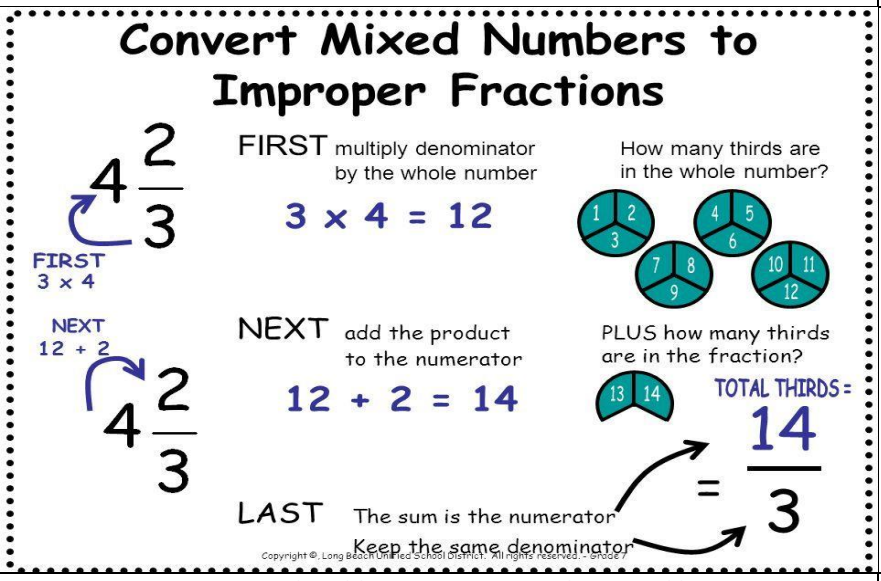
…….

TBAT Convert Mixed Numbers to Improper Fractions

Success criteria	Pupil	Teacher
I know that an improper fraction is also known as a top-heavy fraction and is when the numerator is larger than the denominator.		
Worked Example: Converting Mixed Numbers to Improper Fractions. 		
I can apply my understanding to reasoning questions and problems. I can use mathematical language to explain my understanding: **Improper fraction, mixed number, denominator, numerator, divide, remainder, whole number.**		

TBAT Convert Mixed Numbers to Improper Fractions

When changing mixed numbers to improper fractions, you find the numerator by multiplying the whole number by the denominator then adding the numerator. The denominator stays the same.

$4\frac{2}{9} =$	$1\frac{5}{6} =$
$6\frac{4}{7} =$	$7\frac{2}{3} =$
$8\frac{4}{5} =$	$5\frac{1}{8} =$
$2\frac{3}{4} =$	$7\frac{3}{7} =$
$9\frac{1}{2} =$	$6\frac{4}{5} =$

TBAT Convert Mixed Numbers to Improper Fractions

When changing mixed numbers to improper fractions, you find the numerator by multiplying the whole number by the denominator then adding the numerator. The denominator stays the same.

Mild:

2a. True or false? Show your working.

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

D VF

2b. True or false? Show your working.

$$1\frac{8}{10} = \frac{16}{10}$$

D VF

Hot:

6a. True or false? Show your working.

$$4\frac{1}{11} = \frac{46}{11}$$

E VF

6b. True or false? Show your working.

$$3\frac{5}{8} = \frac{29}{8}$$

E VF

Spicy:

10a. True or false? Show your working.

$$5\frac{3}{12} = \frac{21}{4}$$

GD VF

10b. True or false? Show your working.

$$6\frac{6}{9} = \frac{19}{3}$$

GD VF

TBAT Convert Mixed Numbers to Improper Fractions

When changing mixed numbers to improper fractions, you find the numerator by multiplying the whole number by the denominator then adding the numerator. The denominator stays the same.

Explain your reasoning using mathematical language.

Mild:

2a. Convert each mixed number into an improper fraction. Which is the odd one out?

$$2\frac{1}{3} \quad 2\frac{2}{10} \quad 3\frac{1}{2}$$

Explain your reasoning.

D R

Hot:

5a. Convert each mixed number into an improper fraction. Which is the odd one out?

$$2\frac{8}{11} \quad 4\frac{2}{7} \quad 3\frac{2}{5}$$

Explain your reasoning.

E R

Spicy:

8a. Convert each mixed number into an improper fraction in its simplest form. Which is the odd one out?

$$3\frac{8}{10} \quad 5\frac{4}{8} \quad 4\frac{3}{6}$$

Explain your reasoning.

