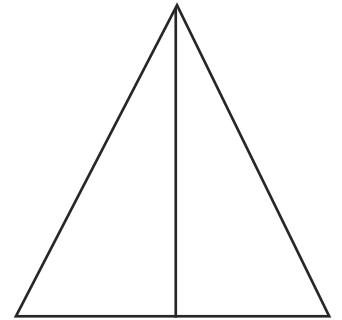
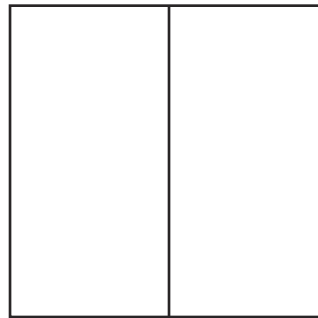
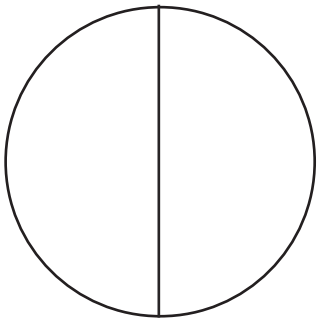


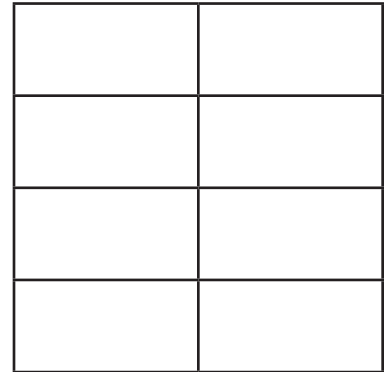
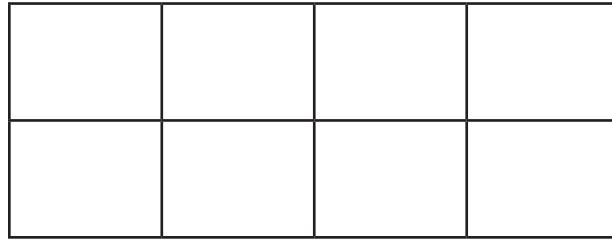
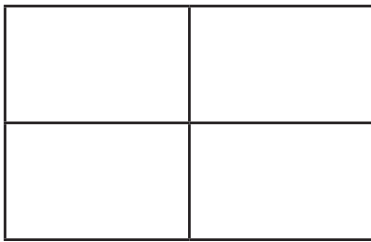
**Parents:** Children in Year 2 are taught more about fractions. They study fractions visually, by shading parts of shapes, and also look at finding fractions of amounts, for example, half of 12 cakes is 6 cakes. Children also begin to look at equivalent fractions - those with different numerators (top numbers) and/or denominators (bottom numbers) which actually mean the same amount. They begin by looking at the equivalence of  $\frac{1}{2}$  and  $\frac{2}{4}$ . In these questions, encourage your child to shade segments of the shapes so that they can see what  $\frac{1}{2}$  or  $\frac{1}{4}$  looks like, as well as seeing the number of segments that they need to shade.

# Fractions of Shapes

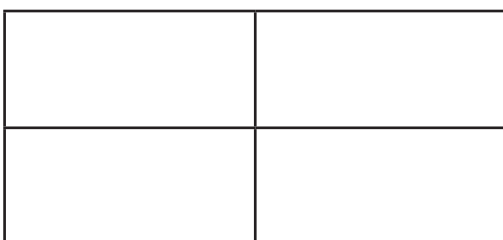
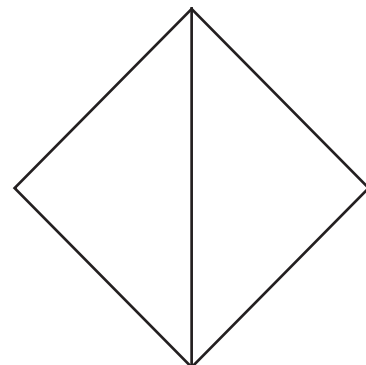
Shade  $\frac{1}{2}$  of these shapes:



