### Overview

Lesson Plan #1 Title: Ace it! Lesson Three

Attached Supporting Documents for Plan #1:

Teacher's Manual and reproductions of student worksheets to support the following lesson objective:

• Understand the concept of place value, and identify the value of each digit in numerals through 100.

Lesson Plan #2 Title: Ace it! Lesson Thirteen

Attached Supporting Documents for Plan #2:

Teacher's Manual and reproductions of student worksheets to support the following lesson objective:

• Complete and interpret simple bar graphs and tables.

Lesson Plan #3 Title: Ace it! Lesson Twenty-six

Attached Supporting Documents for Plan #3:

Teacher's Manual and reproductions of student worksheets to support the following lesson objective:

• Identify equal parts of a region, using halves, thirds, and fourths.

# lesson three

### LESSON OBJECTIVE:

Understand the concept of place value, and identify the value of each digit in numerals through 100.



#### Lesson:

- Student Resource Books: Student Resource Sheets (Lesson 3)
- Dry-erase boards and dry-erase markers
- □ MathLink Cubes





### Fact Practice:

(Select one of these sets of materials for the Math Facts Games.)

- Individual Student Flashcards
- Buzz
- □ Math War or Salute!
  - Playing cards
  - Soccer Ball Facts
    - Soccer ball
- Math Scramble
- Index cards, each with a number 0–9; cards with the operations
- BINGO

- Flashcards
- BINGO boards, and tokens or colored squares
- Around the World
  - Triangle or regular flashcards

### **Vocabulary Definitions:**

This lesson assumes that students know the following vocabulary words:

- digit
- number
- position

**ones** — The position of the last or only digit in a number, where the digit is equal to its regular value. Example: The ones place is underlined in the number  $2\frac{4}{3}$ ; the 4 = 4.

**tens** — The position of the second-to-last digit in a number, where the digit represents the number of groups of ten. Example: The tens place is underlined in the number  $\underline{24}$ ; 2 tens = 20 ones.

### Welcome:

Greet students by name and take attendance.

### Introduction:



3 mins.

A. Access Prior Knowledge

- On your dry-erase board write the number 25.
- On the count of three, show me your boards. One, two, three! (25)
- Raise a hand to tell me the first digit. (2)
- When I snap my fingers, whisper the second digit. (5)

I am going to write some numbers on the board. Then, I am going to name the number. If the number I say matches the number on the board, stand up. If the number I say does not match the number on the board, stay seated or sit down.

NOTE: Write the number 34 on the board.

- *The number is 34.* (Students should stand because the number on the board and the spoken number match.)
- Raise a hand to tell me the name of the first digit in the number 34. (3)

### lesson three

NOTE: Write the number 19 on the board.

- The number is 29.
  (Students should sit down because the number on the board and the spoken number do not match.)
- Raise a hand to tell me the number on the board. (19)

NOTE: Write the number 58 on the board.

- The number is 18.
  (Students should stay seated because the number on the board and the spoken number do not match.)
- Raise a hand to tell me the number on the board. (58)

NOTE: Write the number 100 on the board.

- *The number is 100.* (Students should stand because the number on the board and the spoken number match.)
- Raise a hand to tell me the name of the last digit in the number 100. (Zero)

NOTE: Write the number 82 on the board.

- The number is 82.
  (Students should continue standing because the number on the board and the spoken number match.)
- Raise a hand to tell me the name of the second digit in the number 82. (2)

### B. Explain Connection to New Skill

You know how to recognize numbers up to 100. You also know that numbers have different values. Some numbers show a small amount, and some numbers show a large amount.

- When I snap my fingers, tell me which number is a larger amount, 20 or 60. (60)
- *Raise a hand to tell me how you know that 60 is a larger amount than 20.* (Because 6 means more than 2; because 60 is a lot more than 20.)

### C. State Lesson Objective

During today's lesson, we are going to learn more about numbers and their values. We are going to study the different positions of digits in numbers and learn what the position of a digit in a number tells us about the digit's value. We are also going to practice grouping objects by tens and ones, to help us when counting.

### **Direct Skill Instruction and Guided Practice:**

25

25 mins. <u>NOTE:</u> Have the students turn to the double tens frame in the back of the Student Resource Books.

<u>NOTE:</u> Put a large handful, such as 16, MathLink cubes on the table in front of your double ten frame.

