**Unit 15: Fractions (May: Weeks 3&4)**

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| **Strand(s) > Strand Unit(s)** | Number > Fractions; Sets and Operations. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to develop an awareness of part-whole relationships using a variety of models (area, length and set); recognise and understand what happens when quantities (sets) are partitioned and combined. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Sharing:** Shares real objects and justifies the share (R); Notices that some partitions lead to equal parts and some do not (R); Represents a verbal context or problem using concrete objects (C) |  | [D] Reason & Respond L1–7  [C] Sharing Objects L1  [C] Game: Sharing Objects L1  [C] Making Fair Shares L2  [C] Our Fair Share Wall L2  [C] Sharing and Combining Cubes L3  [C] Cube Game L3  [C] Sharing Sets in Different Ways L4  [C] Comparing Parts of Sets L4  [C] Representing Parts of Sets L4  [D] Concept Cartoon L5, 7  [C] Maths Stations L5  [C] Sharing a Whole Object or 2-D Shape L6  [C] Sharing Spaces Equally L7  [C] Sharing Objects in Areas and Spaces L7  **Print resources**  Pupil’s Book pages 81–86  Home/School Links Book pages 36–37  PCMs 56–57 | **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 28 |
| **2** | **Making Fair Shares:** Partitions sets of 2 or more objects (U&C); Applies the idea of equal sharing among peers by partitioning whole sets of objects or spaces (A&PS); Partitions objects and shapes into two equal shares and describes the whole and parts by the  number of shares/parts (U&C) |  |
| **3** | **Sharing and Combining:** Describes scenarios where sharing, combining or partitioning takes place (C); Notices that some partitions lead to equal parts and some do not (R) |  |
| **4** | **Sharing in Different Ways:** Explores how a whole object, 2-D shape, or set can be shared often in different ways (U&C); Compares and describes parts of sets in terms of quantity (C); Represents parts of models using concrete materials (C); Sorts materials multiple times in different ways in an undirected manner (R) |  |
| **5** | **Parts of a Line:** Represents parts of models using concrete materials (C) |  |
| **6** | **Sharing a Whole Object or 2-D Shape:** Explores how a whole object, 2-D shape or set can  be shared often in different ways (U&C) |  |
| **7** | **Sharing Areas and Spaces:** Applies the idea of equal sharing among peers by partitioning whole sets of objects or spaces (A&PS); Represents parts of models, using  concrete materials (C) |  |
| **8** | **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. |