

Fractions Lesson Plan – Day 1

Name of Lesson Plan Preparer: Christine Ammirati

Title: Meaning of Fractions, Naming and Writing Fractions		Content Area/s: Math	
Grade level: 3 rd		Time Frame: 70 min. 1:15-2:25	
Date: Mon. March 7, 2011			
<p>SOL: Math / Number and Number Sense</p> <p>3.5 The student will a) divide regions and sets to represent a fraction; and b) name and write the fractions represented by a given model (area/region, length/measurement, and set). Fractions (including mixed numbers) will include halves, thirds, fourths, eighths, and tenths.</p> <p>3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.</p> <p>3.11 The student will add and subtract with proper fractions having like denominators of 10 or less, using concrete materials and pictorial models representing areas/regions, lengths/measurements, and sets.</p>			
<p>Lesson Objectives:</p> <p>Given whole class instruction and individual use of manipulatives, the student will explain the meaning of a fraction and identify the numerator and denominator of a fraction.</p>		<p>Resources (Text & Technology):</p> <p>Fraction circles</p> <p>IXL Math: http://www.ixl.com/math/practice/grade-3-fraction-review</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. Fast facts: Administer 1-minute “fast fact” multiplication test (class resource). 2. Pre-assessment: Distribute common grade-level fraction pre-assessment to students. Explain that this assignment is ungraded and intended to show what students know about fractions. (10 minutes). 3. Introduction: Explain that students will build on their current knowledge of fractions. (15 minutes) <ol style="list-style-type: none"> a. Review concept: fraction is a way of representing a part of a whole or a part of a group. In each fraction model, the parts must be equal b. Review terminology: numerator and denominator (emphasize “d” = denominator is down) c. Use document camera to model fractional drawings (i.e., color half of the circle red) d. Select students to model fractional groupings (i.e., 1/3 of the students are girls, 2/3 are boys) 4. Distribute two half sheet pages and instruct students to glue them in their math journals (<i>see attached</i>). 5. Distribute a foam fraction circle set to each student. Model different fractions on document camera and instruct students to duplicate with their individual foam circles. Use document camera to identify numerator and denominator of each fraction. Emphasize to students that when the denominator number increases, the size of each fractional portion <i>decreases</i>. (10 minutes) 6. Distribute paper towel, tortilla, and knife to each student. Lead activity where students begin with a whole tortilla and cut it down into increasingly smaller fractional portions. (20 minutes) 7. Direct students to work independently. Offer individual assistance to students as needed (15 minutes): <ol style="list-style-type: none"> a. “Fractions: Parts of a Whole” Practice p. 102 and “Fractions: Parts of a Group” Practice p. 103. Use foam manipulatives for support. b. When work is completed, students move on to “What is a Fraction?” Worksheet B, p. 14 and “Practice 2: Writing Fractions” p. 5 or IXL computer station: S.1 Fraction review 8. HOMEWORK: “Numerators and Denominators” from Super Teacher Worksheets and “What is a Fraction?” Worksheet A, p. 12 			
<p>Assessment/s (Formative/brief):</p> <p>Grade the teacher’s group and seatwork worksheets.</p> <p>Observe student participation in small group activities and in whole group discussions.</p>		<p>Extension Activities: Provide additional bar-shape manipulatives in addition to circle-shape manipulatives.</p> <hr/> <p>Differentiation: Assess 4s and 5s multiplication for students identified to have mastered their 2s and 3s facts. As noted above, provide additional seatwork for students.</p>	
<p>Observations/Reflection for Future Use:</p>			

