

Unit Fraction Inquiry



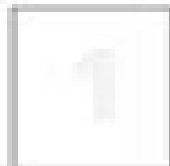
Using Diagrams to Understand Multiplying and Dividing

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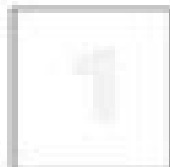
Understanding what Multiplication and Division Looks Like and Means

Directions Use fractions and fractions that are equivalent to solve.

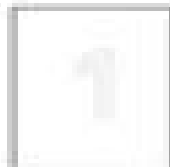
1) $\frac{1}{2} \times 10 =$



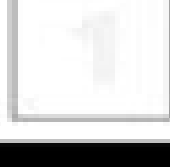
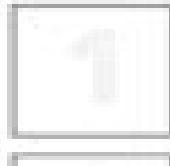
2) $\frac{1}{3} \times 12 =$



3) $\frac{1}{4} \times 8 =$



4) $\frac{1}{5} \times 10 =$



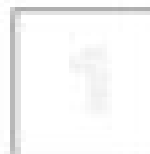
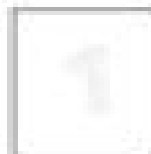
Multiplying by a Unit Fraction Visually - Inquiry Lesson Plan

Building Understanding by Illustrating Diagrams Activity

Students all pick up on the algorithm very quickly! Before the next, help students gain a better understanding of what this math actually looks like.

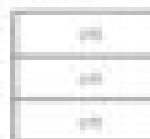
- 1) Start by emphasizing that each box is a "one whole thing."

1) $\frac{1}{2} \times 8 =$



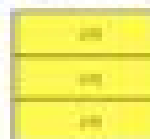
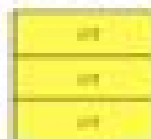
- 2) Have students start by dividing the "whole" into the given unit fraction (one half of the given thing, if they are able.)

2) $\frac{1}{3} \times 9 =$



- 3) Have students lightly shade in the given number of the fraction. The

3) $\frac{1}{4} \times 8 =$



- 4) Point out that this shows how many "whole" are made

4) $\frac{1}{5} \times 10 =$



1 whole

2 wholes

Follow-Up to Multiplying by Unit Fractions Inquiry

Directions Once you have illustrated the problems, discuss these questions with your partner and then write answers for them.

- 1) Define the fraction and the fraction that is $\frac{1}{2}$ of a _____.
 - 2) For any unit fraction, all the denominators **divide evenly** the size of the fraction and give a remainder. (Write each denominator in one 1 column in one.)
 - 3) Write the problem in numbers 1-4 above.

a) $\frac{1}{4} \times 10 =$
b) $\frac{1}{3} \times 9 =$
c) $\frac{1}{2} \times 8 =$
d) $\frac{1}{5} \times 10 =$
- 4) In each problem, draw the whole number as a _____ of the fraction's denominator.
 - 5) In each problem, the product (answer) is _____ the original whole number.
 - 6) Based on your whole number and a remainder (or not) did you get your whole from these that remainders about multiplying by unit fractions.

★ BIG TIME AWAY FOR THIS ACTIVITY! ★

Following a whole number (or not) (or not) _____ the whole number
is the fraction _____ the number of the fraction _____ the
original number.

- 7) Complete the following problems:

a) $\frac{1}{6} \times 12 =$
b) $\frac{1}{3} \times 12 =$
c) $\frac{1}{2} \times 12 =$

d) $\frac{1}{4} \times 16 =$
e) $\frac{1}{3} \times 18 =$
f) $\frac{1}{5} \times 20 =$

Math Inquiry Lessons For Fractions

Rachel Lambert



Math Inquiry Lessons For Fractions:

