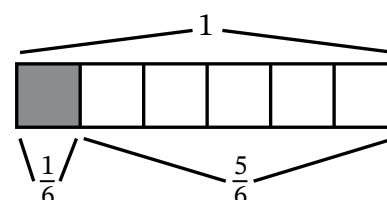
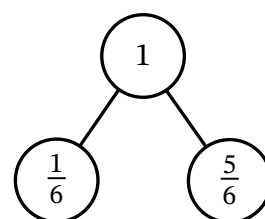
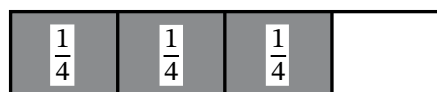


FAMILY MATH

Unit Fractions and Their Relationship to the Whole

Dear Family,

Your student is learning that fractions can represent amounts and quantities. They build and name non-unit fractions by making copies of a unit fraction. They recognize that a whole can be composed of a unit fraction and a non-unit fraction. Students name the total as 1 or as a fraction such as $\frac{6}{6}$. They use fraction strips and drawings to compare the size of the fractional units and determine which is larger. The models and drawings prepare your student for representing fractions on a number line in future grade 3 work.



Every fraction is made of unit fractions. When unit fractions of the same size are copied, a different fraction is composed.

$\frac{1}{4}$ is a unit fraction. 3 copies of $\frac{1}{4}$ make a different fraction, $\frac{3}{4}$.

Students represent a whole as a combination of a unit fraction and a non-unit fraction.

The unit fraction is $\frac{1}{6}$. To complete the whole, 5 sixths are needed.

$\frac{1}{8}$ is less than $\frac{1}{4}$.



Students reason about the size of the parts when the wholes are the same.

Fourths are a larger unit than eighths, so 1 eighth is less than 1 fourth.

At-Home Activity

Puzzle Me This

Practice naming fractions by solving homemade puzzles with your student. Choose a rectangular picture from a newspaper ad, catalog, or flyer to make into a puzzle. Have your student do the same. Keep your chosen pictures hidden from one another so solving will be a challenge! It may be helpful to demonstrate the steps with an example picture first.

- Trace the outline of your puzzle on a plain piece of paper. Use the outline as a mat to build your puzzle.
- Divide your pictures into 8 parts by folding it into 8 equal sections and then cutting.
- Mix up your puzzle pieces and trade puzzles.
- First, solve your student's puzzle. As you work, describe what fraction is complete and what fraction is not complete. For example, when 2 of the pieces are in place, say, "2 eighths of the puzzle is complete. I still need to complete 6 eighths of the puzzle."
- Then have your student solve your puzzle. As they work, ask them to describe what fraction is complete and what fraction is not complete. For example, when 2 of the pieces are in place, ask, "What fraction of the puzzle is complete?" Then ask, "What fraction of the puzzle is not complete?"