



Instructor's Name: Morgan Schwarz
Subject: Mathematics
Grade: 6th Grade
Title of Lesson: Understanding Fractions

Materials and Resources (including technology):

- Google Slides

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

- 6.1.3.4 Solve real-world and mathematical problems requiring arithmetic with decimals, fractions and mixed numbers.

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..”

- During the lesson, students will be able to explain how they use fractions in their daily lives. (A)
- At the conclusion of the lesson, students will be able to represent and describe various fractions on number lines. (P)

Vocabulary:

Academic: Language needed by students to do the work in schools.

- Fraction
- Numerator
- Denominator

Content: Language the students need to learn to apply the content.

- Mathematical relationship
- Descriptions

Anticipatory Set: How will you get the students ready and/or excited to accept instruction?

- Instruct the students to discuss and list (with their table partner(s)) as many ways that they can think of that we use fractions in our lives [1 minute]

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

- Daily Spiral Review (DO NOW Activity) once the bell has rung (5 minutes to complete)

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.)*

1. Daily Spiral Review (DO NOW) on the board (Students will work on this once the bell has rung). While the students are working, check students' work while answering questions.
2. Review the problems on the Spiral Review with the students on the board.
3. Instruct the students to discuss and list (with their table partner(s)) as many ways that they can think of that we use fractions in our lives [1 minute]
4. Display the learning goal for today
 - a. **I will describe fractions as parts of regions or sets, or as locations on a number line.**
5. Review the following definitions. Display on the board. Instruct students to write these definitions in their notebooks for future notes.
 - a. Fractions- numbers that describe the division of a whole into equal parts
 - b. Numerator- the number of equal parts of objects being considered
 - c. Denominator- the total number of equal parts or objects
6. Display a picture of a pie on the board with some pieces missing (8 total pieces).
 - a. What fraction describes the part of the pie that is left?
 - i. Misconception: Students may think that any region divided into 6 parts represents sixths. Emphasize that the parts must be equal.
7. Display a picture of 7 right handed baseball gloves and 1 left handed baseball gloves on the board.
 - a. Sometimes the whole is a set. Fractions can describe part of a set of things.
 - i. What fraction of the baseball gloves is for left-handed players? Explain.
 - ii. What fraction of the baseball gloves is for right-handed players? Explain.
8. Display a number line on the board.
 - a. Fractions can also describe a segment of a number line. The number 1 represents a whole unit. This unit on the number line is divided into 7 equal segments.
 - i. Suppose the whole unit was shaded. What fraction would describe the shaded part of the segment? How do you know?
 - ii. What would happen if I were to add a line to make it 8 equal segments?
9. Display and assign the homework assignment on the board

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Guided Practice (Formative Assessment):

- Group work
- Discussion
- Homework assignment

Closure: (SCRIPTED)

- When the bell rings... Please make sure you ask during study hall if you have questions. Make sure this assignment is brought with you to class TOMORROW (Monday).
- Reminder: NO SCHOOL FRIDAY!

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).

- Homework assignment
- Summative assessment (test/quiz) at the end of Topic 5

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)

- Student A- Assignments read to him, shortened assignments, small group environment for homework
- Student B- Use a calculator on math assignments, visual cues to get back on track, goal sheet to monitor progress, “breaks” in resource room when struggling in general education setting
- Student C- Assignments broken down into smaller, more manageable steps, extended time, frequent breaks, small group environment
- Student D- Assignments broken down into smaller, more manageable steps, extended time, frequent breaks, small group environment
- Student E- Allowed to work on homework assignment during instruction, given more advanced problems in textbook and IXL/Prodigy

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

AFTER TEACHING THE LESSON:

Respond with *professional insights that go beyond superficial considerations.*

- As I reflect on the lesson, to what extent were students productively engaged?
 - The students were engaged as they were eager to learn what should be a review for them. Many students knew the basic concept of fractions so this lesson was a review for most and a refresher for some.
- To what extent did the students learn what I intended? Were instructional objectives met?
 - The instructional objectives were met. The students could understand and list how they use fractions in their daily lives without even noticing it as well as identifying how fractions can fit on number lines. Many were surprised to note that fractions are used on rulers!
- To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?
 - Not much was altered during this lesson as it was a quick review lesson for the students. I was able to cruise through the lesson with minimal questions and allowed enough time for the students to finish their math homework in class so they did not have any over the weekend.
- To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?
 - “3, 2, 1...”
 - Waiting in front of the classroom until everyone is paying attention
 - It is their lunch period that is being wasted, not mine.

- If this were my own classroom, I would provide other classroom management strategies; however, this is what the students are used to.
 - Raising hands needs to be enforced
 - Independently working while doing the spiral review. It is way too loud and “out of hand” while students do this as their DO NOW activity.
- To what extent did I provide closure to the lesson?
 - Allowed students to work on their homework assignment and ask questions.
 - When the bell rang, students were dismissed when prompted.
- If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?
 - Combine two lessons- This seemed “too easy” for the students; however, it was a good time for them to sit back and have a relaxing day.
 - For some students, this was a good day to build up their math confidence level again after some difficult lessons and assignments.
 - If I were to combine them, we would be able to move through the topics quicker; however, there would not have been enough time for them to complete their homework and ask any questions.