



Task Title: Using Fractions Everyday

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes No

Goal Path: Employment Apprenticeship

Secondary School Post Secondary Independence

Task Description: The learner will solve word problems involving calculations using fractions.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.1
- Understand and Use Numbers/Manage time/C2.2
- Manage Learning/E.1

Materials Required:

- Pen/pencil and paper and/or digital device
- Calculator or digital device with calculator function (optional)

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Learner Information

In our daily lives, we often encounter problems involving fractions. We use fractions to solve problems involving baking and shopping, for example.

Work Sheet

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? Explain.

Answer:

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?

Answer:

Task 3: 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?

Answer:

Task 4: If you walk one mile in twenty minutes, how long will it take you to walk $5\frac{1}{2}$ miles?

Answer:

Task 5: Complete the Learner's Self-Reflection checklist.

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 can solve real life problems involving fractions. Yes No

Answers

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?

Answer: $\frac{1}{2} + \frac{1}{4} + \frac{1}{3} = \frac{6}{12} + \frac{3}{12} + \frac{4}{12} = \frac{13}{12} = 1 \frac{1}{12}$. No, you will not be able to make all 3 recipes. You are short $\frac{1}{12}$ of a tsp.

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?

Answer: $\frac{1}{3}$ cup is more than $\frac{1}{4}$ cup. You have more than you need.

Task 3: 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?

Answer: $\frac{1}{2}$ off is a better bargain.

Task 4: If you walk one mile in twenty minutes, how long will it take you to walk $5 \frac{1}{2}$ miles?

Answer: $20 \times 5 \frac{1}{2} = 20 \times 11/2 = 220/2 = 110$ minutes or 1 hour 50 minutes

Task 5: Complete the Learner's Self-Reflection checklist.

Answers will vary by learner.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	reads short texts to locate a single piece of information			
	decodes words and makes meaning of sentences in a single text			
	identifies the main idea in brief texts			
C2.2	calculates using numbers expressed as whole numbers, fractions, decimals and percentages			
	converts between units of time			
	makes simple estimates			
	interprets, represents and converts time using whole numbers, decimals, percentages, ratios and simple, common fractions (e.g. $\frac{1}{2}$, $\frac{1}{4}$)			
	chooses and performs required operation(s); may make inferences to identify required operations			

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Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
	selects appropriate steps to reach solutions			
	uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)			
E.1	sets short-term goals			
	identifies steps required to achieve goals			
	begins to monitor progress towards achieving goals			
	begins to identify barriers to achieving goals			
	begins to use a limited number of learning strategies			
	begins to identify ways to remember information and reinforce learning			
	uses feedback to improve performance			

This task: Was successfully completed Needs to be tried again

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Learner Comments:

Instructor (print):

Learner (print):
