

EDYS edTPA Lesson Plan

Name(s): Jack Tempone	Unit: Geometry Lesson #: 2	Date: 5/4/23
Standards Addressed		
<p>WI Content Standards/NCSS standards:</p> <ul style="list-style-type: none"> ● Partition circles and rectangles into two and four equal shares, describe and count the shares using the words <i>halves</i> and <i>fourths</i>, and use the phrases <i>half of</i> and <i>fourth of the whole</i>. Describe the whole as being two of the shares, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. 		
● Specific Learning Objectives:		
<ul style="list-style-type: none"> ● Students will be able to... <ul style="list-style-type: none"> ○ identify and draw examples of halves and fourths with traditional dishes and artwork from their own culture or other cultures. ○ identify and draw examples of halves and fourths of a pizza or other cultural food, using visual representations such as diagrams or illustrations. ○ explain the concept of halves and fourths of a pizza, or other cultural food, using appropriate mathematical vocabulary and language. 		
Academic Language/Vocabulary	Language Function Objectives	
Half Fourth Whole Fraction Equal Numerator Denominator Toppings Slice Order Label Compare Contrast	<ul style="list-style-type: none"> - Describe: Students will be able to describe the concept of fractions and how to identify and label halves and fourths of a whole shape. - Comparing and contrasting: Students will be able to compare and contrast halves and fourths and explain the similarities and differences between the two fractions. 	
Assessments		
Formative	Summative	

<ul style="list-style-type: none"> - Observation of student interaction & work - Conducting quick checks or exit tickets at the end of the lesson to see how well students understood the learning objectives. - Asking students open-ended questions about fractions during class discussions. - Reviewing students' completed worksheets or pizza orders to see how well they were able to identify and label halves and fourths. 	<ul style="list-style-type: none"> - Analyzing students' ability to solve real-world problems involving fractions, such as dividing a pizza among a group of friends or family. - Assigning students to create their own pizza shop menu and ordering form that incorporates halves and fourths. This project can be assessed based on how well students were able to identify and use halves and fourths.
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Instructional Context

What do I know about my students that informed this lesson?

I know which students tend to need more instruction and which tend to need less. I also have the IEPs for students in my class with learning differences. I know that some of my students are ELL, so I have accommodations in place for them to learn at their best potential.

How does this lesson connect with and build on the previous lesson(s)?

This lesson builds upon my previous lesson where we talked about properties of shapes. Taking it a step further, we have circle, square, rectangle, and other shaped pizzas. With their knowledge of shapes from the previous lesson, they will be able to take orders based on the shape of the dough. Customers will decipher what toppings they want based on their shapes, so the student shop owner will use the skills honed from a previous lesson.

How do you expect to build on this lesson in subsequent lessons?

In subsequent lessons, I will build on this lesson by introducing how to add fractions. Students are already able to understand $\frac{1}{4}$ and $\frac{1}{2}$, so now we will bring in how to add these together. Students will look back on this lesson and imagine the pieces of pizza as they're adding.

Teaching Strategies:
Anticipatory Set/Grabber/Intro

Ask the class, "Who likes pizza?"
Ask them, "How much pizza can you eat?/How many pieces?"
Ask students, "What's your favorite kind of pizza?"

Teacher Input/Direct Instruction

Explain what a fraction is and the idea of halves and fourths are two and four equal shares of an object.
Teach the notation of fractions: $\frac{1}{4}$, $\frac{1}{2}$

Define numerator and denominator and give mnemonic ways of remembering their differences.

Student Activities/Guided Practice

The students participate in their activity where they have their pizza shop. Every student will fill five different orders, comprising of different ingredients and different fractions of the whole.

Students will also have to be able to notate their orders as 1, $\frac{1}{2}$ or $\frac{1}{4}$ and identify numerator and denominator.

Closure/Independent Practice

Students will participate in a similar activity, however they will use desserts to close the lesson. An example could be a pie or cake to split in half or in fourths. At the end, students will need to show me a whole pie, half, and a fourth of a pie in order to show mastery.

Student Supports/Organization

Allow students extra time to complete their work as needed
Pair students with learning differences with strong peer partners
Allow nonverbal students to use assistive technology to speak for them
Allow ELL students to use assistive technology to translate from native language to English

Materials and resources

- Paper plates (1 per student)
- Construction paper in various colors (red, green, yellow, brown, white, etc.)
- Scissors
- Glue
- Markers or crayons
- Pictures of pizzas (optional)