



There are a few examples of fractions that result in the same answer whether they are added or multiplied, divided or subtracted. They are called "coincidences". Study the sample problems below. Look for a pattern. It would seem from these examples, that multiplication and division are the same as addition and subtraction. Review the process of adding, subtracting, multiplying, and dividing fractions.

Examples:

$1 \frac{1}{2} \times 3$	or	$1 \frac{1}{2} + 3$	both = $4 \frac{1}{2}$	$1 \times \frac{1}{2}$	or	$1 - \frac{1}{2}$	both = $\frac{1}{2}$
$1 \frac{1}{3} \times 4$	or	$1 \frac{1}{3} + 4$	both = $5 \frac{1}{3}$	$3 \times \frac{3}{4}$	or	$3 - \frac{3}{4}$	both = $2 \frac{1}{4}$
$1 \frac{1}{3} \div \frac{2}{3}$	or	$1 \frac{1}{3} + \frac{2}{3}$	both = 2	$4 \frac{1}{2} \div 3$	or	$4 \frac{1}{2} - 3$	both = $1 \frac{1}{2}$

Think of other "coincidences" like these and record them on a chart.

Imagine you are a 19th century traveling wonder medicine salesman. Instead of selling bogus medicines, you are peddling wonder discoveries to sixth graders to make working fractions easier – "ONE FORMULA SOLVES ALL PROBLEMS". Or make a space age presentation of "new discoveries". Be imaginative.

Make a dramatic presentation to your class, showing them your "bottles" of coincidences or your chart. Convince them to buy into your product.