FRACTIONS: A TEACHER'S MANUAL OF OBJECTIVE AND ORAL WORK

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Fractions: A Teacher's Manual of Objective and Oral Work by Helen F. Page

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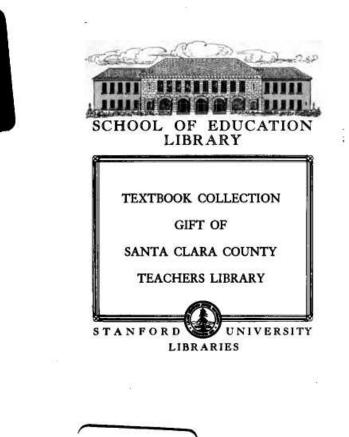
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HELEN F. PAGE

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Trieste



FRACTIONS.

A TEACHERS' MANUAL

OF

OBJECTIVE AND ORAL WORK.

BY

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FRACTIONS.

REDUCTION, ADDITION, AND SUBTRACTION.

I. First set: halves, fourths, and eighths.

- 1. OBJECTIVE WORK.
 - (a) With card-board disks.
 - (Each child has a pair of scissors, and two disks divided by a light pencil-mark into eighths.) .

Teacher. Cut one disk into halves.

Show me a half.

How many halves have you?

Cut one-half into two equal parts.

What part of the disk is one of these pieces?

Show as many fourths as you can (in one disk).

Tell something about one-half.

What is the best name for 2?

Show $\frac{3}{2}$. What can you find in it? Show $\frac{1}{2}$. Put with it $\frac{3}{4}$. What have you?

Show 1. Take away 1. What have you left?

Show §. Take away §. What is left?

Show 1. Show 1 of it. What part of the whole disk have you?

Show as many eighths as you can find (in one disk).

Show 1. Tell what you can about 1 and eighths; 1 and eighths; 1 and eighths.

Show §. What is a better name ?

Show 4. What is a better name?

Show §. What is a better name ?

Show §. What can you find in it? In §? In §?

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FRACTIONS.

_	Take $\frac{1}{2}$. Put with it $\frac{1}{6}$. What have you now? Take $\frac{1}{2}$. Put with it $\frac{3}{6}$. What have you?
	Take 4. Put with it 4. What have you?
	Put 4 with 4. What have you?
	Put 7 with 1. What have you?
	Show 4. Put with it 4. What is the sum?
	Put 4 with 1. What have you?
	Put $\frac{3}{8}$ with $\frac{1}{4}$. What have you? $\frac{3}{8}$ and $\frac{1}{4} = ?$ $\frac{1}{4}$ and $\frac{1}{4} = ?$
	Show 1. Put with it 1. What is the sum?
	$\frac{3}{4}$ and $\frac{3}{8} = ?$ $\frac{3}{4}$ and $\frac{5}{8} = ?$ $\frac{3}{4}$ and $\frac{7}{8} = ?$
	Show $\frac{1}{2}$. Take away $\frac{1}{8}$. What is left?
	Take away 4 from 4. What remains?
	Show $\frac{1}{4}$. Take away $\frac{1}{4}$. What remains?
	Show $\frac{3}{2}$. Remove $\frac{1}{2}$, $\frac{3}{2}$, $\frac{5}{2}$. What remains in each case?
	From & take 1. What is left?
	From § take 1. What is left? From § take 1. What is left?
	$\frac{5}{4} - \frac{1}{4} = ?$ $\frac{7}{4} - \frac{1}{4} = ?$ $\frac{7}{4} - \frac{1}{4} = ?$ $\frac{7}{4} - \frac{3}{4} = ?$
	Note. The card-board disks have been suggested for this work because they are cheap and easily provided. It would be unwise, though, to confine one's self to any one object.
(b)	With denominate numbers.
	 Measure ½ peck of corn. Put with it one quart. What part of a peck have you?
	 Measure ⁷/₄ bushel. Remove 1¹/₄ pecks. What part of a bushel have you ?
	3) With 3 quarts put 4 peck. What part of a peck have you now?
	4) Show 7 quarts. Remove ½ peck. How many quarts are left ?
	5) Measure ½ bushel. Remove ½ bushel. How many pecks are left? How many quarts?
	6) With ³ / ₄ peck put 3 quarts. Add ⁴ / ₈ peck. Add ¹ / ₄ peck. What part of a bushel have you?
	7) Measure 7 quarts. Remove § peck. What part of a peck is left?

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