

Objectives

- Demonstrate an understanding of fractions
- Recognize that $\frac{2}{2}$, $\frac{3}{3}$, $\frac{4}{4}$, $\frac{5}{5}$, $\frac{6}{6}$, $\frac{8}{8}$, and $\frac{10}{10}$ equal 1 whole
- Demonstrate an understanding of *numerator* and *denominator*
- Identify the fraction that names part of a whole

Teacher Materials

- Charts 6, 7, 8, 9: *Halves, Thirds, Fourths; Sixths, Eighths; Tenths; Fraction Bars*
- Fraction Kit: fraction bars
- Multiplication flashcards: 6 as a factor, and previously reviewed multiplication facts

Student Materials

- Fraction Kit: fraction bars
- Equal Parts, page IA19 (CD)
- Number Cards: 0–9

Note

Preview the ReTeaching pages 12–16 and the Enrichment pages 22–25 located on the Teacher’s Toolkit CD.

Practice and Review**Multiplication facts: 6 as a factor****Introduce the Lesson**

Direct attention to the picture on Worktext page 66. Read aloud the theme story on page 59 of the Chapter 3 Overview.

Teach for Understanding**Demonstrate an understanding of fractions****Recognize that $\frac{2}{2}$, $\frac{3}{3}$, . . . $\frac{10}{10}$ equal 1 whole**

1. Distribute the Equal Parts worksheet. Direct each student to circle the figures that are divided into equal parts. Allow students who are having difficulty distinguishing equal parts to cut out the figures and fold or cut along the dashed lines. Remind the students that equal parts are congruent, the same shape and the same size.
2. Write the word *fraction* for display.
 - **What is a fraction?** *Answers may vary; elicit that a fraction is a number expressed as a numerator and a denominator and names part of a whole or part of a set.*
 - **When might you use fractions?** *possible answers: sharing a cookie with a friend—halves; paying half of the cost of a gift for Mom, and a brother or sister paying the other half.* [BAT: 5b Sharing]
3. Display the *Fraction Bars* chart. Explain that this chart shows the number of equal parts that equal 1 whole.
 - **How would you describe halves?** *Answers will vary, but elicit that halves are 2 equal parts of 1 whole. Can you give an example of halves? Accept any object cut or divided into 2 equal parts.*
 - **What word describes something that is divided into 3 equal parts?** *thirds* 4 equal parts? *fourths* 5 equal parts? *fifths* 6 equal parts? *sixths* 7 equal parts? *sevenths* 8 equal parts? *eighths* 9 equal parts? *ninths* 10 equal parts? *tenths*

4. Distribute the Fraction Kit bars. Instruct the students to place 1 one-half bar on the 1 whole bar. Demonstrate each step using your Fraction Kit bars.
 - **How much of the 1 whole did you cover?** $\frac{1}{2}$ **How many more halves do you need to cover the 1 whole?** 1
Direct the students to place another one-half on the 1 whole. Count the halves together: *one half, two halves.*
 - **How many halves equal 1 whole?** 2
Write for display $\frac{2}{2} = 1$.
5. Direct the students to place one-third bars on the 1 whole. Count the thirds together: *one third, two thirds, three thirds.*
 - **How many thirds equal 1 whole?** 3
Write for display $\frac{3}{3} = 1$.
6. Repeat the procedure for fourths through tenths.

Demonstrate an understanding of numerator and denominator

1. Instruct the students to place 5 one-fifth bars on the 1 whole. Demonstrate.
 - **What has the 1 whole been divided into?** *fifths*
Write 5 for display and draw a line above it.
 - **What is the bottom number of a fraction called?** *denominator*
 - **What does the denominator 5 tell you?** *There are 5 equal parts in the whole.*
2. Direct the students to turn over 2 fifths on the whole. Lead in counting the purple fifths: *one fifth, two fifths, three fifths.*
 - **How many parts of the whole are purple?** $\frac{3}{5}$ *or 3 of the fifths*
Write 3 as the numerator of the fraction.
 - **What is the top number of a fraction called?** *numerator*
 - **What does the numerator 3 tell you?** *3 of the fifths are purple.*
Read together the fraction: *three-fifths.*
 - **How many parts of the whole are white?** $\frac{2}{5}$ *or 2 of the fifths*
3. Direct the students to place 6 one-sixth bars on the 1 whole.
 - **What has the 1 whole been divided into?** *sixths*
Write 6 for display and draw a line above it.
 - **What does the denominator 6 tell you?** *There are 6 equal parts in the whole.*
4. Instruct the students to turn over 1 sixth on the whole. Lead in counting the pink sixths: *one sixth, two sixths, three sixths, four sixths, five sixths.*
5. Write the numerator 5. Read together the fraction: *five-sixths.*
 - **What does the numerator 5 tell you?** *5 of the sixths are pink.*
 - **How many parts of the whole are white?** $\frac{1}{6}$ *or 1 of the sixths*
6. Follow a similar procedure for eighths and tenths.

Identify the fraction that names part of a whole

1. Direct attention to the Halves section on the *Halves, Thirds, Fourths* chart.
 - **How many equal parts are in the whole square?** 2 **What part of the first square is colored?** $\frac{1}{2}$
2. Read together the fraction $\frac{1}{2}$: *one-half*. Elicit from the students that the denominator 2 identifies the equal parts in the whole square and the numerator 1 identifies the part that is colored or selected.
 - **What fraction tells you that both of the 2 parts are colored or selected in the circle?** $\frac{2}{2}$; *two-halves*
 - **What is $\frac{2}{2}$ equal to?** *1 whole*
3. Direct attention to the Thirds section on the chart.
 - **How many equal parts are in the whole rectangle?** 3

