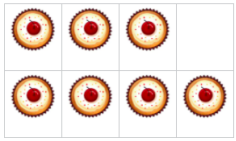
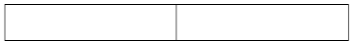
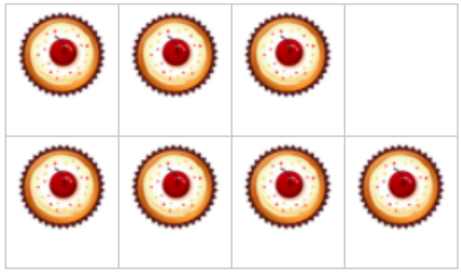
Year 3 Maths – Summer 2 week beginning 8.6.2020

Theme	Fractions Lesson 16 (out of 25) Subtracting fractions	Fractions Lesson 17 (out of 25) Finding part of a set	Fractions Lesson 18 (out of 25) Finding part of a set	Fractions Lesson 19 (out of 25) Finding the fraction of a number	Fractions Lesson 20 (out of 25) Sharing one
Factual fluency (to aid fluency)	Have a go at these fraction word problems (answer 10 questions)	Division facts: True or false (answer 10 questions)	Division facts: Fill in the missing number (answer 10 questions)	Compare fractions using models (answer 10 questions)	Fractions of a group (answer 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 revisited how to add fractions and then giving the answer in the simplest form. **THINK: (support below)**  What fraction of the box of cupcakes remains after 5 cupcakes are eaten? Our problem is on textbook page 166. Look at it now. **SEE: (model below)** Our problem and the solution is shown on page 166-167 in your textbook. **DO:** Use what you have learnt today to solve: Part 1: Q.1 to 3 page 167 of the textbook Check your answers below before moving on to: Part 2: Workbook, Chapter 11, Worksheet 19, Page 112. Remember to give your answer in the simplest form.	**(Lesson 2 resources below)** **MAKING LINKS:** Yesterday, you learnt to subtract fractions, giving the answer in its simplest form. In Year 2, you learnt to find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and $\frac{1}{3}$ of a set of objects. **THINK: (support below)** Can you help me with this problem? What if 4 children share this box of sweets equally?  Our problem is on textbook page 171. Look at it now. **SEE: (model below)** Our problem and the solution is shown on page 171 in your textbook. Watch the lesson videos here: Part 1, Part 2 and Part 3 **DO:** Use what you have learnt today to solve: Part 1: questions from textbook page 172. Use pieces of fruit or another object at home to stand for the apples, oranges and pears such as pieces of pasta, counters or use paper to make your own counters. Check your answers before moving onto: Part 2: Workbook, Chapter 11, Worksheet 21, Pages 114-116	**(Lesson 3 resources below)** **MAKING LINKS:** Yesterday, you learnt to find part of a set of objects. **THINK: (support below)** Can you help me with this problem? How many doughnuts is $\frac{2}{3}$ of a box of 12 doughnuts? Our problem is on textbook page 173. Look at it now. **SEE: (model below)** Our problem and the solution is shown on pages 173 - 174 in your textbook. Watch the lesson video here **DO:** Use what you have learnt today to solve: Part 1: questions from textbook page 175. Use biscuits or another object at home to stand for the pies, biscuits and cupcakes such as pieces of pasta, counters or use paper to make your own counters. Check your answers before moving onto: Part 2: Workbook, Chapter 11, Worksheet 22, Page 117	**(Lesson 4 resources below)** **MAKING LINKS:** Yesterday, you learnt how to find a fraction of a set of objects. **THINK: (support below)** Can you help me with this problem? How can we find $\frac{1}{2}$ of 6?  Our problem is on textbook page 176. Look at it now. **SEE: (model below)** Our problem and the solution is shown on page 176 in your textbook. **DO:** Use what you have learnt today to solve: Part 1: questions from textbook page 176 - 177. Use biscuits or another object at home to stand for the total amount or use paper to make your own counters. You may also want to draw your own bar model. Check your answers before moving onto: Part 2: Workbook, Chapter 11, Worksheet 23, Page 118-119	**(Lesson 5 resources below)** **MAKING LINKS:** Yesterday, you learnt different methods to find a fraction of a number. **THINK: (support below)** Can you help me with this problem? How can I share 6 packs of mints between me and my friend?  What if there was only **one** pack of mints? How could I share that between me and my friend? Our problem is on textbook page 179. Look at it now. **SEE: (model below)** Our problem and the solution is shown on pages 179 - 180 in your textbook. Watch the lesson video here **DO:** Use what you have learnt today to solve: Part 1: questions from textbook page 180. Check your answers before moving onto: Part 2: Workbook, Chapter 11, Worksheet 24, Page 120
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

