

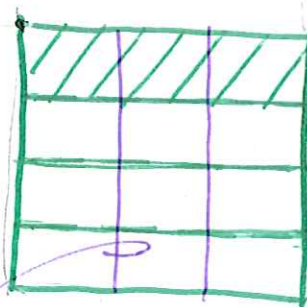
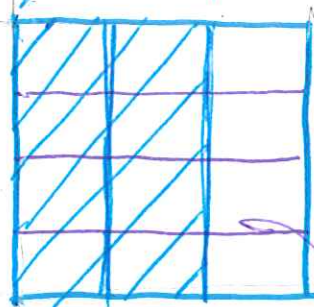
Dr. Taylor's Pedagogical Notes

— ADDING FRACTIONS —

COMBINE: $\frac{2}{3} + \frac{1}{4}$

① USE THE "AREA" MODEL TO ANALYZE. I BUILD TWO SQUARES (ONE FOR EACH FRACTION) AND PARTITION THEM BASED ON THE DENOMINATORS.

→ NOTE: PARTITION ONE VERTICALLY AND THE OTHER HORIZONTALLY



② SHADE THE STRIPS FOR EACH NUMERATOR IN THE APPROPRIATE BOX.

③ TRANSFER THE LINES FROM EACH BOX OVER TO THE OTHER. WHEN YOU DO THIS YOU BASICALLY CREATE 2 BOXES WITH AN EQUAL NUMBER OF SMALL RECTANGLE (OR SQUARES). THIS ACTUALLY REPRESENTS THE "COMMON DENOMINATOR" CONCEPT WHICH CAN BE EXPLORED AT A LATER DATE.

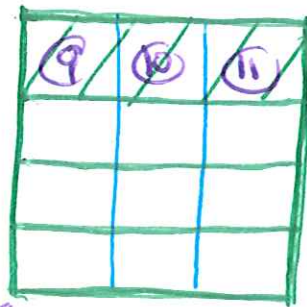
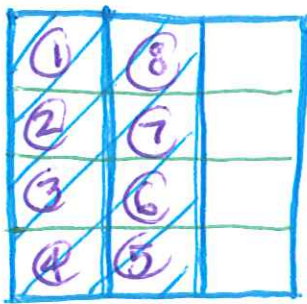
★ ELEMENTARY INTRODUCTION ~

— IN ELEMENTARY RATHER THAN SAYING "ADD" OR "COMBINE" I ASK: HOW MANY?

Dr. Taylor's Pedagogical Notes

$$\frac{2}{3} + \frac{1}{4} \text{ CONTINUED...}$$

- ④ NEXT WE CAN COUNT ALL OF THE SHADED RECTANGLE (SQUARES) TO ACQUIRE OUR "NUMERATOR" VALUE.



NUMERATOR ~
"11"
DENOMINATOR ~
"12"

- ⑤ THEN WE COUNT THE TOTAL RECTANGLE IN EITHER OF THE TWO LARGE BOXES.

→ NOTE: THIS CAN ALSO BE DONE BY MULTIPLYING (ROW X COLUMN) WHICH COULD BE USED LATER TO DEMONSTRATE "AREA"

- ⑥ BUILD THE FRACTION (SIMPLIFY AS NEEDED)

$$\frac{11}{12}$$

THESE HAVE NO "COMMON FACTORS" SO THIS FRACTION IS IN SIMPLIST FORM.

FINAL ANSWER:

$$\frac{11}{12}$$