


# Equipment

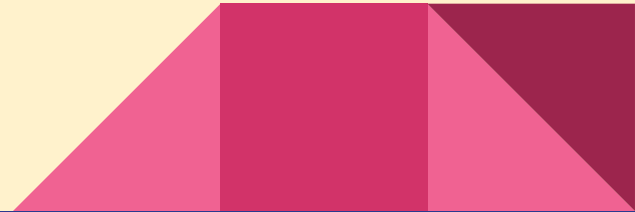
- 
- Fraction wall



LO: I can use manipulatives and diagrams to show that a fraction can be split into wholes and parts

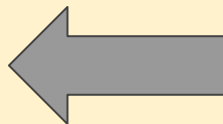
# What is a fraction?

A fraction is a part of a whole.

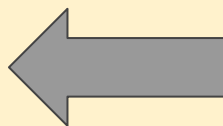


Which part is the **numerator**? Which part is the **denominator**?

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



Numerator



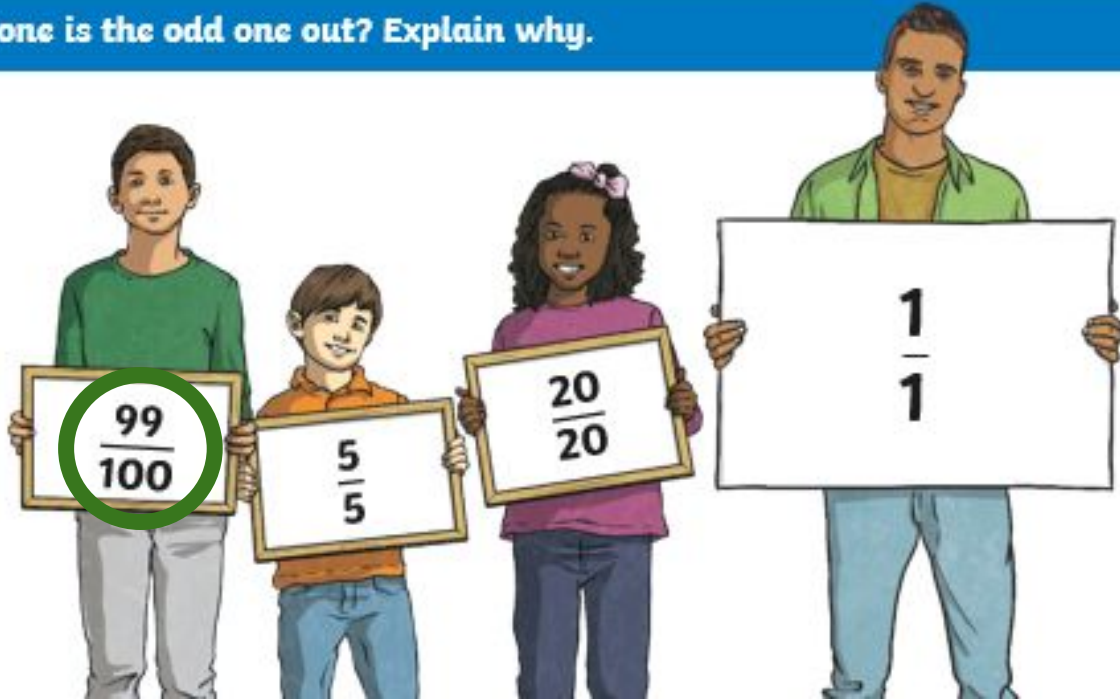
Denominator

What prior skills are we using when we think about fractions?



**Multiplication  
and division!**

Which one is the odd one out? Explain why.

