

Learning Plan

Pizza Fun With Math

Standards

MGSE3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

MGSE3.NF.1 -

Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. For example, $\frac{3}{4}$ means there are three $\frac{1}{4}$ parts, so $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$.

I Can Statement

I CAN understand the relationship between multiplication and division.

I CAN explain part to whole relationships concerning fractions.

Objective

The purpose of this lesson is for students to use their pizza project to better understand multiplication, division and fractions.

Essential Questions

What is the relationship between multiplication and division?

How do I identify a fraction?(part to whole)

Materials

- Use construction paper, crayons, pencils, scissors, glue, household items, craft materials and markers to create the actual pizza. You may use a real pizza box to keep it in.
- Each student will need a task handout and rubric
- Digital Resources - Jamboard

Introduction and Guided Lesson

The teacher will explain that we will complete a task today involving pizza! The teacher will ask students, "Who likes pizza?", and "What types of toppings do you usually order on your pizza?" Allow time for students to discuss their pizza choices. The teacher will go over the directions and rubric for the TASK. The teacher will demonstrate how to create a pizza by following the steps on the task. Hopefully, this will serve as a guide to help students through the process by showing them how the problems and pizza are created. Once the students and teacher have discussed the assignment and rubric, The teacher will also give each student a task handout, and the materials they need to complete their project..If you prefer to give materials out after the students have completed their problems, that will work too.

Independent Work

The students will complete their problems, then begin making their pizza. You can do a group share after everyone has finished. As students begin to share their work, other students can answer the math problems that each student came up with.

Assessment

This assignment serves as a self assessment for students, as they will be able to use the inverse operation to check and explain their answers and thinking.