

Name: April Booth

## Lesson Plan

**Learning Segment Focus:** Adding and Subtracting Fractions with Unlike Denominators **Lesson: 1 of 1**  
**Course & topic addressed:** Applying equivalent fractions **Date:** 2/3/20 **Grade:** 5th

### Student Outcomes

|                                                                                                                                     |                                                                                                                                                                                                                                                           |
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| Specific learning <b>objectives</b> for this lesson.                                                                                | <ol style="list-style-type: none"> <li>1. Identify the lowest common denominator in equations</li> <li>2. Add and subtract fractions with unlike denominators</li> <li>3. Explain in words and with chart on how to add and subtract fractions</li> </ol> |
| Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .                             | Students can use this new skill to help with cooking or measuring things. They can also build on to this and maybe become an engineer                                                                                                                     |
| Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> . | Learning adding and subtracting fractions with different denominator happens all the time in everyone's world and culture. When their parents cook or build something they need those exact measurements.                                                 |

### State Academic Content Standards

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| List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | <b>AR.Math.Content.5.NF.A.1:</b> Efficiently, accurately, and with some degree of flexibility, add and subtract fractions with unlike denominators (including mixed numbers) using equivalent fractions and common denominators. |
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### Key Vocabulary

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| What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content? | <b>Fraction</b><br><b>Numerator</b><br><b>Denominator</b><br><b>Common denominator</b><br><b>Lowest common denominator</b> |
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### Academic Language Support

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| <p>What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p> | Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. |
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### Materials

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| Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | Computer for Presenter, Interactive Whiteboard, Overhead Projector |
| Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)                                     | Pencil, paper, Personal white boards, Erasable markers, Eraser     |

### Lesson Timeline with Instructional Strategies & Learning Tasks

| Amount of Time | Teaching & Learning Activities<br>(This should be a BULLETED LIST)                                                                                                                                                                                                                                                                                                            | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)                                                                                                                                                                                                                                                                                                                        |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 minutes     | <p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>Students will start off with a refresh about fractions to make sure they remember what each part of a fraction is and how to add or subtract fractions with common denominator.</li> <li>Students will use their white board, erasable markers and erasers to show what answer they got.</li> </ul> | <ul style="list-style-type: none"> <li>I will put fractions on the board and ask questions “ what does the top part of the fraction called? And what does the bottom of the fraction call?”</li> <li>I will also put fraction problems that include adding and subtracting two fractions with common denominator.</li> <li>I will pass out personal white boards with markers and erasers to allow student to work the problems and show their answers.</li> </ul> |
| 20 minutes     | <p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>Students will take notes over adding and subtracting fractions with unlike denominator.</li> <li>Students will practice a few problems while using the white board.</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>I will have the students take notes so they have a few examples to take home and study.</li> <li>I will write problems on the board</li> <li>While students are showing their answers I will either say good job or may want to check again. This will allow me to know who is understanding the material and who is not.</li> </ul>                                                                                        |
| 10 minutes     | <p><b><u>Closure:</u></b></p> <ul style="list-style-type: none"> <li>Students will be given a chart that has problems on it.</li> <li>They will work on it until class is over and whatever problems not finished they will do for homework.</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>I will pass out a chart with problems similar to what we practice on in class.</li> <li>I will let them take it for homework and collect it tomorrow to give feedback and see what each student is thinking.</li> </ul>                                                                                                                                                                                                     |

### Accommodations/Modifications

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| How might I <b>modify</b> instruction for:<br><i>Remediation?</i><br><i>Intervention?</i><br><i>IEP/504?</i><br><i>LEP/ESL?</i><br>(All students who have plans mandated by federal and state law.) | To modify, I would put students in groups to let them work together and talk about what they are having problems with the lesson. I would also walk around to check on that student and ask them questions related to the lesson to see what they need help with. |
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## Differentiation

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| How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b><br>(All students who are not on specific plans mandated by federal and state law.) | I could bring note cards to let students write their response on about the lesson. I could also find books or articles about the lesson to help students see why they need to know what they are learning. |
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## Assessments: Formative and/or Summative

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| Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed). | <input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative |  |
|                                                                                                                                                                                 | <input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative |  |
|                                                                                                                                                                                 | <input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative |  |

## Research/Theory

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| Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> . | The connections with fractions is with recipes and measurements. I would tell the students that not every fractions when add or subtracting will be the same because there are different measurement sizes in the world. |
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## Lesson Reflection/Evaluation

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| What went <b>well</b> ?<br>What <b>changes</b> should be made?<br>How will I <b>use assessment data</b> for next steps? | <i>TO BE FILLED IN AFTER TEACHING</i> |
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx; http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf; https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>

