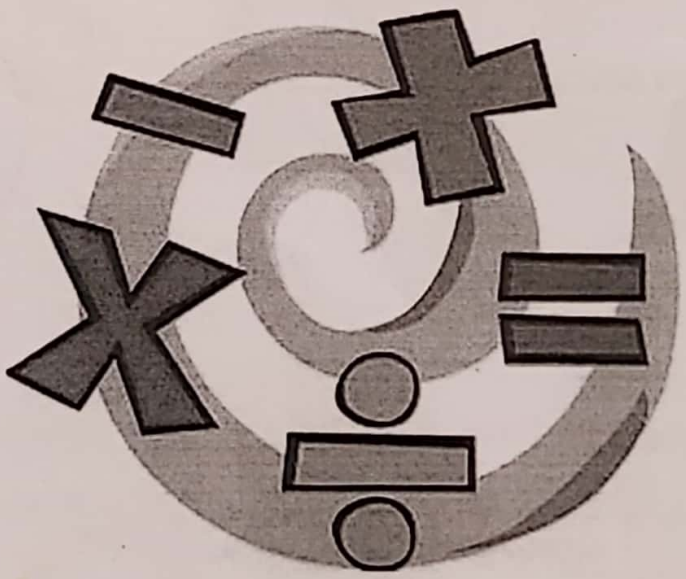
Confucian Tai Shing Primary School

2021-2022 Second Term

Mathematics Quality Assignment

(Fractions 3N6☼)



Name: Yeung Wai Hei (15) Class : 3J

(A) Write down what fraction of each shape is coloured. Then write down how to read.

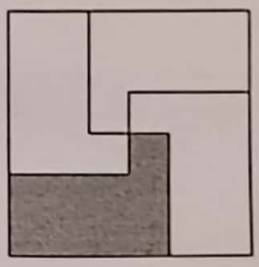
Learning Objective：Learn about the concept of fractions (分數).

$\frac{1}{3}$ ← numerator (分子) (the number of equal parts for a portion)
fraction line (分數線)
denominator (分母) (the number of equal parts for the whole)

1. 

Fraction : $\frac{4}{12}$

Read as : four twelfths

2. 

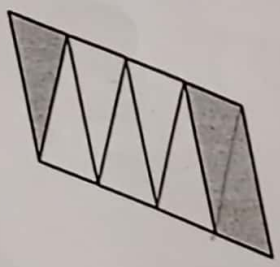
Fraction : $\frac{1}{4}$

Read as : one fourth

3. 

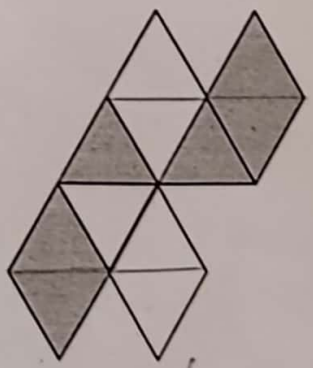
Fraction : $\frac{3}{10}$

Read as : three tenths

4. 

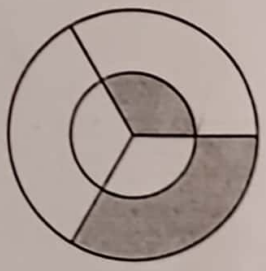
Fraction : $\frac{3}{8}$

Read as : three eighths

5. 

Fraction : $\frac{6}{11}$

Read as : six elevenths

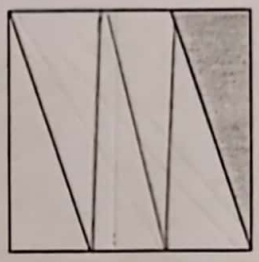
6. 

