

Y3 M4d Can place $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $1\frac{1}{4}$, $1\frac{1}{2}$, $1\frac{3}{4}$,
etc. on a number line

Commissioned by The PiXL Club Ltd.
August 2018

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Teachers' Notes

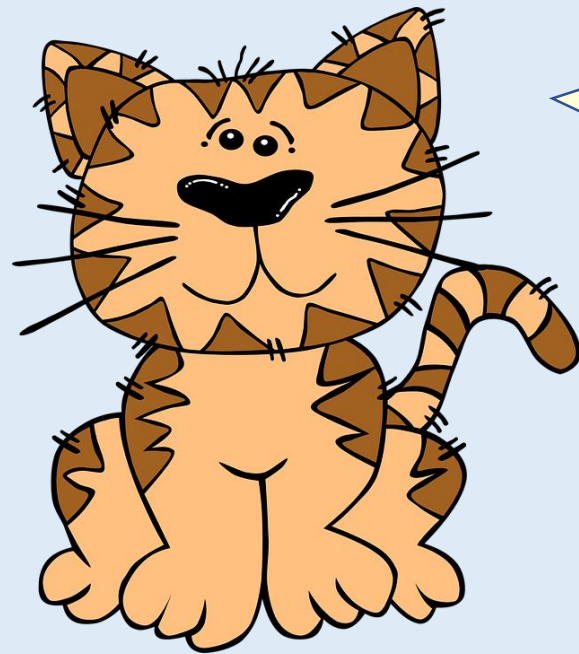
- ❑ The purpose of the priority therapies is to support the teaching of fundamental concepts for the year group.
- ❑ The therapies can be taught to a whole class or a target group. Year 3 therapies are designed to take approximately 30 minutes. However, this is flexible: it may be that only part of the therapy is taught or it could, of course, be adapted or extended.
- ❑ A vocabulary slide is included in each therapy. This identifies key words which relate to the taught concept along with a link to the 'Vocabulary Shorts' on PrimaryWise (20 activities to develop vocabulary). The intention is that the therapy begins with explicit teaching of this vocabulary.
- ❑ The therapy adopts the 'Teach, model and apply' process with plenty of opportunities for pupils to demonstrate the taught skill.
- ❑ Problem solving and reasoning activities are an integral part of each therapy.

Vocabulary: fractions

fraction
quarter
numerator
denominator
equivalent

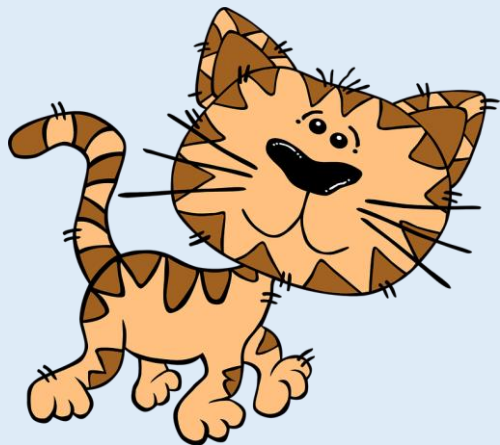
Please select an activity from the [‘Vocabulary Shorts’](#) to develop understanding of the key vocabulary.

Teach



How can I
write a
quarter as a
fraction?

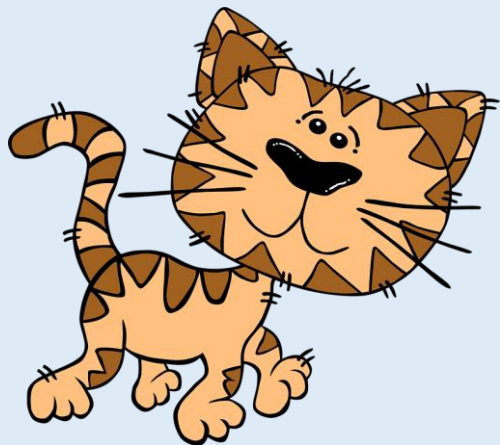
Teach



$\frac{1}{4}$ shows my whole
is divided into four
equal pieces and I
have one piece.

