

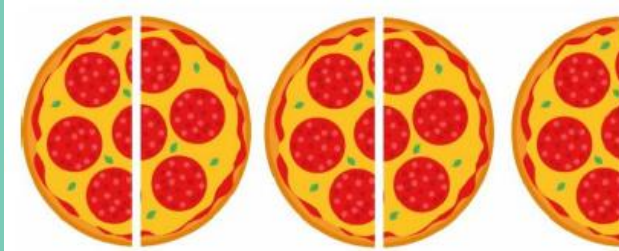
1&2LS20 Y2: Step 4

Rehearse and Reason 1

Counting fractions in context

WORKED EXAMPLE

When items have been divided into equal parts, it is possible to count in fractions to find the total.



$\frac{1}{2}$

1

$1\frac{1}{2}$

2

$2\frac{1}{2}$

Each pizza is cut into 2 equal parts.

Each part is $\frac{1}{2}$.

2 lots of $\frac{1}{2}$ make a whole. $\frac{2}{2} = 1$

REHEARSE

Count and label the fractions by thinking about the equal parts and how many make a whole.



$\frac{1}{2}$

Each cake is cut into 2 equal parts.

Each part is $\frac{1}{2}$.

___ lots of $\frac{1}{2}$ make a whole.



$\frac{1}{3}$

Each pizza is cut into ___ equal parts.

Each part is $\frac{1}{3}$.

___ lots of $\frac{1}{3}$ make a whole.



Each apple is cut into 4 equal parts.

Each part is $\frac{1}{4}$.

___ lots of $\frac{1}{4}$ make a whole.

RETRIEVE



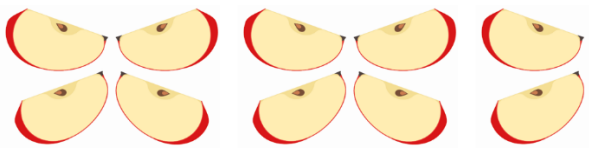


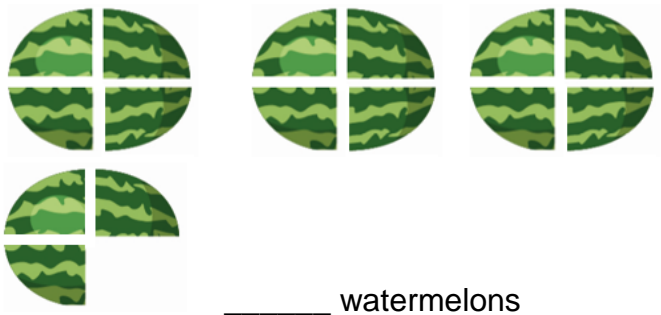
Can I still link addition and multiplication?

Record what you can see using repeated addition and multiplication.



REHEARSE

Count the items and record the total.

 <p>_____ pears</p>	 <p>_____ pizzas</p>
 <p>_____ apples</p>	 <p>_____ cakes</p>
 <p>_____ biscuits</p>	 <p>_____ watermelons</p>

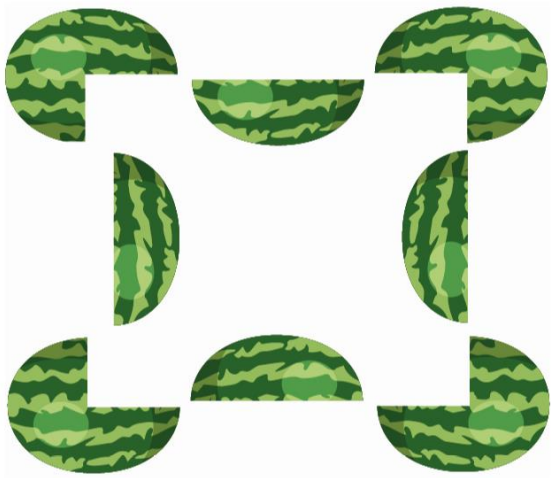
APPLY AND EXPLORE

Look at the apples.

How could you record the total without using quarters?

APPLY AND EXPLORE

How many watermelons are in the picture?



How many pizzas are in the picture?



How did you work each out?

Which did you find easier?

Why?