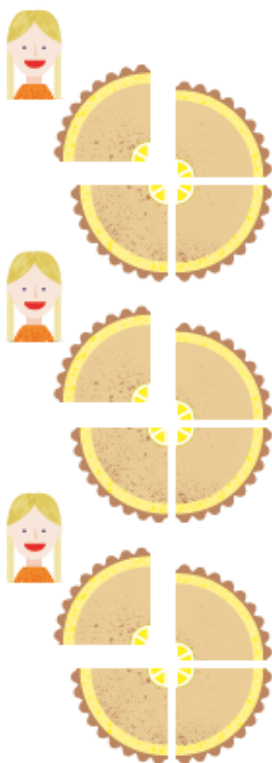# Sharing More Than 1

In Focus

4 children share 3 pies equally.

How much pie does each child get?

Let's Learn
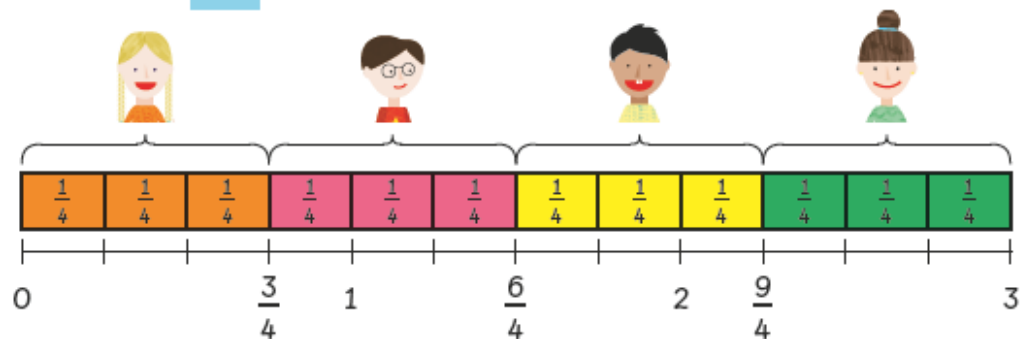
1

Each piece is 1 quarter of a pie.

gets 3 pieces.

gets 3 quarters or $\frac{3}{4}$ of a pie.

> The number line is a good opportunity to remind children that fractions are part of a whole. They sit between whole numbers. You can also reinforce that when we are talking about 2/2, 3/3 or 4/4 etc that these are equal to 1.

2 $3 \div 4 = \boxed{}$

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

0    $\frac{3}{4}$ 1 $\frac{6}{4}$ 2 $\frac{9}{4}$ 3

Each child gets $\frac{3}{4}$ of a pie.

Guided Practice

Write on the number line.
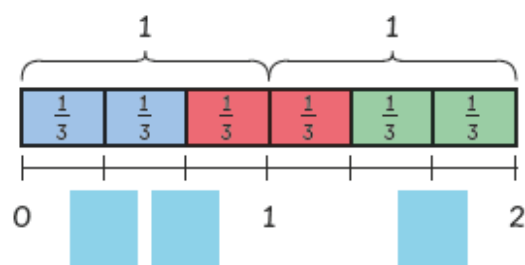
(a) $\frac{1}{3}$

