

To be able to combine fractions to make a whole amount

MathShed

Starter:
If the completed charts represent the second and third steps in a sequence, what came before and what comes afterwards?



Explain your answer.

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Activity 1:
Fill in the blanks to complete the statements below.



- of the cubes are red

- of the cubes are yellow

+ =

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Activity 2:
Which fraction of each diagram is shaded?

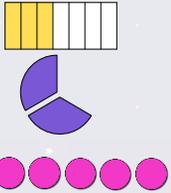


Circle the diagram that represents a whole amount.

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Activity 3:
Match the fraction to its model.



$\frac{2}{3}$

$\frac{5}{5}$

$\frac{3}{7}$

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Activity 4:
Here are $\frac{1}{4}$ of Jamal's counters.



Draw the rest of Jamal's counters in the bar model above.

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Activity 5:
Sort the fraction cards into the table below.

Think of your own examples.

	whole-amount fractions	part-amount fractions	
<input type="text"/> $\frac{2}{2}$			<input type="text"/> $\frac{5}{7}$
<input type="text"/> $\frac{2}{3}$			<input type="text"/> $\frac{7}{7}$
	<input type="text"/> $\frac{1}{5}$	<input type="text"/> $\frac{10}{10}$	<input type="text"/> $\frac{5}{5}$
		<input type="text"/> $\frac{4}{4}$	<input type="text"/> $\frac{4}{9}$

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Activity 6:

Fill in the blanks to complete the statements below.

$$\frac{4}{5} + \square = 1$$

$$\frac{1}{6} + \square = 1$$

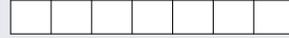
$$\square + \frac{2}{7} = 1$$

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Activity 7:

Three sevenths of a bag of apples are red. The rest are green.
What fraction of the bag are green apples?

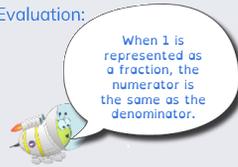


Use the bar model above to explain your answer.

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Evaluation:



When 1 is represented as a fraction, the numerator is the same as the denominator.

Is Astrobee's statement always, sometimes or never true?
Provide examples to explain your answer.