

**UMF Unit-Wide Lesson Plan Template**

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| Name: Bryan Eldridge | | Program: Elementary Education | | | Course: EDU 450 |
| Lesson Topic / Title: Adding Fractions | | | | | |
| Lesson Date: 3/26/19 | Lesson Length: 50 minutes | | | Grade/Age: 4th grade | |
| Learning Objectives & Content Standard Alignment - Selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards. | | | | | |
| Learning Objective(s)  Students will be able to add fractions with like denominators and simplify the answers  Students will be able to use the addition of fractions to solve real word problems in math stories.  **Targets:**  I can add fractions with like denominators and write my answer in simplest form.  I can use added fractions to solve word problems.  **Success Criteria:**  Students will correctly complete the entire assignment on page 159 that they are given.  Students will correctly add the fractions that are supplied to them in their exit ticket. | | | Instructional Decisions / Reasoning  These objectives are created to align with the standards being implemented as well as be a scaffolding support in the unit. I chose these standards based off the material and fraction work the students will be doing in the coming lessons.  The targets were created to give the students an opportunity to have more appropriate language and understanding of what they’re trying to accomplish throughout the lesson.  The success criteria monitors the exact areas in which students are able to show that they have met the standards. The criteria is designed to act as a tool for measuring success in the student’s work. | | |
| Content Standard(s)  MA.04.NSF.01.04  Is skilled at adding and subtracting fractions with like denominators and simplifying the results.  [CCSS.MATH.CONTENT.4.NF.B.3.D](http://www.corestandards.org/Math/Content/4/NF/B/3/d/) Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. | | | Instructional Decisions / Reasoning  The standard is aligned to the Auburn school district and meets the requirements set forth by the schools in completing work with fractions. This standard will not fully be met in this lesson but the addition part will be, and the students will work to complete the remainder of the standard in future lessons.  The common core standard aligns to the state’s requirements for working with fractions and is mostly aligned to the Auburn school district. While the entire standard isn’t met in this lesson, the addition portion is met with the subtraction content being taught in future lessons. | | |
| Assessment - Uses assessment flexibly to expand and deepen understanding of learner performance and determines best supports for continued learner growth. | | | | | |
| Assessment  **Introductory mini-lesson: (self-assessment)**  The whole class will participate in a modeled math problem in the beginning of class to review the information that will be covered that day. There will be a sample of the work students will be working on independently that day, and as they follow along with my instruction students have the chance to self-assess their current understanding of the material through their questions and answers.  **Group and independent work: (formative)**  As students are working with me in their select groups, I will be able to informally assess their understanding of the content as we progress through the group work. In addition, I will collect the work that students are given to do independently at the end of the class period and review it to further instruct how to change the future lessons to suit the needs of each individual group.  **Exit tickets: (formative)**  Students will complete an exit ticket at the end of the math lesson where they will practice the material that was covered in class. This will be turned in before they leave and also reviewed to check for understanding and monitor what changes need to be made individually in the future lessons. | | | Instructional Decisions / Reasoning    The introductory mini-lesson serves as a self-assessment while the students are able to monitor their own progress with the material as they work on it with me. This informal assessment can be used by the students to gauge their own progress and understanding moving forward with the lesson.  The group work is formatively assessing the students through their levels of completion and whether or not they understood the expectations fully. By passing in their work, the students are able to have their answers checked and reviewed and in turn have future lessons that are designed to be more suited towards their level of understanding.  The exit tickets are designed to act formatively and assess student understanding but also provide the students with an opportunity to explain their understanding of what they learned and practice doing the material on their own. | | |
| Instructional Materials and Resources - Stays current in content knowledge and expands expertise in reviewing instructional materials from the perspectives of both the discipline and individual learner needs. | | | | | |
| Materials, Resources, and / or Technology  **Materials:**  Pencils  Whiteboards  Whiteboard markers  Whiteboard erasers  **Resources:**  Math page 159  Home-link 5-3  Exit tickets  Daily challenge papers  **Technology:**  iPads (to use for extended practice if needed) | | | Instructional Decisions / Reasoning  The materials being used are centered around supporting student learning in a hands-on manner. Each of these tools are designed to enhance student learning by providing new ways to view and learn the information.  The resources available are being used to practice the material in multiple ways as well as assess student understanding. These have been pulled from the Everyday Math books and self-created as well.  The iPads will be used in the event that students need more practice with fractions and can study the material that is available on their IXL programs from their matrices. | | |
| Instructional Methods: Selects, creates, and sequences learning experiences and performance tasks by using a variety of instructional approaches, strategies, and technologies that make learning accessible to all learners and support learners in reaching rigorous curriculum goals. | | | | | |
| Teaching and Learning Sequence  **Mini-Lesson (10 minutes)**  Students will work as a whole group at the beginning of class to cover a sample of the material they will be working on that day. During this time, students will follow along and copy the work that I model on the board on the handouts they’re given. This will also be when the day’s expectations and goals will be explained to the students.  **Group work (10 minutes each, 30 minutes total)**  Students will meet with me in their groups to engage in a more supported example of how to do that day’s lesson. At this time, students will be given the opportunity to learn different strategies to solve the work they’re given and have instruction given that’s tailored to their current level of understanding. Students that are waiting to meet with me will be working on supplemental material at this time such as the daily challenges or work from the previous day to engage them with the same work. During the group work students will be given instruction for what they’re expected to complete that day and the necessary worksheets and handouts to complete this.  **Exit tickets/Matrices (10 minutes)**  Students will take the final 10 minutes of the day to fill out their exit tickets they’ve been given as well as their personal matrices to self-assess themselves on their progress as well as give me an idea of where they are in their understanding. During this time, I will also be collecting the work they did for the day to review and monitor the progress they made for future instruction. | | | The introductory mini-lesson is designed to give the students an opportunity to review and learn the material they will be covering for the day with a whole group. The model and follow structure allows students to have questions answered in a whole group as well as address any misconceptions students may have with the content.  The group work is designed to work with students at their individual learning levels and support their growth. By meeting in groups students have the opportunity to learn the material in a more comfortable and supportive manner that is suitable for them.  The exit tickets serve as a final opportunity to understand and practice the material before students finish with math for the day. This also serves as a final check-in and another assessment strategy to ensure understanding and progress monitor. | | |
| Meeting students’ needs (differentiation, extensions, modifications, accommodations)  **Modifications:**  This lesson will be modified for students such as H and W that may need more practice with the material by creating a separate handout. This work will follow the same instruction and expectations as the rest of the class but will be more suitable to their understanding based on their struggles with word problems.  **Accommodations:**  Accommodations will be made in this lesson on an individual basis. More visual students will have the opportunity to work more with their whiteboards to practice the material rather than simply completing it on the page. In addition, those students that need more guidance or support will have that offered by another teacher in the classroom or by working with surrounding peers rather than individually.  **Extensions:**  Extensions will be made available through the use of the home-links that students will be given if the work they’re assigned is to easy or completed correctly early. This work is designed to extend their learning and provide more practice where needed. In addition, extensions may be made on an individual basis for students such as A and D who may need further challenges.  **Differentiation:**  The lesson is being differentiated by the various groups that I am meeting with. Each group is covering the same material but may learn in different ways and therefore will be given different instruction styles. The lesson will also be differentiated by making changes where necessary in the requirements for those students that may need it for more support or more challenges. | | | Instructional Decisions / Reasoning  The modifications being used in this lesson are designed to make the lesson more approachable and understandable for students that are struggling with the material or are a part of our ELL program. The changes being made allow for them to work with the same material while catering the information to their level.  The accommodations in place are designed to adapt the lesson in a manner that reaches every student. By targeting all types of learners, visual, tactile and auditory, the lesson is suitable and understandable in a variety of ways.  The extensions provided in this lesson are being used to further challenge students or in certain cases further support students where needed. The inclusion of more worksheets as well as self-created problems allows those who need a challenge to continue with the material, while those who are struggling have the chance to work more with the content.  The lesson is differentiated by group and learning level as a means of reaching all students and still teaching the material in a variety of ways. In doing this, the material is approached and taught in similar but different ways in order to ensure understanding by everyone. | | |

