

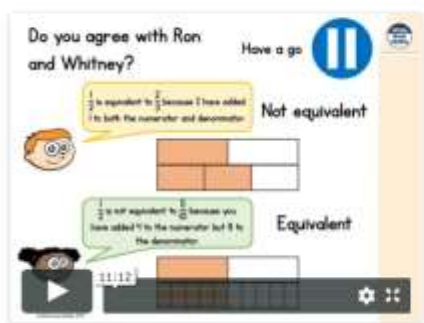
Summer term week 4 w/b 11th May 2020

<https://whiterosemaths.com/homelearning/year-3/>

Equivalent fractions is new learning so I have only included the 3 lessons. However if you wish to the remaining lessons (comparing and ordering fractions) then please do. (I will add those into the following weeks work though).

Click on week 2; lesson 5

Lesson 5 - Equivalent fractions (1)



Do you agree with Ron and Whitney?

Have a go

1/2 is equivalent to 2/4 because I have added 1 to both the numerator and denominator.

Not equivalent

1/2 is not equivalent to 3/4 because you have added 1 to the numerator but 2 to the denominator.

Equivalent

11:12

Get the Activity

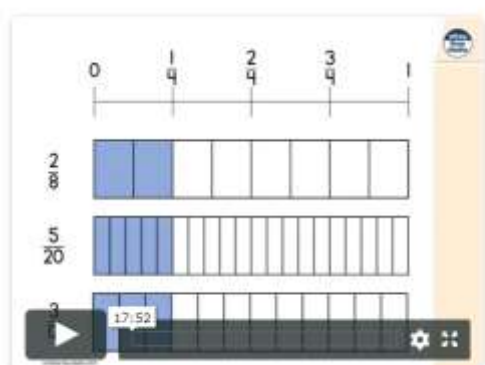
Lesson 5 - Y3 Summer Block 1 WD1 Equivalent fractions (1) 2020

Get the Answers

Y3 Summer Block 1 ANS1 Equivalent fractions (1) 2020

Then week beginning 20th April;

Lesson 1 - Equivalent fractions (2)



0 1/4 2/4 3/4 1

2/8

5/20

3/6

17:52


Get the Activity

Lesson 1 - Y3 Summer Block 1 WD2 Equivalent fractions (2) 2020

Get the Answers

Lesson 1 - Y3 Summer Block 1 ANS2 Equivalent fractions (2) 2020

Lesson 2 - Equivalent fractions (3)



Equivalent fractions (3)

How many quarters are equivalent to one half?

06:32

Get the Activity

Lesson 2 - Y3 Summer Block 1 WD3 Equivalent fractions (3) 2020

Get the Answers

Lesson 2 - Y3 Summer Block 1 ANS3 Equivalent fractions (3) 2020

Lesson 1 activity: equivalent fractions (1)

1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.

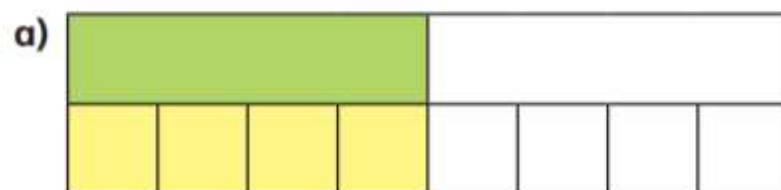


b) Shade $\frac{2}{4}$ of the bar model.

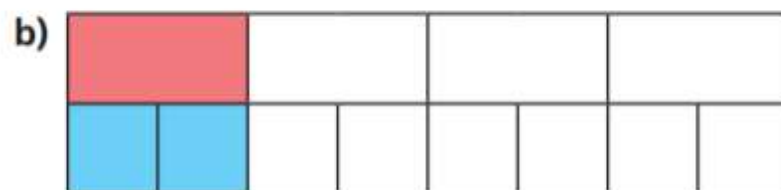


What do you notice?

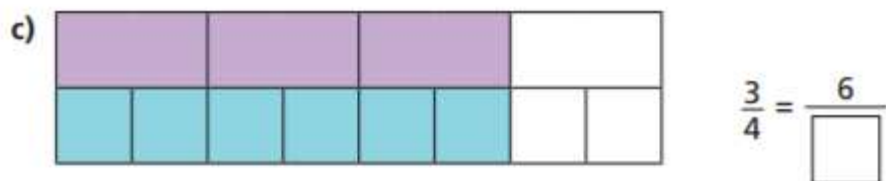
2 Complete the equivalent fractions.



