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| Strand/s | \_X\_ NS & N \_\_\_DM \_\_\_ Prob. \_\_\_ G & SS \_\_\_ P&A \_\_\_ M |
| Big Ideas | -represent, compare, and order fractions with like denominators  -show and explain equivalent fractions |

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| Math Journal  Open Question or parallel prompts | Option 1  I picked up a handful of M&M’s. One-third of them were red. What might a drawing of the M&M’s look like? Explain your thinking.  (Do children understand why amounts that are not multiples of 3 do not work?)  Option 2  I had some pizzas that I cut into quarters. How many pizzas might I have had, and how many quarters might I have after cutting them?  (Can children identify a relationship between wholes and quarters?) |
| Independent Problem Solving | (grade level) 4/5  Tom has a sandwich and he ate 2/5 of his sandwich. Sam has a sandwich and ate 3/6 of his sandwich. Who has eaten more of their sandwich?  Explain your answer using pictures, numbers and/or words.  (modified)  Tom has a sandwich and he ate 1/3 of his sandwich. Sam has a sandwich and ate 3/6 of his sandwich. Who has eaten more of their sandwich?  Explain your answer using pictures, numbers and/or words. |
| Shared Problem Solving | Place the following fractions on a number line where they belong. Include a description of how you decided on the order of your fractions.  3/5 , 1 1/5 , 16/5 , 4/5, 1 |
| Math Games  (current strand) | “What’s for Lunch?” (p. 56-59 in book 25 Super Cool Math Board Games) |
| Math Facts  (+, -, x, ÷) | “Concentration” (p. 11 in book Math Games to Master Basic Skills) |
| Guided Math | Learning Goal:  Demonstrate and explain equivalent fractions using concrete materials.  Activity:  Pose the question “How many different ways can you show 2/4?”  Have students use manipulatives to show different ways to represent the fraction. When students demonstrate understanding of concept, continue activity using a variety of fractions.  Materials:  -base ten blocks  -cuisinaire rods  -pattern blocks  -linking cubes  -fraction strips  -fraction circles |