Shade  $\frac{1}{2}$  of these shapes:



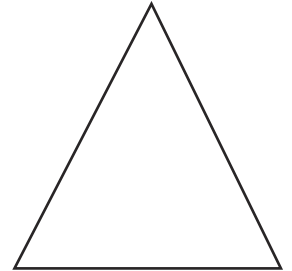
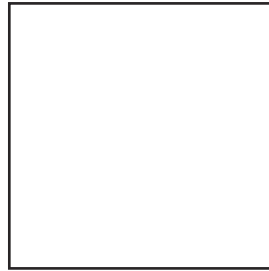
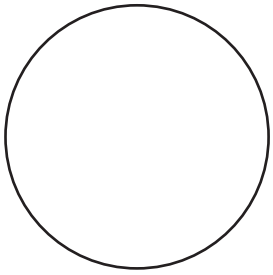
Shade  $\frac{1}{4}$  of these shapes:



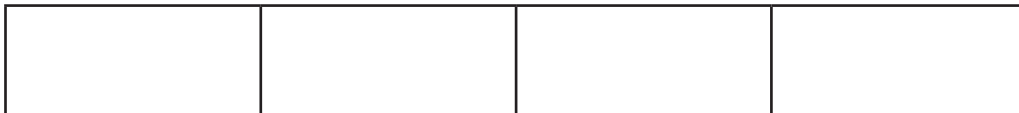
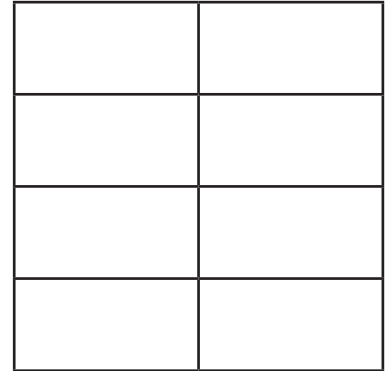
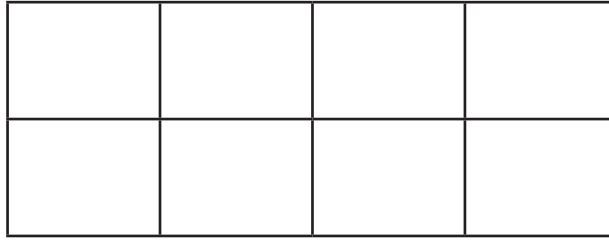
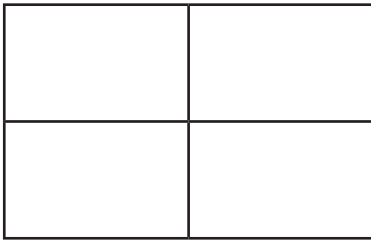
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# Fractions of Shapes

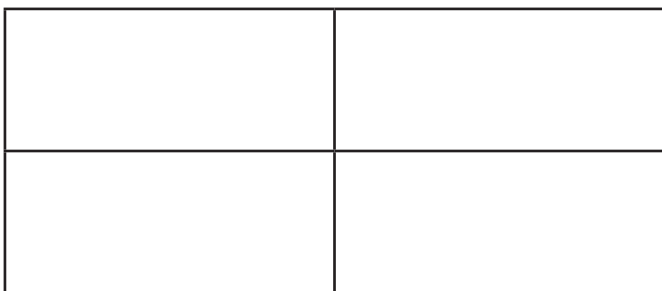
Shade  $\frac{1}{2}$  of these shapes:



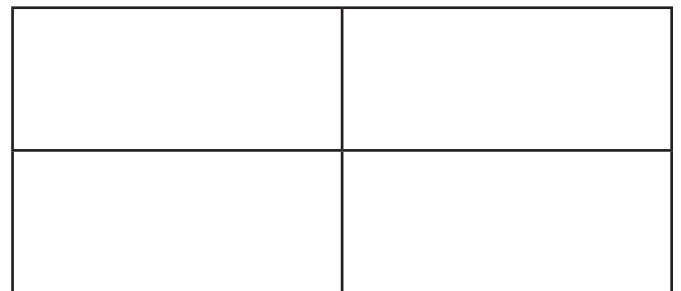
Shade  $\frac{1}{2}$  of these shapes:



Shade  $\frac{1}{2}$  of this shape:



Shade  $\frac{2}{4}$  of this shape:



What do you notice? Write a sentence to explain.

