



Section 1: Lesson Preparation

Teacher Candidate Name: Joseph Iorio

Grade Level: 3rd

Unit/Subject: 5-Day Unit: Understanding Fractions as Numbers/Math

Title of Unit and Brief Summary: (Day 1/Lesson1): Divide Regions into Equal Parts: This lesson explores the basic idea of a fraction and a unit fraction. Knowing that a fraction is made up of a numerator and a denominator enables students to understand the concept of the number of equal parts. These ideas will be further developed and enhanced throughout the 5-day unit; (Day 2/Lesson2): Understand the Whole: In this lesson, students will use what they have previously learned about fractions and unit fractions to determine and draw whole shapes given only one part of the shape. Students will apply their knowledge of parts of a whole as they learn that one whole can be different sizes. (Day 3/Lesson3): Fractions Less Than 1 on a Number Line: In this lesson, students will build on prior knowledge of how the denominator indicates the number of equal parts the whole is divided into. Students will use this understanding to represent fractions such as halves, thirds, and fourths as distances from 0 on a number line. (Day 4/Lesson 4): Fractions Greater Than 1 on a Number Line: In this lesson, students will use what they have previously learned to represent fractions greater than 1 on a number line. The lesson reinforces to students that when using number lines to locate fractions, the parts that the unit is divided into must be equal. (Day 5/Lesson 5): Line Plots and Length: In this lesson, the students will build on their prior knowledge of fractions and number lines to measure lengths of objects to the nearest half (1/2) inch. Then, they will create a line plot by organizing the data on a number line. Students will also come to understand that this is a useful way to organize data. (Foresman & Wesley, 2016).

Classroom and Student Factors/Grouping: The classroom composition is a mixed-ability group of (24) third grade students from diverse socioeconomic and cultural backgrounds. Some of the children are currently working above, at, or below grade level. There are (7) students with IEPs/504s, (4) receive Basic Skills Instruction (BSI), (2) gifted learners (GLs), and there are no ELL children. Students with special needs, as well as, gifted learners will be provided with appropriate accommodations/modifications through effective research-based strategies and interactive learning tasks. A variety of grouping styles will be utilized throughout the 5-day unit to best meet all students' needs and abilities. Students who are working below grade-level will paired with peers who are either at or above grade level for additional guidance and support.

Table with 6 columns: National/State Learning Standards, Day 1, Day 2, Day 3, Day 4, Day 5. It maps specific standards to each day's focus.

	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 $1/b$ " (Arizona Math Standards: K-5, 2018).	fractions, and recognize fractions that are equivalent to whole numbers; Examples: Express 3 in the form $3=3/1$ and $4/4=1$ " (Arizona Math Standards: K-5, 2018).	line by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates $1/b$ on the number line" (Arizona Math Standards: K-5, 2018).	line diagram by marking off $a$ lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ and that the endpoint locates the number $a/b$ on the number line" (Arizona Math Standards: K-5, 2018).	measuring lengths using rulers marked with halves and fourths of an inch to the nearest quarter-inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters" (Arizona Math Standards: K-5, 2018).
<b>Specific Learning Target(s)/Objectives</b>	Given five shapes, the students will be able to read and write unit fractions for equal-size parts of a shaded region with 90% accuracy.	Given five shapes, the students will be able to determine and draw the whole (unit) given one part (unit fraction) with 90% accuracy.	Given a number line, the students will be able to represent and label fractions less than one with 90% accuracy.	Given a number line, the students will be able to represent and label fractions greater than one with 90% accuracy.	Given a ruler, the students will measure lengths to the nearest half ( $1/2$ ) inch and show the data values on a line plot with 90% accuracy.
<b>Academic Language</b>	<ul style="list-style-type: none"> <li>• fraction</li> <li>• unit fraction</li> <li>• numerator</li> <li>• denominator</li> <li>• equal</li> <li>• parts</li> </ul>	<ul style="list-style-type: none"> <li>• fraction</li> <li>• unit fraction</li> <li>• numerator</li> <li>• denominator</li> <li>• parts</li> <li>• whole</li> </ul>	<ul style="list-style-type: none"> <li>• fraction</li> <li>• unit fraction</li> <li>• denominator</li> <li>• equal</li> <li>• parts</li> <li>• whole</li> <li>• locate</li> <li>• label</li> <li>• points</li> <li>• number line</li> </ul>	<ul style="list-style-type: none"> <li>• fraction</li> <li>• unit fraction</li> <li>• equal</li> <li>• parts</li> <li>• whole</li> <li>• locate</li> <li>• label</li> <li>• points</li> <li>• number line</li> </ul>	<ul style="list-style-type: none"> <li>• fraction</li> <li>• unit fraction</li> <li>• locate</li> <li>• label</li> <li>• points</li> <li>• number line</li> <li>• nearest half (<math>1/2</math>) inch</li> <li>• line plot</li> <li>• data values</li> </ul>

