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| STRAND: Number + Measurement SUBSTRAND: Fractions (A) + Time (B) STAGE: 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TERM: | 1 | | 2 | 3 | | | 4 | | WEEK: | | 1 | | 2 | | | 3 | 4 | | | 5 | | 6 | 7 | | | 8 | | | 9 | 10 | | 11 |
| AHC-ICON-Aboriginal Torres Strait Islander histories-300dpiAboriginal and Torres Strait Islander histories and cultures | | A-ICON-Asia Australias engagement with Asia-300dpiAsia and Australia’s engagement with Asia | | | S-ICON-Sustainability-300dpiSustainability | | | CCT-ICON-critical creative thinking-300dpiCritical and creative thinking | | EU-ICON-ethical understanding-300dpiEthical understanding | | | | | ICT-ICON-300dpiInformation and communication technology capability | | | IU-ICON-intercultural understanding-300dpiIntercultural understanding | | | L-ICON-literacy 300dpiLiteracy | | | N-ICON-numeracy-300dpiNumeracy\* | | | | PSC-ICON-personal social capability-300dpiPersonal and social capability | | | WE-work and enterprise-300dpiWork and enterprise | |
| ***What are we learning to do (WALT):***  Represent, compare and order unit fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100  Express mixed numerals as improper fractions and vice versa.  Convert between 12- and 24- hour time. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | | |
| **Monday** | | | | | | **Tuesday** | | | | | | **Wednesday** | | | | | | | **Thursday** | | | | | | | | **Friday** | | | | | |
| ***What I’m Looking For (WILF):***  ***Compare and represent mixed fractions*** | | | | | | ***What I’m Looking For (WILF):***  ***Compare and represent mixed fractions*** | | | | | | ***What I’m Looking For (WILF):***  ***Compare and represent mixed fractions*** | | | | | | | ***What I’m Looking For (WILF):***  ***Converting between 12 and 24 hour time*** | | | | | | | | ***What I’m Looking For (WILF):***  ***Converting between 12 and 24 hour time*** | | | | | |
| **Lesson Breakers** | | | | | | **Lesson Breakers** | | | | | | **Lesson Breakers** | | | | | | | **Lesson Breakers** | | | | | | | | **Lesson Breakers** | | | | | |
| **Introduction**  **Streamers:**  Give students 1m streamers and ask them to divide them into 1/12,1/ 10,1/ 8,1/ 6, 1/5,1/4,1/ 3 and 1/2 with these numbers being the denominator. Ask students to explain the relationship with what happens to the streamer as the number gets smaller. Students glue 1 part of each into their book or onto paper. | | | | | | **Introduction**  **Pizza:**  Students divide circles into different fractions that is given by the teacher to gain a better understand that the larger the denominator the more parts there are in the fraction. They can glue these into their books or onto a sheet of paper. | | | | | | **Introduction**  **Playing card game:**  Players draw two cards (a numerator and denominator) and place the fraction on a number line. If players draw out two cards with the same dominator they can add them together, whoever adds the most cards together wins. | | | | | | | **Introduction**  ***Ignition Activity***  Have students make a clock face with the twelve-hour markings shown in the inner circle and the twenty-four markings on an outer circle. Use this to convert between am/pm notation and 24-hour time.  Introduce 24-hour time. Discuss with students where it is used, why this form of time might be useful and who uses it. Ask students to show 24-hour time on a time line and record a.m. and p.m. | | | | | | | | **Introduction**  ***Matching Times***  In pairs, students are given two blank cards. They record the time in am or pm notation on one card and 24-hour time on the other. The teacher collects the cards, shuffles them and redistributes the cards to the class. Each student has to find their partner by asking other students questions to identify the matching time. Students can only answer ‘yes’ or ‘no’. Possible questions include: ❚ do you have an o’clock time? ❚ is your time ten minutes after 7:15 am? ❚ is your time 2130 in 24-hour time? Students then group themselves into am and pm times. Each group then orders its cards. | | | | | |
| **Body**  Using diagrams demonstrate how to express mixed numerals as improper fractions and vice versa.    4/ 3 = ?    7/4 = ?      2 1/4 = ? | | | | | | **Body**  Students identify flash cards and sort the fractions into piles of: Proper, Improper and mixed fractions.  Mixed Fraction card game: students (In pairs) get three cards and have to make a mixed fraction e.g. 2 2/3, students then turn over their fraction to see who has the largest fraction. | | | | | | **Body** | | | | | | | **Body**  **A Day In My Life**  Students list at least eight things they do on a particular day of the school week along with the time they do each activity. They then record these times on a sheet of clock faces. Students convert the times to 24-hour time.  They use the 24-hour times and activities to draw a timeline using an appropriate scale.  Possible questions include:  ❚ how could you order the events according to the time taken? | | | | | | | | **Body**  **Calculating Elapsed Time**  The teacher provides students with a copy of a television guide. Students are told that they can record 180 minutes total. Students use the television guide to calculate the duration of programs they would like to tape. Students then record their information in a ‘program table’ using 24-hour time.  Possible questions include:  ❚ how did you work out elapsed time?  ❚ did you manage to use the whole 180 minutes? | | | | | |
| **Conclusion**  **Drag and Drop Fractions**  (Studyladder)  Drag and drop the fractions onto their correct position on the number line. | | | | | | **Conclusion**  **Fractions on a Number Line – StudyLadder**  <http://www.studyladder.com.au/>  learn/mathematics/activity/4512?  retUrl=%2Flearn%2Fmathematics  %2Ftopic%2Ffractions-and-decimals-444 | | | | | | **Conclusion**  **Converting Improper Fractions**  **to Mixed Numbers**  – StudyLadder  <http://www.studyladder.com.au/>  learn/mathematics/activity/4512?  retUrl=%2Flearn%2Fmathematics  %2Ftopic%2Ffractions-and-decimals-444 | | | | | | | **Conclusion**  <http://resources.oswego>.  Org/games/StopTheClock/  Sthec5.html | | | | | | | | **Conclusion** | | | | | |
| **Resources**   * Studyladder * 1m streamers * Books or paper | | | | | | **Resources**   * Studyladder * Circles * Fraction cards   (Proper, Improper and mixed fractions). | | | | | | **Resources**   * Pack of cards * StudyLadder   <http://www.studyladder.com.au/>  learn/mathematics/activity/4512?  retUrl=%2Flearn%2Fmathematics  %2Ftopic%2Ffractions-and-decimals-444 | | | | | | | **Resources**   * Blank clock templates   <http://resources.oswego>.  Org/games/StopTheClock/  Sthec5.html | | | | | | | | **Resources**   * Blank cards | | | | | |
| **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | |