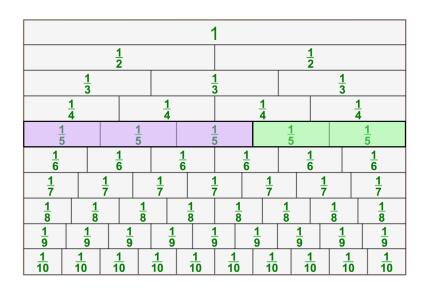
# Fractions: From Frightening to Fantastic!



based on the work of Dr. Joan A. Cotter

#### **Fractions**

• Fractions generally have a bad reputation.



- Often viewed as incomprehensible and unpredictable.
- Sometimes perceived as scary!

#### **Fractions**

- This is a huge misunderstanding.
- Fractions are necessary and useful.
- Fractions are amazing!





#### **Fraction History**

- Latin "frangere" meaning "to break."
- · Considered only as part of a whole.
- Could never be equal or greater than 1.

#### **Fraction History**

- In the 1600s, the concept of fractions expanded.
- Now included a division perspective.
- Fractions could be equal to or more than 1.

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#### Fraction History

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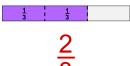
### Fraction History

- In the 1600s, the concept of fractions expanded.
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- Fractions could be equal to or more than 1.

<u>2</u>

#### **Fraction History**

- In the 1600s, the concept of fractions expanded.
- Now included a division perspective.
- Fractions could be equal to or more than 1.



#### Fraction History

Old Fractions New Fractions

Always less than one Can  $\frac{1}{3}$  Whole is fractured View

Familiar = "proper"

Limited view

Can be equal or greater

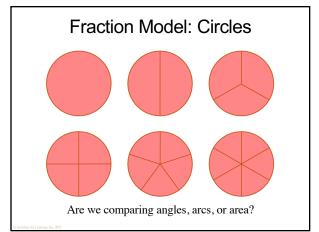
 $\frac{1}{3}$   $\frac{3}{3}$   $\frac{4}{3}$ 

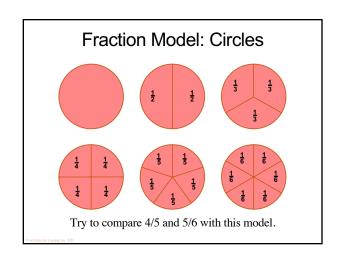
Viewed as division

Unfamiliar = "improper"

Supports understanding

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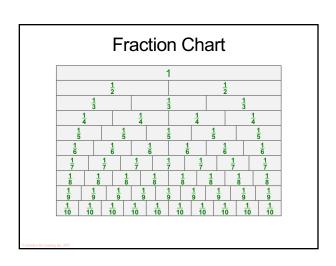


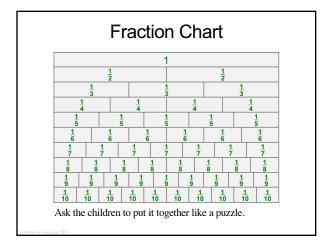


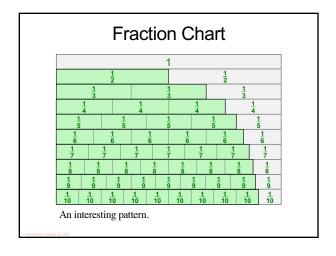
#### Fraction Model: Circles

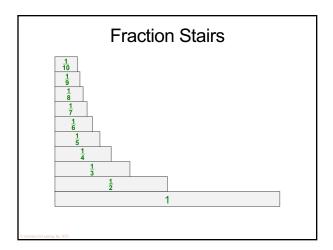
- Experts in visual literacy say that comparing quantities in pie charts is difficult because most people think linearly. It is easier to compare along a straight line than compare pie slices.

