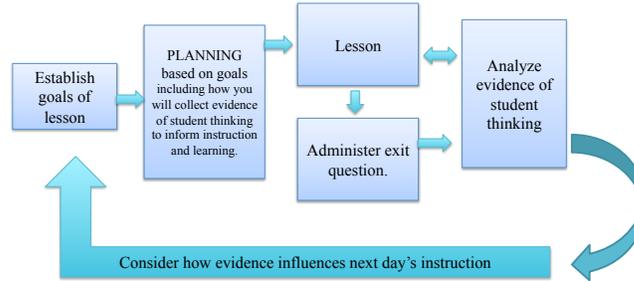


Use of ongoing questions to inform instruction and planning

Part I. Ms. Smith's Lesson Background – The Developing Unit Fraction Reasoning

Goal:

- A. To use visual models to develop understanding of unit fractions and benchmark reasoning when comparing fractions.

Part II. Exit Question

At the end of the lesson Ms. Smith administered these exit questions. She planned to use the evidence in the student work to help plan her lesson for the next day.

Q1(CB9): Which fraction is closest to 1?

$$\frac{5}{6} \text{ or } \frac{7}{8}$$

Q2 (CB4) Which fraction is closest to $\frac{1}{2}$?

$$\frac{3}{4} \text{ or } \frac{5}{12}$$

- 1) Solve Q1 and Q2 thinking about different solutions you would expect to see from students.
- 2) Q1 was similar to the comparisons students made during the class, but with different fractions. However, the students did not make comparisons to the benchmark $\frac{1}{2}$ with an expectation of using unit fraction reasoning (Q2). Why do you think Ms. Smith chose to give her students both of these questions?

