

# Y3 M4h. Can find $\frac{1}{3}$ of a shape and set of objects

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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.

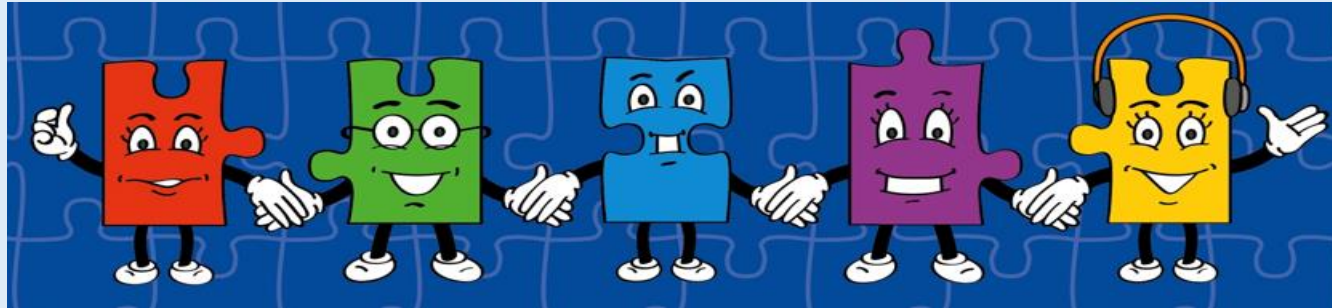
DA

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 **leadership** skills before you begin the therapy.

One person must divide an even amount of objects into half on the table in front of them. Record their speed.

Now repeat the activity as a small group. Assign each group member a job to do to work efficiently. Record the group's speed. What difference did it make when you worked together?

# Vocabulary activity

third  
fraction

The word is:

Meaning:

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Image/graphic:

In context:

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## Teach (Revision)

$\frac{1}{3}$  is the same as finding  
one of **three equal parts**  
of a whole.

What does  
**equal parts**  
mean?

# Teach (Revision)

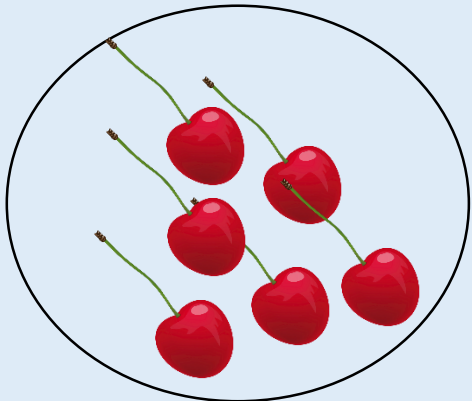
What does **whole** mean?



This football is the whole.



This circle is the whole.



These 6 cherries are the whole.

A whole is a thing that is **complete in itself**.

A whole can be a shape, an object or a set of objects.

# Model

If we are finding  $\frac{1}{3}$  of a shape, we divide the **whole** shape into **three equal parts**. Each part is called **one third**.

$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$
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# Model

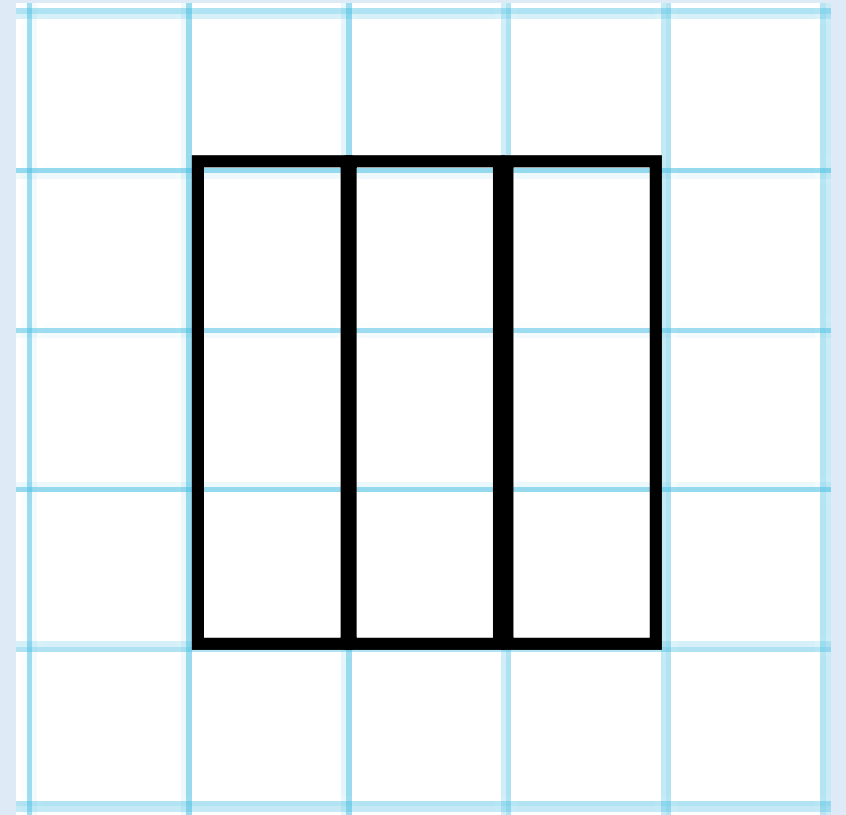
Make sure there are exactly  
**three parts.**

