

## Lesson Plan Template

Lesson Segment Focus: Fractions using the manipulative fraction slicesLesson: 1 of 3Course & topic addressed: FractionsDate: 11/13/2018 Grade: 3rd

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to correctly write fractions with the numerator and denominator. Students will learn how to answer questions with fractions. Students will also learn how to break down fractions. Students will use the fraction slices manipulative to gain understanding.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have not had any previous lessons.
Knowledge of students background (personal, cultural, or community assets)	N/A

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	AR.Math.Content.3.NF.A.1 AR.Math.Content.3.NF.A.2 AR.Math.Content.3.NF.A.3
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Students will use fraction slices as a support to gain understanding in how fractions work. Students that need extra support will have a partner to assist.
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### Key Vocabulary:

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Fraction, Numerator, Denominator</b>
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### Materials

Materials needed by teacher for <b>this lesson.</b>	The teacher will need the lesson, SMARTboard, dry erase board, dry erase marker, and fraction slice manipulative.
Materials needed by students for <b>this lesson.</b>	Students will need the worksheet, pencil, and fraction slice manipulative.

### Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 Mins.	<u>Introduction:</u>	The teacher will explain to students what a fraction, numerator, and denominator are. The teacher will then give an example, so students can understand the lesson. For example, pizza would be a great example by saying You bought a pizza that had ten slices. What would the fraction be if Jo ate 3 slices? (7/10)
35 Mins.	<u>Instruction:</u>	The teacher will have a lesson and equipment. The teacher will break down her lesson of fractions and show students how to use the fraction slices manipulatives while asking questions on the worksheet provided. The teacher will walk the students through how to write the answer using the numerator and denominator. The students will then work on 3 problems by themselves using the fraction slice manipulatives. When the students are finished, the teacher will go over the answers with the students to make sure they have understanding.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 Mins.	<b>Closure:</b>	The teacher will ask students if they understand how they get fraction answers. The teacher will then ask if they have a great understanding before having to move on to the next lesson with adding fractions with like denominators.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	. For those with special accommodations, they will only need to answer 2 questions remaining on their worksheet. If the student needs extra assistance, they may ask the teacher for help.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>Students will use fraction slices manipulatives to help gain understanding with fractions.</b>
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**Assessments: Formative and/or Summative**

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

**Research/Theory**

Identify theories or research that supports the approach you used.	
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**Lesson Reflection/Evaluation**

What went well? What changes should be made? How will I use assessment data 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>