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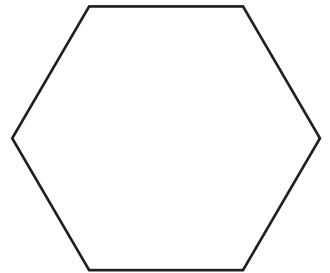
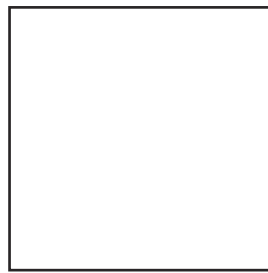
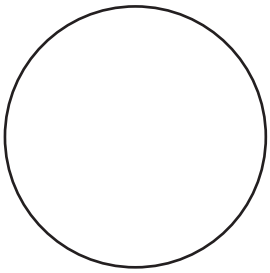
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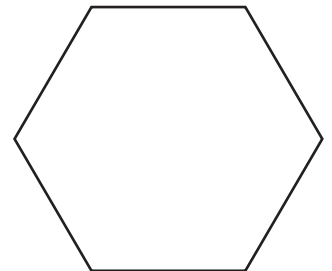
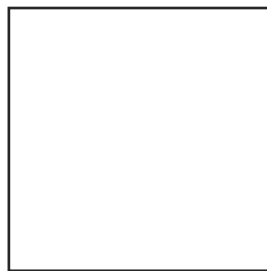
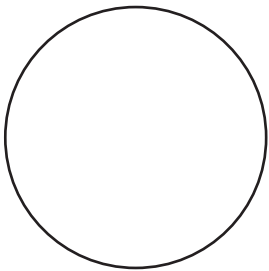
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# Fractions of Shapes

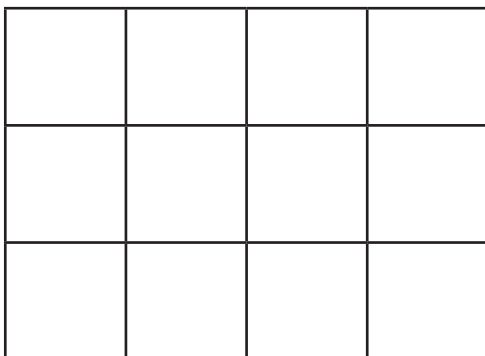
Shade  $\frac{1}{2}$  of these shapes:



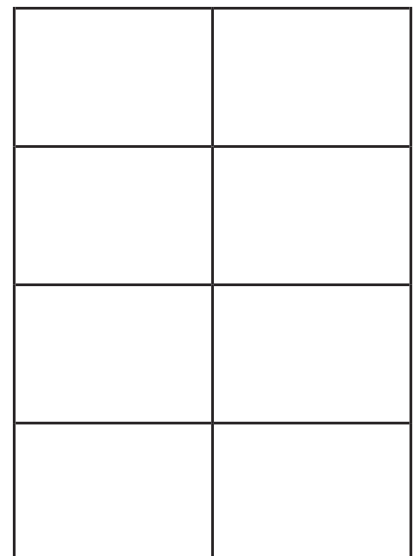
Now, find a different way to shade half of these shapes:



Shade  $\frac{1}{4}$  of these shapes:



