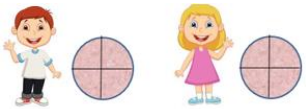
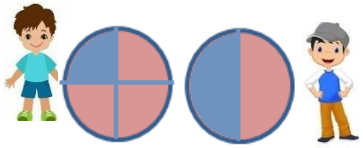
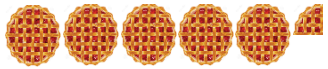
Year 2 maths – Summer 2 Week beginning: 1.6.20

Theme	Fractions Lesson 6 (of 15) Making equal fractions	Fractions Lesson 7 (of 15) Comparing and ordering fractions	Fractions Lesson 8 (of 15) Comparing and ordering fractions	Fractions Lesson 9 (of 15) Counting in halves	Fractions Lesson 10 (of 15) Counting in quarters
Factual fluency (to aid fluency)	**Convert digits to words** **(Complete 10 questions)**	**Convert words to digits** **(Complete 10 questions)**	**Write an addition number sentence based on the picture** **(Complete 10 questions)**	**Write a subtraction number sentence based on the picture** **(Complete 10 questions)**	**Which sign makes the number sentence true?** **(Complete 10 questions)**
Problem/ activity of the day **Remember, just like in class, you can still show the depth of your knowledge** LINK	**(Lesson 1 resources below)** **MAKING LINKS:** Last week, you learnt to identify equal parts, including halves, quarters and thirds. **THINK: (support below)** Can you help me solve this problem? Adam and Layla order 2 pizzas of the same size. Layla eats 3 equal pieces of her pizza. Adam eats 4 equal pieces of his pizza. They eat the same amount of pizza. Is this possible?  **SEE: (model below)** Watch this video to see if it's possible that Adam and Layla ate the same amount of pizza. **DO:** Now try to solve the problems below.	**(Lesson 2 resources below)** **MAKING LINKS:** Yesterday you learnt to make equal fractions. **THINK: (support below)** Can you help me solve this problem? Minnie and Milo each have a cake of the same size. They each cut their cake into 4 equal pieces. Minnie eats 2 pieces. Milo eats 3 pieces. Who eats more cake?  **SEE: (model below)** Watch this video to see who eats more cake. **DO:** Now try to solve the problems below.	**(Lesson 3 resources below)** **MAKING LINKS:** Yesterday you learnt to compare and order fractions. **THINK:(support below)** Can you help me solve this problem? Dominic and Maeson each have a cake. They are the same size. Maeson eats half ($\frac{1}{2}$) of his cake. Dominic eats one quarter ($\frac{1}{4}$). Who has eaten more of their cake?  **SEE: (model below)** Watch this video to see who eats more of their cake. **DO:** Now try to solve the problems below. You could use this fraction wall to help you complete question 2b.	**(Lesson 4 resources below)** **MAKING LINKS:** Yesterday you learnt to compare and order fractions. **THINK:(support below)** Ibrahima buys some straws for his art project. Annie thinks that Ibrahima has bought less than 5 straws. Mr Millington thinks he has bought 5 straws. Who is correct?  **SEE: (model below)** Watch this video to see who is correct. You will also see what halves look like on a number line. **DO:** Now try to solve the problems below.	**(Lesson 5 resources below)** **MAKING LINKS:** Yesterday you learnt to count in halves. **THINK:(support below)** Can you help me with this problem? My friend said there are 5 pies and a bit more. Is this correct?  **SEE: (model below)** Watch this video to see if my friend is correct. You will also see what quarters look like on a number line. **DO:** Now try to solve the problems below.
Methods, tips, clues & checks	**Day 1 resources and answers (below)**	**Day 2 resources and answers (below)**	**Day 3 resources and answers (below)**	**Day 4 resources and answers (below)**	**Day 5 resources and answers (below)**

