

Lesson 2: Fractions and Fraction Names

Purpose: To introduce fraction names

Materials: Fraction Bars, Master #1 "Fraction Names Recording Sheet", 8-Bars mats, markers

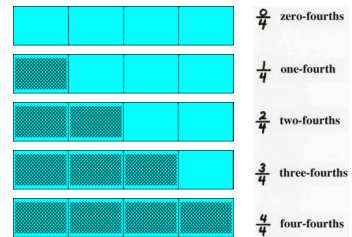
TEACHER MODELING/STUDENT COMMUNICATION

Activity 1 Fraction names for bars in the deck

Fraction
Bars

1. Show students and have them find these bars. With the help of the students write the fraction for each bar.

The names for these fractions will be written in the steps below.

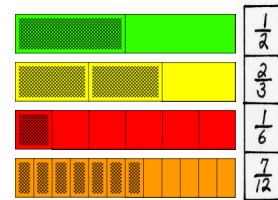


After the fractions for these bars are written, tell the students that each fraction has a name.

- The name of the fraction "3 over 4" is "three-fourths." Notice that it has a first name "three" and a last name "fourths." Write its name.
- What is the name of the fraction "1 over 4?" (one-fourth) Write its name and continue asking for the names of these fractions and writing them beside the bars.
- What do you notice about these fraction names? (Possibilities: Their last names are all the same. Their first names are the numbers of shaded parts in the bars. The last names all contain the word "four" which is the total number of parts in each bar.)

Fraction
Bars

2. Show students and have them find these bars and with the help of the students write the fractions for each bar. After this is done, ask for the names of the bars and provide hints and assistance as needed. Write each name beside its fraction.



- What is the name of the fraction for the yellow bar? (two-thirds) The red bar? (one-sixth) The orange bar? (seven-twelfths)

Activity 2 Students write fraction names for the bars

bars and pencils

1. Pass out a deck of bars to each group and copies of the Master "Fractions Names Recording Sheet" to each student.

Master #1

- Select any yellow bar and place it at the top of your recording sheet. Write its fraction to the side and the name of the fraction below the bar.
- Continuing selecting one bar of each color for your recording sheet.

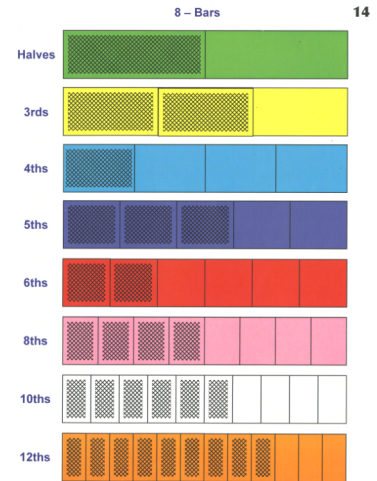
Activity 3 Extending the deck of bars

8-Bars mats

Pass out an 8-Bars mat to each pair of students.

Transp #3

- What types of bars on your mat are different from those in your deck of bars? (fifths, purple; eighths, pink; and tenths, white)
- Take a minute to look at your mats. What do you notice? Answers will vary. Discuss some of their observations, and in particular, the last names of the fractions for the bars.
- Find the two bars on your mats that are half shaded. Every mat has two half-bars. Place a ruler on the center lines of the bars to call attention to all the bars that can be half shaded. The only bars that can not be half shaded are thirds and fifths.



Game: 8-Bars (whole class)

8-Bars mats and markers

Pass out a sack of markers to each group and tell students they will use their 8-Bars mats to play a game. Select random fractions for the bars on the 8-Bars mats and recite each name.

- For each fraction selected, I will say its name and you can place a marker beside the bar if it is on your mat.
- If it is a half-bar, you may place a marker on all the half-bars on your mat.
- The first player to get markers for 3 bars that are side-by-side, calls out "3-bars side-by-side" and wins the game.

Note: You may want to write the 42 fractions that can be represented on the 8-Bars mats on slips of paper to select random fractions.

INDEPENDENT PRACTICE and ASSESSMENT

Activity Sheet #2A and Activity Sheet #2B