

## Year 2 maths – Summer 2 Week beginning: 8.6.20

| Theme   | Fractions lesson 12 (of 16)<br>Counting in thirds  | Fractions lesson 13 (of 16)<br>Finding half of a set   | Fractions lesson 14 (of 16)<br>Finding one third of a set   | Fractions lesson 15 (of 16)<br>Finding one quarter of a set  | Fractions lesson 16 (of 16)<br>Finding part of a quantity   |
|---|--|--|---|--|---|
| Factual fluency (to aid fluency)  | <u>Compare fractions</u>   | <u>Divide by 2</u>   | <u>Count equal groups</u>   | <u>Which equation best describes the picture?</u>  | <u>Write the multiplication sentence</u>  |
| <p><b>Problem/activity of the day</b></p> <p><b>Remember, just like in class, you can still show the depth of your knowledge</b><br/><a href="#">LINK</a></p> | <p><b>(Lesson 1 resources below)</b><br/><b>MAKING LINKS:</b> Last week you learnt about finding equal fractions and also how to compare fractions.</p> <p><b>THINK: (support below)</b><br/>Can you help me with this problem? Two friends have cut out different amounts of paper. Who has more? How do you know?<br/>Our problem is on <u>textbook</u> page 134. Look at it now.</p> <p><b>SEE: (model below)</b><br/>The problem and the solution are shown on page 134 in your textbook.</p> <p><u><a href="#">Watch the lesson video here</a></u></p> <p><b>DO:</b> Use what you have learnt today to solve:<br/>Part 1: questions 2 and 4 from textbook page 135.<br/>Check your answers before moving onto:<br/>Part 2: Workbook, Chapter 13, Lesson 12, pages 115-116</p> | <p><b>(Lesson 2 resources below)</b><br/><b>MAKING LINKS:</b> Yesterday you learnt how to count in thirds.</p> <p><b>THINK: (support below)</b><br/>Can you help me with this problem? Put the 6 pieces of chocolate equally in each half of the bowl. What is half a bowl?<br/>Our problem is on <u>textbook</u> page 136. Look at it now.</p> <p><b>SEE: (model below)</b><br/>The problem and the solution are shown on page 136 in your textbook.</p> <p><u><a href="#">Watch the lesson video here</a></u></p> <p><b>DO:</b> Use what you have learnt today to solve:<br/>Part 1: questions 1 and 2 from textbook page 137.<br/>Check your answers before moving onto:<br/>Part 2: Workbook, Chapter 13, Lesson 13, pages 117-118</p> | <p><b>(Lesson 3 resources below)</b><br/><b>MAKING LINKS:</b> Yesterday we learnt how to find half of a set</p> <p><b>THINK:</b><br/>Can you help me with this problem? A girl wants to share 6 cherries out between three pieces of cake. How can she do this?<br/>Our problem is in our <u>textbook</u> on page 138. Look at it now.</p> <p><b>SEE:</b><br/>The problem and solution are on page 138 in your textbook.</p> <p><u><a href="#">Watch the lesson video here</a></u></p> <p><b>DO:</b><br/>Use what you have learnt today to solve:<br/>Part 1: questions 1 and 3 in your textbook on page 139.<br/>Check your answers then move onto:<br/>Part 2: Workbook, Chapter 13, Lesson 14, pages 119-120</p> | <p><b>(Lesson 4 resources below)</b><br/><b>MAKING LINKS:</b> Yesterday we learnt how to find a third of a quantity.</p> <p><b>THINK:(support below)</b><br/>Can you help me with this problem? Lulu says <math>\frac{1}{4}</math> of 20 children are boys. Is my friend correct?<br/>Our problem is on <u>textbook</u> page 140. Look at it now.</p> <p><b>SEE: (model below)</b><br/>Our problem and the solution are shown on pages 140 to 141 in your textbook.</p> <p><u><a href="#">Watch the lesson video here</a></u></p> <p><b>DO:</b><br/>Use what you have learnt today to solve:<br/>Part 1: questions from textbook page 141.<br/>Check your answers before moving onto:<br/>Part 2: Workbook, Chapter 13, Lesson 15, questions 1a, 1b and 2, pages 121-122</p> | <p><b>(Lesson 5 resources below)</b><br/><b>MAKING LINKS:</b> This week we have been learning how to find a half, one third and quarter of a set.</p> <p><b>THINK:(support below)</b><br/>Can you help me with this problem? How can we cut a 12-cm piece of paper into halves?<br/>Ann said that she can show 4 cm and 3cm lengths without a ruler. Is this possible? What about the <math>\frac{3}{4}</math> of 12cm?<br/>Our problem is on <u>textbook</u> page 142. Look at it now.</p> <p><b>SEE: (model below)</b><br/>Our problem and the solution are shown on page 142 in your textbook.</p> <p><u><a href="#">Watch the lesson video here</a></u></p> <p><b>DO:</b><br/>Use what you have learnt today to solve:<br/>Part 1: questions from textbook page 143.<br/>Check your answers before moving onto:<br/>Part 2: Workbook, Chapter 13, Lesson 16, questions 1, 2a,d,e,g,i, pages 123-124</p> |
| Methods, tips, clues & checks   | Day 1 resources and answers (below)  | Day 2 resources and answers (below)  | Day 3 resources and answers (below)   | Day 4 resources and answers (below)  | Day 5 resources and answers (below)   |

