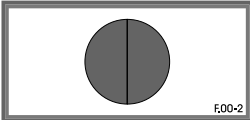
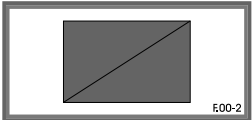
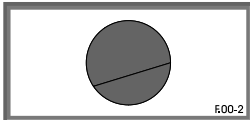
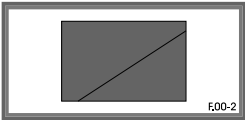
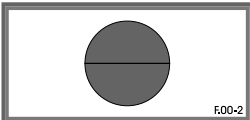
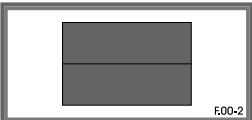
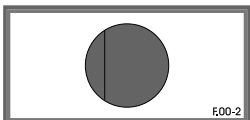

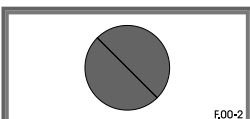
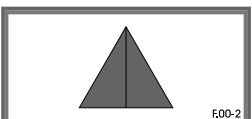
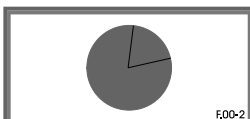
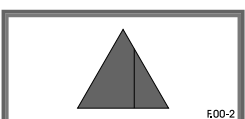
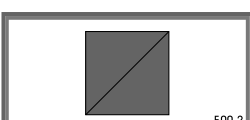
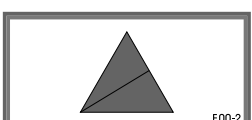
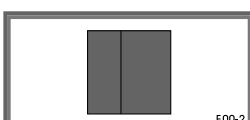
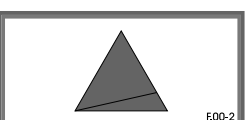
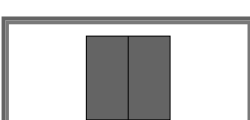
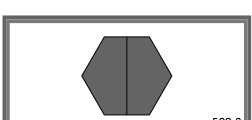
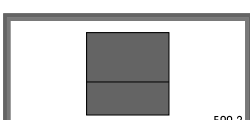
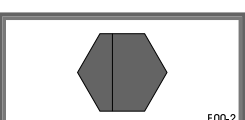
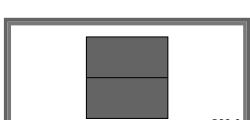
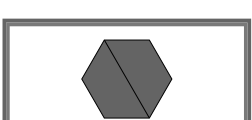
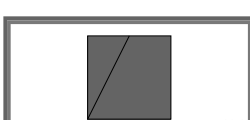
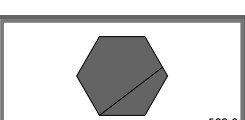

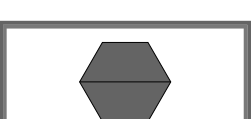

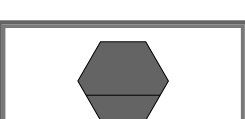


THE CONCEPT OF FRACTION/NOT FRACTION WITH CARD MATERIAL

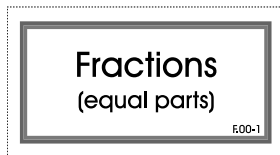
Material:

- Fraction card material (F.00-2)

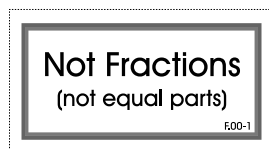
| Fractions (equal parts) <small>F.00-1</small> | | Not Fractions (not equal parts) <small>F.00-1</small> | |
|--|--|---|--|
|  <small>F.00-2</small> |  <small>F.00-2</small> |  <small>F.00-2</small> |  <small>F.00-2</small> |
|  <small>F.00-2</small> |  <small>F.00-2</small> |  <small>F.00-2</small> |  <small>F.00-2</small> |
|  <small>F.00-2</small> |  <small>F.00-2</small> |  <small>F.00-2</small> |  <small>F.00-2</small> |
|  <small>F.00-2</small> |  <small>F.00-2</small> |  <small>F.00-2</small> |  <small>F.00-2</small> |
|  <small>F.00-2</small> |  <small>F.00-2</small> |  <small>F.00-2</small> |  <small>F.00-2</small> |
|  <small>F.00-2</small> |  <small>F.00-2</small> |  <small>F.00-2</small> |  <small>F.00-2</small> |
|  <small>F.00-2</small> |  <small>F.00-2</small> |  <small>F.00-2</small> |  <small>F.00-2</small> |

