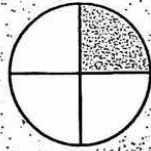


Name: _____

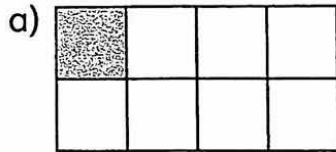
There are 4 equal parts.
Each part is one fourth.
One fourth is a fraction.



one fourth or $\frac{1}{4}$ ← number of parts shaded
← number of parts in the whole

You can write fractions with words or numbers.

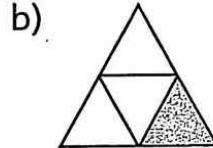
I. Write the fraction for the equal parts with words and with numbers.



8 equal parts

Each part is

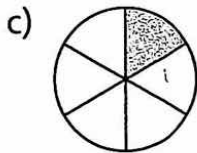
one eighth or $\frac{1}{8}$



equal parts

Each part is

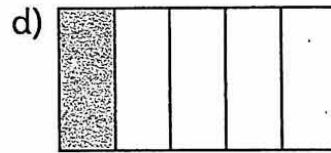
_____ or



equal parts

Each part is

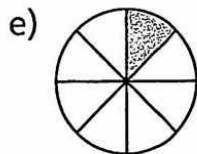
_____ or



equal parts

Each part is

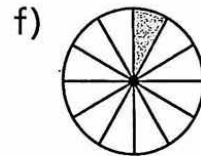
_____ or



equal parts

Each part is

_____ or

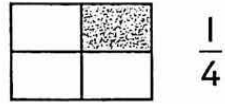


equal parts

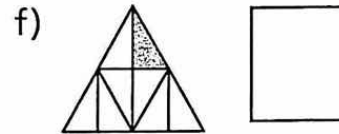
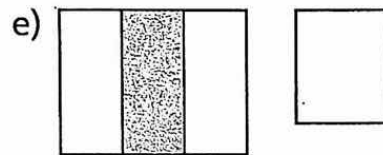
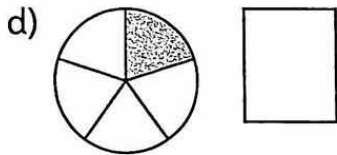
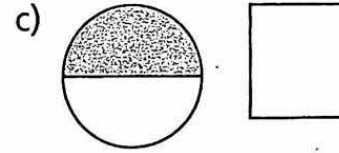
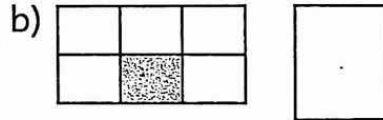
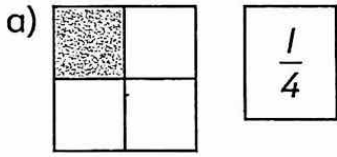
Each part is

_____ or

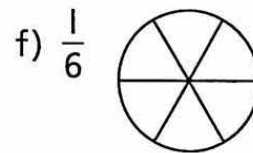
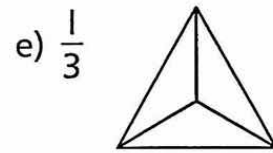
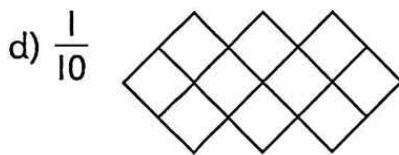
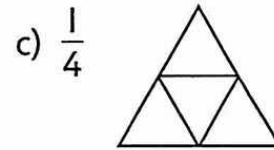
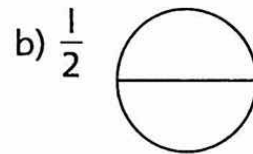
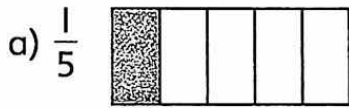
A unit fraction has only 1 equal part shaded.



2. Write the unit fraction shown by the shaded part of the picture.



3. Shade the unit fraction.

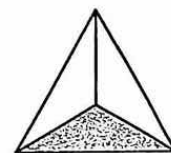
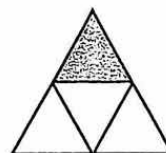


4. a) Circle the unit fractions.

$\frac{2}{3}$ $\frac{1}{4}$ $\frac{1}{8}$ $\frac{4}{7}$ $\frac{1}{5}$ $\frac{9}{10}$ $\frac{1}{6}$ $\frac{2}{9}$

b) Explain why the fractions that are not circled are not unit fractions.

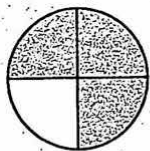
5. a) Circle the pictures that do not show one fourth.



b) Explain why the pictures you circled do not show one fourth.

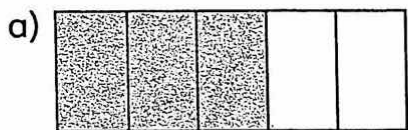
NS3-64 Writing Fractions

There are 4 equal parts. 3 parts are shaded. You can write the fraction as $\frac{3}{4}$.



