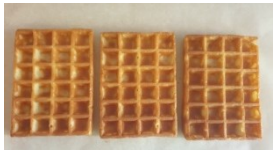
Year 2 maths – Summer 1 Week beginning: 18.5.20					
Theme	**Fractions Lesson 1 (of 15) Making equal parts**	**Fractions Lesson 2 (of 15) Showing half and quarter**	**Fractions Lesson 3 (of 15) Showing quarters**	**Fractions Lesson 4 (of 15) Showing thirds**	**Fractions Lesson 5 (of 15) Naming fractions**
Factual fluency (to aid fluency)	Column addition with no regrouping	Find the equal parts	Which shape matches the fraction?	What fraction does the shape show?	Halves, thirds and quarters
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:** In Year 1, you learnt about making halves and quarters. Not sure? Watch this clip to remind yourself! **THINK: (support below)** Can you help me make 4 equal parts out of this square piece of card? There could be more than one way!  See support video for additional help. **SEE: (model below)** Watch video 1 and video 2 to see the different ways you could make 4 equal parts. **DO:** Now try to solve the problems below.	**(Lesson 2 resources below)** **MAKING LINKS:** Yesterday you learnt that fractions are made up of equal parts of a whole. **THINK: (support below)** Can you help me with these problems? How can Jack and Katie share this whole digestive biscuit equally?  ***Think again***: How can Bob, George, Hannah and Fran share another whole digestive equally? **SEE: (model below)** Watch video 1 and video 2 to see how we can share the digestive biscuit equally. **DO:** Now try to solve the problems below.	**(Lesson 3 resources below)** **MAKING LINKS:** Yesterday we learnt how to show half and quarter. **THINK:(support below)** Can you help me with this problem? There was a whole waffle. It was cut into four equal pieces. This is what is left.  Tom and Ann ate the rest. How can we figure out how much of the waffle was eaten? **SEE: (model below)** Watch this video to see how we can find what fraction of the waffle was eaten. **DO:** Now try to solve the problems below.	**(Lesson 4 resources below)** **MAKING LINKS:** This week we have been learning how to make equal parts and show half and quarter. **THINK:(support below)** Can you help me with this problem? A waffle was cut into three equal pieces.  Dylan and Holly took a piece each. How much of the waffle did they take altogether? **SEE: (model below)** Watch video 1 to see how we can work out what fraction of the waffle was eaten. Also watch video 2 to learn what a numerator and denominator are. **DO:** Now try to solve the problems below.	**(Lesson 5 resources below)** **MAKING LINKS:** Yesterday we learnt how to identify and show thirds **THINK: (support below)** Can you help me with this problem? Vinnie told me this whole pizza is 1 whole. Katie explains that one slice is a half. Is she correct?  **SEE: (model below)** Watch this video to see if Katie is correct. **DO:** Now try and 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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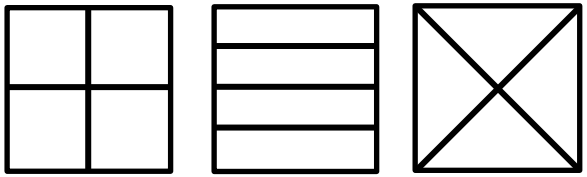
DAY 1 RESOURCES:

THINK: See support video for additional guidance.

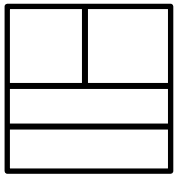
Can you help me make four equal parts out of this square piece of card? There could be more than one way!

SEE: Watch video 1 and video 2 to see the different ways you could make 4 equal parts.

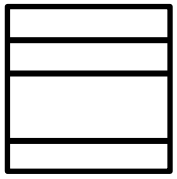
You could make your square into 4 equal parts in these different ways. It is very important that all parts are equal in size.