DAY 1 RESOURCES:



THINK: Look at page 166 of your textbook now. Be sure to read all of the information as many times as you need to understand.

What fraction of the box of cupcakes remains after 5 cupcakes are eaten?

DO

Part 1:

Q.1 to 3 page 167 of the textbook.

Can you colour in the bar to show the value of the fraction?

Remember to give your answer in the simplest form.

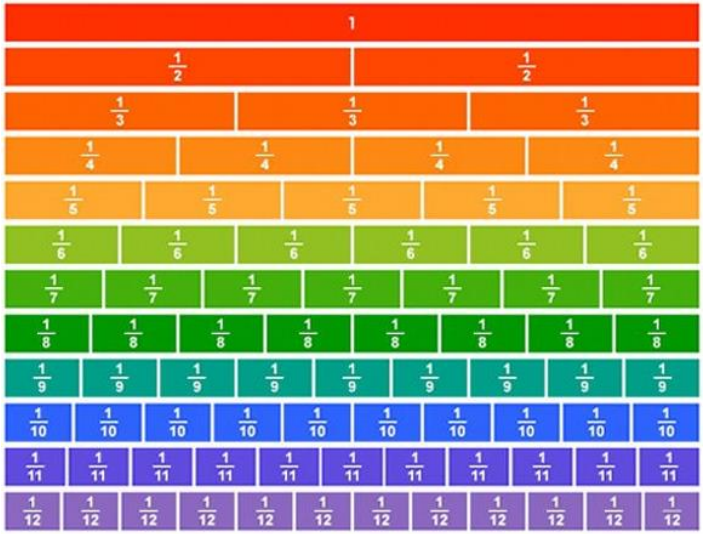
Check your answers below.

Use the division method from the SEE or the fraction wall below.

Part 2:

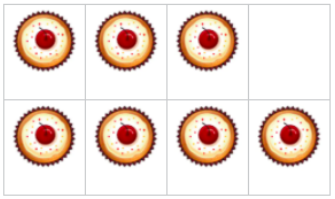
Now complete your workbook, worksheet 19 page 112.

Remember to give your answer in the simplest form.



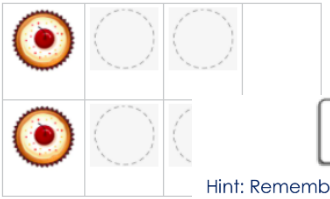
SEE:

Check the solution on pages 166-167 of your textbook.



This is $\frac{7}{8}$ of a box of cupcakes

$\frac{5}{8}$ are eaten



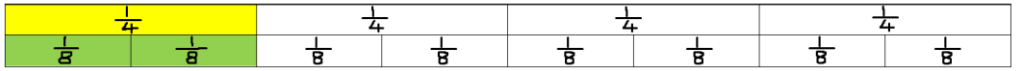
$\frac{1}{3}$ ← numerator, ← denominator

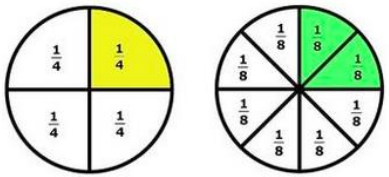
Hint: Remember the **denominator** tells us how many equal parts the whole has been divided into. The **numerator** tells us how many of the equal parts we have.

7 eighths – 5 eighths = 2 eighths

$\frac{7}{8} - \frac{5}{8} = \frac{2}{8}$

Remember: when subtracting fractions with the same denominator, we only subtract the numerator. The denominator stays the same.





