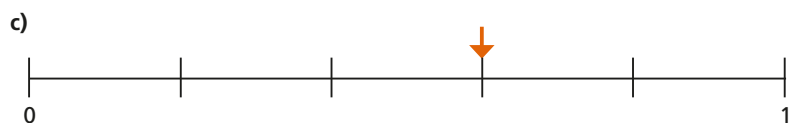
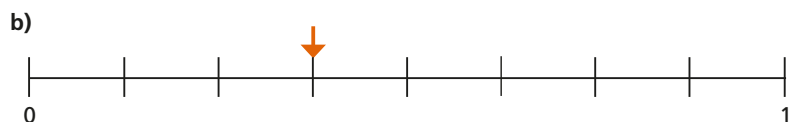
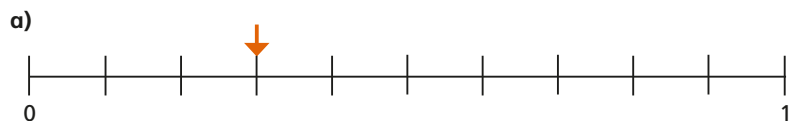
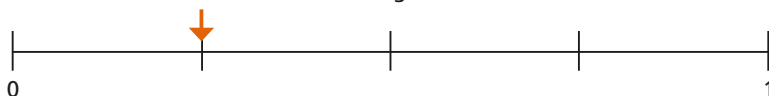


1 What fraction is each arrow pointing to?



2 Aisha says that the arrow is pointing to $\frac{1}{3}$



a) Aisha is not correct. Why do you think she might have thought that?

Discuss with a partner.

b) What fraction is the arrow pointing to?

3 Draw an arrow from each fraction to its correct position on the number line.



$\frac{1}{7}$

$\frac{3}{7}$

$\frac{7}{7}$

4 Use a number line from 0 to 1

Label the point X at $\frac{2}{5}$

Explain how you decided where the point X would be.

5 Scott's school is 1 km from his house.

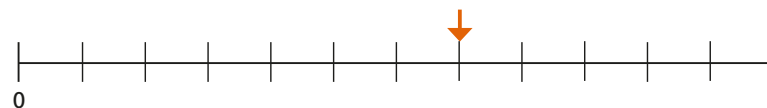
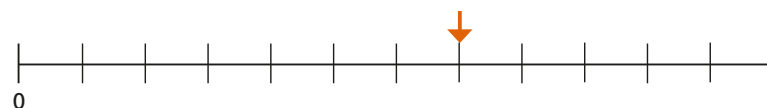
The coffee shop is $\frac{1}{2}$ km from Scott's house.

The factory is $\frac{2}{7}$ km from Scott's house.



Indicate on the number line where the coffee shop and factory are.

6 Are these arrows pointing to the same fraction?



Explain your answer.

4 Use a number line from 0 to 1

Label the point X at $\frac{2}{5}$

Explain how you decided where the point X would be.

5 Scott's school is 1 km from his house.

The coffee shop is $\frac{1}{2}$ km from Scott's house.

The factory is $\frac{2}{7}$ km from Scott's house.



Indicate on the number line where the coffee shop and factory are.

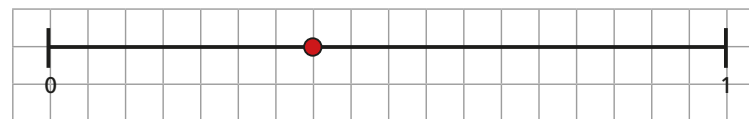


6 Are these arrows pointing to the same fraction?



Explain your answer.

7 a) How far along the number line is the point marked?



b) Mark the point $\frac{8}{9}$ of the way along the number line.

8 The number line shows both fifths and tenths.



a) Draw arrows to show $\frac{2}{5}$ and $\frac{7}{10}$

c) Use < or > to make the statements correct.

b) Use the number line to complete:

$$\frac{2}{5} = \frac{\square}{10}$$

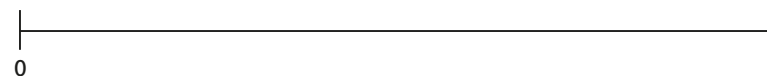
$$\frac{6}{10} = \frac{\square}{5}$$

$$\frac{3}{10} \bigcirc \frac{3}{5} \quad \frac{4}{5} \bigcirc \frac{9}{10}$$

d) Compare methods with a partner.



9 a) How can you mark eighths on this number line?



Explain your method to a partner.

b) Using the number line, show that $\frac{3}{8}$ is less than $\frac{7}{12}$

