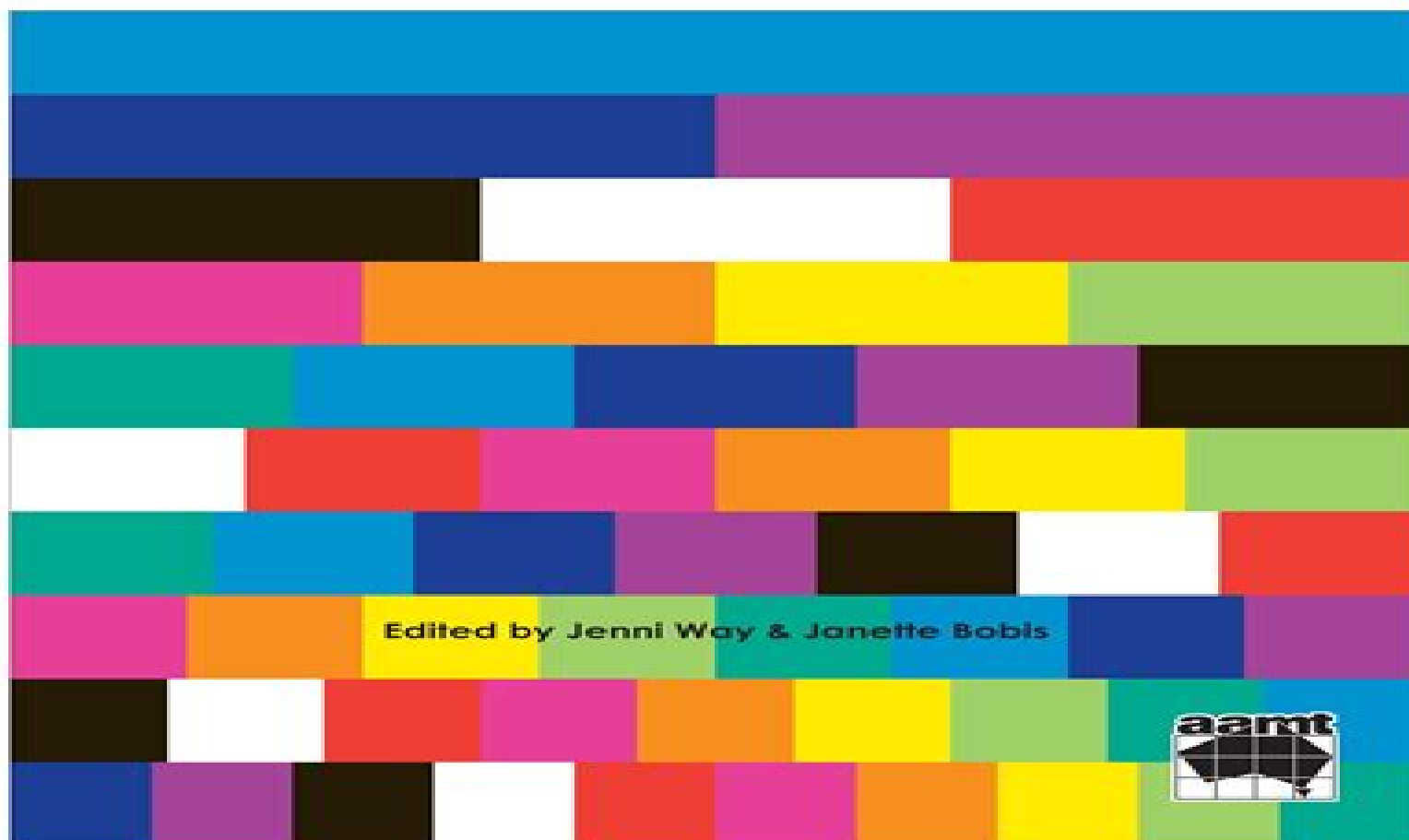


# FRACTIONS

Teaching for Understanding



# Teaching Fractions And RaioS For Understanding

**Susan J. Lamon**



## **Teaching Fractions And Ratios For Understanding:**

*Teaching Fractions and Ratios for Understanding* Susan J. Lamon, 2006-08-15 This popular text addresses the urgent need for curriculum materials that cross traditional boundaries to include many of the elements that are integrated in the teaching learning enterprise mathematics content teacher understanding student thinking teaching methods instructional activities and assessment The book pushes readers beyond the limits of their current understanding of rational numbers challenging them to refine and explain their thinking without falling back on rules and procedures they have relied on throughout their lives Written in a conversational and easy to understand style this is not a textbook as much as it is a resource book An underlying assumption is that facilitating teacher understanding using the same questions and activities that may be used with children is one way to help teachers build the comfort and confidence they need to begin talking to children about complex ideas Unlike a textbook that is used to study formal theory and then discarded when it comes to putting ideas into practice the many problems and activities included to facilitate teacher learning are valuable resources for use in elementary and middle school classrooms Changes in the second edition include even more student work incorporated in every chapter discussion of the connectivity between the topics addressed in the book and the elementary and middle school mathematics curricula an increased emphasis on measurement expansion of some topics including number sense percent scale factors similarity and linear graphs clarification of the characteristics