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ELE 301- Dr. Conte
Edgewood Elementary School
Mrs. Rittersbach, Grade 1
Lesson Plan #3: Simple Fractions

1. Title/Topic and Grade Level:

Title: Frankie's Fractions Pizza
Topic: Halves and Quarters of Fractions
Grade: 1

2. Lesson Essential Questions:

How can fractions be represented using models?
What is a half of a whole?
What is a quarter of a whole?

3. Standards:

Common Core:

CCSS.MATH.CONTENT.1.G.A.3

Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Pennsylvania Standards:

2.1.1.C: Use concrete objects, drawings, diagrams or models to show the concept of a fraction as part of a whole; use whole numbers and fractions (halves and fourths) to represent quantities.

2.1.1.B: Represent equivalent forms of the same number through the use of pictures and concrete objects (including penny, nickel, dime, and quarter), up to 100.

4. Learning Objectives and Assessments

Learning Objectives	Assessments
Students will be able to use concrete objects, drawings, and models to show a half and quarter of a whole.	The teacher will assess how well students can use concrete objects, drawings, and model by visually assessing their pizza models and corresponding worksheet.
Students will be able to partition circles into two and four equal shares and use the phrases half of, fourth of, and quarter of.	The teacher will assess students' ability to partition circles into two and four equal shares by looking at students' responses on the fraction worksheet.

5. Materials

- Pizza template worksheet
- Pizza toppings worksheet
- Recording worksheet
- Fraction recipe cards
- Pizza box
- Crayons
- Scissors
- Glue
- Construction paper

6. Prior Knowledge

Prior to this lesson, students should be able to define the word whole. Students will know numbers 1-10 and shapes such as a circle, rectangle, and square. Students will know what half means. Students will know what a fraction is. Students should know that parts make up a whole. Students will have already had an introduction to fractions earlier in the week. The students should know that a fraction is just a part of the whole.

7. Lesson Beginning (10 minutes)

The teacher will start the lesson by having the students on the rug. The teacher will be holding a pizza box when she tells the students that they have just been hired and Frankie' Fraction Pizza. The teacher will explain to students that they are going to go through training today. The teacher will show students the recipe cards that they are going to be expected to follow under the document camera. The teacher will go over an example on the document camera before she sends the trainees back to their desks to complete their pizza training. The teacher will explain and model recording their pizzas on their pizza recording sheet.

8. Instructional Plan (20 Minutes)

- After telling the students about their training, the teacher will send the students back to their desks by table numbers.
- The teacher will have 3 differentiated versions of the recipe order cards. The teacher will pass out the cards based on each student's ability.
- The students will begin working on their recipe cards at their desks independently. Students are able to work with their groups if they need help figuring out the fractions on their recipe cards. The students will record each pizza they make on the recording worksheet based on their recipe cards. Students will use crayons to color their recording sheet and draw on their toppings.

(20 Minutes)

- After students fulfill each of the four recipes on their recording sheet, students will get their work checked by one of the teachers in the room. If students correctly filled their orders, the students will get a blank recipe card.
- The students will complete their own recipe card. Then, students will get construction paper and a sheet of toppings to create their pizza based on their order.

Differentiation

The teacher will have 3 differentiated versions of the recipe cards. This will allow the teacher to differentiate for students who are more advanced in mathematics. The versions of the recipes range from easy, medium, to hard. The physical models will be helpful for these students who are learning fractions for the first time. Being able to physically see the part of the whole will show students that fractions are just equal parts of the whole. The teacher will model for students before they are given their own recipe cards. Students will have a recording worksheet to reinforce ideas about fractions and take accountability for their work.

Questions

- How many equal parts are there in a half?
- How many equal parts are there in a quarter?
- How many equal parts are there in a third?
- Now that we know a little more about fractions, would you rather have $\frac{1}{2}$ of a pizza or $\frac{1}{4}$?
- What does $\frac{1}{3}$ look like using your pizza model?
- What does $\frac{2}{3}$ look like using your pizza model?

Classroom Management

The teacher will use responsive classroom techniques to manage the classroom and gain the students' attention. (Examples: 5,4,3,2,1, let me see your eyes for a minute, and 1,2,3 eyes on me) The teacher will walk around the room to assist students as they complete their work. Students are working individually, so there should not be a lot talking. If students get too loud, the teacher will gain students attention and refocusi them

Transitions

The lesson will start at the rug where the teacher will introduce the activity using the document camera. After explaining, the teacher will call the students back to their desks by tables. The rest of the lesson will be taught at the students' seats. The teacher will have students help pass out worksheets to avoid wasting time. Students will finish at different times

9. Closure

If time permits, students will share their pizzas with the class. This will help students with saying fractions. The lesson will come to a meaningful ending by reviewing the information learned from the pizza activity. The

teacher will say, “show me on your fingers, how many equal parts are there in a half?” Students should hold up 2 fingers. The teacher will ask, “how many equal parts are there in a fourth?” Students should hold up 4 fingers. Teacher will ask a bonus question, “How many equal parts are there in a third?” Students should hold up 3 fingers. This quick review can be used as a formative assessment and the teacher can quickly see if any students are struggling with fractions.



