

Evaluation Results

AI [REDACTED] Evaluated by: Sandy Brownscombe (evaluator's name is not visible to author) Date Evaluated: 03/24/2012 10:14:40 PM (EDT) DRF template: Student Teaching Portfolio 2011-12 Program: Student Teaching Portfolio 2011-12 Evaluation Method: Using Rubric
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Evaluation Summary for EMU Outcomes 1-3: Document of Student Learning (Documentation of Student Learning)

Final Score:	Meets Requirement
Overall comment:	[REDACTED] Well Done--you have meet the requirements in an exceptional manner. Sandy

Detailed Results (Rubric used: Capstone Documentation of Student Learning F10)

Description of the students and school [Professional Knowledge]		
(3) Exemplary Explicit description of the number of students, age, cultural profile, academic profile, and thorough description of the school	(2) Competent Complete description of the number of students, age, cultural profile, academic profile, and brief description of the school	(1) Does Not Meet Expectations Incomplete or missing description of the number of students, age, cultural profile, academic profile, and brief description of the school
Criterion Score: 3.00		
Learning environment [Professional Knowledge]		
(3) Exemplary Explicit description of the room set up, length of class, and available resources	(2) Competent Complete description of the room set up, length of class, and available resources	(1) Does Not Meet Expectations Incomplete or missing description of the room set up, length of class, and available resources
Criterion Score: 3.00		
Prior knowledge/ task analysis [Professional Knowledge]		
(3) Exemplary Precise and complete description of how you determined the prior knowledge of your students	(2) Competent Complete description of how you determined the prior knowledge of your students	(1) Does Not Meet Expectations Incomplete or missing description of how you determined the prior knowledge of your students
Criterion Score: 3.00		
Unit outcomes [Professional Knowledge]		
(3) Exemplary	(2) Competent	(1) Does Not Meet Expectations

Rationale and unit outcomes relate directly and specifically to the assessment of student learning throughout all of the lessons	Rationale and unit outcomes relate to the assessment of student learning throughout all of the lessons	Rationale and unit outcomes relate somewhat to the assessment of student learning throughout some of the lessons
Criterion Score: 3.00		
Differentiation of Instruction [Professional Knowledge]		
(3) Exemplary Explicit description of the plan for support/differentiation of instruction to meet the diverse learning needs of all students	(2) Competent Complete description of the plan for support/differentiation of instruction to meet the diverse learning needs of all students	(1) Does Not Meet Expectations Incomplete or missing description of the plan for support/differentiation of instruction to meet the diverse learning needs of all students
Criterion Score: 3.00		
Five consecutive lesson plans from one block or content area [Professional Knowledge]		
(3) Exemplary Five or more consecutive lesson plans from one block or content area (the same group of students) and from a single unit of instruction	(2) Competent Five consecutive lesson plans from one block or content area (the same group of students) and from a single unit of instruction	(1) Does Not Meet Expectations Less than five consecutive lesson plans from one block or content area (the same group of students) or from a single unit of instruction lack coherence and connection within the unit
Criterion Score: 2.00		
Align outcomes for each lesson to an SOL/IEPs [Professional Knowledge]		
(3) Exemplary Outcomes for each lesson are aligned to Virginia SOL/IEPs	(2) Competent - -	(1) Does Not Meet Expectations Outcomes for some of the lessons are aligned to Virginia SOL/IEPs
Criterion Score: 3.00		
Each lesson clearly identifies your plan to support/differentiate instruction [Professional Knowledge]		
(3) Exemplary Each lesson includes a clear & complete description of the plan for support/differentiation of instruction to meet the diverse learning needs of ALL students	(2) Competent Each lesson includes a description of the plan for support/differentiation of instruction to meet the diverse learning needs of ALL students	(1) Does Not Meet Expectations One or more lessons does not include a description of the plan for support/differentiation of instruction to meet the diverse learning needs of your students
Criterion Score: 3.00		
Assessment Strategies [Professional Knowledge]		
(3) Exemplary Each lesson clearly identifies the assessment strategies that are aligned with the outcomes and instruction of the lesson; includes a culminating assessment	(2) Competent Each lesson identifies the assessment strategies that are aligned with the outcomes and instruction of the lesson; includes a culminating assessment	(1) Does Not Meet Expectations One or more of the lessons does not include assessment strategies or a culminating assessment, may not be aligned with the outcomes and/or instruction
Criterion Score: 3.00		
Student Achievement of the Learning Outcomes [Professional Knowledge]		
(3) Exemplary Complete and accurate description of documenting how students achieved the learning outcomes of the lessons	(2) Competent A description documenting how students achieved the learning outcomes of the lessons	(1) Does Not Meet Expectations A description documenting how students achieved the learning outcomes of the lessons is missing or incomplete

Criterion Score: 3.00		
Examples of Student Work [Professional Knowledge]		
(3) Exemplary Several examples of high, middle, and low achieving student work are provided to support your claim of student learning; the achievement level for each example is clearly identified	(2) Competent One example of high, middle, and low achieving student work is provided to support your claim of student learning; the achievement level for each example is clearly identified	(1) Does Not Meet Expectations Examples of high, middle, and low achieving student work do not support your claim of student learning, or are missing, and/or the achievement level for each example is not indicated
Criterion Score: 3.00		
Number and explanation of students achieving the outcomes [Professional Knowledge]		
(3) Exemplary Clearly indicates number of students achieving/not achieving the outcomes; detailed explanation of why students did or did not achieve outcomes	(2) Competent Indicates number of students achieving/not achieving the outcomes; explanation of why students did or did not achieve outcomes	(1) Does Not Meet Expectations Number of students achieving/not achieving the outcomes is incomplete or missing; incomplete explanation of why students did or did not achieve outcomes
Criterion Score: 3.00		
Enhancement of Student Learning [Professional Knowledge]		
(3) Exemplary Answer indicates an understanding of differentiated instruction and the diverse needs of learners; clearly articulates how you as the teacher enhanced the learning of each student	(2) Competent Answer indicates an understanding of differentiated instruction and the diverse needs of learners; provides evidence of how you as the teacher enhanced the learning of each student	(1) Does Not Meet Expectations Answer lacks or does not indicate an understanding of differentiated instruction, the diverse needs of learners, and/or does not provide evidence of how you as the teacher enhanced the learning of each student
Criterion Score: 3.00		
Changes Made Throughout [Professional Knowledge]		
(3) Exemplary Several examples of significant changes made throughout to adapt instruction to meet different learning styles and levels of ability	(2) Competent One example of a significant change made throughout to adapt instruction to meet different learning styles and levels of ability	(1) Does Not Meet Expectations Examples of a significant change made throughout to adapt instruction to meet different learning styles and/or levels of ability are missing
Criterion Score: 3.00		
Changes I Would Make the Next Time [Professional Knowledge]		
(3) Exemplary Examples of what you would do differently the next time the unit or content is taught clearly demonstrates how to improve student learning	(2) Competent Examples of what you would do differently the next time the unit or content is taught demonstrates how to improve student learning	(1) Does Not Meet Expectations Examples of what you would do differently the next time the unit or content is taught does not demonstrate how to improve student learning, or is missing
Criterion Score: 3.00		

Documentation of Student Learning
Student Teaching
3/5/12

Introduction

I'm doing my student teaching placement at a public community school in the Shenandoah Valley called Robert Elementary (R.E.). The school is old and used to be a middle school. It is a one story brick building that welcomes everyone with plants and flowers around the school. Despite the age of the school, the interior still has a cheerful feel due to the paintings and warm colors of the school. Just walking through the hallways a person can easily tell that they are in a school building. There are motivational and educational posters hanging on the walls, student artwork everywhere, and information about upcoming events posted on bulletin boards.

R.E. has a clean safety record for the past few years. During this past year 97% of R.E.'s students were in attendance throughout the year. There are around 550 students in the school and is slightly growing every year. Robert Elementary covers preschool through fifth grade. Both the school and the school division did not meet the state's adequate yearly progress (AYP); however, R.E. did make the AYP in the 2009-2010 school year and during the 2010-2011 year. The school is predominantly white. The student makeup of the school includes: 482 Caucasian, 54 Hispanic, seven African American, seven Asian, and one American Indian student. There are a total of sixty-three ESL learners and thirty students listed as being in the special education program.

Sixty percent of the teachers have their Bachelor's degree and forty percent have received their Master's. During the last Monday of each month all of the faculty and staff join together for a school meeting. This is where important issues are discussed, and people can share funny stories or their concerns. Each teacher in the school has a site/blog on the school's webpage to connect with students and their caregivers. The sites sometimes include pictures, videos, calendars for upcoming events, recommended sites, homework posting, newsletters, etc.

The kindergarten room I'm in used to be a science lab so it is large and has a large closet for my teacher to store her resources and materials. There is also a long counter about six feet from the far left wall which also provides for a lot of storage space. There are two large bookshelves for children's books where my teacher picks out books from each week to place on the two smaller bookshelves that the kids use on the carpet area.

Right when you enter the room you can see a large Snoopy flag that says, "Welcome." Student work is hanging everywhere in the room. The room even has clothesline stretched across it to display student artwork. There is a large world wall that includes popcorn (sight)

words and each student's name. There are twelve (one that says each month) eight by ten cupcake pictures that list each student's birthdays. This is right above the word wall so that students can recognize the months of the year. On the walls there is a number line, large alphabet strip, color posters, shape posters, etc. for the students to use as resources. My teacher has picture frames with a picture of each class she has taught. She also has picture frames with a picture of her family and a picture of her dog. The room is colorful due to the artwork and posters, and is an inviting place to be.

Located around the sides of the room are stations designated for writing, blocks, dramatic play, reading, and technology. The writing station has a variety of things to write with such as markers, crayons, pencils, etc. It also has play-doh and laminated worksheets to use with the play-doh. There is scrap paper, glue, tape, and other fun materials for the students to create whatever they want. This allows for the students to think creatively and use their imaginations. The block area contains numerous blocks that include sets of different sizes and shapes. This is located in the corner of the room so that the students can keep their creations throughout the week without easily getting destroyed. The dramatic play area includes a pretend kitchen, a small table and chairs, a lot of dress up clothes, baby dolls, pretend kitchen utensils and household items such as a vacuum and dishes, etc.

In the reading area is a loveseat with a lot of pillows and blankets. There is an aquarium with just water and stones, books, and a comfortable and large beanbag chair. The technology area includes four Mac desktop computers that are all connected to the internet. There is also an iPad for the students to use at their own use. In the front of the room is a large carpet with another desktop computer for my teacher's use, and a SmartBoard which is close to the ground so that the students can interact with it as well. Next to the computer is a document camera and a

dvd/vhs player which are hooked up to the SmartBoard. Also on the carpet area are two small bookshelves where the students can read books about relevant topics that relate to the weekly theme/plan.

The earliest students arrive at school around eight, and then all of the students are dismissed to return home around three. Once a week each teacher is in charge of bus room. During this time all of the students in the grade have to come to the room and watch a video until school begins. This time often gets loud because there are usually around 100 kids in the room.

The kindergarten team at Robert Elementary includes six teachers. It is one of the teacher's first year, one teacher's first year in kindergarten, one teacher's first year in the school, two teacher's 10-15th year (this is where my teacher fits in), and one teacher's final year before she retires. Each kindergarten teacher is given the flexibility to teach what they want, when they want (as long as they are meeting the SOLs and the requirements for the report cards). The teachers tend to work together and cover the same weekly things; however, the teachers usually do different activities to teach the same material. Three times during the school year each teacher individually assesses individual students using the PALs test in order to assess their progress.

