Kid Fractions

Mrs. Hunter's class is playing Kid Fractions. These students are at the front of the classroom:

Mrs. Hunter has written the fraction $\frac{4}{6}$ for a certain part of this group. The class is trying to guess what Mrs. Hunter has in mind.

1. Could Mrs. Hunter be thinking of the fraction that are boys? Why or why not?
2. What do you think Mrs. Hunter is thinking?
3. Next, Mrs. Hunter wrote the fraction $\frac{3}{6}$. Can you guess what she is thinking? Is there a second possibility?
4. Can you think of some other fractions that fit parts of this group? Tell why each fraction fits some part of the group. Make a table of fractions for these students. Use the *Writing Numbers in Words* page of the Reference section.

Kid Fractions Table

	Number of Students in the Whole Group	Number of Students in a Part of the Group	Fraction in Words	Fraction
A.				
B.				
C.				
D.				

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5. Luis said 2 out of 6 students have their hair in a pony tail.
   - **A.** What fraction of students do not have pony tails in their hair?
   - **B.** Use the symbol for less than (<), greater than (>), or equal to (=) to finish this number sentence:

$$\frac{2}{6} \bigcirc \frac{4}{6}$$

6. Nisha said that $\frac{5}{6}$ of students are wearing shirts with short sleeves.
   - **A.** What fraction of the students is wearing shirts with long sleeves?
   - **B.** Use the symbol for less than (<), greater than (>), or equal to (=) to finish this number sentence:

$$\frac{5}{6} \bigcirc \frac{1}{6}$$

✓ **Check-In: Questions 7-8**

7. **A.** Draw a picture of 3 balls. Make $\frac{2}{3}$ of the balls striped.
   - **B.** What fraction of the balls is not striped? Write the fraction in words and numbers.
8. The students in Mrs. Hunter's class have these fruits in their lunches.

   - **A.** What fraction of the fruit is apples?
   - **B.** What fraction of the fruit is bananas?
   - **C.** What fraction of the fruit is oranges?
   - **D.** Sam said that $\frac{1}{2}$ of the fruits are bananas. Do you agree with Sam? Why or why not?

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Kid Fractions (SG pp. 246–247)
Questions 1–8

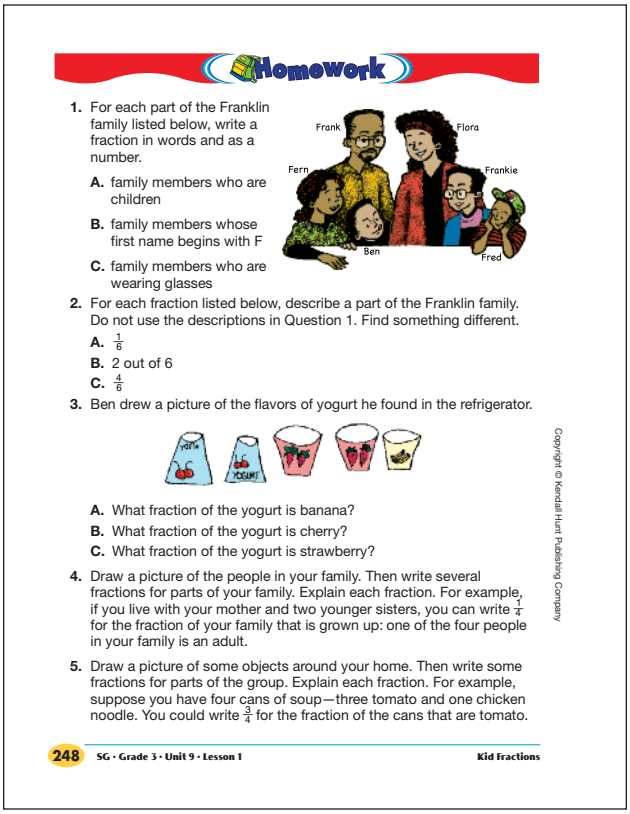
1. No, $\frac{3}{6}$ of the students are boys.
2. $\frac{4}{6}$ are wearing pants.
3. $\frac{3}{6}$ of the students are boys; $\frac{3}{6}$ are girls; $\frac{3}{6}$ are wearing glasses, etc.
4. Answers will vary. Some possibilities are: $\frac{1}{2}$ are boys, $\frac{1}{2}$ are girls, $\frac{5}{6}$ have dark hair, $\frac{1}{6}$ have freckles, $\frac{2}{6}$ have skirts on, etc.
5. **A.** $\frac{4}{6}$
   B. $\frac{2}{6} < \frac{4}{6}$
6. **A.** $\frac{1}{6}$
   B. $\frac{5}{6} > \frac{1}{6}$
7. **A.** Drawings will vary but must show that $\frac{2}{3}$ of the 3 balls are striped.

   B. one-third, $\frac{1}{3}$
8. **A.** $\frac{1}{8}$
   B. $\frac{4}{8}$
   C. $\frac{3}{8}$
   D. Possible explanation: I agree with Sam because $\frac{4}{8}$ of the fruit are bananas and $\frac{4}{8}$ is the same as $\frac{1}{2}$.

Homework (SG p. 248)
Questions 1–5

1. **A.** 4 out of 6, $\frac{4}{6}$
   B. 5 out of 6, $\frac{5}{6}$
   C. two-sixths, $\frac{2}{6}$
2. Answers will vary. One possible response is given for each.
   A. Family members wearing a hat
   B. Family members who are girls
   C. Family members who are boys
3. **A.** $\frac{1}{5}$
   B. $\frac{2}{5}$
   C. $\frac{2}{5}$
4. Answers will vary.
5. Answers will vary.



Homework

1. For each part of the Franklin family listed below, write a fraction in words and as a number.
   A. family members who are children
   B. family members whose first name begins with F
   C. family members who are wearing glasses

2. For each fraction listed below, describe a part of the Franklin family. Do not use the descriptions in Question 1. Find something different.
   A. $\frac{1}{6}$
   B. 2 out of 6
   C. $\frac{4}{6}$
3. Ben drew a picture of the flavors of yogurt he found in the refrigerator.

   A. What fraction of the yogurt is banana?
   B. What fraction of the yogurt is cherry?
   C. What fraction of the yogurt is strawberry?
4. Draw a picture of the people in your family. Then write several fractions for parts of your family. Explain each fraction. For example, if you live with your mother and two younger sisters, you can write $\frac{1}{4}$ for the fraction of your family that is grown up: one of the four people in your family is an adult.
5. Draw a picture of some objects around your home. Then write some fractions for parts of the group. Explain each fraction. For example, suppose you have four cans of soup—three tomato and one chicken noodle. You could write $\frac{3}{4}$ for the fraction of the cans that are tomato.

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