See below for resources to support you to THINK-SEE-DO



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## DAY 1 RESOURCES:

**THINK:** Can you help me with this problem? Two friends have cut out different amounts of paper. Who has more? How do you know?

Look at page 134 of your textbook pages now. Be sure to read all of the information as many times as you need to understand.

Remember: We are learning to count in thirds. The denominator for our fractions today will be 3.

### DO:

#### Part 1:

Complete questions 2 and 4 from the textbook page 135.

Check your answers, below.

#### Part 2:

Now complete pages 115 and 116 of your workbook.

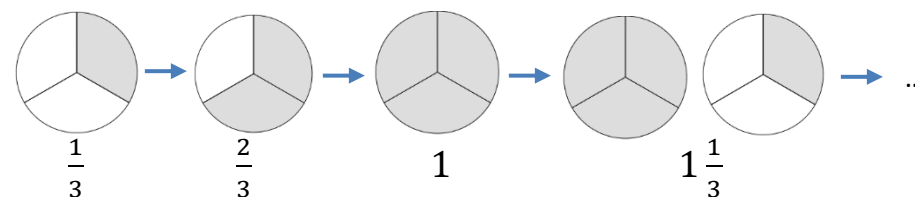
Check your answers, below.

DEEPENING (Optional): Try the Mind Workout on page 125 of your workbook.

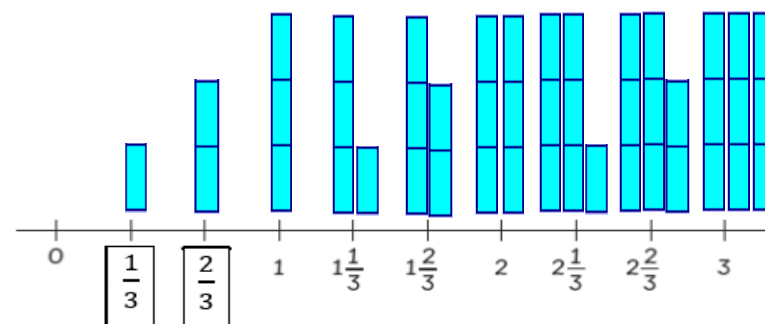
**SEE:** [Optional video link.](#)

Check the solution on page 134.

We can count up in thirds using pictures:



We can also count up in thirds using a number line:



## DAY 2 RESOURCES:

**THINK:** Can you help me with this problem? Put the 6 pieces of chocolate equally in each half of the bowl. What is half a bowl?

Look at page 136 of your textbook pages now. Be sure to read all of the information as many times as you need to understand.

Remember: We are learning to make equal groups. There must be the **same** amount of objects in each group.

### DO:

#### Part 1:

Complete questions 1 and 2 from the textbook page 137.

Check your answers, below.

#### Part 2:

Now complete pages 117 and 118 of your workbook.

Check your answers, below.

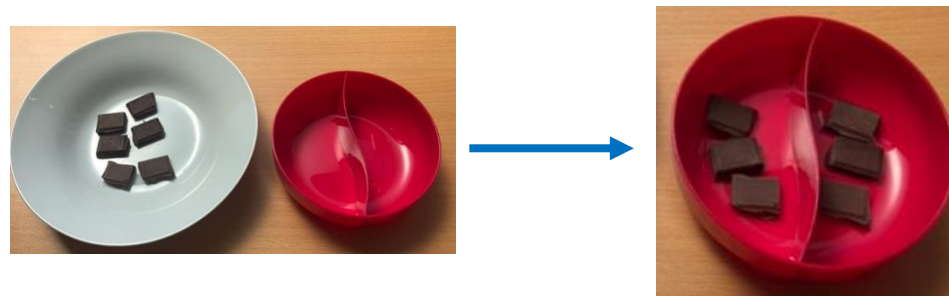
DEEPENING (Optional): Joanna has 18 stickers. Josh has half as many stickers as Joanna. How many stickers does Josh have? Can you draw a bar model, write an equation and a statement to show how you solve this problem?