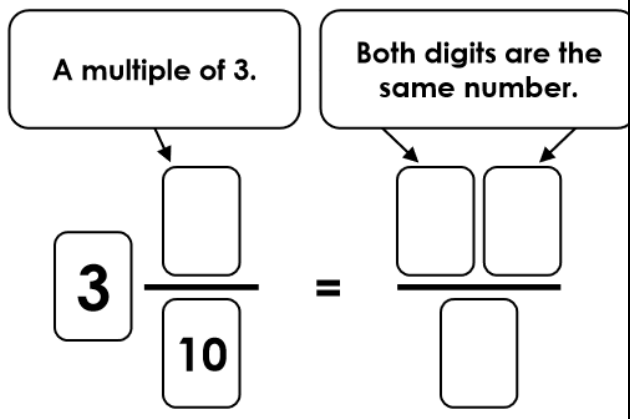
GD R

TBAT Convert Mixed Numbers to Improper Fractions (Reasoning 1)

When changing mixed numbers to improper fractions, you find the numerator by multiplying the whole number by the denominator then adding the numerator. The denominator stays the same.

Mild:

1b. Use the clues to find the missing digits

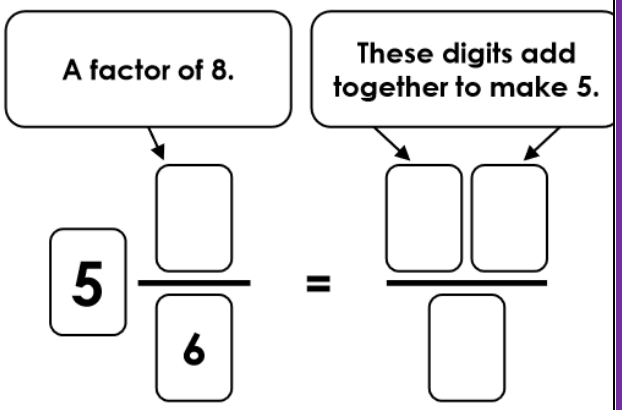


Show your working.

D

Hot:

4a. Use the clues to find the missing digits



Show your working.

E

TBAT Convert Mixed Numbers to Improper Fractions (Reasoing 2)

When changing mixed numbers to improper fractions, you find the numerator by multiplying the whole number by the denominator then adding the numerator. The denominator stays the same.

Remember to use mathematical language for your reasoning.

Mild:

3a. Jason says,

$3\frac{1}{5}$ as an improper fraction is $\frac{16}{5}$.

Do you agree with Jason?
Use diagrams to prove it.

3b. Shona says,

$4\frac{2}{3}$ as an improper fraction is $\frac{12}{2}$.

Do you agree with Shona?
Use diagrams to prove it.

Hot:

6a. Lucille says,

$4\frac{4}{12}$ as an improper fraction is $\frac{48}{12}$.

Do you agree with Lucille?
Use diagrams to prove it.

6b. Ivan says,

$3\frac{8}{9}$ as an improper fraction is $\frac{35}{9}$.

Do you agree with Ivan?
Use diagrams to prove it.

Spicy

9a. Mai says,

$7\frac{8}{12}$ as a simplified improper fraction is $\frac{23}{4}$.

Do you agree with Mai?
Use diagrams to prove it.

9b. Kyle says,

$6\frac{4}{10}$ as a simplified improper fraction is $\frac{32}{5}$.

Do you agree with Kyle?
Use diagrams to prove it.

…….

TBAT Add and Subtract Fractions with Different Denominators.

Success criteria	Pupil	Teacher
I know the general rule for adding and subtracting fractions is: "**only add or subtract the numerators, the denominator stays the same".**		
When adding and subtracting fractions, the denominators must be the same before starting the calculation.		
If I have two fractions with different denominators, I need to find a common multiple. I do this by listing the multiples for each denominator. **Example** ¾ + 2/3 Denominators and multiples 4: 4, 8, 12, 16, 20, 24, 28 3: 3, 6, 9, 12, 15, 18 **The first common multiple is 12. This will be my common denominator.**		
I now need to make my fractions equivalent, ensuring both have the common denominator. Here I need to remember the rule for equivalent fractions: **"whatever I do to the top, I do to the bottom" (multiply/divide)** **Example.** ¾ → 4 x ? = 12 → x 3 → 9/12 2/3 → 3 x ? = 12 → x 4 → 8/12 Now the fractions have the same common denominator, I can add them: 9/12 + 8/12 = 17/12 → This is improper. I can then change it to a mixed number → $1\frac{5}{12}$		
If I have been listing the multiples and can't seem to find a common multiple, I can multiply the two denominators together to find a common denominator. 6/7 – 4/9 → 7x9 = 63 → a common denominator can be 63. I can then make my fractions equivalent ensuring both have the common denominator 6/7 → 7 x ? = 63 → x 9 → 54/63 4/9 → 9 x ? = 63 → x 7 → 28/63 Now I can do 54/63 – 28/63 = 26/63		
I can apply my understanding to reasoning questions and problems. I can use mathematical language to explain my understanding: **common denominator, lowest common multiple, common multiple, times, equivalent, whatever I do to the top, I do to the bottom, numerator, denominator, simplified, improper, mixed number**		

