Name: _____   Date: _____

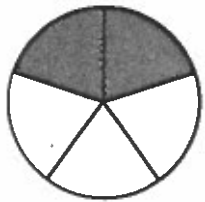# Chapter 7: Fractions and Decimals

Fractions as Parts of a Whole
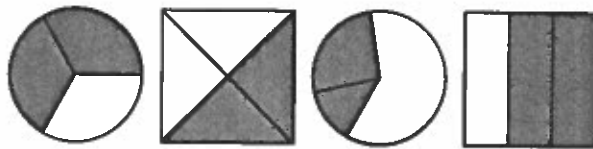
A fraction is a part of a whole.
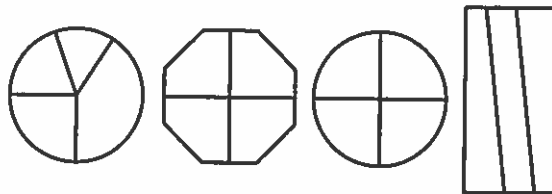
$\frac{2}{5}$ ← numerator
← denominator

The numerator shows the number of parts the fraction represents.

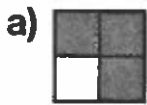The denominator shows the number of equal parts in the whole.
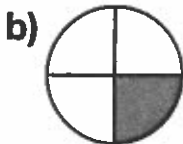
1. Which pictures show $\frac{2}{3}$?
   Circle them.

2. Which pictures show fourths?
   Circle them.

3. Write the fraction that is shaded and the fraction that is not shaded.

   a) ____ ____

   c) ____ ____

   b) ____ ____

   d) ____ ____
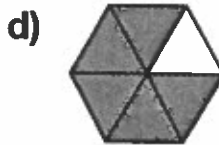
4. Sketch a model of each fraction as part of a rectangle.

   a) $\frac{1}{3}$ of a cake has been eaten.

   b) $\frac{3}{5}$ of a blanket is yellow.

5. a) Colour $\frac{1}{10}$ of the rectangle green, $\frac{3}{10}$ yellow, and $\frac{4}{10}$ blue.

   b) Which colour covers the largest part of the shape? _____

Scaffolding for Getting Started

STUDENT BOOK PAGES 206–207

? **What fractions can you show with square tiles?**

A. How does [tile design] show $\frac{3}{4}$?

☐ ⟵—— The top number shows the number of _____ tiles.

☐ ⟵—— The bottom number shows _____.

B. How does [tile design] show $\frac{1}{4}$?

☐ ⟵—— The top number shows the number of _____ tiles.

☐ ⟵—— The bottom number shows _____.

C. What does the 4 in the fraction $\frac{3}{4}$ tell about
the tile design in Parts A and B? _____

D. What does the 3 in the fraction $\frac{3}{4}$ tell about
the tile design in Parts A and B? _____

E. What fraction does [tile design] show?

☐ ⟵—— The top number shows the number of _____ tiles.

☐ ⟵—— The bottom number shows _____.

F. Make 3 more tile designs that show fractions. Write the fractions.

7.1 Fractions of a Whole Page 1

Student Book pages 208–211

GOAL

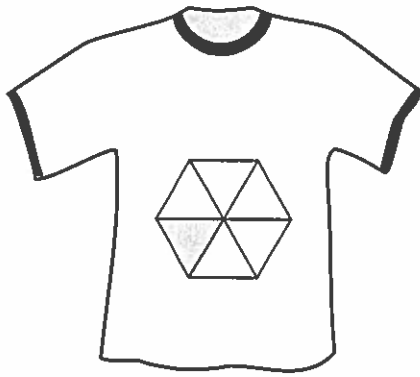Name and represent fractions of a whole.

You will need
- pencil
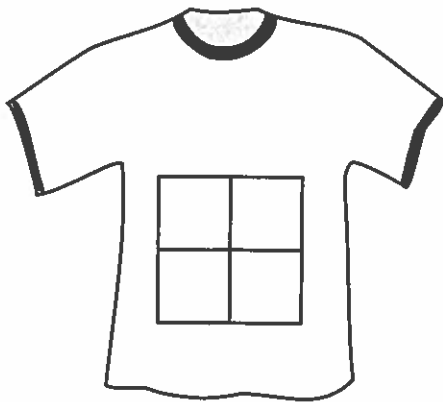 crayons

Problem

Joshua's rock-climbing team is making T-shirts.

Each T-shirt shows a different fraction.

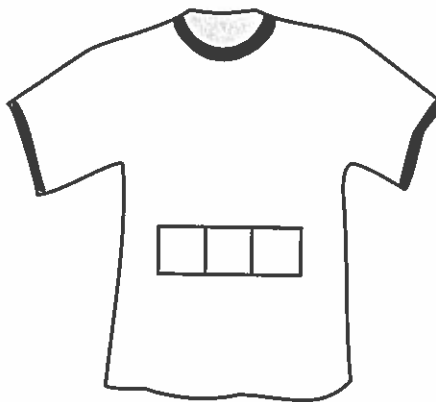Joshua's T-shirt shows $\frac{1}{6}$.
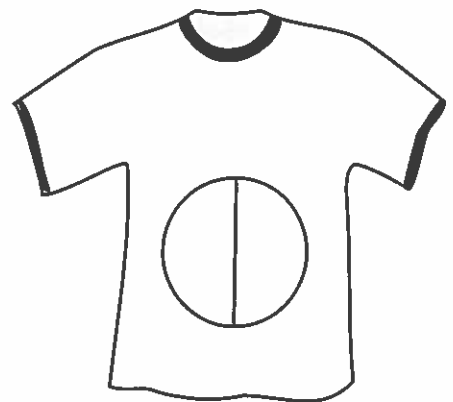
Joshua

Colour the T-shirts to show each fraction.

Lang	Tien	Hailey
$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$

7.1 Fractions of a Whole Page 2

Reflecting

How are the fraction pictures on the T-shirts the same?

Hint: Look at the **numerators**.

_____

_____

_____

_____

_____

How are the fraction pictures on the T-shirts different?

Hint: Look at the **denominators**.

_____

_____

_____

_____

_____

_____

---

numerator

The number above the bar in a fraction. It tells the number of equal parts the fraction represents.