See below for resources to support you to THINK-SEE-DO

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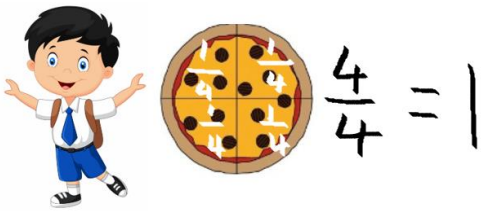
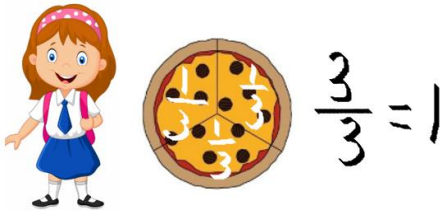
DAY 1 RESOURCES:

THINK: Can you help me solve this problem? Adam and Layla order 2 pizzas of the same size. Layla eats 3 equal pieces of her pizza. Adam eats 4 equal pieces of his pizza. They eat the same amount of pizza. Is this possible?

SEE: Optional video link.

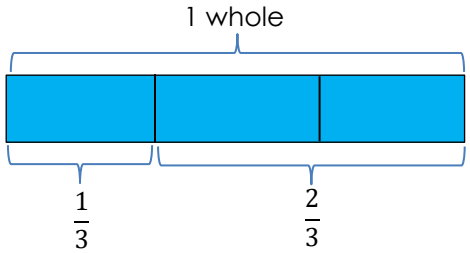


Adam's pizza is divided into 4 equal pieces. Each part is called $\frac{1}{4}$ or one fourth. If Adam ate 4 equal pieces then he ate $\frac{4}{4}$ or four fourths which is the same as 1 whole.



Layla's pizza is divided into 3 equal pieces. Each part is called $\frac{1}{3}$. If Layla ate 3 equal pieces then she ate $\frac{3}{3}$ which is the same as 1 whole.

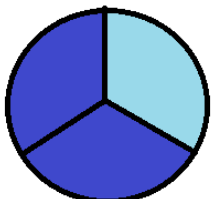
Adam and Layla ate the same amount!



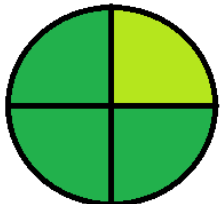
We can also represent fractions using rectangles. Let's say this rectangle represents a chocolate bar. If one friend had $\frac{1}{3}$ of the chocolate bar and another friend had $\frac{2}{3}$ then the whole chocolate bar has been eaten. $\frac{1}{3}$ and $\frac{2}{3}$ make 1 whole.

DO:

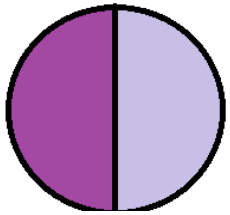
1) What are the missing fractions?



a) $\frac{2}{3}$ and ____ make 1 whole.



b) $\frac{3}{4}$ and ____ make 1 whole.



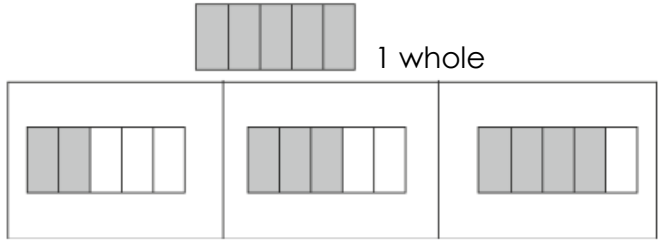
c) $\frac{1}{2}$ and ____ make 1 whole.

d) $\frac{2}{4}$ and _____ make 1 whole.

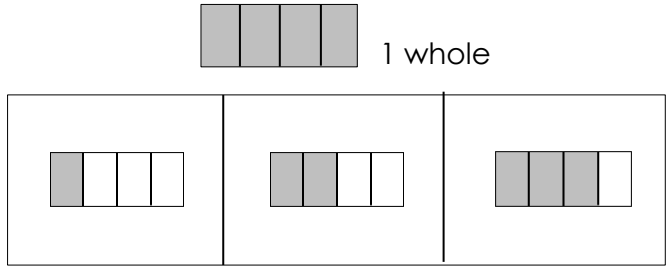
e) _____ and $\frac{2}{3}$ make 1 whole.

2) Circle the two fractions that add together to make 1 whole.

