| Grade: First Grade |  |  | Subject: Mathematics |
| :---: | :---: | :---: | :---: |
| Materials: <br> Laminated shapes <br> Playdough and playdough materials such as a roller and scissors. <br> Crayons |  |  | Technology Needed: Document camera |
| Instructional Strategies:   <br> $\square \quad$ Direct instruction $\square$ Peer teaching/collaboration/ <br> X Guided practice  cooperative learning <br> $\square \quad$ Socratic Seminar X Visuals/Graphic organizers  <br> $\square \quad$ Learning Centers $\square$ PBL <br> $\square \quad$ Lecture $\square$ Discussion/Debate <br> $\square \quad$ Technology integration $\square$ Modeling <br> $\square \quad$ Other (list)   |  |  | Guided Practices and Concrete Application: ```Large group activity X Hands-on X Independent activity``` <br> ```Technology integration \\ Pairing/collaboration ```  ```Imitation/Repeat/Mimic``` <br> ```Simulations/Scenarios ``` <br> ```Other (list) \\ Explain: ``` |
| Standard(s) <br> 1.G.3: Partition circles and rectangles into two equal shares. <br> Describe the shares using the word halves, and use the phrase half of. <br> Describe the whole as two of the shares |  |  | Differentiation <br> Below Proficiency: Pull aside these students one by one to help them through the lesson and explain the lesson further if needed. <br> Above Proficiency: Students can cut shapes further than halves if they choose to do so, when they are done cutting halves. <br> Approaching/Emerging Proficiency: <br> Students will cut playdough in different sizes halves to make them equal and unequal. <br> Modalities/Learning Preferences: <br> - Visual: Looking at the laminated shapes on their desk and document camera. <br> - Auditory: Hearing the teacher talk about equal and unequal shapes. <br> - Kinesthetic: Students will walk around to each other's tables and look at their peers equal and unequal shape work. <br> - Tactile: Using the playdough to make equal and unequal halves of shapes. |
| Objective(s) <br> By the end of the lesson, students will be able to identify the different equal and unequal halves but cutting playdough into different halve sizes. <br> Bloom's Taxonomy Cognitive Level: identify |  |  |  |
| Classroo <br> Students <br> Students other's s Hand out choose a | Management- (gr <br> ill only move whe ill move around to pes that their pee ayons to student lor to take their $p$ | ping(s), movement/transitions, etc.) say "go," Or '1,2,3 go." <br> ach other's desks, but not touch each made. <br> stead of them taking forever to -test with. | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <br> Students will share their materials at their desk groups. <br> Students will raise their hands to answer questions. <br> Students will not draw on their shapes until the lesson starts. <br> Students will use the crayon there are given. <br> Students will not destroy peers playdough work. |
| Minutes | Procedures |  |  |
| 5 | Set-up/Prep: <br> Have pre-tests printed and ready to go. <br> Set up laminated Rectangles and Circles ready to hand out. . This will help them to follow along. They are laminated, so the students can also erase with an Expo marker. <br> Have playdough ready to grab when that time comes. <br> Crayons readily available. |  |  |
| 5 | Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) <br> See what the students know already about equal and unequal halves. This will be considered a pre-test. Give the students a coloring worksheet where they can color in what shapes are equal and which are not. For example, color the shapes that are equal blue. Hand out crayons so it does not take students forever to choose a color. Once all students are finished, start to hand out laminated shapes and Expo markers. |  |  |


