



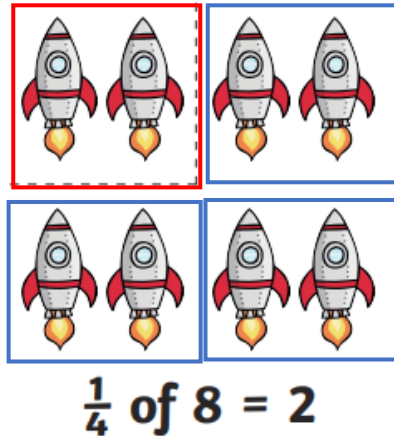
Lesson 29 LO: To understand the difference between a half and a quarter

**Model: RECAP**

To find a quarter of an amount we **share into 4 equal groups**.

So: Find a quarter of 8:

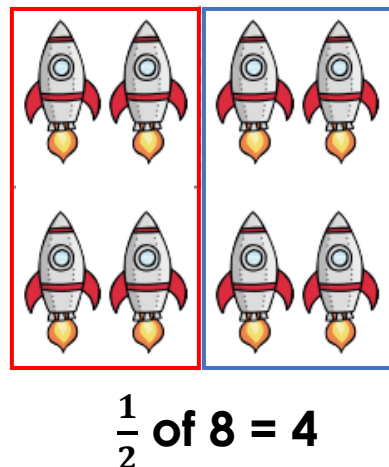
- Share 8 into 4 equal groups.
- Count how many in one group
- **A quarter of 8 is 2**



To find a half of an amount we **share into 2 equal groups**.

So: Find a half of 8:

- Share 8 into 2 equal groups.
- Count how many in one group
- **A half of 8 is 4**



**Task:** Find out which of the boasting teachers has the most money by working out  $\frac{1}{2}$  and  $\frac{1}{4}$  of their amounts!



I have  $\frac{1}{2}$  of £10



I have  $\frac{1}{4}$  of £12



I have  $\frac{1}{4}$  of £8



I have  $\frac{1}{2}$  of £6



I have  $\frac{1}{4}$  of £20



I have  $\frac{1}{2}$  of £12



I have  $\frac{1}{2}$  of £2



I have  $\frac{1}{4}$  of £4

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**Year 3 Maths Lesson 29**

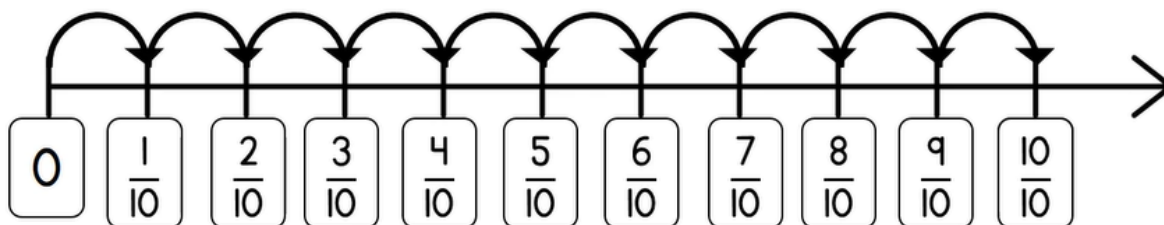
**LO: To count in tenths**

**Success Criteria:**

1. Count up in tenths
2. Keep the denominator the same each time (10)
3. The numerator increases by one each time

**Model:** Counting in fractions is easy!

**This number line shows how to count in tenths up to a whole:**



**What would come next?** 11 tenths, then 12 tenths...and so on...

**Now you try:**

**Write the fractions on top of the counting stick as you count in tenths.**

**Try to say them out loud to help you:**





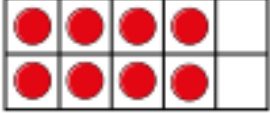
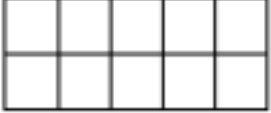
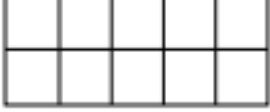
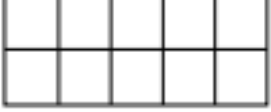