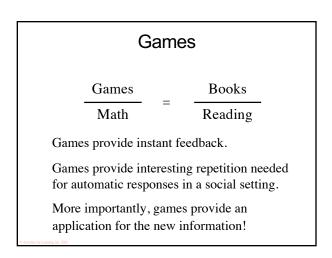
  askoxford.com
- Specialists also suggest refraining from using more than one pie chart for comparison. statcan.ca

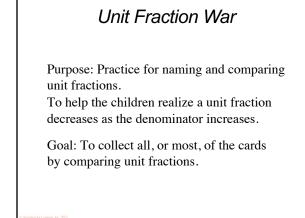


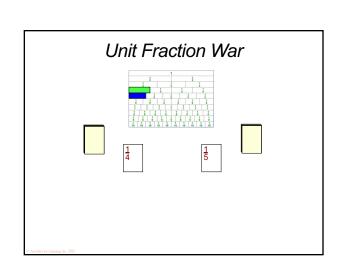


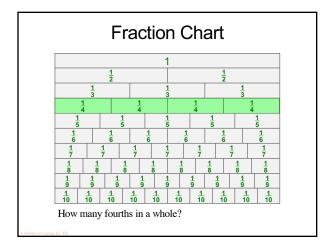


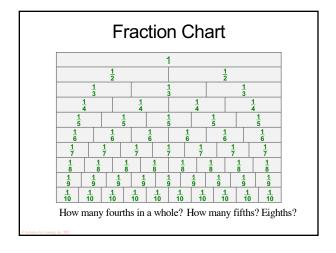








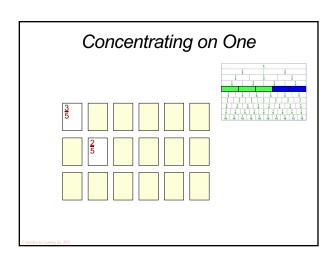


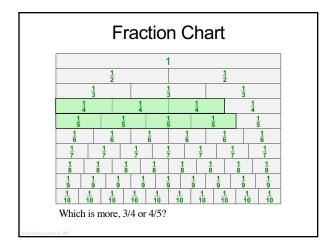


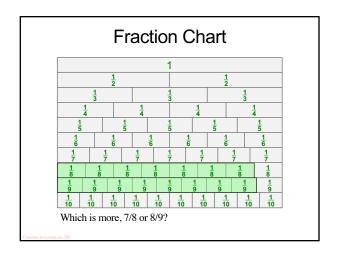
# Concentrating on One

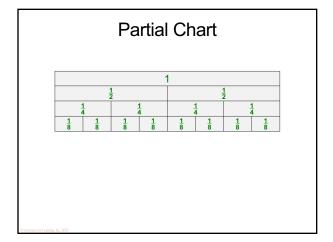
Purpose: To help the children realize that 5 fifths, 8 eighths, and so forth, make a whole.

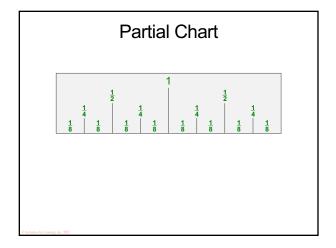
Goal: To find the pairs that make a whole.

