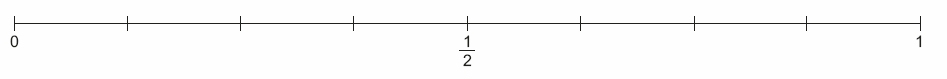
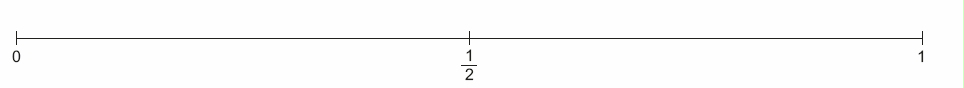
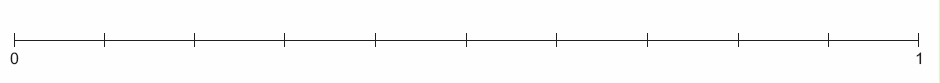
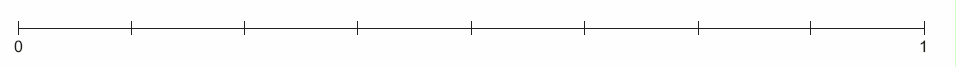
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| **Math 4** | | |
| **Subject: Math**  **Unit: Fraction Benchmarks** | | |
| **Learning Target:** Students will identify the relative size of a fraction by comparing the fraction to 0, ½, and 1benchmarks. | | |
| **Curriculum Outcomes:**  **N8.08** Students will identify which of the benchmarks 0, 1 /2, and 1 is closer to a given fraction. | | |
| **Screencast Support:**  [Using ½ as a Benchmarkhttps://www.youtube.com/watch?v=FWEUkOOFhfU](https://www.youtube.com/watch?v=FWEUkOOFhfU)  [Fractions of a Whole](https://www.youtube.com/watch?v=C6iG4YGy3jI) https://www.youtube.com/watch?v=C6iG4YGy3jI | | |
| **Resources/AT Tips:**  **-Screencast** – Using ½ as a Benchmark **and** Fractions of a Whole  -iPads  -strips of paper  -numberlines  -Showme App  -Explain Everything App | | |
| **Lesson Procedure** | | **21st Century Skills** |
| **I do:**  **Activate Prior Knowledge**   * Show Fraction strip [comparison](#comparisons) sheet below. * Demonstrate and present a ‘ten strip’ and draw how parts less than 1 whole can be represented. * Present **screencast,** Using ½ as a Benchmark**.** * Discuss when completed. | | find, validate  remember, understand  communicate |
| **You do:**   * Have students colour the paper [strips](#strips) to represent the following fractions.   Have them colour: 3/10, 9/10, 6/10, 1/10, 7/10, 2/10.   * Guiding students, take the number line; 0, ½, 1 (below) and have them determine which benchmarks each of the tenths from above are closest to. * Talk out loud and have the students do the same. | | collaborate, communicate  analyze, synthesize |
| **We do:**     * Using the Math Makes Sense 4 text, p. 179, students work on questions 1 through 5. | | collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create,  citizenship |
| **We share:**   * Invite students to discuss how they determined which fractions were closest to 0, ½, and 1. * Correct text together. * As reinforcement, use the strips or comparison fractions as benchmarks. | | collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship |
| **Differentiation** | | |
| **Adaptations:**   * Any student needing adaptations or support can **Replay** the **screencasts**, Fractions of a Whole **or** Using ½ as a Benchmark**.** * Have these students work with **Cuisenaire Rods** and a partner to build and visually see parts of a whole. | **Enrichment:**   * Students ready for enrichment can use additional paper strips to show other fractions, and then determine whether they are closer to 0, ½, or 1. | |
| **Assessment:**  -Students can name a fraction between ½ and 1, but closer to 1. Have them draw a picture to show the fraction on paper or their iPad. Have them explain how they chose the fraction to draw.  -Get them to write two different fractions close to 0. Then get them to use the paper strips to demonstrate.  Teacher rotates, listens, and records students’ successes and needs as they work to discover fraction benchmarks. | | |
| **Teacher Reflection:**  Make sure the students are aligning one end of their fraction strip with 0 on the number line.  Allowing the students to work together allows you to roam, listen and support the students. | | |

Number Lines











Paper Strips

**Fraction Strip Compa****risons**

