**Learning Experience:**

**AKS 21**

**Composing and Decomposing Fractions**

**When planning, include the following:**

**Models (Concrete—Semi-Concrete—Semi-Abstract—Abstract)**

**Problems/Situations**

**Questions**

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| **AKS**: 21/MCC4.NF.3 Recognize that a fraction a/b with a>1 as a sum of fractions 1/b   |
| **Vertical Alignment:**3rd Grade: 19.NF.3 – generate and justify equivalent fractions 20.NF.3 – compare two fractions using models and reasoning 21.NF.3 – model and express whole numbers as fractions5th Grade: 19.NF.3 – represent division as a fraction 20.NF.3 – solve problems with fraction quotient |
| **Standards for Mathematical Practice**:1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
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| **Materials:**The Hershey’s Bar Fractions Book by: Jerry Pallotta and Rob BolsterHershey Bars<http://www.mathsisfun.com/numbers/fraction-number-line.html>circular fraction tilescolored computer paper cut out into circles using the following as black line masters: http://lrt.ednet.ns.ca/PD/BLM/table\_of\_contents.htm scissorsgluefraction towers (previously a 5th grade resource)fraction spinnerpaper clippencilspapervocabulary graphic organizer |
| **Vocabulary:**ComposeDecomposeFractionSumDenominatorNumeratorWholeEquationAdditionSubtractionEquivalent |
| **Essential Question**: Which operation would I use if I wanted to join or separate parts of a whole? |
| **Activating Strategy:** The Hershey's Milk Chocolate Bar Fractions Book* Read: Hershey’s Fraction Book by Jerry Pallotta and Rob Bolster and discuss parts of a whole/decomposing a fraction (or whole).
* <http://www.mathsisfun.com/numbers/fraction-number-line.html> Use this website to discuss how to compose fractions where the numerator is greater than 1.
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| **Instructional Activity**:Opener: Give each group a blank sheet of white paper with the question written on asking: What do you know about fractions? Give students 3 minutes to write down their ideas. Then share out to the class for 2 minutes (think, pair, share).Mini-Lesson (Activating Strategy): see aboveGuided Math Group: Bring students back to the Hershey Book and give students Hershey Bar. Discuss the parts of a whole and what fractions the students recognize. On white boards, have students write equations with equal fraction parts to create a fraction (example: 1/b + 1/b = 2/b) using the Hershey Bar as a manipulative. Have students model different equations and challenge them to create a different equation than other group members. Students share and justify their responses. Questions: How are fractions used in problem-solving situations? How can equivalent fractions be identified? How can fraction represent parts of a set? How can I add and subtract fractions of a given set? How can I find equivalent fractions? How can I represent fractions in different ways? How can you use fractions to solve addition and subtraction problems? How do we add fractions with like denominators? How do we apply our understanding of fractions in everyday life? What do the parts of a fraction tell about its numerator and denominator? What happens to the denominator when I add fractions with like denominators? What is a fraction and how can it be represented? What is a fraction and what does it represent? Why does the denominator remain the same when I add fractions with like denominators?Why is it important to identify, label, and compare fractions (halves, thirds, fourths, sixths, eighths, tenths) as representations of equal parts of a whole or of a set? Independent Work: Have students obtain fifths through eighths circles, ninths through twelfths circles, and 8 sentence strips. Have students cut the fraction circles apart and create their own equations for each circle. (Example: 1/5 + 1/5 +1/5 = 3/5 or 1/5 + 1/5 +1/5 + 1/5 = 4/5) Students must create 8 different equations. They may create more if time permits or they would like.Centers: 1. Vocabulary Graphic Organizer – Students will define and illustrate each vocabulary word.
2. Kidspiration (on laptops) Building Fractions lesson and Fractions-Add and Subtract – students will build fractions and shade, practicing composing and decomposing fractions.
3. Students will create equations (similar to independent work) using fraction circles and fraction towers. Students will illustrate their equation in both circular and rectangular form to show equivalence.
4. Build a Whole. Students will use a fraction spinner with a paperclip. Students will spin and place that fraction on a whole fraction bar. Students will take turns and compete to create a whole first, using the fraction tiles that they spin. Students may not go over or under. Students must spin to equal a whole.
5. Students will create a fraction number line using sentence strips. Students will fold the sentence strip into ½, 1/3, ¼, 1/5, 1/6. 1/7. 1/8, 1/9. 1/10. Students will then go back and label each increment until it equals a whole. The challenge will be not to write any whole numbers on the number line, realizing 0/b is equal to 0 and b/b is equal to 1.
6. **Expanding the experience**
* Hands On Standards Lesson 20 Addition and Subtraction of Fractions
* Super Source Grade 3-4 Cuisinaire Rods Fraction Squares
* Super Source Grade 3-4 Color Tiles Coasting Along
* Super Source Grade 3-4 Color Tiles Fraction Bars
* Super Source Grade 3-4 Color Tiles Fraction Fill Up
* Super Source Grade 3-4 Color Tiles Making Flags
* Super Source Grade 5-6 Pattern Blocks What’s My Value?
* Think Math Lesson 7.11
* Think Math Lesson 7.2
* Think Math Lesson 7.3
1. **Extending the experience**
* Exemplars Lost Spinner
* Exemplars Deluxe Birthday Cake
* Exemplars Portfolio Pizza Party
* Exemplars Disappearing Cookies
* Exemplars Fun Night
* Exemplars Taco Spread
* Exemplars Pieces of Pizza
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| **Summarizing**:Think, Pair, Share what they would add to their poster (opening activity) now after their experience and many different ways to make a whole. For homework, have students write a letter explaining how to decompose and compose fractions. Or, students could write an acrostic to the words decompose or compose.  |

**Did your plans you include the following?**

**Models (Concrete—Semi-Concrete—Semi-Abstract—Abstract)**

**Problems/Situations**

**Questions**

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Fraction Circles (fifths through eighths unlabeled)

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Fraction Circles (ninths through twelfths unlabeled)

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| ***VOCABUALRY*** | Definition(words) | Representation(Picture) |
| Fraction |  |  |
| Compose |  |  |
| Decompose |  |  |
| Equivalent |  |  |
| Sum |  |  |
| Equation |  |  |
| Whole |  |  |
| Numerator |  |  |
| Denominator |  |  |

(this will be fixed at a later date)

Fraction Spinner – see attachment pdf.