My class is a kindergarten class with twenty students who are all either five or six years old. There are ten boys and ten girls in the room. Seventeen of the students are Caucasian, one student is Native American, and two students are Hispanic. This is one student who is ESL, and one student who is in the school's student study program to be observed for any special needs.

I did my Documentation of Student learning project on fractions. The Virginia Kindergarten Math k.5 SOL says that, "The student will identify the parts of a set and/or region that represent fractions for halves and fourths." This is where I got my unit objective and what I used to assess the students. I did my unit on fractions because this is what my teacher was

planning on teaching for the week. We also felt like it would be a good unit for me to teach because my teacher hadn't covered it at all during the year, so it would be a good way for me to truly see each student's progress. We also decided for me to teach this during this time because our theme for the week was pizza. We figured that fractions fit in perfectly with this theme since pizzas are fractions. For my unit on fractions I was able to use various resources in my room. To introduce the lesson I was able to find a book about fractions from the classroom library. I was also able to play a song about fractions, which I found on a CD in the classroom, on the classroom's stereo. I held up a puzzle from the puzzle area and explained that the puzzle I was holding represented a fraction because it had equal pieces that were part of the whole puzzle. I created my unit outcomes in direct association with the Virginia kindergarten math k.5 SOL. My unit outcomes were: 1) The student will be able to accurately color in the correct amount of each shape, after verbally being told how much to color in by the teacher (either a fourth, half, or the whole thing). 2) After completing the unit, the student will be able to verbally tell me that a fraction is when there are pieces of a whole. It was my goal for each student to meet both of these outcomes by the end of the unit.

To determine the students' prior knowledge I gave them a pre-test. I took one student at a time into the hall with me and had them fill in shapes. There were three circles and three rectangles. I first had the students trace the circle so I knew they recognized where I wanted to color. Then, I would tell the students how much of the shape to color. For example, on the first circle I said, "Color in the *whole* circle." For each shape I asked them to color/fill either the "whole" shape, "half," of the shape, or a "fourth" of the shape. This way they got two tries, on two different shapes. After I did this with each individual student, I was able to go back and look at their results. I decided to do this sort of pre-test after discussing with my teacher what would

be the best option to see a student's prior knowledge. Also by doing a pre-test, I could use the same test at the end of the unit to see each student's progress.

For an hour and fifteen minutes each day the classroom has "big centers" time. During this time students are able to play in any of the centers in the room and get pulled out to do small group art and math activities. During my fractions unit, my teacher took lead of the art projects and I was able to focus on math. Sometimes the students were busy finishing up school work that they hadn't completed yet, or sometimes they were busy working on art, so when I called my groups I had to look for students who were free. I called them over to me according to their ability level and how well they work with certain peers. The first couple of groups (of pairs) were always the students in the lower groups who got taken out to a specialist for extra help with their school work each day. I had to call them first to make sure that I was able to work with them before they left the classroom. I then focused on doing the larger groups of the more advanced students so then I was able to have a lot of time leftover to really help the students who were still struggling with the terms and understanding of the unit.

During my unit I did a lot of informal observation in order to track each individual student's progress. I kept track of the results I was seeing on a one-paged grid that had each student's name and a box for me to write down my observations. After each lesson I gave the students a score from 0-10 according to if they had met the unit objectives yet. A zero meant that the student didn't know anything and a ten meant that they met the unit objectives. If a student met the objective, and even understood concepts beyond my goals I jotted notes about it in the squares so that I could keep pushing that specific student. I also assessed the students by taking pictures of their work so that I could go back and see what I needed to help each student with. I

took a picture of the student and then their work so when I went back and looked at the pictures I could remember which picture went with each student.

In order to fully meet the needs of all of my students, I differentiated each lesson according to each student's ability level, and their behavior. After the pre-test, I went through each hand out and marked down each student's scores. No one in the class knew the term, "fraction," so I placed them into groups according to their knowledge about the other three terms (whole, half, and fourth). Then, I placed the students into five groups according to their scores. The highest group was the group that either got perfects on the test, or colored in three out of the four sections when I told them to color in, "a fourth." The second highest group knew everything but the term "fourth." The third group didn't know the term "fourth," and some of them got the term "half" wrong on one of the shapes. The fourth group didn't know the terms "half" or "fourth," and neither did the fifth group. Some of the students in the fifth group didn't know any of the terms. The students worked in these groups during some of the lessons. I made the higher groups have more people because these students tend to typically work well together and the students in the lower groups are usually the ones to have a difficult time with staying on task and behavior. Also, this way I could work more closely with the students in the lower groups, in order to provide them with the extra support they need.

When differentiated I not only looked at the group as a whole academically, but I also took into consideration each individual student's needs. The students were only taught as a group during the first introduction lesson. After that I left them in the groups so that I could reflect upon each group since their ability levels were similar, but pulled students out to work with me according to who worked well together and who was free to pull during centers time. This worked out well because for the students in the higher groups I was able to pull out more

students at a time and teach them more advanced things about fractions that went beyond the SOL. For the students in the lower groups I was able to work with them in pairs or one-on-one in order to help them meet the SOL and my lesson/unit goals. Also by doing it this way, if I noticed a child was having a hard time with behavior or with focusing, I could pull them out to work with me one-on-one instead of working with them in a group. This definitely helped to minimize distractions.

I did a variety of activities to meet the needs of all of my students. I used play-doh, played games, played a computer game, did SmartBoard activities, did a worksheet (using play-doh), read books, watched videos, sang a song, used food, and talked to the students about the meanings of the terms and helped them understand the concepts. By doing a wide-variety of activities I was teaching the same concepts in different ways in case one student didn't understand it through one way, they might during a different activity. I also did it this way to keep the students motivated and engaged. I didn't want the students to get bored easily which is a reason all of my lessons included hands-on activities.

Lesson Plans

Lesson #1:

Name:

Date: 2-13-12

Topic/Subject: Fractions: Introduction (1)

Grade:: Kindergarten

***Differentiation:** for the different ability levels according to the students' pre tests.*

Essential Question(s): *Obtained from SOL's*

K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

Task Analysis:

Prerequisite: This is an introduction lesson so the students might not know anything about fractions.

Essential: The students will be learning about the terms: whole, half, fourth, and fraction.

Desired/Enrichment: This will teach the students the proper terms to use when encountering fractions in real-life situations.

Objectives of the Lesson:

After playing with the playdoh, tswbat tell me if they would rather eat a half of a rice crispy treat or one fourth and can also tell me why.

*In the groups 4 & 5 tswbat tell me if they would rather eat a whole rice crispy treat, half, or one fourth and can also tell me why.

Assessment of the Objectives: *Describe how you will collect evidence that individual students have indeed met the lesson objective(s).*

I will keep a chart of observations that I have written down about the students while they are doing their playdoh fractions. I will also write down their answers to my questions at the end about the rice crispy treats. I will put a number 1-10 next to their name at the end according to how well I feel they know the SOL. This will help me see if I need to change groups or if I can go beyond the SOL.

Materials needed:

Give Me Half! By, Stuart J. Murphy. This book is about an adult who makes two children split everything they eat into two equal parts. The focus of this book is to teach children about the concept of the term “half.” In the book I will add post-its with things to point out and questions. Koolaid playdoh, 6 plastic knives, white board, dry-erase makers, eraser, rice crispy treats (for demonstration and enough for each student), a reminder sheet with reminders about everything I want to cover and questions to ask.

Resources used:

Jean. (2006). *Totally math*.

Murphy, S. J. (1996). *Give me half!*. New York: HarpeCollins.

BEFORE: 10 minutes

Teacher- Read the book *Give Me Half!* By, Stuart J. Murphy. I have placed post it notes throughout the book with things I want to point out and questions.

The post-its say:

Cover:

Pg 4: Whole=all. Have an example on the document camera that has a circle & color the whole thing in.

Pg 9: Half means that you are splitting the whole pizza into 2 equal pieces. This way it is fair because they are getting the same amount of pizza. This number right here is called a fraction. A fraction is when we have part of a whole, it is a part of something. This bottom number that says 2 shows that there are 2 pieces in the whole pizza. See in this picture, it is cut into two pieces/halves, but it is still the whole pizza. The one on top shows that they each got 1 piece of the pizza. So, each kid got one piece of the two pieces. If you put those pieces back together it makes the whole pizza again.

*Then, I will use the document camera to take a rice crispy treat. I will show the students that I have a whole rice crispy treat. I will break it apart in half to show them that I have made two equal pieces. Then, I will put it back together to show that the two pieces are both part of the whole treat.

Pg 21: The 2 cupcakes are part of the whole package. Hold up two fingers (one for each cupcake). Now take away one finger. You have split them in half. Now you are left with one cupcake because one half of 2.

After: Here is a picture of a pizza. What is it called if I split it into 2 pieces? How do you think I should split it if there's now 4 people? Then I will demonstrate using the document camera and tell them that a fourth is when there are four pieces and you get one. That's why it is sometimes called one fourth, because you are eating one of the four pieces of the pizza. Can you tell me some example of places or things where fractions are used? (ex. Pizza, measuring cups, candy bars, etc.)

*After the book I will play the song *Fraction Pizza* by Dr. Jean. This song will be just for fun for the students to listen to. The song talks about fractions in pizza which is perfect because pizza is our theme this week.

Student-The students will be answers the questions that I have asked them. I will have them first think about the questions, and then share their answers with the whole class. The students will also be expected to listen and pay attention to the demonstration and the story.

Differentiation: *Although I will be asking the questions to the whole group, they will be directed at different groups of students according to their ability. This book focuses on the concept of "half." I will still be asking questions and explaining the terms "whole" for the students who didn't know what any of the terms meant, and I will also be explaining the term, "fourth," for the more advanced students who already knew about the terms "whole" and "half." For the students who already knew everything except for what a fraction is, I will explain the concept of a fraction before I read. For the students who didn't know what the term "whole" meant, I will show them that there is a whole pizza and will trace my finger around the whole thing. For the students who already knew what "half" and "whole" meant, I will say, "If there were four pieces of pizza, and four kids, then each kid would get $\frac{1}{4}$ of the pizza." Then later on in the book I can ask, "What is it called when the two kids split the cupcake into equal parts?" I will also ask, "What would it be called if there were 4 kids and they each got an equal piece of the cupcake?" For the students who knew the terms "whole," "half," and "fourth," I will point out the fractions that are big and bold on the page. I will explain that the bottom number shows that there are two pieces of the whole pizza, and the top number shows how many pieces each kid gets from the whole pieces. I will then see if anyone can figure out what number would be on the bottom if they cut it into four pieces, and what number would be on top if there were 4 kids and each get got 1. I will show them that $\frac{1}{4}$ is one fourth. This way the students who already understand the concept of $\frac{1}{2}$ will be introduced to the concept of $\frac{1}{4}$.*

DURING:

- 1) The students will be shown a big rice crispy treat. I will explain that I have one whole rice crispy treat. I will then split the treat into two pieces and ask the students if they can remember what it is called when there are two pieces that came from one piece (halves). I will hold a piece up and will explain that a fraction is when we have part of something that is a whole. I will then break the halves into half again. I will take one pieces away and hold it up. I will ask them if anyone remember what it is called when I have one equal piece out of the 4 equal pieces (forth). I will tell the students that if they behave, do a good job, and participate then they will get to eat a recipe crispy treat. **2-3 minutes**

-Group1: *I will have a white board and will explain how we write the fractions. I will tell them that the top part is called a numerator, and the bottom is a denominator. I will show them that one half is $\frac{1}{2}$ and one fourth is $\frac{1}{4}$. I will also explain why this is and show them.*

-Group 5: *I will ask this group it is called if I have all of something. I will have them give me examples of things that are whole and are fractions (ex: pizza, candy bar, measuring cups, etc.)*

- 2) I will show each group a demonstration with play-doh. I will show them that I have a whole ball of

playdoh. I will then cut my ball into 2 uneven pieces. I will ask them if I now have 2 halves. Then I will explain the importance of being equal pieces. After the students are finished they are expected to put all of their play-doh away. **6-7 minutes**

-Group1: I will give them each a ball of play doh. I will tell them to make a circle on the table. I will tell them to make one half and then put their hands on their head if they've done it. Then I will tell them to show me how to make one fourth and hold it up.

