

Fraction Concepts

Third Grade

These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

Some of the activities listed below work well in a remote environment and can be easily added to your virtual classroom. The activities that can be used remotely are designated as such.

PE MONSTER GAME MAT O 1	 Give each student a laminated Pie Monster Game Mat 01 and a dry erase marker. Display a puzzle from Level 2 and have students represent that puzzle on the mat. Have them write a number to represent the total number of pieces of pie that Pie Monster has to eat. Then say, "What if Pie Monster got more pies? How many pieces of pie would Pie Monster have now?" Have students use their game mats to solve and write the new answer on the line. Share answers. Repeat with other puzzles and adding a different number of pies.
	 Display the first puzzle from Level 3. Discuss how this puzzles compares to the Levels 1 and 2 puzzles. Have students represent this puzzle on paper or a whiteboard and show how they would solve it. Share several examples. Work together to write the number. Discuss how to count unit fractions and equivalence to mixed numbers. Repeat with other puzzles in Level 3.
Example PUZZETALK Classroom Inhanced Student Work Mare: Date: Jee the baker baked 2 apple pies for the Hughes family. There are 8 people in the Hughes family. The family shared the pies equally. How much pie did each family member get?	 Pose the following problem to students: Joe the baker baked 2 apple pies for the Hughes family. There are 8 people in the Hughes family. The family shared the pies equally. How much pie did each family member get? Have students share their strategies with the whole group. (Can be done remotely)
EPIZZLETALK Classroom Enhanced Student Work Mare: Date Jose the backer backed 7 apple pies to sell in his shop. Four people came in at the same time to buy pie. Jose sold the 7 pies to the four people. Each person got an equal amount of pie. How much pie did each person buy?	 Pose the following problem to students: Joe the baker baked 7 apple pies to sell in his shop. Four people came in at the same time to buy pie. Joe sold the 7 pies to the four people. Each person got an equal amount of pie. How much pie did each person buy? Have students share their strategies with the whole group. <i>(Can be done remotely)</i>
Pre-Work Name:Classroom Extensions Classroom Extensions Class Solve 321 x 45 using two different strategies?	• If you are using Puzzle Talks as part of your remote learning plan, it is important to think about how to maximize the learning in the virtual environment. One strategy might be to do Pre-Work. Pre-Work encourages students to think about the concept prior to the Puzzle Talk.



Name:	_ Date:	

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As the denominator of a fraction gets bigger, the size of the fractional piece gets smaller. Why is this true? Explain.

 $\frac{1}{2}$ and $\frac{4}{8}$ are called *equivalent fractions*. How can these two fractions be equal when their numerators and denominators are not the same?

Cameron and Omar ordered identical sub sandwiches. Cameron ate $\frac{1}{3}$ of his sandwich. Omar ate $\frac{2}{6}$ of his sandwich. Who ate more? Explain.