Phase 1

Chant fraction tables in different forms, whole class together or taking turns. For visual support, write equations on the board, or reproduce extended area diagrams of the form described in the booklet *What is a fraction?* (page 6).[*]

Multiples of a fraction

$$1 \times \tfrac{1}{4} = \tfrac{1}{4}, \qquad 2 \times \tfrac{1}{4} = \tfrac{1}{2}, \quad \ldots$$

Language to use: 'One times a quarter is a quarter, two times a quarter is a half, three times a quarter is three quarters, four times a quarter is one, five times a quarter is one and a quarter, . . .'

Or: 'One quarter is a quarter, two quarters are a half, three quarters are three quarters, four quarters are one, five quarters are one and a quarter, . . .'

Count in multiples of other fractions, for example thirds or fifths.

Same fraction of different numbers

$$\tfrac{1}{4} \text{ of } 1 = \tfrac{1}{4}, \qquad \tfrac{1}{4} \text{ of } 2 = \tfrac{1}{2}, \quad \ldots$$

Language to use: 'One quarter of one is a quarter, a quarter of two is a half, a quarter of three is three quarters, a quarter of four is one, a quarter of five is one and a quarter, . . .'

Key question: How do you find $\tfrac{1}{4}$ of a number?

Find other fractions of the sequence of integers, for example thirds or fifths.

Different fractions of the same number

$$\tfrac{1}{4} \text{ of } 6 = \tfrac{6}{4} = 1\tfrac{1}{2}, \qquad \tfrac{2}{4} \text{ of } 6 = 3, \qquad \tfrac{3}{4} \text{ of } 6 = 4\tfrac{1}{2}, \quad \ldots$$

Language to use: 'One quarter of six is one and a half, two quarters of six is three, three quarters of six is four and a half, four quarters of six is six, five quarters of six is seven and a half, . . .'

Key questions: How do you find $\tfrac{1}{4}$ of a number? $\tfrac{5}{4}$ of a number? $\tfrac{9}{4}$ of a number?

Find quarters of another number.

Start with a different unitary fraction of a number, e.g. thirds or fifths.

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[*] The booklet *What is a fraction?* was provided to teachers attending the additional support courses *Planning and teaching mathematics* and *Leading developments in mathematics*.