

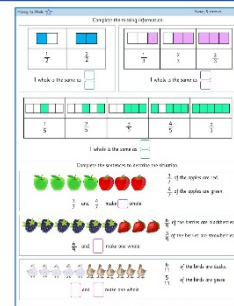
★ Making the Whole

Children look at whole shapes and quantities and see that when a fraction is equivalent to a whole, the numerator and denominator are the same.

Building on using part-whole model with whole numbers, they use the models to partition the whole into fractional parts.

On this sheet, they will use simple models filled in to understand a whole.

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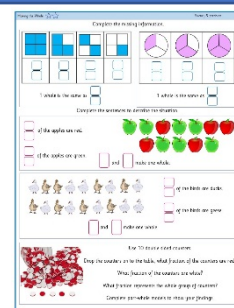
★★ Making the Whole

Children look at whole shapes and quantities and see that when a fraction is equivalent to a whole, the numerator and denominator are the same.

Building on using part-whole model with whole numbers, they use the models to partition the whole into fractional parts.

On this sheet, they complete the fractions themselves and find a whole.

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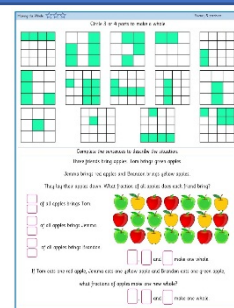
★★★ Making the Whole

Children look at whole shapes and quantities and see that when a fraction is equivalent to a whole, the numerator and denominator are the same.

Building on using part-whole model with whole numbers, children use the models to partition the whole into fractional parts.

On this sheet, they will solve multi-step questions involving finding a whole.

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Reasoning & Problem Solving

Making the Whole and Non-unit Fractions

Children continue working on their understanding of finding a whole by answering reasoning questions.

Making the Whole

Zach says, "I have one pizza cut into 8 equal pieces. I have eaten $\frac{3}{8}$ of the pizza."

Does Zach have any pizzas left? Explain your answer.

Complete the sentence.

When a fraction is equal to a whole, the numerator and the denominator are _____.

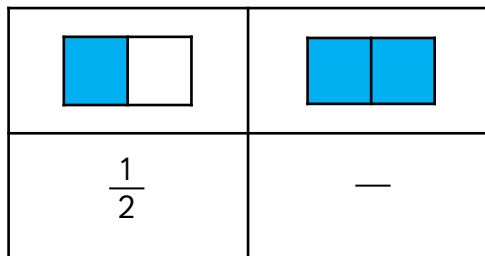
Use pictures to prove your answer.

Reasoning & Problem Solving

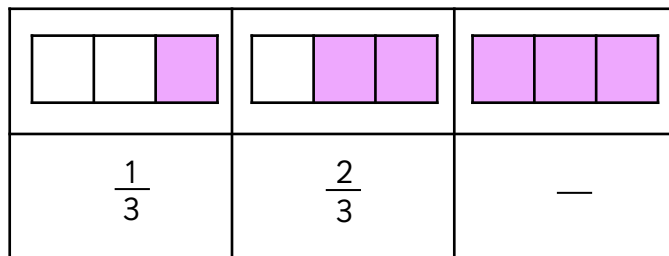
Rosie is drawing bar models to represent a whole. She has drawn a fraction of each of her bars.

Can you complete Rosie's bar models?

