

Common Core Aligned Lesson Plan Template Math

Subject(s): Fractions Grade: 3rd

Teacher(s):Kelsey Haasch School: Mesquite Elementary School

LESSON ELEMENT	STUDENT-FRIENDLY TRANSLATION (# 2,3,4 only)
<p>1. Common Core Learning Standard(s) Addressed: 3.NF.A.3.B Explain equivalence of fractions in special cases, and compare fractions by reasoning about their sizes. Recognize and generate simple equivalent fractions. e.g., $1/2=2/4$, $4/6=2/3$). Explain why the fractions are equivalent. e.g., by using a visual fractions model.</p>	
<p>2. Learning Target(s): (What will students know & be able to do as a result of this lesson?) Students will be able to think about equivalent fractions as fractions that have the same overall value. Equivalent fractions represent the same part of a whole.</p>	<p>I will show that $1/2$ of a pizza is equal to $2/4$.</p>
<p>3. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?) Fractions are around students every day of the week. Such as cooking, measurements, money to name a few.</p>	<p>I will demonstrate and solve real life applications of fractions.</p>
<p>4. Formative Assessment Criteria for Success: (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?) Students will write several equivalent fractions on the back of each plate. Teacher will check for understanding. Allow students to pair share and as a whole group.</p>	<p>I will demonstrate how two fractions are equivalent with the plates.</p>

5. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)

Read the book, *Secret Pizza Party* by Adam Rubin. After reading the book. Pose the question to the students, **how would you define a fraction?** A: The definition of a fraction is it represents parts of a whole.

So if we look at a pizza: A slice is the part and the pizza represents the whole.

If we wanted to have our own secret pizza party. We would want to know how to cut the pizza up so the each of you would received an equal amount.

Lets look at how the slices are equal. We would use fractions.

Six paper plates will be given to each student. Students will need to have a pencil and scissiors on the their desk as well. The plates will represent the pizza.

The first plate is our starting plate which would repressing our whole pizza. I will have students write one on that pizza and put it aside. Next students and I will take our second plate and fold the paper plate in half. Once the second plate is folded, students and I will cut the pieces. Now asking students, **how many equal parts does our pizza have?** Answering two slices, which they will write on each of the two pieces, $1/2$. Showing that two half pieces equal a whole. Representig this as a class by placing the two equal parts of the plate on the whole plate. Students are able to see that fraction is simply a part of the whole. On the back of the whole plate, I will have students write out $1/2 + 1/2 = 1$ as well as picture.

So we see that the two slices equal a whole pizza. **What would happen if we were to cut the whole pizza in half again?** Take the third plate, fold the plate twice. Counting by showing that four $1/4$ pieces equal a whole. Again have the students cut the pieces. **How many $1/4$ make up a whole?** Have students write on the back of the whole place as well as a picture.

Lastly, if we cut a plate one more time. **How many slices would we have now?** A: 8 slices, $1/8$ pieces equal a whole. Continue the process of fold, cut, and write out what $1/8$ makes a whole on the back of the whole plate.

Now we can compare the fractious to one another. With having the other three cut out plates into the different pieces of $1/2$, $1/4$, $1/8$. With these cut out pieces, I will ask student, **how many pieces of $1/4$ makes a $1/2$ of a pizza?** Their response should be 2 pieces. This is demonstrated by placing the $1/4$ pieces on top of the $1/2$ piece. Tell students that these two fractions are equivalent. **Explaining that equivalent means equal in value. What about $1/8$ slices to be equlavent to $1/4$?** A: $3/8$. **So we can say that $3/8$ is equivalent to $1/4$.** I will have students write $1/8 + 1/8 + 1/8 = 3/8$ on the back of the $1/4$ plate. As well as having a visual representation. Let's take a look at a more difficult one, **how many $1/8$ slices are equalivent to $3/4$?** A: $6/8 = 3/4$. As class we would practice saying $6/8$ is equivalent to $3/4$. Students will write and draw their answer on the back of $1/8$ slice. No matter how we slice it, we will have equivalent amounts.

With this activity, you can go even further by having the students work in groups by making up their own equivalent with the different slices and go to $1/16$.

6. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)

Plates

Markers

Scissors

Book: Secret Pizza Party by Adam Rubin

White board

7. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)

I will be providing all the materials. Each student will receive their own plates, markers, and scissors. Students will be able to follow along as I model with my own plates. For students who have difficulties seeing or modeling equivalent fractions with their plates, I will assist the student or have the student pair share with another student.

8. Modifications/Accommodations: (What curriculum modifications and/or classroom accommodations will you make for Students with Disabilities in your class? Be as specific as possible.)

Classroom accommodations that I would make available to my students would have preferred seating (front of the class). Presentation of material in small steps and provide material in written notes. Covering instructions/directions given in different channels (written, spoken, demonstration).

Having large print material providing it in notes, using the doc camera, or the smart board. Offering tutoring assistance before or after school. Also allowing extended time on assignments and assessments.

