Hello Year 3,

I hope you are all keeping safe and well.

Did you get outside at the weekend to enjoy the sunshine? I did a bit of gardening and planted some new flowers. It feels like Spring is on the way.

I am looking forward to seeing you all next week.

We are going to continue looking at fractions.

From,

Mrs Yeandle

Apr 23-11:33

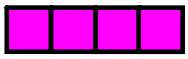
Equivalent fractions

We are going to start looking at Equivalent fractions. That means fractions that are the same as each other.

Tip

For $\frac{1}{4}$ imagine splitting the pink rod into 4 equal parts.

For $\frac{1}{2}$ imagine splitting the pink rod into 2 equal parts.



Let us imagine that this pink Cuisenaire rod is 1 whole.

Which colour rod from below would show $\frac{1}{4}$

What colour rods could we use to make $\frac{1}{2}$

In school we would have used something called Cuisenaire rods to help us. I have drawn them instead.

Is there more than 1 answer?

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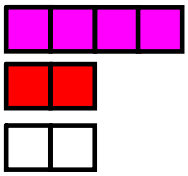
Equivalent fractions



Did you find that we could make $\frac{1}{2}$ using 1 red rod or 2 white rods?

Remember on the last slide we said the white rod was $\frac{1}{4}$

So using the rods we have found that $\frac{1}{2}$ (the red rod) is the same as $\frac{2}{4}$ (the white rods)

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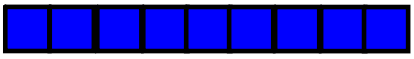
Equivalent fractions



Let us imagine that this blue Cuisenaire rod is 1 whole.

Which colour rod from below would show $\frac{1}{9}$

What colour rods could we use to make $\frac{1}{3}$

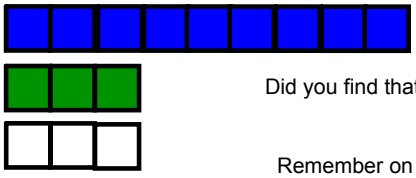
Is there more than 1 answer?

Imagine splitting the blue rod into 9 equal parts

Imagine splitting the blue rod into 3 equal parts

Apr 23-11:34

Equivalent fractions



Did you find that we could make $\frac{1}{3}$ using 1 green rod or 3 white rods?

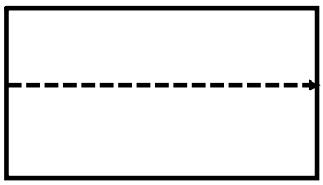
Remember on the last slide we said the white rod was $\frac{1}{9}$

So using the rods we have found that $\frac{1}{3}$ (the green rod) is the same as $\frac{3}{9}$ (the white rods)

Apr 23-11:34

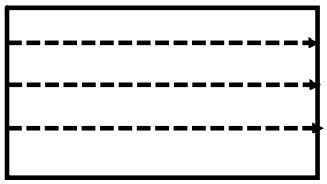
Equivalent fractions

Find a piece of A4 paper, (long side at the top), fold it in half



Fold it in half again

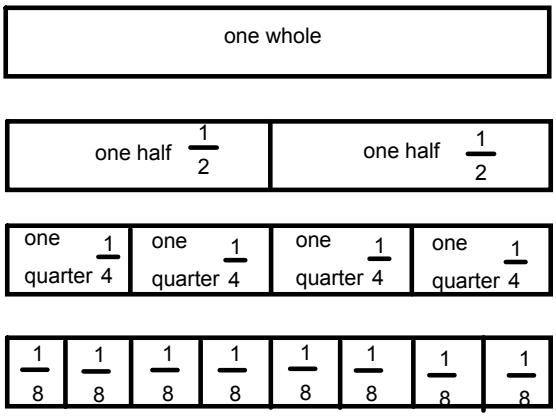
Open it up, you should see fold lines. Draw over the fold lines with a pencil and ruler to split your page into 4 strips.



