Tips for Helping at Home

Listed below are questions to help teachers during observations and assessments.

Getting Started

∗ What is it that you don't understand? (Have your child be specific.)
∗ 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?

Web Resources

You will find web resources at:

http://www.dreamsbeginhere.org/static/aboutdcps/departments/acadprog/mathematics/index.asp

www.illuminations.nctm.org – select activities:
∗ Equivalent Fractions
∗ Fraction Game
∗ Fraction Model I, II, III

Mathematical Emphasis

Investigation 1:

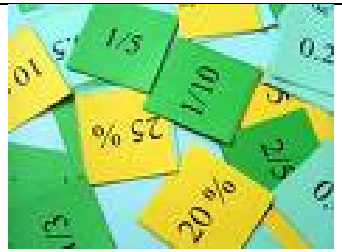
∗ Using fractions to describe how many in a group share a particular characteristic
∗ Finding equivalent fractions and percents
∗ Representing, identifying, and ordering fractions and percents; using 1/2 and 1 as references
∗ Interpreting common uses of percent
∗ Building on knowledge of unit fractions to use fractions with numerators greater than 1

Investigation 2:

∗ Representing fractions as rotation around a circle
∗ Marking strips into fractional parts
∗ Finding equivalent fractions
∗ Ordering fractions
∗ Adding fractions

Investigation 3:

∗ Representing and adding decimals on grids
∗ Reading and writing decimals
∗ Ordering decimals
∗ Dividing to find decimal equivalents of fractions
∗ Comparing fractions using different models and notations
∗ Making sense of and solving word problems



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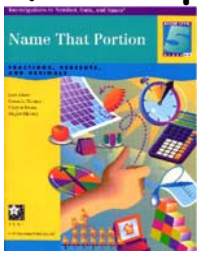
Investigations in Number, Data, and Space



Name That Portion
Grade 5

Fractions, Decimals, and Percents

Unit Goals:
• Use a variety of models, including grids, number lines, and clock faces, to find fraction, percent and decimal equivalencies
• Solve computation problems that involve amounts less than one.

Proposed Time Frame:

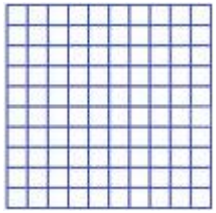
6 weeks

Vocabulary

equivalent — having the same value or amount

decimal — a number system based on 10

percent — number out of 100



fraction — any part of a group, number or whole

numerator - the number above the line of a fraction

denominator - the number below the line of a fraction

Glossary

http://www.amathsdictionaryforkids.com/

At Home:

1. When your child brings home Completed Equivalent Strips, consider posting one in your kitchen or living room. When fractions or percents come up in conversation, consult the Strip to find the equivalent value.

2. From time to time, your child will bring home a number game to play with family members. Please sit down and play these games with your child. All the games involve strategy, as well as work with fractions, percents, and decimals.

3. To help students develop strategies to solve problems using fractions, decimals and percents, we will use visual models such as 10-by-10 grids, clock faces, and paper strips. Have your student use their tools to solve the problems in this unit.

Akers, J. Investigations in Number, Data, and Space: Name That Portion. Dale Seymour, 1998.

Ask your child about…

Every Day Counts Calendar Math…

For more information…

www.greatsource.com/grants/edc.html

Capture Fractions

Materials:

◊ Deck of Fraction Cards

Procedure:

◊ Deal the cards evenly to each player. Players keep the cards face down in a pile.

◊ In each round players turn their top card face up at the same time. The player with the larger fraction takes both cards and puts them on the bottom of his or her own pile.

◊ If the cards show equivalent fractions, players turn over another card. The player with the larger fraction takes all four cards.

◊ The player with the most cards wins.

$\frac{2}{4}$

$\frac{11}{8}$

$\frac{1}{5}$