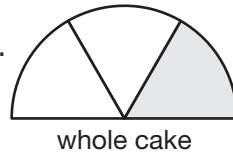


Fraction Concepts

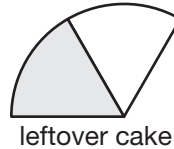


Self-Check: Question 1

1. Sam ate $\frac{1}{3}$ of the cake.



Ben ate $\frac{1}{2}$ of the leftover cake.






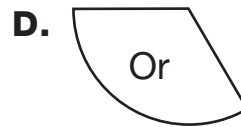
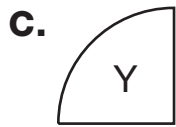
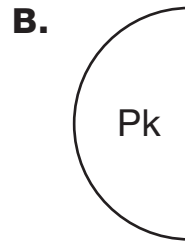
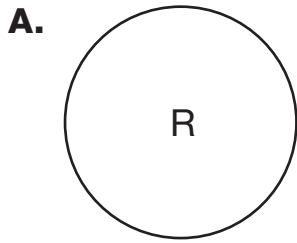
Who ate the most cake? Show or tell how you decided.

Use the menu and the Self-Check question to choose practice with partitioning fractions.

Workshop Menu			
Can I Do This?	▲ Working On It!	● Getting It!	■ Got It!
	<p>I could use some extra help.</p>	<p>I just need some more practice.</p>	<p>I'm ready for a challenge.</p>
<p>Partition shapes by a given unit fraction.</p> <p>Show the unit whole from a fractional part.</p>	<p>Questions 2, 4, 9, 10A, 11A, 12A</p>	<p>Questions 6, 8, 10B-C, 11A-B, 12A-B</p>	<p>Questions 8, 10C-D, 11B-C, 12B-C</p>
<p>Show that fractional parts of a unit may be different shapes but must be the same size.</p> <p>Show that the same size fractional parts of different size unit wholes are not equal.</p>	<p>Questions 2-5, 9</p>	<p>Questions 7-8</p>	<p>Questions 7-8</p>

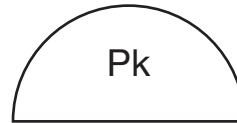
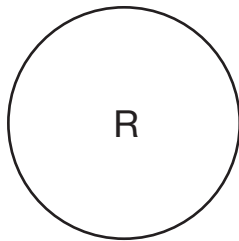
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   **2.** What fraction circle pieces will you use to cover $\frac{1}{2}$ of each piece below?



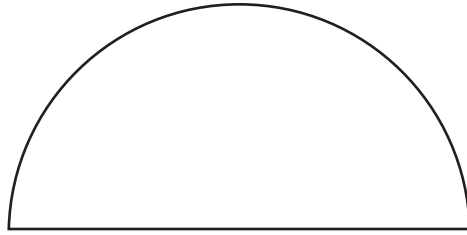
   **3.** When are halves different sizes?

   **4.** What fraction circle pieces will cover $\frac{1}{4}$ of each piece below?



   **5.** When are fourths different sizes?

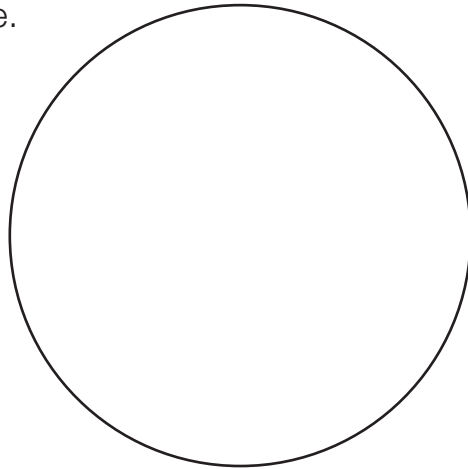
-  **6. A.** Roberto shared a large taco equally with his three brothers.
Divide the taco into fourths.



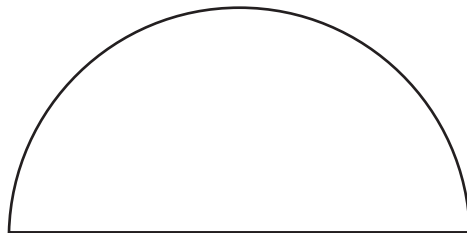
- B.** Here is a picture of a cake. Divide the cake into eighths.




