Lesson Title: Fun With Fractions

Content Area and Grade Level: Math - 3rd Grade

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Brief Description of the Lesson/Unit:

We will have a fraction picnic. The boys and girls will bring items to our picnic and they will be able to name and write the fraction that represents their food item.

South Dakota Content Standards:

- **Standard numbers and exact wording**
  3.N.1.3. Students are able to name and write fractions from visual representations

- **Unpacked standards (in student-friendly wording)**
  I can look at a picture (visual representation) showing parts of a whole and name the fraction.
  I can look at a picture (visual representation) showing parts of a group and name the fraction.
  I can look at a picture (visual representation) and write the fraction.
1. **What enduring understandings are desired?**
   
   Students understand that fractions are parts of a group and parts of a whole.

2. **What essential questions will guide this unit and focus both the teaching and the learning?**
   
   Why are fractions important?  
   Where do I see fractions?

3. **What key knowledge and skills will students acquire as a result of this unit?**
   
   Students will be able to look at a picture and identify the fraction that is represented. They will also be able to explain the difference between the numerator and the denominator.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?**
   
   Students do come with some basic knowledge of fractions from 2nd grade. One common misconception is that the numerator is the shaded area or how many parts are being counted and the denominator is the area that is not shaded.
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):
   Pre-test and fraction flashcards

2. Performance Tasks:
   - White board work
   - Group work with teacher

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):
   - Chapter test given by teacher
   - Quizzes given by teacher

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):
   - Teacher Observations
   - Discussions during group work

   Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.

5. Student Self-Assessment:
   The students will be able to explain how they know what fraction their food item represents.

6. Attach or include specific rubrics being used for this lesson/unit:
What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. **Major Learning Activities:**
   
   The students will use the food items to write a variety of fractions and word problems.

2. **Materials, Supplies, & Resources (technology & print):**
   
   Pizza Fractions book by Jerry Pallotta  
   Fraction Burgers  
   Food items representing fractions brought from home

3. **Classroom Management:**
   
   We will use our clock partners to pair up with our picnic partners.

4. **Support Services and Special Teacher Notes:**
   
   Modifications will be made if necessary.
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:

2. Differentiated Content:

3. Differentiated Product:

   Each student will come with a different food item that they bring from home. They will also write a word problem with their partner based on what they know and understand about fractions.