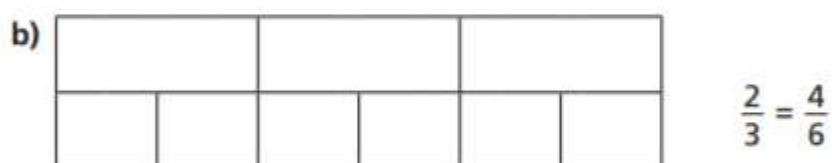
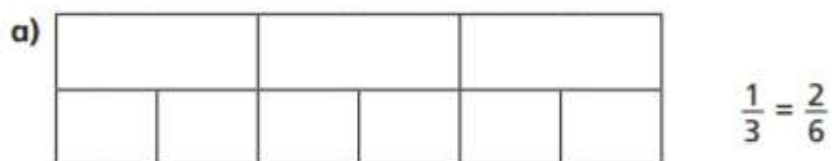
$$\frac{1}{2} = \frac{\boxed{}}{8}$$



$$\frac{1}{4} = \frac{2}{\boxed{}}$$



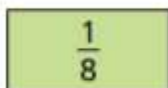
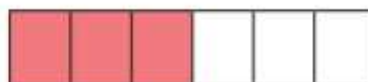
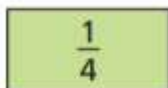
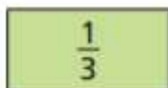
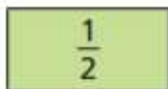
3 Shade the bar models to represent the equivalent fractions.



Can you find any more equivalent fractions using the bar models?

4

Match each bar model to its equivalent fraction.



5

Shade the bar models to complete the equivalent fractions.

a)



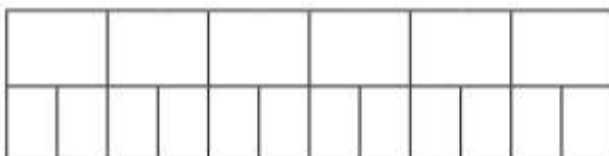
$$\frac{1}{2} = \frac{\boxed{}}{12}$$

b)



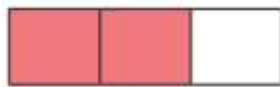
$$\frac{1}{3} = \frac{\boxed{}}{12}$$

c)

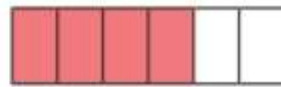


$$\frac{1}{6} = \frac{\boxed{}}{12}$$

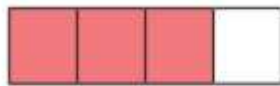
- 6 The bar models represent fractions.



A



C



B



D

Which is the odd one out? _____

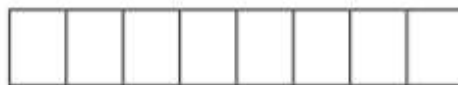
Why do you think this?

- 7 This bar model represents $\frac{3}{4}$



Tick the bar models that can be used to show a fraction that is equivalent to $\frac{3}{4}$

Shade the bar models to support your answers.

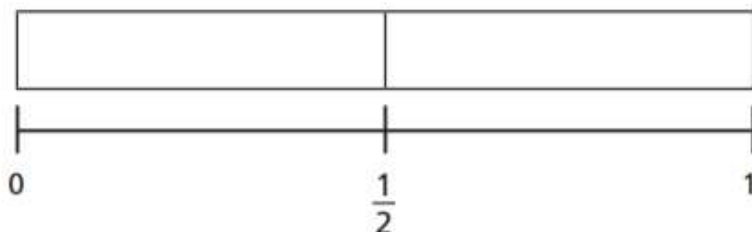
☐☐☐

Lesson 2 activity: equivalent fractions (2)

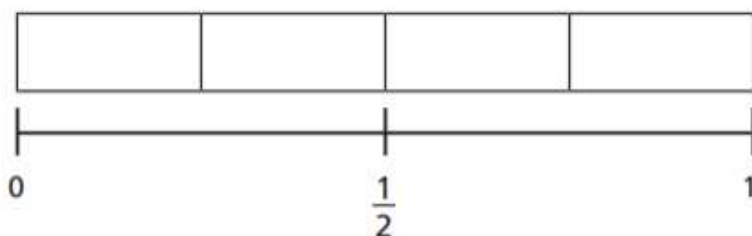


Shade the bar models to represent the fractions.

