

Student Learning Plan

Title: Apple Fractions Story and Centers		Content Area/s: Math
Grade Level: 1 st	Time Frame: 1:00-2:00	Date: March 13, 2008
<p>SOLs: (Math) 1.6 The student will identify and represent the concepts of one-half and one-fourth, using appropriate materials or a drawing.</p> <p>Related SOLs: (Science) 1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include</p> <ul style="list-style-type: none"> a) needs (food, air, water, light, and a place to grow); b) parts (seeds, roots, stems, leaves, blossoms, fruits); and c) characteristics (edible/nonedible, flowering/nonflowering, evergreen/deciduous). <p>Technology SOLs: none</p>		
<p>Lesson Objectives: The student will identify the fraction that an object is divided into. Students will create a fraction flip book showing wholes, one half, one fourth, and one third. Students will also use Velcro fraction pieces and fraction flash cards to practice identifying the fractions. Additionally, the students will divide an apple into fractions and complete worksheet activities focused on the fraction one third.</p>		<p>Resources (Texts & Technology):</p> <ul style="list-style-type: none"> • Scott Foresman –Addison Wesley Math Textbook and Work Book • Copy of the story <u>Apple Fractions</u> • Apple dye cuts • Velcro fractions and board • Fraction flash cards • Worksheets – practice sheet 12-10 and pizza parts
<p>Content: Unit 5 in the mathematics textbook focuses on plane shapes, solid shapes, fractions, and probability. This lesson is the fourth lesson focused on fractions and will reinforce the activities from the previous three days. The lesson will involve identifying fractions, creating pictures depicting fractions, dividing a shape into equal parts, and responding to oral questions focused on fractions.</p>		
<p>Instructional Procedures: Include the estimated time for each activity. (Number steps beginning with <i>Initial Activity</i> and ending with <i>Closing Activity</i>.)</p> <ol style="list-style-type: none"> 1. Initial Activity – Students will be seated on the rug. Review with the students what math lessons have been about for the past week. Ask the students to tell what they have been learning about. The expected answer is that students will say “fractions” or “equal parts”. (1 minute) 2. Introduce the story <u>Apple Fractions</u> to the students and share that the class will get to see cut apples after the story. Read the story to the students, pausing to ask the students to name fractions before reading the page about the fraction. (10 minutes) 3. After the story, cut apples into the fractions that the students have learned. The apples should be cut in half, in thirds, and in fourths. When asking students to identify what to cut it into, have the students tell how many pieces we will have with each fraction. For the unequal parts apple, allow students to see the picture of a Cortland apple again and ask them how to cut the apple to show unequal parts. (4 minutes) 		

Instructional Procedures (continued):

4. Explain the directions for each of the centers. (3 minutes)

The activities for the centers include:

Center 1: Flip Book Station - Students will fold a paper in half lengthwise and cut four flaps for the book. Next students will put their name on the back of paper. They will write the word and the fraction for whole, half, third, and fourth written on the front cover of the book. Next the students will create drawings for the inside of their book and write what the drawing is. *led by Miss Thoresen

Center 2: Apple Sticky Notes – Each student will get four apple sticky notes. Next they will divide the notes into apple fractions using a pencil or crayon to draw the lines of where to cut the apple. Students are responsible for showing a whole apple and apples divided in half, thirds, and fourths.

Center 3: Identifying Fractions Worksheet – The Pizza Parts worksheet requires that students shade shapes to show one-half of the item and the Practice 12-10 worksheet has students identify and circle which fraction is shaded in the shapes that are provided. *supervised by Mrs. Florence

Center 4: Fraction Flash Cards – pre-made index cards with the fraction words, fraction numbers, and shapes divided into fractions, and shapes that are not divided equally into fractions. Students take turns identifying the fraction names and shapes.

Center 5: Fraction Velcro Board – large felt poster with outlines of shapes which students use various fraction pieces to fill in the shapes. *supervised by Mr. Montgomery – volunteer/observer
*Students will spend approximately 6 minutes at each station and rotate counterclockwise to the next station when the teacher signals them with a clap pattern. (total center time will be approximately 35 minutes including time for rotating)

***During stations cut and pass out pieces of the apples that used during the initial demonstration.**

Assessment/s:

Formative assessment will occur throughout the lesson with teacher driven questions and students' verbal responses. The worksheet activities and participation in center activities will serve as assessments for the lesson.

Extension Activities/ Interdisciplinary Links:

- Students may write a short story about fractions that they use in their life.
- Students can create food items using construction paper and divide the items into equal pieces or fractions.

Differentiation Strategies/Activities:

- Students who need support in reading will have directions and options read orally.
- Students may require more time to complete the activities and should be given the opportunity to finish activities before moving to the next station.

Reflection/Recommendations for Future Use:

This lesson was a great way to allow students to practice using the fraction words they previously learned. The apple story provided information about apples while simultaneously reinforcing the fraction information. Additionally the students were able to actively participate in multiple activities. The fraction flash cards, apple dye cutes, and Velcro fractions allow the students to manipulate wholes into fractions. Students were able to move from station to station successfully, and learning was evident throughout the lesson.