

Lesson 6 • The square

Learning objectives

Children will:

- identify squares.
- recognize the word square.
- draw squares.
- count and recognize groups of 1, 2, 3 and 4.

Common Core State Standards

Counting & Cardinality

Count to tell the number of objects.

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

Geometry

Identify and describe shapes.

K.G.A.1 Describe objects in the environment using names of shapes.

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

Analyze, compare, create, and compose shapes.

K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, and other attributes.

K.G.B.5 Model shapes in the world by building shapes from components and drawing shapes.

Key vocabulary

square, shape, sides, corners, straight, sort, rectangle, pattern, match, word, number, 1, 2, 3, 4, one, two, three, four

Extra assistance

The definition of a square is easily confused with that of a rectangle: 4 corners and 4 straight sides. Students need to be aware that a square is different to a rectangle because it has 4 straight and *equal* sides. If the sides are not the same length it is not a square. Give them sorting activities using rectangles and squares to reinforce the form of a square.

Classroom activities

Collage

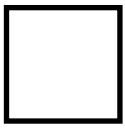
Provide students with a piece of paper that has a dotted square in the middle.

- Trace over the square with a pencil or crayon.
- Find pictures of square things to cut out of magazines and glue on.
- Gather natural materials such as twigs and leaves and tape them on to make squares.

Match Up!

Give half the class a square or circle image and the other half the word *square* or *circle* on cards. Give them a time limit to find a matching partner and sit together. Then ask them to draw that shape and also draw an item in the real world that has that shape.

Mathseeds Lesson sequence	TEACH Content and skills	PRACTICE Children will:	APPLY
<i>Animated Lesson:</i> Recognize shapes	Introduce the square. Define a square. Identify squares. Song: <i>The Square Rap</i>	understand that squares have 4 corners and 4 straight sides. Select squares amongst other shapes and in a setting.	Worksheet 1 Shape recognition
<i>Draw:</i> Dotty Shapes	Reinforce correct formation of a square.	draw squares using a set of dots as corners.	Worksheet 2 Writing and drawing
<i>Find:</i> Shape Monster, Elephants, Shape Sort, Beavers, Rockets	Visual discrimination: identify a given shape. Identify the word <i>square</i> .	choose the given shape from amongst other shapes. Choose the word <i>square</i> from amongst other words.	Worksheet 3 Sorting shapes
<i>Match:</i> Color a Pattern, Three Clowns	Counting skills: identify shapes and colors in a pattern. Recognize numerals and number words and select matching groups.	complete the pattern of colors and shapes. Count and select the groups which match the given number.	Worksheet 4 Check
<i>Read:</i> Book	Read aloud book.	listen, follow the reading and read along.	Mathseeds book 6: Squares



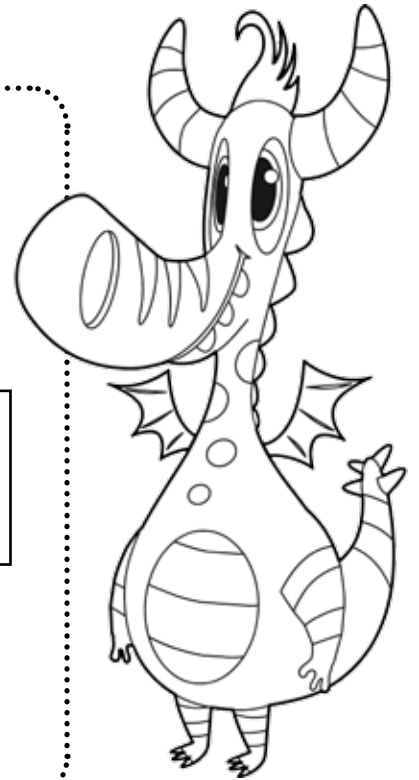
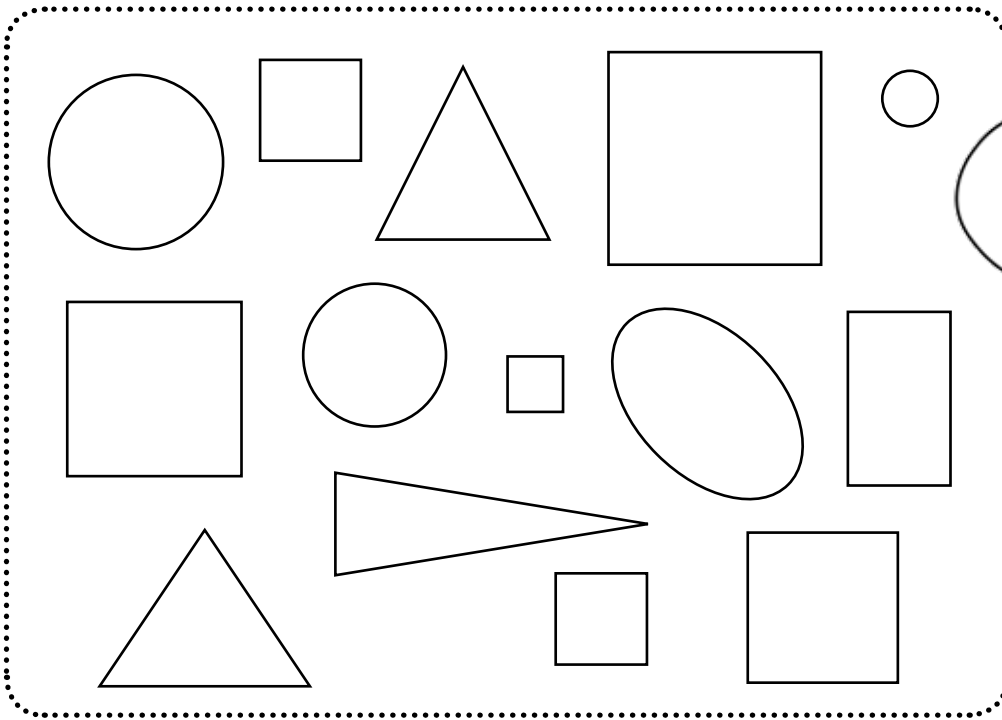
square

Name _____

1 Trace.



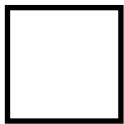
2 Color the squares.



3 Draw the squares.



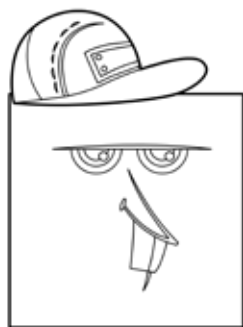
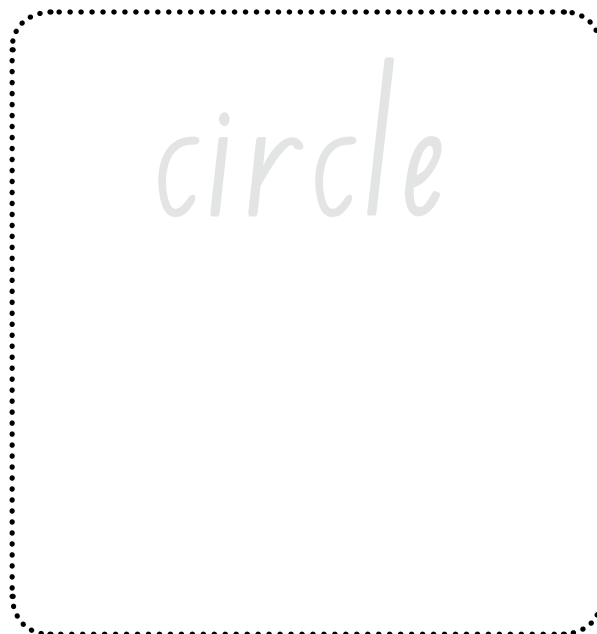
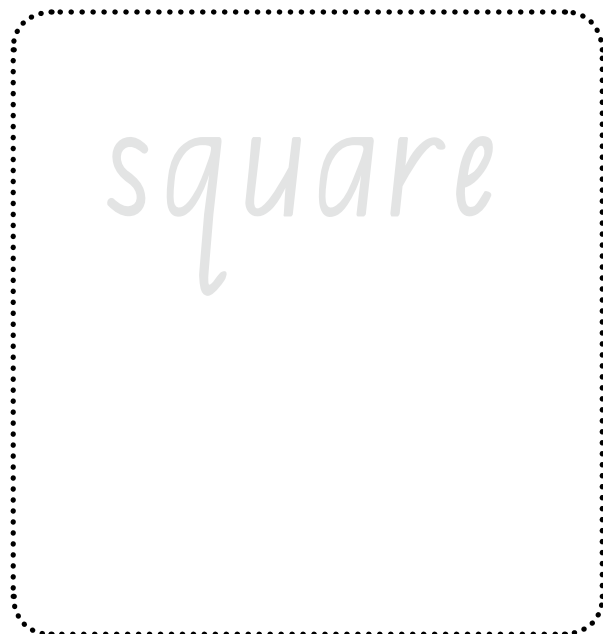
Color in your best square.



