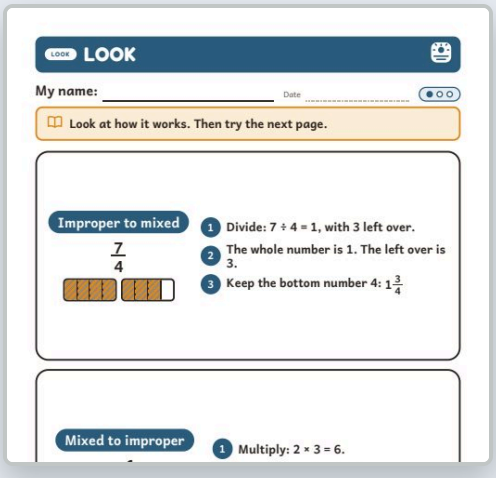
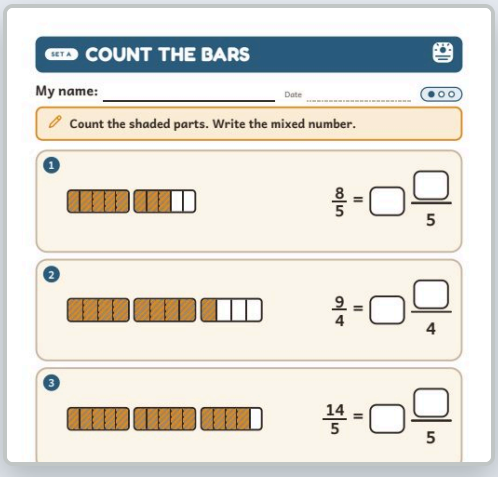
4TH GRADE · MATH

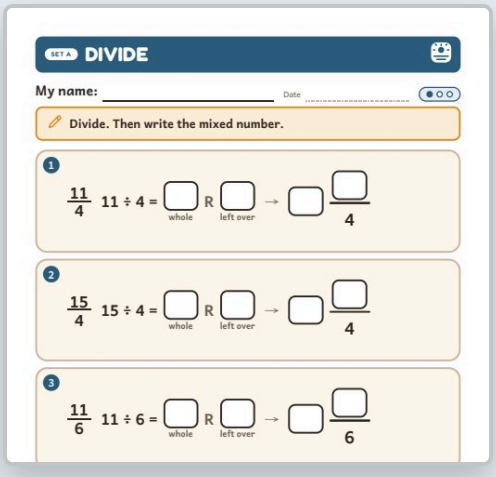
**COUNT THE BARS**

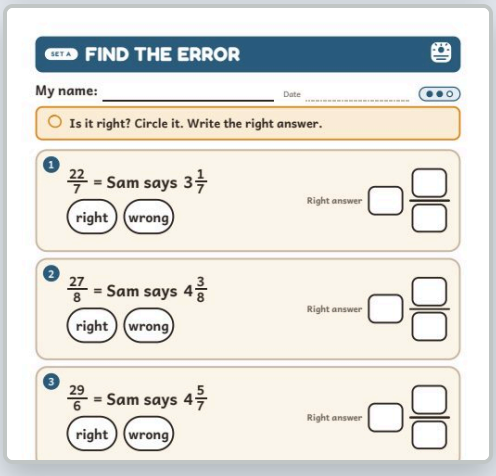
# IMPROPER FRACTIONS TO MIXED NUMBERS

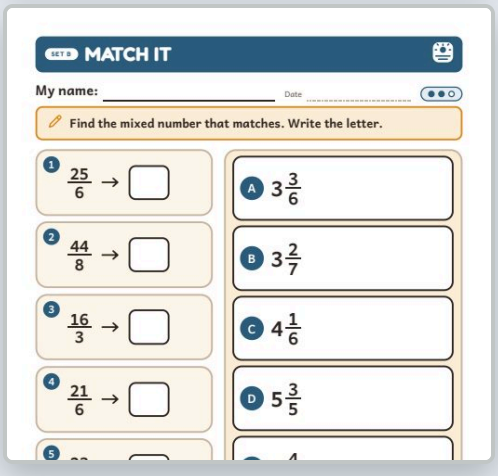
Count shaded bars, draw them, divide and use the remainder, then go back the other way. Fill, find the error, match, and cut and glue, with keys, a tracker and a family page. Print, or type the names and answers. PDF.

