

# Independent Recap

Fractions  
Week 11

Year 1

## Arithmetic

1.  $20 - 9$

2. Double 2

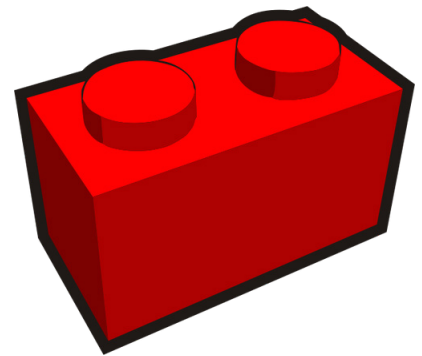
3.  $? = 13 + 5$

4. One more than 1

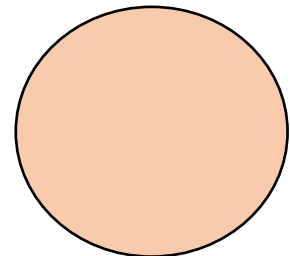
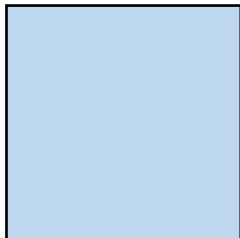


## Practice: Find a Half (1)

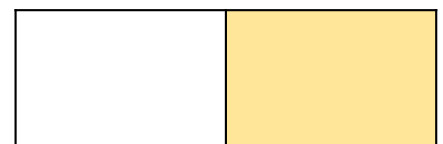
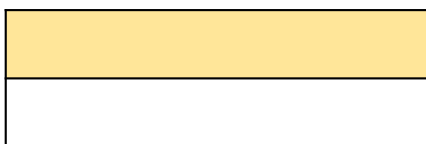
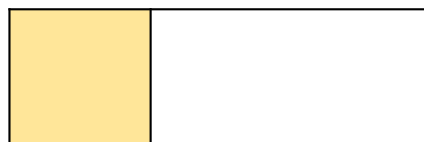
5. Draw a line to cut these objects in half.



6. Draw a line to cut these shapes in half.



7. Circle the pictures that show one half shaded.



You might want to talk to an adult



Use resources to help you

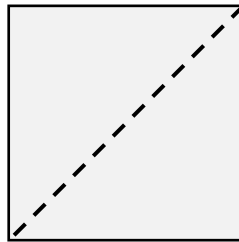


Spot the mistake

8. Match the parts to make a whole.

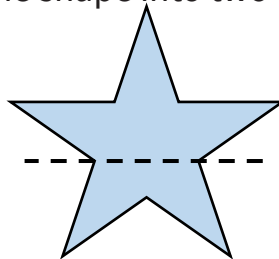


9. Does this show equal halves?



Explain your answer.

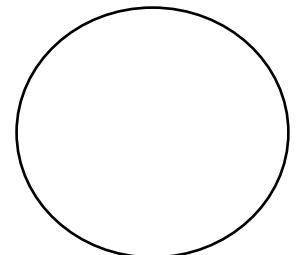
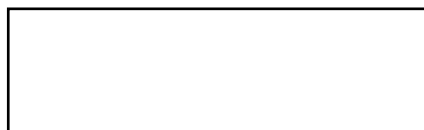
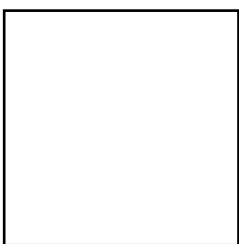
10. Rosemarie says she has split the shape into two equal parts as she has drawn a line through the middle.



Explain why Rosemarie is right or wrong.

Challenge

11. Show at least three different ways that you could split each shape in half. Use three different colours.



## Answers

Q no.	Question	Answer
1	$20 - 9$	11
2	Double 2	4
3	$? = 13 + 5$	18
4	One more than 1	2
5	Draw a line to cut these objects in half.	Each object should be cut into two equal parts.
6	Draw a line to cut these shapes in half.	Each object should be cut into two equal parts.
7	Circle the pictures that show one half shaded.	Rectangles with the equal parts circled.
8	Match the parts to make a whole.	Lines drawn to match halves.
9	Does this show equal halves? Explain your answer.	This shape has been split into equal halves as the line has split the shape into two parts that have an equal area. It is important that pupils understand the meaning of 'equal' and 'equal halves' so they do not get confused in the future, especially when they start learning about fractions including written fractions.
10	Explain why Rosemarie is right or wrong.	Rosemarie is wrong. She has drawn a line horizontally through the middle of the shape instead of vertically through the middle. The two halves she has are unequal.
11	Show at least three different ways that you could split each shape in half. Use three different colours.	Accept answers that accurately show each shape split in half in three different ways. The rectangle and square be split in half horizontally or vertically directly down the middle or joining diagonally opposite vertices. For the circle, accept any line drawn through the centre of the circle.