For example, this fraction tells about 1 of the equal parts.

$\frac{1}{4}$ ←

---

denominator

The number below the bar in a fraction. It tells the number of equal parts in one whole.

For example, this whole is divided into 4 equal parts.

$\frac{1}{4}$
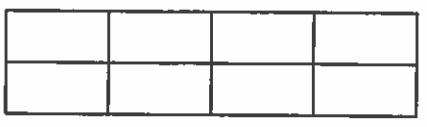

7.1 Fractions of a Whole Page 1

Student Book pages 208–211

GOAL

Name and represent fractions of a whole.

You will need
- pencil
  crayons

Checking

1. a) How many equal parts are in the rectangle? _____

Colour 3 parts of the rectangle.

What fraction of the rectangle is coloured? $\dfrac{\square}{\square}$

b) How many parts of the rectangle are white? _____

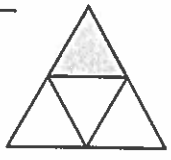What fraction of the rectangle is white? $\dfrac{\square}{\square}$

Practising

2. Hannah coloured some fraction pictures.

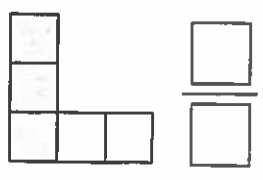**a)** How many equal parts does the picture have? _____

How many parts are coloured? _____
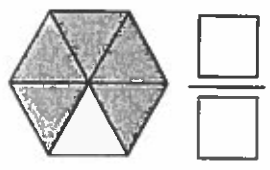
How many parts are not coloured? _____

Write 2 fractions the picture shows. $\dfrac{\square}{\square}$ $\dfrac{\square}{\square}$

b) Write a fraction that each picture shows.

$\dfrac{\square}{\square}$ $\dfrac{\square}{\square}$

7.1 Fractions of a Whole Page 2

3. How many equal parts are in the rectangle? _____

a) Colour the rectangle to show a fraction.

Write the fraction your picture shows. $\dfrac{\square}{\square}$

b) How many parts of the rectangle are white? _____

Write another fraction your picture shows. $\dfrac{\square}{\square}$

7. (Circle) the picture that shows $\dfrac{5}{6}$.

Hint: The picture must have 6 equal parts.

How do you know?

_____

_____

Name: _____ Date: _____
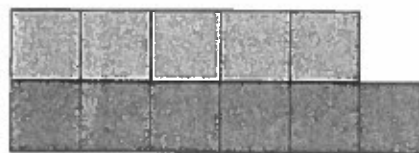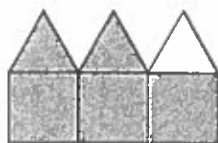
Scaffolding for Lesson 1, Questions 6 & 7

STUDENT BOOK PAGES 210–211

6. a) Colour a picture to show $\frac{7}{10}$.
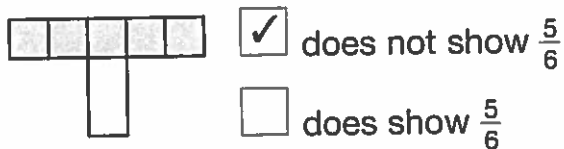

What does the 10 in the fraction tell you?

_____

What does the 7 in the fraction tell you?

_____

If you colour in 7 of the 10 parts in your picture,

how many parts are not coloured? _____

What is the fraction for the parts that are not coloured? _____

7. Which pictures do not show $\frac{5}{6}$?

Explain how you know. The first one is done for you.

☑ does not show $\frac{5}{6}$

☐ does show $\frac{5}{6}$

Explain: There are 6 parts but the parts are different sizes.

☐ does not show $\frac{5}{6}$

☐ does show $\frac{5}{6}$

Explain: _____

☐ does not show $\frac{5}{6}$

☐ does show $\frac{5}{6}$

Explain: _____

☐ does not show $\frac{5}{6}$

☐ does show $\frac{5}{6}$
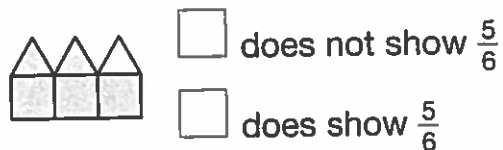
Explain: _____

Chapter 7
Lesson 1
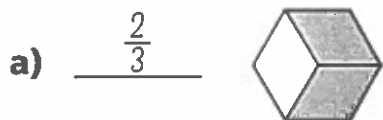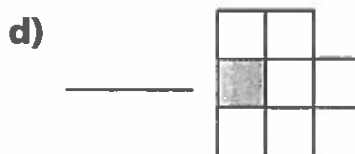
Fractions of a Whole

GOAL

Name and represent fractions of a whole.

1. Write a fraction to describe the shaded part of each picture. The first one is done for you.

At-Home Help

The **denominator** is the number below the bar in a fraction. It tells the number of equal parts in one whole.

The **numerator** is the number above the bar in a fraction. It tells the number of equal parts the fraction represents.

$$\frac{1}{4}$$

This picture has 4 equal parts, so the denominator is 4. Only 1 part is shaded, so the numerator is 1.

a) $\frac{2}{3}$

b) _____

c) _____

d) _____

2. Write a fraction for each picture.

a) _____

b) _____

c) _____

d) _____

3. Colour this picture to show $\frac{2}{5}$.
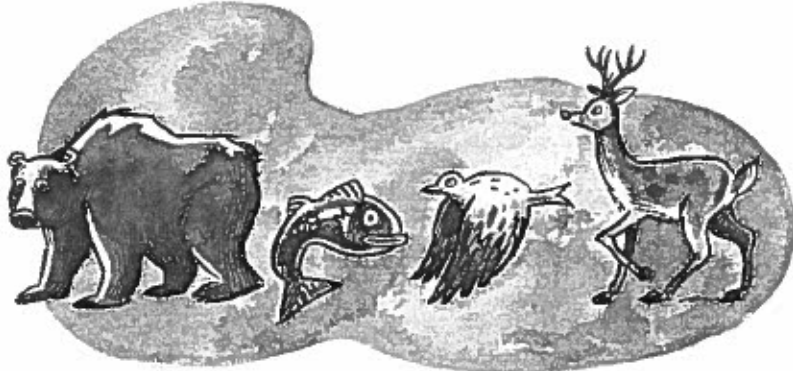
7.2 Fractions of a Group Page 1

Student Book pages 212–214

GOAL

Name, represent, and compare fractions of a group.