1
4

Teach

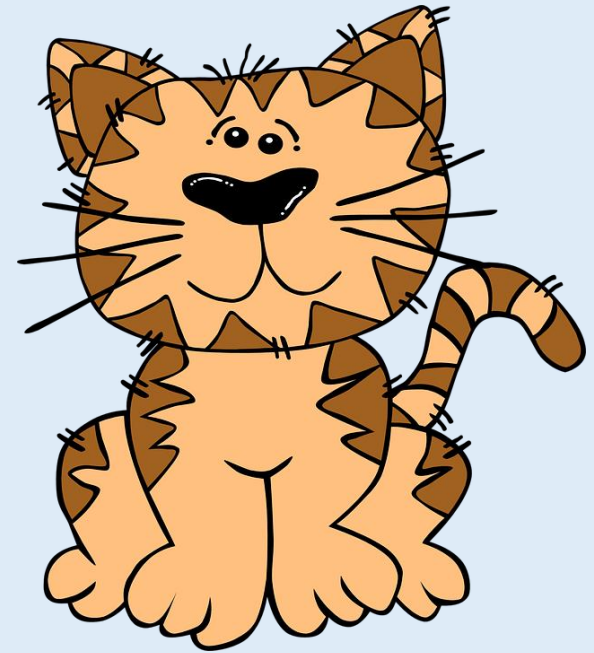


We call the top number the **numerator** and the bottom number the **denominator**.

$$\frac{1}{4}$$

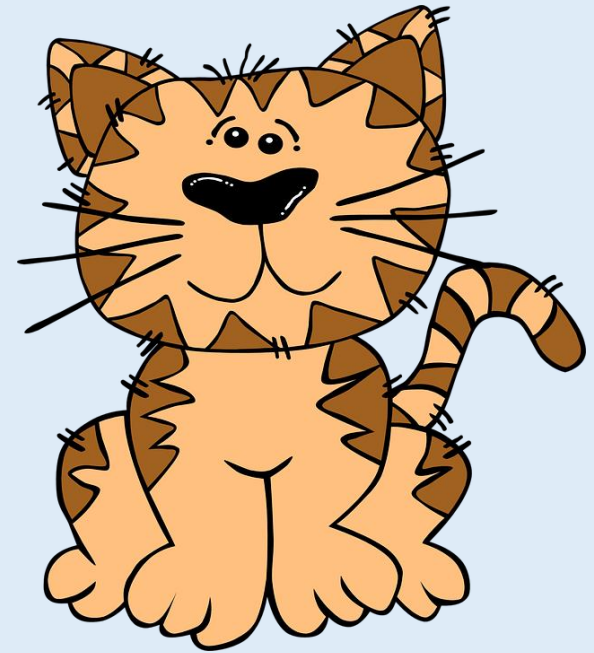
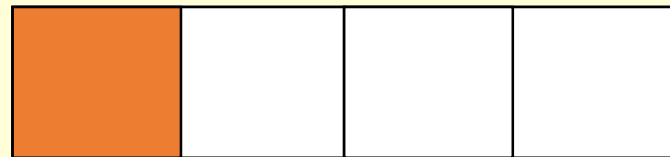
Teach

How would you
find a **quarter** of
this rectangle?

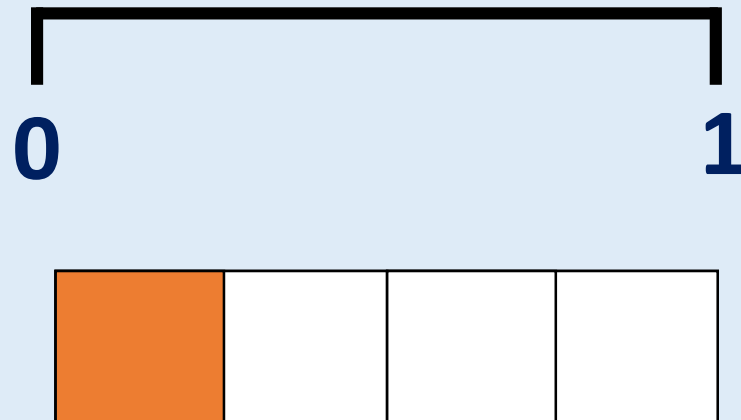


Teach

We need to split
the rectangle into
4 equal parts.



