

NOT SO WIMPY

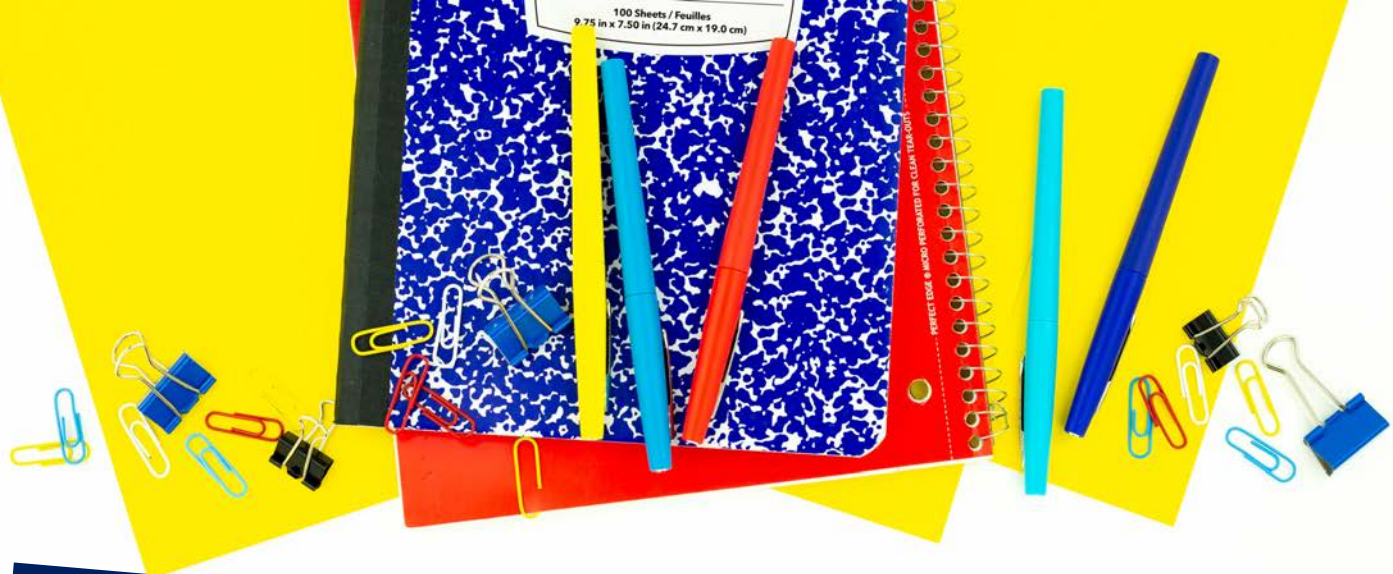
UNIT 7:

FRACTIONS

3RD GRADE MATH CURRICULUM

30 DAYS OF LESSON PLANS,
POWERPOINTS, PROBLEM SETS,
EXIT TICKETS, ASSESSMENTS,
GAMES, TASK CARDS, PROJECT-
BASED LEARNING & MORE!





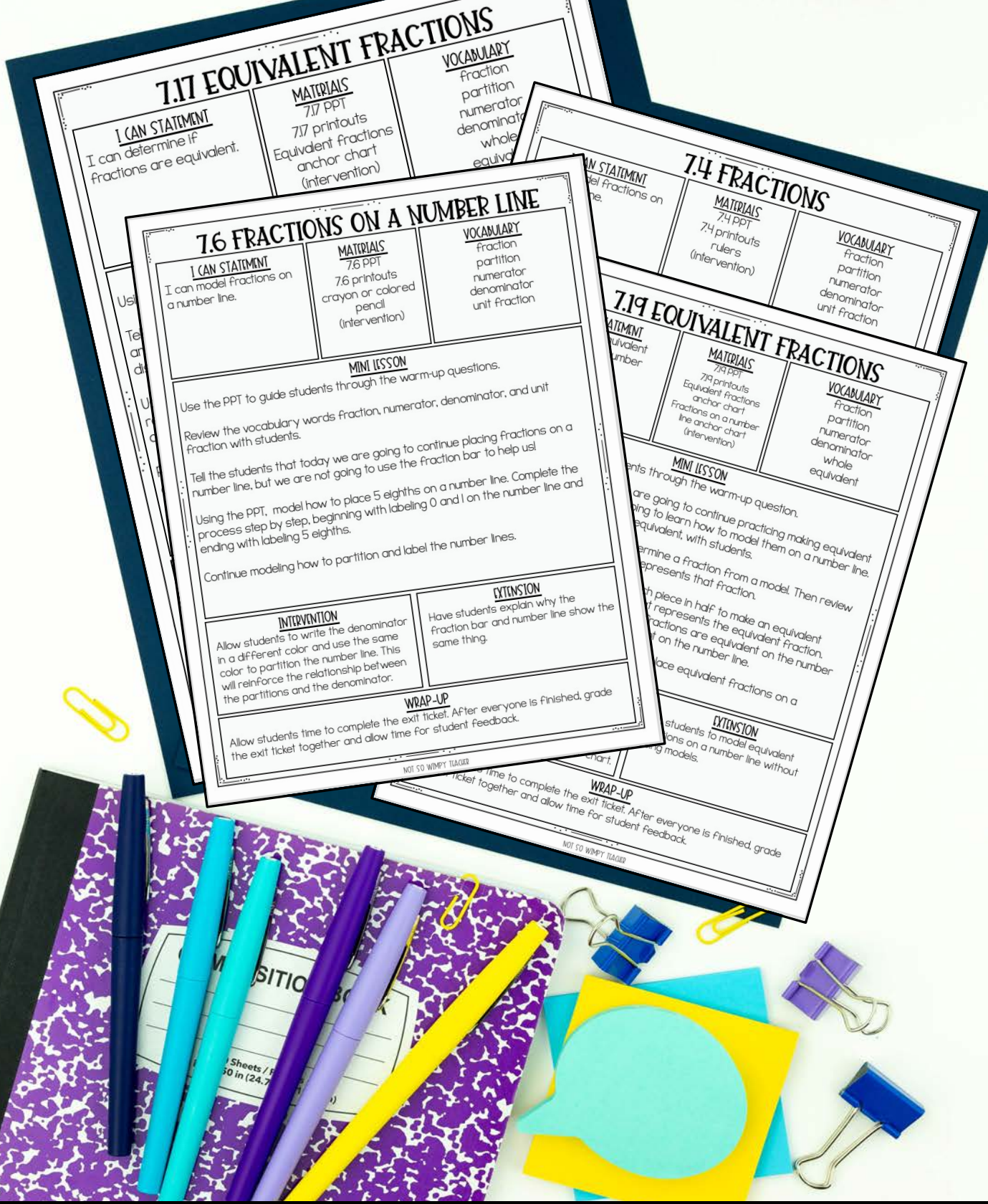
UNIT 7: FRACTIONS *at a glance*

Day 1 Preassessment & Unit Fractions	Day 2 Unit Fractions	Day 3 Unit Fractions	Day 4 Fractions on Number Lines	Day 5 Fractions on Number Lines
Day 6 Fractions on Number Lines	Day 7 Fractions Equal to One Whole	Day 8 Fractions Equal to One Whole	Day 9 Fractions Greater than One	Day 10 Fractions Greater than One
Day 11 Fractions Greater than One on a Number Line	Day 12 Fractions Greater than One on a Number Line	Day 13 Whole Number Fractions	Day 14 Whole Number Fractions	Day 15 Whole Number Fractions on a Number Line
Day 16 Review	Day 17 Equivalent Fractions	Day 18 Equivalent Fractions	Day 19 Equivalent Fractions on a Number Line	Day 20 Equivalent Fractions on a Number Line
Day 21 Equivalent Fractions on a Number Line	Day 22 Comparing by Same Denominator	Day 23 Comparing by Same Denominator	Day 24 Comparing by Same Numerator	Day 25 Comparing by Same Numerator
Day 26 Comparing by Same Numerator	Day 27 Word Problems	Day 28 Word Problems	Day 29 PBL	Day 30 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 3.NF.1, 3.NF.2a, 3.NF.2b, 3.NF.3a, 3.NF.3b, 3.NF.3c, and 3.NF.3d

Notes:

Includes a pacing guide to see all
four weeks at a glance



INCLUDES 27 DAYS OF WHOLE GROUP LESSON PLANS!

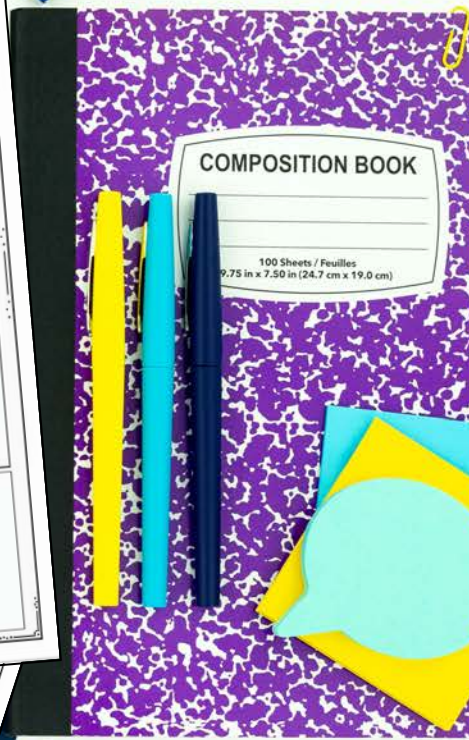
7.7 MEET THE TEACHER

MATERIALS FOR TEACHER: whiteboard, marker, eraser
MATERIALS FOR STUDENTS: whiteboard, marker, eraser

APPROACHING	Draw a circle partitioned into 8 pieces. Ask students to find the denominator that represents the shape. Count and shade each piece until the whole shape is shaded. Ask the students what fraction represents 1 whole. Repeat with a rectangle partitioned into 4 pieces and a circle partitioned into three pieces. If students are successful, ask them to model a fraction that equals one whole on their own whiteboards.
ON TRACK	Draw a circle partitioned into eight pieces. Ask students to draw the same circle on their boards and shade it to represent 1 whole. Count together to find the fraction that represents the model. Repeat with a rectangle partitioned into 4 pieces and a circle partitioned into three pieces. If students are successful, ask them to model a fraction that equals one whole on their own whiteboards.
MASTERS	Ask students to draw a fraction model on their whiteboards that equals one whole. Allow each student to share their fractions and models with the group. After each student has presented, make an anchor chart that lists many different fractions that make one whole. Ask students to explain the relationship between the numerator and denominator with these fractions.
NOTES:	

FOR TEACHER: Journal page for self and students, scissors
FOR STUDENTS: Scissors, glue, pencil, journal

APPROACHING	Model how to quickly cut and glue the journal page with students. Complete the journal page with students.
ON TRACK	Model how to quickly cut and glue the journal page by comparing students show you they can do the same page. Scaffold the journal page by comparing students and then letting them work on their own.
MASTERS	Model how to quickly cut and glue the journal page by comparing students show you they can do the same page. Ask students to solve the problem and review their answers with the group.
NOTES:	



INCLUDES SMALL GROUP/ MEET WITH TEACHER LESSON PLANS

Unit 7 Lesson 11 **Problem Set**
 1. Determine the fraction represented and write it on the line. Model the fraction on the number line.

Unit 7 Lesson 20 **Problem Set**
 1a. Write the represented fraction on the line. Model the fraction on the number line.

Unit 7 Lesson 25 **Exit Ticket**
 Directions: Write the fraction represented by the shapes on the line. Then compare each set of fractions using greater than, less than, or equal to.

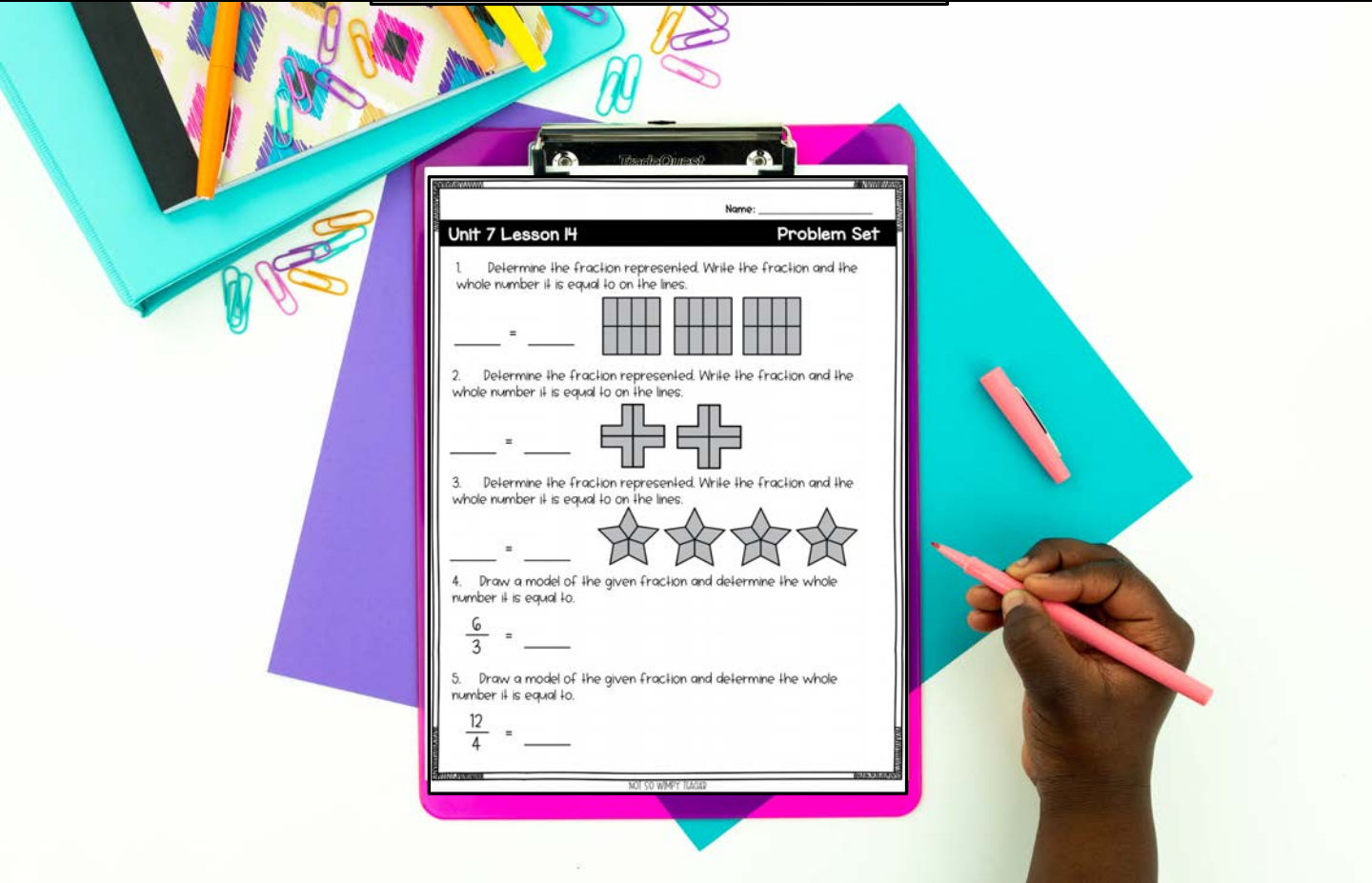
Unit 7 Lesson 19 **Exit Ticket**
 1a. Write the fraction represented on the line. Model the fraction on the number line.

Unit 7 Lesson 26 **Exit Ticket**
 Directions: Write the fraction represented by the shapes on the line. Then compare each set of fractions using greater than, less than, or equal to.

Unit 7 Lesson 9 **Homework**
 Directions: Write the represented fraction on the line.

Unit 7 Lesson 26 **Homework**
 Directions: Write the fraction that are represented by the shapes on the lines. Compare each set of fractions using $>$, $<$, or $=$.

INCLUDES PROBLEM SETS, HOMEWORK,
AND EXIT TICKETS FOR EACH DAY



7.1 Understanding Fractions

I can identify parts of a

+ 1, + 2, + 5, + 10

Fact Fluency

$$5 \div 1$$

objects

1 group

This division expression is telling us

Understanding Fractions

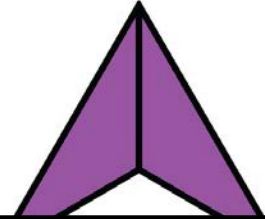
Let's partition this shape into 2 equal pieces.



Understanding Fractions

The fraction that represents this shape is $\frac{2}{3}$.

$$\frac{2}{3}$$



Understanding Fractions

Vocabulary:

A fraction is a part of a whole.

These 4 parts



Centers

Exit Ticket

1. Partition the rectangle into 3 equal parts.

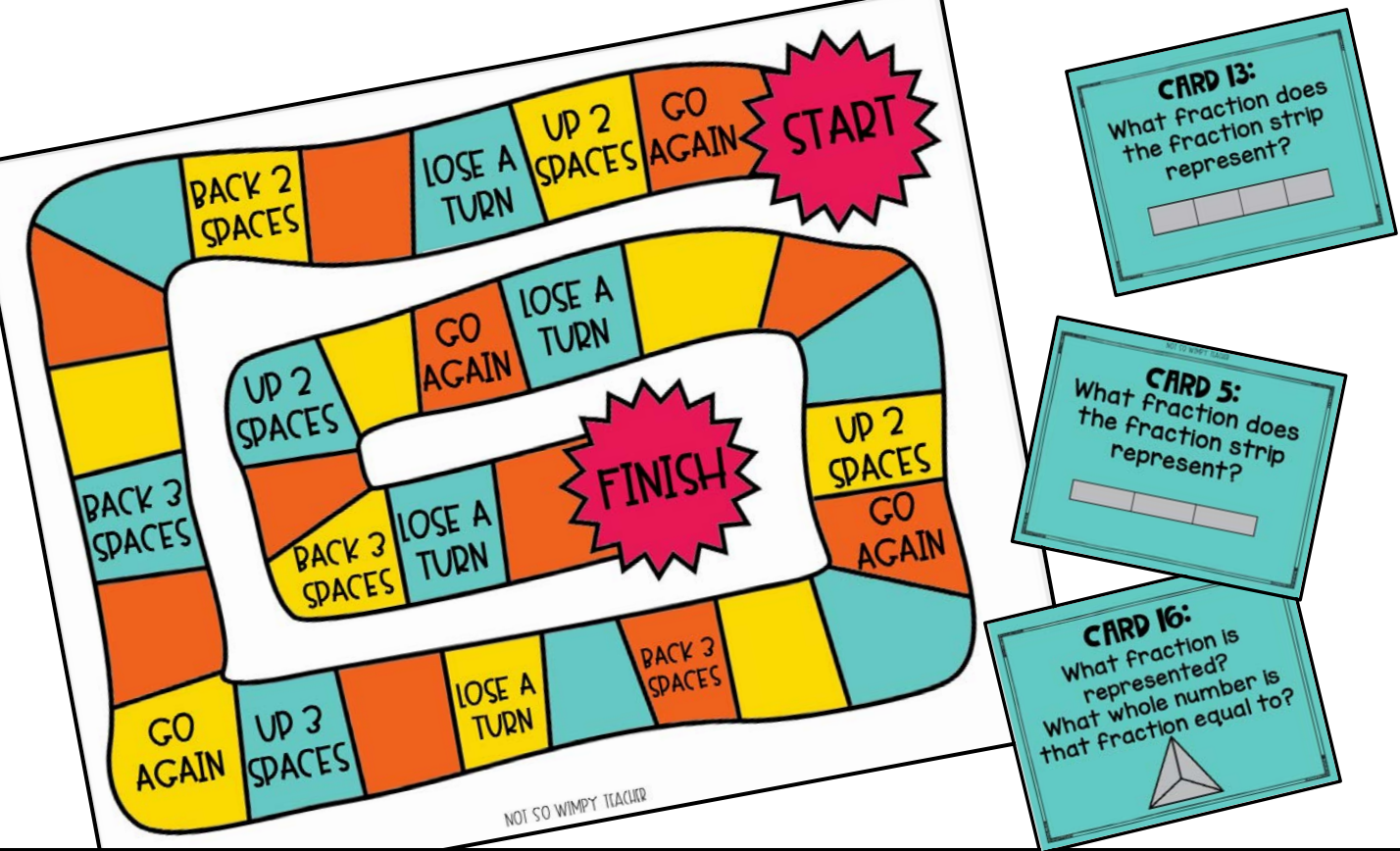


2. How many pieces are shaded? _____
3. How many total parts are there? _____
4. What fraction represents the shape? _____

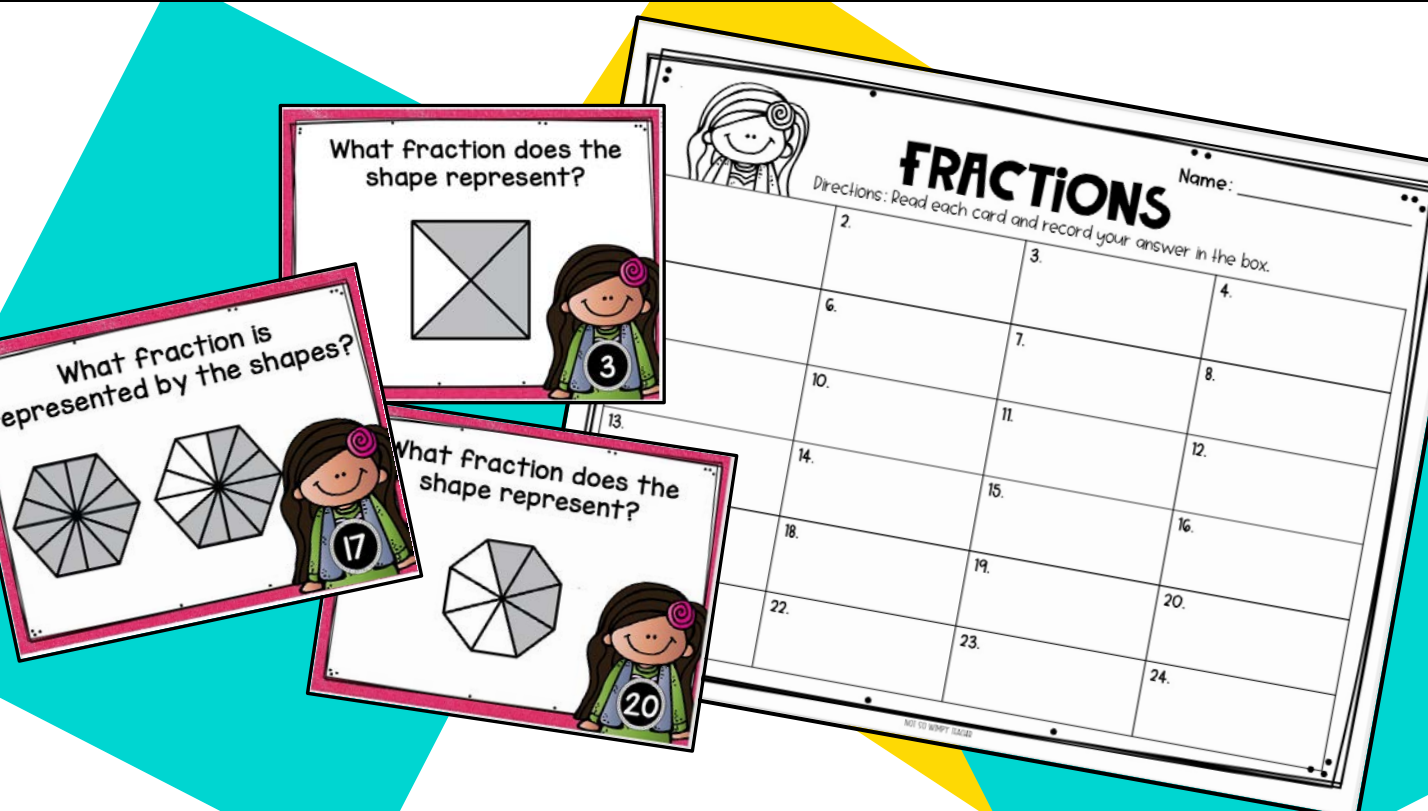
MON.	TUES.	WED.	THURS.
Meet the Teacher	Independent	Meet the Teacher	Independent
Technology	Math Facts	Technology	Math Facts
Independent	Meet the Teacher	Independent	Meet the Teacher
Math Facts	Technology	Math Facts	Technology
Technology	Math Facts	Technology	Math Facts
Meet the Teacher	Independent	Meet the Teacher	Independent
Math Facts	Technology	Math Facts	Technology
Independent	Meet the Teacher	Independent	Meet the Teacher

NOT SO WIMPY TEACHER

INCLUDES DAILY POWERPOINTS FOR TEACHING MATH SKILLS.



a game and scoot are included for the end of unit review



INCLUDES PRE- AND POST-ASSESSMENTS, ANSWER KEYS AND A RUBRIC FOR TRACKING STUDENT PROGRESS

Name: _____

Unit 7 Fractions Assessment

Directions: Determine the fraction represented and the whole number represented.

23. _____ = _____

24. _____ = _____

Name: _____

Assessment

represented by the shapes. Write the fraction

3. _____

4. _____

Name: _____

Assessment

per line to show the fraction 2 fourths.

_____ →

sent one whole. Write the fraction on the

18. _____

Directions: Determine the fraction represented. Model the fraction on the line.