Problem

Cole's family saw these animals on a trip.

bear   fish   bird   deer

How can you use fractions to describe the animals in this group?

Step 1: How many animals are in the group? _____

Use this number as the denominator for your fractions.

Step 2: How many animals have feathers? _____

Write a fraction to describe the animals with feathers. $\dfrac{\square}{4}$

Step 3: How many animals live in the water? _____

Write a fraction to describe the animals that live in the water. $\dfrac{\square}{4}$

Step 4: How many animals have 4 legs? _____

Write a fraction to describe the animals that have 4 legs. $\dfrac{\square}{4}$

7.2 Fractions of a Group Page 2

Reflecting

Circle the greater fraction: $\dfrac{1}{4}$ $\dfrac{2}{4}$

Explain how you know.

_____

_____

_____

_____

How are parts of a group different from parts of a whole?

_____

_____

_____

_____

7.2 Fractions of a Group Page 1

Student Book pages 212–214

GOAL

Name, represent, compare, and order fractions of a group.

You will need
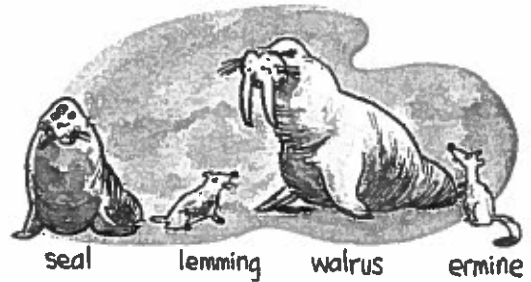
• pencil crayons

Checking

1. a) Look at this group of animals.

How many animals are in the group? _____

Write a fraction to describe the number of animals with flippers.

seal   lemming   walrus   ermine

Show this fraction as a picture.

Write a fraction to describe the number of animals with a mouth.

Show this fraction as a picture.

Write a fraction to describe the number of animals with tusks.

Show this fraction as a picture.

b) Write the fractions in order from least to greatest.

7.2 Fractions of a Group Page 2

Practicing

4. Here are 6 crayons.
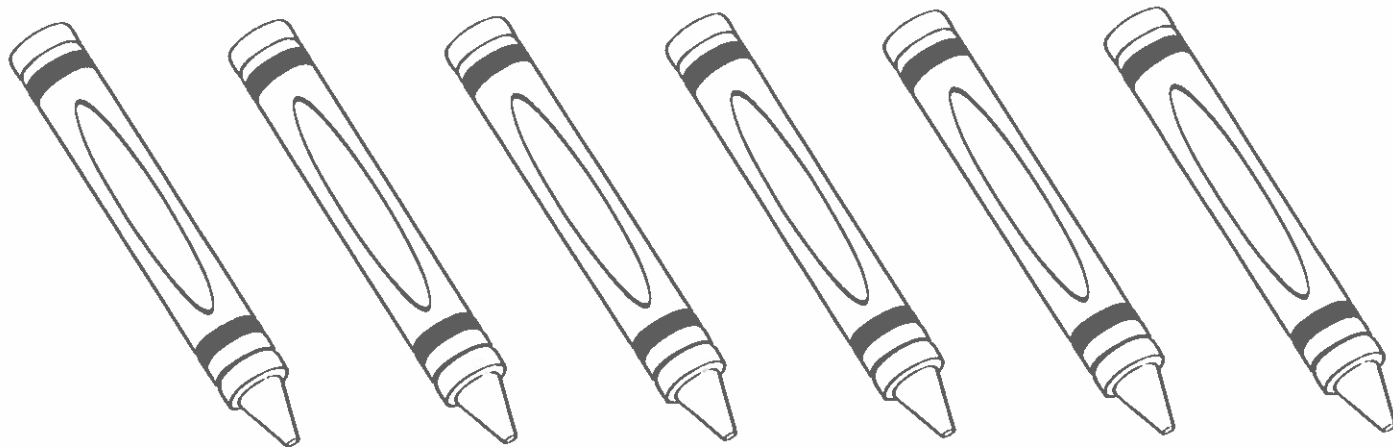
a) Colour $\frac{2}{6}$ of the crayons blue.

How many crayons are blue? _____

Colour $\frac{3}{6}$ of the crayons green.

How many crayons are green? _____

Colour $\frac{1}{6}$ of the crayons red.

How many crayons are red? _____

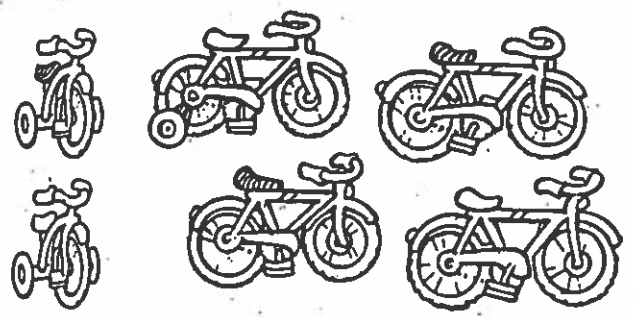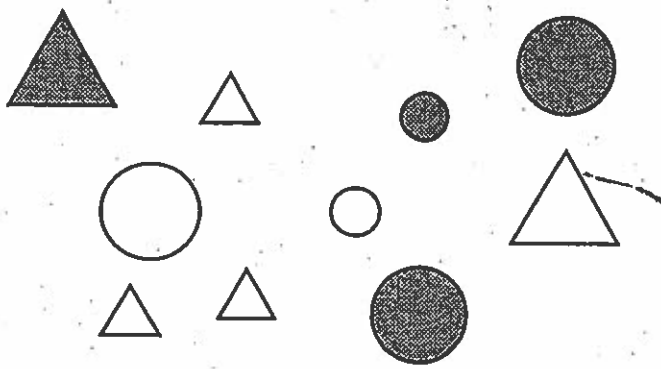b) Write the fractions in order from least to greatest.