Presentation 1: Group

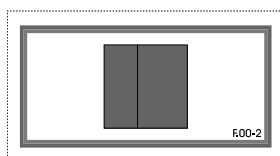
1. Place the fraction card material – fraction/not fraction on the table.
2. Say, “I cut an apple into parts and the parts were not equal; the parts were not fractions. We have looked at the fraction skittles and the parts were equal; the parts were fractions.”
3. Hold the card that reads “fraction” so that the children can see the card. Say, “This card reads ‘fraction’.”



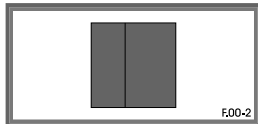
4. Place the card at the upper left of the table.
5. Hold the card that reads “not fraction” so that the children can see the card. Say, “This card reads ‘not fraction’.”



6. Place the card at the upper right of the table.
7. Hold the fraction card material, and say, “I have different shapes on these cards. The shapes have been divided. If the shape is divided into equal parts then the parts are fractions. If the shape is not divided into equal parts then the parts are not fractions.”
8. Distribute a card to each child. Save a card for yourself.
9. Look at your card, and say, “This shape is a square. This shape is not divided into equal parts. The parts are not fractions.”



10. Place the card below the card that reads “not fraction”.



11. Select a child to place his/her card with the correct label.

12. The child names the shape and states if the shape is divided into equal parts or not equal parts.

13. The child states if the shape is a “fraction” or “not fraction”. The child places the card under the appropriate label.

Fractions
 (equal parts)
F.00-1

| | |
|---------------------------|---------------------------|
| <small>F.00-2</small> | <small>F.00-2</small> |
| <small>F.00-2</small> | <small>F.00-2</small> |
| <small>F.00-2</small> | <small>F.00-2</small> |
| <small>F.00-2</small> | <small>F.00-2</small> |
| <small>F.00-2</small> | <small>F.00-2</small> |
| <small>F.00-2</small> | <small>F.00-2</small> |
| <small>F.00-2</small> | <small>F.00-2</small> |

Not Fractions
 (not equal parts)
F.00-1

| | |
|---------------------------|---------------------------|
| <small>F.00-2</small> | <small>F.00-2</small> |
| <small>F.00-2</small> | <small>F.00-2</small> |
| <small>F.00-2</small> | <small>F.00-2</small> |
| <small>F.00-2</small> | <small>F.00-2</small> |
| <small>F.00-2</small> | <small>F.00-2</small> |
| <small>F.00-2</small> | <small>F.00-2</small> |
| <small>F.00-2</small> | <small>F.00-2</small> |

