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| **Critical Pathways** | | | | | | | | | | |
| **Fractions** | | | **I Statement:** I know what fractional part this is. | | | | | | | |
| **Lesson 4, 5 & 6** | | | | | **Each Lesson Time :** 50 mins | | | | | **Rotations:** 1, 2 & 3 |
| **LESSONS 4, 5 & 6: Fractional Part** | | | | | | | | | | |
| **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. The teacher will have 2 dice, and will roll a fraction. The smaller number being the numerator and the larger number being the denominator. Students will be chosen to make a statement about the rolled fractions. The focus 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   **It is important that students understand that a fractional part is less than a whole.** | | | | | | * Fraction wall sheet * 2 dice | | |
| 30 mins each | | **Rotational Groups**  **Students will rotate through all 3 activities based on the ‘I statement’) over 3 Lessons during the week.** | | | | | | | | |
| 1. ins | | 1. **Focus Group- Teacher Led**   **Folding of fractional strips**   * Students will work on making (folding) their own fraction wall out of paper. They will make ½, ⅓, ¼, ⅕, ⅙, ⅛ and so on.   When students are folding their fractions ask and record the following information:   * Take a strip and fold it so that it is half as long as the brown strip i am holding. * Now take another strip and fold it into halves and now fold the halves into halves. * Can you show me a strip that is ¾ of the brown? * Show me a strip that is two quarters of the brown strip. * Show me a strip that is four quarters of the brown strip.   **Equivalent Worksheet**  Students are to complete the work sheet. Comparing equivalent fractions. | | | | | | * Work sheet- How many ways can you show the same fraction | | |
| 1. ins | | 1. **Independent- Student Led – Fraction Paddocks**   Students will need:   * + 1 Fractions Paddock worksheet between 2   + 2 - 6 sided dice   Students are to follow the game instructions on the sheet. N.B. the lower number is the numerator and the higher number is the denominator. Students can convert the numbers on the dice to equivalent fractions. The player with the most whole parts wins.  **It is important that students understand that a fractional part is less than a whole.** | | | | | | * Work sheet- What fraction can you see | | |
| 1. ins | | **3. Computers/ Interactive Whiteboard (IWB)- Visual Fractions**  [www.Visualfractions.com](http://www.Visualfractions.com)   * + Students are to open Visual fractions/ compare fractions/ circles and complete the series of questions on fractions.   + Then they are to play the game ‘Find Grammy’ game. | | | | | | * 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 Folding of fractional strips** | | | | | 1. **Independent- Student Led – Fraction Paddocks** | | | **3. Computers Visual Fractions** | |
| **Monday** | Aqua | | | | | Purple | | | Orange | |
| **Wednesday** | Orange | | | | | Aqua | | | Purple | |
| **Thursday** | Purple | | | | | Orange | | | Aqua | |