More than one part: answers and notes

What your child practised: reading, writing and shading non-unit fractions such as three quarters, and finding a fraction of a set of cakes (Year 3).

Page 1 · Warm up

$\frac{2}{3}$ · $\frac{3}{4}$ · $\frac{5}{8}$ · $\frac{4}{6}$

Page 2 · Try it together

Answers will vary. With 6 cups, 2 filled is $\frac{2}{6}$ and 4 empty is $\frac{4}{6}$.

Page 2 · A. Shaded

$\frac{3}{5}$ · $\frac{2}{3}$ · $\frac{5}{6}$ · $\frac{7}{10}$

Page 3 · B. Shade

$\frac{3}{4}$: shade **3** of the 4 parts (any 3) ·
$\frac{2}{6}$: shade **2** of the 6 parts (any 2) ·
$\frac{4}{5}$: shade **4** of the 5 parts (any 4) ·
$\frac{5}{8}$: shade **5** of the 8 parts (any 5)

Page 3 · C. Iced cakes

$\frac{3}{8}$ · $\frac{5}{6}$

Page 3 · D. In numbers

two thirds $\frac{2}{3}$ · four fifths $\frac{4}{5}$ ·
three eighths $\frac{3}{8}$ · five sixths $\frac{5}{6}$

Challenge: No. The top number, 2, says how many parts to shade. Mia shaded the bottom number of parts, which is the whole bar ($\frac{5}{5}$). She should shade **2** parts and leave 3 empty.

Watch out for

- **Shading the bottom number** of parts instead of the top. Ask "How many parts do we want?" (the top) before shading.
- **Saying "three over four"** instead of "three quarters". Using the names helps your child picture the parts.

Going further (5 minutes, no paper)

- **Snack fractions:** 3 of 4 crackers eaten? Say "three quarters eaten, one quarter left".
- **Fraction spotting:** on a pack of 6 or 8, say what fraction is used up.
- **In the game:** Chapter 3, Tenths Kitchen, counts up and down in tenths.