

L.O. To sequence fractions.	Square	Hexagon	What I think	What my teacher thinks
Remember to/that:				
The denominator is the number below the line of the fraction (the equal part).			☐	☐
The numerator is the number above the line of the fraction (the number of equal parts).			☐	☐
Check that the denominators of the fractions to be sequenced are the same/equivalent.			☐	☐
Sequence fractions according to any whole number and the numerator.			☐	☐
Do me first: $49 \div 7 =$ $49 \times 7 =$				

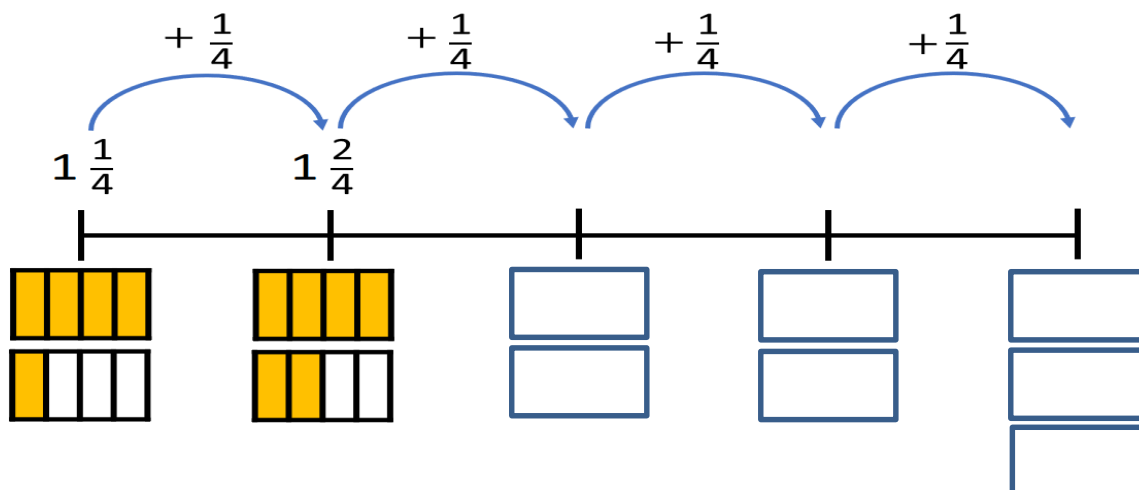
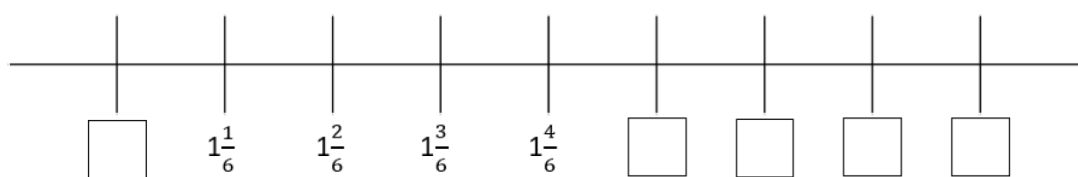
Use the counting stick to count up and down in these fractions.

Start at 0 and count up in steps of $\frac{1}{4}$



0 $\frac{1}{4}$

Complete the missing values on the number line.



Three children are counting in quarters.

Whitney



$\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, \frac{4}{4}, \frac{5}{4}, \frac{6}{4}, \frac{7}{4}$

Eva



$\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, 1, 1\frac{1}{4}, 1\frac{2}{4},$
 $1\frac{3}{4}$

Teddy

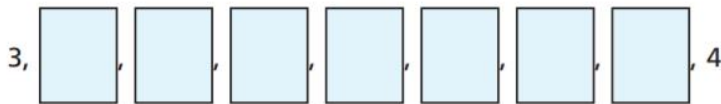


$\frac{1}{4}, \frac{1}{2}, \frac{3}{4}, 1, 1\frac{1}{4}, 1\frac{1}{2},$
 $1\frac{3}{4}$

Who is counting correctly?

