

# FRACTIONS FOLDABLE ACTIVITY



**NUMERATOR**  
The top number which shows the part of the whole

**1/4**

**Denominator**  
The bottom number which shows the whole

**1/4**

**one Whole**  
A fraction must have EQUAL parts.

One Whole =  $\frac{1}{1}$

One Whole =  $\frac{2}{2}$

One Whole =  $\frac{6}{6}$

**ONE Half**

**ONE Third**

**one Fourth**

$\frac{1}{4}$

A shape that is split into equal parts

**One Fourth**



# Foldable For Equivalent Fractions

**Mrs. Revathi Sivasanker**



## **Foldable For Equivalent Fractions:**

*Paper Folding and Fractions* Mrs. Revathi Sivasanker, 2025-12-07 Learning a maths concept by folding paper This may seem impossible but this interactive book helps you learn the concept of fractions through activity Using scissors and colors you fold and cut paper to make define and operate on different fractions All operations  $\times$  and can be done using paper folds and cutting We then move on to doing them with numbers Curious Get ready to open the pages Revathi Sivasankar is a special needs educator for children with difficulties in mathematics She is passionate about making Math a loved subject for all children After opening the doors to numbers in her first book *Math e Magic* and introducing mathematical operations through a multisensory approach in her book *How to become a Math Wizard* this book uses paper folding techniques to learn fractions This book emphasizes the importance of learning by doing She has a double master s degree in Education and Botany and more than 40 years of teaching experience *A Rational and Practical Treatise of Arithmetic, etc. [With a folding plate.]* William COCKIN (Writing Master.), 1766 **Teaching Middle School Mathematics** Douglas K. Brumbaugh, 2013-05-13 Middle school teaching and learning has a distinct pedagogy and curriculum that is grounded in the concept of developmentally appropriate education This text is designed to meet the very specific professional development needs of future teachers of mathematics in middle school environments Closely aligned with the NCTM Principles and Standards for School Mathematics the reader friendly interactive format encourages readers to begin developing their own teaching style and making informed decisions about how to approach their future teaching career A variety of examples establish a broad base of ideas intended to stimulate the formative development of concepts and models that can be employed in the classroom Readers are encouraged and motivated to become teaching professionals who are lifelong learners The text offers a wealth of technology related information and activities reflective thought provoking questions mathematical challenges student life based applications TAG tricks activities games sections and group discussion prompts to stimulate each future teacher s thinking Your Turn sections ask readers to work with middle school students directly in field experience settings This core text for middle school mathematics methods courses is also appropriate for elementary and secondary mathematics methods courses that address teaching in the middle school grades and as an excellent in service resource for aspiring or practicing teachers of middle school mathematics as they update their knowledge base Topics covered in *Teaching Middle School Mathematics* NCTM Principles for School Mathematics Representation Connections Communication Reasoning and Proof Problem Solving Number and Operations Measurement Data Analysis and Probability Algebra in the Middle School Classroom and Geometry in the Middle School Classroom **Teacher Knowledge and Practice in Middle Grades Mathematics** Gerald Kulm, 2008 This book presents a coherent collection of research studies on teacher knowledge and its relation to instruction and learning in middle grades mathematics The authors provide comprehensive literature reviews on specific components of mathematics knowledge for teaching that have been found to be

important for effective instruction Based on the analysis of video data collected over a six year project the chapters present new and accessible research on the learning of fractions early concepts of algebra and basic statistics and probability The three sections of the book contain chapters that address research on the development of mathematics knowledge for teaching at the undergraduate level instructional practices of middle grades teachers and the implications of teacher knowledge of mathematics for student learning The chapters are written by members of a research team led by the Editor that has been working for the past six years to develop practical and useful theories and findings on variables that affect teaching and learning of middle grades mathematics Mathematics knowledge for teaching is a topic of great current interest This book is a valuable resource for mathematics education researchers graduate students and teacher educators In addition professional developers and school district supervisor and curriculum leaders will find the concrete examples of effective teaching strategies useful for teacher workshops

Mathematics Content for Elementary Teachers Douglas K. Brumbaugh, 2004-09-22 THE book for elementary education mathematics content courses Designed to help prospective teachers of elementary school mathematics learn content beyond the rote level this text stimulates readers to think beyond just getting the problem right and fosters their development into thoughtful reflective self motivated life long learners It stresses the what and why of elementary school mathematics content Hints are provided about how to teach the content but this is mostly left to courses and texts that are dedicated to that purpose The text is organized around the National Council for Teachers of Mathematics Principles and Standards for School Mathematics The Standards dictate the basic sections of the text Within each section appropriate specific topics are developed intertwined with technology problem solving assessment equity issues planning teaching skills use of manipulatives sequencing and much more In addition major focal points of the Standards are emphasized throughout effective teachers of mathematics should be able to motivate all students to learn should understand the developmental levels of how children learn should concentrate on what children need to become active participants in the learning environment and should be engaged in ongoing investigations of new mathematical concepts and teaching strategies Mathematics Content for Elementary Teachers is based on several fundamental premises The focus of mathematics education should be on the process not the answer Elementary teachers should know the mathematics content they are teaching know more than the content they are teaching and teach from the overflow of knowledge It is important for teachers to be flexible in allowing students to use different procedures teaching from the overflow of knowledge implies knowing how to do a given operation more than one way and being willing to examine many different ways Teachers need to learn to carefully cover the topics to be taught to reflect upon them and to be able to organize them To help prospective elementary teachers concentrate on the mathematics content they will be expected to teach and begin to build the foundation for the methods they will use this text includes only elementary mathematics content and does not address middle school concepts Pedagogical features The text is organized according to NCTM

