Class 3 Home Learning, week beginning 11th May 2020

Maths - Year 3

Summer Term, Week 1
(w/c 20 April)

Lesson 2
Equivalent fractions (3)

Please watch the video before choosing your challenge.

Why not have a go at the reasoning and problem solving too?

w/b 11.5.20 Class 3's Home Learning, Maths (Y3)

Can I find equivalent fractions (3)?

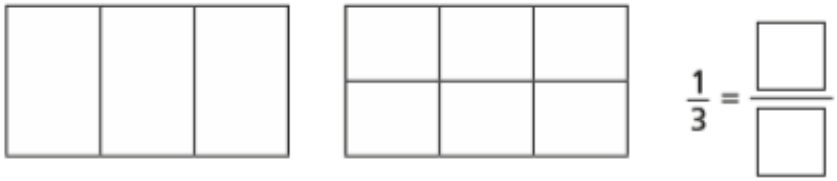
Challenge 1

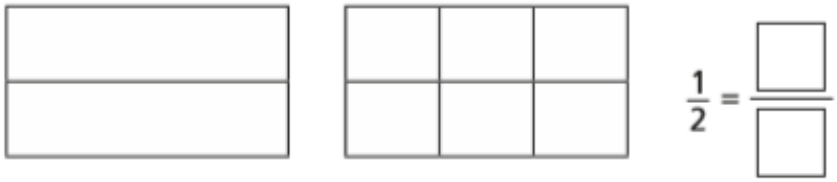
These pages do not need to be printed out. Please write the short date you do the work and the above question in your maths book, underlining them with a ruler. Remember to write the question number too!

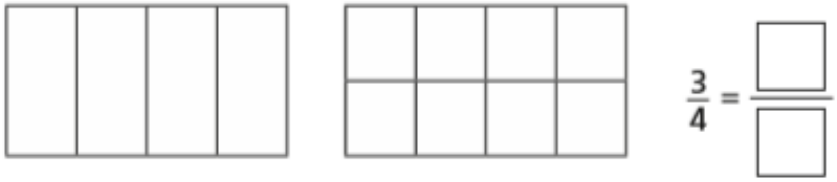
Questions 1-3 in the answers are questions 1-3 in this challenge.

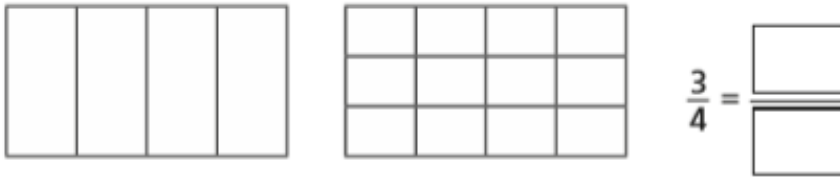
1) Copy and complete.

Shade the shapes to help you complete the equivalent fractions.

a)  $\frac{1}{3} = \frac{\square}{\square}$

b)  $\frac{1}{2} = \frac{\square}{\square}$

c)  $\frac{3}{4} = \frac{\square}{\square}$

d)  $\frac{3}{4} = \frac{\square}{\square}$

2) Copy and complete the number sentences in your maths book. You do not need to draw the fraction wall.

Use the fraction wall to complete the equivalent fractions.

a) $\frac{1}{3} = \frac{\square}{6}$

b) $\frac{1}{3} = \frac{\square}{9}$

c) $\frac{2}{3} = \frac{4}{\square}$

d) $\frac{2}{3} = \frac{6}{\square}$

e) $\frac{4}{6} = \frac{6}{\square}$

f) $\frac{1}{3} = \frac{\square}{6} = \frac{\square}{9}$

3) In your maths book, draw a picture to show that one quarter is equivalent to two eighths.

Answers for all of the above questions can be found on the White Rose Home Learning website.

w/b 11.5.20 Class 3's Home Learning, Maths (Y3)

Can I find equivalent fractions (3)?

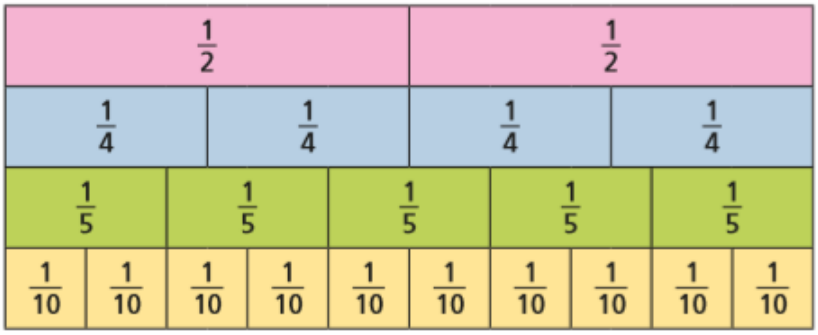
Challenge 2

These pages do not need to be printed out. Please write the short date you do the work and the above question in your maths book, underlining them with a ruler. Remember to write the question number too!