-Groups 2 & 3: I will focus on the term $\frac{1}{4}$. I will give them each a ball of playdoh and will tell them to make a circle on the table. I will then ask them to cut it with a plastic knife in half. I will make sure everyone cuts theirs into as close to equal pieces as they can. Then I will tell them to cut their halves in half. I will explain that now they have four equal pieces. I will tell them to hold up one fourth. Then I will have them put the play-doh back together. They will then make another circle. I will tell them to show me how to make one fourth and then hold it up.

-Group 4: For this group I will already have circles made of the play doh to hand out to each group. This way they don't have to spend a lot of time working on this. I will tell them to first watch me and then they can do it. I will cut mine in half and will ask them what that is called. I will stress the importance of the equal pieces. Then we will cut those halves into halves. I will show them that we now have four pieces. I will hold up one piece and will have them do the same thing. Then I will explain that this is $\frac{1}{4}$. Then I will have them put the play-doh back together. They will then make another circle. I will tell them to show me how to make one fourth and then hold it up.

-Group 5: This group will be doing the same things as group 4, however, I will stress the important of the whole circle. I will tell them that whole is all of something. I will split my play-doh into halves and will ask them if I put the two halves back together if it is still a whole.

AFTER

After the students have completed the playdoh project I will pull out rice crispy treats. If anyone is struggling I will give them hints such as would you rather share this rice crispy treat with one other person (so 2 people total) or 3 other people (4 people total) and will have them tell me why.

Groups 1-3 must tell me if they would rather have $\frac{1}{2}$ of $\frac{1}{4}$ of the rice crispy treat and why. If they want I will give them the whole thing after they answered.

Groups 4 & 5 need to tell me if they want whole, $\frac{1}{2}$, or $\frac{1}{4}$. They will need to tell me why. This group will be given extra support with the terms if they are struggling.

Rationale: I chose to read this book (*Give Me Half!*) first because $\frac{1}{2}$ of the students didn't know what the term "half" meant. In this book I can point out the pictures and important enlarged text. I will placed post-it notes on the pages so I can remember my questions, examples, and explanations. The book will help both visual and auditory learners learn. I have asked questions to help students who don't know this topic well to get a better understanding, and to have the students who already know the terms really think about what they mean and to think about even more complex ideas.

I split the groups according to how they scored on the pretest. The groups will be numbered with 1 being the group that knew the most and 5, the group who knew the least. Not a single student knew what a fraction was when I asked them if they've ever heard of the word.

- 1) Half of this group knew all of the terms (with the exception of fraction) and the other half knew them all except color in $\frac{3}{4}$ of the circle/rectangles instead of $\frac{1}{4}$.
- 2) This group all didn't know what the term $\frac{1}{4}$ meant.
- 3) This group didn't know what the term $\frac{1}{4}$ meant, or mixed up the term $\frac{1}{2}$ on one out of the two shapes.
- 4) This group didn't know the terms $\frac{1}{2}$ and $\frac{1}{4}$.
- 5) This group didn't know any of the terms.

*The groups are also determined by who works well together and if students have to leave early. That way I can make sure I get to work with all of the students since some students get pulled out during the time I will be doing these small group lessons.

I am first demonstrating with rice crispy treats in order to get the students' attention. Food is something that all of the students can relate to and is meaningful. Like the kids in the book had to share, I will show the students a demonstration about equal parts and the terms whole, $\frac{1}{2}$, and $\frac{1}{4}$, so they can get a better understanding about the meaning of the terms. I did this so that visual learners can clearly see what is happening for each term. My differentiated came from each groups' scores on the pre-test.

I am using playdoh so that the tactile learners can get a hands-on experience with figuring out fractions. I am making kool-aid playdoh so that students can smell a pleasant and familiar smell and it will hopefully be one more way to help some of the students remember what they have learned and done with fractions. I'm demonstrating to the groups first so that the students can see what my expectations are. Then the students will get to try making the fractions on their own. This is one way I will assess the students. I will be able to visually see which students understand the concepts, which students are copying their friends, and which students still need more help. I will be taking down my observations on a chart. I will be doing this for each student. It is also a good time for students to ask questions and truly understand what each term means.

For my closure I will be giving each student a rice crispy treat. First the students must tell me if they would rather get a whole, $\frac{1}{2}$, or $\frac{1}{4}$ (according to their ability level). I will have them tell me why so I can see if they truly understand. I am hoping that the students say, "I want $\frac{1}{2}$ because then I get more" or "I want $\frac{1}{4}$ because I'm not hungry and just want a little bit." The rice crispy treats are not only being used as a way to reinforce behavior and to motivate the students, but also to make the lesson more authentic and meaningful for each student.

Lesson Reflection:

After asking the students about the rice crispy treats, I placed a star by their name to show if they met the objective. One student was absent, so I wasn't able to introduce fractions to him. So out of the nineteen students present, four didn't meet the objective, which I'm not happy with. All four students were in the lower two groups. Next time I will need to set more realistic expectations for my lowest two groups. I am very happy that everyone in the highest groups met the objective. After working with the students, I think three of them truly don't understand the terms, and one of the students was just too eager to leave. When I asked the student who was eager to leave how much of the rice crispy treat he wanted he just kept saying, "No, no, I don't want any, I don't want any," no matter how many times I said, "you don't have to eat any, this is just pretend." The other three students just kept switching their answers whenever I would ask them why they chose a certain term. I was able to use this moment to break the rice crispy treat apart and show them how much they would be getting of each term. They couldn't remember what the terms were called, but of course they chose the biggest. I reminded them that the word for all of the rice crispy treat is "whole."

I'm amazed at the wide range of ability levels after doing this activity. Some students get all of the terms completely and just have a hard time with the term fraction. Other students could not even understand the concept of any of the terms. I even worked with one girl who was struggling (who was in the lowest group) one-on-one since we had extra time. I drew circles with 4 pieces in them and told her there are 4 pieces of paper. I would say, "color in the whole thing, color in half, color in a fourth, color in ONE forth, color in one out of the 2, color in only one piece out of the four," and as soon as she would get one right, I would do it again and draw a new circle and she would get it wrong. I had about 5 extra minutes with her and I don't think we got anything accomplished. This will be my biggest challenge: figuring out how to pull those students who are clueless up and help them meet the SOL. I will be trying more authentic examples with these students too and different ways of teaching them (like on the Smartboard or game) to help them truly learn the terms. This is what my biggest focus will be.

There was one student who knew all of the terms by the end of the lesson right away. I thought she was really getting it but when I asked her a couple of hours later what it's called if you split a whole into 2 pieces she told me, "play-doh," and continued telling me the wrong answers. The good thing is that this girl is usually hard to connect with and capture her attention and I could tell (even when I was asking her questions a few hours later) that she was still really excited and enthusiastic about the whole thing. I think that she really did feel smart about the information and was having fun with it. I will need to try to figure out a way to make the information stick better with the students. Finding a poem, song, or video might be really helpful to use for my next lesson.

The upper groups caught on right away and almost all of those students knew the terms by the end of the lesson. They were all able to tell me that they wanted the whole rice crispy because it had the most and $\frac{1}{4}$ had the least. For these groups I will just need to work on helping them truly understand the terms and have them apply it to real life situations (like pizza) and I need to focus more on the term "fraction" since this was still unclear to some of the students.

Next time for the lower groups I might want to make sure I have more time to work with them. Some of the students in the groups got it more than the others so it was hard to push everyone up when some students didn't know what was going on. I will do larger groups for the higher groups since they already know more information and seem to have less behavior problems. Also, to spend more time working with the students I will try putting them into pairs to see if this works any better.

If I were to do this lesson again I would do the same thing except show a video or something to help the students get one more way at learning the information. I would also find ways to keep introducing the term fraction because I think the more the students hear the terms and use them, the more it will stick with them in the future. Instead of rice crispy treats I would use actual pizza (in small portions) to demonstrate and explain to the students. This way they are getting a clear example that they all recognize first and making that connection. Then I would go onto the play-doh next so the students can experiment with the terms that way.

Lesson #2:

Name:

Date: 2-15-12

Topic/Subject: Fractions:

Grade:: Kindergarten

***Differentiation:** for the different ability levels
according to the students' pre tests.*

Essential Question(s): *Obtained from SOL's*

K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

Task Analysis:

Prerequisite: The students should recognize the terms: fraction, whole, half, and fourths

Essential: The students will be learning about the meanings of the terms: whole, half, fourth, and fraction

Desired/Enrichment: This will teach the students the proper terms to use when encountering fractions in real-life situations.

Objectives of the Lesson:

Groups 1-3 TSWBAT: Draw the correct answer on the Smartboard activity, after completing the fraction game, with only one or two mistakes total.

Groups 4&5: TSWBAT Draw the correct answer on the Smartboard activity, after completing the fraction game, with only three or four mistakes total.

Assessment of the Objectives: *Describe how you will collect evidence that individual students have indeed met the lesson objective(s).*

I will keep a chart of observations that I have written down about the students while they are doing the Smartboard activity during the closure of the lesson. I will also write down a number 1-10 from my judgment of how much I feel the students know of the SOLs (with 10 being the highest).

Materials needed:

Smartboard, Game links already on the computer, Smartboard presentation already on the computer, my adapted SmartBoard activity from Sarah Robert's "Fraction Fun."

Resources used:

<http://www.ixl.com/math/kindergarten/identify-halves-thirds-fourths>

<http://www.ixl.com/math/kindergarten/equal-parts>

<http://express.smarttech.com/?url=http://exchangedownloads.smarttech.com/public/content/dd/dd22c456-53f4-4bab-a0df-e905775580f4/myfraxlesson.notebook>
(Smart Board about Fractions, by Sarah Robert)

BEFORE: 10 minutes (whole group)

Teacher- I'm going to play a Brain Pop video about fractions. The video focuses on teaching the students about what a fraction is, and the terms forth, thirds whole, and half. After the video is over I will ask the students: 1) "Do you know what the term fraction means? Can you think of any examples of things that are a fraction?" 2) "Can you tell me what the term whole means?" 3) "Can anyone tell me what it is called when I split something into two equal pieces?" 4) "What is the word that means I have split something that was whole into four equal pieces?" 5) I will then ask the students if they have any questions.

After I'm done with this, I'm going to have the students do a Smartboard activity that I've modified from Sarah Roberts SmartBoard presentation called, "Fraction Fun." I'm going to have different slides that have pictures of different shapes on each page. The pages will say: circle which one is half, circle which one is one forth, circle which one is whole, color in half, color the whole shape, color in a forth. The second half has pictures of stuff that has already been cut into pieces. The students will tell me what fraction they represent. I will write both the term, and the fraction on the board so the students can see a visual of both. *If the students are struggling I will draw a shape next to the picture and will color in however much the term represents. This way, the students can get another visual and explanation.* I will read the directions to the students and will call on students who are paying attention. I will tell the students that each of them will get a turn during big centers later on.

