YEAR 3

How was your trip to Brazil? I wonder if it was as hot as it has been here in England. You are all doing a fantastic job with your home learning. Keep it up! This week we are going to compare Brazil with a country which is the opposite in terms of its climate, Alaska. We want you to carry on finding your interests within these areas and research the parts that you find most interesting. We look forward to hearing about what you have all learnt. Keep up the super effort and remember to post pictures of your work on to Twitter.

Mrs Marks Mr Mills Miss Davenport

EVERY DAY

Daily Maths lessons - https://whiterosemaths.com/homelearning/. Watch the video and then try the questions linked to it. This is 30-40 minutes work. **This week is comparing fractions and finding equivalent fractions.**

Hit the Button – 15-20 - https://www.topmarks.co.uk/maths-games/hit-the-button and use Mathletics to support the learning on White Rose- questions will be set linked to these videos.

Read for at least 15 minutes and complete an English task.

Additional tasks for this week (08/06/20)

English	Topic
Around the World **Monday** Start by finding out what human geography and physical geography are. Think about these two areas with Alaska. Compare Alaska with Brazil. What is different about these two places? Are there any similarities? Create your table or use the comparison table provided. https://www.youtube.com/watch?v=5782rSMO5Ns **Tuesday and Wednesday** **https://multiculturalkidblogs.com/2019/03/18/10-fun-facts-about-brazil-for-kids/** Above is a website that gives the top ten facts about Brazil. We are going to do the same for Alaska. You can use technology or paper to create an interesting information page about Alaska. Think about what is best about it. Is it the amazing animals that live there? Or is it the way that people live? Could it be that Alaska reaches temperatures of below -60 degrees? You could use some of these facts about Alaska. https://www.coolkidfacts.com/alaska-facts/ **Thursday** You are working for a newspaper that is running a story about the Arctic- newly explored in the 1700s. You are about to meet Captain James Cook, a British explorer who is searching the areas around Alaska and interview him to find out about what Alaska is like. What questions would you ask him? Write down your questions and the answers. Imagine you are having a conversation with him. **Friday** https://www.pobble365.com/arctic-journey Alaska is part of the Arctic Circle. This is made up of many different areas including parts of Russia and Canada. Can you find out the rest? Read the story starter about the Artic journey in the picture. Will the team make it across the lake? What happens next? Carry on the story using the knowledge you have gained about the Artic. You are on ice and it is cracking. Think about what could happen if you do not act fast. Choose a writing Mat to help with ideas.	During the week, please complete at least one of the following activities- **Geography** http://www.alaskakids.org/index.cfm/Know-Alaska/Alaska-Geography/People Find out about Alaska and its position to the rest of the United States of America. Can you find out its exact size? How many people live there? What natural disasters happen there? Where do people live? **DT** Add a section to your map or create a mini scene for Alaska. Think about the mainland formations like the Tundra, mountains, volcanoes, glaciers and the huge number of lakes that are found there. If you did not create a map, produce a miniature sculpture or diorama of Alaska. **Art** https://www.pobble365.com/arctic-journey Imagine you can see underneath the ice on the lake. Draw what you can see. Or you could create your own Northern Lights scene. Watch the video below to see how it is done. **https://www.youtube.com/watch?v=AGgGV6ooSvE How to draw a Northern Light landscape.** Alaska is one of a few places on Earth where you can see the Northern Lights. Use your artistic skills and have a go at drawing your own Northern Light landscape in Alaska. Use this video for some inspiration. https://www.youtube.com/watch?v=Vdb9IndsSXk Keep getting creative with your own inventions or ideas and post them to Twitter@oldburypark.

