



Instructor's Name: Trevor Larson

Subject : Math

Grade: 6th

Title of Lesson: Fractions

Materials and Resources (including technology):

- Post it Notes
- Exit Slip
- White Board/ markers
- Ipads

Standard(s) the Lesson will Address:

6.1.1.6 - Determine greatest common factors and least common multiples. Use common factors and common multiplies to calculate with fractions.

Objective:

P- During the lesson, students will model the greatest common factor of multiple numbers

A- At the conclusion of the lesson, the students will be able to determine the GFC of any numbers equal to or less than 100.

Vocabulary:

Academic:

- Greatest Common Factor

Content:

- Factors

- Patterns

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

Today we are going to start with a review, but if we progress like we should, we will end by playing a game.

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

Do Now- daily spiral review on the board. Students will sit down and have 5 minutes to work on the selected problems. I will check the students answers while they are working, and will also answers any questions that they may have.

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. Do now- spiral review. Post on board and pick a couple questions for the students to do. Check their work during work time. 126 A questions 5&6
2. Post the learning goal intended for the day. I will be able to find common factors and the greatest common factors of numbers.
3. Go over any questions and have students construct the answers.
4. Pose the problem on page 126 B. Give 2-4 minutes then go over.
5. Have students take notes on the definition of factors, and GCF
6. [NOTES](#)
7. GCF- largest number that is a factor of two or more numbers
8. Start the review of the venn diagram by posting I have a dog, I have a cat, and I have both dogs and cats sticky note on each student's desk before class.
9. Have the students come up to the board and place their note in one of the three categories.
10. Review the results of what the students had just produced on the board and what it means.
11. Now change the venn diagram to numbers. For this example use Factors of 24 and factors of 54
12. Change the Venn diagram to the factors of 28 and 58
13. Students will identify the common factors which are located in the middle, and then they will identify and circle the greatest common factors.
14. Show another way to find be GCF by writing out the factors like so.
15. 12: 1, 2,3,4,6,12. 42:1,2,3,6,7,14,21,42
16. Repeat above step with two different numbers

17. Students will then underline the common factors, and then circle the greatest common factor.
18. What happens if there are three numbers ?
19. Show vent diagram with 3 numbers
20. Assign students two sets of numbered pairs, anywhere from 1-100. Students will work on their own to find the all the factors and the GCF of each pair.
21. Have a couple students share their numbers and check to see if they are correct
22. Have students
23. Homework with time remaining, page 127 problems 13-20, 23

Guided Practice (Formative Assessment):

www.akidsheart.com/math/mathgames/o9/autgcf.html

Closure: (SCRIPTED)

Exit slip- describe the process of determining the GCF.

Independent Practice/Summative Assessment:

They will play the farm game by themselves or with partners.
They will complete their homework assignment

Accommodations & differentiation for learners:

Read directions aloud

Walk around and check understanding

For students who may finish early, have extra numbers or problems for them to work on

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
- Verbal linguistic