

# What is a **Fraction**?

Part of a whole

A number that expresses equal parts of a whole object or set of objects.

$$\frac{2}{3}$$

$$\frac{1}{2}$$

$$\frac{3}{4}$$

$$\frac{4}{7}$$


**part**  
—  
**whole**

**Parts of a fraction:**

**numerator** = how many fraction pieces you have

**denominator** = how many fraction pieces your whole is broken into  
\*d = down

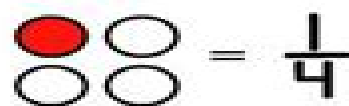
**fraction bar**  
\*represents division



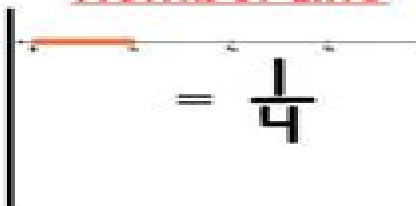
**KEY WORDS:** halves, thirds, fourths, fifths, sixths, sevenths, eighths, etc.

**Different Ways to Represent a Fraction**

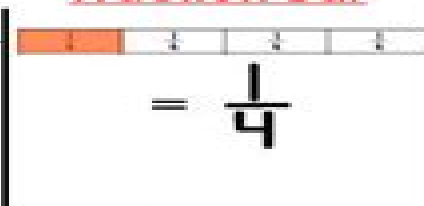
Part of a Group



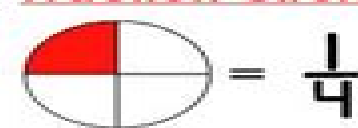
Number Line



Fraction Bar



Fraction Circle



# How To Teach Fractions To Third Graders

**Rachel S Tattersall**



## **How To Teach Fractions To Third Graders:**

**The Mathematics Lesson-Planning Handbook, Grades 3-5** Ruth Harbin Miles, Beth McCord Kobett, Lois A.

Williams, 2018-07-13 This book brings together the best of Visible Learning and the teaching of mathematics. The chapters on learning intentions, success criteria, misconceptions, formative evaluation, and knowing thy impact are stunning. Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math, it's a great go-to book for all who teach mathematics. John Hattie, Laureate Professor, Deputy Dean of MGSE, Director of the Melbourne Education Research Institute, Melbourne Graduate School of Education. YOU are the architect in the mathematics classroom. When it comes to mathematics lessons, do you sometimes feel overly beholden to the required texts from which you teach? Do you wish you could break the mold but feel like you get conflicting guidance on the right things to do? How often do you find yourself in the last minute online scramble for a great task activity that will capture your students' interest and align to your state standards? In *The Mathematics Lesson Planning Handbook: Grades 3-5 Your Blueprint for Building Cohesive Lessons*, you'll learn the streamlined decision-making processes that will help you plan the focused, research-based standards-aligned lessons your students need. This daily reference offers practical guidance for when and how to pull together mathematics routines, resources, and effective teaching techniques into a coherent and manageable set of lesson plans. This resource will lead teachers through a process of lesson planning based on various learning objectives. Set the stage for lesson planning using relatable vignettes. Offer sample lesson plans for Grades 3-5. Create opportunities to reflect on each component of a mathematics lesson. Suggest next steps for building a unit from the lessons. Provide teachers the space and tools to create their own lesson plans going forward. Based on years of classroom experience from seasoned mathematics educators, this book brings together the just-in-time resources and practical advice you need to make lesson planning simple, practical, and doable. From laying a solid foundation to choosing the right materials, you'll feel confident structuring lessons that lead to high student achievement.

## **Using Developmentally Appropriate Practices to Teach the Common Core**

Lisa S. Goldstein, 2015-07-16 *Using Developmentally Appropriate Practices to Teach the Common Core: Grades PreK-3* provides current and prospective primary grade teachers with an understanding of the CCSS ELA and CCSS M that highlights their compatibility with developmentally appropriate practices (DAP), the instructional approach generally preferred by teachers of young children. The book begins by framing the CCSS as a distinct improvement over lengthy lists of academic content standards and as a carefully conceptualized and DAP-friendly set of curriculum guidelines. Next, the CCSS ELA and CCSS M for Grades K-3 are unpacked, analyzed, synthesized, and cross-referenced to key features of DAP. Finally, several hot topic issues—differentiating instruction to meet the needs of all learners, ensuring equitable access to the curriculum for English Language Learners, addressing assessment and accountability expectations, and educating parents and families about the CCSS and DAP—are prioritized and examined in depth. *Using Developmentally Appropriate Practices to Teach the Common*

Core Grades PreK 3 is a highly useful guide for both pre service and in service early childhood education teachers

**Instructional Leadership in the Content Areas** Jo Beth Jimerson, Sarah Quebec Fuentes, 2018-09-03 Co published with University Council for Educational Administration UCEA this textbook prepares aspiring educational leaders for the important and challenging task of supporting instruction in their schools Instructional Leadership in the Content Areas equips leaders who might not have content backgrounds that align with those of the teachers they supervise with research based practices and knowledge specific to a range of subject areas Presenting over 20 problems based cases at the elementary middle and high school levels and across seven areas of content this book deepens knowledge of exemplary instruction improves feedback dialogues and helps leaders work effectively alongside teachers and instructional specialists Rich with activities resources and discussion questions this casebook provides a broad overview of instructional leadership and the tools for school leaders to improve and support classroom practices across all content areas in intentional ways that support career long professional growth Case facilitation notes are available here [www.routledge.com/9781138578845](http://www.routledge.com/9781138578845)

*What Every Parent Should Know About Schools, Standards, and High Stakes Tests* Donna Walker Tileston, 2005-10-13 Help parents understand educational standards mandated tests No Child Left Behind and other issues affecting their children s schools with this reader friendly guide

*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 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

Curriculum and Teaching Dialogue David J. Flinders,Christy M. Moroye,2015-08-01 Curriculum and Teaching Dialogue CTD is a publication of the American Association of Teaching and Curriculum AATC a national learned society for the scholarly field of teaching and curriculum The field includes those working on the theory design and evaluation of educational programs at large At the university level faculty members identified with this field are typically affiliated with the departments of curriculum and instruction teacher education educational foundations elementary education secondary education and higher education CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum In fulfillment of this mission CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs **The Cambridge**

**Handbook of Computing Education Research** Sally A. Fincher,Anthony V. Robins,2019-02-13 This is an authoritative introduction to Computing Education research written by over 50 leading researchers from academia and the industry

**Common Core Mathematics in a PLC at Work®, Grades 3-5** Timothy D. Kanold,2012-04-12 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics grades 3 5 Discover what students should learn and how they should learn it at each grade level Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency *Handbook of Research on Pedagogical Models for Next-Generation Teaching and Learning* Keengwe, Jared,2017-10-31 Every generation of students comes to the classroom with different needs than that of their predecessors Implementing new methods and styles of teaching to meet these diverse needs will provide

students with the best chance of success in their educational careers The Handbook of Research on Pedagogical Models for Next Generation Teaching and Learning is a critical scholarly source that examines the most effective and efficient techniques for implementing new educational strategies in a classroom setting Featuring pertinent topics including mixed reality simulations interactive lectures reflexive teaching models and project based learning this is an ideal publication for educators academicians students and researchers that are interested in discovering more about the recent advances in educational fields

**Recruiting, Preparing, and Retaining STEM Teachers for a Global Generation**, 2019-05-27

There is a critical need to prepare diverse teachers with expertise in science technology engineering and mathematics STEM with the skills necessary to work effectively with underrepresented K 12 students Three major goals of funded STEM programs are to attract and prepare students at all educational levels to pursue coursework in the STEM content areas to prepare graduates to pursue careers in STEM fields and to improve teacher education programs in the STEM content areas Drawing upon these goals as the framework for Recruiting Preparing and Retaining STEM Teachers for a Global Generation the 15 chapters contained herein highlight both the challenges and successes of recruiting preparing and sustaining novice teachers in the STEM content areas in high need schools Recruiting retaining and sustaining highly qualified teachers with expertise in STEM content areas to work in hard to staff schools and geographic areas are necessary to equalize educational opportunities for rural and urban Title 1 students High teacher turnover rates in combination with teachers working out of field leave many students without highly qualified teachers in STEM fields Most of the chapters in this volume were prepared by scholars who received NSF funding through Noyce and are engaged in addressing research questions related to these endeavours Contributors are Lillie R Albert Cynthia Anhalt Saman A Aryana Joy Barnes Johnson Lora Bartlett Brezhnev Batres Diane Bonilla Patti Brosnan Andrea C Burrows Alan Buss Laurie O Campbell Phil Cantor Michelle T Chamberlin Scott A Chamberlin Marta Civil Lin Ding Teresa Dunleavy Belinda P Edwards Jennifer A Eli Joshua Ellis Adrian Epps Anne Even Angela Frausto Samantha Heller Karen E Irving Heather Johnson Nicole M Joseph Richard Kitchen Karen Kuhel Marina Lazic Jacqueline Leonard Rebecca H McGraw Daniel Morales Doyle Sultana N Nahar Justina Ogodo Anil K Pradhan Carolina Salinas David Segura Lynette Gayden Thomas Alisun Thompson Maria Varelas Dorothy Y White Desha Williams and Ryan Ziols

