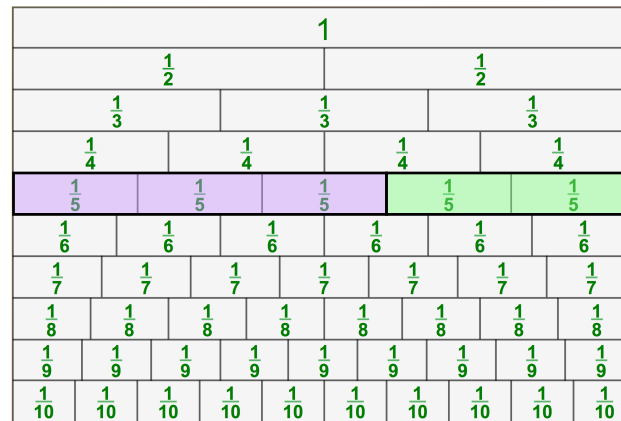
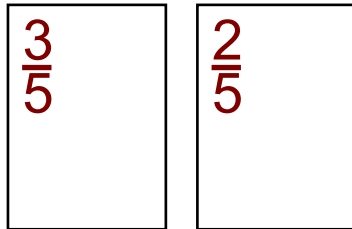


RightStart™ Fractions



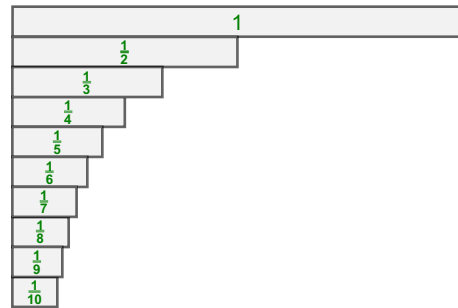
info@RightStartMath.com

Fraction History

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

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Fraction History



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Fraction History

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



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

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Fraction History

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



$$\frac{2}{2}$$

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Fraction History

- In the 1600s, the concept of fractions expanded.
- Now included a division perspective.
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$$\frac{2}{3}$$

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Fraction History

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$$\frac{2}{3}$$

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Fraction History

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



$$\frac{2}{3}$$

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Fraction History

Old Fractions

Always less than one

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

Whole is fractured

Familiar = “proper”

Limited view

New Fractions

Can be equal or greater

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

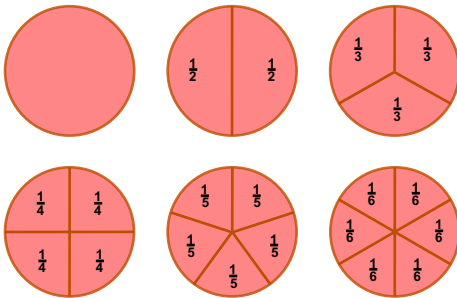
Viewed as division

Unfamiliar = “improper”

Supports understanding

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Fraction Model: Circles



Try to compare $\frac{4}{5}$ and $\frac{5}{6}$ with this model.

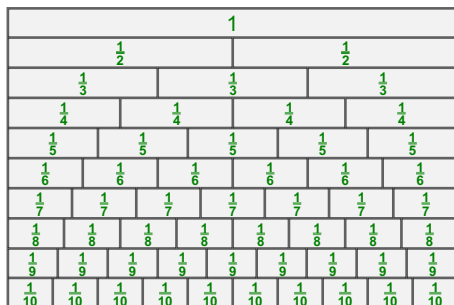
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Fraction Model: Circles

- 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

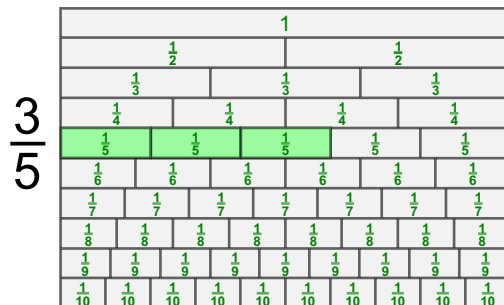
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Fraction Model: Linear Chart



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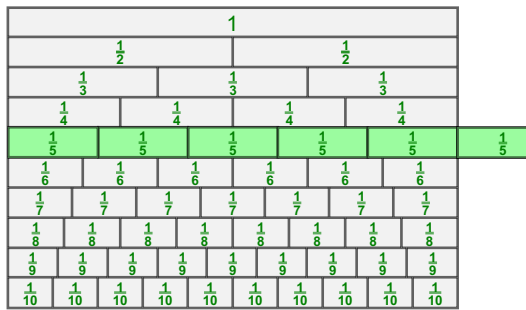
Fraction Model: Linear Chart



