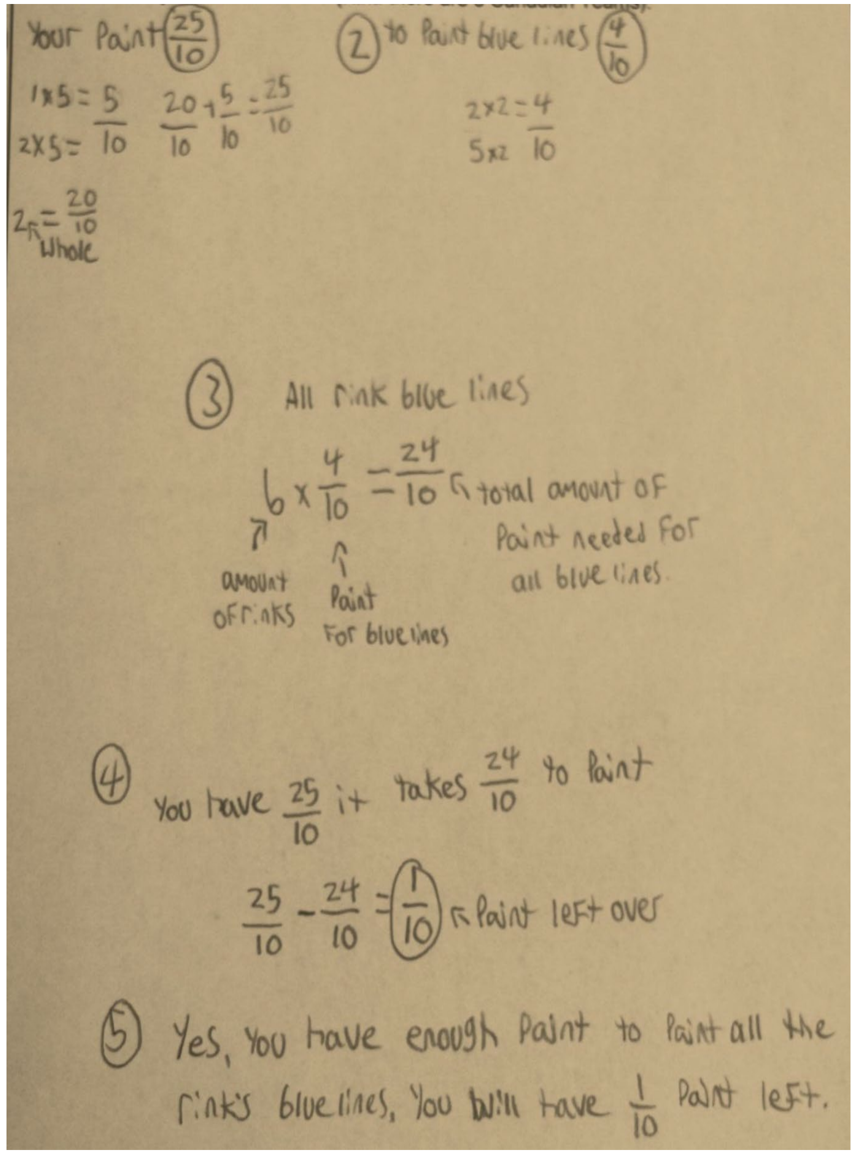
PAINTING NHL ARENAS

OPERATION Q Divide fractions using models and symbols

Sample 3

Similarly, this student used a common denominator of tenths and multiplies the amount of paint for each arena by 6 to determine if he has enough. He realizes that $\frac{25}{10}$ is $\frac{1}{10}$ more than $\frac{24}{10}$. It would be interesting to ask this student what his solution of $\frac{1}{10}$ represents to ensure that they understand that it is $\frac{1}{10}$ of a can rather than of the total paint.



Sample 4

This student solved the problem using an algorithm and went on to correctly determine what the remainder meant (i.e., $\frac{1}{4}$ of an arena multiplied by $\frac{2}{5}$ of a can equals $\frac{1}{10}$ of a can). However, many students would think the $\frac{1}{4}$ represented the amount of paint left in the can, in which case the use of a model aids in understanding the proper unit for the remainder.