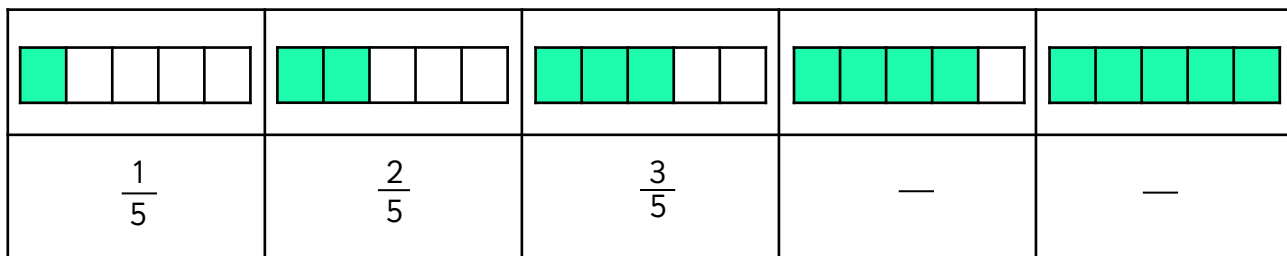
Complete the missing information.



1 whole is the same as



1 whole is the same as



1 whole is the same as

Complete the sentences to describe the situation.



$\frac{3}{7}$ of the apples are red.

$\frac{4}{7}$ of the apples are green.

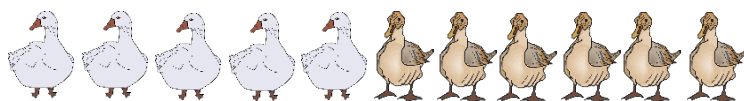
$\frac{3}{7}$ and $\frac{4}{7}$ make whole.



$\frac{6}{9}$ of the berries are blackberries.

$\frac{3}{9}$ of the berries are strawberries.

$\frac{6}{9}$ and make one whole.

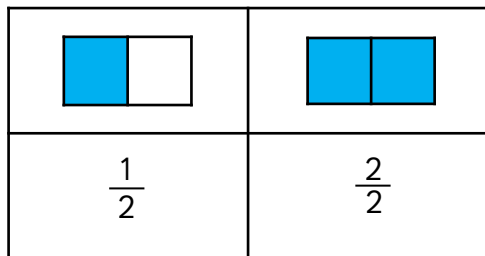


$\frac{6}{11}$ of the birds are ducks.

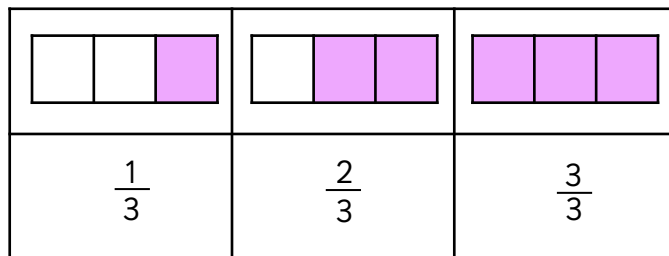
$\frac{5}{11}$ of the birds are geese.

and make one whole.

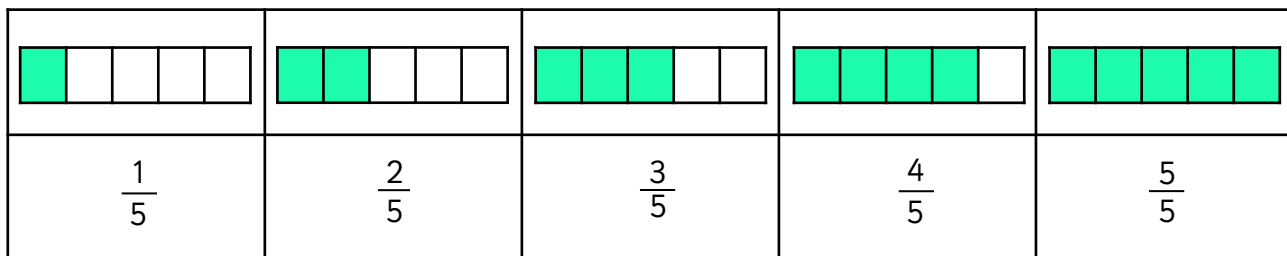
Complete the missing information.