TBAT Add and Subtract Fractions with Different Denominators.

Hint: To add and subtract fractions, the denominators must be the same.

To make fractions have the same denominators, you need to find a common denominator.

Hint: You will only need to change one fraction on each calculation.

1	$\frac{1}{8} + \frac{1}{4} =$	2	$\frac{1}{3} + \frac{1}{6} =$	3	$\frac{1}{2} - \frac{1}{10} =$
4	$\frac{3}{5} + \frac{1}{10} =$	5	$\frac{4}{6} - \frac{1}{3} =$	6	$\frac{3}{5} + \frac{3}{20} =$
7	$\frac{2}{3} - \frac{1}{12} =$	8	$\frac{1}{4} + \frac{5}{12} =$	9	$\frac{2}{15} + \frac{2}{5} =$
10	$\frac{13}{20} - \frac{1}{4} =$	11	$\frac{2}{7} + \frac{3}{14} =$	12	$\frac{15}{18} - \frac{2}{6} =$
13	$\frac{20}{27} - \frac{2}{9} =$	14	$\frac{30}{70} + \frac{4}{7} =$	15	$\frac{2}{36} + \frac{5}{6} =$
16	$\frac{12}{45} + \frac{6}{9} =$	17	$\frac{80}{100} - \frac{11}{20} =$	18	$\frac{10}{24} + \frac{7}{8} =$
19	$\frac{33}{44} + \frac{9}{11} =$	20	$\frac{50}{60} - \frac{3}{12} =$	21	$\frac{40}{54} + \frac{7}{9} =$

TBAT Add and Subtract Fractions with Different Denominators.

Hint: To add and subtract fractions, the denominators must be the same.

To make fractions have the same denominators, you need to find a common denominator. You can find a common denominator by finding common multiple by listing times table facts for each fraction or simply multiply your two denominators together to find your common denominator.

1	$\frac{1}{4} + \frac{1}{6} =$	2	$\frac{1}{5} + \frac{2}{7} =$	3	$\frac{1}{5} - \frac{1}{12} =$
4	$\frac{2}{5} + \frac{4}{7} =$	5	$\frac{2}{5} - \frac{1}{3} =$	6	$\frac{1}{4} + \frac{6}{7} =$
7	$\frac{2}{3} - \frac{1}{8} =$	8	$\frac{4}{11} + \frac{1}{3} =$	9	$\frac{3}{7} + \frac{2}{8} =$
10	$\frac{5}{6} - \frac{3}{5} =$	11	$\frac{2}{6} + \frac{3}{7} =$	12	$\frac{3}{4} - \frac{1}{9} =$
13	$\frac{10}{7} - \frac{2}{3} =$	14	$\frac{8}{10} + \frac{8}{9} =$	15	$\frac{10}{22} + \frac{3}{4} =$
16	$\frac{3}{20} + \frac{6}{30} =$	17	$\frac{13}{15} - \frac{1}{4} =$	18	$\frac{8}{9} + \frac{2}{3} =$
19	$\frac{11}{7} + \frac{11}{5} =$	20	$\frac{70}{100} - \frac{7}{20} =$	21	$\frac{17}{18} + \frac{3}{5} =$

TBAT Add and Subtract Fractions with Different Denominators.

Hint: To add and subtract fractions, the denominators must be the same.

To make fractions have the same denominators, you need to find a common denominator. You can find a common denominator by finding common multiple by listing times table facts for each fraction or simply multiply your two denominators together to find your common denominator.

Mild:

1b. Look at the addition below.

$$\frac{5}{6} + \frac{1}{9}$$

Oceania: We can't calculate this as the denominators are different.