Explain your reasons.

Teddy and Rosie are finding the missing numbers in the sequence.



a)



I think the missing fractions are sevenths because there are seven blank number cards.

Do you agree with Teddy? _____

Explain your answer.

L.O. To sequence fractions.	Pentagon	Quadrilateral	What I think	What my teacher thinks
Remember to/that:				
The denominator is the number below the line of the fraction (the equal part).			☐	☐
The numerator is the number above the line of the fraction (the number of equal parts).			☐	☐
Check that the denominators of the fractions to be sequenced are the same/equivalent.			☐	☐
Sequence fractions according to any whole number and the numerator.			☐	☐
Do me first: $58 \div 7 =$ $158 \times 7 =$				

Use the counting stick to count up and down in these fractions.

Start at 0 and count up in steps of $\frac{1}{4}$



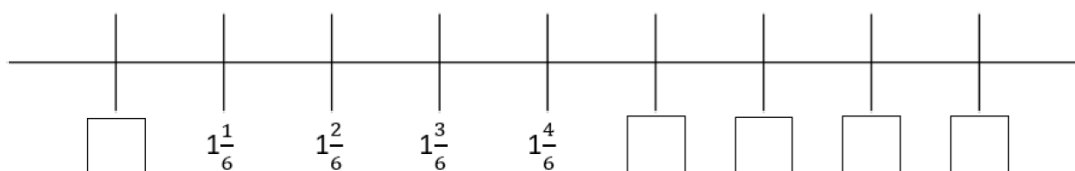
0 $\frac{1}{4}$

Start at 1 and count up in steps of $\frac{2}{3}$



1 $1\frac{2}{3}$

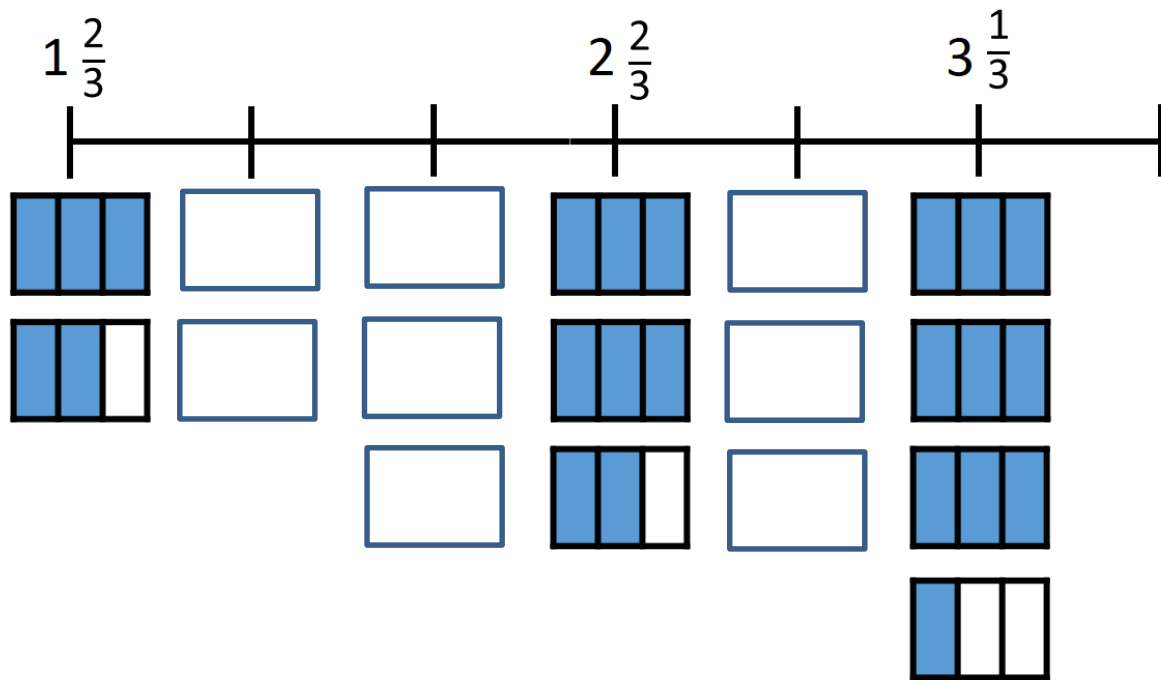
Complete the missing values on the number line.



