

Name \_\_\_\_\_

Date \_\_\_\_\_

## Today we had a Fraction Feast!



I ate \_\_\_\_\_ pieces of pizza. A whole pizza is 8 slices so I ate \_\_\_\_/8 of a pizza!

I ate \_\_\_\_\_ banana. Our bunches each had 4 bananas so I ate \_\_\_\_/4 of a bunch!



I ate \_\_\_\_\_ piece(s) of an orange. They were cut in half (two pieces) so I ate \_\_\_\_/2 of an orange!



I could have a whole or a half popsicle. I chose a whole (1 or 2/2). I chose a half (1/2). (Circle One)



I ate \_\_\_\_\_ pieces of graham cracker.



They could be broken into 4 pieces so I ate \_\_\_\_/4 of a graham cracker!

I ate \_\_\_\_\_ pieces of chocolate. They were broken into 4 pieces so I ate \_\_\_\_/4 of a chocolate bar!



## Assessment Information for Fraction Feast!

- Each student has one or more entry on the class KWL chart. The student's initials are included when their response is placed on the KWL chart.
- Students **Effectively Communicate** (Goal 3 Standard) their ideas about fractions when making suggestions for the KWL chart. The teacher assists and clarifies as needed.
- Students are **Numeric Problem Solvers** (Goal 3 Standard) when completing the Fraction Feast worksheet. They are able to complete the fraction problems by filling in the number of pieces of each food consumed and reciting the fraction created.
- Students are **Critical and Creative Thinkers** (Goal 3 Standard) while coming up with and sharing ideas about fractions in their world for the creation of the KWL chart.
- Students are **Cooperative Workers** (Goal 3 Standard) while creating the KWL chart, choosing food items for their Fraction Feast, and completing the Fraction Feast worksheet.