SumTime 3 QuickTips: Page 4 Fractions 1

Introduction

Use the introduction to fractions to revise multiplication and division, e.g.
Ask: What is three times four?
Write: 3 x 4 = 12
Ask: So 3 and 4 are factors of 12.
What are the other factors of 12?
Write: 12, 1, 2, 6, 3, 4

Note that this page deals with fractions between halves and twelfths; we can easily revise the multiplication tables from 2 to 12.

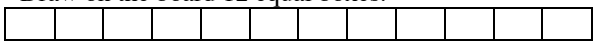
Continue in a similar vein, e.g.
Ask: What is three times eight?
Write: 3 x 8 = 24
Ask: So 3 and 8 are factors of 24.
What are the other factors of 24?
Write: 24, 1, 12, 2, 8, 3, 4, 6

When you are satisfied that your class is proficient enough, turn your attention to division, e.g.
Ask: If three times four is 12,
what is twelve divided by three?
And what is twelve divided by four?
Write: 3 x 4 = 12
12 ÷ 3 = 4
12 ÷ 4 = 3

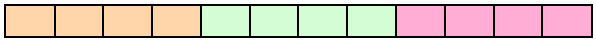
Continue in a similar vein, e.g.
Ask: If three times eight is twenty-four,
what is 24 divided by 3?
And what is 24 divided by 8?
Write: 3 x 8 = 24
24 ÷ 3 = 8
24 ÷ 8 = 3
Continue in the same way with other factors of 24, e.g. 2, 12, 4, 6.

When you are satisfied that your class is proficient enough, turn your attention to fractions, e.g.
Ask: What is 3 times 4?
Write: 3 x 4 = 12

Draw on the board 12 equal boxes:



Illustrate 3 equal parts, three fractions, all made up of 4 boxes.



One third is the same as "divided by three".
So one third of 12, is the same as 12 ÷ 3 = 4.
So we have three equal parts, three thirds.
Each part, or fraction, has 4 boxes.

Illustrate 2 equal parts, two fractions, both made up of 6 boxes.

One half is the same as "divided by two".
So one half of 12, is the same as 12 ÷ 2 = 6.
So we have two equal parts, two halves.
Each part, or fraction, has 6 boxes.

Illustrate 4 equal parts, four fractions, both made up of 3 boxes.

One quarter is the same as "divided by four".
So one quarter of 12, is the same as 12 ÷ 4 = 3.
So we have four equal parts, four quarters.
Each part, or fraction, has 3boxes.

Individual Assessment & Remedial Work

It might seem a little early to start assessing understanding, but obviously, if your pupils are already falling behind, you need to be aware of the situation. Try a little spelling test.

If I divide a cake into 2/3/4/5/6/7/8/9/10/11/12 equal parts, what do I call each part?
Make a list on the board:
1 half – 2 halves, third, quarter, fifth, sixth, etc.
Ask the pupils to copy the list. Then erase the list from the board.
Let the whole class work in pairs testing each other:
Spell third, please.
(Obviously the one answering is not allowed to see the list)
Give individual assistance where necessary.

Bookwork
Draw similar figures on the board; divide each one into various fractions, as equally as your drawing skills allow.
Ask: How many fractions are there?
Answer: Three.
Ask: So what do we call them?
Answer: Thirds.
Then have the pupils do the exercise in the book.

SumTime 3 QuickTips: Page 5 Fractions 2

Bookwork

Explain that we are going to learn how to write fractions. Have your pupils look at page 5, Fractions 2. Ask them to read the first short text at the top of the page silently; then ask someone to read it to the class. Then ask:
What number is this page? What is this page called? What is this page all about?

Read the first short text to the class again.

Draw the first figure on the board. Ask:
How many equal parts do we have? Two
What do we call two equal parts? Two halves
One half plus one half equals two halves.

Colour one half. One half is coloured (blue).
And one half is not coloured.

