

## Lesson 14: Introducing Fractions for Collections

**Purpose:** To find fractional parts of collections when fractions are given

**Materials:** Markers, Masters #5, #6, #7 "Sharing Sheets (parts 3, 4, 5)," paper and pencils

### TEACHER MODELING/STUDENT COMMUNICATION

#### Activity 1 Finding fractional parts of collections for unit fractions

markers

1. Pass out Masters #5, #6, #7 "Sharing Sheets (parts 3, 4, 5)" to each pair of students.

Masters  
#5, #6, #7

- Look at the Sharing Sheets. How many equal parts are there for each sheet? (3, 4, and 5)

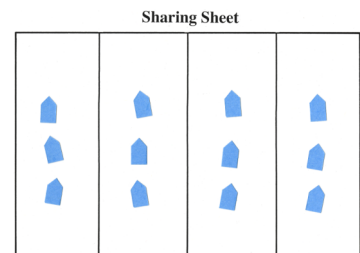
paper  
and  
pencils

Discuss the fact that each sheet can be used for dividing collections of markers into equal groups.

2. Pass out a sack of colored markers to each pair of students.

- Count out a collection of 12 blue markers.
- Place your collection of markers onto a Sharing Sheet to divide it into 4 equal parts.

Help students by illustrating how to place the 12 markers equally on the four parts of the sheet by using the "dealing out" method, that is, placing one marker on each part of the sheet until the 12 markers are used.



- What is  $\frac{1}{4}$  of 12 markers? (3)
- What is  $\frac{3}{4}$  of 12 markers? (9)
- Remove your markers for the next activity.

3. Give students the following instructions and questions

- Count out 15 blue markers.
- Which Sharing Sheet would you use to determine how many markers each of three people would receive, if the markers were divided equally? (Sharing Sheet with 3 equal parts)
- Place your 15 markers equally on the Sharing Sheet with 3 parts. How many markers will each person receive? (5)
- What is  $\frac{1}{3}$  of 15 markers? (5) What is  $\frac{2}{3}$  of 15 markers? (10)

#### Activity 2 Finding fractional parts of collections for fractions

same  
materials  
as above

1. Pose the following problem: