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| **Grade: 1**  **Topic/Big Idea: FRACTION INTRODUCTION PT. 2** | |
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| **Curriculum Expectations:** *List overall and specific expectations that you are addressing and assessing.*  B. Number  B1- Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life  **Specific Expectations**  B1.6- use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2  B1.7: recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts  B1.8: use drawings to compare and order unit fractions representing the individual portions that result when a whole is shared by different numbers of sharers, up to a maximum of 10 | |
| **Learning Goals:** *State learning goals in direct, explicit, student-friendly language.*  *We are learning to:*   * Identify wholes, halves, and quarters * Understand that 2 quarters and 1 half are equal | |
| **Materials:** *List all materials required by the teacher* ***and*** *the student for the lesson. Consider tech needs.*  **Google slides presentation:**  [**https://docs.google.com/presentation/d/1903T6ExM2I9rRJglYhRSsNkHhrWMMMSj8JNzWo\_Bqw0/edit?usp=sharing**](https://docs.google.com/presentation/d/1903T6ExM2I9rRJglYhRSsNkHhrWMMMSj8JNzWo_Bqw0/edit?usp=sharing)  **All about Fourths Worksheet:**  **Shape  Description automatically generated**  **If finished: work on colour the fraction worksheet:**  **Shape, square  Description automatically generated** | |
| ***Assessment for,***  Through the review of equal halves and unequal fractions (using the chart on slide18), I will be able to assess where students are in terms of recognizing fair sharing in terms of fractions. I will call students up to the board so they can point and drag the shape into the section that it belongs and ask the class if they agree.  ***Assessment as***  Using all about fourths worksheet, students will be able to apply their learning of fourths, and physically create their own fourths and paste it onto a sheet. Students will then write about what their fourth is, and who they are sharing it with (make sure they are writing 3 names if they want to be included, or four names if they are giving it to someone.  ***Assessment of learning***  ***See addendum for further information*** | |
| **Assessment Success Criteria** *(what will students be able to demonstrate by the end of the lesson?)*  *I will be able to…*   * Recognize the difference between wholes, halves, and fourths * Understand that 2 fourths and 1 half are equal | **Assessment Tool(s):** *(i.e., checklist, rubric, , anecdotal notes, photos)* |
| **Minds On: Activating Prior Knowledge**  *(Establish a positive learning environment, connecting to prior learning or experiences, setting the context for learning)*  *How am I going to introduce the topic and motivate students to want to learn what I am teaching?*  *Include essential questions (open-ended guiding questions to promote thinking)*  Review with slide number 14 (equal halves and non-equal fractions)   * If students are confused ask the question, if this was a (insert food) and you were sharing with someone (halves) would it be fair if you had this fraction, and they had this fraction. * Looking for them to use the words equal, fair, sharing)   Give them each a printout of a KitKat bar. Give to each of the groups and ask the question “If I gave each group one KitKat bar, how would you split it between you all EQUALLY”. The students would talk to their group for about 2-3 minutes. A picture containing text  Description automatically generated  Look out for the words/ideas:   * Four pieces * Each get four pieces * Equal * Fair, share   Students will discuss what they would do to share the KitKat.  **(For fraction Lesson 3, I would give them the same problem but with 2 KitKats and focus on the group with 5 people. How would they share the chocolate equally, how many kit kat’s would they need? Would there be any leftovers?** | |
| **Action:** *(Introducing new learning or extending/reinforcing prior learning, providing opportunities for practice and application for learning)*  *Include essential questions you will ask students (open-ended guiding questions to promote deeper thinking)*  **What students need accommodations/modifications?**  Students will be introduced to fourths using slide number 18. “We have one whole pizza here, and we need to share all the pizza equally between 4 people. How can we make sure everyone gets a slice of pizza?  All the people like different toppings. Bruno likes Pepperoni, Isabella likes pineapple, Maribel likes mushrooms, and Antonio likes plain cheese. How can we make everyone happy?”  I will then show students examples of fourths in shapes, and in real life objects.   * Be sure to emphasis FOURths (means four)   SLIDE 24- point to the fraction and have students tell you if it is a WHOLE, HALF, or FOURTH  Introduce writing fractions using the fraction bar (line between numbers, e.g., ¼) How many of the smiley faces are YELLOW/GREEN? More questions are located on the slides. | |
| **Consolidation:**  *(Helping students demonstrate what they have learned, providing opportunities for consolidation and reflection)*  *How will I conclude the lesson and engage my students in making final connections in their learning? (This could involve student sharing or a class discussion about what they learned, for example)*  *Include essential questions (open-ended guiding questions to promote deeper thinking)*  Cut and Paste activity (All About Fourths)   * Students will cut out the shapes, and fold and cut their shapes into fourths. * They will then glue their shapes onto the page, and decorate their shape into fourths of anything they want (pizza, sandwich, donut, etc.)   **Shape, circle  Description automatically generatedShape, square  Description automatically generatedShape, square  Description automatically generated**  If students finish their cut and paste activity: they can work on the colour the fraction worksheet.  **Shape, square  Description automatically generated** | |