

STUDY LINK
6•11

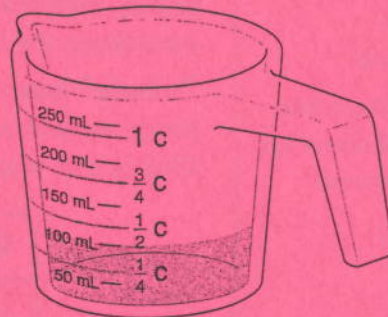
Unit 7: Family Letter



Fractions and Their Uses; Chance and Probability

One of the most important ideas in mathematics is the concept that a number can be named in many different ways. For example, a store might advertise an item at $\frac{1}{2}$ off its original price or at a 50% discount—both mean the same thing. Much of the mathematics your child will learn involves finding equivalent names for numbers.

A few weeks ago, the class studied decimals as a way of naming numbers between whole numbers. Fractions serve the same purpose. After reviewing the meaning and uses of fractions, students will explore equivalent fractions—fractions that have the same value, such as $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{6}$, and so on. As in past work with fractions, students will handle concrete objects and look at pictures, because they first need to “see” fractions in order to understand what fractions mean.



A measuring cup showing fractional increments

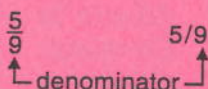
Fractions are also used to express the chance that an event will occur. For example, if we flip a coin, we say that it will land heads-up about $\frac{1}{2}$ of the time. The branch of mathematics that deals with chance events is called **probability**. Your child will begin to study probability by performing simple experiments.

Please keep this Family Letter for reference as your child works through Unit 7.

Vocabulary

Important terms in Unit 7:

denominator The number below the line in a fraction. In a fraction where the whole is divided into equal parts, the denominator represents the number of equal parts into which the whole (or ONE or unit whole) is divided. In the fraction $\frac{a}{b}$, b is the denominator.



equal chance outcomes or equally likely outcomes If each of the possible outcomes for a chance experiment or situation has the same chance of occurring, the outcomes are said to have an equal chance or to be equally likely. For example, there is an equal chance of getting heads or tails when flipping a coin, so heads and tails are equally likely outcomes.

equivalent fractions Fractions with different denominators that name the same number. For example, $\frac{1}{2}$ and $\frac{4}{8}$ are equivalent fractions.

fair (coin, die, or spinner) A device that is free from bias. Each side of a fair die or coin will come up about equally often. Each section of a fair spinner will come up in proportion to its area.

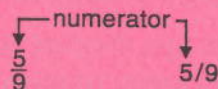


A die has six faces. If the die is fair, each face has the same chance of coming up.

fair game A game in which every player has the same chance of winning.

mixed number A number that is written using both a whole number and a fraction. For example, $2\frac{1}{4}$ is a mixed number equal to $2 + \frac{1}{4}$.

numerator The number above the line in a fraction. In a fraction where the whole (or ONE or unit whole) is divided into a number of equal parts, the numerator represents the number of equal parts being considered. In the fraction $\frac{a}{b}$, a is the numerator.



probability A number from 0 through 1 that tells the chance that an event will happen. The closer a probability is to 1, the more likely the event is to happen.

whole (or ONE or unit whole) The entire object, collection of objects, or quantity being considered; the ONE; the unit whole; 100%.

“whole” box In *Everyday Mathematics*, a box in which students write the name of the whole (or ONE or unit whole).

Whole

24 pennies

Do-Anytime Activities

To work with your child on concepts taught in this unit, try these interesting and rewarding activities:

1. Have your child look for everyday uses of fractions in grocery items, clothing sizes, cookbooks, measuring cups and spoons, and statistics in newspapers and on television.
2. Encourage your child to express numbers, quantities, and measures, such as a quarter of an hour, a quart of orange juice, a dozen eggs, and a pint of milk.
3. While grocery shopping, help your child compare prices by looking at shelf labels or calculating unit prices. Help your child make decisions about the "better buy." If a calculator is available, have your child take it to the store.
4. Have your child look for everyday uses of probabilities in games, sports, and weather reports. Ask your child to make a list of events that could never happen, might happen, and are sure to happen.

Building Skills through Games

In this unit, your child will work on his or her understanding of fractions and probability by playing the following games. For detailed instructions, see the *Student Reference Book*.

Chances Are See *Student Reference Book*, pages 236 and 237.

This game is for 2 players and requires one deck of *Chances Are* Event Cards and one deck of *Chances Are* Probability Cards. The game develops skill in using probability terms to describe the likelihood of events.

