THIRD SPACE LEARNING

Ready-to-go Lesson Slides Year 2

Please note: Paper strips of equal length will be needed for some parts of this lesson.

Fractions Lesson 10

Spr4

At Third Space Learning we provide personalised online lessons from specialist maths tutors to support the target groups in your school.

These ready-to-go slides are designed to work alongside our interventions to supplement quality first teaching and raise attainment in maths for all pupils.

To find out more about how you could use our 1-to-1 interventions year-round to boost maths progress in your school then get in touch:

020 3771 0095
hello@thirdspacelearning.com

Boosting maths progress through 1-to-1 conversations…

THIRD SPACE LEARNING

To recognise equivalence between one half and two quarters

STARTER:

Draw a picture to represent ¾ . How many can you show?

Success Criteria:

Mastery:
I can understand that ½ and $\frac{2}{4}$ are the same.

Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.

To recognise equivalence between one half and two quarters

STARTER:

Draw a picture to represent ¾ . How many can you show?

Children to share their pictorial representations e.g. a shape with 4 equal parts and 3 shaded.

Success Criteria:

Mastery:
I can understand that ½ and $\frac{2}{4}$ are the same.

Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.

To recognise equivalence between one half and two quarters

TALKING TIME:

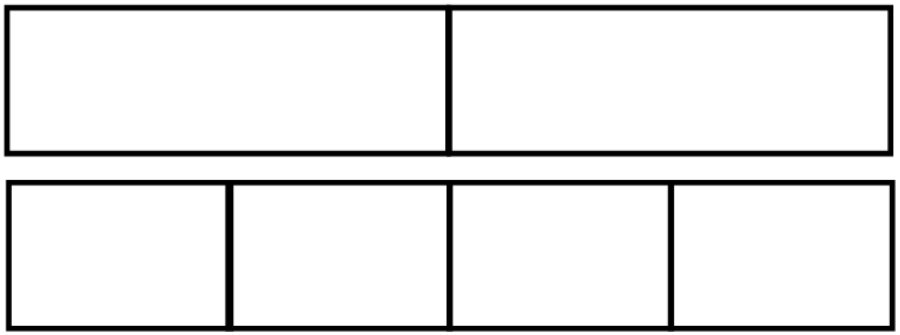
Look at these bar models.
Let's colour ½ of the first bar model.
Let's colour $\frac{2}{4}$ of the other bar model.

What do you notice?

Success Criteria:

Mastery:
I can understand that ½ and $\frac{2}{4}$ are the same.

Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.



To recognise equivalence between one half and two quarters

TALKING TIME:

Look at these bar models.
Let's colour ½ of the first bar model.
Let's colour $\frac{2}{4}$ of the other bar model.

What do you notice?

Success Criteria:

Mastery:
I can understand that ½ and $\frac{2}{4}$ are the same.

Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.

Children should notice that they are equal in length.

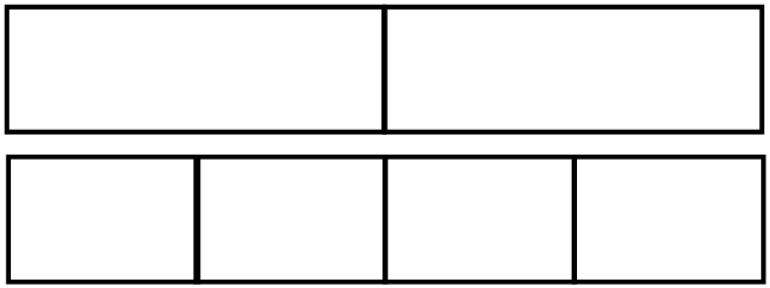
To recognise equivalence between one half and two quarters

ACTIVITY 1:

Take two paper strips.

Fold one into 2 equal pieces.
Fold one into 4 equal pieces.
Compare one of the 2 equal pieces with 2 of the 4 equal pieces.

What do you notice?



