

# Fractions – Introduction

## Lesson Plan

### Lesson Overview

| Topic                                 | Lesson Information                  |
|---------------------------------------|-------------------------------------|
| <b>Lesson Title:</b>                  | Fractions - Introduction            |
| <b>Lesson Author:</b>                 | Deborah Tkach                       |
| <b>Date Created:</b>                  | December 13, 2021                   |
| <b>Lesson Timeframe:</b>              | 45-75 min                           |
| <b>Content Area(s):</b>               | Math                                |
| <b>General Topics/Skills Covered:</b> | Introduction to fractions           |
| <b>NRS Level(s):</b>                  | Level 2/3                           |
| <b>Prerequisite Skills:</b>           | Understand the meaning of fractions |

## Standards and Skills Addressed

| Topic  | Your Standards and Skills Addressed  |
|--|--|
| <p><b>College and Career Readiness Standards (CCRS):</b></p> | <p><b>College and Career Readiness Standards (CCRS):</b></p> <p><u>Standards for review of prerequisite skills:</u></p> <p>Understand a fraction <math>1/b</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math>. (3.NF.1)</p> <p><u>Standards for lesson:</u></p> <p>Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>. Explain why the fractions are equivalent, e.g., by using a visual fraction model. (3.NF.3b)</p> <p>Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram. (3.NF.3c)</p> <p>Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>1/2</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math> as a sum of fractions <math>1/b</math>. (4.NF.3)</p> <p>Gain familiarity with factors and multiples. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a</p> |

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|  | multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. (4.OA.4)  |
| <b>English Language Proficiency Standards (ELPS (if applicable):</b> | N/A  |
| <b>Target Grammar/Language Forms (for ESL):</b>                      | N/A  |
| <b>Standards for Mathematical Practice:</b>                          | Reason abstractly and quantitatively.<br>Attend to precision.<br>Look for and express regularity in repeated reasoning.  |
| <b>Foundation Skills Framework (Workforce Skills):</b>               | Applies mathematical operations, concepts, and reasoning.  |
| <b>Digital Literacy Skills (also see checklist below):</b>           | Skills practiced:<br>- Navigating within a particular website<br>- Clicking on links to access documents and videos<br>- Answering multiple-choice questions digitally |

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|---|--|
| <b>Digital Literacy Skills Checklist:</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Are students taught how to find--and evaluate the validity of--online sources? Are they given an opportunity to practice doing so with different topics and for different tasks?</li> <li><input type="checkbox"/> Are sufficient instructions given to students around the use of digital tools and is sufficient time provided to practice the use of tools?</li> <li><input type="checkbox"/> Do students use digital tools to create and present products (e.g., papers, presentations, graphics)?</li> <li><input type="checkbox"/> Are students provided with an opportunity to select and use appropriate technology to solve problems in class?</li> </ul> |

## Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

| Topic                         | Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching   |
|-------------------------------|--|
| <b>Lesson Objective(s) :</b>  | By the end of the session, students should be able to earn at least an 80 percent on the assessment which will measure their ability to find equivalent fractions and to simplify fractions.         |
| <b>Lesson Objective Tips:</b> | <ul style="list-style-type: none"> <li>• Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?)</li> </ul>   |
| <b>Texts, Materials,</b>      | Students can use the Lesson document to learn the material and do short practice exercises. At the end of the slides, students are asked if they want more practice or if they are ready to take the |

