Kim's Grade 7-8 Fractions Planning Map

Key planning considerations: Base planning on the Fractions Learning Pathways (FLP). Punctuate instruction with two to five lessons per month focusing on a new concept in order to develop and solidify ideas. Embedding fractions into current curriculum in order to allow students to understand, reinforce and extend the concepts.

Topic	**Representing Fractions using Linear Models**		**Representing Fractions using Linear and Area Models**	
Month	September		October	
Concepts on FLP	***Unit A, Comp E***		***Unit B, Unit C, Unit D, Unit E, Op B***	
Tasks (including extensions and revisits)	Assessment: Diagnostics – Represent 2/5 or 4/10 in as many ways as you can. *(Unit B)*	• **Walking the Number Line (Unit A)**: emphasize using proportional reasoning and benchmarks to make reasonable estimates. • **The Living Number Line (Unit A)**: emphasize the longevity of a number line. • **Ordering on a Number Line Lesson Bundle (Comp E)**: emphasize the connections between fractions, decimals and percents.	Possible Assessment – Represent the fraction 4/6 or 5/7 using a set, area and number line model.	• **Desktop Fractions (Unit B)**: emphasize the relationships between linear and area models. • **Brownies (Unit B)**: emphasize equal partitioning. • Explore Unit Fractions in Relation to Models (area, linear) Students need opportunities to create and repeat unit fractions; is foundational to operations with fractions • **Unit Fractions Counting Games (Unit D)**: emphasize that 'counting on' is the same as 'adding on'. • **The Shaded Rectangle (Unit E)**: emphasize the connection between partitioning and equivalence and density concepts. • **Flag Task (Op B)**: emphasize that one whole can be decomposed in many ways.
Opportunities to Connect Cross Strand	**Number Sense & Numeration** • Place Value Decimals (naming using fractional language) • Percents • Estimation		**Number Sense & Numeration** • Division • Addition **Measurement** • Area • Surface area	

Topic	**Representing Fractions using Linear, Set and Area Models**	**Counting and Partitioning as a Precursor to Operations**	**Comparing Fractions**
Month	November	December	January
Concepts on FLP	***Unit D, Unit F, Comp A***	***Unit E, Comp E***	***Comp A, Comp B, Comp C, Comp D, Comp E, Op B***
Tasks (including extensions and revisits)	• **Fractions Shapes Sets (Unit F)**: emphasize defining the whole when working with a set. • **Changing Wholes with Pattern Blocks (Unit F)** • **Recipe Task (Comp A)** • **Fractions Representations with Set and Area Models Lesson Bundle (Unit D)**: emphasize the relationships between set and area models.	• **Unit Rods (Unit E)** • **Show Me (Unit E)** • **Pretty Powerful Paper Folding (Comp E)**	• **Generating Fractions Between Two Numbers (Comp C)** • **Compare 2 Fractions (Comp A-E)**: emphasize a range of strategies for comparing fractions. • **Flags Task (Op B)**: emphasize that different shaped regions can be equivalent.
Opportunities to Connect Cross Strand	**Number Sense & Numeration** • Operations • Ratio • Equivalence **Measurement** • Conversion **Geometry & Spatial Sense** • Attributes **Algebra** • Algebraic relationships	**Number Sense & Numeration** • Equivalence **Geometry & Spatial Sense** • Attributes	**Number Sense & Numeration** • Operations **Measurement** • Area **Geometry & Spatial Sense** • Transformational Geometry

Topic	Equivalence and Addition/Subtraction		Addition and Subtraction		Addition and Subtraction
Month	February		March		April
Concepts on FLP	***Op C, Op E, Unit D***		***Op D***		***Op E***
Tasks (including extensions and revisits)	Possible Assessment - Select two fractions and identify a fraction between them. Prove that your answer is correct.	• **Train Game (Op C)** • **Equals Game (Op E)**: emphasize connection between visual representation and notational representation • **Unit Fractions Counting Game (Unit D)** • **Compose 1 7/8 (Op E)**	Possible Assessment - Which is greater: $\frac{5}{6}$ or $\frac{7}{8}$? Justify your solution.	• **Building a Stage (Op D)** • **The Flick Game (Op D)** • Ongoing Number Line/Counting Game/Comparing Tasks as needed	• **The Relay Race (Op E)** • **Turf Touchdown (Op E)**
Opportunities to Connect Cross Strand	**Number Sense & Numeration** • Equivalence		**Measurement** • Linear units of measure		**Number Sense & Numeration** • Operations • Equivalence

Topic	**Multiplication and Division**	**Multiplication and Division**
Month	May	June
Concepts on FLP	**Op F – Op Q**	**Op F – Op Q**
Tasks (including extensions and revisits)	• **Operations with Fractions: Multiplication and Division** (tasks under development)	• **Operations with Fractions: Multiplication and Division** (tasks under development)
Opportunities to Connect Cross Strand		**Geometry** • Transformational Geometry **Data Management and Probability** • Probability