



Instructor's Name: Rachael Heidorn

Subject : Math

Grade: 4th

Title of Lesson: Reading Fractions and Mixed Numbers from a Number Line 37

Materials and Resources (including technology):

- Saxon Math 4 Student Math book
- Saxon Math 4 Teacher's Guide
- Homework worksheet
- White board
- Flashcards
- Frogs Number line Task Cards
- Easter Number line Task Cards

Standard(s) the Lesson will Address: Type out the source, number, and the text of the standard (s) addressed in this lesson

Number & Operation

4.1.2.1

Represent equivalent fractions using fraction models such as parts of a set, fraction circles, fraction strips, number lines and other manipulatives. Use the models to determine equivalent fractions.

Number & Operation

4.1.2.2

Locate fractions on a number line. Use models to order and compare whole numbers and fractions, including mixed numbers and improper fractions.

Objective: State the CONDITION, the BEHAVIOR, and the CRITERIA. Label in () the predominant domain of **C** for Cognitive, **A** for Affective, or **P** for Psychomotor. DO NOT make every condition "at the conclusion of the lesson.."

C: Students will be able to use a number line to locate and name mixed numbers.

Anticipatory Set:

“Today we are going to use a number line to locate and name mixed numbers.”

Pre-Assessment Plan (if any): Pre-assessments help you to determine what students already know and bring to the lesson content.

Ask the students what a mixed number would look like. Have them draw it on their whiteboards.

Input: (SCRIPTED) *Detailed planning: Write plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the learning target(s), transitions and key questions as well as timings.)*

Have the students write their answers on the provided white boards. Two or three students might need to partner up.

1. Write $5\frac{3}{4}$ on the board.
2. Show them how this would look on a number line.
3. Start out by explaining the whole numbers and why we would only put 3 ticks instead of four in between numbers. If we were to put four then it would be $\frac{4}{4}$ and that is just redundant.
4. Using the same number line ask them where $4\frac{1}{4}$ would be. Encourage the students to draw their own number lines on their white boards.
5. Draw example 2's b on the board (pg. 234).
6. Walk them through the example.
7. Draw example 2's a on the board. Have them write their answers on their white boards.
8. Write $9\frac{1}{4}$ on the board. Have them draw their own number line and put an arrow to where the number is.

8 minute stations

Groups:

1. Ella, Paige, Madyn, Claire D., Carter, Hope
2. Chase, Luke, Lucas, Malanie, Nealy, Morgan
3. Isaiah, Lily, Ethan, Madeline, Jack, Claire W.

1. Flashcards
2. Fractions Task Card: pencil
3. Small Group: White board, eraser and marker
 - a. Keep going over examples with the students. You give them a mixed number and have them draw their own number line and put an arrow where that number belongs on the line
 - i. $6 \frac{7}{8}$
 - ii. $16 \frac{9}{10}$
 - iii. $3 \frac{3}{8}$
 - iv. $10 \frac{1}{2}$
 - v. $34 \frac{14}{16}$ (advanced) ask them how this might be simplified
 - vi. $5 \frac{32}{40}$ (advanced) ask them how this might be simplified

Closure: (SCRIPTED)

“Today we are going to use a number line to locate and name mixed numbers.”

Independent Practice/Summative Assessment: (How will students extend or apply their learning OR demonstrate mastery? If demonstrating mastery, include criteria for evaluation (checklist, rubric, sample, etc).)

Assign all the homework problems in the lesson. Walk around the class to see if they are on task or have any questions.

Accommodations & differentiation for learners: (For all practice lesson assume that you have at least one student in each category: attention/focus issue, language processing issue, sensory issues)

Hope will most likely shut down if she does not understand or you tell her she is not quite right. Keep encouraging her to not give up and continue to practice.

Multiple Intelligences Addressed: Address at least ONE of these intelligences: verbal linguistic, musical/rhythmic, visual/spatial, intrapersonal, logical/mathematical, interpersonal, bodily/kinesthetic, naturalistic

- logical/mathematical