



YOUTH ART PROJECT FOR:

FRACTIONS

OBJECTIVE

Students will learn about fractions in basic shapes.

Set up/prep time:

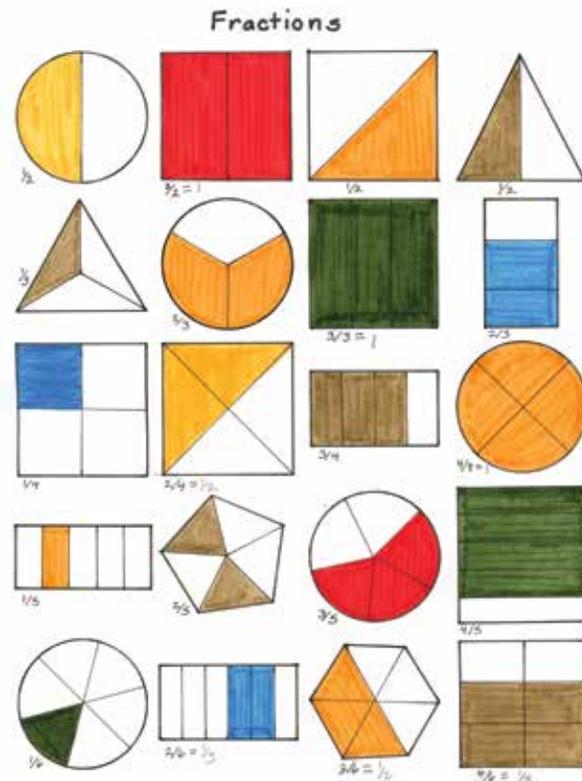
30 minutes

Activity time:

2-3 hours

Materials Needed:

Colored markers, pencil, worksheet





COMMON CORE STATE STANDARD

CCSS.Math.Content.3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

PRE LESSON ASSESSMENT

Do a pre lesson assessment to determine what knowledge the students already have about fractions.

VOCABULARY

Fraction, Divide

RELEVANT RESOURCES

Content

<http://www.mathsisfun.com/fractions.html>
<http://www.kidsolr.com/math/fractions.html>
http://www.ducksters.com/kidsmath/fractions_equivalent.php

Art

<http://learnfractions.files.wordpress.com/2010/12/fractions-chart.png>
<http://ed101.bu.edu/StudentDoc/Archives/ED101sp07/jells/fractions%2016%20shapes.gif>
<http://www.superteacherworksheets.com/fractions-basic.html>

Students will engage in:

- Listening
- Speaking
- Reading
- Writing
- Partner Work
- Cooperative Learning
- Whole Group Instruction
- Visuals
- Hands on
- Technology Integration
- A Project
- Centers
- Simulations
- Activities

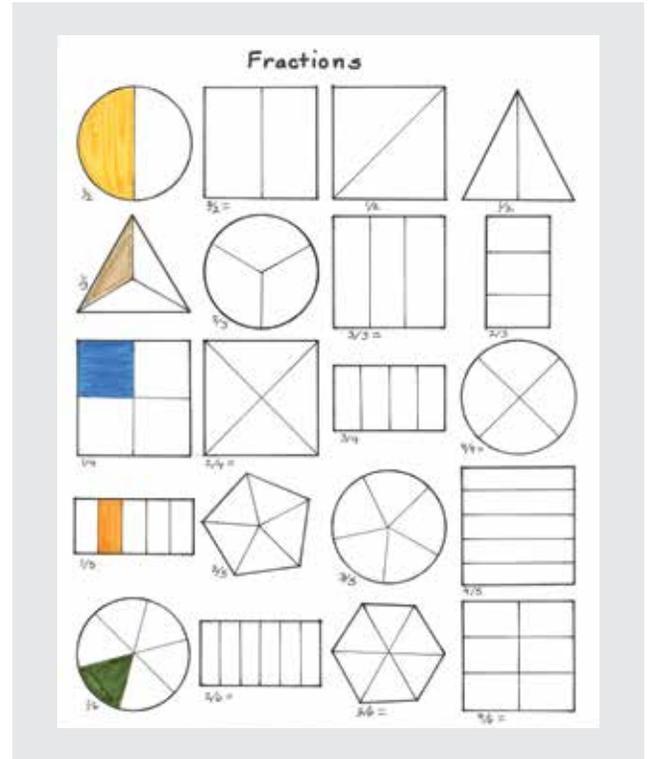
“Friendship improves happiness and abates misery, by the doubling of our joy and the dividing of our grief.” -Marcus Tullius Cicero





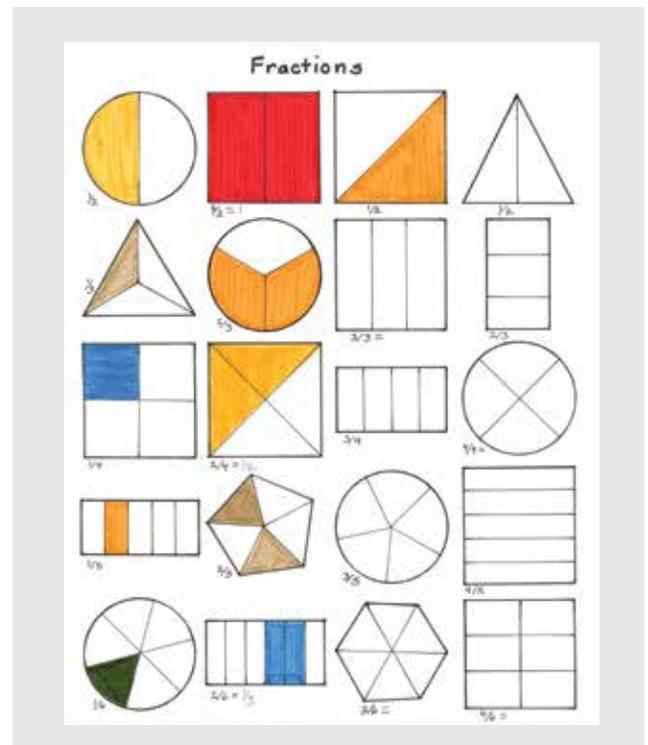
STEP 1

Using the worksheet provided have the students divide the first row of shapes in half evenly or into two parts. Row three needs to be divided into three parts, row four into fourths and so on until the last row has been divided into six parts evenly. In the first column have the students color in a single section of each shape for example $\frac{1}{2}$, $\frac{1}{3}$, and so forth.



STEP 2

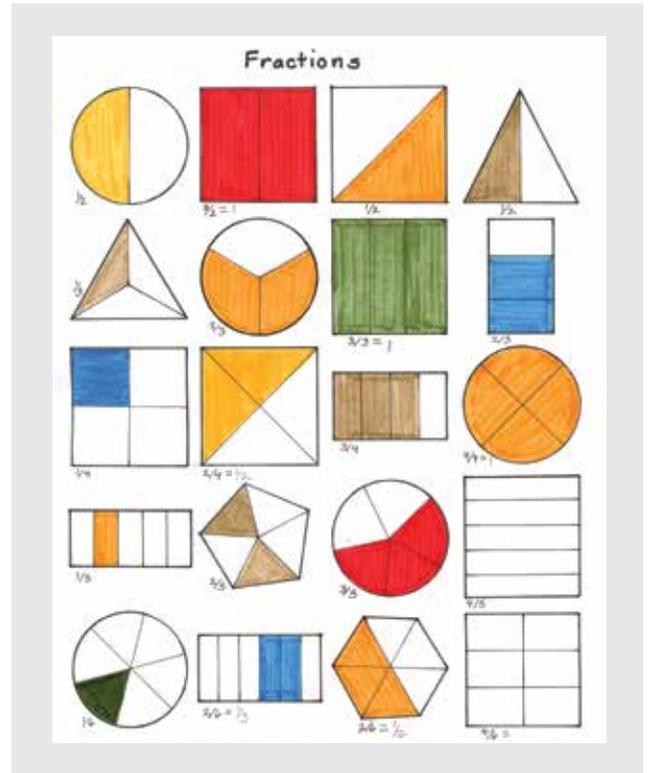
In the second column have the students fill in two parts of each shape, for example $\frac{2}{2}$, $\frac{2}{3}$, and so forth. At this point students can finish their first row, coloring the sections according to the fractions listed below each shape. At this point explain to the students about reducing fractions, for example $\frac{2}{2}=1$. Have the students reduce each





