|  |  |  |
| --- | --- | --- |
| **Grade 3**  | **Lesson: 10-7****Whole Numbers and Fractions** | ***DRAFT*** |
| **Math Standard(s): 3.NF.3.c Domain: Numbers and Operations - Fractions** |
| **Content objective(s):** | **Language Objective(s):** |
| Students will use fraction strips and number lines to find fraction names for whole numbers.***Je peux utiliser des bandes fractionnées et des droites numériques pour trouver des noms de fraction pour des nombres entiers.*** | Students will say 3 fractions for 10 with a partner.***Avec un partenaire, je peux dire 3 fractions pour le nombre 10*** |
| **Essential Understanding:**If a fraction aligns with a whole number on a number line or to a whole number fraction strip, the whole number is equivalent to that fraction. | **Required Academic Vocabulary for Word Wall:** **Listen:** **Read:****Write:****Speak:** **Sentence Frame:** |
| **Materials:*** Three strips of 8 ½ inch X 1-inch paper
* Whiteboards, erasers and markers
* Guided and Independent Practice
 | **Additional Lesson Vocabulary:** |
| **Lesson:**  | **Instructional Time: 30 –35 minutes** |
| **Opening: (5 minutes)** * Review equivalent fractions on a number line.

**T: “Aujourd’hui, vous allez apprendre que les nombres entiers ont beaucoup de noms de fractions équivalentes.”*** Show or draw a picture of a large sub sandwich.

**T: “Il y a quatre amis qui achètent un sandwich à partager. Ils coupent le sandwich en 4 parts égales. Combien chaque personne aura-t-elle ? Dites-le à votre voisin.”****Introduction to New Material (Direct Instruction): (7 minutes)*** Use page 260B from the Teachers’ Manual.
* Pass out whiteboards, erasers and markers.
* Read the story problems in POSE A PROBLEM and solve as a class.
* Use the strip of paper to model.

**Guided Practice: (10 minutes)***Use the modeling cycle:*Teacher Does:* Done in Direct Instruction

1 Students Does with Teacher:* Have a student come up and explain a situation where a fraction could equal a whole. EX: eating eight 1/8 pieces of pizza would be the same as eating 1 whole piece of pizza. Or eating sixteen 1/8 pieces would equal two whole pizzas

2 Students Do:All Students Do:* Go through the steps of instruction from SMALL-GROUP INTERACTION with the students.
* Ask the questions and have the students answer as pairs.

**Independent Practice: (8 minutes)*** Have students do problems 1-3 on page 260 on their own.
* Do 4-6 as a class.
* Have students do problems 7-17 on their own.

**Closing: (6 minutes)*** Do 2 problems from Problem Solving as a class to finish the lesson.
 |
| **Assessment:** |
| **Guided and Independent Practice** |