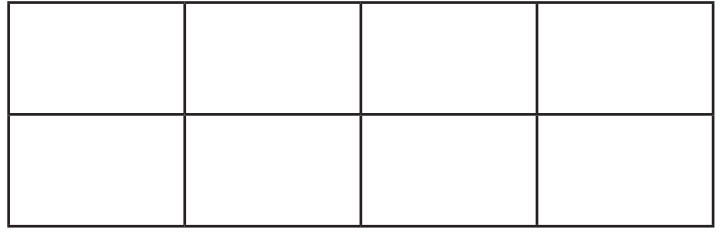
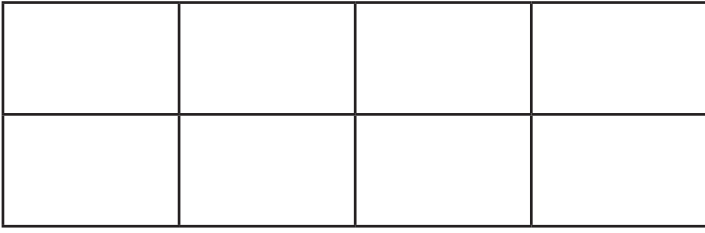
Shade  $\frac{3}{4}$  of this shape:



## Fractions of Shapes

Shade  $\frac{1}{2}$  of this shape:

Shade  $\frac{2}{4}$  of this shape:



What do you notice? Write a sentence to explain.

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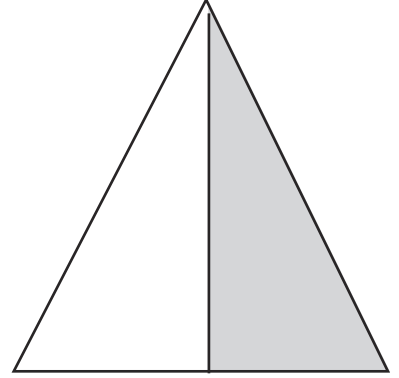
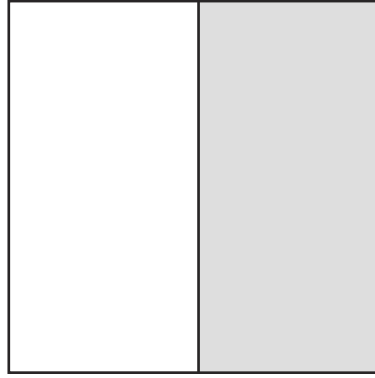
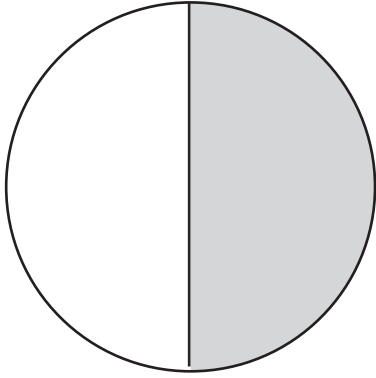
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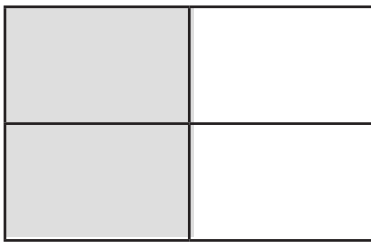
# Fractions of Shapes - Answers

These shadings are suggestions. As long as children have shaded half the number of boxes, they are correct. However, it is advisable for them to colour the boxes in blocks so that they can 'see' half of each shape as well.

