

Teacher's Name: Lauren O'Brien	Date:	September 2012
Grade Level: Third	Subject: Math (Saxon Program)	Co-Op: Mr. Crissman Supervisor: Thomas Blocher

Preliminary Planning

Standard - 2.1.3.C: Use drawings, diagrams or models to show the concept of fraction as part of a whole.

Assessment Anchor - M3.A.1: Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

Anchor Descriptor - M3.A.1.1: Apply place-value concepts and numeration to counting, ordering, grouping and equivalency.

Pre-assessment: Ask students to talk about something that is half. Half of a group of objects.

Objectives:

- | |
|---|
| <ul style="list-style-type: none"> • Students will be able to find half of a set of objects. |
|---|

Materials:

- | |
|---|
| <ul style="list-style-type: none"> • A set of magnets for the board • Froot Loops • Class Fact Practice 37A/Fact Homework 37B • Scrap paper • Guided Class Practice 37A/Homework 37B |
|---|

Learning Sequence

Description:	Time:	minutes
	15	

Into

Introduction/Motivation/Focus Attention:

- Math walk: students will practice their facts using a worksheet and a partner
- Students will do a class fact practice sheet, with a 1 minute testing and then the B side will be for homework
- Today's lesson
 - The teacher will explain to the students that today we are going to find half of a set of objects
 - Read the book: "The Doorbell Rang" by Pat Hutchins
 - The teacher will put 8 magnets on the board and tell the students that we are going to pretend that they are candies.

- The teacher will explain that this is a group of candies and we can also say that they are a 'set' of candies
 - The teacher will explain that she would like to share these candies with Mr. Crissman so that we both have an equal (same) amount.
 - I will keep half of the candies and I will give half of them to Mr. Crissman.
 - Ask a student to come up and show us how to divide the group of candies in half.
 - Are the groups equal?
 - How do you know?
 - How many candies will I have?
 - How many candies will Mr. Crissman have?
 - Half of 8 candies is 4 candies.
 - The teacher will write 'half of $8 = 4$ ' on the board
 - Explain that we can check our answer by adding the candies in each half. ($4+4 = 8$)
- The teacher will repeat this with 6 candies and 10 candies.

Description:

Time:
15

minutes

Through

Learning Activities (input, modeling, checking for understanding, guided practice, independent practice):

- The teacher will now hand out froot loops to the students.
 - Remind the students that these are used for the math activity and should not be eaten until after the activity is finished.
- The students will each get a piece of scrap paper as well.
- Students will be asked to find half of ...
 - Use the froot loops to find half of 12 and then write on your scrap paper 'half of _____ is _____'
 - Use the froot loops to find half of 14
- Students will be asked to put froot loops back in their baggies and bring attention back to the board.
- The teacher will explain that so far, we have found half of an even number of candies, ask the students what would happen if we had an odd number of candies?
 - The teacher will show 5 magnets on the board
 - Ask the students, if I give half of the candies to Mr. Crissman and keep half, how many will each of us have?
 - Do we have candies left over? How many?

- Write on the board ‘half of 5 = 2 with 1 left over.’
 - Repeat with 9 magnets
- Students will now practice with their skittles
 - Find half of 11 and 13
 - Write the answers on the scrap paper
 - ‘half of ____ is ____ with ____ left over’

Description:

Time:
15

minutes

Beyond

Closure (review, check for understanding, summarize, future forecast, transition):

- Guided Class Practice 37A/Homework 37B

Post Instructional Planning

- This lesson went really well. The students really enjoyed using the Froot Loops because they got to eat them at the end!