 33 out of 100.

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



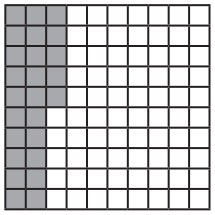
1 **Write what each grid shows part out of 100 that is shaded and record it as a fraction:**

a 40 **out of** 100



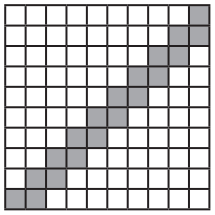
$\frac{40}{100}$

b 25 **out of** 100



$\frac{25}{100}$

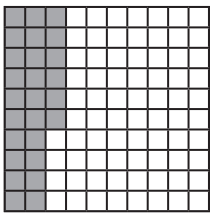
c 19 **out of** 100



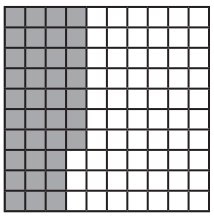
$\frac{19}{100}$

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

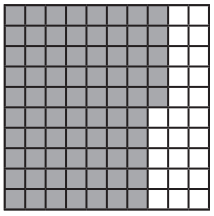
a $\frac{26}{100}$



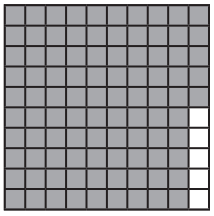
b $\frac{37}{100}$



c $\frac{75}{100}$



d $\frac{95}{100}$



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

$\frac{26}{100}$ $\frac{37}{100}$ $\frac{75}{100}$ $\frac{95}{100}$

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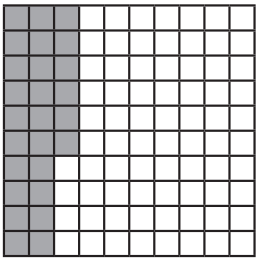
Types of fractions – hundredths as decimals

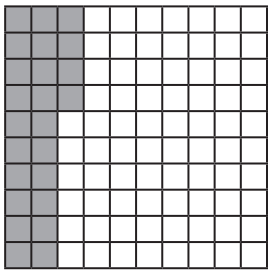
This diagram shows 26 hundredths shaded or $\frac{26}{100}$



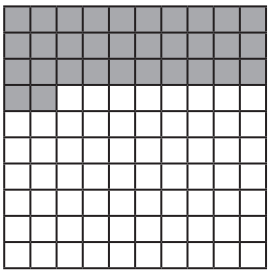
Fractions can be written as decimals. As a decimal, this amount is written as:

Units		Tenths	Hundredths
0	•	2	6

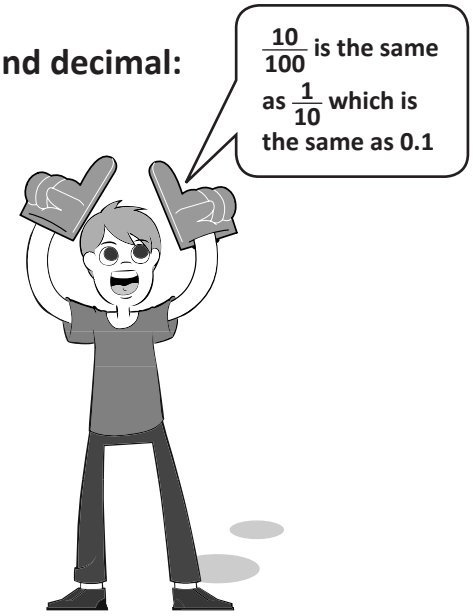
1 **Label each hundredth grid picture with the fraction and decimal:**