Unit 7 Fractions

Directions: Determine the fraction represented.

23. _____

24. _____

Directions: Determine the fraction on the line. Model the fraction on the number line.

25. $\frac{6}{3}$

0 ← _____

Directions: Determine the fraction represented by the shaded part of the shape.

26a. $\frac{2}{3}$

Directions: Partition the shape to make an equivalent fraction. Write the fraction on the line.

26b. $\frac{3}{4}$

26c. Use the fractions to fill in the equation. $\frac{2}{3} = \frac{4}{6}$

Skill	Identifying Fractions	Unit Fractions	Modeling Fractions	Fractions on a Number Line	Fractions that Equal 1 Whole	Fractions Greater than 1 Whole	Whole Number Fractions	Equivalent Fractions	Comparing Fractions	Word Problems	TOTAL
Student:	1-4	5-8	9-12	13, 14	15-18	19-22	23-25	26 a,b,c, 27	27-32	33-35	
	___/4	___/4	___/4	___/2	___/4	___/4	___/3	___/4	___/5	___/3	___/37
	___/4	___/4	___/4	___/2	___/4	___/4	___/3	___/4	___/5	___/3	___/37
	___/4	___/4	___/4	___/2	___/4	___/4	___/3	___/4	___/5	___/3	___/37
	___/4	___/4	___/4	___/2	___/4	___/4	___/3	___/4	___/5	___/3	___/37
	___/4	___/4	___/4	___/2	___/4	___/4	___/3	___/4	___/5	___/3	___/37
	___/4	___/4	___/4	___/2	___/4	___/4	___/3	___/4	___/5	___/3	___/37
	___/4	___/4	___/4	___/2	___/4	___/4	___/3	___/4	___/5	___/3	___/37
	___/4	___/4	___/4	___/2	___/4	___/4	___/3	___/4	___/5	___/3	___/37
	___/4	___/4	___/4	___/2	___/4	___/4	___/3	___/4	___/5	___/3	___/37
	___/4	___/4	___/4	___/2	___/4	___/4	___/3	___/4	___/5	___/3	___/37
	___/4	___/4	___/4	___/2	___/4	___/4	___/3	___/4	___/5	___/3	___/37
	___/4	___/4	___/4	___/2	___/4	___/4	___/3	___/4	___/5	___/3	___/37
	___/4	___/4	___/4	___/2	___/4	___/4	___/3	___/4	___/5	___/3	___/37
	___/4	___/4	___/4	___/2	___/4	___/4	___/3	___/4	___/5	___/3	___/37

Directions: Determine the fraction represented by the shaded part of the shape. Write the fraction on the line.

Assessment Answer Key

the shapes. Write the fraction

$\frac{3}{5}$

4. $\frac{1}{2}$

fraction. Write the unit fraction

$\frac{1}{4}$

8. $\frac{1}{4}$

below.

$\frac{1}{2}$

12. $\frac{1}{2}$

and write the fraction on the number line.

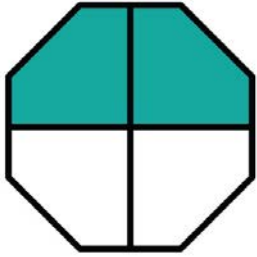
$\frac{2}{6}$ $\frac{4}{5}$ $\frac{1}{2}$

number line with the fraction represented at each point.



FRACTIONS

A **fraction** represents a whole

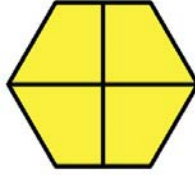


$\frac{2}{4}$

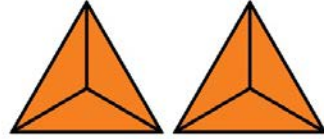
NOT SO WIMPY TEACHER

WHOLE NUMBER FRACTIONS

Whole number fractions are fractions that equal whole numbers.



$\frac{4}{4}$



$\frac{6}{3}$



$\frac{5}{5}$

NOT SO WIMPY TEACHER

FOR USE WITH LESSONS 1.1-1.5

VOCABULARY CARDS AND ANCHOR CHARTS FOR TEACHER AND STUDENTS TO REFERENCE THROUGHOUT THE UNIT

PARTITION

to divide a shape into equal



WHOLE

made up of all parts



DENOMINATOR

the total number of parts in a whole

$\frac{1}{3}$



NOT SO WIMPY TEACHER



PBL ACTIVITY

FRACTIONS

A CAFÉ-THEMED PROJECT-BASED LEARNING ACTIVITY

HOT SO WIMPY TEACHER

Sprinkles Cafe

Congratulations! All of your hard work has paid off! You have been promoted to manager at Sprinkles Café. You are in charge of getting the café ready for the day, as well as helping with the daily tasks. Get ready to show off your best skills!

Donut Decorating

It's time to get the donuts ready to put in the display case. Decorate one-half of the donuts with circle sprinkles, one-fourth of the donuts with heart sprinkles, and one-fourth of the donuts with triangle sprinkles.

1. Decorate some of your donuts with extra star sprinkles. What fraction of donuts now have more than one type of sprinkle?

a project-based learning for students to review the standards in a fun and engaging way

Setting up the Display Case

It is time to arrange the display case. Use the display case sections to make a number line that models equivalent fractions. Label the sections of the case with the correct bakery items. The bakery items are listed below with the amounts of space they will take up in the case. An example row is done for you.

Example: Cupcakes $\frac{1}{2}$ Croissants $\frac{1}{4}$

Krispy Treats $\frac{1}{4}$ Muffins $\frac{1}{4}$ Cake Slices $\frac{1}{4}$ Banana Bread $\frac{1}{4}$ Donuts $\frac{1}{4}$

Bakery Display Case

Cupcakes	Cupcakes	Croissants	Croissants
----------	----------	------------	------------

Cupcake Decorating

The cupcakes are out of the oven and have cooled. It's time to put the frosting on top of the cupcakes. You have three frosting flavors. Fill in the chart below with your chosen flavors and the color of frosting for each flavor.

	Frosting Color
1.	
2.	
3.	

at once, but you may choose how many of each the frosting on the cupcakes to decorate them.

To-Go Drink Order

A regular customer has placed a large order of 8 drinks that they will be picking up as soon as the café opens. The order is shown below. Label the drinks according to the order.

TO-GO ORDER

- hot chocolate
- caramel latte
- mocha latte

Label Key

HC: hot chocolate
C: caramel latte
M: mocha latte

1. Half of the total number of cups will fit in each drink carrier. How many drink carriers will you need to hold all of the cups?

2. You made $\frac{2}{8}$ of this order. Your coworker made $\frac{6}{8}$ of the order. Who made more of the order?

7.19 EQUIVALENT FRACTIONS

I CAN STATEMENT

I can model equivalent fractions on a number line.

MATERIALS

7/19 PPT
7/19 printouts
Equivalent fractions anchor chart
Fractions on a number line anchor chart (intervention)

VOCABULARY

Fraction
partition
numerator
denominator
whole
equivalent

MINI LESSON

Using the PPT, guide students through the warm-up question.

Tell students that today we are going to continue practicing making equivalent fractions, but we are also going to learn how to model them on a number line. Review the vocabulary word, equivalent, with students.

Using the PPT, model how to determine a fraction from a model. Then review how to make a number line that represents that fraction.

Using the same model, partition each piece in half to make an equivalent

Lesson 9

Directions: Write the represented fraction on the line.

1. _____

2. _____

3. _____

4. _____

Problem 5

fraction represented and write it on the line. Model number line.

1 _____ 2

fraction represented and write it on the line. Model number line.

represented and write it on the line. Model

Unit 7 Lesson 25 Exit Ticket

Directions: Write the fraction represented by the shapes on the line. Then compare each set of fractions using greater than, less than, or equal to.

1. _____ _____ _____

2. _____ _____

[No Title]

UNIT FRACTION

PARTITION

EQUIVALENT FRACTIONS

WHOLE

Equivalent fractions are fractions that represent the same amount.

$\frac{1}{2}$ = $\frac{2}{4}$

made up of all parts

DENOMINATOR

the total number of parts

$\frac{1}{3}$ $\frac{1}{3}$

COMPARING FRACTIONS

FRACTIONS

Fraction Bars

> greater than < less than = equal to

SAME NUMERATOR

The triangles have the same number of pieces shaded. Which has the largest amount of the whole shaded?

SAME DENOMINATOR

The rectangles have the same number of pieces in a whole. Which has more shaded?

Equivalent Fractions on Number Lines

Fraction Bars

each day of math is fully planned for you with all the tools you'll need!