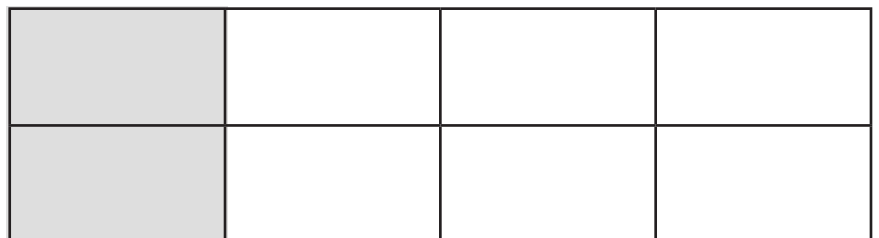
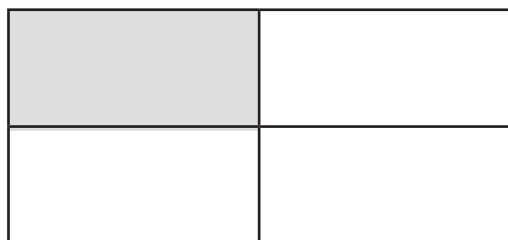
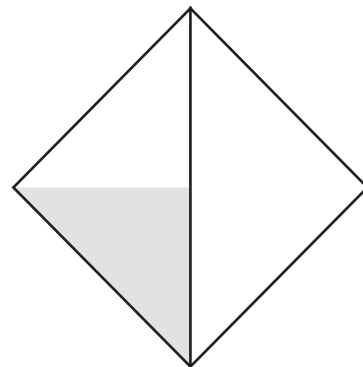
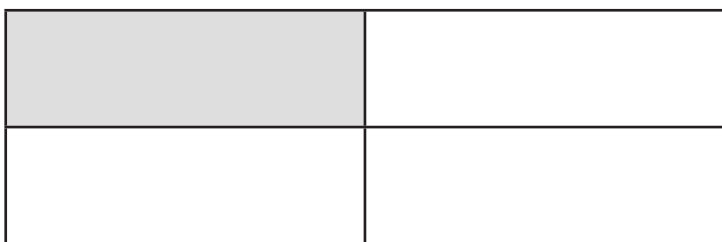
Shade  $\frac{1}{2}$  of these shapes:



Shade  $\frac{1}{2}$  of these shapes:



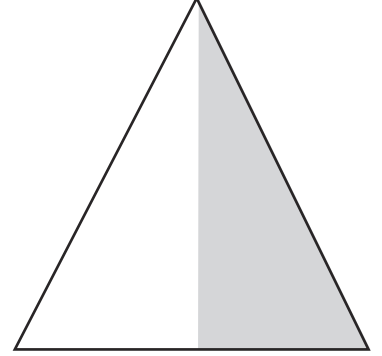
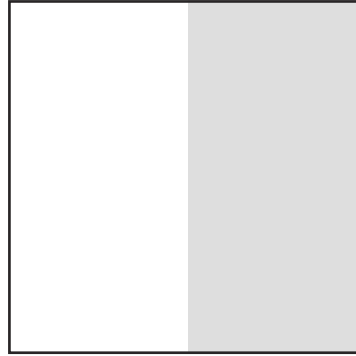
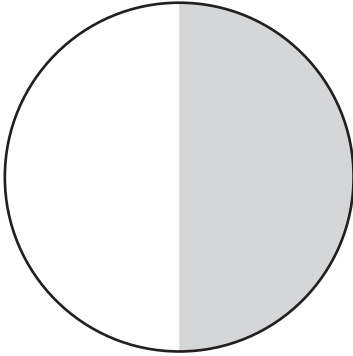
Shade  $\frac{1}{4}$  of these shapes:



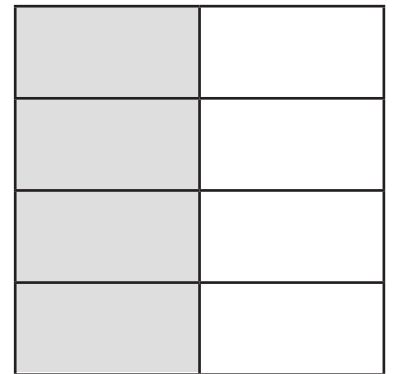
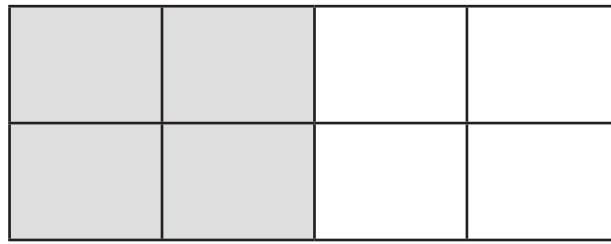
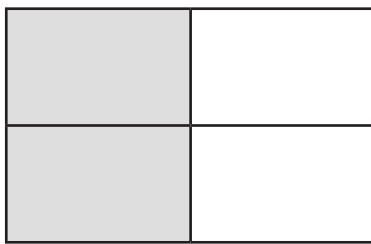
# Fractions of Shapes - Answers

