

## Chapter 2 – Writing Fractions

### Objectives

- ◆ Understand fractional notation.
- ◆ Identify fractions of a whole.
- ◆ Read and write fractions of a whole.
- ◆ Compare and order unit fractions.
- ◆ Make a whole with two or more fractions with the same denominator.

### Vocabulary

- |         |           |            |
|---------|-----------|------------|
| ◆ Third | ◆ Seventh | ◆ Tenth    |
| ◆ Fifth | ◆ Eighth  | ◆ Eleventh |
| ◆ Sixth | ◆ Ninth   | ◆ Twelfth  |

### Notes

In this chapter, students will learn how to represent the number of parts out of a total number of equal parts using fractions.  $\frac{1}{4}$  represents 1 out of 4 equal parts of the whole.  $\frac{3}{4}$  represents 3 out of 4 equal parts of the whole. The top number (numerator) counts the number of parts. The bottom number (denominator) tells us the number of parts the whole has been divided into.

Natural numbers count objects. The object being counted, such as apples or centimeters, is the denomination of the number. Fractions count *parts* of objects. The part from which the fraction is taken is called the *whole*. The whole for a fraction is like the denomination of a number. When we take three fourths of an apple, the whole is the apple, and the parts being counted are fourths. When we take three fourths of 12, the whole is 12, and the parts being counted are each a fourth of 12.

Fractions with a 1 in the numerator are called unit fractions. Students will learn that the more parts the whole is divided into, the smaller the part. So  $\frac{1}{6}$  is smaller than  $\frac{1}{4}$ . In some of the exercises, they will compare fractions other than unit fractions, but only when they have a picture where they can color in the fractions at this level. If there is no picture, the fractions will be unit fractions.

Make sure your student understands that when we compare fractions, we are comparing the fractions of the *same* whole. One sixth of a square is smaller than one half of the same square, but is not necessarily smaller than one half of another square.

At this level, students do not learn the terms *numerator* and *denominator*.

The lessons in this chapter are fairly short and easy, so you may want to combine several lessons.

### Material

- ◆ Fraction strips and circles Appendix p. a27-a30, 3 copies of each)
- ◆ Multilink cubes
- ◆ Index cards (for fraction cards, see lessons)