



3rd Grade Teacher Small Group Lesson Plan



This document is a sample lesson plan, designed specifically for 3rd grade, from our STAAR Vegas program. It highlights one TEKS-aligned lesson tailored to each achievement level, incorporating a gradual release model with clear teacher guidance. The plan ensures targeted support and scaffolding to meet the diverse needs of students while building their skills step by step.

Focus: Comparison of Fractions

TEK 3.3(H): compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models

Group	Focus Problem
<p>DNM</p>	<p>Serena and Ricky each have a milkshake. The two milkshakes are the same size. Serena drinks $\frac{5}{6}$ of her milkshake. Ricky drinks $\frac{5}{8}$ of his milkshake. Compare the amounts that Serena and Ricky drink.</p> <p>Compare $\frac{5}{6}$ and $\frac{5}{8}$.</p>
<p>I do (Teacher Models)</p>	<p>Introduce the concept of comparing fractions with the same numerator or denominator using fraction bars and number lines.</p> <ul style="list-style-type: none"> Fraction Bars: Show two bars representing the same whole, divided into 6 equal parts for $\frac{5}{6}$ and 8 equal parts for $\frac{5}{8}$. Shade 5 parts in each bar and explain why $\frac{5}{6} > \frac{5}{8}$ because sixths are larger than eighths. <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; width: 150px; height: 25px; background-color: #cccccc;"></div> <div style="border: 1px solid black; width: 150px; height: 25px; background-color: #cccccc;"></div> <div style="border: 1px solid black; width: 150px; height: 25px; background-color: #cccccc;"></div> <div style="border: 1px solid black; width: 150px; height: 25px; background-color: #cccccc;"></div> <div style="border: 1px solid black; width: 150px; height: 25px; background-color: #cccccc;"></div> <div style="border: 1px solid black; width: 150px; height: 25px; background-color: #cccccc;"></div> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; width: 100px; height: 25px; background-color: #cccccc;"></div> <div style="border: 1px solid black; width: 100px; height: 25px; background-color: #cccccc;"></div> <div style="border: 1px solid black; width: 100px; height: 25px; background-color: #cccccc;"></div> <div style="border: 1px solid black; width: 100px; height: 25px; background-color: #cccccc;"></div> <div style="border: 1px solid black; width: 100px; height: 25px; background-color: #cccccc;"></div> <div style="border: 1px solid black; width: 100px; height: 25px; background-color: #cccccc;"></div> <div style="border: 1px solid black; width: 100px; height: 25px; background-color: #cccccc;"></div> <div style="border: 1px solid black; width: 100px; height: 25px; background-color: #cccccc;"></div> </div> <ul style="list-style-type: none"> Number Line: Mark $\frac{5}{6}$ and $\frac{5}{8}$ on a number line to show that $\frac{5}{6}$ is farther to the right.

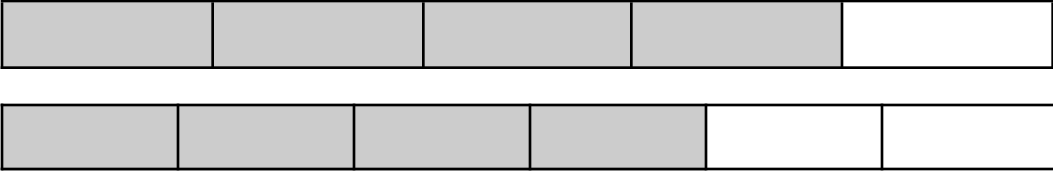
	Verbally explain the reasoning: "When the denominators are different, the larger denominator means smaller pieces."
We do (Guided Practice)	<p>Problem:</p> <ul style="list-style-type: none"> • Compare $\frac{4}{5}$ and $\frac{4}{8}$. <p>Guide students to draw fraction bars or number lines.</p> <ul style="list-style-type: none"> • Ask prompting questions: <ul style="list-style-type: none"> ○ "Which pieces are larger: fifths or eighths?" ○ "If both have 4 parts shaded, which fraction is bigger?" <p>Conclude that the correct answer is $\frac{4}{5} > \frac{4}{8}$.</p>
You do (Independent Practice)	<p>Problem:</p> <ul style="list-style-type: none"> • Compare $\frac{3}{4}$ and $\frac{3}{6}$ using a model. <p>Provide sentence stems:</p> <ul style="list-style-type: none"> • "The fraction ___ is greater because ___. I know this because ___." • Allow students to use fraction tiles or draw bars.

Group	Focus Problem
Approaches	Compare $\frac{1}{2}$ and $\frac{2}{2}$
I do (Teacher Models)	<p>Use visual aids and reasoning to compare fractions.</p> <ul style="list-style-type: none"> • Draw one bar divided into 2 equal parts and shade 1 part for $\frac{1}{2}$.  <ul style="list-style-type: none"> • Draw a second bar divided into 2 equal parts and shade both parts for $\frac{2}{2}$.  <ul style="list-style-type: none"> • Explain: "Since the whole bar is shaded for $\frac{2}{2}$, it is larger than $\frac{1}{2}$." <p>Emphasize reasoning:</p> <ul style="list-style-type: none"> • "When the denominators are the same, the numerator tells us how many parts we have."
We do (Guided Practice)	<p>Problem:</p> <ul style="list-style-type: none"> • Alex has $\frac{1}{3}$ of a cake, and Jamie has $\frac{1}{6}$. Who has more? <p>Guide students to draw fraction bars or number lines.</p> <ul style="list-style-type: none"> • Ask prompting questions: <ul style="list-style-type: none"> ○ "Which fraction has bigger pieces?"

