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| **Critical Pathways** | | | | | | | | | | |
| **Fractions** | | | **I Statement:** I can make a whole from a fractional part. | | | | | | | |
| **Lesson 10, 11 & 12** | | | | | **Each Lesson Time :** 50 mins | | | | | **Rotations:** 1, 2 & 3 |
| **LESSONS 10, 11 & 12: Making a Whole From a Fractional Part** | | | | | | | | | | |
| **Time** | | **Activity** | | | | | | **Materials** | | |
| 5 - 10 mins  Warm up activity for each Lesson. | | **Hook- IWB Fractions- Compare/ Smartkiddies**  As a class, we will work through the interactive question on smartkiddies. Students are to identify the fractions that make up a whole. The use of their fraction will wall will assist with this.  [www.smartkiddies.com.au](http://www.smartkiddies.com.au) | | | | | | * Fractions wall   Smart kiddies web site | | |
| 30 mins each | | **Rotational Groups**  **Students will rotate through all 3 activities based on the ‘I statement’) over 3 Lessons during the week.** | | | | | | | | |
| 30 mins | | 1. **Focus Group- Teacher Led**   Students are to draw at least 5 fraction number lines in order to complete this task.  Fraction number lines- Discussion  Students are to make their own fraction number lines using a ruler and pen.  The focus of this activity is for them to understand that when making 5ths they will need to divide it into 5 equal parts.  **The fraction is largest when it is closes to 1.**  Discussion will be held around the parts need to make a whole. E.g. If I have 3 /5ths how many more 5ths will I need to make a whole- 2/ 5ths). | | | | | | * Piece of A4 paper * Coloured pencils * Ruler * Fraction wall | | |
| 1. ins | | 1. **Independent- Student Led – 2**   Students are to complete the compare 2 with circles work sheet. They will need to compare the fractions against each other using the appropriate symbols. Students will be looking into equivalent factions. They may like to use their fraction wall to help them with this activity.  **SYMBOLS**  ≤ Less than or equal to  ≥ Greater than or equal to  < Less than  > Greater than  **It is important that students make links (verbally) between different fractions, whether they are equivalent or not.** | | | | | | * Worksheet- Compare 2 with Circles * Fraction wall | | |
| 1. ins | | 1. **Independent- Student Led – 2**   Students will work thought the two work sheets independently.  When working on **fraction fun** it is important that students use the fraction wall when looking for and making equivalent fractions. They will need to change the fraction in the sum to suit the largest fraction denominator.  The **adding and subtracting of fractions** sheet continues on with changing to equivalent fractions. It also adds in the conversion from an improper fraction. E.g. 16 10ths is the same as 1 and 6 10ths. Now being a mixed number. The focus of this worksheet is to get them to recognise making a whole from a fractional part. | | | | | | * Fraction Fun – work sheet * Adding and subtraction fractions- work sheet | | |
| 10 mins after each Lesson | | **Reflection**  Students will discuss what difficulties they had when doing the activities. They will also talk about what strategies made it easier for them when doing the activities.  Students will traffic light after each activity/ Lesson This will give an indication of how the student is feeling about what they have just learnt.  **TRAFFIC LIGHTS**   * **Green-** confident and understand the concept they have just learnt. * **Orange**- little confused but with teacher assistance can complete the task. * **Red-** has absolutely no idea and need some further help. | | | | | | Students can fill out the reflection and completion sheet located on the class fraction wall. | | |
| **Fractions Maths Groups – Mixed Ability** | | | | | | | | | | |
| **AQUA** | | | | **PURPLE** | | | **ORANGE** | | | |
| Rohanna | | | | Finley | | | Callem | | | |
| Brooke | | | | Cyndi | | | Mikaela | | | |
| Daniel | | | | Jordan | | | Liam P | | | |
| Georgia | | | | Feni | | | Jennifer | | | |
| Liam Mc | | | | Ethan | | | Lachlan | | | |
| Tylah | | | | Jordyn | | | Clarice | | | |
| Tar Tha Blay | | | | July H | | | Alanna | | | |
| Nathan | | | |  | | |  | | | |
| **Week Rotations of Fractions Activities** | | | | | | | | | | |
| **Activity** | 1. **Focus Group- Teacher Led**   **Fraction number lines** | | | | | 1. **Independent- Student Led –**   **Compare 2 with circles** | | | 1. **Independent- Student Led – Fraction Fun** | |
| **Monday** | Aqua | | | | | Purple | | | Orange | |
| **Wednesday** | Orange | | | | | Aqua | | | Purple | |
| **Thursday** | Purple | | | | | Orange | | | Aqua | |