Activity 2a: Thinking about Teaching Multiplication with Fractions

With a partner, work on the following:

1. Describe some situations in which multiplication is used.
2. What does it mean to find $\frac{1}{2}$ of $\frac{1}{8}$ ?
3. When you find $\frac{1}{2}$ of $\frac{1}{8}$ should you get something greater than or less than $\frac{1}{8}$ ?
4. What misconception might students hold if they answer $\frac{1}{4}$ ?