







## Teeny subtractions

### Activity 2

**Focus of activity:** Subtracting fractions with related denominators.

#### Working together: conceptual understanding

- Show the quarters and eighths fraction strips (see child instructions). Write  $\frac{7}{8} - \frac{1}{4}$ . Explain that you are going to subtract the smaller fraction, but first we must write them as the same type of fraction. Ask chn whether we can write them both as quarters or as eighths. Use the fraction strips to help chn see that  $\frac{1}{4}$  is the same as  $\frac{2}{8}$ . Say that these two fractions are equivalent. Rewrite the subtraction as  $\frac{7}{8} - \frac{2}{8}$ . *Now it's easy to subtract!* Complete the subtraction:  
 $\frac{7}{8} - \frac{2}{8} = \frac{5}{8}$ .
- Show the thirds and sixths fraction strips. Write  $\frac{2}{3} - \frac{1}{6}$ . Discuss how to rewrite this subtraction. Ask chn to use the fraction strips to help them write  $\frac{2}{3}$  as sixths. Rewrite the subtraction as  $\frac{4}{6} - \frac{1}{6}$ . Agree the answer as  $\frac{3}{6}$ . Remind chn that this fraction is equivalent to  $\frac{1}{2}$ .
- Show the fifths and tenths strips. Write  $\frac{4}{5} - \frac{3}{10}$ . Ask chn to discuss in pairs how they should rewrite this subtraction. Take feedback. Are they agreed? Complete the subtraction together:  
 $\frac{8}{10} - \frac{3}{10} = \frac{5}{10}$ .

#### Up for a challenge?

Can we write  $\frac{6}{8}$  in a simpler way? And  $\frac{5}{10}$ ? Ask chn to use the fraction strips to help.

#### Now it's the children's turn:

- Chn subtract eighths, sixths and tenths from one half using fraction strips to help.
- Go round the group and mark their subtractions as they do them, e.g. initially after two examples.

#### S-t-r-e-t-c-h:

If chn cope well, ask them to write their answers in a simpler way where possible.

#### Things to remember

*Remember that when subtracting fractions, we need to use equivalence to write them as the same sort of fractions. Then we can just subtract the numerators (numbers on the tops).* Ask chn to discuss how they could work out  $\frac{7}{8} - \frac{1}{2}$ .

You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.

Resources	Outcomes
<ul style="list-style-type: none"><li>• Fraction strips (see child instructions)</li></ul>	<ol style="list-style-type: none"><li>1. Chn can subtract fractions with related denominators.</li><li>2. Chn begin to simplify their answers.</li></ol>