STEP 3

Have the students finish the worksheet by coloring three sections of the third column and four sections of the fourth column. Remember to have the students write each fraction in the simplest form possible. An additional blank worksheet has been supplied if the teacher would like to give the students more practice.

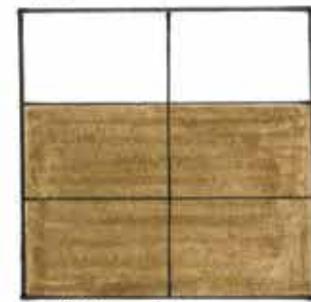
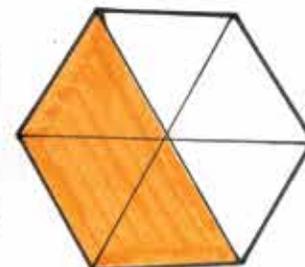
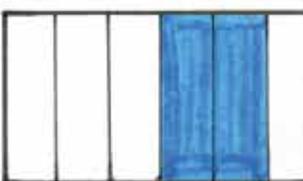
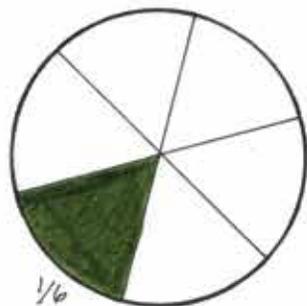
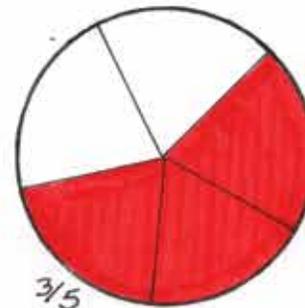
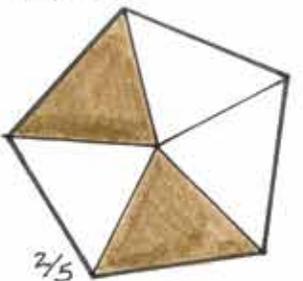
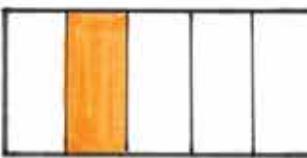
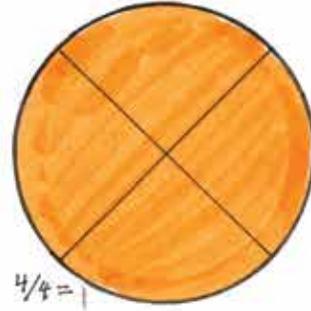
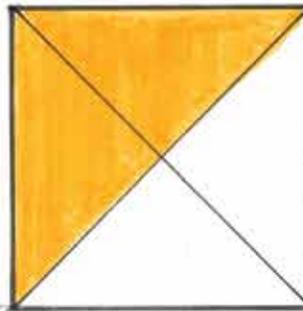
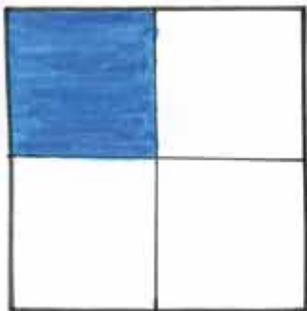
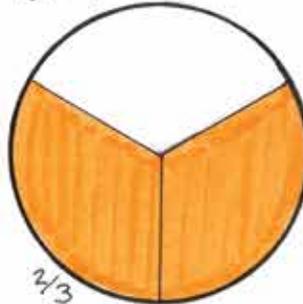
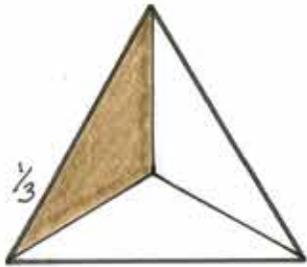
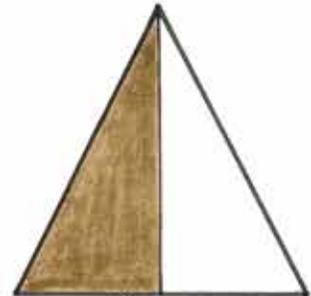
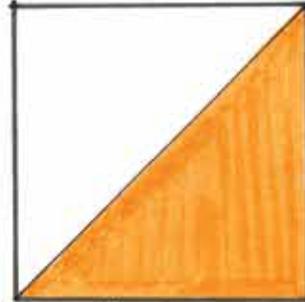
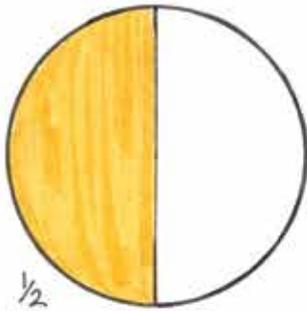


