

INTERVENTION

Equivalent Fractions and the Relationship Between Numerator and 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.

Equivalent Fractions and the Relationship Between Numerator and Denominator [page 2 - 4](#)

Progress Sheet [page 5](#)

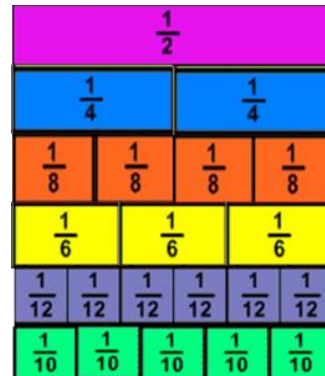


Equivalent Fractions and the Relationship between the Numerator and Denominator

- unit fractions (Fractions and Decimals 13)

RESOURCES: fraction wall tiles (commercially available is best or the blackline master on page 16 may be cut up and used), pencil, paper / Maths book

Use a fraction wall to create fractions equivalent to a half.



Record the equivalent fractions in a number sentence.

$$\frac{1}{2} = \frac{2}{4} = \frac{5}{10} = \frac{3}{6} = \frac{4}{8} = \frac{6}{12}$$

Test the relationship between the numerator and the denominator in all fractions, explaining that

- 1 is half of 2,
- 2 is half of 4
- 5 is half of 10
- 3 is half of 6
- 4 is half of 8
- 6 is half of 12

Explain the relationship between the numerator and denominator in fractions equivalent to a halves as 'the numerator is half of the denominator'.

Repeat with other unit fractions.

Reflection: How can we describe equivalent fractions and the relationship between the numerator and the denominator?

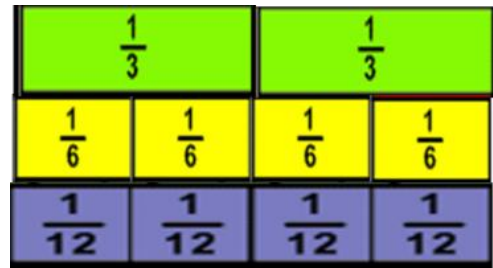


Equivalent Fractions and the Relationship between the Numerator and Denominator

- non-unit fractions (Fractions and Decimals 13)

RESOURCES: fraction wall tiles (commercially available is best or the blackline master on page 16 may be cut up and used), pencil, paper / Maths book

Use a fraction wall to create fractions equivalent to 2 thirds.



Record the equivalent fractions in a number sentence.

$$\frac{2}{3} = \frac{4}{6} = \frac{8}{12}$$

Test the relationship between the numerator and the denominator in all fractions, explaining that

- 1 is 1 third of 3, so 2 is 2 thirds of 3,
- 2 is 1 third of 6, so 4 is 2 thirds of 6,
- 4 is 1 third of 12, so 8 is 2 thirds of 12.

Explain the relationship between the numerator and denominator in fractions equivalent to 2 thirds as 'the numerator is 2 thirds of the denominator'.

Repeat with other non-unit fractions.

Reflection: How can we describe equivalent fractions and the relationship between the numerator and the denominator?

1									
$\frac{1}{2}$					$\frac{1}{2}$				
$\frac{1}{4}$			$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{3}$				$\frac{1}{3}$			$\frac{1}{3}$		
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$
$\frac{1}{5}$			$\frac{1}{5}$		$\frac{1}{5}$			$\frac{1}{5}$	
$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

Progress Sheet

Child's Details (Name and Intervention Concept):

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									
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Date									
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Independent or with support?									