



# Fraction Flags

By: Jessica Shaffer

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Math  
Grades 3-5



## Introduction

Students will be creating fraction flags to model the same fraction in different ways. This will help students form a visual representation of how the same fraction can look different. This is a building block for adding and subtracting fractions with like and unlike denominators. Students must use a ruler to create equal parts on the fraction flags which works on measurement skills, division skills, and also fine motor skills. This activity is cross-curricular as it ties in language arts objectives as well.

## Learning Objectives

- Students will be able to (SWBAT) find equivalent fractions and create a visual representation using models.
- SWBAT measure length using standard units.
- SWBAT create a fictional narrative writing piece about the flags and the “countries” represented.

## Materials Needed

- 5 x 8 white index cards
- Construction paper
- Crayons/colored pencils/markers
- Ruler
- Straws/pipe cleaners (something to make a flagpole with)
- Dry erase boards
- Dry erase markers
- Equivalent fractions worksheet/online activity (early finishers)

## Procedure

### Day 1 and Day 2

1. Review with students what equivalent fractions are. Review finding equivalent fractions and finding a missing numerator. This is good practice for future lessons in adding and subtracting fractions. Go over four or five examples on the board. Check dry erase boards for student understanding. Give students a worksheet reviewing this skill. This will be very helpful as you work through the fraction flag activity, as early finishers will have something to work on when they have completed a step. If you have the technology available, an online assignment is also a good option here. This will be a requirement to turn in for a classwork grade.

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2. Have students work on dry erase boards while you work on the Promethean Board/Whiteboard. Write the fraction " $\frac{1}{2}$ " on the board (start simple). Draw one way to model  $\frac{1}{2}$  on the board. Have students model a different way to represent the same fraction.
3. Have students hold up dry erase boards to compare. Sketch all the different examples on the whiteboard. Discuss. Leave these on the board.
4. Write a second fraction on the board " $\frac{1}{3}$ ". Repeat the first two steps.
5. Revisit  $\frac{1}{2}$ . Now have students work to find fractions equivalent to  $\frac{1}{2}$ . List five or six examples on the board. This will set up the project.
6. Students will choose one fraction they wish to use for the project. " $\frac{1}{2}$ " and " $\frac{1}{3}$ " were used as examples, so these are not allowed.
7. Students will use one index card to represent the fraction. Students will use the ruler to measure and divide the index card evenly into equal parts. This will be the first fraction flag. Each part of the fraction must be a different color. You can have students color now or wait until the end for this. The fraction " $\frac{1}{2}$ " is used for all samples.
8. Students will next use a second index card to represent the same fraction in a different way. Have students follow the same steps using a ruler to create the second "fraction flag". This flag must have the same colors as the first flag.
9. Students will then create a third flag representing an equivalent fraction for the original one that was chosen. This will be created using a ruler again to ensure the parts are equal size. The same colors must be used but must represent the same fraction. This example represents that " $\frac{2}{4}$ " is equivalent to " $\frac{1}{2}$ ". Two parts are green ( $\frac{1}{2}$ ) and 2 parts are yellow ( $\frac{1}{2}$ ).
10. Students must now create "seals" for the flags. The seals must state the fraction on it (ex.  $\frac{1}{2}$  and  $\frac{2}{4}$ ), and then let the creativity go. Students may create their own seal or they may use logos from their favorite sports teams, TV shows, characters from books, etc. The seals should be created on a separate piece of construction paper and then glued onto the flag. Each of the three seals should be different, but all should state the appropriate fraction.
11. Attach flagpoles to the flags. You can use pipe cleaners, straws, etc., to do so.



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## Day 3 and Day 4

**(\*\*note: some students may need to continue to work on flags into the third day\*\*)**

Students will write a short fictional narrative about their flags. You can give a specific topic you wish for them to write about.

- **Topic 1:** Which of the countries that your flags represent do you live in? What is the name of the country? Where is it located? What are the seasons like? What activities are done for fun? Describe details of your country.
- **Topic 2:** Write about a day in the life of living in the  $\frac{1}{2}$  country.
- **Topic 3:** Write about how social distancing and COVID-19 has affected your country. (\*\*this is a topic for now, but could be used/modified after this pandemic as it will be something each student has lived through\*\*)

*\*\*This writing can be modified for struggling learners and also for your gifted learners by giving a different prompt or having the length requirement differ.*

This project is one that can be started in school and finished at home. It also can be completed in multiple subjects. You can carry it over into your ELA lessons as well.

## Evaluation

This project is graded using a [rubric](#).