$\frac{2}{8} = \frac{1}{4}$ (÷2 above, ÷2 below)

$\frac{1}{4}$ of the cupcakes remain

We say that $\frac{1}{4}$ is the simplest form of $\frac{2}{8}$. It is equivalent (the same), and the numerator and the denominator are both the smallest possible number.

DAY 2 RESOURCES:

THINK:

Look at page 171 of your textbook now. Be sure to read all of the information as many times as you need to understand.

What if 4 children share this box of sweets equally?

Use a bar split into four equal parts (quarters) to help you share the sweets equally.

DO:

Part 1:
Complete questions 1, 2 and 3 on page 172 of your textbook.

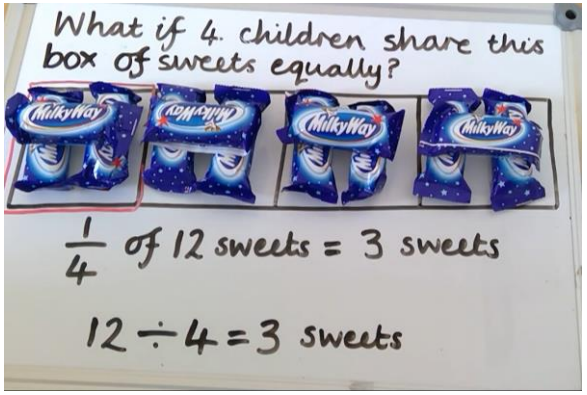
Draw a bar and split it into the correct number of parts like you did for the THINK. Use real fruit, or another object in your house such as pieces of pasta, counters or make your own counters to stand for the pieces of fruit.

Check your answers below.

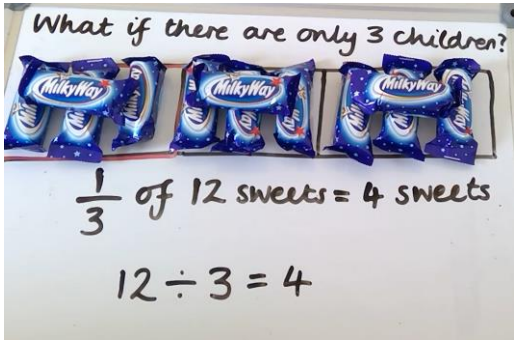
Part 2:
Now complete pages 114-116 of your workbook.

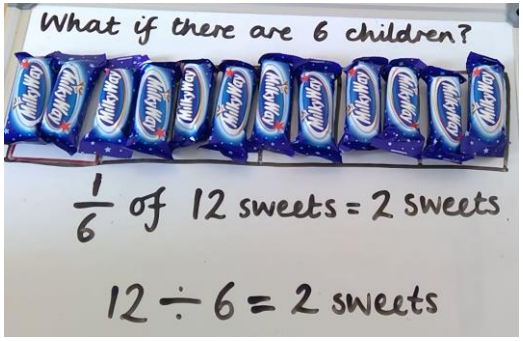
SEE:

Check the solution on page 171 of your textbook.
Watch the lesson videos here: Part 1, Part 2 and Part 3.



To find $\frac{1}{4}$ of 12 sweets, we share 12 sweets between four equal groups. This is the same as dividing by 4. We do this because one quarter is one out of four equal parts.





To find $\frac{1}{3}$ of 12 sweets, we share 12 sweets between 3 equal groups. This is the same as dividing by 3. We do this because one third is one out of three equal parts.
To find $\frac{1}{6}$ of 12 sweets, we share 12 sweets between 6 equal groups. This is the same as dividing by 6. We do this because one sixth is one out of six equal parts.

DAY 3 RESOURCES:

THINK:
Look at page 173 of your textbook now. Be sure to read all of the information as many times as you need to understand.

How many doughnuts is $\frac{2}{3}$ of a box of 12 doughnuts?

Use a bar split into three equal parts (thirds) to help you share the doughnuts equally.

Helpful hint: Remember we want to find out how many doughnuts **two** of the thirds are.

DO:
Part 1:
Complete questions 1, 2 and 3 from the textbook page 175.

