

Lesson 2: Introduction of Concept of Mixed Numbers

Time allowed: One lesson, 30-45 mins

Worksheets: 5-6, A-B

Intended outcomes:

- For the student to be able to identify a mixed number from shapes, use its correct name, write the number correctly and locate it on a number line. All four of these representations must be identified interchangeably.

Curriculum standards:

- US 4.NF.3ab Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 Aust ACMNA079 Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line
 UK UKS2yr5 recognise mixed numbers and improper fraction

a)



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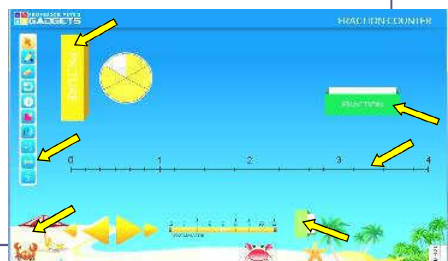
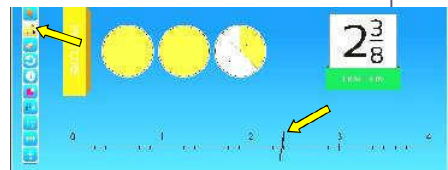


d)

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Vari:

- e) Change the fraction denominator.
- f) Close the **FRACTION** box. Have students locate the fraction on the number line using the pen. Click on the **Marker** and check their answers.
- g) Close the **PICTURE** box and provide students with template 32. Have the students shade the fraction (circle or square) to match the shape. Are the students' responses accurate?
- h) Alternate between closing of various boxes (**PICTURE**, **FRACTION**, **Number Line Marker** and **NAME**) and ask students for responses. (Use the blank template 33)

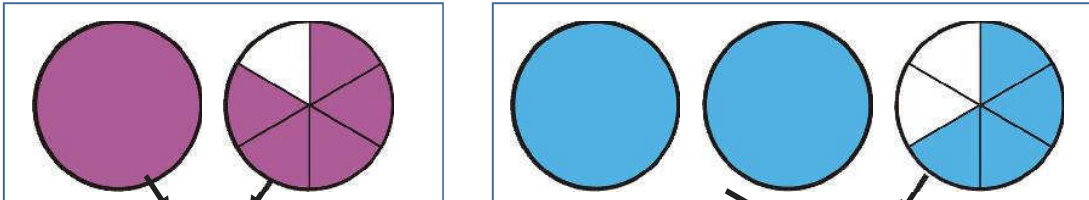


Name _____

FRACTIONS COUNTER

An Introduction to Mixed Numbers

A mixed number is made up of a whole number and a common fraction together.



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		<p>_____</p>
		<p>one and five eighths</p>
	<p>$3 \frac{2}{5}$</p>	<p>_____</p>

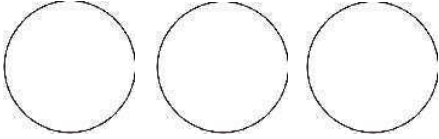


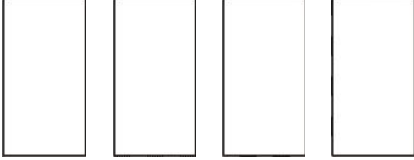
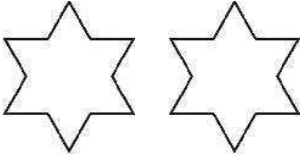
These worksheets are part of the Professor Pete's Gadgets: *Fractions Counter* eBook.

Name _____

FRACTIONS COUNTER

Reading and Writing Mixed Numbers

Complete:

Shade the shapes below (draw lines to show the fractions)	Write in numbers	Write in words
	$2 \frac{5}{6}$	<p>_____</p>
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	$3 \frac{1}{3}$	<p>_____</p>
		<p>_____</p>