$\frac{3}{4}$ ← The **numerator** tells you 3 parts are shaded.
 $\frac{3}{4}$ ← The **denominator** tells you 4 parts are in the whole.

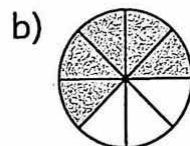
1. Count the number of shaded parts and the number of equal parts in the picture. Then write the fraction shown by the shaded parts.



 3 shaded parts

 5 equal parts

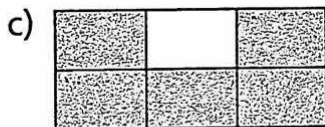
The fraction is /



 shaded parts

 equal parts

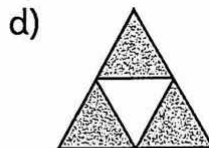
The fraction is



 shaded parts

 equal parts

The fraction is

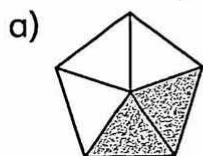


 shaded parts

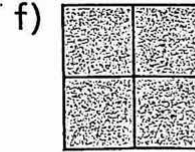
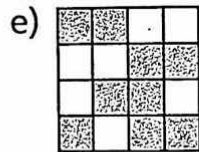
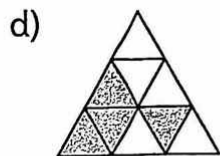
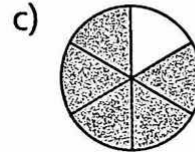
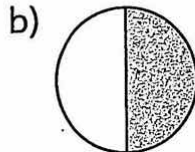
 equal parts

The fraction is

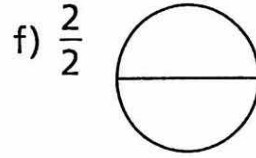
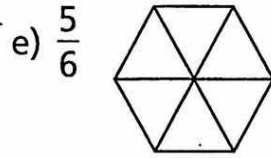
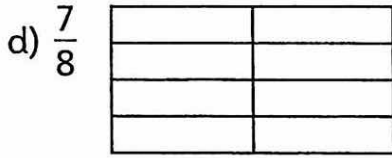
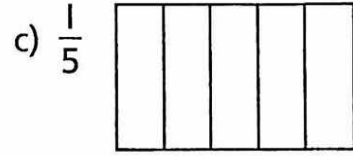
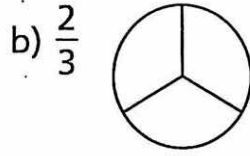
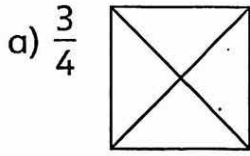
2. Write the fraction shown by the shaded part or parts.



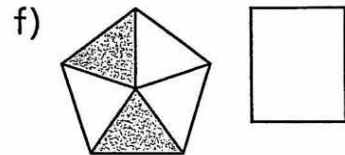
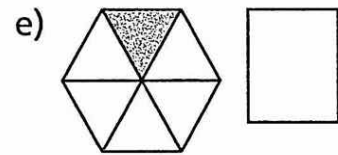
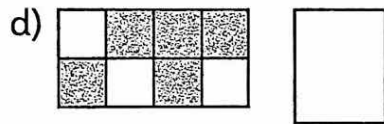
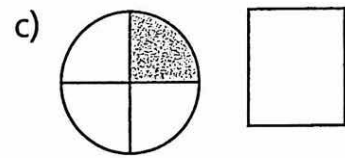
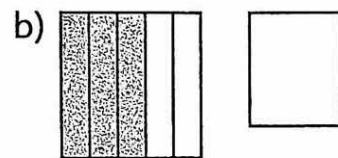
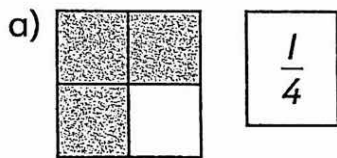
/




3. Shade parts to show the fraction.

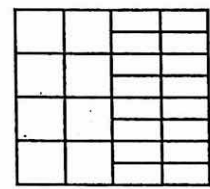
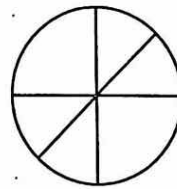
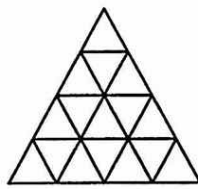
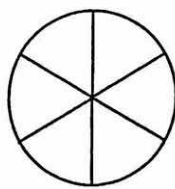
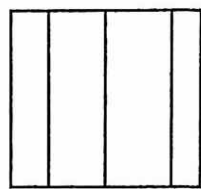


4. Write a fraction for the parts that are not shaded.

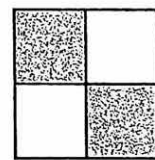
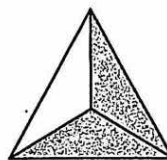
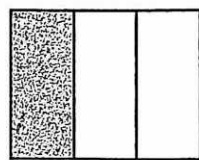
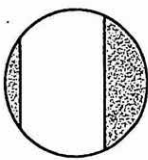


 **REMINDER** ▶ In a fraction, there are equal parts in the whole.

5. Circle the pictures that have equal parts in the whole.



6. a) Circle the picture where the shaded region shows $\frac{2}{3}$.



b) For each picture not circled, explain why the shaded region does not show $\frac{2}{3}$.