These are suggestions. Children can divide the shapes in any direction as long as they make two equal halves.

Shade  $\frac{1}{2}$  of these shapes:

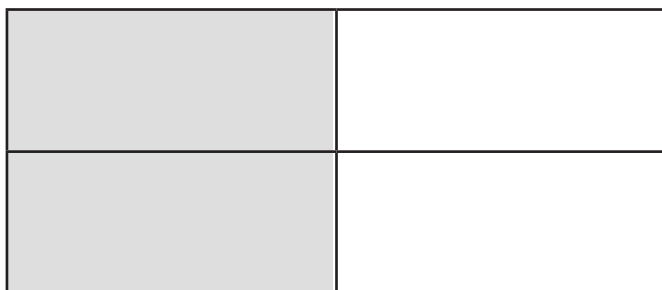


Shade  $\frac{1}{2}$  of these shapes:



These shadings are suggestions. As long as children have shaded half the number of boxes, they are correct. However, it is advisable for them to colour the boxes in blocks so that they can 'see' half of each shape as well.

Shade  $\frac{1}{2}$  of this shape:



Shade  $\frac{2}{4}$  of this shape:

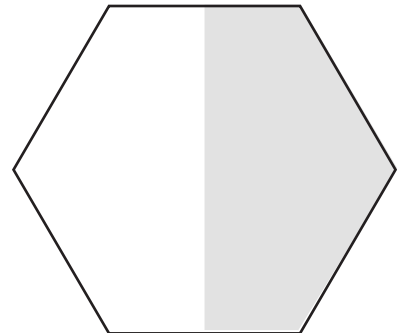
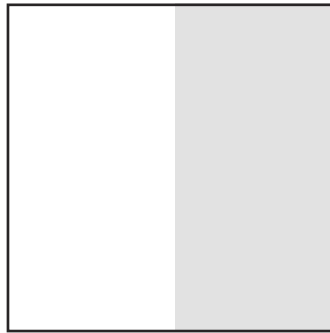
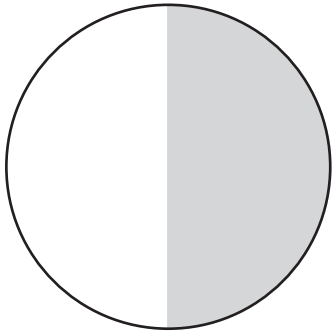


What do you notice? Write a sentence to explain.

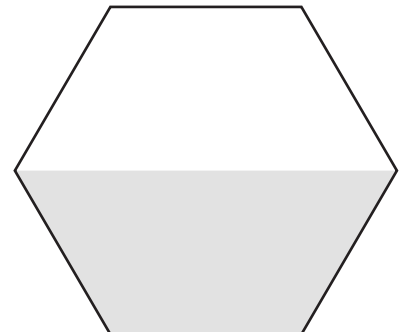
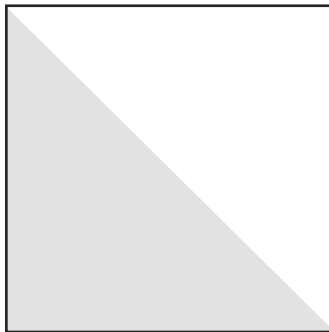
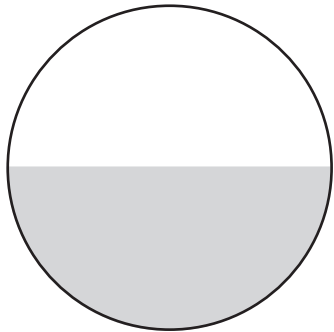
They should recognise that they have shaded two boxes in each shape, so  $\frac{1}{2}$  is the same as  $\frac{2}{4}$ .

