

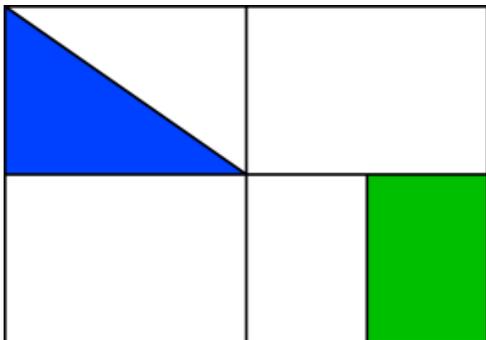
Overview of Session 8

- Supporting students' use of representations
- Analyzing students' methods for comparing fractions
- Using a checklist to analyze records of public recording space

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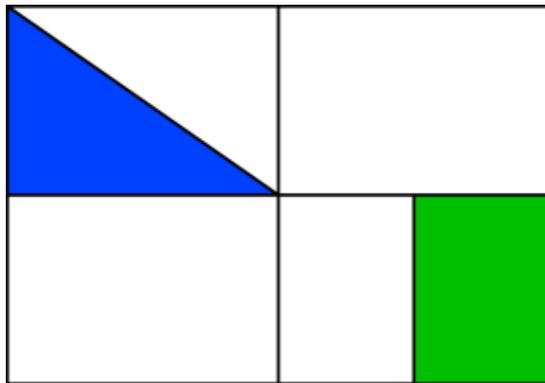
A fractions-of-an-area task

Which shaded region is a larger part of the big rectangle?



- What mathematical ideas are involved in the problem?
- What strategies and solutions do you anticipate from students?

Fractions-of-an-area: Task in the video

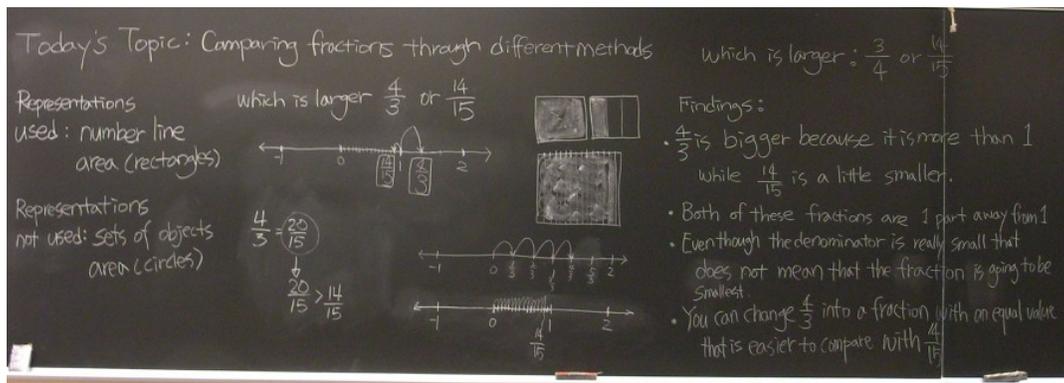


- What fraction of the big rectangle is the blue region?
- What fraction of the big rectangle is the green region?

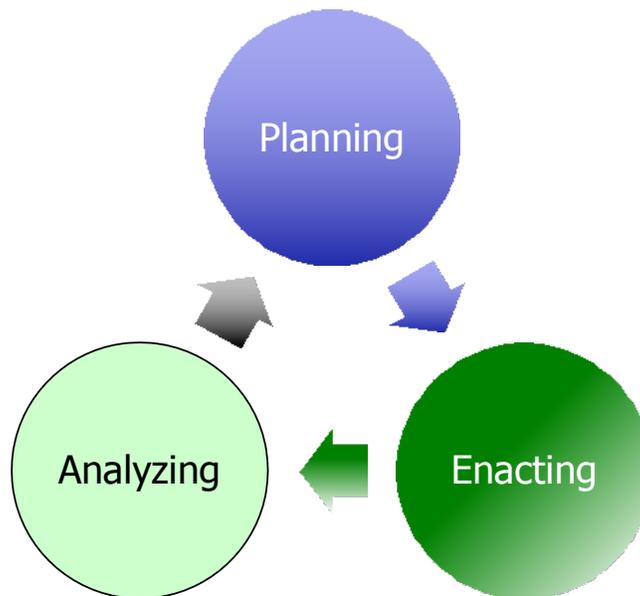
Attending to mathematics teaching through images

Use the blackboard images as a way to consider:

- Student thinking
- Mathematics content



A cycle of learning from the use of public recording space



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Summary

In this session task analysis and the cycle of learning from teaching supported:

- Consideration of ways to support students in sharing their use of a representation
- Identifying strategies for comparing fractions
- Developing goals for improving the use of public recording space in teaching

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