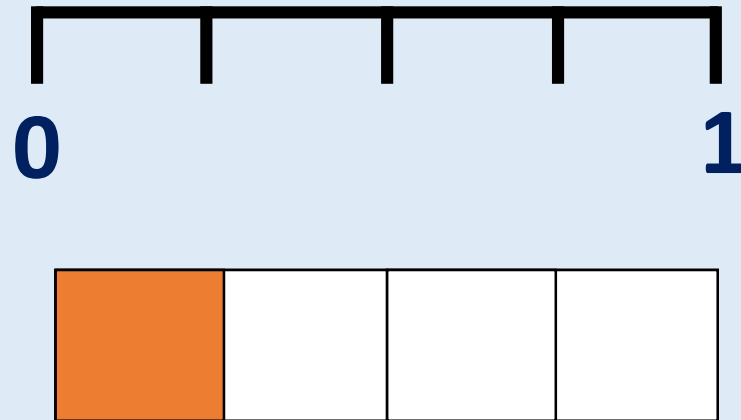
Model



Keeping this in mind, where do you think a **quarter** of 1 would be on a number line?



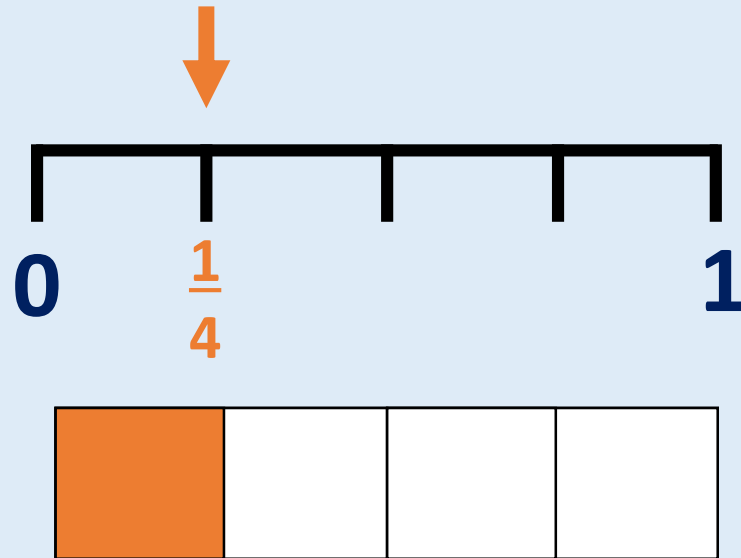
Model



We split the number line between 0 and 1 into 4 equal parts...



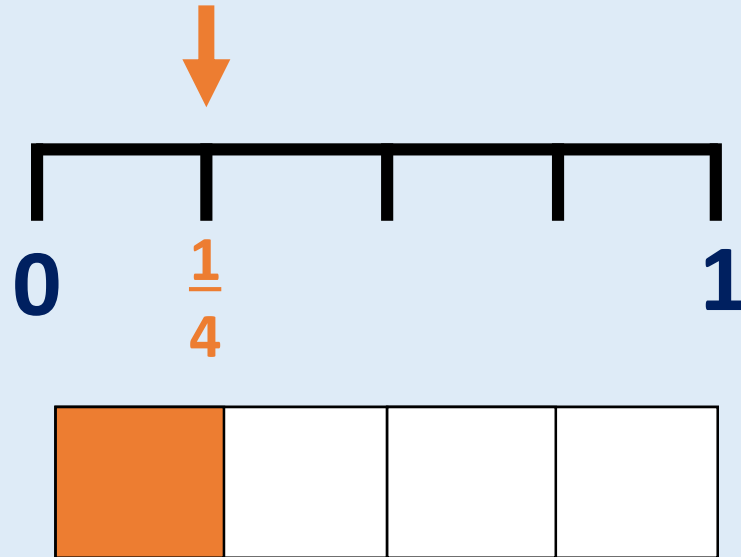
Model



We can see 4
equal parts
and $\frac{1}{4}$ is
labelled.



