

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	4 th & 5 th Grades
Lesson Title:	Mixed and Improper Fractions Made Easy
Focus:	Improper to Mixed Fractions

Materials:		
White boards	Vocabulary Notebooks	Improper Fraction Cards in another pdf.
Crayolas	6-sided dice; 12-sided dice	
Socks	decks of cards	

Opening
State the objective
Today we are going to practice using our math vocabulary and skills in working with fractions.
Gain prior knowledge by asking students the following questions
What do you know about fractions? How is a fraction related to a whole? What is the top number in a fraction called? What is the bottom number of a fraction called? How do those words make sense—can you think about similar words and how they apply?
What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?
How can you tell that you are on the right track for solving the problem?

Content (the “Meat”)	
Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>You are rolling one die and you are going to roll it 10 times. Each time you roll you record the number that you rolled. This is what you rolled: 3, 5, 2, 5, 1, 1, 6, 4, 4, and 1. You need to make a frequency table. What will it look like?</p>	
Fact Practice Fact Family	
<p>A Fact Family is 3 numbers which have a relationship in multiplication and division. For example, the number 9, 4, and 36 have a particular relationship in math. This family has four members:</p> <p>9 X 4 = 36 4 X 9 = 36 36 ÷ 4 = 9 36 ÷ 9 = 4</p> <p>Students should roll 2 dice and create a Fact Family by writing the members of the family on the white board. Student should roll a total of 5 times, creating 5 Fact Families.</p>	

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: improper fraction

Description: Improper fraction is a term that refers to a fraction that has a numerator that is larger or equal to the denominator. For example:


$$\frac{9}{7} \quad \frac{9}{4} \quad \frac{13}{6}$$

are all examples of improper fractions. The first represent 1 whole and $\frac{2}{7}$ of a second; $\frac{9}{4}$ represents 2 whole and $\frac{1}{4}$ left over, and the final fraction $\frac{13}{6}$ represent 2 whole and $\frac{1}{6}$ of a third.

To change an improper fraction into a "proper" fraction you divide the numerator by the denominator and express the remainder as a fraction.

Create and entry in your Vocabulary Notebook for the term "improper fraction".

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">improper fraction</p>	<p>My Description</p> <p style="text-align: center;">A fraction that has a numerator larger than the denominator</p>
<p>Personal Connection</p> <p style="text-align: center;">We had $\frac{14}{8}$ of the pie left over.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.

Activity Improper to Mixed

Materials: Improper Fraction Cards, Improper Fraction Answer Cards, Improper Fraction Answer Key

Directions:

1. Group students in pairs.
2. Give each pair a set of materials.
3. Place Improper Fraction Answer Cards face up between the players.
4. Place Improper Fraction Cards face down in between students.
5. Player 1 draws a card that is an improper fraction.
6. Player 1 selects the Improper Fraction Answer Card that represents an equivalent.
7. If the answer is correct, Player 1 keeps both cards, if not, he/she returns card to the pile.
8. Player 2 then takes his/her turn.
9. Game is over when all cards are off the board.

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	4 th & 5 th Grades
Lesson Title:	Improper to Mixed
Focus:	Improper to Mixed Fractions

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Decks of cards
Socks	

Opening
State the objective
Today we are going to practice using our math vocabulary and skills in working with fractions.
Gain prior knowledge by asking students the following questions
What do you know about fractions? How is a fraction related to a whole? What is the top number in a fraction called? What is the bottom number of a fraction called? How do those words make sense—can you think about similar words and how they apply?
What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?
How can you tell that you are on the right track for solving the problem?

Content (the “Meat”)	
Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Look at the number written in expanded notation. Write a 7 digit number with these numbers.</p> <p>50 3,000 7,000,000 80,000 6 200 900,000</p>	
Fact Practice Multiples	
<p>Multiplication facts are learned by recognizing the multiples of any given number. In this practice you will be determining the multiples of randomly generated numbers. You will need a chart and crayolas (150 chart).</p> <ol style="list-style-type: none"> 1. Roll one or two dice (if you roll two add the numbers together to determine the factor in the fact practice) 2. Mark all multiples of the number and then pass off to the next person. 3. Player may mark the same number. 	

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: improper fraction

Description: Improper fraction is a term that refers to a fraction that has a numerator that is larger or equal to the denominator. For example:


$$\frac{9}{7} \quad \frac{9}{4} \quad \frac{13}{6}$$

are all examples of improper fractions. The first represent 1 whole and $\frac{2}{7}$ of a second; $\frac{9}{4}$ represents 2 whole and $\frac{1}{4}$ left over, and the final fraction $\frac{13}{6}$ represent 2 whole and $\frac{1}{6}$ of a third.

To change an improper fraction into a "proper" fraction you divide the numerator by the denominator and express the remainder as a fraction.

Review the entry in your Vocabulary Notebook for the term "improper fraction" with a peer. Edit as necessary.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">Improper fraction</p>	<p>My Description</p> <p style="text-align: center;">A fraction that has a larger numerator than denominator</p>
<p>Personal Connection</p> <p>We bought 5 pizzas for the group. Each pizza had 10 pieces. When lunch was over we had $\frac{13}{10}$ left over after lunch.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Activity Improper to Mixed</p> <p>This is the same game as students played yesterday.</p> <ol style="list-style-type: none"> 1. Review the game that students played yesterday. 2. Have students share how to play the game. 3. Have students play the game with new partners today. <p>Materials: Improper Fraction Cards, Improper Fraction Answer Cards, Improper Fraction Answer Key</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Group students in pairs. 2. Give each pair a set of materials. 3. Place Improper Fraction Answer Cards face up between the players. 4. Place Improper Fraction Cards face down in between students. 5. Player 1 draws a card that is an improper fraction. 6. Player 1 selects the Improper Fraction Answer Card that represents an equivalent. 7. If the answer is correct, Player 1 keeps both cards, if not, he/she returns card to the pile. 8. Player 2 then takes his/her turn. 9. Game is over when all cards are off the board. 	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>
---	---

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Three Whats</p> <p>Ask the following three what questions:</p> <p style="padding-left: 40px;">What was your key learning for the day?</p> <p style="padding-left: 40px;">What opportunities might you have to do this same thing in the “real world”?</p> <p style="padding-left: 40px;">What advice would you give to a “new” student getting ready to do this activity.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today in math. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them.

