Chapter 18 Fractions, Telling Time

Fraction - A part of a whole object

(An easy way to demonstrate this is by cutting up some fruit)

Mary and Tom will share an orange. Mary cut the orange, being careful that the pieces were the same size. Now there are 2 pieces. Mary will eat ***1 of the 2 pieces***. Tom will get ***1 of the 2 pieces***. How much of the orange will Mary eat? (one half) We write it as ***1 of the 2 pieces***, or ***½*** .

If Mary cut the orange in two pieces and ate both of them, she would ear 2 out of the 2 pieces or 2/2. 2/2 is the whole orange.

John, Mike, Sue and Lily are going to share an apple. They want to be fair so they each got exactly the same amount. How many pieces was the apple cut into?

They will each get ***1 of the 4 pieces***. We write this as ¼ (one fourth or one quarter).

Show me ***2 of the 4 pieces***. We write this as 2/4 (2 fourths)
Show me ***3 of the 4 pieces.*** We write this as ¾ (3 fourths or 3 quarters)
Show me ***4 of the 4 pieces.*** We write this as 4/4 (one whole apple)

18.1 and 18.2

The children practise dividing the shapes into **equal** parts and colouring in the fractions.
They also review some measurement, counting, addition (with a magic 10 question), subtraction, and multiplication.

18.3 Fractions and Telling time (using an analog clock)

This takes a bit of time to introduce. I explain that there are 2 types of clocks that we look at. Digital, which are easy to read as they tell you the exact time, and analog clocks which take a bit of time to learn how to read. There are many short cartoons on youtube that do a good job with it. I just search for 'telling time for kids'. I usually take a good look at a picture of a clock and explain that there are 60 minutes in an hour. 24 hours in a day etc. The big numbers represent 5 minutes. We count by 5s during calendar time so they are able to count the 'minutes' pretty easily. They have also done simple multiplication and I explain that each number represents a 'group of 5'. For

example, if the minute hand is pointing to the 3, it really means ‘3 groups of 5 minutes’….which would be 15 minutes after the hour.
The most challenging part is having them understand that the ’12’ is the starting number, ‘1’ is 5 minutes after (or past), ‘2’ is 10 minutes after, etc…. I start by introducing the ‘hour’ hand (shorter one) and ‘minute’ hand (longer one). We practise reading time by the hour….1 o’clock, 2 o’clock, etc…
Then we practise reading the half hour. 1:30 (30 minutes after 1), etc..

18.4 Fractions and Telling Time

This is the next stage in practising telling time. Counting minutes. 12 is the starting spot (0). They cannot start counting by 5s until they move to the 1.

Telling time takes a lot of practise. If you have an analog clock at home, ask your child the time as often as you can.

I am so sorry that this is so ‘wordy’. It’s much easier to do in the classroom because I have all of the necessary manipulatives. The youtube videos do a good job with giving the kids visual examples. :)