



OALCF Task Cover Sheet

Task Title: Solve everyday problems involving fractions

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment ✓ Apprenticeship___ Secondary School ✓ Post Secondary___ Independence ✓	
Task Description: Learners will use real-life word problems involving calculations using fractions	
Competency: A. Find and use information C. Understand and use numbers E. Manage Learning	Task Group(s): A1 Read continuous text C1 Manage money C2 Manage time C3 Use measures C4 Manage data E Manage Learning
Level Indicators: A1.1: Read brief texts to locate specific details C1.2: Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts C1.3: Find, integrate and analyze numerical information to make multi-step calculations to compare cost options and prepare budgets C2.2: Make low-level inferences to calculate using time C3.1: Measure and make simple comparisons and calculations C3.2: Use measures to make one-step calculations C4.1: Make simple comparisons and calculations C4.2: Make low-level inferences to organize, make summary calculations and represent data E.1: Set short-term goals, begin to use limited learning strategies and begin to monitor own learning	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Question sheet • Extra paper to do rough work 	

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Practitioner Instructions:

1. Review the learner's instructions with them.
2. Go over the evaluation checklist with the learner so that they are aware of the skills to be demonstrated.
3. When the learner has completed the activity, complete the evaluation together, enter the date completed, and note whether it was successful or needs to be tried again

Practitioner Information:

It is important to evaluate how the learner reaches their answers as well as accuracy in calculations.

Help Allowed: The learner must figure out for themselves what operations to use to get the answer, and then complete the calculations independently.

Adaptation: Any real life word problems may be used that compare fraction amounts, that involve basic operations with fractions, or that involve ratios.

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Learner Information and Instructions:

1. Answer the following questions.
2. Read each question carefully and figure out what you have to do to get the answer.
3. It's a good idea to do rough work on a separate sheet of paper. Hand this rough sheet to your instructor when you have finished.
4. Always reduce fractions to the lowest possible terms.
5. Improper fractions should be converted to mixed numbers for your final answer.

Task 1: You are making Christmas cookies. One recipe calls for $\frac{1}{2}$ tsp. of baking soda; a second recipe calls for $\frac{1}{4}$ tsp. of baking soda; and a third recipe asks for $\frac{1}{3}$ tsp. of baking soda. You have only 1 tsp of baking soda left in the box. Will you be able to make all 3 recipes?

Task 2: A recipe calls for $\frac{1}{4}$ cup of flour. You only have a $\frac{1}{3}$ measuring cup. Is $\frac{1}{3}$ cup more or less than you need?

Task 3: The bus you take to go to work arrives at your bus stop at 8:15 a.m. It takes you $\frac{1}{3}$ hour to get showered and dressed; 20 minutes to eat; and $\frac{2}{3}$ hour to walk to your bus stop. How long before the bus will arrive must you get up?

Task 4: You are comparison shopping for watches. One sign says $\frac{1}{3}$ off the listed price. A second sign says $\frac{1}{5}$ off the listed price and a third sign says $\frac{1}{2}$ off the listed price. Which is the better bargain?

Task 5: At the store, the sign outside says that everything is on sale at a fraction of the original price. The original price of a coat is \$144. If the sale price is $\frac{2}{3}$ off the original price, how much will you have to pay for the coat?

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- Task 6: The directions for mixing up garden fertilizer say to add $\frac{5}{8}$ cup fertilizer to a litre of water. You have a large garden area and decide to triple the amounts. How much fertilizer and how much water will you need?
- Task 7: Joe is reading a report from work. It says that $\frac{2}{3}$ of their customers like one product the best, while another $\frac{1}{4}$ like another product the best. The rest have no opinion. Joe wants to contact the people who have no opinion. If there are 360 customers, how many customers will Joe have to contact?
- Task 8: If you walk one mile in twenty minutes, how long will it take you to walk $5\frac{1}{2}$ miles?
- Task 9: When cutting a piece of trim, by mistake you cut a piece $2\frac{3}{8}$ " instead of the required $5\frac{1}{4}$ ". Since you don't have enough to recut the correct length, how much more trim do you need to cut to make up the required length?
- Task 10: To pass an amendment, you require $\frac{4}{5}$ of the people in attendance to vote "yes". If there are 175 people present, how many "yes" votes are needed to pass the amendment?
- Task 11: You are working as a home aide for older people who need help with cleaning and yard work. It takes you $\frac{3}{4}$ hour to mow the lawn and $\frac{1}{2}$ hour to edge and trim. Then you spend 50 minutes working in the vegetable garden. How many hours will you record in your work log?
- Task 12: You have \$1400 to award in prizes at a spelling bee. You want second prize to be half of the first prize and third prize to be half of the second prize. How much will you award in first, second and third prizes?

