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Transition: Advanced Counting to Early Additive

Domain: Ratios and Proportions

<b>Achievement Objectives</b>	<b>Number: Level Two</b>
	<u>Number Strategies AO1:</u> Use simple additive strategies with whole numbers and fractions. <u>Number Knowledge AO4:</u> Know simple fractions in everyday use.

Strategies being developed	Problem progression	References	Knowledge being developed	Resources
Find a unit fraction of a set using addition facts, particularly doubles, e.g. 1/4 of 16 is 4 using 1/2 of 16 is 8.	$1/2$ of 18 = <input type="checkbox"/> $1/4$ of 12 = <input type="checkbox"/> $1/4$ of 20 = <input type="checkbox"/> $1/8$ of 24 = <input type="checkbox"/> $1/3$ of 15 = <input type="checkbox"/> $1/5$ of 25 = <input type="checkbox"/>	<p><b>Teaching Fractions, Decimals and Percentages (Book 7)</b>            Introduction (4-10,15)  <a href="#">Animals</a> (18-20)  <a href="#">Hungry Birds</a> (22-24)</p> <p><b>BSM</b>            12-3-49, 12-3-50</p> <p><b>Figure It Out</b>            N 2.1 <a href="#">Flipping Fractions</a> (17)            N.2.1 <a href="#">Dazzler Digs On</a> (19)            N2.1 <a href="#">Cooking Up a Storm</a> (20)            N2.2 <a href="#">Tummyache</a> (20)            N2.2 <a href="#">Finding Fractions</a> (24)            N2-3 <a href="#">Flitting with Fractions</a> (21)</p>	Identify the symbols for halves, quarters, thirds, fifths, and tenths including fractions greater than 1.	<p><b>Teaching Number Knowledge (Book 4)</b>  <a href="#">Fraction Pieces</a> (6)  <a href="#">Creating Fractions</a> (6)  <a href="#">More Geoboard Fractions</a> (7)  <a href="#">Non-Unit Fractions</a> (7)</p> <p><b>BSM</b>            12-3-51, 12-3-83            12-3-84</p> <p><b>Figure It Out</b>            N2.1 <a href="#">Puzzling Shapes</a> (21)</p>

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Find unit fractions of a continuous region, like a length or area, using halving.	Find: One half of a length or area, e.g. circle, length rectangle, One quarter, One eighth. One third, one fifth of a rectangle or length	<b>Teaching Fractions, Decimals and Percentages (Book 7)</b> <a href="#">Wafers</a> (16-18)  <b>Figure It Out</b> N2.1 (21) <a href="#">Puzzling Shapes</a> N2-3 (17) <a href="#">Circle Segment</a> N2-3 (18) <a href="#">Fabulous Folding</a> N2-3 (19) <a href="#">Getting in Shape</a>	Order fractions with like denominators, e.g. 1/4. and 2/4..	<b>Teaching Number Knowledge (Book 4)</b> <a href="#">Fraction Pieces</a> (6)
Order unit fractions and fractions with the same denominator and explain why they are larger or smaller	Which is bigger? Why? $\frac{1}{2}$ or $\frac{1}{3}$ , $\frac{1}{8}$ or $\frac{1}{4}$ , $\frac{1}{5}$ or $\frac{1}{3}$ , $\frac{1}{8}$ or $\frac{1}{12}$ , $\frac{1}{17}$ or $\frac{1}{15}$ , $\frac{1}{100}$ or $\frac{1}{99}$ . $\frac{2}{4}$ or $\frac{3}{4}$ , $\frac{5}{8}$ or $\frac{3}{8}$ , $\frac{7}{10}$ or $\frac{9}{10}$ .	<b>Teaching Fractions, Decimals and Percentages (Book 7)</b> <a href="#">Fraction Circles</a> (20-22)		
Order fractions visually using materials, including improper fractions like 5/3 and 7/4, and explain what the numerator and denominator mean.	Make each pair of fractions. Which is bigger? $\frac{2}{3}$ or $\frac{4}{5}$ , $\frac{3}{4}$ or $\frac{3}{8}$ , $\frac{5}{2}$ or $\frac{9}{4}$ , $\frac{6}{10}$ or $\frac{3}{5}$ , $\frac{1}{2}$ or $\frac{5}{12}$ , $\frac{25}{5}$ or $\frac{25}{4}$ .	<b>Teaching Fractions, Decimals and Percentages (Book 7)</b> <a href="#">Fraction Circles</a> (20-22)		