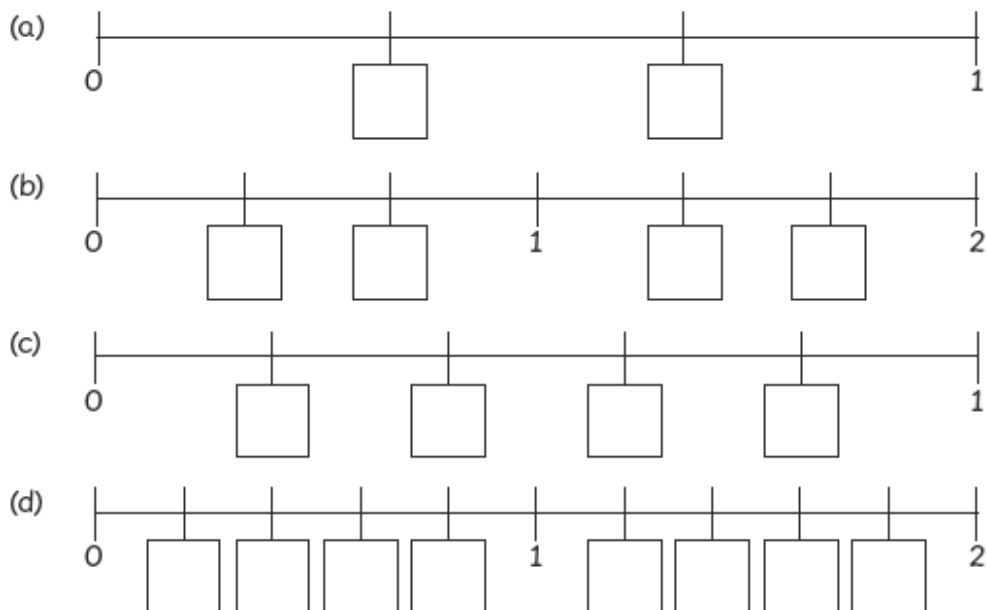(b) $\frac{2}{3}$

(c) $\frac{5}{3}$

$2 \div 3 = \boxed{}$

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

0   1   2

Complete Worksheet 26 – Page 122 ▶

Worksheet 26

Sharing More Than 1

1 Fill in the blanks on the number lines.

(a)

```
|————————————|————————————|————————————|
0          [  ]         [  ]            1
```

(b)

```
|———|———|———|———|———|———|
0  [ ] [ ] 1 [ ] [ ] 2
```

(c)

```
|———|———|———|———|———|
0 [ ] [ ] [ ] [ ] 1
```

(d)

```
|—|—|—|—|—|—|—|—|
0 [][][][] 1 [][][][] 2
```

2 Label the fractions on the number line.

```
|—|—|—|—|—|—|—|—|
0    [  ]   1   [  ]   2
```

(a) $\dfrac{1}{2}$

(b) $\dfrac{5}{4}$

MASTERY
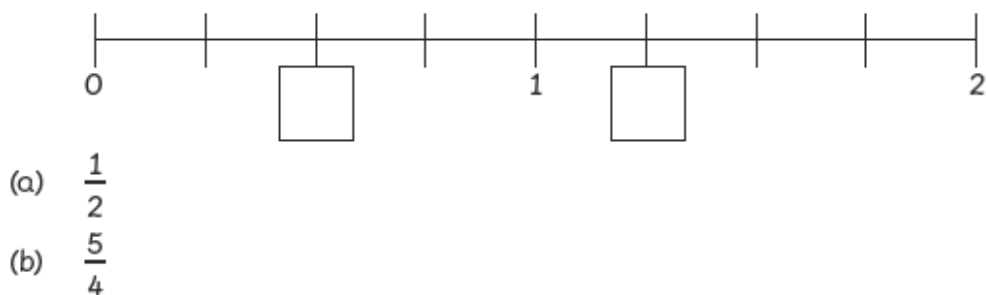
Fractions on a Number Line

Notes and Guidance

Children use a number line to represent fractions beyond one whole. They count forwards and backwards in fractions.

Children need to know how to divide a number line into specific fractions i.e. when dividing into quarters, we need to ensure our number line is divided into four equal parts.

Mathematical Talk

How many equal parts has the number line been divided into?
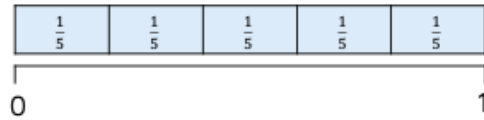
What does each interval represent?

How are the bar model and the number line the same? How are they different?

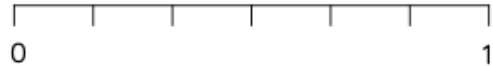How do we know where to place $\frac{1}{5}$ on the number line?

How do we label fractions larger than one.

Varied Fluency

Show $\frac{1}{5}$ on the number line. Use the bar model to help you.

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

0   1

The number line has been divided into equal parts. Label each part correctly.

