

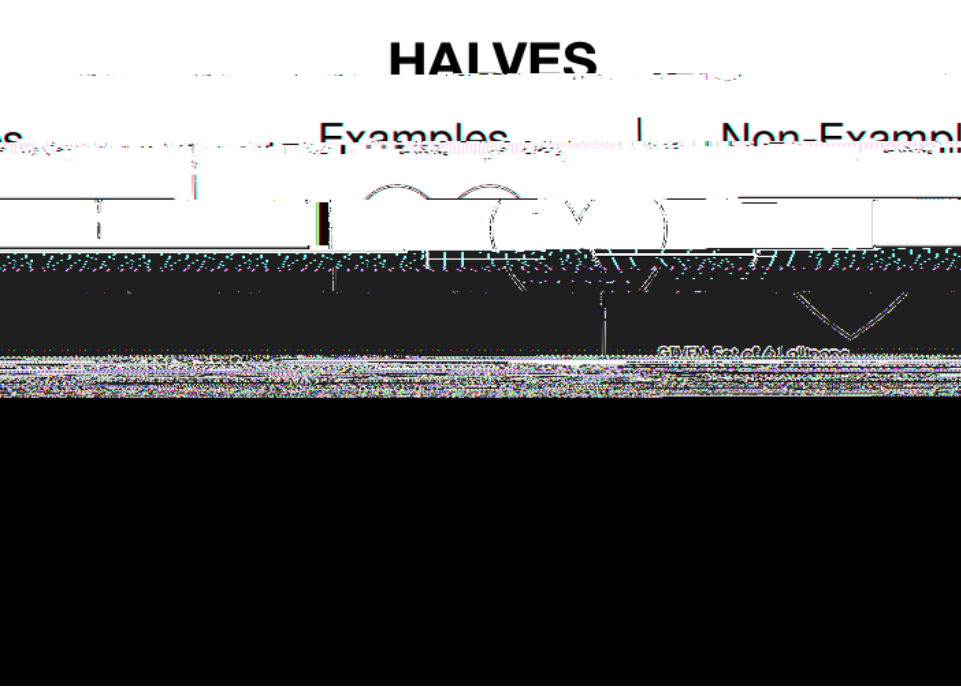
Presented by: Sharri Zachary and Dawn Woods

Effective Fraction Instruction 0-7

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Effective Fraction Instruction 0-7

<p>Conceptual Development of Fractions (, 2012, . 10)</p>	<p style="text-align: center;">Texas Essential Knowledge and Skills for Mathematics (TEKS) (111.1 111.7)</p>	
<p>Level 0</p>	<p>TEKS 1.6 <i>The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:</i></p>	
	<p>(H) Identify</p>	

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Conceptual Development of Fractions (2012, 10)	Texas Essential Knowledge and Skills for Mathematics (TEKS) (111.1-111.7)
<u>Level 0</u>	TEKS 2.3 <i>The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:</i> (A) Partition

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Conceptual Development of Fractions (, 2012, . 10)	Texas Essential Knowledge and Skills for Mathematics (TEKS) (111.1 111.7)
Level 1	TEKS 2.3 <i>The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:</i> (B) Explain , ;

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Conceptual Development of Fractions (, 2012, . 10)	Texas Essential Knowledge and Skills for Mathematics (TEKS) (111.1 111.7)
Level 2	TEKS 2.3 <i>The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:</i> (C) Use

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Conceptual Development of
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Conceptual Development of Fractions (, 2012, . 10)	Texas Essential Knowledge and Skills for Mathematics (TEKS) (111.1 111.7)
<p><u>Level 4</u></p>	<p>TEKS 3.3 <i>The student applies mathematical process standards to <u>represent and explain fractional units</u>. The student is expected to:</i></p> <p>(A) Represent</p> <p style="text-align: center;">2, 3,</p> <p>4, 6, 8</p> <p style="text-align: center;">,</p> <p style="text-align: center;">.</p>

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<p>Conceptual Development of Fractions (, 2012, . 10)</p>	<p style="text-align: center;">Texas Essential Knowledge and Skills for Mathematics (TEKS) (111.1 111.7)</p>
<p><u>Level 4</u></p>	<p>TEKS 3.3 <i>The student applies mathematical process standards to <u>represent and explain fractional units</u>. The student is expected to:</i></p> <p>(C) Explain $\frac{1}{b}$</p> <div style="text-align: center; margin-left: 100px;"> $\frac{b}{b}$ </div>

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Conceptual Development of Fractions (, 2012, . 10)	Texas Essential Knowledge and Skills for Mathematics (TEKS) (111.1 111.7)
Level 4	TEKS 3.3 <i>The student applies mathematical process standards to <u>represent and explain fractional units</u>. The student is expected to:</i> (F) Represent 2, 3, 4, 6, 8 , .