1)

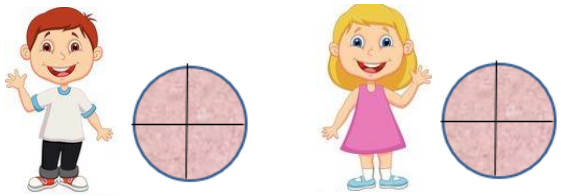


2)

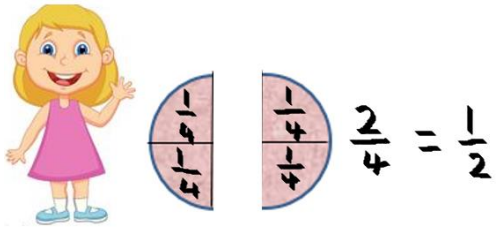


DAY 2 RESOURCES:

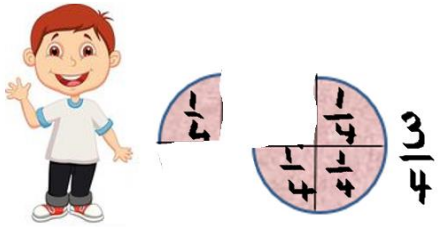
THINK: Can you help me solve this problem? Minnie and Milo each have a cake of the same size. They each cut their cake into 4 equal pieces. Minnie eats 2 pieces. Milo eats 3 pieces. Who eats more cake?



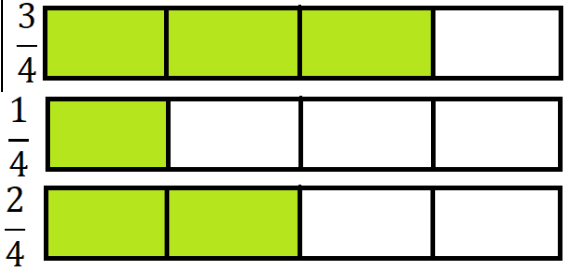
SEE: Optional video link.



Minnie's cake was divided into 4 equal pieces. Minnie ate two pieces. Minnie ate $\frac{2}{4}$ of the cake. We can see that $\frac{2}{4}$ is also equal to $\frac{1}{2}$ of the cake.



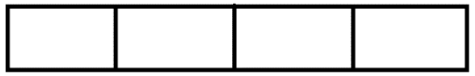
Milo's cake was also divided into 4 equal pieces. Milo ate three pieces. Milo ate $\frac{3}{4}$ of the cake. We can see that $\frac{3}{4}$ is more than $\frac{2}{4}$ so Milo ate more cake.

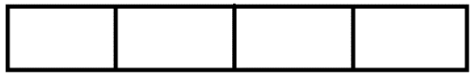


If we were to arrange these three fractions in order from smallest to largest we know that $\frac{1}{4}$ is the smallest.

The order would be:
$\frac{1}{4}, \frac{2}{4}, \frac{3}{4}$

DO: 1) Colour the parts to show each fraction. Then fill in the blanks.

a. $\frac{1}{4}$ 

b. $\frac{3}{4}$ 

____ is greater than _____.

_____ is less than _____.

2) 

_____ is greater than _____.

_____ is less than _____.

3) Arrange the fractions in order. Start with the smallest:

$\frac{5}{7}$ $\frac{1}{7}$ $\frac{3}{7}$

Smallest: ____ , ____ , ____ greatest

4) Arrange the fractions in order. Start with the greatest:

$\frac{3}{8}$ $\frac{6}{8}$ $\frac{1}{8}$

Greatest: ____ , ____ , ____ smallest

DAY 3 RESOURCES:

THINK: Can you help me solve this problem? Dominic and Maeson each have a cake. They are the same size. Maeson eats half ($\frac{1}{2}$) of his cake. Dominic eats one quarter ($\frac{1}{4}$). Who has eaten more of their cake?




Dominic ate one quarter $\frac{1}{4}$ Maeson ate one half $\frac{1}{2}$

SEE: Optional video link.

