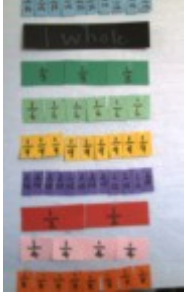


Day 2: The Fraction Kit (adopted from *Teaching Mathematics* by Marilyn Burns)

Lesson Target:

- $1/3$ s, $1/6$ s, $1/9$ s, $1/12$ s, $1/5$ s, and $1/10$ s
- A Represent fractions that have denominators of 3, 6, 9, 12, 5, and 10 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 3, 6, 9, 12, 5, and 10

Process	Activities/Expected Students' responses	Teacher's Support
Understand the Goal	How do you divide one item equally into 3, 6, 12, 9, 5, and 10 people?	Prepare Before this lesson: Mark $1/5$ on blue and light blue strips $1/3$ on green, light green, yellow, and purple strips
Explore/ Investigate/Solve	<p>Introduce/Discuss about fraction kit #2 T: I made some 5 marks for $1/5$s on strips because it is hard to fold accurately today. What else fraction might use 5 marks? S: $1/10$ because if you fold in half, you can get 10 pieces T: How about 3 marks? S: If you double, there would be 6 pieces... S: 6 pieces would be 12 pieces, too! S: How do you make 9 pieces?</p> <p>Construct the Fraction Kit #2</p> <p>Label the Fraction Kit by $1/5$s, $1/10$s, $1/3$s, $1/6$s, $1/12$s and $1/9$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 blue, light blue, green, light green, yellow, and purple strips to each child.</p>  <p>Explain top number is called numerator and bottom number is called denominator</p>
Conclude	Add each fraction ($1/3$, $1/6$, $1/12$, $1/9$, $1/5$, and $1/10$) in yesterday's number line.	Display the class 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