4th Grade

FRACTIONS

Created By:

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Active Engagement and Games
Intervention and Enrichment
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- 3rd Grade Math Lesson Plans
- 4th Grade Math Lesson Plans
- 5th Grade Math Lesson Plans

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- struggling each week to write lesson plans that meet the rigor of the TEKS.
- searching endlessly for resources that will help kids learn math while being challenged and engaged.
- staying late everyday after school working on plans and creating everything from scratch.

You are exhausted from working with students all day, and still have to prep, write and create.

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Fractions

Name	1	2	3	4	5	6	7

Fractions

Name	8	9	10	11	12	13

Name _____ Fractions

LT	Statement	1	2	3	4	Evidence
1	I can relate decimals to fractions that name tenths and hundredths.					
2	I can represent a fraction $\frac{a}{b}$ as a sum of fractions $\frac{1}{b}$, where a and b are whole numbers and b > 0, including when a > b.					
3	I can decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models.					
4	I can decompose a fraction in more than one way recording results with symbolic representations.					
5	I can determine if two given fractions are equivalent using a variety of methods.					
6	I can compare two fractions with different numerators and different denominators					
7	I can represent the comparison using the symbols >, =, or <.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Name _____ Fractions

LT	Statement	1	2	3	4	Evidence
8	I can represent addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line.					
9	I can represent addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the properties of operations.					
10	I can solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line.					
11	I can solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the properties of operations.					
12	I can evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1, referring to the same whole.					
13	I can represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
I 4.2G	Relate decimals to fractions that name tenths and hundredths.	❑ Proper ❑ Improper ❑ Mixed Number Concrete and Visual Models Number line (horizontal/vertical) ❑ values less than one ❑ values greater than one ❑ values between tick marks Area model (grids) ❑ same whole ❑ less than one ❑ greater than one Decimal disks ❑ same whole ❑ less than one ❑ greater than one Base-10 blocks ❑ same whole ❑ less than one ❑ greater than one Money ❑ relationships of a dollar	Activities to include: ❑ Relationships between a number in fraction form and the place value positions of the number in decimal form ❑ Place values of digits given a decimal number in standard form ❑ Fractions equivalent and decimal value ❑ Decimal value presented using a visual model	❑ Equivalent fractions, decimals, and percents to show equal parts of the same whole.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
2 4.3A	Represent a fraction $\frac{a}{b}$ as a sum of fractions $\frac{1}{b}$, where a and b are whole numbers and b > 0, including when a > b.	❑ Relationship between the whole and the part ❑ Represent an amount less than, equal to, or greater than 1 using a sum of unit fractions Concrete Linear Model ❑ Fraction bars ❑ Customary ruler ❑ Linking cube trains ❑ Folded paper strips Concrete Area Models ❑ Fraction circles Fraction squares Pattern blocks Concrete models of a set of objects ❑ Pattern blocks ❑ Color tiles ❑ Counters Pictorial models ❑ Fraction strips ❑ Fraction bar models Number lines	Activities to include: ❑ Fractions can be represented as a sum of unit fractions ❑ Fraction as a sum of unit fractions using an expression	❑ Extend representations for division to include fraction notation such as represents the same number as a ÷ b where b ≠ 0.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
3 4.3B	Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models.	Concrete Linear Model ❑ Fraction bars ❑ Customary ruler ❑ Linking cube trains ❑ Folded paper strips Concrete Area Models ❑ Fraction circles ❑ Fraction squares ❑ Pattern blocks Concrete models of a set of objects ❑ Pattern blocks ❑ Color tiles ❑ Counters Pictorial models ❑ Fraction strips ❑ Fraction bar models ❑ Number lines	Activities to include: ❑ Use a pictorial model to represent an improper fraction ❑ Decompose a fraction in to a sum of fractions ❑ Represent equivalent fractions using an equation ❑ Interpret and represent a pictorial model of a fraction using symbolic notation	❑ Use decomposition to write mixed numbers.
4 4.3B	Decompose a fraction in more than one way recording results with symbolic representations.			
5 4.3C	Determine if two given fractions are equivalent using a variety of methods.	Variety of methods ❑ Number line ❑ Area model ❑ Strip diagram Equivalency using a numeric approach ❑ LCM ❑ LCD ❑ Simplify each fraction Equivalency using numeric reasoning ❑ Relationship between numerators and denominators	Use concrete models ❑ Fraction bars ❑ Customary ruler ❑ Linking cube trains ❑ Folded paper strips ❑ Fraction circles ❑ Fraction squares ❑ Pattern blocks ❑ Color Tiles ❑ Counters ❑ Number Lines	❑ Compare using common numerator.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
6 4.3D	Compare two fractions with different numerators and different denominators	Benchmarks ❑ Same size whole Common denominators ❑ Larger numerator= larger fraction ❑ Smaller numerator = smaller fraction ❑ LCM ❑ LCD Common Numerators ❑ Larger denominator = smaller fraction ❑ Smaller denominator= larger fraction ❑ LCM ❑ LCD Concrete or pictorial models ❑ Same size whole ❑ Shaded portions may or may not be next to each other	❑ Activities to include: ❑ Compare fractions with different numerators and different denominators ❑ Form equivalent fractions Compare fractions ❑ Less than a given fraction ❑ Greater than a given fraction ❑ Represent the comparison symbolically ❑ Create fraction models using the same size whole and compare the shaded portion of each model	❑ Use denominators that are not common
7 4.3D	Represent the comparison using the symbols >, =, or <.	Inequality words and comparison symbols ❑ Greater than (>) ❑ Less than (<) Equality words and symbol ❑ Equal to (=)		

