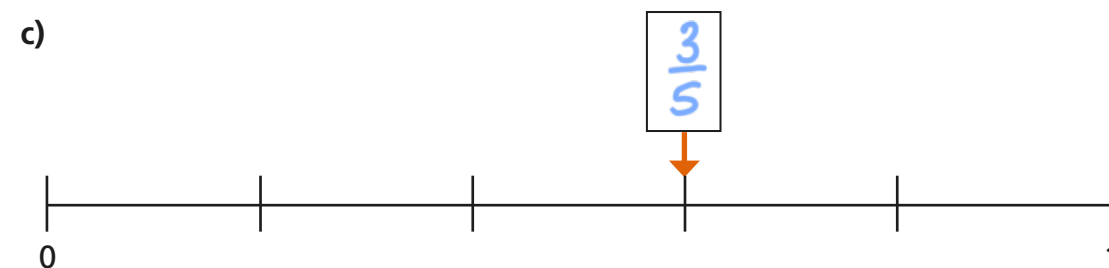
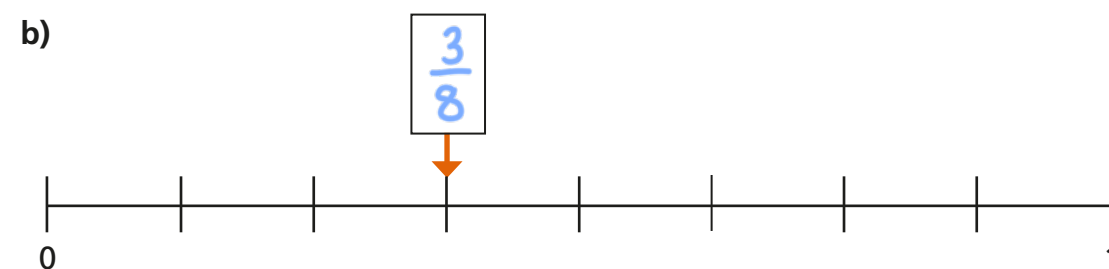
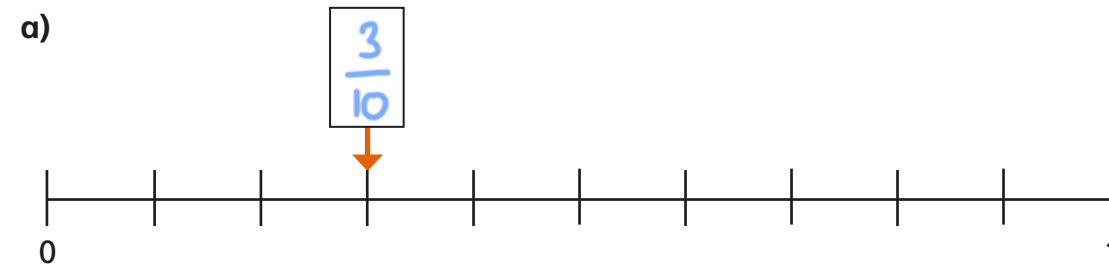
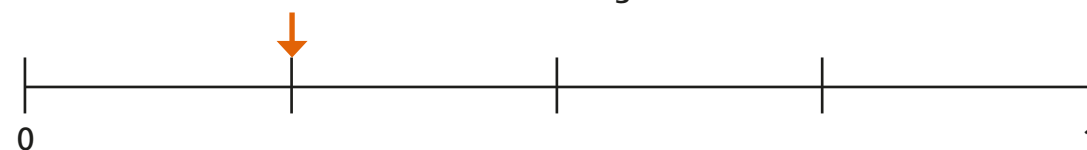


# Represent fractions on number lines

1 What fraction is each arrow pointing to?



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



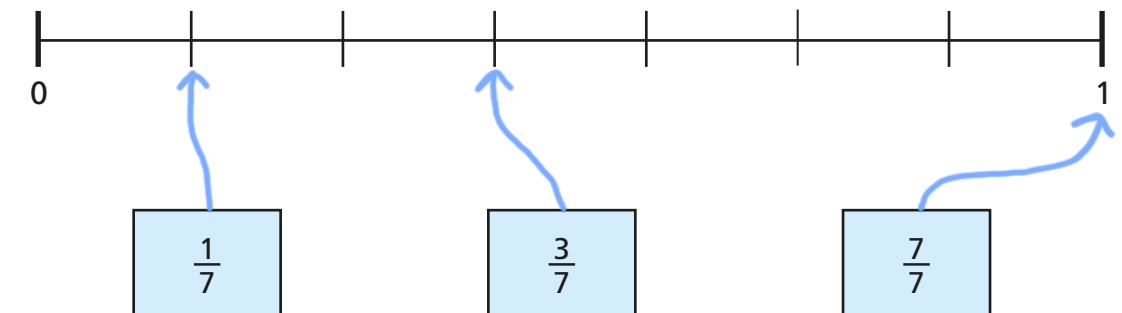
a) Aisha is not correct. Why do you think she might have thought that?

Discuss with a partner.

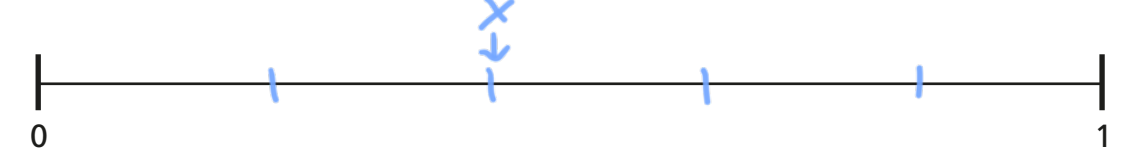
b) What fraction is the arrow pointing to?

