

Activity 8: Common Fractions

Section A : Use the Fraction mat to find the equivalent fraction.

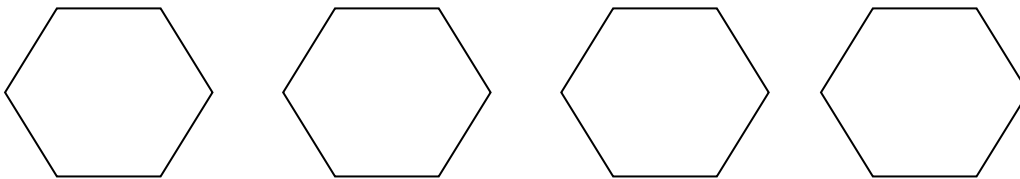
1 whole							
$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

- a) 1 whole = eighths
- b) 1 whole = quarters
- c) 1 half = quarters
- d) 1 half = eighths
- e) 1 whole = halves
- f) 6 eighths = quarters

Section B: Use the above fraction mat to find the equivalent fraction.

- a) $\frac{3}{4} = \frac{\text{input}}{8}$
- b) $\frac{1}{2} = \frac{\text{input}}{8}$
- c) $\frac{\text{input}}{4} = \frac{\text{input}}{2}$
- d) $\frac{4}{4} = \frac{\text{input}}{2}$

Section C: Divide the hexagon below as instructed, then find the equivalent fraction.



halves

thirds

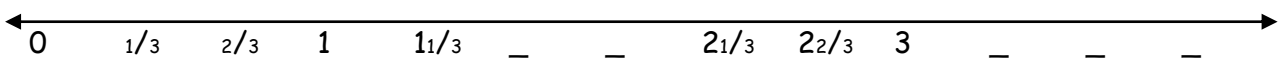
quarters

sixths

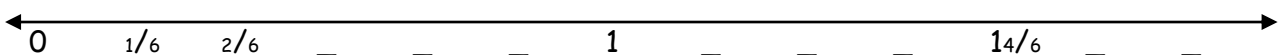
- a) $\frac{3}{6} = \frac{\text{input}}{2}$
- b) $\frac{1}{3} = \frac{\text{input}}{6}$
- c) $\frac{\text{input}}{4} = \frac{6}{6}$
- d) $\frac{3}{3} = \frac{\text{input}}{\text{input}}$

Section D: Complete the number lines below:

a) Count in thirds:



b) Count in sixths:



Activity 9: Common Fractions

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

Section A: Use the Fraction Mat to order the fractions from smallest to biggest.

a) $\frac{1}{3}; \frac{1}{2}; \frac{1}{4}$ _____ b) $\frac{1}{8}; \frac{1}{3}; \frac{1}{6}$ _____

a) $\frac{1}{2}; \frac{1}{8}; \frac{1}{4}$ _____ b) $\frac{4}{8}; \frac{2}{3}; \frac{2}{6}$ _____

Section B: Fill in <, >, or =

a) $\frac{1}{2} * \frac{1}{6}$

f) $\frac{4}{6} * \frac{1}{3}$

b) $\frac{5}{6} * \frac{5}{8}$

g) $\frac{2}{6} * \frac{2}{8}$

c) $\frac{1}{3} * \frac{2}{6}$

h) $\frac{4}{4} * \frac{6}{6}$

d) $\frac{1}{2} * \frac{4}{6}$

i) $\frac{2}{8} * \frac{4}{8}$

e) $\frac{3}{4} * \frac{6}{8}$

j) $\frac{5}{6} * \frac{3}{6}$

Section C: Use the fraction mat to add these fractions.