- *Raise a hand to tell me how many MathLink cubes you think are in this pile.* <u>NOTE:</u> Call on multiple students.
- Raise a hand to tell me how we can know for sure the number of MathLink cubes in the pile. (We could count them.)
- Everyone together let's count the cubes as I place them in the ten frame. (1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16.)

#### Everyone:

- How many cubes do we have altogether. (16)
- *How many groups of ten do we have?* (1) <u>NOTE:</u> Write '10' on your dry-erase board.
- How many more do we have? (6) <u>NOTE:</u> Write 'and 6' next to the 10.
- How many cubes do we have altogether? (16) <u>NOTE:</u> Complete the sentence: 10 and 6 is 16.

NOTE: Hold up two rods of ten cubes and three additional cubes.

- Everyone show me on your fingers how many tens I have. (2)
- Everyone, when I snap my fingers whisper the number of ones I have. (3)

### lesson three

NOTE: Draw the chart below on your dry-erase board.



• When my finger leaves the board, everyone tell me how many cubes we have altogether. (23)

NOTE: Give each pair of students a pile of 27 cubes.

Work with a partner. With the pile of MathLink cubes I give you make rods of ten cubes. Count how many tens and ones. Write the number in your Student Resource Book as the answer to the first problem in the Guided Practice section.

NOTE: For the next problem give each pair seven more cubes.

Work with your partner to complete the next problem. Make as many rods of ten cubes as you can.

- Everyone, how many tens do you have? (3)
- How many ones do you have? (4)
- When my finger touches the board, everyone tell me how many cubes there are altogether. (34)

In your Student Resource Book complete the problems in the Guided Practice section.

#### Summary/Closure:



## 10 mins. A. Define Vocabulary Words

In your Student Resource Book, in the Summary/Closure section, put a square around the digit in the tens place of 42. Next underline the ones digit. Then circle the number of blocks needed to represent the number.

#### B. Summarize What We Learned Today

Let's sum up the skill that we have been working on today. In your Student Resource Book, in the Summary/Closure Section, write down a two-digit number. Then, draw individual squares to show how many ones are in your number. Draw rods of 10 squares to show how many tens are in your number. This example problem will help you when you need to remember how to understand place value in the future.

• *Raise a hand to share your number and drawing with the class*. (Take several answers. Answers will vary.)

### C. Apply Skill

NOTE: Write the number 35 on the board.

- When I point to the board, show on your fingers how many rods you need to represent this number. (3)
- Everyone whisper the number in the ones place. (5)

#### Fact Practice:



Operation: Counting

Fact Activity:

### **Count/Record Tokens:**

5 mins. Count and record tokens in Student Resource Book.



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# lesson three – teacher resource sheet

**Lesson Objective:** Understand the concept of place value, and identify the value of each digit in numerals through 100.





Directions: Work with your partner to complete the following problems.

- I. Make rods of ten with your cubes. Count how many tens and ones you have. Write the number.
  - 1.

Tens	Ones
(2)	(7)

2.



**II.** Count how many tens and ones are pictured. Write the number.



# lesson three – teacher resource sheet

3.



**III.** Circle the base ten blocks needed for this number: 65



(Answer: six ten rods are circled and five individual square blocks are circled.)



### A. Vocabulary Words

Directions: Follow the directions below to illustrate the vocabulary words.

For the number 42:



- 1. Put a square around the digit in the tens place.
- 2. Underline the digit in the ones place.
- 3. Circle the blocks needed to represent the number.



# lesson three – teacher resource sheet

### **B.** Summarize What We Learned Today

Directions: Write a two-digit number.

Draw individual squares to show how many ones are in your number. Then, draw a rod of 10 squares to show how many tens are in your number. *(Answers will vary.)* 

Tens	Ones

## lesson three – student resource sheet

**Lesson Objective:** Understand the concept of place value, and identify the value of each digit in numerals through 100.





Directions: Work with your partner to complete the following problems.

- I. Make rods of ten with your cubes. Count how many tens and ones you have. Write the number.
  - 1.

Tens	Ones

2.



**II.** Count how many tens and ones are pictured. Write the number.



A 3

# lesson three – student resource sheet

3.



**III.** Circle the base ten blocks needed for this number: 65.







### A. Vocabulary Words

Directions: Follow the directions below to illustrate the vocabulary words.