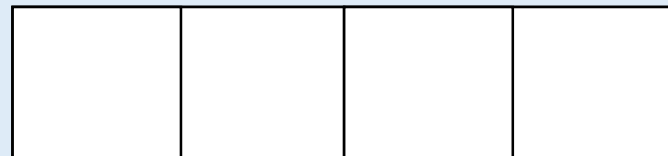
Model



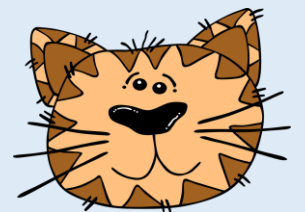
And **one quarter** would be one part away from 0!



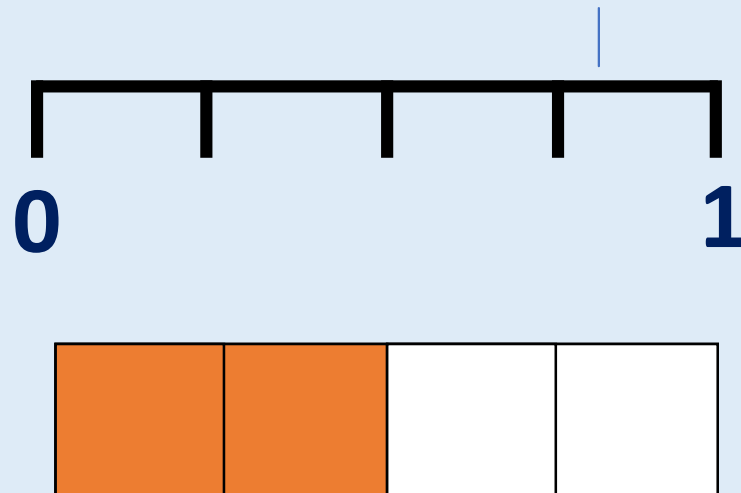
Model



Shade half of
the rectangle.
How many
quarters is this
equivalent to?



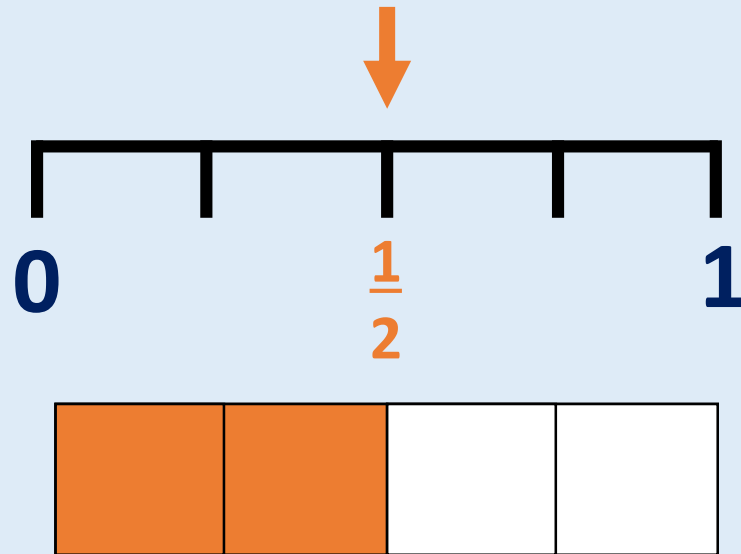
Model



One half is the same as **two quarters. Where do you think $\frac{1}{2}$ fits on our number line?**



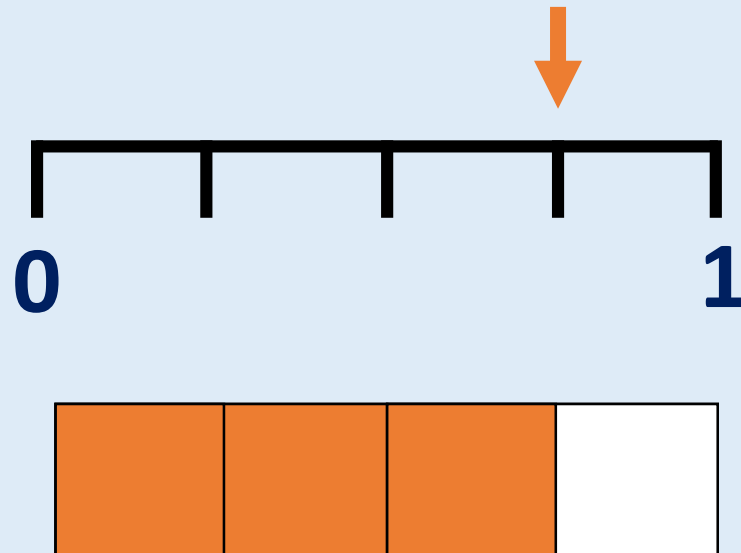
Model



You're
getting the
hang of this!