<p><b>Unit Resources, Materials, Equipment, and Technology</b></p>	<ul style="list-style-type: none"> <li>• Interactive White Board (IWB)</li> <li>• Pearson EnVision Teacher's Manual</li> <li>• Flags of Different Nations</li> <li>• Chart Paper</li> <li>• Student Math Workbooks</li> <li>• Wipe-off Boards</li> <li>• Markers</li> <li>• Erasers</li> <li>• Pencils</li> <li>• Crayons</li> <li>• Chrome Books</li> <li>• Toss &amp; Talk Fraction Game</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive White Board (IWB)</li> <li>• Pearson EnVision Teacher's Manual</li> <li>• Pizza Pie Posters</li> <li>• Chart Paper</li> <li>• Student Math Workbook</li> <li>• Wipe-off Boards</li> <li>• Markers</li> <li>• Erasers</li> <li>• Pencils</li> <li>• Crayons</li> <li>• Chrome Books</li> <li>• Teamwork Fraction Game</li> </ul>	<ul style="list-style-type: none"> <li>• White Board (IWB)</li> <li>• Pearson EnVision Teacher's Manual</li> <li>• Chart Paper</li> <li>• Student Math Workbooks</li> <li>• Laminated Number lines</li> <li>• Markers</li> <li>• Erasers</li> <li>• Pencils</li> <li>• Chrome Books</li> <li>• Interactive Number line Fractions Game (<a href="http://mathplayground.com/grade_3_Games.html">mathplayground.com/grade_3_Games.html</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• White Board (IWB)</li> <li>• Pearson EnVision Teacher's Manual</li> <li>• Chart Paper</li> <li>• Student Math Workbooks</li> <li>• Laminated Number lines</li> <li>• Markers</li> <li>• Erasers</li> <li>• Pencils</li> <li>• Chrome Books</li> <li>• Interactive Number line Fractions Game (<a href="http://mathplayground.com/grade_3_Games.html">mathplayground.com/grade_3_Games.html</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive White Board (IWB)</li> <li>• Pearson EnVision Teacher's Manual</li> <li>• Line Plot Posters</li> <li>• Chart Paper</li> <li>• Student Math Workbooks</li> <li>• Rulers</li> <li>• Wipe-off Boards</li> <li>• Markers</li> <li>• Erasers</li> <li>• Pencils</li> <li>• Chrome Books</li> <li>• Matching Fractions in Word-Form Game</li> </ul>
<p><b>Depth of Knowledge Lesson Questions</b></p>	<p><b>DOK Level 1:</b> What does equal parts mean?  <b>DOK Level 2:</b> Distinguish the difference between a fraction and a unit fraction.  <b>DOK Level 3:</b></p>	<p><b>DOK Level 1:</b> What is a whole number?  <b>DOK Level 2:</b> Interpret how the parts equal a whole number.  <b>DOK Level 3:</b> Compare the two ways the whole number 3 can be written</p>	<p><b>DOK Level 1:</b> Where is the denominator?  <b>DOK Level 2:</b> Infer how you can divide a whole into fourths.  <b>DOK Level 3:</b> Revise this fraction to represent a whole number</p>	<p><b>DOK Level 1:</b> Where is the numerator?  <b>DOK Level 2:</b> Interpret what the numerator tells us. <b>Level 3:</b> Differentiate between fourths and halves.  <b>DOK Level 4:</b> Design a</p>	<p><b>DOK Level 1:</b> What is a line plot?  <b>DOK Level 2:</b> Compare how a number line is like a ruler.  <b>DOK Level 3:</b> Assess how line plots are</p>

