

FRACTIONS OF A BAND

Episode 218: Snappy and Blossom Seek Fame and Fortune
3rd Grade

Georgia Performance Standards

- M3N5b Understand the fraction a/b represents a equal sized parts of a whole that is divided into b equal sized parts
- M3N5d Know and use decimals and common fractions to represent the size of parts created by equal divisions of a whole.
- M3N5e Understand the concept of addition and subtraction of decimals and common fractions with like denominators.
- M3N5f Model addition and subtraction of decimals and common fractions

Objectives

- The students will determine the fractions of time it will take Blossom and Snappy to make an album, go on tour, and make the music video to go along with the album.
- The students will determine whether or not Blossom's and Snappy's plan is doable, and if not, create a better plan for them.

Materials

- TV/VCR or Computer/LCD projector
- Video *Count On It!* 218
- Paper, pencils
- A variety of manipulatives

Procedure

Opening

- View *Count On It!* 218 clip "Fractions of Band" (VHS 1:39 – 5:16).
- Pose the task:

How many days total are they dedicating to starting up their band? What fraction of those days is for making an album? What fraction of those days is for touring? What fraction of those days is for making t-shirts and accepting awards? What fraction of time will they **not** be touring? Explain how you figured that one out. Do you think Blossom and Snappy have enough time to do it all? Why or why not? Create a new schedule for them that would be more appropriate. Make sure to include the new fractions for the three categories.

Work time

- Allow students to work alone, in pairs, or in groups of three to come up with answers.
- Students may use any manipulatives available to them to figure it out.

- Students should be able to explain how they came up with their answer verbally and in writing.

Closing

- Choose several students to share with the class how they came up with their answers. You may wish to choose students with different yet valid responses.
- Students not sharing should be able to ask questions or make statements of those sharing, such as, “I noticed that the number of days they toured is 7 out of 14. Seven is half of 14, so I figured out that another way to express $7/14$ would be $\frac{1}{2}$.” Or, “In my new plan, I only gave them 30 days to do it all, and you gave them 60 days. Why did you think it would take so long?”

Assessment

- Teacher observation/documentation on student rubric used by your school/county during work time and closing (sample rubric can be found on our website)
- Written work may be assessed