

# 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  $1/2$ ,  $3/4$ , etc.) Does changing the size/weight of the frog change its jumping abilities?

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