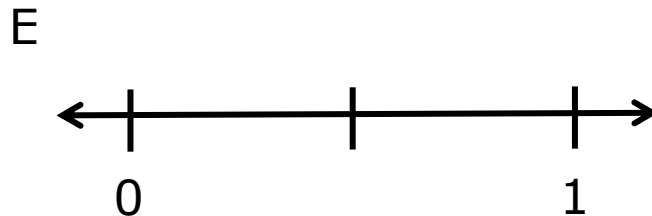
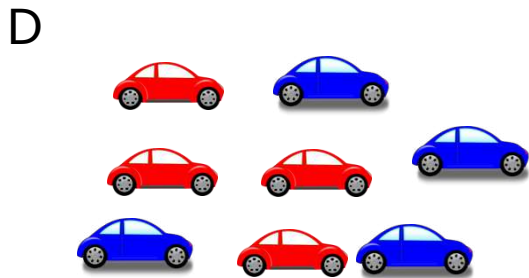
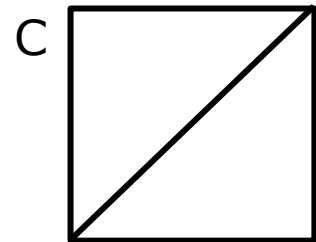
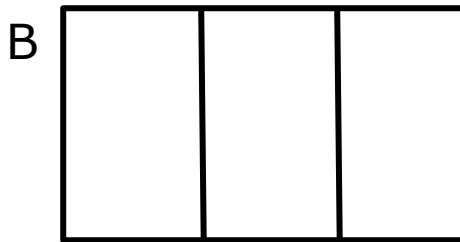
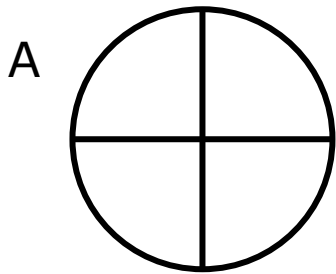




## Representing Fractions

Engage

**Directions:** Use the models shown to answer the questions below.

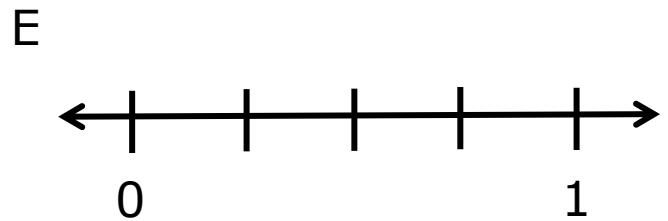
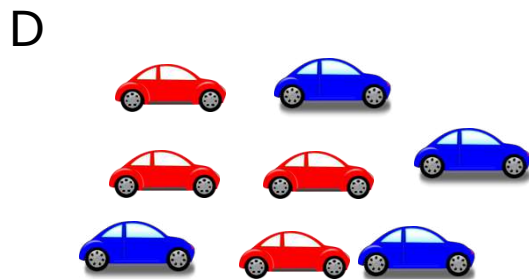
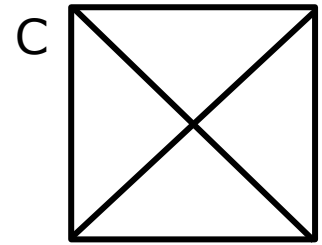
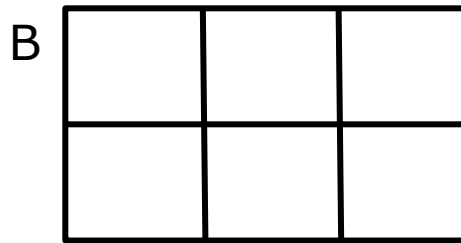
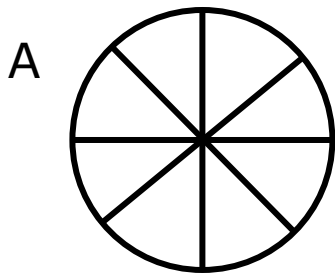


Part 1:

1. In this set of models, which example(s) represent(s) thirds?
2. In this set of models, which example(s) represent(s) halves?
3. In this set of models, which example(s) represent(s) fourths?