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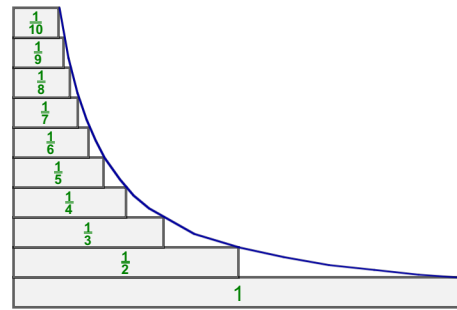
Fraction Model: Linear Chart

$\frac{6}{5}$



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Fraction Stairs



A hyperbola.

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Games

$$\frac{\text{Games}}{\text{Math}} = \frac{\text{Books}}{\text{Reading}}$$

Games provide instant feedback.

Games provide interesting repetition needed for automatic responses in a social setting.

More importantly, games provide an application for the new information!

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Unit Fraction War

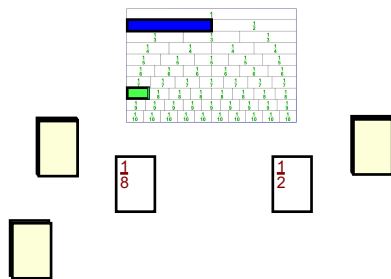
Purpose: Practice for naming and comparing unit fractions.

To help the children realize a unit fraction decreases as the denominator increases.

Goal: To collect all, or most, of the cards by comparing unit fractions.

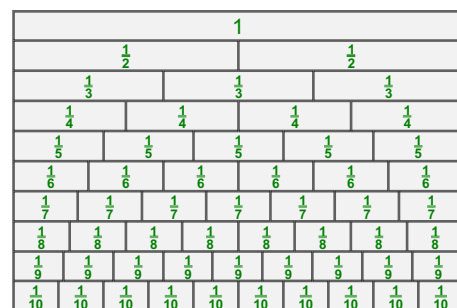
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Unit Fraction War



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Fraction Chart



How many fourths in a whole? How many fifths? Eighths?

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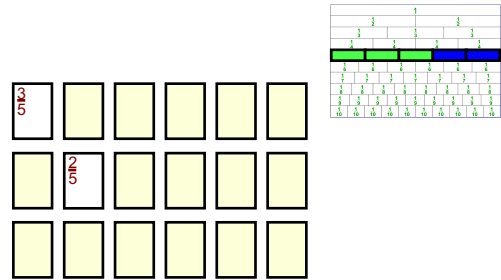
Concentrating on One

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.

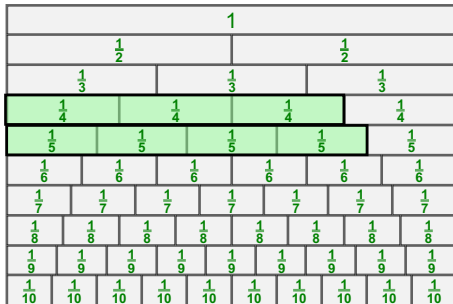
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Concentrating on One



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Fraction Chart



Which is more, $\frac{3}{4}$ or $\frac{4}{5}$?

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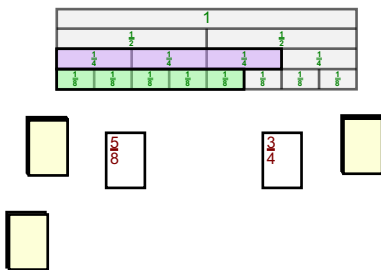
Fraction War

Purpose: To practice comparing ones, halves, fourths, and eighths in preparation for reading a ruler.

Goal: To capture all the cards.

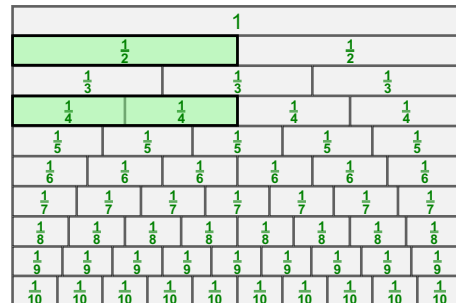
© Activities for Learning, Inc. 2022

Fraction War



© Activities for Learning, Inc. 2022

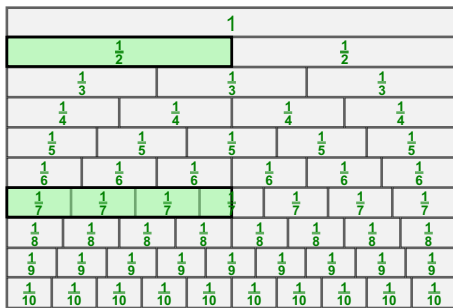
Equivalent Fractions



How many fourths equal a half?

