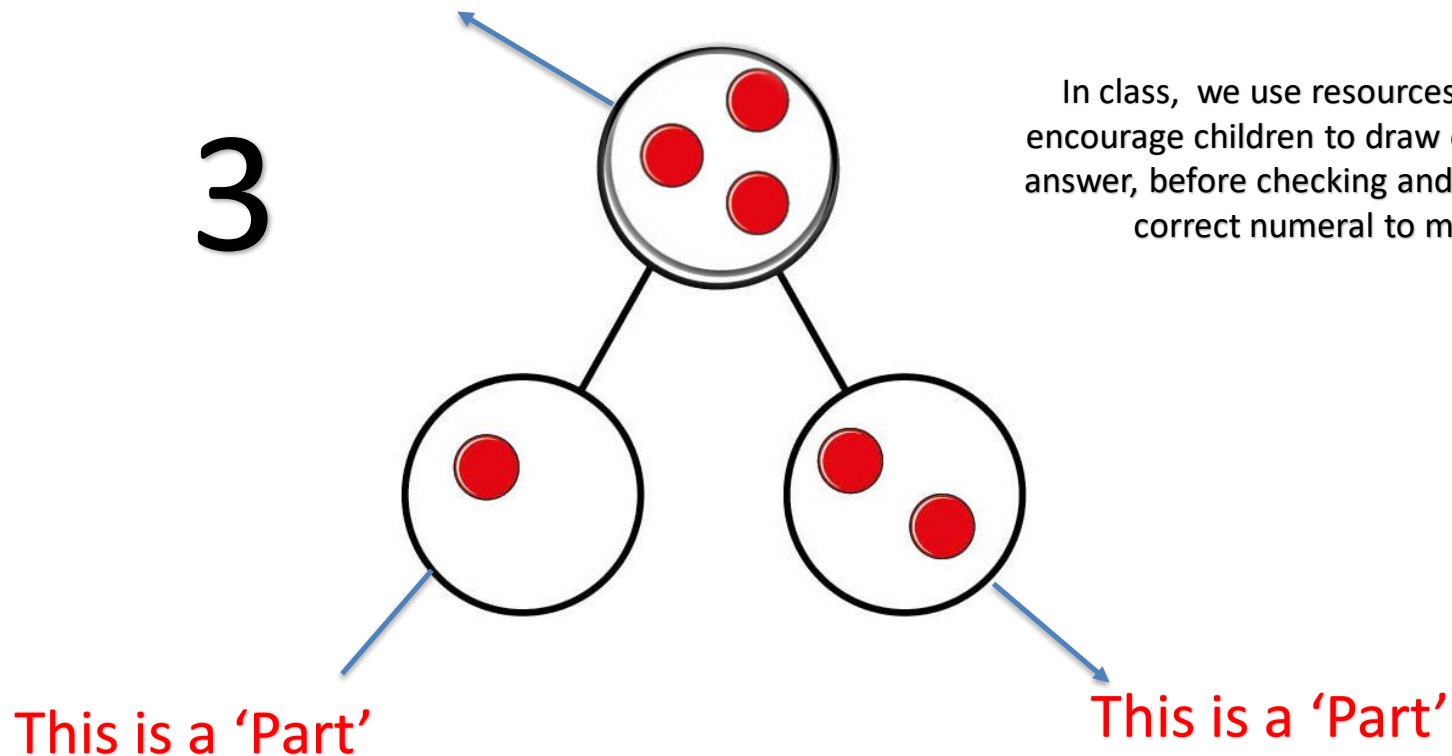


# 'Part, Part, Whole Frame'

Your children will have used these frames in class. They always use cubes or bears to help them work out a problem and you can use anything that you have at home, eg: pasta, pegs, cars, etc. The pictures of dots also encourages children to visualise and deepen their understanding of each number eg: the number 3 is the same as 3 dots, cars, pegs and helps them to count carefully, especially when working with larger numbers.

**The total of both 'Parts' is the 'Whole'**



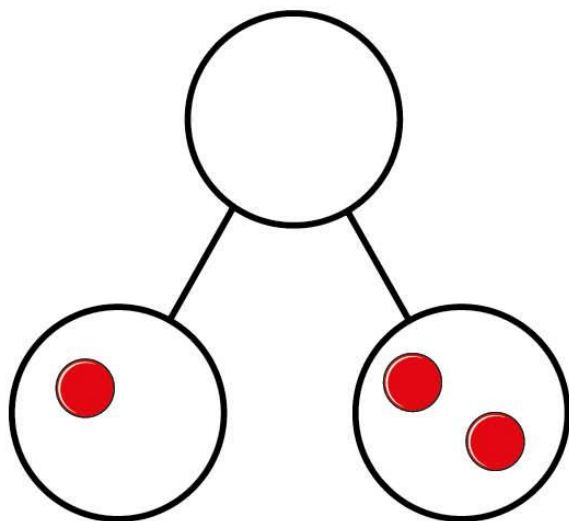
In class, we use resources first and encourage children to draw dots for the answer, before checking and writing the correct numeral to match

We add both 'Parts' together

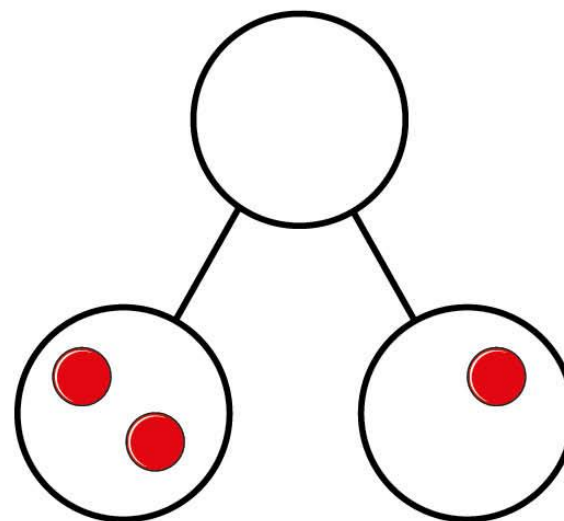
# Part-whole model

**I** Draw counters to complete the part-whole models.

**a)**

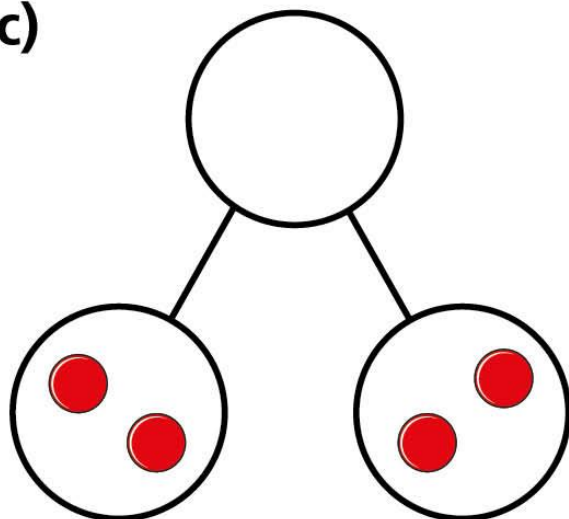