	Differentiate the function of a numerator and a denominator. <b>DOK Level 4:</b> Design a flag of your own that shows shaded regions of equal parts.	as a fraction. <b>DOK Level 4:</b> Connect how a whole number and a fraction are similar, yet different?	correctly. <b>DOK Level 4:</b> Design a number line and label a fraction less than one.	number line and label a fraction greater than one.	helpful in organizing data. <b>DOK Level 4:</b> Create your own line plot and show the data values of the measured lengths.
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## Section 2: Instructional Planning

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Anticipatory Set</b>	<ul style="list-style-type: none"> <li>I will display flags of different nations and ask the students to describe what they see.</li> <li>I will have students describe how both flags are separated into equal thirds differently.</li> <li>I will explain to the class that we are going to explore reading and writing unit fractions for</li> </ul>	<ul style="list-style-type: none"> <li>I will show Pizza Pie Posters and ask the students to describe what they see.</li> <li>I will have students tell how many parts of the pies are missing to make it a whole.</li> <li>I will explain to the class that we are going to explore drawing a whole (unit) when given only one part.</li> </ul>	<ul style="list-style-type: none"> <li>I will display a large number line on the IWB and ask the students to describe what they see.</li> <li>I will have students tell how the number line is divided into equal parts (distances) between 0 and 1.</li> <li>I will explain to the class that we are going to explore representing and labeling fractions on a</li> </ul>	<ul style="list-style-type: none"> <li>I will show a large number line on the IWB and ask the students to describe what they see.</li> <li>I will have students tell how the number line is divided into equal parts (distances) between 1 and 4.</li> <li>I will explain to the class that we are going to explore representing and labeling fractions on a number line that are greater than one.</li> <li>I will show the students the Pearson Visual</li> </ul>	<ul style="list-style-type: none"> <li>I will display colored posters of line plots and ask the students to describe what they see.</li> <li>I will have students tell how the data is organized on the line plot.</li> <li>I will explain to the class that we are going to explore measuring lengths to the nearest 1/2 inch and create line plots to help organize the data.</li> <li>I will show the students the Pearson Visual Learning Video on</li> </ul>

	<p>equal-size parts of a shaded region.</p> <ul style="list-style-type: none"> <li>I will show the students the Pearson Visual Learning Video on the IWB to engage them in the lesson.</li> </ul>	<p>(unit fraction).</p> <ul style="list-style-type: none"> <li>I will show the students the Pearson Visual Learning Video on the IWB to engage them in the lesson.</li> </ul>	<p>number line that are less than 1.</p> <ul style="list-style-type: none"> <li>I will show the students the Pearson Visual Learning Video on the IWB to engage them in the lesson.</li> </ul>	<p>Learning Video on the IWB to engage them in the lesson.</p>	<p>the IWB to engage them in the lesson.</p>
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**Presentation of Content**

