



## Objectives

Lesson 2 – Whole Class Version.

### L.O:

I Can Compare And Order Fractions.

## Extra Information

### STARTING ACTIVITY – Simple Column Subtraction Revision. (10 Minutes)

Starting	Secure	Higher
1. $38-14=$	1. $15-7=$	1. $234-145=$
2. $56-26=$	2. $46-29=$	2. $568-239=$
3. $43-22=$	3. $17-8=$	3. $258-172=$
4. $77-43=$	4. $34-15=$	4. $453-124=$
5. $29-16=$	5. $81-72=$	5. $981-246=$
6. $72-12=$	6. $35-26=$	6. $717-555=$
7. $67-41=$	7. $81-76=$	7. $336-312=$
8. $99-5=$	8. $5-12=$	8. $478-549=$

### MAIN TEACHING – Comparing Fractions. (10 Minutes)

Start the lesson by reinforcing the previous lesson with your pupils by asking them to explain what numerators and denominators are. If pupils seem unsure of the key vocabulary at this point, write an example fraction on the IWB/white board and explain the 'numerator' is the number at the top and the 'denominator' is the number on the bottom.

Then write another example and have the pupils shout out the number when you say 'numerator' or 'denominator' - repeat with a couple more examples until pupils are secure in this learning.

Explain to your pupils that fractions with the same denominator can be ordered by the value of their numerator.

Tell the pupils there are two ways to order fractions 'ascending' and 'descending.' Ascending is when we order the numerators from smallest to largest and descending is when we order the numerators from largest to smallest. Use the example:  $1/10$ ,  $7/10$ ,  $3/10$ ,  $2/10$ ,  $9/10$ . Ask the pupils to order the fractions in ascending order on their paper or mini white boards. Ask a pupil to say the first fraction then another the second and so on until you have completed the ordering.

Repeat this exercise for the same example but this time have pupils order the fractions in descending order.

### Materials Required:

- ✓ Lined paper
- ✓ Pencil
- ✓ Fractions Worksheet

### Key Words:

Column Subtraction  
 Fraction  
 Denominator  
 Numerator  
 Ascending  
 Descending

### Traffic light expected lesson outcomes:

- ✓ I can put fractions with the same denominator in order.
- ✓ I can put fractions in order with support.
- ✓ I can put fractions in order independently.



## Objectives

### MAIN TASK – (30 Minutes)

Ask the pupils to put the following in order independently:

1.  $1/6, 3/6, 4/6, 2/6$  (Ascending)
2.  $3/13, 8/13, 1/13, 12/13, 4/13, 7/13$  (Ascending)
3.  $2/8, 8/8, 6/8, 3/8$  (Descending)
4.  $5/10, 1/10, 9/10, 7/10, 2/10, 8/10$  (Descending)
5.  $2/3, 3/3, 5/3, 1/3$  (Ascending)
6.  $6/7, 12/7, 1/7, 2/7$  (Descending)
7.  $1/15, 20/15, 15/15, 11/15, 5/15, 17/15, 45/15, 9/15$  (Ascending)
8.  $3/11, 12/11, 19/11, 10/11, 8/11, 6/11, 11/11, 14/11$  (Descending)

### Mini-Plenary: (15 Minutes)

Display an example of two different fractions with a numerator of one (e.g.  $1/5$  and  $1/3$ ).

Ask your pupils which one is larger of the two. If any answer correctly, ask them to explain why they think that is.

Display three identical boxes on the whiteboard/IWB and then split those boxes into 3, 4 and 5 equal parts and shade in one part.

Explain that those boxes represent  $1/3, 1/4$  and  $1/5$  respectively.

Show them that the shaded area in  $1/5$  is smaller than that of  $1/3$ .

Explain to the class that when the numerators are equal, a greater denominator makes the fraction smaller. Ask for an indication of how many pupils understand this.

Ask the pupils to put the following in order independently on their worksheet:

1.  $1/4, 1/5, 1/3, 1/1$  (Ascending)
2.  $1/6, 1/3, 1/2, 1/5, 1/4, 1/8$  (Ascending)
3.  $3/4, 3/3, 3/2, 3/6$  (Descending)
4.  $2/2, 2/8, 2/3, 2/6, 2/5, 2/4$  (Descending)
5.  $3/4, 3/6, 3/2, 3/5$  (Ascending)
6.  $4/8, 4/3, 4/6, 4/4$  (Descending)
7.  $4/5, 4/8, 4/3, 4/6, 4/1, 4/2, 4/4, 4/10$  (Ascending)
8.  $6/6, 6/4, 6/8, 6/10, 6/3, 6/12, 6/2$  (Descending)

## Extra Information

### Differentiation:

During the main teaching exercise use the pupil's indication of their answers to identify any pupils that are struggling to keep up with the learning. When it comes to the main task, separate these pupils so they can work through the activity questions with you as a group and you can use this as an opportunity to overcome their misconceptions. As pupils become independent in ordering fractions return them to independent learning. Conversely, any pupils working independently who struggle can join you in the group calculations.

### HA Extension:

As each lot of 2 students finish the independent task have them partner up and write challenge questions for their partner to order.



## Objectives

## Extra Information

### PLENARY – (10 Minutes)

Display an example series of equal fractions with different numerators and denominators.

Again, display equal sized boxes on the whiteboard/IWB, divide them as needed and shade in the appropriate number of sections and ask them which fraction is bigger.

Explain that fractions with different numerators and denominators can be harder to compare and to do so you can either use the box method, which can take too long, or find common denominators, which we will be going over in a future lesson.

Using the following examples, as a class put the fractions in order:

1.  $\frac{2}{3}$ ,  $\frac{1}{2}$ ,  $\frac{1}{6}$ ,  $\frac{5}{2}$  (ascending)
2.  $\frac{5}{6}$ ,  $\frac{2}{1}$ ,  $\frac{1}{7}$ ,  $\frac{2}{9}$  (descending)
3.  $\frac{3}{5}$ ,  $\frac{9}{3}$ ,  $\frac{2}{5}$ ,  $\frac{7}{12}$  (descending)



## Reflection

## Child's Progress