a $\frac{24}{100}$ 0.24



b $\frac{32}{100}$ 0.32



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

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

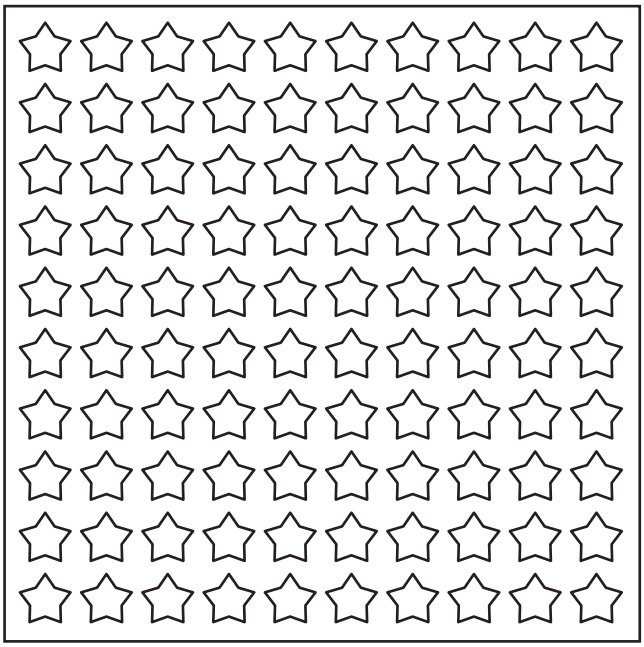
b Blue $\frac{12}{100}$

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

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

e Yellow 0.15

f Red 0.17



Teacher check.

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100 hundredths

apply

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

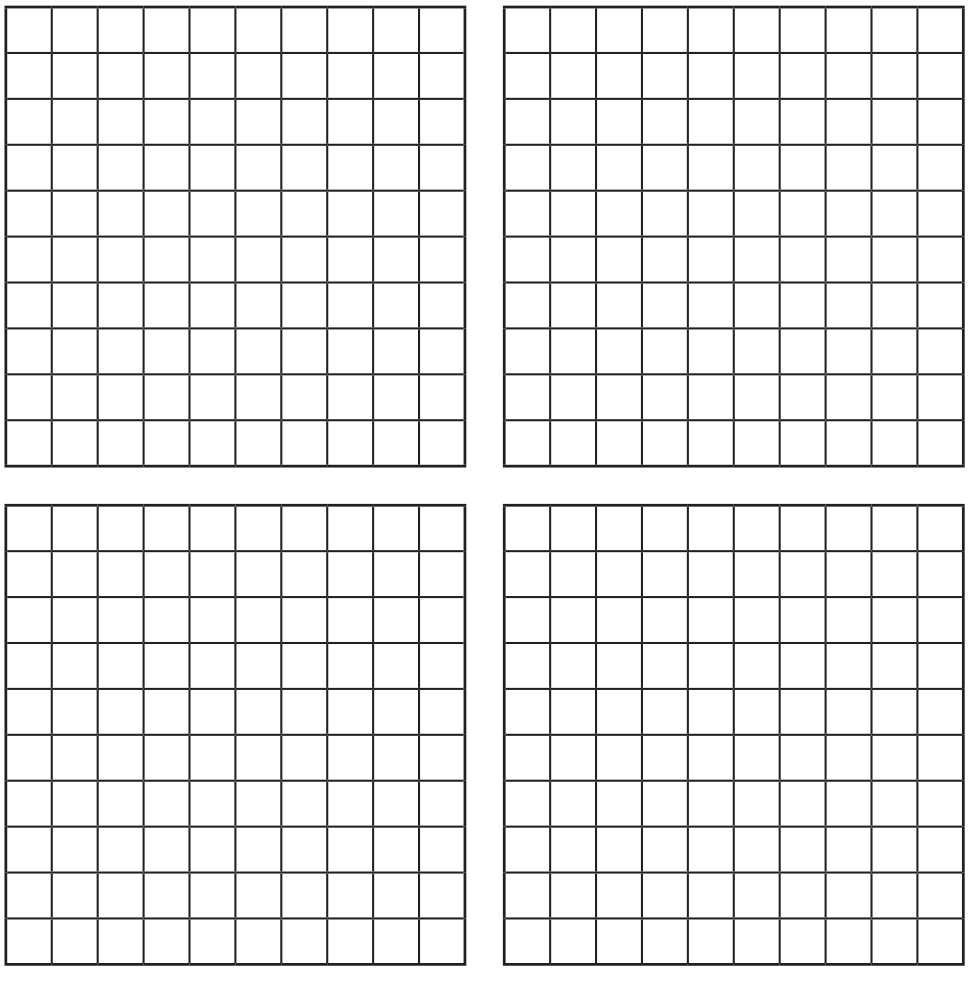
What to do

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.)