**b)**

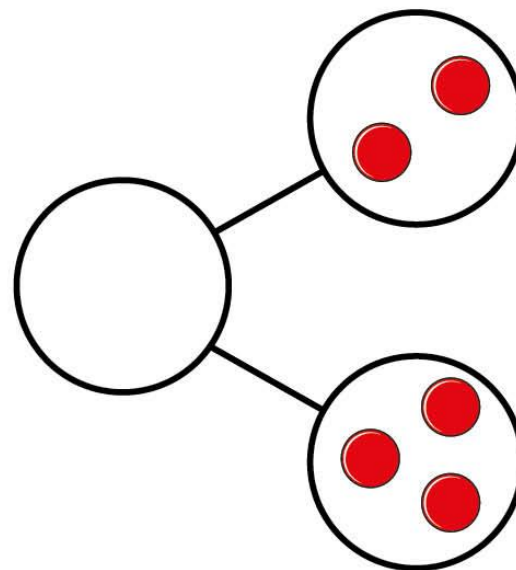


I

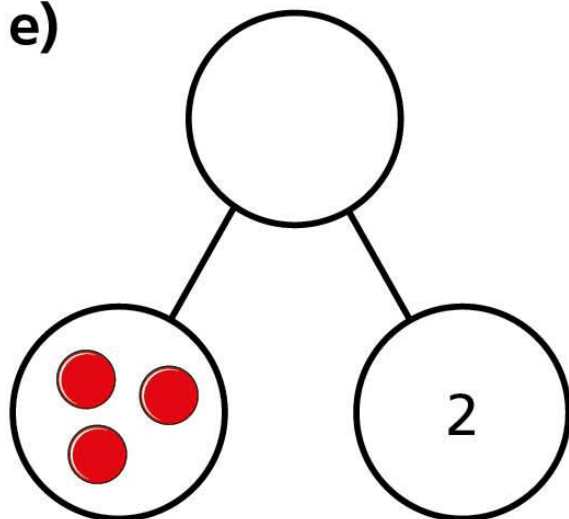
c)



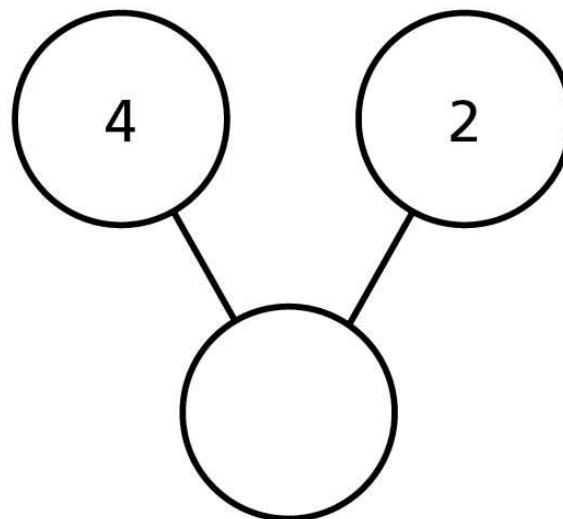
d)



**I** e)

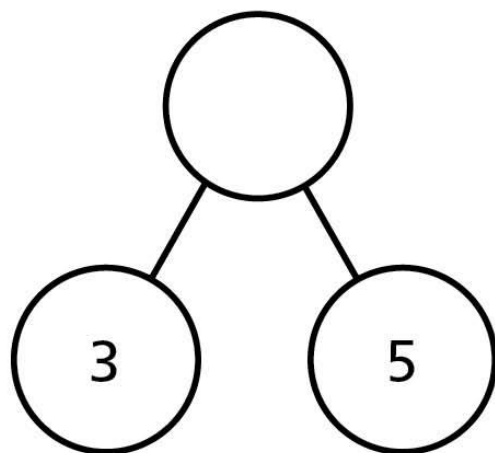


f)



**2** Complete the part-whole models and sentences.

**a)**

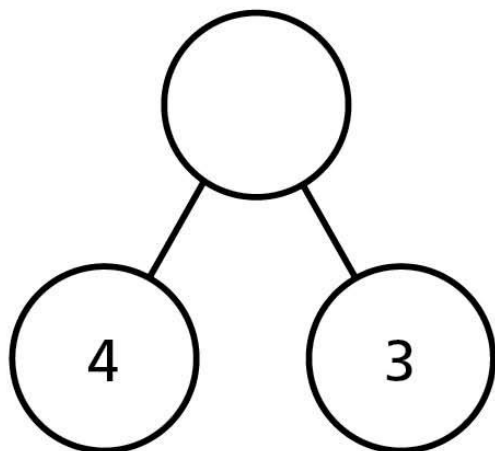



is a part.

is a part.

is the whole.

**2** b)




is a part.

is a part.

is the whole.

### 3 The whole is 6

Complete the part-whole models in different ways.

