

WALT: To be able to recognise and represent non-unit fractions

## Vocabulary

Fraction

Numerator

Denominator

Share

Parts of the whole

Digit

Position

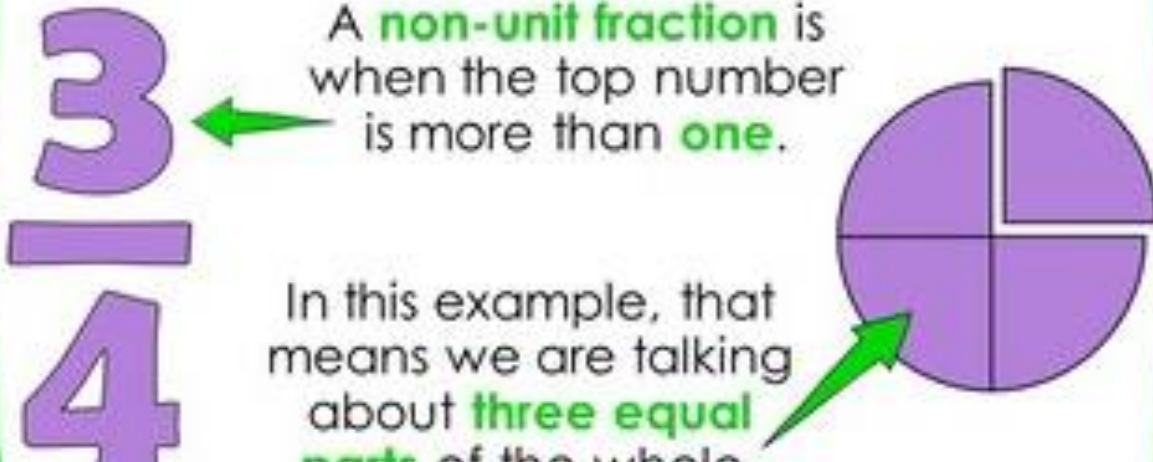
Represent

Do it : to be able to recognise and represent non-unit fractions

## WHAT IS A NON-UNIT FRACTION?

A **non-unit fraction** is when the top number is more than **one**.

In this example, that means we are talking about **three equal parts** of the whole.



# Representing a non-unit fraction

Using a bar

$\frac{2}{5}$



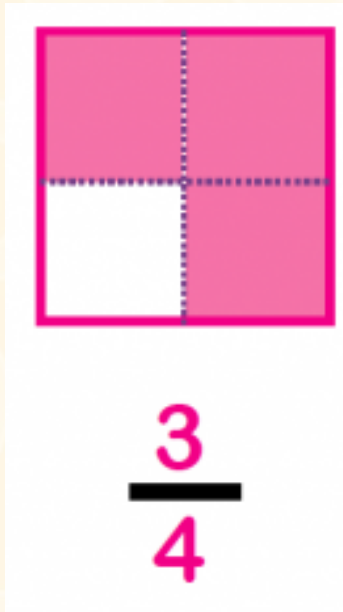
$\frac{3}{8}$



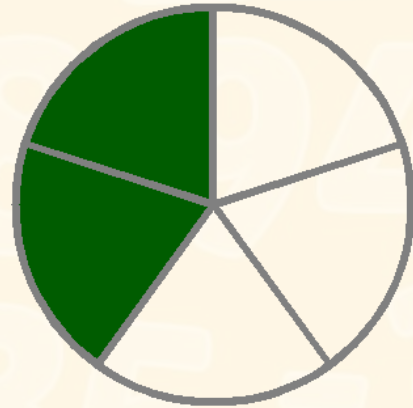


# Variation

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



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



## Your turn

Represent these non-unit fraction using bars

$$\frac{2}{3}$$

$$\frac{3}{7}$$

$$\frac{2}{8}$$

$$\frac{4}{12}$$

2



3

3



7

2



8

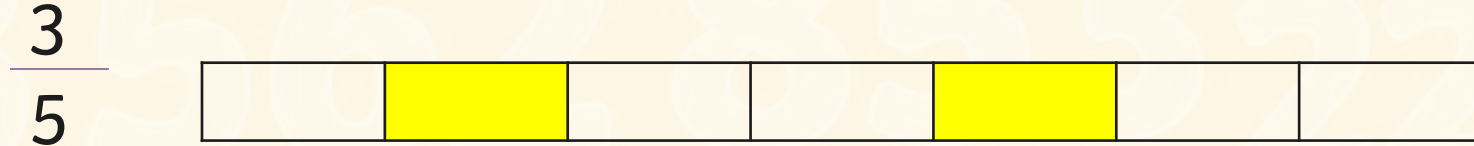
4

12



Secure it

Colin thinks that he has represented



Explain why he is incorrect

Use the word 'because' in your sentence stem when explaining your answer.



Colin is incorrect because he has added 3 and 5 together to give the bar 8 equal parts when the bar should be divided into 5 equal parts. Then he should have shaded in two parts of the whole in like this:

$$\frac{3}{5}$$





## Deepen it

Choose from the digits 1 to 5 to complete the fractions and position them on the number line

$$\frac{\square}{4} \quad \frac{3}{\square} \quad \frac{\square}{\square}$$

The diagram shows a horizontal number line starting at 0 and ending at 1. Below the number line are three horizontal bars of equal length, each divided into equal segments. The top bar is divided into 3 segments, the middle bar into 4 segments, and the bottom bar into 5 segments. These bars are intended for shading the fractions  $\frac{\square}{4}$ ,  $\frac{3}{\square}$ , and  $\frac{\square}{\square}$  respectively.

Remember to start with the smallest fraction. The smallest will be the one that has the least parts of the whole bar shaded in.