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copy

$\frac{1}{10}$	$\frac{20}{100}$	$\frac{3}{10}$
$\frac{40}{100}$	$\frac{1}{2}$	0.6
0.7	$\frac{80}{100}$	$\frac{9}{10}$
0.25	$\frac{75}{100}$	$\frac{60}{100}$

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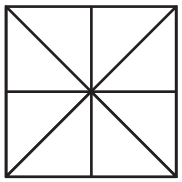
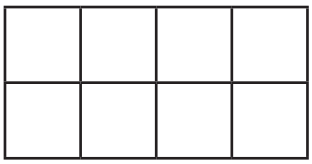
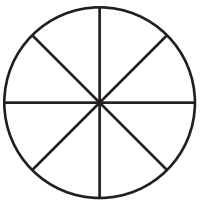
Introducing fractions

Name _____

1 Colour half of each shape:

a 

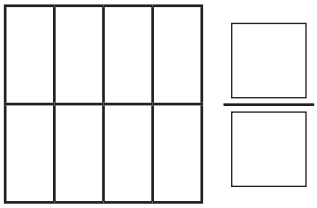
b 

c 

2 Show the following fractions:

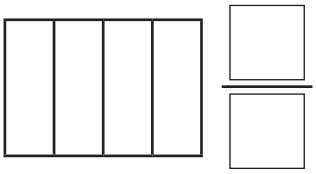
a

3	out of	8



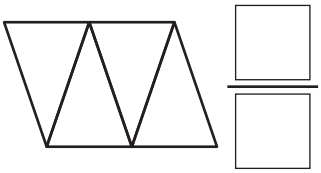
b

1	out of	4

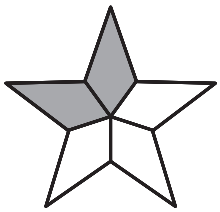


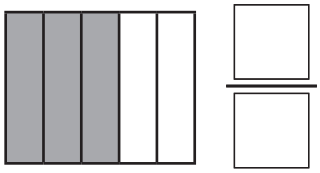
c

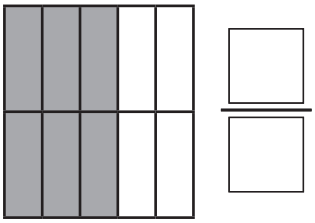
2	out of	4



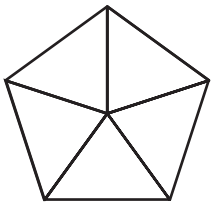
3 Label these fractions:

a 

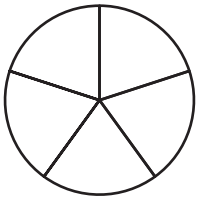
b 

c 

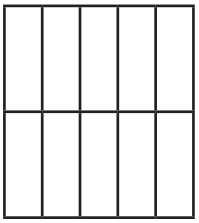
4 Shade these fractions:

a 

$\frac{3}{5}$

b 

$\frac{2}{5}$

c 

$\frac{7}{10}$

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

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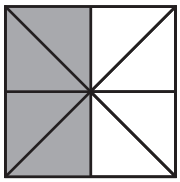
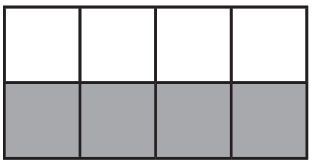
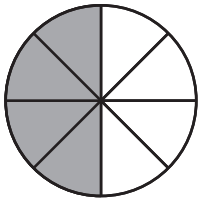
Introducing fractions

Name _____

1 **Colour half of each shape:** *Shading may vary.*

a 

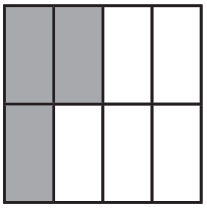
b 

c 

2 **Show the following fractions:**

a

3	out of	8



$\frac{3}{8}$

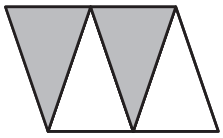
b

1	out of	4

$\frac{1}{4}$

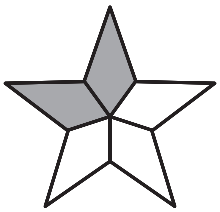
c

2	out of	4

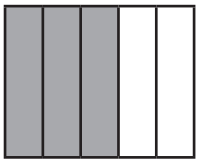


$\frac{2}{4}$

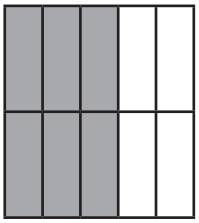
3 **Label these fractions:**

a 

$\frac{2}{5}$

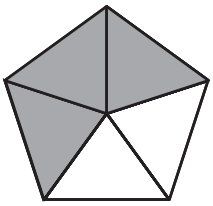
b 

$\frac{3}{5}$

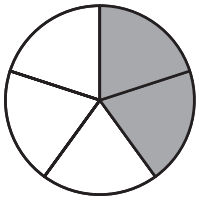
c 

$\frac{6}{10}$

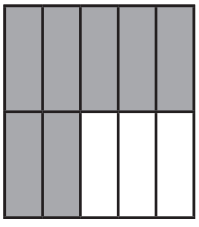
4 **Shade these fractions:**

a 

$\frac{3}{5}$

b 

$\frac{2}{5}$

c 

$\frac{7}{10}$

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

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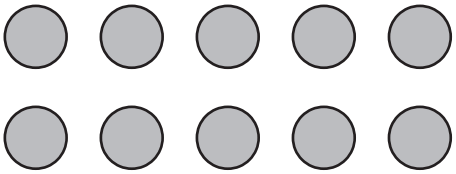
Introducing fractions

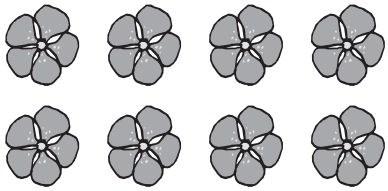
Name _____

5 **Put a ring around the following:**

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

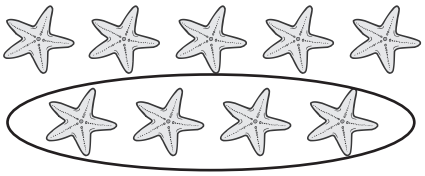


b $\frac{1}{4}$ of the flowers



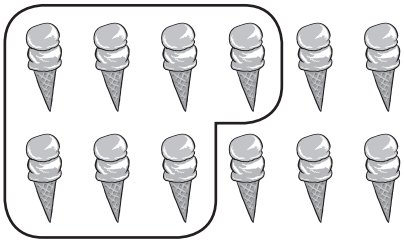
6 **What fraction of each group has a ring around it?**

a



□
□

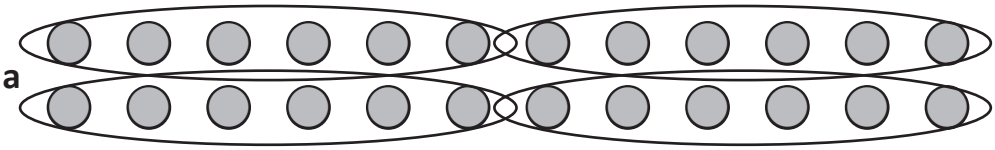
b



□
□

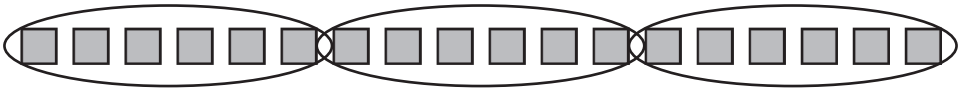
7 **Use the diagrams to find the fractions of different numbers:**

a



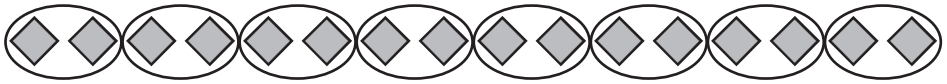
$\frac{1}{4}$ of 24 = □

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			

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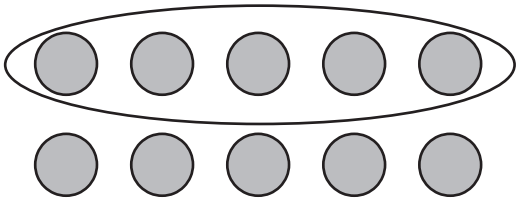
Introducing fractions

Name _____

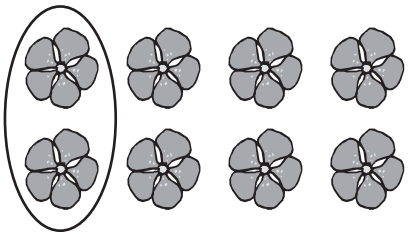
5 **Put a ring around the following:**

Answers may vary.

