

INTERVENTION

Add and Subtract Fractions with the Same Denominator

Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

Add and Subtract Fractions with the Same Denominator [page 2 - 3](#)

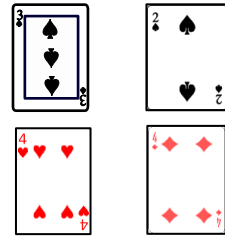
Progress Sheet [page 4](#)

Add Fractions with the Same Denominator

(Addition Subtraction 28 Fractions and Decimals 23)

RESOURCES: playing cards, pencil, paper / Maths book

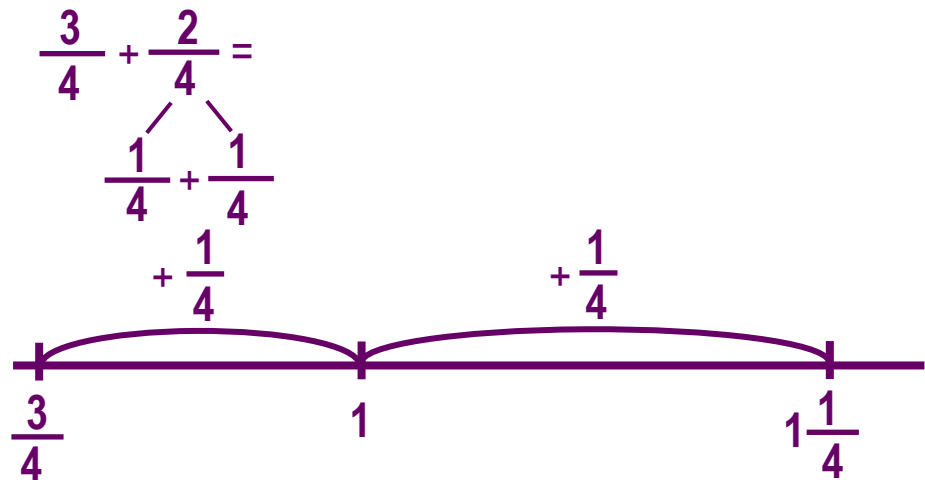
Select numbers to make fractions with the same denominator.



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

Record your number sentence.

Add the fractions
bridging to a 1s number.



Add the fractions
by converting to improper fractions.

$$\frac{3}{4} + \frac{2}{4} = \frac{5}{4} = 1 \frac{1}{4}$$

Record what the fractions add to.

$$\frac{3}{4} + \frac{2}{4} = 1 \frac{1}{4}$$

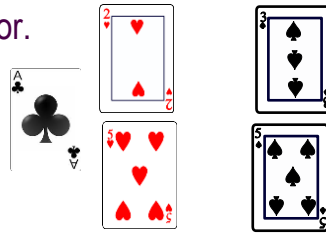
Reflection: How can we add fractions with the same denominator?

Subtract Fractions with the Same Denominator

(Addition Subtraction 28 Fractions and Decimals 23)

RESOURCES: playing cards, pencil, paper / Maths book

Select numbers to make fractions with the same denominator.



Record your number sentence.

$$1 \frac{2}{5} - \frac{3}{5} =$$

Subtract the fractions bridging to a 1s number.

$$1 \frac{2}{5} - \frac{3}{5} =$$

$$\frac{2}{5} + \frac{1}{5}$$

$$- \frac{1}{5}$$

$$- \frac{2}{5}$$



Subtract the fractions by converting to improper fractions.

$$1 \frac{2}{5} - \frac{3}{5} = \frac{7}{5} - \frac{3}{5} = \frac{4}{5}$$

Record what the fractions subtract to. $1 \frac{2}{5} - \frac{3}{5} = \frac{4}{5}$

Reflection: How can we subtract fractions with the same denominator?

Progress Sheet

Child's Details (Name and Intervention Concept):
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Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as: **ASSESSMENT OF LEARNING (SUMMATIVE)** – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

ASSESSMENT FOR LEARNING (FORMATIVE) – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

ASSESSMENT AS LEARNING (FORMATIVE) – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
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