Success Criteria:

Mastery:
I can understand that ½ and $\frac{2}{4}$ are the same.

Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.

Extension:
Can you explain why using another representation?

To recognise equivalence between one half and two quarters

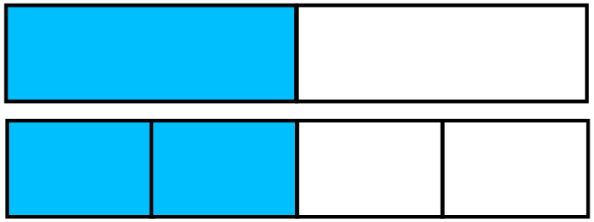
ACTIVITY 1:

Take two paper strips.

Fold one into 2 equal pieces.
Fold one into 4 equal pieces.
Compare one of the 2 equal pieces with 2 of the 4 equal pieces.

What do you notice?

Example answer e.g.
They are equal because ½ is equal to two quarters.



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Greater Depth:
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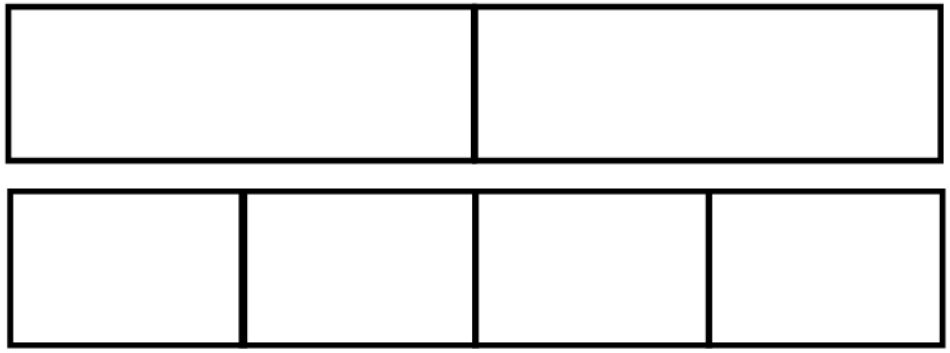
Extension:
Can you explain why using another representation?

To recognise equivalence between one half and two quarters

TALKING TIME:

Shade one half. Shade two quarters. What do you notice?



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Mastery:
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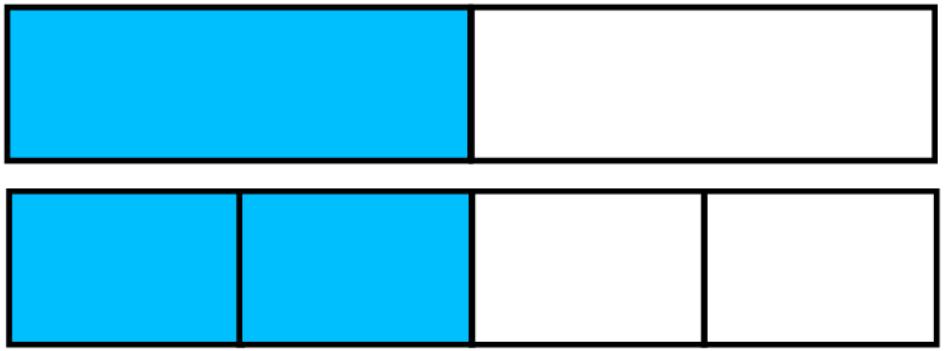
To recognise equivalence between one half and two quarters

TALKING TIME:

Shade one half. Shade two quarters. What do you notice?



They are equal.

Success Criteria:

Mastery:
I can understand that ½ and $\frac{2}{4}$ are the same.

Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.

To recognise equivalence between one half and two quarters

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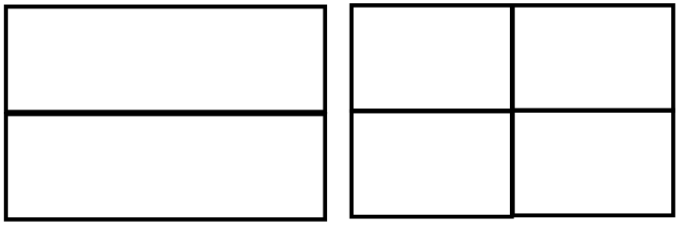

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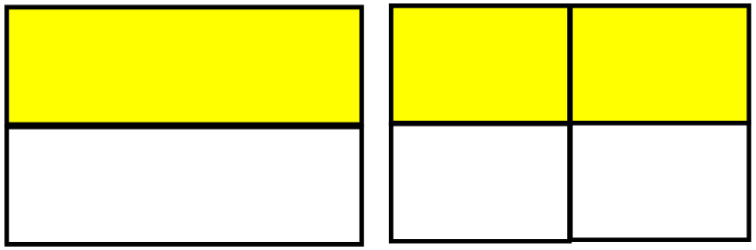


They are equal.

Success Criteria:

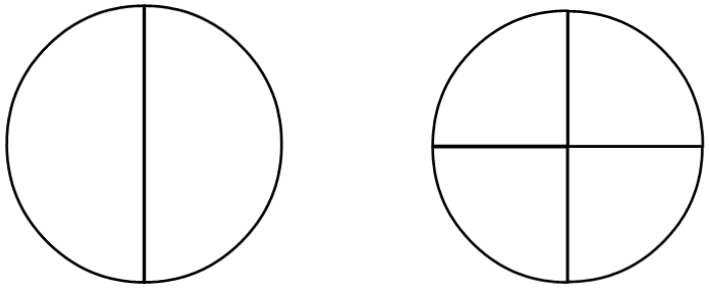
Mastery:
I can understand that ½ and $\frac{2}{4}$ are the same.

Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.

To recognise equivalence between one half and two quarters

ACTIVITY 2:

Shade one half. Shade two quarters. What do you notice?



Success Criteria:

Mastery:
I can understand that ½ and $\frac{2}{4}$ are the same.

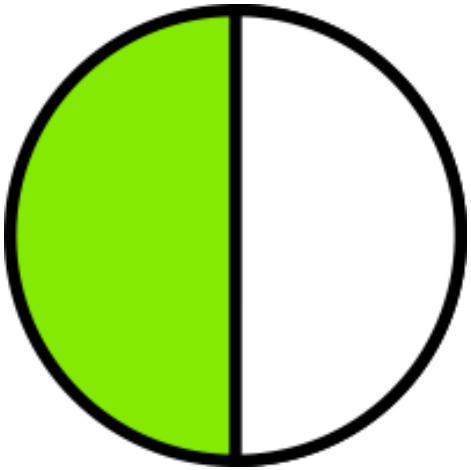
Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.

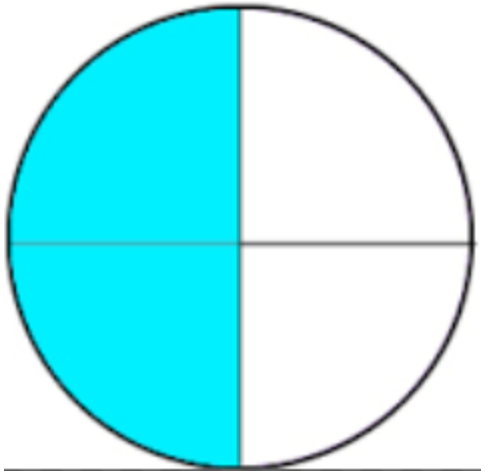
Extension:
Draw your own shapes. Shade ½ and two quarters.

To recognise equivalence between one half and two quarters

ACTIVITY 2:

Shade one half. Shade two quarters. What do you notice?





They are the same.

Success Criteria:

Mastery:
I can understand that ½ and $\frac{2}{4}$ are the same.

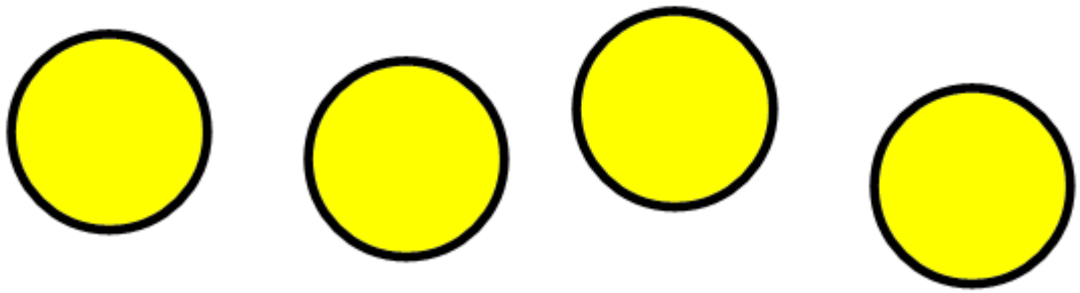
Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.

Extension:
Draw your own shapes. Shade ½ and two quarters.

To recognise equivalence between one half and two quarters

TALKING TIME:

Find one half of these counters. Find two quarters. What do you notice?



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TALKING TIME:

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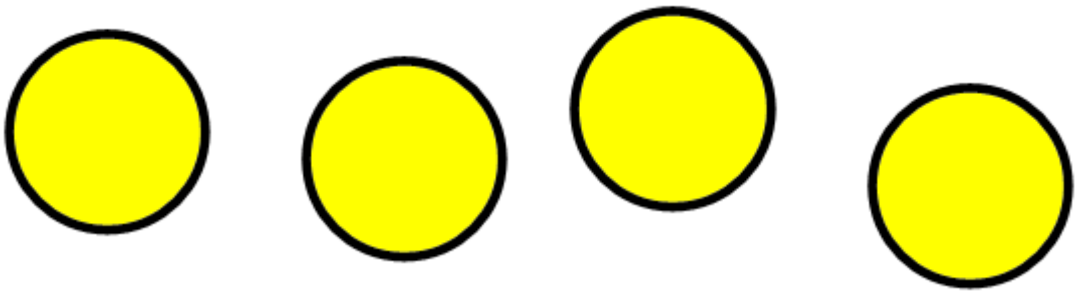


One half of 4 is 2.
Two quarters of 4 is 2.

Success Criteria:

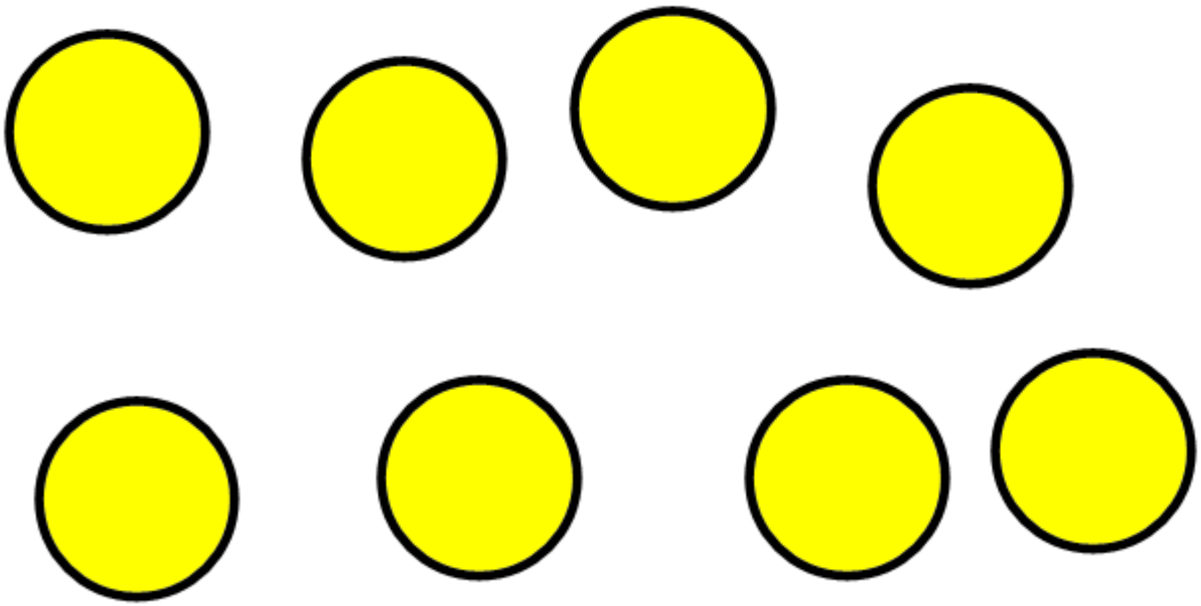
Mastery:
I can understand that ½ and $\frac{2}{4}$ are the same.

Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.

To recognise equivalence between one half and two quarters

TALKING TIME:

Find one half of these counters. Find two quarters. What do you notice?



Success Criteria:

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I can understand that ½ and $\frac{2}{4}$ are the same.

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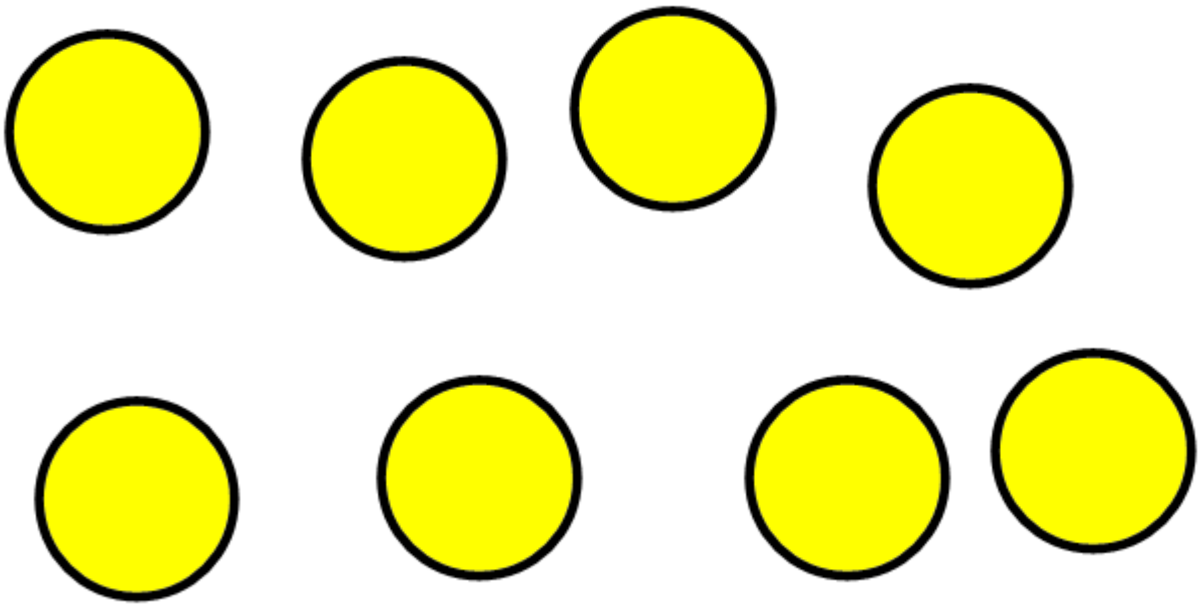
To recognise equivalence between one half and two quarters

TALKING TIME:

Find one half of these counters. Find two quarters. What do you notice?



Success Criteria:

Mastery:
I can understand that ½ and $\frac{2}{4}$ are the same.

