

Y3 M4f. Can place $\frac{1}{3}$, $1\frac{1}{3}$, $1\frac{2}{3}$, 2, $2\frac{1}{3}$ etc
on a number line

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Teachers' Notes

- ❑ The PiXL therapies can be taught to a whole class or a target group. Year 3-5 therapies are designed to take approximately 30-40 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.
- ❑ Each therapy begins with a LORIC activity to develop relevant learning behaviours.
- ❑ This is followed by a vocabulary task, which uses the PiXL 5-phase approach to teach key mathematical vocabulary. Further resources to develop vocabulary can be found in the Whole School area.
- ❑ Each therapy adopts the 'Teach, model and apply' process with opportunities for pupils to demonstrate the taught skill independently.
- ❑ Problem solving and reasoning activities are an integral part of each therapy.

Progress across amber – the 4-stage model

The three therapy tests which accompany this resource can be used to revisit the taught skill to check that the pupil is able to perform it independently and consistently.

A

A child has successfully completed a therapy test independently, following a set of therapy sessions.

A

A child has successfully completed a therapy test independently, a period after the relevant therapy sessions – we would advise about 2 weeks.

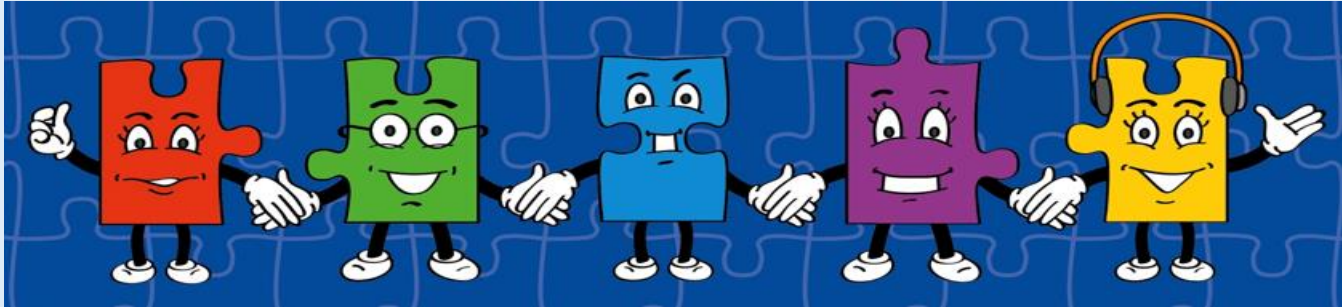
DA

A child has successfully applied their knowledge or skill in an unfamiliar context. This may be application across the curriculum or in a problem.

G

A pupil has successfully re-visited the skills at a later point, and applies these in an unfamiliar context or problem, or across the curriculum.

LORIC task



Use this activity to help children develop their **organisation** skills before you begin the therapy.

Show the following numbers in order using a list, on a number line and within a number square.

9 15 21 18 12

Which method of organising these numbers is best? Why? Do you notice any patterns?

Vocabulary activity

numerator

denominator

Deconstruct it

focus element:

nom

meaning: *name*

focus element: or

meaning: *someone who*

Define it

noun: the bottom number in a fraction

Use it

The denominator of a half is two.

Read it:

denominator

Link it

Synonym: *divider*

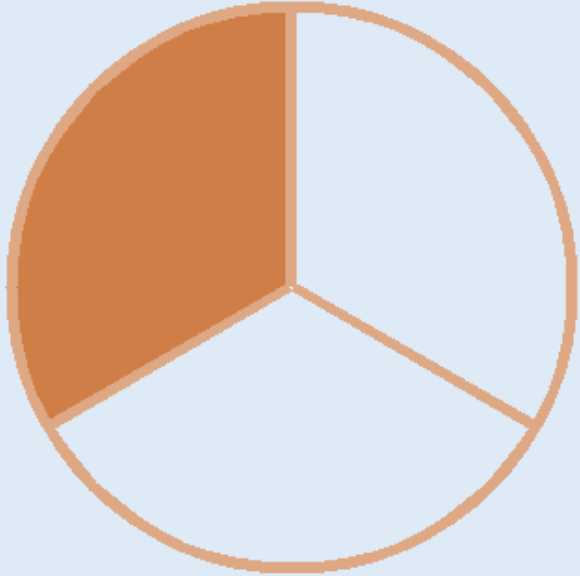
Antonym: *numerator*

Draw an image to represent this word.

