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| **Math 4** |
| **Subject: Math****Unit: Comparing and Ordering Fractions** |
| **Learning Target:**  Students will determine that when different fractions have the same denominator, the smaller then numerator, the smaller the fraction.When different fractions have the same numerator, the smaller the denominator, the greater the fraction. |
| **Curriculum Outcomes:** **N08.06 and 07** Students will be expected to demonstrate an understanding of fractions; they will model, compare and order fractions having the same numerators and same denominators, explaining their order. |
| **Screencast Support:** [Comparing and Ordering Fractions](https://www.youtube.com/watch?v=VTCGuAdbQKE)  |
| **Resources/AT Tips:** **-Screencast** – Comparing and Ordering Fractions -iPads-Strips of paper – 15cm,16cm,20cm and 20cm-Number lines-Cuisenaire rods-**Fraction App** by Brainingcamp: -Fraction Wall slides 6-14**HD:Users:lorna:Desktop:Screen Shot 2015-07-08 at 6.58.16 PM.png** -Explain Everything App -**Math Makes Sense 4**-Compare the Unit Fractions - **Activity sheet** |
| **Lesson Procedure** | **21st Century Skills** |
| **I do:** **Activate Prior Knowledge*** Ask students what they would choose if looking for the larger portion, a ¼ piece of pizza or ½ piece? Have them determine that ½ is greater than ¼.
* Introduce the term **unit fraction;** it’sany fraction that has a 1 as a numerator. Review <, >, = symbols.
* Present the **Pearson interactive tool – fraction strips** on the Smartboard to show comparisons.
 |  find, validate remember, understand  communicate  |
| **You do:*** Using the iPads, ask students to access the **Fractions ap**p by **Brainingcamp**, slides 6 through 14. Here they see a lesson presenting same numerators and denominators.
* Discuss.
* **Introduce** how to **compare fractions with different denominators** using paper strips – text, p. 195.
* Present **screencast –** [Comparing Fractions](https://www.youtube.com/watch?v=VTCGuAdbQKE)
 |   collaborate, communicate analyze, synthesize  |
| **We do:*** Hand out strips of paper: have students compare fractions by folding and colouring them. Complete textbook, p. 192, questions 4, 5, and 6. Share with a neighbor.
* Ask them to complete the **activity sheet**: Compare the Unit Fractions. (below) They can work with a partner.
* Hand out **number lines** and have students partner up to try question 1, 2 and 5 on page 196.
 |   collaborate, communicate analyze, synthesize critical thinking evaluate, leveragecreate,  citizenship |
| **We share:*** Have students use their **iPads , Showme** or **ExplainEverything app** and **SmartBoard** to
* demonstrate folding paper to represent and compare fractions from the textbook pages mentioned above.
* Correct and **discuss**.
 |   collaborate, communicate critical thinking evaluate, leverage create,  citizenship |
| **Differentiation** |
| **Adaptations:** * Any student needing adaptations or support can **revisit the Fraction app** **and** **screencast**, Comparing and Ordering Fractions.
* Have students’ work with a partner and review using concrete materials, fraction bars and circular fraction pieces.
 | **Enrichment:** * Ask students to attempt to order fractions without the use of models.
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| **Assessment:** Teacher rotates, listens, and records students’ successes and needs as they work to order They can use paper fraction strips or the apps **Explain Everything or Showme.**  |
| **Teacher Reflection:** Watch for students who think that a greater denominator means a greater fraction. Allowing the students to work together allows you to roam, listen and support the students. This further informs the direction of your instructional strategies. |

Name Date

Use paper strips or fraction bars when completing these questions.

Master 1.20

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|  **Comparing and Ordering Unit Fractions**1. Complete the sentences below using > or <. a)  box  b)  box  c)  box  d)  box  e)  box  f)  box 2. Order these numbers from least to greatest. a) , ,  b) , ,  c) , , 3. Write a unit fraction to make each statement true. a)  > box b)  > box c)  < box d)  < box |

Number Lines

Lesson 8, *Practice* Question 5





