Date
Subtheme

Start Time: Choose a start time. **End Time:** Choose an end time.	**Curriculum Area:** *Conceptual Knowledge-Numeracy* Conceptual Knowledge-Numeracy	**Materials:** • Graham crackers • Adapted number line • Graham cracker fraction poster •

Objective(s):

1. Students will demonstrate a fraction using objects or hands-on materials.
2. Students will demonstrate the ability to write a fraction using a model.
3. Students will identify simple fractions using visuals or a number line.
4. Students will sequence simple fractions on a number line.

Introduction:

Small group

- Teacher will review/make connection to previously read fraction story _____.
- "Today we are going to practice making our own fractions with food!!"
- "Remember a fraction means part of a whole. We use fractions to describe how much of something."
    - equal parts of a whole
- Show students graham cracker poster and talk about one grahm cracker (the whole) can be broken into 4 smaller pieces but together they make up one graham cracker.

Body:

*have students wash hands

- Pass out one number line to each student and go over the different numbers.
- Point to 1 → 1 is the whole → 1 graham cracker.
- "I'm going to give each of you one graham cracker but we cant eat it right away. ~~We have some work to do first and then we can enjoy the yummy graham cracker.~~"
- Give one to each student
- "First, we are going to break it into four equal parts and then measure it."
- Model for students how to carefully break the graham cracker .
- Place graham cracker on number line one piece at a time. Each time saying the fraction aloud.
    - ¼ - "1 out of 4 equal parts"
    - $\frac{2}{4}$ or ½ - "2 out of 4 equal parts"
    - ¾ - "3 out of 4 equal parts"
    - $\frac{4}{4}$ or 1 - "4 out of 4 equal parts. We can this one or the whole. One whole graham cracker"

Closing:

- Hold up one whole graham cracker and ¼.
- Would you rather eat ¼ of a graham cracker or 1 whole graham cracker?
- Which one is more? Less?
- Ask with other variations.

- Great job working with fractions today.
- Tomorrow we are going to read about fractions with other favorite foods.
- Let students eat graham crackers.

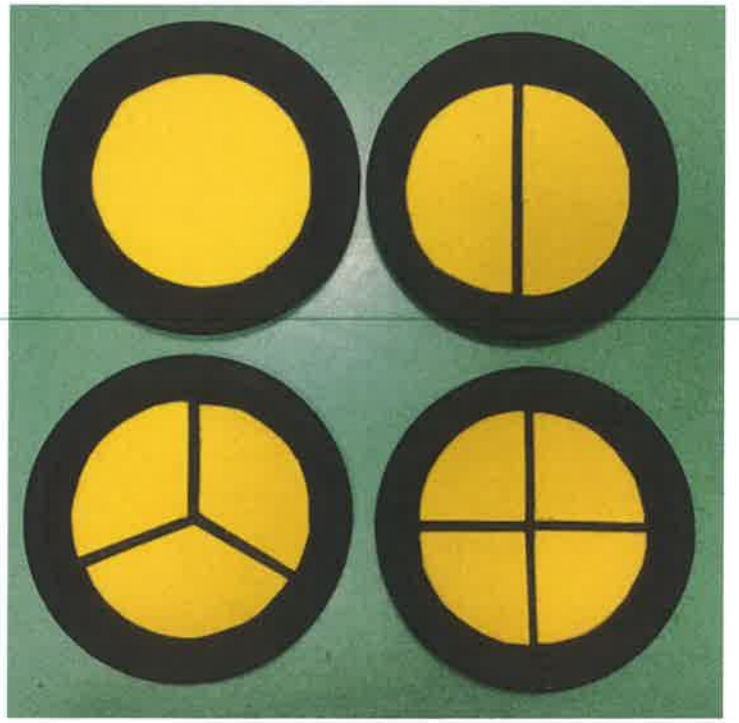
Accommodations:
Objects
Picture supports
Leveled prompting
Communication system
Differentiated material
Fraction plates

Multiple Intelligences:

☒Linguistic	☒Bodily Kinesthetic	☒Logical-Mathematical
☒Visual-Spatial	☐ Musical	☒Interpersonal
☐Intrapersonal	☐Naturalist	

Common Core Standards (http://www.corestandards.org/read-the-standards/) :
CCSS.MATH.CONTENT.3.NF.A.1
CCSS.MATH.CONTENT.3.NF.A.2
CCSS.MATH.CONTENT.3.NF.A.3

