Lesson Plan

Standard:
3.1.3.3 Order and compare unit fractions and fractions with like denominators by using models and an understanding of the concept of numerator and denominator

Purpose (objective):
In math we need our work to be clear and the best it can possibly be and that means we may need to change the way our fractions look. (Give writing example) It is a courtesy to our fellow mathematicians to have our fractions looking the best they possibly can.

Anticipatory Set (focus, a hook to grab students’ attention):
Show the Web site <http://www.teachingfractions.co.uk/wholeclass/simplify/simplify.swf>

Modeling (show):
So if I want to show a fraction in the best way I can, I need to look at it first and decide if there is a way to make it easier to understand. I’m going to show you how to do that.
I want you to watch me first, and then we can do some together.
I’m looking at 2/4. I don’t really notice anything right away. I’m going to see if I can look at it differently. To help me I’m going look at 2 numbers. I know that 2 is a factor of 4. I also know that 4 is a multiple of 2. If my goal is to make this the easiest to read, I’m going to try and make it smaller. I think I’ll start with listing the factors of two and factors of four.
2—1, 2
4—1, 2, 4
GCF—2
2 divided by 2 is what?
4 divided by 2 is what?
Write answer

Try another one … 3/6 (repeat process)

5. Guided Practice (follow me):
Go through the process with students for the fraction 4/8:
Use numbers in our sentences
Write factors
Choose Greatest Common Factor
Reduce Fraction
Provide assistance when needed.

6. Check for Understanding:
Have you noticed a pattern?
What was the answer for all of our questions so far?
Will ALL fractions reduce to ½?

7. More Guided Practice:
Let’s check. Why don’t we try 6/8
Well let’s go to our next step and find our GCF for the two numbers.
Finish the steps.

Do another problem with the fraction 3/12.

7. Independent Practice:
I think you’re ready to show me you can do it on your own. Do as many as you can with the time you have left and we will check them together. (More or less, depending on the time)

8. Closure:
Most/all of you showed me a lot of hard work and effort. Let’s review the steps one last time. Who can tell me what the 5 steps are for reducing proper fractions to their simplest form?