

- Students may need to practice adding fractions with like denominators before they can successfully complete this lesson. Refer to the previous lesson for **Remediation** suggestions.

Extension

A Have students create a deck of fraction cards that includes two cards for each possible fraction (including one with 0 in the numerator) in halves, thirds, fourths, sixths, and twelfths. There will be 64 cards in all.

Students can use the cards to play these games, or others that they have invented.

Stop or Go

The object of the game is to gather a hand with a sum as close to 2 as possible, without going over. A dealer gives each player two cards. Each player in turn decides whether to ask for another card (go) or to play with the existing hand (stop). If the cards in a player's hand add to more than 2, he or she is out. When all the players are satisfied with their hands, they compare sums to see which player wins.

Fraction War

Students play with a partner. Each player takes half the deck and places it in a face-down pile.

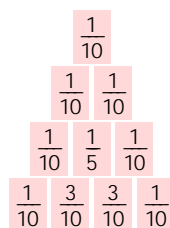
Simultaneously, each player turns over two cards. The player with the higher sum wins all the cards. If the sums are the same, players each turn over two new cards and find the sum again. The winner then wins all eight cards.

When both players have exhausted their piles, they count to see who won more cards.

Enrichment

A Students may be familiar with Pascal's triangle, in which each number is the sum of the two numbers directly above it.

Invite students to extend this fraction triangle in a similar way:



Ask:

- What patterns can you find in the extended triangle?
- Do the same patterns occur if you start with a unit fraction other than $\frac{1}{10}$?
- What happens if you start with a non-unit fraction?

Some students may wish to do further research about Blaise Pascal and report on areas that interest them.

B The **Introduction** and **Summary** used the context of ancient Egyptian fraction notation. Students may wish to learn more about mathematics in ancient Egypt.

Invite them to gather books and other resources they can use to find information, and then to choose a way of presenting their findings to the class.

Error Analysis

Add: $\frac{2}{3} + \frac{5}{6}$

Solution:

$$\begin{aligned}
 \frac{2}{3} + \frac{5}{6} &= \frac{4}{6} + \frac{5}{6} && \text{LCD for } \frac{2}{3} \text{ and } \frac{5}{6} \text{ is } 6. \\
 &= \frac{14}{6} \\
 &= \frac{7}{3}
 \end{aligned}$$

Select the description of the error in the solution.

The LCD is incorrect.

The addends were not correctly rewritten with the LCD.

The addends were added incorrectly.

There was a mistake in writing the sum in simplest terms.

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