It's the same as... $\frac{15}{18} + \frac{2}{18}$

Reese

Who is correct? Prove it.

D

R

Hot:

4b. Look at the subtraction below.

$$\frac{7}{10} - \frac{3}{15}$$

Nuha: It's the same as $\frac{12}{15} - \frac{3}{15}$

The answer is $\frac{1}{2}$.

Eesa

Who is correct? Prove it.

E

R

Spicy

7a. Look at the addition below.

$$\frac{10}{15} - \frac{9}{45} = \frac{21}{45}$$

Libbie: The answer is $\frac{7}{15}$.

The answer is wrong. It should be $\frac{1}{45}$.

Will

Who is correct? Prove it.

GD

R

7b. Look at the addition below.

$$\frac{4}{5} - \frac{7}{9}$$

Serena: The answer will be more than $\frac{1}{2}$.

The answer will have a denominator of 45.

Ashton

Who is correct? Prove it.

GD

R

TBAT Add and Subtract Fractions with Different Denominators.(Reasoning 1)

Hint: To add and subtract fractions, the denominators must be the same.

To make fractions have the same denominators, you need to find a common denominator. You can find a common denominator by finding common multiple by listing times table facts for each fraction or simply multiply your two denominators together to find your common denominator.

Mild:

5a. A flower grows $\frac{1}{9}$ of a metre in spring, $\frac{1}{3}$ of a metre in summer and $\frac{1}{6}$ of a metre in autumn.

How much does it grow in total over the 3 seasons?

D VF

5b. My gran is knitting a scarf. Yesterday she completed $\frac{3}{7}$, the day before $\frac{3}{14}$ and today she has knitted $\frac{2}{7}$.

How much of the scarf has she completed?

D VF

Hot:

10a. At Joe's party, the children ate $\frac{2}{9}$ of the cake. His family ate $\frac{3}{18}$ of the cake and he shared $\frac{3}{6}$ of the cake with his football club.

How much has been eaten altogether?

E VF

10b. A car dealer sells $\frac{1}{10}$ of their target in week one, $\frac{4}{15}$ in week two and $\frac{6}{20}$ in week three.

How much of their target is left to sell in week four?

E VF

Spicy

15a. A designer plans a garden; $\frac{3}{8}$ is lawn, $\frac{1}{9}$ is bush ground cover and $\frac{1}{4}$ is hard landscaped.

How much is left for planting?

GD VF

15b. A rugby player covers $\frac{2}{12}$ of the pitch, then passes the ball $\frac{5}{18}$ of the pitch to the winger who runs $\frac{1}{9}$ further.

How much of the pitch have they covered?

GD VF

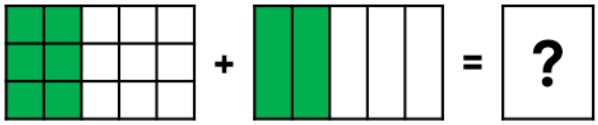
TBAT Add and Subtract Fractions with Different Denominators.(Reasoning 2)

Hint: To add and subtract fractions, the denominators must be the same.

To make fractions have the same denominators, you need to find a common denominator. You can find a common denominator by finding common multiple by listing times table facts for each fraction or simply multiply your two denominators together to find your common denominator.

Hot:

9a. Complete the addition related to the image.



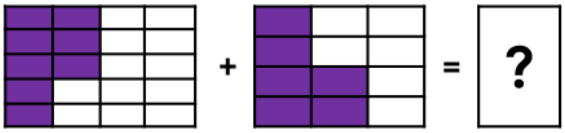
Give your answer in its simplest form.

$\frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$

E

VF

9b. Complete the subtraction related to the image.



Give your answer in its simplest form.

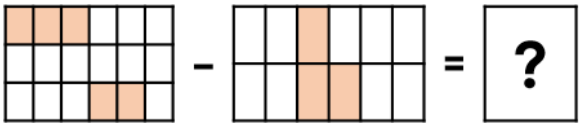
$\frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$

E

VF

Spicy:

14a. Complete the addition related to the image.



Give your answer in its simplest form.

$\frac{\square}{\square} - \frac{\square}{\square} = \frac{\square}{\square}$

GD

VF

14b. Complete the addition related to the image.

Give your answer in its simplest form.

$\frac{\square}{\square} - \frac{\square}{\square} = \frac{\square}{\square}$

GD

VF

…….

