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| **Grade 3** | **Lesson: 10-8**  **Using Fractions** | | | ***DRAFT*** |
| **Math Standard(s): 3.NF.3. Domain: Numbers and Operations - Fractions** | | | | |
| **Content objective(s):** | | **Language Objective(s):** | | |
| Students will compare and order fractions to solve problems.  ***Je peux comparer et ordonner des fractions pour résoudre des problèmes.*** | | Students will tell their neighbor the order of fractions from least to greatest.  ***Je peux dire à mon voisin l’ordre des fractions de la plus petite à la plus grande.*** | | |
| **Essential Understanding:**  A fraction is relative to the size of the whole. Models can be used to compare fractional amounts. | | **Required Academic Vocabulary for Word Wall:**  **Listen:**  **Read:**  **Write:**  **Speak:**  **Sentence Frame:** | | |
| **Materials:**   * Fraction models: strips (or Teaching Tool 22) * Guided and Independent Practice | | **Additional Lesson Vocabulary:** | | |
| **Lesson:** | | | **Instructional Time: 30 –35 minutes** | |
| **Opening: (5 minutes)**   * Review common and equivalent fractions. Review fractions on a number line. * Review why fraction strips, number lines and number sense strategies are helpful.   **T: “Aujourd’hui vous allez utiliser ces techniques sur les fractions pour résoudre un problème.”**  **Introduction to New Material (Direct Instruction): (8 minutes)**   * Read Pose the Problem on page 262B of the Teachers’ Manual to the students. * Give students time to use fraction strips or draw pictures to record their work. * Question students.   **Guided Practice: (6 minutes)**  *Use the modeling cycle:*  Teacher Does:   * Done in Direct Instruction   1 Students Does with Teacher:  2 Students Do:  All Students Do:  **T: “Je vais lire un autre problème. Vous allez travailler avec un partenaire pour la résoudre.”**  **T: “Reggie a marché 2/3 miles, Brandi a marché ½ miles et Will a marché 5/6 miles. Classez les personnes de celle qui a fait la plus grande distance à celle qui a fait la plus petite distance. Dites l’ordre à votre voisin.”**  **Independent Practice: (7 minutes)**   * Students solve problems 1-2 on page 262 on their own. * Review greater than less than signs with the students. * Students will solve problems 3-6 and 9-13 on their own.   **Closing: (6 minutes)**   * Solve 2 problems from page 263 as a class. | | | | |
| **Assessment:** | | | | |
| **Guided and Independent Practice** | | | | |