Cut along your lines to make 4 strips that are the same length.

Apr 23-11:34

Equivalent fractions



Strip one, leave as it is and label it one whole

Strip two, fold it in half, open it. Draw a line on the fold and label each side one half

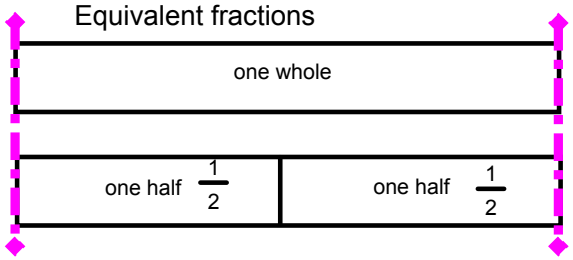
Strip three, fold it in half and half again. Draw a line on the folds and label each section one quarter

Strip four, fold it in half and half again and again. Draw a line on the folds and label each section one eighth

Your strips make part of a Fraction wall and we can use the strips to find equivalent fractions.

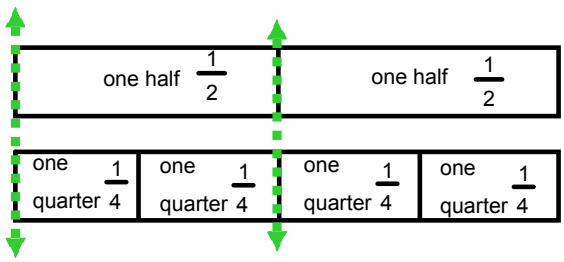
Apr 23-11:34

Equivalent fractions



Take these two strips and lay them underneath each other.

We can see that 1 whole is the same as two halves. So 1 = 2/2



Take these two strips and lay them underneath each other.

We can see that one half is the same as two quarters.

So 1/2 = 1/4

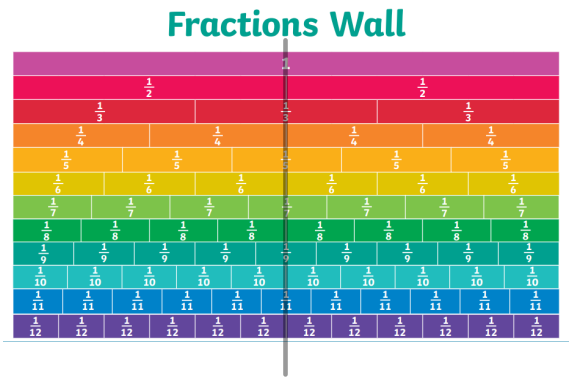
Apr 23-11:34

Equivalent fractions

Try putting different strips together and record the equivalent fractions you find.

Apr 23-11:34

Equivalent fractions



Here is another fraction wall.

Use a ruler and line it up on the 1/2.

I have drawn a line to show you where I mean.

You should be able to see that the line from 1/2 cuts the third bar. This means that 1/2 is not equivalent to thirds.

However, you can see that the half line is also the line at the end of 2/4.

So 1/2 =2/4

The fifths bar is cut so 1/2 is not equivalent to fifths.

However, the 1/2 line is also the line at the end of 3/6.

So 1/2 = 3/6

Apr 23-11:34

Equivalent fractions

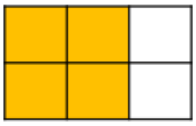
Record here any pairs of equivalent fractions you can find on the fraction wall.

Can you find fractions that are equivalent to 1 whole? One half? One quarter? One third?

Apr 23-11:34

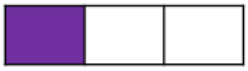
Equivalent fractions

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



Which is the odd one out? Explain why

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.

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Thank you Year 3

Remember you can send photographs of your work to LKS2parents@epcollier.reading.sch.uk

Or bring any work you have done to show me next week!

See you soon,

Mrs Yeandle

Mar 1-11:39

Mar 1-11:49