

MATHEMATICS

Quarter 4 - Module 1

Unit Fractions



MATHEMATICS - Grade 2
Quarter 4 - Module 1 Unit Fractions
Self-Learning Module (SLM)
MATATAG Curriculum
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Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are clearly stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

A Pre-test is provided to measure your prior knowledge on lessons in each SLM. This will tell if you need to proceed on completing this module, or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teachers are also provided to the facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. Read carefully the instructions before performing each task.

If you have any questions in using this SLM or any difficulty in doing the tasks in this module, do not hesitate to consult your teachers or facilitator.

Thank you.

For the learner

Welcome to the Mathematics - Grade 2 Self-Learning Module (SLM) on Unit Fractions!

In this learning resource, you will have the opportunity to enjoy and successfully achieve relevant competencies at your own pace.

This module offers fun and meaningful opportunities for both guided and independent learning. You will engage with the material and become an active participant in your learning journey.

This module has the following parts and corresponding icons:



What I Need to Know

This gives you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correctly, you may decide to skip this part.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson is introduced to you in various ways such as through a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to concretize your understanding and skills about the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/ paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or events.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity is given to you to enrich your knowledge or skill of the lesson learned. It also ensures retention of learned concepts.

Answer Key

This contains answers to all activities in the module.

At the end of this module, you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Avoid unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Answer *What I Know* before moving on to the other activities included in the module.
3. Carefully read the instructions before doing each task.
4. Observe honesty and integrity in doing the tasks and in checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in doing the tasks in this module, consult your teacher or facilitator. Always bear in mind that you are not alone. We hope that through this material, you will experience meaningful learning and gain a deep understanding of the relevant competencies.

For the facilitator

Welcome to the Mathematics Grade 2 Self-Learning Module on Unit Fractions!

The Curriculum Implementation Division (CID) through the Learning Resource Management Section (LRMS) launched this module in cooperation with the Division's Teacher Developers, Learning Resource Evaluators (LREs), Information and Technology Officer, and subject matter experts in Mathematics and English. This has been especially developed, quality-assured, and validated to enable you to help the learners overcome their educational obstacles—personal, social, and economic—while meeting the standards outlined in the MATATAG Curriculum.

This learning resource hopes to engage the learners in guided and independent learning activities. It further aims to help them acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of their progress while allowing them to manage their learning. In addition, you are enjoined to encourage and assist the learners as they do the tasks contained in the module.

MATHEMATICS

Quarter 4 - Module 1

Unit Fractions



What I Need to Know

This module was designed and written to help you master the Unit Fractions. The scope of this module can be used in many different learning situations. The language used was adjusted to the diverse vocabulary level of learners. The lessons were arranged chronologically according to the standard sequence of the course. The content of this module corresponds to the textbook you are using.

Learning Competency

Represent and identify unit fractions with denominators 2, 3, 4, 5, 6, and 8.

After using this module, you are expected to:

- Identify unit fractions with denominators 2, 3, 4, 5, 6, and 8.
- Read and write unit fractions in fraction notation.
- Arrange unit fractions from smallest to largest, and vice versa.

Lesson 1 - Represent and identify unit fractions with denominators 2, 3, 4, 5, 6, and 8.



What I Know

How are you kids? Are you excited to work on another module? This means you are now set to learn the first lesson in this module.

Directions: Read and choose the letter of the best answer.

1. Lance picked up a set of balls. He split those balls into 3 even groups and shared 1 group for his friends. Find the fraction that represents balls shared by Lance.

a. $\frac{1}{4}$ b. $\frac{1}{3}$ c. $\frac{1}{2}$ d. $\frac{1}{5}$

2. Bella bought a bucket of mangoes. She divided the mangoes into 8 even groups and kept one group for herself. Determine the fraction of mangoes that were left for Bella.

a. $\frac{1}{4}$ b. $\frac{1}{3}$ c. $\frac{1}{8}$ d. $\frac{1}{5}$

3. Sharlene decided to split some coins with his three children. She divided the coins into three equal sets and gave one set of coins to each child. Find the fraction that represents each group of the coin.

a. $\frac{1}{4}$

b. $\frac{1}{3}$

c. $\frac{1}{2}$

d. $\frac{1}{6}$

4. Mark collected a bag of marbles. He split the marbles from the bag into 5 equal parts and kept one part for his brother. What fraction of the marbles did Mark keep for his brother?

a. $\frac{1}{4}$

b. $\frac{1}{3}$

c. $\frac{1}{2}$

d. $\frac{1}{5}$

5. Larry got a new set of books and he split them into 6 equal batches and donate 1 batch for their library. Which among the choices is the correct fraction of the books that Larry donated?

a. $\frac{1}{4}$

b. $\frac{1}{3}$

c. $\frac{1}{6}$

d. $\frac{1}{5}$



What's In

Hello Kid! It's a new day and a new learning to explore.
Let's answer this activity.

