Lesson Plan 3- 2nd Grade Fractions

**Fractions Readers Theatre**

Topic: Fractions

Grade Level: 2nd

SOL's: Math 2.3 a The student will identify the parts of a set/and or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths

2.3 b The student will write the fractions

Time Frame: 180 minute lesson (2 days of 90 minute lessons)

Background: Students will be grouped based on pre-assessment (same assessment that will be given at the end of the unit). Students will have had previous lessons about equal and not equal. Students should also have had experience with Readers Theatre before this lesson.

Objectives: The student will be able to explain the definition of a fraction. The student will be able to identify and write fractions

Materials: Deck of Playing cards, index cards for each student with fractions written on one side, document camera, white board, candy bar for each set of 4 students (big enough to share), fraction manipulatives (rainbow tiles, circles, food, cubes, etc.), readers theatre scripts

Assessment: 1) Presentation of Readers Theatre

2) \*Only for students who have scored 85% or higher on pre-assessment: Writing of Readers Theatre Script

3) Formal Assessment Quiz

**Activities:**

1) Day 1: Whole Group: Teacher will explain to students that they will be in a couple of different groups today and the next day and respect will be expected towards everyone they work with in order to meet their goals.

2) The teacher will hand out a playing card to each student (face down). Once all cards are handed out, the teacher will explain which area students should go for each suit. Students will turn cards over and go to their designated areas.

3) Once in groups, teacher will have one person in each group collect cards and take them to the teacher. The teacher will then hand out a candy bar to each group and tell them they may only eat the bar once they have equally divided the bar between each member of the group. This will get students discussing equal parts and if something is fair or not fair. The teacher should walk around asking questions about what the students are doing to solve the problem and ask some leading questions about the total number of students and how many parts each student should get, etc. After a few minutes of discussion, whether students have figured out how to share equally or not, the teacher will get students’ attention and have a discussion with the whole class about what they discovered with this activity and also lead the class toward answer if need be by demonstrated under document camera or using white board to draw a picture. If some groups did not get a chance to eat, they should be able to divide the bar equally now and eat.

4) Students will have been given a pre-assessment the previous week. Teacher will group students based on pre-assessment scores. Each student will be given a card with a fraction from the standard written on it (teacher will make sure students who need to be grouped together are) and students will be told that even if they don’t know what the numbers mean written this way, they just need to find the students in the class who have the exact same numbers (i.e. ½, 1/3, ¼, 1/6). **(grouping inspired by Kristina Doubet Day 1)**

5) Once students are in groups, the teacher will explain that each group will meet with the teacher today and tomorrow in a small group and while they are not working with the teacher, they will be doing review activities or games (can be worksheets, partner games, or ipad activities) of previous topics.

6) The teacher will have a rotation listed on the board or on chart paper so the students know when they will meet with the teacher.

7) When groups meet with the teacher, they will be in leveled groups based on their fraction pre-assessment. The pre-assessments will determine what they teacher does with each group to introduce and practice fractions. The teacher will use manipulatives such as fraction tiles, rainbow fraction circle pieces, food, items that can be grouped inside of yarn to show parts of groups, etc. to allow students to see and manipulate fractions. When exploring fractions, the teacher will be sure to write each fraction they show students and use the terms “Numerator” and “Denominator”, “Whole” and “Part”. Groups that already know what fractions are and can identify fractions will move on to word problems with fractions. Groups that are fresh to fractions will spend more time with manipulatives and modeling by the teacher and practicing vocabulary. Each group will meet with the teacher until the end of the period.

8) Day 2: Today will start similar to the way day one ended. Students will meet with the teacher in their same groups as day 1 (teacher can tweak the amount of time each group meets with them depending on needs).

9) After each group has met with the teacher for the amount of time the teacher sees is needed for practice like yesterday, they will stay for a bit longer for the teacher to explain the Readers Theatre project **(inspired by Diana Ferguson Day 2)**. There are three different options the teacher can assign to each group. There is a Fraction Readers Theatre already written that students will just practice reading with their group, there is a Readers Theatre with blank spaces that the students will have to decide which fraction vocabulary belongs in that blank (a fraction word wall will be available in the room), and there will be a blank template that students will use to write their own readers theatre **(differentiation of templates)**. The teacher will get groups started, whether it is practicing reading and reviewing vocabulary or helping to get started writing the script.

10) After ample work time, independent and with the teacher as needed, groups will present their readers theatre to the class. (If a group finishes before other groups, they could make props to go with their theatre for presenting).

**Fractions Readers Theatre Script**

**Developed by Ms. Walker’s Class with Dr. Rosalind M. Flynn**

**Stanton Elementary School \* Washington, DC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | Who wants some candy? | 6 | My one piece is the fraction, one | |
| All | Me! [gesture] |  | fourth. |  |
| 1 | But I only have one whole Mr. | 1 | And I still have two out of four | |
|  | Goodbar! |  | pieces left. | |
| All | Oh, man! [gesture] | 7 | Two fourths or | |
| 2 | I have to buy my own, then. | All | One half! | |
| 3 | Oh, snap! | 1 | So if I give a third piece away to | |
| 4 | I know how you can share your |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(8), | |
|  | whole bar! |  | we each have | |
| All | Great! How? [gesture] | 1, 5, 6, 8 | | One fourth of a Mr. |
| 4 | You need to know about fractions. |  | Goodbar! | |
| All | Fractions? What is a fraction? | All | [sound effect] | |
|  | [gesture] | 1 | I like this Fraction Action! | |
| 5 | A fraction is apart of a whole. | 8 | Who knows how you write a | |
| 6 | A hole in the ground? Did the |  | fraction? | |
|  | fraction fall in? | All | Me! I do! I do! | |
| All | [sound effect] | 9 | A fraction has two numbers | |
| 7 | No! A whole is one entire |  | written one on top of the other | |
|  | thing—like a cake | 10 | with a line in between. | |
| All | or candy! [gesture] | 2 | The top number has to be less | |
| 8 | See, your whole bar of candy can |  | than the bottom number. It’s | |
|  | be divided into pieces, |  | called the | |
| 9 | sections, | All | Numerator! [gesture] | |
| 10 | or parts. | 3 | The bottom number has to be | |
| 4 | Those equal parts are fractions! |  | greater than the top number. It’s | |
| 1 | So, if I divide my whole Mr. |  | called the | |
|  | Goodbar into four pieces, and I | All | Denominator! [gesture] | |
|  | give one piece away to | 4 | So for the fraction three fourths, | |
|  | \_\_\_\_\_\_\_\_\_\_\_ (5), I still have |  | three is the | |
|  | three pieces left. | All | Numerator! [gesture] | |
| 5 | Right. I have a fraction of your | 4 | And four is the | |
|  | whole candy bar. One of your | All | Denominator! [gesture] | |
|  | four pieces. | 4 | Got it? |  |
| All | Or one fourth! | All | Got it! [gesture] | |
| 1 | And my three pieces are also a | 7 | Okay, I got it about the fractions, | |
|  | fraction? |  | but I didn’t get any candy! | |
| 2 | Three out of four. | All | Me neither! | |
| All | Three fourths! | 1, 5, 6, 8 | | Mmmmmm, even a |
| 1 | Then, if I give another piece away |  | fraction of a candy bar is good! | |
|  | to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(6), I have |  | [gesture] | |
|  | two pieces left. | All | [sound effect] Hmph | |

Developed with Educational Drama Specialist Dr. Rosalind M. Flynn (www.RosalindFlynn.com)