TBAT Compare and Order Fractions

Success criteria	Pupil	Teacher
I know that I can use < > = signs to compare fractions. I can do this myself.		
I know I can put fractions in ascending (smallest to biggest) or descending (biggest to smallest) order.		
I know that if my **numerators are the same**, I can just look at my **denominators** to work out which is bigger.		
I know that the **bigger the denominator, the smaller the value.** Example: 3/4, 3/7, 3/12 → 3/12 is smallest		
I know that if the **denominator is the same**, I can just look at my **numerators** to work out which is bigger.		
I know that the **bigger the numerator, the bigger the value.** Example: 2/7, 4/7, 6/7 → 6/7 is bigger whereas 2/7 is smaller.		
If the **numerators and denominators are different**, I need to find a **common denominator** for the fractions (like I did when I was adding and subtracting fractions)		
Worked Example: Put in ascending order: ½ 2/5 3/10 1. The **numerators and denominators are all different** so I need to find a **common denominator.** 2. I do this by listing the **multiples** for each denominator. 2: 2, 4, 6, 8, 10, 12, 14 5: 5, 10, 15, 20 10: 10, 20, 30, 40 **The lowest common multiple is 10.** 3. I now need to make my fractions **equivalent** using the denominator of 10. I use the rule "**whatever I do to the top, I do to the bottom"** **½** → 2 x ? = 10 → x 5 → **5/10** **2/5** → 5 x ? = 10 → x 2 → **4/10** **3/10** stays the same → **3/10** 4. Now I can put them in order. I need to write the **original** fractions: 3/10, 2/5, ½		
I can apply my understanding to reasoning questions and problems. I can use mathematical language to explain my understanding: **common denominator, lowest common multiple, common multiple, times, equivalent, whatever I do to the top, I do to the bottom, numerator, denominator, simplified, improper, mixed number, order, ascending, descending, greater than, less than**		

TBAT Compare and Order Fractions with Different Denominators.

Hint: To compare and order fractions, you need to ensure they all have the same denominator. You do this in the same way you did when adding and subtracting fractions with different denominators. → A common denominator.

TOP TIP: If the denominators are all different but the numerators are the same, the higher the denominator, the smaller its value.

Mild:

1a. Compare these fractions using < or >.

a $\frac{2}{3} \square \frac{2}{6}$

b $\frac{3}{10} \square \frac{3}{5}$

c $\frac{3}{8} \square \frac{3}{4}$

VF

1b. Compare these fractions using < or >.

a $\frac{1}{2} \square \frac{1}{6}$

b $\frac{3}{12} \square \frac{3}{4}$

c $\frac{4}{5} \square \frac{4}{10}$

VF

Hot:

5a. Compare these fractions using < or >.

a $\frac{4}{5} \square \frac{4}{6}$

b $\frac{3}{10} \square \frac{3}{7}$

c $\frac{2}{8} \square \frac{4}{5}$

VF

5b. Compare these fractions using < or >.

a $\frac{1}{3} \square \frac{1}{4}$

b $\frac{3}{8} \square \frac{9}{10}$

c $\frac{2}{6} \square \frac{2}{9}$

VF

Spicy:

9a. Compare these fractions using < or >.

a $\frac{2}{3} \square \frac{3}{5}$

b $\frac{7}{10} \square \frac{4}{7}$

c $\frac{6}{8} \square \frac{3}{5}$

VF

9b. Compare these fractions using < or >.

a $\frac{7}{12} \square \frac{3}{4}$

b $\frac{5}{9} \square \frac{7}{11}$

c $\frac{2}{6} \square \frac{7}{9}$

VF

TBAT Compare and Order Fractions with Different Denominators

Hint: To compare and order fractions, you need to ensure they all have the same denominator. You do this in the same way you did when adding and subtracting fractions with different denominators.

Ascending: small → big Descending: big → small

Mild:

1a. Order the fractions below in ascending order.

$\frac{1}{4}$ $\frac{1}{2}$ $\frac{7}{8}$ $\frac{3}{8}$ $\frac{3}{4}$

Hot:

5a. Order the fractions below in ascending order.

$\frac{2}{3}$ $\frac{1}{2}$ $\frac{5}{6}$ $\frac{5}{8}$ $\frac{3}{4}$

Spicy:

9a. Order the fractions below in ascending order.

$\frac{1}{3}$ $\frac{1}{2}$ $\frac{9}{10}$ $\frac{3}{5}$ $\frac{3}{4}$

TBAT Compare and Order Fractions with Different Denominators

Hint: To compare and order fractions, you need to ensure they all have the same denominator. You do this in the same way you did when adding and subtracting fractions with different denominators.