Also check that each part is  
**equal.**

$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$
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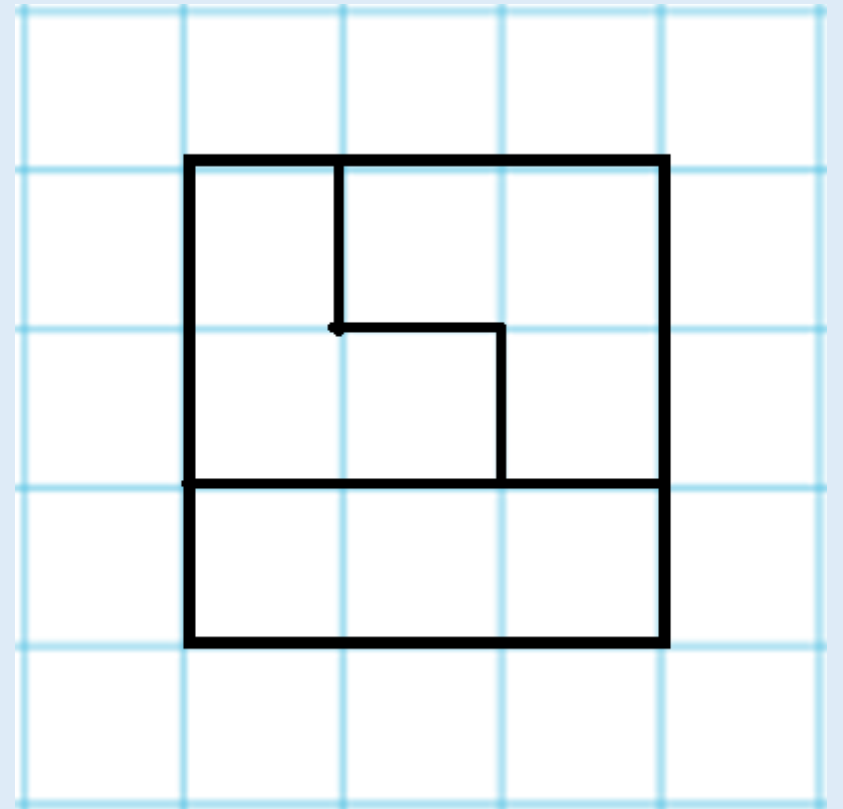
# Model

If you have squared paper, this can help you to make sure the parts are **equal**.



