

**ELEMENTARY MATH PROJECT**
**Grade 3**
**Key Number Concept 4: Fraction Concepts**
**Sample Week at a Glance**

This is a week of lessons introducing fraction concepts in grade 3.

<b>Monday</b>	<p>In partners, invite students to record what they know about fractions and how they use them in their lives. Collect responses on a chart or whiteboard. Drawing on students' sharing, highlight the important elements of a fraction; parts, whole, equal parts, symbolic notation.</p> <p>Invite students to think about two tasks to think about <math>\frac{1}{2}</math>:</p> <p>1) Marian Small question: When is <math>\frac{1}{2}</math> a lot of something? When is it not? Use pictures, numbers and words to show your thinking.</p> <p>2) Using concrete materials (pattern blocks, Unifix Cubes, base ten blocks, Cuisenaire rods) create many different ways to show <math>\frac{1}{2}</math>.</p> <p>Closing circle: Select a few students to share new learning they had about fractions and how contexts and materials supported their thinking.</p>
<b>Tuesday</b>	<p>Same but Different routine: comparing <math>\frac{1}{2}</math> and <math>\frac{2}{10}</math></p> <p>Math Workshop</p> <ul style="list-style-type: none"> <li>-matching game matching picture of fraction to symbolic notation</li> <li>-Build Ten Tenths game using ten frame, counters and dice</li> <li>-addition facts math game (developing computational fluency)</li> <li>-Teacher led small group instruction: show ways to make one-half and explain thinking</li> </ul> <p>Closing Circle - students sharing what they did, what they learned and where they want to go next with their learning about fractions</p>
<b>Wednesday</b>	<p>Fraction Talks: Choose an image and have students respond to "What fractions do you see?"</p> <p>Offer a range of materials that provide opportunities for creating fractions using set, area and linear models and include tools such as ten frames. Invite students to choose a fraction and represent it in as many different ways as they can. Take photographs of fraction representations or do a gallery walk.</p> <p>Closing circle: Choose a few fraction representations to compare and discuss.</p>

<b>Thursday</b>	<p>Same but Different routine: comparing two fraction images</p> <p>Math Workshop</p> <ul style="list-style-type: none"> <li>-provide a collection of symbolic fraction cards or fraction dice and have student choose a card or roll the dice and represent that fraction in three different ways</li> <li>-have students create their own images for the Same but Different routines to be used next week (photographs of materials, drawings, iPad design)</li> <li>-subtraction facts math game (developing computational fluency)</li> <li>-Teacher led small group instruction: show ways to make one-tenth and explain thinking</li> </ul> <p>Closing Circle - students sharing what they did, what they learned and where they want to go next with their learning about fractions</p>
<b>Friday</b>	<p>Read The Lions' Share by Matthew McElligott, providing each student with a square piece of paper to fold into fractions as the story is read. Discuss what the animals learned about fractions and equal parts in the story.</p> <p>Invite students to choose to:</p> <ol style="list-style-type: none"> <li>1) Continue to investigate fractions through paper folding, labeling their paper with fractions as they fold</li> <li>2) Write their own math story about sharing something, considering fractions.</li> </ol> <p>Closing circle: In partners, have students share what they learned and show each other their paper folding or stories. As a whole class, collect emerging questions the students have about fractions.</p>

After this week of lessons, based on formative assessment information, the following week would likely include lessons on creating unit fractions (numerator of one) and fractions with numerators greater than 1 using a range of materials and pictorial representations. Some lessons will also focus on time for students to investigate their own questions about fractions from Friday's closing circle.