Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. What is a Fraction?**

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**Lesson Objective:** We will be able to explain the meaning of the top and bottom numbers in a fraction.

1. Explore: Take 5 minutes to explore the sim before beginning this worksheet.

**First Tab: Intro**

***Check that the “Max” button is set on 1.***

2. Choose a representation and make a fraction. Then write and sketch the fraction.

|  |  |
| --- | --- |
| Fraction Name: |  |
| Sketch/Drawing: |  |

1. Increase or decrease the top number of the fraction. What happens? Write and sketch the new fraction.

|  |  |
| --- | --- |
| Fraction Name: |  |
| Sketch/Drawing: |  |

1. Go back to your original fraction (from #2). Increase or decrease the bottom number of the fraction. What happens? Write and sketch the new fraction.

|  |  |
| --- | --- |
| Fraction Name: |  |
| Sketch/Drawing: |  |

1. Try different representations.
2. Think-Pair-Share:

* How would you describe the top number of a fraction? How does changing the top number change the amount? Do you and your partner agree on the meaning of the top number?
* How would you describe the bottom number of a fraction? How does changing the bottom number of a fraction change the amount? Do you and your partner agree on the meaning of the top number?

**Second Tab: Build a Fraction**

1. Click on the second tab. Select “Level 1” in the top row to begin the activity. Using your knowledge of the top/bottom numbers in a fraction, build fractions that match the numeric representations.