

Maths; Fractions



Warm Ups/Mental Maths (10 minutes)

Monday	What is the perimeter and area? 11×4 , 6×7
Tuesday	Buzz – multiples of 6
Wednesday	
Thursday	Last person standing
Friday	Continue the pattern

	Learning Intention/ Success Criteria	AUSVELS Links	Whole class focus	Focus Group	Independent Activity	Reflection
Monday	L.I: We are learning to make different fractions S.C: We will - Show a half - Show a quarter - Have equal parts	Level 3 – I can model and represent a half, I can model and represent a quarter Level 4 – I can recognise the relationship between halves, quarters and eighths.	Make an anchor chart to show how we read a fraction; numerator and denominator. Make a fraction wall that can be added to. Using chocolate show the different fractions by breaking the pieces and drawing it up on the board. Discuss a whole and what the fraction will look like if we have a whole. Explain that each section has to be equal otherwise our fraction will be incorrect. Model a couple of examples on the board; $1/2$, $2/2$, $1/4$, $3/4$ etc. Option 3: Discuss with students about how 1 is the equivalent of a whole fraction eg: $4/4 = 1$, $7/7 = 1$ etc. Talk about how 1 whole = 100%. Look at half and ask students how we could represent this as a decimal. Look at a half, quarter.		Option 1: Students are to use different items (possibly paper strips) to represent a halves and quarters and take a photo of it using their <u>ipads</u> , writing the fraction as numbers and words next to their photo. Option 2: Students are to make their own fraction wall that we can add to. Students are to play fraction dominoes. Fishbowl how to play the game. Option 3: Students are to given different fractions and are to figure out the decimal and the percentage.	Add eighths to the fraction wall and ask students if they can describe the connection. Emojis
Tuesday	L.I: We are learning to make different fractions S.C: We will - Show a third - Show a fifth - Have equal parts	Level 3 – I can model and represent a third, I can model and represent a fifth Level 4 – I can recognise the relationship between thirds and fifths	Look at our fraction wall from yesterday and add thirds and fifths. Model some examples on the board of how we can represent a third and a fifth. What happens if I change the <u>numerator</u> . Revise what a whole is and what it will look like as a fraction and on a model. Model some examples on the board Option 3: Revisit what was discussed yesterday and how we can figure out what the decimal equivalent of a fraction is		Option 1: Students are using different items to show thirds and fifths. Students are to take photos of their items and write the fraction in words and numbers next to it. Option 2: Students are to add thirds, fifths and sixths to their fraction wall. Students are to play Fraction Dominoes. Option 3: Students are to play the Fraction/Decimal class game.	Add 6ths to the fraction wall and ask students if they can describe the connection. Busses
Wednesday	L.I: We are learning to S.C: We will -					
Thursday	L.I: We are learning to add fractions to make a whole S.C: We will - look at different fractions - Find <u>out</u> how much more we need to make a whole	Level 3 – I can work out a fractions multiples to make a whole	Ask students what a whole will look like written as a fraction and on a model. Model a fraction on the board and ask students how many more parts do I need to colour in to make a whole? Do a couple more examples using different fractions.		Option 1: Students are to play fraction dominoes as a large group. Option 2: Students are to add the rest of the fractions to their fraction wall up to tenths. Students are paired up using partner cards and are to play the fraction match up game. Option 3: Students are to play Fraction Bingo	Balanced Ball
Friday	L.I: We are learning to find fractions on a number line S.C: We will - make our own number line - put the different fractions on the number line.	Level 3 – I can show the order of fractions on a number line	Make a number line $0 > 1$ and ask students where I would put a line for different fractions. Add halves, thirds and quarters.		Option 1: Students are to play fraction match up game Option 2: Students are to make their own number lines and write in the fractions along the line. Option 3: Students are to make their own number line writing in the fractions and decimals	Trophy



Monday	Number Busting – 56
Tuesday	Last person standing – coin toss
Wednesday	
Thursday	
Friday	

	Learning Intention/ Success Criteria	AUSVELS Links	Whole class focus	Focus Group	Independent Activity	Reflection
Monday	L.I; We are learning to represent improper fractions and mixed numbers S.C; We will - Show fractions on a numberline - Show fractions on a model	Level 4 – I can count by halves, quarters, thirds Level 4 – I can locate mixed numbers and improper fractions on a number line.	Practice counting by fractions Explain what an improper fraction is and show how it is represented. Explain what a mixed number is and show how it is represented use the same fraction as the example to show students that they are the same. Draw a number line and ask students to show where the fraction would be located. Ask students to tell you how to show the fraction on a model.		Option 1: 'Mixed numerals' worksheet Option 2: Students are given a number of improper fractions and mixed numbers and are asked to represent them as a model, on a number line. Option 3:	Balanced ball
Tuesday	L.I; We are learning to convert fractions S.C; We will - Change an improper fraction into a mixed number - Change a mixed number into an improper fraction	Level 4 - I can convert improper fractions into mixed numbers. Level 4 - I can convert mixed numbers into improper fractions	Revise what improper fractions and mixed numbers are. Give students an example of an improper fraction and ask how we change this into a mixed number. Model how we can figure this out – subtract the numerator from the denominator to find out how many extra pieces we have, what is the equivalent fraction the same as (1 whole) and put them together.		Option 1: Students are given a picture of a fraction model and are to write the improper fraction and the mixed number for it. Option 2: 'Converting fractions' worksheet Option 3:	

Maths; ...

Warm Ups/Mental Maths (10 minutes)

Monday	
Tuesday	Last one standing
Wednesday	
Thursday	Multiplication bus
Friday	



	Learning Intention/ Success Criteria	AUSVELS Links	Whole class focus	Focus Group	Independent Activity	Reflection
Monday Reward Day	L.I; We are learning to S.C; We will -					
Tuesday	L.I; We are learning to Locate improper fractions and mixed numbers on a number line. S.C; We will - show where the improper fraction is on the number line - Show where the mixed number is on the number line	Level 4 – I can locate mixed numbers on a number line Level 4 – I can locate improper fractions on a number line.	Review improper fractions and mixed numbers from last week Ask student to tell you how to draw them as a model. Draw a number line for a mixed number and ask students to tell you where to find the mixed number. Do a couple more examples for improper fractions.		Students are given a number of mixed numbers and improper fractions and are to locate them on a number line. Students who finish early are to use maths apps (fractions)	Students are to show where they are sitting on the bus based on their understanding and why. Do 2 example questions and ask students how to work out where the fraction is.