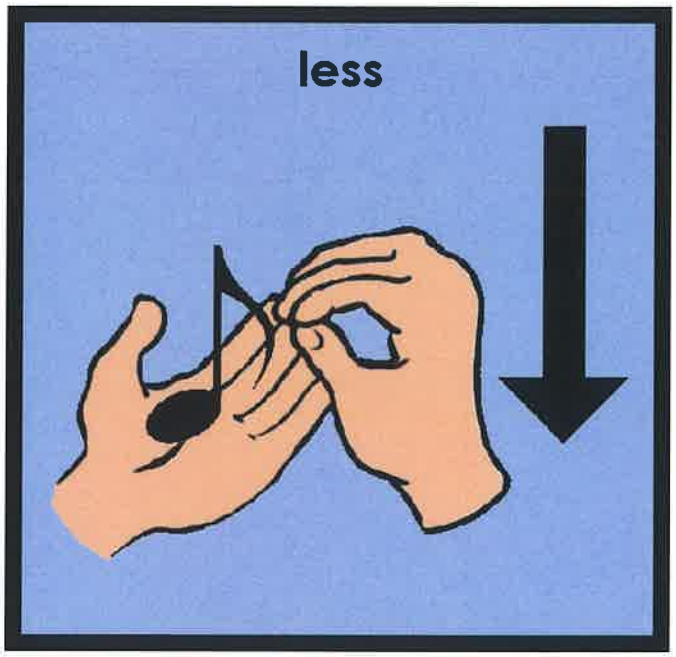
LCCE Competencies (Link to LCCE Competencies):
Link lesson appropriately to LCCE competencies. Click on the link above to view competencies.



*Use fraction plates for students with CVI

$\frac{1}{4}$	$\frac{3}{4}$
$\frac{2}{4}$	1


more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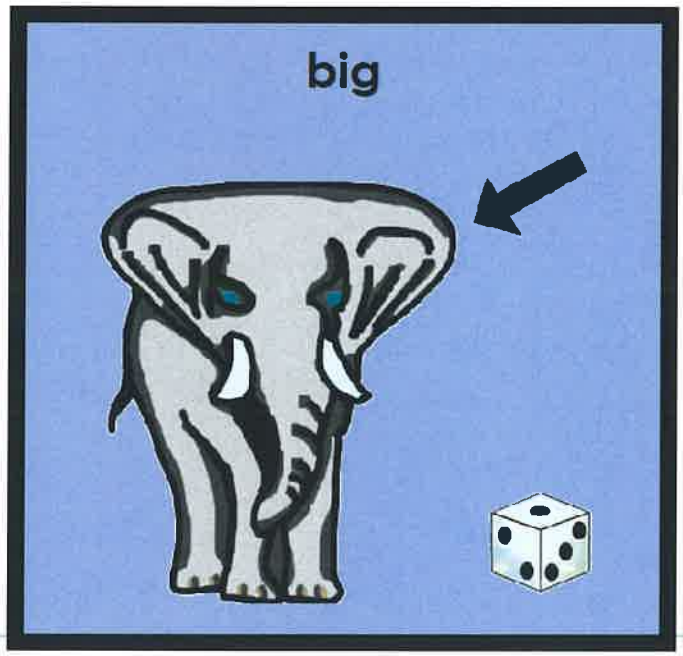
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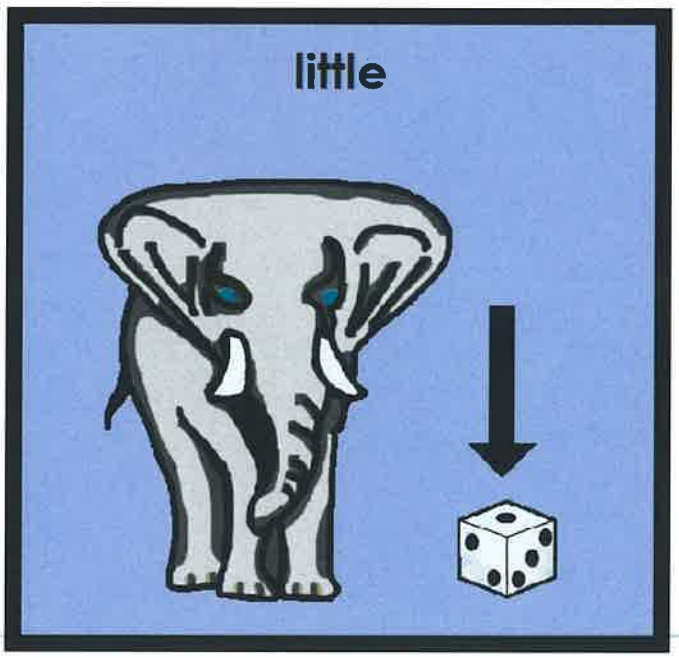
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Graham Cracker Fractions