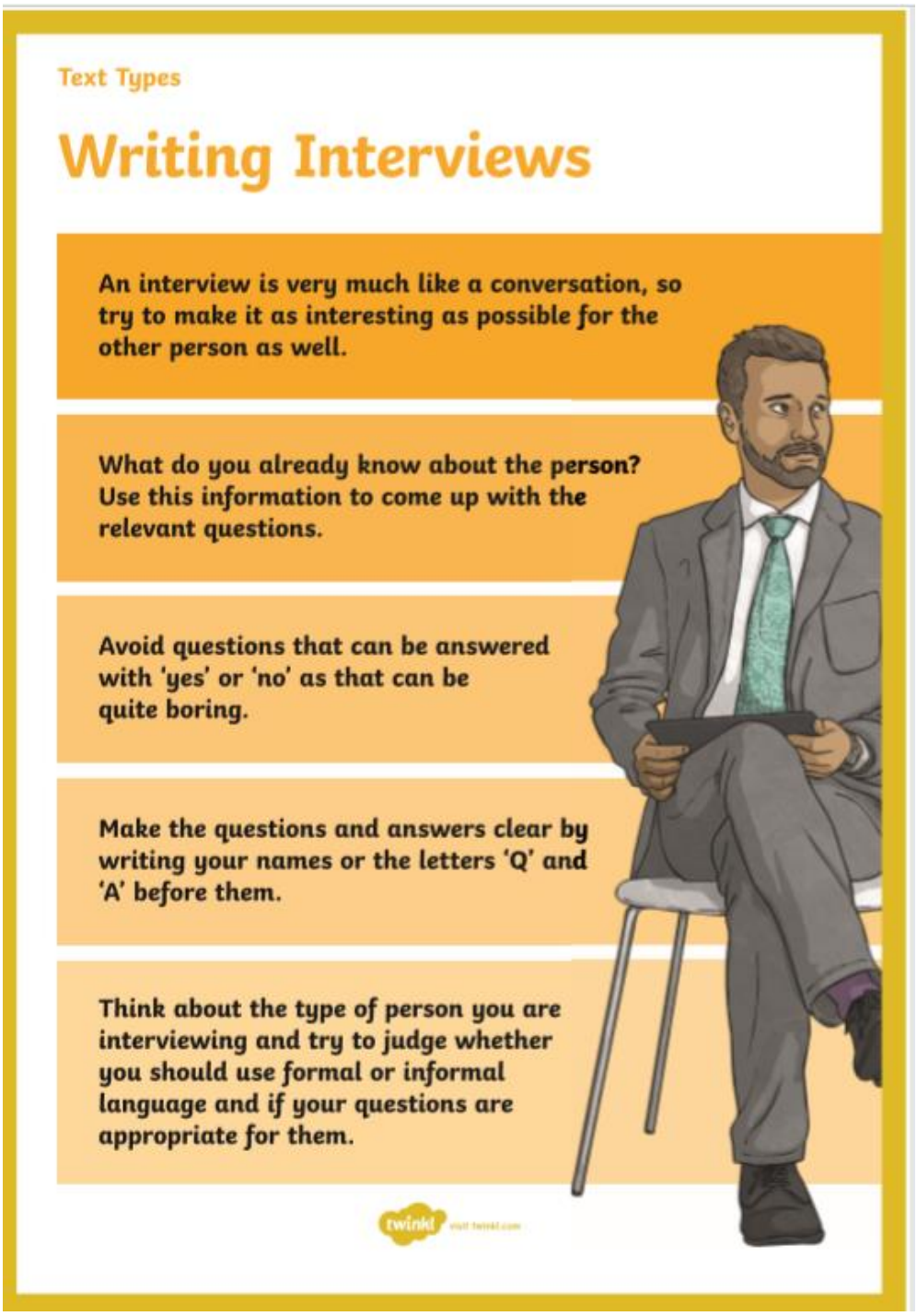
Comparing Places

I am comparing _____ and _____.

	Similarities	Differences
Human Geography		
Physical Geography		

Captain Cook's Exploration of the Northwest Passage 1976

http://www.alaskakids.org/index.cfm/Know-Alaska/Alaska-History/Early-Explorers- Find out more about the exploration.




1-3-59
Juneau
Alaska

Writing Mat Expected Year 3

Punctuation Power!	
A	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
'	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't.
,	Commas to separate items on a list.
""	Inverted commas to show direct speech.

Fantastic Ways to Show Time, Place and Cause in Your Sentences

Subordinating Conjunctions		
when	before	because
after	while	
Prepositions		
in	during	because of
over	near	until
above	behind	
Adverbs		
next	soon	then
therefore		

Can you squeeze in some co-ordinating conjunctions?	
F	for
A	and
N	nor
B	but
O	or
Y	yet
S	so

Know your Prefixes
un- means not
pre- means before
mis- means wrong
super- means above
re- means again
sub- means under
inter- means between
anti- means against
auto- means self
im/ir/in/il- mean not

Which is Witch?
Don't Muddle Your Homophones

there/their/they're
our/are
two/too/to
your/you're
here/hear

Super Spellings... I need to know **most** of these:

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Don't forget to organise your writing into **paragraphs**. Each one needs a few sentences linked to the same theme.

twinkl
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Writing Mat Greater Depth Year 3

Super Spellings... I need to know **most** of these:					
accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Which is Witch? Don't Muddle Your Homophones	
there/their/they're	our/are
two/too/to	here/hear
your/you're	accept/except
whether/weather	

Fantastic Ways to Show Time, Place and Cause in Your Sentences

Subordinating Conjunctions		
when	before	because
after	while	

Prepositions		
in	during	because of
over	near	until
above	behind	

Adverbs		
next	soon	then
therefore		

Does it All Agree?

Check through your work for:

was/were	is/are

Is your writing in the correct tense?

Mix Up Your Sentences!

Use some longer complex sentences and some short, snappy ones!

Place the model in a cool, dry place until the paint is completely dry.

His heart skipped a beat.

Punctuation Power!	
A	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
'	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't.
,	Commas to separate items on a list.
""	Inverted commas to show direct speech.

You need to be organising your writing into **paragraphs** as much as possible. Just make sure each one is about the same theme.

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Lesson 1

Equivalent fractions (1)

1 Shade the bar models to represent the fractions.

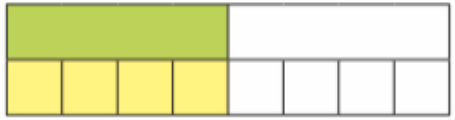
a) Shade $\frac{1}{2}$ of the bar model.

b) Shade $\frac{2}{4}$ of the bar model.

What do you notice?

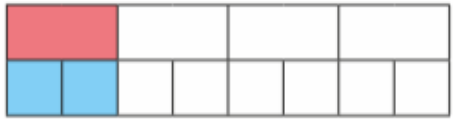
2 Complete the equivalent fractions.

a)



$\frac{1}{2} = \frac{\square}{8}$

b)



$\frac{1}{4} = \frac{2}{\square}$

c)

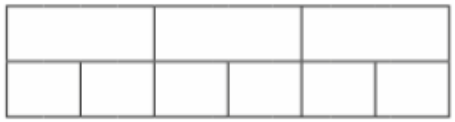
$\frac{3}{4} = \frac{6}{\square}$

3 Shade the bar models to represent the equivalent fractions.

a)

$\frac{1}{3} = \frac{2}{6}$

b)



$\frac{2}{3} = \frac{4}{6}$

c)

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

d)

$\frac{2}{3} = \frac{6}{9}$

Can you find any more equivalent fractions using the bar models?

