

Fraction Wall—Teacher Notes

This activity can be done during our Fraction Unit. It can be used as an “update” of the students’ understanding of the fraction work being done so far; you can then use it to drive the rest of the Fraction Unit, or as an evaluation. It can also be used at the beginning to gauge knowledge.

- * Discuss the terms: **one whole, halves; thirds; quarters, fifths and tenths.**
- * Also discuss the width of the Fraction Wall (it should be 20cm—inside the thick black lines).
- * Then talk about dividing the Fraction Wall bars into the different fractions, some explicit division teaching can/should come in here. Also don’t be afraid to let the kids use calculators to try and find a third of 20cm; the kids actually have to know what to do to use the calculator.
- * Discuss the use of a ruler & the need to use millimetres.
- * Have the kids divide the bars; make sure the divisions are clear. From this, and the prior knowledge that they have, the students should gain an understanding that some fractions are actually the same. eg. $2/4$ is the same as $1/2$.
- * Make sure you discuss percentages. Begin with the easier %, such as 25% & 50%. Don’t forget to extend the students who can cope with more difficult percentages.
- * Have the students colour the fractions in the one colour.
- * They can then cut out the bars & divisions & paste it all back together; showing their understandings such as: $5/10 = 1/2$. You can laminate if you wish.
- * Have students list at least 5 understandings they have achieved in completing this work: eg. $5/10$ plus 50% = 1; $3/5$ is larger than $1/2$; $3/6$ plus $5/10 = 1$.

The Fraction Wall can look like this