7. Write the numerator of the fraction.

a) $\frac{3}{4}$ _____

b) $\frac{5}{8}$ _____

c) $\frac{1}{6}$ _____

d) $\frac{2}{7}$ _____

8. Write the denominator of the fraction.

a) $\frac{7}{8}$ _____

b) $\frac{1}{4}$ _____

c) $\frac{3}{5}$ _____

d) $\frac{5}{6}$ _____

9. You have $\frac{2}{5}$ of a pie.

a) What is the denominator of the fraction? _____

b) What does the denominator tell you? _____

c) What is the numerator of the fraction? _____

d) What does the numerator tell you? _____

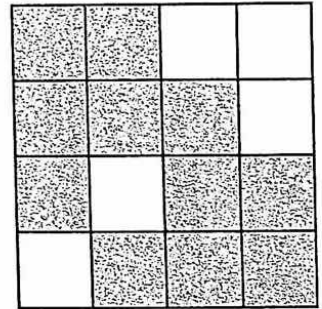
10. In Fred's apartment building, $\frac{11}{16}$ of the apartments have people living in them.

a) What is the denominator of the fraction? _____

b) What is the numerator of the fraction? _____

c) How many apartments are in the building? _____

d) How many apartments have people living in them? _____



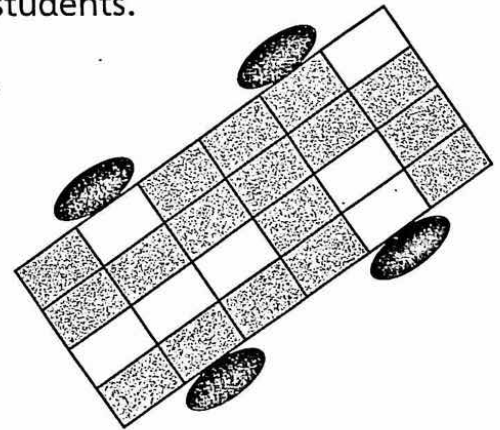
11. On Iva's school bus, $\frac{17}{24}$ of the seats are filled with students.

a) What is the denominator of the fraction? _____

b) What is the numerator of the fraction? _____

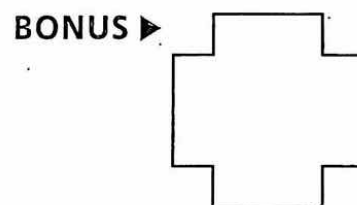
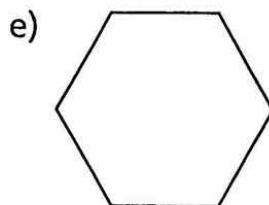
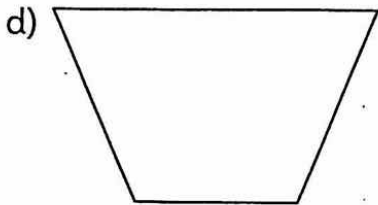
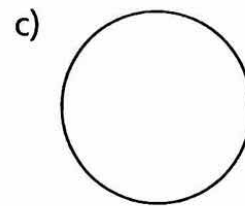
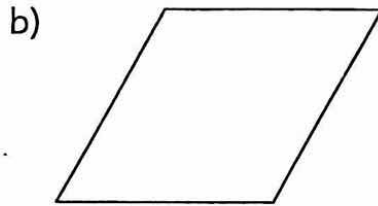
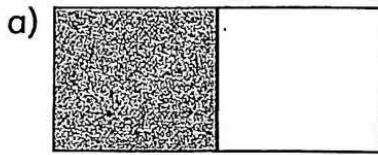
c) How many seats are on the bus? _____

d) How many students are seated on the bus? _____

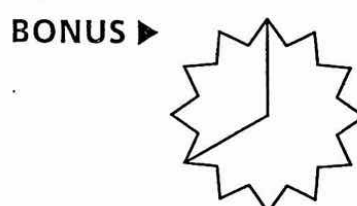
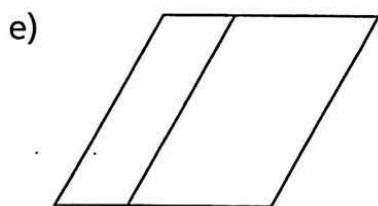
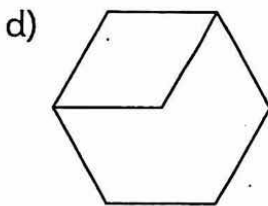
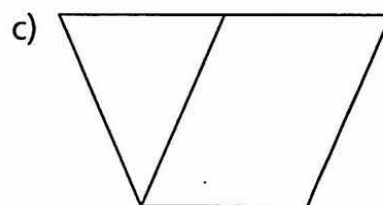
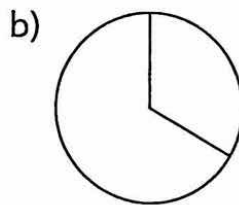
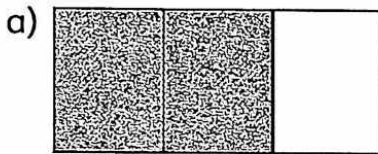