A half is one part of two, and we write it like this:

$\frac{1}{2}$ part
of 2

But we don't write all that, we just write: $\frac{1}{2}$

Explain the remaining paragraphs in the same way.

Boardwork

Do the exercise below the green line on the board with the help of the class.
Say & ask: Look at the first picture.
How many equal parts are there?
Eight.
So what do we call them?
Eighths.
How many eighths are coloured?
One.
How do we write one eighth?
$\frac{1}{8}$
Have pupils write the fractions on the board as you do the exercise.

When you have completed the exercise on the board, explain that you are going to do the same sort of thing, but now you are just going to say the fractions and pupils have to come to the board to write them.

Say: one half, one quarter, one fifth, etc.

Repeat the exercise, but have the whole class write the answers on a sheet of paper. Then correct the answers together with the class, or let the pupils work in pairs and compare their answers.

Individual Assessment & Remedial Work

1. The whole class works individually with the exercise below the green line.

2. Pupils work in pairs to produce their own "tests". Each test has 5 items.
One pupil writes 5 fractions in full, e.g. one tenth.
The other writes 5 fractions as fractions, e.g. $\frac{1}{8}$
They exchange tests and fill in the answers, e.g.

one tenth = $\frac{1}{10}$

$\frac{1}{8}$ = one eighth

This way, they both get to write the fractions in words and as fractions while you have time to offer individual help and advice.

Enrichment

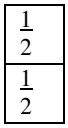
Explain that you can work like this with thousands and thousands of fractions.
Write on the board: $\frac{1}{16}$ $\frac{2}{16}$
Explain that you call this 1 sixteenth, 2 sixteenths.
Point out the "th" sound: sixteen<u>th</u>

Make sure that your pupils understand that half, third, quarter, fifth are exceptions; six<u>th</u>, seven<u>th</u> follow the rule of adding "th"; eighth & ninth have slightly different spellings; tenth, eleventh follow the rule, but twelfth has a spelling change. Point out that twenty becomes twentieth, the "y" is replaced by "ieth": twentieth, thirtieth, fortieth, fiftieth, etc. And remember, we say: one twenty-second for $\frac{1}{22}$

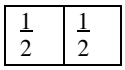
SumTime 3 QuickTips: Page 6 Fractions 3

Introduction
Draw a number of figures on the board like this:

A



B



Call them A and B
Ask how many equal parts each figure has. Write a half in each fraction. Explain that it makes no difference what the figure looks like; if it has two equal parts, it has two halves.

Draw another 2 figures, but, this time, do not make the parts equal. Call them C & D.

C

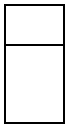
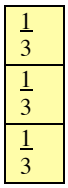


Figure A is the same size as figure C, but the figures are different because A has two equal parts. two halves, but C has two parts that are not equal; figure C has two unequal parts.

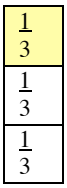
D

The same applies to figures B & D.

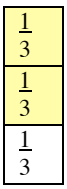
Explain that you are going to draw 3 figures on the board. They are identical. They are exactly the same. They all have three equal parts, but you are going to colour them differently.



Three thirds make one whole.
The whole picture is yellow.

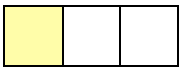


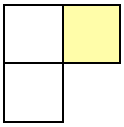
One third is yellow

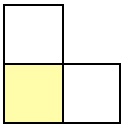


Two thirds are yellow.

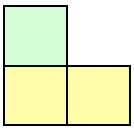
Draw three more figures. Explain that it does not matter how you draw the figure; the important thing is that the parts are equal.







One third is yellow.



One third is green and two thirds are yellow.

Bookwork

Have your pupils look at page 6, Fractions 3. Ask them to read the left-hand column silently; then ask someone to read it to the class. Then ask: What is this page called? What is this page all about? Can anyone come to the board and explain this page to the class?