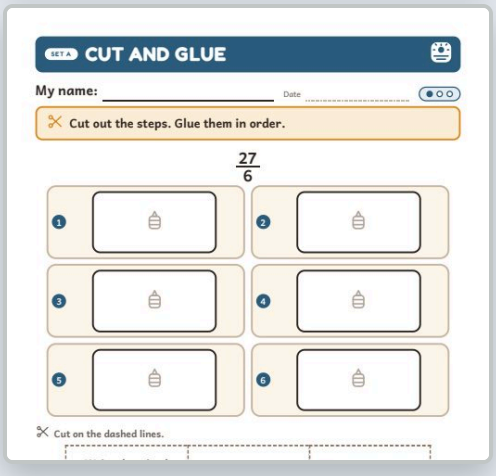



**31 Pages** | **9 Page Types** | **55 Fractions** | **Bar Models**

BRIGHT PATH SPED

START HERE

# QUICK START

One complete kit for one big idea: an improper fraction and a mixed number are two names for the same amount. Count the bars, draw them, divide, then go back the other way, with room to work, untimed.

## THREE STEPS

1. **Look at the bars together**
   Page 5 works one improper fraction and one mixed number with bars and three short steps. Read it aloud with the child, then turn to Count the Bars.

2. **Hand over a page**
   Every student page opens with a name line and one short instruction, and the answer boxes are big. Nothing on it is written for you, so the child can start. The chart below says which page for which child; the dots at the top right are the only level code.

3. **Check it, record it, send it home**
   The answer keys are pages 20, 21 and 22. Date each page on the tracker (page 23), roll a group up on page 24, and send the home page (26). A filled example is on page 27.

## WHICH PAGE, WHEN

| WHEN… | USE… |
|---|---|
| Meeting improper fractions for the first time | Look, page 5 · Count the Bars A, page 6 |
| Sees the bars, needs to write the fraction | Count the Bars B, page 7 |
| Ready to draw the bars | Draw the Bars, page 8 |
| Ready to divide instead of draw | Divide, pages 9, 10 |
| Going back the other way | Make a Fraction, page 11 · Count the Bars B, page 7 |
| Rushes and does not check | Find the Error, pages 13, 14 |
| Needs to see the whole picture first | Match It, pages 15, 16 |
| Better with cutting and gluing | Cut and Glue, pages 17, 18, 19 |
| Ready to send practice home | Home page 26 · notes: page 25 |

### Everything inside (31 pages)

- **15 student pages** in 9 page types: Look, Count the Bars, Draw the Bars, Divide, Make a Fraction, Fill In, Find the Error, Match It and Cut and Glue
- **55 different fractions**, bottom numbers 2 to 8 and top numbers 3 to 44, every one computed in code
- **18 cut-and-glue pieces** in 3 sets of six, **7 find-the-error answers**
- **3 answer keys, 1 tracker, 1 class grid**
- **1 team note, 1 home page, 1 filled example, 1 phrase and strategy bank**
- **1 binder cover, 6 divider tabs** and a spine label

### What makes it different

Every page keeps the picture in view: whole bars cut into equal parts, shaded. The divide step has its own frame, with a place for the whole number and a place for what is left over. No page uses an amount twice, and no answer sits where a child could guess it. Nothing is timed and nothing on a student page is scored.

# LOOK

My name: _____ Date .....

Look at how it works. Then try the next page.

## Improper to mixed

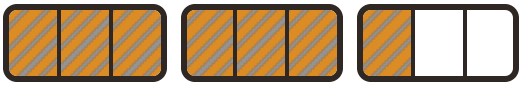
$\frac{7}{4}$



1. Divide: 7 ÷ 4 = 1, with 3 left over.
2. The whole number is 1. The left over is 3.
3. Keep the bottom number 4: $1\frac{3}{4}$

## Mixed to improper

$2\frac{1}{3}$



1. Multiply: 2 × 3 = 6.
2. Add the top: 6 + 1 = 7.
3. Keep the bottom number 3: $\frac{7}{3}$

# SET A COUNT THE BARS

My name: _____ Date .....

Count the shaded parts. Write the mixed number.

**1**



$\frac{8}{5} = \square\ \frac{\square}{5}$

**2**



$\frac{9}{4} = \square\ \frac{\square}{4}$

**3**



$\frac{14}{5} = \square\ \frac{\square}{5}$

**4**



$\frac{7}{6} = \square\ \frac{\square}{6}$

# SET A DIVIDE

My name: _____ Date .....

**Divide. Then write the mixed number.**

**1**

$\frac{11}{4}$ $11 \div 4 =$ ☐ (whole) R ☐ (left over) → ☐ $\frac{\square}{4}$

**2**

$\frac{15}{4}$ $15 \div 4 =$ ☐ (whole) R ☐ (left over) → ☐ $\frac{\square}{4}$

**3**

$\frac{11}{6}$ $11 \div 6 =$ ☐ (whole) R ☐ (left over) → ☐ $\frac{\square}{6}$

**4**

$\frac{17}{5}$ $17 \div 5 =$ ☐ (whole) R ☐ (left over) → ☐ $\frac{\square}{5}$

# SET A FIND THE ERROR

My name: _____ Date .....

