

# GETTING TO KNOW THE BLOCKS

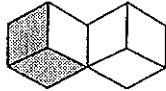
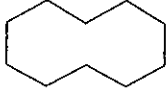
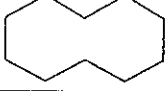
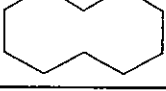
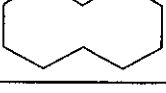
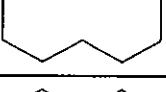
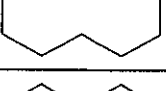
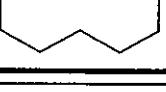
Name \_\_\_\_\_

Cont'd

2. Use the blocks to model each of the following fractions.

Record your investigations in the table below by colouring the parts of the whole that this fraction represents and then writing the name of the fraction.

The first one is done for you.

FRACTION	PICTURE OF FRACTION	NAME OF FRACTION
$\frac{2}{6}$		two-sixths of a whole
$\frac{5}{12}$		
$\frac{3}{4}$		
$\frac{2}{3}$		
$\frac{2}{4}$		
$\frac{4}{12}$		
$\frac{4}{6}$		
$\frac{6}{12}$		




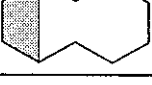

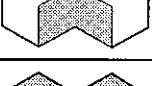



LESSON 1-2

NAMING THE FRACTION

Cont'd

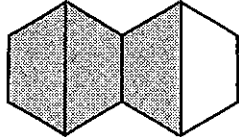
Name \_\_\_\_\_

3. For each of the pictures below, determine the fraction that can be used to describe the shaded portion of the whole.

PICTURE OF FRACTION	FRACTION
	
	
	
	
	
	
	
	
	

## Reflect:

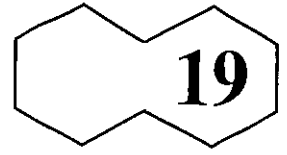
Describe what kind of shape(s) would be needed if the fraction  $\frac{3}{8}$  was to be modeled using the double hexagon as a whole.

**Activity****Name** \_\_\_\_\_three-quarters of a whole **Means:** three of four equal pieces**Model:****Write:**  $\frac{3}{4}$ 

For each of the following fractions, complete the “Means”, “Model” and “Write” section.

1. two-thirds of a whole **Means:****Model:****Write:**2. five-sixths of a whole **Means:****Model:****Write:**3. seven-twelfths of a whole **Means:****Model:****Write:**

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Name \_\_\_\_\_

Cont'd

4. one-quarter of a whole **Means:**

**Model:**

**Write:**

5. three-sixths of a whole **Means:**

**Model:**

**Write:**

6. nine-twelfths of a whole **Means:**

**Model:**

**Write:**

7. one-third of a whole **Means:**

**Model:**

**Write:**

**LESSON 1-3**

**WHAT IS A FRACTION?**

**Cont'd**

Name \_\_\_\_\_

8. three-halves of a whole **Means:**

**Model:**

**Write:**

9. five-quarters of a whole **Means:**

**Model:**

**Write:**

10. seven-thirds of a whole **Means:**

**Model:**

**Write:**

## **Reflect:**

1. When writing what fraction that a block represents, why is it important to state what the "whole" is?
2. How can the fractions in questions 8, 9, and 10 be rewritten using a whole number and a fraction?