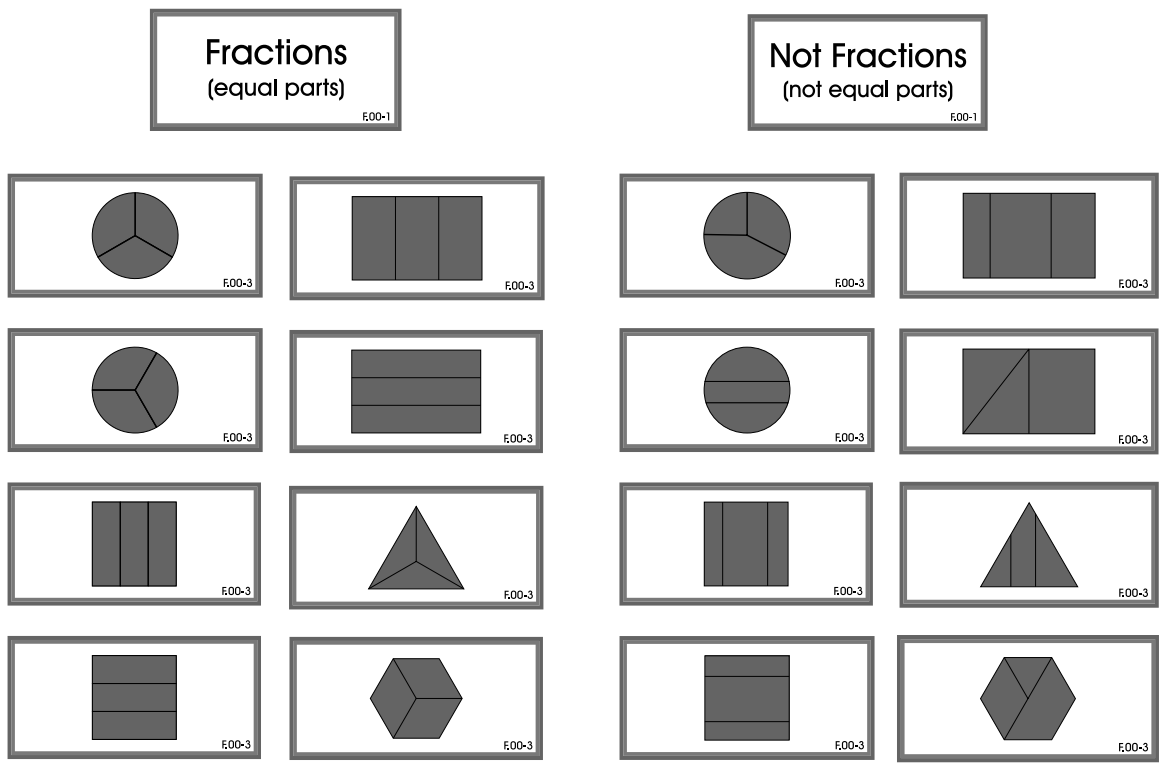
14. Continue with the remaining cards.
15. Return the card material to the shelf. The children may select this material during the work period for experiences with “fraction” and “not fraction” concept.

Presentation 2: Individual

Material:

- Fraction card material (F.00-3)

1. Proceed as in Presentation #1 using set F.00-3: Thirds

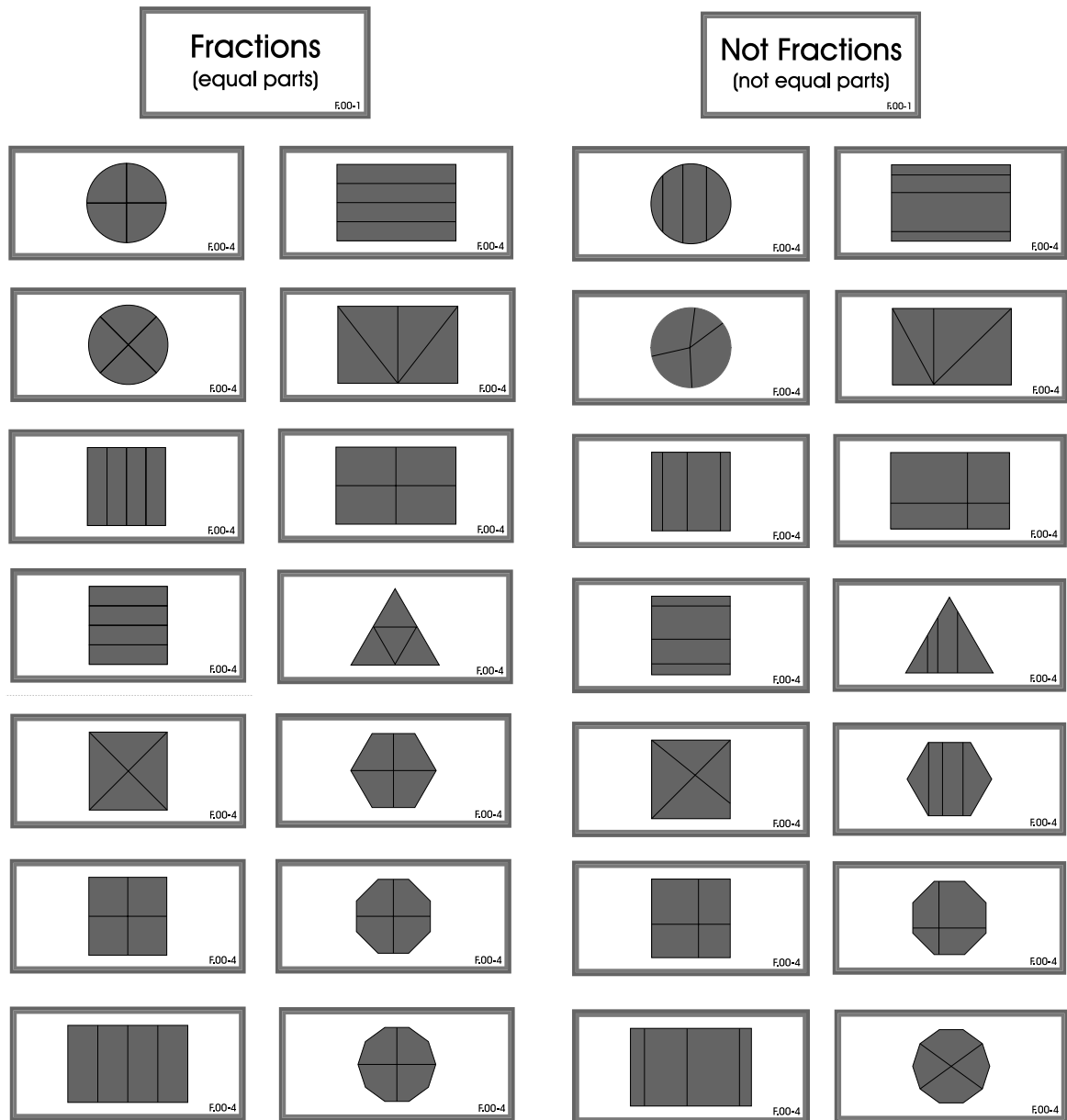


Presentation 3: Individual

Material:

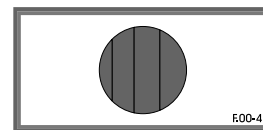
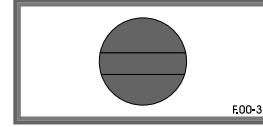
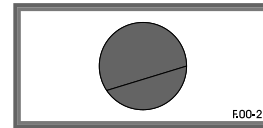
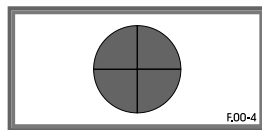
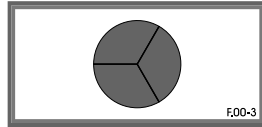
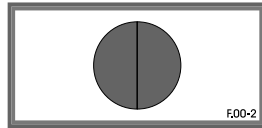
- Fraction card material (F.00-4)

1. Proceed as in Presentation #1 using set F.00-4: Fourths



Presentation 4: Individual

1. Proceed as in Presentation #1 using sets F.00-2, F.00-3 and F.00-4.
2. The child sorts the cards by shape.
3. The child sorts each set of shapes into "fraction" and "not fraction".

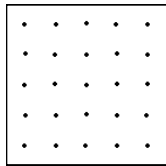


THE CONCEPT OF FRACTION/NOT FRACTION WITH GEOBOARD

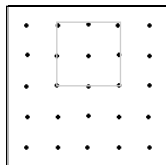
Material:

- Geoboard with two colors of rubber bands
- F.00-2 cards

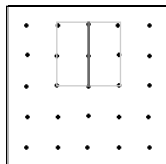
Presentation 1: Two Parts - Group



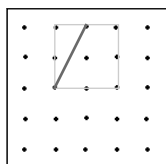
1. Remove the circle shapes from F.00-2
2. Say, "I can make shapes on this geoboard using rubber bands."



