Year 3 Maths 02-02-21

LO: I can recognise equivalent fractions using paper strips and number lines.

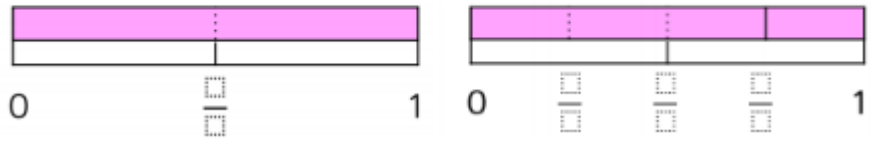
Parent notes: *The number line in the questions below represents 1 whole. Encourage children to focus on how the number line can be divided into different amounts of* ***equal*** *parts and how this helps to find equivalent fractions e.g. a number line divided into twelfths can also represent halves, thirds, quarters and sixths.*

Continuing on from our learning of recognising equivalent fractions at the end of last week, below are some questions to develop your understanding further. **Using positions on a number line, the fraction strips and bar models try to work out what is happening in each example.**

Varied Fluency Questions:

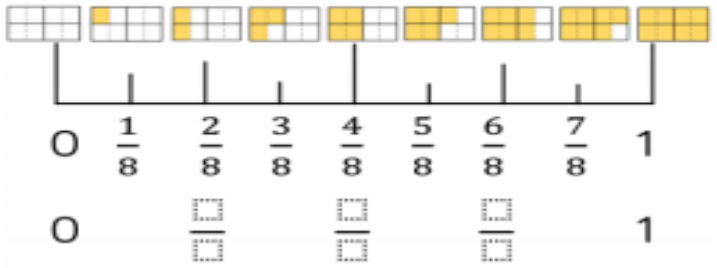
1.

Use the models on the number line to identify the missing fractions. Which fractions are equivalent?



2.

Complete the missing equivalent fractions.



3.

Place these equivalent fractions on the number line.

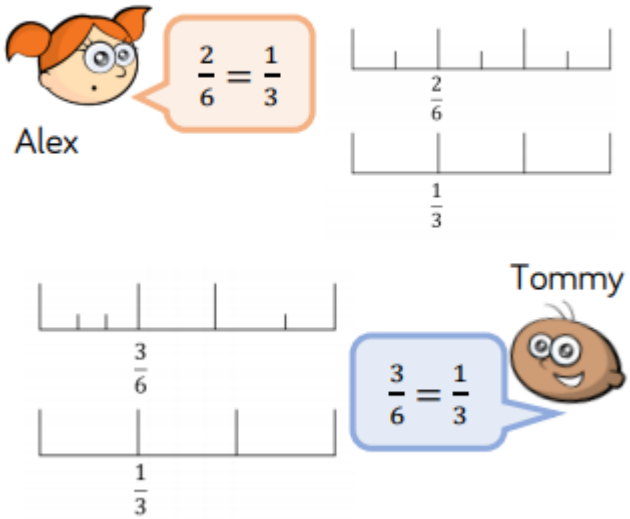
$\frac{1}{4}$ $\frac{3}{4}$ $\frac{1}{6}$ $\frac{1}{3}$ $\frac{2}{3}$

Are there any other equivalent fractions you can identify on the number line?

Reasoning Questions:

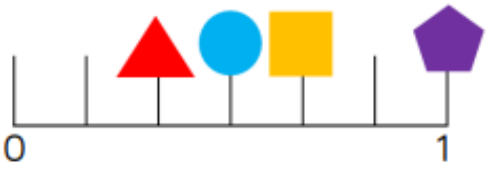
4.

Alex and Tommy are using number lines to explore equivalent fractions.



Who do you agree with? Explain why.

5.



Use the clues to work out which fraction is being described for each shape.

- My denominator is 6 and my numerator is half of my denominator.
- I am equivalent to $\frac{4}{12}$
- I am equivalent to one whole
- I am equivalent to $\frac{2}{3}$

Can you write what fraction each shape is worth? Can you record an equivalent fraction for each one?