Fractions as Division

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.
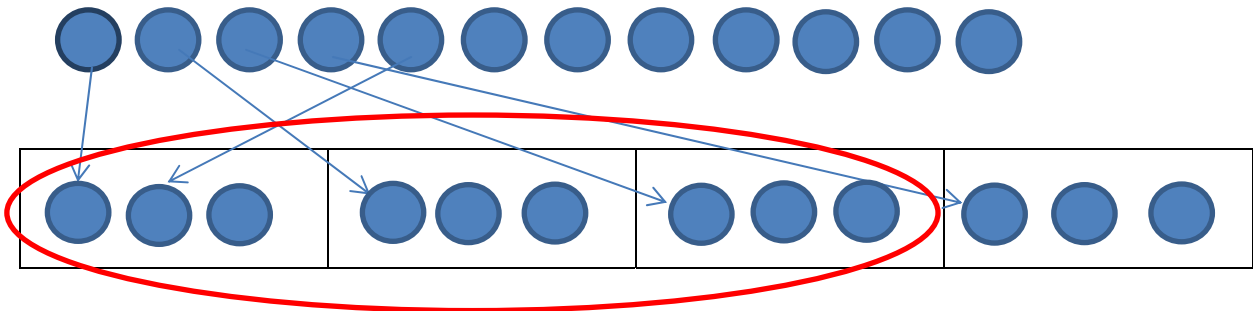
Children begin with a known fact such as $\frac{1}{4}$ of 12 = 3
Represent this number sentence using counters.
How many counters do you need to start with?
What does the number sentence suggest you should do with these 12 counters?
To find a quarter of 12 you need to divide 12 by 4. This initially will 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.

$\frac{1}{4}$ of 16	$\frac{3}{4}$ of 16
$\frac{1}{4}$ of 24	$\frac{3}{4}$ of 24
$\frac{1}{4}$ of 56	$\frac{3}{4}$ of 56
$\frac{1}{3}$ of 15	$\frac{2}{3}$ of 15
$\frac{1}{3}$ of 24	$\frac{2}{3}$ of 24
$\frac{1}{3}$ of 72	$\frac{2}{3}$ of 72
$\frac{1}{6}$ of 18	$\frac{5}{6}$ of 18
$\frac{1}{6}$ of 36	$\frac{5}{6}$ of 36
$\frac{1}{6}$ of 78	$\frac{5}{6}$ of 78