

Teacher

SEND and WTS possible ideas. (BEWARE Large chance of losing pieces remind children to look after school equipment)

I would give them one of the fraction box set of circles to explore. Can they lay out each circle and count how many pieces in each. Can they work out the names of the fractions. Repair the circles and put away carefully

WTS They need to colour one third of the shapes on the separate sheet. Let them struggle with the shapes that have more than 3 pieces. Then drop in with them to help

BEWARE

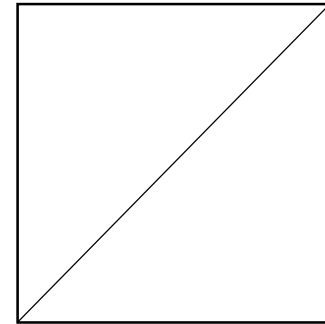
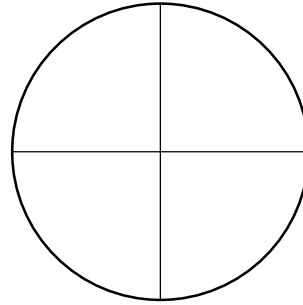
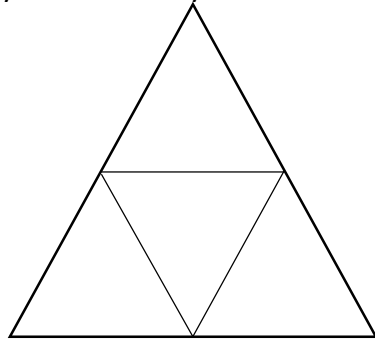
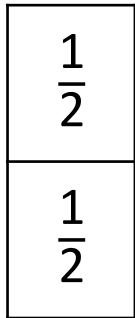
1. You need circles from fractions boxes blu-tac to board or interactive display
2. There are 2 yellow sheets to complete.

Children

Memory. What can you remember from yesterday?

- 1) Label each fraction in the shapes below.
The first one has been done for you.

(Just draw the shapes quickly freehand on your whiteboard)

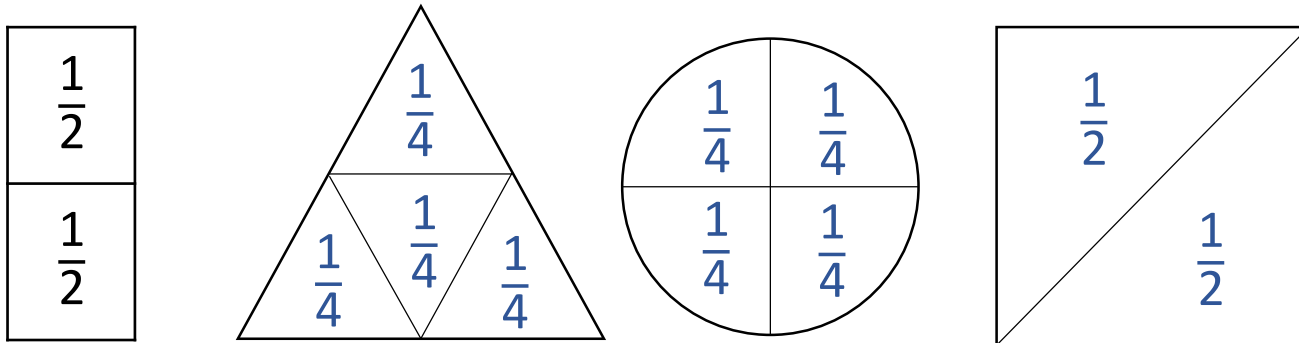


- 2) Complete the statements below.

There are _____ equal halves in one whole.

There are _____ equal quarters in one whole.

- 1) Label each fraction in the shapes below.
The first one has been done for you.



- 2) Complete the statements below.

There are 2 equal halves in one whole.

There are 4 equal quarters in one whole.

RECOGNISE A THIRD



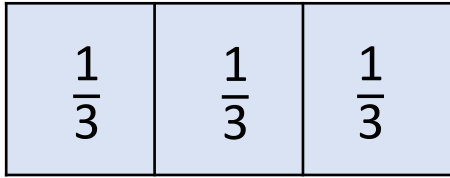
From the fractions boxes (or using the interactive tools) blue tac a whole circle , 2 half circles, 4 quarter circles and 3 thirds circles on the board.

The teacher points at the different shapes and asks what fraction they show... What could it be called if the circle was divided into 5...6 ...7 etc ?

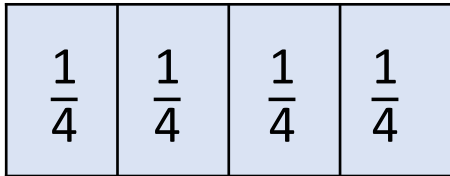
I SHOW



There are 2 equal halves in one whole.



There are 3 equal thirds in one whole.



There are 4 equal quarters in one whole.

The bottom number tells you!
This shape has 3 equal halves!
how many equal parts!