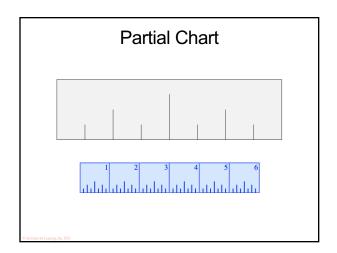


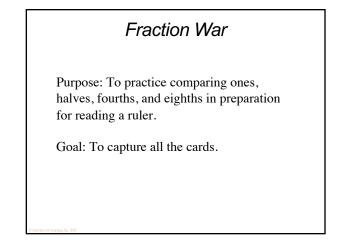


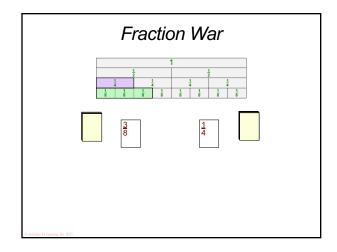


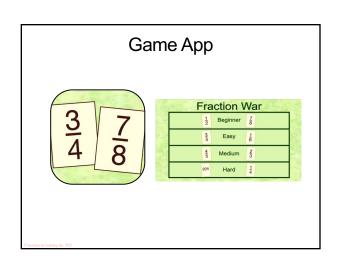


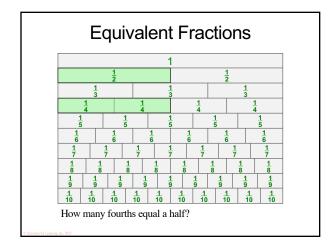


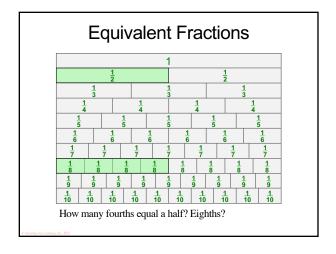


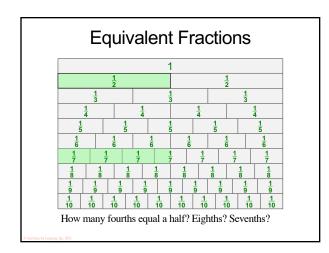


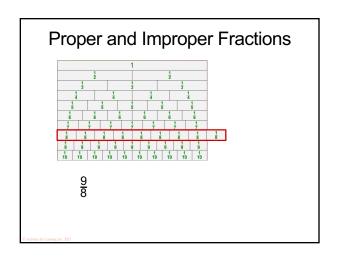


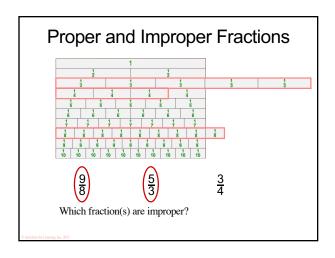


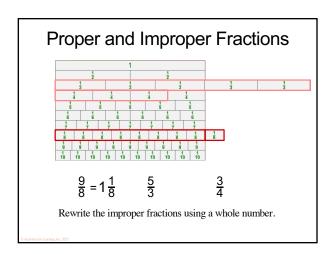




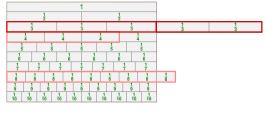








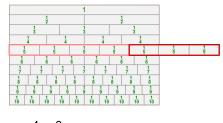
### Proper and Improper Fractions



$$\frac{9}{8} = 1\frac{1}{8}$$
  $\frac{5}{3} = 1\frac{2}{3}$ 

Rewrite the improper fractions using a whole number.

**Proper and Improper Fractions** 



$$\frac{4}{5} + \frac{3}{5} =$$

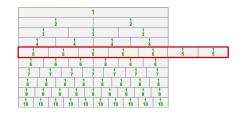
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# Proper and Improper Fractions



$$\frac{4}{5} + \frac{3}{5} = \frac{7}{5}$$

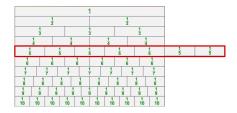
# Proper and Improper Fractions



$$\frac{4}{5} + \frac{3}{5} = \frac{7}{5}$$

Rewrite the improper fraction using a whole number.

### **Proper and Improper Fractions**



$$\frac{4}{5} + \frac{3}{5} = \frac{7}{5} = 1\frac{2}{5}$$

Rewrite the improper fraction using a whole number.

Proper and Improper Fractions



$$\frac{5}{8} + \frac{7}{8} =$$

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### **Proper and Improper Fractions**



$$\frac{5}{8} + \frac{7}{8} = \frac{12}{8} = 1\frac{4}{8}$$

Rewrite the improper fraction using a whole number.

# Help your child **discover** the algorithm.

"What you have been obliged to discover by yourself leaves a path in your mind which you can use again when the need arises." — G.C. Lichtenberg

18th century physicist

# Simplifying Fractions

		1/2		1/2							
1/3					<u>1</u> 3	1 1 3					
1/4			1/4		$\frac{1}{4}$ $\frac{1}{4}$						
$\frac{1}{5}$ $\frac{1}{5}$					<u>1</u> 5		1/5		<u>1</u>		
1/6 1/6			16	16	<u>1</u>			<u>1</u> 6			
<del>1</del> <del>7</del>			<u>1</u>		1 7	17		1 7	1 7		
18	1 8		1 8	18	18		18	1 8	1 8		
<u>1</u> 9	19	19	1 9		1 9	19	1 9	1 9	1 9		
1 10	1 10	1 10	1 10	<u>1</u> 10	10	10	10	10	1 10		

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# Simplifying Fractions

1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100

Activities for Learning, Inc. 202

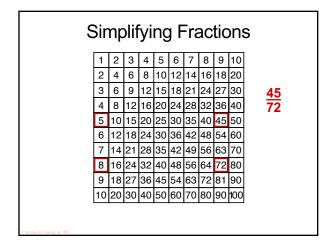
## Simplifying Fractions

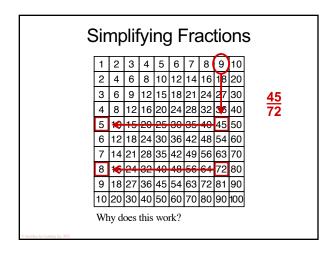
1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100