Fraction : $\frac{1}{3}$

Read as : one third

Quiz：

7. Write down what fraction of each shape is coloured on the right. Then write down how to read.



Fraction：$\frac{1}{6}$

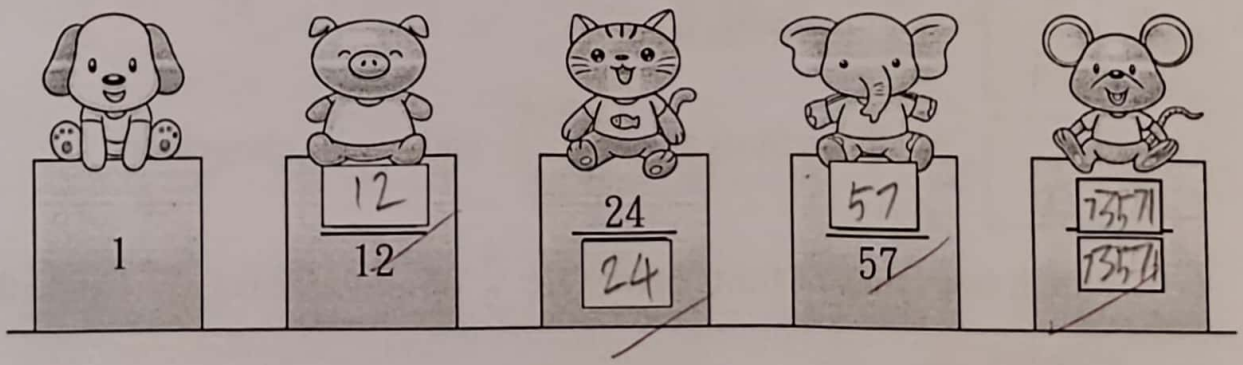
Read as：one sixth

(B) Fill in the blanks to make the fractions (分數) equal (等於) 1.

Learning Objective：Learn about the relationship between fractions and 1.

When the numerator (分子) and denominator (分母) of a fraction are the same, the fraction equals 1.

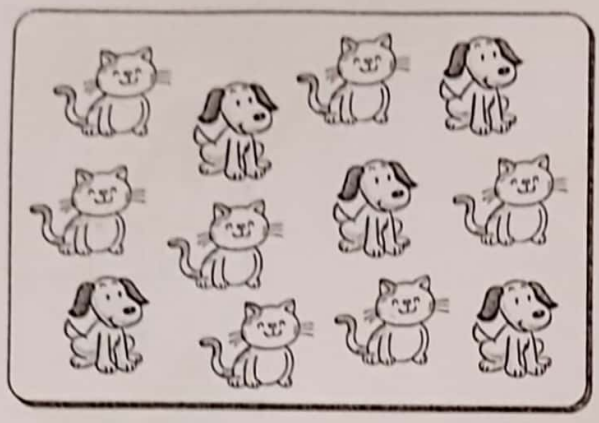
8.



(C) Fill in the blanks or circle the answers.

Learning Objective：Learn about the concept of fractions as part of whole set of objects.

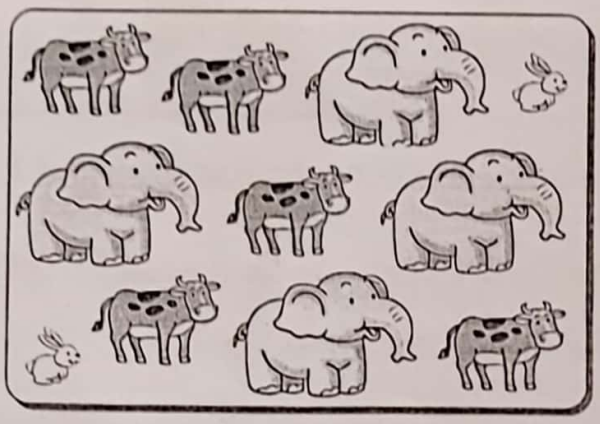
9.



$\frac{5}{12}$ of all the animals is  .

$\frac{7}{12}$ of all the animals is  .

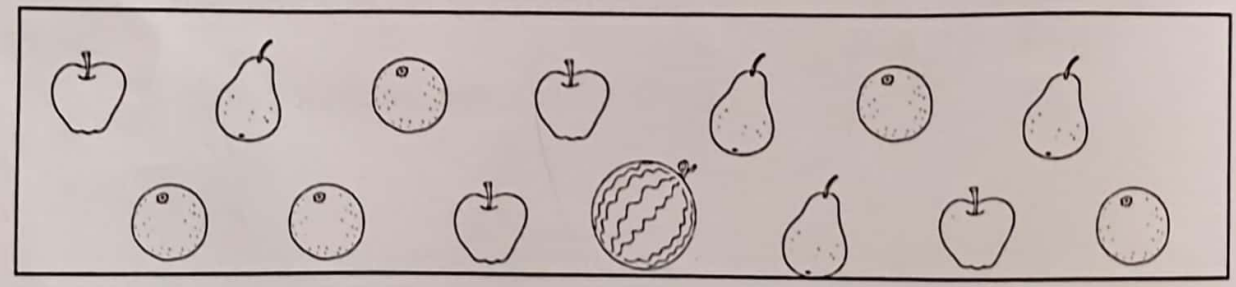
10.



