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RNP Lesson – Exploring With Fraction Circles

**Standards:**

3.1.3.2Understand that the size of a fractional part is relative to the size of the whole.

**Objectives:**

Students will learn to divide a circle into pieces of equal size.

**Launch:**

Last night when I came home from school there was only one large monster cookie left in the cookie jar. Yum . . . However, both my husband and son were also home and we all thought we would like to have that last cookie. Finally, my son said, let’s divide it! However, his share of the cookie was MUCH larger than the little pieces he shared with his dad and me. It looked like this. . . . (draw picture on board).

**Explore:**

Today we are going to see if we can share a little better than my son did.

Have students pair up in groups of three or four.

(Hand out fraction circles) I would like you to sort through your fraction circles and experiment with them. Then, after a few minutes of exploration, ask:

1. How many \_\_(ex. pinks)\_\_\_\_\_\_\_ cover the full circle?
2. Which is bigger, 1 \_\_\_\_\_\_\_\_\_ or 1 \_\_\_\_\_\_\_\_\_\_?
3. How many \_\_\_\_\_\_\_ cover 1 \_\_\_\_\_\_\_\_\_\_\_?
4. How many \_\_\_\_\_\_\_\_\_\_ cover the \_\_\_\_\_\_\_\_\_?

Etc. . . (colors may vary so they are left blank above)

**Summarize:**

Show students two halves. Ask students if the pieces are the same.

Ask, "How do you know?" You can compare the pieces by placing one on top of the other.

**Apply:**

Besides sharing a cookie, where else could we our new knowledge of dividing a whole cookie? (Answers: pizza, pumpkin pie) So, next week if you have pumpkin pie for dessert, make sure the cook is dividing it equally so everyone gets a piece!