

Rational Number Project

Initial Fraction Ideas Lesson 8: Overview	Materials
Students explore fraction equivalence by naming fractions equal to $\frac{1}{2}$ with fraction circles and by finding other fraction equivalences with fraction circles.	<ul style="list-style-type: none"> Fraction Circles for students and teacher Large sheet of chart paper for teacher; Equivalence Chart for students Fraction Fill board for students and numeral cards for teacher Circle page divided into twelfths

Teaching Actions

Warm Up

Use paper folding strips to show these two fractions: $\frac{3}{4}$ and $\frac{11}{12}$. Compare the strips - which fraction is larger? Why?

Large Group Introduction

- At the overhead, cover the whole circle with 1 yellow and ask students to find different ways to cover the remaining half of the circle. Record answers by color.

Ex:



1 blue and 2 grays
2 blues

-
-
-
-
-

- Repeat this activity, but this time, specify that they have to use one color to cover half the circle. Record results by color and fraction name.

1 yellow	=	2 blues
1 yellow	=	3 pinks

- Ask what each display has in common. [They all cover

Comments

The idea of equivalence is a prerequisite for fraction operations. To add $\frac{1}{2} + \frac{3}{4}$, you will explain that $\frac{1}{2}$ can be exchanged for $\frac{2}{4}$ because $\frac{1}{2} = \frac{2}{4}$.

Equality should first be developed from concrete models before explaining a rule that generates equal fractions $\left(\frac{1}{2} \times \frac{2}{2} = \frac{2}{4}\right)$.

You are defining equivalent fractions by showing that fractions are equivalent if they cover the same amount of the circle. Partitioning is different so the digits in the fraction symbols are different; but 1 of 2 equal parts covers the same amount as 2 of 4 equal parts.

Lesson Plan Rational Numbers

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Lesson Plan Rational Numbers:

The Mathematics Lesson-Planning Handbook, Grades 6-8 Lois A. Williams, Beth McCord Kobett, Ruth Harbin Miles, 2018-12-28 Your blueprint to planning Grades 6-8 math lessons that lead to achievement for all learners When it comes to planning mathematics lessons do you sometimes feel burdened Have you ever scrambled for an activity to engage your students that aligns with your state standards Do you ever look at a recommended mathematics lesson plan and think This will never work for my students The Mathematics Lesson Planning Handbook Your Blueprint for Building Cohesive Lessons Grades 6-8 walks you step by step through the process of planning focused research based mathematics lessons that enhance the coherence rigor and purpose of state standards and address the unique learning needs of your individual students This resource deepens the daily lesson planning process for middle school teachers and offers practical guidance for merging routines resources and effective teaching techniques into an individualized and manageable set of lesson plans The effective planning process helps you Identify learning intentions and connect goals to success criteria Select resources and worthwhile tasks that make the best use of instructional materials Structure lessons differently for traditional and block middle school schedules Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Facilitate questioning encourage productive struggle and close lessons with reflection techniques This author team of seasoned mathematics educators make lesson planning practical and doable with a useful lesson planning template and real life examples from Grades 6-8 classrooms Chapter by chapter the decision making strategies empower teachers to plan mathematics lessons strategically to teach with intention and confidence and to build purposeful rigorous coherent lessons that lead to mathematics achievement for all learners *Your Mathematics Standards Companion, High School* Frederick L. Dillon, W. Gary Martin, Basil M. Conway IV, Marilyn E. Strutchens, 2018-02-06 Transforming the standards into learning outcomes just got a lot easier In this resource you can see in an instant how teaching to your state standards should look and sound in the classroom Under the premise that math is math the authors provide a Cross Referencing Index for states implementing their own specific mathematics standards allowing you to see and understand which page number to turn to for standards based teaching ideas It's all here page by page The mathematical progression of each conceptual category starting with modeling as a unifying theme and moving through number and quantity algebra functions geometry and statistics and probability building from eighth grade standards The mathematics embedded in each conceptual category for a deeper understanding of the content How standards connect within and across domains and to previous grade standards so teachers can better appreciate how they relate How content standards connect with the standards for mathematical practice with a focus on modeling as a unifying theme Example tasks progressions of tasks and descriptions of what teachers and students should be doing to foster deep learning Your Mathematics Standards Companion is your one stop guide for teaching planning assessing collaborating and designing powerful high school mathematics curriculum in any state or district **The**

