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| **Grade 3** | **Lesson: 10-4**  **Comparing Fractions on the Number Line** | | | ***DRAFT*** |
| **Math Standard(s): 3.NF.3.d Domain: Number and Operations-Fractions** | | | | |
| **Content objective(s):** | | **Language Objective(s):** | | |
| Students will use number lines to compare fractions with like denominators or like numerators.  ***Je peux utiliser des droites numériques pour comparer des fractions qui ont le même dénominateur ou le même numérateur.*** | | Students will tell their neighbor their comparison of fractions.  I can tell my neighbor my comparison of fractions.  ***Je peux expliquer à mon voisin comment j’ai comparé des fractions.*** | | |
| **Essential Understanding:**  You can compare two fractions by marking their locations on a number line. | | **Required Academic Vocabulary for Word Wall:**  **Listen:**  **Read:**  **Write:**  **Speak:**  **Sentence Frame:** | | |
| **Materials:**   * Number lines (teaching tool 10) * Fraction models: strips (teaching tool 22) * White boards * Guided and Independent Practice | | **Additional Lesson Vocabulary:** | | |
| **Lesson:** | | | **Instructional Time:** | |
| **Opening: (5 minutes)**   * Review comparing whole numbers on a number line. * Review simple fractions in comparison to the number 1. * “Describe a situation in which you might need to compare fractions.” * Throughout the review, try and use pair share.   **Introduction to New Material (Direct Instruction): (7 minutes)**   * Pass out the number lines as well as the white boards. * Look at topic 10, lesson 4 in the teaching guide. Read the story and ask the questions. * Make sure the students are talking to each other and working together in pairs or groups of 3. * Walk around and make sure the students are showing their work on their whiteboard.   **Guided Practice: (12 minutes)**  *Use the modeling cycle:*  Teacher Does:   * Draw a number line divided into fourths on the board. Choose any two fractions to compare and ask students to locate and mark them on the number line. * Ask the students where they will mark the ¼ and the ¾ on the number line. Ask which is greater. * Point out that the farther to the right a fraction is on the number line, the greater the fraction.   1 Students Does with Teacher:   * Demonstrate with one student. Ask them to draw two number lines. And using those two number lines, compare 1/3 and ¼. * Assist as needed.   2 Students Do:   * Write two comparing fraction problems on the board. Ask the students to work in pairs and draw the number lines to show which fractions are bigger and which fractions are smaller. * Walk around to see where the students are making mistakes. If students are still making many mistakes, reteach. If not, go to independent practice.   All Students Do:   * Have students turn to page 253 in their textbooks and do the problems in the independent practice section.   **Independent Practice: (8 minutes)**   * When the students are done with their independent practice, have them take out their white boards and read the problem solving problems to them. Have the students work in pairs and then check their answers.   **Closing: (5 minutes)**   * Close with a hypothetical situation. Ex: if I had 1/3 of a cake, and you had ¼, who has more cake? Make sure they are solving these situations using number lines. | | | | |
| **Assessment:** | | | | |
| **Guided and Independent Practice** | | | | |