

Connection in the session: Between participant thinking and a representation

<u>Representations in my Teaching</u> In class, our current Unit focuses a lot units of measure in both the metric system and the U.S. customary system. Based on MEAP data that I have separated based on concepts, this is an area where students struggle. I like to use a lot pictures of objects as representations the actual units. For example, I have large posters up in the room displaying the following: U.S. Customary Metric ounce =] slice of bread 1 kilogram = () tob of peanut loaf of 1 pound = bread These representations for units of weight help the students to envision how heavy each unit of weight is, and it also makes it easier to compare the 2 systems of measure with each other. My students from school that return to visit have middle still using these pictures as representations. mentioned

This work is licensed under a Creative Commons Attribution-Noncommercial-NoDerivatives 4.0 International License: https://creativecommons.org/licenses/by-nc-nd/4.0/ © 2018 Mathematics Teaching and Learning to Teach School of Education • University of Michigan • Ann Arbor, MI 48109-1259 • mtlt@umich.edu



Representing and Comparing Fractions in Elementary Mathematics Teaching **Session 2 Resource**

Another representation that I use for capacity is below:	
This representation helps to make the connection between the various units of capacity. It also supports the math that is involved in making conversions between units of capacity.	

This work is licensed under a Creative Commons Attribution-Noncommercial-NoDerivatives 4.0 International License: https://creativecommons.org/licenses/by-nc-nd/4.0/ © 2018 Mathematics Teaching and Learning to Teach School of Education • University of Michigan • Ann Arbor, MI 48109-1259 • mtlt@umich.edu