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
8 4.3E	Represent addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line.	Concrete objects and pictorial models Shapes ❑ Pattern blocks ❑ Circles ❑ Squares ❑ Rectangles Strip models ❑ Fraction strips	Interpret a pictorial model of ❑ A set of real-world objects ❑ Strip diagram ❑ Pictorial model Represent a problem situation involving fractions ❑ Expression ❑ Strip diagram ❑ Pictorial model ❑ Improper fraction Represent a problem involving ❑ Addition ❑ Subtraction Recognize ❑ Addition ❑ Subtraction Solve Real World Problems ❑ Addition ❑ Subtraction ❑ Recognize different problem types	❑ Represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations.
9 4.3E	Represent addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the properties of operations.	Properties of operations ❑ Commutative property of addition ❑ Associative property of addition		
10 4.3E	Solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line.	❑ Recognition of addition and subtraction.		
11 4.3E	Solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the properties of operations.	❑ Recognition of addition and subtraction. Properties of operations ❑ Commutative property of addition ❑ Associative property of addition		

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
12 4.3F	Evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1, referring to the same whole.	Fractional relationships ❑ Relationship between the whole and the part ❑ Referring to the same whole Estimate the reasonableness of sums and differences using fraction benchmarks ❑ Mathematical and real-world problem situations ❑ With and without models Evaluate the reasonableness of sums and differences using fraction benchmarks ❑ Mathematical and real-world problem situations ❑ With and without models	Recognize ❑ Addition ❑ Subtraction ❑ Determine an unknown fractional part of a whole when given two fractional parts ❑ Compare a fraction to the benchmark fractions- 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1, ❑ Describe the comparison of a sum of fractions to a benchmark fraction	❑ Add and subtract positive rational numbers fluently.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
13 4.3G	Represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.	Relationship between a fraction ❑ using a strip diagram to a number line Relationship between a decimal ❑ using a strip diagram to a number line Fractions or decimals as distances from zero on a number line greater than 1 ❑ Beginning with a number other than zero Relationship between fractions as distances from zero on a number line to fractional measurements as distances from zero on ❑ Customary ruler ❑ Yardstick ❑ Measuring tape ❑ Metric ruler ❑ Meter stick	Use concrete models ❑ Number Lines ❑ Customary ruler ❑ Yardstick ❑ Measuring tape ❑ Metric ruler ❑ Meter stick ❑ Strip Diagram	❑ Represent the value of the digit in decimals through the thousandths using expanded notation and numerals.

Day 1 4.2G	Day 2 4.2G	Day 3 4.3G	Day 4 4.3ABCD	Day 5 4.3A
Math Huddle LT 1 Relating Decimals to Fractions	Mini Lesson LT 1 Relating Decimals to Fractions	Mini Lesson LT 13 Decimals and Fractions on a number line	Math Huddle LT 2- 7 Fractions	Mini Lesson LT 2 Unit Fractions
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
Reteach Unit 5	LT 1	LT 13	LT 13	LT 2
Day 6 4.3B	**Day 7 4.3C, 4.3F**	**Day 8 4.3C**	**Day 9 4.3C**	**Day 10 4.3D**
Mini Lesson LT 3,4 Decompose Fractions	Math Huddle LT 5, 12 Equivalent Fractions Simplest Form Benchmark Fractions	Mini Lesson LT 5 Equivalent Fractions Number Lines Area Model	Mini Lesson LT 5 Equivalent Fractions Common Denominator Numerical	Independent Practice LT 5 Equivalent Fractions
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
LT 3, 4	LT 5	LT 5	LT 5	LT 5

Fractions

Day 11 4.3D	Day 12 4.3D	Day 13 4.3D	Day 14 4.3E, 4.3F	Day 15 4.3E, 4.3F
Mini Lesson LT 6,7 Compare Fractions Concrete Models	Mini Lesson LT 6,7 Compare Fractions Common Denominator	Independent Practice LT 6,7 Compare Fractions	Game LT 12 Representing Benchmark Fractions	Math Huddle LT 8, 9, 12 Representing Addition and Subtraction Set
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
LT 6, 7	LT 6, 7	LT 6, 7	LT 12	LT 8, 9, 12

Day 16 4.3E, 4.3F	Day 17 4.3E, 4.3F	Day 18 4.3E, 4.3F
Mini Lesson LT 10, 11, 12 Represent & Solve Addition and Subtraction Improper	Game LT 10, 11, 12 Represent & Solve Addition and Subtraction	Independent Practice LT 10, 11, 12 Represent & Solve Addition and Subtraction
Guided Math	Guided Math	Guided Math
LT 10, 11, 12	LT 10, 11, 12	LT 10, 11, 12

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Thank you for your download!

I hope this helps your students!

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