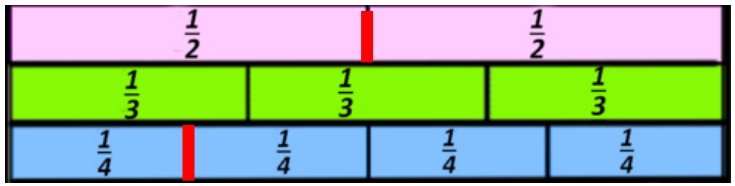
We know that one half $\frac{1}{2}$ is greater than one quarter $\frac{1}{4}$.


$\frac{1}{4}$


$\frac{1}{2}$

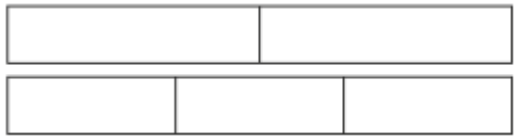
We can see from the above pictures that Dominic has eaten one quarter of his cake and Maeson has eaten one half of his. So Dominic has more of his cake left. If we look at the denominators, we know that Dominic has cut his cake into 4. Maeson has cut his cake into 2. So, Maeson's one half ($\frac{1}{2}$) is a bigger slice than Dominic's one quarter ($\frac{1}{4}$).

If you look at this part of a fraction wall below you can also see that $\frac{1}{2}$ is greater than $\frac{1}{4}$.



DO:

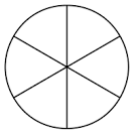
1a) Colour in the parts to show each fraction. Then fill in the blanks



_____ is greater than _____

_____ is less than _____

1b)

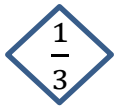

$\frac{2}{6}$

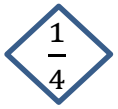

$\frac{2}{3}$

_____ is greater than_____.

_____is less than_____.

2a) Arrange the fractions in order. Start with the smallest.

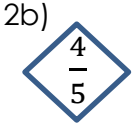

$\frac{1}{3}$

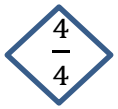

$\frac{1}{4}$


$\frac{1}{5}$

smallest:__ ____, _____, _____ greatest

2b)


$\frac{4}{5}$


$\frac{4}{4}$

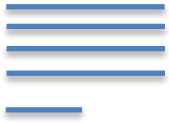

$\frac{4}{6}$

smallest:_____, _____, _____ greatest

DAY 4 RESOURCES:

THINK:
Ibrahima buys some straws for his art project. Annie thinks that Ibrahima has bought less than 5 straws. Mr Millington thinks he has bought 5 straws. Who is correct?

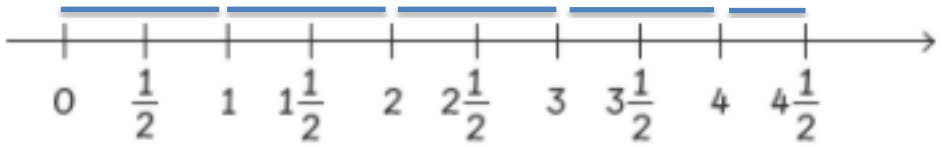
SEE:
Watch this video to see who was correct.



We can count the straws and see that there are 4 full length straws and one that is half the length of the others. So we call this 4 and a half.

Annie is correct because Ibrahima only has 4 whole straws and one half straw. So, he actually has less than 5 whole straws. In total Ibrahima has $4\frac{1}{2}$. We say this as 4 and a half.

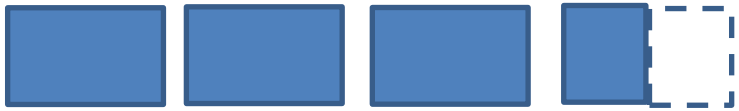
We can also use a number line to help us count in halves. We can see the straws on the number line here. We have started from 0 and are counting up in halves.



