Name Date Time

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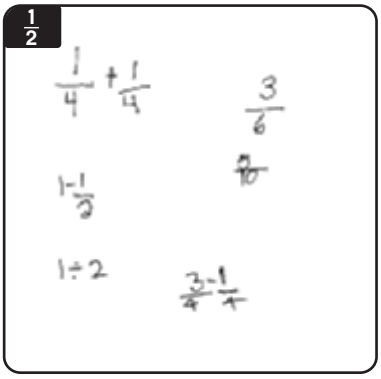
Unit 8: Family Letter

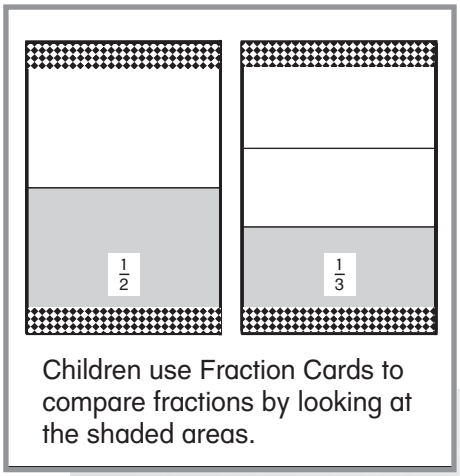
Fractions

In Unit 8, children will review and extend concepts of fractions. Specifically, they will recognize fractions as names for parts of a whole, or ONE.

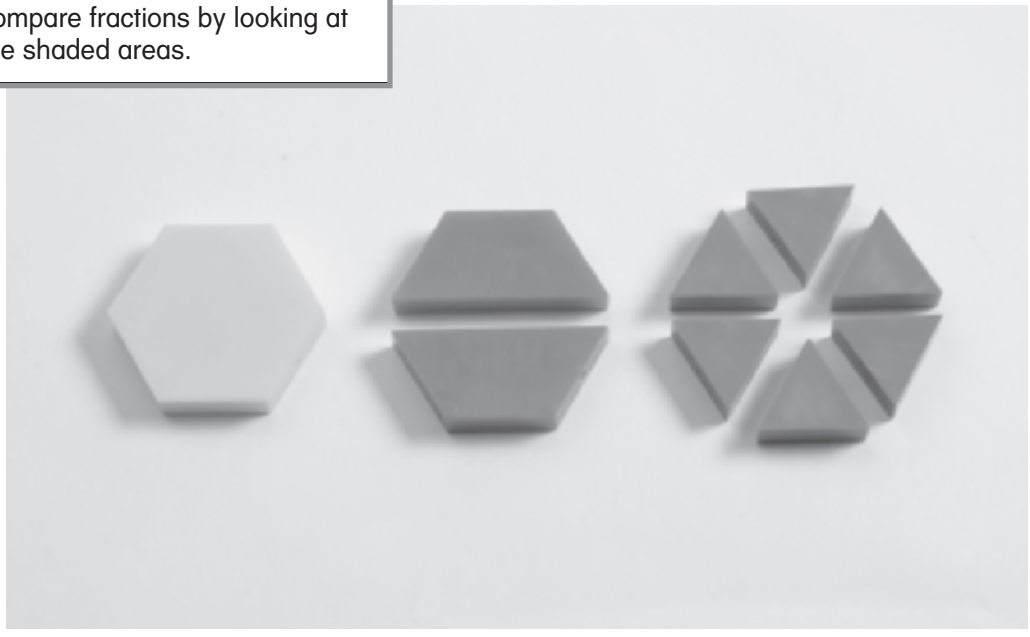
Children will see that, as with whole numbers, many different fractions can name the same quantity. For example, $\frac{2}{4}$ and $\frac{6}{12}$ are names for $\frac{1}{2}$.

Children will also explore relationships among fractions as they work with pattern-block shapes and Fraction Cards that show shaded regions.





Children use Fraction Cards to compare fractions by looking at the shaded areas.

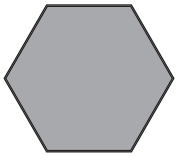


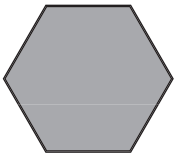
Please keep this Family Letter for reference as your child works through Unit 8.

Vocabulary

Important terms in Unit 8:

fraction A number that names equal parts of a whole, or ONE.

For example, two of these shapes  will cover one of these. 

If  is ONE, then  is one half, usually written $\frac{1}{2}$.

denominator — The number below the line in a *fraction.* It represents the number of equal parts into which the whole, or ONE, is divided.

$$\frac{3}{8}$$

numerator — The number above the line in a *fraction.* It represents the number of equal parts. When the whole, or ONE, is divided into equal parts, the numerator is the number of parts being considered.

It is not necessary for children to use the words numerator and denominator now. They will learn them over time with repeated exposure. Do, however, use these words, as well as the informal "number on the top" and "number on the bottom," when you discuss fractions with your child.

equivalent fractions *Fractions* with different denominators that name the same number. For example, $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent fractions.

Do-Anytime Activities

To work with your child on the concepts taught in this unit and in previous units, try these interesting and rewarding activities:

1. Review fraction notation. For example, ask: "In a fraction, what does the number on the bottom (the denominator) tell you?" "What does the number on the top (the numerator) tell you?"

2. Draw a picture of a rectangular cake, a circular pizza, or a similar food (better yet, have the real thing). Discuss ways to cut the food to feed various numbers of people so each person gets an equal portion.

3. Read a recipe and discuss the fractions in it. For example, ask: "How many $\frac{1}{4}$ cups of sugar would we need to get 1 cup of sugar?"

4. Compare two fractions and tell which is larger. For example, ask: "Which would give you more of a pizza: $\frac{1}{8}$ of it, or $\frac{1}{4}$?"