

2(3) Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole.

2(3)(B) The student is expected to explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part.

Materials

- None needed

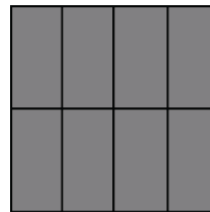
Procedure:

Prompt the student to compare the sets of fraction models below.

- 1. Compare Fraction A and Fraction B. Which fraction needs the fewest number of fractional parts to equal the whole? Why?**



Fraction A



Fraction B

- 2. Compare the fractional part of Fraction C and Fraction D. Which fraction needs the greatest number of fractional parts to equal the whole? Why?**



Fraction C



Fraction D

Check Student’s Responses:

<p>1. Identified the fraction with the least number of parts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <p>Explanation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <p>2. Identified the fraction with the great number of parts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect <p>Explanation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect 	<p>Notes:</p>
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2(3)(B) The student is expected to explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part.

Possible interpretations, issues to follow up on, and implications for teaching

What did you observe?

- The student **correctly identified the fraction model with the greatest and least number of parts**. You may want to ask the student to name the fractional parts of the model.
- The student **incorrectly identified the fraction model with the greatest and least number of parts and/or provided an incorrect explanation(s)**. It may be necessary to support the student through a teaching activity. Once the teaching activity is complete, prompt the student to repeat the activity using two new fraction models.

A teaching strategy might include asking the student to count and number the fractional parts on each model. Ask the student the following questions:

- *Which fraction has the greatest number of parts?*
- *What do you notice about the size of the parts from this fraction model as compared to the other fraction model?*
- *Which fraction has the smallest number of parts?*
- *What do you notice about the size of the parts from this fraction model as compared to the other fraction model?*