7/4 Maths w/c 20th April 2020

5. We are learning to take one fraction away from another

Here we have a picture showing .

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| --- | --- | --- | --- | --- |
|  |  |  |  |  |

If I was to take away , my picture would look like this:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

This picture now shows

 - =

Let’s look at this more closely.

 - = the ‘3 - 1 = 2’ part of this makes sense.

 - = Just like when adding fractions, we don’t need to change the bottom number.

The picture is still split into 5 parts.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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Try this next example using a number line. Each of these sections is one sixth. Five are already shaded in.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

0 1

Now I’m going to take away

I will ‘take away’ by crossing out the number of shaded parts I am taking away.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

0 1

Now we have 3 shaded parts left.

This matches the example above:

 - =

 - = the ‘5 + 2 = 3’ bit makes sense.

 - = the ‘6’ bit doesn’t change because our 1 is still split into 6 equal parts.

Now you try. Shade in the starting number and then cross out the number you are taking away as above. Count the shaded parts that are left. Write the answer as a fraction underneath.

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| --- | --- | --- | --- |
|  |  |  |  |

0 1

a) - =

|  |  |  |
| --- | --- | --- |
|  |  |  |

0 1

b) - =

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |

0 1

c) - =

