Additional Prompts – Op G

These tasks emerged out of the fraction research. Teachers may wish to use them as diagnostic or summative assessments, exit cards, number talk prompts, or additional practice questions. By considering both the specifics of the cell and student use of purposeful models, teachers can support students in acquiring a strong conceptual understanding.

What is one half of $\frac{2}{4}$? $\frac{2}{3}$? $\frac{4}{5}$?

Two friends equally share $\frac{5}{8}$ of a jug of chocolate milk. How much milk does each friend get?

Alexis says that when multiplying, the answer always gets bigger. But Jodi says that with fractions, this isn't always true. Is Alexis correct? Use models to explain your thinking.