*1 Day Pacing = 45 min. Session

Module 1: Composing and Decomposing

Topic 2: Positive Rational Numbers

Lesson #	Lesson Title	Lesson Subtitle	Highlights	TEKS	Pacing*
ELPS: 1.A, 1.C, 1.E, 1.F, 1.H, 2.C, 2.D, 2.E, 2.I, 3.D, 3.E, 3.F, 3.G, 3.H, 4.F, 4.G, 5.F					
1	Rocket Strips	Dividing a Whole into Fractional Parts	Students create fraction strips for unit fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{12}$, and $\frac{1}{16}$. They identify equivalent fractions by aligning the fraction strips on the fold lines, and then complete a graphic organizer to represent all the equivalent fractions represented by the fraction strips. Students conclude that the numberator and denominator of equivalent fractions are multiples of the original unit fractions.	6.4F 6.5C	1
2	Getting Closer	Benchmark Fractions	Students translate their understanding of fraction strips to number lines. They use the benchmark fractions 0, $\frac{1}{2}$, and 1 to estimate the value of fractions, write fractions that are close to these benchmarks and estimate sums. Students solve a problem which involves comparing fractions that represent shaded parts of figures.	6.2D 6.4F	1
3	Did You Get the Part?	Multiplying Fractions	Students review the area model for multiplication and apply it to multiplying mixed numbers. They analyze two methods for multiplying mixed numbers and then use these methods to answer questions in the context of a real-world scenario.	6.3B 6.3E	1

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4	Yours IS to Reason Why!	Fraction by Fraction Division	Students connect multiplication to division by writing fraction fact families for area models. They then use fraction strip and number line models to investigate the division of fractions by fractions. Students use these models to develop an algorithm for rewriting division sentences as multiplication sentences. They apply the procedure to solve problems involving fractions and mixed numbers.	6.2E 6.3A 6.3E	3
End of Topic Assessment					1