





## Practice 3 timetables

<https://www.youtube.com/watch?v=9XzfQUXqiYY> (Uptown funk – Bruno Mars)

<https://www.youtube.com/watch?v=dzVvBQ5uTbo>

<https://www.youtube.com/watch?v=uneATAeac7Q> (How far I'll go – Moana)

Our next unit is **fractions!** If you are finding it quite tricky, try playing some of these games to help you:

<https://www.topmarks.co.uk/maths-games/7-11-years/fractions-and-decimals>

<https://www.topmarks.co.uk/Interactive.aspx?cat=24>

[https://www.mathplayground.com/index\\_fractions.html](https://www.mathplayground.com/index_fractions.html)

<https://eng.mathgames.com/fractions>

### Lesson Objective

To be able to recognise and show equivalent fractions.

To begin this lesson, provide pupils with strips of paper and ask if they are able to fold them into 3 equal pieces. Allow pupils some time to work this out as it is trickier than making an even number of equal pieces. In the end, they just need to be as close as possible. Have them shade in 1 part and ask them the name of the part, reminding them that the name of a whole piece that has been separated into 3 equal pieces makes thirds. Then show pupils the In Focus task. Ask them if they think it is possible to write 1 third in different ways. Could folding the paper be helpful, as in the last lesson? Allow them some time to work on this, taking their answers and creating a chart of possible solutions. Are they able to turn the 3 equal pieces into 6 or into 12 or any other number? How many pieces are shaded in each? Does this mean they are then equal to  $\frac{1}{3}$ ?

During Guided Practice, pupils are looking at a fraction diagram and determining whether or not fractions are equivalent. Notice the variation in the horizontal and vertical layouts as well as the fact that 4 is a common number. Help pupils navigate through complications, i.e. that 4 shaded parts do not make fractions equivalent, etc.

### Differentiation

**D1** For struggling learners, you may want to have pre-folded thirds ready for them. As in the previous lesson, the focus is on seeing the shaded region stay the same but also seeing the pieces increase in number and decrease in size. Providing as many practical representations of this idea as possible will be important for them. Give them an item, take it back, break it in two pieces and give them both pieces. Ask them whether they had more before or after you broke it in two, etc.

**D2** For advanced learners, ask them if they are able to create a number story (word problem) that would make our task problem-based, i.e. Jeremy had a cake for his birthday party. When only 2 of his friends turned up, he cut the cake into 3 equal pieces so he and his 2 friends could enjoy a piece of cake each. However, just as he had finished cutting, 3 more friends turned up. Can Jeremy share his 3 pieces of cake equally between 6 people?

# Finding Equivalent Fractions

## Lesson 7

### In Focus



Sam thinks that  $\frac{1}{3}$  can be written in other ways.  
Is Sam correct?

### Let's Learn

Fold a piece of paper into 3 equal parts.  
Shade 1 part.



1 part out of 3 equal parts is shaded.

$\frac{1}{3}$  of the paper is shaded.



In  $\frac{1}{3}$ , 1 is the **numerator**  
and 3 is the **denominator**.

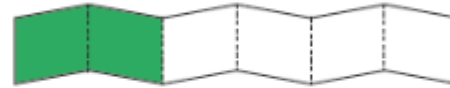
How many parts are shaded? What is the name of each part?



Are there other ways to write  $\frac{1}{3}$ ?



Fold the paper again to get 6 equal parts.



2 parts out of 6 equal parts are shaded now.

$\frac{2}{6}$  of the paper is shaded.



How many parts are shaded?  
What is the name of each part?

Fold the paper to get 12 equal parts.




The fractions  $\frac{1}{3}$ ,  $\frac{2}{6}$  and  $\frac{4}{12}$  have different numerators and denominators.  
But they are equal.



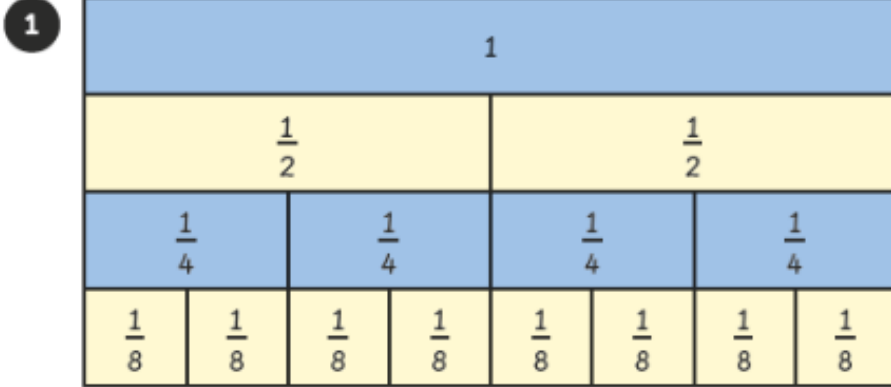
$$\frac{1}{3} = \frac{2}{6} = \frac{4}{12}$$

$\frac{1}{3}$ ,  $\frac{2}{6}$  and  $\frac{4}{12}$  are equivalent fractions.  
They are equal.

