

## Pre-session Layout (with Memory Match from Mathies.ca game)

Meeting Layouts Pods Audio

Attendee List ...

Session 3 Welcome

Welcome to Session 3:  
**Unit Fractions and Partitioning, Iterating and Disembedding**

Please read and follow the **Adobe Connect Protocols** on the left.

We will be asking you to use your mic today. After you have run the Audio Wizard, please raise your hand to test your mic. If you don't have a mic or yours is not working please let us know by changing your status to 'thumbs down'.

Chat (Everyone)

Adobe Connect Protocols 2015.pptx

**Adobe Connect Protocols**

- Always run the audio wizard at the beginning of every meeting
- Mute your microphone unless speaking
- To speak, change your status to "Raise Hand" When recognized by a presenter, unmute your mic to talk.
- Participants (in groups) using a speaker (not headset) will need to mute their speaker before turning on their mic to prevent feedback.
- Use "Private Chat" with Bruce or the presenters for technical support.

Whiteboard - Learning Continuum

How comfortable are you feeling with fractions?

0 1/2 7/10 75% 9/10 1

Click on the pointer tool and drag a star to the number line.  
 Then click on the text tool, 'T', click

Questions or Comments from Session 2 (Everyone)

## Presentation Layout

Meeting Layouts Pods Audio

Attendee List

Developing Fraction Number Sense Feb 2016.pptx

Draw Stop Sharing

**fractionslearningpathways.ca**

**Fractions Learning Pathways**

DRAFT v22 Last Revised: Sept 16, 2014

Please Note  
 - Mixed, improper and proper fractions should be interspersed throughout fractions teaching and learning so that the students build fluency with these early.  
 - Models include linear, area, volume, and set representations.

**UNIT FRACTIONS**

- Partitioned fractions to make models of unit fractions
- Use unit fractions to name and compare fractions
- Use exponential reasoning to make fractions equivalent
- Use unit fractions to compare and decompose fractions
- Use unit fractions to compare and decompose fractions
- Use unit fractions to compare and decompose fractions

**COMPARING FRACTIONS**

- Compare fractions with like denominators
- Compare fractions with like denominators
- Compare fractions with like denominators
- Compare fractions with like denominators
- Compare fractions with like denominators
- Compare fractions with like denominators

**OPERATIONS WITH FRACTIONS: ADDITION AND SUBTRACTION**

- Add and subtract fractions with like denominators
- Add and subtract fractions with like denominators
- Add and subtract fractions with like denominators
- Add and subtract fractions with like denominators
- Add and subtract fractions with like denominators
- Add and subtract fractions with like denominators

Created by Dr. Cathy Bruce, Trent University and the Bay Schools  
 Fractions Learning Pathways are inspired by: Don Goldsmith's work based on the research of  
 Gattegno's number rods and developed by Franklyn Jones (University of Alberta), and Sharon Glazebrook

Based upon research by Dr. Cathy Bruce, Trent University and Curriculum and Assessment Policy Branch

Outline Notes Search

Slide Title	Duration
▶ Developing Fraction Nu...	00:05
▶ Who We Are	00:05
▶ Session Norms	00:05
▶ Session Goals	00:05
▶ Agenda	00:05
▶ Why Research the Teach...	00:05
▶ Prior Learning which C...	00:05
▶ Why Fractions?	00:05
▶ The Fractions Research...	00:05
▶ Key Components of the ...	00:05
▶ Overarching Research Q...	00:05
▶ FINDINGS	00:05
▶ fractionslearningpathw...	00:05

Show sidebar to participants

2 Minutes 5 Seconds Remaining

## Using an Annotation Feature on PPT for Number Line Tasks

Meeting    Layouts    Pods    Audio

Attendee List (1)    Describe strategies used...    Number Line Task 2 final.pptx    Draw    Stop Sharing

Hosts (1)  
 Shelley Yearley  
 Presenters (0)  
 Participants (0)

The chat history has been cleared

### Number Line Task 2

Need a volunteer to place the fractions and use their mic to do a “Think Aloud” explaining their strategies. You can also share your strategies in the chat pod on the left.

0  $\frac{1}{6}$     1  $\frac{7}{6}$     1  $\frac{4}{6}$     2

## Task Debrief Layout

Meeting    Layouts    Pods    Audio

Attendee List    AC Series Session 3 Final April 11.pptx    Draw    Stop Sharing    Reviewing the tasks

Hosts (1)  
 Shelley Yearley ...  
 Presenters (0)  
 Participants (0)

The chat history has been cleared

### Reviewing the Tasks

Revisit the steps taken to complete:

1. Drawing a shape and using fractions to name regions
2. Landing between 1 and 2 on a number line with sixths
3. Placing fractions on the number line

Which of the following:

- iterating,
- disembedding or
- partitioning

did you use to complete the task?  
 Explain your thinking.

Based upon research by Dr. Cathy Bruce, Trent University and Curriculum and Assessment Policy Branch

Outline	Notes	Search
Slide Title	Duration	
▶ Partitioning	00:05	
▶ Number Line Task 2	00:05	
▶ MATHEMATICAL LANGUAGE	00:05	
▶ Partitioning	00:05	
▶ Iterating	00:05	
▶ Disembedding	00:05	
▶ Partitioning and Itera...	00:05	
▶ Disembedding	00:05	
▶ Reviewing the Tasks	00:05	

Show sidebar to participants

2 Minutes 1 Seconds Remaining



## Video Viewing Layout

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Meeting Layouts Pods Audio

Attendee List

Active Speakers

Hosts (1)

Shelley Yearley ...

Presenters (0)

Participants (0)

Student thinking video link

Student thinking video

Browse To

Student Thinking Number Line smaller 2.flv

Stop Sharing

0:00:03 / 0:03:23

What the Student Demonstrates (...)

The chat history has been cleared

What misconceptions are evident? (Ev...)

The chat history has been cleared

Suggested interactions (Everyone)

The chat history has been cleared

General Chat

The chat history has been cleared

## Consolidation

Meeting Layouts Pods Audio

Attendee List

Active Speakers

Hosts (1)

Shelley Yearley ...

Presenters (0)

Participants (0)

Developing Fraction Number Sense Feb 2016.pptx

Third session date

11

fractionslearningpathway

Fractions Learning Pathways

APRIL 12th is next session

Based upon research by Dr. Cathy Bruce, Trent University and Curriculum and Assessment Policy Branch

Aha Thinking (Everyone)

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General Chat

The chat history has been cleared