Fractions Lesson Plan – Day 2

Name of Lesson Plan Preparer: Christine Ammirati

Title: Comparing Fractions		Content Area/s: Math	
Grade level: 3 rd	Time Frame: 70 min. 1:15-2:25	Date: Tues. March 8, 2011	
SOL: 3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.			
Lesson Objectives: Given whole class instruction and individual use of manipulatives, the student will compare fractions with like denominators.	Resources (Text & Technology): Fraction Circle manipulatives Fraction Bar manipulatives IXL Math: http://www.ixl.com/math/practice/grade-3-compare-fractions		
Instructional Procedures (Include Introduction, Focus, and Closing):			
<ol style="list-style-type: none"> 1. Fast facts: Administer 1-minute “fast fact” multiplication test (class resource). 2. In whole group discussion, review homework. Emphasize that the denominator (bottom number) tells how many equal parts are in the whole or set. The numerator (top number) tells how many of those parts are being described. Review identifying / naming fractions by using comparisons of student table groups (10 minutes). 3. Reinforcement: Distribute paper towel, tortilla, and knife to each student. Lead activity where students begin with a whole tortilla and cut it down into increasingly smaller fractional portions. (15 minutes) 4. Introduction: Distribute “Comparing Fractions” half sheet and instruct students to glue it into their math journal (<i>see attached</i>). Review the 2 examples on the journal sheet. Explain that students will be comparing fractions in small group work. (10 minutes) 5. Direct students to move between math stations (40 minutes) <ol style="list-style-type: none"> a. Seatwork: Distribute “Compare Fractions” worksheet to students (<i>see attached</i>). Direct students to work independently on both pages and the “Fractions” problems on the reverse during seatwork. For highest group, if work is completed, instruct students to begin “Comparing Fractions” sheet #2 / “More Fraction Practice” (to be continued in teacher’s group). b. Teacher’s group: Begin with lower group. Use bar manipulatives to work through additional seatwork examples. In order to support homework, use circle manipulatives to show additional examples. For highest group, work together to solve and discuss “Comparing Fractions” sheet #2 / “More Fraction Practice”. c. IXL computer station S.4 Compare fractions 6. HOMEWORK: “Comparing Fractions” from Super Teacher Worksheets and “Fractions” Worksheet from edHelper (<i>see attached</i>) 			
Assessment/s (Formative/brief): Grade the teacher’s group and seatwork worksheets. Observe student participation in small group activities and in whole group discussions.	Extension Activities: Provide additional bar-shape manipulatives in addition to circle-shape manipulatives. Differentiation: For struggling students, provide foam manipulatives for seatwork. Assess 4s and 5s multiplication for students identified to have mastered their 2s and 3s facts. Assess 6s and 7s for those who have mastered their 4s and 5s facts. As noted above, provide additional seatwork for students. As noted above, provide additional seatwork for students.		
Observations/Reflection for Future Use:			

Fractions Lesson Plan –Day 3

Name of Lesson Plan Preparer: Christine Ammirati

Title: Equivalent Fractions		Content Area/s: Math	
Grade level: 3 rd	Time Frame: 70 min. 1:15-2:25	Date: Wed. March 9, 2011	
<p>SOL:</p> <p>3.5 The student will a) divide regions and sets to represent a fraction; and b) name and write the fractions represented by a given model (area/region,length/measurement, and set). Fractions (including mixed numbers) will include halves, thirds, fourths, eighths, and tenths.</p> <p>3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.</p>			
<p>Lesson Objectives:</p> <p>Given whole class instruction and individual use of manipulatives, the student will explain the meaning of a fraction and identify the numerator and denominator of a fraction.</p>		<p>Resources (Text & Technology):</p> <p>Ziplocs for storing fraction strips</p> <p>IXL Math: http://www.ixl.com/math/practice/grade-3-choose-the-equivalent-fraction</p> <p>http://www.ixl.com/math/practice/grade-3-equivalent-fractions-type-missing-numerator-or-denominator</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. Fast facts: Administer 1-minute “fast fact” multiplication test (class resource). 2. In whole group discussion, review homework. (5 minutes). 3. Introduction: Explain that students will be working with fractions that show the same amount (equivalent fractions). Distribute “Equivalent Fractions” half sheet and instruct students to glue it in their math journal (<i>see attached</i>). Review the 2 examples on the journal sheet. (10 minutes). 4. Reinforcement: Distribute plate, tortilla, and knife to each student. Lead activity where students begin with a whole tortilla and cut it down into increasingly smaller fractional portions. Student pairs compare tortilla fractions and determine equivalents. (15 minutes) 5. Direct students to move between math stations (40 minutes) <ol style="list-style-type: none"> a. Seatwork: Distribute “Model Equivalent Fractions” 18.5 and “Equivalent Fractions” p. 104. b. Teacher’s group: Begin with lower group. Use fraction strips and circle manipulatives to work through seatwork examples. For lower groups, when work is completed, instruct students to practice skills on “Comparing Fractions” sheet #2 / “More Fraction Practice” c. IXL computer station S.4 Compare fractions S.5 Equivalent fractions: type the missing numerator or denominator S.6 Equivalent fractions: choose the equivalent fraction <p>HOMEWORK: “Remembering” p. 268 and “Equivalent Fractions” Worksheet from edHelper (<i>see attached</i>)</p>			
<p>Assessment/s (Formative/brief): Grade the seatwork worksheets. Observe student participation in large group activity and in whole group discussions.</p>		<p>Extension Activities: Provide materials for students to create additional fraction strips representing 1/12, 1/16, and 1/20 and to use these resources to write three fraction equivalencies.</p> <p>Differentiation: Assess 4s and 5s multiplication for students identified to have mastered their 2s and 3s facts. Assess 6s and 7s for those who have mastered their 4s and 5s facts. As noted above, provide additional seatwork for students. As noted above, provide additional seatwork for students.</p>	
<p>Observations/Reflection for Future Use:</p>			