of ratio and proportions and how to use these to generate discussion with children and content related interview questions for exploring children's thinking This book is a valuable resource for researchers and curriculum developers in mathematics education pre service and in service teachers of mathematics those involved in the mathematical and pedagogical preparation of mathematics teachers and graduate students in mathematics education The methods and activities it includes have been tested with students in grades 3 8 and with pre service and in service teachers and other adults This text is accompanied by MORE a supplement that is not merely an answer key but a resource that includes in depth discussions of all the problems in the text develops and extends discussion of the issues teaching problems and other considerations raised in the chapters and contains additional problems with and without solutions that instructors may find helpful for assessment purposes

*More! Teaching Fractions and Ratios for Understanding* Susan J. Lamon, 2012 More is not an answer key but a resource that provides the scaffolding for the groundbreaking approach to fraction and ratio instruction presented in its companion text *Teaching Fractions and Ratios* Keeping the focus on the reasoning needed to properly understand and teach rational numbers More shows teachers how to engage in powerful ways of thinking so that they can in turn enhance the mathematical education of their students Like its companion text More has been heavily expanded and reorganized including even more student work templates for key manipulatives and an emphasis on applications to everyday life Based on the content chapters in *Teaching Fractions and Ratios* each chapter includes In depth Discussions of selected problems and their solutions Supplementary Activities and a