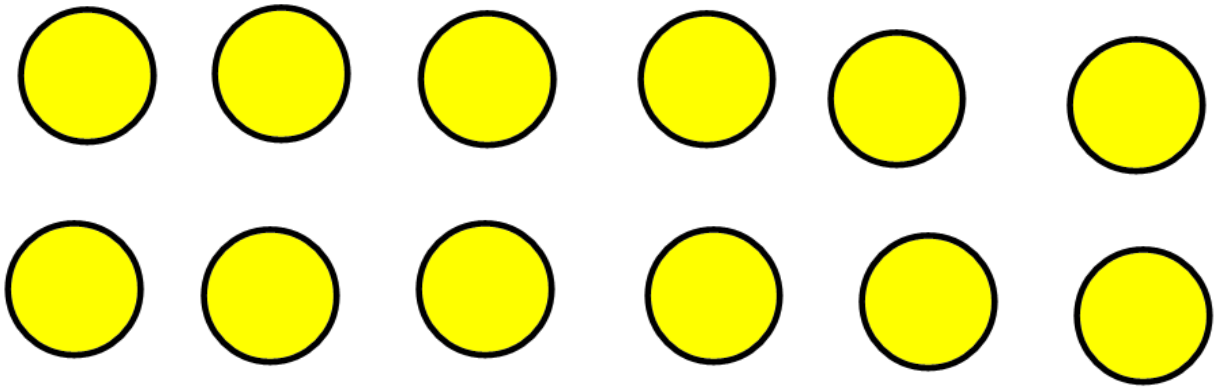
Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.

One half of 8 is 4.
Two quarters of 8 is 4.

To recognise equivalence between one half and two quarters

ACTIVITY 3:

Find one half of these counters. Find two quarters. What do you notice?



Success Criteria:

Mastery:
I can understand that ½ and $\frac{2}{4}$ are the same.

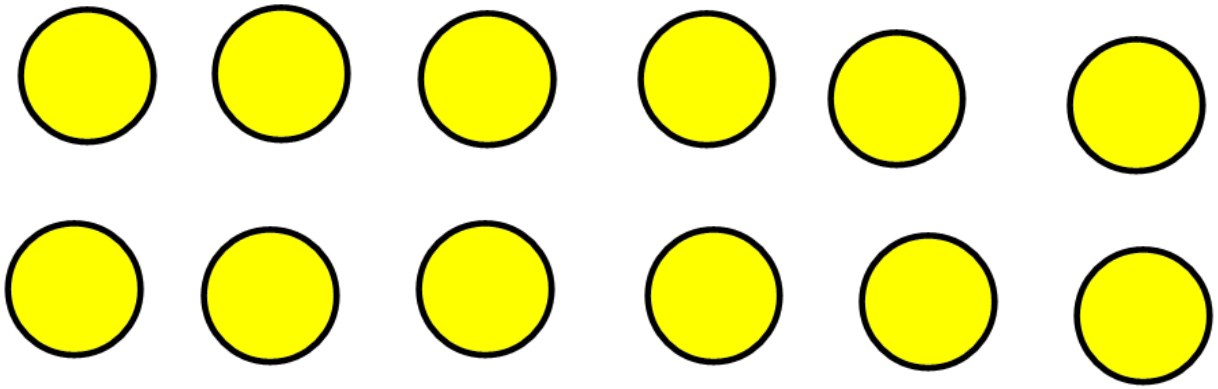
Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.

Extension:
What other numbers can you calculate these fractions of? Use counters to help you.

To recognise equivalence between one half and two quarters

ACTIVITY 3:

Find one half of these counters. Find two quarters. What do you notice?



One half of 12 is 6.
Two quarters of 12 is 6.

Success Criteria:

Mastery:
I can understand that ½ and $\frac{2}{4}$ are the same.

