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| STRAND: Number + Measurement SUBSTRAND: Fraction (A) + Time (B) STAGE: Stage 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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):***  Model and represent fractions of denominators 2, 3, 4, 5 and 8.  Count by quarters, halves and thirds, including with mixed numerals.  Recognise the coordinated movements of the hands on a clock.  Convert between seconds, minutes, hours and days. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | | **Tuesday** | | | | | | | | **Wednesday** | | | | | | | | | **Thursday** | | | | | | | |
| ***What I’m Looking For (WILF):***  ***To model a fraction as part of a whole and count using ½ ¼ ,1/8*** | | | | | | | ***What I’m Looking For (WILF):***  ***To model a fraction as part of a whole and count using ½ ¼ ,1/8*** | | | | | | | | ***What I’m Looking For (WILF):***  ***To model a fraction as part of a whole andcount using ½ ¼ ,1/8*** | | | | | | | | | ***What I’m Looking For (WILF):*** | | | | | | | |
| **Lesson Breakers** | | | | | | | **Lesson Breakers** | | | | | | | | **Lesson Breakers** | | | | | | | | | **Lesson Breakers** | | | | | | | |
| **Introduction**  **Explain that a fraction is a part of a whole.**  Fractions are used in different ways:   * To describe equal parts of a whole * To describe equal parts of a collection of objects * To denote numbers (e.g. ½ is midway between 0 and 1 on the number line)  |  | | --- | | **Counting**  Skip counting by ¼ ½ and 1/3 using a number line ensuring we extend beyond one. | | | | | | | | **Introduction**  **Fraction Bingo** You need : one set of fraction picture cards. Each player needs a blank Bingo card divided into 5x5 squares. Players write stated fractions on the board filling it up. Caller shows pictures. Players use counters to cover it on their board. First player to get three counters in a row is the winner. | | | | | | | | **Introduction**  Class counting starting from one fifth. Add a fifth until 4 whole is reached. (Play again but count by quarters, halves or thirds)  [www.studyladder.com.au](http://www.studyladder.com.au) – Orange – Identifying fractions | | | | | | | | | **Introduction**  As a class brainstorm activities students generally do in one school day, eg:   * wake up * breakfast * get ready for school * bell goes at what time?   Record on card, limit to about 10 general items.  Several students hold a card each and place them in chronological order.  Reorder them from the activity that  takes the least amount of time to the  most time.  All these activities take up one day. Some last for minutes (getting dressed), some take longer (going to school).  Discuss and demonstrate on an analog clock:   * time/minutes between each numeral (5 minutes) * 60 minutes = 1 hour * 60 seconds = 1 minute * Minutes from the twelve to any other numeral | | | | | | | |
| **Body**  **Circular Fractions:** Students are given  paper circles and asked to imagine that  it is the top view of a cake. They use  pencils or popsticks to show where they  would cut the cake to have two, three,  four, five and eight equal slices. Guide  the students to use fractional language:  I have cut my cake into fifths, thirds, etc | | | | | | | **Body**  **Number Line Fractions:**  Distribute fraction cards, e.g. 1/8, 2/8, ¼, 3/8, 4/8, 2/4, ½, 5/8, ¾, 1 ¼, 1 ½, and place cards for 0 and 1. Discuss where to place ½, ¼ and 1/8 and have students peg cards on a string number line in the appropriate place and explain their reason why. Place all remaining cards. What happens when students try to put equivalent fractions on the number line? | | | | | | | | **Body**  **Make a whole**   * Each student has 4 strips of paper.  |  | | --- | |  |   Label one piece of paper “one whole”. Fold next strip into 2 equal parts and cut along the fold. Ask what would we call each part? Then label each part ½ . Continue with students making ¼ and 1/8 strips. Each part has to be labelled and initialled. Organise students into groups of 4to play “Make a Whole”. Students place their “one whole” strip in front of them. Roll a die labelled ½ ¼ 1/8. Each student rolls die in turn. The aim is to collect enough parts to make one whole. | | | | | | | | | **Body**  Each child takes a turn doing something for  one minute (draw a picture, jump, write their  name over and over etc.) and the other child  times by watching the second hand do a full  revolution.  **Investigation**  Students time activities in class that might  take 60 seconds (1 minute) 2 minutes, 5  minutes, etc. then practise estimating how  long a task has taken. During the activity  watch the second hand, minute hand and  hour hand make revolutions | | | | | | | |
| **Conclusion**  <http://www.bbc.co.uk/staticarchive/>  6febdb73c01d4a0a256cb3865c23767  6465e39c7.swf | | | | | | | **Conclusion**  [www.fractionmonkey.co.uk](http://www.fractionmonkey.co.uk)  Play the game using monkeys to be placed on a number line. | | | | | | | | **Conclusion**  **Investigation: Fraction Match Up**  Half the class take a card which has a picture of a circle showing a coloured fraction.  The rest take a card with a fraction written on it. Students move around the room until they find a match and sit together. | | | | | | | | | **Conclusion**  In pairs students estimate, then measure the amount of ‘claps’ it takes to complete a given task e.g. write their name 5 times. Record results on a table | | | | | | | |
| **Resources**   * Paper circle   <http://www.bbc.co.uk/staticarchive/>  6febdb73c01d4a0a256cb3865c23767  6465e39c7.swf   * Pencils * Paddle pop sticks | | | | | | | **Resources**   * 5x5 bingo squares   [www.fractionmonkey.co.uk](http://www.fractionmonkey.co.uk)   * fraction cards, e.g. 1/8, 2/8, ¼, 3/8, 4/8, 2/4, ½, 5/8, ¾, 1 ¼, 1 ½, * numberline | | | | | | | | **Resources**  [www.studyladder.com.au](http://www.studyladder.com.au) – Orange – Identifying fractions   * paper strips * dice * fraction circles | | | | | | | | | **Resources**   * stopwatch | | | | | | | |
| **Reflection/Check In** | | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | |