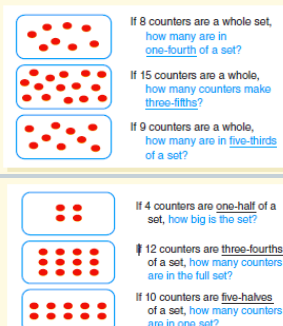




### Beware!!!

- Of the language you use – make sure the whole school is using the same language
  - Out of
  - One of three parts
  - Reducing fractions
  - Top number – bottom number
- Of students drawing their own models – give them templates of circles and rectangles

### Whole or part? Set model



If 8 counters are a whole set, how many are in one-fourth of a set?

If 15 counters are a whole, how many counters make three-fifths?

If 9 counters are a whole, how many are in five-thirds of a set?

If 4 counters are one-half of a set, how big is the set?

If 12 counters are three-fourths of a set, how many counters are in the full set?

If 10 counters are five-halves of a set, how many counters are in one set?

### Go for the Gold

- This game can be collaborative or competitive- We are using 4 hexagons. **Roll the die, read it, and** then subtract. Make sure that you tell your partner if you have more, less or the same as they do after each turn. If you are playing collaboratively – how much do you now have? Record your amount.

### Close to 0, $\frac{1}{2}$ or 1??

Sort them fractions in your stack into three piles:

1. Closer to zero
2. Closer to  $\frac{1}{2}$ , or
3. Closer to 1

What issues emerge as you do this?

How would your student do with this task?

### Where do all schools need to start?

- To decide on the language and models everyone will use – be precise and consistent
- To think about the level of teaching – are you teaching to help students perform at the highest level?
- To get kids “doing mathematics” so they can build mental residue and long lasting understanding

### References and Contact Info

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