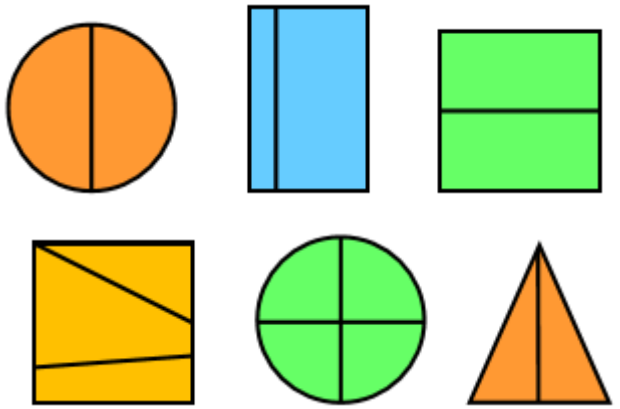
You could also make 4 equal parts like this and you can check they are equal by cutting the pieces to show that they can overlap exactly:



Although this shape has 4 parts, this is not correct as the parts are not equal in size:



DO: Circle OR name the objects that are cut into equal parts:



Add 2 lines to cut the rectangle into 4 equal parts:

Add 1 line to cut the rectangle into 3 equal parts:

Add a line to cut the rectangle into 2 equal parts:

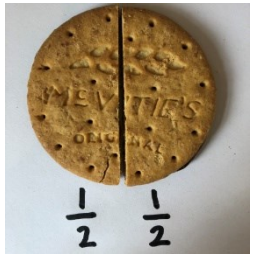
Deepening challenge: Add 3 lines to cut the rectangle below into 8 equal parts:

DAY 2 RESOURCES:

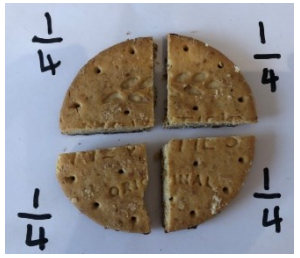
THINK: How can Jack and Katie share this whole digestive biscuit equally?

How can Bob, George, Hannah and Fran share another whole digestive equally?

SEE: Watch video 1 and video 2 to see how you can share a biscuit equally between 2 and then equally between 4.



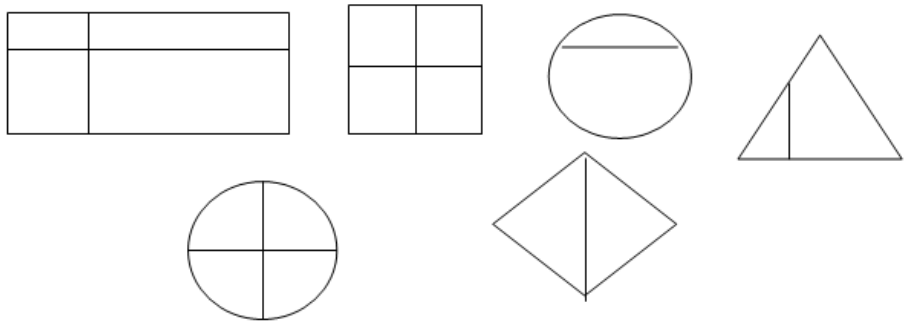
We can share the biscuit equally between two people by cutting it in half. Each piece is 1 part out of 2 equal parts. We write $\frac{1}{2}$ and say 'one half'. When a whole is divided into 2 equal parts there are two $\frac{1}{2}$ in the whole.



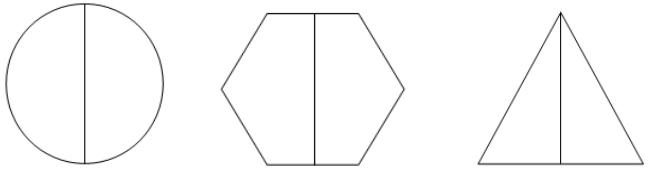
We can share the biscuit equally between four people by cutting it into four equal parts. Each piece is 1 part out of 4 equal parts. We write $\frac{1}{4}$ and say 'one quarter' OR 'one fourth'. When a whole is divided into 4 equal parts, there are four $\frac{1}{4}$ in the whole.

DO:

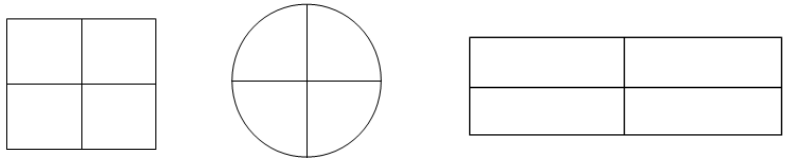
1)Tick OR name the shapes that have been split into halves and quarters equally:



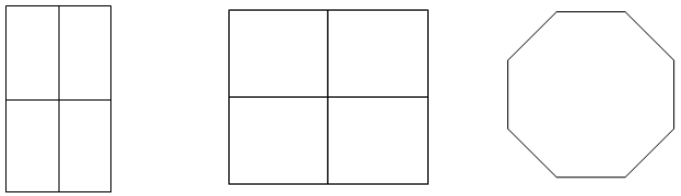
2) Colour the shapes to show $\frac{1}{2}$.