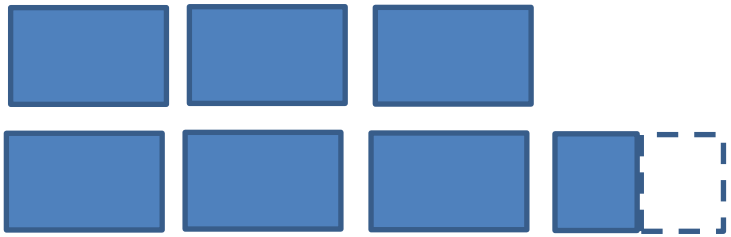
DO: How many pieces are there? Remember to count the wholes and the halves!

a)

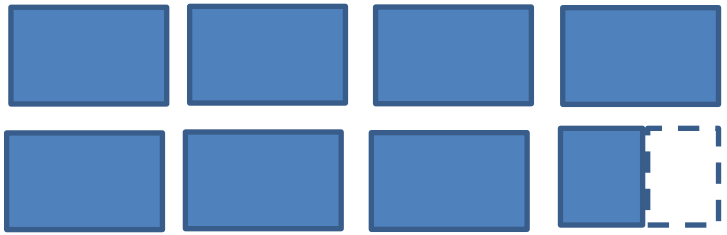
b)



c)



d)



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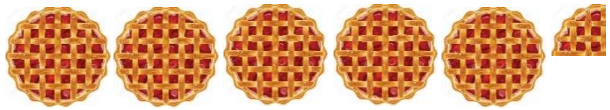
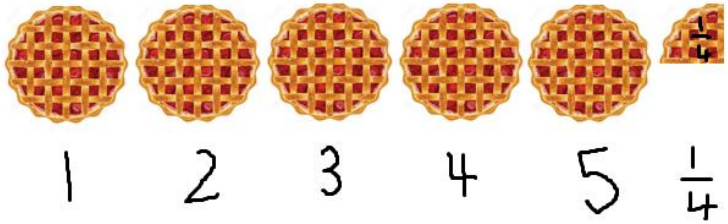
DAY 5 RESOURCES:

THINK: Can you help me with this problem? My friend said there are 5 pies and a bit more. Is this correct?

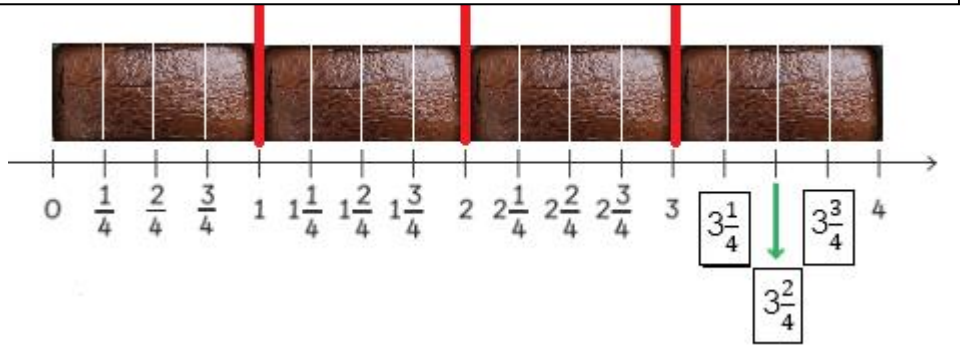


SEE: Optional video link.



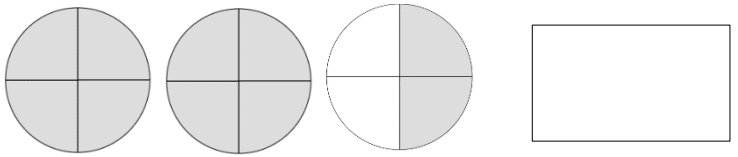
My friend is not correct as they have not been specific enough! We can use our fraction knowledge to identify what the 'bit' actually stands for. We have 5 WHOLE pies and $\frac{1}{4}$. We would need $\frac{3}{4}$ more (look to the right) to make up the whole pie. So, my friend should have said that there are $5\frac{1}{4}$ pies.

