

Finding Part of a Set

Lesson
14

LO: To be able to find a part of a set

In Focus



How can Holly put 6 cherries equally on the cake?



Can you put 4 cherries on one cake and 1 each on the other 2 cakes? Why not?

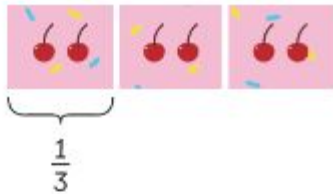
What fraction would the 2 cherries represent?

What would $\frac{1}{3}$ of 6 be?

Using counters/ marbles/ buttons show what would $\frac{1}{3}$ of 9 be. What about $\frac{1}{3}$ of 12?

Let's Learn

1 Each piece has the same number of cherries as the others.



Each piece has 2 cherries.

2 What is $\frac{1}{3}$ of 9 cherries?



3 What is $\frac{1}{3}$ of 12?

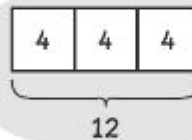


$\frac{1}{3}$ of 12 is 4.

Each piece is a third.



$\frac{1}{3}$ of 9 is 3.



It is like making 3 groups of 4.



Parents please complete with your children the following speaking/writing frame to solve the guided practice:

Guided Practice

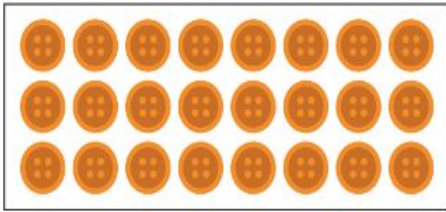
1



$\frac{1}{3}$ of 15 =

1. I can share these into ___ groups of ____.
___ of ____ is _____.

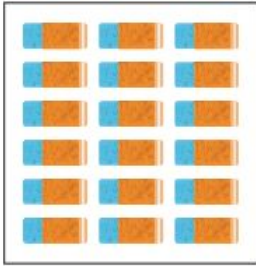
2



$\frac{1}{3}$ of 24 =

2. I can share these into ___ groups of ____.
___ of ____ is _____.

3



$\frac{1}{3}$ of 18 =

3. I can share these into ___ groups of ____.
___ of ____ is _____.

4

(a) $\frac{1}{3}$ of 6 =

(b) $\frac{1}{3}$ of 30 =

4 a) I can share these into ___ groups of ____.
___ of ____ is _____.

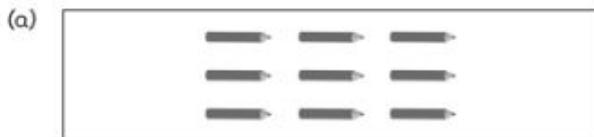
b) I can share these into ___ groups of ____.
___ of ____ is _____.

Name: _____ Class: _____ Date: _____

Worksheet 14

Finding Part of a Set

1 Circle to divide the objects into three equal groups.
Fill in the blanks.



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

Answer by completing the following speaking frame:

(a) I can share these into ___ groups of ____.
___ of ____ is _____.



$\frac{1}{3}$ of 18 =

(b) I can share these into ___ groups of ____.
___ of ____ is _____.



$\frac{1}{3}$ of 30 =

(c) I can share these into ___ groups of ____.
___ of ____ is _____.

Different strategies you can use:

You can use the circle and dot method or use your times table knowledge.
For example, $\frac{1}{3}$ of 12 =

Circle and dot strategy:

The denominator is 3 so draw 3 circles and share out 12 dots one-by-one.
The numerator is 1 so count how many dots on ONE circle to find the answer.
If the numerator is not 1, you need to count how many dots in 2 or 3 circles, depending on what the numerator shows.

Times table strategy:

The denominator is 3 so count in threes, holding up a finger each time. Stop when you reach 12. See how many fingers you are holding up to find the answer.
If the numerator is not 1, you need to multiply your answer by whatever number the numerator is.

Answer by completing the following sentence number:

2 Match.

$\frac{1}{3}$ of 24 ●

●

$\frac{1}{3}$ of 24 will be.....

$\frac{1}{3}$ of 6 ●

●

$\frac{1}{3}$ of 6 will be.....

$\frac{1}{3}$ of 27 ●

●

$\frac{1}{3}$ of 27 will be.....

$\frac{1}{3}$ of 36 ●

●

$\frac{1}{3}$ of 36 will be.....

$\frac{1}{3}$ of 21 ●

●

$\frac{1}{3}$ of 21 will be.....

$\frac{1}{3}$ of 15 ●

●

$\frac{1}{3}$ of 15 will be.....

Challenge:

Write a paragraph explaining the connection between fractions and division.

Does the denominator play a special role in dividing up objects?

Reflection: Which patterns can you find between fractions and division, multiplication and addition?

I notice that