Common Core, an Uncommon Opportunity Judith K. March, Karen H. Peters, 2014 Because the Common Core requires bold action Why The Common Core an Uncommon Opportunity Why now Because it tackles a largely overlooked component of implementation how to redesign your instructional delivery system K 12 And you ll have to if you don t you ll be subject to the very same failure and frustration so many other districts and schools are experiencing What s more March and Peters describe how to integrate 21st Century Skills at the very same time It will help district leaders Develop structured consistent and organized teaching and learning practices Make district wide infrastructure adjustments for sustained reform Use best practices for sustained achievement and continuous curriculum review *Teaching Secondary and Middle School Mathematics* Daniel J. Brahier, 2016-02-12 Teaching Secondary and Middle School Mathematics combines the latest developments in research standards and technology with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics today In the fully revised fifth edition scholar and mathematics educator Daniel Brahier invites teachers to investigate the nature of the mathematics curriculum and reflect on research based best practices as they define and sharpen their own personal teaching styles The fifth edition has been updated and expanded with a particular emphasis on the continued impact of the Common Core State Standards for Mathematics and NCTM s just released Principles to Actions as well as increased attention to teaching with technology classroom management and differentiated instruction Features include A full new Chapter 7 on selection and use of specific tools and technology combined with Spotlight on Technology features throughout clearly illustrate the practical aspects of how technology can be used for teaching or professional development Foundational Chapters 1 and 2 on the practices and principles of mathematics education have been revised to build directly on Common Core State Standards for Mathematics and Principles to Actions with additional references to both documents throughout all chapters A new Chapter 4 focuses on the use of standards in writing objectives and organizing lesson plan resources while an updated Chapter 5 details each step of the lesson planning process A fully revised Chapter 12 provides new information on teaching diverse populations and outlines specific details and suggestions for classroom management for mathematics teachers Classroom Dialogues features draws on the author s 35 year experience as an educator to present real world teacher student conversations about specific mathematical problems or ideas How Would You React features prepares future teachers for real life scenarios by engaging them in common classroom situations and offering tried and true solutions With more than 60 practical classroom tested teaching ideas sample lesson and activities Teaching Secondary and Middle School Mathematics combines the best of theory and practice to provide clear descriptions of what it takes to be an effective teacher of mathematics *The Common Core Mathematics Companion: The Standards Decoded, High School* Frederick L. Dillon, W. Gary Martin, Basil M. Conway IV, Marilyn E. Strutchens, 2017-09-12 Your User s Guide to the Mathematics Standards When it comes to mathematics standards aligned is achievement aligned In the short time since The Common Core Mathematics Companions for grades K 2

3 5 and 6 8 burst on the scene they have been lauded as the best resources for making critical mathematics ideas easy to teach With this brand new volume high school mathematics success is at your fingertips Page by page the authors lay out the pieces of an in depth explanation including The mathematical progression of each conceptual category starting with modeling as a unifying theme and moving through number quantity algebra functions geometry and statistics and probability building from the 8th grade standards The mathematics embedded in each conceptual category for a deeper understanding of the content How standards connect within and across domains and to previous grade standards so teachers can better appreciate how they relate How standards connect with the standards for mathematical practice with a focus on modeling as a unifying theme Example tasks progressions of tasks and descriptions of what teachers and students should be doing to foster deep learning The Common Core Mathematics Companion The Standards Decoded High School has what every high school teacher needs to provide students with the foundation for the concepts and skills they will be expected to know

Today's Mathematics, Activities and Instructional Ideas James W. Heddens, William R. Speer, 2000-08-31 This classic allows readers to easily build a valuable set of ideas and reference materials for actual classroom use Designed to aid the teacher in understanding mathematical concepts and relationships the authors reflect recent recommendations from the National Council of Teachers of Mathematics Standards 2000 Learning and Teaching K-8 Mathematics Janet M. Sharp, Karen Bush Hoiberg, 2005 Real students Real teaching Real learning Try it This hands on text takes an ACTIVE approach to teaching mathematics in grades K 8 Activities are embedded in each chapter for adult learners to complete to ensure that they are grasping the mathematics Completing these activities provides future teachers with invaluable insight into how children think about and learn math thereby equipping them with the skills to make sound instructional decisions See it Throughout the book and on the enclosed Understanding Children s Mathematical Thinking VideoWorkshop CD ROM we see coauthor Karen Bush Hoiberg in action A presidential award winning elementary teacher Karen provides a multitude of practical applications and real world examples to give preservice teachers insight into how children think mathematically Teach it The text is organized around four general themes within each major mathematical content area thinking about the mathematics learning theories the role of the teacher and making algebraic connections By actually DOING mathematics while analyzing learning theory novice or preservice teachers are able to connect chapter concepts to actual classroom teaching practices Many methods books assume that their readers know very little about learning theory and proceed to either overwhelm their readers or trivialize the material through a superficial chapter Sharp and Hoiberg integrate learning theory throughout their text and show how learning theory can be viewed through mathematics in real classrooms without becoming tedious or distracting Chris Ohana Western Washington University Field Editor for the NSTA Journal of Science and Children College students planning to be elementary school teachers need a framework and examples that reflect contemporary notions about the teaching and learning of mathematics Similarly college methods professors need materials

