

# UNIT FIVE

## OVERVIEW

	FOCUS	STANDARD
<b>WEEK</b> <b>1</b>	Intro to Fractions (fractions of a whole, fractions of a group)	TEKS: 3.3ACE CCSS: M.C.3.NF.A.1
<b>WEEK</b> <b>2</b>	Fractions on a Number Line and Fraction Strips, Composing/Decomposing Fractions	TEKS: 3.3ABCD, 3.7A CCSS: M.C.3.NF.A.2, M.C.3.NF.A.2AB
<b>WEEK</b> <b>3</b>	Comparing Fractions (fractions with the same numerator, fractions with the same denominator, comparing sizes)	TEKS: 3.3AEH CCSS: M.C.3.NF.A.3D
<b>WEEK</b> <b>4</b>	Equivalent Fractions (using number lines, area models, and fraction strips)	TEKS: 3.3ABFG CCSS: M.C.3.NF.A.3, M.C.3.NF.A.3ABC

# DAILY LESSON PLANS

-20 Days of Lesson Plans for: Intro to Fractions (parts of a whole, parts of a group), Fractions on a Number Line, Fractions on Strip Diagrams, Equivalent Fractions, Comparing Fractions  
 -STANDARDS ALIGNED to Common Core and TEKS

INTRO TO FRACTIONS		INTRO TO FRACTIONS		INTRO TO FRACTIONS		
Day One		Day Two		Day Four		
<b>FOCUS SKILL</b> intro to fractions	<b>INTRO</b>	<b>FOCUS SKILL</b> fractional parts, unit fractions	<b>FOCUS SKILL</b> parts of a group	<b>FOCUS SKILL</b> review and assess	<b>OBJECTIVE</b> I can name the fractions parts. I can explain fractional parts.	<b>MATERIALS</b> as with a notebook needed
<b>VOCABULARY</b> EQUAL PARTS, WHOLE, FRACTIONAL	<b>VOCABULARY</b> naming and writing fractions, parts of a whole	<b>VOCABULARY</b> FRACTIONAL PARTS, UNIT	<b>VOCABULARY WORD</b> PARTS OF A GROUP, FRACTION	<b>VOCABULARY WORDS</b> REVIEW VOCABULARY		<b>WORD PROBLEM</b> Name the fraction and explain the parts.
<b>MINILESSON</b> Introduce fractions to the class. Use what they already know about fractions. Use the Fraction posters to discuss halves, thirds, fourths, tenths, and explain how the fraction posters are an indivisible part of a whole.	<b>MINILESSON</b> Use the Fraction Bars and number lines from yesterday to review and discuss fractions on a number line. Have students practice making the fraction strips using the fraction strips using the number lines to find the fractions on a number line. Call out different fractions and have students locate those fractions on their number lines.	<b>MINILESSON</b> Have students read and discuss the story. Use the story to discuss how fractions are used in everyday life. Have students use the fraction strips to make a number line. Have students use the fraction strips to make a number line. Have students use the fraction strips to make a number line.	<b>MINILESSON</b> I can make a sum of unit fractions.	<b>MINILESSON</b> Using Unit Fractions, students will find out if 2 equal halves make one whole. Have students use the fraction strips to make a number line. Have students use the fraction strips to make a number line. Have students use the fraction strips to make a number line.	<b>MINILESSON</b> Review all objectives.	<b>WORD PROBLEM</b> Name the fraction and explain the parts.
NUMBER LINES & STRIP DIAGRAM		NUMBER LINES & STRIP DIAGRAMS		NUMBER LINES & STRIP DIAGRAMS		
Day Two		Day Four		Day Five		
<b>FOCUS SKILL</b> Fractions on a Number Line	<b>OBJECTIVE</b> I can write the number	<b>FOCUS SKILL</b> Comparing and Decomposing Fractions	<b>FOCUS SKILL</b> Comparing and Decomposing Fractions	<b>FOCUS SKILL</b> Review and Assess	<b>OBJECTIVE</b> I can explain the fractions parts.	<b>MATERIALS</b> as with a notebook needed
<b>VOCABULARY WORDS</b> FRACTIONS ON A NUMBER LINE	<b>VOCABULARY</b> FRACTIONS ON A NUMBER LINE	<b>VOCABULARY WORD</b> EQUAL FRACTIONS, UNIT FRACTIONS	<b>VOCABULARY</b> EQUAL FRACTIONS, UNIT FRACTIONS	<b>VOCABULARY WORDS</b> REVIEW VOCABULARY		<b>WORD PROBLEM</b> Name the fraction and explain the parts.
<b>MINILESSON</b> Subtract fractions with the same denominator. Have students use the fraction strips to make a number line. Have students use the fraction strips to make a number line. Have students use the fraction strips to make a number line.	<b>MINILESSON</b> Use the Fraction Bars and number lines from yesterday to review and discuss fractions on a number line. Have students practice making the fraction strips using the fraction strips using the number lines to find the fractions on a number line. Call out different fractions and have students locate those fractions on their number lines.	<b>MINILESSON</b> Have students read and discuss the story. Use the story to discuss how fractions are used in everyday life. Have students use the fraction strips to make a number line. Have students use the fraction strips to make a number line. Have students use the fraction strips to make a number line.	<b>MINILESSON</b> Using Unit Fractions, students will find out if 2 equal halves make one whole. Have students use the fraction strips to make a number line. Have students use the fraction strips to make a number line. Have students use the fraction strips to make a number line.	<b>MINILESSON</b> Review all objectives.		<b>WORD PROBLEM</b> Name the fraction and explain the parts.
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# MINILESSONS

-Ideas and materials on how to teach the concepts



# FUN ACTIVITIES

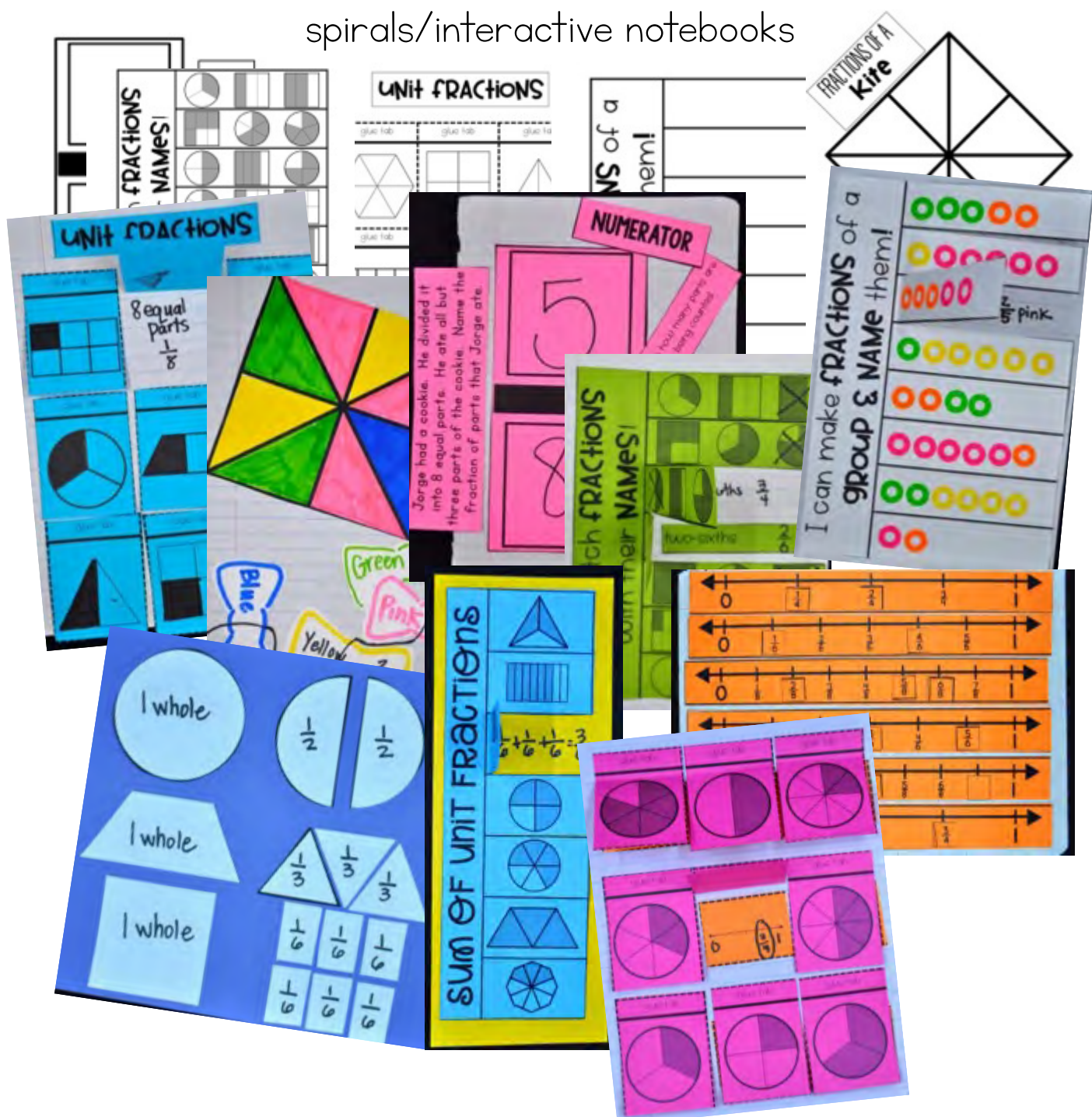
Easy to Print Activities, Games, and Fun Stuff that help students stay engaged during your math block





