|  |  |  |
| --- | --- | --- |
| **Grade 3**  | **Lesson: 10-3****Comparing Fractions Using Benchmarks** | ***DRAFT*** |
| **Math Standard(s): 3.NF.3.d Domain: Number and Operations - Fractions** |
| **Content objective(s):** | **Language Objective(s):** |
| Students will use benchmark numbers to compare fractions with the same numerator or the same denominator.***Je peux utiliser des nombres de référence pour comparer des fractions qui ont le même numérateur ou le même dénominateur.*** | Students will compare fractions and say which ones are closer to 0 or 1.***Je peux comparer des fractions et dire laquelle est la plus proche de 0 ou de 1.*** |
| **Essential Understanding:**Fractions can be compared to each other by comparing them to benchmark numbers such as 0, 1/2 and 1. | **Required Academic Vocabulary for Word Wall:** **Listen:****Read:****Write:****Speak:** **Sentence Frame:** *“1/4 est plus proche de 0 que 3/4.”* |
| **Materials:*** Guided and Independent Practice
* 8 ½ inch X 1-inch paper strips (4 per student) or Teaching Tool 22
* Whiteboards, erasers and markers
 | **Additional Lesson Vocabulary:** |
| **Lesson:**  | **Instructional Time: 30-35 minutes** |
| **Opening: (5 minutes)** * Review fractions with the same denominators.
* Review fractions with the same numerator.

**T: “Aujourd’hui vous allez apprendre comment comparer des fractions en utilisant des nombres de référence.”*** Compare numbers 0, ½ and 1.

**T: “Lequel est le plus grand?” “Lequel est le plus petit?”****Introduction to New Material (Direct Instruction): (5 minutes)*** Use page 250B of the Teachers’ Manual.
* Write fractions on the board – 1/4 , 2/4, ¾, 1/3, 2/3, 1/8, 2/8, 3/8, 4/8, 5/8, 6/8, 7/8

**T: “Parmi ces fractions, lesquelles sont plus proche de 0 que de 1?” “Lesquelles sont plus proche de 1 que de 0?”** **Guided Practice: (10 minutes)***Use the modeling cycle:*Teacher Does:* Distribute 4 whole strips to each group of 4 students.
* Follow instructions in Instruct in Small Steps.

1 Students Does with Teacher:* Have a student come up and help you demonstrate.

2 Students Do:* Have students come up and show the class how to compare the fractions.

All Students Do:* Have students work in groups to name the remaining fractions from the list that are closer to 1 than 0.

S: *“1/4 est plus proche de 0 que 3/4.”***Independent Practice: (7 minutes)*** Read problems 1-12 on page 250 in the textbook to the students. Have them solve independently.

**Closing: (6 minutes)*** Solve 2 problems from page 251 as a whole class.
 |
| **Assessment:** |
| **Guided and Independent Practice** |