



Fraction Comics

A Fraction Practice Activity

- Grade level: 4-6
- Time: One or two 45 minute classes
- Lesson Plan Focus: To reinforce and apply the use of fractions.

► Correlation to National Education Standards

Math Standards:

NM-MUM.3-5.1 & NM-NUM.6-8.1 Understanding Numbers, Ways of Representing Numbers, Relationships Among Numbers & Number Systems

► Objectives: Students will correctly apply what they have learned about fractions by drawing comics illustrating fractions as they are directed. 80% accuracy will be expected.

► Preparing for the Activity: Review the steps for creating a comic. Go over the comic vocabulary as needed.

► Introducing the Activity: Cut comic strips from the Sunday newspaper to use as examples. Remind the students all of the panels together make one complete comic. Therefore, each panel in the comic represents a fraction of the whole. Show a comic strip, and ask questions such as, "What fraction of the comic panels contain a human? What fraction of the panels contains sound words? What fraction of the total panels contains an animal? " etc. Write these fraction answers on the board or the overhead and discuss as needed.

► Materials

Blank panels page to draw the comics on, pencils and erasers, and the Fraction Comics Directions page.

► Procedure

Explain that students will be following the directions given on the Fraction Comics Directions page to create their own comic strip. They will draw their comics on the blank panels page in pencil, paying close attention to the fractions given in the directions. Caution them that if the directions say that $\frac{2}{3}$ of the panels should have speaking captions in them, they will have to be sure they don't have more or less. They may check each other's work as they go along.

► Assessment

The teacher should review the students' work as they draw their comics. When the comics are finished, they should be checked to see if they have understood and correctly translated the fractions given and that these are represented in the drawings in their comics.

Use the "Worksheet Comics Rubric" on page 117.

► Closure

Fractions are all around us. We use them every day, and they can be applied to many things, even the comics. Challenge students to come up with other applications for finding fractions in every day items.

► Extensions

1. Make an assignment for students to cut a comic strip from the newspaper, and write ten fraction facts about the panels.
2. Send the student-drawn fraction comics to another class and have them write ten fraction facts about the panels. Those facts can be checked by the students who originally created the comics and the papers returned graded to the other class.
4. Have students create a large "Super Comic" collage by gluing panels from several different strips onto poster board. These can be arranged in any way the students like. (In this activity, the individual comic strips can be the fractional parts of the whole.) Then, have students complete a "survey" of the fractions in the comic, such as "1/4 of this super comic is composed of *Garfield*, 1/4 is made up of *Peanuts*, etc."
3. Teachers can make up their own fraction directions to go along with and review any subject area they may be teaching. For instance, the fraction practice could be combined with any curriculum by having the students draw panels including whatever is in the current chapter of study.
4. These comics may be finished by inking and coloring them and publishing them in a book that could be sent to lower grade levels.