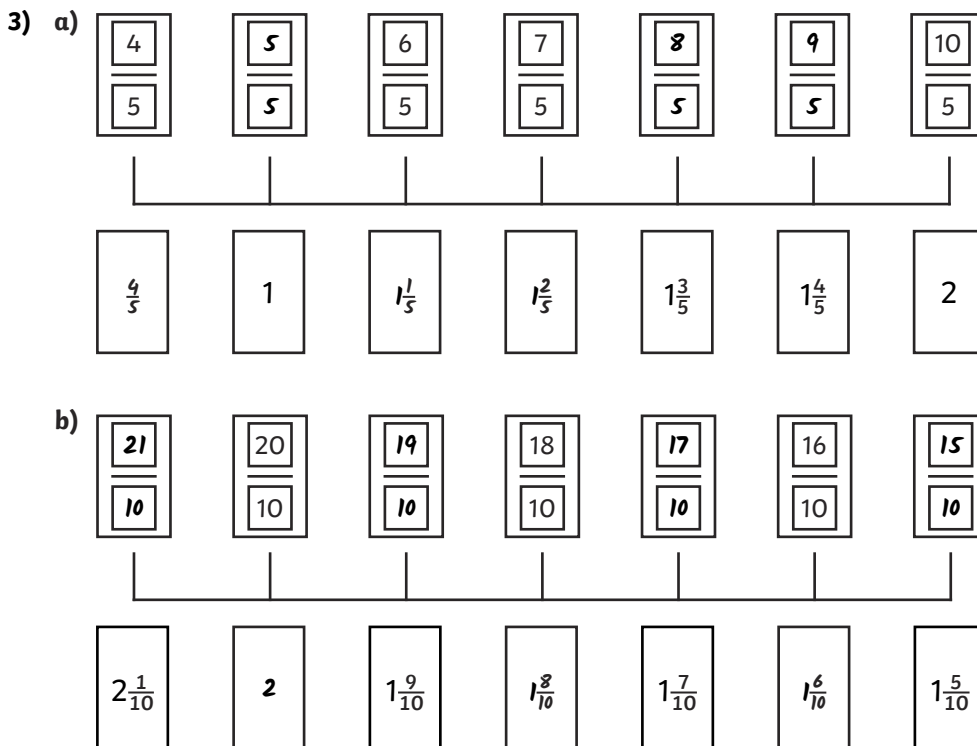


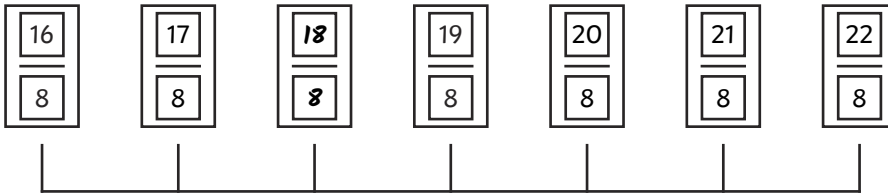
2) $1, 1\frac{1}{2}, 2, 2\frac{1}{2}, 3, 3\frac{1}{2}, 4, 4\frac{1}{2}, 5$



4) $2\frac{6}{7}$

The fractions are decreasing by two whole ones each time.

1)



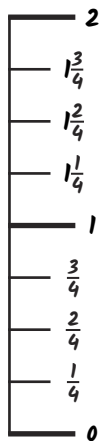
Todd is correct because the number line is increasing by one eighth each time so after $\frac{17}{8}$ comes $\frac{18}{8}$.


Amy is also correct: $\frac{18}{8}$ written as a mixed number would be $2\frac{2}{8}$ because 18 divided by eight equals two remainder two.

Paolo is incorrect. He has worked out that the missing improper fraction is $\frac{18}{8}$, which is correct, but then he has tried to record it as a mixed number and got confused. He separated the digits in 18 to make $1\frac{8}{8}$ instead of dividing 18 by eight.

- 2) Mila didn't need to say sixth sixths and one whole as now she has counted one whole twice: six sixths is the same as one whole.
- 3) The statement is true. To prove it, children should draw a number line with mixed numbers and improper fractions, showing the relationship between the two.

1)



- 2) a) B, F, A, E, D, C
- b) The fractions are decreasing by three ninths each time.
- c) $\frac{9}{9}$, 1,  or 