

Making Fractions Accessible During Routines and Transitions

[LT]²



- Building learning into existing routines and transitions is an effective way to engage children through repetition and predictability (Jenning, Hanline, & Woods, 2012). By incorporating **fractions** into everyday routines and transitions, the learner is offered multiple opportunities to practice these skills throughout authentic and diverse environments.

Embedding Fractions into Routines

Centers	<ul style="list-style-type: none">▪ Provide multiple opportunities for children to engage with fractions during their classroom centers. Integrate the children’s interests whenever possible to promote sustained engagement.▪ Early fraction development<ul style="list-style-type: none">▪ Set up a dramatic play center with everything needed for a tea party. Offer pretend food that can be split into equal parts among students.▪ During an art center, cut out tan circles with a line down the center and have kids color their “pizzas,” adding different toppings on each half.▪ Later fraction development<ul style="list-style-type: none">▪ Offer Legos/connecting cubes in a set number of colors and encourage children to create fractions.▪ Develop a cooking/baking center where the children need to follow a recipe to create something. This can be edible or pretend, depending on what is feasible for your classroom.
Snack and Shared Meal Times	<ul style="list-style-type: none">▪ Encourage children to engage with fractions during mealtimes. Include a balance of teacher-led questions and peer-led exploration/discussion.▪ Have the children place their fork in the middle of their plate to create two halves. Ask them what is on the first half and what is on the second half.▪ If developmentally appropriate, have children cut their sandwich into halves, thirds, quarters, etc. Help children cut the sandwich if needed (with gloves), but make sure they are telling you exactly where to cut to make different parts.
Outdoor Time	<ul style="list-style-type: none">▪ Highlight fractions outside of the classroom during outdoor experiences, emphasizing how math exists in the natural world. This can be through structured activities or simply through free play. Always be sure to follow the child’s lead.<ul style="list-style-type: none">▪ Create fractions with chalk. Make the parts large enough for children to stand in.▪ Find different parts of a flower, leaf, branch, etc. Have the

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	<p>children count how many parts come together to make a whole.</p> <ul style="list-style-type: none">▪ Narrate the child's play to teach key vocabulary, such as half/halves, third/thirds, quarter/quarters, part, whole, split, etc.
Story Time	<ul style="list-style-type: none">▪ Incorporate fractions into class read-alouds. Any book can be used, even if it does not explicitly describe fractions. Pause frequently to discuss the different parts of a whole with the students and hold space at the end to summarize the reading as a group. Some books about fractions include:<ul style="list-style-type: none">▪ <i>Twinderella</i> by Corey Rosen Schwartz▪ <i>If You Were a Fraction</i> by Trisha Speed Shaskan▪ Draw connections to things that have happened (or are happening) in the child's everyday life.<ul style="list-style-type: none">▪ See if they can identify fractions around the classroom or can think of a time they shared or broke something into pieces.

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Embedding Fractions into Transitions

- Incorporate songs that focus on **fractions or sharing** into transitions.
- **When transitioning between activities in the classroom, use a visual support that converts the remaining time into a fraction. Examples include:**
 - https://www.youtube.com/watch?v=mm8_pEtm35M
 - <https://www.youtube.com/watch?v=uZ8FYTRh3Ro>.
- **When coming in from recess/outdoor play, ask the children to group in different fractions. For example, “I need half of you to stand over here” or “How many of you need to stand over here to represent $\frac{1}{4}$ of the class?”**