Field Courses Only – Post lesson

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| Reflection    When reflecting upon this lesson, I found that many of my students were able to carry over a lot of the information that was previously learned the day before. When teaching the new material, I found that a majority of my students were able to follow along and understand the new material but struggled when I combined additional steps to simplify their results. When assessing the student’s progress, I graded their work on a scale that was reflective of the day’s objectives. Student’s met the objective if they were able to correctly add fractions as well as simplify their answers. Students partially met the objective if they added fractions properly but did not write in simplest form or did not fully complete the page. Students did not meet if they added incorrectly or had wrong answers.  When reviewing the responses, I had:  12 students that met the objective  3 students that partially met the objective  2 students that did not meet the objective  Knowing this, I will have to scaffold the next day’s lesson to support those students that may need more practice. While most students were successful, reviewing today’s material would help guide the learning. In addition, I added a modified activity into the day’s lesson that wasn’t planned in order to support the ELL students in the classroom that are struggling with word problems. This addition will be helpful in the future as well to make sure that all students are receiving the same information in a more suitable manner. |

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| Teaching Standards and Rationale  **Standard # 1 Learner Development**  This standard is met through needs being met of every student in the lesson. By adapting my lesson in a variety of ways, my students learning is developed in a more individual and appropriate manner.  **Standard #3 Learning Environments**  By giving students the opportunity to work both in small groups and independently, they are more self-directed in their learning and are able to better guide themselves in the math learning as needed. This environment allows for more direct learning and a more student-centered math class.  **Standard #5 Innovative Applications of Content**  By implementing real word math problems, this standard is being met as students solve real scenarios using math. The math being done in this lesson can be applied to their own lives and is applicable through the work they are doing in their worksheets that day.  **Standard #8 Instructional Strategies**  By teaching in a variety of fashions and settings, I am implementing multiple instructional strategies which aligns with this standard. In addition, the variety of techniques being used with visual and tactile learning also correlate to this standard. The use of manipulatives, classroom materials and various learning opportunities also show a range of strategies to support my instruction.  **Standard #10 Collaboration**  This standard is met through the collaboration being done between myself and Ms. Pierce to ensure that the learning is engaging and beneficial. I also collaborate with Ms. Medouris as she is scaffolding the learning for students that need it.  **Standard #11 Technology Standards for Teachers**  This is being met through the use of the student’s iPads when necessary to practice their math and fraction work. In addition, by planning the lesson out on a laptop I am implementing the technological strategies and techniques necessary to meet this standard. |