|  | Circle Halves <br> Color each circle that is showing 2 equat haves |  |
| :---: | :---: | :---: |
| 5-8min. | Explain: (concepts, procedures, vocabulary, etc.) <br> Halves: when you split something into two parts. Can also Equal: Two sides share the same amount. <br> Unequal: Two sides of the shape are different sizes. Before the lesson begins, let the students know that yes, I lesson starts. Hand out Expo markers. Some students may As you may have already picked up on, we are going to tal An equal part is when two sides are the same size. <br> For example, if I put a line down the middle of a circle, no down the middle, the two sides are sharing the circle. Now half is half of the other side to make $1 / 2$. Physically write $1 / 2$. way, the circle is 1 whole again. <br> Now, if I put a line on the side of the circle, they are still sp Do a few more examples. <br> Now, we are going to grab our rectangles and do the same rectangle into two halves equally? (Answer: draw a line do (Answer: drawing a line anywhere on the Rectangle where | written as $1 / 2$. <br> going to hand out shapes, but they may not draw on them until the ave to share. <br> bout equal and unequal parts of halves and how they can be written. <br> we have two sides or two halves. We had a whole, and with the line follow along and put a line down your circles as well One side of the ase the line and write a 1 on the circle to show that when the line goes <br> into halves, but they are unequal. Try doing the same with your circles. <br> ing that we did with the circles. How do you think we can split this the middle or across). What would make the Rectangle uneven? oth sides do not match up). Do a few more examples. |
| 5 | Explore: (independent, concreate practice/application experiences, reflective questions- probing or clarifying Students will get to practice making their own fractions a Students will use a roller, playdough scissors, and other mat | relevant learning task -connections from content to real-life tions) <br> utting their fractions into halves (equal and unequal) using playdough. rials to make their fractions and different shapes. |
| 2 | Review (wrap up and transition to next activity): <br> Have the students walk around and look at each other's' shat own? The unequal parts? Once students are done, have stud back where they belonged as well. Move on to next activity | pes. What do they notice about the equal parts compared to their ents put their playdough back in the correct color bin, and materials once all spots are clean. |
| Formative Assessment: (linked to objectives, during learning) <br> - Progress monitoring throughout lesson (how can you document your student's learning?) <br> Have a rubric and walk around to look at each student's playdough. Did the students split at each once shape into an equal half and one into an unequal half? |  | Summative Assessment (linked back to objectives, END of learning) <br> Name: $\qquad$ Date: $\qquad$ <br> 1.G.3: Partition circles and rectangles into two equal shares. <br> Describe the shares using the word halves, and use the phrase half of. <br> Describe the whole as two of the shares. |
|  | Equal Half Unequal half |  |
| Yes | No No |  |
|  |  | 1. Draw a circle in halves that is equal: <br> 2. Draw a picture of a circle in halves that is unequal: <br> 3. Write a shape that is cut in half as a fraction: <br> 4. What is two parts of a whole share called: |

## Fractions Lesson Plan

Date: 01/31/18

## Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

The students were engaged with lesson, and really seemed to know what they were doing. I enjoyed laminating the shapes for the students to physically write on, and see the equal and unequal parts. This shapes were really nice, because I can use these anywhere I go and not have to worry about what I would do for the explanation part of the lesson in the future. I was thinking that the students could draw shapes on whiteboards and split them that way, but the laminated shapes were much more engaging and creative. I think if I had used whiteboards the students would be drawing more than just lines and be distracted during the lesson. Students were focused and engaged as I went at a pace that was easy to follow for the students. For the pretest most of the students understood what circles were split in half equally. I showed the students my pretest that I completed and asked if their pretest looked like mine. I explained why I colored the shapes that I did, and let the pretest into the introduction of equal parts because the students only had to color equal shapes split in half on the pretest. As I explained in further detailed, I told the students to think of the circles as pieces of pizza. Are both sides equal or "fair" if I were to share this pizza with someone? The unequal parts are not equal because the two sides are not the same size. This lesson went the perfect amount of time that it was supposed to. The explanation and engage part went about fifteen minutes, and the students got to explore for about ten. This week I have been having issues with lesson timing because I have had to stop students for talking or not paying attention. Students payed attention though, because before they had just been disciplined for not respecting the teacher.
The document camera was not working so we had to improvise using Mrs. Brilz camera on her computer. All we had to do was turn her computer camera on and tilt the computer a little, and it worked the same as a document camera would. I would place my shape underneath the camera and draw a line down the middle of the shape. This one would be equal, and then students would practice by themselves. Some students were ready for the next step, as they were making two lines to cut the shape in fourths. I would then split my shape down another side of the shape and make it unequal. I would let the students know that this fraction is still $1 / 2$ just as unequal parts. Students practiced and did the same with their shapes.
I ended up not using the formative assessment because I just wanted the students to explore with the playdough and figure out how to use different materials to create their shapes. If I were to do this again, I would continue on with the lesson, and while the students are in free time or working individually, I would call the students up one by one and show them pictures of equal and unequal shapes. Students would point to which shapes were equal and which were not equal. This way, I could record which students understood and could move on, for whole group instruction, and others who need small group work. For the summative assessment, I would have the students take a test with different shapes on it. Students would need to circle which shapes are equal and which are unequal. In total, this would be about a three day lesson. This was my favorite lesson and I would change a few things as mentioned, but overall I would do this with another class and see how they react to the laminated shapes.