collection of challenging problems involving fractions Praxis Preparation Questions geared to the content of each chapter  
 Provided by publisher      **More Teaching Fractions and Ratios for Understanding** Susan J. Lamon, 2014-04-04 This book is a supplement to the text *Teaching Fractions and Ratios for Understanding* It is not merely an answer key but a resource that includes in depth discussions of the problems in the text develops and extends discussion of the issues teaching problems and other considerations raised in the chapters and contains additional problems with and without solutions that instructors may find helpful for assessment purposes In the second edition MORE has been reorganized so that supplementary activities immediately follow the discussions of the activities from the text Solutions to these supplemental activities have been removed to facilitate the use of MORE in courses Nevertheless because the number of activities in each chapter of the text has increased and complete discussions of all of them are provided in MORE there is ample opportunity to learn reasoning methods      **Teaching Fractions and Ratios for Understanding** Susan J. Lamon, 2012-03-22 For over a decade *Teaching Fractions and Ratios for Understanding* has pushed readers beyond the limits of their current understanding of fractions and rational numbers challenging them to refine and explain their thinking without falling back on rules and procedures they have relied on throughout their lives All of the material offered in the book has been used with students and is presented so that readers can see the brilliance of their insights as well as the issues that challenge their understanding Written in a user friendly conversational style this text helps teachers build the comfort and confidence they need to begin talking to children about fractions and ratios The clear distillation of complex ideas and the translation of research into usable ideas for the classroom make this text a valuable resource for all pre and in service mathematics teachers The highly anticipated third edition of this popular text has been heavily expanded and reorganized to make the connectivity of topics even more transparent including more mathematics content teaching reasoning techniques classroom activities connections to other content and applications to everyday life In addition the most effective features from previous editions have been retained Special Features Children's Strategies and samples of student work are provided in each chapter for teacher analysis Activities for practicing the thinking strategies explained in each chapter designed to be solved without rules or algorithms using reasoning alone Online Resources for Instructors including a sample syllabus chapter overviews and relevant Big Content ideas for each chapter and graphics that can be copied and resized for use in instruction and in constructing exams An equally valuable component of this text is MORE *Teaching Fractions and Ratios for Understanding* Third Edition a supplement that is not merely an answer key but a resource that provides the scaffolding for this groundbreaking approach to fraction and ratio instruction Also heavily expanded MORE includes in depth discussions of selected problems in the main text supplementary activities Praxis preparation questions more student work and templates for key manipulatives      **More: In-depth Discussion of the Reasoning Activities in Teaching Fractions and Ratios for Understanding** Susan J Lamon, 2005-10 First Published in 1999 Routledge is an imprint of Taylor Francis an informa

company      **Strategies for Teaching Fractions** David B. Spangler, 2011-08-17 Any way you slice it fractions are foundational Many students struggle with fractions and must understand them before learning higher level math Veteran educator David B Spangler provides research based tools that are aligned with NCTM and Common Core State Standards He describes powerful diagnostic methods for error analysis that pinpoint specific student misconceptions and supplies specific intervention strategies and activities for each error pattern Also included are tools for analyzing student work and providing timely specific and meaningful interventions within an RTI framework The targeted interventions for each error pattern promote teaching for conceptual understanding and are supported by documented academic research Practical materials include Reproducibles for diagnostic tests Practice pages for exercises keyed to the diagnostic tests and error patterns Pages for practicing alternative algorithms and estimation Teacher resources for hands on activities game sheets and pieces and more Worksheets answer keys and online resources Each main unit along with the sections on academic research and Big Ideas concludes with a set of teacher reflection questions for use in a professional development setting Get ready get set and help your students tackle fractions with confidence      Unpacking Fractions Monica Neagoy, 2017-03-10 For years the teaching and learning of fractions has been associated with rote memorization But this mechanical approach to instruction which strips students of an ability to reason or make sense of math has resulted in a failure of understanding Author Monica Neagoy drawing on decades of research studies evidence from teacher practice and 25 years of experience working around the world with teachers students and parents addresses seven big ideas in the teaching and learning of fractions in grades 2 6 Each idea is supported by a vignette from a real classroom common misconceptions a thorough unpacking of productive mathematical thinking and several multistep and thought provoking problems for teachers to explore She offers three fundamental reasons why it s imperative for us to take a closer look at how we teach fractions Fractions play a key role in students feelings about mathematics Fractions are fundamental to school math and daily life Fractions are foundational to success in algebra While a solid grounding in algebra is necessary for a STEM career the worthy goal of algebra for all will not be possible until fractions for all is a reality Unpacking Fractions provides teachers with concrete strategies for achieving that reality in short helping all students gain the knowledge they need to feel at ease with fractions      *A Focus on Ratios and Proportions* Marjorie M. Petit, Robert E. Laird, Matthew F. Wyneken, Frances R. Huntoon, Mary D. Abele-Austin, Jean D. Sequeira, 2020-05-17 This resource offers a groundbreaking effort to make mathematics education research on ratios and proportions readily accessible and understandable to preservice and in service teachers of grades 6 to 8 Using extensive annotated samples of student work and based on research gathered in the Ongoing Assessment Project OGAP *A Focus on Ratios and Proportions* teaches readers how students develop understanding and fluency involving ratio and proportion concepts Special features include A close focus on student work including 150 annotated pieces of student work to help teachers improve their ability to recognize assess and monitor their students errors and misconceptions as well as their