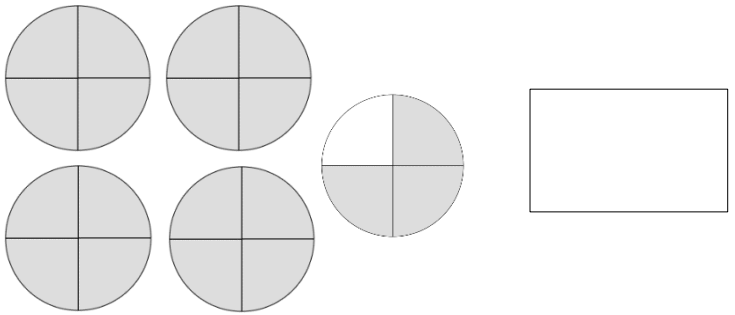
We could also use a number line to help us count in quarters. Here we have some brownies. You can see that we are counting up in quarters from 0. There are 4 whole brownies altogether.



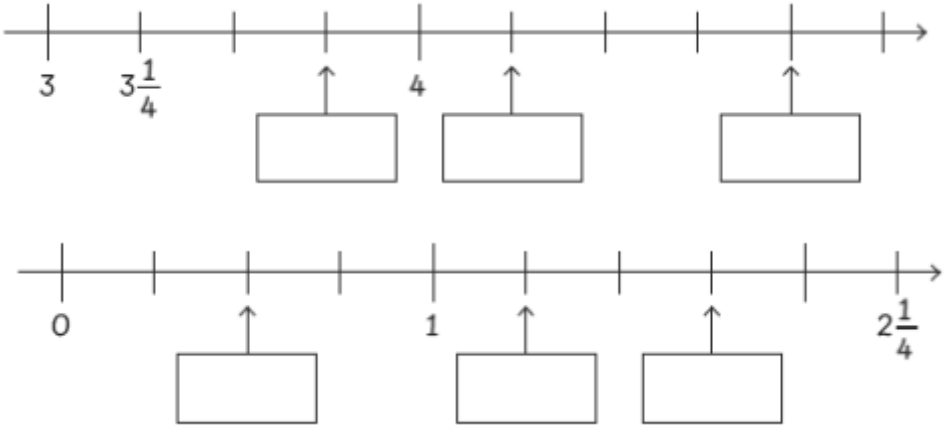
DO: How many pieces are there? Remember to count the wholes and the quarters!

1. 

2. 

3. 

4. Fill in the blanks on the number lines below.



ANSWERS:

Day 1:

DO:

1) What are the missing fractions?

a) $\frac{2}{3}$ and $\_\frac{1}{3}\_$ make 1 whole.

b) $\frac{3}{4}$ and $\_\frac{1}{4}\_$ make 1 whole.

c) $\frac{1}{2}$ and $\_\frac{1}{2}\_$ make 1 whole.

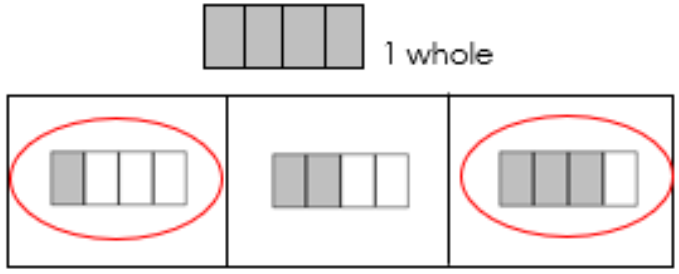
d) $\frac{2}{4}$ and $\_\frac{2}{4}\_$ make 1 whole.

e) $\_\frac{1}{3}\_$ and $\frac{2}{3}$ make 1 whole.

2) Circle the two fractions that make 1 whole.

1)

2)



Day 2:

DO: Colour the parts to show each fraction. Then fill in the blanks.

a. $\frac{1}{4}$

b. $\frac{3}{4}$

$\_\frac{3}{4}\_$ is greater than $\_\frac{1}{4}\_$.

$\_\frac{1}{4}\_$ is less than $\_\frac{3}{4}\_$.

2)

$\_\frac{3}{5}\_$ is greater than $\_\frac{2}{5}\_$.

$\_\frac{2}{5}\_$ is less than $\_\frac{3}{5}\_$.

