

Research Informed Instructional Considerations for Ordering Fractions

The teacher should:	It allows students to:	References
<ul style="list-style-type: none"> • introduce a blend of proper and mixed numbers simultaneously, along with wholes represented as n/n, n not equal to 0. 	<ul style="list-style-type: none"> • locate mixed numbers on a number line, which are easier to locate than proper fractions (i.e., fractions which have a value of less than one). • develop an understanding of the link between fractions and whole numbers. 	<ul style="list-style-type: none"> • Amato
<ul style="list-style-type: none"> • have students determine the correctness of their solution. 	<ul style="list-style-type: none"> • construct logic and objectivity. 	<ul style="list-style-type: none"> • Stiff
<ul style="list-style-type: none"> • develop situational understanding in conjunction with mathematical understanding. 	<ul style="list-style-type: none"> • develop ways to use fractions in a variety of contexts. 	<ul style="list-style-type: none"> • Johanning
<ul style="list-style-type: none"> • use inquiry oriented instruction. 	<ul style="list-style-type: none"> • demonstrate greater progress in conceptual understanding and problem solving than through traditional instruction, without any loss in mastery of facts and procedures. 	<ul style="list-style-type: none"> • Saxe
<ul style="list-style-type: none"> • use part-of-whole models initially to close gaps in student understanding 	<ul style="list-style-type: none"> • engage in comparison of fractions without the additional sophistication required to compare part-of-set models. 	<ul style="list-style-type: none"> • Small