

Subject/Grade: Grade $\frac{3}{4}$ Math		Lesson Title: Fraction Fun	
Teacher: Katrina Untalan			
Stage 1: Identify Desired Results (Curriculum)			
Established Goals: (Learning outcome/s & indicator/s from curriculum)			
N3.4: Demonstrate understanding of fractions concretely, pictorially, physically, and orally including:			
- Representing - observing and describing situations - comparing - relating to quantity.			
N4.6: Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to:			
- name and record fractions for the parts of a whole or a set - compare and order fractions - model and explain that for different wholes, two identical fractions may not represent the same quantity - provide examples of where fractions are used.			
Understandings: (can also be written as 'I Can' statements) Students will understand...		Essential Questions:	
- I can understand what a fraction is by describing it in my own words. - I can explain the role of the numerator and denominator in a fraction. - I can compare different fractions by doing Pizza Math. - I can provide examples of where fractions are used. - I can name and record fractions for the parts of a whole or a set by answering the worksheet provided.		- What is a fraction? - What is the difference between the numerator and denominator? - Where can we use fraction? - How can we write fractions?	
Students will know...		Students will be able to...	
- Students will know what a fraction is by describing it in their own words. - Students will know how to explain the role of the numerator and denominator in a fraction. - Students will know how to compare different fractions by doing Pizza Math. - Students will know where fractions are used by proving examples. - Students will know how to name and record fractions for the parts of a whole or a set by answering the worksheet provided.		- Students will be able to understand what a fraction is by describing it in their own words. - Students will be able to explain the role of the numerator and denominator in a fraction. - Students will be able to compare different fractions by doing Pizza Math. - Students will be able to provide examples of where fractions are used. - Students will be able to name and record fractions for the parts of a whole or a set by answering the worksheet provided.	
Stage 2: Determine Evidence for Assessing Learning (Assessment)			

• Class participation • Peer interaction • Collaboration		
Stage 3: Build Learning Plan (Instructional Plan)		
Instructional Strategies: • Lecture • Active learning		
Set (Engagement): The teacher will ask the students the question of the day before proceeding with the topic. "Would you rather share one pizza between two people or one pizza with four people?" After that, the teacher will introduce a text to the students, "Fraction Fun" written by David A. Adler. As the teacher reads this story, she will also ask the following questions: 1. What is a fraction? 2. What is numerator and denominator? 3. Can you think of a thing/food/scenario where we can incorporate fraction? 4. Where can we use fractions?	Length of Time: 10 mins.	Materials/Resources: • Content from PPT • three paper plates, all the same size • a pencil • a ruler • red, green, and blue crayons
Development: The teacher will introduce Pizza Math to the students. To do the Pizza Math, the students will need the following: • three paper plates, all the same size • a pencil • a ruler • red, green, and blue crayons The teacher will instruct the students to draw a straight line in the middle of the first paper plate, resulting to 2 equal parts. The students will write $\frac{1}{2}$ in each of the two parts. The students will also shade 1 part of the $\frac{1}{2}$ plate with the red crayon. On the second plate, the teacher will instruct the students to divide the plate into 4 equal parts. The students will write $\frac{1}{4}$ in each of the four parts then shade 1 part of the $\frac{1}{4}$ with a red crayon. On the third plate, the teacher will instruct students to divide the plate into 8 equal parts. The students will write $\frac{1}{8}$ in each of the eight parts then shade 1 part of the $\frac{1}{8}$ with a red crayon. After that, the students will now analyze the three plates. They will identify which slice is the smallest and will understand that as the denominator gets larger, the fraction gets smaller.	Time: 20 mins.	Possible Adaptations/ Differentiation: - Teacher Modeling: Before assuming that students will finish exercises on their own, model them for the class or give examples to make the activity clear. This aids in setting clear objectives and gives students who gain from visual examples a point of reference. - Time Extensions: To help students who might need more time to finish assignments, allow time extensions for specific tasks, particularly for writing. Management Strategies: • Clear expectations • Positive reinforcement • Transitions with timers • Collaborative classroom rules • Redirection and refocusing • Incorporate movement breaks • Diversity and inclusion
Safety Considerations: (if applicable) • Material safety • Classroom layout • Inclusion practices • Respectful language • Teacher monitoring		

In addition, using the third plate, the teacher will ask the students to shade the 2 sections with a green crayon. With the blue crayon, the teacher will ask the students to shade the 3 sections of the plate. The students will then use the third plate to understand that as the numerator gets larger, the fraction gets larger.

After the activity, the teacher will remind the students that fractions are everywhere.

Closure:

Time: 10 mins.

Students will be given a worksheet to answer.

Name _____

Date _____



EQUIVALENT FRACTIONS WITH CIRCLES SHEET 3

Shade in the correct fraction of the circle and complete the equivalent fractions.

The first one is done for you.

1) $\frac{2}{4} = \frac{4}{8}$	6) _____ = _____
2) _____ = _____	7) _____ = _____
3) _____ = _____	8) _____ = _____
4) _____ = _____	9) _____ = _____
5) _____ = _____	10) _____ = _____



Resources: • Fraction Fun by David A. Adler • https://hondublogxsiessonmedia.z14.web.core.windows.net/3rd-grade-math-fractions-lesson-plans.html	
Stage 4: Professional Development Goal	
<i>In this plan, the focus is on developing this particular aspect of our teaching practice (i.e. Learning to Plan from the PPP):</i> • Learning to Teach - Being responsive, adjusting planned lessons as needed.	