1 whole is the same as $\frac{2}{2}$

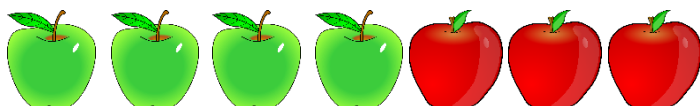


1 whole is the same as $\frac{3}{3}$



1 whole is the same as $\frac{5}{5}$

Complete the sentences to describe the situation.



$\frac{3}{7}$ of the apples are red.

$\frac{4}{7}$ of the apples are green.

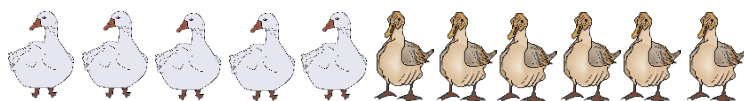
$\frac{3}{7}$ and $\frac{4}{7}$ make $\frac{1}{1}$ whole.



$\frac{6}{9}$ of the berries are blackberries.

$\frac{3}{9}$ of the berries are strawberries.

$\frac{6}{9}$ and $\frac{3}{9}$ make one whole.



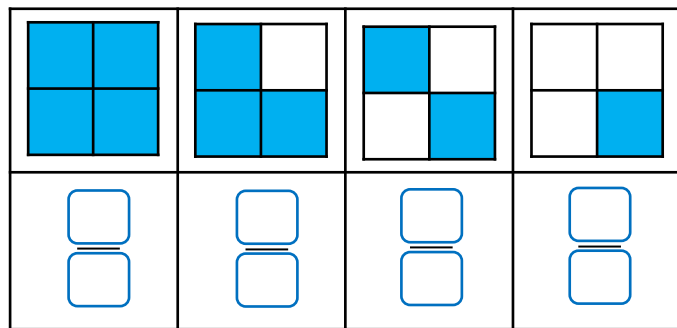
$\frac{6}{11}$ of the birds are ducks.

$\frac{5}{11}$ of the birds are geese.

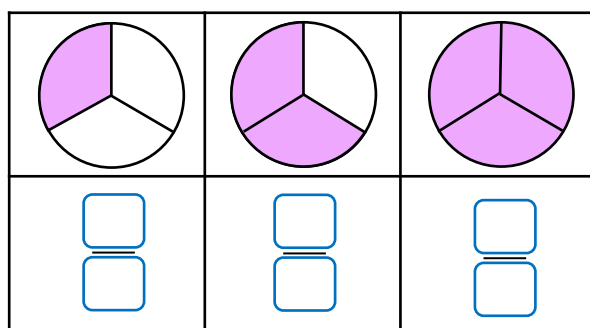
$\frac{5}{11}$ and $\frac{6}{11}$ make one whole.



Complete the missing information.



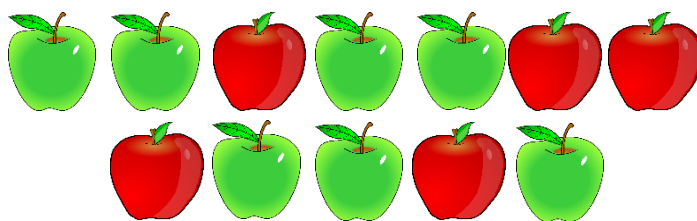
1 whole is the same as



1 whole is the same as

Complete the sentences to describe the situation.

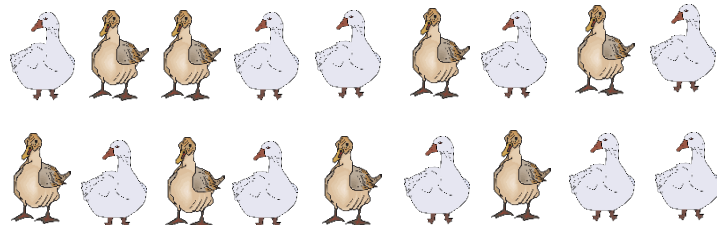
of the apples are red.



of the apples are green.

and

make one whole.



of the birds are ducks.

of the birds are geese.

and

make one whole.