Fact Practice—Multiples

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	4 th & 5 th Grades
Lesson Title:	Simplest Form Concentration
Focus:	Fractions

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Double 9 Dominoes
Socks	Simplest Form Cards and Answer Cards—own pdf file

Opening
State the objective
Today we are going to practice using our math vocabulary and skills with fractions.
Gain prior knowledge by asking students the following questions
<p>What do you know about fractions? How is a fraction related to a whole? What is the top number in a fraction called? What is the bottom number of a fraction called? How do those words make sense—can you think about similar words and how they apply?</p> <p>What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?</p> <p>How can you tell that you are on the right track for solving the problem?</p>

.Content (the “Meat”)	
<p style="text-align: center;">Problem of the Day</p> <p>Is this statement true? All squares are rectangles but all rectangles are not square. Tell why you think what you think.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 5px;"></div> </div>	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p style="text-align: center;">Fact Practice - Spots and Dots</p> <p>There is a master of Double 9 Dominos attached to this lesson plan. You will need 1 full set for each pair of students in your class. It is recommended that you duplicate on card stock and if possible, laminate for use again in the future.</p> <p>Players sit across from each other. Dominoes are between them, face (or spots) down.</p> <p>Each student draws a domino and writes the multiplication problem on their white board, multiplying the numbers represented by the spots Example: Domino drawn is</p>	
<div style="border: 1px solid black; width: 150px; height: 40px; margin-top: 10px; display: flex; justify-content: space-around; align-items: center;"> <div style="border-right: 1px solid black; width: 50%; text-align: center; padding: 5px;">● ●</div> <div style="width: 50%; text-align: center; padding: 5px;">● ● ●</div> </div>	

Consult 4 Kids Lesson Plans

Multiplication: $2 \times 3 = 6$


Math Vocabulary

Word for Today: simplest form

Description: Remind students that the term simplest form refers to the process of reducing a fraction into the simplest way of saying it. For example, why would you say that you ate $\frac{5}{10}$ of a pizza when it would be clearer to say that you ate $\frac{1}{2}$ of the pizza? It makes it easier to simplify a fraction when you understand common factors. To simplify a fraction you can divide both the numerator and the denominator by the same number. Simplifying a fraction also requires that you understand equivalent fractions, two that are equal. Ultimately when you find the simplest form you are identifying at least 2 equivalent fractions.

Review the entry in your Vocabulary Notebook for the term "simplest form" with a peer. Edit if necessary.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">simplest form</p>	<p>My Description</p> <p style="text-align: center;">when you have a part of a whole that will be the easiest for you to understand, $\frac{1}{2}$ instead of $\frac{26}{52}$</p>
<p>Personal Connection</p> <p style="text-align: center;">I have $\frac{1}{2}$ of the money that is on the table. It is worth \$3.50.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.

Activity Simplest Form Concentration

Materials: Fraction Cards—each page a different color (ex. blue and yellow cardstock). One set of cards will be an improper fraction and the second set of cards will be the simplest form.

Directions:

1. Review the game that students played yesterday.
2. Have students share how to play the game.
3. Have students play the game with new partners today.

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



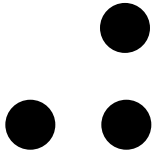
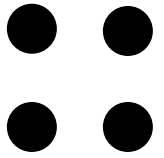
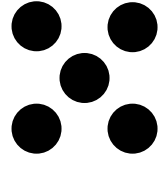
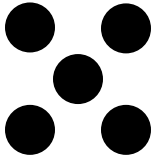
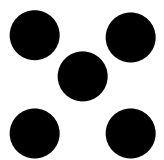
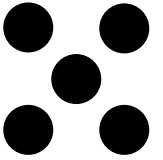
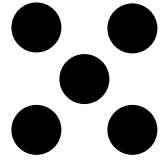
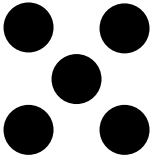
Double 9 Dominoes



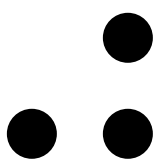
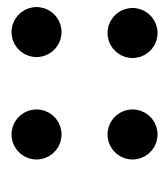
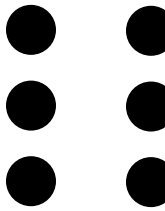
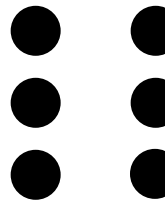
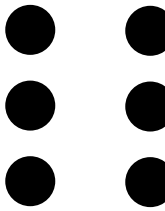
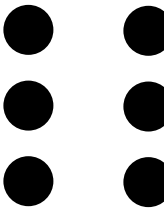
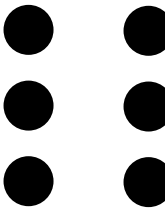
	●		●	● ●
●	●	● ●	● ●	● ●

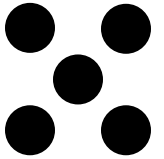
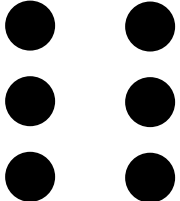


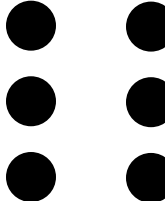
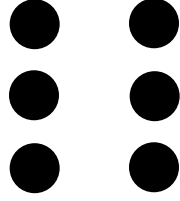
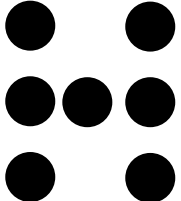
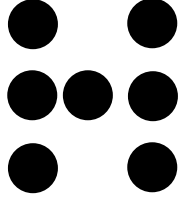
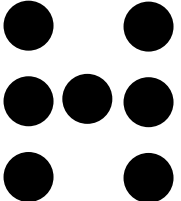
	●	● ●	● ● ●	
● ● ●	● ● ●	● ● ●	● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ● ●

