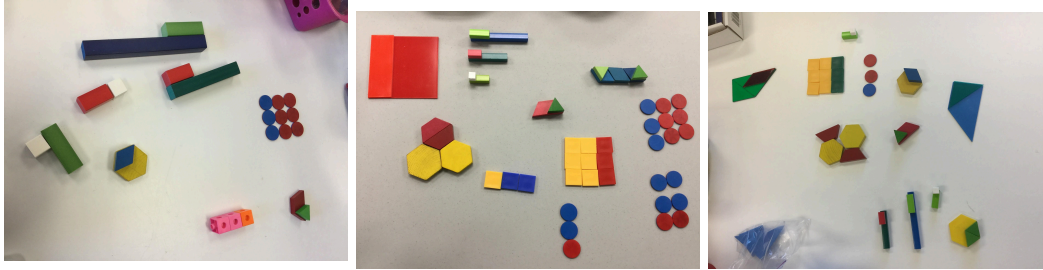


Lesson 3: Representing Fractions (Expectations Same as Lesson 2)

Big Ideas: <ul style="list-style-type: none">- There is usually more than one way to show a number or relationship and each of those ways might make something more obvious about that number relationship.- A fraction is not meaningful without knowing what the whole is.- Fractions can represent parts of regions, parts of sets, parts of measures, parts of division...	Learning Goals: <ul style="list-style-type: none">- We want students to understand that they can represent any fraction in a variety of ways.- We want students to understand that a fraction is not meaningful without knowing the whole.
Social Emotional Learning (SEL) Focus #6: Think Critically and Creatively by selecting tools and strategies and selecting and use a variety of concrete, visual, and electronic learning tools, when working through challenging math problems. They will understand that their resourcefulness in using various strategies to respond to stress is helping them build personal resilience. https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-mathematics/grades/g4-math/strands#strand-a	
“Mind’s On” <ul style="list-style-type: none">- Using pattern blocks, show me $\frac{1}{2}$; $\frac{1}{4}$	Action! <ul style="list-style-type: none">- Represent a fraction in as many different ways as you can, using a variety of manipulatives.- Carousel Activity - different manipulatives on every table or take screen shots or use Explain Everything to represent fractions
Lesson Source: <ul style="list-style-type: none">- Action! Adapted from Dr. Lisa Lunney Borden	Manipulatives: <ul style="list-style-type: none">- Cuisenaire rods- Square Tiles- Snap Cubes- Tangrams- Pattern Blocks- Geoboards- Counters- Paper- Number Lines/Paper- Capacity containers
Anticipated Student Responses (for thirds):	



Consolidation Ideas - Connected back to the Learning Goal:

- Gallery Walk (Distance learning would be done through screen sharing):
 - Students will observe other students' representations to further their understanding that a fraction can be represented in a variety of ways
- What did you notice about the different ways you were able to represent one half, fourths, thirds, etc? What other fractions did you create?
- Chocolate Bar Consolidation Question (Big Idea - A fraction is not meaningful without knowing the whole)

The Next Day:

- Mind's On: Using manipulatives, create three-fourths in as many different ways as you can.
- Co-Create Anchor Chart to Highlight:
 - Purposeful Representations (linear, set and area model)
 - Standard Notation - numerator and denominator
- Then students will complete the Independent Task below.

Independent Practice / Assessment Opportunities:

- Independent Task: Representing Fractions: <https://docs.google.com/document/d/1N4WULFM1Uq7dcH7UGwmVIFnBYHMBm2Pk7EWZQ7IQKu0/edit>