<p><b>Multiple Means of Representation</b></p>	<ul style="list-style-type: none"> <li>I will gather students on the carpet to demonstrate how to divide regions into equal parts and the write the fraction it represents.</li> <li>I will model one example on a Chart Paper before allowing the students to draw lines to divide the shapes into a given number of equal parts on their wipe-off boards</li> </ul>	<ul style="list-style-type: none"> <li>I will have students come on to the carpet to demonstrate how draw a whole (unit) when given only one part.</li> <li>I will model one example on a Chart Paper before allowing the students to practice drawing whole shapes on their wipe-off boards using colored markers with their assigned</li> </ul>	<ul style="list-style-type: none"> <li>I will gather students on the carpet to demonstrate how to represent and label fractions on a number line that are less than 1.</li> <li>I will model one example on a Chart Paper before allowing the students to represent and label fractions on a number line that are less than 1 on their laminated number lines</li> </ul>	<ul style="list-style-type: none"> <li>I will have students come on to the carpet to demonstrate how to represent and label fractions on a number line that are greater than one.</li> <li>I will model one example on a Chart Paper before allowing the students to represent and label fractions on a number line that are less than 1 on their laminated number lines using colored markers with their assigned partners.</li> </ul>	<ul style="list-style-type: none"> <li>I will gather students on the carpet to demonstrate how to measure the length of an object to the nearest half (1/2) inch.</li> <li>I will model one example on a Chart Paper before allowing the students to create at least 3 line plot graphs on wipe-off boards shapes using colored markers with their assigned partners.</li> <li>I will utilize technology integration to provide</li> </ul>
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	<p>using colored markers with their assigned partners.</p> <ul style="list-style-type: none"> <li>I will utilize technology integration to provide modifications and accommodations to best meet students' needs and abilities.</li> </ul>	<p>partners.</p> <ul style="list-style-type: none"> <li>I will utilize technology integration to provide modifications and accommodations to best meet students' needs and abilities.</li> </ul>	<p>using colored markers with their assigned partners.</p> <ul style="list-style-type: none"> <li>I will utilize technology integration to provide modifications and accommodations to best meet students' needs and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>I will utilize technology integration to provide modifications and accommodations to best meet students' needs and abilities.</li> </ul>	<p>modifications and accommodations to best meet students' needs and abilities.</p>
<p><b>Multiple Means of Representation Differentiation</b></p>	<ul style="list-style-type: none"> <li><b>English Language Learners (ELLs):</b> There are no ELLs in this class.</li> <li><b>Students with special needs:</b> Give students handouts that have shapes divided into equal parts. Use frequent verbal prompts and visual cues. Utilize technology integration to accommodate students' needs</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners (ELLs):</b> There are no ELLs in this class.</li> <li><b>Students with special needs:</b> Give students handouts that have whole shapes drawn and/or with unit fractions provided. Use frequent verbal prompts and visual cues. Utilize technology integration to</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners (ELLs):</b> There are no ELLs in this class.</li> <li><b>Students with special needs:</b> Give students laminated number lines that are already divided into equal parts (distances) between 0 and 1. Use frequent verbal prompts and visual cues.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners (ELLs):</b> There are no ELLs in this class.</li> <li><b>Students with special needs:</b> Give students laminated number lines that are already divided into equal parts (distances) between 1 and 4. Use frequent verbal prompts and visual cues. Utilize technology integration to accommodate students' needs and</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners (ELLs):</b> There are no ELLs in this class.</li> <li><b>Students with special needs:</b> Give students handouts that have number lines with 1/2 inches already marked. Use frequent verbal prompts and visual cues. Utilize technology integration to accommodate students' needs and abilities.</li> </ul>

