

Fractions:

- The student's first grasp of making something smaller than 1 (Use the idea of cutting an apple into sections).

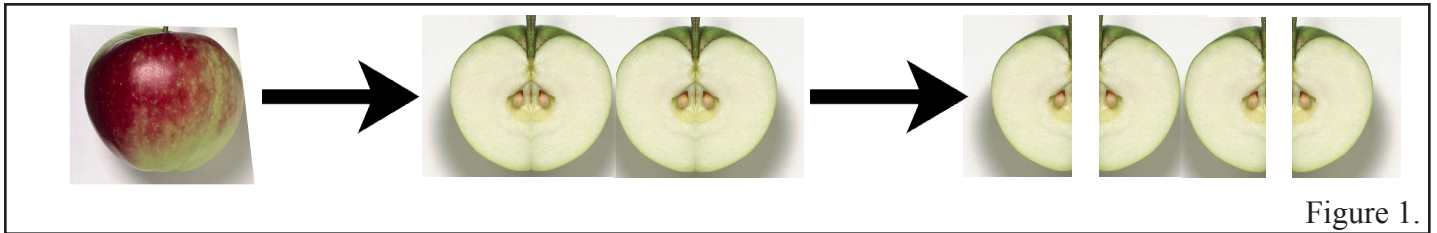


Figure 1.

Fractions come from ancient Rome.

Lets look at the fraction of eight fourths. In ancient roam they used the word fractus and was written like:

<u>Ancient Rome.</u>	<u>Word Problem</u>	<u>Problem</u>	<u>Problem (Horizontal)</u>	<u>Problem (Vertical)</u>
'8 fractus 4' '8 <i>f</i> 4'	'8 divided by 4'	'8 ÷ 4'	8/4	$\frac{8}{4}$
'3 fractus 2' '3 <i>f</i> 2'	'3 divided by 2'	'3 ÷ 2'	3/2	$\frac{3}{2}$
'5 fractus 8' '5 <i>f</i> 8'	'5 divided by 8'	'5 ÷ 8'	5/8	$\frac{5}{8}$

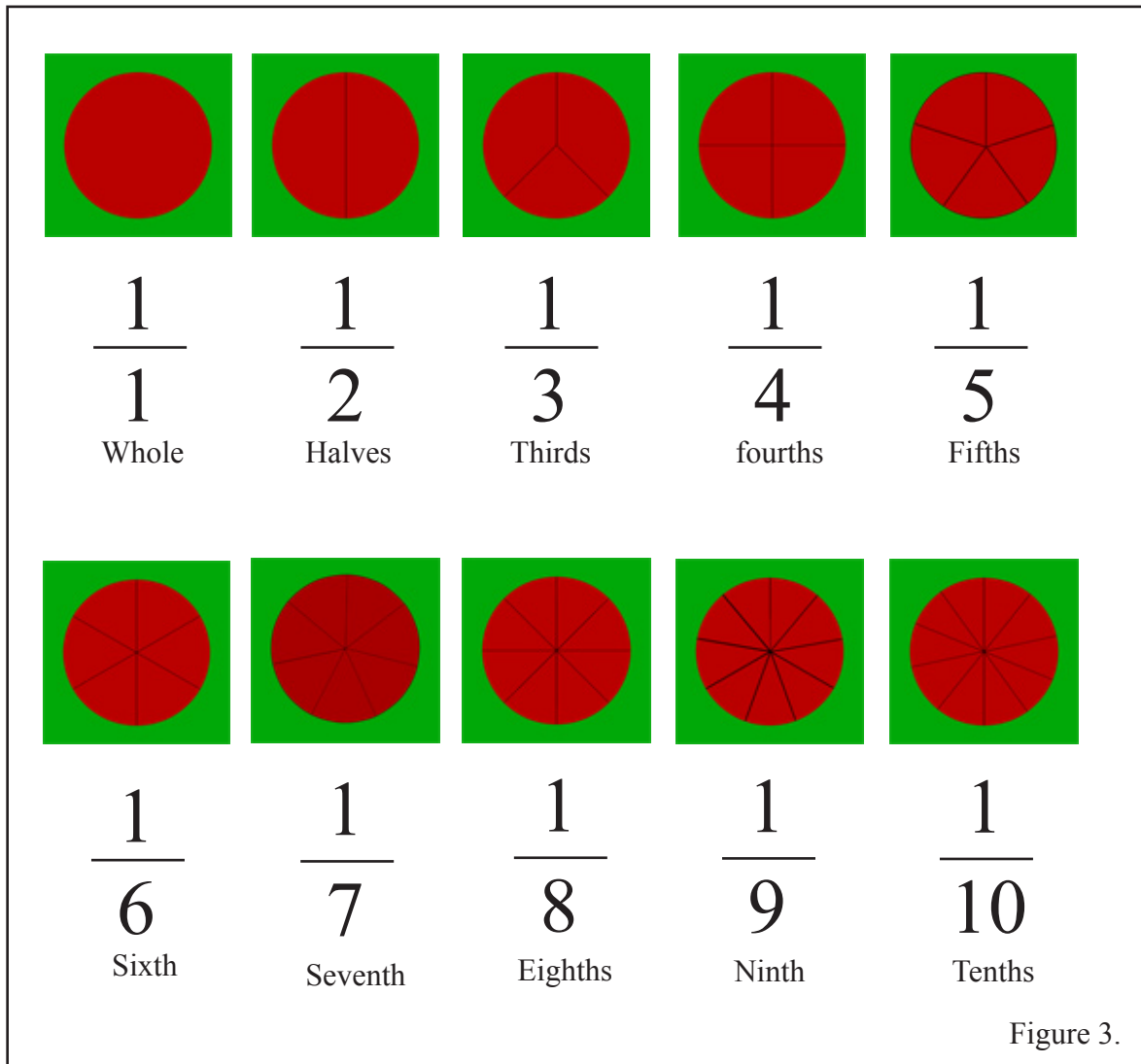
Figure 2.

