**TERM 2: COMMON FRACTIONS**

**Exercise 1**

1. Answer the following questions.

For example: of 12 = (12 ÷ 3) × 2 = 8

|  |  |
| --- | --- |
| a. of 10 = \_\_\_\_\_\_\_\_\_\_ | b. of 14 = \_\_\_\_\_\_\_\_\_\_ |
| c. of 16 = ­\_\_\_\_\_\_\_\_\_\_ | d. of 18 = \_\_\_\_\_\_\_\_\_\_ |

2. Order these fractions from smallest to biggest [**since their denominators are the same, order them from the smallest numerator to the biggest**].

For example: ; ; ; = ; , ;

|  |  |
| --- | --- |
| a. ; ; ;  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | b. ; ; ; ; ; ;  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

3. Count forward in fractions.

For example: 1 + 1 + 2 …

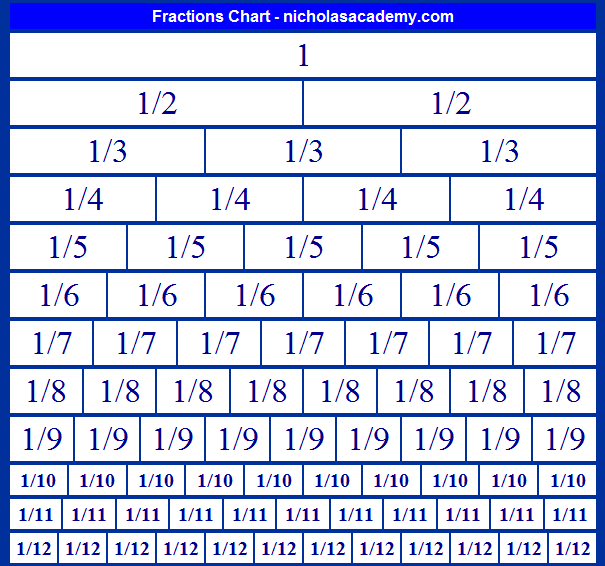
|  |  |
| --- | --- |
| a. Count in thirds, from to  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | b. Count in fifths from to  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

4. Count backwards in fractions.

|  |  |
| --- | --- |
| a. Count in sixths, from to  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | b. Count in sevenths, from to  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

5. Replace \* with <; > or =.

Use the **Fraction Chart** below.



a. \* \_\_\_\_\_ b. \* \_\_\_\_\_ c. \* \_\_\_\_\_ d. \* \_\_\_\_\_ e. \* \_\_\_\_\_ f. \* \_\_\_\_\_

6. Order the following fractions from biggest to smallest [Use the **Fraction Chart**].

|  |  |
| --- | --- |
| a. ; ; ;  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | b. ; ; ; ;  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Exercise 2**

Adding and subtracting common fractions with the same denominators

1. Add the following fractions [**add their numerators, keep their denominator**].

For example: + =

a. + = \_\_\_\_\_ b. + = \_\_\_\_\_ c. + + = \_\_\_\_\_ d. + + = \_\_\_\_\_

2. Subtract the following fractions**[subtract their numerators, keep their denominator**].

For example: - =

a. - = \_\_\_\_\_ b. - = \_\_\_\_\_ c. - - = \_\_\_\_\_ b. - - = \_\_\_\_\_

**Exercise 3**

1. Read the following and write down the fraction.

a. Wandile shared his marbles equally between 7 of his friends. What fraction of marbles did each one get?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. Nkosi went to the aquarium for 6 out of the 10 days of holidays. What fraction of his time did he spend there?

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c. Amanda wrote 5 out of the 7 pages for Social Science project on Monday. What fraction of her project has she done?

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**Exercise 4**

Solve the word problems.

a. Jono used of his pocket money for sweets and used of his pocket money to buy a present for his grandmother. What fraction of his pocket money did he use altogether?

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b. Sally spent of her day swimming and cycling and the other of her day running. What fraction of her day did she spend exercising?

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c. Of the animals Tryllin saw in the game reserve, were impala, were elephants and were lions. What fraction was this of all the animals he saw?

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d. A school decides to spend of the money collected at their school Walk-a-thon on books and of the money on sports equipment. What fraction altogether was spent buying books and sport equipment?

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e. What fraction of the Walk-a-thon money was left over?

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**Exercise 5**

**Equivalent Fractions – are fractions that have the same value.**

For example = = = = = = =

1. Work out the equivalent forms for the following fractions by either multiplying or diving.

Example 1: =

a = [6 ÷ 2] × 3 = 9 or =

Therefore: =

Example 2: =

b = 10 ÷ 5 = **2**or =

= 20 ÷ **2** = 10

Therefore: =

|  |  |  |
| --- | --- | --- |
| =  *a* = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | =  *b* = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | =  *c* = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| d. =  *d* = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | =  *e* = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | =  *f* = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**REFERENCE**

Barichievy M. and Pieterse K. (2012).*Grade 5Shuters Premier Mathematics Learner’s Book*. Shuter and Shooter.