Teach

How can I write a
third as a **fraction**?

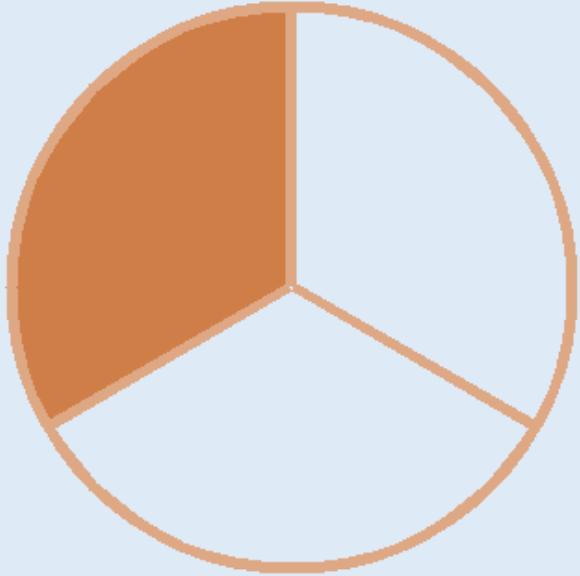
Teach



$\frac{1}{3}$ shows that I have
one part when my
whole is **divided** into
three equal parts.

1
3

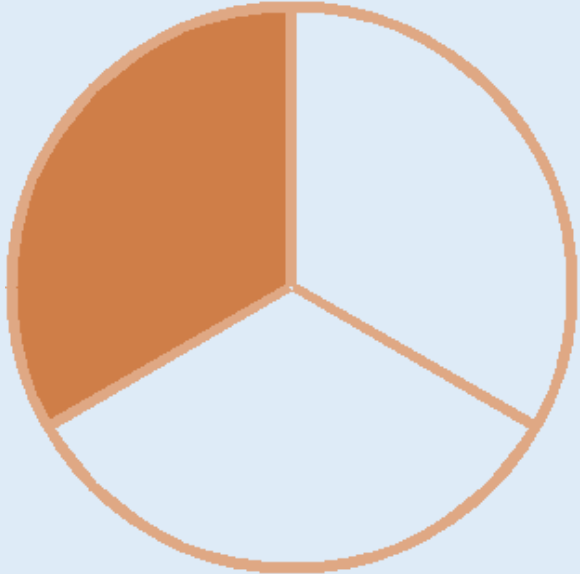
Teach



The top number tells us the selected number of parts. It is called the **numerator**.

1
3

Teach

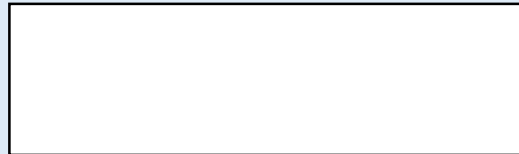


The bottom number tells us the total number of **equal** parts. It is called the **denominator**.

1
3

Teach

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

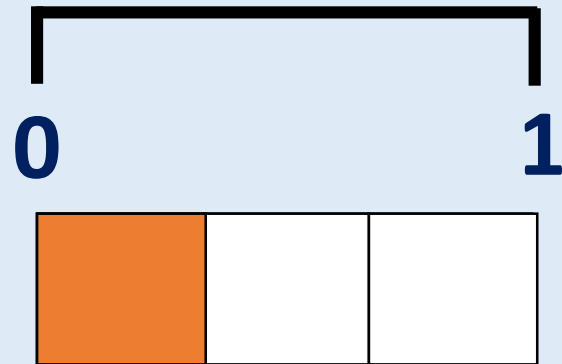


Teach

We divide the
rectangle into
3 equal parts.