Complete the sequences.

$\frac{3}{4}, \frac{\square}{\square}, 1\frac{3}{4}, 2\frac{1}{4}$

$\frac{\square}{\square}, 3\frac{1}{3}, \frac{\square}{\square}, 2\frac{2}{3}$



Three children are counting in quarters.

Whitney



$\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, \frac{4}{4}, \frac{5}{4}, \frac{6}{4}, \frac{7}{4}$

Eva



$\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, 1, 1\frac{1}{4}, 1\frac{2}{4}, 1\frac{3}{4}$

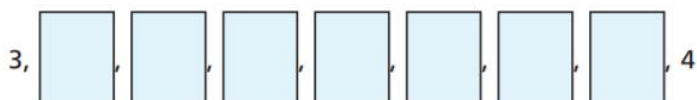
Teddy



$\frac{1}{4}, \frac{1}{2}, \frac{3}{4}, 1, 1\frac{1}{4}, 1\frac{1}{2}, 1\frac{3}{4}$

Who is counting correctly?
Explain your reasons.

b) Complete the sequence.



c)



I think one of the missing fractions is equivalent to $3\frac{1}{2}$

Is Rosie correct? _____

Explain how you know.

- 1) Charli is counting in steps of $\frac{5}{6}$.



My sequence cannot include
a mixed number containing $\frac{1}{2}$.



Charli is incorrect.

Prove it by writing a sequence that includes a mixed number containing $\frac{1}{2}$.

- 2) Can you identify and correct the mistakes in these sequences?

a) $2\frac{1}{4}, 3, 3\frac{3}{4}, 4\frac{1}{4}, 5\frac{1}{4}$ _____

b) $8\frac{2}{3}, 8, 7\frac{1}{3}, 6\frac{1}{3}, 6$ _____

c) $4\frac{2}{5}, 5\frac{3}{5}, 6\frac{2}{5}, 7\frac{1}{5}$ _____

L.O. To sequence fractions.	Triangle	What I think	What my teacher thinks
Remember to/that:			
The denominator is the number below the line of the fraction (the equal part).		☐	☐
The numerator is the number above the line of the fraction (the number of equal parts).		☐	☐
Check that the denominators of the fractions to be sequenced are the same/equivalent.		☐	☐
Sequence fractions according to any whole number and the numerator.		☐	☐
Do me first: $158 \div 7 =$ $58 \times 27 =$			

Use the counting stick to count up and down in these fractions.

