

# Year 4 Maths

## Wednesday 27.1.21

Fractions

Recall:

True or false?

$$1/10 \text{ of } 20 = 2$$

$$7/10 \text{ of } 50 = 30$$

$$4/10 \text{ of } 30 = 12$$

$$9/10 \text{ of } 100 = 90$$

$$5/10 \text{ of } 60 = 36$$

$$2/10 \text{ of } 100 = 20$$

$$9/10 \text{ of } 20 = 18$$

$$6/10 \text{ of } 40 = 24$$

Recall:

True or false?

$1/10$  of 20 = 2 **True**

$7/10$  of 50 = 30 **False**

$4/10$  of 30 = 12 **True**

$9/10$  of 100 = 90 **True**

$5/10$  of 60 = 36 **False**

$2/10$  of 100 = 20 **True**

$9/10$  of 20 = 18 **True**

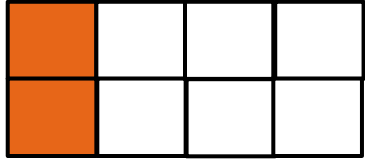
$6/10$  of 40 = 24 **True**

**LO: I can identify  
equivalent fractions**

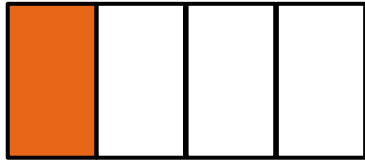


# Guided Practice

What fraction is shaded here?



\_\_\_\_ parts are shaded out of a total of \_\_\_\_ parts  
Therefore the fraction would be \_\_\_\_\_

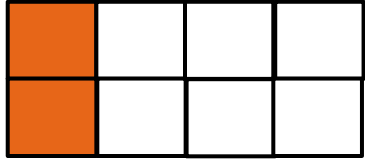


\_\_\_\_ parts are shaded out of a total of \_\_\_\_ parts  
Therefore the fraction would be \_\_\_\_\_

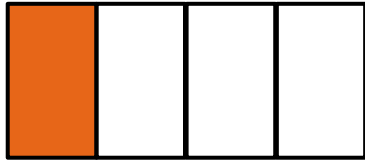
What do you notice about the surface covered by both fractions?

# Guided Practice

What fraction is shaded here?



2 parts are shaded out of a total of 8 parts.  
Therefore, the fraction would be  $\frac{2}{8}$ .



1 parts are shaded out of a total of 4 parts.  
Therefore, the fraction would be  $\frac{1}{4}$ .

What do you notice about the surface covered by both fractions?

$\frac{2}{8}$  and  $\frac{1}{4}$  are worth the same amount of a whole.

# Guided Practice

Finding equivalent fractions tip!

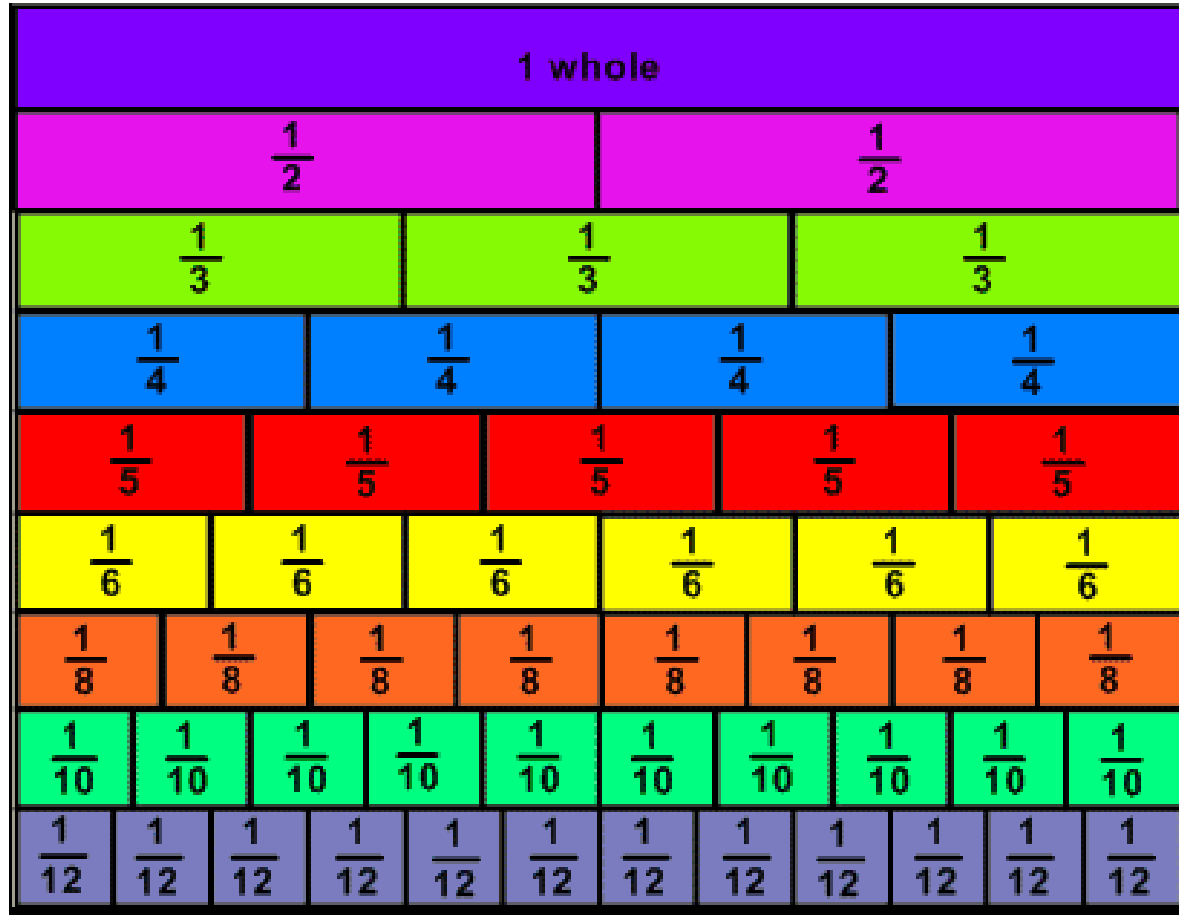
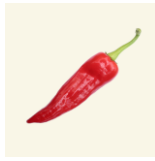
A fraction will always be an equivalent if you do the same to the denominator and the numerator.

