

Session 2 Assignment Sheet:

1. Reading Assignment:

- Extending Children's Mathematics*, Chapter 1 (pp. 32-35)
- Extending Children's Mathematics*, Chapter 2 (pp. 36-46)
- "Iowa Core Mathematics Content and Practice Shifts Grades K-5", the first three shifts under "The Meaning of Fractions" (pp. 9-11) What connections do you see to our classroom discussions?

2. Implementation Assignment 2:

- Select an Equal Sharing problem and pose it to your students without providing instruction on how to solve the problem. Read problem with your students regardless of their grade level. Read "Equal Sharing Problems" pp. 29-31, and "Instructional Guidelines for Equal Sharing Problems and Introducing Fractions" pp. 32-35 for recommendations on what numbers to use.
- Classify your students' work by sorting the work into 3 to 6 piles of similar thinking. Then take each pile and align the thinking to a strategy on p. 25.
- Bring your students' work with you to Session 3. Be prepared to share how you classified the work and your thoughts on the following questions:
 - Do you think the new problem was easier or more difficult than the brownie problem?
 - How are the strategies your students used for the new problem similar or different from the strategies they used for the brownie problem?
 - Are there students who struggled with the new problem who were able to solve the brownie problem? Why do you think this happened?
 - What are your next steps? What problem will you give next?