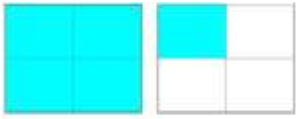
Fractions Lesson Plan – Day 4

Name of Lesson Plan Preparer: Christine Ammirati

Title: Mixed Numbers and Improper Fractions		Content Area/s: Math	
Grade level: 3 rd		Time Frame: 70 min. 1:15-2:25	
Date: Thurs. March 10, 2011			
<p>SOL: Math / Number and Number Sense</p> <p>3.5 The student will a) divide regions and sets to represent a fraction; and b) name and write the fractions represented by a given model (area/region, length/measurement, and set). Fractions (including mixed numbers) will include halves, thirds, fourths, eighths, and tenths.</p> <p>3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.</p>			
<p>Lesson Objectives: Given whole class instruction and individual use of manipulatives, the student will explain and identify mixed numbers and improper fractions..</p>		<p>Resources (Text & Technology): Powerpoint IXL Math: http://www.ixl.com/math/practice/grade-3-fraction-review</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. Fast facts: Administer 1-minute “fast fact” multiplication test (class resource). 2. In whole group discussion, review homework “Remembering” p. 268 and “Equivalent Fractions” Worksheet. (10 minutes). 3. Introduction: Explain that students will be working with <ol style="list-style-type: none"> i. Mixed fractions: fractions have a whole number and a fraction part ii. Improper fractions: fractions have a numerator greater than the denominator. iii. Distribute “Mixed Numbers and Improper Fractions” half sheet (typed) and instruct students to glue it in their math journal (<i>see attached</i>). (5 minutes). 4. Present and discuss “Mixed Number” powerpoint (<i>see attached</i>) (15 minutes) 5. Direct Group 1 to go to computer to work on IXL including S.11 Mixed numbers: what mixed number is shown? and S.12 Mixed numbers: write the mixed number in words. (Group 1 will work on paper practice after their computer session). 6. Instruct students in Groups 2 and 3 to complete “Mixed Numbers” p. 1 of 2 and “Improper Fractions” from edHelper (<i>see attached</i>). Encourage students to use manipulatives to support their work. Circulate among students offering individual support. As students complete and hand in seatwork, direct them to finish or correct work from earlier in the week. After this work is complete, students may go to computer to work on IXL. (40 minutes) 7. HOMEWORK: “Use Models to Visualize Mixed Numbers and Improper Fractions” p. 469 and “Improper Fractions” 			
<p>Assessment/s (Formative/brief): Grade the seatwork worksheets. Observe student participation in whole group discussion of journal work and powerpoint and individual work on journal.</p>		<p>Extension Activities: Differentiation: Provide differentiated multiplication fast facts test based on demonstrated mastery of tasks. Provide manipulatives for students in need of additional support.</p>	
<p>Observations/Reflection for Future Use:</p>			

Mixed Numbers and Improper Fractions

Mixed Number – has a whole number and a fraction part

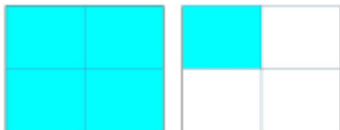


Write: $1\frac{1}{4}$

Read: one and one fourth

whole fraction
number

Improper Fraction –
has a numerator (top #) *greater than*
the denominator (bottom #)