$\frac{5}{11}$ of all the animals is  .

$\frac{4}{11}$ of all the animals is  .

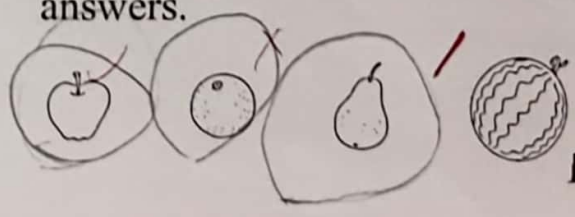
11.



(a) $\frac{5}{14}$ of all the fruits is  .

(b) $\frac{5}{14}$ of all the fruits are  and  altogether .

(c) Which two types of fruits below are $\frac{4}{7}$ of all the fruits ? Circle the answers.

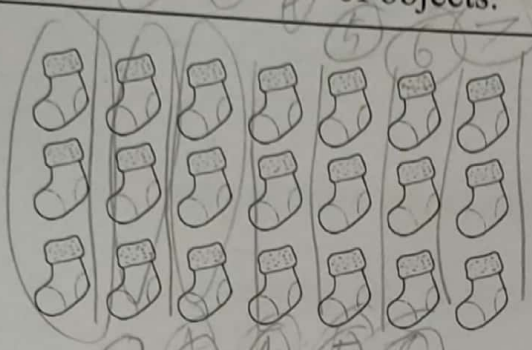


2 answers!

(D) Fill in the blanks according to the number of the items below.

Learning Objective : Learn about the concept of fractions as parts of a whole set of objects.

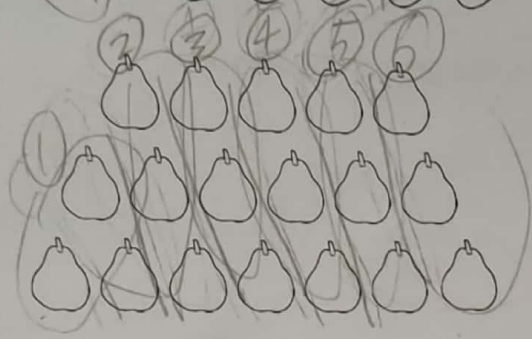
12.



$\frac{3}{7}$ of 21 is 9..

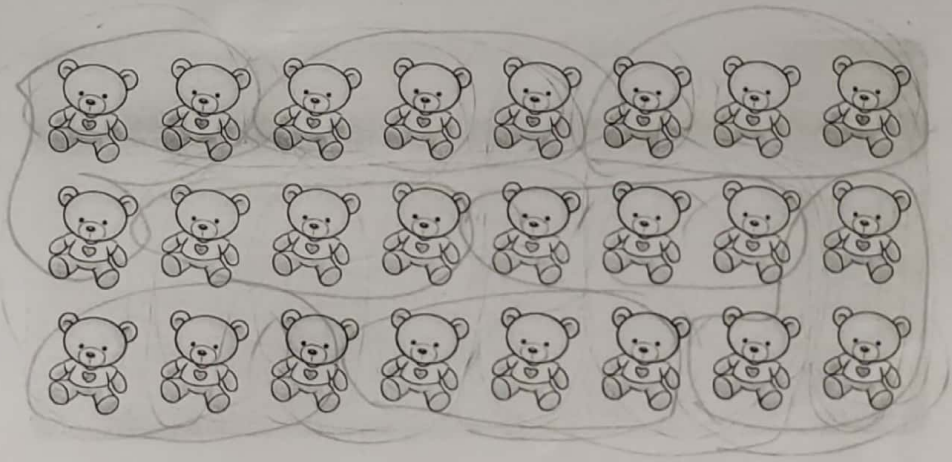
21÷7×3

13.



$\frac{5}{6}$ of 18 is 15.

18÷6×5



14. $\frac{3}{3}$ of 24 is 24.

15. $\frac{(3)}{4}$ of 24 is 18.

16. $\frac{5}{(12)}$ of 24 is 10.