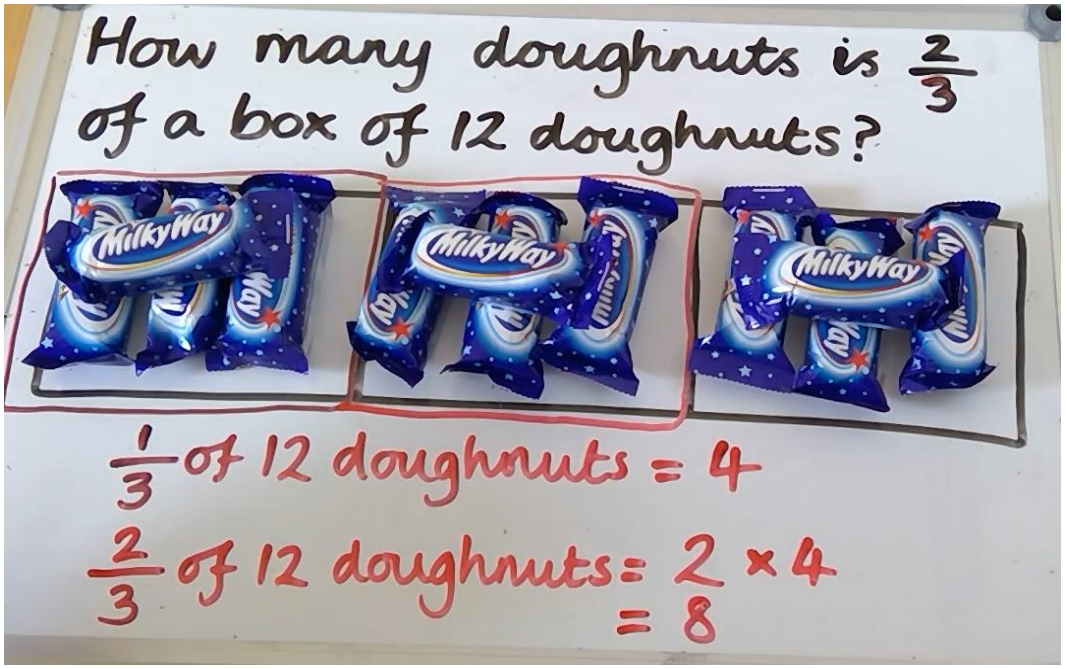
Draw a bar and split it into the correct number of parts like you did for the THINK. Use real biscuits, pies or cakes, or use objects in your house such as pieces of pasta, counters or use paper to make your own counters to represent the biscuits, pies and cakes.

Check your answers below.

Part 2:
Now complete page 117 of your workbook.
Helpful hint: For question 2, draw a bar and split it into the correct number of parts. Then share out your counters or dots just like you did in question 1.

SEE:
Check the solution on pages 173-174 of your textbook.
Watch the lesson video here.

I didn't have any doughnuts at home, so I used milky ways to represent the doughnuts. You can use any objects you can find at home to represent the doughnuts.



I found $\frac{1}{3}$ of 12 doughnuts first. I did this by sharing 12 doughnuts between three equal groups because one third is one out of three equal parts.
I found that $\frac{1}{3}$ of 12 doughnuts is 4 doughnuts.

I needed to find how many doughnuts is $\frac{2}{3}$ of the box of 12 doughnuts. (**Two** thirds). I could either count the doughnuts in **two** of the thirds, which I can see is 8, or I can use my times table knowledge to help me. I need **two** of the thirds. In each third, there are 4 doughnuts, so I need **two** lots of **4 doughnuts.** 2 x 4 = 8, so $\frac{2}{3}$ of 12 doughnuts is 8.

DAY 4 RESOURCES:

THINK:

Look at page 176 of your textbook now. Be sure to read all of the information as many times as you need to understand.

How can we find $\frac{1}{2}$ of 6?

Draw a bar model with 2 equal parts to help you share 6 objects.

Helpful hint: How can division help you work this out? What is 6 ÷ 2?