$$\frac{5}{4}$$

5 = # of shaded parts

4 = # of parts in a whole

Fractions Lesson Plan – Day 5

Name of Lesson Plan Preparer: Christine Ammirati

Title: Fractions Quiz		Content Area/s: Math	
Grade level: 3 rd		Time Frame: 70 min. 1:15-2:25	
Date: Fri. March 11, 2011			
<p>SOL: Math / Number and Number Sense</p> <p>3.5 The student will a) divide regions and sets to represent a fraction; and b) name and write the fractions represented by a given model (area/region, length/measurement, and set). Fractions (including mixed numbers) will include halves, thirds, fourths, eighths, and tenths.</p> <p>3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.</p>			
<p>Lesson Objectives: Given assessment on the first section of the fractions unit, the student will explain the meaning of a fraction, identify the numerator and denominator of a fraction, compare fractions, and identify equivalent fractions.</p>		<p>Resources (Text & Technology): Powerpoint IXL Math: http://www.ixl.com/math/practice/grade-3-fraction-review-word-problems</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. Fast facts: Administer 1-minute “fast fact” multiplication test (class resource). 2. In whole group discussion, review homework. Ask for student volunteers to use fraction strips to model solutions. (10 minutes). 3. As review, lead class discussion of fractions power point (<i>see attached</i>) 4. Oversee common grade-level quiz on naming, writing, comparing, and equivalent fractions. 5. Instruct students to go to computer (with their fraction strips) to work on IXL S.2 Fraction review - word problems 6. HOMEWORK: “Extra Practice: Equivalent Fractions” p. 93 and “Fractions / Order the Parts” 			
<p>Assessment/s (Formative): Observe student participation in and understanding of powerpoint. Grade the quiz. Determine any gaps in student knowledge and plan for remediation.</p>		<p>Extension Activities:</p> <p>Differentiation: Provide differentiated multiplication fast facts test based on demonstrated mastery of tasks.</p>	
<p>Observations/Reflection for Future Use:</p>			

Name of Lesson Plan Preparer: Christine Ammirati

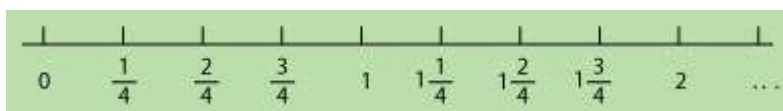
Title: Add and Subtract Fractions		Content Area/s: Math	
Grade level: 3 rd		Time Frame: 70 min. 1:15-2:25	
Date: Mon. March 14, 2011			
<p>SOL: Math / Number and Number Sense</p> <p>3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.</p>			
<p>Lesson Objectives: Given whole class instruction and individual use of manipulatives, the student will demonstrate how to add and subtract fractions.</p>		<p>Resources (Text & Technology): Tortillas, knives Fraction bars IXL Math: http://www.ixl.com/math/practice/grade-3-add-and-subtract-fractions-with-like-denominators</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. Fast facts: Administer 1-minute “fast fact” multiplication test (class resource). 2. In whole group discussion, review homework. (5 minutes). 3. Distribute half sheet page (<i>see attached</i>) and instruct students to glue it in their math journals. Distribute fraction sets and have students model the journal problems with their manipulatives. (15 minutes). 4. Distribute paper towel, tortilla, and knife to each student. Lead activity where students cut their tortillas down into increasingly smaller fractional portions and then add and subtract these fractional portions together. Model different problems using halves, fourths, and eighths. (15 minutes) 5. Math stations (35 minutes) 6. Teacher’s group: “Adding Fractions” and “Subtracting Fractions”. Model with fraction strips for support. 7. Seatwork: when / if teacher’s group work is completed, students move on to “Add Fractions” Reteach 19.4 (Group 3 will do this work at teacher’s station) 8. IXL computer station: IXL sections from previous week as well as S.1 Fraction review 9. HOMEWORK: “Adding Fractions” p. 136 and “Subtracting Fractions” p. 137. 			
<p>Assessment/s (Formative/brief): Grade the teacher’s group and seatwork worksheets. Observe student participation in small group activities and in whole group discussions.</p>		<p>Extension Activities: Provide word problems to supplement number sentences to practice adding and subtracting fractions.</p> <p>Differentiation: Assess different multiplication facts for students who have mastered their easier facts. As noted above, provide additional seatwork for students.</p>	
<p>Observations/Reflection for Future Use:</p>			

Fractions Lesson Plan – Day 7 * (Note different time)

