

# LEARNING

# ACTIVITY SHEET

TEMA : FUN FRACTION CLASS

NAME :

CLASS :



# FOREWORD



Praise be to Allah, the Most Gracious and the Most Merciful. This worksheet (LKPD) is designed to support the learning process in the “Fun Fraction Class” activity. The material is focused on understanding fractions, especially addition and subtraction, using simple English to help students learn mathematics and language at the same time.

This LKPD aims to guide students through clear explanations, interactive activities, and practice questions that encourage logical thinking, cooperation, and enjoyment in learning. I hope this worksheet can be beneficial for all students and help them understand fractions more easily.

Jambi, 2025

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# SHORT USER GUIDELINES



**Read all instructions carefully.**



**Prepare the required tools.**



**Follow each step in order.**



**Work neatly in the provided space.**



**Ask the teacher if you need help.**



**Submit your work on time.**



# LEARNING OBJECTIVES



1. Students are able to understand the concept of fractions clearly.
2. Students can identify and create equivalent fractions.
3. Students are able to convert between mixed numbers and improper fractions.
4. Students can perform addition and subtraction of fractions correctly.
5. Students develop critical thinking and problem-solving skills through fraction activities.
6. Students demonstrate cooperation and active participation in group activities.



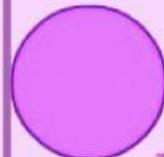
## ACTIVITY 1

### INTRODUCTION TO THE MATERIAL



#### fraction

A fraction is any part of a group, number or whole.



One circle has been cut in half.



A half is a fraction.

We write one half as

The top number is  
called the numerator.

$\frac{1}{2}$  It is the number  
of parts we have.

The bottom number is  
called the denominator.

$\frac{1}{2}$  It is the total number of parts  
the whole is divided into.



There are three main types of fractions.

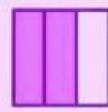
#### proper fraction

$\frac{1}{2}$   
numerator  
denominator

The numerator is less than the  
denominator.



$\frac{1}{4}$



$\frac{2}{3}$



$\frac{7}{10}$

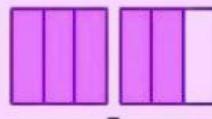
#### improper fraction

$\frac{5}{2}$   
numerator  
denominator

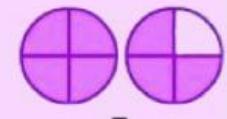
The numerator is larger than or equal to  
the denominator.



$\frac{4}{4}$



$\frac{5}{3}$



$\frac{7}{4}$

#### mixed number

$2\frac{1}{2}$

A number written as a whole number  
with a proper fraction.



$2\frac{2}{3}$



$2\frac{3}{4}$



## ACTIVITY 1

### INTRODUCTION TO THE MATERIAL

# Types of Fraction



Unit Fraction	Proper Fraction	Improper Fraction
A fraction with numerator 1.	A fraction where the numerator is less than the denominator.	A fraction where the numerator is greater than or equal to the denominator.
$\frac{1}{6}$	$\frac{5}{8}$	$\frac{5}{3}$
Mixed Fraction	Like Fractions	Unlike Fractions
A number consisting of a whole number and a proper fraction.	Fractions with same denominators.	Fractions with different denominators.
$2\frac{1}{8}$	$\frac{3}{8}$ $\frac{4}{8}$ $\frac{8}{8}$	$\frac{2}{3}$ $\frac{1}{7}$ $\frac{8}{10}$

#### Equivalent Fractions

Fractions that have the same value after being simplified or reduced.

$$\frac{8}{10} \text{ and } \frac{4}{5} \quad \frac{3}{9} \text{ and } \frac{5}{15}$$



## ACTIVITY 1

### INTRODUCTION TO THE MATERIAL



#### Operations

##### Add or Subtract “+ or -” with common denominators

Add the numerators, denominator stays the same. EXAMPLE:

$$\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$$

##### Add or Subtract “+ or -” with different denominators

Change to equivalent fractions with common denominators, then add.

