**3rd Grade Fraction Project**

**Due Friday April 20th, 2018**

**Fractions? Why do we need to learn about those? Through this project you will have the opportunity to see how often fractions are used outside of school.**

Over the next two weeks, you will be exploring fractions that are all around you. Take your fraction journal out with you. (To baseball, a restaurant, the grocery store, the park, etc.) See what fractions you can find and write in it your journal. If you can take a picture of the item that is a fraction, if you cannot take a picture draw a picture of it in your journal. Make sure you remember to write down where you were and what your picture is of. Then explain in your journal why a fraction is being used. You need to have at least 5 examples of fractions being used in the real word. After the two weeks are up, you will then take you information and pictures to create a poster board or powerpoint.When completed, you will then present your project to the class.

C:\Users\Hale's\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PDY37SP2\MC900057316[1].wmf

Poster Board:

* + You will need a poster board that is about 18” X 24”.
  + Glue down your 5 pictures or drawings.
  + Under each picture write where you found the fraction
  + Explain why you think a fraction was being used.
  + Make sure you poster board is neat and colorful.
  + Use your best handwriting.

Technology alternative: C:\Program Files (x86)\Microsoft Office\MEDIA\CAGCAT10\j0205582.wmf

* + Include 5 slides.
  + Under your picture type where you found it.
  + Explain why you think a fraction was being used.
  + Make sure your sentences have proper capitalization and punctuation

Draw a picture of the fraction you found here:

Explain your picture here:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grading Rubric: \_\_\_\_\_\_\_/40 Points

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **5**  **Outstanding** | **4**  **Competent** | **3**  **Emerging Competence** | **2**  **Needs**  **Improvement** | **1**  **No Attempt/**  **Missing** | | **Score** |
| **Neatness** | Pictures are glued on straight, poster board is clean, sentences are written neatly **no visible mistakes** | Pictures glued on straight, **only a couple mistakes** on poster board, sentences written neatly. | Some pictures crooked, **writing is sloppy,** several mistakes. | Poster board looks dirty and you can see glue on it. Written **sentences cannot be read** due to messy handwriting, many mistakes visible. | No Attempt/  Missing |  | |
| **Written**  **Explanations** | All sentences are complete, **no errors in**capitalization, punctuation, or spelling | Sentences are complete, but **with 1-3 errors in** capitalization, punctuation, and spelling. Missing 1 sentence | Missing 2 or 3 sentences. **Several errors** in capitalization, punctuation and spelling | **Sentences cannot be read** because they are incomplete, and are missing correct punctuation and capitalization. Only 1 or 2 sentences complete. | No Attempt/  Missing |  | |
| **Final Project**  **Pictures** | **All 5 pictures are displayed** neatly and turned the correct way. | **4 picturesare displayed** neatly. | Only **2 or 3 picturesare displayed,** and it looks messy. | Only **1 or 2 pictures are displayed**. They are not glued down all the way and/or are crooked. | No Attempt/  Missing |  | |
| **Presentation** | Presenter could be **clearly understood**, did not rush presentation, **explained** how**all 5 pictures** are fractions, and look at the class | Presenter could be understood, **talked to fast**, and often looked down or at their board.  Explained 4 pictures | Presenter was **hard to understand** and explained only 2 or 3 of their pictures, | **Presenter could not be understood** due to volume and not speaking clearly, did not look at the class. Only explained 1 picture. | No Attempt/  Missing |  | |
| **Fraction Journal** | All five pages of the journal were filled out. | Only four pages were filed out. | Three pages were filled out. | **Two pages were filled out.** | One page was filled out. |  | |
| **Fraction Pictures in Journal** | All five pictures were displayed in the journal. | Four pictures were in the journal. | Three pictures were in the journal. | Two pictures were in the journal. | One picture was in the journal.. |  | |
| **Fraction Journal Sentences** | The journal had a sentence clearly explaining where and how the fraction was being used for all five. | The journal had a sentence clearly explaining where and how the fraction was being used for four. | The journal had a sentence clearly explaining where and how the fraction was being used for all three.  . | The journal had a sentence clearly explaining where and how the fraction was being used for two. | The journal had a sentence clearly explaining where and how the fraction was being used for one. |  | |
| **On Time** | Project is submitted on time. | Project is one day late. | Project is two days late. | Project is three days late. | Project is over three days late. |  | |

Paper/Pencil Fraction Test 2nd grade

**Write true if you think the sentence is correct. Write false if you think the sentence is wrong.**

\_\_\_\_ 1. The top number of a fraction is called the denominator.

\_\_\_\_2. The bottom number means how many pieces you have all together.

\_\_\_\_3. ½ is greater than ¼.

\_\_\_\_4. A fraction only needs one number.

\_\_\_\_5. The numbers on a fraction are separated by a line.

\_\_\_\_6. The number on top of a fraction means how many you have all together.

**Match the fraction picture with the fraction number by drawing a line.**

7. 4/6

4/3

8. 2/2

9. 3/4

10. 7/8

11. 5/8

**Fill in the blank with the correct answer.**

12. The top number of a fraction is called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

13. All fractions are divided into parts that are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

14. Write the fraction of an apple you receive at lunch. \_\_\_\_\_\_\_\_\_\_

15. Write the fraction for the number of boys we have in our class. \_\_\_\_\_\_\_\_\_\_\_

**Write the letter on the line of the number fraction that matches the picture fraction.**

16. \_\_\_\_

a. 2/3 b. 3/2 c. 1/3 d. 2/4

17.\_\_\_

a. 2/5 b. 5/5 c. 3/5 d. 2/3

18.\_\_\_

a. 4/4 b. 4/8 c. 8/4 d. 5/8

19.\_\_\_

a. 5/6 b. 1/6 c. 3/6 d.6/3

**Write in complete sentences to answer the following questions. Remember to use proper capital letters and endmarks.**

20. Where in your life to you see fractions? Give at least 2 examples. Write at least 2 sentences.

21. Why is it important to know how to use fractions? Write at least 3 sentences

**Answer Key:**

**1.**false **11. 7/8**

**2. true 12. numerator**

**3. true 13. equal**

**4. false 14. 1/2**

**5. true 15. 12/21**

**6. false 16. A**

**7. 3/4 17. C**

**8. 5/8 18. B**

**9. 4/6 19. A**

**10. 2/2**

**20. They need to give at least 2 examples saying where they see or use fractions in their life. They must write in complete sentences.**

**21. They need to explain why fractions are important.**

**Examples-to divide food equally**

**-it helps in telling time**

**Modifications:**

**True/false:** answer numbers 1, 2, 4, & 6

**Fill in the blank:** word bank provided

**Essay:** do not have to write in complete sentences

**Multiple Choice:** take out one of the choices

**Matching:** take out the extra choice

For the high ability students: I would use equivalent fractions in the matching section, and improper fractions in the multiple choice. They would also be required to write a paragraph for the essay questions.