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

Do not use				
Do not use				

Consult 4 Kids Lesson Plans

● ●	● ● ●		●	● ●
● ● ●	● ● ●			
● ● ●	● ● ●			
● ● ●	● ● ●	● ● ●	● ● ●	● ● ●
● ● ●	● ● ●	● ● ●	● ● ●	● ● ●
● ● ●	● ● ●	● ● ●	● ● ●	● ● ●

●	● ●	● ●	● ●	● ●
●	●	●	●	● ● ●
●	●	● ●	● ●	● ●
● ● ●	● ● ●	● ● ●	● ● ●	● ● ●
● ● ●	● ● ●	● ● ●	● ● ●	● ● ●
● ● ●	● ● ●	● ● ●	● ● ●	● ● ●

Consult 4 Kids Lesson Plans




Component:	Math
Grade Level:	4 th & 5 th Grades
Lesson Title:	Factors In Common
Focus:	Fractions--Factors

Materials:		
White boards	Vocabulary Notebooks	Materials from yesterday (included in plan)
Crayolas	two, 12-sided dice for each pair	
Socks	Product Hunt Work Sheet	

Opening
State the objective
Today we are going to practice using our math vocabulary and skills with fractions.
Gain prior knowledge by asking students the following questions
<p>What do you know about fractions? How is a fraction related to a whole? What is the top number in a fraction called? What is the bottom number of a fraction called? How do those words make sense—can you think about similar words and how they apply?</p> <p>What are some strategies that you use when you are trying to figure out how to solve a mathematics problem? How can you tell that you are on the right track for solving the problem?</p>

Content (the “Meat”)	
Problem of the Day	<p>*Activity → Teachable Moment(s) <i>throughout</i></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher</p>
<p>To make chocolate chip cookies you need to have 1 ½ cups of white sugar and ¾ cup of brown sugar. How much sugar do you need to have in all? How do you know your answer is correct?</p>	
Fact Practice	
<p>Product Hunt</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Each pair needs a Product Hunt sheet (attached to this lesson plans) 3. Player rolls two, 12-sided dice. 4. Player multiplies the two numbers. 5. If the product is not yet covered, then player may cover the product. 6. Next player repeats steps 1-3. 7. Winner is determined by who has the most numbers covered. 	

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: greatest common factor</p> <p>Description: Review the term greatest common factor from yesterday. Ask students to identify the “factors” in each of the following pairs of numbers and then identifying the common factors and ultimately the largest common factor:</p> <ul style="list-style-type: none"> • 8 and 12 • 21 and 35 • 16 and 64 • 9 and 54 • 17 and 51 <p>Have students share the Vocabulary Notebooks in pairs, discussing the word, making any additions or changes.</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">greatest common factor</p> </td> <td style="width: 60%; padding: 5px;"> <p>My Description</p> <p style="text-align: center;">12 = 1, 2, 3, 4, 6, and 12 15 = 1, 3, 5, 15 greatest common factor is 3</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Personal Connection</p> <p>The greatest common factor for 12 and 15 is 3.</p> </td> <td style="padding: 5px;"> <p>Drawing</p> <div style="text-align: center;">  </div> </td> </tr> </table>	<p>New Word</p> <p style="text-align: center;">greatest common factor</p>	<p>My Description</p> <p style="text-align: center;">12 = 1, 2, 3, 4, 6, and 12 15 = 1, 3, 5, 15 greatest common factor is 3</p>	<p>Personal Connection</p> <p>The greatest common factor for 12 and 15 is 3.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p> <p>Vocabulary Notebooks can be made from ½ of a composition book</p>
<p>New Word</p> <p style="text-align: center;">greatest common factor</p>	<p>My Description</p> <p style="text-align: center;">12 = 1, 2, 3, 4, 6, and 12 15 = 1, 3, 5, 15 greatest common factor is 3</p>				
<p>Personal Connection</p> <p>The greatest common factor for 12 and 15 is 3.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>				
<p style="text-align: center;">Activity Factors in Common</p> <p>Materials: Factor Cards, Common Factor Game board, game tokens for each player</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Review the game that students played yesterday. 2. Have students share how to play the game. 3. Have students play the game with new partners today. 	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center</p>				

