

**UMF Unit-Wide Lesson Plan Template**

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| Name: Bryan Eldridge | | Program: Elementary Education | | | Course: EDU 450 |
| Lesson Topic / Title: Subtracting mixed number fractions | | | | | |
| Lesson Date: 3/29/19 | 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 subtract mixed number fractions and simplify their answers.  Students will be able to use multiple strategies to solve mixed number subtraction problems  Students will be able to write their answers in simplest form  **Targets:**  I can solve mixed number fractions using subtraction  I can use multiple strategies to subtract mixed number fractions  I can write my fractions in simplest form  **Success Criteria:**  Students will accurately complete all of page 171, correctly answering all the questions.  Students will correctly complete the summative assessment provided to them at the end of class. | | | Instructional Decisions / Reasoning  These objectives are in place to allow students to meet the integrated standards and understand how to properly subtract fractions. The outlined objectives, when met, will progress students in the math unit and comply with the standards for understanding.  The targets are a measurable component for students to understand using vocabulary that is grade appropriate and more capable of being achieved.  The success criteria being implemented is a way to check for understanding and success with meeting the objectives by monitoring progress based on the criteria. These markers for success, when completed, will show proficiency in understanding for subtracting fractions. | | |
| 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.A](http://www.corestandards.org/Math/Content/4/NF/B/3/a/) Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. | | | 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 be fully met by the end of this lesson due to the work that has been previously done in past lessons.  [CCSS.MATH.CONTENT.4.NF.B.3.A](http://www.corestandards.org/Math/Content/4/NF/B/3/a/)  This standard aligns to the State’s justification for fourth grade fraction unit. This standard is integrated with Auburn’s school district standards and will be met through the previous lessons content as well as this lesson’s information. | | |
| Assessment - Uses assessment flexibly to expand and deepen understanding of learner performance and determines best supports for continued learner growth. | | | | | |
| Assessment  **Summative assessment (summative):**  The students will be given a summative assessment at the end of class to determine their growth and overall understanding in achieving the goals of adding and subtracting fractions as well as using multiple strategies to solve them. These assessments will be done individually and reviewed upon completion to determine the success achieved by each student in comparison to the pre-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)**  Students that need more support will meet with me in a smaller group following the mini-lesson 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 aren’t meeting with me will be working on supplemental material at this time such as the assigned worksheet or daily challenge. During the group work students will be reminded of that day’s expectations with the assigned work. | | | Instructional Decisions / Reasoning    The summative assessment is implemented to monitor the growth and progress that was made by the students throughout the course of the 5 lessons. This assessment will be reviewed for accuracy and be used to interpret which students understand the information as well as how to further implement future lessons.  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. | | |
| 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 171  Home-link 5-8  Summative assessment  Adapted lesson (ELL students)  **Technology:**  iPads (for extended practice if need be) | | | 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 in group, 30 minutes total)**  Students that need more support will meet with me in a smaller group following the mini-lesson 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 aren’t meeting with me will be working on supplemental material at this time such as the assigned worksheet or daily challenge. During the group work students will be reminded of that day’s expectations with the assigned work.  **Summative Assessment/Matrices (10 minutes)**  Students will take the final 10 minutes of the day to fill out the summative assessment that I have prepared for them 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 assessments they complete will be collected and reviewed to determine growth and success both individually and whole group and to plan future lessons. | | | Instructional Decisions / Reasoning  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 summative assessment is being used to test the overall understanding of the material as well as to assess the class’ growth. The assessment will be the same as the pre-assessment for an accurate show of growth and will be collected and scored similarly, based on correct, close or incorrect asnwers. | | |
| 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 modification being used in this lesson is 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 on this lesson, I found great success in the overall understanding of the material, based on the scores and answers provided in the summative assessment. This information showed a high increase in proficiency in all my students and proved that they are more fluent in adding and subtracting fractions. This lesson was videotaped and showed a lot of times where students were off task without me knowing as well as where I could be more patient with students or try different strategies. I found that after my mini-lesson there was some information that I missed or didn’t fully explain which in turn led to confusion on the worksheet later. I would’ve explained certain components more such as improper fractions and borrowing from whole numbers.  When reviewing the work I had:  11 out of 18 students successfully complete the objectives.  4 out of 18 students partially meet the objectives with some incomplete or incorrect answers  3 out of 18 students not complete the objectives.  In seeing this information, I believe that the majority of my students are ready to move forward and a review of this information the following week would bebeneficial. This lesson went well and I feel as though I have successfully prepared my students to move forward with the next area of content. |

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| Teaching Standards and Rationale  **Standard # 1 Learner Development.**  I feel I am meeting this standard by creating lessons that take into account every student’s needs and learning styles and creating a lesson that caters to those differences. By adapting and modifying the lesson to suit all the student’s needs I am developing a lesson that meets all my learners in a unique and individual way.  **Standard #2 Learning Differences**  This standard is met through the understanding of my ELL student language differences, and further challenging them to learn the same material as the rest of the class in an engaging and appropriate manner. By addressing their learning and language differences, I am adjusting my lesson to meet the various needs that are present in the class.  **Standard #3 Learning Environments**  This standard is addressed through the rotation schedule that is implemented in my math class. 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 #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 worksheets, I am drawing upon the content knowledge for math class that day and allowing for more practice and engagement with the material.  **Standard #6 Assessment**  I meet this standard through the various assessments being implemented in this lesson. Both the summative assessment and formative assessments act as different ways to check for student understanding as well as review the work they’re doing to further affect future instruction. The assessments being done are engaging for the students as well as informative for myself which allow for growth in the material for both sides.  **Standard #7 Planning for Instruction**  This standard is met through the creation of this lesson plan. By implementing a lesson that is designed to teach students new information through a variety of instructional strategies, I am able to plan my work to be more student focused and collaborative in reaching a similar goal while still meeting all my student’s needs. |