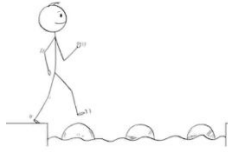Steppingstone activity

LO: To find the fraction of a shape

Success Criteria:

| 1. Look at your shape |
| 2. Count the total sections (This is your denominator) |
| 3. Count the shaded sections (This is your numerator) |
| 4. Write your fraction |

Numerator
How many equal parts do you have?

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

Denominator
How many equal parts is the whole divided into?

Model

1.   2.   3.   4.

Now you try… What fraction do these shaded shapes show?

1.

2.

3.
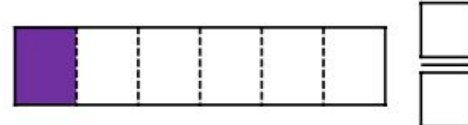
4.
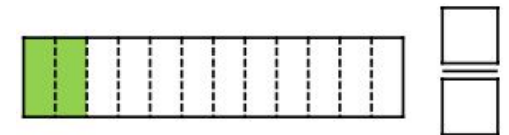
5.

6.

7.

8.

EXT: Are any of these fractions equivalent? Can you write an equivalent fraction for each one?

Year 4 Maths

Lesson 14
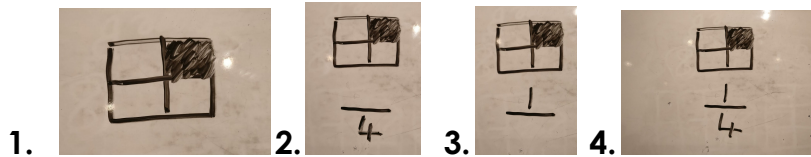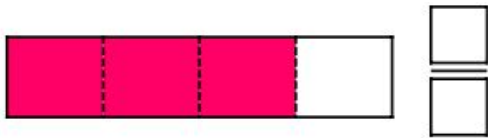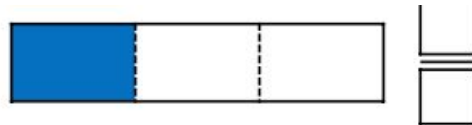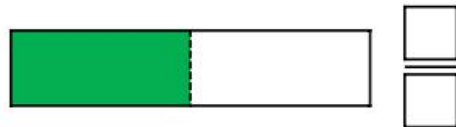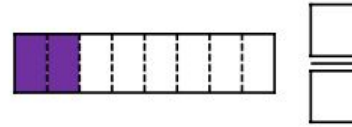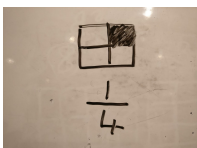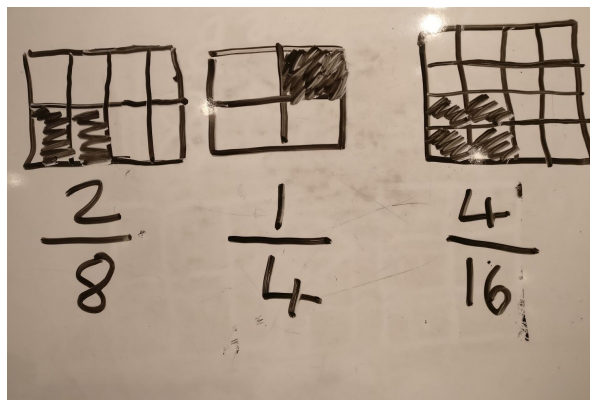**LO: To find equivalent fractions**

Success Criteria:

1. Look at your shape
2. Count the total sections (This is your denominator)
3. Count the shaded sections (This is your numerator)
4. Write your fraction
5. Make an equivalent fraction

Model:

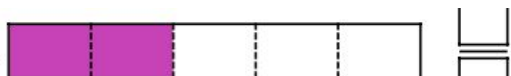1. 2. $\frac{}{4}$ 3. $\frac{1}{}$ 4. $\frac{1}{4}$ 5.

$$\frac{2}{8} \qquad \frac{1}{4} \qquad \frac{4}{16}$$

Numerator
How many equal parts do you have?

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

Denominator
How many equal parts is the whole divided into?

Year 4 Maths Main activity

Complete at least 2 columns, more if you can!

Task 1	Task 2

Task 1

Practice: Write the fraction, then make one that is equivalent.

1.
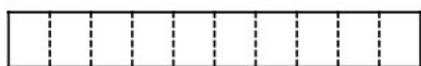
2.

3.
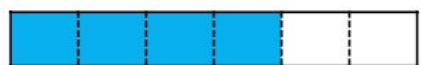
4.

Task 2
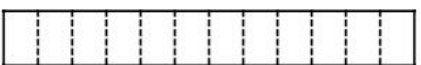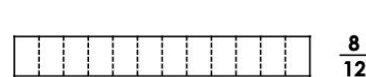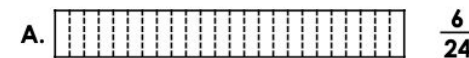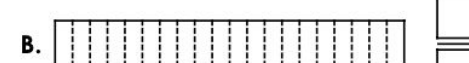
Practice: Shade the fractions, then shade the second as an equivalent fraction.

$\frac{8}{12}$

A. $\frac{6}{24}$

1.

2.

B.

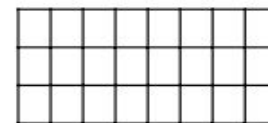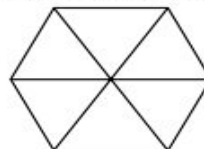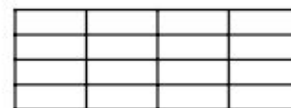**3.**

12a. Shade the shapes to find equivalent fractions for $\frac{2}{3}$.

GD
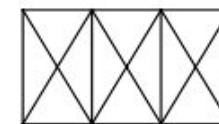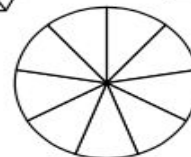
4.

12b. Shade the shapes to find equivalent fractions for $\frac{3}{4}$.
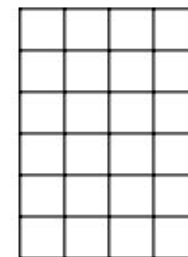
Task 3

Reasoning
Explain your answers.

4a. Noah is investigating equivalent fractions. He says,

$\frac{3}{4}$ is equivalent to $\frac{10}{12}$.

Is he correct? Explain your answer.

8b. Which of the shaded and written fractions below are equivalent?

A.

B. $\frac{8}{12}$

C. $\frac{4}{10}$

D.

E.

Explain how you know.

Task 4

Problem solving

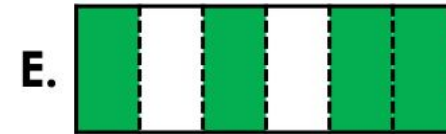2. Alfred, the Queen's assistant, has forgotten the code to the safe and the Queen wants her crown! The code is a combination of three equivalent fractions using the numbers 1 to 15. Each number can be used once in a code.

$$\frac{\square}{\square} = \frac{\square}{\square} = \frac{\square}{\square}$$

Explore the possible combinations Alfred could try.

Alfred finds a clue to help him crack the code:

The denominators in the code have a common factor of 4. Improper fractions may also have been used.

Investigate what the combination could be now.