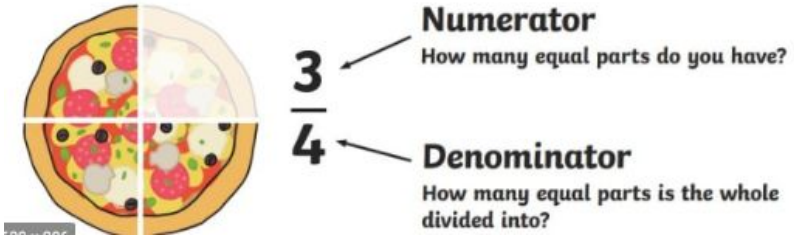
Canonbury Home Learning

Year 4 Maths

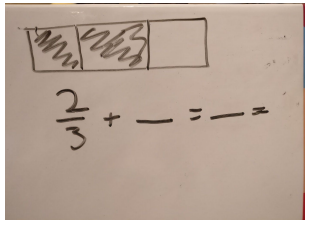
Steppingstone activity

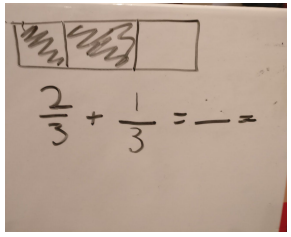
LO: To find whole and part fractions

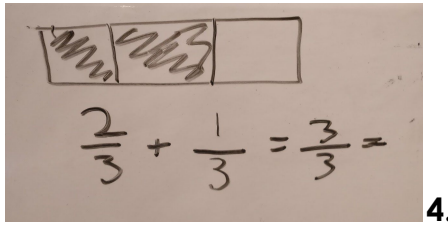
1. Look at your fraction
2. Colour your fraction as an image
3. Finding the missing numerator
4. Complete the fraction
5. Match with one whole

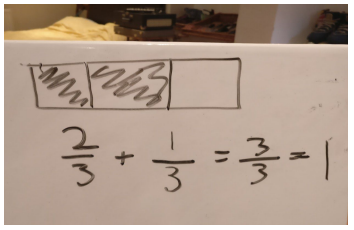


Model

1. 

3. 

3. 

4. 

Now you try… Make equivalent fraction of the one below

1. 1/4 + 1/4 + 1/4 + 1/4 = 4/4 = 1
2. 1/2 + 1/2 = 2/2 = 1
3. 2/3 + 1/3 = 3/3 = 1
4. 4/3
5. 14/16

Canonbury Home Learning

Year 4 Maths

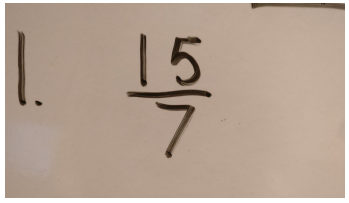
Lesson 16

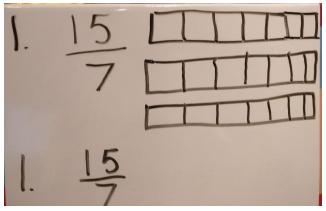
LO: To find whole and part fractions

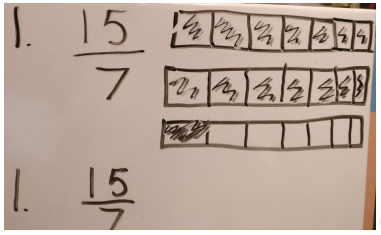
Success Criteria:

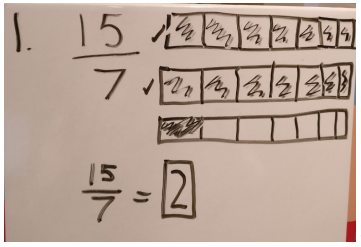
1. Look at your fraction
2. Draw your fraction as an image
3. Shade the numerator value of the image
4. Write your whole fraction
5. Finish by adding the part fraction

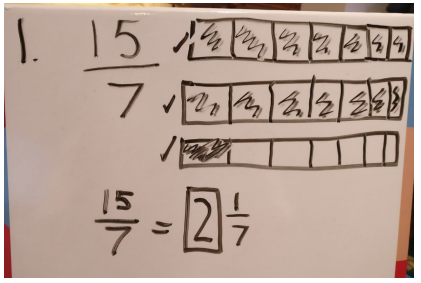
Model:

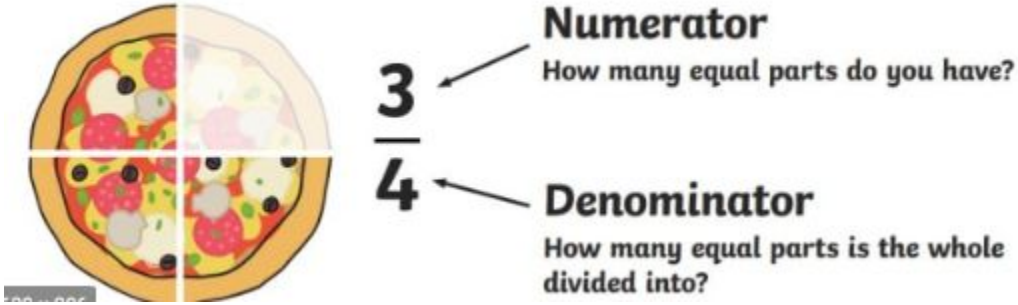
1. 

2. 

3. 

4. 

5. 