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| <b>Resources (also see checklist below):</b> | <p>assessment. They are given the opportunity to do more practice using an online worksheet that they can submit to the instructor. If they are ready to take the assessment, students can their instructor for the assessment link.</p> <p><b>Lesson:</b> <a href="https://docs.google.com/presentation/d/1RV-GWsornLlx4pNLzjVCXuWRXoYj0m36DVlxDu7FKyA/edit?usp=sharing">https://docs.google.com/presentation/d/1RV-GWsornLlx4pNLzjVCXuWRXoYj0m36DVlxDu7FKyA/edit?usp=sharing</a></p> <p><b>Independent Practice:</b></p> <ul style="list-style-type: none"> <li>Student worksheet:           <ul style="list-style-type: none"> <li>Simplify fractions: <a href="https://drive.google.com/file/d/1w2M0nh172SlQAo7jyrHRuWgLHL4CUxZR/view?usp=sharing">https://drive.google.com/file/d/1w2M0nh172SlQAo7jyrHRuWgLHL4CUxZR/view?usp=sharing</a></li> <li>Equivalent fractions with missing numbers: <a href="https://drive.google.com/file/d/17N1-mUTFLZVYXb9epS9g4od_VdfoRNR8/view?usp=sharing">https://drive.google.com/file/d/17N1-mUTFLZVYXb9epS9g4od_VdfoRNR8/view?usp=sharing</a></li> <li>Equivalent fractions: <a href="https://drive.google.com/file/d/1GwB7jBORPoLbksZRCx1dyucN6wt4HYTP/view?usp=sharing">https://drive.google.com/file/d/1GwB7jBORPoLbksZRCx1dyucN6wt4HYTP/view?usp=sharing</a></li> <li>Convert improper fractions to mixed numbers: <a href="https://drive.google.com/file/d/1Gj4G_NXhfukgDFrT4-qf6r3s2TFmAzts/view?usp=sharing">https://drive.google.com/file/d/1Gj4G_NXhfukgDFrT4-qf6r3s2TFmAzts/view?usp=sharing</a></li> <li>Convert mixed numbers to improper fractions: <a href="https://drive.google.com/file/d/1mQMbujrNqLTJbvEem2qoXWX1-5K92VsG/view?usp=sharing">https://drive.google.com/file/d/1mQMbujrNqLTJbvEem2qoXWX1-5K92VsG/view?usp=sharing</a></li> </ul> </li> <li>Teacher worksheet (with answers):           <ul style="list-style-type: none"> <li>Simplify fractions: <a href="https://drive.google.com/file/d/1uOIE-jkDKknZmazHR7mdjcC4hBOQ4KYc/view?usp=sharing">https://drive.google.com/file/d/1uOIE-jkDKknZmazHR7mdjcC4hBOQ4KYc/view?usp=sharing</a></li> <li>Equivalent fractions with missing numbers: <a href="https://drive.google.com/file/d/1ocLROezBWbi-FOF5_HMN3-mc9bgqjB7G/view?usp=sharing">https://drive.google.com/file/d/1ocLROezBWbi-FOF5_HMN3-mc9bgqjB7G/view?usp=sharing</a></li> </ul> </li> </ul> |

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|   | <p>Equivalent fractions:<br/> <a href="https://drive.google.com/file/d/1VQWUuQpfWeyptwqnESQJRdQv4JxgCmTQ/view?usp=sharing">https://drive.google.com/file/d/1VQWUuQpfWeyptwqnESQJRdQv4JxgCmTQ/view?usp=sharing</a></p> <p>Convert improper fractions to mixed numbers:<br/> <a href="https://drive.google.com/file/d/1FGp95_5z5YmGKiVjsj6M8P0JPBTZ6o7/view?usp=sharing">https://drive.google.com/file/d/1FGp95_5z5YmGKiVjsj6M8P0JPBTZ6o7/view?usp=sharing</a></p> <p>Convert mixed numbers to improper fractions:<br/> <a href="https://drive.google.com/file/d/1nxJt7_qfWvp6TrB5cTy20AfbYG9PYwQM/view?usp=sharing">https://drive.google.com/file/d/1nxJt7_qfWvp6TrB5cTy20AfbYG9PYwQM/view?usp=sharing</a></p> <p><b>Assessment:</b><br/> <a href="https://docs.google.com/forms/d/1Kxb9HmnyFe0ueYTsrZ_XRufcMRF0h5r9udVecsB30g/copy">https://docs.google.com/forms/d/1Kxb9HmnyFe0ueYTsrZ_XRufcMRF0h5r9udVecsB30g/copy</a></p> |
| <b>Texts, Materials, Resources Checklist:</b>                           | <input type="checkbox"/> Are the recommended texts relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?  |
| <b>Lesson Vocabulary:</b>   | Click or tap here to enter text.   |
| <b>Culturally Responsive Teaching Notes (also see checklist below):</b> | Click or tap here to enter text.   |

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| <b>Culturally Responsive Teaching Checklist:</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Is it evident that students will connect content to their own lives and to what they already know?</li> <li><input type="checkbox"/> Do the student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds, especially those of our students?</li> <li><input type="checkbox"/> Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?</li> </ul> |