NS3-67 Different Shapes, Same Fractions

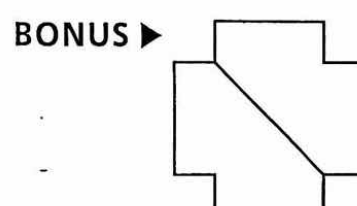
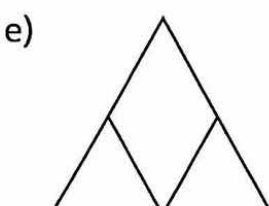
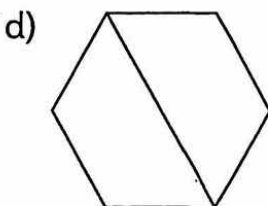
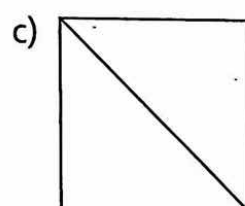
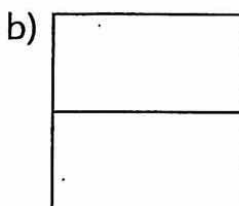
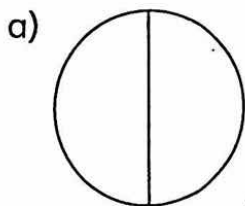
1. Draw a line to create 2 equal parts. Then shade $\frac{1}{2}$ of the whole.



2. Draw a line to create 3 equal parts. Then shade $\frac{2}{3}$ of the whole.

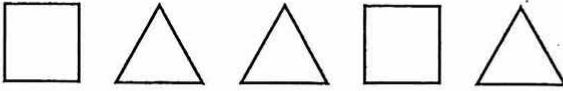


3. Draw a line to create 4 equal parts. Then shade $\frac{3}{4}$ of the whole.




NS3-68 Fractions of a Set

Fractions can name parts of a set.

There are 5 shapes altogether. 

2 of the shapes are squares, or you can say $\frac{2}{5}$ of the shapes are squares.

3 of the shapes are triangles, or you can say $\frac{3}{5}$ of the shapes are triangles.

1. Fill in the blank. 

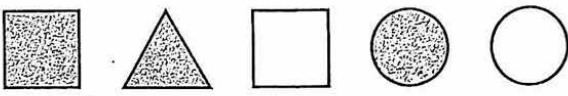
- a) of the shapes are squares.
- b) of the shapes are triangles.
- c) of the shapes are circles.
- d) of the shapes are shaded.

2. Fill in the blank. 

- a) $\frac{4}{8}$ of the shapes are _____.
- b) $\frac{3}{8}$ of the shapes are _____.
- c) $\frac{1}{8}$ of the shapes are _____.
- d) $\frac{5}{8}$ of the shapes are _____.

3. A soccer team wins 5 games and loses 3 games. We can record this as W W W W W L L L, where W is a win and L is a loss.

- a) How many games did the team play altogether? _____
- b) What fraction of the games did the team win?
- c) What fraction of the games did the team lose?

4. Write four fraction statements for the picture. 

a) of the shapes

are _____.

b) of the shapes

are _____.

c) of the shapes

are _____.

d) of the shapes

are _____.

5. Draw a picture that fits all the statements.

a) There are 5 circles and squares. $\frac{3}{5}$ of the shapes are squares.
 $\frac{2}{5}$ of the shapes are shaded. Two circles are shaded.

b) There are 5 triangles and squares. $\frac{3}{5}$ of the shapes are shaded.
 $\frac{2}{5}$ of the shapes are triangles. One square is shaded.

6. 

a) What fraction of the circles are shaded?

b) What fraction of the circles are not shaded?

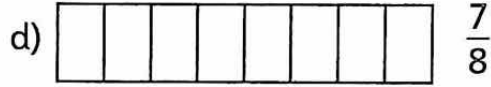
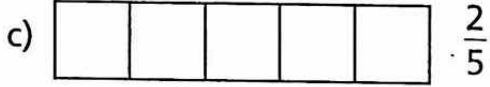
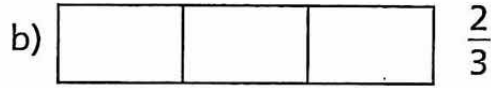
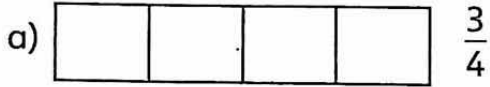
c) I added 4 shaded circles to the diagram. How many circles are there now? _____

d) What fraction of the circles are now shaded?