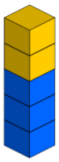
Mild:

1a. Gordon has built three towers.

Tower A is $\frac{2}{3}$ of a meter high.

Tower B is $\frac{2}{8}$ of a meter high.

Tower C is $\frac{2}{6}$ of a meter high.



Which tower is the tallest?

1b. Three children take part in a long jump competition.

April jumps $\frac{4}{8}$ of a meter.

Ross jumps $\frac{4}{6}$ of a meter.

Sam jumps $\frac{4}{12}$ of a meter.

Who jumps the shortest distance?

Hot:

4a. Billy has caught three fish.

Fish A is $\frac{2}{4}$ of a meter long.

Fish B is $\frac{4}{5}$ of a meter long.

Fish C is $\frac{8}{12}$ of a meter long.

Which fish is the shortest?

4b. Three children measure the height their plants.

Aida's plant is $\frac{2}{4}$ of a meter high.

Ken's plant is $\frac{4}{8}$ of a meter high.

Ralph's plant is $\frac{12}{16}$ of a meter high.

Who has the tallest plant?

Spicy

7a. Stephan has measured three scarves.

Scarf A is $\frac{1}{3}$ of a meter long.

Scarf B is $\frac{3}{8}$ of a meter long.

Scarf C is $\frac{7}{9}$ of a meter long.

Which is the second longest scarf?

7b. Three children take part in a high jump competition.

Jade jumps $\frac{5}{7}$ of a meter.

Gus jumps $\frac{3}{5}$ of a meter.

Callie jumps $\frac{5}{9}$ of a meter.

Who jumps the highest?

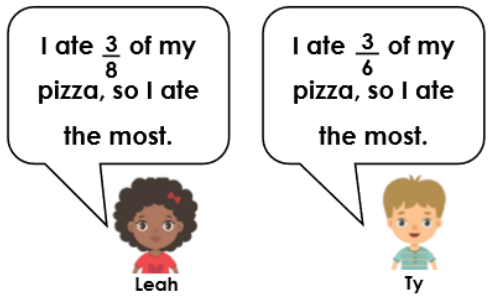
TBAT Compare and Order Fractions with Different Denominators (Challenge 1)

Hint: To compare and order fractions, you need to ensure they all have the same denominator. You do this in the same way you did when adding and subtracting fractions with different denominators.

Reason using mathematical language.

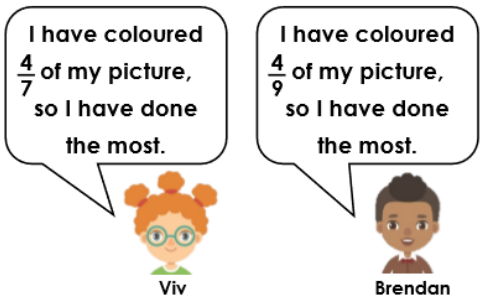
Mild:

2a. Leah and Ty are eating pizza.



Who is right? Explain your reasoning.

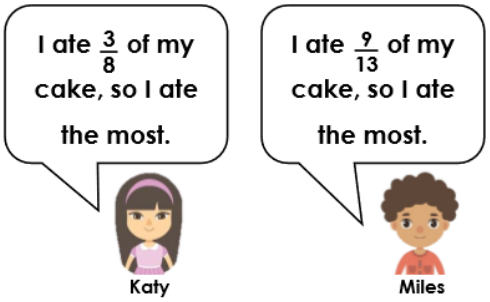
2b. Viv and Brendan are colouring.



Who is right? Explain your reasoning.

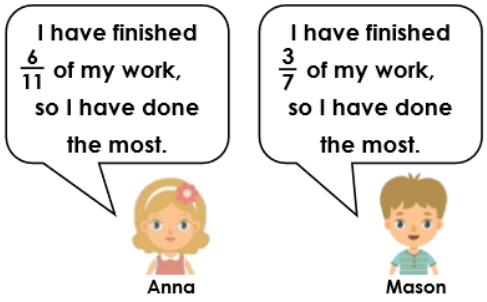
Hot:

5a. Katy and Miles are eating cake.



Who is right? Explain your reasoning.