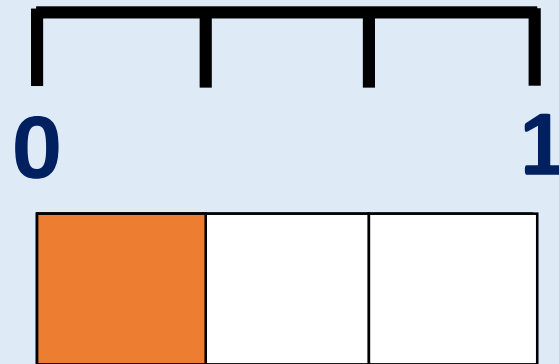


Model



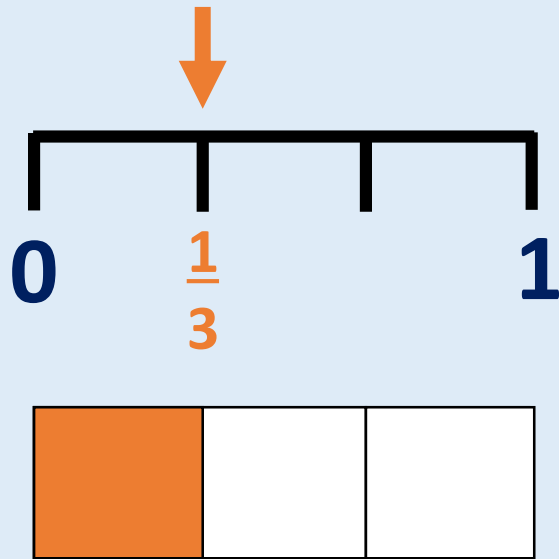
Keeping this in mind, where do you think a **third** of 1 would be on a number line?

Model



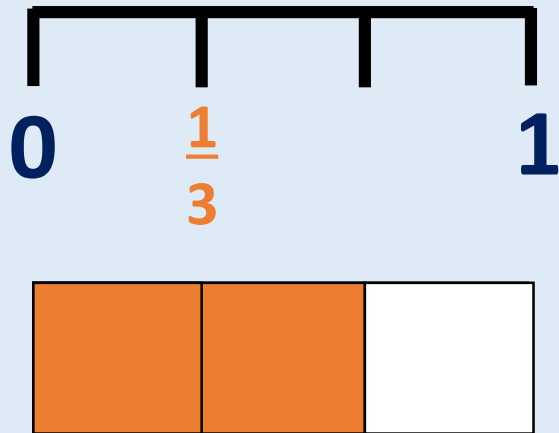
We divide the
number line
between 0 and 1
into **3 equal parts...**

Model



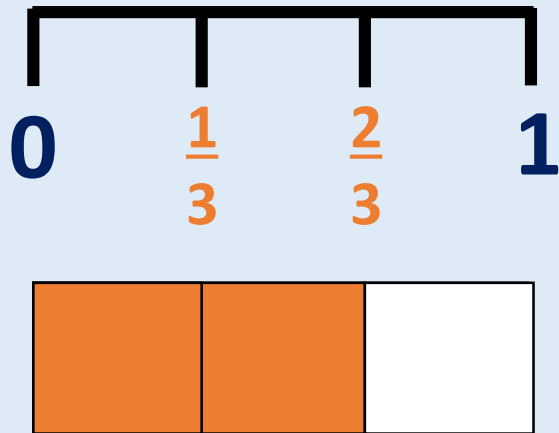
... and **one third**
would be one part
away from 0!

Model



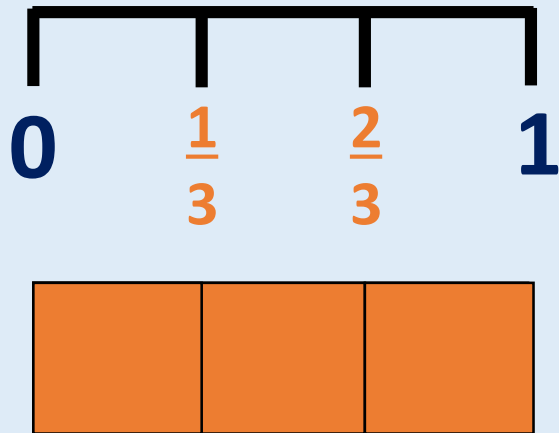
Where do you
think $\frac{2}{3}$ is on the
number line?

Model



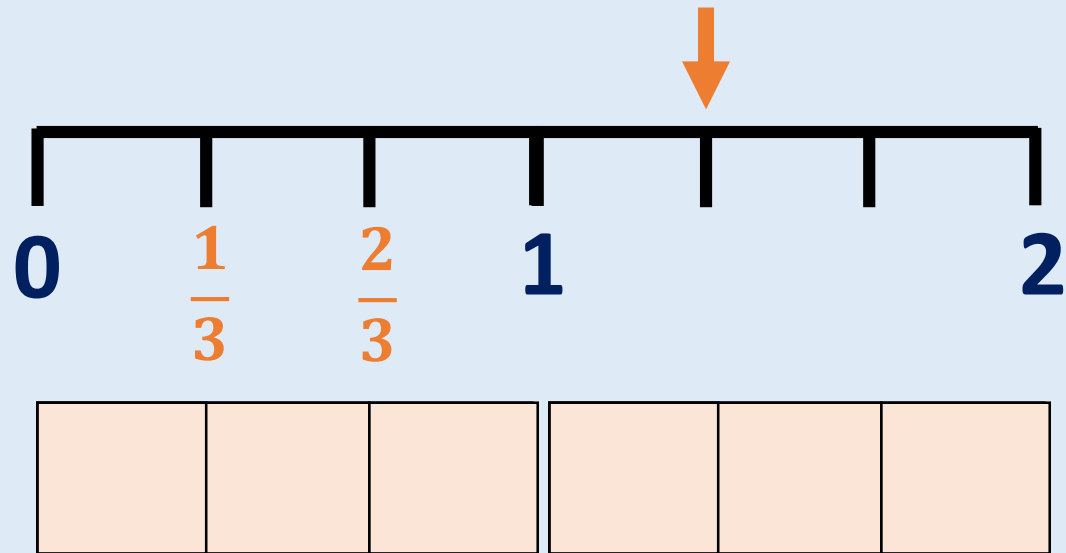
$\frac{2}{3}$ is the second line
out of 3 between
0 and 1.

Model



$\frac{3}{3}$ is the same as 1.