Part 2:



4. In this set of models, which example(s) represent(s) fourths?

5. In this set of models, which example(s) represent(s) sixths?

6. In this set of models, which example(s) represent(s) eighths?

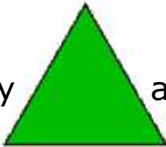




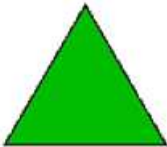


## Representing Fractions

Explore


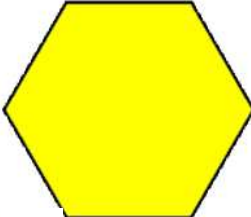
**Directions:** Part 1: Use pattern blocks to determine fractional parts and then shade each model to represent that same fraction.

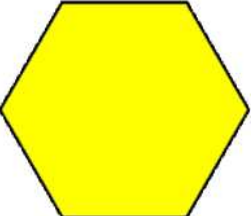

1. How many  are in one  ? \_\_\_\_\_

What fractional part of  is  ? \_\_\_\_\_

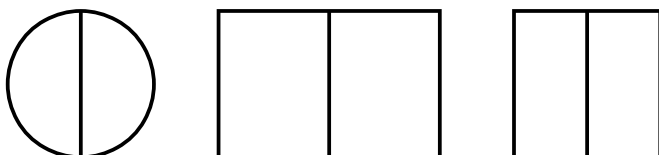
Shade or mark each of the following to show that same fractional part.

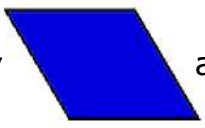
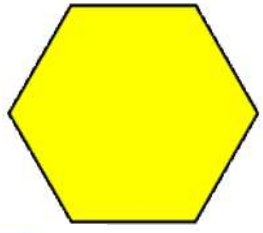


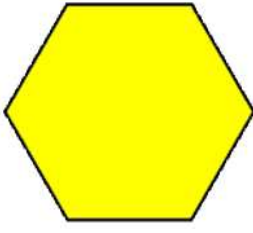
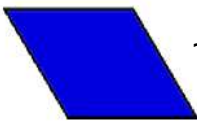
2. How many  are in one  ? \_\_\_\_\_

What fractional part of  is  ? \_\_\_\_\_

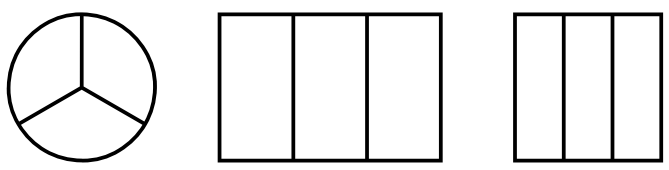
Shade or mark each of the following to show that same fractional part.

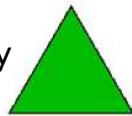
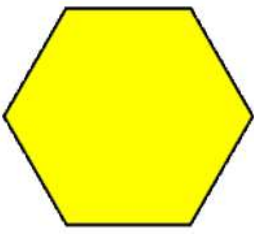


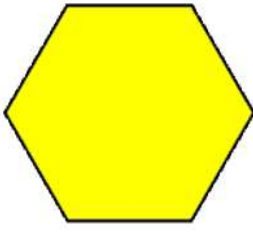
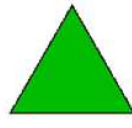
3. How many  are in one  ? \_\_\_\_\_

What fractional part of  is  ? \_\_\_\_\_

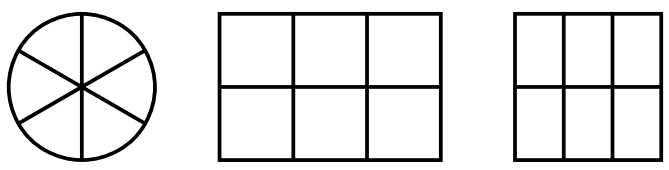
Shade or mark each of the following to show that same fractional part.