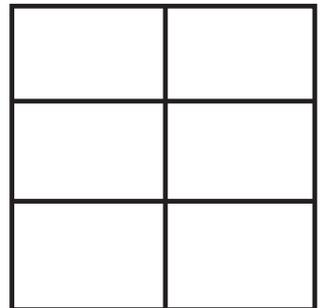
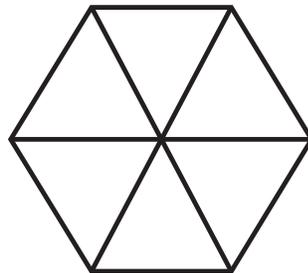
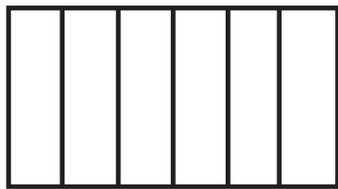
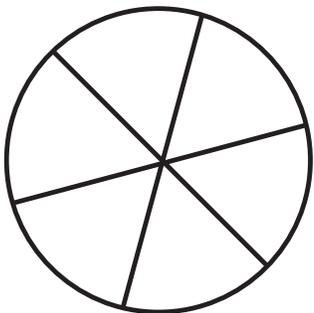
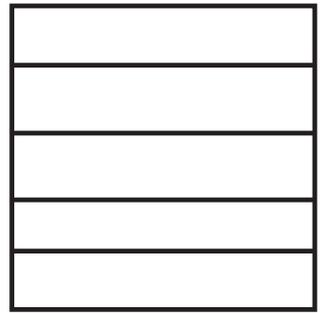
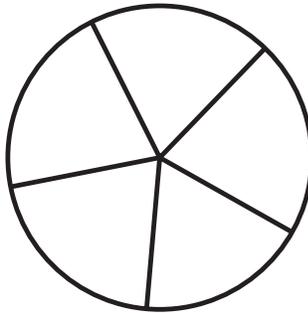
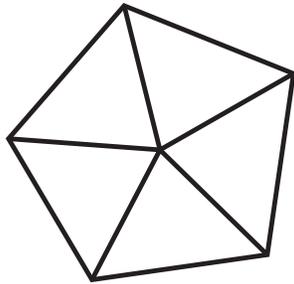
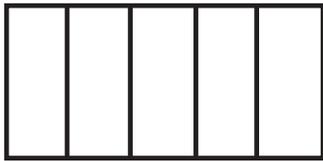
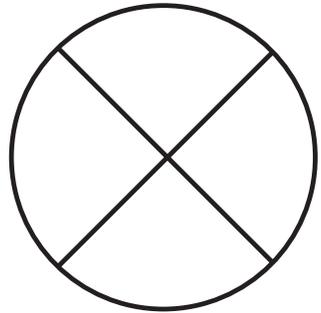
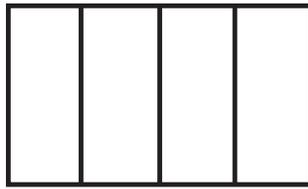
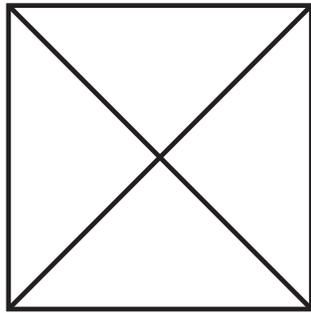
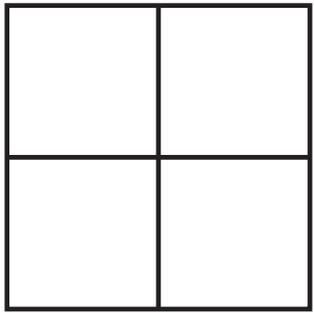