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

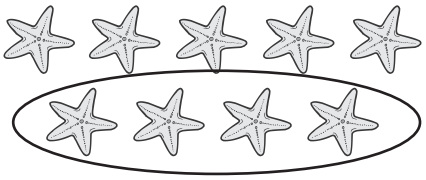


b $\frac{1}{4}$ of the flowers



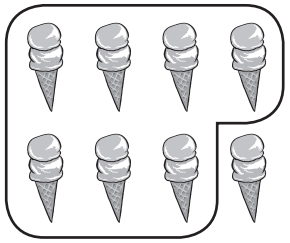
6 **What fraction of each group has a ring around it?**

a



$\frac{4}{9}$

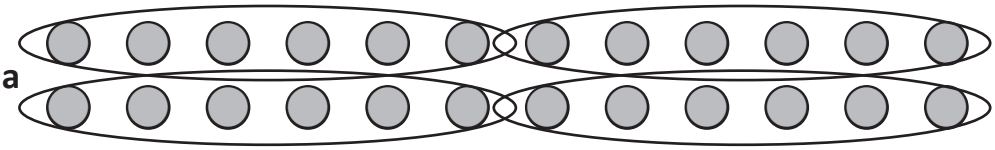
b



$\frac{7}{12}$

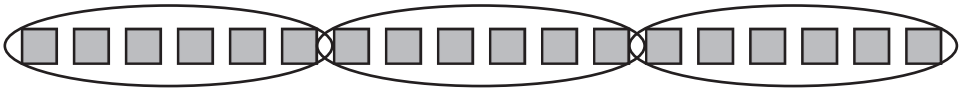
7 **Use the diagrams to find the fractions of different numbers:**

a



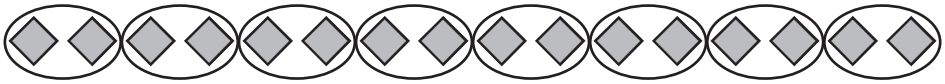
$\frac{1}{4}$ of 24 = 6

b



$\frac{1}{3}$ of 18 = 6

c



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

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			

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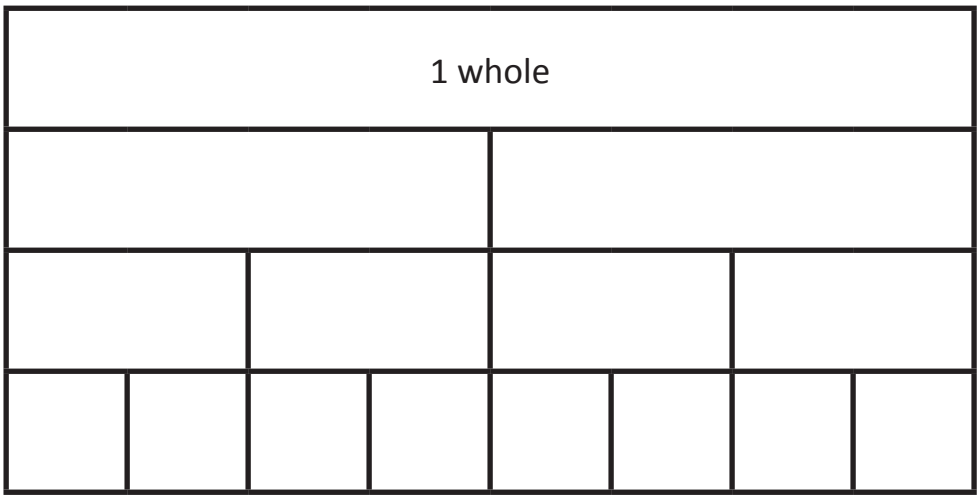
Introducing fractions

