PARTNERS TO ONE WHOLE

Name: _____ Class: _____ Due Date: _____

Family Member Signature: _____

Objective:

To practice finding one whole.

To use our knowledge of one whole to write improper and mixed fractions.

To add and subtract fractions that have the same size pieces.

Necessary Information:

Based on our work of halves, quarters and eighths, students understand what it means to be 'one whole'. $1 = \frac{2}{2} = \frac{4}{4} = \frac{8}{8}$

Practice Section:

1. Fill in the blanks.

a) $\frac{1}{2} +$ ☐ $= 1$

b) $\frac{3}{4} +$ ☐ $= 1$

c) $1 =$ ☐ $+ \frac{5}{8}$

d) ☐ $+ \frac{11}{12} = 1$

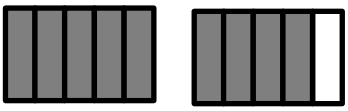
e) $1 = \frac{5}{7} +$ ☐

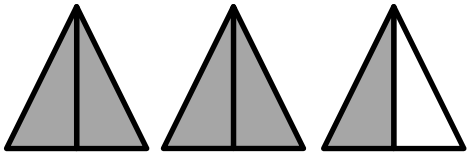
f) $\frac{13}{20} +$ ☐ $= 1$

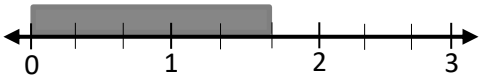
g) $1 = \frac{4}{9} +$ ☐

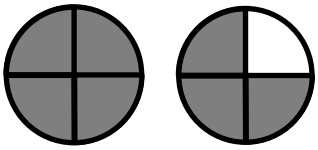
h) ☐ $+ \frac{11}{15} = 1$

2. Write the fraction being modelled 2 different ways: as a mixed and improper fraction.

a) 

c) 

b) 

d) 

3. Add or subtract as needed. Think about how many wholes and parts each answer represents.

a) $\frac{5}{4} + \frac{3}{4} =$

b) $\frac{7}{2} + \frac{5}{2} =$

c) $\frac{3}{8} + \frac{1}{8} =$

d) $\frac{9}{10} - \frac{7}{10} =$

e) $\frac{5}{3} - \frac{2}{3} =$

f) $\frac{8}{7} - \frac{3}{7} =$

In <u>Your</u> Real World:

With a family member, put the answers from #3 on the number line below. Don't forget to use your mixed/improper fraction skills to see how many wholes there are!