

**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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**HELEN F. PAGE**

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# FRACTIONS.

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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  $\frac{2}{4}$ ?

Show  $\frac{2}{4}$ . What can you find in it?

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

Show  $\frac{1}{2}$ . Take away  $\frac{1}{4}$ . What have you left?

Show  $\frac{2}{4}$ . Take away  $\frac{1}{4}$ . What is left?

Show  $\frac{1}{4}$ . Show  $\frac{1}{2}$  of it. What part of the whole disk have you?

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

Show  $\frac{1}{2}$ . Tell what you can about  $\frac{1}{2}$  and eighths;

$\frac{1}{4}$  and eighths;  $\frac{2}{4}$  and eighths.

Show  $\frac{2}{4}$ . What is a better name?

Show  $\frac{4}{8}$ . What is a better name?

Show  $\frac{6}{8}$ . What is a better name?

Show  $\frac{3}{4}$ . What can you find in it? In  $\frac{6}{8}$ ? In  $\frac{7}{8}$ ?

Take  $\frac{1}{2}$ . Put with it  $\frac{1}{3}$ . What have you now?

Take  $\frac{1}{3}$ . Put with it  $\frac{2}{3}$ . What have you?

Put  $\frac{2}{3}$  with  $\frac{1}{2}$ . What have you?

Put  $\frac{2}{3}$  with  $\frac{1}{3}$ . What have you?

Show  $\frac{1}{2}$ . Put with it  $\frac{1}{3}$ . What is the sum?

Put  $\frac{2}{3}$  with  $\frac{1}{3}$ . What have you?

$\frac{5}{8}$  and  $\frac{1}{4} = ?$   $\frac{3}{4}$  and  $\frac{1}{4} = ?$

Show  $\frac{3}{4}$ . Put with it  $\frac{1}{8}$ . What is the sum?

$\frac{3}{4}$  and  $\frac{2}{8} = ?$   $\frac{2}{4}$  and  $\frac{5}{8} = ?$   $\frac{3}{4}$  and  $\frac{7}{8} = ?$

Show  $\frac{1}{2}$ . Take away  $\frac{1}{3}$ . What is left?

Take away  $\frac{2}{3}$  from  $\frac{1}{2}$ . What remains?

Show  $\frac{1}{2}$ . Take away  $\frac{1}{3}$ . What remains?

Show  $\frac{3}{4}$ . Remove  $\frac{1}{8}$ ,  $\frac{2}{8}$ ,  $\frac{5}{8}$ . What remains in each case?

From  $\frac{2}{3}$  take  $\frac{1}{3}$ . What is left?

From  $\frac{2}{3}$  take  $\frac{1}{2}$ . What is left?

$\frac{5}{8} - \frac{1}{4} = ?$   $\frac{7}{8} - \frac{1}{2} = ?$   $\frac{7}{8} - \frac{1}{4} = ?$   $\frac{7}{8} - \frac{3}{4} = ?$

**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.*

- 1) Measure  $\frac{1}{2}$  peck of corn. Put with it one quart. What part of a peck have you?
- 2) Measure  $\frac{7}{8}$  bushel. Remove  $1\frac{1}{2}$  pecks. What part of a bushel have you?
- 3) With 3 quarts put  $\frac{1}{2}$  peck. What part of a peck have you now?
- 4) Show 7 quarts. Remove  $\frac{1}{2}$  peck. How many quarts are left?
- 5) Measure  $\frac{1}{2}$  bushel. Remove  $\frac{1}{4}$  bushel. How many pecks are left? How many quarts?
- 6) With  $\frac{3}{4}$  peck put 3 quarts. Add  $\frac{2}{3}$  peck. Add  $\frac{1}{2}$  peck. What part of a bushel have you?
- 7) Measure 7 quarts. Remove  $\frac{2}{3}$  peck. What part of a peck is left?