
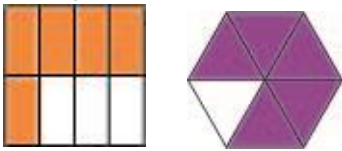



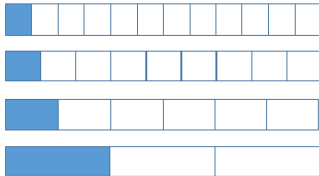



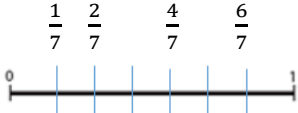


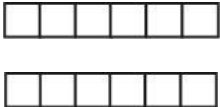


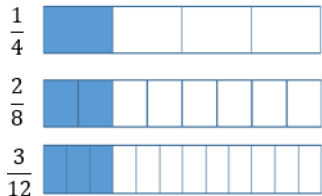



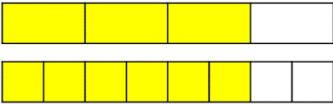


	Destination Question	Response Guidance	Hazard Guidance
1 	<p>Identify the fraction shaded:</p> 	$\frac{5}{8}$ and $\frac{5}{6}$ <p>Possible explanations:</p> <p>The denominator is 8 because the rectangle has been split up into 8 equal pieces. The numerator is 5 because 5 of these pieces are orange.  5 out of 6 triangles are shaded.</p>	<p>Watch out for children writing <math>\frac{5}{3}</math>, showing the number of shaded parts as numerator and non-shaded parts as denominator or vice versa.</p>
2 	<p>Draw two different quadrilateral images to show the fraction:</p> $\frac{8}{10}$	<p>Possible representations:</p> 	<p>Do children remember what a quadrilateral is?</p> <p>Which children struggle to represent through drawings?</p>
3 	<p>Order these unit fractions from largest to smallest.</p> $\frac{1}{6}, \frac{1}{3}, \frac{1}{12}, \frac{1}{9}$ <p>Explain how you know.</p>	<p>Possible response:</p> <p>I drew 4 whole bars which are the same length. I split one into 12 equal parts, one into 9 equal parts, one into 6 equal parts and one into 3 equal parts.</p>  <p>Largest to smallest:</p> $\frac{1}{3}, \frac{1}{6}, \frac{1}{9}, \frac{1}{12}$	<p>Watch out for children who believe that the larger the denominator, the larger the fraction. They may be overgeneralising that 12 is always larger than 3.</p>

4 	<p>True or false? Explain why.</p> <p><math>\frac{1}{8} &gt; \frac{1}{6}</math> because 8 is larger than 6.</p>	<p>Possible response:</p> <p>This is false because if you split a cake into 8 pieces, the pieces would be smaller than if you split it into 6 pieces. I would rather have <math>\frac{1}{6}</math> of a cake than <math>\frac{1}{8}</math> of a cake because the piece would be bigger.</p> <p>When the denominator is bigger, it means that it has been split into more pieces so the pieces are smaller.</p> <p>The children may model this using a diagram.</p>	<p>As above.</p> <p>If the children model this using a diagram, are their pieces representing eighths smaller than their pieces representing sixths?</p>
5 	<p>Place these fractions on a blank number line.</p> <p><math>\frac{1}{7}, \frac{4}{7}, \frac{2}{7}, \frac{6}{7}</math></p>  <p>Explain how you found your benchmarks.</p>	<p>Possible response:</p> <p>I tried to split the number line into seven equal parts</p> 	<p>Do children use the benchmarks of zero, half and one when estimating?</p> <p>They may say that one seventh is nearest to 0 and two sevenths is less than half.</p>
6 	<p>Order these fractions, with the same denominator, from largest to smallest.</p> <p><math>\frac{2}{9}, \frac{6}{9}, \frac{4}{9}, \frac{1}{9}</math></p>	<p><math>\frac{6}{9}, \frac{4}{9}, \frac{2}{9}, \frac{1}{9}</math></p>	

7 	<p>Use these diagrams to prove:</p> $\frac{2}{6} = \frac{1}{3}$ 	<p>Possible representation:</p>  <p>2 out of 6 equal parts is equal to 1 out of 3 equal parts where the whole is the same size.</p>	<p>Are the children able to show thirds using the model provided, using the relationship between thirds and sixths?</p>
8 	<p>Draw diagrams to show fractions equivalent to <math>\frac{1}{4}</math>.</p>	<p>Possible representation:</p> 	<p>Do the drawings show the whole is the same size in each case? Children could use fraction wall strips to help them look at what they could draw.</p> <p>Which children struggle to represent through drawings?</p>
9 	<p>Complete the fractions below to make each number sentence true.</p> <p>Draw a representation for each statement.</p> $\frac{2}{3} = \frac{\quad}{6}$ $\frac{\quad}{10} = \frac{1}{2}$ $\frac{3}{\quad} = \frac{6}{8}$	<p><math>\frac{2}{3} = \frac{4}{6}</math></p>  <p><math>\frac{5}{10} = \frac{1}{2}</math></p>  <p><math>\frac{3}{4} = \frac{6}{8}</math></p> 	<p>As above.</p> <p>Are the children able to use the relationship between the numerator and denominator to identify the missing values or do they draw the diagram first and then complete them?</p>