


Making Sense of Adding Unlike Fractions

By [At Right Angles](#) | Aug 7, 2018

Nothing makes as much sense to a student as his or her own reasoning. And that is why a math class should give students the time and careful facilitation that enables this. The problem at hand was $4/3 + 5/2$. Here is an account of a class in which this problem was tackled by students who had understood the need/reason for fractions to be of the same size i.e., to have the same denominators so as to be able to add them easily. However, they had not yet arrived at any particular method to achieve this. This account is written by Rupesh Gesota, an engineer- turned-school-maths teacher. Check the 'Teacher's Blog' sub-page of the website www.supportmentor.weebly.com - in which this account was first published- to know more about his adventures in teaching math. Given below is the description of the class in Rupesh's words.

Upload file:

 [11_adding_fractions_through_visuals_classroom.pdf](#)

Category: Teacher Development

Subject: Mathematics

Board: All boards

Grade/Standard: Class 6-8
Class 9-10
Class 11-12

License: CC BY-NC-SA

Source URL: <http://www.teachersofindia.org/en/article/making-sense-adding-unlike-fractions>