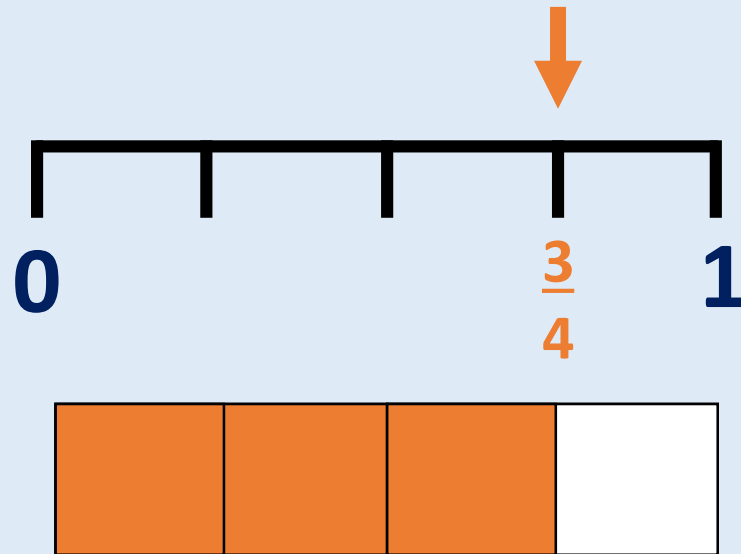
Model



What **fraction** does this line show? Think about how much is shaded on the rectangle.



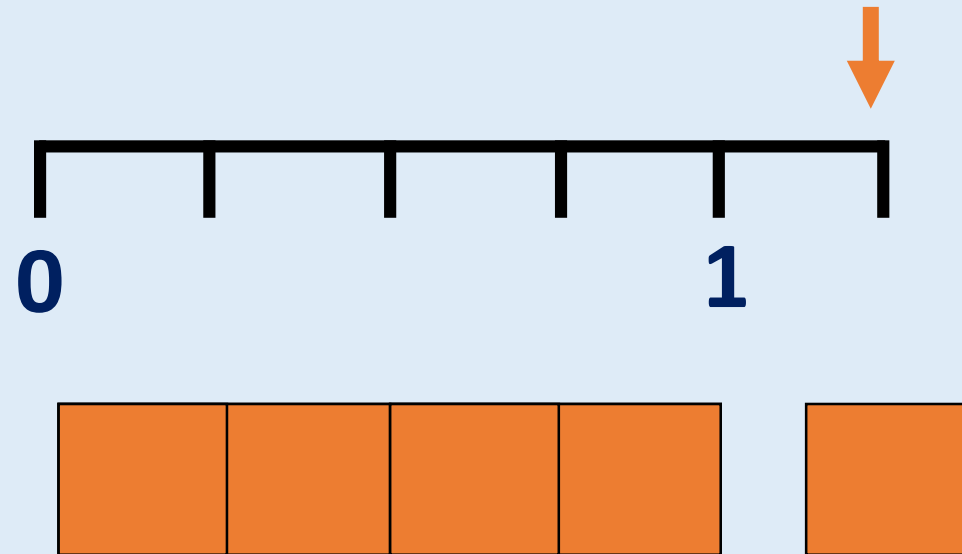
Model



It's three
quarters!



