Lesson Plan for KNP Activity
F 7703.4: Rods and Strips: Build It! Draw It!

Teacher Planning Notes:

Task Group Number: 7703	**Task Group Name:** Rods and Strips
Strand: Fractions	**Activity Level and Color:** 4 Purple

KNP Activity Link with access to Printables and Student Instructions:
/knp/activity.php?id=7703.4&prefix=F

Numeracy Target: Understand a fraction as a measure
Numeracy Targets Chart

Fluency Benchmark: Fractions Fluency with fractions

Kentucky Academic Standard(s): [KY.3.NF.1](KY.3.NF.1)

Student-Friendly Learning Target: I am learning to build one whole or a given fraction using Cuisenaire Rods, when given a fractional part. Given the drawing of a fractional part, I am learning to draw one whole or a given fraction.

Suggested Student Grouping(s): partners/small group

Materials:
Cuisenaire Rods, "Build It!" Question Cards (sets A & B), "Draw-it!" recording sheet, 1 per student

Activity Description:
Begin with card set A. Player 1 (or the teacher) draws a card and reads it aloud to the group. Each student uses cuisenaire rods to make a possible whole, given the fractional part. Ask students to compare work. Bring attention to the fact that one whole could be built in different ways, but all ways should have equivalent length. (Clarify that with cuisenaire rods, we want to focus on length, so rods should be placed in a line.) For example, if the yellow rod is one-fourth, one whole could be built using 4 yellows or 2 oranges (placed end to end), or 1 yellow and 2 oranges. As long as the wholes are 4 times as long as the yellow rod, the answer is correct. After completing card set A, ask students to complete the \"Draw It!\" Activity Sheet for set A. Repeat the process with Card Set B.

Teacher Notes:
A \"Color Template\" for cuisenaire rods is included for students who are color blind or have trouble with the color words. This activity is supportive to 3.NF.2

Evidence of Learning (Diagnostic Assessment of Progress):
Make cuisenaire rods available. Set out the dark green rod. Say, \"suppose this is three-fourths of a bigger rod. Can you show me, using these pieces, what one-fourth looks like?\" After, ask \"what might one whole look like?\"