Fraction Circle: fractions, nomenclature:

-- Pull out the metal fraction inserts.

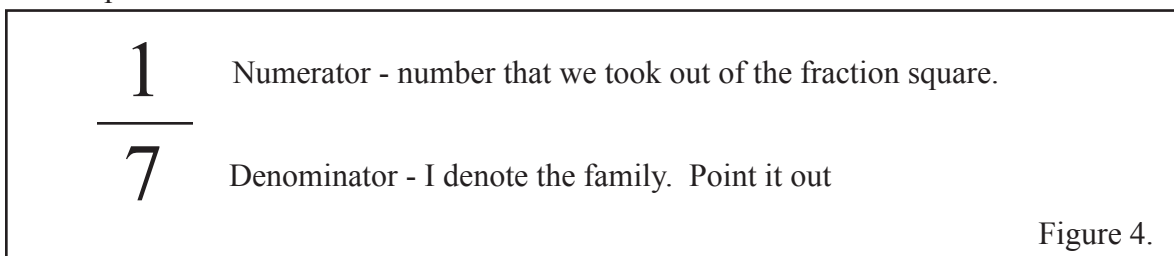
“We are going to count the number of pieces we have. How many pieces do we have?”

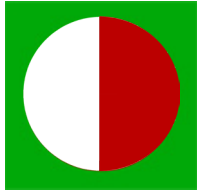
- Naming the fractions.



Fraction Circle: fractions, writing fractions.

-- Explain the 2 parts of the fraction.



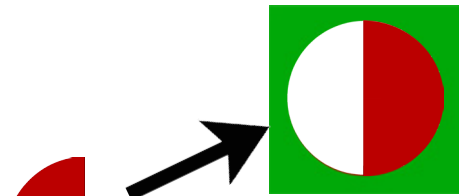


$$\frac{1}{2}$$

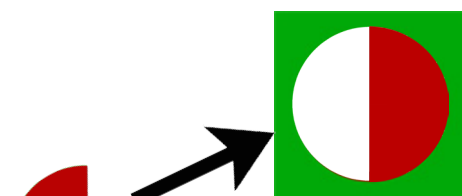
Equivalent fractions and symbols are written as below.

$$\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$$

This is 1/2. Are there any other fractions that wfit in the white area? lets test it out.



$$\frac{2}{4}$$



$$\frac{3}{6}$$

Figure 5.