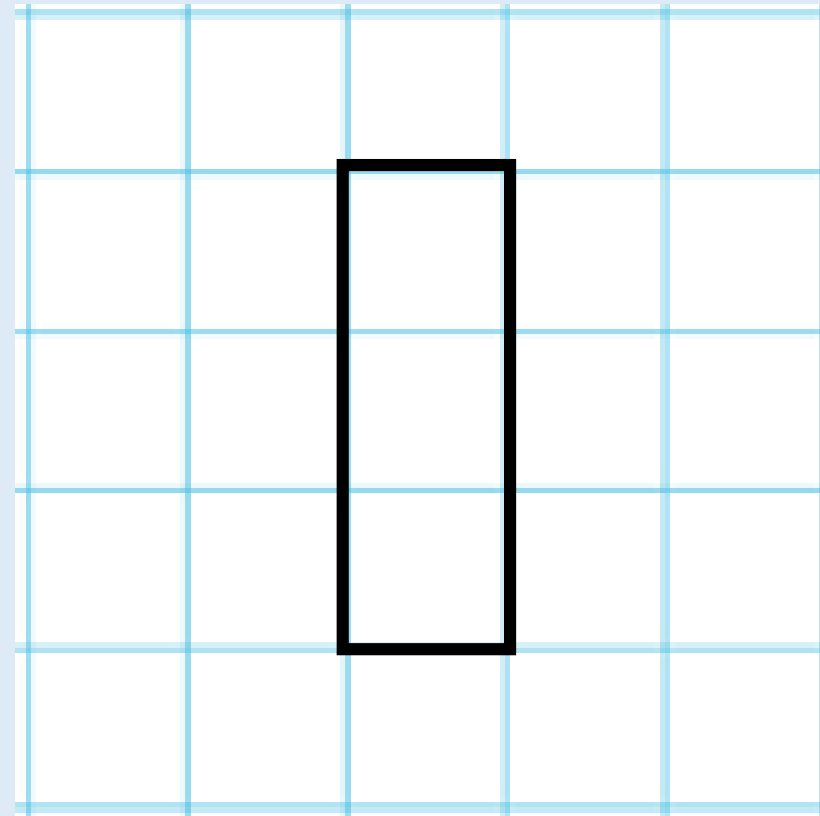
# Model

Squared paper can also help you to find more creative ways to split your shape into thirds. Just make sure you have **three equal parts**.



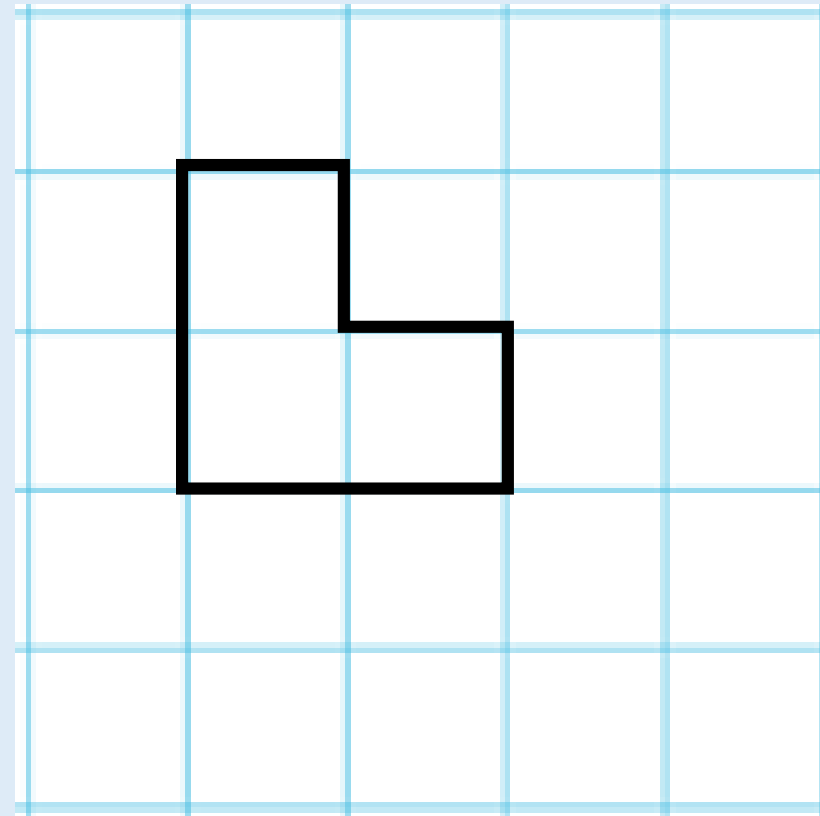
# Apply

Find  $\frac{1}{3}$  of the  
shape.



