

Lesson Title: Fraction Fun

Course: Grade 3

Designer: Heather Jensen, Holly Clements, Rowena Cuento, Erin Clay, Delaney Hrytsak

Learning Outcomes/ Measurable Objectives

Formal Unit Outcome(s):

N3.4

Demonstrate understanding of fractions concretely, pictorially, physically, and orally including:

- representing
- observing and describing situations
- comparing
- relating to quantity

Measurable Objectives:

- Label numerator/denominator in concrete representation of a fraction
- Ordering visual representations of fractions in order from biggest to smallest
- Compare fractions with equivalent numerators and denominators
- Demonstrate an understanding of fractions by identifying the numerator and denominator in given examples.

Mathematical Process

Mathematical Process:

Communication- Pair students together to talk about reasoning of why $\frac{1}{4}$ is bigger than $\frac{1}{8}$

Visualization - Using paper plates demonstrate $\frac{1}{4}$ and $\frac{1}{8}$ fractions with guiding feedback

First Nations Content

N/A

Assessment Evidence

Formative Assessments (Assessment for Learning):

Observe the students' division of paper plates and give feedback.

Questioning with feedback for the students.

Materials

Fraction Fun book powerpoint

3 paper plates for each student

1 ruler for each student

Pencils

Red, green, and blue crayons

Learning Plan

ENGAGE:

Introduce the book Fraction Fun and read it to the class. Pose questions to individual students while reading the book, in tandem with reading the book. (See Powerpoint Fraction Fun)

EXPLORE:

Distribute the paper plates for the Pizza Math activity. Tell the students to imagine each paper plate is a pizza. The student will use their rulers and pencils or crayons to divide their pizza into equal "slices" Use the book to support the instructions. Demonstrate the divisions at the front of the class. Instruct the students to divide one paper plate into four equal parts, and another paper plate into eight equal parts. Instruct the students to label each quarter or eighth section.

EXPLAIN:

Ask the students: which is a bigger piece of pizza, a quarter or an eighth? How does increasing the numerator (top number) affect how much pizza you have? How does increasing the denominator (bottom number) affect how much pizza you have? How much of the "pizza" that you divided into eight pieces would you have to put on a plate to have the same amount of pizza as one quarter? Pair students to explain fractions to each other, to reinforce their learning.

Questions

Look at the fractions you labeled on your paper plates. What is the numerator? What is the denominator?

What happens to the fraction when the denominator gets larger? Smaller?

What happens to the fraction when the numerator gets larger? Smaller?

How would you explain to a friend that $\frac{1}{4}$ is bigger than $\frac{1}{8}$?

Which is more, $\frac{3}{8}$ or $\frac{2}{8}$?

Which is more $\frac{1}{4}$ or $\frac{3}{8}$?

Which is less $\frac{1}{8}$ or $\frac{2}{4}$?

Which is a bigger piece of pizza, a quarter or an eighth? How does increasing the numerator (top number) affect how much pizza you have? How does increasing the denominator (bottom number) affect how much pizza you have? How much of the "pizza" that you divided into eight pieces would you have to put on a plate to have the same amount of pizza as one quarter?