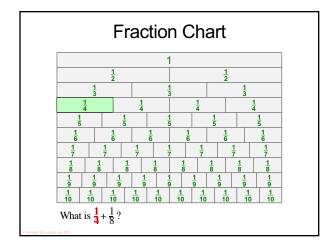
Simplifying Fractions

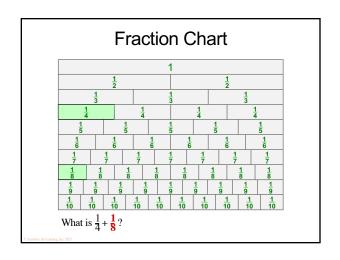
1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100

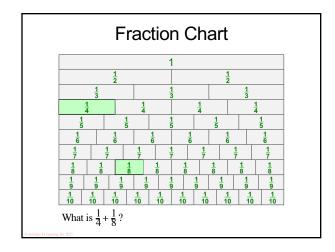
21 28

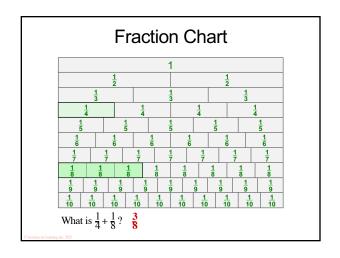


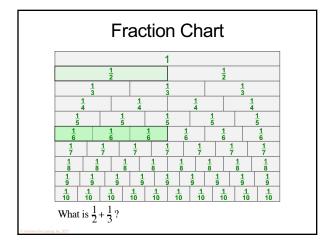


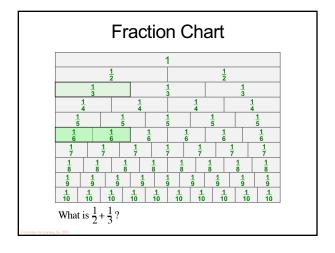


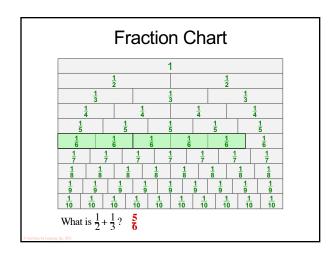


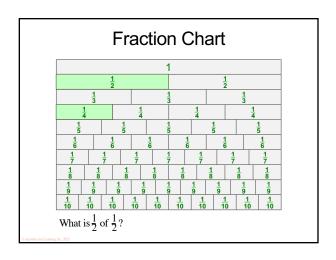


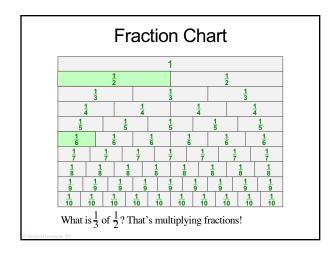












# Multiplying Fractions Multiplying is not exclusively repeated addition. $4 \times 4 = 4 + 4 + 4 + 4$ $\frac{1}{2} \times \frac{1}{2} = \frac{1}{2} + ?$

### **Multiplying Fractions**

Multiplying is not exclusively repeated addition.

Area is a better model.

$$4 \times 4 =$$



### **Multiplying Fractions**

$$\frac{1}{2} \times \frac{1}{2} =$$

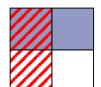
One half of one half



# **Multiplying Fractions**

$$\frac{1}{2} \times \frac{1}{2} =$$

One half of one half





of one half



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# **Multiplying Fractions**

$$\frac{2}{3} \times \frac{3}{4} =$$

Three fourths of two thirds

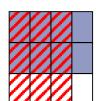


# **Multiplying Fractions**

**Multiplying Fractions** 

$$\frac{2}{3} \times \frac{3}{4} =$$

Three fourths of two thirds



#### **Multiplying Fractions**

$$\frac{2}{3} \times \frac{3}{4} = \frac{6}{12}$$

Three fourths of two thirds



#### **Multiplying Fractions**

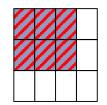
$$\frac{2}{3} \times \frac{3}{4} = \frac{6}{12}$$



The total number of rectangles is  $3 \times 4$ .

