

## Fraction Webquest

**WebQuest Description:** Increasing students' understanding of fractions, including equivalent fractions, as well as adding fractions with unlike denominators

**Grade Level:** 3-5

**Curriculum:** Math

**Keywords:** Fractions, equivalency, denominators

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**WebQuest URL:** <http://zunal.com/webquest.php?w=166862>

### Introduction

Help us straighten up this FRACTION nightmare!! We're trying to do some baking and cooking in this kitchen, but the crazy chefs don't understand how to measure out the ingredients correctly! PLEASE share your knowledge of fractions with the chefs and let's create some delicious foods!

### Tasks

Your task is to work in teams to increase your knowledge of fractions through utilizing the websites made available to you in this webquest. Then you will come up with a plan to share your knowledge with the crazy chefs to get them back on track. You will work on...comparing and ordering fractions adding fractions with like and unlike denominators You will each study this information independently and then as a team develop a plan to present the information to the chefs. Here are some choices: \* &nbsp; Make a Pixie presentation \* &nbsp; Create a Keynote presentation \* &nbsp; Develop a board game to help share fraction information \* &nbsp; Create and illustrate a &nbsp; cookbook for the chefs to help them understand measurements

### Process

Okay, if you're going to help the chefs out of this mess.....FIRST, watch this video to refresh your memory on fraction information... <http://studyjams.scholastic.com/studyjams/jams/math/fractions/fractions.htm> Next, you need to brush up on your skills with adding fractions with LIKE denominators. &nbsp; Go to this website and get to work.... <http://www.321know.com/fra410x2.htm> After you've gotten 6 problems correct in a row, come back to this page to see what to do NEXT! Now, you're ready to try adding fractions with &nbsp; UNLIKE denominators. Put on your best thinking chef hat and go to this site..... <http://www.321know.com/fra66kx2.htm> &nbsp; This is pretty challenging, you might need to use some notebook paper to do some calculations. After you've gotten 10 problems correct in a row, come back to this page to see what to do NEXT! Okay.... you are EXPERTS on adding fractions...yippee! Next, let's compare some fractions to make sure that we're ready for the KITCHEN! Go to this website and get cracking.... watch this video <http://studyjams.scholastic.com/studyjams/jams/math/fractions/fractions-mixed-numbers.htm> and then, test out your knowledge on this site..... <http://www.coolmath4kids.com/fractions/fractions-08-which-fraction-is-greater-01.html> After you've gotten 3 practice questions right, come back to this page and see what happens NOW! NOW... you're ready to create your product! The chefs know how to cook a meal or bake some goodies for 4 people. You can help them expand their knowledge so they can create larger recipes. Use your expert knowledge of adding fractions and making equivalent fractions to help the chefs cater for larger groups...8, 12 or 16 people! I can't wait to read about and maybe even taste your delicious recipes!!

### Evaluation

Student Name: &nbsp; &nbsp; &nbsp; \_\_\_\_\_ CATEGORY 4 3 2 1 Mathematical Concepts  
Product shows complete understanding of the mathematical concepts used. Product shows substantial understanding of the mathematical concepts. Product shows some understanding of the mathematical concepts. Product shows very limited understanding of the underlying concepts OR is not written. Working with Others &nbsp; Group members were fully engaged, listening to suggestions of &nbsp; each member and &nbsp; worked cooperatively throughout lesson. Partners were engaged , but had some trouble listening to &nbsp; others and/or working cooperatively. Partners &nbsp; were engaged, but needed prompting to stay on-task. Partners did not work together effectively. Neatness and Organization The work is presented in a neat, clear, organized fashion that is easy to read and understand. The work is presented in a neat and organized fashion that is easy to read and understand. The work is presented in an organized fashion, but may be hard to read and/or understand at times. The work appears sloppy and unorganized. It is hard to know what information goes together. Mathematical Terminology and Notation Correct terminology and notation are always used, making it easy to understand what was done. Correct terminology and notation are usually used, making it fairly easy to understand what was done. Correct terminology and notation are used, but it is sometimes not easy to understand what was done. There is little use, or a lot of appropriate use, of terminology and notation. Attractiveness and Organization The product is exceptionally attractive in terms of design, layout, and neatness. The product is attractive in terms of design, layout, and neatness. The product is acceptably attractive, though it may be a bit messy. The product is distractingly messy or very poorly designed. &nbsp; Content/Vocabulary The

authors correctly use and define several math terms. All required elements are cleverly and completely addressed, as well as additional information. The authors correctly use and define a few math terms. All required elements are included. The authors try to use some math vocabulary, but some meanings may be incorrect or unclear. Most required elements are included. The authors do not incorporate math vocabulary. Some required elements are missing.

Category and Score					Score
				Total Score	

## Conclusion

Way to go! You have helped the chefs SO much. Now they'll be able to consistently create delicious, well-measured treats! The last thing you need to do is.....write up a review of this activity. \*\*\*What do you think you learned through this activity?\*\*\*Did you enjoy this activity?\*\*\*Do you feel that your group worked well together?\*\*\*Do you know more about fractions than when you started this assignment?Please answer these questions on a piece of notebook paper that you label with your name and student number.

## Teacher Page

### Standards

VA MATH SOL 4.2

The student will

- a) compare and order fractions and mixed numbers;
- b) represent equivalent fractions

VA MATH SOL 4.5

The student will

- a) determine common multiples and factors, including least common multiple and greatest common factor;
- b) add and subtract fractions having like and unlike denominators that are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fractions, using common multiples and factors;

### Credits

I searched through multiple websites and webquests to get basic ideas for my Webquest.

### Other