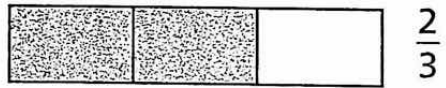
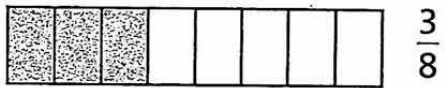
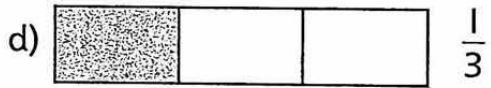
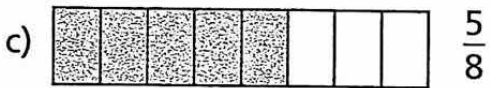
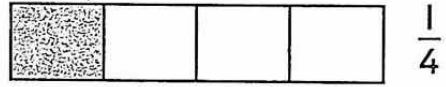
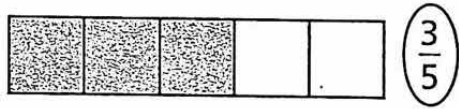
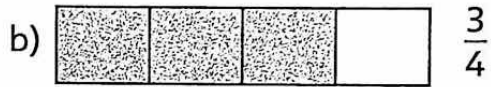
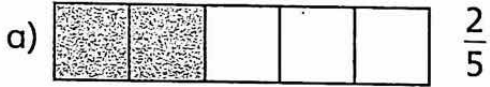
e) What fraction of the circles are now not shaded?

NS3-69 Comparing Fractions

1. Shade the fraction of the strip.

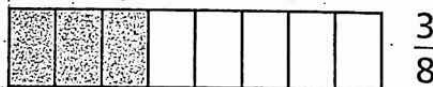
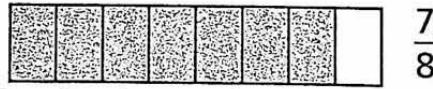


2. Which strip has more shaded? Circle the greater fraction.

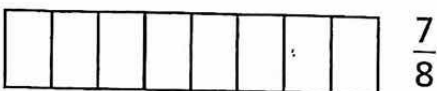
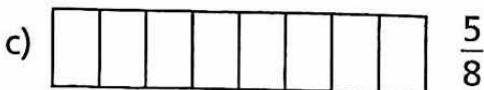
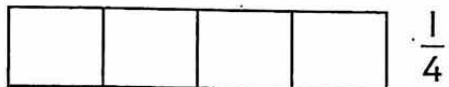
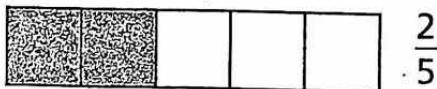
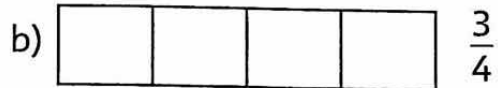
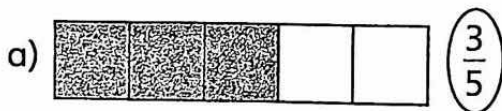


To compare fractions, the wholes must be the same.

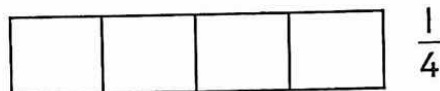
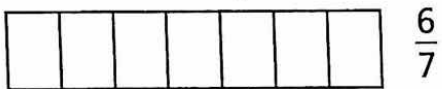
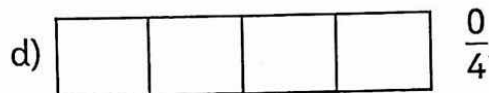
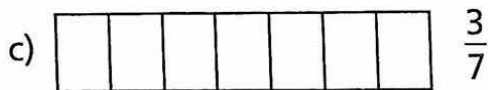
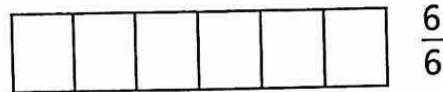
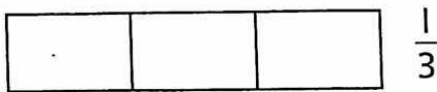
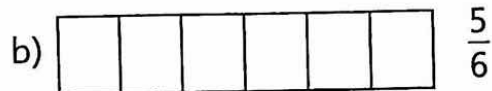
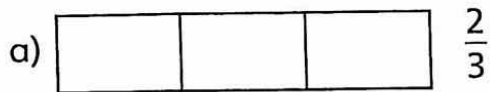
$\frac{7}{8}$ is greater than $\frac{3}{8}$ because more of the whole is shaded.



