# Lesson 4: Build Fractions from Unit Fractions

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 3.NF.A.1, 3.OA.C.7 |
| Building Towards | 3.NF.A.2 |

### Teacher-facing Learning Goals

* Build non-unit fractions and whole numbers from unit fractions.

### Student-facing Learning Goals

* Let’s build other fractions from unit fractions.

### Lesson Purpose

The purpose of this lesson is for students to build non-unit fractions and whole numbers from unit fractions.

In the previous lesson, students named non-unit fractions and made sense of the notation used to write them. In this lesson, students play a game in which they build non-unit fractions from unit fractions (for example, they try to collect enough cards showing $\frac{1}{6}$ to make $\frac{3}{6}$). They record these fractions on a fraction strip diagram. Then, students partition and shade diagrams to represent situations involving fractional lengths and consider the location of the endpoint of a fractional length. This will be helpful in subsequent lessons, when students represent fractions on a number line.

This lesson has a Student Section Summary.

### Access for:

###  Students with Disabilities

* Engagement (Activity 1)

###  English Learners

* MLR8 (Activity 2)

### Instructional Routines

Number Talk (Warm-up)

### Materials to Gather

* Colored pencils: Activity 1
* Folders: Activity 1
* Materials for creating a visual display: Activity 2

### Materials to Copy

* Secret Fractions Stage 1 Cards (groups of 2): Activity 1
* Secret Fractions Stage 1 Gameboard (groups of 2): Activity 1

### Lesson Timeline

|  |  |
| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 20 min |
| Activity 2 | 15 min |
| Lesson Synthesis | 10 min |
| Cool-down | 5 min |

### Teacher Reflection Question

How did having visual representations help students think about building fractions from unit fractions in today’s lesson?

## Cool-down

(to be completed at the end of the lesson) 5min

Represent a Fraction

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 3.NF.A.1 |

### Student-facing Task Statement

This strip represents 1 whole. Partition the diagram and shade it to represent $\frac{6}{8}$.



### Student Responses