Fractions of a Set (1)

1. What fraction of the dogs have

spots? _____

black ears? _____

spots and black ears? _____

2. What fraction of the shapes are

striped? _____

squares? _____

striped squares? _____

3. What fraction of the shapes are

shaded? _____

circles? _____

large? _____

shaded circles? _____

large circles? _____

4. What fraction of the bikes

have 2 wheels? _____

have 3 wheels? _____

have 4 wheels? _____

have a white seat? _____

have a striped seat? _____

Chapter 7
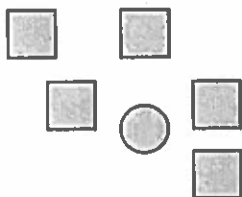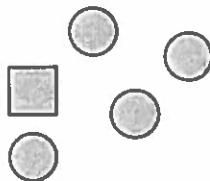**Lesson 2**

Fractions of a Group

GOAL

Name, represent, compare, and order fractions of a group.

1. Write a fraction that tells about the circles in each group.
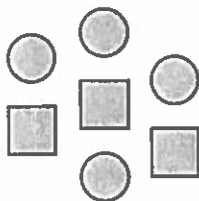
a) _____

b) _____

c) _____

d) _____

2. a) Draw a picture of a group of shapes.

Make $\frac{1}{8}$ triangles, $\frac{3}{8}$ squares, and $\frac{4}{8}$ circles.

b) Put the fractions in order from least to greatest.

_____

7.3 Sorting Fractions

Student Book page 215

GOAL

Describe how fractions are alike and different.

One of the fractions does not belong with the others.

Ken says, "I think $\frac{3}{4}$ does not belong."

Julia says, "I think $\frac{4}{4}$ does not belong."

Aneela says, "I think $\frac{3}{3}$ does not belong."

$\frac{3}{4}$ $\frac{3}{3}$

$\frac{4}{4}$

How can you show that Ken, Julia, and Aneela are all correct?

Step 1: Colour the shapes to show each fraction.

$\frac{3}{3}$ $\frac{4}{4}$ $\frac{3}{4}$

Step 2: Explain why $\frac{3}{4}$ does not belong.

_____

_____

Step 3: Explain why $\frac{4}{4}$ does not belong.

_____

_____

Step 4: Explain why $\frac{3}{3}$ does not belong.

_____

_____
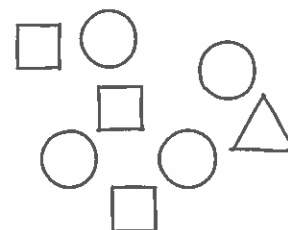
7.3 Sorting Fractions

Student Book page 215

GOAL

Describe how fractions are alike and different.

You will need
• pencil
  crayons

Problem

Which of these fractions does not belong with the others?
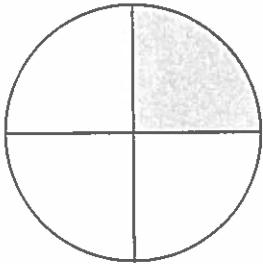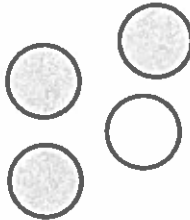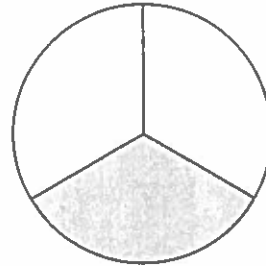
$\frac{1}{4}$ $\frac{3}{4}$ $\frac{1}{3}$

Step 1: Circle the fractions with the same denominator: $\frac{1}{4}$ $\frac{3}{4}$ $\frac{1}{3}$

Which fraction does not belong? $\dfrac{\square}{\square}$

Step 2: Show the fractions using fraction shapes.

$\frac{1}{4}$ $\frac{3}{4}$ $\frac{1}{3}$
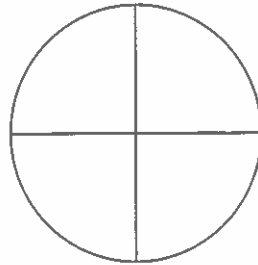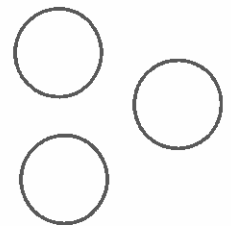
Which fraction does not belong? $\dfrac{\square}{\square}$

How do you know?

_____

_____

Chapter 7

Lesson 3

Sorting Fractions

GOAL

Describe how fractions are alike and different.

1. a) Circle the fraction that does not belong in the group.

$$\frac{4}{5} \qquad \frac{4}{7} \qquad \frac{1}{3}$$

b) Explain why you circled that fraction.

_____

_____

2. Circle the fraction that does not belong in each group.

a) $\frac{4}{5}$ $\frac{2}{5}$ $\frac{6}{8}$ $\frac{3}{5}$

b) $\frac{2}{3}$ $\frac{2}{7}$ $\frac{3}{4}$ $\frac{2}{5}$

c) $\frac{1}{5}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{6}$

d) $\frac{4}{7}$ $\frac{2}{2}$ $\frac{8}{8}$ $\frac{5}{5}$

3.
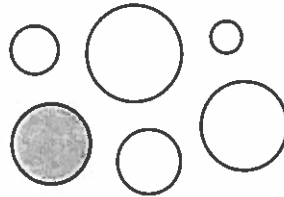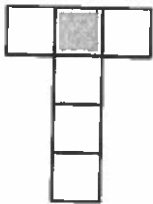
How are these fractions alike? _____

_____

How are they different? _____

_____

Using Fractions of a Set (1)

Follow the directions to colour the tiles.

1. $\frac{1}{6}$ green, $\frac{2}{6}$ blue, $\frac{3}{6}$ red

2. $\frac{1}{2}$ blue, $\frac{5}{10}$ green

3. $\frac{1}{4}$ blue, $\frac{1}{4}$ green, $\frac{1}{2}$ red

4. $\frac{5}{8}$ red, $\frac{1}{8}$ blue, $\frac{1}{4}$ green

5. $\frac{1}{8}$ blue, $\frac{3}{8}$ green, $\frac{1}{4}$ red

6. $\frac{1}{3}$ red, $\frac{1}{6}$ yellow, $\frac{1}{6}$ blue

What fraction is left to be coloured? _____

What fraction is left to be coloured? _____

7. Is $\frac{4}{8}$ of a set of tiles equal to $\frac{1}{2}$ of the same set of tiles? Colour a set of tiles. Explain your thinking.

