

Day 3: Rock Paper Scissors to One Whole!

Lesson Target:

- Compare Fractions with Same Denominators
- Fractions with common denominators may be compared and ordered using the numerators

Process	Activities/Expected Students' responses	Teacher's Support
Understand the Goal	Which fraction is bigger when their denominators are same?	
Explore/ Investigate/Solve	<p>Introduce/Model <i>Rock Paper Scissors Game</i></p> <ol style="list-style-type: none"> 1. Cover $\frac{1}{5}$ when you win Rock, Paper, Scissors 2. Record in equation in each turn. Ex) $\frac{1}{5} + \frac{1}{5} = \frac{2}{5}$, $\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$ 3. When you cover a whole, you win <p>Play <i>Rock Paper Scissors Game</i> with a partner</p> <p>Discuss</p> <p>T: Can you order from least to largest?</p> <p>T: What happens to the numerator in the largest fraction?</p> <p>T: How about the denominators?</p>	<p>Prepare students' Fraction Kit 1 whole and $\frac{1}{5}$s.</p> <p>Facilitate/Support a conversation</p> <p>Record in the class chart</p> <ul style="list-style-type: none"> • $\frac{1}{5} < \frac{2}{5} < \frac{3}{5}$ • When Denominator is same, compare the fraction by numerator •
Conclude	Journal Entry: Which fraction is the smallest, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$, $\frac{4}{5}$, or $\frac{5}{5}$? Can you order them from least to largest? What happens to the numerator in the largest fraction?	Encourage to check their fraction kit to ensure this rule is visually proved.

Assessment:

- **Play *Rock, Paper, Scissors* accurately.** ex) exchange correctly
- **Order** common numeral fractions from small to large
- **Use** the comparison signs, such as $<$, $>$, and $=$.

Extension/Mastering Practice

- **Play *Rock, Paper, Scissors* accurately** with $\frac{1}{6}$ s, $\frac{1}{8}$ s, $\frac{1}{9}$ s, $\frac{1}{10}$ s and $\frac{1}{12}$ s.
- **Analyze** if the same rule would happen
- **Order** common numeral fractions from small to large
- **Use** the comparison signs, such as $<$, $>$, and $=$.