Name of Lesson Plan Preparer: Christine Ammirati

Title: Fractions on a Number Line		Content Area/s: Math	
Grade level: 3 rd		Time Frame: 45 min. 9:30-10:15	
Date: Tues. March 15, 2011			
<p>SOL: Math / Number and Number Sense</p> <p>3.5 The student will a) divide regions and sets to represent a fraction; and b) name and write the fractions represented by a given model (area/region, length/measurement, and set). Fractions (including mixed numbers) will include halves, thirds, fourths, eighths, and tenths.</p> <p>3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.</p>			
<p>Lesson Objectives: Given whole class instruction and individual use of manipulatives, the student will identify fractions on a number line and use the number line to add and subtract fractions.</p>		<p>Resources (Text & Technology): Powerpoint Rulers IXL Math: http://www.ixl.com/math/practice/grade-3-fractions-on-number-lines</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. Fast facts: Administer 1-minute “fast fact” multiplication test (class resource). 2. In whole group discussion and using document camera, review homework. (10 minutes). 3. Introduction: Explain that students will often use their fraction knowledge when using a ruler. Work through powerpoint with students (<i>see attached</i>). (10 minutes) 4. Distribute half sheet page (<i>see attached</i>) and instruct students to glue it in their math. Distribute rulers to each student and model examples from journal on the ruler. (10 minutes). 5. Seatwork (15 minutes) First 2 items from “Compare Fractions on a Number Line” p. 465 and “Fraction Number Lines” p. 45. Use rulers for support. Direct students to work on other items independently. Circulate in class and assist students individually as needed. 6. After completion of seatwork: 7. Group 3 students move on to “Practice 22” p. 25 8. Groups 1 and 2 to computers: IXL sections from previous week plus S.3 Fractions on number lines 9. HOMEWORK: “Practice 23” p. 26 and “Identifying Fractions Using a Number Line” p. 46 			
<p>Assessment/s (Formative/brief): Grade the seatwork worksheets. Observe student participation in small group activities and in whole group discussions.</p>		<p>Extension Activities: Task students with measuring classroom objects using a ruler and noting the fractional measurements.</p> <p>Differentiation: Assess different multiplication facts for students who have mastered their easier facts. As noted above, provide additional seatwork for students. Provide meter sticks and more detailed rulers for students who quickly grasp the subject.</p>	
<p>Observations/Reflection for Future Use:</p>			

Fractions on a Number Line



Number lines are similar to rulers.

The numbers are the whole numbers.

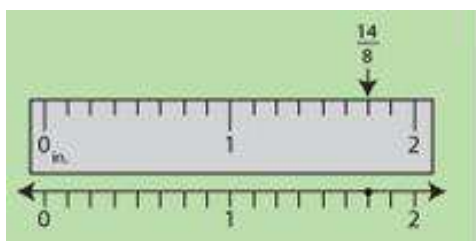
The marks in between the numbers are fractions.

Step 1 - Find **denominator**.

Step 2 – Find **numerator**.

Step 3 – Find the **whole number**.

Write this whole number beside the fraction.



Step 1 - Find **denominator**.

Step 2 – Find **numerator**.

Step 3 – Find the **whole number**.

Write this whole number beside the fraction.

Fractions Lesson Plan – Day 8 * (Note different time)

Name of Lesson Plan Preparer: Christine Ammirati

Title: Word Problems: Fractions		Content Area/s: Math
Grade level: 3 rd	Time Frame: 45 min. 9:30-10:15	Date: Wed. March 16, 2011
<p>SOL: Math / Number and Number Sense</p> <p>3.5 The student will a) divide regions and sets to represent a fraction; and b) name and write the fractions represented by a given model (area/region, length/measurement, and set). Fractions (including mixed numbers) will include halves, thirds, fourths, eighths, and tenths.</p> <p>3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.</p> <p>3.11 The student will add and subtract with proper fractions having like denominators of 10 or less, using concrete materials and pictorial models representing areas/regions, lengths/measurements, and sets.</p>		
<p>Lesson Objectives: Given whole class instruction and individual use of manipulatives, the student will solve word problems that involve fractions.</p>		<p>Resources (Text & Technology): Powerpoint Props for student demonstration (hats, scarves etc) IXL Math: http://www.ixl.com/math/practice/grade-3-fraction-review-word-problems</p>
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. Fast facts: Administer 1-minute “fast fact” multiplication test (class resource). 2. In whole group discussion, review homework. (10 minutes). 3. Introduction: Explain that students will often be called on to use their fraction knowledge when solving real world problems. Remind students of their first day working on fractions when students stood at their desks and as a class we discussed the fractions they represented. Explain that this activity was a word problem. (3 minutes) 4. Work through Powerpoint with students acting out the word problems. (15 minutes) 5. Seatwork (15 minutes) edHelper “Fractions” word problems and “Adding and Subtracting Fractions with Like Denominators” p.53. Direct students to work independently. Circulate in class and assist students individually as needed. 6. After completion of seatwork: 7. Group 1 and 2 students to computers to work on IXL sections from previous classes plus S.2 Fraction review – word problems 8. Group 3 to work on word problem sheet (see attached). 9. HOMEWORK: “Adding Fractions” p.49 and “Subtracting Fractions” p.51 		
<p>Assessment/s (Formative/brief): Grade the teacher’s group and seatwork worksheets. Observe student participation in whole group discussions and activity and in independent work.</p>		<p>Extension Activities: Task students with creating and solving their own word problems using fractions.</p> <p>Differentiation: Assess different multiplication facts for students who have mastered their easier facts. Assign only half of the word problems to students struggling with concept.</p>
<p>Observations/Reflection for Future Use:</p>		