developing conceptual understanding A focus on the OGAP Ratios and Proportions Progression based on research conducted with hundreds of teachers and thousands of pieces of student work Sections on how Common Core State Standards for Math CCSSM are supported by math education research Student work samples and vignettes to illuminate the research as well as end of chapter Looking Back questions and Instructional Links which allow teachers to analyze evidence of student thinking and strategies and consider instructional responses An accompanying eResource available online offers an answer key as well as extensive explanation of the Looking Back questions Like A Focus on Multiplication and Division and A Focus on Fractions this book is designed to bridge the gap between what math education researchers know and what teachers need to know in order to better understand evidence in student work and make effective instructional decisions **A Focus on**

**Multiplication and Division** Elizabeth T. Hulbert, Marjorie M. Petit, Caroline B. Ebby, Elizabeth P. Cunningham, Robert E. Laird, 2017-06-26 A Focus on Multiplication and Division is a groundbreaking effort to make mathematics education research readily accessible and understandable to pre and in service K 6 mathematics educators Revealing students thought processes with extensive annotated samples of student work and vignettes characteristic of teachers experiences this book is sure to equip educators with the knowledge and tools needed to modify their lessons and to improve student learning of multiplication and division Special Features Looking Back Questions at the end of each chapter allow teachers to analyze student thinking and to consider instructional strategies for their own students Instructional Links help teachers relate concepts from each chapter to their own instructional materials and programs Big Ideas frame the chapters and provide a platform for meaningful exploration of the teaching of multiplication and division Answer Key posted online offers extensive explanations of in chapter questions Each chapter includes sections on the Common Core State Standards for Mathematics and integrates the Ongoing Assessment Project OGAP Multiplicative Reasoning Progression for formative assessment purposes Centered on the question of how students develop their understanding of mathematical concepts this innovative book places math teachers in the mode of ongoing action researchers **Primary Mathematics for Trainee Teachers**

Marcus Witt, 2014-11-19 With chapter sequencing following the new Curriculum this book supports trainee Primary school teachers to make use of the opportunities presented in the new National Curriculum for effective and engaging Mathematics teaching Covering all of the areas of the new Curriculum for primary mathematics and offering insight into effective teaching this book helps students connect what they need to teach with how it can be taught Exploring opportunities in the new curriculum for creative and imaginative teaching it shows readers how to capitalize on opportunities to develop children s reasoning and problem solving skills It explores how to make links between mathematics and children s lived experiences to enhance their learning and enables trainees to develop an ability to plan with discernment making the most of existing thinking and research as well as building confidence in adapting and customizing ideas Includes the full National Curriculum Programme of Study for Maths key stages 1 and 2 as a useful reference for trainee teachers Other books in this series

include Primary English for Trainee Teachers      **And the Rest is Just Algebra** Sepideh Stewart, 2016-10-20 This book addresses college students weak foundation in algebra its causes and potential solutions to improve their long term success and understanding in mathematics as a whole The authors who are experts in a wide variety of fields emphasize that these difficulties are more complex than just forgotten rules and offer strategic approaches from a number of angles that will increase the chances of student understanding Instructors who are frustrated with their students lack of skills and knowledge at college level will find this volume helpful as the authors confront the deeper reasons why students have difficulties with Algebra and reveal how to remedy the issue      Teaching by Design in Elementary Mathematics, Grades 4-5 Melinda Leong, Jennifer Stepanek, Linda Griffin, Lisa Lavelle, 2010-12-01 Strengthen your mathematics lessons through collaborative planning Teaching by Design in Elementary Mathematics is a series of comprehensive professional development guides that help teachers investigate how students learn Grounded in the latest research this book is one of three volumes focused on grade appropriate number and operations topics aligned with the Common Core State Standards The capstone activity of each book guides the group through the co creation and implementation of a prototype lesson The teacher teams then evaluate the impact of the lesson on student learning and work together to revise it for maximum effectiveness Through the process teachers develop Deeper content knowledge of important mathematical concepts Improved understanding of how students learn these mathematical ideas A stronger foundation for developing effective lessons and improving instruction Enhanced collaboration skills Each volume includes a large assortment of reproducible handouts as well as built in facilitation notes Teachers will also find helpful resources that address the issue of finding time for school based professional development and teacher collaboration      A Focus on Fractions Marjorie M. Petit, Robert E. Laird, Caroline B. Ebbly, Edwin L. Marsden, 2022-07-29 The third edition of this book offers a unique approach to making mathematics education research on the teaching and learning of fraction concepts readily accessible and understandable to pre service and in service K 8 mathematics teachers Revealing students thought processes with extensive annotated samples of student work and vignettes characteristic of classroom teachers experience this book provides teachers a research based lens to interpret evidence of student thinking inform instruction and ultimately improve student learning Based on research gathered in the Ongoing Assessment Project OGAP and updated throughout this engaging and easy to use resource also features Two new chapters dedicated to understanding the OGAP Fraction Framework and Progression based on research conducted with hundreds of teachers to gather and interpret evidence of student learning along a learning progression referenced throughout the book so readers can apply the concepts to their instruction A close focus on student work including 180 annotated pieces of student work to help teachers improve their ability to recognize assess and monitor their students errors and misconceptions as well as their developing conceptual understanding A discussion of decimal fractions also new to the third edition In chapter sections on how Common Core State Standards for Math CCSSM are supported by math education research End of

chapter Looking Back questions to allow teachers to analyze student thinking and consider instructional strategies for their own students Instructional links to help teachers relate concepts from each chapter to their own instructional materials and programs Accompanying online Support Material includes an answer key to Looking Back questions as well as a copy of the OGAP Fraction Framework and Progression A Focus on Fractions is part of the popular A Focus on collection designed to aid the professional development of pre service and in service mathematics teachers As with the other volumes on addition and subtraction ratios and proportions and multiplication and division this updated new edition bridges the gap between what math education researchers know and what teachers need to know in order to better understand evidence in student work and make effective instructional decisions

**Children's Errors in Mathematics** Alice Hansen,Doreen Drews,John Dudgeon,Fiona Lawton,Liz Surtees,2017-07-29 This practical and popular guide to children s common errors and misconceptions in primary mathematics is an essential tool for teachers and trainees It supports them in planning for and tackling potential errors and enhances their understanding of the difficulties encountered in mathematical development This fourth edition explores how a Growth Mindset approach works alongside an awareness of children s errors and how mistakes themselves are powerful learning tools This edition includes 50 new identifiable misconceptions children have of mathematics The text also considers the role of the teacher in understanding and addressing children s common mathematical misconceptions Key features Linked to the new National Curriculum and covers every objective Provides an essential tool for planning primary mathematics lessons Explores how common misconceptions can be anticipated and addressed

**Figuring Out Fluency - Operations With Rational Numbers and Algebraic Equations** Jennifer M. Bay-Williams,John J. SanGiovanni,C. David Walters,Sherri Martinie,2022-07-25 This book is awesome What stood out to me was the deep understanding I was able to have about what fluency actually means Too often the message has been fluency and accuracy especially at the middle school level By providing teachers with tools for building fluency with integers expressions and algebra this book shifts that message to also focus on flexibility and strategy selection Lindsey Henderson Secondary Mathematics Specialist Utah State Board of Education Salt Lake City UT Because fluency practice is not a worksheet Fluency in mathematics is more than adeptly using basic facts or implementing algorithms It is not about speed or recall Real fluency is about choosing strategies that are efficient flexible lead to accurate solutions and are appropriate for the given situation Developing fluency is also a matter of equity and access for all learners The landmark book Figuring Out Fluency in Mathematics Teaching and Learning offered educators the inspiration to develop a deeper understanding of procedural fluency along with a plethora of pragmatic tools for shifting classrooms toward a fluency approach Now teachers have the chance to apply that inspiration through explicit instruction and practice every day with the classroom companion Figuring Out Fluency Operations With Rational Numbers and Algebraic Equations With this book teachers can Dive deeper into the Significant Strategies for fluency explained in the anchor book as they apply to rational number operations Explore



how these strategies can be applied for proportional reasoning solving equations for unknowns and solving systems of linear equations Access over 100 classroom ready activities including worked examples routines and games Find activities to explicitly teach students how to use and choose strategies to operate on rational numbers and solve algebraic equations Download all of the needed support tools game boards and other resources from the companion website for immediate implementation Give each and every student the knowledge and power to become skilled and confident mathematical thinkers and doers

Mathematics as the Science of Patterns Patrick M. Jenlink, 2022-02-01 Mathematics as the Science of Patterns Making the Invisible Visible to Students through Teaching introduces the reader to a collection of thoughtful research based works by authors that represent current thinking about mathematics mathematics education and the preparation of mathematics teachers Each chapter focuses on mathematics teaching and the preparation of teachers who will enter classrooms to instruct the next generation of students in mathematics The value of patterns to the teaching and learning of mathematics is well understood both in terms of research and application When we involve or appeal to pattern in teaching mathematics it is usually because we are trying to help students to extract greater meaning or enjoyment or both from the experience of learning environments within which they are occupied and perhaps also to facilitate remembering As a general skill it is thought that the ability to discern a pattern is a precursor to the ability to generalize and abstract a skill essential in the early years of learning and beyond Research indicates that the larger problem in teaching mathematics does not lie primarily with students rather it is with the teachers themselves In order to make changes for students there first needs to be a process of change for teachers Understanding the place of patterns in learning mathematics is a predicate to understanding how to teach mathematics and how to use pedagogical reasoning necessary in teaching mathematics Importantly the lack of distinction created by the pedagogical use of patterns is not immediately problematic to the student or the teacher The deep seated cognitive patterns that both teachers and students bring to the classroom require change Chapter 1 opens the book with a focus on mathematics as the science of patterns and the importance of patterns in mathematical problem solving providing the reader with an introduction The authors of Chapter 2 revisit the work of Polya and the development and implementation of problem solving in mathematics In Chapter 3 the authors present an argument for core pedagogical content knowledge in mathematics teacher preparation The authors of Chapter 4 focus on preservice teachers patterns of conception as related to understanding number and operation In Chapter 5 the authors examine the role of visual representation in exploring proportional reasoning denoting the importance of helping learners make their thinking visible The authors of Chapter 6 examine patterns and relationships and the importance of each in assisting students learning and development in mathematical understanding The authors of Chapter 7 examine the use of worked examples as a scalable practice with emphasis on the importance of worked examples in teaching fraction magnitude and computation is discussed In Chapter 8 the authors expand on the zone of proximal development to investigate the potential of Zankov's Lesson in

terms of students analyzing numerical equalities The authors of Chapter 9 focus on high leverage mathematical practices in elementary pre service teacher preparation drawing into specific relief the APEX cycle to develop deep thinking In Chapter 10 the author focuses on number talks and the engagement of students in mathematical reasoning which provides opportunities for students to be sensemakers of mathematics Chapter 11 presents an epilogue focusing on the importance of recognizing the special nature of mathematics knowledge for teaching

