Fractions Home Information Sheet

First Level (c)

Having explored fractions by taking part impractical activities, I can show my understanding of:

- *how a single item can be shared equally*
- *the notation and vocabulary associated with fractions*
- *where simple fractions lie on the number line.* *MNU 1-07a*

Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent.
MNU 1-07c

Over the next few weeks we are going to be learning to use ½, 1/3, ¼, 1/5 and 1/10:

- Experience splitting items into a number of equal parts and associate this action with the language of fractions.
- Understand what simple notation means, e.g a half is 1 part out of 5 equal parts and is written as 1/5.
- Develop an awareness of the relationship between simple fractions and whole numbers.
- Use the language of fractions in describing and comparing things, e.g. I have eaten about one tenth of my bar of chocolate but you have eaten half of yours.
- Use materials and diagrams to represent fractions where the whole is an object, eg. Fold a strip of paper in 10 equal parts and shade 6.
- Understand that fractions are relative to particular wholes.
- Locate and place common fractions on a graduated number line.
- Use my knowledge to of 'whole' to estimate the position of fractions on an empty number line.
- Use vocabulary associated with fractions e.g. equal parts, fraction, half of, quarter of, numerator, denominator
- Through practical enquiry, find equivalent fractions.
- Describe and record simple equivalences orally and in writing.
- Demonstrate how different fractions can be equivalent by identifying patterns.
- Use simple equivalences to compare and order fractions, e.g. ½ = 2/4 so 3/4 must be bigger than a half

Here are some ideas of how you can help me at home!

Mind Map - Ask your child to draw a mind map to show what they know about fifths. Encourage them to include different representations of fifths, number lines, notation, fifths of numbers, real life examples (one fifth of a pound is 20p). The mind maps can be sent into class for a display.

Shapes shading *squared paper***-** Ask your child to draw different shapes made from 5

squares onto squared paper. They shade parts of each shape and write statements about what fraction of each shape is each colour, e.g. 3/5 of this shape is red. You can then ask them to make shape from 10 squares and make the link between tenths and fifths.

Number lines (1/10) *squared paper* - Give your child squared paper and help them to draw a 0-2 number line, marked in tenths, (i.e. with 20 intervals). They play the following game with another person. Each places a coin on 0 to start. They take turns to toss a third coin. If it lands heads up, move their coin 1/10 along the line and say aloud the number landed on, e.g one tenths, one and two tenths. If the coin lands tails up, they can move on 2/10. The winner is the first player to reach or move beyond 2.

Chocolate puzzles – Tell your child that four chocolate bars are made of ten chunks. Ask them to work out how many chunks each person will get if all the chunks are shared equally between: two people, four people, five people, eight people, 10 people. Encourage your child to draw diagrams to help them explore these puzzles.

Here are some websites that you may find useful to use with me!

Melvins make maths - http://pbskids.org/cyberchase/math-games/melvins-make-match/

Fractotron - http://www.amblesideprimary.com/ambleweb/mentalmaths/fractotron.html

Maths splat - http://fen.com/studentactivities/MathSplat/mathsplat.htm

Equivalent fractions - http://www.freewebs.com/weddell/equivalent.swf