_____

_____

7.4 Comparing and Ordering Fractions Page 1

Student Book pages 216–218

GOAL

Compare and order fractions with the same denominator.

You will need
- pencil crayons

Problem

Tien, Olivia, and Annie are racing on a track.

- Tien is $\frac{1}{4}$ of the way.

- Olivia is $\frac{2}{4}$ of the way.

- Annie is $\frac{3}{4}$ of the way.

Who is winning the race?

Shade the fraction strips to show how far each girl has run.

Tien				
Olivia				
Annie				

Who has run the greatest distance? _____

Who has run $\frac{1}{2}$ the distance? _____

Who has run the least distance? _____

Who is winning the race? _____

7.4 Comparing and Ordering Fractions Page 2

Reflecting

How does colouring fraction strips help you compare fractions?

_____

_____

_____

_____

7.4 Comparing and Ordering Fractions Page 1

Student Book pages 216–218

GOAL

Compare and order fractions with the same numerator and different denominators.

Checking

1. Some students are running along a track.

Show how far each student has run by colouring the fraction strips.

a) Ken is $\frac{1}{8}$ of the way.

Cory is $\frac{1}{5}$ of the way.

How many parts of Ken's strip are coloured? _____

How many parts of Cory's strip are coloured? _____

Who is farther along the track? _____

How do you know?

_____

_____

b) Aneela is $\frac{1}{3}$ of the way.

Julia is $\frac{1}{5}$ of the way.

Who is farther along the track? _____

How do you know?

_____

_____

7.4 Comparing and Ordering Fractions Page 2

Practising

7. These squares are the same size.
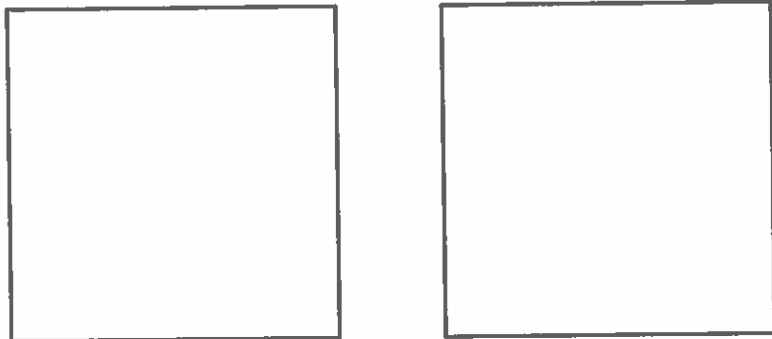
a) Colour $\frac{2}{5}$ of the first square.

   Hint: Divide the square into 5 rectangles.

b) Colour $\frac{2}{6}$ of the second square.

   Hint: Divide the square into 6 rectangles.

c) Which fraction is greater, $\frac{2}{5}$ or $\frac{2}{6}$? $\dfrac{\square}{\square}$

   How do you know?

   _____

   _____

d) Is $\frac{2}{8}$ greater or less than $\frac{2}{5}$? _____

   How do you know?

   _____

   _____

Chapter 7
Lesson 4

Comparing and Ordering Fractions

GOAL

Compare and order fractions with the same numerator and different denominators.

1. a) Shade the fraction strips to show $\frac{1}{2}$ and $\frac{1}{5}$.

$\frac{1}{2}$ ▭ $\frac{1}{5}$ ▭
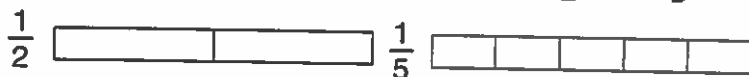
At-Home Help

▭

This fraction strip shows $\frac{1}{2}$.

▭

This fraction strip shows $\frac{1}{3}$.

▭

This fraction strip shows $\frac{1}{4}$.

b) Which fraction is greater?
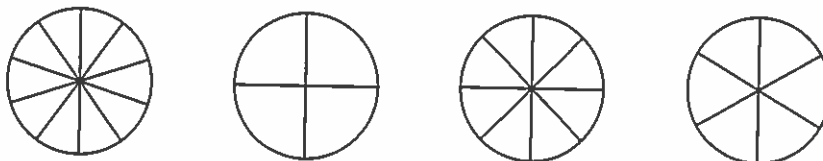
_____

2. These fractions all represent parts of the same circle. Which fraction in each pair is greater?

a) $\frac{1}{10}$ $\frac{1}{8}$

b) $\frac{3}{6}$ $\frac{3}{4}$

c) $\frac{5}{8}$ $\frac{5}{6}$

d) $\frac{7}{8}$ $\frac{7}{10}$

3. These fractions are parts of the same whole thing. Put them in order from least to greatest.

a) $\frac{1}{4}$ $\frac{1}{2}$ $\frac{1}{3}$ _____

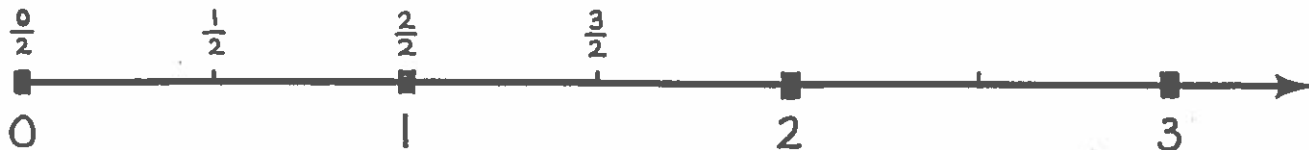**b)** $\frac{1}{7}$ $\frac{1}{3}$ $\frac{1}{5}$ _____

c) $\frac{2}{5}$ $\frac{1}{5}$ $\frac{4}{5}$ _____

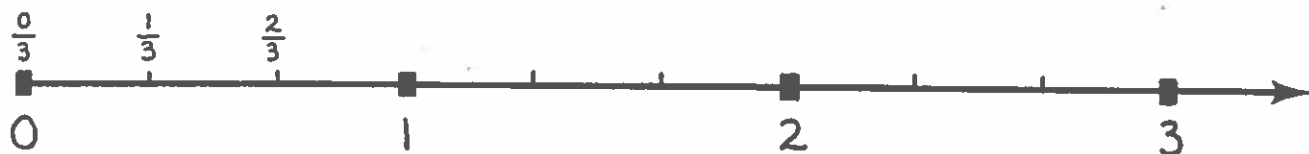**d)** $\frac{2}{3}$ $\frac{2}{4}$ $\frac{2}{2}$ _____

Fractions and Number Lines

This rectangle is divided into <u>2</u> equal parts.
Each unit on the number line is divided into <u>2</u> equal parts.
The rectangle and the number line show <u>halves</u>.
Finish labeling the number line.