Directions: Read and understand the item. Choose and encircle the letter of the correct answer.

1. Lani has 28 sunflowers. She makes bunches of 4 sunflowers each. How many bunches are there in all?
a. 5 bunches b. 6 bunches c. 7 bunches
2. Joy cuts 30 roses. She puts 5 each in a vase. How many vases does she need?
a. 6 vases b. 7 vases c. 8 vases
3. There are 35 chickens. There are 7 chickens in each coop. How many chicken coops are there?
a. 7 coops b. 5 coops c. 4 coops
4. 7 pencils cost ₱42.00. How much did each pencil cost?
a. ₱8.00 b. ₱6.00 c. ₱5.00
5. Ana sold 8 guavas for ₱40.00. How much did each guavas cost?
a. ₱9.00 b. ₱7.00 c. ₱5.00



What's New

Let's study the situation below and answer the questions that follow.

Luna got a chocolate bar from her teacher. She decided to split the bar into four equal pieces to share the bar with her friends. The friends of Luna are very happy.

Questions:

1. Who gave a chocolate bar to Luna?
2. What do you feel when someone gave a chocolate?
3. Is it good to be happy?
4. How do you feel when you share your food to your friends?

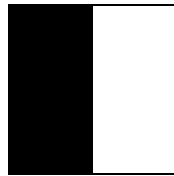


What is It

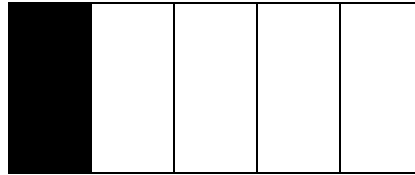
Below are important words, notations and symbols that you must learn and remember in solving the unit fractions.

In representing and identifying the unit fractions with denominators of 2, 3, 4, 5, 6, and 8, let's use this rectangular shape.

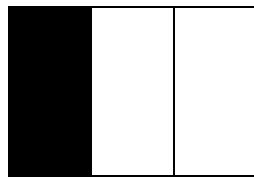
A fraction with 1 as its **numerator** is known as a **unit fraction**. It symbolizes one shaded portion out of every equal portion of the total. "Unit" refers to one.



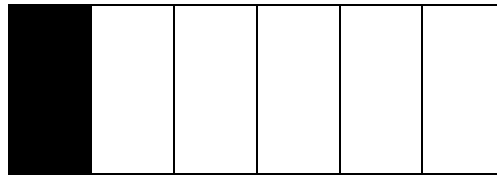
$$\frac{1}{2}$$



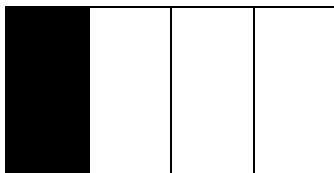
$$\frac{1}{5}$$



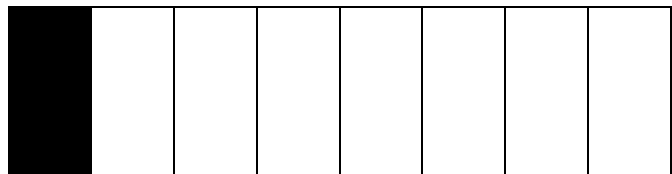
$$\frac{1}{3}$$



$$\frac{1}{6}$$



$$\frac{1}{4}$$



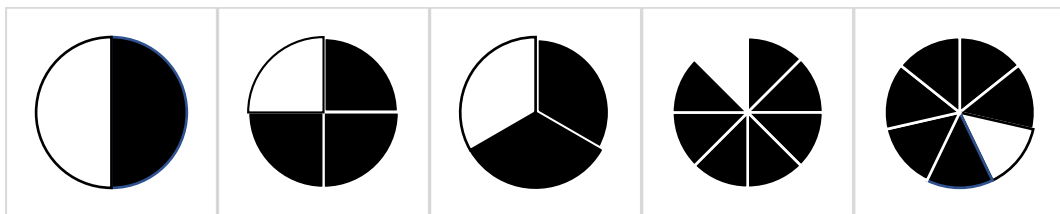
$$\frac{1}{8}$$



What's More

Let us try to answer more challenging problem and activities about identifying unit fractions.