a) $\frac{1}{3} + \frac{1}{3} =$ _____

f) $\frac{2}{6} + \frac{3}{6} =$ _____

b) $\frac{1}{6} + \frac{2}{6} =$ _____

g) $\frac{1}{4} + \frac{1}{4} =$ _____

c) $\frac{3}{6} + \frac{3}{6} =$ _____

h) $\frac{1}{8} + \frac{7}{8} =$ _____

d) $\frac{2}{4} + \frac{1}{4} =$ _____

i) $\frac{4}{8} + \frac{3}{8} =$ _____

e) $\frac{3}{8} + \frac{3}{8} =$ _____

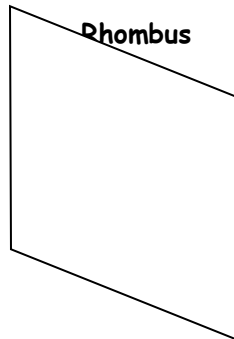
j) $\frac{3}{3} + \frac{2}{3} =$ _____

Section D: Problem Solving

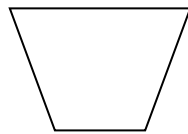
a) Twenty four chocolate sweets are shared among six children. How many sweets will each child get? _____

b) What fraction of the sweets did each child get? _____

Activity 10: Properties of 2D Shapes- Quadrilaterals



- ❖ The sides are all the same length.

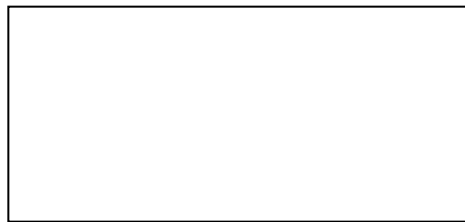


Trapezium



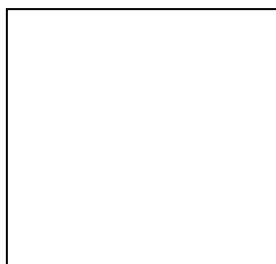
- ❖ One pair of opposite sides is parallel.

Rectangle

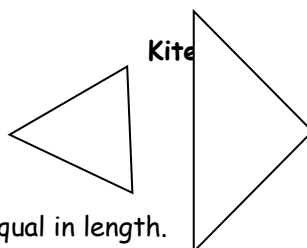


- ❖ The opposite sides are the same length.

Square



- ❖ The 4 sides are the same length.



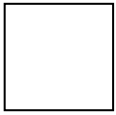
- ❖ Two pairs of adjacent sides are equal in length.

Parallelogram

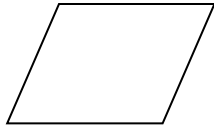


- ❖ The opposite sides are the same length.

Quadrilaterals



square



rhombus



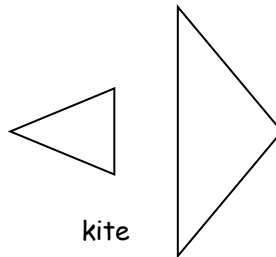
parallelogram



rectangle



trapezium



kite

Quadrilaterals

- ❖ A quadrilateral is any figure with 4 sides and 4 angles.
- ❖ The following are all quadrilaterals:

kite

square

rhombus

trapezium

rectangle

parallelogram

Paste pictures of the different quadrilaterals here!

Activity 11:

Section A: Data Handling

Instructions: Follow these steps below to complete your project on Data Handling

1. Collect data

Grade 4 Learners were asked to name their favourite drink. These were the results.

milo **water** milo cooldink *juice* **water**
 milkshake milkshake milo **water** *juice*
 cooldrink cooldrink milo *juice* milo cooldrink
juice cooldrink milo

2. Organise Data

Draw a Tally chart to represent the above information:

Type of drink	Tally	Total
Water		
FruitJuice		
Cooldrink		
Milkshake		
Milo		

3. Represent Data:

Use the Bar Graph below to represent the above Data.

Water	Fruit Juice	Cooldrink	Milkshake	Milo

4. Analyse and Interpret Data

4.1. Which was the most popular drink among the learners? _____

4.2. Which drink was the least popular? _____

4.3. How many learners were interviewed altogether? _____

4.4. What is the difference between the number of learners who preferred milkshake to milo?

5. Report on Data: Complete the report below by using the data you have collected.

_____ learners in grade 4 were asked to name their favourite cooldrink. The most popular drink was _____ and the least popular drink was _____.

_____ preferred milkshake to milo.

Question 6: Use a pictograph to show the different type of drinks named by the learners.

Type of drink	Number	Total
Water		
Juice		
Cooldrink		
Milkshake		
Milo		