$\frac{0}{2}$ $\frac{1}{2}$ $\frac{2}{2}$ $\frac{3}{2}$

0   1   2   3

This rectangle is divided into ___ equal parts.
Each unit on the number line is divided into ___ equal parts.
The rectangle and the number line show _____.
Finish labeling the number line.

$\frac{0}{3}$ $\frac{1}{3}$ $\frac{2}{3}$

0   1   2   3

This rectangle is divided into ___ equal parts.
Each unit on the number line is divided into ___ equal parts.
The rectangle and the number line show _____.
Finish labeling the number line.

0   1   2   3

Each unit on the number line is divided into ___ equal parts. It shows _____.
Label the number line.

0   1   2   3

7.5 Using Benchmarks to Order Fractions Page 1

Student Book pages 220–222

GOAL

Order fractions on a number line.
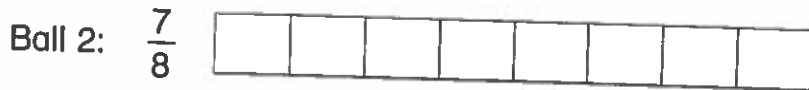
You will need
- pencil
  crayons

Checking

1. 4 golf balls rolled different distances toward the hole.

Show each fraction on its fraction strip.

Use $\frac{1}{2}$ as a benchmark.

$\frac{1}{2}$

Ball 1: $\frac{1}{5}$

Ball 2: $\frac{7}{8}$

Ball 3: $\frac{6}{10}$

Ball 4: $\frac{4}{10}$
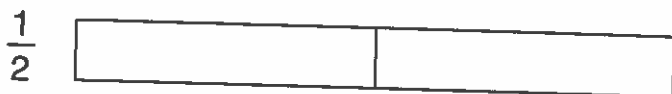
a) Which balls rolled more than halfway to the hole? _____

Which ball rolled the least distance? _____

Which ball rolled the greatest distance? _____

b) Write the fractions in order from least to greatest.

7.5 Using Benchmarks to Order Fractions Page 2

Practising

2. Show each fraction on its fraction strip.

1

$\dfrac{1}{2}$

$\dfrac{1}{8}$

$\dfrac{9}{10}$

$\dfrac{3}{8}$

$\dfrac{7}{12}$

$\dfrac{1}{5}$
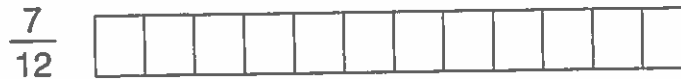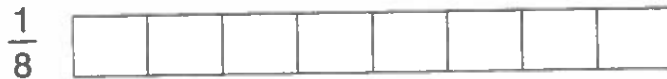
a) Circle the fractions that are closer to 1 than to $\dfrac{1}{2}$.

b) Estimate to mark each fraction on the number line.

0 _____ $\dfrac{1}{2}$ _____ 1
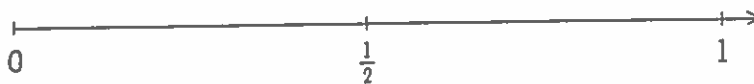
c) Order the fractions from least to greatest.

7.5 Using Benchmarks to Order Fractions Page 1

Student Book pages 220–222

GOAL

Use **benchmarks** to compare and order fractions with different denominators.
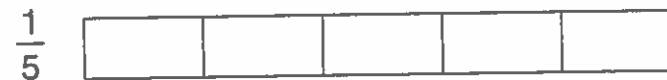
You will need
• pencil
  crayons

benchmark
A familiar number or measurement used to compare other numbers or measurements

Problem

Cole and his friends played miniature golf.

This table shows how far each player hit the golf ball

on the first swing.

Cole	Joshua	Kate
$\frac{2}{3}$ of the way to the hole	$\frac{3}{4}$ of the way to the hole	$\frac{3}{8}$ of the way to the hole

? Which golf balls went more than $\frac{1}{2}$ the distance to the hole?

Use $\frac{1}{2}$ as a benchmark to help you decide.

Shade the fraction strips to show how far each ball went.

$\frac{1}{2}$		$\frac{1}{2}$		
$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$
$\frac{1}{4}$		$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$
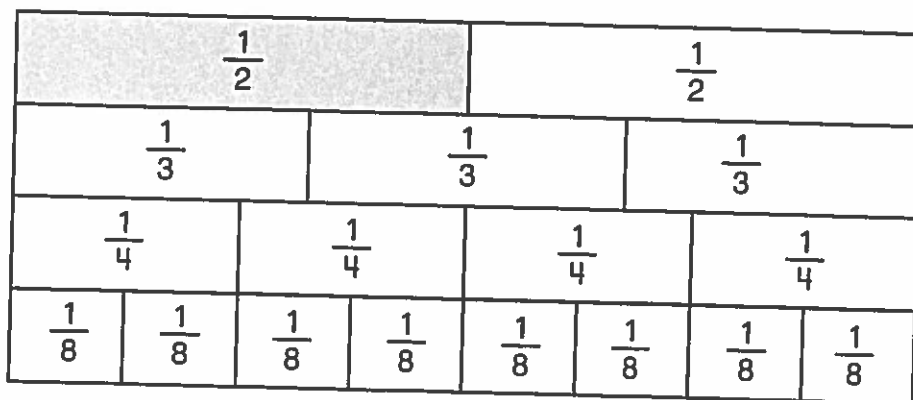
Which players hit their golf balls more than $\frac{1}{2}$ the distance to the hole?

