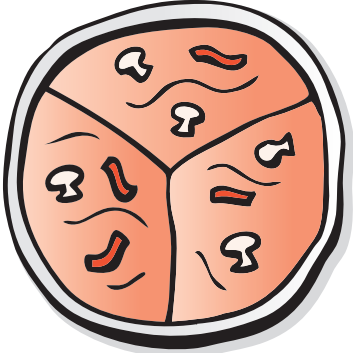


Understand the Main Idea

Objective Describe different kinds of things that fractions name.

Learn the Main Idea

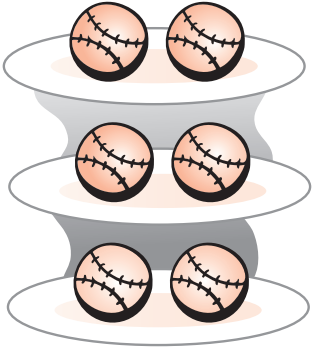
This picture shows a whole pizza.



The whole has 3 equal parts.

Fractions can name equal parts of a whole.


This picture shows a group of baseballs.



The group has 3 equal parts.

Fractions can name equal parts of a group.

This picture shows a number line.



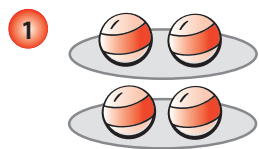
The number line shows $\frac{1}{3}$ and $\frac{2}{3}$.

Fractions can name points on a number line.

MAIN IDEA Fractions name equal parts of a whole, equal parts of a group of objects, or points on a number line.

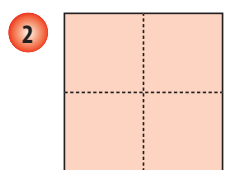
Practice Applying the Main Idea

Directions Draw a line to match each picture on the left with what the fraction shows on the right. Answer number 4 in a complete sentence.



equal parts of a whole

4 Write a sentence that tells how equal parts of a whole and equal parts of a group are alike.



points on a number line



equal parts of a group

Learn the Vocabulary

Objective Talk and write about fractions using the vocabulary words.

Learn the Words

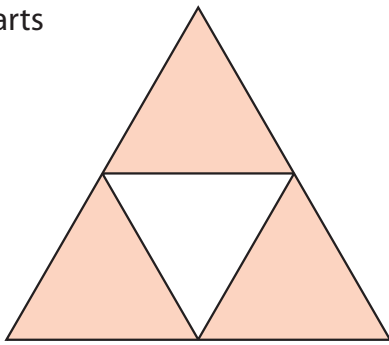
Directions Write the missing numbers and words.

A **fraction** names equal parts.

Fractions can name equal parts of a **whole** or a **region**.

3 out of 4 equal parts are shaded.

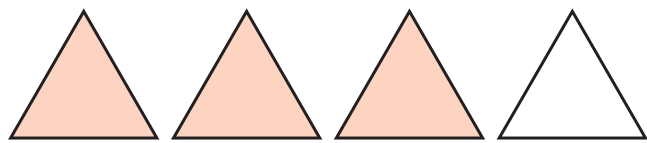
$\frac{3}{4}$ of the whole is shaded.



The **numerator** tells how many equal parts you are choosing or shading.

$\frac{3}{4}$ ← numerator

Fractions can name equal parts of a **group** or a **set**.



_____ out of _____ equal parts are shaded.

_____ of the group is shaded.

The **denominator** tells how many equal parts in all.

$\frac{3}{4}$ ← _____

Practice the Words

Directions Write the missing vocabulary words in the blanks. Then answer question 6 using a complete sentence.

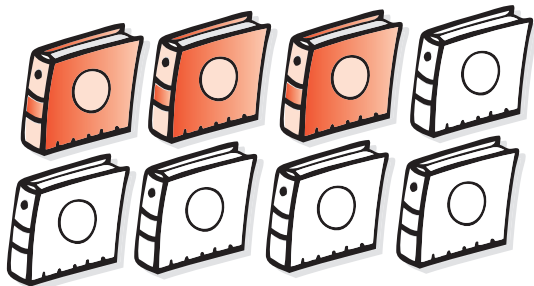
- The top number in a fraction is the _____.
- The bottom number in a fraction is the _____.
- A _____ shows equal parts.
- Some fractions show equal parts of a _____.
- Other fractions show equal parts of a _____.
- What information does the denominator of a fraction tell you? Use your own words to explain. _____

Use More Language

Objective Use *is* and *are* to ask and answer questions about fractions.

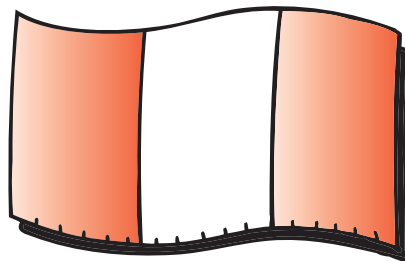
Learn the Language

What fraction of the books are shaded?



$\frac{3}{8}$ of the books are shaded.

What fraction of the flag is shaded?



$\frac{2}{3}$ of the flag is shaded.

For a group:

What fraction of the _____s
are _____?

_____ of the _____s
are _____.

For a whole:

What fraction of the _____
is _____?

_____ of the _____
is _____.

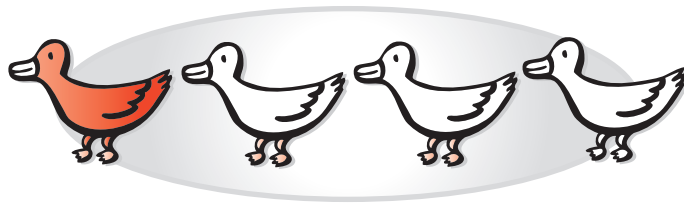
Practice the Language

Directions Write a question and an answer about fractions for each picture below. Use *is* and *are* to tell about fractions.



1 Question: _____

Answer: _____



2 Question: _____

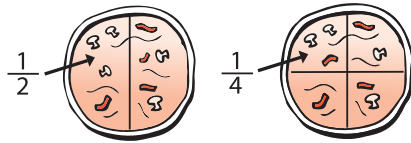
Answer: _____

Solve Math Problems

Objective Use *would* to answer questions with *suppose* in word problems.

Learn to Solve Problems

Problem Kenji and Rosario bought a pizza to share equally. They cut the pizza in half. Suppose they cut the pizza into fourths instead. Would the pieces be larger or smaller?

	Read	Write/Think
Step 1:	Read the problem. Circle what the children did with the pizza.	I will circle "They cut the pizza in half."
Step 2:	Draw a square around what you should suppose or pretend.	I will put a square around "Suppose they cut the pizza in fourths instead."
Step 3:	Underline the question. What do you need to do?	I will underline "Would the pieces be larger or smaller?" I need to compare halves and fourths.
Step 4:	Solve the problem. Draw a picture if that will help.	 <p>Fourths are smaller than halves. So if the children cut the pizza in fourths, the pieces would be smaller.</p>



Practice Solving Math Problems

Directions Follow steps 1 to 4 above to solve the word problems below. Solve the problems on a separate sheet of paper. Write the answers in complete sentences.

- Roshni had 8 markers. She gave Elena half of the markers. Suppose she gave Elena a quarter of the markers. Would Elena have more markers or fewer markers?
- Timo painted a third of a wall. Suppose he had painted half of the wall. Would more or less of the wall be painted?
- Julio made a flag with 4 equal stripes. Suppose he made the flag with 5 equal stripes. Would the stripes be larger or smaller?
- Sarina folded a dinner napkin into 4 equal parts. Suppose she folded it into 3 equal parts instead. Would the equal parts be larger or smaller?