

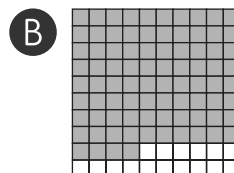
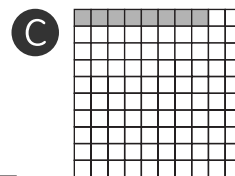
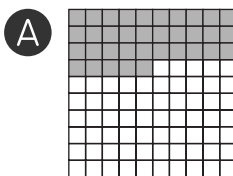


# Fractions

## Workout 1

Write a fraction in lowest terms, a decimal and a percent to describe the shaded parts in each diagram.

	Fraction	Decimal	Percent
① A			
② B			
③ C			



Change the improper fractions to mixed numbers.

④  $\frac{7}{5} = \underline{\hspace{2cm}}$

⑤  $\frac{11}{8} = \underline{\hspace{2cm}}$

⑥  $\frac{5}{4} = \underline{\hspace{2cm}}$

⑦  $\frac{13}{9} = \underline{\hspace{2cm}}$

Change the mixed numbers to improper fractions.

⑧  $2\frac{3}{4} = \underline{\hspace{2cm}}$

⑨  $3\frac{1}{6} = \underline{\hspace{2cm}}$

⑩  $1\frac{2}{3} = \underline{\hspace{2cm}}$

⑪  $4\frac{5}{7} = \underline{\hspace{2cm}}$

## Workout 2

Compare the fractions, put > or < in the circles.

⑫  $3\frac{1}{2} \bigcirc \frac{11}{4}$

⑬  $2\frac{3}{10} \bigcirc \frac{14}{5}$

⑭  $\frac{13}{8} \bigcirc \frac{11}{6}$

⑮  $\frac{9}{4} \bigcirc \frac{13}{6}$

Put the fractions in order from least to greatest.

⑯  $1\frac{1}{2} \quad \frac{5}{3} \quad \frac{7}{4}$

⑰  $\frac{22}{9} \quad \frac{7}{3} \quad 2\frac{5}{6}$

\_\_\_\_\_

\_\_\_\_\_

### Reminder

Converting an improper fraction to a mixed number:

$$\frac{5}{3} = 1\frac{2}{3} \quad \begin{array}{l} \longleftarrow 3 \overline{)5} \\ \phantom{3} \underline{3} \\ \phantom{3} 2 \\ \phantom{3} \underline{3} \\ \phantom{3} 0 \end{array}$$

Converting a mixed number to an improper fraction:

$$1\frac{2}{3} = \frac{5}{3} \quad \begin{array}{l} \longleftarrow 1 \times 3 + 2 = 5 \\ \longleftarrow \text{remains the same} \end{array}$$

### Reminder

Comparing fractions:

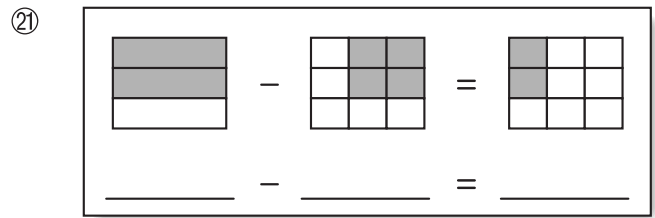
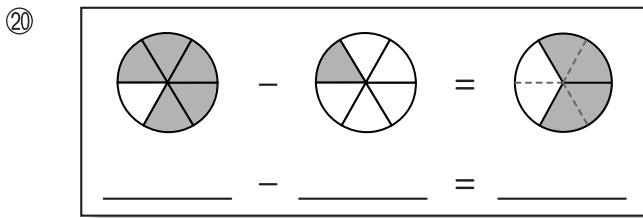
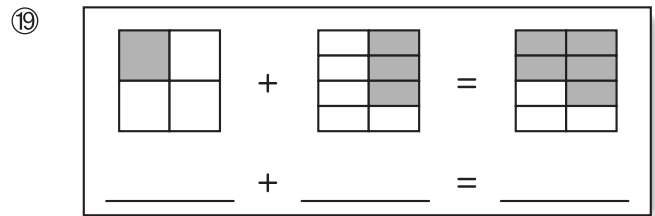
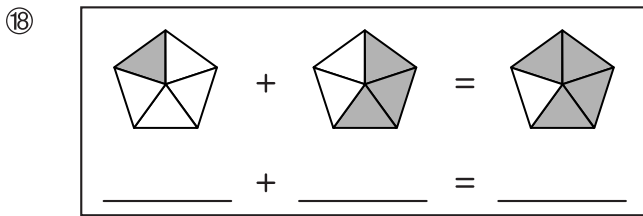
1st Change improper fractions to mixed numbers.

2nd Compare the whole number part. If they are the same, go to the 3rd step.

3rd Compare the fraction part. Find their equivalent fractions with like denominator; then compare the numerators.

## Workout 3

Write fractions to complete the addition or subtraction sentences.



Add or subtract. Write the answers in lowest terms.

㉒  $\frac{3}{10} + \frac{1}{10} =$  \_\_\_\_\_


㉓  $\frac{7}{8} - \frac{3}{8} =$  \_\_\_\_\_

㉔  $\frac{9}{11} - \frac{4}{11} =$  \_\_\_\_\_

㉕  $\frac{1}{9} + \frac{5}{9} =$  \_\_\_\_\_

㉖  $\frac{2}{5} + \frac{3}{10} =$  \_\_\_\_\_

㉗  $\frac{5}{6} - \frac{2}{3} =$  \_\_\_\_\_

**Reminder** 

$\frac{2}{7} + \frac{4}{7} = \frac{6}{7}$  ← add the numerators

$\frac{1}{2} - \frac{1}{3}$

$= \frac{3}{6} - \frac{2}{6}$  ← write equivalent fractions with like denominator

$= \frac{1}{6}$  ← subtract the numerators

## EXTRA Workout

Karen is making a cake. Help her fill in the fractions.

㉘ Karen needs  $\frac{1}{4}$  cup of butter for the frosting and  $\frac{1}{2}$  cup of butter for the cake. She needs \_\_\_\_\_ cup of butter in all.

㉙ The recipe calls for  $\frac{2}{5}$  cup of sugar and  $\frac{3}{4}$  cup of flour. She needs \_\_\_\_\_ more cup of flour than sugar.

㉚ Karen has to pre-heat the oven for  $\frac{1}{3}$  h and bake the cake for  $\frac{1}{2}$  h. She has to turn on the oven for \_\_\_\_\_ h in all.

㉛ Karen eats  $\frac{1}{8}$  of the cake and Ivan eats  $\frac{1}{6}$  of the cake. Karen eats \_\_\_\_\_ less cake than Ivan.

㉜ They have eaten \_\_\_\_\_ of the cake altogether, and \_\_\_\_\_ of the cake is left.

