Lesson 4: Construyamos fracciones a partir de fracciones unitarias

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

- Construyamos otras fracciones a partir de fracciones unitarias.

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

Materials to Copy

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

- Folders: Activity 1
- Materials for creating a visual display: Activity 2
- Secret Fractions Stage 1 Gameboard, Spanish (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)

5 min

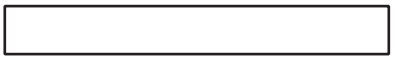
Representa una fracción

Standards Alignments

Addressing 3.NF.A.1

Student-facing Task Statement

Esta tira representa 1 unidad. Parte el diagrama y coloréalo para representar $\frac{6}{8}$.



Student Responses