

Non-Unit Fractions

Adult Guidance with Question Prompts



Children learn about non-unit fractions where the numerator is larger than one. Children write the non-unit fraction that is shaded in each shape. They should recognise that the numerator and denominator are the same when the whole shape is shaded.

How many equal parts does this shape have?

What will the denominator be?

How do you know?

What fraction of the shape is shaded?

What numerator will you write?

What does the two represent in two thirds?

What does the three represent in two thirds?

What does it show when all the parts of the shape are shaded?

How many thirds make a whole?

How many quarters make a whole?

How will you write the fraction?

What do you notice about the numerator and denominator?

Why are they the same?



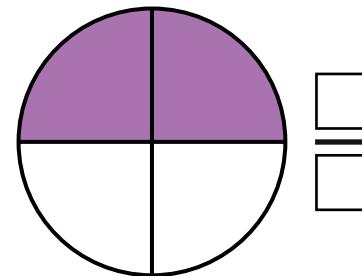
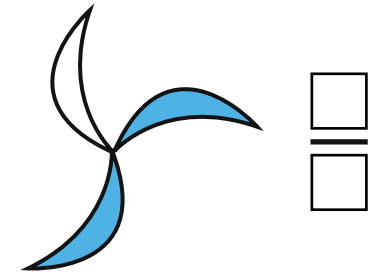
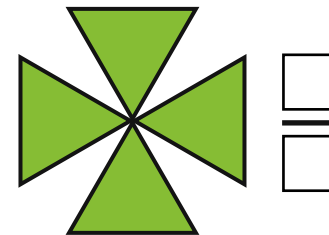
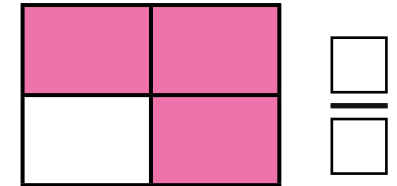
visit [twinkl.com](https://www.twinkl.com)



Non-Unit Fractions



For each shape, write the fraction that is shaded.



How do we write the fraction when the whole shape is shaded in?

Non-Unit Fractions

Adult Guidance with Question Prompts



Children look at various shapes to see if the shaded fraction is three quarters. They need to identify how many parts the whole has been split into, whether the parts are equal and if three parts have been shaded. They need to be able to explain why the shaded parts do or do not represent three quarters.

How many parts is this whole shape split into?

Are the parts equal?

Is the shape split into four equal parts?

How many of the parts are shaded?

Is the shaded part three quarters of the whole? Convince me!

Can you draw a shape that has three quarters shaded?

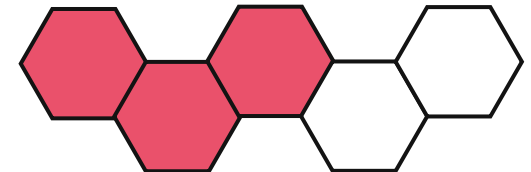
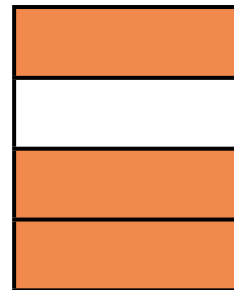
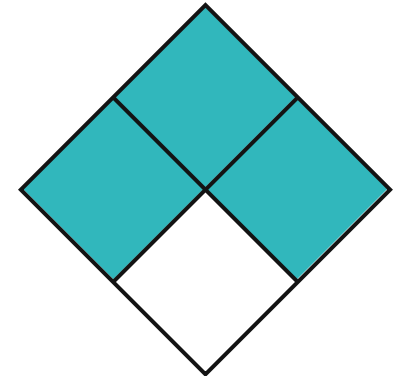
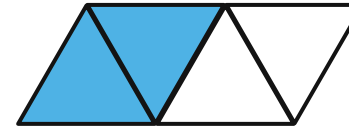
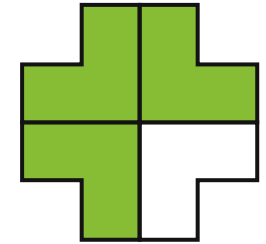
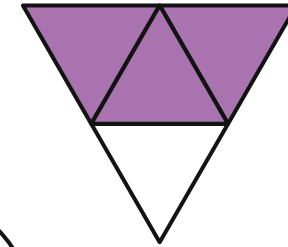
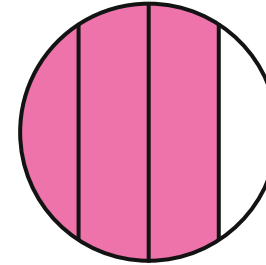
How do you know if the parts are equal?

Non-Unit Fractions



The shaded parts of each shape represent $\frac{3}{4}$.

True or false?



Non-Unit Fractions

Adult Guidance with Question Prompts



Children recognise the difference between unit and non-unit fractions. They investigate finding their own ways of drawing non-unit fractions. They compare their ways to those of other children. Children may need squared or dotted paper to help them draw shapes accurately. Some children may be able to represent non-unit fractions of quantities in this activity either with practical equipment or in drawings (for example, bar models).

Which of these fractions are non-unit fractions?

How do you know?

What do we call the fractions with one as a numerator?

What could you draw to show me what (fraction) looks like?

How many parts will the shape need to have?

How many parts will need to be shaded?

Can you represent the next fraction in a different way?

What has your partner drawn - is it the same as yours or not? Can they both be right? Prove it!

Non-Unit Fractions



Tick each non-unit fraction.

$$\frac{3}{4}$$

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

$$\frac{1}{3}$$

$$\frac{1}{4}$$

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

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

$$\frac{2}{4}$$

$$\frac{1}{2}$$

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

Find a way to show each non-unit fraction. Could you draw a shape or a bar model? Could you use or draw counters? Can you think of another way?



Look at a friend's picture. What is the same? What is different?