|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 3** | **Lesson: 10-6**  **Equivalent Fractions and the Number Line** | | | ***DRAFT*** |
| **Math Standard(s): 3.NF.3.a also 3.NF.3.b and 3.NF.3.c Domain: Numbers and Operations - Fractions** | | | | |
| **Content objective(s):** | | **Language Objective(s):** | | |
| Students will use number lines to identify equivalent fractions.  ***Je peux utiliser des droites numériques pour identifier des fractions équivalentes.*** | | Students will say fraction names to their partner.  ***Je peux dire à mon partenaire les noms de fraction.*** | | |
| **Essential Understanding:**  There are many fraction names for each point on a number line. These points can be used to name equivalent fractions. | | **Required Academic Vocabulary for Word Wall:**  **Listen:**  **Read:**  **Write:**  **Speak:**  **Sentence Frame:** | | |
| **Materials:**   * Fraction models: strips (Teaching Tool 22) * White paper (1 per student) * Guided and Independent Practice | | **Additional Lesson Vocabulary:** | | |
| **Lesson:** | | | **Instructional Time: 30 –35 minutes** | |
| **Opening: (5 minutes)**   * Review fractions on a number line – identify at least 5. * Review different names for fractions – 1/2, 2/4, 4/8.   **T: “Aujourd’hui, vous allez apprendre que chaque fraction représente un point sur une droite numérique, et qu’un point peut représenter plus d’une fraction.”**   * Pass out a piece of paper. Fold the paper in half, then in 4ths, then in 8ths, then in 16th. Show the different ways to write 1/2.   **T: “Dites à votre voisin différentes façons de dire 1/2.**  **Introduction to New Material (Direct Instruction): (5 minutes)**   * Use page 258B from the Teachers’ Manual. * Draw the diagram on the board, or use a large piece of paper.   **T: “Dites à votre voisin comment vous pouvez montrer que1/4 et 2/8 sont des fractions équivalentes.”**  **Guided Practice: (10 minutes)**  *Use the modeling cycle:*  Teacher Does:   * Pass out strips of paper to pairs of students. * Follow instructions in INSTRUCT IN SMALL STEPS * Show the diagram again.   **T: “Où se trouvent 1/4 et 2/8 sur la droite numérique?”**  **T: “Dites à votre voisin comment vous le savez.”**  1 Students Does with Teacher:   * Have a student come up and fold a strip of paper into fourths * The teacher fold another strip of paper into eighths * Have the student explain to the students where the equivalent fractions are on both paper strips   2 Students Do:   * Have the students work in pairs on problems 1 and 2 of the guided practice sections. * Walk around and see what common mistakes the students are making * Review the mistakes and strategies to not make those same mistakes with the whole class without singling anyone out.   All Students Do:  **T: “Travaillez avec un partenaire et trouvez 3 autres noms pour le point 2/4 sur votre droite numérique. Et trouvez 3 autres noms pour ¾ sur votre droite numérique. Dites les noms des fractions à votre voisin.”**  **Independent Practice: (7 minutes)**  **T: “Ouvrez vos livres à la page 258. Pour les exercices 1 et 2, vous devez trouver la fraction manquante et un autre nom pour celle-ci.”**   * Do problems 3 and 4 as a class.   **T: “Résolvez tout seul les problèmes 5 à 8. Trouvez la fraction manquante et un autre nom pour celle-ci.”**  **Closing: (6 minutes)**   * Do problems 9 and 10 as a whole class. | | | | |
| **Assessment:** | | | | |
| **Guided and Independent Practice** | | | | |