A. Give the unit fraction for each image.



B. Match the unit fraction in Column A with their representation in column B. Write your answer on the space provided.

Column A

Column B

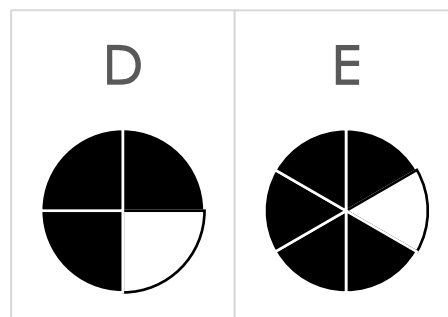
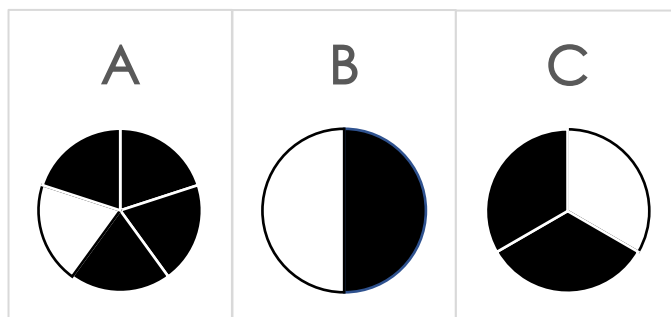
_____ 1. $\frac{1}{2}$

_____ 2. $\frac{1}{3}$

_____ 3. $\frac{1}{5}$

_____ 4. $\frac{1}{6}$

_____ 5. $\frac{1}{4}$





What I have learned

Wow amazing! You did great in answering our activity.
Let's continue learning.

Directions: Fill in the blanks with the correct word from the given choices below. Choose your answer inside the box.

numerator

unit fraction

fraction

unit

A _____ with 1 as its _____ is known as a
_____. It symbolizes one shaded portion out of
every equal portion of the total. _____ refers to one.



What I can do

Are you ready for another activity? Let's try another one.

A bibingka is divided into four equal pieces and one piece of the bibingka is placed on a plate. What is the unit fraction of the cake?

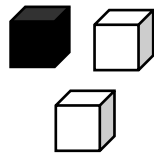


Assessment

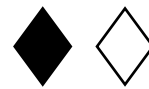
You certainly did well today. This time, let us check your understanding.

Directions: Identify and write the unit fraction of the following set of objects.













Additional Activities

I hope you had a good time going over this module. For you to determine how much you've learned, answer the given activity below:

1. Jerry purchased a packet of candies. He split the candies into 4 equal parts and kept one part for herself. What fraction of candies did Jerry keep?
2. Mrs. Shella bought some balloons for the birthday party. She sorted the balloons into 10 equal parts and reserved one part for the birthday celebrant. Find the fraction of balloons that Mrs. Shella reserved for the celebrant.

Lesson 2 - Read and write unit fractions in fraction notation

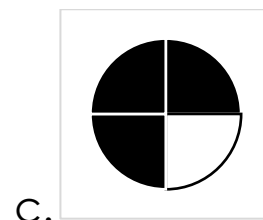
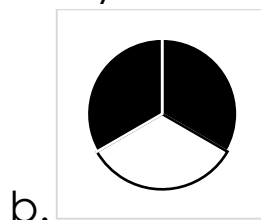
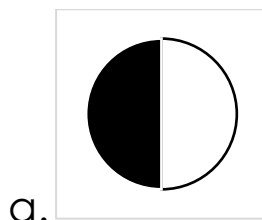


What I Know

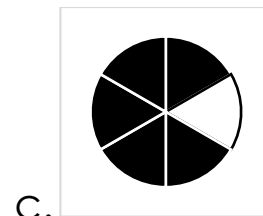
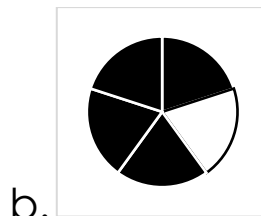
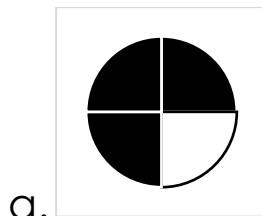
Before we go further, let us check your understanding by answering the activity below.

Directions: Read and choose the letter of the best answer.

