For further information contact…

Samantha Wilbur
South McKeel Academy
2222 S. Edgewood Drive
Lakeland, FL 33803
Courier Route A
863-510-0044
samanthawilbur@mckeelschools.com

“Halfway Day”

~ A Returning Developer ~

PROGRAM OVERVIEW

Halfway Day is a program that is designed to get first grade students excited about fractions. It is a great way to get your kids engaged and interested in parts of a whole and what HALF really means. It is intended to be taught halfway through the school year and celebrated on the 90th day of school (“Halfway Day”).

Halfway Day focuses on teaching your students what one whole, half, and fourths are through hands on, interactive, and engaging learning tools. After learning these skills, the final day of this program is celebrated by decorating a Halfway Day shirt, which shows “half” in some way, demonstrating an understanding of the skill that has been taught.

My students used many manipulatives to help them understand parts of a whole and watched engaging videos on BrainPOPjr.com. However, the most fun way to practice was using real doughnuts. Each student received a doughnut and we talked about fractions of the doughnuts and ended the lesson by eating our doughnut. Throughout this activity, we took pictures or drew pictures of our doughnut fractions and documented what we were learning and observing to make a presentation to share with the class.

I planned for the last day of this program to be on the 90th day of school. On this day we are halfway through the school year, which we named “Halfway Day.” On Halfway Day, students and teachers wore their decorated shirts and shared how they chose to show half. The students absolutely LOVED Halfway Day and so did the teachers!

OVERALL VALUE

Fractions have had a bad reputation, and it’s time for that to change! Through this program your students will not be scared of fractions anymore. They will be learning fractions through fun, hands-on applications, leaving them with a real understanding that will last.

LESSON PLAN TITLES

• What is a Fraction?
• How to Write a Fraction
• Halves & Fourths
• Fraction Doughnuts
• Halfway Day

MATERIALS

• BrainPOPjr.com subscription
• pizza fraction examples
• fraction games
• white boards
• doughnuts
• spoons (for cutting)
• iPads/computers OR paper/pencil
• shirts
• paper
• crayons
• pencil

ABOUT THE DEVELOPER

Samantha Wilbur graduated with a Bachelor of Science in Elementary Education from Florida State University. She has taught 1st Grade at South McKeel Academy in Lakeland since it opened nine years ago. In 2013, Mrs. Wilbur was honored as Teacher of the Year.

Mrs. Wilbur is a seasoned professional developer, presenting on topics like Differentiation, Web 2.0 tools, and her award-winning News Show program at ISTE 2011.

★★★

2015 - 2016 IDEA CATALOG OF EXCELLENCE
“Halfway Day” Samantha Wilbur
Lesson Plan No 1: What is a fraction?

■ SUBJECTS COVERED
Math

■ GRADES
First

■ OBJECTIVES
Students will be able to recognize fractions, understand what a fraction is, and use fraction vocabulary.

■ STANDARDS
MAFS.1.G.1.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

■ VOCABULARY
• whole
• equal parts
• parts of a whole
• fraction

■ MATERIALS
• BrainPOPjr.com subscription
• pizza fraction examples
• fraction games
• white boards

■ DIRECTIONS
Students will watch the BrainPopJr video, Basic Parts of a Whole and take the easy quiz as a class.

Teacher will show examples of fractions, explain how fractions have equal parts, and play with the magnetic fraction pieces to help teach, explain, and give examples. Make a circle map as a class of everything we learned about fractions.

Teacher will introduce fraction games to the students and allow for free exploration.

■ ACCOMMODATIONS
Call small groups to the teacher table to practice what we have learned today and make sure everyone understands the new concepts.

■ EVALUATION/ASSESSMENT
Formative assessment: Students will show \( \frac{1}{2} \) on their white board with a circle and a rectangle.
Lesson Plan No 2: How to Write a Fraction

- **SUBJECTS COVERED**
  Math

- **GRADES**
  First

- **OBJECTIVES**
  Students will be able to write a fraction correctly.

- **STANDARDS**
  MAFS.1.G.1.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

- **MATERIALS**
  - BrainPOPjr.com subscription
  - pizza fraction examples
  - fraction games
  - white boards

- **VOCABULARY**
  - whole
  - equal parts
  - part
  - # out of #
  - # halves
  - # fourths

- **DIRECTIONS**
  Teacher will show examples of fractions and teach the vocabulary using the magnetic manipulatives.

  Teacher will make an anchor chart with the class.

  Students will watch the Brainpopjr video, More Fractions and complete the easy quiz as a class.

  Teacher will lead the students in making a fractions flip book to show whole, ½, ¼, and ⅛.
Extra practice (if you have iPads): app: pizza1 - making fractions

** Explain and send home shirts to be decorated at home to wear at school on Halfway Day.

** ACCOMMODATIONS
Call small groups to the teacher table to practice what we have learned today and make sure everyone understands the new concepts.

** EVALUATION/ASSESSMENT
Formative assessment: During small group meetings, use teacher observation to evaluate which students are picking up the new concepts and which students will need more one on one help.

★★★★
Lesson Plan No 3: Halves & Fourths

SUBJECTS COVERED
Math

GRADES
First

OBJECTIVES
Students will be able to recognize, draw, and write halves and fourths correctly.

STANDARDS
MAFS.1.G.1.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

VOCABULARY
- whole
- equal parts
- half
- fourth

MATERIALS
- BrainPOPjr.com subscription
- pizza fraction examples
- fraction games
- white boards

DIRECTIONS
Teacher will show halves and fourths with many examples (pie, pizza, cubes, drawings, etc.).

EVALUATION/ASSESSMENT
Formative assessment: Teacher observation during games and small group meetings.