Name _____

9 **Label this fraction wall:**



10 **Put these fractions in order from smallest to largest:**

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

$\frac{\square}{\square}$ $\frac{\square}{\square}$ $\frac{\square}{\square}$ $\frac{\square}{\square}$

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

$\frac{\square}{\square}$ $\frac{\square}{\square}$ $\frac{\square}{\square}$ $\frac{\square}{\square}$

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			

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Introducing fractions

Name _____

9 **Label this fraction wall:**

1 whole							
$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

10 **Put these fractions in order from smallest to largest:**

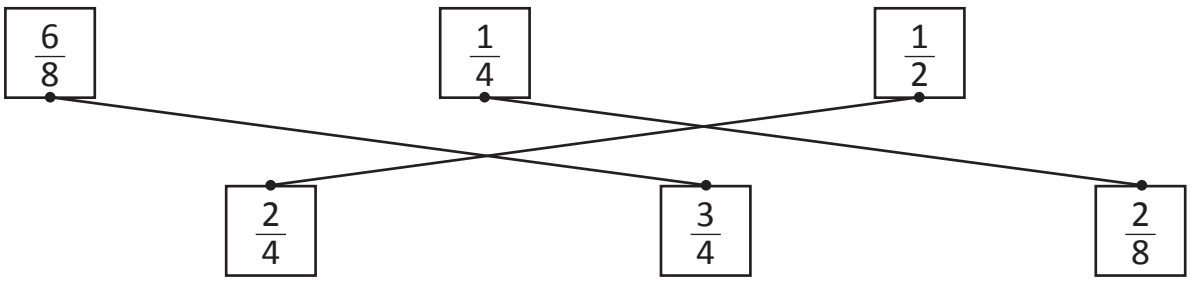
a $\frac{5}{8}$ $\frac{3}{4}$ $\frac{3}{8}$ $\frac{1}{2}$

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

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			

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Types of fractions

Name _____

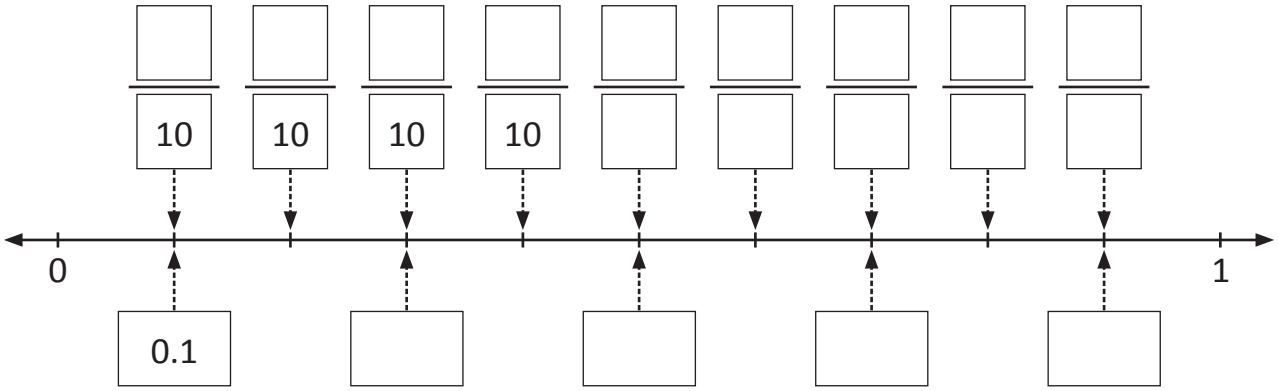
1 **Shade the fraction strips so that each one matches the fraction or decimal:**

a $\frac{7}{10}$

b 0.4

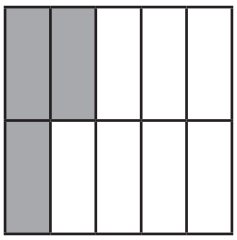
c 0.8

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



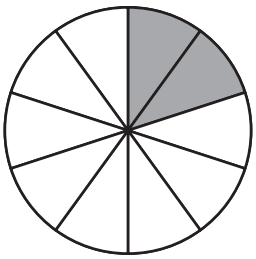
3 **Label these models as fractions and as decimals:**