Fractions Lesson Plan – Day 9

Name of Lesson Plan Preparer: Christine Ammirati

Title: Fraction Review		Content Area/s: Math	
Grade level: 3 rd	Time Frame: 70 min. 1:15-2:25	Date: Thurs. March 17, 2011	
<p>SOL: Math / Number and Number Sense</p> <p>3.5 The student will a) divide regions and sets to represent a fraction; and b) name and write the fractions represented by a given model (area/region, length/measurement, and set). Fractions (including mixed numbers) will include halves, thirds, fourths, eighths, and tenths.</p> <p>3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.</p>			
<p>Lesson Objectives: Given whole class instruction and individual use of manipulatives, the student will explain the meaning of a fraction and identify the numerator and denominator of a fraction.</p>		<p>Resources (Text & Technology): Qwizdom Fraction manipulatives Rulers IXL Math</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. Fast facts: Administer 1-minute “fast fact” multiplication test (class resource). 2. In whole group discussion and using document camera, review homework. (10 minutes). 3. Review fraction unit by using Qwizdom system to demonstrate student knowledge and to provide a platform for further discussion of problem concepts. (25 minutes) 4. Math stations (30 minutes) 5. Teacher’s group: Review fractions in word problems with manipulatives for support (<i>see attached worksheet</i>). 6. Seatwork: when / if teacher’s group work is completed, students move on to “Fractions” p. 130, “6-2 Homework” p. 245 and for Group 3 “Fractional Parts of a Foot” 7. IXL computer station: students work on outstanding items from S.1 – 6 and S.13 8. HOMEWORK: “Practice 7” p.10 and “Add and Subtract Fractions on a Number Line” p.466 			
<p>Assessment/s (Formative/brief): Grade the teacher’s group and seatwork worksheets. Observe student participation in whole group Qwizdom activity. Review Qwizdom response data to determine student performance on specific</p>		<p>Extension Activities: Provide fraction games for students to play in partners.</p> <p>Differentiation: Assess different multiplication facts for students who have mastered their easier facts. As noted above, provide additional seatwork for students. Review with Group 1 high-incident errors from fraction unit.</p>	
<p>Observations/Reflection for Future Use:</p>			

Fractions Lesson Plan – Day 10

Name of Lesson Plan Preparer: Christine Ammirati

Title: Fractions Unit Test		Content Area/s: Math	
Grade level: 3 rd		Time Frame: 70 min. 1:15-2:25	Date: Fri. March 18, 2011
<p>SOL: Math / Number and Number Sense</p> <p>3.5 The student will a) divide regions and sets to represent a fraction; and b) name and write the fractions represented by a given model (area/region, length/measurement, and set). Fractions (including mixed numbers) will include halves, thirds, fourths, eighths, and tenths.</p> <p>3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.</p>			
<p>Lesson Objectives: Given summative assessment, the student will name and write fractions, compare, add and subtract fractions, and solve word problems containing fractions.</p>		<p>Resources (Text & Technology): Common grade-wide assessment.</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. In whole group discussion and using document camera, review homework. (10 minutes). 2. Oversee common grade-wide unit test on fractions (<i>see attached</i>). Instruct students to work on items from math folders independently at desk when finished with assessment. 			
<p>Assessment/s (Formative/brief): Grade 25-question test. Each question is weighted equally and grade is expressed as a percentage.</p>		<p>Extension Activities:</p> <p>Differentiation: No students in the class have an IEP or 504 or receive ELL instruction. All students will be assessed using this single exam.</p>	
<p>Observations/Reflection for Future Use:</p>			