Use 10 double sided counters.

Drop the counters on to the table, what fraction of the counters are red?

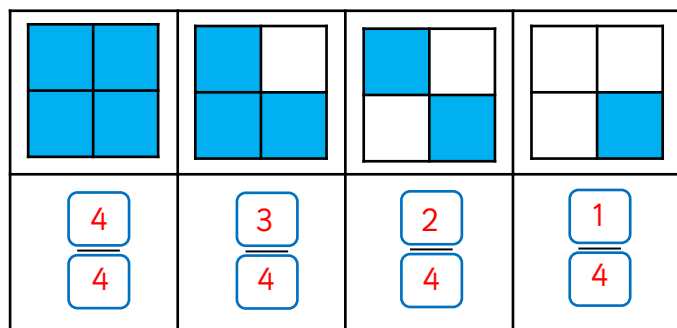
What fraction of the counters are white?

What fraction represents the whole group of counters?

Complete part-whole models to show your findings.

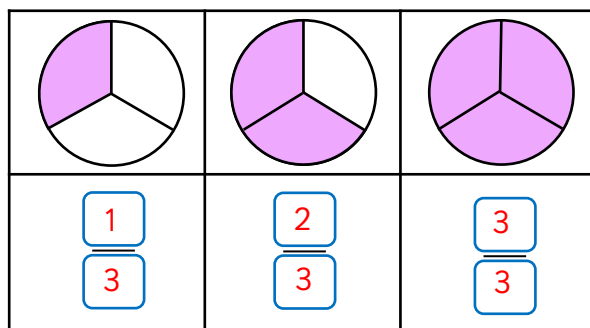


Complete the missing information.



1 whole is the same as

$$\frac{4}{4}$$



1 whole is the same as

$$\frac{3}{3}$$

Complete the sentences to describe the situation.

$\frac{5}{12}$

of the apples are red.

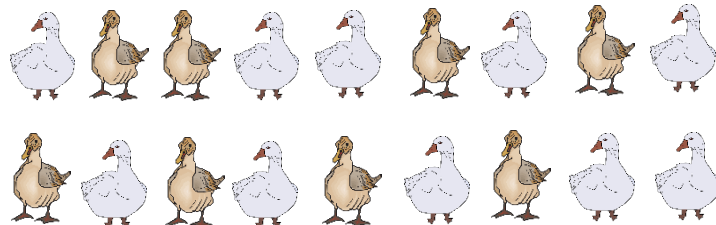
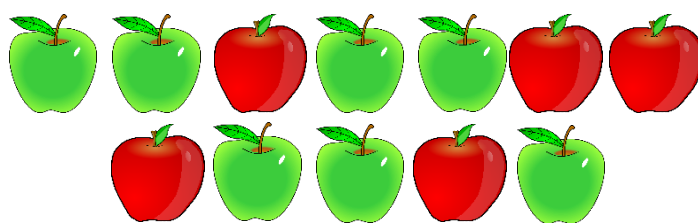
$\frac{7}{12}$

of the apples are green.

$\frac{5}{12}$

$\frac{7}{12}$

and make one whole.



$\frac{8}{18}$

of the birds are ducks.

$\frac{10}{18}$

of the birds are geese.

$\frac{8}{18}$

$\frac{10}{18}$

$\frac{8}{18}$

and

$\frac{10}{18}$

make one whole.



Use 10 double sided counters.

Drop the counters on to the table, what fraction of the counters are red?

