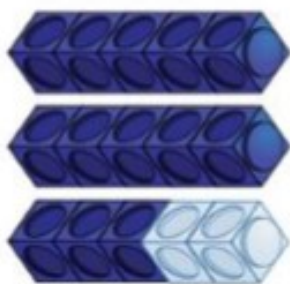<u>Do I understand that fractions can be split into wholes and parts? (Y4)</u>

Reasoning and problem solving

This page does not need to be printed. In your book, write the short date you do the work and the above question, underlining them neatly with a ruler.

1) 3 friends share some pizzas.
Each pizza is cut into 8 equal slices.
Altogether, they eat 25 slices.
How many whole pizzas do they eat?

2) Spot the mistake.

$$\frac{13}{5} = 10 \text{ wholes and 3 fifths}$$

3) Rosie says,

$\frac{16}{4}$ is greater than $\frac{8}{2}$ because 16 is greater than 8

Do you agree?
Explain why.
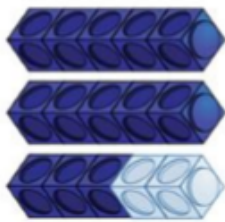
Answers are on the next page.

3 friends share some pizzas.
Each pizza is cut into 8 equal slices.
Altogether, they eat 25 slices.
How many whole pizzas do they eat?

They eat 3 whole pizzas and 1 more slice.

Spot the mistake.

$\frac{13}{5}$ = 10 wholes and 3 fifths

There are 2 wholes not 10

$\frac{10}{5}$ = 2 wholes

$\frac{13}{5}$ = 2 wholes and 3 fifths

Rosie says,

$\frac{16}{4}$ is greater than $\frac{8}{2}$ because 16 is greater than 8

Do you agree?
Explain why.

I disagree with Rosie because both fractions are equivalent to 4

Children may choose to build both fractions using cubes, or draw bar models.