Grade 2 Mathematics – Unit 8: Fractions

Phoenixville Area School District

Stage 1 Desired Results		
PA Core Standards: CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.	***Transfer***	
	TRANSFER GOALS *Students will be able to independently use their learning to…* *Number Sense:* Develop a sound foundation to demonstrate the value of numbers by describing their various representations, relationships, and patterns. *Fluency:* Demonstrate automatic recall of addition, subtraction, multiplication and division facts. *Problem-Solving:* Persistently apply various problem-solving strategies and organized approaches to accurately understand and solve problems. *Mathematical Vocabulary:* Interpret mathematical vocabulary and apply proper terminology to engage in meaningful oral and written expression that communicates mathematical thinking, problem-solving methods, and rationale.	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* Mathematics is used to make informed decisions about problems in everyday life.	ESSENTIAL QUESTIONS *Students will keep considering...* How is mathematics used to quantify and compare situations, events and phenomena?
	Knowledge and Skills Acquisition	
	KNOWLEDGE *Students will know…* - Equal and unequal parts - Unit fractions (halves, thirds, fourths) - Compare unit fractions - Order fractions - Add and subtract fractions	SKILLS *Students will be skilled at…* - Identifying orally whether a shape is divided into equal or unequal parts. - Writing unit fractions (i.e., halves, thirds, fourths) as a numerator over a denominator.

		VOCABULARY • Equal / Unequal • Whole • Fraction • Unit Fraction • Like Fractions • Denominator / Numerator	• Comparing fractions orally and in writing using the terms "greater than" and "less than" as well as using the > and < symbols. • Ordering fractions from greatest to least or least to greatest by writing the fractions in the correct order. • Adding and subtracting fractions by writing the correct numerator and denominator for the solution.

Stage 2 – Evidence			
Code A/M/T	**Evaluative Criteria**	**Assessment Evidence**	
M	Valid conclusions are made based on given/ implied/ found information All necessary work is shown with no missing information/ skipped steps. All representations are clear and labeled accurately.	PERFORMANCE TASK(S) *Students will demonstrate understanding (meaning-making and transfer) through complex performance by...* **Pizza Shop** This task requires students to determine if the parts are equal or unequal, write unit fractions, and add and subtract fractions. • *Goal:* Your task is to serve pizza to a family in your pizza shop. • *Role/Audience:* You are a pizza shop owner. Your audience is a family who has come to your pizza shop. • *Situation/Product:* You will draw and label (with a fraction) a picture of the amounts of pizza each family member will eat. The four children in the family will share a whole pizza which needs to be divided into four equal parts. The 3 adults will share a whole pizza divided into three equal parts. The family will take a whole pizza home for later which needs to be divided into two equal parts. You will need to specify who will eat the most amount (by comparing the fractions) and who will eat the least amount. • *Success Criteria:* Your drawing must include three whole pizzas (one divided into four equal parts, one divided into three equal parts, and one divided into two equal parts). You must label each slice of pizza with the fraction it represents. You will need to specify who gets the largest slices and who gets the smallest slices.	Differentiation Considerations: [Work on this section after completing Stages 1-2 of all units]
N	N/A	OTHER EVIDENCE N/A	Differentiation Considerations: N/A