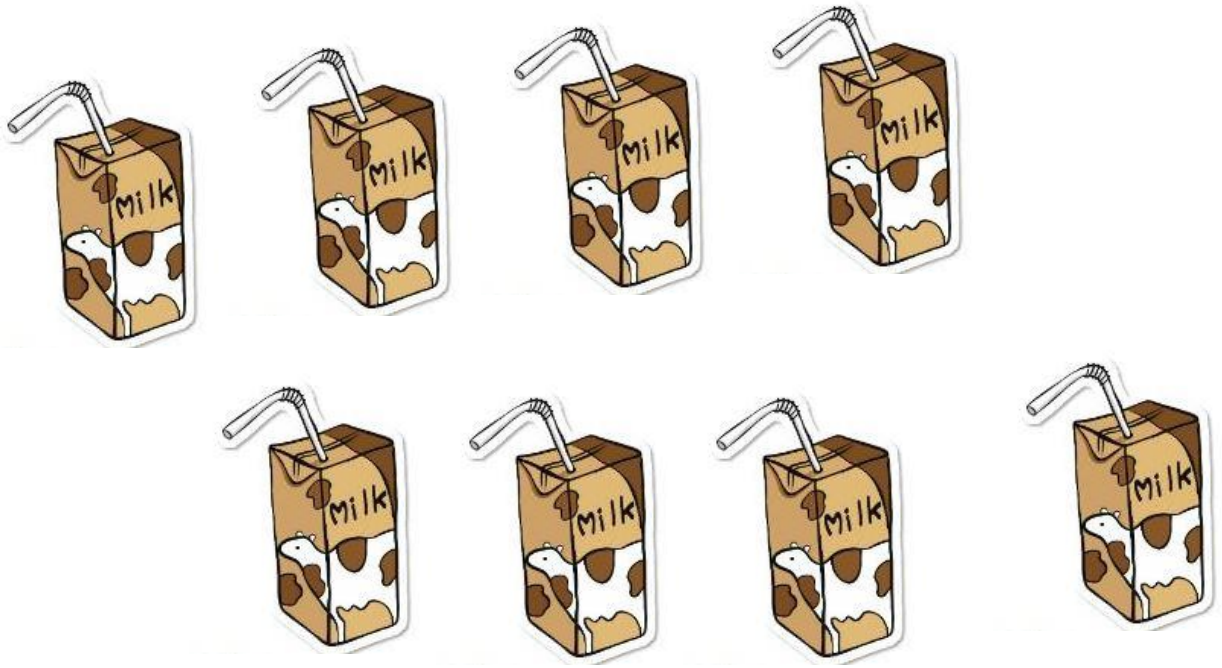
Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.

Extension:
What other numbers can you calculate these fractions of? Use counters to help you.

To recognise equivalence between one half and two quarters

ACTIVITY 4:

Terry has a pack of 8 cartons of milk. He gives half of them to Sally and two quarters of them to Sanjiv. Who has the most?