$\frac{1}{4}$

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



4 Here is 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.

*Split the number line into 5 equal parts  
and then X is two-fifths of the way along.*

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

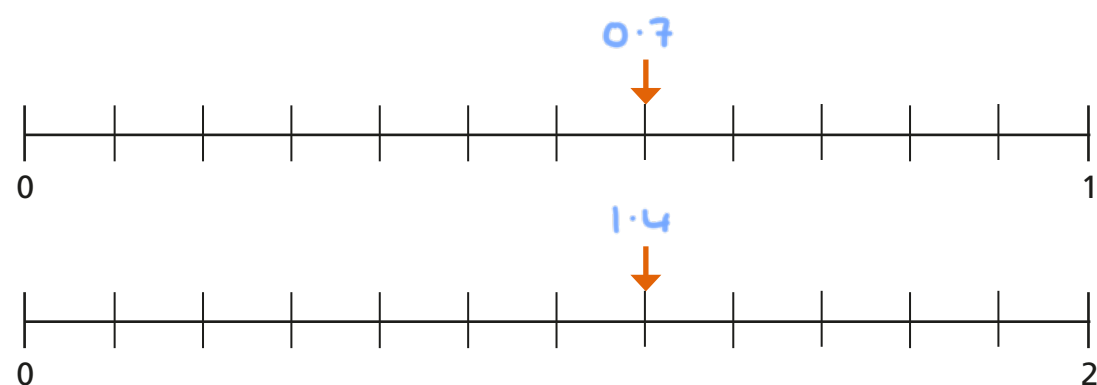
The coffee shop is  $\frac{1}{2}$  km from Scott's house.

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



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

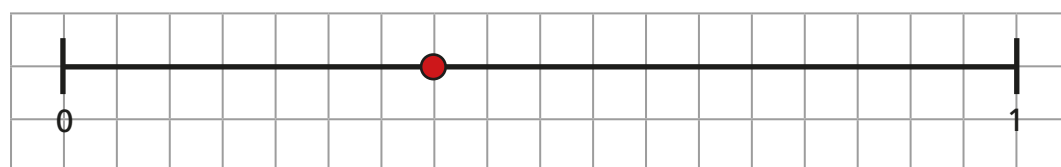
- 6 Are these arrows pointing to the same fraction? NO



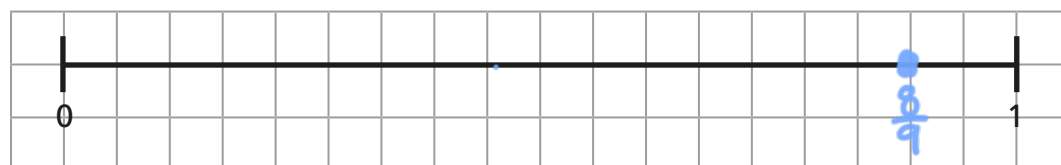
Explain your answer.

The number lines are split into the same number of intervals and the arrow is pointing to the same point but the end points are different.

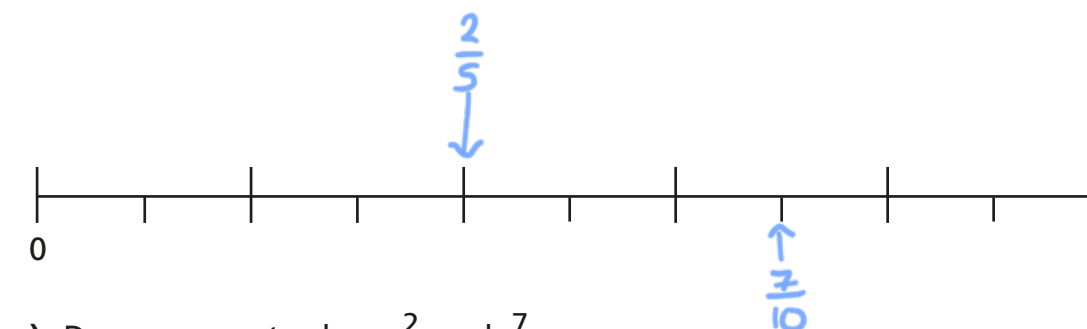
- 7 a) How far along the number line is the point marked?  $\frac{7}{18}$



- 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  $\frac{7}{10}$

- b) Use the number line to complete:

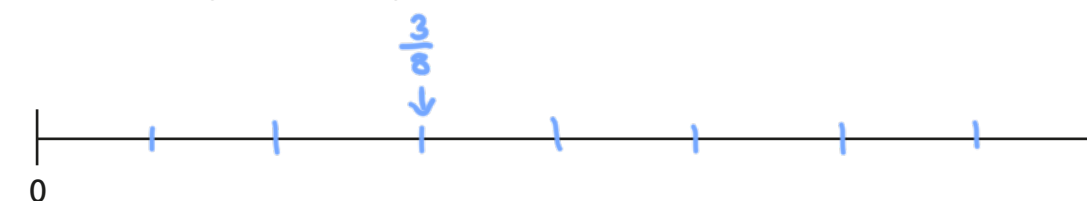
$$\frac{2}{5} = \frac{\boxed{4}}{10} \quad \frac{6}{10} = \frac{\boxed{3}}{5}$$

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

$$\frac{3}{10} \text{ ( < ) } \frac{3}{5} \quad \frac{4}{5} \text{ ( < ) } \frac{9}{10}$$

- 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  $\frac{7}{12}$