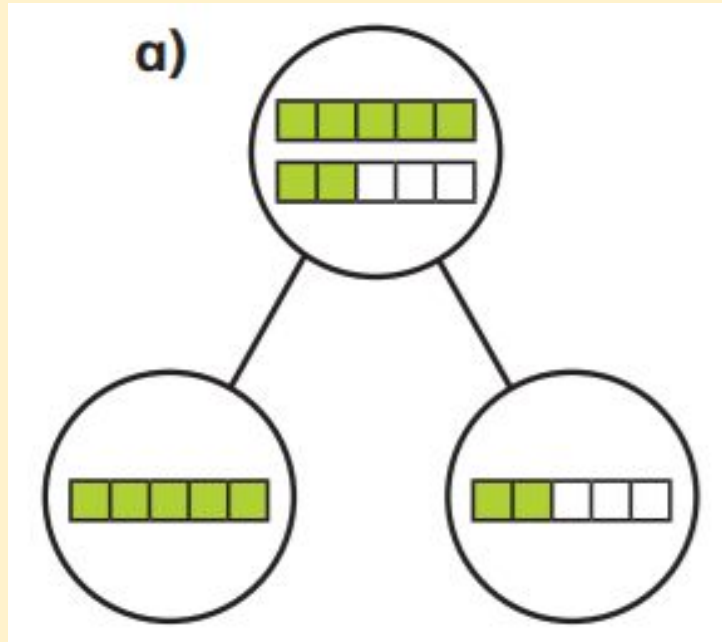


$\frac{99}{100}$  is the odd one out because it is less than a whole. The others are all equal to one whole because the numerator is the same as the denominator.

Can a fraction ever be more than 1 whole?

*YES IT CAN!*

Practise this stem sentence...



There are 7 fifths altogether.

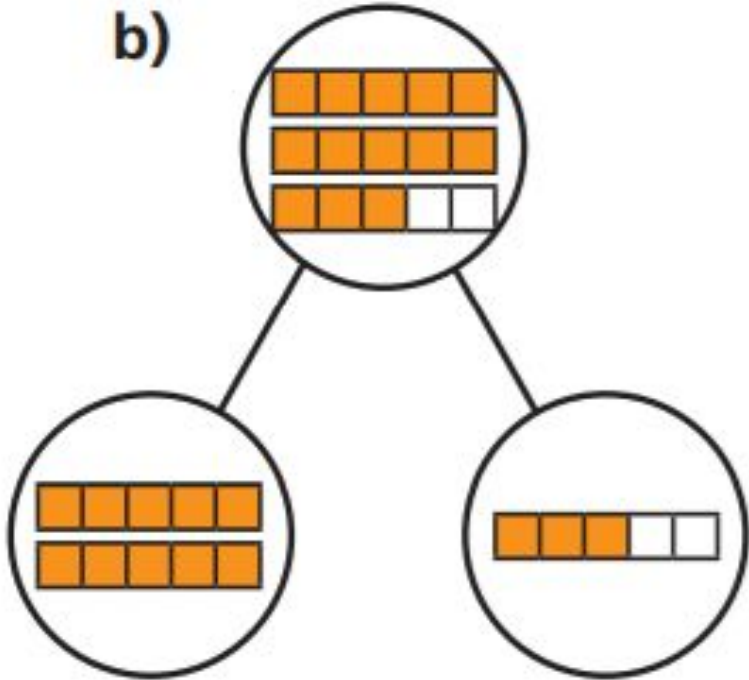
7 fifths =  whole +  fifths

How could I write this as a fraction?

$\frac{7}{5}$



b)



There are  fifths altogether.

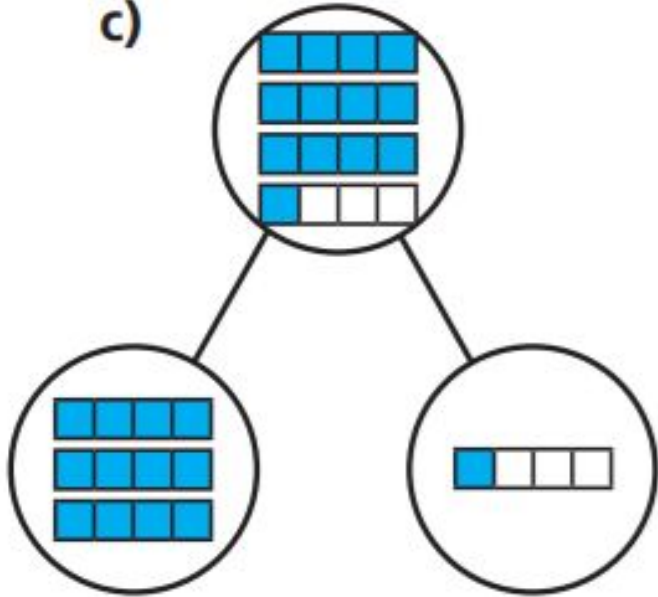
fifths =  wholes +

fifths

How could I write this as a fraction?

$$\frac{13}{5}$$

c)



There are  quarters altogether.

