



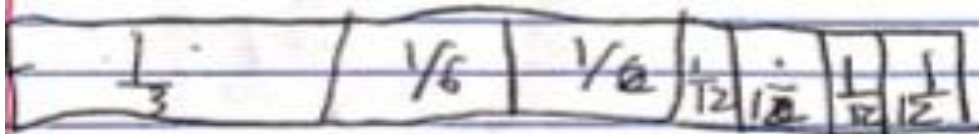
M2C3 – Prize Spinner Task

Student Work

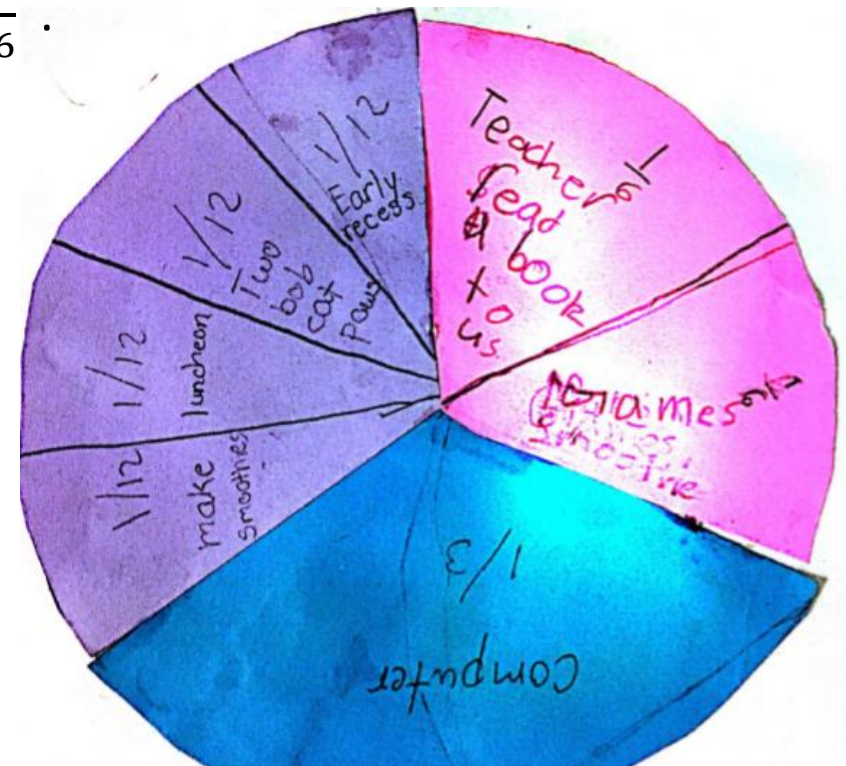
The following provides Grade 3 solutions for the Prize Spinner Task. Students created their spinners and were asked to write a “detailed paragraph that explains the fractions in [their] spinner and the math that went into it.” They were also asked what “equivalencies” they noticed. The narratives given for each sample task help provide a portrait of student understanding of equivalent fractions and fractions that sum to one whole.

Grade 3 – Prize Spinner

Today we made a spinner. The fractions that we worked with were $\frac{4}{12}$, $\frac{2}{6}$, $\frac{1}{3}$. They match because if you double $\frac{1}{3}$ it will make $\frac{2}{6}$ then you double $\frac{2}{6}$ it will make $\frac{4}{12}$. We matched games to $\frac{1}{6}$ because we do it every Friday we matched up teacher read a book to us to $\frac{1}{6}$ we do it every ELA class. We matched up computers with to $\frac{1}{3}$ because we do it everyday. We matched up $\frac{1}{12}$ and make smoothies because we don't do it a lot. We match up lunches to $\frac{1}{12}$ because you work hard. We matched up $\frac{1}{12}$ with two bob cat pairs because you need to follow the rules. We matched up $\frac{1}{12}$ with early recess because we need to finish and turn in our homework and reading work on time. This what we learn math.



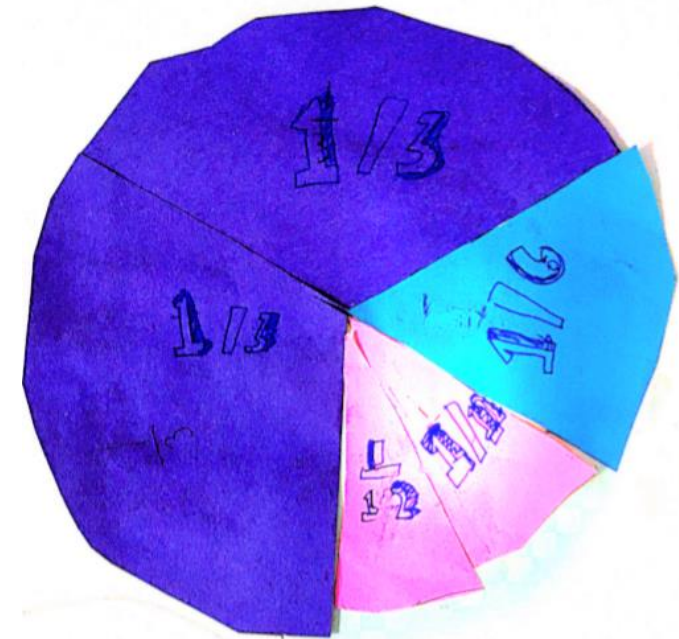
The two grade 3 students who created this spinner demonstrate an understanding of equivalent fractions and fractions that sum to 1 whole. Instead of using the term equivalent to describe the relationship of $\frac{4}{12}$, $\frac{2}{6}$, and $\frac{1}{3}$ the students write “they match” and the term “double” is used to indicate multiplying $\frac{1}{3} \times \frac{2}{2}$ to get $\frac{2}{6}$.



Grade 3

I just finished making a spinner. The mathematics behind the spinner is that the fractions equal to $\frac{1}{3}$. Each of them have a specific numbers because it was the one equivalent to each other, like early recess and luncheon gave them both $\frac{1}{3}$. Farm chores are smaller because they are more special. The smoothies and exercise are rare, so that's why I gave them $\frac{1}{12}$. This is how I made my spinner.

These grade 3 students show an understanding that the fractions used to make the spinner sum to 1 ($\frac{1}{1}$) and that some of the fractions are equivalent to each other. The fractions are said to be equivalent because we “gave them both $\frac{1}{3}$.” They do not identify the equivalence between $\frac{1}{6}$ and $\frac{2}{12}$. They also describe the space taken up by $\frac{1}{6}$ as “smaller” demonstrating an emerging connections between relative fraction size and the size of the denominator.



Grade 3



These are the equivalents and the fractions that are going into the spinner. I am putting in these equivalents $1/3 = 4/12$, $1/4 = 3/12$, $2/6 = 4/12$. Also the fractions are $1/12$, $1/3$, $1/4$, $1/6$, $1/6$. Also the number sentences are $4/12 + 4/12 + 3/12 + 1/12 = 12/12$. Also put the same in the big spaces. The large pizzas are 1/2 laps and 2/3 laps. The cool pizzas go in the small spaces. Also the cool pizzas are a luncheon and 5 more mins of lunch. Also that is my spinner.

These grade 3 students clearly identify equivalences in their spinner. "1/3 = 4/12, 1/4 = 3/12,..." They also describe the relative size of the spinner segments. There appears to be an error in the number sentence outline in red. Using the fractions listed in the explanation the number sentence would be $\frac{1}{12} + \frac{1}{6} + \frac{1}{6} + \frac{1}{4} + \frac{1}{3} = \frac{12}{12}$. There also appears to be a mistake in the spinner labels.