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| **Date** **and** **Time**: February 7, 2020 at 1:15 p.m-2:00 p.m   |
| **Colorado** **Academic** **Standards**: 3.NF.A. Number & Operations—Fractions: Develop understanding of fractions as numbers.**Evidence Outcome:** Describe 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. (CCSS: 3.NF.A.1).  |
| **Learning Target:**I can show wonder and perseverance by portioning a whole into equal parts, identify and count unit fractions using models. **Criteria for Success:*** Look + Listen = Learn
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| **Materials:** * Pencil
* Lesson 1 Problem set
* Exit Ticket
* Laptop with mouse and headphones
* Fraction magnet blocks
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| **Step-by-Step Lesson****(INTRODUCTION) 10-15 Min**-Have students sit in a “blob island” on the rug in front of the whiteboard after they finish math facts. -Have them read “class norms” together as a class out loud and then read the learning target on the board out load. -Explain to students that we will starting on our fractions unit and we will be using fraction models. -Use the models (magnetic fraction blocks) to model on the board of a whole part. Place the whole part (red block) on the board. -Ask students: “What would happen if we were to split this whole part down the middle? What would happen to our whole part?” -S: It will split into halves. It will be a half. -T: We split the whole into two equal parts. 2 halves. What fraction of the whole part is one of the parts?-S: 1 half-Model by writing on the board the fraction into words, “half” and as a numerical fraction 1/2. Explain to students the numerator and the denominator parts of a fraction, so ½ the 1 is the numerator and 2 is the denominator. And write it on the board. -Place two halves block on the board to represent a whole part. -Ask students: “what would happen if we split the whole into four equal parts?”-S: it will be ¼-Place 4 orange ¼ models on the board to represent a whole part. -Ask students what would the numerator be for one fourth? -S: 1-Ask: “and what would the denominator be?-S: 4-Write the word “one fourth” and the numerical fraction “1/4” on the board. **WORKTIME INSTRUCTION: (40 MINS)**-Distribute problem set worksheets to each student and have them work at their tables. -After students are seated at their tables, explain to students that you will go over one of the problems from #1, from #2, and #5 together on the doc cam. (**Answer key is on the lesson overview**). Let them know that #5 is similar to their exit ticket. -Explain to students that they will need to finish the whole front page of the problem set, flip it over and have them work on problem #3. -Let students know they can either work with a partner or by themselves.-As students are working, confer with ones that need help with any problems. -By 2:45 have students start working on Exit Tickets (located on the top shelve underneath the board) even if they are not done with their problem sets. -Students are to work on their exit ticket at a level 0 with no talking and they do need an “office”. -Students should place all their work in the tub labeled, “Mrs. Preston’s Class”. -Explain to students they don’t have any application problems for today, so if they get done with their exit ticket they can work on I Ready math. (After 2 o’clock, students will not be able to get on I Ready, they will need to work on their old application problems in their application notebook).   |
| **Differentiation:** 1. Please keep a list of students who are misbehaving.
2. Remind students they will get debits if they are misbehaving. (credit/debit book)
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