

Taylor Henson

Fraction Action 4th Grade Math and Reading

Math TEKS

§111.6. Grade 4, Adopted 2012.

(b) Knowledge and skills

(3) Number and operations. The student applies mathematical process standards to represent and generate fractions to solve problems. The student is expected to:

(A) represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$;

(B) decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations;

(C) determine if two given fractions are equivalent using a variety of methods;

(E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations;

(F) evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $1/4$, $1/2$, $3/4$, and 1, referring to the same whole; and

Reading TEKS

§110.15. English Language Arts and Reading, Grade 4, Beginning with School Year 2009-2010.

(b) Knowledge and skills

(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main idea and supporting details in text in ways that maintain meaning;

Materials Needed:

- Fraction Action by Loreen Leedy
- Fraction Action PowerPoint (made by teacher)
- Fraction Action worksheet
- marbles

- fake quarters

Instructions:

This project is used as an interactive reading guide for the entire class! Before the lesson, the teacher needs to mark key points in the book that they really want the students to understand. This helps the teacher make the interactive smartboard lesson for the students to use. Also, the teacher will need to inform the students that they will need to listen closely to the story and the interactive things written on the board, because it will be used later as an activity. Then the teacher will read the story, while also following along with the powerpoint that goes with the corresponding pages. Next, hand the students their worksheet, and have them turn it in when it is completed.

Modifications:

- Since the book has different sections, the teacher could focus on one story section that the class really needs to work on.
- Each section could be used as a different mini-lesson each day, since there are five stories in the book.

Assessment:

Assessment is first done during the interactive reading time, because students have to be able to comprehend what is going on before they can answer the questions or circle the answers. Also, the teacher can see if they gathered the details from the story by grading their worksheet.

Sources:

- Pinterest for the book suggestion
- Myself

I chose this method of teaching fractions, because children's literature is so engaging for students! It also gives examples of many real-world situations that represents fractions in every-day life. I wanted my students to see that fractions are so much more than a number on a paper, but was actually a way to describe life scenarios. This was also a way to enforce comprehension skills in students and to pay attention to details throughout a story!