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| **Grade 3** | **Lesson: 10-7**  **Whole Numbers and Fractions** | | | ***DRAFT*** |
| **Math Standard(s): 3.NF.3.c Domain: Numbers and Operations - Fractions** | | | | |
| **Content objective(s):** | | **Language Objective(s):** | | |
| Students will use fraction strips and number lines to find fraction names for whole numbers.  ***Je peux utiliser des bandes fractionnées et des droites numériques pour trouver des noms de fraction pour des nombres entiers.*** | | Students will say 3 fractions for 10 with a partner.  ***Avec un partenaire, je peux dire 3 fractions pour le nombre 10*** | | |
| **Essential Understanding:**  If a fraction aligns with a whole number on a number line or to a whole number fraction strip, the whole number is equivalent to that fraction. | | **Required Academic Vocabulary for Word Wall:**  **Listen:**  **Read:**  **Write:**  **Speak:**  **Sentence Frame:** | | |
| **Materials:**   * Three strips of 8 ½ inch X 1-inch paper * Whiteboards, erasers and markers * Guided and Independent Practice | | **Additional Lesson Vocabulary:** | | |
| **Lesson:** | | | **Instructional Time: 30 –35 minutes** | |
| **Opening: (5 minutes)**   * Review equivalent fractions on a number line.   **T: “Aujourd’hui, vous allez apprendre que les nombres entiers ont beaucoup de noms de fractions équivalentes.”**   * Show or draw a picture of a large sub sandwich.   **T: “Il y a quatre amis qui achètent un sandwich à partager. Ils coupent le sandwich en 4 parts égales. Combien chaque personne aura-t-elle ? Dites-le à votre voisin.”**  **Introduction to New Material (Direct Instruction): (7 minutes)**   * Use page 260B from the Teachers’ Manual. * Pass out whiteboards, erasers and markers. * Read the story problems in POSE A PROBLEM and solve as a class. * Use the strip of paper to model.   **Guided Practice: (10 minutes)**  *Use the modeling cycle:*  Teacher Does:   * Done in Direct Instruction   1 Students Does with Teacher:   * Have a student come up and explain a situation where a fraction could equal a whole. EX: eating eight 1/8 pieces of pizza would be the same as eating 1 whole piece of pizza. Or eating sixteen 1/8 pieces would equal two whole pizzas   2 Students Do:  All Students Do:   * Go through the steps of instruction from SMALL-GROUP INTERACTION with the students. * Ask the questions and have the students answer as pairs.   **Independent Practice: (8 minutes)**   * Have students do problems 1-3 on page 260 on their own. * Do 4-6 as a class. * Have students do problems 7-17 on their own.   **Closing: (6 minutes)**   * Do 2 problems from Problem Solving as a class to finish the lesson. | | | | |
| **Assessment:** | | | | |
| **Guided and Independent Practice** | | | | |