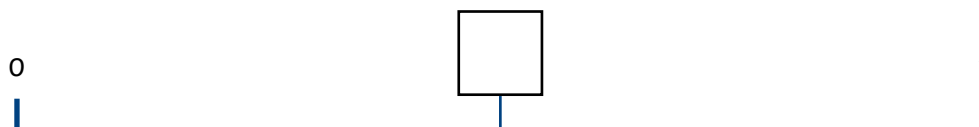


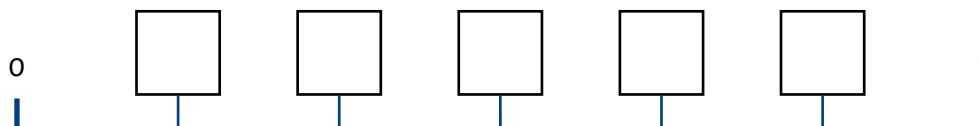


1) The number line has been divided into equal parts. Fill in the blanks with the correct fraction.

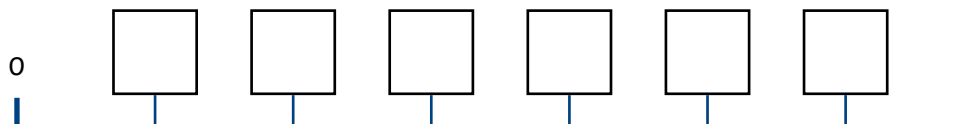
a)



b)



c)



2) Write  $1\frac{1}{6}$  on the number line.



3) Write  $3\frac{2}{6}$  on the number line.



4) Sergio walked to school.

He stopped to tie his laces  $\frac{2}{7}$  of the way there.

Then, he stopped to meet his friend  $\frac{4}{7}$  of the way there.

Show Sergio's journey.



1)



Mason

On my number line, I start at 1.  
I move forwards 4 spaces, backwards 2 spaces and forwards 3 more spaces.  
I land on  $1\frac{4}{6}$ .



Do you agree with Mason?

Explain your reasoning.




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2)



Ahmed

I start on  $1\frac{6}{8}$ . Then, I count back  $\frac{4}{8}$ .  
After, I count on  $\frac{2}{8}$ . I will end on 2.



Ahmed has made an error.

Use a number line and reasoning to explain what the answer should be.

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3)



Elizabeth

The number 1 always goes at the end of a number line.



Sunny

The number 1 will be written on different positions on each number line.



Do you agree with Elizabeth or Sunny?

Show and explain your reasoning.

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1) Some shapes have been removed from a number line.



I am the smallest of all fractions.



I sit more than halfway along on the number line.



I am worth more than the hexagon but less than the rectangle.



I am the largest of all fractions.



a) Where could each shape be placed? Draw them on the number line and find all possibilities.



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\_\_\_\_\_



\_\_\_\_\_

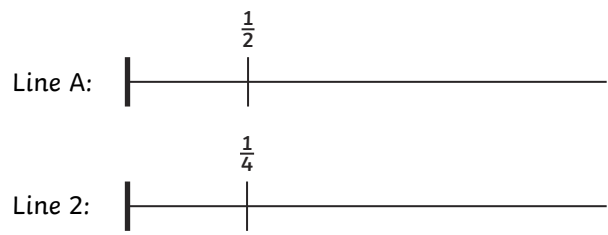
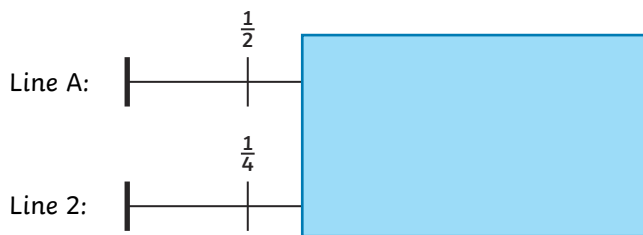


\_\_\_\_\_

b) Write a clue for a different shape that could be placed on an empty part of the number line.

\_\_\_\_\_  
\_\_\_\_\_

2) Only part of each number line can be seen - the rest is hidden. Each line stops at a whole. Which line is longer? Explain your reasoning and show your working out on the number lines.



\_\_\_\_\_  
\_\_\_\_\_

3) Some shapes sit on part of a number line.



The heart represents  $\frac{3}{8}$  and sits  $\frac{1}{8}$  before the hexagon.

Use this information to solve the values of the other shapes.



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