For the number 42:

# 42

- 4. Put a square around the digit in the tens place.
- 5. Underline the digit in the ones place.
- 6. Circle the blocks needed to represent the number.



# lesson three – student resource sheet

### **B. Summarize What We Learned Today**

Directions: Write a two-digit number.

Draw individual squares to show how many ones are in your number. Then, draw a rod of 10 squares to show how many tens are in your number. *(Answers will vary.)* 

Tens	Ones

### LESSON OBJECTIVE:

Complete and interpret simple bar graphs and tables.



#### Lesson:

- □ Student Resource Books: Student Resource Sheets (Lesson 13)
- Color tiles
- Colored pencils





### Fact Practice:

(Select one of these sets of materials for the Math Facts Games.)

- □ Individual Student Flashcards
- Buzz
- Math War or Salute!
  - Playing cards
- Soccer Ball Facts
  - Soccer ball
- Math Scramble
  - Index cards, each with a number 0–9; cards with the operations
- BINGO
  - Flashcards
  - BINGO boards, and tokens or colored squares
- Around the World
  - Triangle or regular flashcards

### **Vocabulary Definitions:**

This lesson assumes that students know the following vocabulary words:

- amount
- more
- less

**table** — A way to organize information. Example:

KINDS OF FRUIT	AMOUNT	
Oranges	6	
Bananas	2	
Pears	4	
Apples	3	

**graph** — A tool that allows collected information to be compared. Example:

6				
5				
4				
3				
2				
1				
	Oranges	Bananas	Pears	Apples
AMOUNT	KINDS OF FRUIT			

#### Welcome:

Greet students by name and take attendance.

# 3 mins.

### Introduction:



**A. Access Prior Knowledge** Everyone, stand up if you like oranges.

- *Raise a hand to tell me how many people are standing.* (Student should count out loud the number of students standing.)
- *Raise a hand to tell me how many people are sitting.* (Student should count out loud the number of students sitting.)

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### lesson thirteen

So, \_\_\_\_\_ of you like oranges and \_\_\_\_\_ of you do not.

NOTE: Have all students sit down.

Everyone, stand up if you like pears.

- *Raise a hand to tell me how many people are standing.* (Student should count out loud the number of students standing.)
- *Raise a hand to tell me how many people are sitting.* (Student should count out loud the number of students sitting.)

So, \_\_\_\_\_ of you like pears and \_\_\_\_\_ of you do not.

NOTE: Have all students sit down.

### B. Explain Connection to New Skill

You know how to count and how to compare numbers. You know that numbers can be more than or less than other numbers. You also know that numbers can be used to collect information.

• Raise a hand to tell me what information I just collected, using numbers.

(You found out how many of us like oranges, how many of us don't like oranges, how many of us like pears, and how many of us don't like pears.)

### C. State Lesson Objective

During today's lesson, we are going to learn about ways to organize information that we have collected. We are going to learn how to understand the information we see in graphs and tables.

### **Direct Skill Instruction and Guided Practice:**



25 mins. In your Student Resource Book, Lesson Thirteen, below the Lesson Objective, you will see a Vocabulary Box that lists two vocabulary words and their definitions. Let's look at these words together.

Everyone, look at the example of a table.

• *Raise a hand to tell me what this* table *tells us.* (How many there are of each kind of fruit.)

Show me with your fingers:

- How many oranges are there? (6)
- *How many apples are there?* (3)

The information from the table has been organized into a graph. Everyone, look at the example of a graph.

• *Raise a hand to tell me what the* **graph** *shows us.* (How many there are of each kind of fruit.)

Show me with your fingers:

- How many more pears are there than bananas? (2)
- *How many fewer bananas are there than oranges?* (4)
- Raise your hand to tell me which fruit has the smallest amount. (Bananas)
- Raise your hand to tell me which fruit has one more than apples. (Pears)

NOTE: Set out color tiles.

We are going to use these color tiles to collect information. We will put our information in a table. Then we will organize it in a graph.

Divide into pairs. You and your partner will need color tiles in each color. We are going to pretend that we asked 20 people to tell us their favorite color.

### lesson thirteen

Work together with your partner, and use your color tiles to show information about the colors, while I tell the story.

<u>NOTE</u>: Work together with the students by counting color tiles according to how many people liked each color best.

*Five people liked blue the best.* (Each set of partners should count out five blue tiles.)

*Seven people liked green the best.* (Each set of partners should count out seven green tiles.)

*Three people liked yellow the best.* (Each set of partners should count out three yellow tiles.)

*Five people liked red the best.* (Each set of partners should count out five red tiles.)

Look at your groups of tiles. Raise a hand to tell me:

- Which color was the most popular in our imaginary group of people? (Green)
- Which color was the least popular in our imaginary group of people? (Yellow)
- Which two colors were liked by the same number of people? (Red and blue)

Everyone, show me with your fingers:

- How many people liked red the best? (5)
- How many people liked yellow the best? (3)
- How many more people liked red than liked yellow? (2)

Look at the empty table in your Student Resource Book, Lesson Thirteen. Work together with your partner to fill in the table, using the information you collected about favorite colors.

• *Raise a hand to read your completed* table. (See completed table in Teacher Resource Book for Lesson Thirteen.) Look at the empty graph in your Student Resource Book. Work together with your partner to shade in the graph, using the information in your completed table.

 Raise a hand to share your completed graph. (See completed graph in Teacher Resource Book for Lesson Thirteen.)

In your Student Resource Book, look at the next table. Work with your partner to shade in the spaces on the graph, to match the information in the table. When you and your partner have completed your graph, stand up. Be prepared to share your graph. (See second completed graph in Teacher Resource Book for Lesson Thirteen.)

In your Student Resource Book, complete the problems in the Guided Practice section.

#### Summary/Closure:



# 10 mins. A. Define Vocabulary Words

In your Student Resource Book, Lesson Thirteen, in the Summary/Closure section, you will see today's vocabulary words. Draw a line from the word "table" to the picture of a table. Draw a line from the word "graph" to the picture of a graph.

#### B. Summarize What We Learned Today

Let's think some more about the skill that we have been working on today. In your Student Resource Book, in the Summary/Closure section, complete the sentence that begins, "A graph is different from a table because...." Use your own words as well as you can. This sentence will help you later when you need to remember the difference between a table and a graph.

• Raise a hand to share your sentence with the class. (Answers will vary.)

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#### C. Apply Skill

Make a graph with two groups of color tiles. For example, count out three red tiles and eight green tiles. <u>NOTE</u>: Model the exercise as you explain it.

Place the two sets of tiles side by side on the table. When I call your name, use your imagination to tell me a story about what your two groups of tiles represent. For example, I could say that my tiles mean that three people ate pizza for dinner and eight people had salad. Then I could say that five more people ate salad than ate pizza.

<u>NOTE</u>: Call on each student to tell a story with the two groups of tiles he or she counted out and laid side by side. (Answers must correctly reflect the number of tiles in each group.)

### Fact Practice:



Operation: Subtraction

Fact Activity:

### **Count/Record Tokens:**

5 mins. Count and record tokens in Student Resource Book.

# lesson thirteen – student resource sheet

Lesson Objective: Complete and interpret simple bar graphs and tables.

# **Vocabulary Box**

**table** — A way to organize information. Example:

**graph** — A tool that allows collected information to be compared. Example:

KINDS OF FRUIT	AMOUNT
Oranges	6
Bananas	2
Pears	4
Apples	3

6				
5				
4				
3				
2				
1				
	Oranges	Bananas	Pears	Apples
AMOUNT	KINDS OF FRUIT			



Directions: Complete the following practice problems with your partner.

I. Fill in the table and the graph using the information you collected with the color tiles.

2.

1.

Favorite Color	NUMBER OF PEOPLE
(Blue)	(5)
(Green)	(7)
(Yellow)	(3)
(Red)	(5)

7				
6				
5				
4				
3				
2				
1				
	(Blue)	(Green)	(Yellow)	(Red)
NUMBER OF PEOPLE		Favoriti	E COLOR	

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### lesson thirteen – student resource sheet

II. Complete the graph by using the information in the table.

2.

1.

