Discussion Problems
Step 8: Add Fractions within 1

Teaching Note: For Q1, an A3 copy on card and scissors may be necessary. Children may need help constructing the spinner.

National Curriculum Objectives:

Mathematics Year 5: (5F4) Add and subtract fractions with the same denominator and denominators that are multiples of the same number

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 5 Fractions resources.

Did you like this resource? Don't forget to review it on our website.

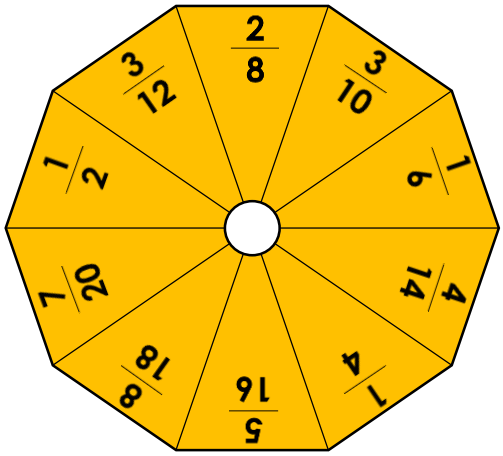
Add Fractions within 1

1. With a partner, play the game below.

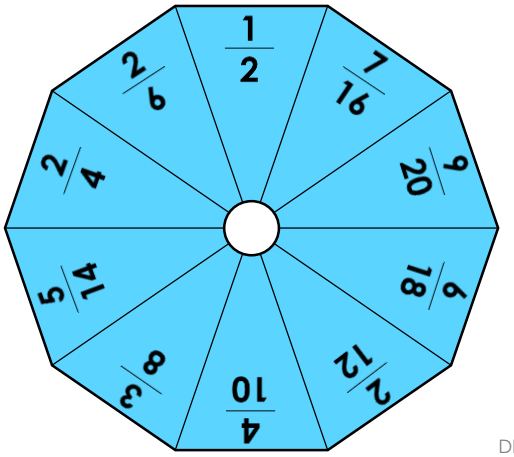
Cut the spinners out and take it in turns to spin!
Each spinner will give you a fraction.
Add the two fractions together.
A point is received for each correct answer.
The person with the highest number of points after 10 spins is the winner.

Were some pairs easier to add together? Why?

Spinner 1



Spinner 2



DP

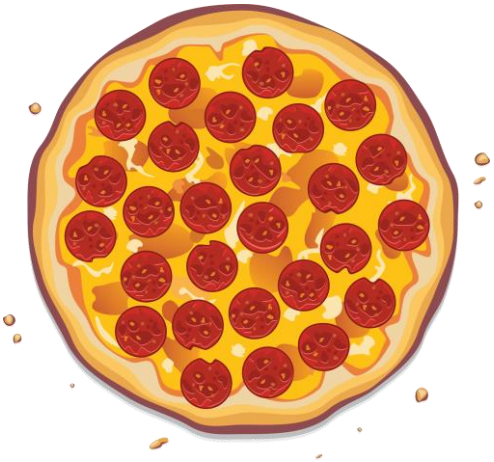
2. Thelma and Louise were sharing a large pizza, but they were too full to finish it.

Thelma

Altogether we manged to eat $\frac{32}{40}$ of the pizza.

Louise

We each cut our half into a different number of slices.



Investigate the fractions of the pizza that each child could have eaten.

DP

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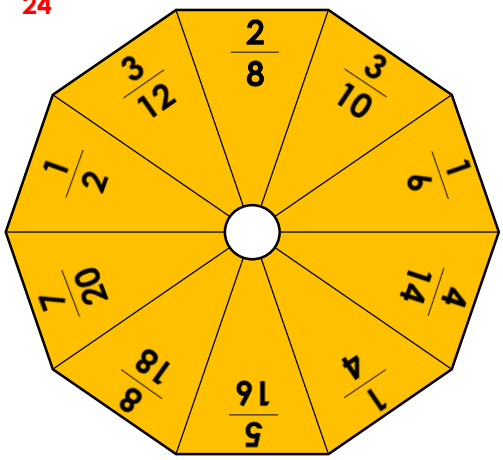
Were some pairs easier to add together? Why?

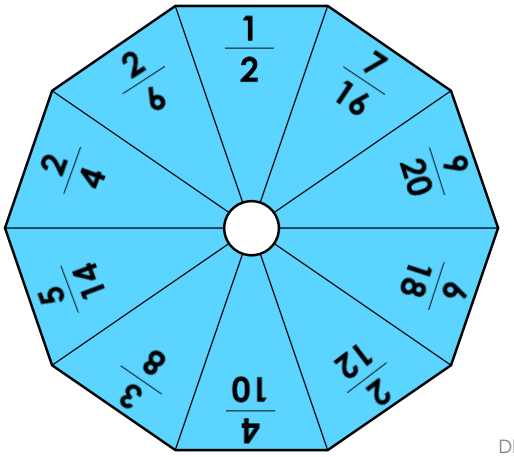
Various answers, for example: some fractions have the same denominator.

$\frac{3}{12} + \frac{3}{8} = \frac{15}{24}$

Spinner 1



Spinner 2



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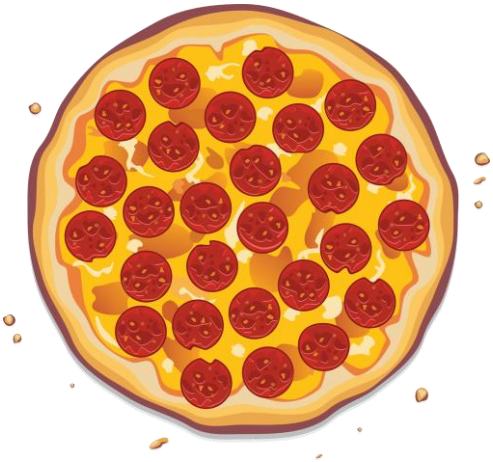

Louise

We each cut our half into a different number of slices.

Investigate the fractions of the pizza that each child could have eaten.

Various answers, for example: Thelma ate 3 slices of her half cut into tenths and Louise ate 4 slices of her half cut into eighths.

DP