

A Fraction's Goal- Parts of a Whole

Literacy Focus: Developing Academic Vocabulary

Math Focus: Fractions

Summary:

- Whole class instruction
- Teacher read aloud of A Fraction's Goal- Parts of a Whole by Brian P. Cleary (2011)
- Vocabulary picture cards will be used to increase student understanding of math vocabulary

Objective: Students will be able to define academic vocabulary about fractions.

Research on Vocabulary Picture Cards:

- Alber, S.R., & C.R. Foil. Fun and Effective Ways to Build Your Students' Vocabulary. *Intervention in School and Clinic*, 37(3), 131-39 (2002).

Materials:

- Cleary, B. (2011). *A fraction's goal- Parts of a whole*. Minneapolis, MN: Millbrook Press ISBN 978-0-8225-7881-9
- Vocabulary Picture Cards

Common Core Standards:

- RI.3.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 3.NF.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 $1/b$

Before Reading

- Have students look at the cover of the book and make predictions. Ask several questions to activate their prior knowledge. Have students turn to their partner to discuss their answers before going over them as a class:
 - What is a fraction?
 - When do you use fractions in real life?
- Pass out vocabulary pictures cards and have students cut them out.

During Reading:

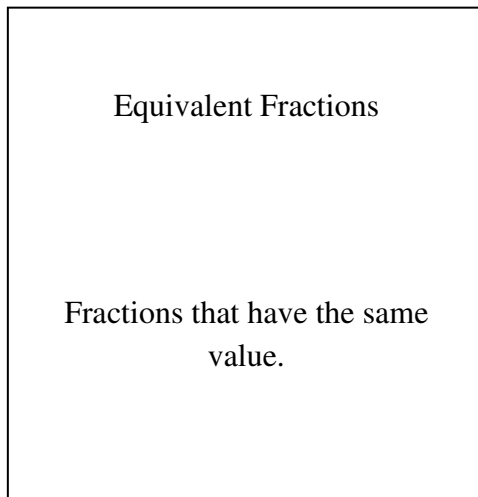
- Enlarge the text on the Smartboard by using the document camera. Read the story aloud, using your finger as a pointer to keep students focused on the text that you are reading. Make sure the classroom atmosphere is relaxed and non-threatening by having students sit on the floor around the Smartboard.

After page 13:

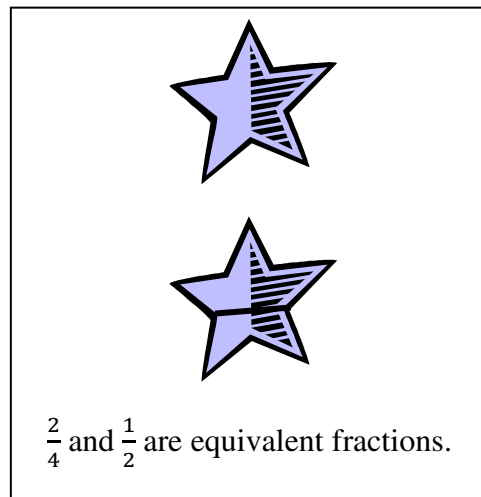
- Ask students to define equivalent fractions. Students will write *equivalent fractions* on the blank side of the card. As a class agree on the definition of an equivalent fraction. Students will write the definition under where they wrote *equivalent fractions*.
- Brainstorm ways that *equivalent fractions* can be used in a sentence.
- On the back side of the card have students write a sentence using the word in context. Students will draw a picture to represent the word.

Example:

Front



Back



After page 21:

- Ask students to define a fraction. Students will write *fraction* on the blank side of the card. As a class agree on the definition of a fraction. Students will write the definition under where they wrote *fraction*.
- Brainstorm ways that the word *fraction* can be used in a sentence.
- On the back side of the card have students write a sentence using the word in context. Students will draw a picture to represent the word.

After page 25:

- Ask students to define a numerator. Students will write *numerator* on the blank side of the card. As a class agree on the definition of *numerator*. Students will write the definition under where they wrote *numerator*.
- Brainstorm ways that the word *numerator* can be used in a sentence.
- On the back side of the card have students write a sentence using the word in context. Students will draw a picture to represent the word.

After page 27:

- Ask students to define a denominator. Students will write *denominator* on the blank side of the card. As a class agree on the definition of *denominator*. Students will write the definition under where they wrote *denominator*.
- Brainstorm ways that the word *denominator* can be used in a sentence.
- On the back side of the card have students write a sentence using the word in context. Students will draw a picture to represent the word.

After Reading

- Students will work in pairs to quiz each other on the academic vocabulary featured in the book. Allow time for students to practice words in pairs for the next five days to promote automaticity.
- Tell students that vocabulary picture cards are great for learning math, science, and reading vocabulary. Suggest that they create vocabulary picture cards for the vocabulary words for their weekly book so that they can ace their next vocabulary quiz.
- What were some equivalent fractions that we found in the text? Turn and tell your partner what the definition of an equivalent fraction is.
- Now we are going to continue our math lesson on equivalent fractions.