Class 3 Home Learning, week beginning 11th May 2020

Maths - Year 3

Summer Term, Week 1
(w/c 20 April)

Lesson 4
Order fractions

Please watch the video before choosing your challenge.

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

Can I order fractions?

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!

Questions 1-4 mentioned in the video are questions 1-4 in this challenge.

1) Copy and complete..
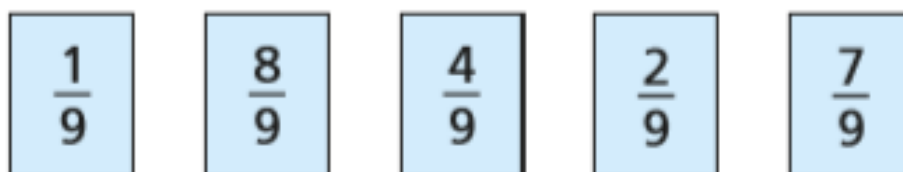
a) Shade the bar models to represent the fractions.

$\frac{1}{5}$

$\frac{2}{5}$

$\frac{3}{5}$

$\frac{4}{5}$

b) What do you notice?

c) Complete the sentence.

(numerator)　(denominator)　(greater)　(smaller)

When fractions have the same _____ , the

_____ the _____ the _____

the fraction.

2) In your maths book, write the fractions in order from smallest to greatest.

$\frac{1}{9}$　$\frac{8}{9}$　$\frac{4}{9}$　$\frac{2}{9}$　$\frac{7}{9}$

3) Copy and complete.

a) Shade the bar models to represent the fractions.

$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$

b) What do you notice?

c) Complete the sentence.

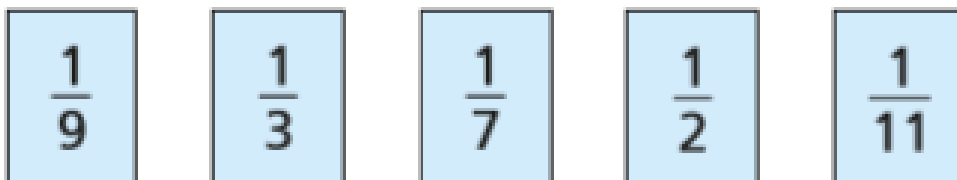(numerator) (denominator) (greater) (smaller)

When fractions have the same _____, the

_____ the _____ the _____

the fraction.

4) In your maths book, write the fractions in order from greatest to smallest.

$\frac{1}{9}$ $\frac{1}{3}$ $\frac{1}{7}$ $\frac{1}{2}$ $\frac{1}{11}$

Can I order fractions?

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 questions 1-4 Challenge 1.

Questions 5-7 in the answers are questions 1-3 in this challenge.

1) Please explain your reasoning.

Tommy and Dora are ordering fractions.

$\frac{1}{5}$ $\frac{4}{15}$ $\frac{2}{3}$ $\frac{7}{15}$

I cannot order these fractions because the numerators and denominators are different.

Tommy

I think I can use equivalent fractions to help me.

Dora

Who do you agree with? _____

2) Please write the fractions in your maths book.

a) Complete the equivalent fractions.

$\frac{3}{5} = \frac{6}{\boxed{}}$ $\frac{2}{9} = \frac{6}{\boxed{}}$ $\frac{1}{7} = \frac{6}{\boxed{}}$

b) Write the fractions in order, starting with the greatest.

$\frac{6}{9}$ $\frac{3}{5}$ $\frac{1}{7}$ $\frac{2}{9}$

3) Complete questions 'a' and 'b'. Which method do you prefer? Why?

Dexter and Alex are ordering fractions from smallest to greatest.

$$\frac{1}{7} \quad \frac{2}{21} \quad \frac{4}{35} \quad \frac{2}{7}$$

a)

Dexter: I am going to make the numerators the same.

Use Dexter's method to put the fractions in order.

b)

Alex: I am going to make the denominators the same.

Use Alex's method to put the fractions in order.

Can I order fractions?

Reasoning and problem solving

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) Drawing pictures/bar models may help you to prove your answer.

> When the denominators are the same, the larger the numerator, the smaller the fraction.
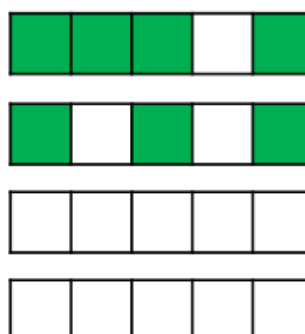
Is Jack correct?
Prove it.

2) In your maths book, draw bar models to represent the fractions. Use a second colour to show which parts of each fraction YOU are shading in.

Shade the blank diagrams so the fractions are ordered correctly.

a) Fractions in ascending order

b) Fractions in descending order

Reasoning and Problem Solving

Shade the blank diagrams so the fractions are ordered correctly.

Fractions in ascending order

Fractions in descending order

Either 7 or 8 parts shaded.

Either 2 and 1 parts shaded or 1 and 0 parts shaded.

When the denominators are the same, the larger the numerator, the smaller the fraction.

Is Jack correct? Prove it.

Jack is incorrect. When the denominators are the same, the larger the numerator the larger the fraction. Children could prove this using ba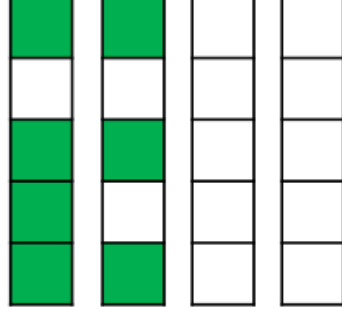r models or strips of paper etc.