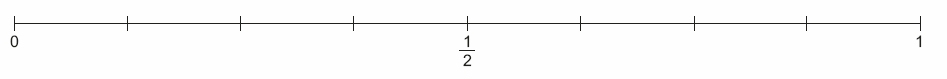
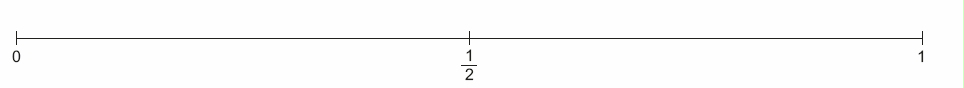
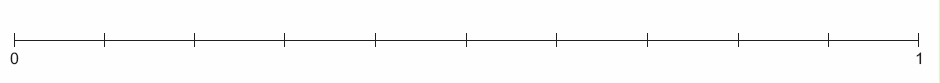
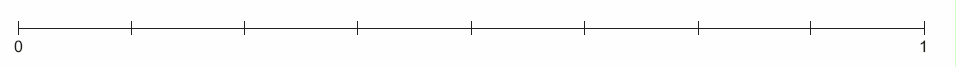
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| **Math 4** | | |
| **Subject: Math**  **Unit: Relating Fractional Parts of Different Wholes** | | |
| **Learning Target:**  Students will explore identical fractions for different wholes and different sets. | | |
| **Curriculum Outcomes:**  **N8** Students will model and explain that for different wholes, two identical fractions may not represent the same quantity. | | |
| **Screencast Support:**  [Relating Fractional Parts of Different Wholes](https://www.schooltube.com/video/01f4e564483547aaa628/KJohnson%20Math%20Gr.%204%20Unit%205%20Lesson%205%20Relating%20Fractional%20Parts%20of%20Different%20Wholes%20and%20Sets) | | |
| **Resources/AT Tips:**  **-Screencast** – Relating Fractional Parts of Different Wholes  -iPads  - strips of paper  - numberlines  -fraction strips – visual comparison  -Showme App  -Explain Everything App | | |
| **Lesson Procedure** | | **21st Century Skills** |
| **I do:**  **Activate Prior Knowledge**   * Display each of the Cuisenaire Rods **or** the fraction [comparison strips](#comparisons) using the interactive tools on the Smartboard **or** use the concrete rods in the classroom. Ask students to explore them to determine parts of a whole. (halves, thirds, etc) | | find, validate  remember, understand  communicate |
| **You do:**   * As an example, use the tenths fraction comparison chart below. This visually demonstrates the fraction comparison to benchmarks 0, 1/2, and 1. * Present an orange rod as one whole. Ask students to find a rod that shows ½ of the rod. Draw a picture to show your thinking. * Ask them to seek out other wholes and fractional parts by exploring rods. | | collaborate, communicate  analyze, synthesize |
| **We do:**   * **Working with a partner**, have students locate the other rods so one rod represents ½ of the other rod. * Have students compare the rods that represent one half. Have them compare the rods that represent one whole. Ask them to **draw** what they discover, then **discuss** their findings.   View the [**screencast**](https://www.schooltube.com/video/01f4e564483547aaa628/KJohnson%20Math%20Gr.%204%20Unit%205%20Lesson%205%20Relating%20Fractional%20Parts%20of%20Different%20Wholes%20and%20Sets) , **Relating Fractional Parts of Different Wholes.**   * After viewing screencast, have students’ work with a partner to complete questions 1,2, and 3 from the textbook, p.187. | | collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create,  citizenship |
| **We share:**   * Have students discuss and present their comparison strip findings. * Students can draw fraction representations using the apps mentioned above.   Students should determine that the size of the fraction is related to the size of the whole. | | collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship |
| **Differentiation** | | |
| **Adaptations:**   * Any student needing adaptations or support can **use other tools** such as string to help them understand that the size of the whole determines the size of the fraction. * Have students work with a partner and explore further the Cuisenaire Rods so they can build a better understanding by building and visually representing parts of a whole. | **Enrichment:**   * Students ready for enrichment can use additional paper strips to show other fractions, and then determine whether they are close to 0, ½, or 1. | |
| **Assessment:**  Ask students to name a fraction between ½ and 1, but closer to 1. Have them draw a picture to show the fraction on paper or use the apps **Explain Everything or Showme.** Have them explain how they chose the fraction to draw.  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. This further informs the direction of your instructional strategies. | | |

Number Lines











**Pa****per** **Strips**

**Fraction Strip Compar****isons**