**SEE:** [Optional video link.](#)

Check the solution on page 136.

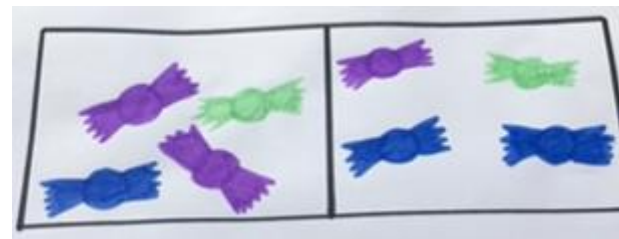
To find half the bowl of chocolates we must make two equal groups using our 6 pieces of chocolate. Half a box is 3 pieces of chocolate.

$$\frac{1}{2} \text{ of } 6 = 3.$$



In this picture there are 8 sweets. The 8 sweets are shared into 2 equal groups. We can see that half of 8 is 4.

$$\frac{1}{2} \text{ of } 8 = 4$$



### Lesson 3 resources

**THINK:** Can you help me with this problem? A girl wants to share 6 cherries out between three pieces of cake. How can she do this?

Look at page 138 of your textbook pages now. Be sure to read all of the information as many times as you need to understand.

Remember: Today we are finding one third of a set. So we will be looking to make 3 equal groups.

**DO:**

Part 1:

Complete questions 1 and 3 in your textbook on page 139.

Check your answers, below.

Part 2:

Now complete pages 119 and 120 of your workbook.

Check your answers, below.

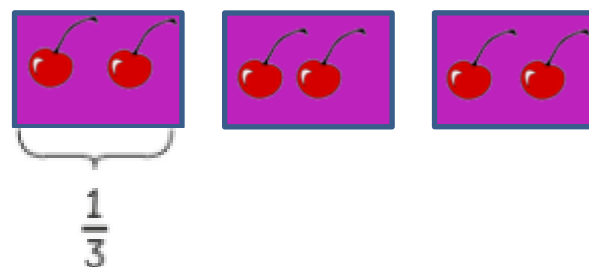
DEEPENING (Optional): Tom has £3. He spends  $\frac{1}{3}$  of his money.

Fred has £4. He spends  $\frac{1}{2}$  of his money. Who spends more money: Tom or Fred? Prove it.

**SEE:** [Optional video link.](#) I used walnuts to solve the problem because I didn't have any cherries at home. You could try to solve it with objects in your home too!

Check the solution on page 138.

We can find thirds of a set using pictures:



Each piece gets the same number of cherries as the other. Each piece gets 2 cherries. You will notice that this means that they are equal.

Each piece of cake is  $\frac{1}{3}$ . Using this we can work out what  $\frac{1}{3}$  of 6 is because our 6 cherries have been shared equally between three pieces of cake. So  $\frac{1}{3}$  of 6 cherries is 2 cherries.

$$\frac{1}{3} \text{ of } 6 = 2$$

**DAY 4 RESOURCES:**

**THINK:** Can you help me with this problem? Lulu says  $\frac{1}{4}$  of 20 children are boys. Is my friend correct?

Look at page 140 of your textbook pages now. Be sure to read all of the information as many times as you need to understand.

Remember:

A quarter means that there are 4 equal groups. What is a good way to show quarters? Count the number of boys too.

**DO:**

Part 1:

Complete questions 1, 2 and 3 in your textbook on page 141.

Use the pictures and division to solve finding quarters of an amount.

Check your answers, below.

Part 2:

Now complete questions 1a, 1b and 2 on pages 121-122 of your workbook.

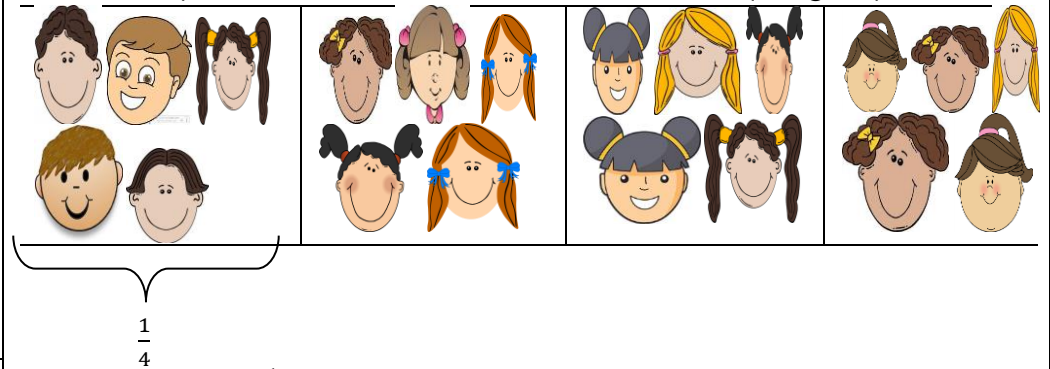
DEEPENING (Optional):