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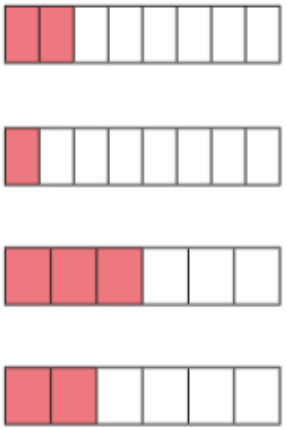
4 Match each bar model to its equivalent fraction.

$\frac{1}{2}$

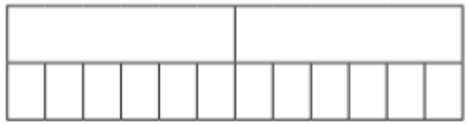
$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{8}$



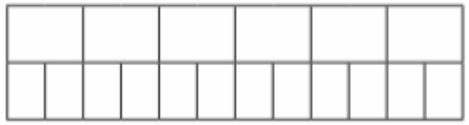
5 Shade the bar models to complete the equivalent fractions.

a) 

$\frac{1}{2} = \frac{\square}{12}$

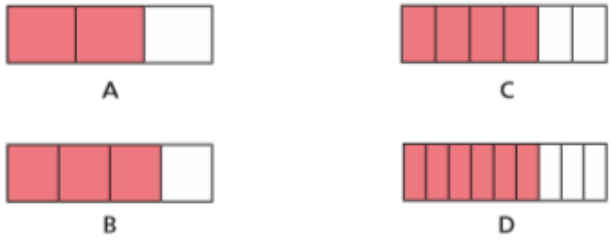
b) 

$\frac{1}{3} = \frac{\square}{12}$

c) 

$\frac{1}{6} = \frac{\square}{12}$

6 The bar models represent fractions.



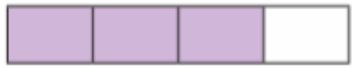
A C

B D

Which is the odd one out? _____

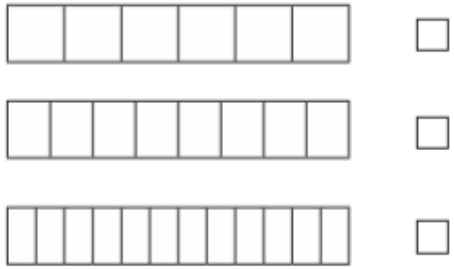
Why do you think this?

7 This bar model represents $\frac{3}{4}$



Tick the bar models that can be used to show a fraction that is equivalent to $\frac{3}{4}$

Shade the bar models to support your answers.



Talk to a partner about your answers.

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Lesson 1 Answers

Equivalent fractions (1)

1 Shade the bar models to represent the fractions.

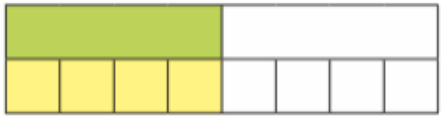
a) Shade $\frac{1}{2}$ of the bar model.

b) Shade $\frac{2}{4}$ of the bar model.

What do you notice?

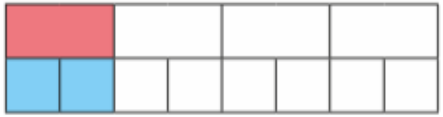
2 Complete the equivalent fractions.

a)



$\frac{1}{2} = \frac{4}{8}$

b)



$\frac{1}{4} = \frac{2}{8}$

c)

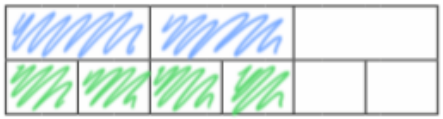
$\frac{3}{4} = \frac{6}{8}$

3 Shade the bar models to represent the equivalent fractions.

a)

$\frac{1}{3} = \frac{2}{6}$

b)

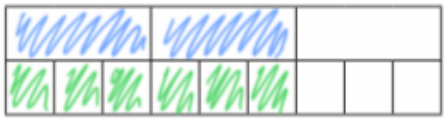


$\frac{2}{3} = \frac{4}{6}$

c)

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

d)



$\frac{2}{3} = \frac{6}{9}$

Can you find any more equivalent fractions using the bar models?

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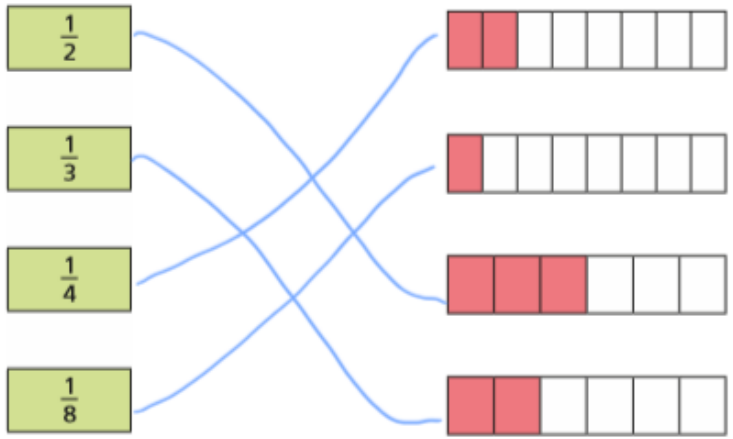
4 Match each bar model to its equivalent fraction.



