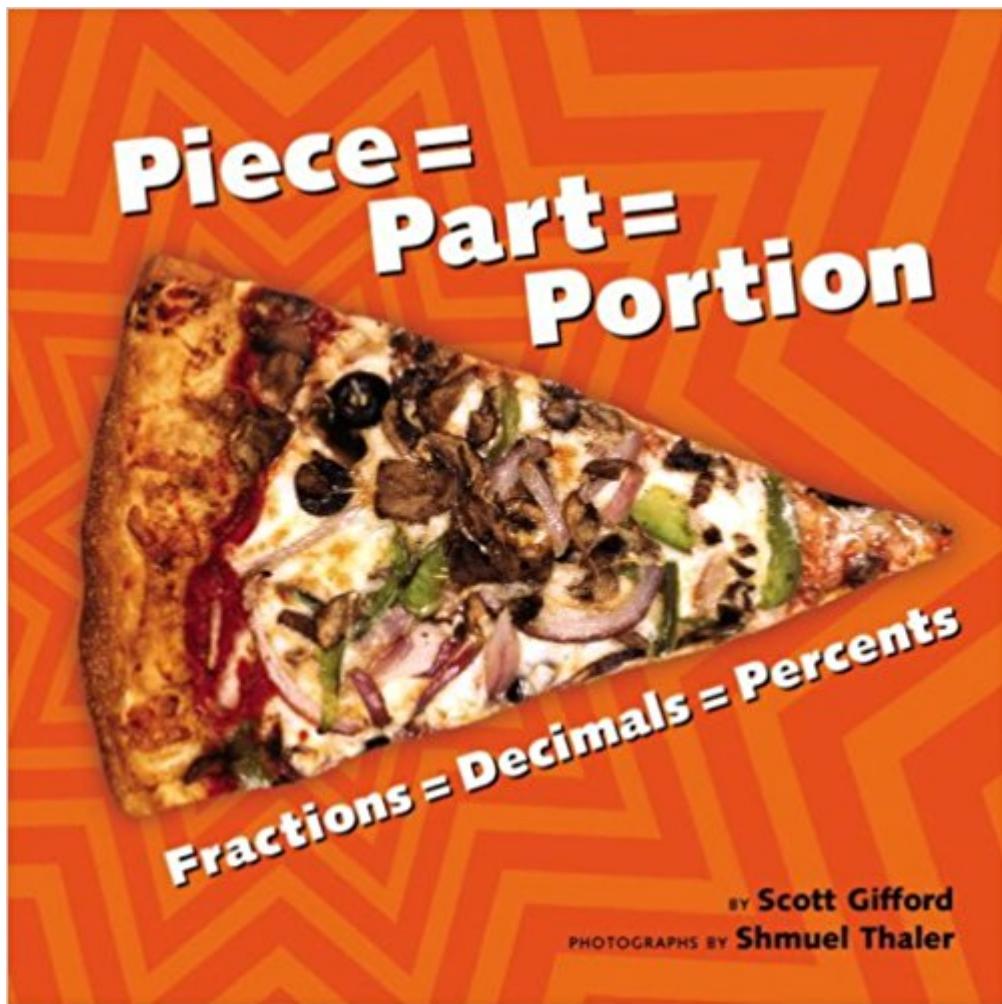


The book was found

Piece = Part = Portion



Synopsis

Just as *hola* and *bonjour* express "hello" in different ways, fractions, decimals, and percents describe the same quantities in different ways. While it may sound simple, this basic math concept often baffles children. The straightforward text and photographic examples from everyday life in *PIECE=PART=PORTION* are a terrific boon to elementary school math students everywhere.

Book Information

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Age Range: 6 - 9 years

Grade Level: 1 - 4

Customer Reviews

Grade 3-5-The striking photography in this book will not only whet an occasional appetite, but also satisfy the need for a visual treatment of the topic. Opposite three written representations of the same portion-a fraction, a decimal, and a percent-Thaler contributes clear, close-up illustrations. The large photographs framed in bands of bold color draw the eye from the matching numeral equivalents. While the examples include the tried-and-true pieces of pie and pizza and quarter of a dollar, Gifford relates more unusual divisions of a whole to illustrate other fractions: 1/7 of a week and 1/11 of a soccer team offer a fresh look at other portions. This simple text, paired with large vibrant art, provides a startlingly clear mathematical perspective. Mary Elam, Forman Elementary School, Plano, TXCopyright 2003 Reed Business Information, Inc. --This text refers to an out of print or unavailable edition of this title.