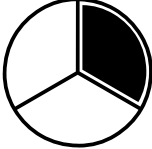


4. How many  are in one  ? \_\_\_\_\_

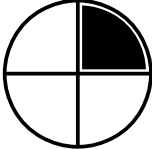
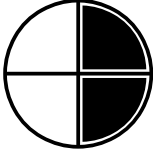
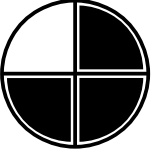
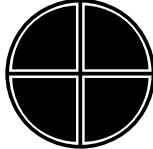
What fractional part of  is  ? \_\_\_\_\_

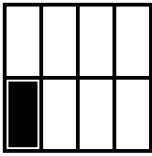
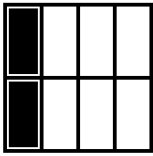
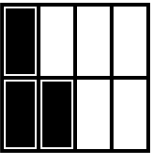
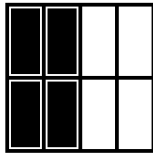
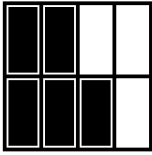
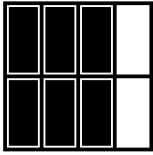
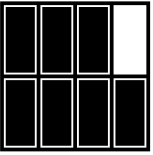
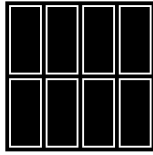
Shade or mark each of the following to show that same fractional part.



Part 2: Fill in the missing fractions.

	$\frac{1}{3}$			$\frac{3}{3}$
---	---------------	---	---	---------------

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

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



Part 3: Some of the objects in each set below are shaded. Write a fraction that describes the fractional part that is shaded.



### Debriefing Questions

1. If something is  $\frac{1}{2}$  of a whole object, how many parts is the whole divided into?

\_\_\_\_\_

2. If something is  $\frac{1}{3}$  of a whole object, how many parts is the whole divided into?

\_\_\_\_\_

3. What does the numerator of a fraction tell you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What does the denominator of a fraction tell you?

\_\_\_\_\_

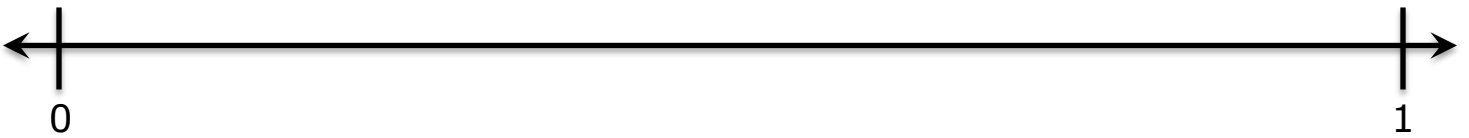
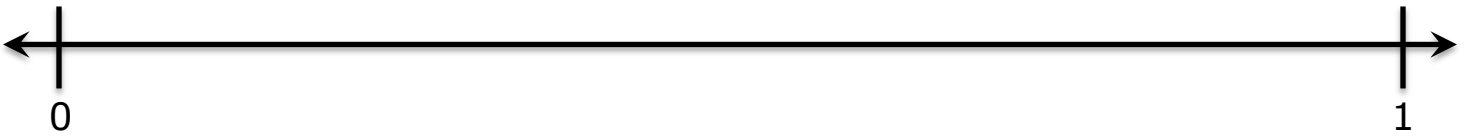
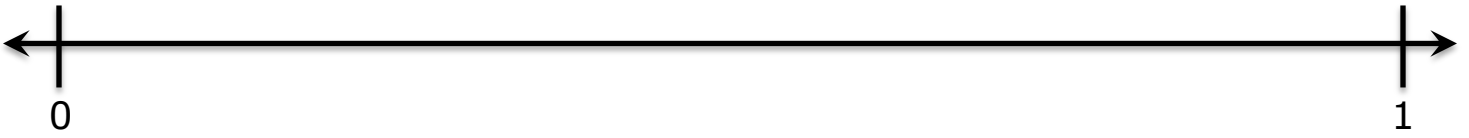
\_\_\_\_\_

