**2014-15 Patrick Henry Elementary School Lesson Plan Template**

**Teacher: Kilmer Date: 3/25/15 Grade/Subject: 1/Math Unit: Fractions Time Frame: 1 day**

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| **STAGE ONE: DESIRED RESULTS** | |
| **Essential Question** | Open-ended, interpretive questions reflecting on “big ideas”; designed to promote inquiry |
| How can we use fractions in our everyday lives? |
| **Mastery**  **Objective** | What knowledge, skills or procedures aligned with the standard do students need to master? (Criteria, Condition, Behavior, Timeframe) |
| By the end of the lesson, students will be able to determine how to split a group of objects into fractions accurately by solving a word problem with manipulatives on an exit ticket. |
| **VDOE**  **Standard** | To which Standard of Learning will you unpack and align the lesson? |
| 1.3 The student will identify the parts of a set and/or region that represent fractions for halves, thirds, and fourths and write the fractions. |
| **Cognitive**  **Connection** | What must students be able to do with what they know? Based on Bloom’s Six Taxonomy Levels |
| * determine, create, solve, explain, collaborate |
| **STAGE TWO: ASSESSMENT EVIDENCE** | |
| **Pre-**  **Assessment** | What previous data will be used for differentiation/pacing of the lesson? How will students show they have the required knowledge to do the lesson? |
| * Unit 6 Pre-Assessment |
| **Formative Assessment** | What type of short-term assessment will be used to monitor/assess progress? What feedback will be given so students can adjust the learning process? |
| * TPS data, Thumbs up/Thumbs down, Equity Stick Check-ins * YD Activity |
| **Summative Assessment** | How will students’ mastery of the objective(s) be formally assessed at the end of the lesson or unit? TT, Project, PBA, Traditional Assessment |
| * Unit 6 Summative Assessment * Fractions TT |
| **Rubric Type** | * 4,3,2,1, Rubric * TT Rubric |
| **ADDITIONAL RESOURCES** | |
| **Technology** | What technology will enhance the learning experience? |
| SMART slides, document camera |
| **Manipulatives/**  **Realia** | What hands-on experiences will students have to develop a deeper understanding? |
| anchor charts, fraction bars, fraction circles |
| **HOQs** | * How do manipulatives help us to solve word problems? * How do fractions help to keep things fair? |
| **Vocabulary** | Word wall: data, graph, collect, organize, analyze, tally, survey, voting, object graph, picture graph, more, less, fewer, greater than, less than, same as, equal to |
| **STAGE THREE: LEARNING PLAN** | |
| **Focusing Student Attention** | Presentation of Essential Question and Mastery Objective |
| EQ: How can we use fractions in our everyday lives?  MO: By the end of the lesson, students will be able to determine how to split a group of objects into fractions accurately by solving a word problem with manipulatives on an exit ticket. |
| 5-7 minutes | **Warm-up/Activator**—How will you engage students in the learning? How will you connect the lesson to their prior knowledge? |
| * Finish morning meeting slides * Quick review: coins, shapes, place value, fact fluency, growing & repeating patterns, graphs * fraction song: Mr. R’s Fraction Song * number eating alligator song |
| **Teacher Directed**  **Active Instruction** | What materials that encourage higher-level thinking will you need? |
| Word wall, SMART slides, manipulatives |
| 20 minutes | **I Do**-How will you introduce/explicitly model and instruct students towards the MO? Model connections between previous and new learning experiences? |
| * discuss EQ (chart responses) and MO * review fraction vocabulary with fractions word wall on SMART * model how to solve real life word problems on SMART one with shapes and one with groups of objects |
| **We Do-**How will you incorporate the students into the lesson? Address misconceptions and gaps? How will students demonstrate/justify their learning? |
| * display a new word problem on the board – with a group of objects * have a small group of four students sit in the middle of the rug and solve to find the answers using manipulatives and explaining their thinking * have the rest of the class sit around them and observe how they find the answer and discuss the problem * TPS EQ and use equity sticks |
| **Student Directed**  **Active Practice** | What materials that encourage higher-level thinking will you need? |
| IA, bingo boards, fraction action game, chips, dry erase markers |
| 20 minutes | **You Do Together-**What opportunities will students have to demonstrate the new skills/concepts in a meaningful way? How will students expand the concept to a real-world situation? What cooperative structure will be used? How will you differentiate for Bas/Pro/Adv on the standard? |
| * students will work in small gropus (of 2-4) to solve different word problems displayed on SMART using manipulatives * teacher will share answers, explanations, and strategies inbetween each problem * one problem with a shape, one problem with a group of objects * refer to charted responses for EQ |
| **You Do Alone-** How will students demonstrate their mastery of the learning outcome? How will you differentiate for Bas/Pro/Adv on the standard? |
| * Students will complete word problem (involving a group of objects) using manipulatives at their seats |
| **Closure** | **Summary-**How will students reflect on the MO and EQ? How will you and the students summarize the learning? |
| 5 minutes | * Restate EQ (how did it help us in class) & MO (did we meet it? how?) |
| **Homework** | * fraction page in weekly homework packet |
| **ELL/SPED**  **Adaptations** | * word wall vocabulary with pictures * use of manipulatives * heterogeneous groups to assist reading of word problems |