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| **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.
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| **Assessment:** |
| **Guided and Independent Practice** |