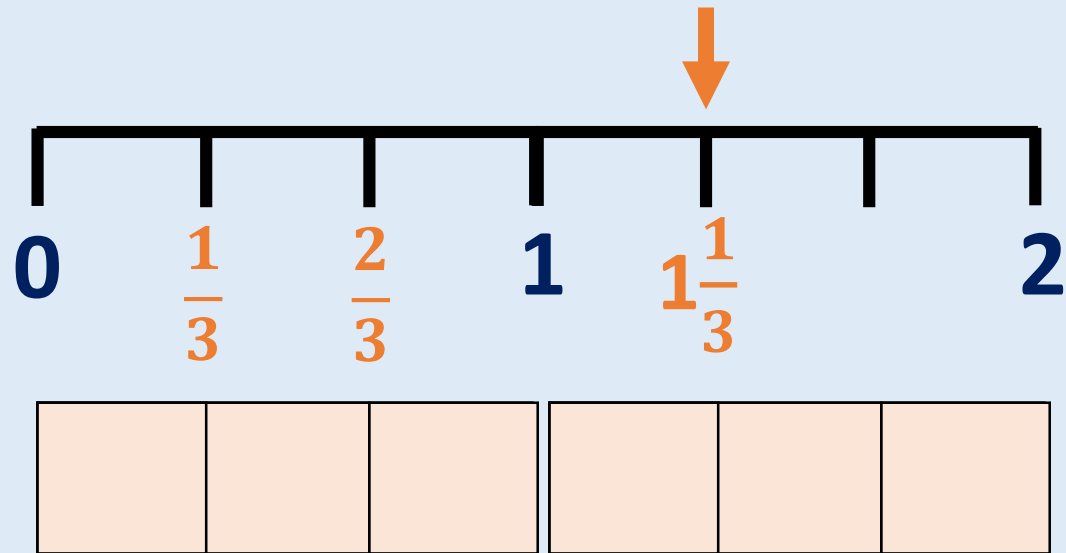
Model



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

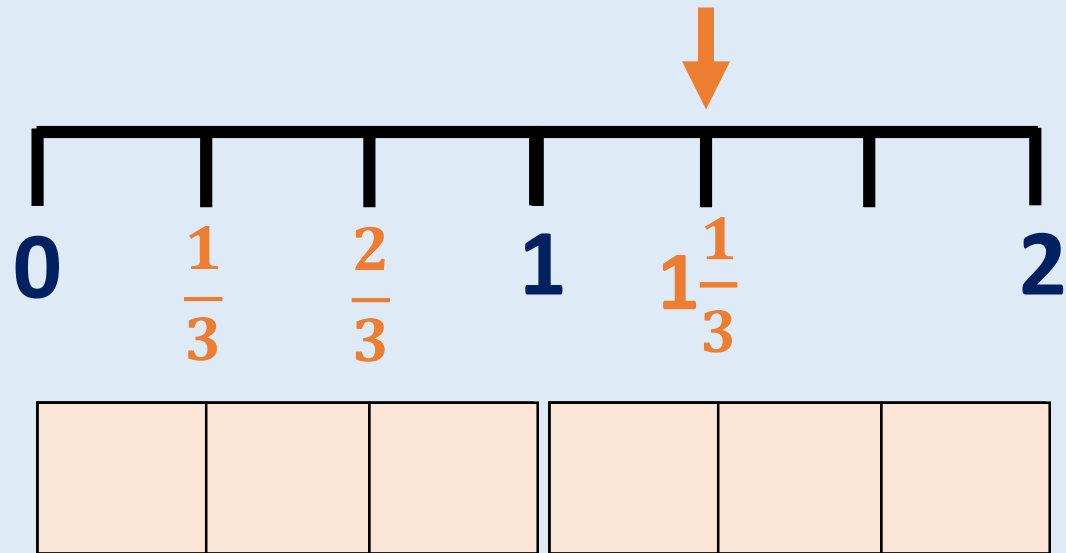
thirds?

Model



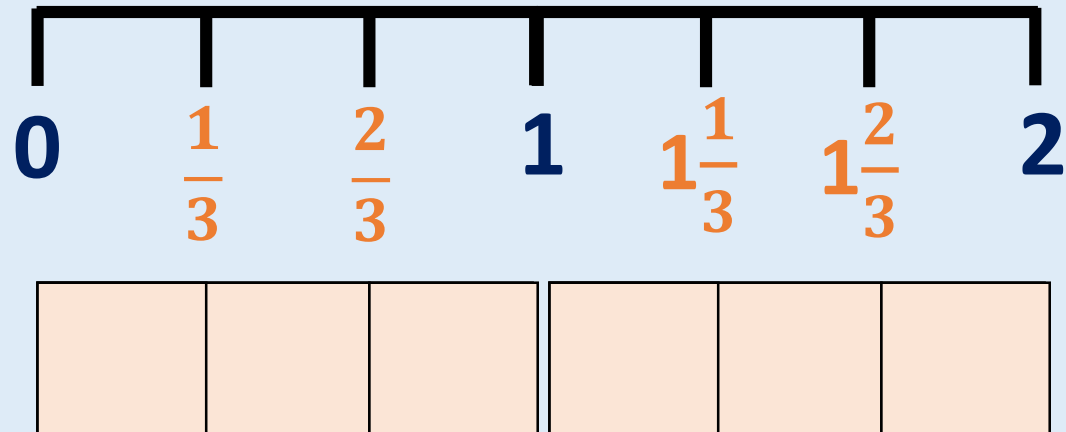
Good!
We say this as
“one and a
third”.

Model



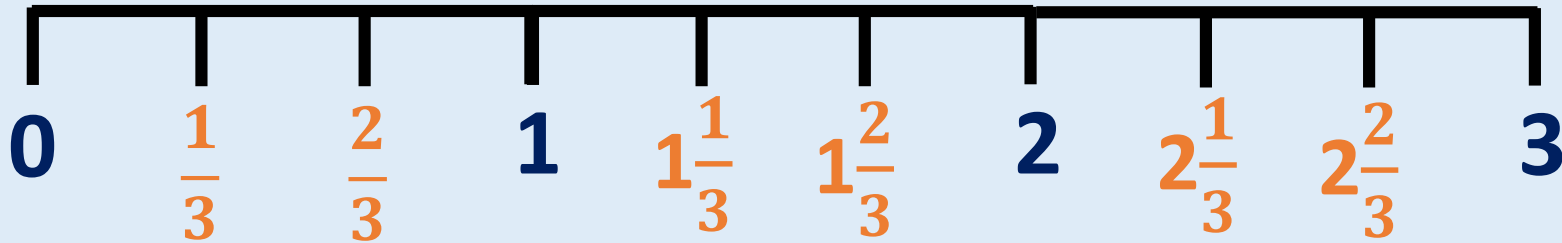
Let's count our whole number line so far out loud from 0.
What do you think comes next?

Model



Well done!
Let's count our whole
number line so far out
loud from 0.
What do you think
comes next?

Model



Say the number line out loud together again.