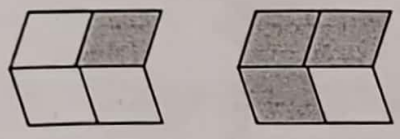
17. $\frac{(23)}{(24)}$ of 24 is 23.

(E) Compare the coloured parts and fill in the circles ">" or "<".

Learning Objective：Compare two fractions (分數) with the same denominator (分母).

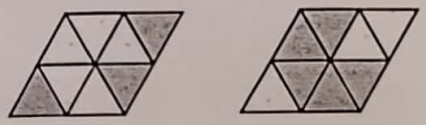
When comparing fractions (分數) with the same denominator (分母相同), the greater the numerator (分子愈大), the greater the fractions (分數愈大).

18.



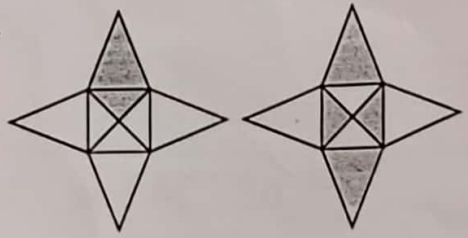
$\frac{1}{4}$ < $\frac{3}{4}$

19.



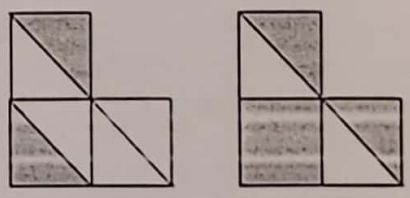
$\frac{3}{8}$ < $\frac{5}{8}$

20.



$\frac{1}{4}$ < $\frac{2}{4}$

21.



$\frac{1}{3}$ < $\frac{2}{3}$

(F) Arrange the following sets of fractions (分數).

Learning Objective ：Compare fractions (分數) with the same denominator (分母).

22. $\frac{4}{11}$, $\frac{2}{11}$, $\frac{7}{11}$ $\frac{2}{11} < \frac{4}{11} < \frac{7}{11}$

23. $\frac{8}{13}$, $\frac{5}{13}$, $\frac{7}{13}$ $\frac{5}{13} < \frac{7}{13} < \frac{8}{13}$

24. $\frac{9}{14}$, $\frac{3}{14}$, $\frac{8}{14}$ $\frac{9}{14} > \frac{8}{14} > \frac{3}{14}$

Quiz：

25. The fractions (分數) below arranges from the smallest to the greatest. List all the possible answers.

$\frac{2}{11}$, $\frac{\boxed{?}}{11}$, $\frac{8}{11}$

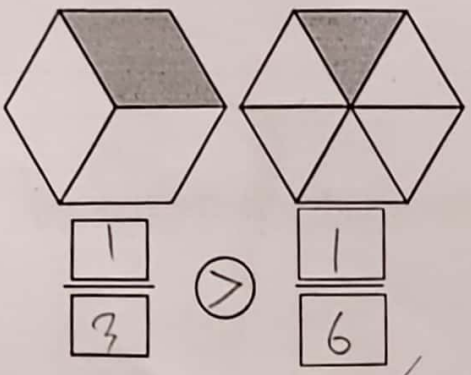
（the smallest 最小） （the greatest 最大）

Answer：The possible numbers are 3、4、5、6、7.

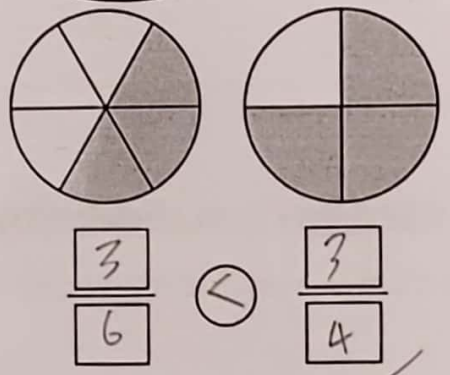
(G) Compare the coloured parts and fill in the circles ">" or "<".

Learning Objective: Compare two fractions (分数) with the same numerator. (分子)

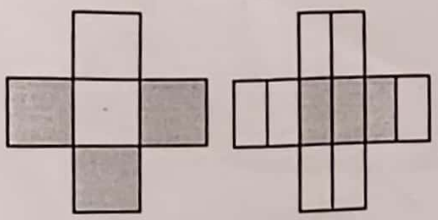
When comparing fractions with the same numerator (分子相同), the greater the denominator (分母愈大), the smaller the fraction (分数愈小).