Students- The students will watch the video. They will ask questions after the video if they have any. The students will then participate and help their peers figure out the correct answers during the Smartboard

practice

Differentiation: I will call on students who struggle more to do the easier problems such as “circle whole,a’ or “color in whole.” I will challenge the students who are more advanced by asking them to write the fraction next to the picture. I will do an example on the first page and show $1/1$, $1/2$, and $1/4$.

DURING: 2-3 minutes (pairs)

The students are going to be called over in pairs. First I will call the students who have to leave during the centers time. The students will be paired together according to their ability level.

1) The students will be playing games on the smartboard from IXL.com

a) Students in **groups 4&5** will be playing the game called Equal Pairs. This game teaches the students about the fact that fractions are divided into equal pairs. In this game the students will decide which picture to click on that has all equal areas.

**I will give the students extra support if they are frustrated or having a difficult time with the game. Also, if the student struggled during the first time playing the game, I’m going to have them repeat the game again.*

b) Students in **groups 1-3** will be playing a game called Identify halves, thirds, fourths. I haven’t taught about thirds yet so this will be a way to challenge those students who need challenged. I will provide students with extra support if they need it. In this game students choose which picture shows either $1/2$, $1/3$, or $1/4$.

**I will give the students extra support if they are frustrated or having a difficult time with the game. Also, if the student struggled during the first time playing the game, I’m going to have them repeat the game again. If this is still too challenging for a student, I will have them play the Equal Pairs game at the end of centers time if there is enough time. This way, they can feel more confident and gain more meaning in order to build a base for their knowledge of the other terms to be built on.*

AFTER: 2-3 minutes (pairs)

The students will then go through my Smartboard activity again so that they each get a chance to interact with it.

- c) **Groups 4&5:** I will give students who are struggling hints or extra support depending on their needs. I will also have them repeat what term they just did after they completed a task.
- d) **Groups 1-3:** I will have these students write down the fraction next to the picture. If there is extra time I will have them go to a blank page of the Smartboard activity (which I will leave on the last page) and will have the students draw their own shapes when I say “Draw $1/2$, draw $1/4$, etc.” If this is too easy I can challenge them by having them draw shapes with $1/3$, or even try a fraction they haven’t heard of like $1/5$ or $2/3$.

Rationale:

I split the groups according to how they scored on the pretest. The groups will be numbered with 1 being the group that knew the most and 5, the group who knew the least. Not a single student knew what a fraction was when I asked them if they’ve ever heard of the word.

- 6) Half of this group knew all of the terms (with the exception of fraction) and the other half knew them all except color in $\frac{3}{4}$ of the circle/rectangles instead of $\frac{1}{4}$.
- 7) This group all didn't know what the term $\frac{1}{4}$ meant.
- 8) This group didn't know what the term $\frac{1}{4}$ meant, or mixed up the term $\frac{1}{2}$ on one out of the two shapes.
- 9) This group didn't know the terms $\frac{1}{2}$ and $\frac{1}{4}$.
- 10) This group didn't know any of the terms.

*The groups are also determined by who works well together and if students have to leave early. That way I can make sure I get to work with all of the students since some students get pulled out during the time I will be doing these small group lessons.

*For this lesson I paired the students up in their groups according to their ability level and with who works well together.

I'm playing the BrainPop video because the students love those videos. This way I will be helping those students who are auditory and visual learners learn the information. It is a fun way for the students to get the same information in a different form than just me explaining it to them. I'm hoping that if any of the students haven't learned from my explanations, then the video will help them learn. I am also playing this video as a review of what has been taught the day before. The video covers all of the aspects of the SOL.

I have paired the students so they each get more time to interact with the Smartboard. I also know that if they were in larger groups they would likely get bored while waiting and misbehave. I think that by having them in pairs they will be able to come and do what I want them to, absorb the information easier because there will be less distractions, and full participate in the ask. During the games I will have the students both think of the answers and help each other, but they will take turns clicking on the answers. The reason why I'm not having the students do this individually is because I want the students to have the support of their peers.

I'm having groups 4&5 do the equal parts game because I think it will help them see that just because there are two pieces of something, it doesn't mean it's halves. Fractions need to be equal parts of something and this game will help them learn that. The other game introduced the concept of thirds, which is not something the students need to learn right now. I don't want to confuse the students even more by introducing yet another new term to them. I want them just to focus on the terms required for the SOL.

I'm having groups 1-3 play the game identify halves, thirds, and fourths, because I feel that they are ready for the challenge of learning another term and concept. I also think that the other game would be too easy for them and they would get bored easily. I'm hoping this game will do a better job at capturing their attention and helping them learn more about fractions.

I'm having both group do Smartboard slides again because I think it will be beneficial for them to see what they can recall from the introduction of the lesson. Also, this way everyone gets a chance to participate and interact. By doing the Smartboard I can take observations of what each student still needs helps learning and what is easy for the student. Also, I can get a general feel for how confident and comfortable each student is. Also the Smartboard slides will be covering the information the students have to know for the SOL so I want to make sure they fully understand the terms and concepts.

Lesson Reflection:

I taught the first lesson and then I was sick, there was a snow day, and after 8 days since the first lesson I

wasn't sure if I would need to re-teach the terms. Before the movie I asked the students about the terms and I was completely amazed. A lot of them remembered what a fraction was, and they could come up with examples. A lot of the students even remembered the other terms.

The students loved the BrainPop movie and thought it was funny. Every single student paid attention and was engaged. I will definitely want to use this movie again when teaching about fractions because it does such a great job. After the movie, I asked the same questions and called on the students who I knew struggled during the first time. Even they picked up on the terms and could answer questions about the terms whole and half. I was so amazed and happy! I decided to just go on with this lesson, and no re-teach fractions, because the majority of the class remembered everything.

Overall I feel like this lesson went better than planned. It was engaging and the kids absolutely loved it! The biggest problem with the lesson was that the computer was so slow. The game took forever and made the SmartBoard activity run slower. I ended up only having the lower groups go through their game, and I completely got rid of the game for the higher group after one group played it. It was too easy for those students anyway.

All of the students know the term "whole" and colored in the whole circle correctly. For my students in the lower groups I had them work in pairs. This way I could spend more time with them and helping them learn what they didn't know. With these students I asked them questions as a review and told them about the terms before we started the presentation. Then, I let them color in the appropriate amount on the board. The students both had to participate and they took turns coloring it in. If a student got the answer wrong it always happened that the other student could help them fix it. One student even told me, "This is fun!" I think that the kids felt smart when they got it right and I gave them high fives to encourage them.

The students in the higher groups raced through the slides during the first time. So then, I went back and showed them how to write a fraction. We went through the slides and they each got a turn trying to write the fraction. Most of the students in these groups were able to pick it up and could write the fraction. I did this even though it isn't an SOL, in order to challenge them and to make better sense of fractions. I also thought they would have fun learning something new, which they seemed to like. In these groups I had around 3-4 students at a time. This worked out well since they were all about the same ability level. I was surprised that the students remembered all of the terms. Some students still struggled with the term "fourth" but after the first time, they got it right every time.

Every single student met my objectives. Actually, most of the students met the objective and didn't have any mistakes. Even the ones who did only had one or two mistakes total. There was only one person who had four mistakes. Ten of the students have already met the unit objectives, I am completely amazed!

Lesson #3:

Name:

Date: 2-16-12

Topic/Subject: Fractions: Pizza

Grade:: Kindergarten

***Differentiation:** for the different ability levels
according to the students' pre tests.*

Essential Question(s): *Obtained from SOL's*

K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

Task Analysis:

Prerequisite: The students should have a general idea about the meaning of the terms fraction, whole, half, and fourth.

Essential: The students will be learning about the terms: whole, half, fourth, and fraction

Desired/Enrichment: The student should be able to tell me examples of fractions.

Objectives of the Lesson:

Higher groups: TSWBAT match a card with a picture of a fraction, with another card that has the fraction name, with only one mistake.

Lower groups: TSWBAT accurately say the term that each picture represents on the card, when shown one card at a time.

Students in the lower groups will be given extra support to help them accurately match the cards. Students in all groups will be verbally given the term in case they can't read it or don't recognize the fraction.

Assessment of the Objectives: *Describe how you will collect evidence that individual students have indeed met the lesson objective(s).*

I will have an observation chart to keep track of each student's progress during the conclusion part of the lesson. If something strikes me as impressive or as a concern during the other parts of the lesson I will jot down notes, otherwise during those times my focus will be for instructing instead of just observing.

Materials needed:

Concentration cards (laminated), large red circles cut into 1/4s (for the pizza), fake cheese (small pieces of yellow paper), fake pepperoni (small yellow circles), fake meat (small brown circles), fake veggies (green circles), all placed into containers. Game cards that for each different topping say whole 1/1, half 1/2, and fourth 1/4, the book *Fractions: Making Fair Shares*

Resources used:

Jennifer. (2011). *Building pizzas and practicing fractions*. Retrieved from <http://www.superteacherideas.com/fraction7-pizza.html>

Koomen, M. (2001). *Fractions: making fair shares*. Mankato: Bridgestone Books.

BEFORE: Whole Group: 10 Minutes

Teacher- I'm going to read the book *Fractions*, by Michele Koomen. This book teaches about the terms fair share, fraction, halves, fourths, thirds, and sixths.

Throughout the book I'm going to ask these questions, or make these comments:

Cover: "Do you guys remember what the word fraction means... who can tell me? Is pizza a fraction, and why?"

Page 7: "What is it called if you break a whole object into 2 equal pieces?"

Page 8: "If you have a half of something it is written with a 2 on the bottom because there are 2 pieces, and a one on the top because each person got one out of the 2 pieces. So if you see 1/2 that also means one half."

Page 9: "What is it called if we break it into 4 pieces and each person gets a piece?"

After the book I will ask these questions:

"What is it called if I have pieces of a whole, like a pizza? What is it called if I break the pizza evenly into two pieces? What is it called if I break the pizza evenly into 4 pieces to share with 4 friends?"

Students- The students are expected to think about the questions and then participate when answering the questions. The students are also expected to pay attention to the book and ask any questions that they may have. Also, I will make sure that I leave room for students to make comments in order to make the terms

more meaningful for them.

Differentiation: I will leave time before choosing on students to answer questions so that each student gets a chance to think about it, even though I know that some of the students may know the answer right away. I will be pointing out the fraction numbers and through in terms such as numerator and denominator so that the students who are more advanced can further their knowledge. I will point out the pictures and give the students examples (such as sharing a pizza, or cookie) so that the students who are still struggling can get a clearer picture about the meaning of the terms.

DURING: Small Groups

Teacher: I'm going to introduce the game called Fraction Pizza. I'm going to first demonstrate the game to the students to see if they have any questions. I will already have the cards whole, half, and fourth pulled out so that I can demonstrate each term. Each student will get a big cut-out of a circle on red construction paper. This is the base of the pizza and will have lines diving the pizza into fourths, so that there are 4 pieces. The students will then each take turns drawing a card from the stack. The card will say either: whole $\frac{1}{1}$, half $\frac{1}{2}$, or fourth $\frac{1}{4}$. The cards will also have both pictures and labels of the different toppings (one on each card), this way the students know what topping to use on their pizza. I will help the students read their card so they know which term it is referring to. The students will then pick out one topping to place on their pizza and will cover their pizza according to the amount that is on the card. The students will continue making their pizza until the whole pizza is covered with every topping. If a student gets finished early, they will be able to put extra toppings on their pizza until the rest of their peers are finished.