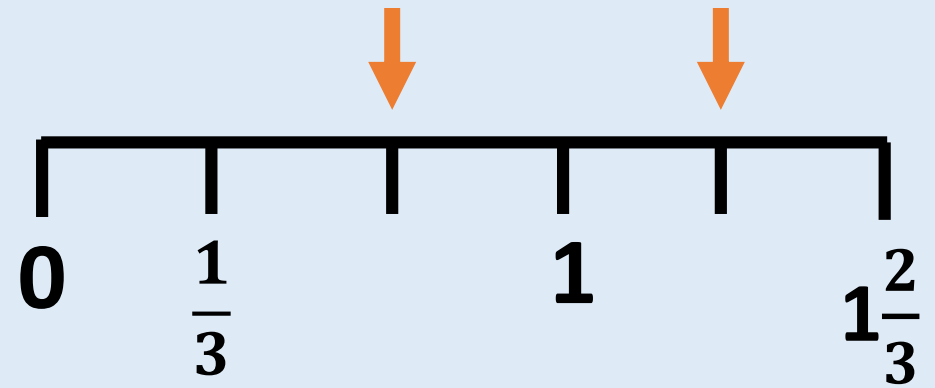
Can we go further? For how long can this continue? Explain why.

Apply

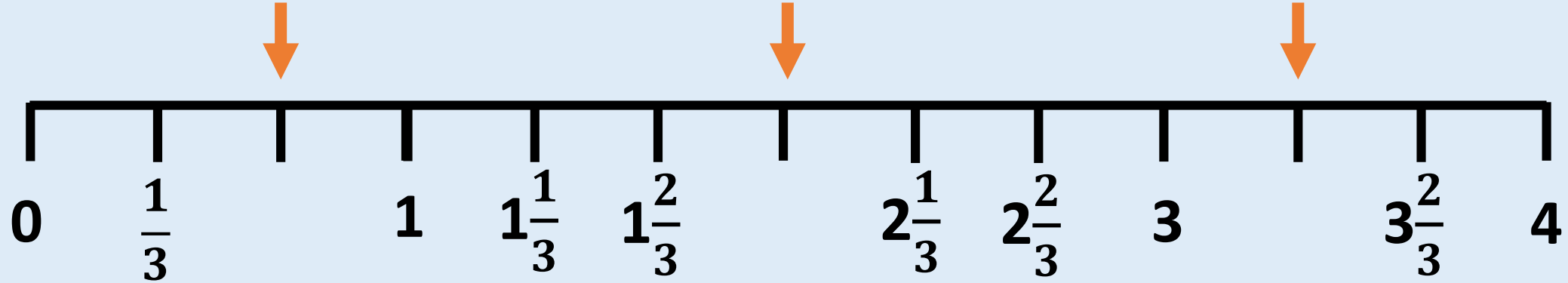
Oh no! Some of the numbers are missing.

What are the missing numbers on the number line?

Explain how you know.



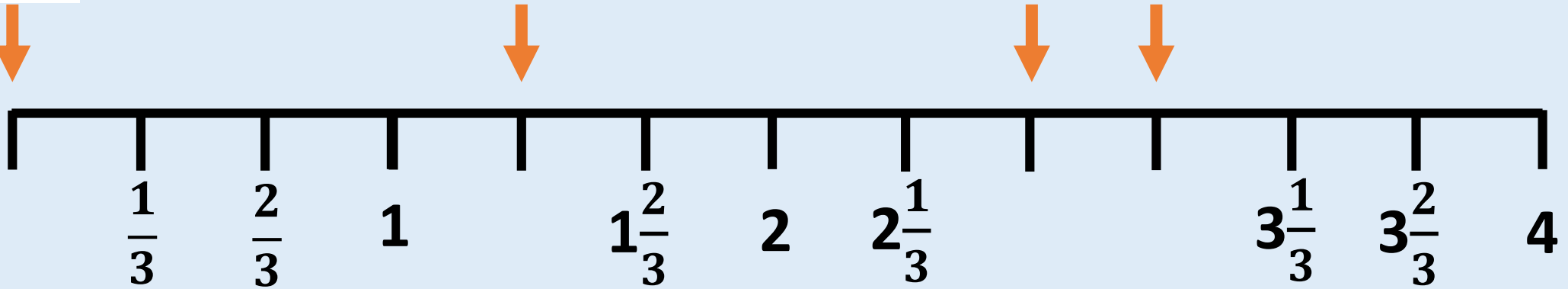
Apply



Oh no! Some of the numbers are missing. What are the missing numbers on my number line?

