

# Lesson Plan for KNP Activity

## F 7701.2: Fraction Squares - Is it Fair?

<b>Teacher Planning Notes:</b>	
<b>Task Group Number:</b> 7701	<b>Task Group Name:</b> Fraction Squares
<b>Strand:</b> Fractions	<b>Activity Level and Color:</b> 2 Blue
<b>KNP Activity Link with access to Printables and Student Instructions:</b> <a href="/knp/activity.php?id=7701.2&amp;prefix=F">/knp/activity.php?id=7701.2&amp;prefix=F</a>	
<b>Numeracy Target:</b> Facile partitioning (e.g. verifying a shape has been partitioned into fourths or eighths) <a href="#">Numeracy Targets Chart</a>	
<b>Fluency Benchmark:</b> Fractions Fluency with fractions	
<b>Kentucky Academic Standard(s):</b> <a href="#">KY.2.G.3</a> , <a href="#">KY.3.G.2</a>	
<b>Student-Friendly Learning Target:</b> I am learning to determine if a rectangle has been partitioned fairly. I am learning to determine whether or not a shaded portion of a rectangle is a stated amount.	
<b>Suggested Student Grouping(s):</b> individual/partners/small group	
<b>Materials:</b> Fraction Sort Cards sets A through H, Sorting Board, Answer Cards	

**Activity Description:**

Students work individually, in pairs or in a group to sort one set of cards at a time, starting with set A. Place the "rule" card for the set in use at the top of the sorting board. The rule card states the type of sorting that should happen for that set (e.g. "halves" and "not halves") Then students sort the remaining cards, either working collaboratively or taking turns choosing, then placing, a card. An answer card is available for students to check work independently if needed.

If a student is struggling to see if two regions on a card are equivalent, it may be helpful to cut the card apart and let student make direct comparisons between portions.

The card sets are labeled A through I and progress in difficulty.

As an extension, laminate the blank cards. A student (or the teacher) will use a dry erase marker to partition the shape on the card and/or shade in a region. The other students then decide on which side of the sorting mat the card belongs.

Level "I" is beyond the scope of the standards listed. It is included as an extension activity for kids that are ready.

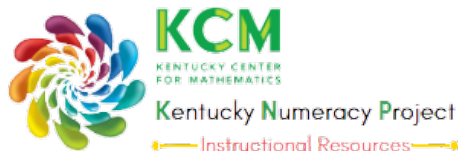
**Teacher Notes:**

Students are implementing math practice 3 by critiquing the visuals created by another.

**Evidence of Learning (Diagnostic Assessment of Progress):**

Ask student to sort card Set F and/or Set G independently.

**KNP ID #F 7701.2**



[www.kymath.org](http://www.kymath.org)  
[kcm@nku.edu](mailto:kcm@nku.edu)