# Fractions of Shapes - Answers

Shade  $\frac{1}{2}$  of these shapes:

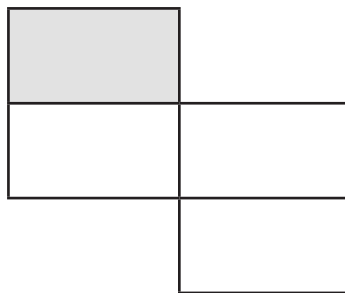
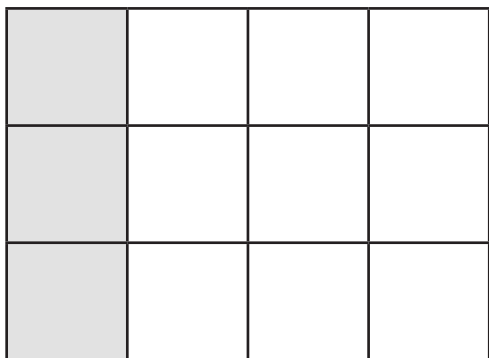


Now, find a different way to shade half of these shapes:

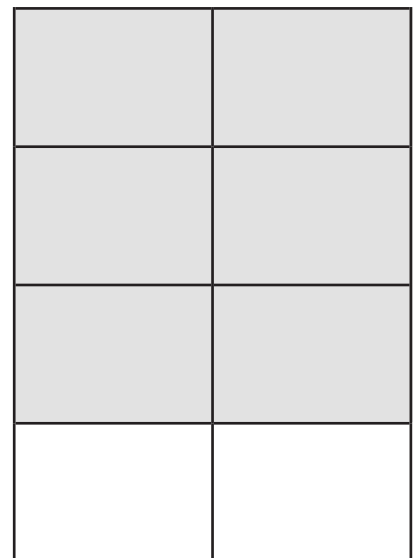


These shadings are suggestions. As long as children have shaded half of the shape, they are correct.

Shade  $\frac{1}{4}$  of these shapes:

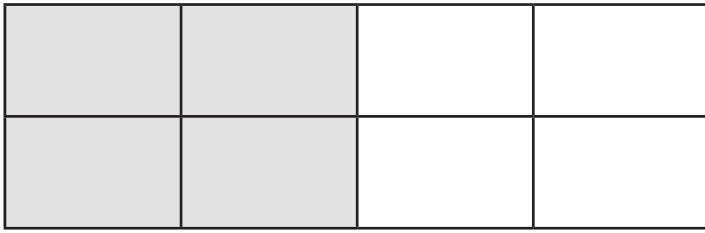


Shade  $\frac{3}{4}$  of this shape:

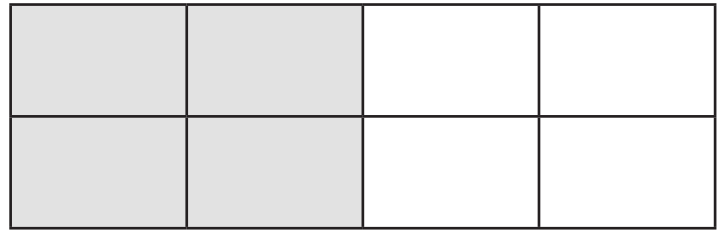


## Fractions of Shapes

Shade  $\frac{1}{2}$  of this shape:



Shade  $\frac{2}{4}$  of this shape:



What do you notice? Write a sentence to explain.

They should recognise that they have shaded two boxes in each shape, so  $\frac{1}{2}$  is the same as  $\frac{2}{4}$ .