

# FRACTION FRISBEE

**Purpose:** Students will add proper fractions with like denominators.

**Suggested Grade Level:** 3

**Math SOL:** Number and Number Sense 3.7

## **Equipment/Materials Needed:**

1. Paper plates

## **Advance Preparation:**

1. Write a different fraction on each plate. Have even numbers of the same denominator, and make sure any of the numerators when added together are not more than the denominator unless students are learning improper fractions.
2. Create the same number of plates as there are students in the class.

## **Directions:**

1. Give each student a plate with a fraction written or drawn on it.
2. Have students move around the room in an assigned locomotor skill (i.e. lunges, skipping, hopping on one foot, etc...)
3. Ask students to “freeze”.
4. Tell students to cover their eyes and toss their plates into the air above their heads.
5. Instruct students to open eyes and then to continue with their assigned locomotor skill without touching any of the scattered “Frisbees”.
6. Ask students to “freeze”.
7. Tell students to stand next to a plate that is unoccupied.
8. When all students are by a plate, instruct them to pick that plate up.
9. Ask students with like denominators to get into pairs to add their fractions.
10. As students find partners, have them begin form a circle around the perimeter of the room standing side by side. As students begin to form this circle, ask that the partners participate in an assigned physical activity (jogging in place, scissor kicks, cross crawls) until all students have found partners and the circle is complete.
11. Ask each pair to read their fraction equation and share the answer with the class.
12. When all students have read their addition problem and given their answer, repeat the activity.
13. Continue as time permits.

## **Teaching Suggestions:**

1. Be sure there are even numbers of like denominators so every student has a partner.
2. Remind students that the plate they begin with will more than likely not be the plate they retrieve during this activity.
3. After students have tossed plates and are moving around the class again, walk around and make sure that plates that have landed on tables, in trash cans, or on bookshelves get placed onto the ground so that they can be located.

## **Modifications/Variations:**

1. Have students subtract their fractions with common denominators.
2. Do this with addition or multiplication problems.
3. Use this lesson for language arts with paper plates that have parts of a word on them.

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