EXAMPLE:

$$\frac{1}{3} + \frac{1}{4} = \frac{4}{12} + \frac{3}{12} = \frac{7}{12}$$

First mode (Multiply then subtract)

$$\frac{8}{7} - \frac{2}{4} = \frac{32 - 14}{28} = \frac{18}{28}$$

Then we simplify

$$\frac{18}{28} = \frac{9}{14}$$

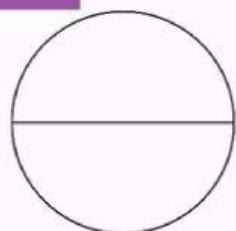


## ACTIVITY 2

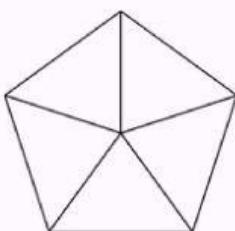


### LET'S COLOR AND LEARN!

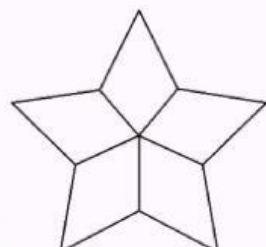
Color the sections to represent the fraction



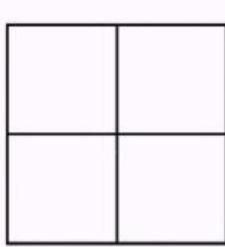
$$\frac{1}{2}$$



$$\frac{2}{5}$$



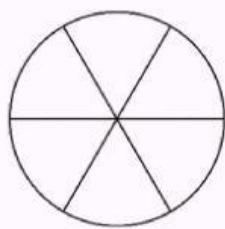
$$\frac{1}{5}$$



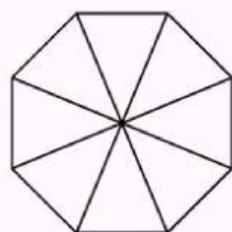
$$\frac{3}{4}$$



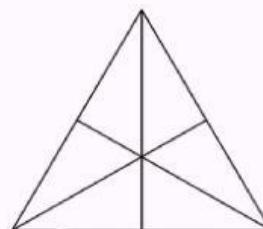
$$\frac{1}{2}$$



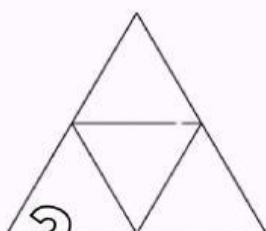
$$\frac{5}{6}$$



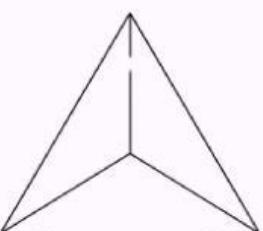
$$\frac{3}{8}$$



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



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



$$1$$



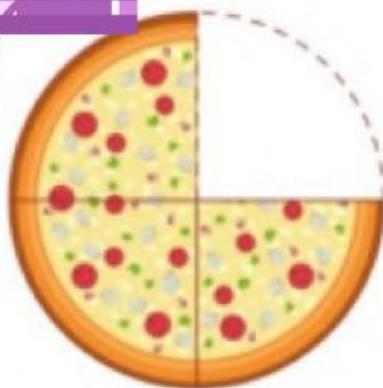
## ACTIVITY 3



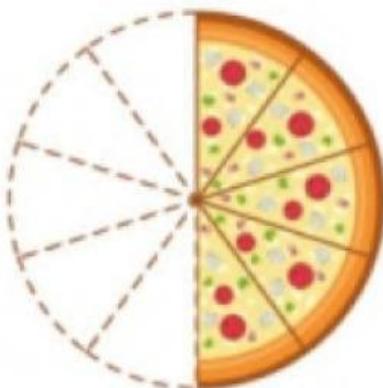
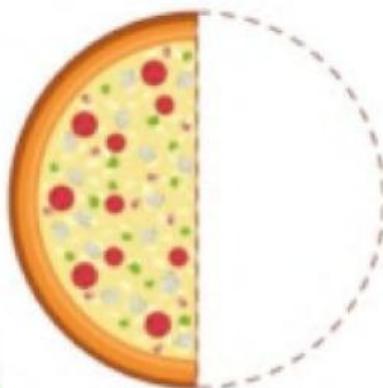
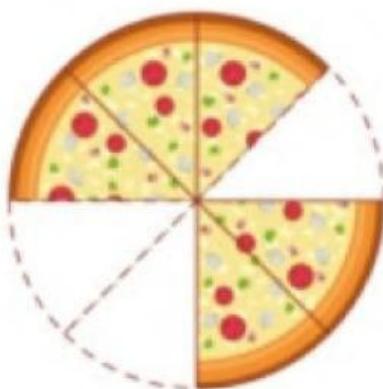
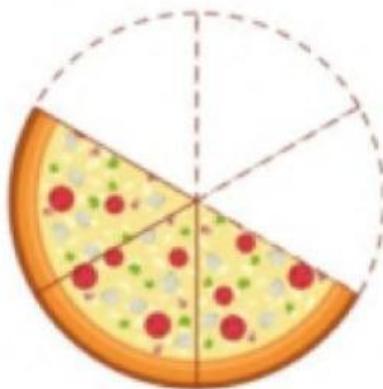
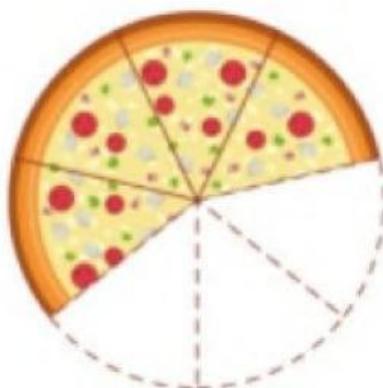
Kurikulum  
Merdeka  
Kurikulum Merdeka

