

Fraction Funtime

This project provides a high interest, hands-on experience using a variety of fraction skills. Students apply fraction understanding, addition, subtraction, equivalency, and simplifying. The program also teaches and reinforces positive behavior and good study skills.

Curriculum/State Standard

Arizona Mathematics Standards
1M-E5, & 6M - E2

Compute mathematically and use operations to affect numbers

Overview

The class earns various size fractions of a whole shape by achieving specific behavior and study skills goals for the day. If the whole shape is formed that day, the class earns 15 minutes game time (a teacher-chosen educational game). "Leftovers" go into a bakery bank. When enough is banked, the teacher brings in bakery items for the class.

Objectives

- The student will identify, discuss, and apply knowledge of fractions with manipulatives, visuals, and written symbols.
- The student will identify achievement by the class of expected behaviors and study skills and determine the appropriate fraction pieces to use on the fraction board.

- The student will use manipulatives and written symbols to compare and order fractions, change mixed numbers to improper fractions, convert improper fractions to mixed numbers, determine equivalent fractions, subtract fractions, and simplify fractions.
- The student will problem solve usage of banked fractions and determine appropriate choice and amount of bakery items to be consumed by the class.

Materials

Tag board for making fraction pieces:
whole sets of 12ths, 8ths, 6ths, 4ths,
3rds and halves

Lamination of fraction pieces

Velcro to attach to each fraction

Felt for fraction board

Tag board for "bakery" record

Various bakery goods: cakes, pies,
cookies, doughnuts, pizza, etc.

Chart of expected behaviors of entire
class, with assigned fraction

Continued on the back...

4

GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



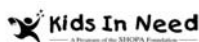
SOCIAL STUDIES

9

MONTHS

\$500

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Terri J. Vasquez
Keller Elementary School
1445 E. Hilton Avenue, Mesa, AR 85204

“Fraction Funtime” project continued...

100% Attendance	1/3
No tardies	1/4
All due assignments in on time	1/2
Good behavior for a substitute	1
Room ready at end of day	1/4
Good behaviors if someone "drops by"	1/12
Good behavior for a visitor	1/8
No timeouts	1/3
Contracts	1/6
(private, individual goals for 2-3 students at a time)	1/8
Class quiet while teacher answers phone	1/12
Quiet, straight, lines	1/4
Treats others with respect	1/3

Readiness Activity

Tell the students they will work together as a class to earn Fraction Fun Time. Introduce the chart of expected behaviors. Explain how the class earns the Fraction Fun Time, and how a game is earned. Explain the bakery.

Strategies/Activities

At the end of each day, use the Fraction Funtime boards to ascertain achieved goals. Place the fractions on the board.

Ask the students if they can see ways to trade several small pieces for larger pieces (equivalent fractions, i.e. $2/12\text{ths} = 1/6\text{th}$). Encourage a variety of exchanges for equivalent fractions as fraction pieces are earned.

When a whole is earned in one day, 15th minutes of game time is earned. You may chose to allow time at the end of the day to play earned games or save them for the next day.

Any extra earned that day beyond the whole are placed in a “bakery.” The bakery is a tag board of whole shapes that you have outlined. Have students trace the extra pieces onto the board and color them in.

If a whole shape is not earned that day, the pieces are put back in the “bank” and you start new the next day.

Incorporate the fraction board into the regular curriculum to teach vocabulary and fraction skills. As the students progress in their understanding, introduce addition, subtraction, and simplifying fractions. Progress to improper and mixed fractions as a part of the fraction board. Integrate the program with textbooks and other materials supplied by the district.

As the bakery builds, problem solve with the students the amount of bakery items they need to earn in order to serve the desired amount for the entire class. For example, if there are 24 students in the class, what fraction size do they want to cut the pies into? How many pies are needed to serve everyone? Will there be leftovers, and what shall be done with them?

Culminating Activity

The bakery can be served whenever the goal is achieved. In our class we enjoyed a variety of bakery items, such as cakes, pies, brownies. As the students understanding of fractions developed, we moved on to cookies and doughnuts. A whole was equivalent to a dozen. The students learned how to compute fractional amounts of a dozen. At the end of the year we celebrated the bakery with a pizza party.

Evaluation

Testing materials supplies by the district that accompanied our math program.