|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Critical Pathways** | | | | | | | | | | |
| **Fractions** | | | **I Statement:** I know which fraction is the **same** and which fraction is **different.** | | | | | | | |
| **Lesson 1, 2 & 3** | | | | | **Each Lesson Time :** 50 mins | | | | | **Rotations:** 1, 2 & 3 |
| **LESSONS 1, 2 & 3: Same and Different** | | | | | | | | | | |
| **Time** | | **Activity** | | | | | | **Materials** | | |
| 5 - 10 mins  Warm up activity for each Lesson. | | **Hook- Fraction Wall Game.**  Students have the fraction wall sheet in front of them. It is a class challenge where students have to compete against each other to find a correct answer. The aim of this game is for students to be using the appropriate language when referring to fractions. They should be using the below statement.  Students will refer to fractions as:   * The same * Is larger than * Is smaller than | | | | | | * Fraction wall sheet | | |
| 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 write down as many fractions as they can see. Then ask them to explain their answers. * Students might correctly say- (SQUARE) * Blue is ¼ of a whole square * White is ¾ of a whole square * Blue is ⅓ of white * Students might correctly say- (CIRCLE) * Red is ⅛ of the whole circle * White is ⅛ of the whole circle * Yellow is ½ of a whole circle * Green is ¼ of a whole circle * Red is ½ of green * Red is ¼ of yellow | | | | | | * Work sheet- How many ways can you show the same fraction | | |
| 30 mins | | 1. **Independent- Student Led – Symbols**   **SYMBOLS**  ≤ Less than or equal to  ≥ Greater than or equal to  < Less than  > Greater than  Introduce these symbols and link them to statements about fraction. E.g. ½ is > ⅛ | | | | | | * Work sheet- What fraction can you see | | |
| 30 mins | | 1. **Computers/ Interactive Whiteboard (IWB)- Targeting Maths 5 –Fractions**   Students to open the Targeting Maths 5 Lab and complete the series of games/ questions on fractions. | | | | | | * Computer access to Targeting Maths Lab 5- Fractions | | |
| 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**   **How many factions can you see** | | | | | **2. Independent- Student Led – Symbols** | | | **3. Computers- Targeting Maths 5 –Fractions** | |
| **Monday** | Aqua | | | | | Purple | | | Orange | |
| **Wednesday** | Orange | | | | | Aqua | | | Purple | |
| **Thursday** | Purple | | | | | Orange | | | Aqua | |