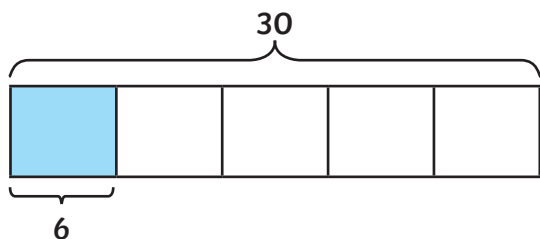




1) a) Use the bar model to help you find these fractions of 30.

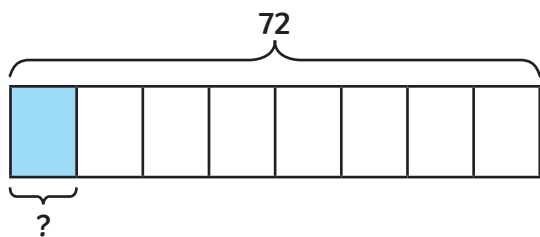


$$\frac{1}{5} \text{ of } 30 = \underline{\hspace{2cm}}$$

$$\frac{2}{5} \text{ of } 30 = \underline{\hspace{2cm}}$$

$$\frac{4}{5} \text{ of } 30 = \underline{\hspace{2cm}}$$

b) Use the bar model to help you find these fractions of 72.



$$\frac{1}{8} \text{ of } 72 = \underline{\hspace{2cm}}$$

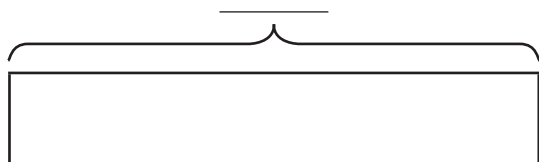
$$\frac{3}{8} \text{ of } 72 = \underline{\hspace{2cm}}$$

$$\frac{7}{8} \text{ of } 72 = \underline{\hspace{2cm}}$$

2) Complete the bar model to solve each set of calculations.

a)  $\frac{1}{6}$  of 54 = \_\_\_\_\_

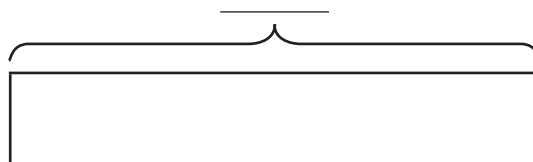
$\frac{5}{6}$  of 54 = \_\_\_\_\_



b)  $\frac{1}{8}$  of 48 = \_\_\_\_\_

$\frac{5}{8}$  of 48 = \_\_\_\_\_

$\frac{7}{8}$  of 48 = \_\_\_\_\_



3) Calculate:

a)  $\frac{2}{5}$  of 1.25l = \_\_\_\_\_

b)  $\frac{4}{9}$  of 81kg = \_\_\_\_\_

c)  $\frac{3}{4}$  of 1m = \_\_\_\_\_



1) Ben is finding  $\frac{2}{5}$  of 45. Finish these two sentences to answer Ben's questions.



I know that I divide the amount by the denominator. Then, I multiply my answer by the numerator. But why do I do this?

We divide the amount by the denominator...

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We multiply the answer by the numerator...

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2) There are 121 books on the classroom shelf.

a)  $\frac{5}{11}$  of the books are fiction. How many are non-fiction?

b)  $\frac{7}{11}$  of the books are hardbacks. How many are paperbacks?

3) Write a word problem to match this bar model.

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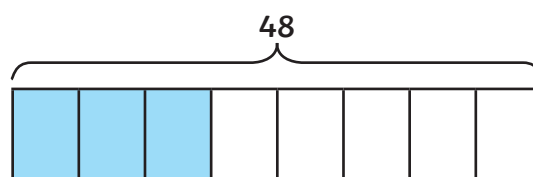
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- 1)  $\frac{5}{8}$  of the glue sticks in Miss Cooper's classroom have lost their lids.



She has 12 glue sticks with lids. How many glue sticks does Miss Cooper have altogether?



- 2) George won £2000 in a spelling competition to spend on equipment for his class. Here are the votes for how the class of 30 children want to spend the money:

Computers	$\frac{1}{2}$
Stationery	6 children
Books	$\frac{3}{10}$

George's teacher decides to split the money to match the way the children voted. How much will she spend on each type of equipment?



- 3) Rearrange each set of digit cards to make fractions of amounts. How many ways can you find to rearrange each set? The fraction does not always have to be in its simplest form.

$$\frac{\square}{\square} \text{ of } \square = \square$$

- a) 2 3 4 6

- b) 2 3 6 9

- c) 1 2 4 8