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

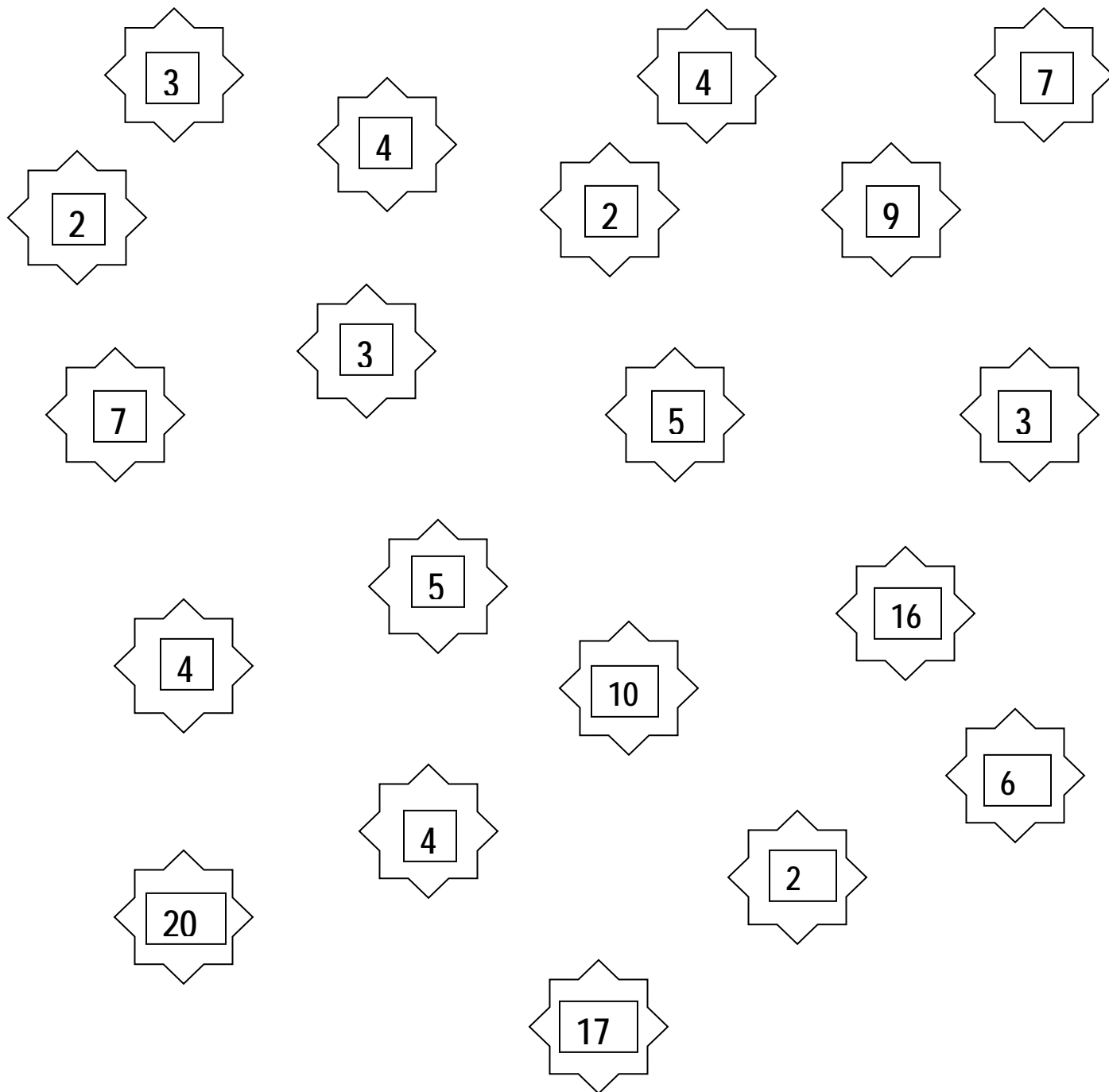
Product Hunt

48	20	81	3	45	27
1	24	108	77	7	40
120	72	96	8	18	60
14	144	70	22	15	11
33	35	66	132	63	16
12	30	28	110	100	49
6	36	21	121	90	2
84	5	44	25	99	10
32	9	56	88	4	11
24	50	55	54	42	80

Factors in Common

17 and 34	12 and 32	2 and 28	3 and 6
20 and 80	3 and 18	5 and 10	4 and 8
4 and 32	7 and 64	18 and 27	10 and 20
15 and 36	25 and 65	28 and 35	16 and 32
8 and 28	6 and 14	4 and 14	6 and 12

Factors in Common



Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	4 th & 5 th Grades
Lesson Title:	Factors In Common 2
Focus:	Multiplication--Factors

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Cards
Socks	Factors in Common Game Board and Cards (included in lesson plan)

Opening
State the objective
Today we are going to practice using our math vocabulary and skills with fractions.
Gain prior knowledge by asking students the following questions
What do you know about fractions? How is a fraction related to a whole? What is the top number in a fraction called? What is the bottom number of a fraction called? How do those words make sense—can you think about similar words and how they apply?
What are some strategies that you use when you are trying to figure out how to solve a mathematics problem? How can you tell that you are on the right track for solving the problem?

Content (the “Meat”)	
Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher</p>
<p>Joey has a total of \$.90. If Joey only has quarters, dimes and nickels, list the different combinations of coins that Joey could have. Explain how you know.</p>	
Fact Practice	
<p>Target</p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Each trio needs a deck of cards without face cards and jokers. 3. Place the cards face up in a TicTac Toe Grid. 4. Turn up a 10th card which will be to the side and becomes the target number (aces count as 1) 5. Each player makes an equation with some or all of the numbers in the grid to equal the target number. Students may add, subtract, multiply or divide. 6. Each card may be used only one time in the equation. 7. As the cards are being picked up, the player must say the equation aloud—for example if the target card is 10, then I could say $5 \times 2 = 10$, and pick up the 5 and the 2. 	

Consult 4 Kids Lesson Plans

8. After one player finishes his/her turn, then the cards taken are replaced by cards from the remaining deck.
9. Player with the most cards at the end of the game win.

Math Vocabulary

Word for Today: greatest common factor

Description: Greatest common factor is a term that discusses the largest number that 2 or more numbers share as a factor. Factors of a number are the two numbers you multiply together to get a particular number as the product. In the number 12 you can reach 12 with the following problems: 1×12 , 2×6 , 3×4 . All of those numbers are then factors of 12.

If you have the number 12, **the factors of 12 are 1, 2, 3, 4, 6, and 12**

In the number 15 you can reach 15 with the following problems: 1×15 and 3×5 .


If you have the number 15 **the factors of 15 are 1, 3, 5, and 15**

If you look at the factors of 12 and 15 you can see that they share 1 and 3. The largest of these is 3 so the largest common factor is 3.

Students should complete the Vocabulary Notebook

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">greatest common factor</p>	<p>My Description</p> <p style="text-align: center;">a factor is a number you multiply to get a product, a common factor is one that is shared by 2 numbers</p>
<p>Personal Connection</p> <p style="text-align: center;">The factors of 8 are 1, 2, 4, and 8. The factors of 12 are 1, 2, 3, 4, 6, and 12. The greatest common factor is 4.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

Activity Factors In Common

Materials: Factor Cards, Factors in Common Game Board, game token

Directions:

1. Group students in pairs.
2. Place Common Factor Game Board between students face up and all Factor Cards face down.
3. Player 1 draws a Factor Card, looks at the two factors on the card and then selects the number on the game board that represents the greatest common factor for those two numbers.
4. Player 1 covers his/her answer with a token.
5. Player 2 takes a turn.
6. Play continues until all answers are covered.

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

Factors in Common

17 and 34	12 and 32	2 and 28	3 and 6
20 and 80	3 and 18	5 and 10	4 and 8
4 and 32	7 and 64	18 and 27	10 and 20
15 and 36	25 and 65	28 and 35	16 and 32
8 and 28	6 and 14	4 and 14	6 and 12

Factors in Common

A collection of 18 star-shaped boxes, each containing a number. The numbers are: 3, 4, 7, 2, 4, 2, 9, 7, 3, 5, 3, 5, 4, 10, 16, 4, 6, 20, 2, 17.

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	4 th & 5 th Grades
Lesson Title:	Simplest Form Concentration 2
Focus:	Fractions—Simplest Form

Materials:	
White boards	Vocabulary Notebooks
Crayolas	decks of cards
Socks	Simplest Form Cards and Answers in separate pdf file

Opening
State the objective
Today we are going to practice using our math vocabulary and skills in working with fractions.
Gain prior knowledge by asking students the following questions
What do you know about fractions? How is a fraction related to a whole? What is the top number in a fraction called? What is the bottom number of a fraction called? How do those words make sense—can you think about similar words and how they apply?
What are some strategies that you use when you are trying to figure out how to solve a mathematics problem? How can you tell that you are on the right track for solving the problem?

Content (the “Meat”)	
Problem of the Day	<p>*Activity → Teachable Moment(s) <i>throughout</i></p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>Engage students in a “teach to learn”, have the student become the teacher.</p>
<p>Freddie is planting flowers. He is going to plant 19 rows of flowers. Each row will have 13 plants in it. How many plants does Freddie need to purchase? How do you know?</p>	
Fact Practice	
Draw!	
<ol style="list-style-type: none"> 1. Divide students into pairs and give each pair a deck of cards 2. Remove the face cards and jokers from the deck of cards. 3. Shuffle the deck. 4. Decide who will go first. 5. First player draws two cards. 6. Student multiplies the cards. 7. Student writes his/her problem on the white board, writing a complete number sentence. 8. Students take turns drawing and creating problems. 	

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: simplest form

Description: The term simplest form refers to the process of reducing a fraction into the simplest way of saying it. For example, why would you say that you ate 5/10 of a pizza when it would be clearer to say that you ate 1/2 of the pizza. It makes it easier to simplify a fraction when you understand common factors. To simplify a fraction you can divide both the numerator and the denominator by the same number. Simplifying a fraction also requires that you understand equivalent fractions, two that are equal. Ultimately when you find the simplest form you are identifying at least 2 equivalent fractions.

Have students complete his/her Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">simplest form</p>	<p>My Description</p> <p style="text-align: center;">simplest form is the easiest way to understand a fraction</p>
<p>Personal Connection</p> <p style="text-align: center;">The simplest form of $\frac{17}{51}$ is $\frac{1}{3}$.</p>	<p>Drawing</p> <p style="text-align: center;">$\frac{17}{51} = \frac{1}{3}$</p>

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from 1/2 of a composition book.

Activity

Simplest Form Concentrations

Materials: Simplest Form Cards, Simplest Form Answer Cards, Answer Sheet

Directions:

1. Group students in pairs.
2. Students place the Simplest Form Cards in a 3 x 5 grid, face down.
3. Place the Simplest Form Answer Cards in a 3 x 5 grid, face down next to the first grid you made.
4. Player 1 flips 2 cards, one from each grid. If the cards are a match, an improper fraction and a simplest form fraction that are equivalent, player keeps both cards and draws again.
5. If player does not find a match, he/she flips the cards back over and Player 2 takes his/her turn.

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	4 th & 5 th Grades
Lesson Title:	Equivalent Fractions
Focus:	Equivalent Fractions

Materials:	
White boards	Vocabulary Notebooks
Crayolas	dice
Socks	decks of cards (jokers and face cards removed)
	Fraction Cards and Fraction Answer Cards are in a separate file

Opening
State the objective
Today we are going to practice using our math vocabulary and skills working with fractions.
Gain prior knowledge by asking students the following questions
What do you know about fractions? How is a fraction related to a whole? What is the top number in a fraction called? What is the bottom number of a fraction called? How do those words make sense—can you think about similar words and how they apply?
What are some strategies that you use when you are trying to figure out how to solve a mathematics problem? How can you tell that you are on the right track for solving the problem?

Content (the “Meat”)									
Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>								
<p>Mesa Verde School had a fundraiser for the library. All of the 4th and 5th grade classrooms participated. The table shows how much money each classroom raised. Which class raised the least? Which class raised the most? Explain your answer.</p> <table border="1" style="width: 100%;"> <tr> <td>Mr. Smith</td> <td>\$1,683</td> </tr> <tr> <td>Ms. Jones</td> <td>\$1,597</td> </tr> <tr> <td>Mr. Friend</td> <td>\$1,694</td> </tr> <tr> <td>Mrs. Lanier</td> <td>\$1,639</td> </tr> </table>		Mr. Smith	\$1,683	Ms. Jones	\$1,597	Mr. Friend	\$1,694	Mrs. Lanier	\$1,639
Mr. Smith		\$1,683							
Ms. Jones	\$1,597								
Mr. Friend	\$1,694								
Mrs. Lanier	\$1,639								
Fact Practice									
<p>Spokes on a Wheel</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. On a white board, student draws a small circle with 9 spokes coming out of it (should look like a bicycle tire). 3. Have students choose to put a 6, 7 or 8 in the center circle. 4. Student rolls two dice and adds the pips (dots). 5. Taking this total, student writes a math problem on one of the spokes (eg. 7 is in the circle and students rolls a 3 and 5 which totals 8. The spoke equation would look like $7 \times 8 = 56$). 									

