

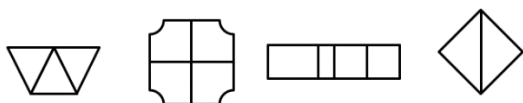
1&2LS20 Y2: Step 9

Rehearse and Reason – answers

Finding $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ of 2-D shapes

REHEARSE

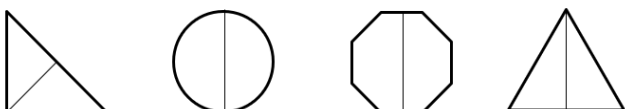
Talk about the shapes below and the fractions that you can see.



Pupils should use the language of equal parts, recognise that the rectangle does **not** have equal parts and use half, quarter and third accurately when talking.

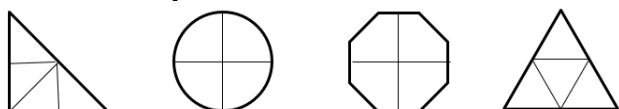
REHEARSE

Can you show $\frac{1}{2}$ on each of the shapes below? *Various possible - examples shown below.*



REHEARSE

Can you show $\frac{1}{4}$ on each of the shapes below? *Various possible - examples shown below.*



APPLY AND EXPLORE

Think about finding $\frac{1}{2}$ and $\frac{1}{4}$ on shapes.

Does finding $\frac{1}{2}$ sometimes, always or never help you to find $\frac{1}{4}$?

Sometimes – In most of the shapes above, once they were divided into 2 equal parts, each part could then be split again into 2 equal parts to make quarters. In the last example, the 2 equal parts could not be divided equally but the shape could be split into 4 equal parts a different way.

Use examples to help you explain. *Pupils may use other examples.*

RETRIEVE

Can I still use tally charts?

Complete the tally chart to show the missing information.

Fruit	Tally	Total
Apple		8
Banana		12
Pear		4
Orange		15
	Total	39

REHEARSE

Can you show $\frac{1}{3}$ on these shapes? *Various possible - examples shown below.*



APPLY AND EXPLORE

Hannah says a good tip for finding $\frac{1}{3}$ on some shapes is to use the middle.

Explain what Hannah means using some examples. *In 3 of the examples above, the thirds are created by splitting the shape from the centre point to the edges. In the trapezium, the middle of the base is used to split the shape equally.*

REHEARSE

Check that pupils are using the language of equal parts and fractions when playing the game.

Encourage the use of centre points, the middle of sides and vertices to help work out how to split shapes.