

Math Lesson 10/20/18

Lesson Title/#: Shapes and Parts of the Unit Whole

Grade Level: 3rd

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<p>Students will be able to partition shapes into equal parts, and understand how to represent the part as a fraction of the unit whole.</p>
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	<p>AR.Math.Content.3.G.A.2</p> <ul style="list-style-type: none"> ● Partition shapes into parts with equal areas ● Express the area of each part as a unit fraction of the whole <p>For example: Partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.</p>
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies¹ What are the specific learning goal(s) for students in this lesson?</p>	
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary</p>	<p>Must know vocabulary: Circle, Square, Rectangle, Unit Whole, Fraction, Partition, Simplify, Equal</p> <p>Students should know the basic concept of shapes.</p>

¹ The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>to support the learning of the skills and concepts for this lesson?</p>	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch 10 Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>As a class, we will discuss the vocabulary and the meaning of each word.</p> <p>Circle: A round plane figure whose boundary (the circumference) consists of points equidistant from a fixed point (center)</p> <p>Square: a plane figure with four equal straight sides and four right angles.</p> <p>Rectangle: A plane figure with four straight sides and four right angles, especially one with unequal adjacent sides, in contrast to a square.</p> <p>Unit Whole: Equal to ONE</p> <p>Fraction: a numerical quantity that is not a whole number.</p> <p>Partition: the action or state of dividing or being divided into parts</p> <p>Simplify: to reduce to a simpler form by cancellation of common factors, regrouping of terms in the same variable, etc.</p> <p>Equal: being the same in quantity, size, degree, or value</p>
<p>Instruction 15 Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p>	<p>As a class, we will do examples of partitioning certain shapes into equal parts.</p> <p>We will discuss, as a group, how to decide what fraction represents the equal parts, and how to understand how it connects with the unit whole.</p>

<p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Structured Practice and Application 20 Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p>	<p>Each individual will work the Google Drawing and Doc within their google account, and turn it in for a grade.</p>

<p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Closure 5 Minutes</p> <p>How will you end the lesson?</p>	<p>We will discuss as a class, any questions or concerns that we have regarding this lesson.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p>	<p>We will do mostly individual work on this assignment. However, most of the lesson is class discussion.</p>

<p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Teacher: Smartboard, Vocabulary</p> <p>Students: Computer, Google Accounts, Worksheet on Google Doc/Drawing, pencil, paper.</p>

Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p>	

What research/ theory supports these changes?	
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Resources:

Attach each assessment and associated evaluation criteria/rubric.