# **Multiplying Fractions**

$$\frac{2}{3} \times \frac{3}{4} = \frac{6}{12}$$

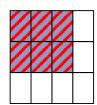


The total number of rectangles is  $3 \times 4$ .

The number of colored crosshatched rectangles is  $2 \times 3$ .

# **Multiplying Fractions**

$$\frac{2}{3} \times \frac{3}{4} = \frac{6}{12}$$



The total number of rectangles is  $3 \times 4$ .

The number of colored crosshatched rectangles is  $2 \times 3$ .

#### What is Division?

$$6 \div 2 = _{\_\_}$$

How many 2s in 6?





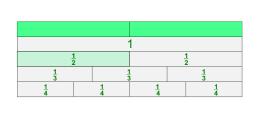


Number of groups of 2s; 3 groups

### **Dividing Fractions**

$$1 \div \frac{1}{2} = 2$$

How many  $\frac{1}{2}$ s in 1?

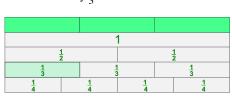


#### **Dividing Fractions**

$$1 \div \frac{1}{2} = 2$$

$$1 \div \frac{1}{3} = 3$$

How many  $\frac{1}{3}$ s in 1?



#### **Dividing Fractions**

$$1 \div \frac{1}{5} = 2$$

$$1 \div \frac{1}{3} = 3$$

$$1 \div \frac{1}{4} = 4$$

$$1 \div \frac{1}{5} = \frac{1}{5}$$

$$1 \div \frac{1}{6} = 6$$

# **Dividing Fractions**

$$1 \div \frac{1}{5} = 2$$

$$1 \div \frac{2}{3} = 1\frac{1}{2} = \frac{3}{2}$$

$$1 \div \frac{1}{2} = 3$$

How many  $\frac{2}{3}$ s in 1?

$$1 \div \frac{1}{4} = 4$$

$$1 \div \frac{1}{6} = 6$$



# **Dividing Fractions**

$$\div \frac{1}{2} = 2$$

$$1 \div \frac{1}{2} = 2$$
  $1 \div \frac{2}{3} = \frac{3}{2}$ 

$$1 \div \frac{1}{3} = 3$$

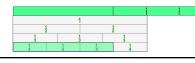
$$1 \div \frac{3}{4} = 1\frac{1}{3} = \frac{4}{3}$$

$$1 \div \frac{1}{4} = 4$$

 $1 \div \frac{1}{3} = 3$   $1 \div \frac{3}{4} = 1\frac{1}{3} = \frac{4}{3}$   $1 \div \frac{1}{4} = 4$  How many  $\frac{3}{4}$ s in 1?

