

# Discussion Problems

## Step 1: What is a Fraction?

Teaching note: For Q2, an A3 copy on card and scissors may be necessary.

### National Curriculum Objectives:

Mathematics Year 4: (4F2) [Recognise and show, using diagrams, families of common equivalent fractions](#)

### About this resource:

This resource has been designed for pupils who understand the concepts within [this step](#). It provides pupils with more opportunities to enhance their reasoning and problem solving skills through more challenging problems. Pupils can work in pairs or small groups to discuss with each other about how best to tackle the problem, as there is often more than one answer or more than one way to work through the problem.

There may be various answers for each problem. Where this is the case, we have provided one example answer to guide discussion.

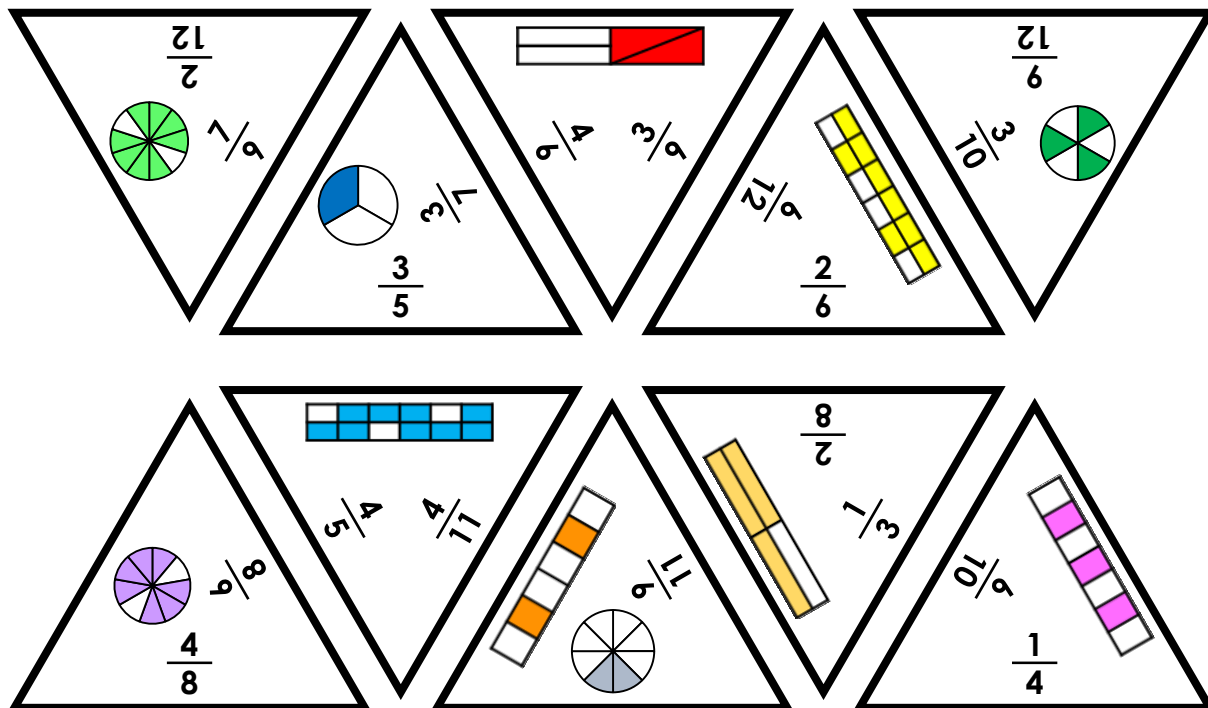
We recommend self or peer marking using the answer page provided to promote discussion and self-correction.

More [Year 4 Fractions](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

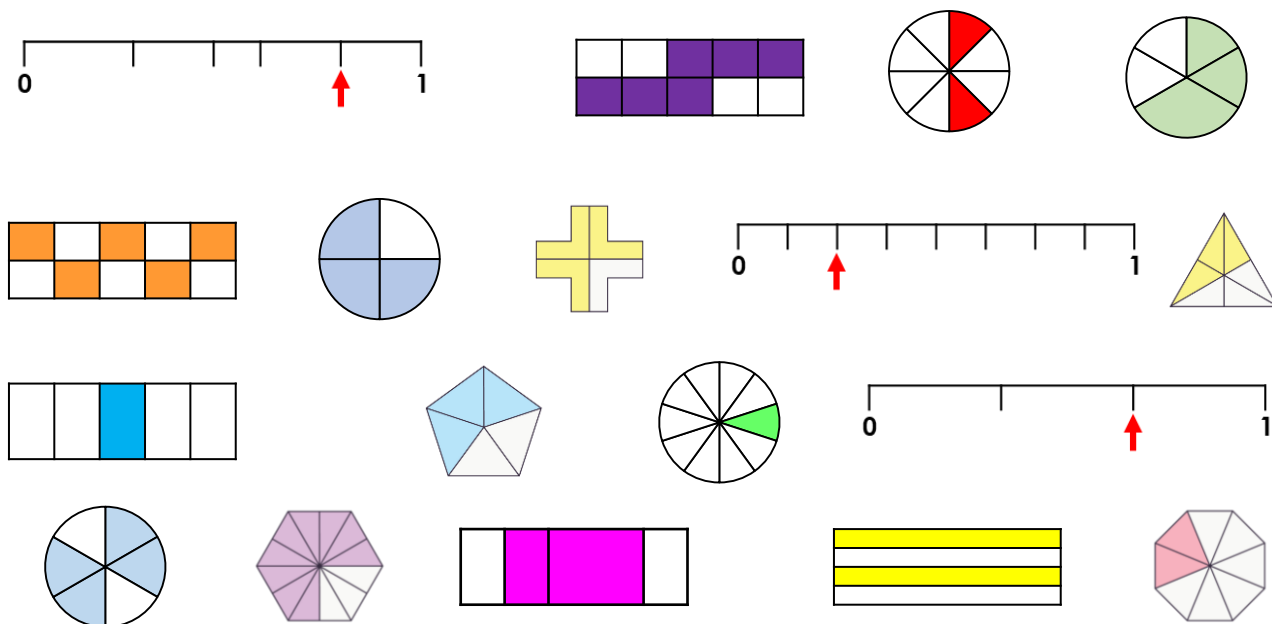
# What is a Fraction?

1. Place the triominos so that the representations are matched to the correct fraction. Some fractions may use equivalences.



DP

2. Cut out the representations and explore the different ways they could be sorted.

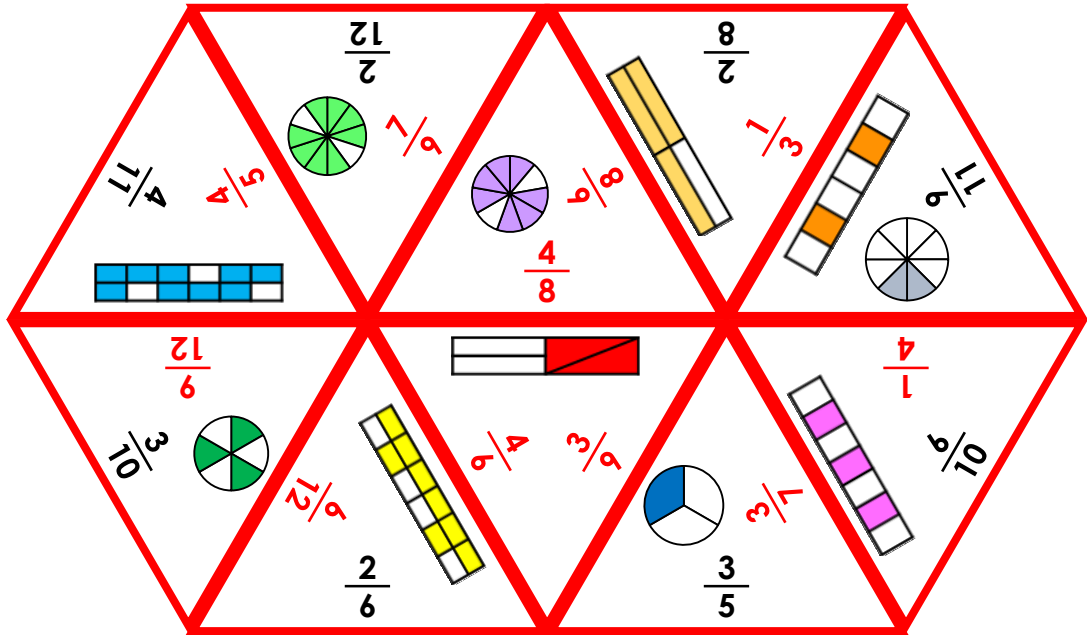


Investigate if the same representation can be used in different groups.

DP

# What is a Fraction?

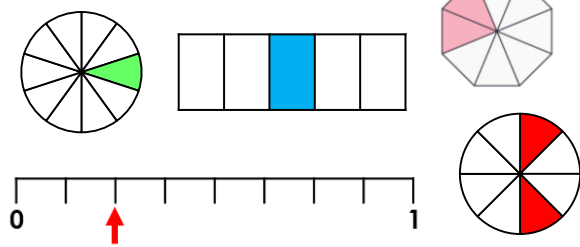
1. Place the triominos so that the representations are matched to the correct fraction. Some fractions may use equivalences.



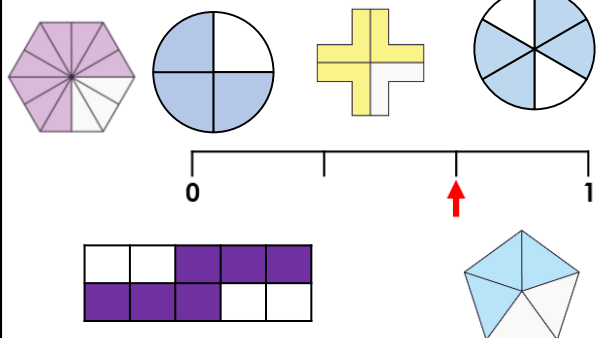
DP

2. Cut out the representations and explore the different ways they could be sorted. Various answers, for example:

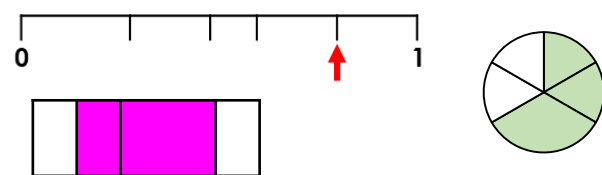
**Less than half:**



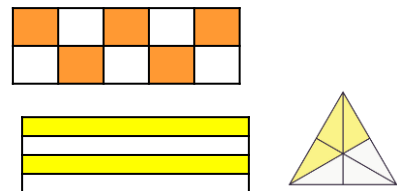
**Equivalent fractions:**



**No other equal fraction:**



**Halves:**



Investigate if the same representation can be used in different groups. More specific groups could be created such as quarters, fifths etc.

DP