DO:

Part 1:

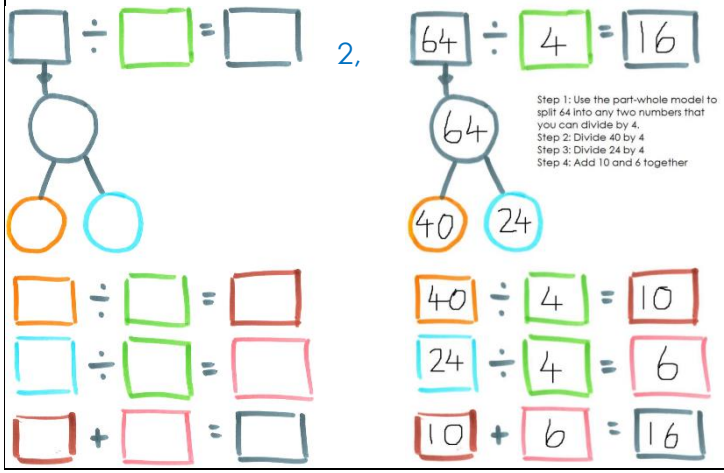
Complete questions 1, 2 and 3 on pages 177-178 of your textbook.

You may want to draw a bar model, or you can use items in your house such as buttons, coins, counters and even chocolate buttons!

Check your answers below.

Part 2:

Now complete pages 118 -119 of your workbook.

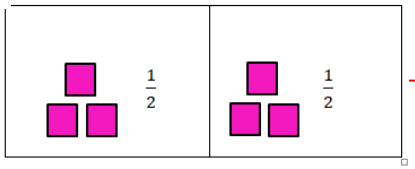


Helpful hint: For question you could draw your own bar and then share out your dots or counters like before. Or, if you choose to use formal division, use this division frame to help you.

SEE:

Check the solution on page 176 of your textbook.

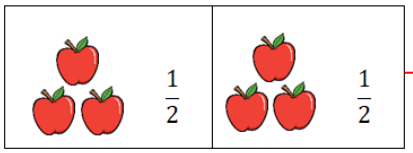
You can show 6 using items in your house.



You could use **real items** to represent 6.

$\frac{1}{2}$ of 6 is equal to 3.

You can draw a picture to show 6.



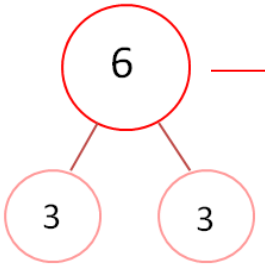
You could use a **pictorial method** to represent 6.

$\frac{1}{2}$ of 6 is equal to 3.

You can use division

$\frac{1}{2}$ of 6 = 6 ÷ 2 = 3

$\frac{1}{2}$ of 6 is equal to 3



You could use a **part whole diagram** to split 6 into 2 equal parts.

DAY 5 RESOURCES:

THINK:

Look at page 179 of your textbook now. Be sure to read all of the information as many times as you need to understand.

How can I share 6 packs of mints between me and my friend?

What if there was only **one** pack of mints? How could I share that between me and my friend?

DO:

Part 1:

Answer questions 1, 2 and 3 from the textbook page 180.

Check your answers before moving onto:

Part 2:

Now complete page 120 of your workbook.

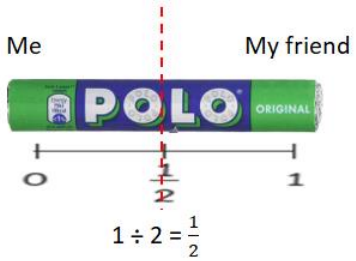
Helpful hint: Draw a bar to show how many equal parts the whole is being shared into. What fraction of the whole is each part worth?

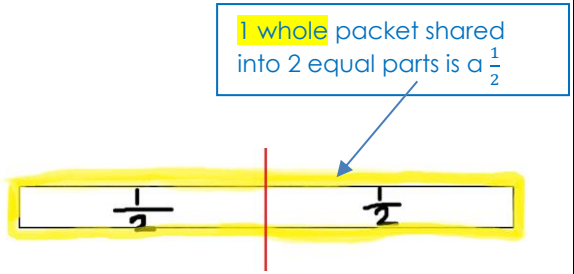
SEE:

Check the solution on pages 179-180 of your textbook.