# Arithmetic

1.  $10 - 0$

2.  $9 + 4$

3. Half of 6

4. One less than 20

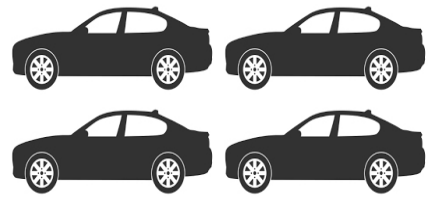


## Practice: Find a Half (2)

5. Complete the sentences.

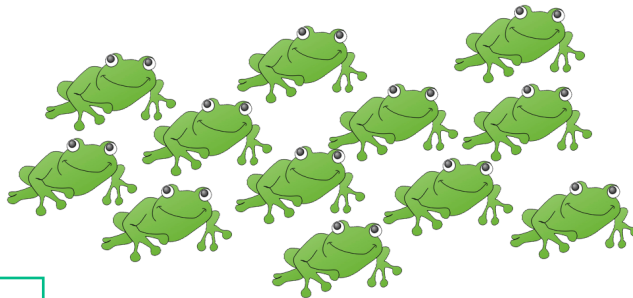


There are  cupcakes.  
Half of  is



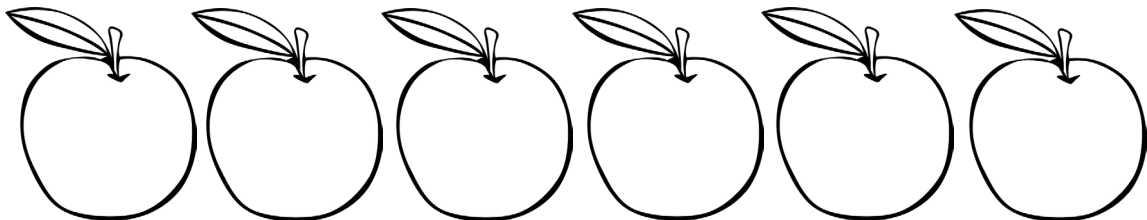
There are  cars.  
Half of  is

6. Find half of the frogs.



There are  frogs.  
Half of  is

7. Colour half the group.



You might want to talk to an adult



Use resources to help you



Spot the mistake

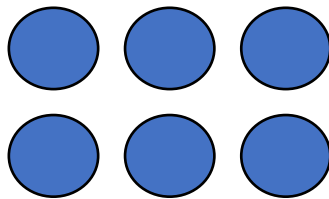
8. Complete the sentences.

Half of  is 4.

9 is half of

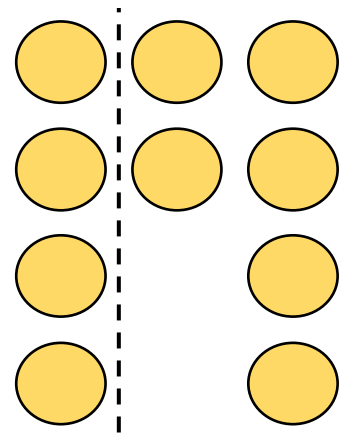
10 is half of

9. Explain how to find half of the counters.



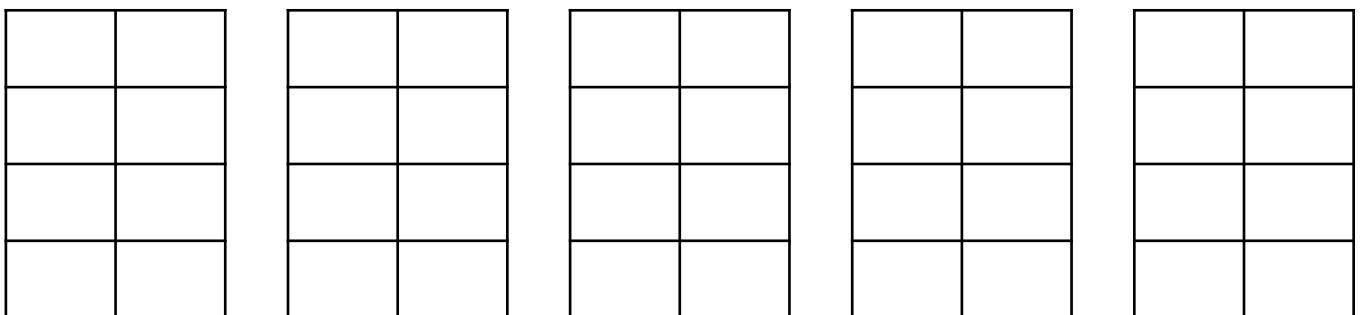
10. Otto says half of 10 is 6 or 4.