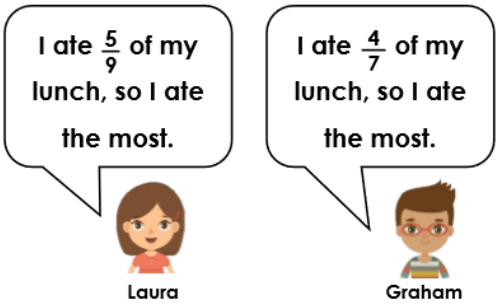
5b. Anna and Mason are drawing.



Who is right? Explain your reasoning.

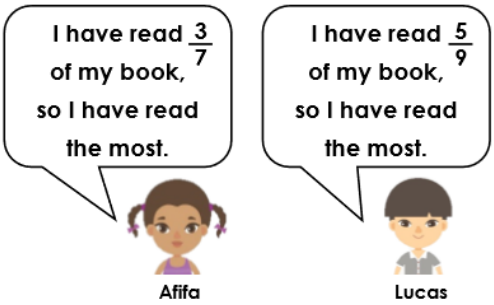
Spicy:

8a. Laura and Graham are eating lunch.



Who is right? Explain your reasoning.

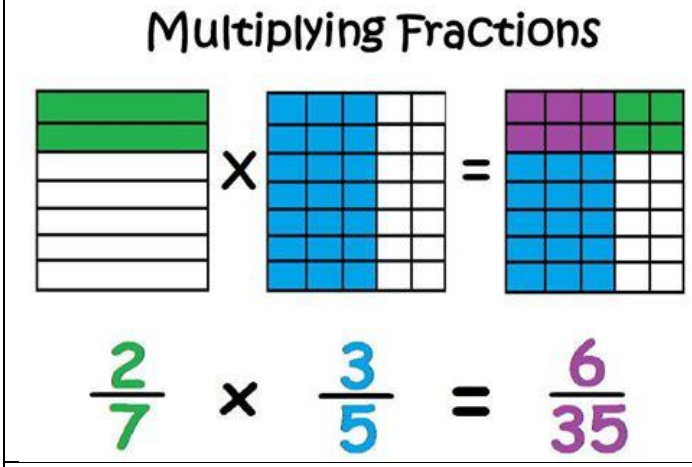
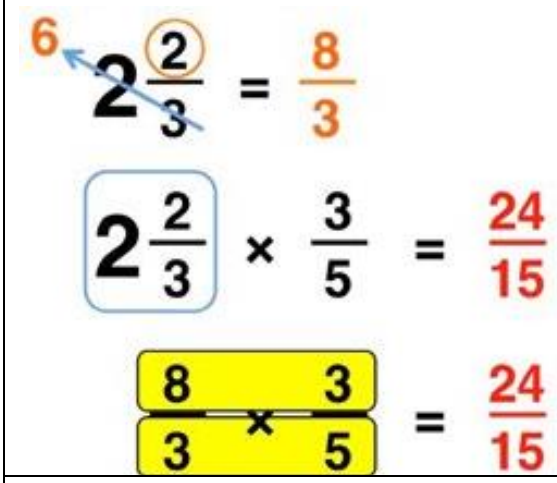
8b. Afifa and Lucas are reading.



Who is right? Explain your reasoning.

…….

TBAT Multiply a Fraction by a Fraction

Success criteria	Pupil	Teacher
I know the rule for multiplying fractions is **"I multiply the numerators together and the denominators together."**		
Worked Example: 2/7 x 3/5 = 1. 2 x 3 = 6 2. 7 x 5 = 35 3. The answer is 6/35 		
I know I can simplify my answer if there is a common factor.		
I know I can convert improper fractions to mixed numbers.		
If I am multiplying a mixed number by a fraction, I know I need to change the mixed number to an improper fraction.  1. Change 2 2/3 to an improper fraction → 8/3 2. Now you can times the numerators and the denominators 3. 8 x 3 = 24 4. 3 x 5 = 15 5. The answer is 24/15 6. This is improper so can be changed to a mixed number → 1 9/15 or 1 3/5		
I can apply my understanding to reasoning questions and problems. I can use mathematical language to explain my understanding: **multiply, numerator, denominator, multiplication facts, times tables, mixed number, improper fraction, simplify, simplest form**		

TBAT Multiply Fractions by Fractions

Hint: To multiply fractions, you multiply both the numerators together, then multiply the denominators together.