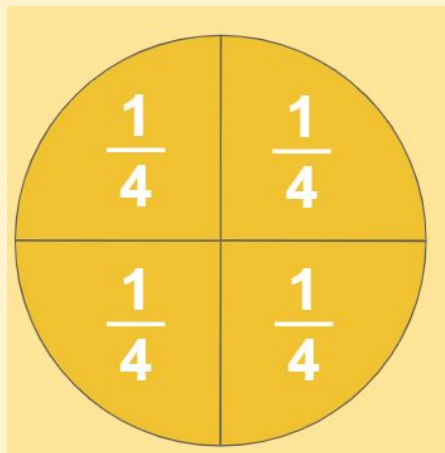
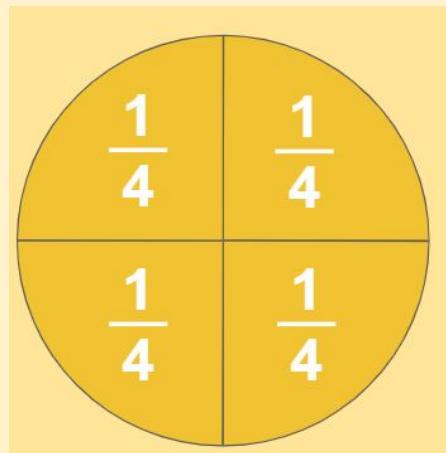
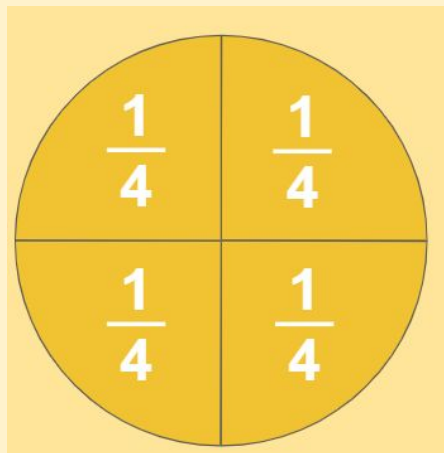
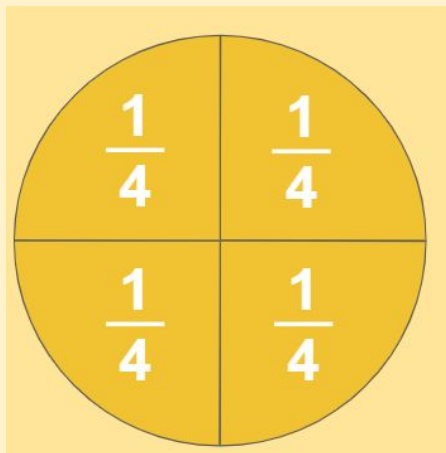
quarters =  wholes +

quarter

How could I write this as a fraction?

