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< TEACHER NOTES >

Ever since the release of the Common Core Standards, I've wanted to create a comprehensive fraction unit that would teach all of the third grade standards. I think fractions required the biggest change in my instruction as I transitioned from my state standards to the Common Core Standards. However, I didn't want to create the unit until I had a couple years experience with the Common Core Standards. I wanted to experiment with what strategies worked best with my students and to find potential areas of trouble. I created this unit with a focus on both conceptual understanding and skills practice. I've broken this unit into three parts: math workshop lessons, skills practice worksheets, and task cards. The math workshop sections contain the lesson plan, any needed recording sheet for the activity, and a practice sheet that I use as a follow up for skills practice or homework. I've also included a "Unit at a Glance" page that shows how I plan to implement this unit in my own classroom. It will show the order I plan to teach each lesson and which skills practice worksheet I use to reinforce each math workshop lesson. I've set aside five weeks to focus on fractions, which may seem a little long for a fractions unit. I needed the extra time, because I incorporate math workstations on Tuesdays and Thursdays. That is the time I will pull aside small groups of students to work with anyone who needs additional help or practice. The rest of my class will participate in workstation activities. If you don't need the workstation plans, you can refer to the "Unit at a Glance" on page five that lays out the unit without workstations.

2 Pacing Guide Options



Detailed Lesson Plans

Equal Parts



Standard: 3.NF.I

Standard

Materials:

- 4 pieces of char Materials h piece of chart paper with a different Materials ds, fourths, and fifths)
- Construction paper

Mini Lesson: Introduce the term "equal parts" and see if students can exploit what it to be we students a few examples and nor Mini Lesson at shapes that are partitioned into equal parts. Then, explain that in this lesson, students will get to practice partitioning shapes into equal parts.

Work Time: Divide students into groups of two and have groups locate an object they can easily trace on a piece of construction paper. Encourage students to select an object that is a rectangle Work Time udents should trace and cut out the object of partition their shape into equal parts. Students should divide their shapes into halves, thirds, fourths, and fifths. After students have partitioned all of their shapes, they should tape or glue each of their shapes on the corresponding piece of chart paper.

Closing: Draw everyone's attention to the chart paper and discuss how students know their shapes were partitioned into equal pieces. **Closing** art was easiest to fold and which part was most difficult to fold. Use this time to introduce the term denominator. Explain that the denominator is the total number of pieces.

Conceptual Lessons



Hands-On Activities



Skill Building Sheets



Game

Building Fractions



5

Standard: 3.NF.3

Materials

- Dice
- Build a Fraction recording sheet
- Fraction Bars

Mini Lesson: Model with students how to play the Build a Fraction Game. It is important to show students how to use

Name

the grid paper to model their compare the fractions corre understand the directions and needed to correctly play the

Work Time: Have students w turns rolling two dice. The sti rolled to build a fraction. The numerator and the larger nui denominator. Students should their fractions on the recordi model their fractions using fr who has the largest fraction or highlight his/her name on t will play a total of ten rounds

Closing: Allow three or four : with the class using a docume as:

 Were you able to predict y fraction before modeling i predictions?

BUILD A FRACTION

Round	Player I		Player 2	
	Digits Rolled	Fraction	Digits Rolled	Fraction
Ι				
2				
3				
4				
5				
б				
7				
8				
q				
IO				

3 Sets of Task Cards



Bonus Lessons



Answer Keys