3) Colour the shapes to show $\frac{1}{4}$.



Deepening challenge: Find half of these shapes:

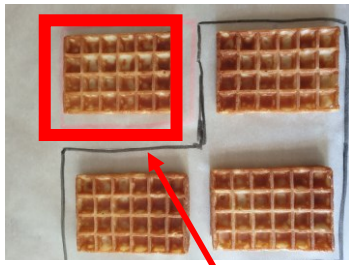


DAY 3 RESOURCES:

THINK:
Can you help me with this problem? There was a whole waffle. It was cut into four equal pieces. This is what is left.

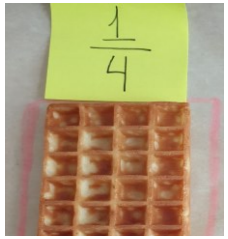
Tom and Ann ate the rest.
How can we figure out how much of the waffle was eaten?

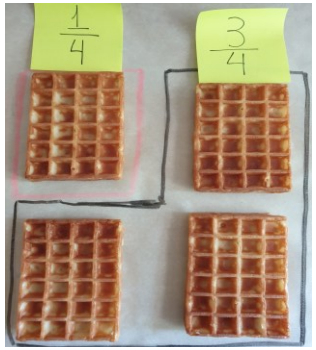
SEE: Watch this video to see how we can find what fraction of the waffle was eaten.



A whole waffle.
This is what is left.

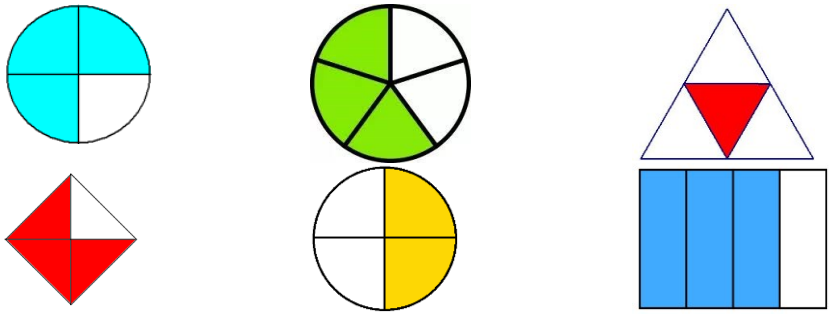
The waffle was cut into 4 equal parts. The name of each part is $\frac{1}{4}$, one quarter or one fourth.





3 parts out of 4 equal parts were eaten.
This means that $\frac{3}{4}$ of the waffle was eaten.
We read $\frac{3}{4}$ as three quarters or three fourths.

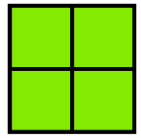
DO: a) Circle the pictures that show ¾ of the shape shaded.



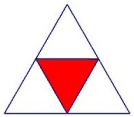
b) Match.

One quarter

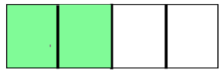
Two quarters



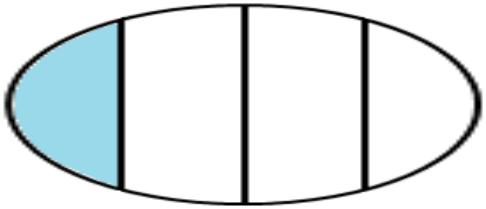
Three quarters



Four quarters

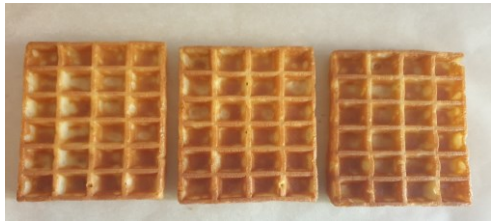


Deepening Challenge: George tried to shade one quarter of a shape. Is he right? Why/why not?