Educators' Learning from Lesson Study Akihiko Takahashi, Thomas McDougal, Shelley Friedkin, Tad

Watanabe, 2022-06-30 Offering voices from the field the first of its kind outside of Japan this guide to teaching and learning elementary mathematics highlights real case examples from teachers and educators who share what they have learned through Lesson Study The teachers reports provide vivid examples of new insights and ideas about mathematics about pedagogy and lesson design about student learning and about professional collaboration gained through Lesson Study Each report includes an abbreviated plan of the specific research lesson that led to the new insights which readers can draw from to replicate the powerful learning in their own community The case examples of this book are from Lesson Study in

mathematics elementary to lower secondary grade levels focused on what teachers and educators have learned about improving mathematics teaching and learning but many ideas from each report can be applied to other subjects and different grade levels This unique book will be an excellent resource for mathematics teachers in training and practice who seek to improve mathematics teaching and learning in their own and others classrooms including researchers and school administrators who lead professional development

**The Massachusetts Teacher**, 1924 **Learning Together** Elham Kazemi, Jessica Calabrese, Teresa Lind, Becca Lewis, Alison Fox Resnick, Lynsey K. Gibbons, 2024-08-02 A blueprint for structuring the school environment around teacher learning and collaboration as a foundation for equitable learning and student engagement

Content Area Literacy for Diverse Learners Virginia McCormack, 2008 contains useful information and concepts that teachers can apply in the classroom and other instructional settings There is also a detailed resource section listing children's literature and websites that can enhance your instructional practice This helpful and comprehensive resource can be used by preservice teachers by experienced teachers and administrators for development of staff at all levels and by individuals in Alternate Route Teacher Certification programs Page 4 of cover

**Graded Course of the Milwaukee Public Schools** Milwaukee (Wis.). Board of School Directors, 1898 Teaching to the Math Common Core State Standards F. D. Rivera, 2014-02-05 This is a methods book for elementary majors and preservice beginning elementary teachers It takes a very practical approach to learning to teach elementary school mathematics in an emerging Age of the Common Core State Standards The Common Core State Standards in Mathematics CCSSM is not meant to be the official mathematics curriculum it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the kindergarten through grade 5 portions of the CCSSM first with issues in content practice assessment learning teaching and classroom management pursued next and in that order In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content practice learning teaching and assessment The CCSSM content standards which pertain to mathematical knowledge skills and applications have been carefully crafted so that they are teachable learnable coherent fewer clearer and higher The practice standards which refer to institutionally valued mathematical actions processes and habits have been conceptualized in ways that will hopefully encourage all elementary students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation Thus in the CCSSM proficiency in content alone is not sufficient and so does practice without content which is limited Content and practice are both equally important and thus must come together in teaching learning and assessment in order to support authentic mathematical understanding This blended multisourced text is a getting smart book It helps elementary majors and preservice beginning elementary teachers work within the realities of accountable pedagogy and develop a proactive disposition that is capable of

supporting all elementary students in order for them to experience growth in mathematical understanding necessary for middle school and beyond including future careers      *Success in Teaching Arithmetic* Franklin Sherman Hoyt, Harriet E. Peet, 1928      **Middle Grade Teachers' Mathematical Knowledge and Its Relationship to Instruction** Judith

Sowder, Randolph A. Philipp, Barbara E. Armstrong, Bonnie P. Schappelle, 1998-07-16 Investigates how middle grade teachers deeper understanding of the mathematics of number quantity and proportion influences the way they teach and the way students learn      *Guided Math Lessons in Fourth Grade* Nicki Newton, 2021-11-29 Guided Math Lessons in Fourth Grade provides detailed lessons to help you bring guided math groups to life Based on the bestselling Guided Math in Action this practical book offers 16 lessons taught in a round of three concrete pictorial and abstract The lessons are based on the priority standards and cover fluency word problems fractions and place value Author Dr Nicki Newton shows you the content as well as the practices and processes that should be worked on in the lessons so that students not only learn the content but also how to solve problems reason communicate their thinking model use tools use precise language and see structure and patterns Throughout the book you ll find tools templates and blackline masters so that you can instantly adapt the lesson to your specific needs and use it right away With the easy to follow plans in this book students can more work effectively in small guided math groups and have loads of fun along the way Remember that guided math groups are about doing the math So doing mathematical sketches to show what they understand and can make sense of the abstract numbers When students are given the opportunities to make sense of the math in hands on and visual ways then the math begins to make sense



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