

Task 2: Observing a Child Compare Fractions

Name: _____

1. For each set of fractions below, circle the fraction that is greater (or if the fractions are equivalent, write “=” in between them).

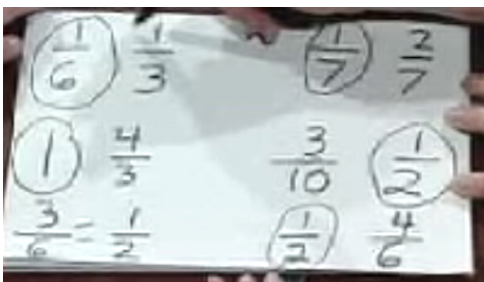
a. 1 $\frac{4}{3}$

b. $\frac{3}{6}$ $\frac{1}{2}$

c. $\frac{1}{7}$ $\frac{2}{7}$

2. Suppose that a student incorrectly answers all three of the fraction comparisons above, but she has a reason for each of her wrong answers. What might her reasons be? Try to anticipate multiple reasons.

3. The case of Ally: You will be watching a video clip showing Ally (IMAP, 2002), a fifth-grade student from a high-performing school, solving a set of fraction comparison problems, including the three you completed above. Ally’s responses are illustrated below. After watching the video clip, describe any misconceptions that Ally may have.



Video and screen shot are from: Philipp, R. A., Cabral, C., & Schappelle, B. (2002). IMAP: Integrating mathematics and pedagogy video collection: Children's mathematical thinking clips. San Diego, CA: San Diego State University.