	<p>and abilities.</p> <ul style="list-style-type: none"> <li>• <b>Students with gifted abilities:</b> Have students use their chrome books to find online resources to research additional ways to design shapes that are divided into equal parts to foster critical thinking and problem-solving skills.</li> <li>• <b>Early finishers (those students who finish early and may need additional resources or support):</b> Have students use their chrome books to do online exercises to discover ways to design</li> </ul>	<p>accommodate students' needs and abilities.</p> <ul style="list-style-type: none"> <li>• <b>Students with gifted abilities:</b> Have students use their chrome books to find online resources to research additional ways to create whole shape units with missing fraction units to foster critical thinking and problem-solving skills.</li> <li>• <b>Early finishers (those students who finish early and may need additional resources or support):</b> Have students use their chrome books</li> </ul>	<p>Utilize technology integration to accommodate students' needs and abilities.</p> <ul style="list-style-type: none"> <li>• <b>Students with gifted abilities:</b> Have students use their chrome books to find online resources to research additional ways to design number lines and label and represent fractions less than 1 to foster critical thinking and problem-solving skills.</li> <li>• <b>Early finishers (those students who finish early and may need additional resources or support):</b></li> </ul>	<p>abilities.</p> <ul style="list-style-type: none"> <li>• <b>Students with gifted abilities:</b> Have students use their chrome books to find online resources to research additional ways to design number lines and label and represent fractions greater than one to foster critical thinking and problem-solving skills.</li> <li>• <b>Early finishers (those students who finish early and may need additional resources or support):</b> Have students use their chrome books to do online exercises to practice designing number lines and labeling fractions between 1 and 4. They can also practice drawing number lines with fractions greater than one their</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students with gifted abilities:</b> Have students use their chrome books to find online resources to research additional ways to create line plot graphs to foster critical thinking and problem-solving skills.</li> <li>• <b>Early finishers (those students who finish early and may need additional resources or support):</b> Have students use their chrome books to do online exercises to practice identifying and creating line plot graphs. They can also practice drawing line plot graphs on their wipe-off boards.</li> </ul>
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	<p>shapes that are divided into equal parts They can also practice drawing lines to divide shapes into equal parts on their wipe-off boards.</p>	<p>to do online exercises to practice creating whole shapes with missing unit fractions. They can also practice drawing whole units on their wipe-off boards.</p>	<p>Have students use their chrome books to do online exercises to practice designing number lines and labeling fractions between 0 and 1. They can also practice drawing number lines with fractions less than 1 on their wipe-off boards.</p>	<p>wipe-off boards.</p>	
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**Application of Content**

<b>Multiple Means of Engagement</b>	<ul style="list-style-type: none"> <li>I will have students work collaboratively in small groups to divide shapes into equal parts and write the fraction on their wipe-off boards.</li> <li>I will have students work with an assigned partner to play the Toss &amp;</li> </ul>	<ul style="list-style-type: none"> <li>I will have students work collaboratively in small groups to creating whole shapes and fraction units on their wipe-off boards.</li> <li>I will have students work in collaborative small groups to play the Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>I will have students work collaboratively in small groups to create number lines to label and represent fractions less than 1.</li> <li>I will have students work with an assigned partner to play an interactive number line</li> </ul>	<ul style="list-style-type: none"> <li>I will have students work collaboratively in small groups to create number lines to label and represent fractions greater than one.</li> <li>I will have students work with an assigned partner to play an interactive number line fraction game.</li> <li>I will have students use critical thinking skills and problem</li> </ul>	<ul style="list-style-type: none"> <li>I will have students work collaboratively in small groups to create line plot graphs on their wipe-off boards.</li> <li>I will have students work with an assigned partner to play the Matching Fractions in Word Form Game.</li> <li>I will have students use critical thinking skills and problem solving abilities to</li> </ul>
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	<p>Talk Fraction Game.</p> <ul style="list-style-type: none"> <li>I will have students use critical thinking skills and problem solving abilities to demonstrate their comprehension, as well as, use academic language to display their understanding of concepts learned.</li> </ul>	<p>Fraction Game.</p> <ul style="list-style-type: none"> <li>I will have students use critical thinking skills and problem solving abilities to demonstrate their comprehension, as well as, use academic language to display their understanding of concepts learned.</li> </ul>	<p>fraction game.</p> <ul style="list-style-type: none"> <li>I will have students use critical thinking skills and problem solving abilities to demonstrate their comprehension, as well as, use academic language to display their understanding of concepts learned.</li> </ul>	<p>solving abilities to demonstrate their comprehension, as well as, use academic language to display their understanding of concepts learned.</p>	<p>demonstrate their comprehension, as well as, use academic language to display their understanding of concepts learned.</p>
<p><b>Multiple Means of Engagement Differentiation</b></p>	<ul style="list-style-type: none"> <li><b>English Language Learners (ELL):</b> There are no ELLs in this class.</li> <li><b>Students with special needs:</b> Use teacher modeling, verbal prompts, and visual cues. Incorporate collaborative grouping styles and provide</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners (ELL):</b> There are no ELLs in this class.</li> <li><b>Students with special needs:</b> Use teacher modeling, verbal prompts, and visual cues. Incorporate collaborative grouping styles and provide</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners (ELL):</b> There are no ELLs in this class.</li> <li><b>Students with special needs:</b> Use teacher modeling, verbal prompts, and visual cues. Incorporate collaborative grouping styles and provide</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners (ELL):</b> There are no ELLs in this class.</li> <li><b>Students with special needs:</b> Use teacher modeling, verbal prompts, and visual cues. Incorporate collaborative grouping styles and provide individual key terms lists.</li> <li><b>Students with gifted abilities:</b> Use real-world</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners (ELL):</b> There are no ELLs in this class.</li> <li><b>Students with special needs:</b> Use teacher modeling, verbal prompts, and visual cues. Incorporate collaborative grouping styles and provide individual key terms lists.</li> <li><b>Students with gifted abilities:</b> Use real-world</li> </ul>