that challenge their students with respect to the mathematical content they are expected to teach and how they can encourage children's mathematical thinking. The needs of both may be met with *Learning and Teaching K-8 Mathematics* by Tom Romberg, University of Wisconsin-Madison. Perhaps one of the most important aspects of the text is the continual reference to the classroom, seeing it not only in form of vignettes but hearing it from the voice of a practicing teacher and also the inclusion of excerpts of questioning techniques used by other practicing teachers. This constant reference to the classroom will help preservice teachers become much more reflective mathematics teachers.

William Fisher, California State University Chico, **Teaching and Learning Mathematics**, Linda Jensen Sheffield, Douglas E. Cruikshank, 2004-03-29. Help students make sense of mathematics. Rather than merely discussing how to improve students' ability to do mathematics, this fifth edition focuses on helping them make sense of mathematics. Based on research on the functioning of the mind as it engages in learning, the text supports teachers as they promote mathematical understanding, strengthen students' abilities to think, and help students to attain computational fluency. Features: A rich collection of ready-to-use learning activities. Fully integrated language and intent of Principles and Standards for School Mathematics (PSSM). A greater emphasis on problem solving and higher-level thinking. A greater focus on teaching mathematics to diverse learners. Descriptions of a variety of promising and effective mathematics programs for the K-8 levels. Elementary School Mathematics Series, 1969.

Helping Children Learn Mathematics Gregory R. Baur, Linda Olsen, George, 1985. **The Effects of Constructivist Approaches on Ninth Grade Algebra Achievement in Thailand Secondary School Students** Aumporn Makaanong, 2000.

Teaching the Child Mathematics Clarence W. Schminke, Norbert Maertens, William Arnold, William Ramon Arnold, 1973. *Dynamics of Teaching Secondary School Mathematics* Thomas J. Cooney, Edward J. Davis, Kenneth B. Henderson, 1975. **Teaching the Retarded** Kathryn A. Blake, 1974. **Seeing Through Mathematics; Teaching Guide**, 1964. **Teaching Today's Mathematics in the Middle Grades** Art Johnson, Kit Norris, 2006. *Teaching Today's Mathematics in the Middle Grades* provides current and future middle school teachers with the mathematics content, essential concepts, methodology, activities, and resources to both learn and teach mathematics in grades 5 to 8. The authors focus exclusively on the middle school learner and the middle school mathematics curriculum. Although each chapter discusses foundational mathematics concepts from earlier grades and previews topics that will follow the middle grades, the emphasis is on the middle school. This selective focus allows for proper development of critical topics in the middle school, such as proportionality, algebraic thinking, and the integral role of manipulatives. Assessment practices and problem solving are also emphasized from the viewpoint of effective practices for middle school students. Unique Features: React and Reflect features prompt classroom discussions by asking the reader to think independently regarding a statement, issue, or concern. Try This features ask the reader to solve a problem first or extend the current discussion by working on an extension of a problem. By completing the problem first, teachers are putting themselves in the place of their students, helping the teacher

discover first hand common misconceptions Numerous exercises and activities appear at the end of each chapter to reinforce student understanding of various topics and ensure mastery of the mathematics content The NCTM Principles and Standards are emphasized throughout the book beginning with a discussion in Chapter 1 Each of the content chapters 6 11 opens with the relevant NCTM content standards for that chapter In addition marginal icons highlight areas within the text in which the NCTM process standards are discussed Reviewers rave From the content organization and approach it is evident that the authors have years of teaching experience This gives the text authority Marina Krause California State University Long Beach The authors do an excellent job of presenting in sequential order essential concepts methodology activities and technological resources essential to assist the beginning math teacher in preparing to teach in the middle school program Gerald Jarmon North Carolina Central University The Implementation of the English Language Curriculum in Lower Primary Classes in Rural Kenya Mutwiri M. Ínoti, 1984 **Math Course 2** , 2007 **Guidelines for Teaching Mathematics** Donovan A. Johnson, Gerald R. Rising, 1972 **Summer Term** Iowa State Teachers College, University of Northern Iowa, 1902

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