Explain why Otto is or isn't right.



Challenge

11. How many different ways can you show half on the rectangles?



## Answers

Q no.	Question	Answer
1	$10 - 0$	10
2	$9 + 4$	13
3	Half of 6	3
4	One less than 20	19
5	Complete the sentences.	8, 8, 4 4, 4, 2
6	Find half of the frogs.	12, 12, 6
7	Colour half the group.	Any 3 apples coloured (or half of each apple)
8	Complete the sentences.	8, 18, 20
9	Explain how to find half of the counters.	Pupils should focus on the process, not necessarily the answer to this question. They should start by identifying that there are six counters. Most pupils will then describe sharing the counters equally into two. The answer is three.
10	Explain why Otto is or isn't right.	Otto is not correct. Half of ten cannot have two possible answers (like Otto has stated). Pupils should be able to see that Otto has not split the counters in two equal groups, instead he has unequal groups. Otto could move one of the counters from the group of 6 to the group of 4 making 5 counters in each group.
11	How many different ways can you show half on the rectangles?	Accept any answers where four squares are coloured in. Encourage pupils to colour different patterns of four squares each time.

# Arithmetic

1.  $9 + 5$

2.  $19 - 9$

3. True or false:  
half of 10 is 20

4. One less than 13



## Practice: Find a Quarter (1)

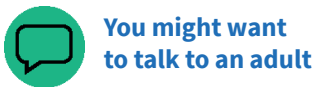
5. Shade one quarter of the squares in different ways.

6. Circle the shapes that show one quarter shaded.



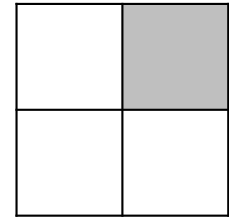
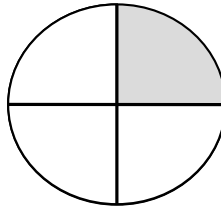
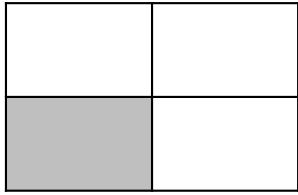


7. Draw lines to cut the cookie into quarters.

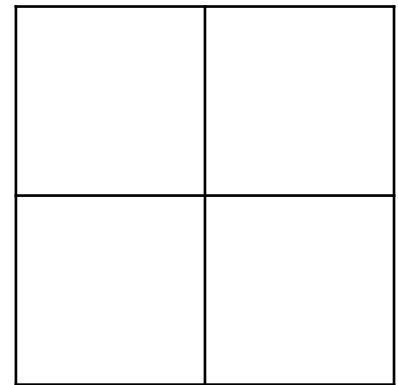




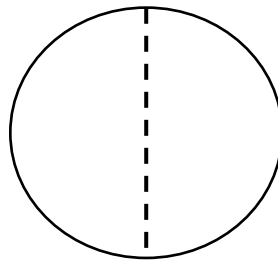
8. Match the quarter to the whole.



9. Explain what one quarter means.



10. Nikita says she has split the circle into quarters.



Explain why Nikita is right or wrong.

Challenge

11. True or false:

a. A quarter of 12 is 8.

b. 8 counters shared between 4 people means each person gets 2 counters.

c. A quarter of 4 is 1.

d. 16 doughnuts shared between 4 people means each person gets 8 doughnuts.

## Answers

Q no.	Question	Answer
1	$9 + 5$	14
2	$19 - 9$	10
3	True or false: half of 10 is 20	False – half of 10 is 5
4	One less than 13	12
5	Shade one quarter of the squares in different ways.	Squares split into 4 equal parts with one part shaded.
6	Circle the shapes that show one quarter shaded.	The square with one quarter coloured in yellow, the circle with one quarter coloured in orange and the rectangle with one quarter coloured in blue should all be circled.
7	Draw a line to cut the cookie into quarters.	2 lines drawn to cut the cookie into 4 equal parts.
8	Match the quarter to the whole.	Match the quarters to their wholes.
9	Explain what one quarter means.	One quarter means one equal part out of four. Pupils could shade one part out of the four squares to show this.
10	Explain why Nikita is right or wrong.	Nikita is wrong as she has split the shape into halves, not quarters.
11	True or false: a. A quarter of 12 is 8. b. 8 counters shared between 4 people means each person gets 2 counters. c. A quarter of 4 is 1. d. 16 doughnuts shared between 4 people means each person gets 8 doughnuts.	a. False - 4 has been subtracted from 12. b. True c. True d. False - 8 is half of 16.