26. 

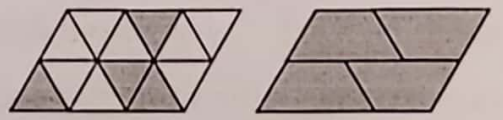
$\frac{1}{3} > \frac{1}{6}$

27. 

$\frac{3}{6} < \frac{3}{4}$

28. 

$\frac{3}{5} > \frac{3}{10}$

29. 

$\frac{4}{12} < \frac{4}{4}$

(H) Arrange the following sets of fractions (分數).

Learning Objective：Compare fractions (分數) with the same numerator (分子).

30. $\frac{9}{11}$, $\frac{9}{15}$, $\frac{9}{13}$ $\frac{9}{15} < \frac{9}{13} < \frac{9}{11}$ ✓

31. $\frac{7}{8}$, $\frac{7}{15}$, $\frac{7}{10}$ $\frac{7}{8} > \frac{7}{10} > \frac{7}{15}$ ✓

32. $\frac{4}{22}$, $\frac{4}{13}$, $\frac{4}{17}$ $\frac{4}{13} > \frac{4}{17} > \frac{4}{22}$ ✓

Quiz：

33.Fill in the blank with suitable answer.

$\frac{7}{26} < \frac{7}{24} < \frac{7}{23}$ ✓

(I) Challenge question.

34. Arrange $\frac{7}{10}$, $\frac{3}{10}$ and $\frac{7}{9}$ from the greatest（最大）to the smallest(最小).

Thinking zone:

$\frac{7}{10} > \frac{3}{10}$ ✓

$\frac{7}{10} < \frac{7}{9}$ ✓

Answer：$\frac{7}{9} > \frac{7}{10} > \frac{3}{10}$ ✓

Score: 33 /34

6.6

Summary:

1. $\frac{1}{3}$ ← numerator (分子) (the number of equal parts for a portion)
   ← fraction line (分數線)
   ← denominator (分母) (the number of equal parts for the whole)

2. When the numerator (分子) and the denominator (分母) of a fraction (分數) are the same. The fraction equals ___1___.

3. When comparing fractions with the same denominator (分母相同)，the greater the numerator (分子愈大), the ___greater___ the fraction.

4. When comparing fractions with the same numerator(分子相同)，the greater the denominator (分母愈大) , the ___smaller___ the fraction.

Assessments:
Self-assessment:
After studying this chapter,

☑ I can recognise the basic concept of fractions.
(我能認識分數的基本概念)

☑ I can recognise the relationship between fractions and 1.
(我能認識分數與 1 的關係)

☑ I can recognize fractions as parts of a whole.
(我能認識分數作為一組物件的部分)

☑ I can recognize the concept of fractions as parts of a whole set of objects.
(我能認識一個整體的幾分之幾)

☑ I can compare fractions with the same numerator or the same denominator.
(我能比較同分母或同分子分數的大小)

☐ I read the questions carefully (Work). 我有小心看題目(工作)

☑ I learned with effort. (Attitude) 我有認真學習

☑ I checked the steps carefully. (Ability) 我有仔細檢查答案

I have learnt that fractions represent equal parts of a whole set of objects.

Peer assessment: You did a good job!

Parents' Feedback:

☑ Able to work independently
(能獨立完成課業)

☑ Neat writings (字體端正)

☑ Tidy assignment (課業整潔)

☑ Complete assignment seriously
(認真完成課業)

☐ Finish assignments only with guidance (須指導才能完成課業)

☐ Sloppy writings (字體草率)

☐ Pay attention to tidiness
(要注意整潔)

☐ More effort required (仍須努力)

☐ Other comments (其他意見): _____

Teacher's Feedback:

- ☑ Able to master the learning objectives of the unit
- ☐ Unable to master some learning objectives of the unit
- ☑ Neat writings
- ☐ Sloppy writings
- ☑ Tidy assignment
- ☐ Pay attention to tidiness
- ☑ Completed assignment according to instructions
- ☐ Be more careful in reading the question
- ☑ Calculate accurately
- ☐ Calculate carelessly

- ☑ Excellent
- ☐ Good
- ☐ Satisfactory
- ☐ Improvement needed

☑ Other comments: You understand how to compare fractions with the same denominators or the same numerators.

The End