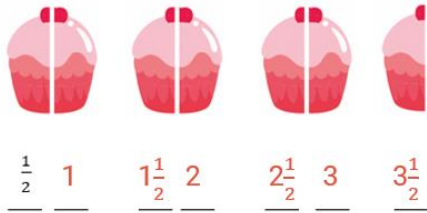


Counting fractions in context

REHEARSE

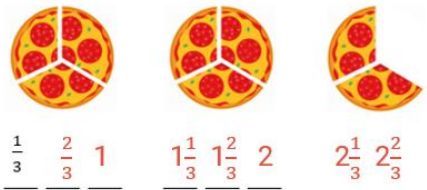
Count and label the fractions thinking about the equal parts and how many make a whole.



Each cake is cut into 2 equal parts.

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

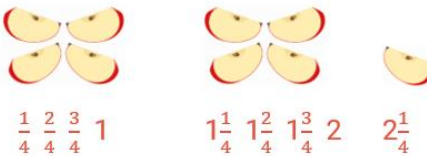
2 lots of $\frac{1}{2}$ make a whole.



Each pizza is cut into 3 equal parts.

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

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



Each apple is cut into 4 equal parts.

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

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.

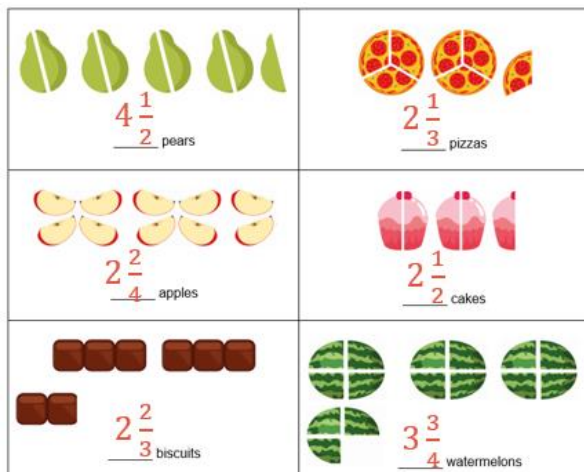


$$2 + 2 + 2 + 2 + 2 = 10$$

$$5 \times 2 = 10$$

REHEARSE

Count the items and record the total.



APPLY AND EXPLORE

Look at the apples. How could you record the total without using quarters? $2\frac{1}{2}$

APPLY AND EXPLORE

How many watermelons are in the picture? 5

How many pizzas are in the picture? 2

How did you work each out? As appropriate for the method of working – annotating fractions? Making wholes?

Which did you find easier? Why?