

# Year 4 Maths Thursday

11.2.21

Fractions

Recall:

Use bar models to find the following -

$$\frac{3}{4} \text{ of } 20 =$$

$$\frac{2}{5} \text{ of } 30 =$$

$$\frac{1}{3} \text{ of } 33 =$$

$$\frac{2}{4} \text{ of } 44 =$$

Recall:

Use bar models to find the following -

$$\frac{3}{4} \text{ of } 20 = 15$$

$$\frac{2}{5} \text{ of } 30 = 12$$

$$\frac{1}{3} \text{ of } 33 = 11$$

$$\frac{2}{4} \text{ of } 44 = 22$$

**LO: I can use fractions to calculate quantities**



## Guided Practice:

**If  $\frac{1}{4}$  is 12, what is the whole?**

?			
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

If we know the answer to the unit fraction, we can then use this to find the whole.

48			
12	12	12	12

# Guided Practice: **Let's try one together**

Jack has a bottle of lemonade but he has already drunk  $\frac{4}{5}$  of it.

All that is left is 50ml.

How much was originally in the bottle?

How might we find the answer to this question?

Are there any clues?

What do we know?

# Guided Practice: Let's try one together

Jack has a bottle of lemonade but he has already drunk  $\frac{4}{5}$  of it.

All that is left is 50ml.

How much was originally in the bottle?

If Jack has drunk  $\frac{4}{5}$  of the lemonade, that means that  $\frac{1}{5}$  remains.

We know that 50ml remains and so  $\frac{1}{5} = 50\text{ml}$ .

?				
50				

# Guided Practice: Let's try one together

If  $\frac{1}{5}$  of the total is 50, we need to multiply 50 by 5 (the denominator) in order to find what the whole (total) was.

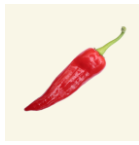
250				
50	50	50	50	50

$$50 \times 5 = 250$$

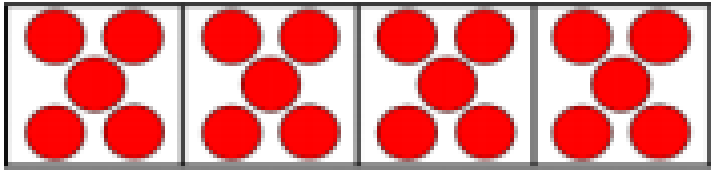
The bottle had 250ml of Lemonade in it at the beginning.



# Intelligent Practice



Use the counters and bar models to calculate the whole:



There are \_\_\_\_\_ counters in one part.

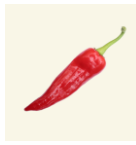
$$\frac{1}{4} = \underline{\hspace{2cm}}$$

$$\frac{2}{4} = \underline{\hspace{2cm}}$$

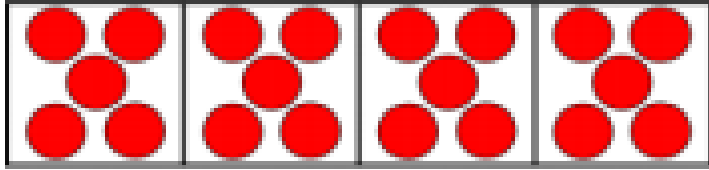
$$\frac{3}{4} = \underline{\hspace{2cm}}$$

$$\frac{4}{4} \text{ or 1 whole} = \underline{\hspace{2cm}}$$

# Intelligent Practice



Use the counters and bar models to calculate the whole:



There are 5 counters in one part.

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

$$\frac{2}{4} = \underline{10}$$

$$\frac{3}{4} = \underline{15}$$

$$\frac{4}{4} \text{ or } 1 \text{ whole} = \underline{20}$$

# Intelligent Practice



You could use diagrams, bar models or division and multiplication knowledge to solve these.

Whole	Unit Fraction	Non-unit Fraction
The whole is 24	$\frac{1}{6}$ of 24 = ____	$\frac{5}{6}$ of 24 = ____
The whole is ____	$\frac{1}{3}$ of ____ = 30	$\frac{2}{3}$ of ____ = ____
The whole is ____	$\frac{1}{5}$ of ____ = 30	$\frac{3}{5}$ of ____ = ____

# Intelligent Practice



You could use diagrams, bar models or division and multiplication knowledge to solve these.

Whole	Unit Fraction	Non-unit Fraction
The whole is 24	$\frac{1}{6}$ of 24 = <u>4</u>	$\frac{5}{6}$ of 24 = <u>20</u>
The whole is <u>90</u>	$\frac{1}{3}$ of <u>90</u> = 30	$\frac{2}{3}$ of <u>90</u> = <u>60</u>
The whole is <u>150</u>	$\frac{1}{5}$ of <u>150</u> = 30	$\frac{3}{5}$ of <u>150</u> = <u>90</u>

# Intelligent Practice



You could use diagrams, bar models or division and multiplication knowledge to solve these.

1) If  $\frac{1}{5}$  of a number is 11, what is the number? =

2) If  $\frac{1}{4}$  of a number is 16, what is the number? =

3) If  $\frac{2}{8}$  of a number is 10, what is the number? =

4) If  $\frac{2}{6}$  of a number is 12, what is the number? =

# Intelligent Practice



You could use diagrams, bar models or division and multiplication knowledge to solve these.

1) If  $\frac{1}{5}$  of a number is 11, what is the number? = **55**

2) If  $\frac{1}{4}$  of a number is 16, what is the number? = **64**

3) If  $\frac{2}{8}$  of a number is 10, what is the number? = **40**

4) If  $\frac{2}{6}$  of a number is 12, what is the number? = **36**

## Dive Deeper 1:



The school kitchen needs to buy carrots for lunch.

A large bag has 200 carrots and a medium bag has  $\frac{3}{5}$  of a large bag.

Mrs Rose says,

I need 150 carrots so I will have to buy a large bag.



Is Mrs Rose correct?  
Explain your reasoning.

# Dive Deeper 1:



The school kitchen needs to buy carrots for lunch.

A large bag has 200 carrots and a medium bag has  $\frac{3}{5}$  of a large bag.

Mrs Rose says,

I need 150 carrots so I will have to buy a large bag.



Is Mrs Rose correct?  
Explain your reasoning.

$$200 \text{ divided by } 5 = 40 \quad 40 =$$
$$1/5$$
$$40 \times 3 = 120$$

Mrs Rose is correct.

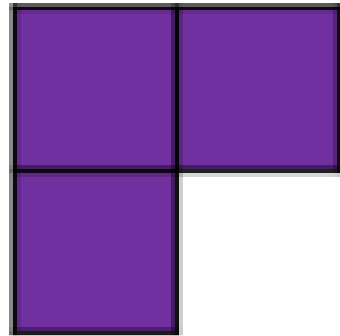
$$\frac{3}{5} \text{ of } 200 = 120$$

Mrs Rose will need a large bag.



## Dice deeper 2:

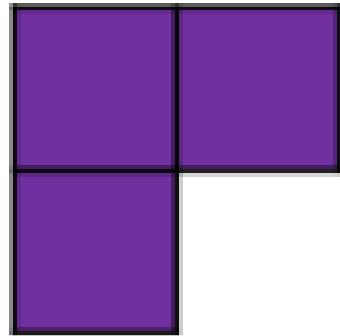
These three squares are  $\frac{1}{4}$  of a whole shape.



How many different shapes can you draw that could be the complete shape?

## Dice deeper 2:

These three squares are  $\frac{1}{4}$  of a whole shape.



Lots of different possibilities. The shape should have 12 squares in total.

How many different shapes can you draw that could be the complete shape?