# INTERACTIVE NOTEBOOKS

Activities that are easy to cut and glue into math  
spirals/interactive notebooks



# VOCABULARY CARDS

Cards that you can display on a math word wall or bulletin board

**EQUAL PARTS**


The



**EQUAL SHARES**

**WHOLE**

Two halves equal one whole.



**FRACTION PARTS**

There

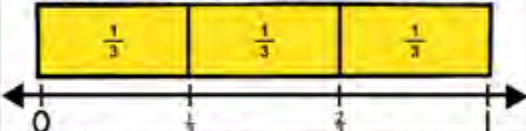
Each part is one-four



**DENOMINATOR**  $\frac{3}{5}$

how many equal parts are in the whole or group

**FRACTIONS ON A NUMBER LINE**



**SUM OF FRACTIONS**



$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$

**COMPARE FRACTIONS**

**EQUIVALENT FRACTIONS**

two or more fractions that name the same amount

$\frac{1}{2}$    $=$    $\frac{2}{4}$

**PARTS OF A GROUP**




$\frac{2}{5}$  are purple

**BEYOND THE WHOLE**



one and one-half

**FRACTION**



parts are being counted

parts are in the whole or group

 $\frac{2}{5}$ 

**FRACTION**

$\frac{1}{3}$   $\frac{1}{6}$   $\frac{1}{10}$  names 1 equal part of a whole, it has 1 as the top number

**DENOMINATOR**  $\frac{3}{5}$



any equal parts being counted

# I CAN STATEMENTS

I Can Statements can be displayed throughout the unit.


## I CAN:

### MAKE EQUAL SHARES

We have one pizza  There are five friends that share the pizza 

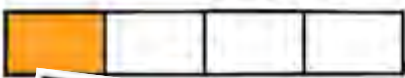
### NAME THE FRACTIONAL PARTS


### WRITE THE FRACTION

$$\frac{2}{6}$$


### EXPLAIN FRACTIONAL PARTS


This rectangle is divided into four equal parts. One fourth of the rectangle is shaded orange.





$$\frac{1}{3}$$

### WRITE A FRACTION A UNIT FRACTION




$$\frac{1}{4}$$

### READ A FRACTION




$\frac{1}{3}$  The one tells to count. There are 3 e...