$\frac{1}{4} \times \frac{1}{2} =$ $\frac{3}{4} \times \frac{1}{3} =$ $\frac{\square}{\square} \times \frac{2}{3} =$

$\frac{2}{5} \times \frac{1}{4} =$ $\frac{2}{5} \times \frac{1}{3} =$ $\frac{\square}{2} \times \frac{2}{3} =$

$\frac{2}{3} \times \frac{1}{2} =$ $\frac{4}{5} \times \frac{1}{3} =$ $\frac{\square}{\square} \times \frac{5}{7} =$

TBAT Multiply Fractions by Fractions

Hint: To multiply fractions, you multiply both the numerators together, then multiply the denominators together.

If needed, simplify your fraction.
If the fraction is improper (top heavy) convert to a mixed number.

Mild:	Hot:	Spicy:
3a. Work out the calculation below. Giv the answer in its simplest form.	7a. Work out the calculation below. Give the answer in its simplest form.	11a. Work out the calculation below. Give the answer as a mixed number in it simplest form.
What is $\frac{1}{4}$ multiplied by $\frac{1}{6}$?	What is $\frac{4}{5}$ multiplied by $\frac{5}{12}$?	What is $\frac{11}{18}$ multiplied by $\frac{9}{5}$?
3b. Work out the calculation below. Giv the answer in its simplest form.	7b. Work out the calculation below. Giv the answer in its simplest form.	11b. Work out the calculation below. Give the answer as a mixed number in simplest form.
What is $\frac{1}{8}$ multiplied by $\frac{1}{4}$	What is $\frac{6}{11}$ multiplied by $\frac{3}{8}$?	What is $1\frac{2}{4}$ multiplied by $\frac{17}{20}$?

TBAT Multiply Fractions by Fractions

Hint: To multiply fractions, you multiply both the numerators together, then multiply the denominators together.

Mild:

4a. Fill in the missing number so that the calculation below makes sense.

$$\frac{1}{\square} \times \frac{1}{8} = \frac{1}{24}$$

D VF

4b. Fill in the missing number so that t calculation below makes sense.

$$\frac{1}{3} \times \frac{1}{\square} = \frac{1}{18}$$

D

Hot:

8a. Fill in the missing numbers so that the calculation below makes sense.

$$\frac{\square}{11} \times \frac{2}{\square} = \frac{18}{44}$$

E VF

8b. Fill in the missing numbers so that calculation below makes sense.

$$\frac{2}{\square} \times \frac{\square}{7} = \frac{12}{21}$$

E

TBAT Multiply Fractions by Fractions (Reasoning 1)

The children have made some mistakes with their work. Can you explain where they have gone wrong and write the correct answer?

$\frac{5}{9} \times \frac{3}{8} = \frac{15}{63}$

Jane

Jerry

$\frac{2}{3} \times \frac{4}{5} = \frac{10}{12}$

$\frac{4}{9} \times \frac{3}{4} = \frac{12}{36}$

Simplest form: $\frac{6}{18}$

Millie

TBAT Multiply Fractions by Fractions (Reasoning 2)

Can you work out what the two fractions could have been? You know the answer. Is there more than one possibility? Convince me you are correct using mathematical language.

Mild:

2a. Marcus has been trying to find pairs of proper fractions which multiply together to make the answer below.

$$\frac{?}{?} \times \frac{?}{?} = \frac{1}{8}$$

He has found 1 pair. What could his pair be?

D PS

2b. Elle has been trying to find pairs of proper fractions which multiply together to make the answer below.

$$\frac{?}{?} \times \frac{?}{?} = \frac{1}{6}$$

She has found 1 pair. What could her pair be?

D PS

Hot:

5a. Stacy has been trying to find pairs of proper fractions which multiply together to make the answer below.

$$\frac{?}{?} \times \frac{?}{?} = \frac{12}{30}$$

She has found 3 pairs. What could her pairs be?

E PS

5b. Joel has been trying to find pairs of proper fractions which multiply together to make the answer below.

$$\frac{?}{?} \times \frac{?}{?} = \frac{4}{20}$$

He has found 3 pairs. What could his pairs be?

E PS

Spicy: (Hint – turn the mixed number into an improper fraction)

8a. Titus has been trying to find pairs of fractions which multiply together to make the answer below.

$$\frac{?}{?} \times \frac{?}{?} = 2\frac{4}{16}$$

He has found 8 pairs so far. What could his pairs be?

GD PS

8b. Tamar has been trying to find pairs of fractions which multiply together to make the answer below.

$$\frac{?}{?} \times \frac{?}{?} = 3\frac{6}{24}$$

She has found 8 pairs so far. What could her pairs be?

GD PS