Teaching Powerful Problem-Solving in Math Catherine C. Lewis, Akihiko Takahashi, Shelley Friedkin, Nora Houseman, Sara Liebert, 2025-08-22 Teaching Powerful Problem Solving in Math provides the first in depth portrait of schoolwide lesson study showing how U S teachers at several schools used it to implement powerful problem based mathematics instruction Students learn mathematics by confronting a novel problem and building the new understanding of the mathematical concepts needed to solve it just as mathematicians would By learning in this way students discover the power of their own thinking and gain confidence that extends well beyond mathematics This book introduces readers to urban elementary and K 8 schools where teachers have dramatically transformed math learning for teachers and for students Readers will follow teachers as they transform instruction using schoolwide lesson study building powerful new ways for educators to learn from each other and practice innovative teaching techniques The authors use in depth classroom portraits from the outset of schoolwide lesson study and three years later to illuminate the changes in mathematics instruction at a school that raised its proficiency on Smarter Balanced Assessment from 15% to 56% Extensive resources and links are provided to help readers understand and build on the work of these schools which is grounded in established principles of collective efficacy intrinsic motivation and learner agency for both students and teachers Book Features Shows how teaching through problem solving can erase the achievement gap in mathematics learning Provides the first in depth portrait of schoolwide lesson study showing how U S teachers at several schools build it and use it to transform teaching Profiles teachers leading the transformation of instruction to achieve the ambitious vision of learning embodied in recent standards Uses photographs student work and detailed classroom descriptions to bring to life mathematics lessons in year 1 and year 4 of the school s work to build problem solving Provides examples and links to the strategies teachers use to make student thinking visible and actionable during mathematics lessons Includes lesson plans photographs of board work student journals school newsletters self assessment rubrics and dozens of links to the resources needed to begin using teaching through problem solving and school wide lesson study Provides long term teacher led solutions for professional learning and for mathematics instruction that have been shown to improve teacher retention and student proficiency

Project-Based Learning in the Math Classroom Telannia Norfar, Chris Fancher, 2022-03-14 Project Based Learning in the Math Classroom Grades 3 5 explains how to keep inquiry at the heart of mathematics teaching in the upper elementary grades Helping teachers integrate other subjects into the math classroom this book outlines in depth tasks projects and routines to support Project Based Learning PBL Featuring helpful tips for creating PBL units alongside models and strategies that can be implemented immediately Project Based Learning in the Math Classroom Grades 3 5 understands that teaching in a project based environment means using great teaching practices The authors impart strategies that assist teachers in planning standards based lessons encouraging wonder and curiosity providing a safe environment where mistakes can occur and giving students opportunities for revision

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comprehensible way This teaching guide is designed to help teachers appreciate the need for the investigative approach and to provide practical advice on how to make this approach happen in the classroom It not only dispenses information but also serves as a catalyst for exploring conjecturing about discussing and contemplating the teaching and learning of mathematics

Resources in Education ,1994 **Teaching Mathematics in Elementary and Middle School** Joseph G. R. Martinez,Nancy Conrad Martinez,2007 With an emphasis on inquiry and process Teaching Mathematics in Elementary and Middle School embraces active mathematics instruction and the development of mathematical thinking through problem solving The text challenges future teachers to prepare their K 8 students for a world that requires a higher level of mathematical literacy and enables them to compete in a global society Teachers will develop their own mathematical abilities allowing them to help students discover a rich combination of thinking processes and problem solving strategies raising the learning expectations for all Unique text features TIE Thought Investigation and Exploration features ask pre service teachers to develop their own thinking and learning abilities preparing them to better challenge their students Mathematics in the Real World Idea Files and Teacher Profiles model best practices and supply readers with concrete teaching tools and strategies Mathematical Thinking Mathematical Games and Mathematics and Technology features detail activities to engage and develop students mathematical thinking Accompanying student artifacts illustrate the progression of students conceptual understanding CD logo replaces bullet Math Activities CD ROM provides an outstanding text component containing more than 100 activities that use a three step process explore invent discover to foster the development of mathematical thinking through guided inquiry Aligned with the NCTM standards each activity is integrated within the text and designed to help develop students conceptual understanding of mathematics Mathematics in Literature offers thoroughly developed ideas for using children s literature to create meaningful contexts for mathematics learning An extensive bibliography that can be used for this purpose appears on the CD Rom I think the text is an excellent resource for elementary and middle school methods courses In particular I like how the textbook handles the bigger issues such as geometric reasoning rather than just geometry I also like the excellent foundation in educational research that the textbook provides as well as some very careful attention and consistent referencing to the NCTM standards and principles The incorporation of classroom vignettes teacher illustrations and samples of student work also all add to the excellent grounding of the text in real world classroom work Dr Neal Grandgenett University of Nebraska at Omaha Rethinking Disability and Mathematics Rachel Lambert,2024-04-15 Every child has a right to make sense of math and to use math to make sense of their worlds Despite their gifts students with disabilities are often viewed from a deficit standpoint in mathematics classrooms These students are often conceptualized as needing to be fixed or remediated Rethinking Disability and Mathematics argues that mathematics should be a transformative space for these students a place where they can discover their power and potential and be appreciated for their many strengths Author Rachel Lambert introduces Universal Design for Learning for Math UDL Math a way to design

