

Oklahoma Panhandle State University  
Math-Ese Workshop

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"Fractions"

The students will be able to recognize, draw, write, and define the fraction and its parts.

Nancy Lines

**Name:** Nancy Lines

**Grade Level/Subject:** 4<sup>th</sup> Grade Math

**Topic:** Fractions

**Objectives:**

The students will be able to draw a representation of the following fractions:  $1/3$ ,  $1/4$ ,  $1/2$ ,  $3/4$ , and  $2/3$ .

The students will recognize a fraction model and write the fraction using digits and words.

**Objectives (P.A.S.S.):**

Standard 2: Number Sense  
3. Fractions

**Materials:** Masking Tape  
Stickers

**Introduction:**

Before this lesson is taught, the teacher will model the above fractions by dividing the student's desks into the different fractions listed in the objectives by using masking tape and stickers. Put stickers on parts of the desk's fraction examples to help represent the fraction each desk is representing. Be sure to also use sets of objects to represent fractions. Number each fraction example with a numbered sticky note.

Possible books to read are: *Fraction Fun* by David Adler, *Eating Fractions* by Bruce McMillan, *Fraction Action* by Loreen Leedy, and *Apple Fractions* by Jerry Pallotta.

### **Instructional Process:**

1. 1. Begin by discussing what is a fraction. Ask the students to describe examples of fractions. Name the parts of each fraction and explain what they represent.
2. 2. Allow the students to move around the room and write the fraction of the desk that has stickers.
3. 3. When all the students are completed, record each fraction on the board. Students can check their work at this time.
4. 4. Next ask the students to write the fraction naming what fraction of the desk does NOT have stickers. Have them place this fraction next to the one previously written.
5. 5. Again, record each fraction of the board. At this time, ask the students if they see any patterns, similarities, differences, etc.
6. 6. For older students you could then add the two fractions together. The students will then see that when the numerator and denominator are the same, the fraction equals 1.

### **Closure:**

The students will then complete a dictionary page to define fraction. This will be placed in their math dictionary.

Ask the students to complete a fraction worksheet.

### **Assessment:**

The students will be assessed by the accuracy of their definition page and worksheet.

## **Modifications:**

Advanced Students: Other fractions could be added to their work. Ask them to name or identify equivalent fractions.

Special Needs: Stay close to offer any help needed. Limit the number of fractions they will identify.

## **Reflection:**

The students enjoy being out of their desks and finding fractions around their room.

Do not forget to set the rules before the activity. The rules I used were:

- • No talking.
- • No more than 2 students at a desk at one time.
- • When you are through, stand against the wall and remain quiet.

This was a great activity. I will do this again.