Math - Fractions

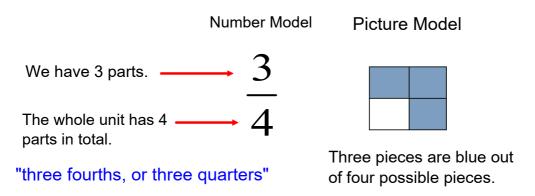
Learning Goal:

By the end of this lesson I should be able to draw a picture model and write a number model to express a fraction term.

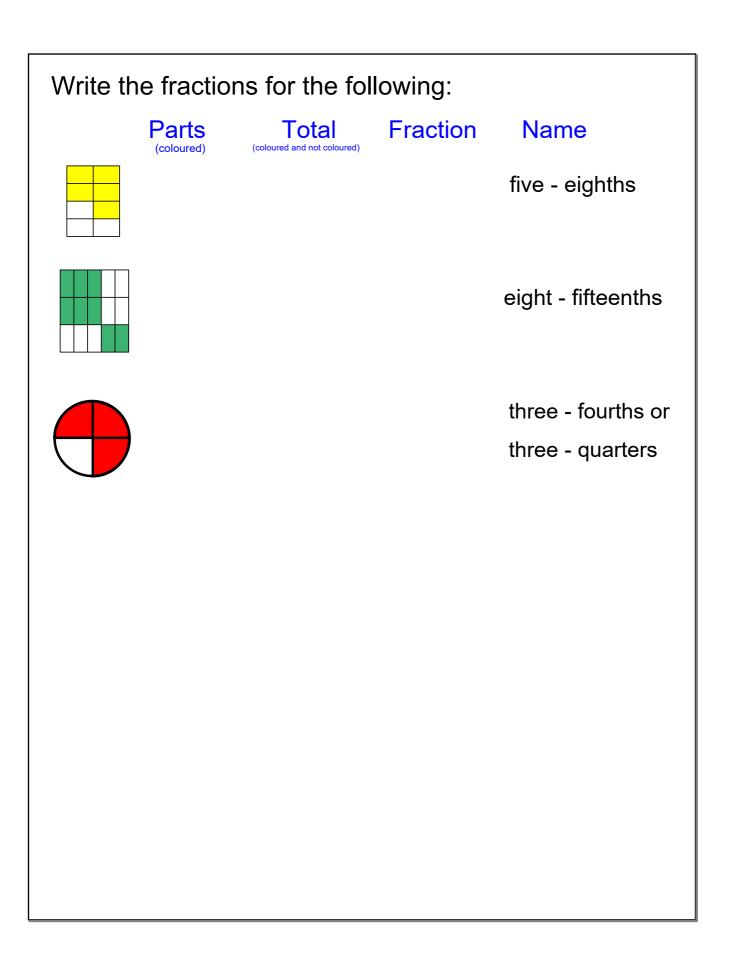
A "fraction" is a ratio of part: total.

It can be used to represent a value that is not a complete "whole" number.

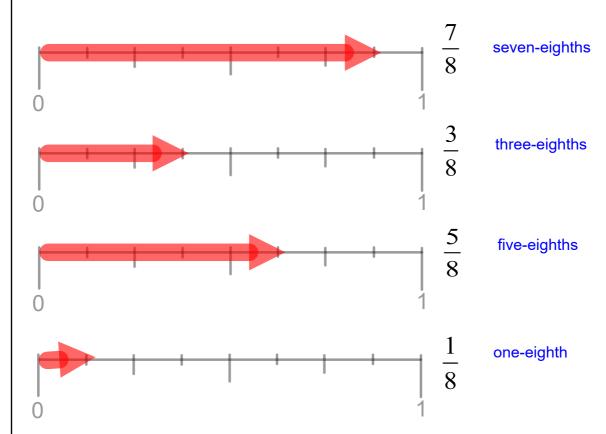
A "fraction" gives us a sense of how much of the whole unit we have present.



The "th" at the end helps us identify we are using parts of a whole.

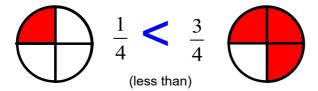


Fractions on a Number Line 8 parts make up the whole unit

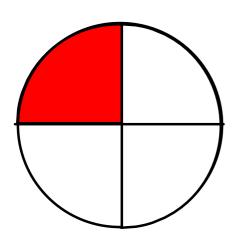


These types of fraction representations are found on most tape measures.

When we work with fractions we MUST assume the WHOLE unit is the same size for both fractions.



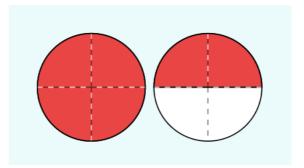
One quarter is smaller than three quarters - this is the correct picture with the whole unit being the same size for both fractions.

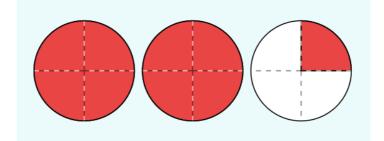


 $\frac{1}{4}$ > $\frac{3}{4}$ (greater than)

This is an incorrect picture, and we can see that the three-quarters is smaller than the one-quarter.

Fractions are not always less than ONE



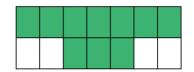


These are called MIXED fractions.

Express the following in Fraction Form:

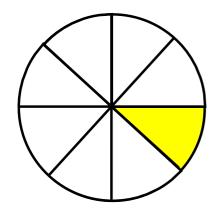


$$\frac{6}{8}$$
 or $\frac{3}{4}$



What fraction is green?

$$\frac{10}{14}$$



What fraction is yellow?

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

Fractions - Decimals - Percents

| Fraction | Decimal | Percent | Fraction out of 100 |
|---------------|---------|---------|---------------------|
| $\frac{1}{4}$ | | | |
| 4 | | | |
| $\frac{3}{8}$ | | | |
| 3 | | | |
| <u></u> | | | |

Use division to create the decimal.

Multiply the decimal by 100 to get percent.

Write the percent as a fraction, compare it to the fraction listed in the table.

