STEP Standard 5- Implementation of Instructional Unit

Teacher Candidate Name: Joseph Iorio
Grade Level: 3rd

Video Recording Link: https://youtu.be/TWrtwtInIGA

YouTube Video Fraction Unit Lesson

Summary of Unit Implementation:
Learning/Target Goal: By the end of the Understanding Fractions as Numbers Unit**,** the students are expected to recognize that fractions are made up of numerators and denominators, read and write fractions as equal parts, use unit fractions to determine and draw whole shapes, represent fractions greater than and less than one on a number line, and measure lengths to the nearest inch and organize the data to show it on a line plot. Throughout the 5-day unit, the instructional strategies and learning tasks specifically incorporated a variety of hands-on activities, technology integration, as well as, flexible grouping styles to highly engage the students to effectively foster student learning and promote their successful mastery of the target goal.

Title of Unit and Brief Summary:
Unit/Subject: 5-Day Unit - Understanding Fractions as Numbers/Math
(Day 1/Lesson1): Divide Regions into Equal Parts: This lesson focuses on the foundation of fractions and unit fractions, as well as, knowing that they consist of numerators and denominators which helps the students understand the concept of equal parts. These ideas are further developed throughout the course of the 5-day unit; **(Day 2/Lesson2): Understand the Whole:** In this lesson, students will build on their prior knowledge of fractions and unit fractions to draw whole shapes when provided with only one part. The children will ascertain that a whole can be various sizes. **(Day 3/Lesson3): Fractions Less Than 1 on a Number Line**: In this lesson, students utilize previously learned skills to know that a denominator indicates the number of equal parts that the whole is divided into. Students will use this understanding to represent different fractions from 0 to 1 on a number line. **(Day 4/Lesson 4): Fractions Greater Than 1 on a Number Line:** In this lesson, students will continue to build on prior concepts to represent fractions greater than 1on a number line. The lesson reinforces to students that the fraction parts must be divided

equally on the number line. **(Day 5/Lesson 5): Line Plots and Length:** In this lesson, the students will use their knowledge of fractions and number lines to measure lengths of objects to the nearest half (1/2) inch. Afterwards, they will design a line plot showing the data on a number line. Students will also understand that this is a practical way of organizing information. (Foresman & Wesley, 2016).

Summary of Student Learning: The students seemed to truly enjoy this 5-day unit on Understanding Fractions as Numbers. Throughout the lessons, the children were actively engaged in the lessons. All of the instructional tasks and learning activities were carefully chosen and implemented to reflect and support the individual needs and abilities of each student, as well as, their personal interests and learning styles. The students particularly responded favorably to working with their assigned partners to create a whole pizza pie using play-doh. I wasn't sure if the students would think this activity was too young for them, but they really enjoyed this hands-on activity. Utilizing technology integration, such as IWB lesson activities and playing the Math Playground interactive online fraction games on their chrome books (https://www.mathplayground.com/grade_3_games.html) enabled the children to become more interested in fractions which resulted in them having positive and successful learning experiences.

Reflection of Video Recording: After reviewing and reflecting on my video recording, I have determined that I taught a solid lesson overall. There were several things that I thought I did well on. However, there is always room for improvement and self-reflection is a major component in becoming a successful educator. After reviewing the video, some of my strengths were keeping the students engaged and interested during the lesson on measuring to the nearest ½ inch mark. I also felt that I displayed fairness when calling on my students, as I tried my best to get everyone involved. The students were able to visually see and take an active part in the lesson by coming up to the interactive whiteboard (IWB) to solve the fraction problems. However, I do feel that there is certainly room for me to grow as an educator on certain aspects. Talking a little louder, making more eye contact with some of my students, and giving more explicit instructions are things that I can improve on. My mentor teacher, Mrs. Weaver, said that I did a very good job on this lesson, but she offered me some constructive feedback and advice that I definitely plan on listening to. Taking advice and learning from another experienced teacher is taking a proactive approach to improving my teaching skills. I truly appreciate that my mentor teacher is helping me grow as an educator. Her advice allowed me to reflect on what I learned from watching my video recording and apply what I have learned to enable me to become a better teacher. I will continue to build on my strengths and weaknesses so I can become a successful educator now and in the future!

References

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 3rg grade games website. Retrieved from https://www.mathplayground.com/grade_3_games.html