What would you rather have to spend in a toy shop  $\frac{1}{4}$  of £20 or  $\frac{3}{4}$  of £12? Explain your answer.

**SEE:** Check the solution on pages 140 to 141 in your textbook.

[Support video link.](#)

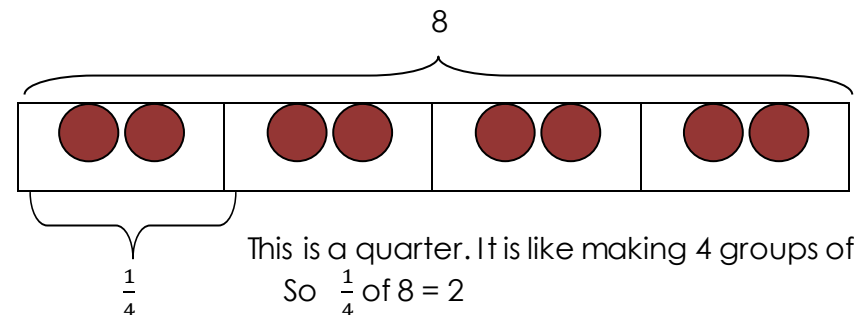
There are 20 children. Lulu says  $\frac{1}{4}$  of 20 children are boys. We need to find one quarter of 20 so we need to show four equal groups:



As we can see  $\frac{1}{4}$  of 20 = 5 which means that there are 4 groups of 5. However, there are just 4 boys, not 5, which is a quarter of 20. This means that Lulu is incorrect.

Let's see another example: What is the  $\frac{1}{4}$  of 8 ?

One quarter means that we need to make 4 equal groups.



This is a quarter. It is like making 4 groups of 2.  
So  $\frac{1}{4}$  of 8 = 2

**DAY 5 RESOURCES:**

**THINK:** Can you help me with this problem? How can we cut a 12-cm piece of paper into halves?  
Ann said that she can show 4 cm and 3cm lengths without a ruler. Is this possible? What about the  $\frac{3}{4}$  of 12cm?

Look at page 142 of your textbook pages now. Be sure to read all of the information as many times as you need to understand.

**Remember:**

We can show halves without using a ruler. Use bar models to represent the lengths.

**DO:**

Part 1:

Complete questions 1 and 2 from textbook page 143.

Use the pictures as guides. Draw a picture that would help you for the last example/challenge.

Check your answers, below.

Part 2:

Now complete questions 1, 2a,d ,e ,g ,i , pages 123-124 of your workbook.

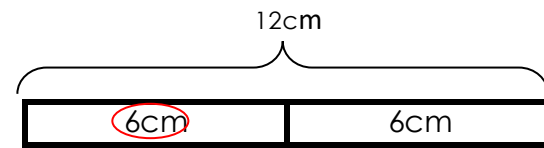
DEEPENING (Optional):

Complete with < or > and explain why using bar models.

$\frac{1}{4}$  of £20 \_\_\_\_\_  $\frac{1}{2}$  of £8

**SEE:** Check the solution on page 142 in your textbook.  
[Support video link.](#)

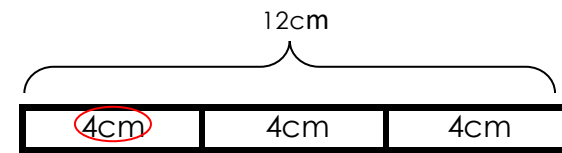
We know that  **$6\text{cm} + 6\text{cm} = 12\text{cm}$**  or  **$2 \times 6\text{cm} = 12\text{cm}$**  so:



$\frac{1}{2}$  of 12 = 6 cm

Half of 12cm is 6cm.