	<p>individual key vocabulary lists.</p> <ul style="list-style-type: none"> <li>• <b>Students with gifted abilities:</b> Use real-world problem strategies and technological activities to foster higher-level and critical thinking skills. Utilize student-centered approaches, collaborative learning strategies, and peer-tutoring methods. Use online resources to research additional ways to create shapers that are divided into equal parts to foster problem-solving abilities.</li> <li>• <b>Early</b></li> </ul>	<p>individual key terms lists.</p> <ul style="list-style-type: none"> <li>• <b>Students with gifted abilities:</b> Use real-world problem strategies and technological activities to foster higher-level and critical thinking skills. Utilize student-centered approaches, collaborative learning strategies, and peer-tutoring methods. Use online resources to research additional ways to create whole shapes with missing unit fractions to foster problem-solving abilities.</li> <li>• <b>Early finishers</b></li> </ul>	<p>individual key vocabulary lists.</p> <ul style="list-style-type: none"> <li>• <b>Students with gifted abilities:</b> Use real-world problem strategies and technological activities to foster higher-level and critical thinking skills. Utilize student-centered approaches, collaborative learning strategies, and peer-tutoring methods. Use online resources to research additional ways to design number lines with fractions labeled that are less than 1 to foster problem-solving abilities.</li> </ul>	<p>problem strategies and technological activities to foster higher-level and critical thinking skills. Utilize student-centered approaches, collaborative learning strategies, and peer-tutoring methods. Use online resources to research additional ways to design number lines with fractions labeled and represented that are greater than one to foster problem-solving abilities.</p> <ul style="list-style-type: none"> <li>• <b>Early finishers (those students who finish early and may need additional resources or support):</b> Use guided discovery and student-centered approaches, collaborative learning strategies, and peer-tutoring methods. Use technological activities to do online exercises to practice creating line plot graphs.</li> </ul>	<p>problem strategies and technological activities to foster higher-level and critical thinking skills. Utilize student-centered approaches, collaborative learning strategies, and peer-tutoring methods. Use online resources to research additional ways to create line plot graphs to foster problem-solving abilities.</p> <ul style="list-style-type: none"> <li>• <b>Early finishers (those students who finish early and may need additional resources or support):</b> Use guided discovery and student-centered approaches, collaborative learning strategies, and peer-tutoring methods. Use technological activities to do online exercises to practice creating line plot graphs.</li> </ul>
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	<p><b>finishers (those students who finish early and may need additional resources or support):</b> Use guided discovery and student-centered approaches, collaborative learning strategies, and peer-tutoring methods. Use technological activities to do online exercises to practice dividing shapes into equal parts.</p>	<p><b>(those students who finish early and may need additional resources or support):</b> Use guided discovery and student-centered approaches, collaborative learning strategies, and peer-tutoring methods. Use technological activities to do online exercises to practice creating whole shapes and fraction units.</p>	<ul style="list-style-type: none"> <li>• <b>Early finishers (those students who finish early and may need additional resources or support):</b> Use guided discovery and student-centered approaches, collaborative learning strategies, and peer-tutoring methods. Use technological activities to do online exercises to practice creating number lines with fractions less than 1.</li> </ul>	<p>technological activities to do online exercises to practice creating number lines with fractions greater than one.</p>	
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**Assessment of Content**