Fraction Match See *Student Reference Book*, page 243.

This game is for 2 to 4 players and requires one deck of *Fraction Match* cards. The game develops skill in naming equivalent fractions.

Fraction Of See *Student Reference Book*, pages 244 and 245.

This game is for 2 players and requires one deck of *Fraction Of* Fraction Cards and one deck of *Fraction Of* Set Cards. The game develops skill in finding the fraction of a number.

Fraction Top-It See *Student Reference Book*, page 247.

This is a game for 2 to 4 players and requires one set of 32 Fraction Cards. The game develops skill in comparing fractions.

Getting to One See *Student Reference Book*, page 248.

This is a game for 2 players and requires one calculator. The game develops skill in estimation.

Grab Bag See *Student Reference Book*, page 249.

This game is for 2 players or two teams of 2 and requires one deck of *Grab Bag* cards. The game develops skill in calculating the probability of an event.

As You Help Your Child with Homework

As your child brings assignments home, you may want to go over the instructions together, clarifying them as necessary. The answers listed below will guide you through some of the Study Links in this unit.

Study Link 7•2

1. **b.** 4 **c.** 12 **d.** 8 2. 6
 3. 12 4. 7 5. 28
 6. 10 7. 30 8. 10
 9. 12 10. 12 11. $2\frac{1}{2}$
 12. 23 13. $19\frac{2}{3}$ 14. 13
 15. $41\frac{7}{9}$

Study Link 7•3

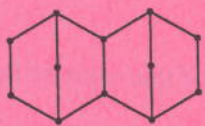
1. 50-50 chance 2. very unlikely
 4. 5 5. 592 6. 3,948
 7. 1,690 8. 16,170

Study Link 7•4

3. 8 4. 0.881 5. 9.845
 6. 1.59 7. 0.028

Study Link 7•5

1. Less than \$1.00; $0.75 + 0.10 = 0.85$
 2. $3\frac{3}{4}$ 3. $\frac{1}{6}$ 4. $2\frac{3}{8}$
 5. Sample answers:



$$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 1$$



$$\frac{1}{4} + \frac{3}{12} + \frac{3}{6} = 1$$



$$\frac{2}{4} + \frac{3}{6} = 1$$

6. 8 7. 45 8. 49 9. 22

Study Link 7•6

1. C, F, I 2. B, D 3. E, H 4. A, G
 5. $\frac{2}{3}$ 7. $\frac{5}{6}$ 9. $\frac{1}{2}$ 10. $\frac{1}{6}$

Study Link 7•7

5. $23\frac{3}{4}$ 6. 19 7. 42

Study Link 7•8

Sample answers for 1–10:

1. $\frac{2}{10}, \frac{1}{5}, \frac{20}{100}$ 2. $\frac{6}{10}, \frac{3}{5}, \frac{60}{100}$
 3. $\frac{5}{10}, \frac{1}{2}, \frac{50}{100}$ 4. $\frac{3}{4}, \frac{30}{40}, \frac{75}{100}$
 5. 0.3 6. 0.63 7. 0.7 8. 0.4
 9. $0.70; \frac{70}{100}$ 10. $0.2; \frac{2}{10}$ 11. 702 12. 3,227
 13. 975

Study Link 7•9

1. > 2. < 3. =
 4. = 5. < 6. >
 7. Answers vary. 8. Answers vary.
 9. $\frac{1}{4}, \frac{4}{10}, \frac{3}{7}, \frac{24}{50}$ 10. $\frac{1}{12}, \frac{3}{12}, \frac{7}{12}, \frac{8}{12}, \frac{11}{12}$
 11. $\frac{1}{50}, \frac{1}{20}, \frac{1}{5}, \frac{1}{3}, \frac{1}{2}$ 12. $\frac{4}{100}, \frac{4}{12}, \frac{4}{8}, \frac{4}{5}, \frac{4}{4}$
 13. 5 14. 100 15. 36

Study Link 7•10

3. 28 4. 27 5. 30 6. 36

Study Link 7•11

3. 29 4. $16\frac{1}{2}$ 5. 105 6. $141\frac{1}{5}$

Study Link 7•12

1. Answers vary.
 2. Answers vary.
 3. Answers vary.
 4. **a.** $\frac{1}{4}$ **b.** $\frac{1}{4}$ **c.** $\frac{1}{2}$
 5. Sample answer: I think it will be about the same fraction for 1000 times as it was for 20.
 6. 336 7. 7,866 8. 3,870 9. 4,828