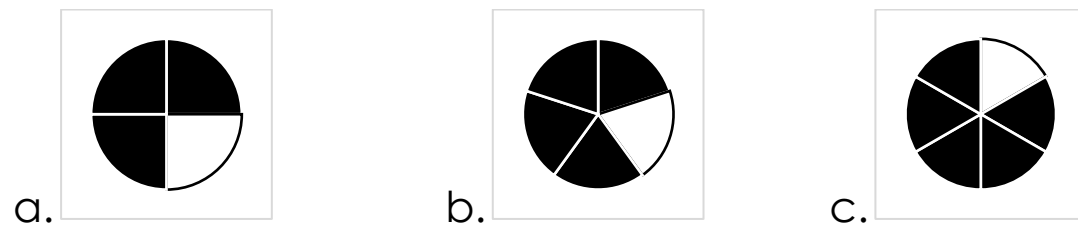
1. Ray has a bottle of water and drank half of it. What fraction of juice did Ray drink?



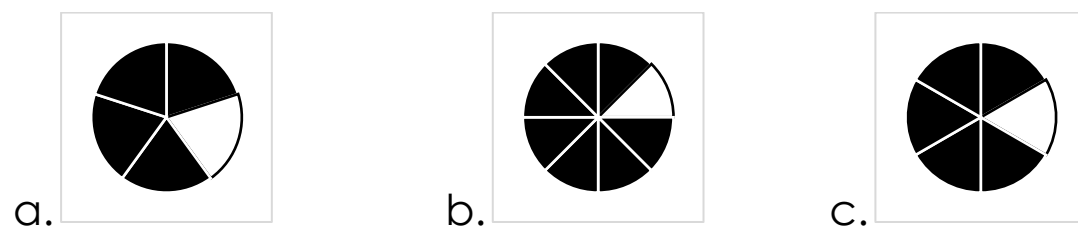
2. Shan has a bunch of keys and divided them into 6 even sets. He saved 1 set for his family. Determine the fraction of the keys that Shan saved for his family.



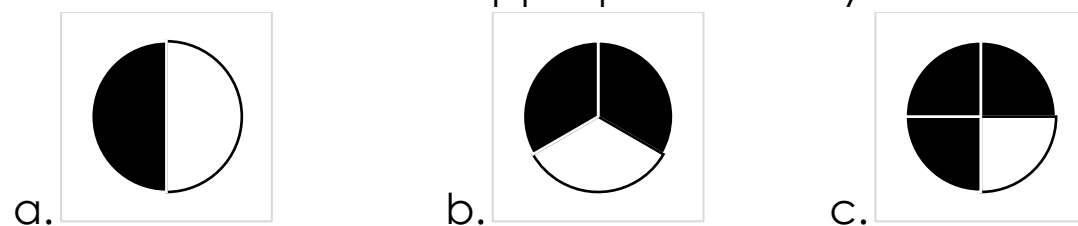
3. Celine gave some bouquets to the girls so she divided them into 4 equal parts. Determine the fraction that represents each set of the bouquet given to the brides as shown in the illustration below.



4. Luna ordered a big cake. She cut the cake into 8 equal pieces and saved one piece for her daughter. Find the fraction that represents the pieces reserved for Luna's daughter.



5. Lucas ordered a set of apple pie and ate half of it. Find the fraction of apple pie eaten by Lucas.



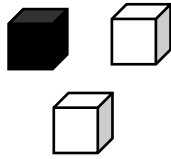


What's In

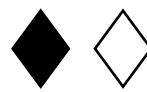
Here is another activity to apply your understanding from yesterday's lesson.

Directions: Write the unit fraction of the following set of objects.













What's New

Great job for completing the activity! Now let's read the situation below.

Shane was having a birthday party. She received 8 gifts. Half of her gifts were from her classmates and friends. Shane was very happy with the gifts she received from her friends and family.

Questions:

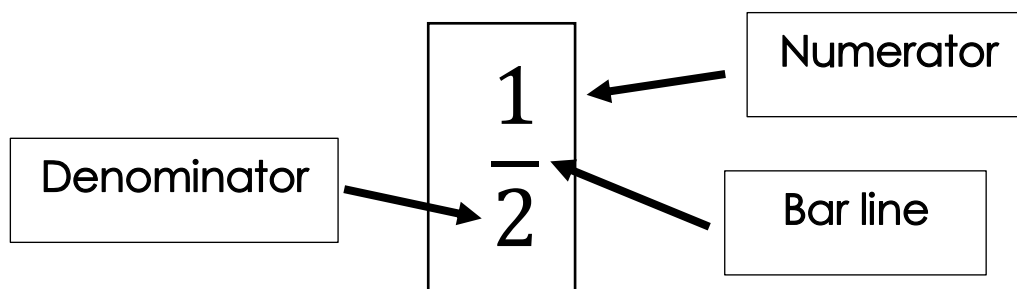
1. Who has a birthday party?
2. What do you feel when someone gave you a gift?
3. Is it good to be happy?
4. How do you feel when you received a gift?



What is It

Below are important words, notations and symbols that you must learn and remember in solving the unit fractions.

A fraction is used to represent the portion/part of the whole thing. It represents the equal parts of the whole. A fraction has two parts, namely numerator and denominator. The number on the top is called the **numerator**, and the number on the bottom is called the **denominator**. The numerator defines the number of equal parts taken, whereas the denominator defines the total number of equal parts in a whole.



In this lesson learners will know how to read and write fractions in standard form (numerator and denominator) with fractions written out in words. Learners will learn that "1/2" is the same as "one half" and so on.

One half $\frac{1}{2}$

One third $\frac{1}{3}$

One fourth $\frac{1}{4}$

One fifth $\frac{1}{5}$

One Sixth $\frac{1}{6}$

One eighth $\frac{1}{8}$



What's More

This time, let us all work together on the next activity.

Directions: Let us try to answer more challenging problem and activities about unit fractions.

A. Write the following unit fractions in words.

1. $\frac{1}{8} =$ _____

2. $\frac{1}{3} =$ _____

3. $\frac{1}{2} =$ _____

B. Write the following unit fractions in standard form.

1. One fourth = _____

2. One fifth = _____



What I have learned

You did a great job in answering the activity! I hope you like our lesson. This time let us continue learning.

Directions: Fill in the blanks with the correct word from the given choices below. Choose your answer inside the box.

numerator

denominator

A fraction has two parts, namely numerator and denominator. The number on the top is called the _____, and the number on the bottom is called the _____.



What I can do

Here is another activity about unit fractions.

Directions: Match the unit fractions to the words in column A with the standard form in column B.

Column A

1. _____ One third
2. _____ One fourth
3. _____ One sixth
4. _____ One eighth
5. _____ One fifth

Column B

A	B	C
$\frac{1}{5}$	$\frac{1}{6}$	$\frac{1}{8}$
D	E	
$\frac{1}{4}$	$\frac{1}{3}$	

A. Read the following unit fractions.

$$\frac{1}{2} , \quad \frac{1}{3} , \quad \frac{1}{4} , \quad \frac{1}{5} , \quad \frac{1}{6} , \quad \frac{1}{8}$$



Assessment

Amazing! Here is another activity for you.

Directions: Write each unit fraction in words on the space provided.

$\frac{1}{5}$	
$\frac{1}{2}$	
$\frac{1}{6}$	
$\frac{1}{8}$	
$\frac{1}{4}$	



Additional Activities

Try this activity to improve the skills you have just learned.

Directions: Write the following unit fractions in standard form.

1. One fourth	
2. One eighth	
3. One sixth	
4. One third	
5. One half	

Lesson 3 - Order unit fractions from smallest to largest, and vice versa



What I Know

Let us check your understanding by answering the activity below.

1. Arrange $\frac{1}{7}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}$ from smallest to largest.

- a. $\frac{1}{7}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}$ b. $\frac{1}{7}, \frac{1}{6}, \frac{1}{5}, \frac{1}{4}$ c. $\frac{1}{7}, \frac{1}{6}, \frac{1}{4}, \frac{1}{5}$ d. $\frac{1}{6}, \frac{1}{4}, \frac{1}{7}, \frac{1}{5}$

2. Which unit fractions are arranged from largest to smallest?

- a. $\frac{1}{5}, \frac{1}{4}, \frac{1}{7}, \frac{1}{6}$ b. $\frac{1}{7}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}$ c. $\frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{7}$ d. $\frac{1}{7}, \frac{1}{6}, \frac{1}{5}, \frac{1}{4}$

3. The unit fractions $\frac{1}{7}, \frac{1}{6}, \frac{1}{5}, \frac{1}{4}$ are arranged in what order from left to right?

- a. largest to smallest c. decreasing order
b. smallest to largest d. descending order

4. The following unit fractions are arranged from smallest to largest, except _____.

- a. $\frac{1}{7}, \frac{1}{6}, \frac{1}{5}, \frac{1}{4}$ b. $\frac{1}{5}, \frac{1}{4}, \frac{1}{3}, \frac{1}{2}$ c. $\frac{1}{6}, \frac{1}{5}, \frac{1}{4}, \frac{1}{3}$ d. $\frac{1}{7}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}$

5. Which group of unit fractions are arranged from largest to smallest correctly?

- a. $\frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{7}$ b. $\frac{1}{7}, \frac{1}{5}, \frac{1}{6}, \frac{1}{4}$ c. $\frac{1}{4}, \frac{1}{6}, \frac{1}{5}, \frac{1}{7}$ d. $\frac{1}{6}, \frac{1}{7}, \frac{1}{5}, \frac{1}{4}$



What's In

In your past lesson you have learned how to read and write the unit fractions in fraction notation.

Directions: Write the following unit fractions in standard form and in words.

Word Form	Standard Form	Standard Form	Word Form
One third		$\frac{1}{5}$	
One eight		$\frac{1}{3}$	
One fourth		$\frac{1}{8}$	

Word Form	Standard Form	Standard Form	Word Form
One half		$\frac{1}{2}$	
One sixth		$\frac{1}{6}$	



What's New

Look at the numbers in the clothesline.



$$\frac{1}{6}$$



$$\frac{1}{2}$$



$$\frac{1}{5}$$



$$\frac{1}{4}$$



$$\frac{1}{3}$$

If you will arrange the numbers in the clothesline in increasing order, how will you do it?



What is It

Now, let's arrange the numbers in the clothesline from smallest to largest and vice versa. Connect the numbers by drawing a line into the clothes.

What will be the first fraction? second? third? fourth? and fifth?

Look at the numbers in the clothesline.



$$\frac{1}{6}$$



$$\frac{1}{2}$$



$$\frac{1}{5}$$



$$\frac{1}{4}$$



$$\frac{1}{3}$$

Ordering unit fractions

In this lesson learners will know how to arrange unit fractions from smallest to largest and vice versa.

Since the numerator (top number) never changes with a unit fraction, you have to look at the denominator (bottom number) to compare two fractions. The bigger the denominator, the smaller the fraction! This is because if the denominator is higher, the whole has been split up into more parts.

Smallest to Largest

$$\frac{1}{8}, \frac{1}{7}, \frac{1}{6}, \frac{1}{5}, \frac{1}{4}, \frac{1}{3}, \frac{1}{2}$$

Largest to Smallest

$$\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{7}, \frac{1}{8}$$



What's More

Let us try to answer more challenging problem and activities about unit fractions.

Directions:

A. Arrange the following unit fractions smallest to largest.

1. $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$ = _____

2. $\frac{1}{3}, \frac{1}{5}, \frac{1}{2}, \frac{1}{6}$ = _____

3. $\frac{1}{4}, \frac{1}{7}, \frac{1}{5}, \frac{1}{6}$ = _____

B. Arrange the following unit fractions largest to smallest.

1. $\frac{1}{5}, \frac{1}{3}, \frac{1}{2}, \frac{1}{4}$ = _____

2. $\frac{1}{8}, \frac{1}{7}, \frac{1}{5}, \frac{1}{6}$ = _____



What I have learned

You did a great job kid!!! Here is another activity.

Directions: Fill in the blanks with the correct word from the given choices below. Choose your answer inside the box.

bottom number top number bigger smaller

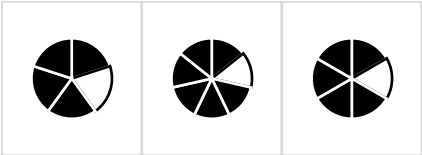

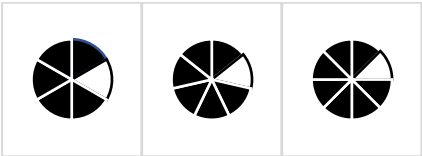

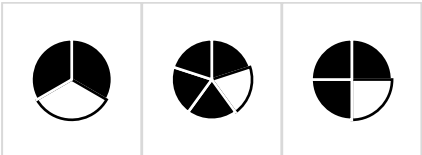
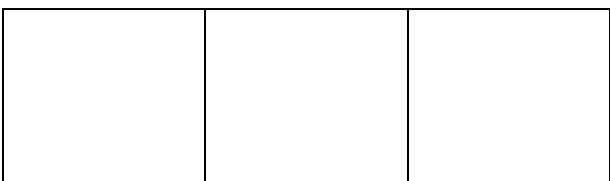
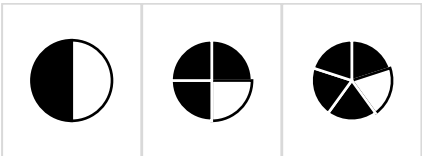

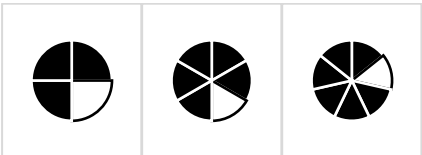
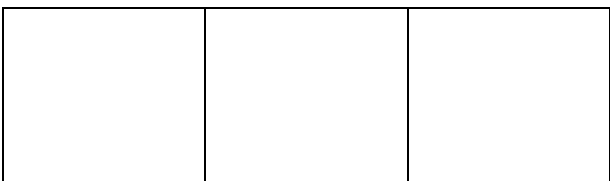
Since the numerator (_____) never changes with a unit fraction, you have to look at the denominator (_____) to compare two fractions. The _____ the denominator, the _____ the fraction! This is because if the denominator is higher, the whole has been split up into more parts.



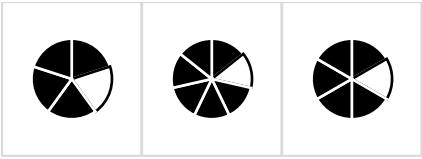
What I can do

Congratulations! You have already learned how to arrange the unit fractions. This time, let us answer the next activity.


Directions: Arrange the following unit fraction from smallest to largest.

1.		=	
2.		=	
3.		=	
4.		=	
5.		=	

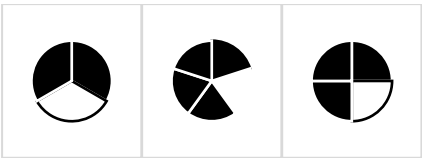
A. Arrange the following unit fraction from largest to smallest.

1.  =

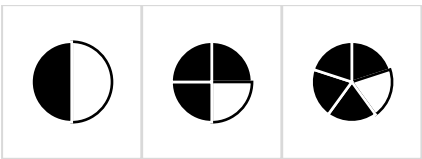
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2.  =

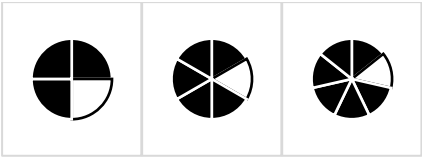
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3.  =

--	--	--

4.  =

--	--	--

5.  =

--	--	--



Assessment

Here is another activity for you. Apply what you have learned about the order of the unit fractions.

Directions: Arrange the following unit fractions from smallest to largest. Write your answer on the space provided.

$\frac{1}{4}, \frac{1}{8}, \frac{1}{5}, \frac{1}{7}$	
$\frac{1}{6}, \frac{1}{7}, \frac{1}{8}, \frac{1}{4}$	
$\frac{1}{2}, \frac{1}{7}, \frac{1}{4}, \frac{1}{6}$	
$\frac{1}{3}, \frac{1}{7}, \frac{1}{5}, \frac{1}{8}$	
$\frac{1}{7}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}$	

A. Arrange the following unit fractions from largest to smallest. Write your answer on the space provided.

$\frac{1}{4}, \frac{1}{8}, \frac{1}{5}, \frac{1}{7}$	
$\frac{1}{6}, \frac{1}{7}, \frac{1}{8}, \frac{1}{4}$	
$\frac{1}{2}, \frac{1}{7}, \frac{1}{4}, \frac{1}{6}$	
$\frac{1}{3}, \frac{1}{7}, \frac{1}{5}, \frac{1}{8}$	
$\frac{1}{7}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}$	



Additional Activities

You're doing a great job today, let us keep on learning. For you to determine how much you've learned, answer the given activity below:

Directions: Arrange the following unit fractions from smallest to largest and vice versa.