Consult 4 Kids Lesson Plans

6. Process continues until all spokes have an equation.

Math Vocabulary

Word for Today: equivalent fractions

Description: Equivalent fractions is a term which refers to 2 or more fractions that represent the same portion of the whole. For example, there are 4 quarters in a dollar, so each quarter represents 1 of the 4 or $\frac{1}{4}$ of a dollar. If you have 2 quarters, you have $\frac{1}{2}$ of the quarters you need to equal a dollar. You could also have 1 50¢ piece. If you did, whether you have 2 quarters or 1 half dollar, you have the same amount. Two quarters and 1 50¢ piece are equivalent and they would be written: $\frac{2}{4} = \frac{1}{2}$

Students complete the Vocabulary Notebook

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">equivalent fractions</p>	<p>My Description</p> <p style="text-align: center;">fractions that represent the same amount, like $\frac{1}{3}$ and $\frac{2}{6}$</p>
<p>Personal Connection</p> <p style="text-align: center;">I will eat $\frac{1}{3}$ of the candy.</p>	<p>Drawing</p> <p style="text-align: center;">$\frac{1}{3} = \frac{2}{6}$</p>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.

Activity Equivalent Fractions

When determining whether or not fractions are equivalent you need to remember that what you do to the numerator must be done to the denominator. For example the following three fractions are equivalent. You can see that each time both the numerator and the denominator were multiplied by 2.

$$\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$$

If you were to reduce the order of the fractions, you could tell that they were equivalent because each could be divided by 2. For example:

$$\frac{4}{8} = \frac{2}{4} = \frac{1}{2}$$

Materials: Fraction cards, Fraction Answer Cards

Directions:

1. Group students in pairs.
2. Give each pair a set of materials.
3. Turn all fraction cards face down.
4. Arrange the Fraction Answer Cards face up in rows or a grid.
5. Player 1 draws a Fraction Card and locates an equivalent fraction in the Fraction Answer Cards.

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

Consult 4 Kids Lesson Plans

6. Player covers the correct answer with his/her card. 7. Player 2 repeats the action. 8. Game is over when all equivalentents are covered.	
---	--

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives?
Debrief
<p>Three Whats</p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> Ask students to think about what they did today in math. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	4 th & 5 th Grades
Lesson Title:	Fraction Rewrite
Focus:	Fractions

Materials:	
White boards	Fraction cards (included in the plan)
Crayolas	Vocabulary Notebooks
Socks	Deck of cards

Opening
State the objective
Today we are going to practice using our math vocabulary and skills with fractions.
Gain prior knowledge by asking students the following questions
What do you know about fractions? How is a fraction related to a whole? What is the top number in a fraction called? What is the bottom number of a fraction called? How do those words make sense—can you think about similar words and how they apply?
What are some strategies that you use when you are trying to figure out how to solve a mathematics problem? How can you tell that you are on the right track for solving the problem?

Content (the “Meat”)	
Problem of the Day	<p>*Activity → Teachable Moment(s) <i>throughout</i></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. Engage students in a “teach to learn”, have the student become the teacher.</p>
<p>Judy has 143 kiwis and peaches in total. If Judy has 67 kiwis how many more peaches than kiwis does she have? Explain your answer.</p>	
Fact Practice	
<p>Multiplication War</p> <ul style="list-style-type: none"> • Divide students into pairs. Give each pair a deck of cards without face cards and jokers. • Shuffle the deck and divide the cards evenly between the two players. • On go, the players turn over the cards at the same time. • Students multiply the 2 numbers that have been turned up. • First person to give the answer either wins the cards because the answer is correct, or has to turn over 2 cards because he/she gave the wrong answer. • At the end of round, students may reshuffle the pile of cards that they have. • Play can continue until one player has all cards or time has called. 	

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for Today: fraction

Description: Fraction is a word that means part or portion of the whole. We might say that a person only knows “a fraction of the whole story”, or that they are “eating only a fraction of the pizza”. We would know by these words that the person does not know everything or is not eating pizza for one. In math, it is important to identify what part or portion or fraction is known. For example if there are 5 facts to know the whole truth and you know 2 of those facts, then you know $\frac{2}{5}$ of the truth, 2 of the 5 facts you would need to know if you knew it all. Similarly if the pizza is cut into 8 pieces and you are eating 3 of those pieces, then you are eating $\frac{3}{8}$ of the pizza, or 3 of the 8 possible pieces.

Create an entry in your Vocabulary Notebook for the word probable.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">fraction</p>	<p>My Description</p> <p style="text-align: center;">part of a whole thing, less than all</p>
<p>Personal Connection</p> <p style="text-align: center;">I am eating $\frac{1}{2}$ of the pizza.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.

Activity Fraction Rewrite

If you went to the bakery and they had your favorite cake and you bought it and took it home, obviously if you got to eat the whole cake yourself, you would have more cake than if you had to share it with someone. If your best friend came over there would now be 2 of you to eat the cake. If you decided to share, you would cut the whole cake into 2 pieces and you would each get to eat 1 of those 2 pieces, or $\frac{1}{2}$ of the cake. The top number, the numerator lets you know how many portions of the whole cake you are getting, while the bottom number, the denominator lets you know how many portions of the whole cake there are now. When you were eating the cake alone you had 1 portion of 1 whole cake or $\frac{1}{1}$. If you had 3 more friends come over, you would now need to divide the whole cake into 5 pieces, one each for you, your best friend, and the 3 other friends. Each of you would get 1 of the 5 pieces or $\frac{1}{5}$ of the cake. In the activity below, you are trying to decide which fraction represents the largest amount. To do that your first clue would be the denominator which answers the question, “how many portions did the whole get divided into”? If the numerator is 1 in both fractions, the smaller the denominator, the larger the portion for you. In other words, you have to share with fewer people so you each get more. However, it can get tricky when the numerator is NOT 1. For example, would you rather have $\frac{1}{2}$ of a dollar or $\frac{3}{4}$ of a dollar? If you just look at the denominator, you might think that you would like to have the $\frac{1}{2}$ dollar since you are sharing the dollar with only one other person. Half of a dollar is two quarters. $\frac{3}{4}$ of a dollar is 3 quarters (3 of the 4 it takes to make a whole dollar). The question is would you rather have $\frac{1}{2}$ of a dollar or $\frac{3}{4}$ of a dollar? Obviously $\frac{3}{4}$. In this case the dollar may have been divided or portioned into smaller pieces, but you got more of the pieces. When deciding whether or not the fraction is greater, less, or equal to another

Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is” center.

