

Name Hannah Cunningham

Lesson Plan Template

Lesson Segment Focus Fractions Lesson _____ of _____

Course & topic addressed Adding/Subtracting Fractions Date _____ Grade 5th

Student Outcomes

Specific learning objectives for this lesson.	Students will find common denominators and equivalent fractions. Students will add and subtract fractions with different denominators accurately. Students will simplify fractions.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will use their knowledge of addition, subtraction, multiples of numbers, factors of numbers, and the concept of a whole.
Knowledge of students background (personal, cultural, or community assets)	Students can apply past experiences and methods of dealing with fractions.

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.5.NF.A.1 Efficiently, accurately, and with some degree of flexibility, add and subtract fractions with unlike denominators (including mixed numbers) using equivalent fractions and common denominators For example: Understand that $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$) Note: The focus of this standard is applying equivalent fractions, not necessarily finding least common denominators or putting results in simplest form.
--	--

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?	I would have a bulletin board devoted to examples of each of these words. I would label parts of a fraction. I would also define terms that needed to be defined. I could give additional handouts to students who needed more help understanding these terms. I could hand out extra practice for them to identify these terms through examples or picking from a list.
--	---

Key Vocabulary


What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Factor, Multiple, Denominator, Numerator, Equivalent, Common Denominator, Simplify
---	---

Materials

Materials needed by teacher for this lesson.	Smart board, prepared notes of example problems, manipulatives, exit slip
Materials needed by students for this lesson.	Guided notetaking sheet, pencils, paper, textbook

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.
20 Minutes	<p><u>Introduction:</u> Vocabulary Review YouTube Fractions Video</p>	<p>As students come in, they will grab a guided notetaking guide and sit down. We will start the lesson by watching the 5th Grade Fraction Song. (https://youtu.be/UxKHngpVvkU) Next, we would go over the Vocabulary words. I would ask for student volunteers to help me define these terms based on the video. I would then state the objective of the lesson.</p>
40 Minutes	<p><u>Instruction:</u> Direct Instruction</p> <ol style="list-style-type: none"> 1. Teaching 2. Guided Practice with Feedback 3. Independent Practice with Feedback 	<ol style="list-style-type: none"> 1. INSTRUCTION <ul style="list-style-type: none"> • I will begin my instruction with two simple fractions. I would teach how to find a common denominator. I would explain that these fractions are equivalent, and that if simplified, we would get the fraction in its simplest form. • Next I would add these two fractions and explain that they can now be added because they are based off the same whole. I would then simplify the answer. • I would go through this process with several examples, each getting harder along the way. Each problem will match the students' notetaking guide. They will be responsible for filling it in. I would routinely check to make sure they were doing so. 2. GUIDED PRACTICE <ul style="list-style-type: none"> • I would handout a worksheet to my students containing an easy question, a medium question, and a harder question. I would let the students work this out while I walk around the room observing and giving feedback. I would then work them out on the board and instruct students to fix their answers if needed. I would ask for stoplight response cards after each question to check for understanding. 3. INDEPENDENT PRACTICE

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.
		<ul style="list-style-type: none"> I would then allow my students to get an iPad. I would place a QR code on the screen to take them to a math practice website. Here they will play a game that deals with adding and subtracting fractions. I will hand each student a blank piece of paper. I will instruct the students to write down each problem they work on the game site. I will take these up after 25 minutes and return them the next class period with feedback. 
15 Minutes	Closure: Snowball Activity	<ul style="list-style-type: none"> After students put away their iPads, I will instruct the students to get out a piece of paper. I will have them each write down something they have learned. Then I will instruct students to wad up their piece of paper and throw it across the room to another student. Then we will go around the room and read one another's papers on what each individual learned.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For ELL students, more supportive notetaking guides will be provided. These guides would contain more information as well as cognates and words in their native language.
--	---

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	The independent and guided practice would help a lot of students practice their skills and get feedback. Receiving feedback would aid in furthering understanding. The video at the beginning might stick with some students more than others. Exposure to the material several times would also help students gain understanding.
--	---

Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students'	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Informal Stoplight Response Cards
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Formal Assessment through Worksheet

learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
---	---	--

Research/Theory

Identify theories or research that supports the approach you used.	
--	--

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>
---	---------------------------------------

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>