

## Lesson Plan

**Learning Segment Focus: Fractions of a Whole**

**Lesson 1 of 1**

**Course & topic addressed: Technology in the Elementary Classroom    Date: 09/18/2020    Grade: 1st**

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will be able to identify fractions and divide items into halves, thirds, and quarters.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students are aware of what a whole is. Now they will be able to break whole pieces apart into smaller pieces and fully understand how fractions work. They will use their knowledge of money as well to grasp how quarters are fractions of a dollar.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Fractions are all around us in everyday life. Whether you are working with money or simply wanting to share a pieces of candy with a friends, you have to know how fractions work.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	CCSS. MATH. CONTENT. 1.G.A.3 "Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares."
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Fraction, Halves, Fourths, Quarters, Half of, Quarter of, and Shares
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	White/Smart Board, White Paper, Fraction Coloring Worksheet, Chocolate Bars, and Plastic Knives
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Crayons and Scissors

### Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (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)
About 5 minutes	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Explain to my class that they will be learning about fractions</li> <li>• I will define a fraction as parts of a whole</li> <li>• Explain how we use them in everyday life</li> </ul>	While the students are in their seats watching me in the front of the room, I will a circle and a rectangle on the board. I will split those shapes in halves, fourths, and quarters to demonstrate how you can make anything a faction. I will next correlate those shapes into written out fractions like $\frac{1}{4}$ , $\frac{1}{2}$ , and $\frac{3}{4}$

<b>Amount of Time</b>	<b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b>	<b>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)</b>
About 15 minutes	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Display a chocolate bar to my students</li> <li>• With the plastic knife, I will cut <math>\frac{1}{4}</math> off</li> <li>• Demonstrate a <math>\frac{1}{4}</math> and a <math>\frac{3}{4}</math> fraction</li> <li>• Represent <math>\frac{1}{2}</math> on another chocolate bar</li> <li>• Give them a piece of chocolate for their hard work</li> </ul>	<p>To start, I will grab their attention with chocolate bars. By using these, it makes learning fun because it is something they all love. I will first cut <math>\frac{1}{4}</math> of the chocolate bar off. I will then ask my students what fraction do they think this would represent. After they answer and I resume, I will then show them the other piece and ask if the small piece was <math>\frac{1}{4}</math> of the chocolate bar, what do you think the other piece would be? After we went over <math>\frac{1}{2}</math> fractions and <math>\frac{3}{4}</math> fractions, I would open another chocolate bar. I would ask a student to break the chocolate bar in half representing a <math>\frac{1}{2}</math>. We would continue this until there is enough chocolate to share amongst the class. For their hard work, I would reward them with <math>\frac{1}{4}</math> of a chocolate bar.</p>
About 15 minutes	<p><b><u>Closure:</u></b></p> <ul style="list-style-type: none"> <li>• I would pass out a fraction practice worksheet</li> <li>• I will see if the students comprehended the lesson</li> <li>• I would ask for questions or concerns</li> </ul>	<p>While the students were finishing up their chocolate, I would pass out an easy worksheet to get the students comfortable with working on fractions. I would give them a couple minutes to work on the paper then I would go through it with them and reassure them if they had any questions or concerns on fractions.</p>

