

To the Student

In Lesson 200, *Introducing Fractions*, you will learn what a fraction is and how to identify different types of fractions.

In this book, you will find numbered parts that are called “frames.” Within these frames, you will be asked to fill in the blanks with information about fractions. Write your answers on a separate piece of paper. Then look at the top of the next page in the book to check your answers. The wording of your answer may vary from the answer in the lesson. Be sure to write an answer for each blank in the lesson.

If you do not understand how to use this book or need assistance with certain frames, ask your instructor for help.

Now turn the page and begin.

1. You use *fractions* every day, probably without even thinking about them. For example, when you spend fifty cents, you are spending one-half ($1/2$) of a dollar. Twenty-five cents is called a *quarter* because the word *quarter* means $1/4$ of something.

50¢ is one-half, $1/2$, of a dollar:



$$\frac{1}{2} \quad \frac{1}{2} \quad = \quad 1 \text{ dollar}$$

25¢ is one-quarter, $1/4$, of a dollar:



$$\frac{1}{4} \quad \frac{1}{4} \quad \frac{1}{4} \quad \frac{1}{4} \quad = \quad 1 \text{ dollar}$$

- 2.



This pizza has been cut into 8 equal slices. As long as you have all 8 slices, you have a whole pizza. If you have only 1 slice, you have a fraction of the pizza, that is, 1 of 8 equal pieces.

3. The *fraction* is written like this: $\frac{1}{8}$ or $1/8$.

$\frac{1}{8}$ = The 1 tells how many pieces of pizza you have. The *line* below the 1 means *of*. The 8 below the line tells the number of equal parts into which the pizza was cut.

- A. If you had 3 pieces of the pizza, how would you write the fraction?

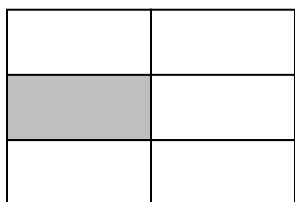
- B. What if you had 5 pieces? _____
- C. Suppose the pizza were sliced into 12 equal slices. How would you write the fraction to show you had 5 slices? _____
- D. 7 slices (of a 12-piece pizza)? _____

Answers to page 1:

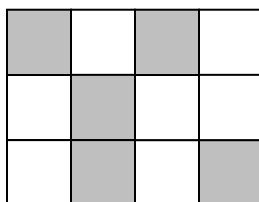
3. A. $\frac{3}{8}$ B. $\frac{5}{8}$ C. $\frac{5}{12}$ D. $\frac{7}{12}$

Be sure the top and bottom numbers of your fractions are correct.

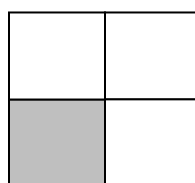
4. These figures have been divided into equal parts. Under each write the correct *fraction* that tells how many of the equal parts are gray over how many parts there are in each picture. The first one is done for you.



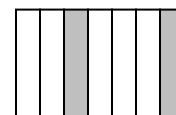
A. 1/6



B. _____



C. _____



D. _____

5. Match the definitions in the column on the right with the words on the left.

- | | |
|---|--|
| <p>A. Bottom number of a fraction _____</p> <p>B. Top number of a fraction _____</p> <p>C. Fraction _____</p> | <p>1. The number of equal parts in a whole</p> <p>2. Part (or parts) of a whole</p> <p>3. Number of shaded sections of a whole, as in #4, or the number of equal parts that are being used or talked about</p> |
|---|--|

6. You can use fractions without knowing the names of the parts. It is easier, though, to talk about them if you know the names.

In the fraction, $\frac{1}{10}$ (sometimes written 1/10), the number 10 is the *denominator*.

Remember, the number written *below* or *to the right of* the line is the **denominator**.

