

# Activity: Fractions as Numbers

## Numbers and Operations in Fractions

<b>Concept</b>	To understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .
<b>Materials Needed</b>	Each student will need <ul style="list-style-type: none"> <li>■ a class list of names,</li> <li>■ a whiteboard,</li> <li>■ dry erase marker,</li> </ul>
<b>Directions</b>	Each student will practice writing fractions based on the vowel/total letters in each student's name. <ul style="list-style-type: none"> <li>■ The student will look at the first name on the list. (Example: Allison).</li> <li>■ The student will count how many vowels are in the student's name. (3)</li> <li>■ The student will then count how many total letters in the child's name. (7)</li> <li>■ The student will then practice writing the fraction on the whiteboard. (<math>3/7</math>)</li> <li>■ The student will continue to practice writing fractions based on number of vowels/total letters in each classmate's name.</li> </ul>
<b>Differentiate</b>	To differentiate instruction for students struggling with fractions, the teacher may have an already prepared class list of names with the denominator already written beside each name. The student would then practice finding the numerator for each fraction. (The opposite would work also, having the numerator already completed and students filling in the denominator.)  To differentiate instruction for advanced students, the teacher may ask students to <ul style="list-style-type: none"> <li>■ write fractions for last names, or</li> <li>■ create another way to write fractions for classmates' names. (Example: consonants/number of letters)</li> </ul>
<b>CCSS</b>	<b>Third Grade—Number and Operations—Fraction—3.NF.1</b> Other grade levels this could work for: <ul style="list-style-type: none"> <li>■ First: If the lesson revolved around four-letter words, and <math>1/2</math> or <math>1/4</math> of the letters were vowels. (1.G.3)</li> <li>■ Second: If the lesson revolved around three or four-letter words, and <math>1/3</math>, <math>1/2</math>, or <math>1/4</math> of the letters were vowels.</li> </ul>