### LET'S FILL IN!

Write the fraction for the shaded area of each shape



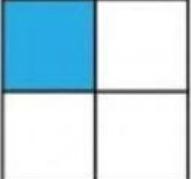
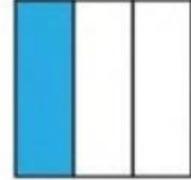
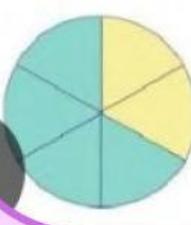
$$\frac{3}{4}$$



## ACTIVITY 4

### LET'S MATCH !

Match each picture with the correct fraction

	•	$\bullet$	$\frac{1}{3}$
	•	$\bullet$	$\frac{2}{6}$
	•	$\bullet$	$\frac{1}{4}$
	•	$\bullet$	$\frac{1}{2}$
	•	$\bullet$	$\frac{1}{8}$



## ACTIVITY 5



Kurikulum  
Merdeka  
Kurikulum Merdeka

### LET'S PRACTICE!

Calculate the fraction operations below

1

$$\frac{1}{3} + \frac{3}{3} = \frac{\square}{3}$$

2

$$\frac{10}{6} - \frac{5}{6} = \frac{\square}{6}$$

3

$$\frac{12}{2} + \frac{8}{2} = \frac{\square}{2}$$

4

$$\frac{12}{4} - \frac{5}{4} = \frac{\square}{4}$$

5

$$\frac{1}{5} + \frac{8}{5} = \frac{\square}{5}$$

6

$$\frac{14}{7} - \frac{3}{7} = \frac{\square}{7}$$

7

$$\frac{5}{6} + \frac{3}{6} = \frac{\square}{6}$$

8

$$\frac{18}{9} - \frac{9}{9} = \frac{\square}{9}$$

9

$$\frac{9}{10} + \frac{5}{10} = \frac{\square}{10}$$

10

$$\frac{16}{12} - \frac{7}{12} = \frac{\square}{12}$$

# ACTIVITY 6



## LET'S THINK!

Solve the word problems below



Farhan has memorized  $\frac{5}{12}$  of a juz. However, when reviewing (muroja'ah), he forgot  $\frac{1}{12}$  of it. How much of the memorization does Farhan still remember now?



Tahfiz Group D targets to memorize  $\frac{5}{6}$  of a juz. They have memorized  $\frac{4}{6}$  of a juz. Then they forgot  $\frac{1}{12}$  of a juz. How much more do they need to memorize to reach their target?



Zahra has memorized  $\frac{11}{18}$  of a juz. Then she adds  $\frac{5}{18}$  of a juz. However, she later forgets  $\frac{4}{18}$  of a juz. How much has Zahra memorized in total? Write the answer in the simplest form.



## CONCLUSION

In conclusion, learning fractions is an important part of mathematics and also useful in our daily life, especially in the environment of a pesantren. When we study the addition and subtraction of fractions, including mixed numbers, we understand how to combine different parts into a whole and separate them again when needed. To add or subtract fractions correctly, we must make the denominators the same and sometimes convert mixed numbers into improper fractions to make the calculation easier.

In pesantren life, fractions are also applied in many real situations. For example, when sharing food during communal meals, dividing fruits or bread equally among friends, or calculating portions of zakat and sadaqah. We also use fractions when setting a schedule for studying, dividing time for memorizing Qur'an, learning kitab kuning, or doing other activities fairly and efficiently.

By practicing these mathematical skills, we become better at solving real-life problems with accuracy and fairness. Therefore, understanding fractions and mixed numbers is not only important for school exams but also supports discipline, cooperation, and responsibility in our everyday life as students of a pesantren.



## SELF-ASSESSMENT

Put a check mark (  ) according to your level of understanding!



Statement	Yes	Quit understand	Don't understand
I understand the concept of equivalent fractions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how to convert mixed numbers to improper fractions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how to convert improper fractions to mixed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how to add	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how to subtract fractions correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can solve real-life problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

