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

4th Grade Math

**Extension Menu** for Fractions

Choose\_\_\_ learning activities to complete.

Circle the number of the learning activity you choose.

Turn in this paper with your work.

|  |  |  |
| --- | --- | --- |
| **1. Find** at least three examples of fractional pictures in magazines. Cut and paste the pictures onto your paper. **Write** a description under each picture. | **2. Read** the book Eating Fractions. **Create** and **illustrate** one or more pages of a book to **demonstrate** examples of eating equivalent fractions. | **3.**  Use manipulatives to **create** a model to show an example of equivalent fractions. **Label** the equivalent fractions. **Prepare** a speech to tell the class about your model. |
| **4. Survey** twelve or more students about their favorite \_\_\_\_\_\_\_\_\_\_\_. (i.e. color, food, sports team, etc.) **Find** the fractional results by making a chart. **Arrange** the fractions in order from greatest to least. | **5.**  **Choose** a recipe from a cookbook. **Revise** the recipe so that it is doubled or tripled. **Record** each revised amount next to the original amount or **rewrite** the entire recipe. | **6. Create** a four-part story involving subtraction of fractions, using fractions with like denominators. **Illustrate** your story on paper folded into fourths. |
| **7. Create** your own idea to show equivalent fractions. Check your idea with the teacher first. | **8. Develop** a way to compare or order fractions (i.e. model or number line). Check your idea with the teacher first. | **9. Design** a way to show composing and decomposing fractions. Check your idea with the teacher first. |

Teacher Resource Page

**4th Grade Math Extension Menu**

# Concept Area: Fractions

**Intended Purpose: Culminating Activity**

Box 1: MA.400.70.12 **Represent, explain and write about mathematical ideas and solutions using objects, pictures, data displays, mathematical language and symbols \*[[1]](#footnote-1)**

Box 2: MA.400.60.15 **Explore/invent equivalent fractions using manipulatives**

## Box 3: MA.400.60.15 **Explore/invent equivalent fractions using manipulatives**

## Box 4: MA.400.60.11 **Compare and order fractions or mixed numbers in a variety of forms using models and number lines\***

## Box 5: MA.400.60.24 **Integrate concrete, pictorial, and symbolic representations when adding/subtracting fractions and mixed numbers with like denominators in fraction and decimal form \***

## Box 6: MA.400.24 **Integrate concrete, pictorial, and symbolic representations when adding/subtracting fractions and mixed numbers with like denominators in fractions and decimal form \***

Box 7: MA.400.60.15 **Explore and invent equivalent fractions using manipulatives**

Box 8: MA.400.60.11 **Compare and order fractions or mixed numbers in a variety of forms using models and number lines\***

Box 9: MA.400.60.14 Compose/decompose fractional numbers in a variety of ways

**Organizational Tips:**

 Box 1: Magazines, scissors, glue need to be accessible.

Box 2: Copy of Eating Fractions, paper and art supplies (i.e. crayons, colored pencils) needed for student use.

Box 3: Variety of building materials needed (i.e. Legos, straws, toothpicks, Popsicle sticks, glue, tape)

Box 5: Variety of cookbooks from which the students may choose.

Box 6: Lined and unlined paper, pencils, art supplies (i.e. crayons, colored pencils)

Boxes 7-9: See Product Idea Web

1. Bold indicates VSC aligned

Asterisk indicates MSA assessed

 [↑](#footnote-ref-1)