Fraction Flowers

Standards:

CCSS.MATH.CONTENT.4.NF.C.6

Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram*.

CCSS.MATH.CONTENT.4.NF.A.1

Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Materials Needed:

- flower petals, stems, centers, and leaves copied onto colored construction paper
- unit fraction for each student
- markers
- fraction flower directions
- fraction flower work page

Procedure:

- Teacher writes out the unit fractions onto the green leaves to pass out to students.
- Assign each student a unit fraction
    - This is where you can differentiate. Give easier fractions (½) to the lower kids and more difficult fractions to the higher kids (⅗).
- Using the green stem paper, the students need to plot their unit fraction on a number line
- Each student will pick a color and type of petal.
- Write 6 equivalent fractions of the unit fraction given on their work page. (one of their fractions must have a value of 10 or 100).
- Write the decimal of the unit fraction on their work page.
- Equivalent fractions and decimals must be approved before creating their flower.
- Each of the equivalent fractions go on a flower petal, the decimal goes on the center of the flower.
- Cut out the petals and tape/glue onto decimal center.
- Tape/glue stem onto flower head.
- Tape/glue given unit fraction leaf onto stem.

Name _____ Date _____ #_____

Fraction Flower
Work Page

Fraction given by teacher: _____

Equivalent Fractions:

1. _____ = _____
2. _____ = _____
3. _____ = _____
4. _____ = _____
5. _____ = _____
6. _____ = _____

Decimal:

_____= ___ or ___= __.__ __
10 100

Number Line: