

Fraction Foundations & Representations

Represent fractions as parts of a whole, sets and lengths; identify numerator and denominator; recognise proper, improper and mixed fractions.

Student Name _____	Class / Section _____ —	Date _____ —	Worksheet MYP1-MATH -01
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MYP APPROACH

Understand • Apply • Reason • Reflect

A. BUILD THE FRACTION

1. A rectangle is split into 8 equal parts. 3 are shaded. Fraction =

2. A set has 12 stars. 5 are blue. Fraction that are blue =

3. In $\frac{7}{9}$, numerator = _____ and denominator =

4. Write $\frac{11}{4}$ as a mixed number. _____

B. MULTIPLE REPRESENTATIONS

5. Complete the equivalent fraction: $\frac{3}{4} = \frac{\quad}{12}$

6. Draw a quick model for $\frac{5}{6}$. Label the equal parts.

7. Which is larger: $\frac{3}{8}$ or $\frac{5}{8}$? Explain how you know.

8. A fraction equal to 1 is: _____ / 6

Fraction Foundations & Representations — continued

C. THINK LIKE A MATHEMATICIAN

9. Why must the denominator tell us how many equal parts there are?
10. A student says $\frac{2}{5}$ means “2 parts of any size.” Is this correct? Explain.
11. Give one example of a proper fraction and one example of an improper fraction.
12. Create a fraction that is greater than 1 but less than 2. Explain.

SELF-CHECK ☐ I showed working ☐ I checked my answer ☐ I can explain my strategy ☐ I used mathematical language