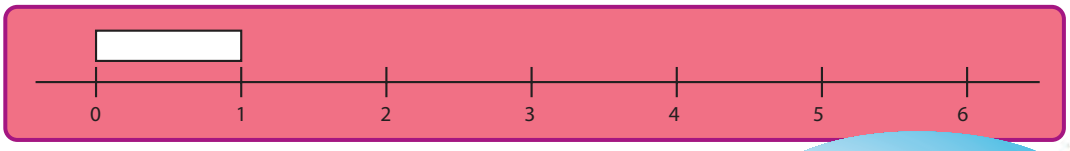
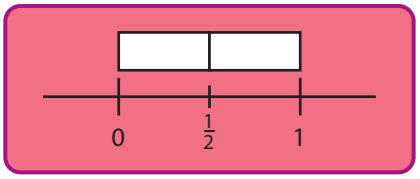
Fraction Line–up

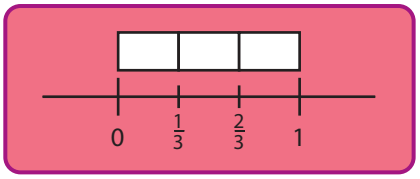
You need ☑ paper ☑ scissors

Activity

Marika and Karlene make a large-scale number line, using identical strips of paper to measure off the units. They start by drawing in the whole numbers:







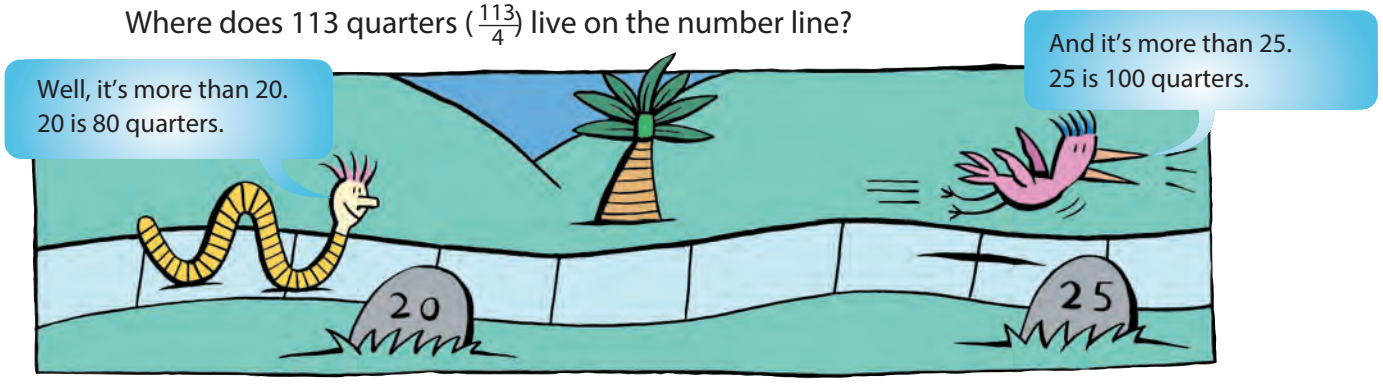
Mr Gibbs, their teacher, challenges them to put these fractions on their number line:

$\frac{7}{3}$ $\frac{13}{4}$ $\frac{2}{2}$ $\frac{12}{5}$ $\frac{4}{1}$ $\frac{36}{8}$

1. Draw a large-scale number line and show where each of the six fractions belong. Fold paper strips to help you if you wish.

2. Marika and Karlene's number line only goes up to 6. They write fractions that are too large to fit on it and then imagine where these numbers belong.

Where does 113 quarters ($\frac{113}{4}$) live on the number line?

