

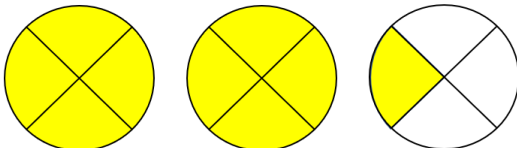
L.O. To understand mixed numbers.	Square	Hexagon	What I think	What my teacher thinks
Remember to/that:				
The denominator in the number on the bottom of the fraction (the equal part)			☐	☐
The numerator in the number on the top of the fraction (the number of equal parts)			☐	☐
An improper fraction is greater than a whole one.			☐	☐
The numerator of an improper fraction is greater than the denominator.			☐	☐
Multiply the whole number by the denominator.			☐	☐
Add the numerator to the result of the last step.			☐	☐
Do me first; Write the Fact Family for $9 \times 7 =$ Write the Fact Family for $90 \times 7 =$				

Quickly complete this revision of yesterday's work;

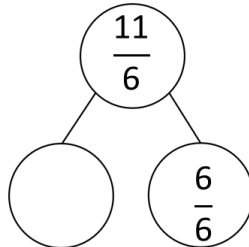
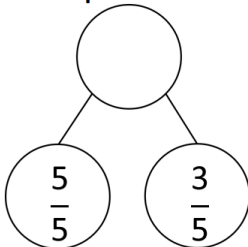
1) Write the fraction as an improper fraction.



2) Write the fraction as an improper fraction.



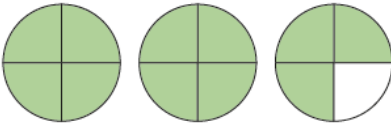
3) Complete the part-whole models



And now today's new learning;

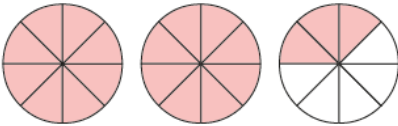
Convert the mixed numbers to improper fractions.

a)



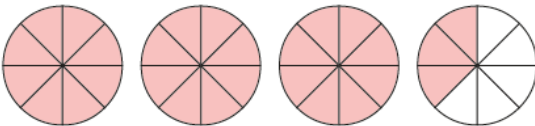
$$2\frac{3}{4} = \frac{\boxed{}}{4}$$

b)



$$2\frac{3}{8} = \frac{\boxed{}}{8}$$

c)



$$3\frac{3}{8} = \frac{\boxed{}}{8}$$

Here are 4 whole pizzas and $\frac{3}{5}$ of a pizza.

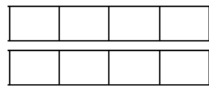


How many children can have $\frac{1}{5}$ of a pizza?

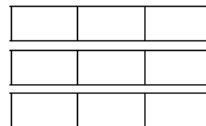
- 1) Colour the bar models to represent the mixed number shown and then complete the statements converting the mixed numbers into improper fractions.



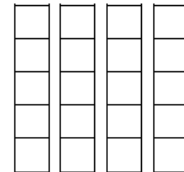
a) $1\frac{3}{4}$ is equivalent to $\frac{\boxed{}}{\boxed{}}$



b) $2\frac{1}{3}$ has the same value as $\frac{\boxed{}}{\boxed{}}$



c) $3\frac{2}{5}$ is equivalent to $\frac{\boxed{}}{\boxed{}}$



- 2) Now, convert these mixed numbers into improper fractions. Use drawings or cubes to help you, if needed.

a) $2\frac{5}{6} = \frac{\boxed{}}{\boxed{}}$

b) $4\frac{1}{4} = \frac{\boxed{}}{\boxed{}}$

c) $5\frac{2}{5} = \frac{\boxed{}}{\boxed{}}$

d) $6\frac{2}{3} = \frac{\boxed{}}{\boxed{}}$

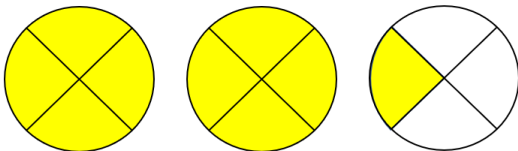
L.O. To understand mixed numbers. Pentagon Quadrilateral	What I think	What my teacher thinks
Remember to/that:		
The denominator in the number on the bottom of the fraction (the equal part)	☐	☐
The numerator in the number on the top of the fraction (the number of equal parts)	☐	☐
An improper fraction is greater than a whole one.	☐	☐
The numerator of an improper fraction is greater than the denominator.	☐	☐
Multiply the whole number by the denominator.	☐	☐
Add the numerator to the result of the last step.	☐	☐
Do me first; Write the Fact Family for $9 \times 12 =$ Write the Fact Family for $90 \times 12 =$		

Quickly complete this revision of yesterday's work;

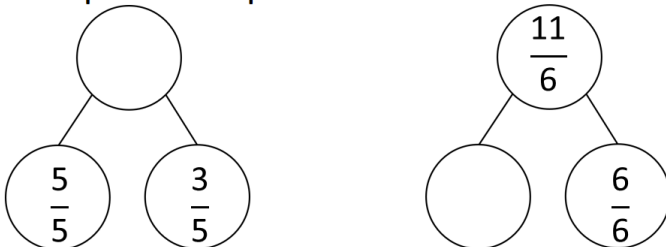
1) Write the fraction as an improper fraction.



2) Write the fraction as an improper fraction.