square

Name _____

1 Write the word. Draw the shape.



2 A square has straight sides.

How many sides? _____

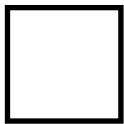
How many corners? _____

3 Finish the pattern.



4 Put a square frame around each picture.

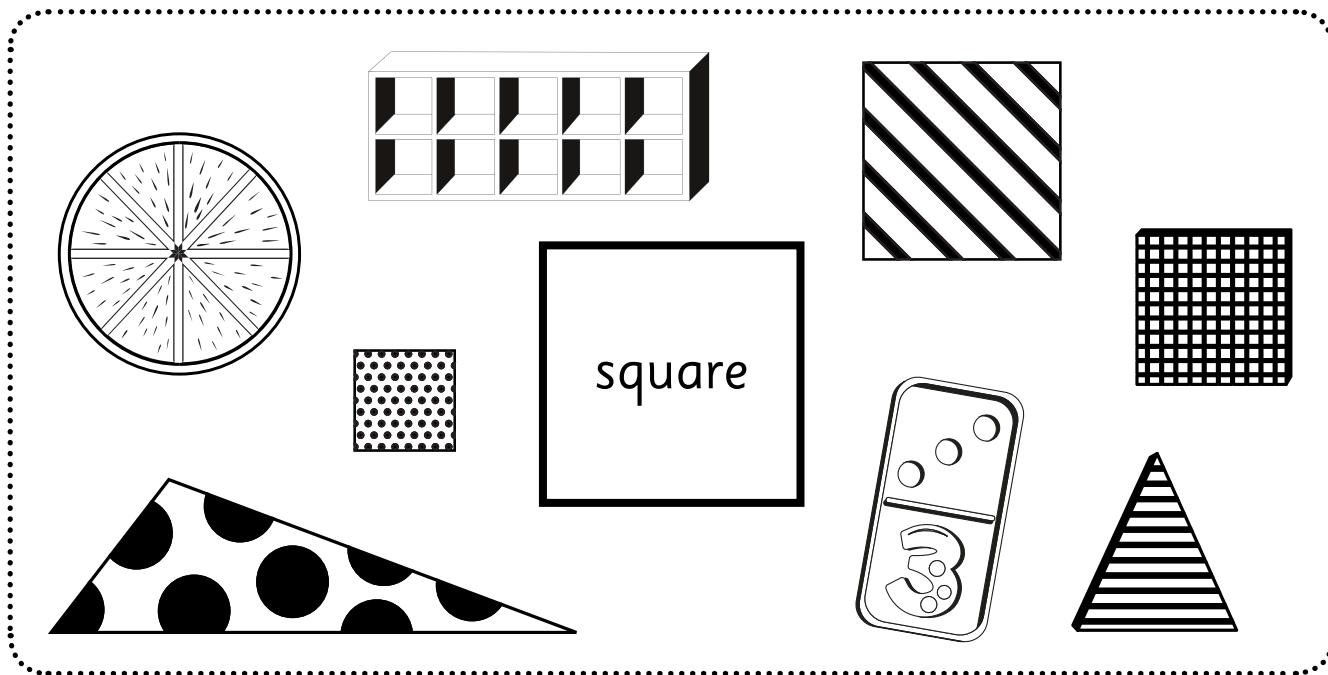




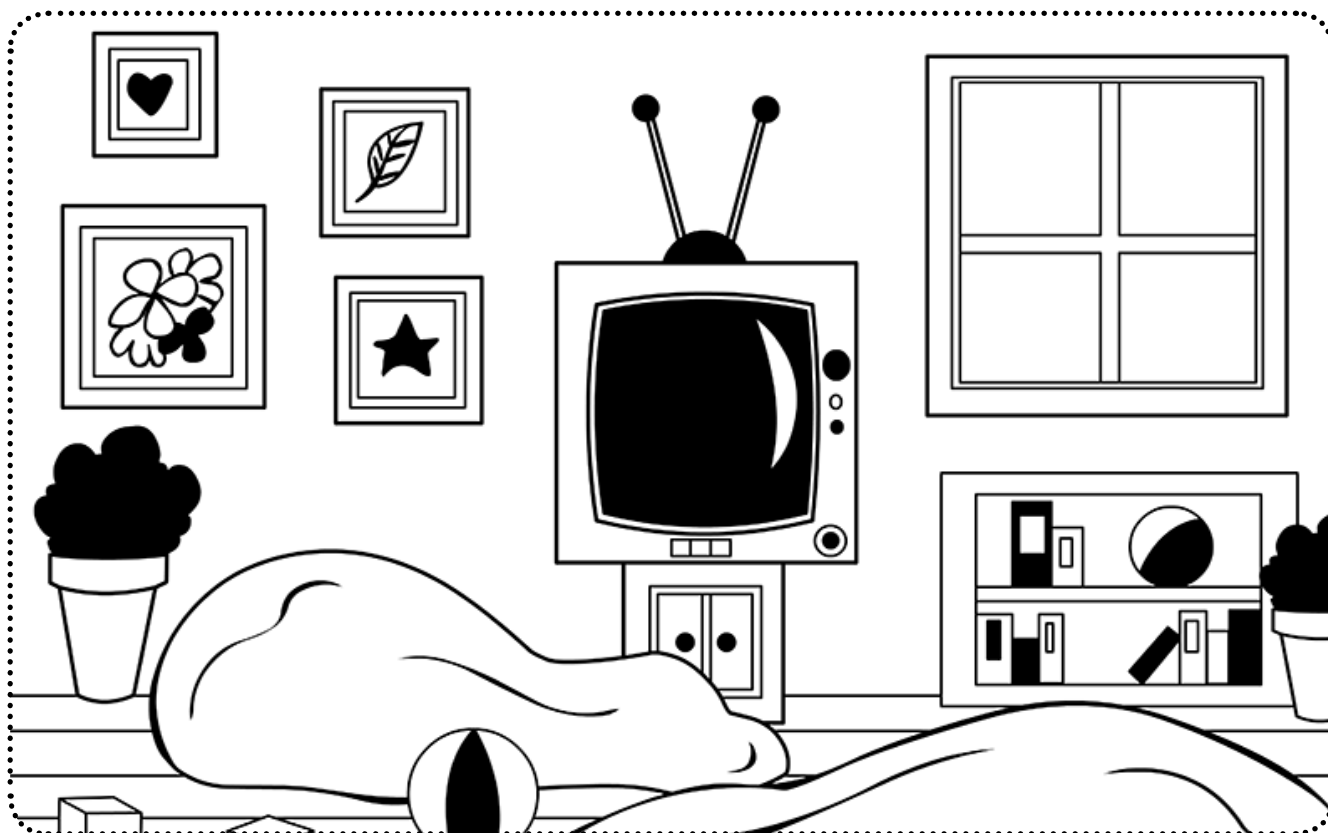
square

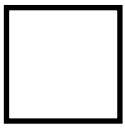
Name _____

1 Which pictures are squares? Match.



2 Find all the squares. Color them in.

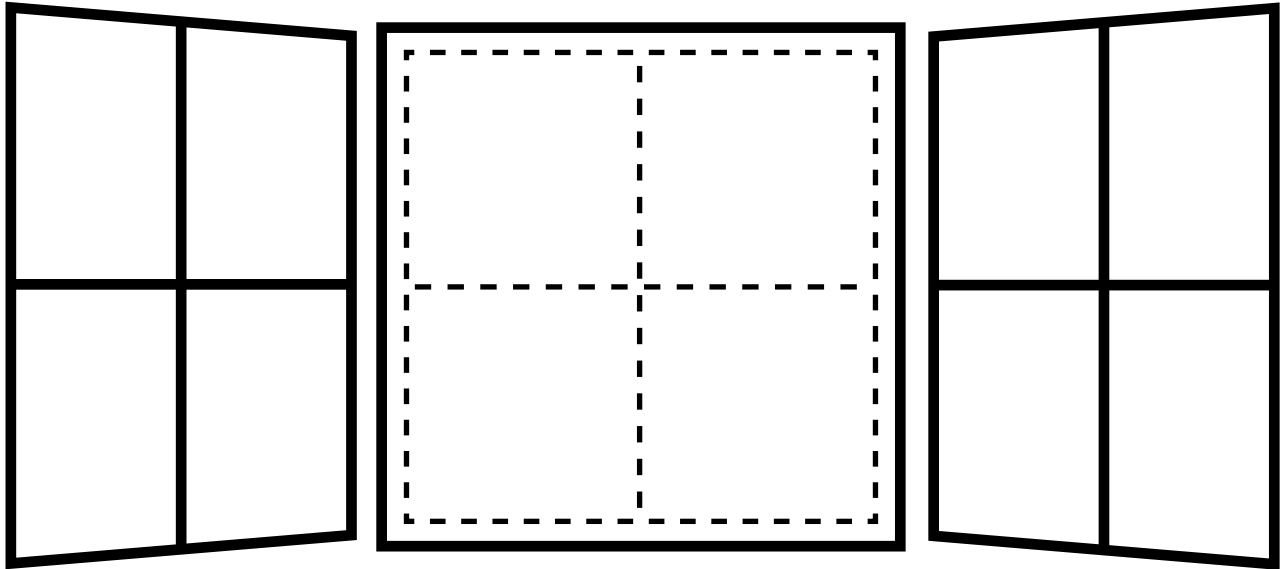




square

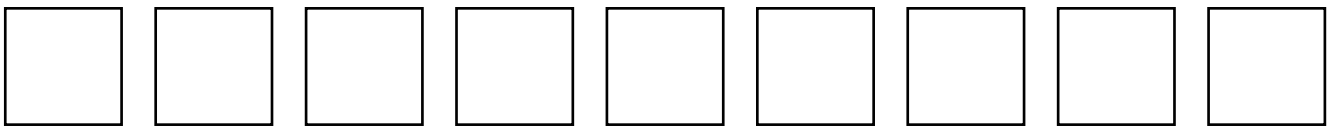
Name _____

1 Finish the window.

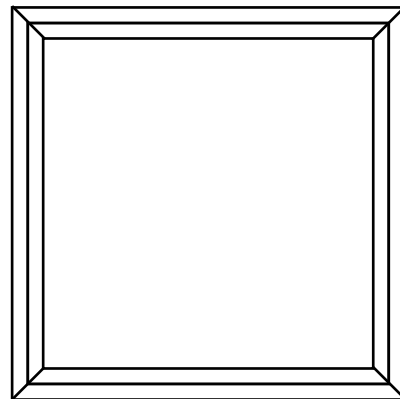
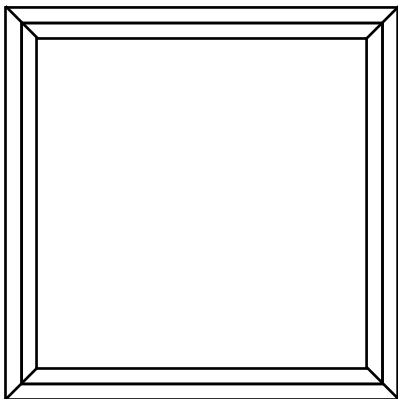


2 How many squares did you draw? _____

3 Color the squares to make a pattern.



4 Draw your own shape pictures in the frames.



How many frames? _____

Lesson 42 • Days of the week

Learning objectives

Children will:

- recognize the days of the week.
- identify the weekend days and the weekdays.
- learn the order of the days in the week.

Common Core State Standards

Counting & Cardinality

Count to tell the number of objects.

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

Measurement & Data

Describe and compare measurable attributes.

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

Geometry

Identify and describe shapes.

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

Key vocabulary

day, week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, weekdays, weekend, longer, shorter, numerals 1–10, number words one to ten, how many, right, left, clock, o'clock, longest, shortest

Extra assistance

The days of the week are words to rote learn until they are linked to recognizable events in students' lives. Make a class week chart which shows the activities the class does on each day. Ask students to make a table of days showing what each member of their family does each day. These activities link the concept of the days of the week to something tangible which helps students grasp the concept.

Classroom activities

Collage

Provide students with a piece of paper that has a large table drawn on it with 7 columns and 2 rows. They should write the days of the week in order across the top row. Next ask them to look for pictures of their weekly activities to cut out of magazines or catalogs and glue on the appropriate day, a book for library day or a football for sport day. They could do a drawing if they can't find a picture.

What is Today?

Create a weekdays chart on the Interactive Whiteboard and assign students to fill in a section each morning: name of the day; weather – sunny, rainy, cloudy, stormy, windy; temperature – hot, cold, warm, freezing; activities for the day – sport, library, assembly and so on.

Mathseeds Lesson sequence	TEACH Content and skills	PRACTICE Children will:	APPLY
