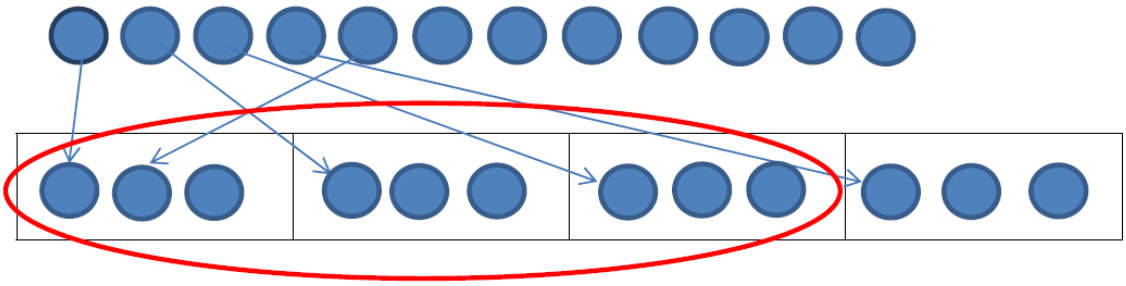
Fractions as Division 2

Need: Counters or other items leading to the use of base ten equipment for larger numbers

- This is a guided activity to begin with, which can then be developed into children independently rehearsing fractions as division.
- Children begin with a known fact such as $\frac{1}{4}$ of 12 = 3
- Represent this number sentence using counters.
- How many counters do you need to start with?
- What does the number sentence suggest you should do with these 12 counters?
- To find a quarter of 12 you need to divide 12 by 4. This initially will be thought of as sharing 12 counters equally between 4.



- To find $\frac{3}{4}$ of 12, the counters in 3 parts of the whole need to be counted 3 + 3 + 3 =9

- Children to repeat this process with the following calculations using counters or other items and then base ten equipment where the numbers get larger. Where children have gained understanding they may use mental/written division methods using apparatus to check their answers where necessary.

$\frac{1}{5}$ *of 15*	$\frac{3}{5}$ *of 15*
$\frac{1}{5}$ *of 65*	$\frac{3}{5}$ *of 65*
$\frac{1}{5}$ *of 115*	$\frac{3}{5}$ *of 115*
$\frac{1}{6}$ *of 24*	$\frac{5}{6}$ *of 24*
$\frac{1}{6}$ *of 72*	$\frac{5}{6}$ *of 72*
$\frac{1}{6}$ *of 102*	$\frac{5}{6}$ *of 102*
$\frac{1}{7}$ *of 49*	$\frac{4}{7}$ *of 49*
$\frac{1}{7}$ *of 91*	$\frac{4}{7}$ *of 91*
$\frac{1}{7}$ *of 105*	$\frac{4}{7}$ *of 105*
$\frac{1}{8}$ *of 48*	$\frac{3}{8}$ *of 48*
$\frac{1}{8}$ *of 96*	$\frac{3}{8}$ *of 96*
$\frac{1}{8}$ *of 128*	$\frac{3}{8}$ *of 128*