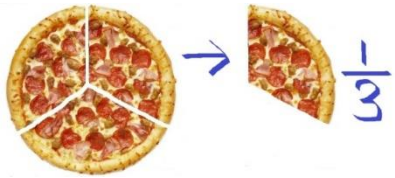
Watch the lesson video here

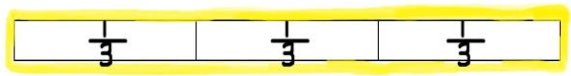
We can share 6 packs of mints equally between me and my friend by dividing the total amount by the amount of people **6 ÷ 2 = 3**





If I shared a pizza between 2 of my friends and myself *(3 people in total)*, how much would each person get?





1 ÷ 3 = $\frac{1}{3}$

Each person would get $\frac{1}{3}$ of the pizza.

1 whole pizza shared into 3 equal parts is a $\frac{1}{3}$

ANSWERS – part 1:

Day 1	Day 2	Day 3	Day 4	Day 5
1. $\frac{3}{10}$ 2. $\frac{2}{6}$ 3. $\frac{6}{8}$	1. $\frac{1}{2}$ of 8 apples = 4 apples 2. $\frac{1}{4}$ of 8 oranges = 2 oranges 3. $\frac{1}{8}$ of 8 pears = 1 pear	1. $\frac{3}{4}$ of 20 pies = 15 pies 2. $\frac{2}{3}$ of 21 biscuits = 14 biscuits 3. a) $\frac{2}{5}$ of 15 cupcakes = 6 cupcakes b) $\frac{4}{5}$ of 15 cupcakes = 12 cupcakes	1a. $\frac{1}{2}$ of 10 = 5 1b. $\frac{1}{4}$ of 16 = 3 1c. $\frac{1}{8}$ of 24 = 3 2a. $\frac{3}{5}$ of 10 = 6 2b. $\frac{5}{6}$ of 18 = 15 3a. $\frac{1}{2}$ of 8 = 8 ÷ 2 = 4 3b. $\frac{1}{3}$ of 9 = 9 ÷ 3 = 3 3c. $\frac{1}{5}$ of 10 = 10 ÷ 5 = 2	1. Students A, B and C share 6 pies equally. Student A gets **2** pies. 2. Students D, F and E share a pizza equally. Student D gets a $\frac{1}{3}$ of the pizza. 3. 1 ÷ 5 = $\mathbf{\frac{1}{5}}$

ANSWERS – part 2:

Day 1

1) a. $\frac{4}{10} = \frac{2}{5}$

b. $\frac{3}{9} = \frac{1}{3}$

2)

a. $\frac{3}{5}$

b. $\frac{5}{12}$

c. $\frac{1}{7}$

d. $\frac{1}{2}$

Day 2

1. 3 apples
2. 4 oranges
3. 3 marbles
4. 8 balls
5. a) 6 doughnuts
   b) 5 pears
   c) 5 sweets

Day 3

1. a) $\frac{1}{4}$ of 16 cherries is 4 cherries.
   b) $\frac{3}{4}$ of 20 buttons is 15 buttons.

2.

a) $\frac{1}{6}$ of 24 pens is 4 pens.

b) $\frac{5}{6}$ of 24 pens is 20 pens.

Day 4

1a. $\frac{1}{7}$ of 14 = 2

1b. $\frac{1}{5}$ of 35 = 7

1c. $\frac{1}{5}$ of 50 = 10

1d. $\frac{1}{8}$ of 72 = 9

1e. $\frac{1}{6}$ of 26 = 6

2a. $\frac{1}{4}$ of 32 = 32 ÷ 4 = 8

2b. $\frac{1}{9}$ of 81 = 81 ÷ 9 = 9

2c. $\frac{1}{3}$ of 33 = 33 ÷ 3 = 11

2d. $\frac{1}{10}$ of 60 = 60 ÷ 10 = 6

2e. $\frac{1}{7}$ of 56 = 56 ÷ 7 = 8

Day 5

1. $1 \div 5 = \frac{1}{5}$

Each girl will get $\frac{1}{5}$ of the pizza

2. $1 \div 10 = \frac{1}{10}$

Each boy will get $\frac{1}{10}$ of the cake

3. $1 \div 7 = \frac{1}{7}$

4. $1 \div 9 = \frac{1}{9}$