Bits and Pieces I
Glossary

Benchmark – A "nice" number that can be used to estimate the size of other numbers. 0, 1/2 and 1 are good benchmarks

Decimal– A special form of a fraction. 1/2 can be written in the form of 0.5

Denominator – The number written below the line in a fraction. In the fraction 3/4, 4 is the denominator

Equivalent Fractions –Fractions that are equal in value but have different numerators and denominators. For example, 2/3 and 14/21 are equivalent fractions.

Numerator – The number written above the line in a fraction. In the fraction 5/8, 5 is the numerator.

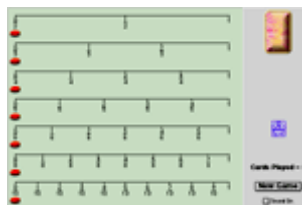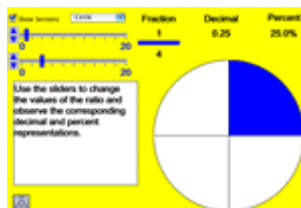## Web Resources

You will find web resources at:

www.illuminations.nctm.org

Fraction Games

Fraction Pie

Connected Mathematics Project

Everett Public Schools Mathematics Program

Bits and Pieces I

Fractions and Decimals

Unit Goals

- ◆ **Relationships of fractions, decimals and percents**
- ◆ **Understand and use equivalent fractions**
- ◆ **Estimate the size of a number or sum**
- ◆ **Use estimation to understand a situation**

Proposed Time Frame: Approximately 6 weeks

investigation 1 Fund-Raising Fractions

* Understand the relationship of a fraction to the whole
* Understand the meaning of fractions larger than a whole
* Use fractions to describe real-world situations

Investigation 2 Comparing Fractions

* Compare fractions
* Name, estimate and compare fractions
* Build a number line and label points between whole numbers.

Investigation 3 Cooking with Fractions

* Continue to build an understanding of equivalent fractions (1/2, 2/4, 3/6's etc.)
* Explore real-life problems that require use of fractions

Investigation 4 From Fractions to Decimals

* Extend knowledge of place value with whole numbers to decimal numbers
* Write, compare and order decimal numbers

Investigation 5 Moving Between Fractions and Decimals

* Understand that decimals and fractions show the same proportions

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Tips for Helping at Home

Good questions and good listening will help children make sense of mathematics and build self-confidence. A good question opens up a problem and supports different ways of thinking about it. Here are some questions you might try, notice that none of them can be answered with a simple "yes" or "no".

Getting Started

* What do you need to find out?
* What do you need to know?
* What terms do you understand or not understand?

While Working

* How can you organize the information?
* Do you see any patterns or relationships that will help solve this?
* What would happen if…?

Reflecting about the Solution

* How do you know your answer is reasonable?
* Has the question been answered?
* Can you explain it another way?

At Home:

1. Talk with your child about what's going on in mathematics class.
2. Look for ways to link mathematical learning to daily activities. Encourage your child to figure out the amounts for halving a recipe, estimating gas mileage, or figuring a restaurant tip.
3. Encourage your child to schedule a regular time for homework and provide a comfortable place for their study, free from distractions.
4. Monitor your child's homework on a regular basis by looking at one problem or asking your child to briefly describe the focus of the homework. When your child asks for help, work with them instead of doing the problem for them.

At School

1. Attend Open House, Back to School Night, and after school events.
2. Join the parent-teacher organization

Connected Mathematics Project