


Day 1: The Fraction Kit (adopted from *Teaching Mathematics* by Marilyn Burns)

Lesson Target:

- $1/2$ s, $1/4$ s, and $1/8$ s
- A Represent fractions that have denominators of 2, 4, and 8 as parts of a whole, parts of a set, and points on the number line.
- The focus is on numbers less than or equal to 1. Students should be familiar with using words, pictures, physical objects, and equations to represent fractions.
- Represent and identify equivalent fractions with denominators of 2, 4, and 8

Process	Activities/Expected Students' responses	Teacher's Support
Understand the Goal	How do you divide one item equally into two, four, and eight people?	
Explore/ Investigate/Solve	<p>Discuss T: How many people can share a black strip? S: One. T: How do you share a red strip in two people, a pink strip in four people, and orange strip in eight people? S: Fold and cut?</p> <p>Introduce how to make the Fraction Kit 1. Label 1 whole on a black strip. 2. Make sure all strips are same size as black. 3. Fold in half on a red strip. 4. Fold in half and another half on a pink strip 5. Fold in half 3 times on an orange strip.</p> <p>Construct the Fraction Kit S: Two reds fit in one whole. S: 4 people can share a pink strip.</p> <p>Label the Fraction Kit by $1/2$s, $1/4$s, and $1/8$s.</p> <p>Compare/Identify which fraction piece is bigger among 2 pieces. Record in the math journal Ex) $1/2 > 1/4$</p>	 <p>Provide black, red, pink, and orange strips to each child.</p> <p>Explain top number is called numerator and bottom number is called denominator</p>
Conclude	Record each fraction (1 , $1/2$, $1/4$, and $1/8$) in the number line.	

Assessment:

- **Construct** and **Label** the fraction kit accurately.
- **Compare** 2 fraction pieces and identify which fraction is bigger.
- **Use** the comparison signs, such as $<$, $>$, and $=$.
- **Represent** each fraction on the number line

