

UNIT 65

See START UPS page 6

Fractions

- 1 What part of each of the following shapes has been shaded?



- 2 What part of each shape in question 1 has not been shaded?

a _____ b _____ c _____
d _____ e _____ f _____

- 3 Shade each shape to show the given fraction:



- 4 What part of each group has been shaded?



- 5 What part of  is shaded? _____

- 6 What part of  is not shaded? _____

- 7 Shade  to show $\frac{3}{4}$.

- 8 What part of  has been shaded? _____

- 9 If $\frac{1}{4}$ of a set of pencils are broken, and there are 24 pencils in a set, how many pencils are not broken?

UNIT 66

See START UPS page 6

Calculator – division

- 1 Use the array to find the fractions of 24.

a $\frac{1}{4}$ of 24 _____ b $\frac{1}{6}$ of 24 _____
c $\frac{1}{3}$ of 24 _____ d $\frac{1}{2}$ of 24 _____
e $\frac{1}{12}$ of 24 _____ f $\frac{1}{8}$ of 24 _____



- 2 Find and shade the fraction of each group:

a  b  c 
d $\frac{1}{3}$ of 6 = _____ e $\frac{1}{4}$ of 12 = _____ f $\frac{1}{5}$ of 10 = _____
g  h  i 
j $\frac{1}{2}$ of 8 = _____ k $\frac{1}{3}$ of 18 = _____ l $\frac{1}{4}$ of 20 = _____

- 3 Find the fraction of each group:

a $\frac{1}{5}$ of 50 = _____ b $\frac{1}{4}$ of 48 = _____
c $\frac{1}{10}$ of 110 = _____ d $\frac{1}{3}$ of 60 = _____
e $\frac{1}{6}$ of 32 = _____ f $\frac{1}{8}$ of 24 = _____

- 4 Solve:

a Abdulah had 10 postcards and sent $\frac{1}{2}$. How many postcards did he send?
b Amy had 42 bears. She gave $\frac{1}{3}$ away. How many bears did she have left?
c George had 90 marbles but lost $\frac{1}{10}$ of them through a hole in the bag. How many did he lose?
d The car yard had 120 cars. $\frac{1}{4}$ were sold. How many cars were sold?
e Di has 64 CD-ROMs but $\frac{1}{4}$ were used. How many were blank?
f Molly had a packet of 20 stamps. She used $\frac{1}{5}$ of them. How many stamps did she have left?

- 5 Use the array in question 1 to find $\frac{1}{24}$ of 24.

- 6 Find and shade $\frac{1}{4}$ of 16.



- 7 Find $\frac{1}{5}$ of 45.

- 8 There were 30 balls that could be used at lunchtime. If $\frac{1}{3}$ had been borrowed, how many were left?

- 9 Find:

a $\frac{1}{3}$ of 150 _____ b $\frac{1}{4}$ of 400 _____
c $\frac{1}{6}$ of 240 _____ d $\frac{1}{5}$ of 125 _____

Year6 Maths Extension Investigations

David Baker



Year6 Maths Extension Investigations:

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Cambridge Primary Mathematics Stage 6 Teacher's Resource with CD-ROM Emma Low, 2014-05-22 This series is endorsed by Cambridge International Examinations and is part of Cambridge Maths This teacher s resource for stage 6 will fully support teachers to get the best from their learners and effectively use the learner s book and games book Detailed lesson plans based on the course objectives are offered along with additional activity ideas Teachers will be guided to formatively assess their learners understanding They will have the confidence to engage the class in mathematical discussion

and encourage learners to justify answers and make connections between ideas Answers to the learner's book and all photocopiable sheets required are provided All book content plus more is included on the CD for convenience

Chance and Data Investigations Charles Lovitt, 1994-10 These volumes provide innovative approaches to the study of probability and statistics

Heinemann Maths 6 Teacher's Notes Spmg, 1998-03-10 The Heinemann Mathematics scheme has been developed by the authors of the primary course SPMG with the aim of building on established strengths to provide a structured development of children's mathematical knowledge and skills within the revised curricula

Resources in Education, 1987

Connections Maths Ajit Kalra, James Stamell, 2004 Connections Maths 9 Stage 5 2 5 1 together with Connections Maths 10 Stage 5 2 5 1 provide complete coverage of the outcomes for Stage 5 2 5 1 The outcomes for Stage 5 3 5 2 are covered in Connections Maths Stage 5 3 5 2 5 1 and Connections Maths Stage 5 3 5 2 5 1 Features outcomes at the start of every chapter a dynamic full colour design that clearly distinguishes theory examples exercises and features carefully graded exercises with worked examples and solutions linked to each cartoon offering helpful hints working mathematically strands that are fully integrated These also feature regularly in challenging sections designed as extension material which also contain interesting historical and real life context a chapter review to revise and consolidate learning in each chapter speed skills sections to revise and provide mental arithmetic skills problem solving application strategies with communication and reasoning through an inquiry approach a comprehensive Diagnostic test providing a cumulative review of learning in all chapters cross referenced to each exercise integrated technology activities literacy skills develop language skills relevant to each chapter fully linked icons to accompany CD ROM the student CD ROM accompanying this textbook can be used at school or at home for further explanation and learning Each CD ROM contains interactive diagnostic text perfect revision for all Stage 4 work The regenerative nature of the program allows for an almost limitless number of varied tests of equal difficulty This test can be used prior to commencing Stage 5 work dynamic geometry activities using WinGeom and Cabri software for student investigations using technology with formatted Excel spreadsheets full textbook with links to the above

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