I SHOW

3 numerator

3 denominator

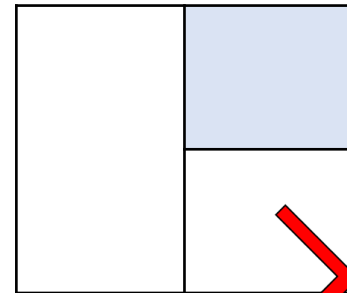
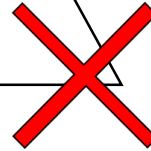
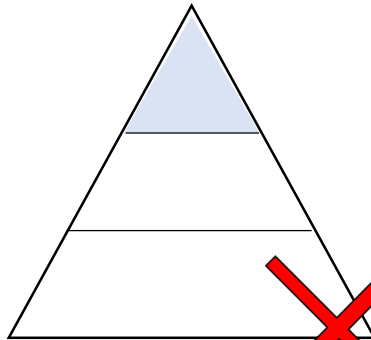
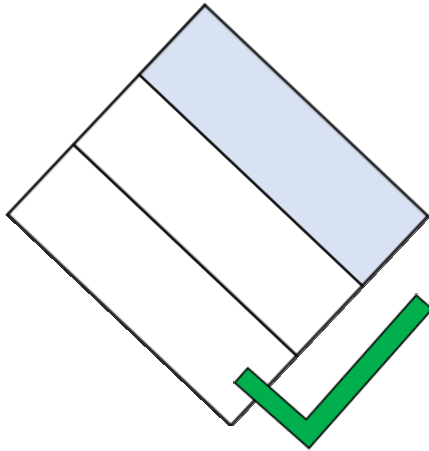
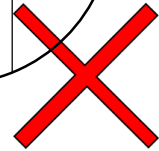
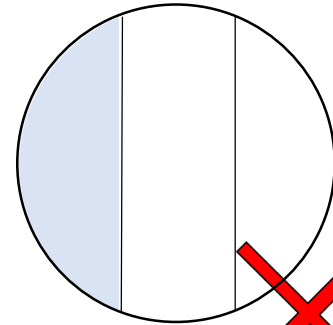
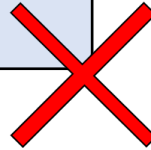
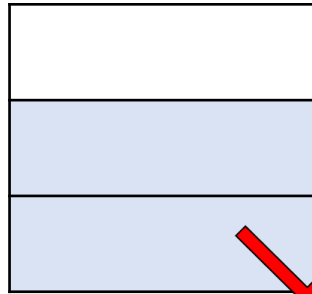
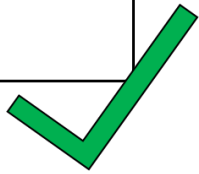
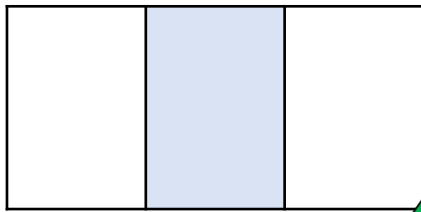
$\frac{1}{3}$
$\frac{1}{3}$
$\frac{1}{3}$

The denominator tells us how many equal parts the whole is divided into.

The numerator tells us how many of those parts we are looking at.

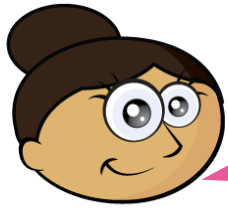


You do Which of these shapes have one third shaded?



Have a think

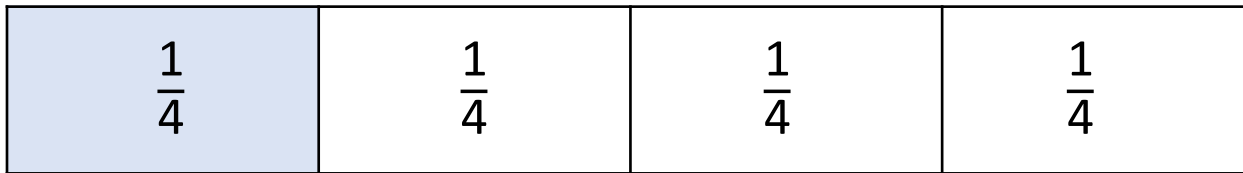
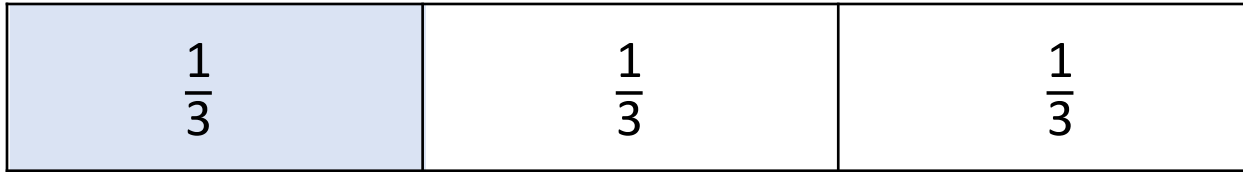




$\frac{1}{3}$ is smaller than $\frac{1}{4}$

Let's do this
together

I think $\frac{1}{3}$ is greater than $\frac{1}{4}$



Why is correct $\frac{1}{3}$ is greater than $\frac{1}{4}$

Have a think



I DO One third of my number is 2. How many are there in the whole number? 1.



Now you DO

2. One third is 4. How big is the whole number?



3. One third is 3. How big is the whole number?



4. One third is 10. How big is the whole number?

