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Developing learners' Mathematical Habits of Mind provides a way for math educators to deepen learners' conceptual understanding. Even if these habits are used randomly. A study is being conducted to investigate an instructional model for teaching division of fractions. This model may foster learners' Mathematical Habits of Mind. It also provides learners with the opportunity to perceive division problems of fractions. This is done through conveying concept with different representations and demonstrating connections between these representations. Then the learner's natural dispositions (Mathematical Habit of Mind) may be developed or exposed through purposeful procedures and continue reflections during the instruction. Our practices suggest that using organized mathematical instructions with perception of incorporating Mathematical Habits of Mind provides the optimal setting for learners to construct their conceptual understanding in the learning division of fractions. Furthermore, they are more comfortable using desirable Mathematical Habits of Mind to think of mathematics. (Received September 25, 2012)