# Mixed Numbers : Proper fractions and improper fractions

## Intro

Watch the video : https://www.youtube.com/watch?v=VxpbMg_WASs and fill in the blanks.

Are you ready ?

We had one ..... delicious apple pie and five hungry people to share that pie. We divided that pie into five .....

Yummy five slices !

My share was one slice of the pie of the five ..... of the ..... pie.

I've got one fifth of the pie. And that's a ..... : a .....

Here we go!

A fraction has a ..... that goes below the line shows how many slices the whole pie has. Five !

A fraction has a ..... that goes above the line shows how many slices I have. One !

Watch me now !

When the numerator is ..... the denominator. That's what we call an ..... Thirteen over four !

Sometimes we have a ..... together with a ..... A whole number and a fraction is a ....., three and one fourth, and that's a .....!

Yummy!

## Activity 1

Join : https://www.khanacademy.org/math/cc-fourth-grade-math/imp-fractions-2/imp-mixed-numbers/v/changing-an-improper-fraction-to-a-mixed-number

Watch the video and make the corresponding practice (left frame).

## Activity 2

Play the domino's game with one of your mate.

## Activity 3

Work out these calculations. Give your answer as a mixed number.

a. $1\frac{2}{5} + 2\frac{1}{5}$= .....

b. $2\frac{3}{4} - 1\frac{1}{2}$= .....

c. $2\frac{1}{2} \times 3\frac{2}{3}$= .....

d. $4\frac{1}{2} \div 1\frac{2}{5}$= .....

In Great Britain, pupils learn how to calculate with proper fractions, improper fractions and mixed numbers. They often have to give their answer as a mixed number.
In France, pupils learn how to calculate with fractions (proper and improper). They often have to give their answer as a fraction in its simplest form.
Is it easier to use mixed numbers or improper fractions when you :

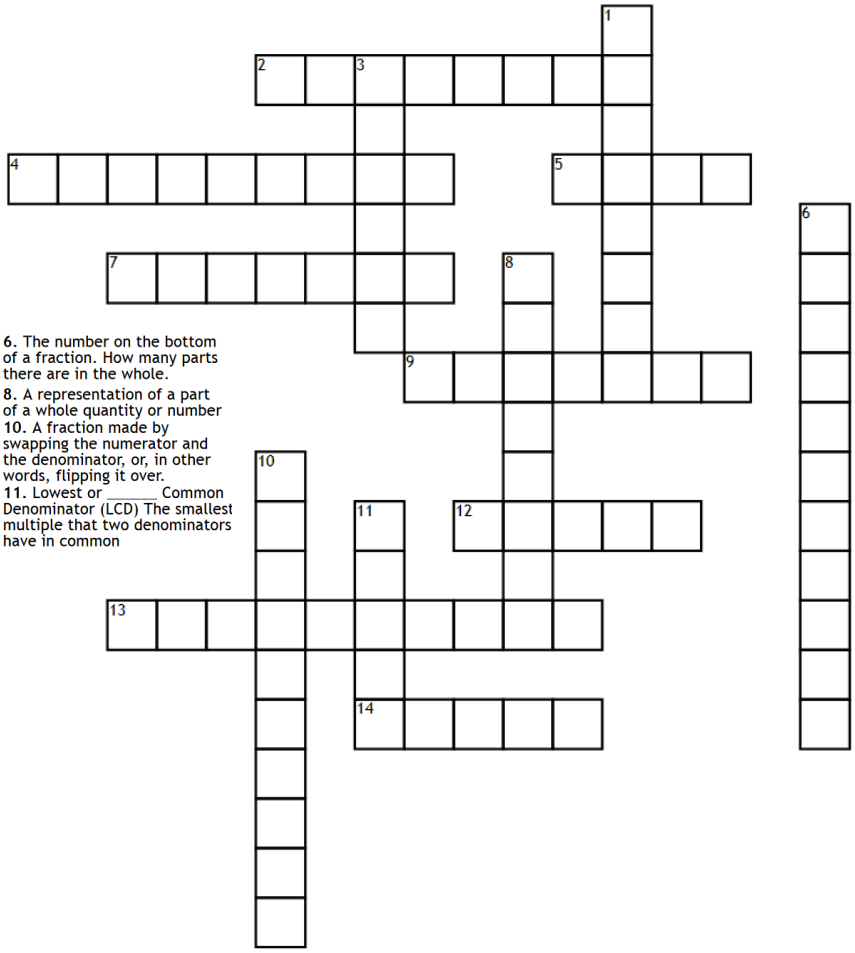
compare numbers - add numbers – subtract numbers – multiply numbers – divide numbers

## Activity 4

Put the following fractions in order using the same method: $\frac{1}{8}, \frac{2}{15}, \frac{3}{22}, \frac{4}{31}, \frac{5}{41}$.

Explain this method through an audio on the padlet : https://padlet.com/mathematxlab/czyrn7o9jju98ajs

## Activity 5



**Across**

**2.** A fraction whose numerator is greater than its denominator
**4.** The top number in a fraction. It tells how many parts of the whole there are.
**5.** One of two equal parts
**7.** A fraction whose numerator and denominator only share a common factor of 1 is known as simplified or _____ .
**9.** One of four equal parts
**12.** A number consisting of both a whole number and a fraction is a _____number.
**13.** Having the same value, even though the numbers may be different
**14.** One of three equal parts

**Down**

**1.** _____ Common Factor (GCF) The largest whole number that will divide into both the numerator and the denominator
**3.** A fraction whose numerator is less than its denominator
**6.** The number on the bottom of a fraction. How many parts there are in the whole.
**8.** A representation of a part of a whole quantity or number
**10.** A fraction made by swapping the numerator and the denominator, or, in other words, flipping it over.
**11.** Lowest or _____ Common Denominator (LCD) The smallest multiple that two denominators have in common