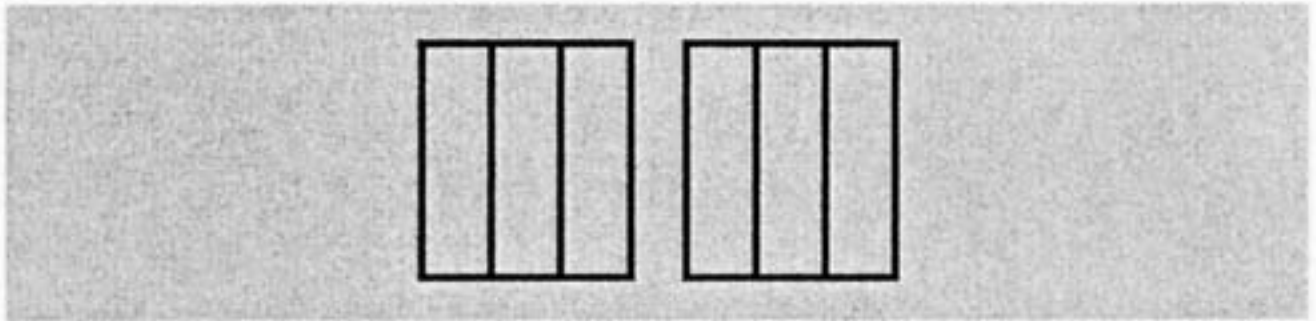


## EXERCISE 2 WRITING FRACTIONS

### Based on Geometric Regions

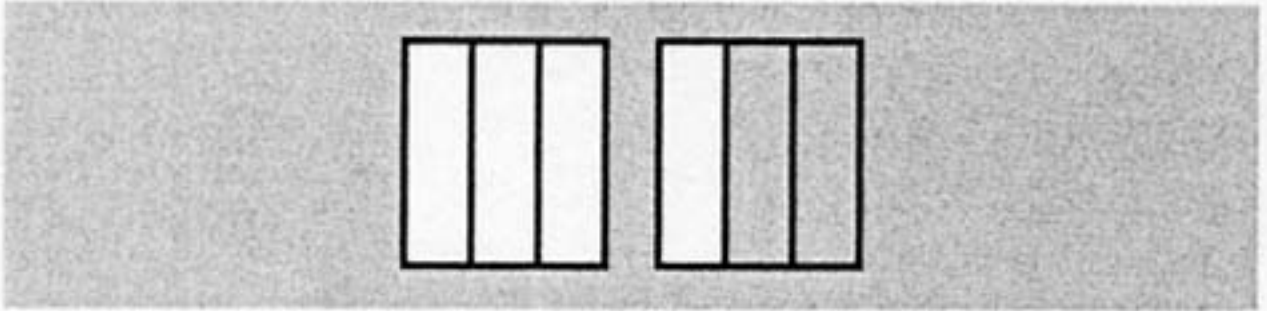
a. (Draw on the board:)



- You're going to write fractions for pictures that do not look like units on a number line, but they work the same way.
- b. (Touch the first box.)  
Here's one unit. It's divided into parts.
- (Touch the second box.)  
Here's another unit divided into the same number of parts.
- c. Let's write the bottom number of the fraction for these units. Look at each unit and figure out how many parts each unit is divided into.
- Everybody, how many parts? (Signal.) 3.
- Yes, the first unit has 3 parts. The second unit has 3 parts. So **each** unit is divided into 3 parts. The bottom number of the fraction is 3.
- (Write  $\overline{3}$ .)

$\overline{3}$

- d. I'll shade some of the parts.  
(Shade 4 parts:)



- e. Now we can complete the fraction. We just count the shaded parts from the beginning.
- Everybody, how many shaded parts? (Signal.) 4. That's the top number.
  - (Complete the fraction:)

$$\frac{4}{3}$$

- Here's the fraction for the shaded parts.

### Workbook Practice

- a. Find part 2 in your workbook.
- Touch picture A.  
Listen: First figure out how many parts each unit is divided into. Count the parts for each unit. Everybody, how many parts in each unit? (Signal.) 3.
  - That's the bottom number of the fraction. Now look at the number of shaded parts in A. Everybody, how many shaded parts? (Signal.) 2.
  - That's the top number of the fraction. Your turn: Write the fraction for A. ✓
  - (Write on the board:)

$$\frac{2}{3}$$

- Here's the fraction for A.
- b. Touch B.  
Look at the number of parts each unit is divided into and write the bottom number of the fraction. Then stop.
- Everybody, what's the bottom number? (Signal.) 3.
  - Each unit is divided into 3 parts, so the bottom number is 3. Now write the top number. ✓
  - Everybody, what's the top number? (Signal.) 5. There are 5 shaded parts, so the top number is 5.
- c. Touch C.  
First write the bottom number. Then write the top number. Raise your hand when you're finished. (Observe students and give feedback.)
- Everybody, what's the bottom number of the fraction for C? (Signal.) 4.
  - What's the top number? (Signal.) 6.
- d. Raise your hand if you got all the fractions right.