- C.** Ana's family ate $\frac{3}{4}$ of a pie.
Color $\frac{3}{4}$ of the pie.

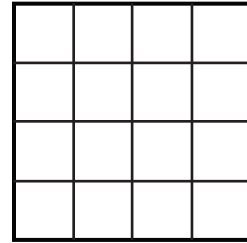


- D.** Luis's family ate $\frac{3}{4}$ of a leftover pie.
Color $\frac{3}{4}$ of the leftover pie below.

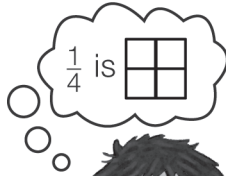


-  **7.** Look at Questions 6C and 6D. Which family ate more pie?
Show or tell how you decided.

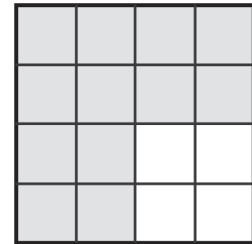
8. A. Mr. Martin asked Ming and Irma to show $\frac{3}{4}$ on this rectangle. Show $\frac{3}{4}$ on this rectangle.



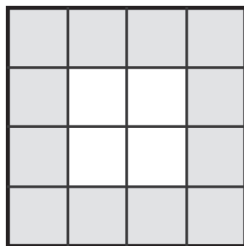
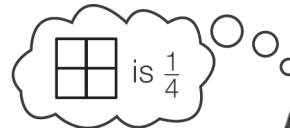
Here is how Ming showed $\frac{3}{4}$.



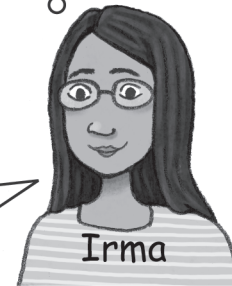
There are 16 boxes, which is 8×2 .
 $\frac{1}{4}$ will be 4 boxes.
 I will shade 4 boxes 3 times.



Here is how Irma showed $\frac{3}{4}$.



There are 16 boxes. $16 \div 4 = 4$.
 $\frac{1}{4}$ is 4 boxes.
 $\frac{3}{4}$ is 3×4 boxes = 12 boxes




B. Who showed $\frac{3}{4}$ on the rectangle—Ming or Irma? How do you know?

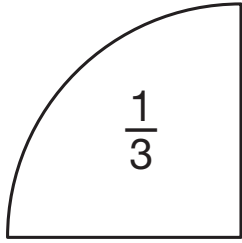
C. Why did Ming and Irma both say that $\frac{1}{4}$ is 4 boxes?

D. Is Ming's $\frac{3}{4}$ the same size as Irma's $\frac{3}{4}$? _____

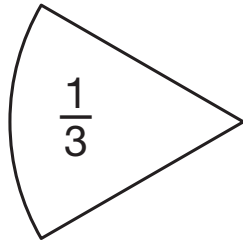
E. Is Ming's $\frac{3}{4}$ the same shape as Irma's $\frac{3}{4}$? _____

 **9.** Professor Peabody drew fractions of shapes. For each shape draw what the whole shape could look like. Use the fraction circle pieces.

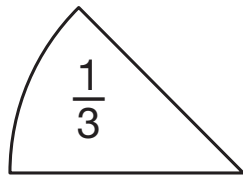
A.



B.

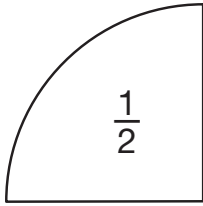


C.

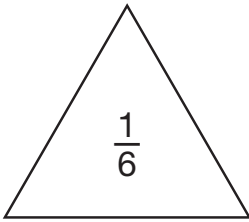


10. Draw a picture to show each whole.

 **A.** Jason is building a patio. Here is a picture of $\frac{1}{2}$ of the patio.




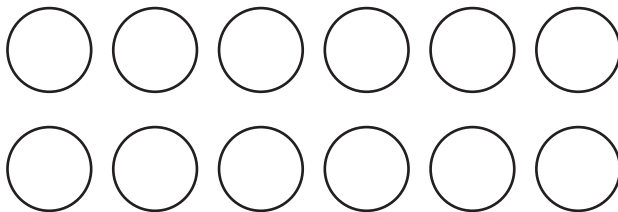
 **B.** Professor Peabody drew $\frac{1}{6}$ of a shape.



