Class 3 Home Learning, week beginning 27th April 2020

Maths - Year 3

Lesson 2
Making the whole

Please watch the video before choosing your challenge.

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

w/b 27.4.20 Class 3's Home Learning, Maths (Y3)

Do I understand the concept of a whole fraction?

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!

1) Here are some counters.

a) What fraction of the counters are yellow? ☐

b) What fraction of the counters are red? ☐

c) Complete the number sentence. ☐ + ☐ = ☐

2) Here is a tower of cubes.

a) What fraction of the tower is green? ☐

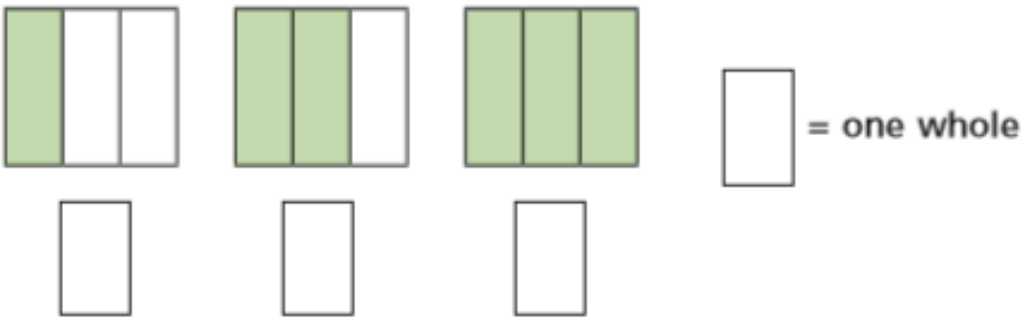
b) What fraction of the tower is blue? ☐

c) Complete the number sentence. ☐ + ☐ = ☐

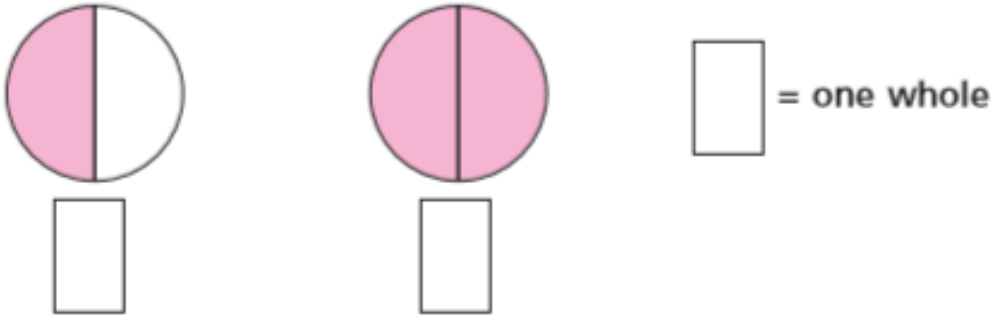
3) Please write the fractions in your maths book.

Fill in the missing fractions.

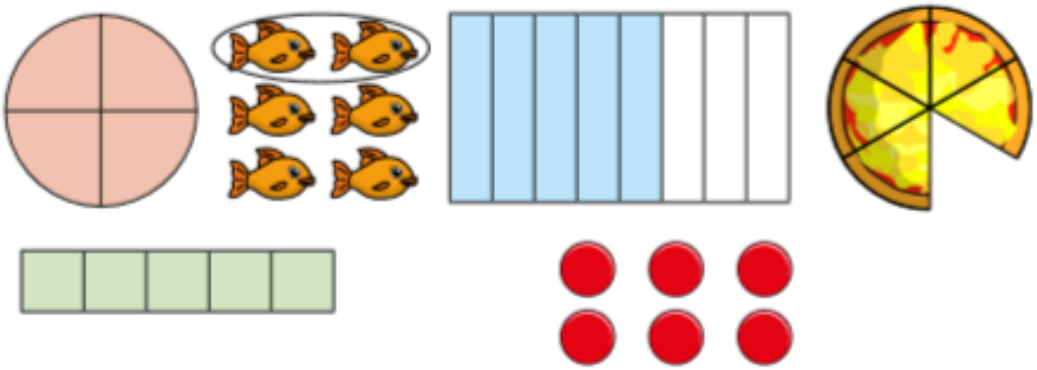
a)



b)



4) Here are some pictures.



Use the pictures to help you answer the questions.