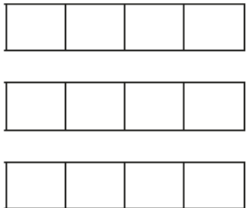
3) Complete the part-whole models

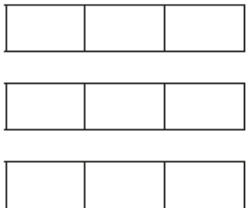


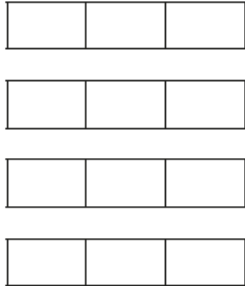
And now today's learning;

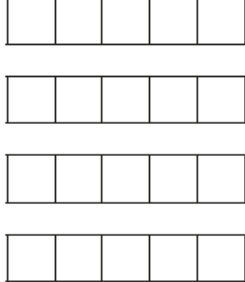
Convert the mixed numbers to improper fractions.

Colour the bar models to help you.

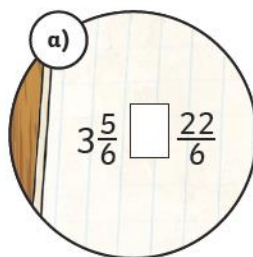
a)  $2\frac{1}{4} = \square$

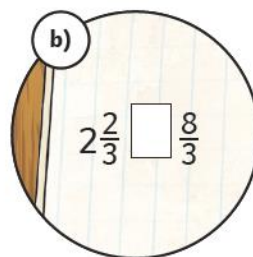
b)  $2\frac{1}{3} = \square$

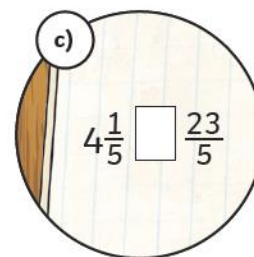
c)  $3\frac{1}{3} = \square$

d)  $3\frac{2}{5} = \square$

1) Use $<$, $>$ or $=$ to make the statements true.

a)  $3\frac{5}{6} \square \frac{22}{6}$

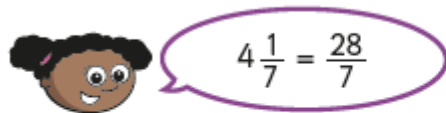
b)  $2\frac{2}{3} \square \frac{8}{3}$

c)  $4\frac{1}{5} \square \frac{23}{5}$

2) Give three possible improper fractions that could replace the ? to make this statement true.

$$3\frac{2}{7} < ? < 4\frac{5}{7}$$

Whitney is converting mixed numbers to improper fractions.



Do you agree with Whitney? _____

Explain your answer.

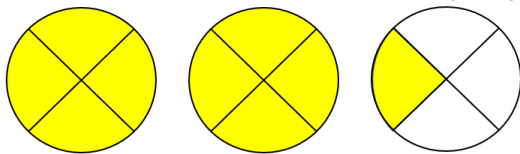
L.O. To understand mixed numbers.	Triangle	What I think	What my teacher thinks
Remember to/that:			
The denominator in the number on the bottom of the fraction (the equal part)		☐	☐
The numerator in the number on the top of the fraction (the number of equal parts)		☐	☐
An improper fraction is greater than a whole one.		☐	☐
The numerator of an improper fraction is greater than the denominator.		☐	☐
Multiply the whole number by the denominator.		☐	☐
Add the numerator to the result of the last step.		☐	☐
Do me first; Write the Fact Family for $0.9 \times 70 =$ Write the Fact Family for $90 \times 0.7 =$			

Quickly complete this revision of yesterday's work;

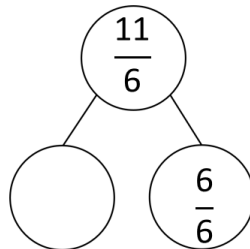
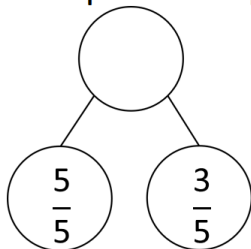
1) Write the fraction as an improper fraction.



2) Write the fraction as an improper fraction.



3) Complete the part-whole models



And now, today's new learning;

Convert the mixed numbers to improper fractions.

Write the next conversion in each part.

a)	$2\frac{1}{7} = $	b)	$3\frac{1}{5} = $	c)	$5\frac{1}{2} = $
	$2\frac{2}{7} = $		$4\frac{1}{5} = $		$5\frac{1}{4} = $
	$2\frac{3}{7} = $		$5\frac{1}{5} = $		$5\frac{1}{8} = $
	$\square = $		$\square = $		$\square = $

1) Ryan has these numbers:

9 3 15 10 4

a) He wants to use two cards to make an improper fraction that is as close to $4\frac{1}{3}$ as possible. What fraction should he make?

b) Ryan now wants to use two cards to make an improper fraction that is as close to 4 as possible. What should his fraction be?

2) B is double the value of A. What could the values of A B and C be? Find all possibilities.

$$A\frac{B}{8} = \frac{C}{8}$$

a) What could the values of A, B and C be? Find all the possibilities.

b) Explain how you know that you have found all the possible solutions?



$$\text{●} \frac{3}{5} = \frac{\text{▲}}{5}$$

The table shows some possible values of the circle.

Use this to find the corresponding value of the triangle.

●	▲
1	
2	
4	
8	
16	
	88
	803