Year 4 Maths Wednesday 03-2-21

LO: I can interpret fractions greater than 1.

Parents Notes: Children use manipulatives and diagrams to show that a fraction can be split into wholes and parts. Children focus on how many equal parts make a whole dependent on the number of equal parts altogether. This learning will lead on to Year 5 where children learn about improper fractions and mixed numbers.

Key Questions:

How many ____ make a whole? E.g ¼ s

If I have _____ eighths, how many more do I need to make a whole?

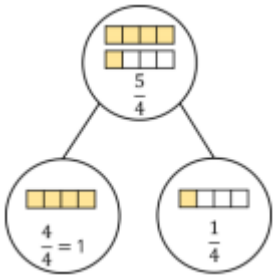
What do you notice about the numerator and denominator when a fraction is equivalent to a whole?

Varied Fluency Questions:

1.

Complete the part-whole models and sentences.

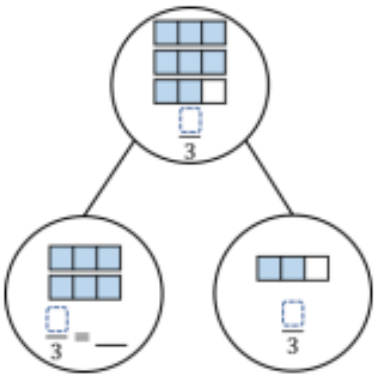
Example:

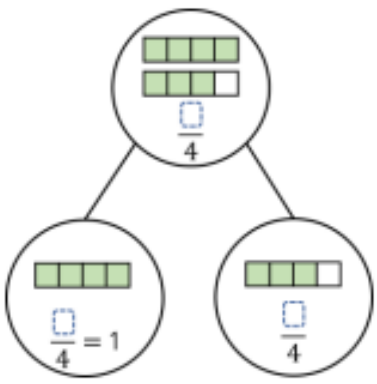


In this part-whole model there are __5__ quarters altogether.

__5_ quarters = __1__ whole and __1__ quarter.

Write sentences to describe these part-whole models:





2.

Complete. You may use part-whole models to help you.

$\frac{10}{3} = \frac{9}{3} + \frac{\square}{3} = 3\frac{\square}{3}$

$\frac{\square}{3} = \frac{6}{3} + \frac{2}{3} = \square\frac{2}{3}$

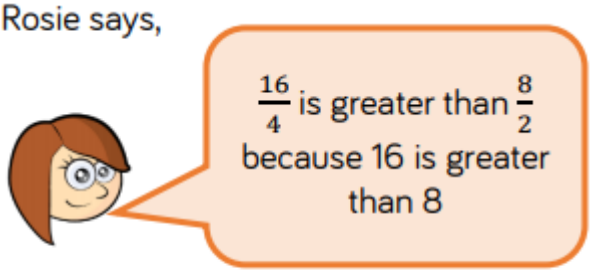
$\frac{\square}{8} = \frac{16}{8} + \frac{3}{8} = \square\frac{\square}{\square}$

3.

3 friends share some pizzas.
Each pizza is cut into 8 equal slices.
Altogether, they eat 25 slices.
How many whole pizzas do they eat?

4.

Rosie says,



Do you agree?
Explain why.