A) Write three fractions that are less than one whole.

B) Write three fractions that are equal to one whole.

Questions 5 and 6 mentioned in the video are questions 1 and 2 in Challenge 2.

w/b 27.4.20 Class 3's Home Learning, Maths (Y3)

Do I understand the concept of a whole fraction? 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 1-4 mentioned in the video are the questions in Challenge 1. Questions 5 and 6 are questions 1 and 2 in this challenge.

1) Please write the sentences in full in your maths book.

Choose a phrase to complete the sentences.

greater than	less than	equal to

When the numerator is _____ the denominator, the fraction is less than one whole.

When the numerator is _____ the denominator, the fraction is equal to one whole.

2) In your maths book, write the fractions that are equivalent to one whole.

$\frac{3}{5}$	$\frac{4}{4}$	$\frac{6}{10}$	$\frac{2}{2}$
$\frac{10}{10}$	$\frac{8}{9}$	$\frac{3}{3}$	$\frac{5}{5}$

3) Draw the bar model in your maths book. Remember to draw equal parts!

Here are $\frac{1}{3}$ of Jack's marbles.

Draw the rest of Jack's marbles in the bar model.

4) Draw the bar model (with equal parts!) in your maths book.

$\frac{2}{7}$ of a group of children are girls.

What fraction are boys?

5) Draw the bar models in your maths book.

Each bar model is worth one whole.

Split the bar model and label the missing fractions.

6) Write and complete these number sentences in your maths book.

a) $\frac{3}{5} + \square = 1$

c) $\square = \frac{2}{7} + \frac{5}{7}$

b) $\square + \frac{4}{10} = 1$

d) $\frac{9}{9} = \square + \frac{5}{9}$

w/b 27.4.20 Class 3's Home Learning, Maths (Y3)

Do I understand the concept of a whole fraction?

Reasoning and problem solving

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) Explain your answer in writing.

Teddy says,

I have one pizza cut into 6 equal pieces. I have eaten $\frac{6}{6}$ of the pizza.

Does Teddy have any pizza left?
Explain your answer.

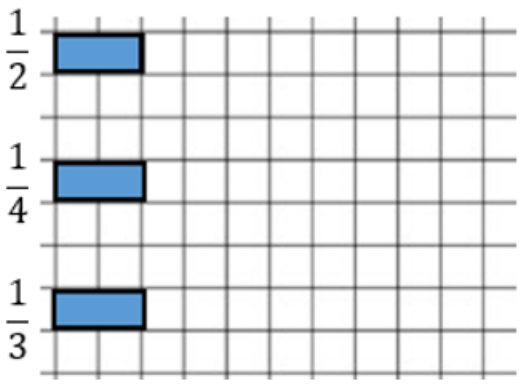
2) Draw pictures in your maths book to prove your answer.

Complete the sentence.

When a fraction is equal to a whole, the numerator and the denominator are _____

3) Complete Rosie's bar models in your maths book.

Rosie is drawing bar models to represent a whole.
She has drawn a fraction of each of her bars.



Answers are on the next page...

Reasoning and Problem Solving

Teddy says,

I have one pizza cut into 6 equal pieces. I have eaten $\frac{6}{6}$ of the pizza.

Does Teddy have any pizza left?
Explain your answer.

No because $\frac{6}{6}$ is equal to one whole, so Ted has eaten all of his pizza.

Complete the sentence.

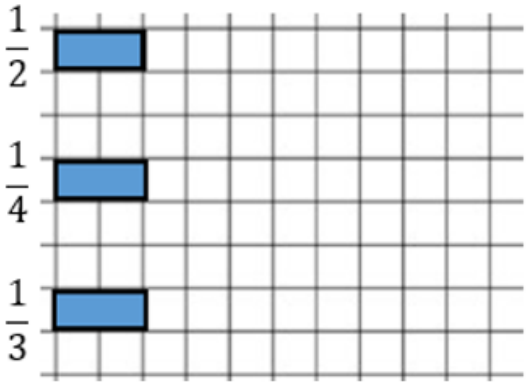
When a fraction is equal to a whole, the numerator and the denominator are _____

Use pictures to prove your answer.

The same/equal

Children may draw a range of pictures to prove this statement.

Rosie is drawing bar models to represent a whole.
She has drawn a fraction of each of her bars.



Can you complete Rosie's bar models?