Answers to page 2:

4. B. $\frac{5}{12}$ C. $\frac{1}{4}$ D. $\frac{2}{7}$
5. A. 1 B. 3 C. 2
-

7. Write the denominator in each of these fractions:

- A. $\frac{1}{3}$ _____ B. $\frac{3}{8}$ _____ C. $\frac{2}{7}$ _____
D. $\frac{6}{11}$ _____ E. $\frac{3}{4}$ _____
-

8. What does the denominator tell you? _____

9. The number written *above* the line in a fraction is called the **numerator**.

Write the numerator in each of these fractions:

- A. $\frac{1}{2}$ _____ B. $\frac{3}{4}$ _____ C. $\frac{2}{3}$ _____
D. $\frac{9}{11}$ _____ E. $\frac{4}{5}$ _____
-

10. What number would be the denominator for a fraction of this pizza? _____



11. Suppose you eat 3 pieces of pizza. What is the 3 in the fraction called?

Answers to page 3:

7. A. 3 B. 8 C. 7 D. 11 E. 4
8. the number of equal parts in a whole
9. A. 1 B. 3 C. 2 D. 9 E. 4
10. 8
11. the numerator
-

12. Using the picture of the pizza from Frame 10, write the fraction, *numerator* and *denominator*, to show 3 pieces of the whole pizza. _____
-

13. What are the 7's in these fractions called? _____

$$\frac{1}{7}$$

$$\frac{3}{7}$$

$$\frac{5}{7}$$

$$\frac{6}{7}$$

$$\frac{4}{7}$$

14. What are the numbers *above* the lines called? _____
-

15. $3\frac{6}{10}$ is a **mixed number**. It is called mixed because it mixes two kinds of numbers, a whole number, 3, and a fraction, $\frac{6}{10}$.
-

16. Is $8\frac{3}{4}$ a mixed number? _____
-

17. Is $\frac{5}{8}$ a mixed number? _____

Answers to page 4:

- 12. $\frac{3}{8}$
- 13. denominators
- 14. numerators
- 16. yes
- 17. no

18. A *mixed number* has a whole number and a fraction. On your paper, write down all of the mixed numbers. _____

- | | | | | | | | |
|----|--------------------|----|-----------------|----|-----------------|----|-----------------|
| A. | $2\frac{5}{8}$ | B. | $\frac{36}{36}$ | C. | $1\frac{1}{2}$ | D. | $\frac{11}{4}$ |
| E. | $\frac{8}{4}$ | F. | $3\frac{3}{4}$ | G. | $\frac{3}{5}$ | H. | $1\frac{1}{10}$ |
| I. | $100\frac{47}{96}$ | J. | $\frac{4}{4}$ | K. | 35 | L. | 500 |
| M. | $6\frac{3}{8}$ | N. | $\frac{2}{3}$ | O. | $\frac{22}{23}$ | | |

19. $\frac{9}{32}$ is a **proper fraction**. In a proper fraction, the top number (numerator) is smaller than the bottom number (denominator.)

20. Is $\frac{5}{8}$ a proper fraction? _____

Is the numerator smaller than the denominator? _____

21. Is $\frac{10}{8}$ a proper fraction? _____

Is the numerator smaller than the denominator? _____

Answers to page 5:

18. A. $2\frac{5}{8}$ C. $1\frac{1}{2}$ F. $3\frac{3}{4}$
H. $1\frac{1}{10}$ I. $100\frac{47}{96}$ M. $6\frac{3}{8}$
20. yes; yes
21. no; no

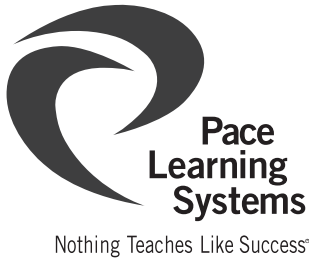
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22. A *proper fraction* is one in which the numerator is smaller, or less than, the denominator. On your paper, write down all of the proper fractions.

- A. $3\frac{6}{10}$ B. $\frac{2}{5}$ C. $\frac{6}{5}$ D. $\frac{33}{10}$
E. $\frac{4}{25}$ F. $\frac{3}{8}$ G. $\frac{9}{32}$ H. $\frac{25}{4}$
I. $\frac{35}{36}$ J. $6\frac{3}{10}$

-
23. $\frac{33}{10}$ is an **improper fraction**. It is *not proper* for the numerator, 33, to be larger than the denominator, 10.

-
24. Look at this number: $\frac{8}{3}$. The numerator is _____ (smaller/larger) than the bottom number, the denominator.

Is $\frac{8}{3}$ an improper fraction? _____



End of Lesson Sample

We appreciate your interest!

Contact Pace Learning Systems for more information or to request a physical sample of the complete lesson booklet.

For more information on the curriculum that contains this lesson, visit us online or contact us any time.

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