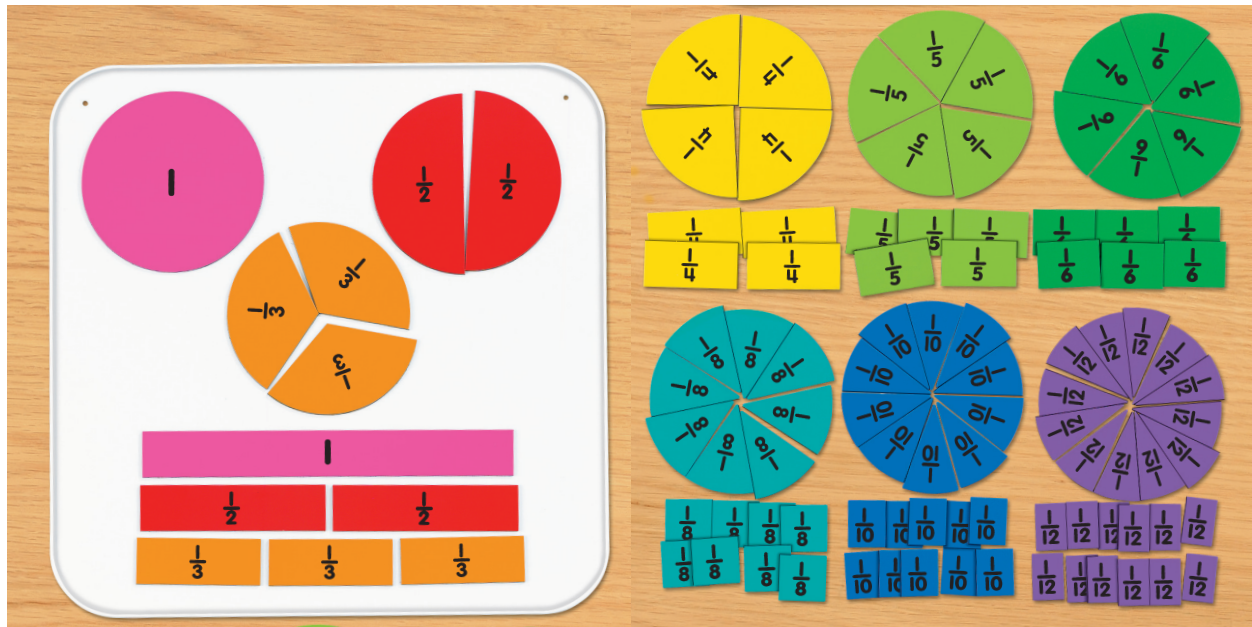


BUILDING FRACTIONS MAGNETIC BOARD



RR379 - BUILDING FRACTIONS MAGNETIC BOARD

Help students visualize parts of a whole...and explore concepts of equivalency in a highly concrete way! Our 12" x 12" board comes with over 100 colour-coded magnetic pieces—all clearly labeled with fractions. Students can combine the pieces to create a whole...mix & match pieces to compare equivalent values, compare fractions and more! Includes a guide with differentiated instruction strategies.

KEY FEATURES

- Magnetic board with over 100 colour coded magnetic pieces

TARGET AREAS

- Concepts of fractions: wholes and parts
- Supports: Differentiated Instruction, Visual learners, special education, ELL, and Whole Group and Small Group Learning
- Introduces specific mathematical vocabulary for fractions

ASSESSMENT

- Assessing students' understanding of fractions, comparing fractions, wholes and parts, and equivalent fractions



LESSON PLAN FOR BUILDING FRACTIONS MAGNETIC BOARD

Before

After setting up the magnetic board, explain the colour coded features and have the students take some time to ask questions before beginning your lesson.

Familiarize your students with some of the vocabulary that will be used in the lesson and provide them with definitions. Write the following words on the board or on chart paper to start a word bank for the students' reference during the lesson: whole, part, fraction, circle, denominator, numerator, bar, equivalent, mixed number, simplify, lowest common denominator.

During

After you have familiarized students with the magnets that you will be using, you can now introduce them to the lesson by explaining wholes and parts. Find the whole circle or bar and ask the students how they might share this whole with one friend and introduce the $\frac{1}{2}$ magnet and show how two of these equals the same as the whole piece. Place the pieces on the board and have the students compare to see that they are the same. Write $\frac{1}{2}$ on the board or on chart paper and explain that because you have divided the whole in to two pieces that you now have the fraction $\frac{1}{2}$ with a 2 on the bottom.

Continue by asking students how they might share a whole piece with three or four friends. When you have gone through all the fractions, have students experiment on their own using different ways to make a whole. Introduce comparing equivalents. Show students two equivalent fractions such as $\frac{1}{2}$ and $\frac{2}{4}$. Ask the students to compare the two. Have them do this with different fractions and record the equivalents they find on the board or in a math journal. You may also want to introduce the concept of simplifying here. Demonstrate how there are different ways to show the same fraction and to use the one with the lowest common denominator. Have the students compare fractions by placing two different fractions on the board and ask them to make comparisons. Write their answers on the chart paper or blackboard. You can also use the greater than and less than symbols to aid in the demonstration. For example, place $\frac{1}{2}$ and $\frac{1}{6}$ on the board. Ask students: "Are they the same size?" "Which one is bigger?" You can also have them compare one of the fractions to a whole. Ask: "Is it bigger or smaller than a whole?" Continue this with all the fractions.

After

Have the students continue these activities themselves and record their findings in a math journal.

EXTENSION ACTIVITIES

- Introduce mixed numbers
- Writing word problems using fractions
- Converting fractions to decimals
- Converting fractions to percents
- Fraction equations

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