**Sense Making about Operations and Rational Numbers**

The Task: Part 1

People seem to have different approaches to solving problems involving division with fractions. How do you solve a problem like this one?



The Task: Part 2

Imagine that you are teaching division with fractions. To make this meaningful for kids, something that many teachers try to do is relate mathematics to other things. Sometimes they try to come up with real-world situations or story-problems to show the application of some particular piece of content. What would you say would be a good story or model for  ?

The Task: Part 3

Investigating the claims of others. Some of the Chinese

teachers claimed that this was the most efficient way of

doing this calculation. Is this correct? Does it always work?





The Task: Part 4

Let’s explore Teacher Chen’s explanation for this computation.

Is this explanation adequate to you?

“We can rewrite the equation in this way:





It is not difficult at all. I can even give students some equations

with simple numbers and ask them to prove the rule on their own.”