

## Lesson 5: Converting from a Whole Number to an Improper Fraction

**Time allowed:** One lesson, 15 mins

**Worksheets:** 19-21

**Intended outcomes:**

- For the student to be able to understand the connection between whole numbers and their equivalent improper fraction.
- Students should be able to work out their own way to convert whole numbers to improper fractions.
- Students will be able to use repeated addition or multiplication to convert whole numbers to improper fractions.

**Curriculum standards:**

US 3NF  
 Aust ACM  
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 UK UKS  
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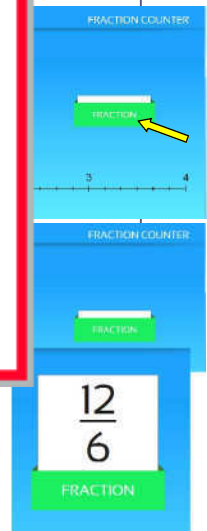
# PREVIEW

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- a) Put box
- b) Click
- c) Ask ma
- d) Sho
- e) Repeat with lots of different whole numbers and denominators.
- f) Have students make their own connection between the multiplying the whole number by the denominator. Some students may need guiding towards this conclusion.
- g) Use Worksheets 18-20. Show students the written way to work this out. Initially start with repeated addition, then move to multiplication.

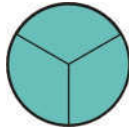


Name \_\_\_\_\_

FRACTIONS COUNTER

## Converting Whole Numbers to Improper Fractions A

Look at this shape.



How many equal pieces are there? \_\_\_\_\_

What are they called? \_\_\_\_\_

Now look at these shapes.

Num  
Num  
Total



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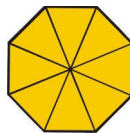
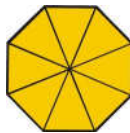
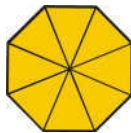
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Num

Number of equal parts per shape: \_\_\_\_\_ What are they called? \_\_\_\_\_

Total number of parts: \_\_\_\_\_

\_\_\_\_\_ wholes equals \_\_\_\_\_ sixths.



Number of wholes: \_\_\_\_\_

Number of equal parts per shape: \_\_\_\_\_ What are they called? \_\_\_\_\_

Total number of parts: \_\_\_\_\_

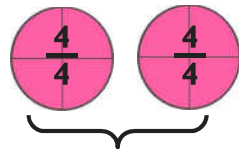
\_\_\_\_\_ wholes equals \_\_\_\_\_ eighths.

These worksheets are part of the Professor Pete's Gadgets: *Fractions Counter* eBook.

Name \_\_\_\_\_

FRACTIONS COUNTER

## Converting Whole Numbers to Improper Fractions B



$$\frac{3}{4} + \frac{3}{4} = \frac{6}{4}$$

$$2 = \frac{?}{4}$$

$$1 \text{ whole} = \frac{4}{4} \quad \text{so 2 wholes} = \frac{8}{4}$$

Teacher hint: It is important that students make the connection of multiplying the whole number by the denominator of the fraction.



This is a

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1.

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↓  
3

2.

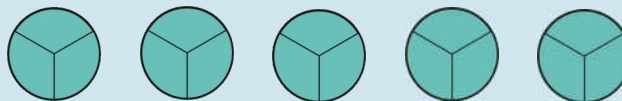
4

3.



$$2 = \frac{?}{9} \quad \frac{8}{9} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

4.



$$5 = \frac{?}{3} \quad \boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

What did you do to work out each example above? \_\_\_\_\_

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