

LESSON PLAN

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GENERAL INFORMATION

Lesson Title & Subject(s): Part of a Whole – Math

Topic or Unit of Study: Fractions

Grade/Level: 3rd Grade

Instructional Setting:

The lesson will be taught in a third grade classroom with 27 Students. Desks are arranged in 5 groups of 5-6 desks in each group. The classroom has a whiteboard at the front of the room and a document camera with a projector.

STANDARDS AND OBJECTIVES

Your State Core Curriculum/Student Achievement Standard(s):

Number and Operations – Fractions: 1

Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

Lesson Goals:

By the end of this lesson, students will be able to identify and write fractions that name a part of a whole.

Lesson Objective(s):

Given a worksheet, students will be able to correctly identify and write fractions that name a part of a whole with 80% accuracy.

MATERIALS AND RESOURCES

Instructional Materials:

Book: *Full House: An Invitation to Fractions* by Dayle Ann Dodds

TECHNOLOGY: Document Camera/Projector

Math Journals

Worksheet from MyMath book

Resources:

Dodds, D.A. (2009). *Full house: An invitation to fractions*. Illus. A. Carter. Somerville, Mass.: Candlewick Press.

McGraw-Hill (2013). *My math: Grade 3*. New York, NY: McGraw-Hill Education.

INSTRUCTIONAL PLAN

Sequence of Instructional Procedures/Activities/Events:

1. Identification of Student Prerequisite Skills Needed for Lesson (2-3 min):

Students will be familiar with dividing shapes into equal groups and labeling unit fractions. Explain to the students that by the end of this lesson, they will understand more about what a fraction is and how to identify fractions that are part of a whole.

Review the definitions of the numerator and the denominator. Talk about when we were making our unit fractions yesterday, we counted the amount of equal parts in order to determine what to write as the denominator.

2. Presentation of New Information or Modeling (15-20 min):

Begin by reading the book *Full House: An Invitation to Fractions* by D. A. Dodds. Use the document camera in order to project the pictures from the book on to the screen so everyone can see. Stop throughout the book to discuss the fractions and how they were created.

Instruct students to take out their red math journals. Draw a large rectangle on the board. Tell the students to pretend that this rectangle is a flag. The flag is divided into four equal stripes. (Draw stripes). One stripe is red, one is yellow, one is blue and one is green. (Write color names in each stripe). Tell students that we need to figure out what fraction of the flag is green.

First, ask how many equal parts the *whole* flag is divided into. (4)

Second, ask what part of the whole is green. (1)

Write the fraction $\frac{1}{4}$.

Remind students that the numerator (top number) is the number of equal parts being represented and the denominator (bottom number) is the total number of equal parts.

Inform that students that sometimes the numerator names more than 1 part of the whole.

Next, draw a circle on the board. Divide it into 8 pieces and call it a pizza. Tell the students that you ordered a pizza for dinner last night and you had 3 pieces. (shade in three pieces) Tell the students that we need to figure out what fraction of the pizza you ate last night.

Ask how many equal parts the *whole* pizza is divided into. (8)

Ask what part of the whole pizza did you eat. (3).

Write the fraction $\frac{3}{8}$.

Point out that the numerator shows the number of slices you ate and the denominator shows the total number of parts in the whole pizza.

Ask students to explain why $\frac{3}{8}$ is not a unit fraction. (the numerator names more than one part of the whole)

3. Guided Practice (10 min):

Draw a rectangle on the board. Ask the students to draw it in their math journals. Divide the rectangle into 4 equal parts (have students do the same in their journals). Shade in 3 parts. Ask students to write the fraction for the part that is shaded. Give time for everyone to complete the task. Walk around and assist any students that need help. Have a student come up to the board and write the fraction they wrote.

Next, ask students to write the fraction of the part that is not shaded. Give time for everyone to complete the task. Walk around and assist any students that need help. Have a student come to the board and write their answer.

Draw another rectangle. Divide it into 8 equal parts. Shade two parts. Ask students to draw this in their math journals. Ask students to write the fraction for the part that is shaded. Have a student come up to the board and write the fraction. Have students write a fraction for the part that is not shaded. Invite a student to come up to the board and write their answer.

4. Independent Student Practice (15-20 min):

Have students complete their worksheet individually. Walk around the room and observe the students as they complete the assignment. Answer individual student questions.

5. Culminating or Closing Procedure/Activity/Event (5-10 min):

Ask students to describe the numerator and the denominator. Ask how we know what to write in the denominator. Review any questions from the assignment that were difficult for the students. Hand out homework page.

Pedagogical Strategy (or Strategies):

Direct instruction, independent work

Differentiated Instruction:

Students who struggle with math will be seated near the front of the classroom. I will make sure to assist them during the independent practice portion of the lesson.

Student with ADHD will also be seated near the front of the classroom. I will keep an eye on her and give her specific instructions and reminders when necessary. If she is having a hard time focusing on the assignment, she will be able to roll a dice and complete the number of problems that show up on the dice roll.

Student Assessment/Rubrics:

Informal assessment: I will assess the students as they are participating in the lesson. I will listen to their answers and identify those students that seem to have trouble understanding the concepts. I will observe the students as they complete their in-class independent worksheet.

Formal assessment: Students will be formally assessed by completing their homework assignment. Students will meet the objective if they receive a score of 80% or more.