Transcript of video The Sharing Process

http://topdrawer.aamt.edu.au/Fractions/Good-teaching/Dividing/Sharing-as-division

Now, the problem here is to share three bread rolls equally among four people so here's one plate each.

(Pointing towards three bread rolls and four plates)

Now, I can easily predict that if I cut two of the bread rolls in half that will give me four equal pieces so I'll do that.

(Cutting two bread rolls in halves with knife)

So each person can have half a bread roll each.

(Putting two bread rolls cut in four equal pieces into four plates)

And that leaves one bread roll still to share out equally between four.

(Pointing towards one bread roll still left on the cutting board)

So I need to cut this one into four equal pieces.

(Cutting third bread roll into four pieces with knife)

And they each get another quarter of a bread roll.

(Putting quarter pieces of bread roll into four plates)

So that's a half and a quarter each or three quarters of a bread roll.

(Pointing towards bread rolls placed into the plates)

Now, the part of the problem solving process where I switched from halves to quarters is sometimes called re-unitising.

(Explaining the distribution process of bread rolls)

It's called re-unitising because originally my unit of sharing was a half.

(Picking half a bread roll from a plate)

And then I changed to a smaller unit, quarters, to continue the sharing process and that's what's called re-unitising because it's a change of units.

(Explaining re-unitising procedure)

This flexibility of thinking with fractions in the sharing situation is what we want children to develop.

(Explaining re-unitising procedure)