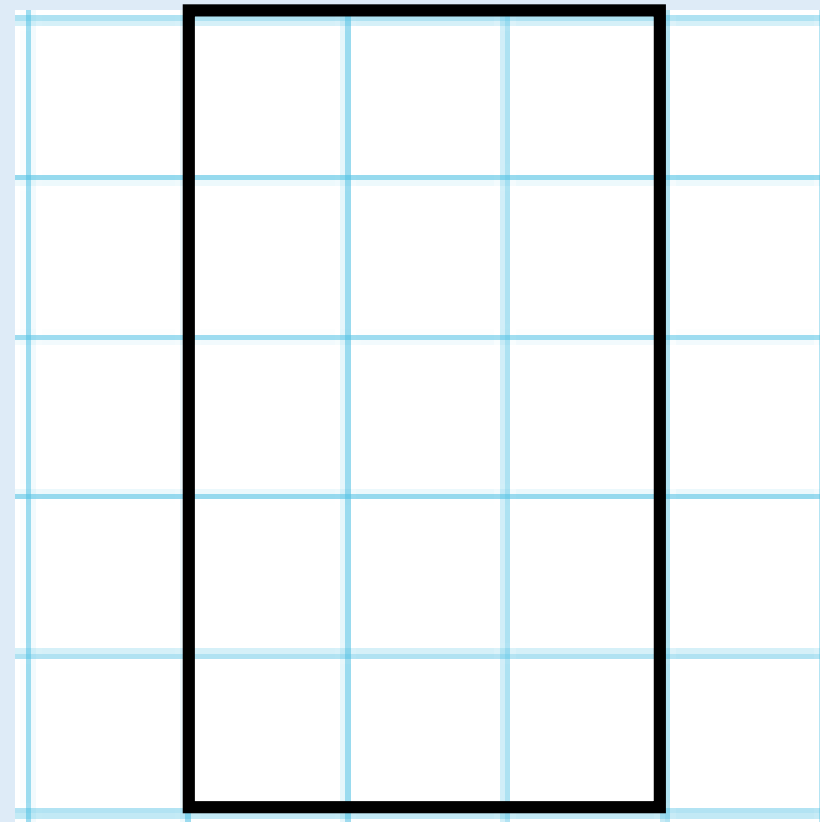
# Apply

Find  $\frac{1}{3}$  of the  
shape.



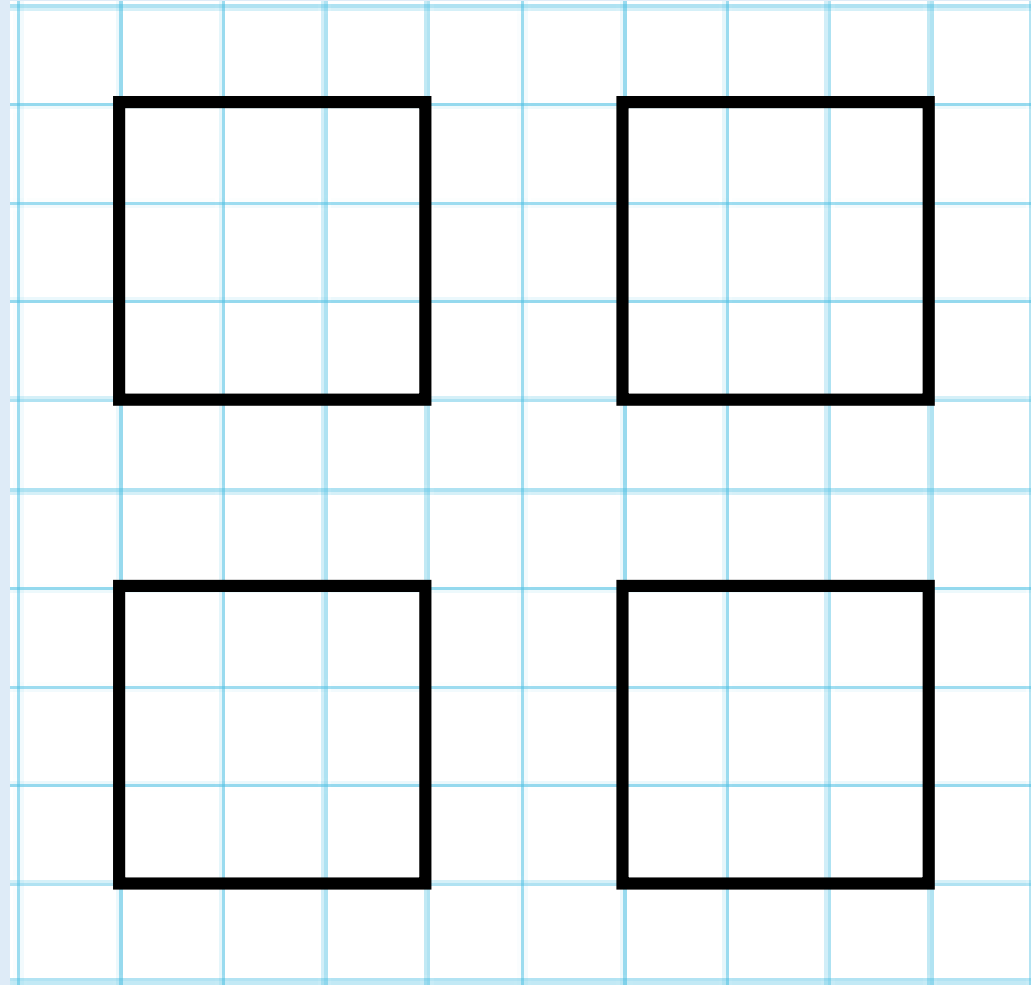
# Apply

Find  $\frac{1}{3}$  of the  
shape.



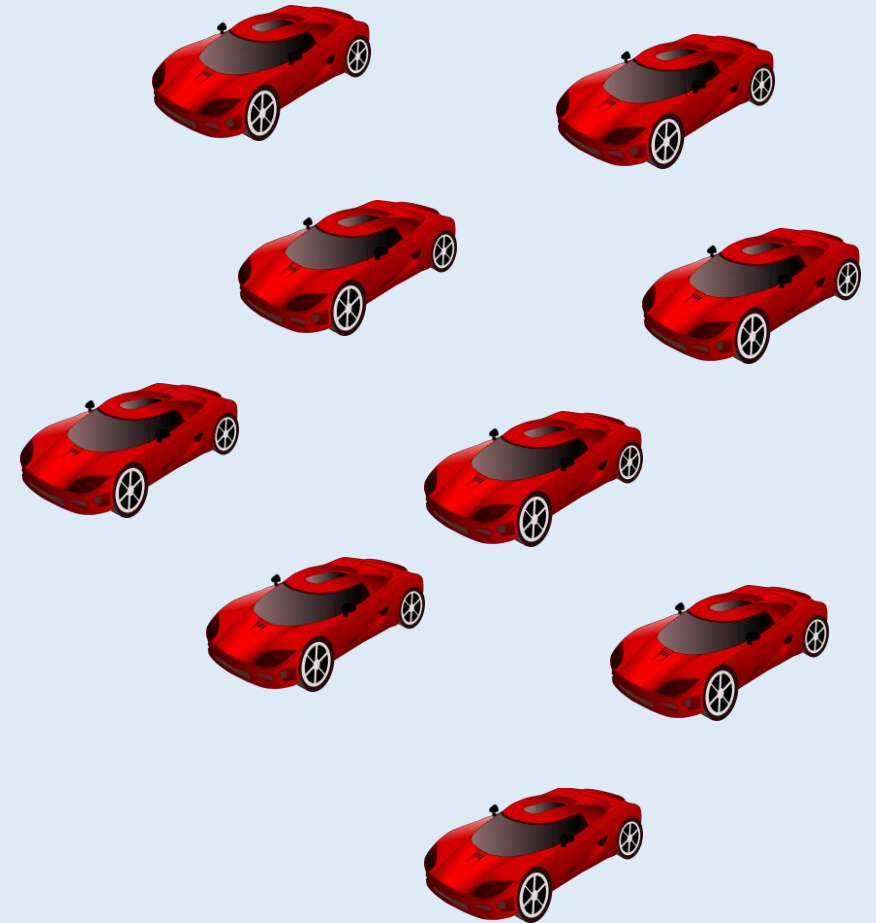
# Apply

How many  
ways can  
you find  $\frac{1}{3}$  of  
this shape?



# Model

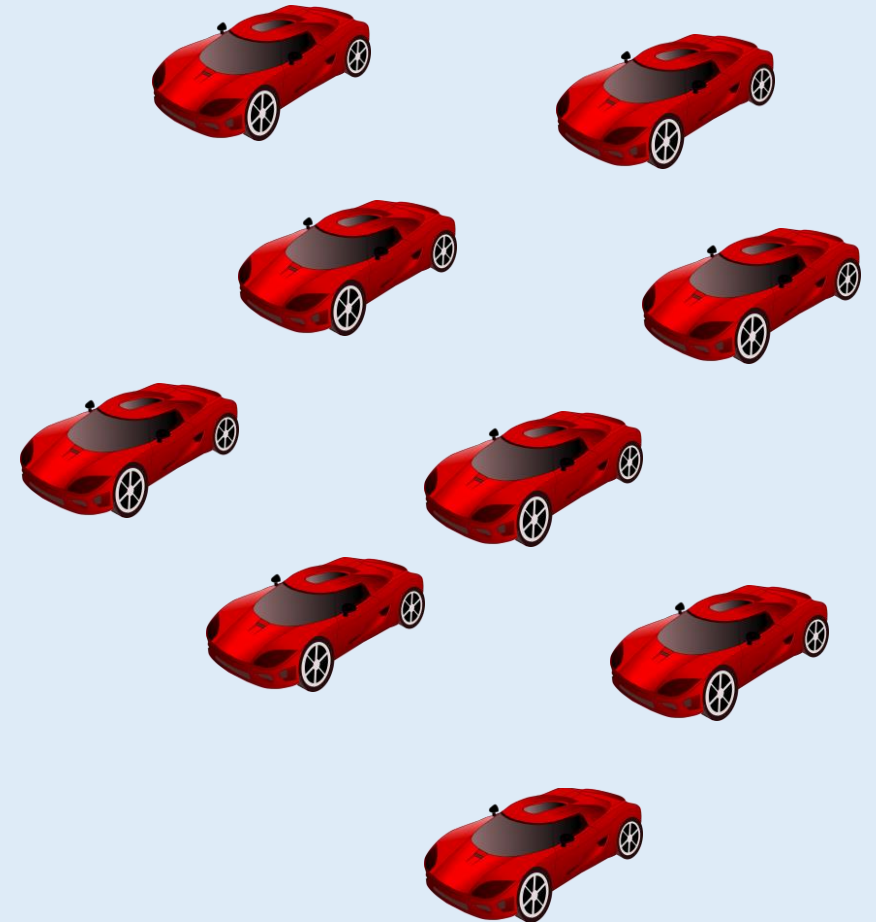
If we are finding  $\frac{1}{3}$  of a set of objects, we divide the **whole** set of objects into **three equal parts**. Each part is called **one third**.





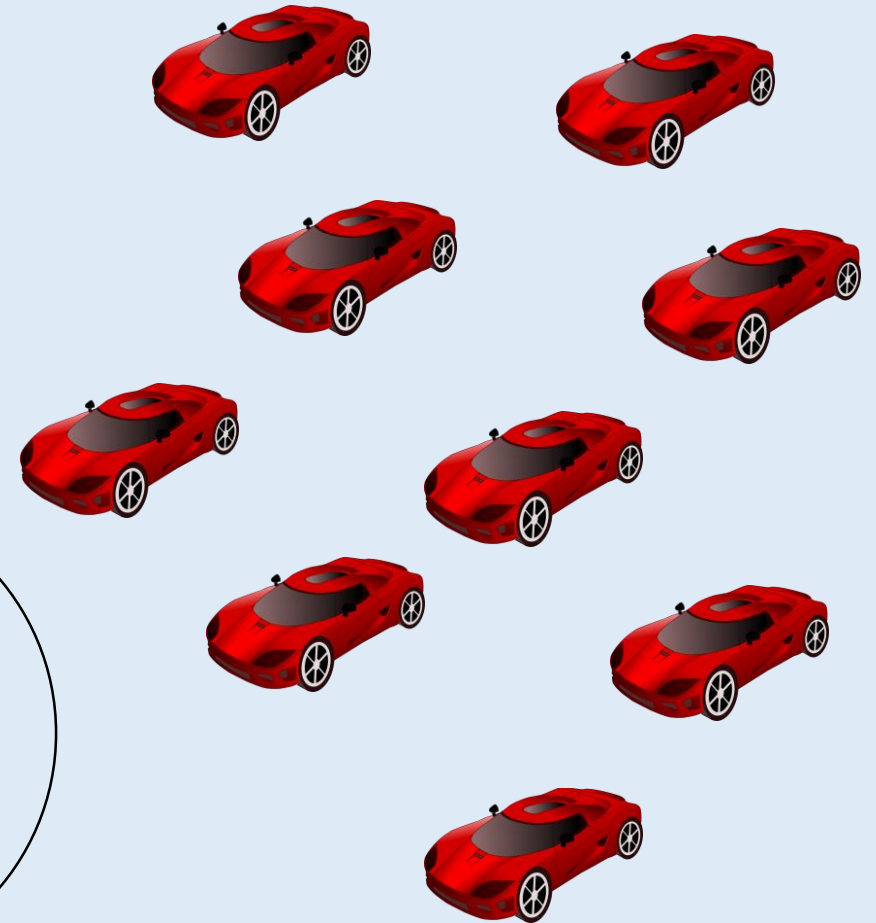
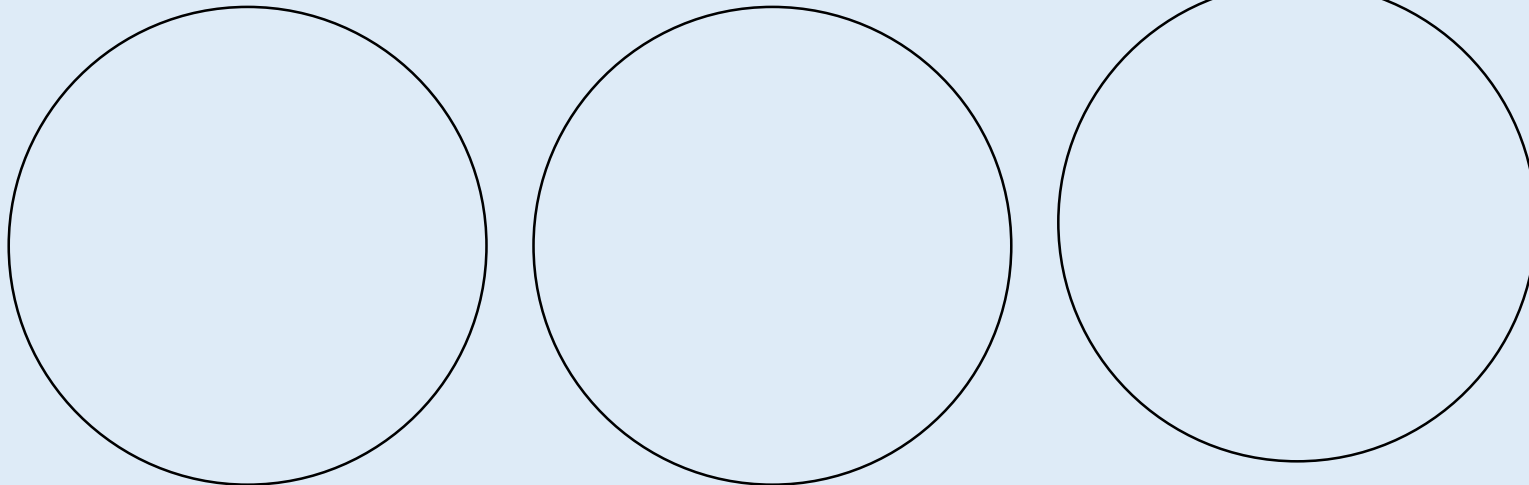
# Model