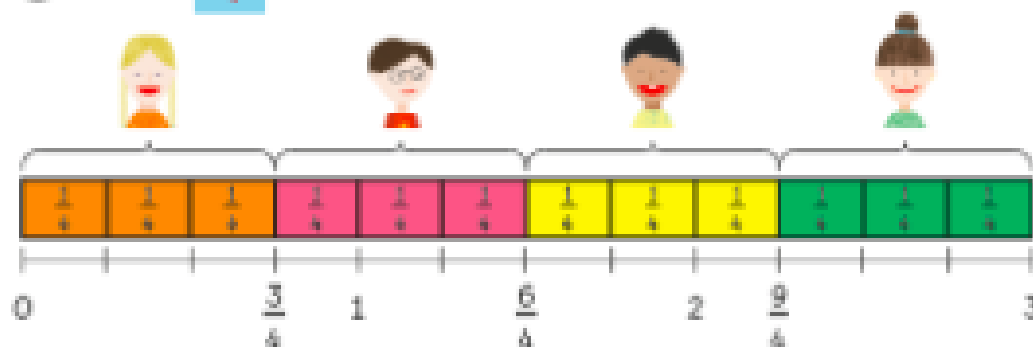0   1

Divide the number line into eighths. Can you continue the number line up to 2?

0   1

14

ANSWERS

2 $3 \div 4 = \dfrac{3}{4}$

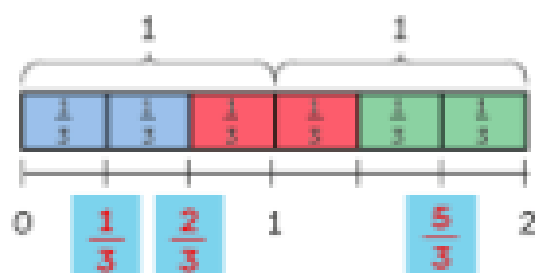Each child gets $\dfrac{3}{4}$ of a pie.

Guided Practice

3 Write on the number line.

(a) $\dfrac{1}{3}$

(b) $\dfrac{2}{3}$

(c) $\dfrac{5}{3}$
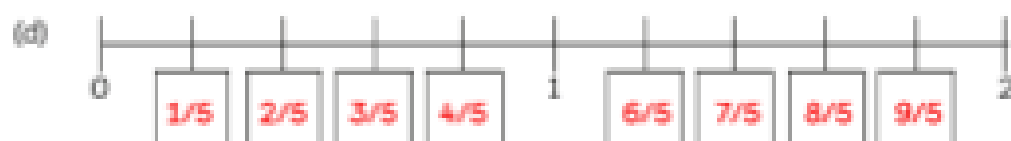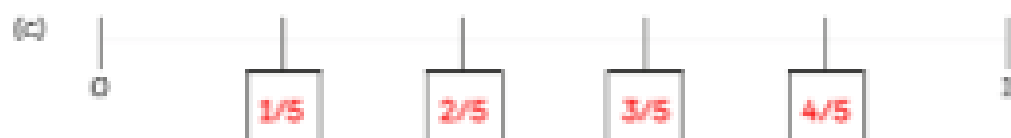
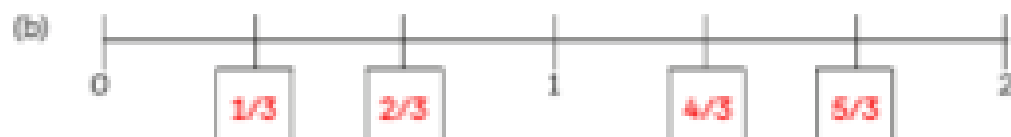$2 \div 3 = \dfrac{2}{3}$

Complete Worksheet **26** – Page **122**

Worksheet 26

Sharing More Than 1

1 Fill in the blanks on the number lines.

(a)

0   1/3   2/3   1

(b)

0   1/3   2/3   1   4/3   5/3   2

(c)

0   1/5   2/5   3/5   4/5   1

(d)

0   1/5   2/5   3/5   4/5   1   6/5   7/5   8/5   9/5   2

2 Label the fractions on the number line.

0   1/2   1   5/4   2

(a) $\dfrac{1}{2}$

(b) $\dfrac{5}{4}$