

Grade 5 Math Lesson	Outcome: 5.10 - Compare and order fractions (to the thousandth)
Materials Needed: - Notebooks - Computers/Headphones - Deck of cards - Whiteboard tables - iPads - Explain Everything App	Time Required: ~ 80 minutes

Prior Knowledge:
Students have already been working on relating fractions to decimals, and are aware of how to represent both pictorially and numerically. They have also learned about equivalent fractions and how to find them. Today we will tune into comparing two fractions before we move onto multiple fractions later this week.

Tuning In Activity:
Put the following prompt up on the screen: Mary ate $\frac{3}{4}$ of a pizza and Bob ate $\frac{3}{5}$. Who ate more pizza?

-Students can use a strategy of their choice to represent the answer.
-Students can share their strategies with their table mates, and with the class during a whole group discussion.
-Most students will likely have drawn images or pictorial representations to share their understanding of the pizza fractions.

Whole class mini lesson activity:
-There are different ways to compare fractions, we can use manipulatives, draw representations -this can sometimes be difficult when our fractions have different denominators (this is already known by students)
- Which is larger $\frac{5}{10}$ or $\frac{4}{5}$? Demonstrate the two ways we can find out which is bigger? Pictorially and using a common denominator.
- Share your results with a table partner
- Have students practice a few sets of numbers.

Learning Activity: Math Stations
Each student will spend ~ 20 minutes at each station (20 students = 4 or 5 people at each station).
Station 1: Mathletics - login to your mathletics account. Complete the intro activity and then the challenges set by the teacher.
Station 2: Fraction War. With a partner and a deck of cards, each partner will make a fraction. Work together to determine who has the bigger fraction. The winner is the person with the most cards at the end of the timer. (More directions given to students on a paper)
Station 3: Meet with the Teacher (as needed) to go over the strategies again or review some foundational ideas on fractions and decimals.
Station 4: Explain Everything App. Share your understanding of comparing two or more fractions using the strategy that you prefer.

Closing/Formative Assessment
By the end of the two period block, students will have been required to share their understanding of comparing two fractions using the iPad app, Explain Everything. Students will then post these to their blogs for teacher review and assess.

Independent working level of most students

Measuring prior knowledge/skill level

Scaffolding - Teacher does, students watch. Developing the ZPD

→ Scaffolded learning. Starts easy + becomes more challenging with success

→ Social learning

→ ZPD

→ Independent learning. Cognitive lev. achieved

I do, You watch!

I do, You help!

You do, I help!

You do, I watch!