Gr. 3-5. Notable for its clean design, this brightly illustrated book introduces the idea that fractions,

decimals, and percents are different ways of saying the same thing. An introduction is followed by a picture of a single gym shoe and the explanatory words, "1/2 of a pair of shoes," ".50," and "50%." The next 14 double-page spreads follow the same pattern: a large, sharply defined photo and large-print text that defines the picture in terms of its subject along with three ways of expressing it numerically. But while "1/10 of your toes" (smartly illustrated with a big toe poking through the hole in a sock) is ".10" or "10%," some of the decimal numbers and percentages are rounded-off approximations: "1/7 of a week" is not exactly ".14" or "14%" of a week. If that's close enough for a teacher's purposes, then this attractive book will fit the bill. However, those who value the precision of mathematics will be disappointed that Gifford chose to use inexact equivalencies without at least mentioning the useful concepts of rounding and approximation. This is, nevertheless, a promising first book for Gifford, an elementary-school teacher, and another striking visual interpretation from Thaler, the photographer who illustrated George Levenson's *Pumpkin Circle* (2002). Carolyn Phelan
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As described -- fast shipping -- thank you!!

Book came on time, very nice and clean, no bends. It has lots of good visuals for teaching kids the relation between fractions , decimals and percents.

I continually use this pictorial book to help familiarize students with fractions. The graphic representations and supportive numerical information (expressed as fraction, decimal, & percentage,) on the reverse of each graphic are very valuable. Extremely useful and USER-FRIENDLY teaching tool! Many thanks.

This book has helped me in my classroom. The kids understand it more, because it deals with real, everyday things they are aware of.

Perhaps the low quality construction of this piece has me giving it a poor review. It has the feel of something printed at OfficeMax, more like a pamphlet than a book. I think the concept could have been done much better, some of the pictures were not well chosen, for example a 2/3rd is an image of two utensils, a fork and knife I think. 1/8 is a slice of pie -couldn't that be 1/9 or 1/7 or 1/6? It could have also taken some challenging concepts to spice the dullness up, but failed to try, say perhaps

throwing the golden ratio in there, or pi, the most famous ratio of all.

Piece = Part = Portion gives students a visual teaching tool to learn about fractions = decimals = percents using everyday examples that they are familiar with in their lives. For example the traffic lights that they only see on light up at a time for 1/3 or .33 or 33% gives them a new way to relate math to a useful way to think about new concepts. This helps by using the familiar to teach a new concept and make it easy to remember and use in the future. This book is great for the age range it is targeted age and grade levels, where decimals, percents and fractions are taught. I used it often with my 5th grade classes the two years I taught these grades and they helped many of the children in those classes to see new relationships in math and be able to use them to solve problems. This is a math teaching tool that I have owned and used in the classroom for a few years now with great success.

Has pictures of "fractions" that kids are familiar with, such as 1/2 of a pair of shoes, 1/7 of a week, 1/3 of a traffic light. It is laid out with the picture on the right hand page, and on the left hand page nice and big, the fraction on top (1/6), the words in the middle (of a six-pack), and on the bottom both the decimal (.166) and the percent (16.6%) So here comes my question about this book... wouldn't you round the repeating .166666 up to .167 or put a line over the 6 to show it's repeating ? (I'm no math authority, but that's the way I understand it.) That's o.k., my son has fun finding "mistakes" and figuring out what it "should be," which is a teaching opportunity in itself. I found this book more useful as reinforcement and review once I had already introduced my son to fractions, percents and decimals, and their relationship to each other. Otherwise, a kid may see the logical connection to 3/4 of a sandwich and the fraction, but be confused by the decimals and percents. Of course, that can be an opportunity to explain how they are related. :) But the explaining will be up to you... that's not covered in this book. It's more of a visual-aid teaching tool. I was a bit disappointed when I first got it at how simple it was, but It really is handy to have something like this to use.

The premise of the book is excellent. Unfortunately the careless execution and sloppy arithmetic render the book unusable. It is alarming that teachers have given high ratings to this book. One-twelfth is not equal to 8%. There are several similar errors that are completely unnecessary. Why did the author not choose everyday items that can be expressed as fractions and their whole number percentage equivalents?

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