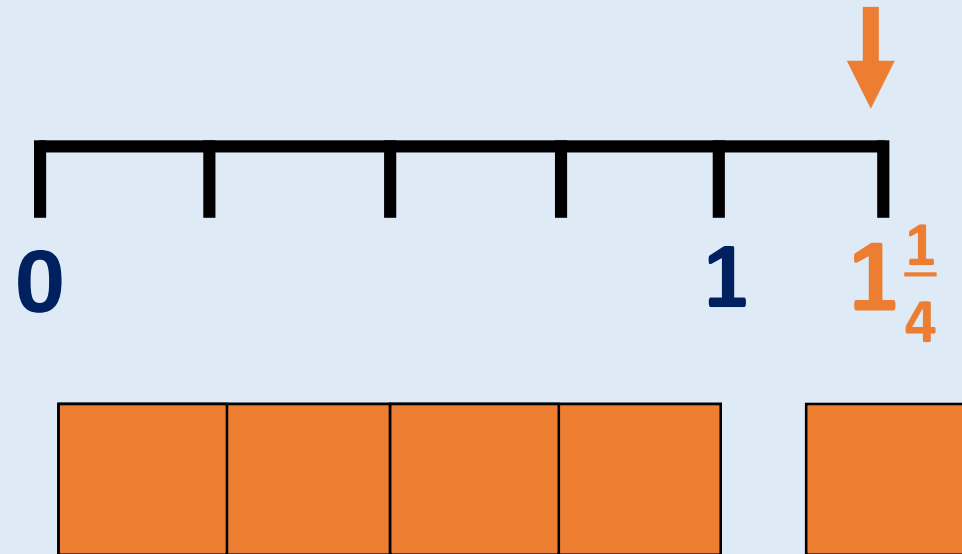
Model



What do you think comes next on the number line if we are counting in quarters?



Model



We say this as
“one and a
quarter”. We can
keep going
forever!



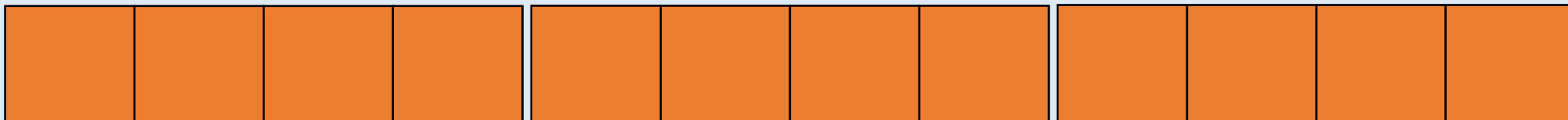
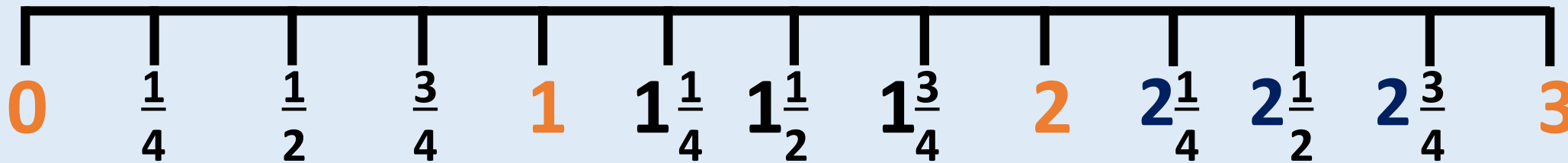
Model



Let's say the fractions
on the number line
out loud...



*Teacher notes:
Click to reveal
the visual aid
one quarter at
a time as you
count.*



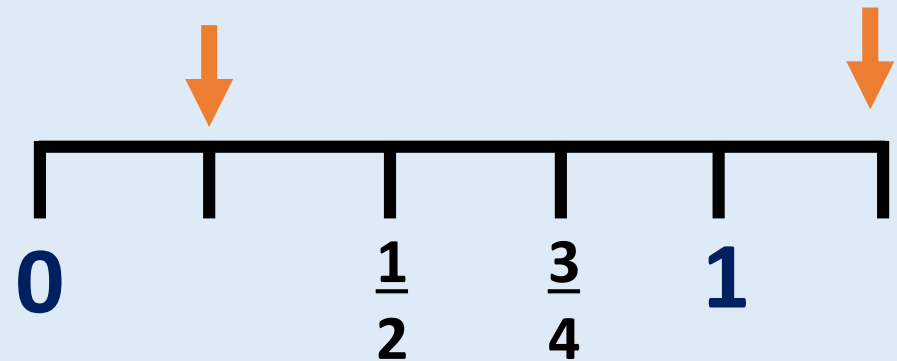
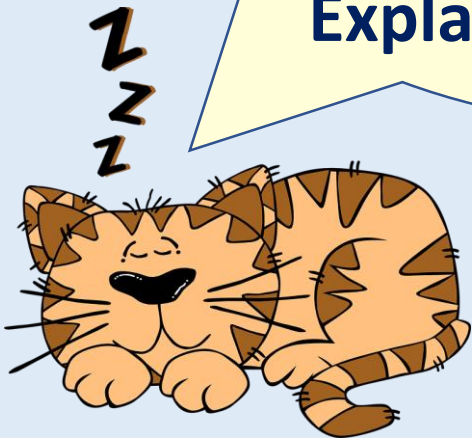
What
comes
next?

