

Math Lesson Sequence: Fractions  
South Oceanside Elementary  
May 27 - 30 2014

**DAY 1 - Sharing Cookies Equally**

**Standard: 1.G.3** - Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

**Content Objective:**

Students will be able to explain what *fair and share* mean.

Students will be able to fold a rectangle piece of paper in half to show equal share between two people

Students will be able to fold a rectangle piece of paper in fourths to show equal share between four people

**Essential Questions:**

1. How can we divide shapes into equal parts?
2. How can we be sure that we have equal parts?
3. Why is it important to divide into equal parts?

**Materials:**

- 1 Large sheet of paper to represent cake
- 3 sheets of construction paper per child
- crayons
- 15 paper clips
- Read Aloud Book
- 30 “Fraction Fill In” game board

**Procedure:**

1. Read Aloud - When the Door Bell Rang
2. Discuss what is FAIR and SHARE
  - FAIR - WHEN EVERYONE GETS THE SAME
  - SHARE - IS WHEN WE GIVE SOMETHING TO OTHERS
  - What is same amount as someone else? EQUAL
3. have students complete worksheet
4. Bring them back together and have them share their work

## **DAY 2: FRACTIONS ARE AS EASY AS PIE!**

1. Review what was learned the day before about fair and share
2. Fold a sheet of paper unevenly and demonstrate sharing with 3 other friends
3. Ask is this even? Why?
4. Give each student 3 pieces of construction paper
  1. Label first one WHOLE
  2. Label second one HALF, after folding it
  3. Label third one QUARTER, after folding it
  4. Hand out one piece of 9 x 12 piece of paper to lay the whole, half and quarter
  5. Students affix the three on the larger piece and write their name on the back side of the paper
5. Discuss how they are different, which is bigger and which is smaller
6. Give vocabulary - half, quarter, fourths

## **Day 3: Making pizza**

### **Materials:**

Index Card to write a sentence about their pizza

15 custom orders

30 card stock cut out circles as pizzas

30 regular paper cut out circles as toppings

scissors

crayons

rulers

1. **IN THE MORNING TAKE VOTES FOR THE MOST FAVORED RESTAURANT NAME:**
  1. South O Pizzeria
  2. 1st Grade Pizza Lounge
  3. Awesome Pizzas
2. Review what was learned the day before
  1. What is half?
  2. What is a quarter?
3. Begin the lesson today setting the purpose - Today you will be pizza makers! We have received a big order from a school near by who is having a year end party! They have ordered 15 pizzas, all with tomato sauce and cheese BUT all these pizzas have different combination

of toppings. I am the manager of our restaurant and I will give each partner pair to prepare a pizza for our School. You will work with the partner sitting next to you, I will give you the order that looks like this, you will read it and you will prepare the pizza per the order.

4. As an example, this partner pair has to prepare a pizza that is half cheese and half green peppers. How will they do it?
  1. They will fold the circle in half, draw a line and place the toppings - nothing on one side and green peppers on the other.
  2. You will then stick the toppings on the pizza crust
  3. What do you do when you are done?
  4. You write a sentence - Our pizza is half cheese and half green peppers.
5. I will pass out the order, pizza circles and rulers. You have the crayons. I also have photos of the toppings that will help you in drawing.
6. As soon as you get your order begin preparing.
7. PASS OUT ONLY THE TOPPING TEXT WEIGHT PAPER FIRST TO EACH PAIR
8. PASS OUT THE ORDER AND RULERS
9. GIVE STUDENTS 15 MINS TO COMPLETE
10. WALK AROUND ASKING QUESTIONS SUCH AS - IS HALF MORE THAN A QUARTER? WHAT DOES HALF MEAN? WHAT DOES TWO HALF MAKE? WHAT DOES TWO QUARTERS MAKE?
11. BRING THEM BACK AND SUMMARIZE BY SHARING

\*SEE ATTACHED FOR CUSTOM ORDER AND PICTURE

#### **Day 4: Half and Not Half (p. 60)**

1. Cut up shapes that have a line some with half and others not
  1. Triangle / circle / rectangle / trapezoid / square / hexagon
  2. Prepare unifix cubes that are not equal and those that are
2. Talk about what are halves and which are not.
3. Introduce  $\frac{1}{2}$  and  $\frac{1}{4}$ . explain what that means
4. Do Activity on page 55 & 56

## **DAY 5: Shading Fractions**

Materials: Fraction Worksheet, color pencil (2 colors), fraction die

### Instructional Sequence

1. Students will work with a partner to shade shapes
2. Students will each pick one color pencil
3. 1st player rolls a fraction die and shades a shape appropriate to the die
4. 2nd player does the same
5. Players can strategically block their partner from coloring the full shape
6. The player that has the most colored shape wins
7. Students will use fraction language they have learned
8. Students will compare and contrast what portion they have covered
9. Students will describe fractions as small or larger