Frog Jumps

Summary

Students will jump their frog 3-5 times with their partner and record the distance of each jump, as a fraction of 1 unit bar. They will list the jumps in order from shortest jump to longest jump. They will also record their jump on class line plots.

Main Core Tie

Mathematics Grade 4

Strand: NUMBER AND OPERATIONS - FRACTIONS (4.NF) Standard 4.NF.2

Time Frame

1 class periods of 60 minutes each

Group Size

Pairs

Materials

Self made origami frogs, directions found on this YouTube video fraction bars with denominators of 2, 3, 4, 5, 6, 8, 10 and 12 as compared to the basic unit of 1 whole fraction bar and Fraction Frog Jumping Mat

Background for Teachers

See TTLP and Curriculum Guide 4.NF.2

Student Prior Knowledge

See Critical Background Knowledge in the Curriculum Guide for 4.NF.2

Intended Learning Outcomes

Math Practices 1, 2, 3, 4, 5, and 6 will likely be used.

Instructional Procedures

See attached

Extensions

Have students find how many of their longest jumps it would take to get to 3 whole unit, created by the jumping map (9/3, or 12/4). How many of their shortest jumps would it take? Which would get you the closest to 3 wholes (or any other benchmark fraction, such as ½, ¾, etc.) Does changing the size/weight of the frog change its jumping abilities?

Authors

April Leder
Barbara Lindeman
Sandi Park
DAVID SMITH
Lewis Young
Ann Zito