SumTime 3 QuickTips: Page 7 Fractions 4

Introduction on the board
Start by asking the class if they know the alphabet. Practise round the class; each pupils recites a letter. Ask the class if they know how many letters there are in the alphabet. Draw this figure and fill in the letters. You can make a game of it by skipping over letters and asking the class which letter should go in the box.

a	b	c	d		f		h						n					s					x		
																							$\frac{6}{100}$		

Leave the second row empty for the moment. We are going to fill in the fractions later, as shown above.

Pre-bookwork

Draw a figure 10 x 10 squares on the board.

Ask: How many rows are there?
How many columns are there?
How many boxes are there in each row?
How many are there in each column?
How many boxes are there all together?
Here's a clue: What's 10 x 10?

Say: I am thinking of a number between 1 & 10. I'll write it on this piece of paper. Which number am I thinking of?

	b						b		
			x						
	b						x		
				b					b
							x		
	b			x					
		b				x			
	x							b	

The class tries to guess the number. The pupil that guesses successfully comes to the front and puts the appropriate number of X's anywhere in figure, e.g. 6.

Explain: We have 100 identical boxes, so one box is one hundredth of the figure. How do we write one hundredth? $\frac{1}{100}$

How many X's did we write? 6
So six one hundredths have X's.
How do we write six one hundredths?
$\frac{6}{100}$ So let's write $\frac{6}{100}$ under X.

Now I am thinking of another letter. Who can guess which letter I am thinking of? (e.g. b)

All the pupil who guesses the letter correctly to think of a number between 1 & 10 just as you did earlier (e.g. 8). The pupil that guesses the correct number puts the appropriate number of letters in the figure.

How many b's did we write? 8
So eight one hundredths have b's.
How do we write eight one hundredths?
$\frac{8}{100}$ So let's write $\frac{8}{100}$ under b.

Reward pupils by allowing them to come to the board and fill in the correct fractions under each letter as you go along. Continue until all the boxes are filled. Then ask:
What fraction of the figure has t's?
What fraction of the figure has p's? Etc.
Continue for a while; then erase the alphabet and the fractions. Ask similar questions about all the letters; the big difference is that your pupils must now try to count the letters in order to answer, unless, of course, they remember all the fractions, which is unlikely.

Bookwork

Have your pupils look at page 7, Fractions 4. Ask them to read the text silently; then ask someone to read it to the class. Then ask: What is this page called? What is this page all about? Can anyone come to the board and explain this page to the class?

SumTime 3 QuickTips: Page 8 Fractions 5

You may wish to revise factors from SumTime 2, Pages 8, 10 & 11 Numbers 5, 7 & 8

Introduction
Explain the word "factor". A factor is one of two or more numbers that can be multiplied together to give another number, e.g. 2 x 3 = 6 so the factors are 2 and 3, but there are always two other factors, 1 and the number itself; in this case, 1 and 6.

On the board

Let's see how many different ways, using multiplication, we can make these numbers.

4	=	4 x 1	2 x 2	
6	=	6 x 1	3 x 2	
8	=	8 x 1	4 x 2	
9	=	9 x 1	3 x 3	
10	=	10 x 1	5 x 2	
12	=	12 x 1	6 x 2	4 x 3

We use the word "factors" when we talk about multiplication. So the factors of 8 are 1, 8, 2, 4. We can say: 8 x 1 or 1 x 8. They are both the same.

Bookwork
Have your pupils look at page 8, Fractions 5.
Ask them to read the left-hand column silently, then ask someone to read it to the class.
Then ask:
What is a factor?
What are the factors of 4? 4 & 1, 2 & 2
What are the factors of 6? 6 & 1, 2 & 3
Etc.

Look at the list you have made on the board.
Ask:
Which factor is common to all? 1
Which other factor is very common? 2
For which numbers is 3 a factor? 9 & 12

Make sure that you pupils understand that the factors of 6 are 1, 2, 3 & 6 and that the factors of 9 are 1, 3 & 9.

