Unit 4: Fractions Content: Math Grade: 3rd

DAY IN UNIT	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Activities	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/ Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5	Technology 50 Ideas Resources- Text, sites,…
1	I can understand the parts of a fraction (numerator and denominator 2, 3, 4, 6, and 8. (3.NF.1) EQ-Why express quantities, measurements, and number relationships in different ways?	*Brainpopjr video *I Have, Who Has" card game *Paper Plate Fraction(see directions below) *Paper Hershey and M&M activity (see directions below)	Numerator, denominator Activity: Flower Power (KDE Vocabulary Instructional Menu/ongoing activity/add new words and meaning to new petal)	**Hooks and Bridges** -"What do you know about fractions?"	The Hershey's Milk Chocolate Fractions Book by Jerry Pallotta Interactive Word Wall	S-Common Assessments F-Journal Writing Prompt: My denominator is 3 times larger than my numerator. My numerator is 2. What fraction am I?	Everyday Math Lesson 8.1 Readiness: Exploring Fractions Enrichment: Solving Fraction Puzzles Skills groups Math Intervention	www.brainpop.com "Fractions"
2	I can understand and represent a fraction as a number on a number line. (3.NF.2) EQ-Why express quantities, measurements, and number relationships in different ways?	*PowerPoint *Khan Academy exercise for 3.NF.2.a *"Plot Your Fraction" (see directions below) * Name That Point (see directions below) *Human Number Line	Halves, thirds, fourths, sixths, eighths Activity: Flower Power	**Physical Barometer** -Label room with halves, thirds, fourths, sixths, eighths. Show students pictures of each fraction and have them stand where answer is in room.	Interactive Word Wall	S-Common Assessments "Name That Point"	Everyday Math Lesson 8.4 Readiness: Comparing Rulers and Number Lines Enrichment: Solving Fraction-Strip Problems Skills groups Math Intervention	How to Find a Fractio Numberline

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		(see directions below)						
3	I can compare and explain the equivalence of fractions by reasoning about their size. (3.NF.3) EQ-Why express quantities, measurements, and number relationships in different ways?	*Khan Academy exercise for 3.NF.3	Equivalent Activity: Flower Power	**Etch-A-Sketch** Students to show representation of equivalent fractions (ie, 2/4=1/2)	The Doorbell Rang, by Pat Hutchins Interactive Word Wall	S-Common Assessments F-Journal Writing Prompt: Paul makes 2 pizzas that are the same size. He cuts one pizza into 6 equal slices. He cuts a second pizza into 8 equal slices. Which pizza has larger slices? How do you know?	Everyday Math Lesson 8.6 Readiness: Exploring Fraction Patterns Enrichment: Comparing and Ordering Fractions Skills groups Math Intervention	www.brainpopjr.com "Equivalent Fractions"
4	I can express whole numbers as fractions and recognize fractions that are equal to whole numbers (ex:3=3/1 and 6/1=6). (3.NF.3) EQ-Why express quantities, measurements, and number relationships in different ways?		Whole numbers Activity: Flower Power	**Etch-A-Sketch** Students draw representations (ie, 3/1=3 wholes shaded representing 1/1, 2/1, 3/1 with all equaling 3 wholes)	Interactive Word Wall	S-Common Assessments	Everyday Math Lesson 8.7 Readiness: Modeling Fractions of Regions Larger than One Whole Enrichment: Placing Fractions on a Number Line Skills groups Math Intervention	
5	I can compare two fractions with the same numerator or the same denominator. (3.NF.3) EQ-Why express quantities, measurements, and number relationships in different ways?	*Khan Academy exercise for 3.NF.3.d	Numerator, denominator	**Physical Barometer** Students are shown pictures and number representations of two fractions for them to compare. Students hold up either less than, greater than, or	Interactive Word Wall	S-Common Assessments	Skills groups Math Intervention	Compare Fractions - Visu *visual**fractions**.com/Mat* ***pt***

				equal to signs to show their answer at seat.				
6	I can partition shapes into parts with equal areas. (3.NF.1) EQ-Why express quantities, measurements, and number relationships in different ways?		Partition Activity: Flower Power		Interactive Word Wall	S-Common Assessments	Skills groups Math Intervention	

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Plot Your Fraction: Teacher tapes up a large number line labeled 0 – 5 with each whole number divided into fourths. Post-it notes are pre labeled ¼ - 5. Randomly pass out post-it notes to students and randomly call out one student at a time to label number line with their post-it note.

Name That Point: Put up 10(numbered) teacher made number lines divided into varies fractions with a point marked. Hand out paper or students can write in composition notebooks. Have them to number their paper 1 – 10 and they have to walk around and write the fraction that is marked on their paper to the corresponding number line. One person at a time at each number line so that they are doing it on their own. Can be used as an assessment.

Human Number Line: Have a student hold 0 and 1 at opposite ends of the room. Give all of the other students a fraction from the halves, fourths, and eighths family. Tell one student to place himself/herself on the number line. Then one by one, have the other fractions from the same family place themselves on the number line. Extension: have equivalent fractions place themselves on the human number line or add other whole numbers like 2 to show mixed numbers.

Paper Plate Fraction: Each student has a paper plate. They divide it into equal parts. Then each student puts a design or shades the paper plate. On the back of the paper plate the students are to make a key to their designs or shading. For ex: 1/3 has a rainbow on it, 1/3 has dots on it, and 1/3 has a star on it.

Paper Hershey and M&M activity: Students get a paper Hershey bar and discuss how they would share the bar with 1 friend, 2 friends, 3 friends, 4 friends, etc. What fraction does each person get out of the whole? After working on this together, give each student their own mini individual M&M's. The students are to sort the M&M's by colors and decide what fraction each color represents out of the whole package. What happens if you eat the red, blue, green, etc? What fraction are you left with?

Task Rotation for end of the unit on Fractions

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