a



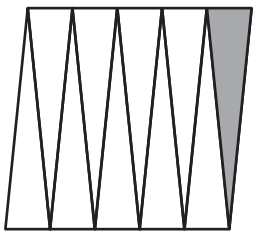
Fraction **Decimal**

b



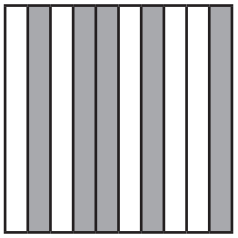
Fraction **Decimal**

c



Fraction **Decimal**

d



Fraction **Decimal**

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Types of fractions

Name _____

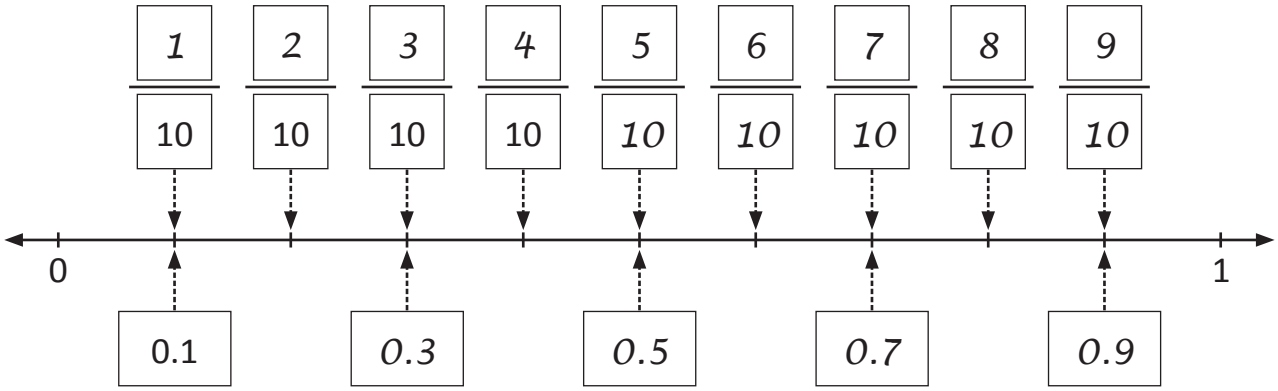
1 **Shade the fraction strips so that each one matches the fraction or decimal:**

a $\frac{7}{10}$

b 0.4

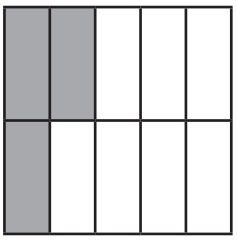
c 0.8

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



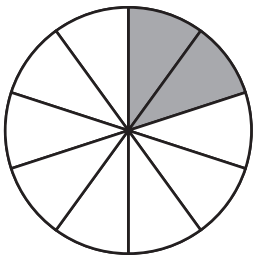
3 **Label these models as fractions and as decimals:**

a



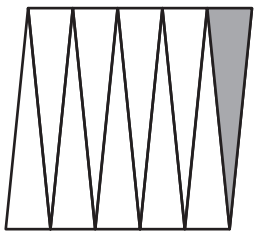
Fraction: $\frac{3}{10}$ Decimal: 0.3

b



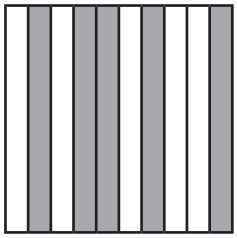
Fraction: $\frac{2}{10}$ Decimal: 0.2

c



Fraction: $\frac{1}{10}$ Decimal: 0.1

d



Fraction: $\frac{5}{10}$ Decimal: 0.5

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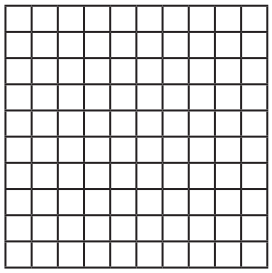
Types of fractions