<b>Multiple Means of Expression</b>	As a summative assessment, students will divide (5) shapes into equal parts and write the fraction it represents to demonstrate their knowledge and understanding of equal fractions. Students will	As a summative assessment, students will determine and draw (5) whole shapes (unit) when given one part (unit fraction) to demonstrate their knowledge and understanding of whole numbers and unit	As a summative assessment, students will be given a number line where they have to represent and label fractions between 0 and 1 to demonstrate their knowledge and understanding of fractions less than one.	As a summative assessment, students will be given a number line where they have to represent and label fractions between 1 and 4 to demonstrate their knowledge and understanding of fractions greater than one. Students will also participate in	As a summative assessment, students will measure 3 pencils to the nearest half (1/2) inch and show the lengths on their created line plot to demonstrate their knowledge and understanding of line plots. Students will also participate in formative
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	also participate in formative assessments during the lesson, such as active student participation, thumbs up & down, turn-and-talk activities, raising their hands, clap/nod in agreement, and working collaboratively in small groups.	fractions. Students will also participate in formative assessments during the lesson, such as active student participation, thumbs up & down, think-pair-share activities, raising their hands, clap/nod in agreement, and working collaboratively in small groups.	Students will also participate in formative assessments during the lesson, such as active student participation, thumbs up & down, turn-and-talk activities, raising their hands, clap/nod in agreement, and working collaboratively in small groups.	formative assessments during the lesson, such as active student participation, thumbs up & down, turn-and-talk activities, raising their hands, clap/nod in agreement, and working collaboratively in small groups.	assessments during the lesson, such as active student participation, thumbs up & down, turn-and-talk activities, raising their hands, clap/nod in agreement, and working collaboratively in small groups.
<b>Multiple Means of Expression Differentiation</b>	<ul style="list-style-type: none"> <li>• <b>English Language Learners (ELLs):</b> There are no ELLs in this class.</li> <li>• <b>Students with special needs:</b> Provide verbal prompts and visual cues. Students can complete assessment with a peer. Students will be supplied with shapes that are already divided into equal parts or with written fraction as needed and/or required. Provide</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English Language Learners (ELLs):</b> There are no ELLs in this class.</li> <li>• <b>Students with special needs:</b> Provide verbal prompts and visual cues. Students can complete assessment with a peer. Students will be supplied with whole shapes already drawn or with unit fractions provided if needed and/or as required. Provide teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English Language Learners (ELLs):</b> There are no ELLs in this class.</li> <li>• <b>Students with special needs:</b> Provide verbal prompts and visual cues. Students can complete assessment with a peer. Students will be supplied with a number line already drawn as needed and/or required. Students may also have the fractions provided that are between 0</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English Language Learners (ELLs):</b> There are no ELLs in this class.</li> <li>• <b>Students with special needs:</b> Provide verbal prompts and visual cues. Students can complete assessment with a peer. Students will be supplied with a number line already drawn as needed and/or required. Students may also have the fractions provided that are between 1 and 4. Provide teacher assistance when needed to best meet students' needs and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English Language Learners (ELLs):</b> There are no ELLs in this class.</li> <li>• <b>Students with special needs:</b> Provide verbal prompts and visual cues. Students can complete assessment with a peer. Students will be supplied with a number line already drawn as needed and/or required. Provide teacher assistance when needed to best meet students' needs and abilities.</li> <li>• <b>Students with gifted abilities:</b> Have students label line plot graphs using academic</li> </ul>