$\frac{13}{4}$

# On your whiteboards can you represent $16/4$ ?

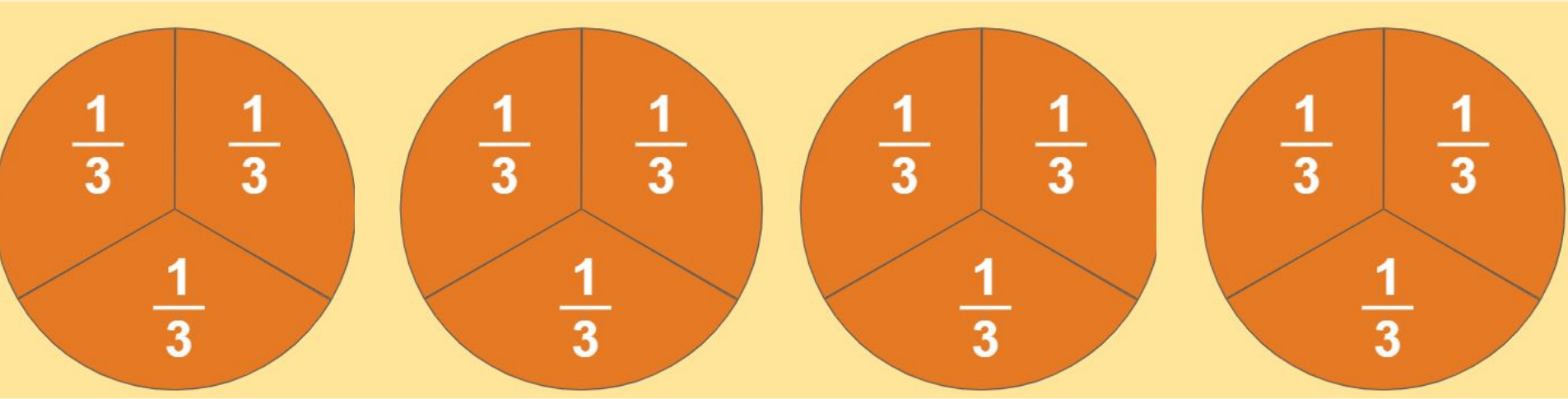


There are  quarters altogether.

quarters =  wholes +

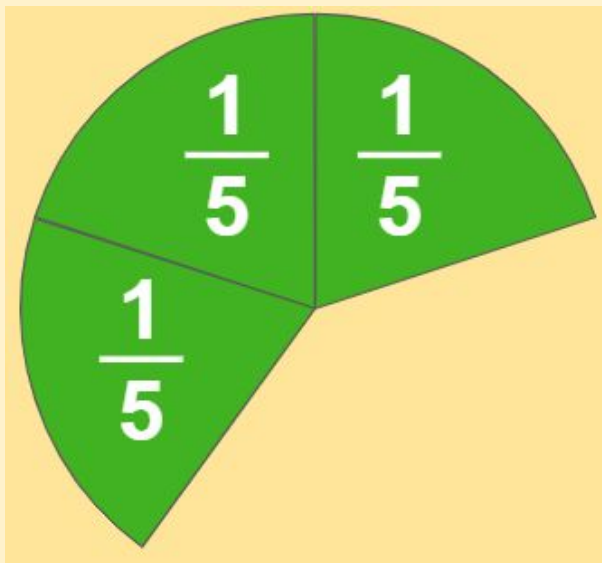
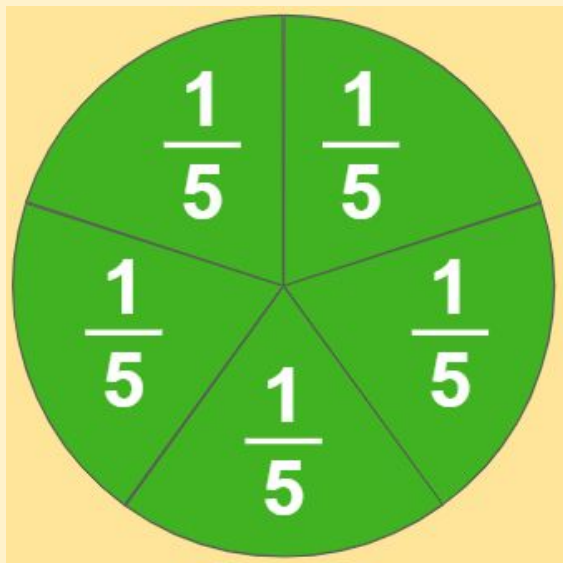
quarter

Can you represent  $1\frac{2}{3}$ ?