Questions 4-6 in the answers are questions 1-3 in this challenge.

1) Copy and complete the sentences. You do not need to draw the fraction wall in your maths book.

Use the fraction wall to decide whether the fractions are equivalent or not.



Complete the sentences using **is** or **is not**.

a) $\frac{1}{2}$ _____ equivalent to $\frac{2}{4}$

b) $\frac{1}{4}$ _____ equivalent to $\frac{2}{10}$

c) $\frac{1}{2}$ _____ equivalent to $\frac{5}{10}$

d) $\frac{3}{10}$ _____ equivalent to $\frac{2}{5}$

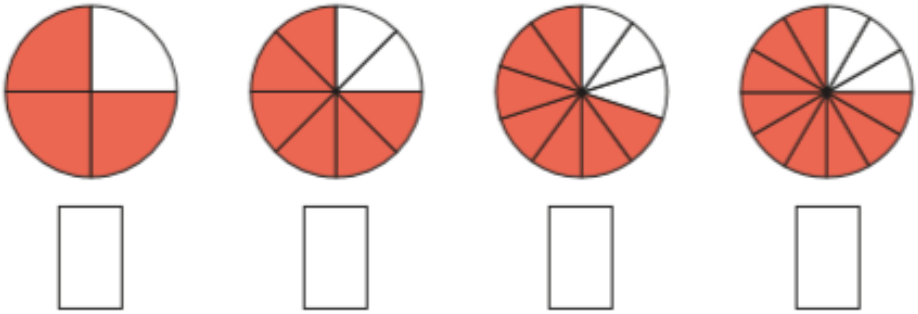
e) $\frac{4}{5}$ _____ equivalent to $\frac{8}{10}$

f) $\frac{3}{4}$ _____ equivalent to $\frac{4}{5}$

Write some sentences of your own and ask a partner to fill in the gaps.

2) Copy and complete. You do not need to draw the pictures.

a) What fraction of each shape is shaded?



b) Use the fractions in part a) to complete the sentences.

☐ is equivalent to ☐

☐ is equivalent to ☐

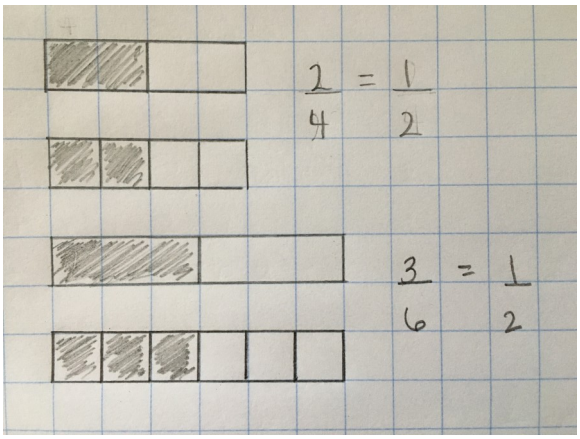
☐ is not equivalent to ☐

☐ is not equivalent to ☐

3) For this question, it may help you to draw bar models in your maths book. Look at Mrs Cameron's examples to help you get started.

The bar model represents $\frac{1}{2}$

Write as many equivalent fractions as you can.



Remember: to find a half, all you have to do is divide your whole by 2!

Answers for all of the above questions can be found on the White Rose Home Learning website.

w/b 11.5.20 Class 3's Home Learning, Maths (Y3)

Can I find equivalent fractions (3)?

Reasoning and problem solving

These pages do not need to be printed out. Please write the short date you do the work and the above question in your maths book, underlining them with a ruler. Remember to write the question number too!

1) Use pictures and words to help you prove it.

Always, sometimes, never.

If a fraction is equivalent to one half, the denominator is double the numerator.

Prove it.

Can you find any relationships between the numerator and denominator for other equivalent fractions?

2)

Dora has shaded a fraction.

She says,

I am thinking of an equivalent fraction to the shaded fraction where the numerator is 9

Is this possible?
Explain why.

Answers are on the next page.

Equivalent Fractions (3)

Reasoning and Problem Solving

Always, sometimes, never.

If a fraction is equivalent to one half, the denominator is double the numerator.

Prove it.

Can you find any relationships between the numerator and denominator for other equivalent fractions?

Always, children could also think of the numerator as being half of the denominator.

Dora has shaded a fraction.

She says,

I am thinking of an equivalent fraction to the shaded fraction where the numerator is 9

Is this possible?
Explain why.

This is impossible. Dora may have mistaken the numerator for the denominator and be thinking of $\frac{6}{9}$ which is equivalent to $\frac{2}{3}$