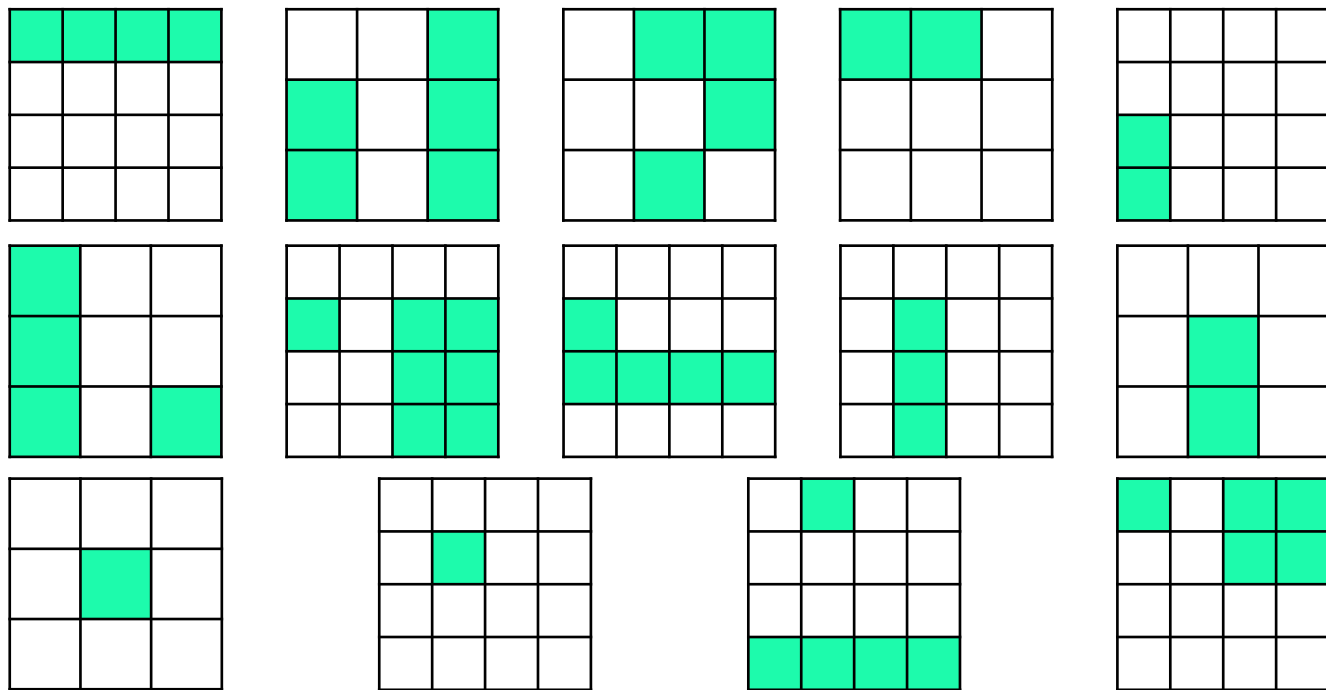
What fraction of the counters are white?

What fraction represents the whole group of counters?

Complete part-whole models to show your findings.



Look at the images. Use four different colour pencils to show the parts that make one whole.



Complete the sentences to describe the situation.

Three friends bring apples. Tom brings green apples.

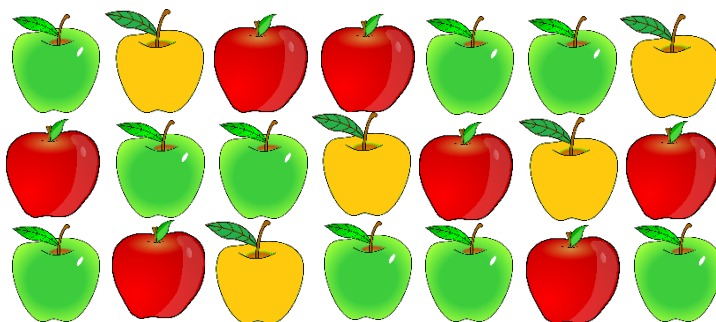
Jemma brings red apples and Brandon brings yellow apples.

Look at the apples. What fraction of all apples did each friend bring?

Tom brought:

Jemma brought:

Brandon brought:



and

make one whole.