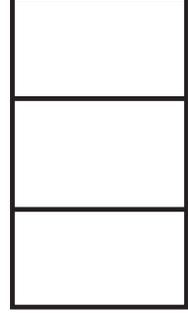
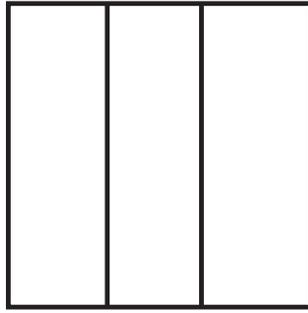
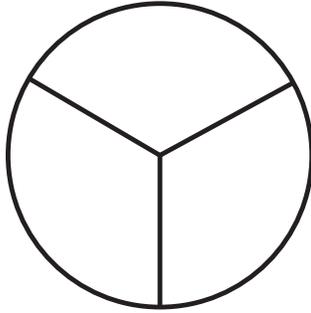
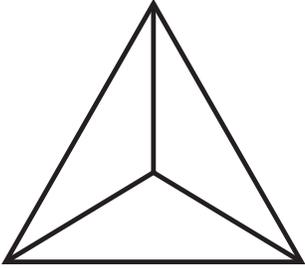
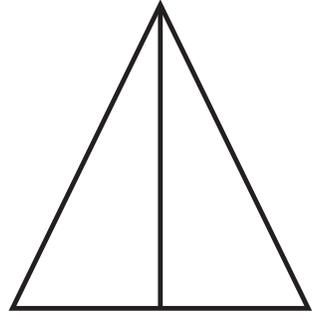
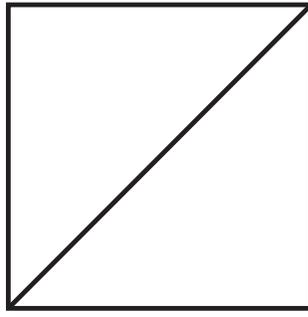
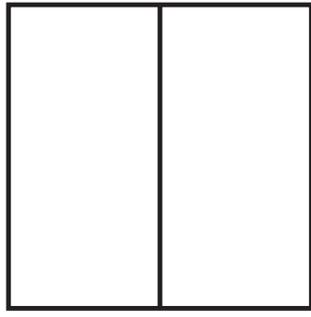
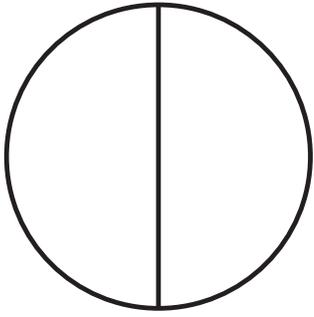
POST LESSON ASSESMENT

Do a post assessment to determine what new knowledge the students have gained.



Fractions







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