Topic 10 / Lesson 6

LESSON 10-6

Number Line: Fractions Greater Than 1

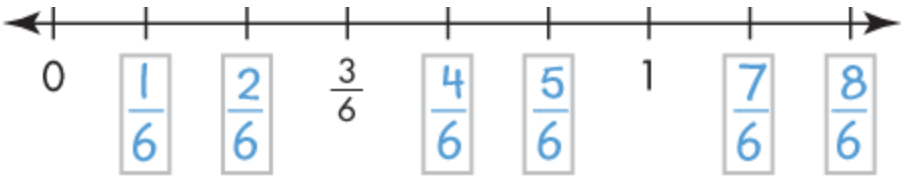
MA.3.FR.2.1, MA.3.FR.1.2, MA.3.FR.1.3, MTR.1.1, MTR.3.1, MTR.6.1

For more help with this lesson, view the Visual Learning Animation or the Another Look Video.

MATH HELP AT HOME

Sample Additional Practice Exercise 1

The number line has equal lengths marked. Write the missing fractions or mixed numbers.



Count how many equal lengths are between 0 and 1. There are 6. So, the number line is divided into sixths. The first mark after 0 is $\frac{1}{6}$, the second is $\frac{2}{6}$, the third is $\frac{3}{6}$, the fourth is $\frac{4}{6}$, the fifth is $\frac{5}{6}$, the sixth is $\frac{6}{6}$ or 1, the seventh is $\frac{7}{6}$ or $1\frac{1}{6}$, and the eighth is $\frac{8}{6}$ or $1\frac{2}{6}$.

HOME ACTIVITY

Fold More Fractions

Processing math: 100%

MATERIALS

Scissors, Paper, Pencil

ACTIVITY

Cut 4 strips of paper, each about 2 inches by 8.5 inches. On each strip, have your child write 0 on the left edge and 2 on the right edge (so that 0 and 2 are about 8.5 inches apart). Your child will fold each strip as described here, dividing it into equal lengths and writing fractions.

Strip 1: Fold a strip in half, so that 2 is on top of 0. Unfold the strip and write 1 on the fold line.

Strip 2: Fold a strip in half, then fold in half again in the same direction. Unfold the strip and write $\frac{1}{2}$, $\frac{2}{2}$, and $\frac{3}{2}$ on the 3 fold lines.

Strip 3: Fold a strip in half, fold in half again, and fold in half again. Unfold and write $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{5}{4}$, $\frac{6}{4}$, and $\frac{7}{4}$ on the 7 fold lines.

Strip 4: Fold a strip in half, fold in half again, fold in half again, and fold in half again. Unfold and write $\frac{1}{8}$, $\frac{2}{8}$, $\frac{3}{8}$, $\frac{4}{8}$, $\frac{5}{8}$, $\frac{6}{8}$, $\frac{7}{8}$, $\frac{8}{8}$, $\frac{9}{8}$, $\frac{10}{8}$, $\frac{11}{8}$, $\frac{12}{8}$, $\frac{13}{8}$, $\frac{14}{8}$, and $\frac{15}{8}$ on the 15 fold lines.