$\frac{1}{4}$  is the same as  $\frac{2}{8}$      $\frac{1}{3}$  is equivalent to  $\frac{3}{9}$

$$\frac{1}{4} \times 2 = \frac{2}{8}$$

$$\frac{1}{3} \times 3 = \frac{3}{9}$$

# Intelligent practice:



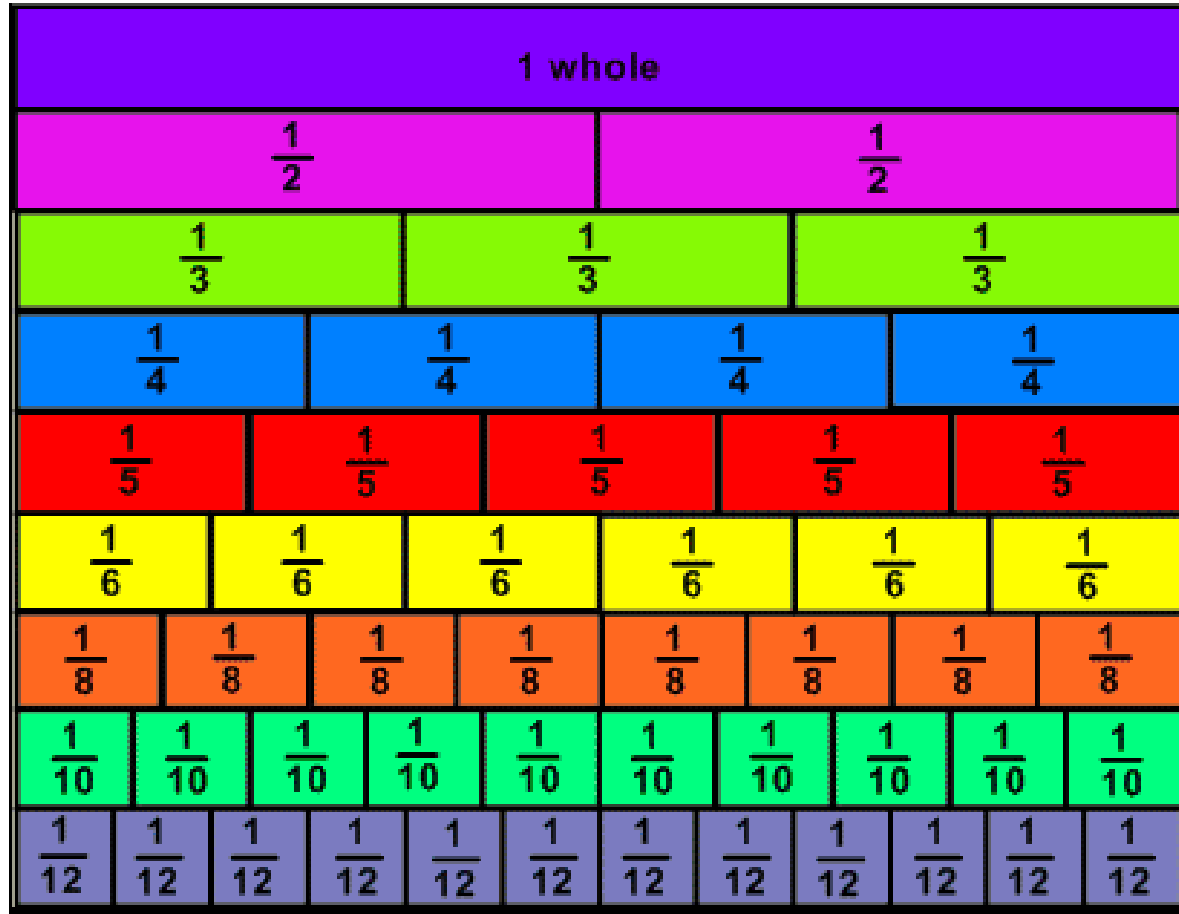
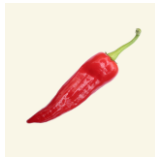
Have a look at this fraction wall.