Here, we need to share these toy cars into **three equal parts.**



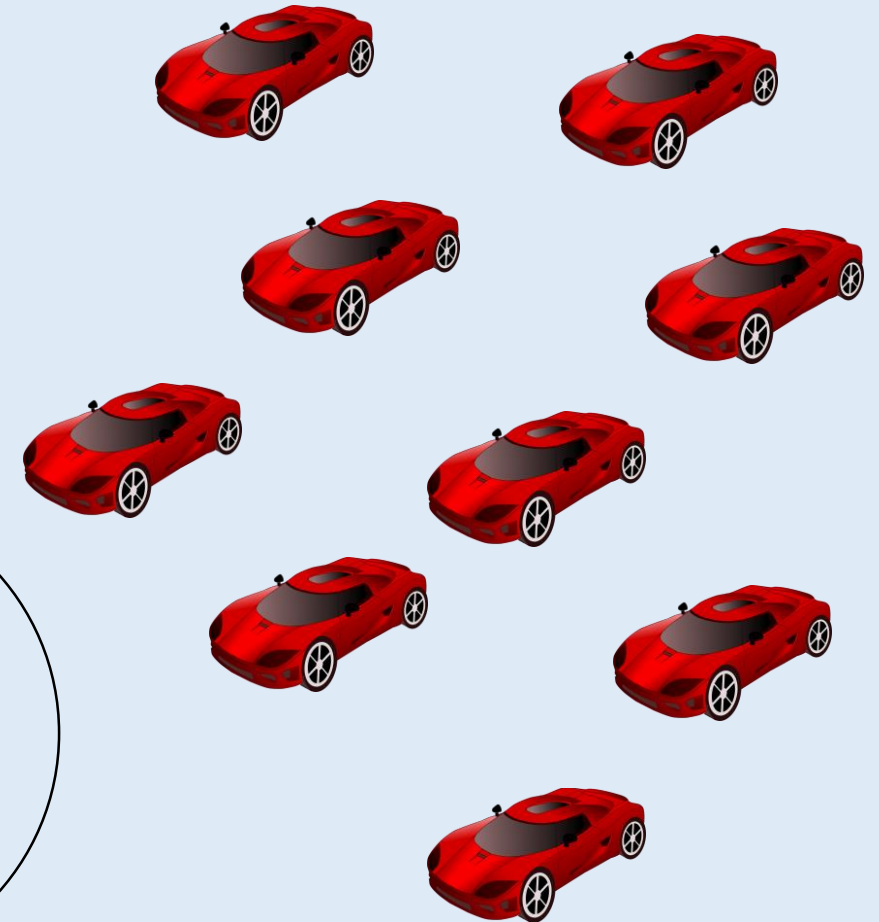
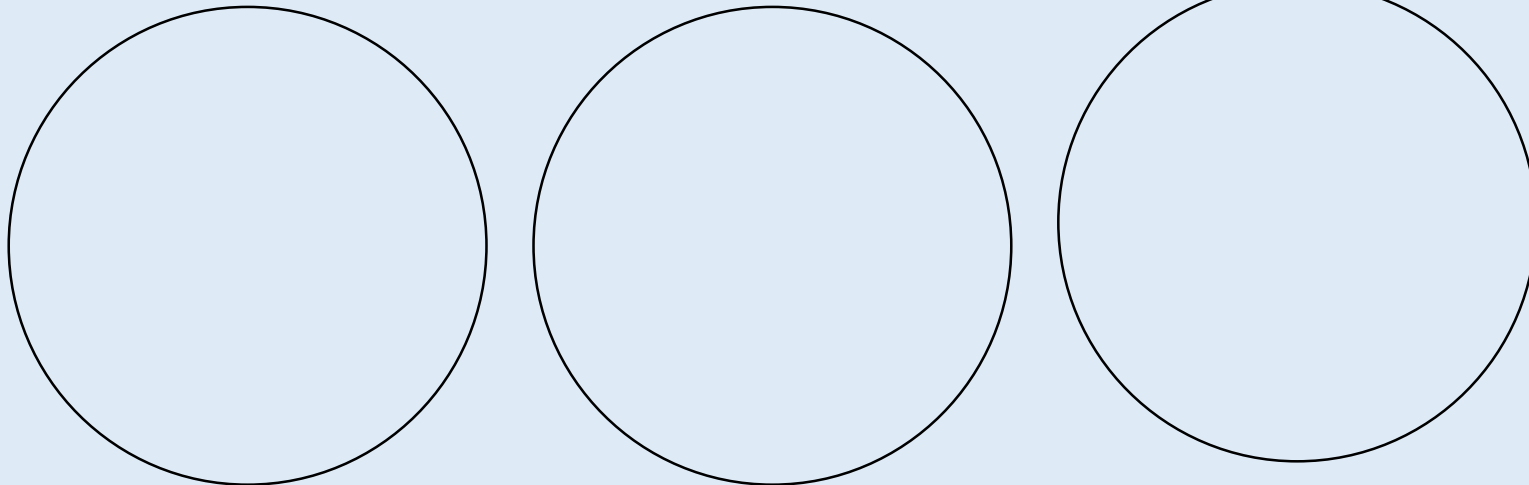
# Model

First, I draw **three** circles.  
These could be three piles  
on the table if I have the  
objects in front of me.



# Model

Then, I share the objects  
**equally** between the **three**  
**parts** to find **thirds**.

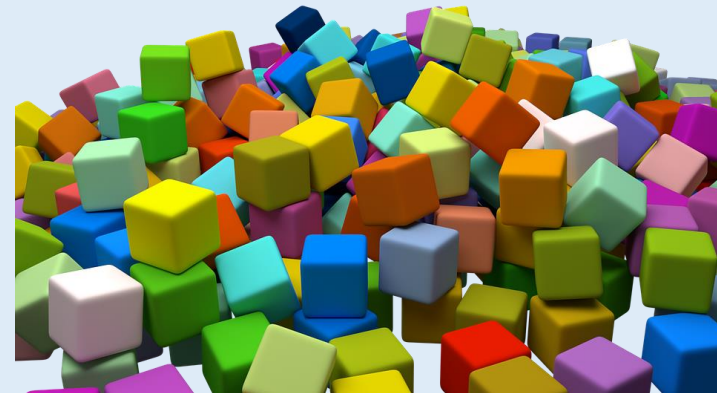


# Apply

Provide children with several groups of objects (divisible by 3) from around the classroom and ask them to find one third of each set.

Find  $\frac{1}{3}$  of each set of objects.

Make sure each of your **three parts are equal.**



# Apply and Evaluate

Discuss how you would find  $\frac{1}{3}$  of these different wholes.

Is this a difficult task for any of these examples?  
Explain why.

