

Day 13: Solve Word Problems

Lesson Target:

- Solve single and multi step word problems involving comparison of fractions and verify the solution

Process	Activities/Expected Students' responses	Teacher's Support
Understand the Goal	Emilie and Jordan ordered a medium pizza. Emilie ate $\frac{1}{3}$ of it and Jordan ate $\frac{1}{4}$ of it. Who ate more pizza? Explain how you know.	
Explore/ Investigate/Solve	<p>Discuss</p> <p>T: What numbers are important to know when you compare two fraction parts?</p> <p>S: They are common numerators.</p> <p>S: Emilie has smaller denominators, so $\frac{1}{3}$ is bigger pizza piece.</p> <p>Record their answer and process</p> <p>Solve: Janie and Li bought a dozen balloons. Half of them were blue, $\frac{1}{3}$ were white, and $\frac{1}{6}$ were red. Were there more blue, red, or white balloons? Justify your answer.</p> <p>Explain their thinking to the partner.</p> <p>Solve: Jeff and Curt are reading same books in their reading club. Jeff finished $\frac{1}{4}$ of the book. Curt finished $\frac{3}{4}$ of the book. Who is ahead?</p> <p>Discuss:</p> <p>T: Are they common numerator?</p> <p>S: What is the rule for common denominator?</p>	<p>Encourage to use vocabulary words; Denominators Numerators</p> <p>Encourage to use the fraction kit</p> <p>Record on the chart paper</p> <p>Encourage to use the fraction kit</p>
Conclude	Journal Entry: How do you compare fractions in common denominators? In common numerators?	

Assessment:

- **Identify** if there are common denominator or common numerator.
- **Apply** their knowledge of comparison of the fractions.
- **Explain** their thinking with Fraction kit

Extension:

- **Compare** fractions $\frac{2}{3}$ and $\frac{3}{4}$
- **Explain** your answer with numbers, words, and pictures