I can see that  $\frac{2}{4}$  is equivalent to  $\frac{1}{2}$ .

What equivalent fractions can you find for  $\frac{1}{2}$ ,  $\frac{1}{3}$  and  $\frac{1}{4}$ ?



# Intelligent practice:



$\frac{1}{2} = \frac{2}{4},$   
 $\frac{3}{6}, \frac{4}{8},$   
 $\frac{5}{10}$  and  
 $\frac{6}{12}$

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

$\frac{1}{4} = \frac{2}{8}$  and  
 $\frac{3}{12}$

# Intelligent practice:



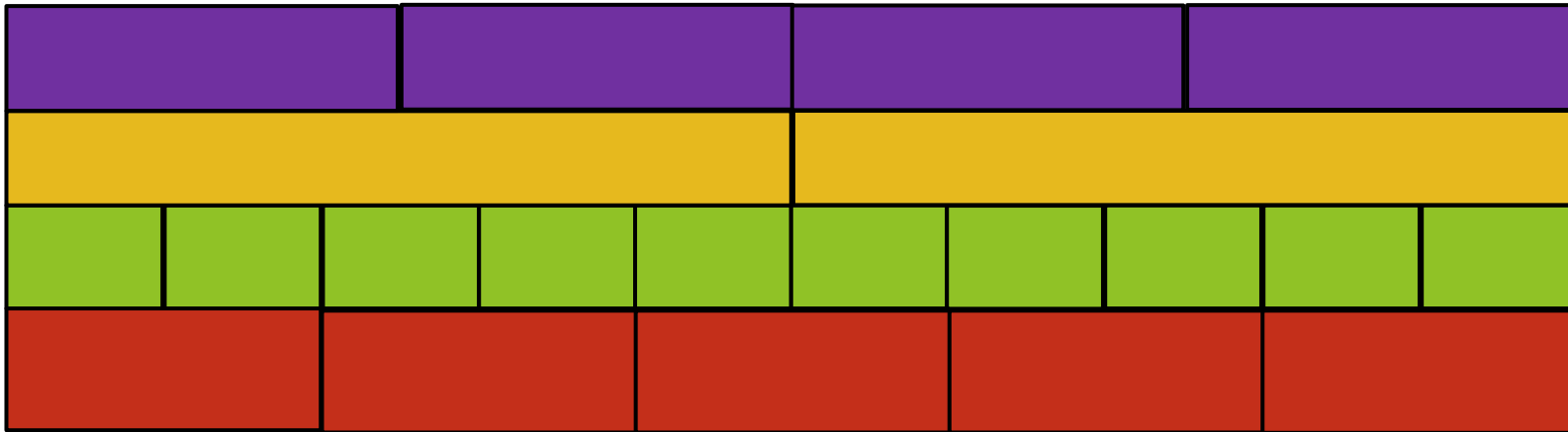
Here's some sections from a different fraction wall.

What fractions does each row represent?

Which two fractions shown below are equivalent to  $\frac{1}{2}$ ?

Can you find a fraction that is equivalent to  $\frac{4}{5}$ ?

Can you find an equivalent fraction to  $\frac{6}{10}$ ?



# Intelligent practice:



Here's some sections from a different fraction wall.

