

Name Hannah Cunningham

## Lesson Plan Template

Lesson Segment Focus Fraction Fun Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed Adding and Subtracting Fractions with common and uncommon denominators. Date \_\_\_\_\_ Grade 5<sup>th</sup> Math

### Student Outcomes

Specific learning objectives for this lesson.	Students will understand how to add and subtract fractions with common denominators. Students will understand how to add and subtract fractions with uncommon denominators. Students will find common denominators by using the least common denominators (LCD).
Describe the connection to previous lessons.	Students will have been working with wholes and parts of wholes. Students have also been adding parts of wholes, just using manipulatives instead of written fractions.
Knowledge of students background (personal, cultural, linguistic, or community assets)	Students have thought in terms of wholes and parts of wholes before. This can easily be done using a family unit. Students will have computed how many of the members are missing from the total and how many there are.

### State Academic Content Standards

List the state academic content standards 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. 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.
--	---

### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<b>Denominator, numerator, fraction, add, subtract, simplify, least common denominator</b>
--	--


### 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? (word wall, graphics for key terms, cloze passage, etc.) What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)	I will have a word wall for all the terms. Each term will be defined and examples will be provided. I can also hand out a vocabulary sheet that has visuals that are labeled.
---	---

### Materials

Materials needed by teacher for <b>this lesson</b> . (such as books, writing materials, computers, models, colored paper, etc.)	Padlet, Computer, Vocabulary sheet, example problems, sticky notes
Materials needed by students for <b>this lesson</b> . (computers, journals, textbook, etc.)	Computer and link to padlet, worksheet, marker board, marker, eraser, sticky notes

### 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.
	<b><u>Introduction:</u></b>	<p>I will start the lesson by showing students a picture of a pizza cut into slices. I will ask them general questions:            How many slices is the pizza cut into?            What happens if we take three pieces away?            What happens if we add five pieces back from another pizza?</p>  <p>I will let this exercise help students get to thinking in terms of wholes and adding and subtracting from them.</p>
	<b><u>Instruction:</u></b>	<p>I will then encourage my students to get out their laptop and explore the padlet Fraction Fun.            I will let the students play the games, explore the websites, and discover how to add and subtract fractions.</p> <p>I will then reinforce what the students have learned on the padlet.            I will start the second phase of the lesson by asking students to solve example problems on the board. I will have the students ‘teach’ the other students the steps in adding and subtraction the fractions with common and uncommon denominators. We will practice as a class. I will write a problem on the board. Students will then write the LCD on a whiteboard and hold up it up. I will use this as an assessment of student learning as well. We will then work with finding the answer. I will have students who answer correctly explain their reasoning to the class. Hopefully this will provide students with a more meaningful and engaging lesson.            As a class, we will write down the steps of solving a problem with</p>

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.
		uncommon denominators on a large piece of poster paper. Students will be able to use this for reference
	<b>Closure:</b> Sticky note faces	At the end of the lesson I will hand out sticky notes. Students will draw a face that reflects their understanding of the lesson. I will have students put their name on these. After they draw how they are feeling about the lesson, students will stick their sticky notes under one of these four categories: Got it, Almost there, Ehhh..Kinda, I'm lost.

### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Some students may need to be explicitly taught this concept in a small group. I could also provide more instructional materials on a padlet for students who need more support.
--	---

### Differentiation:

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met?	<b>I can add instructional content to the padlets for students who need more help in discovering how to add and subtract fractions.</b>  <b>For students who can go beyond, I can have them create a minilesson on adding and subtracting fractions that they will teach the class. I can have them focus on ways to find the LCD.</b>
--	--

### 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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	The Fraction fun worksheet included in the padlet will help me assess whether students understand the steps involved in getting the right answer when adding/subtraction fractions with common/uncommon denominators.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	The sticky note faces and sorting will help me assess student confidence and understanding in this topic.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Marker Board Answers: I will informally assess student learning by reading student responses to math problems on their whiteboards.

### Research/Theory

Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)	
--	--

### 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>