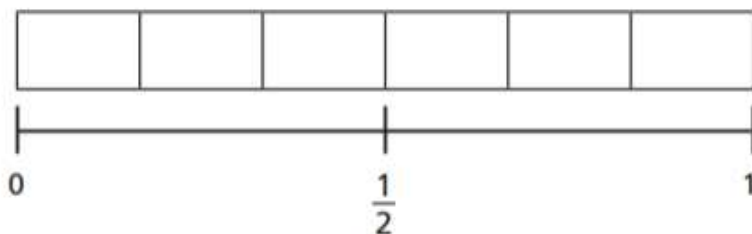
a) Shade $\frac{1}{2}$ of the bar model.



b) Shade $\frac{2}{4}$ of the bar model.



c) Shade $\frac{3}{6}$ of the bar model.

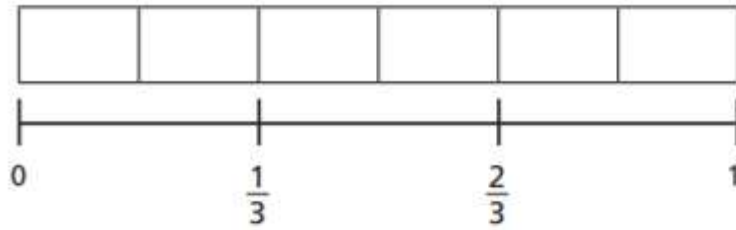


d) What do you notice?

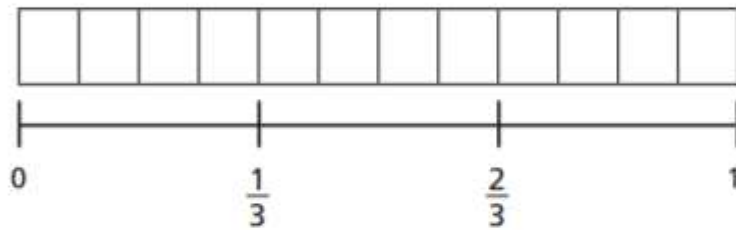
e) Write another fraction that is equivalent to $\frac{1}{2}$

- 2 Shade $\frac{2}{3}$ of each bar model.

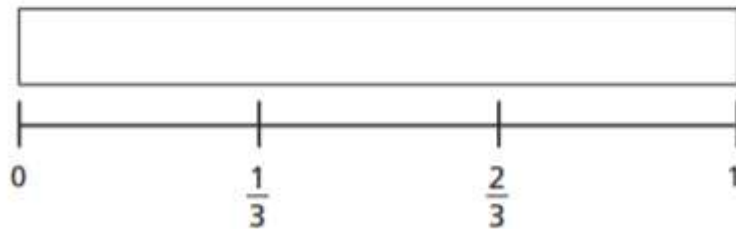
a)



b)



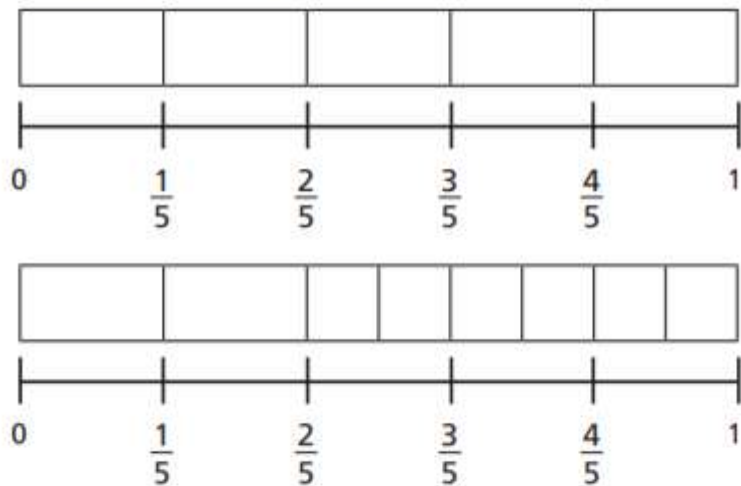
c)



- d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$$

- 3 Mo is finding equivalent fractions.