<i>Animated Lesson:</i> Recognize the days of the week	Introduce the concept of the week and the days of the week. Song: <i>Seven Days in the Week</i>	identify the days of the week and their order.	Worksheet 1 The week
<i>Compare:</i> How Long Does it Take?, Tails	Estimate the length of time given activities would take. Differentiate items by size.	label the activities longer or shorter in terms of time. Select the correctly sized item.	Worksheet 2 Handwriting
<i>Match:</i> Days of the Week, Letter Days, Right or Left?, O'clock Clocks	Recognize the days of the week. Follow directions using right and left. Tell time on the hour with an analog clock.	match the days of the week. Tap left or right according to verbal instructions. Move the small hand on the clock to show the hour.	Worksheet 3 The days
<i>Numbers:</i> Post the Letter, Spin the Wheel, Leafy Plants	Match numerals to number words and groups.	select the word for a numeral. Count the items and tap the numeral.	Worksheet 4 Check
<i>Read:</i> Book	Read aloud book.	listen, follow the reading and read along.	Mathseeds book 42: My Busy Week

Name _____

Mango's week

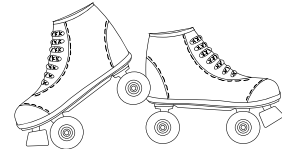
Monday



Tuesday



Wednesday



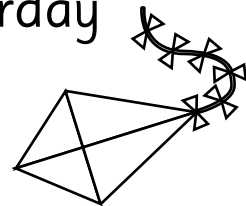
Thursday



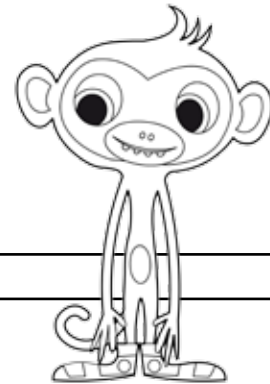
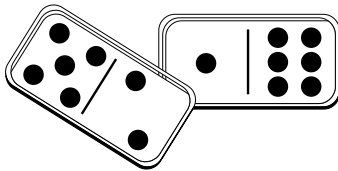
Friday



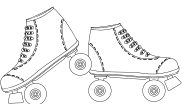
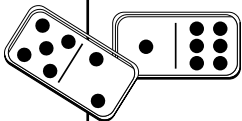
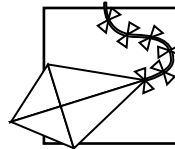
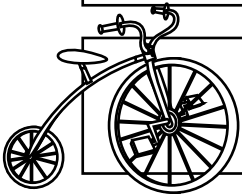
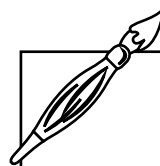
Saturday



Sunday



Write the matching day.



Name

Trace and write.

Monday

Tuesday

Wednesday

Thursday

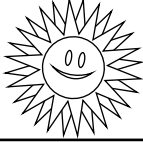
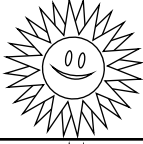
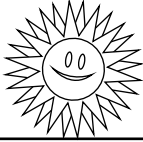
Friday

Saturday

Sunday

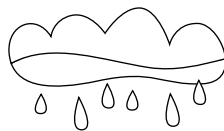
Name _____

- 1 Fill in the missing days. Color the weekdays **blue** and the weekend days **green**.

Monday	
	
Wednesday	
	
	
Saturday	
	

- 2 Answer the questions.

Which day was rainy?



What was it like on Monday?

Which days were cloudy?



Name _____

1 How many days in a week? _____

How many weekdays? _____

How many weekend days? _____

Monday Tuesday
Wednesday Thursday
Friday Saturday
Sunday

2 Which days do you go to school?

3 Draw something you do

on Saturday.

on Tuesday.

Lesson 74 • Grouping

Learning objectives

Children will:

- divide a larger group into smaller, equal groups.
- count out groups of a given number.
- add groups to make a total.

Common Core State Standards

Operations & Algebraic Thinking

Work with equal groups of objects to gain foundations for multiplication.

2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Represent and solve problems involving addition and subtraction.

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

Key vocabulary

groups of, grouping, numerals 1–40, how many, altogether, each, share, equally, order, smallest, largest, –, =

Extra Assistance

Grouping can be dividing a larger group into smaller, equal groups, but it also involves working with groups. For example, adding groups to make a total or adding a given number of groups to find the total. This is a topic where lots of hands on work can help cement the concepts, especially for kinesthetic and visual learners. Give them lots of activities with items like counting bears, Base Ten blocks, and counters to make groups and then count or add those groups.

Classroom activities

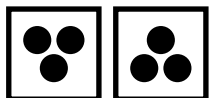
Count 'em!

Give students 18 items – counters, blocks or counting bears for example. The teacher says, “Make groups of 2.” and students count out the items into groups of 2. Then they write a sentence, eg 9 groups of 2 makes 18. Repeat, making groups of 3, 6 and 9. This can also be done with 6, 8, 9, 10, 14, 15, 16, 18 or 20 items depending on ability levels of students.

Match up!

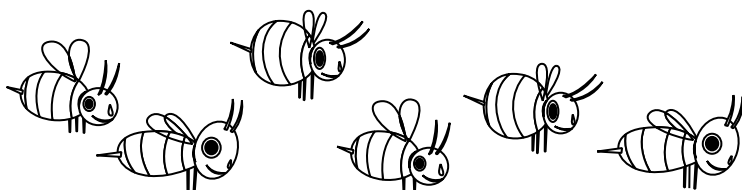
Give out cards depicting groups of 2 or 3 in dot patterns on one side and groups of 4 or 5 on the other side. Given a total by the teacher, students must add their groups to make it. For example, the teacher says 12. They can put together 6 cards of 2, 4 cards of 3 or 3 cards of 4. Given a total of 10, they can have pairs of 5s or 5 sets of 2.

Mathseeds Lesson sequence	TEACH Content and skills	PRACTICE Children will:	APPLY
<i>Animated Lesson:</i> Counting out groups	Introduce the idea of dividing a group into smaller, equal groups. Song: <i>There's Something Special about Sharing</i>	make small, equal groups from a large group of items. Share items into groups of a given number.	Worksheet 1 Counting out
<i>Groups:</i> Groups, How Many Groups?	Identify groups of a given number. Add equal groups until they total a target number.	select the groups which have the given number. Select the correct number of groups to make the target number.	Worksheet 2 Grouping
<i>Share:</i> Cat Fish, Cut the Fruit, Flower Power, Building Towers	Share up to 16 items equally into 2, 3 or 4 groups. Identify how many pieces are needed to share equally.	move items to make a set number of equal groups. Choose the number of pieces needed to match the plates.	Worksheet 3 Sharing
<i>Count:</i> Lily Pads, Make the Number, Apple Tree	Identify correct numerical order. Identify how many tens and ones are in a number. Fill in a subtraction number sentence.	put numerals in order on the number line. Select the correct number of tens and ones blocks. Count how many taken away and how many left.	Worksheet 4 Check
<i>Read:</i> Book	Read aloud book.	listen, follow the reading and read along.	Mathseeds book 74: Making groups

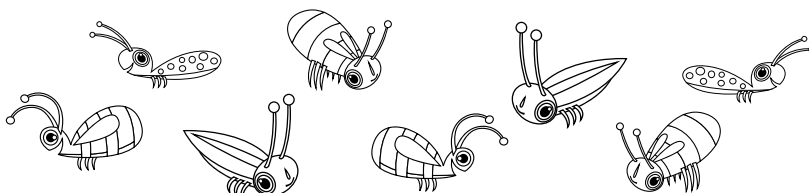


Name _____

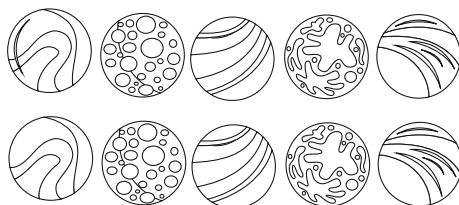
1 Circle groups of 2.



How many groups?



How many groups?



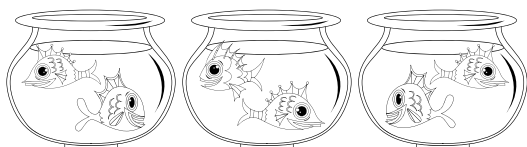
How many groups?

2 Count.



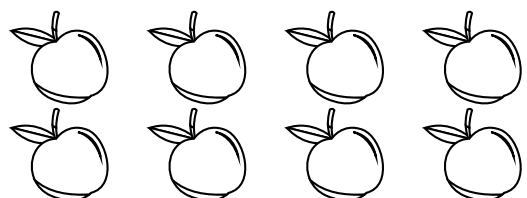
groups of

pencils



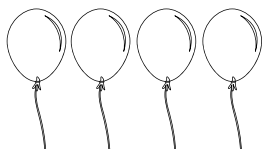
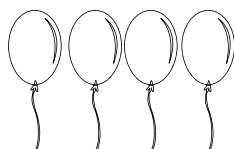
groups of

