

## Day 1: Introduction - What are fractions?

**Objectives:** 1) Name & write fractions represented by concrete materials for halves, thirds, fourths, eighths, & tenths.

2) Represent a given fraction using concrete materials for halves, thirds, fourths, eighths, & tenths. For example, write the symbol for one-fourth, and represent it with concrete materials

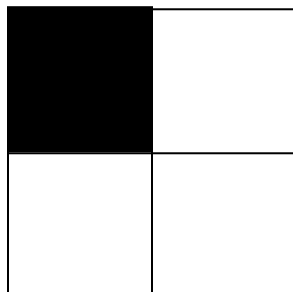
**Key terms:** part and whole; numerator and denominator

**Materials:** chart paper; exit cards;

### Lesson:

- ★ To help students learn fraction terminology, every time a new denominator is discovered, document the number of equal parts and the name of parts (two parts=halves; three parts=thirds, etc.). Do this on the overhead, board, or chart paper. Make sure to make a copy that can stay posted in the room throughout the unit.
- Class fraction KWL chart
  - do on chart paper on carpet
- Read book about fractions – Jerry Pallotta
- Revisit KWL
- Class activity: Fractions in Action (p. 737 TE book)
  - too show visuals, represent activity on board with drawings
  - select 4 student to stand up
  - ask students, “*How many total students are there in the group that is standing?*” ...  
“*So how many parts make up the whole group?*”
  - write this number down on the bottom, explaining the word denominator
  - ask students, “*How many students in the group are \_\_\_\_\_?*”
  - write this number on the top, explaining the word numerator
  - repeat as needed (try to get a group of two, three, four, six, eight, and ten)
- Exit card
  - first day so explain it is a ticket to recess
  - distribute cards:

1. Circle the number that shows the total number of parts.
2. Underline the number that shows the number of parts shaded.
3. Write these two numbers as a fraction to represent the drawing.



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2

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4