

# Lesson Plan for KNP Activity

## F 7701.3: Fraction Squares - What fraction part am I?

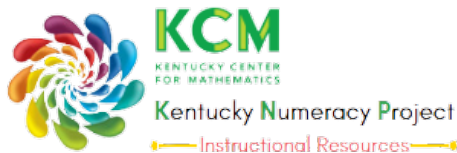
<b>Teacher Planning Notes:</b>	
<b>Task Group Number:</b> 7701	<b>Task Group Name:</b> Fraction Squares
<b>Strand:</b> Fractions	<b>Activity Level and Color:</b> 3 Green
<b>KNP Activity Link with access to Printables and Student Instructions:</b> <a href="/knp/activity.php?id=7701.3&amp;prefix=F">/knp/activity.php?id=7701.3&amp;prefix=F</a>	
<b>Numeracy Target:</b> Beginning to understand a fraction as a measure, i.e. interpret $\frac{3}{4}$ as the size of 3 one-fourth pieces <a href="#">Numeracy Targets Chart</a>	
<b>Fluency Benchmark:</b> Fractions Fluency with fractions	
<b>Kentucky Academic Standard(s):</b> <a href="#">KY.3.NF.1</a>	
<b>Student-Friendly Learning Target:</b> I am learning to name a fractional part, when using Fraction Squares Pieces, given the part and the whole.	
<b>Suggested Student Grouping(s):</b> individual/partners/small group	
<b>Materials:</b> EAI Fraction Squares Pieces (Blue, Brown, Yellow, Red and Orange layers), Activity sheet (1 per student)	

**Activity Description:**

Use the EAI Education Brand Fraction Squares that do not have fraction labels on the pieces. Have students spend some time working with materials and verbally before using the written recording sheet. Lay out a blue square and a yellow rectangle. Say "The Blue Square is my whole. What fraction of the blue square is this yellow rectangle." Give student(s) time to reflect and discuss. Leave other rectangles out (including the remaining yellow rectangles) visible to students and allow students to use them if they choose. Students should identify the yellow rectangle as "one fourth" because "It takes 4 of the yellow rectangles to make (or cover) the square." Continue with similar questions using different wholes and parts. As students get more comfortable, ask for the fractional name of "3 yellow rectangles". Help students see that if one yellow rectangle is "one - fourth", then having 3 yellow rectangles means we have "three fourths". After students are comfortable naming the fractions verbally and explaining their thinking, they can be asked to complete a recording sheet working independently or in pairs.

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

Lay out the Fraction Square Pieces. Ask "If the brown rectangle is my whole, what fraction of the brown is one red rectangle? Then ask, "If the blue is my whole... what fraction of the blue is the yellow rectangle?". If student answers one-fourth for each, ask "Explain how they can both be one-fourth."

**KNP ID #F 7701.3**

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