$$1 \div \frac{1}{5} = 5$$

$$1 \div \frac{1}{6} = 6$$



### **Dividing Fractions**

$$1 \div \frac{1}{2} = 2$$

$$1 \div \frac{2}{3} = \frac{3}{2}$$

$$1 \div \frac{1}{2} = 3$$

$$1 \div \frac{3}{4} = \frac{4}{3}$$

$$1 \div \frac{1}{4} = 4$$

$$1 \div \frac{2}{5} = \frac{5}{5}$$

$$1 \div \frac{1}{1} = 6$$

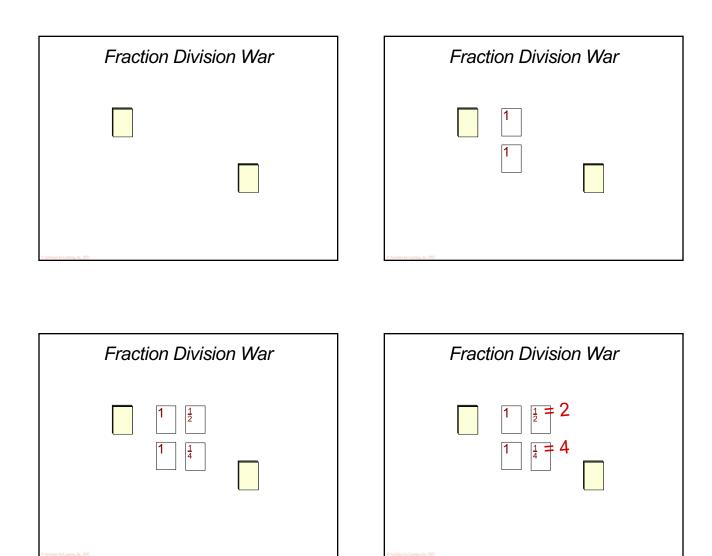
$$1 \div \frac{9}{8} = \frac{9}{5}$$

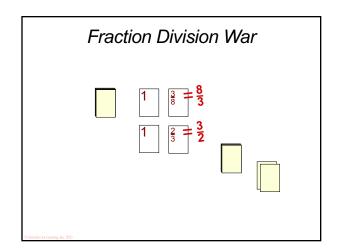
answers are the inverted form of the divisor.

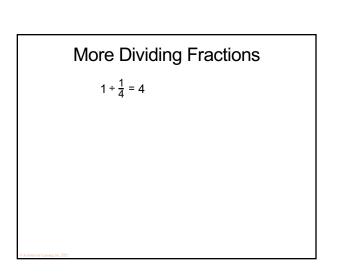
#### Fraction Division War

Purpose: Practice in dividing fractions. To help the children realize the quotient is the inverted form of the divisor.

Goal: To collect all, or most, of the cards by having the greatest quotient.







#### More Dividing Fractions

$$1 \div \frac{1}{4} = 4$$

$$2 \div \frac{1}{4} = 2 \times (1 \div \frac{1}{4})$$

$$= 2 \times 4 = 8$$

#### More Dividing Fractions

$$1 \div \frac{1}{4} = 4$$
$$2 \div \frac{1}{4} = 2 \times (1 \div \frac{1}{4}) = 2 \times 4 = 8$$

### More Dividing Fractions

$$1 \div \frac{1}{4} = 4$$

$$2 \div \frac{1}{4} = 2 \times (1 \div \frac{1}{4}) = 2 \times 4 = 8$$

$$3 \div \frac{1}{4} = 3 \times (1 \div \frac{1}{4})$$

$$= 3 \times 4 = 12$$

### More Dividing Fractions

$$1 \div \frac{1}{4} = 4$$

$$2 \div \frac{1}{4} = 2 \times (1 \div \frac{1}{4}) = 2 \times 4 = 8$$

$$3 \div \frac{1}{4} = 3 \times (1 \div \frac{1}{4}) = 3 \times 4 = 12$$

### More Dividing Fractions

$$1 \div \frac{1}{4} = 4$$

$$2 \div \frac{1}{4} = 2 \times (1 \div \frac{1}{4}) = 2 \times 4 = 8$$

$$3 \div \frac{1}{4} = 3 \times (1 \div \frac{1}{4}) = 3 \times 4 = 12$$

$$\frac{1}{2} \div \frac{1}{4} = \frac{1}{2} \times (1 \div \frac{1}{4})$$

$$= \frac{1}{2} \times 4 = 2$$

### More Dividing Fractions

$$1 \div \frac{1}{4} = 4$$

$$2 \div \frac{1}{4} = 2 \times (1 \div \frac{1}{4}) = 2 \times 4 = 8$$

$$3 \div \frac{1}{4} = 3 \times (1 \div \frac{1}{4}) = 3 \times 4 = 12$$

$$\frac{1}{2} \div \frac{1}{4} = \frac{1}{2} \times (1 \div \frac{1}{4}) = \frac{1}{2} \times 4 = 2$$

$$\frac{1}{3} \div \frac{1}{4} = \frac{1}{3} \times (1 \div \frac{1}{4}) = \frac{1}{3} \times 4 = \frac{4}{3}$$

$$\frac{3}{4} \div \frac{1}{4} = \frac{3}{4} \times (1 \div \frac{1}{4}) = \frac{3}{4} \times 4 = \frac{12}{4} = 3$$

#### **Fraction Chart**

Allow the child to explore the whole picture and relationships within the whole using the linear perspective.

#### In Conclusion ...

Math needs to be taught so 95 percent is understood and only 5 percent memorized.

Richard Skemp
-- major pioneer in
mathematics education

#### In Conclusion ...

Our goal as a teacher of mathematics is to help our children transform, expand, and refine these beginning ideas into deeper mathematical thinking.

- Dr. Joan A. Cotter

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