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Learner's self reflection:

1. I know how to place fractions in order of size. Yes No
2. I can visualize what part of a whole is meant by different fractions. Yes No
3. I can add and subtract fractions. Yes No
4. I can multiply and divide fractions. Yes No
5. I understand what a proper and an improper fraction is. Yes No
6. I usually reduce fractions to their lowest terms. Yes No
7. I read the question carefully to find clues to its solution. Yes No
8. I got at least 10 questions correct. Yes No
9. I can solve real life problems involving fractions. Yes No

Other comments:

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1. $\frac{1}{2} + \frac{1}{4} + \frac{1}{3} = 1 \frac{1}{12}$ Will not have enough
2. $\frac{1}{3}$ is more than $\frac{1}{4}$ Too much
3. $\frac{1}{3} + \frac{1}{3} + \frac{2}{3} = 1 \frac{1}{3}$ hour or 1 hour 20 minutes
4. $\frac{1}{2}$ off is the better bargain
5. you pay $\frac{1}{3} \times 144 = \48
6. $\frac{5}{8} \times 3 = 1 \frac{7}{8}$ cup fertilizer to 3 litres of water
7. $\frac{1}{12} \times 360 = 30$ people have no opinion
8. $20 \times 5 \frac{1}{2} = 110$ minutes or 1 hour 50 minutes
9. $5 \frac{1}{4} - 2 \frac{3}{8} = 5 \frac{2}{8} - 2 \frac{3}{8} = 2 \frac{7}{8}$
10. $\frac{4}{5} \times 175 = 140$ "yes" votes needed
11. $\frac{3}{4} + \frac{1}{2} + \frac{5}{6} = 2 \frac{1}{12}$ hours or 2 hours 5 minutes
12. $1 + \frac{1}{2} + \frac{1}{4} = 1 \frac{3}{4}$ $\$1400 \div 1 \frac{3}{4} = \800 first prize; \$400 second prize; \$200 third prize. Using algebra:
If first prize is x , the prizes are $x + \frac{1}{2}x + \frac{1}{4}x$ or $\frac{7}{4}x$. $\frac{7}{4}x = 1400 \dots x = 1400 \times \frac{4}{7}$. $x = \$800$, $\frac{1}{2}x = \$400$,
 $\frac{1}{4}x = \$200$

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	<ul style="list-style-type: none"> reads short texts to locate a single piece of information 			
	<ul style="list-style-type: none"> decodes words and makes meaning of sentences in a single text 			
	<ul style="list-style-type: none"> follow simple, straightforward instructional texts 			
C1.2	<ul style="list-style-type: none"> calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers 			
	<ul style="list-style-type: none"> chooses and performs required operation(s); may make inferences to identify required operation(s) 			
	<ul style="list-style-type: none"> selects appropriate steps to reach solutions 			
	<ul style="list-style-type: none"> represents costs and rates using monetary symbols, decimals and percents 			
	<ul style="list-style-type: none"> interprets, represents and converts amounts using whole numbers, decimals, percentages, ratios and simple, common fractions (e.g. $\frac{1}{2}$, $\frac{1}{4}$) 			
	<ul style="list-style-type: none"> uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation) 			
C1.3	<ul style="list-style-type: none"> calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers 			
	<ul style="list-style-type: none"> manages unfamiliar elements (e.g. context, content) to complete the task 			
	<ul style="list-style-type: none"> chooses and performs required operations; makes inferences to identify operations 			
	<ul style="list-style-type: none"> identifies a variety of ways to complete the task 			
	<ul style="list-style-type: none"> uses strategies to check accuracy 			
C2.2	<ul style="list-style-type: none"> Calculates using numbers expressed as whole numbers, fractions... 			
	<ul style="list-style-type: none"> Interprets and applies rates 			

C3.1	<ul style="list-style-type: none"> understands numerical order 			
	<ul style="list-style-type: none"> identifies and performs required operation 			
	<ul style="list-style-type: none"> interprets and represents measures using whole numbers, decimals and simple, common fractions (e.g. $\frac{1}{2}$, $\frac{1}{4}$) 			
	<ul style="list-style-type: none"> uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation) 			
C3.2	<ul style="list-style-type: none"> Calculates using numbers expressed as whole numbers, fractions... 			
	<ul style="list-style-type: none"> Interprets and represents... volume using symbols and abbreviations 			
	<ul style="list-style-type: none"> Interprets and applies rates and ratios 			
C4.1	<ul style="list-style-type: none"> Identifies and compares quantities of items 			
C4.2	<ul style="list-style-type: none"> calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers 			
	<ul style="list-style-type: none"> chooses and performs required operation(s); may make inferences to identify required operation(s) 			
	<ul style="list-style-type: none"> recognizes patterns and begins to identify trends in data (e.g. population, crime, demographic, inventory, injury) 			
E.1	<ul style="list-style-type: none"> begins to monitor progress towards achieving goals 			
	<ul style="list-style-type: none"> begins to monitor own learning 			
	<ul style="list-style-type: none"> uses feedback to improve performance 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Instructor (print)

Learner Signature