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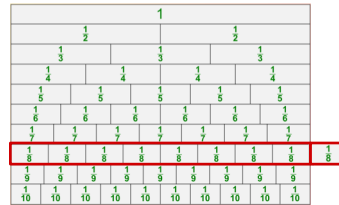
Equivalent Fractions



How many fourths equal a half? Eighths? Sevenths?

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Proper and Improper Fractions

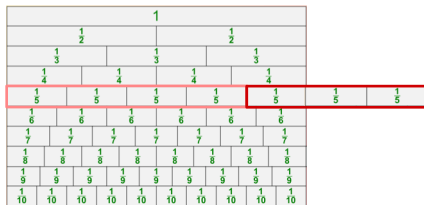


$$\frac{9}{8} = 1\frac{1}{8}$$

Rewrite the improper fractions using a whole number.

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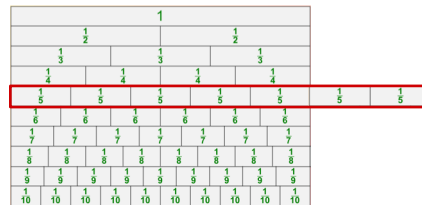
Proper and Improper Fractions



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

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Proper and Improper Fractions



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

Rewrite the improper fraction using a whole number.

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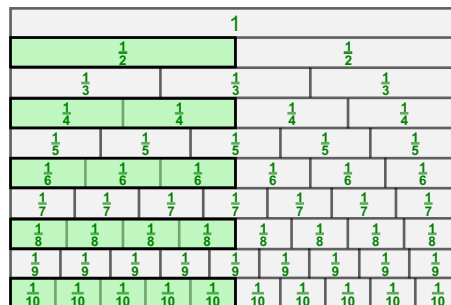
Help your student
discover the algorithm.

*"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

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Simplifying Fractions



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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

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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

21
28

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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

45
72

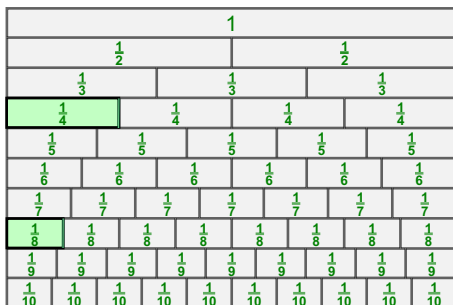
Why does this work?

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Remember, let your child **discover** the algorithm.

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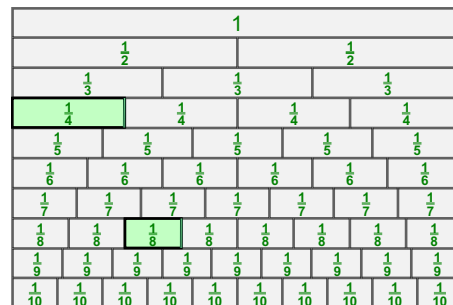
Fraction Chart



What is $\frac{1}{4} + \frac{1}{8}$?

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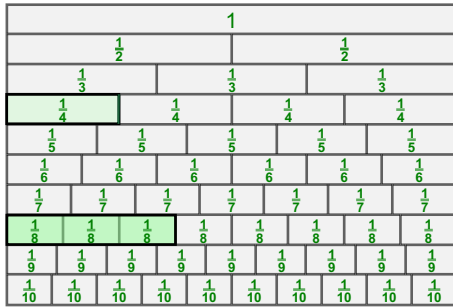
Fraction Chart



What is $\frac{1}{4} + \frac{1}{8}$?

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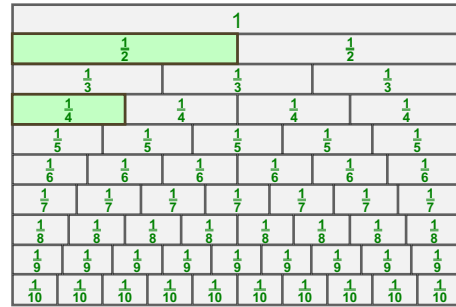
Fraction Chart



What is $\frac{1}{4} + \frac{1}{8}$? $\frac{3}{8}$

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Fraction Chart



What is $\frac{1}{2}$ of $\frac{1}{2}$?