Start at 1 and count up in steps of $\frac{2}{3}$



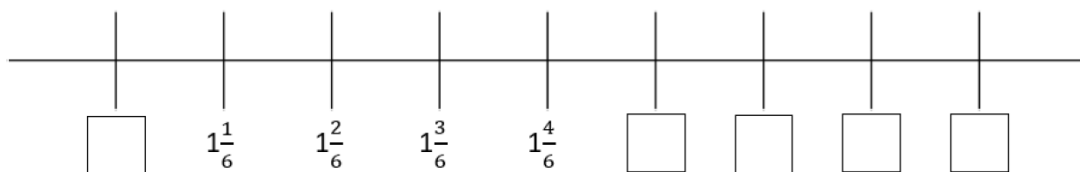
1 $1\frac{2}{3}$

Start at 4 and count down in steps of $\frac{1}{3}$



$3\frac{2}{3}$ 4

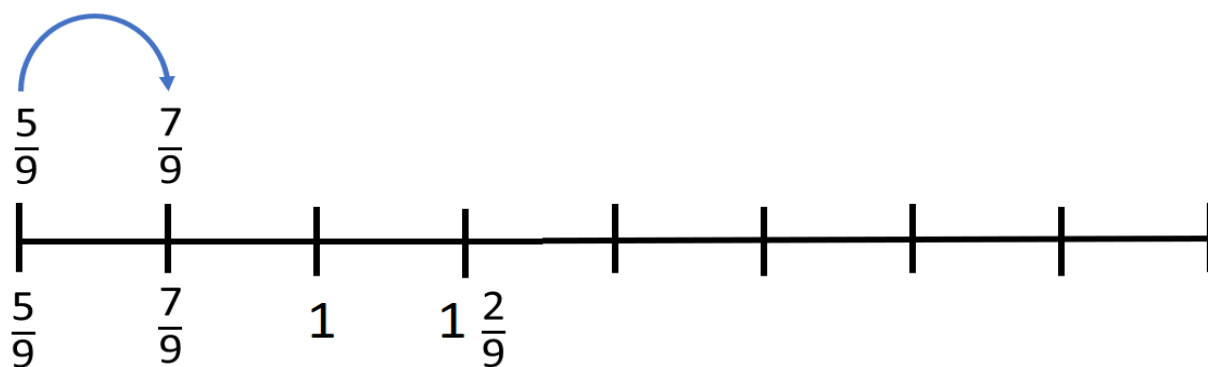
Complete the missing values on the number line.



Complete the sequences.

$\frac{\square}{\square}, 5\frac{1}{2}, 5\frac{7}{10}, 5\frac{9}{10}$

$\frac{3}{5}, \frac{\square}{\square}, \frac{\square}{\square}, 3$



Three children are counting in quarters.

Whitney



$\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, \frac{4}{4}, \frac{5}{4}, \frac{6}{4}, \frac{7}{4}$

Eva



$\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, 1, 1\frac{1}{4}, 1\frac{2}{4}, 1\frac{3}{4}$

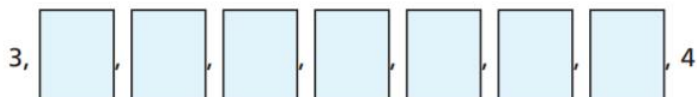
Teddy



$\frac{1}{4}, \frac{1}{2}, \frac{3}{4}, 1, 1\frac{1}{4}, 1\frac{1}{2}, 1\frac{3}{4}$

Who is counting correctly?
Explain your reasons.

b) Complete the sequence.



c)



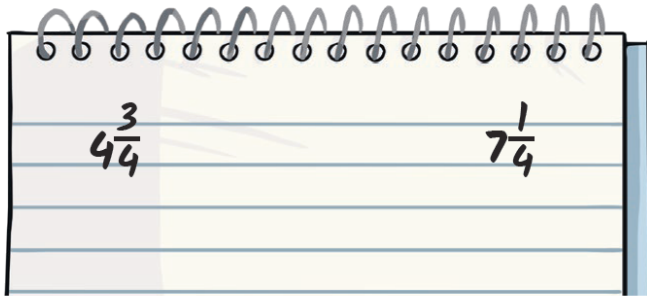
I think one of the missing fractions is equivalent to $3\frac{1}{2}$

Is Rosie correct? _____

Explain how you know.

Ryan has created a sequence. Within the sequence, there are mixed numbers containing $\frac{1}{2}$ and $\frac{1}{4}$. However, the sequence is not increasing or decreasing in steps of $\frac{1}{4}$. What could the sequence look like? Give 3 examples.

Here are the first and last numbers in a sequence.



What could the counting step be and what could the sequence look like? Give 3 possible sequences.