### DESCRIBE A FRACTION GROUP




two-seven yellow




### COMPARE FRACTIONS WITH THE SAME DENOMINATOR


 $\frac{1}{3}$ 

 $\frac{2}{3}$ 




### COMPARE FRACTIONS WITH THE SAME NUMERATOR


 $\frac{3}{8}$ 

 $\frac{3}{4}$ 


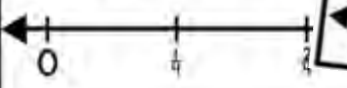
### PARTITION OBJECTS INTO EQUAL PARTS



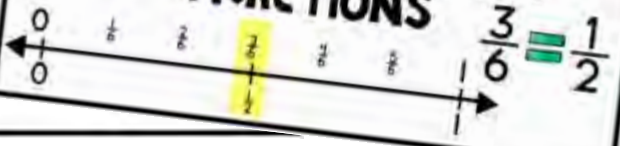
### MODEL EQUIVALENT FRACTIONS

$$\frac{2}{3} = \frac{4}{6}$$



### WRITE THE FRACTION THE POINT ON A NUMBER LINE



### IDENTIFY EQUIVALENT FRACTIONS

$$\frac{3}{6} = \frac{1}{2}$$





# QUICK ASSESSMENTS

## FRACTIONS

*intro to fractions*

Name: \_\_\_\_\_

1. What is the name of the fraction shown?




a. equal parts: 6,  $\frac{2}{6}$   
 b. equal parts: 6,  $\frac{2}{8}$

2. Complete the sentence:  
 The \_\_\_\_\_ tells how many equal parts are in the whole or in the group.

a. fraction  
 b. numerator  
 c. denominator

3. Complete the sentence:  
 The \_\_\_\_\_ tells how many

5. Answer the questions:



What portion of the pizza has no eaten? Write the fraction of the that is left:

What portion of the pizza has be eaten? Write the fraction of the pizza t gone:

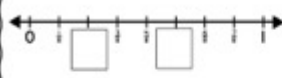
6. James has 6 beads. 2 of beads are red. 3 of the be brown. 1 of the beads is ye Write a fraction that repr each color in his bracelet:  
 a. brown:

## FRACTIONS


*number lines and strip diagrams*

Name: \_\_\_\_\_


1. Label the missing fractions on the number line:



2. Label the missing fractions on the number line:




3. Label the strip diagram with unit fractions:



5. Write the fraction that is represented by the sum of the unit fractions

$$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{\square}{\square}$$

6. Complete the number lines:

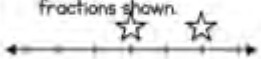


## FRACTIONS

*Comparing Fractions*

Name: \_\_\_\_\_

1. On the number line, two fractions are shown. Write a comparison sentence using the < or > symbols that represents the fractions shown.




2. Compare the fractions using the < or > symbol.

$\frac{3}{6}$  ○  $\frac{3}{8}$   
 $\frac{3}{4}$  ○  $\frac{1}{4}$   
 $\frac{5}{6}$  ○  $\frac{3}{6}$   
 $\frac{1}{3}$  ○  $\frac{2}{3}$

3. Samantha baked a cake and cut it into eighths. Her family ate four slices. Williams family ate the rest. Which family ate the largest amount? Draw a picture and explain your thinking.

4. Write the fraction represented in each picture. Order them from least to greatest.



5. How many fractions can you name that are greater than the fraction below that have the same numerator or denominator:

$\frac{2}{6}$

## FRACTIONS

*Equivalent Fractions*

Name: \_\_\_\_\_

Find the equivalent fractions below. Draw a model to solve.

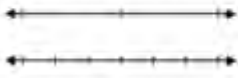
1.  $\frac{1}{4} = \frac{\square}{8}$   
 2.  $\frac{3}{6} = \frac{2}{\square}$   
 3.  $\frac{6}{8} = \frac{3}{\square}$   
 4.  $\frac{3}{6} = \frac{1}{\square}$

5. Which fraction is not equivalent to  $\frac{1}{2}$ ?

a.  $\frac{2}{4}$   
 b.  $\frac{3}{6}$   
 c.  $\frac{4}{8}$   
 d.  $\frac{5}{10}$

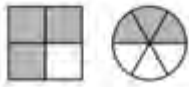
6. Which of the models is equivalent to  $\frac{1}{2}$ ?

7. Use the number lines below to show two equivalent fractions:



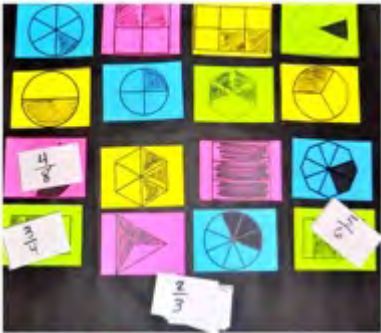
8. Miller says that  $\frac{1}{6}$  and  $\frac{2}{3}$  are equivalent fractions. Do you agree? Why or why not?  
 Explain: \_\_\_\_\_

9. Do the two pictures below model equivalent fractions? Why or why not?



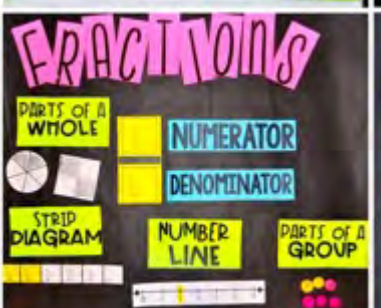
Explain: \_\_\_\_\_

# WEEK ONE



I can make **FRACTIONS** of a **GROUP & NAME** them!