	<p>teacher assistance when needed to best meet students' needs and abilities.</p> <ul style="list-style-type: none"> <li>• <b>Students with gifted abilities:</b> Have students label shapes with equal parts using academic vocabulary terms.</li> <li>• <b>Early finishers (those students who finish early and may need additional resources or support):</b> Students can label divided shapes with equal parts for extra credit. Students can refer to lesson activities &amp; class flag posters for guidance and support.</li> </ul>	<p>when needed to ensure student success.</p> <ul style="list-style-type: none"> <li>• <b>Students with gifted abilities:</b> Have students label whole shape drawing and unit fractions using academic vocabulary terms.</li> <li>• <b>Early finishers (those students who finish early and may need additional resources or support):</b> Students can label whole shape drawings and unit fractions for extra credit. Students can refer to lesson activities &amp; class pizza posters for guidance and</li> </ul>	<p>and 1. Provide teacher assistance when needed to best meet students' needs and abilities.</p> <ul style="list-style-type: none"> <li>• <b>Students with gifted abilities:</b> Have students label number lines using academic vocabulary terms.</li> <li>• <b>Early finishers (those students who finish early and may need additional resources or support):</b> Students can label number lines for extra credit. Students can refer to lesson activities &amp; IWB number line for guidance and support.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students with gifted abilities:</b> Have students label number lines using academic vocabulary terms.</li> <li>• <b>Early finishers (those students who finish early and may need additional resources or support):</b> Students can label number lines for extra credit. Students can refer to lesson activities &amp; IWB number line for guidance and support.</li> </ul>	<p>vocabulary terms.</p> <ul style="list-style-type: none"> <li>• <b>Early finishers (those students who finish early and may need additional resources or support):</b> Students can label line plot graphs for extra credit. Students can refer to lesson activities for guidance and support.</li> </ul>
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		support.			
<b>Extension Activity and/or Homework</b>					
	<p><b>Homework:</b> The students will be assigned to go on the internet to research different nations' flags. Students will design a flag and divide it into equal parts and write the fraction it represents as well. The children are encouraged to share today's lesson activities and learning tasks with their parents/families, as well as, actively involve them in their homework assignment to help make meaningful and real-world connections. The students are also expected to share their flag designs the following day and use academic vocabulary to demonstrate their understanding of equal fraction parts.</p>	<p><b>Extension:</b> The students work with their assigned partners to create a whole pizza pie (round or square) using play-doh, as well as, provide the unit fractions that makes the pie whole. The children are encouraged to go home and share today's lesson with their parents/families to actively involve them in our daily math activities and learning tasks to help make authentic and real-world connections. Students are also expected to use academic vocabulary to demonstrate their understanding of whole shapes and unit fractions.</p>	<p><b>Extension:</b> The students will work with their assigned partners to play additional online interactive fraction number line games (<a href="http://mathplayground.com">mathplayground.com</a>) to practice representing fractions on number lines that are less than 1. The children are encouraged to share today's lesson with their parents/families to actively involve them in our daily math activities and learning tasks to help make meaningful and real-world connections. The students will also be expected to use academic vocabulary to demonstrate their understanding of labeling fractions on number lines that are between 0 and 1.</p>	<p><b>Extension:</b> The students will work with their assigned partners to play additional online interactive fraction number line games (<a href="http://mathplayground.com">mathplayground.com</a>) to practice representing fractions on number lines that are greater than one. The children are encouraged to share today's lesson with their parents/families to actively involve them in our daily math activities and learning tasks to help make meaningful and real-world connections. The students will also be expected to use academic vocabulary to demonstrate their understanding of labeling fractions on number lines that are greater than one.</p>	<p><b>Homework:</b> The students will be assigned to measure (5) cooking utensils of their choice to the nearest (1/2) inch and record the data values on a line plot that they have created. The children are encouraged to share today's lesson activities and learning tasks with their parents/families, as well as, actively involve them in their homework assignment to help make meaningful and real-world connections. The students will also be expected to share their findings the following day and use academic vocabulary to demonstrate their understanding of measuring lengths to the nearest half inch and organizing and showing the data on a line plot.</p>

### References

- Arizona Math Standards: K-5 (2018). K-12 Standards located on the Arizona Department of Education website. Retrieved from <http://www.azed.gov/standards-practices/>
- Foresman, S. & Wesley, A. (2016). *Pearson EnVision Math 2.0*. Volume 2: Topics 8-16. Pearson Education, Inc. Toronto, Canada.
- Math Playground. (2010). Located on the math playground 3rd grade games website. Retrieved from [https://www.mathplayground.com/grade\\_3\\_games.html](https://www.mathplayground.com/grade_3_games.html)