Assessment: Counting Fractions: Perfect Pancakes!

Assessment task

Students will use a number line to represent and count fractions. They will demonstrate an understanding of improper fractions and explain their understanding in everyday situations.

Guidance:

Assessing student understanding of fractions can be carried out effectively by providing individuals with multiple opportunities to demonstrate their understanding including use of concrete materials, visual representations, symbols, written and verbal responses. Support students to demonstrate understanding of the 'whole' when counting fractions.

The assessment of student understanding for this task may include solutions showing accurate use of:

- Mixed numbers and improper fractions
- Iterative counting of a given fraction (e.g. $\frac{1}{4}+\frac{1}{4}+\frac{1}{4}$)
- Equivalent fractions to compare fractions
- Correct fractional language to describe the whole, numerator, denominator, parts, mixed numbers, improper fractions
- A number line to represent a fraction
- Region and area models (e.g. a fraction wall or strips)

To complete the task, students may use materials to model, draw and record their thinking. Allow students to explain their thinking orally or in written form.

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Counting Fractions: Perfect Pancakes!

Task:

I was trying to make my mum's delicious pancake recipe which needed $1\frac{3}{4}$ cups of flour but I could only find the $\frac{1}{4}$ cup measure in the cutlery drawer.

1. How could I measure this accurately?

2. Show this on a number line:

3. How would $1\frac{3}{4}$ cups be written as an improper fraction?

4. If I spilled half a cup of flour, how much flour would I have left?

5. How many $\frac{1}{4}$ cups of flour would be needed to make the following quantities:

a) 2 cups –

b) $3\frac{2}{4}$ cups –

IMAGE:
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