3. Shade the fractions of the strips. Then circle the greater fraction.

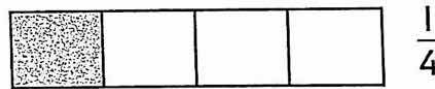
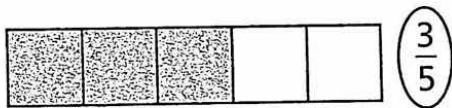
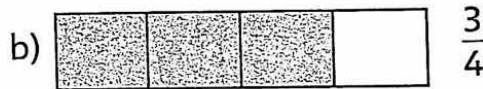
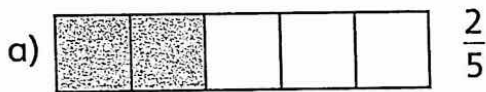


4. Shade the fractions of the strips. Then circle the smaller fraction.



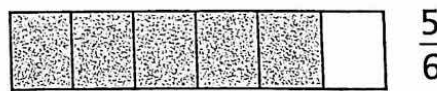
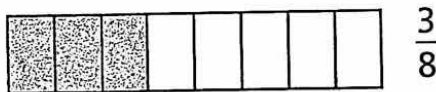
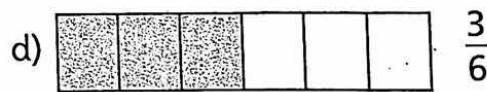
"5 is greater than 3" is written as $5 > 3$. "3 is less than 5" is written as $3 < 5$.

5. Circle the greater fraction. Then use the correct sign ($<$ or $>$) to compare the fractions.



$\frac{2}{5} < \frac{3}{5}$

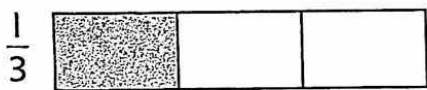
$\frac{3}{4} > \frac{1}{4}$



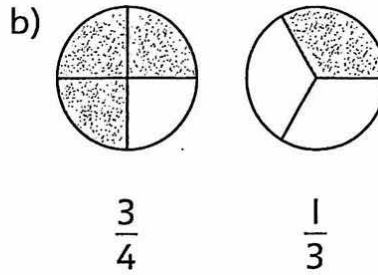
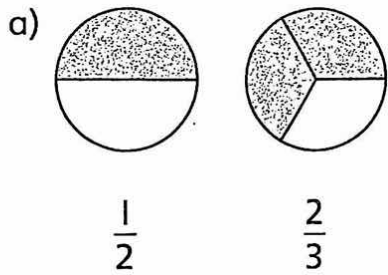
$\frac{5}{8} > \frac{3}{8}$

$\frac{3}{6} < \frac{5}{6}$

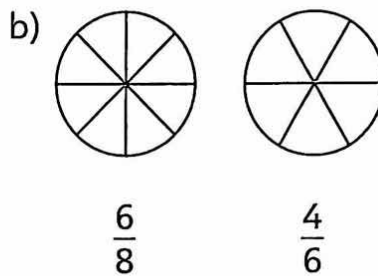
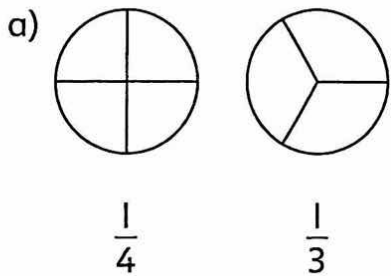
6. Jessica looked at the pictures and said that $\frac{1}{3} > \frac{2}{3}$. Explain her mistake.



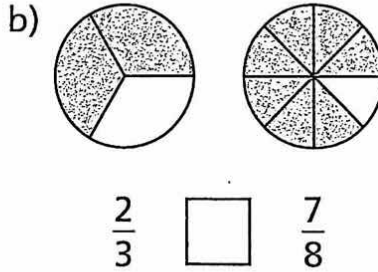
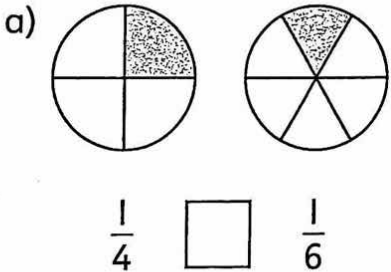
7. Find the circle that has more shaded. Circle the greater fraction.



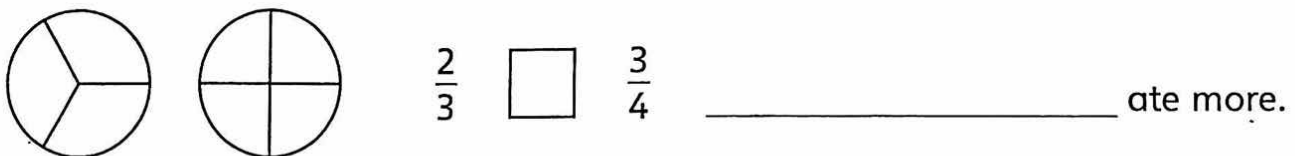
8. Shade the fraction of the circle. Circle the smaller fraction.



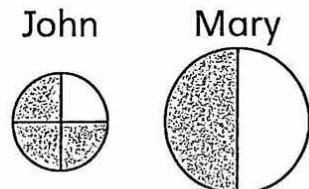
9. Circle the larger fraction. Then use the correct sign (< or >) to compare them.