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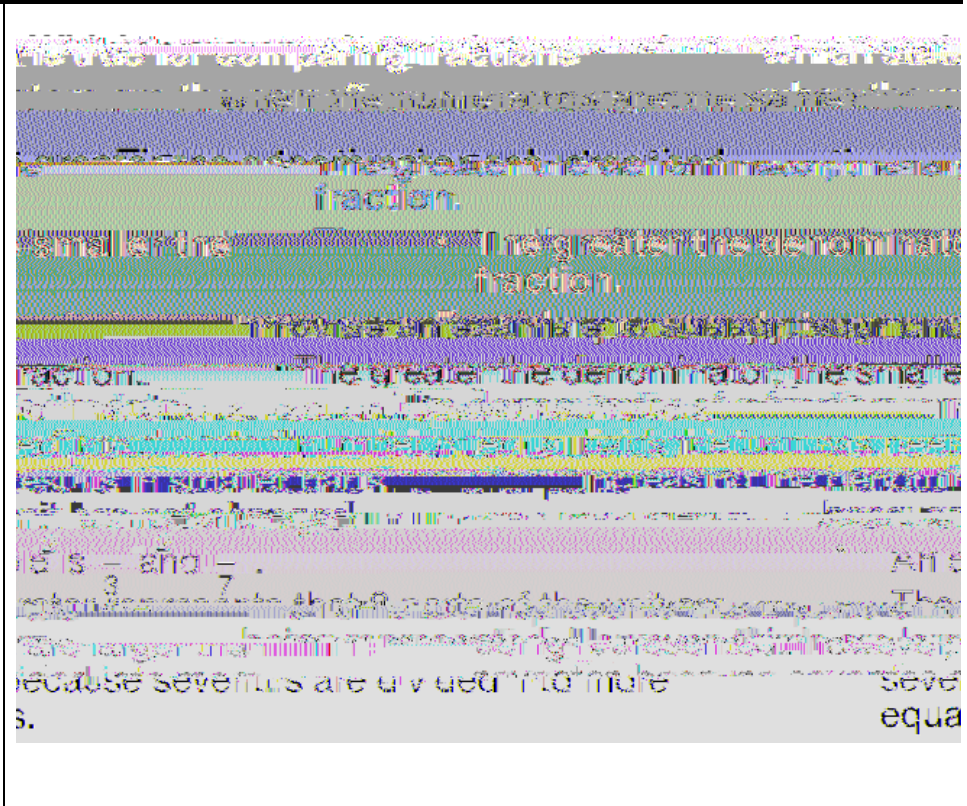
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<p>Level 5</p>	<p>TEKS 3.3 <i>The student applies mathematical process standards to <u>represent and explain fractional units</u>. The student is expected to:</i></p>	
	<p>(H) Compare</p>	

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Conceptual Development of Fractions (, 2012, . 10)	Texas Essential Knowledge and Skills for Mathematics (TEKS) (111.1 111.7)
Level 6	TEKS 4.3 <i>The student applies mathematical process standards to <u>represent and generate fractions to solve problems</u>. The student is expected to:</i>
	(B) Decompose

Identify 3 different ways to write $\frac{5}{3}$ as expressions.

$$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$$

$$\frac{2}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$$

$$\frac{4}{3} + \frac{1}{3}$$

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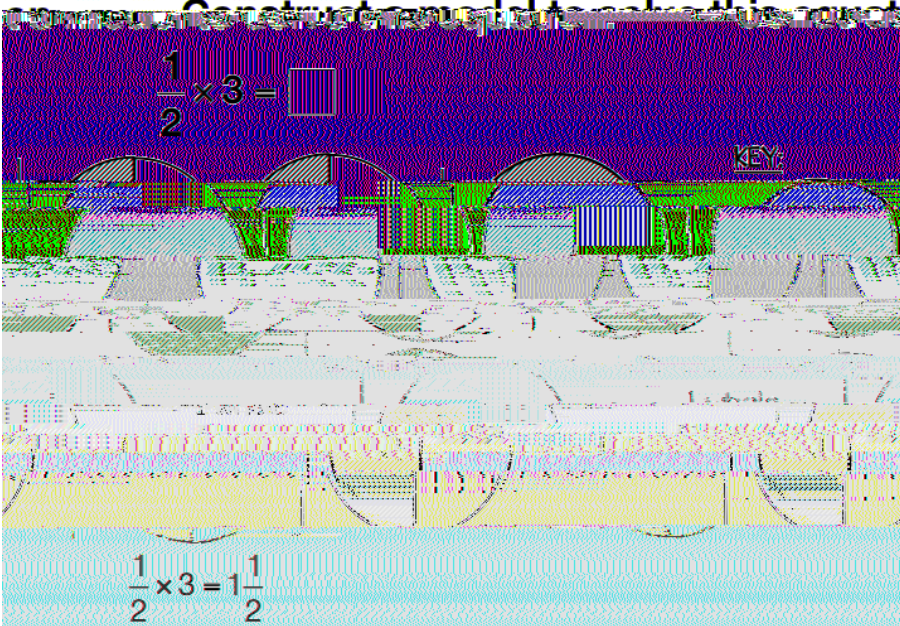
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<p><u>Level 7</u></p>	<p>TEKS 5.3 <i>The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:</i></p>	
	<p>(I) Represent solve</p>	

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