If Tom eats one red apple, Jemma eats one yellow apple and Brandon eats one green apple,

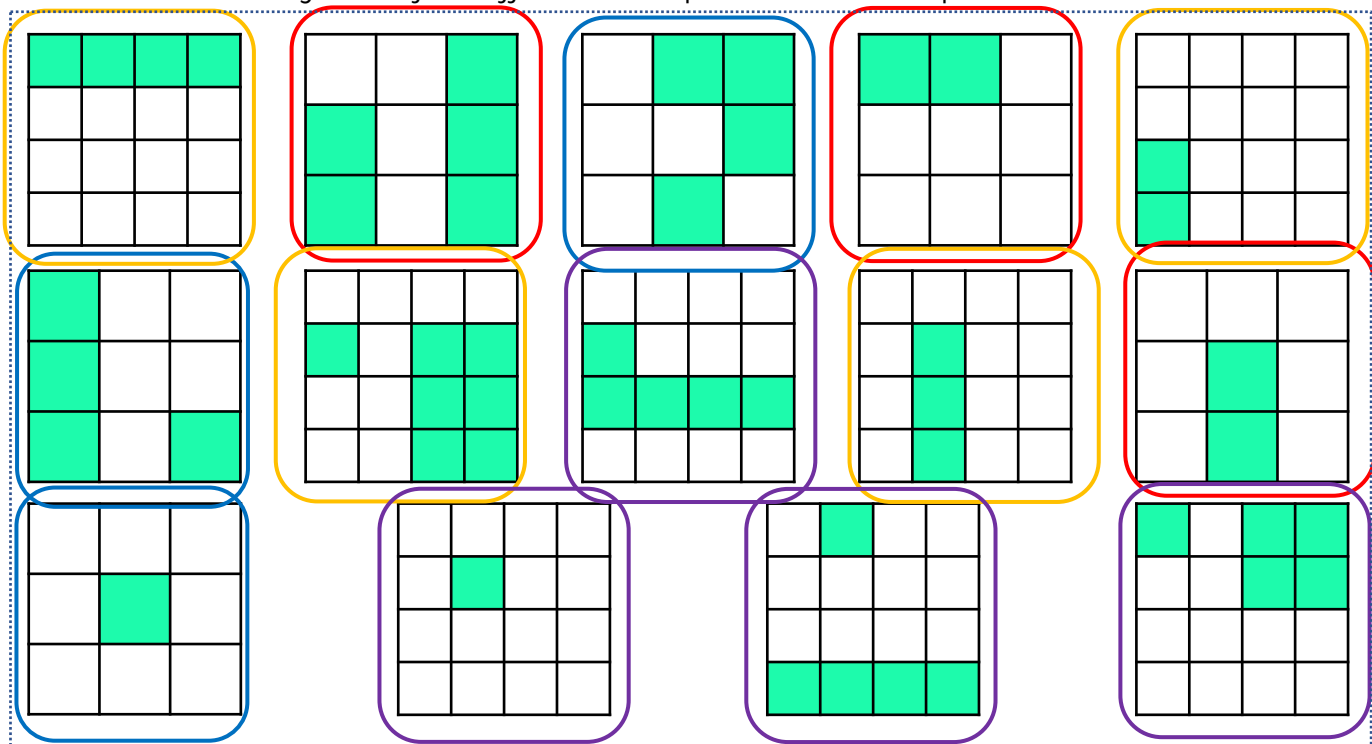
what fractions of the apples make one new whole?

and

make one whole.



Look at the images. Use four different colour pencils to show the parts that make one whole.



Complete the sentences to describe the situation.

Three friends bring apples. Tom brings green apples.

Jemma brings red apples and Brandon brings yellow apples.

Look at the apples. What fraction of all apples did each friend bring?