(You may have to point out that 9 x 1 = 9 and 1 x 9 = 9, but we only write the factors once. The same thing goes with 3 x 3; we do not need to write two threes)

Look at the first pair of boxes.
Which factors appear on both boxes? 1 & 3
So 1 & 3 are common factors.

Work in the same way with the second pair of boxes (8 & 12).

Boardwork

Draw this figure on the board. Explain that these are the multiples of 2 (1 x 2, 2 x 2, 3 x 2, etc.)

2	4	6	8	10	12	14	16	18	20

Add more rows to the figure on the board and invite pupils to fill in the multiples.

2	4	6	8	10	12	14	16	18	20
3	6	9							
4									
5									
6									
7									
8									
9									

When all the boxes have been filled, ask:
Which numbers have the factor 2?
All the even numbers, of course, because even numbers can be divided by 2.

Continue in the same vein with factors 3- 9.
Explain that the common factors of 6 are 2 & 3 (and 6 & 1, of course, as always) because 6 is a multiplier of both 2 and 3.

Find other common multiples, e.g. 24 (2, 3, 4, 6, 8, etc.)

Individual Assessment & Remedial Work
Erase the figure on the board. While the rest of the class is filling in the page by inserting the correct multiples in the boxes, work with a small group or individual pupils to make sure they understand.

SumTime 3 QuickTips: Page 9 Fractions 6

Bookwork

Let the class work alone with the page while you assist those who need help.

Let the pupils work in pairs correcting each other's work.

Dictation

Use the page for a dictation exercise with the whole class, e.g.
three thirds, four fourths, five fifths, etc.

Again, allow the pupils to exchange papers and correct each other's work while individual pupils come to the board to write their answers.

Crossword

Draw a this 10 x 10 figure on the board. Write "quarter" somewhere near the centre of the figure. Explain that you are going to try to fill in other fractions, a bit like a crossword, but you will need help. The words are allowed to "bump into" each other.

			S	E	V	E	N	T	H
T		E	I	G	H	T	H		A
E			X						L
N	I	N	T	H			E		V
T			H	A	L	F	L	T	E
H						I	E	H	S
						F	V	I	
		Q	**U**	**A**	**R**	**T**	**E**	**R**	
T	W	E	L	F	T	H	N	D	
	H						T		
	O						H		
	L								
	E								

There are certainly other solutions.

Wordsearch

Tell the class you are going to fill in the empty squares with letters and names of numbers. Make a game of it.
Which factor does every number have?
What is the opposite of YES?
What is 5 + 5?
What is 2 x 8?

Continue in the same way until you have filled as many boxes as possible. If there are empty boxes left over, just fill them with any letter. Ask pupils to suggest letters as "fillers". It is important to keep them engaged in the activity. Eventually the figure on the board will look something like this:

O	N	E	S	E	V	E	N	T	H
T	O	E	I	G	H	T	H	E	A
E	S	I	X	T	E	E	N	N	L
N	I	N	T	H	H	E	E	X	V
T	F	T	H	A	L	F	L	T	E
H	O	W	S	I	X	I	E	H	S
I	U	O	Y	E	S	F	V	I	T
M	R	Q	U	A	R	T	E	R	W
T	W	E	L	F	T	H	N	D	E
T	H	I	R	T	E	E	T	N	N
F	O	U	R	T	E	E	H	I	T
E	L	E	V	E	N	V	R	N	Y
S	E	V	E	N	T	Y	S	E	U

Once the boxes are all filled, ask you pupils to find words or answers to questions, e.g.
Who can find 70?
Who can find the answer to 3 + 3?
If I divide something into 10 equal parts, what is one part called? Who can find it?
If we have four quarters, what does that make?
If we have three thirds, what does that make?

Individual Assessment & Remedial Work

Have your pupils make their own Wordsearch games.