fish



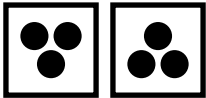
groups of

apples



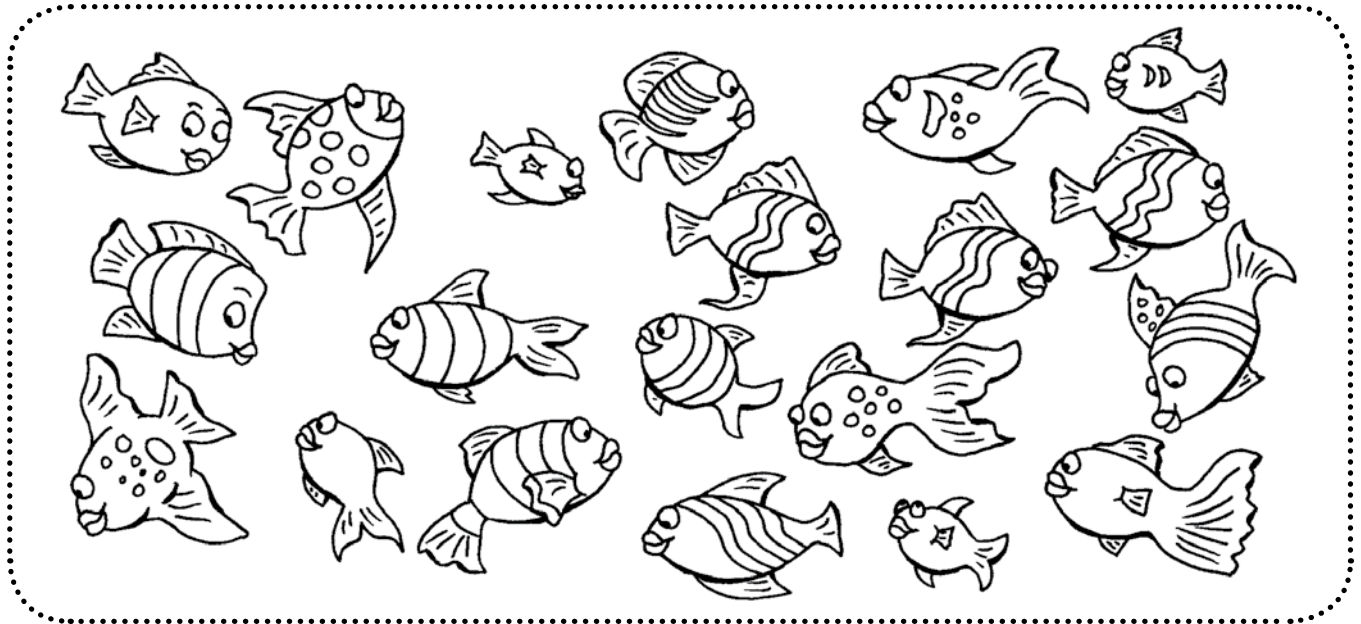
groups of

balloons



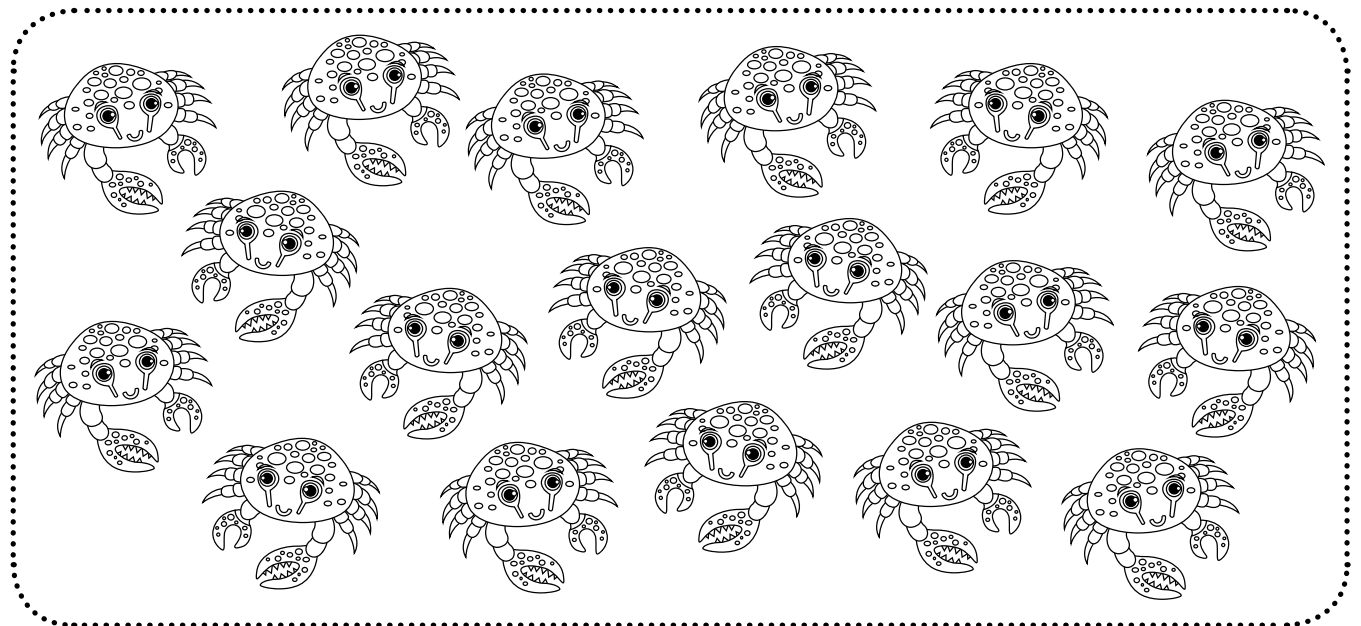
Name _____

1 Make 4 groups. Color 5 **red**, 5 **yellow**, 5 **green**, 5 **orange**.

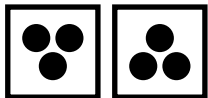


Complete. 4 groups of 5 fish is altogether.

2 Circle groups of 3.

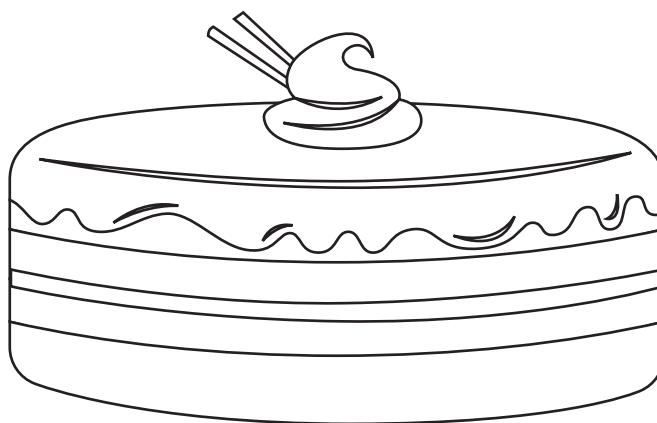
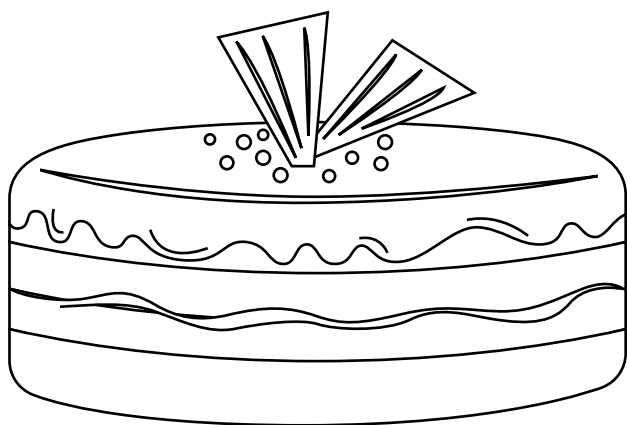
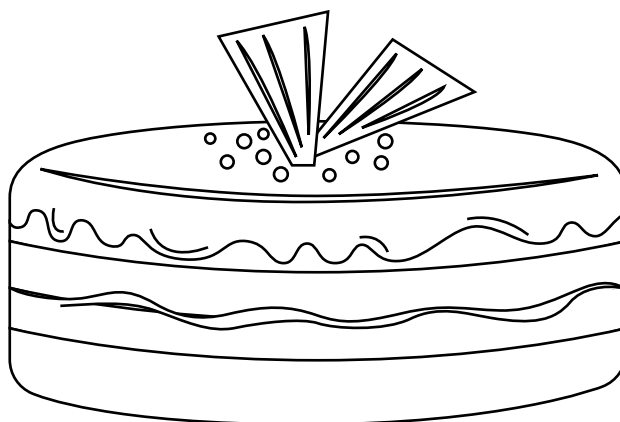
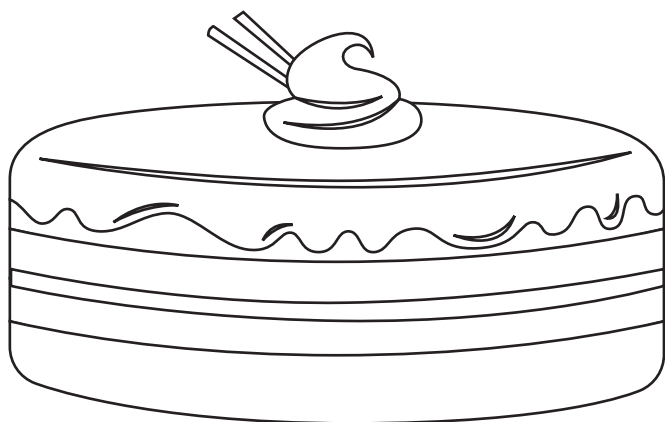
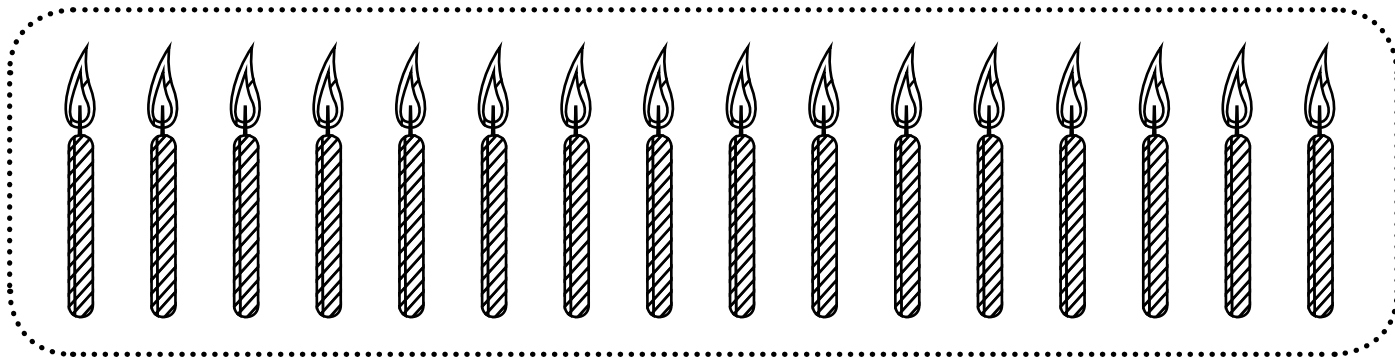


groups of 3 crabs = altogether



Name _____

Share the candles equally.

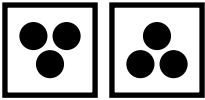


How many candles on each cake?

groups of

=

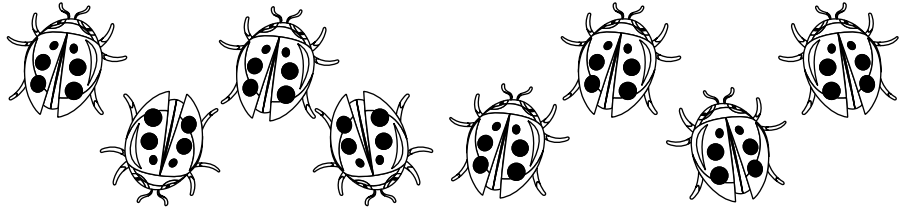
Color each cake.