2/5 pink



# WEEK TWO

**ZOOMING IN ON FRACTIONS**

A	B	C	D
$\frac{1}{4}$	$\frac{1}{6}$	$\frac{1}{8}$	$\frac{1}{12}$

**COMPARING FRACTIONS**

1	2	3	4	5	6	7	8
$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{5}$	$\frac{1}{6}$	$\frac{1}{7}$	$\frac{1}{8}$	$\frac{1}{9}$

0 1/2 1

**DECOMPOSING FRACTIONS**

Halves  
 Thirds  
 Fourths  
 Sixths  
 Eighths

HALVES ①

1 whole

$\frac{2}{4} \equiv \frac{1}{4} + \frac{1}{4}$        $\frac{3}{4} \equiv \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

$\frac{4}{4} \equiv \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

GRAHAM CRACKER FRACTIONS

**FRACTIONS ON A NUMBER LINE**

**SUM OF UNIT FRACTIONS**

$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

$\frac{1}{2} + \frac{1}{2} = 1$

$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$

$\frac{1}{8} + \frac{1}{8} = \frac{2}{8} = \frac{1}{4}$

**DOMINO DELUXE**

FRACTION	SUM OF UNIT FRACTIONS
$\frac{5}{6}$	$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$
$\frac{4}{6}$	$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$
$\frac{3}{6}$	$\frac{1}{6} + \frac{1}{6} + \frac{1}{6}$
$\frac{2}{6}$	$\frac{1}{6} + \frac{1}{6}$

**FRACTIONS**

$\frac{1}{6} + \frac{1}{6} = \frac{2}{6}$	$\frac{1}{6}$	$\frac{2}{6}$	$\frac{3}{6}$
$\frac{1}{6}$	$\frac{2}{6}$	$\frac{3}{6}$	$\frac{4}{6}$
$\frac{1}{6}$	$\frac{3}{6}$	$\frac{4}{6}$	$\frac{5}{6}$
$\frac{1}{6}$	$\frac{4}{6}$	$\frac{5}{6}$	$\frac{6}{6}$

**FIGURING OUT FRACTIONS**

Green $\frac{2}{8}$ $\frac{1}{4} + \frac{1}{4} = \frac{2}{4} = \frac{2}{8}$	Red $\frac{4}{8}$ $\frac{1}{2} + \frac{1}{4} = \frac{2}{4} + \frac{1}{4} = \frac{3}{4} = \frac{6}{8}$
Blue $\frac{2}{8}$ $\frac{1}{4} + \frac{1}{4} = \frac{2}{4} = \frac{2}{8}$	Yellow $\frac{1}{8}$ $\frac{1}{8}$

**1**

$\frac{1}{2}$        $\frac{1}{2}$

$\frac{1}{3}$        $\frac{1}{3}$        $\frac{1}{3}$

$\frac{1}{4}$        $\frac{1}{4}$        $\frac{1}{4}$        $\frac{1}{4}$

$\frac{1}{6}$        $\frac{1}{6}$        $\frac{1}{6}$        $\frac{1}{6}$        $\frac{1}{6}$        $\frac{1}{6}$

$\frac{1}{8}$        $\frac{1}{8}$        $\frac{1}{8}$        $\frac{1}{8}$        $\frac{1}{8}$        $\frac{1}{8}$        $\frac{1}{8}$        $\frac{1}{8}$

**FRACTIONS**

- Label the missing fractions on the number line.
- Label the missing fractions on the number line.
- Label the strip diagrams with the unit fractions.
- Write the fraction as a sum of unit fractions.

$\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

$\frac{4}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

**FRACTIONS**

# WEEK 3 & 4