_____

Whose golf ball went the greatest distance? _____

7.5 Using Benchmarks to Order Fractions Page 2

Reflecting

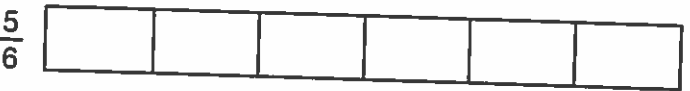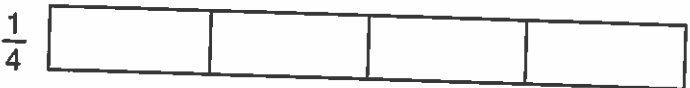How did using $\frac{1}{2}$ as a benchmark help you compare the fractions?

_____

_____

_____

_____

Using Benchmarks to Order Fractions

GOAL

Order fractions on a number line.

1. a) Shade the fraction strips to represent each fraction.

$\frac{1}{2}$

$\frac{3}{5}$

$\frac{1}{4}$

$\frac{5}{6}$

$\frac{2}{5}$

$\frac{5}{8}$
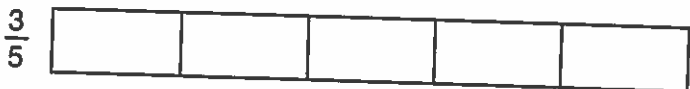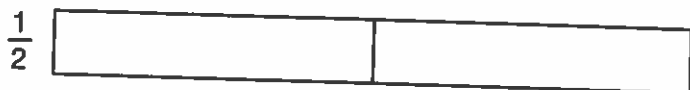
b) Which fractions are closer to 1 than to 0? _____

c) Which fractions are closer to $\frac{1}{2}$ than to 1? _____

d) Estimate to mark each fraction from part a) on this number line.

```
├─────────┼─────────┼─────────┼────────►
0                   1                   1
                    ─
                    2
```
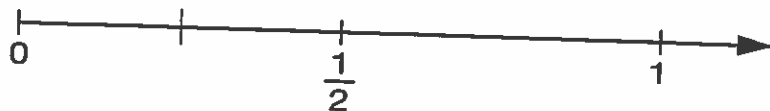
e) Estimate to mark these fractions on the number line above.

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

Using Fraction Strips

Some students folded paper strips to show fractions. Answer the questions.

1. | $\frac{1}{2}$ | |

How does $\frac{1}{2}$ compare with $\frac{2}{4}$?

_____

| $\frac{1}{4}$ | | | |

How does $\frac{3}{8}$ compare with $\frac{2}{4}$?

| $\frac{1}{8}$ | | | | | | | |

_____

2. | $\frac{1}{6}$ | | | | | |

How many sixths make $\frac{1}{3}$?

_____

| $\frac{1}{3}$ | | |

How does $\frac{4}{5}$ compare with $\frac{2}{3}$?
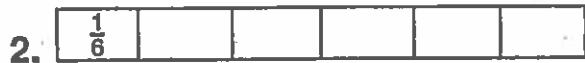
| $\frac{1}{5}$ | | | | |

_____

3. | 1 |

How many fifths make one whole? ____

| $\frac{1}{5}$ | | | | |

How many tenths make $\frac{1}{5}$? ____

| $\frac{1}{10}$ | | | | | | | | | |

How do $\frac{5}{10}$ compare with $\frac{1}{2}$?

| $\frac{1}{2}$ | |

_____

4. Alyss said, "$\frac{1}{2}$ is equal to $\frac{2}{4}$." Is she right?
   Use words and a picture to show your thinking.

_____

_____

Use with Unit 8, Activity 4.

7.6 Solving Problems by Drawing Diagrams Page 1

Student Book pages 224–226

GOAL

Draw a diagram to solve a problem.

You will need
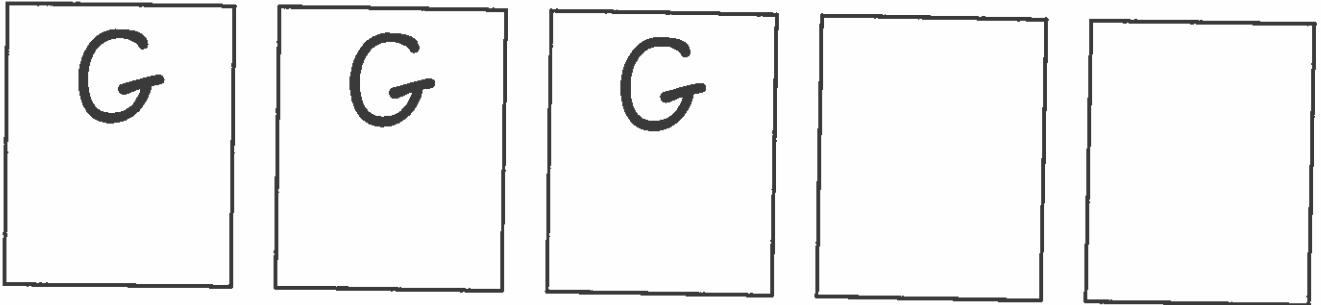• pencil crayons

Checking

1. There are 5 children in a group.

G	G	G		

$\frac{3}{5}$ of the group are girls.
G for **girls** has been written in $\frac{3}{5}$ of the boxes.

$\frac{4}{5}$ of the group have dark hair.
Write DH for **dark hair** in $\frac{4}{5}$ of the boxes.

$\frac{2}{5}$ of the group are wearing jackets.
Write J for **jackets** in $\frac{2}{5}$ of the boxes.

How many children in the group could be dark-haired girls wearing jackets? _____

Hint: Count the pictures with a G, a DH, and a J.

7.6 Solving Problems by Drawing Diagrams Page 2

Practising

3. This fraction shape shows Jade's total allowance.

Jade spent $\frac{3}{10}$ of her allowance to go to a movie.

Colour this amount red on the fraction shape.

How many parts are red? _____

Jade spent $\frac{4}{10}$ of her allowance to buy a T-shirt.

Colour this amount blue on the fraction shape.

How many parts are blue? _____

What fraction of her allowance does Jade have left? $\frac{\boxed{}}{\boxed{}}$

4. This fraction strip shows how long Adam spent paddling.

Adam [   ]

Kendra paddled for twice as long as Adam.