Name _____

1 Circle.

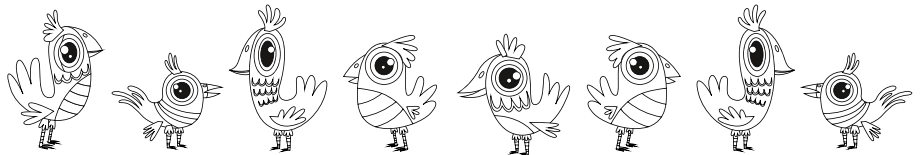
groups of 2



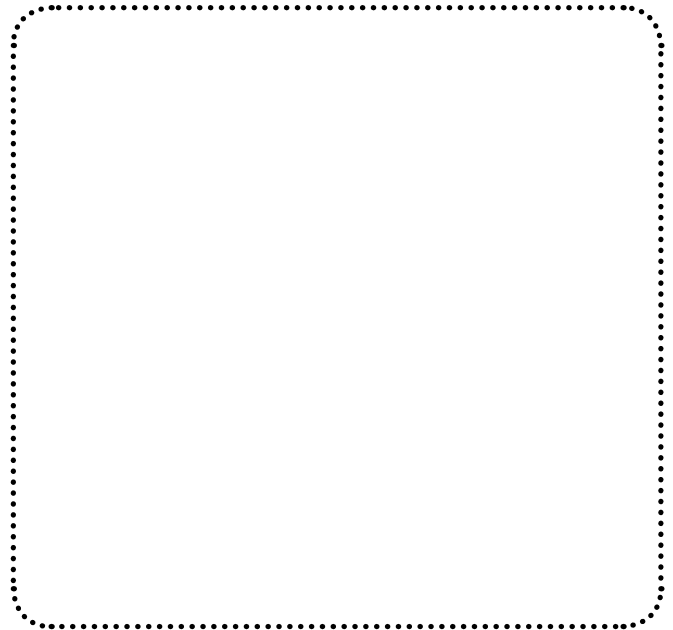
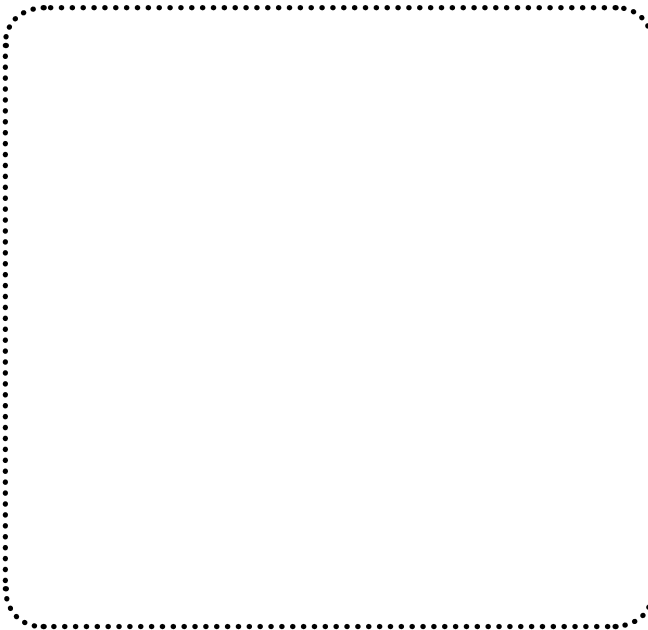
groups of 3



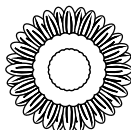
groups of 4



2 Draw



3 groups of 2.



4 groups of 3.



Lesson 115 • Multiplying groups

Learning objectives

Children will:

- make multiplication equations using the $\times$ sign.
- put the number of groups and the number in each group into an $\times$ sum.
- find the answer to multiplication sums.

Common Core State Standards

Operations & Algebraic Thinking

Work with equal groups of objects to gain foundations for multiplication.

2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Represent and solve problems involving multiplication and division.

3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.

3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

Key vocabulary

multiplication, total, groups of, $\times$, $=$, equation, times, multiplied by, rows, count by 3s, tessellation, tessellating patterns

Extra Assistance

When using a multiplication equation, eg $3 \times 3 = \square$, students need to identify the two numbers to be multiplied. With a set of groups, this is the number of groups and the number in each group. In an array, it is the number of rows and the number of items in each row. The answer can be found by counting each item, counting by groups (3, 6, 9) and repeated addition ($3 + 3 + 3$). Eventually, the multiplication facts to 10×10 should be known.

Classroom activities

Match Up!

Have a set of cards depicting arrays and a set of cards with the matching multiplication equations from 2×2 to 10×10 . Give students one card each and ask them to find their match. Then they draw the array in their book, write the equation and find the answer. Hand out new cards and go again until they have a page full of arrays and equations.

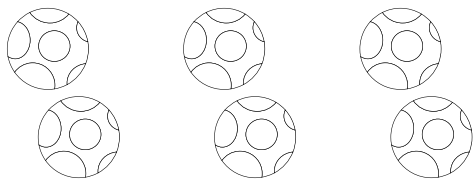
Count 'em!

Give students 18 items – counters, blocks or counting bears for example. The teacher says, “Make groups of 2” and students share out the items into groups of 2. Then they write the equation: $9 \times 2 = 18$. Repeat, making groups of 3, 6 and 9. Discuss how the different equations have the same answer and some are reversals of others. Repeat with 20, 24 and 36 items to extend students.

Mathseeds Lesson sequence	TEACH Content and skills	PRACTICE Children will:	APPLY
<i>Animated Lesson:</i> Multiply	Understand finding the total of a set of groups by multiplying. Use the multiplication sign. Song: <i>Group Them in Rows and Multiply</i>	identify how many in a group and how many groups. Move groups into an array and find the answer to the multiplication equation.	Worksheet 1 Multiplication sign
<i>Multiplying:</i> Choc Chip Cookies, Bird Café, Dog Treats	Find the answers to multiplication sums.	match a multiplication equation to its answer.	Worksheet 2 Multiplying
<i>Multiplication sums:</i> Flower Pots, Goldfish, Apple Boxes, Train Tunnels	Fill in the multiplication sum and find the answer. Identify the missing number in a multiplication sum.	identify how many groups, how many in a group and the total. Work out the missing multiplier.	Worksheet 3 Missing numbers
<i>Patterns:</i> Space Jumps, Tessellations	Recognize the counting by 3s pattern. Complete the tessellating patterns.	choose the numbers to count by 3s. Use the right pieces to make a tessellating pattern.	Worksheet 4 Word problems
<i>Read:</i> Book	Read aloud book.	listen, follow the reading and read along.	Mathseeds book 115: Multiplying

