

Manchester College
Education Department
Chase Estepp

Lesson: ____ **Thirds** _____

Length: ____ **45 Minutes** _____

Age or Grade Level Intended: ____ **1st Grade** _____

Academic Standard(s):

Math 1.1.7 Recognize when a shape is divided into congruent (matching) parts.

Performance Objective: The student will complete the Practice and Problem Solving worksheet with 100% accuracy.

Assessment: Walk around and check each student's worksheet making sure they have completed all the problems and they are correct. If they have only missed one or two then have them correct them and then put in their mailbox. If they missed more and need more practice then take them to the back table for a reteaching lesson while the other students finish up.

Advanced Preparation by Teacher:

- Prepare the worksheet for students
- Have the portable marker board and marker ready for the introduction to the lesson

Introduction/Motivation:

Yesterday we talked about fourths and how to find out whether or not an object is divided into four equal parts. Well today we are going to talk about thirds and the fraction $\frac{1}{3}$. If an object is divided into thirds then that means it has to be divided into three equal parts.

Step-by-Step:

- 1.) Have the students head over to the meeting area where we are going to talk about thirds and how to find the object that has three equal parts.
- 2.) Draw the fraction $\frac{1}{3}$ on the marker board and ask the students what that fraction means. Offer for the students to respond and then explain that it means there are three

equal parts and you are taking 1 of those parts so then it means you have 1 out of the 3 equal parts.

- 3.) Explain to the students that just when we were working with halves and fourths, thirds has to have equal parts for it to be considered having a third.
- 4.) With the circle from earlier on the board, draw two more and break the other two into fourths and halves. Ask the students whether they think $\frac{1}{3}$ is bigger or smaller than $\frac{1}{4}$. Then explain why. And do the same for $\frac{1}{3}$ and $\frac{1}{2}$.
- 5.) Talk to the students about acting like the circle is a pizza and whether you would want $\frac{1}{3}$, $\frac{1}{2}$ or $\frac{1}{4}$ of the pizza if you wanted the most. You would want $\frac{1}{2}$ because that is bigger than the other two.
- 6.) Have the students go back to their seats and then pass out the practice worksheet that we are going to complete as a class on the overhead. Make sure to pay attention during the practice sheet to see if any students are struggling with being able to find the shapes that show $\frac{1}{3}$.
- 7.) Pass out the worksheet and then tell the students that when they are done to raise their hand and I will come around and check to make sure they have completed the worksheet and got all of the problems correct. If any students are struggling then have them go to the back table and have a reteaching session.
- 8.) After the student's worksheets have been checked have them put them in their mailbox to take home.

Closure: Okay well now we have learned to identify thirds, fourths, and halves, and that means that there has to be an equal amount of parts. Tomorrow we are going to talk about problem solving for math problems.

Adaptations/Enrichments:

Advanced Learner: If the student finishes early then give the student 12 paper clips and ask him/her to divide the group into thirds. He/she will either have four groups of three or three groups of four which are both correct. Have him explain why that makes the groups thirds (each group is equal).