Session 5 Assignment Sheet:

1. Reading Assignment:
   - Extending Children’s Mathematics, Chapter 5 (pp. 92-113)
   - “Iowa Core Mathematics Content and Practice Shifts Grades K-5”, the shifts under “Properties of Operations” (pp. 3-4)

2. Implementation Assignment 5:
   - Pose the following problem to encourage relational thinking. Select pairs of numbers you think are appropriate for your students. The pairs of numbers increase in difficulty.

   It takes ____ yard of ribbon to make a bow. How many bows can I make with ____ yards?
   
   \[
   \left(\frac{1}{4}, 12\right) \quad \left(\frac{1}{3}, 18\right) \quad \left(\frac{3}{4}, 12\right) \quad \left(\frac{2}{3}, 18\right) \quad \left(\frac{5}{6}, 35\right)
   \]

   - Conduct a class discussion of student work and make students’ relational thinking explicit. If students do not use equations, share equations to model specific relational thinking used by students during a class discussion. Discuss how the equation connects to the students’ work.
   - Bring your students’ work with you to Session 6 along with a written reflection of what took place in your classroom. Your reflection should include:
     - the problem you posed,
     - the notation you or your students used,
     - a description of the class discussion including connections made between notation and student work, and
     - a description of what you learned as a teacher.