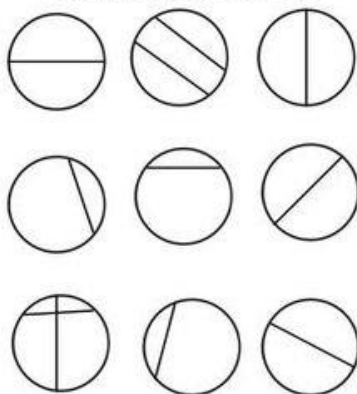


Circle Halves

Color each circle that is showing 2 equal halves.



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5-8min.

Explain: (concepts, procedures, vocabulary, etc.)

Halves: when you split something into two parts. Can also be written as $\frac{1}{2}$.

Equal: Two sides share the same amount.

Unequal: Two sides of the shape are different sizes.

Before the lesson begins, let the students know that yes, I am going to hand out shapes, but they may not draw on them until the lesson starts. Hand out Expo markers. Some students may have to share.

As you may have already picked up on, we are going to talk about equal and unequal parts of halves and how they can be written. An equal part is when two sides are the same size.

For example, if I put a line down the middle of a circle, now we have two sides or two halves. We had a whole, and with the line down the middle, the two sides are sharing the circle. Now, follow along and put a line down your circles as well. One side of the half is half of the other side to make $\frac{1}{2}$. Physically write $\frac{1}{2}$. Erase the line and write a 1 on the circle to show that when the line goes away, the circle is 1 whole again.

Now, if I put a line on the side of the circle, they are still split into halves, but they are unequal. Try doing the same with your circles. Do a few more examples.

Now, we are going to grab our rectangles and do the same thing that we did with the circles. How do you think we can split this rectangle into two halves equally? (Answer: draw a line down the middle or across). What would make the Rectangle uneven? (Answer: drawing a line anywhere on the Rectangle where both sides do not match up). Do a few more examples.

5

Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

Students will get to practice making their own fractions and cutting their fractions into halves (equal and unequal) using playdough. Students will use a roller, playdough scissors, and other materials to make their fractions and different shapes.

2

Review (wrap up and transition to next activity):

Have the students walk around and look at each other's' shapes. What do they notice about the equal parts compared to their own? The unequal parts? Once students are done, have students put their playdough back in the correct color bin, and materials back where they belonged as well. Move on to next activity once all spots are clean.

Formative Assessment: (linked to objectives, during learning)

• **Progress monitoring throughout lesson (how can you document your student's learning?)**

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?

| Equal Half | | Unequal half | |
|------------|----|--------------|----|
| Yes | No | Yes | No |

Summative Assessment (linked back to objectives, END of learning)

Name: _____ Date: _____

1.G.3: Partition circles and rectangles into two equal shares.

Describe the shares using the word halves, and use the phrase half of.

Describe the whole as two of the shares.

1. Draw a circle in halves that is equal:
2. Draw a picture of a circle in halves that is unequal:
3. Write a shape that is cut in half as a fraction:
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 $\frac{1}{2}$ 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.