	<ul style="list-style-type: none"> ○ "How many parts are shaded for each?" <p>Conclude: $\frac{1}{3} > \frac{1}{6}$ because thirds are larger than sixths.</p>
You do (Independent Practice)	<p>Problem:</p> <ul style="list-style-type: none"> ● Compare $\frac{1}{3}$ and $\frac{2}{4}$. <p>Challenge students to explain their answer in words.</p> <ul style="list-style-type: none"> ● Potential phrases "the pieces are bigger" or "the numerators tell us how many parts."

Group	Focus Problem
Meets	Compare $\frac{3}{4}$ and $\frac{3}{5}$.
I do (Teacher Models)	<p>Introduce comparing fractions with different numerators and denominators.</p> <ul style="list-style-type: none"> ● Use fraction bars: Draw one bar divided into 4 parts and shade 3 parts for $\frac{3}{4}$, and another bar divided into 5 parts and shade 3 parts for $\frac{3}{5}$. <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; width: 150px; height: 20px; background-color: #cccccc; position: relative;"> </div> <div style="border: 1px solid black; width: 150px; height: 20px; background-color: #cccccc; position: relative;"> </div> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; width: 100px; height: 20px; background-color: #cccccc; position: relative;"> </div> <div style="border: 1px solid black; width: 100px; height: 20px; background-color: #cccccc; position: relative;"> </div> <div style="border: 1px solid black; width: 100px; height: 20px; background-color: #cccccc; position: relative;"> </div> <div style="border: 1px solid black; width: 100px; height: 20px; background-color: #cccccc; position: relative;"> </div> <div style="border: 1px solid black; width: 100px; height: 20px; background-color: #cccccc; position: relative;"> </div> </div> <p>Explain: "Although the numerators are the same, the pieces in fourths are larger than fifths, so $\frac{3}{4} > \frac{3}{5}$."</p>
We do (Collaborative Practice)	<p>Problem:</p> <ul style="list-style-type: none"> ● Compare $\frac{2}{3}$ and $\frac{2}{5}$. <p>Ask Prompting Questions:</p> <ul style="list-style-type: none"> ● "What strategy can we use to compare these fractions?" ● Guide students to find a common denominator <ul style="list-style-type: none"> ○ (ex: $\frac{2}{3} = \frac{10}{15}$ and $\frac{2}{5} = \frac{6}{15} \rightarrow \frac{10}{15} > \frac{6}{15}$). <p>Conclude: $\frac{2}{3}$ is larger because it represents more parts of the same whole.</p>
You do (Independent Practice)	<p>Problem:</p> <ul style="list-style-type: none"> ● Which is greater, $\frac{5}{8}$ or $\frac{5}{6}$? Explain your reasoning. <p>Encourage students to justify using common denominators or reasoning about the numerators.</p>

Group	Focus Problem
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<p>Masters</p>	<p>Which comparison is true? ($\frac{2}{5}$ vs. $\frac{4}{6}$)</p>
<p>I do (Teacher Models)</p>	<p>Model Using Common Denominators:</p> <ul style="list-style-type: none"> • Explain: "When comparing fractions with different denominators, we can find a common denominator to make the pieces the same size." • Work through the example: <ul style="list-style-type: none"> ○ The denominators are 5 and 6. The least common denominator is 30. ○ Convert the fractions: <ul style="list-style-type: none"> ■ $\frac{2}{5} = \frac{24}{30}$ ■ $\frac{4}{6} = \frac{20}{30}$ ○ Compare: "Since $\frac{24}{30} > \frac{20}{30}$, we know that $\frac{2}{5} > \frac{4}{6}$." • Visual Model (optional based on student need):  <ul style="list-style-type: none"> • Ask: "Which bar shows larger shaded parts?" <p>Explain: "Both fractions have the same numerator (4), but $\frac{2}{5}$ is larger because the denominator is smaller, meaning each part is bigger."</p>
<p>We do (Collaborative Practice)</p>	<p>Problem:</p> <ul style="list-style-type: none"> • Compare $\frac{5}{9}$ and $\frac{5}{6}$. <p>Guide students to discuss and justify using multiple methods:</p> <ul style="list-style-type: none"> • Finding common denominators. • Reasoning about the fractions: "Fifths are larger pieces than ninths, so $\frac{5}{6} > \frac{5}{9}$." <p>Write the conclusion in words and symbols.</p>
<p>You do (Independent Practice)</p>	<p>Problem:</p> <ul style="list-style-type: none"> • Compare $\frac{7}{10}$ and $\frac{6}{8}$. <p>Tell students to justify their answer using a visual model or reasoning related to common denominators.</p>

