

**UMF Unit-Wide Lesson Plan Template**

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| Name: Bryan Eldridge | | Program: Elementary Education | | | Course: EDU 450 |
| Lesson Topic / Title: Adding mixed number fractions | | | | | |
| Lesson Date: 3/27/19 | 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 mixed numbers and simplify their answers.  Students will be able to use at least two different strategies to solve fractions with mixed numbers.  **Targets:**  I can add fractions that have mixed numbers and write them in simplest form.  I can use at least two strategies to add fractions with mixed numbers.  **Success Criteria:**  Students correctly and completely fill out page 162, using two different strategies to solve the work.  Students correctly answer the exit tickets supplied to them. | | | Instructional Decisions / Reasoning  In this lesson students will be using these objectives to be able to add mixed number fractions using at least two different strategies that they are taught. These two objectives correlate with the standards and are designed to support their learning in the addition and subtraction of fractions.  The targets have been created to make the objectives more student friendly and use vocabulary that is more grade appropriate and understandable.  The success criteria is a way to measure how I will be aware that the students comprehend the material fully. In my review of their worksheets and the exit ticket I will be checking to see how many problems they have correct and if they used different strategies to solve the work. In addition, the exit tickets are being used to monitor their overall understanding of the material as well. | | |
| 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.C](http://www.corestandards.org/Math/Content/4/NF/B/3/c/) Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. | | | Instructional Decisions / Reasoning  **MA.04.NSF.01.04**  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.  [CCSS.MATH.CONTENT.4.NF.B.3.C](http://www.corestandards.org/Math/Content/4/NF/B/3/c/)  While this standard will not be fully met in this lesson, since students will not be subtracting mixed numbers only adding, it correlates to the state’s standard for solving mixed number fractions. This standard will be addressed throughout the unit of lessons to show progress and understanding. | | |
| 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 162  Home-link for 5-4 (extension if needed)  Exit tickets  Daily challenges  **Technology:**  iPads (for support 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.  Rev 8/17 | | |
| 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 today’s lesson, I found that there some students that were able to use the information from the previous lesson for today’s material, but a few need more support. After reviewing the answers given by the students, I found that there were 5 students in particular that could use more practice. This information was based off both their responses to the work, both complete and incomplete, as well as their level of needed support during the lesson.  I had:  13 students that were able to complete the day’s objective  5 students that need more support to understand the material.  Based on these findings, I will use my time tomorrow to pull the specific students into a smaller group after the mini-lesson and provide more direct support on today’s information. This will allow them the opportunity to be comfortable with today’s material before starting the new work. |

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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 #4 Content Knowledge**  I address this standard by drawing on past knowledge the students have with fractions to address the new unit. In addition, by incorporating the information students are completing on their daily worksheets, I am drawing upon the content knowledge for math class that day and allowing for more practice and engagement with the material.  **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. |