Draw a fraction strip to show how long Kendra spent paddling.

Kendra

Kendra and Adam spent a total of 3 hours paddling.

How many hours did Adam spend paddling? _____

How many hours did Kendra spend paddling? _____

7.6 Solving Problems by Drawing Diagrams Page 1

Student Book pages 224–226

GOAL

Draw a diagram to solve a problem.

You will need
- pencil crayons

Problem

A pizza has toppings on every slice.

- $\frac{2}{4}$ of the slices have sausage.

- $\frac{1}{4}$ of the slices have peppers.
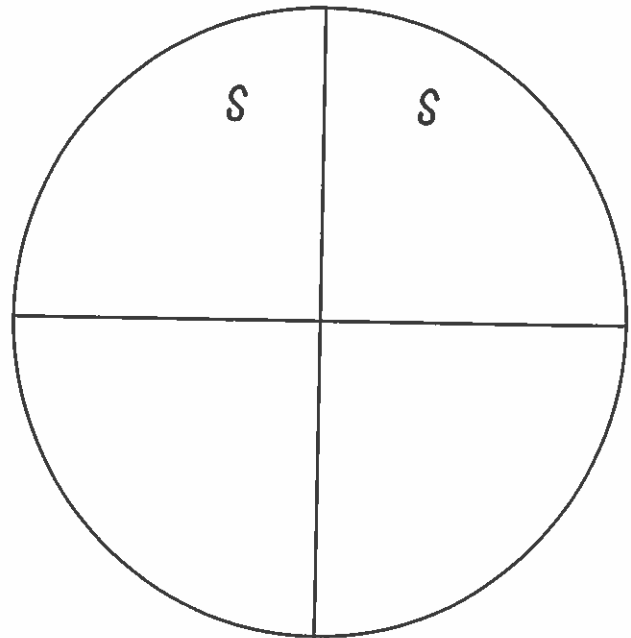
- $\frac{3}{4}$ of the slices have mushrooms.

How many slices of pizza could have all 3 toppings?

How many slices have sausage? _____
How many slices have peppers? _____
How many slices have mushrooms? _____
Model the pizza with this fraction circle.

Show the toppings on each slice.
- Use S for sausage.
- Use P for peppers.
- Use M for mushrooms.

Sausage is done for you.

How many slices could have all 3 toppings?

_____

_____

_____

Reflecting

How did drawing a diagram help you solve the problem?

_____

_____
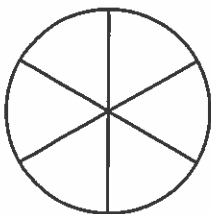
_____

_____

Chapter 7
Lesson 6

Solving Problems by Drawing Diagrams

GOAL

Draw a diagram to solve a problem.

Draw a diagram to solve each problem.

1. Aneela ate $\frac{1}{6}$ of the pizza. Joshua ate $\frac{3}{6}$ of the pizza. How much of the pizza is left?

_____

2. Tien drank $\frac{1}{8}$ of the water in the bottle. Lang drank $\frac{5}{8}$, and Jade drank $\frac{2}{8}$. How much of the water did they drink?
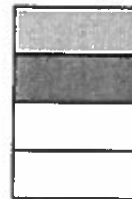
_____

3. Out of a group of 5 children, $\frac{4}{5}$ are boys. $\frac{3}{5}$ of the group have brown eyes, $\frac{1}{5}$ have green eyes, and $\frac{1}{5}$ have blue eyes. Could the child with blue eyes be a girl?

_____

_____

At-Home Help

A diagram can help you solve a problem. For example,

Kate used $\frac{1}{4}$ of a can of paint. Cole used another $\frac{1}{4}$ of the can of paint. How much of the paint is left?

$\frac{1}{4}$ is for Kate and $\frac{1}{4}$ is for Cole.
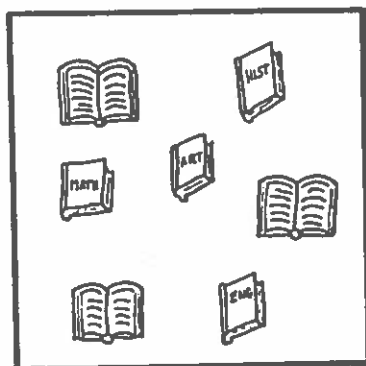
$\frac{2}{4}$ of the paint is left.

Sheila
Math Quiz

1. d ✓	6. c ✗
2. b ✗	7. i ✓
3. a ✓	8. K ✓
4. f ✓	9. g ✓
5. h ✗	10. j ✓

There are __10__ answers on the paper.

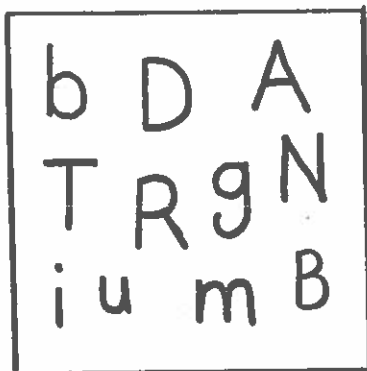__7__ of the __10__ answers are correct.

What fraction of the answers are correct? __$\frac{7}{10}$__

There are ____ books in the group.

____ of the ____ books are open.
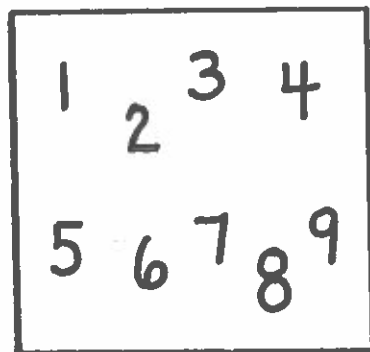
What fraction of the books are open? ____

---

b D A
T R g N
i u m B

There are ____ letters in the group.

____ of the ____ letters are vowels.

What fraction of the letters are vowels? ____

____ of the ____ letters are capitals.

What fraction of the letters are capitals? ____

---

1 2 3 4
5 6 7 8 9

There are ____ numbers in the group.

____ of the ____ numbers are odd.

What fraction of the numbers are odd? ____

____ of the ____ numbers are even.

What fraction of the numbers are even? ____