There are \_\_\_ thirds altogether.  
\_\_\_ thirds = \_\_\_ wholes

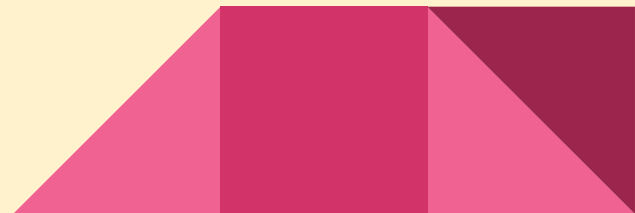
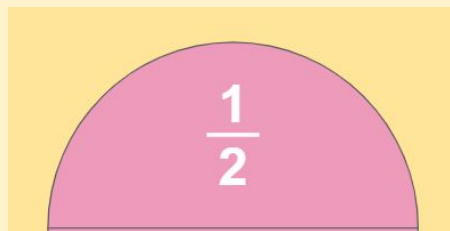
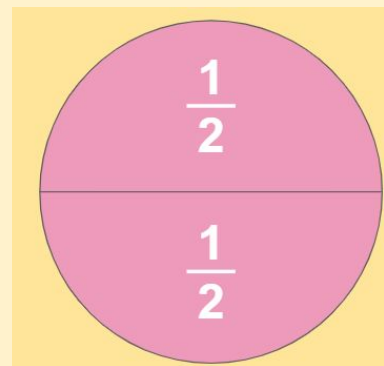
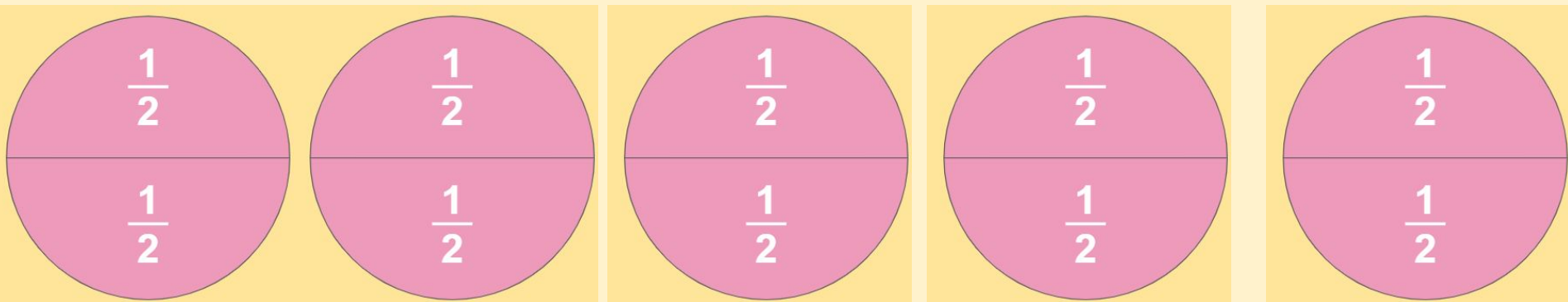
Can you represent  $8/5$ ?



There are \_\_\_ fifths altogether.

\_\_\_ fifths = \_\_\_ wholes + \_\_\_ fifths

# Can you represent $1\frac{3}{2}$ ?



Bars of chocolate have 6 squares.

**If 38 squares of chocolate are eaten, how many whole bars of chocolate have been eaten?**

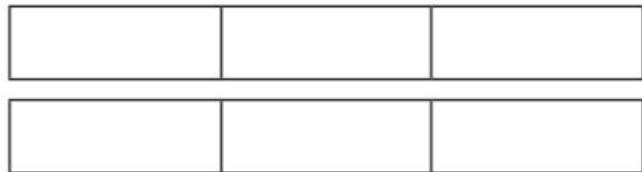


**6 whole bars have been eaten - and 2 extra squares.**

# Know

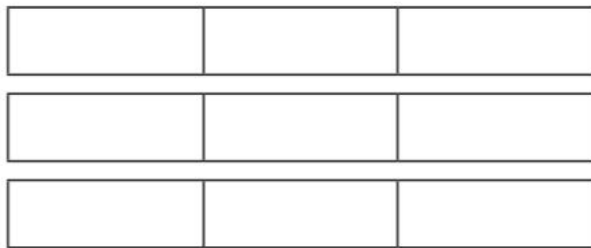
Complete the number sentences.