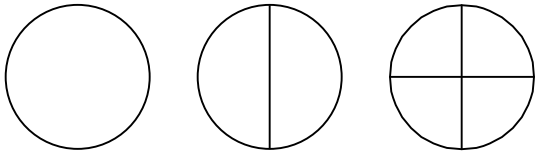
1. First they make a 10 x 10 figure.
2. Then they fill in the names of numbers,
   e.g. 1 – 12, including the names for fractions,
   i.e. three, third.
3. Then they fill in all the other boxes with any words or letters they wish.
4. Finally they write a list of words that they want their partner to find – obviously the words must be somewhere in the Wordsearch – and exchange papers.
5. You work with a group of pupils who need help by playing the game with them.

SumTime 3 QuickTips: Page 10 Fractions 7

Introduction

Sometimes we forget how much understanding we have and how little understanding our pupils have. To some, it may seem obvious that, because 6 is more than 4, a sixth must be bigger than a quarter. So, for safety's sake, let's get rid of that notion once and for all.

Draw a pie on the board – a simple circle will suffice. Explain that you got this pie for your birthday and you are going to share it with a friend. Cut the pie in half, so you and your friend will get half each.



But just before you are going to eat your cake, two more friends arrive, so you have to cut the cake into quarters.

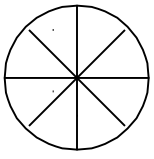
The whole cake can be two halves or four quarters. Which is bigger, a half or a quarter?

Bookwork

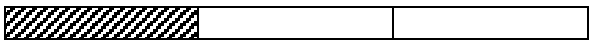
Have your pupils look at page 10, Fractions 7. Ask them to read the text silently; then ask someone to read it to the class. Then ask: What is this page called? What is this page all about? Can anyone come to the board and explain this page to the class?

Boardwork

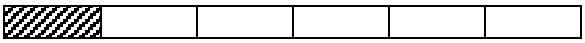
Every time you cut fractions in half, you get twice as many. 1 becomes 2; 2 becomes 4; 4 becomes 8; 8 becomes 16, and 16 becomes 32.



So if you cut something into 3 equal pieces, you get 3 thirds,

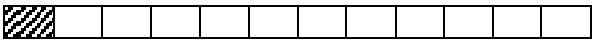


If you cut each third in half, you get 6 sixths.



As you can see, one sixth is half of one third.

If you cut each sixth in half, you get 12 twelfths.



As you can see, one twelfth is half of one sixth.

1 cut in half gives you 2 halves.
2 halves cut in half gives you 4 quarters.
4 quarters cut in half gives you 8 eighths.
8 eighths cut in half gives you 16 sixteenths.

1 cut into three equal pieces gives you 3 thirds.
3 thirds cut in half gives you 6 sixths.
6 sixths cut in half gives you 12 twelfths.
12 twelfths cut in half gives you 24 twenty-fourths.

A Quiz

If you have one cake and 16 people want a piece, which is the best way to cut the cake?

First cut the cake in half.
Then cut each half in half.
Then cut each quarter in half.
Then cut each eighth in half,
and you will have 16 equal pieces.

Try to draw the solution on the board.

If you have one cake and 12 people want a piece, which is the best way to cut the cake?

First cut the cake in half.
Then cut each half in half.
Then cut each quarter in 3 thirds,
and you will have 12 equal pieces.

Try to draw the solution on the board.

If you have one cake and 9 people want a piece, which is the best way to cut the cake?

First cut the cake in half.
Then cut each half in 3 thirds.
Then cut each third in 3 thirds,
and you will have 9 equal pieces.

SumTime 3 QuickTips: Page 11 Fractions 8

Introduction

Fractions are all around us.
How many days are there in a week?
How many hours are there in a day?

So are all the days the same length, or are some days longer than others?

If there are twenty-four hours in a day, you can say that one hour is one twenty-fourth of a day because twenty-four hours make one day.

How many minutes are there in an hour?
How many seconds are there in a minute?

So are all the hours the same length, or are some hours longer than others?

If there are sixty minutes in an hour, you can say that one minute is one sixtieth of a day because sixty minutes make one hour.

