4M032 Overview

Master Recognising Mixed Numbers as Improper Fractions

Rationale

In this step, pupils will build upon their understanding of improper fractions and mixed numbers. They will represent mixed numbers within 2 on a number line and use this to identify the total number of parts. They can then use this knowledge to convert the mixed number to an improper fraction.

Pupils will develop their learning by converting mixed numbers to improper fractions abstractly, without the support of the number line.

Key Stem Sentences

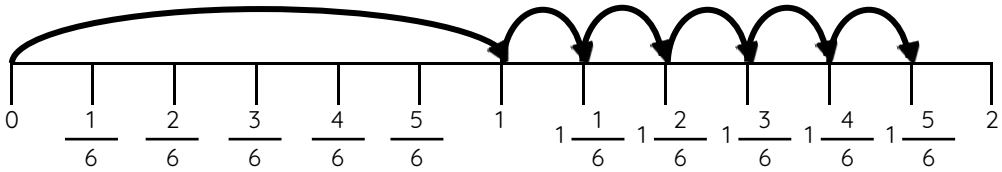
- There is ___ whole and ___ equal parts.
- ___ equal parts make the whole. There are ___ equal parts.
- ___ is equivalent to ___

Key Vocabulary

- equivalent
- improper / proper fraction
- mixed number
- part / whole

Key Representations

Number lines



There is 1 whole and 5 equal parts. 6 equal parts make the whole. There are 11 equal parts.

$1\frac{5}{6}$ is equivalent to $\frac{11}{6}$

Common Errors or Misconceptions

- Pupils may misrepresent the number of parts and wholes on the number line.
- Pupils may convert the mixed number incorrectly without the support of the number line.

Pupils will FLOURISH if they can...

- represent a mixed number on a number line.
- convert mixed numbers to improper fractions.
- explain their understanding using 'Decide, Assess, Back up' with representations.