Tom brought:

9

21

Jemma brought:

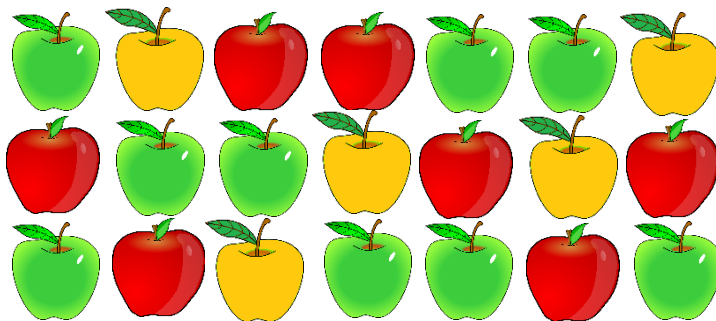
7

21

Brandon brought:

5

21



$\frac{9}{21}$, $\frac{7}{21}$ and $\frac{5}{21}$ make one whole.

If Tom eats one red apple, Jemma eats one yellow apple and Brandon eats one green apple,

what fractions of the apples make one new whole?

$\frac{8}{18}$, $\frac{6}{18}$ and $\frac{4}{18}$ make one whole.

Zach says,



I have one pizza cut into 8 equal pieces. I have eaten $\frac{8}{8}$ of the pizza.

Does Zach have any pizza left?
Explain your answer.

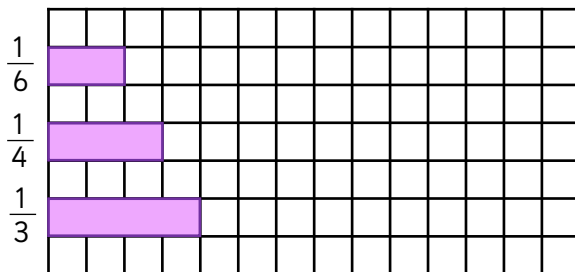
Complete the sentence.

When a fraction is equal to a whole, the numerator and the denominator are _____

Use pictures to prove your answer.

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Rosie is drawing bar models to represent a whole. She has drawn a fraction of each of her bars.



Can you complete Rosie's bar models?

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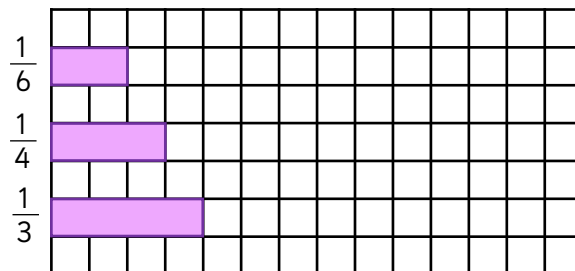
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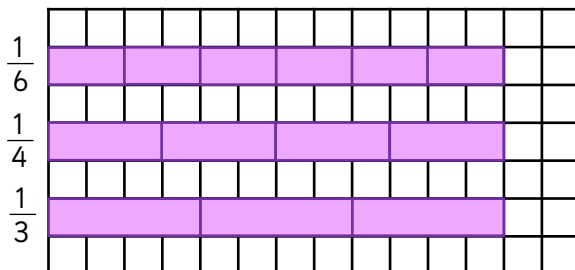
No, because $\frac{8}{8}$ is equal to one whole, so Zach has eaten all of his pizza.

Complete the sentence.

When a fraction is equal to a whole, the numerator and the denominator are the same.

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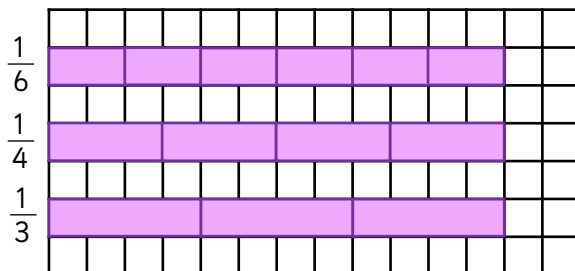
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