Students: The students will watch me demonstrate. They will help me decide where to place my toppings according to the card. The students will also be expected to answer my questions. I will have them repeat the term name when I show them. So if the card says half, I will tell them to say, "half." After I've put my toppings on half of the pizza I will say, so how much of the pizza is covered in the topping I just used. The students will then take turns drawing one card from the stack. They will look to see what kind of topping to put on their pizza, and also will look to see how much of the pizza needs to be covered. I will be providing support if needed to all of the groups.

Differentiation: I will observe each group and will watch their progress. I will jot down note about who is struggling and what they are struggling with. I will give numbers according to how well I feel that each student knew the information. If this task is too simple for any of the groups, I will have them try to read/look at the cards to identify on their own according to the word and fraction how much of a topping to put on the pizza. This way the students can begin reading the fractions, even if it isn't an SOL. If this is still really easy for a group I will have them move onto the conclusion part of the lesson so that the groups who are struggling will get more time. For the lower groups I will have them first do the activity with only the picture cards. This way, while the students are putting on their topping we can all talk about the term to use. Then, I will also put in the word cards so the students can think about how much to put on the pizza and don't have the answer right in front of them.

AFTER: Same small groups

Teacher:

Groups 1-3: Will be playing concentration. I will ask them if they've ever played concentration/memory. Even if they have, I will still demonstrate. I have cut-outs of cards with circle fractions that represent whole, half and fourth. There will also be cards that say "whole $\frac{1}{1}$, half $\frac{1}{2}$, and fourth $\frac{1}{4}$." The students will use

these cards to play their game. I will first demonstrate to the students how to play the game. I will flip over my first card and then flip over the second card. I will explain to the students that they are only to flip over 2 cards. They need to see if the cards match, if they do then they get to keep the pair. The students will be playing this game together unless I feel that it is best for each student to work individually. I will tell them that they will be playing until all of the cards are missing. If this is too hard for the students I will place all of the words cards in one group, and all of the picture cards in another. This way the students will know that they will be picking up the right categories of cards and it will be easier to remember where the cards are located and to see if they've made a match. I will explain to them that these are all fractions.

Groups 4-5: The students in this group will each get a couple of picture cards to hold in their hand layout in front of them. They will then take turns to match their card with the word cards. I will be telling them what is on the word cards frequently to help them remember. If the students are struggling with this, we I will hold up the card and we will do it as a group. Also, if I feel like the students struggled with the first part, and still need more help with the conclusion, when I'm demonstrating I will pair up all of the cards beforehand. I will then have the students listen to me explain what each card represent. I will have them repeat after me to help them learn better. I will also explain that these are all fractions because they are pieces of a whole.

Rationale:

I'm reading the book about fractions because it does a great job at explaining the terms the students need to know. It also covers the terms $\frac{1}{3}$ and $\frac{1}{6}$ which is helpful to the higher groups who already know the terms and can learn these new terms. The book has great pictures and should be meaningful for the students. I will be asking different levels of questions so that all of the groups can participate in the discussion. I will also be focusing on examples and pictures to make the lesson more meaningful for everyone. The students really enjoy listening to books so this is a fun way to get the students thinking about fractions.

I'm doing the pizza activity because this week the theme is pizza. The students have gone on a field trip already to a pizza shop to learn about pizzas too. This activity is hands on so that the students can be engaged and everyone can participate. Pizzas are also something that each student can relate to. I'm going to demonstrate the activity first to help the students get a better idea of my expectations for them. I'm giving less support to the upper groups because I know that they know the terms already. For the lower group I'm giving lots of extra support, including using picture cards first, to help them get a visual about the terms. Once they have been playing for awhile I will add in the word cards to help challenge them more.

For the conclusion of the lesson I'm having the students play a memory game. The upper groups will be playing concentration and will need to match the cards. I will be stressing that because all of these pictures and cards show pieces of a whole, they are fractions. The term fraction is what the upper groups have been struggling with the most which is why I will be talking about the term a lot in the beginning, middle and end of the lesson. The lowest group won't be playing concentration because the terms are already hard enough for them. I've changed the game so that they can see the cards and make the match that way. This way I can also see what cards they need and give them any extra support that they require.

Lesson Reflection:

The before part of the lesson went just as planned. The students did a great job answering the questions and making comments. I wouldn't change a thing about the first part of the lesson. The book was great and the students all paid attention. I did have to have one boy sit in a chair while I read the book, but that is because

he does a better job focusing when he isn't sitting with his peers. He didn't have any problems at all when he was on the chair.

After yesterday's lesson I saw that about 75% of the class totally gets it, and about 25% of the class is completely lost. I realized that the concentration/memory game would be way too difficult for some of the students, and the pizza game would be too easy for the other students. For the students in the lower groups I called them out in pairs so that I could really work with them. There are six students who are in this group. Each pair worked with me for about 10 minutes. I decided not to use the cards and just tell them how much of a topping to put on a pizza. During the first pair I had them do different toppings and it was a disaster. It was so hard to separate the toppings and then clean it up. So after this, I had the groups just do one topping at a time and once they used the topping they'd put it back into the container. For all of these groups I had my own pizza in front of me so after they were finished I could show them the correct answer. I did this for the terms "half" and "fourth" and then after awhile I let the students figure it out on their own. One of the students still really struggled so I had to spend a lot of time modeling and having her mimic me. Before and after the pizza I asked the students about the word fraction. Some of these students (from the lower group) could sort of explain it, and some of them still acted like it was a foreign term to them. After I did the pizza game I pulled out the picture cards from the concentration game and the students took turns saying if the pictures represented "half," "whole," or "fourth." I was amazed because all of the students could do this after I showed them and explained what each picture showed. By the end of the lesson I do feel like all but one of them made progress and at least recognized the terms. The flash cards made me hopeful that they are catching on better to the terms.

For the other 14 students I had them come out in groups of 3 (and one group of 2). By the end of the lesson twelve of the students could explain the terms and thought the memory game was super easy. Two of the students had a difficult time remembering what $\frac{1}{4}$ looked like but they remembered everything else. For some of the groups I would only spend about three minutes with them because I could tell they clearly knew everything and even knew about writing fractions. I didn't want to waste their time and waste the time I could be spending with other students who were still struggling so after they completed the game and answered my questions about the terms I let them go back to playing.

By the end of the lesson 12 students met both my unit and lesson objectives, 2 students met my lesson objects and are really close to meeting the unit objectives, 4 students met my lesson objective, and 2 students still need extra support because they didn't meet my goals.

If I were to do this lesson again I would have flash cards of different foods and real life examples to help the students who are struggling. I would also provide some real life examples for the students to interact with in order to get a better sense of the terms. For example, I would bring in a cookie or play-doh and have the students split it evenly. I had the students repeat a lot but I wish I would have had them repeat the terms when they were looking at the pictures of the examples so that they could remember the terms better. For the higher leveled group, I would have probably made a concentration game that was larger so they could play against each other. They enjoyed the game because it was challenging to remember where the pictures were, but I think it would have also been fun to play a larger version with their peers.

Lesson #4:

Name:

Date: 2-17-12

Topic/Subject: Fractions:

Grade:: Kindergarten

***Differentiation:** for the different ability levels
according to the students' pre tests.*

Essential Question(s): *Obtained from SOL's*

K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

Task Analysis:

Prerequisite: The students should have a general idea about the meaning of the terms fraction, whole, half, and fourth.

Essential: The students will be learning about the terms: whole, half, fourth, and fraction

Desired/Enrichment: This will teach the students the proper terms to use when encountering fractions in

real-life situations.

Objectives of the Lesson:

Upper Groups: TSWBAT: Point to the shape according to which term I have told them to point to (whole, fourth, half). They will also verbally explain to me the meaning of a fraction. Each student should do this with 100% accuracy.

Lower Groups: TSWBAT: Verbally say the name of the term (whole, fourth, half) once I have modeled it do them using the play-doh. They should do this with 100% accuracy.

Assessment of the Objectives: *Describe how you will collect evidence that individual students have indeed met the lesson objective(s).*

Materials needed: rubric, 4 play-doh, laminated play-doh worksheets, *Eating Fractions* by Bruce McMillan

Resources used:

Eating Fractions by Bruce McMillan

BEFORE:

Teacher- I will read the book, *Eating Fractions* by Bruce McMillan to the whole group. This book is mostly pictures and has great visuals. Before I read the book I will ask them if they can remember what the word fraction means. Before I read what the page says I will tell them to think about the answer in their head and raise their hand if they know it. Then I will call on them if they know the answers. This book is simple and just has large pictures with the terms underneath and a little clipart picture to demonstrate the terms. After I'm done reading I will explain that those pictures all showed fractions. I will ask again to see if the students remember what that term means since the students have been having a difficult time with it.

Differentiation:

For the advanced students I will ask what number would be on the top and what number will be on the bottom. For the students who are still struggling I will have a sheet next to me to color in so they can see another visual of the terms. I will have the sheet I'm coloring in under the document camera so that everyone can see it.

Students- The students will be listening to the book. They will mostly be participating in guessing the term that that picture represents. They will be expected to raise their hands if they know the answer and I will call on them.

Differentiation:

I will call on students who have a more difficult time for the easier terms to help them build confidence. I will also provide some time in between calling on a student so that the students get a chance to think about the answer first. The students will also be thinking about the meaning of the term "fraction" and will be answering any questions I ask about the term.

DURING:

Teacher: First I will demonstrate to the students. I will be calling them over according to their ability level. I'm going to mix up the groups so I can spend more time helping those who need help, and those who already know the information can do it on their own. I have made worksheets with different shapes in different colors.

By each shape it says a different term. This activity will be independent and each student will fill in the shape according to what the term/fraction says. The students will leave the play-doh on until I get a picture of their whole sheet. This way I can go back and remember their results.

Students: The students will need to write their name with a dry-erase maker on the top of the page, so when I take a picture I can know which student's work I'm looking at. The students will be looking at the laminated worksheet that has different shapes. First the students will watch me do a demonstration. They can use the book for help if it will help them remember. They will then read the word or fraction (or be told the term from me) and will take their play doh to fill in the shape. The students are expected to do this independently, however, if I feel like they need extra support I will provide it to them but giving them examples and helping them remember the term. Once the student is done they need to let me know so I can take a picture of their work.

Differentiation: I will vary the groups so that I can spend more time with those who need extra help. For those in the higher groups I will expect them to be able to recognize the fractions and fill the shapes in. I also expect them to be able to work independently. For the students in the lower group I will give them more support. I will read the terms to them. I will help them on the first picture if they need the extra help.

AFTER:

Teacher: After the students are finished I will tell them to point to specific shapes. I will tell them things such as "Point to the shape that is covered in half by the play-doh." This way I can see if they recognize the term, how quickly they recognize it, and if they can find it on their sheet. I will be jotting down their responses on an observation chart.

Students: The students will need to point to the places on their sheet where I have told them to. This is a way for me to see if the students who I have provided extra support to can recall the meaning of the different terms and can find where they've made the term. Before the worksheet I will ask the students what it means when there are pieces of a whole to see if they remember the term fraction. After they are done with the worksheet I will ask them if they remember what fraction means.

Differentiation: For the students who are more advanced I will have them tell me what the term means after they've pointed it out. For example, if I've asked them to find a shape with half, they would say something like it means there are 2 pieces, or I get one out of 2 pieces, etc. For the students who are struggling I will show them examples of each one in the book. If they are still having a hard time they can look at the book to help them point to the correct answer. If they are still struggling I will model the fractions with them using the play-doh. I will say things such as, "Pretend there are 4 of us and we each get 4 pieces, how much have we each received?"

