**Number, Fractions and Money Unit 2**

**Common Misconceptions**

**Mathematical Language**

*Key words and phrases*

* Share
* Half, third, quarter, three quarters
* 1/2,1/3, 1/4, 3/4

*Resist the temptation to …*

* Use the word half informally when you don’t mean one half, e.g. ‘You have got the bigger half’, as this leads children to believe that two halves need not be equal in size.
* Give the impression that ‘sharing’ is a strategy for dividing *any* amounts. In this Unit, we use the word *sharing*, in the context of finding fractions (1/2s, 1/4s and 1/3s) of amounts.

**Common Misconceptions**

* Not understanding that it’s not enough to divide a number into two, three or four parts, but each part must be the same size - have the same number.
* Thinking that fractions with larger denominators must be bigger.
* Being confused by the fact that fractions are also numbers (represented by a position on the number line), not just parts of shapes/amounts.

**Key questions**

* Write the next three numbers: 1/2, 1, 11/2, 2, 21/2, 3, 31/2…
* Draw 12 smiley faces. Draw hair on 1/4 of them. Draw ears on 3/4 of them.
* Two children share 10 toy cars. One child has 6 cars, the other has 4 cars. Do they have half of the cars each?
* There are 18 bananas. 1/3 are green. How many bananas are green?