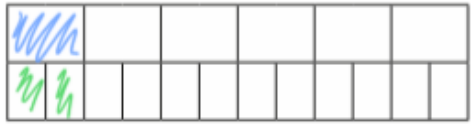
5 Shade the bar models to complete the equivalent fractions.

a) 

$\frac{1}{2} = \frac{6}{12}$

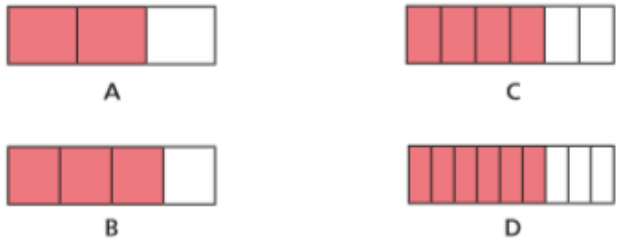
b) 

$\frac{1}{3} = \frac{4}{12}$

c) 

$\frac{1}{6} = \frac{2}{12}$

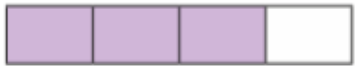
6 The bar models represent fractions.



Which is the odd one out? B

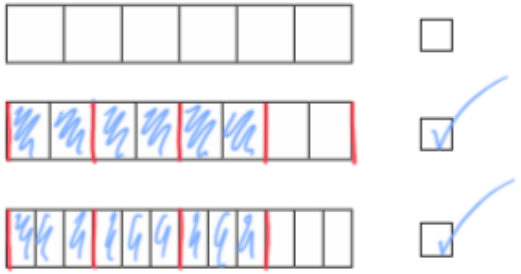
Why do you think this?

7 This bar model represents $\frac{3}{4}$



Tick the bar models that can be used to show a fraction that is equivalent to $\frac{3}{4}$

Shade the bar models to support your answers.



Talk to a partner about your answers.

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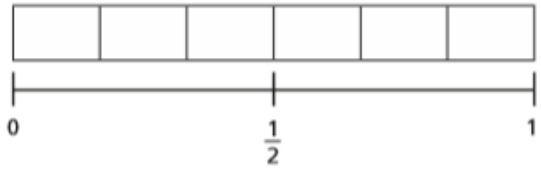
Equivalent fractions (2)

1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.

b) Shade $\frac{2}{4}$ of the bar model.

c) Shade $\frac{3}{6}$ of the bar model.

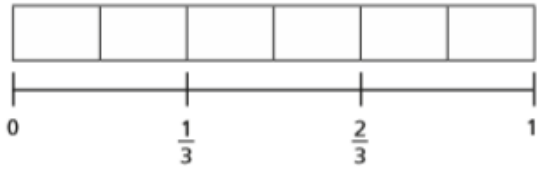


d) What do you notice?

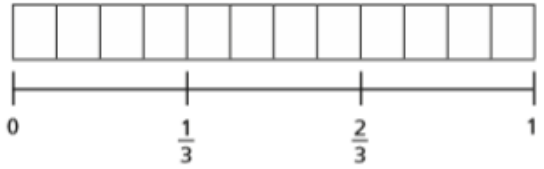
e) Write another fraction that is equivalent to $\frac{1}{2}$

2 Shade $\frac{2}{3}$ of each bar model.

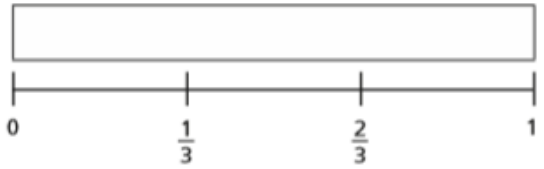
a)



b)



c)



d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$$

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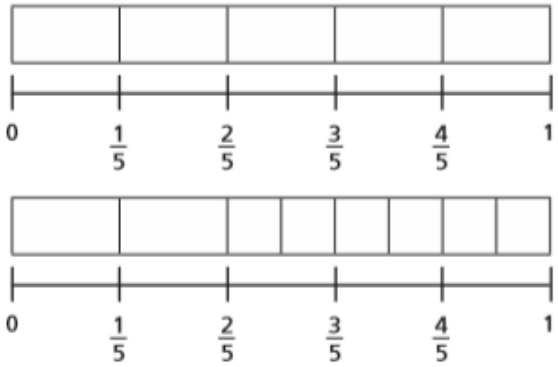
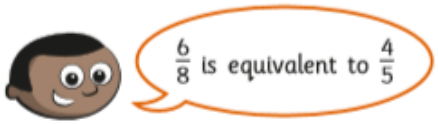
Lesson 2

3 Mo is finding equivalent fractions.



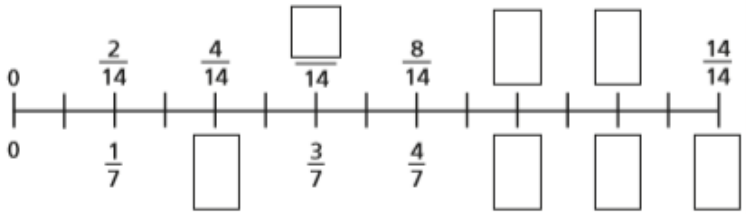


Do you agree with Mo? _____

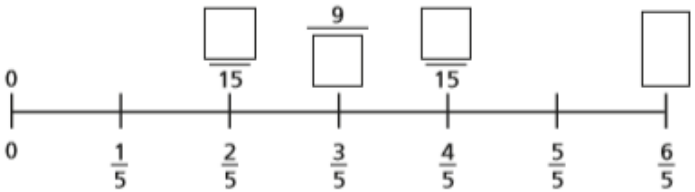
Explain your answer.

4 Find the missing numbers.

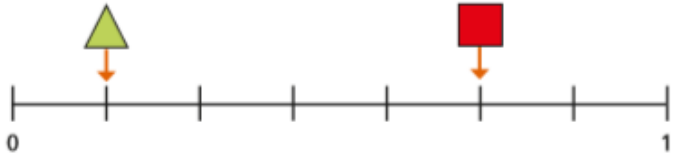
a)



b)



5 Here is a number line.

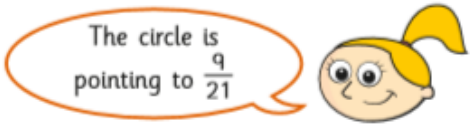


a) What fraction is each shape pointing to?

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

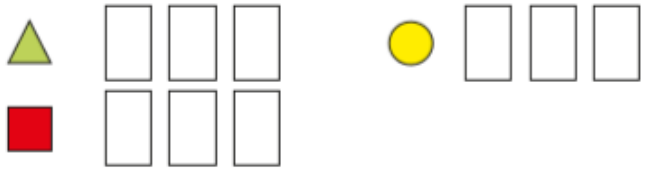
c)



Do you agree with Eva? _____

Show how you worked this out.

d) Write three equivalent fractions for each shape.



Compare answers with a partner.

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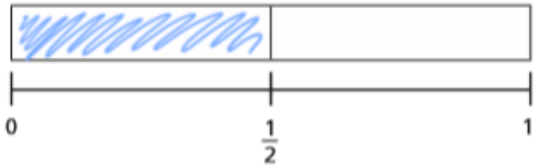
Lesson 2 Answers

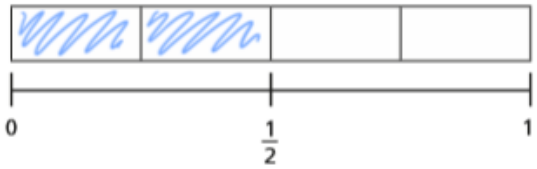
Equivalent fractions (2)

1 Shade the bar models to represent the fractions.

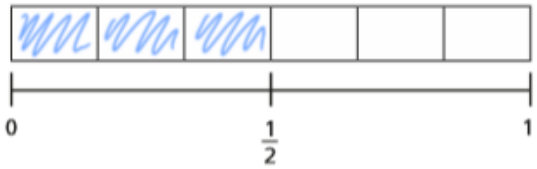
a) Shade $\frac{1}{2}$ of the bar model.



b) Shade $\frac{2}{4}$ of the bar model.



c) Shade $\frac{3}{6}$ of the bar model.

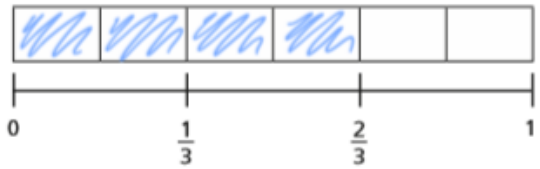


d) What do you notice?

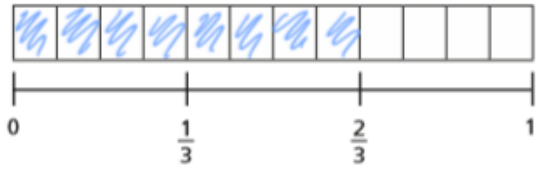
e) Write another fraction that is equivalent to $\frac{1}{2}$ e.g. $\frac{4}{8}$

2 Shade $\frac{2}{3}$ of each bar model.

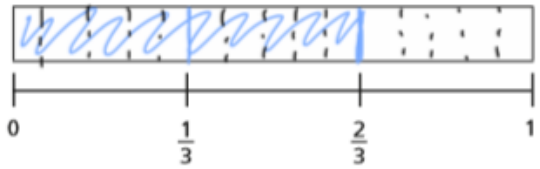
a)



b)



c)



d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\boxed{4}}{6} = \frac{8}{\boxed{12}} = \frac{\boxed{10}}{15}$$

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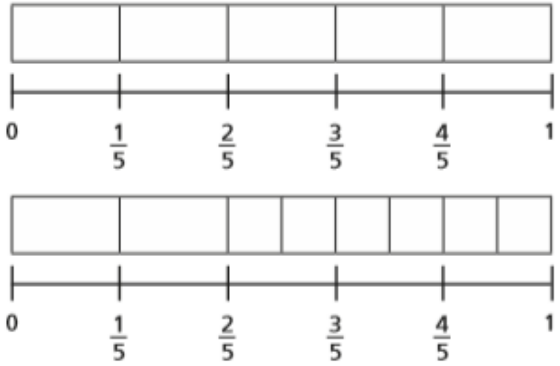
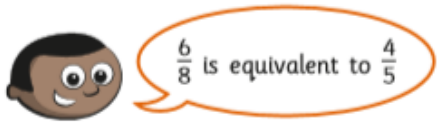
3 Mo is finding equivalent fractions.



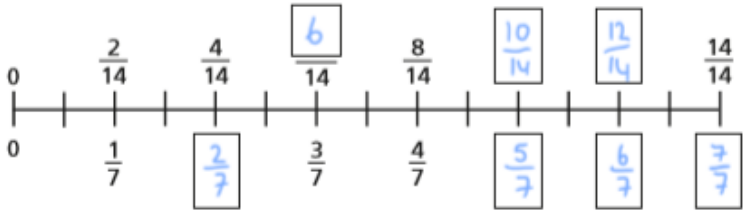


Do you agree with Mo? No

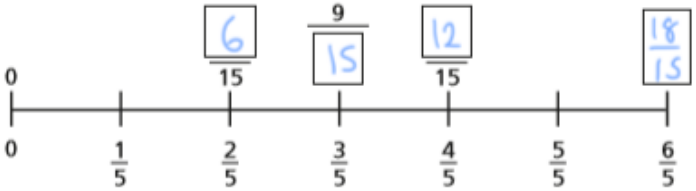
Explain your answer.

