



Get Started with the Fraction-Wall Class Pack

Try these activities

- Make a traditional fraction-wall using the fractions with a numerator of 1.
- Make a super-sized fraction-wall including all fraction cards for each denominator. Look for patterns within the wall.
- Ask pupils to find equivalent fractions using the strips and note down each one they find. How many are possible? Who can find the most?
- Under the 1 whole strip place three $\frac{1}{3}$ strips, then add one more (this reinforces how fractions build up to be a whole and beyond).
- Use the strips to add and subtract fractions
e.g. $\frac{1}{8} + \frac{4}{8} = \frac{5}{8} - \frac{3}{8} =$



Race to a whole

Use the fraction strips to play this fun game

Each player/pair will need:

1 whole strip Two $\frac{1}{2}$ strips Four $\frac{1}{4}$ strips Eight $\frac{1}{8}$ strips
Scissors

Another piece of paper, exactly the same size as the 1 whole strip

A dice with faces labelled: $\frac{1}{2} - \frac{1}{4} - \frac{1}{8} - \frac{1}{8} - \frac{1}{16} - \frac{1}{16}$

How to play

- Lay the strips on a table. What do children notice about the fractions?
- To play the game, sixteen $\frac{1}{16}$ pieces will also be needed.
- Ask children to think about how to make them. They should fold the new whole strip in half four times and cut out the sixteen pieces.
- Write $\frac{1}{16}$ on each piece.
- Each player or pair uses the 1 whole strip as a base.
- The object of the game is to fill the strip and make exactly one whole. The first player/team to do this wins.
- Players collect fraction pieces by taking turns to throw the dice.
- If they throw a $\frac{1}{8}$, for example, they may add this piece to their whole strip.
- To win, they must fill the strip exactly and are not allowed to go over the whole.

Fractions

Teaching fractions is not easy – they have no fixed amount and can refer to so many different things – numbers, time, volumes, money, to name but a few.

With this in mind, concrete and pictorial representations can be invaluable, providing those all-important visual images, giving children something to manipulate and facilitating so much mathematical language.

The language of fractions is something children need to hear as often as possible, even in the early years. Please see our printable cards.

Use this poem to help children remember the vocabulary and positioning of the terms 'numerator' and 'denominator'.

A Poem - How I Hate a Numerator

How I hate a numerator
Such a tricky word,
But the u shows that it's up on top
of fractions
So I've heard!

Denominator's even worse
That word's no friend of mine!
But I suppose the D gives me a clue,
It's down below the line!

Fraction Cards

Print out these fraction cards. Use for reference or display purposes.

Alternatively cut them out and ask children to match the definitions with their correct terms.

$$\frac{1}{2}$$

one half



$$\frac{1}{3}$$

one third



$$\frac{1}{4}$$

one quarter or
one fourth



$$\frac{1}{5}$$

one fifth



$$\frac{1}{6}$$

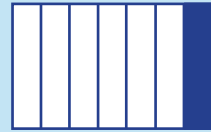
one sixth



Fraction Cards

$$\frac{1}{7}$$

one seventh



$$\frac{1}{8}$$

one eighth



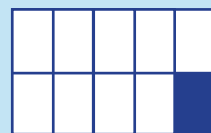
$$\frac{1}{9}$$

one ninth



$$\frac{1}{10}$$

one tenth



Unit fraction

$$\frac{1}{2} \quad \frac{1}{5} \quad \frac{1}{20}$$

The numerator
is 1

Proper fraction

$$\frac{1}{2} \quad \frac{2}{5} \quad \frac{3}{7}$$

A fraction where the numerator is less than the denominator

Improper fraction

$$\frac{6}{4} \quad \frac{7}{2} \quad \frac{9}{5}$$

A fraction where the numerator is greater than the denominator

Mixed number

$$3\frac{2}{5} \quad 1\frac{1}{2} \quad 7\frac{9}{10}$$


A fraction greater than 1 where there is a whole number and a proper fraction

Denominator

$$\frac{1}{5}$$


The bottom numeral of a fraction

Numerator

$$\frac{2}{10}$$


The top numeral of a fraction

Fraction Cards

Equal fraction

$$\frac{1}{2} \quad \frac{3}{6} \quad \frac{13}{26}$$

Fractions that have the same value

Simplest form

$$\frac{1}{14} \quad \frac{3}{19} \quad \frac{5}{6}$$

A fraction is reduced to its simplest form when there is no number (other than 1) that will divide evenly into both the numerator and denominator

Common denominators

$$\left(\frac{2}{7}\right) \quad \left(\frac{6}{7}\right) \quad \frac{1}{4}$$

The denominators of two or more fractions are the same

Common factor

$$\frac{1}{15} \quad \frac{1}{30}$$

3, 5 and 15

A number that will divide into two or more numbers without leaving a remainder

Highest common factor

$$\frac{1}{15} \quad \frac{1}{30}$$

3, 5 and $\left(15\right)$

The largest whole number that is a factor of two or more numbers