Rationale:

This book is simple so it helps those who are still struggling learn the terms, and those students who already know all of the terms get a good review and is like a game for them since they are stating what the term is before I read it. I'm stressing the term fraction before, during, and after I read so that my students can hear it over and over again, and it will hopefully help them to remember it better. I'm reading the book in whole group because it will help save time and will provide more time with one-on-one attention for those students who really need it. Also, it is a good way for the students to work together to figure out the terms and share their examples of fractions.

This worksheet is hands on and lets the kids work independently. The kids love play-doh so I'm hoping they will enjoy this activity. Also it will be more engaging for them since they get to work with the play-doh and will be meaningful since they all play with play-doh in real life and have to sometimes share with their friends and split it into equal pieces. I feel like using play-doh is a great lesson for the students because it is showing them how to be fair when they share. It is also teaching them the correct terms to use. I have different shapes and different colors to make the worksheet more visually appealing and fun for the students. I'm providing extra support with reading because the students may not recognize the term or may have forgotten how the fractions work. I'm providing support with reading for everyone in the lowest groups because those students are also in the lowest reading groups and are still focusing on basic alphabet sounds and sounds in words. I'm taking a picture of the worksheet so that I can remember how each student preformed. This way I will know what the student still needs to work on.

I'm asking the students to point to the terms so that they can verbally hear the term and then make the connection. By doing this I will be able to see which students know the terms and can see how quickly they can each identify the terms. Because this part is one-on-one I can get a better idea about what the students know and can make more accurate observations. Also, this is another way for the students to hear the terms, become familiarized with them, and truly understand their meaning and remember them. By asking the students before and after what a fraction is, it will help them remember the term and I can see if they actually know the term. If they get it right both times I ask, in the two different ways, I will know they really get it. If they get one but not the other I will know they still need some work. If they don't get it either time I will know to really gear my next lesson towards learning about the term.

Lesson Reflection:

Because I ended up not having as much time as I thought I would, I wasn't able to read the book. I will read the book on Friday now. Instead, I quizzed the students about the terms to see if they could remember. It always amazes me how much they can remember! Some students even remembered that the number of pieces goes on the bottom. This ended up working out really well and I feel like the students really benefited from this discussion. They were also able to come up with examples of fractions such as if I wanted to share the play-doh, pizza, if I wanted to share candy, etc.

All but three of the students met the lesson objectives. The three students who didn't meet the objectives couldn't explain to me the meaning of the word fraction (or got it wrong), and they mixed up some of the terms. All of the other students were able to meet the objectives. Fourteen students have met my unit objective already, three students are super close but just didn't know exactly what a fraction is, and three students are still struggling with the meaning of the terms.

Overall I feel like the lesson didn't push those who have already met my unit objective. At least half of the class flew through the worksheet like it was the easiest thing they've ever done. I wish I would've brought the white boards with me so I could challenge the students more when writing the fractions. If I had done this it would've been fun to teach them about the terms numerator and denominator and show them fractions such as $\frac{3}{4}$. This is something I definitely would do differently next time.

Because a lot of the students flew through the activity, one benefit was it left me a lot of time to work individually with students who were still struggling. There was one student I was working with all week who could not grasp the concept of fractions. After I helped her through the activity, I decided to model the fractions using the play-doh. By the end of this, she was able to tell me the meanings of all of the terms.

Even when we switched the roles and she modeled it (because she loves pretending to be the teacher) she could still explain all of the terms. This made me so happy and I could tell that she was really excited!

Some of the other students who were struggling seemed frustrated. One girl told me she just can and never will remember the hard words or what they mean. I spent a lot of time working with her but it was hard to get her motivated. We even pretended the play-doh was a different food. She really enjoyed the SmartBoard lesson on Tuesday so because I had a lot of extra time, I should've taken her to the SmartBoard for extra practice. Also, this way she would be doing something than just play-doh for 5-10 minutes. I think this is partially the reason she got bored. These students also really liked the game on Wednesday so I could've brought them all out to do the game. It wasn't that they didn't like the play-doh, they loved playing with it. They just got bored of it after awhile, even if we took turns holding it and forming the fractions.

Next time if I did this lesson again I would definitely provide more activities to do besides just the play-doh worksheet. The students who were in the advanced groups flew through it and the students in the lower groups got bored of the play-doh because they were working with it for such a long time. Other than that, I feel like the lesson went well, it just wasn't as much fun for them as the other three lesson that I have previously done on fractions. Either that or they are just getting bored of fractions. This is why I needed to challenge them and incorporate different activities.

Rubric- Play-doh (2/23) Day #4

*The student will be asked to model each term. For example, I will tell them, "show me half."

The student will then be expected to show me a half using their play-doh.

	Yes	No
Can Model "Whole"		
Can Model "Half"		
Can Model "Fourth"		

Lesson #5:

Name:

Date: 2-24-12

Topic/Subject: Fractions: Review Game

Grade:: Kindergarten

Differentiation: for the different ability levels according to the students' pre tests.

Essential Question(s): *Obtained from SOL's*

K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

Task Analysis:

Prerequisite: The students should recognize the terms: fraction, whole, half, and fourths

Essential: The students will be reviewing these terms in order to

Desired/Enrichment: This will teach the students the proper terms to use when encountering fractions in real-life situations.

Objectives of the Lesson:
(same as unit goals)

Unit Goals:

TSWBAT accurately color in the correct amount of each shape, after verbally being told how much to color in by the teacher (either a fourth, half, or the whole thing).

After completing the unit, TSWBAT verbally tell me that a fraction is when there are pieces of a whole.

Assessment of the Objectives: *Describe how you will collect evidence that individual students have indeed met the lesson objective(s).*

I will be assessing the students during the review game to remind them of terms that they may not know. I will then be formally assessing the students with a post-test to see their progress. This way, I will also be able to see if the students have met both the lesson and unit goals.

Materials needed:

My adapted version of Sarah Robert's Fraction Smartboard slides, 22 copies of the post-test

Resources used:

<http://express.smarttech.com/?url=http://exchangedownloads.smarttech.com/public/content/dd/dd22c456-53f4-4bab-a0df-e905775580f4/myfraxlesson.notebook>
(Smart Board about Fractions, by Sarah Robert)

BEFORE: 5 minutes

I will read the book, *Eating Fractions* by Bruce McMillan to the whole group. This book is mostly pictures and has great visuals. Before I read the book I will ask them if they can remember what the word fraction means. Before I read what the page says I will tell them to think about the answer in their head and raise their hand if they know it. Then I will call on them if they know the answers. This book is simple and just has large pictures with the terms underneath and a little clipart picture to demonstrate the terms. After I'm done reading I will explain that those pictures all showed fractions. I will ask again to see if the students remember what that term means since the students have been having a difficult time with it.

Differentiation:

For the advanced students I will ask what number would be on the top and what number will be on the bottom. For the students who are still struggling I will have a sheet next to me to color in so they can see another visual of the terms. I will have the sheet I'm coloring in under the document camera so that everyone can see it.

Students- The students will be listening to the book. They will mostly be participating in guessing the term that that picture represents. They will be expected to raise their hands if they know the answer and I will call on them.

Differentiation:

I will call on students who have a more difficult time for the easier terms to help them build confidence. I will also provide some time in between calling on a student so that the students get a chance to think about the answer first. The students will also be thinking about the meaning of the term “fraction” and will be answering any questions I ask about the term.

DURING: 10 Minutes

Teacher: I will be explaining to the students that we are going to play a SmartBoard review game. The teams will be girls against boys. I will tell them that I will call on students who are sitting quietly and who are doing a good job helping their friends answer the questions. I will explain that I will be calling on one person at a time to answer the questions on the board, but the whole team needs to help them answer. This way everyone is participating. I made 20 slides so that each person gets a turn. I will then do an example to show the students how to just scribble in the pictures quickly. I will ask the students how they should color when they come up to the board, just to reinforce the point. For the pages that say “What is a fraction?” I will just have the students answer the questions verbally and not do anything with the board.

The SmartBoard activity includes 2 copies of these slides (so that each team gets to answer it):

- 1) What is a fraction? 2) Fill in the whole circle 3) Fill in half 4) Fill in a fourth 5) Do pieces have to be equal in a fraction?

Students: The students will be quietly listening to my instructions and my demonstrations. They will answer questions and will help their peers answer questions. The students will be in teams and will work together to answer all of the questions accurately.

Differentiation: I will decide who to call on for what question according to ability level. For the more difficult questions I will have the students who were in the higher groups, for the easier questions, I will call on the students who struggled. This way it helps build confidence. Also, I know where each student is still struggling (if they still are) so I can make sure I point out those slides to the students and have them repeat the term.

AFTER: about 2 minutes per student

After the game I will ask the students about each term. Then I will take one student at a time to complete the post test. I will be taking the students who have to leave early first. On the post test it asks the students “What is a fraction?” I will be asking them this term and writing down their answers. Then I will have different crayons they can choose from to make coloring in the fractions more fun. They will be able to choose one color. The students will then color in three circles and three rectangles depending on if it says to color in “whole, fourth, of half.” I will be reading the terms to the students in case they don’t recognize them. If a student doesn’t know a term I will encourage them to guess.

Reflection:

At the last minute I decided I wanted to spend more time on the review game, and didn't read the book. I thought it would be more beneficial than the book because the book is mostly pictures and would be just like the review game anyway.

This lesson determined if the students met my unit goals. One student was absent, so I will have to do the post-test with her on Monday. I'm not too concerned because she knew everything except for the term "fraction" on her pre-test. Out of the 19 students who have done the post-test so far, all but one knew what the word "fraction" meant. The one student who didn't know, said a fraction was, "a fourth, and half." So he sort of knew what a fraction meant, and knew what terms went along with the word fraction, but couldn't exactly tell me what a fraction means. Every single student knew the term "whole," three students didn't know the term half, and four students didn't know the term fourth. So, 15 students met the second objective (so far) because the students needed to know all three terms.

I thought the lesson went alright, but it was definitely the hardest out of the 5 days of teaching fractions. I taught the lesson right after lunch, and being a Friday, the students were extra wound up. I had the students sit wherever they wanted since their name-tags on the floors were gone. The teams worked well and this motivated the students; however, some students started saying the wrong answers when it wasn't their turn. To better monitor this, I wish I would've placed the girls on one side of the room and the boys on the other side. This way I could've really paid attention to who was talking out of turn. I think it would've made it easier to manage the class too because I could've threaten to taken away points or to give extra points for reinforcement of positive behavior. This is something I would definitely do differently next time.

The students love using the SmartBoard so I'm glad I did the activity using it. If I did this lesson again I would take out the slides about thirds because we didn't really cover it. I put it in there to challenge the students, but because it was a review game I wish I wouldn't have done that. It threw some of the students off and was difficult for them since some of them have never heard of the word. This lesson was intended to review the terms so the students could remember them long-term, not to throw them off with new information.

For the most part I felt like everyone was engaged in the lesson with the exception of two students who were having a rough day with behavior. Instead of letting these students crawl around I should've been more firm with them and had them go sit in chairs. They weren't bothering their peers which is why I let them go when I was in the moment. I think they would've learned more if I had placed them in chairs behind their peers.