 **C.** Here is a picture of Ming's birthday cake after a party. One-fourth was eaten.

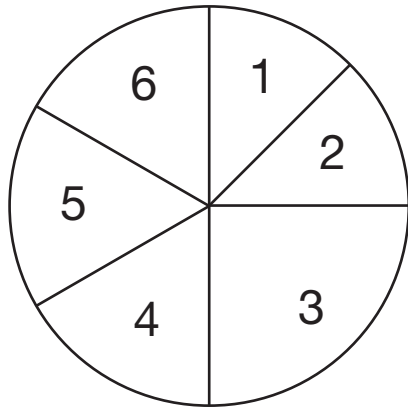


 **D.** Here is a picture of $\frac{2}{3}$ of the students in the class. How many students are in the whole class?



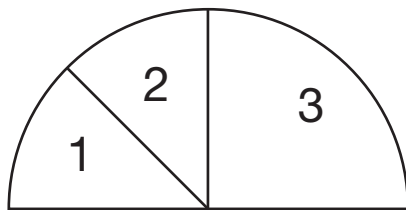
11. Cover the unit whole with the circle pieces as shown in each drawing. For each number, write the color of the piece and fraction of the unit whole.

▲●■ **A.** The unit whole is the red circle.



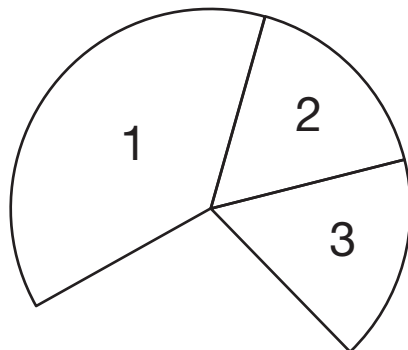
Color	Fraction
1.	
2.	
3.	
4.	
5.	
6.	

■●■ **B.** The unit whole is the pink piece.



Color	Fraction
1.	
2.	
3.	

■■■ **C.** The unit whole is the shape below.

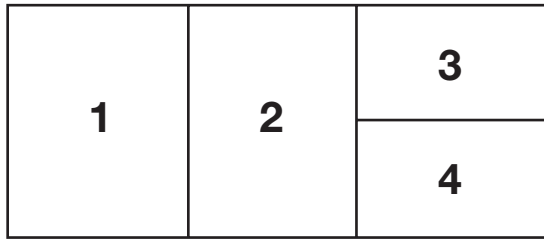


Color	Fraction
1.	
2.	
3.	

12. For each drawing, give the fraction for each piece.



A.



1. _____

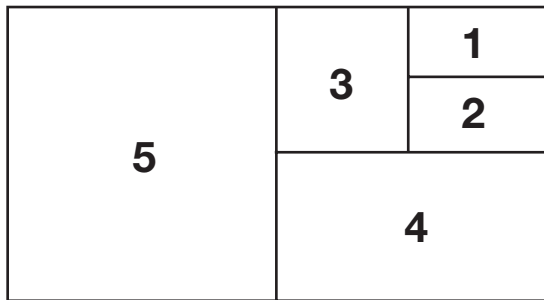
2. _____

3. _____

4. _____



B.



1. _____

2. _____

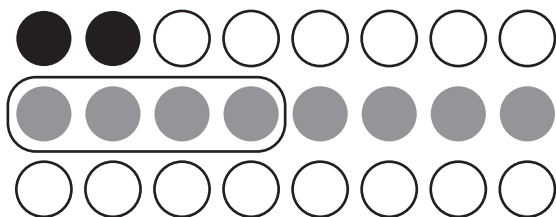
3. _____

4. _____

5. _____



C.



black _____

white _____

circled _____

gray _____