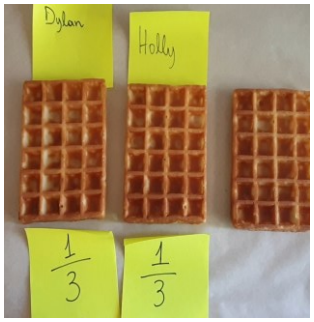
DAY 4 RESOURCES:

THINK: Can you help me with this problem? A waffle was cut into three equal pieces.



Dylan and Holly took a piece each. How much of the waffle did they take altogether?

SEE: Watch video 1 and video 2.



The waffle was cut into 3 equal parts.
Dylan ate 1 out of the 3 equal parts so he ate $\frac{1}{3}$ OR one third.
Holly ate 1 out of the 3 equal parts so she ate $\frac{1}{3}$ OR one third too.
So together they ate $\frac{2}{3}$ OR two thirds of the waffle.

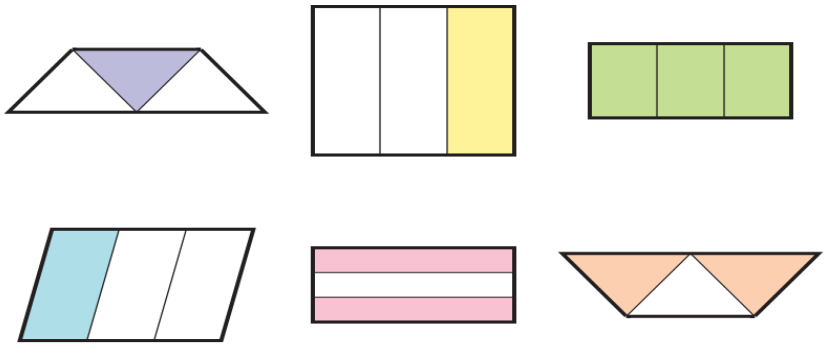
$\frac{2}{3}$

The numerator tells us the number of parts we have out of the whole.

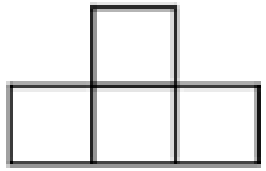
The denominator tells us how many equal parts the item is divided into.

- Fractions where the numerator is 1 and the denominator shows how many equal parts the object has been are called unit fractions, like $\frac{1}{3}$.

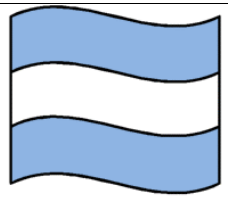
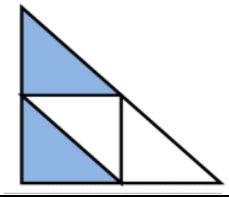
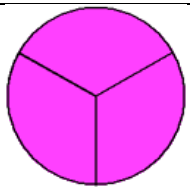
DO: a) Circle the pictures that show 1/3 of the shape shaded.



b) Shade to show each fraction.

		
$\frac{1}{3}$	$\frac{1}{2}$	$\frac{1}{4}$

c) What fraction of the following shapes is shaded?

Deepening Challenge: Sofia said that 1 whole is equal to 3/3. Is she right? Why?

DAY 5 RESOURCES:

THINK: Can you help me with this problem? Vinnie told me this whole pizza is 1 whole. Katie explains that one slice is a half. Is she correct?


SEE: Our pizza is split into three equal parts which make our whole. So, the name of each equal part is $\frac{1}{3}$ OR one third. Our numerator is 1 and our denominator is 3. Watch this video to see how we would explain this.

Vinnie is correct! Our whole pizza is made up of three slices, so each slice is one third. We would write one third as $\frac{1}{3}$. 1 is our numerator as we have 1 slice out of 3, like Katie. Our numerator always goes at the top of our fraction because it is how many we have out of the total amount which in this example is 3. 3 is our denominator because It is the total number of slices we have altogether to make one whole.

Katie was incorrect because we know that to have a half, the pizza must be split into two equal slices. This pizza is cut into three equal slices, meaning it is cut into thirds.

DO: Fill in the blanks

1)

_____ equal parts make 1.
The name of each part is _____
The denominator is _____.

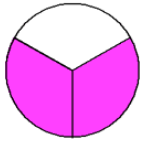
2)

____ equal parts make 1.
The name of each part is _____.
The denominator is _____.

3) What fraction of my shape is shaded?