10. Lily and Ed have two pizzas of equal size. Lily ate two thirds of her pizza. Ed ate three quarters of his pizza. Which fraction is bigger? Who ate more?



11. John thinks he has more pizza than Mary because $\frac{3}{4} > \frac{1}{2}$. Is he correct? Explain.



NS3-70 Fraction Squares

1. Count on by the unit fraction.

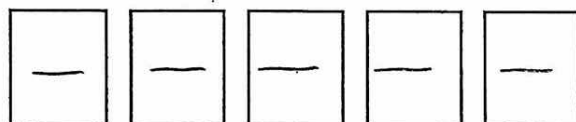
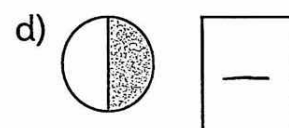
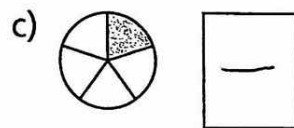
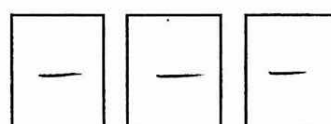
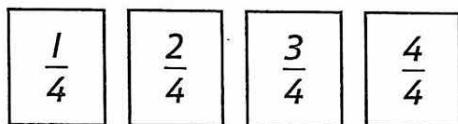
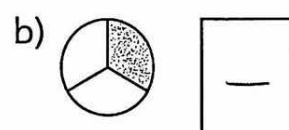
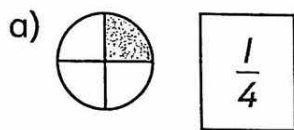
a) $\frac{1}{4}, \frac{2}{4},$,

b) $\frac{1}{5}, \frac{2}{5},$, ,

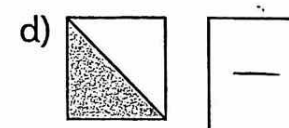
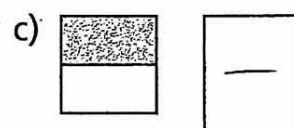
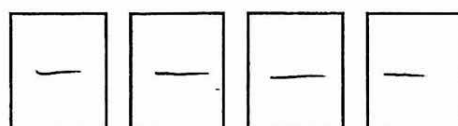
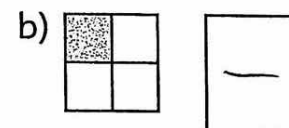
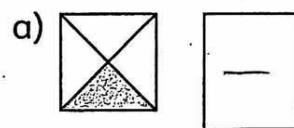
c) $\frac{1}{3},$,



d) $\frac{1}{2},$

2. Write a fraction for the shaded part of the circle. Then count on by the fraction to count all the equal parts of the circle.

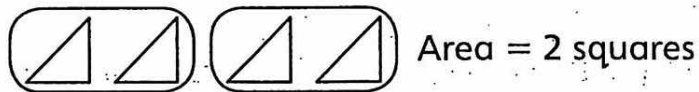


3. Write a fraction for the shaded part of the square. Then count on by the fraction to count all the equal parts of the square.

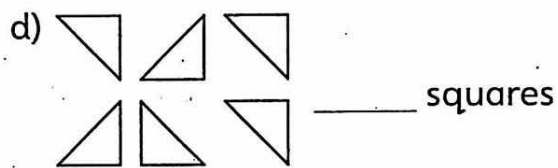
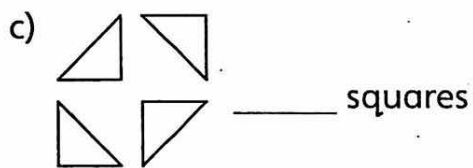
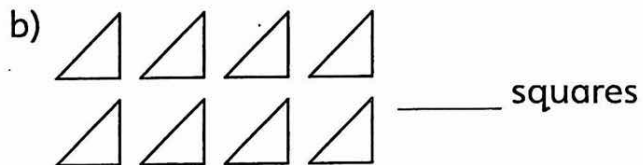
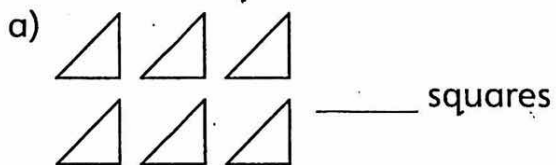


Two half squares  cover the same area as one whole square. 

