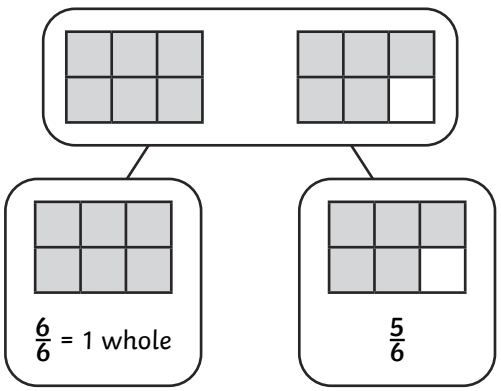
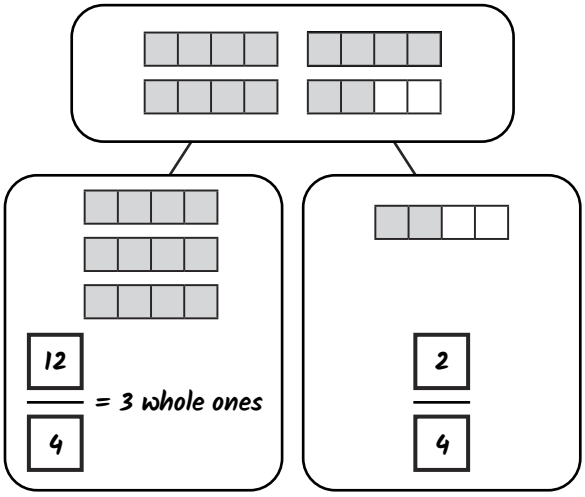
1)



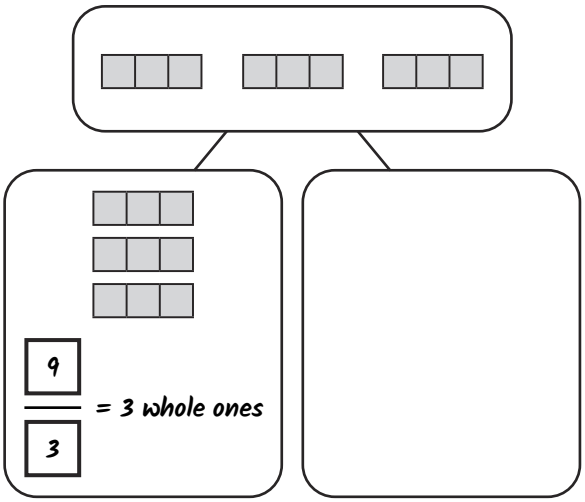
There are **11** sixths altogether.

11 sixths = **1** whole and **5** sixths



There are **14** quarters altogether.

14 quarters = **3** whole ones and **2** quarters



There are **9** thirds altogether.

9 thirds = **3** whole ones

and **0** thirds

2) There are **12** fifths altogether.

12 fifths = **2** wholes and **2** fifths

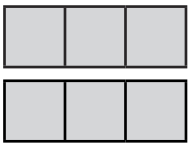
3) $\frac{24}{10} = \frac{20}{10} + \frac{4}{10} = 2\frac{4}{10}$ $\qquad$ $\frac{11}{2} = \frac{10}{2} + \frac{1}{2} = 5\frac{1}{2}$

1) C is the odd one out because it is equal to three whole ones and one third. A, B and D are all equal to three whole ones.

2) Tammy is incorrect because one whole sandwich equals four parts. 42 ÷ 4 = 10r2

   10 whole sandwiches were eaten – and 2 parts.

3) The statement is incorrect. Doubling means multiplying by 2, which means you have 2 whole ones, not 3 whole ones. For example:

$\frac{6}{3}$  = 2 whole ones

1) a) Pierre

   b) $\frac{9}{6}$ or 1 whole pizza and $\frac{3}{6}$ of a pizza

   c) Anya

   d) Pam

   e) Anya did because $\frac{3}{6}$ is equivalent to a half.

2) a) $\frac{4}{1}, \frac{8}{2}, \frac{12}{3}, \frac{16}{4}, \frac{20}{5}, \frac{24}{6}, \frac{28}{7}, \frac{32}{8}, \frac{36}{9}$

   b) Children should notice the numerators are multiples of four because they are creating four whole ones. They may also notice that the numerator is always four times bigger than the denominator.