## Instructional Activities

| Topic                                   | Lesson Information   |
|---|--|
| <b>Lesson Introduction:</b>             | Students will review the definition of fractions.  |
| <b>Lesson Introduction Tips:</b>        | <ul style="list-style-type: none"> <li>• Explain how the lesson objectives will be shared with learners.</li> <li>• Make connections to learners' goals and prior and future lessons.</li> </ul> |
| <b>Lesson Body, Direct Instruction:</b> | Students will read through a series of slides which explain fraction equivalency and different strategies to perform mathematical operations to find equivalency and to simplify fractions.      |
| <b>Lesson Body, Guided Practice:</b>    | Click or tap here to enter text.   |

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| <b>Lesson Body, Independent Practice:</b>          | Students will be given the opportunity to complete practice questions as they proceed through the slides to ensure that they understand the material. They can also complete online worksheets which can be submitted to their instructors for additional practice.  |
| <b>Lesson Body Tips:</b>                           | <ul style="list-style-type: none"> <li>● Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan.</li> <li>● Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated.</li> <li>● Describe where in the lesson sequence, and how, the instructor will model the target skills and/or tasks for the learners.</li> </ul>  |
| <b>Differentiation (also see checklist below):</b> | Click or tap here to enter text.   |
| <b>Differentiation Checklist:</b>                  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Are teachers cued to adapt instruction for their specific learners?</li> <li><input type="checkbox"/> Are there adequate supports to help teachers differentiate instruction to meet the needs of individual learners, including English learners and those with learning disabilities? (e.g., texts at different levels, broad topics or compelling tasks that allow teacher/student flexibility)</li> <li><input type="checkbox"/> What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics or products)?</li> </ul> |



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| <b>Assessment:</b>   | Students will complete an assessment with multiple-choice questions to determine if they have learned the material that was presented. They will be successful if they earn at least an 80 percent on the assessment.  |
| <b>Assessment Tips:</b>  | <ul style="list-style-type: none"> <li>● Describe the ongoing assessments that will be used to check learners' progress toward the lesson objectives.</li> <li>● Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.</li> </ul>                                    |
| <b>Lesson Conclusion:</b>  | Instructors should review lesson objectives with students and give them an opportunity to discuss their comfort level with the material. If students need additional assistance, instructors can then offer remediation by using worksheets found at <a href="https://www.math-drills.com/">https://www.math-drills.com/</a> |
| <b>Lesson Conclusion Tips:</b>   | <ul style="list-style-type: none"> <li>● Review lesson objectives.</li> <li>● Provide an opportunity for student reflection.</li> <li>● Connect to prior and future learning.</li> </ul>   |
| <b>Lesson Extension, Homework:</b>                                     | Click or tap here to enter text.   |
| <b>Lesson Extension, Additional Enrichment/Practice Opportunities:</b> | Click or tap here to enter text.   |

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| <b>Key Shifts:</b>                             | <ul style="list-style-type: none"><li>• Check to ensure that your lesson addresses the Key Shifts in the CCRS.</li></ul>  |
| <b>ELA Key Shifts (check all that apply):</b>  | <ul style="list-style-type: none"><li><input type="checkbox"/> Text Complexity</li><li><input type="checkbox"/> Evidence</li><li><input type="checkbox"/> Building Knowledge</li></ul>            |
| <b>Math Key Shifts (check all that apply):</b> | <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Focus</li><li><input checked="" type="checkbox"/> Coherence</li><li><input checked="" type="checkbox"/> Rigor</li></ul> |

## Instructor Reflection Before the Lesson

### Instructor Reflection Questions (to be completed before teaching the lesson):

- Are there opportunities to position students as experts on topics?
- What implicit bias might be reflected in the lesson or instructional design of the lesson?
- Were sufficient instructions on the use of digital tools provided and do students have an opportunity to practice?
- Were students provided with the opportunity to make choices regarding the lesson topic, project, etc.?

## **Instructor Reflection After the Lesson**

**Instructor Reflection Questions (to be completed after teaching the lesson):**

- What went well in the lesson?
- What did not go well in the lesson?
- Did the learners meet the lesson objectives? If not, why?
- What changes should be made for next time the lesson is taught?