University of Mary Division of Education

Instructional Sequence

Grade Level: 4th

Subject Areas: Math

Materials Needed: Equivalent Fraction Game worksheet, clipboard, pencil, 2 dice, and equivalent fractions flip-chart.

Standards:

4.NF.1 Explain why a fraction a/b is equivalent to a fraction (n× a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Objectives:

- TLW create proper and equivalent fractions

Learning Activities:

- Using the Smart Board, the instructor will review equivalent fractions with the students through a flip chart.
- The instructor will then explain the Equivalent Fraction Game to the students. They will be working with their classroom assigned partner. They will need 2 dice, a clipboard, and pencil.
- The students will work together to solve various equivalent fraction problems with the roll of their dice. They will find as many equivalent fractions as they can for each roll of the dice.

Assessment:

- Collect worksheets and review their work.

Reflection:

This lesson went really well. The students have spent the past few weeks working on fractions and the past week working on equivalent fractions so when we went through the flip chart, the students were really good about answering the questions. Next time I teach the lesson, I would have more questions prepared for the students and have them explain the whole process to me instead of me explaining to them. I would also call on random students to answer instead of the same students every time.

The math game we played went well and the students seemed to enjoy it. They worked in pairs and for the most part, they stayed on track. This is a really good class and they do the activities they are supposed to be doing. In the end we gathered the group again and called on a few students to share the highest eequivalent fraction they got in the game and we had them explain how they got to that answer. It was a fun learning activity and I would definitely teach it again.

Equivalent Fraction Race

Directions: Roll two dice and create a proper fraction with the two numbers you rolled. If you roll two of the same number, roll again. Now let your partner roll to create their fraction. Once each player has a fraction race to see who can write all the equivalent fractions first. Check each other's work for accuracy and correct any fractions that are not equivalent.

Proper Fraction	Equivalent Fractions									
___	___	___	___	___	___	___	___	___	___	___
___	___	___	___	___	___	___	___	___	___	___
___	___	___	___	___	___	___	___	___	___	___
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