# Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# **Grade 3 Math Extension Menu**

**Concept and/or Topic: Fractions**

**Directions: Choose** a learning activity from one square to complete. **Circle**the number of the learning activity you choose. If you choose the square, “Write your idea here,” please see the teacher for approval.

**Turn in**this paper with your work.

|  |  |  |
| --- | --- | --- |
| 1. **Use** your knowledge of comparing and ordering fractions to complete the *Pizza Party Webtivity*.   **Complete** the *Pizza Party Challenge.* | 1. **Fold** a square piece of paper into fourths, sixths or eighths. **Create** your own flag pattern by coloring the sections, using at least two different colors. **Write** a description of the colors of your flag using fractions. | 1. **Use** your knowledge of fractions to complete the *No-Bake Peanut Butter-Oatmeal Drop Recipe*.   **Complete** the *Fun Recipe Challenge.* |
| 4. **Design** and **make** a poster to show a new student the parts of a fraction and what they stand for. **Use** the terms numerator and denominator in your explanation. **Illustrate** your poster with corresponding fractional pictures. **Make** your poster neat and colorful. | 1. **Use** your knowledge of fractions to complete the *Mixing Snack Mix* worksheet. **Explain** in writingon the back of the worksheetwhat was most challenging about this task. | 1. **Read** the description on the *Fraction Code* worksheet. **Complete** the example. **Create** a fraction code using fractional parts of words on the worksheet. |
| 1. **Design** a rectangular carpet using 24 color tiles. **Determine** and **use** the following amounts:    * 1/2 of the tiles are blue    * 1/4 of the tiles are red    * 1/8 of the tiles are green    * 1/8 of the tiles are yellow   **Draw** and **color** your carpet on graph paper. | 8. Write your own idea here. | 9. **Read** the directions on the *Fractions Up a Tree* worksheet. **Use** your knowledge of fractions to figure out where the woodpecker drilled holes. **Explain** in writingon the back of the worksheethow you decided where to draw each hole. |

**Teacher Resource Page**

Grade 3 Math Extension Menu

**Concept and/or Topic: Fractions**

**Intended Purpose: Culminating Activity and/or Extension Activity**

**Standard(s) and Indicators Addressed:**

Box 1: MA.300.60.11 Compare and order fractions with denominators of 2 and 4 using models and

number lines

Box 2: MA.300.60.10 Read, write, or represent halves, thirds, or fourths of a set or region (area) using

symbols, words or models

MA.300.60.11 Compare and order fractions with denominators of 2 and 4 using models and

number lines

Box 3: MA.300.60.10 Read, write, or represent halves, thirds, or fourths of a set or region (area) using

symbols, words or models

Box 4: MA.300.60.10 Read, write, or represent halves, thirds, or fourths of a set or region (area) using

symbols, words or models

Box 5: MA.300.60.10 Read, write, or represent halves, thirds, or fourths of a set or region (area) using

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Box 6: MA.300.60.10 Read, write, or represent halves, thirds, or fourths of a set or region (area) using

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Box 7: MA.300.60.10 Read, write, or represent halves, thirds, or fourths of a set or region (area) using

symbols, words or models

MA.300.60.11 Compare and order fractions with denominators of 2 and 4 using models and number lines

Box 9: MA.300.60.10 Read, write, or represent halves, thirds, or fourths of a set or region (area) using

symbols, words or models

**Organizational Tips:**

Box 1: Make a bookmarked page [[http://www.primarygames.com/fractions/question1.htm](http://www.primarygames.com/fractions/congrats.htm)](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/perimeter_and_area/) for students to

complete the *Pizza Party Webtivity.*  Provide paper, crayons or colored pencils. Duplicate *Pizza*

*Party Webtivity* and *Pizza Party Challenge* for each student.

Box 2: Provide paper that is cut into 8” x 8” squares, colored pencils or crayons.

Box 3: Duplicate *No-Bake Peanut Butter-Oatmeal Drop Recipe* for each student.

Duplicate *Fun Recipe Challenge* for each student.

Box 4: Provide crayons or colored pencils.

Box 5: Provide 3 colors of counters (18 of each) per student, and 3 cups per student.

Duplicate *Mixing Snack Mix* worksheet for each student.

(Source: Mega-Fun Fractions, Grades 3-5 by Martin Lee and Marcia Miller, Scholastic, page 29)

Box 6: Duplicate *Fraction Codes* worksheet for each student.

Box 7: Provide color tiles (red, yellow, green, and blue), graph paper, crayons or colored pencils.

Box 9: Duplicate *Fractions Up a Tree* worksheet for each student.

(Source: Mega-Fun Fractions, Grades 3-5 by Martin Lee and Marcia Miller, Scholastic, page 14)

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**Directions:** Use the computer to locate the Pizza Party game at the website <http://www.primarygames.com/fractions/question1.htm> . Use the chart below to record the greatest and least amount of pizza left as you solve each problem.

|  |  |
| --- | --- |
| **Greatest** | **Least** |
|  |  |

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**Directions:** Use your knowledge of fractions to create 5 new problems that could be used for the Pizza Party game.

**Challenge Problem 1:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

**Challenge Problem 2:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

**Challenge Problem 3:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

**Challenge Problem 4:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

**Challenge Problem 5:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

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**No-Bake Peanut Butter-Oatmeal Drop Recipe**

(Makes about 30 1-inch drops)



**Directions:** Writethe fraction for each

ingredient shown by the fraction rectangles.

|  |
| --- |
|  |
|  |
|  |

**Example:**



**=\_\_\_\_\_**

**cup peanut butter (smooth or crunchy)**

|  |
| --- |
| **cup corn syrup**  **=\_\_\_\_\_** |
|  |

|  |
| --- |
| **=\_\_\_\_\_** |
| **cup confectioner’s sugar** |
|  |

|  |
| --- |
|  |
|  |
|  |

**cup powdered milk**

**=\_\_\_\_\_**

|  |
| --- |
|  |
|  |
|  |
|  |

**=\_\_\_\_\_**

**cup uncooked oatmeal**

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Directions: Using the key, draw the fraction pictures for the

amounts of the ingredients in each recipe.

Key:

= 1 cup = 1 Tablespoon = 1 teaspoon

**Recipe for: Fruit Kabobs**

|  |
| --- |
| **1 cup apple chunks = apple chunks**  1/2 cup pineapple chunks = pineapple chunks  **3/4 cup melon chunks = melon chunks**  **1/4 cup banana slices = banana slices**  **2/3 cup strawberries = strawberries** |



**Recipe for: Trail Mix**

|  |
| --- |
| **2 cups Cheerios = Cheerios**  **1 1/2 cups pretzels = pretzels**  **3/4 cup peanuts = peanuts**  **1/3 cup raisins = raisins**  **1/4 cup banana chips = banana chips** |

**Recipe for: Fudge**

|  |
| --- |
| **2 Tablespoons butter = butter**  **2/3 cup evaporated milk = evaporated milk**  **1 2/3 cup sugar = sugar**  **1/2 teaspoon salt = salt**  **1 teaspoon vanilla = vanilla**  **1/2 cup chopped nuts = chopped nuts**  **2 cups mini- marshmallows = mini- marshmallows**  **1 1/2 cups chocolate chips = chocolate chips** |

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Fractions can be used to talk about parts of words.

**For example:** If you think of the first 4/6 of the word **mother**, you have the word **moth**. That’s because the first four of the six letters spell **moth**.

You can make new words by combining fractional parts of other words. Try the one below.

**Mama Think Into Bus Future Sun**

(first ) + (first ) (first ) + (last ) (first ) + (last )

**!**

**Now create your own Fraction Code.**