Apply

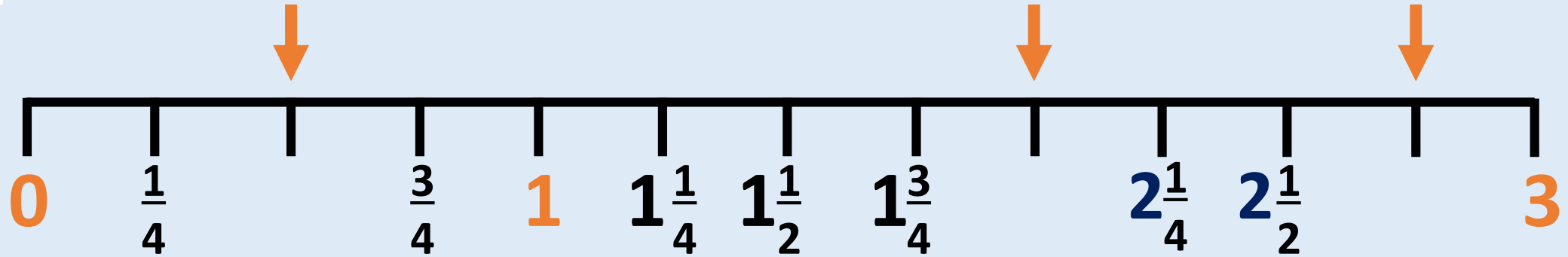
I'm too tired to finish
my number line!

What are the missing
gaps?

Explain how you know.



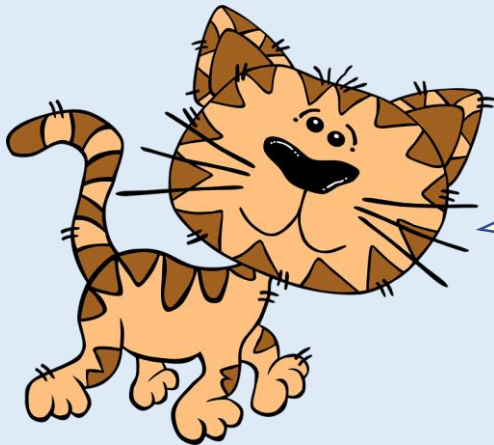
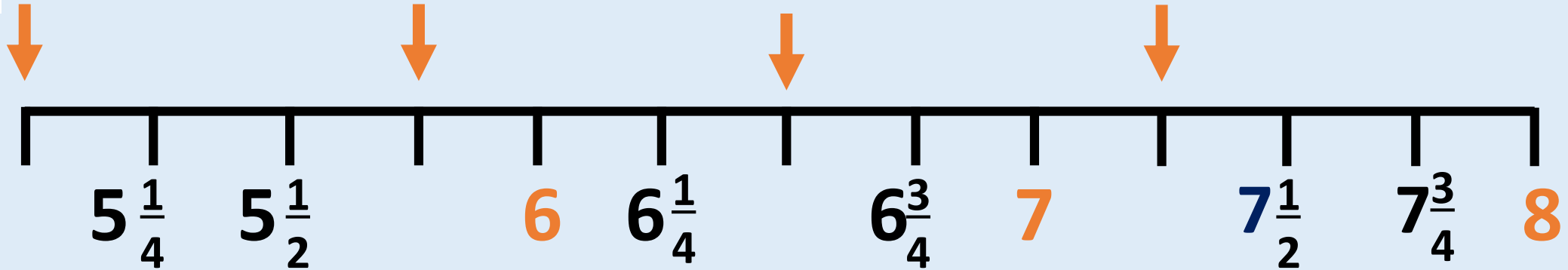
Apply



I'm too tired to finish my number line! What numbers are missing? **Explain** how you know.

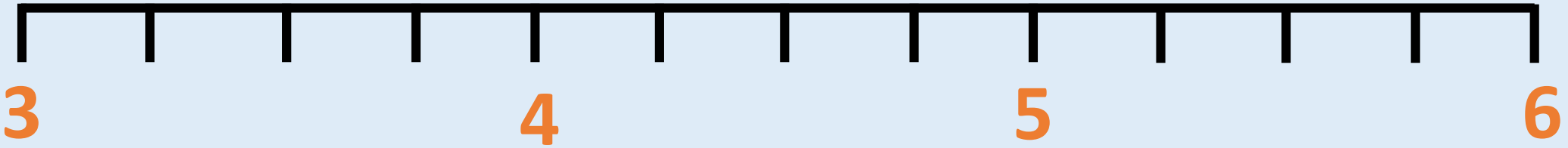


Apply

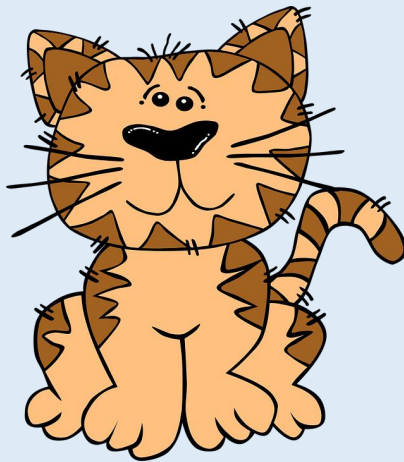


This number line has
larger numbers!
Can you find the
missing values?

Apply



Where would these **fractions** go on our number line?

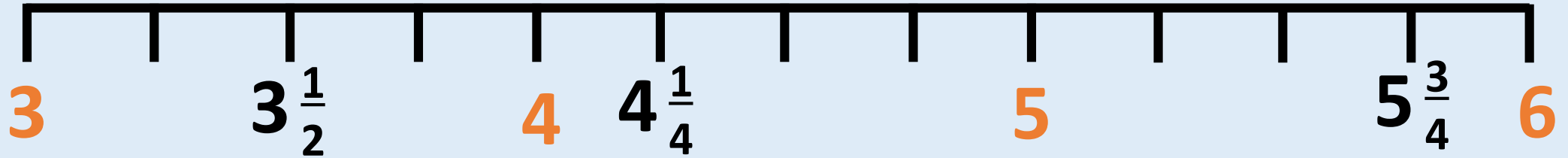


$$4\frac{1}{4}$$

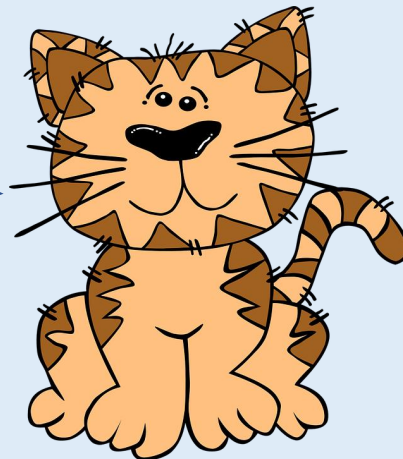
$$5\frac{3}{4}$$

$$3\frac{1}{2}$$

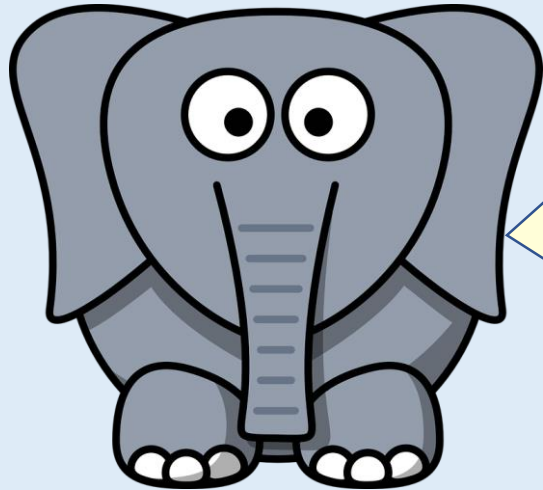
Apply



Did you get
your answer
correct?



Evaluate



Can you place
quarters and
halves on a
number line?