Order Up!

You have just been hired at Frankie's Pizza Fractions!

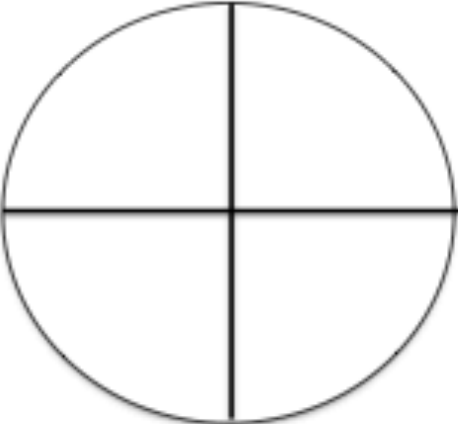
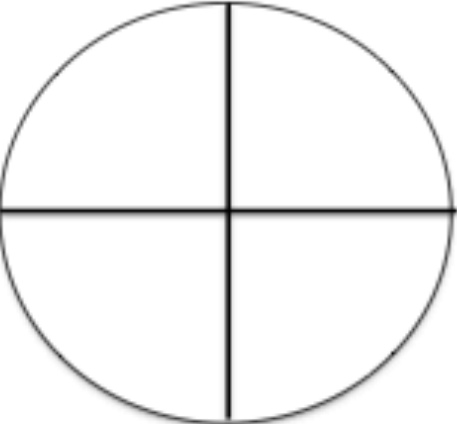
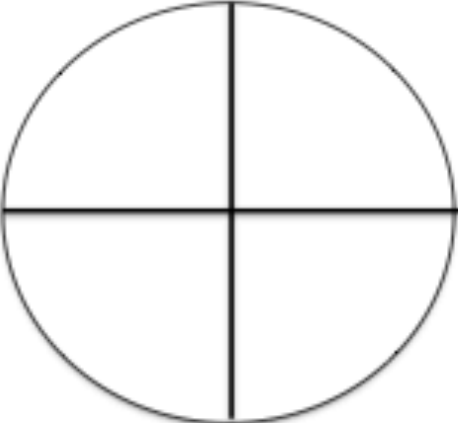
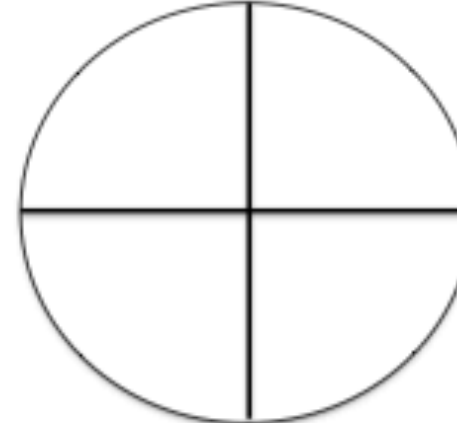
Today is your training day and there's a big crowd of customers!

Use the challenge cards to build your pizzas!
Then build a pizza all of your own. Order up!

Name: _____

Date: _____

Pizza Recording Sheet

<p>Order #1</p> 	<p>Order #2</p> 
<p>Order #3</p> 	<p>Order #4</p> 


Order Number One!

-  1/4 pepperoni
-  1/4 onions
-  1/2 peppers



Order up!


Order Number Two!

-  1/4 olives
-  1/4 onions
-  1/4 peppers
-  1/4 mushrooms



Order up!



Order Number Three!

-  1/4 olives
-  2/4 onions
-  1/4 pepperoni



Order up!

Order Number Four!

-  1/2 pepperoni
-  1/2 peppers



Order up!

My personal
pizza order:

- _____ slices are pepperoni
- _____ slices are olives
- _____ slices are onion
- _____ slices are peppers
- _____ slices are mushrooms



By: _____

My personal
pizza order:

- _____ slices are pepperoni
- _____ slices are olives
- _____ slices are onion
- _____ slices are peppers
- _____ slices are mushrooms



By: _____

Completion of Training Course

This is to certify that

_____ has completed the training course at Frankie's Pizza Fractions and is an official fraction pizza maker!



Completion of Training Course

This is to certify that

_____ has completed the training course at Frankie's Pizza Fractions and is an official fraction pizza maker!

