

Planning for the School Year

Part 1: Study the fraction unit(s) in your textbook and complete the table below. Use one row for each textbook lesson. Indicate the purpose of the lesson, the textbook page numbers, and whether you plan to keep the lesson as intended, omit the lesson, or change the lesson. Consider *Iowa Core Mathematics* standards for your grade level and guidelines from *Extending Children’s Mathematics*.

Lessons you choose to omit may focus on tasks that are not worthwhile such as identifying fractions represented by partially shaded region models. Lessons you choose to change may have components you feel could be improved by incorporating guidelines from *Extending Children’s Mathematics*. For example, if your textbook only requires students to compare fractions in non-contextual situations, you may want to add some Equivalencing or Comparison word problems. If the textbook only focuses on comparing fractions by finding a common denominator, you will want to change task directions so students must use a variety of strategies and possibly add pairs of fractions that lend themselves to comparing numerators or using benchmark fractions.

Note: You may want to download this table or recreate it electronically, so you can add rows and adjust cell size.

Outline of Textbook Unit on Fractions				
Day	Purpose of Lesson	Pages	Keep, Omit, or Change	Brief Explanation
1				
2				
3				
4				
5				
6				
7				