3) Arrange the fractions in order. Start with the smallest:

Smallest: $\_\frac{1}{7}\_$, $\_\frac{3}{7}\_$, $\_\frac{5}{7}\_$ greatest

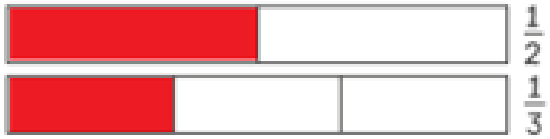
4) Arrange the fractions in order. Start with the greatest:

Greatest: $\_\frac{6}{8}\_$, $\_\frac{3}{8}\_$, $\_\frac{1}{8}\_$ smallest

Day 3:

DO:

1a) Colour in the parts to show each fraction. Then fill in the blanks



___1/2___ is greater than ___1/3___

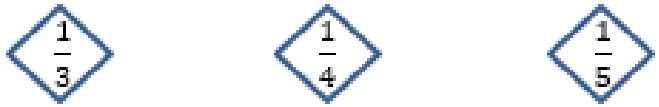
___1/3___ is less than ___1/2___

1b)

___2/3___ is greater than ___2/6___

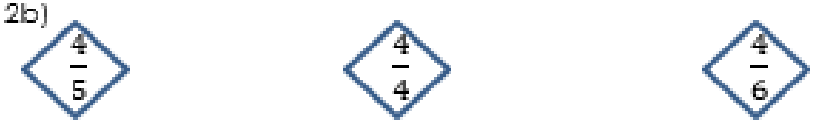
___2/6___ is less than ___2/3___

2a) Arrange the fractions in order. Start with the smallest.



smallest: ___1/5___, ___1/4___, ___1/3___ greatest

2b)



smallest: ___4/6___, ___4/5___, ___4/4___ greatest

Day 4:

DO:

How many pieces are there?

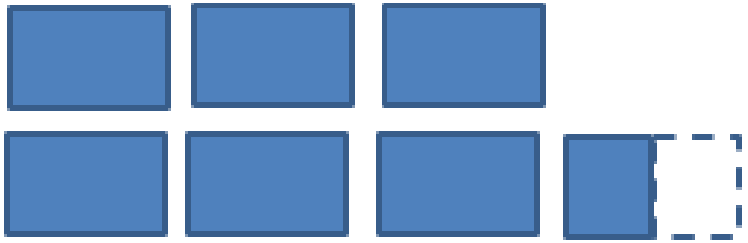
a)

$2\frac{1}{2}$

b)

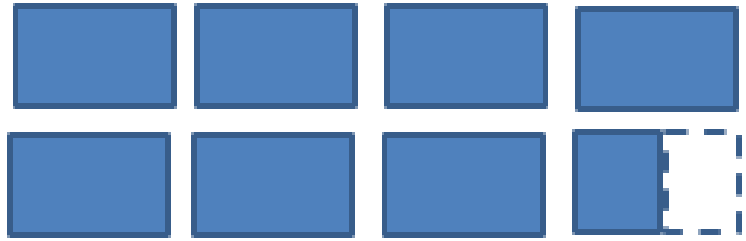
$3\frac{1}{2}$

c)



$6\frac{1}{2}$

d)



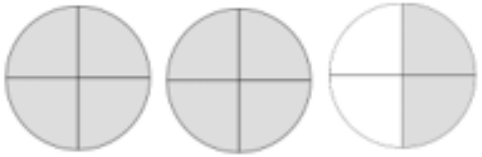
$7\frac{1}{2}$

Day 5:

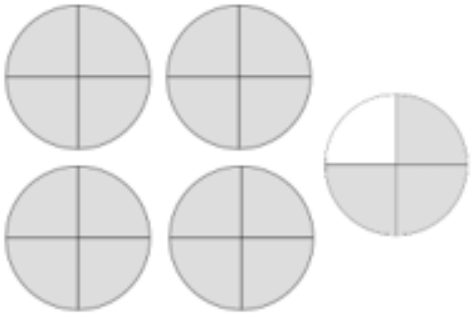
DO: How many pieces are there? Remember to count the wholes and the quarters!

1. 

$1\frac{1}{4}$

2. 

$2\frac{2}{4}$

3. 

$4\frac{3}{4}$

4. Fill in the blanks on the number lines below.