

Lesson Plan Template for Math, English Language Arts (ELA) or English as a Second Language (ESL)

Lesson Overview

Lesson Title: Multiplication of Fractions	Lesson Timeframe: 45-75 minutes
Lesson Author: Deborah Tkach	Date Created: November 12, 2021
Content Area(s): Math	General Topics/Skills Covered: Multiplication of fractions
NRS Level(s): Level 3	Prerequisite Skills: Students must be able to simplify fractions, determine equivalent fractions, and convert improper fractions and mixed numbers.

Standards and Skills Addressed

<p>College and Career Readiness Standards (CCRS):</p> <p><u>Standards for review of prerequisite skills:</u></p> <p>Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model. (3.NF.3b)</p> <p>Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. (3.NF.3c)</p> <p><u>Standards for lesson:</u></p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. (5.NF.4)</p>	
<p>English Language Proficiency Standards (ELPS) (if applicable): N/A</p>	<p>Target Grammar/Language Forms (for ESL): N/A</p>
<p>Standards for Mathematical Practice:</p> <p>Reason abstractly and quantitatively.</p> <p>Attend to precision.</p> <p>Look for and express regularity in repeated reasoning.</p>	

Standards and Skills Addressed

Foundation Skills Framework (Workforce Skills):

Applies mathematical operations, concepts, and reasoning.

Digital Literacy Skills:

Skills practiced:

- Navigating within a particular website
- Clicking on links to access documents and videos
- Answering multiple-choice questions digitally

Objectives, Materials, and Vocabulary

Lesson Objective(s):

By the end of the session, students should be able to earn at least an 80 percent on the assessment which will measure their ability to multiply fractions, whole numbers, and mixed numbers using both like and unlike denominators.

Texts, Materials, Resources:

Students can use the Lesson document to learn the material and do short practice exercises. At the end of the slides, students are asked if they want more practice or if they are ready to take the assessment. They are given the opportunity to do more practice using online worksheets that they can submit to the instructor. If they are ready to take the assessment, students can contact their instructor for the assessment link.

Lesson:

https://docs.google.com/presentation/d/1ADct64jRW4ams_fturtbTrOn40Fk7DgFksd3gY775z8/edit?usp=sharing

Independent Practice:

- Student worksheets:
 - Proper fractions - <https://drive.google.com/file/d/12sRE9IIZxAxeqDzy7ohdmJV4ZqeFvFOn/view?usp=sharing>
 - Mixed numbers - <https://drive.google.com/file/d/18b1e390zQtm-c-nIBb9Ey329piobL4bM/view?usp=sharing>
- Teacher worksheets (with answers):
 - Proper fractions - https://drive.google.com/file/d/1zFU1YVhQi0_hhtRIhIXTQZzOBa7KAX6W/view?usp=sharing
 - Mixed numbers - <https://drive.google.com/file/d/1jXQjI4Xjl2HBpKLLgZxAM008BhAzGaP/view?usp=sharing>

Assessment:

Objectives, Materials, and Vocabulary

<https://docs.google.com/forms/d/1OMsBWOAVOyJjWvjYM970k5Lm3W2ixmppaXWdz7Gg6HQ/edit>

Instructional Activities

Lesson Introduction:

Students will review procedures on conversion of improper fractions and mixed numbers, factors of numbers, and simplification of fractions.

Lesson Body:

Students will read through a series of slides which explain fraction equivalency and different strategies to perform mathematical operations of fractions and whole and mixed numbers.

Independent Practice: Students will be given the opportunity to complete practice questions as they proceed through the slides to ensure that they understand the material. They can also complete online worksheets which can be submitted to their instructors for additional practice.

Assessment:

Students will complete an assessment with multiple-choice questions to determine if they have learned the material that was presented. They will be successful if they earn at least an 80 percent on the assessment.

Lesson Conclusion:

Instructors should review lesson objectives with students and give them an opportunity to discuss their comfort level with the material. If students need additional assistance, instructors can then offer remediation by using worksheets found at

<https://www.math-drills.com/>

Check to ensure that your lesson addresses the Key Shifts in the CCRS:**Math Key Shifts:**

- Focus
- Coherence
- Rigor

Instructor Reflection After the Lesson

Instructor Reflection Questions (to be completed after teaching the lesson):

- What went well in the lesson?
- What did not go well in the lesson?
- Did the learners meet the lesson objectives? If not, why?
- What changes should be made for next time the lesson is taught?