



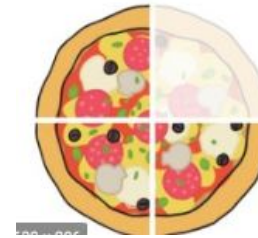
**Steppingstone activity**

**LO: To subtract fractions**

**Success Criteria:**

1. Look at your fraction
2. Create a bar model of the fraction
3. Subtract (Cross off) the second fraction
4. Count up the leftover sections
5. Make answer

**Model**



**3** ← **Numerator**  
 How many equal parts do you have?

**4** ← **Denominator**  
 How many equal parts is the whole divided into?

1.  $\frac{10}{5}$       2.  $\frac{10}{5}$

3.  $\frac{10}{5}$        $\frac{10}{5} - \frac{4}{5} =$

5.  $\frac{10}{5} - \frac{4}{5} = \frac{6}{5}$

Now you try... Make equivalent fraction of the one below

1.       $\frac{10}{5} - \frac{4}{5} = \frac{\square}{\square}$       **6/5**

2.       $\frac{27}{9} - \frac{12}{9} = \frac{\square}{\square}$       **15/9**

What calculations do these bar models show?

3.       **$5/5 - 2/5 = 3/5$**

4.       **$8/4 - 3/4 = 5/4$**

5.       **$8/4 - 5/4 = 3/4$**

Canonbury Home Learning  
**Year 4 Maths**

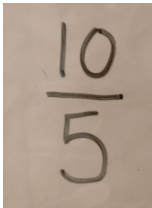
**Lesson 18.05.20**

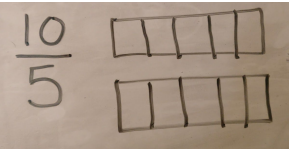
**LO: To subtract fractions**

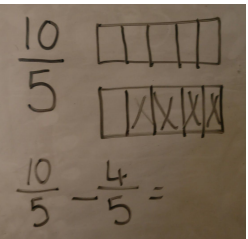
**Success Criteria:**

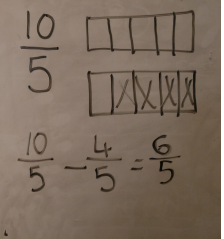
1. Look at your fraction
2. Create a bar model of the fraction
3. Subtract (Cross off) the second fraction
4. Count up the leftover sections
5. Make answer

**Model:**

1. 

2. 

3. 

5. 



**Numerator**  
How many equal parts do you have?

**3**

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**Denominator**  
How many equal parts is the whole divided into?

**4**

**Year 4 Maths Main activity**

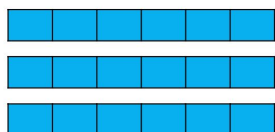
Complete at least 2 columns, more if you can!

**Task 1**

**Practice:**

Use the bar model to complete the calculation

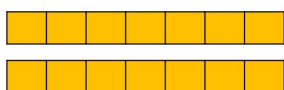
1.



$$3 - \frac{5}{6} = \begin{array}{|c|c|} \hline \square & \square \\ \hline \square & \square \\ \hline \end{array}$$

$$2 \frac{1}{6}$$

2.

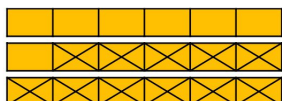


$$2 - \frac{8}{7} = \begin{array}{|c|c|} \hline \square & \square \\ \hline \square & \square \\ \hline \end{array}$$

$$1 \frac{6}{7}$$

What calculation does this bar model represent?

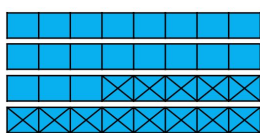
3.



$$\begin{array}{|c|c|} \hline \square & \square \\ \hline \square & \square \\ \hline \end{array} - \begin{array}{|c|c|} \hline \square & \square \\ \hline \square & \square \\ \hline \end{array} = \begin{array}{|c|c|} \hline \square & \square \\ \hline \square & \square \\ \hline \end{array}$$

$$3 - \frac{11}{6} = \frac{7}{6}$$

4.



$$\begin{array}{|c|c|} \hline \square & \square \\ \hline \square & \square \\ \hline \end{array} - \begin{array}{|c|c|} \hline \square & \square \\ \hline \square & \square \\ \hline \end{array} = \begin{array}{|c|c|} \hline \square & \square \\ \hline \square & \square \\ \hline \end{array}$$

$$4 - \frac{13}{8} = \frac{19}{8}$$

Make a bar model and complete the calculation below

5.

$$5 - \frac{12}{5} = \begin{array}{|c|c|} \hline \square & \square \\ \hline \square & \square \\ \hline \end{array} = \begin{array}{|c|c|} \hline \square & \square \\ \hline \square & \square \\ \hline \end{array}$$

$$\frac{13}{5} = 2 \frac{3}{5}$$

6.

$$4 - \frac{17}{7} = \begin{array}{|c|c|} \hline \square & \square \\ \hline \square & \square \\ \hline \end{array} = \begin{array}{|c|c|} \hline \square & \square \\ \hline \square & \square \\ \hline \end{array}$$

$$\frac{11}{7} = 1 \frac{4}{7}$$

**Task 2**

**Practice:**

Draw a bar model for each of these calculation and check which are correct

1.

$$2 - \frac{6}{7} = 2 \frac{1}{7}$$

2.

$$4 - \frac{5}{8} = 3 \frac{3}{8}$$

3.

$$\frac{18}{6} - \frac{5}{6} = \frac{13}{6}$$

4.

$$5 - \frac{7}{9} = 4 \frac{2}{9}$$

5.

$$3 - \frac{5}{6} = 3 \frac{1}{6}$$

6.

$$\frac{20}{5} - \frac{4}{5} = \frac{16}{5}$$

7.

$$3 - \frac{7}{9} = 2 \frac{2}{9}$$

8.

$$\frac{24}{6} - \frac{2}{3} = 3 \frac{1}{3}$$

Task 3

**Reasoning**

Explain your answers.

**6a. Becca has an improper fraction. She subtracts it from a whole number and gets an improper fraction as her answer.**

Fin says,



I think Becca's calculation is  $3 - \frac{11}{5}$ .

Do you agree with Fin? Explain your answer.

**6a. No, because  $3 - \frac{11}{5} = \frac{4}{5}$  which is not an improper fraction.**

**9b. Carrie has an improper fraction. She subtracts it from a whole number and gets an improper fraction as her answer.**

Doha says,



I think Carrie's calculation is  $\frac{24}{6} - \frac{8}{3}$ .

Do you agree with Doha? Explain your answer.

**9b. Yes, Doha could be right because the answer is  $\frac{4}{3}$  which is an improper fraction.**

Task 4

**Problem solving**

2. Charlie, Anwen and Sadia started with three cups of squash each. At the end of lunchtime, they each give a clue as to what fraction of their cups of squash was left.



Charlie

The fraction of squash that I have left is between  $\frac{2}{4}$  and  $\frac{7}{4}$ .



Anwen

My numerator is double Charlie's and I didn't drink all of my squash.



Sadia

The fraction of squash that I have left is between Charlie and Anwen's.

What fraction of cups of squash could each child have drunk?

Various answers, for example: If Charlie drank  $2\frac{1}{4}$  cups then he has  $\frac{3}{4}$  remaining.

Anwen's fraction must be  $\frac{6}{4}$  so she drank  $1\frac{2}{4}$  cups, and Sadia could have  $\frac{5}{4}$  left if she drank  $1\frac{3}{4}$  cups.