**Unit 3: Fractions (October: Weeks 1&2)**

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| **Strand(s) > Strand Unit(s)** | Number > Fractions; Numeration and Counting. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to recognise and name fractions according to their part-whole relationships; explore the concept of equivalence in terms of simple fractions |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Whole and Parts:** Articulates and shares prior understanding of sharing and fractions (C); Recognises and identifies whole and parts, equal and unequal parts (U&C) |  | [D] Notice & Wonder L1, 3, 6[D] Think-Pair-Share L1, 3, 4[D] Reason & Respond L1–3, 6 [C] Equal Parts of Squares L1 **D** [D] Quick Images L3–5[D] Write-Hide-Show L3–5[C] Build it; Sketch it; Write it L3–6[D] Concept Cartoon L4[C] Game: Who Has More? L4[D] Would This Work? L5[C] Halving and Quartering Numbers to 20 L5[D] Three-Act Task L6[D] Choral Counting L6**Print resources**Pupil’s Book pages 20–25 Home/School Links Book pages 10–11 PCMs 7, 8, 9, 10, 11, 12 | **Intuitive Assessment:**responding to emerging misconceptions**Planned Interactions:** responding to insights gleaned from children’s responses to learning experiences**Assessment Events:** information gathered from completion of the unit assessment in the Progress Assessment Booklet page 11 |
| **2** | **Halves and Quarters:** Establishes and identifies a half/quarter as one of two/four equal parts of a whole object, shape or length (U&C); Uses the appropriate fraction name and fractional notation (C) |  |
| **3** | **Same Value, Different Appearance:** Discusses and explains the relationship between ‘related fractions’ halves and quarters (fraction families) (C); Explores the concept of equivalence between halves and quarters (U&C); Explores different models to demonstrate understanding of simple equivalent fractions (C) |  |
| **4** | **Comparing and Ordering:** Compares and orders fractions (R); Justifies the ordering of fractions and whole numbers along a number line (R) |  |
| **5** | **Halves and Quarters of Sets:** Establishes and identifies halves and quarters of amounts/sets (U&C) |  |
| **6** | **Counting in Halves and Quarters:** Explains multiple fractions as more than one part of a whole (C); Counts combinations of wholes and parts (U&C); Counts with fractional parts forwards and backwards (U&C) |  |
| **7** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |

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| **Key: Elements:** (U&C) Understanding and Connecting; (C) Communicating; (R) Reasoning; (A&PS) Applying and Problem-Solving. **CM: Cuntas Míosúil:** please tick when you have completed the focus of learning. **Learning Experiences:** [C] concrete activity; [D] digital activity; [P] activity based on printed materials, followed by lesson numbers. |