Favorite Animal	NUMBER OF PEOPLE
Birds	1
Dogs	6
Cats	7
Fish	6



- III. Use the information from the graph above to answer the following questions.
  - 1. How many people liked fish the best? \_(6)\_\_\_
  - 2. How many people liked cats the best? \_(7)\_\_\_
  - 3. How many more people liked fish than liked birds? \_(5)\_\_\_
  - 4. There were fewer people who liked dogs best than there were people who liked cats best. How many fewer people preferred dogs? \_(1)\_\_\_\_
  - 5. Which two animals were liked the best by the same number of people? \_(*Fish and dogs.*)\_\_\_



### A. Vocabulary Words

<u>Directions</u>: For each vocabulary word listed, draw a line to the picture that shows the meaning of the word.



### **B.** Summarize What We Learned Today

Directions: Complete the sentence.

A graph is different from a table because

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<sup>(</sup>A graph shows you exactly what is being compared; it gives a picture of what the information is.)

Lesson Objective: Complete and interpret simple bar graphs and tables.

table — A way to Example:

graph — A tool that allows collected information to organize information. be compared. Example:

KINDS OF FRUIT	Amount
Oranges	6
Bananas	2
Pears	4
Apples	3

6				
5				
4				
3				
2				
1				
	Oranges	Bananas	Pears	Apples
	KINDS OF FRUIT			



Directions: Complete the following practice problems with your partner.

I. Fill in the table and the graph using the information you collected with the color tiles.

2.

1.

Favorite Color	Number of People

7			
6			
5			
4			
3			
2			
1			
NUMBER OF PEOPLE	Favorit	e <b>C</b> olor	

# lesson thirteen – student resource sheet

II. Complete the graph by using the information in the table.

2.

1.

Favorite Animal	Number Of People
Birds	1
Dogs	6
Cats	7
Fish	6



- III. Use the information from the graph above to answer the following questions.
  - 1. How many people liked fish the best?
  - 2. How many people liked cats the best?
  - 3. How many more people liked fish than liked birds?
  - 4. There were fewer people who liked dogs best than there were people who liked cats best. How many fewer people preferred dogs?
  - 5. Which two animals were liked the best by the same number of people? \_\_\_\_\_



### A. Vocabulary Words

<u>Directions</u>: For each vocabulary word listed, draw a line to the picture that shows the meaning of the word.

1. table



2. graph

SEASON OF	NUMBER OF
BIRTHDAY	PEOPLE
Winter	2
Spring	5
Summer	3
Fall	4

### **B. Summarize What We Learned Today**

Directions: Complete the sentence.

A graph is different from a table because

Ace it!<sup>SM</sup> Tutoring 63

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# lesson twenty-six

### LESSON OBJECTIVE:

Identify equal parts of a region, using halves, thirds, and fourths.



#### Lesson:

- □ Student Resource Books: Student Resource Sheets (Lesson 26)
- □ Sheets of blank white paper, three for each student
- □ Fraction circles: whole, halves, thirds, and fourths
- Colored pencils



### Fact Practice:

(Select one of these sets of materials for the Math Facts Games.)

- Individual Student Flashcards
- Buzz
- Math War or Salute!
  - Playing cards
- Soccer Ball Facts
  - Soccer ball
- Math Scramble
  - Index cards, each with a number 0–9; cards with the operations
- BINGO
  - Flashcards
  - BINGO boards, and tokens or colored squares
- Around the World
  - Triangle or regular flashcards

### **Vocabulary Definitions:**

This lesson assumes that students know the following vocabulary words:

- whole
- equal
- part



**one-half** — One of two equal parts of a whole. Example:



**one-third** — One of three equal parts of a whole. Example:



**one-fourth** — One of four equal parts of a whole. Example:



### Welcome:



Greet students by name and take attendance.

### Introduction:



### A. Access Prior Knowledge

Let's pretend that I have an apple. My friend comes over and wants to share the apple. What should I do?

- *Raise a hand if you have an idea about what I should do.* (Possible responses: Give your friend a piece of apple; cut off part of the apple to give to your friend; divide the apple by cutting it.)
- If I give my friend part of the apple, do I still have a whole apple? Raise a hand to explain your answer. (Possible response: No, because once part of the apple is taken away, it is no longer whole.)

# lesson twenty-six

- If I cut off a small slice of the apple, am I sharing equally? Raise a hand to explain your answer. (Possible response: No, because you will have a bigger piece than your friend.)
- Raise a hand to tell me where I would need to cut my apple, in order to share it equally.

