

Although this doesn't give the "feel" of the unit, it does show the learning targets for each of the 16 lessons. Hope this helps!

What do I get?

What is this?

This year I traced my thinking and my student's work through a constructivist fractions unit. I had many, many requests for the unit and its resources—and this is it! It is a labor of love!

What is included?

- ✓ The text/photos for all 16 blog posts.
- ✓ Reproducible journal prompts
- ✓ Exit slips for formative assessment
- ✓ Guiding questions
- ✓ Teaching tips
- ✓ Common Core Alignment sheets
- ✓ Materials needed for "hands on" lessons (charts, directions, etc)
- ✓ The lessons/materials included in my "Hands On Fraction Sequencing" resource AND my "Word Problems—Fractions" resource
- ✓ Learning targets for each investigation
- ✓ Extra pages for homework, review, assessment, and so on

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Who should not buy this unit?

Seriously!

This unit is VERY unlike other units you will find on the internet or in other teacher resources! I do not want anyone to be disappointed! Please read carefully so you know what you are getting! ☺

Who should not buy this unit?

- ✓ Teachers who want a scripted, systematic fraction unit.
- ✓ Teachers who like to talk more than they like to listen.
- ✓ Teachers who stick to a strict schedule and are unwilling to take their students' lead.
- ✓ Teachers who want lots and lots of computation practice.
- ✓ Teachers who expect teaching and learning math to be easy!
- ✓ Teachers who do NOT expect teaching and learning math to be FUN!

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DAY 1

LEARNING TARGETS:

Students will explore the concept of "equal parts".

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DAY 2

LEARNING TARGETS:

Students will explore the concept of "equal parts".
Students will explain their thinking and critique the reasoning of others.

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DAY 3

LEARNING TARGETS:

Students will explore the concept of "equal parts".
Students will explore the concept of $\frac{1}{2}$.
Students will explain their thinking and critique the reasoning of others.

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DAY 4

LEARNING TARGETS:

Students will explore the concept of "equal parts".
Students will explore the concept of $\frac{1}{2}$.
Students will explain their thinking and critique the reasoning of others.

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DAY 5

LEARNING TARGETS:

Students will explain that the size of the "whole" matters.
Students will understand the concept of "unit fraction".
Students will explain their thinking and critique the reasoning of others.

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DAY 6

LEARNING TARGETS:

Students will explain that the size of the "whole" matters.
Students will understand the concept of "unit fraction".
Students will explain their thinking and critique the reasoning of others.

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DAY 7

LEARNING TARGETS:

Students will find fractions of a "set"

Students will model fractions of sets

Students will explain their thinking and critique the reasoning of others.

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DAY 10

LEARNING TARGETS:

Students will understand that fractions can use different names to represent the same amount.

Students will use models to show equivalent fractions

Students will define the term "equivalent"

Students will explain their thinking and critique the reasoning of others.

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DAY 13

LEARNING TARGETS:

Students will compare fractions to a "benchmark" fraction

Students will use reasoning to sequence fractions

Students will explain their thinking and critique the reasoning of others.

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DAY 16

LEARNING TARGETS:

Students will self-assess their fraction understanding based on the Common Core expectations

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DAY 8

LEARNING TARGETS:

Students will understand that fractions can use different names to represent the same amount.

Students will explain their thinking and critique the reasoning of others.

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DAY 11

LEARNING TARGETS:

Students will use number lines to plot fractions

Students will explain their thinking and critique the reasoning of others.

•Note: You could easily switch the order of Days 11 and 12.

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DAY 14

LEARNING TARGETS:

Students will use $<$, $>$, and $=$ symbols when comparing fractions and mixed numbers

Students will use reasoning to sequence fractions

Students will use the concept of "unit fraction" to add and subtract fractions

Students will explain their thinking and critique the reasoning of others.

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DAY 9

LEARNING TARGETS:

Students will understand that fractions can use different names to represent the same amount.

Students will use reasoning to sequence fractions and mixed numbers

Students will explain their thinking and critique the reasoning of others.

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DAY 12

LEARNING TARGETS:

Students will use number lines to plot fractions

Students will explain their thinking and critique the reasoning of others.

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DAY 15

LEARNING TARGETS:

Students will self-assess their fraction understanding based on the Common Core expectations

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Try these!

Here are a few more pages of "extras!"
Use the extra Journal prompts and sheets as you see fit—review, homework, assessment, or practice!

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