1. $\frac{1}{3}, \frac{1}{4}, \frac{1}{2}, \frac{1}{5}$

Smallest to largest = _____

2. $\frac{1}{7}, \frac{1}{4}, \frac{1}{3}, \frac{1}{2}$

Largest to smallest = _____

3. $\frac{1}{3}, \frac{1}{4}, \frac{1}{7}, \frac{1}{6}$

Smallest to largest = _____

4. $\frac{1}{5}, \frac{1}{3}, \frac{1}{4}, \frac{1}{6}$

Largest to smallest = _____

5. $\frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{1}{5}$

Smallest to largest = _____

Answer Key











Lesson 1

Assessment 1. $\frac{1}{4}$ 2. $\frac{1}{3}$ 3. $\frac{1}{4}$ 4. $\frac{1}{2}$ 5. $\frac{1}{3}$	Additional Activities 1. $\frac{1}{4}$ 2. $\frac{1}{10}$ 3. $\frac{1}{4}$	What I have learned Fraction Numerator Unit fraction	What's More A. $\frac{1}{2}$ 1. $\frac{1}{2}$ 2. $\frac{1}{4}$ 3. $\frac{1}{3}$ 4. $\frac{1}{8}$ 5. $\frac{1}{7}$ B. $\frac{1}{4}$ 1. $\frac{1}{4}$ 2. $\frac{1}{4}$ 3. $\frac{1}{4}$ 4. $\frac{1}{4}$ 5. $\frac{1}{4}$	What's In 1. $\frac{1}{4}$ 2. $\frac{1}{4}$ 3. $\frac{1}{4}$ 4. $\frac{1}{4}$ 5. $\frac{1}{4}$	What I know 1. $\frac{1}{4}$ 2. $\frac{1}{4}$ 3. $\frac{1}{4}$ 4. $\frac{1}{4}$ 5. $\frac{1}{4}$
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Lesson 2

Additional Activities 1. $\frac{1}{4}$ 2. $\frac{1}{8}$ 3. $\frac{1}{6}$ 4. $\frac{1}{3}$ 5. $\frac{1}{2}$	Assessment 1. One fifth 2. One half 3. One sixth 4. One eighth 5. One fourth	What I can do 1. E 2. D 3. B 4. C 5. A	What I have learned Numerator Denominator	What's More A. 1. One eighth 2. one third 3. one half B. 1. $\frac{1}{4}$ 2. $\frac{1}{5}$	What's In 1. $\frac{1}{4}$ 2. $\frac{1}{3}$ 3. $\frac{1}{4}$ 4. $\frac{1}{2}$ 5. $\frac{1}{3}$	What I know 1. a 2. c 3. a 4. b 5. a
--	--	--	--	--	--	--

Lesson 3

<p>What I have learned</p> <p>Top number Bottom number Bigger smaller</p>	<p>What's More</p> <p>A</p> <p>1. $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ 2. $\frac{5}{4}$ $\frac{3}{2}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ 3. $\frac{7}{6}$ $\frac{5}{4}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$</p> <p>B</p> <p>1. $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ 2. $\frac{2}{3}$ $\frac{4}{5}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ 3. $\frac{2}{3}$ $\frac{4}{5}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$</p>	<p>What's In</p> <p>Standard Form</p> <p>6. $\frac{1}{3}$ 7. $\frac{1}{8}$ 8. $\frac{1}{4}$ 9. $\frac{1}{2}$ 10. $\frac{1}{6}$</p> <p>Word Form</p> <p>1. One fifth 2. One third 3. One eighth 4. One half 5. One sixth</p>	<p>What I Know</p> <p>1. b 2. c 3. b 4. d 5. a</p>
<p>Additional Activities</p> <p>1. $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{5}{4}$ $\frac{3}{2}$ 2. $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{2}{3}$ $\frac{4}{7}$ 3. $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{7}{6}$ $\frac{4}{3}$ 4. $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{3}{4}$ $\frac{5}{6}$ 5. $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{6}{5}$ $\frac{4}{3}$</p>	<p>Assessment</p> <p>A</p> <p>$\frac{8}{7}$ $\frac{5}{4}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{8}{7}$ $\frac{6}{4}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{7}{6}$ $\frac{4}{2}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{2}{4}$ $\frac{6}{7}$ $\frac{4}{6}$ $\frac{7}{8}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{4}{5}$ $\frac{7}{8}$</p> <p>B</p> <p>$\frac{4}{5}$ $\frac{6}{7}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{3}{5}$ $\frac{7}{8}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{4}{5}$ $\frac{6}{7}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$</p>	<p>What I can do</p> <p>A</p> <p>    </p> <p>B</p> <p>    </p>	

DISCLAIMER

This Self-learning Module (SLM) in **MATHEMATICS 2 - Quarter 4 - Module 1** titled **“Unit Fractions”** was developed by SDO TACURONG with the primary objective of preparing for and addressing the demands of the MATATAG Curriculum. Contents of this module were based on DepEd's Learning Competencies anchored on the MATATAG Curriculum. This is a supplementary material to be used by all learners of Tacurong City in all public schools beginning SY 2024-2025. The process of LR development was observed in the production of this module. This is version **1.0**. We highly encourage feedback, comments, and recommendations.

For inquiries or feedback, please write or call:

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