KWL Chart

- KWL Charts: using a chart to organize thoughts of:
  - K – What does the student <u>k</u>now already?
  - W – What does the student <u>w</u>ant to know?
  - L – What does the student want to <u>l</u>earn?

What I KNOW	What I WANT to know	What I hope to LEARN
What knowledge do you already possess about improper fractions?	What are some of the questions that are sparked by the idea of improper fractions?	When the lesson is over, what do you hope you can accomplish with improper fractions?
● I know what a typical fraction is and how they work. **● The improper part of the fraction is that the top number is larger than the bottom. This is not typical.** **● They also aren't reduced as is typically done. They are changed into a mixed number.**	● What prevents an improper fraction from being reduced? ● Is there more than one strategy in trying to solve an improper fraction? ● Is an improper fraction a natural number?	● I would like to recognize improper fractions when I come across them in the real world. ● How do improper fractions present themselves in a business setting or in my day to day life? ● Why do improper fractions matter?