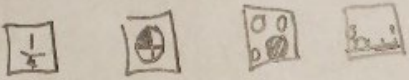
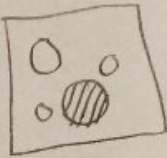


# I WONDER

## Sample 1: Used as a diagnostic

What We Know About Fractions	What We Wonder About Fractions
<ul style="list-style-type: none"> <li>- A Fraction is a part of a whole number</li> <li>- you can represent the same fraction in different ways</li> </ul>  <ul style="list-style-type: none"> <li>- Fractions are used to sort</li> <li>- when you are counting money you can use fractions</li> <li>- Fractions can be two ways</li> </ul>  <p><math>\frac{1}{4}</math> circles are striped</p> <p><math>\frac{3}{4}</math> are not striped</p> <ul style="list-style-type: none"> <li>- Fraction pieces have to be equal.</li> <li>- Fractions or sets don't have to be equal</li> </ul>	<ul style="list-style-type: none"> <li>- are there any other ways to show fractions?</li> <li>- if the fraction is <math>\frac{5}{3}</math>, how would you show that if there are 3 equal parts?</li> <li>- if every fraction represents part of a whole, how are <math>\frac{5}{3}</math> and <math>\frac{1}{4}</math> different?</li> </ul>

Notice that the students have identified many different representations of fractions. They demonstrate an understanding of the complementary relationship between  $\frac{1}{4}$  and  $\frac{3}{4}$ . Comments in the 'I Wonder' section illustrate a need to begin with unit fraction tasks from the Fractions Learning Pathways in order to build understanding of the meaning of the denominator and of the numerator.