What are other equivalent fractions of  $\frac{1}{3}$ ?  
Use  to help you.



## Guided Practice



Look at the diagram.  
Find the missing numerators.

(a)  $1 = \frac{\square}{4}$

(b)  $\frac{1}{2} = \frac{\square}{8}$

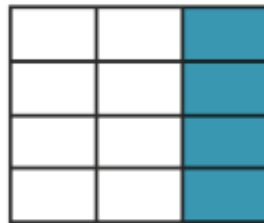
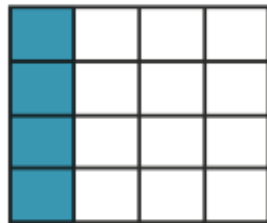
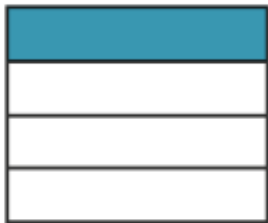
(c)  $\frac{3}{4} = \frac{\square}{8}$

## Differentiation

D1

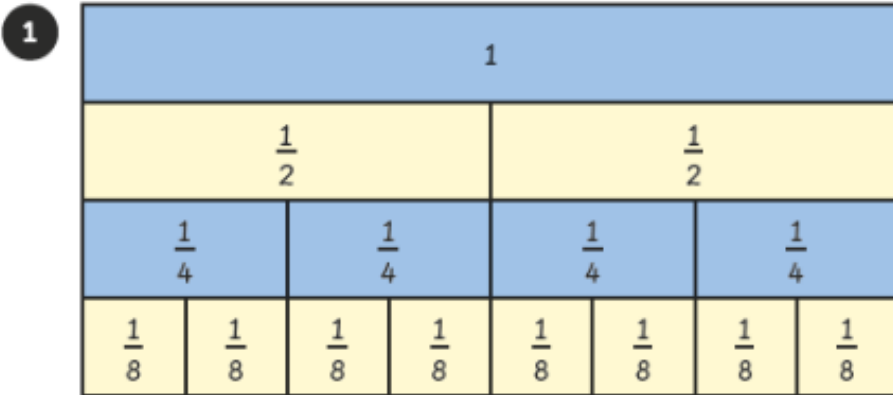
For struggling learners, allowing them to have the fraction diagram and the 3 figures to move around and draw on will be helpful for visualisation and organisation as they will be able to cut them out or turn them to see if they are equivalent.

- 2 The 3 figures are cut into equal parts.  
What fraction of each figure is shaded?



Are the fractions equivalent?  
Why or why not?

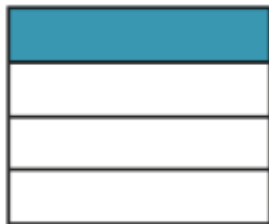
## Guided Practice



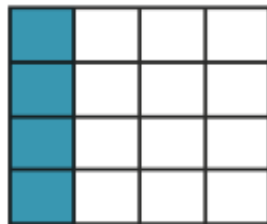
Look at the diagram.  
Find the missing numerators.

(a)  $1 = \frac{4}{4}$       (b)  $\frac{1}{2} = \frac{4}{8}$       (c)  $\frac{3}{4} = \frac{6}{8}$

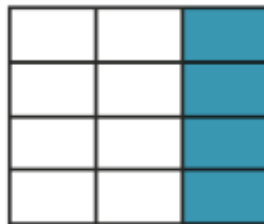
2 The 3 figures are cut into equal parts.  
What fraction of each figure is shaded?



$\frac{1}{4}$



$\frac{4}{16}$



$\frac{4}{12}$

Are the fractions equivalent?

Why or why not?  $\frac{4}{16}$  is equivalent to  $\frac{1}{4}$



★ **English 60 Minutes**

★ **Wednesday 20<sup>th</sup> May 2020**

★ See attached document.

★ This whole week is based on Harry Potter, so it could be an opportunity to read some of the books if you have them or look at the 'Fun Time Extras' on the website set up by JK Rowling for this time:

★ <https://www.wizardingworld.com/collections/harry-potter-at-home>

★ If you register for free you can see a chapter of 'Harry Potter and the Philosopher Stone' being read by different members of the Harry Potter Family. Here is Chapter 3: <https://www.wizardingworld.com/chapters/reading-the-letters-from-no-one>

★ Read the extract about the first broomstick lesson. Reflect on the characters feelings throughout different parts of the story and write about taking part using conjunctions.

★ **Topic- History**

★ Look through the presentation to find out about the Stone Age coming to an end and the importance of what was found at Skara Brae. Write a newspaper report about the findings. You can include first-hand account from William Watts and his findings. You can write this on paper, in your green School@Home book or on a doc on google classroom.

**Remember your 30 minutes reading!**

**Have an amazing day,**

**Miss Webber**