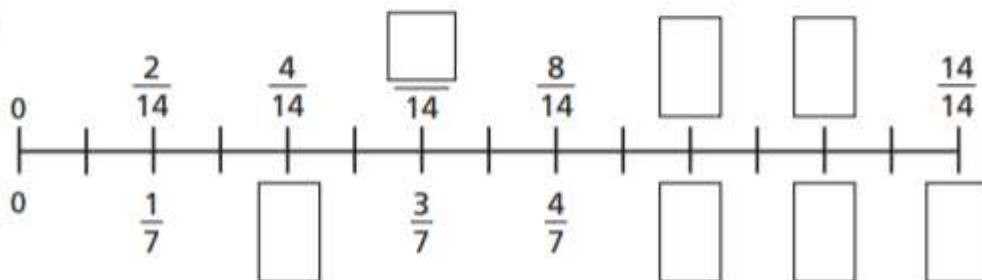
$\frac{6}{8}$ is equivalent to $\frac{4}{5}$

Do you agree with Mo? _____

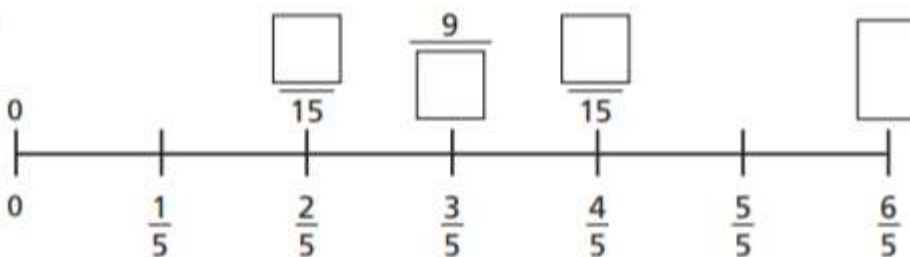
Explain your answer.

- 4 Find the missing numbers.

a)

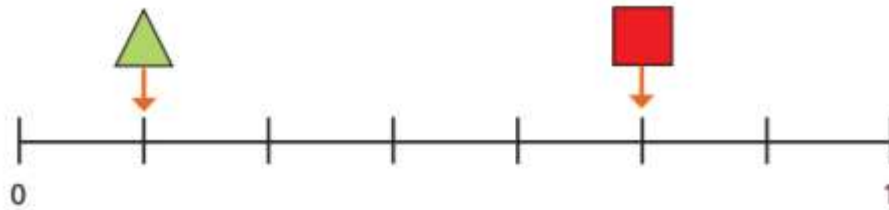


b)



5

Here is a number line.



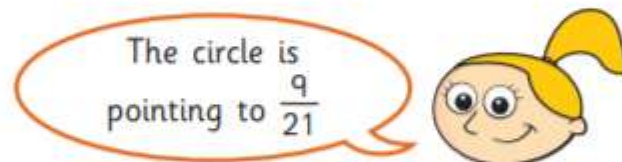
a) What fraction is each shape pointing to?

$$\triangle = \boxed{} \quad \square = \boxed{}$$

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

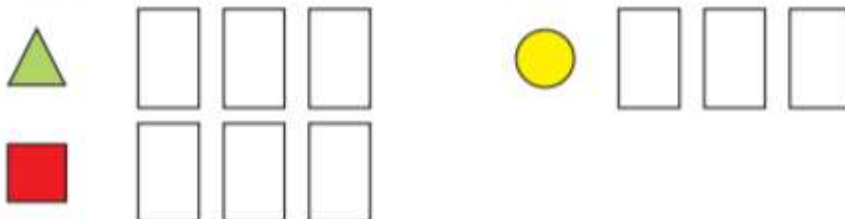
c)



Do you agree with Eva? _____

Show how you worked this out.


