1.Teacher Name: Sallianne Wakley **Date:** **Plan Duration: 90 minutes**	**2. Course/Content/Grade: 3rd grade math** **3. Unit/Topic/Module: Benchmark Fractions (9-6: enVision 2012 or 12-4:enVision 2011**
4. Core Standard(s): 3.NF.2a: Represent a fraction 1/b on a number line diagram 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 the number 1/b on the number line.	**5. Essential Vocabulary:** Benchmark fractions (fourths, thirds, half)
6. Lesson Objective(s): I can use benchmark fractions to estimate fractional parts	**7. Interdisciplinary Connections:** Shared Vocabulary: Estimate
8. Materials and Technology needed to enhance learning: Document camera enVision digital resources, Reflex math	
9. Assessment for student learning (Formative): Using the Quick Check, focus on the writing to explain section, where students write identify the fraction that is painted.	

10. Pacing (mins.)	***WHAT THE TEACHER DOES:*** **11. Lesson Sequence-** • What will I do and when will I do it? **Include Explicit Instruction:** **I do / We do / You all do / You do**	***WHAT THE STUDENT DOES:*** **12. Student Skill or Knowledge for each part of the lesson sequence** • **What** will my students be doing to acquire skills or knowledge during this part of the lesson?	**13. DOK Level**	***HOW STUDENTS SHOW THE TEACHER WHAT THEY KNOW:*** **14. Opportunities To Respond (OTRs) <u>that provide immediate checks for understanding</u>** • **How** will my students show understanding in this part of the lesson sequence?	***HOW THE TEACHER ADJUSTS THE LESSON FOR ALL LEARNERS:*** **15. Scaffolding for the needs of ALL learners (include interventions)** • **What** will I do for students who are struggling to meet the target? • **What** will I do for students who have already met the target? **AND** **Grouping Structures needed for effective scaffolding**
10 min	Review: Daily/Spiral Review Have students work on the problems independently for five minutes. After, choose one focus problem for partner discussion and justification of answer. Finally, review as a class.	Students will write answers to problems Students will justify their answer to a partner as teacher monitors understanding	1, 2, 3	Questioning: Teacher checks for understanding and provides targeted feedback	Independent work Precision partnering

1 min	Lesson Objective: Teacher explains objective and has students repeat the objective chorally.	Students choral read the objective an ask questions, if any	1	Student responses: Review objective at end of lesson to check for understanding	Repeat, if necessary
4 min	Vocabulary: Benchmark fractions – use systematic vocabulary routine (found in the curriculum map)	Students will chorally respond throughout the routine Students will apply the vocabulary word with a partner	1	Teacher monitors student partner responses to check for understanding	Whole group, partner Sentence frames for EL Learners
40 min	Problem-Based Interactive Learning Set the purpose • Connect • Pose the Problem • Expand Student Response • Academic Vocabulary	Students will model benchmark fractions through diagrams	1,2 & 3	Teacher monitors and checks for understanding: Students justify their responses with a partner using fraction diagrams	Whole group Independent work Precision partnering Using student feedback, teacher adjusts lesson accordingly.
	• Develop the concept ("I do") o Video: Pause for student discussion and to check for understanding o Questioning to clarify student understanding	Students will discuss questions about the video with a partner	1&2	Teacher pauses the video and provides several discussion/question points, checks for understanding	Scaffold questions for various skill levels Whole group Precision partnering
	Guided Practice ("We do," "Y'all do") o Use the 4 problems found in guided practice to model.	Students will work through the problems with guidance from the teacher Students will work with a partner to apply fraction benchmark knowledge	1, 2	Partners justify answers to each other	Do additional problems as needed

	Independent Practice ("You do")	Students will work independently on the practice sheet (they will also be given time during skills based instruction to complete the practice sheet)	1, 2	Independent practice – teacher monitors student work and provides feedback	Based on student understanding, use leveled homework for independent practice (reteaching, practice, and enrichment)
35 min	Skill-Based Instruction: • Skill-based instruction with teacher at table • Fluency practice: REFLEX math • Independent Practice to complete practice sheets Differentiated Center Activity from enVision	Students will use white boards with the teacher during skill-based instruction Students will use technology (REFLEX) to engage in fluency practice Students will complete their independent practice sheet Students will work in pairs or small groups to complete the center activity using manipulatives to deepen their understanding	1, 2	White boards, computer, practice sheets, centers	Differentiated practice sheets Differentiated center activities Differentiated Technology program Skill-based groups Station groups
	16. Closure: Check for Understanding: Have students complete quick check, focusing on the writing to explain section, making certain students justify their reasoning.				

1. Were my students ready for this lesson? Which data support this?

2. Was the instructional objective met? How do I know students learned what was intended?

3. Were the students productively engaged? How do I know?
4. Did I alter my instructional plan as I taught the lesson? How and why?
5. If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?
6. Are my students ready to “move on”? If yes, how do I know? If not, what adjustments/re-teaching do I need to make to ensure student understanding?