Jordan Goins
Ray Brooks
5th Grade
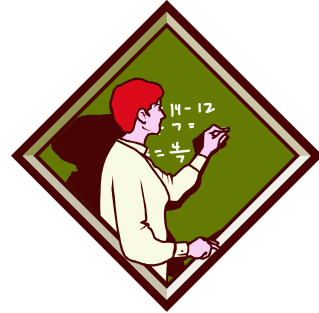
<u>**EQUIVALENT FRACTIONS**</u>

<u>**TEACHING OBJECTIVE:**</u>
The student will be able to model equivalent fractions through the use of fraction models.

<u>**MATH CONCEPTS:**</u>
Finding Equivalent Fractions
Comparing Fractions

<u>**INSTRUCTIONAL ACTIVITIES:**</u>
⇒ Explain to students that we will be discussing equivalent fractions today.
⇒ Tell students that equivalent fractions are fractions that represent the same part of a whole.
⇒ Tell students that we will learn new and more motivating ways to find equivalent fractions.
⇒ Ask each student to open the bag that's on their desk.
⇒ Tell everyone to get a Hershey candy bar.
⇒ Tell students to open the package without breaking the candy. (Teacher will have extras if broken)
⇒ Tell student that a fraction contains two parts:
   o The denominator- the total number of equal parts.
   o The numerator- the total number of parts used.
⇒ Ask students what is the total number of parts of the candy bar? (12)
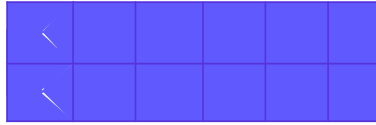
⇒ Tell student to eat or take away 2 pieces.

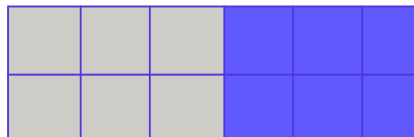⇒ Ask student what fraction of the candy bar did we take away? $\dfrac{2}{12}$

⇒ Ask student what fraction of the candy bar is left? $\dfrac{10}{12}$
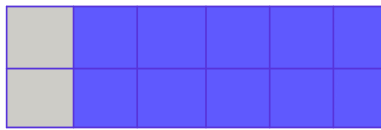
⇒ Tell student to take $\dfrac{4}{12}$ of the remaining candy bar away.

⇒ Ask student what is the fraction of the pieces taken away from the entire candy bar? $\dfrac{6}{12}$ or $\dfrac{1}{2}$

⇒ Ask student what is the fraction of the pieces of the remaining candy bar? $\dfrac{6}{12}$ or $\dfrac{1}{2}$

⇒ Ask student what is another way to show $\dfrac{6}{12}$ as a fraction? $\dfrac{3}{6}, \dfrac{2}{4}$, or $\dfrac{1}{2}$
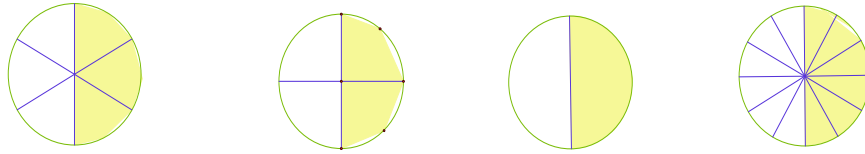
⇒ Tell student to explain their answers.

⇒ Explain to students that these fractions are called equivalent fractions.

⇒ Answer all questions by students clearly.

⇒ Have students to take the fraction pieces out of the bag that's on their desk.

⇒ Tell students to create a model that shows $\dfrac{3}{6}, \dfrac{2}{4}, \dfrac{1}{2}$, and $\dfrac{6}{12}$ are equal fractions.
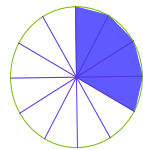
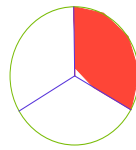$\Rightarrow$ Have students explain their models.

$\Rightarrow$ Clear all misunderstandings.

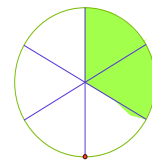$\Rightarrow$ Have students to create a model to show a fraction that equals to $\frac{4}{12}$.

$\frac{1}{3}, \frac{2}{6}$

 Equals Equals

$\Rightarrow$ Explain to students how these are equivalent fractions even though the denominators are different.
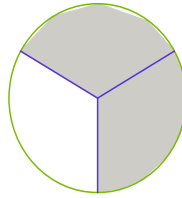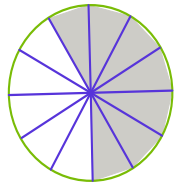
$\Rightarrow$ Give students two fractions, and have the students create models using the fraction pieces to show equivalent fractions for each of the fractions.

$$\frac{2}{3} \text{ and } \frac{10}{12}$$

➤ Allow students time to model their equivalent fractions.

➤ Clear all misunderstandings of students.

➤ Ask students, How does one compare fractions with unlike denominators through the use of fraction models?

➤ Allow time for students to respond.

➤ Tell students when comparing fractions through the use of fraction models the largest fraction is the fraction model closer to a whole.

➤ Model an example.

➤ Example: Compare using <, >, or =

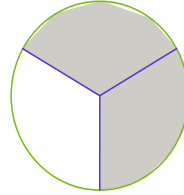$$\frac{7}{12} \bigcirc \frac{2}{3}$$

➤ Model with fraction models.

- ➢ Tell students to compare.
- ➢ Give students chance to respond.
- ➢ Tell students to compare the two fraction models closely.
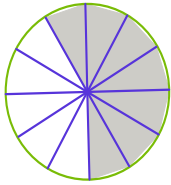
 Is less than

- ➢ Answer all questions given by students.
- ➢ Tell students we will now get into groups according to their grouping chart.
- ➢ Explain to students they will be finding equivalent fractions and comparing fractions through the use of fraction models.
- ➢ Have groups create and draw 4 different fractions to show their equivalent fractions.
- ➢ Have groups order three sets of fractions from least to greatest.

$$\frac{7}{10} \quad \frac{1}{10} \quad \frac{3}{10}$$

$$\frac{3}{4} \quad \frac{3}{5} \quad \frac{3}{10} \quad \frac{3}{12}$$

$$\frac{2}{3} \quad \frac{2}{5} \quad \frac{2}{7}$$

- ➢ Allow time for each group to finish.
- ➢ Have each group present their problems to the class with explanations.
- ➢ Ask students if they have any questions.
- ➢ Tell the students they all did a great job with today's lesson.

MATERIALS:
Pencil
Paper
Fractions pieces

Colored pencils
Grouping chart
Hershey candy bars

ASSESSMENT

The teacher will observe the students to assess their understanding of comparing and finding equivalent fractions.