4 Find the missing numbers.

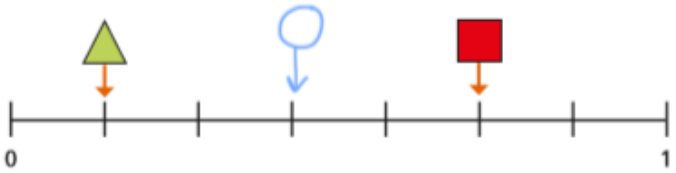
a)



b)



5 Here is a number line.



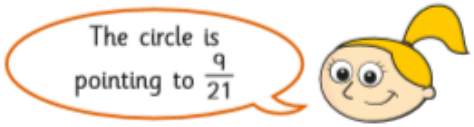
a) What fraction is each shape pointing to?

▲ = 1/7 ■ = 5/7

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

c)



Do you agree with Eva? Yes

Show how you worked this out.

d) Write three equivalent fractions for each shape.

e.g.

▲ 10/70 8/56 3/21

■ 50/70 40/56 15/21

● 3/7 30/70 15/35

Compare answers with a partner.

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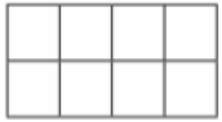
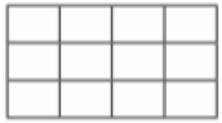
Equivalent fractions (3)

1 Shade the shapes to help you complete the equivalent fractions.

a)   $\frac{1}{3} = \frac{\square}{\square}$

b)   $\frac{1}{2} = \frac{\square}{\square}$

c)   $\frac{3}{4} = \frac{\square}{\square}$

d)   $\frac{3}{4} = \frac{\square}{\square}$

2 Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$		
$\frac{1}{6}$		$\frac{1}{6}$	$\frac{1}{6}$		$\frac{1}{6}$	$\frac{1}{6}$		$\frac{1}{6}$
$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$

a) $\frac{1}{3} = \frac{\square}{6}$

b) $\frac{1}{3} = \frac{\square}{9}$

c) $\frac{2}{3} = \frac{4}{\square}$

d) $\frac{2}{3} = \frac{6}{\square}$

e) $\frac{4}{6} = \frac{6}{\square}$

f) $\frac{1}{3} = \frac{\square}{6} = \frac{\square}{9}$

3 Draw a picture to show that one quarter is equivalent to two eighths.

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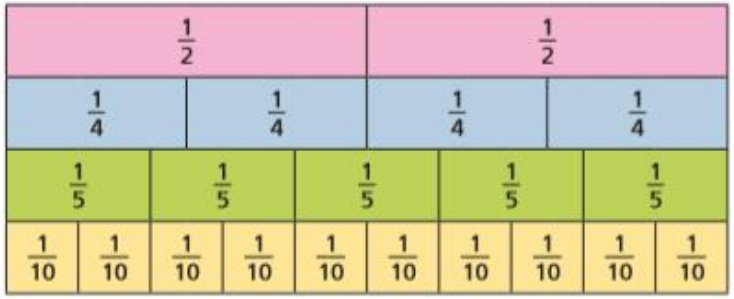
Lesson 3

4 Use the fraction wall to decide whether the fractions are equivalent or not.



Complete the sentences using **is** or **is not**.

a) $\frac{1}{2}$ _____ equivalent to $\frac{2}{4}$

b) $\frac{1}{4}$ _____ equivalent to $\frac{2}{10}$

c) $\frac{1}{2}$ _____ equivalent to $\frac{5}{10}$

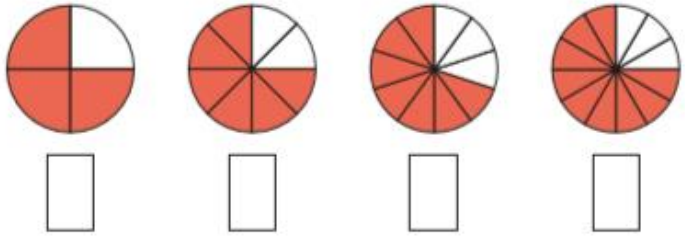
d) $\frac{3}{10}$ _____ equivalent to $\frac{2}{5}$

e) $\frac{4}{5}$ _____ equivalent to $\frac{8}{10}$

f) $\frac{3}{4}$ _____ equivalent to $\frac{4}{5}$

Write some sentences of your own and ask a partner to fill in the gaps.

5 a) What fraction of each shape is shaded?



b) Use the fractions in part a) to complete the sentences.

☐ is equivalent to ☐

☐ is equivalent to ☐

☐ is not equivalent to ☐

☐ is not equivalent to ☐

Compare answers with a partner.

6 The bar model represents $\frac{1}{2}$ 

Write as many equivalent fractions as you can.

What is the same about all the fractions you have written?

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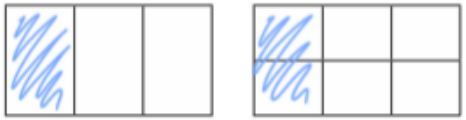
Lesson 3 Answers

Equivalent fractions (3)

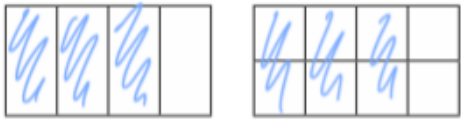
1 Shade the shapes to help you complete the equivalent fractions.

a) 

$\frac{1}{3} = \frac{2}{6}$

b) 

$\frac{1}{2} = \frac{3}{6}$

c) 

$\frac{3}{4} = \frac{6}{8}$

d) 

$\frac{3}{4} = \frac{9}{12}$

2 Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$	
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$		$\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$		$\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$	

a) $\frac{1}{3} = \frac{2}{6}$

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

c) $\frac{2}{3} = \frac{4}{6}$

d) $\frac{2}{3} = \frac{6}{9}$

e) $\frac{4}{6} = \frac{6}{9}$

e) $\frac{1}{3} = \frac{2}{6} = \frac{3}{9}$

3 Draw a picture to show that one quarter is equivalent to two eighths.

e.g.