**Now count them backwards using the counting stick to help if you like.**







Maths – Main activity

Count in tenths

1 Continue the sequence.

	$\frac{10}{10}$		<input type="text"/>
	$\frac{9}{10}$		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>

2 Continue the sequence.

	$\frac{1}{10}$		<input type="text"/>
	$\frac{2}{10}$		<input type="text"/>
	<input type="text"/>		<input type="text"/>

3 Write the missing fractions in each sequence.

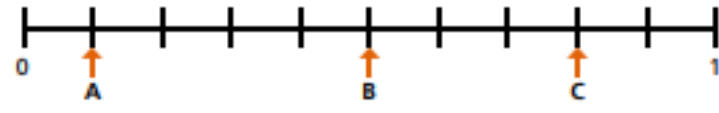
a)

$\frac{1}{10}$	$\frac{2}{10}$	<input type="text"/>	$\frac{4}{10}$	<input type="text"/>
$\frac{6}{10}$	$\frac{7}{10}$	<input type="text"/>	$\frac{9}{10}$	$\frac{10}{10}$

b)

$\frac{10}{10}$	$\frac{9}{10}$	<input type="text"/>	$\frac{7}{10}$	<input type="text"/>
$\frac{5}{10}$	<input type="text"/>	<input type="text"/>	$\frac{2}{10}$	$\frac{1}{10}$

4 What fraction is each arrow pointing to?

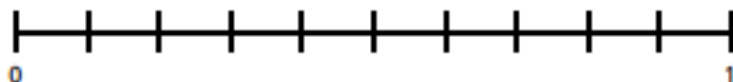


A =  B =  C =

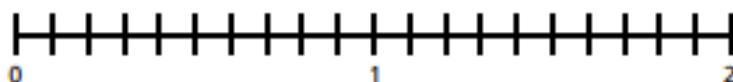
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5 Write the fractions in the correct places on the number lines.

- a)  $\frac{5}{10}$   $\frac{9}{10}$   $\frac{3}{10}$   $\frac{10}{10}$

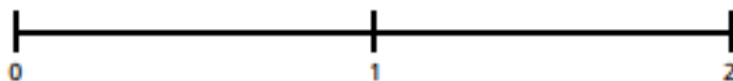


- b)  $\frac{6}{10}$   $\frac{14}{10}$   $\frac{18}{10}$

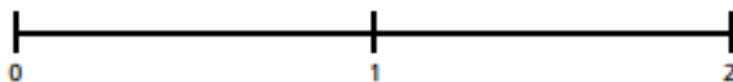


6 Draw and label arrows to estimate the position of the fractions on the number lines.

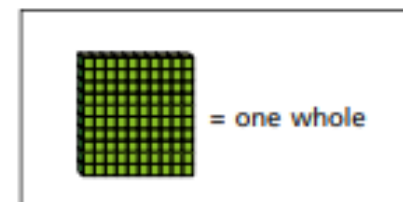
- a)  $\frac{5}{10}$   $\frac{15}{10}$   $\frac{20}{10}$



- b)  $\frac{3}{10}$   $\frac{11}{10}$   $\frac{19}{10}$



7



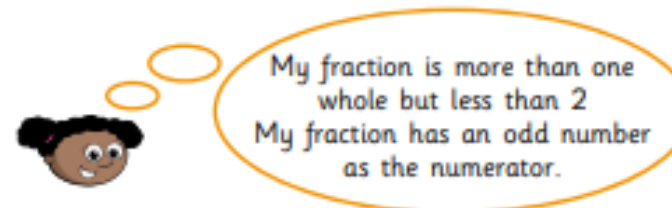
= one whole

What number is represented in each picture?

- a)       c)
- b)

8

Whitney is thinking of a fraction.



What could Whitney's fraction be?

Compare answers with a partner.