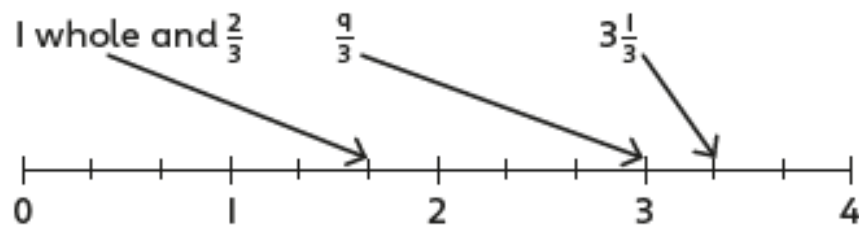


Lesson 7: Fractions greater than 1 (2)

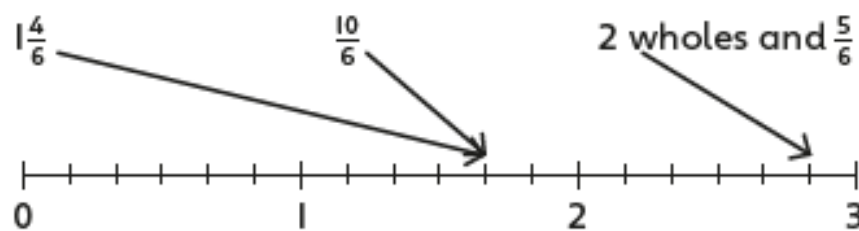
→ pages 89–91

- a) 1 whole box is used.
b) $\frac{5}{8}$ of a box is used.
- a) $\frac{9}{4}$ (or $2\frac{1}{4}$) b) $\frac{16}{9}$ (or $1\frac{7}{9}$)

3. a)



b)



- a) 2 wholes and $\frac{2}{5} = \frac{12}{5}$
b) $\frac{9}{6} = 1$ whole and $\frac{3}{6} = 1\frac{3}{6}$
- $\frac{10}{3}$, 3 wholes and $\frac{1}{3} = 3\frac{1}{3}$
- Yes, the arrow is pointing to $1\frac{1}{2}$. Explanations may vary; for example: the line shows $\frac{12}{8}$ which written as a mixed number is $1\frac{4}{8}$ which simplifies to $1\frac{1}{2}$.

Reflect

Fractions greater than 1 can be written as mixed numbers or improper fractions. A mixed number has whole numbers and parts, and improper fractions have numerators that are larger than the denominators.

Answers will vary as to which children prefer.