_____ of the shape is shaded.
The name of each part is _____.
The numerator is _____.
The denominator is _____.

4)

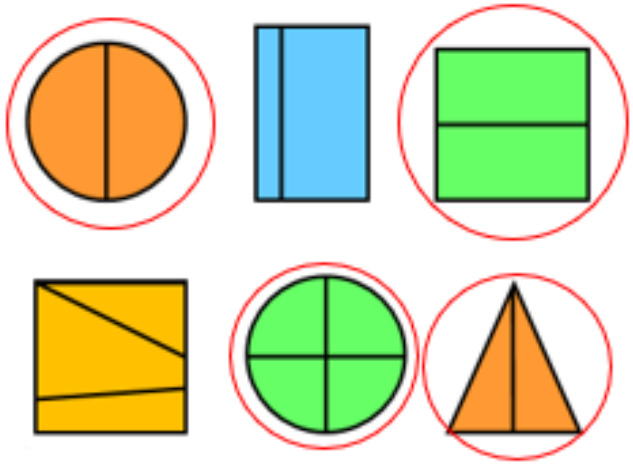


_____ of the shape is shaded
The name of each part is_____.
The numerator is _____.
The denominator is _____.

ANSWERS:

DAY 1:

DO: Circle OR name the objects that are cut into equal parts:



Add 2 lines to cut the rectangle into 4 equal parts:

Add 1 line to cut the rectangle into 3 equal parts:

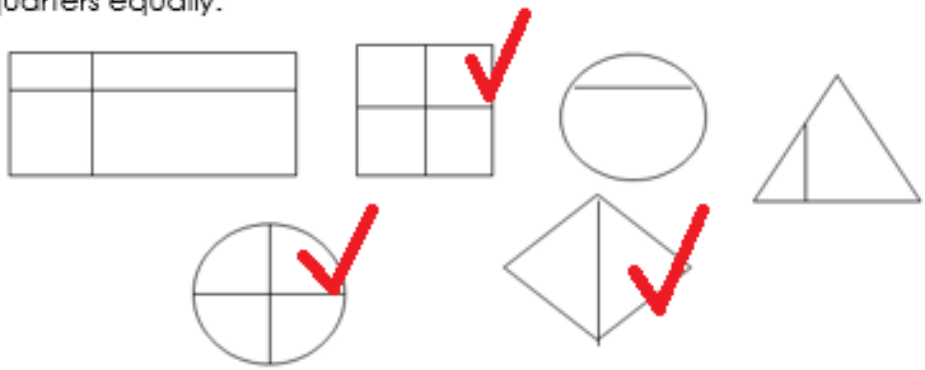
Add a line to cut the rectangle into 2 equal parts:

Add 3 lines to cut the rectangle below into 8 equal parts:

DAY 2:

DO:

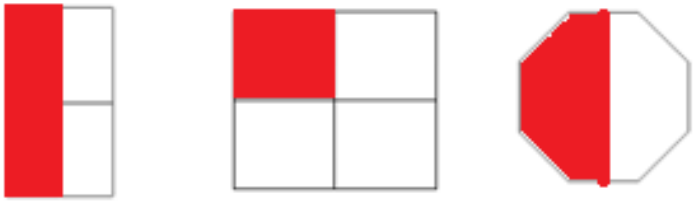
1)Tick OR name the shapes that have been split into halves and quarters equally:



2) Colour the shapes to show $\frac{1}{2}$.

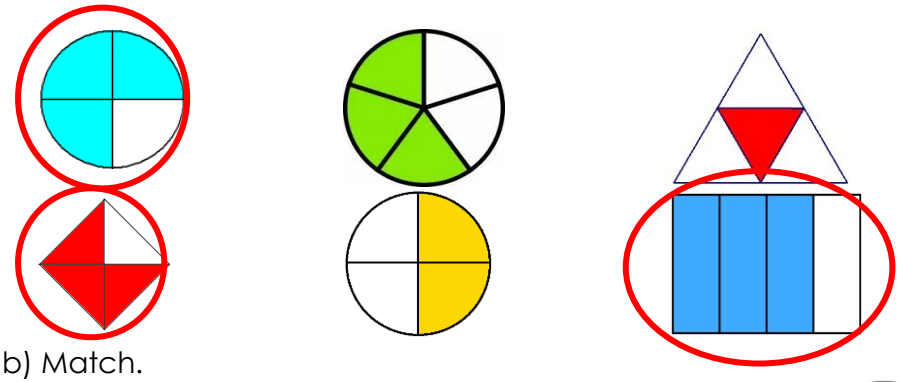
3) Colour the shapes to show $\frac{1}{4}$.

