Form I Math Chocolate Fractions!

1. What fraction of the chocolate bar is one rectangular piece of chocolate?

2. How many rectangular pieces are there in $\frac{1}{2}$ of the chocolate bar?

3. Express $\frac{1}{2}$ as an equivalent fraction with the same denominator (bottom number) from question 1.

$\frac{1}{2} = \frac{\quad}{\quad}$

4. What is being done to the 1 (the old numerator) and the two (the old denominator) to get the new numerator and new denominator?

5. How many rectangular pieces are there in $\frac{1}{10}$ of the chocolate bar?

6. How many tenths are there in a whole chocolate bar?

7. How many tenths are there in a half of a chocolate bar?

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

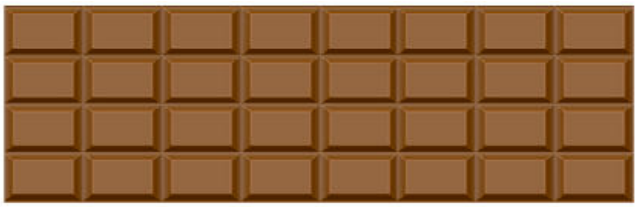
8. What is being done to the 1 (the old numerator) and the two (the old denominator) to get the new numerator and new denominator?

9. We know that we can make halves and tenths. How many different types of fractions can you make with your chocolate bar, and what are they?

10. Using your findings from question 7, express $\frac{1}{2}$ with each type of fraction.

11. The top number, in a fraction, is called the numerator. The bottom number is called the denominator. What does the denominator tell us? What does the numerator tell us?

12. Mr. Scruton ate $\frac{1}{2}$ of a chocolate bar, Ms. Robinson ate $\frac{3}{5}$ of a chocolate bar. What fraction of the chocolate bar did the math teachers eat?



Part II

1. How many rectangular pieces are there in $\frac{1}{5}$ of the chocolate bar?

2. Remove $\frac{1}{5}$ of the chocolate bar.

3. How many rectangular pieces are there in $\frac{1}{10}$ of the chocolate bar in it's present state?

4. Remove $\frac{1}{5}$ of the chocolate bar. How many tenths is this?

5. What fraction of the chocolate bar is one rectangular piece of chocolate?

6. How many rectangular pieces are there in $\frac{1}{2}$ of the chocolate bar?

7. Express $\frac{1}{2}$ as an equivalent fraction with the same denominator (bottom number) from question 1.

$\frac{1}{2} = \_\_\_\_$

8. What is being done to the 1 (the old numerator) and the two (the old denominator) to get the new numerator and new denominator?

9. How many rectangular pieces are there in $\frac{1}{8}$ of the chocolate bar?

10. How many eighths are there in a whole chocolate bar?

11. How many eighths are there in a half of a chocolate bar?

12. We know that we can make halves and eighths. How many different types of fractions can you make with your chocolate bar, and what are they?

13. Using your findings from question 12, express $\frac{1}{2}$ with each type of fraction.

14. Alexa ate $\frac{5}{32}$ of the chocolate bar, Catherine had $\frac{3}{16}$ of the chocolate bar, and Madelyn consumed $\frac{1}{8}$ of the chocolate bar. Who ate the most?

15. What fraction of the chocolate bar was eaten?

Part III

1. Count out 200 Smarties. This will be the group of Smarties for this experiment. What fraction of the group is one Smartie?

3. How many Smarties are in $\frac{1}{8}$ of the group?

4. How many Smarties are in $\frac{1}{25}$ of the group?

5. What are all of the different types of fractions that you can make with the 200 Smarties, and why?

6. If 80 of the Smarties are red, what fraction of the Smarties is this?

7. How many different types of fractions can you make with your 80 red Smarties?

8. Using your findings from question 6 and 7, rewrite your fraction with each type of fraction.

9. Allyn ate $\frac{6}{40}$ Smarties, Rose had $\frac{16}{100}$ of the Smarties, Tali consumed $\frac{3}{25}$ of the Smarties, Kally had $\frac{1}{8}$ of the Smarties, and Meira had $\frac{28}{200}$ of the Smarties.

Order the amounts consumed by the five girls from smallest to largest.

10. What fraction of the 200 Smarties were eaten by the five girls?

11. How many different ways can you express this fraction?