Is it right? Circle it. Write the right answer.

**1** $\frac{22}{7}$ = Sam says $3\frac{1}{7}$

right wrong

Right answer ☐ $\frac{\square}{\square}$

**2** $\frac{27}{8}$ = Sam says $4\frac{3}{8}$

right wrong

Right answer ☐ $\frac{\square}{\square}$

**3** $\frac{29}{6}$ = Sam says $4\frac{5}{7}$

right wrong

Right answer ☐ $\frac{\square}{\square}$

**4** $\frac{17}{8}$ = Sam says $2\frac{1}{8}$

right wrong

Right answer ☐ $\frac{\square}{\square}$

SET A

# MATCH IT

My name: _____ Date .....

Find the bars that match. Write the letter.

1. $\frac{8}{6}$ → ☐
2. $\frac{3}{2}$ → ☐
3. $\frac{5}{2}$ → ☐
4. $\frac{13}{5}$ → ☐
5. $\frac{6}{5}$ → ☐
6. $\frac{17}{6}$ → ☐

A 

B 

C 

D 

E 

F 

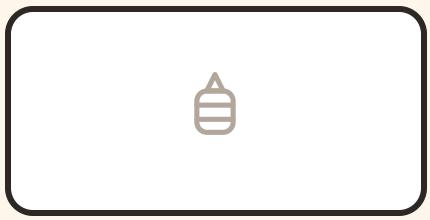
# SET A CUT AND GLUE

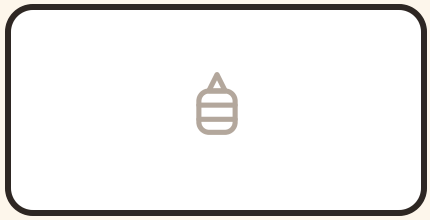
**My name:** _____ Date .....

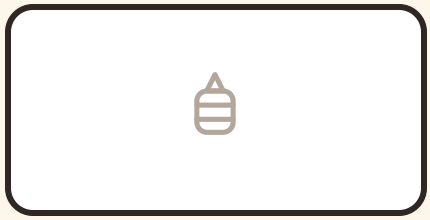
Cut out the steps. Glue them in order.

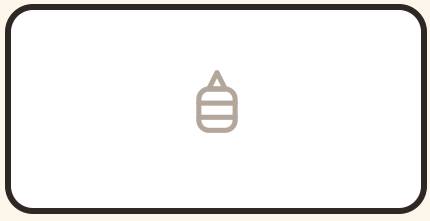
$$\frac{27}{6}$$

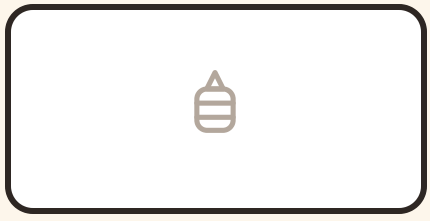
1 

2 

3 

4 

5 

6 

Cut on the dashed lines.

| | | |
|---|---|---|
| Write the mixed number: $4\frac{3}{6}$ | Divide the top by the bottom: 27 ÷ 6. | The 4 is the whole number. Write it first. |
| The 3 left over goes on top of the 6. | How many 6s fit in 27? 4, because 6 × 4 = 24. | How many are left over? 27 take away 24 is 3. |

TRACKER

# FRACTIONS TRACKER

STUDENT _____ TEACHER _____ MONTH _____

| PAGE | PAGE TYPE AND SET | ITEMS | RIGHT | DATE | NOTES |
|---|---|---|---|---|---|
| 6 | Count the Bars A | 4 | | | |
| 7 | Count the Bars B | 4 | | | |
| 8 | Draw the Bars A | 3 | | | |
| 9 | Divide A | 4 | | | |
| 10 | Divide B | 3 | | | |
| 11 | Make a Fraction A | 4 | | | |
| 12 | Fill In A | 6 | | | |
| 13 | Find the Error A | 4 | | | |
| 14 | Find the Error B | 3 | | | |
| 15 | Match It A | 6 | | | |
| 16 | Match It B | 6 | | | |
| 17 | Cut and Glue A | 6 | | | |
| 18 | Cut and Glue B | 6 | | | |
| 19 | Cut and Glue C | 6 | | | |

**How to fill this in**

Write how many items the child got right with no prompt, and the date. A blank means not tried yet, never wrong. There are 65 items on the 14 pages above; Look (page 5) is not scored. On a Cut and Glue page an item is one piece in the right place. Answer keys: pages 20, 21 and 22. Filled example: page 27.