CANONBURY PRIMARY SCHOOL
Create, discover and succeed together

Year 4 Maths Main activity

Complete at least 2 columns, more if you can!

Task 1

Practice: Follow the instructions and make the fraction that is greater than 1

4a. If I have $\frac{4}{9}$, how many more parts do I need to have a whole?

Complete the calculation below.

1. $\frac{4}{9} + \frac{\square}{9} = \frac{\square}{9} = 1$

$\frac{4}{9} + \frac{5}{9} = \frac{9}{9} = 1$

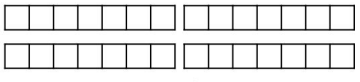
4b. If I have $\frac{9}{12}$, how many more parts do I need to have a whole?

Complete the calculation below.

2. $\frac{9}{12} + \frac{\square}{12} = \frac{\square}{12} = 1$

$\frac{9}{12} + \frac{3}{12} = \frac{12}{12} = 1$

7a. If I have $\frac{15}{7}$, how many wholes and how many parts do I have?

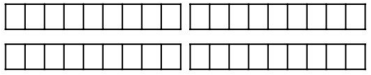


Complete the calculation below.

3. $\frac{15}{7} = \square\frac{\square}{7}$

$\frac{15}{7} = 2\frac{1}{7}$

7b. If I have $\frac{31}{9}$, how many wholes and how many parts do I have?



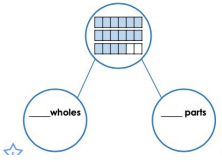
Complete the calculation below.

4. $\frac{31}{9} = \square\frac{\square}{9}$

$\frac{31}{9} = 3\frac{4}{9}$

5

6a. Complete the part-whole model to show how many wholes and parts there are in the fraction below.

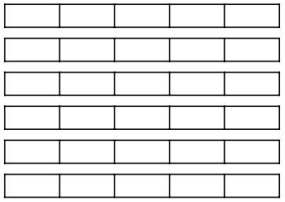


2 wholes and 4 parts

Task 2

Practice: Follow the instructions and make the fraction that is greater than 1

5a. Shade the images below to show twenty-one fifths. Complete the fraction to describe the image.

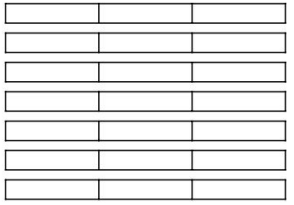


1. $\frac{\square}{5} = \square\frac{\square}{5}$

4 wholes and 1 part shaded;

$\frac{21}{5} = 4\frac{1}{5}$

5b. Shade the images below to show seventeen thirds. Complete the fraction to describe the image.

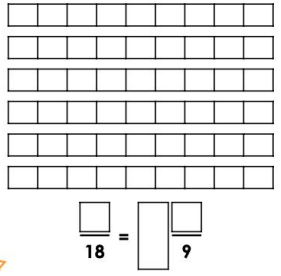


2. $\frac{\square}{3} = \square\frac{\square}{3}$

5 wholes and 2 parts shaded;

$\frac{17}{3} = 5\frac{2}{3}$

8b. Shade the images below to show sixty eighteenths. Complete the fraction to describe the image.

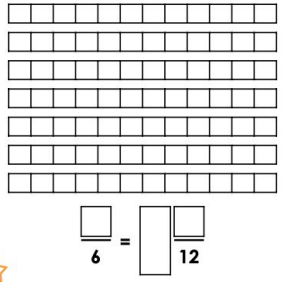


3. $\frac{\square}{18} = \square\frac{\square}{9}$

3 wholes and 3 parts shaded.

$\frac{60}{18} = 3\frac{3}{9}$

8a. Shade the images below to show twenty-seven sixths. Complete the fraction to describe the image.



4. $\frac{\square}{6} = \square\frac{\square}{12}$

4 wholes and 6 parts shaded.

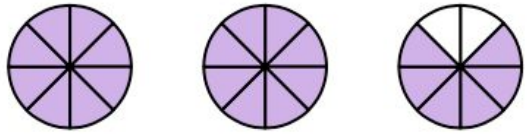
$\frac{27}{6} = 4\frac{6}{12}$

Task 3

Reasoning

Explain your answers.

6a. Daisy and Ahmed are discussing this image:



Daisy

It is two wholes and five eighths.

It is twenty-two eighths.

Ahmed

Who is correct? Convince me.

6a. Ahmed is correct because the fraction shown is two wholes and six eighths which is equivalent to twenty-two eighths.

9b. Clement and Sasha are discussing this image:

Clement

It is twenty-four tenths.

It is two wholes and one half.

Sasha

Who is correct? Convince me.

9b. Clement is correct because the fraction shown is thirty-six fifteenths which is equivalent to twenty-four tenths.

Task 4

Problem solving

1. Fraser, Dalia, Anderson and Julia have been sharing food at their party. They can't remember how many whole plates of food they started with, but they can remember the fraction that they each ate.

Fraser

I ate more than one whole plate but less than two and a half plates.

I had between $\frac{5}{6}$ of a plate and one and a half plates.

Dalia

Julia

I ate the least amount of food, but I still ate more than a whole plate.

I ate more food than Julia, but less food than Fraser. I ate at least one full plate and a sixth.

Anderson

Investigate the fraction of plates of food that each child could have eaten.

Various answers, for example: Fraser: $1\frac{5}{6}$ plates; Dalia: $\frac{9}{6}$ of a plate; Julia: $\frac{8}{6}$ of a plate; Anderson: $\frac{10}{6}$ of a plate.

DP