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| **Grade 3** | **Lesson: 10-5**  **Finding Equivalent Fractions** | | | ***DRAFT*** |
| **Math Standard(s): 3.NF.3.a also 3.NF.3.b Domain: Numbers and Operations - Fractions** | | | | |
| **Content objective(s):** | | **Language Objective(s):** | | |
| Students will use models to find equivalent fractions.  ***Je peux utiliser des modèles pour trouver des fractions équivalentes.*** | | Students will tell their partner the names of fractions.  ***Je peux dire les noms des fractions à mon partenaire.*** | | |
| **Essential Understanding:**  The same fractional amount can be represented by an infinite set of different but equivalent fractions. | | **Required Academic Vocabulary for Word Wall:**  **Listen:** fractions équivalentes, forme la plus simple  **Read:**  **Write:**  **Speak:**  **Sentence Frame:** | | |
| **Materials:**   * Fraction models: strips (Teaching Tool 22) * Scissors * Guided and Independent Practice | | **Additional Lesson Vocabulary:** | | |
| **Lesson:** | | | **Instructional Time: 30 –35 minutes** | |
| **Opening: (5 minutes)**   * Review whole numbers and different ways to make whole numbers – 10 is 6 +4, 10 is 5+5, 10 is 5X2.   **T: “Comment peut-on encore faire 10 ? Avec votre partenaire, réfléchissez et essayez de trouver 2 autres façons de faire 10.”**  **Introduction to New Material (Direct Instruction): (6 minutes)**   * Use page 254B of the Teachers’ Manual. * Demonstrate at least 2 problems showing what you are asking for before you have the students work in pairs. * Pass out whiteboards, erasers and markers * Pass out fraction strips. * Compare fraction strips.   **Guided Practice: (8 minutes)**  *Use the modeling cycle:*  Teacher Does:   * Done in Direct Instruction   1 Students Does with Teacher:   * Have a student come up and explain to you and the whole class how 2/4 is the same as ½. As them to show you by using the fraction strips on the white board.   2 Students Do:   * Have the students use their white boards and work with a partner on the guided fraction problems. Walk around to see what common mistakes they are making. Review the common mistakes to the whole class and explain why they are making those mistakes and how they can fix them.   All Students Do:  **T: “Travaillez avec un partenaire et résolvez les questions suivantes.”**  **T: “Vous avez trouvé que ¾ et 6/8 sont des noms pour la même partie d’une longueur. Avec votre partenaire, utilisez les bandes fractionnées pour trouver deux fractions qui représentent la même longueur que 1/2. Puis dites le nom de ces deux fractions a votre partenaire.**  **Independent Practice: (8 minutes)**   * Read problem 1 on page 255 to the students and have them solve. * Students will solve 2,3,4 on their own. * Do problem 5 together. * Students do problems 7,8,9 on their own.   **Closing: (4 minutes)**   * Choose a couple of students to come up to the board and write the problem and answer so every one can see and compare their answers to theirs. | | | | |
| **Assessment:** | | | | |
| **Guided and Independent Practice** | | | | |