

# Lesson Printables

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print what you need!



Planners: 2-3

## All Zones

Fraction Mat: 4

Recording Log: 5

Optional Prompts: 6

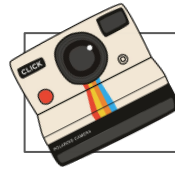
Prompt Answers: 7

## LESSON 1: Fractions - Identifying fractions

Starter	Main Activity and Input: Showing half by building towers or colouring in blocks.	Plenary
<p><b>Model Multiplication:</b> How many different ways can students solve <math>4 \times 5</math>?</p> <p><b>To support:</b> 1. Ask students what the number sentence tells them. How many groups of 5 are there? How many groups of 4 could there be? How could students draw this as an array?</p> <p><b>To challenge:</b> 1. Encourage students to think about number flexibility. How creative can they get in breaking apart numbers in order to find as many strategies as possible?</p>	<p><b>Input:</b></p> <ol style="list-style-type: none"><li>Slide 6 asks students what words or ideas they can connect to the word fraction. Share ideas as a class. You could use this as a quick pre-assessment to see if students have heard the word before and what ideas they might already have.</li><li>Slide 7 explains that fractions are parts of a whole. It shows a picture of a partially eaten donut. The fraction represents the part that has been eaten. What information can students gather from the fraction? Share ideas as a class.</li><li>Slides 8 and 9 define the terms numerator (the pieces or parts you are focusing on) and the denominator (the total number of parts in the whole). To help students remember these terms, you could wave your arms above your head saying 'numerator' and then wave your arms below your knees while saying 'denominator'. (The sillier the better!)</li><li>Slide 10 shows several coloured paper clips. What fractions can students identify? It might be helpful to ask guiding questions like:<ul style="list-style-type: none"><li>→ How many paperclips are in the whole group? How could this be used in your fractions?<ul style="list-style-type: none"><li>→ Elicit that there are 6 paperclips in the whole collection, so the denominator should be 6.</li></ul></li><li>→ What makes some paper clips different from others? How could this be used in your fractions?</li></ul></li></ol> <p>Possible fractions and a visual can be found on slide 11.</p> <ol style="list-style-type: none"><li>Slide 12 shows a group of birds. What fractions can students spot? Possible fractions can be found on slide 13.</li></ol> <p><b>Activity: Identifying fractions in real life.</b></p> <ol style="list-style-type: none"><li>What fractions can students find within the classroom or their class? Allow them to explore any possible ideas.<ul style="list-style-type: none"><li>- Groups of colour pens/pencils/marbles/blocks (What fraction of the pens are blue?)</li><li>- Groups of books. (What fraction are nonfiction? What fraction are hardback?)</li><li>- Groups of playing cards. (Focus on colours, suits or numbers. What fraction are red? What fraction are diamonds?)</li><li>- Groups of people in the class. (What fraction have siblings? What fraction are from the town your school is in? What fraction play football?)</li><li>- Groups of dice or coins. (What fraction of the dice show even numbers? What fraction of the coins are heads?)</li></ul></li></ol> <p><i>Note, we have also provided some picture visuals for students to use for a more structured setting.</i></p> <p><b>To support:</b></p> <ol style="list-style-type: none"><li>Students could write one fraction for each group of items.</li><li>Students could use the fraction mat found in the printables for guidance.</li></ol> <p><b>To challenge:</b></p> <ol style="list-style-type: none"><li>Encourage students to draw a visual to match their written fraction. (This is modelled using squares on slide 15.)</li><li>Students could identify all of the fractions that can be seen in their group of items.</li></ol>	<p><b>What's in a Name:</b> What fractions can students find in their names?</p> <p><b>Check for understanding:</b> 1. There are a few possible ways to record fractions in a name. Students could include the fraction of vowels, consonants, repeating letters, symmetrical letters (if written in all caps), etc.</p>

### Things that might be useful for this lesson:

- Individual whiteboards:
  - Help students to record their thinking and share ideas with others.
- Fraction mats:
  - Help students to organise the numerator and denominators.
- Colour blocks, counters, etc:
  - Help students to physically create fractions.



### Peek at the Printables:

**Fraction Mat**

I'm investigating:

Numerator  
(Number of parts or pieces you are focusing on)

Denominator  
(Number of parts or pieces in the whole)

awesomenicity

**Recording Log**

Recording Log

I'm investigating:

Fractions I've found:

I'm investigating:

Fractions I've found:

I'm investigating:

Fractions I've found:

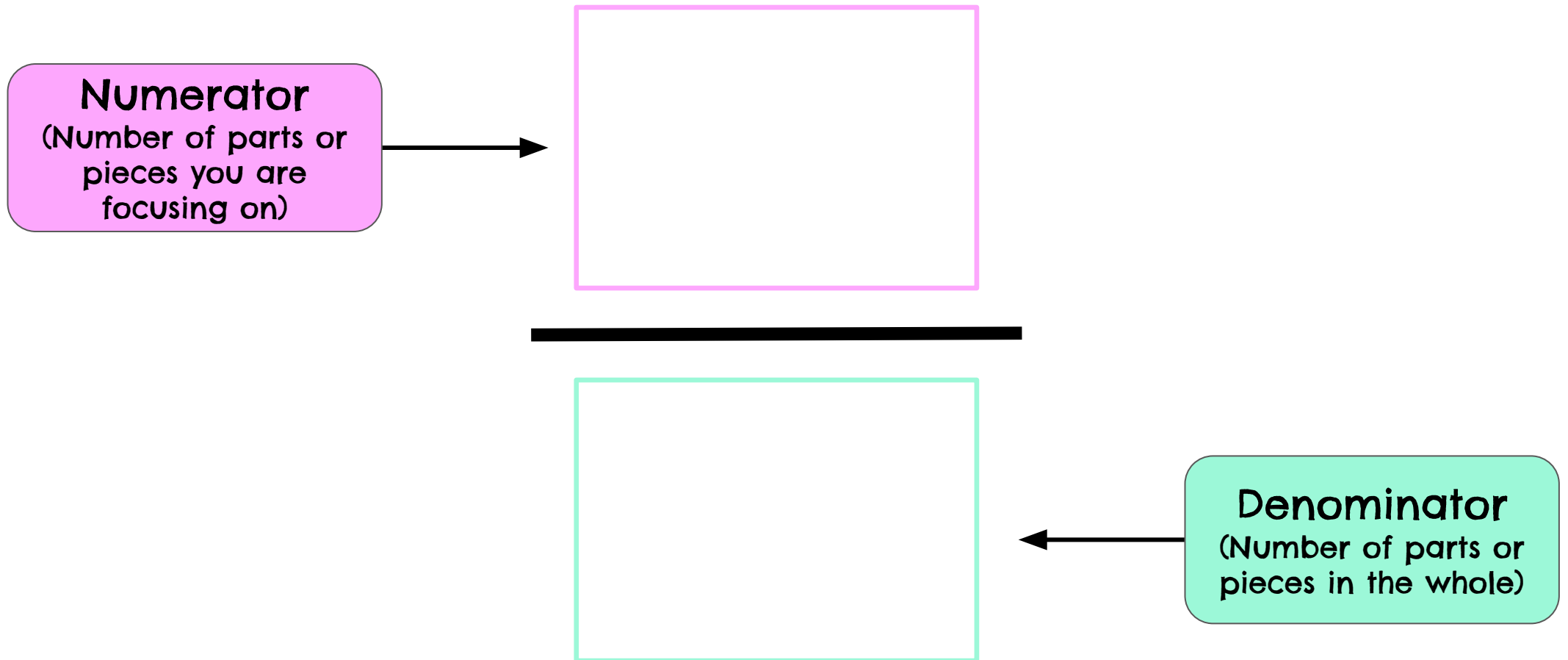
awesomenicity



### Greener Alternatives:

- Skip printing any of the printables. Students can record their thinking by taking pictures of the fractions they find or drawing/writing a representation of them in their math books.
- If you want this to be a more structured activity, create fractions stations that students can move between.

I'm investigating:



# Recording Log

I'm investigating:

Fractions I've found:

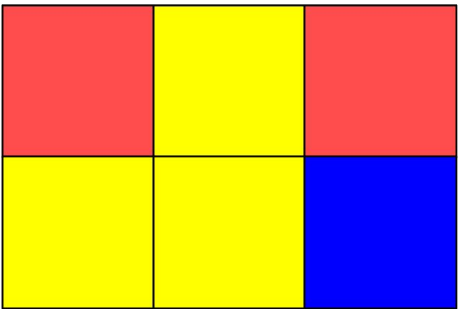
I'm investigating:

Fractions I've found:

I'm investigating:

Fractions I've found:

# Optional Pictures



# Optional Picture Answers

Below are possible solutions, not all solutions.

Picture	Possible Fractions
Squares	$\frac{3}{6}$ are yellow $\frac{2}{6}$ are red $\frac{1}{6}$ is blue $\frac{6}{6}$ are squares
Pets	$\frac{2}{4}$ are dogs $\frac{1}{4}$ is a hamster $\frac{1}{4}$ is a cat
Fruit	$\frac{2}{5}$ are apples/oranges $\frac{1}{5}$ is a lemon $\frac{5}{5}$ are fruit
Balloons	$\frac{3}{9}$ are red $\frac{2}{9}$ are yellow $\frac{1}{9}$ is purple $\frac{9}{9}$ are balloons

Picture	Possible Fractions
Insects	$\frac{2}{7}$ are bees $\frac{3}{7}$ are butterflies $\frac{1}{7}$ is a dragonfly $\frac{1}{3}$ of the butterflies is yellow $\frac{7}{7}$ are insects
Farm Animals	$\frac{8}{8}$ are farm animals $\frac{1}{8}$ is a horse $\frac{4}{8}$ have 4 legs $\frac{4}{8}$ are chickens $\frac{1}{8}$ is a goat
Tree Animals	$\frac{2}{10}$ of the animals are flying $\frac{8}{10}$ are not flying $\frac{4}{10}$ are on the ground $\frac{1}{10}$ is a squirrel $\frac{4}{10}$ are on in the tree