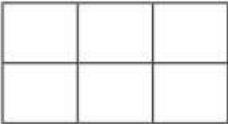
d) Write three equivalent fractions for each shape.






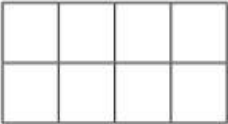
Lesson 3 activity: equivalent fractions (3)

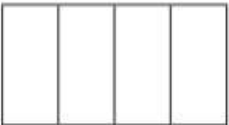
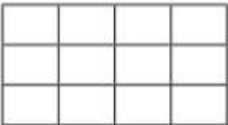


Shade the shapes to help you complete the equivalent fractions.

a)   $\frac{1}{3} = \frac{\boxed{}}{\boxed{}}$

b)   $\frac{1}{2} = \frac{\boxed{}}{\boxed{}}$

c)   $\frac{3}{4} = \frac{\boxed{}}{\boxed{}}$

d)   $\frac{3}{4} = \frac{\boxed{}}{\boxed{}}$

2

Use the fraction wall to complete the equivalent fractions.



$$\text{a) } \frac{1}{3} = \frac{\boxed{}}{6}$$

$$\text{d) } \frac{2}{3} = \frac{6}{\boxed{}}$$

$$\text{b) } \frac{1}{3} = \frac{\boxed{}}{9}$$

$$\text{e) } \frac{4}{6} = \frac{6}{\boxed{}}$$

$$\text{c) } \frac{2}{3} = \frac{4}{\boxed{}}$$

$$\text{f) } \frac{1}{3} = \frac{\boxed{}}{6} = \frac{\boxed{}}{9}$$

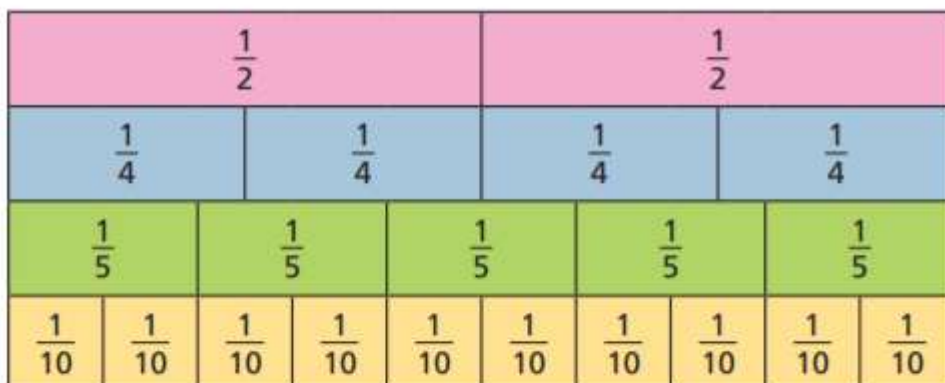
3

Draw a picture to show that one quarter is equivalent to two eighths.



4

Use the fraction wall to decide whether the fractions are equivalent or not.

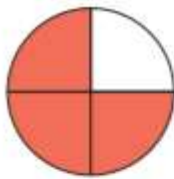


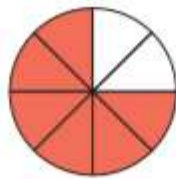
Complete the sentences using **is** or **is not**.

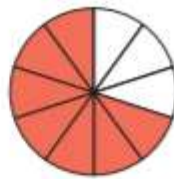
- a) $\frac{1}{2}$ _____ equivalent to $\frac{2}{4}$
- b) $\frac{1}{4}$ _____ equivalent to $\frac{2}{10}$
- c) $\frac{1}{2}$ _____ equivalent to $\frac{5}{10}$
- d) $\frac{3}{10}$ _____ equivalent to $\frac{2}{5}$
- e) $\frac{4}{5}$ _____ equivalent to $\frac{8}{10}$
- f) $\frac{3}{4}$ _____ equivalent to $\frac{4}{5}$

5

a) What fraction of each shape is shaded?









b) Use the fractions in part a) to complete the sentences.

 is equivalent to
 is equivalent to
 is not equivalent to
 is not equivalent to

Compare answers with a partner.

6

The bar model represents $\frac{1}{2}$ 

Write as many equivalent fractions as you can.