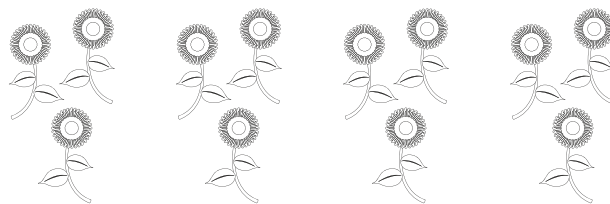
Name _____

1 Find the answer.



3 groups of 2 =

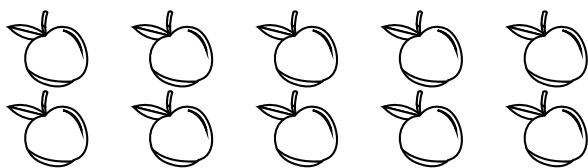
$3 \times 2 =$ _____

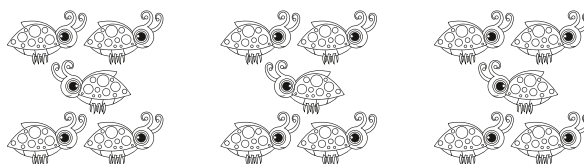


4 groups of 3 =

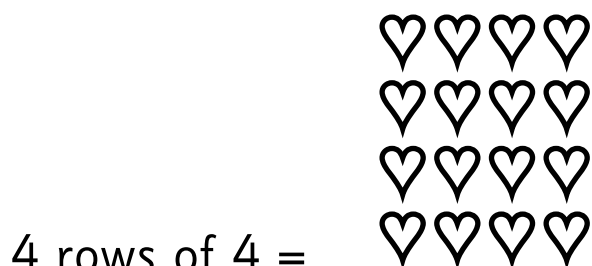
$4 \times 3 =$ _____

2 Write the sum. Find the answer.





3 Find the answer.



4 rows of 4 =

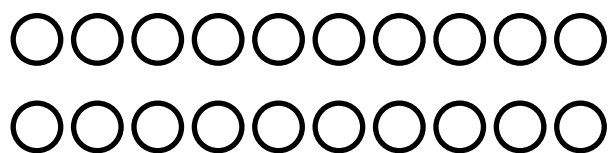
$4 \times 4 =$ _____

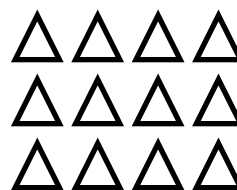


5 rows of 3 =

$5 \times 3 =$ _____

4 Write the sum. Find the answer.





Name _____

1 Draw the sum. Find the answer.

$$4 \times 2 = \underline{\hspace{2cm}}$$

$$2 \times 6 = \underline{\hspace{2cm}}$$

$$5 \times 4 = \underline{\hspace{2cm}}$$

$$10 \times 3 = \underline{\hspace{2cm}}$$

2 Match the sum to its answer.

$$2 \times 3 =$$

10

20

$$10 \times 4 =$$

30

40

$$4 \times 5 =$$

$$6 \times 2 =$$

6

12

$$2 \times 5 =$$

$$3 \times 10 =$$

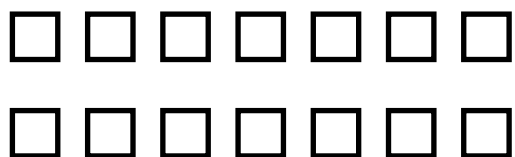
9

$$3 \times 3 =$$

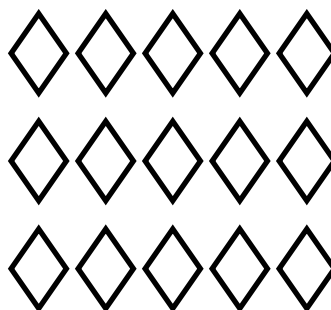


Name _____

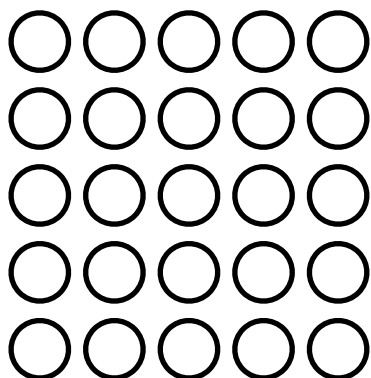
1 Fill in the equations.



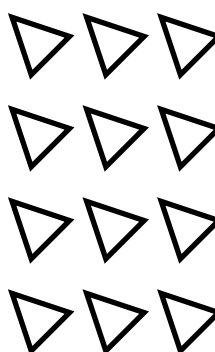
$$2 \times \underline{\quad} = \underline{\quad}$$



$$3 \times \underline{\quad} = \underline{\quad}$$



$$5 \times \underline{\quad} = \underline{\quad}$$



$$4 \times \underline{\quad} = \underline{\quad}$$

2 Fill in the missing numbers.

$$2 \times \underline{\quad} = 18$$

$$5 \times \underline{\quad} = 15$$

$$10 \times \underline{\quad} = 50$$

$$3 \times \underline{\quad} = 6$$

$$7 \times \underline{\quad} = 14$$

$$3 \times \underline{\quad} = 12$$

$$8 \times \underline{\quad} = 80$$

$$2 \times \underline{\quad} = 16$$

$$10 \times \underline{\quad} = 70$$

Name _____

Draw a diagram. Write the sum. Find the answer.

- 1** Mango has three triangles with three sides each.
How many sides altogether?

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

- 2** Ruby carries ten bags. There are three bows in each bag.
How many bows altogether?

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

- 3** Dizzy makes lunch. He cuts three apples into four fourths each.
How many apple pieces altogether?

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

- 4** Waldo brings two bags to the playground. Each bag holds six balls.
How many balls altogether?

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Lesson 160 • Comparing and ordering fractions

Learning objectives

Children will:

- be introduced to 5ths, 6ths and mixed fractions.
- compare fractions with the same denominator.
- order fractions on a number line.

Common Core State Standards

Number & Operations – Fractions

Develop understanding of fractions as numbers.

3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.

Key vocabulary

thirds, fourths, fifths, sixths, eighths, fraction notation, mixed numbers, whole number, $>$, $<$

Extra assistance

When comparing fractions, students need to understand what they are comparing. If there is a visual representation of the fractions comparison is easy – they can see which is larger. When comparing fraction notations students need to revise the numerator and denominator. When the denominator is the same, it

is a simple comparison of the numerators – the larger numerator is the larger fraction – there are more of the same equal parts. In mixed numbers, the whole numbers should be compared first, then the fractions.

Worksheet answers

Worksheet 1

1 a-c Teacher check

2 a $\frac{3}{4}$ b $\frac{2}{6}, \frac{1}{3}$ c $\frac{1}{3}$
d $\frac{3}{6}, \frac{1}{2}$ e $\frac{2}{5}$ f $\frac{2}{4}, \frac{1}{2}$

Worksheet 2

1 a $\frac{3}{4}$ b $\frac{2}{3}$ c $\frac{6}{8}$ d $\frac{5}{8}$
e $\frac{4}{6}$ f $\frac{3}{5}$
2 a $>$ b $>$ c $>$ d $<$ e $>$
f $<$ g $>$ h $<$ i $<$

Worksheet 3

1 a $\frac{1}{5}, \frac{2}{5}, \frac{3}{5}, \frac{4}{5}, \frac{5}{5}$
b $\frac{1}{6}, \frac{2}{6}, \frac{3}{6}, \frac{4}{6}, \frac{5}{6}, \frac{6}{6}$
c $\frac{1}{8}, \frac{1}{4}, \frac{3}{8}, \frac{1}{2}, \frac{5}{8}, \frac{3}{4}, \frac{7}{8}, 1$
2 a $\frac{2}{3}, 1$
b $\frac{1}{4}, \frac{3}{4}$
c $\frac{2}{5}, \frac{3}{5}, \frac{4}{5}$
d $\frac{1}{6}, \frac{4}{6}, \frac{6}{6}$
e $\frac{1}{8}, \frac{2}{8}, \frac{3}{8}, \frac{5}{8}, \frac{7}{8}, 1$

Worksheet 4

1 a-d Teacher check

2 $\frac{1}{4}, \frac{3}{4}, 1\frac{2}{4}, 1\frac{3}{4}$
3 $\frac{2}{3}, 1\frac{1}{3}, 1\frac{2}{3}$
4 $\frac{2}{5}, \frac{3}{5}, 1\frac{2}{5}, 1\frac{3}{5}, 2$

Mathseeds Lesson sequence	TEACH Content and skills	PRACTICE Children will:	APPLY
<i>Animated Lesson:</i> Comparing fractions	Revise how to make a fraction. Identify the larger fraction. Introduce whole numbers and fractions. Use fraction number lines.	identify fractions as equal sections of a bar. Compare fractions of food in fraction notation, including whole numbers. Order fractions on a number line.	Worksheet 1 Identify fractions
<i>Recognizing fractions:</i> Share the Pizza, Paint Box, Fraction Match, Scarves, Light Bulbs, Fraction Patterns	Represent fractions with equal parts. Match fraction notation to a visual representation.	move equal parts to match the fractions. Color equal parts to make the fraction. Move the fraction to its matching shape fraction. Choose the fraction to match the colored parts, and vice versa.	Worksheet 2 Compare fractions
<i>Ordering fractions:</i> Fraction Parrots, Order Fractions	Recognize fraction notation and equivalent fractions. Order fractions based on their visual size.	match fraction notations and equivalent fractions on a number line. Move fractions into order.	Worksheet 3 Order fractions
<i>Comparing fractions:</i> Compare Fractions	Recognize which fraction is larger or smaller, or if they are equivalent.	move a symbol $< = >$ into place to compare two fractions.	Worksheet 4 Check
<i>End of Lesson Quiz</i>	Test understanding of lesson content and skills.	complete a 10 question quiz to earn a reward game.	<i>Reward game:</i> Chooks

Name _____

1 Color the fractions.

a $\frac{1}{4}$ red, $\frac{2}{4}$ yellow, $\frac{1}{4}$ green.

--	--	--	--

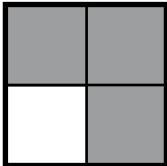
b $\frac{2}{5}$ blue, $\frac{3}{5}$ purple.

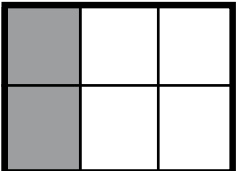
--	--	--	--	--

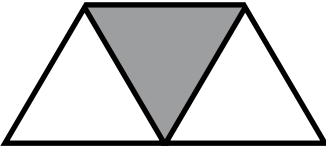
c $\frac{2}{6}$ yellow, $\frac{2}{6}$ green, $\frac{1}{6}$ pink, $\frac{1}{6}$ blue.