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Multiplying Fractions

Multiplying is not exclusively repeated addition.

$$4 \times 4 = 4 + 4 + 4 + 4$$

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

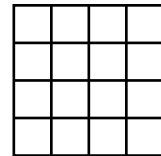
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Multiplying Fractions

Multiplying is not exclusively repeated addition.

Area is a better model.

$$4 \times 4 =$$

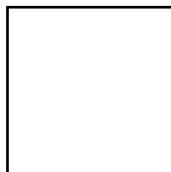


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Multiplying Fractions

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

One half
of one half

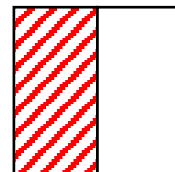


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Multiplying Fractions

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

One half
of one half

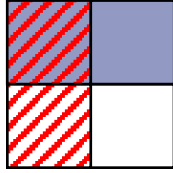


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Multiplying Fractions

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

One half
of one half



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Multiplying Fractions

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

One half
of one half

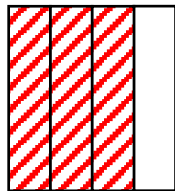


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Multiplying Fractions

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

Three fourths
of two thirds

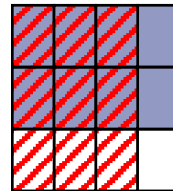


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Multiplying Fractions

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

Three fourths
of two thirds

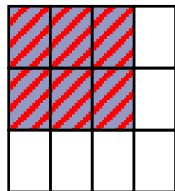


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Multiplying Fractions

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

Three fourths
of two thirds

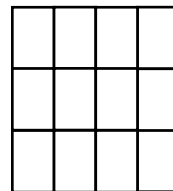


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Multiplying Fractions

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

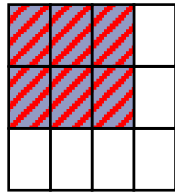
The total number of rectangles is 3×4 .



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Multiplying Fractions

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



The total number of rectangles is 3×4 .

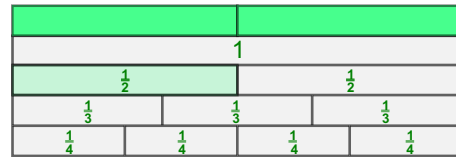
The number of colored crosshatched rectangles is 2×3 .

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Dividing Fractions

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

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



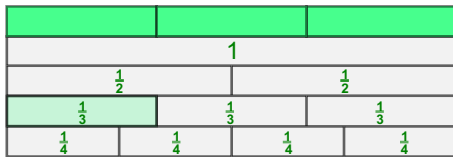
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Dividing Fractions

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

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

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



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Dividing Fractions

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

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

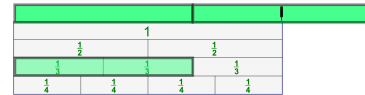
$$1 \div \frac{1}{3} = 3$$

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

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

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

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



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Dividing Fractions

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

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

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

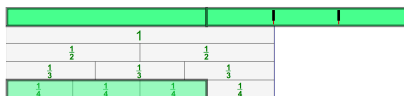
$$1 \div \frac{3}{4} = 1\frac{1}{3} = \frac{4}{3}$$

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

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

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

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



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Dividing Fractions

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

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

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

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

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

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

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

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

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

$$1 \div \frac{4}{7} = \frac{7}{4}$$

Guide the child to making the discovery that the answers are the inverted form of the divisor.

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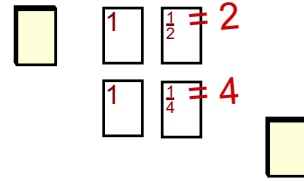
Fraction Division War

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.

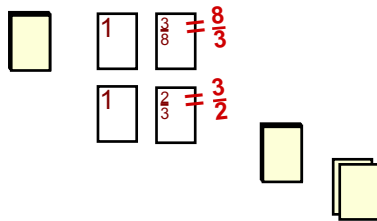
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Fraction Division War



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Fraction Division War



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More Dividing Fractions

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

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

$$= 2 \times 4 = 8$$

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More Dividing Fractions

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

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

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More Dividing Fractions

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

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

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

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

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

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

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Fraction Chart

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

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In Conclusion ...

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

Richard Skemp
-- major pioneer in
mathematics education

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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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