## Arithmetic

1.  $12 - 3$

2. One more than 20

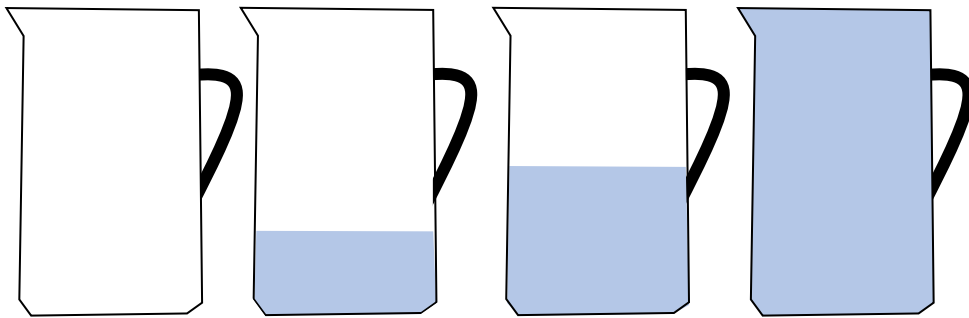
3.  $10 + 8$

4. Double 9

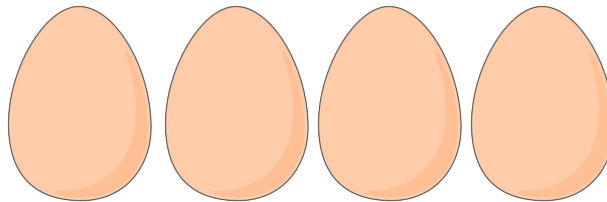


## Practice: Find a Quarter (2)

5. Circle the jug that is one quarter full.



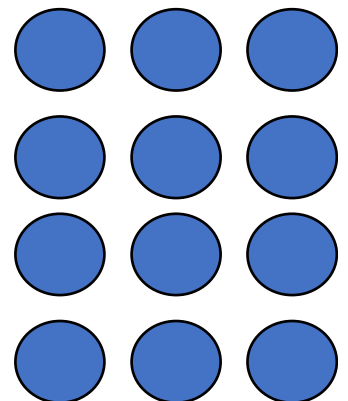
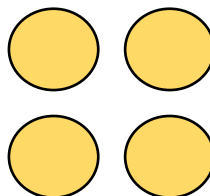
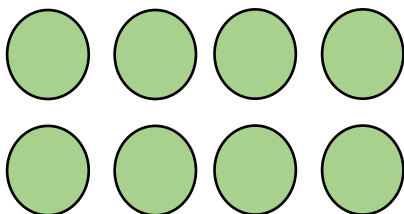
6. Complete the sentence.



There are  eggs.

One quarter of  is

7. Find one quarter of each group.



You might want to talk to an adult



Use resources to help you



Spot the mistake

8. Complete the sentences.

Quarter of  is 4.

One quarter of 4 is

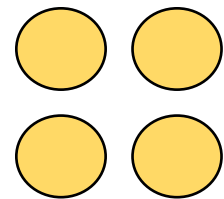
$\frac{1}{4}$  of  is 1.

9. Is it possible to easily share these doughnuts into four equal groups?



10. Sade says one quarter of four is four.

Explain why Sade is right or wrong.



Challenge

11. Choose a number of objects. Split the objects into four groups so there is an equal number in each quarter.

Write down the numbers that you can do this with.

What do you notice about these numbers?

## Answers

Q no.	Question	Answer
1	$12 - 3$	9
2	One more than 20	21
3	$10 + 8$	18
4	Double 9	18
5	Circle the jug that is one quarter full.	The second jug is circled.
6	Complete the sentence.	4, 4, 1
7	Find one quarter of each group.	8 counters – any 2 circled, 4 counters – any 1 circled, 12 counters – any 3 circled
8	Complete the sentences.	16, 1, 4
9	Is it possible to easily share these doughnuts into four equal groups?	While it is possible to find a quarter of ten, the answer would not be a whole number. Pupils could identify that they could split 8 doughnuts into four equal groups and have two doughnuts left over. This question is designed to encourage pupils to see that there are numbers or amounts that cannot be easily split into quarters.
10	Explain why Sade is right or wrong.	Sade is wrong. Pupils may wish to find this using concrete resources, showing that a quarter of four is one.
11	Choose a number of objects. Split the objects into four groups so there is an equal number in each quarter.  Write down the numbers that you can do this with. What do you notice about these numbers?	Pupils should have written down multiples of four.  They may notice that these are all even numbers. They may notice that the numbers increase by 4 every time.