Consult 4 Kids Lesson Plans

fraction, you have to look first at the denominator and then at the numerator before you make a decision. **Hint:** The closer the denominator and the numerator are to one another in value, the more of the whole thing you have.

Materials: Fraction cards, white board, crayolas (Cards are included in this lesson plan)

Directions:

1. Draw a card with three fractions on it.
2. Rearrange the fractions so they are in order from the least to the greatest by writing the order on the white board.
3. If answer is correct, player keeps the card. If not, card gets turned back and player two takes turn.
4. Game is over when all cards are completed.

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" player getting ready to play this game so he/she could get all the blocks are completed.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

Fraction Rewrite

$\frac{1}{4}$ $\frac{1}{2}$ $\frac{5}{6}$	$\frac{9}{14}$ $\frac{4}{7}$ $\frac{3}{4}$	$\frac{3}{4}$ $\frac{2}{5}$ $\frac{11}{16}$	$\frac{1}{6}$ $\frac{1}{5}$ $\frac{2}{9}$
$\frac{3}{8}$ $\frac{3}{5}$ $\frac{7}{10}$	$\frac{1}{3}$ $\frac{2}{5}$ $\frac{1}{2}$	$\frac{6}{7}$ $\frac{2}{3}$ $\frac{5}{6}$	$\frac{1}{3}$ $\frac{7}{18}$ $\frac{5}{9}$
$\frac{5}{8}$ $\frac{3}{4}$ $\frac{7}{16}$	$\frac{3}{4}$ $\frac{11}{16}$ $\frac{1}{2}$	$\frac{3}{8}$ $\frac{9}{10}$ $\frac{1}{4}$	$\frac{1}{5}$ $\frac{7}{12}$ $\frac{3}{10}$
$\frac{2}{3}$ $\frac{5}{7}$ $\frac{7}{9}$	$\frac{1}{8}$ $\frac{1}{7}$ $\frac{1}{2}$	$\frac{4}{5}$ $\frac{11}{12}$ $\frac{9}{10}$	$\frac{3}{7}$ $\frac{1}{2}$ $\frac{3}{4}$
$\frac{2}{3}$ $\frac{4}{5}$ $\frac{3}{10}$	$\frac{1}{3}$ $\frac{2}{9}$ $\frac{1}{6}$	$\frac{7}{8}$ $\frac{2}{9}$ $\frac{1}{3}$	$\frac{2}{3}$ $\frac{1}{8}$ $\frac{1}{6}$

Consult 4 Kids Lesson Plans




Component:	Math
Grade Level:	4 th & 5 th Grades
Lesson Title:	Fraction Rewrite 2
Focus:	Fractions

Materials:	
White boards	Decks of cards
Crayolas	Vocabulary Notebooks
Socks	Fraction Rewrite cards (from yesterday or included in today's plan)

Opening
State the objective
Today we are going to practice using our math vocabulary and skills with fractions.
Gain prior knowledge by asking students the following questions
What do you know about fractions? How is a fraction related to a whole? What is the top number in a fraction called? What is the bottom number of a fraction called? How do those words make sense—can you think about similar words and how they apply?
What are some strategies that you use when you are trying to figure out how to solve a mathematics problem? How can you tell that you are on the right track for solving the problem?

Content (the "Meat")	
Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p>Frank divides 537 by 7 and got 77. Is his answer correct? Explain your answer.</p>	
Fact Practice	
<p>Foreheader</p> <ol style="list-style-type: none"> 1. Divide students into trios. Give each trio a deck of cards without face cards and jokers. 2. Shuffle the deck and give all of the cards to the referee who will be "judging" the contest. 3. On go, players are each handed a card by the referee and WITHOUT looking, put the card face out on his/her forehead. 4. The referee multiplies the two numbers together and states the answer. 5. Each player looks at the other person's exposed number and names his/her own number 6. Person who wins (accuracy and time), collects both cards. 7. Play continues until all cards are gone. 8. Players can repeat play (if there is another time) with each other so each has an opportunity to be both a player and referee. 	

Consult 4 Kids Lesson Plans

Math Vocabulary		<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.</p>				
<p>Word for today: fraction</p> <p>Description: Fraction is a word that means part or portion of the whole. We might say that a person only knows “a fraction of the whole story”, or that they are “eating only a fraction of the pizza”. We would know by these words that the person does not know everything or is not eating pizza for one. Ask students to give real word examples of the word “fraction”. Review the entry in your Vocabulary Notebook for the word: “fraction”. Do you need to edit or add to this entry?</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> New Word <div style="text-align: center;">fraction</div> </td> <td style="width: 50%; padding: 5px;"> My Description <div style="text-align: center;">part of a whole thing, a piece</div> </td> </tr> <tr> <td style="padding: 5px;"> Personal Connection I ate $\frac{1}{2}$ of the pizza. I ate 4 of the 8 pizzas. </td> <td style="padding: 5px;"> Drawing <div style="text-align: center;">  </div> </td> </tr> </table>			New Word <div style="text-align: center;">fraction</div>	My Description <div style="text-align: center;">part of a whole thing, a piece</div>	Personal Connection I ate $\frac{1}{2}$ of the pizza. I ate 4 of the 8 pizzas.	Drawing <div style="text-align: center;">  </div>
New Word <div style="text-align: center;">fraction</div>	My Description <div style="text-align: center;">part of a whole thing, a piece</div>					
Personal Connection I ate $\frac{1}{2}$ of the pizza. I ate 4 of the 8 pizzas.	Drawing <div style="text-align: center;">  </div>					
Activity Fraction Rewrite						
<p>Review with students the information from yesterday. Have them play the same game as yesterday after reviewing the purpose of the game. Have students partner with someone they did not play the game with yesterday.</p> <p>Materials: Fraction cards, white board, crayolas (Cards are included in this lesson plan)</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Draw a card with three fractions on it. 2. Rearrange the fractions so they are in order from the least to the greatest by writing the order on the white board. 3. If answer is correct, player keeps the card. If not, card gets turned back and player two takes turn. 1. Game is over when all cards are completed. 		<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center</p>				