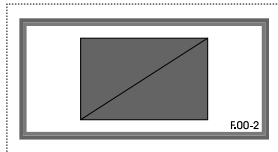
3. Make the shape of a square using rubber bands on the geoboard, and show the children.



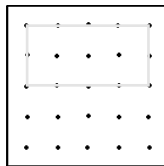
4. Hold up the geoboard and say, "I have one whole square."
5. Place a different color rubber band through the middle of the square dividing the square in half, and show the children.



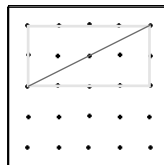
6. Say, "I have two equal parts. I have made a fraction. I have made a fraction of two."
7. Say, "I will move the (color) rubber band and re-position it."
8. Move the (color) rubber band to make two parts that are not equal parts.
9. Say, "I have two unequal parts. I have not made a fraction. I have made the whole square into two unequal parts."
10. Return the geoboard and rubber bands to the shelf. The children may select this material during the work period for experiences with the "fraction" and "not fraction" concept.



Presentation 2: with Fraction Cards F.00-2 – Group



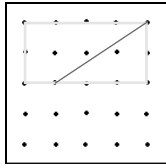
1. Say, "I will make a shape on this geoboard using rubber bands. I will make the same shape shown on this card."
2. Show the children the card from F.00-2. Make the shape using rubber bands



on the geoboard, and show the children.

3. Hold up the geoboard and say, "I have one whole (name the shape)."
4. Place a different color rubber band through the middle of the shape dividing the shape in half, and show the children.

5. Say, "I have two equal parts. I have made a fraction. I have made a fraction of two."



6. Say, "I will move the (color) rubber band and re-position it."
7. Move the (color) rubber band to make two parts that are not equal parts.
8. Say, "I have two unequal parts. I have not made a fraction. I have made the whole (name the shape) into two unequal parts."
9. Return the geoboard, rubber bands and cards to the shelf. The children may select this material during the work period for experiences with the "fraction" and "not fraction" concept.

Presentation 3: with Fraction Cards F.00-3 – Group

1. Say, "I will make a shape on this geoboard using rubber bands. I will make the same shape shown on this card."
2. Show the children the card from F.00-3. Make the shape using rubber bands on the geoboard, and show the children.
3. Hold up the geoboard and say, "I have one whole (name the shape)."
4. Place different color rubber bands across the shape dividing the shape into thirds, and show the children.
5. Say, "I have three equal parts. I have made a fraction. I have made a fraction of three."
6. Say, "I will move the (color) rubber bands and re-position them."
7. Move the (color) rubber bands to make three parts that are not equal parts.
8. Say, "I have three unequal parts. I have not made fractions. I have made the whole (name the shape) into three unequal parts."
9. Return the geoboard, rubber bands and cards to the shelf.

10. The children may select this material during the work period for experiences with the “fraction” and “not fraction” concept.

Presentation 4: with Fraction Cards F.00-4 – Group

1. Say, “I will make a shape on this geoboard using rubber bands. I will make the same shape shown on this card.”
2. Show the children a card from F.00-4. Make the shape using rubber bands on the geoboard, and show the children.
3. Hold up the geoboard and say, “I have one whole (name the shape).”
4. Place different color rubber bands across the shape dividing the shape into fourths, and show the children.
5. Say, “I have four equal parts. I have made a fraction. I have made a fraction of four.”
6. Say, “I will move the (color) rubber bands and re-position them.”
7. Move the (color) rubber bands to make four parts that are not equal parts.
8. Say, “I have four unequal parts. I have not made fractions. I have made the whole (name the shape) into four unequal parts.
9. Return the geoboard, rubber bands and cards to the shelf.
10. The children may select this material during the work period for experiences with the “fraction” and “not fraction” concept.