Deepening challenge: Find half of these shapes:



DAY 3:

DO: a) Circle the pictures that show ¾ of the shape shaded.



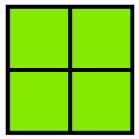
b) Match.

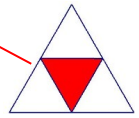
One quarter

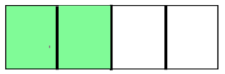
Two quarters

Three quarters

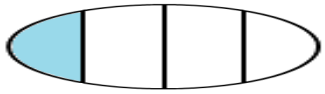
Four quarters







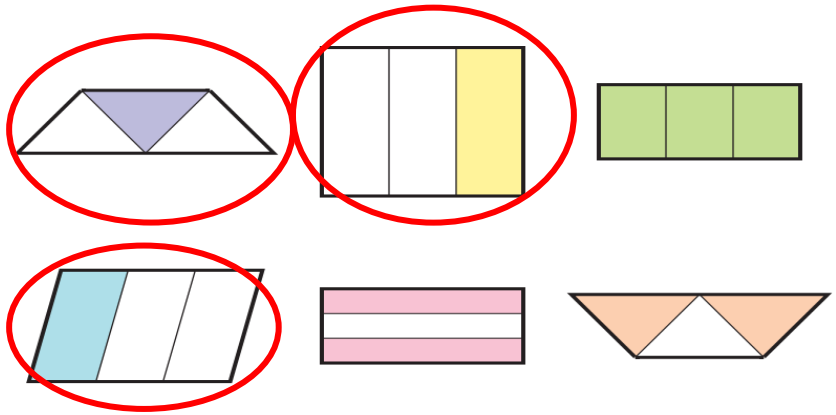
Deepening: George tried to shade one quarter of a shape. Is he right? Why?



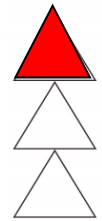
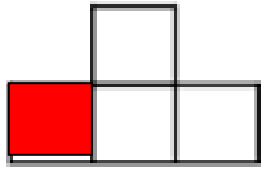
George is not right because he hasn't divided the shape into 4 **equal** parts.

DAY 4:

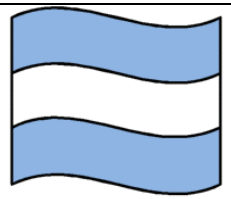
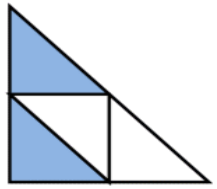
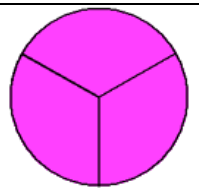
DO: a) Circle the pictures that show 1/3 of the shape shaded.



b) Shade to show each fraction.

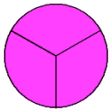
		
$\frac{1}{3}$	$\frac{1}{2}$	$\frac{1}{4}$

c) What fraction of the following shapes is shaded?

		
2/3	**2/4**	**3/3 or 1**

Deepening: Sofia said that 1 whole is equal to 3/3. Is she right? Why? She is right because 3 parts out of 3 equal parts is a whole.

as we can see the whole shape is shaded.



DAY 5:

DO: Fill in the blanks

1)

____2___ equal parts make 1.

The name of each part is ____$\frac{1}{2}$__or one half.

The denominator is _____2_____.

2)

__3__ equal parts make 1.

The name of each part is _$\frac{1}{3}$_or one third_____.

The denominator is __3_____.

3) What fraction of my shape is shaded?

____$\frac{3}{4}$___ of the shape is shaded.

The name of each part is __$\frac{1}{4}$_or one quarter_____.

The numerator is ____3___.

The denominator is ___4____.

4)

____$\frac{2}{3}$____ of the shape is shaded

The name of each part is___$\frac{1}{3}$_or one third _____.

The numerator is ___2_____.

The denominator is ____3____.