Name: Sarah Wagner

Lesson: My Name in Fractions

Grade/Subject: Fractions, Grade 5

Educational Objective:

Students will be able to demonstrate how to write a fraction properly

Students will be able to separate a whole into a part (make a fraction)

Students will be able to separate vowels from nouns in their name

Standards:

CCS: 4.NF.B.3: Number and Operations –Fractions

Build fractions by applying and extending previous understandings of operations on whole numbers

1. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

Assessment:

Accurate representation of the vowels and consonants in their name as fractions

Completed ‘My Name in Fractions” poster

Materials:

Construction paper

Markers

Smartboard or White board for teacher

Whiteboards, markers and erasers for students

Introduction:

Introduce the lesson by asking one of the students to tell you how many people are in the class (excluding the teacher), and write this number on the board. Then poll the class with some of their interests, for example, how many like reading versus math, or how many like Minecraft games versus other video games, or how many students like cheese pizza versus pepperoni pizza. As you are polling the class, write these results on the board in the form of a fraction.

Order of Activities:

1. First, ask the students why they think the results were written on the board in fractions. Take one of the fractions as an example, and ask which part of the fraction would denominator. Tell them that number represents the whole class. The denominator represents the whole part of the fraction, and tells us how many people are in the class all together.
2. Next, ask the students which part of the fraction is the numerator. Tell them that this number represents only a part of the class, not everyone in class. This number separates the fraction whole into a new number that represents something new.
3. Poll the class again with different choices: Who likes cats or dogs? Who speaks another language? Who plays an instrument? Then demonstrate how to write a fraction with each poll result. For example, if 13 out of 24 students have cats for pets, then write demonstrate the fraction as the numerator as being 13 and the denominator as being 24, for a fraction of 13/24.
4. Next, have a student hand out white boards and markers to each student, while a third student hands out erasers for their boards. Have all the students stand up by their desks and continue polling the students, however after each poll, have the students write the new fractions for each result on their whiteboards. After the students write their new fraction on their board, assess the students by having them hold up their boards to show their new fraction.
5. Ask the students to sit back in their desks, and put their white boards, markers and erasers underneath their desks. Tell the students that they are going to be demonstrating what they have learned by using their names to introduce themselves to the class.
6. Ask a student if they can tell you what the vowels are. (A,E,I,O,U and sometimes Y) Explain that everyone has vowels and consonants in their names, but that they are in different amounts. Use your own name to first demonstrate how to separate your name into fractions. First write your name in big letters on the board and write “My Name in Fractions” at the top of the board. Then ask the students if they can raise their hands and tell how many total letters in your name. Write this number as your denominator: /5. Ask the students to raise their hands and tell you how many vowels they see and write this as a fraction: 2/5. Next, ask the students to count how many consonants in your name, and write this as a fraction: 3/5.
7. Repeat this procedure with a student’s name, and repeat the example in the same way.
8. Ask a student to pass out construction paper to each student, and another to hand out markers.
9. After the paper and markers have been distributed, tell the students to take their pencil and first write “My Name in Fractions” on the top of their paper. Next, have them draw their name on their papers in pencil, and to make it big enough so that others can see it. Next, tell them to count how many total numbers they have in their name and write it as /6. Next, have them count the number of vowels in their name and write it as a fraction: 2/6. Have them repeat the procedure for the number of consonants in their name and write it as a fraction.
10. Next, have the students bring their posters to you so that you can check the fractions before they are allowed to decorate their posters.