

## Research Informed Instructional Considerations for Ordering Fractions

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