So are all the minutes the same length, or are some minutes longer than others?

If there are sixty seconds in a minute, you can say that one second is one sixtieth of a minute because sixty seconds make one minute.

How many days make one week?
So one day is one seventh of a week because all the days are the same length, 24 hours.

Bookwork

Have your pupils look at page 11, Fractions 8. Ask them to read the first half of the page silently; then ask someone to read it to the class. Then ask: What is this page called? Who is this half of the page all about?

Where is Matt on Tuesdays?
Where is he on Thursdays?
How many days does he spend in town each week?
How many days does he spend by the sea each week?
How many days does he spend in the country each week?

So if one day is one seventh of a week, what fraction of the week does he spend in town?
Write $\frac{3}{7}$ on the board.
And if one day is one seventh of a week, what fraction of the week does he spend in the country?
Write $\frac{2}{7}$ on the board.
And if one day is one seventh of a week, what fraction of the week does he spend by the sea?
Write $\frac{2}{7}$ on the board.
So if we add up 3 sevenths plus 2 sevenths plus 2 sevenths, we get 7 sevenths. And we know that 7 sevenths make one whole week.

Have your pupils read the second half of the page silently; then ask someone to read it to the class. Then ask: Who is the second half of the page all about?

How many hours are there in one day?
So what fraction of a day is one hour?
One twenty-fourth. Write $\frac{1}{24}$ on the board.
How many hours does Jenny rest or sleep each day?
So what fraction of the day does she rest or sleep?
Write $\frac{9}{24}$ on the board.
How many hours does Jenny run each day?
So what fraction of the day does Jenny run?
Write $\frac{2}{24}$ on the board.
Continue with the other activities and then add together all the twenty-fourths to make sure that you get 24 twenty-fourths to make a whole day.

Individual Assessment & Remedial Work

With the help of your pupils, make a list of things you do each day:

Sleep	Eat
Go to and from school	Spend at school
Play	Watch TV
Do homework	Rest
Listen to music	Hang out with friends

Using whole hours only, work out what fraction of the day you spend on these activities. Make sure that the fractions add up to 24 twenty-fourths: $\frac{24}{24}$
Let pupils work out their own days while you help those who need assistance.

SumTime 3 QuickTips: Page 12 Fractions 9

Introduction
Take a poll of your class showing the times that your pupils leave home in the morning and arrive home in the afternoon after school.
Pupils love to be exact, so warn them that you do not need the exact time, just to the nearest quarter.

Boardwork
Your poll may look something like this:

Leave home at	Boys	Girls	Total
6:30	1	0	1
6:45	0	1	1
7:00	1	3	4
7:15	3	4	7
7:30	7	2	9
7:45	2	3	5
8:00			
8:15			
8:30			
8:45			
Total	14	13	27

You might like to point out that the total in the fourth column must be the same as the total of the bottom row.

If there are 27 pupils in the class, each pupil represents one twenty-seventh of the class, or $\frac{1}{27}$

The boys represent $\frac{14}{27}$ of the class and the girls $\frac{13}{27}$.

You may have to explain that so far we have said that fractions are equal parts. Obviously, not all your pupils are exactly the same; some are boys, some are girls; some are tall, some are short, etc. But they are all pupils.

One of fourteen boys leaves home at 6:30.
One fourteenth $\frac{1}{14}$ of boys leaves home at 6.30.

1 of 27 pupils leaves home at 6:30; as a fraction, $\frac{1}{27}$ of the pupils leaves home then.

Ask:
What fraction of boys leaves home at 7?
What fraction of girls leaves home at 7?
What fraction of the whole class leaves home at 7?
(You might even be able to go as far as asking: What fraction of the 7 pupils that leaves home at 7:15 is boys? $\frac{3}{7}$, three sevenths, because 3 of the 7 pupils that leave home at that time are boys.)

Continue with a new poll to investigate when your pupils arrive home each day.