a)  $\frac{5}{3}$



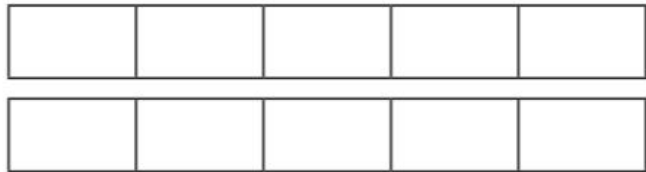
$$\frac{5}{3} = \square \text{ whole} + \square \text{ thirds} = \square$$

b)  $\frac{8}{3}$



$$\frac{8}{3} = \square \text{ wholes} + \square \text{ thirds} = \square$$

c)  $\frac{8}{5}$



$$\frac{8}{5} = \square \text{ whole} + \square \text{ fifths} = \square$$

Complete the statements.

a)  $\frac{12}{2} = \square$  wholes

e)  $\frac{15}{3} = \square$  wholes

b)  $\frac{12}{4} = \square$  wholes

f)  $\frac{15}{5} = \square$  wholes

c)  $\frac{12}{6} = \square$  wholes

g)  $\frac{15}{4} = \square$  wholes +  $\square$  quarters

d)  $\frac{12}{3} = \square$  wholes

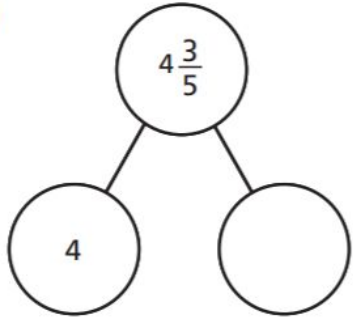
h)  $\frac{15}{2} = \square$  wholes +  $\square$  half



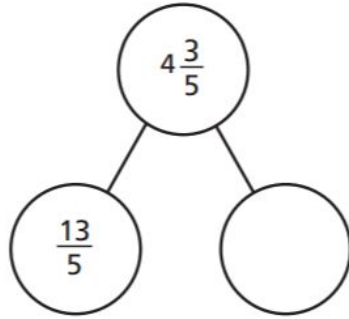
# Thinking deeply

Complete the part-whole models.

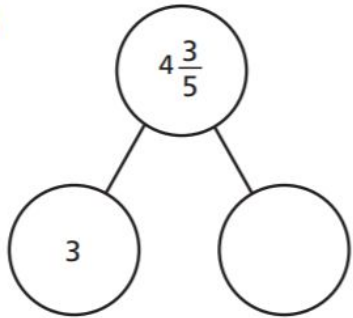
a)



c)



b)



Which one is the odd one out? Prove it!

$$\frac{21}{7}$$

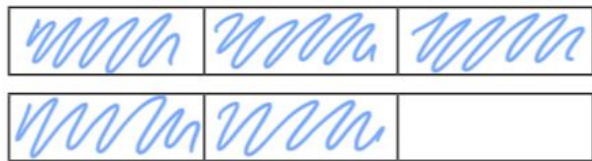
$$\frac{12}{4}$$

$$\frac{10}{3}$$

$$\frac{18}{6}$$

# Know Answers

a)  $\frac{5}{3}$



$$\frac{5}{3} = \boxed{1} \text{ whole} + \boxed{2} \text{ thirds} = \boxed{1\frac{2}{3}}$$

b)  $\frac{8}{3}$



$$\frac{8}{3} = \boxed{2} \text{ wholes} + \boxed{2} \text{ thirds} = \boxed{2\frac{2}{3}}$$

c)  $\frac{8}{5}$



$$\frac{8}{5} = \boxed{1} \text{ whole} + \boxed{3} \text{ fifths} = \boxed{1\frac{3}{5}}$$

# Know Answers

Complete the statements.