I am glad that I decided to have them keep track of points in their head. Sometimes when we do games the students get so competitive that people start to be mean to each other and get upset if they don't win. This way the students could still feel satisfaction without getting stressed out. I'm also really glad that I decided to have the whole team help out when a student was answering. I wasn't sure how well this would work since some of the students are extremely independent and dislike help, but it ended up working out well. I did this because during the last game we played one girl got upset when the teacher called on another girl because she said, "but she isn't smart, she will make us loose!" I wanted to avoid negative comments and I really wanted to stress teamwork so that everyone would be involved and could participate in the game. I think this part ended up working out great because the students really did a good job shouting out the answers to their peers.

Documentation of Student Learning

During my unit I did a lot of informal observation in order to track each individual student's progress. Each day (with the exception of the final day), I kept track of the results I was seeing on a one-paged grid that had each student's name and a box for me to write down my observations. After each lesson I gave the students a score from 0-10 according to if they had met the unit objectives yet. A zero meant that the student didn't know anything and a ten meant that they met the unit objectives. If a student met the objective, and even understood concepts beyond my goals I jotted notes about it in the squares so that I could keep pushing that specific student. I also assessed the students by taking pictures of their work so that I could go back and see what I needed to help each student with. I took a picture of the student and then their work so when I went back and looked at the pictures I could remember which picture went with each student.

I found out from the post-test that out of my twenty students nineteen knew what the word "fraction" meant and met my first objective. The one student, who didn't know, said a fraction was, "a fourth, and half." So he sort of knew what a fraction meant, and knew what terms went along with the word fraction, but couldn't exactly tell me what a fraction means. Every single student knew the term "whole," three students didn't know the term half, and four students didn't know the term fourth. So, sixteen students met the second objective because the students needed to know all three terms.

I ended up doing the post-test again with the one student who rushed through the post-test the first time and who just did what she could to get done. I didn't think the post-test showed what she actually knew, especially because the day before she knew the terms really well. After I went through the post-test again with her (on Monday) she was able to still tell me about the word fraction and she got whole and half correct. For the term "fourth" she colored in $\frac{3}{4}$ and left

one blank. This was much better than the other post-test that she did because on that test she just scribbled the whole thing for each shape. This time she actually took her time and thought about it. I told her she was doing this sheet again because last time she just rushed through it and if she didn't want to do this test again then she would need to take her time this time. That ended up working out well!

My results from the pre-test showed me that out of 20 students:

- None of the students had heard of, or knew the meaning of the word fraction
- Four students didn't know the term "whole"
- Twelve students didn't know the term "half"
- Eighteen students didn't know the term "fourth"

My results from the post-test showed me that out of 20 students:

- Nineteen of the students knew the meaning of the word fraction
- Twenty students knew the term "whole"
- Eighteen students knew the term "half"
- Sixteen students knew the term "fourth"

So by the time I finished I found out that 19 students met the first objective and could verbally explain to me the meaning of a fraction. Still, sixteen met the second objective because the girl I retested still got the term "fourth" confused. The students who didn't meet the objective were really close to meeting it. Only two people didn't know the term "half" and four students didn't know the term "fourth." When I did the pre-test all 20 students hadn't heard of the term

fraction, so this is remarkable that they were almost all able to tell me the meaning of a fraction, or when asked about the meaning, they could tell me it was called a fraction. Also those students who didn't know the term "fourth" on the post-test didn't know any of the terms on the pre-test. So despite not making my second objective, these students still made outstanding progress because they knew the terms fraction, whole, and half, which are all terms they didn't know before. The students who didn't know the full meaning of the word fraction knew all of the other terms and met the second objective.

Pre-test Results:

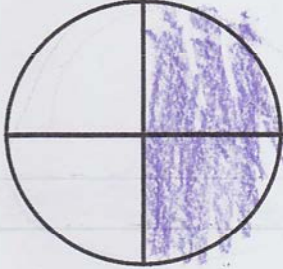
February 9, 2012

Name: _____

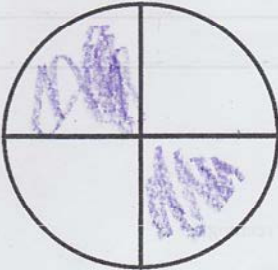
To be asked by the Teacher:

1) Do you know what the word fraction means (and explain)?
No

1. Fill in half of the circle.



2. Fill in a fourth of the circle.



Back #1 (middle)

February 9, 2012

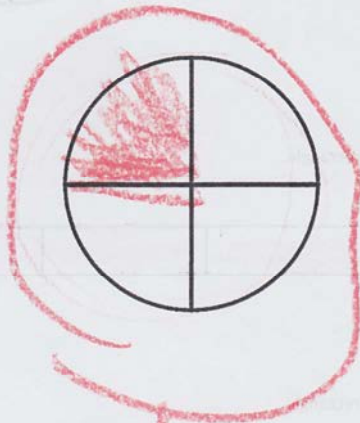
Name: [redacted]

To be asked by the Teacher:

1) Do you know what the word fraction means (and explain)?

NO

1. Fill in half of the circle.



2. Fill in a fourth of the circle.

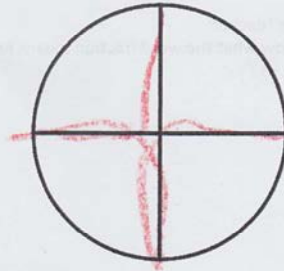


n

Front #2 (low)

February 9, 2012

3. Fill in the whole circle.



4. Fill in the whole rectangle.



5. Fill in half of the rectangle.



6. Fill in a fourth of the rectangle.



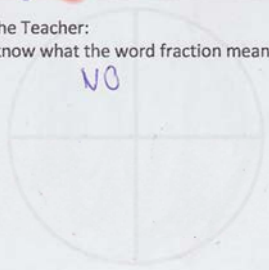
Back #2

February 9, 2012

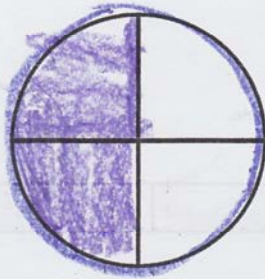
Name: _____

To be asked by the Teacher:

- 1) Do you know what the word fraction means (and explain)?



1. Fill in half of the circle.



2. Fill in a fourth of the circle.



Front (high)

3. Fill in the whole circle.



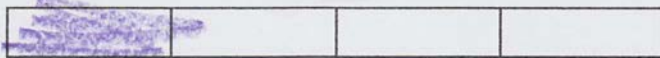
4. Fill in the whole rectangle.



5. Fill in half of the rectangle.



6. Fill in a fourth of the rectangle.



Post-test results
Front #1 (middle)

February 24, 2012

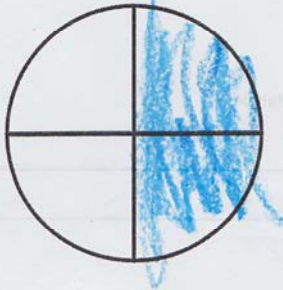
Name: _____

To be asked by the Teacher:

- 1) Do you know what the word fraction means (and explain)?

$\frac{1}{2}$, $\frac{1}{4}$,

1. Fill in half of the circle.



2. Fill in a fourth of the circle.



Back #1 (middle)

February 24, 2012

3. Fill in the whole circle.



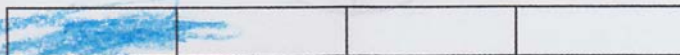
4. Fill in the whole rectangle.



5. Fill in half of the rectangle.



6. Fill in a fourth of the rectangle.



February 24, 2012

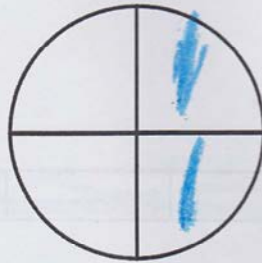
Name: _____

To be asked by the Teacher:

- 1) Do you know what the word fraction means (and explain)?

Pieces of a
whole

1. Fill in half of the circle.



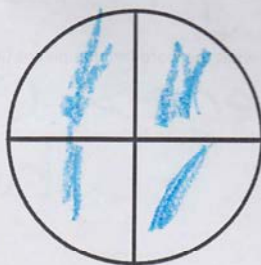
2. Fill in a fourth of the circle.



Front #2 (low)

February 24, 2012

3. Fill in the whole circle.



4. Fill in the whole rectangle.



5. Fill in half of the rectangle.



6. Fill in a fourth of the rectangle.



Back #2

February 24, 2012

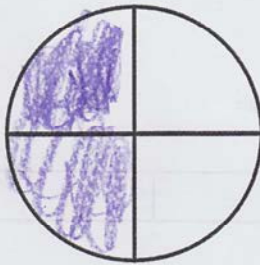
Name: _____

To be asked by the Teacher:

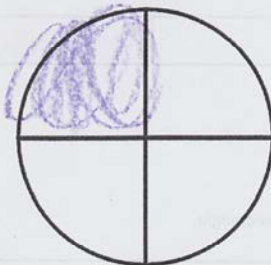
- 1) Do you know what the word fraction means (and explain)?

Pieces of whole
that have to
be equal

1. Fill in half of the circle.



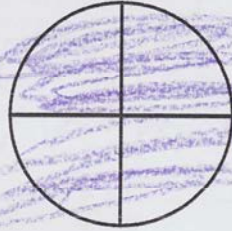
2. Fill in a fourth of the circle.



Front #3 (high)

February 24, 2012

3. Fill in the whole circle.



4. Fill in the whole rectangle.



5. Fill in half of the rectangle.



6. Fill in a fourth of the rectangle.



Back #3

3. Fill in the whole circle.



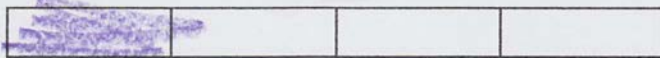
4. Fill in the whole rectangle.



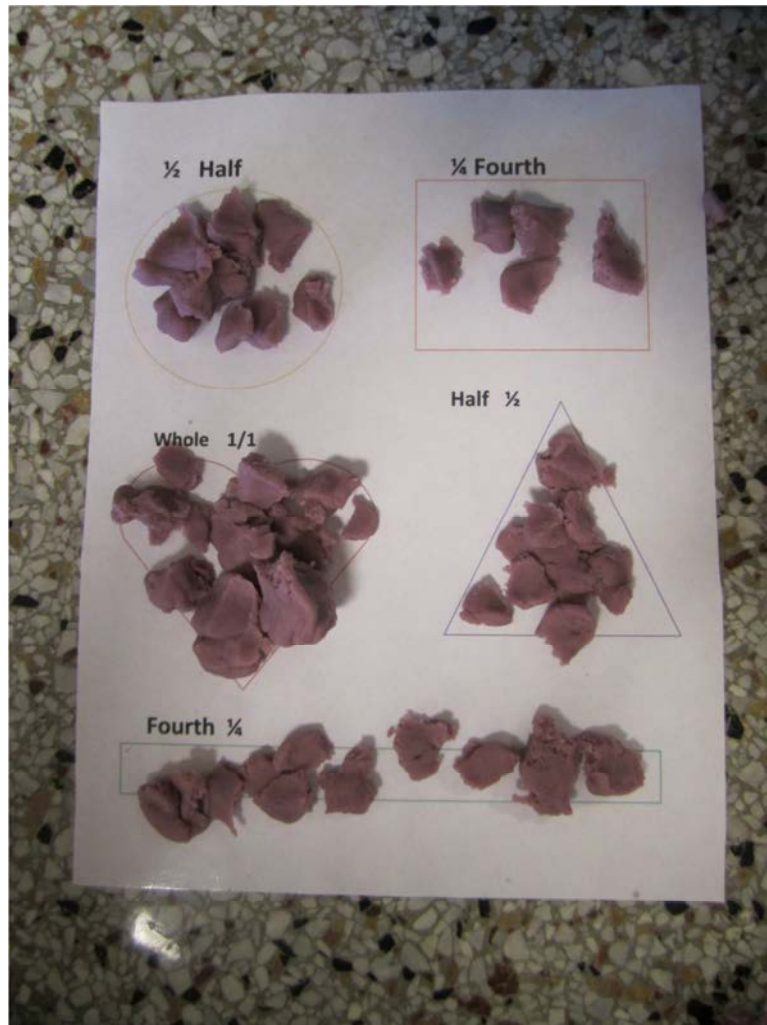
5. Fill in half of the rectangle.