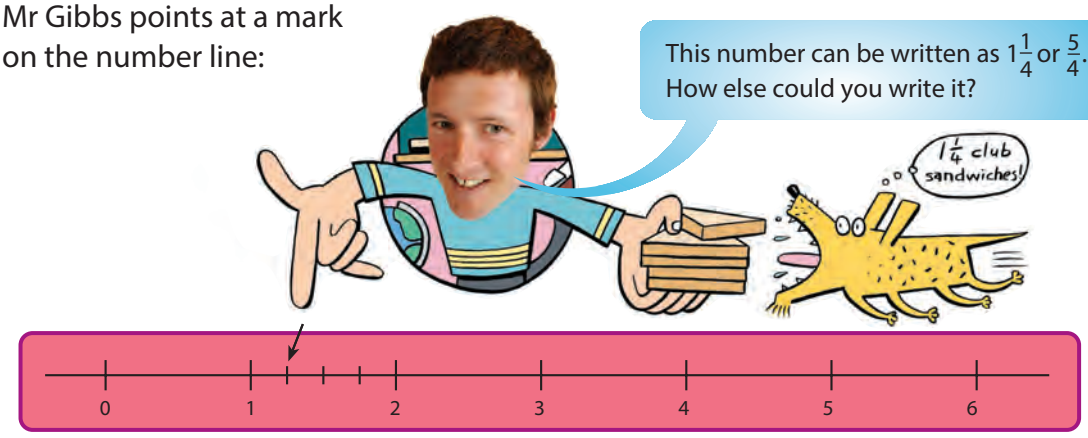


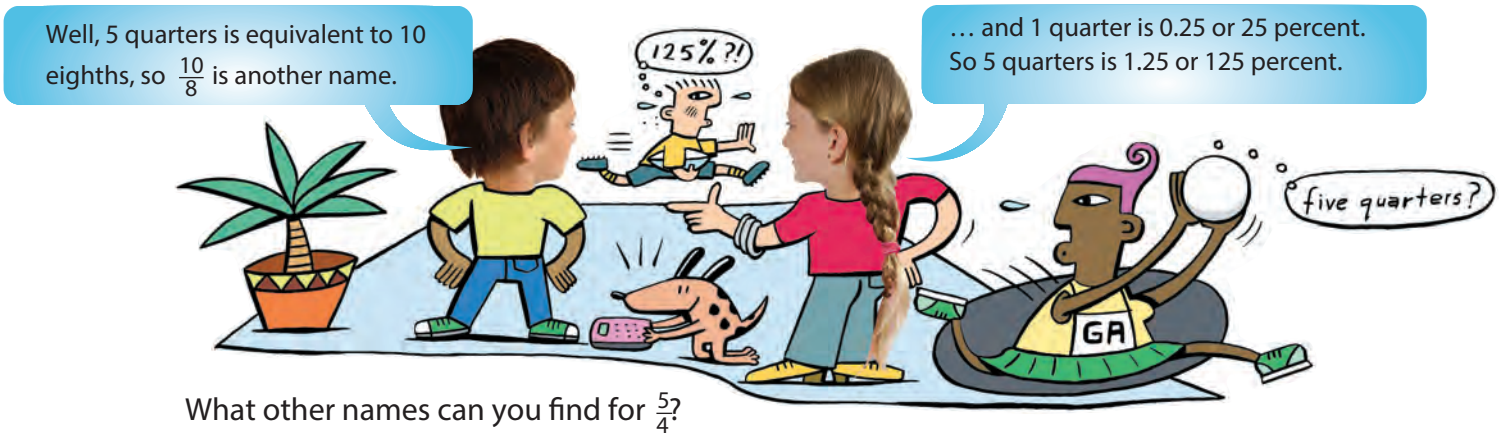
3. Where would these fractions live on the number line?

a. $\frac{1001}{5}$ b. $\frac{49}{2}$ c. $\frac{10}{100}$ d. $\frac{67}{8}$

e. $\frac{55}{7}$ f. $\frac{1}{999}$ g. $\frac{400}{3}$

4. Mr Gibbs points at a mark on the number line:





What other names can you find for $\frac{5}{4}$?

5. Find at least five names for each of these numbers, and draw them on your number line:

a. $\frac{17}{3}$ b. $\frac{22}{4}$ c. $\frac{6}{6}$

d. $\frac{18}{5}$ e. 250%