Explain how you know.

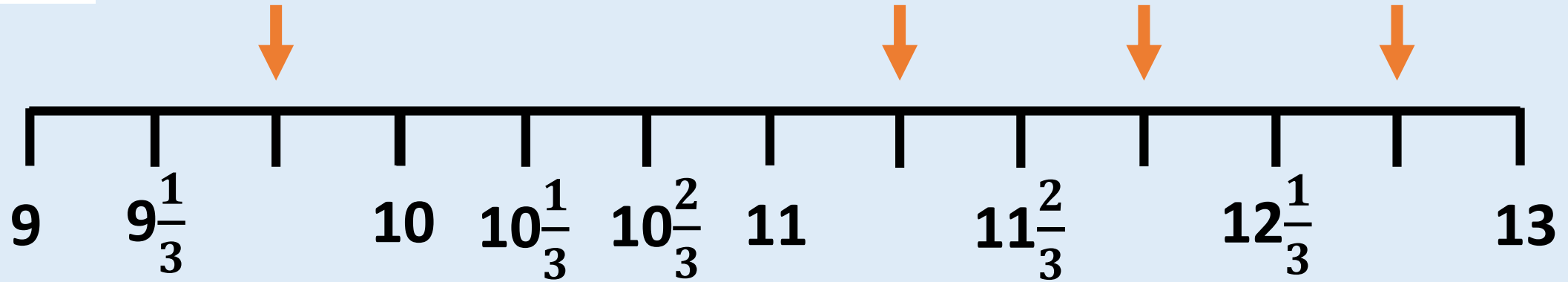
Apply



Oh no! Some of the numbers are missing. What are the missing numbers on my number line?

Explain how you know.

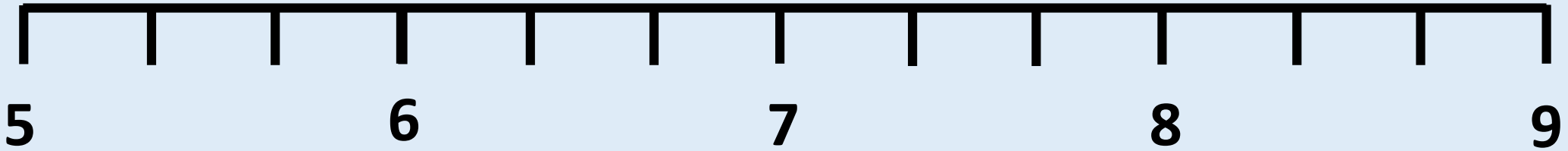
Apply



This number line has **larger**
numbers!

Can you find the missing
values?

Apply



$$5\frac{1}{3}$$

$$7\frac{2}{3}$$

$$8\frac{1}{3}$$

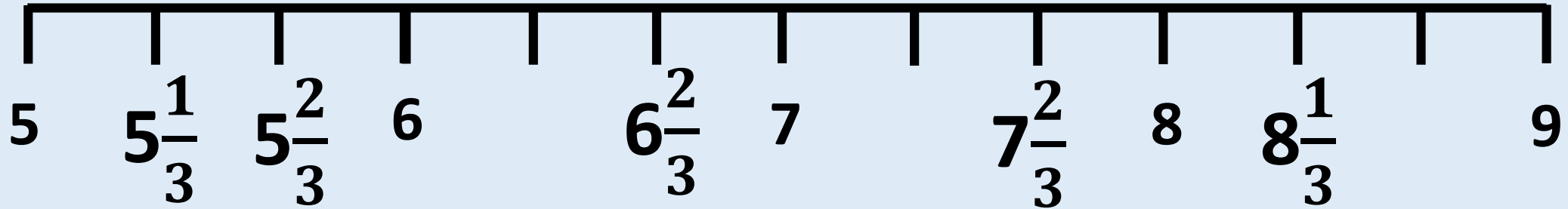
Where would these
fractions go on our
number line?

$$9\frac{1}{3}$$

$$6\frac{2}{3}$$

$$5\frac{2}{3}$$

Apply



Check your answers.

Why can't we plot $9\frac{1}{3}$

on our number line? Explain what we could do to accommodate it.

$9\frac{1}{3}$

Evaluate

Can you place thirds on a number line?