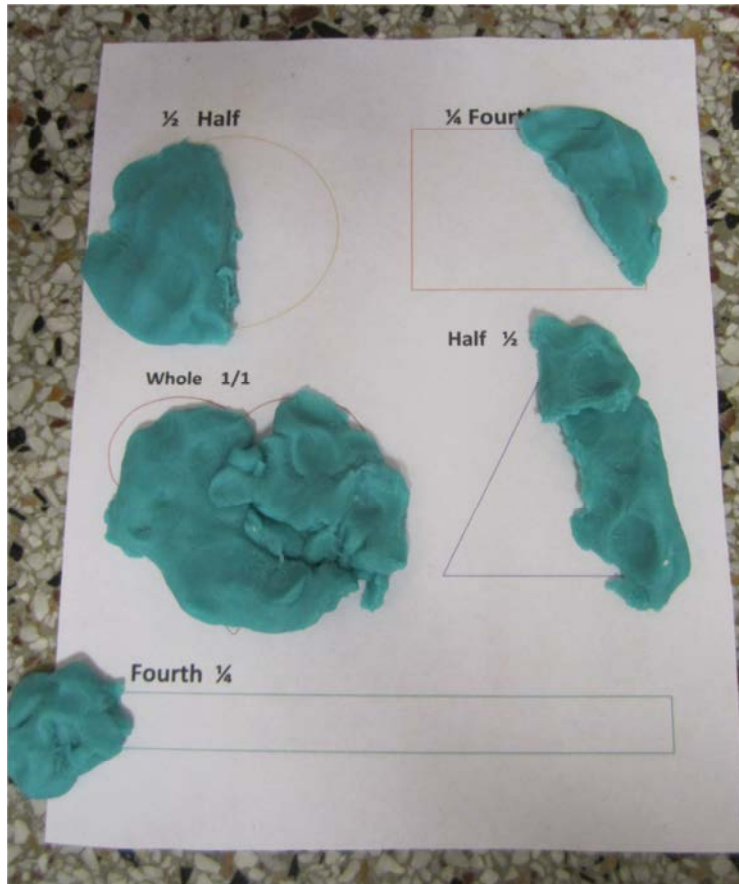
6. Fill in a fourth of the rectangle.



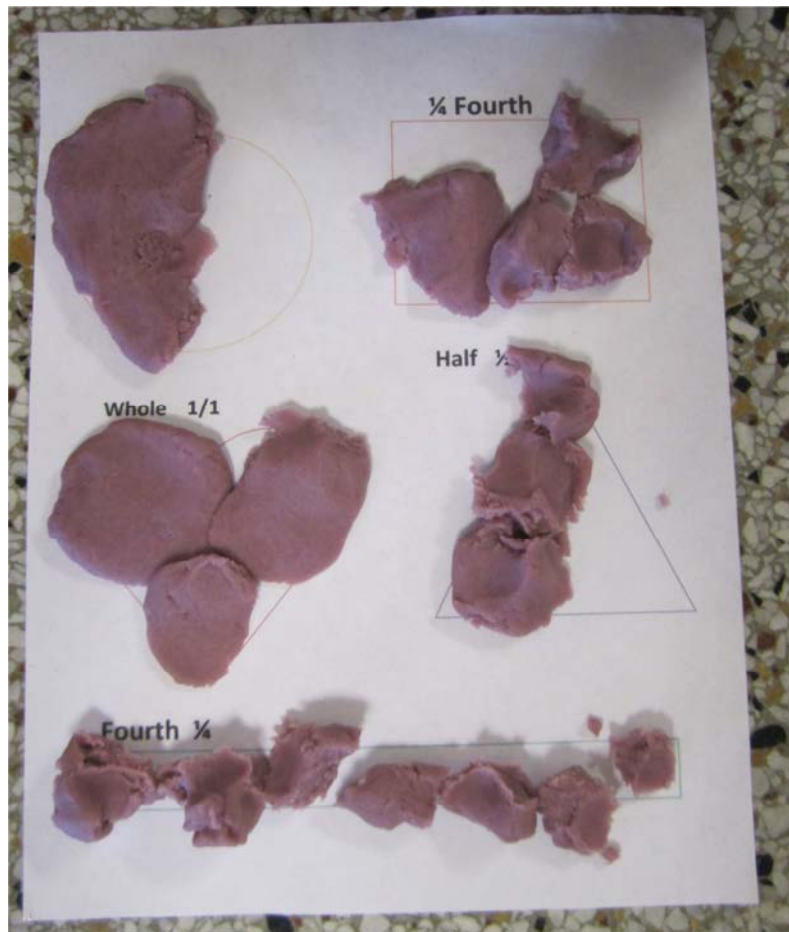
Play-doh worksheet (I took pictures of each student before I took a picture of their work so I knew whose page was whose)



#1 (low)



#2 (high)



#3 (middle)

Informal Observation Charts:

Monday
2/13/12 Introduction to Fractions (Day #1)

Observation sheet

1 all but fractions needed support	2 all, knew hesitant about frac.	3 didn't know 1/4, fract. knew rest	4 knew whole + 1/2 didn't know fraction	5 a little quicker but still needed help
knew all, hesitant about frac.	didn't know fraction - knew w. 1/2, 1/4	only knew whole, still got confused	didn't know them	didn't know fraction ... hard time w/ terms
knew all well	struggled - knew w + 1/2 - no = frac / 1/4	knew all, kinda got term frac	knew all but fraction	knew terms @ end - didn't know fraction
knew all well	- knew all	struggled w/ terms. knew w + 1/2	not here	
knew all well 1/2 = 2/4				

some

Tuesday

2/13/12 Introduction to Fractions (Day #1)

2/21 Day #2

Observation sheet

1 A.J. 10 knew all + even wrote it	2 10 no=frac (kind of) yes=terms/color	3 10 no=frac, 1/4 yes=color, 1/2, whole	4 10 no=frac + 1/2 knew 4th -could draw	5 10 struggled knew 1/2 no=frac
10 Matthew	10 knew all + how to write frac	10 knew=1/2, whole could color all but 1/4 No=frac, 1/4	10 -No: frac, whole -could: color, 1/4, 1/2	10 Sick!!
10 Dylan	10 kind of: frac (said 2 pieces) yes: color + terms	10 kind of: frac said 1/2 yes=terms/ color	10 kind of: frac (whole, 1/2) knew terms color=U	10 didn't know frac
10 Dylan	10 knew all + how to write frac	10 no=frac yes=terms/ color	10 -could draw -no frac -trouble w/ all terms	4
10 knew all + how to write frac				

2/22 Day #3

2/19/12 Introduction to Fractions (Day #1)

Observation sheet

1	2	3	4	5
Adrian 10	Justin 10	Struggled 3 no = $\frac{1}{4}$, frac yes = terms w/ cards	Struggled 4 w/ all terms, knew frac	Struggled 3 no = $\frac{1}{4}$, frac Yes = terms w/ cards
Adrian 10	Math 10	Struggled 4 a lot, could do flash cards	Struggled 7 w/ $\frac{1}{4}$ - slower	- yes = $\frac{1}{4}$ 3 - no = other terms
Matthew 10	Anna 10	10	knew all 8 struggled w/ $\frac{1}{4}$ + frac	Struggled then got it 4 - sort of frac
10	knew all 10	Ramona 10	knew all 5 no frac	
10				

Observation sheet

1	2	3	4	5
10	10	10 but close 9 No = frac (said = shares of whole) - yes = obj 0 *	10 No = 1/2, frac 6 yes = w + 1/4 *	10 no = frac 6 yes = all struggled w/ 1/4 *
10	10	10 I didn't know 1/2, but got it)	10 No = 1/4, frac 6 y = w. 1/2, *	10 No = playdohs *
10	10	10	10 Yes = 7 no = frac share - equal	10 Yes = model *
Not here	10	10	10 yes = objectives - no = whole 8 - yes = all Sort of = 1/4 *	10 yes = objectives *
10				

* modeled + they said term (assess)

Reflection

After each lesson that I completed I reflected on how well I felt the lesson went overall, what went well, what didn't work, how many students met the lesson objectives, and how I could help the students succeed during the next week. By doing this, I was able to make changes and even remain flexible and make changes during my lesson in order to best meet the needs of my students.

I placed the students into groups, or worked with individual students, according to their needs. I pushed the students who already met my unit objectives by teaching them about other terms (such as thirds and sixths) and also by teaching them how to write a fraction and new terms such as numerator and denominator. I had them practice writing the fractions and also had them practice reading the fractions when they were written in a number form (such as $\frac{1}{2}$ or $\frac{1}{4}$). For the students who were struggling I did more one-on-one work. I also used flash cards and a lot of hands on manipulatives in order for them to best understand. I used analogies such as candy, pies, and pizza to help them understand.

It was important for me to reflect constantly so I could write my next lesson plan to best meet the needs of each student. It was also essential for me to reflect during the lessons. For example, one day I had two different activities planned, one for the higher group and one for the lower. I ended up using the picture cards from the higher group (they were doing a concentration game with both picture and fraction cards) and turned those cards into flashcards to help the students who were still having a difficult time. One girl really struggled with understanding terms using play-doh but the fraction picture cards really helped for her to gain a better

understanding. This makes sense because she is a very visual learner, so seeing the cards helped her learn.

After the pre-test I had originally grouped the students into groups and planned to work with them in those groups the whole week. After the first day I decided to with go the group idea and call on students in the moment. This way I could call on students who weren't busy, or taken out of the room, and I could call on students to come together who worked well together and were on the same level, or close to it. Also, by doing it this way I could work with a lot of students at one time (the students who behaved well and who knew the information) because then this allowed for me to spend a lot of time individually, or in pairs, with the students who still needed that extra support.

Another change I made was the variety of activities. The Smart Board activity worked really well which is why I decided to use it for the review game. The students could all relate to eating pizza and they all really liked pizza, so I did a couple of lessons using the idea of pizza because I saw that this was working well. I also changed some of my lessons in the moments in order to best meet the needs of my students. For example, I had the students do one topping at a time when they were making a pizza, instead of all of the toppings like I had originally planned, because the toppings were getting mixed together and it was really hard to separate them. This was taking time away from learning which is why I changed it after the first pair.

If I were to teach this lesson again I would provide more real-life examples (such as each person making their own mini pizza, or pies) or even professional fraction manipulatives instead of just my own home-made one. I also realized that the students really picked up a lot from the videos that I showed them about fraction. If I were to do this lesson again I would use more

videos and try to find fun songs that are catchy and help the students remember the names and concepts of each term.

Another thing I would do is that I would continue working with the four students who didn't meet the objective. They were so close and just needed some extra time. Also, to help them I could've had them use play-doh or another form of assessment instead of doing the formal post-test worksheet. This way they may have been less under pressure or could think about the terms easier.