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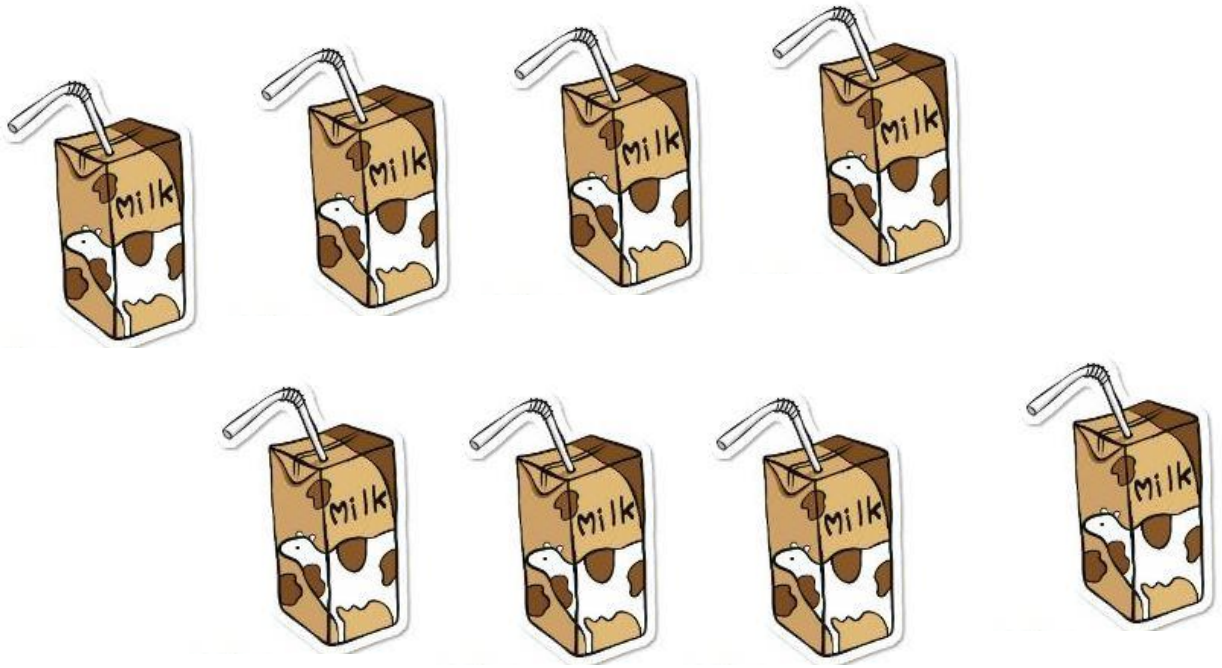

Success Criteria:

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Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.

They both get 4 each as they are the same.

To recognise equivalence between one half and two quarters

ACTIVITY 5:

Using red and blue cubes, build two towers to convince me one half is the same as two quarters.

Success Criteria:

Mastery:
I can understand that ½ and $\frac{2}{4}$ are the same.

Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.

To recognise equivalence between one half and two quarters

ACTIVITY 5:

Using red and blue cubes, build two towers to convince me one half is the same as two quarters.

Answers will vary depending on amount of cubes - towers must be equal in length.

Success Criteria:

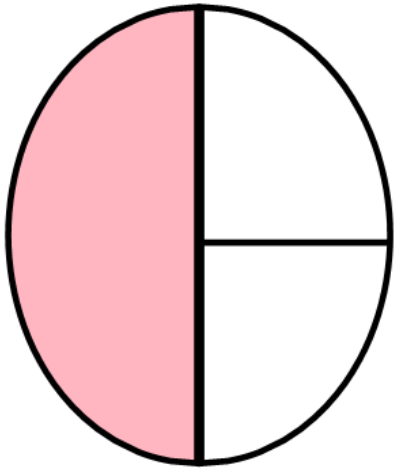
Mastery:
I can understand that ½ and $\frac{2}{4}$ are the same.

Greater Depth:
I can use concrete resources to apply reasoning and solve problems with equivalence.

To recognise equivalence between one half and two quarters

EVALUATION:

Dwayne says he has shaded one third of his shape.
Do you agree? Why do you think Dwayne thinks this?



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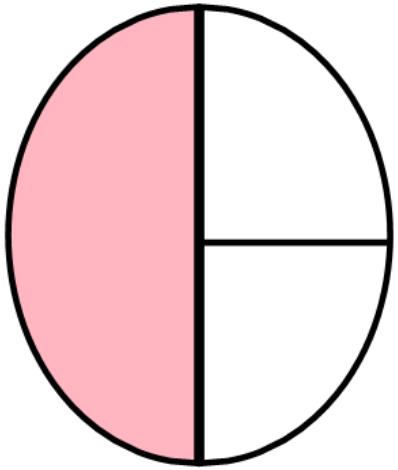

Dwayne has shaded one half or two quarters of his shape. He thinks this because there are three parts in the picture but they are not equal.

Do you have a group of pupils who need a boost in maths this term?

Each pupil could receive a personalised lesson every week from our specialist 1-to-1 maths tutors.

- Raise attainment
- Plug any gaps or misconceptions
- Boost confidence

Speak to us:

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