math classrooms that empowers disabled and neurodiverse students to engage in mathematics in ways that lead to meaningful and joyful math learning The book showcases how UDL Math can open up mathematics classrooms so that they provide access to meaningful understanding and an identity as a math learner to a wider range of students Weaved throughout the book are the voices of neurodiverse learners telling their own stories of math learning Through stories of real teachers recognizing the barriers in their own math classrooms and redesigning to increase access the book Reframes students with disabilities from a deficit to an asset perspective paving the way for trusting their mathematical thinking Offers equitable math instruction for all learners including those with disabilities neurodiverse students and or multilingual learners Applies UDL to the math classroom providing practical tips and techniques to support students cognitive affective and strategic development Immerses readers in math classrooms where all students are engaged in meaningful mathematics from special education day classes to inclusive general education classrooms from grades K 8 Integrates research on mathematical learning including critical math content such as developing number sense and place value fluency with math facts and operations and understanding fractions and algebraic thinking Explores critical issues such as writing IEP goals in math This book is designed for all math educators both those trained as general education teachers and those trained as special education teachers The UDL Math approach is adapted to work for all learners because everyone varies in how they perceive the world and in how they approach mathematical problem solving When we rethink mathematics to include multiple ways of being a math learner we make math accessible and engaging for a wider group of learners

Teaching Mathematics for the 21st Century Linda Huetinck, Sara N. Munshin, 2000 For courses in Mathematics Methods for the Secondary School This is the first middle and secondary math methods text to focus on reform and the national standards It prepares teachers for the challenge of assisting all students in reaching the highest level of mathematics according to their interest and realistic ambitions It also provides contemporary methods of teaching mathematics which facilitates successful instruction with a strong understanding of the philosophy and psychology behind sound practices Coverage includes methodology curriculum materials and use of technology accompanied by many practical suggestions for implementation

Fraction Inquiry Activities Candy Dowd, 2006-01-01 **Instructor**, 2004 **Effective Mathematics Teaching**, 1988

Journal for Research in Mathematics Education, 2008 **Teaching Children Mathematics**, 2009-08 **Current Index to Journals in Education**, 2000-10 **Supporting Mathematical Learning** Joanne Picone-Zocchia, Giselle O.

Martin-Kniep, 2008-10-20 This book distills an array of tools tips templates and best practice strategies for teaching mathematics along with hands on student activities in one easy to use resource Geared to helping students develop conceptual understanding as well as practical skills in math the book devotes major attention to the use of standards performance criteria and assessment for guiding both instruction and lesson planning and includes an extensive section on designing math problems Focusing on such areas as patterns measurement computation using money and fractions the book

shows teachers how to design effective standards based lessons from setting the learning goals and creating the math problems to crafting hands on activities The book also includes detailed advice on the use of questions for guiding students through thinking and reasoning processes Hands on lessons broken down by topic and grade level comprise over half the book *The Arithmetic Teacher* ,1992 **The Fearon-Pitman Curriculum Development Library Index** ,1978 For the Learning of Mathematics ,2007

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