The teacher may provide contexts for students to fair share a provided number of objects among a provided number of people so that students can explore the connection between division and fractions.

The teacher may provide a variety of fractions (e.g., 2/3, 3/5, 1/8, 7/9) so that students can explore the creation of fair share story problems using these fractions.

The teacher may provide the context of a story (e.g., multiplying jar) that multiplies or scales objects so that students can consider the impact of scaling a quantity by numbers greater than, less than, or equal to one.

The teacher may provide word problems containing situations where whole numbers are multiplied by fractions and vice versa so that students can begin developing efficient strategies for solving these types of problems.

The teacher may provide contexts for finding the area of rectangles with fractional sides and sides with mixed numbers so that students can connect their understanding of fractional multiplication to area.

The teacher may provide a variety of fraction multiplication expressions (e.g., 1/2 x 2/3) so that students can use what they know about scaling to predict size of product.

The teacher may provide a variety of equivalent fractions so that students can explore the role of the number one in creating equivalent fractions.

The teacher may provide fraction multiplication word problems so that students can begin developing efficient strategies for solving these types of problems.

PERFORMANCE ASSESSMENT: As a writer of children’s literature, a publishing company has hired you to create a storybook about fractions for elementary students similar to the Math Curse by Jon Scieszka. Your story should include real world situations/scenarios about adding, subtracting, multiplying, and dividing fractions. Your story should include drawings and number sentences for each situation.