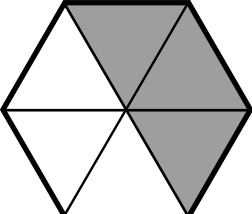
--	--	--	--	--	--

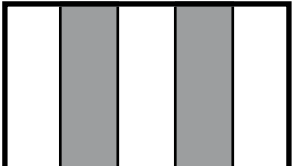
2 Write the fractions. Is there an equivalent fraction?

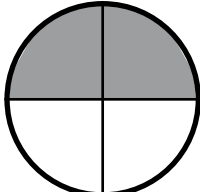
a  = $\frac{\square}{\square}$

b  = $\frac{\square}{\square}$ = $\frac{\square}{\square}$

c  = $\frac{\square}{\square}$

d  = $\frac{\square}{\square}$ = $\frac{\square}{\square}$

e  = $\frac{\square}{\square}$

f  = $\frac{\square}{\square}$ = $\frac{\square}{\square}$

Name _____

1 Circle the larger fraction. Color that fraction of the food.

a $\frac{1}{4}$ $\frac{3}{4}$

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

c $\frac{6}{8}$ $\frac{2}{8}$

d $\frac{5}{8}$ $\frac{3}{8}$

e $\frac{4}{6}$ $\frac{2}{6}$

f $\frac{3}{5}$ $\frac{2}{5}$

2 Use the correct symbol: < or >.

a $\frac{1}{2}$ $\frac{1}{4}$

b $\frac{3}{4}$ $\frac{1}{4}$

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

d $\frac{1}{5}$ $\frac{4}{5}$

e $\frac{5}{6}$ $\frac{1}{6}$

f $\frac{1}{8}$ $\frac{7}{8}$

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

h $1\frac{2}{4}$ $1\frac{3}{4}$

i $1\frac{3}{5}$ $1\frac{4}{5}$

Name _____

1 Put these in order from **smallest** to **largest**.

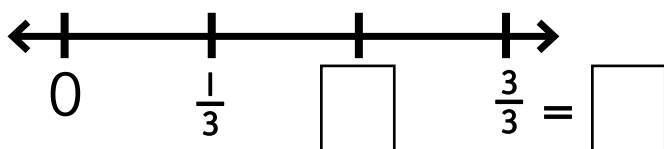
a $\frac{1}{5}, \frac{2}{5}, \frac{4}{5}, \frac{3}{5}, \frac{5}{5}$ _____

b $\frac{6}{6}, \frac{1}{6}, \frac{3}{6}, \frac{5}{6}, \frac{4}{6}, \frac{2}{6}$ _____

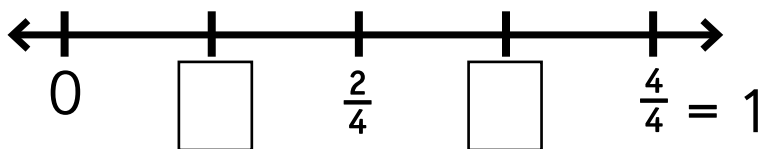
c $1, \frac{3}{8}, \frac{1}{4}, \frac{7}{8}, \frac{1}{2}, \frac{1}{8}, \frac{5}{8}, \frac{3}{4}$ _____

2 Fill in the fraction number lines.

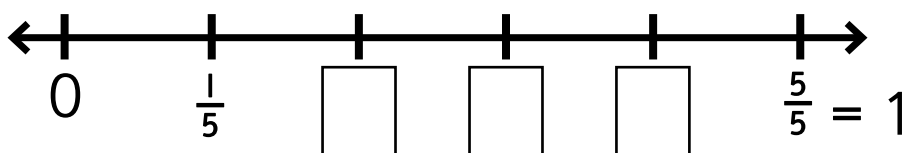
a



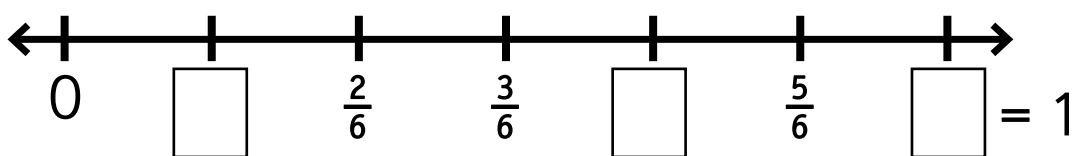
b



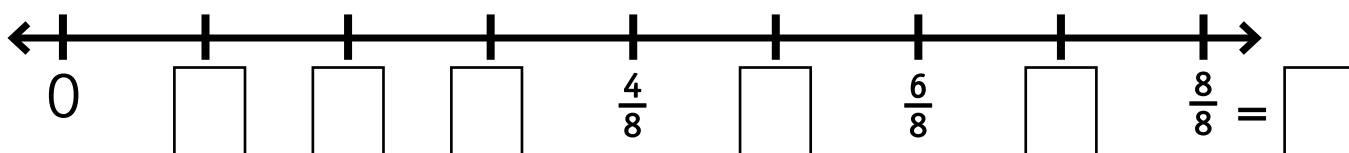
c



d

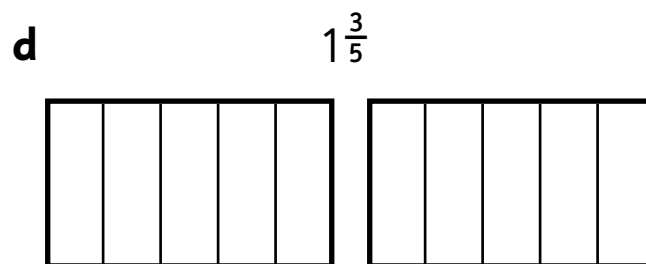
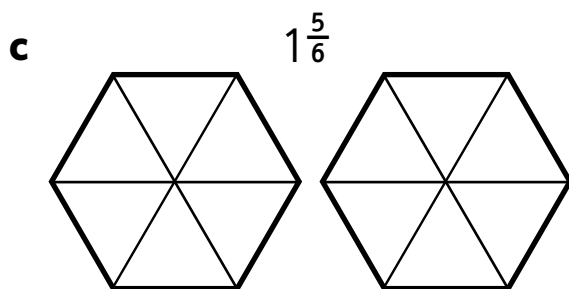
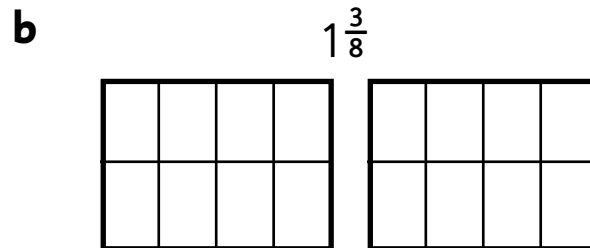
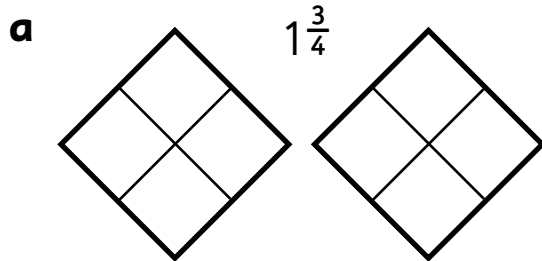


e



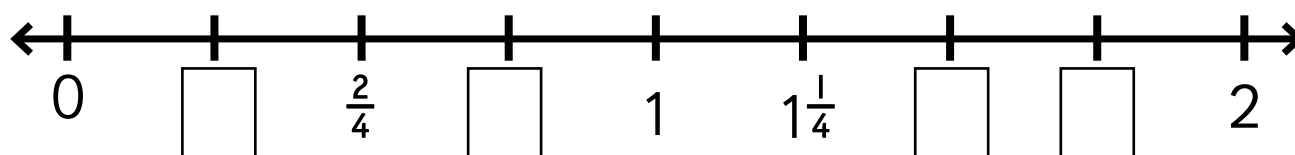
Name _____

1 Color the fractions.

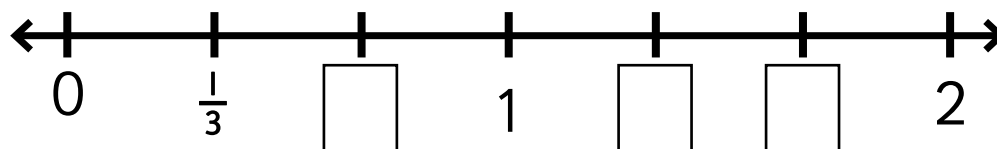


Fill in the fraction number lines.

2



3



4

