



CLIL

Maths Fractions

Objectives

- learn about fractions.
- write a fractions quiz.

Background

The word **fraction** comes from the Latin word *frangere*, which means 'to break'.


Warm-up

- Books closed. Write the following on the board: $\frac{1}{2}$, $\frac{3}{4}$. Ask: *Do you know what these are?* Elicit or introduce the word *fractions*.
- Ask: *What is a fraction?* Elicit students' ideas, but do not accept or reject them at this point.

- Ask students to open their books at page 115.
 - Read out the definition and then ask students to work in pairs to match the pictures with the fractions. Be aware that some students may not perceive the world mathematically and so may require additional support.
 - Write the answers (the fractions and the corresponding pictures) on the board. Students can copy this into their notebooks.
 - Do not go into the pronunciation of the words *half*, *third* or *quarter* at this point.

Answers

1 c 2 a 3 b

- Read out the example.
 - Put students into small groups to continue the matching exercise.
-  1.42 Play the recording for students to check their answers and repeat the words.
 - Pay particular attention to the pronunciation of 'th' as it can be a difficult sound to master.
 - To help students, break words up into distinct sounds, e.g. 'fif' and 'th'. Drill one sound, then the other. When students are confident with the sounds, put the two sounds together to make a complete word.
 - Point out the fact that 'l' in *half* is silent, which means that the word is pronounced /ha:f/ rather than /ha:lf/.

Answers

2 h a quarter 3 a a third 4 e a sixth 5 d a fifth
6 b a seventh 7 f an eighth
8 g three quarters

Language note

Fractions such $\frac{1}{3}$ or $\frac{1}{5}$ are read *one third* and *one fifth*. However, fractions such as $\frac{2}{3}$ or $\frac{3}{5}$ are read *two thirds* and *three fifths*. Note that when the numerator is 2 or above, the denominator (the second number) needs to have a plural ending. We say *two sevenths*, for example, not *two seventh*. American English uses *fourths* rather than *quarters*, which means that $\frac{3}{4}$ would be read *three fourths*.

Optional activity

- Ask students to draw circles, squares, triangles and rectangles in their notebooks.
- Students divide the shapes up into sections – halves, quarters, thirds, fifths, sixths, sevenths, etc. (It will be easier for students to divide rectangles up into fifths, sixths and sevenths than circles, squares and triangles.)
- Students colour some of the sections, but leave other sections blank.
- Students show their shapes to their partner who says what fraction of the shape has been coloured in.

- Read out the information about the *numerator* (the number above the line in a fraction) and *denominator* (the number below the line in a fraction).
 - Read out the questions and elicit the answers from the class.

Answers

numerator – 1 denominator – 8

- Put students into small groups and ask them to do the quiz.
 - Tell students to use the images to help them decide the answers in each case.
 - Monitor while students do the quiz and help as necessary.
 - Read out the quiz questions (including the multiple-choice answers) and elicit answers.

Answers

1 a 2 b 3 a

Your turn

- If you have a small class, put students in pairs for this activity. If you have a large class, put them into groups.
 - Give students (in their pairs or groups) five minutes to write their own fractions quiz based on the examples in Exercise 5.
 - Monitor while students write their quiz questions and make sure that the questions are accurate.
 - Then ask one student from each pair (or one member of each group) to come to the front of the class and read out their quiz questions for the rest of the class to answer.



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1.4 The Land Down Under

See page 132 for activities you can do with this video.



For homework, ask students to try the fractions activities here: http://www.bbc.co.uk/schools/teachers/ks2_activities/maths/fractions.shtml