



2015
FOCUS ISSUE

Between the Wholes: Promoting Fraction and Decimal Understanding

The knowledge of fractions and decimals that children develop in the elementary grades provides an essential foundation for the study of algebra and more advanced mathematics. Yet it is widely recognized that developing deep and generative understanding of fractions and decimals poses considerable challenges to learners and their teachers.

What are your approaches to facilitating children’s understanding of fractions and decimals? What classroom activities and ideas do you use to help children make sense of fractions and decimals as numbers, benchmarks, measures, quotients, or operators? The *TCM* Editorial Panel invites you to share your ideas on developing number sense for fractions and decimals among K–grade 6 students. We are especially interested in manuscripts describing ideas that have been informed by research and classroom implementation.

The following questions are not intended to limit submission ideas; however, they are some that we would encourage authors to address:

- What lessons and approaches support children in developing conceptual understanding of fractions and decimals?
- How can teachers leverage and extend children’s knowledge of whole numbers in fraction and decimal instruction?
- How can primary-grade teachers design their work with whole numbers and other mathematics topics to optimally prepare intermediate-grade students to learn about fractions and decimals?
- Why do children struggle with fractions and decimals, and how can mathematics instruction in elementary school address these difficulties?

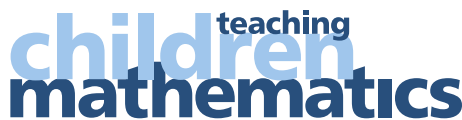
- How can children be supported with drawing connections among multiple representations within and between fractions and decimals?
- How can instruction be designed to foster deep conceptual understanding of operations with fractions and decimals rather than merely memorization of procedures?
- How can technology be used to support children in developing understanding of and fluency with fractions and decimals?
- Which tasks and instructional models can be used to differentiate instruction on fractions and decimals such that appropriate support and challenge are provided to groups of learners with diverse instructional needs?
- Which informal and formal assessment approaches are effective at revealing children’s understandings and misconceptions related to fractions and decimals?
- In what ways might teachers be supported with developing the knowledge and skills needed to facilitate students’ deep understanding of fractions and decimals?

Limit your manuscript to 2500 words, excluding references and figures; place figures and photographs at the end. On a separate cover page, state clearly that the manuscript is being submitted for the October 2015 *TCM* Focus Issue, *Between the Wholes: Promoting Fraction and Decimal Understanding*. Author identification should appear on the cover page only.

Access <http://tcm.msubmit.net> to submit completed manuscripts to *TCM* by **July 31, 2014**. For detailed manuscript preparation guidelines, visit www.nctm.org/journal submissions.



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