Bookwork

Have your pupils look at page 12, Fractions 9. Ask them to read the text silently; then ask someone to read it to the class. Then ask: What is this page called? What is this page all about? Can anyone come to the board and explain this page to the class?

Look at the coloured boxes and count them.
How many different colours are there?
How many equal fractions are there?
So what do we call one fraction? One tenth.
How many tenths are brown?
How many tenths are green? Etc.

How many clocks are there in the first row?
Are all the same colour, or different colours?
Are they the same colours as the boxes, or are they different colours?
Why are the clocks and the boxes different colours?

What time is it by the green clock?
What time is it by the brown clock? Etc.

So how many tenths leave home at a quarter past seven?
How many tenths leave home at eight o'clock? Etc.

If there are 30 children in the class, and we divide the class into 10 equal parts, 10 equal fractions, how many children does each fraction represent?
What is 30 ÷ 10? So each fraction represent 3 pupils.

So how many pupils leave home at seven?
One fraction = one tenth = 3 pupils. Etc.

Individual Assessment & Remedial Work
Have your pupils write a summary of their findings for each time, e.g.
One tenth, or three pupils, leaves home at seven o'clock each morning to go to school.

SumTime 3 QuickTips: Page 13 Fractions 10

Introduction

Remind you class that on page 12, Fractions 9, you calculated how many children left home at various times. You also calculated how many children arrived home at various times.

Boardwork

You counted the children, (30)
You divided this number into equal fractions, (10)
Then you calculated how many children each fraction represented, (3)
30 ÷ 10 = 3.

So one fraction represented 3 children; two fractions represented 6 children, etc.

Does this remind you of when we worked with multiples? Remember multiples of 3?
3, 6, 9, 12, 15, 18, 21, 24, 27, 30.

The importance of linking snippets of knowledge, showing how the mechanics of mathematics combine to make a whole, cannot be overstressed.

Remember the multiples of 2?
2, 4, 6, 8, 10, 12, 14, 16, 18, 20.

Make sure your pupils understand that the number of pupils in a tenth of a class depends on the number of pupils in that class.

Make a chart on the board like this:

Pupils	$\frac{1}{5}$	$\frac{2}{5}$	$\frac{3}{5}$	$\frac{4}{5}$	$\frac{5}{5}$
5	1	2			
10	2	4	6	8	10
15	3	6			
20	4	8			
25	5	10			
30	6	12	18	24	30
35	7	14			
40	8	16			
45	9	18			
50	10	20			

Fill in the information with the help of the class. Allow pupils to fill in the correct information.

If there are 5 children in the class, how many children are there in one fifth of the class?

If there are 10 children in the class, how many children are there in one fifth of the class? Etc.

Continue with:

If there are 5 children in the class, how many children are there in two fifths of the class?

If there are 10 children in the class, how many children are there in two fifths of the class? Etc.

Continue in the same way until the whole chart is filled. It is important to pause now and then to point out the symmetrical beauty of mathematics. So many pupils – and adults for that matter – have a fear of mathematics, yet mathematics is the most beautiful, reliable subject in school. It follows the rules, and if you follow the rules too, it will never let you down.

Bookwork

Have your pupils look at page 13, Fractions 10. Ask them to read the example at the top of the page silently; then ask someone to read it to the class. Then ask: What is this page called? What is this page all about? Instead of asking someone to come to the board and explain this page to the class, summarize it yourself on the board:

We have 24 fractions, 24 equal parts	24
We need to find one fourth, a quarter,	
Of 24, so we divide 24 by 4	24 ÷ 4
and the answer we get is six	24 ÷ 4 = 6
so if one quarter, one fourth is 6,	
three quarters must be 3 times 6	3 x 6 = 18

You can also use the completed chart on the board to ask similar questions (shown in light blue here)

What is four fifths of thirty?
One fifth equals 6.
Four fifths equals 24.

Individual Assessment & Remedial Work

Pupils work with the page individually while you work either with similar charts to the one on the board, or with the page, with pupils who need help.