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4 Use the fraction wall to decide whether the fractions are equivalent or not.

$\frac{1}{2}$					$\frac{1}{2}$				
$\frac{1}{4}$				$\frac{1}{4}$				$\frac{1}{4}$	
$\frac{1}{5}$			$\frac{1}{5}$			$\frac{1}{5}$			$\frac{1}{5}$
$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

Complete the sentences using **is** or **is not**.

a) $\frac{1}{2}$ is equivalent to $\frac{2}{4}$

b) $\frac{1}{4}$ is not equivalent to $\frac{2}{10}$

c) $\frac{1}{2}$ is equivalent to $\frac{5}{10}$

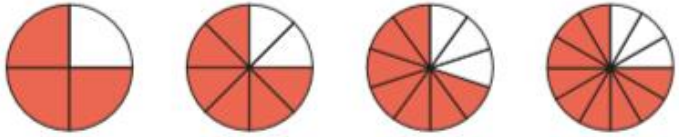
d) $\frac{3}{10}$ is not equivalent to $\frac{2}{5}$

e) $\frac{4}{5}$ is equivalent to $\frac{8}{10}$

f) $\frac{3}{4}$ is not equivalent to $\frac{4}{5}$

Write some sentences of your own and ask a partner to fill in the gaps.

5 a) What fraction of each shape is shaded?



$\frac{3}{4}$ $\frac{6}{8}$ $\frac{7}{10}$ $\frac{9}{12}$

b) Use the fractions in part a) to complete the sentences.

e.g. $\frac{3}{4}$ is equivalent to $\frac{6}{8}$

$\frac{3}{4}$ is equivalent to $\frac{9}{12}$

$\frac{6}{8}$ is not equivalent to $\frac{7}{10}$

$\frac{7}{10}$ is not equivalent to $\frac{3}{4}$

Compare answers with a partner.

6 The bar model represents $\frac{1}{2}$

Write as many equivalent fractions as you can.

Various answers.

What is the same about all the fractions you have written?

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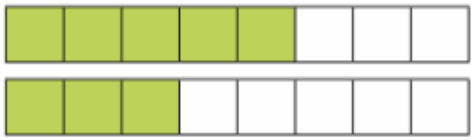
Lesson 4

Compare fractions

1 Write <, > or = to compare the fractions.

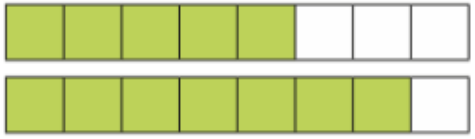
Use the bar models to help you.

a)



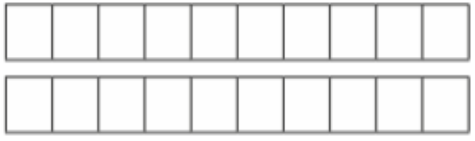
$\frac{5}{8}$ ◯ $\frac{3}{8}$

b)



$\frac{5}{8}$ ◯ $\frac{7}{8}$

c)



$\frac{5}{10}$ ◯ $\frac{7}{10}$

2 Write <, > or = to compare the fractions.

a) $\frac{1}{5}$ ◯ $\frac{3}{5}$

b) $\frac{2}{5}$ ◯ $\frac{2}{5}$

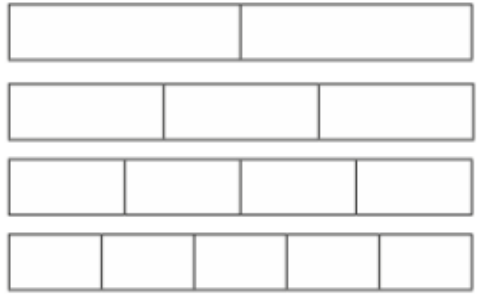
c) $\frac{2}{7}$ ◯ $\frac{6}{7}$

d) $\frac{6}{7}$ ◯ $\frac{2}{7}$

e) $\frac{6}{13}$ ◯ $\frac{12}{13}$

f) $\frac{13}{15}$ ◯ $\frac{13}{15}$

3 Here are some bar models.



$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$

a) Shade the bar models to represent the fractions.

b) Write < or > to compare the fractions.

Use the bar models to help you.

$\frac{1}{2}$ ◯ $\frac{1}{3}$ $\frac{1}{4}$ ◯ $\frac{1}{3}$ $\frac{1}{5}$ ◯ $\frac{1}{3}$

$\frac{1}{3}$ ◯ $\frac{1}{2}$ $\frac{1}{4}$ ◯ $\frac{1}{5}$ $\frac{1}{5}$ ◯ $\frac{1}{2}$

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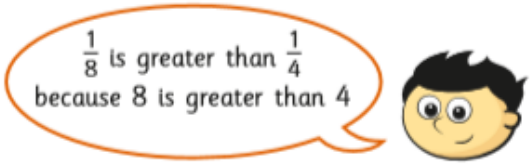
4 What could the missing numerators and denominators be?

