

# MATH 247

## Ordering Strategies (Children's Work)


Students were asked to circle the LARGER fraction. Place a checkmark next to the items where you feel the mathematical reasoning is sound. In cases where you see a flaw, identify the child's difficulty/misconception. How might you help this student?

Item 1.


Your Comments

$\frac{4}{9}$	$\frac{4}{15}$	This is bigger because you need less to make a whole than the other fraction. R
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Item 2.

$\frac{3}{4}$	$\frac{6}{8}$	
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Item 3.

$\frac{3}{4}$	$\frac{6}{8}$	 has more pieces.
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Item 4.

$\frac{3}{4}$	$\frac{6}{8}$	it only need more to be half
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Item 5.

$\frac{3}{4}$	$\frac{2}{3}$	Smaller denominator
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Item 6.

$\frac{3}{4}$	$\frac{2}{3}$	I got my answer by knowing that thirds are bigger than fourths
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Item 7.

Your Comments

$\frac{6}{14}$	$\frac{9}{16}$	$\frac{6}{14}$ is a little less than $\frac{1}{2}$ and $\frac{9}{16}$ is a little more.
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Item 8.

$\frac{4}{9}$	$\frac{4}{15}$	 has more pieces.
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Item 9.

$\frac{3}{4}$	$\frac{2}{3}$	$\frac{2}{3}$ needs a bigger piece than $\frac{3}{4}$ since the denominator is smaller.
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Item 10.

$\frac{3}{4} = \frac{2}{3}$	They both equal because there both one fraction from a whole.
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Item 11.

$\frac{6}{14}$	$\frac{9}{16}$	in Fractions 14 is bigger than 16
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Item 12.

$\frac{3}{4}$	$\frac{2}{3}$	 There is a bigger space left on $\frac{2}{3}$
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Item 13.

$\frac{6}{14}$	$\frac{9}{16}$	$\frac{9}{16}$ is bigger because its over a half and $\frac{6}{14}$ is less than a half.
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