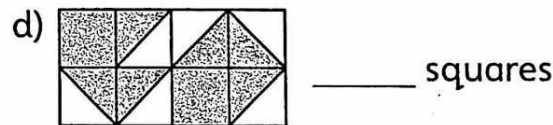
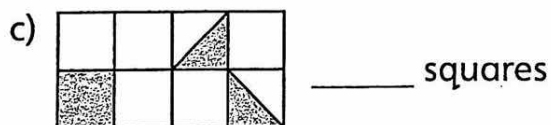
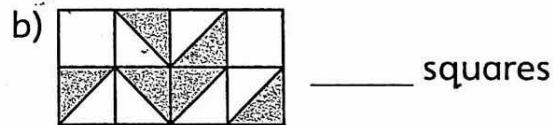
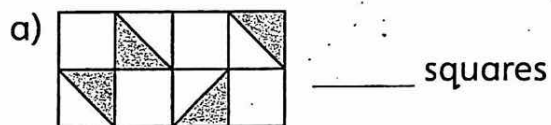
You can circle pairs of half squares to find the area.



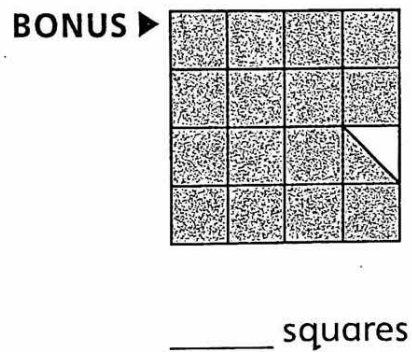
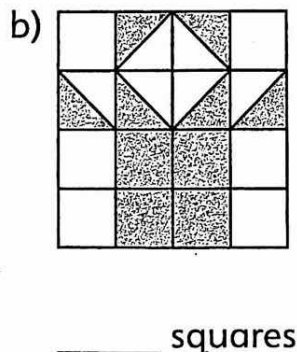
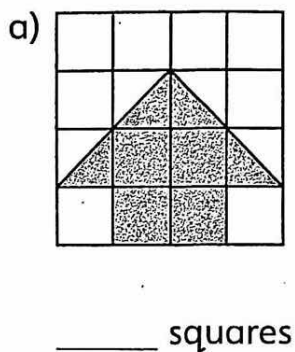
4. Find the total area, in squares, by circling pairs of half squares.



5. Find the area of the shaded parts by counting the whole squares and half squares.



6. Find the area of the shaded parts by counting whole squares and half squares.



Review Time!

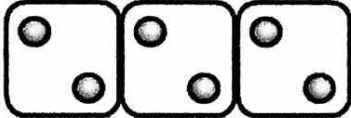
Name _____

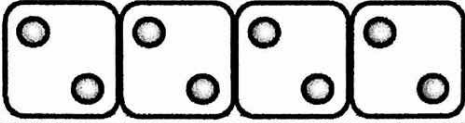
Date _____

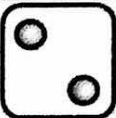


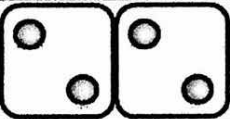
2 TIMES TABLE - GROUPS OF 2

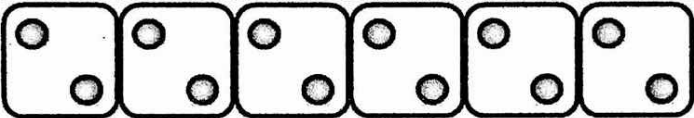
Change these groups of 2s into 2 times table multiplication facts.

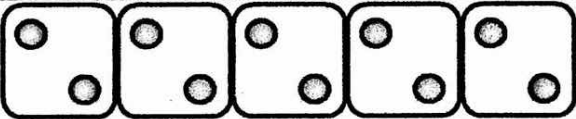
Example  = $3 \overset{\text{groups of}}{\times} 2 = 6$

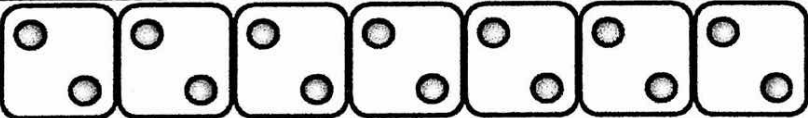
 = $_ \times _ = _$

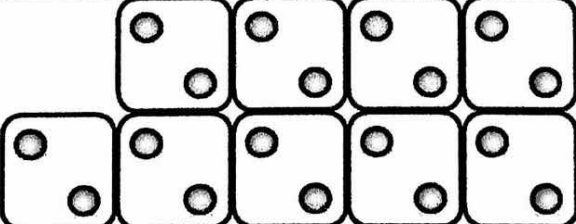
 = $_ \times _ = _$

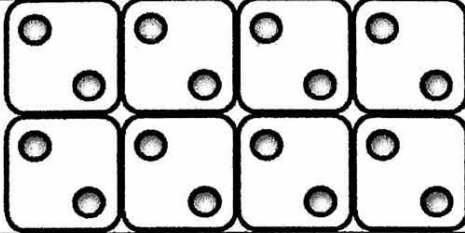
 = $_ \times _ = _$

 = $_ \times _ = _$

 = $_ \times _ = _$

 = $_ \times _ = _$

 = $_ \times _ = _$

 = $_ \times _ = _$

Review and Practice!

Name _____

Date _____



2 TIMES TABLE - ROCKETS

Write the answers inside the rocket smoke.