(Possible response: Down the middle; across the center)

### B. Explain Connection to New Skill

You know what it means when something is described as whole. You know that if a part of the whole is taken away, it is no longer whole. You also know that equal means the same amount.

Raise a hand to give an example of something that starts out whole and can be divided into equal parts.
 (Possible answers include: a pizza, an orange, a loaf of bread, a box of crayons, a cake, shelves, and closet space.)
 <u>NOTE</u>: Take several responses.

### C. State Lesson Objective

During today's lesson, we are going to learn more about wholes and how they can be divided. We are going to learn how to divide wholes into equal groups of two, three, and four parts.

### **Direct Skill Instruction and Guided Practice:**



25 mins. In your Student Resource Book, Lesson Twenty-Six, below the Lesson Objective, you will see a Vocabulary Box that lists three vocabulary words and their definitions.

<u>NOTE</u>: Hand each student a whole sheet of paper. As you give the instructions below, do the exercise with the students, modeling what they should do.

We are going to do an exercise with these sheets of paper while we discuss today's vocabulary words.

• First, I would like you each to fold your sheet of paper in half. Then, crease the fold and carefully tear the paper in half along the crease.

Each piece of paper is now one-half of the original whole.

• Raise a hand to tell me what it means when something is one-half of a whole.

(It means that it is one of two equal parts.)

<u>NOTE</u>: Hand each student a second whole sheet of paper. As you give the instructions, do the exercise with the students, modeling what they should do.

• Put aside the two halves from the first sheet of paper. Please fold the next whole sheet of paper into three equal sections, as I am doing. Crease the folds and carefully tear the paper into three parts along the creases.

#### Each piece of paper is now one-third of the original whole.

• Raise a hand to tell me what it means when something is one-third of a whole.

(It means that it is one of three equal parts.)

<u>NOTE</u>: Hand each student a third whole sheet of paper. As you give the instructions, do the exercise with the students, modeling what they should do.

• Put aside the thirds. Fold the next whole sheet of paper in half. Then, fold it in half again, as I am doing. Crease the folds and carefully tear the paper into four parts along the creases.

Each piece of paper is now one-fourth of the original whole.

Raise a hand to tell me what it means when something is one-fourth of a whole.
 (It means that it is one of four equal parts.)

Everyone, show me with your fingers:

- How many halves make up a whole? (2)
- How many thirds make up a whole? (3)
- How many fourths make up a whole? (4)

### lesson twenty-six

NOTE: Divide students into pairs.

You and your partner will need one set of the paper halves, thirds, and fourths you just made.

- Work together with your partner to re-form all three whole pieces of paper by arranging the pieces on the table. Look closely at the three pieces of paper you put back together. Then use what you see to answer my questions.
  - Raise a hand to tell me if three-thirds is equal to two-halves. Please explain your answer. (Yes, because three-thirds and two-halves both make one whole.)
  - Raise a hand to tell me if four-fourths is equal to three-thirds. Please explain your answer.
    (Yes, because four-fourths and three-thirds both make one whole.)
  - Raise a hand to tell me if two-halves is equal to three-fourths. Please explain your answer.
    (No, because two-halves equals one whole, but three-fourths does not.)
- Now, with your partner, take **one-half** of one piece of paper, two-thirds of the next piece of paper, and two-fourths from the last piece of paper. Use these pieces of paper to answer my next questions.
  - Raise a hand to tell me if one-half is equal to two-fourths. Please explain your answer. (Yes, because if you cover one-half with two-fourths, they match.)
  - Raise a hand to tell me if one-half is equal to two-thirds. Please explain your answer.
    (No, two-thirds is bigger than one-half.)

NOTE: Collect paper pieces. Hand out fraction circles.

Look at the fraction circles. You will see whole circles and you will see parts of circles. Some of the parts are halves, some are thirds, and some are fourths. Work with your partner as you follow my directions. You may use the circles and parts to help you figure out what to do. For example, if I were to ask you to hold up **one-half**, you could match parts to the whole to see which piece is needed only twice to cover up the whole. <u>NOTE</u>: Demonstrate to the students how two half circles cover up the

whole circle perfectly.