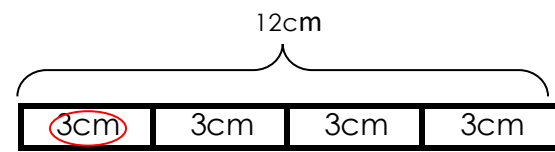
Also we know that  **$4\text{cm} + 4\text{cm} + 4\text{cm} = 12\text{cm}$**  so:



$\frac{1}{3}$  of 12 = 4cm

One third of 12cm is 4cm

We know that  **$3\text{cm} + 3\text{cm} + 3\text{cm} + 3\text{cm} = 12\text{cm}$**



$\frac{1}{4}$  of 12 = 3cm

One quarter of 12cm is 3cm

Since we know that one quarter of 12cm is 3cm, we can find the  $\frac{3}{4}$  of 12:



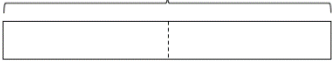
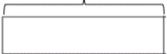

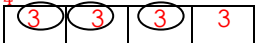


$\frac{3}{4}$  of 12 = **9cm (3 out of the 4 equal parts)**

Three quarters of 12cm is 9cm

## ANSWERS – part 1:

| Day 1   | Day 2                                  | Day 3                                  | Day 4   | Day 5  |
|---|--|--|---|--|
| Textbook page 135:<br>2. $5\frac{2}{3}$<br><br>4. Missing fractions are:<br>$2\frac{2}{3}, 3\frac{1}{3}, 3\frac{2}{3}, 5$ | Textbook page 137:<br>1. 8<br><br>2. 6 | Textbook page: 139<br>1. 5<br><br>3. 6 | Textbook page 141:<br>1. 3<br>2. 4<br>3. 6, 18<br>4a. 5, 15<br>4b. 10 | Textbook page 143:<br>1. 3<br>2a. 4<br>2b. 2 |

## ANSWERS – part 2 and deepening:

| Day 1:   | Day 2:   | Day 3:   | Day 4:   | Day 5:   |
|--|--|--|--|--|
| <p>Workbook pages 115 - 116:</p> <p>1.<br/>a. 1 and <math>\frac{1}{3}</math><br/>b. 2 and <math>\frac{2}{3}</math><br/>c. 5 and <math>\frac{1}{3}</math><br/>d. 7 and <math>\frac{2}{3}</math></p> <p>Deepening:<br/><math>9 \times 4 = 36</math><br/>The ribbon was 36cm before she cut it.</p> | <p>Workbook pages 117-118:</p> <p>1.<br/>a. 5<br/>b. 9<br/>c. 12<br/>2.<br/><math>\frac{1}{2}</math> of 14 is 7<br/><br/><math>\frac{1}{2}</math> of 8 is 4<br/><br/><math>\frac{1}{2}</math> of 6 is 3<br/><br/><math>\frac{1}{2}</math> of 28 is 14<br/><br/><math>\frac{1}{2}</math> of 22 is 11<br/><br/><math>\frac{1}{2}</math> of 30 is 15</p> <p>Deepening:</p> <p>Bar model:</p> <p>18 stickers</p> <p>Joanna </p> <p>Josh </p> <p>Equation: <math>18 \div 2 = 9</math><br/>Statement: Josh has 9 stickers.</p> | <p>Workbook pages 119-120</p> <p>1a. 3<br/>1b. 6<br/>1c. 10<br/><br/>2.<br/><math>\frac{1}{3}</math> of 24 is 8<br/><br/><math>\frac{1}{3}</math> of 6 is 2<br/><br/><math>\frac{1}{3}</math> of 27 is 9<br/><br/><math>\frac{1}{3}</math> of 36 is 12<br/><br/><math>\frac{1}{3}</math> of 21 is 7<br/><br/><math>\frac{1}{3}</math> of 15 is 5</p> <p>Deepening: Tom spends <math>\frac{1}{3}</math> of £3 which is £1. Fred spends <math>\frac{1}{2}</math> of £4 which is £2. Fred spends more money because £2 is more than £1.</p> | <p>Workbook pages 121-122:</p> <p>1a. 3<br/>1b. 4, 8</p> <p>Question 2:</p> <p>2<br/>18<br/>5<br/>21<br/>20<br/>9</p> <p>Deepening: <math>\frac{1}{4}</math> of £20 = £5</p> <p></p> <p><math>\frac{3}{4}</math> of £12 = £9</p> <p></p> <p>I would prefer to have £9</p> | <p>Workbook pages 123-124:</p> <p>1a. 6<br/>1b. 4<br/>1c. 3</p> <p>Question 2:</p> <p>2a. 8<br/>2d. 11<br/>2e. 12<br/>2g. 12<br/>2i. 9</p> <p>Deepening:</p> <p><math>\frac{1}{4}</math> of £20 &gt; <math>\frac{1}{2}</math> of £8 because</p> <p></p> <p></p> |