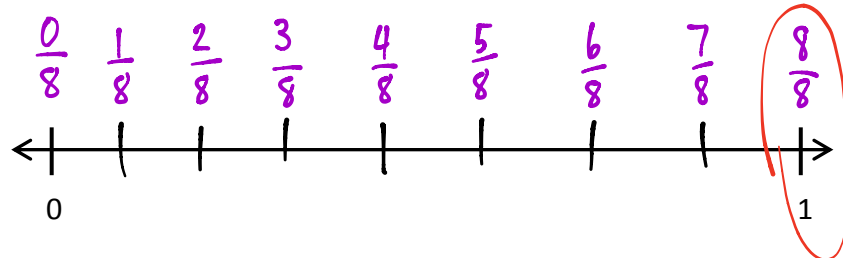
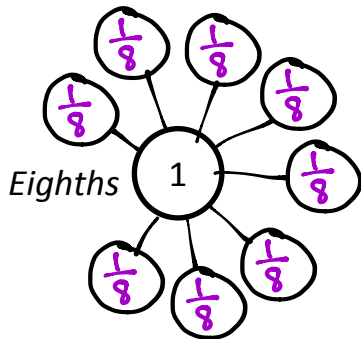
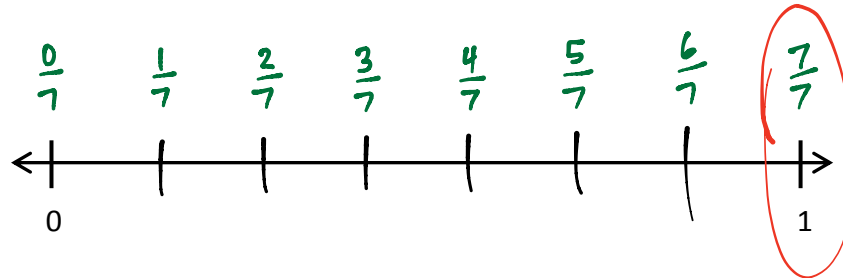
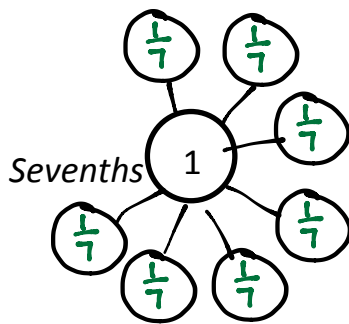
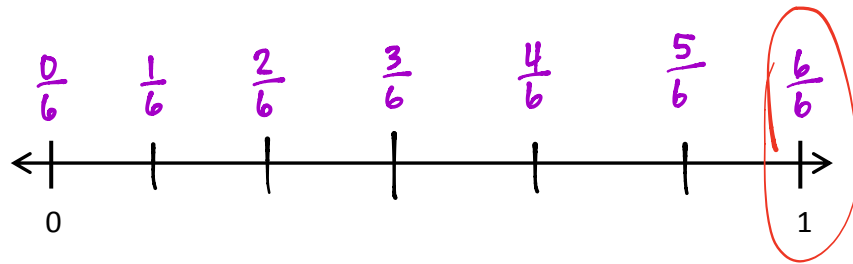
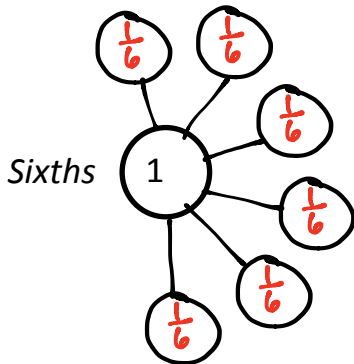
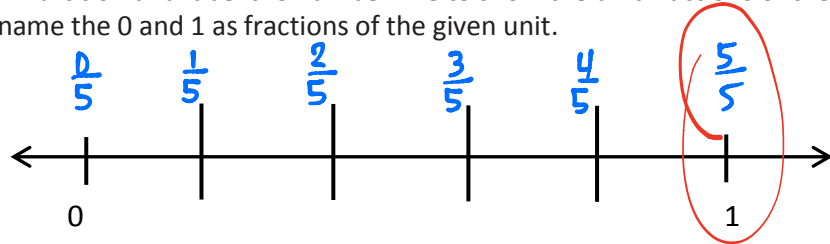
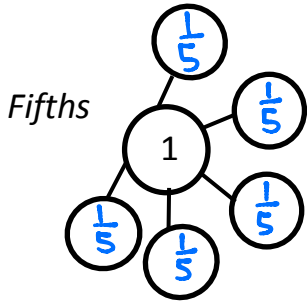


Name _____

Date _____

1. Write number bonds as indicated. Partition and label the number line to show the unit fractions of the number bond. Don't forget to rename the 0 and 1 as fractions of the given unit.



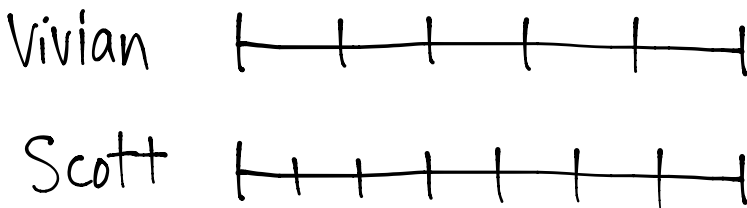
2. Circle all the fractions above that are equal to 1. Write them in a number sentence below.

$$\frac{5}{5} = \underline{\frac{6}{6}} = \underline{\frac{7}{7}} = \underline{\frac{8}{8}}$$

3. What pattern do you notice in the fractions that are equivalent to 1? Following this pattern, how would you write the next whole as a fraction?

Fractions that are equivalent to 1 have a numerator that is equal to the denominator. The next whole as a fraction would be $\frac{9}{9}$ then $\frac{10}{10}$ and so on.

4. In an Art class, Mr. Joselyn gave everyone a 1 foot skewer to measure and cut. Vivian broke hers into 5 equal pieces, and Scott broke his into 7 equal pieces. Scott said to Vivian, "The total length of my stick must be longer than yours because I have 7 pieces and you only have 5." Is Scott correct? Use words, pictures, or a number line to help you explain.



Scott is wrong. Even though he has more pieces than Vivian, both skewer lengths are 1 foot. Scott's pieces are

smaller because his skewer was broken into more pieces.