THIS MONTH WE ARE WORKING ON (YOUR OWN WORDING)

# EXAMPLE MARCUS'S TRACKER

Marcus T. is invented; nothing on this page describes a real student. The blank tracker is on page 23.

STUDENT **Marcus T. (an invented student)**

TEACHER **Ms. Rivera (invented)**

MONTH **October**

| PAGE | PAGE TYPE AND SET | ITEMS | RIGHT | DATE | NOTES |
|---|---|---|---|---|---|
| 6 | Count the Bars A | 4 | 4 | 10/1 | – |
| 7 | Count the Bars B | 4 | 3 | 10/3 | Forgot to add the left over once |
| 8 | Draw the Bars A | 3 | – | – | – |
| 9 | Divide A | 4 | 4 | 10/6 | – |
| 10 | Divide B | 3 | 2 | 10/8 | Wrote the left over as the whole number once |
| 11 | Make a Fraction A | 4 | 4 | 10/10 | – |
| 12 | Fill In A | 6 | – | – | – |
| 13 | Find the Error A | 4 | 3 | 10/13 | Said right to an answer with a changed bottom number |
| 14 | Find the Error B | 3 | – | – | – |
| 15 | Match It A | 6 | 6 | 10/15 | – |
| 16 | Match It B | 6 | – | – | – |
| 17 | Cut and Glue A | 6 | 6 | 10/17 | – |
| 18 | Cut and Glue B | 6 | 5 | 10/20 | Glued two of the steps in the wrong order |
| 19 | Cut and Glue C | 6 | – | – | – |

### How to read it

Marcus T. has done **9 of 14** scored pages and got **37 of 41** items right with no prompt. **5** pages were all right. Every number here comes from the table above.

### The family note this tracker would produce

"This month Marcus finished 9 fraction pages and got 37 of 41 items right. He left out the left over once when going back to an improper fraction; checking each step against the bars is next." — every fact in it is a row of the table above.

### What the table points to

Every page with a note is one item short of full: Count the Bars B, Divide B, Find the Error A, Cut and Glue B. The 4 slips are different kinds, so there is no single next page; the note on each row says what to watch for on it. Pages left blank (5 of 14) are not tried yet, never wrong.

THANK YOU **BEFORE YOU GO**

# THANK YOU FOR USING THIS RESOURCE

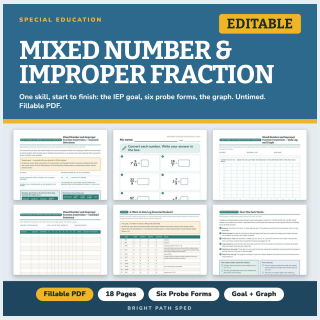
Everything here was built for the teacher who has a table of children who each need a different amount of support with fractions. If this helped, leaving feedback on TPT helps other teachers find it.

**Something missing or wrong?**

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

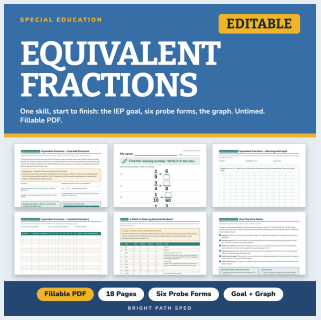
## WHAT'S NEXT FROM THIS STORE

The data side of this skill, equal fractions, ordering mixed numbers, and what mixed numbers are used for next.



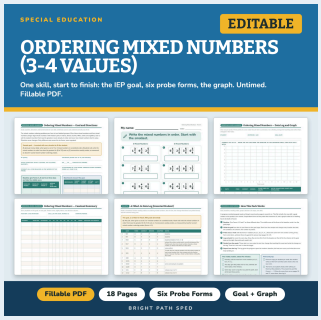

**Mixed Number and Improper Fraction Conversion Probes**

The data side of this skill: forms for a goal on the IEP.



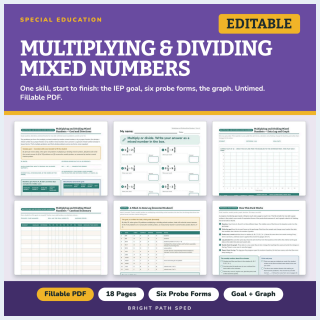

**Equivalent Fractions Probes**

The next idea: different fractions that name the same amount.




**Ordering Mixed Numbers Probes**

Put mixed numbers in order from least to greatest.




**Multiplying and Dividing Mixed Numbers Probes**

What mixed numbers are used for next.

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