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

Fraction Rewrite

$\frac{1}{4}$ $\frac{1}{2}$ $\frac{5}{6}$	$\frac{9}{14}$ $\frac{4}{7}$ $\frac{3}{4}$	$\frac{3}{4}$ $\frac{2}{5}$ $\frac{11}{16}$	$\frac{1}{6}$ $\frac{1}{5}$ $\frac{2}{9}$
$\frac{3}{8}$ $\frac{3}{5}$ $\frac{7}{10}$	$\frac{1}{3}$ $\frac{2}{5}$ $\frac{1}{2}$	$\frac{6}{7}$ $\frac{2}{3}$ $\frac{5}{6}$	$\frac{1}{3}$ $\frac{7}{18}$ $\frac{5}{9}$
$\frac{5}{8}$ $\frac{3}{4}$ $\frac{7}{16}$	$\frac{3}{4}$ $\frac{11}{16}$ $\frac{1}{2}$	$\frac{3}{8}$ $\frac{9}{10}$ $\frac{1}{4}$	$\frac{1}{5}$ $\frac{7}{12}$ $\frac{3}{10}$
$\frac{2}{3}$ $\frac{5}{7}$ $\frac{7}{9}$	$\frac{1}{8}$ $\frac{1}{7}$ $\frac{1}{2}$	$\frac{4}{5}$ $\frac{11}{12}$ $\frac{9}{10}$	$\frac{3}{7}$ $\frac{1}{2}$ $\frac{3}{4}$
$\frac{2}{3}$ $\frac{4}{5}$ $\frac{3}{10}$	$\frac{1}{3}$ $\frac{2}{9}$ $\frac{1}{6}$	$\frac{7}{8}$ $\frac{2}{9}$ $\frac{1}{3}$	$\frac{2}{3}$ $\frac{1}{8}$ $\frac{1}{6}$

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	4 th & 5 th Grades
Lesson Title:	Equivalent Fractions 2
Focus:	Equivalent Fractions

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Dice
Socks	

Opening

State the objective

Today we are going to practice using our math vocabulary and skills with fractions.

Gain prior knowledge by asking students the following questions

What do you know about fractions? How is a fraction related to a whole? What is the top number in a fraction called? What is the bottom number of a fraction called? How do those words make sense—can you think about similar words and how they apply?

What are some strategies that you use when you are trying to figure out how to solve a mathematics problem? How can you tell that you are on the right track for solving the problem?

Content (the “Meat”)

Problem of the Day

If the weight of a marble is measured in ounces and the weight of a textbook is measured in pounds, how would you measure a baseball? Explain your answer.

Activity → Teachable Moment(s) *throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

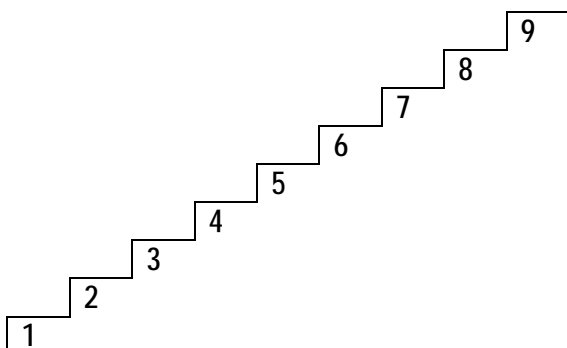
Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher

Fact Practice

Multiplication Ladder

1. Give each student a white board (include marker or crayola)
2. Student should draw a ladder like the one below



Consult 4 Kids Lesson Plans

3. Have student roll 2 dice, total the pips and then multiply that number times each of the numbers in the ladder, writing the total to the right of the number

Math Vocabulary

Word for today: equivalent fractions


Description: Ask students which they would rather have:

- $\frac{3}{4}$ of a pizza or $\frac{5}{8}$ of the pizza?
- $\frac{5}{10}$ of a dollar or 50¢?
- $\frac{2}{3}$ of a box of candy or $\frac{7}{9}$ of the same box

Help students work through these and come up with other questions.

Review entry in your Vocabulary Notebook for the term "equivalent fraction". Edit if necessary.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">equivalent fractions</p>	<p>My Description</p> <p style="text-align: center;">2 or more fractions that represent the same amount, equal fractions</p>
<p>Personal Connection</p> <p>The sandwich is cut into 4 pieces. If I eat $\frac{1}{2}$, I am eating $\frac{2}{4}$.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.

Activity Equivalent Fractions

Materials: Fraction Cards, Fraction Answer Cards

Directions:

1. Review the game that students played yesterday.
2. Have students share how to play the game.
3. Have students play the game with new partners today.

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	4 th & 5 th Grades
Lesson Title:	Student Activity Choice
Focus:	Review

Materials:

Game Boards for games below.

Opening

State the objective

Today we are going to have fun playing games that we learned this week.

Content (the "Meat")

Activity

Today students will select the game from the week that they most want to play. Pairs can select different games. Game choices are:

- Improper to Mixed
- Simplest Form Concentration
- Factors in Common
- Equivalent Fractions
- Fraction Rewrite

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.