Give three examples for each.

a) $\frac{1}{5} < \frac{\square}{5}$ $\quad \frac{1}{5} < \frac{\square}{5}$ $\quad \frac{1}{5} < \frac{\square}{5}$

b) $\frac{1}{5} < \frac{1}{\square}$ $\quad \frac{1}{5} < \frac{1}{\square}$ $\quad \frac{1}{5} < \frac{1}{\square}$

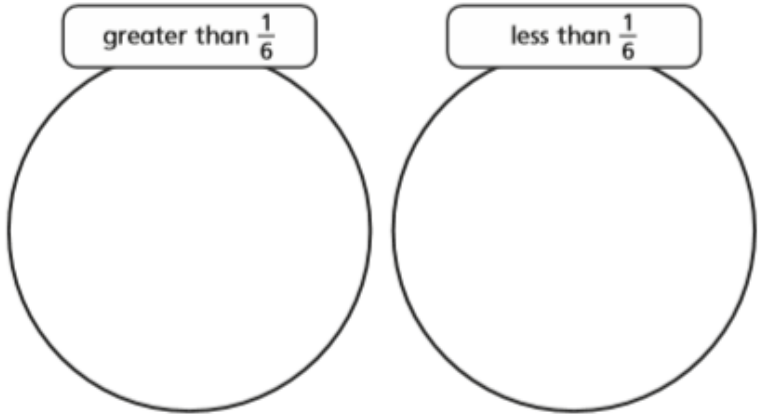
5 Jack is comparing fractions.



Draw bar models to show that Jack is wrong.

6 Sort the fractions into the circles.

$\frac{5}{6}$ $\quad \frac{1}{8}$ $\quad \frac{1}{2}$ $\quad \frac{2}{6}$ $\quad \frac{1}{12}$ $\quad \frac{3}{6}$



7 Complete the sentences using the word bank.

numerator	denominator	greater	smaller

a) When fractions have the same denominator, the greater the _____, the _____ the fraction.

b) When fractions have the same numerator, the greater the _____, the _____ the fraction.

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Lesson 4 Answers

Compare fractions

1 Write <, > or = to compare the fractions.

Use the bar models to help you.

a)

$\frac{5}{8}$ > $\frac{3}{8}$

b)

$\frac{5}{8}$ < $\frac{7}{8}$

c)

$\frac{5}{10}$ < $\frac{7}{10}$

2 Write <, > or = to compare the fractions.

a) $\frac{1}{5}$ < $\frac{3}{5}$

b) $\frac{2}{5}$ = $\frac{2}{5}$

c) $\frac{2}{7}$ < $\frac{6}{7}$

d) $\frac{6}{7}$ > $\frac{2}{7}$

e) $\frac{6}{13}$ < $\frac{12}{13}$

f) $\frac{13}{15}$ = $\frac{13}{15}$

3 Here are some bar models.

$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$

a) Shade the bar models to represent the fractions.

b) Write < or > to compare the fractions.

Use the bar models to help you.

$\frac{1}{2}$ > $\frac{1}{3}$ $\quad$ $\frac{1}{4}$ < $\frac{1}{3}$ $\quad$ $\frac{1}{5}$ < $\frac{1}{3}$

$\frac{1}{3}$ < $\frac{1}{2}$ $\quad$ $\frac{1}{4}$ > $\frac{1}{5}$ $\quad$ $\frac{1}{5}$ < $\frac{1}{2}$

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4 What could the missing numerators and denominators be?

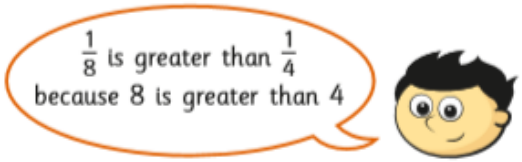
Give three examples for each.

e.g.

a) $\frac{1}{5} < \frac{\boxed{2}}{5}$ $\quad \frac{1}{5} < \frac{\boxed{3}}{5}$ $\quad \frac{1}{5} < \frac{\boxed{4}}{5}$

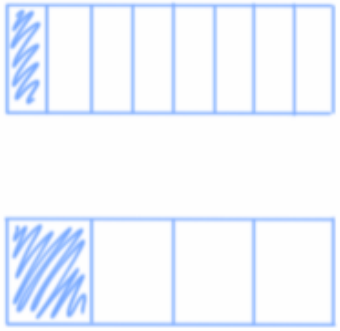
b) $\frac{1}{5} < \frac{1}{\boxed{4}}$ $\quad \frac{1}{5} < \frac{1}{\boxed{3}}$ $\quad \frac{1}{5} < \frac{1}{\boxed{2}}$

5 Jack is comparing fractions.



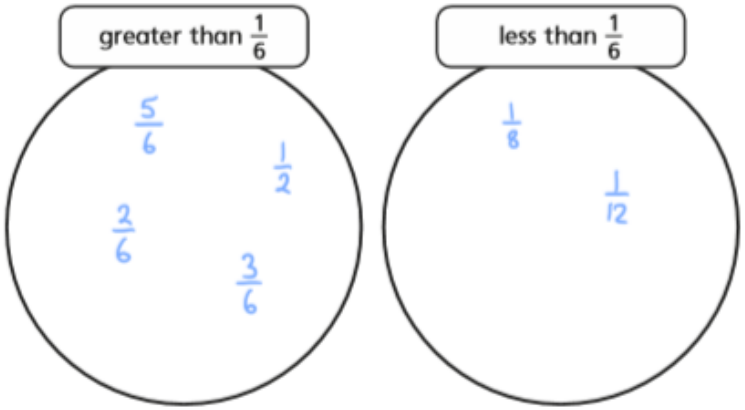
Draw bar models to show that Jack is wrong.

e.g.



6 Sort the fractions into the circles.

$\frac{5}{6}$ $\quad \frac{1}{8}$ $\quad \frac{1}{2}$ $\quad \frac{2}{6}$ $\quad \frac{1}{12}$ $\quad \frac{3}{6}$



7 Complete the sentences using the word bank.

numerator	denominator	greater	smaller

a) When fractions have the same denominator, the greater the ___numerator___, the ___greater___ the fraction.

b) When fractions have the same numerator, the greater the ___denominator___, the ___smaller___ the fraction.

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