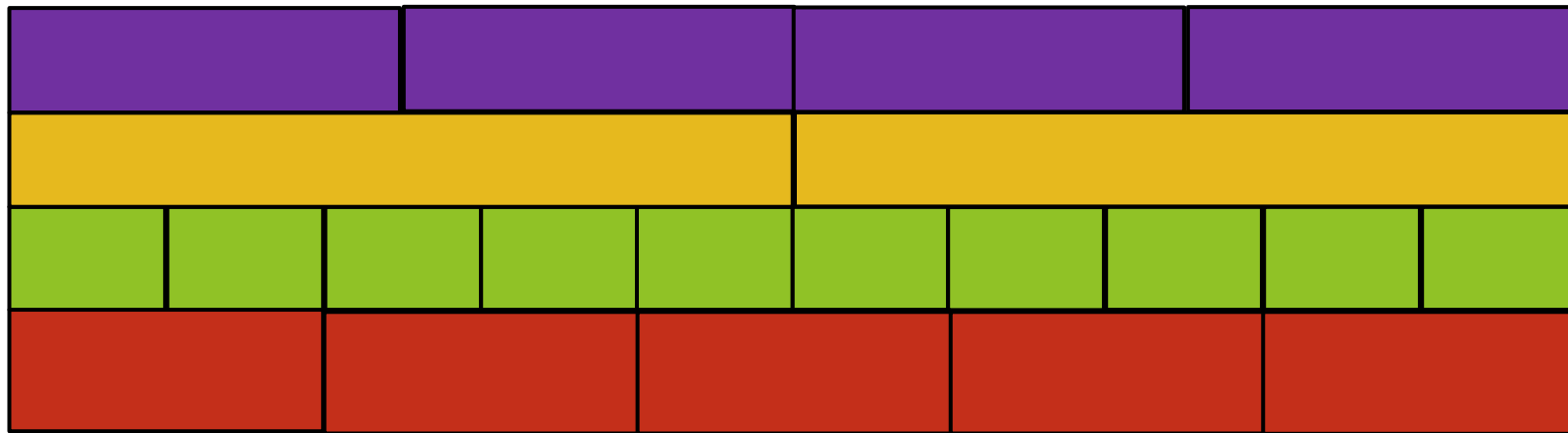
What fractions does each row represent?

Purple = quarters   yellow = Halves   green = tenths   red = fifths

Which two fractions shown below are equivalent to  $\frac{1}{2}$ ?    $\frac{2}{4}$  and  $\frac{5}{10}$

Can you find a fraction that is equivalent to  $\frac{4}{5}$ ?    $\frac{8}{10}$

Can you find an equivalent fraction to  $\frac{6}{10}$ ?    $\frac{3}{5}$



# Intelligent practice:



If the green rectangle represents a whole, What fraction would the other bars show?

# Intelligent practice:



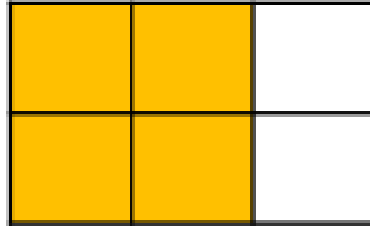
If the green rectangle represents a whole, What fraction would the other bars show?

Red =  $\frac{1}{4}$       Orange =  $\frac{1}{2}$       Yellow =  $\frac{1}{8}$   
black =  $\frac{1}{3}$

# Dive Deeper 1:

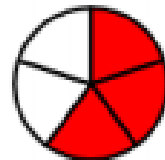
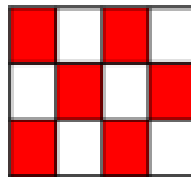
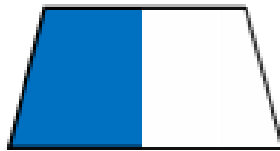
Explain how the diagram shows both  $\frac{2}{3}$

and  $\frac{4}{6}$



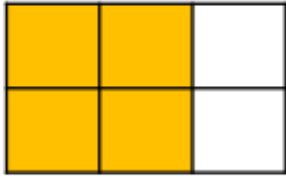
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Which is the odd one out? Explain why

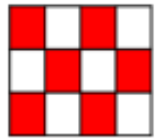


# Dive Deeper 1:

Explain how the diagram shows both  $\frac{2}{3}$  and  $\frac{4}{6}$



Which is the odd one out? Explain why



The diagram is divided into six equal parts and four out of the six are yellow. You can also see three **columns** and two columns are yellow.



This is the odd one out because the other fractions are all equivalent to  $\frac{1}{2}$

## Dive Deeper 2:



Teddy makes this fraction:



Mo says he can make an equivalent fraction with a denominator of 9

Dora disagrees. She says it can't have a denominator of 9 because the denominator would need to be double 3



Who is correct? Who is incorrect?  
Explain why.



# Dive Deeper 2:



Teddy makes this fraction:



Mo says he can make an equivalent fraction with a denominator of 9



Dora disagrees. She says it can't have a denominator of 9 because the denominator would need to be double 3

Who is correct? Who is incorrect?  
Explain why.

Mo is correct. He could make three ninths which is equivalent to one third.



Dora is incorrect. She has a misconception that you can only double to find equivalent fractions.