Name _____

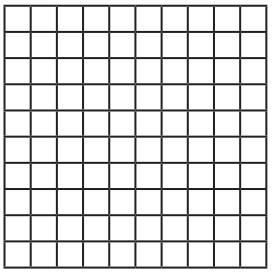
4 **Shade the number of hundredths on each grid:**

a



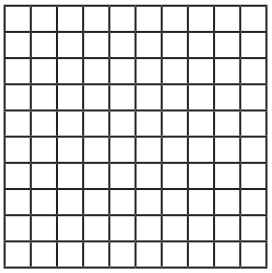
$\frac{15}{100}$

b



$\frac{42}{100}$

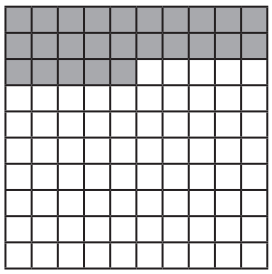
c



$\frac{56}{100}$

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

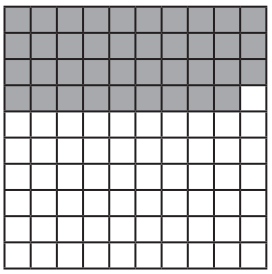
a



Fraction **Decimal**

$\frac{\square}{\square}$ ☐

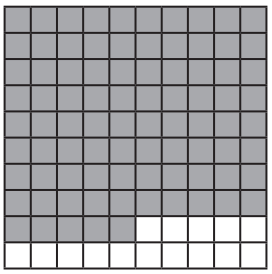
b



Fraction **Decimal**

$\frac{\square}{\square}$ ☐

c



Fraction **Decimal**

$\frac{\square}{\square}$ ☐

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			

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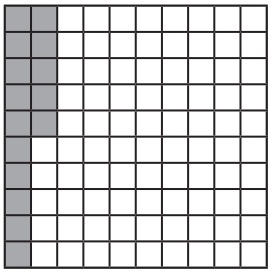
Types of fractions

Name _____

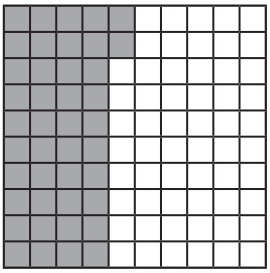
4 **Shade the number of hundredths on each grid:**

a



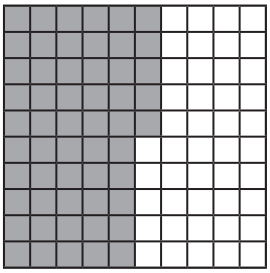
$\frac{15}{100}$

b



$\frac{42}{100}$

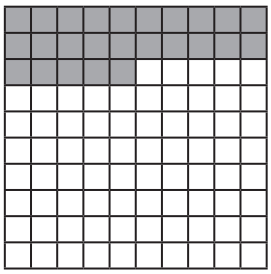
c



$\frac{56}{100}$

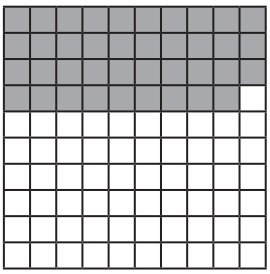
5 **Write the number of hundredths shown on each grid as a fraction and a decimal:**

a



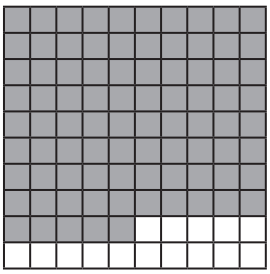
Fraction $\frac{25}{100}$ **Decimal** 0.25

b



Fraction $\frac{39}{100}$ **Decimal** 0.39

c



Fraction $\frac{85}{100}$ **Decimal** 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			

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Series D – Fractions

Curriculum		Outcomes
National Curriculum	ACMNA058	Model and represent unit fractions including $\frac{1}{2}, \frac{1}{4}, \frac{1}{3}, \frac{1}{5}$ and their multiples to a complete whole
NSW	MA1-7NA	Represents and models halves, quarters and eighths
	MA2-1WM	Uses appropriate terminology to describe, and symbols to represent, mathematical ideas
	MA2-3WM	Checks the accuracy of a statement and explains the reasoning used
AusVELS	ACMNA058	Model and represent unit fractions including $\frac{1}{2}, \frac{1}{4}, \frac{1}{3}, \frac{1}{5}$ and their multiples to a complete whole

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