**How Students Learn** National Research Council, Division of Behavioral and Social Sciences and Education, Committee on How People Learn, A Targeted Report for Teachers, 2004-12-23 How do you get a fourth grader excited about history How do you even begin to persuade high school students that mathematical functions are relevant to their everyday lives In this volume practical questions that confront every classroom teacher are addressed using the latest exciting research on cognition teaching and learning How Students Learn History Mathematics and Science in the Classroom builds on the discoveries detailed in the bestselling How People Learn Now these findings are presented in a way that teachers can use immediately to revitalize their work in the classroom for even greater effectiveness Organized for utility the book explores how the principles of learning can be applied in teaching history science and math topics at three levels elementary middle and high school Leading educators explain in detail how they developed successful curricula and teaching approaches presenting strategies that serve as models for curriculum development and classroom instruction Their recounting of personal teaching experiences lends strength and warmth to this volume The book explores the importance of balancing students knowledge of historical fact against their understanding of concepts such as change and cause and their skills in assessing historical accounts It discusses how to build straightforward science experiments into true understanding of scientific principles And it shows how to overcome the difficulties in teaching math to generate real insight and reasoning in math students It also features illustrated suggestions for classroom activities How Students Learn offers a highly useful blend of principle and practice It will be important not only to teachers administrators curriculum designers and teacher educators but also to parents and the larger community concerned about children s education

**Teaching Mathematics in Grades 6 - 12** Randall E. Groth, 2012-08-10 A journey into the vibrant and intriguing world of mathematics education Teaching Mathematics in Grades 6 12 explores how research in mathematics education can inform teaching practice in grades 6 12 The author shows secondary mathematics teachers the value of being a researcher in the classroom by constantly experimenting with methods for developing students mathematical thinking and then connecting this research to practices that enhance students understanding of the material The chapters in Part I introduce secondary teachers to the field of mathematics education with cross cutting issues that apply to teaching and learning in all mathematics content areas The chapters in Part II are devoted to specific mathematics content strands and describe how students think about mathematical concepts The goal of the text is to have secondary math teachers gain a deeper understanding of the types of mathematical knowledge their students bring to grade 6 12 classrooms and how

students thinking may develop in response to different teaching strategies

**Proceedings of the 6th International Conference on Learning Innovation and Quality Education (ICLIQE 2022)** Moh Salimi, Gunarhadi, Ratna Hidayah, Dewanta Arya Nugraha, 2023-12-01 This is an open access book The 6th International Conference on Learning Innovation and Quality Education ICLIQE 2022 is organized by Faculty of Teacher Training and Education The purpose of the ICLIQE 2022 activity is as a forum to accommodate researchers academics educators and education staff consultants government and other stakeholders to share perspectives related to educational trends seen from the perspective of society 5.0 era which includes the fields of science and technology education social and humanities management education basic education special education early childhood education guidance and counseling curriculum and educational evaluation and innovation

**Large-Scale Studies in Mathematics Education** James A. Middleton, Jinfa Cai, Stephen Hwang, 2015-05-05 In recent years funding agencies like the Institute of Educational Sciences and the National Science Foundation have increasingly emphasized large scale studies with experimental and quasi experimental designs looking for objective truths Educational researchers have recently begun to use large scale studies to understand what really works from developing interventions to validation studies of the intervention and then to efficacy studies and the final scale up for large implementation of an intervention Moreover modeling student learning developmentally taking into account cohort factors issues of socioeconomics local political context and the presence or absence of interventions requires the use of large data sets wherein these variables can be sampled adequately and inferences made Inroads in quantitative methods have been made in the psychometric and sociometric literatures but these methods are not yet common knowledge in the mathematics education community In fact currently there is no volume devoted to discussion of issues related to large scale studies and to report findings from them This volume is unique as it directly discusses methodological issue in large scale studies and reports empirical data from large scale studies

## The Enigmatic Realm of **Teaching Fractions And RaioS For Understanding**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing in short supply of extraordinary. Within the captivating pages of **Teaching Fractions And RaioS For Understanding** a literary masterpiece penned by way of a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those who partake in its reading experience.

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