Curriculum Links
TI-15 Explorer™: Fractions

C

Year 7 Number

Statement of Learning Opportunities

- Students represent and describe common fractions including simplest form
- They use mental, written and technology-assisted methods to carry out computations involving multiplication and simple division of fractions

Key Ideas

- Representing fractional parts on a diagram (rectangle)
- Multiplying two simple fractions with the aid of a diagram, mentally and with a calculator
- Equivalent fractions and how to find them
- Dividing two simple fractions using equivalent fraction ideas

Key Vocabulary

Numerator, denominator, horizontal, vertical, equivalent fractions

Lesson Overview

i) Shading fractions of a rectangle to review the understanding of a simple fraction
ii) Using shading to multiply two simple fractions
iii) Using the calculator to multiply two simple fractions
iv) Introducing a FFOO
v) Finding equivalent fractions both mentally and with a calculator
vi) Dividing one simple fraction by another using a VFFOO

Equipment

TI-15 Explorer™, copies of worksheets, copies of assessment sheet, PowerPoint display (optional)

Sequencing

• interpret symbolic representations and use concrete representations to compare and order common fractions	• students represent and describe common fractions including simplest form • they use mental, written and technology-assisted methods to carry out computations involving multiplication and simple division of fractions	• use mental, written and technology-assisted methods to carry out computations involving addition and subtraction of fractions

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Indicators of Success

- Students can shade a diagram to represent simple fractions
- Students can use a diagram to help them multiply two simple fractions
- Students understand how to multiply two simple fractions both mentally and with a calculator
- Students understand the meaning of 'equivalent fractions'
- Students can divide two simple fractions