

Lesson 66

Objective

Students will select the correct fraction depicting a region or a group of figures.

Preparation

For the entire class: Number Lines in Fractional Increments (*masters on page M28*)

Lesson Plan

Go through the definitions for numerator and denominator. Next, write on the board the statement:

$\frac{2}{6}$ are shaded

Have one student come to the front of the room and draw on the board a picture that represents this statement. Repeat this several times with figures as well as with shaded areas. Include the following fractions: $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ and $\frac{3}{2}$.

Now point to $\frac{1}{2}$ on the number line. Ask a student to point to $\frac{3}{2}$. Then have students use the bottom number line to point to the remaining fractions ($\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$).

When given choices for a fractional representation, an easy way to solve the problem is to first cover up the choices, write the correct fractional representation and then look at the choices to select the correct one.

Do #1 - #6 as a class. Explain that the students are to use the number that appears in front of the correct choice in order to add their CheckAnswer.

Stretch

1. Susan, Mike and Bret like either mathematics, science or reading as a favorite subject.
2. Susan's favorite subject begins with the same letter as her name.
3. Mike's favorite subject is not science or reading.
4. We don't know anything about Bret's favorite subject.

Pair each student with their favorite subject.

Answer:

Susan - science,
Mike - mathematics,
Bret - reading