



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.

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Progress Sheet ..... [page 4](#)



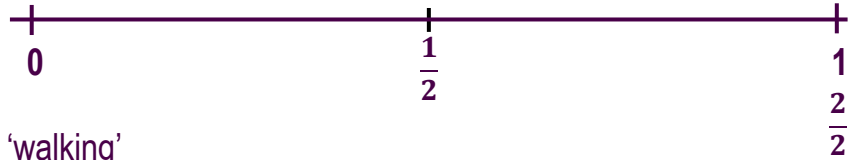
# Equivalent fractions on a number line

RESOURCES: pencil, paper / Maths book

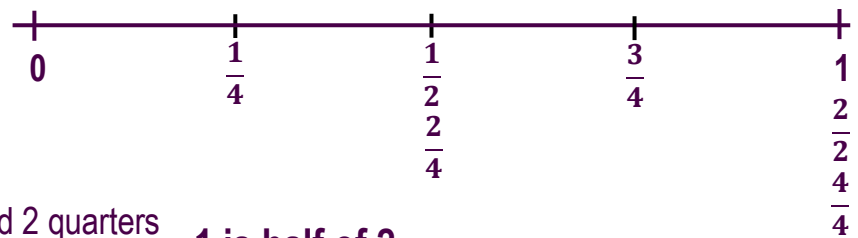
## - halves and quarters (Fractions and Decimals 14)

Construct a number line from 0 to 1. 

Place halves on the number line by 'walking' from 0 to half of the way to 1, then 2 halves of the way to 1.



Place quarters on the number line by 'walking' from 0 to 1 quarter of way to 1, then 2 quarters of the way to 1, then 3 quarters of the way to 1, then 4 quarters of the way to 1.



Explain that the reason that a half and 2 quarters are in the same place on a number line because they are equivalent.

**1 is half of 2**

**2 is half of 4**

**numerator is half of the denominator**

Test the relationship

between the numerator and the denominator in both fractions.

Place eighths on the number line, and explain any fractions that are in the same place.

Reflection: How can we place equivalent fractions on a number line, describing the relationship between the numerator and the denominator?



# Equivalent fractions on a number line

RESOURCES: pencil, paper / Maths book

## - thirds, sixths and twelfths (Fractions and Decimals 14)

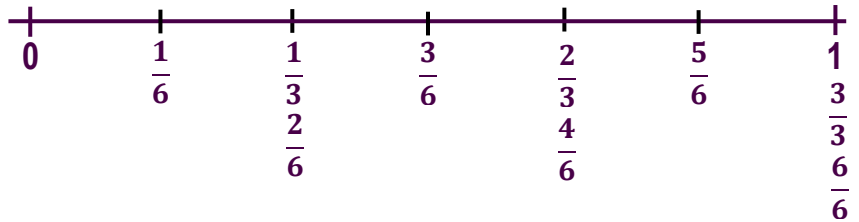
Construct a number line from 0 to 1.



Place thirds on the number line by 'walking' from 0 to a third of the way to 1, then 2 thirds of the way to 1, then 3 thirds of the way to 1.



Place sixths on the number line by 'walking' from 0 to 1 sixth of way to 1, then 2 sixths of the way to 1, then 3 sixths of the way to 1, then 4 sixths of the way to 1, then 5 sixths of the way to 1, then 6 sixths of the way to 1.



Explain that the reason that a third and 2 sixths are in the same place on a number line because they are equivalent.

**1 is a third of 3**  
**2 is a third of 6**  
**numerator is a third of the denominator**

Test the relationship between the numerator and the denominator in both fractions.

Explain that the reason why 2 thirds and 4 sixths are in the same place on the number line is because they are equivalent.

**2 is 2 thirds of 3**  
**4 is 2 thirds of 6**  
**numerator is 2 thirds of the denominator**

Test the relationship between the numerator and the denominator in both fractions.

Place twelfths on the number line, and explain any fractions that are in the same place.

Reflection: How can we place equivalent fractions on a number line, describing the relationship between the numerator and the denominator?

# 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									
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