Standards An informal writing style speaks directly to readers and is geared to pre service teachers Focus is given to multiple methods of problem solving at four developmental levels Questions exercises and activities are interspersed throughout each section rather than gathered at the end of each chapter Complete solutions for exercises are provided

Helping Children Learn Mathematics Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, 2014-10-20 The 11th Edition of Helping Children Learn Mathematics is designed to help those who are or will be teachers of mathematics in elementary schools help children develop understanding and proficiency with mathematics so they can solve problems This text is built around three main themes helping children make sense of mathematics incorporating practical experiences and using research to guide teaching It also integrates connections and implications from the Common Core Standards Mathematics CCSS M

*Elementary Mathematical Methods* Diane Thiessen, 1989 This book contains 15 chapters 1 Teaching Problem Solving 2 Using Calculators and Computers in Elementary School Mathematics 3 Organizing for Instruction 4 Teaching Numeration of Whole Numbers 5 Teaching Numeration of Common and Decimal Fractions 6 Teaching Addition and Subtraction of Whole Numbers 7 Teaching Multiplication and Division of Whole Numbers 8 Teaching Addition and Subtraction of Common and Decimal Fractions 9 Teaching Multiplication and Division of Common and Decimal Fractions 10 Teaching Measurement 11 Teaching Geometry 12 Teaching Rates Ratios Proportions and Percents 13 Teaching Statistics and Probability 14 Teaching Integers and Their Operations and 15 Teaching Number Patterns and Theory The two appendices include discussions on Calculators and Computers and Mainstreaming Can Individual Needs be Met The chapters in this book reflect the strands taught in the elementary school mathematics curriculum Throughout each chapter are collections of problem sets that divide the chapter into sections A number of these problems are similar to lessons that could be used with elementary school children PK

**Course of Study for the Common Schools of Illinois** Illinois Education Association. County Superintendents' Section, 1897 *An Activity Approach to Elementary Concepts of Mathematics* Douglas B. Smith, William R. Topp, 1981 *Course of Study for the Common Schools of Illinois* Illinois State Teachers' Association. County Superintendents' Section, 1897 **Curriculum for Elementary Schools, June 1928** Minnesota. Department of Education, 1928 **Everyday Mathematics**, 2004 Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations A unit organizer provides learning goals planning and assessment support content highlights a materials chart suggestions for problem solving cross curricular links and options for individualizing Each guide is grade level specific

The Australian Mathematics Teacher, 2007 **Elementary School Mathematics** John A. Van de Walle, 1994 *Elementary School Mathematics Teaching Developmentally* Second Edition provides detailed comprehensive coverage of the teaching of mathematics in grades K 8 Firmly grounded in the NCTM Standards the text develops a constructivist developmental approach to learning mathematics that focuses on the nature of mathematical concepts and the

manner in which children construct mathematical ideas It aims to help teachers reconceptualize mathematics as a problem solving endeavor not as a mastery of rules and procedures An accessible synthesis of viewpoints and current research this highly praised text includes topics ranging from the development of basic fact mastery to the important development of number sense All the while encouraging teachers to consider the construction of mathematics from the child s perspective In depth treatment of curriculum content teaching combined with hundreds of teaching activities aimed at conceptual development makes Elementary School Mathematics a practical teacher s resource as well as a college text Elementary School Mathematics Teaching Developmentally Second Edition features greater emphasis on the NCTM Curriculum Standards and the Professional Teaching Standards as the leading forces in mathematics education a new chapter on mathematics as a science of pattern and order a completely rewritten chapter on alternative assessment expanded and improved problem solving examples enhanced coverage of grades 7 and 8 even more black line masters with directions for making other useful materials and an Instructor s Manual with instructional suggestions activities for group homework practicum ideas and essay questions

**MEAP Support Materials for Mathematics** Michigan. Department of Education, 1970

Math Advantage Grace M. Burton, 1999

**A Problem Solving Approach to Mathematics for Elementary School Teachers** Rick Billstein, Shlomo Libeskind, Johnny W. Lott, 1993

A VARIETY OF APPROACHES TO TEACHING MATH AND MATHEMATICAL REASONING

**The Arithmetic Teacher** , 1983

**The Mathematics Teacher** , 1925

**Houghton Mifflin Mathematics [level 4]** Ernest Rowland Duncan, 1983

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