\_\_\_\_\_





Number Lines:





Number Lines:

A large dashed rectangular box containing seven horizontal number lines. Each number line is a solid black line with arrows at both ends. A vertical tick mark is drawn at the left end of each line, with the number '0' written below it. A vertical tick mark is drawn at the right end of each line, with the number '1' written below it. The lines are evenly spaced and intended for students to draw or label points.





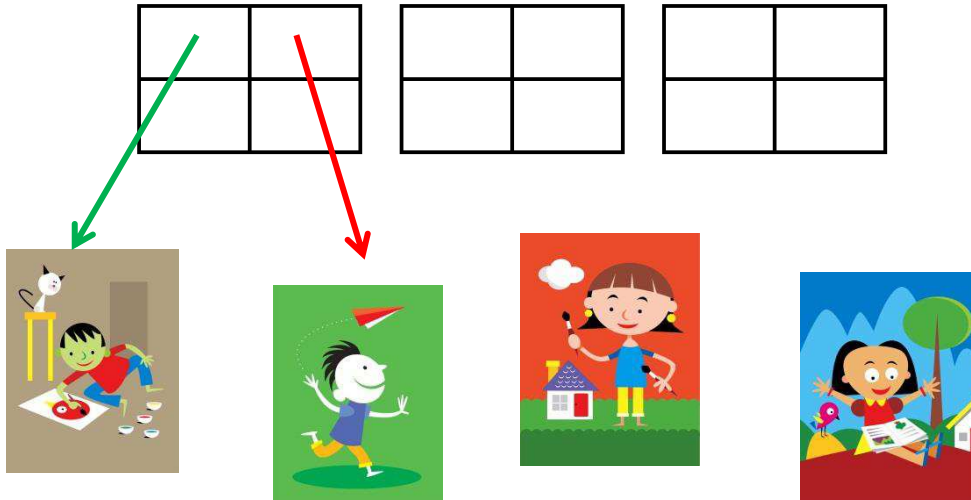
## Representing Fractions

*Elaborate*

One whole chocolate bar divided into four parts is shown below.



1. Write the fraction that represents one part of the chocolate bar.
2. Use 12 color tiles to build models of the three chocolate bars shown below. Divide the color tiles evenly among 4 people and then draw lines to show how you divided the three chocolate bars below evenly. Two lines are drawn for you.



3. How many parts of each chocolate bar did each person receive?
4. Write a fraction sentence to represent the fractional part of one whole chocolate bar that each person received.

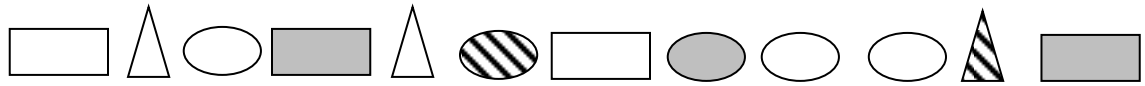






**Representing Fractions**  
Independent Practice

**In questions 1-3, use the pictures below to fill in the blanks.**

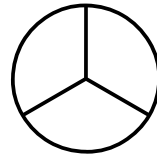


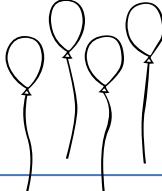
1. There are \_\_\_\_\_ triangles out of \_\_\_\_\_ total shapes.
2. There are \_\_\_\_\_ striped shapes out of \_\_\_\_\_ total shapes.
3. \_\_\_\_\_ rectangle is shaded out of \_\_\_\_\_ total rectangles.

**In questions 4-7, shade the pictures to match the named fraction.**

4. Shade  $\frac{3}{4}$  

5. Shade  $\frac{5}{8}$  

6. Shade  $\frac{2}{3}$  

7. Shade  $\frac{1}{2}$  

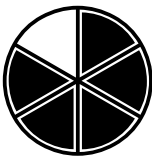


**In questions 8-10, write the fraction represented by the model and mark the location of the fraction on the number line.**

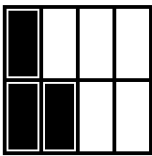
8.



9.



10.

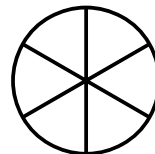


**In questions 11-12, follow the directions given in each statement.**

11. Circle more than  $\frac{3}{7}$  of the cats.

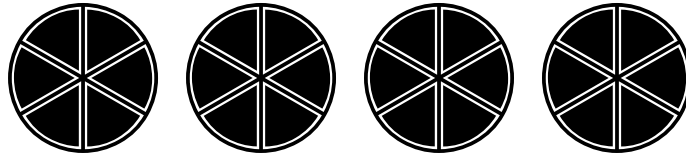


12. Shade less than  $\frac{3}{6}$  of the pizza.



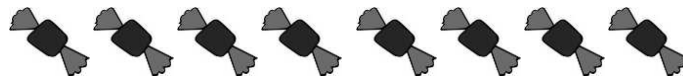
**In questions 13-15, answer the question.**

13. The four pizzas below will be divided among 6 friends.



What fractional part of one pizza will each person receive?

14. Frank had 8 pieces of candy. He gave away  $\frac{1}{4}$  of his candy. How many pieces of candy did Frank give away?



15. Phyllis had the buttons shown below to sew on her sweater. She told her friend Bonnie that the buttons represented the fraction  $\frac{5}{6}$ . Bonnie told Phyllis she was incorrect and that the buttons represented the fraction  $\frac{1}{6}$ .



In your own words, explain the dilemma to the girls.

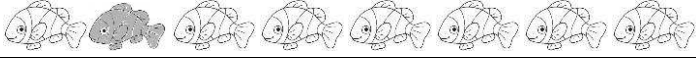







## Representing Fractions

### Evaluate

- 1 The art teacher handed out an assignment and asked her students to color in more than  $\frac{5}{8}$  of the fish on their drawings. The work of four of the students is shown in the table below.

Payton	
Sophia	
Beth	
Annabel	

Which student followed the art teacher's directions and colored the correct number of fish?

- A Annabel
  - B Beth
  - C Sophia
  - D Payton
- 
- 2 Farah was assigned 4 problems for math homework. She told her friend that she completed  $\frac{3}{4}$  of her math homework.

Which of the following statements is true?

- A Farah finished 3 math problems on her homework.
- B Farah finished part of one problem on her homework.
- C Farah did not finish 3 problems on her homework.
- D Farah only had three questions to complete on her homework.



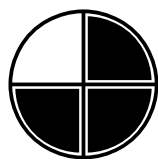
- 3** Keionte needs to sell candy bars for his baseball team fundraiser. The shaded portion of the model below shows the fraction of his candy bars that contain peanut butter.



What fraction could be written to show the part of Keionte's candy bars that do NOT contain peanut butter?

- A**  $\frac{5}{8}$
- B**  $\frac{3}{8}$
- C**  $\frac{2}{8}$
- D**  $\frac{1}{8}$

- 4** Mrs. Acosta showed her class the circle shaded below to represent the amount of time left for taking their big test. She has been shading in the circle as time has passed. The unshaded part represents how much time is left. What part of the testing time has already passed?



- A**  $\frac{1}{4}$
- B**  $\frac{3}{4}$
- C**  $\frac{1}{2}$
- D**  $\frac{3}{5}$





5 Mrs. Thelms asked her students to shade in  $\frac{2}{6}$  of the rectangle on their math notes. Sarid's rectangles are drawn below. Which rectangle did Sarid draw correctly?

