Fractions (explanations for teaching gr 2-3) Homework:

1. Show 8/6 using fraction circles.
Write 2-3 sentences to explain the process of finding the appropriate unit fraction and then adding/repeating unit fractions to get the total.

2. Show 11/8 on a number line.
Write 2-3 sentences to explain the process of finding the appropriate unit fraction and then adding/repeating unit fractions to get the total.

3. Describe (and draw) how to split 1 whole on a number line into ninths by splitting (into thirds) and then splitting again. Use your process to find and explain a pair of equivalent fractions (1/3 = 3/9).

4. Describe (and draw) how to split 1 whole on a rectangle or square into tenths by splitting and then splitting again. Use your process to find and explain a pair of equivalent fractions (one of your fractions will be some number of tenths and the other will be a unit fraction that is not tenths).

5. Draw a pair of number line diagrams to compare (find which is bigger) 11/8 or 5/3.

6. Draw a pair of fraction circle diagrams to compare (find which is bigger) 3/4 or 5/6

7. Compare each pair of fractions below by
- comparing the unit fractions (are they equal and if not which is bigger and why)
- comparing the number of units in the fractions
- using the two facts above to decide which total fraction is larger.

Write out your explanation of the comparisons.
a. 5/8 and 5/9
b. 9/7 and 10/7
c. 7/9 and 6/11