- On the count of three, hold up one-fourth. One, two, three! (All students should be holding up the one-fourth fraction circle piece, the smallest.)
- Raise a hand to tell me whether one-half is more or less than onethird. Show me with your fraction circles. (One-half is more than one-third.)
- Raise a hand to tell me whether one-fourth is more or less than onethird. Show me with your fraction circles. (One-fourth is less than one-third.)
- Raise a hand to tell me whether one-half is equal to two-thirds. Show me with your fraction circles. (One-half is less than two-thirds.)
- On the count of three, everyone tell me how many fourths are equal to two-halves. One, two, three! (Four-fourths)
- In your Student Resource Book, Lesson Twenty-Six, look at the three circles in Part I of the Guided Practice section. Work with your partner to color in parts of the circles according to the three sets of directions. When you and your partner have agreed on your answers, raise your hands. Be prepared to share your work. (See Teacher Resource Sheet to check answers.)

In your Student Resource Book, complete the problems in the Guided Practice section.

### Summary/Closure:



## 10 mins. A. Define Vocabulary Words

In your Student Resource Book, in the Summary/Closure section for Lesson Twenty-Six, you will see today's vocabulary words. For each word, draw a line to the picture that shows the meaning of the word.

### B. Summarize What We Learned Today

Let's summarize the skill that we have been working on today.

- In your Student Resource Book, in the Summary/Closure section, draw pictures of the activities we did today. Use pictures to show how we divided paper and circles into halves, thirds, and fourths. These illustrations will help you when you need to remember how to understand halves, thirds, and fourths in the future.
- Raise a hand to share your pictures with the class. (Pictures will vary.)

### C. Apply Skill

NOTE: Make sure each student has a set of fraction circles.

When I ask a question, use your fraction circles to show me your answer.

- *How many thirds equal one whole?* (Three-thirds made into a whole.)
- *How many fourths equal* **one-half**? (Two-fourths made into one-half.)
- *How much is* **one-fourth**? (One-fourth fraction circle)
- Which is more, one-third or one-half? (One-half fraction circle)
- Which is less, two-fourths or two-thirds? (Two-fourths fraction circles)

Fact Practice:			<b>₽ ■</b>
<b>7</b> mins.	Operation:	Addition	*+
	Fact Activity:		

### **Count/Record Tokens:**

5 mins. Count and record tokens in Student Resource Book.

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# lesson twenty-six – teacher resource sheet

**Lesson Objective:** Identify equal parts of a region, using halves, thirds, and fourths.





Directions: Work with your partner to complete the following tasks.

I. Use colored pencils to color in parts of the circles according to the directions.



Color one-half of the first circle yellow. Color one-third of the second circle green. Color one-fourth of the third circle orange.

- **II.** Look at the circles you drew, or use your fraction circles, to answer the following questions. Circle the correct answer.
  - 1. Two-halves is equal to...

two-thirds one-fourth (one whole)

2. Two-halves is equal to...

(three-thirds) three-fourths one-third

3. Four-fourths is equal to...

*(two-halves)* four-thirds one-half

# lesson twenty-six – teacher resource sheet

**III.** Draw lines to match the amounts. Please work on your own.



### A. Vocabulary Words

<u>Directions</u>: For each vocabulary word listed, draw a line to the picture that shows its meaning.



### **B.** Summarize What We Learned Today

<u>Directions</u>: Draw pictures that show wholes divided into halves, thirds, and fourths.

(Drawings will vary. Accept any reasonable drawing.)

# lesson twenty-six – student resource sheet

**Lesson Objective:** Identify equal parts of a region, using halves, thirds, and fourths.





Directions: Work with your partner to complete the following tasks.

**I.** Use colored pencils to color in parts of the circles according to the directions.



Color one-half of the first circle yellow. Color one-third of the second circle green. Color one-fourth of the third circle orange.

- **II.** Look at the circles you drew, or use your fraction circles, to answer the following questions. Circle the correct answer.
  - 1. Two-halves is equal to...

two-thirds one-fourth one whole

2. Two-halves is equal to...

three-thirds three-fourths one-third

3. Four-fourths is equal to...

two-halves four-thirds one-half

# lesson twenty-six – student resource sheet

**III.** Draw lines to match the amounts. Please work on your own.









### A. Vocabulary Words

<u>Directions</u>: For each vocabulary word listed, draw a line to the picture that shows its meaning.

1. one-half



2. one-fourth

3. one-third





### **B.** Summarize What We Learned Today

<u>Directions</u>: Draw pictures that show wholes divided into halves, thirds, and fourths.