a)  $\frac{12}{2} = \square$  wholes

e)  $\frac{15}{3} = \square$  wholes

b)  $\frac{12}{4} = \square$  wholes

f)  $\frac{15}{5} = \square$  wholes

c)  $\frac{12}{6} = \square$  wholes

g)  $\frac{15}{4} = \square$  wholes +  $\square$  quarters

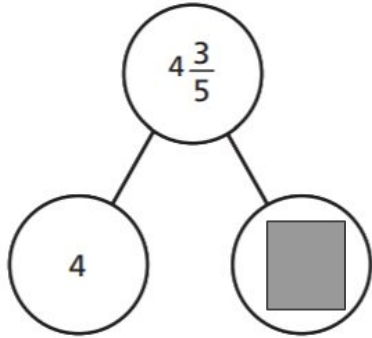
d)  $\frac{12}{3} = \square$  wholes

h)  $\frac{15}{2} = \square$  wholes +  $\square$  half

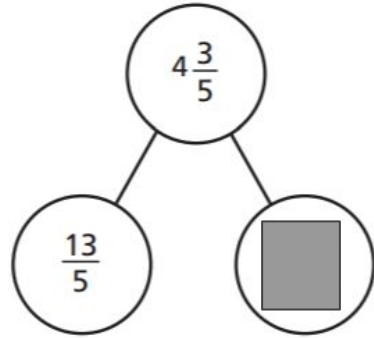
# Thinking Deeply

Complete the part-whole models.

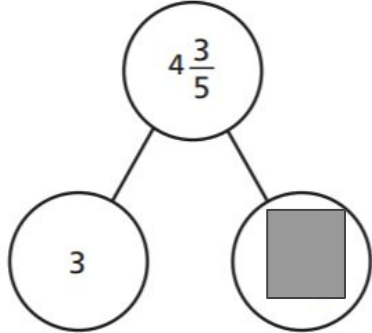
a)



c)



b)



C is the odd one out because it is equal to three whole ones and one third. A, B and D are all equal to three whole ones.

# Apply

Whitney bakes 26 muffins.

Muffins are packed in boxes of 4

a) How many boxes can Whitney fill?



Whitney can fill  boxes.

b) How many more muffins does Whitney need to fill another box?

Whitney needs  muffins to fill another box.

Explain how you know.

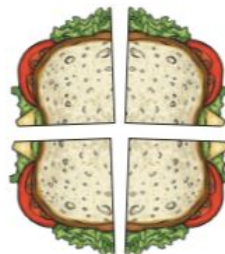
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# Thinking Deeply

The children have solved a problem. Read their answers. Explain who is incorrect and why.

There are 4 children at a party. Each whole sandwich is cut into 4 parts. The children eat 42 parts altogether. How many whole sandwiches did they eat?



They ate 11 whole sandwiches.

They ate 10 whole sandwiches.

Tammy

Milo

# Apply answers

Whitney bakes 26 muffins.

Muffins are packed in boxes of 4



a) How many boxes can Whitney fill?

Whitney can fill  boxes.

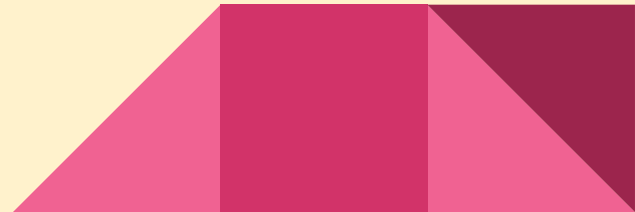
b) How many more muffins does Whitney need to fill another box?

Whitney needs  muffins to fill another box.

Explain how you know.

# Thinking deeply answers

*Tammy is incorrect because one whole sandwich equals four parts.  $42 \div 4 = 10r2$   
10 whole sandwiches were eaten – and 2 parts.*



# Reflection

Can a fraction be more than a whole?

I have developed my learning by...

## Vocabulary

Fraction, equivalent, numerator, denominator, multiply, divide.

Yes it can because a fraction can make up a whole and then have some parts left over. It reminds me of using remainders in division.

Yes it can because my teacher told me.