	Today's Lesson: To write fractions to describe shaded parts of rectangles.
CCSS	Number and Operations, 3rd Grade. (Understand a fraction as the quantity formed by one part when a whole is partitioned into equal parts.) 3.NF.1
Focus Lesson 1 (I do)	*"We have been learning about equal parts. Today we are going to learn how to describe one or more equal parts by writing numbers known as fractions."* Begin the lesson by writing some known fractions on the board. *"Where have you seen numbers like this before?"* Let children share different examples. (Example, measuring cups, recipes, signs in stores, etc.) Tell the children that these special numbers are called fractions. The teacher will take a piece of paper and fold it into 6 equal parts. Then the teacher will shade in 2 of the 6 parts. The teacher will then point out that 2 of the 6 parts are shaded in. *"The way that we show that 2 of the 6 parts are shaded in is to write the fraction 2/6. 2/6 is called a fraction, because it tells what part of the whole is shaded in."* Next, the teacher will shade in 2 more parts, so that 4 of the 6 parts are now shaded in. The teacher will ask the students to think about what this fraction would be. (Students can then discuss their answer and thinking process with an elbow buddy.) The teacher and students will discuss that this fraction would be 4/6, and they will all share how they arrived at this fraction. The teacher will then finish the focus lesson by teaching the students that the number above the bar is called the numerator because it tells the number of equal parts that are shaded in. The number below the bar is called the denominator because it tells how many equal parts are in the whole.

Round of Daily 3 Math

Focus Lesson 2 (We do)	The teacher will have their own name on the board. *"We are going to practice fractions by using our names."* The teacher will then point to the name on the board. *"First we are going to practice with my name. My name is Jessica. How many total letters are there in my name?"* (7) *"Next, I need to know how many vowels are in my name?"* (3) *"The fraction that represents how much of my name is made up of vowels would be 3/7. Now you are going to work with a partner, and use your own names to find the fraction of vowels in your name."* The students will then find a partner and work together to come up with their own specific fractions. The teacher will ask students to share their fractions with the class. The teacher will remind students to use terms such as numerator and denominator when discussing their fractions.

	*Discussion should follow about patterns made by even and odd numbers. The teacher should also remind students that the patterns (0, 2, 4, 6, 8) can be used for determining odd and even numbers greater than 20.
Round of Daily 3 Math	
Focus Lesson 3 (You do)	The teacher will write the following fractions on the white board or chart paper: 2/3, 1/3, 3/3. The teacher will then ask the students to pick a fraction, draw an example of the fraction, and label which number is the numerator and which number is the denominator.
Student Sharing	