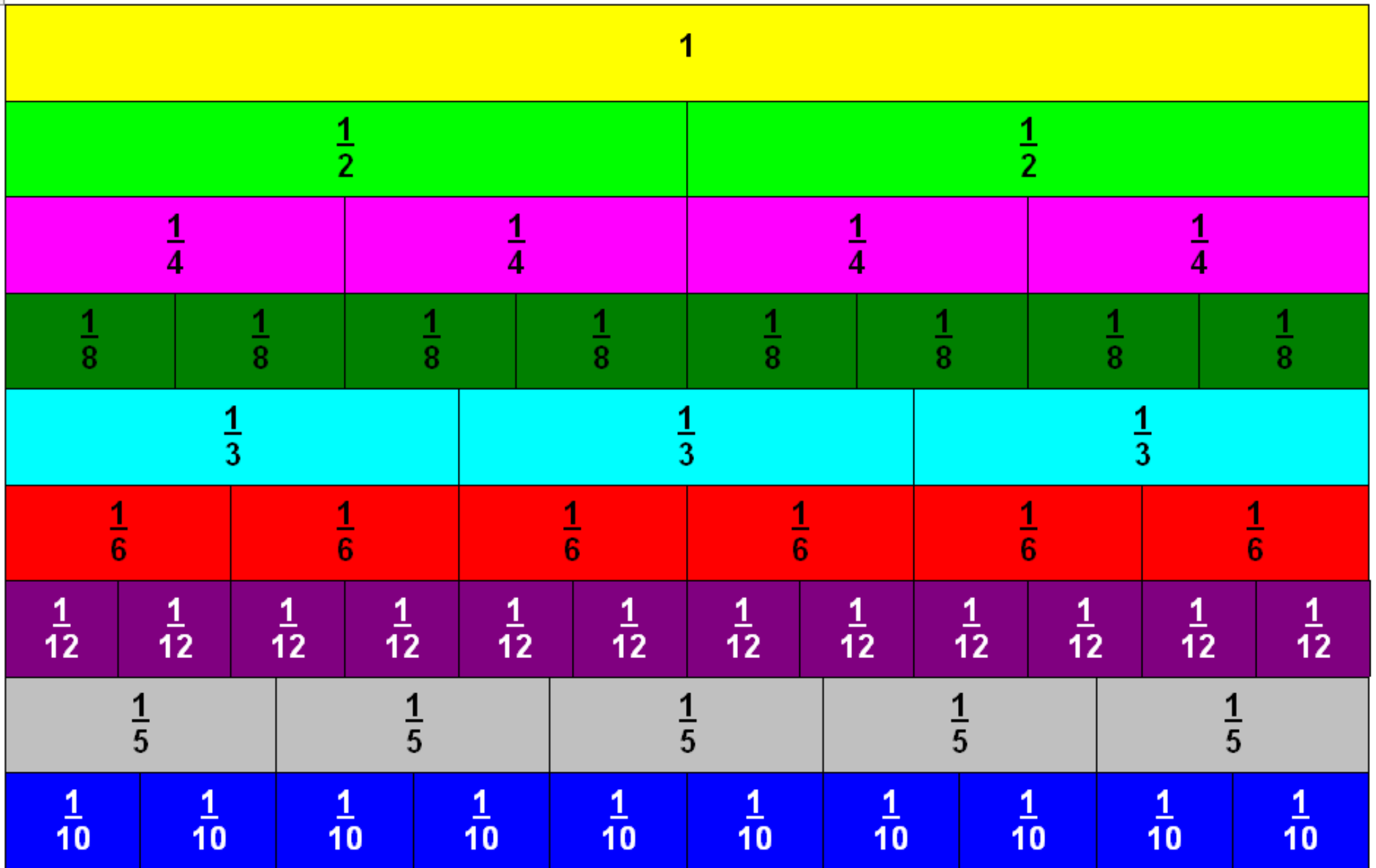


ROLE OF NUMERATOR - NUMBER OF PARTS WE HAVE.

INVESTIGATIONS OVERVIEW PAGE

THIS PAGE IS A SUMMARY OF THE INVESTIGATIONS THAT STUDENTS MAY ENGAGE IN TO DEEPEN THEIR RELATIONAL UNDERSTANDING.
INVESTIGATIONS WITH INSTRUCTIONS TO STUDENTS FOLLOW ON SUBSEQUENT PAGES.

- In pairs, children select fractions from their fraction wall (created to investigate multiplicative relationships between fractions in fractions and Decimals 8). They pick up 1 or more of the fraction, record the fraction, identify the numerator tells them the number of parts they have, and identify whether the fraction is a unit or non-unit fraction. *Reflection: What does the numerator tell us?*
- In pairs, children have a group of counters. They divide their group of counters into fractions. They pick up 1 or more of the fraction, record the fraction, identify the numerator tells them the number of parts they have, and identify whether the fraction is a unit or non-unit fraction. *Reflection: What does the numerator tell us?*



Role of Numerator - Number of Parts We Have

Select fractions from your fraction wall.

Pick up 1 or more of the fractions, for example,

$$\frac{1}{4}$$

$$\frac{1}{4} + \frac{1}{4}$$

Record the fraction, for example, $\frac{1}{4}$ or $\frac{2}{4}$

What does the numerator tell us?

Is your fraction a unit or non-unit fraction?

Reflection: What does the numerator tell us?

Role of Numerator - Number of Parts We Have

Have a group of counters, for example,



Divide the group in

- halves or
- **quarters** or
- eighths or
- fifths or
- tenths or
- thirds or
- sixths or
- twelfths



Pick up 1 or more of the fraction, for example,

Record the fraction, for example, $\frac{1}{4}$ or $\frac{2}{4}$ or $\frac{3}{4}$ etc



What does the numerator tell us?

Is your fraction a unit or non-unit fraction?

Reflection: What does the numerator tell us?