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Lesson Plan Template

Lesson Segment Focus: Fractions and Decimals
Course & topic addressed: Math: Fractions and Decimals

Lesson: 2 of 3
Date: 11/12/2018 Grade: 4th

Student Outcomes

Specific learning objectives for this lesson.	Learning how to writing equivalent fractions with different denominators. Learning to add fractions with denominators 10 and 100. Learning how to turn fractions into decimals.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students can relate to the simple fractions they have learned in the previous lesson. The students also can relate adding fractions to adding whole numbers.
Knowledge of students background (personal, cultural, or community assets)	Students need to know how to add. Students need to be aware that two things (fractions) may not look alike but they can be equivalent.

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.4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100 and use this technique to add two fractions with respective denominators 10 and 100 For example: Express $\frac{3}{10}$ as $\frac{30}{100}$ and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$. Note: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. However, addition and subtraction with unlike denominators in general is not a requirement at this grade. AR.Math.Content.4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100 For example: Write 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
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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 can look to the word wall. Students can look back to their reference sheets and notes from the previous lesson which contains the key words, definitions and examples.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Denominators, equivalent, decimal notations, fractions
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Materials

Materials needed by teacher for this lesson.	Post it notes, writing utensil, board
Materials needed by students for this lesson.	Writing utensil, paper, phone, worksheets

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 – 7 minutes	<u>Introduction:</u>	We will go over the knowledge we have gained about fractions from the previous lesson.
30 minutes	<u>Instruction:</u>	<p>I will ask the class if they think $\frac{3}{10}$ is the same as $\frac{30}{100}$.</p> <p>After getting the class' answers I will then tell them these two fractions are equivalent. I will then explain that if we simplify $\frac{30}{100}$ it will become $\frac{3}{10}$. As a class we will discuss if other fractions with the denominators of 10 and 100 are equivalent. Then we will learn how to add fractions with denominators 10 and 100. I will demonstrate how it is done on the board. After students understand how to add fractions with denominators 10 and 100 I will have students add fractions that are written on huge post it notes. We will then learn how to turn fractions into decimals. Students can volunteer to come to the board and turn fractions into decimals.</p> <p>Students will have a worksheet to complete which includes adding fractions and turning them into decimals.</p>
10 minutes	<u>Closure:</u>	Students have free time to work on Mathmateer . Students are only allowed to work on the fraction and decimal levels.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students can use a reference sheet I have created that has a step by step explanation on how to add fractions and turn them into decimals.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	The class lesson will incorporate different types of instruction and examples of the content and will also contain different types of assessment. The class will also have the opportunity to work together and individually.
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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>;
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