ACCOMMODATIONS
The teacher will make adjustments during small group time to make sure everyone is understanding the concepts from this lesson and the previous lessons to ensure no students are being left behind.

ACCREDITATION

2015 - 2016 IDEA CATALOG OF EXCELLENCE
**OBJECTIVES**

Students will be able to recognize and divide real life objects into halves and fourths, then they will be able to pull out fractions of those objects and write that fraction correctly.

**STANDARDS**

MAFS.1.G.1.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

**MATERIALS**

- doughnuts
- spoons (for cutting)
- iPads/computers OR paper/pencil
- white boards

**VOCABULARY**

- whole
- equal parts
- half
- quarter of
- fourth

**DIRECTIONS**

Give every student one doughnut and a spoon. Talk about how much doughnut they have right now (a whole doughnut). Take a picture of the whole doughnut. Then, have the students divide the doughnut in half with their spoon and take a picture. After that, divide the doughnut into fourths and take a picture.

Then, have the students eat fractions of their doughnuts at a time.

Next, they will complete the project by making a presentation (keynote, powerpoint, flip book, or pic collage) to show all the parts of the doughnut (whole, half, fourth) and demonstrate their understanding of fractions. They will have a picture and label with the correct fraction that matches each picture on each part of their presentation. They will use words and numbers to show they understand and can describe the fraction.

* During this project, if you do not have a computer or iPad to take pictures with, please draw on a piece of paper instead of taking a picture - you could easily make a flip book instead.

**EVALUATION/ASSESSMENT**

Summative assessment: See rubric.

⭐⭐⭐

**ACCOMMODATIONS**

The teacher will walk around and make observations while the students are completing their projects to make sure everyone is mastering these skills.
“Halfway Day” Samantha Wilbur
Lesson Plan No 5: Halfway Day

■ SUBJECTS COVERED
Math

■ GRADES
First

■ OBJECTIVES
Students will be able to share their knowledge of fractions with their peers.

■ STANDARDS
MAFS.1.G.1.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

■ VOCABULARY
- whole
- equal parts
- quarter of
- half
- fourth

■ DIRECTIONS
Students will share their Halfway Day shirts with the class, explaining who helped them with their shirt design, and how their design shows HALF.

Students will eat HALF their snack before lunch and HALF their snack after lunch.

Students will draw HALF of themselves and their neighbor will draw their other HALF (showing symmetry and half).

Students will try to figure out when their HALF birthday would be on the calendar.

* Anyone who has not finished their project from yesterday, should finish it today.

■ MATERIALS
- shirts
- paper
- crayons
- pencil

■ ACCOMMODATIONS
The teacher will pull small groups as necessary to help with their drawings and calendar calculations.

■ EVALUATION/ASSESSMENT
Formative assessment: Teacher observation during games and small group meetings.

★ ★ ★
### Materials Budget

<table>
<thead>
<tr>
<th>SUPPLIER</th>
<th>ITEM # AND DESCRIPTION</th>
<th>COST</th>
<th>QUANTITY</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>BrainPOPJr.com</td>
<td>BrainPopJr subscription: An engaging online resource for teachers and students to use to learn new concepts and practice what they have learned.</td>
<td>$160.00</td>
<td>1</td>
<td>$160.00</td>
</tr>
<tr>
<td>Publix, Krispy Kreme, or Dunkin' Doughnuts</td>
<td>glazed doughnuts</td>
<td>0.80</td>
<td>24</td>
<td>20.00</td>
</tr>
<tr>
<td>reallygoodstuff.com</td>
<td>Double sided magnetic fraction circles</td>
<td>29.99</td>
<td>1</td>
<td>29.99</td>
</tr>
<tr>
<td>reallygoodstuff.com</td>
<td>magnetic pizza fractions</td>
<td>24.99</td>
<td>1</td>
<td>24.99</td>
</tr>
<tr>
<td>learningresources.com</td>
<td>pizza fraction fun game</td>
<td>19.99</td>
<td>1</td>
<td>19.99</td>
</tr>
<tr>
<td>amazon.com</td>
<td>fruit of the loom, boys shirts, 5-pack</td>
<td>10.50</td>
<td>4</td>
<td>42.00</td>
</tr>
<tr>
<td>amazon.com</td>
<td>Chenille Kraft 9881-10 Chenille Kraft Student Dry-Erase Boards, Melamine, 12 x 9, White, 10-Pack</td>
<td>29.40</td>
<td>2</td>
<td>58.80</td>
</tr>
<tr>
<td>amazon.com</td>
<td>Expo Low Odor Chisel Tip Dry Erase Markers, Black, 12 Pack (80001)</td>
<td>8.58</td>
<td>2</td>
<td>17.16</td>
</tr>
</tbody>
</table>

**Subtotal** $372.93

**Tax if applicable**

**Shipping if applicable** $25.00

**TOTAL BUDGET AMOUNT** $397.93

---

Teacher **Samantha Wilbur**

School **South McKeel Academy**
MAFS.1.G.1.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Student Name

<table>
<thead>
<tr>
<th>MAFS.1.G.1.3</th>
<th>Meets with proficiency</th>
<th>Developing</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Partitioning Shapes</strong></td>
<td>Student can partition the doughnut into 2 and 4 equal parts showing understanding of decomposing the shape.</td>
<td>Student can partition the doughnut into 2 or 4 equal parts, showing some understanding of decomposing the shape.</td>
<td>Student cannot partition the doughnut into 2 or 4 equal parts.</td>
</tr>
<tr>
<td><strong>Describing the Parts</strong></td>
<td>Student can describe the parts using words and numbers, showing understanding of decomposing the shape.</td>
<td>Student can describe the parts using words or numbers, showing some understanding of decomposing the shape.</td>
<td>Student cannot describe the parts using words or numbers.</td>
</tr>
</tbody>
</table>